

DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

*ABOU-BEKR BELKAID UNIVERSITY-TLEMCEM*

FACULTY OF ARTS, SOCIAL SCIENCES AND HUMANITIES  
DEPARTMENT OF FOREIGN LANGUAGES  
ENGLISH SECTION

**THE USE OF THE MOTHER TONGUE IN AN EFL CLASSROOM :  
The Case of 2<sup>o</sup>AS Learners**

*This dissertation is submitted to the Department of English in  
candidacy for the Degree of Magister in Applied Linguistics and  
TEFL*

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### الملخص

يعالج هذا البحث إشكالية استعمال اللغة الأم في المدرسة الجزائرية و ذلك من خلال إبراز موقف المتعلم و المعلم من استعمالها لتدريس/تعليم لغة أجنبية (اللغة الإنجليزية) و يبين هذا العمل أن الاستعمال الجيد للغة الأم سواء من طرف المعلم أو المتعلم لا يشكل عبئا على المتعلم من حيث ملكته اللغوية.  
**الكلمات المفتاحية:** اللغة الأم، اللغة الأجنبية، موقف المتعلم، موقف المعلم.

### Résumé

Ce travail, d'après une étude empirique, explore les attitudes des enseignants ainsi que celles des apprenants envers la langue maternelle lors de l'apprentissage d'une langue étrangère. Ce travail démontre aussi que la langue maternelle peut être un outil d'apprentissage efficace s'il est utilisé judicieusement.

**Mots clés :** langue maternelle, langue étrangère, attitudes des enseignants, attitudes des apprenants.

### Summary

This action research based work aims first, at exploring the attitudes that both Algerian learners and teachers of English have towards the use of L1 in the EFL classroom, the purposes for which L1 is used and then, to suggest a solution to the mother tongue issue in the classroom. It provides a guideline for EFL teachers about the effective uses that can be given to the mother tongue in the English classroom without running the risk of overusing it and to give the mother tongue its place as a useful resource for English Language Teaching in Algerian secondary schools.

**Key Words:** Mother Tongue, action research, ELT, teachers' attitudes, learners' attitudes, L1 overuse.

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## KEY TO ABBREVIATIONS

<b>C1</b>	Culture one
<b>C2</b>	Culture two
<b>CA</b>	Contrastive Analysis
<b>CBA</b>	Competency Based Approach
<b>CLL</b>	Communicative Language Learning
<b>CLT</b>	Communicative Language Teaching
<b>EA</b>	Error Analysis
<b>ELT</b>	English Language Teaching
<b>FL</b>	Foreign Language
<b>IBE</b>	International Bureau of Education
<b>L1</b>	Native language, first language, mother tongue
<b>L2</b>	Second language, target language, foreign language
<b>MED</b>	Ministers of Education
<b>MSA</b>	Modern Standard Arabic
<b>NSA</b>	Non Standard Arabic
<b>SL</b>	Second Language
<b>SLA</b>	Second Language Acquisition
<b>TL</b>	Target language, foreign language, second language
<b>TBL</b>	Task Based Learning

## Abstract

*The use of the learner's mother tongue in the foreign language classroom, by either the teacher or the learner, has been a matter of controversy for many years because each method/approach claims to have pedagogical foundations for the inclusion or exclusion of L1.*

*Although recent research has tipped the balance towards the inclusion of the mother tongue in the FL classroom, the strength of ongoing methodologies (i.e. the Communicative Approach) in EFL contexts such as Algeria has led teachers to see the use of the mother tongue in the EFL classroom still as taboo. But, still many EFL teachers and learners recur to L1 for different purposes.*

*This paper will attempt to find out the attitudes of both Algerian learners and teachers towards the use of L1 while learning/teaching English.*

*Chapter one will be devoted to previous literature on the topic; mainly the L1 pros and cons.*

*In chapter two, the linguistic situation and the status of English will be reviewed.*

*Chapter three will be the theoretical justification for the research methods.*

*The research findings and recommendations will be presented in chapter four.*

*The benefits of judicious use of L1 will be demonstrated through this action research. Questionnaires and classroom observation are the research tools that have been used.*

*This research aims to provide a guideline for EFL teachers about the effective uses that can be given to the mother tongue in the English classroom without running the risk of overusing it and to finally give the mother tongue its place as a useful resource for English Language Teaching in Algerian secondary schools.*

**GENERAL  
INTRODUCTION**

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## ***General Introduction***

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tongue in the foreign classroom has taken different swings depending on which theoretical framework was in vogue at any one particular time.

While direct methods in the half of the twentieth century saw no place for L1 and its ban was one of the principles for a successful teaching of a foreign language, the grammar-translation method used the mother tongue at the expense of the target language, even today, translation is regarded as an illegitimate practice because of its association with this method. In the fifties and sixties, Behaviourist and Contrastive Analysis theories considered the mother tongue as a source of errors because of interference. Then, in the sixties because of Chomsky's innatist views, the negative role which was attributed to the mother tongue was downplayed. Krashen's Natural Approach which had a great impact on English teaching excluded the use of the mother tongue and suggested that effective learning of the foreign language be only through a comprehensible input, which implied the use of the target language only. Then, in the early eighties, the Communicative Language Teaching assigned no role to the mother tongue, but did not ban it either. But even then teachers continued to ignore the positive role that the mother tongue might have in their classrooms because of the so great influence of the Natural Approach on language methodologies.

Although each methodology/approach claims to have pedagogical foundations for the inclusion or exclusion of the mother tongue, recent research on this topic (Atkinson, 1987; Phillipson, 1992; Auerbach, 1993;

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Cook,2001; Tang,2002; Butzkamn, 2006) highlights the benefits of its inclusion in the EFL classroom. Moreover, these authors provide situations where the first language is needed and is a very efficient teaching/learning tool in the L2 classroom. Recent research has also praised the role of L1 in homogenous classrooms, that is to say where both learners and the teacher share the same mother tongue. It is believed that such classes are privileged because L1 is shared. Several authors have also claimed that a judicious use of the learner's mother tongue in the classroom is not only allowed, but is very effective for the learning/teaching process of a foreign language (English in this context).

In deciding how to develop language teaching methods and materials, teachers rely on three approaches; they make use of second language acquisition theory, make use of applied linguistics research, and make use of ideas and intuition from experience. These approaches should in fact support each other and lead to common conclusions. But, because there has never been a final theory or framework on the use of L1 in the classroom, language teachers feel uncomfortable about using it; mainly what happens in their classrooms do not match with second language theories.

This research, which has originated from the teacher/practitioner own experience in teaching, attempts to find out a final answer to the issue of L1 in the Algerian language classrooms. It tries first, to explore the attitudes that both Algerian learners and teachers of English have towards the use of L1 in the EFL classroom, then to find out the purposes for which L1 is used, and



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finally to suggest a solution to the mother tongue issue in the classroom. It aims to provide a guideline for EFL teachers about the effective uses that can be given to the mother tongue in the English classroom without running the risk of overusing it and to finally give the mother tongue its place as a useful resource for English Language Teaching.

This is an action research, which is a two-fold aim. First, it aims to find a remedy for the issue of L1 use by both teachers and learners into language classrooms in Algerian secondary schools. The second aim of the research is to introduce the notion of action research, to encourage reflective teaching and classroom research among teachers so as to bridge language learning theories and the practical realities of the classroom. Action research is seen as the best methodology that suits in this context because this work is undertaken by the teacher herself. Data has been gathered through classroom observation, a learners' questionnaire and a teachers' questionnaire. The research participants are Algerian teachers of English who teach at different secondary schools in the willaya of Tlemcen. The learners are second year students from Bouazza Miloud secondary school in Maghnia. They have been selected purposefully, first they are the researcher/teacher learners and they are enrolled in foreign language stream, so English is a very important subject to them, and besides, all learners are motivated to learn the language.

Due to the nature of the instruments which have been used in data collection, both qualitative and quantitative analyses have been performed. Quantitative analysis has

## ***General Introduction***

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been performed through the numerical data that has been processed by the computer and presented in tables, bar graphs and pie charts.

For the purpose of this research, the following questions have been formulated:

1. What are the Algerian learners and teachers attitudes towards the use of L1 in the classroom?
2. For which purposes is L1 used in the English language classroom?
3. To what extent and how should L1 be used in the English language classroom?

These three questions can be combined into a single broad question: To what extent is L1 used in English teaching and how is it to be implemented, and thus used judiciously in English language teaching? The answer of this question will be the core of this research.

From the research questions, the following hypotheses have been formulated:

1. Both Algerian learners and teachers have positive attitudes towards the use of L1 in the classroom.
2. L1 is used for different specific situations depending on the aim and level of difficulty of the activity.
3. Using L1 in ELT benefits both teachers and learners when used appropriately and judiciously.

The present work has been divided into four broad chapters. The first deals with the related literature on the topic. A definition of the term 'mother tongue' is first provided, mainly that the term has been attributed a great number of definitions. In the context of the research, L1 refers to a

## ***General Introduction***

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different variety of languages too and it is going to be used in its inclusive meaning. The way L1 is regarded in language acquisition theories and teaching methods, pros and cons of L1 are stated in this chapter, as well as the purposes for which L1 is used and to what extent such uses could be beneficial or harmful for both teachers and learners.

Chapter two will be a description for the linguistic situation and ELT in Algeria. It is known that that the linguistic situation in Algeria is very complex and this has a big impact on language-in-education planning policies. So, it is worth exploring the situation. Algerian educational reforms are also presented because they lead to a more understanding of the status of English in Algeria; just to mention, English is taught as a second foreign language in Algeria, French being the first foreign language.

Chapter three will be a description for the methodology used in this research. It is the theoretical justification for the research method, it describes the design of the study in terms of its aims, the informants, and the way data has been gathered.

Chapter four will be an analysis for the data collected. The results will be presented through tables and graphs. Answers to the research questions will be given and the hypotheses will be tested. Recommendations and suggestions to solve the issue of L1 in the Algerian classroom will be also given in this chapter.

In conclusion, the research will provide a guideline for Algerian EFL teachers about the effective uses of L1.

## ***General Introduction***

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Besides, it aims to introduce the notion of reflective teaching through action research so that teachers can find a solution, not only to the issue of L1, but to any problem that rises in the classroom as well.

As in any research field, terminology can often confuse the real issue. 'Mother tongue', 'first language', 'native language/ tongue' and 'L1', are essentially all the same though it is possible to argue that there are instances when they mean different things. At the same time the terms, foreign language (FL), target language (TL) and language 2 (L2) have the same meaning in this research.

# CHAPTER ONE

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**CHAPTER ONE**  
**LITERATURE REVIEW**

- 1.1 Introduction
- 1.2 Definition of the Term Mother Tongue
- 1.3 L1 in Second Language Acquisition Theory
  - 1.3.1 L1 Interference
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  - 1.6.1 The Monolingual Approach
  - 1.6.2 Arguments against the Use of L1
  - 1.6.3 Support for the Use of L1

1.6.4 L1Pedagogical Implications

1.7 Teachers' Attitudes towards the Use of L1

1.7.1 Teachers Attitudes towards the Use of L1

1.7.2 Learners Attitudes towards the Use of L1

1.8 Conclusion

*CHAPTER ONE**LITERATURE REVIEW***1.1 Introduction**

The use of the mother tongue in the foreign language classroom, either by the teacher or the learners, has been contentious since at least the mid-twentieth century. The place of L1 in the foreign classroom has generally been influenced by the teaching approach/ method which is being used. The use of the first language for the teaching/learning process of English has gone from full acceptance to complete rejection, and then to acceptance. The present teaching methodologies and most of current language learning theories admit that the mother tongue has an important role to play linguistically, psychologically and socially in foreign language learning. But, though the benefits acknowledged to L1, in language research, there is still a lack of attention paid to the role of L1 in ELT. In this chapter, The term 'mother tongue' will be first defined, and then the history of method, policy and practice in this field will be described. Purposes for which L1 is used as well as pros and cons will be presented.



## 1.2 Definition of the Term Mother Tongue

The term 'mother tongue', has a number of different meanings. It usually refers to the first language acquired as a child. This first language is assumed to be the one spoken by the primary caregiver who is supposed to be the mother. Because of the many changes that have occurred in child rearing practices, the mother is no longer considered as the primary carer. Thus, there has been a refinement of the original meaning. Butzkamm (2002) defines the mother tongue as the first language that the child learns, provided that the learning process takes place in a naturalistic way, that's to say, not through formal teaching. He also proposes some terms to be regarded as synonyms for mother tongue:

- ❖ First language, the first language the child learns to speak and understand;

- ❖ Home language, the language used within the home for everyday interactions;

- ❖ Family language, the language most frequently used within the family;

- ❖ Heritage language<sup>1</sup>, the language which is frequently a means of establishing and reaffirming consolidation with one's origins, though linguistic proficiency is not a prerequisite;

- ❖ Community language<sup>2</sup>, the language spoken by the immediate community. (Butzkamm, quoted in Byram, 2002: 419)

Another quite important definition has been given by Kangas who defines the mother tongue as one's native

language or a language from which a language derives. According to Kangas the mother tongue can mean the following:

- ❖ The language learnt from the mother
- ❖ The first language (L1) learnt, irrespective of "from whom"
- ❖ The stronger language at any time of life
- ❖ The mother tongue of the area or country
- ❖ The language most used by a person
- ❖ The language to which a person has the more positive attitude and affection. (Kangas, quoted in Kecskes, 2000:13)

According to the above definitions, the mother tongue can be the language acquired first, the language known best, the language used most or the language one identifies with, and is identified by others as a native speaker of. The mother tongue is also identified as the mother of second, third and fourth languages«**...it is from this womb that the new languages are born in the students' mind, so to exclude mother tongue from the English classroom is like trying to wean a baby on one day of their life.**» (Deller et al, 2002:10)

In the field of language learning and teaching, some ESL/EFL authors use specific terms, that are either positive or negative, to talk about the use of the mother tongue in the foreign classroom. And thus they reflect their attitudes towards the use of it in the learning process of a foreign language; this will be discussed in later sections (see 1.6).

The terms mother tongue, first language, native language and L1 are going to be used interchangeably in this dissertation though, they do not mean the same thing in other contexts. At the same time the terms, foreign language (FL), target language (TL) and language2 (L2) have the same meaning in this research.

### **1.3 L1 in Second Language Acquisition Theory**

It is worth considering the theoretical orientations towards L1 in the language learning process in the field of Second Language Acquisition since the ELT profession draws from it some of its pedagogic rationale. There are of course other sources of theory for ELT, such as, the fields of education, adult learning psychology and sociology but SLA is prominent because it deals with questions of how languages are learnt and most of teaching language approaches are constructed from this field of research.

#### **1.3.1 L1 Interference**

In the field of SLA, the role of L1 has been searched by psycholinguists first theoretical position that searched the role of L1 came from psycholinguists, the best known of whom is Skinner (1957). He states that language learning is a matter of learning a set of new habits which have to override and replace the old habits of the first language. Any interference of the old habits (L1) with the new ones (L2) will lead to failure. This theory has become very influential because the teaching methods which have based on this view of language proceed from the belief that L1 should be avoided in the

classroom because it hinders the learning process. The concept of interference holds the view that when L1 patterns are being imposed on L2, error will be done. Training in L2 patterns (syntax, morphology, phonology) is considered best done in complete isolation from L1. Then, L1 interference has been downplayed by nativists who claim that humans have an innate propensity to learn language, and that far from being a matter of stimulus-response and repeated imitation, language learning is a process of constructing an internally logical grammatical, phonological and pragmatic system (Brown, 1994).

### **1.3.2 L1 and Errors Production in L2**

The nativist theory has become associated with cognitive approaches to language learning, which emphasize that errors are a sign of the learner's conscious experimentation with the patterns of the language (Selinker, 1994). This shift in views has had an impact on how to interpret the errors made when learning a foreign language. In the behaviourist view, it is claimed that learners' errors can be predicted by comparing the structures of L1 and L2. Where they differ, the learner will follow the L1 pattern, producing an error. Where the languages have the same structures, positive transfer occurs, resulting in an error-free utterance. This is known as Contrastive Analysis. This hypothesis, introduced by Lado (1957), claims that the principal barrier to a new language is interference<sup>3</sup> between the first language system and the second language system.

A linguistic contrast between them will enable linguists to predict the difficulties a learner encounters (Brown, 1994) and then, it will be possible to isolate what needs to be learnt and what does not need to be learnt in a foreign language learning situation. To discover similarities and differences of two languages, Lado claims that a structure-by-structure comparison of the phonological, morphological, syntactic, and even the cultural systems should be done. The CA Hypothesis has been exemplified in the well-known quote by Lado that:

*« ...the learner tends to transfer the habits of his native language structure to the foreign language. Those structures that are similar will be easy to learn because they will be transferred and may function satisfactory in the foreign language. Those structures that are different will be difficult because when transferred they will not function satisfactory in the foreign language and will therefore have to be changed" (Lado, quoted in Selinker..et al,1994:60)*

However, the era of CA is highly controversial and although this controversy remains, it has important implications for FL learners and teachers. Then, linguistic studies have revealed that L2 learners' errors do not always have their source in L1, but are due to other variables independent of SL influence. Arising from the failure of Contrastive Analysis to account for all learners' errors, Error Analysis emerged both as theory and method. The role of EA ranges from the more practical

to the more theoretical: it classifies the types of errors in the target language, identifies the points of difficulty, explains the causes of errors with respect to cross linguistic influence, and suggests the ways of remedy.

It was Corder(1973) who first advocated in English language teaching and applied linguistics community the importance of errors in language learning process. Negative transfer started to be given less and less importance, but because cognitivist theories did not inform specific methods of language teaching in the same way as behaviourist theories informed audio-lingualism (Richards and Rodgers, 1986). This theoretical change in the view of L1 does not appear to have altered very much the teachers' view of it as a hindrance to the learning process.

### **1.3.3 L1 and the Comprehensible Input**

Krashen, (1981) in his influential 'Natural Approach'<sup>4</sup> to language learning suggests that errors showing the influence of the first language are a result of incomplete acquisition. Where the learner lacks a word or a structure in L2, they will 'fall back' on something based on L1. Interference is not the first language "getting in the way" of second language skills.

So, to solve the problem for L1 based errors, he suggests acquisition be through comprehensible input in the target language. The acquisition may be slow, but it is, in the long run, much more useful when language is used for the purpose of communication. Krashen's work has had a very impact on ELT community. Many teachers avoid

the use of L1 into their classrooms because of the comprehensible input (Phillipson, 1992)

#### 1.3.4 L1 and Communicative Competence

Since the 1970s, interest in language learning has moved somewhat away from psycholinguistic approaches to a consideration of sociolinguistic factors which focus on language as communication and as social interaction. One of the key figures in developing this orientation was Hymes (1972) whose work on communicative competence was influential in the developing of communicative language teaching.

Schumann's Acculturation Model<sup>5</sup> pointed the importance of social distance between the target language society and the learner as a key indicator of whether learning would take place. According to Schumann (quoted in Brown, 1994:178) the more involved the learner with the target group, the more successful is the learning. Gardner and Lambert's (1972) work on integrative motivation found much the same phenomenon. Although neither of these two theories about social factors in SLA had much to say about language teaching, they have had great impact on teachers persuading them of the benefits of their students becoming part of the target culture, and this usually means ignoring or minimizing the use of L1. The issue of the mother tongue has always been present in SLA research, and language learning theories built from this trend play an important role in either the inclusion or exclusion of L1 in ELT.

#### 1.4 L1 in Teaching Methods

In considering the developments of language teaching methods in the last two centuries, a clear division has been made by Stern. According to him, language teaching methods are either intralingual or crosslingual. Intralingual strategies are characterised by the use of TL as reference system, an exclusive focus on TL and C2, the separation of TL from L1, the avoidance of translation, teaching is done via the medium of the TL. Intralingual strategies adhere to the policy of coordinate bilingualism<sup>6</sup>, where the two languages are kept completely separate.

The crosslingual strategies are characterised by the use of L1 as a reference system, comparison between L1 and the TL, and also a comparison between C1 and C2. Crosslingual strategies believe in compound bilingualism, where the TL is acquired and known through the use of L1. The presence or the absence of translation as a technique is the main feature of intralingual and crosslingual strategies, as shown in the following table:



Intralingual	Crosslingual
Intracultural	Crosscultural
L2 used as a reference system	L1 used as a reference system
Immersion in L2/C2	Comparison between L1/L2 and C1/C2
Keeping L2 apart from L1	Practice through translation from and into L1
No translation from and into L1	Grammar Translation Method
Direct Method	Grammar Translation Method
Co-ordinate bilingualism	Compound bilingualism

**Table 1.1:** Intralingual and Crosslingual Strategies  
(Stern, quoted in Kumaravadivelu, 2006:189)

Stern's proposal of the two strategies is a response to the everlasting controversy about the role of L1 in teaching second or foreign languages. For him there have been long-standing controversies in the history of language pedagogy about the role of L1 in L2 teaching. He states that for many teachers **"the cross lingual strategy is no longer considered a point for discussion; in theory, language teaching today is entirely intralingual"** (stern, quoted in Kumaravadivelu, 2006:189) . But, He suggests to reconsider the use of a cross lingual strategy. According to Kumaravadivelu (2006) The reason

behind stern's suggestion is the fact that the recent teaching methods, though have they prohibited the use of L1 in the FL class, emphasizing the importance of teaching a FL only through the medium of the FL, but in reality, practicing teachers everywhere have currently stuck rigidly. Stern considers the L1-L2 connection as an indispensable fact of life. Besides, L1 offers a frame of reference system for L2 because when we learn a new language, we always set out from a language we already know

Sterns considers the Intralingual-Crosslingual strategy as a continuum arguing that it may be useful, at the initial stages of language learning, to fall back on comparisons between L1 and L2 and explanations of L2 in L1 terms. Towards the more intermediate and advanced levels, it is important to opt for intralingual techniques. In any SL/FL classroom, the learners' needs and the teacher's ability shape the technique which should be used into the classroom.

***"the emphasis on an intralingual or crosslingual strategy should be decided in relation to the goals of learners, their previous experience in the L2, the context in which the programme takes place, and the ability of the teacher to function intralingually or crosslingually"*** (Stern, quoted in Kumaravadivelu, 2006:189)

The role of L1 in ELT can be traced back to the late nineteenth century Reform Movement (Richards and Rodgers, 1986). It represents a tripartite scheme. It went from full acceptance to non acceptance and then again to acceptance.

#### 1.4.1 Grammar Translation Method

Translation was a deeply-rooted technique in the foreign language teaching since the predominant method was the grammar-translation method. The method with purely crosslingual techniques, arose out of centuries of the teaching of Latin grammar, texts and rhetoric, through exercises in grammatical manipulation and translation. Learning is deductive, the teacher gives rules explicitly, the students are passive receivers of new information and the students' L1 has an important function in teaching vocabulary and grammar. Since oral communication in the TL is not important, classroom instructions are given in L1. L1 is also used in evaluating students' progress in the TL. The goals are to teach translation, to read and understand literary texts in the target language, to make students aware of their native language structure and vocabulary, and to improve students' mental capacities with grammar exercises.

The use of L1 was the norm, but even then, there were differing points of view with regard to the use of translation (Boey,1970). Henry Sweet (1899) was generally in favour of translation. He explained that learning to think in the foreign language was desirable but that was not possible until one had ready and complete knowledge of it and at that was difficult to do "**...when we begin to learn a new language we cannot help thinking in our language**" (Sweet, quoted in Boey,1970:67). Jespersen (1904) did not agree on the use of L1 because "**translation encouraged perfunctory attention to the forms of the foreign language**"( Jespersen, quoted in

Boey,1970:67).For him, a student remembered the translation but not the original.

Palmer (1922) maintained that translation might sometimes be the best technique in getting the lexical meaning. There had been an attempt to reform the method of language teaching in his day and he strongly opposed supporters of the direct method, he pointed out that the reformers had misjudged "*...translation to be the root of the evil... the evil lay in the exaggerated attention which had been paid to grammatical construction*" (Palmer, quoted in Boey,1970:68).

#### 1.4.2 The Reform Movement

By the 1940's, oral proficiency started to be given interest when travel and commerce increased between European countries. Schools of languages were built. Early reformers, such as Gouin experimented with an approach based on child language acquisition, while later linguists such as Sweet and Vietor laid down ordered principles on phonology and teaching methods at developing speaking and listening skills(Richards and Rodgers,1986).

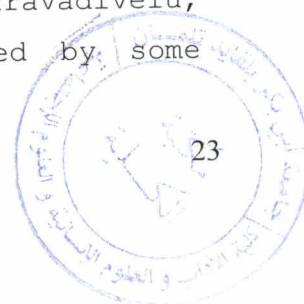
The period that witnessed changes in language teaching was called the Reform Movement, it led to the development of the Direct Method, characterised by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the first language and of translation as a technique (Richards and Rodgers, 1986). Within the Direct Method, L2 learning is considered similar as L1, so there should be a direct exposure to the target language

because learning occurs naturally, therefore L1 is not permitted. All ESL/EFL writers agree on the fact that the ban on the use of L1 in foreign language teaching has been introduced with the Direct Method (Cook,2001)

This method has had a profound influence on many of the methods and approaches which developed later. More focus was given to the learner and how to learn a foreign language in order to be used into real life situations. The Audio-Lingual Method whose learning theory is inductive and based on the principles of behaviourism, does not allow the use of L1 in the classroom because it may cause interference and bad habit formation in L2. The Silent Way, a cognitive learning theory, gives much more attention to the learner. The teacher is just a technician or engineer who facilitates learning. Students can learn from each other, but still the role of L1 is restricted, it can be used at beginning levels to give instructions when necessary, no translation is used. It can be exploited, for example, similar sounds in L1 and the TL can be used to make students aware of phonological similarities. In Suggestopedia, a language teaching method, introduced by Georgi Lazanov, grammar rules are provided in L1 because it is taught explicitly. Dialogues and texts with literary value are used with their translations in L1 on the opposite side. The teacher can use L1 only when necessary, and then he uses it less and less as the course proceeds.

#### 1.4.3 Methods that actively use L1

Sterns concedes that throughout the decades of adhesion to intralingual approaches (Kumaravadivelu, 2006), there have been exceptions maintained by some



writers and theorists. There have been some teaching methods that favour using both L1 and L2 within the same lesson.

#### 1.4.3.1 Dodson's Bilingual Method

In 1967, Dodson advocated a bilingual method which involved both crosslingual and intralingual elements, and made systematic use of L1 in establishing meaning and in practicing structures. Dodson believed that was necessary since *"...the sign of true bilingualism is not merely the possession of two languages, but the ability to jump easily from one to the other"* (Dodson, quoted in Byram, 2001:84).

In a lesson, planned on the principles of the Dodson Bilingual Method, the teacher starts by reading an L2 sentence aloud several times and gives its meaning in the L1. Next the students imitate by repeating the sentence, first in chorus and then individually. The teacher tests their understanding of the meaning by saying the L1 sentence while pointing to a picture, requiring them to answer in the L2.

Dodson insisted on the use of oral L1 equivalents at sentence level to convey the meaning of unknown words or structures. Interference from L1 is avoided because the teacher says each dialogue sentence twice, with the L1 version sandwiched between, and that is why the technique used in this method is called 'the sandwich technique'. L1 is regarded as the ideal means of getting the meaning across as quickly as possible. Baker (quoted in Byram, 2001) believes Dodson was able to show that by

combination of printed word, L1 equivalents and picture strip the FL learning would be successful.

#### **1.4.3.2 Community Language Learning**

The Community Language Learning, a holistic approach to language learning that it is both cognitive and affective, so one of its most important principles is security of learner. The learner should feel secure to enter a successful learning experience. Learners' security is enhanced by using their native language. Directions in classroom can be given in L1. The learners are allowed to express their feelings in their first language. In a CLL classroom, the lesson starts by students talking to each other spontaneously in the TL via the mediation of L1 (Curran, quoted in Cook, 2001). The learner says something in their L1 which is then translated by the teacher into the FL; the other students overhear both the L1 and the L2 versions of the sentence. At later steps, students depend less and less on the L1. Here the process starts with the student's self-created sentence, which is then translated into the L2, while in the Dodson Bilingual Method, it starts with a teacher's L2 sentence translated into L1. This method praises L1 role for its humanistic benefits.

#### **1.4.3.3 New Concurrent Method**

The method, used by Jacobson in 1990 to teach English to Spanish-speaking students, consists of the teacher switching to Spanish when the concepts are important, when the students get distracted, or when a student should be praised or reprimanded (Cook, 2001). At the lesson start, both the teacher and students use L1 to

introduce the new vocabulary items, so code-switching is considered as a natural activity in the classroom. According to Jacobson, it is a way to foster learning through a more natural situation of the TL use.

### **1.5 L1 in Communicative Language Teaching**

This section is devoted to the place of L1 in Communicative Language Teaching because this has an important role in language teaching and it has been the prevailing approach in ELT since the 1970's. In the Algerian context, ELT has shifted from CLT to Competency Based Approach, but this latter is an expansion of CLT and it draws its pedagogical principles from it.

The emphasis on the use of the TL only, largely remains through the CLT because the most important aim of the approach is to make the learner attain the communicative competence of the FL. Thus, maximum exposure of the TL is needed. But, there is no total rejection of the use of L1, as many teachers think (Atkinson, 1987). Finocchiaro and Brumfit (quoted in Richards, 1986) in comparing the Audio-lingual Method and the Communicative Approach, explain that in the former the use of L1 is banned, and translation is only permitted at higher levels, whereas in the Communicative Approach selective use of L1 is accepted where feasible, translation may be used where students find it beneficial. Swan considers L1 as an essential factor in L2 learning because when a learner enters the foreign classroom, their mind is not a *tabula-rasa*<sup>7</sup>, but he believes that there is a curious absence of discussion



about the use of L1 "If ... the mother tongue is a central element in the process of learning a foreign language, why is it so conspicuously absent from the theory and methodology of CLT? Why is so little attention paid?" (Swan, 1985:96)

This neglect has made teachers unable to cope with the issue of L1 in their L2 classrooms. Atkinson (1987), the first advocate of the role of L1 in CLT, considers the mother tongue as a neglected resource. He believes that there is a lack of attention paid to the role of L1 in CLT because L1 is always associated with the grammar translation method of teaching, which is now seen as outdated, theoretically baseless and of little use in teaching learners to use language communicatively (Atkinson 1987). The second reason is the influence of Krashen's (1982) work, which, while theoretically contested and even rejected by many linguists, has had enormous impact on teachers' practices in its insistence on maximum exposure to comprehensible input in the target language (Atkinson 1987).

As exemplified above, L1 has a variety of functions nearly in all teaching methods except in direct and audiolingual methods. These methods have had their theoretical principles in structuralism that assume language learning to be a process of habit formation, without considering the students' background. In addition, no attention is given to humanistic views of teaching. Larsen-Freeman (2000), an advocate of the role of L1, has given a concise description of the role L1 in ELT (see appendix 1).

## 1.6 L1 Use: Pros and Cons

Research on the use of the mother tongue in the FL classroom reveals periodic changes in how it is viewed (Auerbach, 1993). Hundred years ago, the use of L1 was the norm, the teaching was bilingual and the students were learning through translation. The use of L1 was accepted, in part because language teaching focussed on the written word at the expense of the spoken one. In the 19th century, the monolingual approach to teaching English started to evolve and the exclusion of the mother tongue from the FL classroom became an axiom. Then, the post-communicative period with its shift towards eclecticism re-allowed the use of L1 in the FL classroom.

### 1.6.1 The Monolingual Approach

The mass migration of peoples to the other countries particularly from Europe to America had a great impact on language teaching. Educators were forced to reconsider their lessons, from smaller classes to bigger classes, and mainly from students with a common L1 to students with mixed L1. Teachers could no longer rely on using the L1 to help them. Using the FL as the medium of teaching became the only existing method in schools. English-only policy was welcomed by many teachers because they themselves were monolingual. They did not find the need to speak the mother tongue of their students. By enforcing, English-only policy, **"the teacher could assume control of the class, and would naturally be in a position of strength"** (Phillipson, 1992: p188). On the other hand, by using L1 in the classroom, the teacher risked undermining themselves, as the students being the better speakers, would control the communication.

That's how the monolingual approach to the teaching of English started to evolve. This tenet was formulated by Gatenby(1950), one of the founding fathers in ELT. He believes **"What is essential is that the language being studied should be as far as possible the sole medium of communication in any given environment"** (Gatenby, quoted in Phillipson 1992:185). Using nothing but English in the classroom was reinforced in the Makere report<sup>8</sup> in 1961. There are five basic tenets originating from this report, which have been called into question, but which were taken for the correct principles of ELT. These are:

1. English is best taught monolingually
2. The ideal teacher of English is a native speaker
3. The earlier English is taught, the better the results
4. The more English is taught, the better the results
5. If other languages are used much, standards of English will drop

(Phillipson, 1992 :185)

Phillipson has described these as 'the five fallacies' of modern English language teaching. Apart the third tenet that refers to the critical period hypothesis<sup>6</sup>, all the others refer to the use of L1; the first tenet proclaims English-only is what should be striven for, the second one implies that native English teachers are more valued than non native teachers. Restriction of the use of L1 is mentioned in the third

tenet, and in the last one, it is claimed that the use of L1 will hinder the learning of English.

By the 1970s these tenets would be incorporated into the Communicative Approach, which was built on the idea that monolingual approach with authentic communication in the target language was the best way to learn a language. Implicit in this tenet is the belief that an exclusive focus on the target language will maximize the learning of the language, regardless of whatever other languages the learner may know (Phillipson, 1992). The ban of L1 reflects a belief that it is a hindrance in FL learning. Because of the second tenet many teachers felt guilty if they used L1 **"...they assigned a negative value to "lapses" into L1, seeing them as failures or aberrations, a cause of guilt"** (Auerbach, 1993:5).

Even as recently as the 1990s, the English-only movement has been further solidified by the various versions of the national curriculum orders in the UK, which established the use of the target language (TL) as the means of communication in the classroom. The British school inspectorate agency OFsted<sup>9</sup> produced reports<sup>10</sup> in 1993 which strongly encouraged language teachers to use only the target language **'Teachers should insist on the use of the target language for all aspects of a lesson'** (OFSTED 1993, section 37).

However, a growing number of scholars have proposed that the monolingual approach should be perceived with a more critical eye. The main criticism has been that the monolingual approach may not be entirely based on pedagogical grounds, but also on political and ideological ones (Phillipson, 1992, Auerbach, 1993).

Auerbach emphasises that the monolingual teaching has a political dimension. She links common classroom practices to their ideological origins, pointing out that:

*« ...monolingual instruction in the US has much to do with politics as with pedagogy. Its roots can be traced to the political and economic interests of dominant groups in the same way that the English movement has been; the rationale and research used to justify it are questionable; and there is increasing evidence that L1 and/ or bilingual options are not only effective but necessary for ESL students (Auerbach, 1993:29)»*

English-Only-Movement is maximum exposure to language because it leads to quick learning *"... but excluding the students' L1 for the sake of maximizing students' exposure to the FL is not necessarily productive"* (Pachler et al, 2001:85). The quantity of exposure is important, but there are other factors, such as the quality of the text material, trained teachers, and sound methods of teaching which, are more important than the amount of exposure to English (Philipson, 1992). Increasing the amount of FL instead of perhaps a simple explanation in L1 is likely to have a negative effect on the students' part, mainly lower-level students *"...excluding L1 may impede learning"* (Burden,2000:6). Teaching in the TL does have benefits but teaching in the TL alone, will not guarantee learning among the students.

#### 1.6.2 Arguments Against the Use of L1

According to Cook(2001), advocates of the Monolingual usually organize their support around three claims:

1. The learning of an L2 should be the model for learning of an L1 (through maximum exposure to L2).
2. Successful learning involves the separation and distinction of L1 and L2.
3. Students should be shown the importance of L2 through its continual use.

Many teaching methods are based on the characteristics of L1 acquisition process and the fact that monolingual children do not have another language, L2 learners are not allowed to rely on their language. But, it is not convincing because the L1 monolingual child does not have another language by definition, **"...it is the one element that teaching could never duplicate"** (Cook, 2001:407).

The second argument is from language compartmentalisation, Cook finds out that one of the paradoxes of strictly monolingual classroom is the idea that the goal of bilingualism is to be achieved via monolingualism. He states that L2 learners process the L2 in accordance with the compound bilingualism model and not with the coordinate one because the two languages are interwoven in the L2 user's mind, so **"Keeping the languages visibly separate in language teaching is contradicted by the invisible processes in the students' minds"** (Cook, 2001, 409). So, he considers that intralingual teaching methods are not always effective ones.

The third argument is from TL use in the classroom. Many research findings as well as teaching methods suggest that the teacher can maximise the provision of

useful TL by avoiding L1. But, the maximal provision of TL input does not deny L1 a role in learning and teaching. *"Having a large amount of meaningful L2 use, including samples of language relating to external goals, does not preclude using the L1"* (Cook, 2001:410).

Cook concludes that none of the three arguments from L1 learning, compartmentalisation of languages and the provision of L2 use strongly support the view that L1 should be avoided, so it is futile to discuss whether language teaching methodology should approve or disprove the use of L1 in the classroom.

### 1.6.3 Support for the Use of L1

According to Auerbach, the English-only policy in the classroom needs to be re-examined. She states that the use of L1 reduces affective barriers to English acquisition. She also suggests that L1 can be used for the negotiation of syllabus and the lesson, record-keeping, classroom management, scene setting, language analysis, presentation of rules governing grammar, phonology, morphology, and spelling, discussion of cross-cultural issues, instructions or prompts, explanations of error, and assessment of comprehension.

As far as the purposes for which L1 can be used, Cook states that the teachers can use it for conveying meaning of words or sentences, for managing the classroom, L1 can be used as meta-language for explaining grammar and it can even be used for testing. On the part of the learners, it can be used as part of the main learning activity and within classroom activities. But,

according to Cook, the use of L1 should be governed by four factors:

- efficiency: can something be done more effectively through the L1?
- Learning: will L2 learning be helped by using the L1 alongside the L2?
- Naturalness: do learners feel more comfortable about some functions or topics in the MT rather than the TL?
- External relevance: will use of both languages help the students master specific L2 uses they may need in the world beyond the classroom? (Cook, 2001: 415)

Atkinson(1987), The first advocate of L1 in the classroom, agrees with Cook in the fact that it is a valuable humanistic element in the classroom because it enables students to say what they really want to say sometimes. It can be usefully applied in the classroom as a bridge to learn the target language. It can be used for comprehension purposes, reinforcing linguistics items that students have just learnt in class, recognizing and raising awareness of their own language and the target language, finding ways of expressing words in the target language, producing contextual utterances, and testing their L1 and L2 linguistics knowledge. Atkinson(1987) agrees on the use of L1 as a technique in the learning/teaching process, assuming that the teacher either shares the native language of the students or has sufficient comprehension in it. After using the L1 in his classes on an experimental basis, Atkinson found several useful applications of the L1. These are:



- Eliciting languages such as 'How do you say X in English?'
- Checking comprehension. The L1 can be used to check comprehension of a listening or reading activity.
- Giving instructions at early levels. Some activities are very complicated to set up. In such cases, it may be a good idea to give the instructions in the TL, and then ask the students to repeat what the teacher said in their L1.
- Co-operation among learners. It is a good idea having peers explain difficult points to each other in the L1. This way, they do not have to worry about neither understanding the hard points nor understanding the TL.
- Discussions of classroom methodology at early levels. Students have the right to know what is going on in the classroom such as tests, quizzes, assignments, and have the right to give their opinion about classroom methodology. Therefore, either the L1 or a mixture of both languages should be used.
- Presentation and reinforcement of language, mainly at early levels. Sometimes it is worth pointing out to students similarities or differences between the TL and their L1 in order to facilitate their learning; this should be done in the L1.
- Checking for sense. As a way to point out to the students that what he/she wrote/said does not make sense in the TL as an influence of their L1, teachers should encourage students to mentally translate their utterance to check for sense.

- Testing. The use of the L1 through translation of texts or paragraphs can be very effective when testing if the learners understood and learned the content.

- Development of useful learning strategies. Even though teachers keep telling students that they have to think in English, it is well known that this is a long term goal. In the meantime, students need to develop communication strategies through activities that promote the skills of paraphrase, explanation, and simplification. Activities involving translations from the L1 can help students develop new strategies.

Although Atkinson (1987) advocates the use of L1 for the aforementioned applications, he warns against the excessive use of it by describing the consequences that may arise because of it. First, if the L1 is used very often, the students and teacher may have the sensation that they have not really understood any item of the TL until they translate it.

Weschler (1997) shares the opinion of Phillipson (1992) and Auerbach (1993) that English only policy serves the best interests of native speaker teachers. He considers that the exclusion of L1 from the classroom because of grammar-translation method is a flawed argument. He states that not only it is unnecessary to exclude L1 from the classroom, but it is impossible because it exists in the students' minds "**They will always be asking themselves, 'What does---mean?' and decoding the answer in their first language, if not orally where all can hear, then mentally where few can fathom**" (Weschler, 1997:5). He makes the point that by combining the best of the 'grammar-translation' method

with the best of 'communicative' methods, a more powerful hybrid can emerge in which the focus is more on the negotiated meaning of the message than its sterile form. It is what he has labelled, 'The Functional-Translation Method'<sup>11</sup> what we refer to as eclectic approach. He suggests that well planned translation activities be needed to learn a foreign language, mainly in monolingual classrooms, that's to say, where students share the same L1.

Deller and Rinvoluceri(2002) book entitled 'Using the Mother Tongue' not only describes the benefits of L1, but suggests a list of practical ideas and ready-made activities about how to use L1 in the classroom.

Prodromou (1992) has assumed that the use of L1 in the foreign classroom is like a 'skeleton in the cupboard'. By using this negative metaphor, he means that the role of L1 is a taboo subject because many teachers deny using L1 in their classroom. The reason is that they feel guilty. Then Prodromou(2001), states that considering L1 as a source of embarrassment needs to be reviewed and therefore, he has broken the stranglehold of negative perceptions of L1 in the foreign classroom. Therefore, he has used some more positive metaphors to talk about the role of L1:

- a drug, though it has therapeutic potential, it can damage your health and may become addictive
- a reservoir (a resource from which we draw)
- a crutch (it can help us get by in a lesson, but it is recognition of weakness)

- a lubricant (it keeps the wheels of a lesson moving smoothly; it thus saves time)
- a window, which opens out into the world outside the classroom; if we look through it we see the students' previous learning experience, their interests, their knowledge of the world, their culture)

(Prodromou quoted in Deller et al , 2002 :05)

These metaphors suggest the potential for using the L1, but also show the danger of overusing it.

#### 1.6.4 Pedagogical Implications

As seen above, L1 has a place in teaching methodology and empirical research has proved that its use as a teaching technique is not prohibited, but many teachers still feel guilt and discomfort if they use it or allow their learners to use it.

Both teachers and learners should know that L1 is a resource that they should not neglect. It has a facilitating role in the learning process mainly in linguistically homogenous classrooms which means that learners share the same mother tongue. As far its pedagogical implications, we can say that L1 can serve as a comprehensible input so that learners' output will be comprehensible. In this case L1 is to be used at early stages of the language lesson. L1 motivates learners because it lowers the affective filters. L1 provides comprehension of classroom policies, that is to say classroom management. One way to give students a great deal of comprehensible input is through classroom management (Nation, 2003). L1 allows the teacher to conduct comprehensible checks. L1 allows learners to ask

for clarifications. Thus, it is considered as a learning strategy. L1 allows both the teacher and learners to carry on contrastive activities to find out similarities and differences between L1 and English. L1 is of great help when learners are engaged in cross-cultural debates in the classroom.

### **1.7 Attitudes Towards the Use of L1**

A number of studies have considered the attitudes and perceptions toward L1 use in the classroom. They can be classified into two categories: Those which only investigate the attitudes of language learners, and those which explore the attitude of both language learners and teachers.

#### **1.7.1 Teachers Attitudes Towards the Use of L1**

Teachers come to the classroom with their own system of beliefs and attitudes, to some extent, these determine many of the choices they make in relation to what and how they teach. When dealing with the issue of L1, many teachers' beliefs do not correlate with their classroom practices (Zacharias,2003) mainly when these beliefs derive from learning principles of SLA and teaching methodologies. Because of the ban on the use of L1 on one hand, and the acceptance of it on the other one, teachers fall somewhere in the middle, using mostly the TL, but also using L1 when needed. This has produced a profound sense of guilt among some teachers (Butzkamm ,2003). Teachers often feel that by using L1 they are being lazy or showing a lack of will power to control students (Burden, 2000). Even when a study showed that 80% of

teachers did allow some sort of L1 use in the classroom, there was still a feeling of guilt among those teachers due to the prevalence of the English-only policy (Auerbach, 1993). A possible reason for this onset of guilt is that teacher training usually provides little if any mention of L1 use in the classroom (Atkinson, 1987). Besides, a framework for systematic use of L1 in teachers' training courses is missing (Critchley, 2002). The many explanations as to why the topic of L1 use is ignored in training have been mentioned in sections above (see 1.5 and 1.6).

David Careless (2008) sees the fact that many teachers feel guilty when using L1 is natural because the teacher's mandate is to improve students' English language, and this will not occur if students are using L1. Most of the teachers he interviewed in some Chinese secondary schools use L1, though they have been trained to use the TL only in task based learning. According to Careless, in a task-based classroom where the TL plays an important role in the three stages of the task (see 2.2), teachers need to be very careful when learners use their L1 **"...this is a perennial challenge in the school foreign language classroom, worth revisiting in the context of task-based teaching"** (Careless, 2008:331)

#### 1.7.2 Learners' Attitudes Towards the Use of L1

Learners of English generally consider their L1 as resource they use whenever needed. Schweers (1999) claims that students want L1 to be used in the classroom because they believe it facilitates learning. Some learners want L1 to be included in school manuals (El-

Abdan1994).Learners believe that L1 use in the foreign classroom motivates them.

Burden (2001) states that both students and teacher use L1 in explaining new vocabulary, giving instruction, testing and checking for understanding. Besides, learners do not feel that L1 hinders their learning Tang(2002).

So, we can conclude that whenever the issue of L1 is investigated, the findings are similar in the fact that it exists in the FL classroom; whether the teaching approach being used is with or against it. The other shared problem is that teachers' training courses do not talk about how to use the L1. In this case, reflective teaching helps teachers to overcome this problem. Importance of action research and a detailed description of research method will be provided in chapter three.

### **1.8 Conclusion**

This chapter has reviewed the literature regarding past and present theory and practice regarding the use of L1 in ELT. It has first reviewed both second language acquisition and then the history of method in language teaching. The field of SLA has had a number of perspectives on L1, ranging from a hindrance to an aid, and more recently as technique that can be effective if used judiciously. Methods can be broadly classified as intra-lingual or cross-lingual, the first, which is now almost universal, minimizes L1, the second makes it an integral part of teaching. Critical perspectives on the role of L1 have been examined, and these tend to show that little has changed in the dominant practice of restricting the use of L1 in ELT. Researchers have found

evidence for the practice of English-only is neither conclusive, nor pedagogically sound, and L1 can be an effective learning tool within all skills.

Recent research reveals that the use of L1 is still considered as an issue of controversy, but at least, teachers of English no longer need to feel guilty when they find that they need it in their classrooms. Besides, L1 in monolingual classrooms has a lot of benefits. Generally, teachers can overcome the dilemma of L1 use in the FL classroom through action research.



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### Notes to Chapter One

1. sometimes used to refer to the language a person regards as their native, home, or ancestral language. This may be an indigenous language (e.g. Welsh in Wales) or immigrant languages (e.g. Spanish in the US).

2. A language used within a particular community, including languages spoken by ethnic minority groups.

3. Also known as **Negative transfer**, is the use of a native-language pattern or rule which leads to an ERROR or inappropriate form in the TARGET LANGUAGE. For example, an Algerian learner of English may produce the incorrect sentence *You have a brother?* instead of *Do you have a brother?* because there is no equivalent of auxiliary *do* in Arabic. **Positive transfer** is transfer which makes learning easier, and may occur when both the native language and the target language have the same form. For example, both French and English have the word *table*, which can have the same meaning in both languages.

4. A term for a number of language-teaching methods which were developed in the 19th century as a reaction to the Grammar Translation Method. These methods emphasized:

- the use of the spoken language
- the use of objects and actions in teaching the meanings of words and structures
- the need to make language teaching follow the natural principles of first language learning

These methods lead to the direct method.

5. In second language acquisition, the theory that the rate and level of ultimate success of second language acquisition in naturalistic settings (without instruction) is a function of the degree to which learners acculturate to the target language community. Acculturation may involve a large number of social and psychological variables, but is generally considered to be the process through which an individual takes on the beliefs, values and culture of a new group.

6. The theory that a bilingual person relates words to their meanings in one of two ways. Compound bilingualism means that the bilingual has one system of word meanings, which is used for both the first and the second language. **Co-ordinate bilingualism** means that the bilingual has two systems of meanings for words; one system is for the words the person knows in the first language and the other is for the words he or she knows in the second language.

7. In Latin: *blank slate*, refers to the thesis that individual human beings are born with no built-in mental content, in a word, "blank", and that their entire resource of knowledge is built up gradually from their experiences and sensory perceptions of the outside world. In Western philosophy, traces of the idea that came to be called the *tabula rasa* appear as early as the writings of Aristotle. The notion of the mind as a blank slate went much unnoticed for more than 1,000 years. Then, in the 11th century, the theory of *tabula rasa* was developed more clearly by the Persian philosopher, Ibn Sina (known as "Avicenna" in the Western world). He argued that the "human intellect at birth is rather like a *tabula rasa*, a

pure potentiality that is actualized through education and comes to know" and that knowledge is attained through "empirical familiarity with objects in this world from which one abstracts universal concepts" which is developed through a "syllogistic method of reasoning; observations lead to prepositional statements, which when compounded lead to further abstract concepts.

8. A conference report for the growth of ELT. This was the report of the Commonwealth Conference on the Teaching of English as a second language, held at the university college of Makerere, Uganda in 1961, and attended by delegates from 23 countries. The conference played a key role in formulating the principles which were to govern ELT aid in the post-colonial period. This report is considered as the most important landmark of the period of ELT expansion.

9. **OFsted** (Office for Standards in Education, Children's Services and Skills) is a government department that inspects and regulates institutions in England providing education to learners and promoting teachers' training.

10. The report is entitled "Annual Report of Her Majesty's Chief Inspector of Schools: standards and quality in education 1993/94

11. A Foreign Language Teaching Approach introduced by Weschler (1997) to teach English as a foreign language in Japanese schools. Its goal is to allow students to learn the useful English they want to learn as efficiently and enjoyably as possible. This entails taking advantage of the knowledge they already possess in

their first language as well as their innate, higher-order cognitive skills. There is a great focus on "interference awareness" exercises in which students will be led to discover for themselves differences between the L1 and the L2

# CHAPTER TWO

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**CHAPTER TWO**

***The Linguistic Situation and ELT in Algeria***

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**CHAPTER TWO    *The Linguistic Situation and ELT in Algeria***

2.7.1 Methodology Used in Getting Through

2.7.2 L1 Use in Getting Through

2.8 Conclusion

## **2.1 Introduction**

The linguistic situation of the country sets Algeria apart from the rest of the Arab world and Africa as it is difficult to define which mother tongue Algerian people speak because of the many varieties that exist. The Algerian linguistic situation is an instructive example for the fields of language policy and language-in-education planning. The concern of this chapter is a description of the linguistic situation in Algeria and how it affects language-in-education planning. The description of the situation is done from a sociolinguistics angle because it leads towards a more understanding to the status of the spoken languages, and taught ones in Algeria, English among them.

The second part of the chapter will be devoted to the status of English in secondary education. It can be said that English, though being an international language, it still does not have the right status it deserves because of the language policies that Algeria has opted since independence. But the reforms that are being implemented in the field of education are trying to promote the teaching of English.

## **2.2 The Linguistic Situation in Algeria**

The linguistic situation in Algeria is complex because four languages, at least, are spoken by Algerians: Modern Standard Arabic, Algerian Arabic,



French and Berber. Each language has a particular socio-cultural position in the country, and this is the result of historical development through which each language has acquired a status. In Algeria, we can say that the linguistic development went through four phases; the pre-Arab conquest, the Arab conquest, the French period and the post-French period and each phase had an impact on shaping the Algerian linguistic status.

The post-French or the post-Independence period is the most controversial one because it influenced how the language-in-education planning policies were established by the Algerian policy makers.

### **2.2.1 Historical Background**

Since time immemorial, invaders from various parts of the world settled in Algeria. Phoenicians, Vandals, Visigoths, Romans, the Byzantine Empire, Arabs, and France have invaded the region. Some, if not all these conquests, have left their mark on the development of urban culture in the region, though not so much in the rural areas. The exceptions are the Arab and French invasions, which left significant marks on the economy, religion, language, and culture.

The recorded history which goes back to the fifteenth century B.C states that Algeria has been inhabited by Berbers since at least 10,000 BC. Berber<sup>1</sup> was the spoken language. Then, Phoenician traders arrived on the North African coast around 900 B.C. and established Carthage (in present-day Tunisia) around 800 B.C. During that period, Berber continued to be spoken in the countryside; whereas, in the cities people spoke Punic<sup>2</sup>

(Mostari,2005). The Berbers seized the opportunity offered by the Punic Wars to become independent of Carthage, and Berber kingdoms began to emerge, most notably Numidia. In 200 BC, however, they were once again taken over, this time by the Roman Republic "**Latin was established as the official language of the elite living in urban cities, while Berber was spoken by peasants in the countryside.**" (Mostari,2005:38)

Christianity was implemented in the second century. By the end of the fourth century, the settled areas had become Christianized, and some Berber tribes had converted en masse. Between 340 and 533, the Vandals and the Visigoths, took control over North Africa, where they remained until expelled by the generals of the Byzantine Emperor, Justinian I. In the 6<sup>th</sup> century, the Byzantine Empire retained a precarious grip on the country until the coming of the Arabs in the eighth century. In these periods of time, people in North Africa continued to speak Latin and Punic in the towns because the linguistic influence of Romans upon the population was important; whereas in the countryside, people kept speaking Berber because the Berbers showed great opposition to all settlers, and thus they could preserve their linguistic heritage.

### **2.2.2 The Arab Invasion**

The greatest cultural impact came from the Arab invasions in the late 7<sup>th</sup> and early 8<sup>th</sup> century, which brought Islam and the Arabic language. With the arrival of Islam, Arabic became the written and spoken language. Berber continued to be spoken, but it did not develop a written form. By the 15<sup>th</sup> century, Algeria became a part

of the Ottoman Empire, but despite the long occupation by the Turks, their linguistic impact upon the population was almost nil. Berber and Arabic were still the two prevailing languages, but the situation would change when Algeria got colonized in 1830. The linguistic historical background of Algeria reveals that **"It was marked by multilingualism: it was bilingual (Berber-Punic) during the Phoenician period, trilingual (Latin-Punic-Berber) under the Roman occupation, and multilingual since the Ottoman presence"** (Benrabah, 2007:46). From 1830 to 1962, French became the dominant language because from beginning, the French policy controlled the Koranic schools and limited the teaching of Arabic. French language became the medium of instruction in schools.

### **2.2.3 The Post-Independence Period**

Since independence in 1962 and the first Constitution promulgated in 1963, Arabic (MSA) has become the only official and national language. It remained so until the authorities made Tamazight<sup>3</sup> as the second national language on April, 2002. Algeria has always been multilingual, but it has started to shift since post-independence language policies<sup>4</sup>. As a result, the linguistic situation has further been complicated. This situation sets Algeria apart from the rest of the Arab world and Africa:

**"The Algerian situation is complex, as it is at a crossroad of tensions between French, the colonial language, and Arabic, the new national language; Classical Arabic versus colloquial Algerian Arabic; and the various Berber dialects versus Arabic. The lessons from the Algerian situation may be usefully applied to analogous situations by states planning their linguistic, educational and cultural policies"** (Tabory&Tabory, quoted in Benrabah, 2007:26)

Though MSA has acquired the strongest status in the country, from 80to85% of Algerians speak Algerian Arabic (NSA). It is spread over four major geographical areas each with its linguistic features (see figure2.1):

1. Western Algerian Arabic used in an area which extends from the Moroccan border to Tenes.
2. Central Algerian Arabic spoken in the central zone which extends to Bejaia and includes Algiers and its surroundings.
3. Eastern Algerian Arabic spoken in the High Plateaus around Setif, Constantine, Annaba and extends to the Tunisian border.
4. Saharan Algerian Arabic spoken by around 100,000 inhabitants in the Sahara Desert ( Taleb Ibrahimi, quoted in Benrabah,2007:48).



**Figure 2.1** Geographical location of Berber and Algerian Arabic varieties in Algeria (Adopted from Benrabah, 2007:47)

27.4% of the population speaks Tamazight<sup>5</sup>. Despite the fact that, French has officially become the first foreign language, a status which is "**absolutely theoretical and fictitious**" (Benrabah, 2007:50); from a quantitative view, today Algeria is the second largest French-speaking community in the world.

So, as seen above, the Algerians' L1 includes a set of linguistic varieties. It can be MSA, NSA, French or Berber. In the context of this research, L1 is MSA and NSA (in this case, Western Algerian Arabic) and French are going to be used in the classroom. Algerian learners acquire NSA as their native language, and then they start

learning MSA as an official language at the elementary level. When using their L1 in the English classroom, learners tend to use MSA more than NSA for two reasons: the status of MSA; and the context in which it is learnt. In terms of status, MSA is the official language of Algeria and is, therefore, superior to NSA. Learners may avoid relying on the inferior variety (i.e NSA) when using English which is an international language. As far as the context of learning is concerned, both MSA and English are learnt in a formal situation. Since NSA is acquired naturally and informally, learners, having no conscious knowledge of its structure and how it works, may tend to believe that it does not have rules. Consequently, it is MSA that may be thought to be comparable with English through formal classroom instruction. In Algerian schools, N.S.A is sometimes used as a medium of instruction to teach some subjects, mainly scientific ones.

### **2.3 ELT Status in Algeria**

From a language of a small population in the 15<sup>th</sup> century island of the European coast, English has become an international language. The present-day world status of English is primarily the result of two factors: the expansion of British colonial power and the emergence of the United States as the leading economic power of the 20<sup>th</sup> century. It is the latter factor which continues to explain the position of the English language today.

### **2.3.1 Importance of English Learning**

According to David Crystal, even if English is not our mother tongue, we should learn it or give it a status in our country. This is due to many reasons, for example:

- English is the main language of books, newspaper, airport and air traffic control, international business, and academic conferences, science and technology, diplomacy, sport, international competitions, pop music and advertising.
- Over two thirds  $2/3$  of the world's population scientists read in English.
- Three fourth of the world's mail is written in English.
- Eighty percent 80% of the world's electronically stored information is in English.
- Of the 200 million users of internet, some thirty six percent 36% communicate in English.
- At any one time, there are 130,000 students learning English and other skills through the medium of English in the British council teaching centres worldwide.
- Around 700,000 people go to Britain to learn English. They spend 700,000 million pounds-possibly over one billion pounds.
- English is spoken as a first language and a second language by around 735 million peoples.
- Nearly 750 million people are believed to speak English as a foreign language.

Being not only the language of science, technology, literature or music, the English language imposes itself as in the daily life of

### **2.3.2 English -in-Education Planning**

As far as the status of English in Algeria is concerned, it is noticed that it has not the right position it deserves. Though being the language of technology, it is still taught as the second mandatory foreign language. At the beginning of the 1990s, policy makers tried to introduce English in the primary level, but they failed. Starting from September 1993, school-children who accessed Grade four had to choose between French and English as the first mandatory foreign language. This decision failed because the number of pupils who chose English was negligible. In 1996, Algeria opted to make English its chief foreign language in schools, replacing French, but it failed again.

There is a failure in changing the status of English because language-in-education planning in Algeria is generally grounded on political and ideological objectives. For example, the reason behind the 1993 decision was that at the beginning of the 1990s, the pro-arabisation lobby put pressure on the Minister of Education<sup>6</sup> to delay French language teaching in the Fundamental School. The Minister did not satisfy the lobbyists but he made the status of English the same as the French language. Besides, there has always been a movement for French spread and maintenance in Algeria.



Nevertheless and despite its importance, the English language remains in a perpetual competition with the French language at least in respect to two points:

- Unlike French, which is considered as a first foreign language, English has the status of a second foreign language.
- Though it ranks as a foreign language, the French language is part of the Algerian learners' daily life since they use it in daily speech. It is the language used in media and in some official speeches. Whereas, English is restricted to classroom use as a school subject.

The objectives for teaching English were set in the 1976 Ordinance. English was introduced in the Eighth Grade (Middle school). The Algerian students had to learn English as a subject for the next five years - two years in the middle school and three in the secondary schools.

The Algerian decision makers see the teaching of English as a clue to:

- Communicate with different parts of the world.
- Have access to modern sciences and technologies
- Encourage pupils to develop creativity in its universal dimensions
- Make pupils prepared to successfully seat for examination.

To fulfil these objectives, Algeria adopted the Communicative Approach, but **"...little was done to prepare**

the schools for the necessary changes and to provide the appropriate conditions required by the communicative approach." (Benmoussat, 2003:120). As a result, there was a failure in achieving the goals of C.A and teaching English turned to be exam-oriented only.

#### **2.4 Educational Reforms**

It was not only English teaching that failed in Algeria, but the whole educational system as well. That is what Algerian leaders have been stating since 2001 and since then, reforms of the school system have been launched by President Bouteflika. Today Algeria works to make a qualitative transformation of its educational system to meet the needs to prepare her children for civic activities, and developing their creative potentials. The reform of the education system also covers the opening of the latter to science and world culture, foreign languages and international cooperation.

*« L'école algérienne rénovée, premier palier pour l'apprentissage de la culture démocratique et meilleur garant de la cohésion sociale et de l'unité nationale, assurera la formation d'un citoyen doté de repères incontestables, fidèle à ses principes et à ses valeurs, mais aussi capable de comprendre le monde qui l'entoure. »*

(Extrait de l'allocution du Président de la République lors de la cérémonie d'installation la CNRSE- mai 2000).

*"The Algerian renovated school, first landmark in learning the culture of democracy, and the best guarantor of social cohesion and national unity, ensures the formation of a citizen with incontestable marks, faithful to their principles and values but also capable of understanding the world around them."*

(Extract from the speech by President Bouteflika when launching the CNRSE- May 2000)

#### **2.4.1 The Educational Pre-Reforms**

The first step for the educational reforms in Algeria goes back to the meeting of Ministers of Education (MED) held in Malta, 1999. It was initiated by the International Bureau of Education<sup>7</sup> (IBE). A number of countries of the Mediterranean region discussed the possibility of establishing a sub-regional network for the management of curriculum change. During the meeting, each delegation presented the current situation in its country regarding curriculum reform and the problems related to this issue. The reform and the renewal of curricula was a common concern for all the countries. The most outstanding feature of the meeting was the strong will of the participating countries<sup>8</sup> for continued co-operation because such co-operation is one of the most effective means of identifying the issues central to the curricular reform process.

According to Pierre Mondon, Administrative Officer of IBE, this co-operation determines the tasks to be undertaken, the obstacles to be overcome and the mistakes to be avoided. In other words, managing time effectively and improving the quality of teaching for the benefit of the pupils. Improving co-operation between policy-makers and curriculum managers, convincing teachers to adapt their teaching to curricular changes and adapting educational content in a context of globalization were the main concerns of the Ministers of Education or their co-ordinators<sup>9</sup> in the meeting. Education based on holistic human values, the tolerance of differences, and extensive rapid networking, were the landmarks that would be the

paths for the educational reforms « *I would think and hope that our mental readiness and our technologies are choosing for us a path with a number of landmarks* » (Extract from the speech by Dr. Louis Galea, Minister of Education of Malta, at the opening of the seminar ).

The ME suggested that the conventional knowledge-based approach be replaced by the competency-based approach. The choice of competencies as an organizing principle of the curriculum is a way to bring real life back into the classroom. It is a move away from the idea that curriculum is mainly implemented by having students reproduce theoretical knowledge and memorize facts. The concept of competency is regarded by the IBE as, the development of complex capacities that enable students to think and act in various field of activity. It consists of achieving knowledge in action, the result of a sound knowledge base that can be put into practice and used to explain what is happening.

#### **2.4.2 Implementing the New Reforms**

Drawing its principles from the Malta meeting, the regional Maghreb seminar on competency-based approaches to curriculum development was organized in Algiers, 2002. Providing training on competency-based approach to teaching and learning for curriculum developers and textbook evaluators was the specific objective of the seminar. As far as the developments in language-in-education planning, in 2001, Foreign Languages (Langues étrangères) stream was implemented in the secondary education in the second year. Starting from September 2003, the teaching of English begins a year earlier in

the first grade of middle school on the basis of three hours a week.

In 2003, the government of President Bouteflika started to implement some of the recommendations made by the National Commission for the Reform of Educational System (CNRSE). The new curriculum based on competency-based approach was applied in middle and secondary schools.

### **2.5 Teaching English to 2<sup>nd</sup> Year Secondary School Learners**

The introduction of English as a second foreign language at the level of secondary school stems from the official instructions issued by the authorities. It implies a whole process going through an immense work plan of designing syllabuses, devising accompanying documents, and conceiving new textbooks. This is part of a global framework to teaching different subjects in our schools, whose common point is the choice of an appropriate approach and methodology centered on the learner's gradual autonomy. As a matter of fact, the competency based approach to learning has been adopted for English teaching just as to ensure interdisciplinary as well as intra-disciplinary coherence. The finalities and objectives for ELT in the secondary have been well set in the accompanying documents (document d'accompagnement).

The newly built syllabus contains a short introduction making explicit the finalities of the English language teaching, as set by the Ministry of Education. From these finalities derive linguistic,

methodological and cultural objectives. These finalities aim at supplying our learners with the necessary pedagogical tools to promote learning.

### **2.5.1 English Language Teaching Objectives**

The teaching of English in our country must participate in the Algerian learning in all its dimensions. It advocates, among other values of openness, respect for self and others and tolerance necessary in a society that tends towards globalization. Thus English is to be considered as a factor of personal development. It provides the learner with strengths for success in tomorrow's world (in reference to the speech of the President of the Republic during the installation of the CNRE in 2001). The more this language is mastered, the better the learner 's achievement and success will be. Once equipped with this linguistic tool, the learner will be able to solve problem in different situations.

#### **2.5.1.1 Linguistic Objectives**

To equip the learner with a basic amount of language material (grammar, phonetics, vocabulary, and the four skills) that will help him carry on his studies and learn the language adequately.

#### **2.5.1.2 Methodological Objectives**

To promote the student's learning strategies aiming at autonomy so that he/she can deepen, develop and increase his/her knowledge:

- To make the learner acquire methods for working and thinking

(organization, coherence, and relevance) that is to say study skills to get the pupil acquire strategies of self evaluation.

•To make the learner able to use and exploit various documents and feel interested in subjects that are not treated in class.

#### **2.5.1.3 Socio-Cultural Objectives**

Theses objectives should contribute to first, make the learner discover the British and American culture and then, compare it to their culture. This is a way of making the learner improve their learning and become more tolerant towards foreign cultures.

#### **2.5.2 The Second Year Learner**

In their second year, learners would have been exposed to five years of learning English. In order to be able to develop the three competencies listed above, the 2SE learner should be able to produce an oral or a written message in which he narrates an event. By the end of the year, students must be able to produce a written message of fifteen lines in a type of written discourse (descriptive, narrative, argumentative) of fifteen lines, correctly and legibly.

### **2.6 Competency Based Approach**

As mentioned above, CBA is the approach that has been opted to handle the reforms. In the case of English teaching, the demand for an appropriate teaching methodology is as stronger as ever because of the ever-growing need for good communication skills in English. Competency Based Approach has been implemented within

educational reforms because it gives much more focus on the learner. Like the communicative approach, the competency-based-approach bases its teaching on interaction; it focuses on developing the language to perform different skills. It is an approach aiming at establishing a link between the learning acquired at school and the context of use outside the classroom. This approach enables the learner to learn how: to learn, to share, to exchange and to cooperate with others.

Competency-based objectives specify what the learners will be able to do with the English language they have learnt. Classroom activities for CBA should reflect competencies the students will have at the end of the program. The emphasis should be on the real world activities relating to the any domain of life according to the typical field of work the students will do.

In order to achieve the objectives specified, there must be a need for a methodology which specifies how to teach the competency-based materials in the syllabus. In brief, there are at least two things for teachers of English to consider-what to teach (syllabus) and how to teach (methodology).

In the newly curriculum designed, second year learners (2SE) should develop the following competencies:

- Interact orally: the students must produce an oral statement, using the pronunciation/intonation, the structures and vocabulary appropriate to a given communication situation. This skill should enable them to interact,



negotiate, persuade, to give their opinion, during the brainstorming tasks.

- Interpret oral and written messages: The students will understand and interpret oral or written statement to be able to answer questions, justify a response in a situation of communication.
- Produce oral and written messages: The students must produce a written statement, using the types of written discourse (descriptive, narrative, argumentative) corresponding to a situation of communication.

## **2.7 The textbook: Getting Through**

"Getting Through" is the English coursebook for students in their second year of Secondary Education. It complies with curriculum designed and issued by the Ministry of National Education in December, 2005. Getting Through is the title found to indicate the intermediate stage of English language learning. It marks the period when students are going through the passageway leading to their final year of studies, to be completed with the baccalaureate examination. It is, therefore, a vital stage when knowledge and skills are reinforced, following the four-year course received at the middle school and the first year at the secondary school. The same principles of the competency-based approach to be found in the first five textbooks<sup>10</sup> have been applied, and the three competencies described in the National Curriculum (see 2.6) are being developed at all stages of this book,

through various tasks and activities. Furthermore, the second year of the secondary school (SE2) is the stage when students are "specialising" in different streams (science, maths, technology, etc.). This is taken into consideration, through the fact that there are teaching units in the course more particularly addressed to 'science and technology' streams, or 'language and literature' streams.

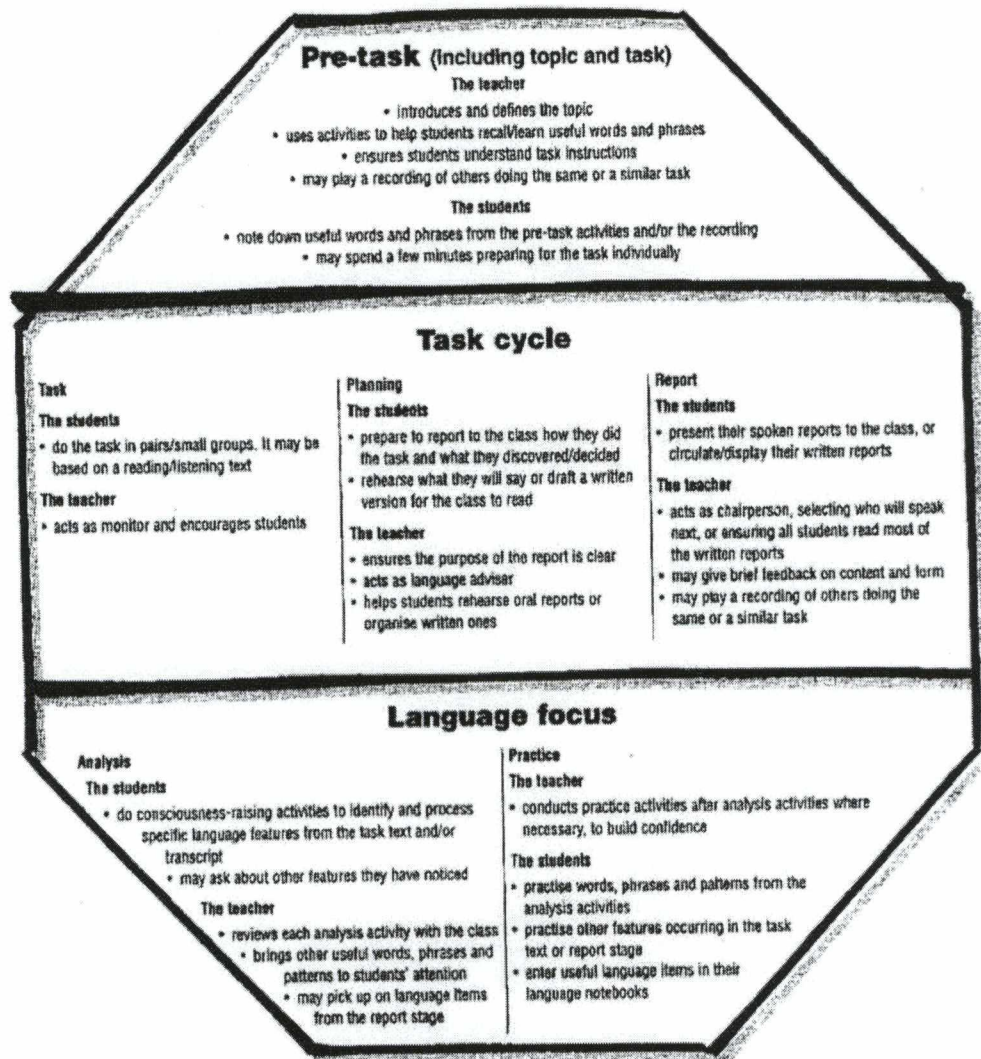
### **2.7.1 Methodology used in Getting Through**

The coursebook is organised in eight didactic files or units. Each unit deals with a specific topic suggested by the curriculum designers. In each unit, the student will have many opportunities to develop the three competencies of interaction, interpretation and production. Getting Through exhibits the following methodology:

1. The textbook focuses on communicative activities because it lays the stress on the learners' practice of English and encourages interaction. The tasks and activities that are likely to meet the students' interests and needs to prepare them for exchanges of information, opinions through a variety of texts showing spoken English or formal written English have been designed.

2. It is also task-based because learning is fostered through performing a series of activities as steps towards successful task realization. A task being defined as: « ... **is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while**

*their attention is principally focused on meaning rather than form*" (Nunan, quoted in Edwards et al, 2005:18). So, a language learning task is an activity that has a non-linguistic purpose or goal, with a clear outcome and that uses any or all of the four language skills in its accomplishment by conveying meaning in a way that reflects real-world language use. The focus is away from learning language items in a non-contextualized vacuum to using language as a vehicle for authentic, real-world needs. By working towards task realization, the language is used immediately in the real-world context of the learner, making learning authentic. In Task Based Learning (TBL) **"teaching is through communication rather for it"** (Larsen-Freeman, 2000:137). Real-world tasks (such as using the telephone) and pedagogic tasks (such as information gap activities) are two broad categories of tasks that have been suggested by Nunan (Edwards et al, 2005:19). In Getting through, the two types of tasks are found. Besides, the lesson cycle follows the TBL framework which was introduced by Jane Willis in 1996. It is as follow:



**Figure 2.2:** Jane Willis TBL Framework (Adopted from Edward et al, 2006:26)

1. The pre-task phase: It provides the necessary background, knowledge and procedure, introduces students to and familiarizes them with the topic and the task to be performed.

2. The task phase: learners carry out a meaning-focused activity. It does not matter if the task is achieved through the use of language which is far from the target in terms of accuracy and complexity. They are more likely to concentrate on fluency, producing forms of the language that come readily to them.

3. The report phase: learners are required to present the results of their task phase work to the whole class. Learners will be motivated to give focus on both fluency and motivation. The project is usually the final task.

IN Getting Through, the activities and tasks are designed as follow:

1. Cooperative learning is encouraged because the textbook offers tasks and activities that encourage the learner to work with one or several partners (pair and small group-work) in order to construct new knowledge inside or outside the classroom. The project, which is usually considered as the learning outcome, should be emphasized here. It is one of the undertakings that will promote learning skills and will help students to develop such social skills as designing an action plan, collecting information, sharing information ... The project work can take the form of a few basic tasks which will grow into an accomplished and finalised product (for

example, a biography, a poem, a scenario, a legal document, etc).

4. Each unit of Getting Through contains practice activities (for example Grammar Desk) which draws attention to grammatical terms and forms, and will increase the students' awareness of the English grammatical system. This is intended to help them improve on spoken and written production.

5. Getting Through aims at promoting self-assessment as the textbook includes activities which encourage students to monitor and check their own progress. Checklists, in the end of each unit, are used as a technique for self-assessment. This technique helps the learner to be self-critical and also to stimulate self-improvement.

6. The textbook is based on the assumption that learning by developing one's individual competences implies an interaction involving certain roles taken by the teacher and others taken by the learner. Whilst the learner is at the centre of our pedagogic framework, the teacher will provide the necessary guidance for the successful performance of the tasks and activities done by the learner.

In sum, the new syllabus follows the basic assumptions of TBL that have been summarized by Feez in 1998, and they are as follow:

- The focus of instruction is on process rather than product.
- Basic elements are purposeful activities and tasks that emphasize communication and meaning.

- Learners learn language by interacting communicatively and purposefully while engaged in meaningful activities and tasks.
- Activities and tasks can be either those that learners might need to achieve in real life or those that have a pedagogical purpose specific to the classroom.
- Activities and tasks of a task-based syllabus can be sequenced according to difficulty.
- The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the tasks, and the degree of support available. (Quoted in Edwards et al, 2005:16)

### **2.7.2 L1 use in Getting Through**

In the course book, the teacher's guide book and the accompanying documents, the objectives of teaching English have been set explicitly. In none of the documents, the use of the mother tongue has been dealt with. On the new corrected version of the course book, a glossary has been added in the end of each unit. The glossary contains a translation of the main items into MSA. This shows the little attention that is paid to the use of L1 in ELT(see 1.5).

## **2.8 Conclusion**

In this chapter, we have attempted to show that there is too much controversy about the linguistic

situation in Algeria because many varieties are spoken, which makes the situation very complex. It is obvious that this situation has an impact on teaching foreign languages in our schools. Besides, language-in-education planning has always been based on political motives. As far as English teaching is concerned, there are still too many setbacks that should be removed so that English will have the right status in Algeria. The reforms which are being implemented are trying to improve ELT in secondary school. The language teaching approaches and methodologies which are being elaborated give much more focus on the learner rather than the teacher. Thus, the Algerian learner is becoming responsible for his own education.



***Notes to Chapter Two***

1. According to Ibn Khaldun, the oldest and original people living in the northern coast of North Africa are the Berbers. These white Mediterranean inhabitants called themselves *Imazighen* which is the plural for *Amazigh* (masculine) and *Tamazight* (feminine). They were later stigmatised and designated by the pejorative term 'Berber' after the Roman conquest in 146 BCE. *Amazigh*, which goes back to antiquity, means 'free man, noble man' (Benrabah, 2007:32)
2. It is a chamito language which is related to both Hebrew and Arabic
3. Here, it refers to a relatively small dominant group within a large society, which enjoys a privileged status envied by individuals of lower social status.
4. In this research, language policy which is defined as the conscious intervention to change the future of language and its use in a community refers to the process of Arabization which was implemented by Algerian leaders to displace French.
5. Twelve varieties of Tamazight are spoken by Kabylis in Algeria.
6. Ahmed Djebbar was Minister of Education from July 1992 to April 1994.
7. The International Bureau of Education (IBE) was founded in Geneva in 1925 as a private institution. In 1929, under new statutes, the IBE became the first intergovernmental organization in the field of education. At the same time, Jean Piaget, professor of psychology at the University of

Geneva, was appointed director. In 1969, the IBE became, under new statutes, an integral part of UNESCO while retaining wide intellectual and functional autonomy.

8. ALBANIA, Algeria, Bosnia, Cyprus, Croatia, Egypt, Greece, Israel, Italy, Lybia, Jordan, Malta, Morocco, Palestine, Portugal, Slovenia, Spain, Tunisia, and Turkey are the countries that attended the meeting.

9. Mr. Farid Adel, Director of Fundamental Education was the co-ordinator in Malta meeting.

10. Algerian learners start learning English on the first year at the middle school and the learning will last for four years, so when they are second year students at the secondary school, they should have gone through five textbooks.

**CHAPTER  
THREE**

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**CHAPTER THREE  
DATA COLLECTION**

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### **3.1 Introduction**

There are many research methods in language education, each type has a number of advantages and disadvantages, and strengths and flaws, and each is strongly preferred or dis-preferred by particular groups or individual researchers. Selecting the appropriate methodology is essential for the effectiveness of any research. The present study, an action research-based work is composed of a four-stage procedure. By undertaking this work, researcher/practitioner attempts to show the importance of action research in Algerian schools, to link theory to practice and to find out a solution to the issue addressed, that is to say, the use of the mother tongue in our language classrooms. The work is a cyclical process of planning, acting, developing and reflecting.

Chapter three will be the theoretical justification for the research method, it describes the design of the study in terms of its aims, who the participants are and how the data has been gathered. The research questions are stated, then, the choice of research tools will be described. A description for the action strategy will be also provided.

### **3.2 Action Research**

Action research is gaining great importance in the field of language learning because, it is classroom based, and it is conducted by teachers themselves in order to reflect upon and evolve their teaching.

**3.2.1 Importance of Action Research**

Action research is a form of research that is becoming increasingly significant in language education. It aims to solve classroom problems to develop appropriate methodologies. The term was first coined by Kurt Lewin (1944), a German psychologist, he remarks that in research **"the task should not only to interpret and understand a situation, but to change it"** (Lewin, quoted in Cohen et al, 2005:226). In education, action research is gaining great importance since teachers are invited to investigate their work, reflect on their teaching and most importantly to take actions to improve the actual situation in the classroom. Action research has been defined in a number of different ways. For example, Kemmis and McTaggart (1988) argue that

**« Action research is a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out" (Kemmis and McTaggart, quoted in Cohen et al, 2005:227)**

So, the main feature of action research is that it is carried by practitioners, classroom teachers in this context; it is collaborative and it is aimed at changing things. Cohen and Manion (2005) offer a similar set of characteristics. They argue that action research is situational because it identifies the solutions of problems in a specific context. They state that the main aim of the research is to improve the current state of

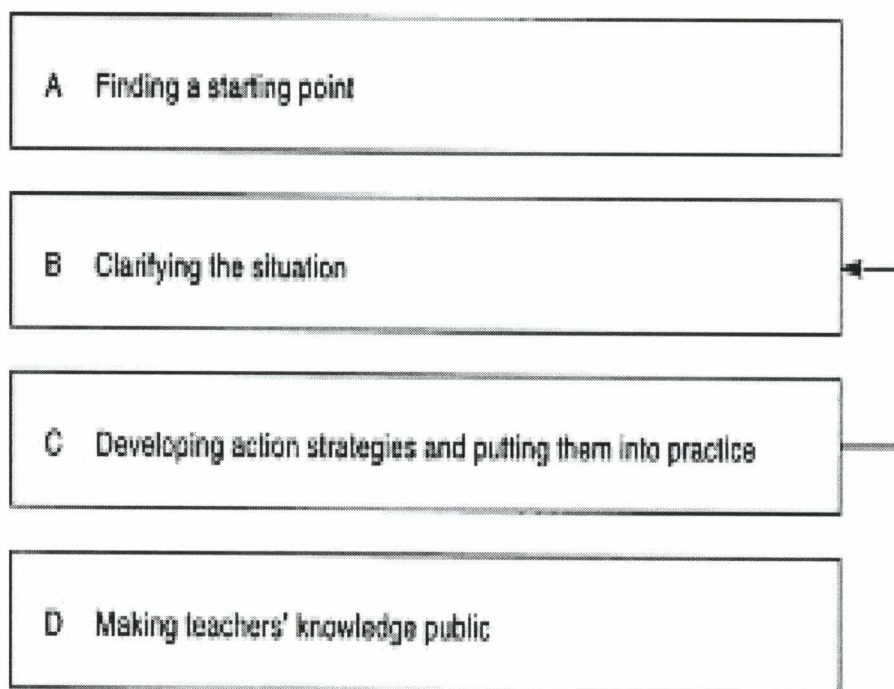
affairs within the educational context in which the research is being carried. They also argue that collaboration is a very important feature of this type of research; collaboration as an important characteristic of action research has been mentioned in many definitions, but this point has been debated by some authors. Nunan (1992) states that **"While collaboration is highly desirable, I do not believe that it should be seen as a defining characteristic of action research"** (Nunan,1992:18) . He argues that there are many teachers who are interested in exploring and improving their teaching, but for either personal or practical reasons, they are unable to conduct their work collaboratively, so their work should not be excluded as action research because it improves teaching into a specific context. Therefore, the aim of any action research project is to bridge the gap between research and practice that is to say a link of theory to practice and to bring about practical improvement and innovation. By doing action research, teachers broaden their knowledge and their professional competency. They show that they are able to demonstrate that they can engage successfully with professional problems without resource to external direction and that they have not restricted their work to adopting a set of routines.

### **3.2.2 Action Research Features**

Action research is different from the everyday actions of teachers. Teachers should know that it is not the usual thinking they do when they reflect on their practices. It is more systematic ; it is a problem-posing problem-solving situation because the motive behind the



problem-posing is to understand and improve it respectively "Action research is not research done on other people; it is done by teachers on their own work to help improve what they do." (McTaggart, quoted in Cohen *et al*,2005:227). Action research develops through the self-reflective spiral: a spiral of cycles of planning, acting (implementing plans), observing (systematically), reflecting and then re-planning, further implementation, observing and reflecting. There is a variety of action research frameworks<sup>1</sup>, the following one illustrates the steps that action research goes through:



**Diagram 3.1:** Stages of Action Research Processes  
(Adopted from Altritcher *et al*,2000:7)

It begins with the finding of a starting point for development, the research is initiated by the teacher/practitioner and is derived from a real problem in the classroom which needs to be confronted (Stage A). Then, through different methods of data collection<sup>2</sup>, and through analysis of information gained, the situation is clarified (stage B).

As a consequence of this clarification, action strategies are developed and put into practice (stage C). As a rule, it is not expected that new strategies will solve a problem immediately; the research process enters a new stage of clarification of the situation which will lead to the putting into practice of further action strategies (circular process between stages B and C). When they have finished, their research the teacher should make their professional knowledge accessible to others, this is what has been labeled by Nunan(1992), the dissemination stage (stage D). Action research is a powerful tool for change and improvement. It is a reflective inquiry. It makes an important contribution to the professional development of teachers.

### **3.3 Research Design**

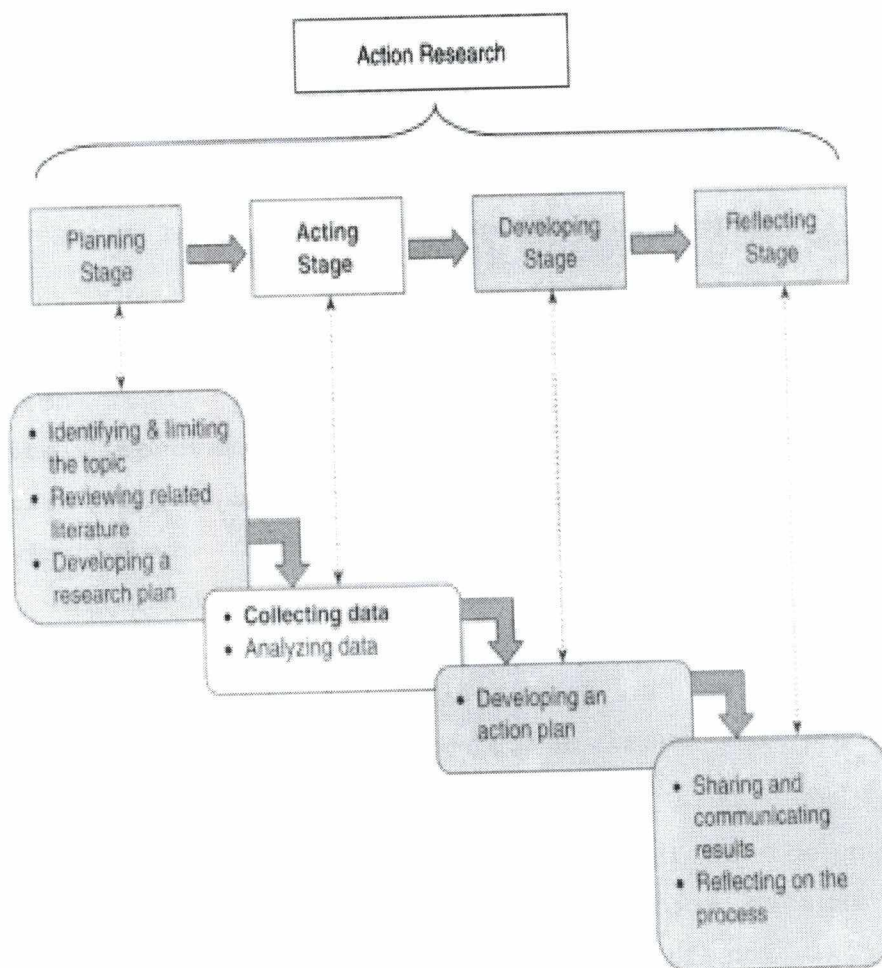
As stated above, this research is an action research, which is a two-fold aim. First, it aims to find a remedy for the issue of L1 use by both teachers and learners into a language classroom in Algerian secondary schools. The second aim of this project is to introduce

the notion of action research, to encourage reflective teaching and classroom research among teachers in Algerian secondary schools, and to act as a bridge between language learning theories and the practical realities of the classroom. The research is not done by an outside expert, but it is conducted by the teacher in her language classroom and it tends to be directly linked to achieving results in the classroom setting.

There is no method that can be applied in action research (Cohen and Manion, 2005), but the most important feature of the work process is that it should be spiral. There are several ways in which the steps of action research have been analyzed, and any research of this type should start with a diagnostic stage in which the problems are pictured by the teacher and finish with a therapeutic stage in which the hypotheses are tested by an intervention.

Action research should start with the identification of a problem in the classroom. The teacher starts the preliminary investigation in which she states the research questions and forms hypotheses for starting the research. The following step consists of data collection and analysis. After the results have been obtained, the

teacher should decide on an intervention plan, and then the last step is to evaluate the outcome of the plan. The research cycle is going to be as follow :



**Diagram 3.2:** Action Research Design (Adopted from Mertler, 2005:168)

1. The learners: The total number of students both males and females who are taking part in this study are thirty-five. They all share the same mother tongue (see 2.2.1). They are second year foreign language students, so English is a very important subject for them with a coefficient of four, that is to say, out of eighty. They study English five hours a week. They have been studying English for five years and their level vary between lower-intermediate to intermediate<sup>3</sup>.

2. The teacher/researcher: First, the researcher happens to be the teacher too because this type of work is action research. The teacher has been teaching English at the secondary school for more than 15 years.

3. The teachers: Forty (40) teachers have taken part in this research. They are all teachers at different secondary schools in the willaya of Tlemcen. Thirty-four teachers are full time employed and have been teaching for more than six years of teaching, three teachers have been teaching for less than six years and three teachers are temporary teachers.

#### **ii) Data Collection Tools**

In any research, it is useful to combine different methods of data collection. Triangulation for this

research is realized through the combination of the classroom observation, the learners' questionnaire and the teachers' questionnaire.

**a) Classroom Observation**

Classroom observation is a very important research method in language learning because the data obtained from this tool are generally collected in genuine classrooms, which means classrooms which have been specifically constituted for teaching purposes, not for the purpose of collecting data for research (Nunan, 1992). Observational data are attractive as they afford the researcher the opportunity to gather 'live' data from 'live' situations **"The researcher is given the opportunity to look at what is taking place in situ rather than at second hand** (Patton, quoted in Cohen et al, 2005:305).

Since classroom-based research should not be done at the expense of the teaching, the teacher/researcher opted for semi-structured observation because it allowed the teacher the flexibility to teach or to engage in periods of observation. In addition, semi-structured observation gathers data for qualitative analysis. In this

dissertation, observation is considered as the pre-stage of data collection. The procedure is through direct observation because no technical tools have been used, except paper and pencil. Learners have been observed in order to find out the purposes for which they use the mother tongue. Observation has been carried on a three-week period and an observation sheet (appendix2) has been used to report the collected data.

#### **b) The Learners' Questionnaire**

The second tool used is a learner' questionnaire. A questionnaire is a self report instrument useful for economically and speedily obtaining data from a large number of respondents and very useful instrument tool

*« ...because the essence of scientific research is trying to find answers to questions in a systematic manner, it is no wonder that the questionnaire has become one of the most popular research instruments. The popularity of questionnaires is due to the fact that they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information" (Dornyei,2003:7)*

In order to identify Second year learners' attitudes and perceptions towards the role of the mother tongue while learning English, a questionnaire (appendix3), adapted from a related previous study (Prodromou, 2002), has been given to the learners. The teacher/researcher distributed the questionnaire to her thirty-five

### **Chapter Three**

### **Data Collection**

informants during the English lesson, and the teacher had to explain the aim of the research. The teacher used the mother tongue to explain some questionnaire's items. The seven item questionnaire contains two dichotomic questions, four multiple ones and one open-ended question. The following is a description of the questionnaire:

- Question1:** This question aims to find out if learners prefer their teacher of English to use the mother tongue.
- Question2:** This item is to find out if learners prefer to be allowed to use L1.
- Question3:** The aim of this question is to investigate when learners need their teacher to use L1.
- Question4:** It seeks the purposes for L1 use by learners.
- Question5:** It is to find out when both learners and teachers find L1 useful in the learning/teaching process.
- Question6:** It is about whether learners use a bilingual or a monolingual dictionary.
- Question7:** This open ended question seeks the learners' attitude towards L1.

After having understood the aim of the questionnaire, learners completed the questionnaire. In addition, they



were encouraged to add any comments and share their suggestions.

#### **b) The Teachers' Questionnaire**

Questionnaires are widely used to get attitudinal information. They can be used to obtain both qualitative and quantitative data. The teachers' questionnaire used for this study, targets both, as it contains close-ended questions that require teachers to respond to statements, as well as open-ended questions that invite teachers to describe or comment on the issue in detail.

A questionnaire was distributed to forty-five secondary school teachers of English. Teachers work at different secondary schools in the willaya of Tlemcen. Forty copies were completed and given back to the teacher. An introducing paragraph precedes the questionnaire items. All items are spread out of three sections, each one is aimed to provide with a specific set of information but with a relative aim.

The two page questionnaire (see Appendix4) consists of a mix of close- and open-ended questions. It is divided into three separate parts. Section A, which seeks personal information about the respondents, is included in order to analyze if there are any relationships between teachers' beliefs and educational background, length of teaching experience and/or their own language learning experiences. Section B is designed to elicit responses that shed light on the purposes for which teachers use the mother tongue in the classroom. Section C contains open-ended questions to get information about

the teachers' attitudes on the role of L1. The aim of this section is to collect quantitative data. The following is a description of the questionnaire used in the study:

**Section One:** From question one to six, the six factual questions are to provide information about the respondents' educational background and their teaching experience.

**Section two:** From question seven to eleven, this section contains dichotomous and multiple choice questions. The aim behind the choice of such question kinds is that they are quick to complete and straightforward to code (Dörnyei, 2003). The purpose of these questions is to gather information about the amount of L1 used by the teachers, the way they use it and how they feel when using it.

**Section three:** From question twelve to fourteen, these are three open-ended questions in which teachers comment on the issue of L1. They aim to collect quantitative data for the research.

The revised questionnaire was piloted in the school where the teacher works with her colleagues. In addition to completing the questionnaire, these teachers were also asked to comment on the thoroughness, appropriateness and ease of use of the instrument. Further revisions were made to the questionnaire based on the teachers' feedback. For example, the last item of the questionnaire was added on these teachers' wish. The layout and the length of the questionnaire were also commented during the piloting.

**3.3.2.2 Data Analysis**

Many authors writing about research methods make a distinction between quantitative and qualitative approaches. Although opinions differ about the extent to which they are separate paradigms, they are usually seen as a dichotomy. In language learning, Nunan(1992)makes a distinction between the two approaches. He claims that

*"Quantitative research advocates use of quantitative methods, it is controlled, objective, ungrounded and hypothetical deductive; whereas qualitative research advocates use of qualitative methods, it is uncontrolled, grounded, exploratory and inductive."*(Nuna,1992:16)

Most authors agree that until the last two or three decades applied linguistics research has opted for quantitative research, but that qualitative research is now established in the field (Nunan,1992).Both quantitative and qualitative approaches have a role to play in second and foreign language research, and it is more fruitful to consider and analyze research studies on the basis of the method of collecting data, the type of data collected and the method of analysis used for the data.

For the purpose of this research, a mixed-method is used. The instrument tools used in this research which have been described above, aim to collect both

qualitative and quantitative data. Chapter four will be devoted to a detailed data analysis and findings of the research.

### **3.3.3 Developing Stage**

What makes action research different from other types of research is that it does not end at results analysis. After having collected and analyzed data from classroom, the teacher should implement a plan for classroom practice change. *Action strategy* is the term used for the practical action that teachers should plan to improve their teaching. The teacher will use the collected and analysed data to find solutions for the issue of L1 in her classroom. As an action strategy, the teacher is going to design four lesson plans in which she will include the mother tongue judiciously.

#### **3.3.3.1 Action Strategy Aim**

As mentioned earlier, action research is not conducted to describe a problem, but has the potential to be a powerful agent of educational change. So, in this part of the research, the teacher is going to reflect on her teaching practices regarding the issue of L1. At the same time, this part is a kind of guideline for ELT teachers. It is aimed to show how teachers can enhance the learners' awareness on the issue of the mother tongue and thus, to urge them maximize use of English. The classroom activities consist of using:

1. The second year textbook "Getting Through" as the teaching material that will be used.

2. Most of tasks are conducted as group work activities.

3. The mother tongue is used by both the teacher and learners.

4. The lesson activities focus on:

- a) Use of L1 for Classroom management
- b) Use of L1 for contrastive activities
- c) Use of L1 in translation activities.

### **3.3.3.2 Action Strategy Template**

In action research, reflection takes partly in action because **"action research is based on the theory of reflective rationality"** (Altrichter et al, 2000:207). Practitioners give the research findings a practical form in action strategies. For the purpose of this research, an action plan template (appendix5) is elaborated. It is labeled 'Action Plan Template For 'L1 Use in the Classroom''. The teacher can use it to incorporate the new teaching techniques and reflect on the classroom practices.

The activities used have been adapted from Using the Mother Tongue<sup>4</sup>. They are as follows: 1. Lesson One: Mother Tongue Scribe

Purpose: To discourage unnecessary use of mother tongue in group work activities.

This activity is designed as follows:

The teacher chooses one member of each group to be the mother tongue scribe. The teacher selects either the learner who is prone to using L1 or the learner who may

have problems with the task. The important thing is that it is not always the same person.

- The teacher tells the L1 scribe to make a note of anything said in L1. They do not note who said it.
- At the end of the group work, the teacher asks the scribe to give her the notes. (Deller *et al*, 2002:16)

## 2. Lesson Two: Contrasting Tenses or Structures

Purpose: To help learners distinguish between two often-confused English grammar structures by translating them into L1.

This activity is designed as follows:

- The teacher writes four pairs of sentences or phrases in English which contain contrasting structures. Then, the teacher puts the students into groups of four and gives each member one sheet with one of the pairs of sentences at the top.
- The teacher asks the students to read their sentences and checks that they understand them.
- Students translate their two sentences from English into L1, leaving a generous space between the original and the translated versions.
- When the learners have finished translating, the teacher asks them to fold their sheet over so that only the translation is visible and pass it to another member of their group.
- The teacher asks students then to translate the sentences back from L1 into English.
- Learners are asked to compare the translations and discuss the problems they have in distinguishing between the pairs. (Deller *et al*, 2002:30)

Lesson Three: Inner Translation

Purpose: To help students to do inner voice work on English by communicating with themselves in English.

This activity is designed as follow:

- The teacher asks students to shut their eyes and notice their breathing. The teacher can do the same.
- Students close their eyes and bring to mind a sentence in L1 that expresses something they are thinking about.
- The teacher asks them to say the sentence over to themselves under their breath in as many ways as possible.
- The teacher asks them to think of different people saying the sentence.
- Students are told to put the L1 sentence into English and say the sentence over several times in their heard.
- The teacher asks them to find a different English translation of the same sentence and to say this new version over several times in their head.
- The teacher asks the students to find a third translation and say this over several times in their head.
- The teacher asks the students to write down the three English versions of their original sentence. The teacher should allow time for learners to ask about language questions.
- The teacher puts the learners into four or six. She asks them each to read out the three versions of

their sentences to the group and explain which one they like best and why;

- Learners can do as many rounds as time allows. (Deller et al, 2002:82)

Sample lesson plans are included in (appendix6).

### **3.3.3.3 Action strategy Evaluation**

Action strategies should stand the test of adequacy in the classroom, and if there are discrepancies between what the teacher expectations and what happens after the action has been applied, this will be the starting point for another action development. There should be an assessment of the learners' outcome at the end of each action. There are many ways for assessing learners progress, and teachers can choose the method that suits in their classroom.

In this work, formative assessment has been used because the evaluation is done during the learning process and **"learning is more effective when pupils take more responsibility for the management and the overtaking of their targets"** (Schunk, quoted in Harris, 2007:250). It enhances motivation in addition to learning. Learners become more proficient in monitoring their work. Self-assessment will be used in this research so that the learners will be able to evaluate their learning.

There are various techniques in formative assessment' self-assessment is the technique which is going to be used in this research. This type of assessment can be



done in a number of ways, in this research, a checklist self-assessment is going to be used because learners are used to doing such assessment at the end of each task in the classroom. Such checklists are also provided on their course book.

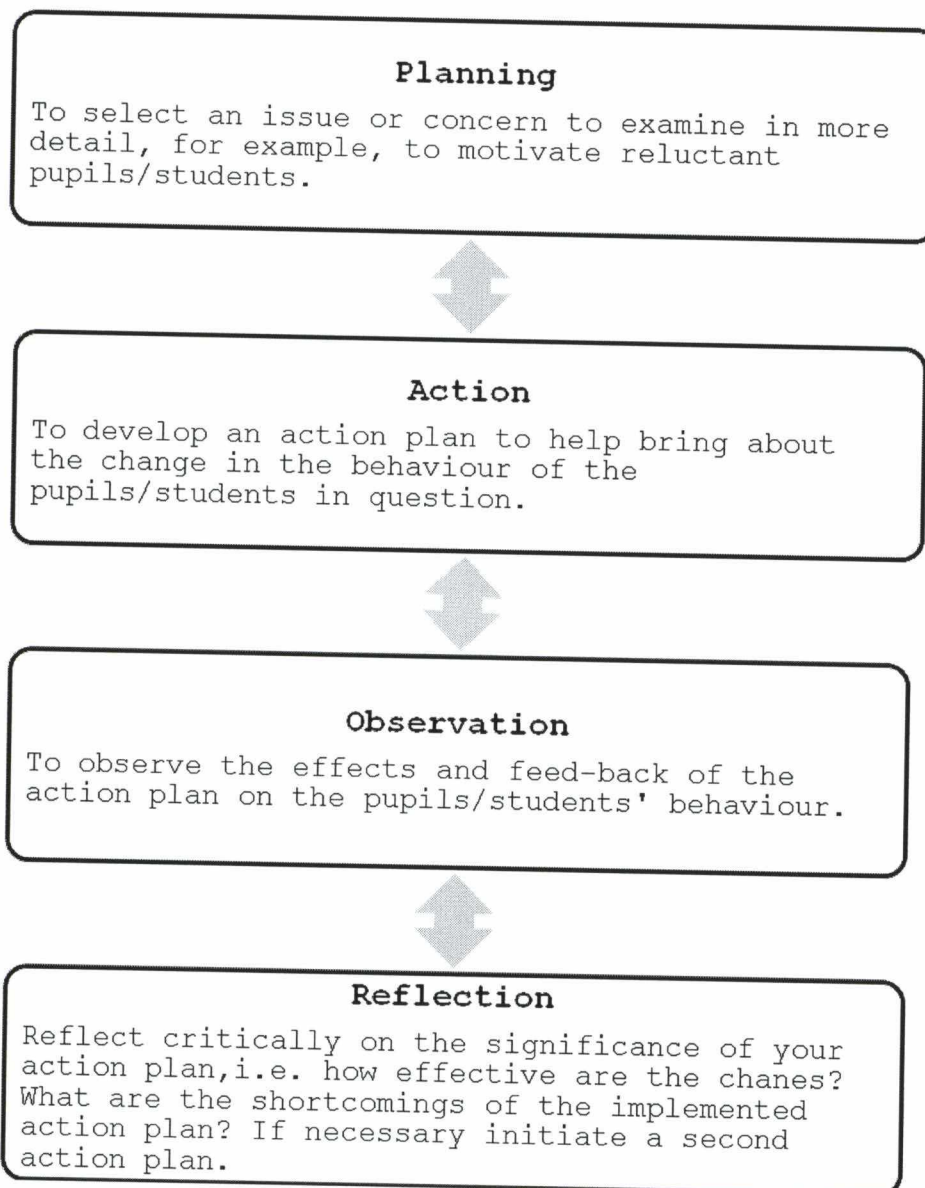
### **3.4 Conclusion**

The research design of this work is based on the features of action research. It is the type of the research where it is up to the teacher/practitioner to select the research design. The rationale behind the research is to make a change in the classroom practices. This work aims to promote the use of L1 in the English classroom through judicious and careful use from both the teacher and learners.

Data has been gathered through classroom observation, a teachers' questionnaire and a learners' questionnaire. The strategic plan of the research is implemented through four lesson plans that the teacher has designed. Learners' self-assessment will be used to evaluate the learners' progress. In chapter three, we have attempted to shed light on the methodology design of this research. Tough, it is difficult to set a method for action research; the action research steps have been elaborated according to the features of the scientific method.

**Notes to Chapter Three**

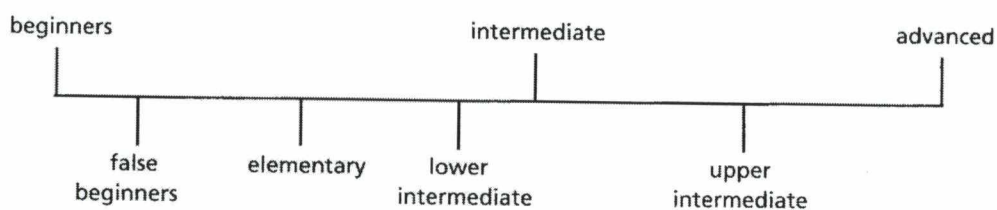
1. This is another diagram that illustrates the stages in action research methodology.



**Diagram 3.3:** Phases in Action Research Methodology

(Adopted from)

2. The personal journal diary is considered as the best research tool in action research, but the teacher can choose whatever tool that suits the research.
3. According to Hamer( 2005), intermediate level suggests a basic competence in speaking and writing and an ability to comprehend fairly straightforward listening and reading. Some Second year students although they are supposed to be intermediate learners (see 2.7), they have not yet achieved intermediate competence which involves greater fluency and general comprehension. The following diagram illustrates the different levels of learners.



**Diagram 3.4:** Terms For Student Levels (Adopted from Hamer, 2005:12)

4. Using the Mother Tongue is a practical book in which all the ninety-two activities are based on L1 use. It is a helpful resource in ELT. In the book preface, Deller states that the main aim of the book is to free teachers of English from the guilt they feel when using L1. On the

other hand, Rinvoluceri writes that the book is a kind of apology to his students in the 1970's who had hide under the table their bilingual dictionaries. He adds that "...it is also a salute to the teaching systems in places like China and Japan where it has always been understood that the mother tongue is necessary." (Rinvoluceri *etal*, 2002:4)

CHAPTER  
FOUR

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**Chapter Four**

**Data Analysis and Recommendations**

- 4.1 Introduction
- 4.2 Data Analysis and Results
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**4.1 Introduction**

This chapter provides an analysis of the data in order to answer the research questions, namely the extent to which L1 is used in the classroom, and to test the research hypotheses. As already stated, the present study aims to research the purposes for which L1 is used in the classroom, as well as the attitudes and beliefs that teachers and learners have towards the use of the mother tongue in ELT hoping to challenge the arguments for its exclusion. Then, judicious use of L1 will be illustrated through some activities.

For the purpose of this research it is assumed that both teachers and learners use L1 in the English classroom to a larger or lesser amount depending on the learning task, the attitudes of teachers and learners are mainly positive towards the use of L1 in the classroom, and using the mother tongue in the classroom provides benefits for both teachers and learners when used appropriately and not overused. Classroom observation, a learners' and a teachers' questionnaire are the tools used for data collection. They intend to provide a triangulation for this work as follows: a quantitative analysis that will provide a statistical measurement to compare with previous studies and to provide a quantitative context; a qualitative analysis of data that will help us find out the reasons for which learners and teachers use L1, and then an analysis to subjects' attitudes towards the use of L1.

## 4.2 Data Analysis and Results

As mentioned in chapter three, classroom observation, a teachers' questionnaire and a learners' questionnaire have been used as tools for data collection. The following sections will be a discussion of the findings. A *strategy plan*, in order to find out a solution for the issue, will be debated too.

### 4.2.1 Classroom Observation

Thirty-five learners were observed by the teacher to see the purposes for which they used L1. Semi-structured observation was used. Each time a learner used L1, The teacher/practitioner reported the reason on the observation sheet (appendix 2). Learners were not informed about the observation purpose. Besides, the teacher did not ask them to speak English only so that they would behave normally.

#### 4.2.2.1 Purposes for L1 Use

It has been noted that learners regard L1 as a learning strategy and they use L1 for a variety of purposes depending on the activity or task they are doing.

##### i) Moving the Task Along

When learners are engaged in the learning process, they usually recur to L1 when they face difficulties. The following examples will illustrate learners' use of L1 in the English language classroom:

**Example one:** In a pre-reading activity learners are asked to describe the picture (appendix 6) so that they guess what the reading text is about.



Teacher: Tell me, what do you see on the picture?

Learner 1: A box.

Teacher: How many?

Learner 1: Boxes because *pluriel*.

Teacher: O.K, what else do you see?

Learner 2: It is *concentrated* tomato.

This example shows that learner1, in stead of giving the number of 'boxes', he has used L1 as metalanguage to say that he is aware about the mistake he has done. The second learner has used a false cognate when he has failed to find the right term. To deal with the error, I have not corrected it immediately, but when learners have read the text they have discovered 'tomato paste' is the word which should be used. We also notice that the learner has used French as his L1 because of the similarities between French and English; it is easier for learners to find equivalents. The learner though has he produced a lexical error; he has been involved in the learning.

**Example two:** In a pre-task activity, learners are asked to describe the picture (appendix 6) in order to develop their own story.

Teacher: What does the picture represent?

Learner 1: It is a boat and there are people.

Learner 2: Some are black, they are *عبيد* (slaves).

Teacher: Where do you think the boat is going?

Learner 1: It is going to America because it is *تجارة العبيد* (trade slavery).

To retrieve semantic information, learners have switched to their L1 (MSA). Learners know that it is a pre-writing activity, so they prefer to use MSA.

Example three: The English classroom is a place where communicative competence should be acquired and turned into communicative performance and this is only through transmitting and receiving messages. This can be done between learners in pair/group work activities. Moreover, such activities promote learners' autonomy. In such activities, learners usually use their L1. Let's consider the following example:

On a pair work activity, I asked learners to write a dialogue to talk about their rights and duties.

Learner 1: What is the most important right you think you should have?

Learner 2: I think, we have to study [mædʒ a:nə]

Learner 1: You mean 'free education'

Learner 2: yes, yes [ghɪn sɪt] (I forgot)

Example four:

Teacher: Today, we are going to find out if Algerian young people are charitable (p.120). First, tell me do you know the meaning of 'charitable'?

Learner 1: Charitable as in French?

Learner 2: [lɪ dɪr əlkhi:r ]

Gloss: Someone who makes donations.

L1 is also used when learners are engaged in meaning negotiation. They switch to L1 whenever they can not find

the L2 equivalent. Switching to L1 is usually considered as a normal act in language learning. Macaro (2001) believes that **"there are many factors at play when students make the decisions to codeswitch"** (Macaro, 2001:2005), but he also thinks that these are learners who are successfully engaged in the learning process.

#### ii) Asking for Comprehension Check

Learners either ask what the English equivalence is to their teacher or friend/s in L1 or speak aloud by using L1. Search for equivalence is found to be a reason why learners revert to L1. They use L1 in their attempts to remember the suitable word /phrase to be used. Some learners use L1 at the beginning of the activity to ask about what they are required to do. The students also use L1 to determine the flow of the activity and guide each other. The following examples illustrate such uses:

[Quelle page]

Gloss : Which page ?

[Teacher, mæfhəmtʃ]

Gloss : Teacher, I have not understood

The students habitually use the mother tongue to determine the procedure of the activity and to make clarification requests and confirmation checks. Off-tasks language is usually uttered in L1, and it is NSA most of the time.

[ʃandiro]

Gloss : What do we do ?

[kingulɔ '...en Anglais]

Gloss: How to say ... in English?

Learners usually resort to L1 when they ask for permission when they want to do something, some learners usually start the utterance in English, and then they switch to L1. The following examples illustrate learners' L1 use:

[Teacher, nəmʃɪ nʃi:b lɛktəb]

Gloss: Teacher, do I fetch the book?

[Teacher, nəmʃɪ out ?] (Learners use the interrogative tone)

**Gloss : Can I leave?**

As noted above, the mother tongue is present in the foreign language classroom. When expressing themselves, Learners usually try to use their available resources in L2, but when difficulties arise, they shift to their L1. French and NSA are widely used in speaking activities, but when learners are engaged in written ones, it is MSA that they usually use. In written activities, learners usually switch to L1. The switches generally occur to clarify translations of English or fill in the sentence.

**Example:** A similar natural catastrophe زلزال (earthquake) had occurred along the Chinese coast.

The learner is unsure that 'catastophe' is the right term, so he writes the term in his L1 to clarify the translation.

When doing writing task and they can not find the right term in English, learners just switch to their L1.

Example: The Algerian government will تمنع (ban) cigarette smoking next year.

The learner has switched to an L1 term since he was unable to find the right term in English. Though he has understood the meaning of the sentence, He has not used the right translation term. In English, there is a difference between the term 'forbid' and 'ban'. It is possible that the learner does not the word in French either.

The observation findings reveal that learners use their L1 in ways similar to those found by other researchers (Atkinson, Cook, Aeurbach). We have noticed that the three varieties of L1 (MSA, NSA and French) are used.

#### **4.2.2 Students' questionnaire**

The second data tool used in this work is a questionnaire which has been given to Thirty-five learners. To be completed. First, the teacher/practitioner has provided explanations in both English and L1 about the aim of the questionnaire. The learners have completed the questions during the English lesson. Some learners have written their answers in L1. They used both Standard Arabic and Algerian Dialect. Before providing their answers in Arabic, some learners, first asked the teacher if they were allowed to. A description of the questionnaire has been given in chapter three.

So, In order to find out students' attitudes towards the use of L1, the survey has been carried out in the form of questionnaire. It is a combination of close and open-ended questions. It provides both quantitative and qualitative data. Numerical data has been processed by the computer and it will be presented in tables, bar graphs and pie charts.

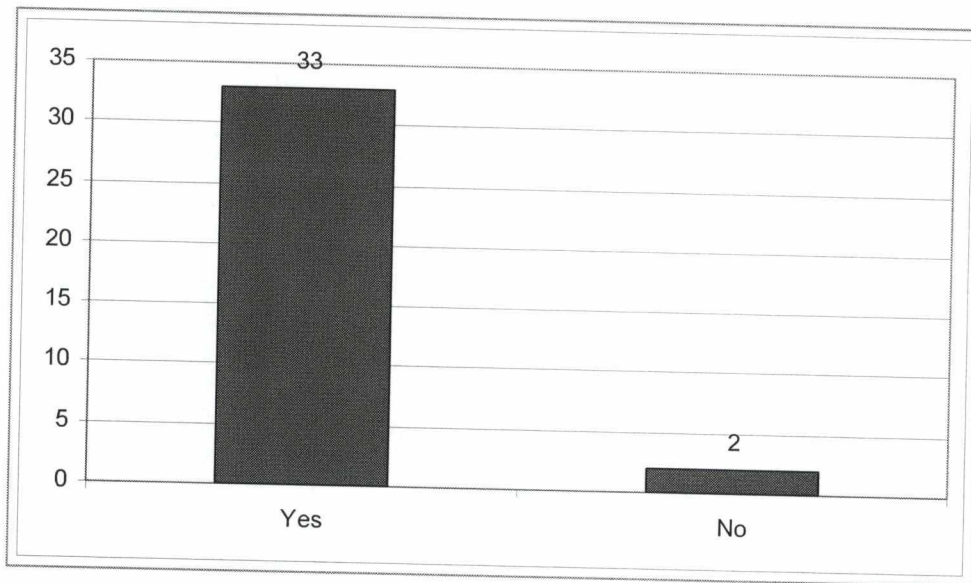
##### **4.2.2.1 Findings**

**Question1:** Should the teacher use the students' mother tongue?

Question 1 aims to find out if learners agree with the fact that their teachers use L1 while teaching them. The obtained data is presented in the following table:

Should the teacher use the mother tongue in the classroom?			
Yes		No	
33	95%	2	5%

**Table 4.1:** Learners' Attitude Towards Teachers' Use of L1



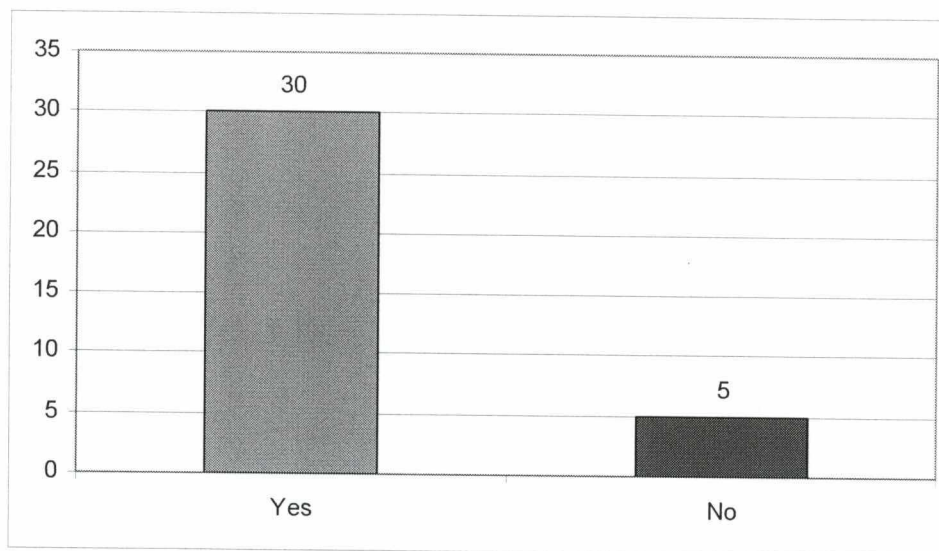
**Bar graph 4.1:** Students' Attitude Towards Teachers' Use of L1

The data shows that thirty-three respondents (95%) agree that their teachers use L1. Only two respondents (5%) feel that their teachers should use English only.

**Question2:** Should the students use their mother tongue?

Should the students use their mother tongue in the classroom?			
Yes		No	
30	86%	5	14%

**Table4.2** Learners' Attitude Towards the Use of L1



**Bar graph 4.2:** Students' Attitude Towards the Use of L1

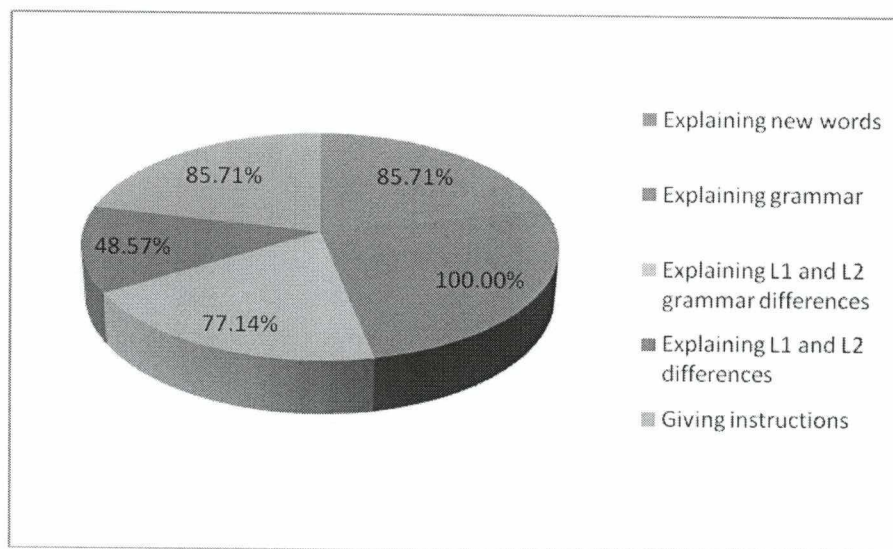
It is obvious that most of the respondents, thirty (30) say that they use L1. Five (5) learners find that using English only is better, though in classroom observation, all learners have been reported to be using L1.



Question3: When should the teacher use L1?

It is effective if the teacher uses L1 when									
Explaining new words	Explaining grammar	Explaining L1 and L2 grammar differences	Explaining difference in the use of L1 and L2	Giving instructions					
30	86%	35	100%	27	77%	17	49%	30	86%

Table4.3: Effective L1 Use by Teachers.



Pie Chart4.1: Effective L1 Use by Teachers

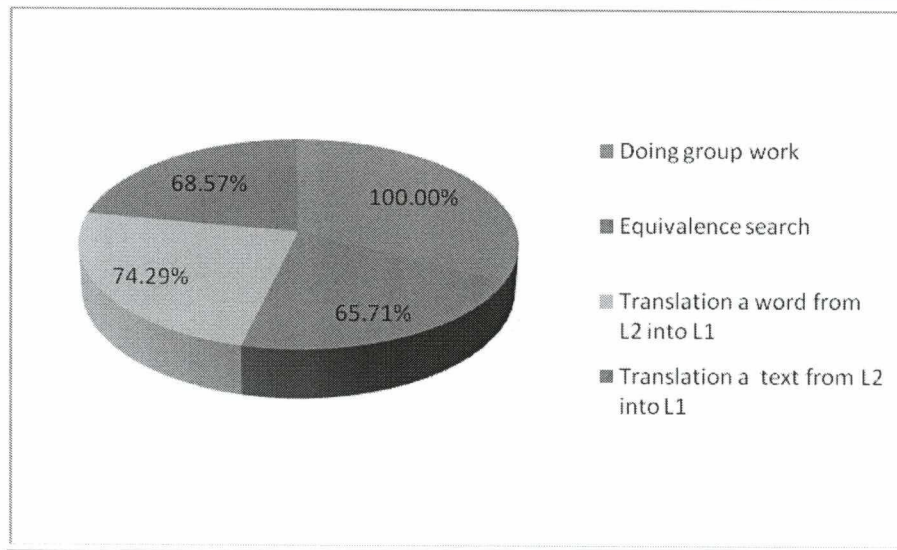
All the respondents prefer their teacher to use L1 when explaining grammar, thirty learners (86%) prefer that new items and instructions be provided in L1, twenty seven students (77%) prefer to have contrastive activities and

seventeen learners (49%) think that they need L1 in cross-cultural activities. The obtained percentages are nearly the same; learners feel that they highly need L1 in learning English.

**Question4:** When should students use L1?

Students should be allowed to use L1 when							
Doing group work		Search for equivalence		Translating a word from L2 into L1		Translating a text from L2 into L1	
35	100%	23	66%	26	74%	24	69%

**Table4.4: Learners' Use of L1**



**Pie Chart4.2: Learners' Use of L1**

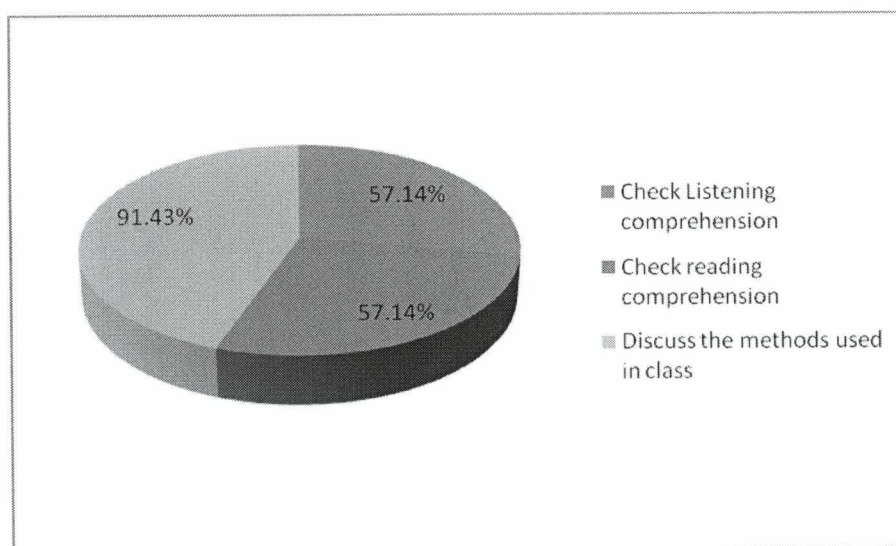
The results of this question correlate with the results obtained in observation. All the respondents (100%) find that L1 should be used in group work. Twenty-six (74%)

find that translating from L2 into L1 helps them in their learning, though learners are used to translate from L1 into L2. Equivalence search is also important for learners.

**Question5:** When do the teacher and students use their mother tongue?

Teacher and students can use L1 to					
Check listening comprehension		Check reading comprehension		Discuss the methods used in class	
20	57%	20	57%	32	91%

**Table 4.5:** Teacher and Students' use of L1



**Pie Chart 4.3:** Teacher and Students' use of L1

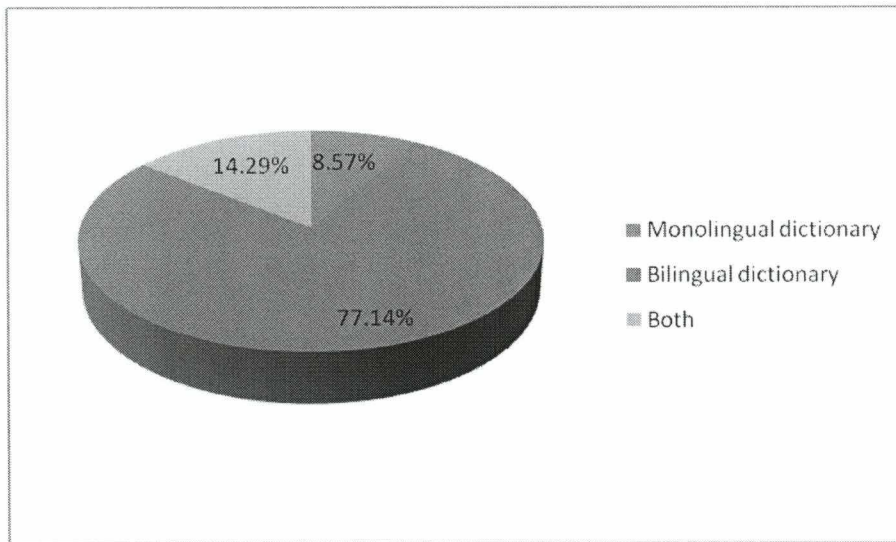
To answer question five, thirty-two learners (91%) find that both the teacher and learners should use L1 to clarify

and debate the methods they are using in the class. According to twenty learners (57%) Comprehension check, either in listening or reading should be done in L1.

**Question6:** What type of dictionary do you use?

Which dictionaries do you use?					
monolingual		bilingual		both	
3	9%	27	77%	5	14%

**Table 4.6:** Dictionary Use by Learners



**Pie Chart4.4:** Dictionary Use by Learners

When using the dictionary, it is clear that the majority of learners (77%) rely on a bilingual dictionary; nevertheless there are some learners (14%) who are aware

about the importance of the use of monolingual dictionaries.

**Question7:** Learners' point of view about the role of L1

Question seven is an open-ended question. It aims to find what learners think about L1 role when learning English. It should be mentioned that twenty-five learners used both English and Modern Standard Arabic, Six learners used English only and four learners used Standard Arabic only to answer the question.

All the learners find that L1 helps them in learning English. Some learners claim that using L1 in the foreign classroom it is a habit, but they would prefer to use the target language only. Three learners say that they use L1 mainly when expressing an emotion because they can not do it in English. All respondents suggest exam instructions be provided in L1, and in this case they mean to include written L1. All learners assert that by using L1 they feel confident and they feel motivated to learn English because they understand what they are doing, and they can express themselves.

#### **4.2.2.2 Discussion**

Among the questionnaire items, item 4 obtained the highest average percentage of 100% and this shows that most of the students prefer to use L1 in group work. Collaborative learning is highly requested in learning a foreign language and it is obvious that L1 is used because of the affective climate that such activities offer. Besides, L1 is of an important humanistic value (Atkinson, 1987). L1 can be used to introduce the major differences between L1 and L2, and the main grammatical

characteristics of L2 that they should be aware of (Butzkamn, 2003). It can be concluded that all of the students have a positive attitude towards L1 use in the classroom. Finally the findings of this study show quite similar results to all previously conducted studies. As mentioned in chapter one, studies such as Schweers (1999), Auerbach(1993),Burden(2001)and Cook (2001) who highlighted the importance of the L1 use .

#### **4.2.3 Teachers' Questionnaire**

A questionnaire has been distributed to forty-five secondary school teachers of English. Teachers work at different secondary schools in the willaya of Tlemcen. Fourty copies were completed and given back to the teacher. An introducing paragraph precedes the questionnaire items .All items are spread out of three sections, each one is aimed to provide with a specific set of information but with a relative aim.

- section A, which seeks personal information about the respondents, is included in order to analyze if there are any relationships between teachers' beliefs and educational background, length of teaching experience and/or their own language learning experiences.
- Section B is designed to elicit responses that shed light on the purposes for which teachers use the mother tongue in the classroom.
- Section C contains open-ended questions to get information about the teachers' attitudes on the role of L1.The aim of this section is to collect quantitative data.

4.2.3.1 Findings

**Item1:** From question1 to question5

Academic Degree	Total number		Full time employed		Part time employed
			37		
B.A in English	40		>6 YEARS	<6 YEARS	3
	M	F	34	3	
	26	14			

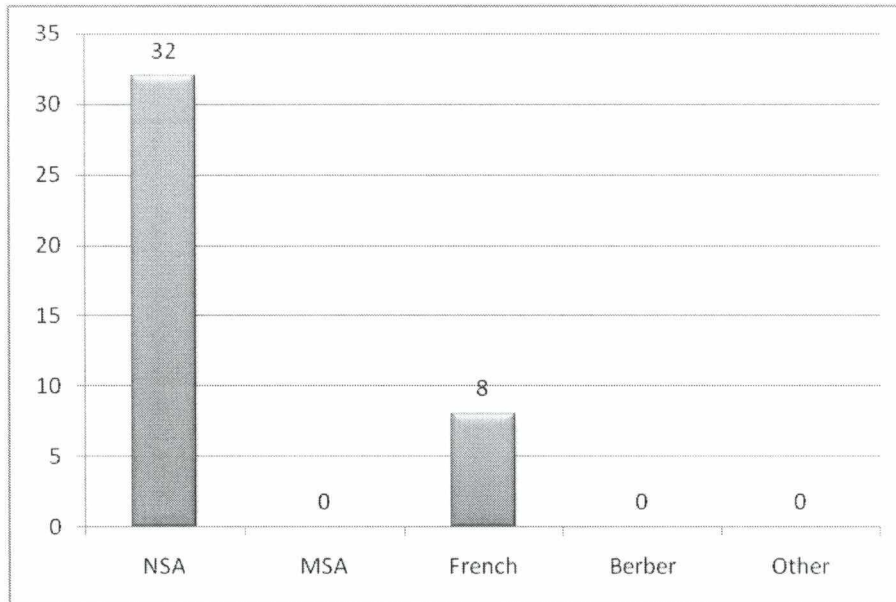
**Table 4.7:** Respondents Teaching Experience

The table above provides biodata information about the teachers. A total number of forty teachers, twenty-six male and fourteen female teachers answered the questionnaire. Thirty-four teachers have been teaching English for more than six years, three full time-employed teachers have less than six years of experience; whereas three respondents are temporary teachers.

**Item6: Teachers' Mother Tongue**

What is your mother tongue?				
NSA	MSA	French	Berber	Other
32	0	8	0	0

**Table 4.8:** Teachers' Mother Tongue



**Bar graph 4.3: Teachers' L1**

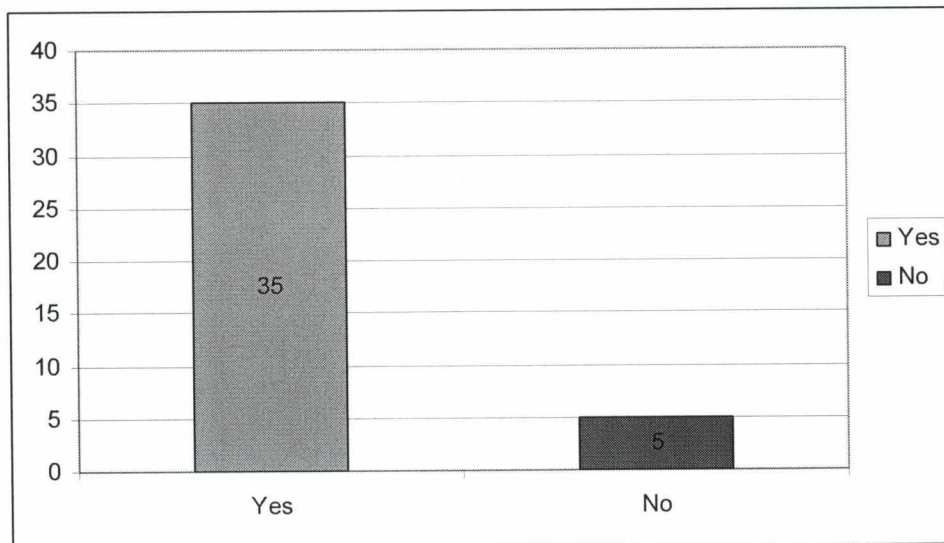
The results obtained from question6 show that thirty-two teachers say that Algerian Dialect is their mother tongue, here L1 being defined as the first language the child learns to speak and understand (Butzkamm,2000). Eight (8) teachers claim that their mother tongue is French, L1 being defined as the language most used by a person (Kangas,2000) (see1.2). But all teachers claim that they have a full knowledge of their students' L1 which means that ELT classes in Algerian schools are homogenous.



**Item7 : From question 7 to question8**

Do you use L1 in the classroom? If no, say why?

Yes		No	
35	87%	5	13%
<b>Table 4.9: Teachers' Use of L1</b>			



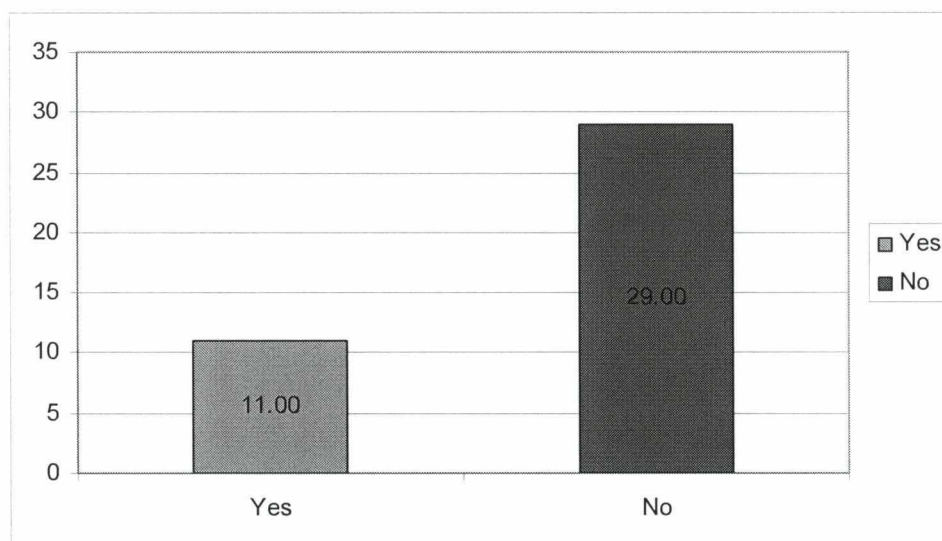
**Bar graph 4.4: Teachers' use of L1**

Thirty-five teachers say that they use L1 in the class and they all agree on the fact that L1 is a great resource in their classrooms; whereas five respondents say that they never use L1 in ELT because they think that English should be taught through English only. It is due to Communicative Approach principles. As, previous

research states, English only policy is an axiom because of CLT (Auerbach 1993, Atkinson1987,Cook2001), though CLT does not exclude the use of L1 in the classroom.

**Item9:** Teachers' use of L1 in the presence of the inspector

Yes		No	
11	28%	29	72%



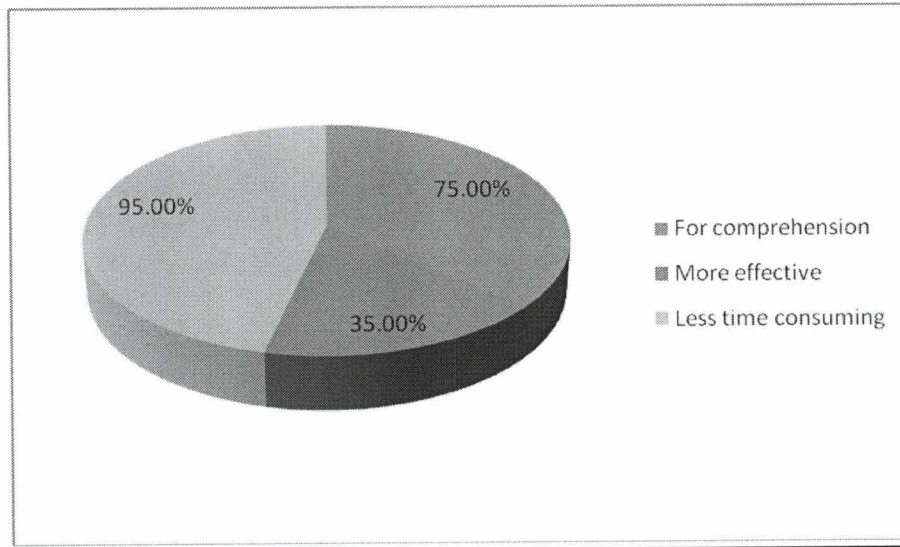
**Bar graph 4.5:** Teachers' use of L1 in the presence of the inspector

To answer the question about whether to use L1 or not in the presence of the inspector, twenty teachers (29) state that they do not. L1 is considered as a taboo and many teachers feel guilty if they use it (Auerbach,1993).

**Item10:** Reasons for L1 use

Reasons for L1 use					
It aids comprehension		It is more effective		It is less time-consuming	
30	75%	14	35%	38	95%

**Table 4.10:** Reasons for L1 use



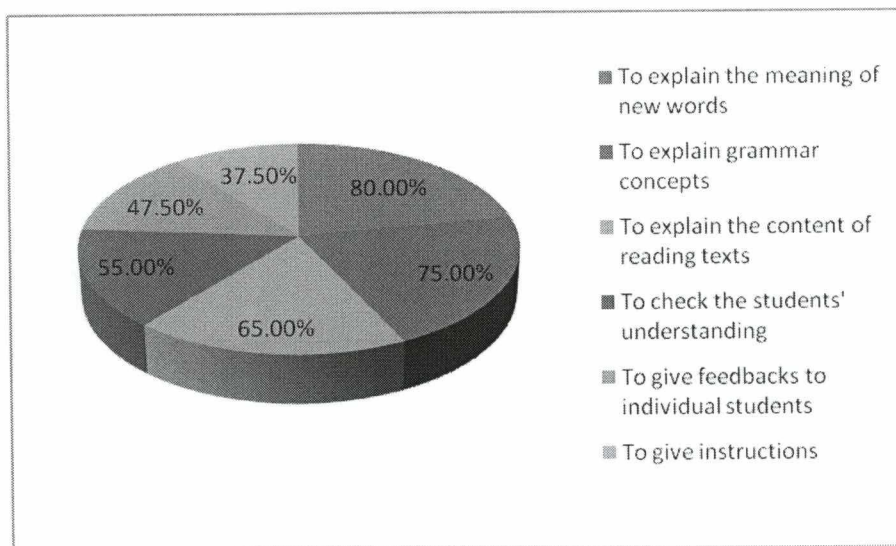
**Pie Chart4.5:** Reasons for L1 use

According to the results from this question, many teachers recur to L1 because it helps them save time. They also consider L1 as a learning resource. Comprehension check is regarded as the most important motive behind the use of L1 by teachers.

**Item11: Situations in which L1 is needed**

Teachers' use of L1											
To explain the meaning of new words		To explain grammar concepts		To explain the content of reading texts		To check the students' understanding		To give feedbacks to individual students		To give instructions	
32	80%	30	75%	26	65%	22	55%	19	48%	15	38%

**Table 4.11: Situations in which L1 is needed**



**Pie Chart 4.6: Situations in which L1 is needed**

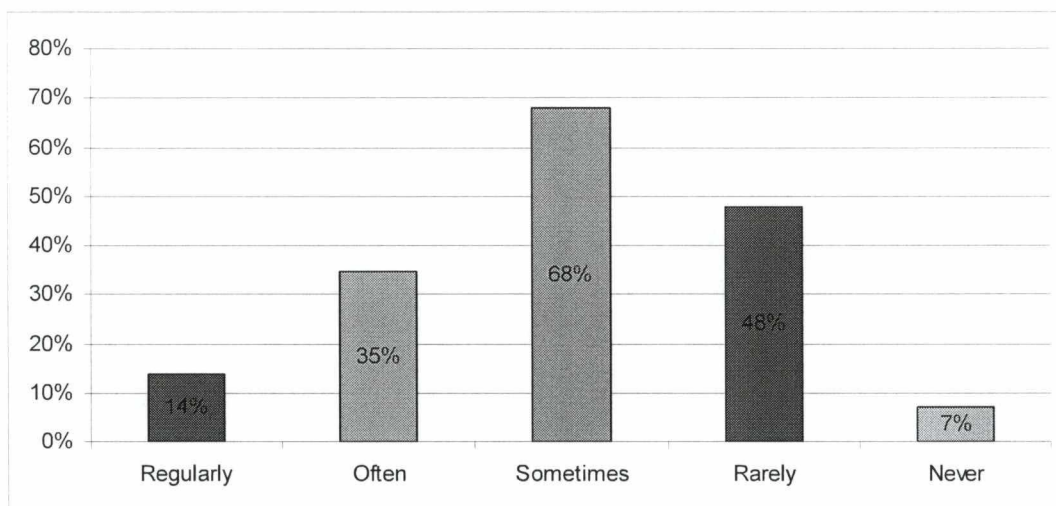
The data shows that most respondents (87%) agree that the mother tongue should be allowed in the English classroom. Only 13% of the respondents feel that only English should be used. However, the opinions of those in

favor of L1 use varied with regard to the purpose of the mother tongue in the classroom. We can notice that L1 is highly used for 'explaining new words' (80%), explaining grammar concepts' (75%), 'explaining the content of reading texts' and 'checking students' understanding' (55%)

**Item12:** The actual use of L1 by teachers

Skills	regularly	often	sometimes	rarely	Never
To check students' understanding	9 23%	13 33%	25 63%	10 25%	04 10%
To explain the meaning of new words	6 15%	20 50%	33 83%	13 33%	01 3%
To explain grammar concepts	5 13%	14 35%	30 75%	25 63%	03 8%
To give feedbacks to individual students	3 8%	13 33%	22 55%	16 40%	03 8%
To explain the content of reading texts	4 10%	12 30%	29 73%	30 75%	04 10%
To give instructions	6 15%	11 28%	24 60%	21 53 %	02 5%
Average	14%	35%	68%	48%	7%

**Table 4.12:** Frequency of L1 Use by Teachers



**Bar graph4.6:** Frequency of L1 Use by Teachers

The results displayed in the graph reflect the attitudes of the teachers. Explaining new words is always considered as the most important reason behind the use of L1 in the classroom. But, although 87% claim using L1 in their teaching, the high frequency with which the respondents chose 'sometimes', reveal they feel they should not overuse it. The tendency towards the 'never' end of the scale is in accordance with the belief that mother has a role in the ELT. Teachers practices reveal that L1 is used a teaching resource. L1 is always present in the classroom, in one way or another. Many teachers use L1 when having individual talks with their learners.

**Item12:** In which activities do learners use L1 the most?

This open ended question is to elicit more information about the purposes for which L1 is used by the learners. When discussing the findings of the research, answers obtained from this question will be compared to the

observation results to see if there are any similarities or discrepancies.

We should notice that some teachers (6) did not complete this question. As far as the answers obtained, all the respondents agree that L1 is overused in group work and this is where they find problems in coping with the issue of L1. On the one hand, cooperative learning is highly required in the second year syllabus (see 2.6), but on the other hand, teachers have never received any training on how to use L1 in ELT.

**Item 13:** What is your approach to students using L1 in class?

The rationale for the question is the fact that, as described in chapter one, different methods tend to either support or proscribe students' use of L1 in class. The researcher's own experience as an EFL teacher also suggests that teachers themselves see L1 use as a contentious issue, and one which is commonly discussed among teachers themselves. So, the teachers' attitudes toward L1 use are considered worthy of exploration because they help for a more understanding of the topic, and thus finding a solution to the issue. The question examines the views held by the Algerian secondary school teachers on the role of L1 according to their attitudes and practices in their relation.

The answers have been analyzed and we can classify them into three categories. There are six (6) teachers who consider that L1 is to be banned because it hinders learning, twenty teachers consider L1 as a resource

learning because it facilitates the learning, eight (8) teachers think that L1 can be used, but in a limited way.

**Item 14:** Have you received any training about L1 use in class?

None of the respondents answered positively. This clearly shows that the issue of L1 is neglected. The results correspond with previous research findings. The mother tongue has always been neglected. It is mainly because of its association with grammar translation method.

#### **4.2.3.2 Discussion**

Most of respondents feel that the mother tongue is beneficial for certain purposes, such as explaining new words and grammatical concepts. At the same time, there is a conviction that the TL should be maximized. Although in some cases teachers resort to L1 because they may consider it as a 'shelter' that provides security. L1 helps teachers save time mainly when theoretical concepts are introduced. Most of the respondents are experienced teachers, and most of them have positive attitudes towards the use L1, which shows that teachers reflect on their practices and they take actions whenever needed.

#### **4.2.4 Reflections and Pedagogical Perspectives**

Classroom observation, a learners and a teachers' questionnaire were used to collect data in order to explore both Algerian teachers and learners' attitudes towards the use of L1. Results reveal that attitudes are positive from both sides, that is to say L1 is regarded



as beneficial in the language learning process and may even be necessary for increased comprehension and acceptance of the new language by the language learners. The data indicate that L1 is widely used in the ELT Algerian classrooms.

Learners use L1 mainly, when doing pair work. So, The use of L1 allows them to work within their Zone of Proximal Development, as proposed by Vygotsky(see 2.7.1). By working in pairs and using L1 intermittently with L2, students may be cognitively processing at a higher level with regard to linguistic tasks than if they were limited only to communicating in the language they are trying to learn. L1 allows learners to use language which they may not yet possess in L2 in order to process ideas and reach higher levels of understanding. L1 in this case is used as a learning strategy and it enhances learning.

Most Teachers feel that L1 is a positive tool in the English classroom; nevertheless some teachers believe that L1 should be rejected. According to answers got from question 12 of the questionnaire, some teachers (6) believe that L1 should be banned because of pedagogical reasons. The teachers have mentioned that they reject L1 from the classroom because they are teachers of English, they are supposed to maximize the use of the TL, mainly that Algerian learners are exposed to English only in the classroom. Learning is thus; seen to be at least partly a function of time spent listening to, and speaking the target language. Teachers believe that when the TL is maximized, learners are encouraged to 'think in English'.

For some teachers L1 use equals translation, and translation in the classroom is always regarded as an activity to be avoided because it is associated with translation method. Teachers generally forget that translation is to be used as a technique and not as a method. Teachers exclude L1 thinking that this will provide enough input in English, and thus effective learning of English will be provided. Comprehensible input is important for the leaning process, but enough input in English does not mean necessarily it is a comprehensible input (Atkinson,1987; Auerbach,1993; Cook,2001).

A teacher believes that English only should be the rule in the classroom, and it is the teacher's role to maximize the TL. He mentioned that the teacher could punish learners who would not stick to the rule. As many teachers of English, this teacher considers English only as a dogma (Butzkman,2003). However, the most important point to make about the teachers' expressed views about the role of L1 is that they are overwhelmingly based on erroneous theoretical foundations. An English-only classroom is frequently considered as the only way to achieve sufficient comprehensible input (Krashen, 1982). This view recalls Phillipson's (1992) argument that one of the basic tenets of ELT is that maximizing exposure to English will improve learning, whereas there is no evidence to support this belief. So, a teacher of English does not need to feel uncomfortable or guilty when L1 is used either by them or by their learners.

According to the results, the majority of teachers questioned hold positive beliefs about the use of L1 in their classroom. They not only allow their learners to use

it, but they themselves do so. They are aware that they should not overuse it, but they do not know how to cope with the problem when it is their learners who overuse it. Learners are generally not aware of use and abuse of L1. Teachers believe that L1 is sometimes needed. For example, L1 is very beneficial for social or emotional discussion, and this correlates with the teacher's observation.

Some teachers consider L1 as very helpful when it is meaning related. They believe that they are happy to allow learners to use L1 if they do not understand something, or if they want to check that they have understood correctly by asking another question. This function of L1 has also been reported in classroom observation. The teacher has mentioned that learners recur to L1 when they explain, either what they have to do or what they have not understood, to each other. Some teachers refer to the humanistic value of L1. They believe L1 is a comfort to the learners, it makes for an easier learning process because it lowers the affective filters. Use of bilingual dictionaries also enables students to be more relaxed and help to build their confidence.

Results also reveal that L1 is used at all levels though Arabic and English do not share the same linguistic features. L1 is to be considered as a valuable resource that teachers can rely on mainly because it can prevent time being wasted on tortuous explanations and instructions, when it could be better spent on language practice. With beginners, it may even allow the teacher to use activities which would be impossible to explain otherwise; it can be used in contrastive activities to point out problem areas of grammar. Learners can translate

model sentences into their own language in order to compare and contrast the grammar; It can be very useful in pre-task lessons because learners become motivated if they know what they have been asked to do.

Teachers can not prevent learners from using L1, and they do not need to do so because research has shown that L1 helps learning English. However, teachers should control L1 overuse. It is the teachers' responsibility to overcome the problem of L1 abuse in the classroom. They have to plan activities in which L1 is used carefully, enhance the learners' awareness about the issue. Reflecting on classroom practices is the best way for teachers to know how to use L1 judiciously in the classroom.

#### **4.4 Recommendations**

The results reveal that Algerian learners rely on L1 in the English classroom. They regard it as a learning strategy and they use L1 for the same purposes that have been reported in other studies. First, the findings can be summarized as follow:

1. Both Algerian learners and teachers have positive attitudes towards the use of L1.

2. L1 is found to be used for specific situations, besides Algerian learners and teachers use L1 for the same purposes that have been reported in previous research. (See 4.2.4)

3. Teachers believe that L1 helps the learning/teaching process when used judiciously.

4. Teachers generally rely on their experience when it comes on how to use L1 in the classroom because they have never received any training on the issue.

#### 4.4.1 Linking Theory to Practice

To develop their teaching practices, teachers should integrate practice and theory because **"Both practice, on its own and theory alone are incomplete. I believe one can only really understand the former if one knows about the latter, and vice versa"** (Mertler, 2005:176). Linking theory to practice helps teachers perform better in their profession since theories are generally based on scientific research. And as already mentioned, the primary aim of this action research is to bridge theory to practice. As far as the issue of L1 is concerned, Algerian teachers should be aware that scientific research has demonstrated that banning the mother tongue use is not based on pedagogical grounds. Teachers do not need to feel guilty or uncomfortable about using it. Moreover, L1 is what learners bring into the classroom and as such it can not be ignored. It will be always in their heads, so to foster the teaching/learning process, teachers have to use it purposefully. In addition to this, teachers should not forget that when they used to be language learners, they relied on their L1 **"...how had I managed to exclude my real experience as a language learner from my practice as a language teacher ?"** (Rinvolucris et al, 2002:4). But when dealing with the issue of L1, teachers have to know that L1 use is governed by four factors:

- Efficiency: can something be done more effectively through the L1?

- Learning: will L2 learning be helped by using the L1 alongside the L2?
- Naturalness: do learners feel more comfortable about some functions or topics in L1 rather than the TL?
- External relevance: will use of both languages help the students master specific L2 uses they may need in the world beyond the classroom? (Cook, 2001: 415)

When teachers take into account these four factors, it becomes their responsibility to make of L1 carefully. They can easily decide when and in which situation L1 hinders or facilitates the teaching/learning process. They become able to make a well use of L1, which is to say to control any overuse of L1. Of course it is not easy to say which amount of L1 is needed in the classroom because **"The appropriate quantity of L1 use by teachers or learners can not be defined universally, as a fixed percentage, because it is inseparably linked to the underlying function or purpose."**(Edstrom, 2006:289). Whereas, it is easy for teachers to find out when L1 is useful and when it is not through reflecting on what happens in the classroom. Atkinson (1987) explained how teachers would solve such a problem. For example, teachers should be aware that there is too much L1 in the classroom if:

1. Learners say things in L1 that they could say in English
2. There is lots of use of L1 without any clear purpose
3. Students use L1 because they are convinced they cannot communicate most of what they want to say in English.

4. The amount of L1 is going up as the term progresses rather than going down as students' level improves.
5. Learners use L1 even to say things that have been studied recently or the target language for this lesson.
6. Learners don't respond to L1 use in any way.
7. Most of the student talking time is in L1.
8. Most of the teacher talking time is in L1
9. The teacher uses L1 because he or she doesn't know how to say something in English or lacks confidence.
10. Students who were trying very hard to speak English as often as they could at the beginning of the course give up and speak mainly L1 like the rest of the class
11. The students think it is strange or amusing to ask the teacher a question about the language in English
12. The teacher and the students never end up using English.
13. L1 issue has never been debated with learners.

On the other hand, teachers who believe that English should be the sole medium in ELT can make L1 a very beneficial resource if they see that:

1. Never being able to speak in L1 makes the students stressed and unhappy.
2. Not being able to speak in L1 leads to long periods of silence, and those periods do not get shorter as the term progresses, rather than use of English.
3. The time spent to explain something would be less if L1 were used.

4. The language the students would need to be able to take part in a grammar elicitation successfully is well above their present level

7. Students do still not understand explanations even after lots of explanation in English.

These are hints that help teachers, either those who agree on the use of L1 or those who disagree on its use, to help them cope with the issue of L1 even if they have not received any training before. Teachers' experience also shapes the function and purpose of L1.

#### **4.4.2 Judicious Use of L1**

Use of L1 is not an easy option as it seems, though advocates of L1 use always praise the many benefits of it the advice of using it judiciously, appropriately and carefully is always given to teachers. First, judicious use of L1 means to know how and when to use it. The following is going to be an explanation of how I am dealing with the issue of L1 in my classroom.

##### **4.4.2.1 The Mother Tongue Scribe**

As mentioned in chapter three, that making my learners use L1 into an appropriate way in order to motivate them for learning the target language without running the risk of overuse, is the first motive behind opting for action research as a research methodology for my work. I find that the issue of L1 is of great importance for both Algerian learners and teachers. It is not necessarily for either the teacher or the learner to try avoid L1 at all costs thinking that it hinders learning. It should not be a neglected resource; whereas



teachers should not neglect the way they deal with L1 in the classroom. Teachers have to reflect on the issue, for example, they must be well prepared before the course of English. It is a good strategy for any teacher to prepare an action plan (appendix5) so that they can measure the effectiveness of the technique they suggest.

As far as I am concerned, I find that the Mother Tongue Scribe (See 3.3.3.2) is a good technique to start with. It is a kind of peer observation and teachers may use it in many situations. It is very effective in group work activities. Each time, I select a learner to be the 'The Scribe', this technique helps to make learners aware about the amount of L1 they use. At the end of each activity, learners realize that they have used L1 in situations where they could have used L1. When learners see the scribe documenting everything, they start to avoid using L1.

This technique is also very helpful in classroom management, which involves things like telling the class what to do (take out your books, turn to page) or to talk about learners' behaviour (be quiet). In such situations, mainly in giving instructions, I usually switch to L1 to make sure all learners have understood the instructions. The scribe sometimes makes remarks on my L1 use. The more learners are involved in the learning process, the better they do. Some teachers may find that this technique is time consuming and might be tiring since the learner is expected to observe his peers and learn. A code of conduct can be a good technique, but I believe that when it comes to using L1, learners will not stick to the rule.

#### 4.4.2.1 Translation Activities

When we talk about L1 use in the classroom, this usually means implying translation activities. But because translation is so connected to grammar translation method, that teachers tend to ignore it. The practice of translation in ELT not as a means, but as strategy can bring many benefits for both teachers and learners as well. For example, it plays a role in the development of communicative abilities since speakers are often engaged in the work of sharing and negotiating. Therefore, translation helps the development of abilities considered fundamental for communication. According to Alan duff (1989,

**"Translation develops three qualities essential to all language learning; accuracy, clarity and flexibility. It trains the learner to search (flexibility) for the most appropriate word (accuracy) to convey what is meant (clarity)"**(Duff, quoted in Polio,1994:41)

Besides, I believe we can not omit translation activities from our classrooms because from the learner's perspective, translation is still widely used. It is also identified as one of the learning strategies used by good Language Learners **"...it appears that learners very often use translation as a learning strategy to comprehend, remember, and produce a foreign language"**(Lio,2006:192).

Then, if we want to connect the learning process to real world situation, translation becomes very essential. In our daily lives we encounter numerous multilingual instruction leaflets, owner's manuals, labels and items

of packaging: we are surrounded by the evidence of translation as never before.

There are many ways of planning translation activities; there are plenty of ideas about such activities in Deller and Rinvoluceri book; a book I think every teacher should have. Cross cultural activities are very beneficial in learning a foreign language. The problem, we may encounter, is when learners perform word-for-word translation. Translation is also regarded as a cognitive skill, so I find that Inner Translation is a technique that helps learners get trained to think in English. The more they are involved; they become aware that the learning context is the foreign language classroom.

#### **4.4.2.3 Contrastive Activities**

It is inevitable that learners make mistakes in the process of foreign language learning. However, what is questioned by language teachers is why students go on making the same mistakes even when such mistakes have been repeatedly pointed out to them. Yet not all mistakes are the same; sometimes they seem to be deeply ingrained, but at other times students correct themselves with ease. Teachers generally predict that the errors of learners are due to their L1 interference. In this case, some teachers often compare the two linguistic systems; that is to say L1 and English, to find the solution. Recent research has challenged the validity of contrastive analysis is because a number of errors do not appear to be due to native language influence. Even though, I do not

think that there is a teacher of English who has not used this method in their classroom.

As far as I am concerned, I usually recur to this method when I have to explain grammar or when a certain point becomes very difficult to be understood by the learners. Contrasting grammatical structures happen to be the best way in teaching grammar, teachers make sure that their learners have understood and the activity becomes less time consuming. Such types of activities make the learning of grammar into context.

In conclusion, the value of L1 in the foreign language classroom depends on the way we tackle it. If well used, we realize that there are several possibilities of language production. Students think in their native language and they translate to themselves when they are trying to communicate and interact among their peers. All teachers have to do is to know how to benefit from this learning strategy. Teachers should reflect on their practices too.

#### 4.4.2.4 Use of Bilingual Dictionaries

The use of bilingual dictionaries is usually discouraged because it is believed that **"successful learners should have contextual guessing ability, while less successful learners may rely heavily on a bilingual dictionary"** (Barbe, 2001:66). Most EFL authors think that by using bilingual dictionaries, learners will learn only to employ single lexical items, whereas monolingual dictionaries will lead students to use language into context. Learners generally feel comfortable using their bilingual dictionary whether or not it helps

Cook(2001). In spite of the fact that L1 can be used in many situations learners/teachers need to be careful. This is to be fulfilled through judicious use of L1 which is the teacher's responsibility to control this use. Teachers may find difficulties when dealing with such an issue because of the lack of training. Nevertheless, they can overcome such constraints through reflecting on their teaching practices. Reflecting teaching and action research can help teachers innovate new ways for their classroom performances.

## ***GENERAL CONCLUSION***

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### ***General Conclusion***

The present study explored the role of the mother tongue in English language classrooms at one secondary school in Maghnia, Tlemcen. To test the role of the mother tongue in the practice of English teaching and learning, a survey has been conducted with thirty-five learners and forty teachers to investigate the way L1 is used, that is to say to what extent and for what purposes it is used by both teachers and learners. Moreover, this work aims at exploring the attitudes of both teachers and students towards the use of L1 and the actual and potential functions of L1 in the English classrooms.

In chapter one, literature review about the topic has been presented. L1 position in the foreign classroom has been investigated through theories of L1 in second language acquisition and teaching methods. It has been found that the avoidance or rejection of L1 in L2 learning dates from around the century, with the appearance of the direct method. The ban of L1 is mainly due to its association with grammar translation method, a method based on crosslingual techniques. For the sake of learning English for communication purposes, teaching methods have started to shift towards intralingual methods. Arguments pro and con regarding the use of the mother tongue have also been given in this chapter. EFL authors argue that the rejection of L1 is not based on pedagogical grounds, and thus a well planned use of L1 in the foreign classroom does not harm the learning of the TL.

Chapter two has dealt with the linguistic situation and the status of English teaching in Algeria. It is known that

## ***GENERAL CONCLUSION***

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our linguistic situation is complex because many varieties are spoken, so it is difficult to define what L1 means in the Algerian context. Nevertheless, our classrooms are homogenous because all learners share the same L1. Algerian classrooms are regarded as monolingual. There is a high controversy about language-in-education planning policies since independence, but a great importance is being given to ELT in Algeria.

Chapter three has described the research methods and given a picture of the whole research design. Action research is the method selected for the purpose of this work. Classroom observation, a learners' questionnaire and a teachers' questionnaire are the tools which have been used for data collection. Semi-structured observation has been performed by the teacher/researcher in her classroom to find out the purposes for which learners use L1. The content of the two questionnaires covers three perspectives: the subjects' responses on whether the mother tongue is being used in English class; the subjects' attitudes towards the use of the mother tongue; and the subjects' opinions on the actual and potential functions of the mother tongue in the classroom.

Chapter four is devoted to data analysis and to suggest recommendations. The results of this study indicate that L1 is quite extensively adopted in the English language classroom, that both the teachers and the students have responded positively to a reasonable use of the mother tongue, and that teachers' use of the mother tongue are perceived more helpful for English studies. The results reveal that teachers regard L1 use as a comprehensible input at the pre-task level. They use L1 mainly to give instructions, explain meanings of words, explain complex ideas, and explain complex grammar points. Many teachers find that the use of some L1 provides more time

## ***GENERAL CONCLUSION***

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to practice L2 because understanding is achieved much more rapidly. Students often use L1 when doing pair or group work to construct solutions to linguistic tasks. By using their mother tongue, learners are less likely to feel resentful about learning a foreign language.

The findings of the research reveal that the role of the mother tongue should be restricted to be facilitative, supportive and compensatory in the foreign language classroom, and that both too much dependency and total prohibition of the mother tongue should be avoided.

The main limitation of this study is the amount of participants which consists of only thirty-five learners and forty teachers. Therefore, the sample size used for this research is not representative enough as for making bigger generalizations than the ones already presented. Another limitation is that, although piloted, the instruments used for data collection have been designed and administered by the researcher, compromising complete objectivity to a certain extent.

For further research, a replication of this research with a larger sample would be important in order to claim further validity and reliability of the results obtained, as well as to provide more generalizable results. Changing the variables such as the amount and schedule of the observed classes, and the size of the population would also serve this purpose. In addition, an experimental research in which there will be a main and control group will strengthen the current findings.

In conclusion, we can say that this work has attempted to shed light on an everlasting issue in Algerian secondary schools, which is the use of the mother tongue in the English



## ***GENERAL CONCLUSION***

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classroom. Besides, the results of this research may help solve the dilemma of this issue among Algerian teachers of English. It can be concluded that the use of L1 in the L2 classroom by both teachers and students can be effective in the language learning process and may even be necessary for increased comprehension and acceptance of the new language by the language learners. This use of L1 is for clarifying purposes and should not be the primary mode of communication either by the students or teacher(s) in the L2 classroom. Once an appropriate balance is achieved, the use of L1 will enhance an L2 classroom.

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### **Textbooks**

- Getting Through, Secondary Education, Year Two
- Teacher's Book: Getting Through. Secondary Education: Year Two
- STUDENT'S ENGLISH-ARABIC DICTIONARY



# Appendices

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## Appendix1

### The role of the Mother Tongue in ELT Methods

Method/Approach	L1 role
<b>Grammar Translation Method</b>	The meaning of the target language is made clear by translating it into the students' native language. The language that is used in the class is mostly the students' native language (Larsen-Freeman, 2000:18).
<b>Direct Method and Audiolingual Method</b>	The students' native language should not be used in the classroom because it is thought that it will interfere with the students' attempts to master the target language (Larsen-Freeman, 2000:30- 47).
<b>Silent way</b>	The students' native language can, however, be used to give instructions when necessary, and to help a student improve his or her pronunciation. The native language is also used (at least at beginning levels of proficiency) during feedback sessions (Larsen-Freeman, 2000:67).
<b>Suggestopedia</b>	Native-language translation is used to make the meaning of the dialogue clear. The teacher also uses the native language in class when necessary. As the course proceeds, the teacher uses

	the native language less and less (Larsen-Freeman,2000:83).
<b>Community Language Learning</b>	Students' security is initially enhanced by using their native language. The purpose of L1 is to provide a bridge from the familiar to the unfamiliar. Also, directions in class and sessions during which students express their feelings and are understood are conducted in their L1 (Larsen-Freeman,2000:101-102).
<b>Total Physical Response</b>	this method is usually introduced initially in the students' native language. After the lesson introduction, rarely would the native language be used. Meaning is made clear through body movements (Larsen-Freeman,2000:115).
<b>Communicative Language Teaching</b>	Judicious use of the students' native language is permitted in communicative language teaching (Larsen-Freeman,2000:132).
<b>Competency Based Approach</b>	Judicious use of the students' native language is permitted

**Appendix 2**  
**Observation Sheet**

	Reasons for which learners use L1 in the classroom				
	Pair/group work	Asking in L1 'how do we say' ...' in English	Asking for comprehension check	participating	Ask the teacher for permission to do something
Learner1					
Learner2					
Learner3					
Learner4					
Learner5					
Learner6					
Learner7					
Learner8					
Learner9					
Learner10					
Learner11					
Learner12					
Learner13					
Learner14					
Learner15					
Learner16					
Learner17					

Reasons for which learners use L1 in the classroom					
	Pair/group work	Asking in L1 'how do we say' ...' in English	Asking for comprehension check	participating	Asking the teacher for permission to do something
Learner18					
Learner19					
Learner20					
Learner21					
Learner22					
Learner23					
Learner24					
Learner25					
Learner26					
Learner27					
Learner28					
Learner29					
Learner30					
Learner31					
Learner32					
Learner33					
Learner34					
Learner35					

**Appendix3**  
**Learners' Questionnaire**

1. Should the teacher use the students' mother-tongue? Yes No
2. Should the students use their mother-tongue? Yes No
  
3. **It is useful if the teacher uses L1 when:**
  - a) explaining new words
  - b) explaining grammar
  - c) explaining differences between L1 and L2 grammar
  - d) explaining differences in the use of L1 and L2 rules
  - e) giving instructions
  
4. **Students should be allowed to use L1 when :**
  - a) talking in pairs and groups
  - b) asking how do we say '..' in English ?
  - c) translating an L2 word into L1 to show they understand it.
  - d) translating a text from L2 to L1 to show they understand it.
  
5. **The teacher and students can use L1 to:**
  - a) check listening comprehension
  - b) check reading comprehension
  - c) discuss the methods used in class
  
6. Do you use
  - a) monolingual dictionaries?
  - b) bilingual dictionaries?
  - c) Both
7. **What do you think about the role of L1 in the classroom?**

**Appendix4**  
**TEACHERS QUESTIONNAIRE**

We would like to ask you help us by answering the following questionnaire concerning the use of the mother tongue in the EFL classroom. You don't have to write your name. We are interested in your personal opinion and your attitude towards using the mother tongue in the classroom. Please, give your answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your help

Date :.....

School :.....

Town :.....

1. Gender

Male:.....

Female:.....

2. Age:.....

3. Academic degrees:.....

4. Please indicate by writing an X which situation applies to you:

A.4.1 I am employed full time:.....

A.4.2 I am employed part time:.....

5 Total number of years of teaching experience:.....

.6. What is your mother tongue? .....

7. Do you use the mother tongue in the classroom?

Yes..... No.....

8. IF no, say why: .....

9. Do you use the mother tongue with your learners in the presence of the inspector?

Yes..... No.....

10. You use the mother tongue in the classroom because

- a. It aids comprehension greatly. ....
- b. It is more effective. ....
- c. It is less time-consuming. ....

11. How much do you use the mother tongue in the English classroom to:

	regularly	sometimes	never
1. Explain complex ideas and abstract notions			
2. Check pupils' comprehension			
3. Give complex instructions			
4. Define new vocabulary items			
5. Help students feel more comfortable			
6. Explain complex grammar rules / metalanguage			
7. Explain errors			
8. Test			
9. Talk to pupils about class-related things			
10. Talk to pupils about personal/non class-related things			

12. In which activities do learners use L1 the most?

13. What is your approach to students using L1 in class?

14. Have you received any training about L1 use in class?



## APPENDIX 5

### ACTION PLAN

Date :	Class :
Teacher :	Number of students :
Problem identified :	New teaching techniques or ideas I plan to use :

<i>My class now</i>	<i>My class after the action plan (What the teacher is expecting)</i>
The aspect of the course now	The aspect of the course after I have made the change

**Teacher's Reflections:**

1. The benefits I predict from this change
2. Challenges I expect
3. How I will address those changes
4. How I will assess the success of the change

**Review comments from your mates (Collaborative Teaching)**

1. Does the new suggested technique/method lead towards change?
2. What are the weaknesses and strengths of action plan?
3. What other advice can you provide?
4. Does the type of assessment match the goals and outcomes of the proposed change?
5. Other comments or questions?

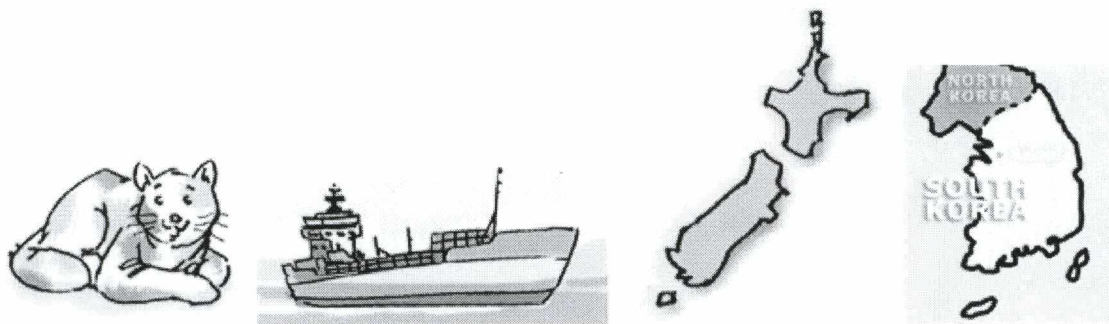
## Appendix 6

### Sample Lesson 1

<b>Class :</b> 2Let	<b>Level :</b> Intermediate
<b>Unit :</b> News and Tales -Unit 5	
<b>Skill:</b> Listening and Writing	
<b>Task:</b> Dictogloss Activity	
<b>Final Objective:</b> By the end of the lesson, learners will be able to write a short story.	
<b>I-Step One</b>	
<b>A: Vocabulary</b>	
<b>Part 1: Match the words with their meanings</b>	
<b>quarantine, port, dockworker, crew member, risky, stowaway, tanker</b>	
1. A person who works on a ship.	
2. A person who loads and unloads ships at a port.	
3. A place where ships and boats stop to load and unload.	
4. Animals or plants are kept away from others (especially when they are being moved between different countries) to check that they haven't got any diseases.	
5. A person who hides on a boat or plane and travels to a different place for free.	
6. Dangerous	
7. A ship that carries liquids, especially oil.	
<b>Part 2: (Pair-work) . Here are two other phrases that are used in the story. Look at the meanings of each of the words and then answer the questions.</b>	
1.	
<b>international:</b> many different countries	
<b>rescue:</b> to help someone or something	
<b>mission:</b> a task or a job for a group of people	
What do you think <b>international rescue mission</b> means?	
2.	
<b>Ship:</b> a boat.	
<b>Transfer:</b> to move something from one place to another.	
What do you think <b>ship-to-ship transfer</b> means?	

**B: Prediction (Group-work)**

Look at the pictures about the story



Work in groups and say what you think the story is about. Use the pictures and the vocabulary from part 1 and part 2.

**II-Step Two**

**Listening for meaning:** Learners listen to the whole text that teacher reads at normal speed.

**Listening and note-taking:** Teacher reads the text again, learners take notes listing key words.

**Text reconstruction in groups:** Learners work in groups to reconstruct an approximation of the text from the notes. Teacher does not intervene, but gives learners some of the translated paragraphs in L1 (not the whole text).

**III-Step Three**

**Text comparison between groups:** Learners compare group versions of the text. Teacher facilitates discussion and correction of errors.

**IV-Evaluation of learners' comprehension (both input and output in English)**

**Activity: Dialogue Completion**

Here is an imaginary phone call that James McPherson has with one of his friends, after he returns from Korea. Read it in pairs. Student A is James McPherson, Student B is his friend.

Find out the missing words.

**Student B:** Hello?

**Student A:** Hi Paul. I'm back!

**Student B:** You're back! Where have you been?

**Student A:** In Korea! There was a .....in the newspaper. Did you see it?

**Student B:** No. We've been camping. So, why did you go to Korea?

**Student A:** To get.....

**Student B:** Who?

**Student A:** Colins, our cat. She lives at the port. We adopted her 9 years ago. The silly cat went onto ..... The crew only found her after the ship had.....

**Student B:** Yes, but why did you go to Korea?

**Student A:** Well, we tried to transfer her to another ship, but it was too risky.

**Student B:** So you went to Korea to get Colins?

**Student A:** That's right. I flew there. The ...of the .....gave her back to me. Then I flew back here with her.

**Student B:** Did you have to .....for all that travel?

**Student A:** No, no. 'Whiskas' and 'Korea Airlines' were very kind.

**Student B:** And how is she?

**Student A:** Who?

**Student B:** ....., of course!

**Student A:** She's fine. We're all very happy that she's back home.

**Student B:** I can't believe you flew to Korea to get a cat!

**Student A:** She's a very special cat!

**Homework:** This activity could prompt further work. As a homework, teacher can ask learners to write a story about people they know who have tried to leave the country illegally and have been rescued.

#### Text for Listening

WELLINGTON Tuesday November 27 (Reuters) - An international rescue mission has been started to rescue a New Zealand cat that stowed away on a ship to South Korea, New Zealand media reported Tuesday.

Two weeks ago a cat "Colins," went onto a tanker at Port Taranaki, on the west side of New Zealand's North Island, the Taranaki Daily News reported. The cat is now somewhere north of Papua New Guinea on its way to Korea's southern port city of Yeosu.

A dockworker adopted the cat nine years ago. The workers at Port Taranaki said they were organizing a ship-to-ship transfer to get the animal home without a long period in quarantine in South Korea. The **cat** was fed by a Tomiwaka crew member and the crew hadn't realized the cat was still in the cabin until after the ship sailed on November 13.

SEOUL Tuesday December 4 (Reuters) - Colins the stowaway cat was finally reunited with her New Zealand owner again this week, 18 days after she fell asleep on a tanker going to South Korea. The story of the stowaway began on November 15, when the nine-year-old cat went on the tanker and was fed by a South Korean crew member.

It ended 9,600 km (5,965 miles) later at the South Korean port of Yeosu on Tuesday, when James Gordon MacPherson embraced the cat that he and other dockworkers had looked after at Port Taranaki since the early 1990s. The New Zealand dockworkers had tried to arrange a ship to- ship cat transfer but it was too risky.

MacPherson thanked the crew of the tanker Tomikawa for their care, Whiskas pet food and Korea Airlines for airfares and quarantine officers in South Korea and New Zealand for speeding the return of their cat.

*ARTICLE © 2001 REUTERS LIMITED. LESSON © 2002 WWW.ENGLISH-TO-GO.COM*

### Paragraphs in L1

Mardi 27 Novembre WELLINGTON (Reuters) - Une mission de sauvetage a été lancée pour le sauvetage d'un chat de la Nouvelle-Zélande qui a débarqué sur un navire qui se dirigeait vers la Corée du Sud, a indiqué i les médias.

Un docker a adopté le chat, il ya neuf ans. Les travailleurs à Port Taranaki ont dit qu'ils ont essayé d'organiser un transfert d'un navire-navire pour envoyer l'animal chez lui sans une longue période de quarantaine, en Corée du Sud. Le chat a été alimenté par un Tomiwaka membre de l'équipage et l'équipage ne s'était pas rendu compte que le chat était encore dans la cabine avant que le navire a navigué sur Novembre 13.

MacPherson a remercié les membres de l'équipage du pétrolier Tomikawa pour leurs soins, Whiskas aliments pour animaux de compagnie et de la Corée Airlines pour des tarifs aériens et les agents de quarantaine, en Corée du Sud et la Nouvelle-Zélande pour accélérer le retour de leur chat.

Dictogloss is basically a writing activity in which learners attempt to reconstruct a short piece of text which they have heard *"a technique for practising composition in language classes. A passage is read to a class, and then the students must write out what they understand and remember from the passage, keeping as closely to the original as possible but using their own words where necessary."*(Richards et al,2002:157). It represents a major shift from traditional dictation. Among the reasons given for advocating the use of dictogloss are that learners are encouraged to focus some of their attention on form and all four language skills- listening (to the teacher read the text and to groupmates discuss the reconstruction), speaking (to groupmates discuss the reconstruction and in the pre-task cycle), reading (notes taken while listening) and writing (reconstructing of the text)- are involved.

## Sample Lesson 2

<b>Class :</b> 2Let	<b>Level :</b> Intermediate
<b>Unit :</b> Waste Not, Want Not -Unit 3	
<b>Skill:</b> Reading and writing	
<b>Final Objective:</b> By the end of the lesson, learners will be able to list the causes and consequences of pollution.	
<p>1. Teacher and learners introduce the topic of "Pollution".</p> <p>2. Learners read the text.</p> <p>3. Teacher asks learners to provide the main ideas of the text (in English and L1).</p> <p>4. Learners translate the provided ideas from L1 into English so that they can list the causes and consequences of pollution.</p> <p><u>Ideas in L1 provided by learners:</u></p> <p>نسبة المئوية للتلوث تزداد بشكل مخيف. انه يقتل كل كائن حي حوله، و أسبابه هي:</p> <ul style="list-style-type: none"><li>• الرمي العشوائي لقمامة البيت، والذي هو عامل أساسي لتلوث البيئة.</li><li>• دفن النفايات في الأرض التي تحتوي مواد قاتلة للتربة " البلاستيك و الزنبيق".</li><li>• إحراق النفايات مما يؤدي إلى ارتفاع نسبة الـ CO<sub>2</sub> في الجو.</li></ul> <p>ل المعتمدة في يومنا هذا:</p> <ul style="list-style-type: none"><li>• سياسة اللانفايات.</li><li>• تصنيع المواد القابلة لذلك.</li><li>• فصل العضويات.</li><li>• تجفيف المواد المعاد تصنيعها.</li></ul> <p>حل جديد: أي شيء استعصي إعادة تصنيعه أو إعادة استعماله يجب أن يخرج من النظام.</p>	

### Causes of pollution:

- Random disposition of house hold rubbish.
- Berry down a very dangerous materials such as "plastic".
- Incineration public dumps.

### Consequences of pollution:

- Contamination of the environment.
- Unbalancing the ecosystem.
- Increasing the % of the CO<sub>2</sub> in the atmosphere.
- Corruption of the farming lands.

### Solutions used:

- "zero-waste system" policies.
- Repairing and recycling the materials that can be.
- Separating organics dry recyclables as batteries.

### The new solutions:

- Any thing that can not be recycled or reused should be designed out the system.

### Text summary:

The pollution percentage is increasing in a ~~de~~ary way, it devastates any living been around it. Its causes are:

- Random of house hold rubbish which is an other factor of environmental pollution.
- Berry down materials that can kill the soil such as "plastic, mercury".
- Incineration dumps which increase the CO<sub>2</sub> level in the atmosphere.

The adopted solutions now a day:

- The zero-waste policies.
- Recycling of the materials that can be.
- Separating organics.
- Dry recyclable.

There is new solution: any thing that can not be recycled or reused should be designed out of the system.



### Sample Lesson 3

**Task:** Use of bilingual dictionaries

**Aim:** Enhancing learners' awareness about judicious use of bilingual dictionaries.

Activity:

Learners are asked to look up the words in bold in a bilingual dictionary, then they choose the right alternative.

Information and Communication Technologies cover a wide range, from radio and TV to telephones and Internet. **(Also, Although, However)** such technologies have delivered huge benefits around the world, much of their potential remains untapped, particularly for groups **(spending, enjoying, facing)** severe time constraints, suffering from social **(convention, isolation, gathering)** or lacking to knowledge and productive resources. Women in developing countries are **(between, among, in)** the most important of these groups. Life is very different for women and men in these countries where they enjoy **(less, fewer, few)** rights and resources than men. But in today's communication- **(drive, drove, driven)** global economy, Information and Communication Technology offers **(little, enormous, tiny)** potential for alleviating poverty and **(selling, promoting, advertising)** sustainable gender-equitable development.

### الملخص

يعالج هذا البحث إشكالية استعمال اللغة الأم في المدرسة الجزائرية و ذلك من خلال إبراز موقف المتعلم و المعلم من استعمالها لتدريس/تعليم لغة أجنبية (اللغة الإنجليزية) و يُبين هذا العمل أن الاستعمال الجيد للغة الأم سواء من طرف المعلم أو المتعلم لا يشكل عبئا على المتعلم من حيث ملكته اللغوية.  
**الكلمات المفتاحية:** اللغة الأم، اللغة الأجنبية، موقف المتعلم، موقف المعلم.

### Résumé

Ce travail, d'après une étude empirique, explore les attitudes des enseignants ainsi que celles des apprenants envers la langue maternelle lors de l'apprentissage d'une langue étrangère. Ce travail démontre aussi que la langue maternelle peut être un outil d'apprentissage efficace s'il est utilisé judicieusement.

**Mots clés :** langue maternelle, langue étrangère, attitudes des enseignants, attitudes des apprenants.

### Summary

This action research based work aims first, at exploring the attitudes that both Algerian learners and teachers of English have towards the use of L1 in the EFL classroom, the purposes for which L1 is used and then, to suggest a solution to the mother tongue issue in the classroom. It provides a guideline for EFL teachers about the effective uses that can be given to the mother tongue in the English classroom without running the risk of overusing it and to give the mother tongue its place as a useful resource for English Language Teaching in Algerian secondary schools.

**Key Words:** Mother Tongue, action research, ELT, teachers' attitudes, learners' attitudes, L1 overuse.