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**L1 and Translation in the EFL Class: A
Reconsideration of CLT
The Case of First Year English Students at Dr Moulay
Tahar University-Saida**

This thesis submitted to the Department of English Language and Literature as a partial fulfilment of the requirements for the degree of *Master* in English Didactics.

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DEDICATIONS

“Praise be to Allah, the Cherisher and Sustainer of the world”

This thesis is dedicated to my parents who have always loved me unconditionally and whose good examples have taught me to work hard for the things that I want to achieve.

To my brother ABDELLAH “May he rests in peace”

To all my sisters: Soumia, Amel, Wafaa, Fatima, and Youssra

To all my friends: Manel, Soumia, Nassima , Rachdiya, Sabah , Hadja , and all my mates

To Nabil, Mahmoud, Adel, and all my family ...

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Mr. BENHEDID*

To all my friends, thank you for all your support and encouragement, your friendship makes life wonderful. I cannot list all the names here, but you are always in my mind.

Declaration of Originality

I proclaim that I worked on this thesis on my own, it contains no material previously published or written neither by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution and that I used only the sources cited in the bibliography list.

I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

Signature:

Name: AMER Hadjer

Date:

List of Acronyms:

EFL:	English as a foreign language
ELT:	English Language Teaching
FL:	Foreign Language
L2:	Second language
L1:	First language
LL:	Language laboratory
MT:	Mother Tongue
GMT:	Grammar Translation Method
FYES:	First Year English Students
FLT:	Foreign Language Teaching

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Abstract

For many decades, foreign language teaching has been dominated by the principle that teachers should use only the target language (TL) and avoid using the mother tongue (L1) except as a last resort. However, reports show that teachers make extensive use of L1. Moreover, a surge of interest in using first language in English as second/foreign language (L2/EFL) learning has recently been developed. Despite this upsurge, the concern about using L1 by teachers and students in EFL classrooms is still important for researchers to consider in the field. The focus of this study is to investigate fifty (50) first-year English student's and ten (10) teachers' use of L1. In addition to their attitudes towards integrating mother tongue in the English classes at Saida University. This study collected qualitative and quantitative data from classroom observation and multiple choice questionnaires for both teachers and students. The findings revealed that both EFL teachers and students use L1 to some extent in order to serve certain pedagogical functions, such as giving instructions and translating difficult concepts. In addition, students use it as a timesaver for them when they do not find the appropriate word. The findings also indicated that both participants have positive attitudes towards L1 use, and using it appropriately facilitates students' learning process. Moreover, it should not be excluded from the English classrooms.

Key words: foreign language teaching, mother tongue, L2, EFL, target language

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General Introduction

General Introduction:

Throughout the history of teaching English as a foreign language (TEFL), There have been contradictory views about whether the use of the mother tongue in foreign language classrooms is adequate or not. On one hand, some teachers claim that L1 is a worthy contribution to the process of English language teaching and learning. On the other hand, others assert that L1 should be excluded from the teaching/learning process since the language used in the classroom considerably influences the acquisition of the target language. That is why this issue cannot be neglected.

From the 1840s to the 1940s, teaching and learning English as a foreign language has been first dominated by the Grammar-Translation method. It aims to help learners to learn a language by translating from and into their own native language (Richards & Rodgers, 2014). Advocates of this method emphasized the use of students' mother tongue (MT) as a medium of instruction and communication (Kelly & Bruen, 2014).

In the same line of thought, researchers believe that L1 use is a facilitating tool in L2 teaching and learning processes (Cook, 2001). Besides, it does not impede the learning process (Miles, 2004). Macaro (2001) affirmed that teachers determine when and how much L1 should be used to improve the learning process. However, it must be taken into consideration that there is always a limitation for L1 insertion in the English classes and it must not be overly used because it debilitates the learning process and makes students lazy (Atkinson, 1987).

However, others do not support L1 use in the classroom. Their views have stood the test of time and have been changed with the emergence of the Direct Method. Advocates of this method have shed light on the value of

exposing students to the target language. Accordingly, the use of L1 was strongly prohibited for both, teachers and students (Larsen-Freeman, 2012). Ford (2009) believes that students do not work hard enough when they can simply think in their mother tongue.

The aim of the present paper is to investigate First-year English students and teachers use of L1 in EFL classes. The choice of such topic is motivated by a curious interest on the part of the researcher to try, first, to examine both students and teachers' use of L1 in EFL classes. Second to investigate their perception towards the implementation of Arabic or (Algerian dialect) in the English classes.

Moreover, it will be better to make a large-scale study in both secondary schools and the university. Preferably the study was delimited to the first -year English students at Saida University because they are more susceptible to use L1 in the classroom. Additionally, the shortage of time leads the researcher to delimit her participant. Moreover, this research has been conducted to investigate the use of the mother tongue by students' and teachers' limited participation in the EFL classroom.

The present research dissertation is made of four chapters. The first one is a general description of teaching English as a foreign language in Algeria, reconsideration of CLT and L1 use. The second chapter consists of a theoretical framework and different views about the use of L1 in EFL classrooms. The third chapter is a practical part that analyses the data collected from both first-year English students (FYES) and teachers in the English department - University of Saida. The fourth chapter entails a number of activities that may help both teachers and students in the classroom. Besides, it offers some suggestions, and recommendations related to the mother tongue use in English classes.

The research questions set in this study are as follows:

1. To which extent do teachers and learners use L1 in their classrooms?
2. What are teachers' and students' attitudes towards the implementation of L1 in EFL classrooms?

The hypotheses formulated are as follows:

1. There is always a limitation for L1 inclusion in the English classroom.
2. Using L1 leads to positive attitudes toward learning English and also it encourages students to learn more.

In an attempt to answer the mentioned research questions, the researcher has recourse to an empirical study on fifty (50) FYES and ten (10) English teachers. The tools used consist of observation and questionnaires for both participants. As a starting point, the researcher does a ten-session observation of two oral classes with some audio-records.

After observing FYES oral performance the researcher makes use of questionnaires to test the hypotheses formulated. Finally, the researcher draws some concluding remarks limited to the very corpus of the study so as not to generalize.

Chapter One: General Description of Teaching EFL in Algeria

Reconsideration of CLT and L1 Use

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1.1 Introduction:

The present chapter analyses the general situation of teaching English as a foreign language in a bilingual country. The researcher first gives an overview about teaching English in Algeria and highlights the relationship between CLT and the use of L1. Then the researcher describes the methodology she follows in her research: the aim of the study, population, questionnaires, observation and the procedure. In addition the use of L1 in EFL classrooms is the central field of interest in this study.

1.2 The Algerian Educational System:

English is the predominant language in the world due to the emergence of science, technology, business and commerce. Therefore, the emphasis on teaching English is becoming a vital part of education all over the world.

Algeria like the other countries in the world is giving importance to foreign languages, especially the English language in order to prepare the future elite. However, when it comes to real classroom practices of EFL teaching, there are still some obstacles that have to be reconsidered in order to attain more successful results.

As a priority, the role of any educational responsible authorities in the world is to enhance the educational system since education is the tool for preparing future generations. The Algerian policymakers are aware of the seriousness of this sensitive sector, as well as they have been concerned with supplying the future generations with the ‘appropriate’ training in order to overcome problems that they may face. Consequently, they have been setting up special goals to achieve the intended model of future citizens.

Therefore, the Algerian system after independence (1962) faced a variety of changes in the teaching methods that have been tried by experts and teachers in the world. The Grammar Translation Method or the classical method was inherited from the already prepared French colonization syllabi. The Audio-lingual Method was soon adopted, then, because of its behaviorist approach, relying on the principle of stimulus-response, the learner was treated as a 'machine' that responds to the teacher's stimuli to learn. This proved to be unable to form learners who can communicate effectively as far as language teaching is concerned. For this reason, recourse was called from the communicative approach in the 1980s, through the 'teaching with objectives method'.

However, little was done to prepare the Algerian classrooms to adopt this teaching method, mainly in terms of classroom density and teaching tools. As a result, it demonstrated to be a failure. That is why it was urgent to reform all the educational levels in order to remedy the problems found in the previous system.

There was a shift from the Fundamental school of nine years of studies. It was split into two educational stages, which were the primary and the middle school. The primary school includes a five-year study period while the middle encompasses four years with a final national exam at the end of each stage.

The learners who have already been schooled in the previous system and finished six years of studies in the primary school, they were integrated within the new system by being learners of first-year middle school instead of being a seventh-year learner. After this stage of studies, learners go to the secondary school to spend three years ending with the national exam of 'Baccalaureate', before entering university.

The change was not limited to the academic year's distribution but in the teaching approach, as well. It was a change from the method of 'teaching with objectives' to the Competency-Based Approach (CBA).

In other terms, CBA refers to the theory of teaching/ learning any subject in the educational curriculum, either mathematics, physics, or Arabic, while the term CBLT is restricted to the teaching methods adopted for foreign languages. In this case, it is the English language.

1.3 EFL in ALGERIA:

The Algerian system of education has approved a new educational system called "the Educational Reform" characterized by using the Competency-Based Approach (CBA). Its goal is to modernize and develop education to face globalization requirements, for instance, focusing on foreign languages teaching without falling into the trap of losing one's identity, and introducing ICT's use that will facilitate the teaching and learning processes.

Moreover, teaching English in Algeria extends to all schools and universities as a bridge to other nations, cultures, and specifically international development. Generally, English is taught in Algeria beside three main foreign languages: French, German, and Spanish. In the same line of thought; within the introduction of the English Syllabus of second-year approved by the Ministry of Education, the document presents a series of aims. It is stated that:

“The aim of teaching English is to help our society to get harmoniously integrated in modernity through a fully complete participation within a community of people who use English in all types of interactions - this participation should be based on sharing and exchanging ideas as well as experiences being scientific , cultural , or civilizational – this participation will help for better understanding for oneself and the other”(2006: 88)

In addition, Algeria considers the English language as a second foreign language after French. This latter had been a part of the Algerian memory and repertoire for over 180 years due to the period of the French colonization.

Miliani (2000) describes it as an unchosen heritage that characterizes the country and its citizens' identity. However, English on the other hand stands as a foreign language in Algeria and the learners meet it only in the classroom or on media but not in their daily conversations. Remarkably teaching English as a foreign language in Algeria can also be another way to diminish French interference. In the same vein here,

"In a situation where the French language has lost much of its ground in the sociocultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills-including economic, technological and educational ones." Miliani (2003: 13)

In the same line of thought, Crystal (1997) argues that:

"Algeria is of course, one of the countries hitherto regarded as francophone...with militant Islam on the ascendancy, however, the Arabization policy may be at the expense of both French and English .But in the final analysis, and it is French that has been the real loser ".(1997: 115)

1.4 Communicative Language Teaching (CLT) :

Communicative Language Teaching (CLT) is not seen as a teaching method with a defined record of classroom practices; rather, it is regarded as an approach to second language teaching. Richards & Rogers (2001) assert that the need is *"to focus on language teaching on communicative proficiency rather than on mere mastery of structures"* (2001: 153).

The goal of teaching English as a foreign Language (EFL) is to develop learners' communicative competence. Hence, teachers must establish situations in the lesson where students are most likely to confront and relate to in their real

lives. More importantly, the real-life or "realia" class simulations may change day to day, so as the students' motivation to learn comes from the desire to communicate in expressive ways about meaningful real-life topics and situations.

In fact, CLT has its roots in "communicative competence," which Hymes posited and defined as "*the ability to use linguistic knowledge of language appropriately in a variety of social situations*" (Hymes, 1979: 3). In addition, Larsen-Freeman (2000) adds that in verbal speech, communicative competence implicates recognizing "*when to say and how to say what to whom*" (2000: 121).

1.4.1. CLT Principles in Oral Classes:

Probably the most noticeable characteristic of CLT is that what happens in a communicative language teaching or oral classroom is solely for communication. According to Richards & Rodgers (2001), 'learner-centeredness' and 'experience-based view' of teaching a language are two other distinctive aspects of CLT. Moreover, Richards (2006) explores the central principle of CLT as:

- Make real communication and focuses of language learning.
- Provide opportunities for learners to experiment and try out what they know.
- Be tolerant of learners' errors as they indicate that the learners' are building up their communicative competence.
- Provide opportunities for learners to develop both accuracy and fluency.
- Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.
- Let students induce or discover grammar rules.

Richards(2006 : 13)

1.4.2 L1 and Communicative Language Teaching (CLT):

A few studies show that the advocates of CLT pedagogy address the use of L1 (Atkinson, 1993; Harmer, 1983). However Cook contended that:

'Recent methods do not so much forbid the L1 as ignore its existence altogether. Communicative language teaching and task-based learning methods have no necessary relationship with the L1, yet, as we shall see, the only times that the L1 is mentioned is when advice is given on how to minimize its use'

(2001:404)

Moreover, Swain confirms that in literature of the Communicative Language Teaching (CLT), 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, in this and other respects, to what learners already know?" (1985: 96)

Notwithstanding the absences noted above, currently more attention is being given to L1 use and its role in CLT. More studies are recommending controlled use of L1. The Headway series (Soars & Soars, 1996) employs translations of sentence structures to contrast the grammar of L1 and L2.

According to Wechsler's (1997) view, the combination of CLT and the grammar-translation method, which he calls the "Functional-Translation Method," indicates the social meaning of everyday language and makes use of students' L1 for comparative analysis of L2. Additionally, Chapman (1958) affirms, «*There is no open Method with a capital M which excels all others...plain common sense should indicate that the mother-tongue has its place among these methods*»

(1958: 34).

Atkinson (1993) combines communicative methodology with selective and limited use of L1 and noted: "It is impossible to talk of a 'right balance' or a perfect model for using L1, it's not that simple. L1 can be a valuable resource if it is used at appropriate times and inappropriate ways" (1993: 2).

Furthermore, the struggle to avoid L1 can lead to bizarre behavior and confusion among learners. Furthermore, learning a language is a difficult and often frustrating process for many learners, particularly at low levels. According to Atkinson (1993):

"For many learners (in particular adults and teenagers), occasional use of the L1 gives them the opportunity to show that they are intelligent, sophisticated people"(1993:13)

1.5 Department of English Languages and Literature at Saida University:

For the purpose of improving learning the English language, and to pave the way for local students to explore new cultures, the department of languages and literature was established at Saida University in 2003. The new system "LMD" took place in 2010, the first graduation of license degree was in 2013 whereas, the first Master graduation was in 2015.

The ultimate goal of the English department is to promote and facilitate the English learning process. It works on developing the learners' four skills and to encourage their critical thinking. In addition, it provides different teaching subjects from linguistics, didactics, translation, literature, and civilization. Also, it aims to facilitate learning methodologies that would help students to carry out further researches.

The basic components of graduation program focus on courses that are essential and needed by students to enhance their learning and raise their

awareness about the target language, especially, the four skills, methodological courses, linguistics, phonetics and the like.

In fact, each year Saida university receives a huge number of students from different cities especially "El Bayadh" and also from different countries especially from the west of Africa such as Cote d'Ivoire, Mali, and Mauritania.

In addition to learners, teachers of the English department vary from experienced to novice teachers. They hold Doctorate, Magister and License degrees and teach the following modules: British and American Literature and Civilization, Sociolinguistics, oral and written expressions, listening comprehension, reading comprehension TEFL, Psycho- pedagogy, ESP, translation, methodology, linguistics, French, ICT, phonetics and Grammar.

In addition to the local teachers living in Saida, there are other teachers from different Algerian western towns notably: Elbayadh, Sidi Bel Abbes, Tlemcen and Mascara...

1.6 The Language Laboratory:

Any language learner requires an opportunity to hear the correct language at the language laboratory (LL), which plays a crucial role in learning a foreign language. The use of such technological teaching support allows students to listen to the target language ideally, and helps to enhance and develop students' skills which are the basis of good learning of the target language.

Moreover, listening comprehension is a fundamental component in language teaching. Language programs with a communicative goal should focus on the quality of listening tasks based on authentic materials as well as appropriate audio-visual equipment. In terms of authenticity of the content of listening activities, Kilickaya explains that "*language learners feel better with*

authentic materials helping them involve in the ‘real’ language as long as we, as teachers, provide them with pedagogical support”(2004: 2).

Before discussing its major advantages, it is important to keep in mind some relevant considerations about LL. In her book *Teaching Foreign-Language Skills*, Wilga M. Rivers (1970: 318-321) lists three important statements related to the use of the language laboratory:

- a) The language laboratory is not a method.
- b) The language laboratory is not a teacher.
- c) The laboratory work must be an integral part of the language program.

1.6.1 The Advantages of the Language Lab:

The use of the language laboratory has a range of advantages. Wilga M. Rivers refers to the following as positive aspects in teaching English:

- 1) For the first time in the history of foreign-language teaching, each student may have the opportunity to hear native speech clearly and distinctly.
- 2) The student may hear this authentic native speech as frequently as he and his teacher desire.
- 3) The taped lesson provides an unchanging and unwearyingly model of native speech for the student to imitate.
- 4) In the language laboratory the student may listen to a great variety of foreign voices, both male and female.
- 5) Each student may hear and use the foreign language throughout the laboratory session, instead of wasting time waiting for his turn in a large group, as he does in the usual classroom situation.

- 6) The laboratory frees the teacher from certain problems of class directions and classroom management, enabling him to concentrate on the problems of individual students.

In addition, language teachers and students can also encounter other possible advantages during lab sessions:

- a- In language lab sessions, students can listen to different speakers recorded in high-quality tapes;
- b- In the language laboratory, each student can participate and practice as much as possible while repeating sentences aloud. If a listen-response-compare laboratory is available, the learner can record the lesson. Then he or she can listen and compare his or her own responses with those of the tape; and
- c- The language laboratory makes oral-aural assessment easier since teachers may separately evaluate students; thus, learners will not have access to other people's answers.(1970: 321)

1.6.2 Saida's Laboratory:

Generally, English students, starting from the first year, have the opportunity to study phonetics, pronunciation and listening modules in the LL inside and outside their classes. According to Antich et al

"The main objectives of the language laboratory are to make the individual Practice of students more effective, and increase the productivity of language teachers who only need to focus on the student's production and the mistakes encountered." (1988: 175)

The researcher asked some phonetic teachers about how they teach the module of phonetics at Saida university .According to Mr. TALBI, a well-known phonetic teacher:

When there was the classical system, in the module of phonetics we used to give:

- *Phonetic lectures.*
- *Phonetic seminars (TD session).*
- *Laboratory session.*

But, with the LMD system, things changed. In the module of phonetics, we find only:

- *A phonetic seminar (TD session).*
- *No lectures and no lab sessions.*

1.7 First -Year Curriculum Modules:

The curriculum of the First year English student consists of a number of modules, displayed in Appendix IV, dealing with both technical and literary matters. The appendix shows that all the necessary subjects and data that can improve students' competence are presented to them in units. Each teaching unit is mad

In the LMD system, there are several four types of teaching units, for instance: the fundamental teaching units, the methodology teaching, the discovery teaching unit and the transversal teaching unit. The last two teaching units are introductory teaching units that help increase students' knowledge, develop professional skills, give guide career plans, and build bridges between disciplines. Additionally, from the appendix it is noticeable that oral and written expression courses make up a quite significant part in the English curriculum since they accumulate significant coefficient and credits.

1.8 Methodology and Tools:

In order to attempt to answer the research questions mentioned in the general introduction, the researcher goes through a methodology highlighting the following points:

1.8.1. Aim of the Study:

After looking at the previously mentioned studies, the researcher realizes that still there is great confusion among the researchers, teachers, and practitioners about the use of L1 in EFL classes which demands further research on the topic. Furthermore, this study tries to measure teachers' and learners' attitudes towards the use of L1, and the reasons, for using it, which may vary depending on a range of factors. These include teaching experience, students' proficiency level, teachers' own classroom experience and their beliefs.

Moreover, the current research will help teachers and learners to know the importance and the effectiveness of using L1 as a bridge between the culture of the target language and that of L1. It also attempts to elucidate that the learners' L1 is not an enemy of learning L2. In contrast, it can be a resource, but one that has to be used sparingly and appropriately.

1.8.2 Population of the Study:

The process of selecting the target population is done randomly. The population targeted in this study consists of First year English students (FYES) at the department of English at Saida University, as well as ten teachers of the specialty to respond to the research tools that are utilized in the study. Moreover, the research is carried out with First-year English students in oral sessions focusing on teachers' and learners' communication in the classroom and their attitudes when using L1.

1.8.2.1 Learners 'profile:

Participants in this study are first-year English students. They have been studying in the Department of English at Saida University during the academic year 2018-2019. In addition to local students, living in Saida, there are others from different Algerian western towns notably: Elbayadh, Naàma, Bougtob, and Mechria.

The researcher uses a sample of fifty students (50) belonging to two groups (1 and 2). Moreover, the fifty selected students in this research work are between 18 and 24 years old.

In the same line of thought, before their admission to the university, those adult students have been exposed to a seven –year exposure period to English through a national educational system implementing EFL teaching in middle and secondary schools. The majority of them are females by 34 out of 50. Additionally, the majority of students were belonging to the literature stream at High School by 72 %, whereas the remaining students were scientific by 28 % out of 50 students.

Population	Gender		Stream	
	Boys	Girls	Literature	Scientific
50 Students	16	34	72%	28%

Table 1.1: Participant's Gender and Belonging Stream

1.8.2.2. Teachers' Profile:

In addition to First Year LMD English students, this study includes ten (10) teachers from the English Department of Saida University. Their degrees vary between 'Magister' and 'Doctorate'. Additionally, they teach various levels: first, second and third year in addition to master students. Moreover, their

years of experience vary between one year and twenty-eight years (i.e. The English department has a mixture of novice and experienced teachers)

1.8.3 Research Tools:

1.8.3.1 Questionnaires:

Two different versions of questionnaires were developed. The teacher version (Appendix III), adapted from Muhammad Shabir (2017) study, and was handed out to 10 teachers. The student version (Appendix II), adapted from Emre Debreli & Nadire Oyman study, responded by 50 First year English students.

The reason behind choosing both questionnaires as the main instrument in the current study is the fact that it is one of the most prevalent methods of collecting data on perspectives, perceptions, beliefs and attitudes (Gass, Mackey, & Ross Feldman, 2005).

Furthermore, the questions available in Appendixes I and II were slightly modified according to the variables involved in the study. The first part investigates demographic information about the participants such as their gender, and their English proficiency level. The second part investigates teachers' and learners' opinions towards the use of English in the classroom. The first questions of the second part are followed by questions that aim at investigating participants' perceptions of the use of the L1 and the use of bilingual materials in the classroom.

1.8.3.2 Observation:

To support the findings from the questionnaire, ten oral sessions were observed in total, with two different groups (1 and 2). The focus was on the teachers' and students' L1 use in the EFL classrooms and examining their

positions toward using their mother tongue. Moreover, the teacher's attitudes toward the students' L1 use were examined. Finally, an informal discussion with the teachers after the lesson was held.

Also recording any opportunity where L1 is used by students in group work activities using the smart-phone (recording application) that helps the researcher to be able to analyze the data obtained deeply. The observation notes and the audio recording were kept by the researcher in order to obtain information about the degree of L1 used in different activities and the effectiveness of the lessons. This information was used to validate the participants' views drawn from the questionnaires about the appropriateness of L1 use.

1.8.4 Difficulties Encountered in the Study:

There would be a significant number of difficulties that every student is going to face when his thesis writing task is due. The first and the most common challenge one is the lack of pre-preparation for this important undertaking.

Another major impediment the researcher met while undertaking the present research is the students' answers to the questionnaire. The responses were not clear enough, and sometimes no answer was given; and this made the analysis of the obtained data quite difficult. That is why the researcher opted for classroom observation and audio-recording too, in addition to get more information closely related to the subject matter and to fill in some gaps in students' provided data.

1.9 The Relationship between L1 and L2 in EFL Classrooms:

One of the debatable issues among language teachers is whether or not to use the students' first language (L1) in the foreign language (L2) classrooms or learning environments. According to Deller and Rinvoluceri: "*The use of L1 is a useful tool*", they declare that "*ignoring it would be a waste of a valuable resource*".(2002: 94). Moreover, Pachler and Field also assert that "*teaching L2 without some use of L1 can lead to the creation of barriers and tension, and using only L2 is often inappropriate*" (2001: 86). Similarly, Burden claims that: "*Teachers' trial to increase the amount of L2 rather than giving a simple explanation in L1 might produce a negative effect, and lead to learners' frustration*". (2000: 6)

Moreover, L1 use is a preferred learning strategy. Atkinson states that the mother tongue use in the form of translation technique is a Preferred learning strategy for most learners (1987: 42) .This idea has been voiced earlier by Danchev (1982) who states that: "*Translation is a natural phenomenon and an inevitable part of second language acquisition even where no formal classroom learning occurs*" In Harbord (1992: 351).

However, there seems to be a wide range of views on the degree of L1 use. On one hand, some of the spectrums advocate banning the L1 from the classroom totally. Cook(2001: 412) claims that only the target language should be used in the language classroom .They base their claim on three grounds:

- a) The learning of an L2 should model the learning an L1 (through maximum exposure to the L2).
- b) Successful learning involves the separation and distinction of L1 and L2.
- c) Students should be shown the importance of L2 through its continual use.

On the other hand, others propose appropriate L1 use and limitation. Atkinson lists the following appropriate uses for the L1 in L2 classroom:

“Eliciting language, checking comprehension, giving complex instruction to basic levels, using translation to highlight a recently taught language item, checking for senses, testing and developing circumlocution strategies”.

(1987: 241)

1.10 Definition of Key Terms:

- **Mother Tongue :**

For the purpose of this study, mother tongue is defined as the language that a child learns first before any other language (Skutnabb-Kangas, 2008). According to Baloch, who defines mother tongue as: *“the first language a child which he / she has learned as the native or primary language”* (2013: 227).

- **L1:**

It is defined as the native language of the speaker, and for this thesis it is synonymous with the term mother tongue, i.e. Arabic or Algerian dialect. Gass and Selinker claim that:

“Native language refers to the first language that a child learns. It is also known as the primary language, the mother tongue or the L 1 (first language)”

(2008:07).

- **Second Language:**

The two terms second language and L2 refer to the language that is acquired after the first language(s). Gass and Selinker define it as : *“The phrase second language, L2 can refer to any language learned after learning the L1, regardless of whether it is the second, third, fourth, or fifth*

language”(2008: 07). Merriam-Webster online dictionary defines second language as “*a language that is learned in addition to the language a person first learned as a young child*”.

- **CLT:**

It is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “communicative approach”

- **Target Language:**

It is a language other than one's native language that is being learned. For instance, “*In dual-language classes, half the children are native speakers of the target language*”. Merriam-Webster

- **Foreign Language:**

According to Richard and Schmidt (2002) foreign languages are taught in classrooms as school subjects in order to achieve a successful communication with foreigners or for reading printed materials in the language. However, Troika supports this idea when she claims that:

“A foreign language is one not widely used in the learners’ immediate social context which might be used for future travel or other cross-cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application”

(2006: 04).

1.11. Conclusion:

As mentioned in the present chapter, this chapter sheds light on the general basis of the research by presenting explanations of its main aspects so as to justify what the study is about. It also portrays the main parts of the research questions, hypotheses, the scope and the significance that classified it amongst my top interests. Last but not least it represented the core terminology needed to understand the steps of the research's items.

In the end, the researcher also sheds light on the relationship between L1 and L2 in EFL classrooms in order to pave the way for the second chapter, which includes a theoretical framework and different views about the use of L1 in EFL classrooms.

Chapter Two: Theoretical Framework and Different Views about the Use of L1 in EFL Classrooms

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2.1 Introduction:

The implementation of the mother tongue in Language learning classrooms has always been a controversial topic among scholars. While some of them tend to prohibit the use of L1 in classrooms, others strongly recommend it due to the multiple benefits that it brings to the process of Language learning.

This chapter is devoted to present the theoretical framework of the use of L1 and the reason of its popularity in the world of teaching languages.

2.2 Approaches to L1 Use over Time:

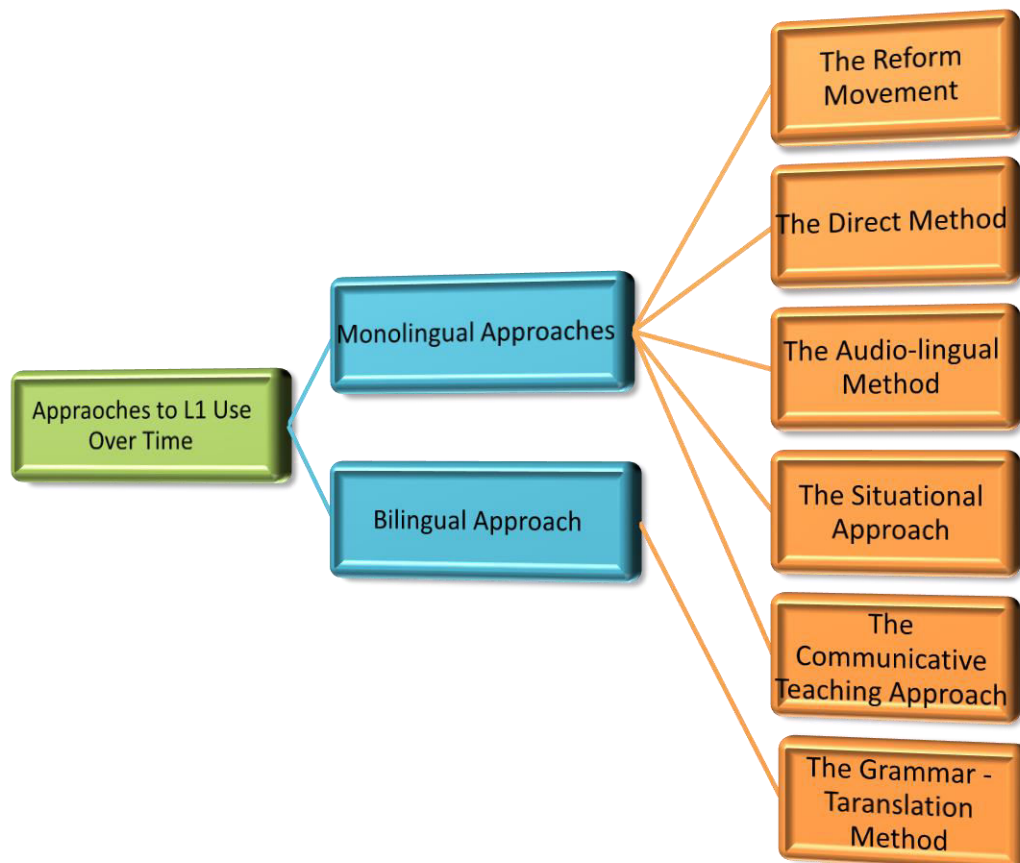


Figure 2.1: Approaches to L1 Use over Time

2.2.1 Bilingual Approach:

It is one of many teaching methods of English language where two languages are used together i.e. the mother tongue and the target language are used. It was developed by C.J Dodson in 1967.

2.2.1.1 The Grammar Translation Method:

The grammar-translation method (1880-1980) focuses on developing students' appreciation of the target language literature as well as teaching language by using L1. Prator and Celce-Murcia (1979:3) listed the major characteristics of Grammar-Translation:

- Classes are taught in the mother tongue, with little active use of the target language.
- Much vocabulary is taught in the form of lists of isolated words.
- Long, elaborate explanations of the intricacies of grammar are given.
- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- Reading of difficult classical texts is begun early.
- Little attention is paid to the context of texts, which are treated as exercises in grammatical analysis.
- Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- Little or no attention is given to pronunciation.

Furthermore, Hell (2009) argues that translation has a systematic role in learning a second language. He asserts that:

“Translation in foreign language learning process promotes understanding. The Grammar-Translation method has been considered useful for students in second language acquisition in that it enriches one’s vocabulary, increases the number of figures of speech one can use, develops the ability of interpretation, and through the imitation of the best writers it makes us able to produce similarly good texts, because translation forces us to notice such details as would escape the attention of a simple reader” (2009: 9).

In the same line of thoughts, acquiring a new language goes hand in hand with the mother tongue. Deller & Rinvolutri assert that

“Mother Tongue is indeed the mother of the second, third and fourth languages. [...] To exclude MT from the English classroom is like trying to wean a baby on day one of their life.” (2002: 10)

Moreover Anne D. Cordero states that:

“Translation is not as the exclusive foreign language course in a student’s language program, but as a skills course among diversified options. When properly developed and taught, it can maintain and strengthen its own vital role, while contributing to the development of other skills and consequently to a higher overall competence. Translation is thus conceived as an end desired in itself and as a method of furthering proficiency in the foreign language”.(1984:351).

Moreover, Ho watt points out that The Classical Method or Grammar Translation Method was originally associated with the teaching of Latin and ancient Greek by using only Latin textbooks (1984: 98). The aim of teaching Latin and Greek was and is obviously not so that learners would be able to speak them. The aims were/are rather to develop:

- Logical thinking.
- Intellectual capacities to attain a generally educational and civilizing effect.
- An ability to read original texts in the languages concerned, at least good learners.

Interestingly, Howatt also states:

“Grammar and Translation are actually not the distinctive features of GT, since they were already well-accepted as basic principles of language teaching. What was new was the use of invented, graded sentences rather than authentic literary texts in order to make language learning easier”. (1984: 131)

2.2.2. The Monolingual Approaches:

There are five widely-recognized methods of teaching a language:

2.2.2.1 The Reform Movement:

The reform movement is a Discipline of linguistics were revitalized-emphasized speech is primary. It appeared at the end of the nineteenth century as an attack of translation and the use of L1 in the mainstream literature on second language pedagogy. (Howatt, 2002).

Moreover, reformers set principles and have agreed about them. Firstly spoken language is essential, with the application of phonetics .In addition learners should first hear the language before seeing the written form, words should be presented in sentences, and be practiced in meaningful contexts .The rules of grammar should be introduced after practicing in context, and translation is to be avoided.

As a result, the rejection of the grammar-translation method led to the rejection of translation in foreign language classrooms in general. This notion paved the way to the emergence of the direct method.

2.2.2.2 The Direct Method:

The Direct (natural) Method was developed by Maximilian Berlitz by the end of the 19th century as a reaction to the Grammar Translation Method. It is called “direct “because meaning should be connected directly with the target

language without translation into the mother language. In addition, it will enable students to learn the language not about it, which will help them to use the language with ease. Moreover, the use of L1 is not allowed. Students learn the language through conversations which will lead them to acquire fluency.

According to Rivers, the Direct Method has been useful assist

“Providing an exciting and interesting ways of learning a foreign language through activities. It is proved to be successful in releasing students from the inhibitions all too often associated with speaking a foreign tongue, particularly at the early stages”.(1968:20).

Similarly, Richardson through explaining the learning process in the Direct Method stresses the role of teachers as:

“They all insisted on the primacy of phonetics as a basis for language teaching; on the importance of oral practice and the necessity for making the reader the center of instruction; on the principle of direct association between the thing referred to and the new word in the foreign language; on the teaching of grammar by inductive methods, and of the avoidance of the written or printed word until the pupil's pronunciation was so sound that it would not be influenced by seeing how the words were spelt”. Richards (1983:38).

In spite of its achievements, the direct method fell short from achieving the needs of educational systems. One of its major shortcomings is that it was hard for public schools to integrate it. As Brown points out

*“The Direct Method did not take well in public schools where the constraints of budget, classroom size, time, and teacher background (native speakers or native like fluency) made such a method difficult to use.”*Brown (1994:56)

After a short popularity in the beginning of the 20th century, it soon began to lose its attractiveness because of these constraints. It then paved the way to the Audio Lingual Method.

2.2.2.3 The Audio-Lingual Method:

The Audio-lingual Method or the “army method” is a method of foreign language instruction that emphasizes spoken language, from simple to more complex oral drills, habit formation pattern and language lab. It was developed in the USA during the Second World War because the army found a great necessity to become orally proficient in the languages of their allies and enemies as quickly as possible. In addition, this teaching technique was the first to be based on linguistic theory and behavioral psychology.

Brown stated that

“The Audio-Lingual method (ALM) was firmly grounded in linguistic and psychological theory”. Furthermore, he added that “Behavioristic psychologists advocated conditioning and habit –formation models of learning that were perfectly married with the memory drills and pattern practices of audio lingual methodology”. (2001:23).

Another opinion is that the audio-lingual method is an approach that emphasized on understanding English orally before writing it River, Wilga (1970) says that:

“Audio-lingual method emphasize in the learning process to make the student understand and speak English at least some of the language to read it, outrather than any partial under study should be mastered orally before being introduced in printed or written from”.(1970:76).

Larsen-Freeman (2000:47-50) supplies expanded descriptions of some common or typical techniques closely associated with the Audio-lingual Method as followed:

- a) **Dialogues memorization:** Students are required to memorize an opening dialogue using mimicry and applied role playing (1986:47).
- b) **Backward Build-up (Expansion Drill):** Teacher breaks a line into several parts; students repeat each part starting at the end of the sentence

and “expanding” backwards through the sentence, adding each part in sequence. (2000:48).

- c) **Repetition drill:** Students repeat teacher’s model as quickly and accurately as possible (2000:48).
- d) **Chain drill:** Students ask and answer each other one by one in a circular chain around the classroom (1986:48).
- e) **Single-slot Substitution drill:** Teacher states a line from the dialogue, and then uses a word or phrase as a “cue” that students, when repeating the line, must substitute into the sentence in the correct place (2000:48).
- f) **Multiple-slot Substitution drill:** Same as the single slot drill, except that there are multiple cues to be substituted into the line (2000:48).
- g) **Question and Answer drill:** Students should answer or ask questions very quickly (2000:49).
- h) **Use Minimal Pairs Analysis:** teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners-students are to pronounce and differentiate the two words (2000:49).
- i) **Complete the dialogue:** Selected words are erased from a line in the dialog-students must find and insert (2000:50).
- j) **Grammar games:** Various games designed to practice a grammar point in context, using lots of repetition(2000:50)

It is important to note that the role of the mother tongue is absent in this approach. The Audio-lingual method rejects the use of L1 in the L2 classroom since it focuses on communication .Richards and Rodgers asset that “*the target language is the language of the classroom*”(2002: 39).

2.2.2.4 The Situational Approach:

The Oral Approach or Situational Language Teaching (SLT) is an approach developed by British applied linguists between the 1930s and the 1960s. While it is unknown for many teachers, it had a big influence on language courses until the 1980s. Furthermore, textbooks such as Streamline English (Hartley and Viney 1979) were designed following the SLT approach principles. As a recent British methodology text states *“This method is widely used at the time of writing and a very large number of textbooks are based on it”*

Hubbard et al (1983: 36).

The Oral Approach or Situational Language Teaching is based on a structural view of language. Speech, structures and a focus on a set of basic vocabulary items are seen as the basis of language teaching. This was a view similar to that held by American structuralists, such as Fries. However, what distinguishes the Situational Language Teaching approach is its emphasis on the presentation of structures in situations.

As the language theories underlying the Audio-lingual method and the structural language teaching were questioned by notable linguists like Chomsky (1957) during the 1960s, a new trend of language teaching paved its way into classrooms.

2.2.2.5 The Communicative Language Teaching:

Communicative Language Teaching (CLT) is an approach to teaching second and foreign languages that maintains interaction as both means and ultimate goal of learning a language. It is also called the “Communicative Approach”. In addition, the primary function of language use in the CLT is communication. In the same line of thought, one of the fundamental principles

of CLT is that learners need to engage in meaningful communication to accomplish communicative fluency in ESL settings. So its primary goal is for learners to develop communicative competence (Hymens, 1971).

Since the emergence of Communicative Language Teaching in the 1970s, there have been different definitions and interpretations of this approach. So; it is not surprising that there are a lot of misunderstandings about the real meaning, the goal of CLT in term of acquiring skills, fluency, accuracy and the use of L1 in EFL classes.

2.3 The Five Misunderstandings of CLT:

The most commonly misunderstandings held by teachers and researchers are:

2.3.1 CLT Focuses on Meaning:

It shows CLT as an approach to foreign language education which focuses on meaning to the elimination of any attention to language forms. However, with the view of most applied linguists, especially British ones.

This characterization of CLT is not consistent. This is because they have realized the importance of a formal language component with CLT. According to their understanding, CLT should be a language educational approach designed to include communication, which was not intended to exclude. However, second language acquisition researchers, like Krashen (1982), claimed that grammar can only be acquired unconsciously through exposure to the target language. So they believe that special attention should be given to the meaning, not to the form.

2.3.2 CLT Should not Include Corrective Feedback when Meeting Learners' Errors:

This idea was influenced by the reality that many teachers have been taught to believe that errors are evidence that the learner is testing hypotheses about the target language and in the process, progress is being made. The opinion is that with adequate time and occasions to hear and practice the target language, the learners' errors will eventually be replaced with target-like forms. However, some researchers have argued for the total rejection of any type of corrective feedback (Truscott, 1999).

Moreover, the type of corrective feedback that is exceedingly supported and accepted in CLT is implicit and does not interfere with communication. For example, a particular type of feedback, which is called "RECAST", is a technique used in language teaching to correct learners' errors in such a way that communication is not obstructed.

2.3.3 CLT Means no Explicit Focus on Learner Errors:

For many teachers, there is confusion for fluency and accuracy, especially when they face learner's errors. Therefore, another misunderstanding about CLT is that it should not include corrective feedback. This idea was influenced by the fact that many teachers have been taught to believe that errors are evidence that the learner is testing hypotheses about the target language and in the process, progress is being made. The opinion is that with enough time and opportunities to hear and practice the language, the learners' errors will ultimately be replaced with target-like forms.

In communicative language teaching (CLT), there has been a noted change in the attitude towards error and error correction of learners. In addition, errors are no longer regarded as sinful but are recognized as a necessary and

systematic part of the learning process. Moreover, the resources for correction and self-correction have been greatly expanded. (Alan Maley, 1984) However, some researchers have argued for the total rejection of any type of corrective feedback (Truscott, 1999), this signifies an absolute view and is not typical of how most CLT teachers and researchers view feedback on learners' errors(Lyster,1999).

Rather, the type of corrective feedback that is widely encouraged and accepted in CLT is implicit and does not interfere with communication. For example, a particular type of feedback, which is called 'RECAST', has been observed to occur frequently in CLT classrooms. A recast is the teacher's reformulation of a learner's incorrect utterance while maintaining a focus on meaning: for example, the L2 learner says, "His foot are cold," and the teacher responds by saying, "Yes, his feet are cold...he has stayed outside for a long time!" The recast serves as corrective feedback by providing the learner with the correct form while at the same time confirming the content of the learner's utterance and continuing with the conversation. There are a number of advantages for recast. First, one can be more confident of gaining the student's attention, since one is talking about topics of interest to the student. There is also a strong likelihood that the student will comprehend at least part of what is being said to them since lexical items are being reflected back to them from their own utterance.

According to Brandl.K (2008), the provision of "error corrective" and "positive" feedback as a fundamental principle of CLT permeates all areas of instruction and constitutes a necessity in support of the learning process. Moreover, he suggests teachers use recast for feedback during the teaching.

2.3.4 CLT Approach Requires Listening and Speaking:

Some educators maintain that CLT is an approach established just for the meet of the learners' needs. Therefore, the importance of language teaching is likely to be on speaking and listening skills, which is the focus of L2 instruction under the guidance of the audio-lingual method. However, many CLT researchers agreed that one of the principles of CLT was that linguistic skills and communicative abilities should not be treated in isolation from each other (Sauvignon, 1997). Furthermore, Widdowson has discussed the importance of discourse in CLT. He claims that

“What the learners need to know how to do is to compose in the act of writing, comprehend in the act of reading, and to learn techniques of reading by writing and techniques of writing by reading” (1978: 144).

2.3.5 CLT Means Avoidance of L1:

Throughout the history of teaching English a number of popular teaching methods differed in many ways. They nearly all tried to avoid using the learners' first language (L1) in the classroom. The only exception was the Grammar-Translation Method, which still looks to keep going despite all the serious critics and the short-lived Reading Method in the US in the 1930s. Although everything else from the Direct Method to the Audio-lingual Method to the Communicative Language Teaching assert that the less the L1 is used in the classroom, learning the target language will be better. Willis claims: *“don't ban mother tongue use but encourage attempts to use the target language”* (1996:130). This implies that the mother tongue does not play an important role in foreign language teaching and learning process.

Another idea is that there are numerous studies that discuss the two ways which have often been discussed with the terms of “using English to learn it” or

“learning to use English” Howatt, 1984 cited in Richards & Rogers 2001, pp.155). The former is talking about the avoidance of L1 use, whereas the latter refers to incorporating its use.

There is some research that supports the former viewpoint, especially with regards to the excessive use of L1. Specifically, Selinker pointed out that “*too much reliance on the first language will result in the fossilization of an inter language*”(1992, cited in Weschler 1997: online).

As a result, learners may think in their mother tongue and utter in English. Hence, in order to become successful learners of the language, it is obvious that learners need as much exposure to the target language as they can. This idea is supported by considerable evidence that both the quantity and quality of target language input are crucial factors in L2 learning (Gass, 1997; Lightbown, 1991). However, Cook argues that “...accepting that students should meet natural L2 communication in the classroom supports maximizing the L2 rather than avoiding the L1” (Cook, 2001: 409)

Other and more recent research become opposite to the elimination of L1 in the EFL classroom, especially after the introduction of CLT. It was suggested that L1 use helps students understand and learn more effectively.

Finocchiaro and Brumfit supported the idea that “[*judicious*] use of native language is accepted where feasible” (1983 cited in Brown 2001:45 and Richards & Rogers 2000:156). Moreover, Swan suggested that there are numerous similarities between L1 and L2: “*When we set out to learn a new language, we automatically assume that meanings and structures are going to be broadly similar to those in our own language*” (1985:85).

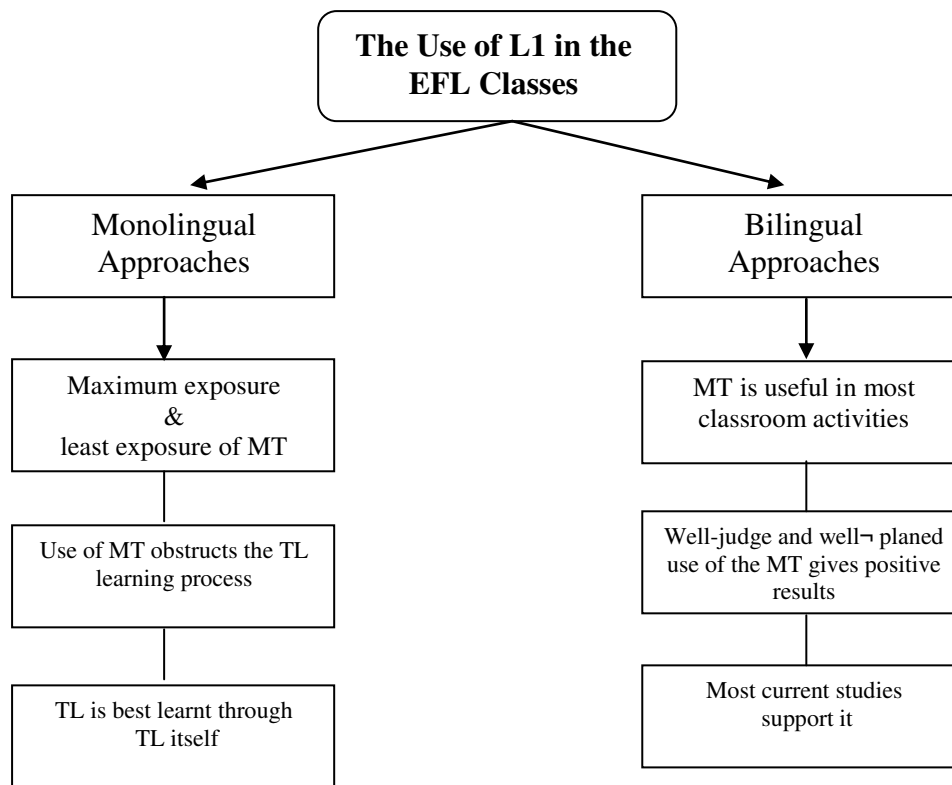
Despite the evidence that L1 can have an important and positive role to play in L2 learning, CLT researchers indicated that we must pay attention to how much L1 use is productive. Some CLT researchers suggest that in the

classroom, teaching the target language may occur through the emphasis on the learners' comprehension, otherwise no learning can occur.

In addition, they have to set their goals on maintaining the balance between the use of L1 and L2, which makes sure learners understand and at the same time maximizes the use of the target language.

According to Macaro (1997), teachers can take three positions when considering the value of the L1 use in the classroom: the virtual, the maximal, and the optimal. The 'virtual' position argues that teachers should exclusively use the TL. The 'maximal' position confirms that frequent L1 use can aid classroom communication, especially where learners have insufficient proficiency. Lastly, an 'optimal' position acknowledges that, as a naturally occurring phenomenon, occasional, targeted L1 use for specific contexts and functions could optimize effective language learning.

In addition, Nation advises employing a "Balanced approach", which *"sees a role for the L1 but also recognizes the importance of maximizing L2 use in the classroom"*(2003:7).

2.4 The Role of L1 in Both Monolingual and Bilingual Approaches:**Figure 2.2: Conceptual Framework**

In the Monolingual approaches, the maximum exposure is for the target language, and the least exposure is for the mother tongue. Additionally, the use of L1 is like a barrier to the English learning process. However, in the bilingual method, the mother tongue is considered as a useful tool and gives positive results for the learning process.

2.5. Translation in Foreign Language Teaching:

Translation in foreign language teaching generally means using L1 as a method of teaching a foreign language. In addition, it was used as a means of facilitating and conveying the meaning of a word, a phrase logical group, a grammatical form or a sentence pattern.

Although, translation is a foreign-language-related skill it has been rejected by many language theoreticians and teachers as a means of teaching foreign languages. Widdowson confirms that “*Translation has long been in exile*” (2003: 160). Theoretically, it has really been rejected. This view is deeply rooted in the Literature on foreign/second language teaching. For example, Kopczynski is quoted in Shiyab (2006) as saying:

“Translation should not be used in foreign language teaching because it causes language interference. Translation can inhibit thinking in the foreign language and can produce compound bilingualism rather than coordinate bilingualism. Besides, using translation in foreign language teaching can interfere in attaining automatic habits”.

(2006: 115-116)

Lately, there have been strong decisions to bring the issue back under discussion. A number of researchers have begun to work on the use of translation in foreign-language teaching like (Duff 1989; Stern 1992; Widdowson, 2003; House 2009; Cook 2010; Pym et al. 2013).

For many years, language researchers and experts imposed the target language in the classroom with a strong emphasis on excluding translation and avoiding L1 use. Then they came up with a variety of reasons for their claim, with no empirical justification for their arguments, in addition they failed to give any scientific evidence for the detrimental effect of translation on and during the process of foreign-language learning. Carreres (2006) summarizes the current situation in the field as follows:

“Much valuable work has been done in the past decade in the field of translation pedagogy, but we still lack a strong empirical foundation on which to base our practice”. (2006:1).

In fact, the first method of teaching English as a foreign language was The Grammar- Translation method. It was based on translation and using the L1 that appears most of the time in the classroom.

The ultimate objective of it is to be able to read, understand, and appreciate written target language. In addition, it was thought that foreign language learning would help students grow intellectually since it is considered as a good mental exercise for learning a foreign language. Cook (2010) asserts that translation benefits both teachers and learners in teaching and acquiring a second language, he said:

“Translation has pedagogic advantages both for teachers and learners, [...]. It is both a Stimulus and aid in the cognitively demanding task of acquiring a new language and [...] for many language users, it is a very practical and much-needed skill”(2010: 16).

In this context, Kavaliauskienė (2009) refers to Harmer (2001) who points that learners may have recourse to their L1 in some activities where they encounter particular difficulties related to vocabulary activation. Furthermore, translating into one’s mother tongue is thought to be a natural strategy to adopt when learning a foreign language. It is this translation process which is reported to be an effective way to promote better understanding of the target language linguistic and communicative features.

Translation holds a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers.

Ross (2000:63) in Kavaliauskienė (2009: 03)

Thus, researchers cannot deny that translation plays a crucial role in teaching and learning English as a foreign language.

2.6 L1 Use and the ‘Comprehensible Input/ Output’ Hypotheses:

There have always been contradicting views in term of using L1 in EFL classrooms or not. Both of Comprehensible Input/ Output’ hypothesis exhibit a strong contribution to second language acquisition.

2.6.1 The Comprehensible Input Hypothesis:

In language learning, input is the language data which the learner is exposed to. The comprehensible input prevents the use of the native language and argues that it would minimize the effectiveness of learning the target language. That is why ,many researchers urge for the total avoidance of L1 use in the classroom.

Krashen (1981) with his ‘Comprehensible Input’ hypothesis has argued that when people learn a foreign language they pursue essentially the same path as they acquire their mother tongue that is why the use of the mother tongue in the learning process should be minimized.

In the same line of thought, Krashen claims that:

“We progress along the natural order (hypothesis 2) by understanding input that contains structures at our next ‘stage’, structures that are a bit beyond our current level of competence. (We move from i , our current level, to $i+1$, the next level along the natural order, by understanding input containing $i+1$; ...”

(Krashen, 1985:2).

In addition, he suggests that the unknown structures are acquired with the help of contextual information. The hypothesis has two convictions: first, speech would emerge, rather than being taught, as a result of acquisition through comprehensible input with competence successfully built; second, grammar is automatically acquired if comprehensible input is received and there is enough of it. (1985:2).

In the classroom, the teacher's main role is to ensure that learners receive comprehensible input by providing them with listening and reading materials. On the whole, the input is certainly crucial and there is no theory or approach to SLA that does not recognize the importance of it.

In Schwartz's view (1993), the input feeds or sustains an innate system to support its growth. But input alone cannot facilitate second language learning. It will not fully function in SLA until it gets involved in an interaction.

2.6.2 The Comprehensible Output Hypotheses:

Prompts of the output hypothesis argued that it plays a crucial role in L2 acquisition. Richards & Schmidt (2002), in their definition of the Comprehensible Output hypothesis, point that:

"...when learners have to make efforts to ensure that their messages are communicated (pushed output) this puts them in a better position to notice the gap between their productions and those of proficient speakers, fostering acquisition."

Richards & Schmidt (2002: 379)

Furthermore, the importance of the only use of the target language in the classroom has been highlighted by Swain (1985) and her Comprehensible Output' hypothesis. She does not claim that CO is responsible for all or even most of our language competence. Rather, the claim is that Swain and Lapkin assert that "Sometimes, under some conditions, output facilitates second language learning in ways that are different form, or enhance, those of input" (1995: 371).

In the same line of thoughts, Wharton claims that a better acquisition of the target language is favored by its active use in negotiating meaning and producing comprehensible output (ibid). Wharton suggests that:

“Instead of resorting to their L1, students should adjust their output to make it comprehensible to their interlocutor. If the student uses their L1 then nothing is negotiated and therefore little learning has taken place”.

(2007: 6)

Thus, both hypotheses supplement each other and strongly contribute to language acquisition. Besides, the Input/output hypotheses give priority to the target language and focus on minimizing the use of the mother tongue that would reduce the chances for effective learning to happen.

2.7 Conclusion:

This chapter has shown that in teaching and learning a second language (TEFL), the use of students' first language (L1) has been an issue of discussion for many years. Despite all the changing that occurred in the teaching and the learning process over the years, the belief that L1 should not be used in English as Foreign Language classrooms has stood the test of time.

Nevertheless, many studies have recently started to put this belief under question and to give the effectiveness of L1 use, also to discover how to use L1 in EFL classes effectively without falling into the trap of misunderstanding.

Moreover, in spite of the great popularity of the monolingual approach under the influence of all the above-mentioned studies, L1 could not be excluded from the pedagogy of language education. According to these studies the total deletion of L1 in the L2 classroom is not suitable.

Chapter Three:

Data Analysis and Interpretations

<i>Chapter Three: Data Analysis and Interpretations</i>	
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3.1 Introduction:

This chapter aims to ascertain to which extent L1 is used in the English language classrooms, in addition to know teachers' and students 'attitudes toward its implementation. It encompasses an empirical study which looks into some positions of using the mother tongue in English classes by both teachers and students.

The study is based on the analysis of data obtained from 50 first-year English students (FYES) and 10 teachers, teaching different modules at the English department -Saida University. As mentioned in Chapter One, the researcher had recourse to two main data collection tools: Observation with audio-recording and questionnaires.

3.2 Audio-Recorded Observation Analysis:

Observation, which is believed to serve as an evaluative instrument (Long, 1983), allowed the researcher to notice some relevant points about L1 use in the English classes. A number of classroom observations were conducted in two different groups (1 and 2) of first-year English students (FYES) at Saida University.

The data has been gathered firstly by conducting a classroom observation to find out about the teachers' and students' practice of using the mother tongue in the EFL classroom. The observation data were collected through a structured checklist and field notes. The researcher attended 10 oral sessions that were observed once a week in a period of one semester.

Furthermore, audio recordings are used to detect the occasions in which the participants use the mother tongue inside the English class.

The aim of conducting the classroom observation is to check any conceivable occasions where L1 is used. Furthermore, the researcher recorded student' talk in order to boost and to justify the data gained by the classroom observation.

The checklist below shows us students' and teachers' actual use of their mother tongue in the classroom, in addition to the frequency of its use.

Teachers' frequency use of L1 in the classroom				
	Always	Often	rarely	Never
Giving instructions		✓		
Give feedback to students			✓	
Check comprehension			✓	
Explain new and difficult concepts		✓		
Explain grammar				✓
Help students to feel more comfortable and confident in the classroom(jocks, praise and encouragement)		✓		
Writing discourse				✓
Explain administrative information (syllabus, announcements, deadlines ...)		✓		
Students' frequency use of L1 in the classroom				
With their teachers to ask questions			✓	
With their mates to discuss instructions		✓		
In groups and peers activities	✓			
To make fun	✓			
To communicate with friends	✓			
When they do not have the equivalent of the word in English	✓			
Enquiries about administrative information(schedule)		✓		

From the checklists above results show that there is a place for the mother tongue in the classroom. Both teachers and students use L1 when necessary. The categories used in the structured-checklist were drawn from the literature on the role of L1 in the L2 classroom. The checklist recorded the frequency of the use of L1 and English using records.

Firstly, teachers tend to use English most of the time in the classroom, except for situations when the use of L1 is urgent. For instance, L1 is often used when giving instructions, explaining difficult words, explaining administrative information concerning deadlines or announcements, and to help students to be comfortable and confident. Furthermore, L1 is rarely used for checking comprehension and giving feedback to students. Whereas teachers never use the mother tongue in order to explain grammar points.

Moreover, it is obvious that in oral classes writing on the white board is somehow neglected. The researcher has no information about using L1 in the writing discourse.

Secondly, in the classroom, students often switch automatically to their mother tongue when interacting with their classmates especially in group work. Then back to English when interacting with their teachers.

As a general remark drawn from the ten observational sessions, English language appeared most of the time in the classroom. However, Students with their poor background feel more need for L1. Consequently, there is a place of L1 use in the English classes whenever it is necessary and urgent.

3.2.1 Findings and Discussions:

Throughout the course of observation of both classes, the observer could see that the major part of the class time was given to focus on oral performance where learners express themselves. Furthermore, it is an opportunity to see whether L1 is used in English classes or not. Two separate classrooms were observed for an hour each week, i.e. two oral lessons per week.

Firstly, teachers, tend to use English in their classroom except for a short time explanation with L1. The aim of using it is to assist some students in particular circumstances and needs, also where they find no other choice but L1 use.

Secondly, students' observations revealed some interesting points concerning the students' attitudes toward the use of L1 in the class. The first point is that they use the target language most of the time in the classroom, whereas some of them have limits in speaking that is why they are obliged to refer to the L1 aid.

In addition, classroom activities usually are done in peers or group works. It is an opportunity for students to use L1 when interacting with their mates. Hence the researcher recorded students 'interaction within group works in order to determine the occasions when the mother tongue is used among them. Another interesting point is that students think, translate, and use bilingual dictionaries to translate the difficult words. Then, they utter in the target language (see picture 01).

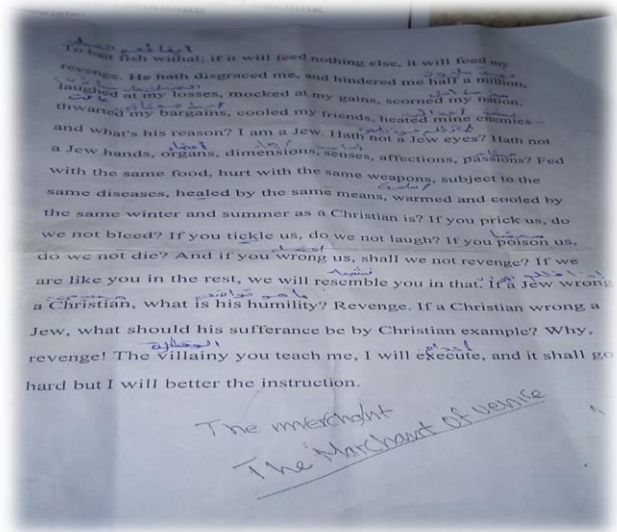
In the same vein, the first picture below shows that students are used to rely on Wikipedia in Arabic to get some ideas then translate these ideas to the target language. The second picture shows that students are used to translate the

difficult words into L1 in order to facilitate understanding. For instance, “صفات” for «thwarted my bargains”, and “الأسلحة” for weapons. (See picture 02).

In sum, these observations indicate that Arabic is used on occasion when English explanations fail to work. Hence the L1 plays a supportive and facilitating role in the classroom. Most importantly, teachers should keep speaking English to maximize the exposure of students in English language.



Picture 01



Picture 02

3.3 Questionnaires Analysis:

The questionnaire is one of the common instruments that are widely used in research for collecting data. It is a series of questions asked to individuals to obtain statistically useful information about a given topic. In Gilliam's words "*Questionnaires are just one of a range of ways of getting information from people usually by posing direct or indirect questions.*"(2008:2)

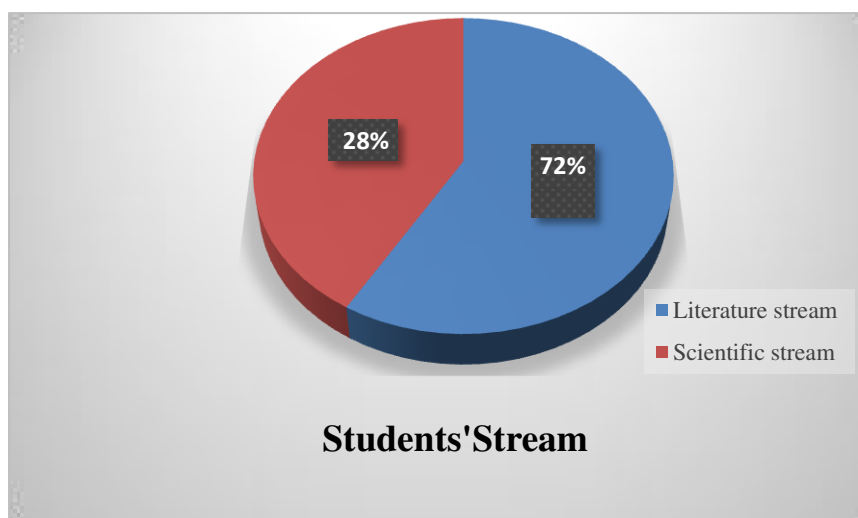
A multiple-choice questionnaire was administered to both teachers and learners in order to know about their use, as well as teachers' attitudes toward L1 use in the EFL classroom. Some items included in these questionnaires are in the form of closed-ended questions containing multiple choice options.

3.3.1 Students' Questionnaire:

Section One: Students' Profiles

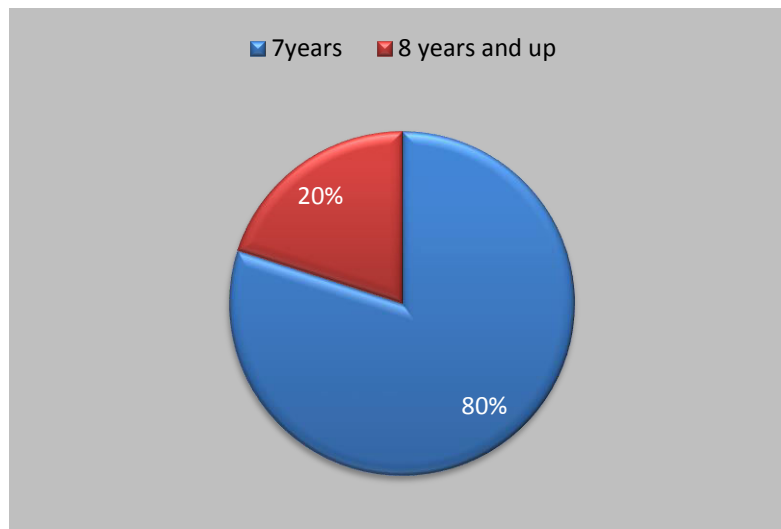
NB: The researcher started directly from question three because the two first questions are just for the sake of helping the researcher to know the gender and the age of students .They are mentioned in chapter one .

Question 3: what was your stream at high school?

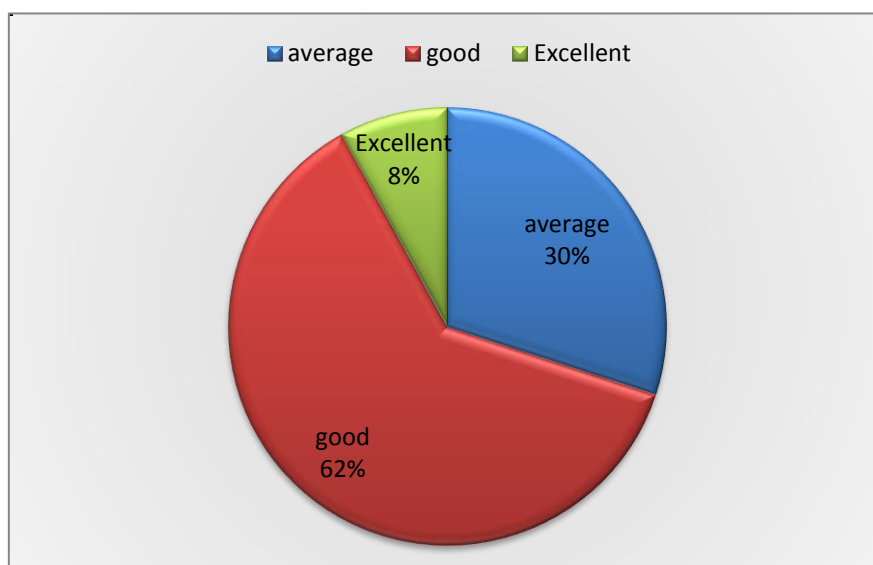


Pie-chart 3.1 Students' Stream

The aim of this question is to set a general view of students' stream at high school. The results of this question show that the majority of students belonged to the literature stream at High School by 72 %, whereas the other students were scientific by 28% out of 100% (50 students).

Question 4: For how many years have you been learning English?**Pie-chart 3.2: Students' Experiences in Learning English**

The aim of this question is to set a general view on the amount of English that Students have experienced through their years of studies. Thus, the results of this question reveal that (40)students out of fifty (50) have studied English for seven (07) years, and the rest, ten (10) students, have studied it for eight (08) years and up.

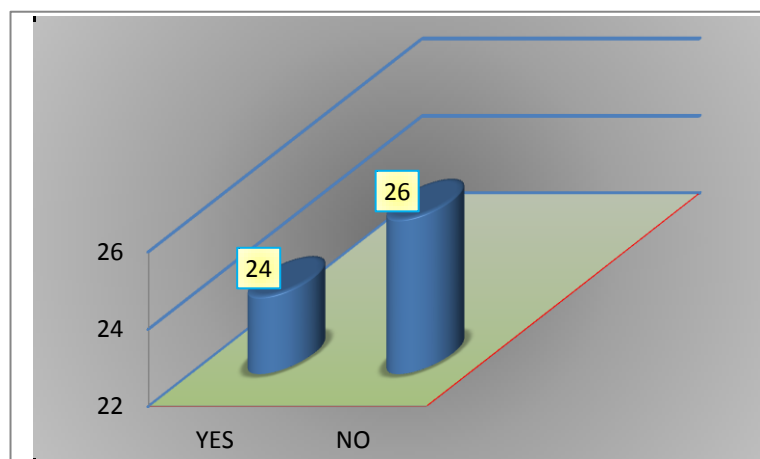
Question 5: How do you see your current level in English?**Pie- chart 3.3: Students' English Level**

This question tries to determine the levels of students in mastering the English language. It performs a complementary role with the previous question in forming an approximate picture of learners' level in English.

The pie-chart shows that the majority (62 %) of the students claimed that they had a good level. Thirty per cent (30%) asserted that they had an average level, and only eight per cent (08 %) claimed that they had an excellent level. This section revealed that more than sixty per cent (60%) of students think they have an acceptable level in English.

Section Two: Students' Attitudes towards the Use of L1 in English Classes

Question 01: Do you like your teacher to use L1 in the classroom?

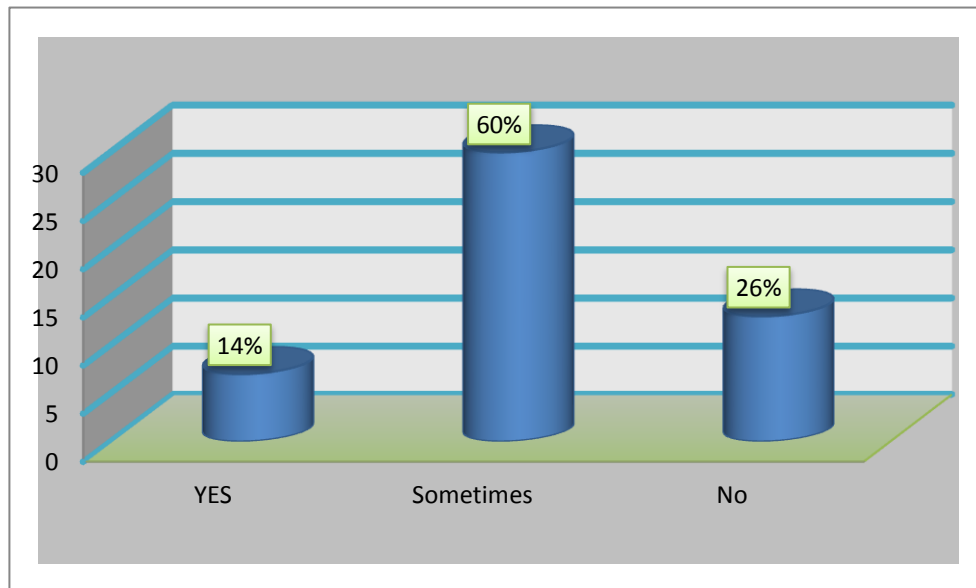


Bar-graph 3.1: Learners' Attitudes and Preference (1)

As far as this question is concerned, the results obtained as displayed in the bar graph above, show that 52 % of FYES do not like their teachers to use the L1 in the classroom. They confirmed that "since we are English language students, we are obliged to use L2 in the classroom and the teacher should help us on that." In addition, they assert that "we want to improve our English language, and the use of L1 will prevent us to do so". While, 48% of students like

their teachers to use L1. They affirmed that “we are not perfect students of the language, and the use of L1 will help us to understand better”

Question 02: Should L1 be used in the classroom?



Bar-graph 3.2: Learners' Attitudes and Preference (2)

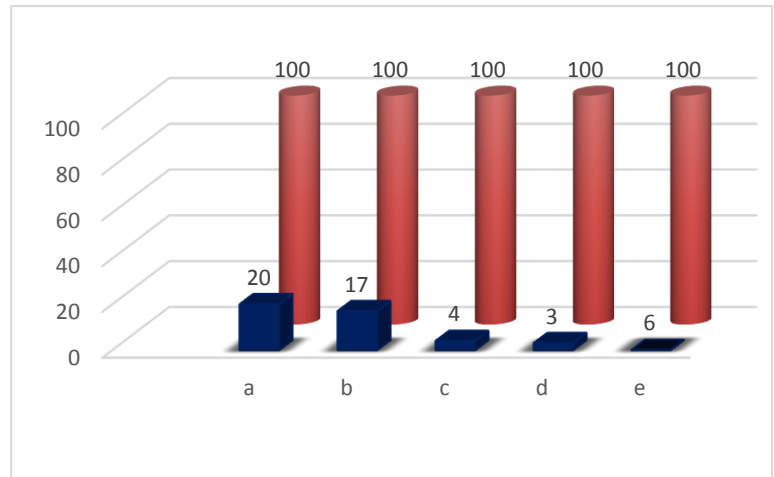
Results indicate that no more than (14%) of students responded by yes for the use of L1. (60%) affirmed by sometimes, while (26%) said no for the use of the mother tongue in the English classes.

Section Three: Situations and Time Devoted of Using Arabic in the English classes.

Question 03: If you think L1 is necessary in the classroom, why?

NB: Students have the right to choose more than one option.

- It helps me to understand difficult concepts better.
- It helps me to understand the new vocabulary items better.
- It helps me to feel at ease, comfortable, and less stressed.
- I feel less lost.
- Others.



Bar-graph 3.3: Students Use of L1 in the Classroom

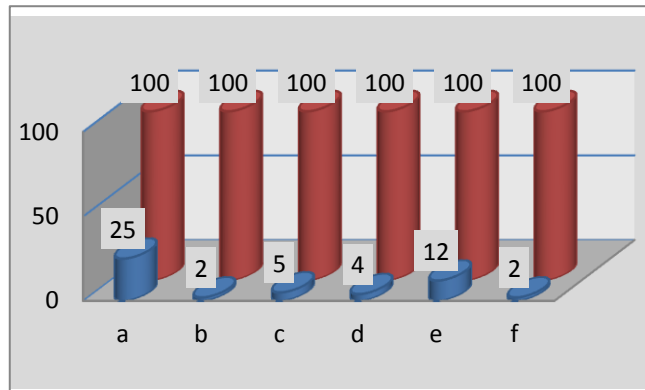
This question tries to figure out why students use Arabic in the English classes. The question has five (05) options; each one should be analyzed separately.

Notice that the orange bars represent the percentage of the whole number of students. It is seen that (40%) of the whole students confirmed that using L1 in L2 session helps them to better understand the difficult concepts. Then (34%) of students claimed that L1 use helps them to understand new vocabulary items. (08%) answered that it makes them feel at ease, comfortable and less stressed. Whereas, six (6%) feel less lost when they use L1.

It is worth noting that those six students (12 %) who selected the negative effects are the same who answered (NO) in the previous question (Should L1 be used in the classroom). They claimed that the use of Arabic gives them fewer chances to practice English in this question. As far as this question is concerned, some students gave irrelevant answers.

Question 4: When do you think it is necessary to use L1 in the English classrooms?

- To define new vocabulary items.
- To practice the use of some phrases and expressions.
- To explain different concepts or ideas.
- To joke inside the classroom.
- To communicate with friends (in group or pair works).
- Others.

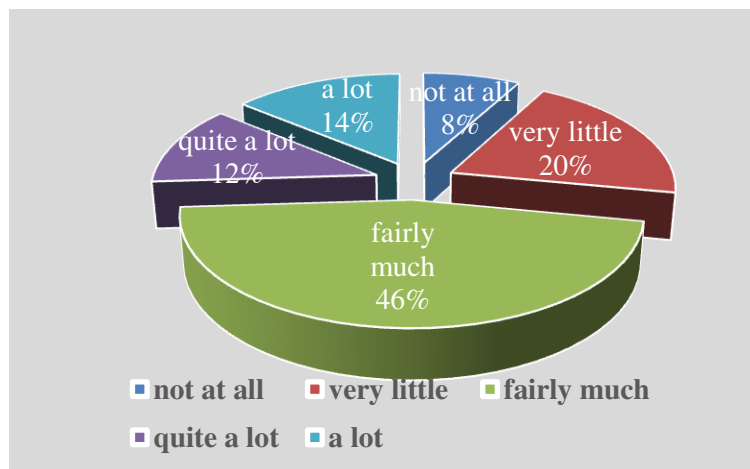


Bar-graph 3.4: Necessities in Using L1

This question is also destined for the sample that uses the L1 in the English session. The aim is to shed light on the situations that learners see that it is necessary to use L1 in order to solve their difficulties. The question contains (6) options representing situations whereby the students had the ability to select more than one answer. For this reason, the researcher will explain the present chart by treating each situation alone.

First, the orange bars represent the percentage of all students (number 50 students = 100%). Starting with the first option, the vast majority of students (50%) use the L1 to define vocabulary items. The second option was selected by (4%) of the whole students. The third option was selected by (10%) of students, and (8%) of students use the L1 to joke with their mates inside the classroom. In addition, the fifth option (to communicate ...) was selected by 24%. The final option was selected by 4% of the whole students. They do not accept the idea of using the L1 in their English classes. Furthermore, they asserted that the mother tongue should not be used in the EFL classes.

Question 05: How much do you think the use of L1 in the classroom helps you to learn English?



Pie-chart 3.4: The Frequency of Using L1 in the EFL classroom

This question is specifically destined to those learners who answered (YES) in the question: (Do you use L1 in English classes?). The aim is to discover the frequency of using L1 by students in their English classes.

The present chart shows that the majority of students (46 %) fairly much use L1 in their classes, about (20 %) use it very little, and (14%) use their mother tongue a lot. Moreover, twelve per cent (12%) of students confirmed that they quite a lot use it. Whereas, eight per cent (8%) do not use L1 in their classes, they have responded by "not at all".

NB: This question was directed to the student who uses L1 in the classroom and answered by "yes" in the previous question. There are some students who responded by "No", but they gave their point of views in this question.

Question 06: Students' further comments and suggestions about L1 use

Results got for the last question, which revolves around the learners' further suggestion and comments about the use of L1 are summarized in the following table: some of them accept the use of L1 in the classroom, while others displayed a negative attitude toward its use.

<i>Students against the use of L1</i>	<i>Students with the use of L1</i>
<ul style="list-style-type: none"> • <i>We want to improve our English language, and the use of L1 will hinder the process of acquiring the target language.</i> • <i>Since we are English students we are obliged to use it. We don't like the teacher's explanation using the mother tongue, even if we don't understand some words.</i> • <i>We use our mother tongue enough outside the classroom, we need to use only the English language in those few hours inside the classroom.</i> 	<ul style="list-style-type: none"> • <i>We prefer to use the L1 from time to time, because it helps us to understand the difficult words.</i> • <i>In the classroom, we may come across a lot of new words, the use of the L1 helps us to understand those words and meanings.</i> • <i>As an average language learner, the use of L1 is good for us</i> • <i>We are beginners and our teacher should use the L1 in order to help us.</i>

Table 3.1: Students Suggestions and Comments about the Use of L1

3.3.1.1 Results Analysis and Interpretation:

The obtained data from the students' questionnaire specifically the questions one (01) and two (02) in the first section show that the majority of FYES have belonged to the literature stream 72%. Whereas the other students were scientific by 28 % out of 100% (50 students). Moreover, results show that FYES have reasonable years of studying English from seven (07) to eight (08) years.

According to student's replies, results indicate that more than (60%) of students have a good English level. This confirms that the majority of students have an acceptable English level. Moreover, The data gathered from the second section mainly, questions one (01), two(02), three (03), four (4),and five (5) reveal that students tend to use the mother tongue in order to understand some difficult concepts (40%), and to define new vocabulary items (50%) . Moreover, results denote that they use the L1 frequently and there is a limitation for its use.

They confirm that they use their mother tongue in order to practice the use of some phrases and expressions or to explain different concepts or ideas, yet they do not rely on it most of the time.

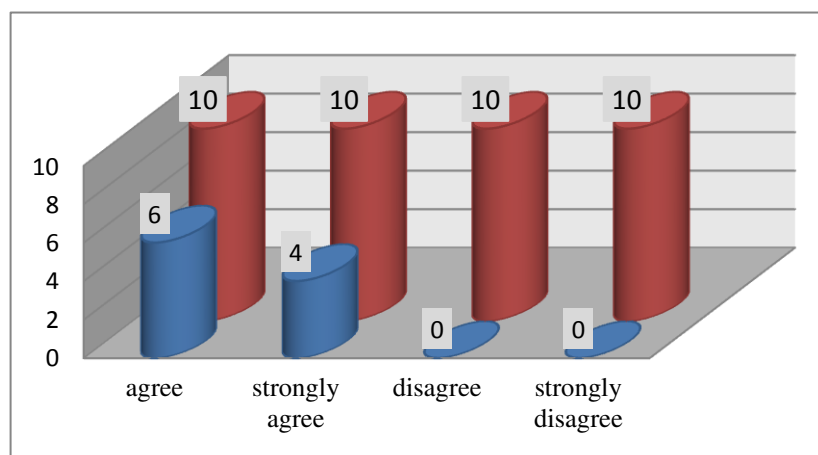
Finally, Students gave further suggestions and comments about L1. Some of them aim to use it as a facilitating tool, while others reject its use totally.

3.3.2 Teachers' Questionnaire:

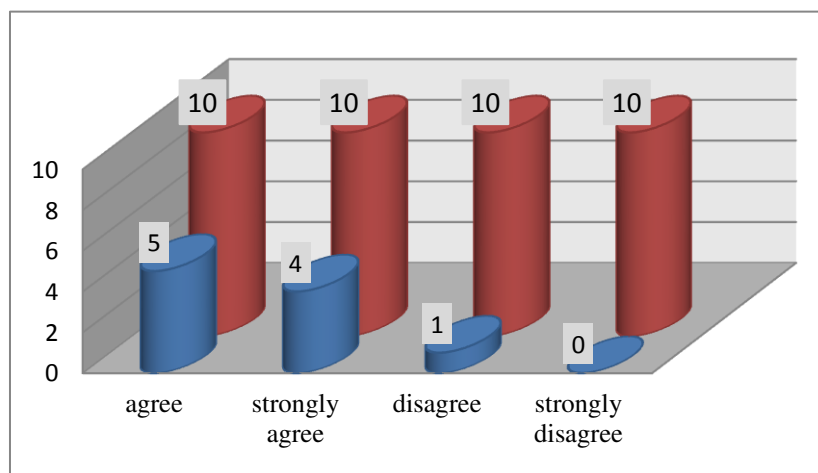
As mentioned in Chapter One, the second multiple choice questionnaire entitled "using the mother tongue in EFL classes", was administered to ten (10) English teachers at the department of English - University of Saida. This questionnaire formed of two (2) main sections. The first section, entitled "Teachers' personal information", aims to know the teachers' gender and years of experience. The second section, entitled "using the mother tongue in teaching English as a foreign language", aims to know the teachers' use and perceptions toward integrating L1 in the English classes. The researcher started directly from the second section because the interpretation of the first section is more needed in the first chapter in order to describe the teachers' profile.

Section Two:**Question 01: When communicating with the teacher students should use only the English language**

As far as the first question is concerned, results obtained show that the majority (60%) agrees on the statement that says: “students should use only English in the classroom”. While, (40%) of them strongly agree on the statement. Nevertheless, no one of them has chosen the third and fourth options.



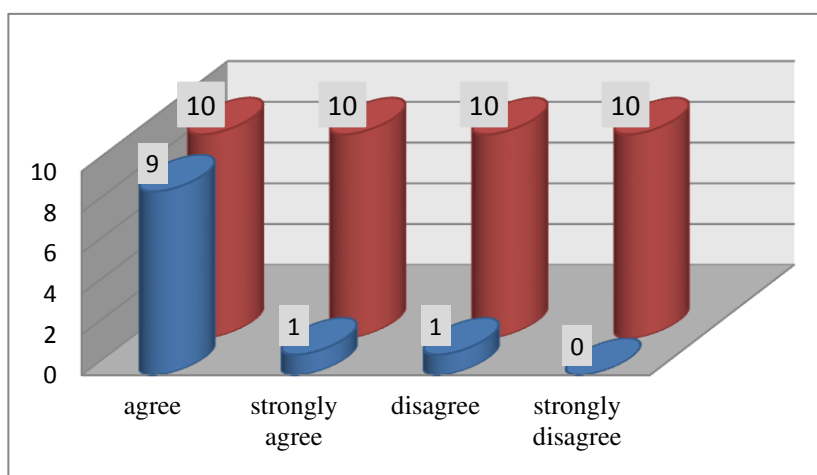
Bar -chart 3.5: Teachers' Attitudes toward L1 Use (1)

Question 02: Students should use only English when communicating with their classmates?

Bar-graph 3.6: Teachers Attitude toward L1 Use (2)

First of all, the orange bars represent the percentage of all teachers 'number (10 teachers = 100%). Starting with the first option, results indicate that the vast majority of that (50%) of the participants agree about the statement "students should use only English when communicating with their classmates", (40%) strongly agree. While (10%) disagree. However, none of them strongly disagree about the statement. This shows that teachers require their learners to use only the target language even in communicating with their mates.

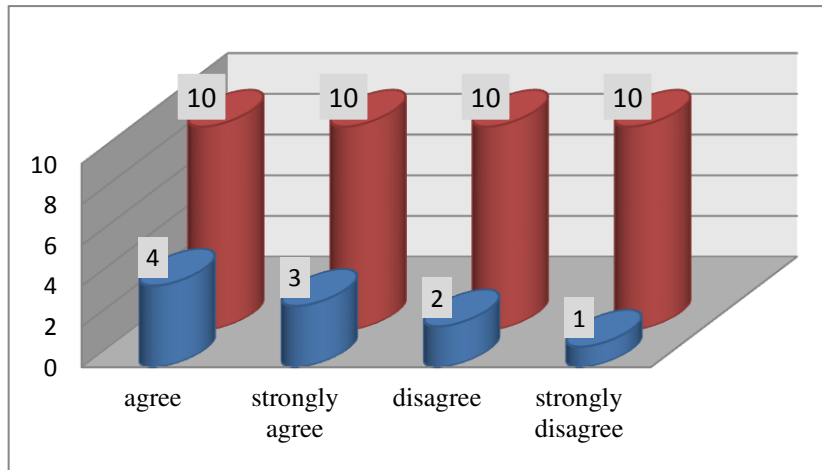
Question 3: Teachers should use English the entire time in their classes.



Bar-graph 3.7: Teachers Attitude toward L1 Use (3)

Question 04: the use of student's mother tongue slows down the process of acquiring English.

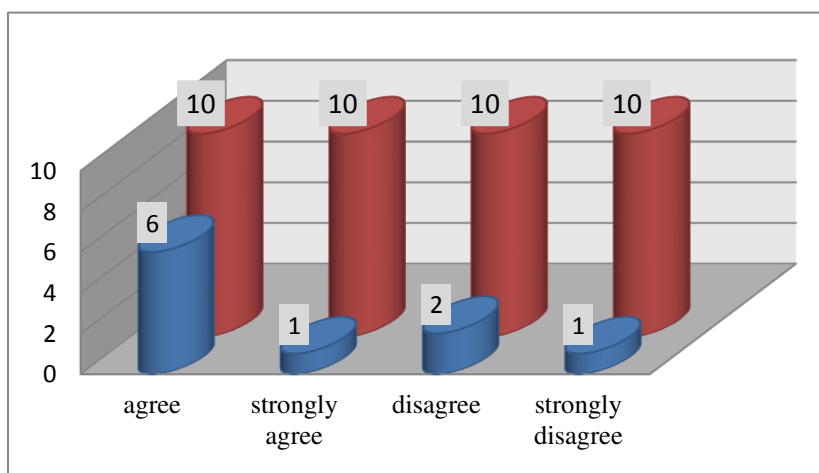
The results obtained at this level show that forty percent (40%) of teachers agree about the statement that says, "The use of students' mother tongue slows down the process of acquiring English". Thirty percent (30 %) of them strongly agree, 20% disagree on the statement. Whereas, only ten 10% of them strongly disagree about the previous mentioned statement.



Bar-graph 3.8: Teachers Attitude toward L1 Use (4)

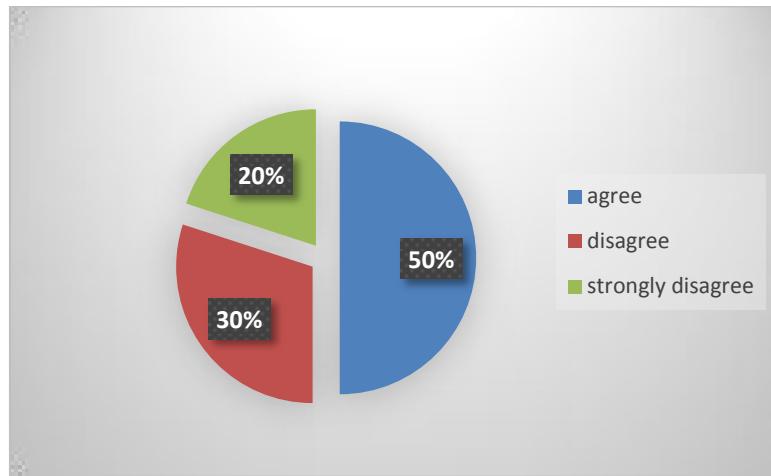
Question 05: once I use the students' mother tongue, my students always expect me to explain things in their mother tongue.

Results of the bar-graph below reveal that (40%) of teachers agree that when using the mother tongue their students will expect them to use it more. 30% strongly agree with that, also 20% of those teachers disagree on the statement. While, only 10% strongly disagree about the previously mentioned statement.



Bar-graph 3.9: Teachers' Attitudes towards L1 Use (5)

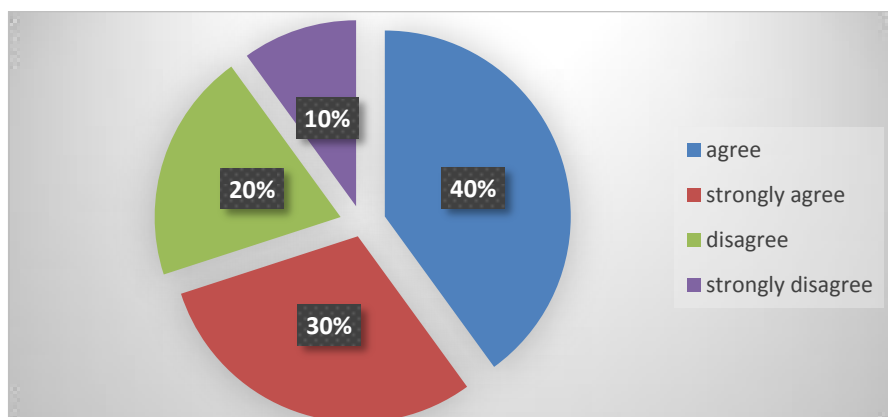
Question 06: using students' mother tongue will facilitate the Learning process.



Pie-chart 3.5: Teachers' Attitudes towards L1 Use (6)

The results show that there is a split between teachers, half of the population (50%) agree that using L1 will facilitate learning English, also 30% disagree on the statement. While only 20% strongly disagree with it. However, no one of them strongly agrees about the previously mentioned statement.

Question 07: Students learn better when using bilingual materials or dictionaries.



Pie chart 3.6: Teachers' Attitudes towards L1 Use (7)

As it is illustrated in the Pie-chart above, 40% agree that students learn better when using bilingual materials or dictionaries, 30% strongly agree, and 20% disagree with the statement. While only 10% strongly disagree.

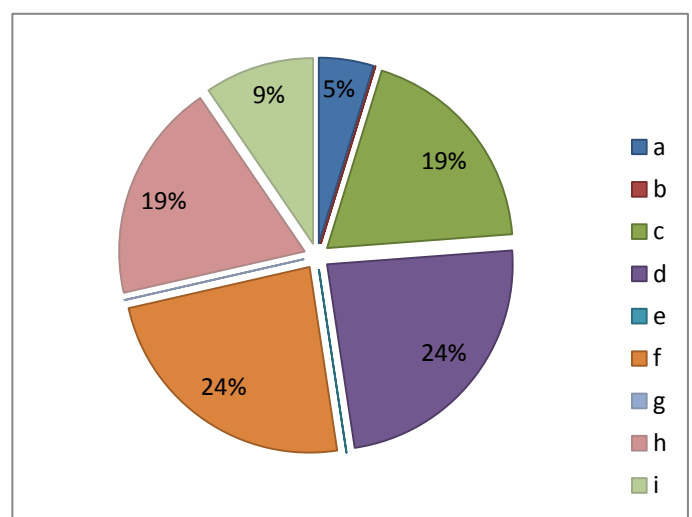
Question 08: what is students' mother tongue supposed to be used for?

The results obtained from the pie chart below indicate that only 5% of the participants claimed that students' mother tongue is for giving instructions, and none of them said that it is for giving feedback to students.

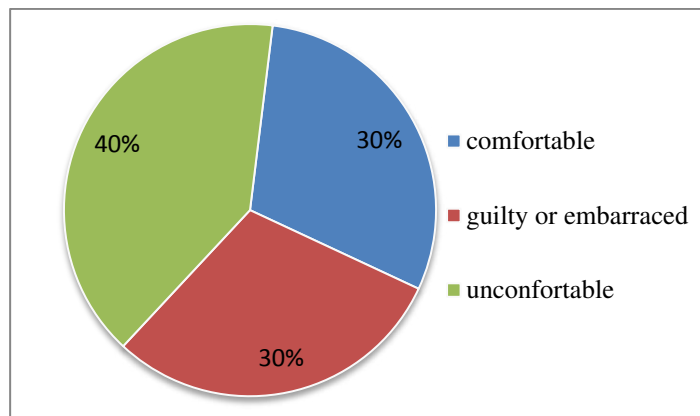
While nineteen percent (19%) asserted that L1 is for checking comprehension, yet 24 % confirmed that explaining new words urges us to use L1. Furthermore, no one uses L1 for helping students to feel more comfortable and confident. In addition, no one claimed that discussing the assignment requires the use of L1.

Besides, 19% of teachers use L1 in order to explain administrative information, and only 9% gave other suggestions as it is unacceptable to use L1 or the mother tongue should be banned totally from our classes.

- a) Giving instructions.
- b) Giving feedback to students.
- c) Checking comprehension.
- d) Explaining new words.
- e) Explaining grammar
- f) Helping students feel more comfortable and confident in the classroom.
- g) Discussing assignment, tests, and quizzes.
- h) Explaining administrative information.
- i) Others..



Pie-chart 3.7: Purposes behind the Use of L1

Question 09: How do you feel when you use students' L1 in the classroom?**Pie-chart 3.8: Teachers 'Affects Regarding L1 Use**

It is clear from the pie chart above that 30% of teachers feel comfortable when using L1 in their classes; also 30% feel guilty and embarrassed. However, 40% of the informants feel uncomfortable.

Question 10: Further comments and suggestions about the use of L1

The table below shows us some teachers' further suggestions and comments about L1 use in the EFL classes. Some of them have negative views about its use, while others show positive beliefs towards the use of the mother tongue in their classes.

Negative views	Positive views
<ul style="list-style-type: none"> • <i>EFL teachers shouldn't use the L1 frequently, otherwise their learners won't reach their learning opportunity.</i> • <i>We suggest that L1 shouldn't be used in EFL classrooms because using it psychologically will affect the learning process.</i> • <i>Using L1 in the middle and high schools is acceptable, but concerning English language students is not encouraging.</i> • <i>It is always advisable on teachers' part to not use L1 in the classroom mainly in oral expressions .As instruction, we always advise our learners to use only English.</i> 	<ul style="list-style-type: none"> • <i>L1 can be effective with learners at beginning stages to ensure that concepts have been covertly understood.</i> • <i>It is acceptable to use L1 to give instructions, to help learners to understand difficult concepts, and to reduce learners' anxiety.</i> • <i>Sometimes we are obliged to use students 'mother tongue regarding marks or administrative issues.</i> • <i>It is also considered as a tool of classroom management.</i>

Tables 3.2: Teachers' Further Comments about L1 Use**3.3.2.1 Results Analysis and Interpretation:**

The data obtained from the questions one (01) and two (02) in the teachers' questionnaire reveal that there are some teachers that have a great experience in teaching English .That is to say ,they are capable of using different techniques and methods in order to convey the message to their learners.

In addition, the results gathered from the teachers' questionnaire "section two" show that teachers use English the entire time in their classes, except in particular circumstances and needs where they find no other choice but using L1 to assist some students. According to the teachers, L1 is supposed to be used mainly for checking comprehension, explaining new words, helping students

feel more comfortable and confident in the classroom. Weschler asserts that “use English where possible and L1 where necessary” (1997, p.5). Moreover, teachers believe that L1 should not be completely prohibited in English classrooms especially when it is used with beginners and non-advanced students.

3.4 Results Discussion and Interpretation:

As a whole, this part will shed light on the discussion and the interpretation of the main results collected from both the participants’ questionnaire and classroom observation regarding the stated hypotheses. Consequently, it will check if those hypotheses are confirmed or not.

Firstly, the aim of the present study is to know to which extent teachers and learners use L1 in EFL classes. The results have shown that English is always present in the EFL lessons except in particular circumstances and needs where they find no other choice but the use of L1. This result is in agreement with many existing studies. For instance, Al-Abdan’s (1993) study found that many Saudi teachers (54.5%) have employed Arabic for explaining grammar while 66% of the Arab teachers in Kharma and Hajjaj’s (1989) study preferred this use. This confirms the first hypothesis stating that there is always a limitation for L1 inclusion in the English classrooms.

Secondly, the study aims to know about the teachers’ and students’ attitudes towards using L1 in EFL classrooms. Teachers are undivided in their beliefs and assert that the use of L1 should be as limited as possible (Atkinson, 1987). They believe that English should be the main vehicle of classroom communication as it could give many opportunities to practice English and help them to learn it by negotiation of meaning (Schweers, 1999). Excessive use of English can have negative effects on the learning process. However, at the same time they do not rule out the limited positive use of L1 (Aubach, 1993). They

also believe that there could be a strong role of students' L1 in specific activities, like explaining complex grammar concepts, instructions for class activities and classroom management and the like.

Finally, the results assert that both participants use the L1 in the English classes and have positive attitudes towards the judicious use of it. This confirms the second hypothesis stating that teachers and students may have positive attitudes towards integrating some L1 in their English classes.

3.5. Conclusion:

After analyzing the data provided by students and teachers, the researcher comes to draw some concluding remarks concerning students' and teachers' use of L1 in the English learning process, as well as their attitudes towards its use. In addition, to highlight the different situations that really needs the interference of the mother tongue. The most important finding is that there is indeed a place for the mother tongue or L1 in EFL classrooms.

Firstly, results show that both teachers and learners use their mother tongue in the classroom. Moreover, L1 is regarded as a means of facilitating and fostering the comprehension of learners furthermore, it is used for explaining instructions and giving feedback to learners.

Additionally, the controlled use of the mother tongue in the EFL context will help students to learn English better and build learners' self-confidence. In the same line of thought, the participating teachers mostly agreed that they employed L1 as a teaching tool, such as explaining the meanings of the difficult words, comparing the grammatical rules of L2 to familiar ones in L1, and to check students' comprehension. As a tool for classroom management, teachers agreed that they used L1 for giving instructions and explaining administrative information.

Finally, the use of L1 must be moderate and judicious in EFL classes. The teacher should not always use it so that the students become dependent on their L1 instead of practicing the TL. It is important that the major medium of instruction must be the target language and students should be given as much exposure as possible to the target language input during limited class time. Therefore, the teacher has to be alert not to use the L1 very frequently. Yet, it must be said that this research study is the only representative of the sample and therefore these results cannot be generalized.

Chapter Four:

Recommendations and Suggestions

<i>Chapter Four: Recommendations and Suggestions</i>	
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4.1 Introduction:

The present chapter aims at providing some suggestions and recommendations. It sheds light on some Integrating L1 techniques in teaching English as a foreign language. These techniques are commonly used in order to enhance the teaching-learning process. Firstly, the researcher provides the advantages and disadvantages of mother tongue use. Finally, she recommends some relevant tips and activities related to this context that may help the teaching process.

4.2. The Advantages of L1 use:

There are many arguments about the use of L1 whether it hinders or facilitates second language acquisition in language classes. Atkinson asserts that “*Although the mother tongue is not a suitable basis for a methodology, it has, at all Levels, a variety of roles to play which are at present consistently undervalued*” (1987:247). Here are some advantages of L1 use in EFL classes:

- Stern argues that it is impossible to keep L1 and L2 apart and concludes that: “*the L1-L2 connection is an undisputable fact of life, whether we like it or not the new knowledge is learnt on the basis of the previously acquired language*” (1992:282).
- Macaro (2005) in Pan & Pan (2010: 89), argues that the avoidance of L1 results in increased usage of input modification (e.g. repetition, speaking more slowly, substituting basic words for more complex ones, simplifying syntax, and the like.) and this in turn might bring about negative effects in any interaction, making the discourse less realistic, reducing the lexical diversity, and eliminating exposure to complex syntax.
- Harmer (2001:135) suggests some points that teachers and learners may make in the use of L1.

- ✓ **Acknowledge the L1:** It is widely accepted that the use of L1 in L2 learning is important and should not be avoided.
 - ✓ **Use appropriate L1, L2 activities:** Through using L1, grammar and vocabulary activities can be effectively done in the classroom.
 - ✓ **Differentiate between levels:** As they work more in L2, their need for L1 will get less, but they may still need translation which is considered as the fifth skill.
 - ✓ **Agree clear guidelines:** Students need to know when the use of L1 is beneficial.
 - ✓ **Use encouragement and persuasion:** Students may need encouragement to speak in L2.
- Similarly, Cook (2001: 418) suggests some uses of the mother tongue as:
- a) To provide a short-cut for giving instructions and explanations where the cost of the L2 is too great.
 - b) To build up interlinked L1 and L2 knowledge in the students' minds.
 - c) To carry out learning tasks through collaborative dialogue with fellow students.
 - d) To develop L2 activities such as code-switching for later real-life use.

In addition, to guarantee that students entirely understand what to do, instructions should be given in L1 and the use of L1 is advantageous to convey meanings. Furthermore, it is beneficial for students when they use L1 while comparing their answers in groups which will lead them to understand L2 better. Atkinson (1987:243-244) lists the following uses of L1 in L2 classroom:

- a) Eliciting language.
 - b) Checking comprehension.
 - c) Giving instructions.
 - d) Co-operating among learners.
 - e) Presenting and reinforcing of language.
 - f) Discussing classroom methodology.
 - g) Checking for sense.
 - h) Testing and developing useful learning strategies.
- Likewise, Macaro (1997) in Cook, (2008:182) identifies five factors to use L1 in L2 learning.
- ✓ Using the first language for giving instructions about activities,
 - ✓ Translating and checking comprehension,
 - ✓ Individual comments to students,
 - ✓ Giving feedback to pupils,
 - ✓ Using the first language to maintain discipline.

4.3 The Disadvantages of the Overuse of L1:

Using L1 appropriately in L2 learning can be beneficial. Whereas, the excessive use of L1 will hinder the process of acquiring the second language. Harmer (2001) states that the over use of L1 restricts the students' exposure to the target language. Likewise, too much dependence on the mother tongue in EFL classes may have some disadvantages:

- a) As long as the teacher constantly uses the mother tongue in the classroom, students will think that the target language is a difficult language and expect their teachers to use it more.
- b) The teacher and/or the students fail to observe distinctions between equivalence of form, semantic equivalence, and pragmatic features

and thus oversimplify to the point of using a crude and inaccurate translation .Atkinson (1987:246).

- c) When students take the habit to use the mother tongue, they will use it even if they can speak the target language
- d) Students will fail to realize the importance of the second language.
- e) Using L1 can create an over-reliance on it. Polio (1994:153).
- f) It can create a failure to maximize using English .Atkinson (1987:247)

in the same vein, Krashen encouraged language teachers' maximum exposure to the target language. He stated that "*all the lesson or as much as possible should be in L2 (English in our case), and that there was a definite relationship between comprehensible input in L2 and proficiency.*" (1985:14)

In addition, he suggests that "*L1 should be used no more than five percent of the time in the foreign language or second language classroom*". Others such as Lewis and Hill (1992) in Turin (2014:14) agreed and said that "*the language being studied should be the mode of communication in the lesson*"

4.4. Using the Mother Tongue Judiciously:

There is, of course, a need for caution in utilizing the MT in the EFL classroom. Atkinson (1987: 246) acknowledges this by noting the potential for the following undesirable outcomes of overuse:

1. The teacher and/or the students begin to feel that they have not 'really' understood any item of language until it has been translated.
2. Students speak to the teacher in the mother tongue as a matter of course, even when they are quite capable of expressing what they mean.

3. Students fail to realize that during many activities in the classroom it is essential that they use only English.

4.5 Translation as a Fifth Skill:

The use of translation helps learners to acquire, develop and strengthen their knowledge and competence in the English language. Translation is integrated into the language learning process with generally the other skills, such as reading, listening, writing, and speaking. Leonardo asserts that “*Translation plays a very important role in an increasingly globalized world and in increasingly multilingual Europe where it is used on a daily basis*” (2010:17).

A new, different perspective on translation has been proposed in recent times by a number of authors such as Alan Duff, Angeles Carreres or Zenon Weight. According to Carreres (2006) “*translation can be taught in a way that resembles the real-life activity of translating. Then it makes use of the four basic language skills and it yields benefits in L2 acquisition*”. (2006: 5) He also claims that:

“The problem was not a translation as such, but a teaching methodology that abstracted language from its communicative function. Indeed, the translation itself as it takes place in the real world is intrinsically and inextricably linked to a communicative purpose. (...) there is no reason why translation should be restricted to literary passages and it certainly can be taught in more stimulating ways than has traditionally been the case”. Carreres (2006: 5).

In the same line of thought, translation, as the fifth language skill, in the EFL classroom denotes an essential element of students' linguistic and communicative competence. According to Owen

“The use of translation, as a moment's reflection will confirm, has been a fundamental part of language teaching since the very beginning. Indeed, it must be the oldest language-teaching tool of all.” (2002:2).

Moreover, a lot of theorists, linguists, and teachers agree on the importance of using translation in foreign language classes. For instance, Schaffner (1998) claims that translation and related exercises could be beneficial to foreign language learning:

1. To improve verbal agility.
2. To expand students' vocabulary in L2.
3. To develop their style.
4. To improve their understanding of how languages work.
5. To consolidate L2 structures for active use.
6. To monitor and improve the comprehension of L2.

Schaffner (1998) in Dagilien (2012: 125).

4.6: Tips and Orientations in Using L1:

First, it is essential to understand that using L1 is not taken for granted, but it is resorted to when there is a need for it, such as explaining difficult terms and checking comprehension. Furthermore, integrating L1 in teaching English is among the techniques that are commonly used in order to enhance the teaching-learning process.

At the end of this study, the researcher becomes more familiar with the different situations that L1 should be used in, and the advantages and disadvantages behind it. Besides, she recommends some relevant tips to this context that may help teachers.

- Teachers should be aware that L1 techniques are not a damaging factor when using the mother tongue in a limited manner, at the appropriate time, and at the appropriate places. Atkinson (1993) confirms that *“It is impossible to talk of a 'right balance' or a perfect*

model for using L1, it is not that simple. L1 can be a valuable resource if it is used at appropriate times and in appropriate ways”. (1993:2).

- Teachers should avoid the overuse of L1 in English classes for keeping its positive impact.
- The translation ‘module is beneficial in second language learning process. Ross states that:

“Translation holds a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers” (2000:63).

She also confirms that *“translation develops three qualities essential to all language learning: accuracy, clarity, and flexibility) that will help students learn effectively”*. (2000:61)

- Cook (2001:413) suggests some points in using the native language positively in second language teaching:
 - *Efficiency*, if the use of L1 will be more effective in L2 learning;
 - *learning*, if the use of L1 will contribute to L2 learning;
 - *naturalness*, if students will feel more comfortable and confident when L1 is used in some cases,
 - *External relevance*, if the use of both languages will help students to learn L2 effectively then the use of L1 cannot be ignored.
- The teacher should select the appropriate items that suit the context. Hawks confirm that *“Mother tongue use should be selective and not seen as just an easy option”*. (2001:375)
- Harmer suggests that:

“In order to achieve a balance of L1, it is advised to consider the four factors; the student's previous experience, the student's level, the stage of the course and the stage of the individual lesson”. (2001:132)

4.6.1 Practical Ideas:

In this part, the researcher suggests some activities using L1 in order to improve learners' self-confidence, encourage them to participate, and facilitate learning. The activities are as follows:

4.6.1.1. Oral -Translation Sessions:

In the oral sessions, students will benefit from the implementation of the Oral translation technique. The aim of it is to help students to be able to speak and translate at the same time. The teacher may ask his students to bring some items or expressions in English and translate them into the mother tongue or vice versa orally. This kind of activities will help students enrich their English vocabulary.

Finocchiaro & Brumfit (1993) assert:

“Communicative language teaching ‘in the sense of Howatt (1984) can make ‘judicious use ‘of oral translation from the native language into the foreign language ‘where students need or benefit from it ‘and can be ‘motivated ‘to work with the language”. In Duff (1989:182)

4.6.1.2. Some Selected Translation Activities for the EFL Classroom:

Alan Duff's Translation (1989) is a recommendable resource book for any teacher interested in the issue. It consists of 157 pages of ready-made tasks and

activities for the classroom, each suited to a specific purpose and containing material for 30–45-minute work with students at intermediate level and above.

The section below is a compilation of six (06) translation activities proposed in different articles and papers by other ELT professionals, presented here in a form of a table. The description of activities and their aim are fully quoted from the original sources in order to voice the actual reasoning of the author(s).

	Activity	Aim
Conversation Starters	<i>Using mother tongue newspapers for conversation practice. Choose or get students to choose an article from today's newspaper and explain what it is about in English.15-minute activity, to pre-intermediate +</i>	<i>Depending on the difficulty of the text this may generate vocabulary work as students work on communicating key points of the text to the teacher. It is similar to use pictures. The L1 text, like the picture, is a fast way of stimulating ideas for conversation.</i>
Shadow and Doubt	<i>Have students rehearse a communicative activity (shadow) in their mother tongue before attempting it in English and then afterwards compare.15-minute activity, to all Levels</i>	<i>This can be a very effective way of challenging Advanced learners, as it helps to raise specific awareness of the difference between their ability to express themselves in English and in the mother tongue (doubt).</i>

Dubbing	<p>Show students a clip of a popular mother tongue TV program (e.g. a soap) and tell them they have been commissioned to dub it into English for the BBC. With larger classes get students to work in teams. The best version gets the contract! Students can work on translating the script and taking on the roles of the actors and literally dubbing with TV sound off. 15-minute activity, intermediate+</p>	<p>Students will be active and communicate freely. Through imitation they will be able to pronounce better and will enlarge their repertoires.</p>
Reverse Translations	<p>Group A are given a short text in their mother tongue to translate into English. Group B a similar length of text in English to translate into their mother tongue. Groups then give their translations to each other to be translated back into the original. Finally groups compare the originals with the translated version. Variation: Correcting translations. Prepare some literal and inaccurate translations for your students to correct. Ready-made examples can also be found in your local tourist office! 10-minute activity, intermediate +</p>	<p>This activity is similar to the grammar-translation method when student translate from their mother tongue to the target language and vice versa. This technique will help to enrich one's vocabulary, increase the number of figures of speech one can use, develop the ability of interpretation, and through the imitation of authors, it makes students be able to produce similarly good texts.</p>
Code Switching	<p>This means using more than one language in an utterance. ("I'll have a cafe con leche"). Bilingual kids do this all the time so why shouldn't learners? On occasion, encourage learners to use mother tongue words or phrases in a communication activity. 5-minute activity, all levels</p>	<p>The aim is to maintain fluency and build confidence. A listener can note down mother tongue use for later work if you want, but that's not necessarily the point.</p>
Awareness-raising activities	<p>E.g. a questionnaire in English on the use of L1 in the classroom.</p>	<p>This activity opens up the debate concerning the use of L1 and so may help deal with some of the students' skepticism.</p>

Table 4.1: Selected Translation Activities for the EFL classroom

More research is required to examine the phenomenon of integrating L1 in EFL classes. As a future study, the researcher suggests enlarging this research by using longitudinal studies. These studies must be conducted in various contexts in order to compare and contrast their results for a better understanding of the new attitudes toward the use of L1 in English classrooms.

In addition, these attitudes should be obtained from students, teachers, curriculum designers, decision makers and the parents of learners. Moreover, this study could encourage further research to investigate the relationship between using Arabic and motivation on one hand, and between using Arabic and promoting learners' level on the other hand.

4.8 Conclusion

Many researchers have estimated the use of L1 as a damaging tool in EFL classes. However, others asserted that the mother tongue plays a crucial role and is a facilitative tool in the foreign learning process. The benefit of using L1 in foreign language learning has been recognized by many researchers. It should be noted that L1 remains a natural resource in English learning.

This chapter sheds light on the main benefits of L1 and the role of translation in the teaching-learning process in order to develop and strengthen the English competency needed. It also provided an example of activities using L1 which can be efficient in helping students to improve their self-confidence, encourage them to participate, and facilitate learning for them, such as translation activities within oral sessions.

This does not indicate that the researcher encourages the excessive use of L1, but advocates rational and judicious use of it. Finally, the intelligent use of L1 in the English classes will help students to develop their skills. In addition, it is a facilitating tool for both teachers and students.

General Conclusion

General Conclusion:

The issue of admitting or excluding the learners' first language (L1) or mother tongue in learning English as a foreign language (EFL) has been the topic of continuing discussion and controversy for a long time. In fact, there have been various shifts to and from the utilization of L1 in the EFL classroom over the last few decades.

In addition, foreign language students may have difficulties in understanding the target language at times. This difficulty can be removed from the language classroom by the use of L1. In particular, while giving instructions and explaining difficult words. The implementation of L1 is thought to facilitate the learning process.

However, the excessive use of it is harmful in language learning since it prevents communication skills of learners. Consequently, if it is used appropriately, L1 has obvious advantages and can positively contribute to language learning. The main objective of this research was to ascertain to which extent L1 is used in the English language classrooms. It focused as well on teachers' and students' opinions towards the use of L1 in their classes.

Results of the analysis of both questionnaires and classroom observation reveal that both teachers and learners use their mother tongue in the classroom. Besides, it was revealed that the students were in favor of L1 use and found it beneficial in their language learning process. In the same line of thoughts, the study provides relevant insight into the attitudes that learners and teachers have about L1 use in foreign language classrooms. The data also show that despite the mixed perceptions about L1 use in the classroom, L1 use can serve various functions, including promoting communication and increasing message strength.

Nevertheless, it seemed that teachers had mixed views about mother tongue use. Some of them had positive views toward L1 use in the English classes, while the others totally refuse its use. Furthermore, this paper has shown that students can benefit from suitable and judicious use of L1 despite the fact that CLT methodology does not fully realize the value of L1 use as a resource.

Moreover, within the communication language teaching approach (CLT), there was controversy about whether the use of L1 is beneficial for students or not. The researcher aims to help teachers to recognize that the use of the mother tongue in the classroom as a tool may help students to be successful language learners. Besides, it is only one of a teacher's many tools, and therefore must not be overused but rather used appropriately and combined with other different pedagogical methods.

After exploring the beneficial effects of L1 use and translation within the EFL context, particularly in a cognitive sphere, the researcher is looking forward to future investigations of the same issue through a psychological perspective.

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Appendices

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Appendix I: Classroom Observation

Teachers' frequency use of L1 in the classroom				
	Always	Often	rarely	Never
Giving instructions				
Give feedback to students				
Check comprehension				
Explain new and difficult concepts				
Explain grammar				
Help students to feel more comfortable and confident in the classroom(jocks, praise and encouragement)				
Writing discourse				
Explain administrative information (syllabus, announcements, deadlines ...)				
Students' frequency use of L1 in the classroom				
With their teachers to ask questions				
With their mates to discuss instructions				
In groups and peers activities				
To make fun				
To communicate with friends				
When they do not have the equivalent of the word in English				
Enquiries about administrative information (schedule)				

Appendix II: Students' Questionnaire

Student Questionnaire

The present questionnaire is part of a master research .The purpose of it is to investigate the use of native language « L1 » in the EFL classrooms .Your answers will be used for research purposes only .Thank you for your cooperation .

Pleasetickwhereappropriate.

I. PERSONAL INFORMATION

1. Age:

2. Gender :

- Male
- Female

3. What was your stream at high school?

- Scientific stream
- literature stream

4. For how many years have you been learning English?

- 7 years
- 8 and up

5. How do you see your current level in English?

- Average
- Good
- Excellent

Section Two: Students' attitudes towards the use of L1 in the English classes

1. Do you like your teacher to use L1 in the classroom?

- Yes

Why?.....

- NoWhy?...

...

Should L1 be used in EFL classrooms?

- Yes
- Sometimes
- No

3 - If you think L1 is necessary in the classroom, why?

- a. It helps me understand difficult concepts better.
- b. It helps me understand the new vocabulary items better.
- c. It helps me feel at ease, comfortable and less stressed.
- d. I feel less lost.

4- When do you think it is necessary to use L1 in the English classroom?

- a) To define new vocabulary items.
- b) To practice the use of some phrases and expressions.
- c) To explain different concepts or ideas.
- d) To joke inside the classroom.
- e) To communicate with friends (in group or pair works).
- f) Others, specify please

.....

5- How much do you think the use of L1 in the classroom helps you to learn English?

- Not at all
- Very little
- fairly much
- Quite a lot
- A lot

6- Other suggestions or comments about the use of L1 in EFL classrooms?

.....
.....
.....
.....

Thank you

L1: the use of the mother tongue « Arabic » in the EFL classrooms.

EFL: English as a foreign language.

Source :Adopted from English Language Teaching; Vol. 9, No. 1; 2016 ISSN 1916-4742 E-ISSN 1916-4750 Published by Canadian Center of Science and Education.Students' Preferences on the Use of Mother Tongue in English as a Foreign Language Classrooms: Is it the Time to Re-examine English-only Policies? Emre Debreli1 &Nadire Oyman2

Appendix III: Teachers Questionnaire

Dear Teacher,

The present questionnaire is part of a master research .The purpose of it is to investigate the use of mother tongue “L1 “in the EFL classrooms. The information you provide is being collected for only research purposes. Thank you for your contribution.

I. PERSONAL INFORMATION :

1. Gender:

Male

Female

2. Years of experience:.....

II. Using the Mother Tongue in Teaching English as a Foreign Language

Please click where appropriate:

1. When communicating with the teacher, students should only use English.

Agree.

strongly agree.

Disagree.

Strongly disagree.

2. Students should only use English when communicating with their classmates.

Agree.

Strongly agree.

Disagree.

Strongly disagree.

3. Teachers should use English the entire time in their classes ?

Agree.

Strongly agree.

Disagree.

Strongly disagree.

4. The use of students' mother tongue slows down the process of acquiring English.

- Agree.
- Strongly agree.
- Disagree.
- Strongly disagree.

5. Once I use the students' mother tongue, my students always expect me to explain things in their mother tongue.

- Agree.
- Strongly agree.
- Disagree.
- Strongly disagree.

6. Using students' mother tongue will facilitate the Learning process.

- Agree.
- Strongly agree.
- Disagree.
- Strongly disagree.

7. Students learn better using bilingual materials or dictionaries.

- Agree.
- Strongly agree.
- Disagree.
- Strongly disagree.

8. In your opinion, what is students' mother tongue supposed to be used for? (You can choose more than one option)

- Giving instructions
- Giving feedback to students.
- Checking comprehension.
- Explaining new words
- Explaining grammar
- Helping students feel more comfortable and confident in the classroom
- Discussing assignments, tests, and quizzes
- Explaining administrative information (syllabus, announcements, deadlines, etc.)
- Others:.....

9. How do you feel when you use students’ L1 in the classroom?

- Guilty or embarrassed.
- Comfortable.
- Others:.....

10. Further comments or suggestions about the use of L1 in

EFL classrooms:

.....

Thank you

The questionnaire is adopted from :<https://files.eric.ed.gov/fulltext/EJ1133200.pdf>. Student-Teachers’ Beliefs on the Use of L1 in EFL Classroom: A Global Perspective by Muhammad Shabir

Appendix IV: First- Year Curriculum Modules

Annexe : Programme des enseignements du socle commun de licence
Socle commun domaine "Lettres et Langues Etrangères"

Semestre 1

Unités d'enseignements	Matières Intitulé	Crédits	Coefficient	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			Contrôle Continu	Examen
UE Fondamentale Code : UEF1.1 Crédits : 10 Coefficients : 6	Compréhension et expression écrite 1	6	4		4h30		67h30	45h00	50%	50%
	Compréhension et expression orale 1	4	2		3h00		45h00	45h00	50%	50%
UE Fondamentale Code : UEF1.1 Crédits : 8 Coefficients : 4	Grammaire de la langue d'étude 1	4	2		3h00		45h00	45h00	50%	50%
	Phonétique corrective et articulatoire 1	2	1		1h30		22h30	45h00	50%	50%
	Initiation à la linguistique 1 (concepts)	2	1		1h30		22h30	45h00	50%	50%
UE Fondamentale Code : UFF 1.1 Crédits : 4 Coefficients : 2	Initiation aux textes littéraires	2	1		1h30		22h30	45h00	50%	50%
	Culture (s)/ Civilisation(s) de la Langue 1	2	1		1h30		22h30	45h00	50%	50%
UE Méthodologique Code : UEM 1.1 Crédits : 4 Coefficients : 1	Techniques du travail universitaire 1	4	1		3h00		45h00	45h00	x	
UE Découverte Code : UED11 Crédits : 2 Coefficients : 1	Sciences sociales et humaines 1	2	1	1h30			22h30	45h00		x
UE Transversale Code : UET 1.1 Crédits : 2 Coefficients : 1	Langue(s) étrangère(s) 1	2	1		1h30		22h30	45h00	50%	50%
Total semestre 1		30	15	1h30	21h00		337h30	450h00		

* travail complémentaire en consultation semestrielle

**Annexe : Programme des enseignements du socle commun de Licence
Socle commun domaine "Lettres et Langues Etrangères"**

Semestre 2

Unités d'enseignements	Matières Intitulé	Crédits	Coefficient	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			Contrôle Continu	Examen
UE Fondamentale Code : UEF 1.2 Crédits : 10 Coefficients : 6	Compréhension et expression écrite 2	6	4		3h00		67h30	45h00	50%	50%
	Compréhension et expression orale 2	4	2		4h30		45h00	45h00	50%	50%
UE Fondamentale Code : UEF 1.2 Crédits : 8 Coefficients : 4	Grammaire de la langue d'étude 2	4	2		3h00		45h00	45h00	50%	50%
	Phonétique corrective et articulatoire 2	2	1		1h30		22h30	45h00	50%	50%
	Initiation à la linguistique 2 (concepts)	2	1		1h30		22h30	45h00	50%	50%
UE Fondamentale Code : UEF 1.2 Crédits : 4 Coefficients : 2	Littératures de la langue d'étude 1	2	1		1h30		22h30	45h00	50%	50%
	Culture (s)/ Civilisation(s) de la Langue 2	2	1		1h30		22h30	45h00	50%	50%
UE Méthodologique Code : UEM 1.2 Crédits : 4 Coefficients : 1	Techniques du travail universitaire 2	4	1		3h00		45h00	45h00	x	
UE Découverte Code : UED 1.2 Crédits : 2 Coefficients : 1	Sciences sociales et humaines 2	2	1	1h30			22h30	45h00		x
UE Transversale Code : UET 1.2 Crédits : 2 Coefficients : 1	Langue(s) étrangère(s) 2	2	1		1h30		22h30	45h00	50%	50%
Total semestre 2		30	15	1h30	21h00		337h00	450h00		

* travail complémentaire en consultation semestrielle