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Section of English

**Teachers' and Learners' Perceptions of and
Attitudes towards the Use of the Mother Tongue
in EFL Classes**

**A case Study of First Year Students at Mohamed
Kheider University of Biskra**

**A Dissertation Submitted to the Department of Foreign Languages as a Partial
Fulfillment of the Requirements for the Degree of Master in Sciences of
Language**

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Declaration

I hereby declare that this dissertation is my own work. It contains no material previously published or written by another person nor material which has been accepted for the qualification of any other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

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Date: / / 2015

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Dedication

There is no way I can express how much I owe to my family for their love, generous spirit and support through the many years of my education.

I dedicate this study to my tender mother for her never ending- love.

I will always be grateful to my father for his confidence in me and for his financial support.

To my dear brothers Mohamed Baha Eddine and Mohamed Amine

To my dear sisters Hadjer and Zahra

To the dearest young angel in my life my brother Mohamed for his love, emotional support, and his smile whenever I was in need

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I am very thankful to the teachers' and students' participation that helped me in this study for providing the required data; without their help this study could not have been carried out.

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Abstract

The present study aims to explore the teachers' and the learners' attitudes towards and perceptions of the use of their mother tongue in EFL classes. The purpose of the present study is to investigate teachers' and learners' attitudes towards and perceptions of the use of the mother tongue in the EFL classes at the section of English in the University of Biskra. One major problem is whether or not the use of Arabic in English classes is regarded as a facilitating tool or a barrier in the learning process. Therefore, we hypothesized that the teachers oppose the use of the mother tongue while the students support it. The teachers can be expected to have negative beliefs about the use of Arabic in their classes while the students can be expected to agree on its use. In addition, we agreed that the most teachers and students coverage with the amount of Arabic used in English classes. To prove both the two hypotheses, a qualitative study has been conducted. In this study, 25 students and 4 teachers at section of English have constituted our sample. Two data collection methods were used to obtain the required data: classroom observation and questionnaire. Based on the obtained results, the study has revealed that the students hold positive attitudes. On one hand, the teachers, as opposed to students, hold negative attitudes towards the use of Arabic in the EFL classes. However, the teachers sometimes seem to be favourable of that use where Arabic is required in some occasions. In conclusion, the study has shown that students and teachers have different of attitudes towards the use of Arabic in English classes. Pedagogical implications, practical suggestions and limitations at the end of this research can benefit the teachers and the students.

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List of Abbreviations and Acronyms

CA: Contrastive Analysis

CLL: Communicative Language Learning

EA: Error Analysis

EFL: English as a Foreign Language

FL: Foreign Language

ELT: English Language Teaching

L1: First Language

LAD: Language Acquisition Device

L2: Second Language

IL: Interlanguage

i.e.: It means

SLA: Second Language Acquisition

TEFL: Teaching English as a Foreign Language

T: Teacher

Vs.: Versus

%: Percentage

General Introduction

CHAPTER ONE

Mother Tongue and Foreign Language Learning: A Review of the Concepts

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Introduction

English Language Teaching (ELT) is considered as an interactive process, which contains dynamic participation of both the teacher and the learners. ELT has been depending on different methods and approaches, which has focused on enhancing learners' communicative competence and on support learning strategies in class. It is the most significant issue relates to the culture of people and their improvement. Moreover, the field of teaching English as a foreign language is always as a compulsory matter to different researchers which aim at developing the learning process in broad and teaching in particular. Algeria, above all, has adopted the teaching English as a foreign language in its schools and higher educational institutions. That is to say, Algeria is aware of the importance of teaching English which is considered as a means to facilitate a constant communication with the world to gain knowledge of scientific and modern sciences. English language as a global language, its several areas have been generally investigated, mainly that of EFL teaching and learning.

A historical perspective on controversial issues in ELT such as the use of the mother tongue in English classes, it is necessary to understand how teachers and learners shape their attitudes towards this issue. There have been a lot of researches done in the area of first language use in English classes by many investigators and educators. Most of these researches have studied teachers' opinions about the use of native language in the classes or the frequency of that usage, as well as there have been many studies exploring students' beliefs and reasons for using their mother language when they are trying to learn English.

Moreover, the use of the mother tongue in English classes is one of the most significant differences among the teaching methods and approaches. They contradict largely in the way they approach the issue of mother tongue use in class. In other words, some methods such as the Grammar Translation Method (GTM) and Community Language Learning (CLL) prescribe the use of the mother tongue whereas the Direct Method and Communicative Method forbid it.

In this research, we shall collect a review of the attitudes towards the use of the teachers' and students' mother tongue in English classes through a number of

teaching approaches and methods. It is worth mentioning that the important part of this research is to examine in more details whether or not the use of L1 in the class by either, the teacher, the student, or both, hinders the learning English or facilitates it.

What is more, there have been many theoretical and practical arguments both for and against the use of mother tongue in EFL classes. Therefore, it has always been controversy either to use monolingual approach, which prohibits any use of the native language of the students or to use bilingual approach, which allows the use of native language in certain conditions. Some teachers prefer to forbid any use of students' native language, while others have other opinion that students' mother tongue may be used but under certain limitations. In this context, the monolingual approach totally rejects the use of language in teaching or learning another language, it means that if the teacher uses the mother tongue, students may lose the opportunity to facilitate learning the foreign language. While the bilingual approach, by the contrary, it would incorporate the students' native language as a learning tool.

In this research, we aim to investigate the beliefs and the attitudes of first year EFL teachers and students in Mohamed Khider University of Biskra regarding the use of Arabic in teaching/learning English. In addition, to discuss whether there are differences between the teachers' attitudes and what they suggest their classroom practices would be. The research also aims to establish the extent to which teachers use Arabic in EFL classes, to investigate some of them and their students' beliefs of the use of Arabic, and most importantly to seek explanations for the ways of how they use it and to find out teachers' and students' attitudes towards Arabic use in EFL classes.

Statement of the Problem

The matter to include or exclude the teachers' and learners' mother tongue in the process of learning / teaching EFL has been an interesting research topic for debate in the light of recent studies. Therefore, one of the most fundamental issues that should be taken into consideration is the function of mother tongue use from teachers' and learners' perceptions and attitudes. In this context, there are two major approaches in the area of English language learning and concerning to mother tongue

use: the monolingual and bilingual approaches. In the same vein, supports of the monolingual approach consider that the employment of the mother tongue is an obstruction of the learning/teaching process. Whereas supports of the bilingual approach see it as a favourable tool which helps the learning of EFL.

Since we observe that the native language use has a great impact on learning a foreign language, so the challenging problem is to consider that whether the first language use in EFL learning/teaching is as a facilitating or a debilitating tool. That is to say, teachers and students have positive or negative attitudes toward that issue.

Consequently, the present research project examines the attitudes of teachers and students toward the use of Arabic in EFL classes. On the other hand, our research attempts to establish two main opinions according to teachers' and learners' beliefs. The first one is that the use of the mother tongue prohibits learning, and the second is that the L1 has a facilitating role and can essentially support learning.

Aims of the Study

The aim of this research is to examine the use of the teachers' and learners' mother tongue in English classes in Algeria, especially, in Mohamed Khider university of Biskra. It discusses the use of Arabic by some teachers and their students. The main focus, however, is to study how teachers' use of Arabic is influenced by their knowledge and beliefs about it and their attempt to reconcile what they believe. But also to find out whether, and if so, to what extent and when, the students' mother tongue should be used in the class, In particular, this research seeks to:

- identify English teachers' and students' beliefs and ways of implementing the mother tongue, and
- Explore teachers' and students' attitudes towards the mother tongue use and the amount of its use in class.

Research Questions

The main purpose of this research is to explore the teachers' and students' attitudes toward the use of the mother tongue in English classes. The present research aims to answer the following research questions:

1. What are the teachers' and students' attitudes towards the use Arabic?
2. What are the main reasons behind the use of Arabic in English classes?
3. To what extent does the mother tongue have a constructive impact in teaching EFL?
4. Are teachers and students satisfied with the amount of Arabic used in classes?

Research Hypotheses

Our study is directed by two main hypotheses related to the teachers' and students' attitudes and perceptions of first year. The teachers' and students' attitudes are contradictory, when, how and why mother tongue should be used in English classes.

- We hypothesize that the teachers oppose the use of the mother tongue while the students support it. The teachers can be expected to have negative opinions about the use of Arabic in their classes while the students can be expected to agree of its use.
- We agreed that the most teachers and students agree with the amount of Arabic used in English classes.

Research Methodology for this Study

We opted for the descriptive method due the nature of our research topic i.e., a qualitative study. It is a way of exploring and describing real- life situations by providing the observed information of the events as they occur in the class. This research method will help us to identify the target phenomenon in the present study with an analysis to improve the teachers' and students' results.

The most important data collection methods in order to test our hypothesis, to obtain the information required from our research topic, and to fit the objectives of our present research, we will adopt two main data collection methods: the observation classroom and the questionnaires.

In this present research, our sample will be drawn from a population of first year students and 5 teachers from both sexes at section of English in Mohamed Khider

University of Biskra. Out of 10 groups, we will select randomly 1 group. For teachers, we will limit our sample to teachers of (Grammar, Written Expression, Oral Expression, and Methodology) courses. Therefore, the main purpose for this choice is due to the fact that these students have completed seven years of studying English at the middle and secondary schools, they will supposed to be the most suitable population to make sure about their perceptions and attitudes towards the mother tongue use in their classes.

Concerning data collection methods, we would conduct the classroom observation with the target sample. In addition, we administer two main questionnaires; one to teachers, and the other to first year students in order to gain in-depth knowledge of the obtained results. We intend to use questionnaire in order to gain data about the teachers' and the learners' attitudes, whereas, we resort to attend class and use observation protocol to collect data concerning the practice of the use of Arabic in class.

Significance of the Study

The purpose of this study is to find out and discuss why English language teachers and students use their mother tongue in class instead of using English. It will explore their attitudes and possible reasons for not trying to use English only and instead using their first language. The results will help students themselves to have a better idea and explanation of their attitudes towards language learning. By realizing their own justifications, they may have a better chance to develop their language skills.

The study will also help teachers and researchers understand why students tend to use their first language instead of English in their classes. The results may also help teachers understand in which contexts their students tend to prefer to use their mother tongue and not English. By understanding that, teachers will be better informed about which materials and methods may help their students use English effectively in class.

Research Delimitations

The research delimitations are based on three main aspects as the following:

- Finding out the benefits of the use of the mother tongue in teaching and learning foreign languages.
- Finding a providing solutions to the problem which caused by the use of the mother tongue in English classes in order to improve the effective learning process.
- Encouraging the teachers and learners with the significant part concerning the use of the mother tongue in class.

Literature Review

According to another investigate areas in which mother tongue is restored for teaching EFL and determine to what extent this practice might be possible, a number of studies and researches have been carried out in different parts of the world. For example, Cianflone (2009) in his research on mother tongue use in university English courses, he notices that the interviewed students and teachers seem favourable to L1 use in terms of explanation of grammar, vocabulary items, and difficult concepts and for general comprehension.

Another study conducted by Sharma (2006) on the use of mother tongue in an EFL classroom setting of high school students in Nepal, he reveals that many respondents prefer occasional use of L1 in EFL classes for many reasons: to clarify the meaning of difficult words, to explain grammar rules, and to establish close relationship between students and teachers. In addition, his study indicated that both teachers and learners had positive attitudes towards the use of mother tongue.

In sum, similar findings are found in Bouangeune's case study (2009) which also states the effectiveness of using L1 in teaching vocabulary through translation exercises.

Structure of the Dissertation

The present dissertation is organized into three chapters; the first two chapters are concerned with the theoretical background of our topic; the last chapter is a practical framework is devoted for the questionnaires, observation, and the analysis.

The first chapter serves as an introduction to the topic. It provides the historical overview about the mother tongue and foreign Language and their use. Then, we will discuss the different theories of mother tongue and foreign language.

The second chapter reviews of all about language education, including the teaching of English language methods of learning. In addition, the approaches of using mother tongue in teaching and learning EFL and the influence of that use.

Chapter three is the most significant one since it deals mainly with the field study which is concerned with the data collection from questionnaires and the classroom observation. It provides a detailed analysis and the discussion of both teachers' and students' questionnaires as well as, the obtained data through the classroom observation. Besides, it also draws a conclusion and some pedagogical implications.

Key Terms

Mother Tongue, Foreign Language, Language Teaching, Monolingual Approach, Bilingual Approach, Foreign Language Learning, Language Interference, Negative Transfer, Grammar-Translation Method, Direct Method, Attitude, Perception.

Introduction

Throughout history of the language development there has been a great interest in language acquisition and learning i.e., first language acquisition and foreign language learning. In this chapter, we will deal with general issues about the research topic, which defines the significant variables concerning the mother tongue, as well as its fundamental theories. In the same vein, we will discuss how human beings acquire first language from different views. Following this, we will present the nature of foreign language and its modern theories. Finally, the differences between mother tongue and foreign language learning are going to be limited.

1. Mother Tongue: A Review of the Concept

Mother tongue is a term intended for the first language or the original language, which means the language that a child acquires since his/her birth and during the period of his/her inception. The child acquires the first language from parents; precisely from his/her mother where s/he will be more interactive, which his/her acquires most of speech from her. Consequently, the mother language has an essential role in a child's physical abilities and mental development; the child will be able to pronounce, speak and know how to communicate with parents and those who are around him.

It is believed that mother tongue or first language is a language that is said to be acquired from birth and especially in a critical period. The latter, it is considered as an important phase in a child's primary life, it refers to the language of one's ethnic group rather than one's first language. From this, one can understand that first language acquisition generally refers to the acquisition of a single language in childhood, regardless of the number of languages in a child's natural environment. The concept 'first language acquisition' usually refers to the natural improvement of language which takes place in childhood from birth.

In 2012, Goss notes that "Language acquisition is the process whereby children acquire their first languages. All humans (without exceptional physical or mental disabilities) have an innate capability to acquire language; children may acquire one or more first languages" (para. 1). That is, the ability to learn language is inherent which mean here each individual is born with what is called language acquisition

device (LAD). That is to say that the acquisition of mother tongue occurs with inborn ability and involuntarily by the child. In other words, the external factors are not required as foundation for child to acquire the language.

Goss (ibid) claims that language acquisition process is based on what a child receives which named as 'linguistic input' within critical period. According to Goss (2012) the critical period is defined as "the window of time, up to about the age of twelve or puberty, in which humans can acquire first languages. Children must receive adequate linguistic input including phonology (speech sounds), semantics (vocabulary and meaning), grammar (syntax or word order, morphology and grammatical markers), and pragmatics (use and context) and prosody (intonation, rhythm, stress)" (ibid, para. 1). Therefore, the child acquires the first language when should pass through the critical period.

It is obvious that the critical period is considered as an important stage in early years of life, during this period Childs' language will develop simply. In addition, the linguistic input should be sufficient. Richards and Schmidt (2002) look at the mother tongue as:

First language (generally) a person's mother tongue or the language acquired first. In multilingual communities, however, where a child may gradually shift from the main use of one language to the main use of another (e.g. because of the influence of a school language), first language may refer to the language the child feels most comfortable using. Often this term is used synonymously with NATIVE LANGUAGE. First language is also known as L1. (p. 202)

In the same context, they define mother tongue as:

Native language (usually) the language which a person acquires in early childhood because it is spoken in the family and/or it is the language of the country where he or she is living. The native language is often the first language a child acquires but there are exceptions. Children may, for instance, first acquire some knowledge of another language from a nurse or an older relative only later on acquire a second one which they consider their native language. Sometimes, this term is used synonymously with first language. (ibid, p. 350)

Referring to these previous quotations, the mother tongue is argued to be the language usually spoken by individuals in early age.

In comprehensible work about the definition of mother tongue, Valdman (1997) emphasizes that the term 'mother tongue' has been defined from many views of linguistics and sociolinguistics over the years. Based on the 1901; the definition says

that “one’s language, the language of his race, but not necessarily the language in which he thinks or he speaks most fluently or uses chiefly in conversation”. This definition is subjected to several updates in meaning. On the contrary, in 1921; the definition has been completely changed; the mother tongue became known as “the language of customary speech employed by the person”. This previous definition does not give great importance to what is stated in the previous one as term of “race”.

According to 1931, the definition adopts what was said by the first definition with regard to “one’s native language” where support that mother tongue is “the language learned by children and still spoken or the language of the home whether the person has learned it or not (e.g., infants)”. At this point, there have been a lot of changes in terms of meaning where the meaning has become more accurate because the language needs to be spoken and used in its context.

For the 1941 definition, provides different overviews about the mother tongue that relate primarily to the linguistic competence. The latter, it is unconscious knowledge of grammar that allows the speaker to use and understand a language which is used by Noam Chomsky and other linguists; the mother tongue here is defined as “the first language learned in childhood and still understood by the person”. This definition mentioned a lot of controversy in the past time. The 1971 census definition issued new concepts which mainly relate to the mother tongue. “The language spoken Most Often at Home” which also known as “Home Language”. Finally in 1981 census the term was defined as “the language spoken most frequently by the person in his home”.

Moreover, Hoff and Bridges (2009) describe mother tongue as “the term first language acquisition refers to children’s natural acquisition of the language or languages they hear from birth. It is distinguished from second language acquisition, which begins later, and from foreign language learning, which typically involves formal instruction” (para. 1).

2. Mother Tongue Acquisition

Infant acquires mother tongue, by hearing from his custodial persons for the first years of age. It is most often those who living with him/her. Thus, the acquisition

occurs first in the kinesthetic level through imitation then occurs in the mental level after the growing of the mental structure because the child listens a period of time of those around him to what they say of sounds and different words even have the ability to regulate speech sounds.

Lust (2006) believes that children start their first language acquisition on the basis of the biological system of brain shape and function which in many fundamental ways is continuous with that of the adult. Ingram (1989) sees that children acquire different words separately in comprehension then relate them each other to pronounce, which means that children should hear and imitate words from adults people and repeat what they say to a great deal in order to be able to act the language. In this context, Satake (1990) suggests that “although all children learn first language in their own environment, they pass through similar stages of acquisition and make similar errors such common stages of acquisition and overgeneralizations as common errors” (p. 9).

Lightbown and Spada (2006) note that infants’ vocalizations are viewed as natural crying when they feel hungry; Children introduce sounds from cooing and gurgling or sometimes lying in beds seeing the atmosphere around them. They have a little ability to create sounds; this occurs in primary weeks. The infants will have the ability to make variances between the sounds of human languages from others or what people say. They can notice the difference between utterances. For example ‘pa’ and ‘ba’, After a short period, they begin to create their own language through vocalizations (babbling), which is essentially to express features of the language they hear from the environment.

Moreover, by the end of this stage in the first year, the majority of children pick up a few common repeated words. They begin perform some movements such as, wave when their parents say ‘bye-bye’; they clap when someone says ‘pat-a-cake’. They go quickly to the kitchen when ‘the juice and cookies’ are prepared. Most infants are able to produce a word or may be more than two words that everyone can understand, all of these development occur at twelve months. In the age of two, children create more than fifty words. In this period, they start to construct a few habitually words into extremely simple sentences, for instance, ‘Mommy juice’ and also ‘baby fall down’.

According to Lightbown and Spada (ibid), these sentences that children first produce are called often as ‘telegraphic’ because they do not well form correct sentences which they usually forget such things prepositions, articles, and auxiliary verbs. Consequently, we consider them as sentences even though the lack of the function words and grammatical morphemes. They shape their word order as they hear the language from environment because these words together have a meaning relationship irrespective of their order.

They (ibid) argue that all of these sentences that children produce as an imitating of what they hear from people around them. Then, the process develops effectively which shows that children can creatively combine words by two and three word sentences such as, ‘more outside’ referring to ‘I want to go outside again’ according to the context, ‘Daddy uh-oh’ may mean ‘Daddy fell-down’ or ‘Daddy dropped something’ or even ‘Daddy’, please do that funny thing where you pretend to drop me off your lap’.

Trask (1999) says that language acquisition is:

The process by which a child acquires his mother tongue, the acquisition of a first language is arguably most wonderful feat we perform in our whole life, and we do it at an age when we can hardly do anything else. An explanation for this feat is now considered to be one of the central tasks of linguistics. (p. 93)

Trask (ibid) points out that Noam Chomsky believes that children are born with a transmitted ability to acquire any human language; they previously understand what human languages are like. He also believes that certain linguistic structures which children use must exist on the child’s mind. Chomsky believes that every child has a ‘language acquisition device’ which he called the (LAD). This device encodes the major principles of a language and its grammatical structures into the child’s brain. Children have the ability to learn new vocabulary and apply the syntactic structures from the (LAD) to form sentences.

3. First Language Acquisition Theories

3.1 The Behavioural Theory

In the opening of the 20th century, the behavioural theory has been interested in great extent to the field of psychology and linguistics, as well the language acquisition of first language. One of the well-known linguists who try to hypothesize a behaviouristic model is the behaviourist 'B. F. Skinner' in (1957) under the concept of 'Verbal Behaviour' or Skinner's classic. Skinner suggested this notion to clarify how human beings acquire their native language. He invented a new term, known as the operant conditioning or the 'Skinner Box'. According to Mallett (2008)

Skinner argued that language, like much early learning, was acquired by imitation. So the child might hear the word 'milk' said as his or her parent hands them a glass of milk. The word becomes associated with the context and the parent is likely to praise or 'reinforce' the child's appropriate utterance of the word. Of course imitation does account for some kinds of learning- we have to hear our mother tongue spoken in order to acquire a vocabulary but the behaviorist theory is less convincing when we move on from content words like 'milk', 'ball' and 'Mummy' to words like 'yesterday', 'because' and 'when'."(p. 194)

Therefore, first language acquisition is concentrating on the habits and the reinforcement through imitation and repetition of what children hear from their parents. In this context, Carr et al., 2007 state that "children learn by receiving positive or negative reinforcement for their behaviours; these rewards and punishments then shape their future habits." (p. 19).

On the other hand, the two cited authors (ibid) argue that infants catch the language of their environment or what they hear from their parents and attempt to reproduce utterances which are similar to what they hear. Consequently, when they create correct utterance, they would be rewarded, but when they create incorrect utterances they would be ignored. According to them, the behaviourist theory is based on three predictions; they mention: (1) all children imitate what they hear. (2) Adults correct 'reinforce' what children say. (3) Children respond to the reinforcement by producing the correct utterances.

Keenan and Evans (2009) say that "according to this theory, the likelihood of children's behaviour reoccurring can be increased by following it with a wide variety

of rewards or reinforces, things such as praise or a friendly smile” (p. 30). On one hand, they also suggest that skinner believed that reward will increase the children’s behavior, rather than the punishment will lead to a reduction in child’s behaviour. Lightbown and Spada (2006) point out that:

Traditional behaviorists hypothesize that children imitated the language produced by those around them; their attempts to reproduce what they heard received ‘positive reinforcement’. This could take the form of praise or just successful communications. Thus encouraged by their environment, children would continue to imitate and practice these sounds and patterns until they formed ‘habit’ of correct language use (p. 10)

From this we understand that the authors claim that child’s language behaviour is depended on the nature and quality of the speech and the reinforcement that they are received from the environment. Furthermore, they suggest that children produce new sentences which are usually logical and precise.

In summary, according to this theory, children are born with ‘Tabula Rasa’, which also known as a ‘clean slate’; after that the environment forms their behaviour through the process of stimulus and response. In other words, children imitate and practice the spoken language that they hear from people who are around them, children’ correct forms or utterances that are reinforced when they are rewarded.

3.2 The Cognitive Theory

In the early decades of the twentieth century, this theory has been appeared as a response to the behavioural theory. The latter it has two different views, Jaen Piaget and Lev Vygotsky theories. In this context, we will focus on Piaget’s view because he was the first psychologist who made a foundation study of cognitive development of language acquisition. He viewed that infant’s language is form on their cognitive development.

Lightbown and Spada (2006) believe that “Piaget observed infants and children in their play and in their interaction with objects and people” (ibid, p. 20). That is, according to Piaget, children acquire their initial knowledge of language forms through environments; this occurs through interaction with people around them. Therefore, the cognitive development is based on the nature of interaction between the children and the thing that can be observed. In the same vein, Mallet (2008) claims that “Piaget and other developmentalists learning towards the cognitive view

believe that language acquisition is part of general intellectual development.” (p. 195).

Keenan and Evans (2009) state that “Piaget argued that children actively explore their world, and their thoughts are ultimately derived from their actions on the world” (p. 158). They also say that Piaget believed that infants have the ability to create their identity and reality in the same way they treat with the outside world. Therefore, in Piaget theory cognitive development refers to the concept of schemes. The latter, according to them, define the scheme as “a scheme is an interrelated set of actions, memories, thoughts, or strategies which are employed to predict and understand the environment” (ibid, p. 158).

That is why Piaget confirms that the language which we create has no meaning if it has no relation with social function. Ingram (1989) states that children’ cognitive development based on two main processes assimilation and accommodation. Ingram (ibid) explains that assimilation happens when the children make some changes in the receiving knowledge to its internal structures. On the other hand, accommodation is the opposite process compared with assimilation, in accommodation the children changes the internal perception even it applies to the external event. Overall, Piaget argued that children have to realize a concept before they acquire the specific language structure which clarifies that concept. The cognitive development stresses on mental processes such as remembering, perceiving and reasoning.

3.3 Innateness Theory

It is a language acquisition theory that was first proposed by Noam Chomsky in 1965. The concept ‘Nativist’ is derived from the central assertion which suggests that language acquisition is inherently determined. This means that, all human beings are born with an inborn ability that prepares them to a regular perception of

For Linghtbown and Spada (2006, p.15), they claim that “Chomsky challenged the behaviorist explanation for language acquisition. Indeed children are biologically programmed for language and that language develops in child in just the same way that other biological functions develop.” Based on this, Chomsky maintains that all children have an inborn capacity for language acquisition. Children’s brain includes

linguistic knowledge at birth. In this sense, humans are born with a language acquiring mechanism which allows them to acquire and produce the language.

Furthermore, the two cited authors believe that Chomsky suggested that children are born with a clean mind called 'blank slates' in order to imitate and to practice the spoken language around them from the environment. Infants born with a specific intrinsic ability allow them to discover the language rules or the organized system of language they are supposed to use. This endowment that is given to any one includes the foundations which are universal to all human beings. Equally important, this Universal Grammar contains a set of rules that suggest how human language is organized and performed.

To explicit this idea, Mallett (2008) proposes that:

Chomsky criticized the mechanistic approach to language acquisition of behaviorist and point to the speed with which children acquire language without overt instruction. He suggested that children have to make sense of the sound they hear. This he termed a 'Language Acquisition Device' - a grammar generating 'device' which processed fragments of language into a coherent system (p. 194-195)

Thus, Chomsky would say that human speech is not always issued by the stimulus and response where there are words referring to the mind and not the outside world that based on the stimulus and response. He added that the children are born with a special device called (LAD) which enables them to form correct grammatical sentences that they did not hear before. Therefore, the innate ability to single language is commonly among those who speak of that language while individual's performance relating to individual self-creativity.

To coordinate this assumption, Carr et al., 2007 say:

[...] Language seems to be acquired similarly to other innate skills, such as walking. All children are born with the capacity to acquire the skill of walking and, as they develop they go through stages- crawling, standing, and walking with support- that eventually lead to walking upright. Adults don't have to teach children how to walk by explaining the mechanism of walking or how to put one foot after the other- we assume children will learn to walk on their own, as long as their environment does not restrict discourage them (p. 21-22)

Through this citation, the authors would say that supporters of this theory believe that children are born with an internal capacity. Thus, children inherently go through stages where they are at one stage speak the language like adults. They rejected the principle which says that the languages need to be taught. Based on this, we

determine that the role of adults is to provide children with language, at the same time the children create their own linguistic rules.

In sum, Carr et al., (ibid) also summarize some of the central suggestions for first language acquisition as in the following ideas:

1. Children experience uniform stages and attainment:

All children go through similar stages where they acquire the vocabulary and sentences from the spoken language that they are exposed to when they speak with people around them.

2. First language must be acquired during a critical development period:

If language achieved by children is restricted by the boundaries of critical period, consequently, the acquisition of first language acquisition begins only at this period and does not occur at any other time.

3. Children master the system of their first language without explicit evidence of all its possibilities:

Although children are not exposed to all language systems, but they have sufficient ability to learn all the language systems because adults usually do not use complete structures. In other words, children at birth have a primary knowledge about the language which can be developed without receiving explicit knowledge.

4. Foreign Language: A Review of the Concept

Foreign language is any language that is not native to a specific country or individuals. Knapp et al., 2009 point out that, foreign languages are “languages which are taught and learnt, and not acquired” (p. 3). This means that a foreign language is the language learnt in schools or in other educational institution. Equally important, a foreign language, as well as second language, is a language that is learnt in addition to a person’s mother tongue.

In addition to this explanation, Richards and Schmidt (2002) define foreign language in the following terms:

Foreign language is also non- native language, a language which is not the native language of large numbers of people in a particular country or region, is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc. Foreign languages are typically taught as school subjects for

the purpose of communicating with foreigners or for reading printed materials in the language. (p. 224-225)

For this reason, it is believed that a foreign language is a language said to be indigenous to another country. It is a language not spoken in the native country of the person referred to. Moreover, a foreign language is that language used in a nation other than one's own, a language that is studied commonly for cultural perception and in formal or setting such as, schools, education institution or in other association.

Saville -Troike (2006) states that a foreign language is the language that is not used broadly in the social context. It is the language that Learners use in different situations such as traveling or communicating with foreigners.

From this context, we can talk about many issues related to this topic, and one of the most important issues which mainly have a great relationship with the foreign language is the concept 'second language'. The latter, has been defined by many linguists and researchers in the field of language acquisition such as, Saville-Troike (2006) who says that "a second language is typically officially or socially dominant language need for education, Employment, and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively (ibid, p. 4).

In other words, this means that a second language is one's second language a language that does not refer to the first language, but it is the language used where that person lives. Therefore, a second language refers to the language learnt besides to a person's native language, particularly in a framework of second language acquisition which means, learning a new foreign language.

About the efficient research of how individuals acquire a second language in a properly modern controversial issue, individuals have become in need to learn a second language as a way of gaining knowledge about that language. Saville -Troike (ibid) "Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language" (p. 1).

According to Ellis (1997), the term of second language acquisition emerged as mysterious in its meaning; but, otherwise, it is uncomplicated concept.

Consequently, the term 'second' refers to a person's language that is learnt after his first language, this term is considered as not opposite to the 'foreign'. In this context, he means that L2 acquisition can be defined as "the way in which people learn a language other than their mother tongue, inside or outside of a classroom, and 'Second Language Acquisition' (SLA) as the study of this" (ibid, p. 3).

5. Foreign Language Modern Theories

Numerous theories and hypotheses have attempted to explain this kind of learning. In this sub-section we will discuss the most important of these theories, and, especially, some modern theories which are summarized as the following:

5.1 Identity Hypothesis Theory

This theory claims that the acquisition of a mother tongue and foreign language learning are basically identical. So there is no impact to the native language to learn a foreign language. It ignores many factors, such as cognitive development at the individual, social conditions, and educational and other factors. The significance of this theory is to focus on the way of how to learn a foreign language.

Appel and Muysken (2005) claim that:

The identify hypothesis, also called the L1=L2 hypothesis, the universalistic or creative construction hypothesis. In brief, the identify hypothesis claims that second language learners actively organize the target language speech they hear, and make generalizations of what they hear, and make generalization about its structure in the same way as children learning a first language. The course of the acquisition process is determined by the structural properties of the target language and of the learning system, not by the differences or similarities between the source and the target language (p. 85)

In other words, Appel and Muysken (ibid) believe that the process of mother tongue acquisition and foreign language learning are similar, as well as the mother tongue has no any impact on foreign language learning. They argue that the errors made by the learners of a foreign language are not caused by the mother language, but its source is a property of the target language to be learnt. That is, to say, the identity hypothesis, all foreign language learners' errors are mostly identical to the children' errors in acquiring a mother tongue.

On the other hand, they decide that the learner's errors are due to linguistic overlap called (interference/transfer). Klein (1986) claims that "The notion of an

essential a first and/or a second language acquisition rests squarely on findings that in both modes which there is a parallelism in the acquisition order of such structures as interrogatives, negation, or certain morphemes” (p. 24). Thus, there are variances and similarities between a mother tongue and second language acquisition.

5.2 Contrastive Hypothesis Theory

Towell and Hawkins (1994) state that “one of the first attempts to account for some of the observable phenomena of SLA has come to be known as the contrastive analysis hypothesis, this was an enterprise built in the 1950s on the twin bases of structural linguistics and behaviourist psychology” (p. 17). In other words, the contrastive hypothesis was made when the structural linguistics and behavioural psychology were dominant in the sixtieth, where it was introduced by the linguist Lado.

For Klein (1986) who believes that:

The contrastive hypothesis, conversely, claims that the acquisition of the second language is largely determined by the structure of an earlier acquired language, those structures of the second language that coincide with corresponding structures of the first language are assimilated with great ease as a result of ‘positive transfer’. Contrasting structures, on the other hand, present considerable difficulty and give rise to errors as a result of ‘negative transfer’, or ‘interference’ between the two contrasting languages (p. 25)

Depending on what is mentioning in the citation, the contrastive hypothesis builds on the assumption argues that learning a foreign language is mainly determined by the knowledge and linguistic structures that have been already acquired in mother tongue. in the same vein, Aukrust (2011) referring to Wardhaugh (1970) argues that “the general principle of the hypothesis was that difficulties in second- or foreign-language learning were caused by structural differences between the mother tongue of the learner and the target language to be acquired” (p. 205).

Accordingly, Towell and Hawkins (1994) suggest that contrastive hypothesis used to “describe the way in which the learner related the first set of language habits to the second set of language habits was transfer” (ibid, p. 18). That is to say, the linguistic knowledge of the mother tongue has significant impact in learning a foreign language through linking what have been previously acquired and what should be learnt in the target language.

Moreover, Jordan (2004) states that “contrastive analysis examined the role of the native language in SLA, and suggested that “language transfer” was the key to SLA” (p. 168). The author would say that learning a foreign language is mainly focus on the role of mother tongue, as well as one of the most factors that to learn the target language is the process of language transfer.

5.3 Monitor Model Theory

Myles and Mitchell (2004) believe that “Krashen’s theory evolved in the late 1970s in a series of articles” (p. 44). It means that, in the late of seventeenth, krashen’s theory has been emerged through series of research articles. He worked on the development of his theory, which is mainly concerned with the learner’s self-monitoring process of learning. For Saville-Troike (2006) argues that the monitor model is “an approach to SLA introduced by krashen (1978) that takes an internal focus on learner’s creative construction of language” (p. 191).

According to Richards and Rodgers (2001) say that:

Monitor theory addresses both the process and the condition dimensions of learning. At the level of process, krashen distinguish between acquisition and learning. Acquisition refers to the natural assimilation of language rules through using language for communication. Learning refers to the formal study of language rules and is a conscious process (p. 22)

That is to say, the monitor theory confirms that there are two different ways to learn foreign language which are: language acquisition and language learning. Myles and Mitchell (ibid) propose that Krashen’ theory is based his general theory around a set of five basic hypotheses:

1. The Acquisition-Learning hypothesis
2. The Monitor hypothesis
3. The Natural Order hypothesis
4. The Input hypothesis
5. The Affective Filter hypothesis.

5.4 Error Analysis Theory

Ellis (1994) considers that:

The study of errors is carried out by means of error analysis (EA). In the 1970s, EA supplanted constructive analysis (CA), which sought to predict the errors that learners make by identifying the linguistic differences between their L1 and the target language (p. 47)

In the light of this citation, the author would say that the EA has been appeared as a response to the CA for being too limited to give a clear picture about the errors by learners of foreign language and their mother tongue. By the same token, Saville-Troike (2006) says that:

Error Analysis (EA) is the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language. It is based on the description and analysis of actual learner errors in L2, rather than on idealized linguistic structures attributed to native speakers of L1 and L2 as in CA (p. 37)

Furthermore, VanPatten and Benati (2010) states that "what early error analysis showed was that not all errors could be attributed to L1 influence and that L2 learners were active creators of linguistic systems" (p. 82). With this intention, the two cited authors believe that not all the errors made by the learner when learning a foreign language coming from their mother tongue.

5.5 Interlanguage Theory

Pavičić Takač (2008) argues that "since its appearance in the early 1970s, the term has dominated SLA research for several decades" (p. 31). This means that in the early of 1970s, the interlanguage theory has been central development of the field of research on second language acquisition. Ellis (1994) states that "the term interlanguage was coined by Selinker (1972) to refer to the interim grammars which learners build on their way to full target language competence" (p. 30). That is to say, the concept of interlanguage theory was introduced by the American linguistic Larry Selinker.

Accordingly, Saville-Troike (2006) proposes that "[...] the term Interlanguage (IL) to refer to the intermediate states (or interim grammars) of a learner's language as it moves toward the target L2" (p. 41). In other words, Pavičić Takač (2008) argues that the term interlanguage refers to "a language system (i.e. grammar) constructed by language learners in the process of L2 learning" (ibid, p. 31).

One of the most significant principles of this theory is learners' errors, Pavičić Takač (2008) believes that "the theory views errors made by learners in language production as evidence indicating the development of linguistic competence" (ibid, p. 31). From this, the author would say that the errors made by the second language learners are a clear picture of the growth in learning process.

White (2003) point out that:

The concept of interlanguage was proposed independently in the late 1960s and early 1970s by researchers such as Adjémian (1976), Corder (1967), Nemser (1971) and Selinker (1972). These researchers pointed out that L2 learner language is systematic and that the errors produced by learners do not consist of random mistakes but, rather, suggest rule-governed behaviour. Such observations led to the proposal that L2 learners, like native speakers, represent the language that they are acquiring by means of a complex linguistic system (p. 1)

It is worth mentioning that Saville-Troike (2006) also suggests that

As in EA and first language studies of the 1960s and 1970s, Selinker and others taking this approach considered the development of the IL to be a creative process, driven by inner forces in interaction with environmental factors, and influenced both by L1 and by input from the target language (p. 41)

6. Mother Tongue and Foreign Language Learning: Some Differences

6.1 Acquisition Vs. Learning

In order to understand some necessary aspects in language development, it is important to be aware of such concepts. A number of linguists and sociolinguists have attempted to explain those concepts regarding, acquisition / learning of language.

6.1.1 Acquisition

Krashen (1982) describes the term acquisition as:

Is a process similar, if not identical to the way children develop ability in their first language. Language acquisition is a subconscious process; language acquirers are not only aware of the fact that they are using the language for communication (cited in Gass, 2013, p. 129)

From this citation, the author would explain that the term acquisition or language acquisition is mainly related to the process of a child's ability to acquire the mother tongue. On the other words, in (2012), Tavakoli defines the concept of acquisition as

“a term refers to the process or result of learning (acquiring) a particular aspect of a language, and ultimately the language as a whole” (p. 9).

Denham and Lobeck (2010) define language acquisition as “unconscious process of language development in humans that occurs without instruction” (p. 4). In the same vein, Richards and Rodges (2001) state that Acquisition process is “the natural assimilation of language rules through using language for communication” (p. 22).

6.1.2 Learning

By contrast, in (2010), Denham and Lobeck define learning as “process of gaining conscious knowledge of language through instruction” (ibid, p. 4). In the same vein, krashen (1985) state that “learning refers to the conscious process that results in ‘knowing about’ language” (cited in Mitchell and Miles, 2004, p. 45).

Richards and Rodges (2001) say that learning refers to “the formal study of language rules and is a conscious process” (ibid, p. 22).

Conclusion

This chapter attempted to provide the reader with a series of basic definitions in order to help them to be aware of the mother tongue and its significant theories i.e., how human being acquire the mother tongue and in different ways, and how children acquire their native language. On the other hand, it also tried to provide an idea about the foreign language and its main theories. For that reason, many studies have been appeared to explain the differences between the two concepts (acquisition/learning).

CHAPTER TWO

Methods and Approaches to Use the Mother Tongue in Teaching EFL: A Review of the Relevant Literature

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Introduction

The use of mother tongue has always been a controversial issue in English Language Teaching (ELT). It is believed that a mother tongue is said to be one of the most practical subjects among the English teaching methods and approaches. Based on this, there are two different views which have appeared to judge whether, or not a mother tongue should be inclusive or exclusive in class.

This chapter provides a better understanding of the methods and approaches of using the mother tongue in class; it includes a historical overview about those methods and approaches of using the mother tongue in Teaching English as Foreign Language (TEFL). Besides, a number of definitions will next be presented, followed by characteristics for both, methods and approaches, and also the influence of mother tongue in English classes i.e., language interference.

On the whole, through this chapter, we intend to present teachers' and learners' attitudes towards the use of the mother tongue in English classes, via a number of previous works that had been conducted by different researchers and investigators.

1. Methods of Teaching English as a Foreign Language

The history of language teaching has been characterized by great adjustments and developments. That is to say, there are continuous changes of teaching methods and approaches which lead to shed light on different principles and assumptions. Through years, the shift within language teaching highlighted the role of the teacher and learner in the teaching and learning process.

1.1 The Grammar-Translation Method

The grammar-translation method predominated in Europe until the mid-20th century. This method is considered as one of the older methods applied in teaching foreign languages. It is derived from the classical or traditional method of teaching Latin and Greek. The main objective of this method was teaching learners grammatical rules and vocabulary of the target language through the process of the translation between the mother tongue and the target language. The focus of this method is to enable students to learn how to read and write in the foreign language.

In the first place, Mukalel (2005) states that “as the very name reveals, it is a foreign language teaching method of which consists exclusively of the formal teaching of grammar, and translation from and to the mother tongue of the learner” (p. 45). For Smith (2005), he says that Grammar-Translation Method is the method, that the process of translation is the effective way to learn vocabulary. That is to say, this method totally ignored all what is related to the phonetics and pronunciation.

Mukalel (ibid) believe that there are many significant factors that have supported the emergence of this approach or method and among them are as following: (1) Language more concerned with the written form and not. (2) All languages have the same grammatical rules. (3) The use of the grammar of mother tongue enables the students to be aware of the grammar of the foreign language. (4) the most parts of foreign language are learned through translation from the mother tongue.

Besides, Elizabeth and Bhaskara (2004) claim that the translation is a successful way in order the foreign languages to be taught; thus, the students should master set of rules of grammar. She also suggests that Grammar-Translation method is based on the following:

1. Principles

- Translation is the best way for the foreign language to be taught and takes short time.
- The comparison between the two different patterns of languages makes the learning process successful and clear.
- Mastering of the grammatical rules and using them is effective way to avoid any kind of errors.

2. The Advantages

The Grammar-Translation method has a number of advantages. These are as the following:

- This approach has achieved great success in the foreign language departments at the present time.
- By the process of translation word by word, the teacher can gain the time.

- Through the comparison between the structures of the two languages, students are able to learn more patterns of English by their mother tongue.

3. The disadvantages

- The Lack of attention to the communicative aspect which is the important thing in the language use, thus, students were unable to express themselves and communicate with the people around them.
- Give great importance to read, rather than speak
- Common translation process leads to the formation of sentences have no meaning in the target language.

It is worth mentioning that the Grammar Translation Method is called the classical method because it is the first method used in language teaching. Since its main purpose is to help learners be able to explain in depth foreign language literature, where giving a little consideration of the spoken language.

In the Grammar-translation method, Harmer (2007) proposes that:

Students were given explanations of individual points of grammar, and then they were given sentences which exemplified these points, These sentences had to be translated from the target language (L2) back to the students' first language (L1) and vice versa (p. 63)

Larsen-Freeman (2000) argues that “through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better” (p.11).

In order to understand more about the Grammar Translation Method, Richards and Rodgers (2001, p. 5-6) summarize a set of objectives relating to the grammar translation method as following:

1. The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. Grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this

knowledge to the task of translating sentences and texts into and out of the target language it hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language.

2. Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.
3. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization. In a typical grammar translation text, the grammar rules are presented and illustrated, a list of vocabulary items is presented with their translation equivalents and translation exercises are prescribed.
4. Grammar is taught deductively- that is, by presentation and of grammar rules, which are then practiced through translation exercises.
5. The student's native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between the foreign language and the student's native language.

1.2 The Direct Method

The direct method is an approach of teaching foreign languages which is also known as natural method, and is often a conversational method. The direct method was popularized by Berlitz schools in Europe. It emerged around 1900 in the western world as a response to the Grammar-translation method and other older methods.

Mukalel (2005) believes that direct method supported the teaching of foreign language without the use of the mother tongue. He totally prevents the students' mother tongue in foreign classes. In one hand, Elizabeth and Bhaskara (2004) say that:

Direct method of teaching English means teaching directly through English medium. In this method, mother tongue is not used at all. This method came as reaction against the translation method. It is also called the natural method of teaching (p. 54)

This means that the basic rule of the direct method is that the process of translation is forbidden and the meaning is directly conveyed in the target language through visual aids tools. The author would declare that in this method the learning process is that, students learn the foreign language in the same way they learn their mother tongue. In addition, the direct method is learnt for communication, it means

that enables the students to practice the target language in real situation to communicate. By the same token, Karunaratne (2009) believes that one of the main principles of the direct method; teaching is to teach the target language in the target language.

In addition, as point view of Jesa (2009) who states that:

[...] It is a method of presenting of the target language material directly without employing another language as the medium. Effort is made to approximate the idea of having the students think entirely in the target language from the beginning of the course (p. 37)

Furthermore, Richards and Rodgers (2001, p. 12) propose a number of principles of the direct method as under:

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively

Additionally, Saraswati (2004) suggests that students should use language in real situations in order to encourage the learners to speak the target language as much as possible. Thus, grammar should be taught inductively. According to Elizabeth and Bhaskara (2004) who also summarize some basic principles of the direct method which are briefly as the following:

1. Principles

- **Direct association between thoughts and words:**

In this method, the students should think and express in the target language.

- **Oral practice:**

Language essentially is speech and the development of the oral language should be through the practice of speaking.

- **Functional grammar:**

According to this method, the focus should be on the functional grammar rather than the theoretical grammar.

- **Inhibition of the mother tongue:**

This means that teaching the target language in the target language, and the translation is totally rejected in the classroom.

2. Advantages

- The method emphasizes more on spoken language not written language in order to enable the students to communicate successfully.
- This method is the most suitable for teaching English idioms.
- In direct method, the syllabus is based on the abstract situations.

3. Disadvantages

- In this method, the teacher sometimes faces difficult situation when the students do not understand the meaning of the word because the mother tongue is not allowed.
- The more focus on the oral as well as the speaking skill, the more writing skills get less consideration.
- It is an expensive method because the teacher should use materials.

1.3 The Audio-Lingual Method

After the Second World War, English language teaching witnessed the emergence of a wide world curiosity in foreign languages and an urgent need for international communication. The Audio-lingual Method was developed through United States army program devised. It is also so called “The Army Method”.

Nagaraj (1996) says that “writing and reading were not neglected, but the focus throughout remained on listening and speaking”. (p. 80). As can be understood of what the author says, the audio lingual method is based on the idea that the oral language is acquired through oral practices based on the concept of repetition and learning analogy. The author also claims that “language was introduced through

dialogues which contained common structures used in everyday communication as well useful vocabulary; the dialogues were memorized line by line” (ibid, p. 80).

Richards and Schmidt (2002) put forward that the audio lingual method is:

a method of foreign or second language teaching which emphasizes the teaching of speaking and listening before reading and writing, uses dialogues and drills discourages and use of the mother tongue in the classroom often makes use of contrastive analysis (p. 49)

As shown above, the focus should be on the teaching of listening and speaking before reading and writing, where any new material is presented in dialogues form, and also the focus should be on the structure of the spoken language, but rather on the acquisition of a new vocabulary.

Richards and Schmidt (ibid) also state that the main assumption behind the audio lingual method is the aural-oral approach to language teaching, which they demonstrate, which involves several beliefs about teaching and learning process as following:

1. Speaking and listening are the most basic language skills
2. Each language has its own unique structure and rule system
3. A language is learned through forming habits

It is believed that this approach to language learning is said to be similar to the method called the direct method. The audio-lingual method advised that students be taught a language directly, without using the native language to explain new words or grammar in the target language. However, the audio-lingual method didn't focus on teaching vocabulary.

Moreover, Nagaraj (1996) considers that the audio lingual method mainly focus on the listening and speaking skills. Here, the author believes that the use of the mother tongue is forbidden. For that reason, only the target language should be used in the class. Larsen-Freeman (2000) suggests that “ it was thought that the way to acquire the sentence patterns of the target language was conditioning helping learners to respond correctly to stimulus through shaping and reinforcement” (p. 35).

According to what is said by Larsen-Freeman about the audio lingual method, we can draw a clear picture about its foundation which is considers that language is a set of habits, this foundation means that language is acquired by imitation and practice. i.e., habits are established by stimulus and response.

Tavakoli (2012) argues that the Audio-lingual method was an approach to language teaching based on mechanical and structural pattern language through using drills. For example, repetition and transformation drills.

In the same view, Pellatt et al., 2010 maintain that:

The audio-Lingual method attempted to develop target language skills without any reference to the mother tongue. This approach abandoned translation for its mental burden on the learner and advocated habit formation and conditioning without the intervention of any intellectual effort (p. 54)

This idea implies that the Audio-Lingual method looks at the target language and mother language as two different systems that should not be related, thus, only the target language should be used. It is ostensible to know that in the audio-lingual method the mother tongue is discouraged.

In this context Venkateswaran (1995) suggests a set of assumption on which this method is based:

1. New material should be presented in dialogue and conversation practices;
2. Language is a set of habits;
3. Structural patterns are taught using repetitive drills;
4. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.

1.4 The Communicative Method

In the early 1980s, communicative language teaching method or the Functional-National method has been emerged as a result of the work of the Council of Europe experts. It was extensively seen as the conclusive response to the previous methods of teaching. The communicative method is regarded as an umbrella concept for

methods that aim to improve communicative competence. This method means the ability to produce expressions and sentences in the target language.

Aslam (2006) believes that the communicative method “aims to develop communicative competence” (p. 56). In other words, through such method the learners should know how to use the language according to the settings and situations. The focus is on the meaning and the function, rather than on the structure of the language. As well, Aslam (2006) suggests that “communicative language teaching or CLT considers language both as communication and for communication. The goal of language teaching is therefore to develop ‘communicative competence’” (ibid, p. 56)

Yang and Ma (2000) believe that “communicative method should be used in English teaching. In class, for all the oral and written activities, the students that play the central roles and the teacher functions as the designer and coordinator.” (p. 402). Concerning to what Yang and Ma mentioned above, we should know that the communicative method is mainly focus to enable the students to use the language for written and spoken language in different context. Besides, enables them how to understand various types of texts.

1.5 The Community Language Learning Method

The Community Language Learning Method takes its principles from the more general approach which is known as Counseling Learning Approach introduced by Charles A. Curran. Richards and Rodgers (2001) argue that “community language learning represents the use of Counseling-learning theory to teach languages.” (p. 90). In other words, the community language learning mainly depends on the counseling learning metaphor in which the role of the teacher is as a counselor and the students as the clients in the language classroom. This means that the teacher recognizes how threatening a new learning situation.

Byram and Hu (2000) explain the objectives of the community language learning as the following:

The method makes use of small or large groups. These groups are the ‘community’. The method places emphasis on the learner’s personal feelings and their reactions to language learning. Learners say things which they want to talk about, in their native language. The teacher (known as ‘counselor’) translates the learner’s sentences into

the foreign language, and the learner then repeats this to other members of the group. (p. 141).

Therefore, the significant principles of the community language learning method are to make the students work and learning together in order to create relationship among them. The teacher should pay attention to the students' anxiety and tries to help students to overcome bad feelings. The students should have the opportunity to express their feelings and emotions. Besides, the teacher should help the students with translation sentences into foreign language in 'chunks'.

According to Byram and Hu (ibid), the teacher should be as a counselor which gives advice. The teacher wants their students to take the responsibility for their own learning. On the other hand, Fasold and Connor-Linton (2006) state that the community language teaching method claims that teachers seeing as counselor which provide the students with a sincere and empathic atmosphere since the students consider it as a clients could shed their fear and anxiety.

2. Approaches of Using the Mother Tongue in Class

2.2 The Monolingual Approach

During the twentieth century, English Language Teaching witnessed a comprehensive change in investigators' and teachers' beliefs and views toward foreign language teaching and learning, which led to decline of the previous methods such as, the grammar translation method and the emergence of the direct method. The emphasis moved to oral skills rather than of focusing on the written form of the target language.

Phillipson (1992) states that "the monolingual tenet holds that teaching of English as a foreign or second language should be entirely through the medium of English" (p. 185), this means that the learners should exclude their first language and solely the L2 as a medium of instruction.

Phillipson (1992) says that "implicit in the monolingual tenet is the belief that an exclusive focus on English will maximize the learning of the language, irrespective of whatever other language the learner may know" (ibid, p. 185). Therefore, the

monolingual approach assumes that using of the mother tongue limits learners' opportunities to get exposed to the foreign language.

It is worth mentioning that the monolingual approach has dominated due to the tremendous advocates received from investigators and researchers. L2 supporters claim for full involvement in the foreign language and complete exclusion of native language from the FL classes. This refers back to the essential cause which is that there is a limited opportunity for L2 learners to get exposed to the TL outside the class. Chan and Pollard (1995) believe that "monolingual approach to classroom learning aims to teach the second language as a self-contained system, avoiding mother tongue use where possible" (p. 488).

Chaudron (1988, p. 121) claims that foreign language instructors call for maintaining a rich TL environment where "[...] not only instruction and drill are executed, but also disciplinary and management operations". In like manner, this approach has the principle that learners should be immersed in the foreign language because it is considered that second language acquisition is similar to first language acquisition.

Alao et al., 2012 state that "the monolingual teaching principle which limits the language instruction to target language only has been the most persistent and often sole method of L2 instruction" (p. 8). According to the monolingual approach the translation from the native language to foreign language is totally forbidden and the target language is only used in the instruction.

Furthermore, in 2005, Flowerdew and Miller suggest that "[...] this aural/oral method relied for its effectiveness on the use of monolingual teaching, that is, the L2 was the only language in the class by the teacher and the students" (p. 5). From this, we understand that learning of foreign language should model the learning of native language through maximum exposure to the target language; and effective learning includes the separation of native language and the target language. In addition, learners should be shown the significance of the target language through its frequent practice.

In brief, the Monolingual approach maintains that the foreign language should be the only medium of communication in the class. Accordingly, some researchers

believe that the use of mother tongue in FL classes hinders learning the target language. In other words, they consider that translation should be forbidden as far as possible, but that it was useful from time to time. Phillipson (1992) believes that the reference to the mother tongue should be made frequently and as a way of understanding.

Terrell (1977) referring to Krashen (1981) maintains that:

Natural Approach, in which class time essentially consists of communicative activity, with the teacher speaking only in the target language, and the students responding in either the target language or their first language (p. 110)

Besides, the author also argues that learners learning foreign languages generally follow the same strategic methods as they do in acquiring their mother tongues, and he maintains that the use of a student's first language in the classroom needs to be kept to the bare minimum.

A proponent of the monolingual approach, Tang (2002) referring to Krashen (1981) discusses that people learn foreign languages following basically the same route as they acquire their mother tongue in the learning process should be minimized. On one hand, Tang (2002) claims that "the monolingual approach suggests that the target language ought to be the sole medium of communication, implying the prohibition of the native language would maximize the effectiveness of learning the target language" (ibid, p. 36).

2.2 The Bilingual Approach

Many findings have attempted to prove the helpful effects of using the mother tongue and have tried to categorize when it should be used by the both, teacher and the learners.

According to many researchers and investigators such as Harbord (1992), Atkinson (1993), Aurbuch (1998), Schweers (1999), Macaro (2001) and Widdowson (2003) who argue that mother tongue use is useful in FL classes. They think that the mother tongue plays a great foundation that can be used to improve the foreign language learners. Auerbach (1993, p.18) argues that "when the native language is used, practitioners, researchers and learners consistently report positive results"

(cited in Nazary, 2008). This means that the mother tongue in the class may be a beneficial means for learning foreign languages.

Therefore, it can be said that the mother tongue has an important role in language instruction. Elizabeth and Bhaskara (2004) maintain that “judicious use of the mother tongue by the teacher does not spoil the environment of teaching English; it only helps in teaching English” (p. 57). For that reason, the effective use of the mother tongue can help learners to make greater cognitive adjustments while learning the target language in the class. Elizabeth and Bhaskara (ibid) also suggest that the use of the mother tongue is a way of saving time through explaining difficult concepts and translation meanings of words from the L1 to the target language.

Cianflone (2009) states that the use of first language a learner preferred technique and teachers subscribe to the judicious use of first language. In the tertiary level, where language proficiency is higher, using L1 can be an important device in language learning as it can save time and increase learners’ motivation. Whereas Mirza et al., 2012 referring to Cole (1998) thinks that “L1 can be used at lower levels in a monolingual context to show the differences between L1 and L2 and to teach tenses” (p. 73).

Karunaratne (2009) states that learners may fail to understand or engage in the activities due to the only use of the foreign language in the class. Consequently, she considers that the native language as a learning tool to reduce the psychological factors such as affective filters and anxiety. On the other hand, Ediger (2003) claims that “the use of the mother tongue is allowed but strictly controlled and limited to concept translation procedure of this method” (p. 15).

Mukalel (2005) says that “in the grammar- translation method, the L1 is almost substituted in the classroom in the teaching of the L2” (p. 85). It is obvious that the bilingual approach prescribe the use of the mother tongue in the class. Dash and Dash (2007) claim that in bilingual approach:

The teacher teaches English by giving mother tongue equivalents of English words or sentences wherever required. Thus, in bilingual method use of mother tongue is allowed to give direction, elicit and answer or explain some difficult and new words. But speech is neglected (p. 67)

Dash and Dash (ibid, p. 67) summarize some of the essential features concerning to this approach as under:

1. In this method, mother tongue is used to convey the meaning of new words, phrases, idioms, sentences and grammatical points and rules.
2. Word for word translation is not followed in this method.
3. Mother tongue is used only at the initial stage of the lesson. As students make progress in learning, use of mother tongue is avoided.
4. In this method, mother tongue is used only by the teacher but not by the students.
5. The use of the mother tongue saves a lot of time for the teacher. The teacher need not take more time to create situations to explain new words, phrases, idioms and sentences in English.

3. The influence of Mother Tongue in English Classes: Language Interference

3.1 Interference: Negative Transfer

During the 1960s and 1970s, one of the most controversial issues has been appeared in English language teaching as a serious phenomenon which refers back to the interference of the mother tongue, mainly when the mother tongue is wholly different from the foreign language. For the time being, the large difference between Arabic and English language in many areas, EF learners face many difficulties while learning English. All of those problems due to the interference of the mother tongue.

Lekova (2009) declares that the term interference is described through the concept of bilingualism. The latter, it is the ability to master or use more than one language which is the main reason for the interference. According to the author, the interference from the point of the psycholinguistics is “a negative transfer of language habits and skills from the mother tongue or from a foreign language to another foreign language” (ibid, p. 320). On the other hand, the interference from the linguistic point of view is “an interaction or a change in linguistic structures and structural elements, it appears to be a deviation from linguistic norms in the spoken and written language” (ibid, p. 320).

Newmark (1991) defines interference as it “includes cases when sentence length, punctuation, proper names, neologisms, or cultural words are evidently transferred in the translation” (p. 78). As displayed above, we can say that the language interference occurs when learners use the translation of words or sentences from their mother tongue toward the target language. Saville-Troike (2006) defines the interference as “inappropriate influence of an L1 structure or rule on L2 use, Also called negative transfer” (p. 190). In the same vein, Gass and Selinker (2008) define the interference as “the use of the first language (or other languages known) in a second language context when the resulting second language form is incorrect” (p. 518).

To explicit this idea, Ellis (1997) proposes that “the process of the language interference comes from the overwhelming evidence that language transfer is indeed a real and central phenomenon that must be considered in any account of the second language acquisition process” (p. 34). Moreover, Dulay et al., 1982 define the interference as the automatic transfer through using previous knowledge to produce new responses (cited in Laufer-Dvorkin, 1991).

Lado (1957) referring to krashen (1981) believes that the first language has a great impact on learning second language; he says that “For many years, it had been presumed that the only major source of syntactic errors in adult second language performance was the performer’s first language” (p. 64). However, many researches have been conducted in field of the role of the mother tongue in second language acquisition to demonstrate that the main sources of the learner’s errors and interference go back to the negative transfer.

Smith (2005) states that the term transfer is the process of native language effect on student’s production. On the other hand, Tavakoli (2012) reveals that:

The prime cause, or even the sole cause, of difficulty and error in language learning is interference coming from the learner’s native language. Where languages are more distinct and different from each other, the more interference would arise and thus make learning the L2 form more difficult, but where the two languages were similar, positive transfer would result and thus the L2 form was predicted to be easier to learn (p. 85)

3.2 Positive Transfer

According to Richards and Schmidt (2002) who provide an idea about the positive transfer:

Positive transfer is transfer which makes learning easier, and may occur when both the native language and the target language have the same form. For example, both French and English have the word table, which can have the same meaning in both languages (p. 294)

In this sense, Odlin (1989) argues that less difference between the mother tongue and the target language indicates a useful influence in learning process. Moreover, Richards and Schmidt (2002) define positive transfer as “is learning in one situation which helps or facilitates learning in another later situation” (ibid, p. 561). Yule (2006) claims that “if the L1 and L2 have similar features (e.g. marking plural on the ends of nouns), then the learner may be able to benefit from the positive transfer of L1 knowledge to the L2” (p. 167). According to Yule, in the case when the mother tongue and the target language are similar to some extent the learning that would be facilitate.

4. Teachers’ and Learners’ Attitudes towards Mother Tongue Use in English Classes

A number of studies and researches have conducted to explore the relationship between teachers’ and learners’ attitudes toward the use of native language. In other word, those studies have attempted to make clear that the teachers and learners either support or oppose the use of the mother tongue in English classes.

4.1 Teachers’ and Learners’ Attitudes

4.1.1 John Harbord (1992): Teacher

Harbord (1992) points out that “many ELT teachers have tried to create English-only classrooms but have found they have failed to get the meaning across, leading to student incomprehension and resentment” (cited in sharma, 2006).

4.1.2 William Sweechers (1999): Teachers and Learners

According to Schweers (1999) who conducted a study on the use of the mother tongue (i.e., Spanish) in English classes at the University of Puerto Rico where he noticed that all teachers felt the mother tongue should be used from time to time, while some learners felt it should not. Schweers (ibid) believes that learners and teachers needed more use of their native language as a means of understanding of new vocabulary and difficult concepts. Besides, some learners and teachers felt that their native language was appropriate when summarizing material already learned.

Moreover, the result conveys that more learners than teachers showed that the mother tongue might help learners feel more relaxed and confident in the class. On the other hand, during small group work, both learners and teachers agreed that the mother tongue was not useful. In the same view, it highlights that using the students' first language use leads to positive attitudes, which encourages them to learn and feel more comfortable while learning English.

4.1.3 Ernesto Macaro (2001): Teachers

It is worth noting that the study of Macaro (2001) for example, Ellis (2012) declares that "Macaro found that she used L1 to explain the meaning of words, to reprimand students and procedural instructions" (p. 129). Thus, the teachers' views shifted from the virtual position to the maximal position. This means that the mother tongue should be excluded but sometimes teachers need to use it.

4.1.4 Jinlan Tang (2002): Teachers and Learners

What is more, in 2002, Tang conducted a similar study in China with Chinese teachers and learners, in relating the results of her research to those of Schweers in Spanish context. Tang (2002) states that "both studies indicate that the mother tongue was used by the majority of teachers investigated and both students and teachers respond positively toward its use" (ibid, p. 41). As a result, the researcher investigates that the actual use of the mother tongue in EFL classes does not reduce students' exposure, but rather can help in the teaching and learning processes.

4.1.5 Souvannasy Bouangeune (2009): Teachers and Learners

In the light with the study that have conducted by Bouangeune (2009) at the National University of Laos. The study reviewed the L1 use in teaching vocabulary to low English proficiency level students. It illustrates the value of using native language in teaching vocabulary through translation process. His study contains two groups, the experimental group and the control group. In the experimental group the students were allowed to use their mother tongue as a means of instruction to translate difficult vocabulary and new concepts. On the other hand, the use of mother tongue was forbidden for the control group.

As a result, in 2009, Bouangeune notices that “the experimental group achieved significantly better performance in both vocabulary in direct translation and vocabulary in context” (ibid, p. 190). Indeed, the results point out that the experimental group achieved better performance rather than the control group. It shows the learners in the control group had more difficulties in understanding the meaning of such vocabulary and concepts.

The researcher also concludes that “in order to prevent the misunderstanding of the meaning of the new word, teachers should provide clear, simple, and brief explanations of meaning, especially in the learners’ first language” (ibid, p. 189). As can be summarized from this study, the mother tongue is considered as a facilitating tool rather than a barrier in learning English.

5.1.6 Haifa Al-Nofaie (2010): Teachers and Learners

Relating to another similar study for instance, Al-Nofaie (2010) surveys that many teachers use the native language for explaining grammar terms and new difficult vocabulary. The results provide support to the idea that advanced learners achieve good progress when the native language is used. Besides learners’ level and teachers’ professional experience affect the degree to which they resort to L1.

5.1.7 Napapat Thongwichit (2012): Teacher

To draw a clear picture about the teachers’ and learners’ attitudes towards and perceptions of use of the mother tongue in English classes, further study has been conducted by Thongwichit (2012) at the Walailak University located in southern

Thailand where the study was about ‘L1 Use with University Students in Thailand: ‘A Facilitating Tool or a Language Barrier in Learning English?’. Thongwichit (2012) observes that:

L1 was expected to be used in class for translation, instruction, discussion, vocabulary, grammar and comprehension checking. The teacher must use L1 with a careful plan and stay on purpose to avoid negative feelings from students. Although the students perceived L1 as a facilitator, they were conscious of its drawbacks if overused in EFL context (ibid p: 197)

It is obvious that the researcher’s results show the majority of learners have a positive beliefs and attitudes towards native language use in English class in the context of southern Thailand.

Conclusion

The use of mother tongue has always been a controversial topic of debate in EFL classes. In this chapter, we focused on teaching methods and approaches of the use of the mother tongue since they differ how to approach the studied issue in class. In addition, we tried to provide a clear picture about the teachers’ and learners’ attitudes towards the use of the mother in EFL classes in order to know whether or not the use of mother tongue is a facilitating tool; or it stands as a barrier to learn English language.

CHAPTER THREE

Field Work and Data Analysis

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Introduction

This chapter is designed to provide the description and results that were obtained through the data collection methods in the present study. According to the research objective of this study which is to shed light on the impact of using the mother tongue in EFL classes. i.e., this investigation is conducted to determine the teachers' and learners' perceptions of and attitudes towards the use of Arabic in English classes.

Moreover, the study is conducted through investigating a sample of first year students of English at the University of Biskra, as well as a sample of teachers of Grammar, Written Expression, Oral Expression and Methodology for the same group.

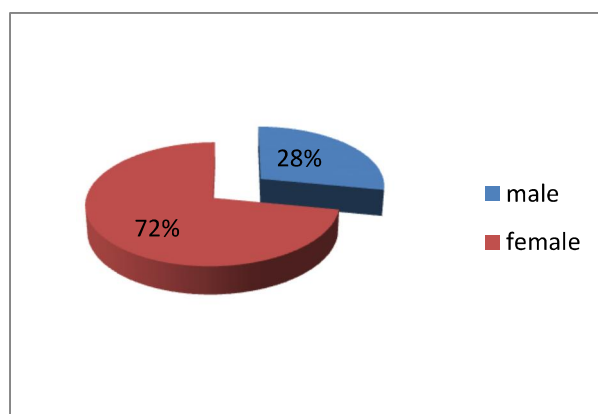
1. Population/Sample

1.1 Students

The student participants of our study are a sample of first year students at the Department of Foreign languages in the University of Biskra during the academic year 2014-2015. The participants in our investigation are 25 students, (7 males and 18 females) who belong to group 6. They ranging from 19 to 22 years old where all of them have the same level.

Option	Male	Female
Number	7	18
Percentage	28%	72%

Table 3.1: Distribution of students' gender



Graph 3.1: Distribution of students' gender

It is worth noting that the sample of our study was selected randomly due to the fact that the target population is made up of students who have the same learning background. Another reason is this type of sampling is thought of to be suitable to our study.

1.2 Teachers

4 teachers in the section of English with a teaching experience ranging from 1 to 9 years made up the teachers sample for our study. What is more, all the participant teachers have English teaching qualifications.

2. Research Design: A Rationale

In order to secure the required data for this study we opted for a descriptive method due to the nature of our research i.e., a qualitative study. Herron (2009) states that “a qualitative approach provides depth and detail in particular responses, allowing exploration of the complexity of the concept of trust and providing opportunity to intentionally and rigorously research for commonalities of experience” (p. 43). That is to say, the purpose behind using the qualitative study is to enhance the validity of our research.

The data collection and analysis gathered through using 2 data collection methods: the classroom observation and questionnaires for both teachers and students. The teachers’ and learners’ attitudes have been investigated through all of these two data collection methods.

3. Data Collection Methods

As mentioned above, 2 main data collection methods were used to obtain the data for this research: classroom observation and questionnaires which will be described in detail later in this chapter.

3.1 Classroom Observation

3.1.1 Aims

It is worth mentioning that classroom observation is used from the fact that is to draw a clear picture of events as they occur. It provides the researcher opportunities to observe the language use and interaction between the teacher and the students, and the interactions between students themselves. A researcher such as, O’Leary (2013)

advises that we need to conduct classroom observation to interpret and discuss the results referring to action and events.

Through such data collection method the required information are valid to discuss. Classroom observation is selected as a means enables us to collect data about when teachers and students use Arabic in class. The latter, it is concerning to when and how teacher and students use the mother tongue during the lesson. Therefore, Kothari (1990) claims that:

The main advantage of this method is that subjective bias is eliminated, if observation is done accurately. Secondly, the information obtained under this method relates to what is currently happening; it is not complicated by either the past behaviour or future intentions or attitudes (p. 96)

3.1.2 Description of Classroom Observation

For the current study, our classroom observation checklist contains 11 items under 2 parts; the first one consists in 8 items which focus on teachers' attitudes, whereas the second one consists in 5 items which relate to the learners' attitudes.

One group of the section of English was observed for a total 24 hours during 3 weeks, 2 weeks before the spring holiday and 1 week later. Thus, after we had designed observation checklist and got the permission from the administration, we started attending regular sessions in different courses with the targeted group such as, (Grammar, Written Expression, Oral Expression and Methodology) of about 1 hour and a half in length for each course. An important idea should be mentioned here is that there were 8 sessions for each week. The classroom observations took place from March 04th, 2015 to April 08th, 2015. We attended 16 sessions, as shown in the table below.

Courses	Grammar	Written Expression	Oral Expression	Methodology	Total
Number of Observed Sessions	4	6	4	2	16
Timing/h	6	9	6	3	24

Table 3.2: The number and timing of observed sessions for each course

3.2 Questionnaires

3.2.1 Aims

The main purpose behind the use of such data collection method i.e., questionnaires, for both, students and teachers, is to be aware of their attitudes and beliefs towards the use of Arabic in EFL classes. In other words, the questionnaire seems to be the suitable method for the aim of the investigation. It is the most important source of data for study in order to secure the required knowledge and results.

3.2.2 Students' Questionnaire

3.2.2.1 Description of Students' Questionnaire

For the current study, students' questionnaire consists of 13 Closed-Ended, Open-Ended and Multiple choice questions divided into 5 sections as follows:

Section One: General Background Information (Q1-Q3): it is to get general background information about students (Gender, Age and Level).

Section Two: Learners' Attitudes towards Using Arabic in Class (Q4-Q7): it is about learners' beliefs. It focuses on learners' attitudes towards the use of Arabic in their classes.

Section Three: Reasons behind Learners Using of Arabic (Q8-Q9): it aims at determining the reasons that lead the students to use Arabic.

Section Four: The Use of Arabic has a Constructive Impact (Q10-Q11): this section is composed of questions seeking information about the role of Arabic in class and its influence.

Section Five: The Actual Use of Arabic in Class (Q12-Q13): it mainly focuses on learners' attitudes towards the amount of Arabic used in class.

3.2.2.2 Piloting Students' Questionnaire

Before handing out the questionnaires to the students, we proposed to answer them as their own work and to be serious. We provided the questionnaire to 25 students in their class, with presence of their Written Expression teacher. At that time, students were asked to answer all of questions through the careful reading and

understanding. Then, they were prompted to choose the appropriate answer by putting a tick in front of the most required answer. It is worthy to note that this stage took place on April 2015. The questionnaire was administered to students for 20 minutes.

3.2.3 Teachers' Questionnaire

3.2.3.1 Description of Teachers' Questionnaire

The teachers' questionnaire is made up of 11 Closed-Ended, Open-Ended and Multiple-choice questions divided into 3 sections as follows:

Section One: General Background Information (Q1-Q4): it provides general information about the teacher participants.

Section Two: Teachers' Attitudes towards Using Arabic in Class (Q5-Q8): it focuses on teachers' beliefs about the use of Arabic in class,

Section Three: The Actual Use of Arabic by Teachers (Q9-Q11): this section is composed of questions seeking information about the reasons behind using Arabic in class and its role. Besides, the teachers' perception of the amount of Arabic is used in class.

3.2.3.2 Piloting Teachers' Questionnaire

Our target population involves teachers of the observed courses. This sample is supposed to be 5 teachers. As such, we have reduced the sample to 4 teachers under different factors. Thus, the teachers' questionnaire was delivered to 4 teachers. In the light of these circumstances, the teachers have co-operated with our work, and we feel very grateful to their kind acceptance.

4. Data Collection Procedures

Since our research methodology is of a qualitative nature, we shall proceed to interpret the data collected through the observation scheme and questionnaires to gain an in-depth knowledge of the obtained results.

The necessary data obtained through conducting classroom observation was meant to identify the teachers' and learners' attitudes towards and perceptions of use the mother tongue in EFL classes. The observed data are collected through a

structured checklist, as well as taking comments about what is observed in the classroom.

Then, after the classroom observation were achieved during 4 weeks, two sets of questionnaires were provided to the teachers and students to determine their beliefs and attitudes.

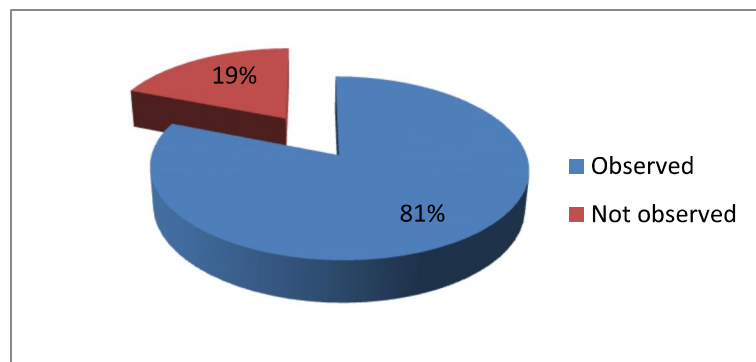
5. Analysis of the Classroom Observation

As mentioned above, 1 group was observed in different courses: Oral Expression, Written Expression, Grammar and Methodology, in order to collect information about teachers' and learners' attitudes towards the use of Arabic and occasions of using it in EFL classes.

1. Teachers' Actual Use of Arabic in Class

The teachers use Arabic in class while teaching	Observed	Not observed
Teachers 1	1	1
Teacher 2	2	1
Teacher 3	5	1
Teacher 4	5	0
Total	13	3
Percentage	81%	19%

Table 3.3: Arabic is used or not used in each session



Graph 3.2: Arabic is used or not used in each session

The most obvious finding drawn from table 3.3 is that the high percentage (81%) of the use of Arabic in class is observed through 13 sessions. Only in 3 sessions, with a very low percentage (19%), teachers do not use Arabic while teaching.

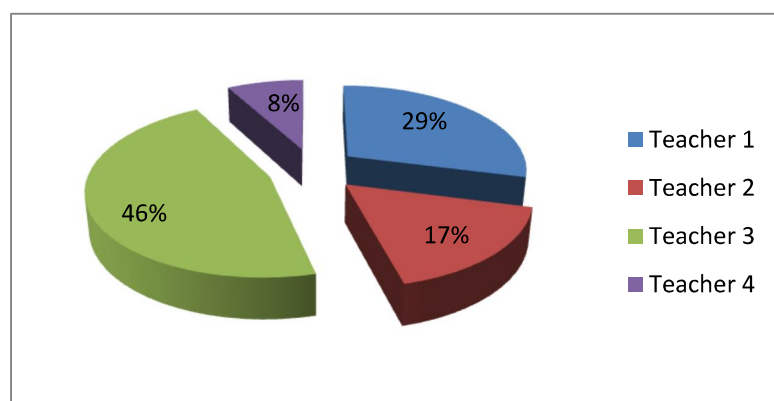
If we provide ourselves these results, it seems to us that teachers have a good idea about the use of Arabic while teaching English. Probably, because they find themselves in need to use it.

2. Teachers' Attitudes towards the Use of Arabic in Class

Regarding classroom observation the teachers' attitudes towards the use of Arabic in EFL classes are summarized in the table below.

Teachers	Occasions on which teacher uses Arabic in the class				Total	percentage
	To give instruction	To explain difficult concepts	To joke around with the students	Teacher uses Arabic during free talk with students		
Teacher 1	2	4	1	3	10	29 %
Teacher 2	3	2	1	1	6	17%
Teacher 3	1	11	2	2	16	46%
Teacher 4	1	1	0	1	3	8%

Table 3.4: Teachers' attitudes towards the use of Arabic in class



Graph 3.3: Teachers' attitudes towards the use of Arabic in class

As table 3.4 indicates, Arabic is used by 4 teachers in order to give instruction, explain difficult concepts, and joke around with the students and during free talks. As what we have observed and noticed in this table, it is that the greatest use of

Arabic, 16 times, where the highest score of using Arabic is for those teachers who tended to use it for explaining difficult concepts. In the second position come those who used Arabic to give instructions.

T1 uses Arabic to provide the meaning of such words for example, ‘revelation’, ‘next task’, ‘due to’, ‘consequently’, ‘semicolon’, and ‘ignored’. He translates each word to Arabic due to the fact that learners found difficulties to understand them.

T2 uses Arabic to explain the meaning of the terms ‘ambition’, ‘compassion’. The teacher uses Arabic during the explanation of the lesson.

T3 intends to use Arabic most time to translate and explain difficult words. For instance, ‘beyond’, ‘linguistic deficiency’, ‘counties’, ‘park’, ‘hybrid language’, ‘ambition grown’, ‘generative’, ‘short time’, and ‘measurements’.

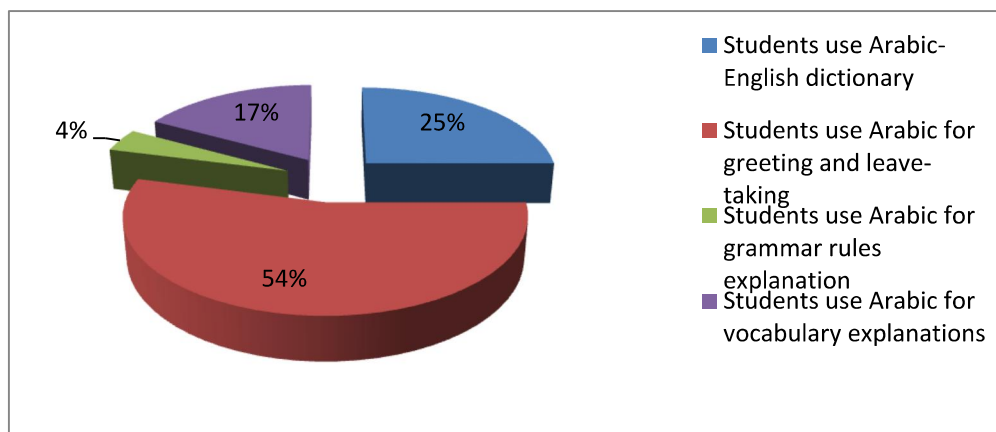
T4 uses Arabic only in one case to give meaning of this word ‘abbreviation’ but she allowing learners to give a translation of such words and to talk with Arabic if they could not say it in English.

That is to say, teachers have various reasons for employing Arabic. They usually use Arabic to clarify difficult items. According the observation, we noticed that most of the teachers avoid the overuse of Arabic in order to increase opportunities for learners to practise English.

3. Students’ Attitudes

	Occasions on which students use Arabic in the class				Total
	Students use Arabic-English dictionary	Students use Arabic for greeting and leave-taking	Students use Arabic for grammar rules explanation	Students use Arabic for vocabulary explanations	
The number of using Arabic	7	16	1	5	28
Percentage	25 %	54%	4%	17%	100%

Table 3.5: Students’ attitudes towards the use of Arabic in class



Graph 3.4: Teachers' attitudes towards the use of Arabic in class

Table 3.5 displays the students' views towards the use Arabic in EFL classes, which summarizes occasions on which the students use Arabic as a tool to help them to learn. According to what had been observed in class, students use Arabic for greeting and when leave-taking (54%), while (25%) for using Arabic-English dictionary to translate difficult vocabulary from English to Arabic i.e., some students use bilingual dictionaries installed on their mobile phones to look up Arabic equivalents for such words. on the other hand, (17%) for vocabulary explanations i.e., students tended to use Arabic in order to ask for meaning of such concepts. Finally, the lowest percentage (4%) refers to those when they ask for grammar rules. This case as we have observed occurred in Grammar sessions rather than others.

That is to say, throughout the observation during all sessions, we observed that students use Arabic with classmates when they needed to check the meaning of a new word during the lesson, and when they did not understand what the teacher is explaining,

In the class, the students always used automatically Arabic when interacting with their classmates. Then, they refer back to English when interacting with the teacher. Consequently, it is worth mentioning that whenever they wanted to explain things but they could not, the students often used Arabic to communicate with the teacher.

Based on what is observed, all students had a positive attitude towards the use of the mother tongue in their class, and they considered Arabic as a mediating tool to learn English.

4. The advantage of the use of Arabic in class

Throughout the observation sessions in the 16 observed sessions, we noticed that any use of Arabic is a way of improving learners' understanding by conveying the meaning of abstract words to them. It is a beneficial tool for saving time and efforts for teachers.

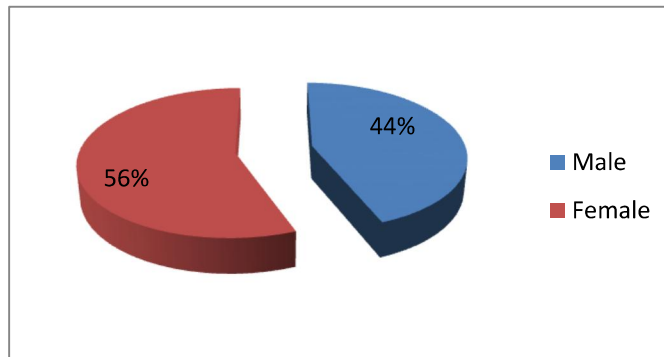
6. Analysis of Students' Questionnaire

Section One: Background Information

Q 01: Gender

Gender	Number	Percentage
Male	11	44%
Female	14	56%
Total	25	100%

Table 3.6: Students' gender



Graph 3.5: Students' gender

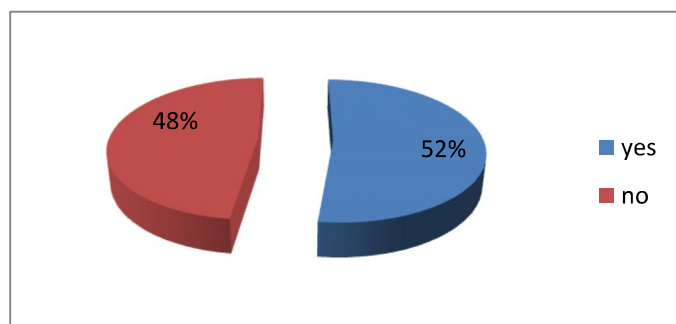
As shown in table 3.6, (56%) of the students are females who study English, as opposed to males who represent only (44%) of the sample population. Their average age ranges from 20 to 23 years.

Section Two: Learners' Attitudes towards the Use of Arabic in Class

Q 04: Should Arabic be used in class?

Option	Number	Percentage
Yes	13	52%
No	12	48%

Table 3.7: Students' attitudes towards the use of Arabic in class



Graph 3.6: Students' attitudes towards the use of Arabic in class

This question aims at determining whether the students use Arabic or not. As it is indicated in table 3.7, a high percentage of the students (52%) think that Arabic should be used in class, while the other students (48%), who participated in this study, considered that Arabic should not be used. This is, indeed, encouraging to be aware that a considerable number of students agreed on using Arabic in their classes. That is to say, they are more likely to have a positive attitude towards that use.

Q 05: Do you prefer your teacher to use Arabic in class?

Option	Number	Percentage
Always	1	4%
Sometimes	14	56%
Very rarely	8	32%
Never	2	8%

Table 3.8: How much students prefer their teachers to use Arabic in class

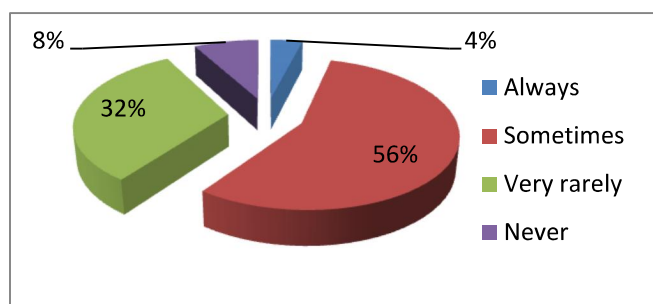


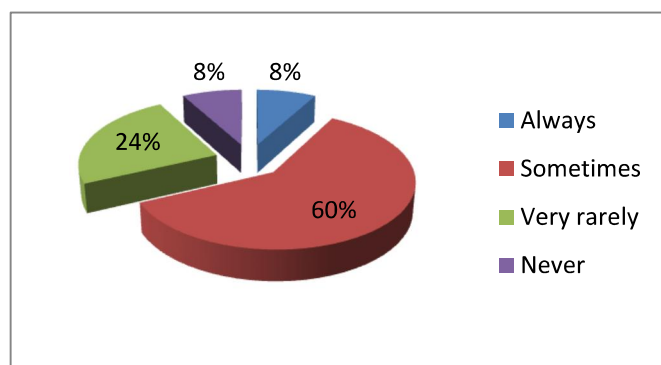
Figure 3.7: How much students prefer their teachers to use Arabic in class

The present item of information is intended to ask students about their opinions towards teacher's use of Arabic. As can be noticed in table 3.7, there are major differences between learners' perceptions, but the vast majority of learners (92%) preferred it when their teachers use Arabic in some cases, while (8%) rejected it.

Q 06: Do you think the use of Arabic in class helps you learn English?

Option	Number	Percentage
Always	2	8%
Sometimes	15	60%
Very rarely	6	24%
Never	2	8%

Table 3.9: Students' attitudes towards the role of Arabic in class



Graph 3.8: Students' attitudes towards the role of Arabic in class

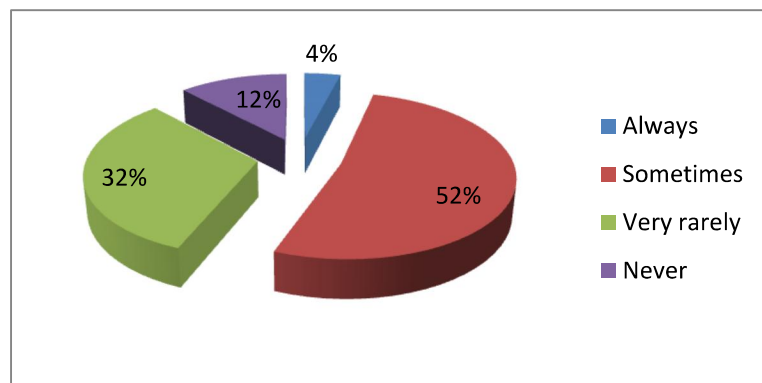
The results related to this question show that the majority of learners (60%) indicated that Arabic helps them to learn English. Regarding their explanations, they suggested that using Arabic in class is the best way to understand and to get the meaning of what is being learnt. On the other hand, 6 or 24% of Arabic be used very rarely can help them to learn English, while the other students are divided in two

same percentage; 8% who responded favourably to the question; 2 or 8% who show the totally rejection of using Arabic.

Q 07: How often do think Arabic should be used in class?

Option	Number	Percentage
Always	1	04%
Sometimes	13	52%
Very rarely	8	32%
Never	3	12%

Table 3.10: How often to use Arabic in class



Graph 3.9: How often to use Arabic in class

Table 3.10 shows that the students' overall view regarding the frequency of using Arabic in English classes. As can be remarked from the table, more than half (52%) of the students indicated that Arabic should "sometimes" be used in English classes, whereas 32% mentioned that it should "rarely" be used. It can also be noted that 12% mark 'never' and only 04% answered "always".

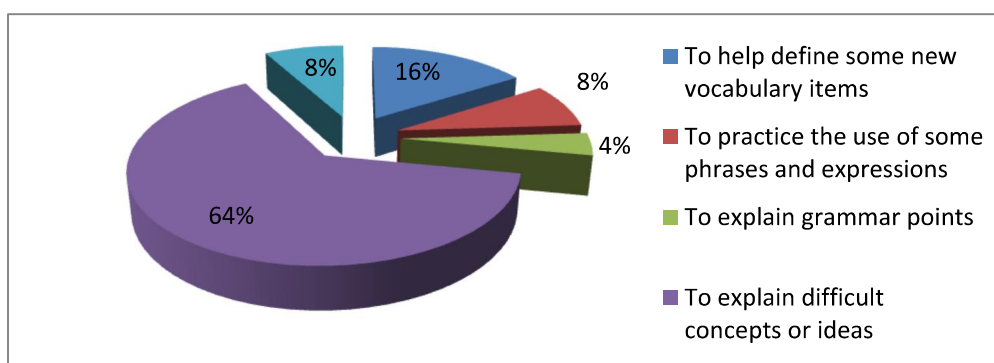
In sum, as the results showed in the table above, we consider that those students had a low level of English, and they are in need of Arabic while learning due to the fact that they found many difficulties of comprehension. Consequently, the majority of students believe that Arabic should be used.

Section Three: Reasons behind the Learners Use of Arabic

Q 08: When do you think it is necessary to use Arabic in class?

Where Arabic should be used	Number	Percentage
To help define some new vocabulary items	4	16%
To practice the use of some phrases and expressions	2	8%
To explain grammar points	1	4%
To explain difficult concepts or ideas	16	64%
To give suggestions on how to learn more effectively	2	8%

Table 3.11: Students' objectives of using Arabic



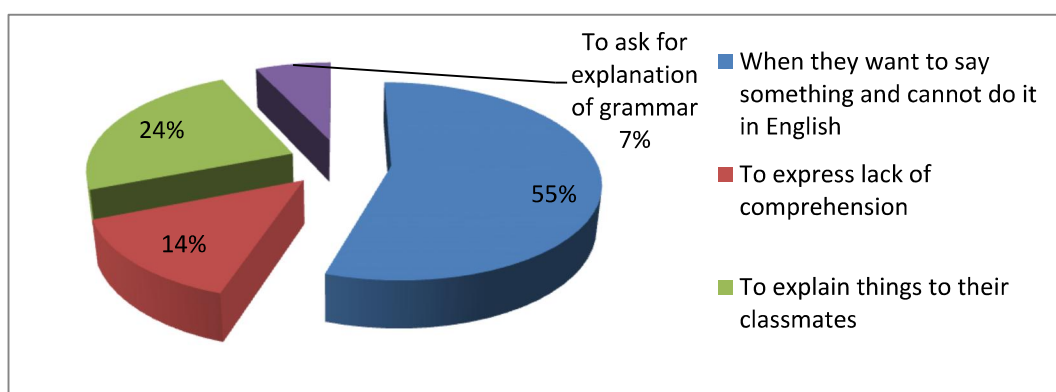
Graph 3.10: Students' objectives of using Arabic

Table 3.11 shows the objectives of students that allow them to use Arabic in their classes. As can be seen from this table, the students' responses are taking high percentage (64%) when Arabic is used in order to explain difficult concepts or ideas. Whereas, 16% mentioned that it would be better to use Arabic to help them to define some new vocabulary items. In comparison to 8% who shared the same percentage i.e., Arabic is a way for practising some phrases and expressions as well as giving suggestions on how to learn more effectively; only 1 student 4% indicated that Arabic is used as a means to explain grammar points.

Q 09: What are the main purposes of using Arabic in class?

Purposes	Number	Percentage
When they want to say something and cannot do it in English	16	55%
To express lack of comprehension	4	14%
To explain things to their classmates	7	24%
To ask for explanation of grammar points	2	7%

Table 3.12: Students' purposes of using Arabic in class



Graph 3.11: Students' purposes of using Arabic in class

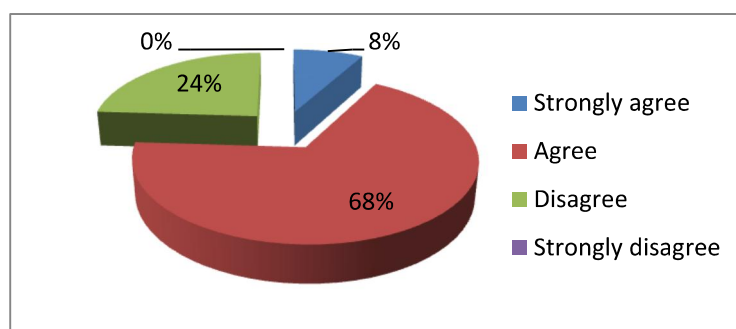
As table 3.12 indicates, most students (55%) said that the significant goal behind using Arabic in class is when they want to say something and cannot do it in English. Also, 24% of the students agreed that Arabic could be used in case to explain things to their classmates. In this context, there are many students' (14%) believed that the main cause of using Arabic is to express the lack of comprehension. Finally, the lowest percentage (7%) indicated that Arabic should be used in class in order to ask for explanation of some grammar points.

Section Four: The Use of Arabic has a Constructive Impact

Q 10: Using Arabic motivates to participate more in English class tasks

Option	Number	Percentage
Strongly agree	2	8%
Agree	17	68%
Disagree	6	24%
Strongly disagree	0	0%

Table 3.13: Students' perceptions towards the role of Arabic



Graph 3.12: Students' perceptions towards the role of Arabic

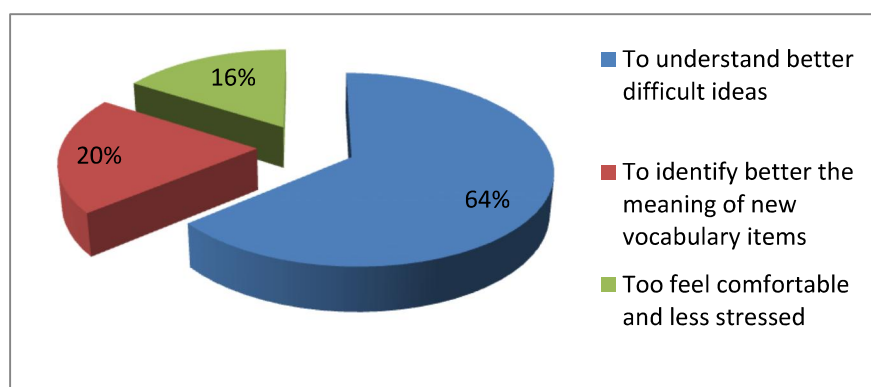
A quick glance at table 3.13 will reveal that the majority of learners (68%) responded positively 'agree' to the question that the use of Arabic makes learners more active and motivated through understanding and getting what the teacher is talking about. In this context, there are students (8%) showed the more positive attitudes 'strongly agree' towards the assumption which believes that Arabic is used in order to make students more engagement and motivate them more in English tasks.

It is worth mentioning that, in respect of those who showed positive attitudes, there are others who did not share the same views, and they were totally against. In fact, 24% indicated their disagreement regarding to what is mentioned in the question they answered it. Whereas there are no students (0%) opted for 'strongly disagree' about the role of Arabic in tasks and activities.

Q 11: Why do you think Arabic is necessary in class?

Reasons	Number	Percentage
To understand better difficult ideas	16	64%
To identify better the meaning of new vocabulary items	5	20%
Too feel comfortable and less stressed	4	16%

Table 3.14: The significance of using Arabic by students



Graph 3.13: The significance of using Arabic by students

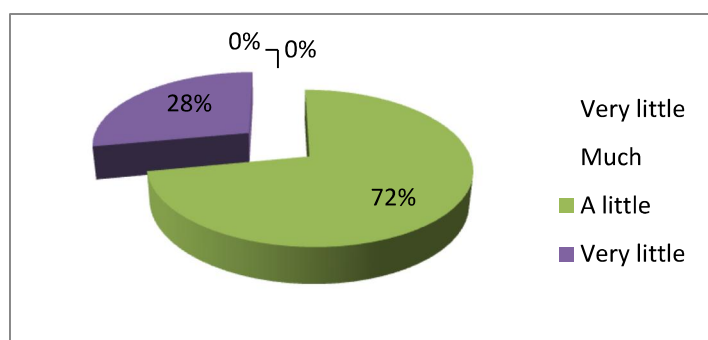
The current item of information is intended to ask students about whether or not Arabic is necessary in class. The table below summarizes their opinions. As can be noticed in the table, the majority of students with high percentage (64%) indicated that Arabic is important because it helps them to understand difficult vocabulary, ideas, and it explains what is not clear enough for them. Then, we had recorded 5 students (20%) answered that Arabic is a significant way to identify better the meaning of new words and items. In addition, only 4 students opted for using Arabic because it is necessary to feel comfortable and less stressed. One possible interpretation is that the students in this group are in favour of employing Arabic for them, it is necessary to explain and give a clear picture about difficult ideas.

Section Five: The Actual Use of Arabic in Class

Q 12: How much does your teacher use Arabic in class?

Option	Number	Percentage
Very much	0	0%
Much	0	0%
A little	18	72%
Very little	7	28%

Table 3.15: Students' attitudes about amount of Arabic their teachers used in class



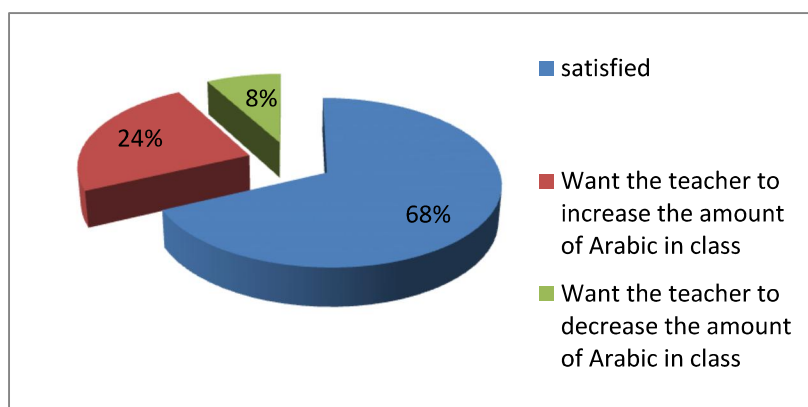
Graph 3.14: Students' attitudes about amount of Arabic their teachers used in class

As it is illustrated in table 3.15, we notice that more than half of students (72%) responded that a little amount of Arabic is used by their teachers. Whereas, less than half of the students (28%) answered that their teachers used very little amount of Arabic in class. That is to say, the majority of learners thought that their teachers did not use Arabic much or very much as it is indicated in the table.

Q 13: What do you think of the amount of Arabic your teacher uses in your class?

Option	Number	Percentage
Satisfied	17	68%
Want the teacher to increase the amount of Arabic in class	6	24%
Want the teacher to decrease the amount of Arabic in class	2	08%

Table 3.16: Students' feelings about the amount of Arabic their teachers used in class



Graph 3.15: Students' feelings about the amount of Arabic their teachers used in class

This present question aims to determine whether or not students are satisfied with the amount of Arabic used in class. Thus, as it is stated in table 3.16, more than half students (68%) showed that they are fully satisfied of the amount of Arabic received from their teachers. On the other hand, 28% students would like their teacher to increase the amount of Arabic. Whereas, there are other students (8%) had opposite opinions, which they invited their teachers to decrease the amount of Arabic in class.

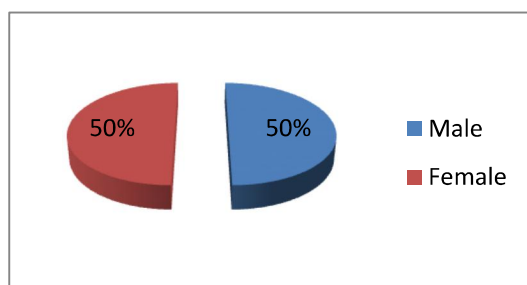
7. Analysis of Teachers' Questionnaire

Section One: Background Information

Q1: Teachers' Gender

Gender	Number	Percentage
Male	2	50%
Female	2	50%

Table 3.17: Distribution of teachers' gender



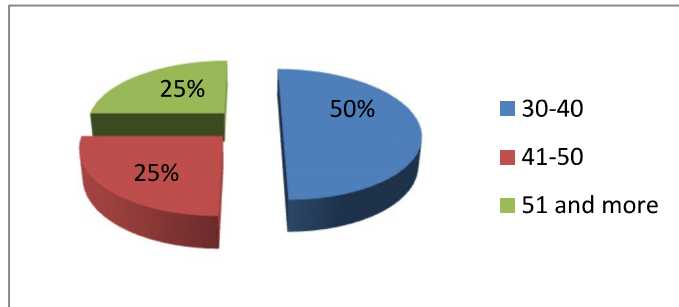
Graph 3.16: Distribution of teachers' gender

As for teachers' gender and as it is indicated in Table 3.17. Both males and females have the same percentage (50%).

Q 02: Teachers' Age

Age	Number	Percentage
30-40	2	50%
41-50	1	25%
51 and more	1	25%

Table 3.18: Teachers' age



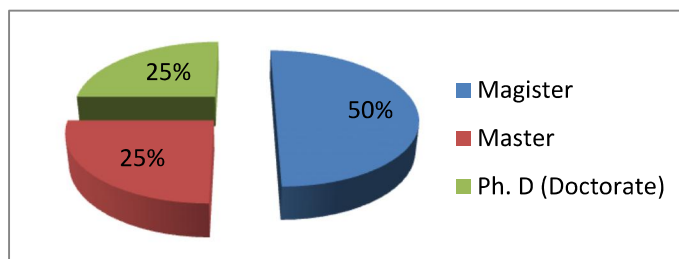
Graph 3.17: Teachers' age

Out of the teacher's sample, 2 teachers have their age between "30-40" years old. 1 teacher his age is between 41-50 years old. Then, 1 participant his age is more than 50 years old.

Q 03: Degree(s) held:

Degree		Participants	Percentage
B A (License)		0	0%
M A	Magister	2	50%
	Master	1	25%
Ph. D (Doctorate)		1	25%
Total		4	100%

Table 3.19: Teachers' academic degree



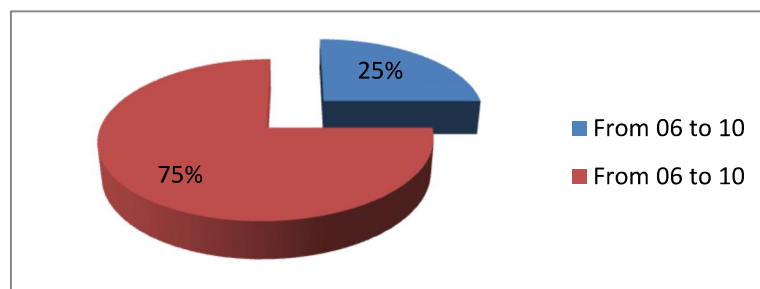
Graph 3.18: Teachers' academic degree

As the table indicates, the highest percentage of the teachers had got a Magister (50%). In the second position come those who have a degree of Doctorate (25%), as well as those who have a degree of Master (25%). We consider that our sample is as representative as possible of the population to which it is designed.

Q 04: How long have you been teaching English?

Number of year	Participants	Percentage
1-5	1	25%
6-10	3	75%

Table 3.20: Experience in teaching



Graph 3.19: Experience in teaching

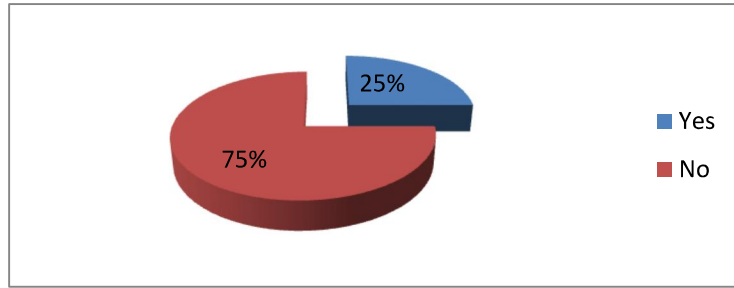
In this question, the teachers are required to give in number how many years they have been teaching English i.e., teaching experience. The most experienced have been teaching for 9 years (75%). We notice that most of them have no more than 10 years' experience in the field of teaching. Finally, there is 1 teacher (25%) who is in the first year of his teaching career.

Section Two: Teachers' Attitudes towards the Use of Arabic in Class

Q 05: Should Arabic be used in class?

Option	Number	Percentage
Yes	1	25%
No	3	75%

Table 3.21: Teachers' attitudes about using Arabic in class



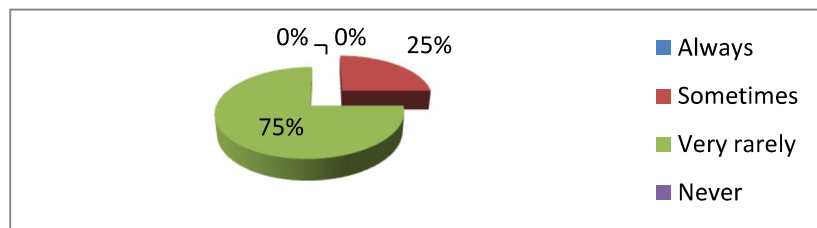
Graph 3.20: Teachers’ attitudes about using Arabic in class

The most obvious finding drawn from table 3.21 is that a very noticeable percentage of the teachers (75%) reported that Arabic should not be used in class. Whereas, only a very low percentage (25%), 1 teacher saw that Arabic should be used in class. However, in relation to this question, 1 teacher commented on this question which provided an exception. The teachers believed that in exceptional cases Arabic should be required.

Q 06: The students should use Arabic in class?

Option	Number	Percentage
Always	0	0%
Sometimes	1	25%
Very rarely	3	75%
Never	0	0%

Table 3.22: Teachers’ perceptions about the students’ use of Arabic in class



Graph 3.21: Teachers’ perceptions about the students’ use of Arabic in class

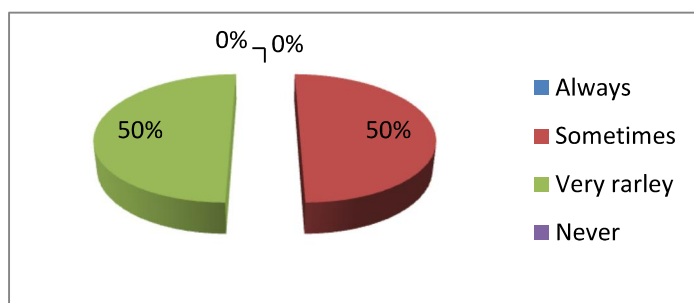
As shown in table 3.22, a considerable number of teachers (75%) preferred “very rarely” of students to use Arabic in class. 1 teacher (25%) preferred “sometimes”.

Regarding to what is indicated by teachers; we should understand that teachers did not prefer their students to use Arabic. That is to say, students should be encouraged to use English as much as possible.

Q 07: Do you think the use of Arabic in class helps you teach English?

Option	Number	Percentage
Always	0	0%
Sometimes	2	50%
Very rarely	2	50%
Never	0	0%

Table 3.23: Teachers' attitudes about the role of Arabic in teaching



Graph 3.22: Teachers' attitudes about the role of Arabic in teaching

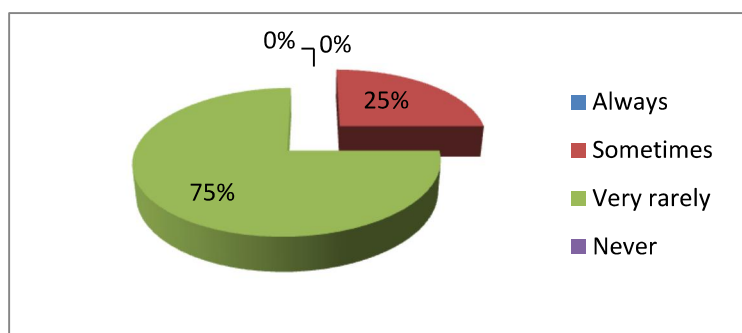
As table 3.23 shows, the same percentage for teachers (50%) indicated that “sometimes” and “very rarely” using of Arabic is an aid to help teaching English. That is to say, they considered that the employment of Arabic while teaching is a way which helps them to make the students understand, but not the overuse of it.

According to their comments on this question, it helps in defining some concepts and to gain time when the explanation and the re-explanation are not understood. In addition, learning English is for language, if students are not exposed to correct English which they are listening to, they will never improve their language competencies (Grammar, vocabulary, and pronunciation). On the other hand, one seemed to be little bit to agree of using Arabic, he said that since English is a foreign language for us, we have to use Arabic time to time to make things clear.

Q 08: How often you think Arabic should be used in class?

Option	Number	Percentage
Always	0	0%
Sometimes	1	25%
Very rarely	3	75%
Never	0	0%

Table 3.24: Frequency use of Arabic by teachers in class



Graph 3.23: Frequency use of Arabic by teachers in class

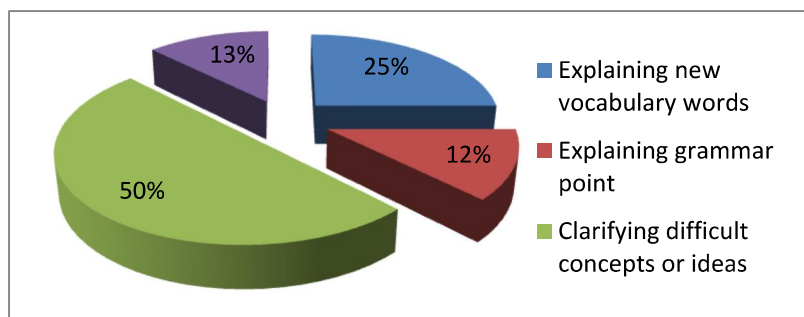
As the result in table 3.24 shows, teachers' responses to this question revealed that about 75% of them preferred that Arabic should be used "very rarely". Besides, 1 teacher indicates that Arabic should be used from time to time.

Section Three: The Actual Use of Arabic in Class

Q 09: For what reasons do you think Arabic should be in class?

Reasons	Number	percentage
Explaining new vocabulary words	2	25%
Explaining grammar point	1	12.5%
Clarifying difficult concepts or ideas	4	50%
Giving instructions	1	12.5%

Table 3.25: Teachers' reasons behind using Arabic in class



Graph 3.24: Teachers' reasons behind using Arabic in class

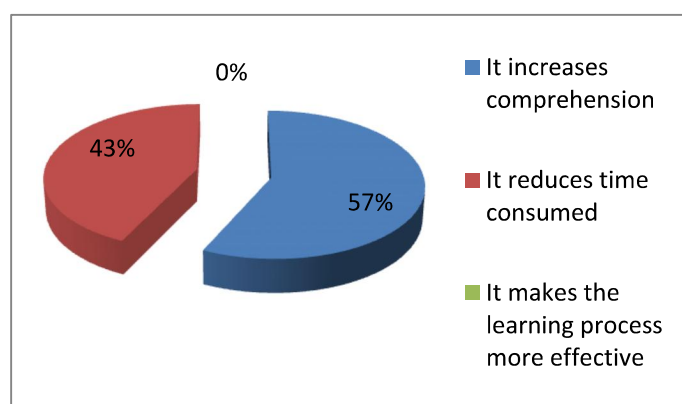
Table 3.25 represents the teachers' reasons for using Arabic in class. As it is indicated in this table, according to the teachers, the most significant purposes of using Arabic is to clarify difficult concepts or ideas and explaining new vocabulary words. Then, explaining grammar points and giving instruction came in the second position. On the other hand, in choosing the open-ended "other" option about the

reasons that led the teachers to use Arabic in class, some of them indicated that Arabic could be used only with very complicated and abstract ideas and concepts, and to translate some words to make students go ahead in the lesson.

Q 10: Why do you think Arabic is necessary in class?

Option	Number	Percentage
It increases comprehension	4	57%
It reduces time consumed	3	43%
It makes the learning process more effective	0	0%

Table 3.26: The importance of using Arabic in class



Graph 3.25: The importance of using Arabic in class

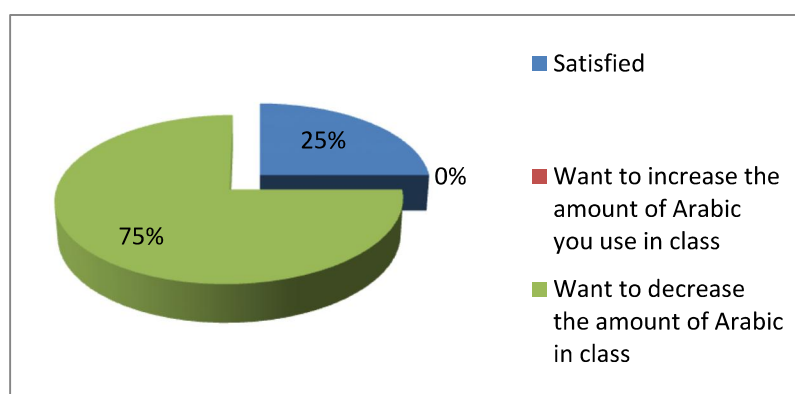
The results in table 3.26 show that, Arabic is needed to increase comprehension and to reduce time consumed. Whereas, no preference is indicated by the teachers to say that Arabic is necessary to make the learning process more effective.

What is more, regarding the open-ended question “Explain your answer”, some of the teachers indicated that the use of Arabic is a beneficial way because, instead of wasting many minutes explaining a word, it is sometimes better to translate that word and to convey the meaning to the students. Also, it enhances the students’ understanding when difficult concepts are explained in Arabic and when general information are summarised in Arabic. In addition, sometimes, using only English or gestures cannot provide the students with deep and clear comprehension of some new concepts.

Q 11: What do you think of the amount of Arabic you use in your class?

Statement	Number	Option
Satisfied	1	25%
Want to increase the amount of Arabic you use in class	0	0%
Want to decrease the amount of Arabic in class	3	75%

Table 3.27: Teachers' overall view about the amount of Arabic is used in class



Graph 3.26: Teachers' overall view about the amount of Arabic used in class

As it is indicated in the table 3.27, the results for this question suggest that the teachers generally preferred to decrease the amount of Arabic in their class. They are satisfied with the amount of Arabic that is used. This is a clear message to the students that teachers would say that English is supposed to be the medium of instruction in class i.e., teaching English by English. However, since the students' level of English is weak, 1 teacher is satisfied with the amount of Arabic used in class.

8. Discussion

Through the analysis of the classroom observation and questionnaires from both teachers and learners, we had revealed many assumptions about their attitudes towards, and perceptions of, the use of mother tongue i.e., Arabic in the EFL classes. The obtained results through the data collection tools answered our research questions and hypotheses that guided the current study.

1. Teachers' and students' attitudes towards the use of Arabic

It is worth noticing that the results of the present study indicate that students had positive attitudes towards the use of the mother tongue in their classes. They supported its use and agreed that it helps them in learning. On the other hand, the some other teachers had opposite attitudes towards that use. However, in general, the teachers had to some extent overall positive beliefs to their native language.

The present results of this study shown that the students, as participants in this research, had positive perceptions of the use of Arabic in EFL classes, and that teachers' use of native language seemed to be essentially useful and supportive to facilitate learning through the translation of some abstract items, complex terms or clarifying the meaning of new concepts, explaining grammar points, as well as explaining difficult vocabulary. Throughout of the 16 observed sessions, it is believed that the use of Arabic, as well translation is a beneficial way for the students to understand.

2. Reasons behind the use of Arabic

To provide answers to Research Question Two, many more questions were answered by the teachers and students to show the main reasons of their use of Arabic in class. The majority of the students declared that Arabic is the most necessary to understanding better difficult ideas, to identifying better the meaning of new vocabulary, and to feeling more comfortable and less stressed. Besides, due to the fact that their level is very weak, this evidence is also provided by the classroom observations in all the sessions.

Moreover, in this study, the teachers pointed out that there are such reasons behind the use of Arabic; they mentioned some of them: explaining new vocabulary words and clarifying abstract terms. In other words, they demonstrated that the teachers should use Arabic in order to increase comprehension, reduce time consumed and help weaker students. In this context, it seemed that Arabic should not be banned.

3. The use of Arabic has a constructive impact

The present study indicated that a great number of students responded that Arabic has helped them learning English through enabling them to feel comfortable and less

stressed in class. It is a way of comprehending new words. On the other hand, the teachers regarded Arabic as necessary for helping students' learning.

This study displayed that an appropriate use of Arabic could be constructive for the teachers and students. In fact, it is argued that all the teachers supported the use of Arabic but not encouraging the overuse of it in class. Particularly, the teachers agreed on the effects of Arabic use and highlighted the most effective of such use is to facilitate learning, motivate learners, and guide to successful English.

4. The amount of Arabic used in class

Based on the data analysis through the observed sessions, we revealed that the majority of the students with high percentages were satisfied with the amount of Arabic used in their classes, whereas, three teachers illustrated that the amount of Arabic should be decreased in class. Only 1 teacher was satisfied with that amount.

To sum up this discussion, this study demonstrated that, in the observed class Arabic plays a great and facilitating role. The arguments of its role are on the students' views. These are indicated below:

- Using Arabic helps learners to be confident and less stressed.
- They need to translate difficult words and abstract concepts.
- It helps them to express things that cannot do it in English.

Conclusion

On the whole, the present chapter has dealt with stages of implementation of the data collection methods. It has also shown the results obtained from those data collection methods. It is worth mentioning that this study investigated the teachers' and learners' attitudes towards, and perceptions of use of the mother tongue in EFL classes.

The final results of this study have illustrated that students had to somewhat positive beliefs towards the use of their mother tongue in their classes. On the other hand, the teachers had a little bit a different views. That is, it is not to deny that the teachers had further views, they indicated that the judicious use of the mother tongue is helpful and plays an essential part in learning process. Moreover, the teachers also

stated that the use of the mother tongue may support and help the students to some extent in various learning occasions.

What is more, the study results pointed out that the majority of the students were satisfied with the amount of the mother tongue used in their classes. On the other hand, the teachers did not share the same view; they suggested that the amount of the mother tongue should be decreased in order to maximize the students' exposure to English in class.

General Conclusion, Pedagogical Implications and Limitations

The present study investigated the attitudes, and perceptions of, both teachers and students towards the use of Arabic in EFL classes. It also explored whether or not Arabic is a facilitating tool, or can stand as a barrier in learning English language. In addition, through this study in the first formulated hypothesis, we hypothesized that the teachers oppose the use of the mother tongue while the students support it. The teachers can be expected to have negative opinions about the use of Arabic in their classes while the students can be expected to agree of its use. Moreover, in the second suggested hypothesis, we agreed that most teachers and students agree with the amount of Arabic used in English classes during instruction.

In terms of its structure the present study is made-up of two parts: a theoretical part and another practical one. The theoretical part contained two chapters. The first chapter is concerned with a review of the literature of the mother tongue and foreign language learning. In precise terms, we introduced the full definitions of mother tongue and foreign language in addition to its significant theories, as well as the acquisition of the mother tongue. Besides, we also mentioned some differences between the learners, native language and, the foreign language learning process.

In the second chapter, we presented some literature on the methods and approaches of the mother tongue use in teaching EFL, and its influence in learning English. In this chapter, we also reviewed relevant assumptions of the tackled issue through a number of previous works that had been conducted earlier.

The practical part contained only one chapter: the Field Work, this chapter is concerned with the analysis of the obtained data collected from classroom observation and teachers' and students' questionnaires. In practical terms, the first stage of this chapter started with observing the students and their teachers in different courses, so that to see the results in relation to their attitudes and perceptions about the use of mother tongue. Our observation relied on (Grammar, Written Expression, Oral Expression, and Methodology) courses. We also administered two questionnaires to the teachers and students, this aimed to collect more information on the research topic. To culminate this chapter, we analysed and interpreted the collected data, and finally discussed them.

All in all, the obtained results confirmed that the majority of the students had positive attitudes and opinions towards the use of Arabic in EFL classes, whereas the teachers did not support its use and thought that Arabic should be exclusive. On this point, the teachers argued that the judicious use of Arabic is sometimes required. That is to say, they preferred to use Arabic but not the overuse of it.

In conclusion, the final results indicated that the students who were questioned to this study considered the use of the mother tongue as a facilitating tool to enhance their level, while the teachers had a somehow different view which they consider it as a facilitating tool, but depending on the occasions where the native language is needed.

Based on the results of this study, the following implications seem to be appropriate:

- The students should be reducing the amount of Arabic used in class. Particularly, when they discuss with their classmates;
- The students should not always use translation from English to Arabic to get the meaning of ideas;
- The teachers should be aware of that the use of Arabic is not as a barrier for learning. For that, the teachers have to allow their students to use it from time to time because it is beneficial for students, especially, the students who have a low level;
- The teachers should be careful on when and how to use this kind of language.

The major limitation of this study is referring back to the small sample of respondents: 4 teachers and 25 students. Thus, for further research it would be favourable to conduct a study with a larger sample of teachers and students. As the results of this study, it could not be generalized to all teachers and students of English.

It is worth mentioning that the classroom observation was the significant method for data collection for this study. One of the most important limitations in this study is that the teachers were informed about the purpose of the study during the

classroom observation because they insisted on what is the purpose of the attendance.

Additionally, the obtained results in this study did not provide with sufficient answers about the teachers' and learners' perceptions in this context. Therefore, it would be better to use further data collection methods. For example, interviews or focus group.

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APPENDICES

Appendix A:

الطالب: بيري محمد طه
قسم اللغة الإنجليزية
المتوج: ٥١ (ثالثة مائتي).

السيد السيد (ة)، رئيس شعبة
اللغة الإنجليزية.

الموضوع: طلب الحصول على
المعتمد

السيد السيد، أتقدم إلى سيدتك المعترمة
طلب الحصول على بعض المعتمد في الفنون (OG) والمتعلقة
بها (Promedics - Grammar - written expression - oral expression) من
المنهجية، وذلك من أجل إجراء عملية الملاحظة
للعملية، وأنا الأمانة للحصول على مجلة من الملاحظات
المتعلقة بالسجيت.

وقتي الأهميه أرجو أن يحضري طلبتي هذا بالمعتمد
وتفليبا مني أسى عبارات الاحترام والتقدير

إمطار.





Mohamed Kheider University of Biskra
 Faculty of Letters & Foreign Languages
 Department of Foreign Languages
 English Division
 2014/2015
 FIRST YEAR LMD PLANNING
 SECTION II/ Group 6

Day/Time	Sunday	Monday	Tuesday	Wednesday	Thursday
08:00/9:30	Methodology Amphy B (Khouil)	Phonetics BC 9 Bachar A	Grammar Room 1 Houadji	Wr. Exp Room 03 Khaloun	Grammar Room 1 Houadji
9:40/11:10			Methodology Room 12 Khouil	Literature Amphy F. Smati	F. Lge Room 12 Kollil
11:20/12:50	Oral Exp Room 01 Bencharef	Social & Human Sciences Amphy B Bachar A		Linguistics Boulegroune BC9	C. of the Lge. Amphy B Zengli
13:10/14:40			Oral Exp Room 05 Bencharef		
14:50/16:20			Wr. Exp Room 05 Khaloun	Oral Exp Room 04 Bencharef	
16:30/18:00					

Appendix B:

Appendix C:

Classroom Observation Check-List

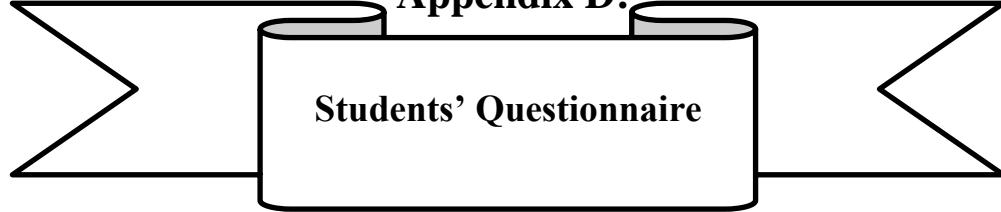
Teacher:	University: Mohamed khider University of Biskra
Subject:	Date:
Level:	Time:
Observer: Mohamed Taha BADRI	

Instruction	Observed	Not observed	Comments
The teacher uses Arabic while teaching			
The students use Arabic in the class			
The students use Arabic-English dictionary			
The teacher uses Arabic to give instruction			
The teacher uses Arabic to explain difficult concepts			
Teacher uses Arabic to joke around with the students			
Teacher uses Arabic during free talks with the students			
Students use for greeting and leave –taking			
Students use Arabic for grammar rules			

Students use Arabic for vocabulary explanation			
Teachers use Arabic in order to facilitate learning			
Teachers use Arabic to motivate their students			
Teachers and students use Arabic in order to save time			

Adapted from (Manara 2007, p. 177)

Appendix D:



Students' Questionnaire

Dear student,

This questionnaire is part of an investigation for my Master Dissertation. The main goal of this questionnaire is to examine your attitudes and perceptions towards the use of the mother tongue (Arabic) in English classes. I would be grateful if you could respond the following questions. Your cooperation is greatly appreciated.

Please, mark (√) in the appropriate box (es) and give full answer(s) on the broken lines.

I thank you in advance for your cooperation and the time devoted to answer the questionnaire.

Section One: Background Information

1. Gender: Male Female
2. Age:
3. Level:

Section Two: Learners' Attitudes towards Using Arabic in Class

4. Should Arabic be used in class?
 - a- Yes
 - b- No

5. Do you prefer your teacher to use Arabic in class?

- a- Always
- b- Sometimes
- c- Very rarely
- d- Never

6. Do you think the use of Arabic in class helps you learn English?

- a- Always
- b- Sometimes
- c- Very rarely
- d- Never

Explain your answer please

.....

.....

.....

7. How often do you think Arabic should be used in class?

- a- Always
- b- Sometimes
- c- Very rarely
- d- Never

Section Three: Reasons behind the Learners Use of Arabic

8. When do you think it is necessary to use Arabic in class?

- a- To help define some new vocabulary items
- b- To practice the use of some phrases and expressions
- c- To explain grammar points
- d- To explain difficult concepts or ideas
- e- To give suggestions on how to learn more effectively

Other, Please

Specify

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

9. What are the main purposes of using Arabic in class?

When they want to say something and cannot do it in English	
To express lack of comprehension	
To explain things to their classmates	
To ask for explanations of grammar	
If you think that there are other reasons, please specify them	

Section Four: The Use of Arabic has a Constructive Impact

10. Using Arabic motivates to participate more in English class tasks.

- a- Strongly agree
- b- agree
- c- Disagree
- d- Strongly disagree

11. Why do you think Arabic is necessary in class?

- a- To understand difficult idea better
- b- To identify the meaning of new vocabulary words better
- c- To feel comfortable and less stressed

Explain your answer please

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

Section Five: The Actual Use of Arabic in Class

12. How much does your teacher of English use Arabic in class?

- a- Very much
- b- Much
- c- a little
- d- Very little

13. What do you think about the amount of the Arabic your teacher uses in your class?

- a- Satisfied
- b- Want the teacher to increase the amount of Arabic in the class
- c- Want the teacher to decrease the amount of Arabic in the class

Thank you for your cooperation, indeed.

Mohamed Taha BADRI

A Master Degree Candidate

Section of English

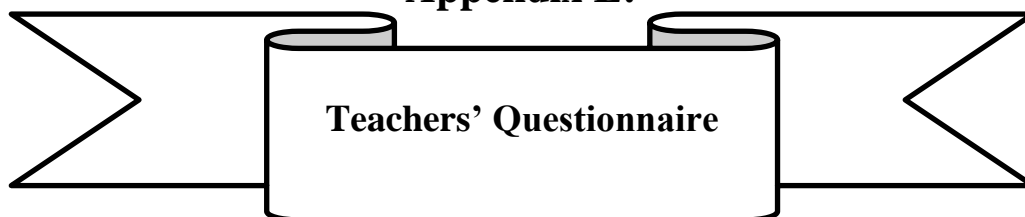
Faculty of Letters and Foreign Languages

University of Mohamed khider, Biskra

Phone Number: 0779106064

E-mail: badritaha042@gmail.com

Appendix E:



Dear teacher,

This questionnaire is part of an investigation for my Master Dissertation. The main goal of this questionnaire is to examine your attitudes and perceptions towards the use of the mother tongue (Arabic) in English classes. I would be grateful if you could respond the following questions. Your co-operation is greatly appreciated.

Please, mark (√) in the appropriate box (es) and give full answer(s) on the broken lines.

I thank you in advance for your cooperation and the time devoted to answer the questionnaire.

Section One: Background Information

1. Gender:

a- Male

b- Female

2. Age: **30-40** **41-55**

3. Degree(s) held:

a- BA (License)

b- MA (Magister/Master)

c- Ph. D (Doctorate)

4. How long have you been teaching English?

.....

Section Two: Teachers' Attitudes towards the Use of Arabic in Class

5. Should Arabic be used in the class?

a- Yes

b- No

6. The student should use Arabic in the class?

a- Always

b- Sometimes

c- Very rarely

d- Never

Explain your answer please

.....

.....

.....

7. Do you think the use of Arabic in the class helps you teach English?

a- Always

b- Sometimes

c- Very rarely

d- Never

Explain your answer please

.....

.....

.....

8. How often do you think Arabic should be used in class?

a- Always

b- Sometimes

c- Very rarely

d- Never

Section Three: The Actual Use of Arabic in Class

9. For what reasons do you think that Arabic should be used in the class?

- a- Explaining new vocabulary words
- b- Explaining grammar point
- c- Clarifying difficult concepts or ideas
- d- Giving instructions

Other, Please

Specify

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.....

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10. Why do you think Arabic is necessary in the class?

- a- it increases comprehension
- b- it reduces time consumed
- c- it makes the learning process more effective

Explain your answer please

.....

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.....

11. What do you think of the amount of Arabic you use in your class

- a- Satisfied
- b- Want to increase the amount of Arabic in the class
- c- Want to decrease the amount of Arabic in the class

Thank you for your cooperation

Mohamed Taha BADRI

A Master Two Candidate

ملخص

تهدف هذه الدراسة الى استكشاف مواقف المعلمين و المتعلمين حول استخدام لغتهم الأم في تعليم اللغة الانجليزية كلغة أجنبية. موضوع هذا البحث اکتسب اعتبارا في الآونة الأخيرة, و الغرض من هذه الدراسة هو التحقيق في المواقف و التصورات لدى المعلمين و المتعلمين فيما يخص استخدام اللغة الأم في تعليم الانجليزية في جامعة محمد خيضر ببسكرة. من أكبر القضايا المطروحة هو ما اذا كان استعمال اللغة العربية في الأقسام الانجليزية يعتبر أداة تسهيلية أم هي حاجز و عقبة في العملية التعليمية, و بالتالي فنحن نفترض أن المعلمين يعارضون الاستعمال في حين أن المتعلمين يدعمون ذلك. و من المتوقع أن يحمل المعلمون معتقدات سلبية حول استعمال اللغة العربية في أقسامهم في حين أن المتعلمين يتوقع منهم الترحيب بالفكرة ايجابا. بالإضافة الى ذلك, نحن نوافق على أن معظم المعلمين و المتعلمين يوافقون على كمية اللغة العربية المستعملة في أقسام الانجليزية, و لا ثبات هاتين الفرضيتين أجرينا دراسة نوعية في هذا البحث. اخترنا 25 طالب و 4 معلمين في قسم الانجليزية و الذين قد شكلوا العينة المستهدفة في هذا البحث. طريقتان اعتمدنا عليهما للحصول على البيانات اللازمة هما الملاحظة في القسم و استمارة الاستبيانات لكل من الطلاب و المعلمين. على أساس النتائج التي تم الحصول عليها سابقا, تكشف الدراسة أن الطلاب يحملون مواقف ايجابية في حين يحمل المعلمون مواقف سلبية اتجاه استعمال العربية في تعليم اللغة الانجليزية. بيذا أن, المعلمون في بعض الأحيان يبدون ميلا لهذا النوع من الاستعمال اذا كانت هناك حاجة ماسة للعربية في بعض المناسبات. و في الختام أظهرت الدراسة أن المتعلمين و المعلمين لديهم أغراض مختلفة اتجاه استعمال العربية في تعليم الانجليزية. ان التنوع في الاغراض و الاهداف أدى بهم الى حمل مواقف مختلفة. المقترحات البيداغوجية و النصائح التربوية المعروضة في نهاية البحث لإفادة المعلمين و الباحثين في المستقبل.

Résumé

Cette étude a pour but de faire découvrir les opinions des enseignants et des apprenants sur le sujet de l'emploi de la langue maternelle dans l'enseignement de la langue anglaise comme langue étrangère. L'objet de cet exposé, qui est l'utilisation de la langue maternelle dans l'enseignement de l'anglais, a fait couler beaucoup d'encre ces derniers temps au niveau de l'université à Biskra. Mais le plus grand problème qui se pose, c'est-ce que cette utilisation de la langue Arabe dans les classes de l'anglais peut être bénéfique et aidant les apprenants dans leur parcours ou le contraire, c'est-à-peut être néfaste et par la suite être un obstacle ?. Nous allons supposer que les apprenants sont à fait cette utilisation de l'arabe mais à un degré bien précis et que les enseignants sont tout à fait contre. Pour prouver ces deux suppositions, nous avons fait une étude exceptionnelle dans cet exposé. Nous avons appelé 25 apprenants et 4 enseignants de la langue anglaise. Pour aboutir aux informations recherchées et voulues, nous sommes appuyés sur deux méthodes : L'observation et le questionnaire des apprenants et des enseignants. A partir des résultats obtenus, nous avons remarqué que les apprenants portent au fond d'eux-mêmes, un avis positif tandis que les enseignants, ils ont éprouvé le contraire : leur point de vue était tout à fait négatif. Mais malgré tout, et cela est à signaler, nous avons remarqué chez ces enseignants une sorte de rigidité vis-à-vis de l'utilisation de l'Arabe tant que cette utilisation est si nécessaire et dans des occasions bien nettes et bien précises, c'est-à-dire ce n'est à n'importe quel moment. En fin, à signaler aussi que cette étude a montré des divergences dans les points de vue entre les enseignants et les apprenants de la langue anglaise. Les propos pédagogiques, les styles et genres éducatifs et les limites vont être vus à la fin de cet exposé pour être au profit des futurs enseignants de la langue anglaise.