Break the Ice: Teachers' and Learners'

Attitudes toward the Use of the Mother Tongue

in Foreign Language Classroom

Dissertation Submitted for Partial Fulfillment of the Requirements for the Master Degree in Science of Language

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Dedication

To My Beloved Family

My father Abd El Kader

My Mother Meftah Noura

My Brothers Abd El Hamid,Hecene, and,*Djamel*

My sisters Turkia, Rania ,and **Nesrine**

My Brother's wives **Halima** and **Ahlam**

My Best Friends

Amina, Ibetissem, Nassira, wafa , Afaf, Hoda,

Sahra, and Hanane

Ackowldgemets

*First of all, I would   like to thank **Allah** "the Almighty" Who helped me to conduct this work.*

*I sincerely appreciate the intensive support of my supervisor **Mr. Slimani Said**. I would like to thank him for his pieces of advice, politeness, and for being a father rather than a teacher.*

A special acknowledgement is extended to my parents who extremely support me in both my studies and whole life.

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Abstract

This research investigates the issue of using mother tongue in EFL classrooms. This issue was selected because it comprises a fact which occurs in EFL classes. In addition, it is a worthy controversial issue since it includes a distinct theories and views of the researchers. This research aims to discover the extent of using the mother tongue by the teachers and learners. Moreover, it attempts to identify the motives behind of this use. At the same time, the main objective of this research is to diagnose the mother tongue effects on the learning and teaching achievements. In this work, it has been hypothesized that the use of the mother tongue might be either advantageous or disadvantageous. To test these hypotheses, two questionnaires have been submitted. The first one was for the teachers and the second one was for the learners. The submission of those questionnaires was for gathering data about their attitudes toward the use of mother tongue in EFL classes. The results of these questionnaires reveal that the majority of first year students approve using the mother tongue in learning EFL. Concerning the teachers, they use the mother tongue only when the learners face difficulties in learning EFL.

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List of Abbreviations

ALM: Audio Lingual Method

CLL: Community language learning

CLT: Communicative Language Teaching

DM: Direct Method

EFL: English as foreign language

GMT: Grammar Translation Method

IAT: Implicit Association Test

LAD: Language Acquisition Device

S: Suggestopedia

SLA: Second Language Acquisition

SW: Silent Way

T: Teacher

TPR: Total Physical Response

TTBT: Term–Task Based Language Teaching

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General Introduction

Languages exist everywhere. Their spread among people is due to its importance as channels of communication. People deal with each other, share beliefs and feelings, exchange knowledge, all of these functions are served by the language. The various functions of the language make it unique to humans. They insist to acquire them by way or another, despite they are complex systems vis a vis phonology, syntax, and semantics. So, using the language is an exclusive human feature. People usually do not only acquire their mother tongue, but also other languages. In other words, they acquire the foreign languages to enhance the whole gamut of life.

Nowadays, English has become the most known foreign and. It is the language which bridges the native speakers from a side and non native ones from another. It is then the language which connects the entire world. Harmer (2001 P.2-3) demonstrated that the previous colonial movements and the expansion of the British Empire, the prevalence of international trade, the increase of amount of traveling and tourism, the academic and technological exchange of information, and the popularity of English culture are the prime factors of making English as popular language . Cook (2003p.26) added other factors as the higher international interaction, the predominance of US, technology, business, and advertisements.

The director of English and exams in British Council, Robnson (2013 p.2-3) said "English is spoken at useful level by some 1.75 billion people worldwide-that is one in every four. By 2020, we forecast that two billion people will be using it…" He believed that English is the most important language because of five reasons. Firstly, it is the world common language which receives large number of non –native speakers. Secondly, it provides the UK cultural, political, and economic power. The third reason is that English is a tool to enhance economics and education. The forth one is this language promote the financial life of individuals because it leads to economy. Finally, English is a gateway for the UK to motivate the young people to teach and to share it to ensure the development.

So, English has obtained a high status as a second and foreign language. This achievement attracts the researchers to highlight all related issues concerning this language. An important issue which springs in the soil of second language acquisition

(SLA) field is using the mother tongue in EFL classrooms. The scholars attempt to investigate this theme reveals distinct opinions and theories. The diversity of those latter drove to a firm controversy. A group of researchers (as Ellis 1984) view that using the mother tongue is totally beneficial. Whereas the opponents (as Krashen 1981) argue that this language is detrimental in EFL learning and teaching.

This research has a minor objective and a major one. The first one is a description of the debated dimension of using the mother tongue. The second objective is an emphasis on the attitudes of teachers and learners toward this issue. This specific deviation is because the attitudes of those people to shape the validity of this research. It is a representation of reality that is the core of the practical part.

Statement of the Problem

The amelioration of teaching and learning of EFL is the objective of the scholars. To achieve this objective, they expanded their interest to explore the best strategies .They found that those enterprises are encompassed via using the mother tongue. A dilemma was raised, and several opinions have appeared. A group of experts opposed the idea of using the mother tongue, while others advocated its use.

Research hypothesis

The use of the mother tongue is a double edge sward. It may enhance EFL learning and teaching; hence, it should be allowed. Or, it may hinder those processes, therefore, it should be forbidden.

Research questions

1) Does the use of mother tongue facilitate EFL learning and teaching?

2) Why do learners and teachers use their mother tongue?

3) Does the mother tongue hinder learning?

4) To what extent the use of mother tongue is negative?

Aims of the Study

This study aims to shed the light typically on the controversial issue of using the mother tongue. It tries to explore why the mother tongue should be or should not used .In addition, it is cried to determine the outcomes of using or dismissal of using this language in EFL classes.

Structure of the Study

This work is divided into three main chapters. The first two chapters represent theoretical part of the research which is mainly based on the literature review. The first one deals with the identification of the attitudes in social psychology and the language attitudes in sociolinguistics. The second one includes general insights about different teaching approaches, learning theories, language and culture shock. Then it moves forward to discuss the advantages and disadvantages of using the mother tongue in EFL classes. While the third chapter represents practical part. In this latter, the responses in the questionnaire of the students and the teachers will be analyzed.

Research Methodology

Based on nature of the research which is qualitative, the questionnaire has been chosen as data collection technique. This latter was a suitable one; because, it assisted the researcher to gather much information about teachers' and learner' attitudes toward the mother tongue use. The obtained results from this technique will be analyzed through the descriptive methods.

Limitation of the Study

In the beginning of the research, it seems very hard to control the large number of thoughts to the specific concern and to the main issue, but thanks to personal observation, the identification of the objectives ,doing more research ,and relying more on the pieces of advice of the supervisor, the challenges finally reduced.

Chapter One

The Exploration of Attitudes

Chapter One

Introduction

It is obvious that the different sciences and studies are developing over time and are continuing to progress in an enduring process. Such development has occurred in the tools, technologies of investigation, and even in the issues. Despite this development, the issues which have concerned human beings remain the core of most studies. One attractive theme which received a large turnout by the researchers is the theme of attitudes.

This chapter is divided into two main parts. The first one includes the definition of attitudes, its construction, its types, its measurement, its function, and learning of attitudes. These elements will be more detailed according to the social psychology findings. While in the second part, there will be general information about language attitudes.

1.1 Definition of Attitudes

Before proceeding to the profound analysis of the issue of attitudes in social psychology, two definitions of attitudes will be presented. First of all, the attitudes term came from the Latin. Apto which means aptitude or fitness, and acto which refers to the postures of the body. An attitude in the Latin indicates the deeds and actions (Caccippo et. al 1994).

According to Hillson (2007p.7), attitudes are the orientation and the position of spacecraft, aircraft, or missile in the space.

The attitudes in the above definition are the specific directions of the object in space which has a starting point and an ending point following the manipulation of the captain or an institution.

David Crystal (2008 p.43) mentioned that the attitude in a sentence is the representation of affective side which is conveyed via its meaning. It is the control of the pitch of intonation to express emotion as anger and mockery

In other words, the attitudes are concerned more with the spoken form. They enable the listener to know the temperament and the feeling of the speaker depending on the variation of the sounds.

The definitions which have been provided include general data about the attitudes, the next information will be more detailed specifically about the position of attitudes in social psychology in terms of their connotation, construction, and functions.

Social psychology has emerged in the late of 1800s is the scientific study of people's thoughts, feelings, and actions and the influence of social context on those structures. It is semi-autonomous because it is correlated with the clinical psychology, personality psychology, and cognitive psychology findings (Kassin ,Fein, & Markus 2008 p.2).

Allport (1954) described attitudes as "the primary building stone in the edifice of social psychology."(as qtd in Wicker 1969 p.41).

So, according to Allport, the beginning of social psychology was the inquiry of attitudes phenomenon. The selection of this issue to be started with implies it was significant than the other issues. When the stones are put together they form a whole building. So, investigating the attitudes and the following themes constructed the social psychology as broad field.

Since the attitudes have a key position in the social psychology, following chronologically its investigation reveals four period of time. The era 1920s and 1930s was the cradle of identification of the essence of attitudes and the beginning of the measurement. The second era of 1950s and1960s contained the study of attitude change. The 1980s to1990s represented the attempt of understanding the formation and the function of attitudes. Finally, the modern era which has known the evolution of dual process modal and the new measurement of implicit attitudes (Carno, & prislin2008 p.3-4)

After the display of the duration which comprises particular events, it will be worthy to know what the attitudes are.

Schwarz and Bohner (2001 p.2) mentioned that the traditional definitions of attitudes in social psychology were based on certain elements such as cognition, motivation, and behavior. For instance Allport (1935) viewed attitudes as "a mental and neural state of readiness organized through experience, exerting a directive and a dynamic influence upon the individual's responses to all objects and situation with which it is related." While Krech and Crutchfield (1948) definition of attitude was "an attitude can be defined as an enduring organization of motivational , emotional perceptual ,and cognitive process with respect to some individual aspects of the individual world." Others considered this term as a set of behaviors and actions which appear in a particular position.

Based on these definitions, one can understand that the attitudes are the incidence of appropriate reactions toward an object. They occur when people are aware, motivated, and having certain feelings. Those reactions are developed gradually via the practice and trial and they do not change over time. The attitudes are also all what humans do and act.

Eagly and Chaiken (2007 p.582) mentioned that the attitudes are currently defined as psychological and cognitive evaluation of a specific object with expressing of person's approval or disapproval. While Albarracine et al. (2014 p.3-4) defined the attitudes as the assessment of oneself and other people, and the assessment things to choose what is good for them in the present and the future.

Since the attitudes are responses and evaluation, this   means that the human beings are unique species and non- passive ones. That is to say they are not neutral toward their environment because they appraise things that they encounter. Through the assessment, the attitudes enable the individuals to know more who they are, to know the characteristic of other people to determine which relation to have with them, and to facilitate their life

 Eagly and Chaiken (cited in Gilbert 1998 p.270) reported that there are five major terminologies of attitudes. The prejudice term which refers to the negative attitudes toward the minority groups, while the linking or interpersonal attraction is the attitudes toward the single person. Moreover, holding attitudes toward oneself is called self esteem. With regard to the attitudes toward the abstract goals as freedom and equality is termed values. The fifth terminology is the social attitude and political attitudes which is concerned with the implementation of governmental policy and relation between social groups.

1.2   The components of attitudes

Starting from the idea that attitudes are evaluative structures, the researchers were keen to discover from where those evolutions come. In other word they highlighted the components which contribute in the construction attitudes.

According to Schwarz and Bohner (2001 p.2-3), the construction of attitudes was understood by the social psychologist thanks to the attitudinal measurement. This technique is based on questions of the researchers and responses of the participants. When the participants receive the attitudinal question, they initially infer its hidden intention and then they shape judgments. This latter comes from cognitive evaluation, affective reactions, and behavioral knowledge.
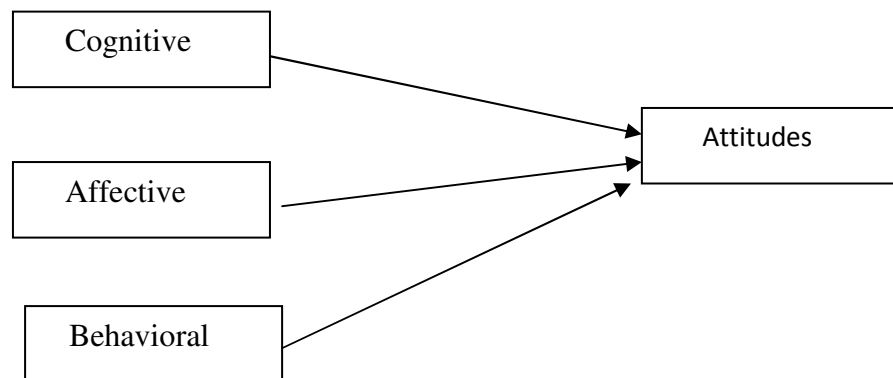
Graph 1 The multicomponent modal of attitudes (Haddock, & Maio 2005 p.36)

The objective of the social psychologists from conducting the attitude measurement was not to know the   answer about the topic, but to know how the process of answering is actually done. They discovered that the participant analyze the meaning of the question and then they use their cognition ,affection, and experience to discriminate between the different aspect of the theme to form the final standpoint.

Corno and Prislin(2008 p.25) saw that the cognitive component or evaluation as the association between negative or positive beliefs ,thoughts ,and attributions with a specific object. When the participant are asked about their beliefs toward something, they require to retrieve previous knowledge. (Schwarz & Bohner 2001 p.6). Allbarracin et. al (2014 p.5-6) confirmed that there are two types of retrieved attitudinal information. The first one is saved in long term memory, thus whenever a person exposes to stimuli (attitude object) there will be a flow of memories. For example talking about eating ice cream he/

she may remember everything because of liking them too much. However, in the second type there is no plenty of memories because the knowledge is stored in the short term memory, this can be illustrated when the same person says the ice cream has attractive colors.

Those assumptions mean that the formation of attitudes mentally is based on what a person believes on. This process demands the familiarity with the object and effort to recall the previous background.

The affective components are different from the cognitive ones. These components indicate the feelings which appear in a context. Sparraw and knight (2006 p.27) believed that the feelings are indispensible source of attitudes formation because they lead people to behave and to be aware about their behavior. Carno and Prislin(2008 p.25) viewed that The feelings are kind of responses. For instance people often have a fear from spiders. This affective responses cause the possession of negative attitudes toward this insect. Ajezen (1968 as cited in Mckenzie 2010 p.22) stated that the affective responses can be classified into the verbal affective responses and non verbal ones. The first category is those responses which are orally expressed as appreciation and anger. The non verbal responses involve physical movement as the change of heart rate. The second type is not easy to be measured because they do not clearly indicate either a desirable or undesirable attitudes.

So, what people feel is not less important than what they think and believe. Their feelings are not only what exist in their chest, but they are a solid bases which guide them to specify the appropriate attitude to the particular object. The constructions of positive or negative attitudes are corresponding with the good or bad feelings.

The studies showed that the cognitive and the affective components are different in their origin and functions. Haddock and Maio ((2005 p.10) suggested that the distinction between the cognitive and affective component is due to the nature of issues which they are concerned with. Issues like blood donation, literature, smoking, deaf people, and politics stimulate the emotion of individuals. However, issues which include convincing or debated aspects are correlated with the beliefs.

The third constituent of attitudes is the behavioral knowledge. According to Grisp, &Turner (2010 p92-98) in self- perception theory of Bem (1965), the attitudes are extracted from the observation of own behavior which happened because of insufficiency

of information or the absence of old attitudes. Carno and Prislin (2008 p26) illustrated that if the citizens signed a request against the unethical treatment of animals, this behavior is the source of their negative attitudes towards the factory farming.

The insufficiency of information happens when the beliefs and the feelings provide only little knowledge. Thus people tend to analyze their past experience with the object to know its effect. In the example mentioned above, the citizen's signature represents a behavior which was the result of their refusal of factory farming. This behavior will develop to be an experience; therefore, whenever those inhabitants meet a situation includes the factory farming, they remember that they have signed against it before.

Suedfield (1998 p.4) reported some experts affirmed that the behaviors are not a component of the attitudes. Their justification is that the behaviors do not reflect the feelings and the beliefs. The smokers for instance think and feel negatively about the cigarette, but they never stop smoking.

The definition of attitudes as constant evaluation is eventually debated. The attitude became viewed as constructs. Wilson and Hodges (1992 p.29) improved that human beings use only a portion from their beliefs, feeling, and behavior. Besides, this knowledge itself is affected by the social milieu. Hence; people construct their attitudes according to the situation which they are in.

The researchers have showed that the claim about unchangeability of attitudes is faulty because people have new attitudes each time in the different setting. Thus, an attitude toward an object here is not the same there. This occurs because of the influence of others opinion and attitudes.

It is acceptable to say that whatever the source of the formation of attitudes, the attitudes can not stand alone and they do not come by chance.

1.3 Types of attitudes

The intensive investigation of attitudes sparked the attention of researchers that there are two kinds of attitudes. The first ones are the explicit and the second ones are the implicit attitudes.

Jorden (2009 p.748) demonstrated that when a person encounters an object in the surrounding, if she/ he consciously and slowly evaluates it then it is an explicit attitudes. It

is related to the mental propositional system which examines the knowledge to be true or not. While it is an implicit attitudes if this person appraises this object in a way that is rapid and unconscious. All of these attitudes are the outcome of the cognitive associative system.

Gauronski (2006 P693-694) viewed the clear cut between the explicit and implicit attitudes is their correlation with specific cognitive processes. The explicit attitudes are evaluative judgments. They require time and reasoning to check whether the beliefs are valid or not. The propositional system transforms the beliefs into a proposition as "I dislike x". The implicit attitudes are automatic responses. They appear directly when an exposed stimuli has the same features with the stored items in the mind. The role of associative mental process is to associate the past and present information .Moreover; he added that they are measured differently. The explicit ones are measured through people's self report, however; the measurement of the implicit attitudes is done via certain techniques as implicit association test (IAT) and priming tasks in which the researchers deduce the people's responses and behaviors.

Fazio (1990 cited in Chaiken & Trope, 1999 p97-99) explained that in the deliberative process of explicit attitudes, people think and analyze the aspects of an object to know how to behave. In the automatic process of implicit attitudes, their existing attitudes in memory are automatically activated by the stimuli. According to Suedfield (1998 p.15), the automatic activation is called the "ready aid" of preexisting attitudes or the "accessible attitudes".

The formation of explicit attitudes is a systematic process while it is spontaneous in implicit attitudes. The systimasity or spontaneity is due to the different function of the mind. The explicit attitudes are evaluations of object reality which are processed by the mind to be a proposition and a saying. In the implicit attitudes, the knowledge of the old and new attitudes are joined and compared by the mind to have a final attitude.

Jordan (2009 p.749) claimed that despite the common idea that the types of attitudes are independent, the associative -prepositional model suggested that those types mutually influence each other. In addition, each one is causes the incidence of the other. For example, a worker does well in his job, the other workers form directly positive responses, and then they will say the proposition "we like him". Here, the implicit attitudes provoke the explicit attitudes. Wilson (1995) proposed that there is a likelihood of having the explicit and implicit attitudes in the same time. The dual attitudes phenomenon comprises

the old and the new attitudes since both are kept in memory. For that reason the old attitudes are not replaced by the new ones.

Finally, although the explicit attitudes and the implicit attitudes are entirely different either in their construction and measurement, they are inseparable from each other.

1.5 Attitudes Measurement

The orientation toward the innovation of the various techniques of measurement was due to the researcher's willing to recognize how the explicit and implicit attitudes work.

Schwarz, Bohner (2001 p. 2-3) asserted that the experts changed their mind about the constancy of the attitudes because of measurement. They found that the attitudes are related to the situation in which they are constructed. Therefore, the shift in the attitudes is provoked by the shift in situation. When the researchers change the circumstances of posing the question or the time, the attitude of a participant about single object will vary. Eagly and Chaiken (1993 cited in Rudman 2011 p. 1) denoted that because the "context is the king"; it manipulates the changeability of attitudes. The context includes the *systematic factors* as   the ways of asking and organizing the questions and, the *random factors* such as people mood, weather, and current events.

However, Wilson and Hodges (1992 p.39) criticized the idea of that attitudes are changed be because of the context. Usually the reformulation of the question or changing its order change the ways of answering, but do not change the actual feelings or beliefs.

Apart from the experimental studies of attitudes, people usually wonder why they have a negative attitude about an object in a setting and in the same time they possess positive attitudes toward it in different one. The changeability of attitudes in daily life is not a matter of changing the place or time, but how much those people are affected by others opinion, beliefs, feelings, or attitudes.

Bruce and Yearly (2006) maintained that the mentalist theory assumed that the attitudes come from the individual's introspection, therefore; they are not noticeable and they are known only if people talk about them. The objective of posing the questions is to know the position and the feeling   of the person toward something. Gilbert et al (2010 p. 359) postulated that the self report is an essential tool to assess people's preference, beliefs, and values about a topic ;therefore, it is appropriate to be used in the measurement of explicit attitudes.

Rudman (2011p.9-27) described that the 1980 era was a golden one in social psychology history. The specialists invented new techniques to measure the implicit attitudes which were not concerned with self report. They surprisingly measured the unconscious and the rapid evaluations. They used the *evaluative priming technique.* Here, the experts used stimuli (the prime) to activate the old attitudes (the target).Another technique is called *implicit association test* which is based on engaging people on specific tasks. The aim of this test is to discover how they associate cognitively the old attitudes and the stimuli.

Although the attitudes measurement provides much data about the attitudes many researchers questioned its validity. Thurston (1928cited in Gilbert et.al2010) doubted the possibility of measuring the feelings. He argued that the feelings are intangible and can not be measured as the height and weight. Rudman (2011 p.1) believed that the attitudes are difficult to be measured like the rocks in geology because they are changeable. Furthermore, people do not speak about their beliefs and feelings and they are often incapable to institute their attitudes.

Thurston and Rudman are wondering whether the researchers are really able to measure the attitudes which are abstract, instable, and invisible as well as they do with things that they can see and touch.

There is no agreement that attitudes measurement is useful or not, but one can conclude that it paves the way to define what the explicit and the implicit attitudes are, and to distinguish between them.

1.4 Function of Attitudes

The hold of attitudes is not purposeless. The question of why human beings have certain attitudes was intensively examined.

Cooper (2003 p.145) claimed the classification of attitudes function appeared primary in the work of Smith and Katz. They investigated the motives behind the evaluation of objects. Haddock and Maio (2005p.12) stated that in 1956, Smith divided the function of attitudes into three main categories. *The appraisal object function* which means that people do not expose to the objects neutrally. They firstly evaluate and appraise them. Accordingly, this function reinforces the deep understanding and the awareness of negative or positive aspects of the objects. *The externalization function of attitude* refers to the

formation of attitudes as reactions against something that is considered as a menace for psychological stability particularly the self esteem .Finally Gilbert et al. (1998) explained *the social adjustment function.* According to them*,* it *m*eans the control of the social connections. In fact, this role has double edges it can be a facilitator or a damager. The positive attitudes enhance the consolidation with favorable groups while the negative ones reduce this process. This function is more related with belonging and identification of identity.

According to Cooper (2003p.145), Katz (1960) proposed *the utilitarian function*, *the knowledge function*, *the ego defensive function*, and *value expressive function.* Katz inspired the notion of utilitarian function from the behaviorist theory of reward and punishment. According to him, the attitudes satisfy the human needs to be pleasant and far from pain, and it confirms indirectly the continuity of life. The knowledge function realizes the human desire to live in well organized environment. The attitudes enable people to be knowledgeable via the differentiation of wanted and unwanted things. In addition to, they facilitate the ways of life via making them more systematic. The combination of the utilitarian and the knowledge functions are equal to smith's appraisal function of attitudes. The ego defensive function and the externalization function are alike in meaning. Katz affirmed that in group which characterized by the dominance of injustice, there is a possibility to form negative attitudes toward it. This group is considered as a threat which may causes economic depression and health risk. Therefore, the attitudes serve psychological function to maintain the self esteem which people highly value .Gilbert (1998 p.305) illustrated that the value expressive function helps human beings to construct an image about who they are .Or in other words through the attitudes, people are able to reflect their personality via the identification of their main values and self concept.

L Milfont (2009 p.242) summarized Katz's and Smith's functions of attitudes into three functions. The first one is *The function of understanding the world* ,the second is the *function of expressing values,* and the third function is *function of enhance and maintain self esteem.*

Based on L Milfont summary, it has been noticed that the three functions are complementary. The assessment makes the facts of the objects clear. That is to say, people can recognize what is good or bad for them. The recognition leads to the satisfaction through benefiting from the good objects .Also, it leads to the protection of oneself from

depression, sadness, anxiety, and the like negative feelings which are caused by the negative objects. When they are satisfied and protected, they can peacefully show their identities, principles, and practice their preferable ways of living.

Petty and Caciopp (1996 p .8) insisted that the attitudes are not only a mirror of personal thought and feelings, yet they also are the justification of actions. According to Wicker (1969 P.41-42), dealing with people in specific manner, planning things in life, and even identifying the ways of holding the attitudes, all of them are behaviors which are the result of having the attitudes.

Accordingly, the attitudes do not only make humans knowledgeable, protected, and identified, but also they make them able to understand their past and present behavior and deeds.

The attitudes serve multiple functions starting from enable humans to comprehend the world arriving to recognize their behavior.

1.5 Learning of Attitude

Any individual in the globe belongs to his/her own society. This latter is a significant source of knowledge which opens the door for learning everything.

Allport (1935(cited in Sabatès, & Capdevila 2010p.1286) considered attitudes as kind of learning which influences thoughts and emotions In fact, Garettn (2010 p. 22)proclaimed that learning the attitudes may be observational or instrumental. In the observational learning, the behavior of others is most influential thing on people. They spent most of the time observing what the others are doing and then inferring the results of engaging in such action. In the instrumental learning, there is no observation of others behaviors; it demands personal effort to estimate the utility of attitudes in term of their benefit. As a result, the formation of attitudes is done through the social behaviors and the personal experience.

Here, the consideration that the attitudes are learned means that they are not inborn or inherited, but they are acquired.

Hogg and Tindal (2011 p.260) described that the human beings are characterized by their curiosity of understanding the world, and their willing to be socially accepted. The

understanding of the world is realized through the analysis of others behaviors. The social approval is achieved via the acceptance of social norms. The fulfillment of these purposes enables the humans to construct the attitudes.

The community shapes its own positions and visions toward the object, and it shapes the rules to be followed. The more the members respect the community attitudes and rules, the more positive attitudes they possess toward those elements. For instance, the societies usually prohibit the theft; therefore, their members have negative attitudes toward it and they avoid stealing others to be socially accepted. As a result, if the individuals are in harmony with the attitudes of their society, their life will be facilitated in it.

More illustration was provided by Shapiro (2004 p.3-4), According to this writer, most infant's negative attitudes spring from the fairy stories in which disables characters are always the inferior. Unfortunately, the society and culture are the primary foundations of this attitudes.People often admire those who have good appearance and social rank and they neglect those who do not have this features.

The supposition of that the attitudes are acquired because of the influence of the members of the community holds another dimension: The attitudes are changed by the social impact.

Albarracin et.al (2014 p.6) explained the above statement through claiming that society can powerfully affect and change the individual's attitudes through communication and persuasion. This latter is defined by Perloff (2010 P.10-11) as the purely human enterprise. The persuader uses a verbal or written form to convince the listener or the reader to change consciously or subconsciously his or her beliefs or behaviors.

Cialdini (2001 p.21) reported that in South Carolina in Colombia, some experts encouraged the inhabitants to give the charity. Their campaign experiment has two interesting outcomes. The more inhabitants are motivated, the more they give the charity. Moreover; those motivated people in turn convince their relatives and friends to do so .These findings support that the individuals are the slaves of the influence of other's though, feelings, and behaviors.

Jordan (2009 p.748) emphasized the role of persuasion in constructing and changing the attitudes. In the medical awareness campaign, the citizens receive full information about an illness and clear prevention procedures. The responsible people of

this campaign attempt to convince those citizens that this disease is dangerous. Gradually, the citizens will have negative attitudes toward this disease which influence their behavior later on.

It is suitable to say, the persuasion is a power which is able to change the attitudes in the various domains. The politicians for example use real arguments and well formed speech in order to get the public approbation. Therefore Cialdini (2001.p.72) claimed that the persuasion is an art and the persuader is an artist.

To conclude, the attitudes are socially constructed. Their nature makes them flexible and capable to change via the persuasive communication.

1.6 Language attitude

It has been previously mentioned that the objects are evaluated to form the attitudes. This implies that the objects have no sense if they are not assessed and appraised. The language is one of the structures which people are not neutral toward it. This simply because as Trudge (2000 p.1) believed that the language is not a matter of exchanging the conversation, but rather it is vital tool of controlling the connection between people. The attitude toward the language is called language attitudes.

Lucas (2001 P.3) explained that sociolinguistics science focuses particularly on the nature of language and its role in the community. It investigates certain issues as the language attitude to understand the language planning and language policy tasks.

Lucas (2001 P.67) illustrated that the studies of language attitudes were carried primarily by Labov in1972. He examined the attitudes in Martha Vineyard Island toward the diphthongs (ay) as in the term fry, and the diphthongs (aw) in the word mow. labov discovered that the vast majority of people in this place had positive attitudes toward these diphthongs. Thus, these diphthongs were considered as the signs of the native language in Martha Vineyard Island.

Since the sounds are the basis of the languages, the high or low amount of using specific sounds is due to the positive or negative attitudes toward them. Labove work showed that when focusing on the different sound of native languages, it is observable that their diversity is because of how they are seen in terms of favorability or unfavorability.

Crystal (2008 P. 266) defined language attitudes as the positive or negative feelings toward the native language or the foreign one .They are important in language teaching and language planning.

Some researchers viewed language attitudes as any kind of attitudes toward objects, people, or ideas. Hellinger (1996 p.18) for example considered Language attitudes as the tendencies to evaluate language situation with the accompaniment of language behavior. Hellinger (1996p. 154-160) explained that the purpose of language attitudes is to increase the chance of using appropriate language which people are competent in .In addition to, the language attitude enables them to identify which group they prefer to communicate with.

Before taking the decision of speaking any language, people often observe its linguistic structures, its functions, and which community it belongs to. This evaluation leads to the construction of attitudes toward it.

From the above definitions, it seems that the language attitudes are lasting evaluation which has several functions. However, Lucas (2001 p.182) believed that language attitudes are more complicated manifestations. They are not an individual, but rather it is a social and changeable ones. Therefore, as Cohen (2003 p.808) mentioned the individuals share the same purposes, identities, and values with the similar members of own society .Their attitudes are a combination of personal evaluation and social norms.

Each society has its own attitudes toward its language and attitudes toward the language of other communities. The society reinforces the positive attitudes of its members toward its own language.

Lucas (2001 p.182) claimed that the complexity of language attitudes is due to its invisibility nature. The researchers tend to observe the behavior to understand their formation.

The attitudes are abstract structures which are measured through focusing on of humans' behaviors and reactions, language attitudes are also assessed in the same way by observing the manner of choosing to speak a language.

Schoel (2012 p.22) necessitated the differences between attitudes toward a language and attitudes toward a speaker. The first one is related with how language is seen (for

example its complexity and its beauty). The second attitudes involve knowing about the speaker (For instance his age and personality).

Baker (1992 p9-10) said "… in the life of a language, attitudes to language appear to be important in language restoration, preservation, decay, or death." According to Ferver (2001 p.1-2), the use of one language at the expense of another is not spontaneous at all. People adopt a language because their positive attitudes toward its prestige which refers to the features of language as the reflection of social development.

The survival of certain languages from the past until the present has happened because of the positive attitudes toward them, while the negative attitudes make them vanish and unknown. So, the attitudes toward a language are concerned with its main characteristics and function. Most languages which gain positive attitudes are those which are in used the current time and the modern civilization.

Garter (1993 p.38) supposed that the positive attitudes toward language may make a variety of language to be a standard language. In a country, the dominant group has the total concession in educational and governmental level, indeed in the standardization of their language of its variety. This situation leads to social conflicts with the minatory group who has not the same rights.). In this respect, Savara (2009 P.15) proclaimed that the minority group should have positive attitudes toward the language of the majority group to achieve the social approval.

Kencek et .al (1990 p.28-29) thought that there are three types of language attitudes toward the standard language. The first type is the *Attitudes of the language loyalty*. It refers to the strong wiling of the educated standard language speakers to use this language and to be against the others standard languages. The second one is *the attitude of language pride which* indicates the positive feelings of pride, satisfaction, and pleasure to use the standard language. Lastly, *The attitude of awareness the norms* is the mental consciousness of the characteristics of the standard language.

However, one can notice that the three types which are mentioned above are also concerned all sorts of languages .In ordinary life; anyone uses a dialect, variety, or any kind of languages. Logically, she/ he will consciously desire and feel proud to speak it.

Lewis (1981) said "any policy for language, especially in the system of education, has to take into the account the attitude of those likely to be affected…" (qtd in Baker1992).

The categories of people who are affected in the education world according to Lewis are the learners and teachers. Their attitudes are something which are not neglected

Gardner (1985 P.41) suggested that the success in learning the target language is accomplished by the positive results of the positive attitudes. The negative attitudes toward the setting or the instructor lead to the failure. In addition to, the kind of learner's attitudes is justified by the influence of their own culture and personal experiences. Shap et. (cited in Leary2001 p.237) discovered that the girls and infants like more learning target language than the boys and adults. They concluded that the attitudes toward the language are affected by the factors of age and gender.

Learning a target language is considered as a new experience for the student which is different from learning their mother tongue. Their success or the failure is limited to the type of attitudes they have toward this language.

Learner's attitudes toward the language vary according to the context. Gardener (1985p.41) stated that In the case of second language, students have the integrative and the instrumental attitudes. The integrative attitudes are the wish of the students to be a part in the host community and to receive its culture. The instrumental attitudes are the adoption of the second language only to realize certain goals as having a good job or to succeed in an exam. While Harmer (2001) declared that in the foreign language learning, the learners face challenges to master this language. They have more positive attitudes toward their mother tongue which facilitate the task of learning.

According to Kaptain (2007p.22), in arrangement of any program, the attitudes of the teachers are heavily taken into account. The teachers are the first people who take the first steps in making the education felicitous. The instructors contribute in the determination of what works and what harms. Their attitudes help in the education progress. For instance , some teachers have positive attitudes toward the mother tongue in the foreign language classroom .The mother tongue for them is a facilitator rather than an obstacle (Adnan et al.,2014) . However, certain studies found that the teachers refused using the mother tongue because it impedes their career. (European agency, 2010 p.275)

Finally, language attitudes are a gateway to know which language is appropriate to be used, and which language community to belong to. Thus, language attitudes are very important in the all gamut of life especially in politics and education.

Conclusion

Mankind is the only species who think, feel, and behave to construct their attitudes. The attitudes are vital because they serve various functions. The most significant function is that the attitudes express the existence of people. It is impossible to imagine a language without society or a society without language; the attitudes are structures which determine the relation between them. The language attitudes are given the priority in education because they control both ways of teaching and learning. In EFL world, the researchers spot the attitudes of teachers and learners toward the use of the mother tongue.

Chapter Two

The Mother Tongue use in FL Classes

Chapter Two

Introduction

The classroom is not an empty box, rather than a dynamic area where the success is prioritized. All what concerned the teachers and learners as active participants is exclusively important. Their engagement in education is an exciting area which the researchers aim to explore. How those participants come to teach and to learn determines the degree of effectiveness in all the processes. There are different strategies to teach and learn the foreign/second languages. The mother tongue use is one of them. This latter is hotly debated for many years.

This chapter initially introduces the teaching approaches, learning theories, language and culture shock. Then, it moves to discuss the debate in using the mother tongue in English classes.

1.2 A Brief Background: Teaching Approaches

Since teaching is a systematic enterprise, it requires a set of approaches and methods to be followed. Therefore, without having any approach teaching and learning is more likely to be unsuccessful. Harmer (2001p.78) stated that the approach is the description of the acquisition of language and the factors that make it felicitous. While ,the method is the implementation of the approach to determine the content of syllabus and its use in the classroom.

According to Richards and Rodegers (1968p.3), The (GTM) focused on teaching reading and writing. The aim here is to develop the mental abilities. The learners are supposed to examine the rule and translate the terms in the target language. This method highlighted accuracy than fluency and communication. The (GTM) showed its drawback in the mid nineteen century. Richards and Rodegers (1968p.9) added that the renewal of the education from the traditional ways of teaching drove to the birth of (DM). This latter advocated the natural and total use of the target language. The learners are supposed to use dialogues, to infer rule, employ no academic vocabulary, and learn through authentic material. Yule (2006 p.165) described that The (ALM) emphasized the spoken language

than the written one. Fluency is considered as habits and practice. The Teachers present the input and the learners repeat. Fasold (2006 p.456) Claimed that Galeb Gattegno developed a method which was called the (SW). It was based on mental activities and problem solving in teaching and learning. The learners are autonomous and the teacher is only a facilitator by using certain tools such as colored wooden rods and color-coded charts. Harmer (2001 p.88) stated that in The (CLL) the students should engage in discussion activities within the group. The teacher acts as "the knower" who corrects the errors, and translates the student's ideas into English. Sárosdy (2006 p.16) mentioned that (S) is another method. Georgy Lazonov designed this method aiming to enhance learning via creating a comfortable class. The teacher mission is to terminate of the effect of affective filters and magnify the self -esteem. In The free encyclopedia2014, The (TPR) was the product of the observation of children's physical movements as response to speech. Senior (2001p.1) affirmed that James Asher who developed the(CM) inferred that learning happens through receptive skills. He motivated the instructors to teach listening strategies and the inductive grammar via drills. Lastly, the (CM) gained the large popularity. It tried to produce learners who actively listen and speak. The real use of language is a favorable path in education.

Method	Teaching strategies	The use of L1
Grammar Translation Method **GMT**	Exercise mental muscles by having the students translate from target language to theL1.	The meaning of the target language is made clear by translating it into the students native language .The language that is used in the classroom is mostly used by the student's L1

Direct Method **DM**	Associate meaning with the target language directly by using spoken language in situations with no native language translation.	The student's L1 language should not be used in the classroom.
Audio Lingual Method **ALM**	Overcome L1 habits and form new target language habits by conducting oral drills and pattern practice.	L1 interference with learning the native new language so the target language must be used.
Silent Way **SW**	Developing inner criteria for correctness by becoming aware of how the target language works.	Meaning is made clear by perception not translation, however L1 can be used to give instructions and teach pronunciation. It is also used in some feedback sessions.
Suggestopedia **S**	Overcome psychological barriers by musical accompaniment, playful practice ,and the arts	L1 language is used to make the meaning of dialogue clear. The teacher also uses the L1 in class when necessary .As the course proceeds, the teacher uses L1 less and less.

Community languag learning **CLL**	Learn non defensively as whole persons following development stages.	Students security is initially enhanced by their L1.The purpose of L1 is to provide a bridge from the familiar to unfamiliar .Directions in class and sessions during which students express their feeling and are understood are conducted in L1
Total Physical Response **TPR**	Listen, associate meaning directly ,make meaning clear through visual and actions.	This method is usually introduced initially in students L1.After the lessons introduced, rarely would the native language be used.
		Meaning is made clear through body movement.
Communicative Language teaching **CLT**	Interact with others in the target language ; negotiate meaning directly by using information gaps ,role play ,and games.	Judicious use of students L1 is permitted in CLT.

Table 1: The position of l1 among language teaching methods (A.Ghrbani, 2012 p.65)

2.1 Learning theories

Learning is vital process in human life. Its incidence is not spontaneous. Many experts attempted to explain how it takes place they proposed four main theories, the behaviorist theory. The innate theory, the constructivist theory, and the social interaction theory.

The Behaviorist Theory

Cbrazeil et.al (2006p.5) claimed that the relation between the stimuli in the real life confirms the validity of the behaviorist principles. The Behaviorist as the theory of learning concerns itself with all what is changeable and observable; as a result, it defines learning as the process in which the behaviors keep changing. The behaviorist as Skinner and Pavlove ignored of the role cognitive processes. Cbrazeil et.al explained The Behaviorist theory and its fundamental assumption by saying:

> Behaviorism is comprised of several individual theories that have a common theme functioning within them. This common theme is found in the ways the theories are threefold as explained by Marriame and Caffarella(1999).The First common assumption is the emphasis on observable behavior rather than the internal thought process create learning. Second ultimately it is the environment that creates learning and it determine what is learned, not the individual learner. Lastly it is the overall processes ,and it the ability to repeat or reinforce the process the is common thread (Marriame and Caffarella ,1999).This theory is most commonly seen in adult learning when organization take repeatable training steps and systematize them into manageable tasks.

The innateness theory

Long et.al (p.223) insisted that the behaviorist theory met an extreme vitriol by Chomsky (1959). , he argued that the infants acquire the language automatically without the reinforcement of other people. Besides, he believed their errors and the creation of new expression is the evidence that the language of adults is not flawless. Davies and Elder (2004p.516) He attributed this learning to the function of the brain or what is called the 'black box'. He concluded that the possession of the Language Acquisition Device (LAD) by human is universal. This device includes common and innate principles that control the languages but there certain exceptions and differences in these languages grammar as the

word order. According to him the responsibility of the infant is to explore how the principles are working when learning the language.

The constructivist Theory

Jordan, Carile, and Stack (2008p57) explained that the main view of this theory is that learning is an individual constructive process. People comprehend the object around them via shaping the knowledge in their minds. They depend on their previous experiences. Piaget is founder of this theory. According to him, the surrounding is the primary source to make sense for the world. The mental development do not occur unless the concepts are understood .Moreover, Piaget believed that the "inside-out" is another type of learning. Here, the construction of knowledge is done through speaking with others. When the people have opinions contradict with the person one, he/she replaces the old knowledge with the new ones. Piaget explained that since the understanding is individually formed, the instructor should let the students explore and learn by themselves.

The social interaction theory

According to ÇeliK (2008p.19), the leaders of this theory as Bruner believed that the language is social phenomenon. The children acquire the language via interaction. According to Bruner the language of the adults is *Language Acquisition Support System* makes the LAD function. The new concepts are acquired thanks to parent's support and scaffolding. Usually they use simple concepts which activate the old ones. Then, the child compares between them to create new concept (Long et .all 2011p.224). The parents are the "primary teachers ".when the infants start speaking , their speech shows similar behavior, attitudes ,and goals of their caregivers illustrated that if the parents carry positive attitude toward the language and the culture, this will appear clearly in the child's behavior .So, the interaction and the socialization are pillars of language development.

Although the learning was seen from deferent angles, the theories complete each other. Learning then is a habit, an innate capacity, knowledge construction, and social activity.

2.3 Language Shock and Culture Shock

The brief presentation of a these kind of shock is related. They are two problems are met in learning the second/foreign language because the differences between them and the mother tongue.

Language shock

According to Escamilla and Grassi (2000 n. p),the definition of Language shock is a situation or a period in which learners stop learning the second/foreign language. This happens because this latter is distinct from the mother tongue .This shock leads to the low of acceptability of second /foreign language. Saturation point is one form of this situation as Seville-Troike named it. In this point, the students do not concentrate, and have the emotion of anxiety and discouragement. Those negative effects may take a short or long time .The teacher is the only person who can help them to omit the low progressing by motivating them more and more.

So, the language shock is unusual phenomenon. The unfamiliarity with the phonological and the linguistic systems leads to the confusion. The problem is when it remains long time because it leads to the failure and the difficulty of overcoming.

Culture shock

Alder (1972) defined culture shock as a psychological and mental phenomenon. It comprises different feeling as anger, frustration, sadness, and sometimes psychological diseases. They appear because the second language learner feels that he/she is not understood by the host community. He stated that this phenomenon is a sort of anxiety because of the diversity of cultures. The feeling of insecurity activates the defensive mechanism as the isolation, regression, and rejection. In addition, Foster (1962) claimed that culture shock is a mental disease, but people do not recognize that they infected. (cited in Valdes1986 p.36) . Horning (1987 p.61) mentioned that Schumann believed that the culture shock provoked by the disability of expressing one self. It identifies the relation among people which he refers to psychological distance.

Culture shock happens because of non-affiliation with the host community. The learners do not share with them the values, tradition, and beliefs. This leads to a collision with the learner's culture. When they come to contact, there is no harmony and

understanding. Therefore, the learners form negative attitudes toward the culture of the host community in attempting to preserve their identity.

2.4 The Use of the Mother Tongue in the classroom

1. Advantages

Tennant & Nigussie (2009 p. 24) mentioned this metaphor "Learning a language is a journey through a jungle!" Learning the second/foreign language necessitates using strategies. Many people carry positive attitudes toward the use of the mother tongue strategy in the classroom.

Cook (2003p.7) pointed out that integration model proposed that there is a combination of languages systems in mind to form one system. The expert's proof is that the learners produce words and sounds of the second language and the mother tongue in the same way. Nevertheless, the integration of systems does not hinder their capacities to employ the languages fitly according to the situation. The knowledge of two or more language which exists in the human brain is called the Multi-Competence. Since those languages are found in the same place they are dependent.

Newmark (1966) demonstrated that using the mother tongue is not a problem or an obstacle .It is only a procedure which is carried to cope with the new situation of learning. That is to say, learning what is unknown in target language is processed through the already knowledge of the mother tongue (cited in Krashen 1981, p.67). Harmer (2001p.34) explained that the use of the mother tongue by second\foreign language learners is something usual and the teacher can not control it.

Deller and Rinvolucri(2002) identified the mother tongue as " the mother tongue is the womb from which the second language is born."(qtd in Juàrez & Oxbrow ,2007 p.94).

This saying is evidence that the mother tongue has an important role in the process of learning the second/the foreign language; so, it is considered as the source which is essentially contributes in second / foreign language development.

Dekeyser (2007p.191)found that most of students use their primary backgrounds of both the mother tongue and the foreign language in different tasks. The use of these

backgrounds is for creating certain hypothesis about the foreign language and to focus on its language. According to (Cuesta , 1995p.94), The formulation of hypothesis is called the hypothesis testing process. Generally those hypothesis are shaped when the learners face obstacles in leaning.

Before the mastery of the foreign language, the students tend to map in their mind and to establish images about the forms, the use, and even the complexity of the language which they are learning. This intention is realized through relying on what they have learned in the mother tongue. This latter also provides a quick access and understanding of the knowledge that is given by the teacher.

Mutphy (2011 87-88) called the use of the skills and knowledge of the mother tongue to solve the problems "scaffolding" Mutphy explained that The learners use their knowledge about the sounds and letters to promote reading and writing in EFL. One effective technique to enhance those skills is encouraging the metalinguisic consciousness. The learners should be taught to compare the phonological and grammatical systems of each language.

Scott and Fuente (2008 p.102) elucidated that rising-consciousness activities are those tasks which focus on the language forms. That is to say, it aims to make the learners learn consciously the linguistic and the grammatical terms of the target language. It has been improved that the mother tongue can simplify those activities which organizes thinking and attention

Juàrez and Oxbrow (2007 p.100) concluded that that the rejection of the mother tongue by the students yields to ignorance of the grammatical comparisons which is vital in communicative competence.

Each language has its own structures and the specific rules that govern them. Knowing the differences between the structural systems of the languages is unquestionably significant. It develops both using the language correctly and using it appropriately in the particular situation.

Knowing how to read in the mother tongue knows how to read in the target language. Koda (2005) assumed that reading is facilitated through transferring the words and reading strategies of the mother tongue (cited in Torki, Kasmani,& Valipour,2014 p.38). Hsieh (2000cited in Liao, 2006 p.176) discovered that the vast majority of Taiwanese students

use the translation since it enables them to understand the texts, to have good reading strategies, to obtain a wealthy vocabulary, and to augment their cultural knowledge. Gathercole (2013p.22) claimed that The EFL learners are able use their mother tongue to pass two stages in reading. In the early stage they use its word to interpret terms and the complex texts .then they employ their primary skills to understand ambiguous items and the text.

Reading is not only the combination of letters and terms, it is going between the lines. It involves decoding the meaning to discover what is unknown. If the learners can scan and skim the text of the mother tongue, they will use them easily in the target language.

The mother tongue produces both good readers and writers. Kobayashi and Rinnert (1992cited in Liao 2006 p.179) discovered that the essays of Japanese learners were well written in English and highly scored because of the use of the translation. Those learners clarify that they can easily generate thoughts and represent them in clear manner, and they also they have quickly a lot of terms from the dictionary. (Scott,1996, cited in Yigzaw 2012p.13) described   that Pre –writing is complicated phase. It demands the mental identification of thoughts and words .The unfamiliarity with the theme makes this phase harder. As a fast solution, learners use their rich knowledge of their mother tongue to prepare themselves for to the next stages. Oniz (2002cited inMahmoud, 2012) found that when the students were doing a written task in English, they use their mother tongue Turkish to discuss it with their colleagues. They used it because this language helps them to have answers for the problem solving activities.

Writing in the second/foreign language is a difficult skill .To reduce this difficulty, the student use the mother tongue collectively to gather more information to do the activity which they are supposed to do .This behavior makes this hard skill achievable.

Burnkart (1998cited in Nazara2011 p.29) stated that the amelioration of speaking skills is another function of mother tongue. Many students agree that speaking is highly significant because it reflects that they have knowledge about the language. Speaking skill for the learners is tool to examine whether they go further in learning, or not. According to Eliss (cited in Cuesta, 1995p p.94)., code switching, translation are called achievement strategies. Those communicative strategies are beneficial to solve the problems in interaction. Clanfield and Foord (2000cited in Khresheh 2012 p.81)) suggested a technique

to enhance the communication. In group comprises three students, The first speaks only in English, the second use only the mother tongue, and the third one translates their speech in English and in the mother tongue.

Clanfield and Foord's presupposed technique brings positives to the whole class the identification of each one role assists the learners to monitor their learning. Through discussion, they can acquaint with others opinions and beliefs .They also can cope with various expressions and equivalents in short time. Accordingly, the use of mother tongue creates the active, competent, proficient, and accurate students.

Khresheh (2012p.8) affirmed that the learners are often zealous to know about the culture of second/ foreign language. Thus, they use the mother tongue to explain and understand it. Turkan and Çelik (cited in Fatemi et all 2014p.56) confirmed that the consciousness about the differences between the cultures should be raised. Via the discussion and the comparison, the learners construct images about their culture and the other culture.Voicu (2012.214-215) added that This comparison is a prevention for the prejudice toward the cultures. The learners may compare between the proverbs, jokes, songs, and, idiomatic expression.

The knowledge about the language is not enough .the culture is related firmly with the language which reflects it. People's customs, norms, tradition, and how they behave are the component of the culture. Knowing about those components facilitates the future and real communication with the second/foreign language native speakers.

The success or the failure in learning the language depend on the degree of motivation and the feeling of capability .This according to Leaver et al (2005cited in Mahmoud 2012) is called self –efficacy. Tang(1999,cited in Mahmoud,2012) proclaimed that the learners examine the process of learning .If they feel that they are able to learn, they will succeed otherwise they will fail The basis of self –efficacy is the primary experience of the mother tongue which enables the students to recognize their successful and unsuccessful performance to be used or ignored.

The mother tongue is a reference which provides the suitable knowledge for the learners. Through it they can know how to perform well in learning the additional language. In addition, it consolidates their self confidence and decision making.

Bransford (2000 cited in Graham &Cook 2012p.286) claimed that previous knowledge does not refer to the learned input or skills , rather it includes all what people have done in the past which indicates people's own personality and their cognitive abilities. As Ellis (1984p.39) points out "language learners are not only communicators and problem-solvers, but whole persons with hearts, bodies, and minds, with memories, fantasies, loyalties, identities."

The learner's mind is not a blank sheet as the children's one .It is dominated by the linguistic and the cultural knowledge of the mother tongue. It does not only serve many benefits in the behalf of the students, but it is part of their whole life.

Nation (1990cited in Tsukamoto2011 p.147) affirmed that when the mother tongue is forbidden, the negative effect of this procedure will expand to impair the psychological state of the learners Using the mother tongue appropriately is a part of teacher's ethics . Edstrom (2006 cited in Hall,& Cook2013 p.9) supported the opinion of Nation (1990).They considered the mother tongue use as a kind of respecting the learner's rights as individuals. It is building a healthy psychological classroom. Canagarajah, (1999cited in Salim, 2014p101) argued that the elimination should not be done because people can freely use this language as a way of applying a democratic approach.

Any effective classroom demands the harmony between the teachers and their students. Understanding and respecting the learner's personality, styles, and needs is certainly an important role performed by the teacher. Soften the moods and reducing the anxiety is absolutely the duty of the instructors. The use of the mother tongue indicates that the teacher cares about the student's. The more the teacher supports his learners, the more effective he/she is. Accordingly, the psychological relief therefore is easily accomplished through the mother tongue use.

Littlewood and Yu (2011 cited in Graham &Cook 2012p.286) believed that the teacher use the mother tongue for two main purposes. They may use it for the medium – oriented goal which includes teaching grammar and vocabulary .Or, for framework goals for classroom management. They added the social goal that represents the solidarity and sympathy in the classroom.

Stereotype is a set of schemas and the basis which manipulate the features that are true or wrong about particular object (Sherwynet all 2007 p.58) .As a teacher, Edstrom (n.d p.

14). Considered that using the mother tongue as sort of laziness. despite this, he sometimes exploited it to prohibit the stereotype toward the target language culture .He additionally used it to explain the correlation between the language and the reality perception .Another Use ,it was beneficial for him to reduce the confusion of the address words in the foreign language.

Atkinson (1987) summarized the function of the mother tongue into eight ones. It is used for eliciting the language, checking comprehension, giving instructions, co-operation with learners, discussion of classroom methodology, reinforcement of language, checking for sense, and testing (cited in p in Nabil ,& Bechar2009 p.77).

Benson (2004 p.14) explored that The advantages of the mother tongue are not only for the teachers and the learners behalf. The studies showed that most of the parents do not miss the meetings with teachers. The insistence to do so is because they are allowed to communicate in their mother tongue.

Learning the new language is a set of incorporated efforts. The involvement of the parents reinforces the teachers mission .They evaluate together the learning process. They discuss the learner's strengths and weaknesses, and the solutions to solve the problems.

There is a strong likelihood in losing the mother tongue among children .Since it is "fragile", the teachers and the parents should be aware about this danger (Shukurova,2009 p.10-11) .Mutphy (2011 p.205) believed that this language is highly valuable in education. In light of fear from the loss of mother tongue in divers classrooms, the new international role"*of mother tongue coordinator* "was born. It is a movement aims to preserve learners' mother tongue; therefore it unifies the teachers, the parents, and administration efforts. Many teachers in the world are advised to avoid the total use of EFL.

Cook (2001 p.407) described learning the new language as building new room in the home. It is only a matter of reconstructing the walls.

Going beyond the above metaphor, Cook wanted to say that it is impossible to separate both languages which exist in the mind as doing with the touchable objects. Though there are Intensive efforts to purify the learning of the second/foreign language from mother tongue's impact, all of them fail because the natural occurrence of this language.

2. Disadvantageous

Despite the positive tendency toward the use of mother tongue, the opponents believe that it should be avoidable.

Their justification is that the mother tongue and the target language are separable. Krashen (1981cited in Nabil& Bechar 2009 p.65) for instance postulated that both the mother tongue and the new language are naturally happen, therefore, the latter can progress without the help of the former. For example, the learners acquire the morphemes of English as the same way the children do.   Kellerman (2012cited in Grami 1984p.1555) noticed that the Spanish and Chinese obtain them without the use of their primary morphemes

Sometimes the mother and the new language as Chinese and English   are extremely different .However; the learners acquire the sound, linguistic, orthographic systems, and the pragmatic use of the language.

A student said "I feel bad in my mind because I wonder why I can't speak English very well. My English appear is not good enough; I can't express very well. I always feel nervous when speaking English (Kavari 2014 p.209).

Lightbown (2000 p434-435) was English teacher in Quebec .In beginning ,he used the traditional techniques as the drills and translation for the purpose of acquiring accurate language .However, his colleagues convinced him to let his students engage more in communicative activities .They believed that he should this without the fear of making errors because" language would take care of itself".

The above examples are real experiences which the authenticity of the opponents arguments.   In the first example, this negative situation is provoked by the influence of the mother tongue. Nabil& Bechar (p.61).The behaviorists and contrastive hypothesis saw that the mother tongue negatively interferes with the new language habits. While it interferes with the inner language of LAD according to the innate theories.

Juàrez and Oxbrow (2007p.94) claimed that the refuse of using the mother tongue is not limited to the researchers and the teachers, but even the students at the advance levels have no willing to join both language learning and knowledge. Their rejection of this language is because the teacher's caution about its negative effect.

Cervantes and Rodriguez (2012 p.111-114) described that the core of the current learning and teaching is the communication. The communicative strategies are the tools which support the engagement in the communication. They unify the interlocutor's linguistic background and meaning. In learning, there are certain communicative strategies can replace the use of mother tongue. Learners may raise their hands, imitate sounds, create new terms, or explain the meaning of unclear words.

Jordan, Carlile, and Stack (2008 64) mentioned that while translation is considered as the fifth skill for many people, others believe that it is not appropriate for communication. In addition, it is not useful to teach and learn languages, but to understand the literary and scientific passages. Afzal (2013p.1848) restated that the activities of translation are rejected by many teachers .Since the learners translate silently, there is no communication involved. Moreover, this activity is unwelcomed because it is boring, passive, and takes time

The translation indicates the mental capacities. It demands using the linguistic repertoire, thinking about words, and finding equivalents .Unfortunately, the student translate in their mind to understand something, or they write directly the synonyms. Hence, they do not express them orally or use them to interact.

Ortega (2009 p35-42) insisted that the mother tongue leads to grammatical errors. The learners use the rising intonation in all the types of questions. Besides, they misuse the question markers as "*do you daughter is here*" .In many cases, they use definite article instead s the indefinite ones for example "I like the French fries». The omission errors are common such as "I not like that». Finally, they misemploy the proposition *in* like the "they had escaped in the police car" instead "*they* had escaped from the police car".

Mratener and Olivera (n.d p.197) agreed that the errors which comes from the transfer, the lack of proficiency ,and the inactiveness of the learners, are all the weaknesses of using the mother tongue. this why the mother tongue is accounted as a "threat and a sin" in the eyes of the researchers Littlewood (1992cited in Tsukamoto2011 p.146) presumed that the mother tongue does not just lower learners proficiency, but also it is a negative source of lack of encouragement.

The negative effect of the mother tongue expands to harm the listening skill. Field (2008 cited in. Bozorgian & Pillay, 2003 p109) emphasized that the mother tongue lessens

the comprehension in listening skill. This occurs because its words exist in the learners mind, for that they can not pay attention to the terms of the discourse. Moreover, since they do not listen enough in the target language, they have difficulties in producing the sounds and the phonemes .Finally; they are often unable to understand the sense of the new expression.

In Swain's theories, the mother tongue particularly affects the output .The hearer or the reader found that speech or writing vague because they are unfamiliar with the learner's mother tongue (Wen, Li, & Lin, 2014p.167).

The harmony is required in the communication. The interlocutors should share the same linguistic backgrounds .This feature enable them to make their points understood. Thus, when the addresser (the learner) use unknown expression, the addressee may miss the meaning and he/she may stop communicating or reading.

According to Dickson(1996 p.246), the use of the mother tongue has four disadvantages .The learners and the teachers believe that they comprehend the meaning unless they translate. They miss the real meaning and the function of the items through using wrong synonymous. Expressing ideas in the mother tongue became habit even the learners are proficient .Lastly, the student ignore the importance of using the target language. Moreover, he pointed that the validity and reliability of tests not reflected by the mother tongue .He affirmed translating words in task does not mean that the learners are able to use them in interaction.

Tsukamoto (2011p.146) justified the logical reason to limit the use of the mother tongue is lack of the exposure. The students practice the target language only in class, but they do not do it outside. Therefore, the amount of the exposure should be intensified.

In a training program, the teachers were asked to use only English .Instead of using the mother tongue, the teachers moved smoothly from the simple words arriving to the difficult ones. Besides, they introduce the lessons with the authentic materials. The outcomes were interesting because most of students understood what the teachers presented (Koucká 2007 p.49).

In this respect, the use of the simple and the advanced techniques can replace the mother tongue. The aim of the exposure is engage the learners in real situations, and to make the input comprehensible.

However, Term –task based language teaching (TTBT) method is teaching which focus on learners centrality .It is based on specific elements as goals, producers, and outcomes. It focuses on teaching meaningful tasks rather than linguistic items. TTBT proposes that the exposure to the language is sufficient. Learning the language and how to use it is based primarily on doing activities (Izadpanah 2010p.47).

Both the exposure and doing activities are beneficial .The more the students listen speak, read , and write ,the more they free their learning from the dominance of the mother tongue.

Wen, Chen, and Lin (2014 p.167) highlighted that the target language takes place without the aid of the mother tongue. The autonomous learners relay on themselves to notice to, analyze, and, to infer rules and even create examples .The meaningful search here prepares them for a quick access to the target language learning. Jones (2010cited in Mahmtoglu, & *Kic*ir P.54) endorsed that idea as "L2learners experience higher levels of motivation for learning theL2, and develop a greater sense of comfort participating in pair, group, and whole-class discussion, and activities.

The opponents claim that there is no excuse to use the mother tongue. The learners have inner potential to develop the target language individually and collectively.

Dickson(1996   p.12) reported that one teacher said "I find my pupils are-well motivated and keen to take part in all aspects of the lesson; I feel they know me as real person .we laugh in lesson and have fun-this is usually we 've used English to understand the subtle shades of meaning that humor demands.

The teacher's job is teaching and focusing on the learning dimensions .Particularly, the interest should be oriented on the learner's attitudes. Motivating the students and talking about the learning importance reduces the negative attitudes toward the foreign language (De Bot et all 2005 cited in Abidin 2012 p.121)

So, learning the target language is a matter voluntary and effort. The teachers should be the motivators and the supports   , while the learners should be the willing   people who try to be proficient and effective.

3. Strategies to avoid the mother tongue

Aiming to reduce the negative impact of the mother tongue use, the researchers proposed various strategies to realize this aim

Acknowledging that neither rewards nor punishments affect behavior positively .Their use is meaningless because learning should not be imposed (*Lavan* 2001 p.3)..

Developing non-academic vocabulary .this means including examples from real life (as sport, travelling, food, and the like examples(*Lavan,* 2001p.3).

Focusing on language learning objectives. This refers to the integration between lesson plan and the identification of learners need (*Lavan,* 2001p.3).

Providing cards (English practice is written in on it) for each group. The group which uses totally the target language takes other's cards and gets a reward from the teacher(Bassano 2003 cited in Eisa 2004 p135).

Moving in the classroom help in decreasing the use of the mother tongue(Maley ,& Duff 1982 cited in Eisa2004 p135).

Reading and telling stories are effective. A story should not be used for enjoyment, but also to know the history, the myths, and the culture of societies (Wyles,& Jones 2001p.243).

Using real objects, visuals, and paralinguistic features. This ways is highly encouraged and recommended by the total physical response approach (Ceo-DiFrancesco p.7).

To promote thinking, the teacher probably employ the tables, charts, concept maps bar graphs, and the like of graphic organizer .(Ceo-DiFrancesco p.7)

Another solution, the teacher reduces anxiety via giving examples of successful people, explaining the strategies of reducing it, and encouraging risk taken (Ceo-DiFrancesco p.9).

The discussion of importance of the new language learning is fruitful. In the same time the learners may explain difficulties and solution (Afzal 2013 p.1848)

Holli Wood, E. (2011) said "the function of using songs while teaching English is to engage students ins peaking and understanding of English Language while reinforcing the fundamentals of languages and communication" (cited in Giraldo,2014 p.41).

The concentration on"meta moment" in the learners use metacognive strategies .This strategies are useful to understand the method of teaching and the activities (Moeller 2014 n. p).

Using reward as extrinsic motivation for enhancing the intrinsic one of the learners (Moeller 2014 n .p)

Encouraging the own deducing of rules because the grammar is taught inductively. This is called "cracking the code" Moeller 2014 n.p)

Reading aloud to acquire the correct pronunciation, and intonation pattern (Dunlap, & Marino2006 P.94).

Chanting: a strategy involves repeating terms with clear intonation especially for children (Dunlap, & Marino2006 p.86-87).

 Dramatization strategy which means read a story then they act it (Dunlap,& Marino2006 p. 86)

Creating a conductive climate. It is done throught tolerance of errors and the reward of good performance. (Jacobs & Kimura 2013 n.p)

The utilize of questions as open-ended ,closed open ,clarifying questions to obtain data, to meet learners requirement , to make the participate ,to ensure that they comprehend, and to plan and organize the material(Egle 2009,p.21)

The syllabus designers should focus on the content. The tasks and the themes must be in the foreign language in way that is enjoyable for the learners(Abidin, Mohammadi ,& Alzwari 2012 p.126)

Conclusion

The debate about the use of the mother tongue seems to be lasting. This language is rejected by people because they consider it as a menace which prevents them to be as the native speakers of the target language. However, others believe that it is not fair to ignore its importance .Those who is struggling in learning use the mother tongue as a gateway to succeed. Imposing the target language limits the personal autonomy and breaks the rapport between the learners and the teachers .Therefore, the suitable solution is to use both language judiciously according to the context and the levels of the students.

Chapter three

Data Analysis

Chapter three

Introduction

This practical chapter was designed to check the validity of the hypothesis. The purposes of this study were the attempt to identify the extent of using the mother tongue and its outcomes. These purposes were achievable through obtaining knowledge about the attitudes of both the teachers and learners toward the mother tongue use. Therefore, two questionnaires were distributed for both of them. The questionnaire was a suitable option and a gateway to collect a plenty of information about the attitudes in short time.

3.1 The Students Questionnaire

3.2 The sample

The sample has been randomly selected. It comprised 48 students of first year LMD. Those students answered on the questions when they were studying Linguistics Module with Mr.Belgroun at 8.00 o'clock on 22 April. The population consisted of 551 students. The selection of the sample was not purposeless .In the university; those learners are exposing to the total English learning comparing with the secondary and high schools. Hence, they are beginners and they are supposed to use of the mother tongue along the process of learning.

3.2.1 Description of Students Questionnaire

The questionnaire's structure and content were planned corresponding with the theoretical chapters' content. It contained ten (10) simple and clear questions to avoid learner's confusion. It focused more on closed ended questions to facilitate the answering process. While the open ended questions are posed to allow them to justify their choices.

3.3 The Analysis

1\ Do you choose to study English as foreign language for

Communication ☐ Finding a job ☐ Travelling ☐ ?

This question aims to determine the main motives of learning specifically the English language.

Student's answer	Student's number	Percentage
Communication	26	54%
Finding a job	9	19%
Traveling	7	15%
Diffrent answers	5	10%
No answers	1	2%
Results	48	100%

Table 2: **Students' reasons to Study EFL**

This table shows that the vast majority of students (54%) chose to learn English primary for communication, then they learn it for obtaining a job (18%), and finally for using it in travelling (14%). There are five students (11%) have provided different answers. The first one has reported that English helps in reading new things. The second one mentioned that he/she enjoy learning. Another student said that having good scores and level were the factors of learning English. Lastly, the fourth and fifth learners have agreed that they willingly have chosen to learn English because it is an international language and the language of technology and science. With regard to those who did not answer, there was only one student who did not answer this question. This latter student maybe s/he unwillingly study English perhaps because of personal or administrative factors.
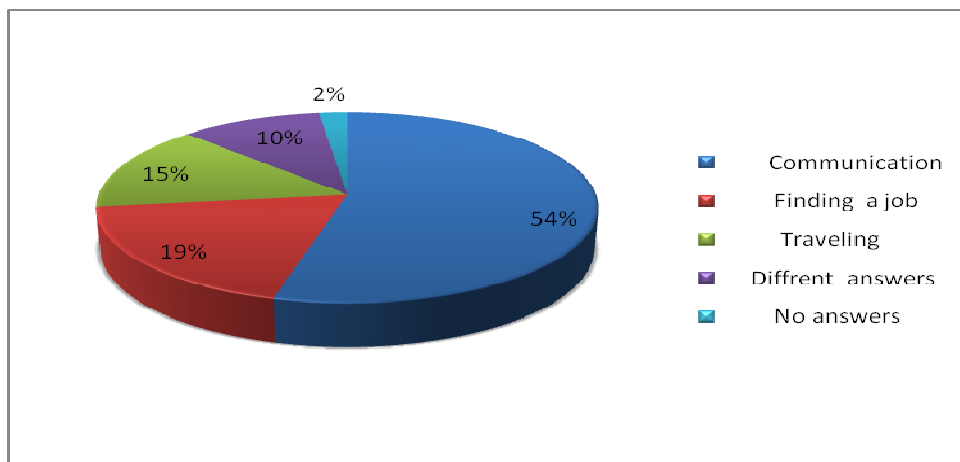
Graph 2: **Students' reasons to Study EFL**

2/ since learning English is a new experience, do you consider it as

easy ☐   medium ☐   difficult ☐

This aim of this question is to explore how the students estimate the degree of the simplicity or the complexity of English learning. This question helps to know the levels of those students.

Student's answer	Student's number	Percentage
Easy	5	11%
Medium	38	80%
Difficult	3	7%
No answers	1	2%
Results	48	100%

Table 3: Students' evaluation of English learning complexity

The above table displays that the highest number (80%) belongs to the medium option. That is to say, most of the students consider English learning as something which they can do. This implies that despite they are beginners; they have appropriate levels and abilities. There are only five students (11%) who have described their learning as an easy process. Those students are perhaps good learners and competent in English language. Compared with those students, there were three students (7%) who have ascertained that learning English is complex. Here, the complexity is maybe because of the difficulties which they were facing. This question was answered by all the students except one student who did not answer at all. This student perhaps he/she is not able to measure his/her level.
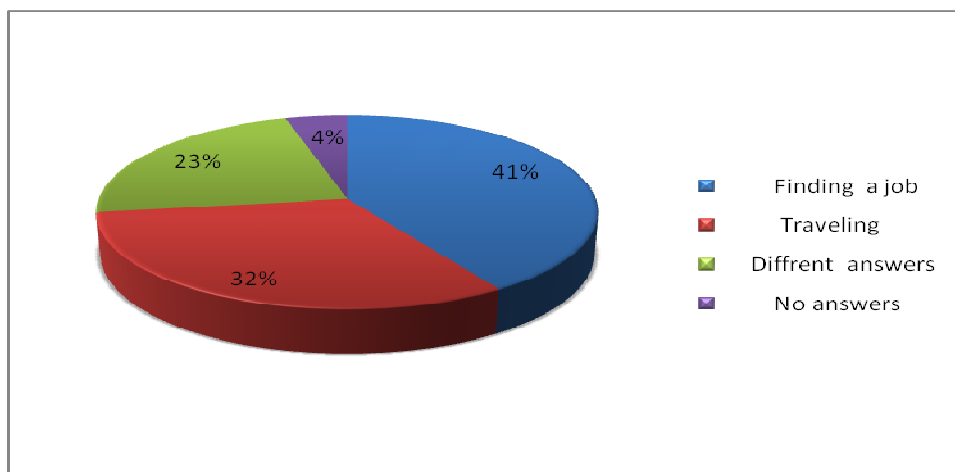
Graph 3: Students' evaluation of English learning complexity

3\ Do you face certain difficulties in this process?

This question was posed to check if the students face any difficulty.

Yes ☐   No ☐

Student's Answers	Student's number	Percentage
Yes	43	89%
No	5	11%
Results	48	100%

Table 4: the number of Students who are Facing / Not Facing Difficulties in Learning

The table's results reveal that most of the students (89%) have encountered difficulties and problems in their leaning. This number is high since English is a new language; thus the difficulties are something natural. Whereas the learners (11%) who have reported that they learn easily English, they have affirmed that they did not find any trouble in their learning. Those latter student maybe they are equipped with the prerequisite abilities to learn this FL.
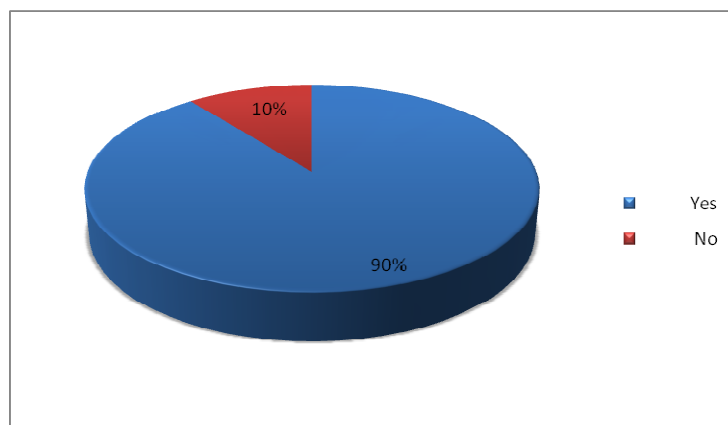
Graph4: the number of Students who are Facing / Not Facing Difficulties in Learning

4\ Do you face these difficulties in

Grammar ☐   Pronunciation ☐   Culture ☐

   This question is complementary for the previous question. It attempts to diagnose the kind of problems which spring in the learning enterprise.

Student's Answers	Student's number	Percentage
Grammar	9	20%
Pronunciation	26	58%
Culture	10	22%
Diffrent answers	1	2%
No answers	2	4%
Results	48	100%

Table 5: Types of Difficulties in Learning English

In this table, the total number (45) clearly shows that even the good learners have mentioned that they have specific difficulties. The likelihood to explain this answer is that they face difficulties especially in pronunciation, but they are able to overcome them. The difficulties in specific areas are classified as follows: 1st the pronunciation (55%), 2nd culture (21%), and 3rd grammar (17%), There was a student who has added another area which was the vocabulary. Finally, there were two students did not answer this question maybe they are little bit confused, and they do not know their where their problems lie.
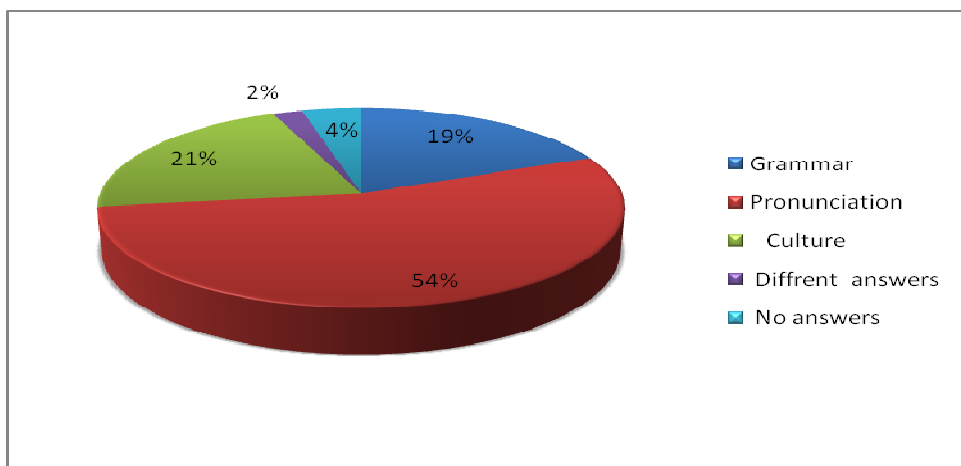
Graph 5: Types of Difficulties in Learning English

5\ what solution do you use to solve those problems and difficulties?

Asking the teacher ☐ using the internet and books ☐ using the mother tongue

This question searches for the significant procedures which are taken by the students in order to find remedies for their problems.

Student's Answers	Student's number	Percentage
Asking the teacher	12	25%
Using the internet and books	21	44%
Using the mother tongue	15	32%
Results	48	100%

Table 6: Learners' Solutions used to solve the problems

This table shows that using the internet and books came in the first place. Most of students (44%) have used this solution perhaps because of the availability of those tools. The number (32%) which is corresponding with the second option is also a considerable one. This means that the mother tongue is another reliable procedure to reduce the difficulties. Or in other words, it is not less importance than the former authentic materials. Asking the teacher is classified as the last option.
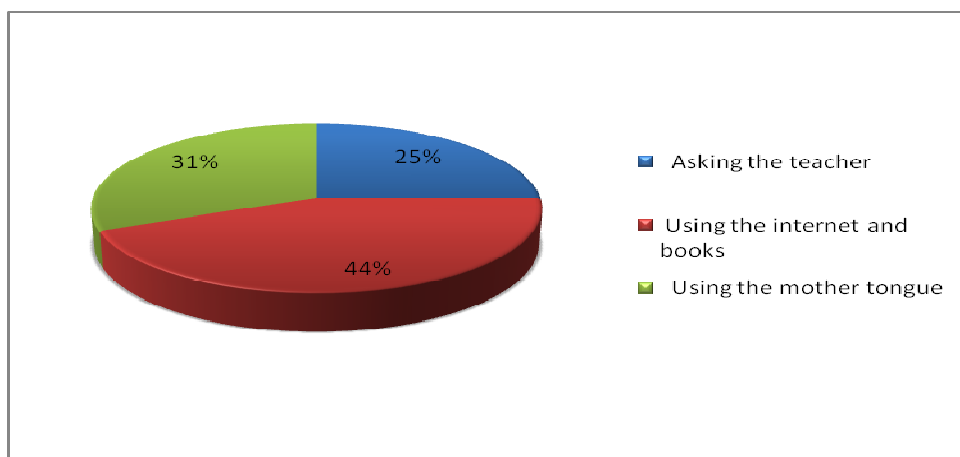
Graph 6: Learners' Solutions used to solve the problems

6\ if the use of the mother tongue is your option. For what objective do you use it?

Translation ☐   amelioration of the pronunciation ☐   comparing between cultures

      This question is posed to detect the reasons standing behind the use of mother tongue by the students.

Student's Answers	Student's number	Percentage
Translation	25	52%
Amelioration of pronunciation	9	19%
Comparison between cultures	6	12%
No answers	8	
Results	40	83%

Table 7: **Students' reasons of using the mother tongue**

      The above table indicates that most of students (25) purposely have used their mother tongue in translation. They use this language primary for translation because it natural activity that occur in their mind. This activity enables them to find quickly the synonyms and the meaning in short time. While nine (9) students have aimed to use this language in order to make their pronunciation ameliorated. The rest of students (6 ones) have exploited it to compare between their own culture and the target one. This question was not answered by eight (8) students (17%).Those eight students did not answer either because they do not use the mother tongue, or they used it for other objectives ,but they did not mentioned them.
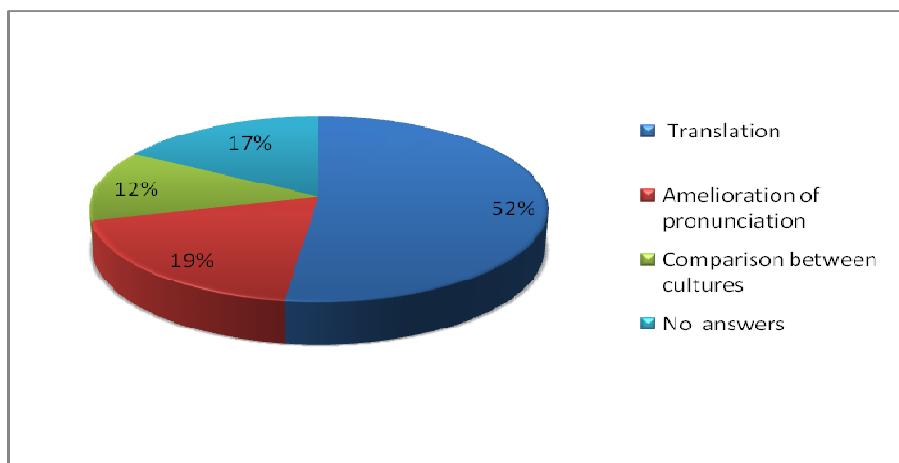
Graph 7: **Students' reasons of using the mother tongue**

7\ do your teachers use the mother tongue in the classroom?

Yes ☐ No ☐

The goal of this question is to know whether the instructors of different modules refer to their mother tongue in the process of teaching and explaining or not.

Student's Answers	Student's number	Percentage
Yes	43	90%
No	5	10%
Results	48	100%

Table 8: using / not using   Mother tongue by the Teacher

According to this table, most of the students (89%) have reported that their teachers tended to use the mother tongue in teaching. Only five students (11%) have mentioned that the teachers did not use it at all. It has been suggested that those latter students did not attend regularly all the sessions.
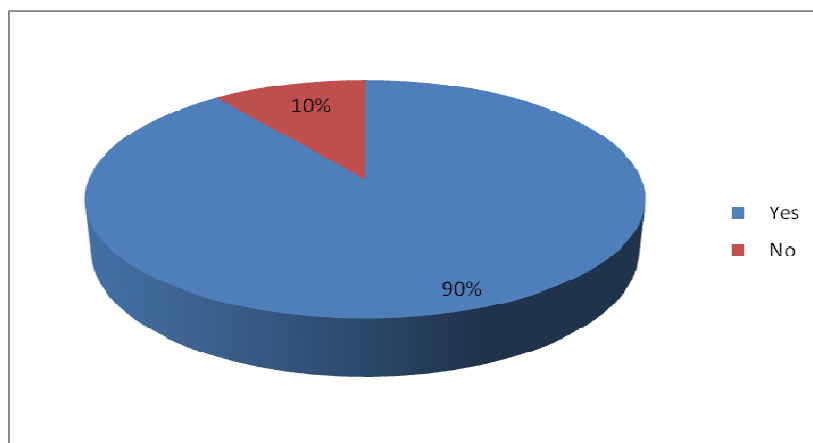
Graph 8: using / not using   Mother tongue by the Teacher

8\ how often do they use it?

Always ☐   Sometimes ☐   Never ☐   Rarely ☐

   This question is correlated to the previous one. It tries to measure the amount of using the mother tongue by the teachers.

Student's Answers	Student's number	Percentage
Always	0	0%
Sometimes	19	40%
rarely	24	50%
Never	5	10%
Results	48	100%

Table 9: The Rate of Using the Mother Tongue by the Teachers

In this table, there is no single answer on the exact rate of time. The variation in the responses is because there are some teachers who use the mother tongue while others dismiss it. However, it is obvious that the use of the mother tongue by the teachers is limited because most of students (50%) reported that they used it rarely. The rare use of the mother tongue in teaching is perhaps because of teachers' fear that their learners would not learn English appropriately because the former language reduces the amount of exposure. But, the mother tongue use still existing as final resort in EFL classes.
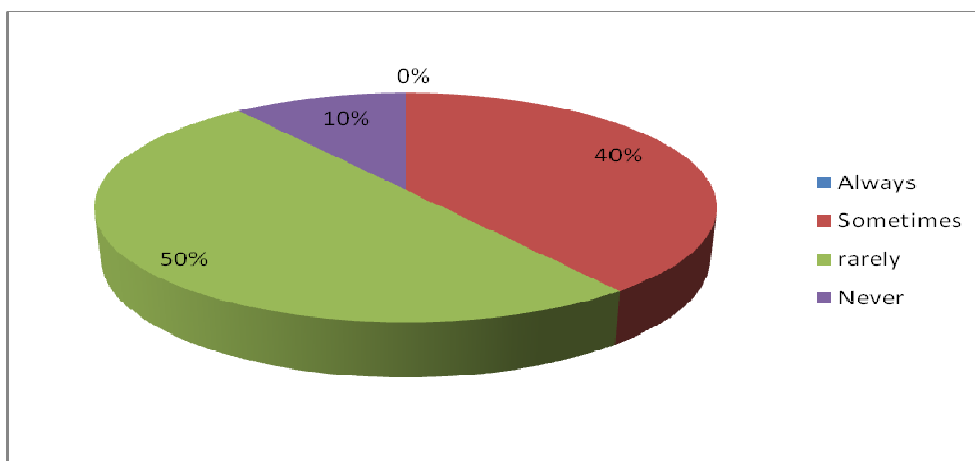
Graph 9: The Rate of Using the Mother Tongue by the Teachers

9\ According to you, is this method of teaching appropriate in teaching?

Yes ☐   No ☐

The prime intention of this question is to know whether the use of the mother tongue by the teachers is accepted or refused by the students. It mainly it attempts to identify if this method is correspond with the learner's needs.

Student's Answers	Student's number	Percentage
Yes	30	62%
No	18	38%
Results	48	100%

Table 10: Learner's attitudes about Using the Mother Tongue in Teaching

The findings reveal that most of the students (63%) expressed their approval of using the mother tongue in teaching. They ensured that this method helps them to understand the ambiguous expressions, the instruction of tests and activities, and to overcome the difficulties. So, those students are satisfied when their instructors use this language; since, the mother tongue meets their learning requirements. The number 37% represents the students who did not welcome the mother tongue use in teaching.
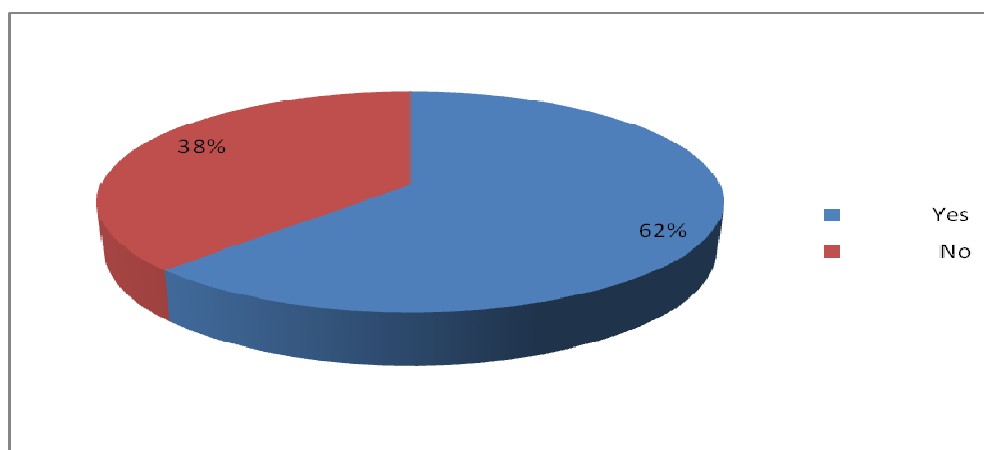
Graph 10: Learner's attitudes about Using the Mother Tongue in Teaching

10/ For you. Does the mother tongue facilitate learning English?

Yes ☐   No ☐

This question tries to capture the student's attitudes about the mother tongue use, and it intently attempts to explore whether they actually use it or not.

Student's Answers	Student's number	Percentage
Yes	32	67%
No	16	33%
Results	48	100%

Table 11: Learners' attitude toward the mother tongue use in learning

This last table shows that the large number of the students (67%) agreed that the mother tongue is a facilitator. Most of them mentioned that their learning is effective because they use it judiciously. Their positive attitude toward it is evidence that it is significant in learning. Those who said no (33%) confirmed if they use the mother tongue, they will never learn English. Therefore, they considered it as hindrance rather than a facilitator.
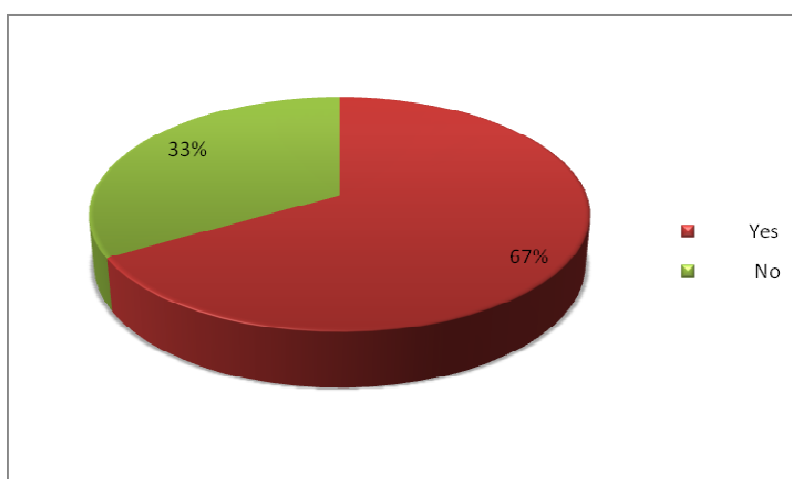
Graph 11: Learners' attitude toward the mother tongue use in learning

Discussion and the summary of the findings

The learners who supported using the mother tongue represented the majority of the population. They agreed that the mother tongue enables them to promote their understanding, to acquire skills, to know about the new culture, and to organize their thoughts. One student of them said that the mother tongue is unavoidable because she /he was very proud to use it; since, it was part of his/her culture and whole life. While the students who opposed using this language form the minority of the population. They had negative tendencies toward this language because they reported that English is new language; thus it should be learned and taught as it is. Moreover, they added that they had low levels; hence they should develop them in order to be as native speakers apart from the mother tongue use.

To conclude, the findings were extremely interesting. The students showed that they are aware about the importance of English. They tended to develop their capacities by way or another. What is more important is that their attractive abilities to determine the suitable techniques in learning, their specific needs, and their main difficulties and solutions .All of that was clearly expressed in their answers which comprised their positive or negative attitudes toward the use mother tongue in learning the EFL. The researcher of this project was totally surprised. The learners interacted with the topic, they posed questions to know about it, they answered honestly, and even some of them asked about how to be successful in their learning.

Teachers Questionnaire

The sample

The case study of this project was important. It did not include only the student's sample, but also the teacher's one. This sample was very important to be selected. Based on their experience, the teachers can predict and know the appropriate methods for enhancing teaching and learning. Their attitude toward the use of the mother tongue powerfully may support or reject the hypothesis. Therefore, from a population containing thirty teachers, a sample which comprised five teachers of different length of experience was chosen.

Description of Teacher's Questionnaire

This questionnaire was a piloting one. It was distributed in the beginning of the academic year. It was worthy to be analyzed it because the teachers honestly answered based on their experiences. This questionnaire was mainly based on open ended questions. Those questions were designed to enable the teachers to respond freely. Those questions would be analyzed through a specific method namely the content analysis.

The analysis

It has been used specific acronyms to refer to each single teacher according to his / her length of experience.T1 referred to the teacher who spent 27 years in teaching.T2 represented the teacher of twenty years experience. T3 is particularized for the teacher of 15 years experience. T4was a teacher who taught English for13 years. The last acronym T5 was specified for the teachers who spend 8 years in teaching. In addition, it has been excluded the factual questions (which is concern the age and the gender) because they would not be exploited necessary in our research.

Section one: Personal Information

1/Length of experience in teaching EFL:

This question is significant because the length of experience is related with the degree of knowing about the appropriate methods of teaching.

Teacher's Answer	Teacher's Number	Percentage
8 years	1	4%
13 years	1	4%
15 years	1	4%
20 years	1	4%
27 years	1	4%
Results	5	20%

Table 12: The Length of Experience of Teachers

This table shows that the lowest length of experience is eight years, while the highest one is twenty seven years. This means that all teachers who were mentioned are not novice, but experienced ones. Accordingly, they have more things to tell us about the use of the mother tongue in EFL classes.
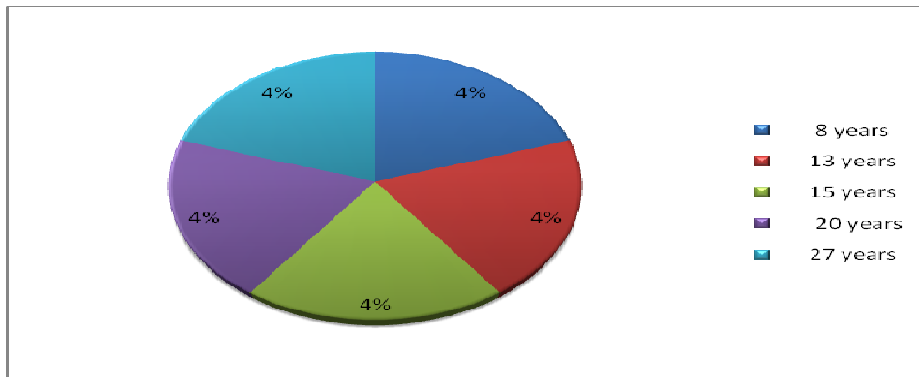
Graph 12: The Length of Experience of Teachers

Section two: Professional Information

1/Nowadays English language has become the most significant language in the world. Do you

Agree ☐   Disagree ☐

Teacher's Answer	Teacher's Number	Percentage
Agree	5	17%
Disagree	0	0%
Results	5	17%

Table 13: The Teachers' opinion about the Significance of English Language

This result in the above table was expected. The teachers' tendencies to teach this language than the other languages improve the importance of English.

0%

Agree
Disagree

17%
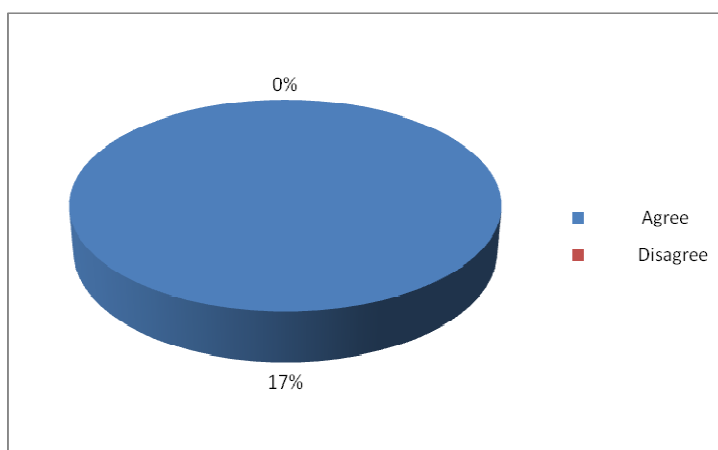
Graph 13: The Teachers' opinion about the Significance of English Language

2/Do you really enjoy teaching it?

Teacher's Answer	Teacher's Number	Percentage
Yes	5	17%
No	0	0%
Results	5	17%

Table 14: Teachers' Enjoyment of Teaching English

This result was very interesting. The teachers' enjoyment of teaching refers to their commitments and effectiveness. Let's take for example the teachers who spent 20and 27 years, despite the long time in teaching, they still like teaching it. This means that they have made efforts to reach this level, and they still making extra efforts to improve their ways of teaching despite the difficulties and hardship facing them.
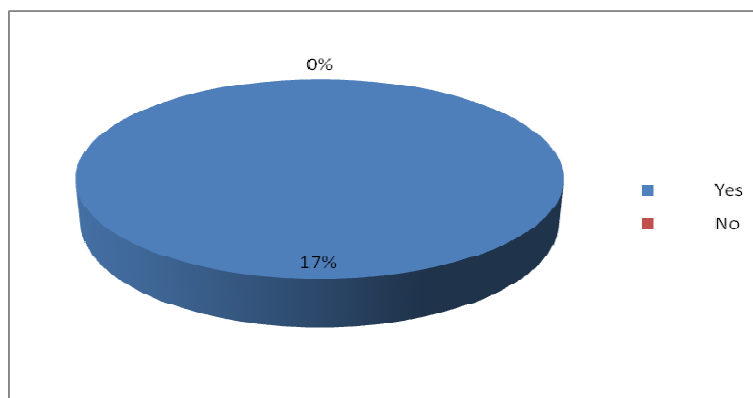
Graph 14: Teachers' Enjoyment of Teaching English

3/Do your learners enjoy learning it? Please explain why or not

Teacher's Answer	Teacher's Number	Percentage
Yes	5	17%
No	0	0%
Results	5	17%

Table 15: Learners' Enjoyment of Learning English

This result was also interesting because of two main reasons. Reporting that their learners enjoy learning represents the teachers' awareness and care about them. T2 mentioned that the learner's enjoyment is due to professional, educational, and recreational factors. T3 and T5 reported that knowing the importance of English is the motive of liking to learn it. While T4 insisted that the learners usually enjoy, but this depends on the nature of the courses he presented. Secondly, students' feeling of pleasure to learn English denotes that they are motivated. Those learners were either motivated by themselves intrinsically or they are motivated extrinsically thanks to the teachers.
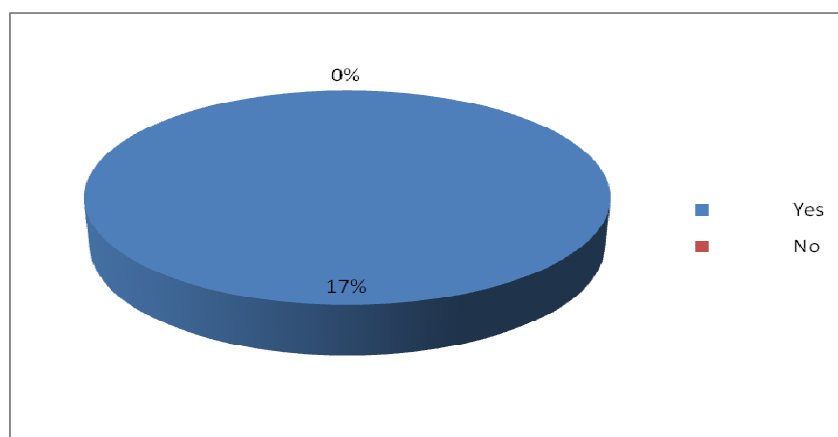
Graph 15: Learners' Enjoyment of Learning English

4/Of course you are doing your best to provide comprehensible lessons, please explain how?

   This question explores the ways which enable the instructors to make their input clear and understood.

   This question was differently answered by the teachers.T1 said "I make my lessons comprehensible through planning the input, looking for the data, organizing them, having both unit plan and lesson plan, preparing techniques to evaluate the output, correction, and feedback." T2 differently stated "Many factors help as competences, experience, teaching aids, and methods." T3 reported that "Most the time, we opt for authentic material, mainly those we find in the internet, books, videos, articles, and pictures." T4 described "Simplicity, concision, and precision, are the main components of my "lessons." other components may lie in creating instances when my learners do most the talk in the classroom." Lastly, T5 said "I always follow a lesson plan that is based on the course objectives." It has been noticed thatT1 and T5 have approximately the same technique which was lesson plan. Those teachers have taught either in middle school or secondary school for a good period because s/he still following the same producers for lesson plan. T2 answered based on general elements, while, T3and T4 mentioned their specific methods which they used during the course.

5/what do you if there are ambiguous items in the lecture?

Aiming to identify the teacher's methods to explain the difficult and unclear words, meaning and thoughts, this question was asked.

In attempting to answer, T1 said "I generally avoid having any ambiguity through full planning." This answer was unique, this teacher was the only who had no ambiguities thanks to planning procedures.T2 affirmed that he used "many possibilities as wide spectrum of synonyms, incorporation of items in a text, approximation and even paralinguistic aids."T3 described "we generally try to explain, use the word in the certain contexts, give examples, or use the mother tongue." This teacher was the only one who mentioned the use of the mother tongue. T4 notified "I simplify them, change or modify them to suit the level of learners." Finally, T5 used to "underline, explain, and write them on the board."So, all of those teachers prioritized the learner's understanding, thus they used distinct techniques according to their preference, experience, and the student's needs.

6/ Do you think that using your mother tongue is a solution? How?

The determination whether the mother tongue helps in reducing the ambiguities is the main aim of the above question

T1 expressed her opinion as "Teachers of English should not use their mother tongue in teaching process, but sometimes we use it to avoid waste of time. The teachers must use standard Arabic." here, she means the use of academic Arabic and not the dialect ones.T2 support her view by saying "I do think that the use of the mother tongue should be the "exception" not the "rule" because of the problem of interference or negative transfer." T3 illustrated "The mother tongue is a technique that we can use from time to time, but after using other techniques." This teacher clearly tended to use the mother tongue judiciously as T4 did. T4 acquainted that "The use of the mother tongue is not always a solution; it is workable when teachers feel that their learners fail to grasp some points in the course. Finally, T5 argued that "Not always. Using the mother tongue may help in certain limited situations when there is no solution."Here, all of the teachers did not deny the role of the mother tongue. They insisted on its judicious use, therefore, they used it appropriately whenever they need to do so as a final solution.

7/ According to you, is teaching EFL an easy process? Please say why or why not?

This question spies how EFL teaching is seen in the eyes of the teachers. In fact, it introduces the next question which aims to know whether the mother tongue is a facilitator or not.

T1 and T2 agreed that this process is easy.T1 said "no, it is not at all. We need experience, well preparation, full planning, coordination with colleagues, reading about psychology to be able to manage the classroom without problems." T2 assumed that "the degrees of success or failure depend on many internal and external factors in teaching process. Personally I believe it is an easy process as long as the learners are satisfied and can reach a high level of proficiency." However, T3 described "EFL teaching is not easy because it is not used outside, but now we can get many materials from the internet." T4 added "Teaching EFL becomes a difficult process when there is no clear strategy to reach the ultimate objective of the course or the unit." T5 regarded this process difficult because "it requires a lot of preparation and devotion."Those three later teachers who encountered difficulties perhaps their short length of experience compared with the two first ones.

8/Do you think that the mother tongue facilitates teaching?

Yes ☐   No ☐

This question specifically used to know the teachers' attitude   toward the positive dimension of the mother tongue.

Teacher's Answer	Teacher's Number	Percentage
Yes	4	13%
No	1	4%
Results	5	17%

Table 16: Teachers' Attitude toward the role of the Mother Tongue

T1 was the only teacher who confirmed that the mother tongue is a negative method. T2 believed that the use of the mother tongue is effective; however, only in the case of the absence of linguistic and socio cultural errors. The rest of the teachers concurred that it should be used, but not all the time.
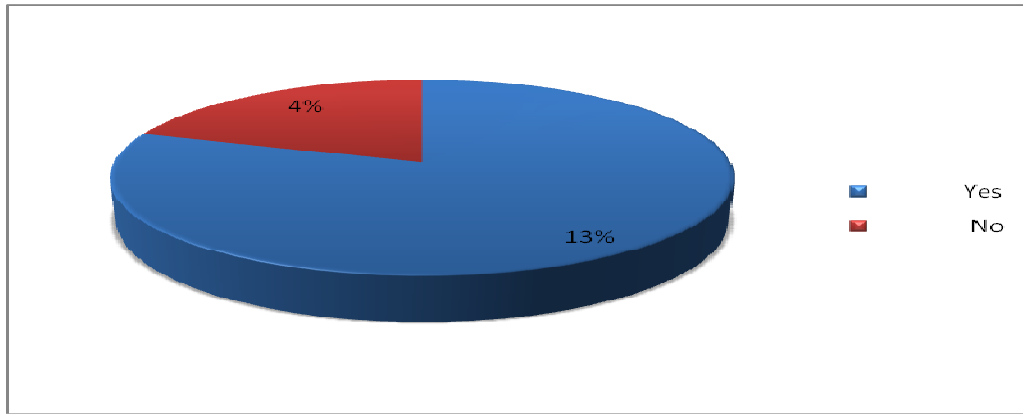
Graph 16: Teachers' Attitude toward the role of the Mother Tongue

9/If you believe that English should be taught without the mother tongue, please justify your answer.

   This question was answered by T1, T2, and T3. T1firmly insisted "We have been taught by the teachers who did not know our mother tongue at all, but we succeeded to learn English language without any difficulties. I personally think that we can not learn a language through another one. We may rarely refer to the mother tongue."T2 neutrally described "This question is relative because it depends on the assigned objectives to the teaching process."However,T3 declared that "No, we need to refer to the mother tongue, it is even one of the strategies used by the learners and teachers, what the learners have learned before in terms of culture and structures can be used in EFL learning. To sum up, there is no single answer about the rejection of the mother tongue. Each teacher focused on his/her own personal and professional dimensions T4and T5 did not answer maybe because they clearly approved the judicious use of the mother tongue.

10/According to you, what are the solutions which can replace the mother tongue use?

       T1 replied "the solutions are using teaching materials that help learners to react in the EFL, using as much as possible the FL in the classroom, and encouraging the learners to use dictionaries." T2did not mention a solution but he said "The use or dismissal of the mother tongue should be decided in accordance with students' needs."T3 exemplified "The teacher can use other techniques as pictures, drawings, and examples."T5 responded "There are many strategies to do so. Good preparation of lessons, using visuals (pictures, videos…etc), other aids, simplifying and adjusting the level. All of the provided solutions

by the teachers reinforce the total exposure to English and reduce the impact of the mother tongue use. Yet, T2 insisted on the wise use of this language corresponding with the learners levels. T4 did not answer at all this question because he mentioned the solutions in the next answer.

11/ when your students ask you to use the mother tongue, what is your reaction?

T1 explained "I try to explain in English. It is better for them to practice the four skills (listening, speaking, reading, and writing) in the target language to be fluent speakers; they should avoid the mother tongue."T3 specified "the mother tongue can be used with beginners, or in the first stages when learning any foreign language, but with other level we need to reduce its use to the minimum."T4 disclosed "there are, in fact, other techniques to explain and make students understand .The gestures you make and examples you give may fit the case." T5 obviously stated "I do not recommend this. I try to explain the reasons why they should not depend always on the use of the mother tongue." T2 distinctly reported "The problem does not depend upon the learner's will, but is closely linked to the appropriate teaching strategies, objectives, and needs analysis. Again, it seems that the mother tongue use is always exist at least to support the novice students.

12/ please justify your positive or negative reactions

T1 justified "We can not teach a FL through the mother tongue even it was used before (Grammar Translation Method).Today, the objectives are different. We need to teach FL without any reference to the L1.We should create FL context that help the students to use it and to stop thinking in the mother tongue. Whenever they are asked to do a task, code switching may be accepted, but with limits because its overuse may stop learning process.T3 proved "the mother tongue is good solution especially for the teacher; because it helps in gaining time, or when the teacher feels that the other techniques are ineffective. The overuse of the mother tongue has no good effects."T4 improved that the other techniques are effective because "My modest experience in the field is the source of all my arts in the class .I also rely on the other people's experience." T5 main argument was "using the mother tongue should be limited for certain difficult situations." T2 did not mention any comments. To sum, the ultimate aim of those teachers is to make their students as native speakers. Accordingly, they limit suitably the use of the mother tongue in teaching and learning.

Discussion and the summary of the findings

Including the teacher's attitudes was quit beneficial. It enriched the research with different information. The teachers willingly talked about their experience and effectiveness. They tended to use several methods to ensure the learner's success. Most of them primary plan, prepare, and work on the content. In the classroom, they use the appropriate methods especially the authentic material. Besides, they minimize the use of the mother tongue. Those teachers use the former language urgently in case of difficulties. As a result, they use it judiciously and appropriately.

General conclusion

The mother tongue use was an important issue to be discussed. The experts, the teachers and, even the learners have no concurrence about its positivity or negativity. The diversity of viewpoints is because each one has personal experiences, specific attitudes, particular tendencies and preferable ways of teaching and learning. The particular focus on the attitudes of teachers and Learners was significant. Their attitudes are not only evaluative constructs, but also important elements which affect their behavior. That is to say, they provide much more information about how they actually perform in teaching and learning processes. Therefore, the emphasis on their language attitudes specifically toward the mother tongue helps in knowing its advantages, disadvantages, and its effects. Usually in foreign language classes, the teachers tend to limit the mother tongue use in teaching English. Most of teachers in the University of Biskra follow the same procedures. This simply is due to their fear from the deficiency of English exposure. However, the prevention of the use of mother tongue is not total; the teachers use it wisely in specific cases. The majority of students (at the University of Biskra) use their mother tongue as an entryway to enhance their performance in English. The mother tongue enables them to reduce the complexity of English, and to be familiar with it. Consequently, the mother tongue use is a favorable technique especially for the beginners.

Generally, one can conclude that the prohibition of the mother tongue use is impossible. There always certain situations in which its use is beneficial. It may help those who struggle and face difficulties in learning. As a result, the mother tongue is a reliable source and quick solution to overcome the problems.

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ملخص البحث

هذا البحث يدرس موضوع استعمال اللغة الام في تدريس الانجليزية كلغة اجنبية. يهدف هذا البحث الى اكتشاف مدى استعمال اللغة الام من طرف المعلمين و المتعلمين. و كذلك يحاول تحديد الدوافع من وراء توظيف هذه اللغة كما ان هدفه الاساسي هو تشخيص تأثيرات هذه اللغة على الجانب التحصيلي لكل من المعلمين والطلبة . فرضيات هذا البحث هي اللغة الام قد تؤثر بالإيجاب او بالسلب.للتأكد من صحة الفرضيات وجهت مجموعة من الاسئلة للأساتذة والطلبة بهدف جمع معلومات على مواقفهم اتجاه استعمال اللغة الام في اقسام الانجليزية .اظهرت النتائج ان اغلبية الطلبة يستحسنون استعمال   اللغة الام في تعلم الانجليزية.في حين الاساتذة يستخدمونها إلا في حالة الصعوبات اللتي يواجهها الطلبة.

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Résumé de Recherche

Cette recherche examine le sujet de l'utilisation de la langue maternelle dans l'enseignement de l anglai comme une langue étrangère. Et aussi essayer déterminer les motifs derrière l'emploi de cette langue que l'objet principal est diagnose les effets de cette langue sur réalisation de chaque coté des l'enseignants et les études. L'hypothèse de cette recherche est la langue maternelle peut affecter positivement ou négativement. Pour vérifier la validité   de L'hypothèses une sérié des questions ont été lancé pour les professeurs et les étudiants afin de recueillir des informations sur leurs attitudes à l'égard de l'utilisation de la langue maternelle dans les départements d'anglais. Les résultats ont montré que la majorité des étudiants approuvent l'utilisation de la langue maternelle dans l'apprentissage Alangelazah.vi où les professeurs les utilisent, sauf dans le cas où les étudiants font face à des difficultés.

Appendixes

Break the Ice: Teacher's and Learner's Attitudes toward the Use of the Mother Tongue in Foreign Language Classroom

Questionnaire

Introduction

Dear Students

Our research which is entitled **Break the Ice: Teacher's and Learner's Attitudes toward the Use of the Mother Tongue in Foreign Language Classroom** investigates the opinions (attitudes) about the use of the mother tongue (the first language) in foreign language classrooms. Your answers of this questionnaire which represent your opinions will be helpful for us to do this research.

So, please answer the following questions.

1\ Do you choose to study English as foreign language for

Communication ☐   Finding a job ☐   Traveling ☐   ?

Other purposes…………………………………………………………

…………………………………………………………………………...

2\ since learning English is a new experience, do you consider it as

Easy ☐ Medium ☐ Difficult ☐

3\ Do you face certain difficulties in this process?

Yes ☐ No ☐

4\ you face these difficulties in

Grammar ☐ Pronunciation ☐ Culture ☐

Others……………………………………………………………

5\What solution you use to solve the problems and difficulties?

Asking the teacher ☐ Use the internet and books ☐

Use the mother tongue ☐

6\ if the use of the mother tongue is your option. For what objective do you use it?

Translation amelioration of the speaking ☐

Comparison between cultures ☐

If you have other objective, please mention them
………………………………………………………………………….

7\ do your teachers use the mother tongue in classroom?

Yes ☐ No ☐

8\ If yes. Do they use this language?

Always ☐ Sometimes ☐

9\ According to you, is this method of teaching appropriate in teaching?

Yes ☐ No ☐

Please justify your answer

……

……

10\For you. Does the use of mother tongue facilitate learning English?

Yes ☐   No ☐

If you any comments please write them

……

……

……………………………………………………………………………………………………..

Thank You

Break the Ice: Teacher's and Learner's Attitudes toward the Use of the Mother Tongue in Foreign Language Classroom

Questionnaire

Dear Teachers

Introduction

Perhaps you are surprised why this unexpected Questionnaire is submitted before conducting the research which is entitled using consciously the mother tongue in teaching EFL.Simply because your answer are very interesting because they may enhance   in putting us in the right track .Thus please answer the question below.

1/Nowadays English Languages has become   the most significant language in the World, Do you:

Agree ☐   Disagree ☐

2/Do you really enjoy teaching it?

Yes ☐   No ☐

3/Do your learners enjoy learning it? Explain why or why not

 ....…

……………………………………………………………………………………..

4/Of course you are doing your best to provide comprehensible English lesson, please explain how?

…………………………………………………………………………………

....

....

5/What do you do if there are ambiguous items in the lecture?

....

....

....

....

6/Do you think that using your Mother tongue is a solution? How?

....

....

....

....

7/According to you, is teaching EFL an easy process? Say why or why not please

....

....

....

....

8/Do you think that the mother tongue has a role in facilitating teaching English Language? Why?

Yes ☐   No ☐

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………

9/If you believe that English should be taught without using the mother tongue, justify your answer please

....
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10/According to you, what is the solution then?

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

11/when your students ask you to employ your mother tongue .what is your reaction?

....
....

12/Do you think that this is considered as a good solution? Please explain

Yes ☐   NO ☐

....
....

13/you have more ideas to enhance this project, please disclose them:

....
....
....……………………………………

Thank You