



Democratic and Popular Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Abdelhamid IbnBadis-Mostaganem
Faculty of Foreign Languages
Department of English Language
Master in Applied Linguistics and ICT's



**Investigating the Effect of Using L1 (Arabic Language)
while Teaching a Target Language (English Language)
in Algeria.**

The Case study of First Year Middle School Students at Khaled
IbenWalid school –Tiaret-



Board of Examiners:

Supervisor: Ms. KHAROUBI Mounira

Examiner:Ms.Belal Hanan

Chair:Ms:Mrs.Ouali Farida

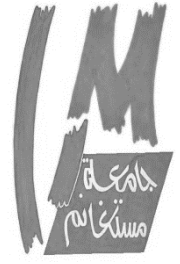
Submitted by:

Boudergui Soumia

Academic Year: 2016/2017



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Abstract

This paper investigates the effect of using L1 (Arabic Language) while teaching a target language (English Language) in the middle school. Precisely at the first year. This investigation concentrates on the teachers' use of the mother tongue as well as the students' use of the mother tongue during the English classes. It is therefore an attempt to investigate students' and teacher's attitudes towards the Arabic language. Our main concern here is to investigate this question; in what ways may Arabic language use influence the English language learners inside the classroom? And how English language is affected either positively or negatively by the learner mother tongue. It also focuses on teachers' and Students' perspective on mother tongue use. The research instruments used includes are questionnaire for teachers in addition to the classroom observation. The population of the study was students of the first year middle school and the teachers of English language at the middle school from different cities in Tiaret (City of Nadorah, DayetElterfes, and Dahmouni). The sample of the study consisted of 38 students and 10 teachers from different establishments in Tiaret.

The positive outcomes uncovered in this investigation concerning the impact of using the native language while teaching English as a foreign language affirmed our hypothesis that the use of Arabic in EFL classroom influence students' achievement through the teaching learning process. So the result have shown that the students' L1 as facilitative to the learning process. And it is the right technique for increasing learners' language use so it help the learner to get things right.

Keywords: L1 (Arabic Language), Mother Tongue, Target language, Attitude, Native Language.

Dedication

I dedicate my work to **my parents** who were my first teachers.

To **my mother** for her support, encouragement, and constant love
that have sustained me throughout my life.

To **my father** your constant words of love, wisdom, and encouragement helped get me
through. I love you and I am so grateful to have you.

To **my sisters** : Fatiha and khouloud and **my brothers** for their whole-hearted support.

Also to all my **friends** who I love with all my heart

Acknowledgment

First, all my precious thanks go to **Allah** who gives me the great power to complete my research paper.

Then, I would like to express my sincere thanks and heartfelt gratitude to my Supervisor Miss. **Kharoubi Mounira** for her huge efforts, lasting assistance and her supportive guidance.

Finally, my great respect and thanks go to all **my teachers** who taught us during the five years of study.

List of Abbreviations

CL: Classical Arabic	05
CCF: Centre Cultrel français	06
EFL: English as Foreign Language	01
ELT: English Language Teaching	01
EMI : English Medium Instruction	09
ESL: English as a Second Language	07
FL: Foreign Language	08
L1: First language	01
ML: Mother Language	08
MSA: Modern Standard Arabic	05
MTB: Mother Tongue Based	09
SL: Second Language	08
TEFL: Teaching English as foreign language	07
TESOL: Teaching English to Speakers of Other Languages	07
TL: Target Language	08
SL: Source Language	08

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General Introduction

English language teaching (ELT) field is noticing a remarkable development, since English has become the global language of the world and a means of communication between people all around the world. However, the issue of whether the language transfer should be used in the classroom has always been a subject of discussion by EFL researchers. It refers to student's applying knowledge from mother tongue to a second language.

Many EFL learners have difficulties in communicating in English inside classroom. Sometimes, they use the mother language instead of target language and even the teacher. Many Scholars still argue if this interference is an aid or an obstacle in learning English as a foreign language. Some of them think that transfer can be positive to acquire the second language but others claim that it can be negative because of several factors. The motivation lying behind this works springs from my observation of English teachers used Arabic language in classroom. Hence, this study will mainly focus on investigating the Effect of using the mother tongue while teaching an English language in first year middle school. With the main problematic:

In what ways may Arabic language use influence the English language learners inside the classroom?

In order to investigate the above problematic, two research questions were asked as follows:

Is the L1 an aid or an obstacle to learn English as a foreign language?

How may the use of Arabic in EFL classroom influence students' achievement through the teaching-learning process?

Then, from the stated research questions above, two hypotheses were proposed:

Arabic language may influence English language in positive way or in negative way

The use of Arabic in EFL classroom through the teaching-learning process may help students' achievement.

The dissertation is divided into two main parts; a descriptive part which includes two

General introduction

Chapters about the review of the related literature, and an empirical part which includes one chapter, which is concerned with the analysis of both quantitative and qualitative methods. It deals with the data description and analysis obtained from the teachers' questionnaire and from the observation in classroom. In Addition to some recommendations and limitation of the study.

The first part is a theoretical part that deals with a literature review .it divided into two chapters; the first chapter is about language contact in the Algeria. Thus, it sheds the light on language used in the Algeria and teaching English as a foreign language then the use of mother tongue in English classes. Then methods of using the mother tongue in history. Finally learners and teachers reasons for using the mother tongue.

As for, the second chapter which will have as its title the effect of using L1 in English classroom. It will include the status of English in Algeria as well as the concept of translation as a vital role in teaching an English language, and Consideration for using Arabic in the English classroom then, the effectiveness of using the mother tongue in English classroom then some interested concepts. Moreover, the objectives of the teacher in the EFL class. Finally the strategies and problems encountered by teachers in implementing the mother tongue in class.

The third chapter (data analysis and recommendations) is the practical part of this research Thus; this chapter provides information about the sample population and research instruments used in gathering data that are collected by using two tools: teachers' questionnaire's and classroom observation to observe both teachers and students behavior. The analyzing and interpretations of this information then end up with some recommendation and the limitations of the study.

*Chapter One:
the Language
Contact
in Algeria*

1.1. Introduction:

The present Chapter introduces the contact of language in Algeria in addition to some theoretical insights of the present research. The first part start with a very brief of the language as a tool of communication followed by introducing the languages that comprise the Algerian linguistic repertoire; Arabic language, Berber language, French language, English language. It also introduced teaching English as foreign language. Then using the mother tongue in ELT classes. Finally, learner's and teacher's reasons for using the mother tongue in class.

1.2. The language as a tool of communication:

Language is one of the most important features that distinguish human beings from other living things. It is the basis of communication among humans, as teaching and learning depend effectively on the language of communication. Moreover, the Human beings can communicate with others by language. We are able to exchange knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, declarations, feelings, but our system of communication before anything else is language.

So what is the language? Language is a system of communication among the members of a society based upon words and the combination of words into sentences. It is connected with the ability to interact, to understand, and to communicate appropriately in different situations. In the notion of culture, language is the tool that transmitted values and traditions related to group identity Moreover, it is essential; to build an atmosphere of communication in the school that considers all teachers, all students, and others as communicators. Language enables person to express their feelings, ideas.... As they mature, it is through language that they will communicate their personal needs. That's the reason of the language that is mostly a tool of communication and communication almost always happen within some type of social context. Language is inherent interlace with our notions of who we are on both the personal and the broader, societal levels. By using the language, the human being will communicate their individual thoughts as well as their cultural beliefs and practices of the communities of which are a part them: their families, social groups, and other associations.

1.3. The definition of contact language in Algeria:

Today, Algeria is contained of plurilingual speech community with a sociolinguistic verbal repertoire made of four languages: standard Arabic, Algerian Arabic, Berber and French, In addition to the English language.

1.3.1 Arabic language:

Modern Standard Arabic (literary Arabic) and Tamazight (Berber) are the official languages of Algeria in 1963 and it is the language of 73 of Algeria's population. There are two varieties of Arabic in Algeria. According to Aitsiselmi (2006:159) "Arabic is a diglossic language" in the sense that two varieties of Arabic: The first variety (High variety) is the language of instruction, religious instruction, reserved for official use known as standard Arabic and the second variety (low variety) is practiced by the majority of Algerians, this language is used In public places: such as street, cafes, stadiums ... It is used in situations of informal, intimate communication: in family, among friends, etc. Called dialectal Arabic (or *darija*) which is spoken by 85% of the total population and 83% of Arab speakers.

Ferguson (1959) is the first one who discussed the term diglossia to indicate situations of the existence of two language varieties in every part of community, each variety has a different role to play; on the one hand, a high variety as we said it is used for formal purposes and on the other hand a low variety that is used for everyday practices.

Ferguson (1959: 435) summarizes the concept as follows:

"...a relatively stable language situation in which, in addition to the primary dialects of the language(which may include a standard or regional standards),there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation"

These varieties can be divided into two main classes:

Classical Arabic (CA) and Modern Standard Arabic (MSA) are considered as the high varieties. From the one hand classical Arabic is the language of the Qur'an. At current time, this variety is no longer used in everyday life of Algerians. On the other hand, MSA is a variety that has been set (pose) to modernize the Classical variety as well as make it more suitable to modern life. It is based on Classical Arabic in grammar and phonology, with a less complication concerning the vocabulary; it involves many loans words from other languages in particular from English and French such as: internet, computer etc.

Arabic has been declared the official language of the country; moreover, it is the vehicle of teaching, at all levels of education, in particular in primary education where all subjects are taught in Arabic.

Dialectal, Colloquial or Algerian Arabic is considered as a low variety, because it is not standardized. It is the mother tongue of most Algerian speakers who do not have any of the Berber varieties as their mother tongue. In spite of this, Algerian Arabic has many sub-dialects find in different regions, which are all mutually intelligible. Kaye also (1970:67) state about Algerian Arabic that:

“It refers to the colloquial language known as amma, darija or lahja (dialects). The colloquial varieties number in the hundreds. Being spoken and not written, they are distinguishable from Classical Arabic as a result of a general grammatical simplification in structure with fewer grammatical categories”

Dialectal Arabic is considered as informal variety because it is used in spontaneous way in daily communication for example with families or friends, in everyday life, tough this is completely improved because it involve a huge number of foreign loan words; most primarily from French and Spanish and English.

1.3.2 Berber language:

According to historians, claimed that before the Arab Expansion, Berber is the native language spoken by the first inhabitants of Algeria. The Hamito-Semitic was her group of language family; it is also spoken in Morocco and Tunisia. According to Wikipedia, the Arabic and Berber languages are the native languages of over 99% of Algerians, with Algerian Arabic spoken by about 72% and Berber by 27.4%. Berber has been accepted as a

"national language" since 8 May 2002. And In February, 2016 was recognized as a second official language of Algeria after Arabic. There are different Berber varieties, spoken in different areas in Algeria. Among these sub-dialects, Tamazight constitutes one of the most fundamental components of Algerian identity (préambule de la constitution 1996). It is the language that is spoken in several dialects in many parts of Algeria such as The Kabyle, The chaoui, The M'zab....ect. Therefore, Berber is taught at all levels of instructions in greater and lesser Kabylia in East of Algiers (Abid 2006). Despite of this, there exist a national television channel and a radio station which broadcast daily in Berber.

1.3.3 The foreign languages:

1.3.3.1. French language:

French is considered as the first foreign language in Algeria .it is present in the domains of everyday life; moreover it is used as a second language to Arabic in the almost public administration, such as in Health, commerce, etc. Algeria gave a great importance for teaching French language in schools and institutions like the French institute CCF(**centre culturel Français**). It is taught as an obligatory subject starting from the third class in the primary school until university where it is the medium of teaching scientific and technical disciplines.

French is widely used in all domains such as in commerce, government, culture, media and education, due to Algeria's colonial history. «The Permanent (PCGN) states «In reality, French is the lingua franca of Algeria». So, Algeria is the second largest Francophone country in the world in terms of speakers. It is spoken in everyday life in Algeria. In 2008, 11.2 million Algerians (33%) could read and write in French. Hence, a majority of Algerians can understand and speak it.

Malika Rebai Maamri, author of "The Syndrome of the French Language in Algeria," claims;

"The language spoken at home and in the street remains a mixture of Algerian dialect and French words."

The Algerian press are published daily and weekly many newspapers and magazines, concentrating on disciplines such as science and technology. Moreover, there is a radio station (Alger chaine3) which broadcast daily, a national television channel (Algerian TV)

with different medical programmers like Santé Mag, Le journal de la santé and other channel in present days.

1.3.3.2. English language:

English is a West Germanic language that was first spoken in early medieval period in England and is now a global lingua franca, because of its status as a language among the two global lingua Franca (along with French), is taught from the middle school years onward. It is primary the language of New Media (e.g. Satellite TV, and Internet). It is spoken by about 1,5 billion people and is the language of international communication in business, diplomacy, technology, sports, travel and entertainment. In 2001, The Ministry of Education announced the educational Reform and numerous changes have occurred concerning the situation of teaching English. While, English is still recognized to be the second foreign language in the Algerian Educational System after French. It is introduced at the level of first year middle school (i.e. at the age of 11). It covers seven years - four of which at the middle school and three at the secondary school.

1.4. Teaching English as a foreign language (TEFL):

Foreign language is a language which is not a native language in country, in fact it is a language acquired by a person in addition to his mother tongue. Teaching English as a Foreign Language (TEFL) refers to teaching English to those whose primary language is other than English. "TEFL" is the abbreviation for Teaching English as a Foreign Language. It also known as Teaching English to Speakers of Other Languages (TESOL), English Language Teaching (ELT), and teaching ESL (English as a Second Language). It involves teaching English to students whose first language is not English.

English is nowadays the dominant language in the world. It is viewed as a language which gives you access to the world. The teaching of modern languages in schools has an educational function, and the older learner who deliberately sets out to learn English has a clear instrumental intention: Some want to study English in order wants to visit England, to be able to communicate with English-speaking tourists or friend; some want a high flying career with international connections. Others just want to be able to read English in books and newspapers.

The place of English in the life of many second and foreign language learners today is much less easy to define than it was some years ago. Michael West was able to state in 1953: The foreigner is learning English to express ideas rather than emotion: for his emotional expression he has the mother tongue.... It is a useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be.

After World War II, the dominance of English became more noticeable as a result of sociopolitical and economic actions. In addition to its spread in colonized areas of the world, it start to spread in non-colonized countries and in the end English became the international lingua franca, a language used for communication between people whose ML differs (Holmes, 1997).

The unique case of the English language is often recognized to it being the dominant language of international diplomacy, business, commerce, popular media, education, science and technology in the twentieth and twenty-first century (Fishman 1992; Master, 1998).

Today, for transmission of information, English is mainly used, accelerating its spread and making it the global language of knowledge and information, which are known as the tools of political and economic power in our age. This being the case, it is no wonder that English is becoming more and more included into the field of education all over the world. The overwhelming spread of English necessitates that countries review their language policies in related with education. The two phenomena in this respect are English-medium instruction and the teaching of English as a SL / FL.

The former is known to be common in former colonies of Britain and the U.S.A. where English had an official/semi-official status at some or all levels of education. Although it exist a tendency to resort back to the education in the ML, in some of these countries, due to social and political reform consequent to political independence, English-medium instruction perpetuates. (Evans, 2002; Flowerdew; 1998; Rahman; 1997; Ramanthan, 1999; Tickoo, 1996).

There are some countries that use English in instruction, Among the countries that use English as instructional language in some of schools are China, Denmark, Poland, Turkey, Czech, where English does not have official/semi-official status (Crystal, 1987).

adding up to the increase of English-medium higher education institutions throughout the continental Europe, English-medium secondary schools exist in countries;for example in Sweden .(Winsa, 1999)

The expansion of English can be seemed as three concentric circles, each represent type of spread, patterns of acquisition and the purposeful domains in which English is used: The inner circle, the outer circle and expanding circle. The inner circle refers to the traditional center of English, where it is the primary language (e.g. UK., us, Ireland, Australia, Canada and new Zealand); the outer circle includes over 50 countries where English is used in instruction (e. g. Singapore, India, Malawi) as a consequence of colonization and the expanding circle refers to countries that identify the importance of English as an international language but have no colonial history (e.g. China, Japan, Israel, Greece). (Crystal, 1987, p.107).

In outer circle countries English is learned and taught as a "second" language at schools (ESL), whereas in expanding circle countries English is learned and taught as a "foreign" language (EFL) and studied as a ordinary subject at schools, in terms of language instruction. English medium instruction (EMI) is a subject often addressed in connection with the outer circle countries, which are ESL contexts, where the main language of education is not the native language of students. In these countries, most of which are multilingual and multicultural, EMI affects a majority of people as it is a part of the national educational policy and is not only a matter of concern for private schools. On the other hand, EMI is not a most important for expanding circle countries that have adopted an education-in-the-mother-tongue policy at national level and EMI appears to be an uncommon educational practice rather than a common one in monolingual areas of the world (Crystal, 1987).

1.5. The use of the mother tongue in ELT class:

The use of the mother tongue in teaching a foreign language has been one of the important issues for many years (Alseweed, 2012; Hisham Salah & Hakim Farrah, 2012; de la Campa&Nassaji 2009; Storch&Wigglesworth, 2003; Tang, 2002). Some teachers think that the use of learners' mother tongue in the ELT classrooms makes a valuable contribution to the learning process. They view the use of L1 as essential for L2 instruction

and learning because if the teacher insists on using only the target language in EFL classrooms learners may feel forced to use the language and may resent learning.

In support of their Viewpoint, they mention both cognitive and psychological reasons. L1 is part of their experience and world knowledge, which, as an important cognitive tool, can help them in carrying out L2 tasks that are linguistically and cognitively complex (Swain & Lapkin, 2000 as cited in Machaal, 2012). In addition, the use of L1 decreases the psychological obstacles to language learning and allows for a more rapid progression. Janulevicine and Kavlialiauskiene (2002 as cited in Beressa, 2003, p. 29) affirm that “the ability to switch to a native language, even for a shorter time, gives learners an opportunity to preserve self –image, get rid of anxiety, build confidence and feel independent in their choice of expression use. Norman (2008) claims «Students are often unresponsive, inattentive, and unwilling to speak in class” (p. 692). However, he observes that the opposite was true when he used the L1 in class with the same students. Often, students will not speak out of fear of embarrassment (Nation, 2003; Meyer, 2008). Some researchers refer to the mother tongue as “enigmatic” (Lewis, 2009: 217), “a bone of contention” (Gabrielatos, 2001: 33), or as “skeleton in the cupboard” (Prodromou, 2001: 8). Moreover Butzkamm(2003, p. 31) support their ideas when he said:

“The mother tongue is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language” .

Whereas, others believe that the mother tongue should not be used in foreign language classrooms as long as, if teachers use the first language, they prohibit learners of the opportunity to receive input in the target language. Auerbach (1993: 5) supports the idea that “the more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it”.

1.6. Approaches to the use of the mother tongue in history :

There are various methods in which the mother tongue can be allowed or rejected in English classroom which are as follows:

1.6.1. Grammar Translation Method:

The grammar translation method has different names. It is known as the traditional or classical method, as the grammar school method or in America as the Prussian method. The basic goal of this method was translation of the foreign language into the native language or vice versa. It means teaching of a foreign language by translating it into the mother tongue. All the rules of grammar and words are explained in the native language. In this method learners will performed the grammar rules through translation activities in order to acquire a high levels in the translation. Teachers use the learner`s native language for translation to gave instructions as well as learners are able to learn many items from the target language by comparison with the mother tongue. (Richards and Rodgers, 1991, p.3-4)

1.6.2.The Direct Method:

According to Webster's New International Dictionary,

"Direct Method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself without use of the pupil's language, without translation and without the study of formal grammar. The words are first taught by pointing to object or picture or by performing action."

From this definition, the direct method means teaching English directly through English medium. This method is the reaction to the grammar translation method. It is known as the natural method of teaching. In this method, the mother tongue of learners is not used for learning and teaching the foreign language. "The mother tongue is never, never used, there is any translation». The teacher used, objects, pictures, drawings and miming is common for teaching. In this method learners think and speak by using the same medium i.e., using the direct association between thoughts and words when dealing with abstract vocabulary. It stresses out the importance of active use of the target language in the classroom and a lot of oral practice is the basis of this method. In the Direct Method the teacher and learners avoid using the learners' native language and just use the target language. Classroom instructions are given only trough the target language. For practicing new items the form of exchanging questions and answers between teacher and students is recommended. (Richards, 1991, p. 9-10)

1.6.3. The Audio-lingual Method:

The audio-lingual method was based on the memorization of a series of dialogues and the rote practice of language structures. The belief was that students, through much practice of the dialogues would develop oral language proficiency and would form a “habit” and be able to speak the language when needed the use of the native language was avoided. It focuses on the drilling in the use of grammar and did not focus on teaching vocabulary. Audio-Lingual Method tried to teach the language directly, without using the mother tongue to explain new items .Although teachers are allowed to use the mother tongue but learners should avoid it.

1.6.4. Alternative methods:

Other ‘humanistic’ methodologies such as Total Physical Response, The Natural Approach, The Silent Way do not allow the use of the mother tongue but in Suggestopedia and The Community Language Learning the mother tongue is used.

1.6. Reasons for using the mother tongue:

Many researchers have investigated learners' as well as teacher’s reasons for switching to L1 in EFL classrooms and there are many reasons which lead learners and teachers to the use of the mother tongue during the English lesson.

1.6.1. Learner’s reasons for using the mother tongue:

Butzkamm claims:

“Using the mother tongue, we have learned to think, learned to communicate and Acquired an intuitive understanding of grammar. The mother tongue opens the Door not only to its own grammar, but to all grammars, inasmuch as it awakens The potential for universal grammar that lies within all of us....For this reason, the Mother tongue is the master key to foreign languages, the tool which gives us the Fastest, surest, most precise, and most complete means of accessing a foreign Language.”

Many advocates state that it is more natural to use the L1 in classrooms because of many reasons where the learners share the same mother tongue; for example, although there are tasks like conversation activities, discussion of intensive reading, and preparation for writing etc, that should be accomplished in L2 but the learners need their L1 to complete them. It is easier, more natural and more effective to use the L1 to learn the L2.

There are many research investigated on the learner's use of L1 in the EFL classrooms. For example, Nation (2003) mentions that learners apply their first language either because they feel that they are not very proficient in the L2, or feel uncomfortable to speak because they are shy and they see it as a source of embarrassment or unmotivated to communicate in the target language. Moreover, Kharma and Hajjaj's (1989) studied the attitudes of learners' to use of L1 in the EFL classrooms, they states that 81% of the Arab students prefer of using L1, In particular when they cannot use the target language to express their ideas and they thought when their students use their mother tongue that they felt happy. Therefore, Cook (2001) suggest to the learners to use their first language in order to explain tasks, discuss their roles and check their production and understanding with their friend. The same idea was explained by Cameron (2001) who states that learners tend to demand the help from their classmates or their teachers by using their first language. Lameta-Tufuga (1994) tested the impacts of discussion a task by the first language before writing it in the second language.

As a result, Lameta-Tufuga found that learners had the opportunity for better understanding the content of the task through the discussion a task by their first language, before they achieved the written task in English. He notices some interesting features during the first discussion phase in L1. Firstly; all the learners were very actively involved in understanding what was required of them. Secondly, the learners used quite a lot of the second language vocabulary that would be needed in the later task (the written task).

So the discussion by their first language not only helped them to get on top of the content, but they also gain the control of relevant L2 lexis in a very supportive L1 context. Knight (1996) also reported a similar finding. As a result, the learners who did the first phase of discussion in their first language in groups did much better on the L2 written task contrast to other learners who did L2 discussion in the first phase although that discussion was in the same language as later in written task. To sum up, there is a great role for the L1 in helping learners obtain the knowledge needed to gain a higher level of L2 performance.

1.6.2. Teacher's reasons for using the mother tongue:

Teachers sometimes face many problems with students in the English classroom, in particular, with the student who have the same native language because they use their native language in English classroom. But also there are some teachers depend on the first language to do the lesson. For that, many studies have investigated at the teacher's use of the first language in classroom. The research found many reasons behind teacher's resort to the use of the mother tongue in the classroom. Firstly, pupils do not understand immediately what the teachers said. Atkinson (1993, p. 16, 17) state translation in this case could be as a positive tool that should be used when is needed. Secondly, there are so many reasons about teacher's rejection of the L2. for example, the teachers tend to use the first language in order to avoid getting themselves into the embarrassing environment by produce mistakes when using the target language i.e. Teachers do not master the language which they have to teach and they are not confident about their linguistic abilities. Betáková (2006, p.10) examined the idea about the weakness of teachers abilities in communication with the L1 that can product the feelings of inferiority.

Some teachers dismissed the L1. on the one hand, they thought that it is problem the lack of time in the lesson to explain everything in the second language and on the other hand the problem the quantity of curriculum that do not allow them. Moon (2000, p. 63) support this idea that much explanation in the target language could take too much time which product pupil's less interest and concentration.

Many research have investigated areas in which teachers using of the mother tongue .Most studies found that resort to L1 for explaining grammar for example; 88% in Franklin's (1990) study, 87% in Dickson's (1996) study, and -66% Kharma and Hajjaj's (1989) study. Moreover several studies have found that advanced learners showed good progress when learning grammar in L1 (Cook, 2001).

Another area for using the L1 was explaining new words- 71% in Kharma and Hajjaj (1989); 39% in Franklin (1990). The issue of learners' proficiency was identified as another area for using L1. Teachers tend to use L1 for creating a rapport with learners and giving class instructions formed other cases (Franklin, 1990; Macaro, 1995, cited by Macaro, 1997).

1.7. Conclusion:

In a few words, this chapter has been devoted to define the language as a means for communication that used by humans to communicate their thoughts and feelings. And we deal with describing the language contact situation in Algeria. Then, we refers to teaching English as a foreign language for the learners whose their first language was not English and we mentioned the positive and the negative sides of using of the mother tongue in Teaching English to Speakers of Other Languages (TESOL).further we define Approaches to the use of the mother tongue in history such grammar translation method and audio-lingual method...ect.We ended with highlighting some teacher's and learner's reasons for resor to the first language in English language teaching.

Chapter Two:
The Effect of Using
L1 in English
Class.

2.1.Introduction :

In order to make learning easy and attractive to learners' attention, it is very important that teachers should take into consideration many aspects such as the using of the mother tongue in the English classroom for better understanding. This chapter looks at the effect of using Arabic language while teaching English as a foreign language. In particular, it focuses on English status in Algeria then translation as a vital role in teaching English language. Further, we mentioned the approaches of translation in English language teaching, then the two considerations for using Arabic in the English classroom. Also The effectiveness of using the mother tongue in English class. And we state some interested concepts or notions which related to the mother tongue, then the objectives of teachers in the classroom. We concludes this chapter by define the strategies and problems encounters by teachers in implementing the mother tongue.

2.2.The Status of English in the Algerian Educational System :

At the present day, English is the dominant language and it has become almost a *necessity* for people to speak English in today's world. Taking in consideration that the role of English is becoming basically very important since it is spoken by about 1,5 billion people and it is the language of media like Satellite TV, and Internet...It is used in different spheres in communication such as in business, diplomacy, technology, sports, travel and entertainment.

(Tiersky and Tiersky 2001) state that teaching English is becoming a necessary part of education all over the world, in the particular case of Algeria. In 2001, The Ministry of Education proclaimed the educational Reform and many changes taken place concerning the situation of teaching English. Whereas, English is still regarded to be the second foreign language in the Algerian Educational System after French. And it is introduced at the level of first year middle school (i.e. at the age of 11). It covers seven years - four of which at the middle school and three at the secondary school.

2.3.Translation as a vital role in English language classroom:

Many advocates state that translation is one of the most remarkable aspects of using the L1 that is still widely used in the learning process and it is more natural to use it because it had an important place in the foreign language teaching.

The role of translation in the ESL and EFL classroom has become a debatable issue. In Oxford's (1990) opinion, Translation has been viewed, as a learning strategy. Learners i.e. Learners often used translation as a learning strategy in order to comprehend, remember, and produce English. Atkinson (1987) is the first supporter and chief advocate of the using of the mother tongue in the communicative classroom. He states that some experts saw translation as a beneficial technique that can constructively be used in L2 teaching (Atkinson 1987). In (1993, p. 53) He claims that the process of learning will be more richer by raising the awareness of the nonparallel nature of languages, the translation not only "permits learners to think comparatively," but it is also "a real life activity" because there are some students who learn English to know something about translation for their jobs. Further; Duff (1992) states the reasons why he thought translation is beneficial:

1. The influence of the mother tongue on people by forming their thinking and the translation leads to the better understanding to the influence among languages.
2. The simplicity of the activity. It is a natural and needful activity that will always be needed all the time.
3. Language competence is a two way system that communicates into and from the second language (e.i Improved mainly two skills aspects).
4. The reality of language is another essential aspect. It is authentic material.
5. Effectiveness:
 - a) Invites speculation and discussion.
 - b) Enhances 3 notions that are important to language: accuracy, clarity and flexibility.
 - c) The teacher can prefer material to simplify particular aspects of language, and students observe the relations between language usage and grammar.
 - d) Allow to practice a variety of styles and registers.

Further Teachers in a New Education System (1992: 29) talked also about that point, when stating that translation can be very useful as a class activity "taking as a tool among others to help in the learning and not as the only possible approach." They keep giving reasons to support translation validity:

1. Students become conscious of both L1 and L2 patterns and the correspondence between them.
2. Structures are placed within the cognitive frame of L2. So L1 as well as FL structures are studied.
3. Problems of transfer may be reduced; mental agility, flexibility and memorization are favored.
4. Translation considered as a natural part in the process of learning and it is something that students certainly do often outside the classroom.

Pilar Godayol (1995) appointed some points on these above mentioned lists and state other benefits of using translation in the foreign language classroom, Translation:

1. improves the principle abilities: mental agility, memory, linguistic precision, clarity;
2. leads the student to think; debate and defend his/her ideas;
3. Exercises linguistic accuracy, search for equivalence and written production; comprehension.
4. Analyses the contrast between the languages: grammar and semantics, and discovered strengths and weaknesses.
6. Encourages students to immerse in the world of professional translation.

W. Schweers (1999) also supports teachers for the using of the native language in the lesson to make the classroom dynamic, and show a sense of security and authenticate the learners' experiences.

According to (Ross 2000) Translation is sometimes considered as the fifth language skill beside the other four basic skills (listening, speaking, reading, writing): "It has a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and vice versa is considered as the most important social skill since it raises communication and understanding between strangers"

David Crystal in his book *Encyclopedia of Language* (1998) states that translation is:

“The neutral term used for all tasks where the meaning of expressions in one language -the source language (SL)- is turned into the meaning of another -the target language (TL)-, whether the medium is spoken, written, or signed”.

2.4. Approaches of translation in FLT:

There are two approaches in teaching foreign language; communicative approach and semantic approach. On the one hand, communicative translation tries to make an effect on its readers as close as possible to that obtained on the readers of the original. Newmark (1981:39) states that “Communicative translation addresses itself only to the second reader, who does not predict difficulties or obscurities, and would expect a generous transfer of foreign elements into his own culture as well as his language where necessary meaning rather than the content of the message which is more effective and less informative. A communicative translation is likely to be simpler, smoother, clearer, more direct, more conventional, conforming to a particular register of language, tending to under-translate, i.e. to use more generic, hold-all terms in difficult passages. On the other hand semantic translation attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning of the original. Newmark continues, ‘Semantic translation remains within the original culture and assists the reader only in its connotations if they constitute the essential human (non-ethnic) message of the text.’” A semantic translation tends to be more complex, more awkward, more detailed, more concentrated, and pursues the thought-processes rather than the intention of the transmitter. It tends to over translate, to be more specific than the original, to include more meanings in its search for one nuance of meaning. One main difference between the two methods is that where there is a conflict, the communicative emphasizes the meaning rather than the content of the message which is more effective and less informative. Conversely, both semantic and communicative translation complies with the usually accepted syntactic equivalents for the two languages in question. (Hause: 1977).

2.5. Consideration for using Arabic in the English classroom:

There are three considerations can be classified in the English classroom concerning the limited use of Arabic. The first one is the student-preferred strategy; the student prefer to translate without any support or encouragement from his/her teacher .but this consideration is true just for the beginners at intermediate stage.Danchev (1983) claims that the

translation or the transfer is a natural occurrence and it is unavoidable part to acquire and to learn English language even though there is no formal classroom learning occurs.

He also supposes that students ‘Unconsciously’ and even inevitably try to equate English language structure or lexical item with closest or most common correlate in the mother tongue, without paying any attention to the teacher to offer translation or not in the classroom. The methodology should deal with this natural Tendency and not against it.

The second one is a humanistic approach that attempt to let students say whatever they want in the Arabic language .This seem a reasonable point and some teacher would not accept to aid the student who asked in Arabic language for example: “How can I say ... In English?”

The third consideration is the Arabic strategies explaining. This consideration is certainly the most common reason given by teachers who support the use of Arabic language in the English classroom.

2.6. The Effectiveness of Using the Mother Tongue in English Class:

Auerbach (1993) states that even though the English language becomes the dominant language dominant in communicative language teaching, the research of the teachers using the native language discover that the L1 is considered as a learning resource in many EFL classes. She also adds that when the mother tongue is utilized, practitioners, researchers, and learners constantly report positive results.

Auerbach (1993: 9)declare in her article, referring to Piasecka (1988) thatlisted the reasons behind using mother tongue as:

1. The program of the study and the lesson. (Discussion)
2. Record keeping. (The **maintenance of information about each student such as attendance, discipline..etc.**)
3. Classroom management.
4. Scene setting.
5. Language analysis.
6. Presentation of the rules of grammar.

7. Phonology, morphology and spelling.
8. Discussion of cross- cultural issues; instructions of prompts.
9. Explanation of errors.
10. Assessment of comprehension.

Atkinson (1987: 242) also indicates in his article, referring to Bolitho (1983), declares, “Another important role of the mother tongue is to allow students to say what really want to say sometimes (surely a valuable ‘humanistic’ element in the classroom)”.

Atkinson states that the major goal from such activities is; the student will have the chance to express themselves more efficiently. Especially with the student who didn’t have much vocabulary of the target language because they need more occasions to express themselves and say what they want. However, if the teachers obligate the students to speak with English language in the classroom may prohibit them from participating in the conversation. So, it is important in learning that Teachers should always encourage students to express their ideas and their opinions with the mother tongue when the students confront difficulty to communicate with the target language.

Samadi (2011: 17) stated the benefits of the mother tongue on foreign language. He mentioned that the teachers used the mother tongue for many reasons such as to explain the grammar, to translate vocabulary, to manage the classroom, to give instruction, and to establish a non-threatening classroom. In addition to Harbord (1992: 352) who gave the following reasons for the teacher using of the L1:

1. Facilitating teacher-student communication.
2. Facilitating teacher-student rapport.
3. Facilitating learning.

So, the use of L1 is very helpful for language learning because it facilitate for the students for completing the task and the students will be able to provide each other with assistance during the practicing of the task. Thus, the L1 can be seen as a facilitator for completing a meaningful task and the students will concentrate on the task without confront any problem (Anton & Dicamilla, 1998: cited in Pan & Pan, 2010).

Butzkamm in McKenzie-Brown paper claims that the L1 opens the door not only to its own grammar, but to all grammars

Butzkamm in McKenzie-Brown paper claims that by using the L1, we have learned to communicate, learned to think, and acquired an intuitive understanding of grammar. The mother tongue opens the door to all grammars not only to its own grammar. That's why, the mother tongue is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language.“

2.7. Some Interested Concepts

Although, Bilingualism haven't an exact definition, but it is the case where at least two languages are spoken in a community such as a mother tongue (first language) and the social language (second language). Bilingualism, applied in different ways all over the world, is showed as one of the fundamental problems in education systems (Luchtenberg, 2002: 49-50). Here we will mention some interested concepts that are came due to the bilingualism.

2.7.1 Interferences:

This concept is generally defined as the modification or difference resulting, in one language, from contacts with another. According to Weinreich (1953:1:)

“Interferences as those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of language contact”

This means that interference is the influence of one language on another, for example, the influence of the mother tongue on the foreign language. According to (Berthold Et Al 199), Interference of mother tongue on target language actually appears at three linguistic levels ; phonological, lexical and grammatical.

Tabouret-Keller (1979:150) also claims in this respect:

“To learn a second language it is to conform to new phonological, syntactical, morphological rules that the second language is either in the stage of acquisition or it is already well mastered, the bilingual always tends to use units, rules belonging to the mother tongue that is to produce interferences”

2.7.2 Borrowing:

Borrowing is when single word, phrases, or expressions adopted from one language become part of another language system by being assimilated to its new linguistic structure.

Borrowing also called loans words are usually integrated in the grammatical system of the second language in the sense that they are dealt with as if they were part of the lexicon of that language. For more clear definition of this phenomenon. Gumperz (1982: 66) says:

‘The introduction of single words or short, frozen, idiomatic phrases from one variety into the other. The items in question are incorporated into the grammatical system of the borrowing language. They are treated as part of its lexicon, take on its morphological characteristics and enter into its syntactic structures’.

2.7.3 code-switching:

There are many Different definitions for code switching suggested by researchers. According to Gemperz’s (1982, p. 59), defined code switching as

“The juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems of subsystems.”

Myers-Scotton's (2006, p. 239) also state a general definition of code switching is “the use of two languages varieties in the same conversation”.

Baker (2006) also have debated the subject of code switching from a sociolinguistics perspective, he listed twelve major goals of code switching, which had related to bilinguals conversations in general. Some of these functions can be noticed in classroom environment and in relation to teachers and students interactions. Baker states that code switching can be used to confirm a particular point, to replace a word in place of unknown word in the target language, to express a notion that has no equivalent in the culture of the other language, to explain a point, to express identity and communicate friendship, to ease tension and inject humor into a conversation, and in some bilingual situations, code switching occurs when certain topics are introduced.

2.7.4 Interlanguage:

Interlanguage is the type of language used by learners who are in the process of learning a target language. (Corder, 1967; Nemser, 1971; Selinker, 1972) defined , interlanguage as a halfway house between the MT and the TL, hence 'inter.' The L1 is the source language which build materials to be progressively mixed with materials acquired from the target language, producing in new forms that are not in the system of first language, and not in the target language. but instead falls between the two. The notion of “interlanguage” might better be understood if it is considered as a continuum between the mother tongue and the second language. At any point along the continuum, the learners’ language is systematic, and any difference may be explained by differences in their learning experience (Larsen Freeman and Michael, 1991).

2.8 The objective of teacher in EFL classes:

JereBrophy(2004) state in his book,Motivating Students to Learn:

"The key to making your students' learning experiences worthwhile is to focus your planning on major instructional goals, phrased in terms of desired student outcomes—the knowledge, skills, attitudes, values, and dispositions that you want to develop in your students. Goals, not content coverage or learning processes, provide the rationale for curriculum and instruction."

There are different objectives and goals for teacher when teaching in EFL classes. Teacher should play different roles in her/his classroom such as facilitator, or answering questions and trying to keep her/his students on the chosen path of the day, because the essential focus in the classroom is the student understanding, that understanding comes through making curriculum knowledge accessible and objectives and goals that teacher use to set her/his students for better understanding. Moreover learning environment should be colorful, and different materials need to be displayed that depending on the level of the learners and the level they want to achieve in order to facilitate learning and understanding. Aims, Objectives, and Learning Outcomes also are important terms that used for all teaching staff to be aware of their meanings. In general speaking, hence all the purposes of education can be defined in one of two ways:

- (a) What it is proposed that the teacher will do (an aim or a teacher-driven objective);
- (b) What it is proposed that the student will have learnt, or will be able to do, as a result of a learning experience, (an objective or learning outcome).

2.9 Strategies and problems encounters by teachers in implementing the mother tongue:

There are different problems faced by teachers in classroom when teaching English as a foreign language. From the study which titled as “**Strategies and Problems Encountered by Teachers in Implementing Mother Tongue - Based Instruction in a Multilingual Classroom**” in center of the North, Baguio City, Philippines”. And Based on the answers given by the respondents and the observation conducted in this study. The findings identified some problems that teachers encountered in implementing them in addition to the several themes that emerged. Firstly, The problems encountered by the teachers in implementing mother tongue - based instruction include absence of books written in mother tongue, lack of vocabulary, and lack of teacher-training. Secondly, The themes that are emerged are the strategies that the teachers used such as translation of target language to mother tongue, utilization of multilingual teaching, utilization of lingua-franca, and utilization of literary piece written in mother tongue as motivation. Finally, in the case of Baguio City having different languages, we can conclude that the above-mentioned strategies are very helpful for the student to have an effective learning since the pupils are exposed to different languages and cultures. And Through these strategies used by the teachers, they are able to effectively implement the use of MTB- MLE in helping their pupils acquire the necessary information and learning in the classroom. These innovative strategies help the student’s to acquire the maximum learning. The problems indicated the major attention to be dealt with. Thus, it will not prevent the meaningful learning and will not affect the way the teachers convey their lessons.

2.10. Conclusion:

In view of all that has been mentioned in this chapter .the focus is on defining the strategies and problems encountered by teachers in using the mother tongue and set out various concepts such as interference and borrowing. We can state that not only doesn’t the use of first language have a negative impact on L2 learning, but it can be factor to help students improve the way they learn a second language. In this chapter I have tried specifically to

explain why the use of translation is beneficial for students learning a foreign language. teachers should understand their students in order to adapt themselves to the students' needs. To summarize the discussion in this chapter it can be briefly said that there are two main problems relating to the use of the mother tongue in the foreign language teaching. On one hand the learners' first language is seen by many as a skeleton in the cupboard (already mentioned at the beginning of the chapter). On the other hand there is a completely opposite problem as well. Some teachers conversely overuse the mother tongue in their lessons and left only tiny space for communication in the target language. Apparently both groups are wrong. The experience of many researchers proves that the L1 can sometimes be really helpful during the lesson but everyone must realize that it should serve only as a supporting tool in situations when the L2 communication has failed but the target language has to be still the prevailing language in the lesson.

Chapter Three

**Data Analysis and Recommendations
of the effect of the mother tongue
on teaching English as second
language**

3.1 Introduction

Any theoretical part require a practical work to make the research more concrete on one hand and convince the reader on the other hand, so the researcher tends to collect a kind of questionnaire and the observation to make his work more reliable. Both quantitative (questionnaire) and qualitative (Observation) research approaches were used to collect data. The data was collected and analyzed to investigate in what ways may L1 use influence the English language learners inside the classroom?.And to measure the teachers' and the students' attitudes towards the using of the mother tongue in English classroom, and to spot the effects of such attitude on learning a second language. The questionnaire contains twelve questions (opened and closed) that are administrated to the teacher's of the middle school, and the observation consisted of five sessions. To make this study more explicit and easily approached, the researcher decides first to explain how were our research undergone, explaining the method, analyzing and interpreting the data and the research tool as well as pointing out the reasons beyond our choice. Then analyzing the data. This chapter will end up with some recommendation in addition to the limitations of our study.

3.2 Methodology and Research Tools:

In order to carry out our research work, we used the method of data analysis, based on the field observation of English language teachers and their students at the middle school, exactly at the level of the first year. Our observation was carried out from April 17th ,2017 to April 25th ,2017 at Khaled Ibenwalid school in DayetElterfes, Wilaya of Tiaret.

In addition to the tools of a questionnaire addressed to the teachers of English in order to highlight their answers and their points of view for better understanding this phenomenon.

3.4 Population/Sample

To follow up this study, we have chosen the participants of this research who are the first year students of the middle school, and teachers of English language of the middle school from different establishments in Tiaret.

3.4.1. Teacher's profile:

The participants are teachers of English in wilaya of Tiaret from different cities; Nadhora ,Dayet Elterfes and Dahmouni. Their teaching experience varies from one another. The questionnaire is addressed to randomly selected teachers without reference to their age but their experience. Their number is 10 teachers; all of them are full time teachers, and they accepted to help us gather information about our research. The choice of the middle teachers is due mainly to the fact that those teachers are much aware of their pupils in learning English language. Since these pupils are still beginners they rely so much on the teacher .the questionnaire was given to the teachers in the 1st and 2nd March 2017.

3.4.2.Learners profile:

The study is concerned also with 1st year pupils their age is about 12-16 years old. Their number was 38 students. Arabic is their mother tongue. French is their first foreign language and English is their second foreign language. We have chosen a one class to attend due to the huge proportion of first year classes. Choosing the first year student to work with was a conscious and deliberate decision because of the following reasons:

- To observe attitude of the teacher and their students and the language that communicate in the English classroom since English language is a new language for the student to learn it.
- The majority of the students are taught English in a traditional way, where the main focus is on vocabulary and grammar. This is clearly reflected in students' inability to communicate effectively in terms of speaking.
- The students are freshmen; they learn in new environment, deal with new module with new Curriculum, and receive knowledge from different teachers in different manners.

3.5.Data gathering instruments

The triangulation of two instruments (a questionnaire for teachers and classroom observation) is used in this study to collect data.

3.5.1. Teachers Questionnaire:

Questionnaire is the quantitative tool in the research, which consists of 12 questions given to teachers in order to know if the mother tongue is presented in the classroom and if students use it during their courses and others questions. Data analysis is an important stage of the research process.

3.5.1.1. Aim of the Questionnaire:

We have designed a questionnaire for teachers of the middle school to collect data about their experiences in teaching English as a foreign language, and their attitude toward the present of the mother tongue in the classroom. Questionnaire was chosen as the instrument in the collection of data, mainly for three reasons:

1 / to know the role of the teacher in the educational background of students in the learning of English.

2 / to learn about the dominant language and the interaction between students and teachers in English throughout the school career.

3 / If the teacher refuses or accepts the use of another language during the teaching of English.

3.5.1.2. Description of the questionnaire

The questionnaire has been handed out to 10 teachers. It consists of 12 questions in different types: closed and opened. In all, we distributed our questionnaire to those who teach at the middle level. We wanted to explain to them the interest of this questionnaire for the continuation of our work. For that, we invited them to take all the time necessary to answer our questions. These teachers are located in different establishment:

-First year Middle school of Bellahcenbellahcen, Dahmouni.

-First year Middle school of Moulayat Elhibib, Nadhora.

-First year Middle school of Khaled Ibnwalid, DayetElterfes.

3.5.1.3 Analysis and interpretation of the questionnaire

In order to grasp the methodology applied in the analysis of the results obtained, we present the results in tables and figures, which contain percentages of each response followed by a commentary.

Q01:You have been teaching since:

	Number of teachers	%
Lessthan 5 years	7	70
From5 years to 10 years	1	10
From 10 years to 15 years	0	0
More than 15 years	2	20
Total	10	100

Table 1.1 :Years of experience

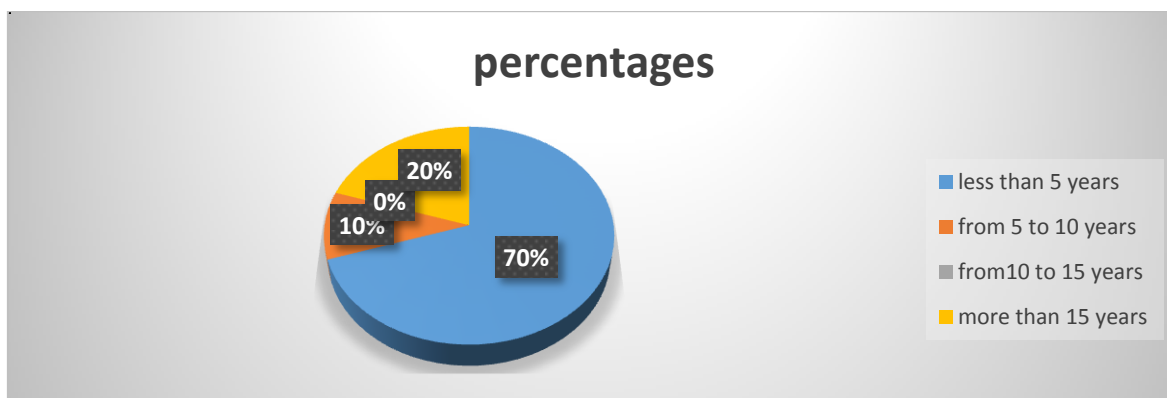


Figure 1.1 : Years of experience

From the table above we find that out of 10 teachers, 7 teachers who equal 70% have less than 5 years in the field of teaching the English language. 01 teacher (equal 10%) has 5 to 10 years of experience as well as 2 teachers (equal to 20%) are over 15 years, and in the end, 00% those who have 10 years to 15 years. We notice a certain difference between the elements that make up our sample the majority (70%) is represented by a group of teachers with less than 5 years of practice in the field of education. These teachers

therefore have a lack of experience. On the other hand, a minority (20%), with seniority in the field of education, has more than 15% experience.

Q02:What is your native language?

	Number of teachers	%
The Berber	0	0
Arabic	10	100
Total	10	100

Table 1.2:The native language of the teacher

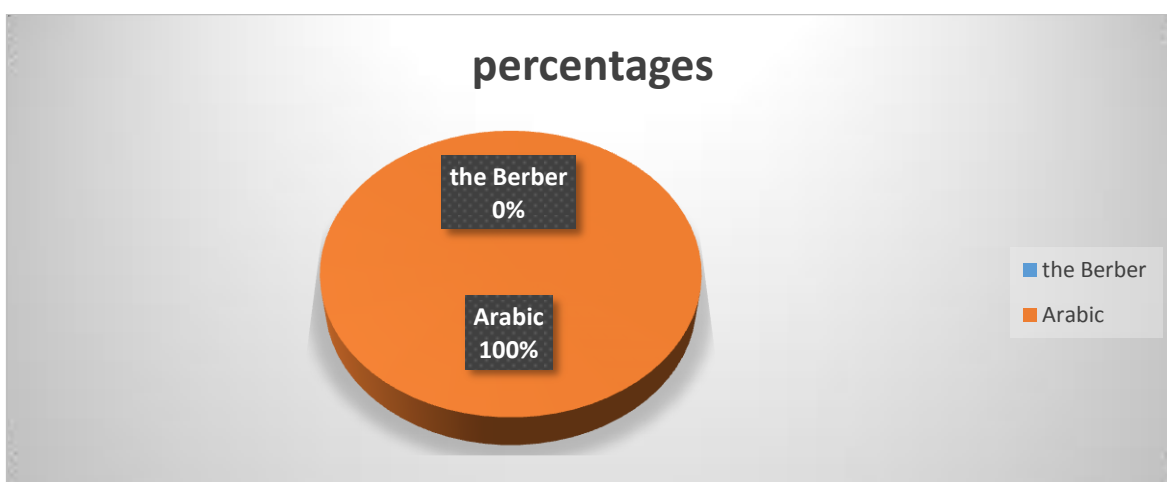


Figure 1.2: The native language of the teacher

From the chart, we notice that 100% of teachers of English have a mother tongue that is Arabic while there are no teacher has the Berber language as a mother tongue. The results, we can conclude that all of the teachers in our sample (100%) have a mother tongue that is Arabic, and it helps us afterwards to see which language is used in English language class.

Q03: Which languages do you use in your lesson:

	Number of teachers	%
Arabic	4	40
English	4	40
Other	2	20
Total	10	100

Table 1.3:language used in the classroom

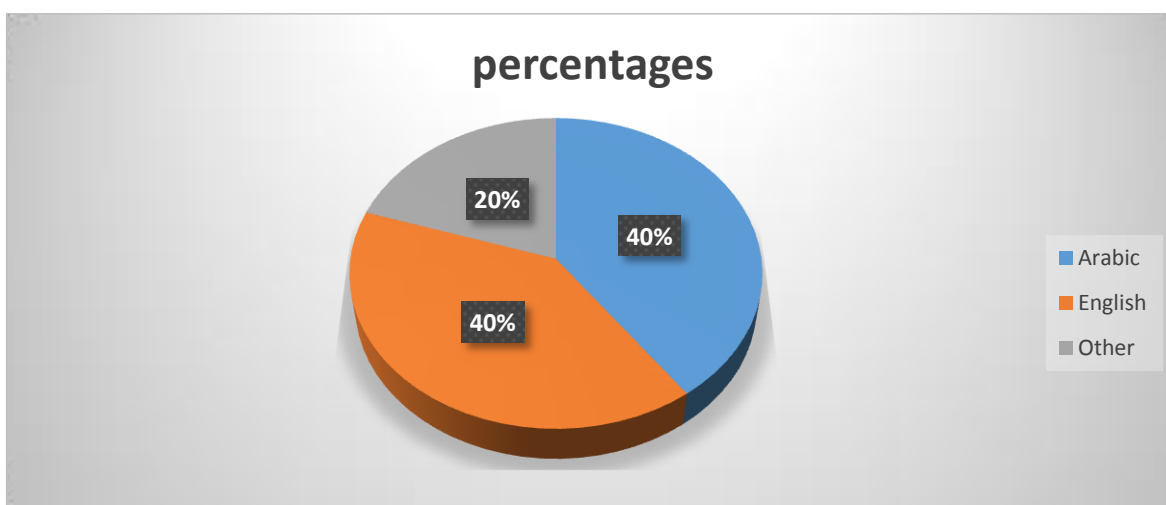


Figure 1.3: language used in the classroom

Through the table we see that (40 %) of the teachers used Arabic language as well as (40 %) of others teacher used English in classroom, the other (20%) of the participants said that they sometimes use the French language.

Q04:Do you use another language in your class?

	Number of teachers	%
Yes:Classical Arabic	2	20
Yes: Arabic dialect	4	40
Yes: dialectal Arabic + English	3	30
Non	10	10
Total	10	100

Table 1.4: Teacher's use of others language

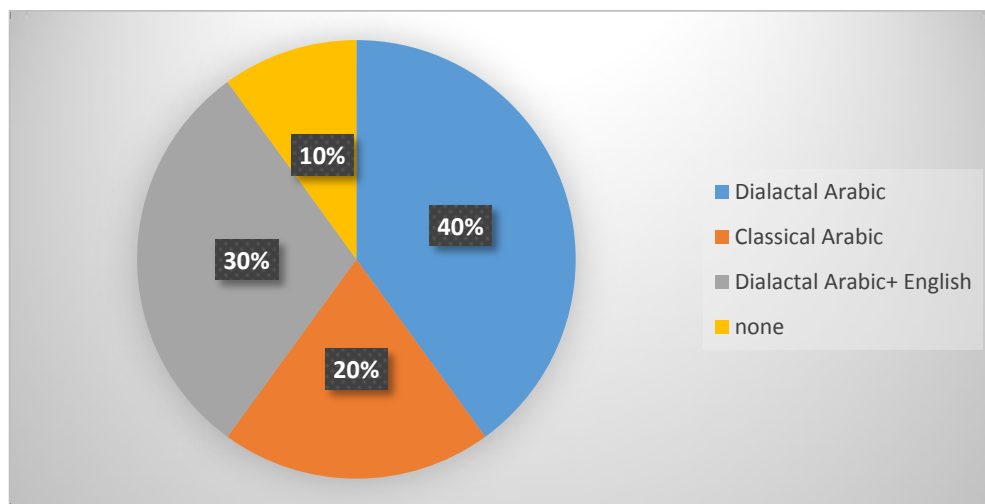


Figure 1.4:Teacher's use of others language

On the one hand, the results of table above showed that the majority of teachers use another language in the classroom:

-20% resorted to classical Arabic

-40% Used dialectal Arabic

-30% resorted to dialectal Arabic and English

On the other hand; a minority refers to 10% who do not resort to another language during the Teaching of English as a foreign language.(90%) of teachers said that they used others language to explain the ambiguity notions and translate some words for better understanding.

Q05:How frequently do you use Arabic in the English class?

	Number of teachers	%
Always	0	0
Rarely	3	30
Occasionally	6	60
Non	1	10
Total	10	100

Table 1.5:The degree of use of the mother tongue

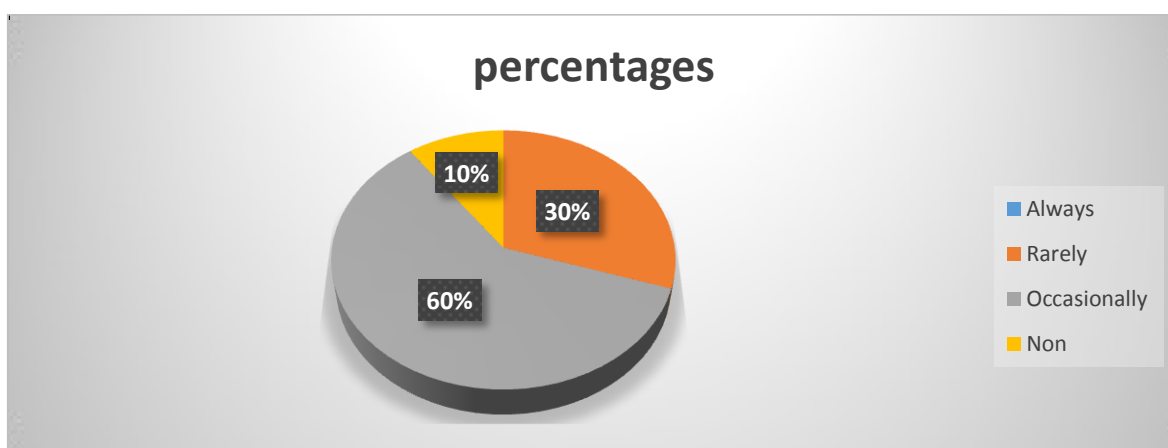


Figure 1.5: The degree of use of the mother tongue

Table 05 shows that 60% of teachers occasionally use the mother tongue. In contrast, the degree of use of 30% of the mother tongue is rarely. At the end, 10% of the teacher who did not answer on this question. The findings indicate that the majority of teachers occasionally resort to the mother tongue to unlock the blocking situation. And teachers, who did not respond on this issue, do not resort to the mother tongue.

Q06:When do you use Arabic in the classroom?

I use Arabic in the classroom when it is:

	Number of teachers	%
Necessary	5	50
Inevitable	2	20
Helpful	2	20
Non	1	10
Total	10	100

Table 1.6 :The moment of used the mother tongue

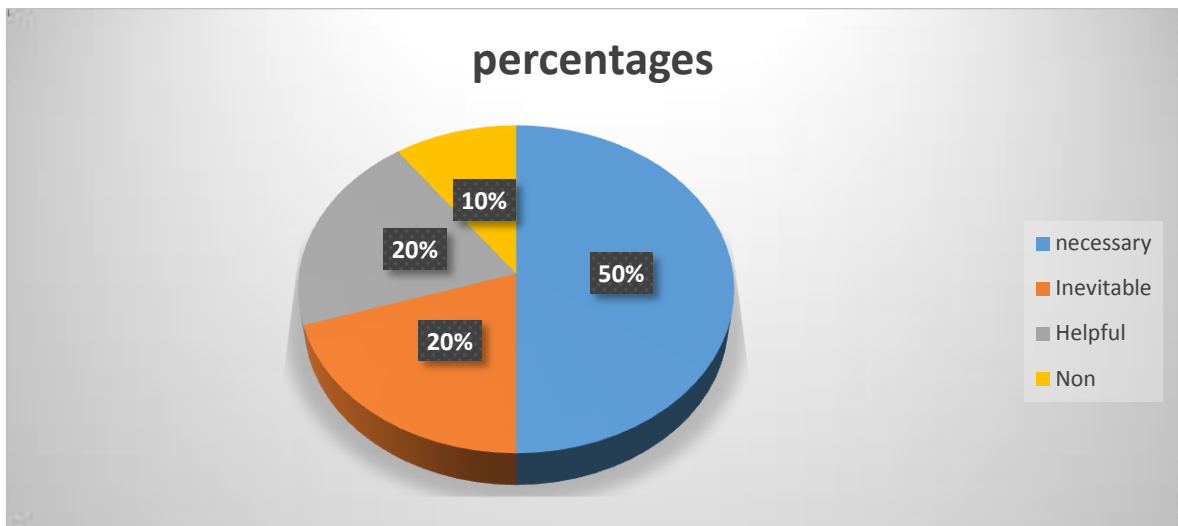


Figure 1.6: The moment of used the mother tongue.

From the table above, we can say that half of teachers (50%) use the mother tongue when it is necessary such as unlock some blocking situation, the other (20%) said that mother tongue not able to be avoided (inevitable) in classroom to explain especially the ambiguous words. And (20%) said that used the mother tongue as a helpful tool for pupils who have difficulties, then teachers (10%) who do not have resort to the first language as well as they have a good experience in the field of education.

Q07:Why do you use the mother tongue?

Number of the teachers	%

Translate some words	5	50
Translate lexical units	2	20
Explain some grammatical structures of English	2	20
Non	1	10
Total	10	100

Table 1.7: The cause to resort to the mother tongue

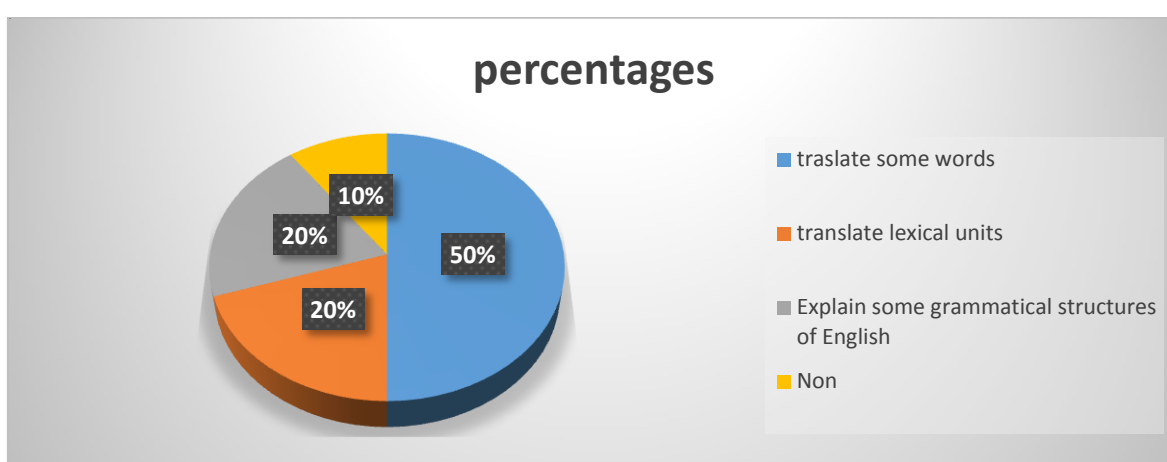


Figure 1.7: The cause to resort to the mother tongue

From the table above we can see that (50%) of teachers use mother tongue to translate certain words, while 20% of teachers use it to translate certain words and explain certain grammatical structures of English; As well as 20% of teachers who use it in: translating certain words, explaining some grammatical structures of English, translating lexical units. At the end, 10% of the teachers did not answer on this question. The results of this question focus on the causes of the use of the mother tongue to explain the lesson in the English classroom where half of these teachers used it to translate certain words that are difficult.

Q08: When you ask questions, the answers of your students are in:

Number of the teachers	%

A:Anglais	2	20
B:Arabe	3	30
A+B	5	50
Total	10	100

Table 1.8: The language of student responses

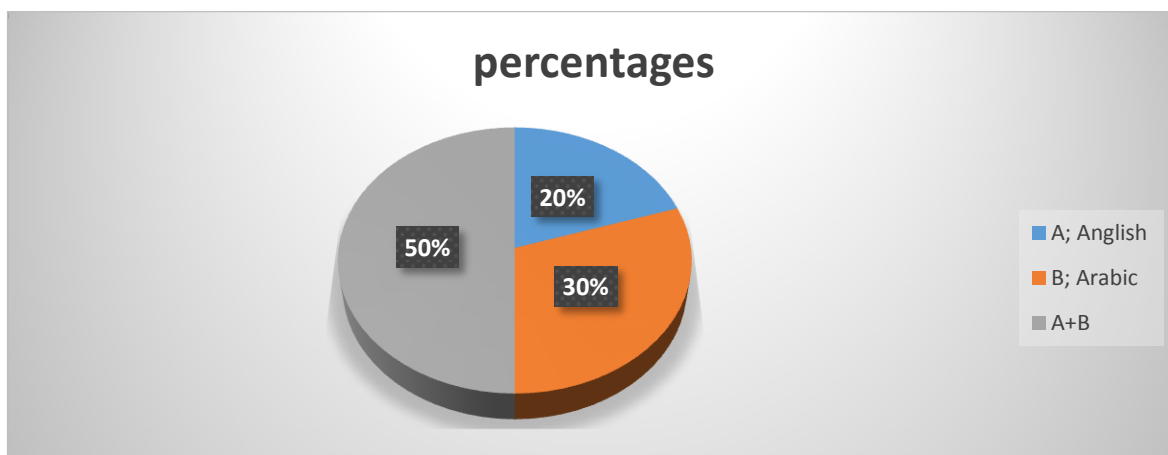


Figure 1.8: The language of student responses

As shown in the table above, we can say that (50%) of students use English-Arabic. In contrast, only (20%) of students who answered in English. And (30%) who used Arabic language. The results obtained indicate that most learners respond using English-Arabic coding.

Q09: How do your students react when you use the mother tongue?

Number of the teachers	%

Students are more interested in the course	3	30
Immediate understanding of term	3	30
Students will be happier and more comfortable	3	30
Others	1	10
Total	10	100

Table 1.9: The students' reaction to the teacher use of another language

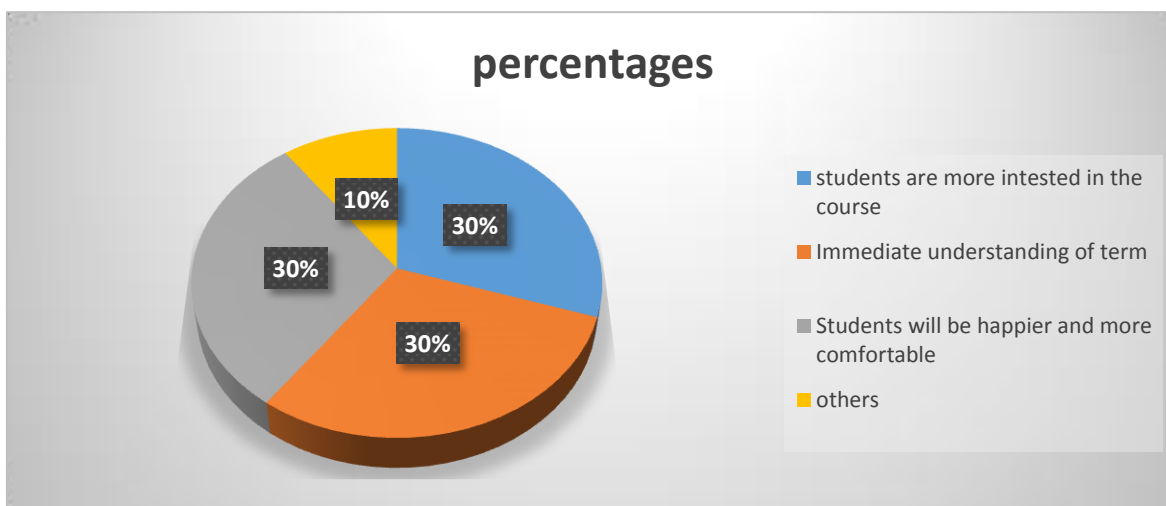


Figure 1.9: The students' reaction to the teacher use of another language

This table shows that 30% of the teachers found that the students immediately understood the word while using the mother tongue and 30% teachers found that the students were more interested to follow the lesson. And 30% of teachers say that students will be happier and more comfortable. 10% did not respond to this question. The results obtained will also help us to evaluate the reactions of the learners in khaledibenwalid school as perceived by the teachers. These reactions of the pupils show that the mother tongue occupies an excellent place during the session of English as a foreign language. Teachers did not respond because 10% of them did not use the mother tongue.

Q10: Is the use of the mother tongue a controlling on pupils' understanding or means of explaining?

	Number of the teachers	%
Recourse is a means of explanation	1	10
Recourse is a means of controlling student Understanding	4	40
A+B	4	40
Other	1	10
Total	10	100

Table 1.10:The function of the mother tongue

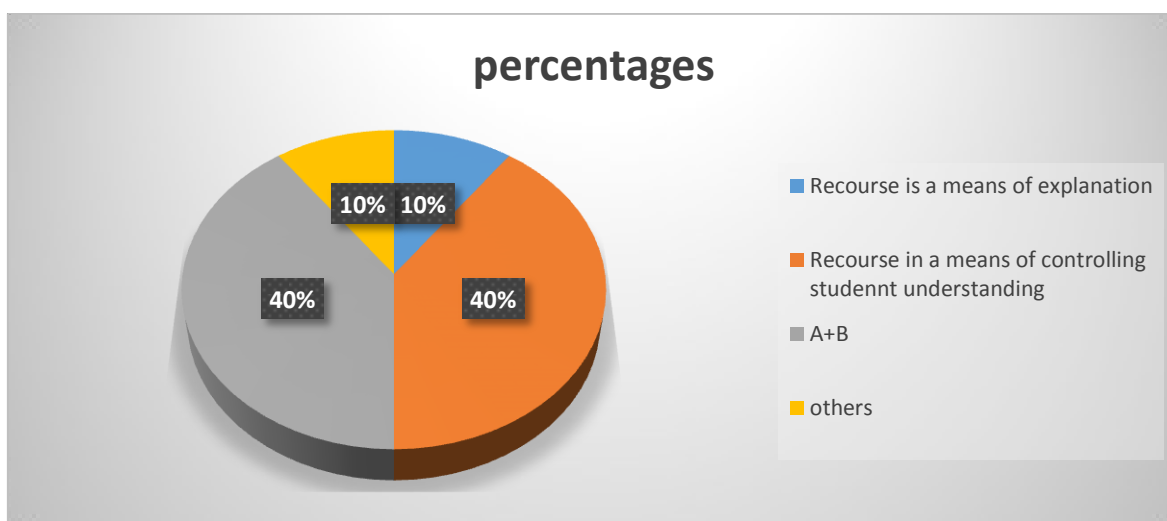


Figure 1.10 : The function of the mother tongue

From this table, 40% of teachers report that use is a means of controlling students' understanding, and it is the same percentage 40% for teachers who see that the use of the mother tongue is a means of controlling Understanding of students and at the same time it is a means of explanation. Then, only 10% of teachers say that the use of the first language is a means of explanation. At the end, 10% of the teachers did not answer on this question. The answers of the teachers already obtained to clarify the place of the mother tongue in the class, as a means of controlling the students' understanding or a means of explanation.

In the end, teachers who have not answered this question do not use another language during the teaching of English as a foreign language.

Q11: will the use of the mother tongue have an effect on the learning of English.

	Number of the teachers	%
Yes	5	50
Yes+No	2	30
No	3	20
Total	10	100

Table 1.11: The effect of using the mother tongue on the learning of English

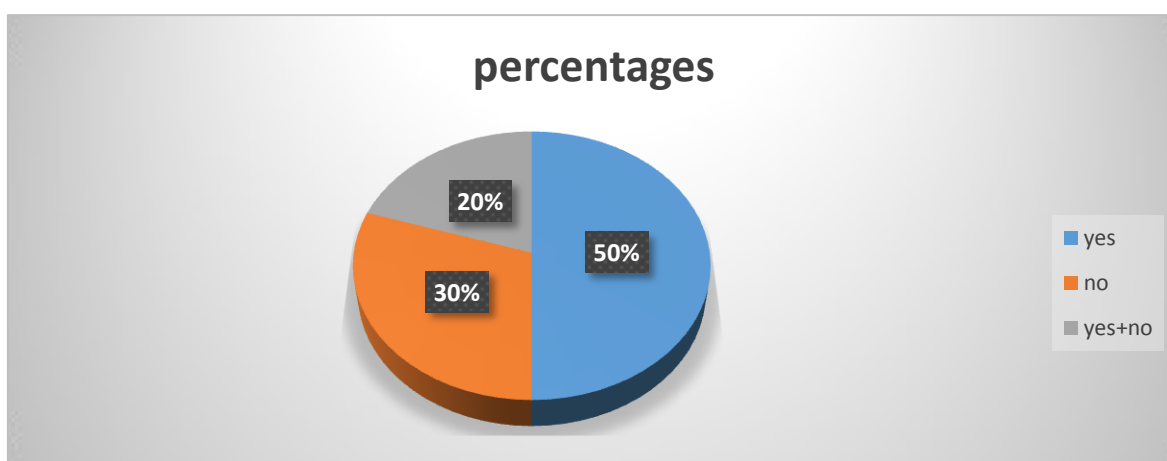


Figure 1.11: The effect of using the mother tongue on the learning of English

The table above indicates that (30%) of English teachers did not respond to this question; As well as (30%) of teachers say that they have effects on the use of the mother tongue. And (20%) said there is no effect because it helps students in different ways. Contrast to others who think that the English language is always foreign language and its use is rarely in classroom. At end (20%) say that the mother tongue could have an positive effect and couldn't.

Q12: Arabic can be used in the English classroom for:

	Number of the teachers	%
Fulfilling communication gap between student-student	3	30

or student-teacher.		
giving an instruction that is very complicated	3	30
eliciting information from students' involvement in language interaction	1	10
bridging gap-connection of complex activity interaction	1	10
Others	2	20
Total	10	100

Table 1.12:The role of Arabic language in English classroom

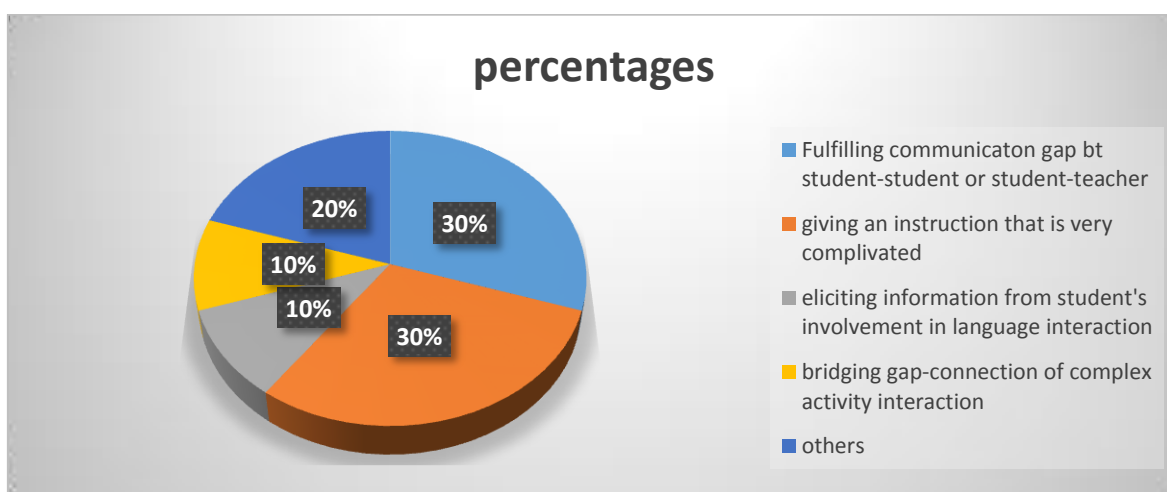


Figure 1.12: The role of Arabic language in English classroom

From the table above we can say that **(30%)** teachers state that using the mother tongue for fulfilling communication gap between student-student or student-teacher. As well as **(30%)** for giving an instruction that is very complicated. And **(10%)** for eliciting information from students' involvement in language interaction. Then **(10%)** for bridging gap-connection of complex activity interaction. **(20%)** didn't response to this question.

In conclusion, the sum of the findings in tables, we can conclude that most of teachers response indicates that the mother tongue has a great role in English classroom for example; Maintaining contact with teacher-students and student-student, Explaining and checking meaning, Facilitating learning. Others think that the L1 shouldn't use in the

classroom because we are in English class so we must just use this foreign language to learn it effectively.

3.5.2. Classroom observation:

Classroom observation is a helpful tool whereby the researchers had the opportunity to witness all the actions and reactions of both teachers and learners. Observation took place in the first year middle school at khaled Iben Walid School,dayetElterfes,Tiaret.

3.5.2.1..Aim of the observation:

In order to figure out more details we are going to present and analyze the results of our observation. This enables us to have an idea about the status of the mother tongue in English classroom as well as its effect on learning the second language.

The major purpose of this tool is to give accurate data that I can rely on to evaluate the importance of the mother tongue in classroom.

3.5.2.2.Description of the observation

The observation was the second research tool used in this work to collect data about the presence of mother tongue in the classroom (if it is neglected or not).In addition to the result reached by the teacher's questionnaire. The classroom observed consists of 38 pupils, 13 Boys and 25 girls. They attend 4 lectures hours in a week, which were devoted to the English lessons. the teacher is woman who has been teaching English for ten years .My aim was to investigate whether the English teacher's use another language during the explanation or not and also to observe learner use of the mother tongue and how teacher respond to this attitude. In this study the observer need to shed light on the effect of the mother on students.

3.5.2.3.Observation session:

The observation (one hour in each session) of the classroom took place to check the answers for the questionnaire questions. The first session took place on April 17th, 2017 during a listening session whereas the last one took place on April 24th, 2017 in a grammar session.

N	Day	Time	Lesson
01	17.04.2017	10h00-11h00	Talk about rights and duties
02	19.04.2017	11h00-12h00	Use Preposition of time (On/From/To).
03	20.04.2017	09h00-10h00	Grammar (The present Continuous.)
04	23.04.2017	13h30-14h30	Use preposition of Place.
05	24.04.2017	10h00-11h00	Pronounce words with Sounds.

Table 2.1: Classroom Observation.

3.5.2.4.The general description of the setting:

Our Observation took five attendances in the second semester exactly in April and it were conducted in the classroom of the first year middle school with the same teacher and students were the number of girls more than boys.

➤ **The first session:**

We entered the class after they have been learned for about half a session because of some administrative factors. We apologized for the interruption, we presented ourselves and our objective to the teacher and the students, and they all welcomed us. I found teacher explained to them what is duties and rights of the students. And all students were concentrated with her instructor. After that, the teacher asked them what are their duties and their rights. Some student gives the impression that they are motivated and some of them seemed unmotivated. Then, the teacher tried to ask these unmotivated students ‘why did not participate? They said in Arabic dialect ‘we didn’t comprehend the meaning of duties and rights? At that point she explained to them in Arabic dialect what that means .hence student participated but I watch some students previously they take an interest they asked their classmates How do you say(.....) in English?”. Then she asked them to write with her.

➤ **2.Second session:**

In the following session, we have attended the same class and same teacher in which she presented the topic after greeting the students and asking them about their news. the teacher presented the topic, she told them today’s lesson will be about the use preposition of time ‘on/from/to. Then she writes the examples on the board that contains these preposition and writes these preposition with a red pen. Then she tried to explain where these preposition used .i guess that her student understands what she explains. But One of the students asked her in the Arabic language ‘Nduro (we put) on with days .so she tried again to explain the lesson and told them we will do the activity and you will well understand. So they did the activity and she walked around the classroom helping the student and correcting the activity in their copy books. After finishing the lesson I asked her if they used the Arabic language when you correct the activity in their copy books. She told me that since the English language was new for them, they always resort to the Arabic h¹language to understand.

➤ **Third session:**

At the beginning of the session the teacher started by greeting her students and after that, she reviewed previously by asking them what was the last day's course. Some student answers her question. She presented the lesson which is about the grammar (the present continuous). In this session I remarked that the teacher dealt with the same method which she introduced the topic then wrote the examples then explained then wrote the rule and asked them to do the activity. Then I observed the same remark of the same student who was unmotivated in the first session because of the problem of understanding which led the teacher to resort to the Arabic language. But she told them to try to speak in English and this is the last time I used the Arabic language. Then they replied by we can not understand until you use the translation.

➤ **Fourth session:**

We attend again with another session which is about the use of prepositions of the places (such as; near to/behind/between). Students were asked to work with a partner again to create a processed dialogue from the examples that the teacher writes on the board. Then, she asked some students to come up to the board and make the dialogue. Then she asked them to do the activity which is about the location of the different places in my school (ask and answer questions about locations), hence students resort to the mother tongue but the teacher tried to explain the activity with another way. In this session, all the students understood and the concept of calling students by their first name appeared to have a good rapport with students. Then she asked them to bring a dictionary which contains sounds.

The others were totally uninterested; they looked as if they are outside the classroom. We noticed that once they meet a new word, they ask directly for its equivalent in Arabic, or they interrupt the lesson to check it in the dictionary.

➤ **Fifth Session:**

We have attended the last session which is about pronouncing words with the sounds. The teacher began by writing examples on the board. Then she started to explain the lesson. The minority of learners used a bilingual dictionary "English-Arabic" and "Arabic-English" and when they use dictionaries to search for a word, they find difficulties during the pronunciation of it. Contrast to the minority of students seemed not interested and they didn't follow the lesson. I tried to ask some students who are beside me 'why you didn't follow with their teacher. They said it's difficult lesson then she rejected to use the mother

tongue that's our problem. At the end of this session, teacher summarized the lesson and asked the students to revise the lesson of the present continuous and the use preposition of place and time. In order to make revision next time. At the end of the session, we thanked the teacher and the class for the help and wishing them all the success.

3.5.2.5. Interpretation and analysis of observation

According to the sessions I have attended. In our attendance, we sat in the last corner in the classroom to monitor the movement during the session. We did our observation by using the checklist in each session and ticked any reaction, performance, the interaction between teachers and her students. The checklist covered us with proper guidance concerning the effectiveness of the mother tongue in the classroom.

-Concerning the learner participation, it was below average in the sessions. They were 10 students from 38 students who answered when the teacher asked a question.

-The teachers accept the content by requiring instructional regulations Example: yes, but try to speak in English but sometimes they use the Arabic language.

-There are Students who use the Arabic language directly, without prior preparation, to translate words and some students before participate they try to translate words in the English language from their classmates.

-The teacher used the Arabic language to explain some difficulties that confront pupils in the classroom.

-Teacher gave several synonyms in Arabic to indicate the meaning close to the given word in English.

-The mother tongue is used in the classroom by the teacher when explain the lesson in order to facilitate understanding and promote learning.

-The pupils believe that the word in Arabic is the same in English, and the teacher asked them not to think in Arabic; this causes the phenomenon of phonetic interference.

-checking for comprehension using questions like "How do you say '.....' in English?"

From the observation in the classroom we can said that

-The first language is used in the English session to eliminate certain difficulties.

-The use of the Arabic language (standard and classical) in the classroom on the part of the teacher to confirm that all students are understood, and also on the part of the student's functions as a call for help.

3.6. The Correlation between data collection and outcomes of classroom observation:

- Teachers use the Arabic language to remove ambiguity and ensure a better understanding within the classroom.

- Teachers must not only play their role as educators but also act as guides and facilitators.

-The teacher accepts the content by requiring educational regulations.

- Students use the Arabic language to point out a lexical difficulty.

That is, the resort works like calling for help. Teachers see that the use of the mother tongue is likely to ensure intercomprehension and facilitate communication.

3.7. Recommendations:

The findings in this study have suggested some implications, which are of significance to EFL teachers and syllabus designers as follows:

- ◆ The Teacher should Communicate the goals of the lesson at the beginning of class
- ◆ The Mother tongue in education leads to better results
- ◆ Mother tongue had a great role to facilitate easy comprehension and assimilate the contents of a subject matter...
- ◆ By permitting L1 use, students would feel that learning another language is a positive experience because they can have access to a valuable resource that supports them, and they do not have to feel guilty for doing what comes naturally.
- ◆ The teacher's perspective state that communicate with students in their first language improving teacher-student rapport (Harbord, 1992)
- ◆ Being able to use the first language with students can be more effective and make time for more constructive activities. For example, There are some instructions in activity that are complicated, and students do not seem to comprehend the English explanation, Try to ask a student who does understand to translate for the class

would make more time for the activity and avoid a lot of frustration for both teachers and students.

3.8 Limitation of the Study

As any other type of work, this project has faced off some obstacles before being submitted. About limitations which face us in doing our research are that there were teachers who did not answer the questionnaire not all of them.

Another obstacle which faced the researcher about the information. We collect a different data but the problem is that how to order all these information and how to select the suitable once. Another limitation of this study that needs to be acknowledged is the small numbers of references concerning fewer references about the some concepts that I need in this dissertation. Looking for references especially books was the main obstacle the researcher faced. In addition to Gathering information for the review of literature took a lot of time.

This research is conducted through the use of two procedures: classroom observation and questionnaire. Classroom observation needs a long period of time to watch thoroughly what is going on in the classroom and pay attention to the sudden changes that may take place in order to guarantee its reliability. However some extra sessions were designed to fill the time gap, the data collected from the observation was not enough. This was the main reason for restricting the findings of the research. So it is hard to evaluate the reliability of the conclusion. So as we can see these are the main obstacles which the researcher had faced during the investigation.

3.10. Conclusion:

This chapter is concerned with getting real data about implementing the first language in learning and teaching English language, as well as, about the students' attitudes and teacher's perception toward the mother tongue in English classroom. The analysis of the results of the students' questionnaire and classroom observation confirm our sub-hypotheses. This means that there is a positive relationship between the mother tongue and the second language. So the mother tongue can be factor to help students improve the way they learn a second language

General Conclusion

To conclude our research concerning the impact of the mother tongue on the learning of English language on learners in the first year Middle school at KHALED IBEN WALID in DAYET ELTERFES, Wilaya of TIARET. in which the use of the first language is an assistance or a disable for the students learning the second language (i.e If the use of the mother tongue would affect positively or negatively the learning of English). This means that the mother tongue would affect positively because the use of another language remains as a problem solving which can promote learning; and on the other hand, negatively on the learning of English as a foreign language, it is because fo the notion of interference that we have this problem. Thus, confirmation of our hypothesis leads us to see that English teachers take into account the status of pre-acquired learners in teaching. Thus the plurilingualism of pupils would be regarded no longer as a handicap but as a wealth. So pupils of KHALED IBEN WALID school rely on mother tongue for a better understanding what teacher explain in English, and its use is done by students implicitly and subconsciously.

The first and the second chapters deals with the theoretical parts of this research work. The third chapter is the practical part of our research work; it deals with testing the given hypotheses from analyzing and interpreting the data gathered through a questionnaire to have teachers'' opinions about implementing language mother tongue in English class, and a classroom observation where a test is made to observe the students'' involvement and interaction with teachers.

The obtained data showed that first language have a great effect on learners'' achievement in terms of learning, on their motivation and attitudes towards the language. After the analysis, we resulted that the learner can learn effectively while using their first language.

All in all, the positive results revealed in this study concerning the influence of mother tongue while teaching English language confirmed our hypothesizes.

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Appendices:

Appendix 1: Teachers' Questionnaire

Teacher's Questionnaire

Dear Teacher,

I am in the process of completing a study concerning investigating the Effect of Using L1 (Arabic Language) while teaching a target language (English Language) in Algeria in the First year Middle school.

I need your valuable information in the subject matter, which I hope this attached questionnaire would fulfill it. The purpose of the study is to find out your feelings and impressions about the use of Arabic in the English classroom. Your answers are very important and will be of much help for the completion of this work.

Please, tick () the choice that best represents your answer and give full answer where necessary.

Thank you very much in advance.

1)-You have been teaching since:

- Less than 5 years
- From 5 years to 10 years
- From 10 years to 15 years
- More than 15 years

2)-What is your native language? .

.....

3)-Which languages do you use in your course:

- Arabe
- English
- Others

4)-Do you use another language in your class?

Yes No

If Yes Explain why!

.....

5)- How frequently do you use Arabic in the English class?

- (a) always
- (b) Often
- (c) Occasionally
- (d) Never

6)-When do you use Arabic in the classroom?

I use Arabic in the classroom when it is :

- (a) necessary
- (b) inevitable
- (c) helpful
- (d) Quicker

07)-Why do you use the mother tongue?

- (a) Translate some words
- (b) Translate lexical units
- (c) Explain some grammatical structures of English

Others.....

8)- When you ask questions, the answers of your students are in:

- English
- Arabic
- others

8)-How do your students react when you use the mother tongue?

Students are more interested in the course

Immediate understanding of term

Students will be happier and more comfortable

Others

10)-Is the use of the mother tongue :

a controlling on pupils' understanding

means of explaining?

11)-Will the use of the mother tongue has an effect on the learning of English.

Yes

No

If Yes Why

.....
.....

12)- Arabic can be used in the English classroom for :

(a) fulfilling communication gap between student-student or student-teacher.

(b) giving an instruction that is very complicated.

(c) eliciting information from students' involvement in language interaction.

(d) bridging gap-connection of complex activity interaction.

(e) Others

Appendix 02 :

N	Day	Time	Lesson
01	17.04.2017	10h00-11h00	Talk about rights and duties
02	19.04.2017	11h00-12h00	Use Preposition of time (On/From/To).
03	20.04.2017	09h00-10h00	Grammar (The present Continuous.)
04	23.04.2017	13h30-14h30	Use preposition of Place.
05	24.04.2017	10h00-11h00	Pronounce words with Sounds.

