

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
UNIVERSITY OF MOHAMED BOUDIAF - M'SILA

FACULTY OF LETTERS AND LANGUAGES  
DEPARTMENT OF ENGLISH  
N°:.....



DOMAIN: FOREIGN LANGUAGES  
STREAM: ENGLISH LANGUAGE  
OPTION: LINGUISTICS

**Overcoming EFL Learning Hindrances  
Through the use of Mother Tongue - The Case  
of Second Year (Algiers Road) Secondary School  
Students – Bou-Saada**

**Dissertation Submitted to the Department of English in Partial  
fulfillment of the Requirements for the Degree of Master**

**Candidates :**

**Nouibat Amel Nabila  
Lemgoud Imen**

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**June 2018**

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**June 2018**

*In the Memory of our deceased friend*

*“Senouci Youcef”*

*Peace be upon his soul...*

## **Declaration**

I hereby solemnly declare that the work I am going to present in this thesis entitled  
**Overcoming EFL Learning Hindrances through the use of Mother Tongue-  
The Case of Second Year (Algiers Road) Secondary School Students – Bou-  
Saada**

is my own to the limits of my knowledge, has not been submitted before to any other institution or university or degree and all sources that I have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M'sila, Algeria.

**Signature**

.....

**Nouibat Amel Nabila**

**Date : June 2018.**

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**Lemgoud Imen**

**Date: June 2018.**

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## List of Abbreviations

**(CA):** Classical Arabic

**(MSA):** Modern standard Arabic

**(DA):** Dialectal Arabic

**(H):** High varieties

**(L):** Low varieties

**L1:** Learners first language/ mother tongue

**(L1, L2):** Learner 1, Learner 2...

**(LT)** Language Transfer

**(Q1, Q2):** Question 1, Question 2...

**(T):** Teacher

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## Dedication

*I would like to extend my heartfelt gratitude to my family who supported me in many ways and understood my long absence from home. Their endless encouragement whenever I was losing hope of ever achieving my goal will always be treasured...*

*To my source of energy and motivation, to my first love, to those who have always sacrificed themselves to see me succeed;*

*To my dear parents who have always been the source of  
Devotion, dedication and strength for me*

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*My mother **KHEIRA** who has supported me a lot in my life*

***May God Almighty keep you and give you good health and a long life.***

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*My dear brother **TAHA ABDESSAMED***

*My lovely sisters: **MANAL** and her husband **BOUZID**,*

*Particularly my sister **SOUMIA ROMAISSA** who shared the hard moments with me and encouraged me to go further and patiently helped me,*

*To my angel, my little niece **LINA MAYAR***

*This work is dedicated to all members of my family.*

***Indeed, family is great and I will forever be indebted to all of you.***

*To all my teachers, as well as,*

*My dear friends from 2017- 2018 promotion; especially **RAYAN** and **AMINA** with whom I shared the best and hardest moments, of joy and sadness. Thanks for your friendship, knowledge and support to overcome all the obstacles that I faced throughout my career at this university.*

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*Thanks for the psychological support during the preparation of this work, and best moments that we shared together...*

**Nabila**

## **Dedication**

*I Dedicate this modest work, first of all to my God and then:*

*My lovely parents, who supported me all time and life.*

*My husband **OUSSAMA**.*

*My brothers **RABEH, KHALED, and MOHAMED**.*

*My sisters **FAHIMA and IKRAM**.*

*My dear nearest friend **HABIBA**.*

## **Imen**

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*At last, we pray God to convey that thanks in his own way back to you all "Amen".*

***Thank you all.***

## **Abstract**

This research intends to analyze one of the communication strategies used by teachers and learners of English in EFL class; named Language Transfer through the use of Mother Tongue. It aims to see and realize how this strategy works in an English course to measure its impact on the teaching / learning process in this language. In order to accomplish this work, a descriptive analytical method has been used. The results reached are vital evidence to claim that Language Transfer in teaching/ learning process is considered as an effective strategy of communication. It allows the teachers to solve the problems related to the teaching and learning of this foreign language. Additionally, it facilitates the process of learning that enable students to realize their learning activities.

**Key words:** Mother Tongue, strategy of communication, teaching/learning activities.

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# **General Introduction**

Algerian linguistic diversity is distinguished by the existence of several languages and varieties: dialectal Arabic, classical Arabic, modern standard Arabic, Berber language and foreign languages (French and English ...). This linguistic mosaic makes the teaching / learning of these foreign languages, especially English, more complex because the Algerian learner is always confronted with his mother tongue during learning and communicating in this language.

When a bilingual or multilingual speaker is in a communicative situation with an interlocutor who does not have the same exchange tool that is, the language, in this case communication fails. It is the same; for a foreign language teacher and his or her learners who do not have that same language. So, the exchange and teacher / learner interaction is far from being assured.

As a matter of fact, the school is one of the areas that use the English language as a means of communication and teaching. The Algerian teacher is faced with four completely different linguistic systems: *dialectal Arabic as mother tongue, Modern Standard Arabic as a language of instruction, French as a first foreign language and English as a second foreign language.*

Then, our research work attempts to describe and explain the phenomenon of language contact and communication, particularly in EFL classrooms. It is part of the didactics of foreign languages, namely the teaching of English in high schools. Because of the situation of the contact of languages that exists, the English teacher is faced with learners who have deficiencies in English and arrive at high school with difficulties in producing correct utterances in this language, in both oral and written.

Faced by this reality, teachers are always seeking for effective- solutions for learners to be able to receive and produce oral and written messages. Therefore, the teacher, to make his learners understand, must follow communication strategies such as code switching. This latter is defined by many scholars and researchers. Gumperz (1982 b) defined code-switching as “*the juxtaposition within the same*

*speech exchange of passages of speech belonging to two different grammatical systems or subsystems” (p. 59).*

Milroy and Muysken (1995) mentioned that language transfer (as reflected a kind of code switching) is *“the alternative use by bilinguals of two or more languages in the same conversation” (p.7).*

With different notions of definitions, the alternation between the different languages with a given setting has been studied in different ways and investigated widely in foreign language classrooms. For that reason, it seems interesting to ask about the use of mother tongue and its effectiveness in the communication within an EFL classroom. The idea of using Arabic in teaching English by Algerian students, as it is practised in some schools, the case of Bou-Saada secondary schools, has incited us and motivated us to delve deeper into this topic.

Visits to different secondary schools has revealed the truth about teachers using the mother tongue in their casual teaching sessions-a usual phenomenon present only in some schools in Bou-Saada and absent elsewhere. This problem, according to researchers, necessitates a stand on how this strategy of communication is used by some teachers. The study will reveal the way teachers use their mother tongue to teach English? why they use it? How they use it and how this impacts learners' perception to learning.

### **Statement of the problem**

Algeria, like any other country, is concerned with emphasizing a quality school system, while also emphasizing the teaching of foreign languages, especially English. So the teaching of English becomes the major concern of teachers; how should they teach it? Through which strategy? Especially in front of an audience, or learners who do not know or who have generally insufficient knowledge in this language.

Indeed, we can say that the school offers a context strongly marked by phenomena that invite us to question solutions to problems related to teaching-learning in general and to English in particular. So, for us, the fundamental question is:

- To what extent can the use of mother tongue be considered an effective communication strategy among English teachers at Algiers Road secondary school in Bou-Saada?

## **Research questions**

To answer the problematic displayed, the researchers formulate the following research questions-

- 1- Is using mother tongue in an English session considered an effective communication strategy for teachers of English?
- 2- Can the use of the learner's mother tongue solves the problems related to the teaching / learning of English and overcomes EFL learning hindrance?
- 3- Pedagogically speaking, is the classroom mother tongue use a useful communicative resource?

## **Aims of the study**

- 1- To demonstrate whether the use of mother tongue is an effective communication strategy for both students and teachers in the classroom.
- 2- To investigate the learner's use of mother tongue to solve the communication problem
- 3- To find out whether classroom use of mother tongue is a pedagogically useful communicative resource.

## **Hypotheses**

- 1- The use of mother tongue could be considered as an effective communication strategy that motivates learners and helps them maintain communication.

2- The Algerian Teacher of English could use the mother tongue to solve the problem of misunderstanding posed to students. and overcome EFL learning hindrance .

3- The classroom is a pedagogical useful communicative resource the teacher can rely on to fill his or her own gaps in communication.

### **Literature review**

According to (V. Cook 2001): *“learning an L2 is not just the adding of rooms to your house by building an extension at the back: it is the rebuilding of all internal walls.”* (p:407)

In other words; when learning a language, it is important not only to learn isolated areas of a second language (L2) but to be able to use those areas simultaneously when talking, reading, writing or listening in your second language.

While focus on input and output in the target language is an important aspect of language acquisition, it has been pointed out that the use of code-switching in the language classroom does not prevent students from acquiring their L2 (Cook 2001:404).

It is already reported that some studies attempted to find and explain the factors and reasons why bilingual learners use their mother tongue in the classroom and other contexts because there is an evidence that most of the factors occur in the classroom. In fact, when the teacher resorts to his mother tongue, it is because it is just a way of as a way of clarifying abstract concepts.

This is useful for many students because it facilitates the learning process. One of the findings of classroom use of mother tongue is that students improve their language proficiency since they develop a higher level of confidence when they use it as this this improves students’ competence in communication and linguistics.

Ncoko's, Osman's, Cockcroft's (2000) study shows that in the classroom, they often switch languages to express defiance and solidarity. According to the same author, "*Defiance occurs when a pupil uses an impermissible language with the aim of defying the regulations*". Learners also use their mother tongue because of the lack of vocabulary, and they do it as a way to avoid looking for the word in English. (p.232)

Norrish J (1997) hold the view that teachers resort to the use of Arabic when the courses are taught and the students fail to understand what the teacher delivers. To Burden (2001), this kind of intelligibility is effective in teaching a foreign language. Students find it easy and get interested in acquiring a foreign language in such a comfortable environment. They continue their learning process instead of dropping it out.

Using the mother tongue can facilitates communication and contributes to the teacher-student relation since it gives them an opportunity to communicate in a more informal way where the risk of misunderstandings due to L2 shortcomings can be avoided (Simon 2001:317)

Daniele Moore "The L1 can fulfil a wide range of functions in the L2 classroom. These have been widely studied by Castellotti and Moore (1997, 1999), Causa, (1996, 1997), Matthey (1992), Moore (1996), Simon (1997), VanLier (1996), among many others.

Polio and Duff, (1994), and Cook, (2001, in Hall and Cook, 2012:8) propose some pedagogic arguments for own-language use which include:

- ***Efficient conveying of meaning:*** *It is best to use L1 to explain difficult concepts than using L2 to do it because it may provoke confusion among students*
- ***Maintenance of class discipline and organization:*** *Sometimes using the students' mother tongue helps call students' attention and keep the group controlled.*

- ***Teacher-learner rapport:*** *If the students feel confident with their teacher, the levels of anxiety and discomfort in the language classroom will be lower, creating as a result a better learning atmosphere.*
- ***Contact between the teacher and learners as real people:*** *Recognizing students' individuality and cultural background.*

“Keeping the languages separated in teaching is contradicted by the invisible processes in students' minds.” (Cook, 2001, p 408). Since L1 and L2 are not separate in the mind, it does not make sense to compartmentalize them in the classroom.

He added “Language teaching that works with this fact of life is more likely to be successful than teaching that works against it.”

Maria Causa, (2002) speculates on this subject saying that “*the reality in the field of education shows that the language transfer employed by the teacher is a natural practice consistent with any situation of communication of the contact of languages*”. According to the same author: “*To facilitate access to the target language, the teacher uses the other code that circulates "in the class"*”

### **Significance of the study**

In a classroom situation, therefore, our choice relates to the study of the mother tongue as a strategy used in the speech of the teachers of English. This is certainly due to multiple reasons. On the one hand, during our experience as a learner from the second year middle school to the third year secondary school, we have seen in English classes that the majority of teachers prefer to abstain from teaching using Arabic in their class- practices, thinking that the latter (Arabic) can only hinder the learning of the foreign language, although most learners cannot understand the course.

However, the majority of the inhabitants of Bou-Saada do not master the English language, which means that even the learners of another educational

institution like M'sila similar to Bou-Saada precisely share this problem in secondary schools.

This factual situation has encouraged us to work on mother tongue language transfer to verify the contribution of this strategy in a language course. So, our goal is to see how this strategy works and how this would really be considered as a beneficial strategy that ensures the transmission of knowledge and achievement of learning tasks. This makes the research more significant in proving the advantages and the drawbacks when using this strategy in an EFL class.

### **Structure of the study**

To conduct our research, our work will be divided into three chapters. In the first chapter, we will begin by addressing the sociolinguistic situation, then the languages involved while focusing on the status and the place of the English language in Algeria and finally we evoke the phenomenon of contact of languages and its consequences. In the second chapter, we will first discuss the definition of communication and its theories, then the strategies of mother tongue use in an EFL classroom. The third chapter will be devoted to the field of investigation and corpus analysis to provide answers to the initial problem/ hypothesis.

### **Methodology**

To carry out our research work well, we will adopt a descriptive-analytical method to verify the impact of this communication strategy on the teaching / learning process. As a result, we will make use of:

- ***A descriptive approach:*** the purpose of which is to describe the experiment carried out within the class.
- ***An analytical approach:*** in order to analyze the teacher's speech and the learners' responses; before and after the use of this communicative strategy.

- *A comparative approach*: on which our research work is based to confirm or invalidate our initial hypotheses.

In fact, our experience will span over three sessions done by the teacher. The first session will be a contact with the teacher to explain our objectives and the approach of our work during the next sessions. For the next two sessions, we will do a pre-test after a course presented by the teacher without the use of mother tongue and a post-test where there is the use of the mother tongue during the course, keeping the same support and the same sample.

The data collection will be related to both primary and secondary sources; the literature review, the data given by the interviews, the observation and the corpus analysis. The population will be centred around/ on secondary school teachers and students.

### **Limitation of the Study**

The study will cover many secondary schools in Bou-Saada together with the different interviews from different schools besides the scheduled observations. Researchers may face certain limitations at the level of schedule and time convenient for observations or questionnaires completion.

**Chapter One:**  
**Sociolinguistic Situation and**  
**Language Contact in Algeria**

## **Introduction**

This chapter introduces the sociolinguistic situation in Algeria. Dealing with the existing languages, starting with classical Arabic (CA) which replaced French after the Algerian independence 1962. Modern standard Arabic (MSA) that became the national and official language in Algeria. Berber and Dialectal Arabic (DA) that are also languages which are presented in Algeria; however, they are neglected by the Algerian Authorities. Foreign language has also a presence in Algeria. French came with the French colonization and then after colonization it is considered as a second language in Algeria while English is used in the Algerian educational domain.

This chapter also discusses language contact phenomenon starting with bilingualism and its levels, Diglossia and its Criteria. After that and as a consequence of contact with languages, code switching and interference can be considered as outcomes. We will also discuss interference and borrowing compared with mother tongue use as a kind of code switching.

### **I.1. The Sociolinguistic Situation in Algeria**

Sociolinguistics is the study of language use development and level in a society. Trudgill (1983) defines sociolinguistic as: *“Part of linguistic which is concerned with language as a social and cultural phenomenon. It investigates the field of language and society and has close connection with the social sciences”*. (p20)

#### **I.1.1. Languages in Algeria**

Different languages that are mainly presented in the Algerian linguistic environment are:

##### **A-Arabic**

Arabic is the language of the majority and the official language of the country.

## **A-1 Classical Arabic (CA)**

After the Algerian independence in 1962, French was replaced by Arabic and returned where French for many years was the official language. Arabic was used in different domains starting with education, and media. It is divided into two related languages; modern standard Arabic (MSA) and dialectal Arabic (DA).

## **A-2 Modern Standard Arabic (MSA)**

Modern standard Arabic (MSA) became the official language in Algeria, Since the constitution of 1963. This was consolidated in the 1976 constitution in *Article 3* “*Arabic is the national and official language*”. Modern standard literacy Arabic (MSLA) is used in *the press, media, Television, radio, congresses, economic, and political meetings*. Modern standard Arabic (MSA) differs from classical Arabic in vocabulary and style.

## **A-3 Dialectal Arabic (DA)**

Dialectal Arabic (DA) is called also “Darija”. It is a vernacular form (mother tongue) of the Algerians that is derived from classical Arabic. Dialectal Arabic (DA) inherited many vocabulary and syntax forms of the invading languages. Another remark is that Dialectal Arabic (DA) has no written forms and power because the Algerian Authorities neglected it.

## **B-Berber (Tamazight)**

The Berber language (also called Tamazight) is spoken in many countries in North Africa.

Old Berbers considered Tifinagh as a system of their languages writing but this system was reduced because of many other foreign alphabets as Latin, Arabic, recently, Tifinagh was discovered in Libya and in the Algerian Sahara. The Algerian authorities recognised the Berber languages as a national Language on May 2002. In Algeria the majority of Berbers are found in kabylia. Berbers choose

Latin alphabet rather than Arabic to resist to what is forced by the Algerian authorities.

## **C-Foreign Languages**

Algeria consists a variety of foreign languages; French as a 1<sup>st</sup> foreign language, English as a 2<sup>nd</sup> foreign language, Spanish and German ... But in the present work we are only interested in the place and status of English in the Algerian school.

### **C-1 French**

Due to the French colonization, French existed in Algeria, and it was forcefully used for more than 130 years, by making French an official language in Algeria, and Arabic was used as a secondary language.

The French intended to assimilate the Algerians with their culture and language; they tried to omit their identity. The first step they did was to touch the educational system by closing the Quran schools. However, the Arabisation process that was used after the independence. French plays an important role in the Algerian society in different domains: in education, economy and administrations.

### **C-2 English**

Due to the Algerian wide status as a global lingua franca, English language existed since it was the language of the world. The Algerian authorities enforced new educational programs to limit and reduce French influence. (Belarbi khaled, 2012)

According to Teaching English as a Foreign Language in the Algerian Secondary Schools and without doubt, the importance of teaching English is becoming a vital part of education all over the world. As a foreign language, English enjoys an important place compared to other foreign. Today, a small number of Algerians speak English; however, it is taught in schools from the 1<sup>st</sup>

year middle school. It covers seven years - four of which at the middle school and three at the secondary school.

### **I.1.2. Language Contact Phenomenon**

Algerian society, like other societies, is characterized by the interaction and contact of two or more languages; accordingly, it is very important to first give a general definition of language contact, before talking about this phenomenon in a detailed way.

As it is mentioned by Richard Nordquist (2018) *Language Contact Glossary of Grammatical and Rhetorical Terms*:

*"Language contact is the social and linguistic phenomenon by which speakers of different languages (or different dialects of the same language) interact with one another, leading to a transfer of linguistic features."*

*"Language contact is a major factor in language change,"* notes Stephan Gramley. *"Contact with other languages and other dialectal varieties of one language is a source of alternative pronunciations, grammatical structures, and vocabulary"* (The History of English: An Introduction, 2012).

### **I-2-1 Bilingualism**

Bilingualism is a widespread phenomenon around the speech communities of the world. Various definitions had been given to bilingualism; the most important ones are:

Bloomfield (1933) declares that a bilingual speaker has *"the native - like of two control engages"*. (p.55). While Weinreich (1953) says that bilingualism phenomenon is *"the practice of alternately using two languages"* (p.1). Bouamrane (1986) defines bilingualism as *"the use by an individual, a group or a nation of two or more languages is all uses to which they put either"* (55). So, he divided bilingualism into different levels which are: bilingualism of the individual and the societal bilingualism.

## **A- Bilingualism of The Individual:**

As what has been said before, Bilingualism is a situation when two languages are \*used, while bilingualism of the individual is related by a person not by a group.

Mackey (1968) declares that bilingualism is “*the alternate use of two or more languages by the same individual*”. (p .555)

In their article KejiHaknta and Eu gene G-arcia (1989) declare that individual bilingualism had centred on the young children bilingualism. There was research on bilingualism of immigrant children. One of this research is when Thompson (1952) wrote:

*“there can be no doubt that the child reared in a bilingual environment is handicapped in this language growth one can debate the issue as to whether speech facility in two languages is worth the consequent retardation in the common languages of the realm”*. (p.367).

Cognitive flexibility, metalinguistic awareness, concept formation, and creativity were measures that had been concluded in studying bilingualism of the individual.

## **B- Societal Bilingualism:**

Societal Bilingualism is when a group of people use two or more languages. So, Bilingualism here is related to groups as in Hammers and Blanc (1983) definition:

*“the term of bilingualism includes the one of Bilingualism, which refers to a state of an individual but is also applied to a state of a community in which two languages are in contact with a consequence that two codes can be used within the same interaction and that a number of people are bilingual (Societal bilingualism).”* (p.21)

## **I-2-2 Diglossia**

Diglossia is another language contact phenomenon that many writers dealt with since the Ferguson's seminal article publication. Ferguson (1959). Defines Diglossia as follows:

*“Diglossia is a relatively stable language situation in which, in addition to the primary dialects of the language (which many 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 learner largely by formal education and is used for most written and formal spoken purposes but is not used by any section of the community for ordinary conversation.” (p336)*

In her book, Miriam Meyerhof (2006) *“dealt with Ferguson’s article and she noticed that he wrote about the relationship between classical Arabic and the vernacular spoken varieties of Arabic and also between European French and Haitian Creole in Haiti, he called this situation of societal bilingualism diglossia. He called the higher overt prestige language that is used more in formal contexts and for writing, while the vernacular variety is called the low variety.” (P 113-114)*

Ronald Wardhaugh (2006) also defines diglossia in general as: *“diglossia situation exists in a society when it has distinct codes which show clear functional separation, that is one code is employed in one set of circumstances and the other in an entirely different set”.* (p 89)

In defining **Criteria of Diglossia** Defining **Criteria of Diglossia:**

*“Ferguson proposes criterias that characterize the situation of diglossia. Certainly, it differentiates the "high" "H" and "low" "L" varieties in the following way:*

**Function**–H *“high” is the more elegant, formal variety. L “low” is used for less politically important functions. For example, the high variety is used in religion, teaching and low variety is practiced in conversations, daily communication ...*

**Prestige:** Attitudes toward H are more positive than towards L. H is the prestigious variety and L is the stigmatized variety.

**Literary Heritage:** H is associated with a long literary tradition. H is always used in writing. L fulfills few written functions. It may be found in cartoons or in the speech of characters in novels.

**Acquisition:** L is always acquired as a first language. H is always learned in a formal, educational setting.

**Standardization:** Dictionaries and grammars document the form of H. L usually has no such support.

**Stability:** Diglossia is a long-lived phenomenon. Latin-Spanish diglossia survived from approximately 700 to the end of the first millennium. H and L borrow from one another, although L forms are shunned when using H.

**Grammar:** The morphology of L is often simpler than that of H. Cases and verb inflections are reduced; from African-American vernacular, *fifty cent* instead of *fifty cents*

**Lexicon:** A striking feature of diglossia is the existence of paired lexical items, where L and H have different terms for the same object; from Paraguayan Guaraní, *silla* instead of *apyka* (chair)

**Phonology:** H preserves the underlying phonological system, and L diverges from it, typically having evolved away from the classical form over many hundreds of years; from Vulgar Latin, *specla* instead of *specula* (mirror)” (Defining Criteria of Diglossia Ferguson (1959)

### **I-1-2-3 The Consequences of Contact with Languages**

As a consequence of contact with languages (bilingualism and diglossia) **code switching** language transfer, **Interference** and **borrowing** are the outcomes of these contacts within communities

#### **A. code switching (CS)**

Code switching (CS) is one of language contact outcomes that has been

discussed in variant linguistic branched and many specialists and scholars made a big interest in code switching. Jacobson was the first who opened the road to talk more about (CS) and to interest in, and then many scholars came to deal and to define CS differently.

Gumperz (1982 b) defined code-switching as “*the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems*” (p. 59).

### **A-1 Poplack’s Types of Code Switching**

DR Maule (2015) reports that poplack (2000) divided code switching into three typologies; *Intra-Sentential, Inter-Sentential, Extra-Sentential Switching*.

#### ***Intra-Sentential:***

It is characterized by a switch from one language to another language with a single utterance. (p342-343)

According to SeckinEsen (2010) In intra-sentential alternation, the shift is done in the middle of a sentence, with no interruptions, hesitations or pauses indicating a shift. The speaker is usually unaware of the shift.

According to International Journal of Humanities and Social Science

In this type of switching, speakers switch from one language to another within the same sentence. Thus, a sentence will be made up of two or more languages.

This is an example:

«*And we have seen in the course **li fat**, the characteristics, **elkasaies nta3** writing this kind of texts*»

Switching words are produced in spoken Arabic: "*li fat*", which means "in the previous course" and "*elkhasaies nta3*" means "characteristics of". These alternations or switches are found at the level of the same sentence that is produced by the teacher, to facilitate the task of learning.

### ***Inter-Sentential:***

Inter-Sentential Switching refers to switching at the sentence or utterance boundary.

*“In inter-sentential switching a speaker switches from one language to another between different sentences. This implies that when the speech of an individual is divided into sentences, one sentence will be in one language while the other sentence will be in a totally different language. International Journal of Humanities and Social Science.” (Dr. Hilda Kebeya 2013)*

These are some examples:

*«Renewable energy » hiya atta9a almoutajadida. You understood?*

Inter-sentential switching is between two successive sentences, the first is produced in classical Arabic "*hiya atta9a almoutajadida هي الطاقة المتجددة*" and the second in English. The teacher switched the codes to simplify the task of transmitting the information.

This second example also represents an inter-sentential code switching

*«the author of thisre text mentioned the number of megawatts of power of renewable energy in this programe!gedah mn megawatfih had lbarnamj !? »*

### ***Extra-Sentential:***

The switch occurs outside the sentence or phrases. Called tag elements

Eg It is an easy text.lala?

## **B- Linguistic Interference**

Interference is a linguistic phenomenon resulting from the contact of languages. ***Language transfer*** (also known as ***L1 Interference***, ***Linguistic Interference***, and ***Cross Meaning***) refers to speakers or writers applying knowledge from their native language to a second language. It is one of the current problems in foreign language teaching.

According to ***Routledge Dictionary of Language and Linguistics (2006)***:

*“Interference is the influence of one linguistic system on another in either (a) the individual speaker (transfer) or (b) the speech community (borrowing, language contact). In an individual, interference is seen as a source of errors (error analysis, contrastive analysis); in a speech community, as a cause of language change. For many linguists, the term ‘interference’ has come to include the concept of analogy (as in ‘language- internal interference’).”*

Dulay et al (1982) define interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language.

Interference may be viewed as the transference of elements of one language to another at various levels including phonological, grammatical, lexical and orthographical (Berthold, Mangubhai & Batorowicz, 1997)

Accordingly, we can say that interference is a phenomenon where the individual thinks in one language and expresses himself in another language. We find that this phenomenon occurs, especially, throughout the learning of foreign languages where the learner thinks in Arabic and expresses himself in English. Here are some examples:

- «*He buys book.* ».

*Deleting the definite article:* The learner tends to omit articles as Arabic does not have articles. There is another tendency, though; they tend to insert definite article 'the' whenever it is omitted in English, e.g: "*at dawn*" will be "*at the dawn*" but "*in the evening*" will be "*in evening*"!!

- «*I want I go out.* »

This is very typical of an English learner. Absence of the infinitive in Arabic leads to deleting of the same in English.

- «*She going to school.*».

*Dropping of the copula:* A very peculiar interference seen in the Arab learners. Arabic does not have the verb 'to be' so learners do not take cognizance of the same!

## **B-1- Mother Tongue Use vs. Linguistic Interference**

According to what have we seen, it can be said that the term “interference” is used when an individual brings the mother tongue and foreign language closer to the latter (as the already mentioned examples),

Teachers resort to the use of mother tongue as an alternation to English because they thought this is the best solution in transmitting knowledge, in facilitating learning and teaching for them and for their students. Hence using mother tongue as a strategy is not interference but an option voluntarily adopted by teachers.

## **C-Borrowing**

Borrowing is another language contact consequence. It is differently defined. Sapir (1921) says that: *“of the linguistic changes due to the more obvious types of contact the one which seems to have played the most important part in the history of language is “Borrowing “of words across linguistic frontiers.” (p198)*

Gillian Sankoff (2001) reviews that:

*“One of the most carefully researched areas in the entire field of language in contact concerns the status of foreign lexical element that appears in the everyday discourse of bilingual. Research into nonce borrowings began as part of the large study of code switching, in which the grammatical conditioning of switches” (p11).*

For Gumpers (1982) *“Borrowing can be defined as the introduction of single words or short frozen, idiomatic phrases from one variety (i.e. language) into the order.” (p66)* Whereas, Dulay , et ,al (1982) declare that: *“linguistic borrowing (...) is something that has happened whenever these have been bilinguals .It in ,in*

*fact ,unthinkable Without the existence of bilingual and apparently inevitable Where there is a considerable group of bilinguals.” (p263)*

### **C-1 Borrowing versus Mother Tongue Use**

Many scholars and specialists had dealt with the distinction between borrowing and the use of Mother tongue in an EFL classroom...

Grmpers (1982) declares that:

*“The borrowed items are fully integrated into the grammatical Systems of the borrowed language and they are treated as if they are part of the lexicon of that language and share morphological and phonological systems of that language.”(p.59)*

The meaning behind this quotation is that borrowed words will be definitively as one part of the recipient language. The result behind this is that borrowing is the phenomenon which related to first language speakers and the borrowed items is considered as one part of their native language. However, with the mother tongue use both teachers and learners do not borrow from English but they directly use Arabic which is quite different from Western languages.

### **Conclusion:**

As a conclusion and according to what we have seen in this chapter throughout its parts, and as a result of the existence of several mother tongues / languages mentioned previously, the sociolinguistic situation in Algeria can be quoted as a perfect sample of linguistic complexity. And inevitably this complexity necessitates the appearance of several phenomena/ language contacts; like borrowing, interference.

**Chapter Two:**  
**Overcoming EFL Learning  
Hindrances through the use  
of Mother Tongue**

## **Introduction**

The previous chapter introduced the sociolinguistic situation in Algeria and language contact phenomenon with its consequences. While this chapter will discuss first of all the importance of communication and its definition, then the different theories developed around this concept, communicative approach in teaching, in addition to the concept of communicative competence and finally code switching as a communicative strategy in language classes.

### **II.1. Communication**

Without doubt communication plays a vital role in human life without it, we can say there is no life. It helps to facilitate the process of sharing information, knowledge and experiences with others.

#### **II.1.1. Definitions of Communication**

Weekley (1967) explains that etymological communication is related to both “*communion*” and “*community*”. It comes from the Latin “*communicare*” that means “*to make Common*” or “*to share*”. (p338)

According to Hadumod Bussmann (2006) *Dictionary of language and linguistics*: “*In its narrower, linguistic sense, communication is the understanding which occurs between humans through linguistic and non-linguistic means like gestures, mimicry and voice (non-verbal communication).*”

In his article, Robert, M lossee (1999) states that:

*“Communication phenomenon study may be experimental or theoretical. In one hand experimental communication study examines how informative processes work and in short what is the information that provides by them. On the other hand, theoretical communication study addresses on a more abstract level the nature of processes and their outputs as well as the inter- relationships between processes and their inputs and outputs.” (p .2)*

While Devito (1968) describes communication as: “*The process or act of transmitting a message from a sender to a receiver, through a channel and with the interference of noise*”. (p.61) Simply Fred C. Lunenburg in his article (2010) reports that: “*Communication is the process of transmitting information and Common understanding from one person to another*”.(p1)

Roughly speaking, communication is a dynamic exchange, a back and forth to transmit and receive information, thoughts and signs ... using a common key between the sender and the receiver

## II.1.2. Theories of Communication

The pattern of communication has evolved several times, depending on time and disciplinary approaches. So, we will try in the present work to synthesize the models proposed by: Jakobson

### II.1.2.1. Jakobson Model of Communication

We cannot talk about the subject of communication without mentioning the model of the linguist *Roman Jakobson*.

His model is centered not on the transmission of the message but on the "message itself".

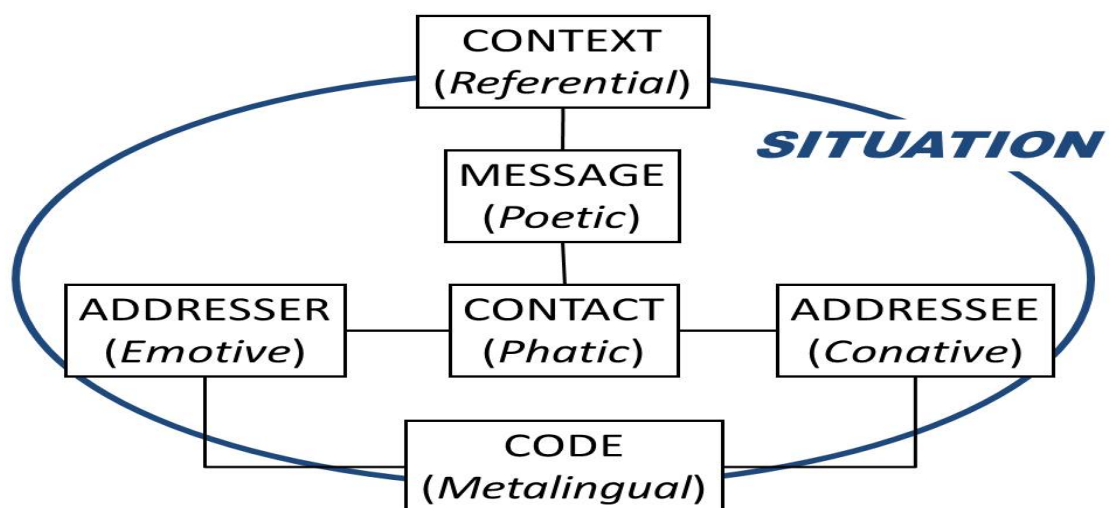


Figure 1 Jakobson model of communication

## A - Elements / Dimensions of communication

**Jakobson Roman** (1960:353,358) *Closing statement: Linguistics and Poetics states* suggested six elements that are necessary entering into an act of verbal communication:

- **Context:** It is the situation, the real objects to which the message returns (the whole of the social conditions ... place, time). The context is a very important to reach a good understanding of the message, for example if the transmitter does not know the context of its receiver, it can then fall on ambiguities of different meanings
- **Addressee: “Receiver” or “Recipient”** is the one who receives the information (the message). Can be an individual, a group, an animal, even a machine.
- **Addresser: “Sender”** also called **“Enunciator”, “Transmitter” “Speaker”** ... is the one who emits the information; that is, the productive source of the message. He can be an individual or a group.
- **Contact between the addresser and addressee: “The channel”:** Is the way of circulation/ movement of the messages, the technical means which the transmitter uses to transmit the message/ or to communicate.
- **Code:** A set of signs and rules of combination of its signs. The efficiency in the transmission of messages (or information) lies in the sharing of the same code (here linguistic)
- **Message:** It is the object of the communication. In other words, it is the information transmitted between the interlocutors/ addresser and addressee.

## B- Functions of Language

According to **Jakobson Roman** (1960:353,358) , every message accomplishes several functions that are hierarchical around a fundamental function. This model is based on verbal messages. It reveals six main functions:

- **Referential Function:** Is the **“denotative”** and **“cognitive”** function, Refers to the subject of the message or expressive relation between the message and reference

“**the context**”. Jakobson (1995) called the referential function: “*The leading task of numerous messages*” and said that “*the accessory participation of all other functions in such messages must be taken into account by the observant linguist*” (p.73).

- **Emotive or “expressive” Function:** Focuses on the addresser expresses direction towards the emitter. it tends to produce an impression of a certain emotion., its purpose is to transmit to the receiver feelings and personality criteria of the issuer. “*the emotive elements of speech cannot be described with a finite number of categories [and so remain] vague, protean, fluctuating phenomena which refuse to tolerate our science*” (Jakobson, 1995, p.73)

- **Conative Function:** Is centered on **the receiver- addressee-** of the message. The stress is on the impact of the message upon the addressee. In other words, its purpose is to make the receiver act (because the message can give rise to a certain behavior in the interlocutor).

- **Poetic (aesthetic) Function:** Is defined as the focus on the message itself, where the message stops being a means of communication and becomes its goal. This feature is characteristic of the foremost arts in general. Its purpose is to bring an expressive character to transmit an emotion in the message

- **Phatic Function:** Accuses on establishing whether given communication channels are open and unimpeded. The phatic function is focused on the contact, i.e. the channel. serves to establish and maintain contact. For example, the use of the expressions: “! Allo!” “Is not it” ...

- **Metalinguistic Function:** Indicates the orientation of the messages towards the code; it is always represented in the statements of an event. The message is centered on the language; the language serves to speak of itself, so it serves to explain a language by another language. For example, the use of the expressions “I mean ...” “that is to say” “in other words ...” ...

## II .2.2. Communicative Approach in Teaching

According to *Jack C. Richards and Richard Schmidt (2010) Longman Dictionary of Language Teaching and Applied Linguistics:*

*“Communicative Language Teaching or Communicative Approach is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities. (p. 98)*

With the communicative approach the status of the learner has changed, he becomes an autonomous/ self-directed actor and responsible for his learning. The teacher must convey the message to the whole class, using several strategies to make learning effective, and also to push to learners to act, to give their opinions and to participate. However, the use of mother tongue in an EFL context totally hinders communication.

### II .2.2.1 Communicative Competence

Communicative competence is defined in *the Longman Dictionary of applied linguistics* as: “*knowledge of not only if something is formally possible in a language, but also the knowledge of whether it is feasible, appropriate, or done in a particular SPEECHCOMMUNITY.*” (2002: 90).

Hymes (1967) defines “communicative competence” in the following words:

*“Communicative competence is experience-derived knowledge that allows speakers to produce utterances (or texts) that are not only syntactically correct and accurate in their meaning but also socially appropriate in culturally determined communication context. Communicative competence also allows speakers to understand the speech (or text) of their communication partners as a function of both the structural and referential characteristics of the discourse and the social context in which it occurs.”* (Hymes 1967 in Hymes 1972)

The interaction or communication in the teaching of English as a foreign language is a communication in which, "the verbal exchange between a speaking subject who produces a statement intended for another speaking subject and an interlocutor whose listening and / or explicit answer he / she requests implicit".

### **II .2.2.2 The Interrelationship Between Communicative Competence and Actual Communication**

Byers, P. and Byers, H. (1972, p. 7) point out that “ *the basic processes of human communication through all verbal and nonverbal modalities must be learned with an appropriate competence before any subject matter can be placed in an appropriate human context*”.

In other words, achieving - attaining successful and effective communication and having the ability to use cultural patterns or codes appropriately is the essential element to participate in social life, which is the issue we concerned here, communicative competence.

### **II-3-Strategy of Communication**

We mentioned in the previous chapter that mother tongue is used by teachers of Bou-Saada as a strategy of communication in the teaching / learning of English as a foreign language especially in the teacher's speech Overcoming EFL Learning Hindrances. But before discussing this point, it is very important to know first of all: what is a strategy?

According to Kasper & Kellerman (1997: 1.) “Communication Strategies: are strategies used by individuals to overcome the crisis which arises when language structures are inadequate- insufficient to convey the individuals’ thoughts” (Tarone, 1977 as cited in Dornyei, 1997: 177). He added “*Communication strategies are used to tackle and overcome linguistic problems encountered during interaction involving non-native speakers*” (Dornyei .177)

### **II-3.1. what is a Strategy?**

According to *Oxford dictionary*:

*“The word strategy from French stratégie, comes from the word in the military sense from Greek stratēgia ‘generalship’, from stratēgos. “Determining how we will win in the period ahead. This concept has been integrated by analogy with other spheres of political life, sports, economic, ... etc. “the art of coordinating actions and maneuvering to achieve a goal”.*

According to Faersch and Kasper (1983) a strategy is: *“a potentially conscious plan for solving what to an individual presents itself as a problem in reaching a particular communicative goal”* (p. 36).

In education, strategy is measured as a set of operations and educational resources planned by the subject in order to best promote the achievement of objectives in a pedagogical situation.

So, when we use the word "strategy" we are going directly to a specific goal and clearly identify to reach it. As a result, the teacher of a foreign language must always look for the means, resources and the strategies to attain the objectives that he/she has set himself/ herself also to make his/her learners understand. Among these means, we will propose one of the communication strategies which is language transfer from English to Arabic.

### **II-3-2- Overcoming EFL Learning Hindrances through the use of Mother Tongue**

The use of Mother Tongue in a foreign language class was the phenomenon that is mostly noticed in Bou-Saada secondary schools -especially Algiers Road secondary school- where teachers of English resort to the use of Arabic as an alternance to the direct use of English Overcoming EFL Learning Hindrances. Their reason for that was simply that their learners are very weak and could not understand

English only through the explanation in Arabic. Hence both students and teachers agreed on this and the strategy was commonly adopted.

AS cited by Ehrthart, Sabine, Maria Causa (2002:3-4) distinguishes between two types of strategies used by the teacher in a foreign language class:

### **A. The Contrastive Strategy**

The objective of this strategy is to identify points of convergence and divergence between two linguistic systems. What characterizes this strategy is that passages from one language to another are marked by introductory sentences or words.

According to the same author, there are two ways to relate the two systems involved. Here's how to make this distinction with the following example:

*«He buys book. ».*

The teacher can say "Unlike Arabic, in English we say the book ". Or he can explain the same thing by making a comparison between the two languages. For example, "in English we say the book -we have definite articles- and in Arabic kitaban - we do not have articles in Arabic-"

### **B. The Support Strategy**

According to the same author This strategy consists in using the teacher's native language / mother tongue dynamically by the teacher. The latter uses this language to solve problems related to comprehension and communication among learners, also to facilitate access to the target language.

Maria Causa (2002:3-4) describes the forms that the transition from one language to another takes in the support strategy. It is:

## 1. Recovery Activities

### A- Rehearsals/ Repetitions:

Means the resumption of the same sequence without any linguistic modification. In the transition from one language to another, repetitions are considered a word-for-word translation. The essential function of this form is to facilitate memorization and to ensure the understanding of the target language by association.

- Example: «*renewable energy* » ***hiya atta9a al moutajadida*** (This is the repetition of the same word by the teacher to facilitate access to information).

### B – Reformulations

AS cited by Ehrthart, Sabine, Maria Causa (2002:3-4) the reformulation is considered as resumption with modification (s) of previously held.

- Example: ***like jadid./ re-new iaadattajdid/ renewable moutajadid***

\*Reformulation of "renewable" with a word known by all learners.

### 1-2- Completions

AS cited by Ehrthart, Sabine, Maria Causa (2002:3-4) According to Maria Causa (2002) completions comes After a pause or hesitation, the teacher moves on to the other language without having completed the sentence he has started in a foreign language (the teacher self-completes his statement after a break). They are much less numerous than the activities of recovery and they are mostly produced when the teacher seems to lack a good example and not to interrupt the running of the activity in progress, it uses the language of the learners.

- Example:

**Learner:** *Madam, I did not understand " liquefied natural gas"!*

**Teacher:** *uh uh, it's al ghaz ettabi3i almousaal.*

So as not to interrupt the flow of the lesson, the teacher passed directly to Arabic language in order to explain the words

### **1-3- The Bilingual Speaking**

AS cited by Ehrthart, Sabine, Maria Causa (2002:3-4) :

#### **A - The Exclamations**

Or the interaction regulators often have a positive evaluation function (for example, the use of the words *sahitou, jayid* ...) or the opening and closing of a thematic sequence (example: *then nabdaw!!* Here, we notice that the essential function of the use of Arabic is to start the beginning of the course, that is to say it is an opening of the didactic sequence.). This exclamation strategy is also used to share or express a state of mind with respect to the interlocutor's everyday life (such as the use of "*oh .uh...*" to express anger, joy ... )

#### **B -The Incises / Intonation:**

According to the same author these are characterized by a descending intonation or by an acceleration of the flow. There are incisions that belong to a more natural interaction where, in addition to changes in intonation and flow, that is, the change of register (from the most sustained to the most familiar) or the use of fixed expressions in the interaction.

#### **C -The "Pure" Language Transfer From English to Native Language**

According to the same author this means the use of mother tongue without any intonation brand and / or particular utterance to return. In this type of switching the degree of control of the teacher on his productions is minimal. So, the use of Arabic can be explained by a desire for simplification on the part of the teacher.

#### ***Example:***

Teacher: Did the author mention the D I I determination that Algeria has joined?

*Learners:* (after the silence of the learners, she reformulated the question)

*Teacher: hadou lmaham ta3 moubadarat esahraa asinaaiya li* Algeria has *joined bach tawar l istithmartaaha.* Okay

### **Conclusion:**

As a conclusion this chapter reached some important points that should be clear: Communication with various definitions, theories of communication and Jacobson model of communication in particular passing through its factors of communication and Functions of language. We can say that in a language class Communication is paramount in education; the teacher must follow multiple strategies in teaching/learning process to install its skill in the learners, in order to bring them to speak soon in English in the different situations of communication, and to facilitate students learning directly or indirectly

**Chapter Three:**

**Research Design – The  
Implementation of Mother  
Tongue**

## **Introduction**

This chapter will be devoted to the Field Work –Implementation of Mother Tongue, in order see how mother tongue /language contact phenomenon is practiced and what is its contribution to EFL classroom, in order to confirm or refute our initial hypotheses.

We will start with the description of the setting, Population and Sampling, then the data collection tools followed by the progress of the experiment dealing with the questionnaire, its Objectives and analysis. After that the observation of the class, objectives and methods of the experiment accompanied with stages of the experiment. After that Analysis and interpretation of results -the pre-test and the post-test – followed by comparative analysis of findings, ending with interpretations of the results

### **III.1. Description of The Setting**

In order to carry out our research work, we attended in a second-year class letters- in "Algiers Road" secondary school, which is located in the new city of Bou-Saada. This school opened its doors in September 2015, this year it is composed of 9 classes with two teachers of English.

### **III.2. Population and Sampling**

Our work is carried out among teachers of English and learners of the second year “Algiers Road ” secondary school letters and philosophy in Bou-Saada. Our sample consists of 10 English teachers from four different secondary schools -to answer the interview- and 22 learners including 6 boys and 16 girls, between the age of 16-18 years. The teacher with whom we attended, had her English degree in 2011 and her master's degree in 2013, she has been working for 5 years. As it is necessary to point out that this teacher and her learners all share the same source language; which is Arabic.

### **III-3 Data Collection Tools**

In order to carry out our research, which consists in analyzing and verifying the impact of one of the communication strategies used by English teachers

The tools used to do this work are:

- 1- A questionnaire for English teachers from four different institutions.
- 2- The observation of a second-year class letters and philosophy, accompanied by a test "pre-test and post-test" for learners. (our corpus)

### **III-4-The progress/development of The Experiment**

#### **A. The Interview**

We distributed an interview that includes 7 questions to the 10 teachers of English (male and female). These teachers are in the following high schools:

- "Algiers Road", the new city of Bou-Saada.
- "Brothers Hassani", the new city of Bou-Saada.
- "Abdelkader BEN RAAD", the city center of Bou-Saada.
- "Abi Mezrag el Mokrani" the city center of Bou-Saada.

#### **A.1.Objectives of The Interview**

Our main objectives of this interview are:

- Interview several teachers who have diverse-different- professional experiences to vary the results of our research.
- See the different points of view of the teachers in the different institutions, concerning the subject of code switching and its effectiveness in the oral and written communication in an EFL class.
- To know if teachers accept the use of the native language of learners in the teaching / learning of English.

#### **A.2.Analysis of The Interview**

**Table1: Question 1:**

<i>How many years of experience do you have in teaching English?</i>	
Less than 10 years	More than 10 years
70%	30%

The interviewed teachers have varied experiences in the field of teaching: 70% (the equivalent of 7 teachers) have less than 10 years of experience and three teacher (30%) has more than 10 years of experience.

**Table 2: Question 2:**

<i>What did you know about code switching alternating cods /the use mother tongue in EFL classes?</i>	
100%	

All the obtained answers for this question revolve around the same idea; the respondent teachers define the alternation as a change of (languages) during the communication with others.

**Table 3: Question 3:**

<i>Do your learners participate in the class when you only use English?</i>	
Yes	No
20%	80%

80% of teachers answered "no" and learners do not participate when the teacher uses only English. On the other hand, two teachers (20%) answered with “yes learners participate when the teacher speaks only English”.

These results show us that the degree of learner participation is closely related to the understanding of the speech produced.

**Table 4: Question 4:**

<i>Can the use of Arabic help teachers to transmit information (knowledge) to learners?</i>		
Not at all	Definitely	From time to time
10%	50%	40%

Half of the teachers' responses were positive, with a certainty of "certainly". 40% answered "from time to time" and only one teacher (with a percentage of 10%) reversed the role of code switching in teaching practices.

**Table 5: Question 5:**

<i>Can the use of Arabic help learners to carry out their learning activities in EFL?</i>		
Yes	No	No answer
80%	10%	10%

80% of teachers confirmed the importance of the mother tongue in carrying out learning activities on the part of learners. While only one teacher said that the use of mother tongues couldn't help learners in EFL learning. In addition to that; one teacher didn't answer this question.

From the answers obtained in questions "4 and 5", we can say that the mother tongue/ native language helps teachers in the transmission of knowledge that allows learners to carry out their learning tasks.

**Table 6: Question 6:**

<i>Mother tongue use is one of the strategies that allow teachers of English language to establish effective communication with their learners? Why?</i>	
Yes	No
70%	30%

70% of respondents said that mother tongue is a strategy of communication. On the other hand, only three teachers (30%) answered the opposite, that is to say, the use of mother tongue is not considered as a strategy to establish a situation of interaction between the teacher and their learners.

✓ **Justifications given by the 83% of the responding teachers are:**

The use of mother tongue is considered an effective communication strategy because:

- "Learners have no connection with the English language in their environment; This is why we find ourselves in situations of blockage that force us to use the mother tongue of the learner."
- "This strategy is considered as a way to overcome a pedagogical obstacle, while allowing the teacher to avoid giant interruptions (blocking ...) in the communicative process."
- "using the native language/mother tongue overcomes EFL learning hindrances."

The rest of the answers have the same meaning as the justifications already quoted.

✓ **For the teacher who said "no", she justified her answer as follows:**

- "To establish effective communication, the teacher must speak only English so that learners are able to produce in that language. "

**Table 7: Question 7:**

<i>Do you agree with the use of mother tongue in an English class? Why?</i>	
Agree	Disagree
83%	17%

83% of teachers agree with the use of mother tongue in an English as a foreign language course; justifying their answers as follows:

- "Mother Tongue use is a reality; it cannot be neglected in teaching practices because it allows us to transmit knowledge, to create and maintain interaction by facilitating learning."

The rest of the answers have the same meaning as the justification already quoted.

On the other hand, 17%, the equivalent of only one teacher, does not agree with the use of mother tongue. The justification given by this teacher is:

- "The use of mother tongue can keep the learner away from learning this foreign language."

## Discussion

After this analysis of the interview for English teachers, we found that there are different points of view regarding the use of the mother tongue among English teachers; as described by S. Ehrhart: "The purist who refuses any use of the L1 students or the Arabic language, the moderate who tolerates the L1 with or without integration of these in the conversation and the active user. Active employment can be caused by the use of L1 by students, but this is not always the case". p.6

We now move on to the second stage/ step of our research; which is the observation of the class accompanied by a test that we will analyze later.

### **B- Observation of The Class**

#### **B-1-Objectives and Methods**

- To analyze the forms and types of code switching used by the English teacher through class observation, based on Maria Causa teacher's speech analysis methodology see chapter 2 p and types of code switching of Shana Poplack see chapter 1 p .
- To check the impact of using the mother tongue in the realization of learning in 2A1 learners based on the analysis of a pre-test and a post-test intended for learners.

#### **B-2-Steps of The Experiment**

##### **Session n ° 1: Discussion and negotiation with the teacher**

*On March 11, 2018*, it was our first meeting with this teacher to explain our research goal and the process to follow to realize our experience. So, she was offered to present the next course "reading and writing" in two steps: **•The first step;** is to have the course explained in English only and the learners answer the questions asked in writing.

- **The second step;** is to re-explain the course but with the use of mother tongue and the learners' answers will be transposed also in writing.

And afterwards, we negotiated the choice of support and tasks to offer learners to perform our work according to their needs and according to the program. That is to say, we followed the sequence of courses to choose a didactic support that will be related to the third unit, which aims to study poverty and world resources/ waste not, want not.

For the choice of questions, we decided to ask ten different questions:

- Questions 1 to 9 work the meaning of the text.
- Question 10 work the lesson of waste not, want not.

For this, we took the next appointment, *March 14, 2018*, to begin our experience with this teacher and her learners.

### **Session n ° 2: pre-test**

*Unit 3: poverty and world resources-waste not want not-Sequence: 3*

*Rubric: Exploring matters together.*

*Lesson: Renewable energy in Algeria.*

*Activities: Reading and writing n°1 Duration: 1h.*

*Aim: Adding further information*

*Text Support: "Renewable Energy in Algeria"*

*Objectives: The learner will be able to*

*-know/identify different kinds of world resources.*

*-know the way of writing report passages/ characteristics.*

#### **•The Progress/ Development of The Activity in Class**

As we have already pointed out this session is entitled: "read and write 1" \* The teacher first asked a learner to write the date, the title of the unit and the sequence, then she distributed the sheets (the text with the questions) to the learners (see Annex). The beginning of this session was devoted to a discussion on the title of the text, at the same time she asked questions to bring the learners to the topic. After the silent reading on the part of the learners, she began to explain the difficult words of the text but, following our request, she explained everything in English, even when the learners ask for an explanation, she reformulates in English.

Here are the steps of this activity, with an example from the interactions: It is an extract taken during interactions between the teacher and her learners, and not the complete presentation of the course.

Steps	Objectives	Example taken during interactions 1
<b>Warming up</b>	<b>Mobilizing prior knowledge of the learner</b>	<p>After greeting, the teacher starts the class;  <i>Teacher:</i> last week, we saw the text of ...?            Madam, madam, madam ... (10 learners raised their fingers)  <i>Teacher:</i> Yes Hafidha  <i>Learner1:</i> another kind of pollution  <i>Teacher:</i> Try to produce a complete sentence ... (...)  <i>Teacher:</i> We said it's about ...  <i>Learner2:</i> it's about another kind of pollution (...)</p>
<b>Pre-reading</b>	<b>Formulate assumptions of meaning</b>	<p><i>Teacher:</i> what is the title of our text today?  <i>Learner 1:</i> Renewable energy in Algeria  <i>Teacher:</i> what is the source of this document?            "Some learners raised the hand to give answers (...)"  <i>Learners:</i> Africa, Renewable Energy  <i>Teacher:</i> What are we talking about in this text (what is it?)            Some learners raised the hand to give answers (...)            And the others, said the teacher!! (...)  <i>Learner2:</i> madam <i>wachmaanaha</i> renewable energy?  <i>Teacher:</i> read the text first, to understand what it means?</p>
<b>while reading</b>	<b>Formulate assumptions of meaning</b>	<p><i>After a loud reading of the teacher followed by a silent reading by the learners, the teacher explained some difficult words of the text to get the learners to understand what it is, to answer the questions correctly, but this explanation was in English. Here is an example:</i>  <i>Teacher:</i> Do you know sustainable development? it's an important word in the text!  <i>Learners:</i> silence ...  <i>Teacher:</i> it means, the development that kept for a long period of time(...)  <i>Learner2:</i> Madam, I did not understand " liquefied natural gas"  <i>Teacher:</i> uh uh, it's <i>al ghaz ettabi3i almousaal</i>. (...)  <i>Teacher:</i> the author said "the country has enormous renewable energy potential, mainly solar, which the government is trying to harness by launching an ambitious Renewable Energy and Energy Efficiency Program. ", that is</p>

		<p>to say, Algeria is a rich country because of the solar system that it has.          (only 4 learners understood this explanation)          During silent reading of learners          (some learners were disinterested and especially boys)  <i>Teacher:</i> Oh, <i>Salima wech sralk tyoum malfa akla wechbik!!</i>          is there a problem?          - Alaa (first name of a learner) stop chatting and read the text?          We noticed that only 5 learners understood what this text is about (after the teacher's questions)  <i>Teacher:</i> Alaa, did you understand what is Renewable Energy?  <i>Learner:</i> No  <i>Teacher:</i> I think you know the word new!! (she used the gesture to say new)  <i>Learners:</i> silence ..... and they look at their teacher  <i>Teacher:</i> like <i>jadid</i>./ re-new <i>iaadattajdid</i>/ renewable <i>moutajadid</i>  <i>Learners together:</i> <i>eyyyhhh moutajadida</i>. W energy!! (she explained this word also by the gesture, but the learners already know this word in French) (...)</p>
<p><b>Post-reading</b></p>	<p>Access the meaning of the text through a series of questions</p>	<p><i>In this step, the teacher read the questions, but we noticed that the learners always ask for explanations:</i></p> <p><i>Learners:</i> Madam. <i>Wech Ma3naha</i> the main idea of the text?  <i>Teacher:</i> Here we are talking about the general idea as you have in Arabic and it is different from the title of the text.          (The learners keep silent) then <i>eyyyyyyyhlfikra l3aaamaaa</i>  <i>Teacher:</i> Do you know what does it mean passive sentence?          The silence and the eyes of the learners force the teacher to rephrase the question "What is meant by passive voice" (she used the chart to explain this point)  <i>Learners:</i> <i>Wfl</i> question n 6 "<i>wech ma3naha</i>" massive?  <i>Teacher:</i> It means huge          Learners are calm and they look at the teacher (...)          She then asks them to answer the questions in writing.          Once the work is done, the sheets are returned to the teacher.</p>

## Discussion

During this session, and following our request, the teacher avoided as much as possible the use of code switching in the explanation of the course, except in two examples, she used the strategies of reformulation and completion not to interrupt the

progress of the course, as she also followed this strategy to comment on learners' behaviors, as the majority of them are disinterested during this session because they did not manage to understand the teacher's speech and they always ask for explanations in Arabic. So, in this course, she worked only with a few learners, as she tried to create a situation of interaction with other learners, but she did not succeed.

For the languages alternating with English, during this session, were *classical Arabic and dialectal Arabic*.

The following table summarizes the forms and types of code switching used by the teacher during this first session:

<b>The teacher's speech</b>	<b>The strategy used (forms of Arabic Language transfer)</b>	<b>Types of switching</b>
<p><b>Uh uh</b>, it's "<i>al ghazettabii al mousal</i>"  <b>translation:</b> it is liquefied natural gas</p> <p>Oh!! <i>Salimawechsralklyoummalifaaklawechbik</i>  <i>!!</i>is there a problem?  <b>translation:</b> Salimausually, you are calm. What do you have today!!</p> <p>(...)like<i>jadid</i>. / re-new <i>iaadattajdid</i>/ renewable <i>moutajadid</i>            *Reformulation of "renewable" with a word known by all learners.</p>	<p><i>Completion</i></p> <p><i>Exclamation</i></p> <p><i>Reformulation</i></p>	<p><i>Intra-sentential</i></p> <p><i>Inter-sentential</i></p> <p><i>Intra-sentential</i></p>

### Session 3: Post-test

This session was held on *March 15, 2018*, in the "read and write 2" session with the same sample, but this time, the teacher re-explained the text "Renewable Energy in Algeria ", using Arabic to explain the concepts not understood by learners. At the end, she asks them to answer questions in writing.

Here are the steps in this activity, illustrated by an example from the interactions between the teacher and her learners during this session:

Steps	Objectives	Example taken during interactions n°2
<b>Warming up</b>	<b>Mobilizing prior knowledge of the learner</b>	<p>After the greeting (...) <b>Then nabdaw!</b></p> <p><i>During this stage the teacher made a small reminder of the lesson to bring the theme to the learners so that they can easily answer questions. Here is an example:</i></p> <p><i>Teacher:</i>In previous courses, we have seen natural world resources and we said that there are several types and we have already mention that it is important to protect the world from different problems, who can summaries?</p> <p>(after the silence of the learners she reformulated the question) there are several types of world resources, <b>kima nta3 Amazon</b></p> <p><i>Learners:</i><b>ihyeskayn</b> trees, plants animals soil...</p> <p><i>Teacher:</i>Yes, <b>hadouhomat</b>types, <b>al anwa3</b> of natural world resources <b>wkayn anwa3 okhra.</b></p> <p><i>Teacher:</i>And we have seen in the course <b>li fat</b>, the characteristics,<b>elkasaiesnta3</b> writing this kind of texts.</p> <p>The majority of learners raised their finger. The teacher chose:</p> <p><i>Learners 1:</i>the author is objective. There is no use of the personal pronoun “I”</p> <p><i>Learner 2:</i>the author is showing new information.</p> <p><i>Teacher:</i> very well</p> <p><i>Teacher:</i>in this type of text, we always find that there is a goal or a communicative aim. <b>That is to say, the author always yhbywaslna ma3lomat.</b> ok.</p> <p><i>Learners:</i>yes, report to inform ... (collective answer)</p>
<b>Pre-reading</b>	<b>Formulate assumptions of meantime</b>	<p>The teacher distributed the text to the learners:</p> <p><i>Teacher:</i> what is the title of this text?</p> <p>(All learners raised their fingers except a boy)</p> <p><i>Learner:</i>the title is "Renewable Energy in Algeria"</p> <p><i>Teacher:</i>very well</p> <p><i>Teacher:</i>where does this document come from? (...) <b>almasdar</b>of this text?</p> <p>Madam, madam (a collective answer): Africa, Renewable Energy.</p> <p>So, we can say that this text is taken from ...?? (she used the gesture)</p> <p>Internet, says the learners.</p> <p>According to these elements What are we talking about!</p> <p>(...) (the majority of learners raised their finger to answer)</p>

<p>While reading</p>	<p>Verifying Assumptions of Meaning</p>	<p>After the loud reading of the teacher, she asked the learners to make a silent reading to know what it is, and following the request of the learners, she explained the title:</p> <p><i>Learners:</i> madam <b>wech ma3naha</b> renewable energy?</p> <p><i>Teacher:</i> <b>hiya atta9a almoutajadida</b>. You understood?</p> <p><i>Learners:</i> <b>ayyhhiiiiih</b> yes</p> <p><i>Learner:</i> w promote sustainable development?</p> <p><i>Teacher:</i> that is, <b>ta3ziz ettanmiyaalmoustadama</b>. So, what do you notice? This is a ...</p> <p><i>Learners:</i> <b>maaaaadambesa7 wech ma3naaaha</b> to diversify?</p> <p><i>Teacher:</i> that means tanwi3.</p> <p>Madam, Madam, Madam ... shout the learners (...)</p> <p>And he talks about!! (11 learners raised their finger to answer):</p> <p><i>Learner:</i> diversifying energy sources and promoting sustainable development of the country. (...)</p> <p>Then, she explained the difficult words of the text in Arabic, to facilitate access to meaning, to help learners answer questions in the next step.</p> <p>Here is an example:</p> <p><i>Teacher:</i> Do you know how to secure investments?</p> <p><i>Learners:</i> no madam.</p> <p><i>Teacher:</i> trying to harness by launching an ambitious Renewable Energy and Energy Efficiency Program. (Learners look closely at their teacher)</p> <p><i>Teacher:</i> securing investments <b>homataamin al istithmarat</b>.</p> <p><i>Learner:</i> madam, that is, <b>had</b> the text <b>yahdar 3la aldawr li talaboualjazayr fi aswatakawlbarnamajetamouh li kamtbih</b>.</p> <p><i>Teacher:</i> Yes, that's it. And the author of this text mentioned the number of megawatts of power of renewable energy in this programme! <b>gedahmnnegawatfih had lbarnamj!?</b></p> <p><i>Learners:</i> yes, <b>maktoub l3adad</b> in the text.</p> <p><i>Teacher:</i> observe the text, what does it mean "solar photovoltaic plants Madam, says a learner: the last time <b>gotilna</b> photovoltaic is related to the production of electric current, <b>daweia</b>.</p> <p><i>Teacher:</i> <b>wtheothersfhamtou!!</b></p> <p><i>Learners:</i> no madam</p> <p><i>Teacher:</i> then, listen solar its <b>chamsiya</b>, photovoltaic is <b>daweia</b> and plants <b>homamahatat</b></p> <p><i>Learners:</i> yes, <b>ya3ni mahatat taka chmsiyadaweia</b></p> <p><i>Teacher:</i> So, this <b>mahatat taka chmsiyadaweia</b> is one of the most important renewable energy to be constructed within the next years.</p> <p><i>Teacher:</i> Did the author mention the D I I determination that Algeria has joined? (after the silence of the learners, she reformulated the question)</p> <p><i>The teacher:</i> <b>hadoulmaham ta3 moubadaratesahraasinaaiya li</b> Algeria has joined <b>bachtawar l istithmartaaha</b>. Okay!"</p> <p><i>Learners:</i> <b>ihhh; l3amal ta3ha wamabaaadiehawla machro3ha hakda (...)</b></p>
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		<p>The teacher asked the learners to answer the written questions.</p> <p>Once the work is done, the sheets are returned to the teacher.</p>
<b>Post-reading.</b>	<b>Check learners understanding</b>	<p>During this stage, the teacher made a various activities to check learners understanding (answered by the learners on the board)</p>

## Discussion

The teacher has changed the way this activity works, especially in the "while reading/ linguistic analysis and exploitation" stage to help us in our research, because the learners usually respond to the questions posed by the teacher to gain access to the meaning of the text, but broadly speaking, she respected the stages of teaching / learning of the activity of reading comprehension.

We noticed that the teacher used multiple strategies to get the message across, so as to get the attention of the learners and then to create a relationship of intimacy with them, even she explained this course by report at the previous session because it tried to create a situation of interaction with learners using dialectal Arabic and classical Arabic (*alkatib, ma3lumat, almasdar, chamsiya, taka, alanwa3* The following table summarizes the strategies and types of Mother tongue used by the teacher (during this session (we identified "I Learner (s) / T: Teacher"))

<b>The teacher's speech</b>	<b>The strategy used (forms of language transfer)</b>	<b>Types of switching</b>
<p><b>T: Then <i>nabdaw!</i></b></p> <p><b>* The teacher used the exclamation to start the course. (...)</b></p>	<i>Exclamation</i>	<i>Intra-Sentential</i>

<p><b>T:</b><i>kima nta3</i> Amazon <i>golna rah</i> men sources.  * Reformulation of the question to give a clue to the answer from a text already studied</p> <p><b>Translation:</b> as the text of the Amazon, we said that it contains this source.</p> <p><b>L:</b><i>ih</i> yes <i>kayn</i> plants, animals, trees, soil ...</p>	<p><b>Reformulation</b></p>	<p><b>Intra-Sentential</b></p>
<p><b>T:</b> yes, <i>hadouhomatypes</i>, <u><i>al anwa3</i></u> of natural world resources.</p> <p><b>Translation:</b> these are the types of natural world resources</p>	<p><b>Repetition</b></p>	<p><b>Intra-Sentential</b></p>
<p><b>T:</b> (...) And we have seen in the course <i>li fat</i>, the characteristics, <u><i>elkasaies nta3</i></u> writing this kind of texts. No!</p> <p><b>Translation:</b> we have seen in the previous course, the characteristics of writing this kind of texts (repetition of the same word)</p>	<p><b>Repetition</b></p>	<p><b>Intra-Sentential</b></p>
<p><b>T:</b> (...)there is a goal or a communicative aim. That is to say, <b>the author always <i>yhbywaslna ma3lomat</i></b>. ok.</p> <p><b>Translation:</b> (...) there is a goal or a communicative aim, that is, the author always wishes to transmit information to readers.</p> <p><b>L:</b>yes, tell to inform .... (collective answer)</p> <p><b>E:</b> <u>where does this document come from?</u> (...) <u><i>almasdar</i></u> of this text?</p>	<p><b>Reformulation</b></p>	<p><b>Intra-Sentential</b></p>
<p><b>L:</b> madam « <i>wech ma3nah</i> » «renewable energy »?»</p> <p><b>T:</b>«renewable energy » hiya <u><i>atta9a almoutajadida</i></u>. You understood?</p> <p><b>Translation:</b> renewable energy.</p>	<p><b>Repetition</b></p>	<p><b>Intra-Sentential</b></p>

<p>L: ayyyhiiiiiih yes. Madam <u>w promote sustainable development?</u></p> <p>T: that is, <u>ta3ziz ettanmiyaalmoustadama</u>. So, what do you notice? This is a ...</p> <p><b>Translation:</b> promote sustainable development</p>	<p><i>Repetition</i></p>	<p><i>Intra-Sentential</i></p>
<p>T: Investments <i>homa al istithmaarat</i>.</p> <p><b>translation:</b> investments (repetition of the same word) .</p> <p>L:madame it means « <i>had texteyahdar 3la aldawr li talaboualjazayr fi aswakatakawl barnamajetamouh li kamtbih</i>»</p>	<p><i>Repetition</i></p>	<p><i>Inter-Sentential</i></p>
<p>T: (...) the author of this text mentioned the number of megawatts of power of renewable energy in this programe!<i>gedahmn megawatifih had lbarnamj!?</i></p> <p><b>Traduction :</b> (...) how may megawatts MW this program contains !?</p>	<p><i>Repetition</i></p>	<p><i>Intra-Sentential</i></p>
<p>L : yes <i>maktoub l3adad</i> in the text.</p> <p>T :(...) wthe others <i>fhamtou!!</i></p> <p>Traduction: and the others have you understood!!</p>	<p><i>Exclamation</i></p>	<p><i>Intra-sentential</i></p>
<p>T: photovoltaic it is <u>daweia</u> and solar photovoltaic plants <u>hiya mahatat taka chmsiyaedaweia</u></p> <p><b>Traduction:</b>(...) it means!! « solar photovoltaic plants »</p> <p>L: <i>ih ya3ni mahatat taka chmsiyaedaweia</i>.</p> <p>T: So, <i>this mahatat taka chamsiyadaweia</i> is one</p>	<p><i>Repetition</i></p>	<p><i>Intra-sentential</i></p>

<p>of the most important renewable energy to be constructed within the next years.  *Reformulation: to say that solar photovoltaic plants are also one of « the renewable energies» in the world.</p> <p><b>T:hadoulmahamta3 moubadaratesahraasinaaiya li Algeria has joined bachtawar l istith-mar taaha. Okay!</b></p> <p>Traduction : ces personnes ont décidé de se déplacer d'une place à une autre, comme elharaga, par exemple, pour partir d'Alger à l'étranger (reformulation de Q 6)</p> <p><b>L:ihhh « al intilagwaalwosolhakda »</b></p>	<p><b>Reformulation  +Pure mother  tongue use</b></p>	<p><b>Intra-sentential</b></p>
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Roughly speaking/basically, the teacher used several types of code switching: Inter-sentential Intra-sentential and the strategies of: reformulation, repetition, the bilingual "exclamation" and pure code switching to help learners to grasp the meaning of the text.

What we noticed during this session was that the level of participation, interaction and attention of the learners was increased compared to the previous course, and the learners who did not participate in the first course, they intervened for the curiosity to understand the text because they want to be aware with the current events happening in Algeria, because it is a real-world resource, written in | October 22, 2017

### III.5. Analyzes and Interpretations of The Results:

During our analysis we were able to identify:

L1, L2 ... Learner 1, Learner 2.

Q1, Q2 ... Question 1, Question 2 ...

(+) correct answer, (-) False, incomplete or unanswered answer.

**Table 8: A - Results Obtained During The Pre-test: Before The Use of Mother Tongue:**

L Q	L <sub>1</sub>	L <sub>2</sub>	L <sub>3</sub>	L <sub>4</sub>	L <sub>5</sub>	L <sub>6</sub>	L <sub>7</sub>	L <sub>8</sub>	L <sub>9</sub>	L <sub>10</sub>	L <sub>11</sub>	L <sub>12</sub>	L <sub>13</sub>	L <sub>14</sub>	L <sub>15</sub>	L <sub>16</sub>	L <sub>17</sub>	L <sub>18</sub>	L <sub>19</sub>	L <sub>20</sub>	L <sub>21</sub>	L <sub>22</sub>	Percentage %
Q1	-	-	+	+	+	-	-	+	+	-	+	-	+	+	+	-	+	+	+	+	-	+	64%
Q2	+	+	+	-	+	+	+	-	-	+	+	+	-	+	+	-	-	-	-	+	+	-	59%
Q3	-	-	-	-	+	-	+	-	-	-	-	-	-	-	-	-	-	-	-	+	-	-	14%
Q4	+	+	+	+	+	-	+	-	-	+	+	+	-	+	+	+	-	-	-	+	+	+	68%
Q5	+	+	+	+	+	-	-	-	+	+	-	+	-	-	-	+	-	-	-	-	+	-	45%
Q6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
Q7	+	-	+	+	+	-	-	-	+	-	-	+	-	+	+	+	+	+	-	+	+	-	59%
Q8	+	+	+	+	+	+	-	+	-	+	-	+	-	+	-	+	-	-	+	-	+	-	59%
Q9	+	+	+	+	-	+	-	+	-	+	+	-	-	-	+	+	+	-	+	-	+	+	64%
Q10	-	-	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4 %

**Comment:**

After analyzing the results obtained during the pre-test "before using mother tongue", we found that in the first two questions and the fourth one in addition to the seventh, eighth and the ninth one, the majority of learners answered correctly, with a means of percentage of between 68% and 59 %. For the answer to the fifth question was average, with a percentage of 45%. As the answers 3 and 10, were low. While in question 6 no learner (0%) could answer.

**Table 9: Evaluation 1: Evaluation of The Responses of Each Learner During The Pre-test:**

Learner	L <sub>1</sub>	L <sub>2</sub>	L <sub>3</sub>	L <sub>4</sub>	L <sub>5</sub>	L <sub>6</sub>	L <sub>7</sub>	L <sub>8</sub>	L <sub>9</sub>	L <sub>10</sub>	L <sub>11</sub>	L <sub>12</sub>	L <sub>13</sub>	L <sub>14</sub>	L <sub>15</sub>	L <sub>16</sub>	L <sub>17</sub>	L <sub>18</sub>	L <sub>19</sub>	L <sub>20</sub>	L <sub>21</sub>	L <sub>22</sub>
Success Rate	60 %	50 %	80 %	60 %	70 %	30 %	30 %	30 %	30 %	50 %	40 %	50 %	10 %	50 %	50 %	50 %	30 %	20 %	30 %	50 %	60 %	30 %

**Table 10: Evaluation 2: General Evaluation of Responses Obtained During The Pre-test:**

Answers	Success Rate	Failure Rate
	43%	57%

**Comment:**

These results show that 57% of the learners' answers were incorrect; it means that there is a failure in the understanding of the text and the questions asked in EFL.

**Table 11: B- Results Obtained During The Post-test: After The Use of The Mother Tongue:**

Q	L	L <sub>1</sub>	L <sub>2</sub>	L <sub>3</sub>	L <sub>4</sub>	L <sub>5</sub>	L <sub>6</sub>	L <sub>7</sub>	L <sub>8</sub>	L <sub>9</sub>	L <sub>10</sub>	L <sub>11</sub>	L <sub>12</sub>	L <sub>13</sub>	L <sub>14</sub>	L <sub>15</sub>	L <sub>16</sub>	L <sub>17</sub>	L <sub>18</sub>	L <sub>19</sub>	L <sub>20</sub>	L <sub>21</sub>	L <sub>22</sub>	Percentage %	
Q1		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	100%
Q2		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	100%
Q3		+	+	-	-	+	+	+	+	+	+	-	-	-	-	-	+	-	-	+	+	+	+	+	59%
Q4		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	100%
Q5		+	+	+	+	+	+	+	-	-	+	-	+	+	+	+	-	+	+	+	+	+	+	+	82%
Q6		+	-	+	+	+	-	-	-	+	-	-	+	+	+	-	-	+	-	-	-	-	-	-	40%
Q7		+	+	+	+	+	-	+	-	-	+	-	+	+	+	+	+	+	+	+	+	+	+	-	73%
Q8		+	+	+	+	+	-	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	91%
Q9		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	100%
Q10		+	+	+	+	+	-	-	+	-	-	+	-	-	+	-	-	-	-	+	-	-	-	-	41%

**Comment:**

After analyzing the results obtained during the post-test "after the use of mother tongue", we note that the majority of learners answered the questions "1,2,4 and 9" correctly, a percentage way of 100 %. For the answers obtained in questions "5,7 and 8" were good, with a percentage over 82%. Concerning the 3<sup>rd</sup> question, there are only 13 learners (59%) who answered correctly. While in the 6<sup>th</sup> and last question only few learners answered correctly with the percentage of 41%.

**Table 12: Evaluation 1: Evaluation of The Responses of Each Learner During The Post-test:**

Learner	L <sub>1</sub>	L <sub>2</sub>	L <sub>3</sub>	L <sub>4</sub>	L <sub>5</sub>	L <sub>6</sub>	L <sub>7</sub>	L <sub>8</sub>	L <sub>9</sub>	L <sub>10</sub>	L <sub>11</sub>	L <sub>12</sub>	L <sub>13</sub>	L <sub>14</sub>	L <sub>15</sub>	L <sub>16</sub>	L <sub>17</sub>	L <sub>18</sub>	L <sub>19</sub>	L <sub>20</sub>	L <sub>21</sub>	L <sub>22</sub>	
Success rate	100%	90%	90%	90%	100%	60%	80%	70%	60%	80%	60%	80%	80%	90%	70%	70%	80%	70%	90%	80%	80%	80%	70%

**Comment:**

From this evaluation, we find that the success rate of each learner is at least 60% (from 50% to 100%).

**Table13: Evaluation 2: General Evaluation of The Answers Obtained During The Post-test**

<b>Answers</b>	Success Rate	Failure Rate
	79%	21%

**Comment:**

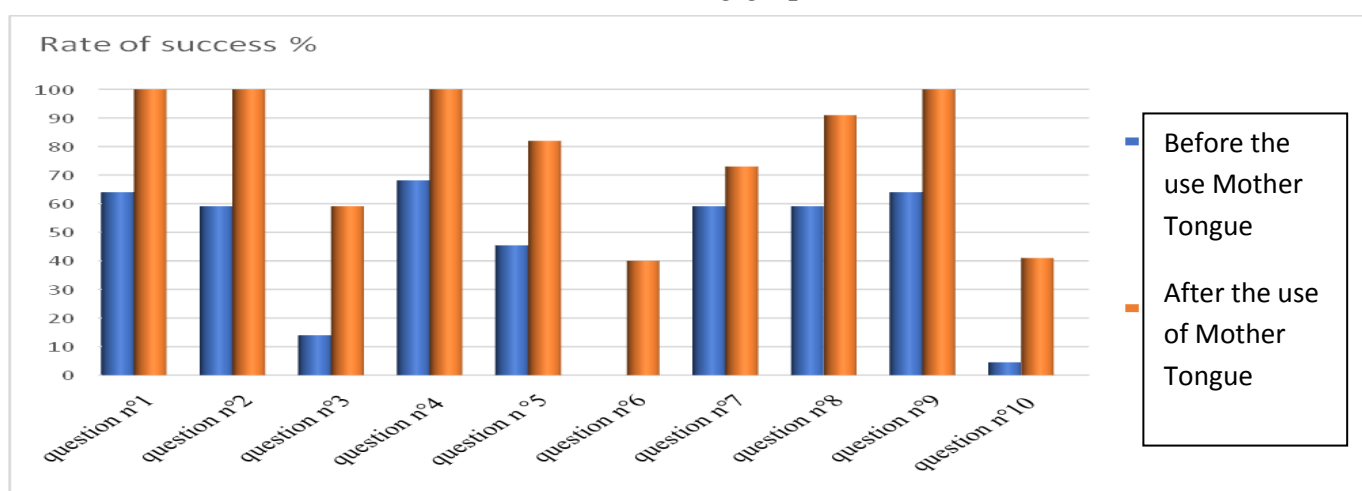
These results show us that 79% of the answers obtained were correct; it means that the learners understood the meaning of the text and the questions asked in EFL.

**C. Comparative analysis of pre-test and post-test results:**

**Table 14: 1- Comparison Between Learner Responses in Each Question:**

Questions	Q <sub>1</sub>	Q <sub>2</sub>	Q <sub>3</sub>	Q <sub>4</sub>	Q <sub>5</sub>	Q <sub>6</sub>	Q <sub>7</sub>	Q <sub>8</sub>	Q <sub>9</sub>	Q <sub>10</sub>
<b>Pre-test</b> Before the use of code switching	64%	59%	14%	68%	45%	0%	59%	59%	64%	4%
<b>Post-test</b> After the use of code switching	100%	100%	59 %	100%	82%	40%	73%	91%	100%	41%

From these results, we have drawn the following graph:



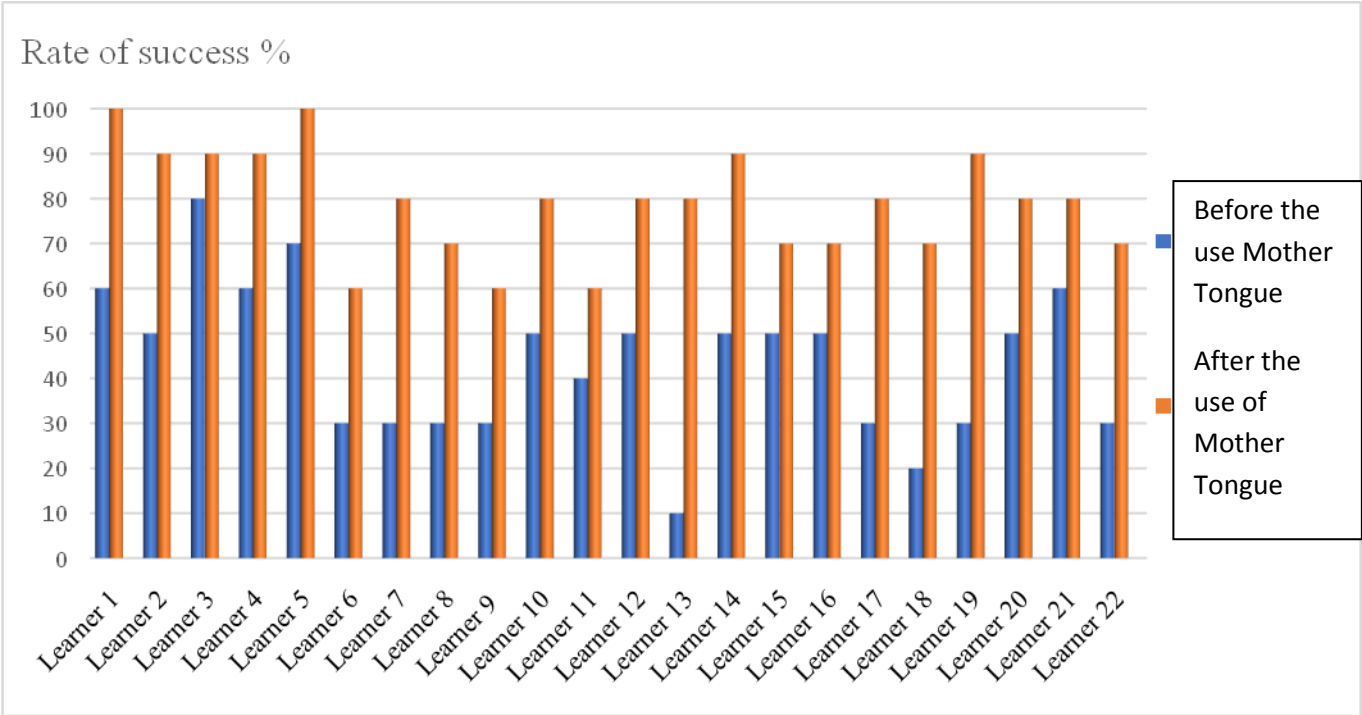
**Graph1: Rate of Success of all learners in each question**

Comparing the results obtained during the pre-test and the post-test, we noticed that there is an increase in the learners' responses, before and after the use of Mother Tongue. A significant increase is found in the answers obtained in questions 1,2,3,4,5,8 and 9: from 64% to 100%, from 59,09 % to 100%, from 14% to 59,09 from 86,18% to 100%, from 45,45% 82%, Answers 6 ,7 and 10 showed an average increase; from 0% to 40%, from 59,09% to 73% and from 4,54% to 41%.

**Table 15: 2-Comparison Between The Answers of The Same Learner Before And After The Use of Mother Tongue (MT):**

Learners	L <sub>1</sub>	L <sub>2</sub>	L <sub>3</sub>	L <sub>4</sub>	L <sub>5</sub>	L <sub>6</sub>	L <sub>7</sub>	L <sub>8</sub>	L <sub>9</sub>	L <sub>10</sub>	L <sub>11</sub>	L <sub>12</sub>	L <sub>13</sub>	L <sub>14</sub>	L <sub>15</sub>	L <sub>16</sub>	L <sub>17</sub>	L <sub>18</sub>	L <sub>19</sub>	L <sub>20</sub>	L <sub>21</sub>	L <sub>22</sub>
<b>Success rate Before CS</b>	60 %	50 %	80 %	60 %	70 %	30 %	30 %	30 %	30 %	50 %	40 %	50 %	10 %	50 %	50 %	50 %	30 %	20 %	30%	50%	60 %	30 %
<b>Success rate After CS</b>	100 %	90 %	90 %	90 %	100 %	60 %	80 %	70 %	60 %	80 %	60 %	80 %	80 %	90 %	70 %	70 %	80 %	70 %	90%	80%	80 %	70 %

We have transformed the results of the table in the following graph:



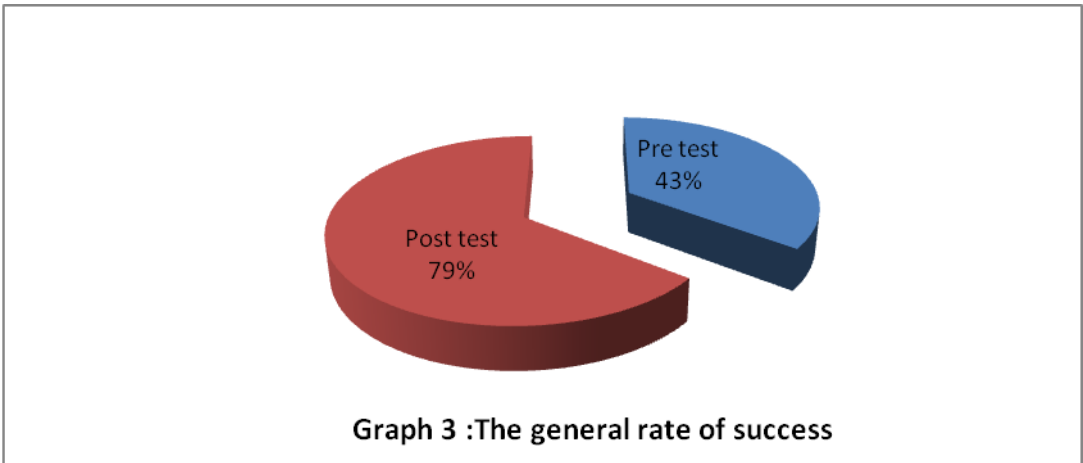
Graph 2: success rate of each learner before and after the use of mother tongue

**Discussion**

By comparing the results of each learner during the pre-test and the post-test, we found that all learners' responses were increased after using mother tongue.

**Table 16: 3-Comparison Between The General Rate of Success Before And After The Use of Mother Tongue:**

Rate of Success «Pre-test: Before the use of Mother Tongue »	Rate of Success « Post-test: After the use of Mother tongue »
43%	79%



**Discussion**

A significant increase is marked between the two results: the rate of success goes from 43% to 79%

**III .6. Comment And Interpretation of Results-Conclusion-:**

At the end of this chapter, we can say that our analysis of the teacher's speech as well as the results obtained during the pre-test and the post-test, allowed us to confirm that mother tongue is an effective communication strategy in the field of teaching / learning English.

On the one hand, this communicative strategy allows teachers to transmit knowledge, to solve problems of misunderstanding, of blockage in the learners also to motivate them to speak in an English class as it ensures the creation of a relationship of linguistic security and intimacy between the teacher / learners. On the other hand, it helps learners understand and carry out their learning activities.

In addition, the results of the pre-test and post-test analysis show that learners have difficulty understanding courses in English only, which forces teachers to find solutions to this problem of misunderstanding.

So, through this experience, we can say that the use of mother tongue is considered as an effective communication strategy, which should not be neglected in the teaching practices, but it must be practiced in a reasoned way to avoid any distance when learning this foreign language.

### **III .7. Recommendations:**

In the process of teaching / learning English, several strategies must be used by the teacher. Among the strategies; we are talking about the use of mother tongue to create a privileged situation of communication and help learners comprehend the transmitted knowledge and solve their problems, learning activities. ...

Indeed, the choice of the teacher in his class practice to this strategy must be reasoned in order to avoid any distance from contact with English and to save later the difficulties of his learning. We therefore, propose to deepen the investigation of the psychological factors and the reasons which come into play to explain the phenomenon of mother tongue use in order to find effective solutions (strategies ...) to make the learners express themselves in English in the different situations of communication.

# **General Conclusion**

In language teaching process, the use of mother tongue has always been discussed. The discussion begins from the very strict opinion that it prevents learners from acquiring the target language and ends with the opposing idea that L1 is the verification of learning the target language.

To *Malik Ajmal Gulzar et al* (December 2010) *The* interview of the experts revealed that different approaches about medium of instruction(s) are used by different teachers in the EFL classrooms.

One of the experts Dr. I.Z defines the matter of judicious use of mother tongue in the following words: -Of course, I do agree with this idea that teacher should make judicious use of mother tongue while teaching language; otherwise, the whole idea of teaching in holistic way will disappear.”

when teaching / learning languages, foreigners, especially English, need to take into consideration the mother tongue of learners in order to get them construct a sufficient satisfactory background in this foreign language to be able to communicate and succeed soon in their university studies, a course in which the English language dominates.

Hence, during our thesis, we tried to explore a particular field of didactics of foreign language in Algeria; which is the teaching of English in secondary school where learners are considered as future university students. This is a study on the use of mother tongue as a strategy of communication in the teaching / learning of EFL.

Our ambition was to know if this strategy is really considered as an effective communication strategy and if it solves the problems related to the teaching / learning of English.

Our goal was to first see how this strategy works in a language course to verify its impact on the teaching / learning process of EFL.

The results we reached allowed us to validate our initial hypotheses.

Indeed, all the results obtained in our experience as well as our analysis of the interview for teachers, were our proof to confirm that the mother tongue used by teachers and learners can be conceived as an effective strategy of communication.

This pedagogical strategy allows teachers to solve the problems of being blocked, misunderstanding that the learners confront during the appropriation of the foreign language, which can motivate them to speak in order to create a relationship of intimacy between the two partners of the educational act. During the sessions we attended, we found that all of the learners were interested in the teacher's speech as they were able to make efforts to understand the activity of reading comprehension and then grasp the meaning of the text.

This strategy of communication can help the learners to carry out their learning activities, as we found after the analysis of the results obtained during the pre-test and the post-test, where we found that the responses of all learners increased and improved after the use of their mother tongue. As a learner, I think it is impossible to erase the existence of the language kindergarten. At the beginning of our learning, whenever a word is misunderstood, we use our language to translate it. We also check if what we are going to say in LE is correct. Our thinking about LE was from our own language. It is our frame of reference. Thus, as and when learning, the learner has less and less need to use the mother tongue. So, to transfer language is an important element in the teaching / learning a foreign language when they are used judiciously.

What we have noticed throughout our work is that this strategic approach in previous research has been perceived as negative and forbidden in the teaching of foreign languages, but currently all researchers agree to qualify it as a facilitator of the smooth running of an activity in a foreign language.

At the end of this research, we can say that mother tongue use is one of many strategies for the teaching-learning of English as a foreign language.

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# Appendices

**Appendix 1: Teacher's Interview:**

Interview for English teachers on: "Mother tongue as a strategy of communication in EFL classes".

**Question 1:**

<b>How many years of experience do you have in teaching?</b>	
<i>Less than 10 years</i>	<i>More than 10 years</i>

**Question 2: What do you know about mother tongue?**

.....

**Question 3:**

<b>Do your learners participate in the course when you only use English?</b>	
<i>Yes</i>	<i>No</i>

**Question 4:**

<b>Can the use of Arabic help teachers to transmit information (knowledge) to learners?</b>		
<i>Not at all</i>	<i>Definitely</i>	<i>From time to time</i>

**Question 5:**

<b>Can the use of Arabic help learners to carry out their learning activities?</b>	
<i>Yes</i>	<i>No</i>

**Question 6:**

<b>The use of mother tongue is one of the strategies that allow teachers of the English language to establish effective communication with their learners?</b>	
<i>Yes</i>	<i>No</i>

**Why?**

.....

**Question 7:**

<b>Do you agree with the use of mother tongue in an English class?</b>	
<i>Agree</i>	<i>Disagree</i>

**For any answer, say why?**

.....

## **Appendix 2: Text Support Intended to Learners Test: “Renewable Energy in Algeria”**

Algeria plays a key role in world energy markets as a leading producer and exporter of natural gas and liquefied natural gas. Algeria’s energy mix in 2010 was almost exclusively based on fossil fuels, especially natural gas (93%). However, the country has enormous renewable energy potential, mainly solar, which the government is trying to harness by launching an ambitious Renewable Energy and Energy Efficiency Program.

The Program is one of the most progressive in the MENA region and the government is making all-out efforts to secure investments and reliable technology partners for ongoing and upcoming projects. This program contains of generating 22,000 MW of power from renewable sources between 2011 and 2030, of which 12,000 MW will be meant for domestic consumption and the rest for export. The Program is focused on developing and expanding the use of renewable resources, such as solar, wind, biomass, geothermal and hydropower, in order to diversify energy sources and promote sustainable development of the country.

Around 60 solar photovoltaic plants, concentrating solar power plants, wind farms as well as hybrid power plants are to be constructed within the next ten years. Algeria has also joined the Desert Industrial Initiative, which aims to use Sahara solar and wind power to supply 15 percent of Europe's electricity needs by 2050.

**By Salman Zafar | October 22, 2017 | Africa, Renewable Energy**

### **Questions:**

**1 – The passage is taken from:**

- a) a newspaper article                      b) a web article                      c) a letter**

**2 – Who wrote this article? When?**

**3 – What is the main idea of the text?**

**4 – Are these statements true or false:**

**a) The program is one of the most progressive programs in the Middle East and North Africa.**

**b) Around 60 solar photovoltaic plants, concentrating solar power plants, wind farms as well as hybrid power plants are to be devastated within the next ten years.**

**5 – What are the renewable sources according to the writer?**

**6 – Find in the text words that are closer in meaning to:**

**Massive = .....      About = .....**

**7 – What is the content of the program of renewable sources between 2011 and 2030?**

**8 – What is the purpose of the Desert Industrial Initiative that Algeria has joined?**

**9 – In which paragraph it is mentioned that hybrid power plants as many other plants are to be constructed within the next ten years.**

**10 – Is there any passive sentence in the text? If yes, mention it.**

## Appendix 3

Unit: 3 L1  
Sequence

Full name: S. Labil  
class: 2 AS

**Before The use of CS**

Questions:

- The passage is taken from:  
a) a newspaper article  b) a web article c) a letter
- Who wrote this article? When?  
Salman Zafar in October 22, 2017
- What is the main idea of the text?  
Renewable Energy in Algeria
- Are these statements true or false:
  - The program is one of the most progressive programs in the Middle East and North Africa. True
  - Around 60 solar photovoltaic plants, concentrating solar power plants, wind farms as well as hybrid power plants are to be devastated within the next ten years. False
- What are the renewable sources according to the writer?  
renewable resources such as solar, wind, biomass and its developing and expanding
- Find in the text words that are closer in meaning to:  
Massive = progressive About = as well as
- What is the content of the program of renewable sources between 2011 and 2030?  
the program contains of generating 22,000 MW of power from renewable sources between 2011 and 2030
- What is the purpose of the Desert Industrial Initiative that Algeria has joined?  
the purpose is to aim to use Sahara solar and wind power to supply 15 percent of Europe's electricity needs by 2030
- In which paragraph it is mentioned that hybrid power plants as many other plants are to be constructed within the next ten years.  
in the paragraph three
- Is there any passive sentence in the text? If yes, mention it.  
yes, Algeria has also joined the Desert Industrial initiative

Unit: 3 L1  
Sequence

Full name: S. Labil  
class: 2 AS

**After The use of CS**

Questions:

- The passage is taken from:  
a) a newspaper article b) a web article  c) a letter
- Who wrote this article? When?  
Salman Zafar in October 22, 2017
- What is the main idea of the text?  
Algeria plays a key role in world energy markets as a leading producer and exporter of natural gas and liquefied natural gas
- Are these statements true or false:
  - The program is one of the most progressive programs in the Middle East and North Africa. True
  - Around 60 solar photovoltaic plants, concentrating solar power plants, wind farms as well as hybrid power plants are to be devastated within the next ten years. False
- What are the renewable sources according to the writer?  
the renewable sources according to the writer are wind, biomass, geothermal and hydropower
- Find in the text words that are closer in meaning to:  
Massive = enormous About = around
- What is the content of the program of renewable sources between 2011 and 2030?  
the program contains of generating 22,000 MW of power from renewable sources between 2011 and 2030 of which 16,000 MW will be meant for domestic consumption and the rest for export
- What is the purpose of the Desert Industrial Initiative that Algeria has joined?  
Algeria has joined the Desert Industrial initiative, which aims to use Sahara solar and wind power to supply 15 percent of Europe's electricity needs by 2030
- In which paragraph it is mentioned that hybrid power plants as many other plants are to be constructed within the next ten years.  
the paragraph 3
- Is there any passive sentence in the text? If yes, mention it.  
Yes there is wind farms as well as hybrid power plants are to be constructed within the next ten years

Before The use of CS

Questions:

1 - The passage is taken from:

- a) a newspaper article
- b) a web article
- c) a letter

2 - Who wrote this article? When?

Salmon Topor, 1 October 22, 2017

3 - What is the main idea of the text?

The main idea is Renewable Energy in Algeria

4 - Are these statements true or false:

- a) The program is one of the most progressive programs in the Middle East and North Africa.  True
- b) Around 60 solar photovoltaic plants, concentrating solar power plants, wind farms as well as hybrid power plants are to be devastated within the next ten years.  False

5 - What are the renewable sources according to the writer?

renewable resources, such as solar, wind, biomass, geothermal and hydropower

6 - Find in the text words that are closer in meaning to:

Massive =  most progressive About =  around

7 - What is the content of the program of renewable sources between 2011 and 2030?

of which 12,000 MW will be meant for domestic consumption and the rest for export

8 - What is the purpose of the Desert Industrial Initiative that Algeria has joined?

Algeria has also joined the Desert Industrial Initiative, which aims to use Sahara solar and wind power to supply 15 percent of Europe's electricity needs

9 - In which paragraph it is mentioned that hybrid power plants as many other plants are to be constructed within the next ten years.

the paragraph is 3

10 - Is there any passive sentence in the text? If yes, mention it.

yes, I wind farms, as well as hybrid power plants are to be constructed within the next ten years

After The use of CS

Questions:

1 - The passage is taken from:

- a) a newspaper article
- b) a web article
- c) a letter

2 - Who wrote this article? When?

Salmon Topor, 1 October 22, 2017

3 - What is the main idea of the text?

Algeria plays a key role in world energy markets as a leading producer and exporter of natural gas and liquefied natural gas

4 - Are these statements true or false:

- a) The program is one of the most progressive programs in the Middle East and North Africa.  True
- b) Around 60 solar photovoltaic plants, concentrating solar power plants, wind farms as well as hybrid power plants are to be devastated within the next ten years.  False

5 - What are the renewable sources according to the writer?

solar, wind, biomass, geothermal and hydropower

6 - Find in the text words that are closer in meaning to:

Massive =  most progressive About =  around

7 - What is the content of the program of renewable sources between 2011 and 2030?

this program contains of generating 22,000 MW of power from renewable sources between 2011 and 2030, of which 12,000 MW will be meant for domestic consumption and the rest for export

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- a) a newspaper article
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- c) a letter

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By Salman Zafar in Africa, Renewable Energy

3 - What is the main idea of the text?

Renewable Energy in Algeria

4 - Are these statements true or false:

- a) The program is one of the most progressive programs in the Middle East and North Africa. True
- b) Around 60 solar photovoltaic plants, concentrating solar power plants, wind farms as well as hybrid power plants are to be devastated within the next ten years. False

5 - What are the renewable sources according to the writer?

renewable sources such as solar, wind, biomass, geothermal and hydropower

6 - Find in the text words that are closer in meaning to:

Massive = Power About = Power

7 - What is the content of the program of renewable sources between 2011 and 2030?

This program contains of generating 22,000 M.W. of power from renewable sources between 2011 and 2030 export

8 - What is the purpose of the Desert Industrial Initiative that Algeria has joined?

Algeria has also joined the Desert Industrial Initiative which aims to use Sahara solar and wind power to supply needs by 2050

9 - In which paragraph it is mentioned that hybrid power plants as many other plants are to be constructed within the next ten years.

in paragraph (3)

10 - Is there any passive sentence in the text? If yes, mention it.

Yes, wind farms as well as hybrid power plants are to be constructed within the next ten years

After the use of CS

Questions:

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- a) a newspaper article
- \* b) a web article
- c) a letter

2 - Who wrote this article? When?

By Salman Zafar in Africa, October 22, 2017

3 - What is the main idea of the text?

Algeria Plays a Key Role in Renewable Energy

4 - Are these statements true or false:

- a) The program is one of the most progressive programs in the Middle East and North Africa. True
- b) Around 60 solar photovoltaic plants, concentrating solar power plants, wind farms as well as hybrid power plants are to be devastated within the next ten years. False

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paragraph (3)

10 - Is there any passive sentence in the text? If yes, mention it.

Yes, wind farms as well as hybrid power plants are to be constructed within the next ten years

Below the use of CS

Questions:

1 - The passage is taken from:

- a) a newspaper article
- b) a web article
- c) a letter

2 - Who wrote this article? When?

By Salman Zafar 1 October 2017 / Africa, Renewable Energy

3 - What is the main idea of the text?

Algeria plays a key role in world energy markets as a leading producer and exporter of natural gas and liquefied natural gas.

4 - Are these statements true or false:

- a) The program is one of the most progressive programs in the Middle East and North Africa. False
- b) Around 60 solar photovoltaic plants, concentrating solar power plants, wind farms as well as hybrid power plants are to be devastated within the next ten years. false

5 - What are the renewable sources according to the writer?

Renewable resources such as solar, wind, biomass, geothermal and hydro power.

6 - Find in the text words that are closer in meaning to:

Massive = enormous About = around

7 - What is the content of the program of renewable sources between 2011 and 2030?

This program contains of generating 22,000 MW of power from renewable sources between 2011 and 2030, of which 12,000 MW is meant for export.

8 - What is the purpose of the Desert Industrial Initiative that Algeria has joined?

Algeria has also joined the Desert Industrial Initiative which aims to use Sahara solar and wind power to supply 15 percent of Europe's energy.

9 - In which paragraph it is mentioned that hybrid power plants as many other plants are to be constructed within the next ten years.

Paragraph (3)

10 - Is there any passive sentence in the text? If yes, mention it.

Yes, Algeria has also joined the desert.

Above the use of CS

Questions:

1 - The passage is taken from:

- a) a newspaper article
- b) a web article
- c) a letter

2 - Who wrote this article? When?

By Salman Zafar 1 October 2017 / Africa, Renewable Energy

3 - What is the main idea of the text?

Algeria plays a key role in world energy markets as a leading producer and exporter of natural gas and liquefied natural gas.

4 - Are these statements true or false:

- a) The program is one of the most progressive programs in the Middle East and North Africa. True
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This program contains of generating 22,000 MW of power from renewable sources between 2011 and 2030.

6 - Find in the text words that are closer in meaning to:

Massive = enormous About = Around

7 - What is the content of the program of renewable sources between 2011 and 2030?

of which 12,000 MW will be meant for domestic consumption and the rest for export.

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Paragraph (3)

10 - Is there any passive sentence in the text? If yes, mention it.

Yes, wind farms as well as hybrid power plants are to be constructed within the next ten years.

Before The use of code s Withing Questions:

- The passage is taken from:
  - a newspaper article
  - a web article
  - a letter
- Who wrote this article? When?
 

Big Salim in T. of an / October 22, 2017
- What is the main idea of the text?
 

Africa, Renewable Energy
- Are these statements true or false:
  - The program is one of the most progressive programs in the Middle East and North Africa. True
  - Around 60 solar photovoltaic plants, concentrating solar power plants, wind farms as well as hybrid power plants are to be devastated within the next ten years. True
- What are the renewable sources according to the writer?
 

Energy between 2011 and 2030 of which 18,000 MW will be meant for domestic consumption and the rest for export
- Find in the text words that are closer in meaning to:  
Massive = enormous About = around
- What is the content of the program of renewable sources between 2011 and 2030?
 

It has program contains of generating 22,000 MW of power that from renewable sources between 2011 and 2030
- What is the purpose of the Desert Industrial Initiative that Algeria has joined?
 

Algeria has also joined the Desert Industrial Initiative, which aims to use Sahara solar and
- In which paragraph it is mentioned that hybrid power plants as many other plants are to be constructed within the next ten years.
 

3 paragraph
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gas in world energy markets as a leading producing producer and exporter of natural gas and liquefied natural gas

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  - a letter
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  - The program is one of the most progressive programs in the Middle East and North Africa. True
  - Around 60 solar photovoltaic plants, concentrating solar power plants, wind farms as well as hybrid power plants are to be devastated within the next ten years. False
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gas in world energy markets as a leading producing producer and exporter of natural gas and liquefied natural gas

## ملخص:

يهدف هذا البحث إلى تحليل أحد استراتيجيات التواصل المستخدمة من قبل معلمي ومعلمي اللغة الإنجليزية في فصل اللغة الإنجليزية كلغة أجنبية (EFL)؛ المسمى نقل/تعلم اللغة من خلال استخدام اللغة الأم. ويهدف إلى رؤية وإدراك كيفية عمل هذه الإستراتيجية في دورة اللغة الإنجليزية لقياس تأثيرها على عملية التعليم / التعلم في هذه اللغة. من أجل إنجاز هذا العمل ، تم استخدام طريقة وصفية تحليلية. النتائج التي تم التوصل إليها هي دليل حيوي للمطالبة بأن تبديل الكود في عملية التدريس / التعلم يعتبر إستراتيجية اتصال فعالة. يسمح للمدرسين بحل المشاكل المتعلقة بالتدريس والتعلم لهذه اللغة الأجنبية. بالإضافة إلى ذلك ، فإنه يسهل عملية التعلم التي تمكن الطلاب من تحقيق أنشطة التعلم الخاصة بهم.

**الكلمات المفتاحية:** اللغة الأم، إستراتيجية تواصلية، نشاطات التعليم/التعلم.

