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Teachers' Perceptions Towards L1 Use In EFL Classroom

The case of Secondary School Teachers at M'sila

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DEDICATION 1

*In the Name of Allah, Most Gracious, Most
Merciful,*

*All the praise is due to Allah alone, the Sustainer of
all the worlds I would love to dedicate this modest work*

to My pillars of life, my dearest mom and dad,

My beloved caring and supportive husband, Dr.

*Djamel Rehal, My little princess and my
shining star Amira Nihel,*

My family: Hamza, Farouk, Saida and my angel

Youcef Marouane,

*To my friends who always supported me Imane
and Khaoula,*

warm thanks

Yours, Nafissa

DEDICATION 2

*This work is warmly dedicated to
The candles who always enlighten my life, My
beloved parents Noui and Karima
My dear brother Wail whose support always
encourages me My lovely sisters Imen and Maha
for their eternal love*

Radhia

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ABSTRACT

The present work investigated teachers' perceptions and practices towards L1 use in EFL classes. Hence, it investigated where, when and why do teachers of English use monolingual approach. The research's objective is to discover whether the Arabic interference in L2 classes has any positive or negative impact on learning English. A case study research was conducted by different teachers' of English in the Wilaya of M'sila depending on distinguished research instruments for data collection a questionnaire and semi-structured interview done by the teachers. The data collected were analyzed quantitatively and qualitatively. Therefore, the results revealed that positive perceptions and practices are shown by the teachers of English concerning the use of L1 in the EFL Classes. Moreover, it shades light on where teachers face difficulties throughout using L2, this, teachers use L1 to ease the learning process. Besides, this work reveals that the use of the mother tongue helps students to overcome anxiety and better understand the learning points. At the end, some recommendations were gives to better use and integrate the L1 in EFL content cautiously.

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LIST OF ABBREVIATION

EFL: English as a Foreign Language

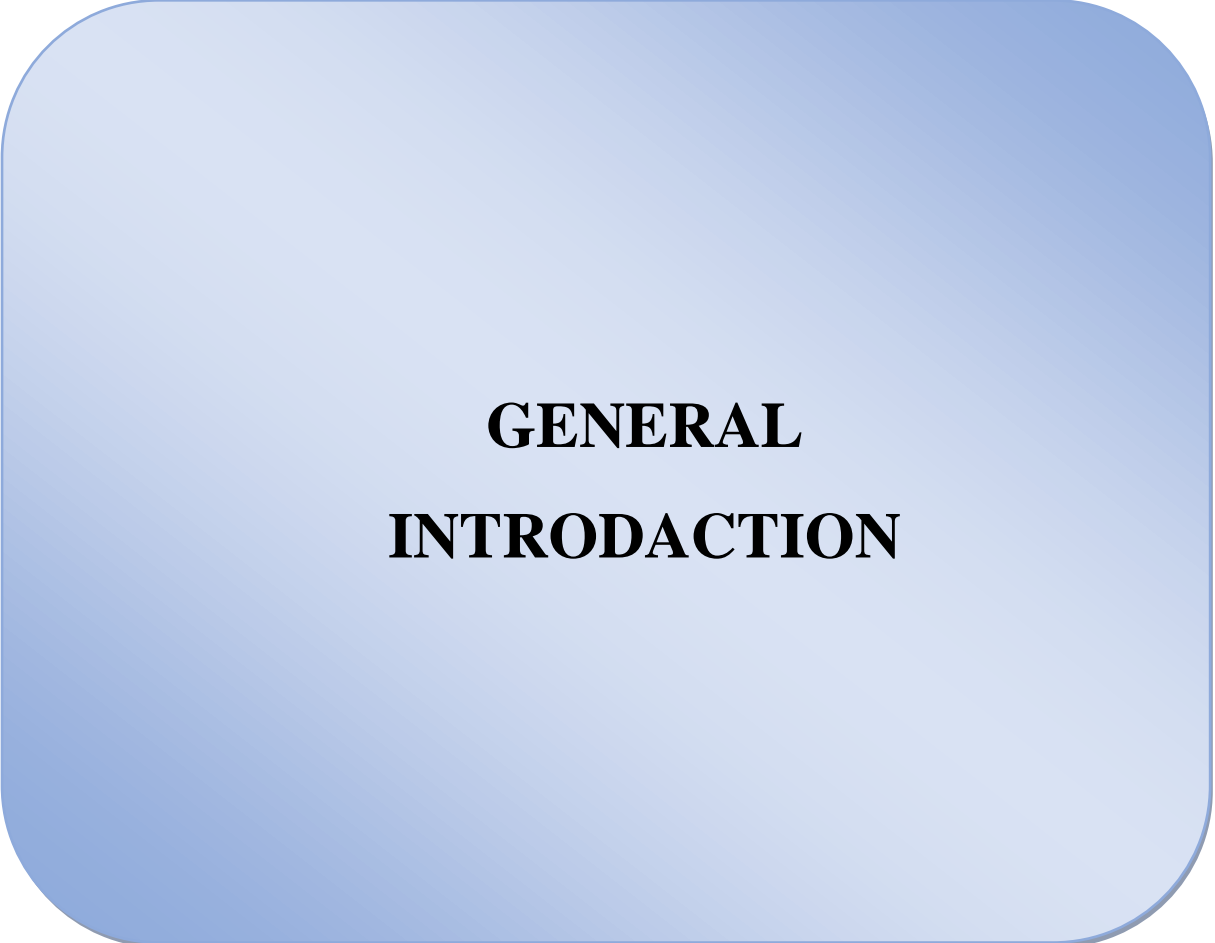
FL: Foreign Language

L1: the First Language

L2: the Second Language

CBA: Competency-Based Approach.

CLT: Communicative Language Teaching.



**GENERAL
INTRODACTION**

1. Background of the Study

The use of First Language in EFL classroom has long been controversial issue in EFL teaching and learning field. Due to the fact that both teachers and learners in Algeria live in a bilingual or multilingual society, they code switch from a language to another in FL context. Many researchers (Atkinson, 1987; Auerbach, 1993; Cook, 2001; Harbord, 1992; Johnson &

Lee, 1987; Kang, 2008; Rolin-Ianziti & Brownlie, 2002; Storch & Wigglesworth, 2003; Swain & Lapkin, 2000; Turnbull, 2001; Van Lier, 1995; Weschler, 1997) prohibited from the exaggerated use of the mother tongue in the target language, but the defended teaching using L1 only in a necessity occasions such as checking and or assessing understanding . lot of researchers investigated the positive and the negative effects of using L1 in EFL Classes and teachers' perspectives towards it.

Literature on the topic show that teachers of English practices on English the educational institutions both in almost all levels are heavily dependent upon on the teacher s characters, beliefs, perceptions in teaching. Teachers prove their great influence using tactic methodology and class room activities to ease the learning process. Current research on the topic shows great degree of disagreement among the opinion of the practitioners and researchers concerning the use of L1 in teaching L2. Some researchers totally deny the efficacy of use of L1 and impose the only use L2 to maximize the benefit acquisition of of the learner' L2. Besides, others are against the total deletion of L1 form L2 classroom, and they insist on at least limit use of L1 for specific purposes to increase the learning opportunity. Research on the topic is still debatable, as every study addresses certain aspect of L1 use and provides certain implications for the teaching. Some researchers study actual practices in the classroom and compared it with the perceptions of teachers and students about it. Several studies investigate the purposes and functions of its use. Results of the studies show that there is some degree of confusion whether or not L1 should be used and if it has some value, in their point of view, then when and what amount of L1 should be used in L2 classroom.

2. Statement of the Problem

The researchers' aim in this work is to discuss the use of L1 in EFL classrooms in the field of education and the impact of its practices on the domain according to teachers' perspectives

and attitudes. That is to say, it explores the impact of teachers's attitudes and perspectives for using L1 on the learners understanding and comprehension and whether this method has gained teacher's support or not. It aims, also, to investigate the reasons behind using the mother tongue. This research contributes to enhance the teacher's L1 practices in EFL classrooms in the teaching and learning process.

3. Research Questions and Hypothesis

In order to reach the aims mentioned above, the researchers raised the following questions:

Q1: What are the English teachers' perspectives towards using L1 in EFL classrooms?

Q2: how do teachers of English practise the use of L1 in their classrooms?

Q3: What are the benefits of using L1 in the class? Q4: what are disadvantages of using L1 in the class? The suggested hypotheses:

H1: Teachers have positive perspective towards integrating the L1 in English classes.

H2: L1 is practised merely when there is a lack of understanding.

H3: The benefits of L1 use are to increase the students' comprehension and facilitated both learning and teaching processes. Another point is to decrease the students fear from learning the target language and familiarize them with it.

H4: the disadvantages teachers may recognise are the excessive dependency on the students' L1, also, reduce the opportunity to learn English.

4. Aim of the study

The study aims at investigating EFL teachers perception and practices towards the use of L1 in L2 classrooms at the secondary schools of the wilaya of M'sila about the efficacy and occasion of L1 use according to their teaching and learning experience and how does the use of L1 in the classroom reflect the English learning.

5. Significance of the Study

Different studies have been conducted to know the perceptions teachers about the use of L1 as well as actual practice in the classroom. These studies were generally experts in certain classroom context or in distinguished classrooms over the world. However this study tries to give a holistic perspective that what teachers of English language from many Secondary Schools of the Wilaya of M'sila of having different teaching methodologies, approaches, believe and practice regarding the use of L1 in EFL classroom. This study hopefully will provide EFL teachers with an overview about the global practices about the use of L1 in EFL classroom.

6. Literature Review

There have been numerous studies conducted to investigate the perception and the practices of teachers of English towards using the L1 in the EFL classes. Thus, research in second language acquisition (SLA) reveals that first language of the learner's plays important role in the learning process of L2. Learners use the prior linguistic knowledge to construct and use new language. This concepts of inter-language and language transfer provide strong reason and theoretical evidence in support of its use. In this regard, Ellis (2008) claims that learners tend to build their interim rules by using their L1 knowledge in the process of target language learning. He observes that student think in L1 and then translate their ideas to the target language. Krashen (1982) also acknowledges that there is strong influence of the surface structure of the L1 on the surface structure of L2. Similarly (Cook, 1992), in support of L1 use, declares that second language learners generally access their L1, while processing the L2. He stresses teachers that L1 should not be ignored in teaching L2 because it can isolate learners and it is remains permanently in the mind of L2 learners, whether the teachers use it or not. Auerbach (1993) also agrees with Cook 1992, and to add bit more in the idea says, "L1 provides a sense of security and validates the learners' lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English."

On the other hand, we also find many arguments against the use of L1 in teaching of L2. Many studies exist which found evidence of negative influence of L1; therefore they insist on use of only target language for teaching L2. They found that overuse of L1 reduced the learners' exposure to the target language input (Swain & Lapkin, 2000;

Turnbull, 2001; Turnbull & Arnett, 2002). According to Lightbown and Spada (1999) the patterns

transferred from the L1 are definitely the fundamental sources of errors in the L2 learning. Similarly emphasis on the „comprehensible input“ and „meaning“ by Krashan and Terrel (1983) also demands the maximum exposure to the target language in L2 classroom.

However, later research shows that inspite of great popularity of monolingual approach and direct method under the influence of above mentioned studies, L1 could not be excluded from the pedagogy of language education. These later studies prove that without making some or at least minimal use of L1 teaching of L2 is very difficult. According to these studies total deletion of L1 in L2 classroom is not appropriate (Schweers, 1999; Larsen- Freeman, 2000; Tang, 2002). When students“ especially at the elementary or beginner level are prohibited to use L1 or forced to use only target language, they are found unable to communicate and their confusion often lead to great discouragement.

The mentioned studies prove that still there is great confusion among the researchers and practitioners which recommend further research on the topic. Furthermore, most of the studies were conducted in context of certain level, or only in one institute in a specific country. Our current study is limited to a specific level, teaching English in Algerian province, M’sila. It brings together the perception of teachers and their reflection upon their students“ demands and needs, from diverse backgrounds. Thus, this study is conducted to show the teachers“ beliefs and practices towards teaching L2 using Arabic in limited ways in different secondary Schools in the wilaya of M’sila in addition to the effect of Arabic use in the English classes on both teaching and learning process.

7. Method of Research

Since the study on the perception and the practices of the teachers of English towards using L1 in L2 classes, an expository descriptive method has been selected for conducting the research. Through which the data are collected and analyzed both qualitatively and quantitatively. The sample is randomly taken from different teachers of English from different secondary schools of the wilaya of M’sila. To get answers to the previously set research questions, a questionnaire was designed to teachers. In addition,

an interview the some teachers is done seeking for deeper answers and understanding for the current issues handled.

8. Structure of the Dissertation

This dissertation is divided into 2 chapters. The general introduction is mainly concerned with the overall framework of the research design .The first one deals with the literature review of integrating L1 in EFL classes and M'sila Secondary School Teachers' perspectives towards it and its benefits and disadvantages in teaching English. Also, how those teachers practice it within the class. The Second chapter deals with the practical part of the research. It is the case study undertaken by thirty teachers of English at different secondary schools over the wilaya of M'sila in Algeria. The researchers used questionnaires to investigate the context. This part also devoted to qualitative and quantitative data analyses, data interpretation and discussion of the results.

CHAPTER ONE
THE PLACE OF L1 IN LANGUAGE
TEACHING METHODOLOGY

I. Section one

Introduction

Nowadays, there has been an increasing demand for learning second language throughout the world. Since English has become a global language, many scholars have attempted to investigate and examine the strategies and techniques that can be used to effectively teach English. One of these strategies that has proven to be successful in EFL contexts is the use of the first language (L1). However, the question of whether or not to use the students' mother tongue/first language/L1 in a second language (L2) classroom has long been discussed.

Throughout this chapter, we will focus on the place of L1 in language teaching methodology. In addition, we shed some light on English as a foreign language, teaching and learning English in the Algerian school. Also we are going to talk about the use of the first language in the EFL classroom. We will provide a brief definition of the mother tongue besides to the history of using L1. Moreover, we will determine the use of first language in EFL classrooms its advantages and disadvantages. Furthermore, we will concentrate on teachers' perceptions and attitudes towards the use of L1 in EFL classrooms. Also, we are going to explore. Previous studies on teachers' perceptions and attitudes towards L1 use in class.

1.1 English as a foreign language

EFL stands for "English as a Foreign Language," and it refers to learning and using English as a second and additional language in a country where English is not spoken. This is mainly used to talk about students whose first language is not English and learning English while living in their own country.

Nowadays, the English language is the most widely spoken language on the world. As a result of the globalization phenomena, it became the common language. For this reason, learning and teaching English as a foreign language is both advantageous and essential. . Over everything, it has been the world's most dominant language. Furthermore, it provides learners with many resources, such as exposure to other cultures, career opportunities, and knowledge of other sciences (English for specific purposes). It is well known that foreign languages are taught according to different principles, methods and

skills. First and foremost, the learning methods are chosen based on their educational objectives

The most important in this subject (EFL) is the methods and the techniques which have been used to improve the effectiveness and efficiency of the teaching and learning process

As a result, teaching the English language has passed through many debatable methods: the Grammar translation method, the direct and indirect method, audio-lingual, Communicative language teaching (CLT), and so on... Each method has advantages and disadvantages in addition to the positive and negative impacts on teaching and learning.

This resulted in the appearance of supporters and rejecters; the situation in which the first language (L1) is used in an EFL class that is considered one of the most subjects that has faced a great debate in EFL teaching field since the declining of the grammar translation method.

1.2. English learning and teaching in Algerian school

Today, English has become an international language; It is a language that is spoken by a billion people. English is the primary language of recent media (e.g. Satellite TV, and Internet). It is the universal language of commerce, diplomacy, technology, sports, travel, business and entertainment.

The aim of teaching English is to help students develop self-learning and critical thinking skills, To encourage learners to accept other culture. In this context, The Algerian of Ministry Education (2006) states that:

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

The English language played a significant role in Algeria. Indeed, Learning English in Algeria seems to be advantageous to all students. Because it gives him a chance and

opportunity to engage in modernisation communication with others and to tolerate cultural differences around the world.

Therefore, teaching English in schools and universities has become an important part of education around the world in general, and in Algeria in particular. As mentioned, English is taught as a compulsory course in Algerian studies starting from the first year middle school

Language teaching approaches and methods have cast light on the language teaching theory and practice. The Grammar Translation Method, Direct Method, Communicative Language Teaching and the Competency-Based Approach are among the methods used commonly by the teachers of English in Algeria.

The Algerian Ministry of Education has recently introduced the Competency-Based Approach as part of a series of educational reforms. According to (Richards, *ibid.*) the Competency Based Approach (CBA) is one of the current methodologies that can be described as an extension of communicative language teaching movement. The CBA is a very recent approach which focuses on learning outcomes.

Competency Based Approach is defined by Richards and Schmidt (2002) as follows:

“An approach to teaching that focuses on teaching the skills and behaviours needed to perform COMPETENCES . Competences refer to the students ability to apply different kinds of basic skills in situations that are commonly encountered in every day life.”(p 94)

The authors stressed that Competency Based Education (CBE) is a practical educational approach that emphasizes life skills and evaluates

mastery of skills according to actual learner performance ,CBE is focused on a outcomes that are derived from an analysis of tasks learners are typically required to perform in real-life situations.

Elsa Auerbach (1986) identifies eight key features that characterize the competency-based Approach (CBA) programs in language teaching:

1. A focus on successful functions in society. The aim is for students to become self-sufficient individuals capable of dealing with the demands of the world.
2. A focus on life skills : Language is taught as a function of communication and just those language forms / skills required by the situations in which they will function.

3. Task or performance oriented instruction. The emphasis is on what learners will be able to do with the language (overt behavior) as a result of instruction and not on knowledge about language and skills.
4. Modularized instruction: language learning is broken down into meaningful chunks, objectives are narrowed into sub-objectives. This way, both teachers and learners can get a clear a sense of progress.
5. Outcomes that are made explicit a priori: Learning outcomes are known before the teaching learning process starts. They are specified in terms of „behavioural objectives“. Consequently, learners know exactly what behaviours are expected of them .
6. Continuous and ongoing assessment: Assessments are done in a continuous and ongoing way. Learners are pre-tested to determine what skills they lack and post-tested after being instructed in that skill.
7. Demonstrated mastery of performance objectives. Assessment is based on the ability to demonstrate pre-specified behaviors rather than on the traditional paper-pencil tests.
8. Individualized student centered instruction. Learning is individualized and learner-centered. That is, objectives are defined in terms of individual needs. Also, learning is not time-based and learners have the freedom to move at their own pace. They can concentrate on the areas in which they lack competence (as cited in Richards & Rodgers, 2001, p. 146).

The teaching of English is also intended: To help learners promote self learning and critical thinking , promoting learners' intellectual capacities of analyzing evaluating, and synthesizing , enable learners to exploit English documents, in new situation at work and encourage learners to accept other culture, to initiate the spirit of tolerance and broad – mindedness.

This approach was introduced in Algeria in 2003 as a result of the educational reforms in the primary, middle and secondary schools. In this respect, the Algerian Ministry of Education (2005, p. 81) claims that the CBA (Competency-Based Approach) aims to make a link between learning carried out at school and the context of use outside school.

As a final point, Algerian learners in a wish dire to learn how to speak English in order to have the ability to show their country and its cultural values in English, as well as

to be open to English, universal, and human values which are essential elements of modernity and globalization.

1.3. The use of the first language in the EFL classroom

English is an international language that helps one another to communicate in the world. The main objectives of teaching and learning this language at schools and universities is giving a chance to learners understand and communicate the English language, the majority of people want to learn and master a foreign language. but they still need and return to their mother tongue (Arabic); therefore, learners face many difficulties when acquiring foreign language.

As Deller (2002, p.3) says that "the mother tongue taboo has been with us for a long time, but fortunately, now things seem to be changing. I believe that many teachers have continued to use the mother tongue because it is both necessary and effective".

The role of L1 in instructed English learning has been the subject of much controversy. Some teachers believe that L1 should be used only under such conditions, while others believe that it should not be used at all.

This work spots the light on the importance of using L1 in EFL classrooms. The first language (L1) is defined as the native language of the speakers; in this dissertation L1 is the Arabic language.

1.4. The mother tongue

for many researchers, A first language is also known as a mother tongue ,a dominant language, or native language. The term "mother tongue" refers to a person's native language; that is a language acquired from birth, it is the language that a person learns to speak first.

Pokharel , admitted that “ first language, mother tongue and native tongue are common terms for the language which a person acquires first in his childhood because it is spoken in the family or it is the language of the country where he is living.” (As cited in Khati, 2011, p.42) ; besides, the L1 or the mother tongue can be said to be one’s native language. It can be seen that the concept, mother tongue harks back to the notion that linguistic skills of a child are honed by the mother. Therefore, the mother's language will be the main language that the child would learn. In the same way, we can say that a person's mother tongue refers to the language that he or she learned as a child at home, usually from the parents .According to Buck (2001), it is very difficult to define and

distinguish the term mother tongue from first language, native language and primary language because these concepts are approximately treated as synonyms.

The terms mother tongue, native language, L1 and first language are all used interchangeably in this research. But, this does not mean that they are always used to mean the same in other contexts.

1. 5. History of using L1

In the field of second language acquisition, the use of students' first language (L1) in language teaching has been a contentious topic and. Teaching a foreign language/second language is just like any other field of study. It is not strict, the use of L1 in the teaching of English as a foreign language is one of the main techniques that have been used and accepted when applying grammar translation methods, At that era, teaching foreign languages (FL) in general was taught through translation to L1. Because language teaching emphasizes written words rather than spoken words.

Later, in the 19th century, this trend slowly reversed itself (towards a monolingual approach), in part due to a shift towards an emphasis on the spoken word. The impact of mass migration, colonialism and a large increase in research in the field would further strengthen the Monolingual Approach. 19th century reformers in Europe believed that, among other things, “translation should be avoided ;although the native language could be used in order to explain new words or to check comprehension” (Richards and Rodgers, 2001).Therefore, the use of L1 was rejected in English as a foreign language classroom, and it became a controversial topic .This brought about the exclusion of students“ L1 from an L2 classroom .Some reformers believed that mixing two languages wouldn“t help learners to reach their goal (fluency), even they considered translation as a source of confusion and was replaced by pictures and gestures which seemed to them more suitable and effective (Howatt,2004). Therefore, learners should employ their mental abilities to understand the meaning of the new language. Other reformers emphasized the importance of L1, especially when introducing unfamiliar item.

One of those who was advocates of excluding L1 in EFL classroom was Blackie,(Hawkins 1981, cited in Richards, 2000), His philosophy of learning was that language (words) should be associated directly with objects, and learners are not supposed to think in L1. This new method was later called the direct method. With the belief that learners acquire foreign language the same way as children acquire L1,and foreign languages can best be learnt if students get the maximum exposure to it, this method was,

in reality, an extension of Gouin's and his contemporaries' natural view towards language teaching (Brown, 2001). So, the appearance of the direct method further strengthened the view that L1 should be excluded from L2 classroom.

After the appearance of the direct method, another method is called the audio-lingual method. It supports the same belief, which also emphasized banning the use of L1, This method viewed the foreign language and the L1 as two different systems that should not be mixed; therefore just the foreign language should be utilized (Larsen-Freeman, 2000), With this method, learners had to learn through repetition and memorization; therefore, introduce listening and speaking before reading and writing. In addition, you must learn without referring to L1.

Subsequently, in the 1970s, a new method came to light, it does not refuse the use of L1. However ,it focused on the limited use of it. His method was the communicative language teaching (CLT). it called to minimize the use of L1 in EFL classes . L1 should be used in a limited way to maximize learners exposure to foreign language, L1 use in the CLT was treated as a helpful factor but in a limited use.

Scholars have recently agreed that there is no universal belief in only one method , Thus, a new philosophy appeared called eclectic Approach , in which there is a combination of various approaches and methods to teach FL taking into consideration the purpose of the course and the abilities of learners. This specific approach gives a considerable role to the use of the L1 with other methods such as the direct method, audio-lingual method, and the Communicative Language Teaching (CLT).

1.6. Advantages of using L1

The main goal in foreign language teaching is to use the language to communicate and thus develop communicative competence for better learning of the new language. Whereas cannot be developed without using L1 in the foreign language classroom. This does not mean that the first language should be totally banned, since recent studies indicate that suitable use of L1 can play an important role in foreign language teaching and successful target language acquisition.

there are many occasions when using the students“ L1 in the classroom has obvious advantages, it is essential to understand here that using L1 is resorted to when there is a need for it ,such as when teaching difficult vocabulary or grammatical issues by comparison. It is useful to notice differences and similarities between the two languages.

In addition, a kind of translation activities makes a virtue out of the students' natural language-processing behavior. Atkinson (1993) state translation, as the „fifth skill“ after reading, speaking, writing and listening. Learners prefer translation because it helps them to express their thoughts.

Moreover, L1 vocabulary allows learners to use language that they may not yet possess in L2 in order to process as and reach higher levels of understanding. This applies both to social talk between partners and private talk intended for the learner alone, (Sharma, 2006, p.82) suggests that L1 might be used for chatting with learners, giving instructions, providing feedback and error correction. It allows learners to work within their Zone of Proximal Development.

In the natural tendency for learners participating in English conversation activities in the classroom is to try to translate word by word directly from Arabic to English. However, they may later find themselves in a situation where they have a specific (Arabic) term or expression in mind, but don't know how to express and show their thoughts in English. At this point, learners find him /his self must give up, revert to speaking fully in Arabic, or ask the teacher how to say the word or expression in English. Willis suggested some advantages of using L1 by the learner in the classroom, and this can be a step that facilitate learning and gain time (1981, p .51):

Give instructions in English, but repeat them in the L1. After a while, you Could give an English instruction and get the children to say it in the first language , so that you know they have understood.

- Give instructions in English, but try to use as much gesture as possible to make the meaning clear. In the craft activities, for example, the children can hear an instruction in English and see what it means.

- Give instructions in English, but allow time for the children to process“ the language before you give another instruction. Comprehension is improved by giving the children time between statements, not by speaking more slowly.

- Only use the L1 at certain times. For example, when you are previewing or when you are helping the children to understand something new.

- Try to use the same language again and again. The classroom language' section in the teaching notes for each unit gives examples.

- Teach the children the meaning of classroom language that you will use a lot. For example: Work in pairs. Open your book. Listen and follow.

The history of using L1 written above indicates that there are several benefits from using the Learners' First language in EFL classroom, therefore, a lot of scholars and researchers who believe that the use of first language has a positive impact. , therefore, they proposed considerable advantages:

-It reduces learners' anxiety (Auerbach, 1993 as cited in Hawks, 2001) and creates a more relaxing learning environment (Burden, 2000; Philips, 1993).

- It is a means of bringing the learners' cultural background knowledge into the class (Prodromou, 2002).

- It develops learners' self-confidence so that they get the courage to participate in class.

- It facilitates checking understanding and giving instructions (Atkinson, 1987).

- It facilitates the task of explaining the meaning of abstract words and facilitates introducing the main differences in grammar and pronunciation between mother language and L2 (Buckmaster, 2002; Cole, 1998).

-Using first language facilitates communication, teacher-student relationships, and the learning of FL (Harbor, 1992: 354).

-L1 techniques allow teachers to use richer and more authentic texts, which mean more comprehensible input and faster acquisition.

-L1 techniques allow teachers to use richer and more authentic texts, Which mean more comprehensible input and faster acquisition.

-Using L1 can save a lot of time and confusion (Harbor, 1992: 351).

-L1 as a scaffolding tool: This umbrella term scaffolding refers to the idea to use the L1 as a cognitive tool to limit the complexities of the context and gradually remove those limits as the learners gain the knowledge, skills, and Proficiency in order to best facilitate teaching and learning (Young, 1993).

-Helps both the teacher to convey the meaning and the students to use it as an Individual strategy.

1.7. Disadvantages of using L1

During the 19th century, a lot of scholars and researchers are against the use of mother language in learning and teaching a foreign language , Howatt (2004) affirms that mixing two languages wouldn't help learners to reach their goal (fluency), even they considered translation as a source of confusion and was replaced by images and gestures which seemed to them more suitable and effective. Moreover, Cook (2001) adds that

mother language must be removed whatever the situation is. He justifies that when learners interact only in FL, they will acquire a naturally communicative environment.

When the L1 is misused in EFL classes, it may create some negative impacts on the process of learning, they are summarized as follow:

-Teachers often feel that by using L1 they are being lazy or showing a lack of will power to control students (Burden, 2000).

-Using L1 can create an over-reliance on it (Polio, 1994: 153).

-It can create a failure to maximize using English (Atkinson, 1987: 247).

-It can oversimplify differences between the two languages, which resulting problems in learning English.

-It can create laziness among students so that they learn a limited amount of English vocabulary: because they try to find the translation of words rather than synonyms (Atkinson, 1987).

As it is mentioned above, the overuse or misuse of L1 leads to negative impacts on learning English. So, it is clear that using L1 in EFL classroom is negative method because it limited amount English vocabulary and impedes the development of learning English.

II. Section two

1.8. Teachers' Perceptions and Attitudes Towards Using L1

Teachers' attitudes toward using L1 in the English language classroom are reflected in their teaching practices. Their attitudes would be influenced by many factors of factors, including their own experiences as language learners, the pre-service and in-service training they receive, the institutional practices of the institutions where they work, and their own teaching experience.

“An attitude is a mental or neural state of readiness, organized, through experience, exerting a directive or dynamic influence upon the individuals’ response to all objects and situations with which it is related” Allport (as cited in Al-Hamali, 2007, P. 7).

In fact, the use of L1 in English learning is the most important main method by which EFL teachers manage the process of language lessons in their classroom. Generally, most teachers use their first language in certain situations that meet the needs of students. Therefore, teachers find that it is suitable for beginners and low achieving learners to use their first language to understand new words, and for specific reasons, they

use L1 to explain grammatical terms, introduce new vocabulary and give exam guidance, so teachers' attitude and beliefs toward using L1 in the target language classroom is just rarely used to simplify the teaching and learning processes

1.9. Previous studies on teachers' perceptions and attitudes towards L1 use in class

There have been a number of researches on the attitudes of teachers towards the use of L1 in L2 classes. Starting by Al-Nofaie (2010), who made a study, to examine the Attitudes of three teachers and 30 students in Saudi school toward using L1 in English classes. The result shows that the use of L1 by participants appears to be systematic. Teachers prefer to use L1 for beginners and underperforming students to help them understand new languages, while is for specific reasons. For instants, L1 is used to explain grammatical terms, introduce new vocabulary, and give exam guidance.

Machaal (2012) also conducted a research to examine the perceptions and beliefs of the students, foreign language teachers and specialists towards the use of first language in foreign language classes .The survey results showed that most participants agreed and supported the use of L1 in the L2

Classroom, they believed that L1 should be used when needed, and that it could help with vocabulary explanation and comprehension .while The research of Salah & Farrah (2012) aims to investigate teachers' attitudes and beliefs about the use of mother tongue in the target language classroom. Research has found that L1 should be rarely used to simplify the teaching process.

Al-Buraiki (2008) conducted a study on the attitudes of teachers towards the use of the first language in English classrooms. Teachers mainly stated that they use their mother tongue to guide and explain new concepts and vocabulary. Most of the teachers who participated in the study agreed that using the first language can facilitate English language learning and enhance students' language proficiency. They claim that using L1 can save valuable time in the classroom and try to explain concepts that can be easily explained through the first language translation.

By his turn Alshammari (2011), investigated the perspectives of teachers and students on the use of L1 in foreign language classes. The results revealed that the appropriate use of L1 in L2 classroom seems not to affect students' exposure to the L2.It may be necessary to improve students' comprehension.

Al-Hadhrami (2008) investigated the use of Arabic among English teachers and the influence of in Arabic on learning English. He collected his data through interviews and classroom observations. The study found similar results to previous studies. Teachers primarily use the first language to translate new ideas, concepts, and vocabulary. They also use their first language for instruction and classroom management.

Kim and Petraki (2009) looked at the teachers' attitudes towards the use of the first language in a Korean school in Vietnam .the Researchers use observations, interviews, an questionnaires to collect data. They found that English-speaking teachers think that using the first language is sometimes useful, while Korean-speaking teachers found it to be often useful. The extent to which these two types viewed the usefulness of using the first language is different. The study showed that the Korean-speaking teachers used first languages in class more than English-speaking teachers. These results supported the view that English-speaking teachers tend to use the first language less than non-native English teachers. The teachers and students in this study agreed that the basic use of the first language in English classes is to explain the meaning of new words and expressions, classroom management and grammar explanation.

Mahmoudi and Amirkhiz (2011) conducted a study to investigate the effect of the use of Persian in EFL classrooms in Iran. They looked at the amount of the first language use in English classes. They compared two classes and two of the teachers used different teaching methods. The first teacher relied on the grammar translation method and therefore heavily relied on the translation of the first language. The second teacher used group work and other audio and video teaching aids; the use of the first language is significantly less than the use of the first language by the first teacher. The teachers stated that the type of textbooks and English education in Iranian schools, in addition to the lack of time and parents' concerns about their children's success rather than education, were major factors that forced them to use the first language to help students achieve better grades rather than trying to teach them how to use English in a communicative style.

Conclusion

The nature of the English language as a target language remains a difficult language acquisition process requires teachers to take some practice in the classroom. One of the practices an EFL teacher may have is the use of the L1 inside the classroom. To adopt or not the use of L1 inside a foreign classroom is one of the controversial issues that has not been resolved yet. On the one hand, some teachers who refuse to use L1 have faced many

problems. In a sense, students misunderstand the lessons and find ambiguity in all levels .On the other hand there are those who extremely overuse it and indeed this will cause many problems in learning the target language. Both of the decisions are not really appropriate. The best way to deal with this issue is to use the target language as the medium of instruction when possible and use the mother tongue when it is really necessary. using L1 must be well- planned with effective teaching of the target language, taking into consideration the learners’ mother tongue and cultural background and using them to the best of their interest.

**CHAPTER TWO METHDOLOGY, DATA ANALYSIS AND
INTERPRETATIONS**

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I. Methodology

Introduction

The present research investigates secondary school English teachers' perceptions about L1 use in the class. Since teachers are the main variable of this study, their attitudes and views are very important. This chapter describes the methodology adopted to carry out the current investigation regarding the perception of secondary school English teachers towards the use of mother tongue (Arabic) in English classes. It sheds light on the setting where the current investigation took place and the target sample. This chapter also highlights tools that are used to collect data and answer the research questions that have been mentioned before in the general introduction. In addition, the chapter provides the data analysis and interpretation of the findings and ends with some pedagogical implications and limitation of the study besides to the general conclusion.

2.1 Research Design and Methodology

2.1.1 Method of Research

Research methods are all the techniques and tools that a researcher relies on when trying to solve his/her research problem, Kothiy(2004). Therefore, Sekaran(2003) indicated that using descriptive research helps the researcher to fully comprehend characteristics of the participants and phenomena.

Since this study is intending to investigate and describe teachers' perceptions and attitudes about L1 use in class a descriptive analytic method has been selected for the research. Through which the data collected and analyzed both quantitatively and qualitatively. The sample is randomly taken from different teachers of English teaching in distinguished Secondary schools in the Wilaya of M'sila. To get an answer to the previously set research questions, a questionnaire was designed to teachers. In addition to an interview with teachers to get deeper understanding of the issue handled. Eventually, statistics software SPSS is going to be used to analyze the research findings.

2.1.2 Research sample and population

In this work, we have chosen informants among English teachers at different secondary schools from the Wilaya of M'sila. In addition, four interviewees were

volunteered to be investigated. In addition, they have valuable experience in teaching English. The reason behind this choice is that teachers are really in need to count their actions in teaching a foreign language in such regions where students do not have that excellent basis in learning foreign languages in general. Another reason is, to see whether all English teachers of this Wilaya hold the same perception and practices regarding the issue of using the mother tongue or their perceptions and practices differ from each others. The sample of this study is consisted of 40 teachers who selected from many secondary schools of the wilaya. From Sidi Aissa Town, fifteen teachers participated in this questionnaire, ten from Ain elhadjel, also, ten teachers responded to this questionnaire in “Boussada” and five teachers accepted to answer the questionnaire in M’sila center; whereas, the others refused to respond to it.

2.1.3 Data collection Tools and Procedure

The present research attempt to investigate the teachers’ perceptions and practices towards using L1 in EFL Classes. Data obtained from two research instruments were analyzed and interpreted qualitatively and quantitatively. A questionnaire was devoted to fourty teachers of English from different towns and secondary schools from the Wilaya of M’sila. Four of them accept to make an interview as so as to clarify and add some comments on the use of 1 in English classes. The Questionnaire was delivered in a private group in facebook and in face-to-face meetings in the teachers’ secondary schools. The data were analyzed and interpreted in tables. Teachers’ interview have been conducted in face-to-face meetings. It was devoted to teachers’ of English at Sidi Aissa’s Secondary Schools. It consisted of a set of questions and teachers were asked to give their answers.

2.1.4 Data Analysis techniques

The present research attempts to investigate the use of the First Language in EFL classes and the teachers’ perception and practices towards it. Data obtained from the two research instruments were analyzed and interpreted qualitatively and quantitatively. Quantitative data was gathered through two different instruments and a questionnaire and an interview dedicated to teachers of English at different secondary schools in the Wilaya of M’sila. The data have been analyzed and illustrated in tables. The teachers’ interviews have been conducted in a face to face meeting in the teachers’ working schools. It consisted of questions and teachers were asked to answer though out their experience in teaching the target language.

I. Discussion and Interpretation

This section is devoted to analyze and interpret the data obtained from teachers' questionnaire and interview. The result represented have been discussed according to the objectives of the study and were analyzed both quantitatively and qualitatively.

2.2 Teachers' Questionnaire

Based on the conducted literature review, the items of the questionnaire are decided and organized. All the sections were implemented and adopted from (Master thesis conducted by Wided ben Chikh, university of Oum Bouaghi, 2014-2015). Some of the questionnaire items were modified and others were deleted accordingly.

2.2.1 Aim of the Questionnaire

The questionnaire is divided into two sections. Section one is aimed to investigate the teachers' profile and their general information, gender, and their highest degrees and how many years they spent in teaching. Section two is aimed to go in deep to investigate their experience through using L1 in teaching English and whether they have positive or negative views and practices towards it.

2.2.2. Description of the Questionnaire

Teachers' questionnaire is made up of 16 question items presented in two sections: „Background information“, and „teachers' perceptions and practices towards using L1 in EFL classroom .This questionnaire also contains questions that require a yes/no response, multiple choice questions– with guidance on whether the respondents can tick only one response (a single answer mode) or several responses (multiple answer mode), open-ended questions for a free response. To be certain other key items that were not included in the survey would be collected, teachers were given the chance to be free and add other information to the end of all the multiple choice questions.

Section One: Background Information (Q1 – Q4)

Questions asked in this section aim to get general information about the participants, such as their gender and the highest degree that they hold (Q1 and Q2). The

aim of the last question in this section is to know how many years they have been teaching English in the secondary school.

Section Two: Teachers' Perceptions and Practices towards Using L1 (Arabic) in EFL Classroom (Q4 – Q16)

In the second section of this investigation, teachers were recommended to express their perceptions and practices towards the use of L1 in the English classroom, first of all, they were asked if they enjoy their job as teachers of English and if the answer is negative they were asked to justify why (Q4). Question 5 asked teachers whether they have any problems when they teach English, and if yes, they were invited to specify those problems. To know more about the teachers' perceptions and practices towards

the research topic, teachers were asked if they really use Arabic in their classes while teaching English as a foreign language and if yes for what reason and how often (if never they were asked to explain why (Q6 and Q7)). Teachers were asked to what extent do they think that Arabic is beneficial in the English class, and in which situation do they think that it is necessary (Q8 and Q9). Question 10 was asked to see whether the students are allowed, by their teachers, to use their L1 or not, if yes, in which case(s). What kind of the students use (bilingual or monolingual), in both cases teachers were asked to explain why (Q11). Teachers also were asked about the use of Arabic in the EFL classroom, whether it helps the learner to do better, motivate the learner to participate in the classroom, and develop a good teacher-student relationship. They were asked to justify their responses (Q12, Q13 and Q14). Question 15 is about the how teachers evaluate the use of Arabic, is it negative more than positive, if yes why. Teachers in this question were asked to give their own feedback about L1 use in class (Q16).

Teachers' questionnaire was distributed to a sample of 40 secondary school teachers of English who hold different degrees. The questionnaires were distributed in the teachers' room and via private facebook group from teachers of English. Every teacher tenet to answer the questionnaire in his/her free time and when they finished some of them returned me the questionnaire back and others did not. Some of them filled the questionnaire in the presence of the researcher and provided some other oral comments. All the participants were secondary school teachers of different streams: the experimental sciences stream, the letters and philosophy stream, and foreign languages stream. Most of the participants have less than 20 years in teaching the English language.

2.2.3 Analysis and Interpretation of Teachers' Questionnaire

Section One: Background Information (Q1 – Q4)

Question one: Gender

- a. Male
- b. Female

Options	Number	Percentage
A	06	15 %
B	34	85 %
Total	40	100 %

Table 2. 1: Teachers' Gender

This table represents teachers' gender, as it is shown in table 1. Among the participants (85%) are females, and only 15 % are males. This may indicate that females like better to study languages more than males. From what has been observed from this questionnaire, gender would not influence the result of our research since they teach the same syllabus content within the same environment.

Question Two: What is the highest degree that you hold?

- a. BA (License)
- b. Master
- c. Magister

Options	Number	%
A	25	62,5
B	15	37,5
C	00	0
Total	40	100

Table 2. 2: Teachers' Qualifications

Concerning the teachers' level, we have asked them about their qualifications and degrees. This table shows that 62,5% of the participants hold a BA (License) in English,

37,5% of them hold the Magister degree in English and none has a Magister degree. So, perceptions will be derived from teachers who studied English in the traditional way (under grammar translation method rules) and teachers who studied English using modern methods.

Question Three: How many years have you been teaching English at the secondary school?

- a. 1 – 4 years
- b. 5 – 10 years
- c. 10 –14 years
- d. More than 14 year

Options	Number	Percentage
A	5	10 %
B	15	37 %
C	13	32,5 %
D	6	15 %
Total	40	100 %

Table 2. 3: Teachers Teaching Experience

This table sheds light on the teaching experience of teachers in secondary school. It has been divided into four different categories. Among the whole of the participants only 10 % have chosen the first category which represents few years of experience it is from (1 – 4 years).37,5% from the participants have from (5 – 10 years) of experience, others 32,5% have the experience from (10 – 14 years), and in the last category 15% have a very long experience which is more than 14 years of teaching.

Section Two: Teachers’ Perceptions and Practices towards Using the L1 (Arabic) in EFL Classroom

Question Four: Do you enjoy teaching English?

- a. Yes
- b. No

Options	Number	Percentage
A	36	90 %
B	4	10 %
Total	40	100 %

Table 2. 4: Teachers „Attitude towards Teaching the English Language

As it is well clarified in this table, almost all teachers (90%), who have participated in this survey, hold positive perception towards teaching English. Their responses were” Yes” we enjoy teaching English. Just four from 40 teachers who represents 10 % have had negative attitude towards teaching English because they justified that English is not their cup of tea and some said there are not interested in the teaching field. So, teachers” Perceptions and Practices towards the research topic “The use of the L1 in EFL classroom” will be well expressed because teachers are interested and motivated to teach English; therefore, results will be valuable.

Question Five: Do you face any problem when teaching English?

- a. Yes
- b. No

If “YES”, please explain.

Options	Number	Percentage
A	24	60%
B	16	40 %
Total	40	100 %

Table 2. 5: Teachers” Problems when Teaching English

This table indicates that 60 % of teachers who respond to this questionnaire face problems when teaching English, and 40 % among them do not have any problems while teaching this language. From the total number of teachers (40), twenty-four teachers do have problems when teaching English. Mainly the common problem was the students” low level because of the lack and difficulties in the level of comprehension. In addition to the students” bad habit, thinking in Arabic, kills students” development and acquisition of

the language. Problem behavior also was a serious problem that almost all teachers suffer from. From what has been noticed in this question, teachers who suffer from comprehension problems agree on the use of the mother tongue to facilitate and simplify things to their students to help them understand better.

Question Six: Do you use Arabic in the EFL classroom?

- a. Yes
- b. No

Options	Number	Percentage
A	27	62,5 %
B	13	32,5 %
Total	40	100 %

Table 2. 6: To use or not to use Arabic in the Classroom

As it is shown in this table, approximately more than the half of teachers 62,5 % prefer to using L1 in their classes; whereas, the rest of the sample (32,5 %) don't use the mother tongue in their English classes.

If "Yes", is it because using Arabic

- a. Save time and efforts?
- b. Is helpful to below the average students?
- c. Is an obligation from the ministry of education?
- d. As a mean of communication?

Options	Number	Percentage
A	11	27,5 %
B	10	25%
C	00	00 %
D	15	37,5%
Total	40	90 %

Table 2. 7: The Reason behind Using the Mother Tongue

As it is mentioned in this table all teachers who prefer to use Arabic in their classes agreed on using it for the purpose of both saving time and efforts and helping the below average level students, also, as a means of communication. The others didn't answer the question.

Question Seven: How often do you think teachers of English should use Arabic in the classroom?

- a. Always
- b. Sometimes
- c. Rarely Never

If you say "Never", please explain

Options	Number	Percentage
A	1	2,5%
B	25	62,5 %
C	13	32,5 %
D	1	2,5 %
Total	40	100 %

Table 2. 8: Frequency of using Arabic

This table illustrates that most teachers (62, 5 %) think that Arabic should be used in a systematic way (sometimes) without exaggeration or rejection. Some of teachers (32,5%) states that Arabic should be used whenever you feel that it is needed (rarely). (2,5%) of the participant said it should be always used. Besides, A very few number (2,5%) of the participants agree that Arabic should be rejected from the classroom. The one who said never has justified his answers:

-Switching from a language to another will help the interference of L1 on L2 and permit students from the appropriate mean of acquiring the target language.

-This is the best way to acquire a foreign language. Students will be obliged to listen, interact, and deal with the foreign language.

-Teachers have many ways to explain for students; there is body language, paraphrasing, giving examples, and illustrating.

Question Eight: As a teacher, how helpful is Arabic in the EFL classroom?

- a. Extremely helpful
- b. Very helpful
- c. Helpful
- d. Not Helpful

Options	Number	Percentage
A	00	0 %
B	05	10 %
C	15	37,5 %
D	01	2,5 %
Total	40	50%

Table 2. 9: Arabic helpfulness

Table 8 shows that half of teachers (50%), who participated in this questionnaire, believe that the use of Arabic in EFL classroom is a helpful strategy, 2,5% think that Arabic is not helpful at all. (10%) said that it is very helpful. (37,5%) said it is helpful, however, none said it is extremely helpful and the rest about 50% of the teachers did not answer this question.

Question Nine: When do you think it is necessary to use L1 in the EFL classroom?

- a. To explain new vocabulary
- b. To explain grammar points
- c. To deal with problem behavior
- d. As a means of communication
- e. All of them

Options	Number	Percentage
A	10	25 %
B	10	25 %
C	12	30%
D	6	15 %
E	02	5%
Total	40	100

Table 2. 10: Teachers' Purposes behind Using Arabic

The table above explains the teachers' purposes behind using Arabic in their classes. Statistics shows that (25%) of teachers use Arabic just to explain new vocabulary and an equivalent number for explaining grammar, also, some of them (30%) use it to deal just with problem behavior. (10%) of the teachers use L1 to communicate with their students another (10%) of the whole teachers selected to use L1 in all options.

Question Ten: Should students be allowed to use L1 in the EFL class?

- a. Yes
- b. No

Options	Number	Percentage
A	15	37,5 %
B	25	62,5 %
Total	40	100 %

Table 2. 11: Teachers' allowing of the use of Arabic

As it is illustrated in this table, most teachers (62,5%) prevent their students from using Arabic in the classroom, and others (37,5%) allow them to use it during the English lesson. Teachers who respond in "Yes" were asked to clarify the purposes behind allowing their students to use their mother tongue.

If "YES", is it for the purpose of allowing students to:

- a. Make their own contribution?
- b. Ask for more explanation?

- c. Ask for permission?
- d. Others, please specify!
- e.

Options	Number	Percentage
A	13	32,5 %
B	24	60 %
C	3	7,5%
D	0	00 %
Total	40	100 %

Table 2. 12: Students' Use of the Mother Tongue

This table shows, the teachers' different views, (60%) of them desire to allow their students to use their mother tongue just to ask for more explanation. Also (32,5%) of teachers allow their students to make their own contributions otherwise they will not participate or talk because of their low level in the target language, the rest they use L1 to ask for permission.

Question Eleven: During instruction, should students be allowed to use

- a. A monolingual dictionary
- b. A bilingual dictionary

Whatever your answer is, please explain.

Options	Number	Percentage
A	3	7,5 %
B	37	92,5 %
Total	40	100 %

Table 2. 13: Use Bilingual or Monolingual Dictionary

This table shows that the majority of teachers (92,5%) agree on the use of the use of the bilingual dictionary, (7,5%) prefer the monolingual dictionary. Teachers were asked to justify their answers in the two cases. In fact, five teachers did not justify their answers. Almost all teachers who preferred the bilingual dictionaries have shared the same justification which was: Our Secondary Schools provide only bilingual dictionaries.

However, students are allowed to use their electronic dictionaries through mobiles and teachers can not control their dictionaries types. In addition, bilingual dictionaries help low students to understand better and participate at class. Those who preferred the monolingual dictionaries agree on the target language can not be taught through using L1 but only English means to explain English words.

Question Twelve: Does the use of Arabic in EFL classroom help the learner of English do better?

- a. Yes
- b. No
- c. Not sure

If “YES”, please say how?

Options	Number	%
A	27	67,5%
B	09	22,5%
C	14	22,5%
Total	40	100

Table 2. 14: Arabic help to the Learner

The above table shows that (67,5%) of teachers think that the use of Arabic help the learner to do better in English; whereas, (22,5%) of them think the opposite, but the others (35,5%) do not really know and they are not sure.

Teachers whose answers were yes were asked to clarify how. Teachers’ answers of this question were:

- Using Arabic in the class motivates student to ask about ambiguous words.
- When the student know the meaning of the word or lesson generally feel confident
- It save students concentration loose of the English course

Question Thirteen: does the use of L1 motivate the learner to participate in the classroom?

- a. Yes

b. No

If 'YES', please say how?

Options	Number	Percentage
A	30	75%
B	6	15 %
Total	40	90%

Table 2. 15: L1 motivation to learner to participate in the classroom

Statistics from this table shows that most of teachers (75%) agreed that the use of L1 in English class motivated the learners to participate. 15% of them did not agree and the rest did not answer the question, may be they did not get the question.

Teachers whose answer is “Yes”, were asked to clarify ? Among the crucial answers,

- The more difficult language points are the more demotivating for the students
- When the lesson becomes clear to the students they share their ideas immediately
- Low level students feel connected with the rest of the class and concerned with the lesson.

Question Fourteen: Does using Arabic help to develop a good teacher – student relationship?

a. Yes

b. No

Please explain.

Options	Number	Percentage
A	20	50%
B	20	50 %
Total	24	100 %

Table 2. 16: Arabic help to develop a good Teacher-Student Relationship

Statistics from this table shows that there is no clear cut decision of whether the L1 helps to develop a good relationship between the teacher and the student or not since there

is an equivalent answer for both yes (50%) and (50%) no. For those who answered by a Yes, commented that:

- The mother tongue eases student-student and teacher-student interaction and communication.

Those who said No commented that:

- L1 use minimizes the target language acquisition and development.
- Students have to interact in English to develop their vocabulary and to use English in integrating situations.
- It prevents the student to be fluent
- It demotivates the good students.

Question Fifteen: Do you think that the use of Arabic can have more negative than positive effects on EFL students?

- a. Yes
- b. No

Options	Number	Percentage
A	10	25 %
B	30	75 %
Total	40	100 %

Table 2. 17: Arabic has more Negative than Positive Effect

This table confirms that almost all the teachers agree that the mother tongue has more positive than negative effects on EFL students, and merely ten teachers think in the opposite.

If "Yes", is it because the use of Arabic

- a. Prevents learners from developing fluency and accuracy in English?
- b. Develops students' mental laziness?
- c. Demotivates good learners?
- d. Others, please specify

Options	Number	Percentage
A	03	30%
a + b	6	60 %
a+ b + c	1	10 %
Total	10	100

Table 2. 18: Disadvantages of Using L1

Statistics show that the use of Arabic (here the researcher mean the overuse) the question was not very clear, but the researcher clarified this point to teachers orally. All teachers see that the overuse of Arabic prevents the learner from developing fluency and accuracy in English, some them see that the overuse of Arabic, develop students' mental laziness. (60%) see that the use of Arabic leads the two mentioned results besides to demotivate good learners.

Question Sixteen: As an EFL teacher, what can you say about L1 use in the class (in brief, please)?

Concerning the teachers feedback and views, some commented on the question as:

- Though it is advisable to avoid using L1 in class, learners who rely heavily on what they learn in class find it almost impossible to understand the newly introduced language. Another dilemma is the one concerning using gestures as it is time consuming as well as material wise; thus, using L1 is unavoidable, however it should be used with moderation.
- A good teacher is the one who encourage his students to avoid using Arabic except in some situations such as explaining abstract words and cultural aspects.
- As an EFL teacher we must motivate our learners to use correct English and never overuse or exaggerate using L1.

2.3. Discussion of Questionnaire Findings

This part discusses the findings of the current study and answers the research questions that have been raised in the introduction: whether the teachers of English of the Wilaya of M'sila hold positive or negative perceptions and practices toward the use of L1 in English classrooms, and to what extent do teachers think that the use of L1 is necessary in the classroom. In interpreting the results extracted from the analysis of the teachers' questionnaire, we come to answer the first research question. The

results gained from the question six,(see table6) we notice that most of teachers who participated in this questionnaire (twenty seven teachers), claimed that they support the use of the Arabic language inside EFL classroom. And from the results of the question Twelve most teachers (67,5%), (see table12) who said that they use the Arabic language, stated that when the teacher uses the Arabic language; there will be a positive results. They claimed that the use of the student's mother tongue motivates them to participate in class (92,5%) and the results shown in table (13). An EFL teacher should pay attention to the teacher-student good relationship; thus, an equal answer in devoted in question fourteen, the results are in table (14). This result may shed light on why some students are not interested in the language since some teachers only focus on teaching the language items rather than teaching in creative and communicative way. Out of the results on question fifteen, teachers witnessed that the use of L1 in EFL classes has a positive impact on students understanding and motivation in class, however, only ten of them disagreed because they believe that the use of L1 diminish from their fluency and accuracy and develop students mental laziness. The results are mentioned in table (15.1) and (15.2). As the last questions result mention, question sixteen, there is an agreement that L1 use and practices should be limited not overused and exaggerated. The analysis of the teachers' questionnaire gives the following results:

- Most Secondary school students face many comprehension problems and the teachers apply many strategies to solve them; among these the use of L1.
- Most teachers agree that the use of Arabic is needed.

2.4. Teachers' Interview

2.4.1. Aim of the interview

The interview is to gather more information which could not be collected throughout the questionnaire. It investigates the depth teachers' views about the issue of using L1 in EFL class.

2.4.2 Description of the interview

The interview is done with 4 teachers who volunteered to answer our questions in a face to face meeting and each one individually. It includes 8 questions divided into 3 rubrics.

The first rubric tends to know more about the teachers’ profile and the classes they have been taught through their teaching experience. In addition, the second section goes in deep with the teachers’ practices in using L1 as a technique in their English class. The last section seeks for answering whether the use of L1, Arabic, in class has a positive impact or the opposite. Also, to look for other comments teachers could not feedback in their questionnaires.

2.4.3. The Analysis of the Teachers’ Interview

The participants of this interview were four (04) EFL teachers working in different towns at different secondary schools in the Wilaya of M’sila. This interview is flexible whereby the researcher was smooth in asking questions: She was not restricted on the questions order. The present interview is designed in the form of three (03) rubrics aiming at discovering teachers’ perceptions and practices towards the use of L1 in the English Class.

Rubric One: Teacher’s Profiles

Question 1: How many years have you been teaching English?

Teacher .a	Teacher .b	Teacher .c	Teacher .d
28 years	17 years	7 years	5 years

Table 2. 19: Teachers’ experience

This table shows that each teacher has adequate years of experience in teaching English. It means that they have dealt with a reasonable set of techniques and methods concerning the English language teaching.

Question 2: Which classes have you taught?

All teachers said that they have taught all levels in secondary school. That means they have good experience in teaching English.

Rubric Two: Teachers’ Perceptions towards L1 Use in EFL Classes

This rubric aims to know the opinion of teachers about the use of L1.

Question 3:

The aim of this question is to discover if teachers are updated and familiar with the newest researches about L1 use as a technique to teach English in EFL classes.

The answers of teachers were distinguished. Two teachers were stating their latest information about the research topic since they haven't been so long from graduating from Teachers' Training College; ENS. The two other teachers were not updated about the latest researches, but they depend mostly on their own long experience. The updated teachers said that they had seen this topic when they were at ENS since they studied many teaching methods and techniques, also, they read a lot about it at their first year teaching since they got stucked with students' low level, they looked for anything may help them to make their students understand the language.

Question 4: Have you read anything about that?

The aim of this question is to know whether the teachers read anything about L1 use. Three teachers claimed that they read about the topic many times, either in articles and books or as a discussed topic in social media, where most teachers complain about students low level in English and try to solve some learning problems through the use of Arabic and its impact on the language acquisition.

Question 5: According to your own experience, do you think that L1 use is useful in the Algerian EFL classes?

If yes, when and how should it exactly be used?

The aim of this question is to figure out the situations that the teacher find himself / herself using the L1 (Arabic) rather than the Target Language.

In this question, the researcher received different answers, which reflect the flexibility and seriousness of teachers in solving the difficulties learners face in the English learning process. Despite the fact that there are various responses, but all of the teachers agreed that the main stimulus to use the mother tongue is the learners' misunderstanding of the input .i.e. when the learner cannot understand what the teacher says or what he explains and they extremely need translation to understand, generally with vocabulary and grammar lessons. The first response of this answer was that "using Arabic is forbidden from the Algerian ministry of education in teaching foreign languages, but we are obliged to satisfy the learners' need and overcome their lack of comprehension through L1 use if it is compulsory". These are the main answers that the investigator received:

- The use of L1 is necessary when there is ambiguity in teaching some grammar points because these elements are so crucial for learners to reach the English language basis.

- Explaining vocabulary and lexis especially abstract words simply because it is hard to understand such kind of words.
- It is crucial when there is not similarities in both English and Arabic systems in terms of grammar.
- Checking learners' comprehension.
- Sometimes in giving feedback.
- Clarifying instructions to ease doing activities.
- It is needed to motivate learners to participate in order to enhance the teacher-learner interaction.
- Treating the students' lack of comprehension.

Rubric Three: L1 in practice

The main aim of this rubric is to discover the benefits of using L1 as a technique in EFL classrooms

Question 6: As a teacher do you use it in your class? When and why?

The aim of this question is to discover what the teacher practices this technique in his class or not and when does s/he apply it?

Three teachers said that using Arabic in a restricted manner gave them many good options which develop the English teaching-learning process. The following points are teachers' answers: the use of Arabic in EFL class helps them to:

- Gain students self-confidence to participate.
- Save time to explain some concepts when there is no time to reach some points in the programme (especially, if it takes a lot of time to explain in English...).
- Break the psychological barriers of learners and reduce their anxiety.
- It enhances the learner-learner and learner-teacher interaction.
- It encourages learners to work in pairs or in groups.

Question 7: What can you say to colleagues about L1 use in the class?

This question tries to open the doors for the investigated teachers to speak up their minds as max a possible from their experience.

The teachers said. If teachers use L1 overly and in an exaggerated manner then L1 will affect negatively learning English. So they have to limit the use of L1 only when it is necessary and important to use it. The investigator asked the teachers why their colleagues should limit the use of the latest they claimed: The overuse of L1 in EFL

classrooms may create lazy learners who cannot make efforts and do not participate in English. They will be create a chaotic environment which good students won't feel at ease and loose their concentration. Hence, the shade light on another important issue which is L1 use leads teachers to forget their English knowledge and vocabulary.

Overall, the results obtained from teachers' questionnaire indicate that most teachers agree that the use of L1 as a language learning strategy exists in L2 teaching and learning process, at least as a final solution. Therefore, teachers believe that the appropriate use of L1 as a learning strategy will help students positively in their L2 learning acquisition. The results obtained and discussed in this chapter confirm the hypothesis of the present study.

Conclusion

The current chapter presented the research design and methodology, description, analysis and discussion of findings obtained from different data collecting tools. The chapter tackles the analysis of teachers' questionnaire and interview. Sections in the questionnaire as well as the interview were developed to have an insight about EFL teachers point of views, perceptions and practices towards the use of the mother tongue in English class and to what extent they have to use and whether it has positive or negative impact on the students learning process.

General conclusion

The exaggerated manner and the overuse of L1 in EFL classes has been discussed and considered as wrong in teaching EFL Classes for many researchers. However, the well-planned and well-controlled system and apply of the mother tongue plays in fact a compulsory role in English learning and teaching process. The advantage of using L1 in learning English is approved by many teachers. It should be known that L1 is the natural language source of L2 learning. Thus, researchers need to see whether teachers of English of the Wilaya of M'sila, Algeria have positive attitudes, perceptions and practices towards L1 use in EFL classrooms, in addition to discover the purpose behind using L1 in their classes. The methodology adapted to answer these questions was based on two instruments, a questionnaire and an interview.

The result of the present study showed that teachers hold positive perceptions and practices concerning the use of the mother tongue in the foreign language classes. Participants, teachers, indicated judicious and bounded use of the mother tongue is beneficial and play a crucial role to enhance the teaching and the learning process of English. However, it is advised to minimize the L1 use in order not to interrupt and bound the students opportunity to practice English. On the other hand, teachers emphasized some reasons why they use L1 in their classes. The majority of them agreed on L1 use to save time and efforts, to introduce new items and complex concepts and ambiguous ones.

It is ethical to mention that, this work had limitations and that many aspects maybe neglected because of the unawareness of the researchers about some issues, as which could participate to limitation of data. It is worthy that the findings of the present research be regarded as a beginning of a new research investigation, furthermore, it would open a window for further studies.

Pedagogical Implications

EFL teachers should facilitate the process of second language acquisition. Among the tools that teachers should adopt to facilitate the process of second language learning, is the use of the L1 inside the class. Teachers of the Wilaya of M'sila in Algeria of English

believe that they use L1 as a solution to explain the L2 learning difficulties and save time and efforts. Their view is based on the fact that if they use L2 as a principal mean of teaching their students will not understand the lessons, as a consequence, they will not

participate and feel not concerned with it. Teachers know and believe that their students use L1 in their L2 learning process so, they need to guide this use. Teachers are advised to: use the learners' First Language in a clever and systematic ways. They should carefully decide the purpose and the amount of using L1. In addition, they should be aware of the attitudes that their students hold towards the use of Arabic language. Another crucial remark is that, the teachers of English should restrict the use of L1 accordingly with their students level, i.e sometimes the teacher felt that s/he is obliged to use L1 with low level learners.

Limitations and recommendations for future research

As with most research projects, there were many limitations to the present study. First, there would be no accurate data from some teachers who were somehow ideal especially when it comes to never use L1 in their classes.

In addition, the research findings cannot be generalized to other contexts. Large number can be chosen in the future research, because forty teachers of English at the Wilaya of M'sila, Algeria may not reflect the whole population.

On the basis of the findings and conclusions, the researchers recommended that further research may focus on exploring new means of teaching using bilingual approaches and technique and their effect on the learners Language acquisition.

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APPENDICES

Appendix One

Teachers' Questionnaire

Dear teacher,

This questionnaire is a part of a research work; it is designed to investigate your attitudes and beliefs towards using the students' mother tongue (Arabic) in the EFL (English as a Foreign Language) classes. So, we would be so grateful if you could respond to the following questions honestly. Please, tick (✓) the appropriate box and/ or provide full statements whenever necessary.

Thank you in advance for your cooperation.

1. Gender

a. Male

b. Female

2. What is the highest degree that you hold?

a. BA (Licence)

b. Master

3. Magister How many years have you been teaching English at the secondary school?

a. 1- 4 years

b. 5 – 10 years

c. 11 – 20 years

d. More than 20 years

Section Two: Teachers' attitude towards using the mother tongue (Arabic) in EFL classroom.

Do you enjoy teaching English?

e. Yes

f. No

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If **No**, please say why?

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

4. Do you face any problems when teaching English?

- a. Yes
- b. No

If **Yes**, please explain

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

5. Do you use Arabic in the EFL classroom?

- a. Yes
- b. No

If *yes*, is it because using Arabic

- a. Saves time and effort?
- b. Is helpful to below the average students?
- c. Is an obligation from the ministry of education?

d. Others, please specify.....

.....
.....

6. How often do you think teachers of English should use Arabic in the classroom?

- a. Always
- b. Sometimes

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- c. Rarely
- d. Never

If you say **Never**, please explain.....
.....
.....

7. How helpful is Arabic in the EFL classroom?

- a. Extremely helpful
- b. Very helpful
- c. Helpful
- d. Not helpful

8. When do you think it is necessary to use Arabic in the EFL classroom?

- a. To explain new vocabulary
- b. To explain grammar points
- c. To deal with problem behavior
- d. All of them

e. Others, please specify.....

9. Should Students be allowed to use Arabic in the EFL class?

- a. Yes
- b. No

If **yes**, is it for the purpose of allowing students to

- a. Make their own contributions?
- b. Ask for more explanation?
- c. Ask for permission?

d. Other, please specify
.....

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.....
10. During instruction, should students be allowed to use

a. A monolingual dictionary?

b. A bilingual dictionary?

Whatever your answer is, please explain.....
.....

11. Does the use of Arabic in EFL classroom help the learner of English do better?

a. Yes

b. No

c. Not sure

If *yes*, please say how?
.....
.....

12. Does the use of Arabic motivate the learner to participate in the classroom?

a. Yes

b. No

If *yes*, please say how?.....

13. Does using Arabic help to develop a good teacher-student relationship?

a. Yes

b. No

c. Maybe

If *yes*, please explain.....
.....

14. Do you think that the use of Arabic can have more negative than positive effects on EFL students?

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- a. Yes
- b. No

If *yes*, is it because the use of Arabic

- a. Prevents learners from developing fluency and accuracy in English?
- b. Develops students' mental laziness?
- c. Demotivates good learners?
- d. Others, please specify.....

.....

.....

15. For good teaching/learning in the EFL classroom, do you think Algerian teachers had better avoid using Arabic?

- a. Yes
- b. No

If *No* please say how can teachers use Arabic in EFL classroom to help students' learn English?

Thank you very much!

Appendix Two

Teachers' Interview

Rubric1: Teachers' Profile

1. How many years have you been teaching English ?
2. Which classes have you taught?

Rubric2: Teachers' Perceptions towards L1 Use in EFL Classes

- 3- Have you got an idea about what latest research says about L1 use in EFL classes?
- 4- Have you read anything about that?

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5- According to your own experience, do you think that L1 use is useful in the Algerian EFL classes?

If yes, when and how should it exactly be used?

Rubric 3: L1 in practice

- 5- As a teacher do you use it in your class? And when?
- 6- What can you say to colleagues about L1 use in the class?

المخلص

إن الغاية من البحث الذي بين أيدينا هي التحقيق في ممارسات أساتذة اللغة الإنجليزية وتصوراتهم تجاه اعتماد اللغة الأم أثناء حصص تدريس اللغة الانجليزية كلغة أجنبية بغيت تحديد مدى تأثير تدخل اللغة العربية في حصص اللغة الانجليزية كلغة أجنبية تأثيرا ايجابيا كان أو سلبيا في تعلم اللغة الانجليزية. وذلك من خلال الإجابة عن أسئلة تتعلق بمتى وأين ولماذا ينتهج أساتذة اللغة الإنجليزية كلغة أجنبية نهجا أحادي اللغة. تم إنجاز هذه الدراسة استنادا إلى بيانات حصلت من مجموعة من أساتذة اللغة الانجليزية بولاية المسيلة وذلك من خلال طرح استبيان إلى جانب إجراء مقابلات شفوية أجريت مع أولئك الأساتذة. البيانات المتحصل عليها تم تحليلها تحليلا كميا ونوعيا وقد أظهرت النتائج المتحصل عليها الأثر الايجابي لتصورات وممارسات أساتذة اللغة الأجنبية فيما يتعلق باستخدام اللغة الأم أثناء حصص اللغة الإنجليزية. من جانب آخر يسلط البحث الضوء على حجم الصعوبات والتحديات التي يواجهها الأساتذة عند استخدام اللغة الإنجليزية داخل القسم مما يضطرهم إلى اللجوء إلى اللغة العربية كوسيلة لتسهيل عملية التعلم. هذا البحث يبرز كذلك أهمية استخدام اللغة الأم في تمكين الطلاب من التغلب على القلق واستيعاب الدروس بشكل أفضل. في الختام تم تقديم بعض التوصيات لدمج اللغة العربية في عملية تدريس اللغة الإنجليزية بشكل أفضل لكن بحذر.