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The Use of the Mother Tongue (Arabic) as a Helping
Tool in Teaching English as a Foreign Language
A Case Study: Adrar Middle School Teachers of
English

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Dedication

I dedicate this modest work:

To the soul of my father and to my beloved mother

To my friends and colleagues in Ahmed Draia University of Adrar

To my two sisters Aicha and Asma

To my two brothers Abd El Rahman and Ahmed

To the all members of my family and my relatives

To my neighbours in the campus

To the reader of this work

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Abstract

Much interest has been given to Teaching English as a Foreign Language (TEFL). This latter depends on teaching several aspects of the language involving teaching the four skills: listening, speaking, reading, and writing. Also, it is important to know the different approaches and methods of language teaching and their development through time. The current research aims to find out teachers' perspectives and views about the issue of using the mother tongue in TEFL. The method used to achieve this aim is a questionnaire; It includes nine questions which are given to thirty middle school teachers in Adrar to answer. It is obvious that most teachers try to use Arabic in teaching English classes because of different reasons and objectives. Teachers have their justifications in whether to use Arabic or not because they are experiencing the act of teaching which may make them choose the appropriate way or ways in teaching English. So, no one has the right to judge them to be good or bad because of their use of Arabic in their teaching.

Keywords:

Teaching English as a Foreign Language (TEFL), the mother tongue, L1, Arabic, a help, middle school teachers of English, Adrar.

Résumé

Beaucoup d'intérêt a été donné à l'enseignement de l'anglais comme langue étrangère (EALE). Ce dernier dépend de l'enseignement de plusieurs aspects de la langue incorporant enseigner les quatre compétences, écouter, parler, lire et écrire. En outre, il est important de connaître les différentes approches et méthodes d'enseignement des langues et leur évolution dans le temps. La recherche actuelle vise à connaître les points de vue et les points de vue des enseignants sur la question de l'utilisation de la langue maternelle dans le EALE. La méthode utilisée pour atteindre cet objectif est un questionnaire; Il comprend dix questions qui sont données à trente enseignants du collège d'Adrar pour y répondre. Il est évident que la plupart des enseignants essaient d'utiliser l'arabe dans l'enseignement des cours d'anglais en raison de raisons et d'objectifs différents. Les enseignants ont leurs justifications dans l'opportunité d'utiliser l'arabe ou non parce qu'ils connaissent l'acte d'enseignement qui peut les laisser choisir la manière appropriée ou des moyens dans l'enseignement de l'anglais. Ainsi, personne n'a le droit de les juger bons ou mauvais en raison de leur utilisation de l'arabe dans leur enseignement.

Mots-clés:

Enseignement de l'anglais comme langue étrangère (EALE), la langue maternelle, arabe, une aide, les enseignants du collège de l'anglais, Adrar.

الملخص

يلقى مجال تدريس اللغة الانجليزية كلغة أجنبية اهتماما كبيرا. و يعتمد هـ ذا الأخير على تدريس عدة أوجه للغة متضمنا تدريس مهارات اللغة الأربعة : مهارة الإستماع و مهارة التكلم و مهارة القراءة و مهارة الكتابة. بالإضافة إلى هـذا، من المهم أن نتعرف على مختلف طرق و منهجيات تدريس اللغة و على تغيراتها عبر الزمن. يهدف البحث الحالي إلى التعرف على آراء و مواقف أساتذة التعليم المتوسط عن قضية إستعمال اللغة الأم في تدريس اللغة الإنجليزية كلغة أجنبية. و لبلوغ هـذا الهدف سنلجأ لتوزيع إستبيان يتضمن تسعة أسئلة تنتظر الإجابة عليها من طرف ثلاثون أستاذ في طور التعليم المتوسط بمنطقة أدرار. يبدو جليا لنا بأن معظم الأساتذة يحاولون إستعمال اللغة العربية في تدريس أقسام اللغة الإنجليزية و هـذا يعود لأسباب و أهداف مختلفة. للأساتذة مبرراتهم في إستعمال اللغة الأم أو عدم إستعمالها و هـذا لأنهم هم أنفسهم من يقومون بالتدريس ما يجعلهم يختارون الوسيلة أو الوسائل المناسبة في تعليمهم للغة الإنجليزية.

كلمات مفتاحية:

تدريس اللغة الإنجليزية كلغة أجنبية، اللغة الأم ، العربية ، مساعدة ، معلمي المدارس المتوسطة للغة

الإنجليزية ، أدرار.

List Of Acronyms

ALM: Audio- Lingual Method

BA: License Degree

CBA: The Competency Based Approach

CLL: Community Language Learning

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

GTM: Grammar- Translation Method

L1: the mother tongue, the first language, the native language

L2: the second language

MA: Master Degree

TEFL: Teaching English as a Foreign Language

TPR: Total Physical Response

List of Tables

Table3.1 Gender Distribution.....	27
Table 3.2 Experience of Teaching.....	27
Table3.3 Education Degree.....	28
Table3.4 Difficulties accounted when teaching English to middle school pupils.....	29
Table3.5 What are your attitudes toward the use of the mother tongue (Arabic) in teaching English?.....	30
Table 3.6 Do you interfere to Arabic when teaching English?.....	30
Table3.7 Reasons behind L1 use.....	31
Table3.8 Teacher's perspective about L1 use in English classes.....	32

LIST OF FIGURES

Figure3.1 A pie chart showing gender distribution.....	27
Figure3.2 A pie chart showing experience of teaching.....	28
Figure3.3 A pie chart shows sample's educational degree.....	28
Figure3.4 A pie chart shows difficulties encountered when teaching English to middle school pupils.....	29
Figure3.5 A pie chart about: What are your attitudes toward the use of the mother tongue (Arabic) in teaching English?.....	30
Figure3.6 A pie chart about: Do you interfere with Arabic when teaching English?.....	30
Figure3.7 A pie chart shows The most notable reason that let use the L1 in the English class.....	31
Figure3.8 A pie chart shows the participants' views about L1 use in English classes.....	32

Table of Contents

Dedication	i
Acknowledgements	ii
Abstract	iii
List of Acronyms	iv
List of Tables	v
List of Figures	vi
Table of Contents	vii
General Introduction	1
Chapter One: Teaching English as a Foreign Language	
1.1 Introduction.....	3
1.2 Teaching English as a Foreign Language.....	3
1.3 Teaching the four skills.....	4
1.3.1 Teaching reading.....	4
1.3.2 Teaching writing.....	5
1.3.3 Teaching speaking.....	6
1.3.4 Teaching listening.....	6
1.4 Language teaching approaches and methods.....	7
1.4.1 The Grammar-Translation Method.....	7
1.4.2 The Direct Method.....	8
1.4.3 The Audio-lingual Method.....	9
1.4.4 The Situational Approach.....	9
1.4.5 The Communicative Approach.....	10
1.5 The Humanistic Approaches.....	10
1.5.1 The Silent Way.....	11

1.5.2 Suggestopedia.....	11
1.5.3 Total Physical Response.....	11
1.5.4 Community Language Learning.....	12
1.6 The Competency Based Approach.....	13
1.7 Conclusion.....	14
Chapter Two: Teacher’s Use of L1 in TEFL	
2.1 Introduction.....	15
2.2 Methods and approaches supporting the L1 use in foreign languages teaching classrooms.....	15
2.3 Methods and approaches against the L1 in foreign languages teaching classrooms.....	16
2.4 Attitudes and reasons behind the teacher' s integration of the mother tongue within English classes.....	17
2.5 Advantages of using the mother tongue in TEFL.....	20
2.6 Disadvantages of using L1 in EFL Teaching.....	22
2.7 Conclusion.....	23
Chapter three: The Case Study	
3.1 Introduction.....	25
3.2 Research methodology.....	25
3.2.1 The teacher's questionnaire.....	25
3.3 Sample of the study.....	25
3.4 Analysis of teacher's questionnaire.....	26
3.5 Limitations.....	32
3.6 Results.....	33
3.7 Conclusion.....	34

General conclusion.....	35
References.....	36
Appendix.....	43

General Introduction

Algeria is a multilingual country because it has many languages beside Arabic which is the mother tongue of the majority of citizens. One of the international languages used in the Algerian educational institutions is English which is considered as a foreign language. This language does not have a very great importance in Algeria like French which is the language of the colonization, but because English is the language of science and technology, it happens to witness more demands from people to learn it. Their aims differ in matter of their needs. This is concerned with another branch of the language known as " English for Specific Purposes" or ESP.

There is no common view about using the mother tongue in teaching English classes. Different points of view are generated from this issue. Some support the use of L1 in teaching foreign language classes while others do not. There are teachers of English who are used to the mother tongue in their classes and other teachers are not. Hence, we see that it is important to investigate this issue.

The current study aims to explore the issue of using Arabic in teaching English. It investigates the teachers' attitudes and perspectives of using the mother tongue in their teaching. It also tries to explore the reasons that make the teacher uses the learners' first language in English class. Furthermore, it searches the effects of the use of L1 in class, whether it is a positive help or a negative one.

In this study, we try to find answers to the following questions:

- What are the teachers' attitudes towards the use of Arabic in TEFL to middle school pupils?
- What are the reasons behind the teacher's use of Arabic ?
- Is the use of Arabic a positive help or a negative help during teaching English?

We can answer the previous questions in the following :

1. EFL teachers use Arabic in order to help middle school pupils learn English.
2. Teachers may use Arabic to help their pupils understand the language easily.
3. Teachers may feel at ease when using Arabic to teach their learners.

This research contains three chapters. The first chapter provides the reader with a literature review about the issue of teaching English depending on the use of the mother tongue. This latter defines the term Teaching English as a Foreign Language (TEFL). It provides teaching the four skills, listening, speaking, reading, and writing. Also, it provides language teaching methods and approaches. The second chapter is about the use of the mother tongue in teaching a foreign language from different views and researches. Finally, the third chapter is concerned with the case study which studies the issue practically.

CHAPTER ONE:

Teaching English as a Foreign Language

Chapter One: Teaching English as a Foreign Language

1.1 Introduction

English is considered to be the international language that is commonly used in all over the world. One can find it in different fields and domains. In that context, the focus is put on teaching English in the academic domains, especially teaching English as a foreign language. Section two starts with a clear definition of the process of teaching English as a foreign language from different points of view. Later, section three focuses on defining teaching the four language skills (reading, writing, speaking, and listening). Each one of those skills are discussed in subsection one, subsection two, subsection three, and subsection four. Section four gives an overview of the previous methods and approaches such as the Grammar Translation Method, the Direct Method, the Audio Lingual Method, the Situational Approach, And the Communicative Approach. It provides the general characteristics and aspects for each method and approach. Section five mentions the humanistic approaches as the Silent Way, Suggestopedia, Total Physical Response, and the Community Language Learning Approach. Each approach is explained separately and generally . Section six ends the chapter with a brief demonstration of the Competency Based Approach.

1.2. Teaching English as a Foreign Language (TEFL)

English language teaching stands for giving courses on a specific aspect of the English language such as grammar, vocabulary, or phonology within academic contexts. As Broughton et al. (2003) define it " it is taught in schools, often widely, but it does not play an essential role in national or social life" (p.6). This definition fits to the Algerian system of education where English is considered to be taught in schools and academic institutions only unlike French that has an important role in the social and national life. According to Gates (2013), "TEFL is teaching English to people who do not speak it as a

Chapter One: Teaching English as a Foreign Language

first language." (p.8). Thus, TEFL is a process of providing learners, whose first language is not English, with particular lectures in schools, universities, and academic institutions about the English language.

1.3. Teaching the Four Skills

EFL teaching depends on teaching all the elements that are important in the learning of language, that is, grammar, vocabulary, pronunciation, semantics (meaning), pragmatics, listening, writing, speaking, and reading skills. In that context, we put the focus on teaching the four skills rather than grammar and vocabulary alone. Reading and listening are receptive skills whereas writing and speaking are productive ones.

1.3.1. Teaching Reading

As mentioned before, reading is a receptive skill. Teaching reading is providing learners with the knowledge through a written document to be read. Beatrice (2008) defines reading as:

a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience. (para.1)

It is a cognitive skill that leads the learner to think and understand a given text or a document. Moreover, Grabe (2009) affirms that "reading is the process of receiving and interpreting information encoded in language from via the medium of print" (p.14). It is essential to teach the reading skill because it helps EFL learners enhance their comprehension and their level in acquiring the language. Koda (as cited in Robinson, 2013) says that the main objective of reading is "to construct text meanings based on visually presented information" (p.546). In other words, reading helps learners extract the

Chapter One: Teaching English as a Foreign Language

meaning of the text as a whole. " The reader needs to gather visual information from the written text (e.g., letters and words), identify the meanings of words, and then move forward to the processing of the structure and meaning of larger syntactic units, such as phrases or sentences" (Hinkel, 2006, p.120). Reading depends on understanding the sense of the written short items and eventually comprehending the big items.

1.3.2 Teaching Writing

Unlike reading, writing is a productive skill. Hyland (1996) states " writing is the combination of lexical and syntactic forms" (p.4). This definition demonstrates that writing consists of relevant words and terms that are designed within the right structure and form. Writing is the symbolic representation of language through the use of graphic signs (Yule, 2010, p.212). That is, language is represented through symbols and signs.

Richards and Renandya (2002) state that writing is the most difficult skill for learners of second and/ or foreign language when they represent that " L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and so on" (p.303).

According to Elliott (1969)," To teach writing at every level does not mean to prescribe rules, assign topics, or recommend forms. To teach writing is to help to rewrite" (p.131). That is, teaching writing is a matter of assisting learners in the correction of an already written sentence or text and is not a matter of instructing how to deal with words and which grammatical structure to use. Joachim (2000) considers the act of teaching the writing skill as " exhilarating when the instructor moves away from giving assignments, writing comments on papers and then assigning grades" (p.86). That is, learners are easily taught how to write since they do their given assignments through writing carefully hoping in a good mark. Greenwood (1912) agrees with Joachim's view to the extent that the

Chapter One: Teaching English as a Foreign Language

former considers writing as " the easiest subject in the entire curriculum to teach, and it is the poorest taught" (p.414).

1.3.3. Teaching Speaking

Most of EFL learners focus on the speaking skill rather than the writing skill. The former tends to be more easier and depends on the fluency rather than accuracy, i.e. when we speak, we do not give more importance to the grammatical rules and the structure of the sentence as we do when we write. Bygate (1987) confirms that when he announces that " speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted" (p.3).

Moreover, Nunan (1991) states that most persons consider speaking as the only most essential feature of learning a second or foreign language and the progress depends on the capability in carrying out a dialogue in the language. So, teaching the speaking skill tends to give the learners the opportunity to express the language orally and verbally in a syntactic and a comprehensible way.

1.3.4 Teaching Listening

Listening is a receptive skill. Several researches and experiments about the listening skill confirm the importance and effectiveness of using this skill in teaching English as a foreign language. " It is a state of receptivity that permits understanding of what is heard and grants the listener full partnership in the communication process" (Sadiku, 2015, p.31). Brown (2006) describes listening as being a difficult act because students' knowledge should be firstly tested in order to help them understand and get what they hear.

Another view about the importance of teaching listening is "For second language/ foreign language learners, listening is the skill that makes the heaviest processing demands

Chapter One: Teaching English as a Foreign Language

because learners must store information in short term memory at the same time as they are working to understand the information" (Rubin,1995, p. 8). In other words, learners should have a flexible memory that can easily get and understand what is spoken.

" Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening" (Nation and Newton, 2009, p.37). Here, the writers make a difference between the listening and speaking skill showing that a child starts by listening in his first years to his/ her mother tongue before starting to speak; the same is applied for the learners of other languages.

1.4 Language Teaching Approaches and Methods

It is important to take into consideration a set of approaches and methods in teaching a language. They come in a subsequent way , one after another to complete it ,add to it, or contradict it. Each method stands for specific aims and objectives. " Approach, according to Anthony, refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching" (Richards and Rodgers, 1986, p.16). The most common known approaches and methods are the Grammar -Translation Method, the Direct Method, the Audio-Lingual Method, the Situational Approach, the Communicative Approach, the Silent Way, Suggestopedia, the Total Physical Response, and the Community Language Learning.

1.4.1.The Grammar- Translation Method (GTM)

The GTM is the method known to be the most classical and traditional one in the history of language teaching methods and approaches. " The Grammar-Translation Method within English Language Teaching (and as a method for teaching other modern languages) emerged from the teaching of classical languages such as Latin" (Hall, 2011,

Chapter One: Teaching English as a Foreign Language

p.81). Celce-Murcia (2001) summarizes the main characteristics of this method in the following points:

1. Instruction is given in the native language of the students.
2. Focus is on grammatical parsing ,i.e., the form and inflection of words.
3. There is early reading of difficult texts.
4. A typical exercise is to translate sentences from the target language into the mother tongue (or vice versa).
5. The result of this approach is usually an inability on the part of the student to use the language for communication.
6. The teacher does not have to be able to speak the target language.

Thus, the GTM focus is on teaching the foreign language (the target language) through the use of the student's mother tongue (the native language) , translation, and the grammar.

1.4.2. The Direct Method

It is named direct because all courses are given in the target language without any interference of the first language. Sárosdy et al. (2006) confirm that "The Direct Method receives its name from the fact that meaning is to be connected directly with the target language without going through the process of translating into the students' native language" (p.12). Richards and Rodgers list the following principles in practice of the direct method:

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

Chapter One: Teaching English as a Foreign Language

4. Grammar is taught inductively.
5. New teaching points are introduced orally.
6. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension are taught.
8. Correct pronunciation and grammar are emphasized.

So, the direct method insists on teaching through using the student's target language rather than his/her mother tongue as it focuses on teaching daily vocabulary and sentences which are used in everyday communications. According to Gionet (1974), the use of the mother tongue is considered as "an anathema" since the target language teacher gets into the class as well as learner's imitation of the teacher is a crucial technique in language learning.

1.4.3. The Audio-Lingual Method (ALM)

The Audio-Lingual Method is known to its integration of dialogues as a way to enhance learner's comprehension and listening-speaking skills. English language learners listen to dialogues on tape and respond eventually (Curran, Deguent, Lund, Miletto, & Straeten, 2000, p. 12). Because the ALM was mainly developed for military purposes by the United State of America (USA) during the second world war, its main objective was "to enable espionage personnel to assimilate spoken language and be able to infiltrate enemy offices and pass themselves off as native speakers" (Curran et al. 2000,p. 11-12).

1.4.4. The Situational Approach

The essential role of the situational approach is the development of the learners' speaking skill. In the situational approach (also called the oral approach), " Speech, structure and a focus on a set of basic vocabulary are seen as the basis of language teaching" (Rhalmi, 2009). Ash-shammari & Al-Sibai (2005) present some characteristics

Chapter One: Teaching English as a Foreign Language

of the situational approach. First, learning the language is expected to be applied to situations outside the classroom. Also, grammar is taught inductively through repetition and substitution activities. Additionally, accuracy in both pronunciation and grammar is regarded as crucial and errors are to be avoided at all costs. The main characteristic is that language teaching begins with the spoken language. Material is taught orally before it is presented in written form.

1.4.5 The Communicative Approach

The communicative approach - or the Communicative Language Teaching (CLT) refers to " a set of beliefs which deal with not only re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach" (Harmer, 2001, p.84). David's English Teaching World's community (2007) asserts that CLT is an approach to the teaching of languages that emphasizes interaction as both the instrument and the final objective of learning a language. "The communicative approach often refers to speaking activities; however, the other skills can also be practised in a communicative way" (Pollard,2008, p.20). So, the communicative approach focuses on the involvement of all language skills especially the speaking which is considered as an essential part in practicing communicative activities.

1.5 The Humanistic Approaches

The humanistic approaches are a set of language teaching approaches that are different from the traditional approaches stated above. They are based on the learning process rather than the teaching process in language teaching as it considers the teacher as the one who facilitates the act of teaching (Vlasova, n.d). There are four humanistic approaches which are the Silent Way, Suggestopedia, Total Physical Response, and The Community Language Learning.

Chapter One: Teaching English as a Foreign Language

1.5.1 The Silent Way

It is said to be silent because the teacher is supposed to adhere silence during his/her teaching time and to speak as little as possible whereas the learners should be active at the class and do the act of learning by themselves. Richards and Rodgers (as cited in Brown, 2000, p.28) pointed out " the theory of learning behind the silent way" in the following:

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
2. Learning is facilitated by accompanying (mediating) physical objects.
3. Learning is facilitated by problem solving involving the material to be learned.

Freeman (2000) states that "teaching should be subordinated to learning" as one of the basic principles of the silent way (p.53-54).

1.5 .2 Suggestopedia

Suggestopedia (also known as Desuggestopedia) is " an approach developed by the Bulgarian psychologist Georgi Lozanov's (1979) contention that the human brain could process great quantities of material if it was given the right conditions for learning among which are a state of relaxation and giving over control to the teacher" (Brown, 2000, p.27). Richards and Rodgers (2001) indicate that the learner's mastery of language depends on his/her memorization of prodigious lists of vocabulary pairs (p.102). Lozanov asserts that "increased memory power is not an isolated skill but is a result of positive, comprehensive, stimulation of personality. "(as cited in Richards and Rodgers 2001, p.102). In addition, music plays a very important role in this method in order to get learners sit back and relax (Brown, 2000, p.28).

Chapter One: Teaching English as a Foreign Language

1.5.3 Total Physical Response (TPR)

The TPR Method, developed by the experimental psychologist James Asher, is a humanistic method that contains directions that are followed by the learners (Prabhavathy and Mahalakshmi, 2012). Widodo (2005) asserts that " the learners listen attentively and respond physically to commands by the teacher". In this cognitive approach, learners are asked to focus their attention on what is spoken and they should interact through physical performance, moving, and acting. " Asher's Total Physical Response is designed to provide language learning experiences that reduce the stress and anxiety adults experience in foreign language learning " (Richards, 1984, p.11). Asher designs TPR in order to decrease the stress and anxiety students usually feel during learning a foreign language. Brown (2000) describes a TPR classroom where learners do a lot of listening and acting activities responding to their teacher's commands and directions (p.30).

1.5.4 Community Language Learning (CLL)

In the Community Language Learning, students are considered as adult people because they are encouraged to express their emotions, feelings, intellect, relationships and reactions while they are sitting in a circle (Taylor, 2003). " The basic principle of the methodology is to establish interpersonal relationships between the teacher and learners to facilitate learning" (Nagarag,2009). Most essentially, the developer of CLL "Curran" (as cited in Kim, 1995) states that learners should receive a great care from the teacher. Here, he explains further:

Teacher must understand and accept their fear and help them to recover security in order to induce positive energies for learning. Thus, providing conditions necessary for successful learning is considered to be crucial in CLL. CLL emphasizes a teacher's responsibility for creating and maintaining a secure environment for

Chapter One: Teaching English as a Foreign Language

learning. (p.277)

In the language classroom, the Community Language Learning approach considers the teacher as the "counsellor" and learners as "clients" (Fuentes and Jose, 2014):

- a) Native language is permitted between students.
- b) Translation will be provided by the teacher.
- c) Students apply the target language independently when they feel confident .
- d) Students are encouraged to express how they feel about the learning process.

1.6 The Competency-Based Approach (CBA)

The competency based approach appeared at the beginning of the 21st century as an attempt for the development in the educational domain (Makulova et al., 2015, p.183). From its name, we observe that this approach is based on the competency. So, the term "competency" or "competence" refers to " a knowledge, skill or attitude that is required for job performance" (English Dictionary, 2015). That is, competency is to know how to act in a specific career or to have the ability of doing special job. In Le Boterf (as cited in Brahim, 2011) view, competency based approach requires a person who should always have solutions for immediate problems and be elastic and active. In its relation to learning, CBA is defined as " an approach to education that focuses on the student's demonstration of desired learning outcomes as central to the learning process" (Teach Thought Staff, 2018). At this point, CBA gives more importance to the learners for they are free to choose what they want to be taught as they are the ones responsible for their progress and mastery of a language.

Chapter One: Teaching English as a Foreign Language

1.7. Conclusion

To conclude, teaching language skills is a process that requires teacher's attention and knowledge of the traditional approaches of language teaching as well as the current and recent ones. For example, when the teacher designs his/ her course on teaching the reading and writing skills, the method followed is the Grammar Translation Method. The traditional methods and approaches are teacher-centred approaches because the teacher is used to dominate and authorize and supposed to be the source of the information. On the other hand, the humanistic approaches are learner-centred approaches. They are said to be humanistic or cognitive approaches because they focus on the learner's psychological interaction and comprehension. The learner is the most essential part in the teaching/ learning process. Likewise, the Competency Based Approach is characterised by the choice of autonomy given to the learner in designing his/her learning materials for better results and evolution in educational levels.

CHAPTER TWO:

Teacher's Use of L1 in TEFL

2.1 Introduction

The issue of using the first language in teaching English classes has been an argumentative issue through the development of English language teaching methods and approaches (Brown (as cited in Miles, 2004). The use of L1 was strongly supported by the traditional Grammar Translation Method (GTM) in teaching a foreign language. Unlike the GTM, the audio lingual and the situational approach refused totally the mother tongue's use in foreign language teaching (Yavuz 2012). This chapter begins with an overview on the methods and approaches which support this idea. Then, we move to demonstrate approaches that are against it. Later, it presents an illustration of the main attitudes and reasons behind the teacher's use of the learner's mother tongue during EFL classrooms. After that, we look at the advantages and disadvantages of teacher's use of L1 within English classes. Finally, we end with a conclusion to the whole chapter.

2.2 Methods and Approaches Supporting the Use of L1 in Foreign Language Teaching Classrooms

One of the most well-known methods that supports the use of the mother tongue in a foreign language teaching classroom is the Grammar Translation Method. This idea is emphasized in Aguado and Becerra's work (2013) when they assert that a language proficiency is evaluated when accurate grammar and lexis are shown through translations as the main principle of the Grammar Translation Method. English as a foreign language learners will develop in their learning of English if the teacher tries to illustrate the grammatical rules and the new words in their mother tongue (p.40). Likewise, Karavas (2014) points out that the Grammar Translation Method holds "exercises in translating disconnected sentences from the target language into the mother tongue" (p.19). In other words, the Grammar Translation Method emphasizes more the involvement of exercises

and activities that depend on connecting sentences through translations between the learner's mother tongue and the target language. Heath (as cited in Al Asmari, 2014) insists on the integration of learner's first language in teaching another language because when accepting it, the learner is also accepted; whereas, when refusing it, the learner is therefore refused (p. 2067).

2.3 Methods and Approaches against the Use of L1 in Foreign Language Teaching Classrooms

As there are methods supporting the use of L1 in foreign languages teaching, there are others rejecting its use. One of the most notable methods and approaches against the use of L1 in foreign languages classes is the Direct Method. It has extremely refused using the first language in teaching a foreign language class (Namaghi & Norouzi, 2015, p.616). Additionally, they state that " practitioners believed that L1 should be avoided to minimize negative transfer" for that the audio lingual method also rejects the use of the native language in foreign language classrooms " (p.616). In more details, Abadi (2015) presents the focus of the Direct Method when he announces:

Basically, the Direct Method aims to provide language learners with a practically useful knowledge of language. Knowing a language is being able to speak it. This method argues that a foreign language can be taught without translation, unlike the argument of the grammar translation method. (p.85)

Abadi shows that, according to the Direct Method, foreign language learners can acquire a language when they are involved in practical activities in the same target language rather than going back to the first language as the Grammar Translation Method does. Blackman (2014) adds that " Certainly most methods from the 1950s to the 1980s tried to limit students' exposure to the L1" which are the Natural Approach, the Total Physical Response Method. Like the Direct Method, The Audio Lingual Method, The Natural Approach, And

The Total Physical Response focus more on the involvement of the target language rather than using the mother tongue which is totally rejected in teaching foreign languages classrooms.

Howatt (as cited in Alshehri, 2017) inserts that approaches like the Direct Method, Audio Lingual Approach, Communicative Language Teaching, and Task-Based Language Teaching support " a monolingual approach to language teaching". That is, they are with the use of only the target language in teaching a language.

About the Audio Lingual Method, Cumpenaşu (2007) states that it tries to develop the skills of the target language just by that language itself without going back to the first language as it tries to make learners feel usual of the target language through its well-known principle of "stimulus and response." The method was certain that whenever the mother tongue is used, "the negative transfer" will happen.

Pennycook (as cited in Miles, 2004) adds that " the Communicative Approach firmly believed the idea that monolingual teaching with authentic communication in L2 was the best way to learn a language". That is, communicative approach leaders think that teaching and communicating using only the target language is a good way in a language acquisition and learning.

2.4 The Attitudes and Reasons behind the Teacher's Integration of Learners' Mother Tongue in TEFL

The most obtained results about the reasons behind using L1 in English language teaching are collected through surveys and questionnaires of researches and experiments. Littlewood and Yu (2009) list the three main reasons summarized from 50 teachers' answers of the question " when do teachers use the L1?" in the teacher's questionnaire:

1. establishing constructive social relationships;
2. communicating complex meanings to ensure understanding and/or save time;

3. maintaining control over the classroom environment. (p. 68)

According to these results, teachers use the learners' mother tongue because they aim to make a strong relationship with their pupils inside and outside the classroom that may help in facilitating the process of teaching and learning. In addition, teachers integrate the first language in order to explain difficult words and meanings so that learners understand easily without wasting time. The last reason indicates that most teachers use the mother tongue in English classes in order to keep up the control over the whole class.

Macaro's (as cited in Littlewood and Yu, 2009) study confirms that the teachers enjoy using the L1 "for relationship building, explaining difficult grammar, and disciplining" (p.69). Likewise, Mitchell (as cited in Littlewood and Yu, 2009) interviewed the teachers to find out that explaining grammar and meaning and disciplining are the most common reasons of L1 use in English classes. Harbord (1992) deduces that there are three main reasons for using L1 in the classroom. It is used for facilitating communication, for facilitating teacher-student relationships, and for facilitating the learning of L2.(p.351)

Additionally, Harbord (1992) states that " Perhaps the biggest reason for using L1 in the classroom though, is that it can save a lot of time and confusion" (p.351). Cook (as cited in Miles, 2004) states that teachers should use L1 to convey meaning and organize the class. Through the results obtained from the teacher's questionnaire, Paker and Karaagaç (2015) found that:

The instructors used L1 often to communicate with students outside the class. They usually used L1 for rapport building purposes (making jokes, showing concern to the students, showing empathy, etc.), to explain difficult concepts or ideas, to talk about administrative information (course policies, announcements, deadlines, etc.), to explain grammar rules , and to talk about the exams.(p.114)

On the teachers' perceptions and attitudes toward whether to use the L1 or not in teaching a foreign language, Karimian and Mohammadi (2015) hold that there can be some of English language teaching instructors who support the use of learners' first language as it shows their comprehension of the lesson and there may be some other teachers who are against the use of the mother tongue in English classrooms.

One of the most important roles of the L1 is that " it provides a familiar and effective way of quickly getting to grip with the meaning and content of what needs to be used in the L2" (Nation, 2003, p.5). That is, when the teacher uses the L1 in translating words, this helps learners understand and grasp the meaning in a quick and short time. About his study of teachers and learners beliefs and attitudes towards target language use, the native language use and anxiety,

Levin (as cited in Mohebbi and Alavi, 2014) confirmed that teachers should approve the L1 in L2 classroom because it works in achieving most procedures. He also holds that the use of the learner's mother tongue for the reason of decreasing anxiety may inversely be a negative decision that creates anxiety in the class. As a final conclusion, he states that "students should be assigned an active role in striking balance between target and first language use in classroom" (p.61).

Voicu (2012) considers L1 use as " a means to an end". In other words, the mother tongue should be used as the final solution in teaching a second or a foreign language. Furthermore, she represents the next points when and why to use the first language. First, it is useful to use the mother tongue for beginner learners who are learning a foreign language for the first time. Second, L1 can be time-saving. Third, the use of L1 may let learners make a distinction and a comparison between the two languages in terms of vocabulary and grammar. Fourth, the L1 interference within teaching L2 shows the differences and similarities between the two cultures especially in activities like proverbs,

idiomatic expressions, songs, and jokes. Fifth, teacher will not find the target language as a good way that is why he tries to use learners' first language for managing his/her classroom. Sixth, learners will not feel trouble in doing translation exercises if their mother tongue is involved, so it is so beneficial for teaching grammar. Seventh, many learners fail to understand their teacher's feedback of tests, which is written in English, for they see L1 as a good way in giving instructions and providing their pupils with feedback that they can get easily. Eighth, in order to let students know the reasons and objectives of using such a way rather than the other in language teaching, teacher finds it necessary to apply this in the learners' native language. Finally, L1 is used to discuss errors that may happen from learners.

Cook (2001) explained some reasons that lead teachers to use the learners' mother tongue. First of all, it could be used to convey the meaning of sentences and words. Also, it is used to explain grammar and organize tasks. Next, it is useful to keep up control over class and contact with individual learner. At last, teacher may use the mother tongue for examining and testing.

Teachers aim their learners to be succeeded; therefore, "their goal is pedagogical" (Blackman, 2014, p.11). So, this can be the main reason that let the teacher use the L1 in teaching English to non native English learners.

2.5 Advantages of Using the L1 in Teaching EFL

There are several views which are for the use of the mother tongue in teaching a foreign language depending on its benefits and usefulness on learners' development. Auerbach (as cited in Xhemaili, 2017) says that the use of learner's L1 reduces his/her anxiety and creates a more comforting learning environment.

Atkinson (as cited in Wharton, 2007) lists three main advantages of L1 use in EFL classes. First, he says that when permitting L1 use, this allows learners to express

themselves clearly and effectively. He calls that the humanistic element. Second, "Atkinson claims the most significant advantage of mother tongue use is that it is consistent with the "preferred learning strategies" of the majority of learners in language classrooms around the world" (Wharton, 2007,p.11). Third, he claims that the use of the mother tongue is a time saving process.

In his research study, Auerbach (1993) summarizes some points as evidence that support the use of the native language. First, he says that the use of L1 is beneficial for "unserved students" which means it helps learners who do not participate in English classes (p.18). Secondly, L1 in English classes enables learners "reduce affective barriers to English acquisition and allow for more rapid progress in English as a second language" (p.19).

Moreover, he contradicts the claim that " the use of L1 will slow the transition to and impede the development of thinking in English" inserting on that it in fact facilitates the ability to think in the target language (p.19). Furthermore, he presents that "the use of L1 takes into account the socio-cultural factors, facilitates incorporation of learners' life experiences, and allows for learner-centered curriculum development" (p.19). Harmer (as cited in Khati, 2011) presents three advantages of the L1 use in the classroom which are:

1. It will be better for teachers to ask their learners in the mother tongue if they want to build a good relationship between each other.
2. It is useful because it enables teacher to know for how much his/ her students are understanding grammar and lexis.
3. L1 is the best connector between the two. (p.43)

To some extent, Auerbach (as cited in Al Sharaeai, 2012) agrees with Harmer. She stated that the L1 use gives the learners who do not participate an opportunity in only English programs to use the L1 and L2 (p.10). She adds that the use of mother tongue decreases the

limitations and draws a "rapport" between the instructor and his/her learners, and of learners between each other. Mac Donnchaidh (2018) points out some points where seven advantages of the L1 use are presented:

1. It helps the learner develops in his/her first and foreign languages to become an efficient bilingual.
2. The learners' presence will be guaranteed in every time.
3. It makes learners like to be taught other foreign languages.
4. Learners will feel "familiarity" as they begin to learn a new foreign language.
5. When the teacher uses the mother tongue, this helps him organize the class.
6. It is an instrument that the teacher uses.
7. It is a good way in helping beginner learners how to read starting from the written text in the source language, then try to repeat it in the target language.

2.6 Disadvantages of Using L1 in EFL Teaching

While it has positive effects, the use of L1 in teaching English has also negative effects. The overuse of the mother tongue in teaching will make the student far from English exposure (Harmer, as cited in Khati, 2011, p.43).

Turin (2014) states that many researchers and scientists like Lewis and Hill, Atkinson, Krashen, Hawks, Sharma, and Ellis in their works agree on the idea of "the target language exposure". In other words, they emphasize on the English teacher not to use the learner's first language but rather they ask teachers to involve learners in more English because the mother tongue will lead them forget and leave the target language.

Moreover, Cook (as cited in Turin, 2014) demonstrates that the teacher's use of L1 will not be beneficial to learners in case the teacher is "the only and main source of language input" (p.14). Rhalmi (2009) indicates that many teachers refuse to use the mother tongue in teaching English as a foreign language because of four main reasons.

First, whenever a problem is found, the teacher moves to the L1 which may become a habit. Secondly, L1 use may be a misleading way of teaching. Next, students may fail to make mistakes because of language transfer. Finally, the use of L1 in EFL classes works as a barrier when lesson's comprehension is not done totally.

2.7 Conclusion

In this chapter, we have tackled different views about whether to use the mother tongue in teaching a foreign language or not. We have seen that the Grammar Translation Method is one of the most supporting methods to the L1 use unlike the Direct Method which rejects totally the use of the mother tongue in teaching a foreign language. Further, we have seen that there are several views about the teachers' attitudes and reasons behind their use of their learners' first language. Main reasons of using the L1 are to build relationship between the teacher and his/her learners, make the process of learning and teaching easier, control the class, and save time. Later on, we found that the use of learner's first language in foreign languages has positive and negative effects on the learner. Positively, it can help the learner show more love and interest to the language whereas it may make the learner depend only on the mother tongue input without making any effort to learn the foreign language. This can be a negative effect. At last, we deduce that although there are views accepting the use of the mother tongue and others refusing its use, the issue of using the mother tongue in teaching English as a foreign language has no fixed results. It mainly depends on the teachers themselves. They are responsible for the class so they know whether to use the L1 or not. It also depends on their learner's level of education: beginner, advanced, or intermediate. In addition, whether to use the L1 or not is dependent on the kind of teaching materials such as grammar and vocabulary. So, it is optional for the teacher to use the mother tongue or not, but it is essential to mention that

the overuse of the mother tongue may not help learners acquiring the language since they are always listening to their native language in the target language class.

**CHAPTER
THREE:**
The Case Study

3.1 Introduction

In the previous chapters, we have noticed that the issue of using the mother tongue in teaching English as a foreign language differs from one approach to another, from one researcher to another, and from one teacher to another. This means that there is no overall approval on L1 use in teaching English as there is no total rejection to its use. The current chapter involves the practical part of the issue where a number of middle school teachers in Adrar is chosen as a case study . The second section starts with an illustration of the methodology used in collecting data which is the teacher's questionnaire. Then, the third section describes the sample of study. The fourth section deals with the data analysis collected from the teacher's questionnaire. Later, we speak about some limitations faced by the researchers. Finally, section five holds the results obtained from the whole study.

3.2 Research Methodology

In order to collect data, we have used a questionnaire. This questionnaire helps in gathering the information easily and it is so direct and is not imposed on the participant to show his personal information. And it does not need much time to be answered.

3.2.3 The Teacher's Questionnaire

The teacher's questionnaire contains ten questions. It is divided into three parts. Part one is concerned with the general information of the participant which are gender, experience of teaching, and educational degree. Part two, entitled the teacher's attitudes and reasons, focuses on finding out the perspectives and views of teachers from their profession of teaching middle school English and their attitudes and reasons behind the use of the mother tongue (Arabic) in teaching English. Part three tries to look for the effects of using Arabic in teaching English.

3.3 Sample of the Study

People who participate in the questionnaire are teachers of English from eight

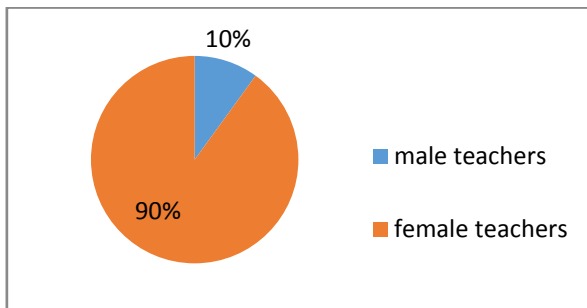
middle schools in Adrar which are Al Emir Abd ElKader middle school, Othmane Ibn Afan middle school, Abi Dar El Ghafari middle school, Fardj Allah middle school, Hibawi middle school, Ali Ben Abi Taleb middle school, Omar Ibn Abd Al Aziz middle school and Tililane middle school. We have received twenty answers from the teachers' questionnaire. So, the total number of our participants is twenty.

3.4 Analysis of Teacher's Questionnaire

Question 1: Gender distribution

Table 3.1: Gender Distribution

Gender	Frequency	Percentage%
Male teachers	2	10%
Female teachers	18	90%
Total	20	100%



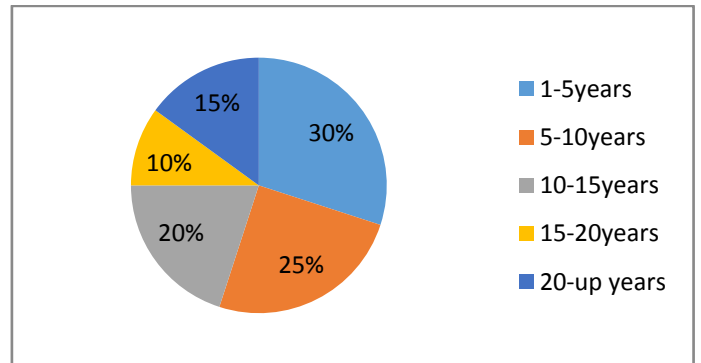
Pie chart 3.1: Gender Distribution

The figures indicate that 10% of teachers are males whereas 90% are females teachers. This shows the domination of the female teachers in terms of teaching English language within Adrar middle schools.

Question 2: Experience of Teaching (How long have you been teaching English?)

Table 3.2: Experience of Teaching

	Frequency	Percentage %
1-5years	6	30
5-10years	5	25
10-15years	4	20
15-20years	2	10
20-up years	3	15
Total	20	100%



Pie chart 3.2: Experience of Teaching

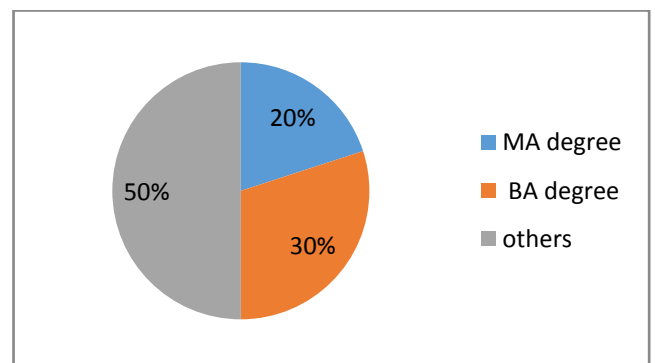
The figures show that 30% of teachers are teaching from one year to five years. From five to ten years experience of teaching represents 25% of teachers. 20% of teachers have experienced teaching from ten to fifteen years. Only 10% have an experience of teaching from fifteen to twenty years. Finally, 15% of teachers have more than twenty years experience of teaching.

Question 3: Education Degree

Table 3.3: Education Degree

	Frequency	Percentage%
MA degree	4	20%
BA degree	6	30%
others	10	50%
Total	20	100%

Pie chart 3.3: Education Degree



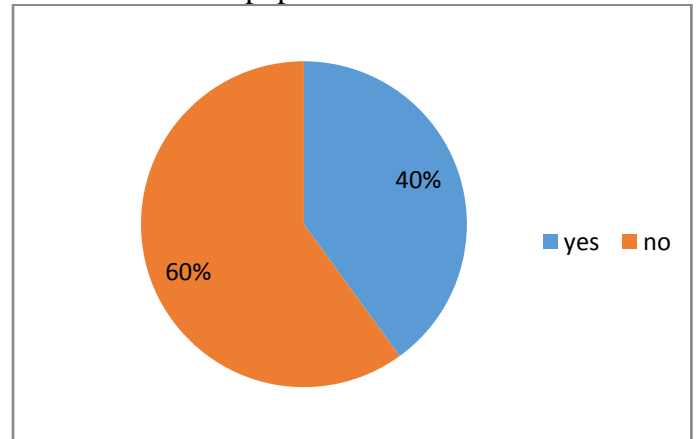
20% of the participants hold MA degree whereas 30% have BA degree. Besides MA and BA degrees, 50% of teachers owns other educational degrees.

Question 4: Do you find any difficulties when teaching English to middle school pupils?

The figure below shows that 40% of teachers have problems in their teaching of English and 60% of teachers do not.

Table 3.4: Difficulties when teaching English to middle school pupils?

	Frequency	Percentage%
Yes	8	40%
No	12	60%
Total	20	100%



Pie chart 3.4: Do you find any difficulties when teaching English to middle school pupils?

Here are the difficulties most teachers face in their teaching of English to middle school pupils:

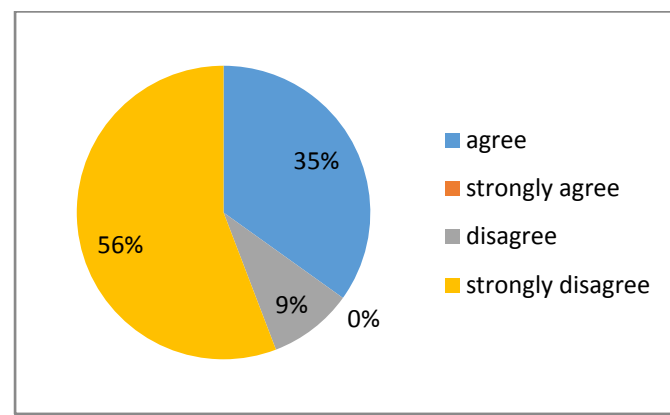
1. Language interference (mother tongue and French)
2. Lots of vocabularies to be learnt in a short time (3/4 hours a week)
3. Sometimes, there is no response from the learner which means that the objective is not reached.
4. Pupils do not have the ability to communicate in English, i.e. the majority do not make correct sentences in addition to their misunderstanding.
5. There are difficult lessons that are beyond the pupil's level.

Question 5: What are your attitudes toward the use of the mother tongue (Arabic) in teaching English?

The next figure illustrates that 75% of teachers agree on using Arabic during teaching English whereas no one strongly agree with 0%. 20% disagree on using Arabic in their teaching. Finally, 5% disagrees on L1 use within English classes.

Table3.5: What are your attitudes toward the use of the mother tongue (Arabic) in teaching English?

	frequency	Percentage%
Agree	15	75%
Strongly agree	0	0%
Disagree	4	20%
Strongly disagree	1	5%
Total	20	100%

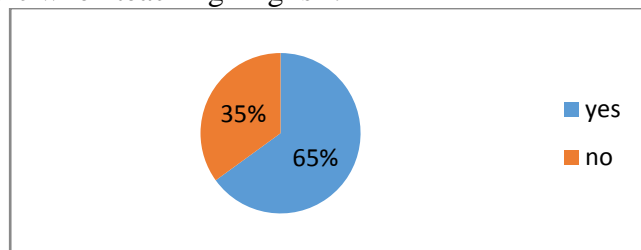


Pie chart3.5. What are your attitudes toward the use of the mother tongue (Arabic) in teaching English?

Question 6: Do you interfere with Arabic when teaching English?

Table 3.6: Do you interfere with Arabic when teaching English?

	Frequency	Percentage%
Yes	13	65%
No	7	35%
Total	20	100%



teaching English?

Pie chart 3.6: Do you interfere to Arabic when

From the figure above, we deduce that 65% of teachers interfere with Arabic when teaching English while 35% do not.

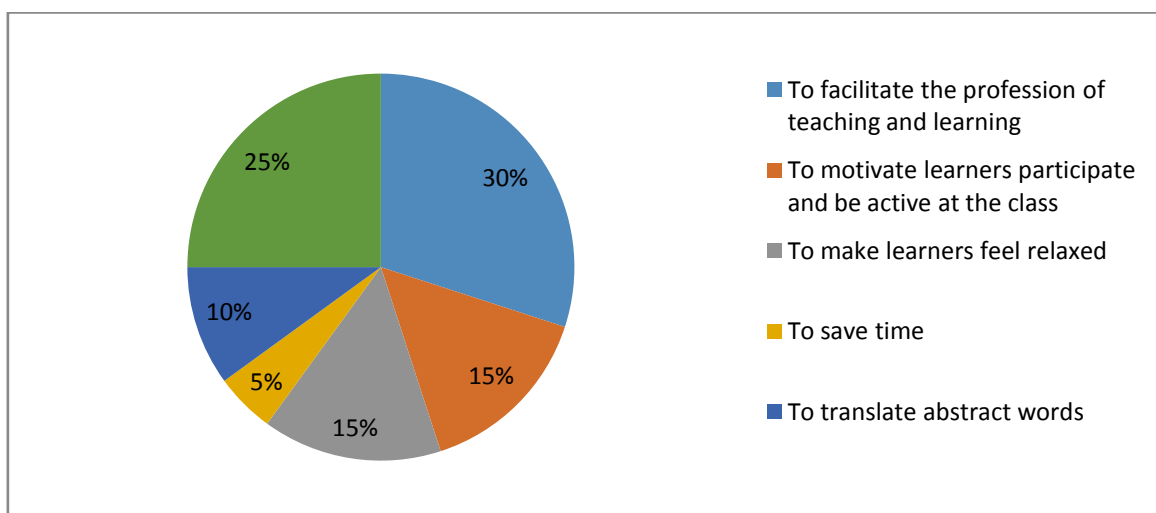
Teachers who use Arabic put the following reasons as justification of their choice:

- They use Arabic for some new difficult words.
- Arabic is used as a last step to help learners understand more.
- Sometimes, they use L1 to explain some grammatical rules.
- Using Arabic gives pupils more chance to master a foreign language.

Question 3.7: According to your teaching experience, choose the most notable reason that let you use the L1 in the English class!

Table 3.7: reasons behind L1 use

reasons behind L1 use	Frequency	Percentage%
a) To facilitate the process of teaching and learning	6	30%
b) To motivate learners participate and be active in class	3	15%
c) To make learners feel relaxed	3	15%
d) To save time	1	5%
e) To translate abstract words	2	10%
f) To let students understand the lesson easily	5	25%
Total	20	100%



Pie chart 3.7: The most notable reason that let you use the L1 in the English class

30% of participants use the mother tongue in teaching English to facilitate the process of teaching and learning. 15% of teachers use Arabic in order to motivate their learners participate and be active in the class. Also, 15% of teachers choose Arabic for making

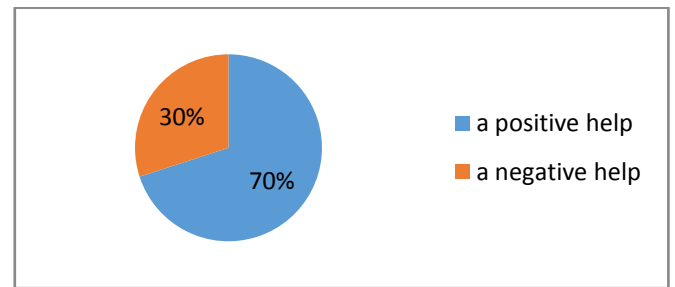
learners feel relaxed. Only 5% of teachers uses Arabic as a way to save time. 10% of participants use L1 to translate abstract words. At last, 25% of teachers use Arabic in order to help their learners understand the lesson easily.

Question 3.8: How do you consider the teacher's use of the learners' mother tongue in TEFL?

The figure below shows that 70% of teachers consider the teacher's use of the learners' mother tongue in teaching English as a positive help, whereas 30% of them consider it as a negative one.

Table 3.8: Teacher's perspective about L1 use in English classes

T's Perspective	Frequency	Percentage%
A positive help	14	70%
A negative help	6	30%
Total	20	100%



Pie chart 3.8: shows the participants' views about L1 use in English classes.

Later, teachers are asked to justify their choice. For positive help, teachers justify as follows:

- We prefer that our learners understand the lesson.
- Sometimes, lack of audio or visual supports obliges the teacher to use the learner's mother tongue.
- Because of time and shortage of visual aids with a long carrus (list of English words).
- It is a kind of necessity in special situations.
- It facilitates the communication between the teacher and the learners.

- It helps learners make a reference and backgrounds between L1 and L2.

For the ones who consider Arabic interference in teaching English as a negative help, here are their most common justifications:

- Teacher's overuse of Arabic will make the learner passive and will not make any efforts.
- Arabic should be used as the final solution.

Question 9: According to you, what are the effects of the first language interference in TEFL?

The participants have answered this question according to their teaching experience as they have suggested some reasonable ways of the mother tongue interference in teaching English for the new generation. The answers of teachers are represented in the following as opinions and some suggestions of using Arabic appropriately:

1. We should link all the subjects together to push pupils make a relation between society and what they learn. For example, a conditional sentence will be clear and easily understood when we focus on Arabic, French, and English languages.
2. It is not as difficult as using a foreign language alone.
3. L1 use is so beneficial in teaching English as a foreign language for first year pupils of middle school.
4. There is no evolution when we are teaching in Arabic.
5. Sometimes, it motivates learners for loving English, and sometimes, it frustrates some pupils to become dependent all the time on their mother tongue rather than English language.

3.5 Limitations

We have had some limitations in achieving the practical part. First of all, it was supposed to collect answers of questionnaires from thirty teachers in Adrar middle schools,

but we could only gather twenty of them. Some teachers totally abstained to answer the questionnaire, others apologized because they were so busy and did not have time, and some other teachers were absent and could not take the questionnaire. Another obstacle we faced was the refusal to access schools to do an observation and to distribute the questionnaire to some pupils of fourth year middle school classes.

3.6 The Results

As it was expected, there was no common view to the use of Arabic in teaching English among teachers of middle schools of Adrar. Some agreed to use the mother tongue whereas others disagreed on its use. Most of the participants are female teachers with 90% while male teachers represented only 10% of the whole number. We have found through this research that teachers' experience of teaching comes between one year to more than twenty years. Most of the teachers are beginners (1-5years) representing 70% as the highest percentage whereas teachers practicing teaching from 15-20 years are 30% representing the smallest percentage of the whole number.

We have seen that most teachers hold other educational degrees. We have noticed that 60% of teachers find no difficulty in their profession whereas 40% account difficulties in their teaching of English to middle school pupils. Teachers find difficulty with their learners' misunderstanding and inability to communicate in English. There are also some lessons that are difficult, i.e. above pupils' level. Most of the teachers agree with the use of Arabic in their teaching with 75% as opposed to 20% of teachers who disagree on the L1 use in teaching English. When questioning about the interference of Arabic with English during teaching, 65% choose "yes", while others opt to 35%. This gives an idea about the L1 usefulness in teaching English to middle school classes. Most teachers (30%) use the Arabic language aiming to facilitate the process of learning and teaching whereas only 5% choose to use it as a way of saving time.

When asking " How do you consider the teacher's use of the learners' mother tongue in TEFL?" , 70% of teachers considered it as a positive help because it helps learners understand the language easily and it depends also on the objectives of the teacher whereas 30% of teachers considered it as a negative help for it makes the learner more passive and weak to do any effort to understand.

3.7 Conclusion

Finally, we have seen through this chapter four main sections. We have started with the description of the methodology which is a questionnaire. The questionnaire has been handed to teachers of English in middle school. It aimed to see their perspectives and views concerning the issue of using Arabic in teaching English as a foreign language. Most results obtained show that teachers may need the mother tongue in some cases because of some reasons. Later, we have moved to the description of the sample of twenty teachers of English language from Adrar middle schools. After that, we have analyzed the teacher's questionnaire. Data were analyzed through tables and pie charts which help the reader understand easily the findings.

The findings show that the participants have different views about whether to use the mother tongue or not. Their views depend on their learners, their level, the materials and the skills.

General Conclusion

This research paper focused on finding out the attitudes and perspectives of teachers of English in middle school classes in Adrar about using Arabic. The findings show that most teachers are used to use Arabic within their teaching profession. Their aims and objectives differ.

In order to collect data, we depend on a questionnaire. The questionnaire was a helpful methodology which was distributed for some EFL teachers of middle school. Mainly, twenty teachers out of thirty have answered the questionnaire.

The results obtained assert that most teachers can not accomplish their teaching without going back to Arabic especially when teaching first years learners of English. They agreed on using Arabic in some cases where they find difficulty in sending the message in English to their pupils. In addition, they are used to use Arabic in order to translate new difficult words. We found that most teachers try to use Arabic in order to facilitate the act of learning and teaching. In other words, teachers design their teaching materials on a specific objective so when they become unable to reach that objective successfully, they try to use Arabic as a solution.

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Appendix 1

Dear Teacher,

You are kindly asked to answer this questionnaire which aims to investigate the issue of using the mother tongue, Arabic in our case, in teaching English as a foreign language in Adrar middle schools. It tries to look for the teachers' attitudes and rationales behind the use of Arabic in teaching English to middle school classes. It also tries to discover the effects of the mother tongue on EFL learners. The information are meant to be used for research purposes only.

Please put a tick (✓) in the appropriate box

Part one: General Information

1. Gender: a) male b) female

2. Experience of teaching (How long have you been teaching English?):

a) 1-5 years b) 5-10 years c) 10-15 years

d) 15-20 years e) 20-up years

3. Education degree: a) MA degree b) BA degree c) others

Part two: Teacher's Attitudes and Reasons

4. Do you find any difficulties when teaching English to middle school pupils?

a) Yes b) No

If yes, identify these difficulties please!

.....

5. What are your attitudes toward the use of the mother tongue (Arabic) in teaching English?

a) agree b) strongly agree c) disagree d) strongly disagree

6. Do you interfere with Arabic when teaching English?

a) Yes

b) No

If yes why?

.....

7. According to your teaching experience, choose the most notable reason that let you use the L1 in the English class!

Teacher uses Arabic in teaching English as a foreign language in order:

a) To facilitate the process of teaching and learning

b) To motivate learners participate and be active in class

c) To make learners feel relaxed

d) To save time

e) To translate abstract words

f) To let learners understand the lesson easily

Part three: the effects

8. How do you consider the teacher's use of the learners' mother tongue in TEFL?

a) a positive help

b) a negative help

Please justify your choice.....

.....

9. According to you, what are the effects of the first language interference in TEFL?

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Thank you for your cooperation😊