

UNIVERSITY AHMED DRAÏA - ADRAR

FACULTY OF ARTS AND LANGUAGES

DEPARTMENT OF ARTS AND ENGLISH LANGUAGE



The Use of the Mother Tongue in EFL Learning and Teaching.

A Case Study: Adrar Middle Schools Pupils and Teachers of English.

**A Dissertation Submitted in Partial Fulfillment of the
Requirements for a Master's Degree in Linguistics and
Didactics**

Presented by:

Fatima Zohra KHALED

Rekia AZIZAOU

Supervised by:

Mr. Lahcene BENYAGOUR

Academic year: 2021-2022



شهادة الترخيص بالإيداع

انا الأستاذ(ة): بن يعقوب كيسي
المشرف مذكرة الماستر الموسومة بـ The Use of the Mother Tongue in EFL Learning and Teaching: A Case Study: Adrar Middle Schools Pupils and Teachers of English
من إنجاز الطالب(ة): عزيزاؤ، قتيبة خالد فاطمة الزهراء
و الطالب(ة):
كلية: الاداب واللغات
القسم: الاداب واللغة الانجليزية
التخصص: لسانيات، تعليمية اللغة
تاريخ تقييم / مناقشة: 2022/05/22

أشهد ان الطلبة قد قاموا بالتعديلات والتصحيحات المطلوبة من طرف لجنة التقييم / المناقشة، وان المطابقة بين
النسخة الورقية والإلكترونية استوفت جميع شروطها.
و بإمكانهم إيداع النسخ الورقية (02) والإلكترونية (PDF).

- امضاء المشرف:

4 JUIN 2022

ادرار في



Dedication

This work is done with the loving support of all the people who believed in us and encouraged us to go further:

To our parents, the source of happiness. May Allah bless them.

To our brothers and sisters who helped us morally and physically.

To my husband who guided me and encouraged my academic life.

To all the family and relatives.

To the reader of this work.

Acknowledgements

Primarily, our deep and grateful thanks and praises are to Allah for giving us the power and patience to complete this work.

We appreciatively thank our supervisor Mr. Lahcene Benyagoub who helped and guided us to finish and complete this dissertation.

All the respect and appreciation to my husband Dr. Islam Hassani for his help, encouragement, and guidance.

We would also express hugely our thanks to the teachers and students who accepted to be part of this experience, namely Miss. Douali Yasmina who contributed to the success of the practical part.

Finally, special thanks to our parents, teachers, friends and colleagues for their help and support.

Abstract

The role of the mother tongue in Teaching English as a Foreign Language (TEFL) has always been a hot topic in the pedagogical discussion. This dissertation explores TEFL in relation to the teaching of the four basic skills of language, i.e. listening, speaking, reading and writing; and investigates the implementation of mother tongue (MT) in TEFL. The purpose of the current work is to provide insights into the debate by stating the teachers and learners' perspectives on the issue. It attempts to examine the usefulness of MT as a medium of instruction by discussing the possible reasons behind its use in the classroom, under which situations and to what extent. This research is a case study of 78 fourth-year pupils and 3 teachers from Abi Dher Al Ghafari Middle School in Adrar. It was conducted based on two questionnaires; the first one includes eight questions designed for teachers and the other one includes ten questions aimed for students. The finding suggests a strong connection between the use of mother tongue and students' motivation and academic achievement. Besides, its role in facilitating the teaching and learning process and improving the learners' comprehension of the English lessons. Nonetheless, teachers should regulate the use of mother tongue in regards to their students' lacks and needs.

Key words:

English as a foreign language (EFL), teaching English as a foreign language (TEFL), the mother tongue (MT), the first language (L1), Arabic, middle school, teaching, learning, Adrar.

Résumé

Le rôle de la langue maternelle (LM) dans l'enseignement de l'anglais comme langue étrangère (EALE) a toujours été un sujet brûlant dans le débat pédagogique. Cette mémoire explore le EALE en relation avec l'enseignement des quatre compétences de base du langage, qui sont: écouter, parler, lire et écrire; et sonder la mise en œuvre de LM dans le EALE. Le but du présent travail est de donner un aperçu du débat en énonçant les points de vue des enseignants et des apprenants sur la question. Il tente d'examiner l'application de la LM en tant que moyen d'enseignement en discutant des raisons possibles derrière l'utilisation de la LM en classe, et dans quelles situations peut être utilisé et dans quelle mesure. Cette recherche est une étude de cas portant sur 78 élèves de quatrième année moyenne et 3 enseignants du collège Abi Dher Al Ghafari à Adrar. Elle a été réalisée sur la base de deux questionnaires; le premier comprend huit questions destinées aux enseignants et l'autre comprend dix questions destinées aux élèves. Les résultats suggèrent un lien étroit entre l'utilisation de la LM et la motivation et la réussite scolaire, ainsi que son rôle dans la facilitation du processus d'enseignement et d'apprentissage et l'amélioration de la compréhension des leçons d'anglais par les élèves. Néanmoins, les enseignants doivent réglementer l'utilisation de la LM en fonction des manques et des besoins de leurs élèves.

Mots-clés:

Anglais comme langue étrangère, enseignement de l'anglais comme langue étrangère (EALE), l'enseignement, l'apprentissage, la langue maternelle (LM), arabe, le collège, enseignement, apprentissage, Adrar.

الملخص

لطالما كان دور اللغة الأم في تدريس اللغة الإنجليزية كلغة أجنبية موضوعا ساخنا في المناقشة التربوية. تستكشف هذه الأطروحة تدريس اللغة الإنجليزية كلغة أجنبية وتعلقها في تدريس اللغة الإنجليزية كلغة أجنبية بتدريس المهارات الأساسية الأربع للغة، أي الاستماع والتحدث والقراءة والكتابة. والتحقيق في تطبيق اللغة الأم في تعليم الإنجليزية كلغة أجنبية. الغرض من العمل الحالي هو تقديم رؤى حول هذا النقاش من خلال ذكر وجهات نظر المعلمين والمتعلمين حول هذه القضية. عن طريق هذه الأطروحة نحاول دراسة فائدة اللغة الأم كوسيلة للتعليم من خلال مناقشة الأسباب المحتملة وراء استخدامها في الفصول الدراسية، وفي ظل أي حالات يمكن استخدامها وإلى أي مدى. هذا البحث عبارة عن دراسة حالة لـ 78 تلميذا في السنة الرابعة و3 معلمين من متوسطة أبي ذر الغفاري في أدرار. وقد أجريت على أساس استبيانين؛ الأول تضمن ثمانية أسئلة مصممة للمعلمين والآخر يتضمن عشرة أسئلة موجهة للطلاب. وتشير النتائج إلى وجود صلة قوية بين استخدام اللغة الأم ودوافع الطلاب وتحصيلهم الأكاديمي. هذا إلى جانب دورها في تسهيل عملية التعليم والتعلم وتحسين فهم المتعلمين لدروس اللغة الإنجليزية. ومع ذلك، يجب على المعلمين تنظيم استخدام اللغة الأم فيما يتعلق بنقائص طلابهم واحتياجاتهم.

كلمات مفتاحية:

اللغة الإنجليزية كلغة أجنبية، تدريس اللغة الإنجليزية كلغة أجنبية، اللغة الأم، اللغة الأولى، العربية، المدرسة المتوسطة، التعليم، التعلم، أدرار.

Table of Contents

Dedication	I
Acknowledgements	II
Abstract	III
Table of Content	IV
List of Abbreviations	VII
List of Figures	VIII
List of Tables	IX
General Introduction	1
Chapter One: An Overview on TEFL	
Introduction	3
1. EFL vs. ESL	3
1.1. Definition of ESL	3
1.2. Definition of EFL	3
2. Teaching the Four Skills	4
2.1. Teaching Listening	5
2.2. Teaching Speaking	8
2.3. Teaching Reading	10
2.4. Teaching Writing	12
3. Integration of the four skills	14

Conclusion	16
------------------	----

Chapter Two: The Use of Mother Tongue in TEFL

Introduction	18
1. Using Mother Tongue in Classroom	18
2. Reasons behind MT Integration in EFL Class	21
3. Attitudes Towards the Use of Mother Tongue in TEFL	24
3.1. The Monolingual Approach	25
3.2. The Bilingual Approach	27
4. How to Use the Mother Tongue	28
5. A Historical View	30
5.1. Diachronic View of Using Mother Tongue in TEFL	30
5.2. Synchronic View of Using Mother Tongue in TEFL	32
6. Implications of the Use of Mother Tongue in TEFL	32
6.1. Advantages of the Mother Tongue Use	32
6.2. Disadvantages of the Mother Tongue Use	34
7. Solutions to Overcome the Use of MT in ELT	35
Conclusion	36

Chapter Three: Data Analysis and Interpretation of the Results

Introduction	38
1. Research Methodology	38

1.1. Research Design and Method	38
1.2. Sample and Population of the study	38
1.3. Data Collection Tools	39
2. Teachers' Questionnaire	39
2.1. The Sample	40
2.2. Data Analysis and Results	40
3. Pupils' Questionnaire	48
3.1. The Sample	49
3.2. Data Analysis and Result	49
Conclusion	63
General Conclusion	64
References	66
Appendices	74
Appendix 1	74
Appendix 2	76
Appendix 2 (Translated)	78

List of Abbreviations

DM: The Direct Method.

EFL: English as a Foreign Language.

ELT: English Language Teaching.

ESL: English as a Second Language.

FL: Foreign Language.

FLT: Foreign Language Teaching.

GTM: Grammar-Translation Method.

L1: First Language.

L2: Second Language.

MT: Mother Tongue.

TEFL: Teaching English as a Foreign Language.

TL: Target Language.

List of Figures

Figure 3.1. Teachers' Experience	40
Figure 3.2. Teachers' Opinions	41
Figure 3.3. Situations of Using MT in Classroom	44
Figure 3.4. Pupils' Age	50
Figure 3.5. Pupils' Gender	51
Figure 3.6. Pupils' Self-evaluation of their Level in English	53
Figure 3.7. Pupils' Tools of Understanding English Word Meaning	55
Figure 3.8. Pupils' Preferred Language in Explanation.....	57
Figure 3.9. Pupils' Perceptions on the Use of Arabic in Classroom	58
Figure 3.10. Pupils' Thoughts about Helpful Cases of Using Arabic.....	59
Figure 3.11. Pupils' Reliance on Arabic in Learning English	60
Figure 3.12. Pupils' Perceptions on the Effectiveness of Using Arabic in Classroom	61

List of Tables

Table 3.1. Teachers' Opinions	41
Table 3.2. The Teachers' Purpose of Using Arabic in Teaching EFL	43
Table 3.3. Teachers' Permission of Using MT in Classroom	45
Table 3.4. Pupils' Age	49
Table 3.5. Pupils' Gender	50
Table 3.6. Pupils' Perceptions on the Difficulty of English	51
Table 3.7. Pupils' Perception on the Difficulty of English in Each Age Group	52
Table 3.8. Pupils' Self-evaluation of their Level in English	52
Table 3.9. Pupils' Self-evaluation of their Level in English in Each Age Group	53
Table 3.10. Pupils' Self-evaluation of their Level in English and their Perception on Its Difficulty	54
Table 3.11. Pupils' Tools of Understanding English Word Meaning	55
Table 3.12. Pupils' Preferred Language in Explanation	57
Table 3.13. Pupils' Perceptions on the Use of Arabic in Classroom	58
Table 3.14. Pupils' Thoughts about Helpful Cases of Using Arabic	59
Table 3.15. Pupils' Reliance on Arabic in Learning English	60
Table 3.16. Pupils' Perceptions on the Effectiveness of Using Arabic in Classroom	61

General Introduction

Education system, as a general concept, today is witnessing a rapid change in the whole world, and more specifically in curriculum, approaches, methods and techniques. In the field of foreign languages, researchers and scientists are always searching the best way that learners learn and acquire a language correctly and effectively. Through time, a hotly debated subject emerged concerning Foreign Language Teaching (FLT); many linguists stated that the best way to teach a foreign language is by means of the integration of the mother tongue.

Since it is the first language that the learner has in mind; it allows him/her to learn quickly and in an easy way, it has many benefits such as reducing anxiety and facilitating the process of learning as well as teaching. The proponents of this approach are (Atkinson (1993), Auerbach (1993), Cook (2001), Harbord (1992), Garrett et al. (1994) etc.). Nevertheless, the opponents of the bilingual approach argued that using the first language in teaching a foreign language is totally wrong and have many negative drawbacks that affect negatively language learning.

In Algeria, French is the second language (L2) and English is taught as a foreign language (FL). The use of Arabic in middle school, secondary school or university is pedagogically prohibited. However, the majority of teachers in middle and secondary schools – beginners- finds that when they integrate the mother tongue in their classes, students seem to understand and perform better. Whereas, other teachers see Arabic as an obstacle in English language learning and think that learners need to be more exposed to the target language.

The focus of this study is to explore and describe the learners and teachers' point of view of using the mother tongue in EFL classrooms. Indeed, it aims at investigating the

reasons and attitudes that lead them to integrate L1 as a helping tool to learn English. The main goal of the study is to gain knowledge on the issue of whether the interference of the mother tongue is positive and has advantages or it affects negatively the development of language learning.

In this study, the researchers try to answer the following questions:

- Do English teachers use the mother tongue and for what reason?
- When do teachers and learners use Arabic?
- Does this use affect the learning process negatively or positively?

In attempting to answer these questions, the researchers can say that:

1-Teachers use Arabic in order to facilitate the task for pupils and motivate them to perform better.

2-Teachers use Arabic when they see that the learners find it very hard to understand, however, learners use their mother tongue when they fail to express themselves.

3-Using Arabic is quite beneficial and helpful in learning English.

This dissertation comprises three main chapters. The first chapter provides the reader with definitions of the general concepts relating to the process of teaching English as a foreign language (TEFL). It also provides an overview on the teaching of the four skills of language, i.e. listening, speaking, reading and writing. The second chapter presents the use of the mother tongue in English classes and the reasons behind its use. It also deals with the approaches in favor and against the idea of using the mother tongue. It is concerned as well with investigating the implications of this method and how a teacher can use the first language in a positive manner. Eventually, the last chapter is concerned with the practical part, data collection, analysis and the findings.

Chapter One: An Overview on TEFL

Introduction

Teaching English as a foreign language can be a complicated process due to the involvement of several aspects of the language itself and the teacher's perspectives. Combination of these different elements and factors shapes the teaching process and give it other dimensions rather than just giving instructions to learners. Therefore, this chapter presents the theoretical aspect of teaching English as a foreign language and covers in its parts some basic concepts and terms relating to TEFL process. Firstly, section one provides the definitions of ESL and EFL and sets a distinction between their meanings in order to establish a clear understanding of them both. Then, section two discusses the process of teaching the four main skills of language: listening, speaking, reading, and writing. Finally, section three discusses the integration of these four skills.

1. ESL vs. EFL

In response to the influence of English as the most used international language around the world, the field of teaching English as a whole has recognized changes regarding the models of teaching that differ according to the contexts and settings, which create ESL and EFL. Moreover, these terms have different meanings although being used interchangeably.

1.2. Definition of ESL

ESL stands for English as a second language, and it “is normally used to describe students who are living in the target language community and who need English to function in that community on a day-to-day basis” (Harmer, 2004, p. 39). Therefore, ESL students learn it in English-speaking countries within an English environment in order to understand the language and use it in and outside the classroom.

1.3. Definition of EFL

EFL stands for English as a foreign language, and it means English that “is taught in schools, often widely, but it does not play an essential role in national or social life” (Broughton et al., 1980, p. 6). Harmer (2004) defines it as a term that “is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target-language country” (p. 39). In other words, EFL students learn it in non-English speaking countries where the use of English is limited and mainly inside the classrooms as an opposite case to ESL.

According to Brown (2000), it is “useful to consider the pedagogical implications for a continuum of contexts ranging from high-visibility, ready access to the target language outside the language classroom to no access beyond the classroom door” (p. 116). He highlights the ESL advantage and implies that the difference in accessibility to the target language plays an important role in the educational process. He also explains how in EFL situation the challenge is bigger than ESL context for both learners and educators, that “Often, intrinsic motivation is a big issue, since students may have difficulty in seeing the relevance of learning English” (p. 117).

Generally, ESL and EFL both deal with teaching English to non-native speakers, but their context is different. Learners of ESL study it in a readily available environment where English is the first language like in Canada or Australia. Unlike ESL, EFL learners do not have the privilege of obtaining the language as fast due to the lack of communicative opportunities other than the classroom, which makes a significant impact on the pedagogical strategies followed considering the students’ needs.

2. Teaching the Four Skills

To not only understand the language, but also to use it and produce it effectively, learners need to obtain the language’s four basic skills. These skills are also called the macro-

skills, and they are divided into two types: receptive skills (listening and reading), and productive skills (speaking and writing). Learners develop them in the order of listening, speaking, reading and writing.

2.1. Teaching Listening

Listening is one of the language's receptive skills. Thornbury (2006) describes it as “a goal-oriented activity, involving not only processing of the incoming speech signals (called bottom-up processing) but also the use of prior knowledge, contextual clues, and expectations (top-down processing) in order to create meaning” (p. 123). It is often confused with hearing, although the former has another meaning. Rost (2011) says that hearing “is the primary physiological system that allows for reception and conversion of sound waves” (p. 11). To put it another way, listening and hearing both involve reception of sounds, but listening is more like a multi-step process, while hearing is the basic receptive process of sounds.

Although listening obviously dominates our daily communication and the use of language, listening comparing to speaking is, in many cases, an underrated skill as explained in the following:

“Perhaps human beings have a natural tendency to look at speaking as the major index of language proficiency. Consider, for example, our commonly used query “Do you speak Japanese?” Of course we don't mean to exclude comprehension when we say that, but when we think of foreign language learning, we first think of speaking” (Brown, 2000, p. 247).

Regarding the teaching context, Wilson (2008) states that listening among all the other macro-skills historically had the slightest amount of recognition and research. As well, researchers considered listening firstly a passive skill as its improvement normally

associated with speaking and reading (Rost, 2011). Despite that, looking back, there has been a shift regarding the position of listening in the education system. According to Wilson (2008), the last half of the 20th century witnessed a growth in study on the process of learning languages, along with progresses in other fields like sociology and anthropology. Rost (2011) adds that in the same period “a number of teaching methodologies developed that included a key role for listening” (p. 146).

Nunan (2002) points out that from the beginning of eighties of the last century, the bottom-up and the top-down models of listening have ruled the field of language education. Listening in the first model is supposed to be “a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts” (p. 239). Richards (2008) describes the bottom-up processing as the process of “using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization – sounds, words, clauses, sentences, texts – until meaning is derived” (p. 4). It is, in other words, a process of building comprehension about the spoken discourse through the breakdown of received information. This analysis involves decoding phonemes up to creating a general sense of the discourse.

On the other hand, the top-down model of listening “suggests that the listener actively constructs (or, more accurately, reconstructs) the original meaning of the speaker using incoming sounds as clues” (Nunan, 2002, p. 239). During this process, listeners build comprehension using earlier knowledge about the setting of listening as its topic, speaker(s), their relations to each other, to the situation itself and previous occasions (Nunan, 2002). Therefore, it is the listeners’ prior knowledge of setting that determines their understanding of what they have heard.

Nowadays, the bottom-up and the top-down (models, strategies) schemes are essential in pedagogy process –in planning and designing lessons and teaching materials. Learners need to obtain bottom-up skills to enable them to distinguish between the various sound units, and likewise they need to have top-down skills that help them in understanding the message in different contexts (Nunan, 2002). Moreover, Wilson (2008) mentions another way of processing listening, which is the interactive model that combines the two previous models, the bottom-up and the top-down models, in a simultaneous way. According to Richards (2008) reflects the process of listening in real life.

Nonetheless, Palmer (2014) argues, “If listening is the primary way that students take in information, it makes sense to pay close attention to what they’re listening to” (p. 10) then perhaps teachers should seek for the best ways to operate it. Furthermore, listening can be, simply, the center of communication, and in this light, Brownell (2010) says, “a message “means” whatever the listener believes it means. Speakers are at the mercy of listeners who interpret what they hear and act on that [...] Speakers, from this perspective, are truly at the mercy of the listeners who – literally – have the last word” (pp. 142-143).

Before choosing the teaching techniques, teachers need to consider the different types of listening performance in classroom, such as: reactive, responsive, selective, extensive, intensive and interactive listening performance (Brown, 2000). Reactive listening performance aims to make learners repeat what they have heard superficially. Responsive listening performance includes a small extent of instructors’ language (commands, questions, etc.) intended in way that provokes learners to respond properly and right away. Selective listening performance means learners focus their attention on detecting a particular piece of information rather than the entire discourse (Brown, 2000). Extensive listening performance is a situation when learners are pushed to listen to whatever they like to achieve an over-all development regarding language (Harmer, 2007). It also seeks to improve a top-

down listening comprehension. (Brown, 2000). Intensive listening performance means learners pay most attention to the discourse's grammatical details and elements rather than the general meaning. Interactive listening performance is a communicative practice that occurs when two or more students partake in making dialogues, discussing matters and so on. It involves all the other mentioned listening performances (Brown, 2000).

Generally, listening as a receptive skill has been, for a considerable amount of time, overlooked upon, but recently it gains the attention it deserves. Teaching listening is important not only because listening is the learners' first exposure to language and largely the most used skill among all the four ones, but also because it is one of the major aspect of language comprehension and without it, in many cases, communication can easily be unsuccessful. Thus, it would be logical to give it the priority in pedagogy in which it hastens the learning process.

2.2. Teaching Speaking

Speaking is one of the language's productive skills. In speaking, learners produce speech. They form it in a sequential process that starts from creating words, phrases, and then a series of utterances (Thornbury, 2005). Learners need to have basic and enough knowledge of language's rules and lexis in order to speak it (Bygate, 1987). However, educators should regulate their learners' production of speech only at the beginning until the learners develop the ability to make suitable utterances for the situation. They also should prepare learners to speak in and outside the classroom (Broughton et al., 1980). Moreover, in adapting to different situations, speakers need to use various styles of speaking that indicate their social profile characteristics (gender, age, etc.). These styles are possibly a product of combining variations of vocabulary, grammar and phonology, and show how individuals interact with each other socially and on the bases of their status (Richards, 2008).

Mastering speaking requires more than the ability to differentiate between the various sounds, but also requires a practice in producing speech (Broughton et al., 1980). Therefore, teachers should encourage their learners into improving comprehensible output by engaging them into activities where they modify and repeat their speech (Swain, 1985 as cited in Goh & Burns, 2012). Students' output should also cover unexperienced subjects with expectancy of improvement in their language's correctness semantically and grammatically (Nation & Newton, 2009). In return, most learners also anticipate and need oral feedback from their teachers. Any form of feedback must be appropriate to enable students to speak accurately. Yet, the feedback should not be in forms of breaks in the middle of learners' communicative activities (Harmer, 2007).

Additionally, in a discussion about teaching speaking, accuracy and fluency are two key concepts and essential objectives for teachers to consider (Brown, 2000). Accuracy is "the extent to which a learner's use of a second language conforms to the rules of the language" (Thornbury, 2006, p. 2). It is, in other words, an indication of the student's correct usage of grammar. On the other hand, fluency is "The speed and intelligibility of spoken language" (Nunan, 2015, p. 187). It also means speaking suitably to the situation without any unnecessary pauses (Thornbury, 2006).

Scrivener (2011) argues that although there are activities that focus on achieving accuracy and fluency on the same level, many other daily activities emphasize more on either accuracy or fluency. Furthermore, setting a distinction between the two types of activities (accuracy-focused or fluency-focused) is important due to the aftermaths of fixing learners' mistakes in the mid-flow of fluency-based courses, since it will distract them and make it difficult for them to carry on after any rectification. Additionally, Thornbury (2006) points out that holding back fluency-based tasks up to learners' accuracy accomplished because of

the idea that accuracy preconditions fluency is not realistic nowadays, and so is the other way round since both approaches do not imitate the actual process of language's learning.

Generally, speaking plays a great role in language's performance and proficiency. It indicates the learners' level in mastering the language and enables them to express their ideas, thoughts and opinions. In addition, the ability to speak helps students in responding to questions, commands and requests and not only being passive receivers of the language but also an active part of the communicative process.

2.3. Teaching Reading

Reading is one of the receptive skills of language. Reading is an active process in which readers "need to be able to decode the letters, words and grammatical structures of the individual sentences – what is called bottom-up processing. But they also enlist top-down processes, such as drawing on discourse and schematic knowledge, as well as on immediate contextual information" (Thornbury, 2006, p. 190). In other words, reading is a process of interpreting written texts in terms of language's rules and lexis, and understanding their meaning based on background and presented information.

Brown (2000) mentions two models of processing reading: bottom-up and top-down processing models. Readers during bottom-up processing have to comprehend the text's words, their components and grammatical characteristics, and then after some processing of information, readers reach the whole meaning of the text. However, top-down processing means readers use their prior and related knowledge, to establish a general understanding of the text (Thornbury, 2006). Readers can depend on both or one of them to understand a written piece. Nonetheless, readers base their use of bottom-up and top-down processing on several elements, like the sort, level of difficulty and familiarity of the text to them, and their aim of reading it, along with the extent of background knowledge (Watkins, 2017).

Furthermore, reading can be in form of skimming, scanning, detailed reading, and reading aloud (Thornbury, 2006). First type of reading ‘skimming’ means “rapidly reading a text in order to get the gist, or the main ideas or sense of a text. For example, a reader might skim a film review in order to see if the reviewer liked the film or not” (p. 191). Second type ‘scanning’ means “reading a text in search of specific information, and ignoring everything else, such as when consulting a bus timetable for a particular time and destination” (p. 191). Third type ‘detailed reading’ which means “reading a text in order to extract the maximum detail from it, such as when following the instructions for installing a household appliance” (p. 191). Also, the fourth type reading aloud is “reading a prepared speech or lecture, or reading a story aloud, or an extract from the newspaper” (p. 191).

Intensive reading is another label that means detailed reading (Watkins, 2017). Brown (2000) describes it as “a classroom-oriented activity,” (p. 312) in which learners concentrate on the grammatical features of the written text to explore its precise meaning. He also addresses ‘extensive reading’ as another type of reading that aims to attain an overall comprehension of typically long written pieces and it is usually not a classroom-related practice.

Harmer (2007) believes that engaging learners in intensive and extensive reading is very useful for them. It will improve their ability of building a wide-ranging comprehension of written texts and therefore developing their reading skill to the ultimate level.

Thornbury (2006) thinks that the difficulty of reading remains in low vocabulary range and inadequate understanding of grammar, which may drain students’ efforts by distracting them off the message with unacquainted words. It also can make them excessively dependent on guessing and skimming. Therefore, educators should select writings in accordance with students’ capacity of reading these texts fluently but not so effortlessly.

Generally, reading is an important skill for EFL learners' language development. Unlike listening and speaking skills, reading does not come naturally even for native speakers, instead learners need practical and pedagogical efforts to be built. Therefore, teaching reading can be significant for EFL learners. Reading is essential for students in their relation with written texts, since it will enable them achieve and establish new knowledge.

2.4. Teaching Writing

Writing is one of the productive skills of language. Thornbury (2006) talks about writing as a process that “involves a hierarchy of sub-skills. These range from the most mechanical (such as handwriting or typing legibly) through to the ability to organize the written text and lay it out according to the conventions of the particular text type” (p. 248). He also says that the ability to write requires a wide-ranging understanding of language's rules and lexis, and acquaintance with different kinds of texts. In other words, it is a process of creating readable sources through a set of organized letters and words, and by using language's structural system.

Harmer (2007) explains how some English non-native speakers can face difficulty when trying writing in English since their first language's orthography is unlike that of English, but with continuing practice, they can overcome this issue and become more familiar with writing those letters by themselves. This practical activity is involved in handwriting. Nonetheless, handwriting is a subjective matter for each student, but unclear handwriting affects the readers' comprehension of the written text. Thus, teachers should help their learners to avoid any ambiguity in their writing styles.

Moreover, Harmer (2007) clarifies why learning spelling is challenging for English learners. He states that English word forms do not match with their sounds all the time. Not only that, but also one sound can take different forms and vice versa. Therefore, in teaching

English phonemes, teachers should teach their learners the most frequent used spelling of them along with the several ways of pronouncing the same writing characters. In addition to that, he points out the fact that English language's varieties do not agree on the one spelling for the same words. Therefore, teachers should emphasize on a specific variety to avoid causing confusion to students, but also keeping them conscious of other varieties.

Thornbury (2006) discusses the issue of teaching writing from the perspectives of five approaches, 'the language-based approach', 'the text-based approach', 'the product approach', 'the process approach' and 'the communicative approach'. He talks about the tendency of teaching writing to be language-based in which the focus is on the ability to form correct and compound sentences that establish interior cohesion and connection with the preceding sentences. He adds,

"This language-based approach is justified on the grounds that stricter standards of accuracy are usually required in writing than in speaking. Also, writing demands a greater degree of explicitness than speaking, since writers and their readers are separated in time and space. They therefore can't rely on immediate feedback in order to clear up misunderstandings" (p. 249).

On the other hand, Thornbury (2006) describes the text-based approach as a 'top-down' view in which "a text is more than a series of sentences, however neatly linked. Instead, texts are organized according to larger macrostructures, such as problem-solution, or definition-examples" (p. 249). This approach usually comprises discourse analysis of texts regarding its general outline, the grammatical characteristics, punctuations and vocabulary used in every part.

In addition to that, there is also a 'product approach' which Thornbury (2006) describes as an approach that solely aims to create a written text that embodies certain

features. Those features are a result of analyzing activities of previous texts (text-based approach). However, ‘process approach’ views texts as a product from creative work unlike product approach that sets a clear image about the final product.

According to Thornbury (2006) ‘communicative approach’, which is another approach in teaching writing, interprets text as an interactive act among writers and readers aimed at a specific purpose, such as complaining or asking about something. Hence, “advocates of a communicative approach argue that classroom writing tasks should be motivated by a clear purpose and that writers should have their reader(s) in mind at all stages of the writing process” (pp. 249-250).

Seow (2002) says that processing writing in classroom is a multistage activity that involves four main steps: planning (pre-writing), drafting (writing), revising (redrafting) and editing, along with other external steps teachers impose on their learners, i.e., responding (sharing), evaluating and post-writing. This activity starts with motivating learners to write (planning). Afterward, learners write fluently with little concern to grammar (drafting). After that, teachers react to their learners’ drafts (responding). Later on, based on the teachers’ responses, learners begin to review their work (revising). Once they reviewed their texts, they start editing them in regards to grammatical rules, punctuation and spelling ...etc. (editing). Subsequently, teachers evaluate and score their learners’ writing work (evaluating). Finally, teachers or learners publish, share and read loudly these texts for performing purposes (post-writing).

Generally, writing is a crucial skill for EFL learners to obtain. Similarly, with teaching reading, teaching writing is highly important for EFL and L1 learners of English alike. Writing enables students to express their thought, views and opinions in a nonverbal manner.

3. Integration of the Four Skills

In any discussion about TEFL, typically teaching the four skills of language (listening, speaking, reading and writing) is the first idea that comes to mind. That is understandable since these skills are fundamental aspects of English language. Listening and reading as receptive skills, they enable EFL learners to receive already existent information, recognize it, analyze it and understand it. Speaking and writing as productive skills, they enable learners to convey messages, share their opinions, and spread their thoughts. It is noticeable that the last two skills are more creative in comparison with the first two ones.

Teaching all these skills requires efforts, as seen before, but what if teachers can teach all these skills together in one activity or task. Hence, the idea of integration of the four skills is important. The integration of the four skills means combining listening, speaking, reading and writing in foreign language teaching classroom, which is a contrast to the traditional view of teaching each skill separately (Brown, 2000).

Brown (2000) adds some reasons behind the lack of use of the integrated-skills approach in teaching, like the form-oriented curriculum in the pre-Communicative Language Teaching era, when each course was one skill-based. Besides, “Administrative considerations still make it easier to program separate courses in reading and speaking” (p. 233). Moreover, students’ needs in each classroom are different, especially when they are intermediate or advanced learners and need to focus in developing a certain skill from the other skills.

Harmer (2007) sees that real life communication requires more than one skill use at a time. For instance, in making conversation we do not only speak (output), but we also listen (input). When learners receive information or input, they learn how to use it gradually and produce their own output. He also mentions some simple activities within this integrated-skills approach in teaching, such as recording conversation via telephones or writing notes.

Nevertheless, Brown (2000) responds to the claim that integrating the four skills can possibly affect each skill's exclusive rules by stating how it can, in fact, encourage students to maintain effective skills and engage them in significant activities. Students in these tasks vary their efforts and gain more than they do in tasks based on one skill.

In summary, the importance of integration of the four skills remains in its effectiveness in activities that will save time and efforts of teachers and learners alike. These activities imitate real-life communication, though it is worth noticing that not all classes can use this skill-integrated approach in regards to students' needs and lacks.

Conclusion

In summary, this chapter in its first section explores the idea of teaching English as a foreign language and how it differs in context from teaching English as a second language, which affects the teaching process itself, and therefore the lesson's planning and goals. Furthermore, the chapter in its second section presents an overview about teaching the four skills (i.e. listening, speaking, reading and writing). It shows how the teacher's knowledge, methods and approaches used, and the learners' needs influence the teaching of these four skills. Finally, the third section discusses the idea of integrating all the macro-skills into multi-skilled activities, tasks and courses to achieve effectively better result and retention of these basic skills.

Chapter Two: The Use of Mother Tongue in TEFL

Introduction

During the learning process of any language, learners face many issues regarding the target language acquisition. The most known problem is the interference of the first language (L1) or the Mother Tongue (MT). Throughout history, many language teaching and learning methods discuss this debated topic among English teachers of whether to use or refute the mother tongue in classroom. Some researchers encouraged the use of mother tongue on the basis that makes the learning process more effective and helpful in terms of goals achievement; on the other hand, it was discouraged and described as an obstacle to English language acquiring.

The purpose of this chapter is to define the mother tongue and its use in classroom. The second section contains the reasons behind using MT. It also discusses the attitude of both teachers and learners. Moreover, it presents the diachronic and synchronic view of how to use the mother tongue. The last section deals with the implications of using the mother tongue and solutions to avoid the overcoming of mother tongue.

1. Using Mother Tongue in Classroom

Nowadays, teaching English is widely spread all around the world due to the indispensable need of it in different domains, either for academic purposes or vocational and occupational purposes (Broughton et al., 1980). English became the common means of communication and worldwide currency.

Mother tongue is the first language that children acquire unconsciously from their environment through interaction. It is an innate and special ability that kids are born with. Denizler (2017) claims that mother tongue largely refers to not only the language one learns from his/her mother but also to the speaker's dominant and home language. It is important

Chapter Two: The Use of Mother Tongue in TEFL

to mention that mother tongue is not usually the official language of a specific country, but it can be special to a specific group. Moreover, it can be more than one language.

Sultan (2015) argues that one learns his/her first language from birth, specifically, from the age of two to seven years old. Mother tongue has different synonymous terms, such as, first language, primary language and native language.

According to Longman Dictionary (2010) mother tongue is “usually a language which a person acquires in early child because it is spoken in the family and/or it is the language of the country where he or she is living. The native language is often the first language a child acquires but there are exceptions” (p. 377).

Generally, people learn the first language naturally from their families or societies. They use it in both formal and informal situations (home, schools, society...etc.) to share ideas and communicate.

Nevertheless, foreign language is a language that comes after the second language. The most known characteristic of foreign language is that it is not common among the native speakers of a particular country. Troike (2006) claims that a foreign language is used maybe for cross-cultural communication, travel, or in study.

While learning any foreign language, English for example, learners may face some difficulties, as well as, teachers when teaching. For that reason, and in order to simplify things they transfer to translate the target language. This method is generally inappropriate and banned in the pedagogical backgrounds. In this light, some recent researches state that using MT in teaching and learning a foreign language is beneficial and practical to some extent. However, according to Willis (1992) the prohibition of using mother tongue is advisable.

Chapter Two: The Use of Mother Tongue in TEFL

On the other hand, Atkinson (1987) advocates the potential occasions to use the L1:

1- Eliciting language; 2- Checking comprehension; 3- Giving instructions; 5- Discussions of classroom, methodology; 6- Presentation and reinforcement of language ; 7- Checking for sense; and 8- Testing.

The role of MT in classroom can be useful especially with low proficiency performers. Cole (1998) states that a selective use of mother tongue to meet complex and complicated concepts helps the teaching process to be more successful. In this context, Harbord (1992) argues that students who are unfamiliar with a certain approach or concept and the target language is not sufficient; the use of L1, in this case, may enhance their motivation to learn and make more effort to do the task or the activity given to them. In addition, the MT could play a significant role in the vocabulary enrichment through translation (such as giving an English word and ask for the equivalence in Arabic).

Many researchers and scholars were against the mother tongue prohibition in ESL/EFL classrooms in view of the fact that students cannot abandon their first and native language. Glyn (1962) asserts that “the principle of consciousness assured two things: more formal teaching of grammar...and ... greater emphasis upon the value of the mother tongue as the basis for teaching the foreign language, though translation was discouraged” (p. 10). According to Harbord (1992) the teacher who does not use L1 while explaining a new approach that students are not familiar with can demotivate his/her learners unconsciously. In parallel, Krashen and Terrell (1983) reject the idea of integrating the mother tongue under the pretext that children do not use their second language (L2) to require their the mother tongue; they acquire the mother tongue without any need of another language. For that reason, learning L2 should follow the same path of L1 learning without any interference of the mother tongue.

2. Reasons behind MT Integration in EFL Class

Willis (1996) suggests that:

“Banning mother-tongue use altogether may not be advisable. A study carried out recently in Turkish secondary school classes with 12-year-olds revealed that in circumstances when the mother tongue was totally banned in group talk, the resulting interaction tended to be shorter, more stilted and less natural. Many weaker students gave up after a very short time. If learners realize they are using the target language to communicate, they will still use their mother tongue on occasions, but they will use it in a way which is systematic, supportive and relevant to the task goal” (p. 46).

Using mother tongue in English classes in Algeria is common among teachers and learners despite the prohibition. This use accrued due to many reasons, and the most shared reason is anxiety. Language learning anxiety is one of the most significant obstacles that faces the learners’ performance in enhancing their learning level. Khattak et al. (2011) argue that anxiety in language learning can affect the ability to fulfill and accomplish learners’ goals and objectives.

Sanders and Wills (2003) describe anxiety generally as “a complex, multifaceted experience, a feeling which comes flooding into our whole selves, affecting many different aspects of our being” (p. 7). In the same context, Gregersen and Horwitz (2002) reported that anxiety makes language learning an unpleasant experience. It is also related to the negative emotional psychology of learners that is caused by a bad reaction in the language acquisition. This psychological problem is a difficult phenomenon that faces learners, especially in the speaking skill. Learners who have this problem find it hard, to some extent, to use the language appropriately with correct rules and using different words.

Chapter Two: The Use of Mother Tongue in TEFL

MacIntyre (1998) claims that “worry and negative emotional reaction aroused when learning or using a second language” (p. 27). Learners who have this kind of problems seem to suffer with poor participation and public speaking phobia. Furthermore, the breakdowns while speaking with the target language force the learner to use the mother tongue to overcome making mistakes and errors, and failing in finding the suitable words and expressions.

The fear of the teacher’s punishment and the negative comments that the learner may face, leads to the use of a language that is common to the audience or the listener and mastered by the learner, that is the mother tongue. Additionally, some students mispronounce many words in the target language, and for that reason, they speak the misspelling words in their first language.

Nikolov(1999) in his research finding about Hungarian classes, found that in pair or group work, students tend to use their L1 more frequently than the target language.

Piasecka (1988) indicates ten potential teacher’s uses of MT: 1- Negotiation of the syllabus and the lesson; 2- Read keeping ; 3- Classroom management ; 4-Scene setting; 5- Language analysis; 6- Presentation of rules governing grammar, phonology, morphology and spelling; 7-Discussion of cross-cultural issues; 8- Providing instructions or prompts; 9- Explanation of errors, and 10- Assessment of comprehension.

Teachers can use the mother tongue to check the students understanding and to avoid the misinterpretation that maybe caused by confusion, especially when the course is hard to swallow. Harbord (1992) states that perhaps the biggest reason for using L1 in the classroom is that it can save a lot of time and decrease the confusion. Even then, the L1 is useful when there are overlaps in synonyms, concepts, difficult words, and expressions that cannot be explained in the target language. Atkinson (1993) agrees that translation in class is a valuable

Chapter Two: The Use of Mother Tongue in TEFL

and precious tool in helping learners to learn the language more adequately and in an effective way. For some scholars, mother tongue is a mechanical skill in stimulating their memories and brainstorming as well as refreshing their ideas (i.e., Kern, 1994; Anton & DiCamilla, 1998; Friedlander, 1990; Kobayashi & Rinnert, 1992; Weschler, 1997).

There is another reason why the teacher uses the mother tongue; it is motivation. In other words, using L1 encourages the learner to break the fear of unknown words and difficult expressions; also, it helps them to define the unfamiliar terminology to enhance their communication skill. Another promising use of the mother tongue is to underline the linguistic, semantic, grammatical and phonological differences between the two languages, and to show similarities and the common features of those languages.

On the other side, the mother tongue shapes the learners' social and emotional profile; it is an important element for each student. It describes the psychological and cultural identity of the learner. Canagarajah (1999) and Nation (1997) add that the EFL teachers should respect and value the learners' mother tongue and their cultural background due to their crucial role in establishing the students' identity, or else it will function as a barrier in language learning.

Teachers integrate the first language to build a strong relationship and positive vibes between the teacher and the learner, since L1 makes one comfortable to express oneself and communicate without any breakdowns. In this regard, Auerbach (1993) states that "starting with the L1 provides a sense of security and validates the learners' lived experiences, allowing them to express themselves," and as a result the learner's outcome will increase.

Cook (2001 as cited in Miles, 2004) argues that EFL teachers should use L1 not only to convey meaning but also to organize the classroom. Hence, using the mother tongue is helpful in matter of discipline and classroom management. Lin (1990) reported that using

mother tongue (Cantonese) in EFL Chinese classrooms had a greater impact on discipline issues and reducing time comparing to English (target language). According to Macaro (2001) and other teachers using mother tongue in warning, for instance, in classroom when two students are taking conversation at the middle of the course has a greater impact on the students' behavior than using English. Other teachers attained the same observation in different contexts.

After all, Garrett et al. (1994) believed that “using the mother tongue is a signal to the children that their language and culture have value, and this will have a beneficial effect on self-perceptions, attitudes, motivation and, consequently, on achievement” (p. 372). Teachers use L1 to facilitate teaching and enhance the learners' foreign language learning due to the big role that the mother tongue plays in students' social, psychological, cultural and emotional profile.

3. Attitudes towards the Use of Mother Tongue in TEFL

During the last three decades, many studies investigated the use of mother tongue in teaching foreign language. Some researchers find that MT usage is barely beneficial in English learning and helpful in matter of facilitating the teaching process. However, other scholars were against this integration due to the negative impacts that L1 can cause. Hence, it is commonly discouraged on pedagogical grounds. In the last few years, this subject was re-opened to controversy, after foreign language (FL) was monolingual or intra-lingual, rather than cross-lingual (Cook, 2001). Recently, researchers recognized the importance of integrating MT with FL to improve language teaching; and FL does not aim at substituting MT.

Consequently, the use of L1 in teaching and learning FL has been witnessing a huge and contentious debate, and due to that debate, two main approaches emerged regarding the use of L1: the Monolingual Approach and the Bilingual Approach.

3.1. The Monolingual Approach

Supporters of this approach (Jespersen, 1956; Krashen & Terrell, 1983; Duff & Polio, 1990; Ellis, 2005) assume that students should learn a target language (TL) alone without the interference of the mother tongue and merely the means of communication. Their main argument is that students need intensive amount of exposure to L2 input in order to internalize the target language. According to them, teachers should force the use of L2 with their students in order to raise the amount of input and output in language learning.

Gouin (1892) and Jespersen (1956) were against the use of L1. They claim that mother tongue interference in classroom is ‘counter-productive’ and does not contribute in the acquisition of L2. Jespersen affirms that “it is not translation...that we are aiming at in teaching foreign languages” (p. 55). Students should read, write, listen and speak in the target language in order to promote the acquisition process. Similarly, Krashen and Terrell (1983) state that L1 has a bad influence on the student, and in order to get rid of this bad habit teachers should minimize the use of the mother tongue inside the classroom.

Duff and Polio (1990) have the same opinion with Krashen and Terrell. They insist that learners need input in the target language more than the first language for the sake of fostering the learning of the language. Therefore, teachers are required to avoid the L1 use and maximize the TL use. Macdonald (1993) goes in the same line with the previously mentioned researchers and linguists, and reaffirms that teacher can simply use simple words and structures to convey the meaning rather than the translation usage.

Chapter Two: The Use of Mother Tongue in TEFL

In the same context, Lewis (1993) agrees on the idea of learning through the extensive exposure. He thinks that students can learn L2 exclusively without integrating the mother tongue. From his point of view, developing the linguistic skills, i.e., listening, speaking, reading and writing, relies tightly on the amount of exposure to English. Pashler & Field (2001) recommend teachers to use only the target language and ban students from switching to their mother tongue. In this way, students will know the value and the importance of L2; thus, they will use it continuously. Finally yet importantly, Ellis (2005) asserts that learning the target language exclusively enhances the spontaneous communication with that language.

The Monolingual Approach has many advantages and benefits. According to Dikens (1996) teaching the target language without using the MT in classroom makes the learner more exposed and familiar with the language. As a second benefit, he argued that using the target language in classroom enhances the comprehension and intelligibility of the input to the learner, and as a result, TL involves only target language itself, which makes the learning process more meaningful for them. Besides, using the target language in classroom increases self-confidence to use the language spontaneously and helps the learner to acknowledge its great importance.

Moreover, this exclusive use helps in developing the required skills in foreign language learning. Polio (2007) assumes that through the monolingual approach doors are open to interaction in the target language, which is very important in language learning for three main factors: exposure, production or output and giving feedback.

As any approach, the Monolingual Approach received some critics for being ‘impractical’ since teachers are not all native speaker of the target language (Hawks, 2001). Banning the use of the mother tongue can cause many problems such as reducing

performance and participation as well as school failure. Pachler and Field (2001) affirm that using the Monolingual Approach can be a barrier between the learner and teacher. Auerbach (1993) states that excluding the mother tongue can block the learning process, he quoted a Spanish student studying in USA:

“We are treated like garbage. I kept getting suspected because when I spoke Spanish with my homeboys the teachers thought I was disrespecting them. They kept telling me to speak in English because I was in America.....So, I left and never went back. Some of these teachers don’t want us. That hurts. That really hurts” (p. 9).

3.2. The Bilingual Approach

Proponents of this approach are Atkinson (1987), Macaro (2001), Deller & Rinvoluti (2002), Widdowson (1992), Auerbach (1993), Harbord (1992) and others. Atkinson (1987) claims that using the mother tongue in classroom is effective and helpful for learner. He justified his viewpoint by three arguments:

- Learners prefer translation in language learning.
- The comparison between L1 and TL through translation helps learners to avoid the negative transfer.
- Translation is a practical technique for time management.

According to Atkinson, using L1 can be beneficial in terms of checking the learners’ comprehension and improving understanding. Within the same context, Macaro (2001) confirms that using MT is a valuable tool in language learning, especially, in difficult situations that students may face, like ambiguity. In addition, Rinvoluti (2001) points that the mother is a very important strategy in teaching and learning a language, and rejecting it

means losing a good resource. Psychologically speaking, Butzkamm (2003) confirms that using L1 in class helps learners to be ‘stress-free’ and gives them a ‘sense of security’. Sharma (2006) sees that teachers can use MT in chatting with learners, giving instructions, and using it as a helpful tool to correct the errors made by the students.

The opponents of this approach stipulate that relying on the mother tongue in EFL classrooms limit the students’ communication with the target language either consciously or unconsciously, and through this bad habit, teachers create slow learners and slow down the learning process. Furthermore, Turnbull (2001) states that the overuse of the mother tongue in English makes the student less exposed to the target language which leads to the overdependence on the mother tongue and not being interested in the target language.

4. How to Use the Mother Tongue

The use of the mother tongue went through several stages; from word by word translation from FL to L1 or vice versa into a particular word or expression translation. Most students do not know how to use their MT in a correct and effective way that really helps them in developing their proficiency level. Forman (2005) asserts that “generally, although not always, in an EFL context, the students will have a common L1, and share this with their teacher” (p. 70). For that purpose, teachers are required to use convenient strategies and techniques that encourage the learners to make better use of the target language.

Cook (1999 as cited in Forman, 2005) claims that

“L2 users have L1 permanently present in their minds. Every activity the students carry out visibly in the L2 also involves the invisible L1 From a multi-competence perspective, all teaching activities are cross-lingual ... the difference among activities is whether the L1 is visible or invisible, not whether it is present or altogether absent” (p. 65).

Chapter Two: The Use of Mother Tongue in TEFL

The mother tongue as a mediating tool between learners and teachers can aim to enhance the language. In classroom, teachers are expected to be the leader, and are asked to keep an eye on students who are having difficulties in understanding the language, so that they can figure out the situations that they need to use their mother tongue in. The mother tongue can also be an aiding tool in facilitating difficult tasks and creating a comfortable atmosphere.

In this regard, Willis (1981) suggests some alternative situations in which the teacher can use the mother tongue in a positive and constructive way inside the classroom:

- ❖ Give instructions in English, but repeat them in the mother tongue. The next time, teacher can give an instruction but only in English and let students say it in the mother tongue in order to check their comprehension.
- ❖ Give instructions in English, but when speaking the teacher must use gestures as much as possible to clarify the meaning. By this strategy, the learner can read the instructions and see the meaning when answering in an actual activity.
- ❖ The teacher can use the mother tongue only when presenting a new concept or difficult word.
- ❖ Teacher could teach his/her students the expression concerned with the classroom and he/she will use it recursively; for example, close the door, open the book, listen and follow....etc.

In the same context, Rivers (1981) affirms that the mother tongue plays a crucial role and it is a prominent assistance in learning the second or foreign language:

- a. The mother tongue is the first language that a child required; within the MT kids learn how to sit, how to hold a pen, how to speak and write.

- b. The similarities that both languages share can make learning easier, for example in English and Arabic they both share the sounds: b, k, d, s....etc.
- c. The best way to teach English idioms can be through the comparison with the mother tongue and/or give the equivalence in their MT to avoid misunderstanding.

5. A Historical View

The integrating of MT in teaching English as a foreign language has always been part of pedagogy throughout history of FL education.

5.1. Diachronic View of Using Mother Tongue in TEFL

In the process of teaching any foreign language, the teacher uses the mother tongue to influence the development of acquiring the language. Moreover, due to the methodological changes that happened during the foreign language teaching, many views appeared and brought different reflections and perspectives on the integration of the mother tongue and the role this latter can play.

Celce-Murcia & Goodwin (1991:3) state that the teaching of Latin became the model for foreign language teaching from the seventeenth to the nineteenth centuries. Grammar was taught merely through translation of the rules and writing simple sentences. In addition, Celce-Murcia & Goodwin (1991:4) cited some strategies used in classroom:

- Use imitation instead of rules to teach a language.
- Have your students repeat after you.
- Use a limited vocabulary initially.
- Help your student practice reading and speaking.
- Teach language through pictures to make it meaningful.

Chapter Two: The Use of Mother Tongue in TEFL

In this period, the mother tongue was the most used language in class; students were taught to translate from one language to another and memorizing the native language equivalence for the target language vocabulary. In addition, instructions were given to students in their first language (Larsen-Freeman, 2000; Richards and Rodgers, 2005). According to Richards and Rodgers (2005), using the mother tongue appeared in English schools by the beginning of the eighteenth century, and became a standard approach in studying foreign languages in the nineteenth century.

This approach was known as the Grammar-Translation Method (GTM). The mother tongue use in this method is of great importance since it is the most language used in the classroom. The students were taught by translation exercises from the native language to the target language.

By the end of the nineteenth century, many reformers rejected this approach. Howatt and Widdowson (2004) state that “it is not accidental that so many reformers should have been engaged in the teaching of English as a foreign language. One reason, paradoxically enough, was the rather lowly status of English in the educational pecking order in Europe, which meant that ‘experiments’ were not immediately rejected as threatening to the established order” (p. 132).

The Direct Method (DM) is, and from its name, a language teaching method that emphasizes a direct association of meaning with the target language. DM is basically a contrast to GTM, since it actively avoids the use of translation whatsoever in foreign language classes. Therefore, only the target language is used (Larsen-Freeman and Anderson, 2011). It replaced the Grammar-Translation Method, and it worked successfully in private schools but later declined in public schools due to the total avoidance of the mother tongue.

5.2. Synchronic View of Using the Mother Tongue in TEFL

The synchronic period started in the second half of the twentieth century and was characterized by the emergence of the Communicative Approach and the Natural Approach. In this epoch, TEFL recognizes social, interpersonal and cultural dimensions as well as grammatical and phonological patterns. The communicative approach aims at enhancing the ability of using the foreign language to communicate effectively and correctly. Richards and Rodgers (2005) affirm that the focus of the communicative movement is to shift from grammar to language as a tool of communication.

Krashen and Terrell (1983) specify the goal of the Natural Approach, “We can get the situations in which the learners use the target language in the classroom. [...] so we do not organize the tasks of the course in the class about a grammatical syllabus” (p. 71). In addition, Richards and Rodgers (2005) further specify, “employing tasks as a tool for promoting communication and authentic use of foreign language are the key principles of Task-Based Teaching. It should provide a more effective teaching and remain in the domain of ideology rather than fact” (p. 190). According to them, the learning process should be supported by meaningful language and real communicative activities to the learner.

6. Implication of the Use of Mother Tongue

The mother tongue interference is a double-edged tool. It can affect the learning or/and the teaching process either positively or negatively. In general, teachers use the first language in foreign language teaching to enable their students to learn successfully and benefit as much as possible from learning. However, this method can become a bad habit that can reduce the learning quality or even will be prosaic.

6.1. Advantages of the Mother Tongue Use

Chapter Two: The Use of Mother Tongue in TEFL

Many linguists justify their opinion on the use of the mother tongue in class. They think that this use is necessary, and set a number of arguments to defend their point of view. Linguistically speaking, the advocates of using L1 state that learners are already equipped a language system that is their mother tongue, and its use makes students linguistically feel secure, less anxious (lower anxiety) and enhance the learning development.

Del-Mar et al. (1982) explain more and states that students may often equate the structure or lexical items of the target language with the closest suit and parallel in the first language. Semantically, the use of the mother tongue helps students to clarify the meaning of words or sentences and avoid ambiguity as well as grasp meaning in an easy way. Auerbach (1993) asserts using MT enables students to express themselves freely and easily. In the same context, students are highly motivated when using L1 and more confident at discussing and speaking (Anton & DiCamilla, 1998). In addition, using the mother tongue in foreign language class sheds light on the differences and similarities that both cultures have; in this way, students will learn the target language easier and preserve their cultural identity as well.

Al-Hinai (2011) mentioned some advantages of the mother tongue use:

1. It reduces learner anxiety and creates a more relaxing learning environment.
2. It is a means of bringing the learners' cultural background knowledge into the class.
3. It facilitates checking understanding and giving instructions.
4. It facilitates the task of explaining the meaning of abstract words and of introducing the main differences in grammar and pronunciation between L1 and L2.

Learners and teachers use the mother tongue to maintain communication in classroom, especially when learners struggle in expressing themselves and their ideas mostly use L1.

6.2. Disadvantages of the Mother Tongue Use

The overuse of the mother tongue can become an obstacle in TEFL. Many researchers and scientists agreed about the idea of forbidding the first language in foreign language classes since it makes learners far from the target language and they emphasize on the TL exposure. Atkinson (1987) acknowledged some problems that accrued in the case of overusing MT:

1. The teacher and /or the students begin to feel that they have not ‘really’ understood any item of language until it has been translated.
2. The teacher and/or the students fail to observe the distinctions between equivalence of form, semantic equivalence, and pragmatic features, and thus oversimplify to the point of using crude and inaccurate translation.
3. Students speak to the teacher in the mother tongue as a matter of course, even when they are quite capable of expressing what they mean.
4. Students fail to realize that during many activities in the classroom, it is essential that they use only English.
5. Creates laziness among students.

Turnbull (2001) claims that the overuse of the mother tongue in foreign language teaching is not very beneficial, and if the teacher is the only linguistic source, then it will become a problem for student due the lack of exposure to the target language and they will rely on L1 in the foreign language learning. Rolin-Ianziti & Varshney (2008) assist that students who use the mother tongue in class seem to be less confident and lose interest in using L2.

Many instructors stand with the point of prohibiting L1 and furnish the total exposure to the target language as a strategy to develop the linguistic knowledge of the learner and take the full advantages of the FL learning.

7. Solutions to Overcome the Use of MT in ELT

The use of the mother in monolingual or EFL classes is proven to be helpful and many researchers observe that both teachers and learners benefit a lot from it. However, this use may exceed the limits and become a problem in learning the target language. For that reason, teachers should be proactive and should determine when and where to use the mother tongue and by whom at the beginning of the school year in order to control the class and avoid the L1 use in the undesirable situations. The teacher should prohibit the learners every time they use the mother tongue and encourage them to speak in English rather than MT.

If the learners are still using MT, then the teacher should not waste more time and tries to exploit the first language and bring new strategies that help the learners to be more exposed to the target language. The teacher should decide when it is necessary and beneficial to use the mother tongue and explain to the learners his choice. By doing that, the class becomes more authentic and the students learn how to use the MT in an interchangeable way and how to interplay between the two languages.

In this context, Richards and Rogers (2001) state

“The spoken language is primary and that this should be reflected in an oral-based methodology; the findings of phonetics should be applied to teaching and to teacher training; learners should hear the language first before seeing it in written form; words should be presented in sentences, and sentences should be presented in meaningful contexts...; grammar should be taught inductively;

translation should be avoided, although the native language could be used in order to explain new words or to check comprehension” (p. 10).

Despite the fact that teachers know why, when and when not to use the mother tongue in a foreign class, it is undoubtedly a hard decision to make. In all times, teachers should be careful when opening the door to the mother tongue and consider the reasons behind this use, also examine the necessity and the benefits of using it, since it is a controversial topic. Cook (2001) says, “open a door that has been firmly shut in language teaching for over 100 years” (p. 402).

Conclusion

This chapter discussed the general concepts of the mother tongue, the foreign language, and the relationship that gathers the two languages, as well as the use of the mother tongue in teaching and learning a foreign language. Furthermore, it presented the known reasons that lead both learners and teachers to use their First language in foreign language learning, and the attitudes of monolingual and bilingual approaches towards this use. In addition, it clarifies how the mother tongue was used through time.

A brief summary was done about the implications of the first language use, the positive and the negative outcomes. Last but not least, there are some solutions that the teacher may adopt to decrease the overuse of the mother tongue.

Chapter Three: Data Analysis and Interpretation of the Results

Introduction

This chapter presents the practical part of the study. It provides a description of the research methodology and analysis of the findings (the result obtained through using the mother tongue in EFL context and its analysis). It discusses the research design and aim (design in matters of the subject, aim of the research and data collection). The main goal of this study is to test the validity of the hypothesis whether it is true or false. Since the learner and the teacher are the variables, their opinions and beliefs are very important to test the hypothesis through answering two different questionnaires addressed to the EFL fourth year middle school pupils of Abi Dher Al Ghafari and their English teachers.

1. Research Methodology

Every fieldwork or research requires following a certain method and tools to gather valid data, which represents the target population.

1.2. Research Design and Method

The researchers undertake the study with the fourth year middle school pupils in Adrar during the academic year 2021-2022. This is a descriptive quantitative research, in which the researchers describe the result obtained from teachers and pupils and analyze them statistically to answer what, when and how to use MT in TEFL.

1.3. Sample and Population of the Study

The population of this case study is the EFL pupils and teachers of Adrari middle schools. For that, the researchers chose a sample of 78 pupils and 3 language teachers from the middle school Abi Dher Al Ghafari to draw conclusions on the findings of the study.

Some of the pupils were fresh and the others were repeaters. Their age vary between 14 to 18 years old.

On the other side, the three teachers involved in this study are two females and one male, and hold a license university degree in English from Ahmed Draia University. The three teachers have taught English for more than 6 years.

1.4. Data Collection Tools

The tools used in this research are two questionnaires, one for learners that was translated into Arabic in order to facilitate the understanding of the questions and to get valid data since the case study was done in middle school, and pupils are just beginners in English language learning. Nunan et al. (1992) state that questionnaires are the most appropriate instruments used in foreign/second language studies and “a relatively popular means of collecting data” (p. 134). For that reason, the researchers have chosen this tool to collect an insightful and profound data.

2. Teachers' Questionnaire

The teachers' questionnaire was designed to explore the opinion and beliefs of teachers about the integration of the mother tongue in English language teaching, and their reactions/perspectives towards students' use of it. The questionnaire contains eight (8) questions; the first question is about their teaching career, and the next two questions are about their point of view about the use or refusing of the mother tongue, when and why they use it, and whether they allow their pupils to speak with them in Arabic. The fourth question investigates to what extent teachers use Arabic. The fifth and sixth question focuses on the positive side that the teachers see in using the mother tongue and its benefits. The last question discusses the disadvantage that the teacher may notice and observe when teachers or students use L1.

2.1. The Sample

Teachers who participated in answering the questionnaire are three (3) English language teachers from Abi Dher Al Ghafari, Middle School. Two teachers are females and the third teacher is a male.

2.2. Data Analysis and Results

In this section, the researchers will analyze, interpret the collected data from teachers' questionnaire statically and represent it in tables and charts, in order to find the reasonable findings and conclusions about teachers' thoughts on the use of MT in EFL classes.

Question 1: How long have you been teaching English?

The aim of this question is to evoke the teachers' teaching experience.

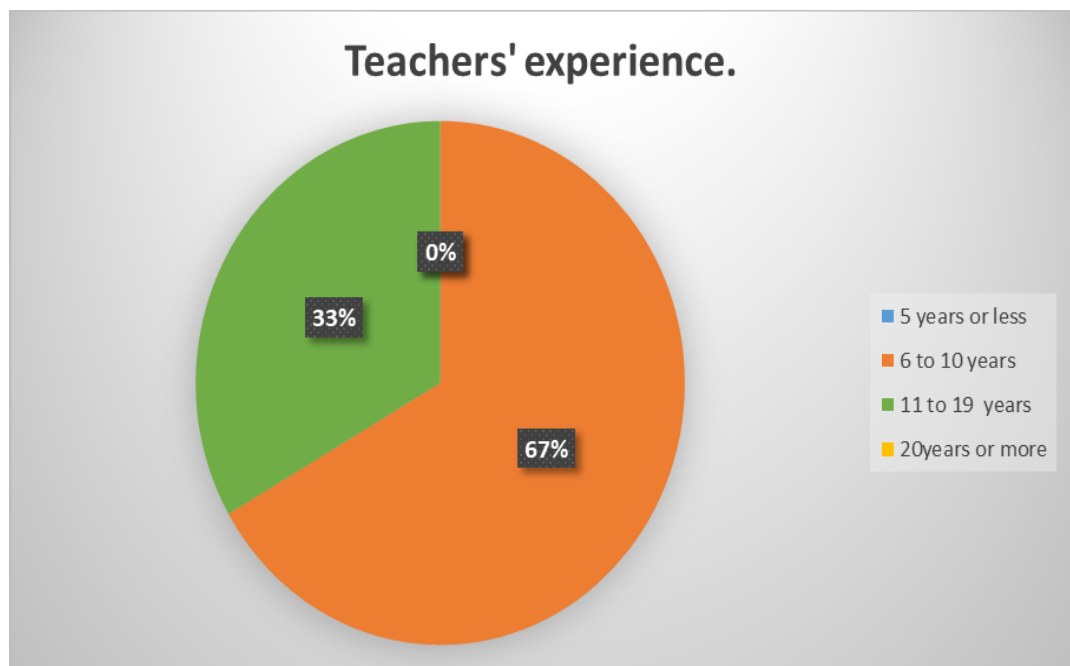


Figure 3.1. Teachers' Experience

Chapter Three: Data Analysis and Interpretation of the Results

As shown in figure 3.1, 67% of the participants have taught English from 6 to 10 years, whereas 33% have from 11 to 19 years' experience of teaching.

Question 2: The pedagogical staff imposes the exclusion of the mother tongue in EFL classes. Do you agree? Please say why?

Concerning this question, the teachers were asked to give their own opinions about the elimination of the mother tongue in class, and these are their answers:

Teacher 01: No for sure, sometimes there are difficult words that learners cannot understand easily.

Teacher 02: I do not agree. Because I believe that using the mother tongue is crucial in learning any foreign language and it does facilitate the task for both teachers and learners.

Teacher 03: No, I do not agree. To provide learners with the exact meaning (difficult words, grammar, others), to facilitate the task for teachers especially when time not enough (limited) because of the program which the teacher is obliged to finish it during the three semesters.

	Frequency	Percentage
Agree	0	0%
Disagree	3	100%

Table 3.1. Teachers' Opinions

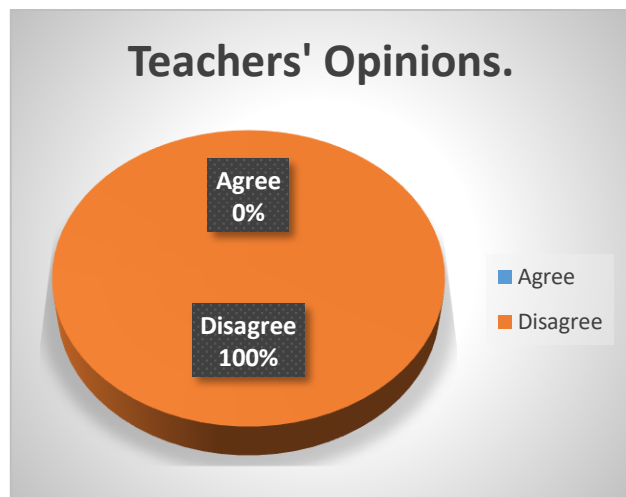


Figure 3.2. Teachers' Opinions

Chapter Three: Data Analysis and Interpretation of the Results

As shown in the comments, the table and the diagram, all the teachers agreed upon the non-exclusion of the mother tongue in EFL classes. They justify their agreement and confirm that the mother tongue has a great role in facilitating the understanding of the language as well as the teaching and learning process. Moreover, teachers see Arabic as an unavoidable tool in class especially when dealing with the low proficient learners and use to make the task easier to grasp since they already have the Arabic language system in their minds. In addition to that and as the third teacher added, the use of Arabic is a helpful tool in gaining time and explaining difficult terms that the learner cannot understand in English. Finally, the teachers' answers reveal the mother tongue use is indispensable in TEFL and it should be included in teaching and learning foreign language.

Question 3: Do you use Arabic in classroom? And for what reason (explain new word, grammar, instructions, others)?

This question aims at showing if the teachers use Arabic or they do not while teaching, and where and when to use it if so.

Teacher 1: Yes, I do. To explain new words and for vocabulary and grammar purposes.

Teacher 2: Yes I do. I often use it to define new vocabulary, explain complex grammar, giving instructions, and for classroom management.

Teacher 3: Yes I do. To explain new words, grammar and to provide learners with the exact translation of a specific word especially with beginners.

As can be observed from the teachers' responses, all the teachers integrate the mother tongue in teaching. For the first teacher, she mainly uses Arabic to define new vocabulary and explain the difficult matters of grammar that can cause a problem in language learning. Teacher number two often uses Arabic in new words explanation and in classroom

Chapter Three: Data Analysis and Interpretation of the Results

management possibly because it is difficult to maintain the discipline of the class in English. The third teacher agrees with teacher 1 and teacher 2, and clarify that she uses Arabic to translate complex terms that the learner may face some difficulties in understanding their meanings and to avoid ambiguity.

Indeed, the researchers can conclude that all teachers use Arabic to explain new word and find it very practical in solving the issue of complex vocabulary comprehension. Moreover, based on the answers, three teachers accord with Cook (2001) that the first language is of a great benefit in teaching grammar and disagree with Harbord (1992) who states that L1 should not be used in explaining grammar.

	Frequency	Percentage
Explain new words	3	100%
Explaining grammar	3	100%
Giving instructions	1	33%
Classroom management	1	33%
Checking comprehension	2	66%

Table 3.2. The Teachers' Purpose of Using Arabic in Teaching EFL

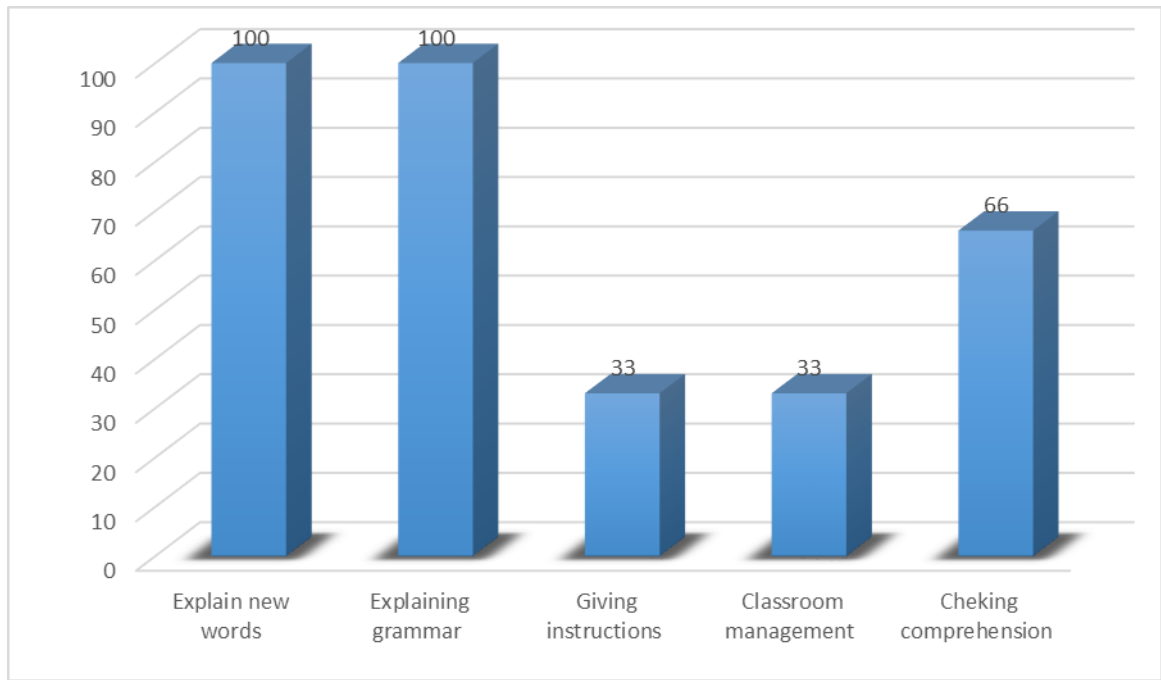


Figure 3.3. Situations of Using MT in Classroom

Question 4: Do you allow your pupils to use Arabic? Justify?

The purpose of this question is to ask teachers if they agree about using the learners their mother tongue in class and in which situation they allow this use.

Teacher 1: Not really, because it is forbidden during the session, but once they cannot express themselves correctly.

Teacher 2: I do. I allow them to use Arabic when necessary. One example is that when they use it to express themselves when they fail to do that in English.

Teacher 3: Yes, but not all the time because they are beginners especially first year learners who do not have much vocabularies to express themselves.

From this question, we can notice that the mother tongue does exist in EFL classrooms, and teacher are willing to use this kind of method i.e., switching from English to Arabic when it is necessary in specific situations. Teacher 1 is quiet cautious in this subject, she thinks that the overuse of the mother tongue is not good in teaching English. However, she

Chapter Three: Data Analysis and Interpretation of the Results

may allow them only in a hard situation when they fail to express themselves clearly. Unlike the first teacher, teacher 2 and 3 agree that the mother tongue cannot be totally ignored or banned, especially with beginners who are less familiar with the language.

	Frequency	Percentage
Yes	2	66%
No	1	33%

Table 3.3. Teachers' Permission of Using MT in Classroom

Question 5: To what extent do you use Arabic?

The aim of this question is to know how much teachers use Arabic in teaching.

Teacher 1: In some classes, I do not use it a lot maybe from 5% to 8%, however; I use it 10% when I notice that the majority of the pupils did not understand.

Teacher 2: I rarely use Arabic in the classroom. When it is extremely needed only.

Teacher 3: Not all the time, just once or twice per a session.

As the answers reveal, teachers do not prefer using Arabic largely. Maybe this is due to pedagogical reasons that prevent teachers from using L1 in classes and stick only with the target language, which is English. However, all teachers use Arabic as the last solution that may help the learner to understand and grasp the lesson as needed. In addition, teachers admit that the learner should have a lot of exposure to the target language more than the mother tongue in order to create a positive learning. Nevertheless, the extensive use of Arabic may lead the learner to a bad habit that can cause some issues like misinterpretation and incomprehension. Thus, the use of Arabic should be adjusted to the learners' needs.

Question 6: Do you think that using the mother tongue facilitates the task to pupils?

Chapter Three: Data Analysis and Interpretation of the Results

By this question, we are trying to acknowledge the advantages of using the mother tongue in TEFL.

Teacher 1: Yes, it does for sure, but they should not be used to it.

Teacher 2: Yes, I believe that it facilitate the task to both learners and teachers.

Teacher 3: Yes, sure. Many pupils face a number of obstacles and issues that construct a wall between them and learning because of the misunderstanding and through the mother tongue learning could be more clear and meaningful, of course, without getting addicted to this use.

As seen in these responses, all teachers agree that the mother tongue is really a helpful tool and it does facilitate the process of learning. According to teacher 3, the over exposure to the target language could makes pupils uncomfortable and under stress, what leads pupils to face some problems of misunderstanding. Besides, (and) using the mother tongue could smooth the path to make learning more easy and joyful. However, teacher 1 sees that the mother tongue is very beneficial when the teacher don not exceed the limits of using it or permit the learner to overuse it, and if this happened than it become a negative tool that affect the language acquisition in a bad way.

Question 7: Does the use of Arabic enhance your pupils' motivation towards learning?

Teacher 1: Yes, because when they understand, they participate.

Teacher 2: Yes, it does. The journey of learning of foreign language is complex what may cause frustration to learners. Thus, the use of Arabic would be a good option for learners to get over their stress and fear and be more motivated in learning.

Teacher 3: Yes, it does. However, as it is mentioned above, the use of the Arabic during English sessions is occasional, that is mean, only when it is needed.

Chapter Three: Data Analysis and Interpretation of the Results

The first teacher believes that motivation is linked to the learners understanding of the subject matter. If the pupil understand the target language then s/he is capable of participating, and what is known in foreign language teaching is that the mother tongue use is a good strategy of explaining what is hard to grasp. Teacher 2 states that learners face daily issues with anxiety and stress what prevent them to learn the language, but with the usage of (however, using the) mother tongue can decrease the learners' fear of the language and encourage them to be more familiar with it. Teacher 3 agrees with the other teachers and affirms that using Arabic arises the motivation of pupils and stresses that this use should be occasionally used.

In brief, the use of the mother tongue helps the learners to be extrinsically motivated through the positive engagement that the mother tongue offers; as well as, grows the intrinsic motivation which is more valuable through the desire of achieving their goal of acquiring and enhancing their English language.

Question 8: Do you notice any disadvantages or negative effects when using Arabic in class?

Teacher 1: Yes, there are many, for instance, pupils we be addict using Arabic and they will not be able to use English correctly or do a task without Arabic.

Teacher 2: The use of Arabic in an excessive way would give negative results. The learner should be exposed to the language they want to learn. In addition, the use of Arabic can reduce learners' opportunities to practice English. The more they use English the more they develop their language skills.

Teacher 3: If teachers use Arabic in English class when it is not necessary, of course, there will be disadvantaged.

According to the participants' responses, using Arabic in EFL classes has, surely, negative aspects that decrease the quality of learning. Teacher 1 sees that the excessive use of the mother tongue makes learner more dependent to it at the expense of English, and they cannot enhance any language skills to solve a task-problem without Arabic. Moreover, teacher 2 agrees with teacher 1; and state that the negative results coming from the overuse of MT makes students less exposed to the target language and 'reduce learners' opportunities' to learn and performing English and this prevents them to achieve their goals which is acquiring the language. The last teacher affirms that using Arabic when it is not needed and misplace it; puts the teacher in an embarrassing situation.

As the answers reveal, the mother tongue could be an unhelpful tool if it is used in incorrect situations or overuse during teaching and learning. The intercalation of Arabic may slow down the process of learning especially when it dominant than English, it leads pupils to believe that is the only solution and way to understand and learn the target language. In fact, learners who are much exposed to Arabic not English and they are attached to it; fail in improving their learning skills and minimize the chance of acquiring the language.

3.4. Pupils' Questionnaire

The pupils' questionnaire aims to explore the students' attitudes toward the use of mother tongue (Arabic) in learning and teaching English. It aims to cover their perceptions of the effectiveness of using Arabic as a means of learning and teaching English, and how to integrate it efficiently and in which situations.

The pupils' questionnaire includes ten (10) questions. The first two questions are concerned with the general information of the participants' age and gender. The third question concerns the participants' view of English language. Moreover, the fourth question is about the participants' current level in English language. Additionally, the other six

Chapter Three: Data Analysis and Interpretation of the Results

questions regard the participants' attitudes toward learning English language using their mother tongue, Arabic in this case, and their perceptions about using Arabic language in teaching English in classroom. The questionnaire's questions are mostly close-ended questions in order to get higher response rates and collected data that researchers can analyze easily. Furthermore, middle school students may lack the capacity to answer open-ended questions. However, the open-ended parts of the questionnaire are to gain more insights about their responses.

3.1. The Sample

This questionnaire was directed to 78 fourth year EFL pupils from Abi Dher Al Ghafari Middle School in Adrar. Participants are both males and females, and their age ranges between 13 to 18 years old. The researchers selected the sample randomly.

3.2. Data Analysis and Results

In this section, the researchers will analyze, interpret the collected data from pupils' questionnaire statically and represent it in tables and charts, in order to find the reasonable findings and conclusions about learners' perceptions of the use of MT in EFL classes.

Question 1: Age

Age group	13 – 14	15 - 16	17 – 18
Number	27	38	13
Percentage	34.61%	48.71%	16.66%

Table 3.4. Pupils' Age

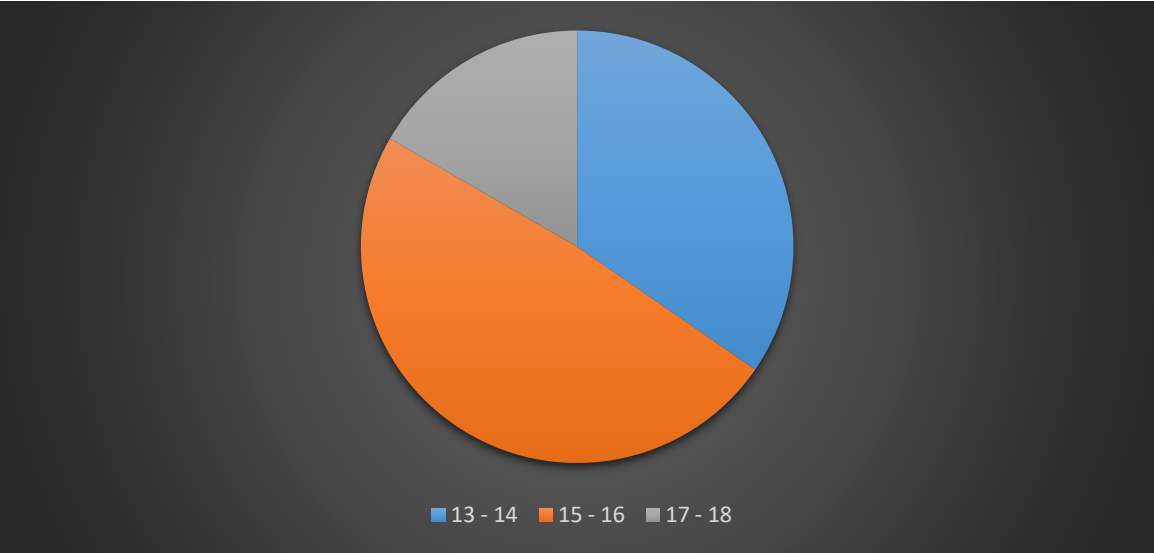


Figure 3.4. Pupils’ Age

The age range of students participated in the study is from 13 to 18 years old. Most of the participants’ age is between 15 and 16 years old (second age group) with 48.71%. Following students whose age is between 13 and 14 years old (first age group) with 34.61%. The smallest age group is students who are between 17 and 18 years old (third age group) with only 16.66%.

Question 2: Gender

Gender	Number	Percentage
Male	49	62.82%
Female	29	37.17%

Table 3.5. Pupils’ Gender

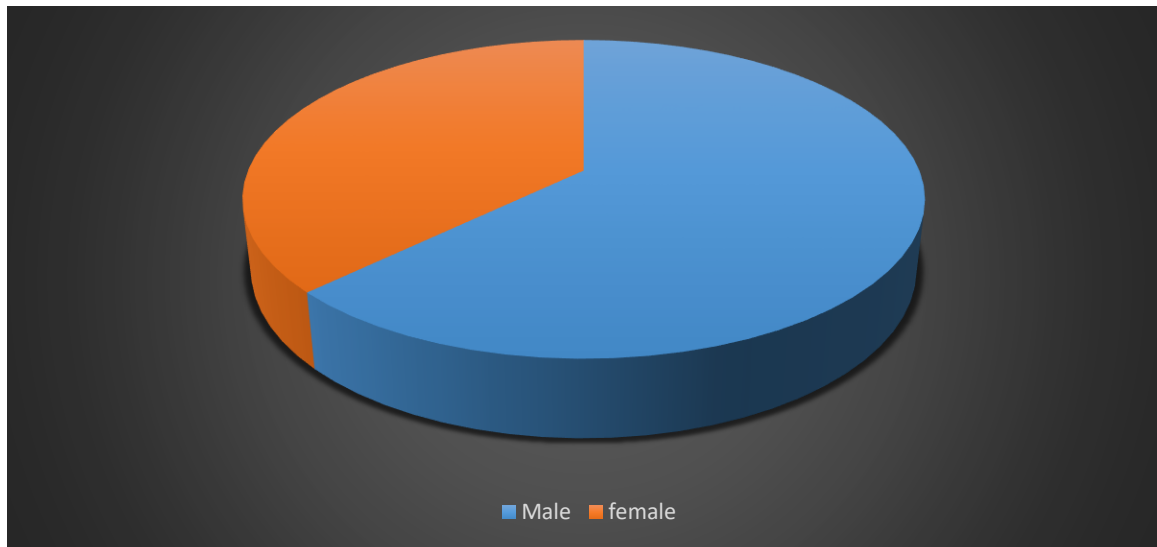


Figure 3.5. Pupils' Gender

The results show the gender gap in fourth year pupils of Abi Dher Al Ghafari Middle School. The majority of students are males and represent 62.82% while females represent only 37.17% of students.

Question 3: Do you consider English a difficult language?

Answer	Yes	No
Number	36	41
Percentage	46.75%	53.24%

Table 3.6. Pupils' Perceptions on the Difficulty of English

The responses show that more than half of students do not consider English as a difficult language for them with 53.24%.

Question 1 & 3: Age and Pupils' Perception on the Difficulty of English

In this part, the researchers will combine the results of pupils' age and their perceptions on the difficulty of English, and state the results in numbers and percentages together.

Chapter Three: Data Analysis and Interpretation of the Results

	13 - 14	15 - 16	17 – 18
Yes	13 (48.14%)	16 (42.10%)	7 (58.33%)
No	14 (51.85%)	22 (57.89%)	5 (41.66%)

Table 3.7. Pupils' Perception on the Difficulty of English in Each Age Group

Note:

Yes: Pupils who consider English a difficult language.

No: Pupils who do not consider English a difficult language.

The results show that:

1. More than half of students in the third age group (17 and 18 years old) consider English as a difficult language.

2. More than half of students in the first (13 and 14 years old) and second (15 and 16 years old) age groups do not consider English as difficult language.

Question 4: How do you evaluate your level in English now?

Level	Very Good	Good	Average	Low
Number	4	13	40	21
Percentage	5.12%	16.66%	51.28%	26.92%

Table 3.8. Pupils' Self-evaluation of their Level in English

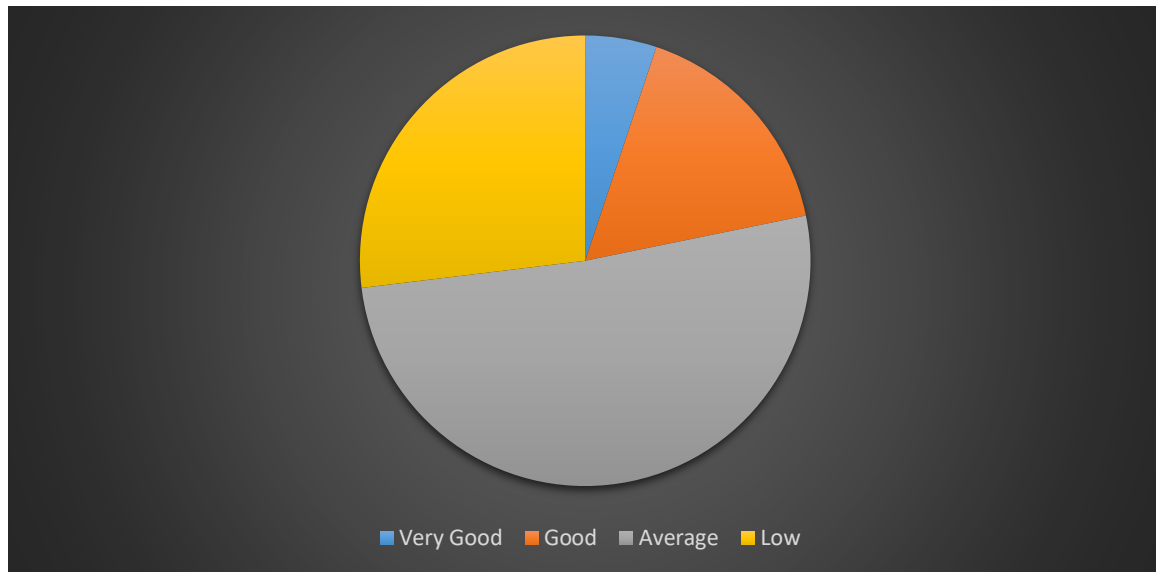


Figure 3.6. Pupils' Self-evaluation of their Level in English

The answers reveal that more than half of students believe that their level in English is average with 51.28%. Following by 26.92% of students describe their level in English as low. Moreover, 16.66% of them assess their level as good. While only 5.12% evaluate their level as very good.

Question 1 & 4: Age and Level Evaluation

In this part, the researchers will combine the results of pupils' age and their self-evaluation of their level in English, and state the results in numbers and percentages together.

	13 - 14	15 - 16	17 – 18
Very Good	1 (3.70%)	2 (5.26%)	1 (7.69%)
Good	7 (25.92%)	6 (15.78%)	0 (0%)
Average	12 (44.44%)	22 (57.89%)	6 (46.15%)
Low	7 (25.92%)	8 (21.05%)	6 (46.15%)

Table 3.9. Pupils' Self-evaluation of their Level in English in Each Age Group

Chapter Three: Data Analysis and Interpretation of the Results

The results, based on pupils' responses, show:

1. In all age groups, the majority of students are average in English.
2. In the third age group (17 and 18 years old), average students are equal in percentage to students whose level in English is low with 46.15%.
3. In all age groups, fewer students consider themselves very good in English.
4. In the first age group (13 and 14 years old), the number of students with good level in English is the same as students who consider their level in English as low with 25.92%.

Question 3 & 4: Pupils' Perception on the Difficulty of English and Level Evaluation

In this part, the researchers will combine the results of students' perceptions on the difficulty of English and their self-evaluation in it, and state the results in numbers and percentages together.

	Very Good	Good	Average	Low
Yes	0 (0%)	0 (0%)	16 (44.44%)	20 (55.55%)
No	4 (9.75%)	13 (31.70%)	23 (56.09%)	1 (2.43%)

Table 3.10. Pupils' Self-evaluation of their Level in English and their Perception on Its Difficulty

Note:

Yes: Students consider English a difficult language.

No: Students do not consider English a difficult language.

The results show:

1. Students who consider English as difficult language tend to evaluate their level in English as either average or low. More than half consider their level as low with 55.55% and the rest considers their level as average with 44.44%.

2. Most of students who do not consider English as a difficult language state the level as average with 56.09%. Following by good level students with 31.70%. The rest is either very good students with 9.75% or low with only 2.43%.

Data represented indicate that in most cases, EFL learners evaluate their level in English according to how they perceive it (i.e. easy or difficult). That shows how significant can be the students' attitudes toward a language in their self-evaluation of their level in it.

Question 5: Which tool do you use to understand English word meaning?

Tool	Arabic-English Dictionary	English-English Dictionary	Phone Application	Other
Number	16	0	58	13
Percentage	18.39%	0%	66.66%	14.94%

Table 3.11. Pupils' Tools of Understanding English Word Meaning

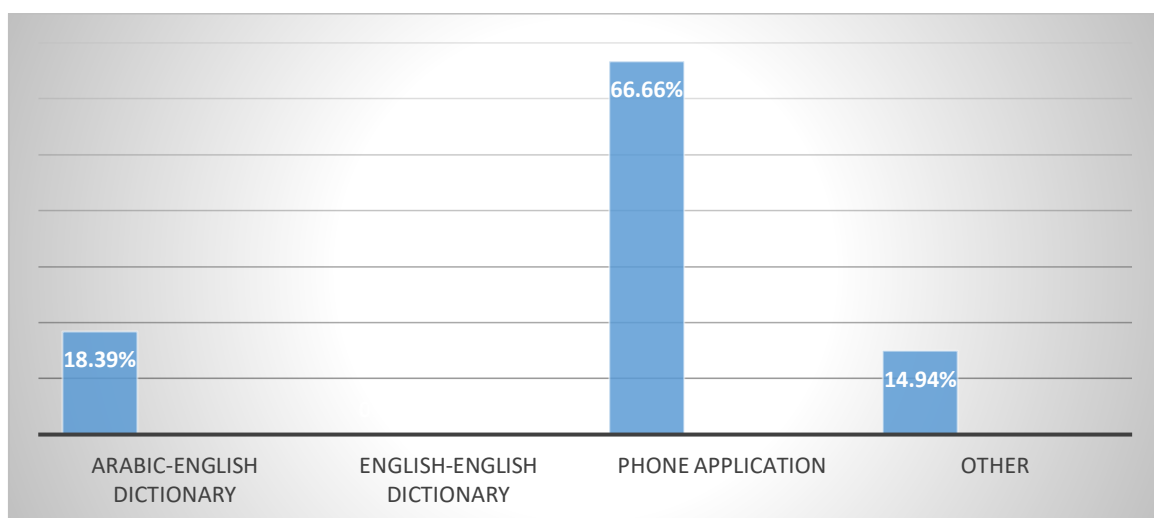


Figure 3.7. Pupils' Tools of Understanding English Word Meaning

Chapter Three: Data Analysis and Interpretation of the Results

Note: Some pupils responded with more than one answer. All answers are included.

Based on the answers, most students use phone applications to understand English words meaning with 66.66%. That is the case maybe because most phone applications are free and easily accessible comparing to printed dictionaries. Moreover, they do not take much time in search for words.

The results also show no use of English-English dictionaries. And that can be due to the fact that most students are not that advanced in English to be capable of looking up words in only English dictionaries, or maybe because they do not have these dictionaries. However, it is estimated that only 18.39% reported the use Arabic-English dictionaries.

Furthermore, 14.94% of all answers reported using other methods. The following are some examples of those answers:

1. Google translation.
2. Watching movies and TV shows.
3. Watching videos in English.
4. Asking others like friends or family members.

Using Google translation can be for the same reason as phone applications are the most used tool in searching for English words meaning. On the other hand, the second and third examples show that visual aids are very useful tools for students to obtain good amount of language knowledge. The fourth example shows that there are students who, in their learning process, prefer to ask others to clear things out. That is why teachers should encourage their learners to participate and provide them with comfortable environment to be motivated.

Question 6: If you do not understand anything in classroom, how would you prefer it to be explained in:

	Arabic Language	English Language	Both
Number	63	10	5
Percentage	80.76%	12.82%	6.41%

Table 3.12. Pupils' Preferred Language in Explanation

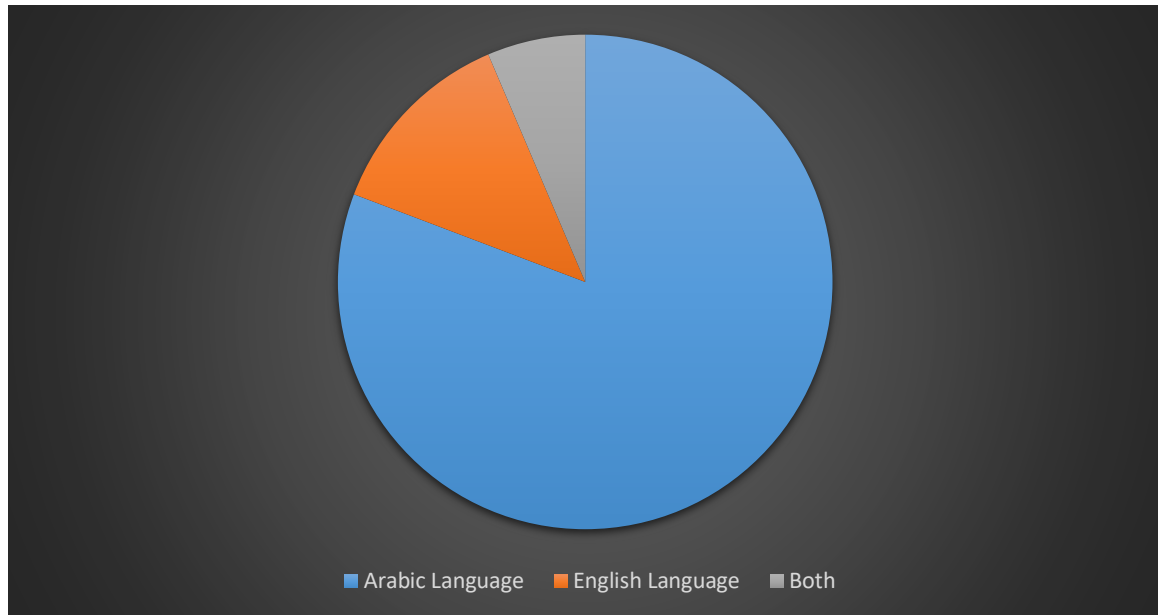


Figure 3.8. Pupils' Preferred Language in Explanation

The vast majority of students, when looking for clarification of anything in classroom, prefer using Arabic language with 80.76% compared with only 12.82% of them who prefer using English language instead. However, some students prefer the use of them both with only 6.41%.

That can be justifiable since Arabic language is their mother tongue, and they are probably familiar with it more than any other language. However, in order to learn any language, learners need enough amount of input in that language, so the overuse of MT in classroom can be ineffective.

Question 7: To what extent do you think the use of Arabic in classroom can be helpful?

Answer	Very Helpful	A Little Bit Helpful	Not Helpful
Number	54	22	1
Percentage	70.12%	28.57%	1.29%

Table 3.13. Pupils' Perceptions on the Use of Arabic in Classroom

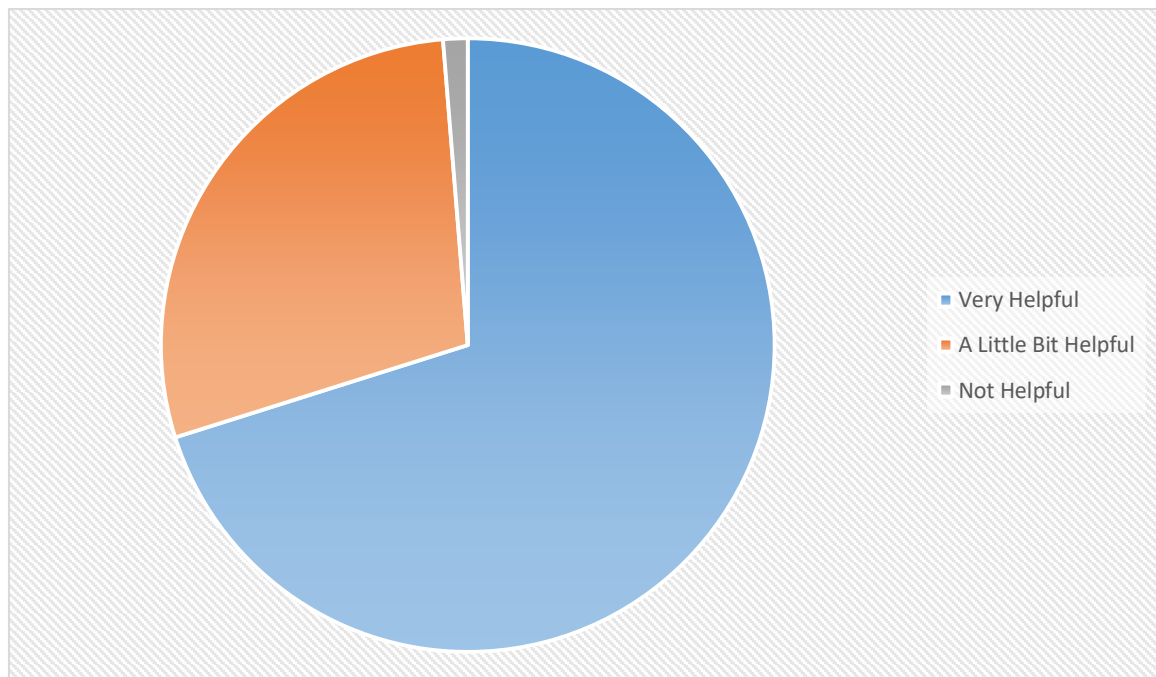


Figure 3.9. Pupils' Perceptions on the Use of Arabic in Classroom

The results show that most students with 70.12% think that using Arabic language in classroom is very helpful, followed by 28.57% who think it is a little bit helpful. However, only 1.29% think that using Arabic language inside classroom is not helpful at all.

These results reflect perfectly the students' preference toward the use of Arabic inside EFL classes. The majority sees it as either very helpful or a little bit helpful.

Other responses suggest using Arabic language in:

1. Explaining the lesson.

2. Giving examples.

The first response is a valid reason although the use of Arabic language in EFL classes should not be excessive, but it can be helpful for students. The second response is very interesting; it shows that examples should be clear for learners so that it can be a good add to lessons.

Question 8: Which of the following cases do you think the use of Arabic is helpful?

	To define words	To explain an idea or concept	Both	Other
Number	24	42	9	6
Percentage	29.62%	51.85%	11.11%	7.40%

Table 3.14. Pupils' Thoughts about Helpful Cases of Using Arabic

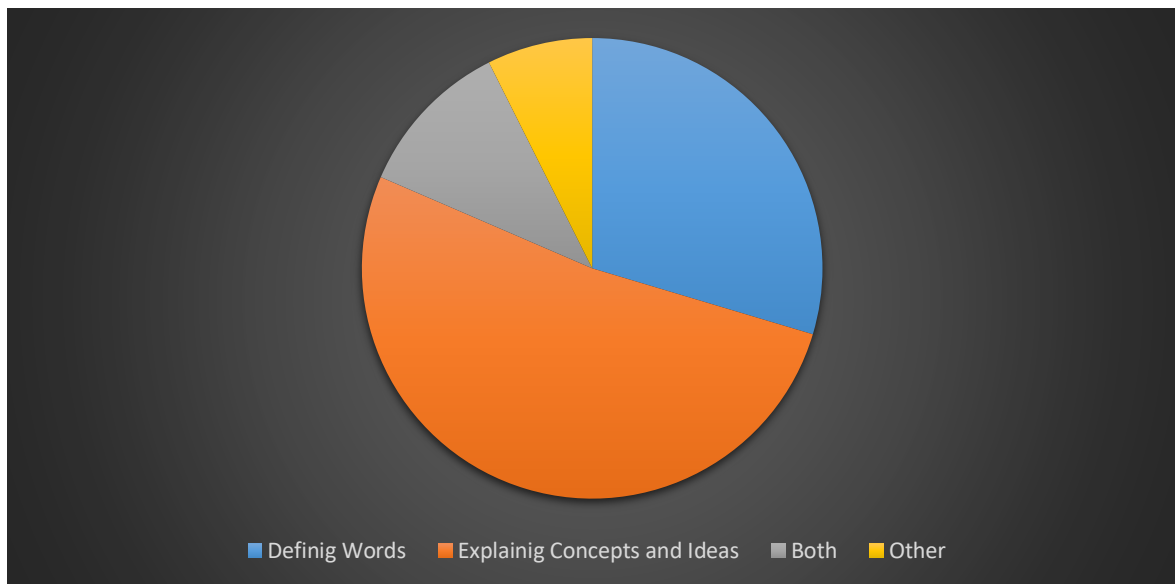


Figure 3.10. Pupils' Thoughts about Helpful Cases of Using Arabic

It is obvious from the responses that most students, with 51.85%, think using Arabic is helpful in explaining an idea or concept, and 29.62% think it is helpful in defining words in terms of their meaning. That can be the case because they can search for words' definitions

through some phone applications, which most of them use, or dictionaries without asking for its Arabic equivalent in classroom. Unlike that, explaining an idea or concept usually requires enough background knowledge about that idea or concept which most phone applications and dictionaries do not provide. That is why, students prefer to understand these ideas from their teachers since they are likely to give them sufficient and detailed understanding about the topic.

Question 9: How often do you rely on Arabic in learning English?

Answer	Never	Rarely	Sometimes	Usually	Always
Number	2	3	17	19	35
Percentage	2.63%	3.94%	22.36%	25%	46.05%

Table 3.15. Pupils' Reliance on Arabic in Learning English

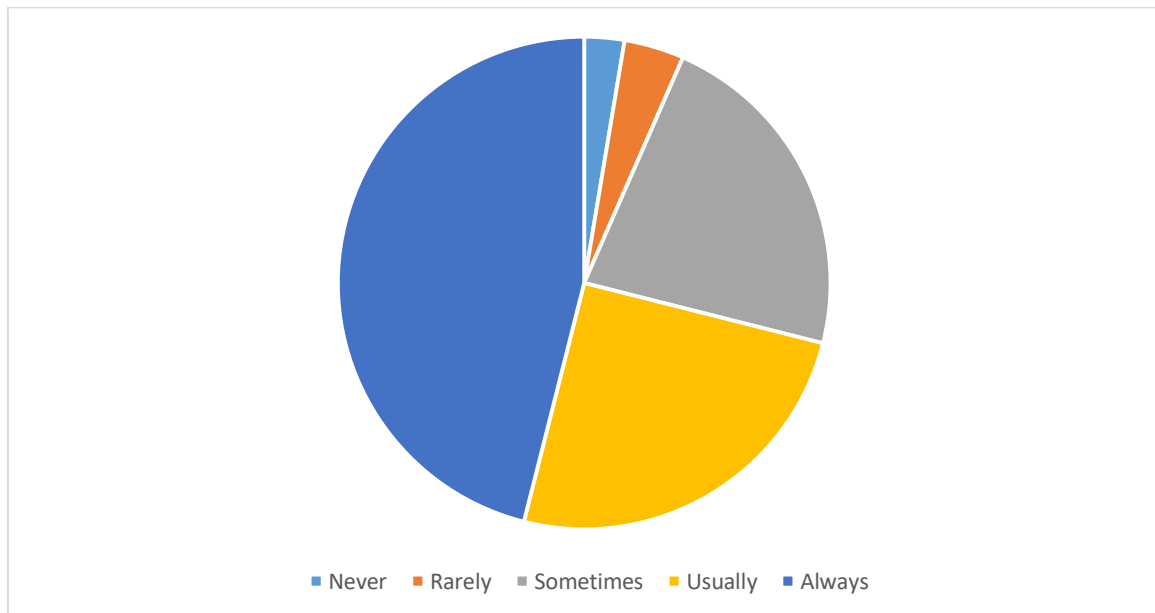


Figure 3.11. Pupils' Reliance on Arabic in Learning English

The results show that most students with 46.05% always rely on Arabic in learning English. Following by 25% expressed that they depend on it usually. Additionally, 22.36%

of students report that their reliance on Arabic in learning English is only sometimes. However, only 3.94% of them state that they rarely rely on it, and just 2.63% never do.

Data represented show that most students use their mother tongue in learning English. Therefore, it would be unrealistic choice if teachers ignore that and only use the target language in teaching their learners. In other words, teachers should not neglect students' MT entirely in EFL classes. Instead, they should operate it in effective manner. However, that does not mean that the reliance on Arabic is total, that would not be an EFL class anymore, instead of that teachers and learners should use it reasonably.

Question 10: Do you find the use of Arabic in classroom beneficial?

Answer	Yes	No
Number	73	5
Percentage	93.58%	6.41%

Table 3.16. Pupils' Perceptions on the Effectiveness of Using Arabic in Classroom

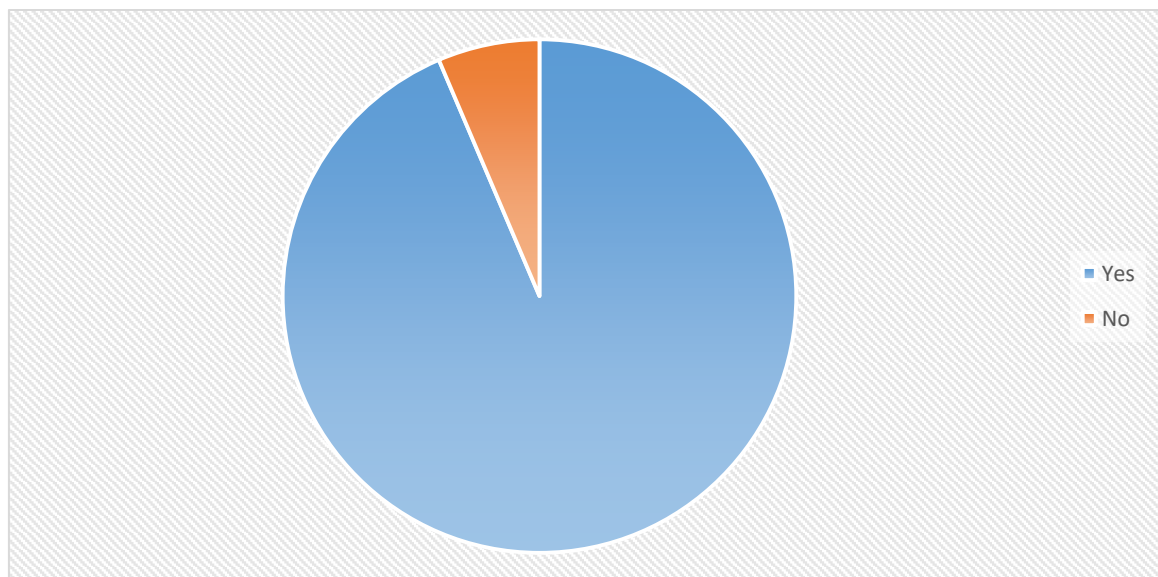


Figure 3.12. Pupils' Perceptions on the Effectiveness of Using Arabic in Classroom

Chapter Three: Data Analysis and Interpretation of the Results

The results show that the vast majority of students with 93.58% find the use of Arabic in classroom beneficial, whereas only 6.41% of them do not find it beneficial. Based on these responses, most students think positively about using Arabic in classrooms. They have explained their reasons for this positive standpoint, such as:

1. Arabic is their mother tongue, and they understand it perfectly unlike English.
2. Using Arabic in lessons motivates them, and makes the learning process easier and more interesting for them.
3. Some may face difficulty in understanding and knowing some words meanings, but with using Arabic, they can overcome this issue.
4. Arabic makes some complex grammar rules more understandable.
5. Using Arabic facilitates and speeds up the process of learning.
6. Some can understand a lesson in English, but explaining it again in Arabic increases their comprehension of it and helps them memorize it better.
7. Some of them see the total dependence on English in classroom can make things ambiguous for them.

All the mentioned points demonstrate that students in EFL classes really need their MT assistance in understanding lessons. They reveal how using Arabic helps students understand lesson better and faster than in cases of total dependence on English. Additionally, this is an EFL context, when students may not be exposed to English enough outside classroom, and therefore do not have adequate knowledge of it. However, some students report that they do not find using Arabic in classroom beneficial, and they justified their point by stating some reasons behind their attitude:

1. Heavy dependence on Arabic may result in low vocabulary load in English.

2. In order to build oral fluency and proficiency, the use of Arabic in classroom should be limited.

These points are definitely understandable, since indeed vocabulary building needs constant exposure to the target language. However, using Arabic in EFL classes, as shown before, helps students develop their comprehension of English way better than only using English as a medium of instruction.

Conclusion

In this chapter, the researchers attempt to analyze and interpret the gathered data from two questionnaires: One questionnaire was directed to three teachers in the Abi Dher Al Ghafari Middle School and the other questionnaire to 78 students from the same school. Following a quantitative analysis, the researchers deduce that ‘the classroom language choice’ is very hard decision to make; teachers should carefully chose the language that help the learner in a particular context. However, teachers are required to balance between the mother tongue and the target language and know when, where and how to use, i.e. explaining difficult terms, classroom management, and why not creating fun and distress the atmosphere of the class. The researchers conclude that the use of MT in EFL classroom can be in fact very helpful for EFL students. The use of MT in classroom reported to have significant impact on students’ comprehension. It helps them to be motivated and interested in classroom and that by creating an environment where they feel comfortable in using their mother tongue. Additionally, students express that the use of MT can help them learn faster and maintain the information for longer time.

General Conclusion

The research paper explores the implementation of the mother tongue (MT) within the process of teaching English as a foreign language (TEFL). It first discusses TEFL in regards of teaching the four basic language's skills, i.e. listening, speaking, reading and writing. These skills present important aspects of language's proficiency. It also investigates the role of MT in EFL classes in terms of motives and attitudes of teachers and learners toward its use in EFL classes. Besides, it discusses the MT usage within different approaches and views. Moreover, it provides insights on the implications of using MT in foreign language teaching and learning, and suggests solutions to overcome the use of MT in EFL classes to ensure an effective usage of MT in TEFL and successful educational process.

The current study aims to discover the attitudes and perspectives of teachers and students towards the use of mother tongue in EFL classrooms. It also seeks to demonstrate the best ways and situations of implementing MT as a medium of instruction in TEFL and its significance in the teaching and learning process. Therefore, two questionnaires were set to collect efficient data from 3 teachers and 78 fourth year EFL pupils from Abi Dher Al Ghafari Middle School.

Depending on statistical and quantitative analysis of data gathered, the researchers gathered some interesting findings that confirms the study's hypothesis about the use of the MT in EFL classes is useful.

The results of the first questionnaire show that EFL teachers do not agree on the total exclusion of mother tongue from EFL classes due to its importance in facilitating the learning process. They use Arabic in teaching mainly to define terms and explain complex grammatical rules and to a very small extent depending on their students' need. However, they are strict about their students' use of Arabic inside the classroom, and only permit it

under limited conditions. Additionally, EFL teachers insist that integrating Arabic in EFL classes creates intrinsically motivated learners. Nevertheless, EFL teachers see the overuse of Arabic in teaching English as a disadvantageous practice that prevents students from obtaining language's proficiency and creating heavily dependence on the mother tongue and thus a lack of understanding of the target language.

The results of the second questionnaire show that EFL students' perception on the difficulty of English plays a role in their self-evaluation of their level in English, which demonstrates the effect of students' attitudes toward English on the self-evaluation of their English level. Moreover, most EFL students prefer digital tools and visual forms in understanding English words meaning. However, some of them use Arabic-English dictionaries to search words meaning, but none of them use exclusive English dictionaries. Furthermore, most of EFL students depend on Arabic in learning English and find it highly useful for them.

Altogether, these findings indicate that EFL teachers and middle school students alike reveal positive attitudes regarding the integration of Arabic in EFL classes. This perspective reflects the different benefits of using mother tongue in English lessons; such as, facilitating the teaching and learning process, saving time, ensuring better understanding and creating intrinsic motivation and comfortable space for students. However, it is best to avoid the overuse of Arabic in EFL classes due its effects on students' comprehension and familiarity with the target language. Therefore, teachers must adjust the use of mother tongue in TEFL in a way that ensures students have continuing and enough exposure to the target language and within specific situations with considerations to students' level and needs.

References

- Al-Hinai, M. K. (2011). *"The Use of the L1 in the Elementary English Language Classroom"*.
- Anton, M. & DiCamilla, F. (1998). *"Socio-Cognitive Functions of L1 Collaborative Interaction in the L2 Classroom"*. Canadian Modern Language Review Journal, 54(3), 314-353.
- Atkinson, D. (1987). *"The Mother Tongue in the Classroom: a neglected resource?"*. English Language Teaching Journal.
- Atkinson, D. (1993). *Teaching in the Target Language: A Problem in the Current Orthodoxy*". Language Learning Journal. Volume.8, Issue 1(2-5).
- Auerbach, E. (1993). *Re-examining English only in the ESL classroom*. TESOL Quarterly, 27 (1), 9–32.
- Broughton, G., Brumfit, C., Pincas, A., Flavell, R., Hill, P. & Pincas, A. (1980). *Teaching English as a foreign language* (2nd ed.). Routledge & Kegan Paul Ltd.
- Brown, H. D. (2000). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.
- Brownell, J. (2010). The skills of listening-centered communication. In Wolvin, A. D. (Ed.), *Listening and human communication in the 21st century* (pp. 141-157). Wiley-Blackwell.
- Butzkamm, W. (2003). *We only learn language once. The role of the mother tongue in FL classrooms: death of a dogma*. Language Learning Journal, 28, 29-39.
- Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.

- Canagarajah, A. S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford: Oxford University Press.
- Celce-Murcia, M., & Goodwin, J. (1991). Teaching pronunciation. In M. Celce-Murcia (Ed.), *Teaching English as a second language* (2nd ed., pp. 136-153). New York: Newbury House.
- Cole, S. (1998). *The use of L1 in communicative English classroom*. *Language Teacher – KYOTO - JALT* -, 22, 11-14.
- Cook, V. (1999). *Going beyond the native speaker in language teaching*. *TESOL Quarterly*, 33(2), 185-209.
- Cook, V. (2001). *Using the first language in the classroom*. *Canadian Modern Language Review*, 57(3), 402-423.
- Del-Mar, M., Viano, M. and Orquin, V. (1982). “Identifying our students’ strategies for learning EFL”. *Modern English Teacher Journal*, 914.
- Deller, S. & Rinvulcri, M. (2002). *Using the Mother Tongue: Making the Most of the Learners’ Language*. London: Baskerville Press LTD.
- Denizer, E. N. (2017). *Does mother tongue interfere in second language learning?*. *Journal of Foreign Language Education and Technology*, 2(1), 39-54.
- Dickens, P. (1996). “*Using the Target Language: A View for the Classroom*”. The National Foundation for Educational Research, England.
- Duff, P. A. and Polio, C. G. (1990). “*How Much Foreign Language is There in the Foreign Language Classroom?*”. *The Modern Language Journal*. 74(2). 154-166.

- Ellis, R. (2005). *"Principles of Instructed Language Learning"*. Asian EFL Journal, Vol. 7(3).
- Forman, R. (2005). *Teaching EFL in Thailand: A bilingual study*. Doctoral Dissertation, University of Technology, p.435.
- Friedlander, A. (1990). Composing in English: Effects of first language on writing in English in a second language. In B. Kroll (Ed.), *Second language writing* (pp. 109-125). New York: Cambridge University Press.
- Garrett, P., Griffiths, Y., James, C., & Schofield, P. (1994). *Use of the mother-tongue in second language classrooms: An experimental investigation of effects on the attitudes and writing performance of bilingual UK schoolchildren*. Journal of Multilingual and Multicultural Development, 15(5), 371–383.
- Glyn L. E. (1962). *Foreign and second language teaching in the USSR*. The British Council. ETIC occasional paper (1).
- Goh, C. C., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.
- Gouin, F. (1892). *The art of teaching and studying languages*. G. Philip.
- Gregersen, T., & Horwitz, E. K. (2002). *Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance*. The Modern Language Journal, 86(4), 562-570.
- Harbord, J. (1992). *The use of the mother tongue in the classroom*. ELT Journal, 46(4), 350-355.
- Harmer, J. (2004). *How to teach writing*. Pearson Education Limited.

- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Education Limited.
- Hawks, P. (2001). “*Making Distinctions: A Discussion of the Mother Tongue in the Foreign Language Classroom*”. *Hwa Kang Journal of TEFL*, 7: 47-55.
- Howatt, A. P. R. and Widdowson, H. G. (2004). *A History of English Language Teaching*. Oxford University Press.
- Jespersen, O. (1956). *How to Teach a Foreign Language*. London: Geory Allen and Unwin, LTD.
- Kern, R. G. (1994). *The role of mental translation in second language reading*. *Studies in Second Language Acquisition*, 16, 441-461.
- Khattak, Z. I., Jamshed, T., Ahmed, A., & Baig, M. N. (2011). *An investigation into the causes of English language learning anxiety in students at AWKUM*. *Procedia – Social and Behavioral Sciences*, 15, 1600-1604.
- Kobayashi, H., & Rinnert, C. (1992). *Effects of first language on second language writing: Translation versus direct composition*. *Language Learning*, 42(2), 183-209.
- Krashen, S., and Terrell, T. (1983). *The Natural Approach: Language acquisition in the classroom*. Prentice Hall.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. New York: OUP.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching (3rd ed.)*. Oxford University Press.
- Lewis, M. (1993). *The Lexical Approach*. Language Teaching Publicaton: London.

- Lin, X. R. (1990). A report on the investigation of bilingualism in Sichuan Province. In T. Fu (Ed.), *Collected Essays on Bilingualism Studies for China's National Memories*. Beijing: ethnic-publishing house, pp. 84-106.
- Littlewood, W. and Yu, B. (2009). "*First language and target language in the foreign language classroom*". *Language Teacher Journal*, 44, 64-77.
- Macaro, E. (2001). *Analyzing student teachers' code-switching in foreign language classrooms: Theories and decision making*. *Modern Language Journal*, 85(4), 531-548.
- Macdonald, C. (1993). *Using the target language*. Mary Glasgow Publication.
- MacIntyre, P. D. (1998). Language anxiety: A review of the research for language teachers. In D. J. Young (Ed), *Effect in foreign language and second language learning* (pp. 24-45). Boston: McGraw-Hill.
- Miles, R. (2004.) *Evaluating the use of L1 in the English language classroom*. Unpublished master's dissertation, University of Birmingham, UK.
- Nation, I. S. P. (1997). *L1 and L2 use in the classroom: a systematic approach*. *TESL Reporter* 30, 2: 19-27.
- Nation, I. S. P., & Newton, J. M. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.
- Nikolov, M. (1999). 'Why do you learn English?' 'Because the teacher is short.' A study of Hungarian children's foreign language learning motivation. *Language Teaching Research*, 3(1), 33-56.
- Nunan, D., David, N., & Swan, M. (1992). *Research methods in language learning*. Cambridge university press.

- Nunan, D. (2002). Listening in language learning. In Richards, J. C. and Renandya, W. A. (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 238-241). Cambridge University Press.
- Nunan, D. (2015). *Teaching English to speakers of other languages*. Routledge.
- Palmer, E. (2014). *Teaching the core skills of listening and speaking*. ASCD.
- Pachler, N. & Field, K. (2001). *Learning to teach modern foreign languages in the secondary school*. Routledge: London.
- Piasecka, K. (1988). The bilingual teacher in the ESL classroom. In S. Nicholls & E. Hoadley-Maidment (Eds.), *Current issues in teaching English as a second language to adults* (pp. 97-103). London: Edward Arnold.
- Polio, C. (2007). “*Keeping Teacher and Student Talk in the Target Language*”. Center for Language Education and Research, Michigan.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2005). *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
- Richards, J. C., & Schmidt, R. (1985). Longman Dictionary of Language Teaching and Applied Linguistics; 2010. In Library of Congress Cataloging in Publication Data.
- Rinvolucri, M. (2001). “*Mother Tongue in the Foreign Language Classroom*”. *Modern English Teacher*, 10, pp. 41-44.

- Rivers, W. M. (1981). *Teaching foreign language skills* (2nd ed.). Chicago: University Chicago Press.
- Rolin-Ianziti, J. & Varshney, R. (2008). "Students' views Regarding the Use of the First Language. An Exploratory study in a Tertiary Context Maximizing Target Language Use". *The Canadian Modern Language Review*, 65(2), 249-273.
- Rost, M. (2011). *Teaching and researching listening* (2nd ed.). Longman.
- Sanders, D. & Wills, F. (2003). *Counselling for anxiety problems*. Sage.
- Scrivener, J. (2011). *Learning teaching: The essential guide to English language teaching* (3rd ed.). Macmillan Education.
- Seow, A. (2002). The writing process and process writing. In Richards, J. C. and Renandya, W. A. (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 315-320). Cambridge University Press.
- Sharma, B. K. (2006). *Mother tongue use in English classroom*. *Journal of NELTA*, 11 (1&2), 80-87.
- Sultan, S. (2015). *Syntactic Errors in Pakistan Undergraduated students' written English*. *Journal of Education & Social Sciences*, 3(2), 245-259.
- Thornbury, S. (2005). *How to teach speaking*. Longman.
- Thornbury, S. (2006). *An A-Z of ELT*. Macmillan Education.
- Troike, M. S. (2006). *Introduction to second language acquisition*. Cambridge University Press.
- Turnbull, M. (2001). "There is a role for the L1 in second and foreign language teaching, but...". *The Canadian Modern Language Review*, 57(4), 531-535.

- Watkins, P. (2017). *Teaching and developing reading skills*. Cambridge University Press.
- Weschler, R. (1997). *Uses of Japanese (L1) in the English classroom: Introducing the functional translation method*. The Internet TESL Journal, 3(11).
- Widdowson, H. G. (1992). “*ELT and EL Teachers: Matters Arising*”. ELT Journal 46(4): 333-339.
- Willis, J. (1981). *A Framework for Task-based Learning*. New York: Longman.
- Willis, J. (1992). *Inner and outer: spoken discourse in language classroom*. Advance in Spoken Discourse Analysis, 162-182.
- Willis, J. (1996). *A Flexible Framework for Task-Based Learning*. Challenge and Change in Language Teaching, 52,62.
- Wilson, J. J. (2008). *How to teach listening*. Pearson Longman.

Appendices

Appendix 1: Teachers' Questionnaire

Dear teachers,

You are invited to participate in a case study about **the use of the mother tongue in classroom**; you are kindly asked to answer the following questions:

- How long have you been teaching English?

a-5 years or less b- 6 to 10 years c- 11 to 19 years d- 20 years or more

.....

- The pedagogical staff imposes the exclusion of the mother tongue from EFL classes. Do you agree? Please say why?

.....

.....

.....

- Do you use Arabic in classroom? And for what reason (explain: new word, grammar, instructions, others)?

.....

.....

.....

- Do you allow your pupils to use Arabic? Justify?

.....

.....

.....

- To what extent do you use Arabic?

.....

- Do you think that using the mother tongue facilitate the task to pupils?

.....

.....

- Does the use of Arabic enhance your pupils' motivation towards learning?

.....

.....

- Do you notice any disadvantages or negative effects when using Arabic in class?

.....

.....

.....

THANK YOU FOR YOUR COOPERATION.

Appendix 2: Pupils' Questionnaire

Dear students, I would kindly ask you to participate in this research work by filling up this questionnaire with your most honest answers by selecting the right answer or provide a full statement when needed:

1. Age:.....
2. Gender:
Male ☐ Female ☐
3. Do you consider English a difficult language?
Yes ☐ No ☐
4. How do you evaluate your level in English now?
Low ☐ Average ☐ Good ☐ Very Good ☐
5. Which tool do you use to understand English word meaning?
Arabic-English Dictionary ☐ English-English Dictionary ☐ Phone Application ☐
Other:
6. If you do not understand anything in classroom, how would you prefer it to be explained in:
Arabic Language ☐ English Language ☐
7. To what extent do you think the use of Arabic in classroom can be helpful?
It is not helpful at all ☐ A little bit helpful ☐ Very helpful ☐
8. Which of the following cases do you think the use of Arabic is helpful?
To define words ☐ To explain an idea or concept ☐
Others:
.....
9. How often do you rely on Arabic in learning English?

Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always ☐

10. Do you find the use of Arabic in classroom beneficial?

Yes ☐ No ☐

Explain:

.....

.....

THANK YOU FOR YOUR COOPERATION.

Appendix 2 (Translated)

أعزائي الطلبة، أطلب منكم فضلاً المشاركة في إنجاز هذا البحث بالإجابة على أسئلة هذا الاستبيان بكل صدق وذلك باختيار الإجابة المناسبة لكل سؤال أو إضافة تصريح في حالة الضرورة:

1. العمر:
2. الجنس:
☐ ذكر ☐ أنثى
3. هل تعتبر اللغة الإنجليزية لغة صعبة؟
☐ نعم ☐ لا
4. كيف تقيّم مستواك في اللغة الإنجليزية؟
☐ جيد جداً ☐ جيد ☐ متوسط ☐ ضعيف
5. ما هي الوسيلة التي تستخدمها لمعرفة معاني الكلمات الإنجليزية؟
☐ قاموس عربي – إنجليزي ☐ قاموس إنجليزي – إنجليزي ☐ تطبيق على الهاتف
- غير ذلك:
6. إذا لم تفهم أي شيء أثناء الدرس، هل تفضّل أن يتم شرحه بـ:
☐ اللغة العربية ☐ اللغة الإنجليزية
7. إلى أي حد تعتقد أنّ استخدام اللغة العربية في القسم قد يكون مفيداً؟
☐ مفيداً للغاية ☐ مفيداً قليلاً ☐ ليس مفيداً
8. أيّ من الحالات التالية قد يكون استخدام اللغة العربية فيها مفيداً؟
☐ تعريف الكلمات ☐ شرح المفهوم أو الفكرة
- غير ذلك:
.....
9. ما مدى اعتمادك على اللغة العربية في تعلم اللغة الإنجليزية؟
☐ دائماً ☐ غالباً ☐ أحياناً ☐ نادراً ☐ نهائياً
10. هل تعتقد أنّ استخدام اللغة العربية أثناء الدرس مفيداً؟

☐ نعم ☐ لا

اشرح:

.....

.....

شكرا على تعاونكم