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Teachers and Learners' Attitudes Towards Using First Language in EFL Classroom: Case of Second Year Pupils at El Oued Djilali Secondary school.

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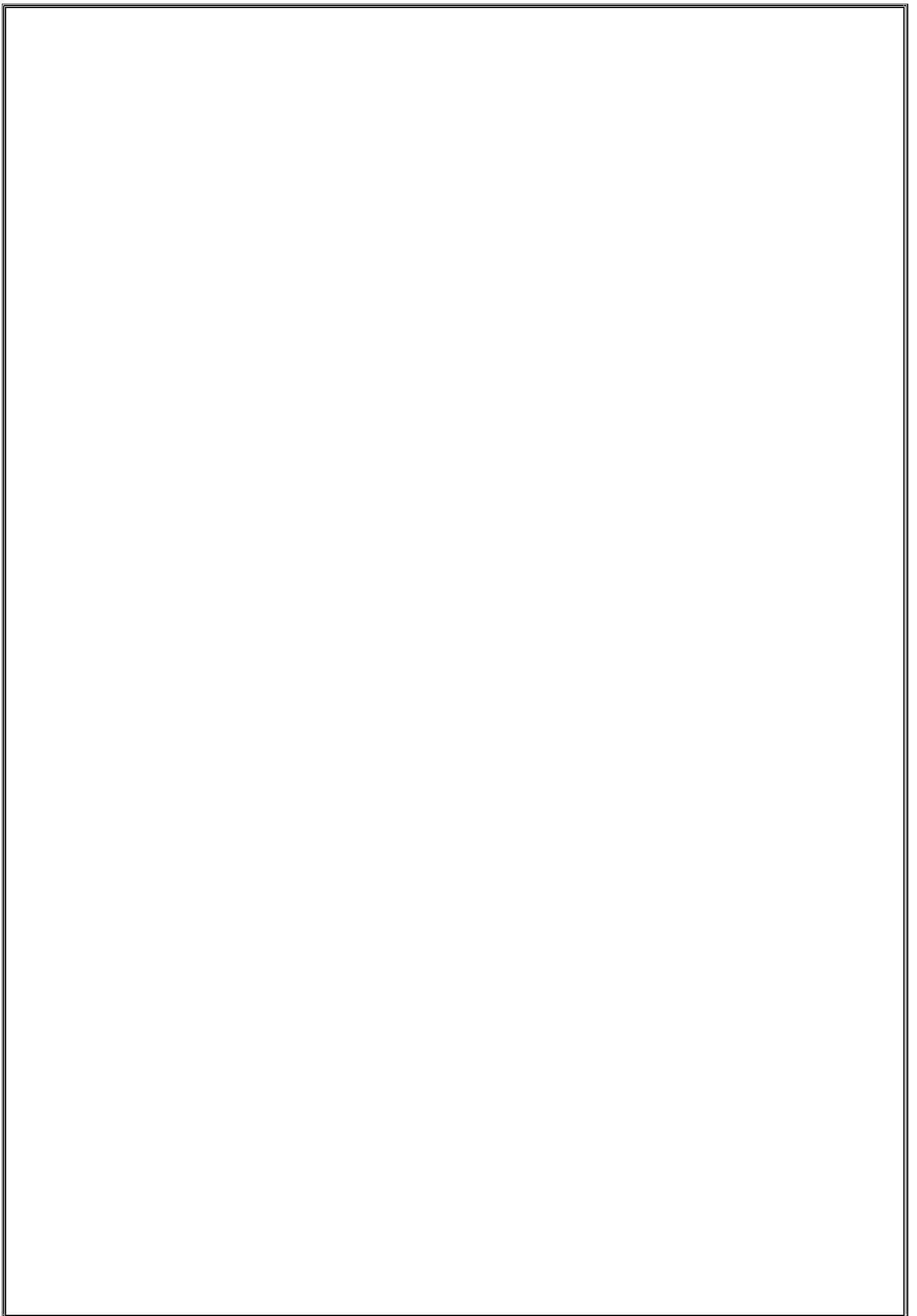
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Dedications

To . . .

My mother and father

My sisters Nabila and Sarah

My brother Hicham

My dear sister Siham

Acknowledgements

Abstract

The present work aims at shading light on the attitudes of both teachers and students towards the use of Arabic in the English classroom. Therefore, it investigates the situations where teachers may switch and allow the use of Arabic. This research also attempts to explore whether the mother tongue has any positive effects on the English classroom. A case study research was conducted in El Oued Djilali secondary school relying on a number of research instruments for data collection: questionnaire for learners and a semi-structured interview with teachers. The data collected were analyzed quantitatively and qualitatively. The results revealed that secondary school students and their teachers of English have positive attitudes towards the use of Arabic in the English language sessions. It helps them understand better when they face any difficulties and through the use of mother tongue teachers may give brief explanations and facilitate the management of learning and teaching. On the other hand, this study reveals that the use of Arabic helps students to overcome anxiety and be more self-confident. At the end, some recommendations were presented to better use and integrate the mother tongue in the EFL context.

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List of Acronyms

CBA: Competency-Based Approach.

CLT: Communicative Language Teaching.

EFL: English as a Foreign Language.

FL: Foreign Languages.

L1: The first language.

L2: The Second Language.

SPSS: Statistical Package for Social Sciences.

TL: Target Language.

General Introduction

General Introduction

Nowadays, in the field of language teaching, a variety of techniques and methods have been proved and developed by academics and researchers that may contribute positively and effectively to the teaching/learning process. These techniques vary from using visuals, gestures, giving synonyms, using audio-visuals, and integrating the first language (L1). In the same line of thoughts, integrating the mother tongue (L1) technique in the EFL context has been the subject of an on-going debate and research, as it often receives criticism for its interference with target language (TL) acquisition. However, an interesting amount of research claimed that there is indeed a place for treating (L1) as a classroom resource as it helps both the teacher to convey the meaning and the students to use it as an individual strategy, however, there is a lot more to be investigated. Hence, this research work aims at exploring the attitudes of teachers and students towards the integration of L1 in the English classroom.

Therefore, the researcher strives to answer the following research questions:

Q1: What are the students and teachers attitudes towards integrating Arabic in the English classroom?

Q2: When should Arabic be used in the English classroom?

Q3: What benefits does the use of Arabic have in the English classroom?

The already stated research questions led to formulate the following hypotheses:

H1: Students and teachers have positive attitudes towards the integration of Arabic in the English classroom.

H2: Arabic is used in the English classroom when there is a lack of comprehension.

H3: The use of Arabic in the English classroom is beneficial as an aid for overcoming students' anxiety, and facilitating learning.

To achieve the objectives stated for this study, the researcher conducted a case study research directed to second-year pupils in the secondary school of El Oued

Djilali and their teachers. Both qualitative and quantitative were extracted from the two research tools used in this investigation: a questionnaire for students and interview for teachers.

The present research is designed into three chapters. The first chapter reviews some relative literature concerning the use, advantages, disadvantages, and situations of integrating the L1 in the language classroom. The second chapter deals with some theoretical notions concerning the research design and procedures. In addition to this, the third chapter presents the discussion of the main results, data interpretation and the validation or rejection of the formulated hypotheses, moreover, it attempts to put some recommendations and practical suggestions for teachers to better implement L1 in their teaching.

Chapter One

Table of Content: Review of Literature about Using L1 in EFL classroom

1.1 . Introduction

Since the English language has become a global language, many researchers attempted to study and examine the methods and techniques that may serve English language teaching effectively. The use of the first language (L1) is one of these techniques that proved its efficiency in the EFL contexts. Hence, this chapter will highlight what scholars and researchers investigated concerning this topic.

1.2. Language Teaching/Learning in the Classroom

The recent studies tackled in the field of teaching and learning took into consideration the relationship between teachers and their students. In other words; this relation is recognized as the teaching and learning process. Many research works denote that teaching cannot stand apart from learning. Gage (1964:269) noted that *"to satisfy the practical demands of education, theories of learning must be stood on their heads' so as to yield theories of teaching."* Teaching is directing and guiding learning, facilitating the path for the learner to learn, and preparing the conditions for learning.

Researchers have always tried to develop methods and techniques in order to enhance teaching and maximize learning. In order to build a strong relation between teaching and learning, one should be aware of the characteristics of each one. Besides, researchers have studied teaching in isolation, then they recognized the results on learners and their learning.

1.2.1. Language Teaching

Language Teaching is more than copying conjugation tables and memorizing vocabulary. However, it is the ability to show students how to use a language in context and understand it. Hence, teaching is the art of conveying messages and aiding learners through giving instructions and helping in getting well comprehension. According to Brown (2007:7), teaching is defined as *"Showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand."*

In the same vein, Freire (1993: 72) has referred to knowledge transmission in terms of a banking metaphor: teacher sends information to his learners and helps them receive, memorize and repeat them, in other words, a skilled teacher's organization of knowledge can help students understand and remember what has been transmitted.

In addition, the role of language teachers can be decisive to achieve language learning goals (fluency/accuracy). So that Teachers' methodology is one of the main factors that make a great impact on language learners and learning achievements. Teachers' mood and personality also have a great impact; if teachers are enthusiastic, friendly and well-organized students will enjoy their lessons more and learn more.

1.2.2. Language Learning

Learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. According to Kimble (1961:133) ***"Learning is a relatively permanent change in behavioral tendency and is the result of reinforced practice"***. Learning a language is a fun and hard work! It is important that students participate in their classes. The more students get involved in the classroom the more speaking and communicating in the language they are studying will seem natural to them.

Furthermore, students' differences (mood, age, learning style and strategy) may affect on language learning and the amount of the acquired language. For example; students learn most effectively when they feel relaxed. Moreover, learning styles and learning strategies have their impact on learning. For example; making mistakes and experiencing language skills (structures, grammar, speaking, writing…), help students' learning more.

In sum up, Learning depends on teachers as well as on learners; the teacher as a source of input and learner who reflects and produces language as an output.

1.3. Input and Output in Classroom Communication

The process of language learning is based on two main components: the input and output. The input is a crucial part of this process; it is what the learner receives or what is exposed to. (Ellis, 1997:5) puts it as *"The input is the samples of language to which a learner is exposed".* Whereas, the output is what the learner produces as a language, (Ortega, 2009: 62) defines it as *"output is making meaning and producing messages".* Therefore, both input and output should be provided in order to achieve the goals of language learning. (Ellis, 1997: 5) confirms this by stating *"Language learning cannot occur without some input".* He insists on the important role of both of them in learning a language, especially, learning foreign languages.

In this context, the classroom is considered as the main source of input for foreign language learners, in which the learner receives different structures in different ways (spoken, written language) from the teachers and the peers. Krashen (1982) explains that the advantage of input received in the classroom is that learner is exposed to a great amount of well-structured language (comprehensible input), so that, he is able to learn a good language.

Similarly, learning English as Foreign Language (EFL) depends on the relationship between the teacher and the student .i.e., how can a teacher convey messages to his students, and how can students treat the message received and transfer it into a comprehensible output. Researchers believe that non-native speakers should be exposed to great amounts of English language (input) in order to master it. Grim (2010:194) specifies: *"As long as the input is comprehensible, the more input learner receives, the more he or she should acquire the L2".*

1.4. English as Foreign Language

EFL is an abbreviation for "English as a Foreign Language"; refers to learning and using English as an additional language in a non-English speaking country. This is mainly used to talk about students whose first language is not English and learning English while living in their own country. For example: a Chinese student learning English in China; or teaching English in Algeria.

Nowadays, the English language is the common mean of communication between people in the world. It became the global language as a result of the globalization phenomenon. For this reason, learning and teaching English as a foreign language is very beneficial and required. Above all, it has become the powerful language in the world. In addition, it offers the learners many chances like being aware of other cultures, opportunities for getting jobs, and making them familiar with other sciences (English for specific purposes).

In this respect, there are huge efforts for keeping English the first and the dominant language in the world; as what British Council is doing by organizing conferences and workshops, in which, they make teachers aware on how to teach English. Also, there are many conventions between Great Britain and other countries especially in teaching English (scholarships).

The most important in this subject (EFL) is the methods and the techniques which have been used for the purpose of making teaching and learning process more beneficial and more productive. Consequently, teaching the English language has passed through many debatable methods: the Grammar translation method, the direct and indirect method, audio-lingual, Communicative language teaching (CLT), and so on… Every method has advantages and disadvantages besides the positive and negative impacts on teaching and learning. That led to appearing supporters and rejecters; the case of using the first language (L1) in EFL class which is considered one of the most subjects that has faced a great debate in EFL teaching field since the declining of the grammar translation method.

1.5. The Use of First Language (L1)

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

1.5.1. History of Using L1

Using L1 in teaching EFL classrooms was one of the main techniques that had been used and accepted when the grammar-translation method was applied. At that

era, teaching foreign languages (FL) in general was taught through translation to L1. Howatt (1984) describes that using L1 in EFL classrooms was accepted and respected and was a universal technique at that time because language teaching placed an emphasis on the written language form rather than the spoken form.

In the 19th century, a number of serious disagreements and objections led grammar-translation method to lose its dominance over the world: the fundamental factor was that learners couldn't enhance their communication ability (Howatt, 1984). In the same sense, using L1 started to be seen as uncommunicative, boring, pointless and irrelevant, i.e. it didn't satisfy the learner's needs (Harmer, 2001).

Later, researchers in Europe believed that ***"translation should be avoided; although the native language could be used in order to explain new words or to check comprehension"*** (Richards and Rodgers, 2001). Consequently, the use of L1 was rejected from EFL classroom and became a controversial issue. Some reformers believed that mixing two languages wouldn't help learners to reach their goal (fluency), even they considered translation as a source of confusion and was replaced by images and gestures which seemed to them more suitable and effective (Howatt,2004).

One of those who was against using L1 in EFL classroom was Blackie. According to Hawkins (1981, cited in Richards, 2000), Blackie believed that language (words) should be associated directly with objects, and learners are not supposed to think in L1. This philosophy was known as the direct method in which it is believed that learners acquire foreign language the same way as children acquire L1, and the interference of L1 should be removed.

After the direct method appeared another one called the audio-lingual method which also criticized using L1, and it emphasized on rejecting using it. That view towards the foreign language and the L1 was as two different systems shouldn't be mixed; consequently, FL should be used alone (Larsen-Freeman, 2000). Later, the monolingual method raised, it shared the same principle of rejecting using L1 in the EFL classes. Monolingual teaching was the favor and the best way to learn foreign languages (English in specific) (Pennycook, 1994). This means; learning a foreign

language being beneficial, only if there is an interaction between learners in the target language without any interference of L1.

Most researchers who called against using L1; they defended their point of view stating that using L1 does not encourage learners to use FL, and it affects learners' input in FL (Krashen, 1982, cited in Prodromou, 2001; Ellis, 1997, cited in Hawks, 2001), it means that learners remain always depending on L1 in their way of thinking, and that may lead them to learn the target language incorrectly in terms of language structures and syntax. Moreover, Cook (2001) adds that L1 should be removed whatever the situation is. He justifies that when learners interact only in FL, they will acquire a naturally communicative environment. In this respect, Prodromou (2001) notes that the mother tongue has been treated as a taboo subject.

Later, a new method came to light, it did not reject the use of L1, nevertheless, it focused on the limited use of it. This method was the communicative language teaching (CLT) which appeared in the 1970s. it called to minimize the amount of using L1 in EFL classes. i.e., L1 should be used in a limited way in order to give the learner the maximum exposure to FL (English in specific). In this account, it should be referred to an important point related to the use of L1: many teachers have some confusion or misunderstanding about the attitude of CLT towards using L1. They believe that in CLT using L1 is forbidden and rejected, however, L1 use in the CLT was treated as a helpful factor but in a limited use. In other words, L1 should be minimized and limited in EFL contexts.

A supporting view appeared recently, advocated the bilingual teaching approach instead of the monolingual approach (English-only method). Scholars who adopt this view see L1 as a learning tool, and they recognize its importance in FL classes (Cole, 1998; Deller, 2003; Frankenberg-Garcia, 2000; Harmer, 2001; Hawks, 2001; Reis, 1996). In the same sense, others call for the necessity of L1 and they said it is necessary (Schweers, 1999). Consequently, great amount of written works tackled this issue suggest that L1 should be presented in FL classes and its use can be productive as a tool for facilitating (e.g., Atkinson, 1987; Bolitho, 1983;

Choffey, 2001; Frankenberg- Gracia, 2000; Harmer, 2001; Hawks, 2001; Langer, 2001; Murakami,1999; Prodromou, 2001; Rinvolucri, 2001).

Recently, scholars agree that there is no total belief in only one method, as a decisive one in EFL contexts. New academic teachers support the idea that teachers should be flexible and eclectic. Thus, a new philosophy appeared called eclectic approach, in which there is a combination of various approaches and methods to teach foreign languages taking into consideration the aim of the lesson and the abilities of learners. This specific approach gives a considerable role to the use of the L1 hand in hand with other methods such as the direct method, audio-lingual method, and the Communicative Language Teaching (CLT).

1.5.2. Advantages of Using L1

The historical background on L1 use written above indicates that there are several benefits from using L1 in FL classes. So that most of scholars and researchers who support this idea believe in its importance, necessity, and its positive impact. Therefore they proposed considerable advantages:

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

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

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

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

✓   It facilitates the task of explaining the meaning of abstract words and facilitates introducing the main differences in grammar and pronunciation between L1 and L2 (Buckmaster, 2002; Cole, 1998).

✓   Using L1 facilitates communication, teacher-student relationships, and the learning of FL (Harbor, 1992: 354).

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

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

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

Researchers have admitted that monolingual method (English-only method) is not a decisive and pedagogical factor that enhances learning English 100%. It is detrimental to use only English in EFL classes. Otherwise; the use of L1 is effective, and necessary in some situations.

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

1.5.3. Disadvantages of Using L1

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

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

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

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

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

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

✓ The overuse of L1 leads students to think in L1, which impedes the development of learning English.

As it is mentioned above, the overuse or misuse of L1 leads to negative impacts on learning English. That is why teachers are supposed to be aware of the amount of L1 used in EFL classes.

1.5.4. Situations of using L1

The fact that L1 can play a complementary role in EFL contexts, especially where teachers and students share the same L1 background has been proved by many researchers and academic teachers such as Atkinson (1993), Auerbach (1993), and Cook (2013)...etc. Their works focused on when L1 should be used, and when should not. As a result, many specific situations have been suggested to teachers in which L1 is accepted. For example,

✓   Cook (2013) suggested: L1 is permitted in conveying and checking the meaning of difficult and abstract words, explaining some grammar points, organizing the class, organizing tasks, and maintaining discipline.

✓   Also, De La Campa and Nassaji (2009) found that L1 is allowed for translation, activity instruction, comprehension checks, and classroom management.

✓   In addition to those, Atkinson (1987: 243) proposed giving instructions and helping learners cooperate with each other.

✓   Butzkamm (2003: 29) expressed that *"The mother tongue is generally regarded as being an evasive maneuver which is to be used only in emergencies"*. i.e. L1 can be used but as the last solution. In addition, students are able to use code switching if they lose one word or find difficulties to complete their ideas (it is important to give them the chance to speak in order to encourage them participating).

These proposed situations depend on the teachers' cognition, i.e. teachers should be flexible and aware of the situation if it needs the interference of L1 or not, taking into consideration the aim of the lesson and the abilities of learners.

For more details, (Bozzorgian & Falahpor, 2015) in their research investigating the amounts and purposes of using L1, found that teachers and students used L1 for twenty-one (21) purposes. Teachers used L1 more (16

purposes) than the students (05) in EFL classrooms. Purposes and amounts of using L1 are classified in the following table:

Table: 1.1 Purposes and Amounts of L1 Use adopted from (Bozzorgian & Falahpor, 2015: 77)

Teachers' purposes for L1 use	%	Students' purposes for L1 use	%
1. Translation	20	1. Asking questions	11%
2. L1-L2 contrast	04%	2. Answering	07%
3. Evaluation	01%	3. Scaffolding	01%
4. Activity instructions	12%	4. Self-correction	01%
5. Activity objectives	03%	5. Clarification	05%
6. Elicitation of students contribution	17%		
7. Personnel comment	03%		
8. Comprehension check	02%		
9. Classroom equipment	01%		
10. Administrative issues	01%		
11. Repetition of students L1 utterance	01%		
12. Reaction to student question	03%		
13. Humor	01%		
14. Teacher as bilingual	03%		
15. Encouraging	02%		
16. Giving reference	01%		

(Bozzorgian & Falahpor, 2015) divided teachers and students' purposes into four categories:

- L1 use for ideational purposes: teachers use L1 for translation (20%) most frequently to facilitate their classroom instructions, and use minimally L1-L2 contrast (4%). While students use self-correction (1%).

- L1 use for instructional purposes: teachers use L1 for explaining an activity and its objectives (3%), giving reference to special sources (1%) and directing classroom conversation (12%). In the same time, students use L1 for asking (11%) and answering (7%) questions and clarifying the ambiguities (5%). In this context, L1 use serves as a supporting tool for both teachers and students to serve their purposes of teaching and learning respectively in the classroom.

- L1 use for interpersonal purposes: such as repetition of the students' L1 utterances (1%), reaction to their questions (3%), elicitation (17%) and evaluation of their behavior (1%), encouraging them (2%), presenting personal comments (3%) and making humor (1%). Whereas, students use L1 for achieving inter-subjectivity through scaffolding and peer learning (1%).

- L1 use for practical issues: teachers use L1 for referring to classroom equipment (1%) (eg: switch on/off the light), and administrative issues (1%) (eg: announcement).

L1 is a double-edged sword; it can be a positive tool if it is used in its limited manner, or it can be a negative tool when it is used overly in an unacceptable way. For this reason, teachers are requested to be more aware of all situations that researchers suggested.

1.5.5. The Teachers' Misuse of L1

Integrating L1 in EFL classrooms is one of the main techniques that helps both teachers in conveying messages and making the lesson clear for students, and learners in facilitating their learning of English.

Unfortunately, many teachers misuse this technique, thus it affects negatively student' learning. The most common misuses of L1 are as follow;

➢ The over-use can create laziness and L1 reliance. The teacher should use the L1 appropriately and avoid the over-use which results in learners feeling that they cannot understand the input of the target language until it is translated into their L1 (Atkinson, 1987).

➢ Translation (word by word) may affect negatively. Since the learner deals with two different systems, L1 may affect on language structures.

➢ Thinking in L1 is the main problem in which the EFL learner falls in. This problem doesn't allow the learner to be flexible. i.e., Learner cannot shift from L1 thinking to L2 thinking and that creates problems in building language structure and makes learner always depends on L1.

1.6. Conclusion

This chapter was devoted to the literature review, in which many aspects related to the integrating of L1 in the EFL classroom were explained. Starting with the definition of the main factors contributing to language teaching and learning, thus, the researcher shed light on language teaching in isolation as well as language learning. He also tackled to input and output in the classroom and their important role in learning. After that, the researcher focused on the use of L1 in EFL classroom, started with a brief history of integrating L1 including the supporting and opposite views towards L1. He moved to the advantages and disadvantages of using it. Then, he stated the most common situations and purposes for using L1 and highlighted the major types of teachers' misuse.

Chapter Two

Chapter Two: Research Design and Procedures

2.1. Introduction

This research is aiming at shedding light on the attitudes of both teachers and learners towards the use of L1 in EFL classes, thus this chapter discusses the research design, research approach and also presents the research instruments used in this investigation: semi-structured interview with teachers and questionnaire with students. Moreover, this chapter highlights the Quantitative and qualitative analysis of data.

2.2. Research Design

A research design is a procedural plan which is adopted by the researcher in order to be objective and accurate in responding questions. According to Selltiz *et al* (2012) "*A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure*"

So in order to get a good design, it should be provided some basic characteristics like flexibility, appropriacy, efficiency, and economical. More than this the design should minimize bias and maximize the reliability of the data collected and analyzed.

Therefore, this work includes a descriptive research design which adopts a case study research and involves both qualitative and quantitative methods of data collection (mixed approach). The reason behind selecting the case study research is that this type of research enables the researcher to study, understand and describe the phenomenon in the appropriate contextual setting. As Yin (2003:13) states that *"A case study is an empirical study that investigates a contemporary phenomenon in a depth and within its real life context".* Also, the ability to investigate cases in depth and to employ multiple sources of evidence makes the case study a useful tool for descriptive research studies where the focus is on a specific situation or context.

Another main reason for choosing this type is that the case study is one of the most flexible tools in searching issues and it enables collecting data from different sources by using different methods.

The researcher adopts the case study method because it allows for in-depth investigation of the attitudes of both teachers and learners towards using L1 in EFL contexts. First, the present work starts by identifying the problem that motivated the researcher to make research on this topic. Then stating hypotheses which serve as a pathway leading to the objective of the research. Then, the data collection in which the researcher used a questionnaire with students, and an interview with teachers. The next step is data analysis; the researcher utilized mixed approach (qualitative and quantitative) to analyzing the data.

2.3. Research Approach

In this study, the researcher adopted a mixed method approach (quantitative and qualitative approaches), because these two approaches are complementary. i.e., quantitative and qualitative approaches complete each other in terms of giving strength for the process of this study.

The research methodologies are divided into two paradigms; the interpretivist paradigm, and the positivist paradigm. Thus, quantitative and qualitative approaches should be treated in isolation in order to focus on the strengths of each one.

2.3.1. Quantitative Approach

Quantitative research is related to the positivist paradigm. It is empirical research where the data are in the form of numbers and it is concerned with the collection and analysis of data in the numeric form. As Best and Khan (1989: 89-90) stated *"Quantitative research consists of those studies in which the data concerned can be analyzed in terms of numbers… is based more directly on its original plans and its results are more readily analyzed and interpreted"*.

In a similar context, Creswell (1994) defined quantitative approach as an approach based on testing objective theories among variables, which can be measured in numbers and analyzed using statistical procedures in order to generalize the finding. A quantitative research is based more directly on its original plans and its results are more readily analyzed and interpreted.

2.3.2. Qualitative Approach

Unlike the quantitative research, qualitative research is harder, more stressful, and more time-consuming. It is associated with the interpretivist paradigm. According to Hoepfl (1997), qualitative researchers seek instead illumination, understanding, and extrapolation to similar situations and it is more open and responsive to its subject.

So according to Creswell (1994) states that qualitative approach is related to the human problems and the data is gathered from the real world setting, and analyzed inductively which enable the researcher to collect reliable data to help better understanding of the topic, and gives more opportunities for better treatment of the situation. Patton (2002:39) states *"Qualitative designs are naturalistic to extent that the research takes place in the real world setting and the researcher does not attempt to manipulate the phenomenon of interest."*

The fact that each type of research has its purposes, the researcher is obliged to use both of them in order to give strengths for the present study. Consequently, the research questions raised will be treated qualitatively and quantitatively. According to Best and Khan (1989: 89-90) *"Both types of research are valid and useful. They are not mutually exclusive. It is possible for a single investigation to use both methods".*

2.4. Data Collection

Data collection is a systematic approach to gathering and measuring data and information about the objects of study (people, objects, phenomena) and about the setting in which they occur. Data collection enables the researcher to gather data from a variety of sources, and it allows him to answer relevant questions, evaluate outcomes and make predictions about future probabilities and trends. Moreover, it is a complicated and hard task, and it consumes a lot of time.

Various data collection techniques can be used such as: using available information, observing, interviewing (face-to-face), administering written

questionnaires and Focus group discussions (Corlien 2003 qtd in Chaleunvong 2009).

This study used two instruments of the above-mentioned techniques: an interview (semi-structured) with EFL teacher and a questionnaire with second-year students in secondary school.

2.4.1. Setting

This research has been conducted in Eloued Djilali secondary school which located in Bouhannak city (Tlemcen-Algeria). The Ministry of Education has started to exploit this establishment since 2012.This secondary school includes many streams; the foreign languages is one of them. In this specific branch, there are several subjects to study, but the fundamental ones are French, English, and Spanish. In this school, there are two (2) classes: second year and third year. Each class includes about thirty (30) pupils. As all the Algerian schools, this secondary school also adopted the Competency-Based Approach (CBA).

The purpose of this study is to know the attitudes of EFL teachers towards the use of L1 in their classes. In addition, this work aims to know if teachers use L1 and consider it as a helpful factor or not in teaching the English language. In the same vein, the researcher tried to find out the attitudes of second years learners.

2.4.2. Participants' Profiles

The present research selects all the participants from the El Oued Djilali secondary school (Tlemcen - Algeria). The sampling includes second-year pupils of foreign languages and EFL teachers.

2.4.2.1. Learners' Profiles

In this study, the researcher uses a sample of thirty (30) second-year learners belong to foreign languages specialism. Twenty (20) of these learners studied English for six (06) years, while ten (10) of them for seven (07) years (repeaters). The number of pupils that engaged in this research represents all the second year students of foreign languages in El Oued Djilali secondary school. And all of them share the same L1 (Arabic language). The reason behind selecting this sampling is

that these pupils have experienced the English language for six years. i.e., they have English background and knowledge in terms of vocabulary, structure… and they have some skills (speaking, writing, reading, and listening). Furthermore, they are available all the year. In this study, learners were given Administering written questionnaires.

2.4.2.2. Teachers' Profiles

The researcher selected four (4) EFL teachers to do his research. These teachers have an experience between ten to twenty-one (10-21) years of teaching the English language. They taught all levels in secondary school (from the first year to the third year). For the sake of enriching this research, they were requested to respond orally the questions of the semi-structured interview. All teachers share the same L1 (Arabic language).

2.5. Instruments

In this research, the researcher used two instruments for investigating the research questions and testing the stated hypotheses. As it is mentioned above, the semi-structured interview was held with teachers and the questionnaire with second-year pupils of foreign languages.

2.5.1. Teachers' Semi-Structured Interview

The interview is a data collection technique based on communication and interaction in which the investigator tries to collect relevant information from the interviewee for the purpose of the research. In an interview, the interviewer efficiently collects the data from the informants by cross-examining them, and he must be very efficient and accurate in order to get the accurate and relevant data.

As it is known, there is three types or format of interviews: the structured interview, the unstructured interview, and the semi-structured. Thus, this present research adopted the latest one (the semi-structured interview) as a research tool for collecting data. This type includes components from structured and unstructured interviews. It is characterized by its flexibility; the classification of questions can be changed depending on the direction of the interview. Also, it allows the researcher

to be more interactive with the informants in order to collect the maximum of relevant data. As Nunan (1992:149) states that ***"Because of its flexibility, the semi-structured interview has found favour with many researchers".***

Many researchers like to use semi-structured interviews because questions can be prepared ahead of time. This allows the interviewer to be prepared and appear competent during the interview. The strengths of this instrument are summarized according to Karin Klenke (2016:132):

✓ The interviewer follows the guide, but he is able to change the order of questions if it is necessary.

✓ Semi-structured interviews also allow informants the freedom to express their views in their own terms.

✓ The interviewer and respondents engage in a formal interview.

✓ The positive rapport between the interviewer and the interviewee.

✓ Results in high reliability.

✓ Addresses and clarifies complex issues.

✓ Reduces pre-judgment on part of the interviewer. Researcher predetermining what will or will not be discussed due to few predetermined questions.

✓ This type can provide reliable, comparable qualitative data.

The objectives of using this type of research tools in this present research are to answer the research questions that are raised in this study and to test the stated hypotheses.

2.5.1.1. Procedures

As it is mentioned, the purpose of using interview is to discover the teachers' opinions about the use of L1 in teaching English process. In addition, questions posed may reveal if teachers are really using L1 in their classes, and the benefits they may profit from the L1 use.

The interview was performed in El Oued Djilali secondary school with four (4) EFL teachers. It consists of eight (8) questions divided into three (3) rubrics. In

the first rubric, teachers were asked about their careers (their profiles). The second rubric tackled to teachers' attitudes towards using L1 (Arabic) in teaching English. The third rubric shed light on the positive and negative effects of L1.

2.5.2. The Questionnaire

The questionnaire is one of the common instruments that is widely used in research for collecting data. It is a series of questions asked to individuals to obtain statistically useful information about a given topic. Gillham (2008:2) defined ***"Questionnaires are just one of a range of ways of getting information from people usually by posing direct or indirect questions".***

The questionnaire can be considered either quantitative or qualitative method depending on the nature of questions. For instance, in closed-ended and multiple choice questions answers are analyzed quantitatively and they can be represented in pie-chart, bar-chart, and percentages, whereas answers obtained from open-ended questions, are analyzed qualitatively and represented in discussions and critical analyses.

The Questionnaire has many advantages and much strength that lead most researchers to use it. Seale et al (2012:182) summarized strengths in following:

- ✓ Questionnaires can be sent and returned by post or Email and they can be handed directly to the respondent.

- ✓ Questionnaires are cheap to administer. The only costs are those associated with printing or designing the questionnaire.

- ✓ No time-consuming; it increases the speed of data collection.

- ✓ The respondent can finish it and return it back quickly.

- ✓ Using Questionnaires will reduce biasing error that is caused by the characteristics of the interviewer and the variability in interviewers' skills.

2.5.2.1. Types of Questions

There are two types of questions that are commonly used in designing a questionnaire: open-ended and closed-ended questions. The selection of each type depends on the objectives of the research and the type of data that has to be collected.

2.5.2.1.1. Open Ended Questions

In this type of questions, the respondent is free to express his ideas, because the questions are not based on pre-determined responses. Generally, open-ended questions placed at the end of the questionnaire in order to get an accurate feedback and suggestions from the respondent.

2.5.2.1.2. Closed-Ended Questions

The closed-ended questions have multiple answers (options) the respondent is restricted to choose one of these fixed and limited pre-determined answers. This type is ideal for calculation of statistical information and percentages of various types. The researcher selected this type because of its strength points and advantages which summarized below:

- ✓ Easy and quick to answer.
- ✓ Response choice can clarify the question text for the respondent.
- ✓ Improves consistency of responses.
- ✓ Easy to compare with other respondents or questionnaires.
- ✓ Easier, quick, and less costly to analyze.

In this study, the researcher used only the closed-ended questions in the questionnaire for collecting data so that the objectives can be achieved and the answers will be analyzed quantitatively.

2.5.2.2. Questionnaire Design

In designing the questionnaire it is important to consider the reliability and validity of the questionnaire among the priorities of the study. For this reason, this task is considered as hard work.

In the following table, there are nine closed-ended questions divided into three rubrics and every question will be introduced separately with its objective in order to provide more clarification. The participants were requested to select the appropriate answer.

Table: 2.1Questionnaire Design

Questions	Objectives
Rubric one	**The first rubric covers the personal information needed in the study. It contains two (02) questions**
Q1	The aim is to know how many years they have experienced the English language.
Q2	It Aims to draw a small image about their levels in English.
Rubric Two	**Aims to figure out the Learners' attitudes towards the use of Arabic in the English class.**
Q3	It aims to know if pupils prefer Arabic translation rather than English explanation.
Q4	The aim is to discover to what pupils tend to use the Arabic or English dictionary when they meet difficult words.
Q5	The aim is to know how learners can consider using L1 if it is helpful or not.
Rubric Three	**Aims to discover situations and time devoted to using L1**
Q6	Aims to discover learners use L1 in English sessions.
Q7	Aims to know if using L1 affects positively or negatively on their learning English process.
Q8	Aims to discover the frequency of using L1 in English sessions.
Q9	Aims to know the students' opinions about the appropriate and necessary situations for using L1 in English sessions.

2.5.2.3. Procedures

The researcher selected a second-year class of foreign languages which consists of thirty (30) pupils. He delivered the printed questionnaires to the learners and he asked them to answer objectively. The questionnaire was well printed and well organized. Items used were too easy for the majority of pupils, except few one (less than four 4 ones) who needed more explanation (Arabic translation). Generally, pupils felt at ease when they responded the questions.

2.6. Data Analysis Process

Data analysis is the practical phase in the study; it is one of the hardest tasks in making research. Marshall and Rossman (1989:111) stated *"Data analysis is the process of bringing order, structure, and meaning to the mass of collected data. It is a messy, ambiguous, time-consuming, creative, and fascinating process. It does not proceed in a linear fashion; it is not neat"*.

The data gathered is analyzed quantitatively or qualitatively but the majority of investigators tend to use both in order to obtain usable and useful information. In addition, there are many purposes for analyzing data:

➢ Describe and summarize the data.

➢ Identify relationships between variables.

➢ Compare variables.

➢ Identify the difference between variables.

➢ Forecast outcomes.

So the investigator in this research will analyze the results of the data that is collected from interview qualitatively and it will be treated in the discussion. Whereas, the data collected from the questionnaire will be analyzed quantitatively and represented in numerical representations and graphs.

NB: Some think numbers are more accurate than words but it is the quality of the analysis process that makes the different.

2.6.1. Qualitative Data Analysis

It is the range of processes and procedures whereby the investigator moves from the qualitative data that has been collected into some form of explanation, understanding, and interpretation of the people and situations that are investigating. Therefore, the process of qualitative data analysis consists of three main parts: noticing, collecting, and thinking about interesting things. This following figure: 2.1 summarizes this process.
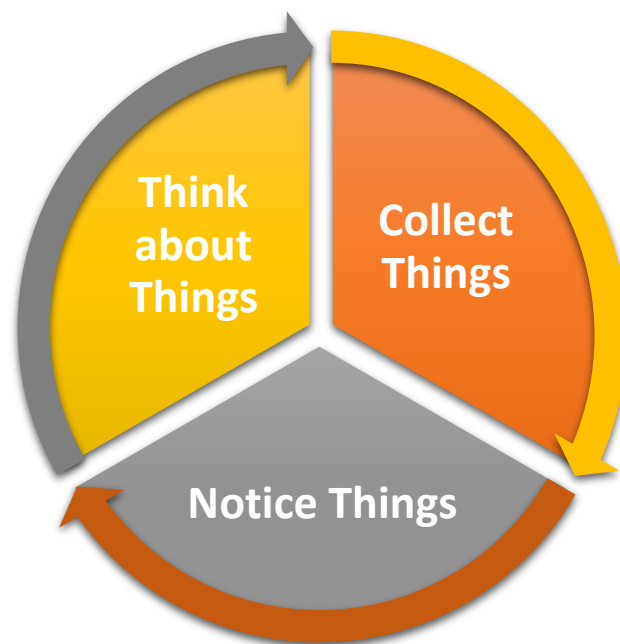
Figure: 2.1 Qualitative data Analysis adopted from (Seidel 1998: 2)

The diagram shows that the process of data analysis is not linear. It means that parts of this process are iterative and progressive because it is a cycle which keeps the repetition between all parts. In addition to this characteristic, qualitative data analysis has other features:

  ➢ Close interaction with the data.

  ➢ Data collection and analysis is simultaneous.

  ➢ The level of analysis varies.

To accomplish the data analysis qualitatively, the researcher required to pass through three main steps adopted from Miles and Huberman (1994):

➢ Data reduction: It occurs continually throughout the analysis because it is part of it. In data reduction, the researcher selected and simplified the data.

➢ Data display: Miles and Huberman regard displays as essential. It refers to the ways of displaying data, there are many differents ways of displaying data: graphs, charts, diagrams and anyway that moves the analysis forwards is acceptable.

➢ Drawing and verifying conclusion: It is the last step of this analysis. The well organized and management of data reduction and display help the researcher to draw a clear and efficient conclusion which is drawn in the form of propositions. Thus, once they have been drawn they should be verified.
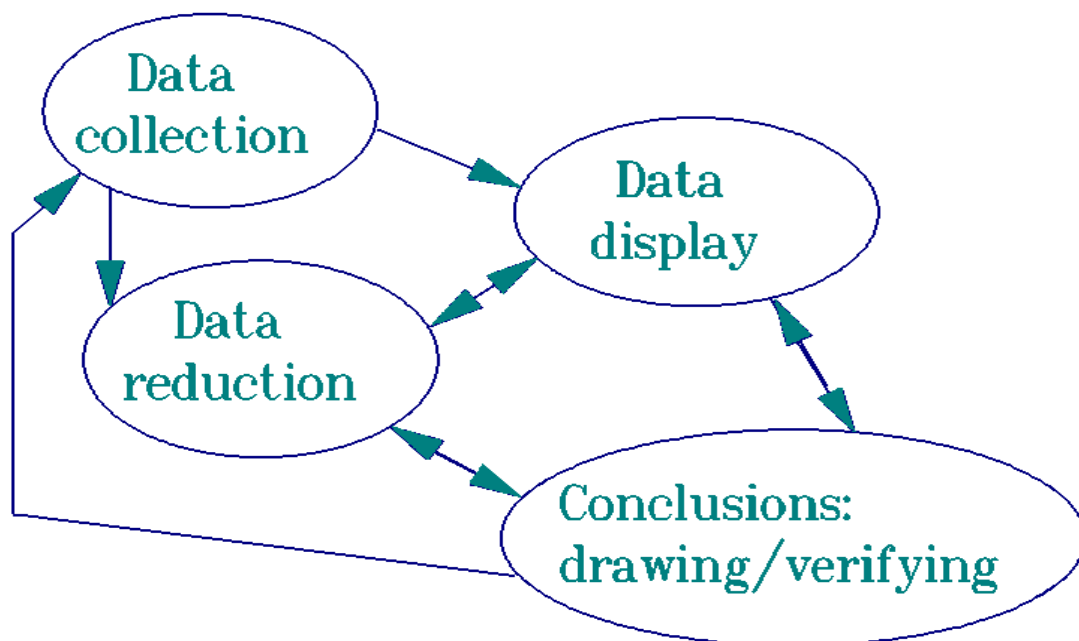
Figure: 2.2 Process of Qualitative Data Analysis: An Interactive Model adopted from (Miles et al., 1994)

2.6.2. Quantitative Data Analysis

As it is mentioned above, quantitative data is data or evidence based on numbers. It means the researcher uses techniques in order to convert data to numerical forms. It is very useful in finding patterns of behaviours.

Sometimes, the researcher can facilitate the work by using software data analysis such SPSS (statistical package for social science) to analyze the data, then he can represent them in the form of graphs or charts…

2.7. Conclusion

This chapter dealt with the research methodology used to accomplish this work. Also, it presented a clarification behind the selecting the case study as research design.Furthermore, the researcher focused and highlight on the harmony that exists between approaches and methods used and the qualitative and quantitative research presented in this work.At the end, data collection and data analysis method beside the participants were presented, and the procedures were described.

Chapter Three

Chapter Three: Data Analysis and Interpretation

3.1. Introduction

Since the present chapter is regarded as the practical part of the work, the researcher will analyze all the data that is collected through the research tools (learners' questionnaire and teachers' interview). To achieve the reliability and the validity of the findings, the investigator supported the research by using both the qualitative and quantitative methods. This chapter will also present the data interpretation, and propose some suggestions and recommendations that will help teachers to be more aware of using L1 techniques, hence, to promote the teaching-learning process.

3.2. Data Analysis

In this part, the researcher will analyze the data collected from the two instruments qualitatively and quantitatively. Consequently, this part is concerned firstly with the analysis of the results obtained from learners' questionnaire, then moving to the results obtained from teachers' interview.

3.2.1. The Analysis of the Students' Questionnaire

All items included in this questionnaire are in the form of closed-ended question containing multiple choice options. Some options will be analyzed separately because in some questions the pupils were asked to select more than one answer if it was necessary; the case of questions N°= (7, 9).

Rubric One: Learners' Profiles

Question 1: For how many years have you been learning English?
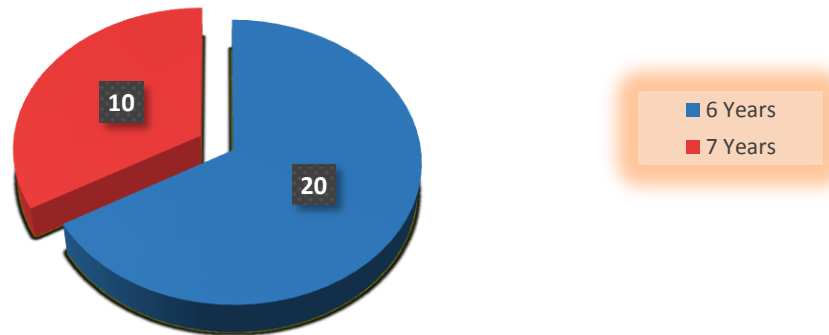
Figure: 3.1 Pupils' Experiences in Learning English

The aim of this question is to set a general view on the amount of English that pupils have experienced through their careers. Thus, the results of this question reveal that twenty (20) pupils out of thirty (30) have studied English for six (06) years, and the rest ten (10) pupils have studied it for seven (07) years for the reason of year repetition.

This refers to reasonable years of exposure to English and refers to an acceptable English language knowledge the learners have which lead them to have abilities in terms of language construction and understanding teachers' talk.

Question 2: How do you see your current level in English?

Low   Average

Good   Very good
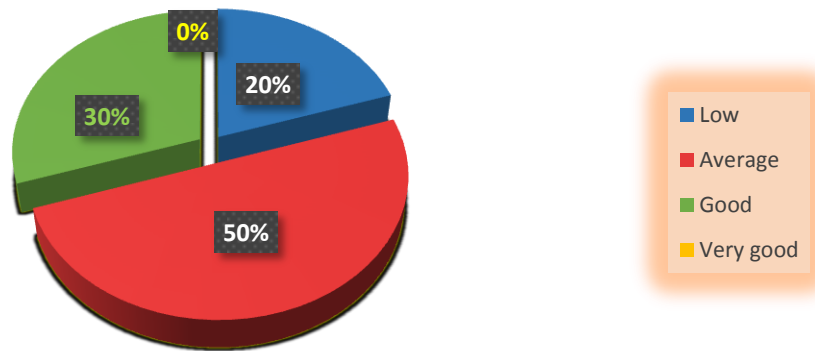
Figure: 3.2 Students' English levels

This question aims to discover the levels of learners in mastering the English language. It plays a complementary role with the previous question in constructing an approximate image about learners' level in English.

The pie-chart shows that half (50%) of the pupils have an average level, thirty percent (30%) have a good level, and twenty percent (20%) have low levels, whereas, no one was reported to have a very good level.

This rubric revealed that more than fifty percent (50%) of pupils have an acceptable level in English.

Rubric Two: Learners' attitudes towards the use of Arabic in the English class

Question 3: Whenever you find difficulties in understanding something in English; do you prefer:

English explanation   Arabic translation

.
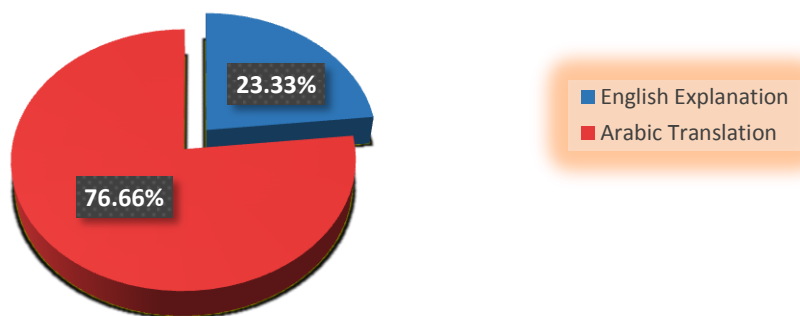
Figure: 3.3 English explanation Vs Arabic translation

In this question, the researcher tries to figure out the learners' choices between English explanation and Arabic translation if they find difficulties.

The chart shows that (76.66%) of pupils prefer translation to Arabic in order to understand the difficulties when they learn English. on the other hand, only (23.33%) of pupils prefer the English explanation.

Question 4: Which dictionary do you often use to check difficult words?

English-Arabic   English-English
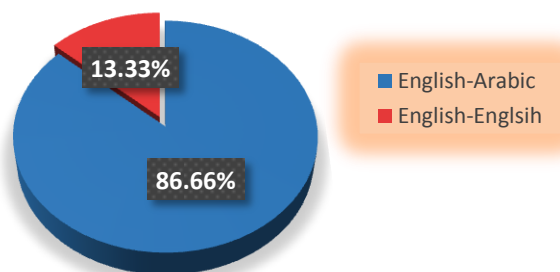
Figure: 3.4 Dictionary choices

This question tries to know which dictionary learners tend to use when they find difficult words; the English-Arabic or English-English dictionary. The aim is to discover what is the preferable solution or technique (translation or monolingual method) that the learners use it in order solve the difficult concepts.

It is seen from the chart that English-Arabic dictionary is more useful for (86.66%) of pupils, and only (13.33%) of pupils use the English-English dictionary.

Question 5: Do you think the use of Arabic in the classroom helps you learn English?

No   a little   fairly much   a lot
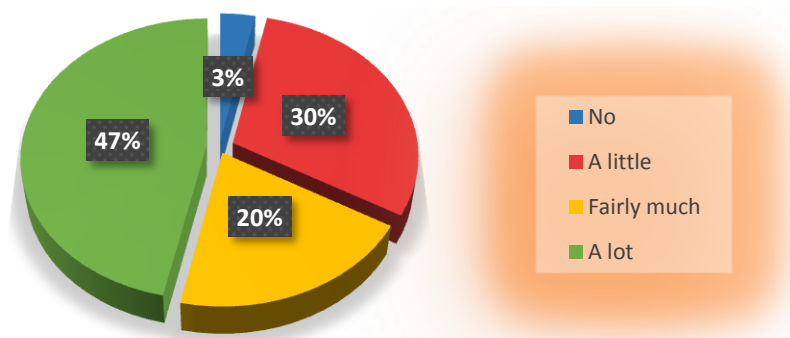
Figure: 3.5 The usefulness of using Arabic in EFL classroom

The options of this question are designed in the form of a scale which leads learners to be more specific and precise in selecting the appropriate answer. The aim of posing this question is to know the attitudes of learners towards using Arabic in EFL classrooms. Therefore, the chart shows that there are (47%) of pupils found the use of Arabic very useful, (20%) choose fairly much, (30%) said a little, and only (3%) saw it not useful.

This rubric revealed that more than (50%) of pupils have positive attitudes towards Arabic use in EFL classrooms. That may help the researcher to make a decision about the stated hypotheses.

Rubric Three: Situations and time devoted to using Arabic in the English class

Question 6: **Do you use Arabic in the English session?**

Yes   No
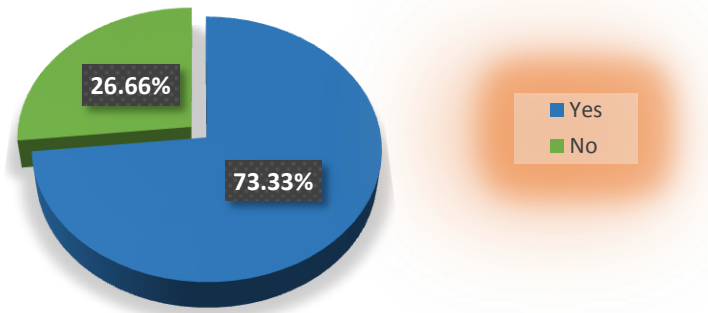
Figure: 3.6 Arabic in practice

This question aims to discover the practicality of L1 technique among learners. The chart shows that (73.33%) of pupils really use Arabic in their classes, whereas (26.66%) do not use it.

NB:

- Those 73.33% of pupils who use Arabic represent twenty-two (22) pupils.

- Those 26.66% represent eight (08) pupils.

Question 7: How do you consider the use of Arabic in the English session?

- It helps to better understand difficult concepts.

- It helps to check new vocabulary items.

- It makes me feel at ease, comfortable and less stressed.

- It limits my learning.

- It gives me fewer chances to practice English.
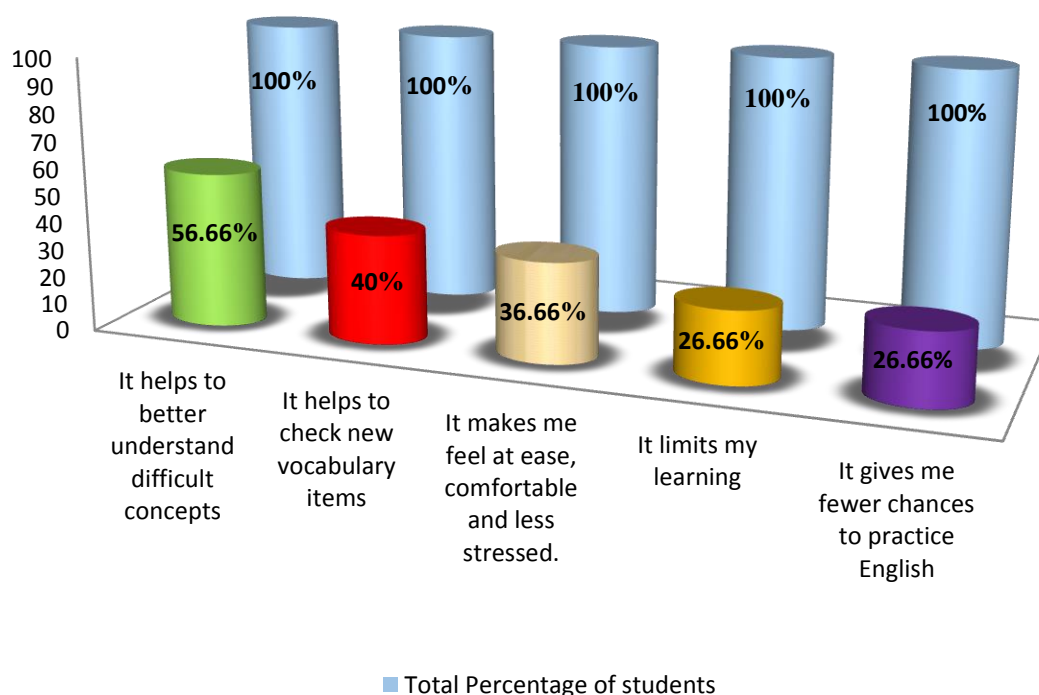
Figure: 3.7 The effects of Arabic interference on learning English

This question tries to figure out the effects of Arabic use on learning English process. The question has five (05) options; each one should be analyzed separately.

Noticing that the blue bars represent the percentage of the whole pupils' number. It is seen that (56.66%) of the whole pupils said that using Arabic in English session helps them to better understand the difficult concepts. Then (40%) of pupils said that Arabic use helps them to check new vocabulary items. (36.66%) answered: it makes them feel at ease, comfortable and less stressed. Whereas (26.66%) of the whole pupils chose the negative effect as it limits their learning. The same sample (26.66%) said that the use of Arabic gives theme fewer chances to practice English. It is worth noting that those (26.66%) who selected the negative effects are the same who answered (NO) in the previous question (Do you use the Arabic language in English session).

Question 8: How often do you use Arabic in the English session?

very rarely   sometimes   fairly frequently
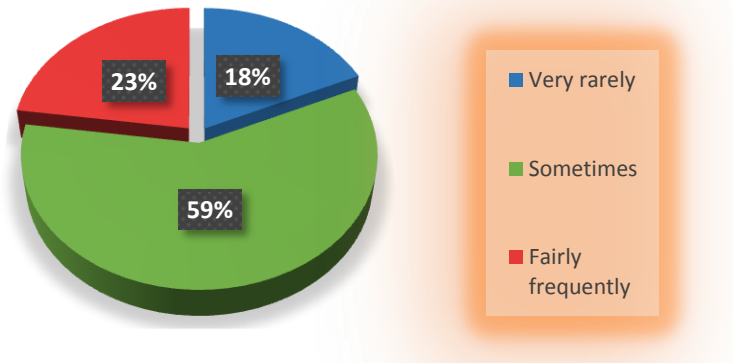
Figure: 3.8 The frequency of using Arabic in EFL classroom

This question is specifically destined to those learners who answered (YES) in the question (N° 7: Do you use Arabic language in English session) the twenty-two (22) pupils. The aim is to discover the frequency of using Arabic in EFL classes. The present chart shows that the majority of pupils (59%) sometimes use Arabic in the English class, about (23%) use it fairly frequently, and a minority about (18%) use Arabic very rarely.

Question 9: When do you think it is necessary to use the Arabic language in the English classroom?

- To define the new words

- To explain complex grammar points

- To explain difficult concepts or ideas

- To fulfill an assignment
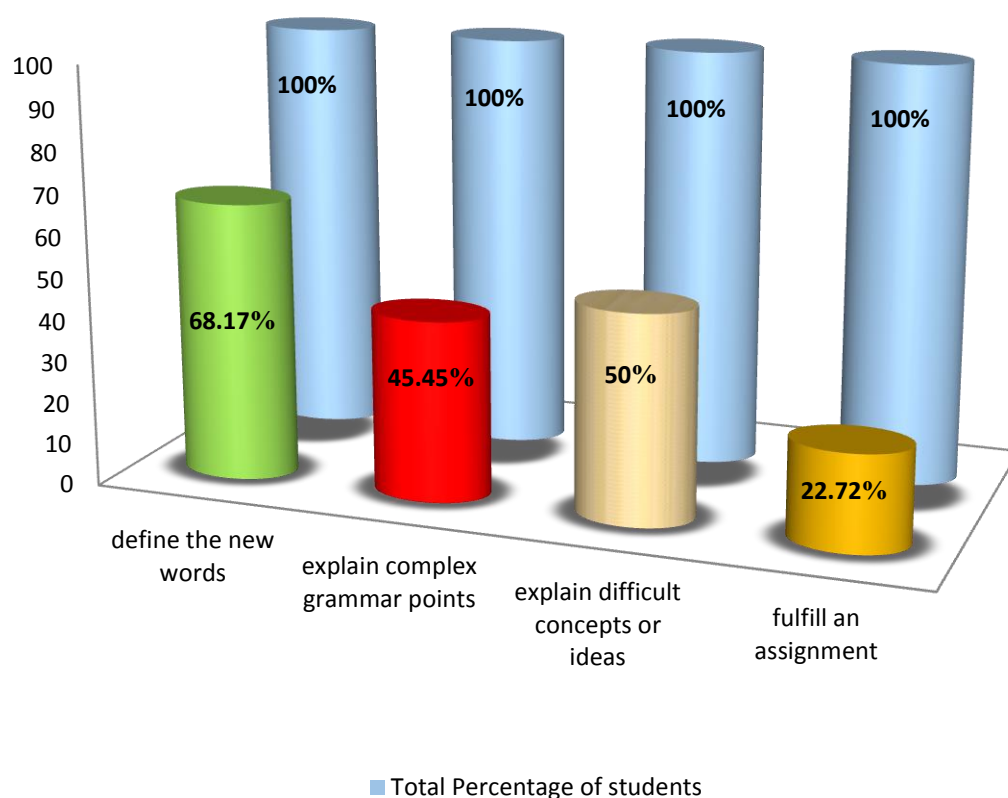
Figure: 3.9 Necessary Situations of using Arabic

This question is also destined for the sample who use Arabic in English session (22 pupils). The aim is to shed light on the situations that learners see them very necessary for calling Arabic to solve their difficulties. This closed-ended question contains four (4) options representing situations, whereby, the learners had the ability to select more than one answer as it is mentioned above. For this reason, the researcher will explain the present chart by treating each situation alone.

First, the blue bars represent the percentage of all pupils' number (22 pupils = 100%). Starting with the first option, the vast majority of pupils (68.17%) use Arabic to define new words. The second option (To explain complex grammar points) was selected by (45.45%) of the whole pupils. (To explain difficult concepts and ideas) was selected by (50%) of pupils, and (fulfill an assignment) was selected by (22.72%) of pupils.

3.2.2. The Analysis of the Teachers' Interview

The participants of this interview were four (04) EFL teachers working in El Oued Djilali secondary school. This interview is flexible whereby the researcher was smooth in asking questions: he was not restricted on the questions order. The present interview is designed in the form of three (03) rubrics aiming at discovering teachers' attitudes towards the use of Arabic.

Rubric One: Teacher's Profiles

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

Table: 3.1 Teachers' experience

Teacher one	Teacher two	Teacher three	Teacher four
21 years	18 years	17 years	10 years

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

Question 2: Which classes have you taught?

All teachers said that they have taught all levels in secondary school (from the first year to the third year). That means they have reasonable experience in teaching English.

Rubric Two: Teachers' Attitude towards the Use of Arabic

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

Question 3: How can teachers handle their students' lack of comprehension?

The aim of this question is to discover if teachers are aware and familiar with the different techniques that are used in teaching English classes.

The answers of teachers were rich and that reflect the long experience they have. The answers stated are as follow: using gestures, illustrating through examples, giving synonyms, using visuals, repeating instructions, some kinds of

drills, relating meaning with objects, contextualizing the meaning, and translation to Arabic.

Question 4: Do you use L1 technique in your class?

If Yes, How often do you do so?

The aim of this question is to know whether teachers use L1 in their classes. All teachers responded by a Yes, meaning that all English teachers selected for this study use Arabic while teaching English. Two (02) teachers said they used Arabic very rarely because they are not allowed to use it. The third teacher occasionally uses Arabic, he added: it depends on what the situation needs. Whereas the fourth teacher said that his students have a low level in English, consequently he found himself obliged to use Arabic frequently. All teachers agreed that their use of the Arabic language depends on the lesson itself and the level of learners.

Question 5: When do you think the shift to L1 is important? Why?

The aim of this question is to figure out the situations that the teacher tends to use the L1 (Arabic).

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

> ➢ Using Arabic is necessary when there is confusion in teaching some grammar points because these moments are so important for learners to achieve the English language basis.

➢ Explaining abstract words simply because it is hard to understand such kind of words.

➢ It is crucial when there are similarities in both English and Arabic systems in terms of grammar.

➢ Checking learners' comprehension.

➢ Sometimes in giving feedback.

➢ Insisting on phonology, morphology, and spelling.

➢ Explaining instructions to facilitate doing activities.

➢ Sometimes to encourage learners to participate in order to enhance the teacher-learner interaction.

➢ Treating the students' lack of comprehension.

Rubric Three: L1 in practice

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

Question 6: What are the benefits of using L1?

The aim of this question is to discover what benefits the teacher and learners obtain from using the L1 technique.

The teachers said that using Arabic in a limited manner gave them many benefits which develop the English teaching-learning process. The following points are teachers' answers:

➢ Reducing learners' anxiety.

➢ Gaining time to explain some concepts (especially, if it takes a lot of time to explain in English…).

➢ Breaking the psychological barriers of learners and giving them the self-confidence to participate.

➢ It enhances the learner-learner interaction.

➢ It encourages learners to work in pairs or in groups.

Question 7: Do you think that using L1 has negative effects? How?

This question tries to figure out the dark or the negative side of L1 use.

All teachers said Yes L1 has negative effects. If teachers use L1 overly and in an illimited manner then L1 will affect negatively learning English.

➢ The overuse of L1 in EFL classrooms may create lazy learners who cannot make efforts and do not participate in English.

➢ The overuse of L1 may lead learners to respond in their mother tongue frequently.

➢ The overuse may decrease chances to practice English.

➢ Also, it makes learners very dependent on L1.

➢ It leads teachers to depend only on L1 techniques in order to solve learners' difficulties.

➢ The translation to L1 may limit learning vocabulary as much as they can.

Question 8: Could you add other comments or suggestions to a better understanding?

This question was replied by only two (02) teachers,

Teacher one suggested: Teachers should know how much they have to use the L1 in their classes in order to avoid using it overly. Teachers should advise their learners to use dictionaries (English-English) in order to maximize learning vocabulary and to overcome their reliance on L1.

Teacher two suggested: Practice makes perfect; the more learners practice in English the more they will reduce the use of L1. Both teachers and learners should be aware of L1 techniques in order to make the L1 factor of improvement.

3.3. Data Interpretation

This part will shed light on the discussion and interpretation of the main results collected from the pupils' questionnaire and the teachers' interview regarding the stated hypotheses. Consequently, it will check if those hypotheses are accepted or rejected.

The obtained data from the questionnaire; specifically the questions one (01) and two (02) show that all pupils have reasonable years from six (06) years to seven (07) years, and more than (50%) of them have an average level. That means the majority of learners have acceptable English knowledge so that they can understand teachers' talks, and they can build different English structures. Meanwhile, the data gathered from the questions one (01) and two (02) of the interview reveal that all teachers have great experience in teaching English so that they are capable of using different techniques and methods in order to convey the message to their learners.

First, the aim of the present study is to know the attitudes of both teachers and students towards the use of Arabic, thus, The data gathered from the questionnaire, mainly, questions three (03), four (04), and five (05) reveal that learners tend to use the Arabic language in order to understand some missing points and that makes them feel at ease, comfortable and more confident. Similarly, results obtained from the teachers' interview, particularly question four (04) show that all teachers are aware of the usefulness of the L1 technique, moreover, they use it in different situations depending on the lesson itself and learners' level. This confirms the first hypothesis stating that both teachers and learners may have positive attitudes towards integrating Arabic in their English class.

Concerning the second hypothesis which says that Arabic may be used in the English classroom when there is a lack of comprehension, the results obtained from questions three (03) and five (05) from the teachers' interview report that teachers are able to use different techniques; using gestures, illustrating through examples, giving synonyms, using visuals, repeating instructions, some kinds of drills, relating meaning with objects, contextualizing the meaning, and the translation to Arabic is one among them in order to convey the message to their learners, and explain what

they need and what they misunderstand. Furthermore, they integrate the Arabic when there is a lack of comprehension. Besides, they use Arabic for explaining instructions for doing activities easily, encouraging pupils' participation in class, and giving feedback. Thus, the second hypothesis is partly confirmed.

Regarding the last hypothesis stating that the use of Arabic in the English classroom may be beneficial as an aid for overcoming learners' anxiety, and facilitating learning. The results obtained from the questionnaire, mainly, question seven (07) reveal that using Arabic promotes learning English, and helps learners to be motivated in class. In the same line of thought, the question six (06) of the interview reports that teachers are aware that the controlled use of Arabic in English class is beneficial and helpful in building pupils' self-confidence, encouraging participation so that the teaching-learning process can be improved. This leads to confirm the third hypothesis.

3.4. Recommendations

Integrating L1 in teaching English is among the techniques that are commonly used in order to enhance teaching-learning process. At the end of this study, the researcher becomes more familiar with the different situations that L1 should be used in, and the advantages and disadvantages behind it. Besides, he recommends some relevant tips to this context that may help teachers:

> ➢ Teachers should be aware that L1 techniques are not a detrimental factor when using it in the norms (limited manner).

> ➢ L1 should be used in a limited manner, at the appropriate time, and in appropriate places.

> ➢ Teachers should avoid the overuse of L1 in English classes for keeping its positive impact.

> ➢ Teachers should be provided with extensive training towards the use of L1 techniques.

- Atkinson (1978) suggested that teachers should use English where possible and the L1 where necessary. It means teachers should encourage learners to use English as much as possible.

- Hawks, (2001) *"Mother tongue use should be selective and not seen as just an easy option"*. It means that the teacher should select the appropriate items that suit the context.

- It is necessary to use translation in highlighting the similarities and differences between L1 and English in order to make students acquire easier.

- Harmer, (2001:132) suggested: In order to achieve a balance of L1, it is advised to consider the four factors; the student's previous experience, the student's level, the stage of the course and the stage of the individual lesson.

- Teachers should use L1 in some situations to create a friendly environment.

- Students should be advised at least to use code-switching (English-Arabic) outside classrooms in order to partly practice the target language.

3.5. Practical Ideas

In this part, the researcher suggests some activities using the L1 in order to enhance learners' self-confidence, encourage them to participate, and facilitate learning. The activities are as follow:

Activity One: The Dubbing Activity

In this activity, the teacher shows his pupils a short video speaking their L1, then he asks them to dub it into English. Pupils are requested to work in groups. The activity takes the form of competition and the best version will be awarded. The aim of this activity is to learn more vocabulary and to build structures through translating. In addition, this activity encourages learners' participation and learner-learner interaction.

Activity Two: Introduce my Friend Activity

The researcher suggests this activity as an ice-breaking activity, in which pupils are requested to work in pairs and make a small conversation using their mother tongue. They have to ask each other about their personal information (name, age, address, hobbies, preferable food, and colors…). Then, they have to introduce their friends in front of the class in English. Pupils are able to ask teachers about some items or use dictionary. The aim of this activity is to learn vocabulary, break psychological barriers between learners, and develop their speaking skill.

Activity Three: The Role Play Activities

In this kind of activities, the teacher selects different situations (restaurant, stadium, supermarket…) and asks pupils to work in pairs. For example in a restaurant, the menu is written in the mother tongue, one pupil plays the role of native who explains the dishes to the English speaking guest.

This activity aims to teach learners some useful items in their authentic context.

3.6. Suggestions for Further Research

More research is needed to investigate the phenomenon of integrating L1 to facilitate the teaching of English. As a future study, the researcher suggests to enlarge this research through using longitudinal studies and a higher number of participants, in which the participants may be asked why exactly they used L1 in every situation so that it can be found out the real reasons for using L1 and the amounts of that.

3.7. Conclusion

This chapter shed light on the results collected from both the questionnaire and interview. The results have shown that both teachers and learners have positive attitudes towards integrating the L1 in EFL classrooms, and highlighted the different situations that really need the interference of L1. In addition, it figured out the main benefits of L1 in the teaching-learning process. Finally, some recommendations and activities were suggested in order to help better use of L1 teachers in their teaching.

General Conclusion

General Conclusion

One of the most important things in language teaching and learning is the awareness of various techniques and strategies used to enhance students and teachers' performance inside the classroom, the teachers are obliged to possess knowledge of how to improve students' proficiencies in an efficient way. For this reason, this research has aimed at identifying one of the techniques which may foster students' learning. Despite the criticism, the integration of the mother tongue inside the EFL classroom has received; it has actually proved its efficiency and effectiveness in lowering students' anxiety and enhancing their comprehension.

Therefore, the research was divided into three chapters: the first one dealt with some theoretical consideration on the teaching and learning process and the use of mother tongue. In the second chapter, the research gave a bird's eye view on research methodology and procedures. The third chapter dealt with the data analysis and interpretations, besides some suggestions and solutions for teachers to control the use of the mother tongue and better integrate it for attaining positive outcomes.

Through conducting and designing an exploratory case study and after the analysis of data gathered from different sources using a set of research instruments (a questionnaire for learners and an interview with teachers) the three hypotheses put forward were not totally confirmed. The results have revealed that second-year pupils of El Oued Djilali secondary school and their English language teachers have shown positive attitudes towards the use and integrating of Arabic in the English sessions. As a result, Arabic is regarded as a means of facilitating and fostering the comprehension of learners. Moreover, it is used for explaining instructions and giving feedback to learners. Additionally, the controlled use of the mother tongue in the EFL context builds learners' self-confidence as it encourages their participation. Finally, it is recommended to offer teachers some training on the use of L1 inside the classroom, hence, they would be aware about the appropriate items that should be translated and when to translate them.

It is ethical to mention, however, that this research had limitations and that many aspects were neglected because of the researcher's unawareness of such issues as which could contribute to the limitation of data. it's worth noting that the findings of the present study be regarded as a beginning of a new research investigation based on the limitations encountered, therefore, would open window for further research such as the role of the mother tongue in enhancing students motivation and confidence inside the EFL classroom.

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Appendices

Student's Questionnaire

Dear student,

The present questionnaire attempts to obtain data about the use the Arabic language in the English course. It also tries to investigate the frequency and the consequences of using it. You are kindly requested to fill in the boxes by ticking the relevant answer and commenting when necessary. You may tick more than one answer.

Rubric 1: Learners' Profile

1. For how many years have you been learning English?

2. How do you see your current level in English?

    - Low ☐   -Average   ☐

    - Good ☐   -Very good   ☐

Rubric 2: Learners' attitudes towards the use of Arabic in the English class

3. Whenever you find difficulties in understanding something in English; do you prefer:

- English explanation   ☐

- Arabic translation   ☐

4. Which dictionary do you often use to check difficult words?

- English-Arabic   ☐

- English-English   ☐

5. Do you think the use of Arabic in the classroom helps you learn English?

    -No ☐   -a little ☐   -fairly much ☐   -a lot ☐

Appendices: Appendix A

Rubric 3: Situations and time devoted to using Arabic in the English class

6. Do you use Arabic in the English class?

   Yes   No

7. How do you consider the use of Arabic in the English session?
   - It helps to better understand difficult concepts.
   - It helps to check new vocabulary items.
   - It makes me feel at ease, comfortable and less stressed.
   - It limits my learning.
   - It gives me fewer chances to practice English.

8. How often do you use Arabic in the English session?

   Very rarely   Sometimes   Fairly frequently

9. When do you think it is necessary to use the Arabic language in the English classroom?

   - To define the new words   ☐
   - To explain complex grammar points   ☐
   - To explain difficult concepts or ideas   ☐
   - To fulfill an assignment   ☐

Teacher's semi-structured interview

Rubric 1: teachers' profile

1- How many years have you been teaching English?

2- Which classes have you taught?

Rubric 2: teachers' attitude towards the use of Arabic

3- How can teachers handle their students' lack of comprehension?

4- Do you use L1 in your class? If yes, how often do you do so?

5- When do you think the shift to L1 is important? Why?

Rubric 3: L1 in practice

6- What are the benefits of using L1?

7- Do you think that using L1 has negative effects? How?

8- Could you add other comments or suggestions to better understand the topic?