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Mother Tongue Use in EFL Classrooms Discourse: a Case Study of 3rd Year Pupils in a Secondary School in Tlemcen

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Declaration

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

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Dedication

My greatest gratitude extended to my lovely parents for their continuous prayers, encouragements and help. My thanks also go to my dear husband for his support and encouragement during the realization of this work.

My deepest appreciation also goes to my sisters and brothers, and all other family members for their help and support.

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Abstract

Decisions whether to use or not to use the mother tongue in EFL classrooms are the most problematic ones that EFL teachers and learners face. The purpose of this study was to find out whether secondary school teachers and pupils use their mother tongue in the EFL classrooms. More precisely this study attempted to find out the occasions and situations where mother tongue occurs, for which purpose, and whether the participants were in favour of using their mother tongue. This research was a case study of 35 pupils and 6 teachers from “the two martyrs’ brothers Iben Mansour Abderrahim and Habib” secondary school in Tlemcen city. Data collection was based on two research instruments: questionnaires administrated to both teachers and pupils, and a classroom observation. The findings revealed that both teachers and pupils were in favour of the use of MT in EFL classrooms. It was even considered as a facilitating teaching technique. However; they both agreed that its use should be moderate highlighting the importance of using the foreign language as much as possible.

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List of Abbreviations and Acronyms

AF Absolute Frequency

EFL English as a Foreign Language

FL Foreign Language

FL2 Second Foreign Language

L2 Second Language

MT Mother Tongue

RF Relative Frequency

UNESCO United Nations Educational, Scientific and Cultural Organization

General Introduction

General Introduction

As globalization and population movements are increasing, different cultures come into greater contact with each other, resulting in the need for communication between societies (Hamers and Blanc, 2000). This communication is achieved through the use of different languages. Nowadays, the necessity to know languages is increasingly recognized as the world joins together in a small village. To be bilingual or multilingual facilitates the connection between other cultures. In addition to that knowing other languages may help people to introduce themselves, their cultures, traditions and customs to other civilizations.

There are many languages in the world. According to the UNESCO statistics there are more than seven thousand languages around the world spread everywhere regardless of the different dialects found in one same language. Among these languages, there are some languages that have dominated the world more than others and spoken by millions of people. English is one of these languages and it is considered as the world language. It is used in all domains: science, economy, media, and political and cultural contexts. It is spoken by about 1.5 billion people in the world that is why it is now taught in all countries in schools and universities.

In many countries, English is taught as a second or as a foreign language, i.e. learners already have their mother tongue. Teachers and learners use their MT in learning the L2. The question whether to use MT or not in EFL classrooms has been a conflicting issue. Many teachers cannot decide whether MT use is a good idea or not, for what purpose and in which situations.

Many arguments for and against the use of MT were made by a number of scholars. Some scholars consider it a beneficial tool in learning a foreign language. According to Tang, (2002) the use of MT can facilitate the learning and teaching of the target language. In addition it is used in the classroom in order to reinforce learners self confidence, and to make the meaning of the target language words clearer (Larson-freeman, 2000). A child's first comprehension of the world around him, the learning concepts and skills, and his perception of existence starts with his MT i.e. one

cannot ignore its use and its benefit and its help in acquiring and learning a second language. Studies have revealed that children, who are exposed to their MT very much in a way that develops their MT vocabulary and concepts, come to school well prepared to learn a second language. They can differentiate with the similarities and differences between the two languages.

Whereas, other scholars and professionals consider the use of MT as a hindrance. Nation (2003) warns that using the MT in the classroom reduces the amount of input and the opportunity of practice. Piaget (1969) said the more pupils are exposed to a new language, the easier they learn the target language. In addition, others support the idea that the more pupils are exposed to English, the more quickly they will learn; because they will hear and use English and therefore they will begin to think in English. In other words the only way to learn a language is to be forced to use it.

Due to this conflict, the researcher has conducted this study to see how Algerian pupils and teachers deal with this issue. This research is a case study of third year pupils in foreign languages stream at the “two Martyr’ Brothers Iben Mansour Abderrahim and Habib” secondary school and their teachers, in the city of Tlemcen. The present study aims to answer the following questions:

1. How is mother tongue used in EFL classrooms?
2. What impact does it have on EFL learning?

These questions led to the formulation of the following hypotheses:

1. EFL teachers use the MT to provide explanations, while pupils use MT to ask for clarifications, answer questions and chat between them
2. The use of MT in EFL classrooms may have a positive impact on the learning process

In order to answer these questions and test the hypotheses, the researcher has used two research instruments; questionnaires for both teachers and pupils and a classroom observation.

This research is divided into two chapters. Chapter one highlights the literature review on the use of MT in EFL classrooms and the arguments for its use and non use. It also describes the use of English in Algerian schools and presents the objectives of EFL teaching in the Algerian secondary schools and describes the third year book. The second chapter deals with the research methodology and procedures, the data analysis, the limitations of the study as well as implications and recommendations.

Chapter One: MT Use in EFL Classrooms

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1.1 Introduction

One of the major issues that have been a controversial topic is the use of MT in teaching and learning a foreign language. This is why many studies have been conducted in this field and many arguments for and against the use of MT were made by a significant number of professionals. Some of them have considered MT to be beneficial in EFL classrooms and others have considered it unbeneficial.

Before stating the arguments we first define the term Mother Tongue (MT). We all speak one language or others, but each of us has a language we can call our mother tongue. The mother tongue or the mother language as it is defined in Cambridge dictionary is the first language that you learn when you are a baby, rather than a language learned at school or as an adult. It is the language that a person has been exposed to from birth or within the critical period. Mother tongue, is the language of one's origin, it is also called native language or first language. It is the language a person acquires from his birth, and sometimes it indicates one's identity. The present chapter will highlight some of the main arguments of the use/ the non use of MT in EFL classrooms for both teachers and pupils; also it presents the use of English in the Algerian schools.

1.2 Mother tongue use in EFL classrooms

Using MT in teaching a foreign language become a controversial issue among reformers, some believe that mixing two languages would not help students to reach fluency, therefore ; learners should employ their mental abilities to understand the meaning of the new language. On the other hand, other reformers emphasized the importance of MT, especially when introducing unfamiliar items. (Howatt, 2004)

Among the reasons that prevent the acquisition of FL2 is the mother tongue intervention when teaching or learning FL2. There is a disagreement between scholars and researchers about the use of MT in EFL classrooms. Some of them agree and encourage the use of MT for some reasons and say that the use of MT has a role and helps to acquire the second language easily. And others disagree and discourage the

use of MT in EFL classrooms and say that the use of MT should be avoided and banned because it prevents the acquisition of FL2.

1.2.1 Use of MT in teaching and learning

Current studies and researches in the last years found that MT has a role in second language classroom discourse. Previous studies on teachers' and learners' use of MT suggest that using MT is a natural and realistic process. Braga (2000) in her study on humor in a beginner EFL classroom found out that code switching was used by learners as a method that shows humorous situations when correcting activities. It means that the use of MT when correcting the activities helps in understanding the lesson and creates a relaxed atmosphere. Brown (2000:68) claims that "first language can be a facilitating factor and not just an interfering factor". Schweers is another scholar who agree that the use of MT in EFL classrooms is a facilitating factor, he encourages teachers to incorporate the native language into lesson to influence the classroom dynamic, and suggests that "starting with L1 provides a sense of security and validates the learners' lived experience allowing them to express themselves" (1999: 7).

Some scholars feel that using MT can be an effective strategy for improving learners' proficiency in FL2 if MT is deliberately used in classrooms. Anton and Dicamilla (1998) found that MT can serve as a very useful cognitive tool. Also, Brooks and Donato (1994) indicate that the MT enables pupils to negotiate meaning and communicate successfully in the second or target language. "The use of MT increases the confidence of pupils in their ability to successfully comprehend L2" (Cook, 2001). MT has an important role in facilitating communication with both learners and teachers. Liao (2006) has observed that, if FL2 is the only mean of communication in discussions, pupil remains silent due to their nervousness or lack of English competence. Annett (2001) argues that the first language helps pupils, especially those with learning disabilities to understand and process the target language. Mother tongue use is important especially for those with a low level of second language proficiency mostly when dealing with difficult tasks and activities.

A lot of studies have been carried out in this field which is the use of MT in EFL classrooms and it is revealed that both teachers and learners are in favor of using MT, for teachers; their most use of MT in EFL classrooms is limited and constricted in explaining grammar, for example in (Haifa Al- Nofaie, 2010) and in (cook, 2001). Also another situation in which teachers resort to the use of MT is in explaining new and difficult words, teachers may use MT to facilitate the comprehension for their pupils and to create a good atmosphere for them.

On the other hand, learners switch to their mother tongue mostly when they could not express their ideas in second language for example, in asking and answering questions or in pair works. Willis (1996:26-27) said: “don’t ban mother tongue use but, encourage attempts to use the target language” it means that mother tongue use is not an obstacle to acquire the second language, but in the contrary; we should not exaggerate in its use and we try to employ the second language as much as possible. Using only English in the classroom can cause some problems. Harbord (1992) underlines the fact that teachers who try to create an ‘all- English classroom’ are insufficient in meaningful communication causing pupil incomprehension and resentment. In addition, English only classrooms can be a harmful factor to pupil-teacher interaction. In this regard, the mother tongue can be used when it is necessary. Butzkamm (2003: 29) expressed that “the mother tongue is generally regarded as being an evasive maneuver which is to be used only in emergencies”. This section leads us to the case where MT should be avoided.

1.2.2 Non use of MT

As mentioned before, some scholars agree on the use of MT and some others disagree, and hold that the use of MT should be avoided. Like Cook (2001:403) who stated that “the use of the mother tongue in EFL classrooms has two sides, the strongest side, the teacher and the students are forbidden to use MT in their speech, but this will only be achieved when the teacher and the students do not speak the same MT. And the weakest side, the use of MT should be as little as possible”. He also claimed that the only excuse to use MT is when it is used in grammar or translation

method. The mother tongue should not be used in all situations but only in difficult cases like explaining grammar or translating difficult words.

Some foreign language teachers believe that the best way for pupils to develop native like language proficiency is to think in that language, it means that we should think in that language in order to speak with the same language, for instance, in some known cases here in Algeria some learners think of the word in one language (Arabic in this case) and speak that word in the second language (English) and here the confusion is made, for example the word in Arabic is feminine and in English is masculine but learners still think it is feminine and pronounce it wrong. And sometimes learners do not find the exact equivalent for the same word or idea. Also another example; when they produce a sentence you feel that it is not English it is Arabic although they use English words. In this context, Cook (2001) said that, the language compartmentalization is the development of FL2 without any reference to L1 to avoid errors and mistakes from the negative and wrong translation.

Like wise Harmer (2001:131) points out that “all use of the MT in the language classroom should be avoided”, the use of FL2 should be maximized whenever possible. The FL2 primary role is to supply scaffolding to lower affective filters by making the FL2 and the classroom environment comprehensible. The L1 plays a secondary role by helping pupils to anchor FL2 concepts to the L1. Following this, Cameron (2001:199) said “use as much of the target language as possible, and ensure that the use of the first language supports the children’s language learning” it means the use of the second language should be in all situations and cases and to avoid the use of MT as much as possible and if MT is used it should serve the learners needs. Turnbull (2001) mentions that pupils do not benefit when teachers over rely on using their pupils MT, if the teacher uses the MT to a great extent, pupils may lose the chance to benefit from these situations (Mc, Donald, 1993). Some theorists and scholars argued that the maximum exposure to FL2 and the minimum exposure to L1 are very essential because interference from L1 knowledge obstruct the FL2 learning process.

The rationale for using only FL2 in the classroom is that “the more pupils are exposed to English, the more quickly they will learn; as they hear and use English, they will begin to think in English, the only way they will learn it is if they are forced to use it (Aurbach, 1993)(cited in Journal of NELTA, 2006). In addition, Macdonald, 1993 (cited in Journal of NELTA, 2006) argues that switching to the L1 to explain what the teacher has said to learners is unnecessary and undermines the learning process.

Sipra (2007) makes recommendations to encourage FL2 use. He states that the teachers should choose appropriate materials for learners according to their proficiency levels and they should prepare warm-up activities for learners. Moreover Sipra adds that teachers should motivate pupils to become better English speakers. He, further, recommends that the teachers use some activities to facilitate learning. He focuses on the importance of teachers’ monitoring the pupils’ use of FL2. In addition, he highlights that teachers should use appropriate group work activities avoiding embarrassing situations. Therefore pupils feel relaxed. This shows that teachers play important roles on pupils’ use of FL2. They should create psychologically and physically appropriate environments.

The conclusion to be drawn from these studies is that it is better to teach English through English, and to avoid MT because the use of FL2 in classrooms influences pupils’ achievements and proficiency in L2 due to the experiences they gain in class.

1.3 Teaching English in Algeria

English is taught in the Algerian schools and universities. Students start learning it at the first level of middle school in 3 sessions per-week and in secondary schools. But some students choose to learn arts and foreign languages in secondary schools this will increase the number of sessions of English to 4 sessions per-week. And later on some of them chose to study English in universities as a field of study.

Some studies have revealed that, Algerian people are in favor of using English, nevertheless; most Algerian students consider English as a course to pass rather than a tool to use it in their future careers. Most students think that English is not so

important and they stated two main reasons for that, first because they do not use it in their daily lives activities outside the classroom, and second because English belongs to a foreign culture that they have little exposure to.

1.4 Objectives of EFL teaching in the Algerian Secondary Schools:

The objective of EFL teaching is to develop learners' basic abilities to understand a foreign language, to express themselves in that language and to deepen their interest in that language. Some of the objectives of EFL teaching in Algeria that were set by the Ministry of Education aim at helping learners to understand English, to use it for different purposes, to promote self learning and critical thinking, to communicate with people in other countries and to accept other cultures. These objectives are put under three main headings: linguistic, methodological and socio-cultural objectives.

- *Linguistic Objectives:* Must be explicitly taught and practiced with learners, to provide them with the basic linguistic material (grammar, vocabulary, pronunciation and the four skills) that is necessary to pursue further education or employment.
- *Methodological Objectives:* To develop learning strategies aiming at critical thinking and self assessment. Also to enable learners to use and exploit various documents and feel interested in subjects that are not treated in class.
- *Socio-cultural Objectives:* To ensure interdisciplinary coherence as an attempt to integrate the overall information acquired by the learner. Also to stimulate the learners curiosity and to encourage the students broad mildness to gain access to cultural values brought by English.

1.5 Third year text book ‘New Prospects’

“New prospects” is the pupils' book in their 3rd year of secondary education for all streams in the Algerian secondary school, set by the National Curriculum Committee of the Ministry of National Education in March 2006. It is the basis of the course in the classroom.

This book, contains six units dealing with the six main themes recommended in the syllabus with recurrent language functions, grammatical structures and language components as well as skills and strategies as it is written in its foreword (p:4).

Every unit contains two main parts and each part contains two sequences. The first part is called language outcomes it is divided into Listen and Consider and second sequence is Read and Consider. Both of these sequences aims to work through the around of the text rubric on language dimension by studying grammar, vocabulary, pronunciation and spelling, so that the student understand the theme and can speak in the second part which is called skills and strategies outcomes it also contains two sequences: listening and speaking, and reading and writing, focusing on the use of these four skills and focusing also in social skills like peer/group works...Each unit is followed by the listening scripts, a grammar reference and a resources portfolio. The authors of this book put its major aims and objectives to help both teachers and learners.

Table n° 1.1: third year text book “New Prospects”

	The units		The sequences
3rd year text book “new prospects”	Literature and Philosophy stream and Foreign languages stream	Ancient civilizations	Each of these units is divided into two sequences: Language outcomes and Skills and strategies outcomes.
		Ethics in business fighting fraud and corruption	
		Education in the world	
		Advertising, consumers and safety	
	Scientific streams	Feelings, emotions and related topics	
		Ethics in business fighting fraud and corruption	
		Advertising, consumers and safety	
		Astronomy and the solar system	
	Feelings, emotions and related topics		

1.6 Reasons for unsuccessful English learning in Algeria:

Language learning is a continuous process that is why a focus should be given to the learners' level, age, background and social psychological factors. Algeria is one of the countries that have a complex linguistic system. English is considered one of the languages that taught in Algeria and which has a great exposure from Algerian people. However; it is not used in all domains and in daily life activities.

There are different factors and reasons for unsuccessful English learning in Algeria. English first taught at the age of 11 years old, i.e. in the first year of the middle school. yet it is agreed that the younger the learner the faster he learns a second language as stated by Iddou-Derraz (2009:12) "old learners are faster and young learners are better". Another reason is, the few hours of English sessions, 3 hours per-week is not enough to learn English, pupils need more exposure to English for better results. Iddou-Derraz (2009:13) explained that "The delay in learning English and the little exposure to this language make learners much influenced by their first language or by French".

Other reasons according to some researchers are anxiety, lack of motivation, lack of self confidence and the use of MT. the latter reason is highlighted holding that if MT or any other languages learned earlier is too much while teaching or learning English. This will impede good second language learning

1.7 Situation analysis

In this section, the researcher will highlight where and when the study was conducted by explaining the linguistic situation and the educational settings of this study.

1.7.1 Linguistic situation

It should be clarified that a variety is the way of speaking. And a dialect is any variety of language used by a group of people and characterized by systematic differences in pronunciation, vocabulary and grammar from other varieties of the same

language. A dialect is a term used to refer to any regional, social or ethnic variety of a language. It is a sub-standard, low Status form of language.

Due to the historical, geographical and political reasons, Algeria has a very complex and rich linguistic background. First, Algerian people were talking Barbarian dialects which are the Kabyle, the Chaouia and the Mozabi and they are still used. Then, after the Islamic conquests Algerian people adopted the Arabic language which is now the official language in Algeria. Standard Arabic gave way to several varieties of the Algerian dialects spoken in different parts of Algeria.

William Marçais (1930) said that Arabic has two forms the classical one which is used in written forms and the second one the one which is spoken. And then, in 1830 Algeria was colonized by France for a long time (132 years). The Algerians were affected by its culture so they adopted the French language, even after independence, French remained rooted in the Algerian dialects and become the second language in Algeria, and used in all domains. Later in 1980s, it becomes the first foreign language. Due to economic factors, the English language has emerged and its status becomes a second foreign language in Algeria.

1.7.2 Educational setting

The study was undertaken in the “two Martyr Brothers Belmansour Abderrahim and Habib” secondary school which is situated in Chetoune “daïra” in the city of Tlemcen. This secondary school was established in 2004 and launched in September 2006. The total number of pupils is 1161; 805 are males and 356 females.

In first year pupils are divided into only two fields which are common trunks for both scientific streams and literature streams. The number of hours of EFL learning in this year is 3 hours per-week for both streams. Then in second year pupils branch out. For the scientific field they are divided into 5 other branches the common ones are practical science and management and economy. The range of hours per-week still 3 hours. In the other hand, the literature field they are divided into 2 other branches which are literature and philosophy with a range of 3 hours per-week and foreign languages with a range of 4 hours per-week. This division will stay the same in their

third year and also the same range of hours. This table will illustrate the different fields and their range of EFL hours.

Table n° 1.2: Different Fields and Hours of EFL Teaching in Secondary Schools

	Fields	Hours
The scientific streams	Practical science	03
	Management and economy	03
	Other scientific streams	03
The literature streams	Literature and philosophy	03
	Foreign languages	04

1.8 Conclusion:

To conclude, it does not matter how we learn or teach a foreign language as it is matter to learn that language and acquire it and to link ideas for learners to facilitate the understanding. There are different ways for learning and teaching a second language, and using the mother tongue is considered one of these ways. In some cases it helps the learners to grasp the ideas and to understand difficult words; the second language will always activate first language associations no matter what level of proficiency the person has. (White and Bell, 2010). And in other cases it misleads them especially if it is used inappropriately.

In this chapter we have discussed 7 items beginning with, the mother tongue use in EFL classrooms, the use of MT in learning and teaching, the non use of MT in learning and teaching, teaching English in Algeria, the objectives of EFL learning in the Algerian secondary schools, the third year book “new prospects” and finally, reasons for unsuccessful English learning in Algeria.

Chapter Two: Research Design, Results and Recommendations

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2.1 Introduction

The present chapter is dealing with the research methodology and procedures, and how the study was carried out. This study is conducted to investigate the MT use in EFL classrooms at secondary school in Tlemcen city, dealing with third year foreign languages pupils and their teachers. For that reason, the researcher has used two data collection instruments which are questionnaires addressed for both teachers and pupils; also a classroom observation was made. In addition to data collection instruments this chapter will highlight the data analysis procedures and the final discussion.

2.2 Research Design

The research design is the frame work that has been created to find answers to the research questions or testing the research hypotheses. It is how an investigation will take place, how data will be collected, and what instruments will be employed. Parahoo (1997:142) describes a research design as “a plan that describes how, when, and where data are to be collected and analyzed”.

The present research is a case study of third year foreign languages pupils in “Two Martyr Brothers Belmansour Abderrahim and Habib secondary school” in the wilaya of Tlemcen. The aim of this study is to investigate the participants' attitudes towards using MT in EFL classrooms.

Case study research is the most common qualitative method used in information systems (Orlikowski and Baroudi, 1991). Although there are numerous definitions, Yin (1984:23) defines a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.

2.3 Sample Population

Sampling is concerned with the selection of a subset of individuals from within a population to estimate characteristics of the whole population. Sampling implies an acknowledgement that it is not possible to investigate absolutely everything of interest at the same time, and therefore we have to choose a ‘sample’ (Johnson and Johnson,

1998). It is impossible to undertake a research on the whole population so choosing a sample eases the task.

The total number of EFL pupils participating in this study (both males and females) is 35 pupils in addition to 6 teachers. They were chosen randomly. The study was carried out in “Two Martyr Brothers Belmansour Abderrahim and Habib” secondary school in Tlemcen.

2.3.1 Pupils’ Profile

The subjects in this study were 35 third year foreign languages pupils in “Two Martyr Brothers Belmansour Abderrahim and Habib” secondary school. During the academic year 2016-2017. The target pupils were both males and females. Their age was between 17 and 18 years. All participants learned English for at least 7 years, starting from the middle school to the secondary school, with a frequency of 3 to 4 sessions of one hour per-week. The participants’ mother tongue is a western variety of Algerian Arabic.

2.3.2 Teachers’ Profile

The target teachers were 6 teachers from the same secondary school. They were 2 men and 4 women. Their experience in teaching English ranged from 4 to 32 years. Only two teachers were concerned with classroom observation. The reason for including other teachers in the questionnaire was to see whether they shared the same attitudes, in order to give clear picture for the study.

2.4 Data Collection

The instruments of this study consisted of two questionnaires addressed to both teachers and pupils, and also a classroom observation conducted with 2 EFL teachers.

The Questionnaire is a method used to collect standardized data from large numbers of people, i.e. the same information is collected in the same way. It is used to collect data in a statistical form. Researchers usually use questionnaires in order that they can make generalizations. Questionnaires consist of the same set of questions that are asked in the same order and in the same way in order that the same information can be gathered. There are two types of questions that may occur in the questionnaire; closed questions and open ended questions. These questions should be clear for the respondents.

Before distributing the questionnaires to the target sample, the researcher piloted it with 4 students from another school.

A pilot study is a research study conducted before the intended study. It aims to test the research process and to develop or test the efficacy of research instruments and protocols, in order to see if there are confusing or misleading questions.

2.4.1 Pupils Questionnaire

The questionnaire of pupils consisted of 3 parts; pupils' profile, the impact of the use of MT on EFL learners, and the use of MT in EFL classrooms. There were 9 questions; 7 questions were closed questions and only 2 questions were open ended questions. The reason why the majority of questions were closed is to make them easy for pupils to complete and to understand. Because as it is mentioned before the participants were pupils in secondary, school they were not capable enough to answer open ended questions. The three open ended questions were easy to answer, and they were for the sake to get more explanation and more details.

2.4.2 Teachers' Questionnaire

The questionnaire consisted of 7 questions; they were a mixture between closed and open ended questions. The majority of questions were open ended questions to gain more details. Because; teachers unlike pupils were able to express their opinions and open ended questions give them the opportunity for that. The questions were designed to find out the teachers' attitudes toward using Arabic in EFL classrooms.

2.4.3 Classroom observation

Classroom Observation is one of the methods that a researcher may use to collect data. It takes place in a classroom or other learning environment.

The first method that was conducted for data collection in this study was classroom observation. It was for 4 sessions, 2 sessions with one teacher and with the same class and the other 2 sessions were with another teacher and other class. One hour for each session. The classroom observation seeks to know how both teachers and pupils deal with English and how they use their MT to comprehend and facilitate the understanding. It consists of written notes and a grid for different criteria and occasions when MT occurs.

2.5 Data Analysis

In this section, the researcher will evaluate the collected data from the research instruments and from the participants, in order to find the reasonable findings and conclusions.

2.5.1 Analysis of the pupils' questionnaire

Questions 2 and 3: Pupils' Attitude towards English (Q2: Do you like English? Q3: Is English difficult for you?)

These questions deal with pupils' attitude towards English. All pupils answered that they liked English, and only few of them (34.29%) said that it was difficult for them to learn it.

Question 4: Pupils' Frequency of MT Use (Do you resort to your MT when you are learning English?)



Figure 2.1: Frequency of MT Use

The results presented in the bars are related to pupils' frequency of MT use. Most pupils said that they sometimes resort to the use of MT when they are learning English and 14.28% of them said that they often resort to its use. Whereas 8.59% said

that they never use it when learning English and only 2.85% of pupils said that they always resort to its use because it helps them.

Question 5: Helpfulness of MT Use (Does it help you to develop your knowledge of English?)

This question is dealing with the helpfulness of MT use for pupils. It reveals that 85.71% of pupils said that MT use helps them to develop their knowledge of English and they acquire it easily when they use their MT because it facilitates the meaning and then they can grasp it and save it in their minds. Whereas the other 14.29% of pupils said that it does not help them to develop their knowledge.

Question 6: Situation of MT Use (Do you use it with teacher or with classmates?)



Figure 2.2: Situation of MT Use

Almost half of the pupils said that they use MT with their classmates and 37.14% of them said that their use of MT is with their teachers, others said that they use MT with both teachers and classmates. Whereas 8.57% said that they do use it with neither teachers nor classmates while learning English.

Question 7: Teachers' frequency of MT Use (Does your teacher use MT)

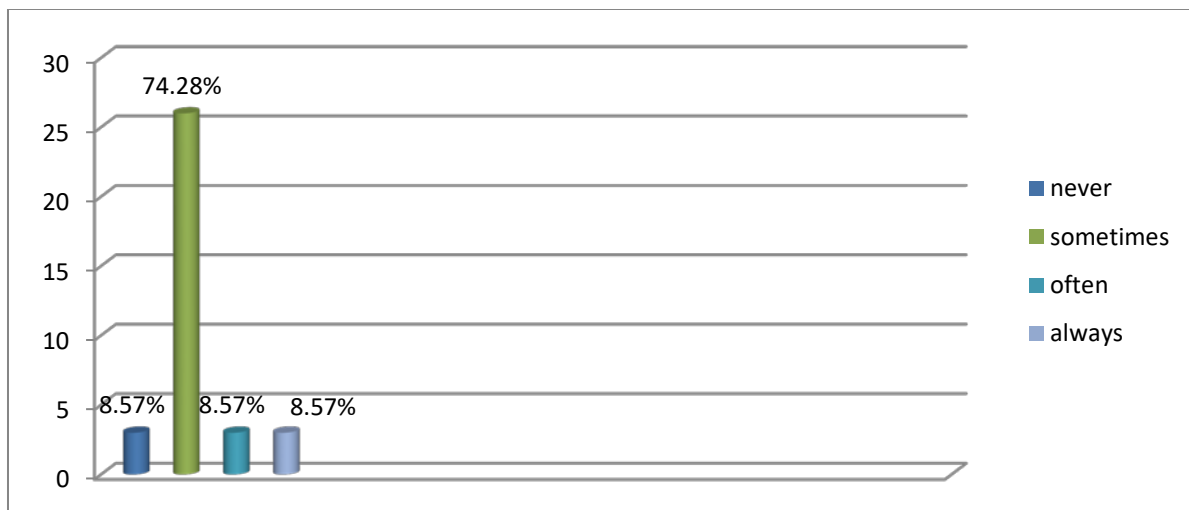


Figure2.3: Teachers' frequency of MT Use

In response towards if the teacher use MT, the majority of pupils (74.28%) state that their teacher sometimes use MT and 8.57% said that their teacher never used MT in English classes. In addition the same percentage (8.57%) declare that their teacher often use MT. As well as the last percentage, pupils said that their teacher always use MT in English classes.

Question 8: Teachers' Use of MT (If the teacher uses the MT, does it help you to learn English?)

Based on the results obtained from this question, it reveals that the majority of pupils are "for" the use of MT by their teachers because when he uses it, MT will facilitate the understanding.

Question 9: pupils' tendencies (What do you prefer?)

As far pupils' tendencies whether they prefer their teacher speaking only in English or mix it with MT, it reveals that 80% of pupils prefer that their teachers speak only in English however they that teacher should not over use MT.

2.5.2 Analysis of the teachers' questionnaire

Question 1: Teaching experience (What is your teaching experience?)

The first question was about the teachers' experience, the results were ranged from 04 to 32 years of teaching English.

Question 2, 3, 4 and 5: Teaching Difficulties and Used Strategies

The results obtained are summarized in the following table. (Table n° 2.1)

Questions	Yes	No
Question2: Do you face any difficulties concerned with pupils' comprehension?	05	01
Question4: Do you resort to the use of MT when teaching?	03	03
Question5: Do you use any other strategy to enhance comprehension?	06	00

This rubric is talking about if the teachers face difficulties and if they use any strategies that may enhance the comprehension, the results reveals that almost all teachers said that they face some difficulties concerned pupils comprehension, and the others do not face any difficulties (it is noticed that teachers who have long experience are the ones who said that they do not face any difficulties)

The half of the teachers said that they resort to the use of MT when teaching; on the other hand the other half said that they do not use MT. In addition; they all resort to many other strategies besides Arabic to enhance pupils' comprehension like videos, pictures...

Question 6 and 7: Pupils' Use of MT in EFL Classrooms (Table n° 2.2)

Questions	Yes	No
Question6: Do you accept that your pupils use the MT in the classroom?	03	03

Question7: Would you encourage the use of the MT in the classroom?	05	01
--	----	----

This table shows the use of Arabic (MT) in classrooms. The half of the teachers said that they do not accept that their pupils use Arabic in classrooms because it prevents them from acquiring English, and the other half said that they accept because they are Arabic native speakers.

The majority of teachers encourage the use of MT in the classroom, but another teacher does not agree on the use of Arabic in English classrooms.

2.5.3 Analysis of the classroom observation grids:

After attending 4 sessions with two teachers, one hour for each session the researcher obtained some results concerning the attitude of both teachers and pupils towards the use of MT in EFL classrooms. These results were collected through a grid and through notes. The following tables will highlight these results.

- Pupils' Use of MT in the Classroom (Table n° 2.3)

Occasions/criteria	Frequency
Greeting	Always
Chatting	Always
Working in groups	Often
Asking questions	Sometimes
Answering questions	Sometimes
Showing understanding	Sometimes

This table shows the occasions when pupils use their MT in English sessions. It is revealed from the observation that pupils use their MT much more in greeting and chatting. In addition they often use it when working in groups.

In asking and answering questions, pupils sometimes use their MT, especially when they do not understand a word or when they do not find the accurate word (the equivalent) to answer with. Yet when working in groups or pairs; pupils use their dialect in almost all the discussion, and only few words in English.

Moreover these pupils sometimes they MT words with English in speaking that such as in the case when they show their understanding. For instance, if the teacher asks pupils whether they understand what he is talking about, the pupils will answer in their MT.

- Teachers' use of MT in the classroom (Table n° 2.4)

Occasions/criteria	Frequency
Chatting	Often
Translating difficult words	Often
Greeting	Sometimes
Checking home works	Sometimes
Explaining activities	Sometimes
Answering questions	Sometimes
Asking questions	Never
Introduction to new lesson	Never
Explaining grammar	Never

This table shows the teachers' use of MT in the EFL classrooms. It reveals that teachers often use MT when greeting or chatting with their pupils, for example, they use the Islamic salutation and they ask how the pupils are doing in Algerian dialect.

The observation also revealed that teachers rarely use MT when checking home work. In fact, they sometimes use it when the pupils do not do their home work so teachers ask them what the reason is. But when they start a new lesson they never use dialectal Arabic so that the pupils grasp the key words and ideas.

As English is a foreign language for Algerian pupils they do not understand all its words, sometimes they have difficulties to understand some words, so teachers often resort to the use of MT to explain these words after they try to explain them by gestures and other tools. They also use MT to explain and facilitate activities, but never to explain grammar.

When explaining the lesson teachers usually ask questions they never do it

using MT, but only in English. However, in answering questions sometimes they use MT because pupils do not understand some words or some activities.

2.6 Data interpretation and discussion

The classroom observation and the questionnaires allowed the researcher to collect valuable data about the topic of interest which is MT use in EFL classrooms discourse. Data analysis permitted to answer the research questions asked in the beginning of the study and to confirm the hypotheses.

Regarding the first hypothesis which is “teachers use the MT to provide explanations and pupils use MT to ask for clarifications, answer questions and chat between them” interesting results were obtained.

Teachers were found to use MT in English classes in order to translate difficult words so that pupils can understand what the idea is or what the teacher is talking about, in order to attract their attention and make them follow the lesson especially for weak pupils and beginners.

For pupils, they said that MT provides them with some confidence and makes them understand the point easily without wasting time in checking dictionaries. Also they said that MT facilitates the comprehension and let them participate and communicate with their teachers.

However; both teachers and pupils were aware that the use of Arabic should not be excessive. These results are the same as some other previous studies (cook, 2001. al nofaie, 2010). All these results confirm the first hypothesis.

The second hypothesis formulated in this study is “the use of MT in EFL classrooms may have a positive impact on learning English”

The results reveal that MT is used in the EFL classroom to help English learning in different ways in almost all the fields as it is used to explain difficult words, to facilitate the comprehension and communication and to gain time as teachers said. It is also used by pupils to ask and answer questions, to work in groups and sometimes to show understanding, as revealed by the observation. This goes hand in hand with the findings of some scholars that switching from FL2 to MT can be an

effective strategy for improving pupils' proficiency in FL2 if MT is deliberately used in classrooms. Therefore these results seem to confirm that using MT in EFL classrooms is a bridge to facilitate learning of English thus confirming the second hypothesis.

2.7 Implications

The findings of this study suggest some implications for both EFL teachers and pupils on the use of MT in EFL classrooms. According to the analysis of pupils answers in the questionnaire and through the classroom observation it is revealed that pupils commit grammatical and lexical errors, when one reads their answers he feels that he is reading Arabic. This is due to the negative transfer from FL2 to MT.

Transfer from FL2 to MT can be positive and facilitative, as it can be negative when there are differences between the two languages. Transfer may occur at all levels and may influence the speaking and writing abilities for pupils if it was negative and if too much used. Pupils when they find difficulties in English learning they will turn to the help of their MT unconsciously, thinking that their MT use is helpful in English learning. For that reason, it is necessary to adapt some useful strategies to arouse pupils' attention to the influence of MT.

- Suggestions for pupils:
 1. Pupils should put their interest to English learning.
 2. Pupils should face their errors and mistakes positively to avoid them because the negative transfer of MT can be overcome gradually in their minds.
 3. Pupils should follow their teacher and improve their abilities.
 4. Pupils should learn how to think in English.
 5. Pupils should read in English because the more they read, the better they gain English knowledge.

Teachers also play an important role in learning English; they know how to deal with errors and weaknesses of their pupils, so they should know that pupils need time and help to improve their ability in using FL2.

- Suggestions for teachers:
 1. Teachers should improve the pupils' motivation towards using English.
 2. Teachers first should understand the differences and similarities between the two languages, so that they can teach them to their pupils.
 3. Teachers should avoid the negative transfer in all levels such as vocabulary and grammar.

These implications may lead to other researches that contribute with the same field of this study, such as the influence of MT and translation on EFL learning also the role of MT in learning ESP.

2.8 Conclusion

This chapter attempted to clarify the data collection methods and procedures used in this study. Also it explained the instruments and the sample conducted in this case of study. Then it highlighted the data analysis and the finding the researcher reached.

From the analysis of the instruments of this research, the researcher concluded that both pupils and teachers have a positive attitude toward using MT in EFL classrooms. It means that the use of MT is a facilitating tool and a way to better understand the foreign languages. The links between Mother Tongue and English language can make learning easier.

General Conclusion

General Conclusion

Teaching English as a foreign or second language is a complicated process and an issue that raises a lot of controversies between researchers and scholars. Some of the phenomena investigated by the researchers are the use of MT in EFL classrooms. Many researchers agree on the use of MT in EFL classrooms and considered it as a facilitating tool in acquiring and learning a second language. Supporting their arguments by saying that learners are not an empty diskette in which we can just put all the data into it. Another language has already existed in their minds, and it is irrelevant to ignore it or to prevent learners from using it. Others disagree on the use of MT in EFL classrooms and consider it as an obstacle to improve L2 learning, because it provides less amount of L2 input, i.e. L2 should be used as much as possible in classes. They added; that the only acceptable way to communicate in EFL classrooms is to speak in English.

This study investigated the use of MT in EFL classrooms by pupils and teachers in a secondary school in Tlemcen. It aimed at discovering whether MT was used while learning or teaching EFL in classrooms focusing on the frequency, occasions, reasons and ways of MT use. For this purpose two research questions were put forward:

1. How is mother tongue used in EFL classrooms?
2. What impact does it have on EFL learning?

For which the following hypotheses were formulated:

1. Teachers use the MT to provide explanations, while pupils use MT to ask for clarifications, answer questions and to chat between them.
2. The use of MT in EFL classrooms may have a positive impact on EFL learning

This work consisted of two chapters. The first one dealt with the literature review on MT use in EFL classrooms. It presented what other scholars and researchers found in their own studies about the use of MT. It also dealt with the teaching of English in Algeria emphasizing the secondary school level and the educational setting where the study was conducted. The second chapter presented the research design and procedures used. It describes the research design, the sample population of this study

General conclusion

(teachers and pupils) and also the research instruments. In addition; it dealt with data analysis and the results of this study ending with the discussion and the interpretations of data.

What the researcher has found during the investigation of this study, and about the problem of this research, whether to use or not to use MT in EFL classrooms is that, it is a good idea for sure to use only L2 in EFL classrooms. And it is not recommended to use MT by both teachers and pupils; however, MT should not be ignored. Both teachers and pupils are aware that the use of MT should be in a rational way, without exaggeration. They know when, where, why, and for what purpose to use it. And to not count too much on it.

Regarding how MT is used in EFL classes, informant teachers said that the use of MT depended on their pupils' needs. i.e. they used it only with beginners and with poor level pupils. They added that sometimes the use of MT was only for saving time because they were short of time. The situations in which they used MT were namely for giving explanations about the difficult concepts or ideas in the lesson, after trying to explain it with other methods. They highlighted that the use of MT was the final choice and the last solution. Teachers added that they were not in favor of an excessive use of MT in classes. The majority of pupils in the other hand were "for" the use of MT in their classes and they said that it helped them in communicating with teachers and their classmates. Moreover, it helped them in building their self confidence. According to this study the situations in which pupils used their MT were in greeting, chatting, working in pairs, asking and answering questions. In general, they asked for clarification about new concepts.

Regarding the impact of MT use on English learning the findings of this research reveal that MT use in EFL classrooms is a facilitating tool for both teachers and pupils and a mean to improve language teaching and learning. It plays a crucial role to develop the best way to acquire and grasp a L2.

The limitations of this study are addressed as implicit recommendations for future research. This study was restricted to the use of MT in EFL classrooms in a secondary

General conclusion

school in the stream of foreign languages not all streams, so we cannot generalize it to other streams and other schools. Another constraint is time. The researcher was allowed to attend only four sessions one hour per session. It was not enough to collect satisfactory data.

A further study that will look into the same dimensions with the present study may use other educational settings and other participants. And it would be interesting to deepen the study with long periods of observation. Some research questions may be interesting for further researches. Such as what are the methodological ways for successful MT use in EFL teaching and learning?

Despite these limitations, it is believed that this study covers the situations and occasions where MT should be used or where it should not be used for better EFL teaching and learning. This investigation may help EFL learners to improve their second language acquisition. It is worth mentioning to mark for both teachers and learners to be aware of the rational use of MT.

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Appendices

Appendix A: The Questionnaires

Pupils' Questionnaire

Please fill in the questionnaire, give a tick marks () wherever appropriate.

Part one: pupil's profile:

1. Year of study:

First

Second

Third

2. Do you like English?

Yes

No

Part two: The impact of the use of the mother tongue on EFL learners.

3. Is English difficult for you?

Yes

No

4. Do you resort to your mother tongue when you are learning English?

Never

Sometimes

Often

Always

5. Does it help you to develop your knowledge of English?

Yes

No

Explain.....

.....

.....

Part three: The use of MT in classroom:

6. Do you use MT with?

Classmates

Teacher

With both

With none of them

7. Does your teacher use the mother tongue?

Never

Sometimes

Often

Always

8. If the teacher uses the mother tongue, does it help you to learn English?

Yes

No

Explain.....

.....

.....

9. What do you prefer?

The teacher speaking only in English

The teacher mixing between English and mother tongue

Thank you for your collaboration

Teachers' Questionnaires

Please answer all questions

Part one:

1. What is your teaching experience:

..... Years

2. Do you face difficulties concerned with pupil's comprehension?

Yes

No

3. If yes. How do you deal with these difficulties?

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

4. Do you resort to the use of the mother tongue when teaching?

Yes

No

5. Do you use any other strategy to enhance comprehension?

Yes

No

If yes please explain

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

6. Do you accept that your pupils use the mother tongue in the classroom?

Yes

No

What for?

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

7. What are the most common situations in which you prefer to use the mother tongue? Please list them

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

8. Would you encourage the use of the mother tongue in the classroom?

Yes

No

Why?

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

Thank you for your collaboration

Appendix B: The observation grid

1. Pupils:

frequencies occasions	Never	Sometimes	Often	Always
Greeting				
Chatting				
Asking questions				
Answering questions				
Working in groups				
Showing understanding				

2. Teachers:

frequencies occasions	Never	sometimes	Often	Always
Greeting				
Chatting				
Checking home works				
Introduction to new lesson				
Translating difficult words				
Explaining grammar				
Explaining activities				

Asking questions				
Answering questions				