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**The use of first Language in EFL Teaching: Case
of all levels students at Yaghomracen Ibn Ziane
high school**

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of the requirements for the degree of Master in English Language
Teaching

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Dedications

To ...

My mother and my father

My sister “NAWEL” and my brother in law “ZAKARIA”

My nieces “MALAK” and “RANIA”

My brother “ZAKARIA”

All Hadj-Adda family

To ...

My support in life, my sisters “MARWA” and “YASMINE”

My best friends ‘WAFAA’, “SALIHA”, “NESRINE”, “YASMINE”
and “RIM”

{To all those who wished me luck and success}

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Abstract

The present work aims at shading light on the use of L1 of both teachers and students in English classroom. Therefore, it investigates the situations and cases

where teachers may switch and permit using L1. This extended essay attempts to investigate whether the mother tongue has good effects on the English classroom. A case study research was conducted in Yaghomracen Ibn Ziane high school accrediting 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 result of this research revealed that both of teachers and students have two opposite sides toward the use of Arabic in English classroom. The positive side, helps students to understand well the lectures and allow teachers to transmit their message easily. The negative side, is about the overuse of Arabic in English classroom. At the end some recommendations were proposed for better using and integrating the mother tongue in 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.

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INTRODUCTION

General Introduction

Recently, in the area of language teaching, academics and researchers have demonstrated and designed a range of techniques and methods that could positively and successfully play a part in the teaching/learning process. The above techniques include using visuals, gestures, synonyms, audio-visuals, and incorporating the first language (L1). In the same vein, the incorporation of the mother tongue (L1) technique in the context of English as Foreign Language (EFL) was the subject of debate and investigation, since it is frequently chastised for interfering with the target language (TL) acquisition. Moreover, according to an exciting amount of research there is an area for using (L1) like a classroom resource because it benefits both the teacher to explain the message and to encourage students to use it as an individual strategy. However, there is much more to be revealed. Hence, the purpose of this study is to investigate teachers' and students' behaviours against the incorporation of L1 in the English classroom.

Consequently, the researcher attempts to find answers to the following research questions:

Q1: Are students and teachers for or against using the mother tongue during English classroom?

Q2: When is it appropriate to use Arabic in the English classroom?

Q3: What are the advantages of using Arabic in the English classroom?

The following hypotheses were designed to respond to the previously noted research questions:

H1: Both students and teachers are excited about incorporating Arabic into the English classroom.

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H2: Once there is lack of understanding in the English classroom, Arabic is used.

H3: The use of Arabic in the English classroom is advantageous as a teaching material for relieving ambiguity and enhancing learning.

To accomplish the study's intended goals, the researchers performed a case study investigation into students of all years from different branches in Yaghomracen Ibn Ziane high school and their teachers. The two main research instruments used in this investigation revealed both qualitative and quantitative results: a questionnaire for students and interview for teachers.

The study is divided into three chapters. The first chapter examines some related literature on the use, benefits, negatives, and circumstances of incorporating the L1 in the language classroom. The second chapter discusses some theoretical concepts about research methodology and guidelines. Furthermore, the third chapter includes discussion of the major findings, data analysis, as well as the affirmation or invalidation of hypotheses. Furthermore, it represents an attempt to provide some advice and suggestions for teachers to improve the incorporate L1 in their classrooms.

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1.1. Introduction

Nowadays, English has become the most commonly spoken language in the world, and it is considered as the most important business languages. More and more people are dedicating time to study English, thence many researchers attempted to study for better methods and techniques that might avail effectively English language teaching. The use of first language (L1) is the most used technique that is suggested to be efficiency in the EFL contexts. Hence, this chapter will highlight what researchers have investigated about the aforementioned topic.

1.2. Foreign language teaching & learning in classroom

The relationship between teachers and their students was examined in recent studies in the field of teaching and learning. To put it another way, this relationship is known as the teaching and learning process. Many studies show that teaching and learning are inextricably linked. 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 attempted to develop methods and techniques to improve teaching and learning. To establish a strong relationship between teaching and learning, one must be aware of the characteristics of each. Furthermore, researchers studied teaching in isolation before recognizing the effects on learners and their learning.

1.2.1. Foreign language teaching

Language teaching requires more than just copying conjugation tables and memorizing vocabulary. However, it is the ability to show students how to use and comprehend a language in context. Thus, teaching is the skill of

transmitting meaning and helping learners through providing instructions and helping with 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 a similar vein, Freire (1993: 72) has referred to knowledge transfer of information as a financial metaphor: the teacher sends information to his learners and aids them in gaining, memorizing, and repeating it; in plenty of other utterances, a talented teacher's knowledge organization can allow learners to understand and remember what has been transmitted.

Furthermore, the role of language teachers can be necessary to attain language learning objectives (fluency/accuracy). As a result, one of the most important factors influencing language learners and learning outcomes is teachers' methodology. Teachers' atmosphere and character also have a massive effect; if teachers are enthusiastic, friendly, and well-organized, students will experience and learn more.

1.2.2. Foreign language learning

Learning is the process of acquiring or gaining knowledge of a subject or skill via 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 both enjoyable and challenging! It is essential for students to participate in their classes. The more students participate in the classroom, the more spontaneous it will seem for them to speak and communicate in the language they are learning.

Moreover, differences among classmates (mood, maturity level, academic ability, and method) may have an influence on overall learning and the amount of language acquired. For instance, learners learn better whenever they are relaxed. Furthermore learning styles and learning strategies influence

learning. Making errors and learning language skills (structures, grammar, speaking, writing, etc.) helps students learn more.

To summarize, learning is based on both teachers and learners; the teacher as a source of input and the learner as a reflector and producer of language as an output.

1.3. Input & Output in classroom communication

The language learning process is divided into two parts: input and output. (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”**. In order to attain the aims

of language learning, both input and output should be provided. (Ellis, 1997: 5) confirms this by stating **“Language learning cannot occur without some input”**. He emphasizes the importance of both of them in learning a language, particularly a foreign language.

In this framework, the classroom is regarded as the primary source of input for foreign language learners, wherein the learner receives different structures from teachers and peers in various ways (spoken, written language). Krashen (1982) explicates that the benefit of classroom input is that the learner is exposed to a large amount of well-structured language (comprehensible input), allowing him to learn a good language.

Likewise, (EFL) is reliant on the teacher-student relationship. Specifically, how can a teacher transmit information to his students, and how can students treat incoming messages and translate them into understandable output. 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. (EFL)

(EFL) makes reference to learning and using English as an additional language in a country where English is not spoken. This term is mostly used to refer to students whose first language is not English and who are learning English while still living in their home country. For illustration: a Chinese student learning English in China; or teaching English in Algeria. Today's world, the English language is the most widely used means of communication among people all over the world. As a result of the globalization phenomenon, it became the global language. As a consequence, learning and teaching English as a foreign language is extremely beneficial and necessary. Above all, it has become to be the world's most powerful language. Besides that, it provides learners with numerous opportunities such as becoming aware of other cultures, obtaining job opportunities, and becoming acquainted with other sciences (through English for specific purposes learning) plus job opportunities.

In this regard, massive efforts are being made to keep English as the first and dominant language in the world, such as what the British Council is already doing arranging meetings and seminars to educate teachers on how to teach English. There are also several conventions between the United Kingdom and other countries, particularly in the field of English teaching (scholarships). The methods and techniques used to make the teaching and learning process more beneficial and productive are the most important aspects of this subject (EFL). As a result, many debatable methods for teaching English have been developed: the Grammar translation method, the direct and indirect method, audio-lingual, Communicative language teaching (CLT), and so on... Aside from the positive and negative effects on teaching and learning, each method has advantages and disadvantages. This resulted in the appearance of supporters and detractors; the example of using the first language (L1) in EFL class, which is recognized one of the most contentious issues in the EFL teaching field since the decline of the grammar translation method.

1.5. The use of L1 during classroom

This study sheds light on the role of using L1 in EFL classrooms. The native language of the speakers is classified as the first language (L1). The Algerian Arabic language is considered in this thesis as L1.

1.5.1. Background of the use L1

The use of L1 in EFL classrooms was among the most widely used and accepted techniques. That period, generally, teaching foreign language (FL) was performed through translation to L1. Howatt (1984) described that the use of L1 in classroom was accepted and respected and was a popular technique at the moment even though language teaching emphasized written language instead of spoken language.

In the 19th century, a number of major disputes and opposition caused the grammar-translation method to miss its global dominance. The primary reason was that students were unable to improve their communication skills (Howatt, 1984). In the same way, the use of L1 became associated with being uncommunicative, boring, meaningless, and irrelevant, — in other words it did not reach the needs of the learner (Harmer, 2001).

Afterwards, European researchers assumed 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). As a consequence, using L1 in the EFL classroom was refused and turned to a contentious issue. Several observers agree that combining two languages would not help students achieve their goals (fluency), They, quite, look at translation like an origin of ambiguity and was replaced via pictures and gestures that appeared to them being more appropriate and effective (Howatt,2004).

One of those who were opposed to using L1 in the EFL classroom was Blackie. According to Hawkins (1981, cited in Richards, 2000), Blackie

presumed that language (words) must be primarily correlated with objects, and students are not expected to think in L1. This philosophy was identified as the direct method which holds that students gain foreign languages in the same manner that children acquire L1, and the L1 interference must be deleted.

After that the direct method emerged another method referred as the audio-lingual method that also critiqued the use of L1, It also highlighted the importance of not using it. That viewpoint on the foreign language and the L1 was that the two methods must not be combined; As a result, FL must be used alone. (Larsen-Freeman, 2000). Afterwards, the monolingual method gained popularity; it followed the twin principle of not using L1 in EFL classes. Monolingual teaching had been popular and the most effective way of learning foreign languages. (English in specific) (Pennycook, 1994). This implies that learning a foreign language seems to be advantageous if there is an interaction among students in the target language without interference from L1.

The majority of researchers who advocated against using L1 attempted to defend their position by claiming that using L1 somehow doesn't encourage students to use FL, and it influences students' participation in FL (Krashen, 1982, cited in Prodromou, 2001; Ellis, 1997, cited in Hawks, 2001), this signifies that students' thinking is always influenced by L1, As a consequence, they could learn the target language wrongfully in aspects of grammar and syntax. Furthermore, Cook (2001) brings that L1 must be eliminated regardless of the circumstances. He argues that when students interact only in FL, they will acquire a naturally communicative environment. In this regard, Prodromou (2001) notices that the native language has been managed as a taboo subject.

After that, a novel method was noticed; it did not reject the use of L1. Nonetheless, it concentrated on its limited application. This was the communicative language teaching (CLT) method, which first emerged in the 1970s. It was suggested that the use of L1 in EFL classes be reduced. For

example, L1 must be used lightly in order to provide the student with the maximum exposure to FL (English in specific). In this context, an interesting issue about using L1 must be mentioned: Numerous teachers are perplexed or misled by CLT's behavior against the use of L1. They assume that the use of L1 is prohibited and rejected in CLT. Moreover, L1 being used in the CLT was regarded as a beneficial factor, although in a reduced use. In those other words, in EFL contexts, L1 must be minimized and limited.

Lately, a supporting view has emerged, proposed for bilingual education rather than monolingual education (English-only method). Researchers who hold this viewpoint regard L1 as a tool for learning. And they understand its value in FL classes (Cole, 1998; Deller, 2003; Frankenberg-Garcia, 2000; Harmer, 2001; Hawks, 2001; Reis, 1996). In the same manner, others argue for the importance of L1 and claim that it is needed. (Schweers, 1999). As either a large number of written works addressing this issue recommend that L1 must be taught in FL classrooms and that it is used as an instrument for facilitation can be beneficial (e.g., Atkinson, 1987; Bolitho, 1983; Choffey, 2001; Frankenberg- Gracia, 2000; Harmer, 2001; Hawks, 2001; Langer, 2001; Murakami,1999; Prodromou, 2001; Rinvoluceri, 2001).

Recently, researchers believe that there is no single method that is universally accepted, as a critical factor in EFL contexts. New academic teachers agree that teachers ought to be able to adapt an eclectic method. As a consequence, a new philosophy known as the eclectic approach emerged, where multiple approaches and methods for teaching foreign languages are combined considering the real lessons objective and the students' competences. This approach emphasizes the importance of using the L1 in conjunction with other methods, including the direct method, audio-lingual, and Communicative Language Teaching methods (CLT).

1.5.2. Advantages of Using L1

The preceding background knowledge for L1 need suggests that there have been numerous advantages to using L1 in FL class. A side effect, the majority of researchers and scholars who agree with that statement presume inside its significance, necessity, as well as its positive effect. As a consequence, they suggested significant benefits:

- ❖ It alleviates learners' anxiety (Auerbach, 1993 as cited in Hawks, 2001) and reinforces a more peaceful educational environment (Burden, 2000; Philips, 1993).
- ❖ It enhances students' self-esteem so they can muster the courage for participating in class.
- ❖ It is a method of incorporating the students' cultural background knowledge into the classroom (Prodromou, 2002).
- ❖ It makes it easier to acquire an understanding and give orders (Atkinson, 1987).
- ❖ It attempts to explain the significance of abstract words extremely easy and makes it easier to introduce the major differences in grammar and pronunciation among both L1 and L2 (Buckmaster, 2002; Cole, 1998).
- ❖ Utilizing L1 helps with interaction, teacher-student relationships, and FL learning (Harbor, 1992: 354).
- ❖ L1 techniques enable teachers using more rich and realistic texts that also outcomes in more understandable input and speedier acquirement.
- ❖ The use of L1 could indeed get you a huge amount of time and ambiguity (Harbor, 1992: 351).
- ❖ L1 as a scaffolding material: Scaffolding is an umbrella term that refers to the concept of using the L1 as a cognitive tool to reduce the context's challenges and progressively delete those constraints as students obtain insight abilities, and competence throughout facilitating teaching and learning (Young, 1993).

Researchers have also revealed that the monolingual method (English-only method) is not really a deciding and pedagogical component that improves English learning 100%. It is counterproductive to only use English in EFL classes. Instead using L1 is essential in such 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

Once the L1 is being used incorrectly in EFL classes, it could have an adverse effect on the learning process, they are summarized as follows:

- ❖ Teachers frequently believe that when using L1, they are really being unmotivated or demonstrating a lack of self control to influence students (Burden, 2000).
- ❖ The use of L1 can lead to an over-reliance on it (Polio, 1994: 153).
- ❖ It may lead to a failure to maximize the use of English (Atkinson, 1987: 247).
- ❖ It has the potential to simplify differences between the two languages that cause difficulties in learning English.
- ❖ This can cause the students to become lazy, resulting in them learning a limited number of English vocabularies: because they seek word translations instead of synonyms (Atkinson, 1987).
- ❖ Excessive usage of L1 causes students to think in L1, and inhibits the advancement of English learning.

As previously stated, Overuse or misuse of L1 has a negative effect on English learning. This is why teachers must be aware of how much L1 is to be used in EFL classes.

1.5.4. Attitudes of using L1

The notion that L1 could indeed serve as a supplement in EFL contexts, particularly when teachers and students communicate the same first language was already demonstrated by numerous researchers and academic teachers, including Atkinson (1993), Auerbach (1993), And Cook (2013)...etc. Their study concentrated on when L1 must be used and when not. As a consequence, many specific situations wherein L1 is acceptable have indeed been recommended to teachers. For example:

- ❖ Cook (2013) suggested: L1 is allowed to express and verify the sense of complex words as well as ambiguous words, clarifying some grammar points, arranging the class, organizing tasks, and maintaining discipline.
- ❖ Also, De La Campa and Nassaji (2009) were discovered that L1 is permitted for translation, activity training, comprehension verifications, and classroom organization.
- ❖ Aside from those, Atkinson (1987: 243) suggested offering advice and assisting students in cooperating with one another.
- ❖ Butzkamm (2003: 29) proclaimed 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 a last option. Furthermore, Students can use code switching if they misspell one word or struggle to fulfill their thoughts (It is critical to give them the opportunity to communicate designed to encourage them to participate).

The above suggested circumstances are dependent on the teachers' knowledge. Teachers, therefore, must be adaptable and attentive of the situation whether L1 interference is required or not, considering the lesson's main objective and the students' competences.

1.5.5. The teachers' misuse of L1

Incorporating L1 in EFL classrooms is of the main techniques for both teachers throughout transmitting messages and explaining lessons to students, and students in enabling their English learning.

Unfortunately, this technique is widely misapplied by teachers; the following are the most common L1 blunders:

- ❖ Excessive usage could really lead to lack of motivation and L1 dependence. The teacher must use the L1 sparingly and minimize overuse as a result; students believe that they are unable to understand the target language's input till it is translated to their first language (Atkinson, 1987).
- ❖ Translation (word - for - word) may have a negative impact. Because the student operates on two distinct systems, L1 may affect on language structures.
- ❖ The real issue that the EFL learner heads is starting to think in L1. This issue prevents the student from being adaptable. Specifically, the student is unable to switch from L1 to L2 thinking, which causes difficulties in developing language structure and forces the student to rely entirely on L1.

1.6. Conclusion

This chapter was focused to a review of the literature, where several aspects of incorporating L1 in the EFL classroom were discussed. Beginning

with a description of the important factors that determine language teaching and learning, then, the researcher put a spotlight on both language teaching and language learning. She already discussed input and output in the classroom, as well as their importance in learning. Following that, the researcher concentrated on using of L1 in EFL classes, opens with a brief history of L1 incorporation, which includes assisting and opposing views on L1. She then discussed the benefits and drawbacks of using it. After which she listed the most common situations and reasons for using L1 and highlighted the main kinds of teacher abuse.

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2.1. Introduction

The purpose of this study is to shed light on the attitudes of both teachers and students against the use of L1 in EFL classes. As a result, this chapter includes the research design, research approach, and research instruments used in this investigative process: semi-structured interview with teachers and student questionnaire. Furthermore, this chapter emphasizes quantitative and qualitative data analysis.

2.2. Research Design

A research design is a procedure that a researcher follows in order to be objective and accurate in answering 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 obtain a decent design, some basic characteristics such as flexibility, appropriateness, efficiency, and economy should be provided. Besides that, the design should reduce bias while increasing the reliability of the data collected and analyzed.

As a result, this work involves a descriptive research design that employs case study research and employs both qualitative and quantitative data collection methods (mixed approach). The reason for choosing case study research is that it allows the researcher to study, understand, and explain a 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”**. Further to that, the case study's ability to investigate cases in depth and to use multiple sources of data serves as an important tool for descriptive research studies in which the spotlight is on a particular circumstance.

Another important reason for selecting this type is that case studies are one of the most adaptable tools for researching issues, allowing for data collection from various sources using various methods.

The case study method is used by the researcher because it permits for an in-depth investigation of both teachers' and learners' attitudes over to using L1 in EFL contexts. To begin, the current work identifies the problem that inspired the researcher to conduct research on this topic. Then, hypotheses are stated that serve as a pathway to the research's goal. The researcher also used a questionnaire with students and an interview with teachers to collect data. The researcher used a mixed approach (qualitative and quantitative) to analyze the data in the following step.

2.3. Research Approach

In this investigation, the researcher used a mixed method approach (quantitative and qualitative approaches), since these two approaches combine one another. In other words, quantitative and qualitative approaches combine each other in purpose of offering strength for the study's process.

The research methodologies can be classified into two paradigms: interpretive and positivist. Consequently, quantitative and qualitative approaches must be treated separately in order to emphasize the strengths of each.

2.3.1. Quantitative Approach

The positivist paradigm is associated with quantitative research. It is empirical research in which the data are numerical, and then it is concerned with the collection and analysis of numerical data. 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 vein, According to Creswell (1994), a quantitative approach is one that is based on checking objective theories between variables. This can be measured numerically and analyzed statistically 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 quantitative research, qualitative research is more challenging, stressful, and time-consuming. It's linked to the interpretive paradigm. According to Hoepfl (1997), qualitative research aimed lighting, comprehension, and extrapolation to familiar circumstances rather than extrapolation, and they are more open and responsive to their subject. According to Creswell (1994), the qualitative approach is associated with the human problems and data is gathered from real-world settings. as well as examined inductively, allowing the researcher to collect reliable data to aid in better understanding of this study and providing more opportunities for better intervention 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.”

Since each sort of research serves a distinct purpose, the researcher is obligated to employ both in order to provide strengths for the current study. As a result, the research questions will be addressed both 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 methodical approach to collecting data and information about the objects of study (people, objects, phenomena) as well as the context in which they occur. Data collection allows the researcher to collect

data from a variety of sources, this even enables him to solve pertinent questions, evaluate outcome measures, and estimate future probabilities and trends. Furthermore, it is a complicated and difficult task that takes a long time to complete. Different data collection strategies, often using existing information, can be used. Observing, interviewing (face-to-face), and administering written questionnaires and Focus group discussions (Corlien 2003 qtd in Chaleunvong 2009).

This study employed two of the aforementioned techniques' instruments: an interview (semi-structured) with EFL teacher and a questionnaire with students in high school.

2.4.1. Setting

This study was carried out in Yaghomracen Ibn Ziane which is situated in the road of « sidi boumedienne» Tlemcen. The Ministry of Education has started to exploit this establishment since 27-04-1986. This high school has several streams, one of which is foreign languages. In this specific branch, there are several subjects study, but the fundamental ones are French, English, and Spanish. In this school, there are twenty two (22) classes, from 1st years to 3rd year and all branches. As all the Algerian schools, this secondary school also adopted the Competency-Based Approach (CBA).

The goal of this study is to discover about EFL teachers' attitudes toward the use of L1 in their classes. Furthermore, the purpose of this research is to determine whether or not teachers use L1 and consider it to be a helpful factor in teaching English and also student attitude.

2.4.2. Participants' Profiles

The current study selects all participants from Yaghomracen Ibn Ziane (Tlemcen) high school. The sampling includes all-year pupils of foreign languages and EFL teachers.

2.4.2.1. Learners' Profiles

Throughout this study, the researcher employs a sample of thirty (60) learners of various levels and specializations. The number of pupils that engaged in this research represents all from different levels and specialties in Yaghomracen Ibn Ziane. And all of them share the same L1 (Arabic language). The reason behind selecting this sampling is that these students have experienced the English language for Considerable years between 6 to 8 years. In other words, they have an English background and knowledge in aspects of vocabulary and structure... and they have some abilities (speaking, writing, reading, and listening). They are also available throughout the year. Learners in this study were given distributing written questionnaires.

2.4.2.2. Teachers' Profiles

The researcher selected three (03) EFL teachers to participate in this research. These teachers have an experience between ten to twenty-five (10-25) years of teaching the English language. They taught all levels in high school (from 1st year to 3rd year) they were asked to respond orally to the semi-structured interview questions in order to enrich this research. All teachers share the same L1 (Arabic language).

2.5. Instruments

In this study, the researcher used different instruments to investigate the research questions and test the hypotheses. As previously stated, a semi-structured interview was conducted to teacher, and a questionnaire was distributed to foreign language students.

2.5.1. Teachers' Semi-Structured Interview

The interview is a method of gathering information that relies on communication and interaction. For which the investigator attempts to elicit pertinent information from the interviewee for the aim of the survey. The interviewer effectively gathers information from informants during an interview by cross-examining them, In order to achieve adequate and valid information; he must be really efficient and accurate.

Which is well famous, there is three types of interview formats: the structured interview, the unstructured interview, and the semi-structured. As a result, the most recent one (the semi-structured interview) is often used as a research instrument for data collection in this study. The above type involves components from both structured and unstructured interviews. It is distinguished by its adaptability; the question ranking can be adjusted based on the direction of the interview. It moreover permits the researcher .To become more dynamic with participants in ways to collect as much relevant data as possible .According to Nunan (1992 p149), **“Because of its flexibility, the semi structured interview has found favor with many researchers”**.

Several researchers preferred Semi-structured interviews since questions can be really arranged ahead of schedule. It further enables the interviewer to be trained and appear knowledgeable during the interview. According to Karin Klenke, the strengths of this instrument are summarized (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 goals of using these types of research tools in this study are to answering the research questions addressed in this study and to check the hypotheses stated.

2.5.1.1. Procedures

As previously stated, the aim of the interview is to gain knowledge about the teachers' perspectives on the use of L1 in the English teaching process. Furthermore, the question asked may unveil whether or not teachers are actually using L1 in their classes, as well as the advantages they may reap from doing so.

The interview was conducted with three (03) EFL teachers at Yaghomracen Ibn Ziane high school. In first rubric, teachers were asked about their careers (profiles). The second rubric addressed teachers' attitudes toward using L1 (Arabic) in English instruction. The third rubric discussed the benefits and drawbacks of L1.

2.5.2. The Questionnaire

The questionnaire is among the most basic tools used in research to collect data. It is a collection of questions posed of participants in order to gain statistically useful specific information. Gillham's (2008 p2) definition: **“Questionnaires are just one of a range of ways of getting information from people usually by posing direct or indirect questions”**.

Due to the nature of the questions, the questionnaire can always be classified as a quantitative or qualitative method. For illustration, answers to closed-ended and multiple-choice questions are quantitatively analyzed; they also can be represented graphically in pie charts, bar charts, and percentages, also while responses to open-ended questions are qualitatively analyzed and expressed in discussions and critical analyses.

The Questionnaire has massive benefits and strengths that obliges most researchers to use it. Seale et al.(2012 p182) summarized the following strengths:

- ❖ 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 must be two types of questions which are widely used when creating a questionnaire: open-ended and closed-ended questions. The choice of each type is determined by the research objectives and the nature of the data that must be gathered.

2.5.2.1.1. Open Ended Questions

The interviewee is free to voice his views in this sort of question, because of questions cannot have pre-determined answers. Overall, open-ended questions are typically found at the end of a questionnaire in order to achieve adequate constructive feedback from the participant.

2.5.2.1.2. Closed-Ended Questions

Closed-ended questions have different answers (suggestions), and the participant is limited to selecting one of these fixed and limited pre-determined responses. This form is suitable for calculating statistical data and various percentages. The researcher recommends this method for its strengths and benefits, which are summed below:

- ❖ Simple and responding quickly.
- ❖ Response choice could really help the respondent understand the topic text.
- ❖ Improves response consistency.

- ❖ It is simple to draw comparisons to other respondents or questionnaires.
- ❖ Analyzing is smoother, faster, and less expensive.

This research looked at, for data collection; the researcher just used closed-ended questions in the questionnaire such that the goals can be reached and the responses can be quantitatively analyzed.

2.5.2.2. Questionnaire Design

When designing the questionnaire, it is critical to prioritize the reliability and validity of the questionnaire as among study's priorities. As a result, this process is regarded as tricky work.

In the table below, There seem to be nine closed-ended questions split into 3 rubrics, and each question will be presented individually through its purpose provide the additional clarification. Participants were asked to determine the correct response.

Table: 2.1 Questionnaire Design

QUESTIONS	OBJECTIVES
RUBRIC ONE	The whole first rubric addresses the study's personal information. It has two (02) questions.
Q1	The goal is to determine how long they have been exposed to the English language.
Q2	It seeks to draw a brief picture of their English proficiency.
RUBRIC TWO	The purpose of this study is to determine the learners' behaviors against using Arabic in English class.
Q3	It wants to know if students are more likely Arabic translation over English explanation.
Q4	The aim is to determine how students use the Arabic or English dictionary when they come across difficult words.
Q5	The goal is to determine whether or not learners should

	consider using L1.
RUBRIC THREE	Attempts to identify situations and time spent using L1.
Q6	The goal is to discover how learners use L1 in English classes.
Q7	Attempts to determine whether using L1 has a positive or negative impact on their English learning process.
Q8	The purpose of this study is to determine the frequency with which L1 is used in English sessions.
Q9	Attempts to determine the students' viewpoints about the appropriate and needful situations for using L1 in English sessions.

2.5.2.3. Procedures

The researcher chose a foreign language class of sixty (60) students from all years. He handed out the printed questionnaires to the students and requested them to reply them objectively. The questionnaire was professionally printed and structured. The items utilized were far too simple for the large number of students, except for a few who demanded more clarification (Arabic translation). Overall, students felt relaxed while answering to the questionnaire.

2.6. Data Analysis Process

Data analysis is the study's practical phase; it is among the most challenging tasks in conducting research. Marshall and Rossman (1989P111) 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 collected data is analyzed quantitatively or qualitatively, however the large percentage of researchers uses both to obtain useful and relevant information. Furthermore, there are numerous uses for data analysis:

- ❖ Explain and synthesize the data.
- ❖ Determine the relationships between variables.
- ❖ Compare variables.
- ❖ Determine the distinction between variables.
- ❖ Expected outcomes

So, in this study, the investigator will conduct a qualitative analysis of the data collected from interviews, which will be discussed. In contrast, the questionnaire data will be quantitatively analyzed and expressed in numerical representations and graphs.

NB: Some believe that numbers are more precise than words, however the difference is due to the quality of the analysis process.

2.6.1. Qualitative Data Analysis

It is the set of protocols by which the investigator converts qualitative data into some form of explanation, comprehension, and interpretation of the people and situations under research. As a result, the process of qualitative data analysis is divided into three major stages: noticing, collecting, and thinking interesting things. This following figure: 2.1 summarize this process.

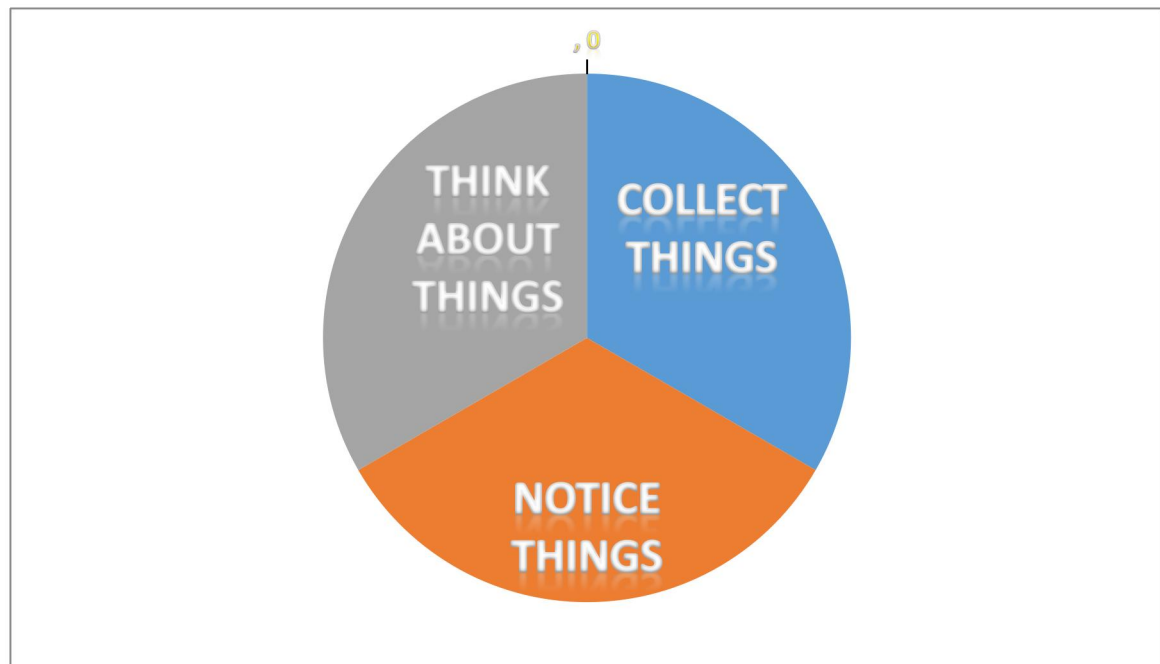


Figure: 2.1 Qualitative data Analysis adopted from (Seidel 1998: 2)

The diagram indicates that the data analysis process is not linear. This signifies that some parts of the process are iterative and progressive because this is a cycle that maintains the repeating of all parts. Furthermore to this feature, qualitative data analysis has the following:

- ❖ Interaction with the data is close.
- ❖ Data collection and analysis occur concurrently.
- ❖ The level of analysis varies.

To conduct qualitative data analysis, the researcher had to go through three major 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 different ways of displaying data: a graph, 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.

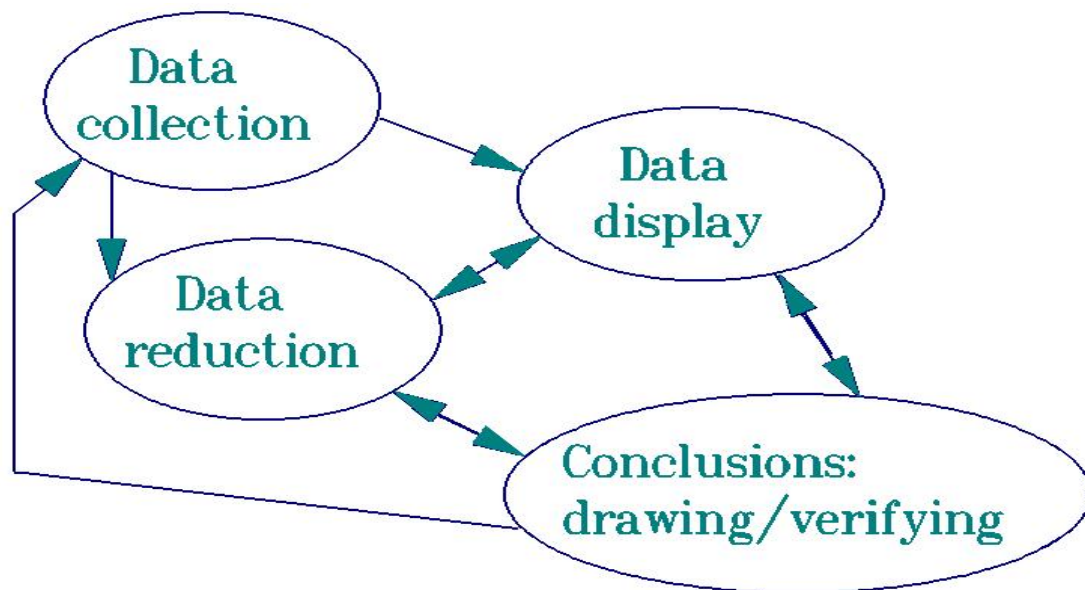


Figure: 2.2 Process of Qualitative Data Analysis: An Interactive Model adopted from (Miles et al., 1994)

2.6.2. Quantitative Data Analysis

As previously stated, Quantitative data is evidence or data that is based on numbers. It implies that the researcher employs techniques to convert data to numerical forms. It is extremely useful for identifying behavioral patterns. The researcher can sometimes make the work easier by using software data analysis he can then use SPSS (statistical package for social science) to examine the data and portray it in the shape of graphs or charts...

2.7. Conclusion

This chapter discussed the research methodology which used complete this project. This even provided an explanation for why the case study was chosen as the research design .Moreover, the researcher emphasized the harmonious relationship that exists between the tools and methodologies used as well as the qualitative and quantitative research introduced in this report. Finally, data collection and data analysis methods were reviewed. In addition the respondents and the processes were characterized.

C hapter three

Chapter Three: Data Analysis and Interpretation

3.1 Introduction

3.2 Data Analysis

 3.2.1 The Analysis of the Learners' Questionnaire

 3.2.2 The Analysis of the Teachers' Interview

3.3 Data Interpretation.....

3.4 Advices

3.5 Suggestions for Further Research

3.6 Conclusion

3.1. Introduction

Since this current chapter is considered as the work's practical component, the researcher will examine all of the gathered data through the research instruments (learner questionnaire and teacher interview). To ensure the outcomes' reliability and validity, the researcher enabled the research by employing both qualitative and quantitative methods. The above chapter also will explain analysis process, and offer some suggestions and recommendations to allow teachers become more aware of the value of using L1 techniques, As a result, to encourage the teaching-learning process.

3.2. Data Analysis

Within the section, the data obtained from the two instruments will be analyzed qualitatively and quantitatively by the researcher. As a result, this section deals first and foremost with the results attained from the students' questionnaire, and after that moving on to the findings of the teachers' interviews.

3.2.1. The Analysis of the Students' Questionnaire

Most of the items throughout this questionnaire are closed-ended questions with multiple choice answers. Several other options will be conducted individually since students were asked in certain questions to pick more than one answer if needed.

Rubric One: Learners' Profiles

Question 1: How long have you been studying English for?

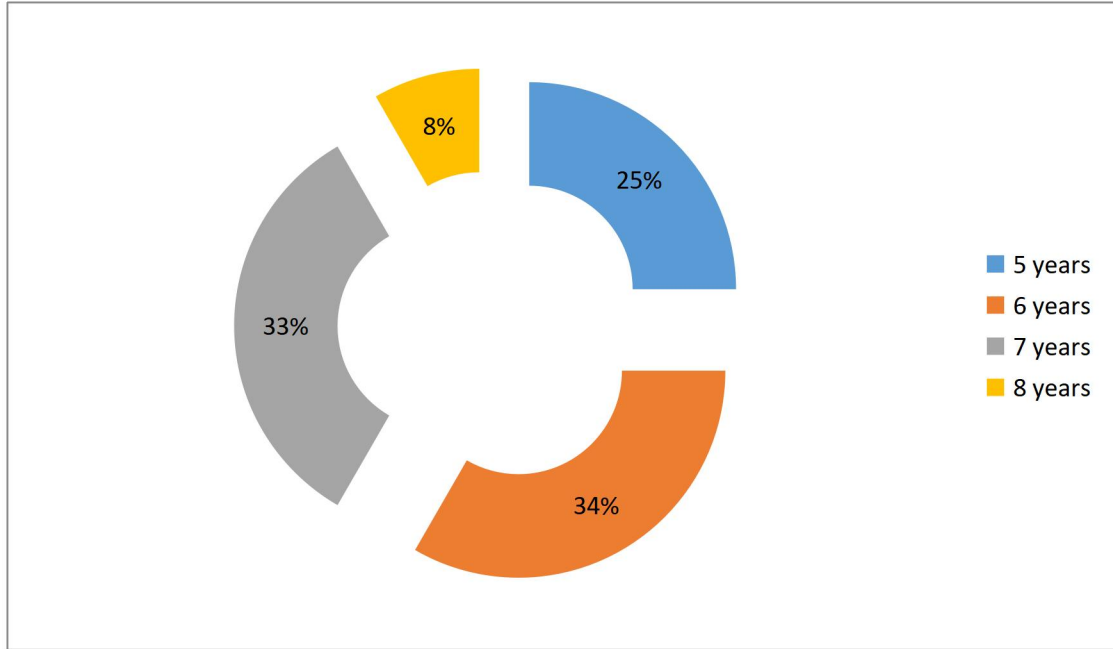


Figure: 3.1 Students' English Learning Experiences

The purpose of this question is to establish a general perspective somewhat on value of English that students have encountered throughout their careers. As a result of the answers to this question, thirty four (34) students out of sixty (60) have studied English for six (06) years, and thirty three (33) students out of sixty (60) have studied English for seven (07) years, as well as twenty five (25) students out of sixty (60) have studied English for five (05) years, then only (08) students out of sixty (60) who have studied English for eight (08) years because of the year's repetition.

The above refers to a sufficient number of years of exposure to English and denotes acceptable English language proficiency the students have, leading to abilities in facilitating and understanding teachers' speech.

Rubric Two: Attitudes of students toward the use of Arabic in English classes

Question 3: When you have problems understanding something in English, do you favor?

English explanation Arabic translation

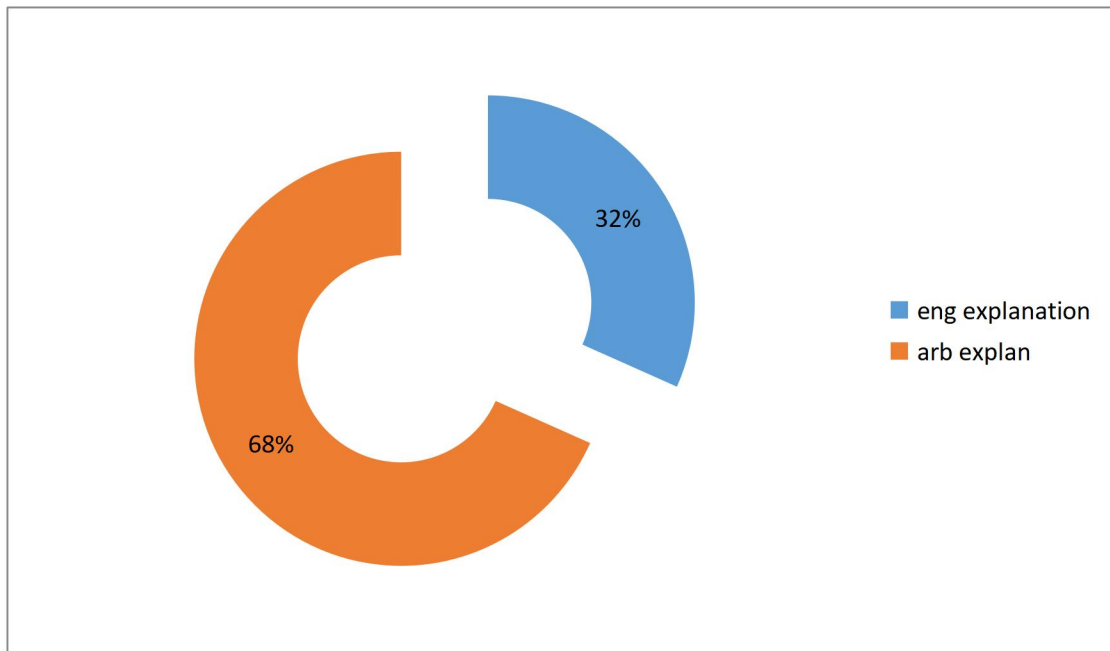


Figure: 3.3 English explanation Vs Arabic translation

In response to this question, the researcher attempts to determine their option between English explanation and Arabic translation if the students encounter difficulties.

From the graph, (68%) of students enjoy translation to Arabic in order to comprehend the difficulties they face when learning English. However, only (32%) of students chose the English explanation.

Question 4: Which dictionary do you frequently consult when looking up difficult words?

English-Arabic English-English

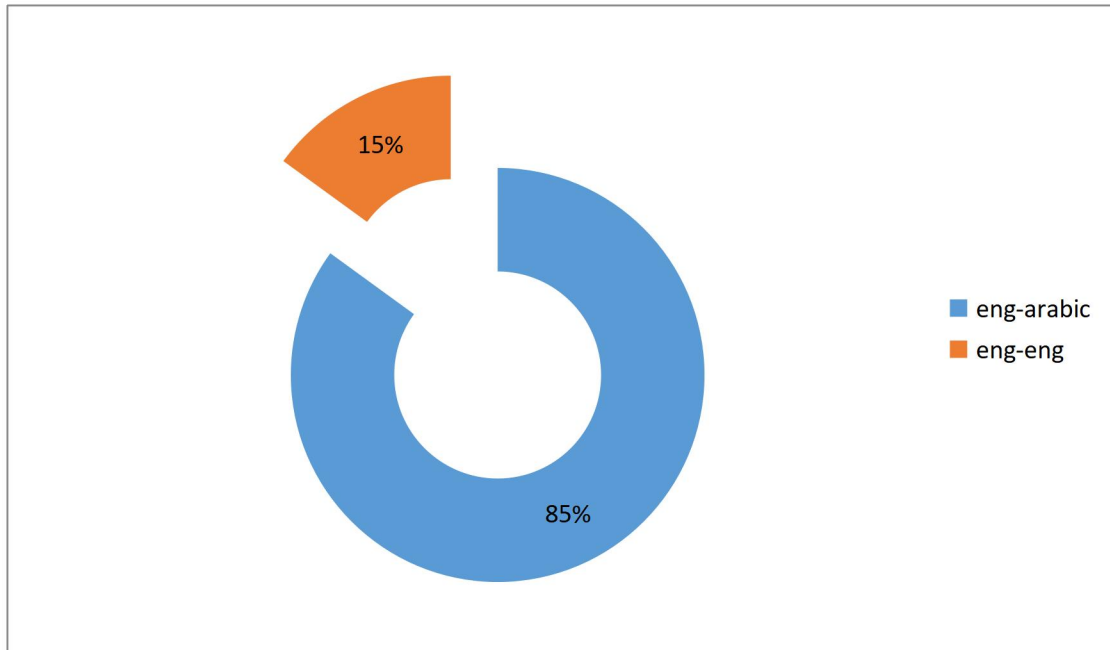


Figure: 3.4 Dictionary options

The above question aims to ascertain which dictionary students use while encountering difficult words; the English-Arabic or English-English dictionary. The goal is to determine which solution or technique is preferable (translation or monolingual method). That the students have used it to answer complex concepts.

The chart shows that an English-Arabic dictionary is far more useful for (85%) of students, and only (15 %) of students use the English-English dictionary.

Question 5: Do you believe that using Arabic in the classroom aids your learning of English?

No a little fairly much a lot

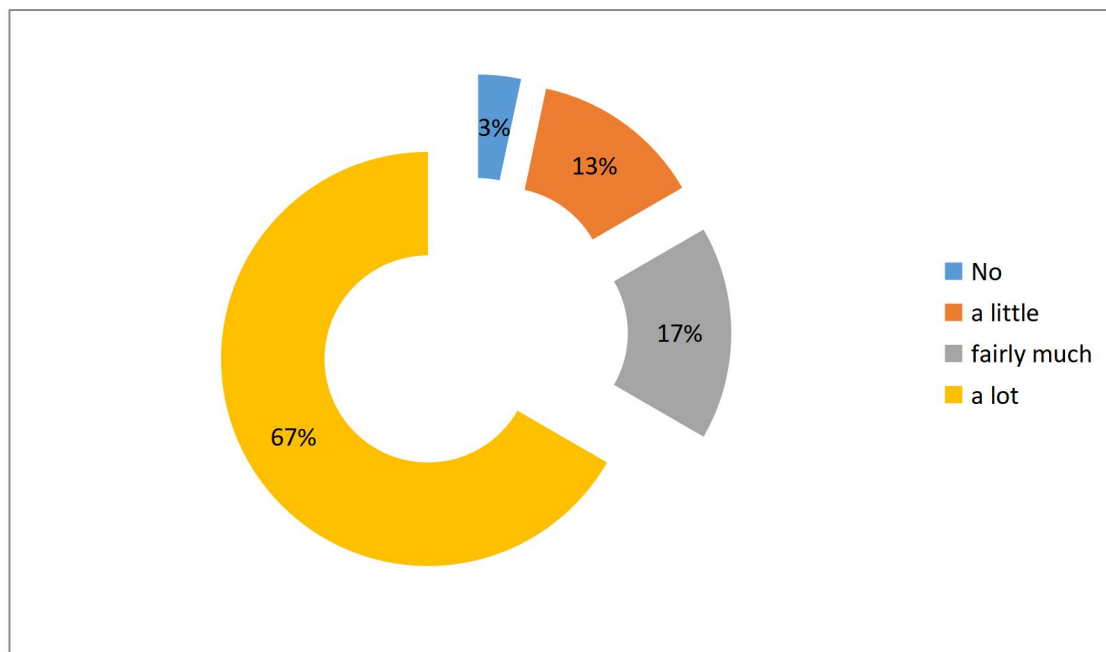


Figure: 3.5 the value of using Arabic in the EFL classroom

This question's options are made in the form of a scale, that encourages students to be clearer and detailed in choosing the optimum response. The purpose of asking this question is to learn about learners' behaviors' toward using Arabic in EFL classrooms. As a result, the chart illustrates that (67%) of students found the use of Arabic to be very useful, (17%) choose fairly much, (13%) said a little, and only (3%) saw it is not useful.

According to this rubric, the majority (84 %) of students have favorable perceptions against the use of Arabic in EFL classrooms. This may assist the researcher in making a decision regarding the stated hypotheses.

Rubric Three: Situations and time spent using Arabic in English classes

Question 6: Are you using Arabic in your English classes?

Yes No

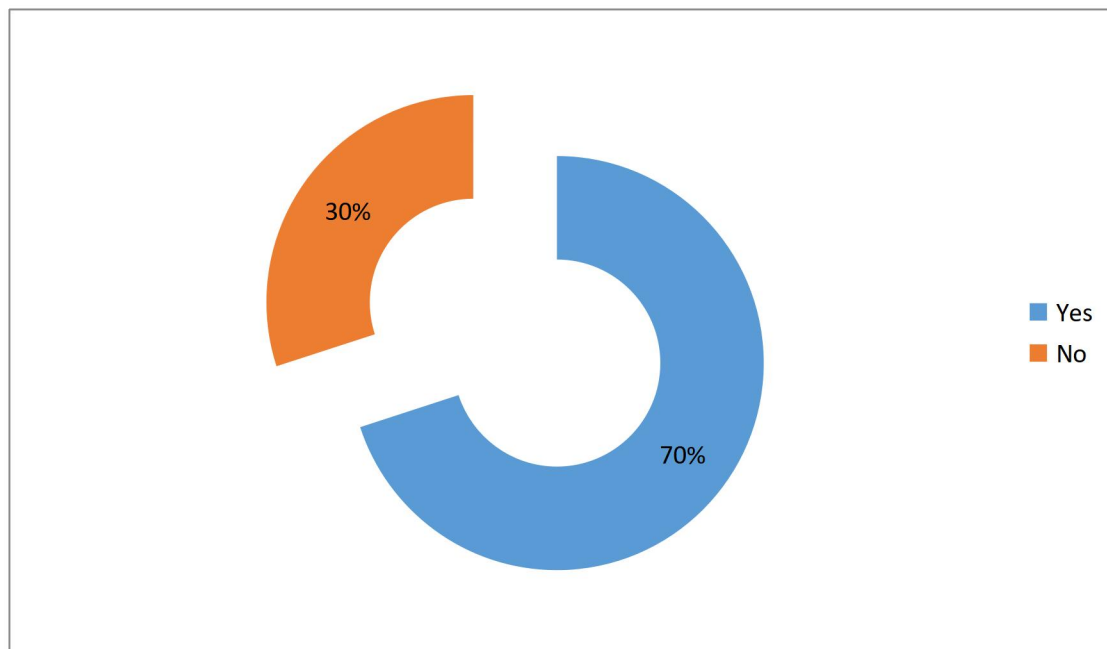


Figure: 3.6 Arabic in practice

This question focuses on determining the effectiveness of the L1 technique among learners. According to the graph, (70%) of students use Arabic in their classes, whereas (30%) do not use it.

Question 7: What are your thoughts on the use of Arabic in the English session?

- It facilitates in the understanding of complex concepts.
- It is beneficial to test new vocabulary items.
- It tends to make me feel more at ease, and less stressed.
- It reduces my ability to learn.
- It limits my opportunities to practice English.

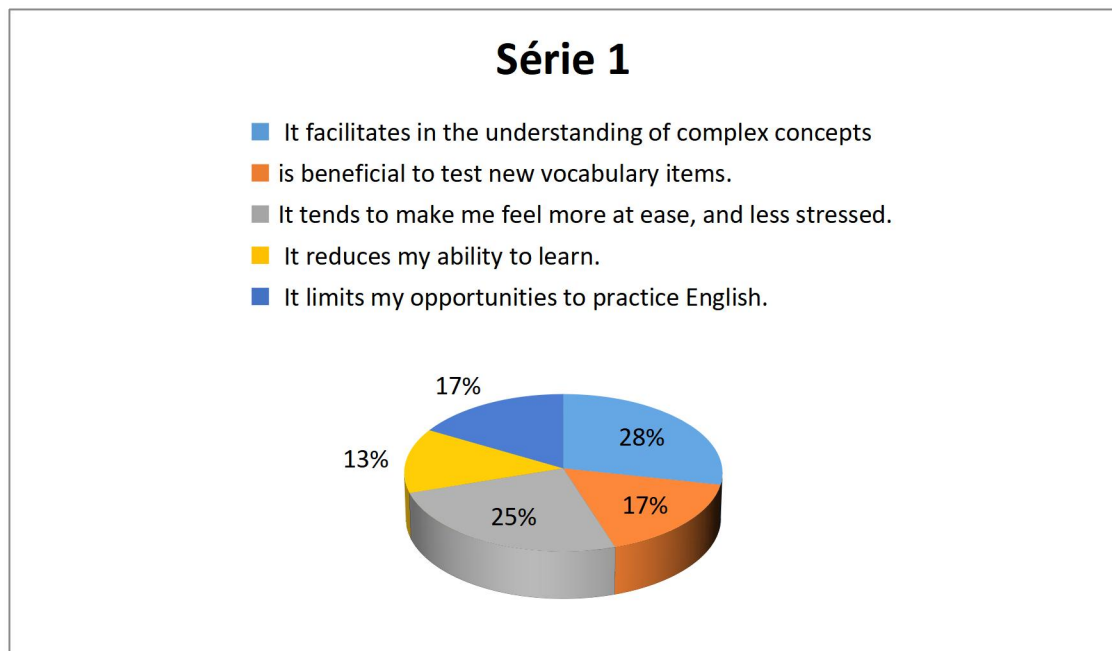


Figure: 3.7 the consequences of Arabic interference on English learning

The above question intends to identify the consequences of Arabic usage on the process of learning English. The question seems to have five (5) answers; each one must be examined independently.

It can be seen that (28 %) of all students said that using Arabic in English class tends to help them understand better difficult concepts. Then (25%) of students responded that it makes them feel at ease, comfortable, and less stressed, (17%) of students stated that using Arabic helps them check new vocabulary items. The same sample (17%) stated that using Arabic gives those

fewer opportunities to practice English. So while (13%) of all students prefer the bad influence because it limits their learning.

Question 8: How frequently do you use Arabic in the English class?

Very rarely sometimes fairly frequently

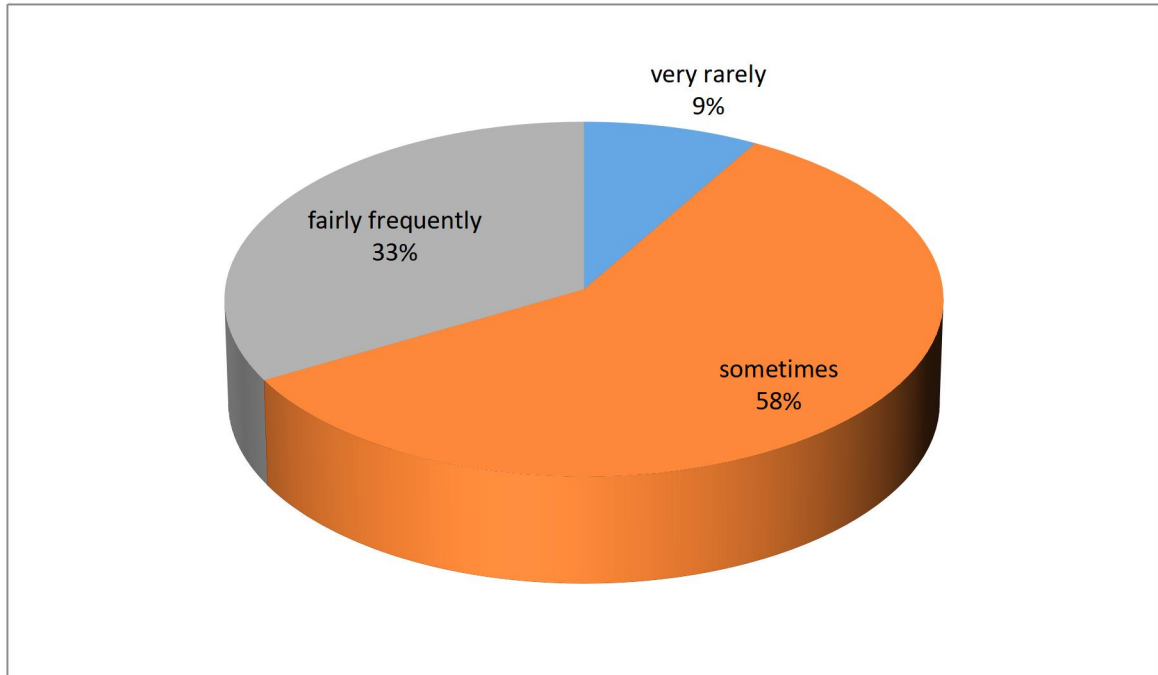


Figure: 3.8 the frequency in which Arabic is used in EFL classrooms

The purpose of this question is to determine the frequency with which Arabic is used in EFL classes. According to the graph, the majority of students (59%) use Arabic in English class on occasion, concerning (33%) use it fairly frequently, while a minority of around (8%) use it very rarely.

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

- To explain the new terms
- To clarify complicated grammar points
- to explain complicated concepts or ideas
- to complete an assignment

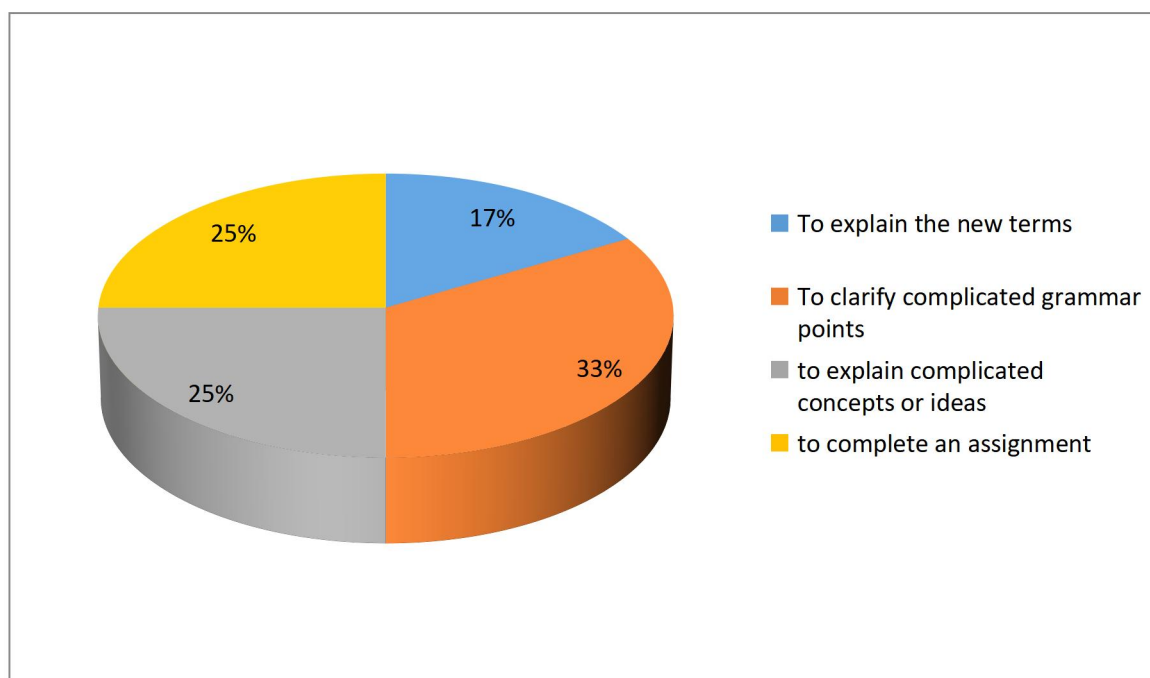


Figure: 3.9 Situations in which Arabic is required

This question is intended for the random selection who speaks Arabic during the English session. The goal is to shed light on situations in which learners see the importance of using Arabic to solve their problems. This closed-ended question has four (4) choices that represent cases in which, as previously stated, the students had the option of selecting more than one answer. As a result, the researcher will justify the current chart by focusing from each situation separately.

First, To begin with the vast majority of students chose the second option thirty three (33 %) of students use Arabic (to clarify complicated

grammar points). The third option (explain complicated concepts or ideas) was picked by twenty five (25 %) of students. (To complete an assignment) this option was selected by twenty five (25%), and (To explain the new terms) was selected by seventeen (17%).

3.2.2. The Analysis of the Teachers' Interview

This interview included three (03) EFL teachers who performed in Yaghomracen Ibn Ziane high school. The researcher was soft in posing questions during this flexible interview. The current interview is structured as three (03) rubrics with the goal of finding teachers' behaviors against the use of Arabic.

Rubric One: Profiles of Teachers

Question 1: How long have you been teaching English?

Table: 3.1 Teachers' experience

teachers	Experience
Teacher 1	22 years
Teacher 2	17 years
Teacher 3	10 years

This table illustrates that every teacher has sufficient years of experience teaching English. It indicates that they have associated with a reasonable set of techniques and methods for teaching English.

Question 2: Which classes have you taught?

All of the teachers confirmed that they had educated all levels of high school (from first to third year). This assumes they have enough experience in teaching English.

Rubric Two: Teachers' Expectations of Arabic Usages

The intent of this rubric is to learn what teachers think about using Arabic.

Question 3: How can teachers deal with their students' ignorance?

The purpose of asking is to determine whether teachers are aware of and familiar with the specific methodologies used during English classes.

Teachers' replies were rich, mirroring their vast experience. They request that they are using gestures, demonstrating with examples, providing synonyms, using imagery, and repeating instructions, Drills of different kinds, relating sense to items, clarifying meaning, and translation to Arabic.

Question 4: Do you employ the L1 technique in your classroom?

If yes, how frequently do you do so?

The purpose of this question is to determine whether teachers use L1 in their classrooms. Yes, said all of the teachers, this means that all of the English teachers chosen for this study use Arabic since teaching English. A teacher stated that she used Arabic occasionally since they're not permitted to do so; she further said that it all depends about what the situation requires. The second teacher stated that his students have a minimal level of English proficiency, As a result, he discovered himself getting to use Arabic regularly. And the last one stated that she did not use L1 in class in order to train his skills in thinking, speaking, and writing in English avoiding limiting his level by using L1 but she used Arabic when student faced lack of understanding. All teachers believed that their use of Arabic is determined by the learning experience and the level of students.

Question 5: When do you believe the shift to L1 is essential?

The purpose of this question is to determine the situations in which the teacher prefers to use the L1 (Arabic).

The researcher obtained a variety of responses to this question; which demonstrate teachers' flexibility and seriousness in dealing with the difficulties that students face. Aside from the fact that distinct answers exist, however, all of the teachers noted that the main motivation for using Arabic is the learners' misinterpretation of input. I.e. when the students are able to understand whatever the teacher is saying or explaining and necessitate translation to understand. This response's first reply was that "The Ministry of Education forbids the use of Arabic in the teaching of foreign languages; However, we are forced to achieve the learners' necessities and solve their lack of comprehension through L1 use if needed." These are comments that the researcher obtained:

- a) To clarify complicated grammar points, is necessary using L1 because these situations are essential for students to fulfill the English language base.
- b) Sometimes it is vital to motivate students to participate hopes of improving the teacher-student interaction.
- c) Explaining instructions to enhance activity fulfillment.
- d) Focusing on phonology, morphology, and spelling.
- e) Taking care of the students' misunderstanding.
- f) Examining students' understanding
- g) Often when providing feedback.

Rubric Three: L1 in practice

The primary goal of this rubric is to learn about the advantages of using Arabic as a method in EFL classrooms.

Question 6: What are the advantages of using L1?

The purpose of this question is to find out what advantages the L1 technique provides for both the teacher and the students.

The teachers stated that the use of Arabic in a limited manner provided them with numerous benefits that worked on developing the English teaching-learning process. As it mentioned

- a) Obtaining chance to explain some concepts in a limited time (especially if explaining in English takes a long time...).
- b) Breaking down learners' psychological barriers and offering them the confidence to participate.
- c) limiting students' anxiety
- d) It improves learner-learner interaction.
- e) It inspires students to work together

Question 7: Do you believe that using L1 has negative consequences?

This question aims to reveal the negative aspects of L1 usage.

All teachers agreed that L1 has negative consequences. L1 will have a negative impact on learning English if teachers use it excessively and in an illimitable manner. They stated negative consequences as follow:

- a) Overuse of L1 in EFL classrooms could result unmotivated learners who are unable to exert effort and do not participate in English.
- b) Overuse of L1 can sometimes cause students to commonly react in their mother tongue.
- c) Overuse could reduce opportunities in practicing English.
- d) This even made students overly dependent on L1.
- e) It guides teachers to depend on L1 processes to solve learners' problems.
- f) The translation to L1 could restrict learning vocabulary to the greatest extent possible.

Question 8: Could you please add any additional comments and suggestions for a better understanding?

Hardly two (02) teachers responded to this question.

One of the teachers recommended: Teachers need to be aware of how much they must use the L1 in their classes in hopes of avoiding overuse. Teachers can encourage their students to use dictionaries (English-English) to enlarge their vocabulary and reduce their reliance on L1.

Second teacher recommended: Practice makes perfect; hence more students practice in English, the less they will use L1. All teachers and students must be aware of L1 techniques in hopes of improving the L1 factor.

3.3. Data Interpretation

This section will focus on the discussion and interpretation of the main findings from the students' questionnaire and the teachers' interviews concerning the stated hypotheses. As a result, it will examine whether those hypotheses are accepted or rejected.

The obtained data from the questionnaire; particularly, questions one (01) and two (02) demonstrate that all students have acceptable years ranging from six (06) to eight (08). And also more than half (50%) of them have an average level. That means that the vast majority of students possess sufficient English skills. So that they can comprehend what teachers are saying and create various English structures. In the meantime, the data collected from interview questions one(01) and two (02) demonstrate that the all teachers possess vast experience in teaching English such that they can use a variety of techniques and methods to deliver the message to their students.

To begin, the current study's goal is to learn about the behaviors among both teachers and students against the use of Arabic, The data collected from the questionnaire, primarily, questions three (03), four (04), and five (05) indicate that students prefer to use the Arabic language to understand some missing points, making them feel relaxed, comfy, and self assured. Correspondingly, the outcomes of the teachers' interview, question four (04) in particular illustrates that almost all teachers are aware of the utility of the L1 technique; furthermore, they use it in a variety of contexts based on the lesson and the learners' level. This supports the first hypothesis, which states that both teachers and students may be encouraging concerning incorporating Arabic into their English classes.

Regarding the second hypothesis which states that Arabic could be used in the English classroom once understanding is lacking, the results acquired from questions three (03) and five (05) from the teachers' interview reveal that teachers can use a variety of techniques; using gestures,

demonstrating with examples, providing synonyms, using imagery, and repeating instructions, Drills of different kinds, relating sense to items, clarifying meaning, and translation to Arabic is among them, and beneficial to transmit the message to their students, and clarify what they necessitate and what they do not understand and clarify what they necessitate and what they do not understand. They also incorporate Arabic whenever there is a lot of misunderstanding. Furthermore, they employ Arabic to easily explain instructions for doing activities, inviting students to participate in class, as well as providing feedback. As a result, the second hypothesis is confirmed.

Concerning the final hypothesis, this states that using Arabic in the English classroom could be advantageous as a means of reducing anxiety of learners, as well as making learning easy. The outcomes of the questionnaire, specifically, question seven (07) demonstrates that the use of Arabic encourages English learning, and promotes student motivation in class. In the same vein, the question six (06) of the interview reveal that teachers aware that the controlled using of Arabic in English classroom, is advantageous and beneficial in developing students' self-confidence is advantageous and beneficial in developing students' self-confidence, encouraging participation in enhancing the teaching-learning process. This appears to confirm the third hypothesis.

3.4. Advices

Incorporating L1 in English teaching is now one of the techniques widely used to improve the teaching-learning process. At the conclusion of this research, the researcher becomes more familiarized with the various situations, in which L1 should be used, and also the advantages and disadvantages behind it. Furthermore, he suggests some great advice for teachers in this context:

1. Teachers need to understand that using L1 techniques in the norms does not have a negative impact (limited manner).
2. L1 must be used rarely, at specific moments and in appropriate places.

3. To maintain the beneficial effect of L1 in English classes, teachers should avoid using it excessively.
4. Teachers are given advanced skills in the use of L1 techniques.
5. Translation is obligated to emphasize the similarities and differences among both L1 and English.
6. To build a positive atmosphere, teachers must use L1 in some situations.
7. Students are advised for using code-switching (English Arabic) from outside the school environment to exercise the target language.
8. Atkinson (1978) suggested that teachers should use English where possible and the L1 where necessary. This means that teachers should advice students to use English as much possible.
9. 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.

3.5. Suggestions for Further Research

Further research is required to explore the concept of incorporating L1 to support English teaching. The researcher recommends expanding this research in the future by using longitudinal studies. As well as a larger number of participants, in various educational institutions, also using a numbers of instruments in which participants could be questioned why they are using L1 across every situation so that the true reasons for using L1 and the amounts of it can be determined.

3.6. Conclusion

This chapter discussed the findings of both the questionnaire and the interview. The findings indicate that both teachers and students are excited about incorporating the L1 into EFL classrooms. And highlighted the various circumstances which necessitate the intervention of L1. Moreover identified the primary advantages of L1 in the teaching and learning process.

Ultimately, some advices and suggestions were designed to assist to use L1 teachers in their teaching.

G ENERAL
CONCLUSION

GENERAL CONCLUSION

Among the most essential issues of language teaching and learning is familiarity with multiple techniques and methods to improve the efficiency of students and teachers in the classroom, Teachers ought to be competent about how to enhance students' abilities in an efficient manner. In that event, the objective of this study was to classify one of the techniques that could help students learn better. Besides the negativity directed at the incorporation of the mother tongue within the EFL classroom; it really has successfully demonstrated its efficiency and effectiveness in reducing student anxiety and improving understanding.

Hence, the investigation has been composed of three layers: The first addressed some theoretical concerns about the teaching and learning process as well as the utilization of mother tongue. In the second chapter, the study provided an overview of methodology and guidelines. The third chapter explored data analysis and interpretation, as well as some recommendations and solutions for teachers to incorporate and influence the use of the mother tongue in order to achieve positive findings.

Via performing and constructing an explorative case study and going to follow the analysis of data collected from different sources employing a collection of research tools (a questionnaire for learners and an interview with teachers) The three hypotheses suggested were completely confirmed. The finding showed that students of Yaghomracen Ibn Ziane high school and their English language teachers had already demonstrated favorable behaviors against using and incorporating of Arabic in English classes. As an outcome of this, Arabic is considered as a method of enabling and facilitating learners' understanding. Moreover, it is being used to clarify instructions and provide feedback to students. Furthermore, controlled use mother tongue in the EFL classroom pumps up learners' self-confidence while encouraging participation. At last, it is suggested that teachers obtain some coaching in the use of L1 in the classroom. Thus, they might be conscious about the suitable items that must be translated and while translating them.

GENERAL CONCLUSION

It is appropriate to mention, nevertheless, this investigation might have limitations and several elements were missed since the investigator was unaware of troubles that might donate to data limitations. It must be noted that the current study's findings should be considered as the start of a new research investigation considering the restrictions encountered, as a result, it might unlock the door to future investigations, including the role of the mother tongue in enhancing students' motivation and confidence inside the EFL classroom.

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A PPENDICES

Appendices

Appendix A: Student's Questionnaire

Dear student,

The recent questionnaire seeks information on using Arabic in the English course. It also attempts to explore the frequency and outcomes of its use. I kindly ask you to fill this questionnaire that will help me to complete my research, I hope your answers will be objective and honest.

Rubric One: Learners' Profiles

1- How long have you been studying English for?

2- What do you think of your current English level?

- Low -Average
- Good -Very good

Rubric Two: Attitudes of students toward the use of Arabic in English classes

3- When you have problems understanding something in English, do you favor?

- English explanation
- Arabic translation

4- Which dictionary do you frequently consult when looking up difficult words?

- English-Arabic
- English-English

5- Do you believe that using Arabic in the classroom aids your learning of English?

- No -a little -fairly much -a lot

Rubric Three: Situations and time spent using Arabic in English classes

6- Are you using Arabic in your English classes?

- Yes No

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7- What are your thoughts on the use of Arabic in the English session?

- It facilitates in the understanding of complex concepts.
- It is beneficial to test new vocabulary items.
- It tends to make me feel more at ease, and less stressed.
- It reduces my ability to learn.
- It limits my opportunities to practice English.

8- How frequently do you use Arabic in the English class?

Very rarely

sometimes

fairly frequently

9-When do you believe it is necessary to use Arabic in the English classroom?

- To explain the new terms
- To clarify complicated grammar points
- to explain complicated concepts or ideas
- to complete an assignment

Appendices

Appendix B: Teacher's semi-structured interview

Rubric One: Profiles of Teachers

- 1- How long have you been teaching English?
- 2- Which classes have you taught?

Rubric Two: Teachers' Expectations of Arabic Usages

- 3- How can teachers deal with their students' ignorance?
- 4- Do you employ the L1 technique in your classroom?
If yes, how frequently do you do so?
- 5- When do you believe the shift to L1 is essential?

Rubric Three: L1 in practice

- 6- What are the advantages of using L1?
- 7- Do you believe that using L1 has negative consequences?
- 8- Could you please add any additional comments and suggestions for a better understanding?