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Teachers' Attitudes towards the Use of First Language in EFL Classroom

A Case Study of First Year Middle School Pupils at Ould Chamakdji Mohamed Achour School.

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Dedications

We dedicate this humble work to:

Our Parents for always being supporting and helping us along the path of knowledge.

Our brothers and sisters for their love, encouragements, and supports.

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Abstract

The use of the mother tongue (L1) in teaching English as a foreign language (EFL) has been a debatable issue among researchers. While some of them favor the use of L1 in EFL classes claiming that it facilitate the learning process, many others criticize and discourage its use because of its negative impacts on learners. The current work reviews published literature on attitudes towards the use of L1 in EFL classes, teaching methods, and arguments against and for L1 use. Meanwhile, it aims at examining if teachers switch between the MT and English. If they do so, to what extent do they have recourse to it ? It attempts also to find out the reason behind this use. This case study is to be conducted in Ould Chamakdji Mohamed Achour middle school relying on two instruments for data collection: classroom-observations and questionnaire for teachers. However, this work could not be completed due to the difficult conditions which we have passed through due to the pandemic of Covid 19 (Corona virus).

الملخص

يختلف الباحثون حول مسألة استعمال اللغة الأم عند تدريس اللغة الإنجليزية كلغة أجنبية.

البعض يؤيد الفكرة على أنها تسهل التعليم في حين ينتقد البعض الآخر استعمالها حيث يعتبرون أن لها عدة آثار سلبية. تستعرض هذه الأطروحة بعض الأبحاث العلمية حول الموضوع المذكور أعلاه إضافة إلى بعض الطرق و المنهجيات و مختلف الحجج و البراهين عما إذا كان الباحثون يؤيدونها أم لا. و في غضون ذلك، فهي تهدف إلى فحص ما إن كان الأساتذة يستعملون لغتهم الأم و إلى أي مدى يقومون بذلك و ما هي الأسباب وراء هذا الاستعمال .تتطلب دراسة هذه الحالة إلى جمع بيانات من خلال الملاحظة المباشرة أثناء الدرس في متوسطة ولد شماقجي محمد عاشور و استبيان للأساتذة اللغة الانجليزية. لكن نظرا للظروف الصعبة التي يعيشها العالم بسبب جائحة كورونا لم يتم إنهاء الجانب التطبيقي لهذه الدراسة .

List of Acronyms:

MT = Mother Tongue

L1 = First Language

L2 = Second Language

FL = Foreign Language

TL =Target Language

DM = Direct Method

EFL = English as a Foreign Language.

GTM = Grammar Translation Method

ALM = Audio Lingual Method

CLT = Communicative Language Teaching.

SPSS = Statistical Package for Social Sciences.

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General Introduction

General Introduction

Introduction

English language has been the corner stone for any scientific or technological advancement. It is also the language that is used in different parts of the world to convey knowledge between generations. Furthermore, no one can deny the important role that English language plays in educational systems in the mission of conveying this knowledge. A variety of techniques and methods have been proved and developed by researchers and specialists to improve learning and teaching processes of English as a foreign language. These techniques differ from giving synonyms, using audio-visual aids to integrating the mother tongue. This later has been the subject of an ongoing debate and research.

On one hand, many researchers and teachers believe that a child learn a foreign language best when it is taught through the mother tongue. The Grammar -Translation Method (GTM), for instance, makes use of (L1) in EFL classes as a classroom resource for teachers to facilitate the different learning processes of a new language as to develop learners' reading ability in the target language. New lexical items are often translated into the mother tongue. The most common vocabulary teaching technique is "the memorization of long lists of vocabulary with their equivalents in the students' native language (Brown, 2001)

On the other hand, other researchers and teachers rejected the use of L1 in EFL classes and promote an exclusive use of the target language. Thus, they developed Direct Method as an opposition to GTM, linguists such as Henry Sweet in England, Wilhelm Viëtor in Germany, and others across Europe, shared the belief that L1 should be avoided in L2 classrooms (Richards & Rodgers, 2014). Furthermore, the predominance of the Direct Method and later the Audio-Lingual Method contributed to the idea of excluding the L1 from the L2 classroom (Corcoran, 2008).

General Introduction

This is in fact the inspiring idea which gave raise to this work that intended primarily to investigate teachers behaviors towards the use of L1 in teaching EFL for first year middle school level. It attempts to explore when and for what purpose teachers use L1 in EFL classes. It may provide empirical results about the extent of using L1 by EFL teachers in teaching English.

Therefore, the current case study of "teacher's attitudes towards the use of L1 in EFL classes" aims at answering the following questions:

1. What is the teacher's attitude towards integrating L1 in EFL classes?
2. When should L1 be used in EFL classes?
3. What is the main reason behind the use L1 in EFL classes?

The aforementioned research questions led to formulate the following hypotheses:

1. The majority of teachers may discourage the use of L1 in their EFL classes .English should be the main language in English class.
2. L1 should be used in EFL classes only to perform certain pedagogical functions.
3. Teachers may use first language in EFL classes for introducing new terms mostly practical terms and to clarify unclear meaning.

This work is designed in the form of three chapters. The first chapter introduces some of the literature that dealt with the use of L1 in EFL classes and what the teachers' attitudes towards using L1 are. The second chapter discusses the research methodology and procedures used to collect and analyze data. The last chapter interprets, analyzes, and discusses the finding results.

Chapter One

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Chapter One :Review of Literature about the Use of L1 in EFL Classes

1.1 Introduction :

Within the field of teaching English as a second language, scholars and researchers have discussed various methods and approaches that may contribute effectively and successfully to teaching and learning process, including the Grammar Translation Method, the Direct Method, the Audio-lingual Method, Community Language Teaching, the Silent Way, and the Natural Approach . Some of these methods encourage the use of first language in a foreign language classroom while other methods do not.

This chapter has been organized into three parts. The first part deals with the most common methods used in teaching English as a foreign language. The second segment will tackle some arguments for using L1 whereas arguments against L1 use will be explored in the third part.

Language is defined as a tool of communication used by humans to communicate and share their thoughts and feelings. Hence, this chapter has been devoted to introduce briefly language as a communication device followed by a description of language contact in Algeria; Arabic language, Berber, French language in addition to English language. Then, it deals with the most common methods used in teaching English as a foreign language. Also, it tackles arguments for and against the use of L1 in EFL classes. Finally, it ends with highlighting some concepts that are related to MT in a bilingual community.

1.2 Language as a Communication Device:

Language is the prominent characteristic that distinguishes human beings from other living things. It is a means of communication between members of the society by exchanging information sign (language, gestures,facial expression, movement and etc).

Language is a mirror of us. It is used to show our perspective, feelings, knowledge, wishes, commands, also character. In other words, it is a tool of communication that enables us to interact, to understand, and to communicate appropriately in different situation. According to Gorys Keraf (1997), language is a means of communication between members of the community in the form of a symbol of sound produced by in the speech organ.

1.3 Languages Present in Algeria:

Algeria, like many other countries, communicates in several languages; this linguistic variety was influenced by the geographical position and the historical movements that characterize the country. Even though Algeria was invaded by many civilizations: Phoenicians, Romans, Byzantines Arabs, Turks and French, it was mostly affected by French language. Nowadays, four languages are present in Algeria: Berber, standard Arabic, vernacular Arabic, and French.

1.3.1 Berber in Algeria

The Berber languages are one of the oldest languages in human culture. They represent a group of closely related languages and dialects which belong to the Afro-Asiatic language family. According to some historians, this language is the native language spoken in Algeria .It has been accepted as “a national language" since 8May 2002, and in February, 2016 it was recognized as a second official language behind Arabic. There are different Berber varieties in Algeria because of the geographical and traditional difference. Among these varieties Tamazight which is one of the most fundamental components of Algerian identity. Thus, Berber is taught at all levels of instructions in greater and lesser Kabylia in East of Algiers (Abid, 2006)

1.3.2 Arabic

Arabic language is classified into two varieties: high variety which is the standard language and low variety which is the vernacular. The standard language is the official language of a country that is used for written or spoken purposes in formal setting. Thus, SA is used as an official language in over 20 countries spanning from morocco on the Atlantic Ocean in the west to the shores of the Arabian Gulf states in the east. At the same time a language is always interlinked with the religion. With the arrival of Islam, SA enters Algeria's linguistic area. In Benrabah, (2007:67) Rouadjia said in this respect: "The Arabic language and Islam are inseparable. Arabic has a privileged position as it is the language of the Koran and the Prophet, and the shared language of all Muslims in the world, language of science, and language of culture" (p.67).

1.3.3 Vernacular

Vernacular, colloquial or the so called Algerian Arabic sis considered as a low variety because it has only an oral form, it is used in informal situations like everyday conversations. Its vocabulary was influenced by the large historical background of Algeria. It includes many words from Berber, Turkish, and French which had left great amounts of lexis on the Algerian dialect .For instance, Algerians, ironically, consider these foreign words as part of their mother tongue: veste (jacket), manteau (over-coat), jupe (skirt), and many other words. In spite of this, Algerian Arabic has many sub dialects found in different regions, which are all mutually intelligible. Kaye (1970) stated that Algerian Arabic refers to the colloquial language known as amma, darija or lahja (dialects) (p.67). The colloquial varieties have only the spoken form that is used in everyday life but never written form due to the general grammatical simplifications.

1.3.4 French

In the twentieth century, during the colonial period the French colonialism aimed at spreading French. The French language was imposed in public administrations and all domains such as: health, commerce, and education. Nowadays, French is the first foreign language in Algeria and it is used as a second language beside Arabic in administrations. It is taught as a subject since the third grade in primary school until university where scientific and technical disciplines are taught with. Moreover, Algeria is famous for being a French speaking country since its language is a mixture of French and Algerian Arabic.

1.4 The Status of English in Algeria:

English is nowadays the dominant language in the world .Its role is importantly increasing because of its global spread. It has reached the status of « language of wild communication » and the « world's lingua franca », evermore, it became the language of technology and new media like internet and TV. It is also presents in all fields and everything around the world such as in business, technology, and travel.

The necessity of learning English has been recognized all over the world. In the case of Algeria, English it is neither an official language nor a national language .It considered as the second foreign language after French. It is taught as compulsory subject-matter in the curriculum from the first grade in the middle school to the final grade in high school. In recent years English has received a perceptible attention within the Algerian society, the language is used out of schools for communicative purposes such as in social media and debates organized by cultural and scientific clubs or associations.

The necessity of learning English provoke several researchers to search on and find appropriate methods for teaching English as a foreign language whether by integrating the L1

or not . As a result, the following title presents different methods to teach English as foreign language.

1.5 The Use of Mother Tongue in EFL Classes:

1.5.1 Grammar Translation Method (GTM):

The Grammar Translation Method is the oldest method of foreign language teaching. It was called the Classical Method since it was first used to teach classical languages like Latin and Greek (Chastain, 1988, as cited in Freeman, 2000). It dominated European countries where Latin was an international language for more than five hundred years ago .Later on it was substituted by modern languages like French or English after it lost its dominance in terms of communication and education. Those modern languages used almost the same method that had became the standard way of studying foreign languages in schools by the nineteenth century (Richards, 2014).

The name of Grammar Translation Method gives out a clear understanding of its main objective. It implies techniques using deductive attitude to teach languages by grammar instructions and translation .The teacher gives the grammar rules and examples and asks students to memorize those rules with examples. “Each grammar point was listed, rules on its use were explained, and it was illustrated by sample sentences” (Richards, 2014). Students practice them and apply this knowledge to translate texts from the target language to the source language and vice versa. In this method L1 is a key for learning, the teacher uses learner’s L1 it to explain grammar and give instructions. Cook (2001) stated that the L1 equips learners with the language competence they need when the translation method is used.

GTM mainly emphasizes literary texts, vocabulary and grammar rather than verbal production of the TL (Richards and Rodgers, 2001 as cited in Freeman, 2000). Vocabulary is taught in the form of lists of isolated words that students memorize, illustrate and then

practice them by using them in new sentences. The main focus of GTM is on comprehending the system of the FL instead of knowing how to produce the L2 in communicative situations (Richards & Rodgers, 2014).

The primary aim of the Grammar Translation Method was to make language learning easier and the use of L1 as an assistance in teaching L2 "the mother tongue motivates learners of a second language to be active learners and it saves their time and at the same time shapes their conceptualization of learning" (Ellis in 2008 as cited in Turnbull, 2002)

1.5.2 Direct Method (DM):

At the end of nineteenth century, scholars and linguists in foreign language teaching began to use the first distinctive and clearly organized reaction to the GTM, so called the Direct Method. It is also known as the Natural Principles. Those principles were named after naturalistic way of teaching and learning, in terms of considering foreign language learning to be very similar to first language acquisition, in other words, the natural way of learning the language (Richards & Rodgers, 1986). The Direct Method is connected directly with the target language, whereas the FL could be taught directly without translation into the MT. The meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language (Larson-Freeman, 1986). The teacher provide learners with language and convey the meaning through using objects, pictures, drawings, miming and also through conversations, discussion and reading in the TL itself without any use of L1.

The main principles of the Direct Method were summarized by Richards and Rodgers (2014) as follows:

> Classroom instruction was conducted exclusively in the target language; only everyday vocabulary and sentences were taught; oral communication skills were

> built up in a carefully graded progression organized around questions-and-answer exchanges between teachers and students in small intensive classes; grammar was taught inductively; new teaching points were taught through modeling and practice; concrete vocabulary was taught through demonstration, objects, pictures; abstract vocabulary was taught through association of ideas; both speech and listening comprehension were taught . (p. 12).

This method emphasizes on the use of the target language between teachers and their students .It stress on teaching oral skills and oral interactions via the target language with an extreme exclusion of the mother tongue and translation.

The main objectives of this approach were to develop learner's communication skills as well as to establish a direct connection between the language and the meaning, learners should think in the target language. In order to do this successfully, the FL should be the dominant language in the classroom; there should be no intervention of the mother tongue. Teachers, therefore, have to be proficient in the target language. They have to demonstrate rather than explaining or translating the language and learners make a direct association between the TL and the meaning. Krashen(1985) stated that acquisition requires meaningful interactions in the target language (natural communication) in which speakers are concerned not with the form of their utterance but with the message they are conveying and understanding.

1.5.3 Audio-Lingual Method (ALM):

Audio-Lingual Method (ALM) is a method of teaching used in teaching foreign language. It came as a modification and as an extension to the Direct Method (DM),it was called the Army Method in USA because with the outbreak of the second World War America develop foreign language programs for military personnel to become orally proficient in the languages of their allies and enemies as quickly as possible. Then, it became

dominant from the 1940s till the 1960s. According to Brown, "the Audio-Lingual Method was a redirected and a revived version of the Direct Method" (2001, p. 22). It was originated from linguistic theory and behavioral psychology. Larsen-Freeman points out its base in structural linguistic and behavioral psychology that is based on conditioning, shaping, and reinforcement (Larsen-Freeman, 2000, p. 35).

ALM is based on Skinner's Behaviorism theory; it assumes that language learning is a process of habit formation based on repetition, practice, drilling, and memorization of a series of dialogues. According to Richards and Rodgers, this approach considers learning a language as a habit formation, it trains students in order to reach conversational proficiency in a variety of foreign language, and puts the emphasis on behavior, and language is viewed as a verbal behavior. "By memorizing dialogues and performing pattern drills the chances of producing mistakes are minimized. Language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen in the written form. The meanings that the words of a language have for the native speaker can be learned only in linguistic and cultural context and not in isolation" (Richards & Rodgers, 2001)

From the main principles of the ALM is that it emphasized the vocabulary and trained the grammatical sentence pattern based on the context and without error. It was believed that much practice of the dialogues would develop oral language proficiency or based on the ability or the qualification of speaking. As it continued, to discourage the use of L1 in EFL classes.

1.5.4 Communicative Language Teaching Method (CLT):

It was developed in 1972 by Hymes to replace the previous methods. It emphasized communicative fluency instead of linguistic accuracy production. Hymes suggested that the approach should take account of the language involved rather than just setting out a group of

phonological, grammatical and lexical rules (Hiep, 2007). It aims to make communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. This approach Attempts to communicate in TL and the L1 is acceptable only when feasible. Furthermore, it pointed out that the target language should be used not only during communicative activities, but also for explaining activities, and assigning homework. The philosophy of the communicative approach relied on students' exposure to authentic samples of language to help them learn and understand language as it was actually used (Swan, 1985).

1.5.5 Silent Way Method (SWM):

It is a visual method of foreign-language teaching. It was founded in the early 1970s by the Egyptian mathematician and educator Caleb Gattegno. It is based on the idea that teachers should be as silent as possible during a class but learners should speak as much as possible to encourage them to be more active in their learning. The Silent Way belongs to a tradition that views learning as a problem solving, creative, discovering activity, in which the learner is a principal actor rather than a bench-bound listener (Bruner, 1966). It stands on three main principles: first, discovery rather than teaching which means Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned. Second, the use of physical tools; learning is achieved through the use of color-coded charts that represent sounds, vocabulary, numbers, colors ….Third, problem-solving in the target language, the teacher evaluates their students through careful observation and gives minimum corrections leaving his students struggling to solve their problems about the language . This method is focused on silent classes in which teachers encourage students to produce the target language as much as possible which leads the learners to develop their own conceptual models of all the aspects of the language.

1.5.6 Suggestopedia:

This is a teaching method based on the power of suggestion in learning; the notion being that positive suggestion would make the learner more receptive and, in turn, stimulate learning. It was introduced in 1975 by a Bulgarian psychologist and educator, George Lazanov who believed that we are capable of learning much more than we think, provided we use our brain power and inner capacities. It focuses on how to deal with the relationship between mental potential and learning ability. The main aim of teaching is not memorization, but the understanding and creative solutions of problems (Lazanov, 1978). He has claimed that most students use only 5 to 10 percent of their mental capacity and by using this method they can learn a language approximately three to five times as quickly as through conventional teaching methods. The most conspicuous characteristics of Suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher.

1.6 Arguments against the Use of L1 in EFL Classes:

Avoiding L1 is a common sense in foreign language learning and teaching. Proponents of L2 use believe that the ignorance of L1 and the exclusive use of L2 is the only way to teach and learn a foreign language seeing that L1 affects negatively on learner's learning process. Cook (2001) stated that the TL can be developed without any reference to the L1. In this regard, researchers have listed a set of arguments against the use of L1 in EFL classes.

The claim that L1 should be excluded is based on the researcher's belief seeing that it affects negatively the student's learning process. They believe that only L2 should be used in EFL classes in order to maximize L2 input that it is certainly the only source that provides a comprehensible input which permits a better learning and satisfactory proficiency. TL acquisition depends on exposure so, teachers should encourage students to think and speak in

the target language. The more learners exposed to a language the better they will acquire it (krashen, 1985).

Willis and Macaro point out that it is better to encourage the use of L2 in EFL classes because teachers of foreign languages struggle to make their students learn and speak more FL and less MT as speaking is an essential part in foreign language learning. Macaro (2001) stated that learner can achieve strategic communicative competence only through the use of L1. Interaction in the classroom should be in the TL to encourage students to use and develop their speaking performance.

Another argument is that habitual use of L1 make student dependent on their MT. Ellis (1984) insists that this dependency creates an obstacle to learn the TL appropriately. They will not try to make effort to understand meaning or context from explanation or express what they want using their limited L2. The use of L1 was a barrier to L2 learning and L2 oral proficiency development (Macaro, 1997).

Researchers consider that L1 should be distinct and separate from L2.Supporters of the Monolingual Approach have stated that translating between L1 and L2 can be dangerous as it encourages the belief that there are 1 to 1 equivalents between the languages, which is not always the case (Pracek, 2003). Also, translation regularly creates the problem of over simplification because many cultural and linguistic nuances cannot be directly translated (Harbord, 1992)

By all counts, and with the proven arguments presented, the use of L1 in EFL classes leads to negative impacts on learning a foreign language .That is why the TL should be learned and taught without any use of L1.

1.7 Arguments for the Use of L1 in EFL Classes:

While most researchers would agree that the more English was used in the classroom the quicker the students learned it, it is evident that some other researchers believe, to some extent, that L1 can serve a role in L2 teaching and learning as it has several impacts on the learning process and the learners themselves .For example, reducing anxiety, saving time and improving proficiency and many other important benefits.

Several researchers agree that foreign language teachers use L1 to save time since it offers a quick and accurate translation instead of using other techniques which may take longer time and may not assure learner's understanding .L1 saves the time and the effort of both teachers and learners (Brown 2006). Atkinson noted also that by communicating in L1 time can be used for extra productive activities (1987).

Likewise, the use of L1 while teaching and learning in EFL classes reduces learners' anxiety and creates a relaxing learning environment. Willis (1996) stated the use of his or her native language, permits students to say what they want to say in the TL. According to Wills, he is against banning the use of L1 but he states that students should be engaged in learning activities by using TL. "Don't ban mother tongue use but encourage attempts to use the TL" (Willis, 1996, p.130).

In the same way, teachers integrate the mother tongue to create a friendly atmosphere and strengthen the relationship between them and their students, for example, they use it to tell some stories or jocks .Thus, the foreign language class become more attractive and makes learners feel relaxed to learn the new language by allowing the use of L1 in specified circumstances we might take the fear out of learning and make students less tense (as cited in Xhemaili, 2017, p. 5).

Furthermore, proponents of L1 use have revealed that "including students' L1 in the L2 classroom has been proven to be successful (Snorradóttir, 2014).They argue that If L1 is utilized well and presented communicatively, it can be a facilitative tool that will improve the language proficiency of students . Deller and Rinvolucri call the students' L1 a "useful tool" and they claim that ignoring it would be a waste of a valuable resource (2002). One of the positive impacts of using L1 on learners is confidence building. Duff and Polio (1990) emphasized that the learner's mother tongue is used to motivate students and help them in some difficult situations in the sense that they feel more comfortable and confident because they will be able to interact with their teachers, clarify their messages, and confirm whether they have understood correctly.

In addition, the use of L1 in EFL classes was justified as a scaffolding tool to build up the basics in order to further learning can be processed. From L1/L2 perspectives, the umbrella term scaffolding refers to the idea to use the L1 as a cognitive tool to limit the complexities of the learners gain the knowledge, skills and proficiency in order to best facilitate learning (Young, 1993). Furthermore several L1 supporters indicate that L1 use is appropriate to facilitate learning in different ways:

- In translation**:** translation can best serve in situations where it's difficult to find an equivalent in the target language certainly if the words cannot be easily explained, paraphrased or represented by gestures. Atkinson (1987) promoted translation techniques as one of the most significant and judicious uses of L1 (p. 242).
- To explain grammar**:** Teachers use L1 for a sense of facilitating the task of introducing and facilitating the difficult concepts of grammar rules. Grammatical competence is a critical element of successful language learning (Canale & Swain, 1980). It allows also students to find similarities and differences between linguistic structures. To find

similarities between two languages build up "interlinked L1 and L2 knowledge in the students' minds" (Cook, 2001).

- To convey meaning**:** To find similarities between two languages build up "interlinked L1 and L2 knowledge in the students' minds" (Cook, 2001). Teacher's use of L1 in EFL classes is sometimes an effective way to convey meaning and to check comprehension. To find similarities between two languages build up "interlinked L1 and L2 knowledge in the students' minds" (Cook, 2001).

From the above mentioned arguments supporting the appropriate use of L1 in EFL classes, researchers have found that L1 has an effective and important role in teaching and learning L2. The most significant advantage of mother tongue use is that it is consistent with the "preferred learning strategies" of the majority of learners in language classrooms around the world (Atkinson, 1987).

1.8 Some Concepts Related to MT:

Bilingualism is the ability to speak two languages by individuals or community members, with equal or different degrees of frequency. Baker (2003) said: "A person is bilingual if they are able to speak or use two languages, although the given definitions may vary in terms of language ability and language usage of an individual". A person may be bilingual by learning a second language or by growing up using both languages. This case where two languages are spoken leads to the emergence of some other linguistic concepts that are:

In this section; we will point out some of the concepts that are used in the case where at least two languages are spoken in a community like using MT in EFL classes.

1.8.1 Borrowing:

The process by which a word, phrase or expression from one language is adopted for use in another is known as borrowing or loan words.

Gumperz (1982) said:

> The introduction of single words or short, frozen, idiomatic phrases from one variety into the other. The items in question are incorporated into the grammatical system of the borrowing language. They are treated as part of its lexicon, take on its morphological characteristics and enter into its syntactic structures. (p.66)

1.8.2 Code Switching :

According to Gemperz's (1982) "The juxtaposition within the same speech, exchange of passages of speech belonging to two different grammatical systems of subsystems" (p.59).For him CS is a process of shifting between two or more different languages or linguistic varieties in order to communicate and facilitate the conversation.

From the same perspective, bilingual or multilingual person switches between two different languages or varieties while discussing. As said by Haugen (1973) code switching is the use of two languages in which an unassimilated or isolated word is introduced as a phrase or in the context of the other language (p.505).

1.8.3 Interlanguage:

It is an intermediate stage used by second and foreign-language learners while learning a target language. They are influenced by their mother tongue. Thus, they use rules from both linguistic systems in order to produce sentences in L2 but instead they fall between the two. It may seem logical to them however it is incorrect. (Corder, 1967; Nemser, 1971; Selinker, 1972) defined interlanguage as a midpoint between the MT and the TL.

1.8.4 Interference:

This is a concept defined as an effect of one production of language on another language that uses both of them. This effect can be in any aspect of language. According to Weinreich (1953:1) “Interferences as those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of language contact”

In this respect, Tabouret-Keller (1979) also stated “To learn a second language it is to conform to new phonological, syntactical, morphological rules that the second language is either in the stage of acquisition or it is already well mastered, the bilingual always tends to use units, rules belonging to the mother tongue that is to produce interferences” (p.150)

1.9 Conclusion:

To conclude, in this chapter we have discussed seven items, beginning with defining language as a tool of communication, then we have introduced languages presented in Algeria in addition to the status of English. We have also tackled the use of MT in EFL classes including the main methods used. Furthermore, we have focused on the supporting and opposite arguments towards the L1 use. Finally, we ended with setting out some interested notions which are related to MT.

Chapter Two

Chapter Two: Research Design and Methodology

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Chapter Two : Research Design and Methodology

2.1 Introduction:

This chapter provides a rationale underlying the research process in this study that measures teaches' attitudes towards the use of L1 in EFL classes. It attempts to describe the research design, it explains the mixed method approach, qualitative and quantitative approaches that are intended to be used to collect and analyze data. It also sheds light on participants and data gathering instruments that we planned to use in this investigation to obtain a valuable data.

2.2 Research Design:

Research design is a systematic plan to study a problem; it intends to provide an appropriate framework for the study .It articulates the required data and the suitable methods to collect and analyze this data to respond the research question and reach the objectives of the study. According to Kothari (2004) "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". In the same sense, Kumar (1999) stated that a research design is a procedural plan that is adopted by researchers to answer questions objectively, accurately, economically and with validity. Also, Yin (2002) stressed that the design is the logical sequence that connects the empirical data, research questions and conclusions. Furthermore, Yin (2002) stressed that the main purpose of the research design is to help avoid a situation in which the evidence does not address the initial research questions.

Consequently, we intend to use a descriptive research design which take on a case study research to investigate teachers' attitudes towards the use of L1 in EFL classes. The case study research choice is a good for this study since it gives concrete, contextual, in-depth knowledge about the phenomenon .Also; it enables collecting data from different sources by using different methods. Thus, we plan to use a combination of both qualitative and

quantitative approaches, mixed method, to gather and analyze data for this study. As it helps to deeply and accurately understand the phenomena under study Toomela (2008) .We are determined to gather quantitative data through a questionnaire addressed to teachers and qualitative data through a class observations with teachers and learners for the purpose of responding the research question and validating the purposed hypotheses.

2.3 Research Approaches:

In this study, both quantitative and qualitative researches approaches are intended to be combined for data collection and analysis because these two elements are complementary and they complete each other. This combination of quantitative and qualitative approaches is called "mixed method". Greene (2006) defines mixed methods concept as "mixed method inquiry is an approach to investigating the social world that ideally involves more than one methodological tradition and thus more than one way of knowing". From its advantages is that in mixed-methods the strengths of one research method compensate the weaknesses of another (Plastow, 2016).

2.3.1 Quantitative Approach:

Quantitative research approach deals with collecting, quantifying and analyzing numerical data using a certain statistical techniques. Creswell (1994) has given a very concise definition of quantitative research as a type of research that is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). Along the same lines, a quantitative research is used for descriptive, co relational or experimental research. It determines the relationship between an independent and a dependent variable within a population, in order to generalize the results to wider population. Creswell (1994) as well mentioned that quantitative approach as an approach based on testing objective

theories among variables which can be measured in numbers and analyzed using statistical procedures in order to generalize the finding.

2.3.2 Qualitative Approach:

Qualitative research is a systematic, subjective approach that is used in social science research to study human behavior. This type of research collects and works with non-numerical data. It deals with the source of information directly (people) in their natural setting to understand and interpret in depth their behavior. Creswell (2003) described it as "an effective model that occurs in a natural setting and enables the researcher to develop a level of detail from high involvement in the actual experiences".

These two different methods are used in this work to provide an in depth understanding of phenomenon, such as: interviews, recordings, classroom observations, focus group, diaries, journals, and open ended questionnaires (Zohrabi, 2013). This type of research helps the research to collect reliable data from the real world for better understanding the topic. Denzin (1989) stated that "Qualitative research reflects the detailed description of participants' feelings, opinions, and experiences; and interprets the meanings of their actions".

The main purpose from using this method is that it provides detailed and comprehensive data in order to achieve the research objectives and answer the research questions. It provides also valid and reliable results obtained from different sources due to the combination of both approaches. Cresswell (2009) stated "the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone". In the same sense, Bamberger (2012) advocated that mixed methods research promote greater understanding of stakeholder perspectives on the nature of the intervention. It facilitates the work by offering different types of data; according to Bryman (2001) "mixed method research is often referred to as multi-strategy research".

2.4 Data Collection:

Data collection is one of the most important stages in conducting a research. It is the systematic process of gathering and measuring information on variables of interest from variety of sources. It enables the researcher to answer stated research questions, test hypotheses, and evaluate outcomes. Several techniques of collecting data are employed by social scientist: interviews, surveys, recordings, questionnaire, and observations.

In this study we intend to use two different techniques to collect data .First, a questionnaire addressed to teachers of English in middle school. A questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate to analysis (Babbie, 1990, p. 377).Second, classroom observations with teachers and their students. According to Wallace, observation is an important tool through which language teachers take action to improve the teaching and learning in their specific contexts (1991, p.106)

2.4.1 Research Setting and Participants:

This research was designed to be conducted at Oueld Chamakdji middle school at Medea city .The participants of this research were supposed to be all teachers of English of middle schools .They are requested to answer the questionnaire .As for the observations we wished to assist sessions at the mentioned middle schools with teachers of English of first year and their pupils for the purpose of noticing teachers use of L1 during their classes.

2.4.1.1 Teachers' Profile:

Concerning the participants are all teachers of English at middle school in Medea. They have experience in teaching English, their experience varies from one to the other, and they share the same L1 .Besides the teacher that we wished to assist with him some classes. We planned to select 20 teachers from different schools in Medea to request the questionnaire and

help as gathering some information about the use of L1 in teaching English as foreign language at primary level.

2.4.1.2 Learner's Profile:

This study is interested also with first year pupils .We were supposed to attend one class of first year because they are beginners in studying English as foreign language ,they don't have any background and knowledge .Their number is about 35 pupils and they share all the same MT .

2.5 The research Tools:

Multiple tools could have been used to collect data and information for the purpose of the study. We had planned to employ two different tools to collect data and make the work more reliable .First, a questionnaire was intended to address EFL teachers in middle school and to highlight their view and attitudes about the use of L1 in their EFL classes .Second, observations in EFL classes with first year teachers and their pupils at middle school to examine if teachers use L1 as helpful tool or not and to what extent do they use it.

2.5.1 Classroom Observations:

It is the process of observing teaching and learning practice carefully in real time, trying to understand the classroom behaviors from direct observations using the five senses providing a written report of the situation under study. It is considered as a tool of collecting data in a qualitative research .It is widely used in the educational system; the focus of the observation depends on the needed data and the purpose of the study.

Beside the description of the observation done by the observer, there are some other instruments that can be used during the observation to help the observer in the future review and analysis:

Category system: it is often a predesigned checklist which includes organized items that are general or specific behaviors of teachers or/and students according to the requirement of the topic, to obtain reliable data. It is based on rating scales.

Descriptive system: They are designed like the category systems to observe behaviors' occurring in the classroom .It focuses on specific aspects of classroom interactions to provide detailed evidence and deeper understanding of behaviors.

Narrative systems: like the descriptive systems, it is designed to supply detailed description of behaviors occurring in the classroom. However, the narrative systems do not rely on preset categories they are based on note taking skill to express what is observed in a detailed way.

Technological records: These systems are based on using technological tools such as audio-recording and video-recording to collect a large amount of data. Also, the recordings only capture raw data, without evaluation and assessment of what must necessarily come.

2.5.1.1 Advantages of Classroom-Observations:

- It provides direct connection between the researcher and the participants.
- It provides detailed and precise evidence.
- It allows the researcher to use different helpful instruments.
- It helps the researcher to study the process of education in a naturalistic setting.
- The observer may improve teaching ability.

In this research we intend to use two kinds of observation instruments .The first one is observations checklist to observe the teachers' activity in the classroom to know if they really use L1 in their classes and for what purposes .The second one is note taking to illustrate when teachers use L1 in their classes.

2.5.2 Questionnaire

The Questionnaire is one of the popular instruments used in conducting a research for collecting data from target population. It is a set of questions asked to individuals to obtain statistically useful information about a given topic. It can measure both qualitative and quantitative data depending on the nature of questions .There are two types of questions that are generally used in questionnaires: open-ended questions and closed-ended questions.

2.5.2.1 Opened-Ended Questions:

Open-ended questions are used to collect qualitative data .they are often used in complex questions which cannot be answered by one word .They allow the respondent to express what they think in their own words and enable them to give more details and in-depth answer.

2.5.2.2 Closed-Ended Questions:

Closed-ended questions are used to collect quantitative data .They are answered by only allowing responses ,the respondent is provided with options or pre-decided answers which fit into categories, such as :yes/no ,true /false ,male/female.

2.5.2.3 Advantages of Questionnaire:

- It is practical since it can be sent via internet or handed directly to the respondent.
- Large amounts of information can be collected from a large number of people.
- It takes in a short period of time to collect a large amount of information.
- It is economical because it cost only the printing.
- It provides both qualitative and quantitative data.

In this study, we intended to use only closed-ended questions in the questionnaire to collect quantitative data and to answer the research questions.

2.6 Data analysis Process:

It is one of the important steps in conducting a research, it is the process which organizes, summarizes and interprets the gathered data to give meaning and understand the mass of data collected. Marshall and Rossman (1999) described data analysis as the process of bringing order, structure and meaning to the mass of collected data (p.150). Antonius (2003:2) also states that the word data points to information that is collected in a systematic way and organized and recorded to enable the reader to interpret the information correctly. There is a variety of specific data analysis methods depending on the type of research; it can be analyzed qualitatively or quantitatively, as they can be used both to obtain useful information.

2.6.1 Quantitative Analysis:

As mentioned before, quantitative data is based on numbers; so quantitative data analysis is based on mathematical and statistical measurement. It makes use of some techniques to transform the collected data to numerical forms. Furthermore, there is a variety of software programs which help to analyze the collected data and transform them into diagrams (graphs and charts), for example: SPSS (Statistical Package for Social Sciences) and SAS (Statistical Analysis System). It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomenon (Leedy 1993).

2.6.2 Qualitative Analysis:

Data analysis in qualitative research is defined as the process of systematically searching and arranging the interview transcripts, observation notes, or other non-textual materials that the researcher accumulates to increase the understanding of the phenomenon. (Bogdan & Biklen, 1982).It is considered as one of the important steps in a research since it makes sense to the vast collected data by following some steps .Basically ,it starts by

organizing the data .Then ,identifying codes and finally, providing explanation and interpretation. Patton (2002) stated: "qualitative analysis involves making sense of huge amounts of data by reducing the volume of raw information, followed by identifying significant patterns, and finally drawing meaning from data and subsequently building a logical chain of evidence".

In this research, we intend to use both quantitative and qualitative analysis. The data collected from the questionnaire meant to be analyzed quantitatively and represented in numerical representations and graphs. Whereas the data collected from the observations tend to be analyzed qualitatively and discussed.

2.7 Conclusion:

This chapter concerned with the research methodology intends to be used to fulfill this study about the use of L1 in EFL classes. Also, it gives illustration about the choice research design and the research approaches .Furthermore; it described the data collection and data analysis methods beside participants and procedures.

Chapter Three

Chapter Three: Data Analysis and Recommendations

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* Number of pages unavailable as we couldn't carry out the practical part with teachers and students.

Chapter Three : Data Analysis and Recommendations

This chapter could not be carried out due to many reasons related primarily to the conditions generated by the severe pandemic of Covid 19 that hits the world. We tried to communicate our work to the person in charge of the direction of Ould Chamakdji middle school several times in order to provide us with contacts or mails of teachers, with the aim of having some insights regarding the use of L1 in EFL classes .Unfortunately our endeavors could not be fulfilled.

General Conclusion

General Conclusion:

In the last decades English has become the most common dominant language in world. It is used almost in all corners of the world. Moreover, English language plays a significant role in many sectors particularly in educational system. In this regard, specialists developed considerable techniques and methods to make English learning efficient. One of these techniques is integrating the mother tongue which has brought a debatable issue between researchers and scholars. On one hand, many researchers agree on the use of L1 in EFL classes as it facilitates the different learning processes. On the other hand, others believe on its negative effects and they consider this technique as an obstacle to improve L2 learning.

Therefore, this work was divided into three chapters. The first chapter is the theoretical part which dealt with the use of L1 in EFL classes. It presented the Algerian repertoire along with the major methods used in teaching English as a foreign language, and the findings of scholars and researchers about the implementation of the L1 in EFL classes. The second chapter presented the research methodology intends to be followed for this research .It clarified the selected research design and describes the data collection and data analysis methods. The third chapter deals basically with the data analysis and interpretations however, this work could not have place because of the afore-mentioned reasons in chapter three. We are determined to have all our questions answered in further academic works.

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