People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Dr. Yahia Fares University of Medea

Faculty of Letters and Languages

Department of English

.

THE EFFECTS OF USING MOTHER TONGUE BY ENGLISH LEARNERS: CASE STUDY OF L1 STUDENTS OF ENGLISH AT YAHIA FARES UNIVERSITY OF MEDEA

Submitted by:

- **Marwa Larbi Cherif**
- **Chalali Alaa Eddine**
- **Bennacef Mustapha Mohammed Amine**

Supervised by :

- Mr. Samir Zinai.

2021/2022

CONTENTS

Dedications	-
ABSTRACT	-
Introduction	3 - 4
CHAPTER I-EFL and Mother Tongue	5
Methods of teaching foreign languages	6
This method intends for students to learn	7
The Grammar-Translation Method	8
The Audio-Lingual Method	10
Advantages	12
Disadvantages	12
Comparing the Language Training Methods	13
Grammar-Translation Approach	13
Direct Approach	14
Reading Approach	15
Audio lingualism	15
Situational Approach	16
Affective-Humanist Approach	17
Comprehension-Based Approach	17
Communicative Approach	19
Purposes of using the mother tongue in EFL classes	20
CHAPTER II : The Effects of using L1 in English Language Classes	25
ROLE OF L1 FROM THE HISTORICAL AND MODERN VIEW	26
Error Analysis	28
UNIVERSAL GRAMMAR	29
Transfer	29
Advantages of L1 use in English Language classes	31
Disadvantages of L1 use in English Language classes	34
Teachers and Students attitudes towards the use of L1 in EFL classes	36
Teachers' actual use of L1 in the classroom	37
Arguments and counter-arguments for the exclusion of L1 from the classroom	38
Learners need to learn to think in English	38
The use of L1 will exacerbate the problems of first language interference	39

CONTENTS

Time spent using the L1 is time that would be better spent using	40
Translation is not a valuable skill to practice	40
Learner's Attitudes	41
CHAPTER III	43
Methodology	44
Setting and participants	44
Instruments	44
Questionnaire	44
Conclusion	52
References	53

Dedications

İ Dedicate This Work to My Small Family Members

To My Lovely Strong Mother and My Hero , MySupporter , My Everything , My Father

To my Love, My Heart, My Soul, To the One Who Helped Me in Preparing This Dissertation,My Fiancé Bilal.

Without You dears, I Wouldn't Have the Chanceto Come to This Day .

İ love all of You.

-Marwa-

Dedications

İ Dedicate This Work to My FamilyMembers

To My Mother, MySupporter, And My Father

To All My to all my friends and all my Teachers And Especially Mr. Samir Zinai

Without You dears, I Wouldn't Have the Chanceto Come to This Day .

İ love all of You.

-Alaa Eddine -

Dedications

İ Dedicate This Work to My FamilyMembers

To My Mother, MySupporter, And My Father

To All My to all my friends and all my Teachers And Especially Mr. Samir Zinai

Without You dears, I Wouldn't Have the Chanceto Come to This Day.

İ love all of You.

-Mustapha Mohammed Amine-

ABSTRACT

ABSTRACT

The controversy over whether English Language courses should incorporate or exclude students' home language has raged for a long time (Brown, 2000, p195), but the research findings have yet to be fully convincing. The purpose of this article is to see if using L1 in English Language lessons hurts or helps with language acquisition. The study will be held at Dr. Yahia Fares University's English Department, with as a participant. A questionnaire and an interview will be used to gather information. In the interview section,
students will be chosen at random for participation in the interviews to learn more about their perspectives on the use of L1 in their English classrooms. To begin, the benefits and drawbacks of using L1 in English language schools will be analyzed in light of the other studies. Following that, a questionnaire will be administered to the selected class. We anticipate that quantitative data analysis will demonstrate that using L1 in English Language classes has significant benefits. Key Terms : Using L1 in English Language classes, advantages and disadvantages of using L1,language acquisition.

lintroduction

Introduction

Language learning is a continuous process. That is why the focus should be given to the learners level, age and background and the teachers' perceptions while teaching a language.

If the teacher focuses only on the use of the target language in EFL classrooms and ignores learners' background, learners may feel that they are forced to use the language and may find it difficult. Moreover, it frustrates the learners who are willing to learn and use the language. It is, therefore, important to consider using the mother tongue in language classes.

- How can the students lean a foreign language?
- How can the teacher make the EFL class funny and encourage thestudents to lean?
- What are the main methods Used in teaching a foreign language?
- What are the current approaches used by teachers of EFL?
- What are the purposes of using L1 in EFL classes?
- What are the advantages and disadvantages?

Educators, for years, have questioned whether they should use mother tongue in foreign language classrooms. Though, the role the mother tongue plays is not ignored by the researchers, "the issue of whether language teachers should use the students' first language in their second/ foreign language classroom has always been a controversial one" (Sharma, 2006: 80). In his article, Atkinson (1987: 242), referring to Bolitho (1983), states that "another important role of the mother tongue is to allow students to say what really want to say sometimes (surely a valuable 'humanistic 'element in the classroom)". The purpose of such exercise is to provide the students with the occasion to express themselves more efficiently. Especially, the learners who have limited vocabulary of the target

language need opportunities to express themselves. Forcing the students to speak English in the classroom may prevent them from participating in the conversation. It is essential in learning that the students volunteer to speak. Teachers should always encourage students to articulate their opinions in

mother tongue when students show difficulty doing so in the target language. The mother tongue could be used as a mediating tool between students and teachers in language. Teachers are expected to play a leadership role in the classrooms. While monitoring the students who have problems with understanding the language, they can determine in what situations they need to resort to the use of the mother tongue. In this way, the role of mother tongue use is crucial. Atkinson (1987: 241) supports the use of mother tongue, notably in monolingual classes. He explains that 'the potential of the mother tongue as a classroom resource is so great that its role should merit considerable attention and discussion in any attempt to develop a 'post-communicative' approach to TEFL for adolescents and adults'. Mother tongue can be used as a facilitator to make a task meaningful. Thus, the students can focus on the task without difficulty.

In addition, some researches show that most of the students are trying to understand their teachers by using the mother tongue.

The use of L1 is beneficial for language learning because it both helps in the process and completion of the task and creates a social and cognitive space in which students will be able to provide each other with assistance throughout the duration of the task (Anton & amp; Dicamilla, 1998: cited in Pan & Pan, 2010).

CHAPTER I

EFL and Mother Tongue

The term “mother tongue” represents first language which we acquire first in our childhood. It can be termed as a native language too. Mother tongue plays significant role to learn foreign language. Both, the EFL teacher and the students remain adhered to the mother tongue while teaching and learning to some extent. While learning foreign language, complete avoidance of mother tongue is not possible and even not justifiable. In this context, Atkinson (1987), states that mother tongue is always consistent with the preferred learning strategies. Its significance can be further verified from the Spanish context in Puerto Rico. Schweers (1999) found that 88.7% students felt that Spanish language should be used in the classroom. However, the use of mother tongue should not be extravagant and teachers should be judicious to allow the students to use it. EFL students possibly get interfered by mother tongue, although they feel uncomfortable in expressing.

Nunan (1999) reports cases from China; when students spoke Cantonese in the classroom, they were imposed fines and as a result the results remained silent during the classroom activities. This can be felt in Nepal too particularly for the students from rural area where ‘English only’ classes might not benefit them much.

Methods of teaching foreign languages:

A/The Direct Method:

The Direct Method is also known as the Oral or Natural method. It’s based on the active involvement of the student in both speaking and listening to the new language in realistic everyday situations. The process consists of a gradual acquisition of grammatical structure and vocabulary. The learner is encouraged to think in the target language rather than translate. He or she hears and uses the language before seeing it written.

The direct method in teaching a language is directly establishing an immediate and audiovisual association between experience and expression, words and phrases, idioms and meanings, rules and performances through the teachers' body and mental skills, without any help of the learners' mother tongue.

1. Direct method of teaching languages aims to build a direct way into the world of the target language making a relation between experience and language, word and idea, thought and expression rule and performance.

This method intends for students to learn:

2. How to communicate in the target language.
3. This method is based on the assumption that the learner should experience the new language in the same way as he/she experienced his/her mother tongue without considering the existence of his/her mothertongue.

❖ **Essentials :**

1. No translation.
2. Concepts are taught by means of objects or by natural contexts through the mental and physical skills of the teacher only.
3. Oral training helps in reading and writing listening and speaking simultaneously.
4. Grammar is taught indirectly through the implication of the situationcreation.

1. Question/answer exercise – the teacher asks questions of any type and the student answers.
2. Dictation – the teacher chooses a grade-appropriate passage and reads italoud.
3. Reading aloud – the students take turns reading sections of a passage, play or a dialogue aloud.
4. Student self-correction – when a student makes a mistake the teacher offers him/her a second chance by giving a choice.

5. Conversation practice – the students are given an opportunity to ask their own questions to the other students or to the teacher. This enables both a teacher-learner interaction as well as a learner-learner interaction.
6. Paragraph writing – the students are asked to write a passage in their ownword.

Nature

1. The direct method is also known as the natural method. It was developed as a reaction to the grammar-translation method and is designed to take the learner into the domain of the target language in the most natural manner.
2. The main objective is to impart a perfect command of a foreign language. The main focus is to make the learner think in the targeted language in the same manner as the learning of his/her mother tongue in the most natural way.
3. In traditional language-learning, pupil participation was found to be diminished as the teaching is perceived to be long and monotonous .

B/The Grammar-Translation Method:

This method grew from the traditional method of teaching Latin and Greek. The method is based on analysis of the written language using translation exercises, reading comprehension and written imitation of texts. Learning mainly involves the mastery of grammatical rules and memorization of vocabulary lists.

Method:

Grammar–translation classes are usually conducted in the students' native language Grammatical rules are learned deductively students learn grammar rules by rote,[7] and then practice the rules by doing grammar drills and translating sentences to and from the target language. More attention is paid to the form of the sentences being translated than to their content. When students reach more advanced levels of achievement, they may translate entire texts from the target language. Tests often involve translating classical texts.

There is usually no listening or speaking practice, and very little attention is placed on pronunciation or any communicative aspects of the language. The skill exercised is reading and then only in the context of translation

Principles and goals:

There are two main goals to grammar–translation classes. One is to develop students' reading ability to a level where they can read literature in the target language.[5] The other is to develop students' general mental discipline.

Users of foreign language want to note things of their interest in the literature of foreign languages. Therefore, this method focuses on reading and writing and has developed techniques which facilitate more or less the learning of reading and writing only. As a result, speaking and listening are overlooked.

C/The Audio-Lingual Method:

This self-teaching method is also known as the Aural-Oral method. The learning is based on repetition of dialogues and phrases about everyday situations. These phrases are imitated, repeated, and drilled to make the response automatic. Reading and writing are both reinforcements of what the learner practices

The **audio-lingual method**, **Army Method**, or **New Key:**

is a method used in teaching foreign languages. It is based on behaviorist theory, which postulates that certain traits of living things, and in this case humans, could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

This approach to language learning was similar to another, earlier method called the direct method like the direct method, the audio-lingual method advised that students should be taught a language directly, without using the students' native language to explain new words or grammar in target language. However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

Applied to language instruction, and often within the context of the language lab, it means that the instructor would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In audiolingual , there is no explicit grammar instruction: everything is simply memorized in form.

The idea is for the students to practice the particular construct until they can use it spontaneously. The lessons are built on static drills in which the students have little or no control on their own output; the teacher is expecting a particular response and not providing the desired response will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching.

Oral drills :

- Repetition: the student repeats an utterance as soon as he hears it.
- Inflection: one word in a sentence appears in another form when repeated.
- Replacement: one word is replaced by another.
- Restatement: the student rephrases an utterance.

Main features:

Repetition: the student repeats an utterance as soon as he hears it.

- Inflection: one word in a sentence appears in another form when repeated.
- Replacement: one word is replaced by another.
- Restatement: the student rephrases an utterance.

Aims:

Oral skills are used systematically to emphasize communication. The foreign language is taught for communication, with a view to achieve development of communication skills.

S Practice is how the learning of the language takes place. Every language skill is the total of the sets of habits that the learner is expected to acquire. Practice is central to all the contemporary foreign language teaching methods. With audio-lingual method, it is emphasized even more.

- Oral learning is emphasized. Stress is put on oral skills at the early year of the foreign language course and is continued during the later years. Oral skills remain central even when, later, reading and writing are introduced. Learners are asked to speak only what they have had a chance to listen to sufficiently. They read only the material used as part of their practice. They have to write only that which they have read. Strict order of material,in terms of the four skills, is followed.

Advantages:

- Listening and speaking skills are emphasized and, especially the former, rigorously developed.
- The use of visual aids is effective in vocabulary teaching.
- The method is just as functional and easy to execute for larger groups.
- Correct pronunciation and structure are emphasized and acquired.
- It is a teacher-dominated method.
- The learner is in a directed role; the learner has little control over the material studied or the method of study.

Disadvantages:

- The behaviorist approach to learning is now discredited. Many scholars have proven its weakness.
- It does not pay sufficient attention to communicative competence.
- Only language form is considered while meaning is neglected.]
- Equal importance is not given to all four skills.
- It is a teacher-dominated method.
- It is a mechanical method since it demands pattern practice, drilling, and memorization over functional learning and organic usage.
- The learner is in a passive role; the learner has little control over their learning.

D/Comparing the Language Training Methods:

This comparison graph shows the expected results for a typical student applying the same amount of time and motivation to the learning. We scored the value of each method from 1 to 10 in the following aspects: Speed of Learning, Listening Comprehension, Speaking Capability, Writing Capability, and Grammar.

Current approaches of teaching EFL classes

There are nine approaches altogether that I shall be referring to

1. Grammar-Translation Approach 2. Direct Approach 3. Reading Approach 4. Audiolingualism (U.S.) 5. Situational Approach (Brit.) 6. Cognitive Approach 7. Affective-Humanistic Approach 8. Comprehension-Based Approach

9. Communicative Approach.

1. Grammar-Translation Approach:

(An extension of the approach used to teach classical languages to the teaching of modern languages).

a. Instruction is given in the native language of the students.

b. There is little use of the target language.

c. Focus is on grammatical parsing, i.e., the form and inflection of words.

d. There is early reading of difficult classical texts.

e. A typical exercise is to translate sentences from the target language into the mother tongue.

f. The result of this approach is usually an inability on the part of the student to use the language for communication.

g. The teacher does not have to be able to speak the target language.

2. Direct Approach:

(a reaction to the grammar-translation approach and its failure to produce learners who could use the foreign language they had been studying).

a. No use of the mother tongue is permitted (i.e., teacher does not need to know the students' native language).

b. Lessons begin with dialogs and anecdotes in modern conversational style.

c. Actions and pictures are used to make meanings clear.

d. Grammar is learned inductively.

e. Literary texts are read for pleasure and are not analyzed grammatically.

f. The target culture is also taught inductively.

g. The teacher must be a native speaker or have nativelike proficiency in the language.

3. Reading Approach:

(a reaction to the impracticality of the direct approach; reading was viewed as the most usable skill to have in a foreign language since ordinary people traveled abroad around 1930; also, few teachers could use a foreign language well enough to use a direct approach in class).

a. Only the grammar useful for reading comprehension is taught.

b. Vocabulary is controlled at first (based on frequency and usefulness) and then expanded.

c. Translation is once more a respectable classroom procedure.

d. Reading comprehension is the only language skill emphasized.

e. The teacher does not need to have good oral proficiency in the target language.

4. Audio lingualism:

(a reaction to the reading approach and its lack of emphasis on oral-aural skills; this approach became dominant in the United States during the 1940s, 19505, and 1960s; it takes much from the direct approach but adds features from structural linguistics and behavioral psychology).

a. Lessons begin with dialogs.

b. Mimicry and memorization are used, based on the assumption that language is habit formation.

c. Grammatical structures are sequenced and rules are taught inductively.

d. Skills are sequenced: listening, speaking-reading, writing postponed.

e. Pronunciation is stressed from the beginning.

f. Vocabulary is severely limited in initial stages.

g. A great effort is made to prevent learner errors.

h. Language is often manipulated without regard to meaning or context.

i. The teacher must be proficient only in the structures, vocabulary, etc. that s/he is teaching since learning activities and materials are carefully controlled

5. Situational Approach:

(a reaction to the reading approach and its lack of emphasis on oral-aural skills; this approach was dominant in Britain during the 1940s, 1950s, and 1960s; it draws much from the direct approach but adds features from Firthian Linguistics and the emerging professional field of language pedagogy).

a. The spoken language is primary.

b. All language material is practiced orally before being presented in written form (reading and writing are taught only after an oral base in lexical and grammatical forms has been established).

c. Only the target language should be used in the classroom,

d. Efforts are made to ensure that the most general and useful lexical items are presented.

e. Grammatical structures are graded from simple to complex.

f. New items (lexical and grammatical) are introduced and. practiced situation ally (e.g., at the post office, at the bank, at the dinner table)

6. Cognitive Approach (a reaction to the behaviorist features of the audiolingual approach).

a. Language learning is viewed as rule acquisition, not habit formation.

b. Instruction is often individualized; learners are responsible for their own learning.

c. Grammar must be taught but it can be taught deductively (rules first, practice later) and/or inductively (rules can either be stated after practice or left as implicit information for the learners to process on their own).

d. Pronunciation is de-emphasized; perfection is viewed as unrealistic.

e. Reading and writing are once again as important as listening and speaking.

f. Vocabulary instruction is important, especially at intermediate and advancedlevels.

g. Errors are viewed as inevitable, something that should be used constructively in the learning process.

h. The teacher is expected to have good general proficiency in the target language as well as an ability to analyze the target language.

7. Affective-Humanist Approach:

(a reaction to the general lack of affective considerations in both audiolingualism and cognitive code).

a. Respect is emphasized for the individual (each student, the teacher) and for his/her feelings.

b. Communication that is meaningful to the learner is emphasized.

c. Instruction involves much work in pairs and small groups.

d. Class atmosphere is viewed as more important than materials or methods.

e. Peer support and interaction is needed for learning.

f. Learning a foreign language is viewed as a self-realization experience.

g. The teacher is viewed as a counselor or facilitator.

h. The teacher should be proficient in the target language and the student's native language since translation may be used heavily in the initial stages to help students feel at ease; later it is gradually phased out.

8. Comprehension-Based Approach:

(An outgrowth of research in first language acquisition, which led some language methodologists to assume that second or foreign language learning is very similar to first

language acquisition).

a. Listening comprehension is very important and is viewed as the basic skill that will allow speaking, reading, and writing to develop spontaneously over time given the right conditions.

b. Learners should begin by listening to meaningful speech and by responding nonverbally in meaningful ways before they produce any language themselves.

c. Learners should not speak until they feel ready to do so; this results in better pronunciation than when the learner is forced to speak immediately,

d. Learners progress by being exposed to meaningful input that is just one step beyond their level of competence.

e. Rule learning may help learners monitor (or become aware of) what they do, but it will not aid their acquisition or spontaneous use of the target language.

f. Error correction is seen as unnecessary and perhaps even counterproductive; the important thing is that the learners can understand and can make themselves understood.

g. If the teacher is not a native speaker (or near-native), appropriate materials such as audiotapes and videotapes must be available to provide the appropriate input for the learners.

9. Communicative Approach

(Grew out of the work of anthropological linguists (e.g., Hymes, 1972) and Firthian linguists (e.g., Halliday, 1973), who view language first and foremost as a system for communication).

a. It is assumed that the goal of language teaching is learner ability to communicate in the target language.

b. It is assumed that the content of a language course will include semantic notions and social functions, not just linguistic structures.

c. Students regularly work in groups or pairs to transfer (and, if necessary, negotiate) meaning in situations where one person has information that the other(s) lack.

d. Students often engage in role-play or dramatization to adjust their use of the target language to different social contexts.

e. Classroom materials and activities are often authentic to reflect real-life situations and demands.

f. Skills are integrated from the beginning; a given activity might involve reading, speaking, listening, and perhaps also writing (this assumes the learners are educated and literate).

g. The teacher's role is primarily to facilitate communication and only secondarily to correct errors. h. The teacher should be able to use the target language fluently and appropriately.

Purposes of using the mother tongue in EFL classes:

The role of the mother tongue in the foreign language classroom has always been a matter of debate among its users because it becomes a part of the learning process and it is important to deliver the information to the learners The use of L1 in the foreign language classroom is to convey the meaning of unknown words, clarify the confusing word, and explain difficult concepts. Visual aids, props, textbook illustration are also used to explain a new term and clarify the words that remain confusing. However, Atkinson (1987) stated that the visual aids can sometimes mislead the understanding. In the target language (TL), the teacher has to be precise on whatever terms explained. A rough explanation is certainly not enough. The explanation, demonstration, or whatever picture used should be carefully graded and selected. Therefore, L1 is the precise means of getting the means across. L1 is also used to check the pupils' comprehension

Skutnabb-Kangas (2008) argues that the use of the mother tongue in the classroom can sometimes create a better teaching-learning environment reducing language anxiety and building self-confidence. Language anxiety is aroused when pupils have communication anxiety, fear of negative social evaluation, or academic evaluation. Thus, the use of L1 allays language anxiety. The intervention of L1 in a foreign language classroom helps the pupils to understand many expressions and use them on the basis of their needs and with great confidence. The pupils also feel secure and assured as they can understand and use it.

You Should Use the Mother Tongue When You:

- Are giving instructions to do a complex or a new activity.
- Want to check that students understood your explanation when teaching new vocabulary.
- Teach very difficult words, especially abstract words and can't find a picture or ask a CCQ to check the meaning.
- Tell the students a difference between the mother tongue and English.
- Explain a grammatical item that has no equivalent in the mother tongue.
- Allow the learners to take notes about a grammatical or a vocabulary item especially when they are comfortable about that or when the item isdifficult.

Balance of using mother tongue by teachers and learners:

Whether teachers should use L1 in foreign language classroom or not is an ongoing debate among language teachers. Cook (2001) reminded language teachers by saying that they want it or not native language is always present in the minds of FL learners (p. 403). Many teachers have been using first language in FL classes without knowing the reason behind using it . they also don't know that L1 can be an effective tool to teach foreign language. Although the use of L1 may hinder FL learning but it may contain several advantages too. Reasons behinds using L1 in FL classes: Although teachers try their best to separate L1 and TL but students always try to make a connection between the two languages. Consciously or unconsciously L1 always comes to their mind. In general, some teachers feel that it is necessary to start an FL class through L1. They think mother tongue can be a useful tool to give students a sense of security because insufficient language proficiency may create nervousness among students in the foreign language class. Students learn a new language non-defensively when they feel secure. Through L1 teachers can create connection with students which can help the teacher to fulfill the aim of the lesson. If students are comfortable in the class, it is easier to make them involve in various class activities. Rapport is also a means for establishing empathy with the students. Building a good relationship with the students is very

important to keep them open to the learning process. To let students use their mother tongue is a humanistic approach which permits them to say what they want. "Starting with the L1 gives a sense of security and validates the learner's lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English." (Schweers, 1999, p.6). During anxious moments, L1 can be a valuable source to relax students. Students' security can be provided in a number of ways e.g., allowing them to use L1, telling students precisely what they will be doing during the class, giving proper amount of language input etc. So, students' security can be easily enhanced by using mother tongue at the beginning of the class. According to Krashen (1985) there is an emotional barrier which prevents learners to receive any kind of input from the environment. This emotional barrier may be caused by negative attitude towards language, lack of motivation or just negative emotional/ physical states e.g., stress. The use of mother tongue may assist students in reducing affective barriers and increasing their confidence to comprehend the target language successfully. So, if the learner is stress free his lowered affective filter may lead to a successful language acquisition. Weschler (1997) asserts that suppressing students' natural tendency to use their L1 only adds to the counter-productive tension already existed in the class and raises the affective filter of the students that much higher. L1 strategies are efficient in terms of time spent explaining. This is certainly the reason most commonly given by teachers who advocate L1 use in the classroom. But Duff (1989) says, mother tongue should be used to provoke discussion and speculation, to develop clarity and flexibility of thinking, and to help us increase our own and our students' awareness of the inevitable interaction between the mother tongue and the target language that occurs during any type of language acquisition. Again, it has been observed by Liao (2006) that if the students are asked to discuss something only in target language, most of them remain silent due to their lack of TL proficiency or nervousness. On the other hand, when

both L1 and TL are allowed for discussions, there is more meaningful communication and participation. The communication sustains longer too.

Therefore, the use of L1 results in an increased willingness by students to communicate verbally and express their ideas (Akiston, 1987; Auerbach 1993). It may not be true that it is always necessary to use the first language in the FL class. If teachers feel the necessity of it, they must use it; but there should be a balance between uses of the two languages. Teachers should not use L1 to rescue themselves because they are not prepared for the class. Teacher should know the appropriate use of mother tongue. While arguing for the option of using L1 in the classroom, most researchers have at the same time cautioned against the overuse of L1.According to Cole (1998), teachers will find for themselves when L1 is genuinely needed and beneficial. By regularly considering when and how to use L1, and the circumstances under which it will facilitate student learning without making it an onerous experience, teachers can provide a safe and stimulating environment for language learning (p.95).“Teachers should use English where possible and L1 where necessary” (Atkinson 1987, p. 243). It is important for teachers to keep in mind that students should not over-rely on L1.There are some situations when L1 can be used. Auerbach (1993) suggested the following possible occasions for using the first language: negotiation of the syllabus and the lesson, record keeping, classroom management, scene setting, language analysis, presentation of rules governing grammar, phonology, morphology, and spelling; discussion of cross- cultural issues; instructions or prompts; explanation of errors; and assessment of comprehension. So, there are numbers of ways where teachers can positively use first language to teach foreign language. Perhaps judicious use of L1 can save a lot of time and confusion.

Weschler (1997) suggests using L1 for warm-up brainstorming. If teacher starts with L1, students get a sense of security. So, warm-up activities can be done by using students' mother tongue. Again, abstract words or expressions are difficult to explain (or demonstrate using Total Physical Response) in FL arebetter translated. Even for advanced level students, there is much less tendency to fall back; upon L1 and translation may save time. Sometimes teachers can save time by using L1 translation and use the time for other activities related to TL learning. If learners understand everything, they will be more willing to participate in the class and take part various activities in the class. Again, it is said the more we know about a word, the easier it is for us to retrieve it. If students have a clear idea about the words, they can easily remember those words.

CHAPTER II

The Effects of using L1 in English Language Classes

The process of learning a second language, or L2, is impacted by a variety of elements, with the first language, or L1, being one of the most important. Numerous linguists have studied the link between L1 and L2 acquisition, and many reconcilable and incompatible viewpoints have been suggested. On this foundation, this study focuses on a few aspects of L1's effect on L2 acquisition. The definitions of L1 and L2 acquisition will be explained in the first section. The L1 transfer will be the focus of the second section. In the third section, we examine the role of L1 from both a historical and contemporary perspective. Then go on to the fourth section, which is about universal grammatical progress. And in the fifth part, also a very important part, the inter language theory will be introduced. At last is the list of references.

- ROLE OF L1 FROM THE HISTORICAL AND MODERN VIEW

In the second page of Lado's book, Linguistics Across Cultures, he stated that individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture—both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and the culture as practiced by natives.

Behaviorism

Linguistic Background in Bloomfield's classic work, Language (1933), he provides a very elaborate description of how those behaviorists conceive language. The most basic position of behaviorist is that language is speech rather than writing. That is to say, speech comes first, then comes writing. The reason why they hold this idea is that firstly, most of the children learn to speak before they learn to write. Secondly, there are many areas have no written language, but they have oral language.

Psychological Background Learning is a cumulative process. The more knowledge and skills an individual acquire, the more likely it becomes that his new learning will be shaped by his past experiences and activities. An adult rarely, if ever, learns anything completely new; however unfamiliar the task that confronts him, the information and habits he has built up in the past will be his point of departure. Thus, transfer of training from old to new situations is part and parcel of most, if not all, learning. In this sense the study of transfer is coextensive with the investigation of learning (Postman, 1971). .

Contrastive Analysis Hypothesis Contrastive analysis is a way of comparing language in order to determine potential errors for the ultimate purpose of isolating what needs to be learned and what does not need to be learned in a second-language-learning situation (Gass & Selinker, 2008). Duskova (1984) once conducted an experiment and got some data which showed that when Czech learn English and Russian, they will transfer bound morphemes to Russian but they will not transfer them to English. Another example is also worth attention. Zobl (1980) once found according to the data of an experiment that when French learners learn English, they never make mistake about the word order of object pronouns and verb. For the fact that in French, object pronouns precede the verb, but in English, object pronouns follow the verb. The result of the experiment is interesting because French learners never made mistake about the word order when they made English sentence. However, English learners always put the object pronouns after the verb when they made French sentence, just as they made the NL sentence. This result showed that the habit of L1 maybe transfer to the target language, but it maybe not.

Error Analysis:

Error analysis is a kind of linguistic analysis which focuses on the errors learners make when they produce the target language. The main distinction between error analysis and contrastive analysis is that the former compares the target language form with the target language made by learners, while the latter studies the differences between L1 and L2. Error analysis was first studied for education during 1950s and 1960s. When the article titled "The significance of learners' errors" written by Corder (1967) came, things changed. In this article, he held the idea that errors are not just errors made by language learners. They have some significance. Through those errors, we can find some kind of system of how learners learn L2, and by studying this system, error analysis can not only use for education, but also for psychology and linguistics. He also distinguished, in his article, between errors and mistakes. Mistakes are made by learners just by chance, and learners can recognize what mistakes they have made and correct them. However, errors are systematic. Every time learners come across this form, they will make mistakes and they cannot recognize them. That is to say, mistakes are accidental and can be recognized while errors are systematic and unconscious.

UNIVERSAL GRAMMAR

Universal Grammar approach, or UG approach is a very revolutionary approach. The point is that despite of countries, all human beings have the same abstract principles of language and core grammar have been rooted in our mind before we are born. Cook, in 1997, has given this conclusion .

UG Principles :

Otsu and Naoi (1986) once proposed that the notion of structural dependency makes the system of language different from other systems. Schachter (1989) conducted some experiments to support this approach.

UG Parameters :

UG parameters are sets of options for syntax set up the generalized principles of UG. It is of interest that some recent proposals suggest that the possibility of VS word order is not, in fact, part of the pro-drop parameter, but derives from other principles of grammar (Chao, 1981; Safir, 1982; Hyams, 1983), a position that these results would be consistent with (White, 1985) .

Transfer

Definition : The word transfer was first being used a century ago. Whitney first used this word in linguistics to describe the influence of cross-language. However, till 1950s and 1960s, this word became popular in linguistics. In 1986, Sajavaara proposed that in psychology, transfer is a kind of influence from old knowledge to new knowledge. That is to say, when a person studies new knowledge, his old knowledge will influence the process of his new knowledge learning, and the whole influence is called transfer. Fries and Lado later, introduce the word transfer to the study of SLA. Corder (1973) claimed that SLA is the accumulation of action. Everyone can master a language if he or she wants to. So, the mistakes made in SLA are

explained as a kind of interference of L1 when the learners are learning the target language. And this kind of interference is called negative transfer. The similarities between L1 and L2 are thought to help the SLA. So that is positive transfer. In other words, the distinctions between L1 and L2 cause difficulties and mistakes in SLA, while the similarities promote it. However, Chomsky (1959), Selinker (1972) and Ellis (1985) emphasized the inner elements of human's brain and they contended that there is something in mind which can help the language acquisition. Now, it is commonly believed that it is biased to conclude that the habit of using L1 can influence SLA. Here we divided L2 transfer into four levels: sounds transfer, words transfer, syntax transfer and culture transfer .

Sounds Transfer :

The most enduring and prominent phenomenon in L1 transfer is sounds transfer. In the SLA, it is widely found that L2 learners' pronunciation is deeply influenced by their L1 and deviate the pronunciation of the native speakers. So, the function of L1 transfer plays a very important role in SLAof sounds .

Words Transfer :

Some linguists found that if there are many similarities of words between L1 and L2, learners feel easier to learn the target language and vice versa. This is why French students feel easier than Chinese students when both of them are studying English. For the reason that in English, there are many words borrowed from French. When French students come across those words, they feel no difficulties remembering them. While Chinese and English belong to different language systems. There are few similar words between the two languages. So Chinese students feel more difficult to learn English than French students do.

Syntax Transfer :

The syntax transfer contains syntax structure, such as word order, negative sentence, interrogative and relative clause and so on. The positive and negative transfer are existent at the same time. According to behaviorism theories, when the sentence pattern of L1 and L2 is different, the mistake will come into being. According to

contrastive analysis hypothesis, when L1 is different from L2, L1 will interference the SLA. In other words, all the L1 transfer in SLA is negative transfer. When the mode is the same of L1 and L2, the positive transfer comes into being.

Culture Transfer :

Culture transfer is a kind of influence made by the difference between L1 and L2. L2 learners tern to express themselves in their own habit from their culture. In this chapter, we discuss the L1 transfer in SLA. It is obvious that L1 transfer exists in all the language structure level. And we have analyzed the transfer from the aspect of sounds, words, syntax and culture. We found that L1 plays a very complicated role in SLA. Zobl asserted that there is a projection phenomenon in language acquisition. Ringborn (1987) made the point that the level of L2 is a key factor of transfer degree. And Odlin (1989) put forward that just as the using of cognate words, positive transfer happens on the basis of highly proficiency. Too many linguists proposed too many opinions. This area is waiting for more linguist to study.

1.5- Advantages of L1 use in English Language classes

"Although the mother tongue is not a suitable basis for a methodology, it has, at all levels, a variety of roles to play which are at present consistently undervalued" (Atkinson, 1987, p.247).

There are many arguments about the use of L1 whether it hinders or facilitates second language acquisition in language classes. The use of L1 in ESL classes allows students to distinguish differences between the main language and the target language. Prohibition of L1 use prevents the student from seeing these differences. Furthermore, in second language acquisition, inhibiting the use of L1 breaks the confidence of the students. Bolitho (1983) is of the opinion that the use of mother tongue allows students to fully express themselves in language acquisition.

"One's sense of identity as an individual is inextricably bound up within one's native language…. If the learner of a second language is encouraged to ignore his/her native language, he/she might well feel his/her identity threatened" (in Hopkins, 1988:18).When a student constantly ignores his / her mother tongue, he / she may encounter identity confusion and this creates fear in the student. However, if the student is encouraged to use the mother tongue, he/she feels safe and tries to use the target language more.

"Don't ban mother-tongue use but encourage attempts to use the target language" (Willis, 1996, p.130). Willis is against banning the use of L1 but he draws attention to the need for learners to participate in their learning activities by using their mother tongue.

"In my case, this conviction comes from personal experience, recent literature I have read, and presentations I have attended. This position may seem heretical in light of what most of us were taught when trained as ESL/EFL

professionals, but I believe it is worthy of serious consideration" (Schweers,1999,p.1).

In addition to the research results of many people, Schweers added the results of questionnaires and observations to his research. Schweers teach English as a foreign language to monolingual Spanish-speaking classes in Puerto Rico. During the first semester of the 1997–1998 academic year, he designed and conducted research on the use of the mother tongue in English classes at the University of Puerto Rico, Bayamon Campus. Four of his colleagues kindly consented to participate in his project. His research consisted of recording a 35-minute sample from three classes at the beginning, middle, and end of the semester. Schweers recorded the classes to see how frequently and for what purposes these teachers used Spanish in their classes. The teachers also filled out a short questionnaire about their attitudes toward the use of Spanish in the English classroom. The same questionnaire was also distributed to other members of his department. A total of 19 professors responded. Schweers also handed out a similar questionnaire to the classes of professors participating in his study and to his three sections of basic English. A high percentage (88.7%) of the student participants in this

study felt that Spanish should be used in their English classes. All of the teachers reported using Spanish to some degree. Very noticeable is the 86 percent of students who would like Spanish used to explain difficult concepts. Only 22 percent of teachers saw this as an appropriate use. Students also responded notably higher than teachers on the following uses for Spanish: to help students feel more comfortable and confident, to check comprehension, and to define new vocabulary items. These results showed that in English classes in a Puerto Rican university, Spanish should be used to some degree. Students feel there are clear cases where Spanish will facilitate their comprehension of what is happening in class. A majority also agree that the use of Spanish helps them to learn English.(Schweers,1999)

"The results of my research prove that a second language can be learned through raising awareness to the similarities and differences between the L1 and the L2. The prudent use of L2 in the English classroom also affirms the value of our students' L1 as their primary means of communication and cultural expression." (Schweers,1999,p.13).

In another study by Tang (2002) about the use native language of students in EFL classes, it has been found that the use of L1 does not reduce the exposure of students to the target language; on the contrary, it helps to learn a foreign language. Similarly, Brooks and Donato (1994) suggest that L1 may be a useful tool for learning the L2 and they encourage the use L1 to help students to understand and communicate effectively.

In another research, in contrast to the view of many researchers that the use of L1 lead to difficulties and errors in foreign language acquisition, Dulay & Burt (1973) have found out that the use of L1 does not lead to errors and difficulties. According to Second language acquisition research (Dulay & Burt, 1973; Johnson & Newport, 1994) has revealed that the difficulties and errors of foreign language learning cannot be completely attributed to interference by the learners' first language. In an investigation analyzing the sources of errors among native- Spanish-speaking children learning English, Dulay and Burt (1973) found that only 3% of errors came from L1 interferences and 85% of errors were developmental in nature. These findings imply that

the fear of using L1 in foreign language classrooms, which results in negative transfer, should bereduced.

Moreover, Anton and Dicamilla's study (1998), in which five pairs of Spanish-speaking EFL adult learners conducted English writing tasks, revealed several of the many functions that L1 can serve. These functions include the fostering and maintenance of interest in the task in addition to the development of strategies and approaches for making difficult tasks more manageable. Anton and Dicamilla (1998) believe that the use of L1 is beneficial for language learning because it both helps in the process and completion of the task and creates a social and cognitive space in which students will be able to provide each other with assistance throughout the duration of the task (Pan,2009,p.90).

1.6- Disadvantages of L1 use in English Language classes

In L2 instruction, use of L1 should not be excessive. It has been a remarkable issue to avoid overuse of L1.Harmer (2001) states that the overuse of L1 restricts the students' exposure to the target language. The use of L1 to a great extent in second language learning will be a hindrance to achievement in the target language.(Mart,2013).

Some of the effects of overuse of L1 in ESL classes can be listed as follows.

1) As long as the teacher constantly translates the target language, students will think that the target language is a difficult language.

2) The teacher and/or the students fail to observe distinctions between equivalence of form, semantic equivalence, and pragmatic features, and thus oversimplify to the point of using crude and inaccurate translation (Atkinson, 1987, p. 246).

3) When students become accustomed to using the mother tongue, they will use their mother tongue even if they can speak in target language.

As Willis puts “Explain to students that if they want to communicate in the target language they need to practice” (Willis, 1996, p. 49). According to this idea, we can say that students can improve their target language by practicing. As Macaro writes: “Only through the learner using L2 can s/he achieve strategic communicative competence” (Macaro, 2001, p. 183). Speaking in language acquisition is the most important activity and the use of the target language is essential for effective development of speaking. Speaking activities give students the opportunity to improve themselves. However, this is an effective process as long as the target language is used.

Many linguists insisted that the target language be used for all purposes in the classroom, even when the reasons for using it remained unclear (Hawks, 2001, p.47). Students need as much exposure as possible to the second or target language in order to acquire it.

“All the lesson or as much as possible should be in L2 (English in our case), and that there was a definite relationship between comprehensible input in L2 and proficiency” (Krashen, 1985, p.14). Learning will be better quality and effective as long as the students are given sufficient input for L2 use.

“Atkinson (1987) suggests that L1 should be used no more than five percent of the time in the foreign language or second language classroom. Others such as Lewis and Hill (1992) agreed and said that the language being studied should be the mode of communication in the lesson”(Turin,2014,p.14).

2 Teachers and Students attitudes towards the use of L1 in EFL classes.

- Teachers' attitudes

The attitudes of teachers towards the use of L1 in the English language classroom are reflected in their teaching practices. Their attitudes will be shaped by a number of factors, including their own experience as language learners, the pre-service and in-service training that they experience, the institutional policies of the institutions in which they are working, and their experience as teachers. The picture that emerges from surveys into teachers' attitudes is mixed.4 Taking a global figure of English language teachers working in a wide variety of contexts, the majority believe that the L1 should be excluded from or limited in English lessons (Hall & Cook, 2013). When, however, researchers investigate teachers' actual use of L1 in the classroom (see the next section), they find that many teachers make much greater use of L1 in their classrooms than their attitudes would seem to indicate. There is often a conflict between the professed desires of teachers about L1 use and their classroom realities (Copland & Neokleous, 2011). Researchers have found that teachers often talk about 'resorting to', rather than 'using', the L1, and the choice of language reflects this tension between desired and actual practices. In this light, it is unsurprising that a substantial number of teachers (around 36% in Hall & Cooks' (2013) survey) report feelings of guilt when they feel they need to use the L1. This is clearly a cause for concern: a sense of guilt is unlikely to be helpful to teachers who are striving to understand the issues and to develop professionally (Macaro, 2005). Rather than seeing L1 as a crutch to lean on in times of need, teachers will benefit from a fuller understanding of the role of L1 in language learning, so that they may exploit its potential more fully.

- Teachers' actual use of L1 in the classroom

There is a wide variation in the amount of L1 use by English language teachers. There are classes where it is used for as much as 90% of the time, and others where it is never used. The latter is usually found in multilingual classrooms without a shared classroom language or when the teacher cannot speak the L1 of the students. These contexts are not uncommon in private language schools, especially in English-speaking countries, but are otherwise rare. More commonly, it would appear that the L1 is typically used somewhere between 20% and 40% of the time when there is a shared L1 or classroom language.5 For most teachers in most contexts, some degree of L1 use is a feature of their everyday classroom practice. On the whole, teachers make much greater use of the L1 with classes of students at lower levels. This can help to aid motivation and alleviate frustration, and the practice is supported by researchers such as Swain and Lapkin (2000) and Macaro (2000). L1 is also more frequently used in larger classes where teachers feel that it is more effective in developing a good classroom atmosphere and maintaining discipline, than it is in smaller classes.

Since larger classes are more common in state-run institutions than in private schools, it is unsurprising to find that there is greater L1 use in the former. Other factors that can lead to greater L1 use include:

• the stage of a course (it may take some time for some students to get used tolessons where L1 is not widely used);

• the length of a lesson (lessons of over an hour in length that are conducted exclusively in English may become very tiring); and

• the previous learning experiences of the students.

- Arguments and counter-arguments for the exclusion of L1 from theclassroom

Educational institutions may have a number of reasons for a strict English-only policy. The most common is usually a desire to differentiate the teaching approach in the institution from that which students (or their sponsors) have experienced elsewhere, especially in secondary school. There may be a perceived commercial advantage that comes with this approach, and if learners have strong expectations of being taught exclusively through English, it would be counterproductive to disappoint them, especially in short courses. There is also a practical issue which is resolved in strict English-only approaches. Most people would agree that the use of L1 should be limited: the more encounters with English the better. On the other hand, if L1 is allowed, how much should be allowed? There is a reasonable anxiety that if a little L1 is allowed, a lot will creep in. It often seems more practical to ban it altogether There is always a set of pedagogical justifications behind policy decisions to exclude the L1. The most frequently cited are the following:

l. Learners need to learn to think in English

The argument that learners need to learn to think in English is premised on the idea that languages can and should be compartmentalized differently in the brain. The architecture of the brain, however, does not work like this. There is not one part of the brain that controls L1 and another which controls English. There is clear evidence that the brain processes two or more languages in parallel, at least to some extent.9 Furthermore, although the language of thought is closely related to the language we speak, it also includes imagery, sensory and emotional elements. To the extent that we do think in a language we can speak, it is unlikely that this will be anything other than L1 until we have reached an advanced level (C1+) (Turnbull & DaileyO'Cain, 2009). The majority of learners do not need, may not wish and will not achieve a level of proficiency that would permit 'thinking' in English. What most learners do need to achieve, however, is a level of proficiency where they can process English without always mentally translating from their L1. The exclusion of L1 from English lessons

does not accelerate the development of this fluency.

II. The use of L1 will exacerbate the problems of first language interference

First language transfer (or ‘interference’ as it is sometimes called) is familiar to all teachers. We tend to notice it more when it leads to errors, and less when it leads to accurate language use, but it is not always negative.10 Very often, transfer effects can be both helpful and misleading. The general meaning of the English word ‘language’, for example, is readily accessible to speakers of French, as it resembles the French words ‘langue’ and ‘langage’. This helpfulness is, however, limited, as neither ‘langue’ nor ‘langage’ always translate into English as ‘language’. ‘Un professeur de langues’ is ‘a language teacher’, while ‘la langue maternelle’ is ‘the mother tongue’. At the same time, the pronunciation of ‘language’ is very different from the French ‘langage’, and transfer effects may cause some problems. Language transfer occurs in all learning situations, so it is unlikely that it is the consequence of using L1 in the classroom. A common result of language transfer is difficulty with 'false friends' and it is hard to think of a more efficient way of dealing with this area than by directly comparing the two languages. More generally, word-for-word translation tasks may be one of the most effective ways of encouraging learners to notice the differences between English and their L1 (Laufer & Girsai, 2008).

III. Time spent using the L1 is time that would be better spent using

English As regards the third argument, it is clear that as much time as possible should be spent using English, but it does not follow that all classroom exchanges should be in English. Indeed, some classroom activities will be more productive when students are allowed to switch between English and their L1. These include, especially at lower levels and with younger learners, the development of self-motivation, metacognitive awareness-raising, self- assessment tasks and training in learning strategies. As noted above (see 'Teachers' actual use of L1 in the classroom'), teachers often use the L1 for reasons of economy and small amounts of it may make more time available for English. Specific examples will be found in the section, "Practical classroom implications". In the context of classroom communicative speaking activities, further discussion and examples can be found in the Cambridge Paper in ELT, "How much time should we give to speaking practice?" (Kerr, 2017).

IV. Translation is not a valuable skill to practice

The argument that translation is not a useful skill relies on a very narrow definition of the term. It would be hard to argue that the translation of short literary extracts into and out of English, which was a feature of Grammar- translation approaches, has any great value as a life-skill, however intellectually challenging it may be. However, if translation is viewed more broadly as mediation (see reference to the new CEFR descriptors in the 'Introduction' of this paper) between speakers of two languages, its value is undeniable. Anyone who has worked or studied in a community, or lived in a country where the language is not their own, will know that translation is part of their everyday bilingual practice. Translation, as Cook (2010) has observed, is a major part of communicative bilingual competence. In addition to its importance in a globalized and multilingual world, it has rich educational potential as a learning, diagnostic and testing tool. Concrete examples follow in the remaining parts of this paper. We should not forget, either, that many people find it enjoyable and stimulating. The pedagogical and linguistic arguments that are advanced for excluding the L1 from English language

classes may be said to be, at best, 'not proved'.11 There is now a very clear consensus, among applied linguists, that some use of L1 can support the learning of English. This does not, however, mean that an English-only policy is inappropriate in all contexts for all students all of the time. Whilst the main message from research is clear, we need to bear in mind that all research is carried out in contexts which may be rather different to the context in which particular teachers are working. Practical and tactical considerations will need to be weighed up against research findings.

Learner's Attitudes

The belief, shared by many educational institutions that English is best taught through English alone is not shared by all learners of the language. In fact, surveys of learners' attitudes towards the use of L1 in their classes regularly show that a majority approve of some L1 use. This is true of both adults and younger learners, and particularly the case with lower-level students.12 This preference is also reflected in the enormous success of online language learning programs, such as Duolingo, which use translation exercises.

The largest research project looking into the ways in which students use L1 in their English classes was carried out by Hall & Cook (2013) and gathered data from 2,785 teachers in 111 countries. They found that the most frequent uses were consulting or studying bilingual word lists or dictionaries, comparing English grammar to the grammar of their own language, and watching English language videos with L1 subtitles. All of these activities have a useful role to play in language acquisition. The next most frequent use of L1 was to prepare for tasks and activities before actually carrying out the task in English. This is not always welcomed by teachers, but it can serve a number of useful purposes:

(1) it may help students to understand better what the task requires, (2) it may reduce the cognitive load of the task, and (3) it may help students to motivate

each other. Without such preliminaries in L1, the task may not be completed, or even started. Unfortunately, Hall & Cook's research (2013) did not offer any data on the students' use of L1 in the classroom for off-task reasons, such as chatting about topics that are unconnected to the lesson. Although such "misbehavior" can be observed in all kinds of classes, it is often particularly prevalent in groups of children at the higher end of primary school and the lower grades of secondary. It is at these ages that children feel the strongest need to explore their emerging identities by 'talking the right talk' (Tarone & Swain, 1995). Avoidance of the target language, English, and concomitantly a higher level of the L1, may be a way of limiting the possibilities of embarrassment or negative peer evaluation. Whilst these moments may be seen as disciplinary matters, teachers need to be careful not to be strict. Effective classroom management usually entails some acceptance off-task behavior. A zero-tolerance policy, even if it can be implemented, may banish the L1, but it also runs the risk of making students even less willing to take risks in speaking English. Some tolerance of L1 may be a necessary condition in creating a safe speaking environment in which learners feel able to explore the limits of their language competence.

CHAPTER III

1. Methodology

In this section, we'll look at the setting and participants, as well as the tools and data collecting and analysis techniques. In our research, we will employ both quantitative and qualitative methods. The objective of employing the quantitative method is to do statistical analysis. The use of a qualitative method, on the other hand, is to collect thorough data.

2. Setting and participants

This study will be conducted at Dr Yahia Fares University, English Department, for all levels. Our participants are 71 university students. It includes both female students and male students. Their age is between 18-28. Their proficiency levels range from the first year to master 2. And also, their success in language learning is different from each other.

3. Instruments

This research will take place at Dr Yahia Fares University's English Department, and will be done at all levels. There are 71 university students among our participants. It consists of both female and male pupils. Their ages range from

18 to 28. Their degrees of proficiency range from first year to master 2.Furthermore, their language learning success differs from one another.

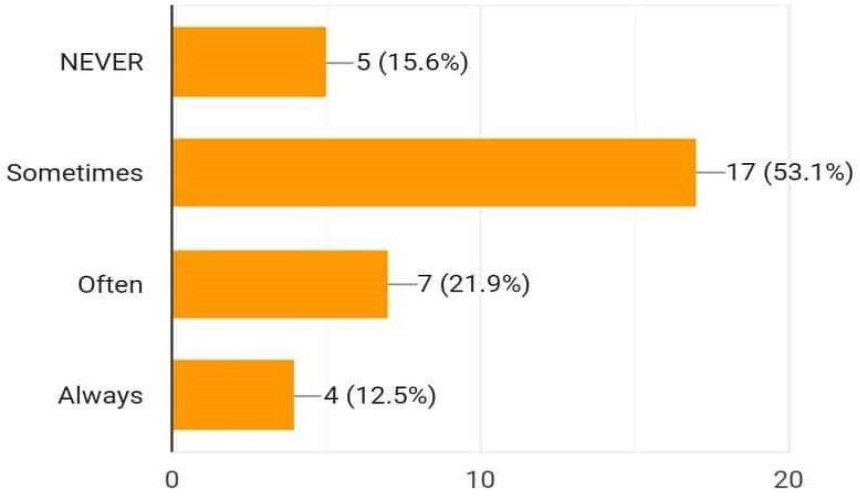
4. Questionnaire

To obtain the students' opinions, we will employ a questionnaire. There are ten questions in it. Students will rate how frequently they apply to the scenarios in the questions. Students are requested to fill out a questionnaire that includes information on their faculty, mother language, age, and English proficiency. The options "Never, Sometimes, Often, always" will be used by students to determine the frequency of their application.

1- I speak my first language in English class because am explaining anew point in the lesson to a classmate.

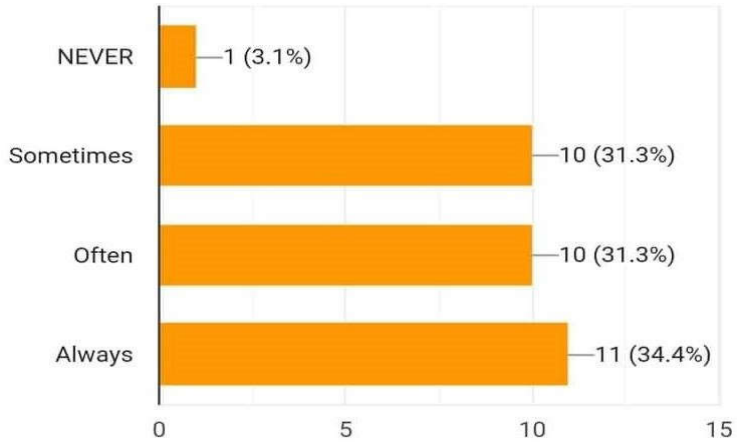
The first Figure is concerned with:

Students that use the mother tongue to explain an important point in the Lesson to the classmates in English classes , Since the Learners are not native, they probably speak L1 to convey an idea . The results shows that 53 % of them answered Sometimes and only 12 % answered Always, also 15 % which means 5 of them answered Never.



2- I speak my first language in English class because I want to chat with my classmates about topics that may not be connected to class.

The second figure is Mainly about students who use L1 to chat with the classmates about topics which are irrelevant to the Lesson , in order to create relations and an open space between them to facilitate learning English . The results were so expected since only one of them answered Never and 31% answered Sometimes so as 31% of them answered often , adding 34 % answered Always which was the biggest response.



3- I speak my first language in English class because I need to ask a classmate to explain a point in the lesson for me.

- The Third figure is concerned with

- Students that use L1 during a Conversation in English Language in case of forgetting a certain word which forces them to rely on L1 to continue the rhythm and keeping the same concept .

- Only 4 of them answered Always while the majority with 43 % answered Sometimes and 6 of them answered often .

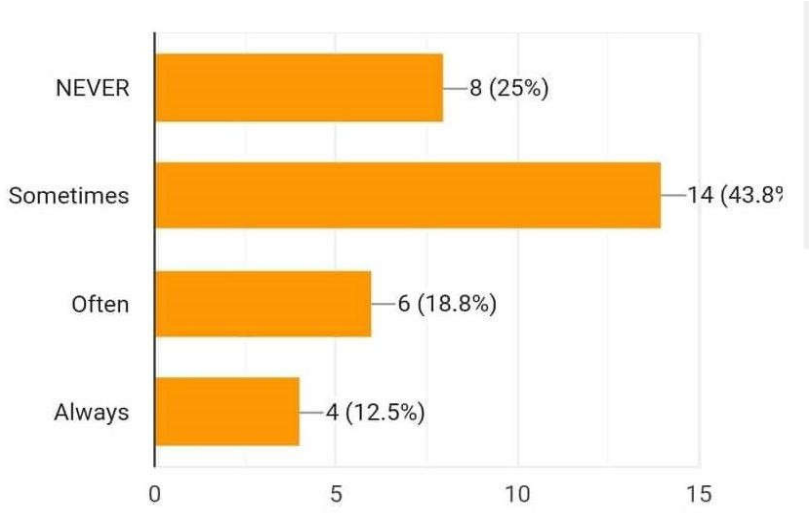
4- I speak my first language in English class because I need to check the meaning of a new word or concept during the lesson.

- The Fourth figure Deals with the students who must use L1 while speaking English in a task Because other classmates used it first , so it's an unconscious reaction to reply with the mother tongue in order to not lose the track of the task or the exercise .

- The result of this Question gave split opinions according to the students , 37% answered Sometimes which the biggest percentage , while 28 % of them answered Always and only 5 of them went with Never .

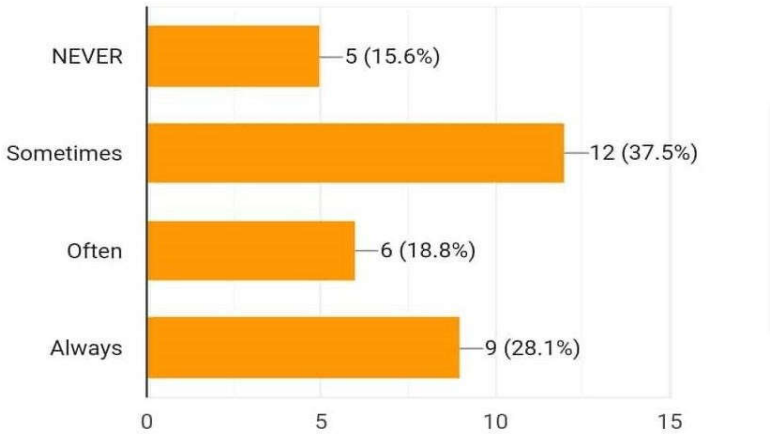
5- I speak my first language in English class because I cannot think of the correct word in English when talking to my classmates.

The fifth figure contains the social communication and the relationship between students in English classes , they commonly use L1 to talk about personal or private topics between them . The results illustrate that the most common answer is Always with 31.5 % 28 % of them answered Sometimes , 25 % said Often and 15 % said Never .



6- I speak my first language in English class because my classmates start talking to me in my first language while we are working on a task

The Sixth figure is concerned with the students that wants to finish activities Quickly, so, they are forced to use L1 to facilitate their method of Learning. All the students had a doubt in answering this that's why the most answer chosen was Sometimes with 31 % , Often came second with 28 % and 25 % of them chose Always.



7- I speak my first language during English class when I talk about personal things with my classmates.

The Last figure deals with the relationship between Language and Culture , since they influence each other, they can create an obstacle to any Learner and slow the progression of learning English comfortably , that is why the students were confused answering this important point .

- So, this Point resulted 34 % of them answering Sometimes which was the most common choice , the second most chosen was Never with 31% , Few of them answered Often (5 students only) and Always (6 students only) .

Conclusion

Conclusion

For many years, the issue of L1 in English language teaching was barely discussed. It was largely absent from teacher training courses, teacher training manuals, teachers' magazines and as a topic for teaching conferences. It was simply assumed that teaching English through English was the best way to do it. The situation has changed dramatically over the last ten years. Research into the area has grown enormously. New editions of the most popular teacher training manuals include sections on using the L1 and it is now a popular conference topic. Exercises which involve translation are becoming more common in coursebooks. The latest version of the syllabus for the Cambridge English Certificate in Teaching English to Speakers of Other Languages (CELTA) includes a section on multilingualism and the role of first languages. More resources that exploit L1 in English language teaching are now available to teachers. In addition to the books by Kerr (2014) and Deller and Rinvolucri (2002) already mentioned, both Multiple Voices in the Translation Classroom (González Davies, 2004) and Translation and Language Education (Laviosa, 2014) are rich sources of practical ideas, especially for students in higher education. It would be wise, however, not to get too carried away. English-mainly is generally a better rule of thumb than English-only, but, clearly, blanket acceptance of L1 use in English classrooms is no better than blanket banning. Overuse of L1, which can lead to a dependency on it, is arguably a more pressing concern. The question of how much L1 use, and of what kind, is appropriate in any teaching context can only be answered by careful consideration of that context by the teacher. This consideration will need to be informed by a clear understanding of the relative advantages and disadvantages of L1 use. It is hoped that this paper will help teachers make more informed choices.

References

Atkinson,D.,(1987).The Mother Tongue in the Classroom : A NEGLECTED RESOURCE? ELT JOURNAL.41(4)(1987),pp.241-247.

Bolitho, R. (1983). Talking shop: The communicative teaching of English in non-English-speaking countries ELT Journal 37(3), 235-242

Schweers,C.W.,(1999).Using L1 in the L2 Classrooms, English Teaching Forum,37(2)(1999),pp.6-9.

Hopkins,S.(1988).Use of Mother Tongue in Teaching of English as a Second Language to Adults. Language Issues,2,2,pp.18-24.

Willis, J. (1996). *A Framework for Task-based Language Learning*. Harlow, UK: Longman.

Turin,T.,A.,(2014),Reasons Behind Using L1 at Primary Level in English Classes,Brac University,Mhokhali,Dhaka

Laufer, B. & Girsai, N. (2008). Form-focused instruction in second language vocabulary learning: a case for contrastive analysis and translation. Applied Linguistics, 29(4): pp. 694–716.

Cook, G. (2010). Translation in Language Teaching. Oxford: Oxford University Press