Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Investigating the Use of the First Language (L1) in an EFL Classroom: Students' Perceptions and Teachers' Attitudes.

The Case of Second year EFL Students at Mila University Center.

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by: **Supervisor:**
1) KETMANE Imane   Dr. ZOUREZ Layla
2) BOUTARIA Amina

Board of Examiners:
Chairman: Dr. BENNACER Fouzia
Supervisor: Dr. ZOUREZ Layla
Examiner : Ms. BOUGHOUAS Lemya

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Dedication

In the Name of Allah the Almighty, most gracious, most merciful, all the praise is due to God alone, the sustainer of all the worlds.

I would like to dedicate this work to:

To the memory of my aunt Zouliykha

To my lovely parents, whose encouragement, confidence and never-ending love make me the person I am

To my beloved grandmother

To my dear sisters and brothers: Mouna, Chaima, Chemse eddine, Abderaouf for their emotional support.

To the dearest angel in my life my sister Rimasse

To all the members of my wonderful family

To all my friends especially Amina

To all those who love me and believed in my success

Imane

Dedication

My deep attitude goes to almighty Allah for providing me with strength to accomplish this work.

I dedicate this humble work to the dearest people in my life.

To my parents the apples of my eyes for their constant love, care and support To my lovely sweet sister ASMA

To my dearest brothers Mohammed, Yazid, Moussa without their encouragement and advice I would never succeed.

Special thanks and gratitude goes to Imane with whom I share special and precious memories.

Amina

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Abstract

The issue of first language (L1) interference in English as foreign language (EFL) context has been a topic of debate in the literature of foreign language (FL) teaching and learning for many years. This research paper reports a study in which both teachers and learners are asked to express their attitudes and beliefs about this issue. It also investigates the possible reasons for the mother's tongue integration. In relation to this context three research questions are raised: 1)What are the students' perceptions and the teachers' attitudes towards integrating L1 in the English classrooms? 2) What are the reasons behind the use of L1 in EFL classes? 3) During the learning/teaching process, is the mother tongue (MT) use considered as a help or an obstacle? Accordingly, we hypothesized that both teachers and students will have positive attitudes towards the use of L1. In order to check the validity of the hypothesis and answer the before mentioned questions, two questionnaires were developed and imparted; one questionnaire is administered to sixty second year students of English at the Department of Foreign Languages, Mila University center, while the other is delivered to twelve teachers of English at the same university center. Despite some disagreements, the main research findings reveal a negative attitude from both teachers and learners regarding the mother language use. By the end, a multiplicity of recommendations were provided to improve the intervention of the mother tongue in the EFL classroom on the basis of the literature review and the obtained data.

Key words: L1, EFL context, attitudes, perceptions, mother tongue.

List of Abbreviations

EFL: English as a Foreign Language

L1: First Language

L2: Second Language

MT: Mother Tongue

FL: Foreign Language

Q: Question

Vs: Versus

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General Introduction

1. Statement of the Problem

Since English has become a universal language and a means of communication all around the world, English language teaching/learning field recognizes a noticeable development. The issue to include or exclude the native language in the EFL classrooms has been the subject of an on-going debate and research. Thus, one of the most essential questions is the function and the frequency of the mother tongue use from teachers' and learners' attitudes.

In this sense, researchers were divided into two groups in accordance with the approach that they follow. Supporters of the monolingual approach assume that teaching English monolingually through maximum exposure to the second language (L2) increase the learning of that language. i. e. , the employment of the first language hinders the students' achievement in the L2. On the other hand, supporters of bilingualism believe in the idea that L1 has a facilitating role in the process of learning English.

The present research attempts to discuss students' and teachers' views regarding the native language use, whether they hold positive or negative attitudes towards this issue.

2. Aims of Study

The current research aims at investigating students' perceptions and teachers' attitudes towards the use of L1 in EFL classrooms as well as the different reasons and purposes behind using it. What is more, this study intends to find out whether there are similarities or differences in the way teachers and students perceive the use of MT in English language classrooms.

3. Significance of Study

The objective behind the research at hand is to shed light on teachers' and learners' reasons behind usingL1 rather than English thought it is an EFL context. The results of the study help both teachers and learners to recognize the extent to which the first language can be used. Furthermore, it gives the opportunity for teachers to realize the contexts in which students prefer L1 interference. Otherwise, the findings help students to have a clear picture about their perceptions about language learning.

4. Research Questions and Hypothesis

In order to reach the before mentioned aims, a number of research questions are raised:

1. What are the students' perceptions and the teachers' attitudes towards integrating L1 in the English classrooms?
2. What are the reasons behind the use of L1 in EFL classes?
3. During the learning/teaching process, is the mother tongue use considered as a help or an obstacle?

In the light of what has been mentioned above, in terms of research questions and aims two hypothesis were proposed:

1. EFL teachers' attitudes towards the use of L1 in the classroom would be positive.
2. Second year EFL learners' perceptions about the use of L1 in the classroom would be positive.

5. Research Methodology

For the sake of collecting data, two questionnaires were utilized in this study; the first one was given to students while the second was for teachers. The students' questionnaire is administered to second year EFL learners of English at the Department of Foreign languages,

Mila University Centre. The sample with which the questionnaire is concerned is randomly selected, and it consists of 60 students representing one out of three from a target population of about 200 students. On the other hand, the teachers' questionnaire is submitted to 12 teachers of different modules. The purpose behind these questionnaires is to examine teachers 'and learners' opinions towards the use of L1 in EFL context.

6. Structure of Dissertation

This work is divided into two fundamental chapters. The first one is devoted for the review of the related literature, i.e., the theoretical part. The second one is the field work. The first chapter is divided into two sections. The first one is about the use of L1 in EFL classes. It tackles different elements starting by different definitions of mother tongue and EFL context, then methods and approaches of using L1 throughout history. Thereafter, it illustrates the uses and the overuses of native language. The section ends up with the influence of mother tongue in EFL classrooms. The second section however, is under the title teachers' attitudes and students' perceptions about the use of L1 in EFL classes. It is devoted to the concepts of attitude and perception. It begins with defining the concept attitude from different estimations. Then, it sheds lights on its' components and importance, followed by a detailed description of teachers attitudes towards using L1 in EFL classes. It, furthermore, endeavors to raise the notion of perception via providing its' definition, elements and process. Lastly, the section turns attention the students' perceptions about the use of L1 in EFL context. The second chapter is devoted for the practical part of this survey. It provides a detailed description, analysis and discussion of both teachers' and students' questionnaires

CHAPTER ONE: Theoretical Framework

Section One: The Use of L1 in EFL Classes

Introduction

Throughout history of language development, there has been a great interest in language acquisition and leaning i.e. first language acquisition and foreign language learning. Since the English language has become a global language, many researchers attempted to study the methods and the techniques that may serve English language teaching and learning effectively. Among these techniques, we find the use of the learner's mother tongue in EFL classrooms. Hence, this section provides a brief definition of the mother tongue in addition to a historical background of L1 use. This will be followed by a description of the EFL context. This section focuses on the monolingual and the bilingual approaches, the methods of language teaching and ends with the appropriate uses of the mother tongue in the English classrooms in addition to the risks of first language overuse.

1.1.1. Definition of First Language

The mother tongue or the mother language as it is defined in Cambridge dictionary "is the first language that you learn when you are a baby, rather than a language learned at school or as an adult". It is the language that a person is being exposed to from birth within the critical period. The mother tongue, is the language of one's origin, and sometimes it indicates one's identity. The mother language is also called native language or first language.

The terms mother tongue, first language and native language are used interchangeably to talk or to describe the language that someone acquires first. According to Buck (2001), it is not easy to differentiate between the concepts of mother tongue, first language and native language because they are almost treated as synonyms. In general, the mother tongue can be

defined as the language learnt before any other language in a natural way. It is the language that a person acquires since his /her birth. He or she learns it at home during the childhood from people around him i. e. , family and social environment (khati, 2011).

Pokharel (as cited in khati ,2011) said that" First language ,mother tongue and native tongue are common terms for the language which someone acquires first in his childhood because it is spoken in the family and and/or it is the language of the country where he is living. " (p. 210)

The terms mother tongue and first language in this research are used to refer to the Arabic language.

1.1.2. EFL Context

EFL is the abbreviation of English as a foreign language. According to Knapp et al (2009), foreign languages are languages which are not acquired from the outside world like the mother tongue ;however, they are taught and learnt in schools and institutions. Learners are not widely exposed to the foreign language because it is not used neither as a medium of instruction in schools, nor as a medium of communication in government, media, etc. (Richards & Schmidt, 2002). The English language plays a fundamental role in nearly all aspects of modern life in the last few decades "English seems to be one of the main languages of international communication and even people who are not speakers of English often know words. " (Harmer, 2001, p. 2). Huge interest is given to learn it as a second or foreign language. The increasing need for learning EFL shed light on plenty of teaching and learning aspects like teaching methods, approaches and techniques (Galali & Cinkara, 2017) that aim to make language learning and teaching easy and productive. One of the thorniest issues in language learning and teaching is the use of L1 as technique for teaching and learning a foreign language. It is not a neoteric issue, it occupied a great status in the approaches and

methods of language teaching and learning. One of the main differences between them is whether they rely on the mother tongue or not? How much do they use it? and for which purpose?

1.1.3. History of Using L1 in EFL Classroom

One of the substantial issues in EFL teaching and learning domain is the use of mother tongue in the learning process. Researches in the history of English teaching show considerable shift in L1 usage depending on the dominant method of teaching. Topolska-Pado (2010) stated that the use of L1 is in or out of fashion depending on the method of the moment.

When mentioning the use of L1in EFL teaching and learning, we may inevitably think back to Grammar-translation method due to its reliance on the use of mother tongue. Bussmann (2006) defined it as traditional method of foreign language instruction whose principle is translating from one's first language into foreign language and vice versa. The main assumption of this approach is clearly demonstrated by Larsen_freeman and Anderson(2011) who declared that this approach depend on translation to the learners' native language in order to clarify meaning of the target language and the language that is used in class is mostly the students' native language. Many researchers like Richards and Rogers (2001), Howatt (1984) and Boey (1970) display the use of the first language in class. Richards & Rogers (2001) proclaimed that the L1 is used as a medium of instruction in the classrooms to explain new items and to make comparison between the foreign language and student's native. Howatt (1984); however, presented its use in practice this means that students are asked to accomplish translation exercises after being exposed to new grammar rules and short vocabulary list (bilingual vocabulary lists). Boey (1970) gave a detailed description of teaching and learning process in grammar translation method to explain the

actual use of L1. He confirmed that the learners are asked to memorize vocabulary lists that comprise of target language words and their equivalents in L1. The grammatical rules are explained by means of L1. After the practice exercises are in the form of translation, the learners are given sentences to be translated from or into the first language by applying the already explained grammatical rules and using the given vocabulary lists.

Though grammar translation method dominated foreign language teaching for a century, in the mid and late nineteenth century this approach started to forfeit its status (Richards &Rogers, 2001). It received heavy criticism about the use of native language and its dissatisfaction of the new demands. Foreign language teaching moved gradually from fully depending on native language towards active use of foreign language in classroom (Wharton, 2007). This occurs as a result of the emergence of the direct method which is so called because it directly use the target language without recourse to the first language (Larsen_freeman& Anderson, 2011). According to Warton (2007) and Bussmann (2006), the mother tongue is excluded from the classroom effectively and instructions are exclusively given in foreign language. Supriyanti and Triastuti (2008) present the principles of the direct method. The basic principle according to them is that the foreign language and first language are to be learned the same way. This means that the target language learning comprises a great deal of interaction and use of language without native language intervention and translation. Another principle of this method is that classroom instructions are only conducted in the target language "The mother tongue is never, never used, there is any translation"(Boudergui ,2017,p11). The actual use of this method in EFL context appears through conversation, discussion and reading in language itself, i. e. the teacher's instructions are given only through the target language and the learners practice the new items by exchanging questions and answers with their teachers (Richards, 1991 as cited in Boudergui, 2017).

Like the Direct method, the Audio-lingual method is an oral –based approach. However, they are too different from each other. The Audio-lingual method drills students in the use of grammatical sentence patterns and it has a strong theoretical base in linguistics and psychology unlike the direct method which emphasizes on vocabulary acquisition through exposure to language use in situations (Anderson &freeman, 2011).

Richards and Rogers (2001) explained how foreign language learning takes place in this teaching method when stating that foreign language learning is a process of mechanical habit formation. It emphasizes memorizing dialogues and performing pattern drills. Learners are asked to provide correct answers rather than learning from their mistakes. Lakhrif (2018) focused on the fundamental part the dialogues play in enhancing comprehension and listening –speaking skills as a major tool used by the audio-lingual method. The teacher's role is to make learners able to communicate in the target language automatically without stopping to think. To attain this goal, he works to form new habits in target language and overcome the old habits of the native language (Anderson& freeman, 2011). In this method, the native language does not have a fundamental part in language teaching and learning. According to Boudergui (2017), the Audio-Lingual Method teaches the language directly, without using the mother tongue to explain new items. Learners should avoid the native language; however, the teachers are permitted to use it. Freeman and Anderson(2011) also discussed this issue when stating that learners who attempt to master the target language wield their native language habits. Therefore, they use the foreign language and not the mother tongue. However, the teachers' interference of l1 is permitted. Richards and Rogers (2001) stated that the mother tongue cannot be learned in isolation, the only way to learn it is in linguistic and cultural contexts.

As a reaction to the Grammar translation method and the audio-lingual method, the communicative method originated in the 1970s (Topolska-Pado,2010). According to Lakhrif

(2018), it is a teaching method that based on interaction and communication as a tool and as a final objective. The alternative goal of this method is to make learners capable of communicating in the target language. The teacher's role is to facilitate communication in class by establishing situations that promote it. During communicative activities, he works as advisor, monitor, he answers students' questions, provides feedback when necessary and even he engages in some activities. Since the teachers' role is less dominant, the learners are more responsible for their study. They actively engage themselves in negotiating and understanding meaning of the foreign language (Anderson& freeman, 2011). (Richards and Rodgers, 1986 as cited in Farah and Salah, 2012, p. 403)" It has raised the ban on using L1 in the L2 learning; however, limited L1 use is allowed in the EFL classroom". Freeman and Anderson (2011) also declared that the use of mother tongue is permitted in situations like explaining activities, assigning home works, and during some communicative activities.

1.1.4. Approaches to Language Teaching and the Use of L1 in EFL Context

Several hundred years ago, bilingual teaching methods were the only dominant methods of teaching. Bilingualism in general is the ability to communicate in two languages. Teaching the foreign language rely on translation to the first language. The use of L1 was a nearly universal issue and was accepted (Auerbach, 1998; as cited in Galali & Cinkara 2017). Richards and Rogers (2001) explained the raisons behind the dependence to the use of l1 by confirming that the teachers instructions and directions are to be easy understood if they are in l1,the use of l1 promote communication ,beside that it is very easy to explain the concepts and lexical parallels and equivalents in the first language. Ibrahim Mohamed and lobo (2019) declared that translating complex ideas and words facilitate learning, help students achieving a lot especially less clever students besides that making learners more interested in their learning. Cook (2001) also presented other benefits of the use for the bilingual method in classroom. First, it facilitates understanding and saves a lot of time and confusion. Second, it

establishes good relationships between learners and teachers and between learners themselves. Third, it facilitates learning and conveying meaning of the language.

In the latter half of the last century, the monolingual approach becomes much more popular over the bilingual approach. The main raisons behind this shift are mass migration, colonialism and a large increase in research in the field (Miles, 2004). Galali and Cinkara (2017) presented another substantial reason, they pointed out that teachers and learners no longer share the same mother tongue due to the mass migration of people globally. Unlike the bilingual approach, the monolingual approach excludes the use of L1 and depends only on the target language. "The monolingual approach discourages use of L1 through one of three approaches: banning the use of L1 in the classroom, minimizing the use of L1 in the classroom, or maximizing use of the target language (L2) in the classroom" (cook 2001; as cited in Alshehri ,2017,p 21). Krashen (1981) also defended the monolingual approach by arguing that the foreign language and the L1 are acquired the same way so the L1 interference in l2 learning minimize the learning process of the target language. (Cook 2001; as cited in Miles, 2004) also argued the use of monolingual approach by providing three main principles of the approach. Before, like the mother tongue acquisition that occurs as a result from exposure in the surrounding world, the foreign language learning requires maximizing the communication in the target language. As it is a foreign language, the classroom is often the only place that maximizes the exposure to it. After, Cook (2001), considered that the separation between the first language and the foreign language is necessary and the translation between them inculcates the belief that they are similar the thing. Lastly, Cook [2](2001) stated that the importance of the learned language is shown through its continuum usage.

Though the bilingual and the monolingual approaches are too different from each other and even opposite in so many assumptions, still the teachers mix between them from

time to time in order not to dispossess the learners from the benefit of each of them. Considering both approaches from the angle of whether using L1 or not, they are totally different if not opposite. The bilingual approach depends holistically on the mother tongue in contrast with the monolingual approach which entirely neglects it from the learning teaching context.

1.1.5. L1 Use in EFL Context

Using the mother tongue in EFL classes become a debatable issue among scholars and researchers. Some of them agree and encourage the use of it, and others disagree and discourage its use in the classroom.

According to khati (2011), many researchers in the field of language acquisition convict that the first language has a facilitating role in learning a second or a foreign language. Furthermore, There are a numerous and important uses of L1 in EFL context provided by many researchers starting with Aurebach (1993), who put the view in his way that starting with the first language gives the students a feeling of security and helps them to express themselves. The learners are then willing to experience and take risks with English. In addition to that ,the mother tongue can be used to provide a fast and an exact translation of an English word that might take some minutes for the teacher to clarify. Schweers (1999) is another scholar who agreed the use of L1 as a facilitating factor. He claimed that using English only in an EFL classroom can cause some problems because there would be no guarantee that the explanations and the instructions are understood correctly and this will create a kind of student's incomprehension.

Holthouse (2006) also suggested some possible roles for the mother tongue in EFL context: the first role is that the mother tongue can be used in the discussion of classroom methodology. Some teachers use new approaches and explain the purpose behind using this

kind of activities i. e. , they use the mother language to explain. When the students understand that these activities are useful, they will be motivated and encouraged to make efforts to solve them. The second role is to check the comprehension; sometimes teachers may use the first language to check the students' understanding of a specific item or element. As a third the role, we find cooperation among students. It helps students who face some difficulties and problems in understanding especially for those who have a low level. For example, those who cannot get the teacher's explanation, a brief clarification from a classmate using the mother language can solve the problem. Elicit language is another role of the mother tongue suggested by Holthouse (2006). For him the mother tongue helps the student to build and improve vocabulary and then develop their language. He also believes that the mother tongue can be utilized in giving instructions i. e. , there are some cases where students find a difficulty to understand instructions and new notions, then here is the role of the native language and this will be a good situation in which teachers resort to the use of the mother tongue. The final factor is generating positive atmosphere. In the majority of classrooms, we find a category of students that can be described as low achievers or unmotivated students who are unable to discuss or make conversations in English. By using the mother tongue, the teacher may help them to express themselves and to interact better.

In EFL, teaching students English without regarding their native language destroys their identities. It means that, teaching English without taking the students' first language into account do not only destroy their identity and culture but also turn them into new born babies with adult minds Yavus (2012).

Several studies show a general agreement on immediate use of the mother tongue in foreign language learning. It seems that the first language creates a sense of confidence among students and no studies encourage the unnecessary use of L1 in EFL classes Kathi (2001). In the same sense Willis (1997) indicated that we should not prevent the mother

tongue use, but we need to encourage the use of the target language. It means that the mother

tongue use is not an obstacle to learn another language, but in the contrary; we should not

exaggerate in its use and we attempt to use the mother tongue as much as possible.

Atkinson (1987) advocated the following potential occasions for using the mother tongue see

(Table 1).

Table1. Suggested Uses for L1in the EFL Classroom

Suggested Uses for the L1 in the EFL Classroom

1. Eliciting language "How do you say 'X' in English?"

2. Checking comprehension "How do you say 'I've been waiting for ten minutes' in Spanish?" (Also used for comprehension of a reading or listening text.)

3. Giving complex instructions to basic levels

4. Co-operating in groups Learners compare and correct answers to exercises or tasks in the L1. Students at times can explain new points better than the teacher.

5. Explaining classroom methodology at basic levels

6. Using translation to highlight a recently taught language item

7. Checking for sense If students write or say something in the L2 that does not make sense, have them try to translate it into the L1 to realize their error.

8. Testing Translation items can be useful in testing mastery of forms and meanings.

9. Developing circumlocution strategies When students do not know how to say something in the L2, have them think of different ways to say the same thing in the L1, which may be easier to translate.

1.1.6. L1 Overuse

As mentioned before, some scholars agree on the use of the mother tongue and some

others disagree. Like Cook (2001) who claimed that teachers and students are prohibited to

use the mother tongue in their speech, but this will only be achieved when the teacher and the

learner speak different mother tongues. He also claimed that we can use the mother tongue

only if we are using the grammar translation method. It means that it should not be used in

all situations, but only in difficult cases. Likewise, Atkinson (1989) argued that the misuse

and the dependence on the mother in EFL contexts may cause a lot of problems or dangers. He pointed out the following dangers: the first menace of the overuse of the mother tongue is that it will lead to the translation of the most language items into L1 i. e. , the students try to find the translation of the words rather than synonyms. In addition to that, it creates laziness among students so that they learn a limited amount of English vocabulary. The second danger that may result is that the students will rely on the mother tongue when they talk to the teacher as a matter of course, even if they are capable to express what they want in English. Finally, students may fail to recognize that in some activities it is obligatory to use the English language only. Also Nation (2003) warmed that using the mother tongue in classrooms reduces the amount of input and the chance of practice. In addition Harmer (2001) stated that the overuse of the students' first language reduce the exposure to English. The reliance on the L1 in EFL classes will hinder the achievements in the target language.

When we use L1 to teach EFL students, errors may appear due to the L1 transfer. Examples of errors range from vocabulary to grammar. French learners for example may be misled by the similarity between the French word "lecture" and the English word "lecture". In spite of the similarity, the meaning of these vocabulary items differs. The French "lecture" means "reading" while the English "lecture" means "lesson". The Arab learners as in our case may also encounter difficulties related to the syntactic structures of sentences. In Arabic the sentence structure is V-S-O; however, English sentences are built in the following S-V-O structure (Voicu, 2012). In the same context, some language teachers believe that the best way to develop a language is to think in that language, i. e. if you want to speak in English you have to think in English. However, thinking in the L1 is the main problem in which EFL learners fall in. For instance, in some cases some learners think in a word in one language and speak it in English and here the confusion is made. Another example is that when they

produce a sentence you feel that it is not English although they use English words (Guelladi, 2017).

1.1.7. The Influence of the Mother Tongue in EFL Class

1.1.7.1. Language Transfer

Language transfer has been a very important element in applied linguistics, second language acquisition and language teaching for a long period of time. According to Chen (2020), the term transfer refers to the impact of the acquired knowledge, skills and methods on learning new information and skills.

Many researchers have provided different definitions to language transfer starting with Skehan (2008, as cited in kheddadi, 2017) who defined language transfer as "the influence of the mother tongue or other languages which have been learned. " In other words, EFL learners transfer some characteristics from their first language to English, because they face language contradictions in language system between the old knowledge and the new one of the target language (English). Oldin (1989) also defined transfer as the effects of the similarity and the difference between the target language and any other language which already acquired. Another definition to language transfer is provided by Longman Dictionary of Language Teaching and Applied Linguistics (1988) "is the influence of one language on learning of another. " Language transfer can appear as positive or negative.

1.1.7.2. Positive Transfer

Positive transfer refers to the use of old behaviors in new learning situations (Dulay et al, 1982). In other words, positive transfer occurs when learners use their knowledge about L1, in order to learn specific structures in the target language. Many researchers were interested in the study of language transfer. According to Richard and Schmidt (2002),

positive transfer is transfer which makes the learning process easier ,and it happens when the two languages (the mother tongue and the target language) have the same form. In the same vein, Troike (2006) also stated that positive transfer can be called facilitating, and it happens when two languages have the same structure for example ,the morpheme "s" in both English and Spanish is used to express plural. Another scholar as Dulay et al (1982, p. 97) declared that "…. positive transfer is the automatic use of l1 in L2 performance when structures in both languages are the same are the same , resulting in correct utterances ". For example, using the verb 'justify' by a French learner in an English context is a positive transfer since the prior learning affects positively subsequent learning.

Odlin (1989) confirmed that positive transfer results from similarities and differences between any language that has been previously acquired and the target language. He also argues that less difference between the mother tongue and the target language indicates a useful influence in the learning process.

In the process of foreign language acquisition, many learners use grammatical rules used in learning their native language. If there are more similarities between L1and L2, students can master the rules of L2 easily and accelerate the learning process. This can prove that the positive transfer plays an important role in learning another language (Chen, 2020).

1.1.7.3.   Negative Transfer

Negative transfer also named as "language interference ",which refers to the use of the old behaviors in new situations of learning that results in errors since the old behaviors and the new ones are different (Dulay et al ,1982). In other words, when something learned in one situation prevents one's ability to learn in another situation, then negative transfer has occurred. Troike (2006) defined negative transfer as inappropriate influence of L1 structure on FL use. In the same vein, Cristopherson (1973) claimed that interference is transfer of skill

X which has a negative impact on the command of skill Y due to the differences between both skills. Moreover, New mark (1991) stated that interference includes cases when sentence length, punctuation, proper names or cultural words are evidently transferred in the translation. It means that language transfer occurs when we translate words or expressions from the mother tongue to the target language.

In contrast to positive transfer which facilitates learning due to the similarities between L1 and L2, this type is likely to be a reason of making errors at all levels, such as pronunciation, vocabulary ,syntax and writing.

Conclusion

Due to the substantial position the English language hold in nearly all aspects of life, huge interest is given to learn and teach this language as second or foreign language. One of the debatable issues in the field of teaching and learning foreign languages is the inclusion of mother tongue as a technique. The history of language teaching witnesses different approaches and methods. Some methods like grammar translation method rely on the use of first language. Others like the direct method deny its inclusion in the classroom. However, the audio-lingual and the communicative approach permitted this technique for teachers to fulfil some activities. Concerning the approaches to language teaching and learning which are the bilingual and the monolingual approaches; they are totally different from each other. The bilingual approach relies on the use of first language; however, the monolingual approach discourages its inclusion in EFL context. Several researches were conducted to discuss the use of mother tongue in EFL classrooms. Some defend its intervention and explain the importance behind its use. Others refuse and discourage this technique and list the dangers behind using it. Discussing the use of L1in EFL classroom from all its perspectives leads to account for other important titles. As the teachers and learners are the

direct participants in the teaching and learning process, it is insufficient to discuss this topic without mentioning their attitudes and perceptions about it.

Section Two: Teachers' Attitudes and Students' Perceptions about the Use of L1 in EFL Classes

Introduction

The title of our investigation includes some notions that necessarily need a clear definition because their meaning differ from one context to another. This section seeks to consider what attitudes and perceptions are in relation to language learning, their components and importance. This will be followed with teachers' attitudes and student's perceptions towards using the mother tongue in EFL classes.

1.2.1. Definition of Attitudes

In our daily life, attitudes have a very important role. They influence our behaviors, feelings and the way we conduct towards others and environment (Schafer & Trait, 1986). The notion attitude is revealed as a stimulus and response which is studied in many scientific disciplines, including psychology and sociology. Actually, attitude is an essential concept in the explanation of social behavior (Moussadek, 2013).

An exact definition of attitudes is something difficult because the concept interferes with other types of psychological concepts. In addition to that, scholars used various definitions. Each one differs from the other according to the context and the point of view of the one who is defining attitude (AL-Hamali, 2007).

According to Baker (1992), the term attitude comes from the Latin word 'aptitude' and the Italian 'atto' which signifies aptitude for action. Another definition is that of Allport (1935, as cited in Baker, 1992, p. 11) who claimed that "An attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related ".

As mentioned above, the definition of attitude depends on the area of use. This concept is defined from two different standpoints a psychological definition and a sociological one. According to the psychological point of view , attitudes identifies verbal expressions as behavior. Those psychologists attempt to minimize prejudice and differentiation ; however , from the sociological point of view attitudes consider verbal expression as a purpose to act. The most used definition among sociologists is that an attitude is a mental position in relation to a fact, state, a feeling or an emotion toward a fact or a state (Chaiklin, 2011).

Definitions of attitude are accompanied by many debates and differences about the specificity and the generality of the concept, but the functional definitions is that of Ajzan (Baker, 2011). For Ajzan (1988, as cited in Baker, 2011, p. 4), attitude is "a disposition to respond favorably or unfavorably to an object, person, institution, or event".

In language learning attitude, is considered as a very important aspect that influences language performance. It means that it is essential in the learning process. The notion of attitude can improve the language learning process because it affects the learner's beliefs and behaviors towards any language. Wenden (1991) presented a clear definition to this concept by dividing it into three main components namely, cognitive, affective and behavioral (as cited in Zinol Abidin et al, 2012).

1.2.2. Components of Attitudes

The study of attitudes has a significant function in language teaching and learning, and in the field of psychology. This concept can be seen from different dimensions, each dimension has different features. Furthermore, many researchers were interested in the study of its components. Starting with Ladegaard (2000) who identified three main components of an attitude, they are knowledge, emotion and behavior. Each component has different familiar features and experiment to obtain language attitude results. Similarly, Mizokawa

and Hansen-Krening (2000) explained that the concept of attitude play a central role in the field of psychology. The concept of "attitude "is viewed as a result of the interaction between three components: affect, behavior and cognition. Likewise, Wenden (1991) said that there are three interrelated components of language attitude. They are affective, behavioral, and cognitive.

The affective component refers to the feelings and emotions that one has toward an object. In other words, attitudes help the one to express whether he likes or dislikes or if he is with or against the objects and the situations around him. The behavioral component deals with the manner in which one reacts or acts in particular case. According to Kara (2009), a positive attitude can lead to students' positive behaviors towards the learning process. The cognitive component means expressions of beliefs and ideas about the object of the attitudes. The cognitive attitude can be classified into the four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge and applying the new knowledge in many situations (Abidin et al. , 2012). These three attitudinal components are based on the three theoretical approaches of humanism, behaviorism and cognitivism respectively (Abidin et al. , 2012). In same context, McLeod (2009), stated that these three components are called the ABC model of attitudes, which consists of what we feel ,what we do and we what we think about someone or something(as cited in Charoensuk ,2017).
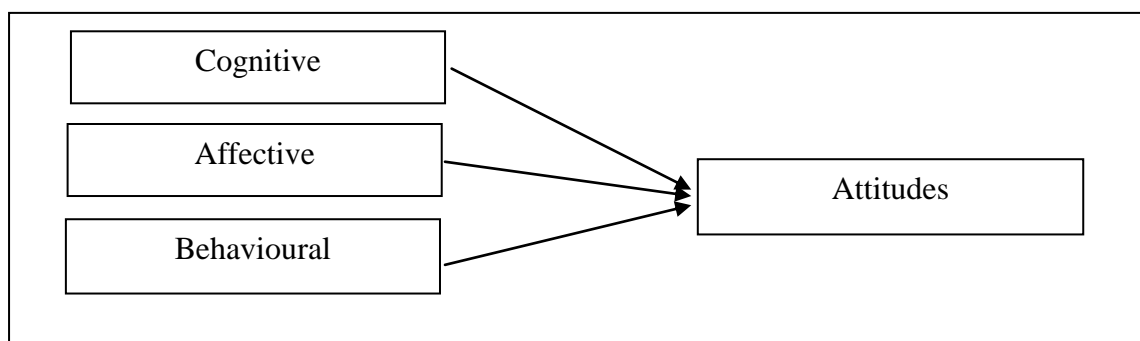
Figure 1: The Multi Component Model of Attitude (As cited in Haddock, Maio, G. R. 2009, p. 115)

1.2.3. Importance of Attitudes

Ried (2003) declared that attitudes are so essential to us because they cannot be separated from study. They are considered as an important factor which affect language performance. He also noted that, in the context of science and education, there were four broad areas where attitudes were important

"(a) Attitudes towards subjects being studied ;

(b) Attitudes towards study itself;

(c) Attitudes towards the implications arising from themes being studied;

(d) The so-called scientific attitude" (p. 33).

From another point of view Triandis (1971, p. 2) declared "an attitude is an idea charged with emotion which predisposes a class of actions to a particular class of social situations". This explanation focuses on actions. For this reason attitudes have an important sense for others and for us. It means that attitudes can help people to know what to expect from us. In the same sense Petty and Caciopoo (1981) stated that knowing attitudes may help others to predict our behaviors much better than telling them about it.

Ajzan and Fishbein (1980) added that one of the key aspects of attitudes is the recognition that attitudes influence behaviors. Thus, the possibility that the personal importance of a persons' attitude toward an object may play an important function in knowledge acquisition, individual importance and the amount of information a person has about an object have both been recognized for some time as attributes related to the strength of the person's attitude toward the object(as cited in Alhmali, 2012).

Within education, attitudes are also very important. Negative attitudes towards specific subjects areas can prevent further study or make it unproductive (Alhamali, 2012).

Furthermore, achievement on a target language relies not only on intellectual capacity, but also on the attitudes towards language learning. It means that learning a language is not a purely academic phenomenon, but also a psychological and social one (Abidin et al, 2012).

1.2.4. Teachers Attitudes towards Using o First Language in EFL Classroom

Teachers' selection of language in the foreign language classroom is affected by their belief about the use of those languages. Recently, researches have also shown that many teachers believe that the frequent use of learners' previously acquired linguistic knowledge helps L2 learning to some extent (Kieu, 2010; Al-Amir, 2017 as cited in Ramamoorthy, 2020).

Ramamoorthy (2020) stated that Teachers' choice of pedagogical tools might be affected by their attitude towards learners' characters, classroom situations, parental attitude, institutional practices.

There have been a number of researches on the attitudes of teachers and students towards the use of L1 in foreign language classes. Starting with Kieu (2010) who investigated attitudes of university teachers towards using Vietnamese in English teaching. The data of this investigation were collected via questionnaires and semi-structured interviews. The study findings show that all the teachers contributing in the study realize that Vietnamese can be used in the following situations: a) explaining grammatical items, b) introducing new concepts, and c) checking students' comprehension

Similarly, Al-Amir (2017) made a study to examine EFL teachers' attitudes towards the use of the mother tongue at one of the English language institute at a prominent university in the city of Jeddah in Saudi Arabia, by administering a questionnaire. The analysis of the results shows that teachers believe in the reasonable and selective use of the mother tongue inside the classroom.

In addition to the two previous findings, Alshammari (2011) examined the opinions of teachers and students about the use of mother tongue in foreign language classroom. The findings demonstrated that the appropriate use of L1 in L2 classroom seems not to affect students' exposure to the L2. It may be needed to enhance students' comprehension.

Likewise, Ramamoorthy (2020) in his investigation found that the teachers, who participated in the study, have realized the positive role of L1 in their EFL classrooms: teachers perceive learners' L1 not only to facilitate students' comprehension of concepts but also to develop L2 proficiency. For most teachers, bilingualism becomes a regular pedagogic activity because they think that it can help understanding notions well, developing relationship with students, and increasing students' confidence and cognitive skills. However, for some teachers, the use of L1 in their classrooms prevents students' input of L2 proficiency. In their view, the moderate of instruction must be in the target language (L2) because they believe learning in the first language limits students' mobility in terms of higher education and career opportunities.

Despite the recent growing change concerning the use of the mother tongue, many teachers still believe in the idea that we cannot use any language in class except the target one. When investigating the reasons behind this belief, Butzkamm (2003) concluded that the reason behind teachers' beliefs in monolingualism is the large number of native speakers, who don't speak the students' language , and the production of textbooks that are only restricted to English (as cited in Al-Amir , 2017).

Kang (2013) conducted a study concerning the relation between the teachers' proficiency level and the use of L1, through which he reported that teachers with low proficiency in English highly relied on L1 more than on the target language while teachers with high proficiency level did the opposite.

Al-Amir (2017) assumed that based on Kang's (2013) study , one can say that the teacher's proficiency level in the target language and their knowledge of student's L1 play an important role in whether or not to use the L1.

Machaal (2012) is another researcher who inquired the attitudes and beliefs of foreign language teachers and specialists towards the use of the mother tongue in foreign language classes. The findings indicated that most participants agreed and supported the use of L1 in EFL classroom. They believed that L1 should be used when necessary and it could be useful in explaining vocabulary and facilitating comprehension; However, Salah & Farrah (2012) in their study which also investigates teachers' attitudes about the native language employment. They found that L1 should be rarely used to simplify the teaching and learning processes.

1.2.5. Definition of Perception

In common terminology, perception is defined as the way you think about or notice something (Longman Dictionary of Contemporary English). It represents the state of being aware of the surrounding world the thing that allows the ability of understanding (Chamber dictionary). It is defined as the process of realizing and understanding sensory information in philosophy, cognitive sciences and psychology. The origin of this word is the Latin word ''perception'' that means receiving, collecting and apprehension with the mind and the senses (Studies in Literature and Language).

According to Nelson and Quick (1997), ''social perception is the process of interpreting information about another person'' (pp. 83-84). This means that the way you see something and the way you interpret actions depend on the information you have about it. Because of the individual different capacity of interpreting things, individuals arrive to different opinions and conclusions concerning the same assumptions.

Rao and Narayan (1998) defined the notion of perception as the mechanism that enables the individuals to understand their environment. They gave it a considerable status in humans' behaviors proclaiming that "there can be no behavior without perception" (p. 330). They indicated that there is no specific strategy to identify others' perceptions. However individuals can rely on innovative ability, sensitiveness and introspective skills to deal with perception. They proposed three stages the sensory stimulus pass through to become meaningful information. Those stages are: selection, organization and interpretation.

1.2.6. Elements of Perception

Lewis (2001) presented three main elements of perception which are the perceiver, the thing to be perceived and the context where that thing were perceived

First, the perceiver is the experiencing person. Robbins (1991) emphasized on the perceiver's attitudes, interest, and expectation. He thinks that they have a direct influence on what to be perceived. Second, the perceived is the object or the subject to be perceived. According to Lewis (2001), having certain perception toward an object or subject is due to it owning certain features. Those features or characteristics can be either physical or dynamic. Physical elements have shape, size, novelty, intensity and contrast. Dynamic elements include motion, repetition and the arrangement of the target. Finally, the situational context refers to the situation or the context where the object was perceived. Randolph and Blackburn (1989, as cited in Lewis, 2001) indicated that time and location influence the thing being perceived.

1.2.7. Perception Process

According to OU (2017), perception process pass through three stages. The first stage is selection. During the day long people are exposed to uncountable number of stimulus the thing that does not enable them to perceive all available information. The individuals select

only interested and important stimulus to be perceived in order not to overloading themselves in vain. The second stage after selecting stimulus to be perceived is organization. It is the process of finding meaningful patterns. People in this stage generally categorize stimulus into meaningful and known categories. The last and most important stage is interpretation. It is about giving sense and attaching meaning to the already selected stimulus. The interpretation of an event or object differs from person to another. The difference is due to individual differences, past experiences and cultural backgrounds. This means that if a group of people who share the same cultural background and past experiences were exposed to the same stimulus, they will attribute nearly the same interpretation. However, if those peoples are from different cultures and they do not share any experience in common then their interpretations will be totally different.

1.2.8. Students' Perception about Using L1 in EFL Class

Investigating the learners' perception toward the use of the mother tongue in EFL context is a very important issue because they are directly involved in learning the foreign language. There are so many researches that discuss this topic. The majority of them denote the learners' positive perception regarding the use of L1. Yet, there are researches that indicate their negative perception like Nazary (2008), Prodromou (2002) and Hamze (2010). Anggrahini (2019) conducted a study under the title "Students' Perception on the Use of L1 in the English Language Classroom in SMA Taman Siswa Mojokerto". The results of the study demonstrate three main assumptions. Before all, it can be shown that learners' perceptions about the use of L1 in EFL context are positive. After, the learners' have five considerable purposes behind using the native language. L1 helps in understanding grammar rules, getting meaning of new vocabulary, getting ideas about new materials, understanding instructions and feeling secured during the learning process. Finally, a minority of learners react negatively toward the use of mother tongue. Improving foreign language skills is a

result of maximum exposure to the target language is their first argument. The second argument is that the use of L1 decreases motivation to learn the foreign language. Lastly, according to them the use of mother tongue makes learners forget the target language and feel lazy to learn it.

Dujmovic (2007) in his study "The use of Croatian in the EFL classroom" emphasizes students' perceptions regarding the use of Croatian language as a mother tongue in the EFL context. The sample of the study is one hundred first year students in the University of Pula. The students indicate that the inclusion of first language is very helpful to learn a foreign language. The use of the L1 according to them appears to translate complex words and ideas. This means that the L1 should be used only when necessary; however, a great exposure to the target language should be maximized.

Miles (2004) conducted an experiment in the University of Kent. He comes up to the conclusion that the use of L1 does not hinder foreign language learning. In contrast, it facilitates the learning process.

Nahdiah (2018) in her research paper titled" Teacher and students' perceptions toward the use of students' L1 in EFL classroom" examines both teachers' and learners' perceptions toward the use of mother tongue. His study was conducted on 32 students of seventh grade of an English classroom. The results of the study confirm that students have positive perception regarding the use of mother tongue. Moreover, learners declare that they will feel lazy, stressed and confused if the teachers use English only without the interference of L1.

Cinkara and Galali (2017) conducted a study on Two hundred and fifty-eight EFL learners at Salah Addin University, Erbil. They use mixed-method approach of data collection and analysis for the sake of gathering information about learners' perception

toward the use of L1 in EFL classroom. The study indicates the learners' positive perception toward the use of L1 when it seeks to facilitate the learning process especially for low achievers. In other words, the study supports the limited use of L1 because it plays a facilitating role for low-level learners to get exposure to the foreign language. Therefore, it helps all learners in plenty of circumstances.

Sharma (2006) inferred from his study on the use of Nepali language that learners use L1 frequently. The study purpose is to realize the students' frequency use of their native language in the EFL context. Though only one percent of learners wish their teachers to use mother tongue, the study shows that they use it frequently. The study raises on another important issue, that of using the L1 during classroom activities. From the results of the study it can be deduced that learners are less encouraged to accomplish group or pair works whenever they are totally depend on the use of mother tongue.

Nazary (2008) presents a totally different conclusion from his research. Though the learners from different proficiency levels have different perceptions regarding the use of L1, the research findings argue that majority of learners have negative perception toward the employment of the native language. The study conducted in the University of Iran to investigate learners' perception toward the use of mother tongue (Farsi) in EFL classroom. Learners report negative view regarding the use of mother tongue; however, 72% of them prefer to have a teacher who could speak their L1.

Another well- known survey conducted by Prodromou (2002) indicates the same result. Prodromou divides 300 participants into three proficiency levels: Elementary, Intermediate and advanced. He investigates their perception toward the inclusion of mother tongue. He finds as a result that only elementary students have positive perception while intermediate and advanced learners show less tendencies to accept the inclusion of L1 in the

EFL teaching and learning process. Intermediate and advanced learners think that the classroom is the most appropriate context that provides the opportunity to expose students to natural English. Using the native language in this case is considered as a waste of learners' time of exposure to the foreign language. However, elementary students like the use of their mother tongue to explain grammar rules and to give instructions.

Another study titled" Teaching English to speakers of other languages" is conducted by Hamze (2010). One hundred seventy students from different Arabic nationalities participate in this research. The students do not encourage the frequent use of Arabic in class. Moreover they assume that it does not contribute in learning English. However they know the significant part the L1 plays in explaining grammar rules, difficult concepts and new vocabulary. They think that teachers can use other affective techniques that serves better than the dependence on the first language. Teachers can use pictures, visual aids, objects and realia.

Conclusion

It became evident that attitudes and perceptions play significant roles in enabling learners to learn effectively. Many studies were conducted on the perceptions of students and the attitudes of teachers towards using the mother tongue in EFL classroom; however, the degree to which they agree or disagree on the use of it differ from one study to another. This section has offered a clear definition to the concepts of attitude and perception, it's components in addition to the positive or the negative attitudes and perception for both teachers and students. On the one hand, there are some teachers and learners who support the use of the mother tongue. On the other hand, there are those who extremely reject its use. The best way to deal with this issue is to use L1 reasonably only when necessary.

Chapter Two: Field Work

Introduction

This investigation is conducted to determine students' perceptions and teachers' attitudes concerning the use of L1 in EFL classes. Since teachers and learners are the main participants in the learning and teaching process, their opinions are of a huge interest. The present chapter is designed to provide the description and the results that were obtained through the data collection methods. Data were collected by administering two questionnaires. One is addressed for second year EFL students at Mila University center, the other is distributed to teachers of English in the same University center. In addition to the data collection instruments this chapter answers the research questions that have been mentioned before in the general in introduction. Moreover, it highlights the description, the analysis and the discussion of the two questionnaires. The chapter ends up with the some pedagogical recommendations and suggestions for further research, in addition to some limitations.

2.1.Participants

The present research is carried out at Mila University center, department of foreign languages. The population with which the research is concerned involves both EFL teachers and students. The students concerned with this study are 60 respondents selected randomly from second year EFL students during the academic year '2020/2021'. The sample of this study seems to be representative as it represent one out of three from the whole population which consists of about 200 students. The purpose behind choosing second year students is based on the assumption that they are neither beginners nor advanced learners in addition to their familiarity with the English language in general. As regards teachers they are twelve EFL teachers of different modules who belong to the same University center.

2.2.Data Collection Tools

It is important to gather students' and teachers' views about the interference of the first language in EFL classes. For this reason, two questionnaires are addressed to both teachers and learners so as to get the necessary data. Since questionnaires are the most predominant data collection instrument on opinions, attitudes and beliefs.

2.3. Teachers' Questionnaire

2.3.1. Description of Teachers' Questionnaire

This questionnaire aims at investigating teachers' attitudes towards the use of L1 in EFL classrooms, i. e. their beliefs and behaviors regarding the use of the mother tongue in EFL contexts. In order to administer this questionnaire, 12 copies were given to teachers of different modules who have adequate experience. The informants were very cooperative in a way that they handed back the answered copies in only ten days.

The questionnaire is designed in accordance with the literature review, in the first chapter of the dissertation. It is made up of 24 questions of a variety of types; questions that requires yes/ no response, multiple choice questions (the majority of them). In addition to open ended questions for free response, which provide the opportunity for teachers to express their ideas and to make sure that other elements that were not included in the survey would be collected.

The informants were requested to tick the correct answer and in some cases, they were asked to provide explanations. The teachers' questionnaire is composed of two main sections (see appendix A) as follow

Section One: Background Information (Q1-Q3)

Questions asked in this section seek to get general information about the participants in terms of their gender and the degree that they hold in addition to their experience in teaching English.

Section Two: Teachers Attitudes towards the Use of L1 in EFL Classes (Q4-Q22)

In this section, teachers were invited to express their opinions concerning the first language use. First of all, teachers were asked to indicate their students' level (Q4). Then they were questioned whether they have problems concerning student's comprehension or not; those who respond positively were required to explain (Q5andQ6). The subsequent question (Q) looks into whether teachers resort to the use of L1 when teaching. The following item (Q8) attempts to know the reasons behind using the mother tongue and how often it should be used (if never, informants were asked to clarify) Q9, Q10. The next question aims at determining the helpfulness of L1 and the cases where it is necessary (Q11, Q12). The thirteenth question is meant to elicit the students' reaction regarding the use of their native language by teachers. Question number fourteen was asked to see whether the students are allowed to use the mother tongue or not; the respondents who answered (Yes) were requested to specify the purpose (Q15). In the next item, teachers were asked about the kind of dictionaries their students are allowed to use, during instructions (Q16). The following five questions aim at examining teachers' points of view towards the use of the mother tongue, i. e. , whether it prevents learners from developing fluency, motivates learners to participate in class, helps to develop a good student-teacher relationship and develops mental laziness. In each question the participant were invited to justify if they have a positive response (Q17, Q18, Q19, Q20, and Q21). Finally, the section ended with a question which gives respondents the opportunity to add their comments and suggestion concerning L1 use.

2.3.2. Administration of Teachers' Questionnaire

Unlike students' questionnaires, teachers' questionnaires were handed out directly. Every teacher tenet to respond to in his/her free time and when they finished some of them returned the questionnaire back and others did not. Some of them filled the questionnaire in our presence and provided some other oral comments. The process of collecting data and receiving teachers' responses took about ten days.

2.3.3. Analysis of Teachers' Questionnaire

Section One: Background Information

Question 01: Gender

    a. Male

    b. Female

Table 2. 1. Teachers' Gender

Option	Number	Percentage
a	2	17 %
b	10	83 %
Total	12	100 %

The table above shows that 17% of teachers are males; however, 83 % are female teachers. This may indicates the predominance of female teachers in terms of English language teaching.

Question 02: What is your degree?

    a. Master

    b. Magister

    c. Doctorate

Table 2. 2. Teachers' Degree

Option	Number	Percentage
a	5	42 %
b	1	8 %
c	6	50 %
Total	12	100 %

As we can see from Table 2. 2 above, half of the respondents (50 %) hold a doctorate degree. Five respondents, representing 42 % of teachers, hold a master degree while only one (8 %) teacher is a magister holder.

Question 03: How long have you been teaching English?

Table2. 3. Teachers' Experience in Teaching English

Option	Number	Percentage
1 to 4 years	6	50 %
5to 9 years	4	33 %
10 or more years	2	17 %
Total	12	100 %

Results in table 2. 3 indicates that half of the informants' (50 %) experience in teaching English at university is less than five years (1-4). Four teachers (33%) declare that their teaching experience ranges from 5-10 years. The rest, only two teachers (17%), have been teaching English for more than nine years. Thus, the results may illustrate that the respondents in our survey have adequate experience in teaching English which will allow them to provide appropriate information in relation to the study.

Section Two: Teachers' Attitudes towards the Use of L1 in EFL Classes

Question 04: what do you think about your students' level?

    a. Good

    b. Average

    c. Low

Table 2. 4. Students' Level in English

Option	Number	Percentage
a	0	0 %
b	11	92 %
c	1	8 %
Total	12	100 %

This question looks for the teachers' points of view regarding their students' level. The statistics illustrate that the vast majority of teachers (92 %) assume that their students have an average level. In the contrary, only one teacher (8 %) believes that the student's level is low.

Question 05: Do face any problems concerning students' comprehension?

    a. Yes

    b. No

Table2. 5. Facing Problems with Students' Comprehension

Option	Number	Percentage
a	7	58 %
b	5	42 %
Total	12	100 %

When asking about whether the teachers face difficulties concerning students' comprehension, more than half of the subjects (58%) respond positively. The remaining (42 %) declare that they do not face any problems.

Question 06: If Yes, please explain

This item is set particularly to the seven teachers who select "Yes" in the former question. Since it is an open ended question teachers provide different explanations that can be summarized as follow:

1. Students' vocabulary repertoire is very impoverished. Plus, there receptive skills linked to pronunciation aptitude acts as a hindrance.

2. Sometimes students claim to not understand their teachers because they go very fast, i. e. the students' misunderstanding of teachers' pronunciation.

3. There are difficult lessons that are beyond the students' level.

Question 07: Do you resort to the use of the mother tongue when teaching?

a. Yes

b. No

Table 2. 6. Teachers' Use of Mother Tongue

Option	Number	Percentage
a	3	25 %
b	9	75 %
Total	12	100 %

This item divides the respondents into two groups. The majority (75%) of them assume that they resort to the use of the mother tongue while the minority (25%) was against this practice.

Question 08: How often do you think teachers of English should use the mother tongue in class?

    a. Always

    b. Frequently

    c. Sometimes

    d. Rarely

    e. Never

Table 2. 7. Teachers' Frequency of Using the Mother Tongue

Option	Number	Percentage
a	0	0 %
b	0	0 %
c	0	0 %
d	8	67 %
e	4	33 %
Total	12	100 %

This question attempts to shed light on the teachers' frequency of using MT in class. Only two options were selected by the informants; rarely by eight teachers (67 %) and never by four (33%).

Question 09: If you say never, please explain

Only those who select the last option "never" are concerned with this question and they are required to provide justifications. The obtained answers can be summarized as follow:

- Students can learn better through the exposure to the target language.

- Since we are dealing with EFL learners, English should be the only used language.

- Teachers may use different techniques to explain (body language, media, simple words …etc.) rather than the mother tongue.

Question 10: For what reasons do you think the mother tongue should be used in class?

    a. To save time and effort

    b. To help low achievers

    c. To explain very difficult notions

    d. Others

Table2. 8. The Reasons behind sing the Mother Tongue

Option	Number	Percentage
a	1	8 %
b	2	17 %
c	7	58 %
d	2	17 %
Total	12	100 %

When invited to specify the reason behind using the first language in class, the majority of teachers (58 %) reveal that they use it in order to explain very difficult notions. One respondent (8 %) claim that it is used to save time and effort. However, the rest of teachers were divided into two equal groups. One of them (17%) reports that it may be used to help low achievers. The other group (17%) consists of those who suggest further purposes. Among suggestions the following is very interesting:

- Some modules like civilization and translation requires native language interventions i. e. in civilization module L1 is needed to explain and name some cultural notions.

Question 11: How helpful is the mother tongue in tongue in the EFL classroom?

a.   Extremely helpful

b.   Very helpful

c.   Helpful

d.   Not helpful

Table2. 9. The Helpfulness of Mother Tongue

Option	Number	Percentage
a	0	0 %
b	0	0 %
c	3	25 %
d	9	75 %
Total	12	100 %

The results obtained above demonstrates that the largest number of participants (75 %) opt for the option "not helpful". The remaining (25 %) select the option "helpful", Whereas, the other two options;"extremely helpful" and "very helpful" have not been selected at all.

Question 12: When do you think it is necessary to use the mother tongue in the EFL classroom?

a. To explain new vocabulary

b. To explain grammar points

c. To deal with problem behavior

d. Others

Table 2. 10. Necessary Situations for Using the Mother Tongue

Option	Number	Percentage
a	6	50 %
b	0	0 %
c	3	25 %
d	3	25 %
Total	12	100 %

Since this research investigates the use of L1 in EFL classes, this question is meant to probe teachers' views about the areas where L1 is necessary to be used. Half of the subjects (50%) think that it is necessary to explain new vocabulary. The other half is divided equally between those (25%) who assume that it is needed to deal with problem behavior and those (25%) who propose other areas of use like explaining the complicated concepts and the issues that do not have equivalent in the target language.

Question 13: How do students react when teachers use the mother tongue?

    a.   They become more interested in the course

    b.   They understand better

    c.   They feel more comfortable

Table2. 11. Students' Reaction towards Teachers' Use of the Mother Tongue

Option	Number	Percentage
a	0	0 %
b	8	70 %
c	4	30 %
Total	12	100 %

The data shown in table 2. 11 are concerned with the teachers' views regarding the students 'reaction about the teachers' use of the first language. Upon analysis, eight teachers (70%) report that they will understand better. The rest (30%) assumes that students feel more comfortable when L1 is used.

Question 14: Do you accept that your students use the mother tongue in class?

   a. Yes

   b. No

Table2. 12. Teachers' Permission about the Use of Mother Tongue in the Classroom

Option	Number	Percentage
a	0	0 %
b	12	100 %
Total	12	100 %

In response to this item that questions teachers about whether they permit students to use the mother tongue in class. All the teachers (100%) go for the option "No", showing that they are totally against this act.

Question 15: If yes, is it for the purpose of allowing them to

   a.   Make their contributions

   b.   Ask for more explanation

   c.   Ask for permission

   d.   Others

The aim of this question is to figure out the purposes behind allowing the students to use the mother tongue. The answer of this question is related to the former, and it only addresses those who select the option "Yes". Since all the respondents opted for "No", no answer is provided here.

Question 16: During instruction, should students be allowed to use

    a.   A monolingual dictionary

    b.   A bilingual dictionary

    c.   Both

Table. 2. 13. Using Monolingual Vs Bilingual Dictionary

Option	Number	Percentage
a	6	50 %
b	3	25 %
c	3	25 %
Total	12	100 %

The statistics related to this item show that half of teachers (50%) support the use of monolingual dictionary. In justification, they state that it allows the students to develop their language and build their vocabulary in addition to that it helps to provide the exact equivalence. As opposed to them, 25% of the participants prefer the bilingual dictionary, stating that it facilitates the understanding for low achievers. The other three subjects (25 %) ticked the two options, claiming that the selection of the dictionary depends on the activity ,the lesson objectives and the students' level.

Question 17: Does the use of the mother tongue in the EFL classroom prevent learners from developing fluency and accuracy in English?

a. Yes

b. No

c. Not sure

Table. 2. 14. The Effect of Using L1 on Developing Fluency and Accuracy in English

Option	Number	Percentage
a	7	58 %
b	0	0 %
c	5	42 %
Total	12	100 %

Coming to the question of whether the use of the mother tongue in the EFL classroom prevent learners from developing fluency and accuracy in English, seven informants (58%) say that they are agree with the idea. But, five informants (42%) state that they are not sure.

Question 18: If yes, please say how

The total number of the respondents in this question is seven, since it is only specified for those who think that the use of L1 prevent learners from developing fluency and accuracy in English. Teachers are invited to provide justifications for their options. Thus, they yielded a set of answers and they mainly agree on what follows:

- Thinking in the mother tongue may break the forms and structures of the English utterances.

- The reliance on mother tongue might lead inadequate linguistic mastery.

- The frequent use of the native language leads to hesitation.

Question 19: Does the use of the mother tongue motivate the learners to participate in the classroom?

a. Yes

b. No

Table2. 15. The Effect of Using the Mother Tongue in Motivating the Learners to Participate in the Classroom

Option	Number	Percentage
a	6	50 %
b	6	50 %
Total	12	100 %

By this question, we aim to know if the use of native language motivates the learners to participate in class or not. Statistics show that there is no clear standpoint about this issue. Since the subjects are divided equally between those who are with (50%) and those who are against (50 %).

Question 20: If yes, please say how

This question is set to state how mother tongue motivates the students to participate in the classroom from the teachers' perceptions. Therefore, participants mention very interesting explanations such as:

- Sometimes, the learners' understanding may be blocked when they face difficult words or ideas. In here, the teacher need to give them a push to engage them again in the lesson by using L1.

- If the teachers use the mother tongue, it will reveal the learners of the stress and anxiety caused by fear of not knowing the right word, phrase or of being penalized by their teachers.

- The use of L1 makes the learners feel comfortable then they will give their opinions freely.

Question 21: Does using the mother tongue help to develop a good teacher-student relationship?

a. Yes

b. No

c. Maybe

Table. 2. 16. Developing a Good Teacher-Student Relationship through L1 Use

Option	Number	Percentage
a	2	15 %
b	2	15 %
c	8	70 %
Total	12	100 %

It is observed that the overwhelming majority of teachers (70%) are not sure about whether L1 develop a good teacher-student relationship or not. 15% of them support this assumption whereas the same percentage of respondents (15%) denies it.

The reason behind choosing "May be" by the majority of teachers is their neglection of this technique i. e. they did not experience using it.

Question 22: If yes, please explain

Teachers whose answers were "Yes" are asked to provide extra explanations. Only two teachers respond to this question. There answers are:

- As the mother tongue is a part of our identity, it may help to build a good teacher-student relationship.

- Permitting the use of the mother tongue will neutrally generate teacher-student intimacy as none of the parties involved well feel that they are in an environment where they belong.

Question 23: Do you think that   using the mother tongue develops students' mental laziness?

a. Yes

b. No

Table2. 17. Developing Students 'Mental Laziness through the Mother Tongue Integration

Option	Number	Percentage
a	11	92 %
b	1	8 %
Total	12	100 %

The yielded results from the table at hand show that all but one (92%) asserted that first language integration develops students' mental laziness.

Question 24: Please, add any other suggestions about the use of the mother tongue in EFL classrooms

The last item is an open ended question that requires teachers' opinions and further suggestions concerning the issue of L1 interference.

The suggested answers are:

- Students should learn the foreign language without any reference to their mother tongue.

- The mother tongue should be used in a regular way because EFL learners need be exposed to the target language more than the mother language.

- The use of the mother tongue all the time makes the students think in L1 and translate to the target language and this will not help them.

- The first language can be used with very specific vocabulary as in "Congress Monarchy "to help them with translation, to build a certain background in political and religious themes.

- If the EFL classes are non-university, beginning ones, the MT use could be integrated consciously and objectives should be well balanced out.

2.4. Students' Questionnaire

2.4.1. Description of Students' Questionnaire

The students 'questionnaire (see appendix B) goes along with the teachers' questionnaire aiming at investigating the students' perceptions regarding the use of mother tongue in EFL classroom. It is broken down into three sections "background information", "students perceptions about the use of mother tongue in EFL classrooms" and "the actual use of mother tongue in EFL classrooms". Furthermore it encompasses of twenty four questions which are divided into two different types; open-ended questions and close ended questions. Thus, most of items are close ended where learners are invited to tick the correct answer. However, they are invited to provide explanations or further alternatives in the open-ended questions. The questionnaire was submitted to learners via Google Form beside that they were informed about the nature and the purpose behind it. In addition to that, they were promised that the answers provided would be used only for the research purposes.

Section One: Background Information (Q1-Q3).

This section seeks to collect general information about participants' gender (Q1), age (Q2) and their view about their current levels (Q3).

Section Two: Students' Perceptions towards the Use of Mother Tongue in EFL Class (Q4-Q9).

This section focuses on finding out learners' difficulties (Q5-Q6) and whether they resort to the mother tongue to overcome this difficulties via asking for explanation in the mother tongue (Q6), using bilingual dictionaries (Q7) or employing L1 to negotiate content with classmates during group works (Q8). The last question in this section (Q9) is devoted to know the learners' reasons behind using L1 during group work.

Section Three: The Actual Use of Mother Tongue in the EFL Classroom (Q10-Q21)

The last section is allocated to negotiate deeply the learners' perceptions regarding the first language interference. The first four questions (fromQ10 to Q13) are assigned to ask the students about their use of L1. They asked about the frequency of using the mother tongue (Q10), it's helpfulness and the degree of the help that it provides (Q11-Q12),beside the situations where they think the first language may help them(Q13). Whereas the question that follows is allocated to know students opinions about the teachers' use of mother tongue(Q14). Then, the learners were asked to provide answers about their points of view regarding how often should teachers use the L1 (Q15) and about their feeling when they resort to it(Q16). After that they were asked whether the first language motivates (Q17) or prevents them from becoming good speakers of English and to provide their own justifications (Q18). However, question 19(Q19) was a direct question that asked about the

situations where they think the teachers should resort to the mother tongue. The last question in this questionnaire paves the way for learners to provide their suggestions about the topic.

2. 4. 2. Administration of Students' Questionnaire

Since students are not attending their class in a regular way due to the corona virus pandemic, the questionnaire was administered to second year EFL students via Google form. The process of collecting data has taken about two weeks

2. 4. 3. Analysis and Interpretation of Students' Questionnaire

Section One: Background Information (Q1 – Q3)

Question 01: Gender

   a. Male

   b. Female

Table2. 18. Students' Gender

Option	Number	Percentage
a	16	27 %
b	44	73 %
Total	60	100 %

It is observed that the majority of the informants are females. They represent (73 %); 44 students from the whole population. However, only 16 males (27%) participated in the study. This indicates that females are more interested in studying foreign languages.

Question 02: Age

Table: 2. 19. Students' Age

Age	Number	Percentage
19	14	23 %
20	23	38 %
21	14	23 %
More than 21	9	15 %
Total	60	100 %

Based on the results shown on table 2. 19. , most of learners are between 19and 21 years old. 23 % are 19 years old, 38 % are 20 years old and 15% of the participants are more than 21 years old. The majority of students are 19, 20 or 21 years old since it is the normal age of second year university students. However, the statistics indicates that 15 % are more than 21 years old. This means that these respondents are either repetitive or willing for more studies since age is not an obstacle to study. In addition to that a huge number of people are interested in learning English as it is a global language.

Question 03: How do you see your current level of English?

    a. Low

    b. Average

    c. Good

    d. Very good

Table2. 20. Students' Level in English

Options	Number	Percentage
a	5	8. 3 %
b	23	38. 3 %
c	30	50 %
d	2	3. 4 %
Total	60	100 %

This question aims to uncover students' level in English. Table 2. 20. shows that half (50%) of the students believe that they have a good level in English. Twenty three (38. 3%) of them declared that their level is average. Besides that, five respondents (8. 3 %) indicate that their level is low, whereas, only two students (3. 4%) opt for the choice very good level.

Section Two: Students' Perceptions about the Use of the Mother Tongue in EFL Classrooms (Q4-Q9)

Question 04: Do you have any difficulties in English?

    a. Yes

    b. No

Table 2. 21. Have or Not to Have Difficulties in English

Options	Number	Percentage
a	54	90%
b	6	10%
Total	60	100%

The data displayed in table 2. 21. reveals that all most all the informants (90%) find difficulties in English. Contrariwise, only (10%) reported that they do not have. The results indicates that the overwhelming majority of learners face problems in learning English that needs to be solved by using different strategies and techniques.

Question 05: If your answer is 'Yes', do you have difficulties in:

a. Grammar

b. Vocabulary

c. Writing

d. Speaking

e. Reading

Table. 2. 22. Students' Difficulties in English

Options	Number	Percentage
a	6	11 %
b	9	16. 7 %
c	7	13 %
d	11	18. 5 %
e	0	0 %
a+b	4	7. 4%
a+d	4	7. 4 %
b+c	3	5. 5%
b+d	6	11. 1 %
c+d	3	5. 5 %
a+b+c+d	2	3. 7 %
Total	54	100

This item is designed for the students who selected the answer "Yes" in the previous question. The majority of learners opted for more than one option. Thus, the analysis illustrates that the most frequent problem is speaking (26 students), followed by the luck of vocabulary (24 learners) and problems of grammar (16 students). Then, (15) learners declared that they have problems in writing. However, no student indicates that he /she has a problem in reading.

Question 06: Whenever you find a difficulty in understanding do you prefer?

a. Explanation in English

b. Explanation in the mother tongue

Table. 2. 23. Explanation in English Vs Explanation in the Mother Tongue

Options	Number	Percentage
a	43	72 %
b	17	28 %
Total	60	100 %

Analyzing this question shows that 72% of students prefer explanation in English while the remaining respondents (28%) prefer explanation in the mother tongue. It means that the majority of EFL learners support explanation in simple English words so that they can develop their vocabulary.

Question 07: Which dictionary do you often use to check difficult words?

    a. Monolingual dictionary

    b. Bilingual dictionary

Table2. 24. Using Monolingual Dictionary Vs Bilingual Dictionary

Options	Number	Percentage
a	23	38 %
b	37	62 %
Total	60	100 %

It is clearly noticeable from the results in the table above that almost the participants (62%) rely on monolingual dictionaries. In contrast, 38 % from them depend on bilingual dictionaries.

This may indicates that those who are relying on bilingual dictionaries are not much interested in improving their language and they only attempt to get meaning of the words. But, the students who depend on monolingual dictionaries are seeking for improving their vocabulary and language simultaneously.

Question 08: During group work, do you prefer to use mother tongue with classmates?

    a. Yes

    b. No

Table. 2. 25. Mother's Tongue Use in Group Work

Options	Number	Percentage
Yes	38	63 %
No	22	37 %
Total	60	100 %

As far student's tendencies whether they prefer to use the mother tongue with classmates during group work or not, it reveals that 63 % of the respondents prefer using the mother tongue while 37 % do not.

Question 09: If yes, why?

a. Because you want to finish class activities faster

b. Because you get used to use the mother tongue

c. Because you cannot express yourself in English

d. Others

Table. 2. 26. The Reasons behind Using the Mother Tongue in Group Work

Options	Number	Percentage
a	19	32 %
b	16	27 %
c	14	23 %
d	11	18 %
Total	60	100 %

This question is designed to identify the reasons behind using the mother tongue during group work. The table above indicates that 32 % of the respondents are using it because they want to finish class activities faster. 27 % of them said that they rely on the first language because they get used to use it. Forty participants, representing (23 %), reveals that they depend on the mother tongue because they cannot express themselves in English. The rest of learners (18 %) give other reasons such as helping low level members of the group work.

Section Three: The Actual Use of MT in EFL Classrooms (Q10-Q21)

Question 10: How often do you use the mother tongue in class?

a. always

b. frequently

c. sometimes

d. rarely

e. never

Table2. 27. The Frequency of MT Use

Options	Number	Percentage
a	0	0 %
b	0	0 %
c	8	13 %
d	48	80 %
e	4	7 %
Table	60	100 %

Statistically, Table 2. 27 embodies students' frequency of using MT in class. The overwhelming majority of participants (80 %), who represent 48 students, claimed that they use the mother tongue rarely. Eight (13%) of them use the mother tongue from time to time (sometimes) in class. . As for the rest, just four (7 %), informants declared that they never use L1 in the classroom.

Question 11: Do you think that using the mother tongue helps you to learn English?

    a. Yes

    b. No

Table 2. 28. The Helpfulness of the MT

Options	Number	Percentage
a	20	33 %
b	40	67 %
Total	60	100 %

In response towards whether the students' use of MT helps in learning English. The statistics exhibited in table 2. 28 illustrates that 67 % of learners dismiss its helpfulness. However, the remaining (33 %) deem it helpful. This means that, students hold negative perceptions about the use of the first language.

Question 12: How helpful is the mother tongue?

    a. Not Helpful

    b. Helpful

    c. Very helpful

Table 2. 29. The Degree of MT Helpfulness

Options	Number	Percentage
a	38	63 %
b	22	37 %
c	0	0 %
Total	60	100%

The options of this question are designed in the form of a scale that leads the participants to be more concise in choosing the appropriate answer. Therefore, 63% of the informants found the mother tongue not helpful. On the other hand, 37% of them consider it helpful. whereas , no one claim that L1is very helpful.

Question13: Do you think that the use of the mother tongue helps you in:

a. Understanding new concepts

b. Checking new vocabulary items

c. Making you the student feel at ease, comfortable and less stressed.

Table2. 30. Areas Where L1 is Considered Helpful

Options	Number	Percentage
a	6	27 %
b	7	32 %
c	7	32 %
a+b+c	2	9 %
Total	22	100 %

This question is destined for the learners who answered "Helpful" in the previous question (22 students). The aim behind it is to figure out the situations where student believe that L1 is helpful.

According to the table above, 32 % of the informants see that L1 helps them in checking new vocabulary items. Then the same percentage (32 %) said that it makes them feel at ease, comfortable and less stressed. Other respondents (27 %) declare that it helps in understanding new concepts. Whereas, 9% from the whole participants opted for all the presented options.

Question 14: Do you think your teacher should use mother tongue in class?

    a. Yes

    b. No

Table 2. 31. Students Opinions about the Teacher Use of MT

Options	Number	Percentage
a	41	68 %
b	19	32 %
Total	60	100%

As we can see from table 2. 31. , the highest percentage of participants (68 %) thinks that teachers should not use the mother tongue in the classroom. In contrast, 32% said that they are allowed to use it in the sense that the learners are of need to some L1 clarifications.

Question 15: How often should he (the teacher) use it?

    a. Always

    b. Frequently

    c. Sometimes

    d. Rarely

    e. Never

Table 2. 32. Teachers' Frequency of Using L1

Options	Number	Percentage
a	0	0 %
b	0	0 %
c	12	20 %
d	36	60 %
e	12	20 %
Total	60	100%

This item is set to explore deeply how often teachers should use the MT from the learners' points of view. Table2. 32. adverted that twelve (20%) subjects suppose that teachers should use it in a systematic way (sometimes). Thirty six students ,accounting for (60%),declare that it should be used whenever needed (rarely). As for the rest, twelve (20%) students claimed that L1should never be used.

The learners' opinion about the frequency of using the MT depends on:

- The attitudes that they hold regarding the use of the mother tongue. i. e. , those who holds positive attitudes suggest that it should be used from time to time while those who have negative attitudes suggest that it should never be used.

- The learners' background knowledge and comprehension of the language. It means that those who suffer from the luck of comprehension require the intervention of L1 from time to time.

Question 16: When the teacher uses the mother tongue, do you feel

    a. Comfortable

    b. Annoyed

    c. Others

Table 2. 33. Students' Feeling towards Teachers' Use of the Mother Tongue

Options	Number	Percentage
a	33	55 %
b	16	27 %
c	11	18 %
Total	60	100 %

In this question subjects are asked to express their feeling regarding the teacher's use of the mother tongue. More than half of the informants (55 %) feel comfortable. 16 learners making up 27 % assume that they feel annoyed. Others (18 %) express different opinions but nearly they all said that they feel normal or neutral.

Question 17: Do you think that the use of the mother tongue motivates you to participate in class?

    a. Yes

    b. No

Table 2. 34. The Effect of Using the Mother Tongue on Motivating the Students to

Participate in Class

Options	Number	Percentage
a	33	55 %
b	27	45 %
Total	60	100 %

What is noticeable from this question is that it divides respondents into two groups based on whether they are motivated or not motivated to participate in the classroom when the mother tongue is used. Upon analysis, thirty three respondents constituting (55 %) indicate that the MT motivates them to participate in class. In the other hand, 45 % of the respondents pointed that they are not motivated. In explanation, when the students get the exact meaning they become more interested, the thing that will motivate them to participate and give their opinions.

Question 18: Do you think that the use of the mother tongue prevents you from becoming a good speaker of English?

   a. Yes

   b. No

Table 2. 35. The Effect of the Mother Tongue on the Students' Speaking Skill

Options	Number	Percentage
a	34	57 %
b	26	43 %
Total	60	100 %

When asking about whether the mother tongue prevents students from becoming good speakers of English or not. Thirty-four respondents (57%) select the answer "Yes" as their option. That is, more than half of the students support the idea that L1 hinder them from becoming good speakers. Whereas, twenty-six students (43%) opt for "No" showing that they do not correspond with them.

Question 19: If yes, please say when?

This item is designed for the students who opted for the answer "Yes" in the previous question. The aim behind it is to collect the reasons that prevent the informants from becoming good speakers when using the first language. The informants provided many reasons that can be summarized as follow:

- The first language prevents learners from becoming good speakers when it is overused.

- It makes the learners think in the mother tongue rather than English.

Question 20: When do you think that the teacher should use the mother tongue?

    a. To define new words

    b. To explain complex grammar points

    c. To explain difficult concepts

    d. Other

Table2. 36. Cases Where Teachers should Use L1

Options	Number	Percentage
a	13	22 %
b	6	10 %
c	28	47 %
d	4	7 %
a+c	5	8 %
b+c	2	3 %
a+b+c	2	3 %
Total	60	100%

It is worth noticing from table 2. 36 that 47% of the participants think that teachers should use L1 to explain difficult concepts or ideas. 22% of the respondents state that they may use it to define new words. Others (ten of them) believe that L1 should be used to explain complex grammar points. Moreover, a small number of the informants, five students, select the options "a+c". Additionally , the option "a+b+c'" and "b+c" represent the same result of (3%). The remaining subjects, representing (7%), propose other situations of using the first language like clarifying notions that does not exist in the target language or using it for naming some cultural items.

Question 21: Please add any other suggestions about the use of the mother tongue in English classrooms

At the end of the questionnaire the respondents were invited to add any other comments or suggestions. The majority of the respondents answer this question. Mainly they share the same opinions in the sense that the mother tongue should not be used unless there is a strong reason such as facing new and difficult concepts. Also, they suggest that instead of

using the mother tongue the teacher may use simple English whenever learners face difficulties. Others claim that since it is an EFL context, English should be the only spoken language. Whereas one of the participant states that only teachers can decide when and why to employ L1.

2.5. Discussion of Teachers' Questionnaire

The purpose of the current part is to know the attitudes of teachers regarding the use of mother language. Most of teachers endorse the existence of students' comprehension problems (as it is clear in question five) and L1 utility is one among the existed strategies that can be resorted to. Nevertheless, the obtained data from the questionnaires; Mainly question seven, eleven and fourteen shows that the majority of the instructors who participated in the survey are against this practice in EFL context because they never employ it and consider it as non- helpful technique. In the same line; they stated that it is an obstacle as it prevents learners from developing accuracy and fluency; furthermore, it develops mental laziness. Conversely, the teachers who reveal that it can be used high light the fundamental reasons and the degree of helpfulness behind its integration as it is clear in the results of question ten and twelve. Nearly all of them agree on the assumption that L1 may be used to explain very difficult notions.

Overall, it can be deduced that teachers hold negative attitudes towards the use of the first language. However, it can be used exceptionally in inevitable cases.

2.6. Discussion of Students' Questionnaire

This part shed light on the discussion of the main findings gathered from students' questionnaire. The collected data brings to the fore the assumption that EFL second year students are against L1 interference. We come to this conclusion from the results of question

ten, eleven and twelve illustrated above. Though the majority of the learners assume that the mother tongue does not help them to learn English, they present some significant situations where they are of need to its use such as facing new and complicated terms.

So, the results of the study indicate learners' negative stand points towards L1 use. Whereas students' responses demonstrate that they contradict themselves when stating that they feel comfortable and motivated by its intervention. This means that it may be included to some extent i. e. whenever required.

2.7.Comparison between Teachers' and Learners' Questionnaire

There were no clear distinctions between students' perceptions and teachers' attitudes regarding the interference of first language in foreign language classes. Through analyzing the most significant questions in both questionnaires, it can be deduced that teachers and learners mainly share the same estimations in relation to the topic. Therefore, both teachers and learners deny the use L1 in class and consider it non helpful. Moreover, they asserted that students should learn the foreign language without any reference to their native language because they need to be more exposed to the target language otherwise, their fluency and accuracy will be deteriorated.   In the other hand, some teachers and learners specify the exceptional situations of mother's tongue employment like solving learning problems and L2 difficulties.

Thought the two informants go in parallel with the claim of the rejection of MT inclusion, they assume that learners feel more comfortable and motivated by L1 utility. Additionally, they admit the reliance on bilingual dictionaries, since the use of dictionaries is affected by many factors like the students' level and the nature of the lesson. Thus, it is needed to switch the two languages.

In sum, it can be noticed that teachers and learners, at most, have the same attitudes towards the subject at hand.

2.8. Pedagogical Recommendations

Based on the results collected via the two submitted questionnaires, the following pedagogical recommendations are offered:

➢ EFL Teachers

✓ Teachers should take their students' perceptions regarding the use of MT into account.

✓ Teachers should work in maximizing learners' exposure to the foreign language

✓ Teachers should come up with new and suitable teaching techniques that insure students' comprehension.

✓ Teachers should use L1 in some situations to create a friendly atmosphere and to deal with abstract cases.

✓ The use of L1 should be in a moderated way.

➢ EFL Learners

✓ Learners should minimize their resort to the first language.

✓ Learners should rely on monolingual dictionaries to insure getting the meaning and developing the language perce

✓ Students should follow their teachers' instructions for the sake of improving their skills.

✓ Students should learn how to think in English.

➢ Recommendations for Further Research

Researchers should conduct a similar study using a higher number of participants and other research tools in a longer period of time.

Conclusion

      Throughout this chapter, the students' and teachers' questionnaires analysis, the relationship between them, the discussion of the results and the recommendations take place. We deduce that both teachers' and learners have negative attitudes towards L1 interference. The hypotheses were rejected, in the sense that the participants were totally against this practice, but they agree on its significance if it is used just in some difficult situations and in a moderate way.

General Conclusion

The current work is entitled the use of the first language in an EFL classroom: students' perceptions and teachers' attitudes. Thus, an attempt was made to investigate whether they hold positive or negative views. Besides, it aims to determine the areas where the mother tongue can be used. It is also set to explore the helpfulness of its inclusion.

For the sake of answering the research questions and testing the suggested hypothesis, two questionnaires (the only research instrument) are administered to both learners and instructors. They are addressed to sixty second year students and twelve EFL teachers, from the department of English-Mila University Centre.

The gathered data from this survey answered the research questions and dismiss the proposed hypothesis. In explanation, EFL teachers and students have negative attitudes and opinions about the native language intervention in English classes; however, they accept its existence as a final solution in the sense that mother language interference in EFL context should be in a reasonable and judicious way. As in any conducted research, this work has faced off several obstacles however none of them affects its validity. The major limitations of this study are referring back to:

- The limited period of time devoted for the accomplishment of the work

- Difficulties to get learners answers through Google form as not all of them have regular access into internet.

- Some respondents avoid the answers that lead them to justify.

- The data collection methods were not enough to gather the needed data.

It is worth noticing that the present study has limitations and that many elements were neglected due to the researcher unawareness of such issues. However, it can be a reference for other researchers and pave the way for further studies in the same area.

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Appendix A

Teachers' Questionnaire

Dear Teacher,

This questionnaire is a part of a research work. The main purpose behind it is to investigate your attitudes towards using the students' mother tongue in the EFL classes. So, we would be so grateful if you could respond to the following questions. Please, tick (√) the appropriate box and/ or provide full statements whenever necessary.

Thank you in advance for your cooperation and the time advocated for answering the questionnaire.

Section One: Background Information

1. Gender

a. Male ☐

b. Female ☐

2. What is your degree?

a. Master ☐

b. Magister ☐

c. Doctorate ☐

3. How long have you been teaching English?

………………………………………………………………………. . . . .

Section Two: Teachers' Attitudes towards the Use of L1 in EFL Class

4. What do you think about your students' level?

a. Good ☐

b. Average ☐

c. Low ☐

5. Do you face any problems concerning student's comprehension?

a. Yes

b. No

6. If Yes, please explain

………………………………………………………………. . …………………………

………………………………………………………………………………………….

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

a. Yes ☐

b. No ☐

8. How often do you think teachers of English should use the mother tongue in class?

a. Always ☐

b. Frequently ☐

b. Sometimes ☐

c. Rarely ☐

d. Never ☐

9. If you say Never, please explain

…………………………………………………………………………………………………

…………………………………………………………………………………………

10. For what reasons do you think the mother tongue should be used in class?

a. To save time and effort?

b. To help low achievers?

c. To explain very difficult notions?

d. Others, please specify………………………..………………………………………….

. . . .

11. How helpful is the mother tongue in the EFL classroom?

a. Extremely helpful ☐

b. Very helpful ☐

c. Helpful ☐

d. Not helpful ☐

12. When do you think it is necessary to use the mother tongue in the EFL classroom?

a. To explain new vocabulary ☐

b. To explain grammar points ☐

c. To deal with problem behavior ☐

d. Others, please specify……………………………………………………………

13**. How do students react when teachers use the mother tongue?**

a. They become more interested in the course ☐

b. They understand better ☐

c. They feel more comfortable ☐

14. Do you accept that your students use the mother tongue in class?

a. Yes ☐

b. No ☐

15. If Yes, is it for the purpose of allowing them to

a. Make their contributions? ☐

b. Ask for more explanation? ☐

c. Ask for permission? ☐

d. Other, please specify …………………………………………………………….

………………………………………………………………………………

16. During instruction, should students be allowed to use

a. A monolingual dictionary? ☐

b. A bilingual dictionary? ☐

c. Both ☐

Whatever your answer is, please explain……… . . …………………………………………

…………………………………………………………………………………… . .

17. Does the use of the mother tongue in the EFL classroom prevent learners from developing fluency and accuracy in English?

a. Yes

b. No

c. Not sure

18. If *Yes*, please say how? ………………………………… . .

…………………………………

………………………………………………………………………………………

19. Does the use of the mother tongue motivate the learners to participate in the classroom?

a. Yes ☐

b. No ☐

20. If *Yes*, please say how ………… . ……………… . …………………………… . .

………………………………………………………………………………………………

……………………………………… .

21. Does using the mother tongue help to develop a good teacher-student relationship?

a. Yes ☐

b. No ☐

c. Maybe ☐

22. If *yes*, please explain …………………………………. …………………………………

……

…………….

23. Do you think that using the mother tongue develops students' mental laziness?

a. Yes ☐

b. No ☐

24. Please, add any other suggestions about the use of the mother tongue in EFL

classrooms……………………………………………………………………………………

……

……

……

Thank you very much!

Students' Questionnaire

Dear Student,

This survey aims at finding out your perceptions towards the use of the mother tongue in the EFL classroom. Your personal and honest answers will be of great help for the research. Be sure that they will be used only for research purposes and they will be treated with strict confidence in accordance with research ethics.

You are kindly requested to fill in the boxes by ticking the relevant answer and commenting when necessary.

Your cooperation is greatly appreciated

Section One: Background Information

1. Gender:

a. Male ☐

b. Female ☐

2. Age: ………………

3. How do you see your current level of English?

a. Low ☐

b. Average ☐

c. Good ☐

d. Very good ☐

Section Two: Student Perceptions towards the Use of Mother Tongue in EFL Class

4. Do you have any difficulties in English?

a. Yes

b. No

5. If your answer is Yes, do you have difficulties in

a. Grammar

b. Vocabulary

c. Writing

d. speaking

e. Reading

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

a. Explanation in the mother tongue

b. Explanation in English

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

a. Monolingual (English-English)   dictionary

b. Bilingual (English-Arabic)   dictionary

8. During group work, do you prefer to use the mother tongue with classmates?

a. Yes ☐

b. No ☐

9. If yes, why ?

a. Because you want to finish class activity faster ☐

b. Because you get used to use the mother tongue ☐

c. Because you cannot express yourself in English ☐

e. Others, please specify…………………………………………………………………………

Section Three: The Actual use of Mother tongue in EFL Classroom

10. How often do you use the mother tongue in class?

a. Always ☐

b. frequently ☐

c. Sometimes ☐

d. Rarely ☐

e. Never ☐

11. Do you think that using the mother tongue helps you to learn English?

a. Yes ☐

b. No ☐

12. How helpful is the use of the mother tongue in class?

a. Not helpful ☐

b. Helpful ☐

c. Very helpful ☐

13. Do you think that the use of the mother tongue helps you in:

a. Understanding new concepts.

b. Checking new vocabulary items.

c. Making you feel at ease, comfortable and less stressed.

14. Do you think your teacher should use the mother tongue in class?

a. Yes ☐

b. No ☐

15. How often should he (the teacher) use it?

a. Always ☐

b. Frequently ☐

c. Sometimes ☐

d. Rarely ☐

e. Never ☐

16. When the teacher uses the mother tongue, do you feel?

a. Comfortable

b. Annoyed

c. Others, please specify……………………………………………………………………

17. Do you think that the use of mother tongue motivates you to participate in class?

a. Yes

b. No

18. Do you think that the use of mother tongue prevents you from becoming a good speaker of English?

a. Yes

b. No

19. If yes, please say when. . . . .

. . . .

. . . .

. . . .

20. When do you think the teacher should use the mother tongue?

a. To define new words

b. To explain complex grammar point

c. To explain difficult concepts or ideas

f. For other purposes, please specify…………………………………………………

. . . .

. . . .

21. Please add any other suggestions about the use of the mother tongue in English classroom ………………….

………………………………………………………………………. . . . . ………….. .

. . . .

. . . .

. . . .

. . . .

. . . .

. . . .

. . . .

. . . .

Thank you very much!

ملخص

تعد مسألة استخدام اللغة الأم في تدريس اللغة الانجليزية موضوعا للنقاش منذ سنوات عديدة. أجريت هذه الورقة البحثية لدراسة مواقف ومعتقدات المعلمين والمتعلمين حول هذه المسألة بالإضافة إلى الأسباب التي تجعلهم يعتمدون عليها. وفي هذا السياق تم طرح الأسئلة التالية: 1) ما هي تصورات الطلبة ومواقف المدرسين تجاه دمج اللغة الأم في تدريس اللغة الإنجليزية؟2)ما هي أسباب استخدام اللغة الأم في تدريس اللغة الإنجليزية؟3) هل يعتبر استخدام اللغة الأولى بمثابة مساعدة أو عقبة؟ وفقا لذلك نفترض أن نظرة الأستاذة والمتعلمين نحو إدراج اللغة الأم ستكون إيجابية في محاولة للإجابة عن هذه الأسئلة والتحقق من صحة الفرضيات تم توزيع استبيان على60 طالب من طلبة السنة الثانية للغة الانجليزية على مستوى قسم اللغات بجامعة ميلة بالإضافة إلى استبيان ثاني موجه لـ12 أستاذ للغة الانجليزية بنفس الجامعة. على الرغم من وجود بعض الخلافات إلا أن النتائج المحصل عليها تشير إلى أن كلا الطرفين ينظرون إلى استعمال اللغة الأم في تدريس الإنجليزية نظرة سلبية. في الختام تم تقديم مجموعة من التوصيات من أجل استخدام مناسب بناءا على ما تم الحصول عليه من نتائج.

Résumé

La question de l'utilisation de la première langue (L1) dans les contextes d'EFL a été un sujet de débat dans la littérature de l'enseignement et de l'apprentissage des langues secondes, pendant de nombreuses années. Cet article de recherche rapporte une étude dans laquelle les enseignants et les apprenants sont invités à exprimer leurs attitudes et leurs croyances sur cette question. Il étudie également les raisons possibles de l'interférence de la langue maternelle. Par conséquent, dans ce contexte, trois questions de recherche sont soulevées : 1) Quelles sont les perceptions des étudiants et les attitudes des enseignants concernant l'intégration de la L1 dans les classes d'anglais ? 2) Quelles sont les raisons de l'utilisation de la L1 dans les classes d'EFL ? 3) Dans le processus d'apprentissage/enseignement de l'anglais, l'utilisation de la langue maternelle est-elle considérée comme une aide ou un obstacle ? On a proposé que les étudiants et les enseignants ont une vue positive concernant l'utilisation de la langue maternelle. Afin de répondre à ces questions et tester les hypothèses proposer, deux questionnaires ont été élaborés et transmis ; un questionnaire est administré à soixante étudiants d'anglais au département des langues étrangères de l'Université de Mila, tandis que l'autre est remis à douze enseignants d'anglais de la même université. Malgré quelques désaccords, les principaux résultats de la recherche révèlent une perception négative de la part des enseignants et des apprenants. A la fin, une multiplicité de recommandations ont été fournies pour mieux utiliser et intégrer la langue maternelle dans la classe EFL sur la base de la revue de la littérature et des données obtenues.