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**A Pragmatic Analysis of Teaching English Language Using Mother Tongue and Its  
Impact on Learners' Acquisition  
Case Study: 4<sup>th</sup> Year Middle School Pupils**

A Dissertation Submitted in Partial Fulfilments of the Requirements for Master Degree in  
Linguistics

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# **A Pragmatic Analysis of Teaching English Language Using Mother Tongue**

## **Dedication**

We dedicate this work to our lovely parents who supported us unconditionally, our families and our friends whom were available whenever needed.

# **A Pragmatic Analysis of Teaching English Language Using Mother Tongue**

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Our thanks and praises to Allah the Almighty for helping us and giving us the power to achieve and complete this work.

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# **A Pragmatic Analysis of Teaching English Language Using Mother Tongue**

## **Abstract**

The role of mother tongue in teaching/learning foreign languages has been the subject of much debate and controversy for being considered a very important issue. Hence, this research work examined attitudes of both teachers and learners towards the use of mother tongue in teaching/learning English language. The main purpose is to find whether or not the mother tongue should be involved in English classrooms depicting its effects on the learning process.

**Key Words:** Mother Tongue\_ Teaching\_ Learning\_ English language

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## **List of Acronyms**

**MT:** Mother Tongue

**ELT:** English Language Teaching

**L1:** First Language

**TL:** Target Language

**TEFL:** Teaching English as foreign Language

**CLT:** Culture Language Teaching

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## **General Introduction**

Algeria is a multilingual country because it has many languages beside Arabic which is the mother tongue of the majority of citizens, There is no common view about using the mother tongue in teaching English classes. One of the international languages used in the Algerian educational institutions is English which is considered as a foreign language. Some support the use of L1 in teaching foreign language classes while others do not. There are teachers of English who are used to the mother tongue in their classes and other teachers are not. The current study aims to explore the issue of using Arabic in teaching English It investigates the teachers' attitudes and perspectives of using the mother tongue in their teaching. also tries to explore the reasons that make the teacher uses the learners' first language in English class Furthermore, it searches the effects of the use of L1 in class, whether it is a positive help or a negative one.

in this study we try to answer some question concerning:

\_to what extent mother tongue obstacle learning English language?

\_how to make learners aware about the cultural differences to pupils in secondary school ?

how does teaching English effect the learning process

We can answer the previous questions in the following :

the teacher use mother tongue if it necessary

the teacher may use mother tongue as a tool for helping their pupils to understand

This research contains three chapters. the first chapter provides the reader with literature review about the other theories about the pragmatic and its relation with teaching process concerning cultural studies and even method and techniques The second chapter is about the



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sociolinguistic situation in Algeria more precisely the use of the mother tongue in teaching a foreign language from different views and researches. Finally, the third chapter is concerned with the field work practically.

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# **Chapter One**

## ***Literature Review***

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## **Chapter One**

### ***Literature Review***

#### ***Introduction:***

The purpose of the present chapter is to present some of the theoretical background on which research into pragmatics has been based. Therefore, we will deal with the concept of pragmatics, its main definition and its underlying area of study. Moreover, in our attempt to define pragmatics, we will see what makes it different from its main neighbors such as semantics and syntax. This Chapter also addresses the use of the mother tongue in teaching process. Furthermore, in defining communicative competence, we will use a number of models and will deal mainly with those points which deal with pragmatics.

#### **1. Origins and Historical Background of Pragmatics:**

Pragmatics is another part of etymology that came as a response to the past unique and formalist investigation of language. As a new branch this specific area of research has aroused the interest of many scholars. In fact, the term was first coined by the philosopher Charles Morris in 1938. Morris developed a science of signs, that came to be called semiotics. Semiotics is divided into syntax, semantics and pragmatics. The science of signs or semiotics consists of signs, the objects to which they are applicable, and sign users or interpreters. Syntax involves the study of the formal relationships between linguistic forms and the identification of well-formed sentences. Semantics deals mainly with the meaning of lexical items. The last component in pragmatics and which takes into account the users of the language and the content of language use. Morris (1938) considers pragmatics as being the relationship between sign and sign users. Not far from this, Yule (1996:4) views pragmatics as dealing with the relationship between linguistic forms and the human beings who use these forms.

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## **2. Pragmatics:**

As a new branch of linguistics came to be regarded as a discipline in its own right only in the 1970's. Seminal works by Austin (1962), Searle (1969) and Grice (1975) contributed in what is now a science of important relevance. Early linguistics such as Saussure (1959) or Chomsky (1965) concentrated only on isolated linguistic forms and structures. In fact, both the notions of Saussure of *langue* and *parole* or Chomsky competence and performance accounted only for an ideal grammatical knowledge that is shared by the native speakers of a given language. They did not take into account the real use of language in a particular context. In other words, they neglected the notion of communication.

In his turn, Levinson (1983) explained that pragmatics is a reaction to Chomsky's use of language as an abstract construct. Leech (1983) encouraged the shift of direction within linguistics away from competence towards performance. With the appearance of this new paradigm the focus shifted away from meaning in the abstract to meaning in use.

### **2.1. Defining pragmatics:**

According to Trosborg (1994) the term 'pragma' can be traced back in the Greek language and refers to activity, deeds, and affairs. In linguistics this new paradigm called pragmatics came as a reaction to the Saussurian structuralist paradigm and the Chomskyan generative transformational grammar. Today pragmatics is an important subfield of linguistics which studies the ways in which context contributes to meaning. The study of pragmatics explores the ability of language users to match utterances with contexts in which they are appropriate; in Stalnaker's words, pragmatics is "the study of linguistic acts and the contexts in which they are performed" (1972, p. 383). Pragmatics, in Yule's words (1996:3) explores the following four areas of study:

What people mean by their utterances and what the words or phrases in those utterances might mean by themselves.

— How speakers organize what they want to say in accordance with whom they are talking to, where, when, and under what circumstances.

— How listeners can make inferences about what is said in order to arrive at an interpretation of the speaker's intended meaning.

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— How does distance and closeness determine the choice of the amount of the said and the unsaid?

In fact, the concept of pragmatics has been conceptualized by many scholars. However, most of the attempts to define it reflect more or less the same conception without radical changes. For Levinson (1983) pragmatics basically comprises the study of language usage.

In Wolfson's (1989) words pragmatics involves not only linguistic and grammatical knowledge but also the ability to comprehend and produce socially appropriate language functions in discourse. In the same line, Yule (2008:4) defines pragmatics as "the study of the relationship between linguistic forms and the users of these forms". Pragmatics and Discourse Analysis Pragmatics, like discourse analysis, goes beyond structural study of the phrase and focuses on higher units -speech acts and conversation turns. What is more, it focuses on its object of study through consideration of the context and its construction, through recognition of speaker intention, and through the establishment of implicit elements which the hearer has to access. A group of theories and theorists sought to go beyond the limits of the sentence, and to engage with the meaning of discourse, that is non-arbitrary sequences of utterances. It is clear that discourse analysis has objectives that lie very close to, if not shared by those of pragmatics. This is because discourse is more than a sequence of sentences in operation. In other words: both pragmatics and discourse analysis deal with utterances in context. But while discourse analysts explain the interpretation of the elements in question without going outside language, pragmatics resorts to other aspects of human activity (beliefs, feelings, knowledge, intentions...). Only in this way can one explain how utterances are interpreted and how successful interpretation of utterances is managed. It is only with the aid of considerations of a pragmatic nature that we can go beyond the question "What does this utterance mean?" and ask "Why was this utterance produced?".

### **2.2. Goals of Pragmatics:**

Recently, pragmatics has turned into a vital part of phonetics, as the insufficiencies of the past simply formalist and conceptual ways to deal with the investigation of language turned out to be progressively apparent. This specific area of research has aroused the interest of a number of scholars over the last decades. What is original about pragmatics and which is not found in other neighboring branches is not one thing in particular, but rather than the same of traits and

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interest: emphasis on the speakers, the links between text and context, the will to explain meaning beyond the level of the sentence. 12 A closer look at the other branches of linguistics will reveal that syntax refers to the study of the formal relationships between linguistic forms and the identification of well formed sentence.

Semantics is mainly concerned with lexical items. However, neither syntax nor semantics take into consideration the users. Therefore, Yule (1996) states that ‘pragmatics deal with the relationship between linguistic forms and the users of those forms’. In fact, it was not until the 1970’s that the research field of pragmatics, or the study of language in use, came to be regarded as a discipline in its right.

Moreover, we may mention two important characteristics that differentiate pragmatics from any other linguistic discipline, such as syntax or semantics. First, particular attention is devoted to users. Second, great emphasis is given to context in which these users interact. According to Stolknar (1972:383) pragmatics was defined as “the study of linguistic acts and the context in which they are performed”. The importance of context was also stressed by Wunderlich (1980:304), as he stated that “pragmatics deal with the interpretation of sentences (or utterances) in richer context”. Levinson (1983:24) regards pragmatics as” the study of the ability of language users to pair sentences with the contexts in which they would be appropriate’. In Leech’s (1983) words, pragmatics could be defined as the study of the use and meaning of utterances to their situation.

From the above definitions, we may consider a number of rather different delimitation of the field. The most promising according to Levinson (1983) are the definition that equate pragmatics with ‘meaning minus semantics’, or with a theory of language understanding that takes context into account, in order to complements the contribution that semantics makes to meaning.

Up to this point, we have dealt with pragmatics as a general discipline by providing different definitions of this term and outlining its main characteristics. Nevertheless, this 13 area of language study is not a unitary field rather; it includes different theoretical and methodological approaches which depends on certain aspects of human communication.



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### **2.3. Interests of Pragmatics:**

Pragmatics as defined earlier pays attention to language use in communication and the speaker's intentions when saying utterances in particular contexts. Thus concepts such as users, context interaction, real language or communication may be applied to pragmatics. Nevertheless, one other possibility to define it is to provide a list of the phenomena for which a pragmatic theory must account. Here, a lack of agreement appears in the way that no two published accounts list the same categories of pragmatics with the same importance.

Among the concepts that have been present over the course of the entire history of pragmatics as a general area within linguistics we have speech act theory, deixis, presupposition, conversational implicature, and relevance theory. Still, we have to mention that alongside those traditional subject areas, there have been others that have come to the fore more recently, like politeness theory, or are complete new comers, like multimodality, or the confluence between different channels and communicative codes. Based on the work undertaken by Levinson (1983:11), one of the central extensional definitions of pragmatics might run as follows: 'pragmatics is the study of deixis (at least on part), implicature, presupposition, speech act theory and aspects of discourse structure'. Of these areas we are going to focus more particularly on the theory of speech act.

### **2.4. Pragmatic Competence :**

Different notions and perspectives exist for the notion of pragmatic competence. A notion that has proved to be one of the most influential theoretical development in language teaching. However, most of these attempts to explain pragmatic competence reflect more or less the same conceptions without radical changes. According to Wolfson (1989) pragmatic competence involves not only linguistic or grammatical knowledge but also the ability to comprehend and produce socially appropriate language functions in discourse. For Levinson (1983) pragmatics basically comprises the study of language usage. According to Lightbown and Spada (1999), pragmatic competence refers to the ability to use language forms in a wide range of environments, factoring in the relationships between the speakers involved and social and cultural context of the situation Not far from this, Leech defines pragmatic competence as the speakers knowledge and the rules of appropriateness and politeness which dictate the way the speakers will understand and formulate speech acts. Speech acts are the key areas of

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linguistic pragmatics. Specific speech acts include apology, complaint, compliment, refusal request, and suggestion. Moreover, research findings revealed that even advanced learners in second or foreign language may still be unable to produce language that is socially and culturally appropriate. Therefore, we do agree with Kasper and Rose (2001) who defines pragmatics as the study of communicative action in its socio-cultural context. One good working definition of pragmatic competence is given by Barron (2003:10) and runs as follows:” pragmatic competence is understood as knowledge of the linguistic resource available in a given language for realizing particular illocutions, knowledge of the sequential aspects of speech acts and finally knowledge of the appropriate contextual use

### **3. Language and culture meeting, intercultural pragmatics and grammar use:**

according to the oxford book of pragmatics (2016) intercultural pragmatics, is interested in what happens when representatives of different first languages and cultures communicate using a common language.yan hung (2016) discusses the differences between cross-cultures, and intercultural pragmatics .while cross-cultural pragmatics compare different cultures , based on the investigation of certain aspects of language use ,such as a speech acts, behavior patterns ,and language behavior, intercultural pragmatics focuses on intercultural interactions and investigates the nature of the communicative process among people from different cultures ,speaking different first language similar vein, nieto (2002) claims that the term culture cannot be defined in a single definition science it can have various meaning according to different people in different contexts, at hence the interrelationship between language and culture attracted attention .agar(2006) coined the term languaculture to indicate their close relationship which is derived from brown’s (1994) as follows “*language is part of culture, and culture is a part of the language two are interwoven so that one cannot separate the two without losing the significance of either language or cultures*” (164). The term intercultural pragmatics comes to shed light on the way the language system is put communicate in a common language, and usually, represent different cultures. Rose and kasper (2001) summarize the study of pragmatics as on the relationship between language users utterance, and cultural context in which they are used.

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### **3.1. The Sapir Whorf hypothesis:**

When we talk about language in relation to culture, Edward Sapir (1884-1939) is a polarizing figure whose name is associated with language attitude, according to Sapir and derived from an edited edition of Dell Hymes in his book *Selected Writings in Language Culture and Personality*, language reflects what people think and it shapes our thoughts. Sapir-Whorf hypothesis states.. That language constructs our perception of reality in a way that the structure of language determines or greatly influences the modes of thoughts and behavior characteristics of the culture in which it is spoken.

No one would disagree with the claim that language and thought interact in many significant ways. There is great disagreement; however, about the proposition that each specific language has its own influence on the thought and action of its speakers. On the one hand, anyone who has learned more than one language is struck by the many ways in which languages differ from one another. But on the other hand, we expect human beings everywhere to have similar ways of experiencing the world.

Comparisons of different languages can lead one to pay attention to 'universals'---the ways in which all languages are similar, and to 'particulars'----the ways in which each individual language, or type of language, is special, even unique. Linguists and other social scientists interested in universals have formulated theories to describe and explain human language and human beings. However, the idea that different languages may have philosophical treatise. Because it is so difficult to pin down effects of a particular language on a particular thought pattern, this issue remains unresolved. It comes in and out of fashion and often evokes considerable energy in efforts to support or refute.

### **3.2. Grammar translation method:**

Medieval scholastic theories produced the grammar-translation method, which was the only teaching method for several centuries. Howatt's 'A History of English Language Teaching' gives a detailed account of the factors that contributed to the grammar-translation method.

The origins of the grammar-translation method do not lie in an attempt to teach languages by grammar and translation; these were taken for granted anyway. The original motivation was reformist.

... The grammar-translation method was an attempt to adopt these

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traditions to circumstances and requirements of schools (1984:279)

Howatt says that the method used by individual learners to read and understand a book in a foreign language using dictionary, grammar texts, etc was taken to schools to teach a foreign language or languages. Literary classics were the source textbooks for teaching foreign languages in the grammar-translation methods, because they were the models of good writing correct grammar.

Grammar-translation method was practiced in both east and west for many centuries. In India it was for Persian and Sanskrit and in the west it was for Latin and Greek. Franz Ahn and H.G. Ollendorff are the major successful practitioners of this method. Franz Ahn designed courses for German and then in English, Spanish, Italian and Russian languages. Ollendorff designed the textbooks in a graded linguistic syllabus for the first time.

The learner studies the grammar of the L2 in detail. In the second stage, this knowledge of the grammar will be utilized to translate from the mother tongue into the L2. Later he can use the same method to translate from L2 to L1.

Teaching attitude toward using mother tongue.

Using L1 in teaching EFL classrooms was one of the main techniques that had been used and accepted when the grammar-translation method was applied. At that

Era, teaching foreign languages (FL) in general was taught through translation to L1. Howatt (1984) describes that using L1 in EFL classrooms was accepted and respected and was a universal technique at that time because language teaching placed an emphasis on the written language form rather than the spokenform.

In the 19<sup>th</sup> century, a number of serious disagreements and objections led grammar- translation method to lose its dominance over the world: the fundamental factor was that learners couldn't enhance their communication ability (Howatt, 1984). In the same sense, using L1 started to be seen as uncommunicative, boring, pointless and irrelevant, i.e. it didn't satisfy the learner's needs (Harmer, 2001).

Later, researchers in Europe believed that ***“translation should be avoided; although the native language could be used in order to explain new words or to check comprehension”*** (Richards and Rodgers, 2001). Consequently, the use of

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L1 was rejected from EFL classroom and became a controversial issue. Some reformers believed that mixing two languages wouldn't help learners to reach their goal (fluency), even they considered translation as a source of confusion and was replaced by images and gestures which seemed to them more suitable and effective (Howatt,2004).

One of those who were against using L1 in EFL classroom was Blackie. According to Hawkins (1981, cited in Richards, 2000), Blackie believed that language (words) should be associated directly with objects, and learners are not supposed to think in L1. This philosophy was known as the direct method in which it is believed that learners acquire foreign language the same way as children acquire L1, and the interference of L1 should be removed.

After the direct method appeared another one called the audio-lingual method which also criticized using L1, and it emphasized on rejecting using it. That view towards the foreign language and the L1 was as two different systems shouldn't be mixed; consequently, FL should be used alone (Larsen-Freeman, 2000). Later, the monolingual method raised, it shared the same principle of rejecting using L1 in the EFL classes. Monolingual teaching was the favor and the best way to learn foreign languages (English in specific) (Pennycook, 1994). This means; learning a foreign.

Language being beneficial, only if there is an interaction between learners in the target language without any interference of L1.

Most researchers who called against using L1; they defended their point of view stating that using L1 does not encourage learners to use FL, and it affects learners' input in FL (Krashen, 1982, cited in Prodromou, 2001; Ellis, 1997, cited in Hawks, 2001), it means that learners remain always depending on L1 in their way of thinking, and that may lead them to learn the target language incorrectly in terms of language structures and syntax. Moreover, Cook (2001) adds that L1 should be removed whatever the situation is. He justifies that when learners interact only in FL, they will acquire a naturally communicative environment. In this respect, Prodromou (2001) notes that the mother tongue has been treated as a taboosubject.

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Later, a new method came to light, it did not reject the use of L1, nevertheless, and it focused on the limited use of it. This method was the communicative language teaching (CLT) which appeared in the 1970s. It called to minimize the amount of using L1 in EFL classes. i.e., L1 should be used in a limited way in order to give the learner the maximum exposure to FL (English in specific). In this account, it should be referred to an important point related to the use of L1: many teachers have some confusion or misunderstanding about the attitude of CLT towards using L1. They believe that in CLT using L1 is forbidden and rejected, however, L1 use in the CLT was treated as a helpful factor but in a limited use. In other words, L1 should be minimized and limited in EFL contexts.

A supporting view appeared recently, advocated the bilingual teaching approach instead of the monolingual approach (English-only method). Scholars who adopt this view see L1 as a learning tool, and they recognize its importance in FL classes (Cole, 1998; Deller, 2003; Frankenberg-Garcia, 2000; Harmer, 2001; Hawks, 2001; Reis, 1996). In the same sense, others call for the necessity of L1 and they said it is necessary (Schweers, 1999). Consequently, great amount of written works tackled this issue suggest that L1 should be presented in FL classes and its.

use can be productive as a tool for facilitating (e.g., Atkinson, 1987; Bolitho, 1983;

Choffey, 2001; Frankenberg- Gracia, 2000; Harmer, 2001; Hawks, 2001; Langer, 2001; Murakami, 1999; Prodromou, 2001; Rinvoluceri, 2001).

Recently, scholars agree that there is no total belief in only one method, as a decisive one in EFL contexts. New academic teachers support the idea that teachers should be flexible and eclectic. Thus, a new philosophy appeared called eclectic approach, in which there is a combination of various approaches and methods to teach foreign languages taking into consideration the aim of the lesson and the abilities of learners. This specific approach gives a considerable role to the use of the L1 hand in hand with other methods such as the direct method, audio-lingual method, and the Communicative Language Teaching (CLT).

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- ✓ It reduces learners' anxiety (Auerbach, 1993 as cited in Hawks, 2001) and creates a more relaxing learning environment (Burden, 2000; Philips, 1993).
- ✓ It develops students' self-confidence so that they get the courage to participate in class.
- ✓ It is a means of bringing the learners' cultural background knowledge into the class (Prodromou, 2002).
- ✓ It facilitates checking understanding and giving instructions (Atkinson, 1987).
- ✓ It facilitates the task of explaining the meaning of abstract words and facilitates introducing the main differences in grammar and pronunciation between L1 and L2 (Buckmaster, 2002; Cole, 1998).
- ✓ Using L1 facilitates communication, teacher-student relationships, and the learning of FL (Harbor, 1992: 354).
- ✓ L1 techniques allow teachers to use richer and more authentic texts, which mean more comprehensible input and faster acquisition.
- ✓ Using L1 can save a lot of time and confusion (Harbor, 1992: 351).
- ✓ L1 as a scaffolding tool: This umbrella term scaffolding refers to the idea to use the L1 as a cognitive tool to limit the complexities of the context and gradually remove those limits as the learners gain the knowledge, skills, and proficiency in order to best facilitate teaching and learning (Young, 1993).

Researchers have admitted that monolingual method (English-only method) is not a decisive and pedagogical factor that enhances learning English 100%. It is detrimental to use only English in EFL classes. Otherwise; the use of L1 is effective, and necessary in some situations.

The first language is maintained as the reference system in the acquisition of the second language (Stern 1983).

GT method gives more importance to translating sentences and parts of lessons. Teachers give sentences and parts of lessons to students to translate from L1 to L2 and L2 to L1. It is assumed that the learner will be able to translate precisely and learn L2. Bilingual word lists, dictionaries are of much help to teach vocabulary. Learners also memorize words of L2 and its meaning in L1. The flaw of GT method is, it gives least importance to speaking and listening skills. Teachers base their teaching entirely on

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'text' and they follow each unit. Communication skills or pronunciation skills are not taken into

Consideration and literary language is focused upon. Learners' involvements, application of innovative technique of teachers to meet the needs of the learners are not considered. The entire focus is on writing and reading. Teachers use L1 or mother tongue profusely to explain lessons in L2. Another drawback is even though the texts are written by well known authors they are not from the academic teaching field. For example, to teach English, works of text excerpts of well known authors like, Dickens, Hardy, Shakespeare, Tennyson, Burke are commonly used. Texts in the foreign language are translated into native language orally and in writing and ideally their literary and cultural significance is discussed, although in many classes because of the limitation in the time available, this is done very perfunctorily, if at all (Rivers 1968).

### **3.4 Direct method:**

Though the ideas of reformers lay the foundation for the discipline of applied linguistics, as well as pointed to how best to implement principles in this field, yet such suggestions did not seem to amount to a method as such. At the same time, Reformers were also paying attention on a naturalistic principles of language learning and hence developed teaching principles based on this notion. This would eventually culminate into the Direct Method. The greatest characteristic of this method grounded in the notion of child language learning process of their MT. This method seeks to completely immerse learners in the L2, viewing any deviation from this as negative; with a native foreign language speaker guiding this environment (Gouin, 1892).

If one attempt to trace the DM back to appoint in time, it become apparent that, "As a matter of fact, this method had been a common practice in private home tutoring using a foreign language since the 16th century" (Ferreira, 1999:359). Generally, this method of teaching was common before 1800 as increasingly people preferred to teach their children at home. As a consequence of this, there would be rise in the employment of many Huguenot refugees as private tutors of French with more financially able



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families. Several scholars have contributed to the formation of the direct method, such as Howatt and Widdowson (2004), Marcel (1796-1876), as well as Sauveur (1826-19). However, many link its origins with Gouin and Berlitz (1852-1921).

Berlitz succeeded in founding the highly popular Berlitz language schools in 1878 in Providence, Rhode Island. However, neither Gouin nor Berlitz succeeded in developing his method through scientific or systematic manner. In *The Art of Teaching and Studying Languages*, Gouin highlights both his personal failure at learning German through the old method while also detailing the inspiration behind this method. In his book, he attacks the old GTM as it had failed him in attempting to learn German while in Hamburg. Gouin undertook this endeavor without the assistance of a teacher, while also adopting the same manner of learning in which he was taught Latin and Greek. After numerous attempts at learning German through employing the same classical method approach and the use of different textbooks, Gouin comes to the conclusion that

*The classical method, with its grammar, its dictionary, and its translations, is delusion—nothing but delusion. Nature knows and applies another method. Her method is infallible; this is an undeniable, indisputable fact. And with this method all children are equally apt in learning languages. Do they not all learn their mother-tongue, and this within a time sensibly the same? (Gouin, 1892:35).*

Gouin's upholds his stance towards GTM and mother tongue use throughout

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his book. He believes that translation interferes in thinking directly in the FL, doubtless having negative implications in his view. The following passage illustrates his views of the use of the mother tongue:

*So far as regards our mother-tongue, each of us has learnt the construction directly while learning to think, and we apply it intuitively. Our own language is not, therefore, the place to study it, at least with the view of its practical application (Gouin 1892: 279, Swan, & Betis, Trans).*

Gouin goes on to recount the beginning of his own 'Series Method' through his initial inspiration to formulate his method after noting his 3-year-old nephew pick up new words in French during a visit to a grist mill (Gouin 1892:34-39). He observes that the child creates his own conceptualization of the experience, divides it into parts, and seems to focus on verbs. The child then repetitively executes these steps. In this process, Gouin views a potential new manner of learning a language. The following describes the seriesmethod:

*Each lesson is written in a series of sentences, each of which tells of an action. Gouin believes that this manner of teaching, which he models on the way children learn, makes learning a language easier. Gouin works out a linguistic system that ought to include the entire vocabulary of the language to be taught (Handschin, 1913:98).*

Charles Berlitz, who is most closely associated with the Direct Method, would similarly denounce the use of mother tongue and translation. The origin of Berlitz has been associated with an occasion when he needed the assistance of a French teacher in his absence, and upon returning discovered that there was positive response among learners to this assistance's exclusive

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use of French. This led to the establishment of the Berlitz Method and the foundation of the first Berlitz language school. The Berlitz Method was based on the principles that there exists a direct link between that which the learners observes and thinks in terms of the speech sounds of the FL; and the principle that the exclusive use of the FL in the teaching and learning process is crucial. The Berlitz's method was based on the notion that second language learning and first language learning are fundamentally alike. As such, oral interaction should be maximized; the use of language should be spontaneous, prohibition of translation, and a general objective amounting to the presentation of minimum grammatical rules and syntactic structures.

As Stieglitz (1955) put it "the objective of the Berlitz Method is the four fold aim of understanding, speaking, reading, and writing, with emphasizes on speaking from the very beginning. ...the primary objective of the method is oral communication ...its secondary objective are reading and writing" (p. 300). Additionally, translation in learning a foreign language was an area completely abandoned by this method, "We can develop new speech habits only by continuous practice in the new language, not by consciously applying rules, nor by translation" (Stieglitz, 1955:302). That is, from the beginning teachers only present the TL to learners. This was justified on a number of reasons including the fact that in all translation methods:

*Most of the time is taken up by explaining in the student's mother tongue, while but a few words are spoken in the language to be learned; he who is studying a foreign language by means of translation does not become accustomed to think in it; a knowledge of a foreign language, acquired by means of translation, is necessarily defective since there doesn't exist for every word of the one language the exact equivalent in the other; furthermore, the ideas conveyed by an expression in one language are frequently not the same as those conveyed by the same words in the other (Howatt and Widdowson, 2004:224).*

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Thus, Berlitz of fears method that, in lines with Gouin abandon translation and bans the use of mother tongues. In this sense, the Direct Method finds its origins with both Berlitz and Gouin's methods. Clearly, Berlitz and Gouin established an ideal form of methods, avoidance of translation and disapproval of MT use. At the end of the nineteenth century and the beginning of the twentieth century, the direct method would be highly popular but due to constraint so things such as budget and classroom size such would lead to a period of decline; however, with the rise of the Audio-lingual method, the direct method was revived again.

### **4. Teaching/Learning process in the Classroom:**

The recent studies tackled in the field of teaching and learning took into consideration the relationship between teachers and their students. In other words; this relation is recognized as the teaching and learning process. Many research works denote that teaching cannot stand apart from learning. Gage (1964:269) noted that *"to satisfy the practical demands of education, theories of learning must be stood on their heads' so as to yield theories of teaching."* Teaching is directing and guiding learning, facilitating the path for the learner to learn, and preparing the conditions for learning.

Researchers have always tried to develop methods and techniques in order to enhance teaching and maximize learning. In order to build a strong relation between teaching and learning, one should be aware of the characteristics of each one. Besides, researchers have studied teaching in isolation, then they recognized the results on learners and their learning.

### 5. Language Teaching:

Language Teaching is more than copying conjugation tables and memorizing vocabulary. However, it is the ability to show students how to use a language in context and understand it. Hence, teaching is the art of conveying messages and aiding learners through giving instructions and helping in getting well comprehension. According to Brown (2007:7), teaching is defined as "*Showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.*"

#### 5.1. Teaching Attitude towards using Mother Tongue:

As Deller (2002: 3) said "*The Mother Tongue taboo has been with us for a long time, but fortunately, now things seem to be changing. I believe that many teachers have continued to use the mother tongue because it is both necessary and effective.*"

- ✓ Teachers often feel that by using L1 they are being lazy or showing a lack of will power to control students (Burden,2000).
- ✓ Using L1 can create an over-reliance on it (Polio, 1994:153).
- ✓ It can create a failure to maximize using English (Atkinson, 1987:247).
- ✓ It can oversimplify differences between the two languages, which resulting problems in learning English.
- ✓ It can create laziness among students so that they learn a limited amount of English vocabulary: because they try to find the translation of words rather than synonyms (Atkinson,1987).
- ✓ The overuse of L1 leads students to think in L1, which impedes the development of learning English.

As it is mentioned above, the overuse or misuse of L1 leads to negative impacts on learning English. That is why teachers are supposed to be aware of the amount of L1 used in EFL classes.

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### **5.2. The Importance of using Mother Tongue:**

Mother tongue in education is one of the most crucial language planning decisions a country can make, that of determining a language to serve as the medium of instruction in schools. Learning are ready enough to be taught through their home languages, Fasold(1987:306) further says that it is axiomatic that the best medium for teaching a child is this mother-tongue ,psychologically ,it is the system of meaningful beginnings that in his/her mind works automatically for expression and understanding. Sociologically, it is a means of identification among the members of the community to which he/ she learns more quickly through it than through an unfamiliar linguistic medium.

The second language used as the medium of instruction should not be replaced by language as a subject component of the mother-tongue or the home language also requires study as a language to achieve fluency and proficiency. Learners learn better if they use their mother-tongue to understand of concepts and participate actively during lessons.

### **6. English as Foreign Language:**

EFL is an abbreviation for "English as a Foreign Language"; refers to learning and using English as an additional language in a non-English speaking country. This is mainly used to talk about students whose first language is not English and learning English while living in their own country. For example: a Chinese student learning English in China; or teaching English in Algeria.

Nowadays, the English language is the common mean of communication between people in the world. It became the global language as a result of the globalization phenomenon. For this reason, learning and teaching English as a foreign language is very beneficial and required. Above all, it has become the powerful language in the world. In addition, it offers the learners many chances like being aware of other cultures, opportunities for getting jobs, and making them familiar with other sciences (English for specific purposes).

In this respect, there are huge efforts for keeping English the first and the

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dominant language in the world; as what British Council is doing by organizing conferences and workshops, in which, they make teachers aware on how to teach English. Also, there are many conventions between Great Britain and other countries especially in teaching English (scholarships).

The most important in this subject (EFL) is the methods and the techniques which have been used for the purpose of making teaching and learning process more beneficial and more productive. Consequently, teaching the English language has passed through many debatable methods: the Grammar translation method, the direct and indirect method, audio-lingual, Communicative language teaching (CLT), and so on... Every method has advantages and disadvantages besides the positive and negative impacts on teaching and learning. That led to appearing supporters and rejecters; the case of using the first language (L1) in EFL class which is considered one of the most subjects that has faced a great debate in EFL teaching field since the declining of the grammar translation method.

### **7. Krashen's theory:**

Krashen (2009) advocates that, "there is nothing as practical as a good theory" (p. 12), especially in the case of second language instruction. His theory of second language acquisition consists of a set of five (5) hypotheses, namely: The acquisition learning hypothesis, monitor hypothesis, input hypothesis, natural order hypothesis, and affective filter hypothesis.

According to him, the 'acquired system' (acquisition) is a subconscious process comparable to the way children acquires first language. It requires meaningful interaction in the target language - natural communication - in which speakers are not concentrated in the form of their utterances, but rather in the communicative act. Conversely, the 'learned system' (**learning**) features formal instruction and it is a conscious process which promotes conscious knowledge (grammatical rules) about the target language. This hypothesis also hypothesize that the acquired system surpasses the learned system in terms of yielding

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good results in second language acquisition.

The **Monitor** hypothesis highlights the relationship between acquisition and learning; it also explains how the latter influence the former. Krashen (2014) believes that the monitoring.

function is triggered by the learned grammar. Hence, the acquired system assists in initiating utterance, whereas the learned system enact as the monitor. He further explains that:

The monitor acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule.

Krashen (2014) classifies language learners into three groups: Those learners that use the 'monitor' all the time (over-users [usually introverts and perfectionists]); those learners who have not learned or who prefer not to use their conscious knowledge (under-users [usually extroverts]); and those learners that use the 'monitor' appropriately (optimal users). Krashen (2009; Krashen, 2014) marks the lack of self-confidence to be highly linked to the over-use of the 'monitor'. Thus, he warns that the role of the monitor should supposedly be used minimally and only to correct deviations from intelligible speech.

The **Input** hypothesis explains how the learner acquires a second language and it is only concerned with 'acquisition', not 'learning'. The learners learn the target language when



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they receive second language 'input' which is sufficient and comprehensible. Comprehensible Input is the target language that the learner would not be able to produce at the time, but can still understand. The meaning successfully conveyed constitutes the learning experience.

The **Acquisition-Learning** hypothesis hypothesizes two (2) distinct independent systems of second language performance, the acquired system and the learned system (Krashen, 2014).

the **Natural Order** hypothesis explains that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. However, Krashen (2009) points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

The **Affective Filter** hypothesis explains that numerous affective variables (for example, motivation, self-confidence and anxiety) have a facilitative, but non-causal, influence on second language acquisition. Learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. On the other hand, low motivation, low self-esteem, and anxiety can stimulate the affective filter that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up', it impedes language acquisition.

### **8. Language Contact and teaching process:**

In order to know how languages influence one another, we need first to understand the concept of language contact prior to getting into the details of how it affects languages

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involved and produces new linguistic situations. It is by no means that language contact occurs when languages interact with each other producing certain sociolinguistic issues. It exists when different languages, accents, and dialects come into contact with one another. It is beyond shadow of doubt that the contact between languages varies in its outcomes since it sometimes causes one language, almost the one with less power, to be lost or assimilated. In this contribution, it is often assumed that the most powerful language influences that of less, meaning the linguistic features are borrowed from the language of high status. Many, if not most, languages have been influenced at some point in their history by contact with other languages (Wardhaugh and Janet, 2014). Language contact also at times creates a new sphere of linguistic stability and acceptance establishing a new bi-or multilingual community (Aschale, 2013). In their researches, the sociolinguists frequently assert that language contact has deleterious impacts on the languages.

### **9. Conclusion**

This chapter was devoted to the literature review, in which many aspects related to the integrating of L1 in the EFL classroom were explained. Starting with the definition of the main factors contributing to language teaching and learning, thus, the researcher shed light on language teaching in isolation as well as language learning. He also tackled to input and output in the classroom and their important role in learning. After that, the researcher focused on the use of L1 in EFL classroom, started with a brief history of integrating L1 including the supporting and opposite views towards L1. He moved to the advantages and disadvantages of using it. Then, he stated the most common situations and purposes for using L1 and highlighted some methods concerning teaching and leaning process.

# **Chapter two**

## **Linguistic situation**

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### **Linguistic situation**

The use of the mother tongue in EFL classes is debatable in the foreign language classroom. Advocates of the monolingual approach suggest that the target language should be the only medium of communication, believing that the prohibition of the native language would maximize the effectiveness of learning the target language. However, some teachers believe that the use of learning the target language. However, some teachers believe that the use of the mother tongue can be helpful in learning new vocabulary items and explaining complex ideas and grammar rules. They contend that teachers who master the students' native language have far more advantages over those who don't use of L1 a habit that both learners and teachers may resort to whenever a difficulty is encountered. L1 may be sometimes misleading when learning the target language. In spite of the existence of universals governing language systems, languages differ more or less. The mother tongue can be probably more beneficial to beginners as they progress in their learning, the target language will take the lead. This chapter describes the linguistic situation in Algeria.

#### **1. Languages in Algeria**

As specified in its constitution since 1963, the official language of Algeria is Modern Standard Arabic (literary Arabic), Berber however, has been recognized as a "National language" by constitutional amendment since May 2002. Arabic and Berber are the native languages of over 99% of Algerians.

French, has no official status but is widely used in government, culture, media (newspapers) and in education (from primary school), this language can also be regarded as the co-official language of this country due to Algeria's colonial history. As a result, it is estimated that a large majority can understand the language, but only about 20% can read and write it.

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In her respect Malika Rebai Maameri (2009) assumes that: *“The language spoken at home and in the street remains a mixture of Algerian dialects and French words”* (M.R. Maameri, 2009,p 10).

The most prominent characteristic of bilingualism is that it has a multiplicity of aspects so that either we treat it at a societal or at an individual level, we have to bear in mind that there is no clear cut-off points. As the phenomenon of bilingualism defies delimitation, it has different descriptions, interpretations and definitions.

### **1.1. Some Definitions**

#### **1.1.1. Interference**

The argument of proponents of maximum TL use that we discuss here is that the use of L1 can obstruct or interfere in the process of TL learning that L1 structures are transferred into the FL. The term inference denotes any form of influence originating with the MT and affecting L2 learning (Ellis, 1999). According to Cook (2001), interference is an obstacle to the learning of a foreign language that learners can overcome only if they separate the MT and the TL.

This notion of interference from the L1 and being an obstacle to language learning would between the 1940s and the 1960s dominate applied linguistics. A typical statement of such a position is: The basic problem of the foreign language learning arise not out of any essential difficulty in the features of the new language themselves, but primarily out of the special “set” created by the foreign language habits (Fries, forward to Lado, 1957). Underlying much work throughout this period is the behaviourist model of language learning which perceived L2 learning as essentially the development of a new set of habits. Language acquisition would be described along an interpretation offered in 1957 by Skinner based on an experiment on rats indicating that certain learnt behaviours are triggered by positive and negative stimuli. These views would gain much widespread recognition during the 1950s and the 1960s encouraging the application of the Audio-lingual Method with a focus on much drill to establish the appropriate habits. Errors were looked upon negatively; it is here that the position

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of L1 took on a great significance since it contributed to the failure of L2 learning. That is, firmly established habits in childhood interfere with attempts at establishing the new habits. It is from this frame work that contrastive analysis would emerge (Lado, 1957; Fries, 1945). Fries (1945) in an endeavour to rationalize and structure teaching materials specified: The most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner (p. 9)

The notion that a structural picture for any language can then be constructed and used to compare it with the structure of another one formed the bases of contrastive analysis(Lado, 1964). This would make possible drawing out aspects that differ as well as areas of similarities between the L1 and the TL. Dulay, Burt, Krashen (1982) put forward a second possible sociolinguistic interpretation of the term interference. This reflects communication that transpires when language communities interact. One example of which is fossilization, which was put forward by Selinker in the paper Inter-language in 1972. Various scholars have interpreted the notion of fossilization differently since it was proposed, but in essence, it is a mechanism which underlies external linguistic material retained by learning in the form of an inter-language (IL).Fossilization is described by Selinker and Lamendella (1978) of being a long-lasting IL cessation when the learner has not yet totally gained L2 norms in terms of all the levels of linguistic structure and in all discourse areas. Corder proposed the idea that learner language has a structure, and through its careful study allows for a greater understanding of the learning process. Moreover, he suggested that errors were an indication that learners are attempting to structure their own given knowledge at a particular stage. Corder views errors as valuable information which accounts for learners' 'built-in syllabus;' additionally that they reveal a process involving the formation of hypothesis with ongoing occurrences of reformulation taking place. Hence, Corder (1981) forwarded the idea that learners establish a grammatical system which is not permanent and is continuously

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developing, similar to the TL grammatical system and that this is constantly changing closer to that of the TL, with the ideal being reaching near equivalence.

Nonetheless, Selinker(1972) suggested that this process could come to a cessation at any given stage during the L2 learning process, with a long-lasting cessation termed fossilization. Some argue that a striking aspect of IL performance is items, rules, and sub-systems, which are fossilized in relation to specific processes (Ellis, 1999). Further, those combinations of these lead to fossilized IL competence. One of these processes is language transfer and is directly linked to the issue of L1 use. Here, Selinker (1972) highlighted the potential that various language rules may be transferred from the learners L1 to that of the L2. Errors in the use of L2 are linked with L1 and that the dissimilarity between L1 and the TL accounts for such learners errors, clarifying the manner in which L1 rules transferred to the L2 account for the occurrence of fossilization. Corder (1978) claimed that the L1 presents numerous hypotheses about the L2 and that ample TL input is the best means by which to limit negative transfer.

### ***1.1.2. Translation***

The third significant argument that presented in the following section is the disapproval of translation within the FL classroom. That is, proponents of the monolingual view feel the separation of L1/L2 is vital to overcome the potentially negative results believed to accompany the practice of translation amongst language learners. The first objections regarding translation materialized due to its association with the early GTM. Members of the early “Reform Movement” in the late 19<sup>th</sup> century voiced this discontent. The grammar-translation method came under attack based on the movement’s focus on speech, the significance of connected text and the centrality of classroom methodology grounded on oral 90 practices (Howatt, 1984). The aspect of connected text was linked with the notion of establishing appropriate association, as forwarded by the emerging science of psychology. The issue raised was that translation of isolated sentences would lead to ‘cross association’ between two languages and as such hinder FL development.



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The 19<sup>th</sup> century would witness the expansion of the Natural Method which undermined the significance of translation as well as the effectiveness of the study of grammar. Maximilian Berlitz (1852-1921) first applied this method on a large scale. In Berlitz' manuals for teachers, they are not permitted to use translation under any circumstances. The 1960s would see anti-translation voices discouraging the use of translation as a substitute for language practice. Lado ( 1964) recommended that translation should not be used as this skills requires a high level of L2 competence and that it is complex psychologically in comparison to the four language skills it. he recommends that it is only introduced once the L2 has been mastered. Gatenby (1967) cited in in Malmkjær (1998) echoes Lado's objections further adding that translation is not a sufficient testing device. In his opinion teaching by translation, particularly literal translation is regarded bad pedagogy as it is not a good measure of comprehension. Additionally, Gatenby poses that our entire endeavour should involve training the learners how to dissociate the L1 and the L2 with the aim that the latter may be used without having to think. Hence, the outcome was a general attack on translation during this earlier period.

Newson (1998) has summarized some of the main weaknesses of translation as a teaching and testing tool in EFL. He states that translation can impede spoken fluency as it makes difficult the systematic introduction of selected 91graded structures. It also complicates the introduction of lexical items, as well as makes problematic controlled introduction of communicative techniques. Additionally, there is no evidence for translation leading to vocabulary or structure learning.Finally, that it offers no support in nurturing the use of communicative language. Other objections to translation forwarded by Malmkjaer (1998), stress that it is independent and different from the four language skills; in addition, that valuable class time taken up by translation is wasted from developing the skills of reading, writing, speaking and listening; translation gives learners the incorrect impression that

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expression from the L1 and the TL are parallel; it causes interference and is unnatural and it hinders thinking in the TL. Finally, language skills cannot be soundly tested through translation.

Harbord (1992), who is an advocate of the separation of L1/L2, similarly stresses that MT use makes students think that word for word translation is a useful technique, and therefore attempt to transfer meaning in learning the TL. Harbord (1992) reasons that when students take lexical items out from real context, this hinders their attainment of awareness of the multiple meanings and uses of such items. He also argued that use of translation interposes a transitional process amid an idea and the manner by which it is expressed in the TL, hindering the ability of direct thought in the TL. Ellis (1984) claims that language acquisition will be achieved if learners do not depend on their L1, or if they do not translate. Harbord (1992) also argues that the casual use of translation leads to the creation of a hierarchy where more proficient learners deter the less proficient ones from participating in the target language by imposing a sense of subordination. Therefore, the rationale for using only the TL in the classroom is that, in Auerbach (1993) words: *“the more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it”* (p.9).

### **2. Language Attitudes through teaching process**

Language attitudes have the greatest significance in educational contexts (Edwards, 1982; Holmes, 2013). They are defined as *“an affective, cognitive or behavioural index of evaluative reactions toward different language varieties or their speakers”* (Ryan & Giles, 1982, p.7). This definition is useful as it highlights and distinguishes between the three key components of language attitudes identified by Rosenberg & Hovland (1960, pp.3-4): affective, which concerns emotional reactions; behavioural, concerned with the intention to

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act; and cognitive, which concerns knowledge, perceptions, and beliefs. Language attitudes transcend describing attitudes towards a language; they encompass a broad array of elements, including attitudes towards language planning and policy (Fasold, 1984). Ultimately, attitudes to language reflect attitudes to the users and the uses of language (Holmes, 2013, p.409). In other words, whenever a speaker chooses one linguistic form over the other, they are drawing on their attitudes towards that form of the language, as well as the speakers of that form (Edwards, 1982; Van Herk, 2012).

Language attitudes which inform pedagogy remain a major research focus (Wardhaugh & Fuller, 2015). Teachers, like other key actors in education, may hold deeply entrenched views about language, which may include the stereotyping of certain varieties of language and their speakers (Edwards, 1982). This may be problematic as some language learners may have already acquired non-standard varieties of English prior to starting formal classroom instruction, and may be subject to the teacher's value judgements.

Common cognitive language attitudes which manifest in language teaching include such beliefs as: speaking slowly is associated with low language competency; and that an extensive vocabulary indicates high speaker status and language competence (Milroy, 2007). On the other hand, as language attitudes, unlike language ideologies, are rooted in the experiences of an individual and are considered "unconscious assessments (Dyers & Abongdia, 2010). Language teachers within the same institution may have divergent language attitudes which shape their approach to pedagogy, such as notions of prestige, which Holmes (2013, p.411) refers to as a "*slippery concept*". A classic example is provided by Holmes (2013), who reports that in a number of schools in Britain, English teachers assign overt prestige to the English accent of British royalty, called Received Pronunciation or RP, and so students are taught to speak in this manner. However, this does not represent the social reality of the students, who assign covert prestige to the local non-standard accent which is spoken

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within their community, and with which they feel a sense of solidarity. While the concept of prestige is regarded as an enduring one (Milroy, 2007), any attempt by teachers to alter the speech of learners is considered fruitless (Holmes, 2013). From a sociolinguistic point-of-view, teachers' primary obligation is to educate the community to accept variation and vernacular forms, without condemning or stereotyping their users (ibid, p.425).

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one (Milroy, 2007), any attempt by teachers to alter the speech of learners is considered fruitless (Holmes, 2013). From a sociolinguistic point-of-view, teachers' "primary obligation is to educate the community to accept variation and vernacular forms, without condemning or stereotyping their users (ibid, p.425). The language attitudes of learners may influence the language approaches and resources used by teachers. Much of the research into language attitudes in educational settings focus on the learner rather than the teacher (Dyers & Abongdia, 2010) yielding rich empirical data, which may be used by teachers to inform their approach to teaching. Gardner (1982) contrasts between two orientations which shape language attitudes of language learners: integrative orientation, which refers to an interest in learning a foreign language to interact with native speakers; and instrumental orientation, which is characterised by the desire to learn a foreign language for practical reasons.

### **4. Bilingualism :**

Although the above monolingual position has dominated for centuries, over the last couple of decades there has been a move towards new recommendations for the judicious use of the L1 in the foreign language classroom (Duff, 1989; Harbord, 1992; Atkinson, 1987, 1993; Franklin, 1990; Cook, 2001; Turnbull, 2000, 2001). Such monolingual views contributed to the wide-spread rather doubtful assessment to language teaching and learning and one which led to an accepted view that bilingual instruction does not have much to offer the process of foreign language learning. The more recent view is that a degree of bilingual instruction can play a facilitative role in target language learning. Hence, proponents of the bilingual view have questioned the roots of such a monolingual position and offered some counter arguments to the previously discussed aspects of maximum exposure, interference, and translation. In addition, they not only endeavoured to dispute monolingual arguments against the use of the L1 but also shed light on the potential benefits to its use.

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### **4.1. Advantages of the bilingual method of teaching English:**

Proponents of the bilingual method argue that the mother tongue is an essential tool for achieving fluency in a second language. There are three widely recognized models of teaching a language;

- ✓ The Grammar-Translation Method
- ✓ The Direct Method
- ✓ The Bilingual Method

Often referred to as the traditional method, the grammar translation method is derived from the classical approach to teaching Latin and ancient Greek. This method places a strong emphasis on the grammatical structure of language and is heavy on rote memorization for learning. Lessons are undertaken in the pupils' native language (L1) and involve extensive translation to and from the pupils' target language (L2). The direct method has been strongly favoured among language teachers for many years now. The direct method utilizes L2, employing visual aids and role-playing extensively and encourages students to use an inductive approach to discover the rules of the target language. It attempts to simulate the conditions through which we acquire our native language and, therefore, heavily discourages the use of the mother tongue.

The bilingual method advocates the use of the L1 in learning the L2. It is distinct from the grammar-translation method in that it places a strong emphasis on oral language. Later, we will examine in more detail how these principles can benefit learning in your classroom.

### **4.2. The use of code switching in teaching process**

The concept of code switching is regarded as a communicative phenomenon of constantly switching between two languages in a bilingual's speech repertoire. Akindele and

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Adebite describe Code switching as a means of communication which involves a speaker alternating between one language and another in communicative events.

Davy Crystal (1987), views the concept as a code switch when an individual who is bilingual alternates between two languages during his or her speech engagement with another bilingual. While Essien Okon (in Bangbose et al 1995) describes it as an alternate switch from one language to another. All these definitions infer that the speaker in a code-switching situation must have communicative competency in two languages for them to be able to switch from one language to another; it may be the mother tongue [MT] and a second language (L2), in the same discourse. In normal conversation between two bilinguals, code - switching consists of eighty-four percent single word switches, ten percent phrase switches and one percent clause switching (Skiba, 1997).

Language Learning Teachers' use of code switching has being a subject of controversy. It is not always performed consciously as such it is regarded as an automatic and unconscious behaviour. Nevertheless, it performs some basic functions. Teachers employ code switching strategy as a means of providing students with opportunities to communicate and enhance students understanding. It further helps to facilitate the flow of classroom instruction since the teachers do not have to spend so much time trying to explain to the learners or search for the simplest words to clarify any confusion that may arise. The teacher use code switching by starting the lesson in the English Language and may move into the second language and back.

This ensures that the lesson is as communicative as possible. This approach allows teachers to balance the use of language within a given contact. As teachers switch between codes students attention are gradually drawn to the objective of the teaching. Here code switching helps the learner to start from the ``known to the unknown``. Situation of code switching in the classroom include topic switch, affective switch and repetitive switch (Sert

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2005). Here a teacher can exploit students' previous L1 learning experience to increase their understanding of L2. In topic switch; the teachers alter his or her language according to the topic being taught. This is mainly seen in grammar instructions where the teachers may want to introduce the discourse with a similar realisation in the first language. Affective functions are important in the expression of emotion, and building a relationship between the teacher and the student. In repetitive function, code switching is used to clarify the meaning of a word, and stress importance in the English language content for better comprehension. It also help student to become more competent in the language they are trying to learn. Here an instruction is given in English language and the teacher repeats same in the mother-tongue for the students. Teachers of science, technology and other allied disciplines will find Code switching very useful in explaining complex scientific terms.

Code-switching is seen to be a useful tool in assisting English language teaching and learning process, especially at the foundation level where it is a skill being introduced to the pupils. It is also an opportunity for language development since it allows for effective transfer of ideas from the sender to the hearers. Exposure to code-switching at the early stages of learning enables learners to gain a head start towards effective and successful learning and gradually become proficient speakers of English language. Code switching help learners to enjoy their learning due to their ability to comprehend the teachers input. The comprehensible input also allows them to feel less stressful and to become more comfortable to learn. Once they are comfortable with the environment, without any unnecessary anxiety the learners are able to focus and participate in classroom practice and activities more successfully. This psychological support makes learners feel more relaxed and comfortable to learn English language.

However, Code-switching has its negative effects in the teaching and learning of English language. When it is evident that the reason for switching language is due to inability



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of the teacher to express himself/herself in one language so switch to other language to compensate for the deficiency then there is the tendency to be passing a wrong message to the learners. The teacher is expected to inculcate the standard form Code-Switching as a teaching strategy ([www.iosrjournals.org](http://www.iosrjournals.org)) of English language to the students by his own use of Standard English. However by his/her own use of code switching the primary objective of imparting Standard English into the learner is defeated. A situation where a teacher gives an instruction or an idea in one language and repeats same in another language within the same period of time will slow down the rate of learning of the target language. Learners in this situation, having mastered this pattern of teaching may not take seriously to what is being taught since there is an assurance that the same message will be delivered in their mother tongue.

Cook (2002) is of the opinion that code switching in classes which do not share the same Mother-tongue as we may have in many Nigerian classroom situations may create problems as some learners( though may be few) will feel left out in the teaching process, thus creating psychological problems, as such defeating the objective of the learning process. Code switching is regarded as a communicative phenomenon of constantly switching between two languages in a bilingual's speech repertoire. Akindele and Adegbite describe Code switching as a means of communication which involves a speaker alternating between one language and another in communicative events. Davy Crystal (1987) views the concept as a code switch when an individual who is bilingual alternates between two languages during his or her speech engagement with another bilingual. While Essien Okon (in Bangbose et al 1995) describes it as an alternate switch from one language to another. All these definitions infer that the speaker in a code-switching situation must have communicative competency in two languages for them to be able to switch from one language to another; it may be the mother tongue [MT] and a second language (L2), in the same discourse. In normal conversation

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between two bilinguals, code - switching consists of eighty-four percent single word switches, ten percent phrase switches and one percent clause switching (Skiba, 1997). Code- switching perform various functions in its naturally occurring context. Speakers code switch to manipulate or influence or define situation as they wish, and to convey nuances of meaning and personal intention tool (Camilleri 1995; Heller and Martin-Jones 2001). Furthermore, other studies show that codes witching is a useful pedagogical method in learning foreign languages (Garcí'a and Baker 2007), and suggestions have been put forward for putting language diversity to good use in the language classroom as a significant contributor to language awareness (Candelier et al. 2007)

### **5. The Use of Mother Tongue**

The term 'mother- tongue ' has been used by linguists in a technical sense to refer to an individual's first learned primary language ,it also has popular connotations(Skutnabbkangas 2000:2).the child learns what he or she is prepared to learn. In terms of language use, this means that the language in which the child is prepared to learn the language through which he or she understands meanings. The language must be the medium of the primary education of the child. It is the language which the child knows well, in which he or she can from sentences and express meanings, and that is his or her own is the best medium of education. Mother tongue in education is one of the most crucial language planning decisions a country can make, as Eldrige (1996:306) observed in his classroom, using the tongue to comment, evaluate and discuss the task at hand, this use of the L1 would eliminate the negotiation of meaning between classmates and would, therefore, offer very little learning process.

The mother tongue equivalent can help learners understand how English works. If the use of the mother tongue proves to be helpful in the class then both the teacher and the students will benefit from this. However, the mother tongue should be used only in certain

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situations. It is a good idea to agree a policy on its use together with the students at the beginning of the school year and decide when and why mother tongue will be used and by whom. When confronted with something new, whether it is a different kind of music, or just new information, it is a natural instinct to look for similarities with things that are familiar, to try and draw some comparison with what we already know.

Consciously or unconsciously, we bring what we know to what we do not, making it impossible to learn anything entirely from scratch. This is certainly no less true when we set about learning a foreign language. In many cases teachers' explanations are in the students' mother tongue, a bilingual dictionary is consulted in the early stages, and even in the classroom using the most direct language-teaching methods, the learner will still, of necessity, conduct an internal dialogue or rationalisation in his native tongue. It is not possible to learn a foreign language without relying to some extent on your mother tongue, and the impulse to look for similarities and to draw conclusions based on them is as strong here as in any other learning context. This impulse will be stronger with the greater the incidence of apparent similarities. The apparent similarities that exist between many of the languages of the world are innumerable. They are also in the eye of the beholder, since our individual perceptions of similarity are as individual as we are. In this respect, the overuse of the L1 in the L2 classroom might be prejudicial for the students' learning process.

The L1 choice in this excerpt is made by the teacher who acknowledges that the learner has a question and in response to his non-verbal gesture of putting up his hand invites him to come forward with his difficulty by using MT.

### ***5.1.Learners' Aim behind Using Mother Tongue***

There is, of course, a need for caution in utilizing the MT in the EFL classroom. Atkinson (1987: 246) acknowledges this by noting the potential for the following undesirable outcomes of overuse; the teacher and/or the students begin to feel that they have not really

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understood any item of language until it has been translated. The teacher and/or the students fail to observe the distinctions between equivalence of form, semantic equivalence, and pragmatic features, and thus oversimplify to the point of using crude and inaccurate translation. Students speak to the teacher in the mother tongue as a matter of course, even when they are quite capable of expressing what they mean. Also, Students fail to realize that during many activities in the classroom it is essential that they use only English so the mother tongue can be probably more beneficial to beginners. As they progress in their learning the target language will take the lead.

In such a case the use the mother tongue is common .teacher should think carefully about the activities they choose in order to select tasks corresponding with the learners linguistic ability, otherwise the frequent usage of the difficult activities which learners cannot fulfil as the mother used as a natural way of expressing themselves .harmers explain.

On the other hand, the pupils' use of the native language can be often influenced by the teacher. If teachers use the L1 themselves it is probable that learners will do it as well

Paul nation (2003) claims that learners often avoid using the target language because they do not want to feel embarrassed about the mistakes they make. It can be useful to assure the students that mistakes are an essential part of learning and that there is no need to feel embarrassed (Atkinson, 1993, p.17)

MT is the school subject that, more than any other offers general competences for mastering language. These competences are essential for learning in school and for navigating in society in many cultural settings. The implications of not developing sufficient competence are serious. The four domains of competences listed in the Common European Framework of Reference for Languages (CEFR): knowledge, skills/ know-how, existential competence, ability to learn (savoir, savoir faire, savoir être and savoir apprendre) might also be useful concepts for LS. The desirable outcome of the learning process is described in terms of

## **A Pragmatic Analysis of Teaching English Language Using Mother Tongue**

competences and exemplified through assessment. The way in which we understand these aims is, however, deeply imbedded in culture and tradition. This again means that to a great extent we can describe and agree upon general competence and criteria for correctness. Criteria for quality, however, may have to be discussed bearing in mind cultural differences. In discussing aims for MT we must also bear in mind the fact that Mother Tongue is taught to learners of all ages in a progression over many years. Emphasis on various knowledge issues and skills will naturally vary for different age groups.

### ***5.2. Teachers' Aim behind Using Mother Tongue***

Contentions against teachers utilizing understudies MT are essentially educationally based. Turnbull(2001), in his reaction to Cook (2001), makes reference to that understudies don't profit when instructors over-depend on utilizing their understudies' MT, especially when the EFL educator is the sole etymological model and fundamental wellspring of FL input. Classroom situations can create various experiences for students such as real-life situations through simulations (McDonald, 1993); if the teacher uses the MT to a great extent, students may lose the chance to benefit from these situations. In addition, teachers who overuse their students' MT deprive these learners of an important language process in which students try to make sense of what is being said in class (Ellis, 1994). The use of the FL in class influences students' achievements and proficiency in FL because of the experiences they gain in class. In addition to pedagogical factors, followers of the monolingual principle support the compartmentalized language pedagogy that inhibits the interdependent nature of the MT and the FL. Hence, they perceive the introduction of the MT in FL teaching as an inhibitive factor. The three assumptions of the monolingual principle in FL teaching as reflected in Howatt's (1984) history of teaching EFL are: (a) FL teaching should be done exclusively in the FL; (b) translation between the MT and the FL should be avoided; and(c) in bilingual programs, the two languages should be kept separate.

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The issue of teachers' use of understudies' MT in FL instructing has been investigated with an assortment of dialects and for the most part identifies with the Linguistic Interdependence Hypothesis, to widespread standards of unknown dialect securing, and multi-etymological models. Studies on the transfer between the MT and the FL indicate a linguistic interdependence (Jessner&Cenoz, 2000) with regard to multiple subsystems (phonological, syntactic, semantic, and textual) within the MTand FL systems (Herdina&Jessner, 2002). Bouvy (2000) supported the theory of cross-linguistic transfer with regard to literacy skills. Similarly, Hauptman, Mansur, and Tal (2008)used a trilingual model for literacy skills among Bedouins in Israel whose MT is Arabic and found that it “created a support system for Arabic, the mother tongue, through English [FL] and Hebrew [MT2].” Other researchers stated that the MT catalyzes the intake process of the FL (Ellis, 1994), as well as saves time and enhances understanding (Turnbull, 2001). Cook argued that a “systematic use” (2002, p. 403) of the MT would minimize the guilty feelings of teachers when using their students' MT. Cook (2002, p. 23) also argued that “*given the appropriate environment, two languages are as normal as two lungs*”. A number of psycho-linguistic arguments contribute to the stance that advocates teachers' use of MT. They stated that teachers' use of the MT cannot present a threat to FL acquisition because learners already have a language basis from their MT. Because of this basis, learners are more socially developed and have more short-term memory capacity and more maturity when they become acquainted with the FL (Cook, 2002). Therefore, there is no competition between their MT and FL.

The belief in the 20th century was that the MT and the FL make distinct systems in the brain. However, evidence shows that languages are interwoven in the brain in vocabulary, syntax, phonology, and pragmatics. Therefore, FL teaching should match the invisible processes in the brain and should not be separated from the MT, assuming that the ability to

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transfer between languages (code-switch) is a normal psycho-linguistic process (Cook, 1996; 1997).

The process of foreign language acquisition involves cognitive, social, and emotional factors that are inseparable and equally related to the MT and the FL. It seems then that the sole use of the FL by the teacher is not justified theoretically or practically.

While pushing the utilization of the MT in FL educating, it is essential to take note of that there are no criteria as to the correct measurements of the utilization of the MT. Frequently educators feel at a misfortune and choose to abstain from utilizing the MT inside and out on the grounds that they dread this will negate the position chiefs and deans take. Cook (2001) presents criteria for the judicious use of the MT: efficiency, learning, naturalness, and external relevance. Efficiency relates to doing something more effectively through the MT. Learning concerns whether FL learning is enhanced by the use of the students' MT. Naturalness relates to whether students prefer the use of their MT rather than the FL regarding certain topics. Finally, external relevance is whether the MT helps students with uses of the FL they may need beyond the classroom. The last criterion may be associated with the use of English for communication purposes; it may refer to everyday topics, life skills, and pragmatic language such as conversing or participating in online chats in English. Although these criteria may be useful to clarify the general teaching circumstances for using the MT with regard to a certain class or topic, they certainly cannot substitute for formal guidelines that should be defined practically and in terms of specific topics, situations, and frequency. Examples for such guidelines could be *“while teaching tenses that exist in the student’s MT, you may use comparisons to facilitate understanding”* or *“avoid literal translations and try synonyms or pictures instead.”* The use of clear instructions may reduce teachers' feelings of anxiety and guilt, and legitimize the use of the MT to a certain extent. The language areas for which teachers would prefer to use the MT should also be considered.

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Previous studies indicate that teachers use the MT in EFL classrooms to explain new vocabulary and grammatical structures (Cook, 1997), organize tasks and give instructions (Cook, 2001), and maintain discipline in class and create rapport with individual students (Macaro, 1997)

- ✓ The MT helps me to explain complicated issues
- ✓ Young learners in lower grades demonstrate limited understanding of English.

I find that when I speak in English and they don't understand what I am saying, they mentally zone out, so a good mix of the FL and MT is useful to keep them going.”

- ✓ “Weaker students will be discouraged and frustrated if I do not use their MT; for them it is easier to understand grammar and vocabulary when they get an additional explanation in their MT.”
- ✓ “Explanations can be more thorough in the MT.”
- ✓ “Explanations in the MT provide confidence.”
- ✓ “Explanations in the MT save time.”
- ✓ “In many cases the use of the MT clarifies issues in the shortest and most efficient way.”
- ✓ “Because of the overpopulated (42 pupils), heterogeneous classes, the use of the MT is a must, or else my weak pupils will become disruptive.”
- ✓ “The MT reduces anxiety among students with learning disorders.”

Other cases exist in which teachers make use of Hebrew as the MT. SST use it when they need to explain complex issues, give instructions, handle discipline problems, or explain grammar rules; EST use the MT to explain complex issues, teach learning habits, give instructions, or handle discipline. Both groups use the MT to create rapport with individual students.



## **A Pragmatic Analysis of Teaching English Language Using Mother Tongue**

The teacher plants seeds but these are constantly blown away between lessons –and so it is essential to maximize the learners’ exposure in the limited class time available. This argument is given additional strength by Krashen’s (1985) influential argument that languages are learnt most effectively when learners are exposed to lots of ‘comprehensible input’ in contexts of real communication. As Turnbull (2001: 532) puts it, in most foreign language contexts ‘the teacher is most often the sole linguistic model for the students and is therefore their main source of TL input’. A related reason is that by using the TL in the classroom not only as a ‘target’ to be learnt but also for other purposes, students are more likely to perceive it as a useful medium for communication and develop more positive motivation to learn it. As pointed out in Littlewood (1981,p. 45), ‘many learners are likely to remain unconvinced by our attempts to make them accept the foreign language as an effective means of satisfying their communicative needs, if we abandon it ourselves as soon as such needs arise in the immediate classroom situation’. A further reason commonly mentioned in the context of some methods (e.g. the direct method and audio-lingual method) has been that students need to ‘think in the TL’ and avoid interference from it, and that this can only occur if the TL and the L1 are kept as separate as possible. More recently, however, the notion that the two languages can (or should) be compartmentalized in this way has been questioned(e.g. by Cook 2001; Butzkamm 2003).

### ***6.The Effects of Using Mother Tongue on the Teaching/Learning Process***

There are, of course, many other influences at play when we learn a foreign language, but the influence that the mother tongue has on the language we produce when we use a foreign language has become a very important area of study for people interested in second language acquisition, language teaching, ELT publishing, and language in general and is usually referred to as ‘Language Interference’, ‘Transfer’, or ‘Cross-linguistic influence’. It is suggested that the language produced by foreign learners is so unavoidably influenced, and

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even distorted, by the mother tongue of the learner that it should rather be termed an 'Inter-language since it will always be a blend of the foreign language and the mother tongue. The better the learner is at overcoming language interference, the more dilute that blend will be. It is important for teachers to understand the errors their students make and to target their lessons to each student's individual needs. For the persons who come into contact with non-native speakers of English, whether in the course of business or simply when travelling, awareness of the kinds of mistakes that learners make and why they make them will help towards mutual understanding. A glance at the long and complex development of the English language as we know it today and at the many linguistic and cultural incursions made into it over the centuries, coupled with its apparent eagerness to welcome words from other languages into its lexicon, goes some way towards explaining the vast number of traps awaiting the English learner. And when we consider the variety of different learners with different mother tongues, together with the variety of other forces at work in the language learning process, the task of defining, let alone analyzing, learner's inter-language becomes a huge challenge.

Teachers reported using Hebrew mainly for structures that do not coincide with structures of English. This may be accounted for by the fact that it is more difficult to explain structures that do not exist in one's MT, so the use of the MT might facilitate understanding. For example, in Hebrew, there is one present tense and one past tense, whereas in English there are four present tenses (present simple, present progressive, present perfect, present perfect progressive) and four past tenses (past simple, past progressive, past perfect, past perfect progressive). Another example is reported speech, which is difficult for speakers of Hebrew because the rules of back-shifting in time and place do not exist in Hebrew. Cook's (2001) criterion of efficiency, indicating that some topics can be taught more effectively through comparisons to the MT.

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A small number of teachers report on relying on the MT for a variety of classroom management situations as well, such as setting rapport with an individual student, giving instructions, or handling discipline problems. These findings make sense because it might sound artificial to use the FL to scold when both the teacher and the student have the same MT. These findings agree with Cook's (2001) criterion of naturalness as well as that of other researchers, by indicating that the student would feel more at ease in their MT with regard to certain classroom activities (Brooks & Donato, 1994).

For these and other reasons, since the grammar-translation approach was first challenged in the late 19th century, the monolingual principle has permeated every language teaching method that has found widespread official support. This emerges clearly from even a cursory look at surveys of recent developments such as those in Littlewood (1999), Larsen-Freeman (2000) and Richards & Rodgers (2001). Apart from a few 'alternative' methods such as Community Language Learning and Suggestopedia, there has been a general avoidance in methodological discussions (though not necessarily in classroom practice, of course) of techniques which use the students' L1 and an emphasis on the importance of using the TL as the normal means of classroom communication.

At the level of national policy, the monolingual principle has been embodied in the guidelines of many countries. In Hong Kong, for example, the current English Language Curriculum Guide (Primary 1 – 6) (Curriculum Development Council 2004: 109) urges teachers to create 'a language-rich environment [which] incorporates, for example, the use of English in all English lessons and beyond: teachers should teach English through English and encourage learners to interact with one another in English'. In modern foreign language teaching in the UK, the National Curriculum documents of the 1990s advocated total exclusion of the L1 but recent revisions have shown a 'gradual shift in policy to a measured inclusion of the mother tongue' (Meiring & Norman 2002: 28).

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### **7. Pragmatics' Relation with the Use of Mother Tongue in Teaching/Learning Process**

Kasper (1997) discovers that L1 and L2 speakers have access to identical lists of semantic formulae and other pragmatic resources, but language learners underuse universal or L1 pragmatic knowledge. Therefore, awareness-raising activities are helpful in making language learners aware of their existing pragmatic competence and encouraging them to utilize the pragmatic resources they already possess. One of the main shortcomings of teaching pragmatics for teachers is that it is so extremely context dependent. No “magic line” will be appropriate for all contexts, and it is equally unrealistic to attempt to cover all contexts that students could possibly encounter. By being taught to be aware of pragmatics in various contexts, learners can develop the ability to understand pragmatic patterns in new and previous contexts.

The language teacher should design the course material to engage learners in the pragmatic, coherent and functional uses of language for communicative purposes. As claimed by Erton (1997), “The functional study of language means, studying how language is used. For example, attempting to discover what the specific aims that language serves for us and how the members of a language community develop and react to these goals through speaking, reading, writing and listening.” The pragmatic competence of the learner must be well developed; consequently he or she will be able to conduct communication with accuracy. The development of coherence and the ability to react in different situations demonstrate a good level of functional competence. The grammar of the target language should not be taught in isolation with its use. The learned should be able to put his or her knowledge of language into practice.<sup>3</sup> Several activities are helpful for the development of pragmatic competence. Furthermore, they should raise the learners' awareness of the importance of such competence in the process of acquiring the target language. As Mey (1993) indicates:

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*“Linguistic behaviour is social behaviour. People talk because they want to socialize , in the widest possible sense of the world: either for fun, or to express themselves to other humans, or for some ‘serious’ purposes, such as building a house, closing a deal, solving a problem and so on”.*

Hence, Mey believes that, language is a tool for human beings to express themselves as social creatures and the language used in that particular context is important in terms of linguistic interaction that takes place.

# **Chapter Three**

## **Field Work**

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## Chapter Three

### Field Work

This part is conducted to investigate the attitude of both pupils and teacher of English language toward the use of mother tongue in EFL classroom fourth year middle school. All data are collected and analyzed through the triangulation (pupils' questionnaire, teachers' interview and classroom observation). To achieve credibility and reliability of the findings in order to confirm or refute the hypotheses, the research is supported by using qualitative and quantitative methods to analyze the data collected. This chapter also presents the data interpretation which was done through a linguistic analysis of data, and proposes some recommendations that will help teachers to minimize the negative use of mother tongue in teaching EFL.

#### 1. Population

The population engaged in this study is the following:

##### 1.1.Pupils

The sample is of 150 pupils (3 classes of 4<sup>th</sup> year middle school), and the study took place at Belahcen Bekkouch Middle School of Tiaret. The table below shows in details the sample

Level	Male Number	Female Number	Total
4 <sup>th</sup> Year Middle School	45	105	150

**Table 01: Pupils Number and Gender**

##### 1.2.Teachers

Three teachers of English are interviewed in order to collect information concerning the phenomenon being studied and its effect on the pupils learning of English.

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## 1.3. The Research Tools

A questionnaire, interview and observation are used in this study as data triangulation which is recognized as a pertinent type of research tools to obtain reliable data. The questionnaire is directed to the pupils to depict their attitudes and aptitudes towards using the mother tongue as a technique to learn English. The interview is intended to analyze the teachers' views and beliefs concerning the use and utility of the mother tongue. However, the classroom observation is put forward to support the data collected and to spray credibility on the research and the results.

## 2. Data Analysis

This sub-section of the study is devoted to analyze the data collected through the triangulation. The results gathered will help us as investigators to answer the main question of the research.

### 2.1. Pupils' Questionnaire

Was constructed as follows:

#### ➤ *Section1:*

##### *a. Personal Information:*

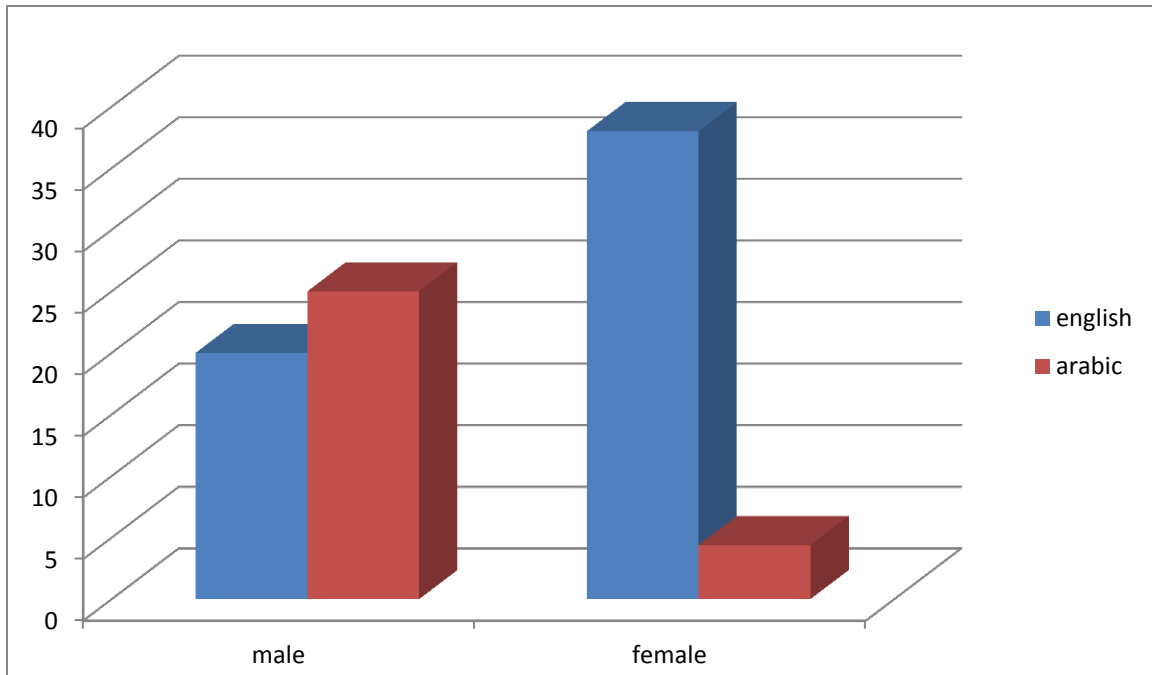
It contains four questions that aim to gather information about pupils' gender, age and level in English, and to see also whether they like English language. The questionnaire is written both in English and Arabic and was addressed to fourth year middle school in Tiaret exactly, at Belahcen Bekkouche Middle School. Each question's table and graph are analyzed and discussed individually.

Language	Questions answered in English		Questions answered in Arabic	
	Number	Percentage	Number	Percentage
Male	12	26%	33	73%
Female	15	14%	90	85%

**Table 02: Most Answered Questions**



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**Figure 01: Most Answered Questionnaire**

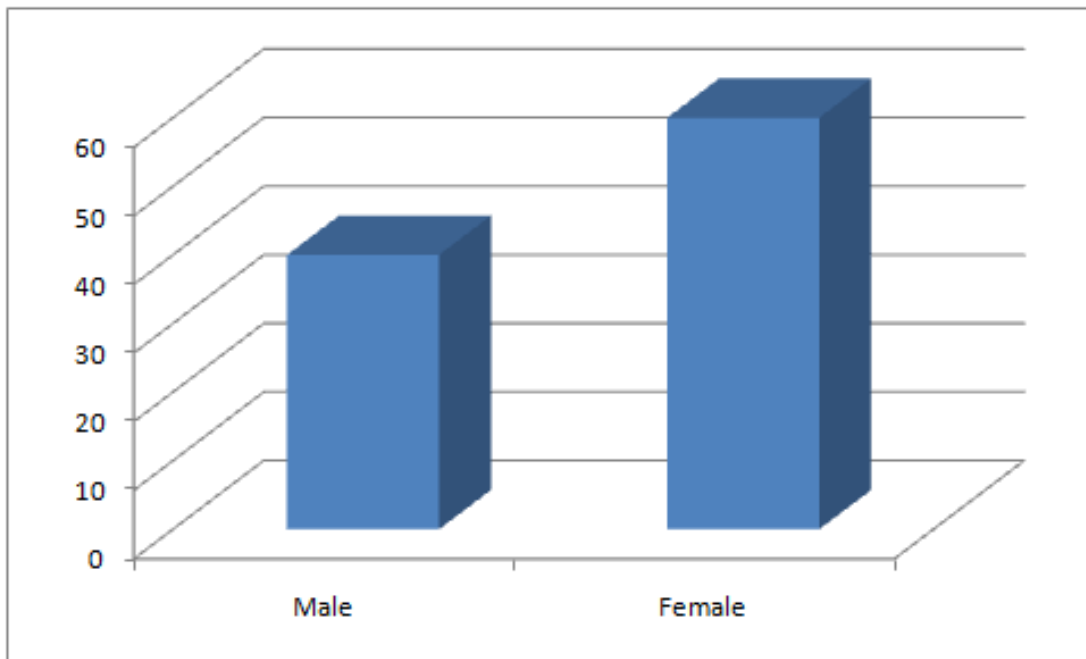
According to the table below many of participants especially females their answers were in English concerning the questionnaire with 38% that give their answers with English on the other hand 17% who give their answers with Arabic contrary to English which take a high position in most answers differing from male to female to conclude the high position of most answered questionnaires are in Arabic this may give the real level of English in middle school

### Item 01 : Gender Distribution

Gender	Number	Percentage
Male	45	30%
Female	105	70%
<b>Total</b>	150	100%

**Table 03: Gender Distribution**

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**Figure 03: Gender Distribution**

According to this table we have noticed that the percentage of female takes high position with 60%, rather than male who took place medium position with 40%. To conclude, female are more than male, female are more collaborating more than male do in term of giving suitable answers.

### Item 02: Age Distribution

Age	Number			Percentage		
	M	F	Total	M	F	Total
13-14	20	23	43	20%	23%	43%
15	15	12	27	15%	12%	27%
16	8	2	10	8%	2%	10%
17	4	8	12	4%	8%	12%
18	8	0	8	8%	0%	8%
Total	150			100%		

**Table 02: Age Distribution**

According to table .we have notice that the average age in the middle school fourth year between the age of 13and 14 is 43 divided into 30 female and 13 male, as it is explained in the

## A Pragmatic Analysis of Teaching English Language Using Mother Tongue

previous tables. Also we have notice that the age of 18 is still existing in middle schools but and this may give different result from previous studies thus we can determine the impact of the gender of the pupils in the quality of answers.

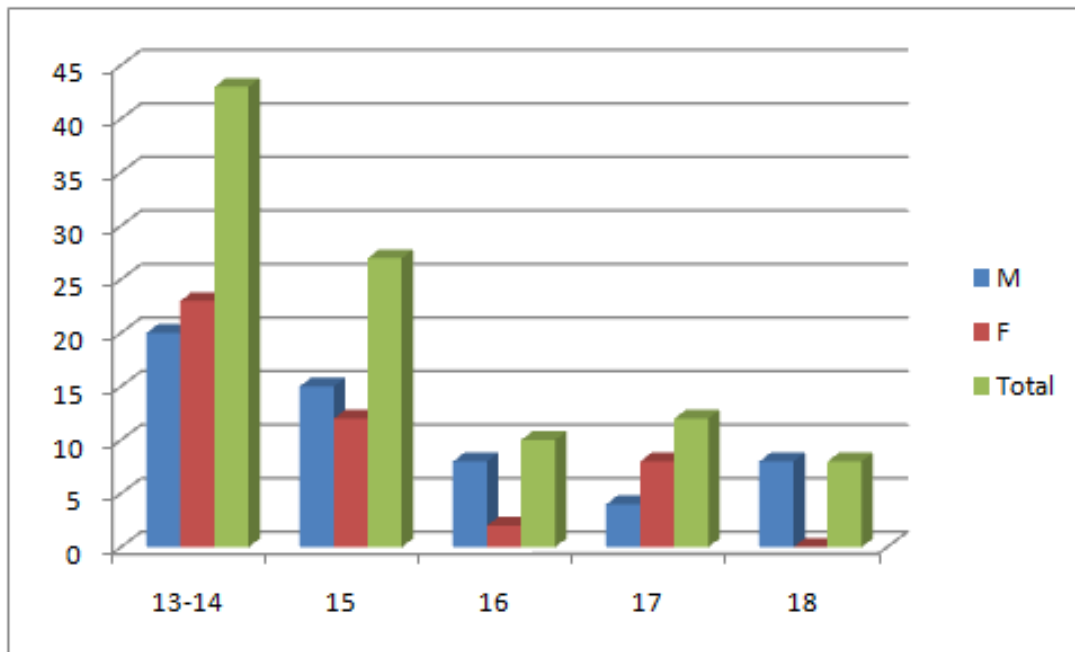


Figure .03 –Age Distribution

## A Pragmatic Analysis of Teaching English Language Using Mother Tongue

According to table .we have notice that the average age in the middle school fourth year between the age of 13and 14 (43 which divided into 30 female and 13 male ) as it is explained in the previous tables also we have notice that the age of 18 is still existing in middle schools but and this may give different result from previous studies thus we can determine the impact of the gender of the pupils in the quality of answers.

As a conclusion of this part the dominate age in forth year is between13much of it14 and later on 15 and 16 and even 18 which is considered as a special case .

### Item03 : Level in English

optional	Number			percenta ge		
	M	F	Total	M	F	Total
<b>Very good</b>	8	12	20	8%	12%	20%
<b>Good</b>	20	30	50	20%	30%	50%
<b>Average</b>	7	13	20	7%	13%	20%
<b>Weak</b>	3	7	10	3%	7%	10%

**Tabel 04: Level in English**

## A Pragmatic Analysis of Teaching English Language Using Mother Tongue



**Figure 03 :level in English**

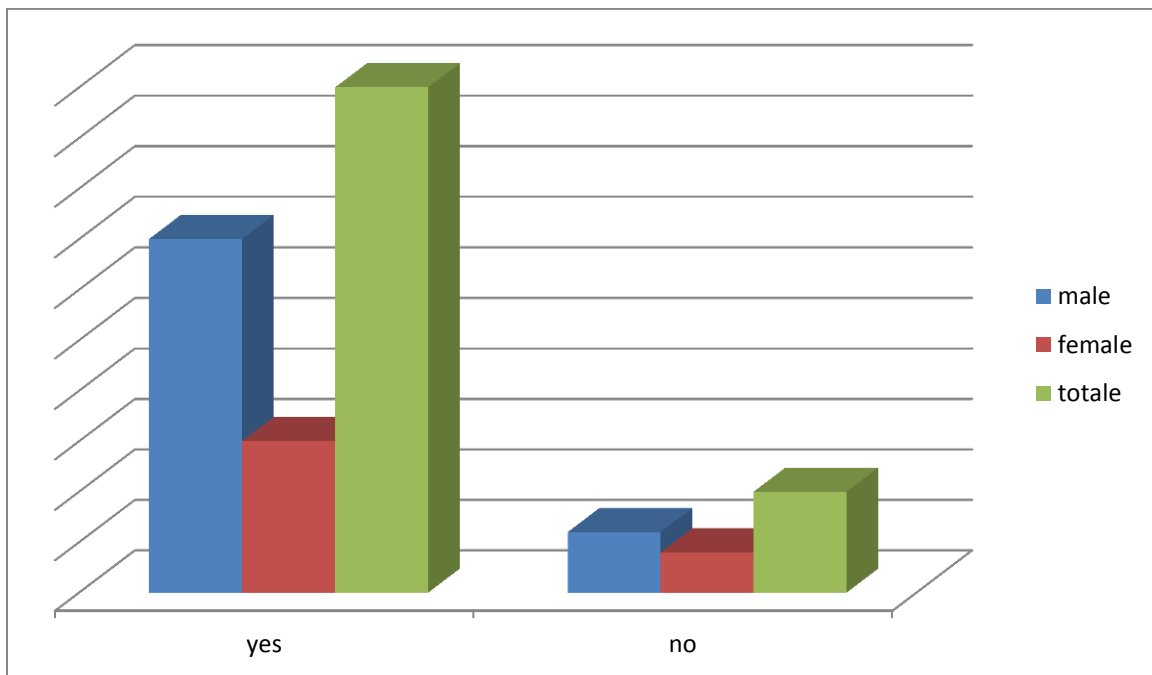
According to the figure below we noticed that 62 female. 8 said that their level is very good, and 20 said that their level is good. however. 7 among them answered that it was average .and only 10 said that their level was weak. Only 12% among 40 answered that they had a very good level, and 7 said that their level was weak .in total only 20% of our participant and 50% have a good one .while 20% of them have the average and 10% are weak to conclude the high percentage in English concerning the level is good, average and very good are similar in contrast to weak.

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**Item:4:do you like English language**

language	number			percentage		
	M	F	Total	M	F	Total
Yes	30	50	80	30%	50%	80%
No	8	12	20	8%	12%	20%
totale	100			100%		

**Tabel 05 : do you like English language**



**Figure05: do you like English language**

According to this table the high percentage of answers are from females taking place with 50% of yes and 12% no .also the percentage of males responses is less than the females answers with 30% of yes and 8% of no this result determine the possession of the females.

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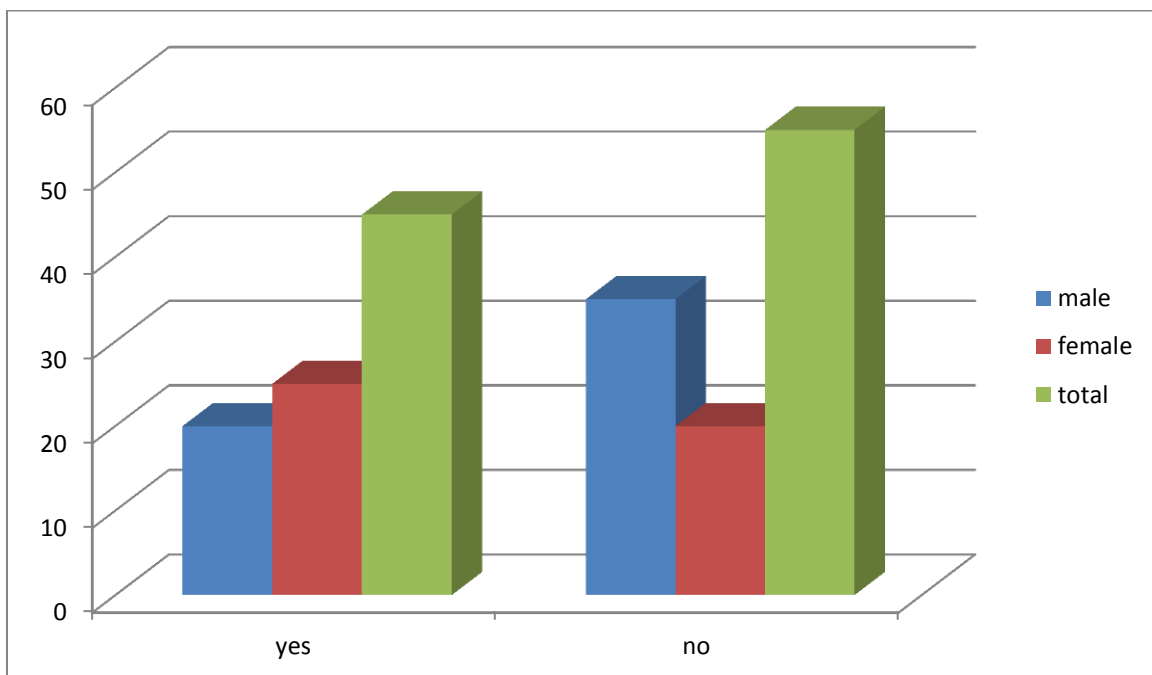
The average of answers are 80% of yes and 20% of no this determine the idea of that the pupil like the English language .and to conclude with that most of pupils like the English language

### Section02:

Our sample of teacher was of three teacher of English, they were all female

language	Number			Percentage		
	M	F	total	M	F	totale
yes	30	15	45	30%	15%	45%
No	35	20	55	35%	20%	55%
totale	100			100%		

**Tabel 01 :Difficulties in English language**



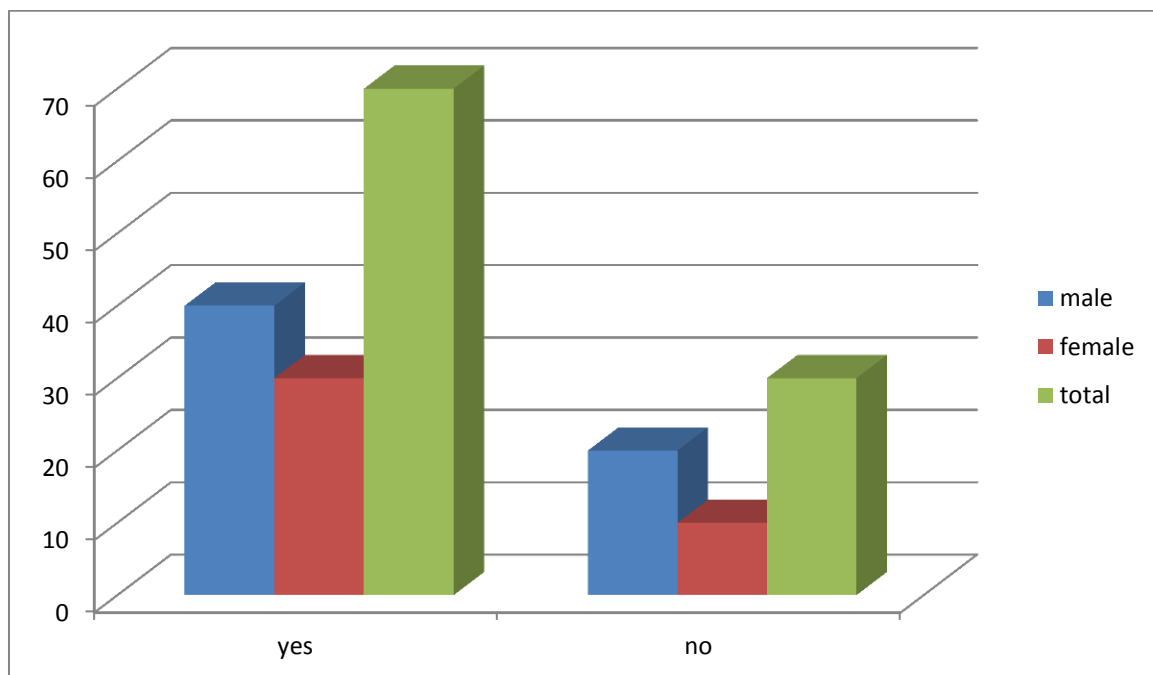
**Figure01 : Difficulties in English language**

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We have notice in this table that the majority that take 45% of answer were NO between male and female .also that we have notice that the male take higher position with 30% and 15% of yes in total 45% were positive in there answer .however the rest of answer with total of 55% was not different from male to female taking in consideration that some answer were not 100% true.

Answer	number			percentage		
	M	F	total	M	F	total
yes	40	30	70	40%	30%	70%
No	20	10	30	20%	10%	30%
total	100			100%		

**Table02: Preferring teacher to use Arabic**



**Figure02 : Preferring teacher to use Arabic**

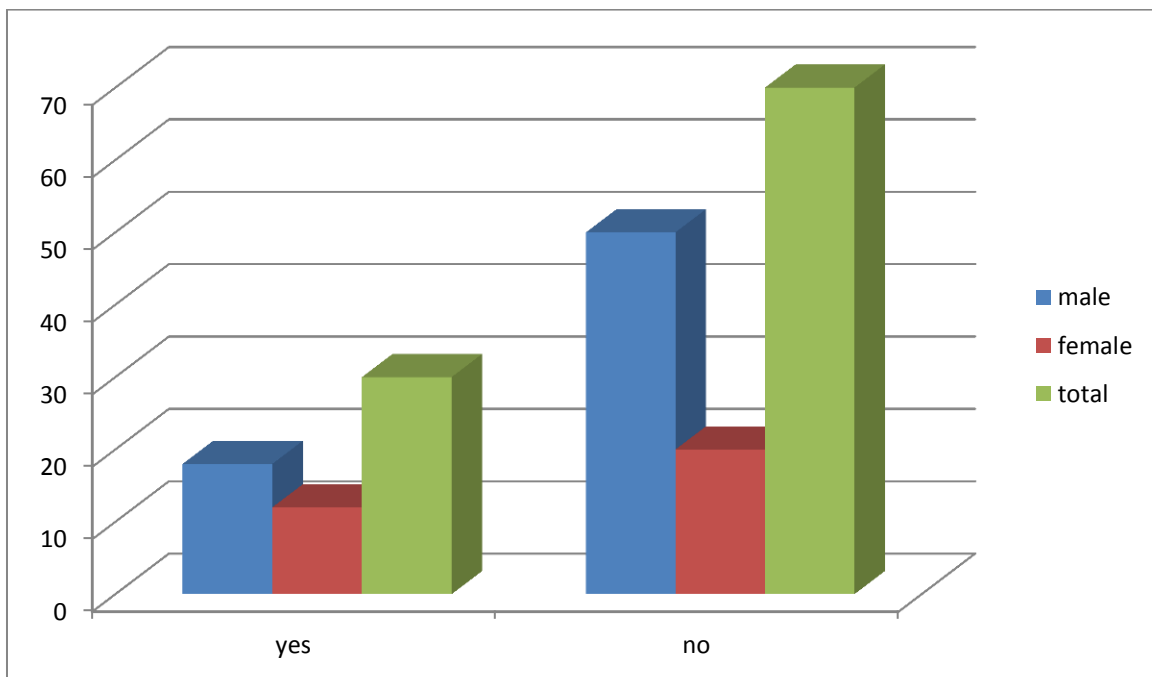


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The majority of statistics that indicated of in the figures below have shown that the pupils prefer their teacher to use Arabic with 70% of yes between 40% of male who said yes and 20% who said now in contrast to female with 30% of yes and 10% of no .

	number			percentage		
	M	F	total	M	F	total
yes	18	12	30	18%	12%	30%
no	50	20	70	50%	20%	70%
total	100			100%		

**Table03: Teacher allowance using Arabic while speaking**



**Figure03: teacher allowance using Arabic while speaking**

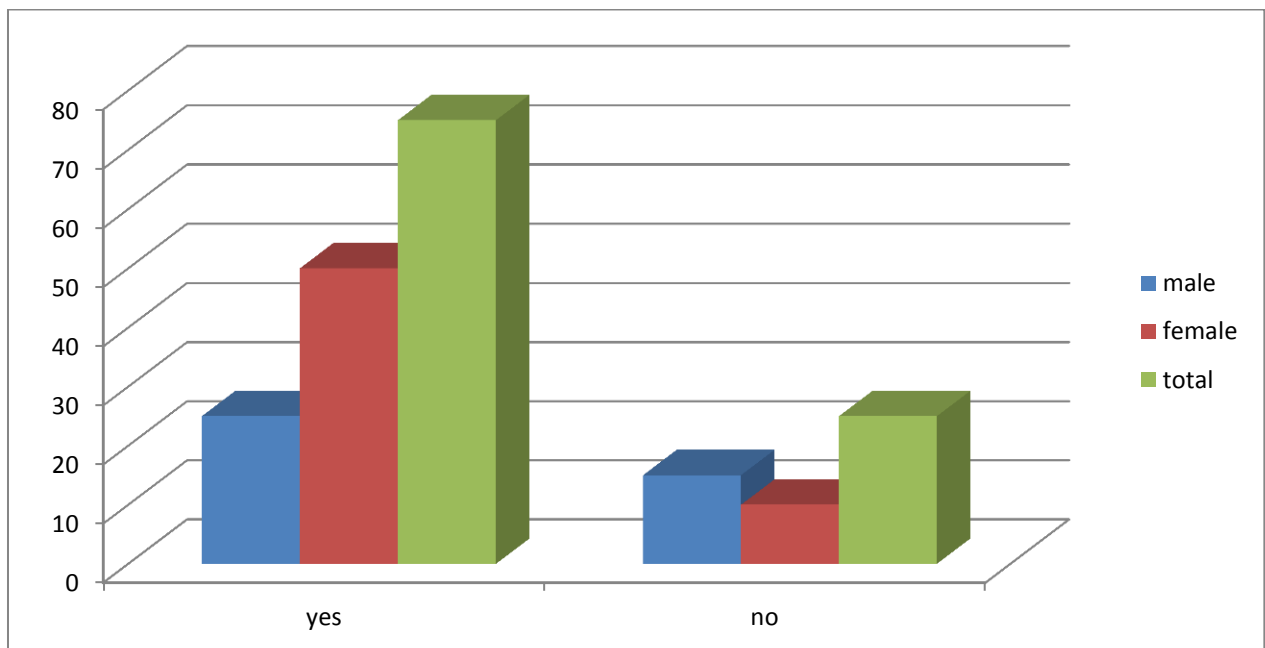
## A Pragmatic Analysis of Teaching English Language Using Mother Tongue

Concerning this statistics .the aim of the percentages is to show if the teacher allow pupils to use Arabic while speaking .the table bellow conduct a30% of answers that were yes .with 12% of female and 18% of males however .the large number of participant said that their teacher does not allow them to use Arabic with 70%of no. With 20% female and 50% of answers take place with males .in total the majority have said that the teacher does not allow them to use Arabic.

Item:

	number			percentage		
	M	F	total	M	F	total
yes	25	50	75	25%	50%	75%
no	15	10	25	15%	10%	25%
total	100			100%		

**Table04: English teacher use of Arabic for explaining**



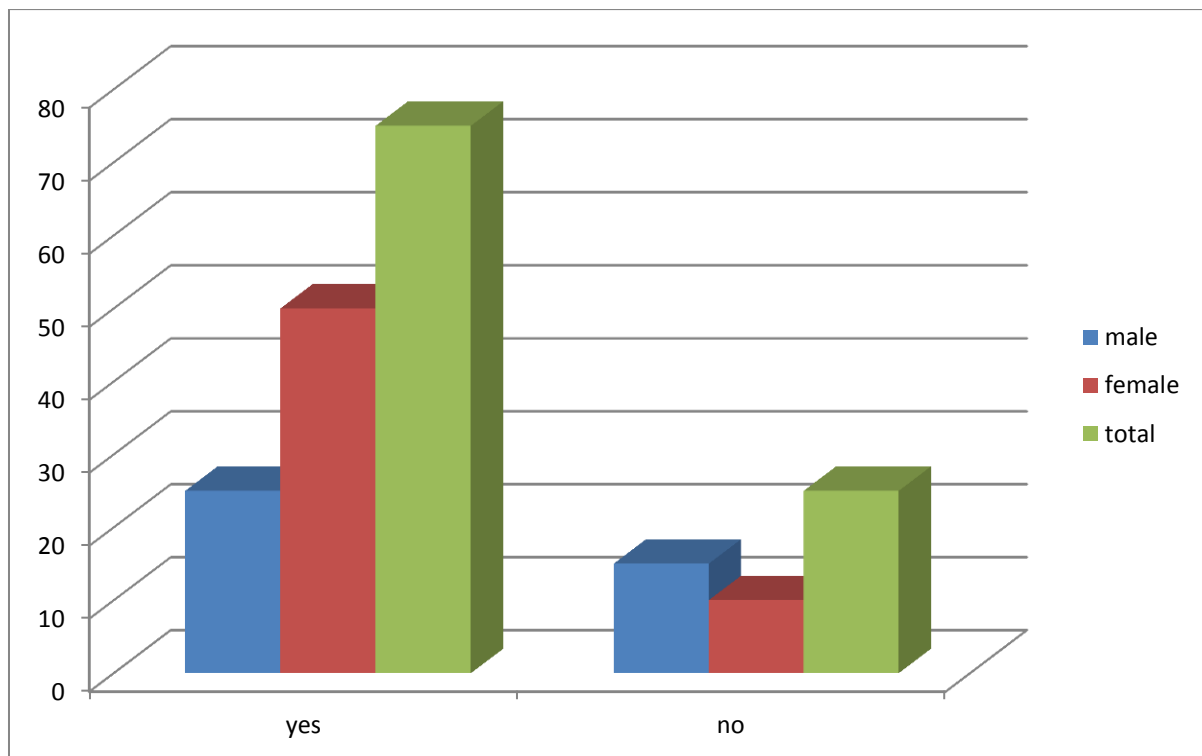
**Figure04: English teacher use of Arabic for explaining**

## A Pragmatic Analysis of Teaching English Language Using Mother Tongue

We have noticed in this table that the high number of answers where yes to teacher use of Arabic for explaining difficult information with 75% also the mentioned in their answers that the use of Arabic is somehow necessary. Female take the majority of responses with 50% who said yes and 10% who said no .while male take percentage of 25% that said yes and 15% who said no.

	number			percentage		
	M	F	total	M	F	total
yes	25	50	75	25%	50%	75%
no	15	10	25	15%	10%	25%
total	100			100%		

**Table 05 :The good understand with teacher use of Arabic**



**Figure 05: The good understand with teacher use of Arabic**

## **A Pragmatic Analysis of Teaching English Language Using Mother Tongue**

The statistics below have shown that pupils understand very well when the teacher use Arabic with percentage of 75% of participant who said yes ,they do understand better with teacher use of Arabic the female has large number 50% who said ,but the male 25% of them said yes and 15% said no in contrast to female with number of 10% that they said no

### **2.2 Teachers' Interview:**

The interview is designed for three teacher of English from middle school, this interview was handed to the teacher on sixth may and it was occasion of Ramadan they answered after they finish their session time ,each teacher gave us about 2 minute to 5 minute .we designed to each teacher about six questions that serve the aim of our research .

➤ **The First Question:** what are the main weaknesses of the students?

Teachers most answers were that the main weaknesses are the ability to speak, they still do not speak fluently, lack of writing skills. The awareness of writing techniques may help in promoting EFL writing skills and changing the negative attitudes towards writing into positive one. Writing techniques are ways of controlling writing process to create well organized piece of writing, in this sense summary is considered as an effective technique .and also pronunciation

➤ **The Second Question:** do you use Arabic in English class to explain?

All teacher said no, but when it's difficult to understand because using mother tongue to explain it is a good way but it give a negative impact and make pupils pore relying on their first language in contrast with pupils responses that was they said that yes used Arabic not always but sometimes.

➤ **The Third Question:** do you tolerate you pupils' use of mother tongue in class?

The excellent pupils never use the native language, but weak students use the mother tongue, the teacher uses the native language to translate the word into Arabic that they hear according to teacher excellent pupils never use Arabic.

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- **The Fourth Question:** why, according to you, pupils use mother tongue as a tool to learn English and it correct to do so?

The most answer of teacher was that they use Arabic as their mother tongue and never practice English in everyday life. They don't gain new vocabulary. English for them is more preferable, and It helps learners make a backgrounds between L1 and L2. For the ones who consider Arabic interference in teaching English as a negative help, here are their most common justifications:

- ✓ Teacher's overuse of Arabic will make the learner passive and will not make any efforts
- ✓ Arabic should be used as the final solution.

- **The Fifth Question:** According to you, what is the effect of using mother tongue in teaching and learning English and to what extent does it influence the pupils acquisition of English language?

They have a negative effect, they can't have a good language and the best method, they must use English all the time.

- **The Sixth Question:** According to you, what are the appropriate technique that can help to teach and learn English?

The best technique to help the pupils: the pupils are divided into two first beginners and advance , brings them video by encouraging them to listen to music, watch movies using the average mass to acquire it is not enough to studying English only in school they to face English in their life. In order to accomplish their learning process also they said that they should link all the subjects together to push pupils make a relation between society and what they learn. For example, a conditional sentence will be clear and easily understood when we focus on Arabic, French, and English languages. It is not as difficult as using a foreign language alone.

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### **2.3. Classroom Observation:**

The term observation is to know how to examine teaching or learning event through the systematic processes of data collection .both the teacher being observed and the observer having significant roles before. During and even after the observation process also the main purpose behind the classroom observation is to allow a teacher to get a clean image about the main aim of any lessons especially the content that may differ from a lesson to another, in addition to the teachers' capability to demonstrate various teaching method. (wragg,1999). The observation should not be an endorsement for promotion, it must be a total idea or concept that explain the teacher role in his classroom.

The classroom observation have took place during 3 classes in fourth year middle school, each class was taught differently in different manner .the intention was based on the pupils use of English or a mixture between the English language and the mother tongue at the same time also. It was guided to how the pupils are able to adapt only the with the dominance of the English language at all teaching level without being need to implementing the mother tongue as tool to reach any given situation just to illustrate our data we have selected a specific lesson that was dealt with in order to reach our topic .

The teacher starts his lesson which was a group of activities that deals generally with tenses, conjunction and examples. The role of the teacher in this situation is that to give the pupils more time to think and to choose the answers very carefully one of pupils that we have noticed that he had a very unique technique which is dealing with tenses very carefully with suitable need after that I asked the teacher to give us some minute with this pupils which was female when I asked her do you think in Arabic when you answering any activity she sad from time to time yes .after that pupils who seed that they don't understand the activities or even that are very difficult. the teacher in this case found himself using the mother tongue which is forbidden according to him also what we observed is that the teacher create a good

## **A Pragmatic Analysis of Teaching English Language Using Mother Tongue**

atmosphere from what we have noticed that all learners were motivated during what she was dealing and what have been explained during her session later. Some pupils try to answer but she he have made a mistake by using mother tongue in order to correct himself .at first the teacher correct the pupils mistake without being angry .and this behavior from the teacher give a positive influence toward the use of mistake .

### **3. Data Discussion and Interpretation**

Our primary objective in this paper is estimating the causal effect of learning in mother tongue first. Also In the main analysis presented here above, we have documented the positive effect of learning in mother tongue first on students' performance later after they transition to English-instruction classrooms. This implicitly assumes that the triple differences estimates that are presented in this paper pick up the effect of learning in mother tongue first, not the effect of potential factors that may have differential effect on the performance of students from different language.

Yet, the evidence of mother tongue influence on English is very obvious. To clarify, it is a quite clear that using mother tongue is a common and very speak phenomenon among pupils especially middle schools. We, hence, noticed that the majority of pupils have that sense of positive attitude toward their mother tongue .it make the English language very easy to understand but in the other hand it give a negative transfer of the language in the sense of becoming more relying only on the first language just to understand in order to make transition from Mother Tongue to second language (English), transition skills from first language to second language are important. Learners are encouraged to use these skills for the smooth transition from their Mother Tongue to English. Also teacher should not overuse mother tongue in the classroom using the target language as much as possible remains the main goal and therefore teacher should be aware of this.

## **A Pragmatic Analysis of Teaching English Language Using Mother Tongue**

In this chapter, we have used linguistic analysis to discuss transition from Mother Tongue to second language. analysis of the place of English as a second language, analysis of the foreign language and Mother Tongue transfer, different between first language and second language, transition from first to second language and educational effect of transition.

Finally, we have seen through this chapter four main sections. We have started with the description of the methodology which is a questionnaire. The questionnaire has been handed to teachers of English in middle school. It aimed to see their perspectives and views concerning the issue of using Arabic in teaching English as a foreign language. Most results obtained show that teachers may need the mother tongue in some cases because of some reasons. Later, we have moved to the description of the sample of the three teachers of English language from Tiaret middle schools.

After that, we have analyzed the pupils' questionnaire. Data were analyzed through tables and pie charts which help the reader understand easily the findings. Also we have analyzed, the teachers' interview and the findings show that the participants have different views about whether to use the mother tongue or not. Their views depend on their learners, their level, the materials and the skills.

As it was expected, there was no common view to the use of Arabic in teaching English among teachers of middle schools of Tiaret. Some teachers confirmed that they do not use the mother tongue. Most of the participants are female teachers .We have found through this research that teachers' experience of teaching. Also we have seen that most teachers hold other educational degrees. We have noticed that teachers find no difficulty in their teaching. Teachers find difficulty with their learners' misunderstanding and inability to communicate in English. There is also having some lessons that are difficult, i.e. above pupils' level. And told us that the good pupils never use the mother tongue, in contrast the weak pupils Most of the teachers disagree with the use of Arabic in their teaching with 75%. When questioning about



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the interference of Arabic with English during teaching, 30% choose "yes", This gives an idea about the L1 usefulness in teaching English to middle school classes. Most teachers (30%) use the Arabic language aiming to facilitate the process of learning and teaching whereas only 5% choose to use it as a way of saving time.

### **4. Limitation of the study**

We have had some limitations in achieving the practical part. First of all, it was supposed to collect answers of the interview from sixth teacher but only three of them have made the interview with us, the others were absent or not free. Another obstacle we faced was the refusal to access schools to do an observation and to distribute the questionnaire to pupils because we were in Ramadan and it was the period of the schools' examination.

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### **General Conclusion**

This research paper focused on finding out the impact of using mother tongue in teaching English, we depended in our research on the linguistic analysis of the use of mother tongue in EFL classroom, also the attitude and perspective of the teacher of middle schools.

Our work was composed of, three main chapter the first chapters, the first one was about the review of the related literature. The second chapter was devoted to speak about the Algerian situation visa vie the phenomenon being studied. The third chapter, however, was about collecting data through the triangulation method (questionnaire, interview and observation), as well as analyzing, discussing and interpreting the data collected through a linguistic analysis.

The results obtained assert that most teachers can accomplish their teaching without going back to Arabic especially when teaching fourth years learners of English. They agreed on using Arabic in some cases where they find difficulty in sending the message in English to their pupils. In addition, they are used to use Arabic in order to translate new difficult words. We found that most of teachers try to use Arabic in order to facilitate the act of learning and teaching. In other words, teachers design their teaching materials on a specific objective so when they become unable to reach that objective successfully, they try to use to Arabic as a solution.

Therefore, we can say that all these findings and results achieved in the field work confirm and authenticate the health of the research' hypotheses.

#### **❖ Suggestion and Recommendation:**

In this study, we have found that the use of mother tongue can be positive or negative according to the situation that the mother tongue is used also some recommendation that we have reach are :

## **A Pragmatic Analysis of Teaching English Language Using Mother Tongue**

- ✓ Teacher's overuse of Arabic will make the learner passive and will not make any efforts
- ✓ Arabic should be used as the final solution
- ✓ It is not as difficult as using a foreign language alone
- ✓ L1 use is so beneficial in teaching English as a foreign language for first year pupils of middle school.
- ✓ It is a kind of necessity in special situations
- ✓ It facilitates the communication between the teacher and the learners

Also another important phenomenon is that learners need their teacher to guide them especially in their first acquisition of their second language since they don't have very much knowledge about the language itself. We should link all the subjects together to push pupils make a relation between society and what they learn. For example, a conditional sentence will be clear and easily understood when we focus on Arabic, French, and English languages

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## Appendix

### Appendices

#### Section I:

1- Gender

Male  Female

2- How old are you?

.....

3- How is your level in English?

Very good  Good  Average  Weak

4- Do you like English?

Yes  No

#### Section II:

1- Do you find difficulties in understanding English?

Yes  No

2- Do you prefer that your teacher uses Arabic to explain English?

Yes  No

3- Does your teacher allow you to use Arabic when speaking English?

Yes  No

4- Does your teacher use Arabic when explaining the lesson?

Yes  No

- If « Yes », Why?

- To explain words that you don't understand

- To explain difficult information

5- Do you understand better when your teacher use Arabic?

Yes  No

## **Interview:**

1. What are the main pupils' weaknesses?
2. Do you use Arabic in EFL classroom while explaining? if yes ,why and how often?
3. Do you tolerate your pupils' use of the mother tongue in class?
4. Why, according to you ,pupils use of the mother tongue as a tool to learn English ? And is it correct to do so ?
5. according to your ,what is the effect of using the mother tongue in teaching/learning English and to what extent does it influence the pupil's acquisition of English language ?
6. According to your experience, what are the appropriate techniques that can help to teach and learn English correctly?