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The Use of Mother Tongue in Teaching English Language

The Case of Bennekadi Kadour Secondary School- Tiaret

A dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in Linguistics

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Dedication

I dedicate this humble work to my parents who were my first teachers.

To my mother for her support, encouragement, and constant love that have sustained me throughout my life.

To my father who have been a constant source of support, encouragement, and who have been always by my side. I love you and I am so grateful to have you.

To my sister and my three brothers for their whole hearted support.

Finally to all my friends that I love with all my heart.

MAHI Lalia

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To my brothers for their whole hearted support.

Finally, to my friends for their encouragement.

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Abstract

This research sheds an important light on the inclusion of mother tongue in teaching English language. It examines both high school teachers and pupils' use of their mother tongue during the English classes. In other words, the present research aims at finding out both teachers' and learners' attitudes towards the usage of Arabic language and its influence on English language learning. In doing so, a mixed method that combines between qualitative and quantitative approaches is opted for. To illustrate, besides to an unstructured observation of the research setting, this method mixes two main methodological techniques, a structured questionnaire distributed to one hundred pupils studying at Bennekadi kadour secondary school (Tiaret) and an indirect interview directed to five teachers of English language from different high schools. The findings of this study validate our suggested hypotheses that the use of pupils' mother tongue in EFL classrooms, in our case Arabic language, facilitates explanation and enables the right transfer of the message for teachers on the one hand, and for better understanding and acquisition of foreign languages on the other hand.

Key words: Mother tongue, foreign language, native language, language transfer, target language.

List of Abbreviations and Acronyms

CA…………………………….......................... Contrastive Analysis

CBM……………………………………………Constraint-Based Model

CLI………………………………………….Cross-Linguistic Influence

CS……………………………………………… Code Switching

EFL……………………………………………English Foreign Language

EL………………………………………………...Embedded Language

ESL…………………………………………….English Second Language

FL…………………………………………....Foreign Langauge

IL…………………………………………………Interlanguage

LMD……………………………………………License Master Doctorate

L1…………………………………………………First Langauge

L2………………………………………………Second Language

ML…………………………………………………Matrix Langauge

MLP……………………………………………..Matrix Language Frame

MT…………………………………………………Mother Tongue

SFL…………………………………………...Systemic Functional Linguistics

SL…………………………………………….....Source Language

SLA..Second Language Acquisition

ST……………………………………………...Source Text

TL………………………………………………Target Language

TR…………………………………………………Translation Receptor

TT……………………………………………....Target Text

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General Introduction

The question whether the use of mother tongue in EFL classrooms has to be avoided or welcomed is worthy of attention. This refers to when educators integrate the language learners' first language (L1) or native language that is the language they speak at home with their family into the EFL classroom lesson. Professor Jim Cummins (2001) from the University of Toronto in Canada argued that learners with a strong mother tongue found it easier to pick up a foreign language and develop their literacy skills. Turnbull (2001) however, in his response to Cook (2001), believes that students do not benefit when teachers over-rely on using their students' mother tongue, particularly when the EFL teacher is the sole linguistic model and main source of FL input.

Moreover, it is worth taking time to place these claims within Algerian context. The reason behind conducting such research is the desire to see to what extent the use of the mother tongue 'Arabic language' facilitates or poses problems in teaching English as a foreign language.

1. Research Questions:

This study raises three main questions:

1. Do teachers use learners' mother tongue in teaching English language?
2. Why do teachers use the mother tongue in teaching English language?
3. Should the mother tongue be incorporated in EFL classrooms?

2. Research Hypotheses

1. We hypothesize that most teachers do use their learners' mother tongue.

2. Teachers use their mother tongue in order to facilitate teaching English language because they believe this provides a quick and accurate translation of an English word that might take several minutes for them to explain.

3. We assume that using English only in EFL classrooms would not guarantee that the explanations are understood correctly but this also would not be effective in some contexts.

3. Research Aims

This research aims to address the controversy that revolves around the use of students' mother tongue in teaching English as a foreign language. It examines the extent to what its use influences their achievements and how communication could be established, teachers could explain easier and pupils could understand the intended meaning with the use of mother tongue.

4. Research Significance

This study examines the use of mother tongue in a context of English teaching. Our data reveal that learners' native language is an inseparable part of any foreign language learning. The current research then can be beneficial in the field of education (for both learners and teachers). It makes an important contribution to the debate of incorporating the mother tongue in learning foreign languages.

5. Research Methodology

To meet our objectives, the present study opts for a mixed method that combines both quantitative and qualitative approaches. On this basis, besides to observing the research setting, this study uses structured questionnaires designed specifically for one hundred first year students at Bennekadi Kadour high school and an indirect interview directed to five teachers of English language from different schools in Tiaret.

6. Research Process

This scientific work is divided into three chapters. The first and second chapters are devoted to a review of the related literature. They critically summarize previous and recent studies about language teaching methods, the use of mother tongue in EFL classrooms, advantages of using the MT in EFL and translation. The third chapter presents the characteristics of the target population, the data collection instruments, including observation, students' questionnaire and teachers' interviews as well as data analysis and discussion of the findings.

I.1. Introduction

It is fairly obvious that this chapter attempts to precisely put emphasis on some key concepts that are required to cover the core topic of this study. This chapter presents the status of English in Algeria and the educational reforms. Algeria has gone through to keep pace with the changes that are taking place globally. It also provides a detailed discussion of the major language teaching methods and the use of mother tongue in teaching foreign languages. With regard to the details, it is crucial to note that the use of mother tongue in teaching foreign languages is the current focus of many studies. Therefore, attitudes towards and reasons behind the use of mother tongue in many of today's classrooms are presented.

I.2. English in Algeria and Educational Reform

The Algerian linguistic situation is a very rich and complex. This in fact makes Algeria a crossroad of tensions between a number of languages taught and used either in academic or non-academic contexts (Ephraim & Tabory, 1981). The Algerian situation is complex, as it is at a crossroad of tensions between French, the colonial language, and Arabic, the new national language; Classical Arabic versus colloquial Algerian Arabic; and the various Berber dialects versus Arabic.

The lessons from the Algerian situation may be usefully applied to analogous situations by states planning their linguistic, educational and cultural policies (Tabory &Tabory, 1987). The presence of this variety created a language crisis, either political or educational, and gave rise to outcries where everyone claimed monopoly on the language issue: arabization, French-Arabic bilingualism, the English language status, never reaching consensus (Lakhal-Ayat, 2008). Students learning weaknesses in general and more specifically in foreign languages are attributed to the educational system flaws. To use Entellis' words (1981:197): *"too many young people may be emerging from secondary schools with an incomplete command of both literary Arabic and functional French".* Moreover, the entire education system appears to have been called into question, based on criteria such as examination results and educational wastage. As stated by Benyahou in an interview with Le Matin: Newspaper:

"Serious shortcomings can be identified at two levels: the level of performance and what one might call the "quantitative" aspects, and the level of the system's overall architecture, organizational structures and operation" (cited in Grandguillaume, 2004)

In 2002, a national education reform planned the reintroduction of the foreign language (French) into the second grade of primary school .The main changes in this reform are that English would be taught in the sixth grade (intermediate school), two grades earlier than in the past. Some subjects, as Sciences and Mathematics would be partly taught in French (Lakhal Ayat, 2008).

There have been two main reforms of the sector. The 1971 reform that changed the structure of the universities from institutes to faculties, and recently the LMD reform that started in 2004. Lakhal Ayat argues that initially designed in the Anglo-Saxon countries, it (The LMD) is spreading nowadays everywhere, and Algerian authorities decided to apply it in partial replacement. This degree changes the length of the studies, too: it reduces the degree from four to three years. The instructors want to deploy it aiming at students' mobility and recognition of the degree in every part of the country and even abroad.

The LMD designed three main grades:

a. The license, granted after three years of study;
b. Master's degree conferred after two years of study;
c. The doctorate conferred after the completion of research for at least three years and defending a thesis

Concerning higher education another positive change is clearly seen; technical and scientific branches are given major importance by devoting huge budgets to scientific research through the National Research Projects.

In the process of implementing these reforms many constraints are faced among them the fact that the Arabisation policy applied since the independence entailed teachers with an arabised education because the policy had increased Arabic language teaching hours on the expense of French and English, as a result teachers do not have a good mastery of the two foreign languages French and English. On the other hand the educators (primary, middle and secondary schools) are applying these reforms with a big difficulty since they were not formed to cope with such alterations as it is the case of university teachers with the application of the LMD system.

To explain the origin of the constraints that can hinder the application of these reforms we found it necessary to give an overview on university English learners educational

background which underwent since 1962 the long term policy called « Arabisation » and find out its effect on teaching English in Algeria as a third language. In the same line of thought, Mohamed Benrabah (1999:2) divided the development of the Algerian history into three main phases:

"The first of which is the dominance of the educational system in Algeria by the French colonization, the second lasted from independence to the 1990's were a policy of arabisation was implemented and the third began in the early 2000 characterized by the transition to globalized pedagogy or the free market economy."

During the French colonization, Algerians were obliged to learn French as a national language while Arabic was redefined as a foreign language in 1938. Arabic and the different dialects spoken at that time were not taught at schools but were symbols of identity and nationalism even though French was an imposed language, and originally designed for French students. The majority of pupils were French only 30 percent and 10 percent of the students, respectively, were Algerians. The French colonization had marked the Algerian culture and French became part of the everyday spoken dialects, even more, there are regions in Algeria where people talk every day using academic French till the present day.

It is worth noticing that Algeria is considered as the second largest speaking French country after France and after the independence when the arabisation started the only language recognized was Arabic, and this was totally logical because of the government and people tendency to drop all what could represent the 130 colonization years.

I.2.1. Arabisation

This policy was enhanced since 1962 in order to eradicate all traces of the French presence in Algeria after more than 130 years of colonization.

"Starting from 1962 the Algerian government that inherited the remnants of an education system focused on European content and conducted in a foreign language by foreign teachers, sought to gradually increase Arabic sessions in all levels and all subjects were taught in Arabic and there was a decrease in the amount of time for teaching French. This policy, of course favored the national integrity and unity and religion"

(Benrabah, M, 1999: 48)

According to Gill, 1999, there were two sides to the arabisation project, namely that of modernity and that of tradition. While arabisation of the administration and school system occurred in the name of progress and modernization, arabicization was given a 'sacred' rationale and purpose that was essential for the de-colonization process (Naima Mouhleb, 2005). Mohammed Benrabah (2004) keeps saying that this policy had been widely criticized for ignoring the population linguistic diversity and the lack of teaching personnel which pushed the government in 1964 to recruit 1000 Egyptian as Arabic language instructors:

"In 1966, out of a total of 13,000 Arabized primary school teachers, 3,500 (27%) were non-Algerians, of whom 2,000 were instructors or tutors and only 1,500 were teachers. The report complained of these teachers' lack of qualifications, their lack of faith in their task, the handicap their accent represented and their political involvement in the country's domestic policy."(2004)

It must be said that until the 1970's, the educational system consisted of the primary school: 05 years, middle school: 04 years and the secondary school: 03 years.

I.2.2.The Fundamental Schooling System

Starting from 1976, an experimental schooling system called the fundamental school was applied. It consisted of a fusion of primary and middle school grades (nine consecutive years) with all the subjects taught in Arabic except for the foreign languages.

In April 1977, the appointment of Mostepha Lacheraf as a minister of primary and secondaryeducation signals a pause in the ill-prepared and excessively speedy arabising process, French was re-implemented in teacher training and subjects such as maths and biology were taught in French. In that system, English was taught in the middle school at the first grade which is not beneficial for learners as stated by According to Steinberg (1993), Oyama (1976), Tahta et al, (1981) and Scovel (1988), younger children in immigrant families are found to acquire perfect or near to perfect accent, while old people could only master other aspects of the language like its syntax and vocabulary.

The process of reorganization was completed only in 1989, although in practice the basic system of schooling remained divided between the elementary level, including grades one to six, and the middle school level of grades seven to nine. Despite the government support for the technical training programs meant to produce middle- and higher-level

technicians for the industrial sector, a critical shortage remained of workers in fields requiring those technical skills (Unesco Report, 2005).

Consequently, the Algerian educators were divided into those who argued for using French, the language of modernization as a language of instruction particularly in scientific subjects and those who stuck to Arabic as a pillar of the Algerian identity.

I.2.3. English in the Primary School

Since 1993 and during the process of enhancing the foreign languages teaching at an early age, pupils at the primary schools had the opportunity to choose between French and English as a compulsory, foreign language teachers were more than 90 percent Algerian at all levels. Arabization of the education system was considered an important objective of the 1990s. Vocational education at the secondary level received attention as part of the reorganization of the mid-1970s. The program was experienced only in some primary schools but stopped because the majority of parents preferred French to English.

I.2.4.The Higher Education Reforms

The Algerian universities first adopted a system based on the French model which meant that the university faculties were autonomous even in designing the teaching curricular. The system resulted in duplication of academic offerings, and complete loss of credits by students changing programs (Benrabah, 1999)

Some reforms designed to modernize the university system were introduced in 1971, and major reforms were introduced in 1988. Nevertheless, the universities still loosely resemble the French model, and French remains widely used for instructional purposes. The number of French instructors has declined, however, as the number of Algerian teachers has increased after 1980 when a decree introduced the total Arabization of the first year of social and political science, law and economics at university, offering openings for arabized baccalaureate holders. In basic education, arithmetic was taught in Arabic starting in the 1981/1982 school year: so French was now the language of instruction only for French itself. In secondary education, mathematics instruction was gradually arabized, with total Arabization of the baccalaureate planned for the 1989/1990 school year (Grandguillaume 2004).

This step had been a disaster for the baccalaureate holders who followed scientific and technical streams at university; where subjects were taught in French such as the medical stream, electrical engineering, computing and architecture on one hand and the foreign languages learners on the other. These students found themselves facing the language handicap that prevented them from even understanding the courses content as explained by Entellis (1981: 203):

"Indeed, increased arabization of primary and secondary school curriculum without concurrent language uniformity at the higher levels has created enormous tensions and frustrations for those "arabisants"* unprepared to cope effectively with French-language instruction, and therefore destined to "dead-end" jobs, since nearly all openings in the public and private sectors require some level of bilingualism and, in certain fields, trilingualism."

I.3. Language Teaching Methods

Throughout the history of teaching languages a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others. Listed below are some of the more popular second language teaching methods of the last half century:

I.3.1.The Grammar-Translation Method

The grammar translation method has different names. It is known as the traditional or classical method, as the grammar school method or in America as the Prussian method. The basic goal of this method was translation of the foreign language into the native language or vice versa. It means teaching of a foreign language by translating it into the mother tongue. All the rules of grammar and words are explained in the native language. In this method learners will performed the grammar rules through translation activities in order to acquire a high levels in the translation. Teachers use the learner`s native language for translation to gave instructions as well as learners are able to learn many items from the target language by comparison with the mother tongue (Richards and Rodgers, 1991) . In addition, there are two other functions: Firstly, by studying the grammar of the target language, students will become more aware of grammar in their native language, which ultimately makes them better at

speaking and writing in their native language. Secondly, it is thought that the studying of a foreign language will help students grow intellectually (Larsen-Freeman & Anderson, 2011).

I.3.2.The Direct Method

According to Webster's New International Dictionary 1934:

"Direct Method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself without use of the pupil's language, without translation and without the study of formal grammar. The words are first taught by pointing to object or picture or by performing action."

What we can understand from this definition, the direct method means teaching English directly through English medium. This method is the reaction to the grammar translation method and is designed to take the learner into the domain of the target language in the most natural manner. In this method, the mother tongue of learners is not used for learning and teaching the foreign language, it aims to impact a perfect command of a foreign language. 'The mother tongue is never, never used, there is not any translation'. The teacher uses objects, pictures, drawings and miming is common for teaching. This method is based on the direct involvement of the learner when speaking and listening to the foreign language in common everyday situation, think and speak by using the same medium i.e., using the direct association between thoughts and words when dealing with abstract vocabulary. Consequently, there is a lot of oral interaction, spontaneous use of the language. The Direct Method continues to provoke interest and enthusiasm today, but it is not an easy methodology to use in a classroom situation. It requires small classes and high student motivation, and in the artificial environment of a classroom it is difficult to generate natural situations of understanding and guarantee sufficient practice for everyone. However, variants of this method have been developed where the teacher allows limited explanations in the student's native language and explains some grammar rules to correct common errors students may make when speaking.

I.3.3. Audio-Lingual Method

Audio-lingual method bases language learning on behaviorism. As such, one views the language learner as an organism capable of picking up habits, which are acquired through reoccurring behaviors. Occurrence of such behaviors is dependent on three elements:

stimulus, response, and reinforcement. To apply this theory to language learning, according to Richards and Rodgers, is to:

"*… identify the organism as the foreign language learner, the behavior as verbal behavior, the stimulus as what is taught or presented of the foreign language, the response as the learner's reaction to the stimulus, and the reinforcement as the extrinsic approval and praise of the teacher …*" (2014: 64)

As such, it is thought that the way to acquire sentence patterns of the target language is through conditioning. In practice, this means drilling of such patterns through repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized. Moreover, drilling is there to combat the fact that the native language is viewed as an obstacle, and the cause for most of a student's difficulties in learning a new language. In the process of getting over this obstacle the method aims on the memorization of a series of dialogues and the rote practice of language structures. Developing oral language proficiency through much practice would form a 'habit' which enable student to speak the foreign language when needed and avoid using the mother tongue, while teachers are allowed to use it in case of necessity.

I.4. The Use of Mother Tongue in Teaching Foreign Languages

The debate over whether English language classrooms should include or exclude students' native language has been a controversial issue for a long time (brown, 2000). Although the use of mother tongue was banned by the supporters of the Direct Method at the end of the nineteenth century, the positive role of the mother tongue has recurrently been acknowledged as a rich resource which, if used judiciously, can assist second language learning and teaching (Cook, 2001). In the same vein of thoughts, a study was conducted in Cyprus by Copland and Neokleous (2011) conclude that there are contradictions between the actions and beliefs of the teachers because bilingual teachers have a sense of guilt when they teach L2 with L1. They found out that there are two different ideas concerning the use of mother tongue one of them is with and the other is against.

Carefully examining the literature suggests that three popular views dominate the area on the use of L1 in EFL classrooms. Among the optimistic group, Brookes-Lewis (2009), for example, stated that the inclusion of L1 in L2 classrooms is unavoidable, and it may also

positively contribute to the learning of the target language. Similarly, Storch and Wigglesworth (2003) mentioned that the use of L1 may provide learners with additional cognitive support that allows them to analyze language and work at a higher level than would be possible where they restricted to sole use of their L2. According to these researchers and many others (such as Burden, 2001 and Cianflone, 2009), the use of L1 should be allowed in classrooms owing to its contribution on learners' cognitive development, and the learning of second language should model the learning of first language. Furthermore, they believed that a distinction between first and second language is necessary to indicate the difference to the students (Burden, 2001).

In contrast, the pessimistic group (Harmer, 2001; Swain et al., 2011; Littlewood & Yu, 2011) argued that inclusion of L1 in EFL and ESL classrooms do not considerably impact students' learning of the target language. Moreover, some of them (Littlewood & Yu, 2011) were also of the view that allowing the use of L1 do not strengthen learners' cognition but may result in inappropriate transfer of the bad language habits from first language to the target language; thus, it should be abandoned. Those who shared the view of using monolingual approach (hindrance of first language) in classrooms, however, were strongly criticized as such an approach was considered to be impractical, and maximum exposure to the second language approach alone was considered to be inadequate for second language learning (Cook, 2001).

Numerous researchers, on the other side, have argued that if L1 is used appropriately and necessarily in EFL classrooms, it is beneficial rather than a hindrance (Elridge, 1996; Voicu, 2012, Afzal, 2013 and Spahiu, 2013). Instead of taking strong stances toward the inclusion or exclusion of L1 in EFL classrooms, these researchers preferred to suggest criteria for when and what amount of first language should be used. Such criteria are often based on the aspects such as the purpose of using L1, students' language proficiency level, and duration of the foreign language classes of learners.

Based on the criteria available in the literature, approaches and techniques that focus on guiding teachers to appropriately use L1 in classrooms are also proposed (i.e., code-switching). However, researchers, in the last two decades, have focused on determining how and when to use L1 and agreeing on a policy regarding the extent to which students and/or teachers will use L1 such that a balance can be achieved (Schweers, 1999).

I.4.1. Attitudes Towards the Use of Mother Tongue

There have been numerous researches concerning the use of the mother tongue in foreign language classes. Harbord (1992) for example, indicated that many second language teachers have attempted to create English-only classrooms but unfortunately, it led to students misunderstanding. He, therefore, drew the conclusion to use translation method to make students understand better. This view was in line with researches done by Cameron (2001) and McCann (2005) who proposed that translation can be used positively in explaining the structures of language and giving feedback. Turnball (2001) stressed that teachers may use L1 in appropriate ways to help students understand unfamiliar words.

There have been various opinions about the utilizing of L1 in EFL classrooms. Recently, it has been noticed that some teachers tend of their MT (Arabic) in EFL classrooms which has been reflected to the students' tendency towards accepting trend within an EFL classrooms. In the process of studying learners and teachers point of views towards the use of mother tongue, different linguist and scholars have came up with new methods and approaches that have shown their beliefs about advocating this trend or objecting it without providing convincible arguments.

The main objections against using the students' mother tongue have been that it does not motivate and encourage learners to use the L2 and that too much use of the L1 deprives the learners of input in the L2 (Krashen 1982, Hawks 2001). However, others see that the use of L1 in classrooms may reduce anxiety and create more relaxing learning environment (Auerbach, 1993). On a wider scale, Atkinson (1987) believes that the use of the mother tongue can facilitate checking understanding and giving instructions. In addition, as some think, explaining the meaning of abstract words and introducing the main differences in grammar and pronunciation between L1 and L2 would be easier (cited in Buckmaster 2000).

The main idea here is to save time and effort on the expenses of using the target language. There have been a lot of studies and research papers concerning this issue without coming to a conclusion.

I.4.2. Reasons for the Use of Mother Tongue

Researchers have accepted the bilingual approach they believe that specific use of the first language is a useful technique in the second language classroom. Thus, Many researchers have figured ways out to use L1 into the L2 teaching efficiently. For instance, Tang (2002) often uses L1 in low and medium proficiency level in English classes to give instructions, explain meanings of words, explain complex ideas and explain complex grammar points. Students will understand better when the explanations of the subject matters are given in their own language. Alshammari (2011) and Machaal (2012) argue that the use of L1 can save teachers 'time of explaining, increase students 'understanding and make the learning process more effective.

The use of L1 with novices has verified to be a very useful and valuable device in enhancing students 'understanding. Another significant reason for teachers 'use of the L1 in the L2 classroom is to build natural relationship between teachers and their students. There is no obstacle between teachers and their students (Turgut & İrgin, 2009). The communication between teachers and students become easier (Nation, 2003). Accordingly, students feel free to ask their teachers about the subject matter using their mother tongue when they are enable to express it in the target language.

The proponents of the code-switching theory argue that when teachers use code-switching to put their message across, their behavior is similar to naturally occurring code-switching activities that take place in various real-life situations (Macaro, 2009). This optimal use of L1 was defined as one ―where code- switching in broadly communicative classrooms can enhance second language acquisition and/or proficiency better than second language exclusivity (Macaro, 2009). A number of scholars seem to share this view (Atkinson, 1987; Auerbach, 1993; Cook, 2001). Furthermore, the usefulness of L1 as a cognitive and mediating learning tool has been gaining significance for some time already (Macaro, 2009). For instance, Swain and Lapkin acknowledged that to insist that no use be made of the L1 in carrying out tasks that are both linguistically and cognitively complex is to deny the use of an important cognitive tool. Harbord (1992) concluded that there are three reasons for using L1 in the classroom. They are: facilitating communication, facilitating teacher-student relationships, and facilitating the learning of L2. Cook (2001) elaborated further by stating teachers should use L1 to convey meaning and organize the class. Students can use it for

scaffolding (building up the basics, from which further learning can be processed) and for cooperative learning with fellow classmates. Perhaps the biggest reason for using L1 in the classroom though, is that it can save a lot of time and confusion (Harbord, 1992).

I.5. Translation in Teaching English

The most remarkable aspects in using the L1 in the teaching process is translation, many advocates state its importance as the most natural way in EFL classrooms. The role of translation in the ESL and EFL classroom has become debatable issue.

In Oxford's (1990) opinion, Translation has been viewed, as a learning strategy, that is to say that learners often used translation as a learning strategy in order to comprehend, remember, and produce English. Atkinson (1987) is the first supporter and chief advocates the using of the mother tongue in the communicative classroom. He states that some experts saw translation as a beneficial technique that can constructively be used in L2 teaching. In 1993, Atkinson claims that process of learning will be richer by raising the awareness of the nonparallel nature of languages, the translation not only 'permits learners to think comparatively', but it is also 'a real life activity' because there are some students who learn English to know something about translation for their jobs.

Teachers in a New Education System (1992) talked also about that point, when stating that translation can be very useful as a class activity, it is considered as a tool among others to help in the learning and not as the only possible approach. They keep giving reasons to support translation validity: students become conscious of both L1 and L2 patterns and the correspondence between them, structures are placed within the cognitive frame of L2 so L1 as well as FL structures are studied, problems of transfer may be reduced; mental agility, flexibility and memorization are favored, translation considered as a natural part in the process of learning and it is something that students certainly do often outside the classroom.

Pilar Godayol (1995) appointed some points on these above mentioned lists and state other benefits of using translation in the foreign language classroom, Translation: improves the principle abilities: mental agility, memory, linguistic precision, clarity; leads the student to think; debate and defend his/her ideas; exercises linguistic accuracy, search for equivalence and written production; comprehension; analyses the contrast between the languages: grammar and semantics, and discovered strengths and weaknesses; and encourages

students to immerse in the world of professional translation. Schweers, W, (1999) also supports teachers for the using of the native language in the lesson to make the classroom dynamic, and show a sense of security and authenticate the learners' experiences.

Additionally, according to Ross (2000), translation is sometimes considered as the fifth language skill beside the other four basic skills (listening, speaking, reading, and writing). It has a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and vice versa is considered as the most important social skill since it raises communication and understanding between strangers.

David Crystal in his book Encyclopedia of Language (1998: 285) states that translation is:

"The neutral term used for all tasks where the meaning of expressions in one language -the source language (SL)- is turned into the meaning of another –the target language (TL)-, whether the medium is spoken, written, or signed".

In summary, most of research studies have demonstrated the importance of translation and considered it as a positive and facilitative learning strategy. The function of translation in learning a foreign language is multiple; it can be used as a cognitive, memory, effective, social, and compensation tool to encourage learners in the development of reading, writing, and vocabulary.

I.5.1. Translation

Translation is defined by Oxford (1990) as converting the expression of the target language into that of the native language, or the reverse. Another definition of translation provided by Nida (1982: 12) translation consist of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style. Newmark in Rudi Hartono also (1988: 5) states that translation is rendering the meaning of a text into another language in the way that the author intended the text.

Based on the above definitions, translation is a set of actions performed by the translator while rendering the source (original) text (ST) into another language. The translator

makes an exchange of information between users of different languages by producing in the target language a text which has an identical communicative value with the source text (ST). This target text is not fully identical with ST as to its form or content due to the limitations imposed by the formal and semantic differences between the source language (ST) and TL. Nevertheless the users of TT identify it, to all intents and purposes, with ST – functionally, structurally and semantically. The functional identification is revealed in the fact that the users (or the translation receptors –TR) handle TT in such a way as if were ST, a creation of the source text author. The structure of the translation should follow that of the origin text: there should be no change in the sequence of narration or in the arrangement of the segments of the text.

The translating process includes two mental processes- understanding and verbalization. First, the translator understands the content of ST, that is reduces the information it contains to his own mental program and then he develops this program into TT. The translating process has to be described in some translation models, a model is a conventional representation of the translating process describing mental operations by which the source text or some part of it may be translated, irrespective of whether these operations are actually performed by the translator. Translation models can be oriented either toward the meaningful components of the ST contents.

The existing models of the translating process are based on the situational model, which is based on the identity of the situations described in the original text and in the translation, and semantic-transformational model postulates the similarity of basic notions and nuclear structures in different languages. These postulates are supposed to explain the dynamic aspects of translation, which means that the translator makes a mental travel from the original to the text of translation by going through some interlingual level of equivalence. This intermediate level is extralinguistic in the situational model. The process of translating get the translator beyond the original text to the actual situation described in. This called the break-through the situation and it is the first step of the process. The second one is describing this situation in the target language by the translator. Thus the process goes from the text in one language through the extralinguistic situation to the text in another language. The translator understands the meaning of the original text then says the same thing in the target language.

According to the transformational model, in any two languages there is a number of nuclear structures which are fully equivalent in to respect each other, which means that every language has certain equivalence that respect the other language. It is presumed that and in the process of translating the translator goes through three transformational stages. First – the stage of analysis – the transformation from the original structures into the nuclear structures. Second –The stage of translation proper –The replacement of the SL nuclear structures with the equivalent nuclear structures in TL. And third –the stage of synthesis – the development of the latter into the terminal structures in the text of translation.

The translator must be aware of what he is looking for in the original text, what type of information he is conveying in TT and what he should do to get reach this aim; and this could be possible only by knowing the analysis and synthesis that are provided by the translation theory.
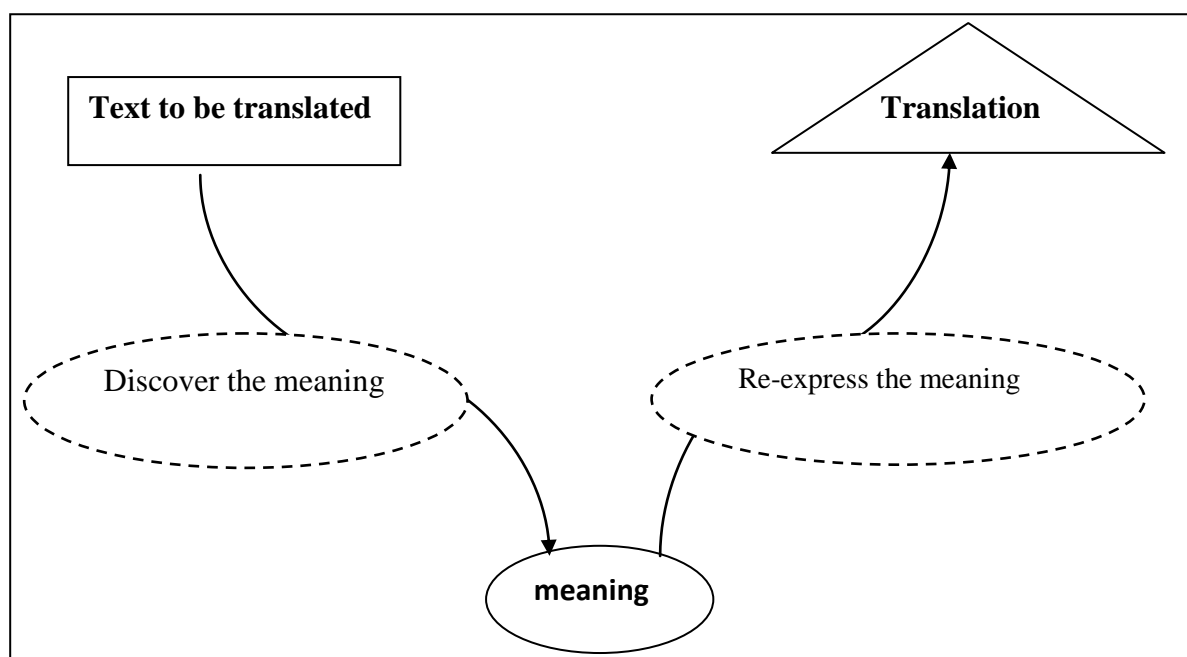

Figure 1.1: Scheme of translation

I.5.2. Types of translation

Depending on the predominant communicative function of the source text or the form of speech involved in the translation process, different type could be mention. On the one hand literary and informative translation could be distinguished, on the other hand between written and oral translation.

Literary translation deals with literary texts, which means works that aim to make emotional or aesthetic impression like fiction and poetry. The translator's most important goal is to reproduce the communicative value that mostly depends on the artistic quality. Even though some linguists say that literary translations are not really possible. In 1959, Roman Jakobson declared that poetry by definition (was) untranslatable. In 1974 the American poet James Merril wrote a poem, *"Lost in Translation,"* which in part explores this subject. Literary translation demand a high qualified translator with talent and experience in order to combine the maximum equivalence in the process of translating literary works like prose, poetry or plays, which require both linguistic considerations and skill in literary criticism.

Informative translation is rendering into the target language non-literary texts; the main aim is to inform the reader by conveying a certain amount of ideas. However, if the source text is of some length, its translation can be literary or informative only as an approximation. Purely informative character could be found in a literary text. Contrariwise, in informative translation some elements that aimed at achieving an aesthetic effect could be comprised. The principles of classification are different in the informative translation, in which there is balance between the expressive and referential functions, between reasoning and emotional appeal in translating materials like scientific and technical texts, like newspaper and official papers and some other types of texts such as advertisement and public speeches.

In technical translation, the most important aim is the identification of situation described in the original. The great challenge that faces the translator is the predominance of the referential function because he must be aware of the technical terms and the subject matter in order to give an appropriate description of the situation. The technical translator aims to provide an acceptable text to the specialist by paying attention to the stylistic requirements of scientific and technical materials.

In written translation both of the source and the target texts are in the written form. In oral translation or interpretation the interpreter listen to the oral presentation of the original and translates it as an oral message in the target language. Thus, in the first case the translator can read the message while in the second case he hears it.

I.6. Conclusion

In fact, the bulk of this chapter provides a brief account of many concepts related to the inclusion of mother tongue in teaching English language. The next chapter will deal with the language transfer and the impact of L1 interference. It would not be bizarre then to recommend that it is necessary to read the sections sequentially, one following the other.

II.   **Chapter two: Language Transfer**

II.1. Introduction

Mother tongue interference is one of the most common linguistic phenomena that occur in the process of teaching/learning a second language. The following chapter intends to talk about essential theories of foreign language acquisition. It is divided into two main parts; the first part provides some information about language transfer, theories of language transfer, and types of transfer. The second part highlights the notion of code switching and language transfer, in addition to borrowing and interlanguage. Lastly, the chapter is closed with an explanation of linguistic theories and the two modes; constraint-based model and matrix model.

II.2. Language Transfer

Language transfer is the application of linguistic features from one language to another, it occurs in the process of second language acquisition and most commonly discussed in the context of English language learning and teaching. Teachers of second languages should be able to identify this phenomenon for the right use of the foreign language and to recognize the common errors. To achieve effective foreign teaching differences between languages and cultures should be taken into consideration in the process of transfer. Furthermore, errors made by learners will help teachers to realize what may be difficult or easy for them, and provide an idea about how to act.

Language transfer (also known as linguistic interference, cross meaning or interference) is the influence of the learner's native language in second language teaching and learning. When the relevant or structure of both languages is the same, and linguistic interference results in correct language production, it is called positive transfer: here the "correct" meaning is in line with most native speakers' notions of acceptability. However, language interference is most often discussed as a source of errors we will be referring to negative transfer, which occurs when speakers and writers transfer items and structures that are not the same in both languages. Generally speaking, the more similar the two languages are and the more the user of the language is aware of the relation between them the more positive transfer will occur. While, a negative transfer occur in any situation in which someone that does not have a native-level command of the language translates his/her knowledge to the target language.

II.2.1 Theories of Language Transfer

Language Transfer: Language transfer is the most important process in L2 acquisition. Its importance, however, has not been fully appreciated in SLA research, pedagogy, or classroom contexts.

Although the notion has been around for almost a century, its significance has been reevaluated several times within the last few decades. Early research in language transfer can be traced back to the 1940s and 1950s, during which the field of linguistics was heavily influenced by behaviorism, which postulates learning simply as a habit formation process. Transfer from the mother tongue was, thus, considered as a form of influence of L1 habits on L2 learning. Fries (1945), one of the foremost behaviorists, argued that L1 interference is a major problem for those who are learning a second language. He further argued that comparisons between a learner's native language and the target language are essential for both L2 theory and pedagogy. Lado (1957) also stressed the importance of the native language, considering it a major cause of lack of success in L2 learning. He then proposed what has been known as the Contrastive Analysis Hypothesis (CAH) as a way of explaining the role that L1 plays in L2 learning. According to this hypothesis, L2 learners' productive and receptive skills are influenced by their L1 patterns and that similarities and differences between L1 and L2 are important predictors of ease and difficulty of L2 learning.

Claims about the predictive power of Contrastive Analysis (CA) and the behaviorist interpretation of L1-L2 relationship faced serious criticisms in the late 1960s. In particular, some L2 acquisition researchers, inspired by the Chomskyan Linguistics, voiced strong opposition to the early views of L1 transfer. Chomsky (1965) argued that children are born with a specific and innate capacity to learn language. Thus, their acquisition is not much affected by outside factors as it is governed by a series of universal and innate mechanisms. Following this perspective, several SLA researchers, such as Krashen (1984) and Dulay and Burt (1974), argued that adult L2 acquisition is very similar to child L1 acquisition and that this process is not muchaffected by learners' L1 background. These researchers argued that L2 learning takes place mainly through what they called a 'creative construction hypothesis,' according to which learners gradually and inductively reconstruct rules of the language as they are exposed to it in the course of acquisition. Dulay, Burt and Krashen (1981) further claimed that L2 acquisition follows not only the same path as L1 acquisition but that L2 learner errors are very similar to L1 learner errors; they are mainly developmental and not

transfer errors. This perspective, thus, downplayed significantly the role and functions of L1 transfer and consequently considered it an insignificant factor in SLA theory and pedagogy.

Despite the oppositions to the role of L1 transfer in the early 1970s and 1980s, language transfer theory has seen a corrective movement in recent years with some researchers placing the study of language transfer within a cognitive approach to language learning. A cognitive approach questions the interpretation of transfer as habits and gives an important role to the learner as someone who makes a decision as to what should or should not be transferred to L2 learning (Gass, 2000). Working within an interlanguage theory, Selinker (1983), for example, presented such a mentalistic view of the role of L1 in L2 learning considering transfer as a major cognitive process in L2 acquisition. He distinguished between two major types of transfer: positive and negative transfer. Positive transfer refers to the processes whereby L1 knowledge facilitates the acquisition of an L2. Negative transfer refers to the processes whereby L1 knowledge interferes with and, thus, negatively impacts L2 acquisition. Selinker used the term 'interlanguage' to refer to the L2 learner's language, which he defined as a system between the learner's L1 and L2 language. In his view, L1 transfer plays an important role in the development of interlanguage. Odlin (1989) later viewed transfer as a cross-linguistic process, considering it to result from not only the influence of the L1 but also that of any other languages that the learner may have previously acquired. According to Odlin (1989), negative transfer may occur when the L1 form used in L2 production is not a part of the L2 norm. Inhis view, the effects of L1 could be observed by studying learners with different native languages and by conducting learner comparisons.

In recent years, scholars have also interpreted the role of L1 transfer not only as a complex mental operation but also as part of a repertoire of strategies L2 learners use in the course of L2 acquisition (e.g., Cohen & Brooks-Carson, 2001; Mahmoud, 2000; Mu & Carrington, 2007; Raimes, 1987; Wolfersberger, 2003). Schachter (1983) pointed out that transfer is a strategy, with the learner playing a constructive role in the whole process. Bialystok (1983) noted that learners might use their native language as a tool to solve both learning and communication problems. Furthermore, with renewed interest in the view of the learner as an active participant in learning, language transfer has been seen as a learner-driven process similar to any other processes involved in language acquisition. In this view, in addition to L1-L2 differences and similarities, factors such as learner expectations, goals, attitudes and his or her learning style and preferences have all been considered to be important factors affecting the role of L1 transfer in the process of language learning. Faerch and Kasper

(1987) argued that transfer is a mental and a communicative process through which L2 learners develop their interlanguage skills by activating and using their previous linguistic knowledge. These researchers distinguished three types of production transfer: (a) strategic transfer whereby the learner assigns focal attention to a communicative problem and its solution; (b) subsidiary transfer which occurs when there is no focal awareness of the problem or transferred L1 knowledge; and (c) automatic transfer which takes place when the learner makes use of an L1 in a highly automatized manner, with attention completely diverted to other aspects in the production process.

II.2.2. Types of Transfer

Mainly there are two types of transfer: positive and negative. Richards and Schmidt point out that

"Positive transfer is learning in one situation which helps or facilitates learning in another later situation. Negative transfer is learning in one situation which interferes with learning in another later situation" (2013: 607)

Positive transfer occurs when linguistic errors do not appear because of knowledge of mother tongue. When the transfer from the native language to the foreign language is understandable and without errors, it is called positive transfer. Troike (2006) suggests that this transfer is also called facilitating, and it happens when two languages (the mother tongue and the target language) contain the same structure for example, the plural morpheme 's' in both Spanish and English. Moreover, Oldin (1989) confirms that positive transfer results from similarities and differences between any languages that has been previously acquired in the target language.

For the past two decades mother tongue transfer has been an important field of study among foreign language researchers like Chomesky. Foreign language learners rely on their mother tongue and often use its patterns of speech production characteristics. Thus, it is not easy to observe the positive transfer because the transferred forms are also correct in the target language. EFL learner could find it easier to develop their skills when similarities between the first and the foreign language are found, for instance similarities between languages at level of the syntax can help in the acquisition of grammar, while morphological similarities reduce the time needed in reading comprehension. The learning process could be accelerated due to positive transfer; therefore, native language knowledge can be very helpful in acquiring a new

language. Concerning Arabic and English language similarities are also found, according to researchers there are cases where Arabic and English use similar prepositions to express the same meaning. For instance, the use of "from" to indicate starting point as in "I came from France". Direct transfer from Arabic, in this case leads to positive transfer.

Language interference is most often discussed as a source of deviation and this is called negative transfer, which occurs when speakers transfer items and structures are not similar to the target language. This indicates that the speaker lack certain linguistic knowledge in using the target language. Savilles-Troike (2000) defines language interference as an inappropriate influence of a L1 structure or rule on FL use. Nevertheless, the term language interference and negative transfer are used interchangeably. It can be said that negative transfer is the result of mother tongue influence on L2. Indeed, the latter is considered as the main reason of the learning obstacles, and errors that learners face in English production in EFL classrooms. To put it simply, negative transfer is defined by Cortes as *"the negative influence that the knowledge of the first language has in the learning of the target languages due to the knowledge of the differences existing between both languages"* (2006: 4).

Language transfer may be conscious or unconscious. Consciously, learners or translators may sometimes guess (influenced by their MT) when speaking or writing in a second language because they have not learned or have forgotten its right usage. Unconsciously, they may not realize the differences between languages at the level of structure and internal rules. Whether it happened consciously or unconsciously negative transfer is achieved.

Adding to that another important concept is cross-linguistic influence, it occurs when a language affect another within the speaker. (Cook, 2000, as cited in Skekhan p 20) shows that "*cross linguistic influence is another word of language transfer*". It is postulate that cross-linguistic influence is more accurate and appropriate term refers to language transfer. Kellerman and Sharwood Smith (1986) claim that first language transfer is inappropriate, thus they proposed cross-linguistic influence to refer to transfer and interference. EFL learners tend to use previously acquired knowledge in order to facilitate language learning. Besides, Trauth and Kazzik (2006) mentioned that the phenomenon of CLI occurs in situations when EFL learner uses his L1 in the target language context. It means that, cross-linguistic influence occurs because the EFL learner is skillful in his native language.

II.2.3. Code Switching and Language Transfer

Code switching is widespread phenomenon and there are many definitions suggested by researcher that represent it. The first scholar who introduces the term CS is Hans Vogt (1954) in his work done in Language Contacts (Auer, 1998; Nilep, 2006). Gardner-Chloros reinforces the importance of understanding the meaning of code in order to define CS, as she says (2009:11): *"code is understood as neutral umbrella term for language, dialects, styles/registers, etc".* She explains (1991) that CS may refer to the alternation between languages, dialects, and styles as it is included by the term code. Haugen (1956:4) also clarifies that *CS "occurs when a bilingual introduces a completely unassimilated word from another language into his speech",* which means the insertion of a word from other language into the language that the speaker is using. Another definition is that of Myers-Scotten*:*

"Code- switching … is the selection by bilinguals or multilinguals of forms from an embedded variety (or varieties) in utterances of a matrix variety during the same conversation" (1993: 3)

Based on the above definitions it could be said that the term code switching refers to the alternation between two or more languages, dialects, or language registers among bilingual or multilingual speakers. Typically one of the two languages is dominant; the major language is often called the matrix language, while the other one; the less used is the embedded language. In EFL classrooms code switching is used by teachers in order to facilitate learning process by translating concepts that couldn't be understood in the foreign language, here the native language is normally less used and it is the embedded language, while the matrix language is the most used one. However, the use of mother tongue depends on learners and how qualified they are in the foreign language.

Code switching could happen intrasententially, intersententially or tag switches. In the first case switch occurs between words or phrases (it may also occurs within the same word), an example of English-Arabic CS: "the following exercises ndirohom (we do them) next time". While in the second case the switch occurs between sentence boundaries, e.g; "besebet (because of) this virus you should tebkaw f dar (stay home)". The third one illustrates another form of code switching and it is rarely noted, tag switches happens where a tag phrase from the second language is embedded into the matrix language.

From a sociolinguistics perspective, Baker (2006) justifies, there are twelve major goals of code switching that are related to bilingual speakers. In interactions among teachers and learners and in the classroom environment, some of these functions can be noticed. Baker states that code switching can be used to confirm a particular point, to replace a word in place of unknown word in the target language, to express a notion that has no equivalent in the culture of the other language, to explain a point, to express identity and communicate friendship, to ease tension and inject humor into a conversation, and in some bilingual situations, code switching occurs when certain topics are introduced.

II.3. Borrowing

Borrowing is the process of importing words, phrases, or expressions adopted from one language become part of another language system by assimilated to its new linguistic structure. Haugen's article on borrowing marks the beginning of the current interest on the topic. For him, borrowing is *"the attempted reproduction in one language of patterns previously found in another"* (1950: 212).

Borrowing also known as loans words are usually incorporated in the grammatical system of the second language and become part of the lexicon of that language. Gumperz (1982: 66) defined borrowing as

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

The principle of Uriel Weinreich's Language in Contact (1953) is the study of the impact of one language on other language. He studied interference among languages and borrowings within the topic of bilingualism. According to him the two languages should be described in the same linguistic model in the study of borrowing. The description of the two languages enable to know where borrowing will occur, for instance one only one language has a name for the animal in the area. Realizing the phonemic inventories shows the phonemes that occur only in one language and which may be borrowed along with the word. Borrowing could appear also on other linguistic structures like syllables, by new combinations of old syllables or combinations using a new phoneme. The mentioned processes in borrowing and others may spread and become a regular part of the language. The

nativized borrowing or the original pronunciation is used by the speaker in a bilingual situation, which may happen when a prestige language is involved.

II.4. Interlanguage

The Concept interlanguage was first introduced Selinker (1972 &1974) who referred to as second language systematic knowledge independent for both L1 and L2. According to Richards et al (1996), IL is the type of language that occurs in the process of acquiring or learning a new language and it is produced by FL/L2 learners. Within the cognitive perspective, IL refers to the separateness L2 learner's system, a system which includes a structural status between the NL and TL (Brown, 1994). It is the reflection of the L2 learner in the process of building up a linguistic system which is assimilated to TL linguistic system progressively and gradually (Fauziati, 2011).

Accordingly, and as the term 'inter' indicates interlanguage is a halfway house between the MT and the TL. It is the process of building materials from the source language and progressively mixed with materials of target language ending up with producing new forms that are neither in the system of the source language nor in the system of the target language but falls between the two as an independent linguistic system.IL is occurred when L2 learners express the knowledge that they already have in the new language that they are trying to learn. (Selinker, 1972) considered IL as "dialect whose rules share characteristics of two social dialects of languages, whether these languages themselves share rules or not". According to him, the notion of IL is illustrated in Figure 2.
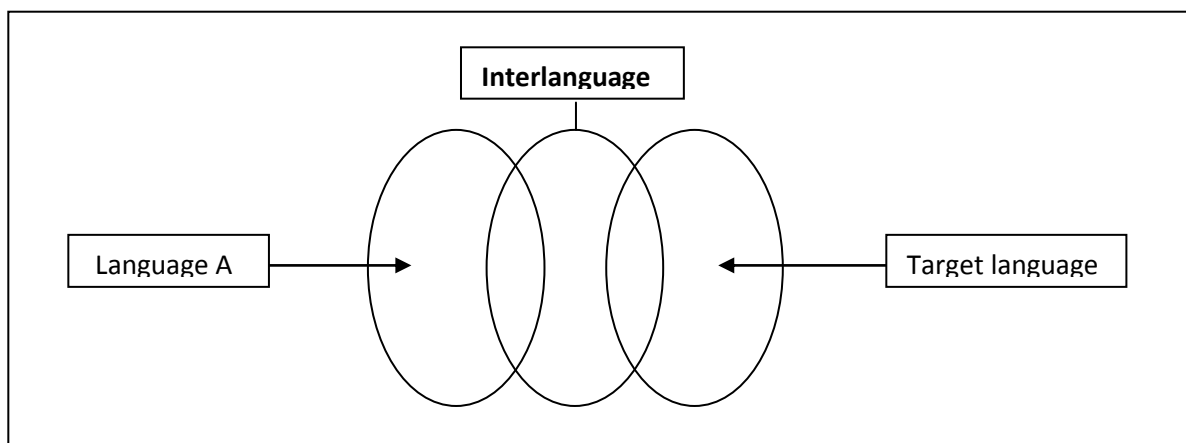

Figure 2.1: The notion of the IL (Adopted from Corder, 1981: 17). In this diagram Language A represents the learner's L1.

II.5. Linguistic Theories

The aim of any theory is to clarify ambiguity and to explain phenomena in any field of study, the sociologist Kurt Lewis (1952) mentioned that there is nothing more practical than a good theory". Linguistic theories aims to identify, formulate, and explain a model of the underlying rules and principles of how things work in language, in another word a good theory of the English language will allow us to predict which utterances speakers are likely to say and understand and which they will not. Linguistic theorizing works differently in different fields; (grammar, semantics, cognitive-linguistic, psycholinguistic, pragmatic, sociolinguistics, historical linguistics). In the field of grammar (including phonology, morphology, syntax and lexicology) theories are formulated to understand the nature and structure of language(s). Theories in semantics aim to provide a scientific explanation of how linguistic elements and structure can convey meaning. Cognitive-linguistic theories aim to study language as a mental phenomenon; what speakers know about language and how the structure of languages relates to other cognitive abilities like perception and learning and reasoning. Psycholinguistic theories try to explain the interrelation between linguistic factors and psychological aspects, and how languages are acquired by children. Theories in linguistic pragmatics study the ways context contributes to understandable meaning in the process of communication. Sociolinguistic theories study the influence of the social factors (age, sex, social background, etc.) on language and its patterns of variation (accents, dialects and registers, etc.). Theories in historical linguistics investigate language change over time, how languages are related to each other, study the history of words and describe the history of certain speech community.

Structuralism is one of most important theories of the 20th century that was originated by the so-called Ferdinand de Saussure, in his 1916 book Course in General Linguistics he studied the use of language (parole) and the underlying system of language (langue) which was under the name of semiotic theory. The aim of this approach is to examine how the elements of language are related to each other in the present that is to say synchronically (the static set of relationships independent of any changes that take place over time) rather than diachronically (the dynamic system which changes over time). Ferdinand de Saussure argued that language is a system of signs. A sign is composed of signifier (a sound-image) and signified (the meaning). Thus, for instance, a word composed of the letters a-p-p-l-e functions as a signifier by producing in the mind of English-speakers the concept (signified) of a certain kind of fruit that grows on trees, apple.

According to De Saussure, there is an arbitrary relation between a signifier and a signified in two ways. First, there is no absolute reason why a particular graphic mark should signify a particular concept. There is no connection or resemblance between the signifier and the signified. However the connection between the signifier and the signified is due to a contingent historical convention. Second, the relation between the sign itself (signifier/signified pair) and what it refers to (the actual thing it represent) is also arbitrary. For instance there is no rational relationship between the concept apple and its representation in reality as a physical object. This was quite different from the pre-structuralist theory which assumes that there is an intimate connection between material objects in the world and the language we use when we mention. Its main focus was on the internal constitution of signs rather than focusing on their relationship to their representation in the world.

Systemic-Functional Linguistics (SFL) is a theory that considers language as a social semiotic system that aims to study language function in order to be able to analyze the syntactic structure of language (analyze its elements and their combination). SFL study the social context and how does language act upon and in constrained to these social context.

Stratification in an important concept in SFL that analyze language in terms of four strata: context (concerns the field; what is going on), semantic (includes what is usually called pragmatics), lexico-grammar (concerns the syntactic organization of words into utterances) and phonology-graphology (concerns the writing system of the language).

Generative grammar in another centered theory that was initiated by the American linguist Noam Chomsky in his 1957 book Syntactic Structures, he argued that description of existing sentences and utterances is not enough to generate syntactic representations that considered grammatical for a native language but linguistics should provide an explanation of the knowledge required by speakers in order to decide which sentences are ungrammatical. Chomsky insists that native speaker's competence (mental capacity) must take center stage in linguistics rather than speaker's actual performance (his linguistic output). Another related assumption is that of transformational generative grammar which was mainly associated with a distinction between the "deep structure" and "surface structure" of sentences. Chomsky claimed that sentences are derived from phrase structures by means of certain operations (transformations) such as turning active sentences into passive ones and declarative sentences into interrogative ones.

a. Constraint-Based Model

Constraint-based model is used by researchers to clarify experimental data and present relevant interpretations of the contextual information. According to MacDonald (1994:160):

"There is little evidence available about the range of probabilistic constraints that affect ambiguity resolution, the relative strength of these constraints, or how they interact with one another."

The main principle of constraint-based model is to resolve ambiguities and make sentences comprehensible by the use of multiple sources of information (constraints). These constraints include types of information gathered from intra-sentential and extra-sentential context (word meaning, knowledge of common events, contextual pragmatic biases, intonation, etc.) including both linguistic and visual contexts. This property -alike others- assume that all relevant information and knowledge is used eventually to interpret language.

The special property of CBM is that it is assumed that there is little or no delay in information availability. This differs from the garden-path and race model. Some types of information might possibly take longer than others in the process of computing. For instance, it might take longer to compute information that demand conceptually combining the meanings of multiple words than information related to a single word, such as verb subcategorization preferences. Another property is when the information is available there is no delay concerning its usage. It means that the constraint is ready to be used immediately for comprehension once it is computed or accessed. Thus, there is no time for processing when only the main syntactic category of the current word is obtainable.

Another crucial aspect of CBM is that different possible substitutes are activated probabilistically in parallel. This could be stated in an alternative way, multiple relevant interpretations are provided by comprehenders of different context at any given moment, and these are weighted probabilistically.

CBM have been used to present how constraints are incorporate over time both within and across areas of any sentence. They are used to model data starting from a number of syntactic ambiguities, methods, and languages.

b. Matrix-Language Model

Matrix language frame model has been employed by the well known Mayers-Scotten and discussed for the first time in her 1993's book Duelling Languages: Grammatical Structure in Code-switching.

The main reason behind creating the MLF model is to examine code switching that appears among bilinguals. This model assume that in any situation of code switching there is a hierarchy between languages in any particular context one language has power over the other, Myers-Scotten (1993) stated that The matrix language (ML) is the main language in CS utterances in a number of ways, while the embedded has the lesser role. Accordingly, bilingual speakers switch back and forward between languages the more dominant one is the Matrix Language (ML) and the other one is the Embedded Language (EL). ML is often the mother tongue of the speaker which could be noticed in the speech as the most frequently used morphemes or words of that language.

The identification of the ML could only be possible by making distinction between content and system morphemes which are essential contribute in the building of grammatical frames. Content morphemes like nouns, verbs, adjectives and some prepositions, express semantic and pragmatic aspects and assign or receive thematic roles. These are necessary to transmit messages in communication. System morphemes, like function words and inflection, express the relation between content morphemes without the assignment or reception of thematic roles. Myers-Scotton suggested two principles to identify the matrix language using content-system morpheme distinction:

1. *The Morpheme-Order Principle:* In ML + EL constituents consisting of singly-occurring EL lexemes and any number of ML morphemes, surface morpheme order will be that of ML (Myers-Scotton, 1993:83);

2. *The System Morpheme Principle:* In ML + EL constituents, all system morphemes which have grammatical relations external to their head constituent will come from the ML (Myers-Scotton, 1993:83);

Another important principle that was assumed by Myers-Scotton (1993:120) is:

3. *The Blocking Hypothesis:* In ML + EL constituents, a blocking filter blocks any EL content morpheme which is not congruent with the ML with respect to three levels of abstraction regarding sub categorization.

There are certain bilingual situations when the two codes are used in such a perfect way that it turns out to be impossible to recognize which one is the ML and which one is the EL, this occurs when the speaker has specific linguistic proficiency in both languages.

II.6. Conclusion

It is viewed that most of EFL teachers and learners include their native language whether to explain difficult concepts by teachers or by pupils in case of not having enough vocabulary in the second language. Language transfer has been a central issue in many fields of study, especially in a foreign language teaching and learning. This chapter shows that the transfer is a process of applying what has been learned in one situation to one's learning or performance in another situation, in other words the transfer could be positive or negative. This chapter has been devoted to provide a brief explanation to different strategies that are used whether consciously or unconsciously in EFL classrooms and set out various concepts such as language transfer, code switching and borrowing.

We then, in the next chapter, extends this discussion by drawing attention to how such issues frame particular methodological choices made in this research.

III.   Chapter Three: Research Methodology, Data Analysis and Interpretation

III.1. Introduction

The process of collecting data in this research is based on three methodological instruments: unstructured observation, questionnaire, and interview. In this chapter then, we describe the unstructured observation that aims to analyze the way of teaching English language. Then, we deal with the results of the pupils' questionnaire which is about 13 different questions distributed to 100 first year secondary school. After that, we discuss teachers' interview which is about 5 questions directed to five English language teachers from different high schools.

III.2. Research Setting

We chose Bennekkadi high school at Chaaib Mohamed, Tiaret. This school is a new one; it was founded on 04th September 2012. It is with a capacity of 800 pupils, 340 males and 460 females. This is not the final statistics because each year the number is changed. The observation of this space took place on March 2nd, 2020.

III.3. Description of the Sample

The population engaged in this study is the following:

a. For the questionnaire, we select a sample of 100 pupils (2 classes of first year secondary school). This sample is clearly presented in the following chart:

Level	Males number	Females number	Total
First year secondary school	40	60	100

b. For the interview, five teachers of English language are asked for their consent to be interviewed and recorded.

III.4. Data Collection Methods

It is best to collect data from a variety of sources and in a variety of manners to compare responses and interpret results. Thus, this study opts for a mixed method (quantitative and

qualitative methods) that combines three main techniques: unstructured observation, questionnaire and an interview.

III.4.1. Unstructured Observation

Observation is the active acquisition of information from a primary source. The observation is the purposeful examination of teaching and/or learning events through the systematic process of data collection and analysis (Bally 2001). Both the teacher is being observed and the observer having significant roles before. The main purpose behind the classroom observation is to allow teacher to get a general idea about the main aim of any lessons because the content differ from a lesson to another. The teacher capability to demonstrate various teaching methods is also observed (Wragg 1999).

The classroom observation have look place during two scientific classes in first year secondary school. Each class was taught differently. 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, decide on what stages mother tongue was useful or even necessary and where it was pointless. It was also aimed to show how learners were able to adapt the new teaching style with the dominance of English, in order to collect data we selected only one lesson by reviewing the last lesson, he selected some pupils from the list. The teacher gave time to think in order to choose the right answer carefully. Most of them answered correctly, just one of the pupils did not get the question the teacher found himself in this case use the mother tongue to make the pupil understand the exact meaning. We asked the teacher to give us few minutes to ask pupils some questions. I choose a girl when we asked her about thinking in Arabic when answering any question she said yes, and when we asked them about the use of the mother tongue in teaching English language, they said that it is a helpful way to learn because it is a foreign language. From that we have noticed that the teacher created a positive atmosphere that all learners were motivated during the section.

III.4.2. Students' Questionnaire

The questionnaire designed for this study consists of two sections:

1. Personal information: it contains questions that aim to gather information about pupils' gender, age and level in English language.
2. The other questions are all arranged in a manner that helps answering our research questions.

The questionnaire consists of 13 questions, it is written both in English and Arabic, it is addressed to first year secondary school in Tiaret, exactly at Bennekkadi Kadour high school.

III.4.3. Teachers' Interview

The interview is designed for five teachers of English language from different high schools at Tiaret. Due to the quarantine our region has been under, we had to contact three teachers by calling them while the other two teachers were interviewed online. We designed five questions that serve the aim of our research.

III.5. Data Analysis

As it is already mentioned, the process of collecting data is based on three methodological instruments: unstructured observation, online questionnaire and an interview:

III.5.1. Unstructured Observation

The first observation that we noticed is the teacher started his lesson by reviewing the last lesson and choose names from the list, some of them answers directly in incorrect way by using Arabic. After that, he started the lesson and sometimes he says some difficult words in Arabic to facilitate the explanation. So from that data presented above, it is quite clear that using MT in classroom is a common phenomenon among pupils, moreover we observed that pupils have a positive attitudes towards their own use as well as teacher's use of MT in EFL class, but some pupils disagreed of that use, also some teachers said it has a negative impact on pupils. Thus, this phenomenon should be limited and only if necessary.

III.5.2. Questionnaire Analysis

Item one 01: Gender distribution

According to the table below, we notice that the percentage of females takes high position with 71% rather than males who took place medium position with 29%. So, the selected females are more than males.

Gender	Number	Percentage
Male	40	40%
Female	60	60%
Total	100	100%

Table 3.1: Gender distribution
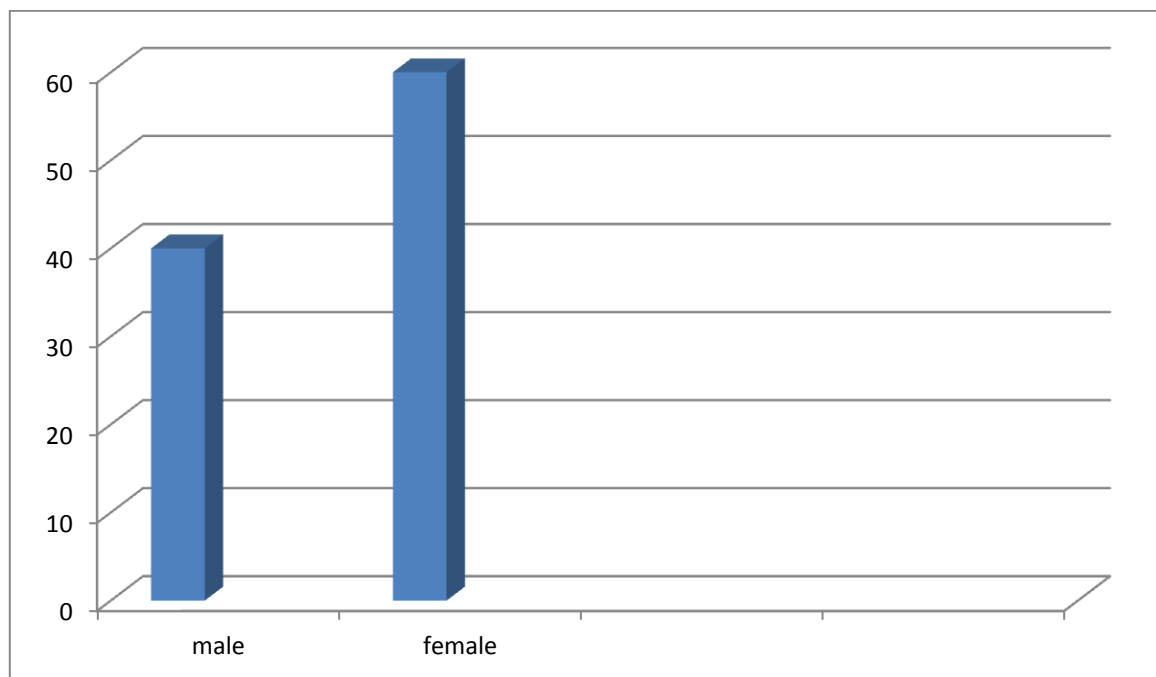
Figure 3.1: Gender distribution

Item two 02: Age distribution

For this item, we can determine the impact of the gender of the pupils on quantity and quality of answers.

	Number			Percentage		
Age	Male	Female	Total	Male	Female	Total
Less than 15	08	10	18	08%	10%	18%
15	20	30	50	20%	30%	50%
More than 15	12	20	32	12%	20%	32%
Total	100			100%		

Table 3.2 : Age distribution
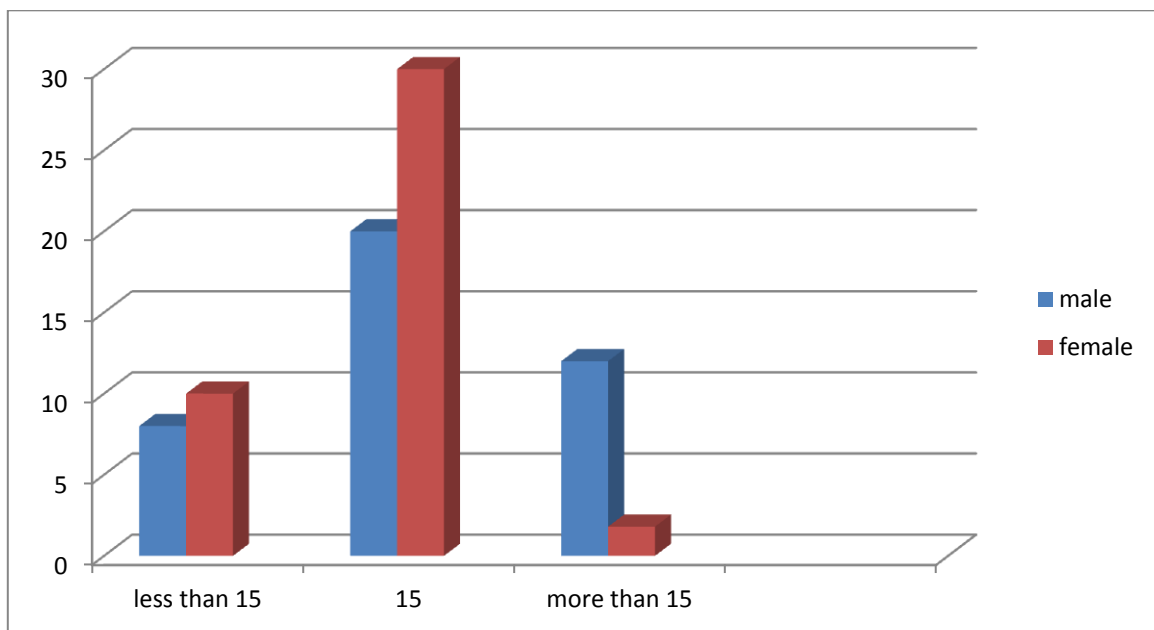
Figure 3.2: Age distribution

Item three 03: Do you like English language?

It can be observed that all the participants' answers are yes, the percentage is 100%, and 0% for no, so we can suggest that the pupils like the English language.

	Number			Percentage		
Language	Male	Female	Total	Male	Female	Total
Yes	40	60	100	40%	60%	100%
No	0	0	0	0%	0%	0%
Total	100			100%		

Table 3.3: Liking English language
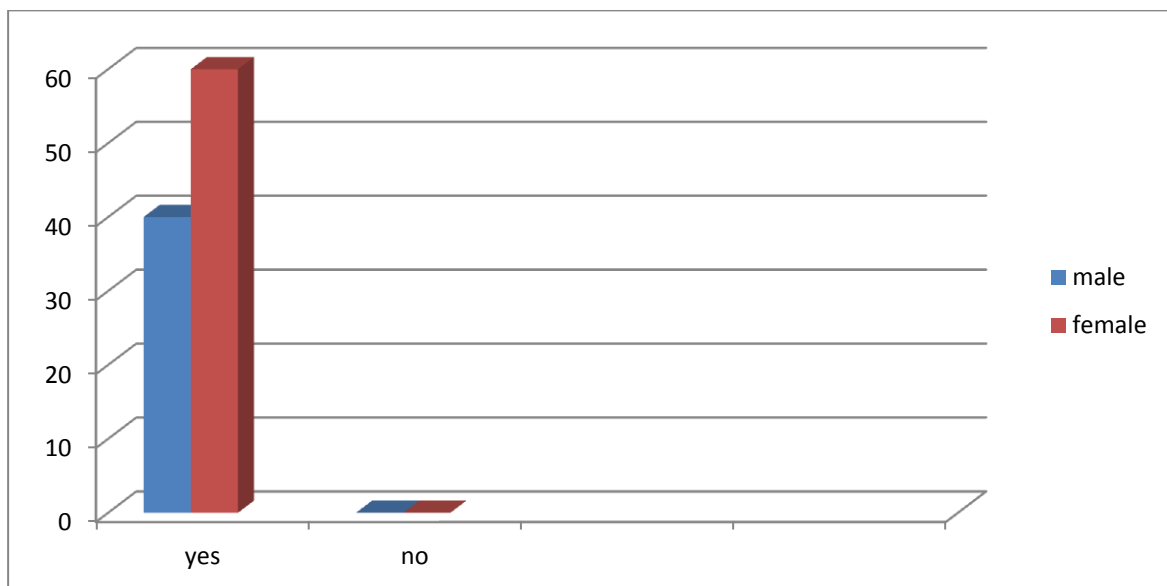
Figure 3.3: Liking English language

Item four 04: How do you see your level in English?

It must be mentioned here that from 60% female just 23% said that their level is insufficient, then 18% are good and 11% are very good. For males, 10% said that their level is insufficient, 25% are good and 12% are very good. So the level of the pupils in English language is quite good in secondary school pupils.

	Number			Percentage		
Optional	Male	Female	Total	Male	Female	Total
Insufficient	10	23	33	10%	23%	33%
Good	25	18	43	25%	18%	43%
Very good	12	11	23	12%	11%	23%
Total	100			100%		

Table 3.4: Level in English
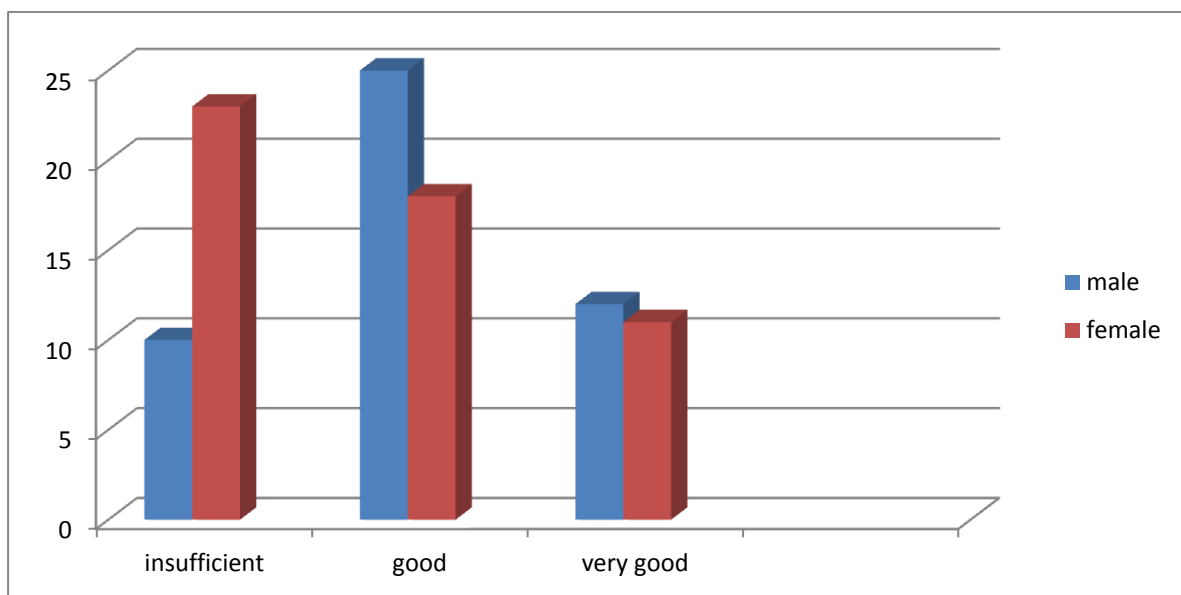
Figure 3.4: Level in English

Item five 05: Do you find difficulties in understanding English language?

It is remarkable that the majority agree for the answer 'no' between females and males, also it can be observed that females take the higher position with 28% yes and males with 27% no, and the other positions are not different from male to female.

	Number			Percentage		
Language	Male	Female	Total	Male	Female	Total
Yes	19	28	47	19%	28%	47%
No	27	26	53	27%	26%	53%
Total	100			100%		

Table 3.5: Difficulties in understanding English language
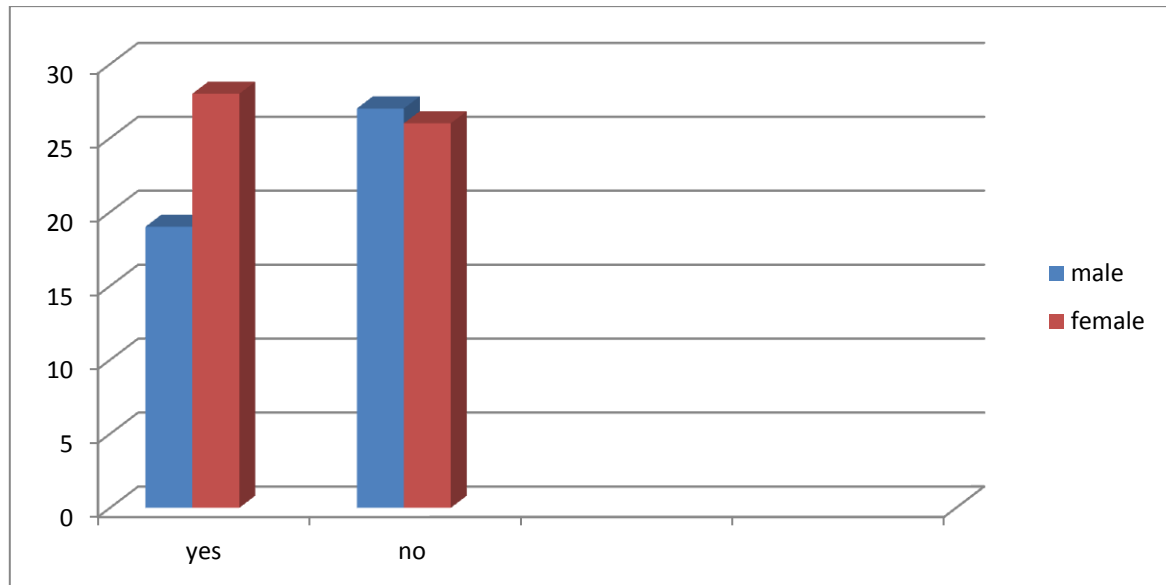
Figure 3.5: Difficulties in understanding English language

Item six 06: Does your teachers use Arabic during explanation?

Looking at the data displayed in the diagram/table (6), it can be easily observed that the higher numbers of answers are 'yes' to teachers' use of Arabic for explaining difficult information. Female take the majority of responses with 30% yes and 30% who said 'no', for males, 25% of them say 'yes' and only 15% say 'no'. So, we can say that most of the teachers use their mother tongue to explain but in some cases not always.

	Number			Percentage		
Using Arabic by teachers	Male	Female	Total	Male	Female	Total
Yes	25	30	55	25%	30%	55%
No	15	30	45	15%	30%	45%
Total	100			100%		

Table 3.6: The use of Arabic during explanation
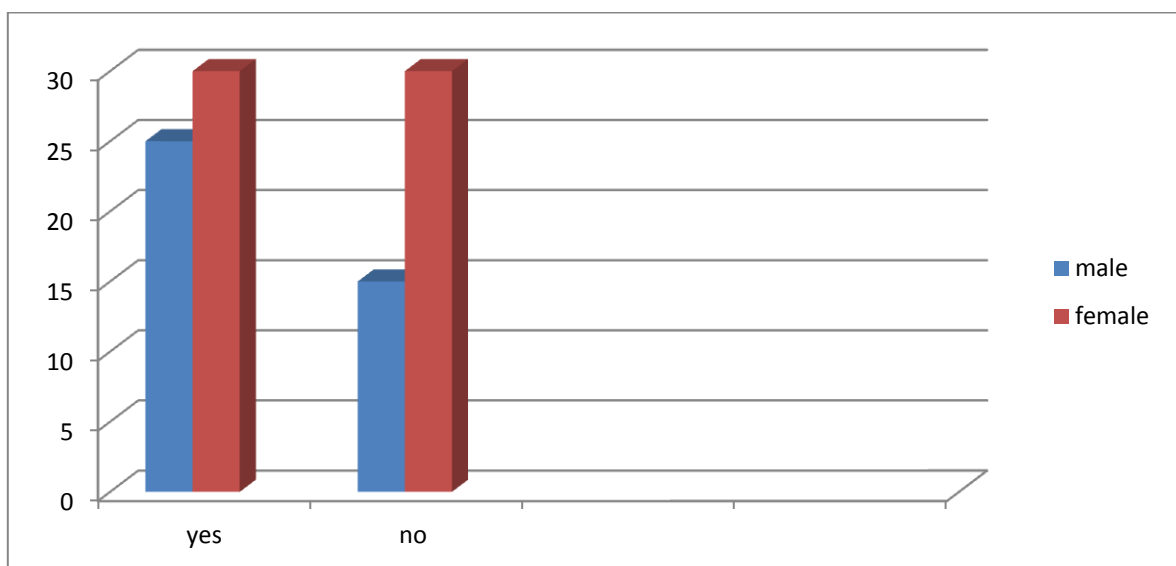
Figure 3.6: The use of Arabic during explanation

Item seven 07: Does your teacher allow you to use Arabic when speaking English?

Concerning this item, 52 % from the participants answer with 'yes' to the permission for the use of Arabic when speaking English languages. As it already stated, females take the majority of answers with 27% for yes and no. So, we can say that teachers do allow pupils to speak Arabic while speaking English language.

	Number			Percentage		
	Male	Female	Total	Male	Female	Total
Yes	25	27	52	25%	27%	52%
No	21	27	48	21%	27%	48%
Total	100			100%		

Table 3.7: permission for the use of Arabic when spelling English
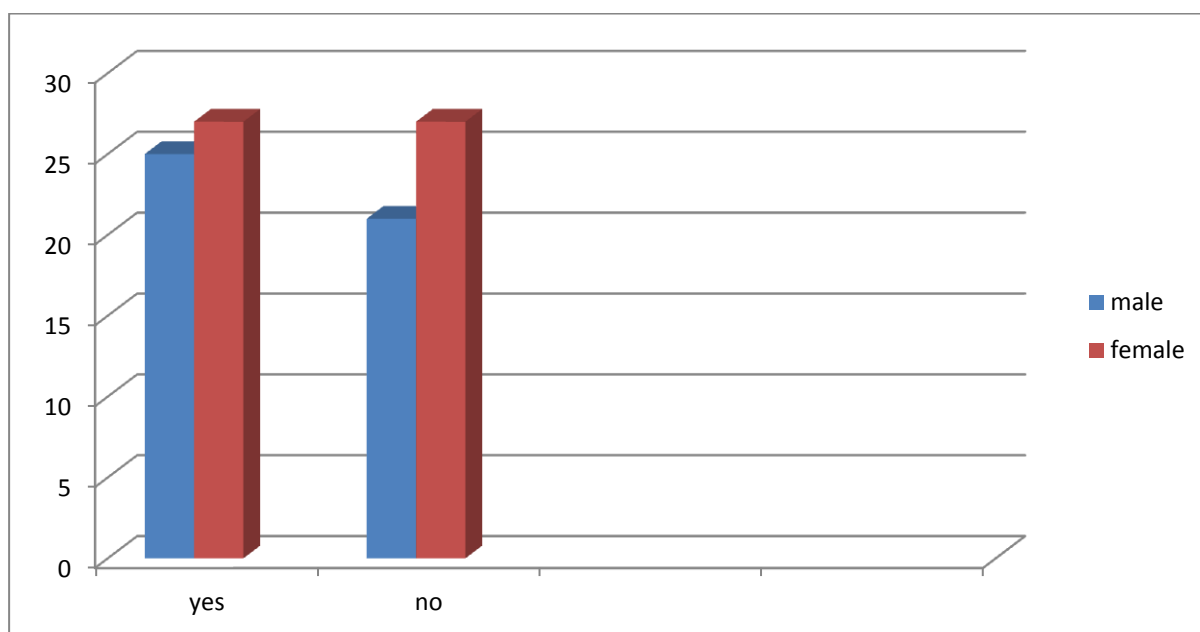
Table 3.7: Allowing the use of Arabic when spelling English

Item eight 08: If **no, would you say what are your strategies to understand**?

Following the previous answers of the question discussed above, the answers for this item are almost the same and there are different answers. So the common answer is using diction (dictionary and revelation) and the different answers are: Google Translation, asking the teacher after the section, asking the teacher to explain with photos and videos (power point).

Item nine 09: Is the mother tongue in teaching English language helpful?

A look at the entire results in the table below reveal that most of participants said 'yes' that the mother tongue in teaching English language is helpful, and females take the

majority of the answers with 75%. So, the inclusion of mother tongue in teaching English language has a great impact on pupils to understand the foreign language.

	Number			Percentage		
	Male	Female	Total	Male	Female	Total
Yes	25	50	75	25%	50%	75%
No	9	16	25%	9%	16%	25%
Total	100			100%		

<p align="center">Table 3.8: Benefits of using the mother tongue in teaching English</p>
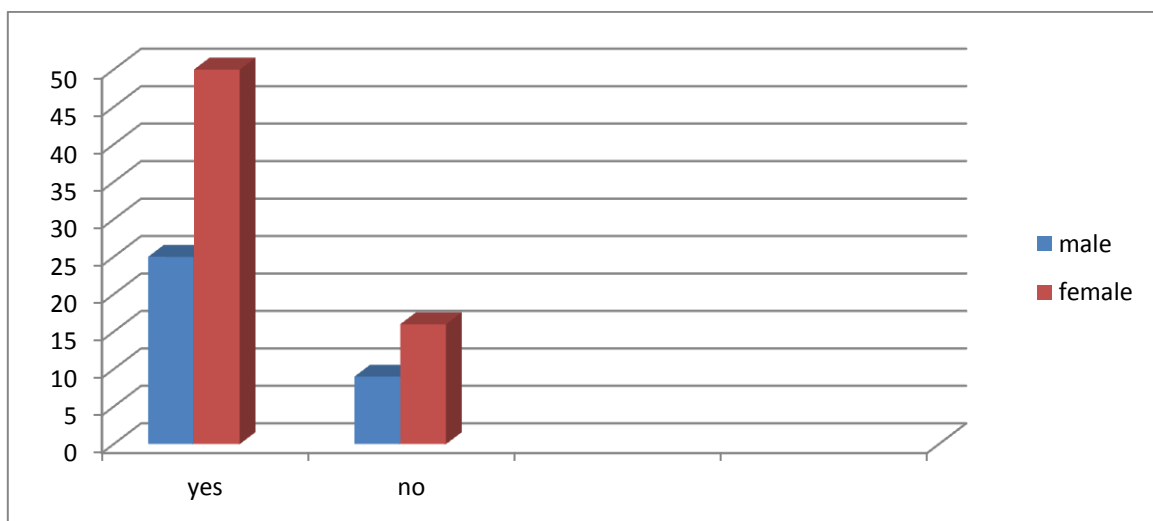
<p align="center">Figure 3.8: Benefits of using the mother tongue in teaching English</p>

Item ten 10: Do you prefer using Arabic when learning English language?

It may only take few seconds to notice that pupils prefer their teachers to use Arabic in teaching English language with 69% 'yes' between males and females and only 31% who said 'no'.

	Number			Percentage		
	Male	Female	Total	Male	Female	Total
Yes	30	39	69	30%	39%	69%
No	15	16	31	15%	16%	31%
Total	100			100%		

<p align="center">Table 3.9: Preferring the use of Arabic in teaching English language</p>
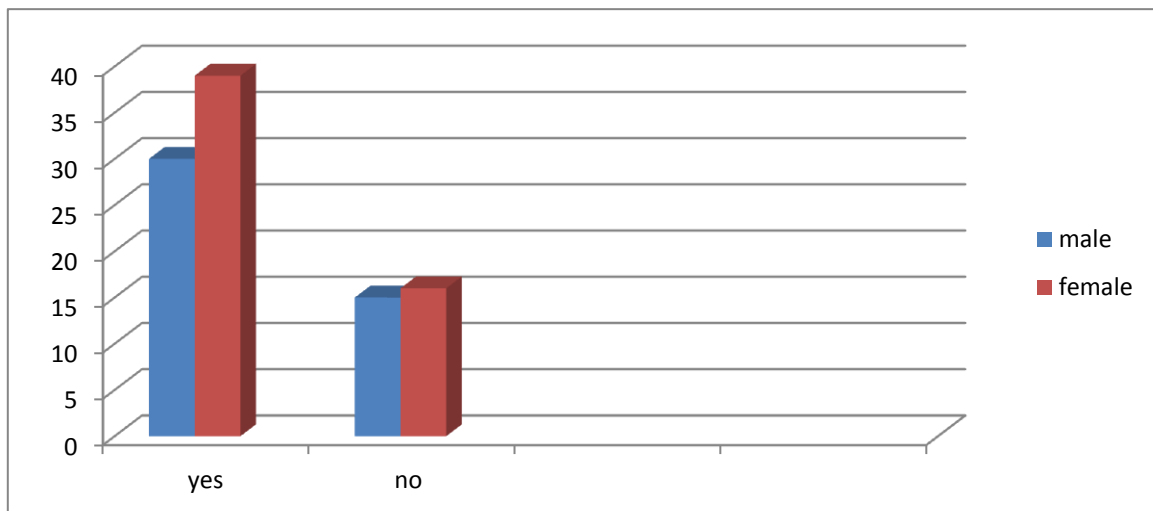
Figure 3.9: Preferring using Arabic in teaching English language

Item eleven 11: If not could you say why please why?

The answers were so many and different, so we mentioned the most of them:

- The level will be limited

- Thinking in Arabic is wrong

- Because the two languages differ concerning the religious and cultural side

- We cannot compare a language with a language or the use of language to understand another.

- Because it will cause a clash between the two languages, the cultures.

- Two languages mean two way of thinking.

- It is not a right to learn a new language.

- The pupils will always translate and this is not a right way to learn.

Item twelve 12: As a pupil do you think that the use of Arabic language has a positive or negative influence on you?

From such a table, we notice that the majority of the participants report that the use of mother tongue has a positive influence on them. Females choose positive choice with 64% and males with 36%. So we can say that using the native language is helpful for them.

	Number			Percentage		
	Male	Female	Total	Male	Female	Total
Positive	30	34	64	30%	34%	64%
Negative	15	21	36	15%	21%	36%
Total	100			100%		

Table 3.10: Positive and negative influence of Arabic
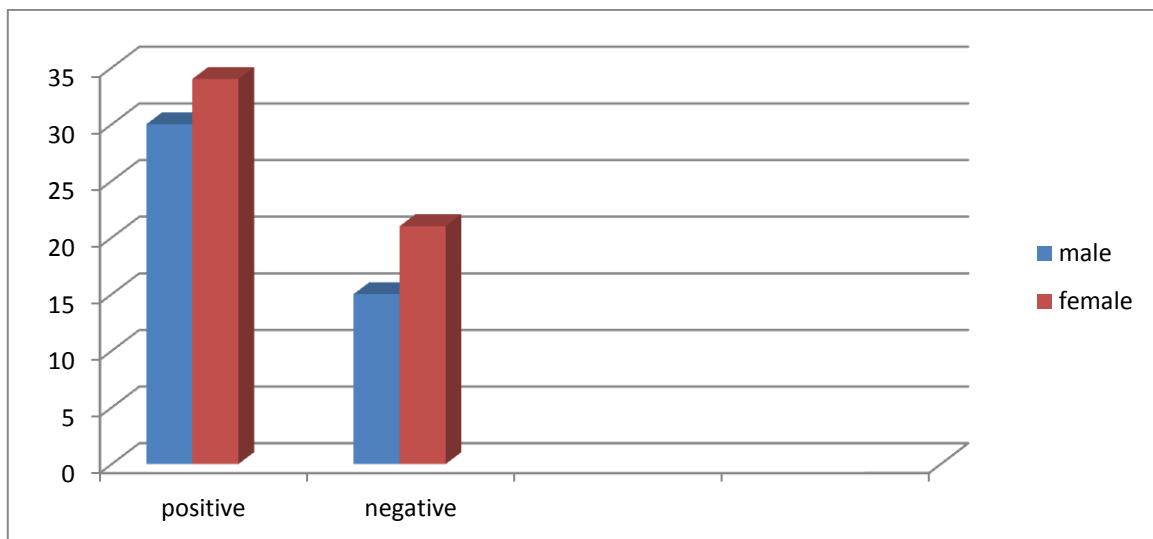
Figure 3.10: Positive and negative influence of Arabic

Item thirteen 13: Can you suggest some methods that can help you to learn English language?

For this question, we found that most of the answers are the same. The respondents agree that the most methods that can help them are:

- The wide spread of the internet has a great impact on acquiring a new language, for example, Facebook, Instagram….etc.
- Reading books without translation.

- Watching English movies without translation also.
- Listening to foreign music.
- Watching videos about English language learning; this is the most common answers. So, we deduce that pupils can depend on many strategies to learn English language without using the mother tongue.

III.5.3. Analysis of High School Teachers' Interview

The interview is designed for five teachers of English from different secondary schools; it is about five questions that serve the aim of our research.

Item One: Gender distribution

A quite look at the table and the figure above shows that the most of participants are females, and there are two males. That indicates that the majority of teachers in the secondary schools are females, especially foreign languages and English classes.

Gender	Number	Percentage
Male	02	40%
Female	03	60%

<center>**Table 3.11: Gender distribution**</center>
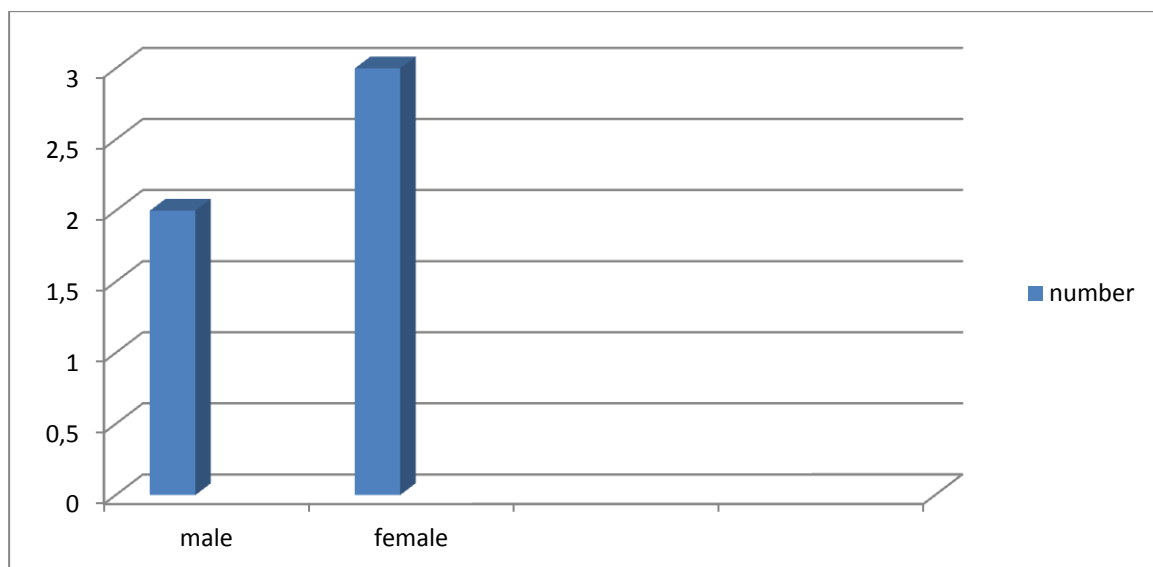
<center>**Figure 3.11: Gender distribution**</center>

Item Two: Experience

The aim of the following question is to present our sample's experience in teaching English language. Sixty percent from total sample declared that they have been teaching for two and three years while there are two teachers stated that they have been teaching for one year only.

Period	Number	Percentage
Three years	02	40%
Five years	03	60%

Table 3.12: Experience
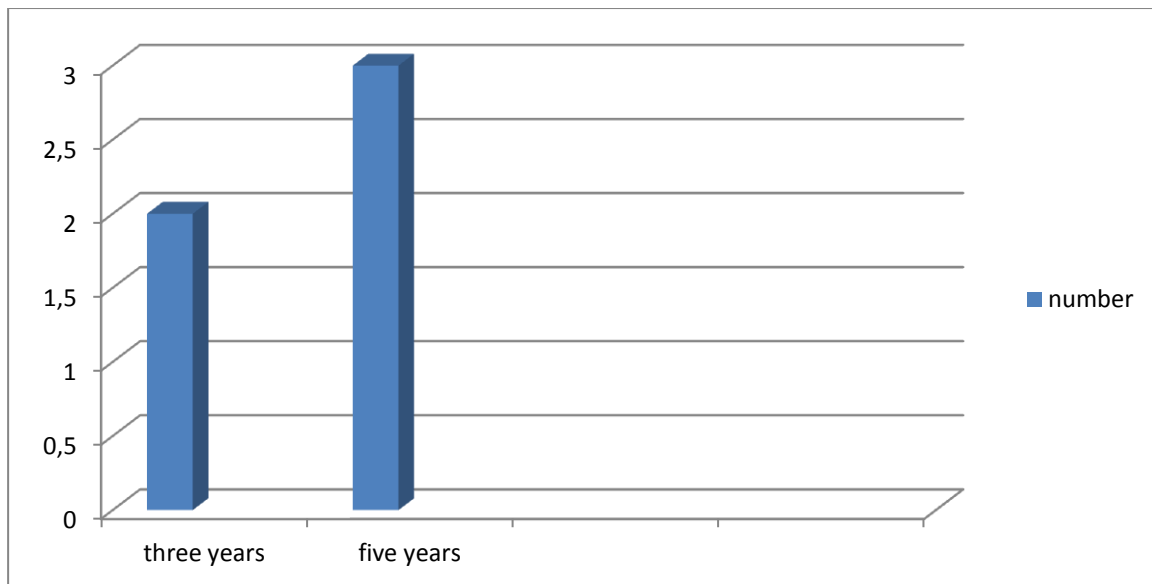
Figure 3.12: Experience

Item Three:

Q3: Do you use Arabic during your explanation?

Teacher 01: Sometimes, and only when pupils find it difficult to understand in other ways like description.

Teacher 02: No, there always another way to transfer the message to pupils rather than using Arabic.

Teacher 03: Sometimes, to make it easier for them to understand.

Teacher 04: Rarely, in case of using difficult and unfamiliar words.

Teacher 05: Yes I do, because I believe that would make pupils acquire the ability of learning the culture of other language using their mother tongue, and to move from one language to the other.

Comment 03: Most teachers use their mother tongue during explanation but not always in some cases that needs translation, and the rest of teachers said no for the use of mother tongue in teaching English. Here, the use of mother tongue it depends on the teacher and his/her method while explaining.

Item Four:

Q2: Are you with or against the use of mother tongue in teaching English language?

Teacher 01: With, without exaggeration.

Teacher 02: Against, because it will lead the pupil to not learn the language appropriately.

Teacher 03: With, to facilitate learning.

Teacher 04: With, but only for very difficult words.

Teacher 05: With, because it makes the pupil get the ability of translation.

Comment 04: Almost all the selected teachers are with the use of the mother tongue in teaching English language and only one of them is against. So, the MT is useful and helpful sometimes in teaching English language.

Item Five:

Q5: Do you think that using Arabic language when teaching is an effective way or not? If not, why?

Teacher 01: Yes, it is an effective way.

Teacher 02: No, it is not; for the reason that thinking in Arabic leads the pupil to not speak the foreign language correctly.

Teacher 03: Yes, it is.

Teacher 04: Yes, somehow.

Teacher 05: Yes, for sure it is effective.

Comment 05: Some teachers said that it is not an effective way to teach because Arabic and English are not from the same family and it makes pupil think in Arabic and will not be aware of making mistakes. Others agree that the use of learners' mother tongue helps them to send the right message.

III.6. Data Interpretation

The target behind this paper is estimating the causal effect of learning/teaching in mother tongue first. Also in the main analysis presented above, we have documented the positive and negative impact of learning in mother tongue first on pupil's performance later on teacher's performance. Yet, the evidence of mother tongue influence on English is very obvious, to clarify, it is quite clear that using mother tongue is a common phenomenon among pupils especially secondary schools, we 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 gives a negative transfer of the language. Also, the most of teachers use the mother tongue as an instrument to send difficult messages, in fact, teachers should be aware of this. In this chapter, we have used linguistic analysis to discuss the impact of including native language on teaching English language. Finally, we have seen through this chapter three main sections; we have started with the unstructured observation that has been done on first year secondary school, it aimed to see the attitudes of both teachers and pupils towards using mother tongue in teaching English language. After that, we have analyzed pupils' questionnaire, the questionnaire has been handed to first year pupils of secondary school of Tiaret, data were analyzed through tables and figures which help the reader understand easily the findings. Also we have analyzed 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 their skills. Some teachers confirmed that they do not use the mother tongue and some of them said that they need the mother tongue in some cases because of some reasons. Most of participants are females both pupils and teachers.

III.7. Recommendations

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

- Teachers' use of mother tongue in teaching will make the pupil lazy.
- The inclusion of mother tongue in teaching/learning should be used as a final situation.
- Using the mother tongue in teaching facilitate communication between the teacher and the learner.
- The teacher should encourage pupils to rely on other strategies to understand without using their own language.

III.8. Research Ethical Consideration

A consideration of ethics is a critical part of this experiment design. We gathered data for the present study using phone, social media (Facebook)**,** and here we obtained participants information consent. To ensure this, we explained to them what the interviews were about reassured them of anonymity and we will inform participants in advance about our research findings. We did not disclose detailed information about exact purposes of the study to the participants at the beginning of the research as we deemed the necessary for the validity of data. As such we used numbers and letters rather than names for all participants both teachers and pupils with consent from the teachers.

III.9. Limitations of the Study

We had some limitations in achieving the practical part, first of all because of the Corona virus (covid 19) and the quarantine that is forced, it was supposed to do an online interview with teachers and recording their answers, we just made calls and contacted them via the email. About the questionnaire, it should be printed and given to pupils in their classrooms, but unfortunately, we sent it to them using social media platforms mainly (Facebook, email, WhatsApp, Instagram). Actually, it was difficult to find pupils and most of them did not want to answer.

III.10. Conclusion

This chapter is devoted to the analysis of the practical part, starting with the unstructured observation in the classroom, the analysis of pupils' questionnaire using tables and figures with some notes and then teachers' interview analysis. We have discussed and interpreted all the obtained data. It is suggested that the majority of pupils use their mother tongue in learning English language as well as teachers who find this way helpful to facilitate teaching foreign languages. At variance, some participants disagree with the idea of using MT in learning/teaching FL. Thus, it should be mentioned that there are several situations when the mother tongue should not be used.

General Conclusion

Learning a foreign language is strongly influenced by the learner' mother tongue, EFL learners include their native language as a facilitating tool to learn a foreign language. This research paper then puts a great emphasis on finding out the importance of incorporating learners' mother tongue in teaching English language. It is depended on the linguistic analysis of the use of mother tongue in EFL classroom, also the attitudes and the perspective of the teachers of secondary school. Therefore, to reach convincing answers to these three research questions: (1. do teachers use learners' mother tongue in teaching English language? 2. Why do teachers use the mother tongue in teaching English language? and 3. Should the mother tongue be incorporated in EFL classrooms?), this study assumes three hypotheses; the answer to the first question is that most teachers do use their learners' mother tongue to facilitate teaching English language because this makes it easier for them to explain and to make the pupil understand. Moreover, the second hypothesis is that teachers believe this provides a quick and accurate translation of an English word that might take several minutes for them to explain. The answer to the last question is that using English only in EFL classrooms would not guarantee that the explanations are understood correctly but this also would not be effective in some contexts.

Following this, we decide to divide our work to three main chapters. The first chapter is about approaches to teaching foreign languages, the second chapter is about language transfer and the third one is about research methodology, analyses and data interpretations. Collecting the obtained data is done through the triangulation method (questionnaire, interview, observation). The final findings reveal that most teachers can accomplish their teaching without going back to Arabic but there are others who use Arabic in their teaching first year learners of English. They agree on using Arabic in some cases when they find difficulty in sending the message in English to their pupils, to translate difficult words and to facilitate the act of learning and teaching. In the questionnaire results, we have found that the most of pupils use the mother tongue as a solution to understand a new foreign language. To cut it short, we can suppose that the use of mother tongue can be positive and negative at the same time according to the situation that the mother tongue is used.

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Appendix one: Questionnaire (Arabic version)

هذا الاستطلاع حول "استعمال اللغة الأم في تدريس اللغة الإنجليزية" نرجو منكم الإجابة على الأسئلة التالية و وضع علامة على الخيار المناسب. شكرا جزيلا على المشاركة.

1. الجنس

ذكر ☐   أنثى ☐

2. السن

أقل من خمسة عشر ☐   خمسة عشر ☐   يفوق خمسة عشر ☐

3. هل تحب دراسة اللغة الإنجليزية؟

نعم ☐   لا ☐

4. ما هو مستواك في اللغة الإنجليزية؟

غير كافي ☐   جيد ☐   جيد جدا ☐

5. هل تواجه صعوبات في فهم اللغة الإنجليزية؟

نعم ☐   لا ☐

6. هل يستخدم استاذك اللغة العربية أثناء الشرح؟

نعم ☐   لا ☐

7. هل يسمح لك استاذك باستخدام اللغة العربية أثناء التكلم بالإنجليزية؟

نعم ☐   لا ☐

8. في حالة الإجابة ب لا، هل يمكنك أن تذكر الاستراتيجيات التي تستعملها للفهم؟

....

9. هل استخدام اللغة الأم في تدريس اللغة الإنجليزية مفيد لك؟

نعم ☐   لا ☐

10. هل تفضل استخدام اللغة العربية في تعلم اللغة الإنجليزية؟

نعم ☐   لا ☐

11. في حالة الإجابة ب لا، هل يمكنك أن تذكر لماذا من فضلك.

....

12. بصفتك تلميذ هل تعتقد أن استخدام اللغة العربية له تأثير سلبي أم إيجابي عليك؟

....

13. هل يمكنك أن تقترح بعض الطرق التي يمكنها مساعدتك لتعلم الإنجليزية بدون استخدام لغتك الأصلية؟

....

Appendix two: Questionnaire (English Version)

This questionnaire is about *"the use of mother in teaching English language"* So much appreciation if you answer the following questions by ticking the appropriate choice. Thank you so much for your cooperation.

1. Gender

    Male ☐   Female ☐

2. Age

    Less than 15 ☐   15 ☐   More than 15 ☐

3. Do you like learning English language?

    Yes ☐   No ☐

4. How do you see your level in English?

    Insufficient ☐   good ☐ Very good ☐

5. Do you find difficulties in understanding English language?

    Yes ☐   No ☐

6. Does your teacher use Arabic during explanation?

    Yes ☐   No ☐

7. Does your teacher allow you to use Arabic when speaking English?

    Yes ☐   No ☐

8. If not, would you say what are your strategies to understand?

    ……………………………………………………………………………………

9. Is the use of mother tongue in teaching English language helpful?

    Yes ☐   No ☐

10. Do you prefer using Arabic when learning English language?

Yes ☐   No ☐

11. If not, could you say why please?

....

12. As a pupil do you think that the use of Arabic language has a positive or negative influence on you?

Yes ☐   No ☐

13. Can you suggest some methods that can help you to learn English without using your native language?

……………………………………………………………………………………………

Appendix three: Interview

Dear teacher, this interview is about the importance of using mother tongue in EFL classrooms and their attitudes towards using it, so we have the great pleasure to record your answers to enhance our research, please put (X) in the appropriate choice and answer the questions bellow, thank you for your time and help.

1. Gender

   Male ☐   Female ☐

2. How long have you been teaching English?

   …………………………………………………………..

3. Do you use Arabic during your explanation?

……………………………………………………………………………………….

4. Are you with or against the use of mother tongue in teaching English language?

…………………………………………………………………………..

5. Do you think that using Arabic language when teaching English is an effective method of teaching? If not, would you mind explaining why please

……………………………………………………………………………………………

ملخص

يلقي هذا البحث الضوء على أهمية تضمين اللغة الأم في تدريس اللغة الإنجليزية. إنه يفحص كلاً من معلمي المدارس الثانوية واستخدام التلاميذ لغتهم الأم أثناء دروس اللغة الإنجليزية. بعبارة أخرى ، يهدف البحث الحالي إلى اكتشاف مواقف كل من المعلمين والمتعلمين تجاه استخدام اللغة العربية وتأثيرها على تعلم اللغة الإنجليزية. عند القيام بذلك ، يتم اختيار طريقة مختلطة تجمع بين النهجين النوعي والكمي. للتوضيح ، بالإضافة إلى الملاحظة غير المنظمة لإعداد البحث ، تمزج هذه الطريقة بين تقنيتين منهجيتين رئيسيتين ، واستبيان منظم يتم توزيعه على مائة تلميذ يدرسون في مدرسة بن قادي قدور الثانوية (تيارت) ومقابلة غير مباشرة موجهة إلى خمسة مدرسين للغة الإنجليزية من مدارس ثانوية مختلفة. تؤكد نتائج هذه الدراسة صحة فرضياتنا المقترحة بأن استخدام اللغة الأم للتلاميذ في فصول اللغة الإنجليزية كلغة أجنبية ، في حالتنا اللغة العربية ، يسهل الشرح ويتيح النقل الصحيح للرسالة للمعلمين من ناحية ، ولتحسين الفهم والاكتساب. من ناحية أخرى.

الكلمات المفتاحية: اللغة الأم ، اللغة الأجنبية ، اللغة الأم ، نقل اللغة ، اللغة الهدف

Résumé

Cette recherche jette un éclairage important sur l'inclusion de la langue maternelle dans l'enseignement de l'anglais. Il examine à la fois les enseignants du secondaire et l'utilisation par les élèves de leur langue maternelle pendant les cours d'anglais. En d'autres termes, la présente recherche vise à découvrir les attitudes des enseignants et des apprenants à l'égard de l'usage de la langue arabe et de son influence sur l'apprentissage de l'anglais. Ce faisant, une méthode mixte combinant des approches qualitatives et quantitatives est choisie. Pour illustrer, outre une observation non structurée du cadre de recherche, cette méthode mêle deux principales techniques méthodologiques, un questionnaire structuré distribué à une centaine d'élèves du lycée Bennekadi kadour (Tiaret) et un entretien indirect dirigé à cinq professeurs d'anglais de différents lycées. Les résultats de cette étude valident nos hypothèses suggérées selon lesquelles l'utilisation de la langue maternelle des élèves dans les classes EFL, dans notre cas la langue arabe, facilite l'explication et permet le bon transfert du message pour les enseignants d'une part, et pour une meilleure compréhension et acquisition des langues étrangères en revanche.

Mots clés: langue maternelle, langue étrangère, langue maternelle, transfert de langue, langue cible.