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Exploring Teachers and Students' Attitudes towards Using Algerian Arabic in Secondary School EFL Classes

A Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Degree of Master in Applied Linguistic

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In the name of « ALLAH » the Most Gracious, the Most Merciful and the most compassionate.

I dictate this work to:

My Mother and my Father

My Brothers and Sisters

My Nieces and Nephews

My Brothers and Sisters in Law

All the extended Family and Friends

-Yekhellef Roumaissa

DEDICATION

In the name of « ALLAH » the Most Gracious, the Most Merciful and the most

compassionate.

I dedicate this dissertation to:

My beloved mother for her never- ending love .

My beloved father for his care and love.

My dear brothers

My sisters

All my friends

Teachers and students of English at Tiaret University

-Mouais Nawel

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Abstract

This research aims to spot the light on the effects of using mother language Arabic in Algerian schools in general and in EFL classrooms in particular. The purpose of this study is to investigate the impact of using Arabic as a mother tongue on the students learning English At the same time it seeks to discover the teacher's attitudes towards the use of mother language Arabic in EFL classes at foreign languages classes at Raid Si Zoubir secondary school in Tiaret. One of the major objectives of this study is whether or not the use of Arabic on EFL classes is considered as a helping tool or hindering obstacle that negatively affects the process of learning English . For that reason, we hypothesized that the use of the mother tongue might be either developing or hindering students' learning of English as a foreign language. Therefore, a mixed method study has been conducted to test the hypothesis. In this research two data collection tools were used in order to collect the sufficient data required by this investigation: A questionnaire for students (N=40) , and an interview with teachers (N=03) . The results have shown that there are different reasons that affect students learning English. Also, we have seen that students and teachers do not share the same attitude towards the use of Arabic. Students see that the use of Arabic facilitates their achievement while teachers hold a somehow negative attitude towards the use of Arabic by students. However, they do not mind using it when EFL students encounter difficult issues.

Key to Abbreviations and Acronyms

EFL: English as a Foreign **L**anguage

MT: Mother **T**ongue

TM:Target **L**anguage

FL: Foreign   **L**anguage

L1: First **L**anguage

L2:Second **L**anguage

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General Introduction

General Introduction

In the last decades English has been promoted to be an international communication channel. Therefore the majority of world countries adopt it either as a second or a foreign language to be used in different official or non-official domains. Algeria as a part of this world has adopted English as a foreign language in its academic settings. Learning English is based on the mastery of the skills of that language. many Algerian English language learners still have difficulties when they are asked to express their thoughts, ideas and feelings . For this, they may refer to their mother language Arabic in order to overcome their difficulties.

No one can deny that the mother tongue is the first instrument for expressing thoughts and ideas and it may have a double impact on the acquisition of any foreign language. Teachers may use a first language for the sake of simplifying the transfer of knowledge and students sometimes find themselves obliged to use their mother language when interacting with their peers and even with their teachers. Learners use their mother tongue due to many possible reasons such as lack of vocabulary, timidity, Anxiety, etc. This may affect, in a way or another, the development of learners' speaking skill. Throughout this study, we tend to spot the effects of using mother language on second and third year EFL students 'at secondary school , focusing on the major difficulties.

English is considered essential to many people. Indeed, English is a global language and has become more dominant around the world. Nowadays, in the field of language teaching, variety of techniques and methods have been established and developed by researchers and linguists that may involved positively and effectively in teaching /learning process There are different techniques among them: E-learning, based learning, visualization and translation by integrating the first language (L1), these may contribute to enhancing and developing learning process. However, the use of(L1)in the EFL classroom by students has been the

subject of debate and controversy, integrating the mother tongue (L1) technique in the EFL context has Long been argued and discussed, in short,the issue this study is going to examine in more detail, the teaching of translation models and techniques proper in foreign language learning environment as e tool of upgrading their learner's linguistic proficiency the argument over whether the use of (L1) in EFL classroom has negative or positive effects, hinders the learning of foreign language or facilitate it, In addition to that, investigate if the use of mother tongue and translation can serve as a tool for improving language skills besides, their reasons behind using it Therefore, the present study aimed at answering the following questions

1- What are the students' attitudes towards integrating Algerian Arabic language in English classrooms ?

2- Do teachers of secondary schools hold positive or negative attitudes towards using Algerian Arabic language in EFL classes ?

3- What are the students and teachers' reasons toward using Arabic language in EFL classes ?

The already stated research questions led to formulate the following hypothesis :

H1 : Students and teachers have a positive attitude towards using Algerian arabic language in secondary school.

 H2: Students and teachers have a negative attitude towards using Algerian arabic language in secondary school.

H3: The use of Algerian arabic language(mother tongue) in secondary school helps to reduce student's anxiety and create successful learning process .

In order to answer these questions and test the hypothesis the researcher has used research instruments : questionnaires designed for students and semi structured interviews with teachers .

The main concern of this study is to find out the attitudes of students towards using Algerian Arabic language in secondary school English classes, when, where and for what purpose. The study attempts to explore the views of researchers and linguists about the integration of L1 and the students' perception toward the use of translation in EFL classes, another purpose of this study is to motivate teachers to provide students with a variety of techniques and understand their needs for a successful learning process.

Through this study, we aim to spot the light on the problem of using the mother tongue Arabic inside the EFL classroom in order to explore its role in developing or hindering the learners' learning English . Also, we tend to investigate the major causes behind using Arabic

This study would be significant because it investigates the effects of using mother language on the development of students' learning English in order to highlight the major difficulties which EFL second and third year learners at secondary school while learning during their courses. In addition, the study seeks to investigate teachers' attitude towards this matter. This work needs to be conducted because it tackles the serious issue and it looks for effective solutions as well.

We have chosen the descriptive form for this work because it is the suitable method to study the current treated issue which is the mother tongue's influence. Furthermore, it is the appropriate way to confirm our hypotheses about this issue.

Chapter one

The Use of Mother Tongue (Arabic) as a Translation Method in an EFL Class

Introduction

In the last decades English has been promoted to be an international communicative channel. Therefore, the majority of world countries adopt it either as a second or a foreign language to be used in different official or non-official domains. Algeria as a part of this world has adopted English as a foreign language in its academic settings. Many learners are learning English based on translation methods . Although teachers put more emphasis on this method too , which is more devoted to enrich the vocabulary of the learners , many Algerian English language learners still have difficulties when they are asked to express their thoughts, ideas and feelings orally. For this, they may refer to their mother language Arabic in order to overcome their difficulties. Moreover , The aims of teaching and learning foreign language at schools and universities is to bring up learners to better understanding and better communication of the language, people want to master the English language but they still use their mother tongue Arabic .So the role of teacher is to help students solve their problems and limit their use of the native language during courses of English language.

In this chapter, we will provide some literature about the process of learning by using the term MT, moreover we will discuss the influence of mother tongue in general and its role in the foreign language teaching and learning class. In addition we will shed light on methods and approaches to language teaching, discuss translation methods and some elements related to it , also as a final point we are going to talk about teachers' role to help students to master English language .

1.1. Defining of Mother Tongue (MT) Native Language (L1)

In learning and teaching foreign languages,sometimes both teachers and learners need to use their mother tongue (Arabic), this latter has a great impact on the learner´s acquisition of the target language. Throughout the history of English language learning a second language

acquisition, the use of the mother tongue can be an effective tool in learning the new language. The various views are reflections on the methodological changes in English language teaching, which have in such way brought different perspectives on the role of mother tongue during courses.

Jeremy Harmer (2001, cited in Maouche, 2018, p .59) points out : "There is little point in trying to stamp it out completely. The mother tongue is generally regarded as being an evasive manoeuvre which is only to be used in emergencies".

Freed and Stern (1983) mentioned that " mother tongue (MT), first language and native language all refer to the language that they acquire when she / born, but foreign language (FL) is non-native language outside of the community the child lives in" (p.55) . It can be seen that the concept, mother tongue harks back to the notion that linguistic skills of a child are honed by the mother. Therefore, this language spoken by the mother would be the primary language that the child would learn; in the same context we can say that the mother tongue means that the language a person has learned when he or she is a child in the environment of home, usually from the parents.

In the same context , Shsherba (1974, p. 88) stated,

> The requirement to manage without the native language often causes the great time, energy and ingenuity expenditures that are quite wasteful in most cases since the complete understanding usually comes after the student's finding his own equivalent in the native language. Moreover this requirement makes it quite impossible to explain the students' subtle language phenomena that leads to the devaluation of foreign language learning from the educational point of view.

From this point of view, we can notice that mother tongue has a great influence on teaching FL in the classroom which is used by both teachers and students. On the same topic, (Rogova (1975, p. 40) asserted that "…language learning implies comprehension of a linguistic phenomenon of language material by the pupil, usually the medium of the native language". It can be seen that in learning a foreign language the student need more exposure and concentration in order to understand the language rules , because their native language has been acquired naturally

In the same context , Glyn (1962, p.10) claimed that ," the principle of consciousness assured two things: more formal teaching of grammar…and … greater emphasis upon the value of the mother tongue as the basis for teaching the foreign language, though translation was discouraged". Moreover, the overuse of native language (Arabic) in the EFL classroom has its origin in seventy-five years of educational practice. Thus, this tradition cannot be erased so easily.

Furthermore, the teacher's method here is to discern the cause of the learners' weaknesses as well as their compromise and actions in order to solve them are identified as key aspects in dealing with classroom issues.In the process of teaching and learning a foreign language, the teachers' use of mother tongue which influences the learner´s acquisition of the target language. Throughout the history of English language teaching second language acquisition, the mother tongue plays an important issue in learning the language .The various views are reflections on the methodological changes in English language teaching, which have in such a way brought different perspectives on the role of mother tongue during the course.

1.1.2. Mother Tongue and Foreign Language

First, it is clear that the concept 'language acquisition' is used to describe the acquisition of the first language or the mother tongue. In contrast, the term 'language learning' used to

mean learning a second or foreign language. At this point, it is clear that the processes of language acquisition and language learning are different in various respects.

Moreover, for people acquiring the mother tongue is a natural process, and it will be easy because in fact it's their original language. Learning the foreign language or target language is a difficult, complicated, and artificial process that needs a large ability from the learner. Furthermore, when the born child is surrounded by the climate where mother tongue is spoken. So, s/he gets the utterance quite naturally and easily. Whereas, in learning a second language in schools, we have no natural atmosphere so it becomes difficult to get it.

In the same way, Robert Paul (as cited in Iase, 2015, pp. 83-84) affirmed that " when we learn our first language, we face the universe directly and learn to clothe it with speech, when we learn a second language, we tend to know the universe through the language already known". Also he mentioned that the mother language acquisition helps to learn the second language and it also hinders the second language, the child cannot do without the mother tongue because he must express his desires in speech to get them fulfilled. There is no such compulsion for learning a foreign language. There are many teachers to teach the mother tongue: parents, brothers, sisters, friends etc. But there is only the classroom teacher to teach the foreign language.

Krashen (1981) claimed that comprehensible input provides subconscious and implicit learning which helps the student to achieve language competence. So, the dominance of L2 may prohibit the use of L1 in the classroom. In the process of acquiring the first language and learning a second language another clear difference can be mentioned that in life the child acquires his mother language earlier and it displays to sounds and letters at the same time, but he learned the foreign language later., in case of foreign language and the stress on the imitation and sounds, words and sentences, there is no stress on the roles and grammar.

As a final point, mother language in teaching foreign languages becomes controversial among specialists in this field. Some of them believe in the effectiveness of the L1 use and the others believe in the opposite relying on the idea that using two languages would not help students to achieve fluency. Also,

> The mother tongue is helpful in explaining complex ideas, learning new vocabulary and grammar rules more effectively. It also avoids the waste of time in explanation and instruction. Research has shown that the rare use of mother language by both teachers and students enhances comprehension and learning of L2. (Cook, 2001, p. 58)

From this point of view, it is clear that mother tongue can be a useful method that is more likely to help the teachers explain the difficult words rather than wasting time explaining it in FL and help the learners to enrich their vocabulary knowledge. Therefore, it can help both teachers and students in the teaching and learning process.

According to Howatt and Widdowson, (2004, p. 224) see that:

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

It sounds Arabic ,the use of mother tongue in second language learning has been the subject of much debate and controversy. Teachers feel that the use of L1 should be minimized and they feel guilty if they use it a lot. When challenged they find it difficult to say why. Against the use of L1, it is the general assumption that English should be learned through English, just as you learn your mother tongue using your mother tongue. However, the idea that the student has to learn English like a native speaker does, or tries to 'think in English', is an inappropriate and unachievable step. The role of mother tongue in teaching and learning of English has been discussed in literature. The strong influence of the mother tongue has proved both positive and negative in teaching and learning of English. A learner's L1 is an important determinant of Second Language Acquisition. The L1 is a resource which learners use both consciously and subconsciously to help them arrange and rearrange the L2 data in the input and to perform as best as they can. The cultural features connected with L1 use can be put to good effect when teaching L2. Second language acquisition is a developmental process; L1 can be a contributing factor to it.

Moreover EFL teachers manage the process of language instruction in their classrooms by exploring the student' L1. Here, the aim is to first categorize different language teaching methods and then discuss the role and the use of L1 in each of them briefly. A very concise description of L1 role in EFL context is presented by Cook's view (1999: 202),

> "Although the practical issue of diverse L1s requires the consistent use of the L2 in multilingual classes, this restriction should not apply to those classes where the students share a common L1. L2 users have the L1 permanently present in their minds. Every activity the students carry out visibly in the L2 also involves the invisible L1. The apparent L2 nature of the classroom covers up the presence of the L1 in the minds of the students".

As a final point an L2, according to Sharwood (1994, p7), unless otherwise specified, a particular 'non-native language under discussion.

1.1.3. The Use of the Mother Tongue in Foreign Language Teaching Methodology

Nowadays, most learners have a great need for caution in utilizing their mother tongue Arabic in the classroom for various reasons, and they cannot use only the target language because simply they saw that their source language can be a method that applied to facilitate their learning process and understand the language used by the teacher during the course.According to Willis (1996,p.46),

"Banning mother-tongue use altogether may not be advisable. A study carried out recently in Turkish secondary school classes with 12-year-olds revealed that in circumstances when the mother tongue was totally banned in group talk, the resulting interaction tended to be shorter, more stilted and less natural. Many weaker students gave up after a very short time. If learners realize they are using the target language to communicate, they will still use their mother tongue on occasions, but they will use it in a way which is systematic, supportive and relevant to the task goal."

We can say that using mother language Arabic is an important method which helps teachers to enhance the learning process and due to methods and approaches, such as the Grammar Translation Method (G.T.M), the Direct Method (D.M), and Communicative Approach (CA). The aim behind presenting those methods is to show the importance given in using mother language in teaching and learning.

In another sense, "the teachers as instructors often used the mother tongue (L1) to communicate with students outside the class. They usually used L1 for rapport building

purposes such as making jokes, showing concern to the students, showing empathy, to explain difficult concepts or ideas, to talk about administrative information course policies, announcements, deadlines, to explain grammar rules, and to talk about the exams." (Maouche S, 2018, p.60)

Moreover most students have a great need for caution in utilizing the MT during the courses in order to facilitate their learning process and understand the language used by the teacher in the EFL classroom.In a similar view Atkinson (1987,p .246) acknowledges this by noting the potential for the following undesirable outcomes of overuse:

1. The teacher and/or the students begin to feel that they have not 'really' understood any item of language until it has been translated.

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

3. Students speak to the teacher in the mother tongue as a matter of course, even when they are quite capable of expressing what they mean.

4. Students fail to realize that during many activities in the classroom it is essential that they use only English.

5. Children who continue to learn through their mother tongue are more likely to reach a higher level of proficiency in the second language.

6. The mother tongue gives the child a feeling of positive identity. They learn to value their language and their culture. This is the strong foundation they need on which to build their second language.

7. The mother tongue acts as a scaffold, not a barrier to the second language. This is because many skills learned in the mother tongue transfer to the second language.

8. Learning to read in the home language makes the child a better reader in the second language.

Most students making the transition from the degree of a high school English class to first year university level classes taught by native speakers are likely to experience a degree of surprise at the methodology they encounter. This would be true even if a limited amount of MT usage were accepted as part of the regular fabric of the course. For that teachers need to acclimatize their students to the demands of their new learning atmosphere. The most fundamental way of doing so is to give simple explanations of the philosophy of L2 learning underlying the classroom activities they will be asked to perform.

Harbord (1992,p 352) states that: "If students are unfamiliar with a new approach, the teacher who cannot or will not give an explanation in L1 may cause considerable student de-motivation". So when learners understand why they are doing an unfamiliar type of activity they are more likely to view it as beneficial, and if they accept that it are beneficial they are more likely to make a genuine effort to do it.

Also in this point , Harbord (1992: 354) claims that "the advantages of such activities are so great that at lower levels it will be more beneficial to allow students to do this thoroughly in L1 than to do it to kinetically in L2 or not at all"

Similarly, for weaker students who are facing difficulty, for example, in understanding the teacher's explanation in English courses of how to use a particular grammatical structure closely linked to the principal focus of the lesson, sometimes a brief explanation in Arabic from a classmate who has understood can overcome the impasse

quickly. Also, students can sometimes gain valuable insights (about the L2, or more general matters) by comparing or discussing their work with their peers sometimes.

Nevertheless, sometimes the MT Arabic could play a significant role in vocabulary building, for example by asking students how to say a particular (Arabic) word in English. Doing so can be quicker and more efficient than giving explanations, gesturing or the like. Therefore when students only have about 40 hours with the native speaking teacher all year, it can be wasteful to spend time with elaborate descriptions of a word when a simple translation would do. In this case context can, of course, change the meaning of a word, so the teacher would need to be careful not to give the impression that word for word translation is always useful.

Furthermore teachers would be better advised to concentrate on 'functional translation' (transferring *meaning* into English, not translating word for word). This might entail, for example, using exercises involving the translation of words or phrases in context within larger chunks of text, this can help the teachers to draw students' attention to the limitations of direct translation. By 'text' I mean manageable samples of language taken from contemporary sources (for instance, a brief exchange between two characters in a popular movie relevant to the theme of the lesson).

1.1.4 Advantages and Disadvantages of Using L1 in EFL Classroom

Widely, English Language is an international means that help one another to communicate in the world but many people use their mother language when learning a foreign language. As Deller (2002,p.3) said "The Mother Tongue taboo has been with us for a longtime, but fortunately, now things seem to be changing. I believe that many teachers have continued to use the mother tongue because it is both necessary and effective".

a. Advantage of using mother language Arabic in Algerian EFL classrooms

The important aim in foreign language teaching is to use the language for communication and thus develop communicative competence for better learning of the new language. Whereas cannot be developed without the use of mother language in the foreign language classroom .This does not mean that the mother tongue should be banned altogether, since recent studies indicate that suitable and judicious use of mother tongue can play a significant role in foreign language teaching and successful target language acquisition.

Mother tongue as a cognitive and pedagogical resource can be an effective step for EFL learners' upwards. Statements can be drawn in relation to these points:

1. The FL learner must build upon existing skills and knowledge acquired in and through the MT

2. MT aids make it easier to conduct whole lessons in the foreign language. Pupils gain confidence and, paradoxically, become less dependent on their MT.

3. MT aids can promote more authentic, message-oriented communication than might be found in lessons where they are avoided.(Maouche, S, 2018, p.61/62)

Krashen affirms that exposure to comprehensible input is curtailed for successful language acquisition. To make input comprehensible, the use of mother tongue is generally necessary (1981, p.51).

So, mother tongue becomes a strong point that learners use in Fl classrooms during courses, thus most students sometimes want to show their thoughts and views during the course but they show them through using their native language. From this point we can say that most learners found themselves wishing to use their mother tongue inside the classroom in some cases or activities in order to avoid the ambiguity.

The natural tendency for learners to engage in English conversation activity in the classroom is to try to translate word by word directly from Arabic to English. But later they arrive at a point where they have a particular (Arabic) word or expression in mind, but don't know how to express and show their thoughts in English. At this time, learners find themselves obliged to give up, revert to speaking entirely in Arabic, or ask the teacher how to say the word or expression in English. Obviously,none of these reactions would be suitable in an encounter with someone unable to understand Arabic. Willis suggested some advantages of using mother tongue by the learner in the classroom , and this can be a step that facilitates learning and gains time (1981,p .51).

1.   Give instructions in English, but repeat them in the mother tongue. After a while, you could give an English instruction and get the children to say it in their mother tongue, so that you know they have understood.

2.   Give instructions in English, but try to use as many gestures as possible to make the meaning clear. In the craft activities, for example, the children can hear an instruction in English and see what it means.

3.   Give instructions in English, but allow time for the children to process the language before you give another instruction. Comprehension is improved by giving the children time between statements, not by speaking more slowly.

4.   Only use the mother tongue at certain times. For example, when you are previewing or when you are helping the children to understand something new.

5.   Try to use the same language again and again. The Classroom language' section in the teaching notes for each unit gives examples.

6.   Teach the children the meaning of classroom language that you will use a lot. For example: Work in pairs. Open your book. Listen and follow.

From this point, it can be seen that mother tongue can play a constructive role in helping students cultivate a wider range of strategies for expressing themselves. In this key Rivers (1981) affirmed that the mother tongue can be of the greatest assistance in the learning of the second language we have a lot of points regard can be given as follows:

1.   In mother tongue the child learns how to sit, hold a pen and also prepare the habits of speaking and writing.

2.   Many sounds of English are similar to the sounds of the mother tongue. For example b, k, p, n/etc.

3.   The mother tongue teaches the child how to read silently and loudly. It transfers habits to the second language.

4.   Some items of grammar are common in the two languages. For example, the punctuation marks, tenses, voice etc.

5.   There are some words of English which are not understood by the students even if the teacher uses all the devices of teaching. In such cases, the use of the mother tongue works wonders.

6.   Certain idioms of English can be best taught by making comparisons with those in mother tongue. Otherwise, student will misunderstand the idioms or instructions in English.

In the historical background of using mother language, there are several benefits from using it in FL classrooms, therefore , a lot of scholars and researchers support that the use of mother language has a positive impact. Therefore, they proposed considerable advantages:

1.   It reduces learners' anxiety (Auerbach, 1993 as cited in Hawks, 2001) and creates a more relaxing learning environment (Burden, 2000; Philips, 1993).

2.   It develops students' self-confidence so that they get the courage to participate in class.

3.   It is a means of bringing the learners' cultural background knowledge into the class (Prodromou, 2002).

4.   It facilitates checking understanding and giving instructions (Atkinson,1987).

5.   It facilitates the task of explaining the meaning of abstract words and facilitates introducing the main differences in grammar and pronunciation between mother language and L2 (Buckmaster, 2002; Cole, 1998).

6.   Using mother language facilitates communication, teacher-student relationships, and the learning of FL (Harbor, 1992: 354).

7.   Mother language techniques allow teachers to use richer and more authentic texts, which mean more comprehensible input and faster acquisition.

8.   Using L1 can save a lot of time and confusion (Harbor, 1992: 351).

9.   Mother language as a scaffolding tool: This umbrella term scaffolding refers to the idea to use the L1 as a cognitive tool to limit the complexities of the context and gradually remove those limits as the learners gain the knowledge, skills, and proficiency in order to best facilitate teaching and learning (Young, 1993).

10.   Helps both the teacher to convey the meaning and the students to use it as an individual strategy.

b. Disadvantage of using mother language in Algerian EFL classrooms

During the 19th century, a lot of scholars and researchers was against the use of mother language in learning and teaching a foreign language and seen mother tongue as uncommunicative, boring, pointless and irrelevant, i.e. It didn't satisfy the learner's needs

(Harmer, 2001). Consequently, the use of mother language was rejected from EFL classroom and became a controversial issue. Howatt (2004) affirmed that "mixing two languages wouldn't help learners to reach their goal (fluency), even they considered translation as a source of confusion and was replaced by images and gestures which seemed to them more suitable and effective .

Therefore, for learners using mother language to learn a FL may hinder their progress, because they are different in many cases and thinking in their mother tongue is a wrong step. To support this point (1981, cited in Richards, 2000)believed that language (words) should be associated directly with objects, and learners are not supposed to think in their mother language. This philosophy was known as the direct method in which it is believed that learners acquire foreign language the same way as children acquire mother language, and the interference of mother language should be removed"

Moreover, Cook (2001) added that, mother language must be removed whatever the situation is. He justifies that when learners interact only in FL, they will acquire a naturally communicative environment. In this respect, Prodromou (2001) noted that the mother tongue has been treated as a taboo subject. When mother language is misused in EFL classrooms, it may create some negative impacts on the process of learning, they are summarized as follow:

1.   Teachers often feel that by using L1 they are being lazy or showing a lack of will power to control students (Burden, 2000).

2.   Using L1 can create an over-reliance on it (Polio, 1994: 153).

3.   It can create a failure to maximize using English (Atkinson, 1987: 247).

4.   It can oversimplify differences between the two languages, which resulting problems in learning English.

So from this point of view it is clear that the use of the mother language in the EFL classroom is a negative method because it limits the amount English vocabulary and impedes the development of learning English. In addition Thinking in the mother language is a big problem in which the EFL learner cannot build the language structure of the FL.

1.1.4. Reasons for using the mother language in EFL classrooms

Both students and teachers rely to use mother language Arabic in the EFL classroom, because only English would not benefit the learning process, but many studies have discussed how mother language can be used in the foreign language classroom, therefore teachers sometimes recommended and prescribed to not use mother language in their instruction. However, Both teachers and learners use their mother language for reasons based upon their beliefs, assumptions, needs and desires.

a. Teachers reasons for using mother language Arabic in EFL classrooms

In teaching foreign languages, sometimes teachers in certain levels have felt guilty and frustrated about using their mother tongue during the course. There has been much previous research that focuses on how teachers use mother tongue in the classroom and why. According Polio and Duff (1994 cited in Edstrom, 2006, p. 278) provided eight categories that may push the teacher to use the mother language in teaching process "classroom administrative vocabulary, grammar instruction, classroom management, empathy/solidarity, practicing English, unknown vocabulary/translation, lack of comprehension and an interactive effect in which students' use of the L1".

From this point of view, it is clear that the reasons that push the teachers to use mother language vary due to the students' level of language proficiency, the institutional curriculum, and student's needs. As a result, many specific cases have been suggested to teachers in which L1 is accepted to use. Cook (2013) suggested that mother language is permitted in conveying and checking the meaning of difficult and abstract words, explaining some grammar points, organizing the class, organizing tasks, and maintaining discipline.
 In the same context, De La Campa and Nassaji (2009) found that mother language is allowed for translation, activity instruction, comprehension checks, and classroom management. In

addition Atkinson (1987,p. 243) proposed giving instructions and helping learners cooperate with each other in order to facilitate tasks through discussing them with their mother tongue and weak students have a chance to participate in the task. In the same context , Bozzorgian and Falahpor, (2015) in their investigation mentioned sixteen purposes of using mother language by teachers in EFL classrooms are classified in the following table:

Table 2.1.   Purposes and Amounts of teachers mother language use adopted from(Bozzorgian and Falahpor, 2015,p. 77)

Number	Purpose
01	Translation
02	L1-L2 contrast
03	Evaluation
04	Activity instructions
05	Activity objectives
06	Elicitation of students contribution
07	Personnel comment
08	Compréhension check
09	Classroom equipment
10	Administrative issues
11	Repetition of students l1 utterance
12	Reaction to student question
13	Humour
14	Teacher as bilingual
15	Encouraging
16	Giving reference

According to the previous table, it is clear that teachers use their mother tongue in different categories which are divided in various purposes, such as translating difficult words , giving their classroom instructions, explaining an activity, clarifying the ambiguities of their purposes of teaching respectively in the classrooms.

According to Deller & Rinvolucri (2002), there are more than a hundred teaching suggestions involving the use of the MT. Not to list them all, the most apparent ones are as follows:

1. Since the teachers only ever use their mother- tongue, the learners are perfectly free to answer in their mother tongue throughout the first year, and only slowly grow into the second language (Petit, 1999).

2. A teaching technique that uses the generative principle of language acquisition; a new form of bilingual structure exercise (bilingual cue drills, translation pattern practice; Butzkamm 1973; 2002b).

3. Teaching the intelligent use of bilingual dictionaries first, and introducing monolingual dictionaries later (Thompson, 1987)

4. Adult students prepare special topics in their MT before transferring to the FL. There were clear gains in precision and clarity, reports Tudor (1987).

5. Translations of short passages into the MT can be turned into an imaginative and highly interactive exercise (Edge, 1986).(cited inMaouche, S, 2018, p.64)

   b. Learners reasons for using mother language Arabic in EFL classrooms

The reasons that push students to use mother language are multifaceted decisions, because students rely on it while being immersed in the teaching-language processes of the target languages. At this point Butzkamm (2003 ,p.29) expressed that, "the mother tongue is generally regarded as being an evasive manoeuvre , which is to be used only in emergencies i.e., mother language can be used but as the last solution. In addition, students are able to use

code switching if they lose one word or find difficulties to complete their ideas ,it is important to give them the chance to speak in order to encourage them participating.According to Duff (1989 cited in, Wharton, 2007 as cited in Moussadek, S , 2019.p38)

contends that the role that the L1 playscan never be neglected in the field of foreign language acquisition in stating that:The mother tongue should be used to provoke discussion and speculation, to develop clarity and flexibility of thinking, and to help us increase our own and our students awareness of the inevitable interaction between the mother tongue and the target language that occurs during any type of language acquisition.

Students may found themselves obliged to use their mother tongue in learning a foreign language in many cases as Bozzorgian and Falahpour 2015) in their investigation mention five purpose of using mother language by learners in EFL classrooms are classified in the following table:

Table 2.2. Purposes and Amounts of students mother language use adopted from (Bozorgian & Falahpour, 2015, p. 77)

Number	Purpose
01	Asking questions
02	Answering
03	Scaffolding
04	Self-correction
05	Clarification

1.1.5. Attitudes towards the use of ML in EFL classrooms

Since learning English language has become an essential and global goal, many researchers and scholars have attempted to investigate the use of mother language as a method and technique that may serve English language teaching effectively. Howatt (1984) described that, using L1 in EFL classrooms was accepted and respected and was a universal technique at that time because language teaching placed an emphasis on the written language form rather than the spoken form. The nature of the English language as a target language remains a difficult process of language acquisition that requires teachers to adopt some practices inside the classroom. Each educator, teachers, and learners has its own attitude towards the use of the mother tongue inside the EFL classroom.

a. Educators attitude toward the use of mother language in EFL classrooms

Many researchers and scholars believe that it is not impossible to make our students think in English. In fact it is a difficult but possible. To support this idea, Atkinson (1987) said that to make students think in English is a difficult and long way but it may become natural at some specific advanced levels. In the same path, Holthouse (2006) thought that it is impossible for students of English achieve fluency in English speaking unless they study abroad for many other years. He thought that the most important role of a native speaking university English teacher is, concerning the communicative skills and making students feel self-confident .

From the two points of view, it is clear that the main purpose behind using mother language in EFL classrooms is helping the students to get the right meaning ,in addition the systematic use of the mother language as a useful resource. In learning English students need to understand and speak this language inside and outside the classroom, But students use their first languages inside and outside the classroom.

To support this point, Dujmovic (2007) believed, it is necessary for L2 to achieve a good proficiency in the English language to make a separation between the English language and their mother tongue, this is on one hand. One the other hand, foreign learners of the English language are intended to show interest towards the target language through its unique continuous use.

In a contrast idea Sharma (2006), the rationale for using only the target language in the classroom is that "the more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it.'' (p. 80) . Therefore, neglecting the use of ML is due to the fear of becoming dependent on L1 in learning and teaching the English language may create an obstacle to learning second language or foreign language.

b. Teachers attitude toward the use of mother language in EFL classrooms

Indeed, the use of mother language in learning English language was the most important principle method by which EFL teachers manage the process of language lessons in their classroom. Generally, most teachers use mother language in certain situations that goes with their students' needs. Therefore, Teachers found it suitable to use mother language with beginners and low achieving students in order to comprehend the new words, and for specific reasons they use ML to explain grammatical terms, introduce new vocabulary and give exam instructions, so teachers' attitude and beliefs toward using mother tongue in the target language classroom is just rarely used to simplify the teaching and learning processes.

c. Learners attitude toward the use of mother language in EFL classrooms

Generally, most EFL learners in their learning process relay always on their mother tongue because they cannot avoid the presence of native language while learning the new

language. Therefore, using the Mother Tongue in the EFL Classroom becomes a natural process that most learners do in order to function as a resource from which the students draw their previous learning experience, their interests, their knowledge of the world, their culture.

According to Critchley (1999, p. 95)

> "Learners use the mother tongue, they learned to think, learned to communicate and acquired an intuitive understanding of grammar. The mother tongue opens the door not only to its own grammar, but to all grammars. For this reason, the mother tongue is the master key to foreign languages, the tool which gives us and most complete means of accessing a foreign language"

So students prefer using their mother language to avoid ambiguity when they cannot understand tests, homework, and linguistic terms.

1.6. Solutions of overcoming the usage of MT in English language teaching

In teaching foreign language teachers at some point have felt guilty and frustrated about their students' perceived overuse of their mother tongue in the classroom. In a monolingual context, that is to say where all students speak the same mother tongue (a classroom reality for the majority of language teachers), this point can become quite a problem. The best way to deal with the problem (at least for some teachers) is to deny the students' use of the mother tongue and find strategies that determine them to speak in English in the classroom rather than using their MT. There is nothing wrong with this strategy as far as it goes, but it most time allows the teacher or the students a chance to understand why L1 was being used in the first place. A more complete strategy however is to be proactive.

This means that the teacher must actively control and influence how and when the mother tongue is used Richards and Rodgers, (2001,p.10) claim that ,

> "The spoken language is primary and that this should be reflected in an oral-based methodology; the findings of phonetics should be applied to teaching and to teacher training; learners should hear the language first before seen it in written form; words should be presented in sentences, and sentences should be presented in meaningful contexts...; grammar should be taught inductively; translation should be avoided, although the native language could be used in order to explain new words or to check comprehension".

He must not waste time trying to eliminate the use of mother tongue completely from the classroom. Instead, he has to concentrate on ways of exploiting and playing with L1. Decide when it might be beneficial to use L1 and why I have to use it. The teacher should explain his choices to his students if he thinks that it would be helpful. If he can do this, his classes are likely to be more authentic in the sense that they reflect the natural interplay of L1 and L2 which is inherent in second language acquisition.

1.2. Teaching English language in the Algerian context

Indeed, learning English in Algerian seems to be of a great benefit to any students by giving him a chance and opportunities to participate in modernisation communication with others and tolerance to cultural differences among the world .To support this point the Ministry of National Education (2006) stated that,

The aim of teaching English is to help our society to get harmoniously integrated in modernity through a fully complete participation within a community of people who use English in all types of interactions - this participation should be based on sharing and exchanging ideas as well as experiences being scientific , cultural , or civilization this participation will help for better understanding for oneself and the other. (p. 88)

From this point of view, the necessity to know English languages is increasingly recognized; therefore the role of English in Algeria was globally important. In addition English is the primary language of the new world, it is spoken in Algeria and it is the language of international communication in business, diplomacy, technology, sports, travel and entertainment. Therefore, the importance of teaching English at schools and universities has become a vital part of education all over the world in general and in the Algeria context in particular .

As mentioned in Algeria studies, English is taught as a compulsory course starting from the first year middle school. However, being a second foreign language in the educational system, and due to historical and social reasons. For that teaching and learning English in Algerian context can be beneficial it help learners promote self learning and critical thought, promoting learners' intellectual capacities of analyzing evaluating, and synthesizing , enable learners to exploit English documents, in new situation at work and encourage learners to accept other culture, to initiate the spirit of tolerance and broad -mindedness

1.3.Translation

Translation is an essential step that has a strong effect on our daily life therefore using translation as a teaching technique has much effect on language teaching and learning process. Moreover Translation was severely outlawed from the foreign language classroom

for a long period of time. Therefore, it has benefits that it provides students with. In this sense, translation started to find its place within the language classroom and it is now regarded as a useful resource to be applied for learning a second language .The first part of this initial chapter introduces the definition of translation .After that we will mention their role in learning FL language. The other point that will be discussed in the chapter is the translation strategies. Also we focus on teaching methods using translation, then we will discuss professional translation versus pedagogical translation and the last point will discover three main titles: Difficulties of teaching English translation, Features of effective translation and Causes of translation problems.

Different definitions used to describe games in different ways. Ordudari,(2014) suggests that the word 'translate' means to transfer expressions into another language, but keeping its original sense. In another sense, as defines Ordurari: "translation characterized in reproducing in the receptor language the closest natural equivalent of the original language, First in terms of meaning and secondly in terms of style". In a similar view Robinson claims that (1997:49) "translation is an intelligent activity involving complex processes of conscious and unconscious learning". He maintains that "translation is an intelligent activity, requiring creative problem-solving in novel, textual, social, and cultural conditions" (cited in Ordudari, 2014,p. 51).)

Another definition : "All in all, close translation is an activity which also offers advantages when learning a new language. Asking students to produce utterances in which they must keep as close as possible to the original allows them to confront difficulties and prevent them from simply bypassing and ignoring them" (Cook, 2012 ,p136-137)

From those points of view we conclude that translation is the process of transfer of meaning that takes place between two languages. Additionally, it is necessary to consider that

speaking about the word translation is closely related to dealing with concepts that some people may not be familiar with. It is important to know that when translation takes place, there is always a "source language" and a "target language". The source language may be defined as the original language or mother tongue (Arabic) that takes part in the process, whereas the target language would be the language into which the source language is translated (FL). Thus, translation deals with two languages that interact and that are related to each other, because, at the time of learning a new language (English), there is always an undeniable connection with previous knowledge (Arabic).

*"From the very first encounter with the foreign language, the process of translating is activated"(*Harden & Ramos de Oliveira Harden, 2009,p.82).

1.3.1. Translation strategies

In general translation is the process of transmission ideas, thoughts expressed in one language by means of another language .therefore the main role of translation in FL teaching has a great importance; it is used as a means of conveying and teaching a foreign language; thus teachers may use translation during FL courses to explain new materials and checking their learners knowledge about the subject learn it.

Moreover there are many types of translation that teachers use in FL teaching taking in consideration the relationship between mother tongue and FL for example : students translate from FL into their mother tongue and then from their mother tongue into FL .so translation the transfer of idioms and information from source language to target language .Also Hatim and Munday (2004: 6) define translation as "the process of transferring a written text from source language (SL) to target language (TL)".

In FL classes teachers may use different strategies to interpret messages in different languages to their learners' .So that they may be able to take part in communicative activities of dubbing or simultaneous interpretation. Therefore it is essential to mention that the introduction of an activity in which students have to listen to what other people say in one language and write it into their mother tongue is an entertaining activity which makes students improve their ability to interpret messages in different languages, their listening skills and their capacity to think in both the FL (English) and the MT (Arabic).So the ability to speak can be an effective strategy that improves.

In addition, dubbing or interpretation activities also contribute to this improvement of interpretation of messages. Despite depending on the level, this type of activity should be developed from the FL into the L1, given the difficulty of inverse interpretation. For example could be the following: in FL classrooms we find students' sentences or speak freely in the FL (English).Whereas other students have to say the same in their mother tongue, the rest of the class can assess the interpretation of the student in the L1 and can ask questions. Any other type of simultaneous interpretation could be developed within the foreign language classroom: interpreting an advert, a scene of a film, a conversation. So these activities involve a large number of benefits and allow students to acquire skills for being focused on their work and concentrating more even if there is noise, since they have to translate at the same time as another person is speaking to fulfill this task.

1.3.2.Translation as a strategy and an activity

In EFL courses the use of the mother tongue is rigorously linked to translation from two different languages, as a strategy employed by students or as an activity proposed by the teacher during the course. In the process of teaching a foreign language, translation has an

essential role in the *Grammar-Translation Method,* but it has received many of criticisms one of them Gonzalez's (1992: 167) who see that translation is useful for two reasons:

1. It reflects the mind operation of foreign language learners; so that it becomes a strategy helping the student in learning. Thus, it has a role in the process of acquiring a language.

2. It is a concrete activity carried out in the class, as has been described above. Sometimes, quick translation is employed even in direct methods, mainly in the first stages or with beginners. Therefore, from my viewpoint we should consider the L1 as a means more than an obstacle.

At a similar view Deller and Rinvolucri (2002: 77) claim that,

"Translation may be a sort of alternative for varying the regular methodology of the class, and it may be useful to catch students' attention when they realize the usefulness of knowing two languages and that they can translate texts from one language to another. In their own words, "Playing with two languages will fascinate the students with strong linguistic intelligence".

So translation in both keys as an activity or as a strategy has a great impact on the learners' achievement and their learning process in FL classroom .Nowadays translation is associated with form rather than meaning; with accuracy, artificiality of language and the main focus is teacher-centred teaching. These associations related to the influence of the Grammar-Translation Method on foreign language teaching. Therefore translation is a resource which may introduce a large number of benefits within the foreign language classroom and facilitate to the learner the process of acquiring a new language at the same time that it makes them feel engaged with it.

Moreover teachers have to bear in mind that teaching a foreign language should take into account that there is a difference between children and adults learning this new language. In this sense, the best way to learn a F language is by acquiring it naturally, as children learn their mother tongue. At this point Pokorn, (2005, p.15) affirm *that*

> child language development and adult foreign language learning are in fact fundamentally different. These differences between both children and adults' language learning result in the appearance of two terms for naming them: language acquisition and language learning. According to these terms, we can assume that children are going to acquire a language instead of learning it –in other words, they are going to internalize it naturally and use it in communicative situations , whereas adults are going to learn it consciously".

Also (Pokorn, 2005) saw that This conscious learning process of the FL language marks an essential difference in the way that adults acquire new languages, so they already have a formed and solid knowledge of one language, which will determine their foreign-language learning. And make it more suitable to implement translation in higher levels, since adults would have a better knowledge of the L1 and a corresponding Meta language.

From what we have point above we can conclude that teachers have to adapt the way in which translation is implemented in the classroom depending on the students' level of the FL and even the L1. Teachers can use translation as a means to explain grammar, to give instructions, to check students' understanding, to break the routine or to allow learners to express their thoughts and feelings. However students in higher levels usually enjoy activities

and feel motivated when dealing with cultural issues; this may help them to acquire strategies for paraphrasing and for expanding their expression in both the L1 and FL.

According to Machida, (2008) we must bear in mind that translation is just a task not only for learning the FL but also to know the differences between one language and another, for acquiring reflection upon one's language and for mastering the L1.

In addition teachers take into consideration that translation can provide students with benefits that are lacking in other procedures through different type of activities.

1.3.3.Teaching methods using translation

It is important to consider that, nowadays, in teaching and learning process translation is needed to learn a new language. For this reason, Cook, (2012, p.109) affirm that

> "Translation is a necessary activity in many situations and for many
>
> people. It is needed for personal and professional lives of many
>
> individuals; it is essential for the economic survival of many
>
> organizations and for communications in international issues.
>
> Translation is present in every level of life, and for many
>
> different aims such as travelling, jobs, relationships or trade. So
>
> it cannot be argued that its implementation in ELT is damaging
>
> for the FL, since developing translation skills is necessary in
>
> order to take part in all kinds of daily situations".

In the same path , Cook (2012, pp.109-112), suggests that "translation takes place in any type of personal and social situations. It occurs between people of different status, such as immigrant families or people with different backgrounds, and it is present when

performing all types of activities, such as listening to a song, writing an e-mail, reading the instructions of a new device or watching a TV series".

Moreover the word translation is related to international communication. It takes place in news reporting, films subtitling, in technology or even in translating books. Furthermore, nowadays technological developments need to translate the information in order to people understand their product.

Most of the researchers' arguments against the use of translation in language teaching are, infact, associated with the classical method of GTM as previously indicated. This teaching methodology came into existence at the end of the nineteenth century and was mainly used to teach classical languages.

> "GTM gave much importance to grammar rules that have been taught through translation into the learners' own language at the expense of communication skills and fluency. Furthermore, the proponents of this method considered translation as a testing tool to assess the comprehension of the grammatical aspects introduced in the classroom.Decontextualized sentences that had to be translated were meant to illustrate grammar rules rather than to improve learners' communicative skills in the foreign language." (Benelhadj Djelloul , 2017,p .163)

With more details we consider that translation is a means that helps students to be aware of the diversity of languages and cultures that exist, and that may be present in the classroom. Also teachers using translation activities of translation that students need enjoy learning a new language.

Also Cook, (2012, p.121) notice that, "Due to the strong influence of the Grammar-Translation Method, translation has been regarded as focused on accuracy, writing and invented language. However, while these are the features of the aforementioned method, they do not necessarily have to be related to those of the use of translation as a whole."

1.3.4. Reasons for using translation as a teaching technique

It is important to consider that, nowadays, in teaching and learning process translation is needed to learn a new language.Moreover the word translation is related to international communication. It takes place in news reporting, films subtitling, in technology or even in translating books. Furthermore, nowadays technological developments need to translate the information in order for people to understand their product.

With more details we consider that translation is a means that helps students to be aware of the diversity of languages and cultures that exist, and that may be present in the classroom. Also teachers using translation activities of translation that students need enjoy learning a new language.

"Translation is an important element in a social reformist education which seeks to overcome mutual ignorance and inequality between speakers of two languages" (Cook, 2012, p.119).

"knowledge of a foreign tongue, acquired by means of translation, is necessarily defective and incomplete; for there is by no means for every word of one language, the exact equivalent in the other" (Berlitz, 1916, p. 4 in Kerr, 2014, p. 3 as cited in Benelhadj Djelloul ,D, 2017,p 164)

1.3.5.Professional translation versus pedagogical translation

According to Robinson (2003:p 16): "professional translators need to slow down to examine a problematic word, or phrase, or a syntactic structure, or a cultural assumption painstakingly

with a full analytical awareness and its possible solutions". In the domain of translation it is important to understand that when we speak about translation it refers to two important types professional translation and pedagogical translation .Moreover professional translation is in fact considered translator conveys the meaning of one text into a different language in order to enable the learners to experience the same feeling than the original does with the learners of the source text. Therefore, professional translation is devoted to maintaining the feeling that the original text creates, and for this reason it needs to take into account the context in which it takes place. In addition, in the field of education students are expected to acquire a number of skills which will allow them to transmit and understand messages or, in other words, to communicate effectively.

Witte et al (2009 ,p.33) claims that "Nowadays the widespread rejection against translation in education is due to the assumption that it is completely disconnected from communication. Nevertheless, translation could be considered as yet another skill along with those of speaking, listening, reading and writing."

A person who masters a foreign language has the capability to interpret messages in this language and to produce them into his/her mother tongue, to understand and to adapt them depending on the context.

In the same path Arriba,(1996,p:275-276) affirm that,

> Professional translation is focused on the transmission of one message from the source language to the target language, pedagogical translation is based on the comprehension of the students, and the improvement of the foreign language. Therefore, the purpose of pedagogical translation consists in making the students understand rather than making a reader or

listener understands which would be the objective of professional translation."

So we notice that when we speak about translation in the language teaching process, we are thinking on both professional translation and pedagogical one , which are significantly different in the form. Pedagogical translation is the translation that takes place in the FL classrooms, and it has specific characteristics that are inherent to it. The main aim of this type of translation is mainly didactic, and it is primarily intended for the students and the teacher.

Widely, both types of translation are also highly different in the context. Pedagogical translation does not take into account so deeply the situation or the environment in which translation takes place; it focus in letting the teacher know to what extent their student has understood the lesson, although it is important to consider the context in which the text takes place so as to understand it, it is not as essential as in professional translation. While professional translation is devoted to having the same impact on the audience than the original text. For that, it has to be intrinsically related to the parameters of the situation in which it appears, to the type of receiver, to the type of vocabulary or to the type of text. Also a professional translator is expected to understand the text completely in order to create a good product. As a final point, pedagogical translation is nothing but a means to transmit the language, irrespective of the quality of the translation itself, whereas professional translation is focused on the product which will be given to the receivers.

In view of this, we can state that the two type of translation   differs in nature from each other.Thus, to summarize all these ideas it is worth including the following table which compares these both types of translation:

Table 1.3. Pedagogical vs professional translation. (Grellet 1991, p.13, in De Arriba, 1996, p.276.)

	Pedagogical Translation	**Professional Translation**
Objectives	It is a means to learn the language,to control comprehension and to explain words or structures that may be difficult for the students	It is an end in itself, since its purpose is that of transmitting one message which has to be understood by its audience
Situation of communication	Translation takes place for the teacher. It is also possible to translate a produced text, "neutralized", without context	Translation only takes place when the parameters of the situation are known: where should the text appear? For which type of readers?
Nature of the translated text	Sometimes we translate without understanding at all since the purpose of the exercise partly consists in checking this understanding	Translation is not possible if the text is not perfectly understood
Sense of translation	Version or theme	It only occurs in the sense language 2 language 1

 In addition to this table, Arriba (1996) offers different types of translation that can be exploited in the classroom as a means to facilitate foreign language learning. We include them below, in the order in which they typically take place:

Ø Explanatory translation: used by the teacher in order to make students understand meanings, instructions or explanations and whose main objective is pedagogical. Occasionally, the teacher can demand its use from the students in order to check their understanding.

Ø Interiorized translation: students understand the FL by translating into their L1, either consciously or unconsciously. Especially in the early stages of learning new languages, learners tend to translate instantaneously in their minds to interiorize new knowledge and associate it with previous one.

Ø Translation of texts: this third type of translation is based on providing students with reading and writing skills, by translating different texts into the L1. This type of translation offers learners the possibility of working with essential aspects of language such as grammar, structures or even vocabulary.

1.3.6. Difficulties of Teaching English Translation

The majority of EFL learners have many obstacles and are facing many problems and difficulties in their learning process .thus they use their first language in order to understand clearly the meaning of what they will say .In other words difficulties and problems that most students face during FL courses in translation process fell into four categories:-

1- Cultural difficulties: which include the improper usage of certain word, phrases related to the field of culture of a given society as well as specifies of the society itself such as the education system, health care system, societal or religious taboos and others.

2- Conceptual /Semantic difficulties: Are those difficulties that convey the meaning of statement, phrases in a foreign language.

3- Idiomatic difficulties: it is the use of certain phrases, or the means of conveying thoughts that are unique to a particular region, country or society.

4- Grammatical difficulties: Include difficulties based on the grammar of a given language."

(Nakhallah, 2016)

1.3.7. Features of Effective Translation in EFL Classrooms

These days, the use of translation has become a familiar method used by both teachers and learners in foreign languages. As we have mentioned before, translation contributes to communication and offers insights into how the different languages work so that there is no reason for not using it in communicative situations.

According to Witte *"from the very first encounter with the foreign language, the process of translating is activated"*.(cited in Oliveira Harden, 2009: p.82).

In a similar view "nowadays, almost every person with some knowledge of a foreign language has taken part in some sort of translation activity, whether in school or in his/her personal and/or professional life" (Gile, Hansen & Pokorn, 2010, p.257).

Moreover the coexistence of both languages (F1 and L2) give learners a chance to compare how these two languages work. In this way, the use of translation can be beneficial for broadening the students' minds and also reflecting upon languages. Students could become aware of the differences existing between languages, with translation being the means to achieve it. In this sense, Arabski, (2006, p.210) claims that "we must not forget that the common perception of bilingualism also involves the ability of translating, this meaning the ability to express in one language the utterances conveyed in another. Thus, translation takes part in bilingualism and, consequently, in the second language classroom".

Also he affirms that "A person who masters a language will be capable of translating in and out of it, consciously or unconsciously. For this reason, the consideration of translation as a natural attribute of bilingualism offers a wide range of opportunities to delve into aspects of language relationships" (Arabski, 2006, p.211)

Furthermore Cook's suggestion (2012, p.79), "a person who has successfully learnt a new language will at the end of their studies not only be able to speak and write the new language but also to translate in and out of it".

So the teacher should guide the students and teach them how to use translation rather than avoiding it in the classroom, because translation takes place in the students' minds.

In addition Witte et al (2009, p.33) "translation is regarded these days as an important resource that has to be implemented within the classroom. It must be taken into account, since it provides countless different positive aspects, such as understanding about various ways to interpret the same world, and reflection upon languages and the way they work. It may be even regarded as a complementary skill which goes along with the four skills of language".

From the above views, translation is an activity that students do constantly in their daily lives. So its implementation in the classroom will enable students to develop the skills of an activity they will have to face in a not too distant future. And it provides knowledge about the language which is being learnt and the culture behind it.

According toArriba (1996: p 281) provides different objectives for which translation ought to be introduced in Foreign classroom. These objectives include the following:

1.To improve comprehension: translation is a means to enhance comprehension, since by means of translation the teacher and even students can check if they have understood an utterance, either written or oral.

2. To enhance the FL: as long as the FL deals with the previous knowledge of the L1, translation may help the teacher to take advantage of both languages to improve the learning of the new language.

3.To cope with difficulties of interference: translation can be exploited in order to overcome problems of interference between languages, since it provides the students with different strategies for dealing with expressions, structures or words that do not work in the FL in the same way than in the L1.

4.To reflect upon the L1: as we have mentioned before, the FL shares space with the L1; therefore, when translating, not only do students learn about the FL, but they also reflect upon their own language. Translation opens up doors to the functioning of the L1 and consequently, the improvement of the mother-tongue results in the mastering of the FL.

5. To acquire the skills of translation: the introduction of translation within the classroom also offers the students the opportunity to learn how to translate. Nowadays, translation takes place in almost every daily situation. For this reason, more and more students think about it as a possibility to earn a living. Teaching them how they can translate messages or texts, will give them insight into how professional translation works.

Additionally, translation can provides a large number of advantages within the language classroom. Overlooking these advantages would do nothing but minimize the possibilities that translation adds to language learning.

To conclude, translation is regarded as a means through which students can master their foreign language in the classroom. It takes place beyond educational contexts and allows learners all over the world to communicate with each other. Translation cannot be separated from communication but rather it constitutes an integral part of it.

1.3.8.Causes of Translation Problems in Algerian EFL Classrooms

In language teaching we have to bear in mind that an important section of translation must be reduced in the classroom which is translation problems. Moreover teachers have to teach the students how to deal with difficult concepts, structures or situations that they may encounter when translating. For this reason, teachers have to offer them different activities whereby they work with translation problems in order to understand the real complexity that this activity involves them.

In this case Cook (2012) introduces that we have to use interesting type of activities in which translation may take part. First translation problems help learner compare different translations of the same text, thus assessing the different ways in which a text may be interpreted and deciding which one is the best. Furthermore, students can discuss problems of mistranslations and can express why they think these translations are not correct. Teachers have to prepare activities about translation problems, students will feel motivated and engaged since they will discover interesting aspects of the language and will have to reflect on different options of translations.Thus, all these activities allow students to reflect upon the language they are learning and acquire critical thought at the same time as they are learning the new language. All in all, Translators must deal with such difficult situations through using given methods and skills which teachers can explain to students in the EFL classroom.

1.4.The Teachers' role in FL classroom

Using mother language Arabic as a translation strategy in the EFL classes, the teacher's role is extremely very important. As well as introducing the translation strategies in meaningful, memorable ways that will increase the learners own opportunity to deal with the teacher must consider his/ her attitude toward difficulties and problems that their students face and how.

Another important element at this part is to give much more on the feedback too. In other words, Learners ,when they use translation strategies successfully in order to boost their confidence, in a side and to, so in this case students are aware that when they have used snippets of language successfully, they are more likely to use these snippets again in another context.

Harel (1992,p.169) defines the teacher's role in the classroom as follow:

> "During this time the teacher interacts, teaches, refocuses, questions, clarifies, supports, expands, celebrates, and empathizes. Depending on what problems evolve, the following supportive behaviors are utilized. Facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its problems, extending activity, encouraging thinking conflict, observing student and supplying resources".

In the same path Hyland (1991; cited in Richards, and Lockhart, 1996, p. 102-3), states that teacher's role is to:

· Share the responsibility for managing both interaction and learning and with students.

· Structure the learning environment so that students cooperate to obtain learning goals.

· Stimulate interactive language use through group work and collaborative problem solving.

· Choose classroom tasks which involve information sharing, cooperative reasoning, opinion sharing, and values clarification.

· Coordinate group activities.

· Provide clarification, feedback, and motivation support.

In classroom activities, the teacher models a variety of roles, each of them is learned by practice over time. For that Slavin (1995:p 113) states that "[the teacher] circulates among the groups, sees that managing their work, and helps out with any difficulties they encounter in group interaction and the performance of the specific tasks related to the learning project."

Moreover Teachers have a significant roles to achieve students learning process by creating a motivational atmosphere that allow students to learn effectively a new language .Thus teachers need to play a numbers of different role during classroom procedures to help students in learning process as mentioned in this table:

Table 1.4 Teachers' roles adopted from Spartt et al (2005 :145)

Roles	The teachers
Planner	Prepare and think through the lesson in detail before teaching it so that it has **variety** and there are appropriate activities for the different learners in the class.
Informer	Gives the learners detailed information about the language or about an activity.
Manager	organizes the learning space, makes sure everything in the classroom is running smoothly and sets up rules and **routines** (i.e. things which are done regularly) for behavior
Monitor	Goes around the class during individual, pairs and group work activities, checking learning.
Involver	Makes sure all the learners are taking part in the activities.
Parent/ Friend	Comforts learners when they are upset or unhappy.
Diagnosticien	Is able to recognize the cause of learners' difficulties
Resource	Can be used by learners for help and advice.

Conclusion

This chapter is a brief discussion on the important role of mother tongue Arabic as a translation method in EFL classroom .Moreover the debate over the use of L1 in foreign language teaching hasn't been settled yet. On the one hand there are teachers who reject the use of L1 or fail to recognize any significant potential in it, a rational and judicious use of L1

in EFL classes can only be advantageous. L1 use must be tuned up with effective target language teaching, taking into consideration the learners' mother tongue Arabic and cultural background and using them to the best of their interest . So the use of the mother tongue is rigorously linked to translation from two different perspectives, as a strategy employed by students or as an activity proposed by the teacher in the classroom.

Nowadays, language teaching and learning is based on the achievement of many varied goals, which are related to mother tongue Arabic use outside and inside the classroom, this may help them to acquire different skills in the classroom. Taking into account that they use translation primarily as a step in learning process in order to convey the meaning of the words. Therefore, translation contributes to enhancing the new language, and improving many skills of languages. Translation is a means to reflect upon languages and it constitutes a way to understand how languages work differently and to analyze the various characteristics of these languages in comparison with theirs and learning new expressions.

Chapter two

Research Design and Methodolog

Introduction

The goal of this chapter is to introduce the research methodology for the research plan, including the methodology, study participants, procedures, analysis method, and also the components. In addition, explaining the design and methodology of our study. The study aims at investigating the use of of mother tongue Arabic in EFL classes , so it is necessary to select the methodology the we should adopted to carry out the current investigation regarding the attitude of using Arabic language in secondary school English classes .It highlights on the setting where the current investigation took place and the target simple , also highlights the materials , techniques that are used to collect data and answers questions Besides, it presents the limitation of study and the general conclusion.

In the following chapter, we will attempt to discuss the research design. In addition, we will shed light on the research approach of both qualitative approach and quantitative approach, furthermore we mention the data collection, settings , participants' profiles of both students' profiles and teachers' profiles . the last points that should be discussed are research tools , teachers' semi-structured interview , the questionnaire , types of questions which are open-ended questions and closed-ended , in addition the questionnaire design and procedures.

2.1. Research Design

The methodology that we use in the present research is the descriptive method, because it is more appropriate and serves our study. To support this point ,Selinger and Shohamy (1989, p. 157 , as cited in Khaldoun, 2008, p. 85) affirmed that , "Research design is based on understanding a the steps within the interactive framework of the research , without isolating variables"

In addition, Research design is an important component of the dissertation to answer the research questions.Then; the research design is the overall strategy for conducting research which defines a concise and reasonable plan to solve existing research problems by collecting, interpreting, analysing and discussing data.

Similarly, Cresswell (2009) expresses that "research designs are plans and the procedures for research that span the discussion from broad ".

Furthermore, a good research design is typically defined by adjectives such as adaptable, appropriate , effective and cost effective . Generally, research design is one that minimizes variance and maximizes the reliability of collected and analyzed data. In certain tests .the design with the smallest experimental error is considered the best design.

As a result , our research employs a descriptive research design that employs a case study research approach and involves both quantitative and qualitative data collection methods (mixed approach) . According to Yin (2002) "the case study, like other research strategies, is a way of investigating an empirical topic by following a set of prespecified procedures".

2.2. Research Approach

In order to identify the effects of mother tongue Arabic in the EFL classroom, we should choose methods that help us to achieve our research objectives. Thus, we focus on using the two methods descriptive method and analytical method , in addition , our research combines both quantitative and qualitative data. We use the quantitative in order to make use of numerical data, and we use qualitative in order to analyze and interpret data concerning the use of mother tongue Arabic in secondary school EFL classes .

In other words the descriptive method is a suitable way to explore our hypothesis. We have chosen this method to understand the problem which is the mother tongue influence on

foregn language students. At the same time we target to discover reasons behind the use of mother tongue Arabic in EFL classes and accordingly, to investigate strategies to minimize the use of mother tongue in EFL classes.

In this research ,the researcher adopted a mixed approach by using questionnaires for students and sem-i structured interviews with teachers to obtain data about the attitude of using Arabic language in secondary school English classes and the reasons for which they integrate L1 in their L2 classes . This study engaged two approaches of data analysis : quantitative and qualitative (mixed methods):

2.2.1. Qualitative Approach

  Qualitative approach regarding what pushes EFL students to use their mother tongue Arabic instead of using the English language in the classroom. This approach allowed for a deeper understanding of the influence of Arabic as a native language used in English classrooms in secondary school .

  A qualitative study is appropriate when the goal of research is to explain a phenomenon by relying on the perception of a person's experience in a given situation (Stake, 2010,p.62). In the same context, Creswell (2003,p.55) mentioned that a quantitative approach is appropriate when a researcher seeks to understand relationships between variables. Because the purpose of this study was to examine the experiences and perceptions of EFL teachers and students at secondary school, a qualitative approach was the most appropriate choice.

  Moreover ,Glaser and Straus (1967) created this quantitative approach by methodically coding interviews with terms that succinctly and conceptually summarize each phrase, line, or even word.

Birks and Mills (2011,p. 17) described a quantitative approach used to get views that comes from the human experience with complete objectivity, understanding a human's perception is imperfect which is influenced by society, culture, or other external influences.

This research study sought to conceptualize the use of Arabic of each participant's experience, to understand in abstract terms built through coding the data from interviews and questionnaires , and build a theory based on the interpretation of their shared experiences. Unlike the Quantitative, Qualitative Approach involves collecting and analyzing non numerical data. Cresswell (2009, p.101) defined "is a means for exploring and understanding the meaning individuals or groups ascribe to social or human problem .on the other hand , Frankel and Wallen(2009) argue that "qualitative researcher have a much greater flexibility in both the strategies and techniques they use and the overall research process itself ".

İn view of what has just been mentioned, the basic principles for using two approaches is that the strengths of the two methods will complement and compensate for each other method wicks. Frankel and Wallen (2009,p.105)express that " it is advantage is that by using multiple methods , researchers are better able to gather and analyse considerably more and different kinds of data than they would be able to using just one approach ".

2.2.2. Quantitative Approach

Quantitative approach is used to analyze the data. Cresswel (2009,p.101) defined "quantitative research is a means for testing objective theories by examining the relationship among variables; these variables ,in turn , can be measured , typically on instruments ,so that numbered data can be analyzed using statistical procedures ".

Moreover, Blaxter et al (2006, p.09) stated that: "Quantitative research is characterized by deductive approaches to the research process aimed at proving, disproving, or lending

credence to existing theories. This type of research involves measuring variables and testing relationships between variables in order to reveal patterns, correlations, or causal relationships".

2.3. Data collection

It is necessary to select an effective method and tools in order to present our study investigation, which includes information about the descriptive of the subjects involved in the study. It will also include information about the instruments used to collect data. There will be a discussion of the data collection that we choose to collect the data analysis procedures will be given (questionnaire and interview) data collection.

In order to obtain the required data of our research, we choose the description method because it is the suitable way that could enhance the validity of using mother tongue Arabic in EFL classes. Due to that, the data collection was gathered by using two data collection tools: An interview with EFL teachers and a questionnaire for second and third foreign language students at Riad Si Zoubir Secondary school in Tairet. These two tools will be described and analyzed in detail in this chapter.

Furthermore , data collection is a method of collecting and analyzing data and knowledge about the study's subjects (people , artifacts , and phenomena) as well as the environment in which they occur .Then , data collection helps the researcher to obtain information from a variety of sources in order to answer pertinent questions , assess results ,and make decisions .

As mentioned previously, triangulation approach of data collection was employed by using questionnaire for secondary school learners and semi-structured interview with EFL teachers.

2.3.1. Settings

It is very important to identify the population and the sample of our work in order to trace an organized path for collection of the required data; we have distributed questionnaires to second and third foreign language students at Riad Si Zoubir Secondary school in Tairet for the academic year 2020 /2021.

It is important to mention that the sample of this study was selected randomly. However, the population was chosen for the purpose because second and third year students are still novice in language and they rely on the use of their mother tongue in a way or another. For that reason, this population seems the suitable one that fits with our research questions and aims as well.

The most appropriate tools adopted in this descriptive study are interviews which were done with English teachers of secondary school in order to obtain information about student's viewpoints and attitudes towards the investigation of mother tongue Arabic in EFL classes and the reasons for which they employ Arabic in their classes.

2.3.2. Participants' Profiles

The term participant, according to Marczyk (as cited in Khaldoun, 2008, p.86) refers to individuals who are of interest to the researcher, Concerning that Marczyk (2005, p. 18 as cited in Khaldoun, 2008, p.87) stated that it is not useful to work with every member of the population. So it is necessary to choose a representative group which displays the characteristics of the whole population.

In the same context David (2007) a simple random sample (SRS) of size n consists of n individuals from the population chosen in such a way that every set of n individuals has an

equal chance to be the sample actually selected. The sampling concerns both teachers and students.

The sample was drawn from a population of second and third year students at Riad Si Zoubir Secondary school in Tairet. All participants had to be novice in the English language, because English was not their native language. The whole number of students studying Foreing language at Riad Si Zoubir Secondary school in Tairet consist of (N= 80) students. While the student participants are a sample of forty (40) students who were addressed with a questionnaire and (N= 03) teachers were selected to make the interview about the researched subject.

2.3.2.1. Students' Profiles

This section is about student background information. It contains personal questions such as : the students' Gender; their age, their choice to study the English language as a foreign language , students' consideration of their level in English, and if they reply to their mother language Arabic.

2.3.2.2. Teachers' Profiles

This section aims at collecting items of information on the sample. The teachers are asked to answer different questions related to their personal career such as : To specify their gender ,and information about the teachers in terms of degrees in order to see if the high degrees are needed or it is sufficient to be an fluent teachers with a first degree (i.e. a licence) , teachers are asked to give the numbers of years they have been teaching English, because we need to know whether those teachers have already experienced in teaching the oral skills or not.

2.4. Research Tools

To collect data there are four main tools which are an interview, a questionnaire, classroom discussion, and a classroom observation. For our study, we saw it is necessary to use the questionnaire and interview because of: it is more adequate to gather information; our research is mainly based on definitions, descriptions, and comparisons; it is useful to provide clear views with a minimum of time and effort.

According the importance of the questionnaire, it is said that: "the questionnaire was used as a main instrument to elicit data from the two omnipresent partners in the teaching/ learning process: students and teachers for the reason that it allows the analysis of a large number of informants in a relatively short period of time anonymously". (Wallace, 1998, p.41)

2.4.1. Teachers' Semi-structured Interview

The interview is a useful data collection method, as it is known in social research there are various types of interview among them semi structured, structured and semi structured interview. In this present study, the researcher adopted semi-structured interview to collect teachers attitudes towards the investigation of mother tongue Arabic in EFL classes, because of its greater flexibility and validity of reports the semi structured interview is a quantitative data collection strategy in which the interviewer does not strictly adhere to a predetermined list of questions, and they will instead pose more open-ended questions.

As Dqwson (2009, p 65) said that,

> Semi-structuredd interviewing is perhaps the most
> common type of interview used in qualitative
> social research. In this type of interview, the
> researcher wants to know specific information

which can be compared and contrasted with information gained in other interviews. To do this, the same questions need to be asked in each interview. However, the researcher also wants the interview to remain flexible so that other important information can still arise".

In this study, the researcher select this tool as a follow up to the questionnaire' response, and to test the stated hypothesis .

2.4.2. The Questionnaire

The questionnaire is perhaps the most widely used for eliciting information from some target informants relative to their goals, attitudes and backgrounds. The use of these data collection tools in our research aims to investigate the students' attitudes towards the use of mother tongue Arabic inside the EFL classes. Also, it seems as an important way to discover the effects of using mother Arabic language inside the classroom on the learner's capacities of learning English .

Through investigating the reasons behind the use of Arabic by students while learning English as a foreign language, and the major difficulties they encounter in learning that language which may influence the development of their learning process.

In this research, the questionnaire was addressed to third and second students to check and evaluate whether students have negative or positive attitudes towards the use of mother tongue Arabic in EFL classes. The Questionnaire has many advantages and much strength that lead most researchers to use it. Seidel et al (2012, p.151) summarized strengths in following:

Ø Questionnaires can be sent and returned by post or Email and they can be handed directly to the respondent

Ø Questionnaires are cheap to administer.

Ø The only costs are those associated with printing or designing the questionnaire.

Ø No time-consuming; it increases the speed of data collection.

Ø The respondent can finish it and return it back quickly.

Ø Using Questionnaires will reduce biasing error that is caused by the characteristics of the interviewer and the variability in interviewers' skills.

2.4.2.1. Types of questions

In designing the present self-completed questionnaire for research purposes, the items required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, or asking the students to give their opinions or to explain their choices. The questions revolve around four headlines each one of which covers the variables selected and each particular aspect of our study.

Each Questionnaire needs to include a variety of Question types the following: Close -ended and open -ended which are used to find bout the objective facts from people these questions should be clear for the respondents. Selltiz et al (2009) argue that the selection of each type is determined by the researcher objectives and the type of data that has to be collected about the attitudes towards the investigation of mother tongue Arabic in EFL classes.

2.4.2.1.1. Open-ended questions

Open questions demand the students to give their personal opinions about the subject or to explain their choices. The open ended question is intended to elicit a free response from

the subject rather than one limited to stated alternatives ,Naoum improves that (2007) "open Questions seek to encourage   the respondent to provide free responses ".

Open ended Questionnaires are used in quantitative research as well as finish with a section of open questions for more detailed response and collect information about students attitudes towards the investigation of mother tongue Arabic in EFL classes

2.4.2.1.2. Closed –ended

Closed questions required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, this type of questionnaire is easier and quicker for the researcher to record responses about attitudes towards the investigation of mother tongue Arabic in EFL classes and always begin with a series of closed questions with boxes to tick or scales to rank.

İn this study, the researcher used only close ended questions to collect data in order to meet the goals and interpret the responses quantitatively of our research topic, in addition to its major advantages.

To support this point of view the researchers, Oppenheim (1992, p.99) summarized strengths in following :

       Ø Require little time

       Ø No extended writing

       Ø Low costs

       Ø Easy to process

       Ø Make group comparisons easy

       Ø Useful for testing

       Ø Specific hypothesis.

Ø Less interviewer training.

2.4.2.2. Questionnaire Design

This questionnaire is addressed to Third and second foreing language at Riad Si Zoubir Secondary school in Tairet for the academic year 2020-2021, the participants of this questionnaire are 40 students from two groups, Thus they are chosen randomly to explore the efficiency of using mother language Arabic in EFL classes, It also consists of 11of questions which are arranged in a logical way .They involve two types of questions ``Closed questions'' and "open-ended questions". Closed questions required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, and or open questions demand the students to give their personal opinions about the subject or to explain their choices .

The questionnaire is divided into three sections:Background information this section is about student background information like the students' Gender; their age. Section Two included the students' attitudes towards the investigation of mother tongue Arabic in EFL classes, and section Three discussed attitudes towards the investigation of using translation methods in EFL classes.

2.5.2.3. Procédures

The sample was drawn from a population of first and second students at Riad Si Zoubir Secondary school in Tairet for the academic year 2020-2021, the participants of this questionnaire are 40 students and interview with three teachers of English to collect Information about their attitudes towards the investigation of mother tongue Arabic in EFL classes.

As it is mentioned, the aim of using questionnaires and interviews is to find teachers' and students' opinions concerning the use of mother tongue Arabic in teaching English methods. Additionally, questions posed might reveal if academic area units are really integrating L1 in their categories and also the advantages the may benefit from the first language use at Raid Si Zoubir Secondary school in Tairet.

Conclusion

This chapter is a brief discussion on the research method used to answer the research questions. A discussion of the procedure, study participants, data collection, and interview questions outlined the specifics of how the study was conducted and who participated in the study. Also, in this initial chapter, we tried to give some theoretical ideas that could help the reader concerning the research design and approach employed in the study. Then, it shows the setting where the current study has been carried out as well as the participants who were presented to conduct the research , and it describes the tools used for collecting the data in addition , the procedures used in the research .

Field work and data analysis

Chapter Three

Introduction

This chapter is devoted to the practical part of the conducted work. It is designed to provide the description of the results that were obtained through the collected data about the handled study. This work aims to spot the light on exploring teachers and student's attitude towards using Algerian Arabic in secondary school EFL classes, based on the analysis and the discussion of the gathered data results. Furthermore, this study is conducted to check the formulated hypothesis through investigating a sample among students of second and third foreign language students at Raid Si Zoubir secondary school in Tiaret , as well as an interview of a sample of teachers of English for the same level.

3.1 Population and Sample

It is very important to identify the population and the sample of our work . In order to trace an organized path for collection of the required data, we have distributed questionnaires to second and third foreign language students at Raid Si Zoubir secondary school in Tiaret and made an interview with teachers of English.

3.1.1 Sample

The target population of this study is students of second and third year of foreign language at Raid Si Zoubir secondary school in Tiaret for the academic year 2020-2021 which consist of (N= 60) students . While the students participants are a sample of forty (40) students who were addressed with questionnaires.

It is important to mention that the sample of this study was selected randomly. However, the population was chosen for this purpose because second and third year students are still novice in language and they rely on the use of their mother tongue Arabic in some way or

another . For that reason, this population seems the suitable one that fits with our research questions and aims as well.

3.1.2 Population

Three (N=3) teachers of English at Raid Si Zoubir secondary school in Tiaret . They were selected to do the interview about the researched subject. It is worthy to mention that two of them are experienced and one of them is a novice at school.

3.2 Data collection tools

In order to obtain the required data of our research, we choose the description method because it is the suitable way that could enhance the validity of our study. Due to that, the data collection was gathered by using two data collection tools: An interview with teachers of English, in addition, second and third year students of foreign language at Raid Si Zoubir secondary school in Tiaret . These two tools will be described and analyzed in detail in this chapter .

3.2.1 Questionnaire

The use of these data collection tools in our research aims to investigate students ' attitudes towards the use of their mother tongue inside the EFL classes. Also, it seems as an important way to discover the effects of using mother language inside classroom at Raid Si Zoubir secondary school in Tiaret , through investigating the reasons behind the use of Arabic by students while learning English as a foreign language, and the major difficulties they encounter in learning that language which may influence the development of studding the foreign language English.

3.2.2. Questionnaire for students

3.2.2.1 Description of the student's questionnaire

This questionnaire is addressed to second and third year students of foreign language at Raid Si Zoubir secondary school in Tiaret for the academic year 2020-2021, the participants of this questionnaire are 40 students from two groups for each level , Thus they are chosen randomly to explore the effects of using mother language inside classroom. It also consists of 11 questions which are arranged in a logical way .They involve two types of questions: "Closed questions" and "open-ended questions". Closed questions required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, and or open questions demand the students to give their personal opinions about the subject or to explain their choices . The questionnaire is divided into three sections:

Section One: **Background information**

This section is about student background information. It contains four items, the students' gender and age , in addition , specifying their steam , and students' school name.

Section Two: learners' attitude towards the use of mother tongue Arabic in English courses.

This section consists three (3) items which seeks information about students attitude toward the use of mother language (Arabic) as an important factor in this research .And more specifically, The Effects of Using Mother Language in EFL Classrooms on the Algerian Students' in English courses ,ending with closed questions which aims to highlight how often they think that mother language Arabic should be used in teaching and learning in general and in English session in particular.

Section three: Learners attitude towards using translation method in English classroom.

This part is composed of nine (9) items (item 4- to item11) attempting to obtain information about the students' attitudes towards using translation methods in English classroom .

3.2.1.2 Administration of the questionnaire

This questionnaire is made with to second and third year students of foreign language at Raid Si Zoubir secondary school in Tiaret for the academic year 2020-2021. These respondents were available in the classroom at school. We distributed the questionnaire in order to analyze their attitude towards using Arabic in their English sessions.

3.4 Analysis of student's questionnaire

Section One: General information

Item 01: What is your gender? The aim of this item is to determine the most interested category of students answering our research question.

Table 3.1

Students' gender.

Gender	Number	Percentage
Male	12	30%
Female	28	70%
Total	40	100%

Figure 3.1 Students' gender

The results displayed in the table above show that the majority of students are girls (70%) who study second and third year foreign languages at Raid Si Zoubir secondary school in Tiaret , and only (30%) that represent boys from the rest. Also as shown in the table, females (70) are more than two times the number of males (30).

Item 02: Age years old?This question is dedicated to know about the questioned students' age , in order to discover the diversity in age that affects one way or another students foreign language acquisition.

In the second year the students' age vary from 16 to 17 and. And the third year shows that the majority is 18 years old. Finally others represent the aged students who may be repeated twice, because they did not get their Baccalaureate (20).

Item 03: Please, specify your stream? This question aims to present the students in Raid Si Zoubir secondary school in Tiaret.

Table 3.2

Students' steam

Options	Number	Percentage
Experimental sciences	0	0%
Foreign languages	40	100%
Total	40	100%

Figure 3.2 Students' steam

From the above table, we can see clearly that all the students (40) making up (100%), studying foreign languages at Raid Si Zoubir secondary school in Tiaret.

Item 04: school name ?Question four investigates student's school.

We can notice that all students (40) claim that they study at Raid Si Zoubir secondary school in Tiaret for the academic year 2020-2021.

Part two : Learners' attitude towards the use of Arabic in English courses.

Item 05: Do you like learning English? The present question seeks information about students opinion, if they like learning English.

Table 3.4

Students' views about if they like learning English

Option	Number	Percentage
Yes	40	100%
No	0	0%
Total	40	100%

Figure 3.4 Students' views about if they like learning English

These results represent the views of students towards learning English language. All students (100%) found English to be an important language that should be learned , therefore all of them claim that they like learning English .

Item 06: Do you find any difficulties in English ? This question seeks to determine the student's difficulties towards learning English in an EFL classroom.

Table 3.5

Learning English difficulties

Option	Number	Percentage
Yes	38	95%
No	2	5%
Total	40	100%

Figure 3.5 Learning English difficulties

The analysis of this question represents the attitude and opinions of EFL students about if they found difficulties in learning English inside the classroom. the majority of students (95%) claim that they face many difficulties in learning English. But just a few (5%) did not face any difficulties learning English may be they were expert learners in learning a foreign language.

Item 6.1 : If your answer is "Yes" do you have difficulties in ? This question aims to investigate student's kind of difficulties and problems they face in learning English in the classroom.

Table 3.6

Students kind of difficulties

Option	Number	Percentage
Grammar	20	50%
Vocabulary	5	13%
Writing	3	08%
Speaking	11	27%
Reading	1	2%
All of them	0	0%
Total	40	100%

Figure 3.6 Students kind of difficulties

The choices come to discuss the learners' difficulties toward practicing English , and here the majority of the students (50%) who are suffering from grammar that takes the first place among English difficulties ,in addition to that about (27%) from the students who

suffering from speaking , they are not comfortable when they want to say something, also (13%) represents students who suffer from vocabulary difficulties in English classes and here it could be as reason from the teacher method of presenting the courses to the students that may reach students vocabulary. In addition, (8%) Who are suffering from writing, finally (2%) EFL learners suffer from reading.

Item 07: how often do you use Arabic in English sessions ?This question investigates the frequency which students use Arabic in English sessions.

Table 3.7

Students' opinion about using Arabic inside classroom

Option	Number	Percentage
A.Rarly	4	10%
B.Sometimes	21	57%
C.Fairly frequently	15	37%
Total	40	100%

Figure 3.7 Students' opinion about using Arabic inside classroom

It is commonly accepted that in order to learn a language and speak it fluently you have to learn this language better and practice it. Most students (53%) affirms that they sometimes speak Arabic in certain cases . Others (37%) say that they fairly frequently speak

in Arabic inside the classroom because they understand better the input or that task especially during explanation. This indicates that most students feel relaxed when they use Arabic , and the other part (10%) opted for rarely . They affirm that they never like to use Arabic; they prefer English in order to learn more the pronunciation of words or acquire new words from the discussion with teachers .

Part three : Learners attitude towards using translation methods in English classroom.

Item 08: when does your teacher use a translation method in the classroom? How do you feel ?This question investigates the case in which teachers use translation methods and how students feel through this step in the classroom.

Table 3.8

Students views about their feeling in the cases teachers use translation method

Option	Number	Percentage
Comfortable	20	50%
Annoyed	0	0%
Motivated	20	50%
Total	40	100%

Figure 3.8 Students views about their feeling in the cases teachers use translation method

From what question, Half of(50%) the students affirm that when their teachers use translation method they feel comfortable , because using mother language Arabic in translation in many cases such as:to define the new words simply because it is hard to understand such kind of words, to explain complex grammar points because these moments are so important for learners to achieve the English language basis ,to explain difficult concepts or ideas, to fulfill an assignment , explaining instructions to facilitate doing activities . And half of them (50%) say that they are motivated when the teacher uses a translating method because it encourages them to participate in order to enhance the teacher-learner interaction , treating the students' lack of comprehension , sometimes to give feedback.

Item 09: Does translation help you in learning English and improving the fourth skill (reading , writing , listening, and speaking ? The main aim of this question is to gather information on the benefits of an instructor using translation in learning English in the classroom.

Table 3.9

Student's knowledge about translation effects on the four skills

Option	Number	Percentage
Yes	40	100%
No	0	0%
Total	40	100%

Figure 3.9 Students knowledge about translation effects on the four skills

The main objectives of teaching English as foreign language is to be a global goals of most teachers which they work on developing tools that help their students to acquire English naturally, for thus , all students(100%) affirm that translation is a useful method used by the teachers and most instructor use translation in the classroom rather than using Arabic their mother tongue ,concerning this the majority of students affirm that there are many benefits that their teachers use of translation such as keeping its positive impact for learning better the foreign language , giving a chance to achieve their vocabulary knowledge ; because the more learners use translation in English course the more they will enhance various skills , in addition , it gives lazy learners a chance to participate in the classroom and make their efforts .

Item 10: Does the use of translation motivate you? This question aims to answer what is the effect of translation on student's motivation in English classroom.

Table 3.10

Student's attitude toward translation effects on students motivation

Option	Number	Percentage
Participate in classroom	0	0%
To express your feeling and ideas	0	0%
Both of them	40	0%
Total	40	100%

Figure 3.10 Student's attitude toward translation effects on student's motivation

According to this table we can say that all students (100%) say that using translation in the classroom motivates both to participate in the classroom and to express your feelings and ideas.

Item11. Will you continue to study English in your daily life or as a subject in the university ? explain why .This -question aims to identify the students plan after getting the baccalaureate.

Table 3.11

Students view about their future plan in learning English

Option	Number	Percentage
Yes	34	85%
No	6	15%
Total	40	100%

Figure3.11 Students view about their future plan in learning English

The results show that the majority (85%) of the students affirm that they will continue to study English in their daily life and as a subject in the university , because it is an international language and they need it for many fields. In addition they feel relaxed and motivated to learn it at the university . But the rest (15%) opted for' no'. They see that English is difficult to achieve and they face many difficulties when they learn it , so this may hinder their progression in learning it as a subject at the university.

3.2.2 Teachers' interview

3.2.2. 1 Aims of the interview with teachers

The teachers' interview is intended to investigate the teachers' opinions and attitude towards the use of Arabic in English courses at Raid Si Zoubir secondary school in Tiaret for the academic year 2020-2021 . It also aims at investigating the teachers' thoughts of how foreign language is being learned and the problems being encountered in their learning process.

3.2.2. 2 Description of the teachers' interview

The teachers' interview consists of teachers of English at Raid Si Zoubir secondary school in Tiaret. The interview has been done with three teachers. The teachers are requested to give explanations. The teachers' interview consists of (10) questions. We seek information about the teachers' opinions about the use of mother tongue (Arabic) in EFL classrooms, and how translation methods can be an important tool that help students to learn English .

3.2.2.3 Administration of the interview

This interview is made with teachers of English at Raid Si Zoubir secondary school in Tiaret who meet them personally in order to give us their personal attitude towards our subject.

3.3 Data collection procedures

In this research, we used interview as a suitable way to answer our questions. We have chosen this tool to understand the problem which is the mother tongue Arabic influence on EFL students and teachers at Raid Si Zoubir secondary school in Tiaret, and to study the main reasons that make both of them use their mother language (Arabic) to learn English as a foreign language.

3.6 Analysis of the student's interview:

Rebric 1: Teacher's profile

1. How many years have you been teaching English?

The aim of this question is to elicit the teacher's teaching experience. The two teachers claim that they have been teaching English for ten years and from this we can notice that they are experienced teachers. While one teacher affirms that he has been teaching English for 4 years , he is a novice teacher.

2. Which classes have you taught ?

Concerning this question, the teachers have been asked to give us which classes they teach in their teaching career. one teacher claims that she was teaching all the levels of streams whereas , the other say that he has taught third year's scientific streams, second year's scientific and literary streams, and first year's scientific and literary streams . and the last teacher says that he teaches first year's literary streams and third year's scientific and literary streams.

3. What is the highest degree that you hold ?

Concerning this question, the teachers have been asked about their highest degree they hold. Two teachers claim that they have a Magister degree in Applied Linguistics, and one teacher holds a Master degree in Literature and Civilization.

Rebric 2: Teachers' attitude towards the use of mother tongue Arabic and translation method in English classrooms.

4. Why do teachers use L1 Arabic in English classrooms ?

This question aims at asking about the use of mother language Arabic in the foreign classroom. The findings of this question reveal that all the teachers said that they sometimes found themselves in situations which obliged them to use their mother language Arabic instead of using English inside the classroom only such as Thus using Arabic is necessary in many cases such as : Explaining abstract words specially such kind of words, Checking learners' comprehension, Insisting on phonology, morphology, and spelling, Giving instructions to facilitate doing activities, Encouraging learners to participate, and finally Avoiding students' lack of comprehension. In addition, it promotes all types of students to get involved in the process of teaching. So, even that one student who is not paying much attention, when he hears his first language being used in the classroom, he will instantly concentrate on what the teacher is saying. As a matter of fact, using L1 does not only enable flexibility for students while teaching, yet it also permits the teacher to have more choices and open the doors for more creativity in his job.

5. If you use the Translation method in your classroom, why do you think this may be more effective?

This question is designed to ask the teachers if they use a translating method and give their view concerning this step. Teachers claim that using translation facilitates and speeds up the process of teaching. Not to mention, there are some students who have the needed knowledge, nevertheless, their limited second language proficiency would not allow them to fully express themselves. Thus, the use of translation is beneficial to both sides. In addition, and as we all know, teenagers tend to get all aspects of their personality involved while

learning, therefore, the use of translation helps clear up any insecurities they have because of their lack of L2 repertoire. In addition they give us some translation strategies such as dictionaries , synonyms , sounds data show , translating paragraphs and they use it depending on the topic.

6. How can teachers handle their student's lack of comprehension?

This question aims at asking the teachers how they can handle their students' lack of comprehension. All teachers affirm that to know who to deal with the lack of comprehension, one must first know the reason behind it, and the latter differ. For instance, there is boredom, disinterest or limited knowledge. And in all of these situations there are many strategies that one can use to cope with each and every situation, like questioning, using illustrations, summarizing and in fact, translation could also be used. In addition there are many situations in which they have to use Arabic to avoid ambiguity and miscomprehension.

7. From your experience, which gender uses Arabic more in the English classroom?

This question asks the teachers which gender they use Arabic. Teachers affirm that boys use Arabic language more in English classes because they are not motivated to learn English and practice more English in contrast They feel happy when they use Arabic because it is an effective tool that helps them to overcome the problem of understanding difficult vocabulary. On the other hand find that girls are the ones who use effort in learning in general, so it is easier for them to use L2, however, in contrast to boys rather focus on seeking a career than getting education, so it is easier for them to use L1, and not only that but their anxieties and image towards one another would not give them the access to use L2.

8. Do you think that students' level of proficiency affects their use of Arabic ?How?

This question asks about if the level of students affects their use of their mother language Arabic inside the classroom. The three teachers affirm that the level of proficiency is not the only factor why students use Arabic in the class, but there are also other ones like timidity and insecurities. So, even if the student has enough language efficiency, their personality plays a vital role in expressing what he has on mind. Speaking from my experience, they had a student who was excellent in all of her classes, but you never hear her sound just because she was an introvert. So, the use of L1 does not only consist of the level of proficiency.

9. From your point of view , what benefits does the use of Arabic have in EFL classes ?

The aim of this question is to ask teachers about the benefits of Arabic use in EFL classrooms. All the interviewees answered that Arabic had many benefits especially when defining new words, or when explaining difficult activities. The use of Arabic has a strong impact on students learning English. In addition, the majority of EFL learners use their mother tongue Arabic inside the classroom. Therefore, when we ask students to do tasks higher than their capacities, they prefer to use their mother tongue to express their thoughts and what they want to present about the subject matter. This is what makes them face many difficulties when they translate ideas into their mother tongue. Thus, they transfer the cultural rules from their mother tongue Arabic to a foreign language, but when it comes to our inspector, he would not fully permit the use of translation, but he also does not encourage the use of an elevated language in the class. Thus, I believe that a mixture of both would be really helpful to both the teacher and the student.

10. Would you like to add or share with me more ides or experiences on using Arabic in English classes?.

Different answers derive from this question, we conclude them: The use of Arabic in foreign classrooms can prevent making many grammatical errors and idiomatic difficulties in the learning process, since mother tongue Arabic strongly influences EFL learners' speaking skill, they know the meaning of the English words through their mother tongue. Thus, students have positive attitudes towards the use of Arabic in EFL classrooms. (a) Arabic is certainly an effective component in FL mastery but in limited manner, (b) Give more time and space in TEFL (Teaching English as a Foreign Language) programs, (c) Teachers should know how much they have to use Arabic in their classes in order to avoid using it overly, (d) Teachers should advise their learners to use dictionaries (English-English) in order to maximize learning vocabulary and to overcome their reliance on Arabic, (e) Learners have to practice in English, because the more they will reduce the use of Arabic, (f) Teachers have used different mother tongue Arabic techniques in teaching English , (g) Encourage students to use English inside the classroom rather than using Arabic, (h) Mother language (Arabic) , is a serious issue in teaching languages, so we have to give it more attention, (i) Using Arabic sometimes may introduce the EFL learners a wide range of new vocabulary and students become familiar with a variety of vocabulary meaning in different context and this help them to learn more English language, and the last suggestion (j) shows that Arabic is crucial to the improvement of English and help students to grasp new words that would permit them to develop as strong and confident language learners.

3.7. Discussion

Based on the analysis of the teacher's interview and student's questionnaire, and the, we obtained data about their attitudes towards the use of mother tongue Arabic in English

classes. Throughout these results of data collection tools, we find answers of our research questions. In response to the impact of using mother language Arabic on the development of students learning English question, this study showed that a large number of students responded that Arabic has helped them in learning English in general. So, they overcome stress and perform better while learning. They consider mother tongue as a way of comprehending new concepts which could enable them to express their thoughts and involve themselves effectively in the classroom oral activities. The teachers regarded the use of Arabic as a helping tool for students learning a new language.

This study indicates that controlled use of Arabic might be constructive for the teachers and students. The fact that teachers allowed the use of Arabic does not mean that they are encouraging the over use of it. Teachers prefer to use the mother language Arabic only in urgent cases when the students have a serious problem in comprehension. For that reason, they highlight the most effective effects of that use, such as facilitating the transfer of the course's objectives to the students, helping students to formulate correct ideas, and being motivated to share them orally without any complications. However, it is worthy to mention here that most teachers illustrated that the amount of Arabic in English classes should be decreased in order to prevent negative impacts one the students' learning career.

In response to the reasons behind the use of Arabic questions, the majority of students declared that it is important to understand the new vocabulary item, to explain different complex concepts and ideas, and also to understand complex grammar rules. Moreover, the teachers believe that the use of Arabic in EFL classes is only to clarify ideas. That is to say, teachers use Arabic in order to engage their poor level students in classroom discussion. In this case, the use of mother tongue Arabic should not be dismissed.

In response to overall held attitudes of teachers and their learners towards the use of Arabic inside the classroom question, the results of our study indicated that students carried a positive attitude towards the use of their mother tongue inside the classroom. Most of them believe that it helps them in learning English at secondary school. However, the teachers in general indicate that Arabic can bring positive effects on the students learning English. These study results show that students as well as teachers agreed that the use of Arabic has a beneficial role to facilitate comprehension and increase good achievement in English courses.

3.8. Pedagogical Implications

Participating in an English as a Foreign Language classroom is an overwhelming responsibility; Teachers Of English as a Foreign Language should pave the way to promote the process of acquiring a second language. One of the tools that teachers should use to facilitate the process of learning a second language is to use their mother tongue Arabic in the classroom. Algerian English teachers believe that they use L1 as the final solution to explain L2 learning difficulties,saving time and effort. Hispoint of view is based on the fact that if he uses too muchL1, his students will depend on him. Teachers know and believe that their students use L1 in the L2 learning process, so they should guide this use. Teachers are advised to: use the students' mother tongue consistently. They must carefully decide how much Arabic to use and for what purpose. In addition, they must understand the student's attitude towards the use of Arabic. Another important point is that the teacher's decision to use Arabic in English as a foreign language classes is basically related to the level of the student. Sometimes the teacher thinks he has to use L1 for low-level students.

3.9.Limitations of the study

Even Though This method has been used to confirm many studies, the study has some potential limitations. The first limitation faced by this study is that if researchers add some

important questions to both questionnaires, it will be more attractive. In addition, it would be better if you use the scaleoncertainissues. In addition, the teacher interview and student questionnaires include questions that require participants to provide reasons, but this cannot be achieved.

Conclusion

In conclusion, this chapter presented the analysis of the students' questionnaire and teachers' interview of the obtained data collection about using Algerian Arabic in secondary school EFL classes at Raid Si Zoubir secondary school in Tiaret.

The results of this study showed that students shared positive views towards using mother language Arabic in English courses. On the other hand, teachers had positive beliefs somewhat towards the idea. That is not to say, they banned the use of Arabic .However, they illustrated that the controlled use of the mother tongue is helpful and has a considerable role in facilitating the process of learning foreign language. Furthermore, the teachers declared that the use of Arabic may support the students to raise their self –confidence in order to promote their learning capacities of English.

On the whole, the study results indicated that the majority of students were satisfied with the used amount of Arabic in their classroom. Besides the teachers did not carry the view, in fact, they recommended with the minimization of the used amount of mother tongue Arabic in English classes in order to provide learners with largest exposure to English language inside classroom

General Conclusion

General Conclusion

The present study investigated to explore teachers and student's attitude towards using Algerian Arabic in secondary school EFL classes at Raid Si Zoubir secondary school in Tiaret. This study is made up of two parts: theoretical part and practical part. The first chapter was a general overview, which is illustrated the role of mother tongue Arabic in EFL classrooms, which is crucial and debatable at the same time in acquiring a target language. Mother tongue Arabic use inside the class can reduce learners anxiety , so that, they get more self confidence to participate and to share their ideas. But, this does not hide the negative effects of the uncontrolled use of MT Arabic which conceders as a serious issue that hinder the development of students L2 learning level .

The second chapter is research design and procedures which includes the research design and approach of our study , in addition to participants of our research. As a final point it discusses the research tool that can help us to investigate the attitude towards the use of mother tongue Arabic in EFL classes.

The practical part consisted of one chapter which has been devoted to the field work. This chapter is conserved with the analysis of the obtained data results collected from student questionnaires (N=40) and teachers (N= 03) interviews at Raid Si Zoubir secondary school in Tiaret, among the students of first and second year of foreign language and teachers of English. In addition, the results of the students questionnaire (N=40). These tools were used in order to gain more information about our research topic. After that, we went through the analysis of fourteen questionnaires in general (40 S and 3 T) in total plus the three interviews then , as a final step we discussed the final results.

The practical part consisted only of one chapter which was devoted to the field work . This chapter is concerned with the analysis of the obtained data results collected at Raid Si Zoubir

secondary school in Tiaret from forty students are questioned and three teachers are interviewed , and just four students are interviewed in order to gain more information about our research topic.

Basically, this study aims to explore whether or not Arabic is a helping or hindering tool in EFL classes at Raid Si Zoubir secondary school in Tiaret. Through the questionnaire we find out the extent to which the use of Arabic could help second and third foreign languages students at Raid Si Zoubir secondary school in Tiaret develop their learning English . Students affirmed that Arabic use helps them in facilitating comprehension of difficult content, and this enhances their learning carrier of English . Besides, it is important to mention that first and second year students agreed on the limited use of their mother tongue Arabic but not the overuse of it because that latter would decrease their learning progress. Moreover, the results have shown that students like the use of their Arabic use in classroom to know the meaning of new difficult words and understand complex grammar rules. Furthermore, the results revealed that the majority of the students have a positive attitude towards the use of Arabic in EFL classrooms. However, teachers have really both positive and negative attitude towards the use of Arabic in EFL classes on English as foreign language. Meantime, they considered Arabic as a useful tool if it is used in reasonable difficult learning situations in which students struggle to get the meaning in the target language English .

On the whole, the results confirm that the majority of students have positive attitudes towards the use of mother language Arabic in developing learning English inside the classroom. Simply because it helps them to overcome the encountered difficulties along the learning process, whereas, the EFL teachers at Raid Si Zoubir secondary school in Tiaret do not support the use of Arabic inside the classroom because they fear from deficiencies of

learning English. However, teachers do not prevent the total use of mother tongue English . That is to say, they supported the wise use of it whenever the learning operation required this.

Towards this end, preventing the use of the mother tongue "Arabic" in EFL classrooms is impossible. It remains beneficial in some situations during the teaching- learning process. It could help weak language learners to enhance their level. As a result, the mother language can be considered as a reliable technique and rapid solution in order to overcome learners' English problems and difficulties.

Recommendations

Using Arabic in teaching English is among the techniques that are commonly used in order to develop the teaching-learning process. At the end of this study, the researcher becomes more familiar with the different situations that Arabic should be used in, moreover, teachers also have to vary in using Arabic techniques in their classroom activities. Thus, this could help students to concentrate more on lessons and achieve their comprehension. We recommend some relevant tips from the results obtained through the interview for teachers and questionnaire with students, we suggest the following recommendations.

1. **Recommendations for EFL teachers in Algerian**

EFL teachers of English as foreign language teaching at Algerian schools are recommended to:

a. Provide extensive training towards the use of Arabic techniques to teach the English language. Moreover, comparing Arabic rules with English in order to use it as a helping tool for teaching better the meaning and help students to train more.

b. Use Arabic just in some situations to create a friendly environment with students and encourage them to speak from these learners, learn more vocabulary and build structures

through translating. In addition, this activity encourages learners' participation and increases learner-learner interaction.

c. Focus more on students' learning English difficulties which could hinder their progression in the learning process . Teachers should play the role of guider and controller to encourage them to take part in their lectures

2. **Recommendations for EFL students at Algerian**

EFL students of English as foreign language studying at Algerian school in general are recommended to:

a. Use English–English dictionaries instead of a direct translation to Arabic because they will not improve their linguistic level and oral proficiency.

b. Use Arabic in a limited manner at the appropriate time and in appropriate places. Learners do not use Arabic overly; this may affect negatively on the learning progress, and hinder the enhancement of English . In addition, teachers should reduce the overuse of Arabic in English classes to keep its positive impact.

c. Practice their English language inside and outside the classroom even if they have poor level in English.

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Appendices

Appendix I: The Students' Questionnaire

AppendixⅡ:The Teachers' Interview

Dear student,

I'm a master student and I'm conducting a study about the attitude of using Arabic language in secondary school English classes . The purpose of this questionnaire is to obtain data and identify the use of Arabic in the English course . It also tries to investigate the reasons behind using it .I would like you to fill in the following questionnaire by expressing your opinion realistically .Thank you for your cooperation .

Part one : Background information

Please , put a ticket () in the appropriate box.

1-

Gender :   Male   Female

2- Age…………… years old .

3- Please, specify your stream .

a- Experimental Sciences

b- Foreign languages .

4- School name ………………

Part two : Learner's attitudes towards the use of Arabic in English course

1- Do you like learning English?

a-

Yes.   b- No.

If your answer is" No" please say why ?

2- Do you have any difficulties in English ?

a- Yes   b- No

If your answer is "Yes ", do you have difficulties in

        a- Grammar

        b-

Vocabulary

c-

Writing

d-

Speaking

e-

Reading

f-

All of them

3- How often do you use Arabic in English session ?

a-

Very rarely   b- Sometimes   c- Fairly Frequently

Part three :

1- When your teacher uses Translation method in classroom , do you feel

    a- Comfortable

    b- Annoyed

    c- Motivated

2- Does Translation helps you in learning English and improving the fourth skills (Reading , Writing , Listening , and Speaking .)?

    a-

    Yes.   b- No

3- Does the use of Translation motivate you

a-

Participate in classroom

b-To express your feelings and ideas

C- Both of them

4- Will you continue to study English in your daily life or as a subject in the University

a- Yes.   b- No

Explain why ?

Teacher's semi-structured interview

Rebric 1: Teacher's profile

1- How many years Bhavesh you been teaching ?

2- Which classes have you taught ?

3- What is the highest degree that you hold ?

Rebric 2:

1- Why do teachers use L1 in classroom ?

2- İf you use Translation method in your classroom ,why do you think this may be more effective?

3- How can teachers handle their student's lack of comprehension?

4- From your experience , which gender uses Arabic more in the English classroom?

5- Do you think that students' level of proficiency affects their use of Arabic ?How?

6- From your point of view , what benefits does the use of Arabic have in EFL classes ?

7- Would you like to add or share with me more ides or experiences on using Arabic in English classes ?.

ملخص العربية

تتناول هذه الدراسة الحالية استعمال اللغة الأم في تطوير متعلمي اللغة الانجليزية كلغة أجنبية في قسم لغات أجنبية بثانوية رائد سي زوبير تيارت . في بداية بحثنا اعتمدنا على الفرضية انه لو كان أساتذة اللغة الانجليزية يستعملون اللغة الأم في أقسامهم بفعالية فإنهم ربما يساعدون التلاميذ في تطوير مهاراتهم في الترجمة , لهذا يجب على الأستاذ القيام بدوره الحقيقي من اجل أن يتفاعل التلميذ في القسم , وآخر فرضية انه , الأساتذة و جميعالتلاميذ مدركون لأهمية الكبيرة التي تلعبها اللغة الأم في تطوي الانجليزية , لاتحدوا في تشجيعهم على تطويرها .وللتأكد من صحة الفرضية قمنا بالبحث على مجموعةالتلاميذ السنة الثالثة و الثانيةلغات أجنبيةبثانوية رائد سي زوبير تيارت وليضل فئة من الأساتذة مدرسي مادة الانجليزية من نفس المستوى .و الهدف من هذه الدراسة هو معرفة مدى أهمية اللغة الأم في تطوير مهارات التلميذ في القسم لدى الطالب أثناء حصص الانجليزية. إن عملنا هذا ينقسم إلى قسمين, القسم الأول ويتضمن مفهوم اللغة الأم والعناصر المهمة التي تتضمنه.والقسم الثاني يحتوي اليات المساعدة .أما الجزء الأخير فيحتوي على الجهة التطبيقية للبحث ويتضمن التحليل المفصل للحوار مع أساتذة الانجليزية و الملاحظات التي سجلناها و النقاش مع طلبة السنة الثالثةو الثانيةلغات أجنبية.وقد تحصلنا من خلال بحثنا هذا على أن للغة الأم دور فعال وكبير في مساعدة الطلبة في تطوير كفاءاتهم في الانجليزية, كما أن اللغة الأم تساعدهم في التقليل من الصعوبات أثناء تعلمهم.