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The Use of the Mother Tongue in EFL Classes: Teachers' Practices and Learners' Attitudes

The case of Malek Ben Nabi Secondary School

A Dissertation Submitted to the Department of Letters and English Language in Partial

Fulfillment of the Requirements for the Degree of Master in Language Sciences

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Table of Contents

General Introduction

Chapter one

Section One: The Use of Mother Tongue in EFL Classes

Section Two: the Attitudes and the MT Uses

Chapter Two: Methodology, Data Analysis, Discussion

Section One: Methodology

Section Two: Analysis and Interpretation of the Results

Section Three: Discussion of the Results

List of Tables

List of Acronyms and Symbols

EFL: English as a Foreign Language

FL: Foreign Language

MT: Mother Tongue

SD: The Standard Deviation

SPSS: Statistical Package of Social Sciences

x̄: The Sample Mean

% : Percentage

THE USE OF THE MOTHER TONGUE IN EFL CLASSES: TEACHERS' PRACTICES

AND LEARNERS' ATTITUDES

THE CASE OF MALEK BEN NABI SECONDARY SCHOOL

By

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Abstract

The topic of using the mother tongue in foreign language teaching is a subject of debate. Supporters of the monolingual approach argue that only the target language should be used in the classroom. However, advocates of the bilingual approach believe that the mother tongue is a valuable tool that can aid in the learning. This study aims to examine students' attitudes towards the use of the mother tongue (Arabic) in English as a Foreign Language (EFL) teaching, specifically in relation to the teaching practices employed by teachers. Hence, the study investigates the frequency and situations in which teachers choose to incorporate the mother tongue within the classroom. Furthermore, the study examines both the advantages and disadvantages of integrating the mother tongue in (EFL) teaching. To answer the research questions a descriptive research design has been used. In order to collect the data, a questionnaire is administered to the learners and a structured interview is conducted with teachers. The data collected were analyzed quantitatively and qualitatively. The results revealed that secondary school students hold positive attitudes towards the use of Arabic in the English language classes, but they are undeceive about its advantages and disadvantages. Moreover, teachers rarely incorporate the MT to translate unfamiliar vocabulary, clarify grammar concepts, provide instructions, and evoke cultural understanding. Despite their preference for avoiding it, they think it saves time and necessary sometimes depending on learners' proficiency level. The results inform the continuing dilemma caused by the position of the mother tongue in EFL classes.

Key Words: Attitudes, Mother Tongue, Foreign language, Teacher Practice

General Introduction

Background of the Study

These days, one of the most important requirements in advanced societies is mastering the English language. However, the process of learning or teaching a foreign language is complicated, and over time, experts have made suggestions for methods to ease the two processes. In many circumstances, when both the teacher and the learner share the same mother tongue (MT), its use in the English as a Foreign Language (EFL) classroom is an integral part of these teaching methods. Despite this fact, the use of the MT has always been a controversial practice in language learning. Although some scholars claim that it should be restricted, others think it can help students when they share the same MT with the teacher.

According to Nordguist (2017), a person's MT is their first language, which they acquire at birth. Linguists refer to this language as L1. Followers of the monolingual principle believe that its use in the learning process should be minimized. Additionally, many scholars believe that the MT use in EFL classes must be discouraged to acquire foreign languages. Ellis (1994) noted that overusing the MT by teachers deprives these students of a crucial linguistic process where they strive to understand what is being said in class. In addition, Turnbull (2001) argued that when teachers heavily rely on their students' MT, especially when the EFL teacher is the only language model and primary source of foreign language input, students do not profit; furthermore, one of our teachers once noted that the use of the MT may become a habit that both learners and teachers may resort to whenever difficulty is encountered.

Dispite claims against the MT, Al-Qaysi(2016) conducted a Master's dissertation in the British University in Dubai to investigate the attitudes of students and educators towards the use of MT in a higher education setting in Oman. The study aimed to determine whether the MT was being used or not and how frequently it was being adopted by teachers and

students. The research revealed that students believed that the use of their MT (Arabic) helped them learn new words. Al-Qaysi also found that students tended to use Arabic in the classroom, during social media conversations, when discussing specific topics such as exams, or when they encountered difficulties expressing something that did not have an equivalent in English. Al-Qaysi's research also revealed that teachers switched between English and Arabic during lectures to convey meaning. Furthermore, educators recognized the benefits of using MT in the classroom, such as facilitating understanding of terms and concepts, increasing students' confidence, and motivating them to learn. In summary, both teachers and students held positive attitudes towards the use of MT in higher education.

Whether the MT is included or excluded in language education gave birth to the monolingual approach, which involves teaching in a single language, and the bilingual approach, which involves teaching in two languages. Additionally, the research of Baker and Wright's (2017) has shown that the bilingual approach has several benefits, such as improved cognitive development, better academic performance, and increased cultural awareness.

Despite the benefits of the bilingual approach, the monolingual approach is still commonly used in many educational settings. The choice between these two approaches depends on various factors, including the educational program's goals, the students' language proficiency, and the resources available to the school or institution.

To conclude, neither using one's MT is viewed as wholly incorrect nor is it a requirement for learning. Educators who believe that L2 should be the sole focus in the class discussions have their arguments, while those who promote the usefulness of using MT in a foreign language class have their own good reasons too. This makes the use of the MT in EFL teaching a debated topic.

Statement of the Problem

The use of the MT in EFL classes is a common issue that many teachers face, especially with beginner students who have not yet developed strong language competence. Many teachers face a dilemma towards integrating the MT or not, and learners have different views towards it. Since many previous studies have focused on teachers' attitudes towards MT use. Therefore, there is a need to investigate secondary school students' attitudes to discover their perceptions about this language learning phenomenon across different levels (first year, second year, third year) and across different proficiency levels and compare them with teachers' practices. As a result, this paper is an attempt to investigate the teacher's practices and the learners' attitudes towards the MT use in EFL classes.

Significance of the Study

This study's findings will redound the educational field considering that the English language plays a vital role in students' career today. The greater demand for graduates in all fields with an English background justifies the need for more effective, life-changing teaching approaches. Thus, schools that take into consideration results from such studies will train students better. Administrators will be directed as to what should be done. This study can provide insights into how students perceive the use of their mother tongue in the EFL classroom and how it affects their learning experience. The information can be used to design language teaching programs that are more responsive to the needs and preferences of students. Additionally, the study can contribute to the existing body of research on language education, particularly in the context of EFL classes. It can also provide a basis for further research on the topic.

Aim of the Study

The current study aims to explore how teachers use the MT in English language classes. It also aims to explore the reasons behind teachers' choices in class and explores the

advantages and drawbacks of integrating the MT in teaching. In addition, it investigates the attitudes of Algerian secondary school pupils' in Tebessa towards the use of MT regarding the practices of their teachers.

Research Questions and Assumptions

This study addresses the following research questions:

1- To what extent do teachers use the mother tongue in EFL classrooms?

2- What are the uses, strengths, and weaknesses of integrating the mother tongue in EFL teaching from the point of view of EFL teachers?

3-What are the attitudes of Algerian secondary school students towards the use of the mother tongue in EFL classes?

The assumptions underlying the research questions are:

A1-It is assumed that teachers use the mother tongue to some extent in EFL classes and it may vary depending on factors such as the students' proficiency.

A2- Teachers may use it to clarify difficult concepts or giving instructions and also to save time and increase efficiency in lesson delivery.

A3- Students have a positive attitude towards the use of the MT in class. It is a useful tool that aids in the learning process.

Methodology

The methodology adopted in this dissertation is based on collecting information through employing mixed methods (qualitative and quantitative) to obtain the necessary data. It relies on a questionnaire for students and an interview with English language teachers using a prepared set of questions.

We carefully selected open-ended questions and likert scale statements for the questionnaire that was administered collectively to students. To ensure clarity and fairness, the questions in the questionnaire were carefully crafted to be straightforward and easy to

understand. We avoided asking multiple questions within a single question, using ambiguous or overly long phrasing, or leading the respondents towards a specific answer. Additionally, we kept the questionnaire concise, aiming to minimize the time required for completion. The students were given the freedom to independently fill out the survey, and they were not obligated to provide immediate responses. During the interviews, participants were asked about their perspectives on the use of the mother tongue and whether they personally incorporate it into their teaching practices, why, and the advantages and drawbacks of that.

The participants in this study were English language teachers and their students from various groups in the first, second, and third year of the letters and language stream at Malek Ben Nabi secondary school. The stream was chosen since they are specialized in learning foreign languages and have more English sessions than the other streams, thus they are more exposed to the language. The sample size of teachers was limited to four teachers out of initial eight, while the number of students who responded to the questionnaire was 95 students.

Structure of the Dissertation

This research study consists of two chapters. The first chapter revolves around the literature review, which is further divided into two sections. The first section, entitled The Use of Mother Tongue in EFL Classes, provides an overview of various definitions of the term mother tongue. It sheds light on two approaches, namely the bilingual approach and the monolingual approach, while also highlighting the significance and role of the mother tongue in major language teaching methods and approaches and its application in foreign language classes. This section concludes by examining the potential consequences of excessive use of the mother tongue and the drawbacks of exclusively teaching in the target language. The second section, called Attitudes and MT Uses, delves into the concept of attitudes, providing a definition and discussing the attitudes of both students and teachers towards integrating the mother tongue in EFL teaching. It concludes with an examination of attitudes towards the

integration of Arabic in English classes in Algeria. Chapter two focuses on the practical aspect of the research. It elucidates the methodology employed, along with the analysis and interpretation of the results, while also offering some recommendations and limitations of the study. The chapter culminates with a comprehensive conclusion.

Chapter One: Literature Review

There are two sections in the first chapter. The first section provides the definition of the mother tongue and focuses on the two approaches for English Language Teaching (EFL), the monolingual approach and the bilingual approach, shedding light on the position of the MT in major L2 teaching methods and approaches, providing the situation of teaching English in Algeria, and finally discussing the teacher's misuse of the MT in addition to the drawbacks of teaching exclusively in the target language. Section two deals with the concept of attitudes since it is one of the key elements of the dissertation, by providing a definition of the concept and discussing learners' attitudes towards the use of the MT in EFL classes, then investigating teachers' practices regarding the use of the MT in the L2 classroom in general, followed by the situation of integrating the MT in Algeria in particular. Finally, teachers and learners' attitudes towards the use of MT in the Algerian context are presented.

Section One: The Use of the Mother Tongue in EFL Classes

The topic of using the MT in EFL classes is an ongoing subject of discussion and research. This is particularly relevant in Algeria, where the role of the learners' MT is being explored. The current section focuses on reviewing the related literature.

The Mother Tongue

According to Eastman (2007) in her book *Recovering Paul's Mother Tongue,* the MT is defined as a language of relationship that connects people. It is not just a means of communication, but an exchange, a network that goes two ways and has the power to unite. It is learned in childhood, often from one's mother, and is the language of personal experience and emotion. Additionally, Nordquist (2019) defines the mother tongue as the language that a person learns from birth, also known as their native language, first language, dominant language, home language, or native tongue. Although these terms are not necessarily synonymous, they all refer to the language that people learns first in their life.

When people refer to their MT, they often express different things. These varied meanings can be investigated according to two parameters (Djoubar, 2020). First, the personal parameter covers one's sentiment-centered perspective on the ordering of one's linguistic repertoire in terms of time and priority. The MT is the first language a kid learns, according to conventional wisdom. It is described as follows in Webster's Third New International Dictionary "The language of one's mother, the language naturally acquired ininfancy and childhood; one's first language." (Mother tongue, Merriam-Webster's Collegiate Dictionary). Christophersen (1973) claimed that "there is something unique about the mother tongue, the native language it is our own language imbibed in early childhood Effortlessly as the seams, at least in retrospect" (p 34). Second, the institutional parameter refers to opinions expressed in census records and other official documents about the MT (Djoubar, 2020).

The position of the mother tongue in the teaching of foreign languages led to the two following approaches.

The Monolingual Approach

The monolingual approach is a way of teaching that suggests using the target language as the only medium of instruction. This approach provides more exposure to the language and more opportunities to acquire it, students and teachers will learn English not as a subject, but through English (Ibrahim, 2001).

Some EFL teachers think that neither teachers nor students should ever speak a single word of their MT in class. This approach, often known as the English-only strategy in English language teaching (ELT), has long been regarded by educators and experts in second language acquisition (SLA) as the best and only method for teaching a foreign language. This method first appeared in the nineteenth century as a result of placing more focus on verbal communication than written communication. According to Ellis (1984), language acquisition will increase if students do not rely on their first language or translate. Regular usage of the

MT in a foreign language class runs the risk of developing a dependence on it, which can make it difficult to learn the L2 effectively, moreover advocates of the monolingual approach organize their support upon three main claims .First, the learning of the second language (L2)should model the learning of an MT through maximum exposure to the L2. Second, successfullearning involves the separation and distinction of the MT and L2. Third, students should be shown the importance of the L2 in English teaching (cook,2001).

To comment on this claims .First, it is believed that L2 acquisition is likely similar to MT acquisition, which importantly is predicated on the idea that exposure is the decisive factor for learning even though the evidence may not be totally compelling in this regard (Lewis, 1993). Exposure to the language is essential for the development of a child's linguistic abilities. Children learn their first language by listening to and copying what those around them say. For similar reasons, the communicative approach typically preferred a monolingual approach with adults. This was justified under the guise of maximizing L2 communication (Phillipson, 1992). As the classroom is frequently the only place where kids are exposed to English, many teachers now agree that this exposure should be increased (Burden, 2000 as cited in Miles, 2004). Regarding Cook's second point, supporters of the monolingual approach claim that translating between the MT and L2 can be risky because it fosters the false notion that the two languages are always equivalent, which is not always the case (Pracek, 2003). They think there should be a distinction between the two languages. Advocates of the bilingual approach may discuss that in order to separate or distinguish between MT and L2, explanations in MT are required since teaching grammar is so complex that without the use of MT, students' comprehension, particularly at lower levels, would be very limited or nonexistent. This is wrong according to others who argue that some grammar points can be taught in the L2, especially through utilizing tangible or visual demonstration (Pachler & field, 2001 as cited in Miles, 2004). Pachler and Field (2001) suggest that the use

of L2 only in the classroom can help demonstrate the L2's importance and can portray the usage of the language being studied (as cited in Miles 2004). This idea is similar to Cook's (2001) third point that students should be shown the importance of the L2 through its continued use.

The Bilingual Approach

In opposition to the monolingual approach, the bilingual one is a foreign language teaching method that uses two languages: the language to be learned and the MT of the students (Cook, 2001).

A set of EFL professors and scholars have supportive views regarding the conscious use of the MT in class. They hold the view that particular usage of the MT is useful in the L2 classroom (Atkinson, 1987; Auerbach, 1993; Cook, 2001). They attacked the monolingual approach as being difficult and ineffective for teaching a foreign language. They recognize the advantages of using the MT or a bilingual approach. One of the first people to adopt this notion was (Atkinson, 1987). Three factors led him to favor the use of MT. First of all, for the vast majority of learners, translation is the ideal approach. Furthermore, it is a personal strategy since it encourages pupils to express their thoughts and feelings. Last, it is a useful trick for making the most of class time (Atkinson, 1987).

According to Harbord (1992), several ELT teachers have tried to use just English and set up English-only classrooms but have discovered that they were unable to express the message, which resulted in the students' lack of understanding and disliking the L2. He viewed the MT as natural. Also, he rejected the use of the MT to explain grammatical rules but he tolerated it as a means of communication between the instructor and the student, such as when providing directions in class. In support of this, Auerbach (1993) claimed that when the MT is employed, practitioners, researchers, and students "consistently report favorable results" (p. 18). Harbord (1992) not only acknowledges the MT beneficial significance in the

classroom but also recognizes some effective concrete uses of it. Mainly, the utilization of the MT enables language to function as a tool for constructing meaning and facilitates the transformation of language learning into a vehicle for expressing ideas, rather than being an ultimate goal in itself.

Another point by Cook (2008) states that using only one language in teaching limits students' knowledge. He also mentions that when students switch between languages in the classroom, it usually happens between sentences, not within them. Schweers' study in 1999 suggests that language learning should focus on helping students recognize the similarities and differences between their MT and L2. Edstrom (2006) regrets not using students' MT to its full potential in the past. This highlights the importance of teachers incorporating the MT based on their own experiences in the classroom.

In this regard, it is important to note that the concept of teaching a second language using one's MT is not a new one. According to Casteloti in her book *La langue maternelle en classe étrangère,* English speakers used to teach or learn through Latin languages.

As mentioned earlier, proponents of the bilingual approach assert that the MT serves as a valuable resource in the classroom, aiding the learning process. However, Atkinson (1987) argues that it cannot serve as a sufficient foundation for an entire methodology. Instead, there is a necessity to explore how the MT can be integrated into teaching as a pedagogical tool, enhancing the learning experience of a second language. Teachers should possess an understanding of both the advantages and disadvantages associated with permitting the use of L1 in L2 classrooms. Their decision to transition between these languages is influenced by the specific learning context (Stern 1992). Consequently, the relationship between the two languages should be perceived as complementary rather than conflicting.

Nation (2001) presented a third strategy known as the Balanced Approach in addition to the monolingual and bilingual approaches. It is predicated on the idea that teachers must

respect students' MT and refrain from doing anything that would lead a student to believe that their native tongue is less valuable than English. This method relies on the premise that a balanced approach is required because it is the teacher's primary responsibility to assist students in improving their English language ability. Although it emphasizes the value of using foreign languages as much as possible in the classroom, it also promotes the function of first languages.

The Position of MT in Major L2 Teaching Methods and Approaches

Methods and approaches to second and foreign language teaching have been extensively discussed and compared by scholars and linguists. Some approaches allow the use of the learners' MT in the classroom, while others strictly prohibit it. Teachers should be familiar with these different approaches to determine the most effective way of teaching a foreign language. According to Richards and Rogers (2001), language teaching methods can be classified into traditional methods such as the Grammar Translation Method (GTM), Direct Method (DM), and the Audio-Linguistic Method, and alternative methods like the Silent Way, The Lexical approach, Total Physical Response, and Community Language Learning. Furthermore, communicative approaches include communicative language teaching and the natural approach. The purpose of this heading is to introduce different language teaching methods and then briefly discuss the role of the MT in each method in case it exists.

Grammar Translation Method

The Grammar-Translation method, also known as the academic teaching style or the grammar school method, is considered one of the earliest teaching methods. It focuses on teaching the grammar of the L2 through translation, with MT as the medium of interaction in the classroom. Cook (1999) stated that this method is a never-dying teaching method. However, this method has been criticized for its reliance on translation of the L1 and its focus

on teaching grammar in isolation. It is assumed to stimulate better thinking and time-saving, but it focuses on the student's knowledge instead of on their communicative skills.

The Direct Method

The Direct method is a language teaching method that emphasizes instruction exclusively in the L2, with the MT not permitted. Vocabulary is taught through demonstration, and oral skills are organized around questions and answers between the teacher and the students. In contrast to the Grammar Translation Method, grammar is taught inductively, and speech and listening comprehension are also taught (Renau, 2015).

The Audiolingual Method

The Audio-lingual method was a language teaching method that lasted from the late 1950s to the 1960s. It took some principles from the Direct Method but added some features from American linguists. The four components of learning a language, listening, speaking, reading, and writing, were divided into separate sections. Dialogues were utilized for repetition and memory during audiolingual classes, which were based on exercises. It was highlighted that pronunciation, emphasis, rhythm, and intonation needed to be corrected. Also, proponents of the Audio-lingual method advocated the implementation of a monolingual approach (Renau, 2015).

Total Physical Response

The goal of the Total Physical Response method, which Richards and Rodgers (2001) described as an attempt to teach language via physical activity, was to help students coordinate their speech and motion. Since understanding is the most crucial component of learning a foreign language, the major goal of this approach was to teach communication. The major goal of this approach was achieved by employing drills that required learners to respond physically to an imperative. While L1 use is limited during the initial stages, it can be used when needed to clarify instructions or support understanding (Renau, 2015).

The Silent Way

The Silent Way is a language teaching method developed by Caleb Gattegno in 1972. In this method, the teacher remains silent while the student produces as much language as possible. The Silent Way method is centered on the learner, and the learning process is seen as a problem-solving activity. The main goal of this method is to achieve near-native fluency and pronunciation, with a focus on structure rather than communicative competence. Furthermore, it is notable that this method advocates for a monolingual approach (Renau, 2015).

The Lexical Approach

According to Lewis (1993), the lexical approach is a language teaching method that prioritizes vocabulary over grammar. The approach emphasizes the importance of teaching fixed expressions that are common in conversations, as they make up a larger part of discourse than unique phrases and sentences. The idea is that an important part of learning a language consists of being able to understand and produce lexical phrases as chunks, which students can perceive as patterns of language (grammar) and have a meaningful set of words at their disposal. The approach focuses on developing learners' proficiency with lexis, or words and word combinations, and is based on the idea that effective communication can occur with a stock of chunks (units of vocabulary). In this approach, grammar is considered secondary, and instruction focuses on fixed expressions that occur frequently in dialogues. Moreover, it supports the implementation of a monolingual approach.

Community Language Learning

Community Language Learning (CLL) is a language teaching method that was developed by Charles A. Curran in 1972. In this method, the teacher acts as a counselor who provides advice and assistance when needed, while the learners are seen as clients who determine what is to be learned. The class atmosphere and peer support are essential in the

learning process. In the basic form of CLL, students sit in a circle, and there is a small portable tape recorder inside the circle. When a student decides on something they want to say in the foreign language, they call the teacher over and whisper what they want to say in their mother tongue. The teacher then offers the equivalent utterance in English, and the student attempts to repeat the utterance (Renau, 2015).

Communicative Language Teaching

Communicative Language Teaching (CLT) is a language teaching method that emphasizes the importance of communication through interaction in the L2, the introduction of authentic texts into the learning situation, and the provision of opportunities for learners to focus not only on language but also on the learning management process. It focuses on developing learners' communicative competence. However, there are some misconceptions about the practice of CLT, including beliefs about communicative skills, the teacher's role in communicative activities, fluency and accuracy as the main goals, and teaching techniques. These misconceptions may be due to teachers' lack of training and adequate resources. While CLT primarily promotes L2 use, it also recognizes the importance of the MT when necessary for clarification or scaffolding. L1 can be used strategically to support comprehension and bridge gaps in understanding (Renau, 2015).

The Teachers Misuse of the MT

Integrating the MT in EFL classrooms is one of the key methods that helps teachers convey messages and make the lesson clear for students and learners, facilitating their learning of English, regrettably, a lot of teachers misuse this strategy, which affects students' learning. These are the most typical ways that teachers misuse the MT in learning. Reliance on the MT leads to laziness and MT dependence may result from overuse. To prevent students from feeling like they cannot understand the input of the L2, the teacher should use the MT sparingly and in the proper context (Atkinson, 1987). Majer (2003) as cited in

(Nizegorodcew, 2007) suggests cautions against the excessive use of the MT by teachers. This practice can be risky as it transforms a supposedly communicative L2 classroom into a content-focused classroom. In such a setting, all accurate classroom communication, including discussions about L2 learning tasks, procedural and content-unrelated matters, and any other classroom occurrences that invite comments from the teacher or learners, takes place in the MT. Consequently, the L2 is exclusively used as a subject to be explicitly taught, discussed, and evaluated.

Drawbacks of Teaching Exclusively in the L2

Teaching exclusively in the L2 may not be the best method for complete beginners, and even intermediate-level students may not understand or misunderstand the lessons. Explanations given by the teacher may also be less detailed when teaching exclusively in the L2. Additionally, not using the MT at all in class can result in less affective or interpersonal support between the teacher and students, as the MT is usually a common ground between them. If students are not comfortable with the L2, they may be discouraged from learning or engaging with the class. However, switching to the MT can help avoid these hazards and get more things done. Using the MT can also help students learn cultural nuances that they may miss if they do not speak their mother tongue (Turnbull & Arnett, 2002).

Teaching Foreign Languages in Algeria

The idea of teaching foreign languages in Algeria by using the mother tongue, either the Arabic language or the Algerian dialect, has been completely rejected in the teaching areas, despite the fact that there is no legal support for this rejection. Instead, it is essentially a colonial heritage (Djoubar,2020).

Under French colonization, the colonizer tried to eradicate Algerian identity's constituent parts. Given that, aside from Islam, the Arabic language is regarded as the most significant component of Algerian identity. The colonizer made every effort to make it

disappear. Several testimonies from those who taught and were taught during the colonial era claim that it was completely forbidden for teachers to utilize the Arabic language in the classroom or on the school grounds. When a student spoke Arabic at that time, the teacher would first place a necklace around his neck before moving on to the next student. The student who was wearing the necklace would receive a severe bite at the end of the day. Students believed that France had compelled them to remain in the so-called Linguistic Basin, or" Le Bain Linguistique", at that time. This was done to effectively learn the foreign language, French, but the reality is entirely different. This behavior became very extreme in an effort to combat the Arabic language alone. Sadly, the colonizer got what he wanted because Algerians speak a mixed language. Due to all of these factors, Algerians developed an obsession with the idea of excluding Arabic from the study of foreign languages, and this obsession has been passed down from generation to generation (Djoubar,2020).

Institutionally, and only recently students begin learning English at the third level of primary school, in two weekly sessions, then in middle and secondary schools. In secondary school, if the choice of the learner is letters and foreign languages, the amount of English sessions is increased to four per week. Later on, several learners choose to study English as a major at universities where English is both the medium and the aim of instruction.

According to previous dissertations, Algerians favor utilizing English; nonetheless, most Algerian learners in pre-university levels regard English as a course to pass rather than a tool to employ in their future jobs. Most of them believe that English is not difficult. They favor using it in EFL classes for two reasons. First, they do not use it in their everyday life activities outside of the classroom, and second, English belongs to a foreign culture that they have little exposure to and strive to know more. The views of students and teachers alike about this language in the classroom are outlined in more detail in the following section.

Section Two: Attitudes towards the MT and its Uses

This section examines the students' and teachers' attitudes in relation to the various situations involving the use of the MT in the classroom.

Attitudes

The term attitude is derived from the Latin word aptitude and the Italian word atto, both of which indicate aptitude for action (Baker, 1992). According to Allport (1935 as cited in Al-Hamali, 2007), an attitude is a mental or neural state of readiness that is organized through experience and exerts a directive or dynamic influence on an individual's response to all related objects and situations. Allport's definition is still widely quoted and influential.

Attitude is a term that has undergone many definitions and explanations depending on the area of use. It is studied in various scientific disciplines, including psychology and sociology, and the psychological definition differs from the sociological one. Psychologists view attitude as a verbal expression of behavior and try to reduce prejudice and discrimination by changing attitudes (Chaiklin, 2011). On the other hand, sociologists focus on verbal expression as an attempt to act. Chaiklin (2011) explains that sociologists commonly define an attitude as a mental position that individuals hold towards a particular fact, state, feeling, or emotion. In other words, it refers to the way individuals think or feel about something specific.

Attitude is typically defined as a learned tendency to favor or disfavor something. Ajzan (1988) defined it as "a disposition to respond favorably or unfavorably to an object, person, institution, or event" (p.4). Additionally, Baker (1992) defined attitudes as a hypothetical construct used to explain the direction and persistence of human behavior.

In the context of language learning, attitudes are considered a component of motivation. According to Gardner (1985), motivation is a combination of effort and the desire to achieve language learning, as well as favorable attitudes towards learning the

language. Moreover, Wenden (1991as cited in ZinolAbidin et al., 2012) introduced a clear and comprehensive definition of attitudes, which is divided into three interconnected components: cognitive, affective, and behavioral. The cognitive component represents an individual's beliefs, thoughts, or viewpoints about the object, while the affective component contains their feelings and emotions towards the object, whether they like or dislike it. The last component involves the predisposition to adopt a specific learning behavior.

According to Schwarz and Bohner (2001), attitude theorists have traditionally defined attitudes as a fixed thing that is stored in memory, used when necessary, and put back in place. However, they proposed an alternative definition, suggesting that attitudes are more narrowly conceived of as evaluations that are created when needed rather than enduring personal dispositions.

Learners' Attitude toward Using the MT in L2 Classes

In 2002, Prodromou conducted a notable study examining the perceptions of 300 Greek students towards using their native language (Greek) to learn English. The research aimed to determine if the students' proficiency levels influenced their attitudes towards using their MT in learning. The results showed that beginner students had a more positive attitude towards using Greek in English classes compared to intermediate and advanced students. Lower-level students were more accepting of using MT for explaining grammar, highlighting differences between the MT and the L2 rules, and checking comprehension. The study concluded that as students' proficiency improved, they became less dependent on their MT.

Nazary (2008) conducted a similar study in Iran, using Prodromou's (2002) questionnaire, to explore tertiary students' perceptions of using Farsi in EFL classrooms and whether their attitudes differed based on their English proficiency. Contrary to other studies (Schweers 1999; Burden 2001; Prodromou, 2002; Tang, 2002), the results indicated that students at all three proficiency levels had a negative attitude towards using their MT in

English classes. They saw little value in using Farsi to define new vocabulary or explain grammar points. The findings revealed that students' attitudes towards using their MT varied according to their proficiency level, with intermediate students showing a more negative attitude towards its inclusion.

Mouhanna (2009) explored students' perceptions of using Arabic in EFL classes by surveying 124 stdents in a foundations English program at a UAE tertiary institution. The study found that learners' attitudes towards using their native language varied according to their English proficiency level. Beginner students were more supportive of using Arabic in than advanced students. This finding aligns with other studies, which suggest that as English proficiency increases, students become less reliant on their MT (Prodromou 2002). Mouhanna (2009) concluded that due to the high demand for the MT use among lower-level students, incorporating Arabic as a pedagogical tool for learning English is necessary.

Brooks-Lewis (2009) conducted a study on adult learners' perceptions of including their MT (Spanish) in the L2 classroom. The learners displayed overwhelmingly positive attitudes towards using their MT while learning a second language. They believed that using Spanish made learning English easier and acknowledged their prior knowledge as adults. Brooks-Lewis concluded that incorporating the MT as a tool to empower learners is a learner-centered methodology that actively and consciously involves learners in the language learning experience.

While the aforementioned studies are intriguing and have varied views, they seem to overlook a critical factor which is the frequency of using the MT in the L2 classroom. The frequency of MT use determines students' exposure to the L2, which is essential for foreign language learning. This necessitates a high level of awareness among teachers and students regarding when to use MT and when to use L2. Duff and Polio's (1990) study revealed that

teachers were not aware of the frequency at which learners' mother tongue might be used in EFL classrooms.

According to these studies, students' perceptions differ depending on their degree of English ability. Students at lower levels typically have a more favorable stance toward using L1 than do students at higher levels.

Teachers' Attitudes toward Using the MT in L2 classes

Schweers (1999) conducted a study to explore the usefulness of incorporating learners' MT (Spanish) in English language classrooms at Puerto Rico University. The study found that teachers had a positive attitude towards using Spanish to explain difficult concepts, check understanding, and define new vocabulary items during English lessons. However, they did not see the value of using the MT to test. The same attitude was shared by students. Schweers (1999) argued that raising awareness of the similarities and differences between MT and L2 could help learners acquire L2. He also emphasized the importance of bringing learners' MT back to L2 classes as it could lead to positive attitudes towards learning another language. The study suggested that limited and judicious use of MT could be beneficial for pedagogical and affective reasons.

Burden (2001) conducted a study to investigate the circumstances under which learners and teachers felt the need to use Japanese in English language classes. The study found that teachers agreed on the importance of using the MT in L2 classes. They believed that using it to explain new vocabulary, give instructions, teach grammar, and check comprehension was acceptable. Learners think the same. Burden emphasized the value of occasional use of MT in L2 classes to meet learners' psychological need to not portray their MT as inferior to the L2.

Tang (2002) conducted a study to investigate the attitudes of teachers towards using their MT (Chinese) in L2 (English) classrooms. The study found that both students and

teachers had positive attitudes towards using MT (Chinese) during English classes. They believed that using MT could be valuable in discussing difficult grammatical rules, explaining challenging vocabulary items, and practicing new phrases and expressions. Tang concluded that limited use of the MT in the English classroom could assist in the teaching and learning processes without reducing students' exposure to English.

Sharma (2006) conducted a study to investigate the attitudes of teachers towards using Nepali in EFL classes. The study found that both teachers and students recognized the importance of using Nepali in English classes. They believed that the MT should be used to explain difficult vocabulary, discuss complex grammar rules, clarify difficult concepts, and practice the use of new expressions and phrases. Sharma (2006) argued that prohibiting the use of the MT in English classrooms would negatively impact students' progress as it would deprive them of certain opportunities to learn more effectively.

In an Arab context, Al-Nofaie (2010) conducted a study to investigate the attitudes of Saudi teachers and students towards using Arabic as a facilitating learning tool in the English classroom. The study found that teachers had positive attitudes towards using the MT in EFL classes. They believed that limited use of Arabic could be valuable. However, they also thought that excessive use of Arabic would hinder the process and have a negative impact. The study participants preferred to use Arabic to give exam instructions, translate new words, and highlight the contrast between English and Arabic. Students shared the same attitudes.

These studies share a lot of commonalities despite being conducted in various circumstances. The participants think that in FL courses, both students and teachers should be able to use their MT Additionally, they suggest that the MT can be applied in a variety of learning contexts, including checking comprehension, comparing the MT and L2, teaching grammar, and elaborating on new vocabulary. Teachers generally have a favorable attitude

towards the use of learners' MT, however, They are worried that excessive use could make studying L2 more difficult.

As has been seen above, this heading highlighted some empirical studies that explored the value of using the MT in L2 classrooms, in addition to other studies examining teachers' attitudes toward using the MT in EFL teaching.

Attitudes Towards the Integration of Arabic in English Classes in Algeria

In Algeria, the teaching of EFL was mainly based on the grammar-translation method and the audio-lingual method. French, as a second language, dominates all administrative, commercial, and political domains due to the country's colonization by France. However, in the early 21st century, the Algerian government recognized the significance of English at the international level, particularly in the context of globalization and foreign trade and investment (Bouderbane, 2022).

According to Ben Chikh Elhocine (2015) findings, students use their MT as a language learning strategy thinking that using it is a final solution to their L2 learning difficulties. Teachers believe that the appropriate use of the MT as a learning strategy can positively help students in their L2 learning process. The results of the students' questionnaire showed that the MT is used as a facilitating tool among foreign language secondary school students. Most students believe that the appropriate use of the MT as a language learning strategy can help them solve their TL difficulties. The majority of students agreed that the MT should be used when they face problems.

A similar study by Mouili (2021) investigated the use of the MT in EFL classes in the Algerian schools . The study found that the way that English teachers use the students' MT in the classroom varies. Some teachers use it for class management, giving instructions, and explaining difficult terms. They believe that using it can help students understand better. Students themselves often need to use it or even use Standard Arabic to communicate with

their teacher. However, teachers usually respond in English to encourage students to practice their English skills. Some teachers believe that using the MT in class is a bad habit and that students should learn the TL without translation or resorting to their MT. They argue that using the MT prevents students from recognizing the message themselves without reference to their MT.

On the contrary, the use of the MT works as a facilitator and helps to develop language learning processes that it is a necessary to use it to reduce barriers to language learning and develop rapport between teachers and students and between the students themselves, most responses of students were about using the MT for translation, they emphasized the significance of using only the TL and pointed out the difficulties that arise from excessive use of the MT in class. Specifically, they felt that they were unable to comprehend complex or abstract words since the teacher did not explain them in their native language. Yet the overuse of the MT can challenge the purpose of the class and the integrity of those involved. In general, using English as the common language among students instead of their MT rarely becomes an issue.

The Uses of the MT in Class

Advocates of the MT contend that numerous classroom situations exist where the utilization of learners' MT could prove advantageous. Auerbach (1993) suggests that using it can be helpful in handling various situations during instruction. In addition many scholars supported the use of the MT in content-related matters such as Anton and Dicamilla (1999) whom proposed that it can aid in examining content more thoroughly and transitioning between different stages within a lesson. Moreover, a research conducted by Tian and Macaro (2012) demonstrated that a combination of the MT and L2 aids in the acquisition of vocabulary and grammar. In a study conducted by Zughoul and Hussein (1985) at Yarmouk University in Jordan, it was observed that although English was the language of instruction,

Arabic was utilized during classroom discussions and in procedural matters. Similarly, Crawford (2004) discovered that teachers prefer to use the students' MT as a medium for cross-lingual and cultural comparisons.

Furthermore, according to Nation (2003), when students in a classroom have the same MT, they may instinctively rely on it. He asserts that if students are permitted to utilize it during task discussions, it will motivate them to actively participate in the conversation, leading to better comprehension of the task and the subsequent incorporation of TL vocabulary that they can utilize later on. Furthermore, according to Atkinson's research, it can be beneficial for learners to express their feelings and ideas when they are unable to do so effectively in the TL.

To summarize, the perspectives of students and teachers regarding the utilization of the MT within the classroom have a notable impact on language learning outcomes. Moreover, the presence of diverse levels of MT usage in classrooms underscores the importance of adopting a flexible approach that considers factors like student proficiency and teaching objectives.

Chapter Two: Methodology, Data Analysis, Discussion

This research aims to investigate the attitudes of secondary school pupils in the province of Tebessa towards the use of their mother tongue (Arabic) in English classes together with the practices of their teachers. The chapter describes the methodology used to carry out the investigation, including the population and target sample. The chapter also highlights the tools used to collect data and analyze the findings, including the interpretation of the results in order to answer the study's main question is whether teachers and pupils hold positive or negative attitudes towards the use of the mother tongue during English classes and the extent to which teachers use it. Finally, the chapter concludes with some pedagogical implications and limitations of the study followed by the research conclusion.

Section One: Methodology

The Research Design

The research design is descriptive and involves a mixed-methods approach. A descriptive research design is a type of research plan that aims to gather information in an organized way to describe a phenomenon, situation, or population. It helps answer questions like what, when, where, and how about the research problem rather than focusing on why it happens. In descriptive research, researchers collect data in a structured and measurable manner that can be analyzed statistically. Unlike experimental research, descriptive research does not involve controlling or changing variables. Instead, it focuses on identifying, observing, and measuring them. Descriptive research allows researchers to thoroughly explore and understand the background of a research problem before conducting further investigations (Voxco, 2021). In other words, this research design can be used to examine the viewpoints of teachers and learners regarding the use of the MT in EFL classes.

Mixed-methods research is an approach that combines elements from both quantitative and qualitative research methods to address a research question. It involves gathering and

analyzing both numerical and descriptive data in a single study to gain a more complete understanding of the research topic (*The Selection of a Research Approach*, n.d.). According to Scribbr, this method provide a deeper insight into the subject matter.

The most appropriate tools adopted in this descriptive study were questionnaires and interviews. The data collected from the questionnaires and interviews was analyzed using both quantitative and qualitative methods to provide a comprehensive understanding of the attitudes of pupils and the practices of teachers.

The Population and Sample

Malek Ben Nabi Secondary School was chosen as the population center because it has the largest number of pupils and teachers in the city of Tebessa. Pupils of Letters and Foreign Languages, along with English teachers at the secondary school, were selected as the sample. Non-probability purposive sampling, which is a technique that chooses samples using a subjective (non-random) approach, was employed in this research (Government of Canada, Statistics Canada, 2021) because we were focused on working with the largest EFL teachers and pupils samples in Tebessa.

We intended to work with three levels of pupils to gain a broader understanding of their views across different levels and proficiencies. The study aimed to include all letters and languages pupils, which are 214 across all three levels, but only 120 were present during the administration of the data. Additionally, we encountered difficulties in data collection. Some pupils refused to respond to the questionnaire, resulting in only 95 completed questionnaires out of the initial 120. Moreover, interviews were conducted with only four teachers, as the other four teachers refused to participate in the study.

The Research Instruments

To carry out any study, unique research tools are required. These tools, known as research instruments, are utilized to collect data from samples to address the research

questions. The present study utilized a questionnaire and an interview as data collection instruments to answer the research questions. According to Creswell (2012) a questionnaire is a survey tool that participants in a study complete and return to the researcher. The reason for choosing a questionnaire as the data collection instrument in this research is that it allows for the generalization of data from a sample to a larger population (Creswell, 2003).

The structured interview is a method of conducting interviews where predetermined questions are consistently asked of all candidates. According to research, the key aspects of a structured interview include the relevance of the questions, the standardization of the interview process, and the structured utilization of collected data (Macan, 2009).

The present study aims to answer three research questions, with the first and second questions being investigated through the interview, and the third question through the questionnaire. The questionnaire also traingualates the answer on the first research question. Each method and its suitability to the study are discussed in detail in the following sub-sections.

The Teachers' Interview

The structured interview was the first instrument used in this study to provide answers to the first and second research questions. The basis for conducting an interview was based on the fact that it is the most effective way to learn about people and their opinion (Punch, 2005).

The interview conducted in this study consisted of sixteen questions (Appendix A). The first four questions aimed to gather general information about the teachers' background, such as the teaching experience. The fifth to the eighth question inquired about teachers practices in class. Question nine to twelve aimed to clarify the factors leading teachers to integrating the MT in their classes. While the thirteenth and fourteenth questions investigate the benefits and drawbacks of using Arabic, the fifteenth question investigates the challenges

that exist in implementing the bilingual approach from their point of view. Lastly, the sixteenth question explored the alternatives suggested if Arabic is avoided.

Students' Questionnaire

To answer the third question, a self-completion questionnaire was used, to avoid confusion and obtain measurable information, the questionnaire was chosen since it is quick to implement, and is also suitable for participants (Bryman, 2008), a questionnaire was designed using in the most part an agreement five-point likert scale (Appendix B). It is appropriate since the research is attitudinal. It is inspired from previous research on the topic, mainly (Schweers, 1999; Tang, 2002; Burden,2003; Nazary,2008; *From Mother Tongue to Other Tongue* , n.d.), modified with the assistance of our supervisor, and piloted by three teachers from our university.

The designed questionnaire for students investigates their attitudes toward the use of the MT (Arabic) in English classes. The questionnaire is composed of thirty-eight questions divided into five sections. The first section aimed to collect general information about the participants. The second section is composed of ten statements about the use of the MT in content-related matters while the third one contains statements about the use of the MT for procedural matters and is composed of nine statements, then the fourth section is related to the use of MT for Content-unrelated Matters and composed of five statements, Finally, the last section concerned the advantages and disadvantages of using Arabic in English classes and consisted of five statements. The last sections were based on a five-point Likert scale format ranging from strongly agree to agree then neutral, and from disagree to strongly disagree.

In an effort to guarantee that the students understood the questions and that their answers were accurate, we translated the questionnaire into the students' MT (Arabic). To verify the quality of translation, the questionnaire was revised by English teachers including the supervisor. The identities of the participants and their responses were kept anonymous.

Procedures

To gather data from the target sample, the questionnaire was distributed over two weeks, during the week of the experimental baccalaureate exam and the week of exams for the third term. To collect the largest amount of responses possible, the learners' questionnaire was administered in class since students, especially those of third-year, are often absent yet they are more likely to attend the exam. The questionnaire was given to the students before the exam started, and it took participants approximately 8 to 10 minutes to complete it. However, this method only led to collecting 95 responses, even though 120 questionnaires were submitted, as some respondents refused to fill them in. The teachers' interview was conducted online with two teachers, while the other two teachers submitted a written version due to their time limitations, and the other four teachers refused to respond to the interview.

Section Two: Analysis and Interpretation of Results

The purpose of this section is to present the findings of the study by analyzing the learners' questionnaires. The analysis aims to determine whether the respondents had a positive or negative attitude towards the use of Arabic in EFL classes. The analysis is conducted using the Statistical Package of Social Sciences (SPSS) to calculate frequencies, percentages, mean ($\bar{x}$), and standard deviations (SD). Table 1 provides an explanation of the mean values interpretation.

Table 1

The Explanation of the Mean Ranges

Agreement	Mean Ranges	Frequency	Validity	Attitude
Strongly disagree	01.00-01.79	Never	Valid	Negative
Disagree	01.80-02.59	Rarely		
Neutral	02.60-03.39	Sometime	Neutral	Neutral
Agree	03.40-04.19	Usually	Not Valid	Positive
Strongly Agree	04.20-4.99	Always		

Pilot Study

The main objective of conducting a pilot study is to evaluate the viability and acceptability of the methods and procedures used rather than test specific hypotheses regarding the study. A pilot study offers valuable insights into the appropriateness of the data collection instrument. Pilot studies can vary in scale and duration, ranging from small and qualitative studies to more comprehensive investigations involving laboratory work and statistical analysis (Leon et al., 2011) This pilot study was conducted by administering an instrument validation rating scale to six EFL teachers at the deparment of English of Tebessa university.

The Instruments validation rating scale.

The Instrument Validation Rating Scale is a tool that is used in research to assess the validity of research instruments and survey questionnaire .The scale is suitable for evaluating the validity of both single-concept scales and questionnaires with multiple concepts (Oducado, 2020). The scale used in this study was adapted from Oducado (2020).The content of the original scale was kept and the wording was sometimes changed for clarity.This scale is useful for ensuring that the research instruments are valid and reliable measures of the intended data. The statements in the scale are rated on a 5-point Likert scale, with options ranging from strongly disagree to strongly agree. The ratings are then used to determine the overall validity.

The instrument validation rating scale used for the questionnaire contained 13 statements (Appendix A) in the form of a range of criteria utilized for evaluating the validity and reliability of a research instrument. This scale encompasses multiple dimensions, including content validity, construct validity, criterion-related validity, and internal consistency reliability. By incorporating these dimensions, the scale aims to guarantee the accuracy and credibility of the instrument. The instrument also includes an open-ended

question to allow the referees to provide comments and recommendations. The same validation scale was used for the interview, but statement number 8 was eliminated because it was about the layout of the instrument, which is not relevant to the interview. Using a previously validated data collection instrument is useful, as it saves time and insures reliability and validity. Out of the six refeers, only three provided their responses to validate the tool. The administration of the tool was conducted through email and face to face.

The Analysis of the Questionnaire Validation Rating Scale.

Table 2

The Questionnaire Validation Rating Scale

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation
			Frequency			4,67	0,577
1	0	0	0	1	2		
			Percentage%				
	0	0	0	33,3	66,7		
			Frequency			4,00	1,000
2	0	0	1	1	1		
			Percentage%				
	0	0	33,3	33,3	33,3		
			Frequency			3,33	1,155
3	0	1	0	2	0		
			Percentage%				
	0	33,3	0	66,7	0		
			Frequency			4,00	0,000
4	0	0	0	3	0		
			Percentage%				
	0	0	0	100	0		
			Frequency			4,33	0,577
5	0	0	0	2	1		
			Percentage%				
	0	0	0	66,7	33,3		
			Frequency			4,00	0,000
6	0	0	0	3	0		
			Percentage%				
	0	0	0	100	0		
			Frequency			4,33	0,577

						Mean	SD
7	0	0	0	1	2		
	Percentage%						
	0	0	0	33,3	66,7		
8	Frequency					4,67	0,577
	0	0	0	1	2		
	Percentage%						
	0	0	0	33,3	66,7		
9	Frequency					4,33	0,577
	0	0	0	2	1		
	Percentage%						
	0	0	0	66,7	33,3		
10	Frequency					3,00	1,000
	0	1	1	1	0		
	Percentage%						
	0	33,3	33,3	33,3			
11	Frequency					4,33	0,577
	0	0	0	2	1		
	Percentage%						
	0	0	0	66,7	33,3		
12	Frequency					3,67	0,577
	0	0	1	2	0		
	Percentage%						
	0	0	33,3	66,7	0		
13	Frequency					4,00	0,000
	0	0	0	3	0		
	Percentage%						
	0	0	0	100	0		

The data in Table 2 shows that all referees strongly agree with statements 1, 2, 5, 7, 8, 9, and 11 and they agree with statements 4, 6, 12, and13. Additionally, no referee disagrees or strongly disagrees. However, they were neutral towards statements 3 and 10.Refereeswereoverall indecisive about the length of the instrument. For statement 3, one referee disagreed while two referees agreed. For statement 10, one referee disagreed, one was neutral, and one agreed. Reducing the number of statement was not possible because of the importance of each, since they were inspired from the literature, and also because one referee claimed that it can be filled in around 10 minutes.

In the section on comments and suggestions, one of the referees suggested adding a final section with open-ended questions to better triangulate the data. Although taking this suggestion into consideration was preferred, it was not done since the sample is composed of secondary school students who may skip the answers. Another referee suggested adding a question about why Algerian students who have been taught English since middle school for four years have different levels of understanding of the language. However, this question was not added because it was out of the scope of the study.

The Analysis of the Interview Validation Rating Scale

Table 3

The Interview Validation Rating Scale

Statement	Agreement Scale					Mean	Standard Deviation
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
			Frequency				
1	0	0	0	1	2	4.67	0.577
			Percentage%				
	0	0	0	33.3	66.7		
			Frequency				
2	0	0	0	2	1	4.33	0.577
			Percentage%				
	0	0	0	66.7	33.3		
			Frequency				
3	0	0	1	1	1	4.00	1.000
			Percentage%				
	0	0	33.3	33.3	33.3		
			Frequency				
4	0	0	0	2	1	4.33	0.577
			Percentage%				
	0	0	0	66.7	33.3		
			Frequency				
5	0	0	0	2	1	4.33	0.577
			Percentage%				
	0	0	0	66.7	33.3		
			Frequency				
6	0	0	1	2	0	3.76	0.577
			Percentage%				
	0	0	33.3	66.7	0		

						Mean	Std.
7			Frequency			4.00	1.000
	0	0	1	1	1		
			Percentage%				
	0	0	33.3	33.3	33.3		
8			Frequency			3.67	0.577
	0	0	1	2	0		
			Percentage%				
	0	0	33.3	66.7	0		
9			Frequency			4.33	0.577
	0	0	0	2	1		
			Percentage%				
	0	0	0	66.7	33.3		
10			Frequency			4.33	0.577
	0	0	0	2	1		
			Percentage%				
	0	0	0	66.7	33.3		
11			Frequency			4.33	1.155
	0	0	1	0	2		
			Percentage%				
	0	0	33.3	0	66.7		
12			Frequency			4.00	1.000
	0	0	1	1	1		
			Percentage%				
	0	0	33.3	33.3	33.3		

The collected data is presented in Table 3. Seven referees strongly agreed or five agreed with the statements, and none chose to disagree or strongly disagree. Additionally, only one referee provided a comment, which was about rephrasing somequestions, and we took this feedback into consideration as it was relevant to the research aim. The initial interview questions are in Appendix D and the modified one are in Appendix A. According to the results of pilot study the instruments are valid.

The Analysis of the Teachers' Interview

The qualitative analysis of the data collected from the teachers' interview is essential in addressing the second and third research questions. Additionally, a quantitative analysis of 05 allows for triangulating results to reach an answer to the first research question.

Rubric One (Questions 1 – 4): The teacher's General Information

It was aimed to investigate whether gender through Question 1 and teaching status though Question 2 in order to know if they affect the results. However, the sample was homogenous, all the participants were female full-time teachers, consequently it was not possible to investigate these aspects.

Question 03: How long have you been teaching English in High School?

The purpose of the question is to gather information about the interviewee's experience in teaching English as a foreign language. The responses provide insight into this experience, with Teacher (A) having taught for 23 years, Teacher (B) for 15 years, Teacher (C) for 6 years, and Teacher (D) for 5 years. Teachers have long time experience in teaching.

Question 04: What levels and majors have you taught?

The question was asked to gain a better understanding of the interviewee's experience as an EFL instructor, and all interviewees confirmed that they have taught all levels and majors, the teachers possess a diverse range of teaching experience across various streams and have acquired valuable expertise in their instruction.

Rubric Two (Questions 5-8): Teacher Practices in Class

Question 05: How often do you use Arabic in EFL classes (always, often, sometimes rarely, never)?

The question was asked to gather information about the frequency of the teachers' use of Arabic in class. Two teachers responded with rarely, while the other two said sometimes. Additionally, one of these two last teachers provided a detailed answer, stating that "I tend not to use Arabic and tend to use paralinguistic materials to illustrate knowledge; however, I sometimes use Arabic with low-achiever classes." Since responses vary, statistics can provide a definite answer. The mean value for the frequency of using Arabic in class is $\bar{x} = 2.5$ which falls in the rarely mean value. As a result learners' and teachers' reports are different.

Question 06: How do you balance the use of Arabic and English in your class?

The question aimed to understand how it is possible to manage the existence of both languages in class, and the teachers agreed that they integrate Arabic when there is no other solution to transmit the information. One of the teachers provided a detailed answer, stating that she uses Arabic to facilitate the learning process for slow learners by translating key words.

Question 07: When do you think it is appropriate to use Arabic in class? (Beginning of the session, end or else)

The question aimed to determine how the exact timing of integrating Arabic in class matters. Three teachers mentioned that it is not related to a specific timing in the session but rather about the need. One of them provided a detailed answer, stating that she uses it "when the level of the pupils is very weak and it becomes impossible to explain the situation in English or it takes a lot of time explaining without being sure that the message is understood appropriately". Another teacher mentioned that she prefers using Arabic at the end of the session for slow learners.

Question 08: What do you use Arabic for? Grammar, vocabulary, or culture?

The question seeks to investigate the use of arabic in content-related matters. Three teachers mentioned that they sometimes use it for vocabulary and introducing new terms, and two teachers out of these three added that they use it rarely for grammar. The other teacher mentioned that she tends to use it to ellicit cultural aspects.

Rubric Three (Questions 9-12): The factors that lead to integrating Arabic in class

Question 09: Do you choose to incorporate Arabic in your teaching method?

This question seeks to have a direct answer about whether the teachers use Arabic by choice. Two teachers answered no and one did not answer, while the other teacher said yes and explained "Of course, I choose to incorporate Arabic in my teaching method because English is a foreign language, we need to translate from time to time."

Question 10: Are there any administrative requirements for using it in the classroom?

This question attempts to determine if there are any administrative requirements for using Arabic in the classroom. The interviewees agreed that there are no administrative demands; they are not under any obligation to use it. However, they recommend avoiding the use of Arabic.

Question 11: Does the teacher's book offer recommendations on how and what for to use Arabic in the classroom? If yes what are they?

This question aimed to investigate the recommendations provided by the teachers' book. All of the teachers agreed that there are no any recommendations provided by the teacher's book.

Question 12: Does your students' level impact your decision towards the use of Arabic?

This questionexplores whether the students' level affects the teachers' decision towards the use of Arabic. All of the teachers agreed that the students' level impact their decisions towards the use of Arabic, and one of them explained that once she faces a very weak level of students in the class, she will be obliged to use Arabic to clarify more.

Rubric Three (Questions 13-14): Advantages and Drawbacks of the MT use in class

Question 13: What are the benefits of using Arabic in EFL teaching?

The aim of this question is to explore the benefits of using Arabic in class according to the interviewees' views. All of the teachers mentioned that the use of Arabic clarifies difficult vocabulary elements and makes them save time. In addition,one of them added that it makes students develop their communicative competence.

Question 14:What are the drawbacks of using Arabic in EFL teaching?

This question aims to explore the drawbacks of using Arabic in class according to the interviewees' views. Teachers believe that students will become dependent on their MT to understand English, which will lead to a loss of self-confidence in using English to

communicate. Additionally, one of the teachers stated that using Arabic hinders learners' acquisition of the target language. As language is a system of communication, it needs to be used in the classrooms in a natural way so that learners could acquire it better.

Rubric Three (Questions 15-16): Challenges and Alternatives of using Arabic

Question 15:In your point of view what challenges exist in using Arabic in English classes? How can they be overcome?

Concerning this question, the interviewees were asked about the challenges they may face when using Arabic in English classes. Three teachers believed that using the mother tongue makes students lazy and dependent, leading to a sense of disconnection from the target language. The solution to this problem is to avoid using the mother tongue in class. These answers were more related to the drawbacks of using Arabic in class, maybe because the respondents did not understand the question properly. On the other hand, the fourth teacher stated that the challenge of using Arabic is that teachers are not trained to use it. Practical training and workshop seminars would be the best solution to overcome such deficiency.

Question 16:If Arabic is to be avoided, what alternatives do you suggest?

The question intends to report the alternatives suggested by teachers for using Arabic in English classes. All teachers agreed that learners should be exposed to English more through pictures, videos, music, use of ICTs, and books. However, one teacher stated that Arabic cannot be avoided completely.

The Analysis of the Learners' Questionnaire

The questionnaire was analyzed quantitatively using the SPSS.

Section 01: General Information

The initial five questions of Section 1, which gather general information about the participants have been excluded from the analysis due to the presence of several empty responses.

Question 6: How often does your teacher of English use Arabic in class ?

Table 4

Teachers' Frequency of Using Arabic in Class

Options	Frequency	Percentage
Always	5	5.3%
Usually	21	22.1%
Sometimes	46	48.4%
Rarely	21	22.1%
Never	2	2.1%
Total	95	100%
x̄	2.94	
SD	.861	

Table 4 indicates that teachers differ in their use of Arabic in class based on the learners' responses. Specifically, most teachers 48.4% use Arabic sometimes in class. Those who usually or rarely use it are distributed equally, making 22.1% of the sample. 5.3% of teachers use it always in class However, only (2.1%) answered with never. Overall, the mean value x̄ = 2.94 indicated that teachers sometimes use it according to the report of their students.The open-ended question 7 of the participants' opinion on the teacher's frequency received no response from the majority of them, and the answers provided by the remaining participants were deemed irrelevant.

Question 8: How often do you use English in class?

Table 5

Pupils' Frequency of Using English in Class

Options	Frequency	Percentage
Always	17	17.9%
Usually	27	28.4%
Sometimes	38	40%
Rarely	10	10.5%
Never	3	3.2%
Total	95	100%
x̄	2.53	
SD	1.009	

Table 5 indicates that pupils differ in their use of English in class. Specifically, 40% use it sometimes in class, 28.4% usually use it in class, 17.9% of them always use it, and 10.5% use English rarely. However, only 3.2% answered with never. Overall, the mean ($\bar{x} =$ 2.53) shows that pupils rarely use Arabic in class; this may imply that teachers do not allow it.The majority of the students did not respond to the open-ended question 9 that report the reasoning behind their frequency of use of English, while the responses provided by other participants were irrelevant as they discussed their usage outside the classroom.

Section 2: Using the Mother Tongue (Arabic) in Content-related Matters

Table 6

The Statistical Analysis of Learners' Responses to Use of Mother Tongue (Arabic) in Content-related Matters

Statement	Agreement Scale					Mean	Standard Deviation
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
	Frequency						
1	5	10	15	46	19	3.67	1.076
	Percentage%						
	5.3	10.5	15.8	48.4	20		
	Frequency						
2	5	16	12	47	15	3.54	1.109
	Percentage%						
	5.3	16.8	12.6	49.5	15.8		
	Frequency						
3	7	11	16	44	17	3.56	1.137
	Percentage%						
	7.4	11.6	16.8	46.3	17.9		
	Frequency						
4	7	10	15	38	25	3.67	1.189
	Percentage%						
	7.4	10.5	15.8	40	26.3		
	Frequency						
5	8	25	16	34	12	3.18	1.203
	Percentage%						
	8.4	26.3	16.8	35.8	12.6		
	Frequency						
6	3	6	11	53	22	3.89	0.939

						Mean	SD
			Percentage%				
	3.2	6.3	11.6	55.8	23.2		
			Frequency				
7	3	11	16	46	19	3.71	1.020
			Percentage%				
	3.2	11.6	16.8	48.4	20		
			Frequency				
8	3	12	14	43	23	3.75	1.062
			Percentage%				
	3.2	12.6	14.7	45.3	24.2		
			Frequency				
9	8	15	14	40	18	3.47	1.210
			Percentage%				
8.4		15.8	14.7	42.1	18.9		
			Frequency				
10	7	13	18	40	17	3.49	1.157
			Percentage%				
7.4		13.7	18.9	42.1	17.9		
			Overall Mean			**3.59**	

The results of Section 2 of the questionnaire are presented in Table 6. It shows that the entire sample agreed with statement n° 1, which asserts that the understanding of the lesson significantly improves when the English teacher incorporates Arabic (x = 3.67 and SD = 1.076). Statement n° 2 claims that students grasp the lesson better when the English teacher condenses the content in Arabic. also received overall agreement among respondents, with x = 3.54 and SD = 1.109. Learners also showed agreement with Statement No. 3, which asserts that students have a preference for their English teacher to use Arabic when introducing new materials. with x = 3.56 and SD = 1.137. Moreover, learners agreed with statement n° 4 that students understand information better when they are allowed to ask questions in Arabic with x = 3.67 and SD =1.189. Additionally, the sample agreed with statement n° 6, which states that they have a better understanding of idioms, expressions, and proverbs when the English teacher translates them into Arabic. Overall, the results have generated a mean value of (x = 3,89, SD = 0,939). Furthermore, the scores show that learners agreed with statement n° 7, which suggests that students retain vocabulary items better when the teacher asks

questions such as "How do you say (Arabic word) in English?" based on the mean and standard deviation values (x = 3,71, SD = 1,020). Statement n° 8, which states that students appreciate the opportunity to use an English-Arabic dictionary to understand new vocabulary, also received the overall agreement of participants, as indicated in the following mean and standard deviation values (x = 3,75, SD = 1,062). Moreover, learners showed agreement with statement n° 9, which highlights that they have a better understanding of English grammar lessons when the teacher explains them in Arabic. This agreement is shown in the mean and standard deviation values (x = 3,47, SD = 1,210). Statement n° 10 shows that there is an overall agreement among participants that they comprehend English culture lessons better when the teacher uses Arabic examples, with a mean and standard deviation of (x = 3,49, SD = 1,157).

However, the sample was neutral towards statement n° 5 "I learn the lesson better when I am allowed to answer in Arabic" based on the mean and standard deviation values ($\bar{x}$ = 3,18, SD = 1,203).

Overall, a positive attitude has been indicated towards using Arabic in content-related matters through the overall mean of 3.59.

Section 3: Using the Mother Tongue (Arabic) for Procedural Matters

Table 7

Learners' Responses to the Use of Mother Tongue (Arabic) for Procedural Matters

Statement	Agreement Scale					Mean	Standard Deviation
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
	Frequency						
1	6	9	15	47	18	3.65	1.089
	Percentage%						
	6.3	9.5	15.8	49.5	18.9		
	Frequency						
2	6	26	17	36	10	3.19	1.142
	Percentage%						
	6.3	27.4	17.9	37.9	10.5		

3	Frequency					3.41	1.106
	7	13	21	42	12		
	Percentage%						
	7.4	13.7	22.1	44.2	12.6		
4	Frequency					3.37	1.082
	7	14	20	45	9		
	Percentage%						
	7.4	14.7	21.1	47.4	9.5		
5	Frequency					3.81	0.982
	4	5	17	48	21		
	Percentage%						
	4.2	5.3	17.9	50.5	22.1		
6	Frequency					3.69	1.140
	4	14	14	38	25		
	Percentage%						
	4.2	14.7	14.7	40	26.3		
7	Frequency					3.31	1.230
	7	22	19	29	18		
	Percentage%						
	7.4	23.2	20	30.5	18.9		
8	Frequency					3.39	1.170
	8	17	12	46	12		
	Percentage%						
	8.4	17.9	12.6	48.4	12.6		
9	Frequency					3.42	1.135
	8	12	20	42	13		
	Percentage%						
	8.4	12.6	21.1	44.2	13.7		
Overall Mean						**3.47**	

Table 7 shows that the entire sample agrees with statement n° 1 "It is better when the teacher of English uses Arabic to facilitate complicated English classroom task" with a mean of 3.65 and a SD of 1.089. Learners' response to statement n° 3 "Pupils should be allowed to use Arabic in pair work during English classes" indicates an agreement. The sample agrees ($\bar{x}$ = 3,41, SD = 1.106) that Arabic use should be allowed in pair work. Additionally, the sample agreed with statement n° 5 "Teachers should use Arabic for checking comprehension". The $\bar{x}$ and SD values ($\bar{x}$ = 3.81, std = 0.982) indicate this agreement. The sample also agreed with statement n° 6 "The teacher of English should use Arabic in explaining how the test will be ". The overall results generated a mean value of ($\bar{x}$ = 3.69, SD = 1.140). Finally, statement n° 9

"The teacher of English needs to use Arabic when giving feedback." gained the agreement of the sample (x̄ = 3,42std = 1,135).

On the other extreme, Statement n° 2 "I prefer it when the teacher of English uses Arabic in giving instructions in class "showed that respondents are neutral with a mean and standard deviation value of (x̄ = 3.19 SD = 1.142). Statement n° 4 "Pupils should be allowed to use Arabic in group work during English classes" received a neutral response from learners (x̄ = 3,37SD = 1.082). Similarly, learners were neutral towards statement n° 7 "The teacher of English should use Arabic in explaining exam questions". The mean and standard deviation values (x̄ = 3.31, SD = 1.230) dispaly this neutrality. Learners showed neutrality towardsstatement n° 8 "I prefer to clarify my understanding of the English Lesson in Arabic". This neutrality is indicated in the mean and standard deviation values (x̄ = 3,39, SD = 1,170).

Finally, the overall mean 3.47 indicates that the participants hold a positive attitude towards the use of MT for procedural matters.

Section 4: Using the Mother Tongue (Arabic) for Content-unrelated matters

Table 8

The Statistical Analysis of Learners' Responses to the Use of Mother Tongue (Arabic)for

Content-unrelated Matters

Statement	Agreement Scale					Mean	Standard Deviation
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
	Frequency						
1	8	11	15	44	17	3.54	1.165
	Percentage%						
	8.4	11.6	15.8	46.3	17.9		
	Frequency						
2	4	5	16	54	16	3.77	0.939
	Percentage%						
	4.2	5.3	16.8	56.8	16.8		
	Frequency						
3	6	12	21	36	20	3.55	1.146
	Percentage%						
	6.3	12.6	22.1	37.9	21.1		

	Frequency					3.28	1.200
4	7	21	21	30	16		
	Percentage%						
	7.4	22.1	22.1	31.6	16.8		
	Frequency					2.99	1.225
5	10	31	14	30	10		
	Percentage%						
	10.5	32.6	14.7	31.6	10.5		
Overall Mean						**3.42**	

Table 8 presents the results related to the use of Arabic for content-unrelated matters. The sample agreed with statement n° 1, "Using Arabic helps me express my feelings and ideas when I fail to do that in English," with $\bar{x}$ = 3.54 and SD = 1.165. Statement n° 2, "I like it when the teacher of English uses Arabic to build a friendly atmosphere," also received overall agreement among respondents, with $\bar{x}$ = 3.77 and SD = 0.939. Learners also showed agreement with statement n° 3, "I like it when the teacher of English uses Arabic at the beginning of the session to check up on the students," with $\bar{x}$ = 3.55 and SD = 1.146.

However, learners were neutral towards statement n° 4, "I like it when the teacher of English uses Arabic to praise me," with $\bar{x}$ = 3.22 and SD =1.200. Similarly, learners were neutral towards statement n° 5, "I like it when the teacher of English greets students in Arabic," with $\bar{x}$ = 2.99 and SD = of 1.225.

The overall mean of 3.42 indicates a positive attitude towards using Arabic for content-unrelated matters.

Section 5: The Advantages and Disadvantages of Using Arabic in English Classes

Table 9

The Statistical Analysis of Learners' Responses to The Advantages and Disadvantages of

Using Arabic in English Classes

Statement	Agreement Scale					Mean	Standard Deviation
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
1	Frequency					3.82	1.052
	6	6	8	54	21		
	Percentage%						
	6.3	6.3	8.4	56.8	22.1		
2	Frequency					3.88	0.886
	1	8	13	52	21		
	Percentage%						
	1.1	8.4	13.7	54.7	22.1		
3	Frequency					2.39	1.133
	22	34	26	6	7		
	Percentage%						
	23.2	35.8	27.4	6.3	7.4		
4	Frequency					2.20	1.068
	27	38	17	10	3		
	Percentage%						
	28.4	40	17.9	10.5	3.2		
5	Frequency					4.04	1.020
	4	2	17	35	37		
	Percentage%						
	4.2	2.1	17.9	36.8	38.9		
	Overall Mean					**3.27**	

In table 9 learners showed an agreement with statement n°1 "Allowing the use of Arabic in English classes motivates learners to participate more". This agreement is shown in the mean and standard deviation values ($\bar{x}$ = 3,82, SD = = 1,052). Statement n° 2 "When the teacher of English uses Arabic, learners become more motivated to participate" shows that there is an overall agreement among participants with a mean and standard deviation of ($\bar{x}$= 3,88, SD = 0,886). Finally, statement n°5 "When the teacher of English uses Arabic, it saves time" gained the agreement of the sample ($\bar{x}$ = 4,04, SD = = 1,020).

However, the sample disagreed with statement n°3 "Using Arabic a lot in English classes makes communicating in English hard" based on the mean and standard deviation values (x̄ = 2,39 SD = = 1,133). Additionally, statement n°4 "Depending on Arabic all the time in English classes makes thinking in English hard", received a disagreement of the sample (x̄ = 2,20, SD = = 1,068).

To sum up, learners have a neutral attitude towards the advantages and disadvantages of integrating Arabic in English class with an overall mean of 3.27 this mean is that the participants are either indecisive or half of them agree and the other half disagree about the investigated advantages and disadvantages.

Section Three: Discussion of the Results

The Discussion of the Results Obtained from the Instruments

This section presents the main findings from the collected data through the teachers' interviews and learners' questionnaires. The section will interpret and merge the main findings obtained from the qualitative data of the teachers' interviews and the quantitative data of the learners' questionnaires. Data will be discussed in the light of the research questions.

Answering the First Research Question "To what extent do teachers use the mother tongue in EFL classes?"

To address this research question, both the questionnaire and the interview were employed. The questionnaire results indicate that the majority of pupils agreed that teachers use the MT sometimes in EFL classes. On the other hand, teachers themselves stated that they rarely utilize it for teaching purposes. A difference was observed between the responses of teachers and pupils. This variation can be attributed to the fact that teachers provided their opinions based on their perspectives which is focusing primarily on using the MT for content-related aspects; something which they do rarely. On the other hand, learners' considered even the procedural matters and content-unrelated issues in answering. This difference in

interpretation arises from the fact that teachers and pupils approached the questions from different viewpoints. Additionally, and interestingly, one teacher mentioned that despite using the MT for teaching, teachers refrain from openly admitting its use due to its prohibition. This could be another explanation for the differences between the learners' and teachers responses. It this claim is true, learner's responses seem to be more reliable.

The inconsistency between the teachers' and pupils' responses to the question of frequency can be reinforced with the teachers' response to question 10 in the interview, where they expressed the recommendations to avoid the use of the mother tongue. The teachers' responses present a contradiction as they acknowledge their voluntary use of Arabic in various instances without any administrative requirements or textbook recommendations. However, they also suggest that such usage should be avoided, which possibly occurs due to factors such as time constraints and the proficiency level of the pupils.

In their study, Duff and Polio (1990) examined the extent of MT use in FL classes, their findings revealed that these teachers lacked awareness of the quantity and frequency of their use. This could be an extra reason why teachers said they rarely use the MT.

Answering the Second Research Question: "what are the uses, strengths and weakness of using the mother tongue in EFL teaching from the point of view of EFL teachers?"

According to the interviewees, they confirm that they use the mother MT when needed, particularly when pupils have a low proficiency level. This result aligns with the analysis of question 8 and is consistent with the findings of Macaro (2005), who emphasizes that the learners' proficiency level is a crucial variable to consider when integrating the MT.

Additionally, the teachers mentioned that they occasionally employ the MT to introduce new terms and infrequently in grammar instruction and eliciting cultural aspects, mainly in content-related matters. This supports the findings of Tian and Macaro (2012) that the MT aids in vocabulary and grammar acquisition. Moreover, the use of the MT is also

reported for providing instructions in procedurals matters, which corresponds to the findings of Zughoul and Hussein (1985) in their study where Arabic was used for classroom discussions alongside English as the medium of instruction.

Furthermore, through the interpretation of questions 6 and 7, participants mentioned that they use Arabic as a compensatory strategy for the low-level pupils. Hence it seems that translation is considered as one of the uses in integrating the MT in class which aligns with Kaneko (1992) studies indicating the effectiveness of utilizing MT translation to convey the meaning of unfamiliar lexical items.

In relation to the second part of the question, which addresses the advantages and disadvantages of using the mother tongue, the findings assert that employing the MT aids in clarifying challenging vocabulary and saving time. Furthermore, it is mentioned that using the MT facilitates the development of learners' communicative competence. This aspect aligns with one of the reasons stated by Atkinson (1987) to support the use of the MT, which is its effectiveness in maximizing class time.

Furthermore, the drawbacks were revealed through the analysis of questions 16, 17. although question 17 targeted the challenges of incorporating the MT in class, respondents mentioned other drawbacks of using Arabic in class. They expressed concerns that pupils may become reliant on their MT, resulting in a loss of self-confidence in communicating in English. This dependency on the MT also hampers their acquisition of the second language, as supported by Ellis's (1984) findings that it can reduce exposure to valuable input in the L2. Furthermore, these concerns align with the findings of Macaro (2005), who observed that the use of the MT by pupils impacts their production of the L2. All the previous results approve the second assumption of the research.

Answering the Third Research Question "what are the attitudes of Algerian high school pupils towards the use of mother tongue in EFL classes?"

The questionnaire was helpful to determine the learners' attitudes towards integrating the MT in classes. The findings of the study indicate that pupils possess positive attitudes towards the use of Arabic in English language classrooms for content-related matters.

Respondents reported that Arabic can facilitate understanding and explaining new vocabulary, especially abstract items, as well as English idioms and expressions. This finding is consistent with Burden's (2001) research on pupils' perceptions about MT usage. Similarly, Schweers' (1999) study shows that pupils believe that Arabic plays a crucial role as a facilitator and supportive tool in aiding their learning of English as a foreign language and enhancing their comprehension of the lesson.

In particular, statement 5 which is learner-centered in the questionnaire received a neutral attitude. This indicates a divided opinion among participants, with half in favor of using Arabic and the other half not in favor of its usage.

In addition, the findings of the current research indicate a high level of agreement among pupils regarding the situational benefits of using Arabic in English language classes. This aligns with the majority of existing literature on the subject (Schweers, 1999; Swain & Lapkin, 2000; Burden, 2001; Prodromou, 2002; Tang, 2002; Sharma, 2006). Within the context of this study, the use of Arabic appears suitable for facilitating complex tasks in the English classroom and providing feedback, as evidenced by the overall agreement among pupils in statements 1,5,6,9 which reflect that pupils have positive attitudes towards using Arabic for procedural matters in class since it is more practical (refer to Table 13 for details on the use of MT for procedural matters).

Additionally, pupils were in favor of instructional guidance in explaining the exams structure in Arabic, however; they expressed neutral attitudes toward using Arabic for giving

instructions in class because instructions in class are less crucial. Although they support the importance of using Arabic to complete pair work activities, they showed a neutral attitude towards the group work since a group gathers different pupils level leading to varied point of views.

Moreover, pupils tend to turn to Arabic as a means to convey their emotions and thoughts when they face difficulties expressing them in English which is a compensatory strategy. This finding is supported by the overall agreement among pupils, as shown in Table 14. Consequently, they have positive attitudes towards using Arabic for content unrelated to content. However the neutrality towards using Arabic for praising or greeting occurred because pupils considered the use of Arabic unnecessary due to the simplicity of terms used. All pupils know them regardless of their proficiency levels.

Using Arabic helps to increase the motivation of pupils in participating more actively. This finding is supported by the overall agreement among participants, as indicated in Table 15. This aligns with Sharma's (2006) research, which highlights the detrimental effects of completely excluding the first language (L1) from the English classroom, as it can hinder pupils' progress. Within the context of this study, it appears that banning Arabic may have a negative impact on pupils' motivation and impede their learning process.

However, there was a general disagreement among the responses regarding the excessive use of Arabic. The present study further reinforces Al-Nofaie's (2010) findings that excessive reliance on Arabic reduces learners' exposure to English, limits their opportunities to practice the target language (TL), and hinders their learning. Additionally, excessive use of Arabic demotivates pupils from learning the L2 and leads to a decrease in their efforts. This finding is in line with Atkinson's (1987) research advocating limited and thoughtful use of the first language. In this study, the pupils were aware of the challenges associated with such a decision in the classroom.

Overall, the third assumption is validated because pupils have positive attitudes towards using Arabic for content-related matters (being taught grammar, vocabulary, and culture), procedural matters (classroom interaction and exam instructions), and content unrelated matters (expressing their feelings). However, they remain indecisive as to its advantages and disadvantages.

Limitation of the Study

The present study has several caveats, one of which is the limited time available to collect the data. The researcher was only able to collect data for two weeks due to the spring holidays, which was followed by the week of exams, despite the initial plan of collecting data for a month.

Moreover, the present study had a significant limitation due to the small sample size of teachers. Although a larger number of participants were initially planned, only two teachers agreed to be interviewed orally while others preferred to answer with a written version, and some were reluctant to participate.

Additionally, most of the students were not interested in being part of the sample. Therefore, the findings cannot be generalized to all Algeria students and teachers**.**

Pedagogical Implications

The findings of the present study carry significant implications for the field of teaching English as a foreign language. As previously mentioned in this chapter, students generally hold favorable attitudes towards incorporating Arabic into the learning process. However, the teachers prefer to use it rarely only when they needs to. They recognize the benefits of using Arabic as a supportive tool for acquiring English skills. Nonetheless, they also express apprehension regarding the potential risks associated with excessive reliance it.

To optimize the use of the L2 and keep the advantages of students' MT, it is crucial to maintain a balanced approach between Arabic and English in EFL classrooms. This

necessitates a certain level of awareness among both teachers and learners regarding the benefits and potential pitfalls associated with using only one of the two languages. It is important to establish an agreement that delineates which tasks and activities can be performed with the help of Arabic and which should be conducted in English.

This study affirms the benefits of integrating the MT in EFL teaching to facilitate learning. Also students with limited proficiency in the L2 face more challenges and require additional support through the use of their MT. Furthermore, Arabic may be permitted during pair or group work to enhance scaffolding. Permitting Arabic in collaborative tasks proves especially beneficial for low-level students.

Nevertheless, the incorporation of the MT does not imply the need to translate every classroom activity. It should be regarded as a resource employed selectively, based on necessity. Excessive reliance on the MT leads students to believe that they cannot comprehend new elements of the L2 without knowing their L1 equivalents. Moreover, teachers explore innovative pedagogical approaches that address and accommodate the linguistic and cognitive needs of their learners besides the MT.

Recommendations for Further Research

Based on the research findings, the following recommendations are suggested:
-The findings obtained were based only on data collected from questionnaires and interviews. To enhance the credibility and validity of the findings, it is recommended to incorporate a third data collection tool, such as classroom observations. This triangulation of data sources will provide additional support and strengthen the findings.
-Regardless of how the current study did not specifically address gender differences, it is suggested that future investigations explore whether the attitudes of both students and teachers vary based on their gender. Conducting a similar study that includes a diverse sample

of male and female participants for both data collection methods would allow for a comprehensive examination of any potential gender-related variations.

-Examining the extent of the MT usage in the L2 classroom by quantifying the proportion of time allocated to each language would be a valuable recommendation. This analysis can be achieved, for instance, by calculating the ratio of L1 to L2 speaking time. This investigation will provide insights into the balance between languages and inform instructional practices in the L2 classroom.

General Conclusion

The use of learners' mother tongue in learning English as a foreign or second language is an interesting topic. There are two opposing approaches: the monolingual approach, which believes in an English-only policy and considers the learners' first language as a hindrance to learning English, and the bilingual approach, which sees the learners' first language as a valuable tool that can facilitate learning English. The current research investigated the attitudes of learners and teachers practices toward using Arabic during English classes. It also examined whether pupils are aware of the outcomes of the overuse of the MT. In addition, the study explored the possible occasions where Arabic might play a role as a facilitating tool.The dissertation includes two chapters. A theoretical chapter is devoted to reviewing the related literature to the focal point of this study. Thus, it consists of two sections. The first section provides a general overview of the use of mother tongue in EFL classes. The second section includes attitudes and the MT uses. The second chapter was devoted to the practical part. It includes the research method and design, data gathering tool, the analysis and discussion of results obtained from learners' questionnaire and teachers' interview. Finally, it is concluded by mentioning the limitations of the current research, its implications, and recommendations for future research. In this chapter, the research questions and assumptions are answered through the obtained results. The obtained data answers all the research questions.

In relation to the first question regarding the extent of teachers' use of the mother tongue in EFL classes, it has been observed that teachers generally employ the mother tongue to some degree in EFL classrooms. Regarding the second question, which focused on the uses, advantages, and disadvantages of the mother tongue in EFL teaching from the perspective of teachers, the findings indicate that teachers utilize the mother tongue to some extent in EFL classrooms. This level of usage may vary based on factors such as students' proficiency levels and for teaching grammar, vocabulary, and culture. Lastly, addressing the

third question, which explored the attitudes of high school students towards the use of the

mother tongue in EFL classes, it has been confirmed that students possess a positive attitude

towards its utilization. They perceive it as a valuable tool that facilitates the learning process.

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Appendix A

Teachers' Interview

1.Gender

2.Status :   Full Tim⚪   Part Time teacher ⚪

3.How long have you been teaching English in High School?

4.What levels and majors have you taught?

5.How often do you use Arabic in EFL class (always, often, sometimes rarely, never)?

6.How do you balance the use of Arabic and English in your class?

7.When do you think it is appropriate to use Arabic in class? (Beginning of the session, end ..)

8. What do you use Arabic for?

9. Do you choose to incorporate Arabic in your teaching method?

10.Are there any administrative requirements for using it in the classroom?

11.Does the teacher's book offer recommendations on how and what for to use of Arabic in the classroom?If yes what are they?

12.Does your students' level impact your decision towards the use of Arabic?

13.What are the benefits of using Arabic in EFL teaching?

14.What are the drawbacks of using Arabic in EFL teaching?

15.in your point of view what challenges exist in using Arabic in English classes?

16. If Arabic is to be avoided, what alternatives do you suggest?

Appendix B

Learners' Questionnaire

Dear pupil,

The purpose of this survey is to examine your opinions regarding the utilization of your native language, Arabic, in English classes. Please note that all data collected will be kept confidential and solely used for research purposes. Your honest responses to the following questions are greatly appreciated as they will aid us in our master dissertation and assist teachers in better meeting your needs. Your input is very important to measure your point of view on using Arabic in English classes.

Thank you.

عزيزي الطالب :

إن الهدف الرئيس من هذا الاستبيان هو معرفة رأيك وما تعتقده فيما يخص استخدام اللغة العربية أثناء حصص

اللغة الإنجليزية, وليكن معلَوما لديك أنه سيتم التعامل مع جميع البيانات بسرية كاملة، وسيتم استخدامها

لأغراض البحث فقط، ولذا نرجو منك الإجابة على جميع الأسئلة بأمانة تامة، إذ إن إجاباتك ستكون عوَنا لكثير

من المعلمين والتربويين على فهم احتياجاتك التعليمية بصورة أفضل، وشكًرا

Section 01: General Information

<div dir="rtl">

القسم 01:معلومات عامة

</div>

1. Gender: Male   O   Female   O

       الجنس   ذكر   أنثى

2. Level: First year   O   Second year   O   Third year   O

     المستوى   سنة أولى   سنة ثانية   سنة ثالثة

3. How do you describe your proficiency level in English?

<div dir="rtl">

كيف تصف/تصفين مستواك في اللغة الانجليزية ؟

</div>

   Beginner   O   intermediate   O   advanced   O

   مبتدئ   متوسط   متقدم

4. What was your average in the first and second trimester?

<div dir="rtl">

ما هو معدلك في الثلاثي الأول والثاني ؟

</div>

....

5. What was the highest grade you have acquired in English in secondary school?

<div dir="rtl">

ما هي أعلى علامة تحصلت عليها في اللغة الانجليزية في المستوى الثانوي ؟

</div>

....

6. How often does your teacher of English use Arabic in class?

<div dir="rtl">

إلى إي مدى تُستخدم اللغة العربية من طرف أستاذ(ة) اللغة الانجليزية في القسم؟

</div>

Always   O   Usually   O   Sometimes   O   Rarely   O   Never   O

دائما   عادتا   أحيانا   نادرا   أبدا

7. What do you think of this frequency of use?

<div dir="rtl">

ما رأيك بمدى هذا الاستخدام؟

</div>

....
....

8. How often do you use English in class?

<div dir="rtl">

إلى إي مدى تستخدم/تستخدمين اللغة الانجليزية في القسم؟

</div>

Always   O   Usually   O   Sometimes   O   Rarely   O   Never   O

دائما   عادتا   أحيانا   نادرا   أبدا

9. Why do you use it?

<div dir="rtl">

لماذا تستخدمها /تستخدمينها؟

</div>

....
....

<u>Section 02: Using the Mother Tongue (Arabic) in Content-related Maters</u>

<div dir="rtl">

<u>القسم02:</u> استخدام اللغة الأم (العربية) في المسائل المتعلقة بالدروس

</div>

10. Indicate with a tick ✓ the extent to which you agree with each of the following statements.

<div dir="rtl">

أشر بعلامة ✓ إلى مدى موافقتك على كل من العبارات التالية.

</div>

Statements	Strongly Disagree لا أوافق بشدة	Disagree لا أوافق	Neutral محايد	Agree أوافق	Strongly Agree أوافق بشدة
1. I understand the lesson much better when the teacher of English uses Arabic. أفهم الدرس بشكل أفضل عندما تُستخدم اللغة العربية من طرف أستاذ اللغة الانجليزية					
2.I understand better when the teacher of English summarizes the content of the lesson in Arabic. أفهم بشكل أفضل عندما يلخص أستاذ اللغة الانجليزية محتوى الدرس باللغة العربية.					
3. I prefer it when my teacher of English uses Arabic for introducing new materials. أفضل عندما يستخدم أستاذ اللغة الانجليزية اللغة العربية لتقديم الأدوات جديدة.					
4. I grasp information better when I am allowed to ask questions in Arabic. أستوعب المعلومات بشكل أفضل عندما يسمح لي أستاذ اللغة الانجليزية بطرح الأسئلة باللغة العربية.					
5. I learn the lesson better when I am allowed to answer in Arabic. أستوعب الدرس عندما يسمح لي بالإجابة باللغة العربية.					
6. When the teacher of English translates idioms, expressions, and proverbs to Arabic, I understand them better. عندما يترجم أستاذ اللغة الانجليزية التعابير والعبارات والأمثال إلى اللغة العربية، أفهمها بشكل أفضل.					

Statements					
7. I retain vocabulary items better when the teacher's question is formulated as : "How do you say (Arabic word) in English ?". أتذكر المفردات بشكل أفضل عندما تكون صيغة سؤال الأستاذ كالتالي :"كيف تقول (الكلمة بالعربية) باللغة الانجليزية؟"					
8. I like it when the teacher of English allows me to use an English-Arabic dictionary to understand the new vocabulary. يعجبني عندما يسمح لي أستاذ اللغة الانجليزية باستخدام قاموس انجليزي عربي لفهم المفردات الجديدة.					
9. I understand English grammar lessons better when the teacher explains them in Arabic. أفهم دروس قواعد اللغة الانجليزية بشكل أفضل عندما يشرحها الأستاذ باللغة العربية.					
10. I understand the lessons about the English culture when the teacher use Arabic examples. أفهم دروس الثقافة الانجليزية عندما يستخدم الأستاذ أمثلة عربية.					

Section 03: Using the Mother Tongue (Arabic) for Procedural Matters:

القسم03:استخدام اللغة الأم (العربية) في الأمور الإجرائية داخل الصف

11. Indicate with a tick ✓ the extent to which you agree with each of the following statements.

أشر بعلامة ✓ إلى مدى موافقتك على كل من العبارات التالية.

Statements	Strongly Disagree لا أوافق بشدة	Disagree لا أوافق	Neutral محايد	Agree أوافق	Strongly Agree أوافق بشدة
1. It is better when the teacher of English uses Arabic to facilitate complicated English classroom tasks. من الأفضل أن يستخدم أستاذ اللغة الانجليزية اللغة العربية لتسهيل الأنشطة الصفية المعقدة.					
2. I prefer it when the teacher of English uses Arabic in giving instructions in class. أفضل عندما يستخدم أستاذ اللغة الانجليزية اللغة العربية في إعطاء التعليمات في					

القسم.					
3. Pupils should be allowed to use Arabic in pair work during English classes. **يجب السماح للتلاميذ باستخدام اللغة العربية في العمل الثنائي أثناء حصص اللغة الانجليزية.**					
4. Pupils should be allowed to use Arabic in group work during English classes. **يجب السماح للتلاميذ باستخدام اللغة العربية في العمل الجماعي أثناء حصص اللغة الانجليزية.**					
5. Teachers should use Arabic for checking comprehension. **يجب على أستاذ اللغة الانجليزية استخدام اللغة العربية للتحقق من الفهم.**					
6. The teacher of English should use Arabic in explaining how the test will be. **يجب أن يستخدم أستاذ اللغة الانجليزية اللغة العربية لشرح طريقة طرح الاختبار.**					
7. The teacher of English should use Arabic in explaining exam questions. **يجب على أستاذ اللغة الانجليزية استخدام اللغة العربية في شرح أسئلة الامتحان.**					
8. I prefer to clarify my understanding of the English Lesson in Arabic. **أفضل توضيح فهمي لدرس اللغة الانجليزية باللغة العربية.**					
9. The teacher of English needs to use Arabic when giving feedback. **يجب على أستاذ اللغة الانجليزية أن يستخدم اللغة العربية عند إعطاء الملاحظات.**					

Section 04: Using the Mother Tongue (Arabic) for Content-unrelated Matters
القسم04:استخدام اللغة الأم (العربية)في المسائل الغير متعلقة بالمحتوى

12. Indicate with a tick ✓ the extent to which you agree with each of the following statements.

Statements	Strongly Disagree لا أوافق بشدة	Disagree لا أوافق	Neutral محايد	Agree أوافق	Strongly Agree أوافق بشدة
1. Using Arabic helps me express my feelings and ideas when I fail to do that in English.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
يساعدني استخدام اللغة العربية في التعبير عن مشاعري وأفكاري عندما أفشل في القيام بذلك باللغة الانجليزية.					
2. I like it when the teacher of English uses Arabic to build a friendly atmosphere. يعجبني عندما يستخدم أستاذ اللغة الانجليزية اللغة العربية لخلق أجواء ودية.					
3. I like it when the teacher of English uses Arabic at the beginning of the session to check up on the students. يعجبني عندما يستخدم أستاذ اللغة الانجليزية اللغة العربية في بداية الحصة للاطمئنان على الطلاب.					
4. I like it when the teacher of English uses Arabic to praise me. يعجبني عندما يستخدم أستاذ اللغة الانجليزية اللغة العربية في مدحي.					
5. I like it when the teacher of English greets students in Arabic. يعجبني عندما يستقبل أستاذ اللغة الانجليزية الطلاب باللغة العربية.					

Section 05: The Advantages and Disadvantages of Using Arabic in English Classes

القسم05:فوائد وأضرار استخدام اللغة العربية في حصص اللغة الانجليزية

13. Indicate with a tick ✓ the extent to which you agree with each of the following statements.

Statements	Strongly Disagree لا أوافق بشدة	Disagree لا أوافق	Neutral محايد	Agree أوافق	Strongly Agree أوافق بشدة
1. Allowing the use of Arabic in English classes motivates learners to participate more. إن السماح باستخدام اللغة العربية في حصص اللغة الانجليزية يحفز المتعلمين على المشاركة أكثر.					
2. When the teacher of English uses Arabic, learners become more motivated to participate. عندما يستخدم أستاذ اللغة الانجليزية اللغة العربية، يصبح المتعلمون أكثر تحفيزا للمشاركة.					
3. Using Arabic a lot in English classes makes communicating in English hard. استخدام اللغة العربية كثيرا في حصص اللغة الانجليزية يجعل التواصل باللغة الانجليزية صعبا.					
4. Depending on Arabic all the time					

in English classes makes thinking in English hard. **الاعتماد على اللغة العربية طوال الوقت في حصص اللغة الانجليزية يجعل التفكير باللغة الانجليزية صعبا.**				
5. When the teacher of English uses Arabic, it saves time. **عندما يستخدم الأستاذ اللغة العربية فانه يسهل الفهم ويوفر الوقت.**				

☺ Thank You ☺

Appendix C

Instrument Validation Rating Scale

Instruction: Please indicate your degree of agreement or disagreement with the statements

provided below.

Criteria	StronglyDisagree	Disagree	Neutral	Agree	StronglyAgree
1. The items in the instrument are relevant to the research objectives.					
2. The items can obtain depth to constructs being measured.					
3. The instrument has an appropriate number of items related to the investigated topic.					
4. The items are neither too narrow nor broad in their content.					
5. The items in the instrument are stated clearly.					
6. The items in the instrument can elicit responses which are stable, consistent and not conflicting.					
7. The terms used in the instrument are culturally appropriate.					
8. The layout of the instrument is technically sound.					
9. The items can elicit a reasonable range of variation in responses.					
10. The instrument is not too short or too long.The participants will be able to answer it within a reasonable time.					
11. The instrument is interesting such that participants will be					

induced to respond to it and accomplish it fully.				
12. The instrument as a whole could answer the basic purpose for which it is designed.				
13. The instrument is culturally acceptable when administered in the local setting.				

Comments and Suggestions:

....

....

....

....

Appendix D

Teacher's Interview Before Validation

Gender

Status :Full Time ○   Part Time teacher ○

1.How many years have you been teaching English?

2.What are the levels and majors that you have taught?

3.How frequently do you use in your native language in class (always, often, sometimes

rarely, never)?

4.Are there any administrative requirements towards using MT in the classroom?

5.Does the teacher's handbook offer recommendations on how to use MT in the classroom?If

yes what for?

6.Does your students level interfere in your decision towards the use of MT?

7.What are the benefits of using MT in EFL teaching?

8.What are the drawbacks of using MT in EFL teaching?

9.How do you create a balance between mother tongue and the language being studied in your

EFL class?

10.When do you think it is appropriate to use mother language in class?

11.How do you react to students who prefer to use their mother tongue in the classroom?

12.Do you think there are any challenges using the mother tongue in your classes?If so, how

did you get over them?

13.Do you support the use of mother tongue in EFL teaching methods?

14. If you avoid using MT, what do you compensate with?

15.In your opinion what are the alternatives of using MT?

Résumé

Le sujet de l'utilisation de la langue maternelle dans l'enseignement des langues étrangères fait débat.Les partisans de l'approche monolingue soutiennent que seule la langue cible devrait être utilisée dansla salle de classe. Cependant, les partisans de l'approche bilingue estiment que la langue maternelle estun outil précieux qui peut aider à l'apprentissage. Cette étude vise à examiner les étudiants ; attitudesvers l'utilisation de la langue maternelle (arabe) en anglais comme langue étrangère (EFL)l'enseignement, notamment en relation avec les pratiques pédagogiques employées par les enseignants. D'où l'enquête sur la fréquence et les situations dans lesquelles les enseignants choisissent d'intégrer la langue maternelle au sein de la classe. En outre, l'étude examine à la fois les avantageset les inconvénients de l'intégration de la langue maternelle dans l'enseignement (EFL). Pour répondre à la recherchequestions, un plan de recherche descriptif a été utilisé. Afin de collecter les données, unquestionnaire est administré aux apprenants et un entretien structuré est mené avecenseignants. Les données recueillies ont été analysées quantitativement et qualitativement. Les résultatsa révélé que les élèves du secondaire ont des attitudes positives envers l'utilisation de l'arabe dansles cours d'anglais, mais ils sont détrompés sur ses avantages et ses inconvénients.De plus, les enseignants intègrent rarement la MT pour traduire un vocabulaire non familier, clarifierconcepts de grammaire, fournir des instructions et évoquer la compréhension culturelle. Malgré leurpréférence pour l'éviter, ils pensent que c'est un gain de temps et nécessaire parfois selonniveau de compétence des apprenants. Les résultats éclairent le dilemme persistant causépar la positionde la langue maternelle dans les cours d'EFL.

Mots clés : *attitudes, langue maternelle, langue étrangère, pratique d'enseignante*

الملخص

موضوع استخداماللغة الأم في تدريس اللغة الأجنبية هو موضوع نقاش.يجادل مؤيدو النهج أحادي اللغة بأنه يجب استخدام اللغة المستهدفة فقط في الفصل. ومن جهة أخرى يعتقد المدافعون عن النهج ثنائي اللغة أن اللغة الأم هي أداة قيمة يمكن أن تساعد في التعلم. تهدف هذه الدراسة إلى فحص اتجاهات الطلاب نحو استخدام اللغة الأم (العربية) في اللغة الإنجليزية كلغة أجنبية في التدريس، وتحديداً فيما يتعلق بممارسات التدريس التي يستخدمها المعلمون. ومن ثم ، فإن الدراسة تبحث في تكرار الاستخدام والمواقف التي يختار فيها المعلمون دمج اللغة الأم داخل الفصل. علاوة على ذلك ، تبحث الدراسة في كلتا المزايا ومساوئ دمج اللغة الأم في تدريس اللغة الإنجليزية كلغة أجنبية. للإجابة على البحث أسئلة تم استخدام تصميم بحث وصفي. من أجل جمع البيانات، استعمل الاستبيان للمتعلمين و تم إجراء مقابلة منظمة معلمين اللغة الاجنبية . تم تحليل البيانات التي تم جمعها كميا ونوعيا. النتائج كشف أن طلاب المرحلة الثانوية لديهم مواقف إيجابية تجاه استخدام اللغة العربية في فصول اللغة الإنجليزية ، لكنهم لا يتقبلون مزاياها وعيوبها. علاوة على ذلك ، نادرًا ما يقوم المعلمون بدمج اللغة الام لترجمة المفردات غير المألوفة ، توضيح المفاهيم النحوية ، وتقديم التعليمات ، وإثارة التفاهم الثقافي. على الرغم من تفضيل تجنبه ، يعتقدون أنه يوفر الوقت وضروري في بعض الأحيان اعتمادًا على مستوى إتقان المتعلمين. النتائج تشير إلى استمرار المعضلة الناجمة عن الموقف اللغة الأم في فصول اللغة الإنجليزية كلغة أجنبية

الكلمات المفتاحية: المواقف ، اللغة الأم ، اللغة الأجنبية ، ممارسة المعلم .

الجمهورية الجزائرية الديمقراطية والشعبية
وزارة التعليم العالي والبحث العلمي
جامعة العربي التبسي تبسة
كلية الآداب و اللغات
قسم الآداب و اللغة الإنجليزية

إلى السيد (ة): ....

الموضوع : طلب إجراء تربص ميداني

بعد التحية و الإحترام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم :

- ....
- ....
- ....

وذلك بغية التحضير لنيل شهادة   شهادة الماستر

في الأخير تقبلوا منا فائق الاحترام و التقدير

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