

People's Democratic Republic of Algeria
Ministry of Higher Education and scientific research
University of Jijel – Mohammed Seddik Ben Yahia
Faculty of Letters and languages
Department of Letters and English



The Use of the Mother Tongue in 1st year Middle School English Classes

The Case of First-Year Middle School Teachers in Jijel

**Dissertation Submitted in Partial Fulfilment of the Requirement for
A Master's Degree in Didactics of English**

Submitted by:

 **Anfal BOUGHEDA**
 **Meryem ZIANE**

Supervised by:

 **Pr. Ammar BOUKRIKA**

Board of Examiners

Chairperson Messaouda ARZIM

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Declaration

We hereby declare that the dissertation entitled “the use of mother tongue in middle school English classes.” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Date: 11 /09/2022

Meryem Ziane

Anfal Boughedda

Dedication

I dedicate this work to my beloved parents for their love, and continuous support To my dear sister Amira To my brothers Taha, Tarek, and Mehdi And to all the lovely people in my life.

Anfal

Dedication

I dedicate my humble efforts on this work to my beloved parents *Mohamed* and *Houria* who have always been to encourage and push me forwards to be the best version of me.

To my loving siblings *Loqman, Eman, Abdessamed, Ahmed & Ali* who are very inspiring and motivating in every possible way.

Much love to my dear friends *Asma, Kelthoum* and *Yousra*. Their support gave me the chance to reach such success and honour.

Meryem

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Abstract

The use of the mother tongue in foreign language teaching classrooms has been a subject of disagreement for the majority of teachers, since that are advocators and non-advocators of its use , especially that the latest versions of English teaching approaches specifically competency- based- approach do not advocat the use of the mother tongue . Considering the issue from one point of view is not evident, so the aim of this research was to examine this practice from different perspectives. It is hypothesised that English language teachers in the middle school sometimes use mother tongue in their classes, as a direct teaching aid, when their learners encounter comprehension problems. The methods used for data collection were a classroom observation that lasted for three days , and a teacher interview that took place with seven teachers . Both instruments were implemented at two middle schools in Jijel. After the fieldwork was done, the researchers have come to realize that the majority of teachers have a tendency to use the mother tongue when teaching English for beginner learners. The results of this study indicate that the use of the mother tongue in teaching pupils at a beginner stage is inevitable for multiple reasons; such as the fact that beginner learners still have poor English background , and require things to be simplified for them , as well as for other reasons such as the lack of visual aids.

Keywords: English- English teaching- mother tongue- middle school

List of Abbreviations

CBA: Competency Based Approach

CLT: Communicative Language Teaching

FLT: Foreign Language Teaching

L1: First Language

L2: Second Language

MT: Mother Tongue

TL: Target Language

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General introduction

Middle school is usually the phase where pupils find themselves excessively exposed to English as a foreign language for the first time. Teachers, on the other side, think of themselves dealing with almost clear minds. Teaching a foreign language can be difficult when the latter does not have sufficient resemblance to the Mother Tongue (henceforth MT). The great impact of MT on pupils' minds usually prevents them from correctly understanding and producing the target Language, and consequently, some teachers reject the employment of the mother tongue in teaching English. However, some teachers find it useful when they occasionally use MT in teaching English for middle school pupils. This division between teachers' perspectives and the conflicting arguments advanced by scholars led us to select this topic for our dissertation to gauge the use of MT in English classrooms at the Algerian Middle Schools.

Theoretically speaking, different scholars have investigated the topic of the use of the mother tongue in teaching foreign language, adopting different perspectives. The view that the use of the mother tongue is beneficial has been held by researchers, like Brown (2000, p.68) who maintained that MT use facilitates learning, and a considerable number of scholars, such as Schweers (1999, p.7), who shared the belief that MT use in EFL classrooms helps accommodate the learning environment and provides stress-free space for learners to interact better and learn more. On the other hand, some specialists and researchers stood against the idea of MT use in FLT, like Paker and Karaagç (2015, p.112), condemning the exaggerated exposure to the first language in the EFL classrooms by the learners, and Atkinson (1987, p.246), who enumerated multiple disadvantages of the overuse of MT, like the dependency of the learners on translation and the path learners choose to express themselves in the native language when they actually know how to do so in the target language.

Practically speaking, several researchers have investigated the topic of the mother tongue's use in FLT, such as (Guelladi, 2017) who has attempted in her research to answer the following questions:

- How is mother tongue used in FLT?
- What impact does it have on EFL learning?

She hypothesized that:

- EFL teachers use MT to provide explanations, while pupils use MT to ask for clarifications, and chat between them.
- The use of MT in EFL classrooms may have a positive impact on the learning process.

Similarly, Kouckà (2007) has attempted to find out about the role of the mother tongue in English language teaching. Her research attempted to answer the following questions:

- To what extent is the teacher's use of mother tongue in foreign language classroom effective and facilitating pupils learning?
- What are the current views for foreign language teaching concerning the use of mother tongue?
- How can these views be implemented into the teaching environment?

As for hypotheses, she did not state them clearly, but from what was written in her general introduction, it can be deduced that she noted an overuse of MT in primary school (from her experience of first observing and then teaching English at the primary school), and that teachers use MT in almost every situation (giving instructions, translation...).

Statement of the Problem

Despite the fact that the new EFL teaching methods suggest that the use of MT in EFL classrooms is less desirable, teachers still use the mother language in EFL classrooms, especially in the middle school, as they interact with beginners who are usually thought to have still a poor English background. While interacting with one of the siblings who is an English language teacher at the middle school, I purposely asked her if she tends to use MT in her classroom, she said that she used to use translation with absolute beginners back in the early 2000s because the pupils back then had almost no clue about the English language; the only English classroom was not possible at that time. However, in the last century, and due to the globalization, the effect of social media and the technology, which became a crucial part of one's daily life, the exposure to English increased affecting the pupil's language background, but still the use of MT is inevitable, for so many reasons such as saving time, and managing undisciplinatory situations.

Aims of the Study

This study aims to investigate the situations in which MT is used in teaching English in the Algerian Middle School as well as the manner and the extent , and the reasons of such use.

Research Questions

To reach the above-mentioned aims, the present research will attempt to answer the following questions:

- In which situations do teachers of English in the middle school use MT in their classes?

- How do teachers of English in the Algerian middle schools use MT in their classes ?

- Why do teachers of English in the Algerian Middle School use MT in their classes?

-How often do English language teachers in the Middle School use MT in their classes?

Hypotheses

To answer the questions above, it is hypothesized in the present research that:

- English language teachers in the middle school use MT in their classes when their learners encounter comprehension problems.

- English language teachers in the middle school use the mother tongue in their classes as a direct teaching aid because their learners are still at an elementary stage.

- English language teachers in the middle school sometimes use the MT in their classes.

Means of research

For the sake of answering the questions and testing the hypotheses, the researchers have used two research instruments: a classroom observation and an interview.

Significance of the Study

It is significant to deal with this topic because it constitutes a problematic matter. The newly introduced foreign language teaching methods, such as CLT and CBA, hint to the ban of the use of MT in the English language classroom, relying instead significantly on the native language as a means of explanation and occasionally on non-verbal techniques (gestures and facial expressions). The reality of what is going on classrooms, however, might be quite different. That is why the researchers attempted to explore this issue in the Algerian context. Apart from this, teachers, especially the new ones or those who want to join the teaching sphere, should be aware of the different points of view and the advantages

and the disadvantages of using the MT in the classroom, especially when it comes to teaching beginner learners who may be facing a foreign language for the first time.

Structure of the study

This dissertation consists of two chapters .The first chapter is divided into two sections .The first section deals basically with the use of mother tongue in foreign language teaching ; it mentions the different theoretical views towards mother tongue use in FLT ,and the advantages and the disadvantages of its use. The second section highlights the reality of teaching English in the Algerian middle schools. First-year middle schoolteachers were chosen to be the subject of the present research since their pupils are usually referred to as absolute beginners that need to be given more help. It presents an overview about teaching English as a course from first year to fourth year middle school, and emphasizes the first-year syllabus and textbook. It also includes instruction for teachers on how to deal with pupils of first year middle school. The second chapter, the empirical study, consists of the methodology, description of the classroom observation as well as the interview, the analysis, the research findings and discussion, and the limitations of the study.

CHAPTER ONE

Section One: The Mother Tongue and Foreign Language Teaching

Introduction

Foreign language teaching has been a major concern among scholars and specialists, resulting in the emergence of several language teaching approaches, some of which promote the use of MT in foreign language teaching while some others exclude it from foreign language teaching.

Therefore, MT use in FLT has become a subject of interest for numerous persons who seek to investigate areas related to the field of education.

1.1.1 Mother Tongue's Use in Foreign Language Teaching

One of the concepts that have caused disagreement among professionals is whether or not to use MT in the EFL classroom (Guelladi, 2017, p.7). Some of them have considered MT to be beneficial in the EFL classroom while some others have considered it unbeneficial. Notably, there are several approaches and procedures that completely ban the use of MT in EFL classrooms. (Guelladi, 2017, p.7)

There are other professional perspectives that encourage the use of MT in EFL Classrooms. "Although it was strictly prohibited at different times according to different language teaching methods such as Direct Method and Audio-lingual Method, it is allowed in various methods and approaches such as Natural Approach, communicative Language Teaching, Task-Based Language Learning, etc." (Paker Karaagaç, 2015, p.112). The above quotation highlights probably a comeback to the use of the MT in the foreign language teaching by the current teaching methods and the inevitable role played by that language,

especially during the beginning stage when learners start their learning journey with no prior exposure to such a foreign language.

Scholars have shown that the use of MT can be effective. In a work done by (Guelladi, 2017, pp 7, 8, 9) which happens to be relevant to the topic of the use of mother tongue in EFL classrooms, the following scholars' perspectives were cited. Brown (2000, p. 68) claims that "first language can be a facilitating factor, and not just an interfering factor", with regards to this quotation, the MT use in FLT helps facilitate the learning process for the pupils considering that they need things to be facilitated and simplified for them. Similarly, Schweers (1999, p.7) claims that "starting with L1 provides a sense of security and validates the learners' lived experience allowing them to express themselves", according to Schweers the presence of L1 which the learner is familiar with in EFL classroom, contribute to the performance of the learner in a way that it make him/her more comfortable and secure. For Cook (2001), "The use of MT increases the confidence of pupils in their ability to comprehend L2", Cook's point of view is similar to that of Schweers, in terms of making the learner more secure in EFL classroom. Also, according to Liao (2006), pupils become anxious and remain silent when FL2 is the only means of communication in discussions due to their lack of English competence. According to Liao, the anxiety level increases among pupils when they only hear the target language in the classroom, because they are beginners, and have poor English background. Larsen-freeman mentions that "the native language of the students is used in the classroom in order to enhance the security of the students, to provide a bridge from the familiar to the unfamiliar, and to make the meanings of the target language words clear" (cited in Paker and Karaagaç, 2015, p.112). According to the last quotation, the virtue of the mother tongue supposedly lies in its use to provide a sense of security among pupils and to explain the unknown terms.

A paramount factor to be considered is that the use of MT in EFL classrooms is not only restricted to teachers; it also extends to learners. Teachers mainly use MT in the explanation of tasks and difficult words. However, learners use MT to interact with each other during group and pair work-in this context, Willis (1996, pp. 26/27) says “don’t ban mother tongue use, but encourage attempts to use the target language” (Guelladi, 2017,p.9).

All the above leads us to think that only-English classrooms are not that beneficial; instead, leaving space to the slight use of MT will increase confidence in pupils, especially those who have poor English background, as well as provide more opportunity for comprehension

1.1.2 The Role of MT in Foreign Language Teaching

The role of MT in FLT is a debatable topic. Mouili (2021, P.356) stated that the use of MT for immediate translation is a failure, as it creates a dependency on the students, which means that using MT to give immediate translation for student is not beneficial; when learners get familiar with the immediate translation of the terms, they will not pay attention to the teacher’s explanation until he/she starts re-explaining in the native language; However, the main role of MT is to convey the message of unknown terms. Though teachers can use nonverbal techniques, still the best way to check pupils’ comprehension is to use L1 (Mouili, 2021, p .352).

Moreover, L1 is usually used by teachers to manage undisciplinatory situations in the classroom. With regard to the importance of classroom environment for pupils to learn better and to interact more, the use of MT provides a sense of security which could help promote pupil’s self-expression (Schweers as cited in Paker&Karaagaç, 2015, p.112). In various studies it has been reported that L1 is used for different purposes in EFL or ESL classes: explaining the grammar, giving instructions, helping students/ checking them,

correcting the activities. (Atkinson, 1987; Cook, 2001; Greggio and Gill, 2007; Patel & Jain, 2008) cited in (Paker and Karagaacm, 2015 p. 112). Thus, L1 is used for various reasons such as grammar explanation, and correction, still the best way to do so is to use the native language.

1.1.3 Advantages and Disadvantages of Using MT in FLT

In the following section, we will discuss the advantages and the drawbacks of using L1 in teaching foreign language. Starting from the positive side's perspectives, the use of MT enhances the security within the learning environment, resulting in more interaction and activeness among pupils, and several scholars promote the amelioration of the social environment, such as Vygotsky, who emphasizes the role of the social environment in children learning, and Gass (2002), who points at "how learners use their linguistic environment to build their knowledge of the second language" (p.17).

Despite the existence of several views that reject the use of MT in EFL classrooms, there are some professionals who encourage the use of L1 in foreign language teaching. Harbor (1992, p.352) cited in (Mahmutoglu and Kicir, 2013, p. 52), for instance, gave the following reasons for the teachers' use of the mother tongue:

- facilitating teacher-student communication;
- facilitating teacher-student report; and
- facilitating learning

AL-Hinai (2011, p.1 cited in Mahmutoglu and Kicir, 2013, p 54) highlighted some advantages of using L1 by summarizing researchers' ideas as presented below:

- It reduces learner anxiety and creates a more relaxing learning environment.
- It is a means of bringing the learners' cultural background knowledge into the class.

-It facilitates checking understanding and giving instructions.

-It facilitates the task of explaining the meaning of abstract words and of introducing the main differences in grammar and pronunciation between L1 and L2.

As for Paker, Karaagaç (2015, p. 112), they state that the use of MT helps the teachers to manage class discipline as well as to establish social relationships with their students (Nation, 2003; Jingxia, 2009; Ramos, 2005)

On the other hand, the drawbacks of MT use in FLT show up in multiple dimensions. For instance, Auerbach (1993, p.5 cited in Mahmutoglu and kicir, 2013, p. 54) says:

“The more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it”.

This means that sufficient exposure to the target language, and the excessive use of L2 lead to the mastery of the foreign language; however, the interruption caused by the use of the mother tongue and the permission of its use in EFL classrooms affect the speed of the process of learning the foreign language.

Atkinson (1987, p.246. cited in Mahmutoglu, and kicir, 2013, p. 55) stated the following problems of the overuse of MT:

1. The teacher and/or the students begin to feel that they have not really understood any item of language until it has been translated.
2. The teacher and/ or students fail to observe the distinctions between equivalence of form, semantic equivalence, and pragmatic features, and thus oversimplify matters to the point of using crude and inaccurate translation.
3. Students speak to the teacher in the mother tongue as a matter of course, even when they are quite capable of expressing what they mean.

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

To sum up, the use of mother tongue in FLT can be useful unless it is not exaggerated.

1.1.4 The mother tongue and the four skills

Foreign language teachers find themselves confused about whether to use the mother tongue in their classes or not, and this issue has been a controversial topic in foreign language teaching and learning. According to Sharma (2006), the issue of whether language teachers should use the students' first language in their second/foreign language classroom has always been a controversial one (Mahmutoglu & Kicir, 2013, p.50). This matter created a serious debate between a number of authors and professionals and led them to give their opinions about it. Some of them believe that using the mother tongue in foreign language classes has a very beneficial outcome for learners.

MT is the first language or the native language; it is the language a person acquires unintentionally in his childhood from his family and hometown. Teachers tend to use the mother tongue when they are teaching a foreign language in different ways and for different purposes; however, some of them hesitate whether to use MT because they feel kind of guilty using the first language rather than the target language. Some studies show that using MT in classrooms is beneficial. Qing (2010) emphasized that "code switching represents one of the strategies that EFL teachers often use to accommodate the students" (p.112). Braga (2000) pointed out that code switching was used by learners as a method that shows humorous situations when correcting activities (cited in Guelladi, 2017, p. 8). This means that MT's use makes it easier to understand ideas, creates a joyful atmosphere, and also helps in the teacher in delivering his message in a better way. Schweers (1999) suggested that using L1 makes learners feel secure and allows them to express themselves

(as cited in Guelladi, 2017, p. 8). It means that using the learners' first language makes them feel comfortable and safe which leads to a better communication between teachers and learners and this encourages teachers of FL to incorporate the first language to influence the classroom dynamic.

The use of MT can never be an obstacle to successfully learn the second language. Willis (1996) recommended the following: "don't ban mother tongue use but encourage attempts to use target language" this means that a teacher should focus on encouraging learners to love the target language and use it more, instead of banning MT use(as cited in Guelladi,2017, p. 8).

1.1.4.1 Reading

Reading is a very important skill in the learning process. Like any other skill, it demands some efforts in order to become a good reader who really understands the language and knows how to use it in the right way.

“Although reading was once assumed to be a combination of decoding and oral language, it is now acknowledged that reading comprehension depends heavily on knowledge about the world as well as on knowledge of language and print”(Fielding and Pearson1994) as cited in(O’MALLEY & Pierce, nd,p.94) . New knowledge is built by the interaction between texts and the reader’s background knowledge (O’Malley& Pierce, n.d, p.94). Moreover, reading was viewed as “(...) a complex task that entails an interaction between L2 and the native language (L1)” (Tan et al, 2003, p.158). From what was said above, we can deduce that the foreign language learners’ reading proficiency cannot be affected by the influence of the mother tongue unless the words of the target language were either mistranslated for them or misunderstood; but, in general, reading requires knowledge of the prints (forms) as well as knowledge of the meaning. However, according

to Kouckà (2007), the text may happen to be difficult for the learner. (p.34). In this case, Willis (1991) suggests what should be done by teachers to avoid native language:

- more background information
- pre- teach key words the day before
- divide text into short chunks
- sign-post questions for main points
- add discourse marks where helpful
- ask easy questions
- Paraphrase difficult ideas
- set easy tasks like matching questions and answers
- Praise and encouragement (p. 144)

Reading is really helpful in language learning, but it is not as easy as it seems. It requires some conditions to perform this skill correctly and reach the desired results.

1.1.4.2 Listening

Listening is a really necessary skill in foreign language teaching and learning. It is the first step of knowing and then learning a foreign language. Although it did not receive enough attention before, listening nowadays plays a great role in foreign language teaching and learning. According to Rost (2001) and Kurita (2012), a major difference between more successful and less successful learners is related to their ability to use their listening as an instrument of learning (cited in Gilakjani & Sabouri, 2016, p.1670). Teachers are expected to be focusing on the use of the second language in their classes, so they let the learner get used to the target language by concentrating more on it. Even though listening is a hard way to learn a language, it stays an effective one. From a study conducted by

Kouckà (2007), Richards made a list of teaching strategies and techniques to practice listening:

- Predicting the meaning of messages
- Identifying keywords and ignoring others while listening
- Using background knowledge to facilitate selective listening
- Keeping the broad meaning of a text in mind while listening. p. (32).

These strategies and techniques help the learners to practice the listening skill easily and make it less complicated.

According to Ziane (2011), Listening comprehension needs more concentration and a quick understanding is also required. When a lot of factors should be paid attention to. They are context, facial expressions, and body gestures that are very important for the listeners to facilitate the understanding of what is conveyed by speakers (as cited in Gilakjani & Sabouri, 2016, p.1672). This means that listening comprehension requires a lot of concentration on many factors such as facial expressions, body gestures, and context. “According to Rost (1994) and Ziane (2011), listening comprehension is very important because it is a process through which we get input and without its comprehension learning does not happen” (Gilakjani & Sabouri, 2016, p.1672). This is how they justified the importance of listening comprehension in language learning, without listening comprehension, the learning process can never be completed.

1.1.4.3 Speaking

We can assume that someone succeeded in learning a foreign language from his ability in speaking. According to Brown (1994); Burns & Joyce (1997), speaking in English teaching is referred to as an interactive process of constructing meaning that involves producing, receiving, and processing information (as cited in Sharma, 2018, p.98). Richards (1990) as

well states that the mastery of the speaking skill in English is seen as a priority for many EFL learners across the world because learners often evaluate their success in language learning based on how well they have improved in their spoken language skill (as cited in Sharma,2018, p.98). According to Flege (2009), previous second language acquisition (SLA) research has extensively examined how adult second language (L2) learners improve their oral proficiency as they process an increasing amount of input in naturalistic settings while using the L2 on a daily basis (as cited in Saito, &Hanzawa, 2016, p.4).

Ur (1996) provides the characteristics of successful speaking activity:

- Learners talk a lot.
- Participation is even.
- Motivation is high.
- Language is of an acceptable level. (As cited in Kouckà, 2007, p.35).

Ur also added that to reach all of these characteristics, teachers should:

- Use group work.
- Base the activity on easy language.
- Make a careful choice of topic and task to stimulate interest.
- Give some instruction or training in discussion skills.
- Keep students speaking the target language. (pp. 35-36).

1.1.4.4 Writing

Javid and Umer (2014) opionate that the importance of writing springs from its being a primary means by which students are able to show their progress and academic development to their instructors. Their competence in other skills depends primarily on their writing skills. According to Fageeh (2011), to learn a language, students are mostly

dependent on writing as “integral skill to language learning” (cited in Mohamed and Hazarika, 2016, p.105).

In the study of Stapa and Majid (2009), they claimed that when teachers use L1 in L2 writing classes with limited proficiency, students produce better quality essays.

Bjork & Rasanen (1997), argue that “we highlight the importance of writing in all university curricula not only because of its immediate practical application, i.e., as an isolated skill or ability, but because we believe that, from a broader perspective, writing is a thinking tool. It is a tool for language development, for critical thinking and, extension, for learning in all disciplines”. In the same study, it was claimed that writing requires an in-depth understanding of target language. In a way, it is an amalgam of different other skills like reading, listening etc. That is why students hardly feel motivated for writing. Motivation plays a very important role in developing any skill. (Mohamed & Hazarika, 2016, p.105-106). Writing in a language demands a deep understanding of that language and having a rich vocabulary background.

Conclusion

The use of mother tongue in the middle school English classes is a controversial topic, and views about this matter diverged, because it has both advantages and disadvantages which makes professionals confused whether there is a need to use mother tongue or not. Hence, the empirical study we are conducting elucidated that using MT in teaching foreign languages has never been a shame or guilt. Teachers should not be feeling guilty of speaking in the learners' first language because it is very needed to include some words and expressions in L1 which makes the tasks meaningful and easy to understand, as a result it makes the learners comfortable to express themselves and, as mentioned earlier, it

encourages them and gives them the green light to give all what they got in order to perform better.

Section Two: English Language Teaching in the Algerian Middle School

Introduction

Middle school is the level where pupils begin to study English academically. During the four years of middle school, pupils are meant to be taught various learning items determined by The Ministry of Education. This explains why “The Algerian decision-makers see the teaching of English as a clue to communicate with different parts of the world, have access to modern sciences and technologies, encourage pupils to develop creativity in its universal dimensions, and make pupils prepared to successfully seat for examination” (Mouili, 2021, p352). The following sections will explore English as taught in the Algerian Middle school.

1.2.1 English as a Course Taught over the Four-year Middle School Period

English nowadays takes place in almost every field in our lives. It is very necessary and beneficial to teach to our children in middle schools and give them background knowledge about this language before they grow up and decide to continue learning it. In actuality, the new English curriculum is in complete accordance with Algeria statutory educational rules. The four years of middle school are seen crucial foundational years for the intellectual, emotional, physical and social growth of the child. The lessons they gain throughout those years will enable them to eventually master all levels of schoolwork and thereafter continue learning afterward (Boukri, 2020, para. 3). The importance of teaching English in the four years of the middle school is tremendous, because it does not only affect the child intellectually, but also many other aspects of his mind and character; so, it has a huge positive effect on his life generally.

According to the middle school yearly learning plan (2022), the annual learning plans a thorough template that includes learning objectives, resources, integration, assessment ,and educational projects. It aims to achieve the global competence of a learning level based on the target competency stated for each domain (oral interaction, interpretation of oral and written messages, and production of oral and written messages), as well as through an integrated set of learning sections. In other words, the Algerian middle school learning plan is aiming to be equivalent to the international standards and global capacities of a learning level, by focusing on multiple domains in order to achieve certain level (p. 2). According to Samir (2019), the goals of teaching English at middle school are:

- To help our society to live in harmony with modernity by providing the learner with linguistic tools essential for efficient communication.

- To promote national and universal values.

- To develop critical thinking, tolerance and openness to the world.

- To contribute to the shaping of a good citizen, aware of the changes and challenges of today and tomorrow.

- To give every learner the opportunity to have access to science, technology and world culture while avoiding the dangers of acculturation. (p. 4)

That means that teaching English at middle school is very beneficial for the children in specific and the society in general.

1.2.2 English as Taught to first-year Learners

In Algeria, when the children finish their primary school period and get their primary education done, they move to the middle school where things are a little bit different and more complicated. The middle school period is four years long. Children find themselves a bit confused because of the changes they face, and the new modules they deal with in the first year of middle school, one of which is English, bearing in mind that in Algeria

children of primary school learn French starting from their third year. But by starting to teach them English in their first-year middle school, teachers make sure these children keep up with the pupils' level in English. The pupils have an EFL specialist to educate them three times a week beginning in their first year of middle school. Each trimester they take one exam and two tests (Boukri, 2020, para, 2). They take the English course three hours a week. The program contains the basics of English (letters, numbers, how to introduce themselves, their daily routine, etc.). During each trimester, they take one exam and two preparing tests. Since the second language in Algeria is French, children do not really have a good English background, and teachers are aware of that and of the fact that English is a foreign language in Algeria which makes it underrated and unknown in our country.

1.2.2.1 The Syllabus of English for First-Year Learners

The competency-based approach is the approach that is applicable in the Algerian Middle school English classes. It seeks to target the four skills of the language: listening, speaking, reading, and writing, and to integrate them into various learning situations.

The syllabus of the middle school generally, and that of the first year specifically, consists of four core values that are developed in the course book by sequences:

National identity

The learner can use the markers of his identity when introducing himself to others: name, nationality, language, religion, flag, national currency ...

National conscience

He can speak about our schooldays, weekend and national public holidays (historic, religious, etc.)

Citizenship

He shows respect for the environment and protects it continually.

He is responsible.

He is honest.

He is respectful.

Openness to the world

He is keen on learning about others' markers of identity.

The core values are broken into micro-values in the course book. (Louniset al, 2016, p. 19).

Presentation of the Course book Objectives

The following information are provided and paraphrased from *My Book of English Teacher's Guide*:

I listen and do

At this point, the learners are exposed to the target language; therefore, it should be introduced in the best way possible. In 'I listen and do' learners listen and interact orally.

The learners should be able to use language to interact and maintain social relationships, express needs, and to get things accomplished. While learners are exposed to the target language sounds, repetition in meaningful contexts is key to get them familiar with these sounds. **They should be able to** understand the target language through listening to the spoken form and reading the written one **They should be able to** produce coherent messages and elaborate them appropriately.

In this section, vocabulary is taught through topics related to each situation. The teacher can use whatever technique to present vocabulary (pictures, gestures, miming, and word family...), grammar should be taught in meaningful contexts, and the learners must be provided by the basic grammar forms (verb, noun, adjective, prepositions) and structures, such as noun phrase, verb phrase, simple sentence, etc. However, grammar is taught implicitly. Meaningful situations that are related to the learner's interest would help them learn more and get motivated.

I pronounce

Pronunciation is a crucial component of communication. In order to help learners and get them motivated, pronunciation is associated with pictures. When dealing with this teaching point, teachers should pay more attention to spelling as spelling can be problematic to absolute beginners.

I practice

Practice is meant to reuse the acquired knowledge in meaningful contexts; the sake of it is to use language in real life situations.

I read and do

In this section learners read to look for information, to understand meaning, and interpret situations.

I learn to integrate

At this stage, the learners are meant to integrate the acquired learning items (knowledge, skills and attitudes) and mobilise them in a problem-solving situation through group work.

I think and write

In the modern world we live in, learners may have already had contact with the English language; however, the job of the academic settings is to enhance the learners' competency, targeting the four language skills of listening, speaking, reading, and writing. The latter is the most difficult to acquire; it requires logical thinking and knowledge of various linguistic items, such as syntax and punctuation.

So, with the help of the teacher, the learner will be able to:

- produce a written message of short length to describe himself, friends, family, school, and country;

- use punctuation and capitalization correctly;
- write a cohesive, coherent paragraph which holds together from the point of view of form and meaning;
- use correct syntax (subject, verb, object, tenses, etc.); and
- write an outline plan and organize his ideas clearly and logically.

I play

Play is a fundamental component of the learning procedure; it helps learners, ease off stress, maintain social relationships, and develop critical thinking.

I enjoy

Thanks to this section, the learners will not feel overwhelmed by English lessons; it Provides a joyful atmosphere through reading or singing.

My project

The learners are asked to present a personal or a collective project. The purpose of the Project is to make learners socialise and to allow the teacher to identify the hidden skills of his learners.

1.2.2.2 The course book *My Book of English Year One*

My book of English year one is the course book of the first-year middle school learners, the first companion of the learner's academic English journey. Therefore, it was made to fit an 11 years old learner's interests; it contains playful tasks, and focuses on putting the child into real life situations. According to Tamrabet et al (2016, p.5), the book's tasks are learner-centred, they are designed to meet the competencies of the language corresponding to the learners in- school and out-of-school needs. Pupils learn how to speak, listen to, read, write, and re-use what they have learnt in new situations.

The course book is divided into five sequences in addition to a pre-sequence section, in which learners are introduced to Basic English elements such as greetings, school things,

colours, days of the week, etc. Those elements fall under distinguished categories such as “I listen and speak”, in which learners hear the word and repeat it, or “I read and write», where learners are asked to read the words and write them to form a meaningful sentence, like that of “I read and write what Ryad Mahrez says “ activity in page 16 of the course book.

Basically, the five sequences are mainly divided into two sections. The first section is based on communicative objectives such as greeting people, asking and giving, expressing likes, etc. and the second section is built on linguistic objectives, which is itself subdivided into two subparts: the first one treats language form and the second one is concerned with pronunciation.

1.2.3 Instructions and Guidelines to English Language Teaching

A teacher may encounter difficulties when teaching absolute beginners in terms of how they react to hearing English for the first time, their inability to communicate with their teacher, as well as the immaturity of an 11 years old child, which may test the teacher’s patience. Here is some information about the characteristics of an 11-year-old learner based on the studies by The Gesell Institute of Human Development cited in (Tamrabet, et al, 2016, p. 16-17):

- Talkative and outgoing
- Experiences a range of moods and emotions
- Wiggles a lot
- Rebels against parents
- Talk back
- Resists imposed tasks

In Tamrabet et al (2016, pp 17-18), some tips are provided for teachers to use in class to achieve better results:

- prioritise the learning objectives.
- lower your expectations when it comes to the learners' answers.
- congratulate the learners when they respond.
- use the learner senses to maximize learning: visual aids, gestures, objects from the real world.
- review and use vocabulary for the previous lessons to introduce the new ones.
- keep the lessons real, teach in context and use real life situations.
- avoid the total count on the course book, use your creativity and be flexible.

Conclusion

In the Algerian middle schools, English is taught as a foreign language. It is the third language taught after Arabic and French. The first year of middle school is the year when pupils deal officially with this language. Undoubtedly, teaching English in the middle schools in Algeria has positive, undeniable outcomes, such as promoting national and universal values, developing critical thinking and also many other benefits, for the reason that the four years of middle school are sensitive and very important years for the advancement of the child mentally, intellectually, emotionally, etc. The approach used in the Algerian middle schools is the competency-based approach which seeks to make the pupils master the four skills of language, learning thus listening, speaking, reading and writing. Theoretically, this leaves no room for the use of the mother tongue in the Algerian Middle school English classroom. The second chapter, which will constitute the fieldwork in the present dissertation, will probe whether in practice this is the reality or not.

Chapter Two: Empirical Study

Introduction

This chapter represents the field work study with regards to the use of the mother tongue in teaching English as a foreign language . It was motivating for the researchers to explore the issue in a classroom context. What is worth mentioning is that this research investigates the use of mother tongue in the middle school from the teachers' perspective. In order to do so, a classroom observation and a teacher interview were conducted .

2.1 Setting

The research was conducted in two different middle schools in the wilaya of Jijel: Ayad Achour Middle School and Mansour Housin Middle School. The researchers wanted to implement the study on more schools, but unfortunately the accessibility to them was not possible.

2.2 Population and sampling

As mentioned earlier, the focus of the present study was on the teachers themselves; whether or not they use the MT in the classroom, and if they do, the reasons why, the manner in which, and the situations where they resort to such a use. We did not apply any other instruments except the classroom observation and the teacher interview due to the early age of the pupils and their poor English background. Population : first year middle school teachers in Jijel , Sampling: two teachers from Mansour Houcine middle school , and one teacher from Ayad Achour

middle school . Plus four other teachers who were interviewed without being observed .

2.2.1 Learners

The learners were middle school pupils, aging approximately between 11 and 13. The majority of them were studying English for the first time during the time of the observation.

2.2.2 Teachers

The targeted teachers were initially seven teachers, but due to time and other restraints, the classroom observation was done only with three teachers. Two out of the three teachers are from Mansour Housin Middle School, one of whom is a substitute teacher and the other is a permanent teacher. The third teacher is from Ayad Achour Middle School. All of the three teachers were interviewed following the classroom observation that was conducted in their teaching classes. Besides these three teachers, four other teachers were interviewed later on, without being the subject of classroom observation. These are: a previous teacher (who used to teach English and then abandoned his post), a retired teacher, and two current teachers of English, for sake of gathering the most possible amount of information and to obtain a fuller picture of the situation.

2.3 Data collection and analysis

The aim of the classroom observation was to observe pupils of 11 years old act and react at the classroom when they hear MT if it is used from the side of the teacher. After the classroom observation was done, the researchers interviewed the teacher, to explore more about the concept of MT use in the classroom.

2.3.1 Classroom Observation

A researcher conducts a classroom observation in any teaching environment such as classrooms by attending classes and following a plan of what he needs to focus on while observing. He must keep in his mind the purpose or the aim of his classroom observation. The observation's purpose was to know in which situations the mother tongue is used, how it is used, and how often it is used in the English first year middle school classes. To efficiently observe the behavioural performance of the teachers, written notes were taken and some voice records were made during the attended sessions.

The classroom observation was chosen because it is suitable for this kind of research. It is believed that it will be of significant help to the researchers in their attempt to accomplish the results sought.

2.3.1.1 Description of the Classroom Observation

In this study, the researchers attended six sessions with three teachers .First, an observation plan was drawn up , embodying the following checklist : The type of activity, the time allocated for the use of the mother tongue, the occasions in which MT is used, how is it used ,how often ,why is it used .

2.3.1.2 Analysis of the Classroom Observation

After the classroom observation was conducted the following information were found:

The researchers have found out that English teachers use MT in their classes for different purposes. In terms of clarification, the first teacher tends to use L1 to translate unknown terms, uses gestures to approve or disapprove of something, to

point to the mistaken element instead of verbally identifying it. Also, she tends to manage pupils messiness, using the Arabic dialect, and pupils would respond immediately to the orders given in Arabic. As regards the clarification delivered by translation (through the use of the MT), pupils seem to fully understand what is demanded.

The second teacher was partially similar to the first one, yet still there are some interesting differences that are going to be highlighted in the following section.

Similarly, the second teacher tends to use MT to clarify questions of the tasks and show what is demanded. There were attempts on the part of the teacher to avoid the native language through asking the bright learners to provide synonyms for the unknown words even in Arabic, and asking the bright learners to repeat them loudly so the rest of the class could hear. What is worth mentioning is that in those situations when the learners are tempting to solve difficult tasks and seem to be blocked, this teacher uses sense of humor in the native language to break boredom, and then tries to re-explain the question of the task. The pupils would react by laughter, and shake their heads as an indicator of understanding. At the end of the session, a conversation is opened between the teacher and the learners using the native language.

Unlike the first and the second teacher, the third teacher was very comfortable using the mother tongue in her classes. She almost translates every sentence she writes and everything she says, so the pupils' satisfaction was remarkable. The two sessions were generally calm and productive. Most of the pupils looked very interested, which was manifested in their interaction and participation in the classroom. The majority of them were raising their hands to answer, even the ones who did not know the answer. They seemed to be interested and absorbing what was given to them. The class was under the teacher's control, and the pupils showed much

respect. The teacher was breaking the ice between her and her pupils by explaining and translating what was said, and that drew their attention very easily. The negative side of all of this is that she did not give them the chance to think and find out the meaning by themselves, though, for instance, context guessing, etc.

2.3.2 Teacher Interview

The second data collection method or procedure was a teacher interview. According to Easwaramoorthy & Zarinpoush (2006), an interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions. Interviews can be conducted face-to-face or over the telephone. The internet is also emerging as a tool for interviewing. The researchers in the present study had first to decide which type of interview is going to help them the most. First, an unstructured interview was opted for and conducted with the three teachers following the classroom observation that was conducted with them. Second, a structured interview was delivered later on to other four teachers, because the researchers were not satisfied with the amount of information they gathered from the unstructured interview, and to provide themselves with extra beneficial pieces of information that can help them stand on a solid foundation to analysis, and demonstrate well-enhanced findings that let them have the amount of data needed by the end of this study.

2.3.2.1 Description of the Teacher Interview

In the present study, the researchers chose the unstructured interview because they wanted the questions to be based on the classroom observation, and to give freedom to the teachers to comment on their responses and add information that may not cross

the researchers' minds. The researchers predetermined one question. The question was:

- Why do you tend to use the mother tongue in your classes?

This question was prepared before attending the sessions in order to ask other questions during the conversation, where it is needed, but the teachers said it all by the first question, and that eliminated the need for other questions. Added to that is the very limited amount of time the teachers had after the sessions, for the reason that they had to teach other classes. After that, the researchers saw the need to design another interview, which was a structured interview, with four other teachers, for the sake of collecting more information and having additional thoughts to build a solid basis amenable to credibility and reliable results. The structured interview consisted of four questions. The questions were:

- How often do you use the mother tongue in your classes?
- Why do you use MT?
- What effect do you think the use of mother tongue would leave on your pupils or your classes?
- How do you imagine your classes will become if you stop using the mother tongue?

2.3.2.2 Analysis of the Teacher Interview

1. The Unstructured Interview

Question: Why do you use MT in the classroom?

The answer

As far as their justification as to why they used the mother tongue in their classes, the teachers' answers varied. Teacher 1 stated that she wants pupils to become

familiar with the English language and not to depend on translation. Teacher 2 informed that she uses MT in the classroom for so many reasons. First, to save time because she sees that the time allocated does not fit the syllabus especially during the corona virus period. Second, because the procedures that were applied limited the teachers' flexibility to explain abstract terms. Third, to remove ambiguity. Teacher 3 claimed that she uses the mother tongue to facilitate the learners' acquisition, especially slow learners and to kill boredom, since pupils are not used to rely on themselves and use their intelligence when facing difficulties in understanding.

Apart from their observed actual practice , the three teachers gave their personal opinions about learners' understanding. Two out of the three teachers agreed that the pupils' understanding is secured only when they use the mother tongue, while remaining one said that it is not right to use the learners' L1 to make them understand things because it makes them reliable on such a use and lazy to discover the exposed things by themselves.

2. The Structured Interview

Questions

1. How often do you use the mother tongue in your classes?
2. Why do you use the mother tongue?
3. What do you think the use of mother tongue leaves on your pupils or your classes?
4. How do you imagine your classes would be like if you dropped from them the mother tongue?

Question 01: How often do you use the mother tongue in your classes?

The answers

Teachers 1, 2 and 3 claimed that they sometimes use the mother tongue in their classes depending on the situation. They occasionally use it only when necessary.

However, teacher4 clearly stated that he uses it almost all the time, taking into consideration that English is a new language for the pupils and that they need time to get used to it. So he said that he uses something they know, which is their first language, and, then, little by little, he starts using the foreign language.

Question 02: Why do you use the mother tongue?

The answers

Teacher 1 declared that she uses MT to facilitate some points and make sure that the learners got them right. Teacher 2 mentioned that she uses it because they are still beginners and she should simplify matters as much as possible, especially if they do not know the meaning or the new vocabulary. Teacher 3 stated that she uses it as an equivalent to the target language in order to explain further and clarify her examples so as to facilitate foreign language acquisition. Teacher 4 mentioned that when he is running out of time, and that the students do not understand what has been said, he uses their MT, or sometimes when they are dealing with an abstract concept, it is clearly obvious that he uses MT.

Question 03: What effect do you think the use of mother tongue would leave on your pupils or your class?

The answers

Three out of the four teachers agreed that the use of mother tongue in their classes has both negative and positive effects. Teacher 1 stated that it helps learners to understand some difficult points and grasp the right meaning of some expressions. However, learners might refer to their mother tongue in some wrong cases, for instance, when they literally translate some expressions from their native language, which do not make sense in English. Teacher 2 thinks that it makes the language

clearer and similar to their real-life situations, but pupils would not learn how to pronounce correctly; they would always think in Arabic. Teacher 3 assumed that using the mother tongue, too, often with one's class would make them always wait for you to easily give them the explanation in their mother tongue. When they do not understand something in the foreign language, they would make no efforts for they know in advance that the teacher would eventually end up giving them what they were expecting. This would stunt their progress. However, he added that the use of the MT helps the learners to participate and interact more with the teacher. This makes the teacher obliged to use it even though he is aware of its negative outcomes. On the contrary, teacher 4 thinks that the use of the mother tongue in her classes has only positive effects, stating that it would help her students obtain the desired ideas and concepts of the target language, especially when dealing with very difficult words.

Question 04: How do you imagine your classes would be like if you dropped from them the mother tongue?

The answers

On the one hand, three teachers acknowledged that their classes would be uninformative if they stopped using the pupils' mother tongue. They claimed that the class would be ambiguous and unclear, because pupils got used to the mother tongue being there. They assumed that it would be very hard to teach beginners a foreign language without using their mother tongue and that it would take too much time. They added that using other tools (i.e., non-verbal means) is not enough without using the mother tongue. On the other hand, the fourth teacher believed that getting rid of the mother tongue in his classes will definitely make the learning process better and

more beneficial. He mentioned that the performance of learners in the foreign language would become better even if it gets slower, but the learners will remember it for a long period of time, and it would be hard to forget it. He stressed, however, for sure, when dropping the mother tongue, other methods and tools must be used instead, such as gestures, illustrations, synonyms, etc. This makes them understand by themselves and discover on their own. Unfortunately, because of time constraints, teachers have no choice but to use the mother tongue in order to finish the program in time.

2.3.3 Research Findings and Discussion

Using the two research instruments, the classroom observation and the teacher interview, the researchers of this study come now to expose the research findings and discuss them. The analysis of the data collected using those tools are believed to permit them to find answers to their research questions and to test its hypotheses. The above-mentioned instructions and procedures they took to explore, analyse, and extract information are thought to be amenable to such an outcome. The results obtained are very interesting. It was found that the English teachers of middle school use MT when the pupils face comprehension problems, especially when they are dealing with an abstract concept or to facilitate the learning process with the language they are familiar with. Additionally, the observed teachers resort to MT in an attempt to clarify things, and they also rely on the MT as a sign of direct strictness to manage the misbehaviour in the classroom (for disciplinary purposes). Another point worth mentioning is that the first-year pupils are still beginners, which require the teachers to simplify the exposed items as much as possible, and, for sure, teachers get used to using Arabic when teaching English. As a consequence of this state of affairs, they unconsciously start speaking in Arabic when they engage in an oral presentation. The

mother tongue is usually used directly, presented in immediate translation, but there are some attempts to avoid using it, using in their stead pointing and gestures. According to the teachers' answers in the interview, the reasons of using the mother tongue differed from one teacher to another, yet there were still some in common: for instance, saving time, lack of aids and tools, the fact that the pupils are still in an elementary level, etc. The researchers could not exactly precise the amount of time devoted to the use of the MT in the classroom since it was a spontaneous act that was not planned for and could be very hard to measure, but the researches guess that such a use took approximately from 20 to 30% of the sessions' time. However, teachers are aware of the negative impact of using the mother tongue when teaching English. It makes the learners reliable on the use of such a language, which is definitely unfortunate. This makes them wait for the teacher to make himself an effort to enable them to understand. As a consequence, they would become lazy and dependable. Add to that, the information they get easily is very easy to forget, unlike when they work hard to learn it, which would be instilled forever in their minds.

2.3.4 Limitations of the study

- _The use of secondary resources .

- _ The sample is only even teachers .

Conclusion

This second chapter constituted the fieldwork of the study and involved data collection, analysis, and interpretation using a classroom observation and a teacher interview. The classroom observation was conducted with first year middle school classes of English, while the interview was addressed to the teachers of English in

middle schools teaching that same year. From the analysis of the collected data carried out through the above-mentioned tools, the researchers concluded that the use of the mother tongue is necessary in the first-year middle school because it is used in teaching both , as a direct method in different situations and for several reasons.

General conclusion

The Algerian society is not really conversant with the English language, since their second language is French and they use it in their daily life. The middle school pupils in Algeria start learning English in their first year, and for the reason that they already dealt with the French language in their primary education, they struggle with English learning in middle school. They find it as something strange, a language that they have never heard of in our country, and never used it in their daily life or their real-life situations. The majority of pupils face hardships in dealing with this language, and most of the parents and families do not know English so they do not help their kids in their learning journey. All these factors push the teachers of English in middle schools to use the mother tongue in teaching. Considering that English is not popular enough in the Algerian society, teachers use the learners' L1 in order to obtain satisfying results at the end of each trimester, even though they are aware that it leads to bad effects on their performance in the target language in terms of pronunciation, grammar, etc. The phenomenon of using the mother tongue in the English learning classes led to disagreement among researchers. Some scholars are for its use, claiming that the language that already exists in the learners' minds cannot be ignored and that it can help teachers to teach the English using the first language of the child; however, other scholars are against this idea, calling for the ban of the mother tongue altogether and the teaching of English using English only. They argue that the use of the mother tongue reduces the learners' performance in the target language and prevents them from thinking in English.

The current study investigated the use of the mother tongue in the middle school English classes. The aim of this study was to know what the situations in which the mother tongue is used are, how is it used, and how often it is used in the EFL classrooms. The

research questions were answered in this work and the hypotheses were partially confirmed. The results of this study are partially similar to the findings of Kouckà (2007), who has found out that the mother tongue is used in situations similar to those detected by the present research.

In this research, it was found out that the mother tongue is used in the middle school English classes for the purpose of explaining hard words and removing vagueness encountered by pupils since it is a new language for them, and to make them understand what is said or asked. This finding matches that of Guelladi's study (2017), and it strongly confirms the first hypothesis that stipulated that English language teachers in the middle school use MT in their classes when their learners encounter comprehension problems. Yet, ensuring comprehension was only one of the situations in which the mother tongue was actually used. As the research findings have shown, the teachers also used the mother tongue to manage misbehavior in the classroom, to finish the presentation in time, to compensate for the lack of aids and tools, and because they got accustomed to such a use throughout time, which makes them involve the mother tongue unconsciously in their presentation. These findings are interesting in that they disclosed situations that were not previously envisioned by the researchers.

It was also found out that the English language teachers in the middle school use the mother tongue in their classes directly by giving the instruction or presenting the information straightaway in the mother tongue but also indirectly through translation. Why the mother tongue is sometimes used directly might be explained by the fact that the pupils are still beginners and do not even know the simple words, which makes it hard for the teachers to explain without the need to use the pupils' mother tongue in the first place. This finding helps confirm, at least partially, the second hypothesis of this study, which

stipulated that the English language teachers in the middle school use the mother tongue in their classes as a direct teaching aid because their learners are still at an elementary stage. To justify why they used the mother tongue in their teaching sessions, the teachers of English declared that they were obliged to use the mother tongue when teaching because the time did not allow them to explain what they taught in English and give the learners the chance to understand by themselves. They also mentioned that since they were dealing with first-year learners (i.e. beginners), they could not ban the mother tongue altogether in order to retain the pupils' attention. Another point worth mentioning is that they claimed that the use of L1 made the pupils feel comfortable with their teachers and it broke the ice between the teacher and the learners. This made the pupils concentrate and perform better in class. These justifications answer the second part of the second research question posed in the General Introduction of the present research.

The third and last hypothesis of this study stipulated that the English language teachers in the middle school sometimes use the MT in their classes. This hypothesis can be said to have been confirmed if we take into account the observed teaching practices of some teachers and their interview answers. However, one of the observed teachers very often, if not always, used the mother tongue in his teaching sessions. That is why it is difficult to exactly confirm this hypothesis since the amount of time devoted to the use of the mother tongue and the number of times of such a use differed from one teacher to another.

By the end of this study, the researchers would like to clarify some points about the use of mother tongue in the middle school English classes. Even though there were some advantages of the use of mother tongue in middle school English classes, some disadvantages were also reported, such as making the pupils reliable on the use of such a language to understand and rendering them lazy to work and discover on their own. Such a

use also prevented pupils from learning the correct pronunciation. Despite these bad effects, the findings of this study showed that the use of mother tongue in teaching is an undeniable reality and remains beneficial as it undoubtedly plays a role in foreign language acquisition.

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Appendix A

. The checklist of the Classroom Observation

- The type of activity
- The time allocated for the use of the mother tongue
- The occasions in which MT is used
- How is it used
- How often
- Why is it used

Appendix B

The Interview Questions

1. The unstructured interview:

- Why do you use the mother tongue in your classes?

2. The structured interview:

- How often do you use the mother tongue in your classes?
- Why do you use the MT in your classes?
- What effect do you think the use of the mother tongue would leave on your pupils or your classes?
- How do you imagine your classes would become if you stop using the mother tongue?

Résumé

L'utilisation de la langue maternelle dans les classes de langues étrangères a été un sujet intimidant pour la majorité des enseignants, étant généralement perçue comme un tabou, surtout que les dernières versions des méthodes d'enseignement de l'anglais font rarement référence à la langue maternelle. Examiner le problème d'un seul point de vue n'est pas chose évidente, alors l'objectif de cette recherche est d'étudier ce concept à partir de différentes perspectives. Les méthodes utilisées pour la collecte des données étaient l'observation en classe et l'interview. Ces deux méthodes d'obtention des données ont été appliquées dans deux collèges à Jijel. Après avoir réalisé le volet pratique de la recherche, nous avons appris que la majorité des enseignants avaient tendance à utiliser la langue maternelle lors de l'enseignement des élèves débutants en anglais. Les résultats de cette étude montrent que l'utilisation de la langue maternelle lors de l'enseignement des élèves à un stade élémentaire est inévitable pour de multiples raisons. Cependant, les enseignants eux-mêmes doivent savoir comment et quand utiliser la langue maternelle dans les classes d'anglais comme langue étrangère.

الملخص

كان استخدام اللغة الأم في فصول تدريس اللغات الأجنبية موضوعا مثيرا للجدل بالنسبة لغالبية المعلمين، نظرا لأنه عادة ما يتم رفضه كطريقة للتدريس باعتباره من الأشياء التي يتم تفاديها لاسيما وأن الإصدارات الأخيرة بخصوص طرق تدريس اللغة الانجليزية تقلل من ذكر اللغة الأم. غير أن النظر في القضية من وجهة نظر واحدة لا يعد شافيا لذلك كان الهدف من هذا البحث هو دراسة هذا المفهوم من منظورات مختلفة. اعتمد البحث في جمع البيانات على الملاحظة أثناء الدرس والمقابلة. تم تطبيق هاتين الأدوات في مدرستين متوسطتين بجيجل.

بعد إجراء الدراسة التطبيقية، توصلت الباحثتان إلى أن غالبية المعلمين لديهم ميل لاستخدام اللغة الأم عند تدريس متعلمي اللغة الإنجليزية المبتدئين. وتشير نتائج هذه الدراسة إلى أن استخدام اللغة الأم عند تدريس التلاميذ في مرحلة معينة أمر مناسب لدوافع متعددة. غير انه ينبغي للمعلمين أنفسهم أن يعرفوا كيف ومتى يستخدمون اللغة الأم في الفصول الدراسية للإنجليزية كلغة أجنبية.