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THE USE OF L1 IN ESL CLASSROOM

Dissertation Submitted to the Department of Foreign Languages in Candidacy for the LMD
Master in English Language and Communication

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THE USE L1 IN ESL CLASSROOM

Declaration

I hereby declare that the substance of this dissertation is the result of my investigation due reference of acknowledgment is made when necessary to the whole of other researchers.

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THE USE L1 IN ESL CLASSROOM

DEDICATION

All praise is due to God alone, the sustainer of all worlds, in the Name of Allah, the Almighty, most gracious, most merciful. We'd like to dedicate our project to the following people:

To our wonderful parents, who have always encouraged, believed in, and supported us with the never-ending love that shaped us into the people we are today.

To all of the lovely members of our families:

To all of our friends and supporters, thank you for believing in us.

To our parents, with whom I share a unique bond, deserves special appreciation and gratitude as well as priceless memories

THE USE L1 IN ESL CLASSROOM

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THE USE L1 IN ESL CLASSROOM

Abstract

For a long time, there has been a controversy about whether or not students' native languages should be utilized in English language courses. The literature reveals two competing viewpoints: those who feel L1 should not be used in L2 classes and advocate for its prohibition, and those who believe L1 is good for L2 learning and should be utilized in English language courses. However, there is currently no common strategy to the usage of L1, which causes confusion among teachers about when L1 should and should not be used and for what purposes it should be used. This argument piqued our curiosity in performing this investigation. The purpose of the study being to investigate the use of L1 in an ESL classroom. moreover, the students and teachers' attitudes toward it. In addition, this study set out to discover the main purposes teachers and students think L1 should be used for and if there are similarities in their views concerning the purposes of L1 use in an English language classroom. Data were collected using questionnaires taken by teachers and students of secondary school. Findings revealed that the use of L1 was encouraged by teachers. In addition, students revealed generally positive attitudes towards its use. However, they both employed its use and recognized its usefulness at times such as explaining difficult grammatical points they also employed its use for joking and discussions outside the classroom. Generally, the teachers used L1 in English language classrooms in order to facilitate students' comprehension.

Résumé

Depuis longtemps, il y a une controverse sur l'utilisation ou non de la langue maternelle des étudiants dans les cours d'anglais. La littérature révèle deux points de vue opposés : ceux qui pensent que la L1 ne devrait pas être utilisée dans les cours de L2 et plaident pour son interdiction, et ceux qui pensent que la L1 est bonne pour l'apprentissage de la L2 et devrait être utilisée dans les cours d'anglais. Cependant, il n'existe actuellement aucune stratégie commune pour l'utilisation de la L1, ce qui entraîne une certaine confusion chez les enseignants quant à savoir quand la L1 doit ou ne doit pas être utilisée et à quelles fins elle doit l'être. Cet argument a piqué ma curiosité pour mener cette enquête. Le but de l'étude était d'enquêter sur l'utilisation de la L1 dans une classe d'anglais langue seconde, ainsi que sur les attitudes des étudiants et des enseignants à son égard. En outre, cette étude visait à découvrir les principaux objectifs pour lesquels les enseignants et les étudiants pensent que la L1 devrait être utilisée et s'il existe des similitudes dans leurs points de vue concernant les objectifs de l'utilisation de la L1 dans une classe d'anglais. Les données ont été collectées à l'aide de questionnaires remplis par les enseignants et les élèves de l'école secondaire. Les résultats ont révélé que l'utilisation de la L1 était encouragée par les enseignants. De plus, les étudiants ont révélé des attitudes généralement positives envers son utilisation. Cependant, ils ont à la fois employé son utilisation et reconnu son utilité à certains moments comme l'explication de points grammaticaux difficiles. Ils ont également employé son utilisation pour plaisanter et discuter en dehors de la classe. En général, les enseignants ont utilisé la L1 dans les classes d'anglais afin de faciliter la compréhension des étudiants.

ملخص

تعد مسألة استخدام اللغة الأم في تدريس اللغة الإنجليزية موضوعا للنقاش منذ سنوات عديدة. أجريت هذه الورقة البحثية لدراسة مواقف ومعتقدات المعلمين والمتعلمين حول هذه المسألة بالإضافة إلى الأسباب استعمال اللغة الام. وفي هذا السياق تم طرح الأسئلة التالية:

(1) ما هي تصورات ومواقف المدرسين تجاه دمج اللغة الأم في تدريس اللغة الإنجليزية؟

(2) ما هي اهم أسباب استخدام اللغة الأم في تدريس اللغة الإنجليزية من قبل الأساتذة والمتعلمين؟

(3) هل يملك الطلبة والأساتذة نفس المنظور حول استعمالات اللغة الام؟

وفقا لذلك نفترض أن نظرة الأساتذة والمتعلمين نحو إدراج اللغة الأم ستكون إيجابية في محاولة للإجابة عن هذه الأسئلة والتحقق من صحة الفرضيات تم توزيع استبيان على 27 طالب امن الثانوية بالإضافة إلى استبيان ثاني موجه ل 11 أستاذة لغة الإنجليزية بنفس المدرسة. على الرغم من وجود بعض الخلافات إلى أن النتائج المحصل عليها تشير إلى أن كال الطرفين ينظرون إلى استعمال اللغة الأم في تدريس الإنجليزية نظرة ايجابية. في الختام تم تقديم مجموعة من التوصيات من أجل استخدام مناسب بناءات عمى ما تم الحصول عليه من نتائج.

List of Acronyms

ICT: Information and communication technology

ESL: English as a second language

EFL: English as a foreign language

L1: first language

L2: second language

SLA: second language acquisition

TL: target language

MT: mother tongue

THE USE L1 IN ESL CLASSROOM

List of Abbreviations

CTR: control

EXP: experimental

THE USE L1 IN ESL CLASSROOM

List of tables

3.3 The functions of L1 use in L2 classes.....	40
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THE USE L1 IN ESL CLASSROOM

List of Figures

Figure 1.1 the use of L1 in classes	32
Figure 1.2 the frequency of teachers use of L1 in classes	32
Figure 1.3 students reactions towards the use of mother tongue in classe.....	33
Figure 1.4 Teachers’ Permission about the Use of Mother Tongue in the Classroom...33	
Figure 1.5 Teachers purposes for giving Permission about the Use of Mother Tongue in the Classroom	33
Figure 2.1 the grades of the students.....	34
Figure 2.2 students view about wether their teacher use L1 in classes.....	34
Figure 2.3 Students view about how often does their teachers use L1 in English classes.....	35
Figure 2.4 Explanation in English Vs Explanation in the Mother Tongue.....	36
Figure 2.4 The students ’views on how frequently L1 should be used in L2 classes.....	37
Figure 3.1 The students’ and the teachers’ attitude on L1 use in L2 classes.....	38
Figure 3.2 The views on whether the use of L1 is beneficial in L2 learning process.....	39

Table of Contents

Dedications.....I
Acknowledgements.....II
Abstract..... III
Resumé.....IV
المخلص.....V
List of Abbreviations.....VI
List of Tables.....VII
List of FiguresVIII
General Introduction.....15

Chapter I: Introduction

Backgroundof the Study 16
Statement of the Problem 17
Rationale of the Study :17
Aims of the Study 17
Research Questions 18
Hypothesis (es) 18
Research Methodology and Tools.....18
Structure of the Study..... 18

Chapter II: Literature Review

Introduction..... 19
Arguments against L1 use 19
Arguments for L1 use20
Attitudes of teachers and students towards using L1 in L2 classrooms 23
Purposes of L1 use in L2 classroom 26
Conclusion 27

Chapter III: Methodology

Introduction..... 29
Participants.....29
Instruments 29
Procedure 30

THE USE L1 IN ESL CLASSROOM

Pilot Study.....	30
Data Collection.....	30
Data Analysis.....	31
Quantitative results	31
1. Analysis of teachers questionnaire results	32
2. Analysis of students questionnaire results	35
3. Analysis of teachers and students questionnaire	37
Qualitative results	41
The purposes Behind the Teachers' Views on L1 Use in L2 Classes.....	41
Low proficiency levels	42
Motivating the students.....	42
Exposure to L2	43
Thinking in English	43
An opportunity to teach more	43
Summary	44

Chapter IV: Results and Findings

Introduction.....	45
Overall discussion and results of the research questions	45
1. What are the teachers' views on the use of L1 in English classrooms?	
2. 2. What is the students' view on the use of L1 in English classrooms?	
3. 3. What are the functions of the use of L1 in English classrooms?	
4. 4. What are the purposes of the use of L1 in English classrooms when it comes to teachers?.....	46
5. 5. What are the functions and purposes of the use of L1 in English classrooms when it comes to students?	
6. Are there similarities in the teachers and students views on the L1 use purposes?	
7. LimitationsandSuggestionforFurtherResearch.....	47
Conclusion	47

Chapter V: Conclusion and Recommendations

Introduction.....	48
Pedagogical recommendations.....	49
Summary and Conclusion	49
General Conclusion.....	50

THE USE L1 IN ESL CLASSROOM

References.....	51
Appendix B: Questionnaire	54
Appendix C:	55

General Introduction

The question that this study will probe in further depth is whether the operation of scholars'L1 in the classroom by either the educator, the scholars, or both inhibits or facilitates the accession of an alternate language. At the institution where this exploration was conducted, there's now a smoothly executed English-only policy, and its validity has recently been questioned. In essence, this study is a sort of action research, with the findings having the potential to have a direct influence on this particular school and the way classes are delivered. While there have been several theoretical reasons for and against using L1 in the L2 classroom, There has been little study done to determine the precise impact of using L1 in the classroom. Perhaps this is due to the difficulty of measuring and accumulating facts in an attempt to answer such a tough subject. In addition to establishing a legitimate and reliable method of monitoring and assessing student learning, at least two languages must be utilized appropriately and clearly in the classroom. The subject of how to assess the impact of utilizing L1 on learning is tough and nuanced. One apparent technique to assess L1's impact on learning is to try to control all other factors before assessing the progress of the pupils. If student learning can be linked to the usage of L1, then there is a strong case to be made for L1 in the language classroom. This is essentially the paper's purpose. Terminology, as in any scientific topic, may frequently be confusing and hide the true issue. 'Mother tongue,' 'first language,' and 'native language/tongue' are all crucial, however one could argue that they have various meanings in different situations. The fundamental purpose of this research is to discover evidence to support the hypothesis that L1 may help an L2 learn more easily, at least in this circumstance, and to show that using L1 in the classroom does not hamper learning. Such a finding would just serve to confirm the researcher's own personal bias, which stems from his own teaching experience.

Chapter One, Introduction

1. Background of the Study

In the subject of both ESL and EFL teaching and learning, the use of first language in the classroom has long been a contentious issue. Teachers and students in Algeria code switch from one language to another because they live in a bilingual or multilingual culture.

Some techniques, like as the Direct Method, have underlined the need of utilizing the target language (TL) solely in the classroom since the 1900s. The Direct Method requires no translations into L1 because meaning should be immediately tied to TL, and hence classroom instruction is performed entirely in L2. Opponents of L1 usage believe that students gain their L2 in the classroom. They get their L1 in the same way, therefore prohibiting L1 usage might increase exposure and L2 input will improve learners' SLA (Krashen, 1982). Regardless of whether the The topic of whether a monolingual strategy is the best way for learners is still open because the data is lacking definitive (Macaro, 2009).

Literature on the topic investigate whether L1 should or should not be used in the L2 classroom (e.g., Cook, 2001; Macaro, 2001; Turnbull, 2001). Cook (2001) claimed that it was past time to reconsider the long-held belief that the mother tongue should not be used in the second language. Several researches have looked at the purposes of it as well. The findings suggest that there is considerable uncertainty about whether L1 should be used and if it has any usefulness, what are the attitudes of teachers and students regarding it, what are the main purposes of L1 use by teachers and students? And are there any similarities between the learners and teachers views of the L1 use purposes?

2. Statement of the Problem

The discipline of English language teaching and learning has grown significantly because English has become a worldwide language and a method of communication. The subject of native languages should be utilized in ESL schools has emerged, and it has become a hot topic of debate. The goal of this study is to understand what learners and teachers' attitude about utilizing their L1, what are their main purposes for using it, and if teachers and students have common views about L1 use purposes.

3. Rationale of the Study

The objective behind the research at hand is to shed light on teachers' and learners' reasons behind using L1 rather than English thought it is an EFL context. The results of the study help both teachers and learners to recognize the extent to which the first language can be used. Furthermore, it gives the opportunity for teachers to realize the contexts in which students prefer L1 interference. Otherwise, the findings help students to have a clear picture about their perceptions about language learning.

4. Aim of the Study

The present study will look into students' and teachers' attitudes about the usage of L1 in ESL courses, as well as the main reasons and purposes for using it. Furthermore, this study intends to find out whether there are similarities between the learners and teachers concerning the reasons and purposes for using L1 in an English classroom.

5. Research Questions and Hypothesis

Q1: What are the student's and teachers' attitudes towards the use of L1 in the English classrooms?

Q2: What are the main purposes of using L1 in the English classroom by teachers and students?

Q3: Are there any similar views between the learners and teachers concerning the purposes for using L1 in an English classroom?

In the light of the research questions, it is hypothesized that:

H1: The teachers' attitudes towards the use of L1 in the English classrooms are positive

H 2: L1 is practiced by teachers when there is a lack of understanding

H1: The students' attitudes towards the use of L1 in the English classrooms are positive

6. Research Methodology and Tools

For the sake of collecting data, two questionnaires were utilized in this study; the first one was given to students while the second was for teachers. The students' questionnaire is

administered to second year EFL learners of English at the Department of Foreign languages, 16 Mila University Centre. The sample with which the questionnaire is concerned is randomly selected, and it consists of 60 students representing one out of three from a target population of about 200 students. On the other hand, the teachers' questionnaire is submitted to 12 teachers of different modules. The purpose behind these questionnaires is to examine teachers' and learners' opinions towards the use of L1 in EFL context.

7. Structure of the Dissertation

Before engaging in any experimental work, I give some theoretical foundations meant for establishing concepts needed for methodological and interpretative decisions. Chapter 1 deals with literature review of using L1 in ESL classroom. The second chapter deals with the practical parts of the research. It is the case study undertaken by students and teachers of secondary school. The last chapter provides a detailed description, analysis and discussion of the research findings and results.

Chapter Two, Literature Review

Overview

For decades, the debate has raged over whether L1 has a place in the L2 classroom. Despite the fact that an increasing number of research studies have been conducted on the possible role and functions of L1 in L2 teaching and learning, monolingual immersion ideologies continue to exist in a variety of scenarios all across the world (Lin, 2015). One of the counter-arguments to L1 Learners require as much exposure to L2 as feasible to acquire high levels of proficiency. competency in that language, comparable to how L1 was learned. The usage of L1 in the L2 In recent years, scholars have been increasingly supportive of the classroom (e.g., Cook). They argue that L1 should not be used (2001; Cummins, 2007; Lin, 2015), and they claim that L1 should not be dropped from the L2 equation. Cognitive and sociolinguistic theories are applied in the classroom. For instance, L1 might provide crucial cognitive and social tasks,

Many researchers have looked into the usage of L1 in the L2 as a consequence of the controversy. recently in class (e.g., De la Campa & Nassaji, 2009; Litterwood & Yu, 2011; Lo, 2015; McMillan & Turnbull, 2009). The attitudes of teachers and students were investigated in these case studies. Considering ideas about the importance of L1 in various circumstances, as well as examining the purposes of using it in L2 classroom.

1. Arguments against L1 Us

The "English Only" movement, which swept the United States in the early 1920s, continues to have an impact on English education across the world. In the classroom, the "English Only" movement's ideas appear to be common sense. The tenets said that English was best taught monolingually, that an English native speaker was the ideal English instructor, and that it was preferable to learn English from a native speaker. learn English sooner, and that if other languages, such as students' L1, were utilized excessively, Their English learning levels would deteriorate (Auerbach, 1993). Opponents of the usage of L1 feel that the most effective approach to teach and learn L2 is to utilize it entirely; hence "no L1 usage" was the greatest option.

The ideal learning environment is to create an L2 immersion in the classroom, which is based on Krashen's "the input hypothesis" (1982, p. 20) from SLA research. One aspect of the concept is that learners aid SLA by obtaining the greatest quantity of L2 input possible. In other words, if

teachers employ L1 in an L2 classroom, the amount of L2 input will be reduced. It is thought to obstruct learners' L2 acquisition.

Although opponents of L1 usage argue that L2 teaching and learning should not include L1 use in the classroom, they feel that students with lesser L2 competency will be unable to utilize L2 completely. Meanwhile, some researchers are working on it (e.g., Krashen & Terrell, 1983) warned against putting too much pressure on trainees to master L2 too soon (De la Campa, 2006). However, they believe that situations where L1 usage is beneficial are quite unusual. Teachers are still required to utilize as much L2 in the classroom as feasible. For example, Teachers can employ L1 to cope with serious pupil indiscipline (e.g., Chambers, 1991). Another example came from Harbord (1992), who investigated the distinctions between native and non-native languages. professors who are not natural English speakers. He came to the conclusion that non-native English speakers could be unable to teach.

He came to the conclusion that non-native speakers could be unable to conduct a complete lesson in L2 without special instruction. Speaking teachers are stressed when they are not allowed to use L1, thus utilizing L1 in the classroom would be beneficial. be suggested in the meanwhile, Harbord criticised instructors for using L1 to explain grammar. save time, provide instructions, and foster positive relationships with kids Nonetheless, he insisted on it. L2 acquisition via exposure theory, and maintained that L1 usage should only be permitted when L2 proficiency was poor among the students.

Finally, opponents of L1 use contend that employing L1 in the L2 classroom may be detrimental to L2 learning. L2 learning is analogous to L1 acquisition, according to Krashen's "the input hypothesis," and L2 learners should be engaged in L2. Teachers might also avoid using L1. With adequate training, utilize. Overall, despite the fact that the use of L1 has grown in popularity, According to Cummins (2007), the prevailing L2 teaching strategy has changed in recent years. In the L2 classroom, no L1 usag is still encouraged.

2. Arguments for L1 Use

L1 supporters argue that L1 can help with L2 teaching and learning. In other words, employing L1 in L2 courses can help students' SLA to some extent. "The reasoning used to support English alone in the classroom," wrote Auerbach (1993). Neither conclusive nor pedagogically sound" (p. 15), while supporters of L1 usage contend that The "English Only" movement is founded on a few assumptions and popular misconceptions, whereas Snorradóttir (2014) found that

incorporating students' L1 into the L2 classroom was effective. Furthermore, meeting challenge is one of the key assumptions of "no L1 usage," which states that learners acquire their L2 in a similar manner to how they acquire their mother tongue. Cook (2001, 2008) suggested that while learning a new language, such as L2, learners' L1 and L2 are inextricably linked in their thoughts, making it hard to separate them. Cummins (e.g., 1981, 1991) agrees, believing that L1 and L2 exist in the mind at the same time. at the same time, and these two languages have a shared competency (1981, p. 3).

Vygotsky's cognitive and sociocultural theory, which is employed by certain academics to investigate the roles of L1 in the L2 classroom, is another theory that supports L1 usage in the L2 classroom. Learners' mother tongue is viewed as a tool to offer vital information in this context. scaffolding assistance to put it another way, prohibiting L1 from L2 courses may overlook the cognitive benefits. the fact that linking new concepts to past knowledge might improve prospects success in language learning (van Lier, 1995). Anton and Camilla (1999), for example, stressed L1 plays a sociocognitive function in helping students collect ideas in collaborative group work. Swain and Lapkin (2000) examined the use of L1 by twenty-two pairs of grade 8 French immersion students while they performed two tasks, a dictogloss and a jigsaw, and found that L1 was a cognitive tool that could help students accomplish L2 tasks, and that utilizing L1 might also help students learn L2. L2 learning can be aided by using wisely and methodically. Storch and Aldosari (2010) based their findings on theoretical framework for investigating the quantity and functions of L1: sociocultural theory in an English as a Foreign Language lesson, students study in pairs on (Arabic). In addition, Tian and Hennebry (2016) investigated Chinese students' preferences for instructors' explanation language. unfamiliar lexical elements, English-only vs Chinese-only, and the ramifications of these differences were explored practicing in the classroom

Atkinson (1987), an advocate for incorporating L1 into L2 classes, challenged the "English Only" movement's premises and addressed some of L1's objectives and functions, such as translating vocabulary, testing understanding, and offering work instructions. Furthermore, Atkinson advocated that 5% of L1 be used in the L2 classroom, and he came to the conclusion that For L2 learning novices, employing L1 was advantageous since it allowed them to explain themselves precisely. what they were trying to say Furthermore, Atkinson (1993) investigated the problem of L1 in his article. Use from a variety of perspectives, including theoretical foundation, practicality, and desirability. To begin, he questioned "the input hypothesis," arguing

that whether the mother tongue approach is used or not it was still unclear if learning could be used to L2 learning. Then, the paper found that some teachers felt it a challenge to conduct and manage the entire class in L2 exclusively without specific training. Meanwhile, from the perspective of desirability of using L2 only, Atkinson (1993) argued that banning L1 use in the L2 classroom implied denying the sociocultural identity of students. Instead, using L1 allowed students to retain a secure sense of their cultures and mother tongue. Finally, this article provided some suggestions for policy makers and teacher trainers. Atkinson advised them to re-examine "using L2 entirely" policy, and pointed out that some factors, such as students' language proficiency and course level, might influence the L2 use exclusively. Furthermore, he stressed that the issue of L1 should be included in teacher training so that teachers could gain some strategies to manage the classroom and to handle some problems that they might confront during teaching so that teachers might learn basic classroom management and handling skills issues they can encounter when teaching.

Cook (2001) proposed that it was time to reconsider the long-held belief that L1 should be forbidden in the L2 classroom by both instructors and students, and "to unlock a door that has been firmly locked in language instruction for over 100 years, Specifically, systematic use of the first language (L1) in the classroom" (p. 403). Using a This work has a grounding in English as a Foreign Language and language instruction in England studied the reasons for not using L1 in the classroom and came to the conclusion that "none of three explanations" apply. from L1 acquisition, linguistic compartmentalization, and the provision of L2 usage"I agree that the L1 should be avoided" (p. 410). The author then gave several examples of Teaching strategies that intentionally involve L1 in order to better integrate L1 into L2 instruction. For example, to switch up the linguistic techniques that the kids are using at the present. At one time, they are learning the target language and conversing in their native tongue. The conclusion of this paper was: demonstrating to teachers and students how to use L1 effectively in L2 teaching and learning.

Cummins (2007), for example, proposed for rethinking monolingual instructional practices in multilingual classrooms by examining three interconnected monolingual instructional assumptions: Only use L2 for instruction when there are no other options. There is no space for translation in learners' L1, particularly the "direct method" assumption. in the teaching of language or literacy, specifically the "no translation" assumption: Within immersion and multilingual settings, L1 and L2 should be maintained strictly distinct. programs, namely the

concept of "two solitudes." The report then examined three theoretical perspectives. perspectives to refute the mentioned three mentioned assumptions. The first viewpoint came from cognitive psychology research, which said that "since students' past knowledge is encoded in their L1, their L1 is plainly significant to their learning even when instruction is delivered through the medium of computers." 'L2' (p. 231). Cummins (2007) stressed three main points, referencing Donovan and Bransford (2005). Factors that contribute to effective learning include activating existing understandings and then integrating factual information. exerting active control over the learning process by combining information with conceptual frameworks by employing metacognitive methods The second viewpoint is "linguistic dependency" (gp. Cummins' interdependence theories were introduced and refined in this paper.

Some actual research and investigations have previously backed up (1981). Thomas and Collier (2002) discovered that immigrant students' mother tongue ability was connected to their second language progress. The third theoretical viewpoint is founded on Cook defined multi-competence as "the existence of two or more languages in the same person." same thought, emphasizing that multilingualism is not the same as monolingualism. language proficiency in each" (Cummins, 2007, p. 234).

Cummins (2007) concluded, based on analysis and arguments on the topic as well as a case study of bilingual instructional strategies in the greater Toronto area, that students' L1 was not an impediment to their L2 acquisition, but rather, that students' L1 was serving as a cognitive and motivational aid to their L2 acquisition."It can serve as a stepping stone" language resource thanks to several bilingual educational methodologies. stone to support more advanced L2 performance" (p. 238)

According to the research and theory outlined above, judicious use of L1 in the L2 classroom has acquired increasing acceptance in recent years. However, using L2 entirely in the classroom is still a popular practice among instructors and students. There had previously been the usage of L1 has sparked a lot of discussion. As a result, several investigations have been done to learn more. In second or foreign language courses, the function of L1 is important. The following section gives an overview of these researches.

3. Attitudes of teachers and students towards using L1 in the L2 classroom.

Since researchers have looked at some theoretical evidence to support L1 usage in the L2 classroom, it's crucial to understand how instructors and students feel about it.

Scholars have recently researched teachers' ideas about including or excluding L1 from L2 courses, and instructors' perspectives toward L1 usage varies. Some people support it, while others oppose it. The majority of instructors, according to Tian and Macaro (2012), L1 was preferred. Furthermore, Macaro (2009) stated from the research that instructors may be three separate groupings have been identified. Some educators worry that employing L1 will hurt students. "The exclusive use of the second language generated a form of 'virtual reality' according to L2 learning. a classroom that reflected both the first language learner's and the newly acquired language's environments the "virtual position" refers to a "arrived migrant to the target language nation" (p. 36). Some believe that excluding L1 from the L2 classroom is a "unattainable ideal," because optimal learning circumstances do not present in L2 classrooms, resulting in a heavy reliance on L2 (Macaro, 2009, p. 36). People may sense "maximal posture," as Macaro describes it (2009, p. 36). When utilizing L1, I feel bad. The third camp believes that L1 has some discernible utility. It's known as "optimal posture" and it aids L2 learning (p. 36). Furthermore, Macaro employed Turnbull and McMillan (2009) used a case study as an example of "virtual position." and "optimal position."

McMillan and Turnbull (2009) concentrated their research on the participants' ideas and attitudes concerning code-switching during late French immersion in Canada. Two French instructors who had been teaching late French immersion for ten years were among the participants. At the time of the study, I was teaching Grade 7 late French immersion. Pierre is a French native speaker. Frank speaks English as his first language. The information was gathered through a one-on-one interview. A semi-structured interview, three classroom observations, and a final one-on-one interview were all part of the process. The findings revealed that Frank and Pierre had opposing views on this issue in their teaching practice. When maintained apart from L1, Frank thought that L2 learning would be the most successful strategy. and considered L2 learning to be on par with L1 learning. Meanwhile, he reasoned that if he spoke in English, his pupils would do so as well, leading to them ignoring the TL input. Pierre, on the other hand, thought that French-English translation should be utilized as a tool to improve communication. Ensure understanding while also scaffolding TL creation. He stated that he would do so. When pupils were comfortable with fundamental language, the amount of L1 was reduced. From the group Pierre mostly employed L1 to convey new or difficult words or complicated thoughts, according to observation, whereas Frank thought that by using drawings and motions, he could assist pupils learn new French words and phrases. Instead of L1, use expressions. However, Frank and I disagree with the French-only atmosphere. Pierre and I both thought it irritated

students, especially at first. Furthermore, the study briefly examined the causes behind the discrepancies, concluding that various experiences as an L2 learner may play a role.

Corcoran (2009) listed eleven reasons why teachers limited L1 usage in the L2 classroom, including learners' goal language proficiency level, teachers' target language competence, teachers' education, and students' target language proficiency level. Institutional policies, for example. His conclusions are consistent with certain research (e.g., Manara, 2007; Bateman, 2008; Lo, 2015). Bateman (2008), for example, did a case study concentrating on 10 student teachers' attitudes and ideas about utilizing L1, as well as the elements that influence their choices. The author came to the conclusion that non-native speakers had linguistic restrictions. Teachers' language choices would be influenced by them. Teachers might be challenging to work with. If the entire class uses L2, it might be unpleasant. As a result, influences on teachers' decisions in relation to using L1 vary according to different classroom contexts, teachers' own experiences, faiths, and other variables all influence whether or not they use L1. Manara (2007) discovered that the type of courses, the difficulty and complexity of materials, and the objective of materials and assignments all influence teachers' attitudes usage of L1. in the context of a Republic of Korea English as a Foreign Language course,

Lee (2012) investigated the attitudes of 218 young Korean learners regarding an English-only teaching style and their opinions of teachers' English usage. The research lasted two days and included exams and a questionnaire. The fact that pupils are not overly enthusiastic about the findings of the research presented earlier in this section support an English-only strategy. Furthermore, the findings demonstrated that pupils with higher Korean proficiency exam scores they also did well on their English exam, which may be viewed in several ways. Cummins' theory of interconnectedness (1981).

According to the findings of this research, students' L2 competency appears to be a factor that influences their willingness to use their L1 in the L2 classroom. Carson and Kashihara (2012) investigated the willingness of 350 first- and second-year Japanese university students to utilize computers, L1 and to see if competence levels have an impact on students' L1 usage. An unnamed source adapted bilingual questionnaire the author discovered that students want instructors to use technology. L1 proficiency in class decreased as L2 competence increased, as is often the case. Additional research backs it up (e.g., Bhooth, Azman & Ismail, 2014; Norman, 2008). Bhooth, Azman and Ismail (2014) looked at the role of L1 in English as a scaffolding tool. Students' L2 competency appears to be a factor that influences their attitudes toward using

their L1 in the L2 classroom, according to the research mentioned above. Carson and Kashihara (2012) looked at the motivations of 350 first- and second-year Japanese university students. L1 and to see if skill levels have an impact on students' usage of the language. a nameless person the questionnaire was altered to be multilingual. Students' desire for instructors to use technology was discovered by the author.

With rising L2 competency, L1 in class was lower and dropped. more research back this up (e.g., Bhooth, Azman & Ismail, 2014; Norman, 2008). Bhooth, the role of L1 as a scaffolding tool in the English language was examined by Azman and Ismail (2014). On the one hand, according to the author citing McKay (2006), young EFL learners "require experiences that help them succeed, to feel good about themselves" (p. 14). To put it another way, if employing English-only as a teaching style causes learners' self-esteem or feeling of progress to suffer, it may be necessary for teachers to adapt their teaching methods. However, the findings of this study demonstrated that, while English proficiency is important, Other factors may impact learners' attitudes, as seen by the correlation between and attitudes variables. such as learning styles and motivation As a result, a student may have an optimistic outlook. Despite his limited English skills, he prefers the English-only strategy.

In conclusion, researchers discovered that many instructors and students were enthusiastic about using L1 in the L2 classroom, but they were also worried that L1 usage should not be taken cavalier. Furthermore, several study linked differences in teacher and student attitudes and beliefs to personal experiences, motivation, competence levels, task aim, and the type of courses.

4 . Purposes of L1 use in the L2 classroom

Although there is still debate among L2 scholars about the use of L1, the data show that L1 may be utilized in L2 classrooms for a variety of purposes. a variety of significant educational goals .

According to Cook (2001), L1 may be utilized to transmit L2 meaning, teach grammar, practice the target language as code-switching, and administer the class. These findings are consistent with those of previous research (De la Campa & Nassaji, for example). Mc Millan & Turnbull, 2009; Shimizu.2006) 2009; Grim, 2010; Littlewood & Yu, 2011; Mc Millan & Turnbull, 2009; Shimizu, 2006. Lin (2015) quoted from a guidebook for English language instructors in Hong Kong (Swain et al., 2011). According to Kong, employing L1 can make text more understandable since it can help with comprehension. Teachers and students collaborate to create

new information from what they already know and contribute translations. Use cross-linguistic analogies to help with tough grammar and vocabulary.

De la Campa and Nassaji (2009) concentrated on the amount, purposes, and the reasons why L1 was used in the L2 classroom. The data consisted of instructor interviews, stimulated recall sessions, and video and audio recording of two German language teachers' classes in two university courses. The results showed that both teachers believed L1 could be used in L2 classrooms for fourteen purposes, such as administrative issues, activity instruction, comprehension check, humor, and so on, but the frequencies of the purposes were varied. Two of using L1 in L2 classrooms 38 the most frequent purposes of L1 use were related to translating words from L2 to L1 and giving activity instructions.

Swain and Lapkin (2013) discovered that students use L1 for three primary goals. The first is "moving the job along" (p. 109), which entails managing the task using L1. The second major goal is "focused attention," which includes (p. 109) L1 is used for lexical searches and grammatical explanations. The third has been discovered. in the sense of "interpersonal contact" (p. 110). Students, for example, utilize L1 to fight and discuss. with one another. . Meyer remarked that L1 might be used to "allay a possible perceived danger posed by the L2 to the students' cultural identity" (2008, p. 145) in addition to the goals described above. In addition, the teachers employ L1 to express their respect and ideals to the students. student's first language and cultures, but also to serve as a role model for someone who has succeeded in learning a different language

Conclusion

The findings of many research on the reasons for and against L1 usage, attitudes of teachers and students toward L1 use in various teaching circumstances, and the aims of L1 use in the L2 classroom were disclosed in this literature review. According to research on both teachers and students' opinions (Ma, 2009; McMillan & Turnbull, 2009; McMillan & Rivers, 2011; Norman, 2008; Shimizu, 2006), the majority of teachers and students were pleased towards L1 usage in the L2 classroom. L2 teaching and learning are facilitated significantly. However, some educators and students disagree. In the classroom, I prefer to utilize just L2.

The findings of research (e.g., De la Campa & Nassaji, 2009; Littlewood & Yu, 2011; Meyer, 2008; Swain & Lapkin, 2013) on the aims of L1 usage in the L2 classroom are comparable, and they shared certain common perspectives, such as how to explain difficult grammar. Check for

understanding, manage the classroom, and save time. These data back up the first theory. Cook, for example, has conducted research (2001). Furthermore, locating L1 use in the L2 is beneficial. According to Meyer, the classroom may also show respect and regard for the cultures of the pupils. (2008). Finally, researchers discovered that L1 played a role in the L2 classroom, with many teachers and students preferring L1 use to help and enhance teaching and learning.

Chapter Three, Methodology

Introduction

The goal of this study was to learn more about the history of L1 use in L2 classrooms, and Qualitative and quantitative researches were used to accomplish so. A variety of techniques were used.

1. Participants

Eleven English teachers and 27 secondary school teachers participated in the research. Students who learned English six times a week for 60 minutes each session as part of their schoolwork. Teachers of English were selected randomly. Because the volunteer instructors came from a variety of places and backgrounds, the teacher evaluations were diverse. As per the student group. Their ages range from 15 to 17. 18% were first year, 40% were second-year students, and the remaining 40% were third-year students. Because all of the students are from the same school and lived in the same area. As a result, their demographic profiles were comparable, implying that the student group was homogeneous.

2. Instruments

The instruments used to collect qualitative and quantitative data for the study were two questionnaires prepared by the researcher. One was for the teachers and it was highly qualitative. The teachers' questionnaire consisted of eight questions. The first and second question was to find out if they used L1 in their classes and how frequently they did. The third question was to find out their views and attitudes on L1 use in L2 classes and the reasoning behind it. The fourth question was to determine if they found L1 use to be any help in the process of teaching L2 and the reasoning behind it. The fifth question was to determine where and for what purpose they used L1 in their L2 classes. The seventh question was about students' reaction to them using L1. The eighth was if they accept their students use L1 in their classes. Lastly, the what was their purpose of allowing them. The students' questionnaire was quantitative. It had eight questions in total. The first section was created to find out the students' grade, the next two questions were used to determine if and how much their teacher used their mother tongue in the L2 classroom. The third and the fourth, fifth and sixth ones were aimed to find out the students' views and attitudes on the use of L1 in English classrooms. The seventh and eighth question

sought out if the use of L1 helped the students with their progress in English, and the last one was used to determine the purposes L1 was used for in foreign language classes.

3. Procedure.

3. 1. Pilot study:

Following a review of comparable studies and the data tools used in them, the researcher created two questionnaires and tested them on six volunteer students and three volunteer teachers to assess how effective they were and to collect feedback. The surveys were submitted to Ms Alili, a teacher Department of Foreign Languages, KhemisMiliaana Faculty of Letters and Foreign Languages, Djillali Bounaama University to get his feedback.

3. 2. Data collection

The teachers' questionnaire was created using Google Forms and then shared on a variety of online sites for Algerian English instructors, including Facebook, with a brief description of the study's objectives and the questionnaire that users of those virtual platforms were required to complete. The questionnaire was not translated into Arabic since only English instructors were meant to fill it out. After notifying the principals about the study in two different schools and how voluntarily students were expected to participate in the students' questionnaire, the next step was to inform the students with Questionnaires. They were translated with the cooperation of their English teachers and distributed to students of first, second, and third year. The students were informed that their replies would remain anonymous and would only be utilized for the study, so they felt safe enough to offer honest answers. The students took roughly five minutes to complete the questionnaire, as expected.

3.3. Data Analysis

Google Forms was used to assist with the data analysis process. The researcher didn't have to do anything because the instructors' questionnaire was already done with Google Forms. However, the questionnaires for the pupils were handed out. Their professors translated the printed version for them. The researcher devised Google Forms quiz for students were moved to Google Forms in order to have that analytical graphs and visuals

Quantitative Results

By using tables and graphs to discuss the study's findings in depth Figures. In addition, the findings are analyzed and evaluated.

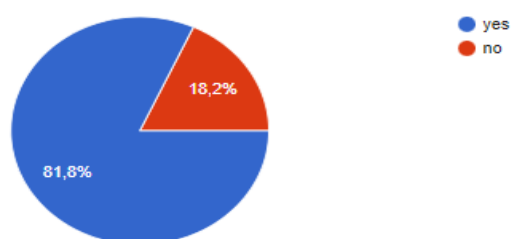
1. Analysis of teachers questionnaire results :

1.1 the use of L1 in classes by teachers

graph1:

1. Do you use L1 in your classes?

11 réponses



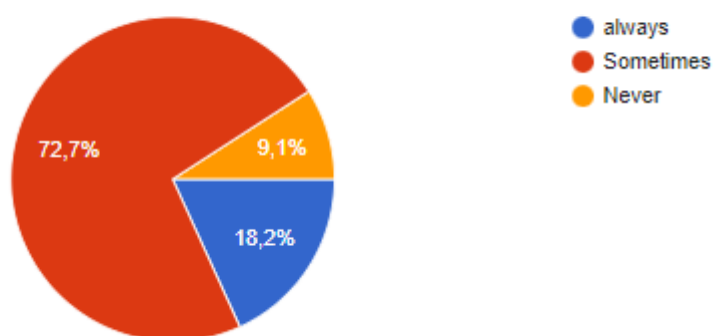
To start with, it was found that most of the teachers that took part in the study used L1 to some extent in their English classes. In fact, to be more precise, as shown in the graph 1, only 18.2% of the teachers stated that they did not use L1 in their classes. *Graph1* showed us that L1 usually had a place in L2 classes

1.2. The frequency of the teachers' use of L1 in L2 classes

Graph2:

2. How often do you use L1 in your classes?

11 réponses



Furthermore, when it comes to the frequency of the use of L1 by the teachers in EFL classes, it was shown in *graph2* that even though few of the teachers (18.2%) stated that they always include L1 in their classes. According to the results, 72.7% of the teachers used it sometimes. Additionally, it seemed that the rest (9.1%) stated that they never used L1 in their classes. Consequently, these results could be interpreted as a discrepancy between the teachers of English in Algeria as to their views on how much L1 should be used in EFL classrooms. An explanation for this, perhaps, could be that the proficiency levels of the students in the classes of the teachers that participated in the study differ a lot, so that while one teacher might feel a need to use his learners mother tongue in the classroom, the other might not need it at all. In the context of Algeria's education system, in which there is a gap between the public schools and the private schools in terms of the success levels of the students, this hypothesis, in fact, seems to be a plausible one.

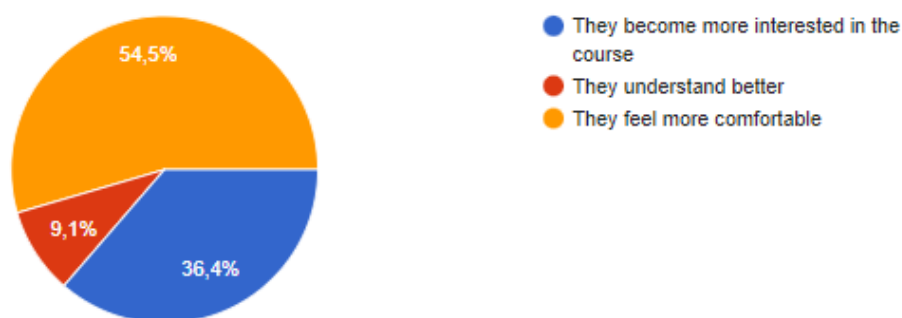
1.2 students reaction towards the use of mother tongue

graph3

6. How do students react when teachers use the mother tongue?



11 réponses



The data shown in *graph3*. 11 are concerned with the teachers' views regarding the Student's reaction about the teachers' use of the first language. Upon analysis, eight teachers (9.1%) report that they will understand better. however, 36.4of them said that their students become

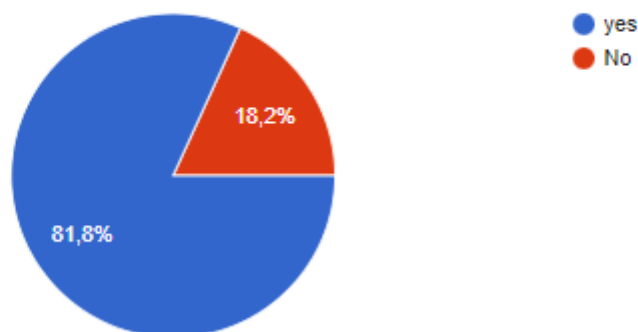
more interested in the course. The rest (54.5%) assumes that students feel more Comfortable when L1 is used

1.3 teachers permission about the use of mother tongue

graph4

7. Do you accept that your students use the mother tongue in class?

11 réponses



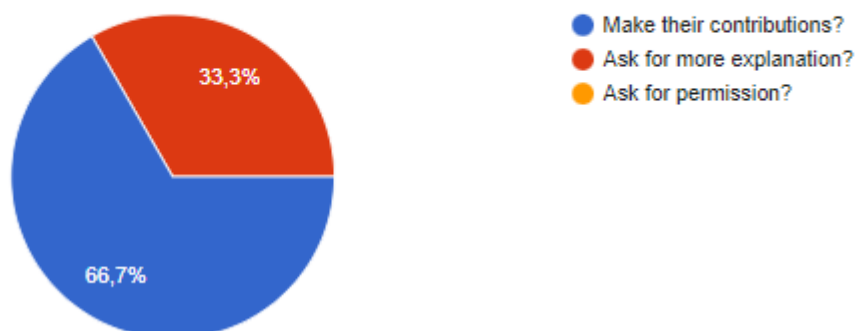
As we can see from graph4. the highest percentage of participants (77.8 %) think that teachers should use the mother tongue in the classroom. In contrast, 22.2% said that they are not allowed to use it in the sense that the learners are of need to some L1 clarifications.

.1.5. teachers purposes for giving permission about the use of mother tongue in classroom

Graph5

8. If Yes, is it for the purpose of allowing them to

9 réponses



The aim of this question is to figure out the purposes behind allowing the students to use the mother tongue. The answer of this question is related to the former, and it only addresses those

who select the option “Yes. As shown in graphic 5 66.7% allow it for students to make contributions while the 33.3 allow the use of L1 to ask for more explanation

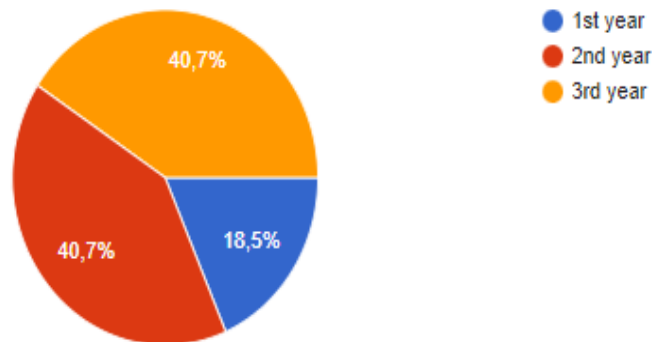
2. Analysis of students questionnaire results :

2.1 the grades of the students

graph1

1. Which grade are you in?

27 réponses



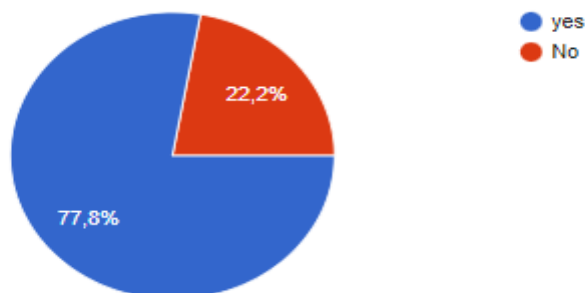
It is observed that the majority of the informants are both 2nd and 3rd year They represent (40.7 %).However, only (18.5%) represent 1st year participated in the study. This indicates that both 2nd and 3rd year is more interested in studying foreign languages.

2.2 students view about whether their teacher use L1 in classes:

graph2

2. Does your teacher use L1 in English classes?

27 réponses

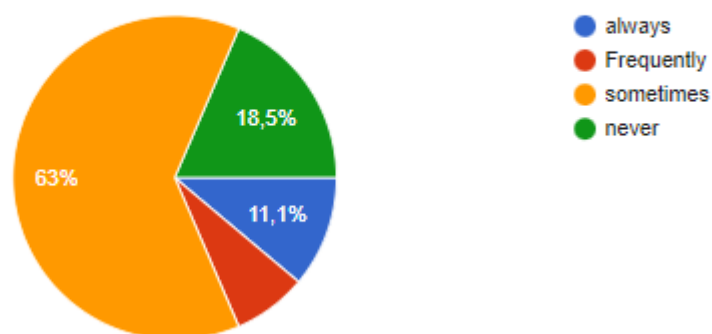


As we can see from graph 2. 31the highest percentage of participants (77.8 %) thinks that teachers should use the mother tongue in the classroom. In contrast, 22.2% said that they are not allowed to use it in the sense that the learners are of need to some L1 clarifications.

2.3 Students view about how often does their teachers use L1 in English classes: **graph3**

3. How often does your teacher use L1 in the English classes?

27 réponses



If we compared the reality of how often the teachers used L1 in EFL classes to how often the students thought it should be used, which is shown in the graph3, it would seem that the students were more in favor of L1 use in English classes. It could be seen that more than half of the students (73%) stated that they preferred their teacher to use L1 in English classes frequently or sometimes. However, only half of the English teachers in total stated that they used L1 in their classes frequently or sometimes. In addition, while a significant amount of the teachers (17.9%) stated they did not use L1 in their classes at all, all of the students, in contrast, revealed that they wanted L1 to be used to some extent in their English classes

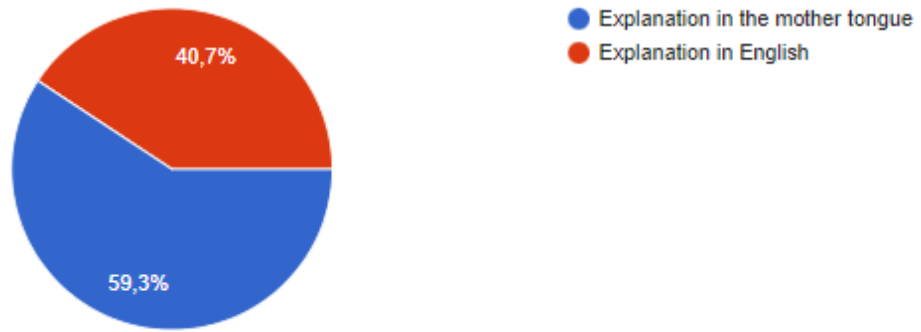
2.4 explanation in English vs explanation in the mother tongue

graph4

5. Whenever you find difficulties in understanding something , do you prefer ?



27 réponses



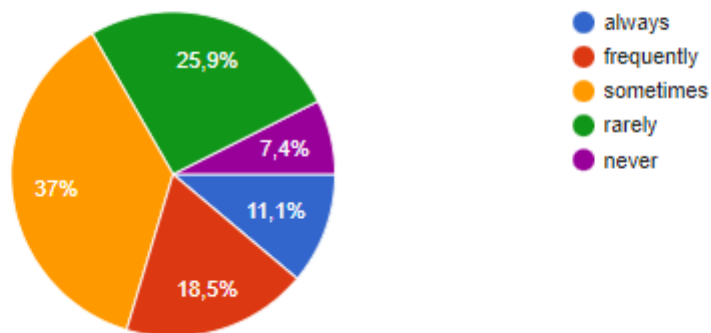
Analyzing this question shows that 59.3% of students prefer explanation in the mother tongue while the remaining respondents (40.7%) prefer explanation in English. It means that the majority of EFL learners support explanation in L1 words so that they can develop their vocabulary.

2.5The students 'views on how frequently L1 should be used in L2 classes:

Graph5

6. How often, in your opinion, should L1 be used by the teachers in English classes?

27 réponses

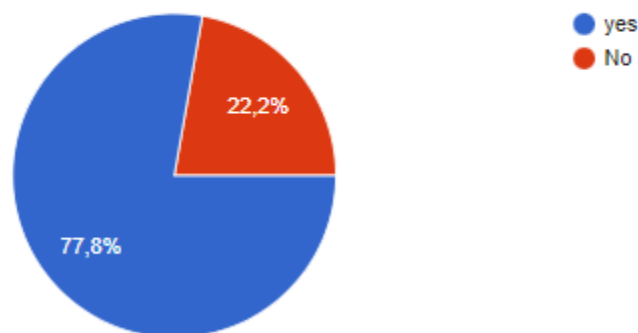


If we compared the reality of how often the teachers used L1 in EFL classes to how often the students thought it should be used, which is shown in the graph5, it would seem that the students were more in favor of L1 use in English classes. It could be seen that more than half of the students (55.5%) stated that they preferred their teacher to use L1 in English classes frequently or sometimes. However, only half of the English teachers in total stated that they used L1 in their classes frequently or sometimes. In addition, while a significant amount of the teachers (9.1%) stated they did not use L1 in their classes at all, all of the students, in contrast, revealed that they wanted their mother tongue language to be used to some extent in their English classes.

2.5 the effect of using mother tongue on motivating the students to participate in class:
graph6

8. Do you think that the use of mother tongue motivates you to participate in class

27 réponses



What is noticeable from this question is that it divides respondents into two groups based on whether they are motivated or not motivated to participate in the classroom when the mother tongue is used. Upon analysis, twenty one respondents constituting (77.8 %) indicate that the MT motivates them to participate in class. In the other hand, 22.2 % of the respondents pointed that they are not motivated. In explanation, when the students get the exact meaning they become more interested, the thing that will motivate them to participate and give their opinions.

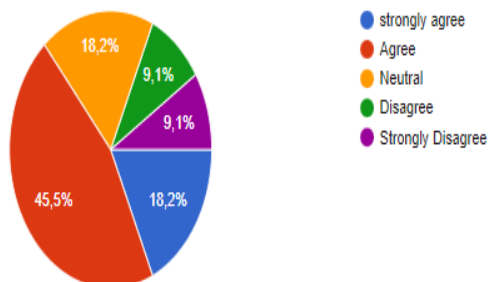
3. Analysis of both teachers and students questionnaire results

3.1 The students' and the teachers' attitudes on L1 use in L2 classes:

Graph1:

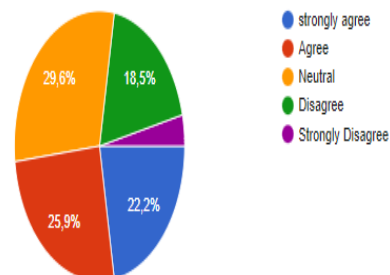
3. What are your views on the use of L1 in the EFL classes?

11 réponses



4. What are your views on the use of L1 in the English classes?

27 réponses



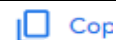
Graph 1 shows the views of both the students and the teachers on the use of L1 in the English classrooms. It can be seen that their attitudes towards L1 use in L2 classes tend to be different from each other. While only 45.5% of the teachers agree on the use of L1 in ELT classes, more than half of the students (48%) agree or strongly agree on it. Even though the percentage of the teachers (18.2%) and the students (29.6%) who have neutral views about it seems to be close, there is a big difference in percentages when it comes to the negative views, with 9.1% of the teachers disagreeing and 9.1% of them strongly disagreeing and only 18.5% of the students disagreeing or strongly disagreeing in total.

The responses to another question asked to both the teachers and the students might give an explanation to the results above. As shown in the *graph2*, it was found out that there was a division of opinion between the teachers as to whether the use of L1 was beneficial in the process of learning English or not, with 63.6% of them thinking it was beneficial, 18.2% of them thinking it was not and 18.2% of them thinking the use of L1 makes it harder for them to learn the language better. However, it was seen that there was almost a complete agreement between the students on the benefits of the use of L1 in their process of learning English, with 59.3% of them stating that it was helpful and only 14.8% of them stating that it did not make a difference.

3.2 the views on whether the use of L1 is beneficial in L2 learning process:

graph3

4. Do you think using L1 in EFL classes help the students learn better?



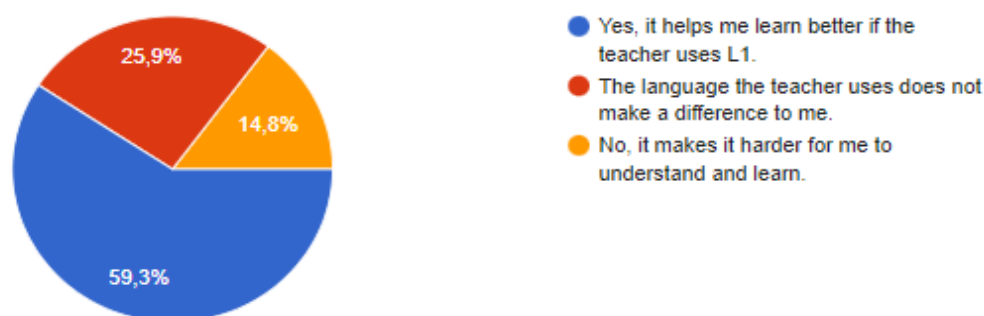
11 réponses



7. Do you think you learn better when the teacher uses L1 instead of English?



27 réponses



In the light of the results shown in the *graph3*, we can conclude that there seems to be a positive correlation between how much the students found L1 to be beneficial to their process of learning English and how much they want their mother tongue to be used in their English classes. In other words, it tends to be the case that the reason 50.1% of the students agreed or strongly agreed on L1 use in L2 classes was because they found it to be effective. Similarly, the reason that the teachers' percentage (63.7%) was as high as the students' on how beneficial L1 use in L2 learning process

3.3 The functions of L1 use in L2 classes

Table 1

The functions of L1 use in L2 classes	Students	Teachers
a) Explaining grammar.	50%	45.5%
b) Translating or explaining new vocabulary.	61.5%	45.5%
c) Maintaining classroom discipline, giving instructions.	7.7%	45.5%
d) Encouraging and motivating the students.	26.9%	45.5%
e) draw attention and to increase the student participation.	26.9%	27.3%
f) Giving feedback. When there is a lack of understanding	15.4%	18.2%
g) talking about off-classroom topics.	23.1%	54.5%
h) Enhancing classroom relationships.	7.7%	36.4%
i) when there is a lack of understanding	42.3%	72.7%

It is worth noticing from table 1. 45.5% of the participants think that teachers should use L1 to explain difficult concepts or ideas 22% of the respondent's state that they may use it to define new words. Others (45%) believe that L1 should be used to explain complex grammar points. Moreover, a small number of the informants, five students, select the options "a+c". Additionally, the option "a+b+c" and "b+c" represent the same result of (3%). The remaining subjects, representing (7%), propose other situations of using the first language like clarifying notions that does not exist in the target language or using it for naming some cultural items

2. Qualitative Results

The teachers' questionnaire included two open-ended questions aimed at eliciting the reasons for English teachers' classroom language practices and their perspectives on L1 use in English lessons.

.1. The purposes Behind the Teachers' Views on L1 Use in L2 Classes

1.1. Low Proficiency Levels

the teachers who took part in the poll believed that L1 should be used in English classrooms. The kids' poor competence levels were the main reason for their selection. The basic reasoning was that the pupils would be able to because of their limited English understanding, they are unable to comprehend the instructions written in English Because the teachers were unable to provide an effective lesson in English, Students would have no idea which elements were crucial. "Using L1 helps the students fully absorb the lesson and makes it simpler for them to understand, "One participant said. "They must comprehend me. Because their English skill levels are insufficient. I believe that using L1 will help them understand the instruction given in English. It's critical to emphasize the key points."

Apart from that, a few teachers held lessons for different proficiency levels. Varying degrees of expertise When they were teaching essential subjects, they claimed that They would first lecture in English and then in Arabic on themes that no one should miss. Then, for individuals with a lower degree of proficiency, it is translated into L1.

1.2. Motivating the Students

Motivating Students (4.2.1.3) Because of its motivational functions, L 1 was found to be widely used among teachers. Depending on the age and competency level of the students, at first, English usage may appear intimidating. Learning English without having to abandon their mother tongue might make students feel more at ease. They feel more comfortable and their psychological barriers to L2 are decreased. As one of the participants reported: "My students become anxious and uninterested when I exclusively communicate in English. I allow myself to speak Arabic because I do not want to discourage them but rather motivate them."

THE USE L1 IN ESL CLASSROOM

1.3. Exposure to L2

When it comes to unfavorable attitudes about L1 use in L2 classrooms, the reasons given by teachers for not using L1 in their classes were mostly related to L2 exposure or acquisition. The teachers were hesitant to utilize the mother language at all. solely allow the use of English in their lessons, both to themselves and to the student's, in order for them to have as much exposure to the language as possible. practice it in the classroom, where they have the sole opportunity to do so, and ultimately pick up the language."Learning a foreign language is a difficult task that can be accomplished with a lot of effort. Teachers should only utilize L2 in their lessons, so that the students can be exposed to the language and have a chance to practice it."

1.4. Thinking in English

It was discovered that some teachers believed that in order to encourage their students to develop the habit of thinking in English in order to increase their language and fluency levels, they should:It was critical to allow only L2 usage in English classrooms. They reasoned that if they didn't, they wouldn't attempt to mentally translate all of the input word for word, and They will find it difficult to completely grasp it. As one of the participants, noted:"I've noticed that occasionally speaking Arabic in class makes things tougher. Students believe they must translate in order to internalize the English language. To comprehend the meaning of a piece, I had to translate every single word into arabic."

1.5. An Opportunity to Teach More

While some of the teachers were hesitant to use English at all times for fear of the pupils not understanding them, one of the professors viewed this as an opportunity. a chance to teach new vocabulary or structures, but with a significant emphasis on the latter. procedure for preparation:"We need to give our kids ample exposure to the target language." They might not. grasp some new or complex structures/words/instructions, but if we can estimate ahead of time, that would be ideal. We can arrange the class around what they won't comprehend and provide some materials. stuff to aid their grasp and understanding."

Conclusion

This chapter ventured on a discussion and analysis of findings obtained from different data collecting tools. The chapter tackles the analysis of students and teachers" questionnaire

THE USE L1 IN ESL CLASSROOM

and. questionnaires were developed to have an insight about students and English teachers attitudes and the use purposes towards the use of the L1 in English class and if they have similar views about its use purposes. impact on the students learning process.

Chapter Four, Findings

Overview

The chapter demonstrates and discusses the findings of the current study and answers the research questions that have been raised in the introduction: whether the teachers and students of secondary school hold positive or negative attitudes toward the use of L1 in English classrooms, and for what purposes they use of L1 if necessary, in the classroom and do teachers? and students hold the same views about L1 use purposes?. In interpreting the results extracted from the analysis of the teachers and student's questionnaire, we come to answer the first research question.

Overall Discussion and Results of the Research Questions

1. What are the teachers' views on the use of L1 in English classrooms?

Although most teachers appear to be positive about using L1 in English lessons, there appears to be a significant number of teachers that are negative. perspectives on the usage of L1. When we look at the outcomes of the qualitative data, we can observe that Their perspectives were influenced by the learners' competence levels, as well as the of time. They had committed themselves to English lessons and the aspect of student's motivation.

2. What is the students' view on the use of L1 in English classrooms?

The results of this study show that students' attitudes on the usage of L1 in English classrooms are mainly positive. According to the findings of the study, the students believed that using L1 in English classes was effective and useful in their English learning process

3. What are the functions of the use of L1 in English classrooms?

that there were four major functions of using L1 in English classrooms, with eleven sub functions under each of the major functions. ones. In light of such purposes, it is reasonable to conclude that the primary functions of the usage of Up English classrooms, the L1 is used to fill in for lost meaning, especially when the Teachers cannot afford for any student to lose out on anything, and therefore they must find ways to limit the number of students who miss out. Students' unfavorable views towards English are common.

4. What are the purposes of the use of L1 in English classrooms when it comes to teachers?

As it can be seen in the results suggested that there were six primary functions of the use of L1 in English classes and 3 secondary functions under the major ones. Looking at those functions, it is fair to say that the main functions of the use of L1 in English classes are to supply the lost meaning, such as check the comprehension, or explaining complex grammar structures and new vocabulary teachers cannot afford any learner missing out on anything, and to reduce the negative feelings of the students associated with English in order to motivate the students as well as maintaining classroom discipline and talking about off class topics

5. What are the functions and purposes of the use of L1 in English classrooms when it comes to students?

As per the learners' views on the use purposes of L1, there is three primary purposes which are related to meaning, such as explaining of grammar and new vocabulary and lesson comprehension too when a lack of understanding exists. The secondary functions were the social purposes and the ones related to classroom discipline maintenance.

6. are there similarities in the teachers and students views on the L1 use purposes?

There are three main similarities in which students and teachers think L1 should be used for. the similar functions were that when there is an existing lack of understanding, and explaining grammar structures and new vocabulary as per the rest of the purposes there is a division in teachers and students' views. teachers view on purposes tend to be high for the instructional purposes and maintaining discipline whereas students does not.

7. Limitations and Suggestion for Further Research

The students who took part in the study all went to the same school and lived in the same area, making them a homogenous sample whose findings cannot be generalized. A more diverse student group would provide more consistent outcomes. Furthermore, adopting observation technique as a data collecting instrument would lead to better outcomes in determining the functions of L1 use in L2 classes. Furthermore, the current research only looks at students in their second and third years. Further study including students from other

THE USE L1 IN ESL CLASSROOM

school contexts, such as university, might yield more reliable results.

Conclusion

The study of the student and teacher questionnaires, as well as the discussion of the findings and recommendations. We conclude that both teachers and students are positive about L1 interference. The hypotheses are supported in the sense that the majority of the participants agreed with them. Practice and agreement on its importance in difficult situations.

Chapter Five, Summary, Conclusion and Recommendations

Overview

The preceding chapters discharged the setting of ground for the research project through The following educational recommendations that are made based on the findings of the two surveys that were submitted:

1. Pedagogical Recommendations

English Teachers should consider their students' perspectives on the usage of MT into account. Teachers should strive to increase students' exposure to the foreign language. Teachers should devise fresh and effective teaching methods that ensure student success. students' understanding

Teachers should employ L1 in some instances to establish a welcoming atmosphere and to cope with difficult situations with hypothetical situations The usage of L1 should be kept to a minimum. EFL Students

Learners should avoid using their first language as much as possible. Learners should use monolingual dictionaries to ensure that they understand the term. as well as improving language perception.

For the sake of increasing their skills, students should follow their professors' instructions. Students should practice thinking in English. Recommendations for Additional Study A comparable study should be conducted with a larger number of participants and different research instruments over a longer period of time.

Conclusion

To summarize, in order to study English more efficiently with L1 usage, students must first determine their proficiency levels in order to identify tactics and strategies that would aid their English learning. Furthermore, students and teachers must have a positive attitude. and friendly approach in order to create a great environment in which L1 would be valued and respected.

General Conclusion

The current work is entitled the use of L1 in an ESL classroom which was made to investigate whether teachers and students hold a positive or negative views. Besides, it aims to determine the purposes of the mother tongue can be use and if both teachers and students have the same views of how L1 should be used. For the sake of answering the research questions and testing the suggested hypothesis, two questionnaires (the only research instrument) are administered to both learners and teachers. They are addressed to twenty-seven secondary school students (same school) and eleven English teachers, from two different secondary schools. The gathered data from this survey answered the research questions and support the proposed hypothesis. In explanation, teachers and students have positive attitudes and opinions about the native language intervention in English classes. furthermore, the present study found out that the teachers used L1 in their classes for instructional functions, managerial functions, affective functions and social functions. While some functions of L1, such as explaining grammar or translating new vocabulary, were referred to be used by both teachers and students. In accordance with the findings of the study, it seems that the students benefit from limited and planned use of L1. It can be suggested to the teachers of English that as long as L2 stays the primary language in the English classrooms and students do not become dependent on L1, as proved in the present study, L1 can be used to save time, give clear instructions, teach grammar, especially to the students with low proficiency levels, and lastly, to motivate learners and reduce their learners' anxiety, is also recommended.

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THE USE L1 IN ESL CLASSROOM

Appendix A

THE STUDENTS' QUESTIONNAIRE

Background:

1. Which grade are you in?

1st year () 2nd year () 3rd year ()

Questions:

1. Does your teacher use L1 in English classes?

a) Yes. b) No.

2. How often does your teacher use L1 in the English classes?

a) Always b) Frequently c) Sometimes d) Rarely e) Never

3. What are your views on the use of L1 in the English classes?

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

4. Whenever you find difficulties in understanding something, do you prefer ?

a. Explanation in the mother tongue b. Explanation in English

5. How often, in your opinion, should L1 be used by the teachers in English classes?

a) Always b) Frequently c) Sometimes d) Rarely e) Never

6. Do you think you learn better when the teacher uses L1 instead of English?

a) Yes, it helps me learn better if the teacher uses L1.

b) The language the teacher uses does not make a difference to me.

c) No, it makes it harder for me to understand and learn.

7. Do you think that the use of mother tongue motivates you to participate in class?

a. Yes b. No

8. When do you think your teacher should use L1 in English classes? (You can give more than one) a) Explaining grammar.

b) Translating or explaining new vocabulary.

c) Maintaining classroom discipline, giving instructions.

d) Encouraging and motivating the students.

THE USE L1 IN ESL CLASSROOM

- e) To draw attention and to increase the student participation.
- f) Giving feedback. When there is a lack of understanding
- g) talking about off-classroom topics.
- h) Enhancing classroom relationships.
- I) when there is a lack of understanding

THE TEACHERS' QUESTIONNAIRE

Questions 1.

1. Do you use L1 in your classes?

- a) Yes. b)No.

2. How often do you use L1 in your classes?

- a) Always b) Frequently c) Sometimes d) Rarely e) Never

3. What are your views on the use of L1 in the EFL classes?

- a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

Please explain why you think so:

.....

4. Do you think using L1 in EFL classes help the students learn better?

- a) Yes.
- b) No, it does not make a difference.
- c) No, it makes it harder for them to learn the language better.

Please explain why you think so:

.....

.....

5. For what purposes do use L1 in your classes? (You can give more than one answer.)

- a) Explaining grammar.
- b) Translating or explaining new vocabulary.
- c) Maintaining classroom discipline and giving instructions.
- d) Encouraging and motivating the students.
- e) Drawing attention and increasing the student participation.
- f) Giving feedback.
- g) Talking about off-classroom topics.

THE USE L1 IN ESL CLASSROOM

h) Enhancing classroom relationships.

I) When there is a lack of understanding

g) Others. Please explain

it.....
.....

6. How do students react when teachers use the mother tongue?

a. They become more interested in the course

b. They understand better

c. They feel more comfortable

7. Do you accept that your students use the mother tongue in class?

a. Yes b. No

8. If Yes, is it for the purpose of allowing them to

a. Make their contributions?

b. Ask for more explanation?

c. Ask for permission?

d. Other, please specify
.....