Investigating the Use of The Role of the Mother Tongue (L1) in the Learning of EFL Vocabulary.

The Case Study of Middle School Teachers of Ain Fakroun

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

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Candidate Declaration Form

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candidate of Master at the Department of English, Larbi Ben M’hidi University, do hereby declare that the dissertation entitled **Investigating the Use of the Mother Tongue (L1) in EFL Settings for the Acquisition of Vocabulary.** In partial fulfillment of MA Degree in Language Sciences and Teaching English as a Foreign Language is my own original work, and it has not previously, in its entirety or in part, been submitted at any university.

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Dedication

In the name of Allah the Most Gracious, Most Merciful, All the Praise is due to Him alone, the Sustainer of the entire World.

First, I give my gratitude to the most Graceful and most Compassionate Allah, the Almighty that has provided me with uncounted blessings, power and energy to finish this work.

I affectionately dedicate it.

To the pillars of my life, my parents who encouraged me to pursue my studies; their understanding and support made my way full of joy and success.

to my brothers, who kept pulling me forward to make it accomplished, without their encouragement, I would have been unable to finish the ‘journey’

their kids are also hereby dedicated this work.

To my dear sister, her husband, and their adorable children Hadil and Belkiss.

I owe this work to all my family’s members, particularly, Djezzar Nedjma, Djezzar Meriem, and Dabbeche Raouf. A warm ‘thank you’ to all of them.

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You have always made me feel you are my second family. We spent unforgettable time; let it be be an eternal torch to enlighten our friendship

It is also dedicated to,

the most beautiful friend I ever had; her ‘overwhelming’ spiritual and physical beauty have made of her UNIQUE

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Abstract

The current study addresses the use of the mother tongue in EFL settings for the learning of FL vocabulary. The latter is considered as the primary element in learning a language, using the mother tongue in EFL classroom has been a controversial issue since there are opponents of L1 use in EFL context such as monolingual approach advocates who suggest that FL should be the only language used in EFL settings. However the proponents of L1 use in EFL settings such as bilingual approach advocates who see that L1 is allowed in EFL settings since it facilitates to them the target language learning; mother tongue use in EFL context has advantages and disadvantages, students and teachers should take this into account. This research work aims to investigate the use of mother tongue (MT) for the acquisition of FL vocabulary. The intention of this study is to find the teachers’ beliefs, awareness, and knowledge, of using the mother tongue for the purpose of acquiring FL vocabulary. In this respect, we relied on the main hypothesis, which is, learners who use L1 in EFL settings may acquire a great deal of FL vocabulary. To confirm or reject the hypothesis, the study was conducted through a descriptive method, and the data was gathered by designing one questionnaire administered to Middle School 12 teachers in Ain Fakroun. The results show that the majority of teachers have rejected the use of L1 in EFL classroom, for they believe that there are other strategies through which the FL vocabulary can be acquired, rather than translate the items or explain them directly in the L1.
List of Abbreviations

AWL : Academic Word List
CLT : Communicative Language Teaching
COCA : Corpus of Contemporary American English
ELT : English Language Teaching
FC : foreign classroom
EFL : English as a foreign language
FL : Foreign Language
GTM: Grammar Translation Method
L1 : First Language
LE: Langue étrangère
MT : Mother Tongue
TL : Target Language
Q : Question
STT : Students’ Talking Time
S-V-O : Subject, Verb, Object
TTT: Teachers’ Talking Time
V-S-O : Subject, Verb, Object
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Introduction

Nowadays English has become an international language since people use it to communicate with each other in various situations throughout the world. Our research paper is concerned with the use of the L1 (Mother Tongue) in the EFL settings to help these foreign language learners of Middle Schools to acquire new vocabulary items. In fact, the topic under question has been a crucial issue as well as a very controversial one among researchers and professionals such as Wilkinson and Moore (2003) who are proponents of the use of the L1 in EFL classrooms. As a matter of fact, these specialists believe that the use of the learners’ mother tongue would help greatly not only to understand the target language through the translation of some concepts and meanings, but to acquire the new vocabulary items they encounter in their lessons or reading passages.

This view is much agreed in the proponents grammar translation method where whole reading passages written in the target language are submitted to foreign language learners who are asked to translate them to their L1 or vice versa. In contrast, there are professionals and researchers such as (Jadallah and Hassan 2010) who reject the use of the mother tongue in EFL classroom and support the use of the target language in EFL classroom. They believe that the teacher should explain the new vocabulary to students in the target language through demonstrations and realia (maps, records, pictures, videos) to simplify for learners the acquisition of vocabulary of the target language. In fact, it is argued that the use of the mother tongue in EFL settings have positive as well as negative aspects. The positive aspect of the use of the mother tongue occurs when the teacher encounters difficulties of how to clarify and explain the new vocabulary in the target language for his students, so in these situations, he relies on the translation of the target language items into the students’ mother tongue to make them understand and acquire easily the new vocabulary of the target language. Using the mother tongue in EFL settings occurs usually when students are asked to write or do exercises. Students begin thinking in their mother tongue and then translate to the target language to formulate sentences. They therefore be confused, and come to write wrongly or use English inaccurately. Contrastive analysis is another field which uses the comparison of the two languages paying attention to similarities and differences of both languages. Contrastive analysis is a field that shows the negative aspect of the use of L1 in L2; i.e., that learners are using very frequently their L1 while they are supposed to use L2. A fact which leads to ambiguity and inaccurate use of the target language.
1. Statement of the Problem

We come to notice that middle school students face many difficulties in understanding a new vocabulary items of the target language, since they find it difficult while reading passages. Students are greatly get affected by their mother tongue and translation which can be hindrance in comprehension. They generally think in their mother tongue and want to have a word-for-word translation to the target language. In addition, students face problem for the acquisition of the foreign language vocabulary. When students get on with the use of the mother tongue in EFL classroom, later on they will find obstacles when they are asked to write or express their ideas orally since they think firstly in their mother tongue, then try to translate to the target language, so they would make mistakes of different types (grammatical ,syntax, etc…)

In short, it can be said that neglecting student’s mother tongue in EFL settings will demotivate them from acquiring new vocabulary because when the teacher does not translate, students will find it difficult to understand the target language vocabulary or fail to understand it.

2. Aim of the Study

The present study aims at investigating the use of the mother tongue in EFL settings for the acquisition of vocabulary. Actually, learners of middle school might have the opportunity to acquire some vocabulary throughout the various processes of learning as well as the different learning rubrics. Yet, the view of using L2 has also some drawbacks, but its relative use in middle school classroom might be of a great help.

3. Research Questions

This study raises two questions as being closely related to the study, the two questions are:

1. What is the effect of the mother tongue on the foreign language vocabulary acquisition?
2. To what extent may teachers use their mother tongue in EFL context to teach new vocabulary?

4. Hypothesis

On the basis of the givens of the dissertation and the aims stated above, it is hypothesized that:
The use of the mother tongue in EFL classroom may relatively benefit the students from acquiring a good deal of the target language vocabulary.

5. Methodology

Considering the case raised in the study, a questionnaire has been adopted as a main tool for gathering the necessary data. Hence, the adoption of a descriptive means would make it easy and suitable for the data collection, which would be followed by a thorough analysis.

The questionnaire will be administered to 12 middle school teachers. These would be requested to answer a number of questions, all of them related to the main issue raised in the study.


The study is made up of three chapters. The first and the second chapter are devoted to the description of the related literature, which is the use of the mother tongue in EFL settings and the acquisition of vocabulary. The third chapter would be the analysis of the teachers’ questionnaire.
Chapter One

Proponents and Opponents of the Use of L1 in EFL Settings

Introduction

Having become the commonest tool of communication among people of different ethnies and nations throughout the world, English has; therefore, become a major concern of investigation in the field of EFL language teaching and learning. As such, throughout the history of language teaching, there has been a controversial debate between scholars and practitioners who follow an “intra-lingual strategy”, (i.e.), a monolingual approach that rejects first language use, and a “cross-lingual strategy”, which allows a judicious use of learners’ first language or mother tongue.

Hence, an emerging trend in the EFL/ESL contexts has taken place as to either support or oppose the use of L1 in the EFL learning/teaching classes. Thus, while advocates of the monolingual approach, (i.e), the proponents of L1 use, suggest that the L1 has to be incorporated very often while teaching the foreign language to help learners acquire the foreign language, the FL proponents hold, in their turn that English ought to be taught exclusively through English so as to foster FL learning and care about its acquisition by the learners. (some says that it should be avoided in academic setting).

With regard to this point, a number of studies and researches involving the use of L1 in EFL classrooms at various teaching stages have been undertaken here and there, and the debate is still going on between the two trends. In addition, several instructors have been interviewed on their use of L1 in their EFL classrooms for the same purpose, and most of the responses showed a great tendency among the instructors who are non-native speakers of English, and who are favourable for the use of the L1 in their classrooms. While the number of the proponents of the use of the L1 in the EFL classrooms increased sensibly, the ‘other camp’ rejected that idea, but assumed the fact that English ought to be learnt through English, and not by the use of L1; the use of the L1 has to be prohibited in the classroom.

Many of these ELT professionals even wonder how students can truly appreciate target language exchanges if they are continually relying on their L1 (Bouangeune, 2009:186). Within these controversial issues, a third trend has also come up with an ‘in-between’ position where it advocates the use of both languages with the argument that this ‘bilingual’ situation may contribute not only to the enrichment of the learners’ lexical
knowledge, but to enable those of low proficiency level to follow easily their courses as well as to take part in the lessons and learn gradually by means of intensive exposure and use of either languages.

Furthermore, this ‘eternal’ debate is implying a number of other issues that are closely related either trends. Such issues are concerned, for instance, with the length or extent of the use of the L1 as well as the opportune time to deal with it. Would it be worthy of designing of an adequate content of the L1 in parallel to that of the L2? What if the FL instructor is ignorant of the L1? What are the beliefs of the students regarding the use of mother tongue in the foreign language classrooms? What about the instructors’ attitudes toward the L1 and the Learners? Such issues and others are still dependent on whether to use or not use the L1 in FL/SL Classrooms. The present chapter would, therefore, be devoted to such issues so as to clarify the positions of the protagonists and circumscribe the conflictual aspects that are raised between them. Let us then start with the various definitions that have been given to the terms L1 and L2.

**I.1 What is Meant by L1? L2?**

A good number of experts and educationists have attempted to provide a more or less appropriate definition and shed light on the various connotations that may be implied in each of the following terms: L1, L2, Mother language, and First language.

**I.1.1 What is L1?**

The L1 is a term that refers usually to the language a person learns or has learnt from birth, it is the language that a person learns to speak first. In other terms, the L1 is a reference to the mother tongue or the first language that an individual has come to know since birth. He has learnt it from his parents and recognize it each time he hears others using it. The L1 is interchangeably used with two other terms: the mother tongue and the first language. Each might be used to mean the 2 others. As such, Pokharel (2001), admitted that “first language, mother tongue and native tongue are common terms for the language which a person acquires first in his childhood because it is spoken in the family or it is the language of the country where he is living.” (As cited in Khati, 2011, p.42); besides, the L1 or the mother tongue can be said to be one’s native language.
1.1.2 What is L2?

The L2 is a term used to refer to both the foreign or the second language. It can also be viewed as the target/foreign language, i.e., a language that is taught at schools as opposed to another existing language that is the L1 or the mother tongue. Once again, the L2 is commonly used to mean either the foreign language or the second language. The latter are forcibly the languages that might be used in classrooms and are not necessarily the learner’s mother tongue. Foreign language or second language refers to the language learned by a person after his/her native language; the L2 is a language that is used widely particularly in educational and governmental functions in a region where most of its speakers are nonnatives. For instance, English language in India.

1.2 The Controversy about the Use of L1 in L2 Instruction

The issue of the use of mother tongue (L1) in English as a Foreign Language (EFL) classrooms has been debated for years (Erton, 2009). Among the points raised about this very controversial issue, it has been assumed that L1 may be one of several sources of error in foreign and/or second language acquisition (Krashen, 1981), and an over use of the L1 might deprive the learners of the target language (either FL or SL) valuable input (Ellis, 1984 as cited in Primary, 2012). In addition, the prohibition of L1 use would increase the effectiveness of learning L2. As such, Krashen (1981) has proposed that people who are learning foreign language “Follow the same route as they acquire their mother tongue; hence, the utilization of the mother tongue in the learning process should be minimized.”

Moreover, Turnbull and Dailey-O’Cain (2009) argue that the use of L1 should be avoided in teaching target language to make effective instruction and not to interfere learners’ target language development (as cited in Primary, 2012). Furthermore, Auerbach (1993) states that a number of teachers hold the belief that utilizing L1 in the class will impede progress in the acquisition of English, devising games, signal, and penalty system to prevent the students from utilizing their L1. In forbidding the use of the mother tongue in the classroom, a teacher has made the following observation when he objected to a learner “This is an English-only classroom. If you speak Cantonese or Spanish or Mandarin or Vietnamese or Russian or Farsi, you pay me 25 cents.” (Weinberg, 1990 as cited in Bouangeune, 2009, p.1)
It is admitted that “The more English students learn, the less reliant they are on the L1”, that is to say, the pure usage of foreign language in the EFL classroom may result in less dependence on L1. Moreover, while some researches and studies conducted by Hubbard et al. (1983), J. Haycraft (1978) and G. Moskovitz and E. Stevick (1980), neglected completely the utilization of L1 in English teaching, R. Gower and S. Walters (1983) warned against the excessive use of the mother tongue in EFL/ESL context.

In contrast to the arguments above, a research conducted by Schweers (1999) reported that most of the EFL students want to utilize L1 in the classroom because they believe L1 could facilitate learning. Atkinson (1987, as cited in Nitiswari, 2012) for instance, suggests that there are several uses of L1 in the classroom where one may be eliciting language, checking comprehension, giving instructions, enhancing co-operation among learners, promoting discussions of classroom methodology, improving presentation and reinforcement of language, checking for sense, testing, and development of useful learning strategies. Accordingly, Schweers (1999), and Nation (2003, cited in Bouangeune, 2009) argue that there are seven reasons why L1 should be employed as a tool in the language classroom. First, communicating in L1 in a classroom is more natural especially for those who have the same L1. Second, utilizing L1 is easier and more communicatively effective to use. Third, L1 can help to move the task along by establishing joint understanding of the text and to manage the task. Fourth, L1 may assist teacher to facilitate classroom activities, particularly for low proficiency students and complex tasks. Fifth, L1 allows students to focus their attention on vocabulary and grammatical items. Sixth, L1 can provide a foundation for learners on which to build L2 structures, especially during collective activities in the classroom. The last, L1 provides a sense of security and validates the student’s live experiences, allowing them to express themselves.

Fostering the view that teachers are allowed to use English where possible, and L1 when it is obligatory, Atkinson (1993) held that while doing so, students and teachers might be exchanging in the L1 without harming the communicative emphasis of foreign language lessons. The proponents of this view claim that “The L1 can be a vital resource and there is certainly no reason why any teacher of monolingual classes should feel that is somehow wrong to make use of it” (p.13).

It is said that by refuting student’s mother tongue, the utilization of a whole set of strategies and resources are refuted “Utilizing L1 to learn L2 is something normal like
learning anything else, beginning with something common and something we already know”, it is proposed that the utilization of L1 can be productive or may even be necessary at times. It is claimed that the occasional use of L1 by both students and teachers increases both comprehension and learning of L2 (Cook, 2001; Tang, 2002). Thus, teachers often use L1 in the beginning and intermediate classes to give instructions, explaining meanings and words, explain complex grammar point (Tang, 2002), students as well often use L1 when doing group or pair works to construct solution to linguistic tasks and evaluate written language.

1.3 Historical Background about the Use of L1 in L2 through Methods and Approaches

Considering the facts and the positions provided in the controversy discussed above about the use of L1 in the L2 context, and within the same vision, let us talk about the various teaching and learning methods and approaches that used or rejected the use of the L1 in the L2 settings.

To start with, the occurrence of the Grammar-Translation method during the previous century led to students' inability to use FL fluently after having studied it for a long period. Consequently, the use of L1 in the EFL classroom started to be seen as uncommunicative, boring, pointless and irrelevant (Harmer, 2001). In other words, this method was challenged for doing “virtually nothing to enhance students' communication ability in the language” (Brown, 2000:16). Advocates of the Direct Method and the Audio-lingual Method later on emphasized banning the use of L1, and viewed L1 and FL as two different systems that should not be linked so as to avoid L1 interference. Within the same context, Krashen, 1981 (as cited in AL-Nofaie, 2010, p. 66) suggested that comprehensible input should provide opportunities for subconscious and implicit learning, which leads to achieving language competence. Therefore, the superiority of FL may indicate prohibiting L1 in the classroom. Other theorists and researchers believed that the focus on FL could enhance communication and activate both conscious and unconscious learning. They added that learners could understand the message even when they do not know the exact meaning of words or structures, which indicates that they do not need to grasp all the words they read or hear. Subsequently, the total use of English to teach English as a foreign language was obligated, and throughout the 1970s and 1980s, according to the communicative approaches, the use of L1 was still considered as undesirable (Mahmoud, 2006). This trend was enhanced by the cognitive psychology postulation that people acquire FL in a manner similar to the
way they acquire their L1. Admittedly, many people in the language teaching community still have reservations about using L1 in EFL classroom, objecting to it on the grounds that it limits exposure to the target language and keep students thinking in their L1.

At present time, the taboo against using L1 in the classroom is breaking down, and the attitude to L1 and translation in language classes has witnessed a positive change following the recognition that some learners use the L1 as a communicative strategy to learn and use the FL (James 1998, Odlin 1989, Gill 2003, and Cook 2001). In fact, a relatively new teaching method which deliberately uses L1 in teaching EFL has appeared. It is the New Concurrent Method which requires teachers to balance the use of the L1 and the FL (Faltis, 1990). Here, referring to L1 might be possible in four areas: introducing concepts, reviewing a previous lesson, capturing learners' attention and praising them. Moreover, as research continued, it has been obvious that in addition to negative language transfer, positive transfer also seems to be significant, which means that FL learners might benefit from being exposed to the similarities of the two languages.

1.4 Mother Tongue in EFL Contexts

It should be understood that many institutions and private language schools prefer to institute a 100% English only rule, which fails to consider the positives of using L1 in the classroom. Each teacher should assess how to best use the L1 in his classroom, particularly to balance TTT (Teacher Time Talk) and STT (Students Time Talk). However, care should be taken if the teacher allows the L1. It is very easy for it to become a crutch, which can limit the improvement of students.

L1 in the classroom may have advantages and disadvantages. As a final comment before examining use of the native language of the students in detail, the teacher should always consider the reasons for his use of the L1 before weighing any positives or negatives. If he wants to practice his foreign language skills, speaking the L1 of the students, then this ultimately fails to serve the class. Students should always come first.

In the 19th century, the monolingual approach has reversed itself slowly in part due to a change towards a focus on the spoken word. The monolingual approach in 20th century would be further strengthened because of the effect of mass migration colonialism and a large increase in research in the field. Miles, (2004) After the occurrence of Communicative language teaching (CLT), the usage of the mother tongue was very little in English
classroom. Many researchers and professionals in the second language branch stated that L1 has enhanced role in learning a second or foreign language classroom. Proponents of monolingual approach at the same time has argued that people who learn foreign language follow the same route as they acquire their mother tongue; hence, the use of mother tongue in the learning process should be minimized. (Krashen, 1981)

Tang (2002) affirms that during the last 15 years monolingual orthodoxy has lost its appeal. Regarding the use of L1. Auerbach (1993) puts the views in this way that starting with the L1 provides a sense of security and validates the learners’ lived experience allowing them to express themselves. The learner is then willing to experience and take risks with English.

The use of only English in EFL settings may cause problems because students may not understood the instruction and the explanations correctly. Hopkins (1988) claims that if the learner of a second language is encouraged to neglect and ignore his/her native language, he/she might well feel identity threatened.

In the past the use of mother tongue in EFL settings was neglected because it was readily accepted in second language learning settings. The positives and negatives did not seem to have been analyzed. Studying the consequences of MT use in English classroom has been improved for the last three decades. Many studies have been conducted on the issue of mother tongue use. Atkinson (1987) identify the following appropriate uses for the L1 in L2 classroom:

Eliciting language, checking comprehension, giving complex instruction to basic levels, using translation to highlight a recently taught language item, checking for sense, testing and developing circumlocution strategies.

Miles (2004) has done two different experiments that show that L1 use helped to faster confidence and where L1 was used, students showed an important higher improvements in the area of speaking, the findings of the two experiments were with the idea that L1 use in the English classroom does not hinder the learning rather it can actually enhance it. Many studies in the field show a general agreement on the moderate use of MT in L2 learning.
L1 gives a sense of confidence on the part of students. There is no studies that shows the unnecessary use of L1 in L2 classes; however, it depends on the teaching methods that the teacher adopt in the Second language learning.

1.5 Perspectives on Mother Tongue Use

The mother tongue use is considered inevitable. It is argued that teachers were in favor for TL use but in order to have students’ attention, interest, involvement or contributions in the mother tongue needed to be allowed. They also mentioned that the MT permitted students to express meaning, identity or humour. Carless (2007) said that: “Only teachers from schools with heigher academic standards reported that students were able to communicate through English on a regular basis” (p.333)

Carless (2007) stated that:

One teacher educator summed up the tensions as follows:

I do not have a problem with students’ use of the mother tongue but I do not think there are dangers of overuse, because the whole point of the class is for learners to practicing their English. Another teacher educator voiced teachers’ Frustration when carrying out communicative activities (p.333)

So, as it is stated here, some teachers have no problem if their students use the mother tongue and they do not think that there are dangers of overuse of it, because the aim is learners to be practising their English. Teachers can not monitor the performance on the use of language adequately. These are illustrative comments of some of the negative emotions that teachers may experience if an activity is being done in the mother tongue.

It is said that this may push teachers to revert to more whole-class teaching and decrease from implementation of interactive activities.
Carless (2007) shows that:

Both teachers and teachers educators suggested that a key issue was student ability and with higher acheiving, teachers should permit too much L1, my interpretation is that appraising what is a reasonable amount rather than too much mother tongue use represents a difficult teacher judgement (p.334)

One educator suggested a guiding principle:

“If the L1 is supporting L2 learning then I would support mother tongue use”

A strategy includes materials and guiding questions in the target language (TL) was reported by another teacher educator, students basically conveying in MT, but after discussion converting some of the ideas into oral or written report in the TL, teachers find it difficult to manage large classes in view of the labor intensiveness of the scaffolding needed to convert ideas into target language.

I.6 Some More Arguments for the Use of the Mother Tongue

In addition to what has preceded in terms of use or rejection of the mother tongue in EFL/ESL contexts, other researchers and linguists showed their open position for the use of the L1 in the EFL/ESL learning/teaching settings.

Hence, Atkinson (1987: 422) suggested three reasons for approving a limited L1 use in the EFL classroom to prevent abuse in using the Mother tongue giving chance to the FL to be equally manipulated. The first reason is the learner-preferred strategy through which learners would just select to translate without the need of teachers’ encouragement. Del Mar et al. (1982) stated that this is only true of pre-intermediate and beginner students. Likewise, Danchev (1982) argued that translation is inevitable since it is considered as a natural phenomenon and part of second language acquisition even though no formal classroom learning occurs. Learners will unconsciously try to equate target language structure with its common correlate in the mother tongue, regardless whether or not the teacher allows translation. Harbord (1992) states in this context that “methodology should attempt to work with this natural tendency rather than against it.” It is not, therefore, a call for L1 overuse as
Danchev himself admitted, but rather as a justification for its limited use in certain situations. (p.351). The second reason is a purely humanistic approach which consists of bringing students to use their mother tongue whenever they need so as to allow them to say and utter what they want. This seems reasonable enough yet some teachers would not accept to help a student who is asking for a particular expression in the target language such as “how I can say: ça m’est égal?”. Harbord (1992) claims here that:

Many contemporary course books make regular use of such strategy even so, this hardly advocating a major return to L1 use in the classroom and most writers would probably agree that as far as possible the students should try to explain what they want to say in English. (p.351)

The third reason is an efficient use for gaining time. Harbord (1992) argues that: “L1 strategies are efficient in terms of time spent explaining. This is certainly the reason most commonly given by teachers who advocates L1 use in the classroom. (P.351). Therefore, some teachers who agree with L1 use in the classroom find that such strategies are efficient in that using L1 in classroom saves time while explaining a lesson in the target language. In short, using L1 in EFL classroom not only saves time, but enables teacher not to make his learners think much or take much time in thinking in the target language. Hauptman, Mansur, and Tal (2008) utilized a trilingual model for literacy skills among bedouins in Israel whose MT is Arabic and found that “created support system for Arabic, the mother tongue through English [FL] and Hebrew [MT2].” Other researchers showed that the mother tongue canalizes the intake process of the FL (eg., Ellis, 1994); in addition, it saves time and facilitates understanding (Turnbull, 2001). It is claimed that “A systematic use” of the MT would decrease the feeling of guilty of teachers when using their student’s mother tongue. Cook (2002, p. 23) also claimed that given the adequate environment, two languages are as normal as two lungs.

1.7 Advantages of L1 Use in EFL Context:

The issue of the use of students' first language (L1) in the second language (LF) classroom is rather debatable. However, there are many occasions when using the students’ L1 in the classroom has obvious advantages. First, it is essential to understand here that using L1 is resorted to when there is a need for it such as explaining difficult terms and some grammatical points with some sort of comparison. It is useful to notice differences and
similarities between the two languages. Students will make these comparisons anyway, so it may as well help them do it more effectively. It will help them to understand certain classes of error if they are showed such differences. As for the amount of L1 used for this purpose, the time, the place and the manner, it may have to do with how successful the teacher is in conveying the message and when he needs to clarify certain constructions, as well as the different learner styles and abilities.

In addition, a kind of translation activities makes a virtue out of the students’ natural language-processing behavior. Atkinson (1993) state translation, as the ‘fifth skill’ after reading, speaking, writing and listening. Translation is preferred by learners, and it helps them to reveal their feelings. As well, building on differences between the L1 and the FL through translation helps to avoid negative transfer. Furthermore, it is available technique for exploiting class time. There are a number of translation activities for use in the classroom. These activities should be done in groups because a discussion of the issues they raise is likely to be more revealing with two or more people than when we just think about it ourselves.

Moreover, students can use the L1 to keep the social atmosphere of the class in good repair. Some guidelines for teachers’ beneficial use of L1 are demonstrated by (Sharma, 2006, p.82). The latter suggests that L1 might be used for chatting with learners, giving instructions, providing feedback and error correction. It allows learners to work within their Zone of Proximal Development. By working in pairs and using L1 intermittently with FL, students may be cognitively processing in a higher level with regard to linguistic tasks than if they were limited only to communicating in the language they are trying to learn. L1 vocabulary allows learners to use language that they may not yet possess in L2 in order to process as and reach higher levels of understanding. This applies both to social talk between partners and private talk intended for the learner alone. Social talk is talk between peers for conversing. Private talk is when learners talk themselves through a learning process. Thus, appropriate use of L1 in FL classes involves saving class time. Instead of going through long explanations in the target language, it would sometimes be easier and more efficient to give a translation of a vocabulary item or an explanation of a grammar point. More than that, a comparison of FL and the mother tongue might be an enriching experience. In other words, when similarities and differences of both languages are discovered, the target language learning is enhanced.
The advantages might involve cultural aspects, as well. That is to say, cultural similarities and differences may be highlighted to help learners accept differences while preserve their cultural identity, which could be done through many activities including the use of L1.

Researchers have also stressed other uses and advantages of L1. These include managing of the class, testing activities, conveying meaning through giving the L1 equivalence of LF items and sentences, explaining grammar, and dealing with errors, encouraging spontaneity and fluency, developing and producing learners’ own materials, including own tests.

These days, the taboo against using L1 in the classroom is breaking down, and the attitude to L1 and translation in language classes has witnessed a positive change following the recognition that some learners use the L1 as a communicative strategy to learn and use the FL. In fact, a relatively new teaching method which deliberately uses L1 in teaching FL has appeared. It is the New Concurrent method, which requires teachers to balance the use of the L1 and the FL. In fact, there is no rule that you should never use L1 in second language learning, nor is there any excuse for using L1 most of the time.

The researchers have found these words of Butzkam (2003) most appropriate: "We should finally free ourselves of a fundamental misconception and reestablish the more than 200-year-old productive alliance between the mother tongue and the foreign language." (p.38).

The focus of the class often determines how much emphasis is placed on using or limiting L1 in the classroom. A conversation class may often be better served if students try to use English as much as possible. When a student cannot understand a word or phrase, or can not follow some aspect of a spoken conversation, then he has the chance to employ speaking strategies. Yet in another class which focuses on business skills, for example, then the focus may not be on English. It is on a particular skill, such as how to give presentations or conduct business with Americans. Technical or cultural explanations in the L1 of the students may be more useful in these lessons. Students practice in English with the information provided by the teacher.

When students can use their L1 to ask questions and confirm comprehension, it often leads to a clearer realization of the form and meaning of the language. Students may ask
either their teacher or peers. Although students can ask similar questions solely in English, lower-level students may need further clarification on some point or aspect of the new material. They may not know how to paraphrase the question to the answer they seek. Without this opportunity to ask in their L1, some students may get frustrated with their inability to receive improved comprehension and language production. Some types of students need to understand the details in order to use and link the target language correctly, and so will very much need the chance to seek clarification in their L1.

It should be noted that the teacher can sometimes use the L1 to help students provide sentences beyond their ability. Students say a sentence in their native tongue, which the teacher translates for future use and/or reference. This proves especially beneficial with incidental language, such as a singular phrase or sentence. The teacher may have otherwise ignored the opportunity, or perhaps only addressed it in the Wrap Up portion of the lesson. Students may similarly do this, as in looking at a text in their native language and translating it (or summarizing it) into the target language of the class.

The teacher might also consider using the native tongue of the class to quickly start an activity. Lengthy and complicated explanations beforehand can raise teacher talk time. It can also detract from the purpose, namely building accuracy and fluency. If the teacher wants to jump into the practice session without wasting valuable student talk time, a thirty-second explanation in the students' L1 may accomplish this best. An explanation in the native language of the students may be necessary with a class of false beginners where no one speaks any English at all.

It is also effective for students to provide an occasional word or sentence in their native languages, especially during activities which focus on fluency. A student may get stuck in a conversation and find themselves unable to express their opinions, answers, or questions. Most often, the student passes up the question, answer, etc. and restricts their conversation to previously studied, comfortable language. Limited approval to use their L1 allows for longer and richer discussions. However, limited and occasional use of the L1 is the key idea here. To restrict excessive use of the L1, the teacher can simply allow only two opportunities to use the native tongue per person in a five-minute conversation, for example.

It is essential to recognize that utilizing L1 is not taken for granted, but it is resorted to when there is a need of it, such as explaining difficult terms and some grammatical points.
with a kind of contrast to Arabic counterpart, as for the amount of L1 used for his purpose, the time, the place, the manner.

Harbord (1992) supports the use of L1 and adds that L1 can facilitate and keep the flow of communication. Butzkam (2003) summarizes the principles and advantages of utilizing L1 as follows:

-L1 utilization gives a sense of safety and helps learners to be stress free.

-L1 is the greatest asset people bring to the task of EFL learning.

-A foreign language friendly environment is best riched through selective utilization of the L1.

So, the use of the L1 saves learner from the frustration feeling they might have within their FL learning. Besides that L1 techniques permit teachers to utilize richer and more authentic texts, which means more comprehensible input and faster acquisition. Sharma (2006) proposed that L1 might be used for interpreting new language, chatting with learners, giving instruction, providing feedback, and error correction and checking learners’ comprehension; therefore, adequate utilization of L1 in EFL classes involves saving time instead of wasting time through a long explanation in the target language. Sometimes, it would be easier to give interpretation of vocabulary item or an explanation of grammar point. Moreover, the contrast of English and the mother tongue might be an enriching experience. In other terms, when similarities and differences of both languages are discovered, the target language learning is facilitated and enhanced.

Researchers have also identified other uses and advantages of L1. These include managing the class, giving instructions for teaching and evaluating activities, conveying meaning through giving the L1 equivalence of FL items and sentences, explaining grammar, and dealing with errors.
1.8 Disadvantage of L1 Use in EFL Settings

There are also disadvantages for the L1 use in the class, from both the perspective of the teacher and the students. For students, an entire class in English offers additional opportunities to hear the language. The English used for explanations and instructions represent "real" English because students actively listen how to use a grammar point or vocabulary word, or how to conduct an activity, for example. When they use the new material or complete the activity correctly, this boosts confidence. They can measure comprehension through success. (Note: Although the teacher should always strive to make activities representative of real and relevant English, students may sometimes see activities as something slightly less than real. They still question how much they have achieved. The teacher can point to explanations and instructions that were understood as proof of ability.)

Some teachers fear that tacit approval of L1 will result in its heavy use in the classroom. Students will rely on it, especially if allowed to occasionally insert a word or phrase in their native tongue. This can be true, such as when students fail to develop speaking strategies. They thus should not resort to their native language immediately, but should strive to ask questions, provide explanations, or give information in English. In most classes, it does not take much effort for the teacher to encourage students to do so. However, it should be noted that some students may want to speak and speak and speak, resorting to their native tongue when any difficulties arise. They do not view communication as a balance between fluency and accuracy. They use the teacher's policy of occasional L1 use a little too liberally.

There is also the concern that the teacher will not understand what the students are saying, assuming that he does not speak the same language well or at all. In student-centered classes where everyone is interested and actively engaged, though, students focus on the target language, not the teacher. Use of the L1 among students only presents a problem when students have sought to confirm information via their peers. The explanation given between students may not be correct, which the teacher would miss. Or if the teacher opts to explain in the L1 of the students, and again is not very adept or fluent in their language, then he could easily miss much-needed nuance. He may even provide the incorrect meaning of a word or grammar structure, thereby causing greater confusion. Besides that, the excessive use of L1 causes L2 less, the students feel dependent on their mother tongue Rolin-Lanziti & Vrshney(2000) emphasized that without continuous L2 input students tend to lose confident
in using the L2 and as a result, lose interest or discouraged from participating in future L2 endeavors (cited in Jones 2010).

Another disadvantages of overuse of MT summarized by Atkinson (1987:246) was mentioned in the article of Kavari (2014:209) as shown below:

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

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

3. Students speak to the teacher in the MT as a matter of course, even when they 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.

Lastly, it is generally agreed that the L1 should not be used except in homogenous classes where everyone speaks the same native language. If the class consists mainly of Spanish students, along with a few Japanese and Chinese students, the teacher should not give an explanation in Spanish. The other Japanese and Chinese students would not understand.

1.9 The Use of the First Language goes Hand in Hand with the Child's Needs and Interests

Though perhaps a truism, It needs restating that the child's use of his first language reflects his own world - what he wants to do through language, what he wants to say through language, how he perceives the world, and how he is discovering his social roles. So his first attempts to use language reflect his need to interact with the people around him (Bruner, 1975), his language functions reflect his social relationships. In terms of subject matter, from his first word to his teens he, hardly surprisingly, talks about what interests him (Nelson 1973; Rutherford, Freeth and Mercer, 1970). This is not of course to deny that these
needs and interests may be themselves the products of how other children and adults see the child, or of socialization.

The same statement will of necessity be true of much second language learning in a 'natural' setting; the learner's language reflects his own needs and interests, though these may be different from those of the child. The statement will also be true of classroom L2 learning when it occurs in a situation where the learners have to make immediate use of the language outside the classroom; immigrants for instance obviously need to be taught the ways in which they can put language to practical use. However, the statement has much less application to teaching situations where the language does not have an immediate practical value - the typical situation say of a foreign language classroom in England. For instance, if we teach students how to buy aspirins in France, this may be extremely useful on some future occasion when they are in France, but it is hardly relevant to the headache they have today.

Thus, the functional approach commended in the last section is valuable when we can predict what needs the student will have for the foreign language at some future date but is less applicable to classroom situations where we have little idea what use the students will have for the language, if any. In a sense this functional approach shifts the student's needs to the future rather than the immediate present; it is not what the student wants to do today that counts but what he can do tomorrow. This is markedly different not only from L1 learning which starts from today's needs, but also from the progress in 'natural' second language learning which starts from the learner's actual need to function in a conversation now (Hatch, 1978).

Language teachers might at least consider the alternative of starting from the student's social and psychological needs in the classroom rather than from the student's needs in the future, particularly as it has been shown that in school learners the 'integrative' motivation in which the learner wants to form part of a group through the new language is more powerful than the 'instrumental' motivation in which the learner wants to do things through the language (Gardner, Smythe and Gliksman, 1976).

*The Course of Study* mentioned that English through English aims at having students exposed to English in the classroom, thus ensuring opportunities to communicate through English in the classroom, and forcing students to understand in English and communicate through English exclusively. It also stresses that English classes should not focus on
traditional English teaching techniques such as English-Japanese, Japanese-English translation, or English grammar teaching, but instead concentrate on English language activities that allow students to truly use English.

Conclusion

This section discussed the controversial issue whether the mother tongue should be used in class or not, since there are teachers who reject the use of the MT in the classroom and others allow the use of it, students will find difficulties in understanding lessons and find ambiguity in their learning process. So, there are some teachers who are in favor of using mother tongue in EFL class and see it as beneficial; however, there others who are totally against the use of MT in class, each one of them has provided his own arguments as it mentioned above. There are some researchers who said that mother tongue use in EFL class has advantages and disadvantages. Researchers have found these words of Butzkam (2003 :38) most appropriate as it mentioned in the article of of Mufeed Jadallah and Dr. Hassan “We should finally free ourselves of fundamental misconception and re-establish the more than 200 year old productive alliance between the mother tongue and the foreign language.”
Chapter Two:

Vocabulary Acquisition/Learning

Introduction

No one can deny the importance of vocabulary for EFL/ESL learners. Vocabulary is therefore the most crucial, along with grammar and pronunciation, element in learning well a foreign language. Its learning or acquisition becomes vital in all linguistic aspects and skills (reading, listening, speaking, and writing). With regard to this aspect, it is admitted that:

Vocabulary acquisition is learning and understanding new terminology to such a degree that it can be used accurately in oral and written communication. Between the ages of two and five. Children learn an estimated 1500 new words every year or about five words per day. (Beck & McKeoun, 1991).

So, an acquisition is something you acquire—a book, a skill. It describes things you have purchased, things you have learned, or things you possess. The present chapter is devoted to a number of aspects of the vocabulary and its acquisition by EFL/ESL learners. Norbert Schmitt (2000: 116-137), a specialist of vocabulary acquisition asserts that second language learners are able to acquire thousands of word families. He, of course, indicates that adult native speakers of English usually have a better and bigger vocabulary knowledge than foreign language learners. However, thousands of word families are still substantial enough to wonder how it is possible for the learners to achieve this. To present such a phenomenon, Schmitt (2000) describes vocabulary acquisition in detail, pointing out to its nature as well as to the incidental and explicit vocabulary learning, and how memory’s role is determinant in the process of acquisition. Hence, teaching and learning vocabulary seem to be quite complex processes where a multitude of elementsinterferes to make the learning/acquisition possible.

This requires, of course, a number of strategies, by means of which they not only make the learning possible, but also may bring some improvement to the learners’ learning and performing abilities. The chapter would also deal with issues such how acquisition/learning takes place, what happens during the process of acquisition, and at last the significance of vocabulary acquisition for the learners as well as the strategies they use along with the memory to learn and make use of vocabulary.
2.1 Importance of Vocabulary Acquisition for EFL Learners

The linguist David Wilkins (1972) summarizes the importance of vocabulary learning by reporting that if “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p.97). Studying grammar most of the time will not improve English very much, students will find improvement if they learn more words and expressions. With grammar students can say very little, rather they can say almost anything with words!. The majority of learners, too, recognize how important vocabulary acquisition is. To the question, “how would you like to improve your English?” (Thornbury, 2007), the learners answered as follows:

Oral is my weakness and I cannot speak a fluent sentence in English sometimes, I am lacking of useful vocabularies to express my opinions. My problem is that I forget the words soon after I have looked with dictionary. For example when I read an English book, I would like to improve my vocabulary. I have the feeling that I always use the same idiomatic expression to express different sort of things. I would like to enlarge my vocabulary (This word I also had to find in dictionary). Too often my speaking is hard caused by missing words. (p.13)

Thornbury (2007) argued that: “Vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantage in developing extensive vocabulary.” That is to say, vocabulary teaching has not always been as a solution to such problems, teachers have not acknowledged the tremendous communicative advantage in improving an extensive vocabulary.

For a long time the Direct Method and Audiolingualism provided greater priority to the teaching of grammatical structures so as not to distract from the learning of these structures; the number of words presented in such a course was kept low. These words which were taught were often selected either because they were easily demonstrated, or they fitted almost into “the structure of the day”.

The emergence of the communicative approach in the 1970s set the stage for greater rethinking of the role of vocabulary. The communicative value of a core vocabulary has always been known, particularly by tourists. A phrase book or dictionary supply more communicative mileage than a grammar. In the short term at least. The acknowledgement of
the meaning-making potential of words meant that vocabulary became a learning objective in its own right. In 1984; for instance, in the introduction to their Cambridge English Course, Swan and Walter (1984) wrote “Vocabulary acquisition is the largest and most important task focusing the language learner.” Course books started to include tasks that particularly targeted vocabulary. Nonetheless, generality of language courses were organized around grammar syllabuses; there are good bases for retaining a grammatical organization. While vocabulary is hugely a collection of items, grammar is a system of rules. Since one rule can generate a great many sentences, grammar teaching is considered more productive. Grammar multiplies, while vocabulary merely adds. In the same vein, Thornbury (2007) states:

Two key developments were to challenge the hegemony of grammar.

One was the lexical syllabus, that is, a syllabus based on those words that appear with a high degree of frequency in spoken and written English. The other was recognition of the role lexical chunks in the acquisition of language and achieving fluency. (p.14)

In other terms, there occurred two key developments, the lexical syllabus, which is based on words that occur with a high degree of frequency in written and spoken English. The second key development is recognition of the role of lexical chunks in language acquisition and reaching fluency. The two key developments were fueled by discoveries arising from the new science corpus linguistics. Thornbury (2007) argues, “The effect of these developments has been to raise awareness as to the key role vocabulary development plays in language learning. Even if most course books still adopt a grammatical syllabus, vocabulary is no longer treated as an ‘Add-on’.”

Much emphasis has been made on the grammar of words to collocation and to word frequency. This is reflected in the way course books are promoted. For instance, some recent books are involving three recent courses where vocabulary is put into emphasis: (i) strong focus on vocabulary, with a specific emphasis on high frequency, useful words and phrases. *(From cutting Edge Intermediate)*, (ii) vocabulary is well defined, in addition to a dictionary training and pronunciation practice that contains the utilization of phonetics *(From New headway English course)*. Thornbury (2007) suggested “a strongly lexical syllabus, presenting and practicing hundreds of natural expressions which students will find
immediately useful. (From innovations).” (p.14). It means that learners will find immediately a useful theory presenting and practicing hundreds of natural expressions.

In sum, experts and educators have come to recognize the very importance of vocabulary acquisition or learning and get much aware about its inclusion in school course books for providing EFL/ESL learners with an important linguistic tool particularly in a world of constant change and innovation.

2.2 Reading as a Main Source of Vocabulary Acquisition/Learning

Studies on L1 vocabulary acquisition have come to demonstrate that the main source of vocabulary acquisition for a native speaker and even for non-native speakers is a wide range of contexts that enable them to enlarge or narrow down the lexical nets (As it cited in Paviçic 2008, Carter, 1992). This process based on incidental learning from huge amount of language input, it is not based on explicit formal instruction. The results of researchers have confirmed the assumption that L2 vocabulary can be acquired through exposure to different contexts (Such as reading). These conclusions can not be interpreted without taking into account the factors that directly influence the effectiveness of the process. Obviously, the role of contexts at the beginning stages of vocabulary learning is relatively negligible. The level, (i.e.), on the different classification of knowledge (Linguist knowledge, world knowledge and strategic knowledge) that the learner requires to apply (As it cited in Paviçic2008, Nagy, 1997). Beginners do not have enough linguistic knowledge, so they should make attempts at learning lexical items often connected to a synonym, a definition, an interpretation into L1 or an illustration. An important amount of vocabulary can be successfully learnt through the often-criticized rote learning. (As it cited in Paviçic2008, Carter 1992) opportunely adds:

Vocabulary acquisition is not a mental collection of individual lexical items with a correspondence to L1 lexical items. As it has been mentioned before, commonly with a lexical items cover more than knowing its semantic aspect. Vocabulary learning is the acquisition of memorized sequences of lexical items. Discovering the patterns in language is the main task, beginning from phonological classification, phonotactic sequences and morphemes to collocations and lexical phrases and their analyses into meaningful units or chunks(p.16)

This means that the production of language is based on assembling ready-made chunks adequate for specific situations, and that language comprehension depends on the
ability to predict the pattern that will occur in a given situation. Despite the fact that it might seem illogical at first sight; it is the ability to utilize conventionalized and predictable language sequences that brings an L2 learner close to the native speaker. Native speakers do not exercise the creative potential of systematic rules of a generative grammar (Ellis, 1997: 129), it is the use of idiomatic, common units that reflect a native-like competence. Thus, the task of the L2 learner is to acquire and obtain lexical sequences and sequences within lexical units as well. Ellis (1997) requires that “A precondition for automatic analyses of such information is sufficient exposure to language input or explicit teaching and awareness raising. A significant source of vocabulary in L2 learning is a wide range of contexts. Lexical items can be learned if they are exposed to enough amounts of comprehensible input. It has been stated that an average learner can learn to know 1000 words a year from written material as it has been already mentioned the role of the context in the first stages of learning is restricted, but its importance develops as the learner’s knowledge enlarges. An ideal source for learning L2 vocabulary from context is reading about which Ellis (1997) observes that “low frequency lexical items appear more repeatedly in written than in spoken language. Moreover, the learner has much time at his/her disposal for analyses, hypothesis, testing, and inferencing, if working on a written text.” In context-based inferencing, the collocations, the morphological rules knowledge, and the additional meanings, all contribute to make the learners gain more and more. However, the exposure during reading does not warrant a quickly vocabulary development and growth to accelerate the process. “The learner must have critical strategic knowledge that will enable him or her to turn the incidental learning into an explicit learning process.” (Plonsky, 2008)

2.3 Factors Affecting Vocabulary Learning and Acquisition

In spite of the plenty of research on vocabulary acquisition that has been carried out by linguists, psychologists, and theorists of L2 acquisition, there is no theory which accepts vocabulary acquisition. This fact may be slightly attributed to the lack of cooperation or agreement among experts. On the one hand, psychologists have a specific interest in vocabulary development and exploration of the formal models of vocabulary acquisition and neglected the L2 vocabulary literature because it is model free. On the other hand, Applied linguists are basically concerned with the descriptive aspects of vocabulary and do not draw on existing psycholinguistic models of bilingual lexicon even when this implies an immediate pedagogical significance. Varieties in the research emphasis have caused the two fields to develop at various rates; a fact that has led to an even larger gap between them. It
is; thus, extremely hard to list all the significant factors and the ways in which they effect vocabulary acquisition. In this section, a choice of the factors most frequently discussed in the relevant literature is presented.

2.4 The Influence of First Language and Other Languages

L2 vocabulary acquisition is not the same as L1 vocabulary acquisition because an L2 learner has already conceptual and semantic systems linked to the L1. This is why L2 acquisition, at least in its initial stages, often covers a mapping of the new lexical form onto an already existing conceptual meaning or translational equivalent in L1. The L1 role in this process changes depending on the degree of equivalency between languages: Although in some cases, it may enhance the acquisition or the use of L2 lexical items, in others, it will create obstacles. This may appear in the acquisition process in using and recalling previously learnt lexical concepts, or trying constructing complex lexical concepts that has not been learnt as a unit. By making cross-linguistic contrasts, (i.e.), by contrastive analysis, the difficulties can be predicted often which caused by interference of the L1 that learners may face when learning the target language. “The learner’s approach to L2 is based on equivalence hypothesis where the learner tends to assume that the system of L2 is more or less the same as in his L1 until he has discovered that it is not.” (Ringbom, 1987: 135).

The learner’s readiness to transfer may also be affected by his perceptions of linguistic and cultural distance. Forming a type of equivalence hypothesis enables learners to learn L2 without having to turn all back to learning how to classify the world. Nevertheless, the equivalence hypothesis may not be successful and lead to erroneous conclusions because of the following reasons (As cited in Pavičic2008, Swan, 1997)

- Lexical units in two languages are not equivalents (i.e. there is more than one translation.
- Equivalent lexical units in related languages have various permissible grammatical contexts ;
- Equivalent belong various word classes ;
- Equivalents are false friends ;
- There are no equivalent at all.

Dealing with this problem may be overwhelming, and learners tend to avoid such “difficult” lexical concepts; particularly, if there is a semantic void in the L1. A possible explanation is that in such cases there is no foundation on which L2 knowledge maybe built.
(Gass, 1989). Finally, an L2 learner is different from the child acquiring its L1; he cannot considerably expand his or her vocabulary solely through exposure to the language input. Often restricted to the classroom context, the input may be expanded by reading (Ellis, 1997) or listening in the target language. But these tasks, although undoubtedly useful, do not warranty the improvement of rich vocabulary. In a similar way, formal teaching of vocabulary has its restrictions, for, (As it is cited in Pavićić 2008, Rivers, 1981, p.463) stated, “Vocabulary cannot be taught.”

2.5. The Role of the Teacher and Vocabulary Teaching Strategies

In the past, the teaching practices claim that the status of formal vocabulary teaching has always been affected by current trends in linguistic and psycholinguistic research. The naturalistic approach to language teaching for instance preferred implicit incidental vocabulary learning. The focus was on speculating the meaning from context and utilizing monolingual dictionaries, whereas defining and translating lexical terms were to be avoided. However, a closer look at the impact of exposure to different contexts generally considered as highly important in the acquisition of vocabulary detecting that inferring word meaning is no easy matter. A sufficient level of knowledge and inference skills are a precondition for successful inferencing. However, even if this precondition is met, inferring word meaning may still result in incorrect guessing and such errors may be difficult to rectify. (Pavicic, 2008, p.18) suggests that: “Although having inference skills may contribute to vocabulary growth, rich vocabulary is not necessarily a consequence of having inference skills.”, he wants to show that vocabulary growth and vocabulary rich is not a result of having inference skills. Overall, implicit incidental learning sounds to be a slow and passive process, which does not necessarily imply long term retention (Sokmen, 1997). It has become apparent, on the basis of arguments which is mentioned above, to all subjects implicated in the language teaching and learning process, that vocabulary acquisition cannot depend on implicit incidental learning but needed to be controlled. The proponents of this view not quarreling the importance of acquiring grammatical syntactical structures of the role of the context – have started to insist on more intensive, explicit vocabulary teaching from the very beginning of any language learning programme (As it is cited in Pavićić 2008, Judd, 1987). Explicit vocabulary teaching would guarantee that lexical growth in the target language follows a systematic and logical path; therefore, avoiding uncontrolled accumulation of sporadic lexical concepts; however, the explicit vocabulary teaching on
the acquisition of vocabulary is still under debate. Learners do not learn everything that teachers teach. (As it is cited in Pavićić2008 , Lews 2000) describes teaching as being linear and systematic, but it is not correct to conceive of learning as being the same. Both explicit and implicit teaching are very important, taking into consideration the outcomes of scientific research, with the purpose to raise the efficiency of teaching and learning of target language vocabulary.

In teaching vocabulary, instructors can apply a number of strategies and activities. According to Hatch and Brown (2000: 401), teaching strategies refer to everything teachers should do so as to help their learners learn. “Which teaching strategy a teacher will employ depending on the time available , the component of knowledge learners are to acquire as well as on its value for the learner(i.e , which learning strategy he or she can learn to apply)” . Pavićić, 2008,p. 19). “Teaching strategies are also dependent on specific principles and in correlation with other factors influencing vocabulary acquisition.” (Pavićić, 2008, p.19) , that is to say , teaching strategies depend on particular principles and are in correlation with other factors affecting the acquisition of vocabulary. A difference is made between planned and unplanned vocabulary teaching strategies (As it is cited in Pavicic, 2008,Seal, 1991). Teachers’ spontaneous reactions is related to unplanned teaching strategies, its purpose is to help learners when the need emerges, in which case teachers improvise. (As it is cited in Pavicic, 2008 Seal ,1991) suggests that the three C’s , three step procedure where the teachers conveys the meaning , checks meaning ; for instance , asking questions and consolidates the meaning in learners’ memory; foe instance relating it to the context or personal experience. Planned vocabulary teaching indicates deliberate, explicit, clearly defined and oriented vocabulary teaching. It covers the use of teaching strategies, it means the ways in which the teachers present the meaning and form of new lexical concepts supports learners to review and practice, i.e. recycle what is known, and control and assess acquisition level of different components of lexical knowledge. “Such teaching presupposes dedicating a certain amount of time to dealing with vocabulary, involving ‘exploration’ of the different aspects of lexical knowledge as well as including learners to actively process lexical concepts” (As it is cited in Pavicic, 2008,Nation, 2001)
2.6 Selecting Words to Teach

Over the past three decades, researchers have proposed various approaches to selecting words to teach. These approaches are used by teachers to determine which words to target through instruction.

2.6.1 Previous Approaches to Choosing Words to Teach

Beck et al. have proposed the view of choosing words to teach in *bringing words to life* (2002, 2013) and *Creating Robust Vocabulary* (2008). These writers suggest classifying words into three tiers according to their role in language (see figure 1). These writers define tier one words as basic words that occur usually in everyday conversation such as happy, little, and people. Tier three words are low frequency words such as bureaucracy, electron, and sediment that are used primarily in particular domains of content like social or science studies. Finally, the same authors define tier two words as “Words which are found in a different domains and that are high advantage for mature language users, such as contradict, circumstances, precede, auspicious, fervent, and retrospect.” (p.9) Beck et al stated that tier three words should be taught only within the context of particular domains to understand the content in those domains, and they suggest that tier two words should be the focus of instruction since they accord across domains but are not readily encountered in everyday situation.

**Figure 01:** One word tiers (Adapted from Beck, Mc Keown, and Kucan (2002, 2013))

<table>
<thead>
<tr>
<th>Tier One</th>
<th>Tier two</th>
<th>Tier three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic words utilized in daily conversation</td>
<td>Academic words utilized across domains.</td>
<td>Technical utterances utilized in specific domains</td>
</tr>
</tbody>
</table>

The three tiered approach to categorizing and selecting word supplied a useful heuristic for teachers to use in thinking about the usefulness of words across academic language and content area. Biemiller and Slonim (2001) introduce a substitutional point of view based on their study of word acquisition in Pre-kindergarten through sixth-grade classrooms. These authors proposed that word acquisition appears in predictable fashion, and thus, to accelerate word learning. Teachers should evaluate which children know and then, particularly for
children with restricted vocabulary, teach utterances that would be acquired and obtained next in development. Biemiller & Slonim, (2001) ; (Dale & O’Rourke, 1979), he rated according to six classifications shown in figure 2. Low priority words, are concrete words that would be obvious in context (Eg., Jaguar, lightening, slip), whereas high priority words (rated T for teach) need definition and explanation. So as to close the gap between children with high and low vocabulary knowledge early, the other two classifications is E for easy and D for difficult are not recommended for instruction unless they have not been previously acquired or they are required to understand particular text.

In substitutional perspective, Hiebert (2005) suggests thinking of words according to word zones that correspond to the frequency of utterances in written text. Hiebert (Ibid) identified words zones with ten or more appearances in one million words of written text and proposed that teaching these words by the end of fourth grade would help children to access most text they would face in school.

**Table01: Words Worth Teaching Word Rating**

Adopted from Biemiller (2010). Copyright 10 by the McGraw-Hill Companies. Adopted by permission

<table>
<thead>
<tr>
<th>Word rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy</td>
<td>Words known by most children by the end of gradual (Note recommended for K-6 instruction.)</td>
</tr>
<tr>
<td>Teach in grade K to 2</td>
<td>Words known by 40-80% of children by the end of grade 2.</td>
</tr>
<tr>
<td>Low priority in grade K to 2</td>
<td>Words known by 40-80% of children by the end of grade 2.</td>
</tr>
<tr>
<td>Teaching grade 3 to 6</td>
<td>Words known by 40-80% of children by the end of grade 6.</td>
</tr>
<tr>
<td>Low priority in grade 3 to 6</td>
<td>Words known 40-80% of children by the end of grade 6.</td>
</tr>
<tr>
<td>Difficult</td>
<td>Words known by fewer than 40% of children by the end of grade 6. (Not recommended for K-6 instruction.)</td>
</tr>
</tbody>
</table>
It is theorized that children learn progressively less frequent words over time. Hiebert (Ibid.) proposed that teachers identify which zones children already know and teach the next zone of words to accelerate children’s word learning. It has also been suggested that teachers of first grade should teach zone 1 words; for the second grade teachers should teach zone two words, and so on until one makes sure that children know all the words in the four word zones by the end of fourth grade. There are other sources that consider the frequency of words in academic texts. In addition to Hiebert’s word zones from the educators’ word frequency guide (Zeno et al., 1995), there are other sources that consider the frequency of words in academic texts such as academic word list (AWL; Coxhead, 2000, 2001), and the corpus of contemporary American English (COCA) Academic Vocabulary List (AV; Gardner & Davies, 2013). These sources delete the most frequent words in text and emphasize primarily on words that are widespread in academic text but unfamiliar in general conversation and everyday texts (i.e., magazines, and newspapers). These resources can be an aid for teachers to identify words children need for college and career readiness.

“Another way to think about choosing words to teach is by how they are related to a theme or topic and how they are related to each other” (Silverman and Meyer, 2015 p.26); for instance Marzomo (1988) organized 7,230 words found in common texts for elementary school students into 61 meaning clusters. Marazano (1988) proposed that teaching utterances in these clusters could help children learn words relevant to school context. The thematic approach to selecting words was utilized in a study emphasized on habitats set in Pre-kindergarten through second grade classrooms (Silverman & Hines, 2009).
rainforest, the savannah, the desert, and the coral reef are four habitats, teachers teach utterances such as *adopt, camouflage, creature, depend, shelter surroundings, survive,* and *territory*. Teachers also shed the light on specific words to the habitats such as humid, tropical, arid and story.

Newman and Dawyer (2011) stated that teaching words through taxonomies could be even more supportive of children’s word learning than teaching children words thematically i.e., according to groups of things that interact. They proposed that teaching words taxonomically can be useful because it encourages children’s learning of key features of words that determine group membership and generalize these features to other words in the group; therefore, in the wild animals, animals in the water, and insects units contained in the world of words (WOW). Preschool curriculum teachers teach words such as giraffe, tiger, zebra, lizard, moth and spider. They also contain words required to discuss their classification such as wild animals and can be able to determine, for example whether animals that were not taught were wild or not.

### 2.6.2 Meyer and Silvermens’ Approach to Selecting words to Teach

It has been proposed that there are three principles for choosing words to teach. These are derived from the approaches described in more details below. The first principle emphasizes selecting words to teach that are useful for comprehending academic texts across the content area. These words are regarded as high-leverage words because when students understand these type of words, it will help them to learn a different topic at school. Beck et al. (2002, 2013) proposed that the instruction should emphasize tier two words, which they define as useful across domains. Beck et al. (2013) shed light on *insist and drowsy* as tier two words that could be taught in the context of *A pocket for corduroy* (Freeman, 1978). The utterances *insist and drowsy* could be regarded as high-leverage words in that it may be useful in recognizing not only literacy texts but also social studies and science texts.

**Table 3:** Meyer & Silvermens’Principles for vocabulary selection

<table>
<thead>
<tr>
<th>Teachers should teach words that are useful for comprehending academic texts across the content areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers should teach words that children do not already know and need to know to learn in school.</td>
</tr>
<tr>
<td>Teachers should teach words that are related to foster breadth and depth of word knowledge</td>
</tr>
</tbody>
</table>
(Meyer & Silvermen, 2015) stated that:

It may be useful for understanding not only literacy texts but social studies and sciences texts (e.g., members of congress insist: “their bill should be passed, and scientific method is crucial for gaining valid results during experimentation. (p.28)

The second principle emphasizes on teaching words which children are not familiar with but they need to know and understand and get familiar with text and content in school. It would be a waste of time and ridiculous to spend time to teach words that children will rarely ever encounter, or teaching them words they have already learned. Thus, Hiebert’s (2005) focus on frequency for it is believed that teachers should teach unknown words that are frequent in school texts for children intermediate or advanced vocabulary. However, for children who are below average, vocabulary teachers should teach the same words as they do to the children with average and advanced vocabulary. It has been suggested that for most children, teachers can neglect very frequent or basic words because children will likely learn them naturally themselves. These words warrant instruction for children with limited vocabulary knowledge including ELLs (August, Carlo, Dressler, & snow, 2005). For instance, when teachers of children in second grade may focus on ahead and behind – both found in word zone 2 with all children, they may also need to focus on before and after both in word zone 1 for children with more limited knowledge of word (Hiebert, 2005). With regard to this aspect, it is admitted that:

The third principle focus on teaching words that are related because we believe learning how words are related can be an important way to build children’s concept knowledge and to foster their linguistic awareness and word learning skills. Thematically, learners learn which words often appear together in context and how to use this knowledge to understand what they are learning in school.” (Silverman and Meyer, 2015)

In other terms, teaching words which are related can be significant and so interesting to build childrens’ concept knowledge; this would enhance their linguistic awareness and word learning skills. “Taxonomically, children build conceptual knowledge which is intricately related to vocabulary knowledge and they learn how to use words to categorize and classify in general.” (Silverman & Meyer, Ibid). Children learn how words are semantically and morphologically related, which aids them improve skills required for later
independent word learning when they use available information to find out what words mean in context. “Teaching words based on how they are related can be an invaluable way of supporting children’s depth of vocabulary knowledge as children learn a great deal about important aspects of words and concepts they are learning.” (Silverman and Meyer, 2015, p.30). When teachers decide which word to teach, they should privilege utterances that are somehow related to enhance vocabulary depth. For instance in *It is mine* by Leo Lionni (1985), teachers may select to teach *quarrel, quibble, and bicker* instead of *appear, endless, and subsided* because teaching the former three words would help children build a semantic network around the notion of arguing (which could also be taught, although it is not in the book), whereas teaching the latter three would not help children make connections between and across utterances. Teachers should utilize these three principles in tandem when selecting words to teach, that is to say that teachers may have to weigh principles against each other as they consider which utterances deserve more attention. So according to Silverman & Meyer (2015). “Words that satisfy all the three principles are the for instruction and deserve to be included in school.

**Conclusion**

As a conclusion, it can be said that learning new vocabulary is a challenge to foreign language students. It has a great importance in the learning process. Moreover, the main source of vocabulary acquisition remains undoubtedly reading from which EFL/ESL learners have the possibility to acquire and learn so many words. The chapter has gone through the main factors that affect the vocabulary learning/acquisition as well as the effect of first language and other languages during the acquisition process. The teacher’s role and the learning vocabulary strategies are other issues that have been dealt with in this chapter. Educators and instructors are also urged to make appropriate selections of vocabulary that go in accordance to learners’ age and grade, the themes they deal with in the classroom, and other important criteria for the selection of the vocabulary to teach.
Chapter Three

Field Work

Introduction

The present study is conducted to investigate teachers’ perception and their awareness of using the mother tongue (L1) in EFL settings for the acquisition of L2 vocabulary. Teachers’ questionnaire would serve here as a major source for collecting the necessary data. In addition to the main question of the study, the questionnaire would enable the researcher to go through several issues to circumscribe the topic under investigation.

Hence, the analysis, which is a major component of this chapter, would lead the researcher to tackle the teachers’ perception of the use of L1, their awareness about its use, and eventually the extent of use of the L1 for the Learning of the FL vocabulary. Other details and sub-points related to the theme of the topic will be subsequently dealt with in due time. As a matter of fact, the chapter will end with some pedagogical recommendations and the limitations of the topic.

3.1 Choice of the Method

The present study aims at investigating the utility/benefit to use the EFL students’ mother tongue (L1) in Ain Fakroun middle schools for acquiring the foreign language (L2) vocabulary. In other terms, would the use of the L1 be useful to enable middle school learners to acquire/learn L2 vocabulary or not?

This practice of using the L1 while learning a foreign language is widely used in most Algerian educational contexts. As such, and considering the nature of the research proper, it has been decided to design a questionnaire for middle school teachers so that we investigate their perceptions and views about this pedagogical practice as well as its benefit in the acquisition of a foreign language vocabulary. Teachers are also questioned here about their awareness of the crucial role of vocabulary use and acquisition in EFL and ESL contexts.

3.2 Description of the Questionnaire and Population Sampling

The questionnaire is divided into three sections. The first section is designed to get background information about the teachers in terms of qualifications, experiences, and their rating of their students’ level of English proficiency. Then, follows another section, which probes the teachers’ perception about the use of L1 in EFL classrooms. The third section is
devoted to the issue of vocabulary and the various techniques and strategies used by the teachers to make their learners acquire it by using their L1.

The questionnaire has been distributed to 12 teachers of English, all of them professing in four (04) middle schools in Ain Fakroun. There are three teachers in each school, and all of them share the same syllabus and their students belong to the same socio-cultural environment. They teach the four middle school levels, i.e., from the first year to the fourth year students. On the other hand, the researcher has thought to administer some observation sessions, but this has not been possible since the lessons may vary according to the syllabus and the teachers’ planning. In short, it was not possible to attend a lecture where the L1 is to be used frequently during the same session. Thus, the only possibility was to rely on one questionnaire for the teachers, which would be, in addition to the literature review, the sole source of the data. Several constraints have therefore made it impossible either to conduct an experiment, to have some teaching sessions (the middle school teachers required a permission from the school headmaster who stood against this initiative for he gave the reason of a permission from the Academy headmaster of the wilaya).

3.3 Analysis of the Teachers’ Questionnaire

The data collected from the teachers’ questionnaire have been counted and organized in tables in order to quantify the results, which are presented below:

3.3.1 Section one: Teachers’ background information

Q1: How long have you been teaching?

Table 04: Teachers’ Experience in Teaching.

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1-5)</td>
<td>1</td>
<td>8.33%</td>
</tr>
<tr>
<td>(5-10)</td>
<td>6</td>
<td>50.00%</td>
</tr>
<tr>
<td>(10-15)</td>
<td>4</td>
<td>33.33%</td>
</tr>
<tr>
<td>More than 15</td>
<td>1</td>
<td>8.33%</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Both categories of respondents who capitalize (1-5) and (10-15) represent 8.33% as shown in table (1), while half of the teachers (50%) have a teaching experience of (5-10). Four out of 12 teachers (33.33) have a teaching experience of (10-15) years. It is worth noting that a good number of teachers have enough experience, a fact that makes of them experienced and acknowledgeable of the teaching profession.
Q2: Degree or qualifications held

Table 05: Teachers’ Degrees and Qualifications

<table>
<thead>
<tr>
<th>Degree</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licence</td>
<td>11</td>
<td>91.67%</td>
</tr>
<tr>
<td>Master</td>
<td>1</td>
<td>8.33%</td>
</tr>
<tr>
<td>Magister</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Doctorat (PhD)</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

It is worth noting that almost 11 out of the 12 teachers (91.67%) hold a license degree (a bachelor degree in the British system), while only one teacher (8.33%) holds a Master 2 degree. Compared to teachers who were teaching some 12 to 15 years ago, the present ones go further in their studies and training; such teachers know more about the profession and are more acknowledgeable in their job.

3.1.2 Section two: Teachers’ perception of the use of L1 in EFL classroom

Q4: How would you rate your students’ level of English proficiency?

Table 06: Teachers’ Perception about Rating Learners’ Level of English Proficiency

<table>
<thead>
<tr>
<th>Learners’ level</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>9</td>
<td>75.00%</td>
</tr>
<tr>
<td>Pre-intermediate</td>
<td>2</td>
<td>17%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Advanced</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>100%</td>
</tr>
</tbody>
</table>

Nine teachers that represent (75%) of the population admit that their students’ proficiency level is that of beginners whereas two teachers (17%) believe their students are of a pre-intermediate level. One teacher (8%), however, hold that his students are of an intermediate proficiency level. These givens, then, show the level of these students in accordance to their teachers’ opinions.

Q5: Do your students have the same mother tongue (Arabic)?
Table 07: Teachers’ Perception about the Students with similar L1

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of them</td>
<td>12</td>
<td>100%</td>
</tr>
<tr>
<td>A few of them</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>None of them</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100%</td>
</tr>
</tbody>
</table>

Here all of teachers (100%) have reported that their students use L1 which is Arabic. This fact makes it easy for the instructors when they want to use the students’ mother tongue; there would be no problem then.

Q5: Please read the following statements that show a number of reasons why EFL students speak their first language (Arabic, or any other dialect) in the classes. How often do these reasons apply to you when you are in your English classroom? Please tick the boxes next to each reason:

1- I use the L1 in my first year class when I am explaining a new point in the lesson to (a) particular student(s).

2. I use the L1 in my first year class when I am explaining a new point in the lesson to (a) particular student(s).

3- I use the L1 in my class when I need to ask a particular question to particular students to check comprehension of a point in the lesson.

4- I use the L1 in my class when I need to check the meaning of a new word or concept during the lesson.

5- I use the L1 in my class because I cannot think of the correct word in English when talking to my students.

6- I use the L1 in my class because my student(s) start talking to me in my first language while we are working on a task.

7- I use the L1 during my class when I talk about personal things with my students.

8- I use the L1 In my class when I notice that my students have not understood the instructions of a given activity.
9- I use the L1 in my class to show my students our belonging to the same culture so that they feel confident.

**Table 08**: Teachers’ assessment of L1 Frequency use in classroom

<table>
<thead>
<tr>
<th>Options</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>/</td>
<td>/</td>
<td>2</td>
<td>16.67</td>
</tr>
<tr>
<td>2</td>
<td>/</td>
<td>/</td>
<td>7</td>
<td>58.33</td>
</tr>
<tr>
<td>3</td>
<td>/</td>
<td>/</td>
<td>2</td>
<td>16.67</td>
</tr>
<tr>
<td>4</td>
<td>/</td>
<td>/</td>
<td>2</td>
<td>16.67</td>
</tr>
<tr>
<td>5</td>
<td>/</td>
<td>/</td>
<td>1</td>
<td>8.33</td>
</tr>
<tr>
<td>6</td>
<td>/</td>
<td>/</td>
<td>1</td>
<td>8.33</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>25</td>
<td>4</td>
<td>33.33</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>16.67</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>16.67</td>
<td>3</td>
<td>25</td>
</tr>
</tbody>
</table>

**Option 1.** The results indicate that nine teachers who represent (75%) of the population use sometimes the L1 to their class when explaining a new point in the lesson, while two teachers (16.67%) confirm that they usually use L1 to explain a new point in the lesson. One teacher (8.33%) says he never uses L1 his class. It appears that the majority of the teachers use at the L1 during sometime for the purpose of explaining a new point in the lesson.

**Option 2.** The findings show that more than a half (07) of the teachers representing (58.33%) usually utilize the L1 in their classes when they want to chat with their students about topics that may not be connected to class. Five respondents (41.67%) hold they sometimes use L1 when they chat with their students about topics that are not related to class. So, it should be noted here that teachers frequently use the L is noticed here not for the sake of the lessons proper but rather for topics that are not closely connected to class. This may be considered as a ‘bad habit’ in using the L1 for other purposes than the pedagogical ones.

**Option 3.** It has been found that more than half of the teachers (75%) never use the L1 when targeting a student to check his comprehension. They strictly use English because they may want to make students concentrate and ‘think’ in the target language. For the same
option, two teachers (16.67%) are ‘usually’ using the L1 whereas only one out of twelve (8.33%) use it ‘sometimes’. It should be therefore thought that almost all informants are relatively ‘strict’ in using the L2 when the question is to check the comprehension of the reading text.

**Option 4.** The results show that half of the population (06) teachers admit that they sometimes use the L1 when they need to check the meaning of a new word or concept during the lesson. Five teachers (41.67%), however, say they never use L1 to check the meaning of a word or concept. They very probably rely on other strategies instead of using the L1. Only one teacher holds that he ‘usually’ use the L1 when checking the meaning of a particular word or item. Once again, the respondents tend to use much either the target language or some teaching strategies to achieve either their pedagogical or linguistic their objectives.

**Option 5.** The results show that almost three-fourths (3/4) which equals eight of the informants ‘never’ use the L1 in the class when the ‘English word’ does not occur in their minds. They probably attempt very often to get the word(s) in English even if they look for it on a dictionary. While one teacher (8.33%) affirms that he usually utilizes the L1, three others (25%) hold that they ‘sometimes’ do it. It can be said that the majority of teachers do not use the first language in EFL classes at the first difficulty of not having the word in their mind in English. Therefore, the big tendency among the teachers goes towards the use the FL in EFL class whatever is the difficulty.

**Option 6.** The findings indicate that half of the teachers (50%) admit they ‘sometimes’ use the L1 when working on a task and my students are doing so. Another group of respondents (05) is categorically opposed to the idea of using the L1 even though his students are using the L1 while the class is tackling a given task in the target language. Only one respondent, on the other hand, is apparently ‘permissive’ in that he allows himself to ‘usually’ use the L1. The latter situation may be due, as previously said’ to the ‘bad habit’ of using the L1 in any case.

**Option 7.** Talking about personal matters either about the teachers’ ones or the students’ ones remain a debatable topic. We therefore have three teachers (25%) who make the assertion of ‘always’ using the L1 when the problem is concerned with personal affairs. One teacher (8.33%), however, asserts, in his turn, that he ‘never’ uses the L1 when the problem is about personal matters. At last, we find two groups with an equal number of respondents for each (33.33%) who are shared between sometimes’ and ‘usually’ using the L1. Unlike
the first options where the L2 tends to be much used in whatever situation, option 7 seems to reflect the opposite case.

**Option 8.** It should be noted here that the informants are almost all making a relative use of the L1 when their learners ‘have not understood the instructions of a given activity’. Seven teachers (58%) say they ‘sometimes’ use it for that purpose whereas three are ‘usually’ doing. Strikingly noticeable, two students are admitting they are ‘always’ doing it. In addition, none is using the L2 in this particular case. These results reflect a pedagogical reality which ‘compels’ teachers to use the L1 in certain situations such as the one in this option. An evident question comes consequently to be asked: does not this frequent practice lead the learners to rely much more on the L1 instead of using the L2?

**Option 9.** This option has the same results as the previous one, i.e., seven teachers with (58.33%), three teachers with (25%), and two teachers with (16.67%). Thus, for such respondents, they allow themselves the use of the L1 in case to demonstrate the belonging to the same cultural background and making the learners feel confident. Again, it should be noticed that the L2 is totally neglected, and teachers make no use of it for the simple reason that they deal with common cultural considerations. Confidence might not be dependent on the use of the L1, rather educators have to deal with it tactfully, making learners ‘accustomed to it through other pedagogical and strategically means while using the L2.

In sum, most of the options favour the tendency or the position of using the L2. Instructors are ‘consciously’ or ‘unconsciously’ rejecting the use of the L1 one for one reason or another. This does not, on the other hand, prevent them from using the L1 for some other reasons.

**Q6:** Please read the statements below that show how different opinions and preferences EFL teachers have about using their first language (such as Arabic or any other) in English classrooms. Please indicate to what extent you agree or disagree with this opinion. Please tick the boxes next to each statement.

1- In English class, it is better to have a teacher who can understand students’ first language.

2- Using my first language when necessary may not undervalue my personality in front of my class.

3- I think my English class should have an “English Only Policy.” (This means only English is allowed in the English classroom.)
4- As I am using only English, I feel my students are learning better the FL.

5- I would like to speak my first language in my class only when I feel I need to.

6- It is not important to speak only the FL in class as long as I notice my students are improving.

7- I prefer my students use their dictionaries and resources instead of translating words into the L1.

8- Using the L1 to introduce (a) word (s) and to enable my students acquire vocabulary is not harmful for the overall class.

9- I should not use more often the L1 than I speak English in my class.

10- Using the L1 instead of English in class makes me feel nervous.

**Table 09**: Assessing Teachers’ Attitude about the use of L1 to teach.

<table>
<thead>
<tr>
<th>Options</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecide</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 41.67</td>
<td>5 41.67</td>
<td>1 8.33</td>
<td>1 8.33</td>
<td>/ /</td>
</tr>
<tr>
<td>2</td>
<td>4 33.33</td>
<td>4 33.33</td>
<td>1 8.33</td>
<td>3 25</td>
<td>/ /</td>
</tr>
<tr>
<td>3</td>
<td>1 8.33</td>
<td>6 50</td>
<td>1 8.33</td>
<td>3 25</td>
<td>/ /</td>
</tr>
<tr>
<td>4</td>
<td>2 16.67</td>
<td>6 50</td>
<td>1 8.33</td>
<td>3 25</td>
<td>/ /</td>
</tr>
<tr>
<td>5</td>
<td>4 33.33</td>
<td>7 58.33</td>
<td>/ /</td>
<td>1 8.33</td>
<td>/ /</td>
</tr>
<tr>
<td>6</td>
<td>1 8.33</td>
<td>4 33.33</td>
<td>3 25</td>
<td>1 8.33</td>
<td>3 25</td>
</tr>
<tr>
<td>7</td>
<td>8 64.65</td>
<td>4 33.33</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
</tr>
<tr>
<td>8</td>
<td>1 8.33</td>
<td>6 50</td>
<td>4 33.33</td>
<td>1 8.33</td>
<td>/ /</td>
</tr>
<tr>
<td>9</td>
<td>5 41.67</td>
<td>3 25</td>
<td>/ /</td>
<td>4 33.33</td>
<td>/ /</td>
</tr>
<tr>
<td>10</td>
<td>6 50</td>
<td>/ /</td>
<td>3 25</td>
<td>3 25</td>
<td>/ /</td>
</tr>
</tbody>
</table>

**Opinion 1**: The results show that five teachers (41.67%) strongly agree about the idea of having their teacher understands the students’ first language. In addition, five other teachers out of twelve (41.67%) state they agree about that fact. This implies that 10 out of 12 teachers are in favour of the fact that the instructor uses and understands one’s learners’ mother
tongue; this may be due to the common cultural background and the linguistic heritage shared between the teacher and his students. This would certainly enable the learners to get a better comprehension of the linguistic problems.

**Option 2.** Here again, with (66.66) of agreement, the eight respondents do not see their personalities undervalued for the fact of using their mother tongue. While one respondent seems undecided to have a clear-cut opinion about this option, three (03) teachers think that their personalities may be undervalued when using L1. It is worth noting that the latter may have a ‘false’ conception of one’s personality when related to one’s first language since using one’s L1 does not in any case undervalue one’s personality, particularly if the teacher seldom use it.

**Option 3.** The belief that sees the use of the L2 in a FL context seems strong since (6+1) informants that represent (50%) + (8.33%) agree on that fact. These ‘purists’ conceive that EFL classroom should keep using only and strictly at the target language. In fact, they constitute the proponents of the strict use of the L2. When three teachers representing (25%) of the population hold an opposite position to the former group; i.e., they show their agreement to the use of the L1, this confirms the eternal conflict between the ‘purists’ and the pro-users of the L1 in FL contexts. Nonetheless, the againsters have the majority, a fact which consolidates the rejection of the L1 in FL settings.

**Option 4.** The answer to this option shows a relative definite position of the proponents of the L2 use in that eight out of twelve (2+6 =8) teachers hold the idea that when ‘they are using the L2, their students are learning better the target language’. On the contrary, three teachers (¼) disagree with the previous group. They probably think that learning may take also place when learners are sometimes using their mother tongue. Overall, the tendency is still going towards the rejection of the L1 in FL settings. Would this remain as such throughout the other remaining options or would there be any balance between the two positions?

**Option 5.** Considering the overall result of the two options ‘strongly agree’ and ‘agree’ which make a total sum of eleven (4+7) representing 91.66% of the population, the eleven respondents show their agreement for using the L1 only when there is a need. In short, they are for the use of the L1 unless there is a good reason for doing it. Otherwise, they would not be using it for the sake of a simple translation of a word or whatsoever. The unique
disagreement comes from one teacher (8.33%) who may think that whatever the reason, he may be using the L1 since it may enable the students to learn more and better.

**Option 6.** There is an agreement (1+4) about the fact that it is not harmful to use the L1 when the learners when it is being noticed that the learners are improving in learning the FL. This option, on the other hand, seems ‘unclear’ or ‘not understood’ by three respondents (25%) who did not decide upon a precise position. Besides, one teacher (8.33) showed his disagreement, which implies that, whatever the situation; the instructor should use the target language.

**Option 7.** This option seems to be the favourite one among the ten proposed options in that while eight (64.65) informants ‘strongly agree’ on the fact that teachers prefer their learners to ‘use their dictionaries and other resources’ rather than translating into the L1. To this number, four other teachers show, in their turn, their agreement, a fact which numerically makes that all respondents do agree on this option. Implicitely, the respondents, while showing this preference, reject definitely the use of the L1. This option, therefore, shows with no doubt the clear-cut position of the instructors towards the utilization of the L1 in EFL settings. And, as previously said, the general direction of the majority of the respondents’ answers tend to favour the use of the target language rather than translating into the L1.

**Option 8.** What is so striking about option eight is that more than a quarter (33.33%) could not decide upon any position. A probable explanation to this situation is that a category of such teachers are without a precise opinion, thus they could neither agree, nor disagree. On the other hand, (6+1) teachers representing (58.33%) of the total population show an open agreement about this option.

**Option 9.** The findings show that five teachers (41.67%) ‘strongly agree’ about the non-use of L1 more often in their classes rather than using English, while three teachers out of twelve (25%) of the population agree on that option. When adding the first to the second category of respondents, the number would become ((5+3) eight, a number which allows us to assume that all eight informants display an open agreement that admits less use of the students’ first language. Meanwhile, four teachers (33.33%) for the same option get a clear disagreement about the use of L2. The only explanation for such positions is that this option joins some of the previous options which consist of not using the L1 in an eFL context.
Option10. It might be said about this situation that ‘feeling nervous’ when using the L1 in class is largely ‘true’ for many teachers. That is why six (50%). What explanation might be given by the other quarter (25%) informants added to three (25%) represent a large percentage who ‘might get’ nervous when using English. To avoid repetition, we assume that the two positions reflect the ever-conflicting situation between the pros and the againsters.

To conclude this part of the questionnaire, one may objectively say that both positions have their ‘defenders’, yet, the tendency goes towards those respondents who are for a strict use of the L2 regardless the various conditions that may compel some teachers to use the L1 as an alternative for a reason or another.

Q7: Do you think that using students’ MT in EFL settings is beneficial?

Table 10: Assessing Teachers’ Attitudes towards perceptions about the Use of Students’ MT in EFL Settings.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Yes</th>
<th>No</th>
<th>Justification (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 01</td>
<td>1</td>
<td></td>
<td>It is beneficial to some extent it helps them to acquire vocabulary, but they must not over use it.</td>
</tr>
<tr>
<td>Teacher 02</td>
<td>1</td>
<td></td>
<td>Some ideas and meanings are complicated, using L1 in those cases may facilitate to them and gain time</td>
</tr>
<tr>
<td>Teacher 03</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher 04</td>
<td>1</td>
<td></td>
<td>Because most of the pupils about 90% do not have a good level, so, the teachers are obliged to use L1 to clarify the instruction to check understanding.</td>
</tr>
<tr>
<td>Teacher 05</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher 06</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher 07</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher 08</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher 09</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sometimes, we need to use our language (mother tongue) to simplify the difficulties.

The table above reveals that four teachers that represent (33.33%) claim that using students’ mother tongue in EFL settings is beneficial while eight teachers (66.67) of the population show that the mother tongue use in EFL class is not beneficial. It can be deduced that 2/3 of the respondents still reject the use of the L1 whereas 1/3 sees that the L1 should not be used in class since it may have some negative effect students in acquiring the L2.

**Q8.** Tick the percentage of mother tongue use in EFL class.

**Table 11:** Percentage of Mother Tongue Use in EFL Classroom.

<table>
<thead>
<tr>
<th>Percentage of L1 use</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5% - 30%</td>
<td>03</td>
<td>25%</td>
</tr>
<tr>
<td>31% - 50%</td>
<td>05</td>
<td>41.66%</td>
</tr>
<tr>
<td>51% - 70%</td>
<td>03</td>
<td>25%</td>
</tr>
<tr>
<td>71% - 100%</td>
<td>01</td>
<td>08.33%</td>
</tr>
</tbody>
</table>

The results in table 06 indicate that more than a half of the students do not make use of their L1 in the classroom (25% +41.66 %), while less than a half (25% + 8.33%) are doing it. Once again, the givens above show it clearly that the L1 is not favoured.

**Q 09:** Would teachers translate items into the L1 when students find it difficult to understand them in FL?
The findings indicate that five teachers (41.67%) of the population state that they sometimes translate items to L1 when students find it difficult to understand them in FL, while three teachers that represent (25%) of the population claim that they usually translate items to L1. Two teachers (16.67%) assume that they seldom use the L1 to translate into the L1, and two other teachers (16.67%) reveal they always translate into the L1 when he thinks that the items are difficult to understand. Implicitly, the L1, according to the respondents’ answers, is given less chance to be used for, maybe, pedagogical considerations.

3.3.3 Section three: Teachers’ perception of vocabulary acquisition

Q10: Using L1 would be helpful for students to acquire vocabulary in EFL classes.

This question aims at determining the instructors’ opinions whether the L1 would be helpful for students to acquire EFL vocabulary in classes or not. It has been found that (66.67%) of the population confirm this position while two respondents (16.67%) say that ‘no way’ in using the L1 to learn the L2. Two others (16.67%), being probably the proponents of the L1 use hold that it helps ‘a lot’ for the acquisition of the foreign language. Hence, the tendency is still in the direction of the opponents of the L1 use in EFL contexts.
Q11: Does acquiring vocabulary require the use of L1 in EFL classrooms?

**Table 14: Teachers’ Attitudes to the Use of L1 to Acquire Vocabulary.**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Yes</th>
<th>No</th>
<th>Justifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher01</td>
<td>1</td>
<td></td>
<td>For beginners, it is important because it helps them, but with advanced level no.</td>
</tr>
<tr>
<td>Teacher02</td>
<td>1</td>
<td></td>
<td>In rare cases, we are obliged to use L1, but just to gain time and to facilitate meaning for them.</td>
</tr>
<tr>
<td>Teacher03</td>
<td>1</td>
<td></td>
<td>Because pupils cannot build a strong platform in learning L2, they will not better acquire the L2 with L1 use.</td>
</tr>
<tr>
<td>Teacher04</td>
<td>1</td>
<td></td>
<td>Sometimes, when there are no materials, and pupils can not understand through gestures, the teacher here is obliged to use L1</td>
</tr>
<tr>
<td>Teacher05</td>
<td>1</td>
<td></td>
<td>Because there are some words that need the use of pictures to be understood, and when the teacher does not have any, she or he uses the L1 in order to explain the words without wasting time.</td>
</tr>
<tr>
<td>Teacher06</td>
<td>1</td>
<td></td>
<td>No, not at all, students can learn and acquire vocabulary without using the L1-using repetition drills and visual aids (Flash cards).</td>
</tr>
<tr>
<td>Teacher07</td>
<td>1</td>
<td></td>
<td>Because learning a language requires vocabulary acquisition in L2 and communicating using the L2</td>
</tr>
<tr>
<td>Teacher08</td>
<td>1</td>
<td></td>
<td>In EFL settings, it is better to speak, explain, and use English directly, without making use of L1.</td>
</tr>
<tr>
<td>Teacher09</td>
<td>1</td>
<td></td>
<td>Because using simple English in learning process, better than using the L1.</td>
</tr>
<tr>
<td>Teacher10</td>
<td>1</td>
<td></td>
<td>There are many techniques to represent vocabulary, using body language, realia.</td>
</tr>
<tr>
<td>Teacher11</td>
<td>1</td>
<td></td>
<td>Instead of translating into the L1, we use gestures to make them understand.</td>
</tr>
<tr>
<td>Teacher12</td>
<td>1</td>
<td></td>
<td>Because our students are beginners, we must help them by using the L1 (mother tongue).</td>
</tr>
</tbody>
</table>
While four teachers out of twelve (33.33%) of the population admit that the acquisition of vocabulary require the use of L1 in EFL classrooms particularly when they are beginners, the remaining ones 08 (66.67%) claim they just reject this idea. In short, the respondents are for the idea that the acquisition of vocabulary does not require the use of L1 for the majority of informants; they may be using other means and strategies to grasp the meanings of words without need to translate.

Q12: Except the use of L1, do you use any other materials to teach vocabulary:

Table 15: Assessing Teachers’ Perceptions toward the Use of the Materials to Teach Vocabulary.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Method use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher01</td>
<td>Yes, I use French language, pictures, etc.</td>
</tr>
<tr>
<td>Teacher02</td>
<td>Yes, we use French language, realia, visual aids, and audio recordings, these materials are beneficial.</td>
</tr>
<tr>
<td>Teacher03</td>
<td>Yes, I use flash cards, gestures.</td>
</tr>
<tr>
<td>Teacher04</td>
<td>Yes, I use visual aids, pictures and gestures.</td>
</tr>
<tr>
<td>Teacher05</td>
<td>Yes, I use pictures, visual aids, post cards, gestures.</td>
</tr>
<tr>
<td>Teacher06</td>
<td>Of course, yes, I use videos, language games, flash cards, dictionaries, textbooks, pictures I use L1 just for abstract words.</td>
</tr>
<tr>
<td>Teacher07</td>
<td>Using visual aids/pictures are more helpful and interesting than using the L1.</td>
</tr>
<tr>
<td>Teacher08</td>
<td>Yes of course, we use pictures, data show.</td>
</tr>
<tr>
<td>Teacher09</td>
<td>Yes for sure, I use videos, songs, pictures, gestures.</td>
</tr>
<tr>
<td>Teacher10</td>
<td>Sure, I use pictures, body language, pictures, and gestures.</td>
</tr>
<tr>
<td>Teacher11</td>
<td>Yes, I use Gestures, body language, pictures</td>
</tr>
<tr>
<td>Teacher12</td>
<td>Yes, I sometimes use gestures</td>
</tr>
</tbody>
</table>

Such a clear position on the parts of all the respondents highlights the rejection of the use of the L1 through the utilization of other means and materials. Among the various materials cited when teaching vocabulary, the instructors listed: gestures, realia, post cards, data show, pictures, and body language. The L1 is apparently put in quarantine.
Q13: When introducing new vocabulary item which strategies you adopt.

**Table 16**: The Strategies Adopted When Introducing Vocabulary.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>a-Provide the item in the L1 version first.</th>
<th>b-Introduce the item in its L2.</th>
<th>c-Introduce it in the L2 than translate it in L1.</th>
<th>d- Introduce it in the L1 than translating it to L2</th>
<th>e-Elicit students to guess the meaning.</th>
<th>f-Ask students to look for it on dictionaries</th>
<th>Other strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher01</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>Teacher02</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>Gestures, videos</td>
</tr>
<tr>
<td>Teacher03</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>Teacher04</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>Teacher05</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>Teacher06</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>Drawing, illustrate it as an action</td>
</tr>
<tr>
<td>Teacher07</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>/</td>
</tr>
<tr>
<td>Teacher08</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>Visual aids, gestures</td>
</tr>
<tr>
<td>Teacher09</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>Gestures, pictures, videos</td>
</tr>
<tr>
<td>Teacher10</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>Teacher11</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>/</td>
</tr>
<tr>
<td>Teacher12</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>10</td>
<td>1</td>
<td>9</td>
<td>5</td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>0%</td>
<td>40%</td>
<td>4%</td>
<td>0%</td>
<td>36%</td>
<td>20%</td>
<td>100%</td>
</tr>
</tbody>
</table>

It appears from table 10 that the most used strategies are ‘introducing the item in its L2’ form since 10 respondents (40%) agree on using such strategy. Meanwhile only one teacher (3.88%) is making use of the strategy of introducing the lexical item in L2 and then proceeds to the translation into the L1. Moreover, none of the teachers adopted the strategy
of introducing the items in L1 then translates them into L2. To elicit from students to guess the lexis’ meaning has won the favour of 09 respondents (36%). Besides, five teachers are in favour of dictionaries use for they believe they prevent from using the students’ mother tongue and give opportunity to learn from dictionaries.

Q14: Do you support your vocabulary teaching with:

**Table 17:** Teachers’ Perception toward Vocabulary Support.

<table>
<thead>
<tr>
<th></th>
<th>a-Word list with English definitions?</th>
<th>b- Word lists translated into the L1?</th>
<th>c-Leave students to decide upon their own strategies?</th>
<th>d-Any other?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher01</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Teacher02</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher03</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher04</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher05</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher06</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teacher07</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher08</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher09</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teacher10</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teacher11</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher12</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td><strong>%</strong></td>
<td>47%</td>
<td>20%</td>
<td>33%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 11 indicates that seven informants (47%) use only word lists with English definition to support their vocabulary teaching whereas, 5 others (33%) give freedom to learners to decide upon the strategy to use in order to acquire a deal of vocabulary items. In addition, (33%) of teachers’ population reveals that they leave their students to decide upon their own strategies, we can say that there is another teaching materials that help
teachers to support their vocabulary teaching. In option (b) where it is stipulated whether teachers are providing lists of words translated into the L1 or not, the respondents (3) agree on this position for these instructors still see that the use of L1 is of some benefit.

15. Feel free to add any comment

Table 18: Teachers’ Comments.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher01</td>
<td>The use of L1 in English classes has advantages and disadvantages, we should know how to use it, only with beginners and not using with advanced level.</td>
</tr>
<tr>
<td>Teacher02</td>
<td>In my opinion, the use of L1 in class must be reduced to a minimum level; we may use the L1, just to pay the learners’ attention.</td>
</tr>
<tr>
<td>Teacher03</td>
<td>No comment, the space is left blank.</td>
</tr>
<tr>
<td>Teacher04</td>
<td>No comment, the space is left blank.</td>
</tr>
<tr>
<td>Teacher05</td>
<td>No comment, the space is left blank.</td>
</tr>
<tr>
<td>Teacher06</td>
<td>We have to limit the use of L1 in class; we should not use the L1 most of the time, because this will affect students’ level.</td>
</tr>
<tr>
<td>Teacher07</td>
<td>Students will get on with L1, if teachers use it constantly in their teaching process, so teachers should limit the use of L1 in EFL classes and they have to communicate just with few words. Therefore, it is better to communicate with English. Because, acquiring a huge number of L2 vocabulary without using it, it may influence the students’ acquisition of L2/FL.</td>
</tr>
<tr>
<td>Teacher08</td>
<td>The use of pictures, realia, data show, dictionaries, the use of English itself may be of a great help in vocabulary acquisition, better than speaking Arabic the mother tongue (L1) directly.</td>
</tr>
<tr>
<td>Teacher09</td>
<td>It is important for teachers to use L2 during the session and add strategies which help the learners to understand the point, better than using the L1.</td>
</tr>
<tr>
<td>Teacher10</td>
<td>We never use the mother tongue in EFL classes, because, it is not beneficial and it makes students get the habit to use and think in their L1 and then they will not make movements in their L2/FL.</td>
</tr>
<tr>
<td>Teacher11</td>
<td>No comment, the space is left blank.</td>
</tr>
<tr>
<td>Teacher12</td>
<td>We are not native speakers, we cannot teach without using L1 (mother tongue) but it should not be used frequently, because this will affect our students, it can be used rarely, when it is necessary.</td>
</tr>
</tbody>
</table>
This item has been proposed in case the informants would want to add any comments or raise any aspect that is related to the topic. Unfortunately, most of the teachers are not to contribute with any comment except some who, nonetheless, re-stated their opinions or come back to some already positions.

In conclusion, the majority of the respondents were more or less very clear in taking one clear which consists of using as less as possible the L1 except when need be. A minority of the teachers do not hide it when they say that “We are not native speakers, we cannot teach without using L1 (mother tongue) but it should not be used frequently, because this will affect our students, it can be used sometimes, when it is necessary.”

3.4 Discussion of the Results

First of all, the analysis of the questionnaire shows that most of the teachers are totally against the use of mother tongue in EFL classes. In the second section of the questionnaire, the collected answers confirmed the fact that the L1 should not be used in EFL settings because it is not always beneficial, but rather it may be harmful and affect the FL learning. Accordingly, the L1 can be used in some minor and few cases when, for example, there is no materials available to show the meaning of abstract words. Teachers in this case can use students’ mother tongue. In the third section of the questionnaire, a good number of the respondents ‘confessed’ that they lack training in FL teaching, a fact that implies they often use the L1.

Being aware of the importance of teaching the target language at this stage (i.e., First year middle school), the instructors might be comforting their learners through using the L1. The adoption of a number of strategies as well as the use of various materials when teaching the target language vocabulary did not prevent the teacher to use the foreign language for they believe that is a good reason for teaching it. Are not they, after all, teachers of English?

Therefore, the fact of being teachers of English and that their mission consists of providing an instruction in English has compelled them to be rigorous in using only the foreign language. The rejection, according to most of the teachers’ answers, has been made openly and this revealed the general tendency of the teachers. This ‘purist’ tendency is not in any case a sort of extremism but rather a conformity to the profession. The same ‘purist’
3.5 Pedagogical Implications/Recommendations

Based on the results discussed earlier, and considering some specialists’ pedagogical positions and views about the issue which states that the use of the L1 in EFL contexts may be profitable to the learners when they come to learn the target language vocabulary, some pedagogical implications/recommendation are therefore formulated:

1. Appropriate use of L1 in L2 classes involves saving class time. Instead of going through long explanations in the target language, it would sometimes be easier and more efficient to give a translation of a vocabulary item or an explanation of a grammar point.

2. L1 use gives a sense of security and helps learners to be stress-free. Thus, a friendly atmosphere is best achieved through selective use of the L1; the use of the L1 then saves learners from a feeling of frustration they might have within the FL learning.

3. When speaking about the connection between the native language and the target language, it may be suggested here that a bridge from known (native language) to unknown (new foreign language content) is constructed. There occurs then a transfer of the new content, and meaning is made clear in this way since the students’ previous L1 knowledge and learning experience would increase their understanding of L2.

4. The cultural aspect might be an advantage when making use of the L1. Actually cultural similarities and differences may be highlighted to help the FL learners accept the differences while preserving their cultural identity, which could be done through many activities including the use of L1.

5. Some other uses and advantages of L1 should also be stressed here. These include managing of the class, testing activities, conveying meaning through giving the L1 equivalence of L2 items and sentences, explaining grammar, and dealing with errors, encouraging spontaneity and fluency, developing and producing learners’ own materials

6. Nowadays, the taboo against using L1 in the classroom is breaking down, and the attitude to L1 and translation in language classes has witnessed a positive change following the recognition that some learners use the L1 as a communicative strategy to learn and use the
L2. In fact, there is no rule that forbids the L1 use in FL/SL learning, nor is there any excuse for using L1 most of the time.

7. Learners, however, have to be exposed enough to English (L2) and be encouraged to develop the habit of thinking in English.

8. Translating at regular intervals and opportunely makes the learners feel that both languages have exact equivalents and renders them more confident in using this or that language.

9. Many ELT professionals have suggested reexamining the English only approach in the L2 classroom when they claim that there is much potential for using L1 in language learning contexts rather than abusing it. Therefore, when not used excessively, L1 is beneficial in L2 classroom.

10. Checking students’ comprehension and correcting errors may be conducted in L1 for it is believed to be very helpful to avoid misunderstanding; It can also prevent time from being wasted on continuous explanations and instructions, when it could be better spent on language practice.

Here are some implications/recommendations that might be formulated in favour of the rejection of the L1 use in L2 contexts. Hence, according to the literature and the data collected from the teachers’ questionnaire, the followings are mentioned:

a. The tendency of L1 use in the FL classroom could lead to the development of an excessive dependency on the students’ mother tongue by both teachers and students. Consequently, students lose confidence in their ability to communicate in English: They may feel that the only way they would understand anything the teacher says is when it has been translated, or they use their mother tongue even when they are perfectly capable of expressing the same idea in English.

b. The fact of frequently using the L1 can significantly reduce students’ opportunities to practice English, and students fail to realize that using English in classroom activities is essential to improve their language skills.

c. Translation also regularly creates the problem of oversimplification because many cultural and linguistic nuances cannot be directly translated.
d. Use of L1 may become a habit that both learners and teachers may resort to whenever a difficulty is encountered.

e. L1 may be sometimes misleading when learning the target language. In spite of the existence of universals governing language systems, languages differ more or less.

f. When using L1 to teach EFL students, errors may emerge due to the L1 transfer. Examples of errors range from vocabulary to grammar. The Arab learners for instance, may encounter difficulties related to the syntactic structures of sentences. In Arabic, the sentence structure is V-S-O while English sentences are built following the S-V-O structure. Arabic and English also differ morphologically. The morphology in Arabic is non-linear while in English it is linear.

3.6 General Conclusion

Considering the data collected from the questionnaire along with the review of literature we have gone through in the two first chapters, the general tendency of the informants seems very clear: they reject almost totally the use of the L1 in EFL settings when it comes to teach or learn the target language vocabulary. Rather, they are for the use of the target language in all learning and teaching processes.

While the majority of the informants are rejecting the use of the L1 in the EFL classroom, a minority of these educators would permit themselves and even to their learners a relative use of their first language for a number of reasons such as comprehension and explanation of abstract words. In short, these teachers allow a restricted use of the L1 in the FL classrooms but did not forbid it.

Between the two positions, there should be a third trend that has been claimed and proposed by some experts and specialists, it is the bilingual teaching where both languages would be used alternatively and play a complementary role. It is worth noting, however, that bilingualism is much demanding in terms of materials, specialists, and even in terms of socio-cultural environment.

Furthermore, the monolingual approach (L1 use) has been criticized by many teachers who find that the use of L1 in EFL classes is beneficial at various levels. More recently, other experts’ voices have raised here and there calling for an explicitly bilingual approach.
On the other hand, L1 use in L2 settings has long been considered as a lower language and a source of errors. This view is now being criticized because EFL teachers have become aware of the significance of L1 for it is wisely thought that the L1 is ‘a door that has been firmly shut in language teaching for over a hundred years.’

When students come to the FL classroom they do not come out of scratch; they come “loaded” with their native language and a cultural heritage that nobody must deny or underestimate. EFL teachers working with monolingual students at lower levels of English proficiency find prohibition of the mother tongue to be practically impossible. So instead of looking at the students’ native language and cultural background as inferior or a source of errors, they must be used as a tool to maximize foreign language learning. It is worth noting that the use of L1 in EFL classes is just a ‘rehabilitation’ of those “students who were forced to smuggle their bilingual dictionaries into classrooms and hide them under the table.” The mother tongue represents a powerful resource that can be used in a number of ways to enhance learning but it must always be used in a principled way.

Our hypothesis, accordingly, shows a null result since the data of the questionnaire demonstrated the non-validity of the hypothesis where roughly 85% of the respondents tend to reject the use of L1 in EFL settings. Clearly, it has been stated that using the L1 in EFL classrooms would lead Middle schools learners to some improvement in terms of vocabulary acquisition and learning.
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Appendices

Appendix I : Teachers’ Questionnaire
Teachers’ Questionnaire

Dear teachers,

This questionnaire has been designed for the purpose of a master degree project entitled ‘Using the Mother Tongue (L1) in EFL Settings (L2) for the acquisition of Vocabulary’.

Please, tick the appropriate option and/or answer the questions. We appreciate your cooperation, your time, and your effort in completing the questionnaire.

Miss Daoudi Besma

Section one: Background information

Q1. How long have you been teaching?
   a. (1-5) □
   b. (5-10) □
   c. (10-15) □
   d. More than 15 years □

Q2. Degree or qualifications held
   1. Licence (BA) □
   2. Master □
   3. Magister □
   4. Doctorat (PhD) □

Section Two: Teachers’ Perception about the use of the L1 in EFL Classroom

Q3. How would you rate your learners’ level of English proficiency?

Q4. Do your students have the same mother tongue (Arabic)?
   a. All of them □ b. A few of them □ c. None of them □
Q5. Please read the following statements that show a number of reasons why ESL students speak their first language (Arabic, or any other) in their EFL classes. How often do these reasons apply to you when **YOU ARE** in your English classroom? Please tick the boxes next to each reason:

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- I use the L1 in my first class when I am explaining a new point in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the lesson to (a) particular student(s).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2- I use the L1 in my class when I want to chat with my students about</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>topics that may not be connected to class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3- I use the L1 in my class when I need to ask a particular question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to particular students to check comprehension of a point in the lesson.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4- I use the L1 in my class when I need to check the meaning of a new</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>word or concept during the lesson.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5- I use the L1 in my class because I cannot think of the correct word</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in English when talking to my students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6- I use the L1 in my class because my student(s) start talking to me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in my first language while we are working on a task.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7- I use the L1 during my class when I talk about personal things with</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>my students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8- I use the L1 In my class when I notice that my students have not</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understood the instructions of a given activity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9- I use the L1 in my class to show my students our belonging to the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>same culture so that they feel confident.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q6. Please read the statements below that show different opinions and preferences EFL students have about using their first languages (such as Arabic or any other) in **English classrooms**. Please indicate to what extent **you agree or disagree** with these opinions. Please tick the boxes next to each statement.

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- In English class, it is best to have a teacher who can understand students’ first language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2- Using my first language when necessary may not undervalue my personality in front of my class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3- I think my English class should have an “English Only Policy.” (This means only English is allowed in the English classroom.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4- As I am using only English, I feel my students are learning better the L2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5- I would like to speak my first language in my class only when I feel I need to.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6- It is not important to speak only the L2 in class as long as I notice my students are improving.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7- I prefer my students use their dictionaries and resources instead of translating words into the L1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8- Using the L1 to introduce (a) word(s) and to enable my students acquire vocabulary is not harmful for the overall class.

9- I should not use more often the L1 than I speak English in my class.

10- Using the L1 instead of English in class makes me feel nervous.

Q7. Do you think that using students’ mother tongue in EFL settings is beneficial?
   a- Yes  [ ]   b- No  [ ]

Q8. If yes, please justify………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………

Q9. Tick the Teachers’ percentage of mother tongue use in EFL class.

   5% - 30%  [ ]   71- 100%  [ ]

   31- 50%  [ ]   51%-70%  [ ]
Q10. Would teachers translate items into the L1 when students find it difficult to understand them in FL?

a- Always ☐

b- Sometimes ☐

c- Usually ☐

d- Seldom ☐

e- Never ☐

Section three: teachers’ perspectives on vocabulary acquisition

Q11. Using the L1 would be helpful for students to acquire vocabulary in EFL classes.

a. No ☐

b- A little ☐

c- Fairly much ☐

d- A lot ☐

Q12. Is acquiring vocabulary require the use of the L1 in EFL classrooms.

a. Yes ☐

b. No ☐

Q13. In either case, please justify…………………………………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..

Q14. Except the use of L1, do you use any other materials to teach vocabulary

…………………………………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..

Q15. When introducing new vocabulary items, what strategies do you adopt?
a. provide the item in its L1 version first? □  b. introduce the item in its L2 version first?

c. Introduce it in L2 then translate it into L1 □  d. introduce it in L1 then translate it into L2 □

e. elicit students to guess its meaning □  f. ask students to look for it in Dictionaries □

g. Any other strategy:

Q16. Do you support your vocabulary teaching with?

1- Word lists with English definitions. □

2- Word lists translated into the L1 □

3- Leave students to decide upon their own strategies □

4- Any other………………………………………………………………………………………………

Q17. Feel free to make or add any comment

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Thank you very much indeed
Résumé

L’utilisation de la langue maternelle a tout le temps posé problème dans le contexte de l’apprentissage d’une langue étrangère. Cette situation a engendré deux courants antagonistes : ceux qui sont pour l’utilisation de la langue maternelle (L1) ; leur argument est qu’elle est utile pour l’acquisition de la langue étrangère (LE) particulièrement pour l’apprentissage du vocabulaire. Les autres, i.e., ceux qui sont contre son utilisation en classe ; et ils considèrent que l’utilisation de la langue maternelle (L1) dans le contexte de l’apprentissage des langues étrangères reste un obstacle quant à l’acquisition de la langue étrangère (LE). L’étude s’engage, d’autre part, à déterminer les avantages et les inconvénients de l’utilisation de la langue maternelle, et pose la problématique suivante : l’utilisation de la langue maternelle dans les classes (LE) pourrait aider les apprenants de la langue étrangère (Anglais) à acquérir un vocabulaire conséquent de la langue cible.

Pour ce faire, il a été décidé d’adopter la méthode descriptive qui consiste à établir un questionnaire à l’adresse de 12 enseignants du cycle moyen. Les réponses de ces derniers constituent, en effet le résultat de cette recherche où les enseignants rejettent en majorité l’utilisation de la langue maternelle tout en rappelant qu’il existe d’autres moyens et stratégies pour savoir apprendre/acquérir le vocabulaire de la langue étrangère sans pour autant recourir à la traduction ou l’utilisation de la langue maternelle.