

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Ammar Thelidji University of Laghouat
Faculty of Letters and Languages
Department of English



The First Language Role in Foreign Language Writing Development
The Case of Third Year Secondary School Pupils in the City of Laghouat

A Dissertation Submitted in Partial Fulfilment of the
Requirements for Master Degree in English

Supervised by: Mrs, Korichi Souhila

Submitted by: Adel Lelmaya

Mossab Heraoua

2015-2016

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Ammar Thelidji University of Laghouat
Faculty of Letters and Languages
Department of English



The First Language Role in Foreign Language Writing Development
The Case of Third Year Secondary School Pupils in the City of Laghouat

A Dissertation Submitted in Partial Fulfilment of the
Requirements for Master Degree in English

Supervised by: Mrs, Korichi Souhila

Submitted by: Adel Lelmaya

Mossab Heraoua

2015-2016

Dedication

We dedicate this work to our parents and friends

Acknowledgements

We would like to express the deepest appreciation to our supervisor, Mrs, Koreichi for her priceless encouragement and guidance, and all the people who contributed in the fulfilment of the present dissertation; also, we would like to extend our appreciation especially to all our teachers. Our sincere gratitude is for our family who supported us.

Abstract

This work is a discussion of the phenomenon of language interference, specifically the positive transfer. This study aims to investigate the positive transfer of pupils' Arabic L1 into their written performance of the foreign language (English) by pinpointing their teachers' views about using L1 in learning L2. This study deals as well as with the ways through which we may benefit as much as possible from pupils pre-requisite knowledge to enhance their learning of foreign language. To this end, a questionnaire have been conducted to a sample of study which consists of 18 pupils from five schools in Laghouat city and 18 English teachers of the same schools, during the academic year 2015-2016. The results found after the description and analysis of the data indicate that although some teachers and pupils still have undesirable ideas about Arabic usage in written performance of English, many participants from both teacher and pupils have presented patterns and effective ways of using effectively Arabic in processing English writing.

هذا العمل عبارة عن مناقشة ظاهرة تداخل اللغات وخاصة التداخل الايجابي، وتهدف هذه الدراسة الى التعرف على كيفية تداخل اللغة العربية ل التلاميذ اثناء اداءهم للتعبير في اللغة الاجنبية(الانجليزية). و ابراز وجهات نظر معلميه حول استخدام هذه الظاهرة في التعلم و كذلك تتناول هذه الدراسة الطرق التي من خلالها يمكن للتلاميذ الاستفادة من مكتسباتهم القبلية لتعزيز تعلمهم. و لهذه الغاية تم اجراء استبيان لدراسة عينة تتكون من 18 تلميذا من خمس مدارس في مدينة الاغواط و 14 معلم للغة الإنجليزية في نفس المدارس خلال العام الدراسي 2016/2015. بعد وصف و تحليل البيانات، دلت النتائج الموجودة عل الرغم من ان بعض المعلمين و التلاميذ لا تزال لديهم فكرة غير مرغوب فيها حول استخدام مكتسباتهم العربية في اداء التعبير باللغة الانجليزية. الا ان العديد من مؤيدين هذه الظاهرة كمعلمين و تلاميذ قدموا انماط و طرق فعالة لاستخدام المعرفة العربية لأداء فعال في التعبير باللغة الانجليزية.

Table of Contents

Dedication	
Acknowledgements	
Abstract	
Table of contents	
List of tables	
List of abbreviations	
General Introduction	1

Chapter one: Theoretical Consideration of Using L1 in L2 Learning

Introduction	5
1.1 The First Language Concept	5
1-2-The Second Language	6
1-3-Language Acquisition vs Language Learning	6
1.4-Competency vs Performance	7
1.4.1Competency	7
1.4.2Performance	7
1.5. Contrastive Analysis and Error Analysis	8
1.5.1. Contrastive Analysis (CA)	8
1.5.2.1Contrastive Analysis Hypothesis	8
1.5.2.1.The Strong Version	8
1.5.2.2.The Weak Version	9
1.6.Error Analysis	9
1.6.1. Language Transfer	10
1.7. Markedness	10
1.8. Grammar Translation Method (GTM) in L2 learning	11
1.9. The Silent Way Methods in L2 Learning	11
1.10.Competency Based Approach in L2 Learning	12
Conclusion	12

Chapter Two: The Importance of the Mother-tongue in Foreign Language Writing

Introduction	14
2.1. The Relationship between Mother Tongue and Foreign Language	14
2.2. The Role of Mother Tongue in Foreign Language Learning	15
2.3. Behaviorist View about the Use of L1 in Learning L2	17
2.4. Cognitive View about Using L1 in L2 Learning	18
2.5. Contrastive Rhetoric Theory	18
2.6. Learners' Need to Mother Tongue in L2 Writing	19
2.7. Proponents of Using L1 in L2 Learning	20
2.8. Writing Strategies in Foreign Language Learning and L1 Role	21

2.8.1. Brainstorming	22
2.8.2. Mental Translation	23
2.8.3. Discussing the Writing Task in the Mother Tongue	23
2.9. Creative Construction Hypothesis	23
2.10. Common Underlying Proficiency Hypothesis in L2 Writing	24
Conclusion	26

Chapter Three : Questionnaires Analysis

Introduction	28
3.1. Method and Measuring Tools	28
3.2. Sampling	28
3.3. Analysis of Pupils' Questionnaire	29
Conclusion	36
Analysis of Teachers' Questionnaire	37
Conclusion	52
General Conclusion	54
References	56
Appendixes	60

List of Acronyms

F.L: First Language

S.L: Second Language

EFL: English as a Foreign Language

C.A: Contrastive Analysis

E.A: Error Analysis

GTM: Grammar Translation Method

CBA: Competency Based Approach

SLA: Second Language Learning

UG : Universal Grammar

MT: Mother Tongue

FL: Foreign Language

TL: Target Language

TN :Teacher Number

General Introduction

In the light of learning English as a Foreign Language (EFL), interference or linguistic transfer at various levels of linguistics may be viewed as the transmission of elements from one language to another which includes phonology, morphology, syntax, and the orthography of the languages. The influence of one language on the other has been a debatable issue and the main concern of several researchers in the field. They have been looking for the impact of the native language knowledge on second/foreign language learning. This influence is to be either negative, which hinders foreign language acquisition, or positive that facilitates learning. First language positive transfer while learning a foreign language is the concern of current study.

Dealing with language interference is selected because it is a worldwide phenomenon in the linguistic field. However, teaching English as a foreign language in Algeria is a challenge, where learners do not have enough opportunities to practise it. However, the challenge of the mother tongue's influence occurs to be a common matter because many learners of second language still think in Arabic and write in English. Since we are expected to be future teachers, such cases are unavoidable. Thus, this study comes out of concern to the positive impact of Arabic language in written performance of EFL students since it is observable and workable.

This study is an investigation of the Arabic language influence on English as a foreign language writing. In this respect, the focus is on positive L1 transfer. More particularly, this study examines the positive influence of L1 knowledge in learning L2. It sheds light on the criteria that affect this phenomenon. This study pinpoints the pupils' views about using Arabic as their L1 to transfer knowledge when learning English as L2, particularly while processing writing. Teachers' viewpoints, also, are investigated. Using two questionnaires as helpful measuring tools. To this end, the following two questions are of concern:

1- Does Arabic language influence English language learning?

2- To what extent do foreign language learners depend on their native language background?

Hypotheses are formed as follows:

1-Learner's previous knowledge has a remarkable impact in the process of learning a second language.

2- EFL students may use some **previous** strategies and ways of the mother tongue to bridge the gap with the second language.

The language interference phenomenon is a debatable subject in the field of language pedagogy. Despite its negative effects, researchers appreciate the role of L1's influence on L2 writing performance. However, second language learners do not come to the classroom with empty minds, but with a great deal of experience and knowledge, they would like to transfer while learning a new language. The first language has long been recognized as an important part in learning the second language. In applied language studies, the mother tongue plays an important role in EFL learning it has taken different views depending on which theoretical framework was in fashion. The influence of L1 on learning L2 has been clear pedagogy. Many researchers support L1 use to acquire L2. However, the transference of elements of one language to another at various levels of linguistics includes phonology, morphology, syntax and the orthography of the languages. Thus, written performance is one of the areas that view the positive transfer from one language to another.

Stapa and Abdul Majid (2006) discovered the effectiveness of using L1 to generate ideas for second language writing among low proficiency ESL learners. Before they start writing their essays in English, students, using the experimental research design, in the experimental group used Bahasa Melayu language (their L1) to create ideas. Depending on the paired t- test, two independent rates classified the essays and the scores are analysed. As a result, students, who used their first language, show a noticeable development in the writing performance to create thoughts before employing English for writing. Accordingly, they ask teachers to use the first language before writing in second language particularly amongst low - level proficiency ESL students.

Despite the studies claiming that the use of L1 will slow the transition to English and even hinder the development of thinking in English, many researchers suggest that it may actually simplify this process. For example, Auerbach (1990), at the Invergarry Learning Centre near Vancouver, describes an approach to teaching ESL. The experiment was about gathering a sample of written performance in which students express their lives in L1 or combination between their L1 and English. Then, with the help of bilingual instructors or learners the finding is translated into English to provide "*a natural bridge for overcoming problems of vocabulary, sentence structure and language confidence*" (cited

In Y. Shamash 2006: 72). This means learners came to school with considerable knowledge in which it should be taken into consideration by the teacher. The latter encourages and motivates students to express their ideas and thoughts.

The role of attitudes and motivation in the success of foreign-language study during adolescence is supposed to be necessary. This view is represented by Hakuta and D'Andrea (1990) who discover in one study of students of Mexican descent in Northern California, that attitude is a far better predictor of the extent to which the students maintain Spanish rather than how swiftly or how well they learn English. In addition, Hakuta sees that positive transfer might be experienced by a native speaker of Spanish (L1) in learning English in an attempt to distinguish between definite and indefinite articles because such a distinction also exists in Spanish.

In this study, we do not intend to go through all the arguments supporting L1 usage, but rather to fix some points that are conventional. Since learners do not come to school with empty minds, the teacher should remember the prerequisite existence of this knowledge. In addition, dealing with familiar words from mother tongue in learning L2 can have a positive attitude on learners. Techniques and strategies of L1 can be beneficial in written performance.

This study will be based on a descriptive method focusing on the students' and teacher's questionnaire. These tools verify whether L1 is helpful or not to learn L2. The data collected is analysed quantitatively and qualitatively to shed more light on the impact of L1's influence on L2 learning.

This study is divided into three chapters. In the first chapter, some theoretical aspects are being highlighted, that concern linguistic theories and methods of teaching like first language, second language, language acquisition vs. language learning, (English as foreign language) EFL and theories like Markedness and Inter-language theory, competency and performance, Contrastive Analysis and Error Analysis. In addition, a review to some approaches like GTM (Grammar Translation Method), CBA (Competency Based Approach), and the silent way have been presented. The second chapter deals with the relationship between L1 and L2 in general and the importance of the mother tongue in foreign language writing particularly. We attempt to cover the main concepts and theories that discuss the connection between the two systems. Whereas the third chapter is practical part. The researchers will investigate, through the questionnaires denoted to pupils and teachers, the influence of L1 on learning L2 i.e. it is concerned with the analysis of both results found in teachers' and learners' responses.

Chapter One

Theoretical Consideration of Using L1 in L2 Learning

Chapter One Theoretical Consideration of Using L1 in L2 Learning

Introduction

Teaching and learning a foreign language has experienced several shifts as a result to the ongoing succession of theories, approaches, and methods based on how a learner learns a foreign language. This chapter is a conceptual background that paves the way for further distinction between important elements in the process of learning a foreign language, and reports prominent approaches that have a relationship between the first and the foreign language.

1.1 The First Language Concept

In the field of teaching and learning English as a foreign language, primary language, and mother tongue are various names treated as a synonymous to determine the first language (L1) that any human being learns to speak and have not got a clear cut distinction (Bloomfield ,1933). In other words, it is the language that children are exposed to, and grow up with. However, if children are exposed to more than one language almost from birth, they may have more than one native language. In multilingual families, it can be two or over. The important aspect to define a language as first language is, that the child uses it on a regular basis, nearly every day in an ordinary way that does not have to be only one. The aforementioned terms are going to be interchangeably used as synonyms in this research.

On the other hand, the Mentalists' view can be seen from another perspective. Chomsky claims that the Universal Grammar (UG) is the creator of the child's knowledge of their mother tongue, which specifies the vital procedure that any natural language can take. As it has been said that:

'The facts of language acquisition could not be as they are unless the concept of a language is available to children at the start of their learning. The concept of sentence is the main guiding principle in child's attempt to organize and interpret the linguistic evidence that fluent speakers make available to him.' (cited in Islam ,2013 :5)

1-2-The Second Language

The history of the first language is an involved factor in the acquisition of the second language (L2), and both languages are interrelated. Non-native language are generally recognized as the additional language to the mother tongue that a person acquires. Richard (2005) defines it as any additional language that a person uses other than a first or native language (L1). Several researchers and linguists commonly have used the term (L1) to refer to a first or native language, and the term L2 to refer to a second language or a foreign language that has been studied as 'foreign language' after the mother tongue.

1-3-Language Acquisition vs. Language Learning

Both first and foreign languages pass by a process, in which they might be related but not identical. According to linguists, there is an important distinction between language acquisition and language learning. For example, (Judie. H 2005) proclaimed that the convenient distinction between them is that children acquire language through a subconscious process during which they are unaware of grammatical rules. In order to acquire language, the learner needs a source of natural communication focusing on the production of the utterances. On the other hand, Language learning is conscious process that results from the direct instruction of the language rules. This process is not restricted to particular learner's age. Although learners focus on the knowledge of the grammar rules; this does not necessarily results in good production of utterances (Silva, 2008).

On another perspective, **Tricomi** (2015) states that children who are acquiring a native language are in the process of language acquisition through interaction with their parents and the surrounding environment. This process concentrates on transmitting messages and delivering speech rather than on the form of their utterances in natural communication with the learners' innate mastery of a language that paves the way for language acquisition to take place. Whereas language learning occurs in the study of rules, patterns, and conventions when the second-language learner can use prerequisite rules to manipulate his language and consciously apply the knowledge gained.

1.4-Competency vs Performance

The two terms had long been a critical point to discussion, competency and performance earned several definitions throughout language teaching history. In the end of fifties, the appearance of Mentalists as opponent to previous theories like Behaviourism had revolutionized the field of language teaching in general and applied linguistics in specific. Many researchers had tried to draw the distinction between the two terms. For instance, Chomsky and Miller's (1963) clarification of the usage of these terms unlike Holiday's (1970) and Searle's (1962) views about the implementation of the two terms. The first gave much importance, to identify the two concepts, to the internal factors, whereas the second focus on the external factors.

1.4.1. Competency

Mentalists see that human knowledge is internal not external the brain, for example .It is included as a set of rules in the brain. Chomsky and Miller (1963:271) state that:

“The fundamental fact that must be faced in any investigation of language has the ability to comprehend an immense of sentence that he has never previously heard and to produce, on the appropriate occasion, normal utterance that is similarly understandable to other native speakers”(cited in Hamad 04)

Searle and Holiday rejected Chomsky's view of competence. They are against the extreme abstraction of sentences. In this respect, Holliday (1970:145), (As cited in Hamad 10) claims that:

‘Linguistsis concerned ... with the description of speech acts or texts, since only through the study of language in use are all the feature of language and therefore all components of meaning brought into focus.’

Thus, human competency is something acquired through practice and learning from the environment and does not exists in the brain as the mentalist proclaimed

1.4.2Performance

According to Chomsky, *‘performance is the actual use of language in concrete situation’* which means the verbal representation of inner capacity. Halliday when speaking of a *‘behavioural potential’*, on the other hand, demarcates competence. He makes the performance element more explicit, *‘When I say can do, I am specifically referring to the behaviour potential as a semiotic which can be encoded in language, or of course in other things too.’* (cited in Newby2011 : 06).

1.5. Contrastive Analysis and Error Analysis

Historically speaking, learning more than one language has seen considerable efforts by scholars in the field of applied linguistic studies. Thus, different theories were designed to manage this process; however, Contrastive Analysis and Error Analysis were created to enhance such process; learning second language.

1.5.1. Contrastive Analysis (CA)

Contrastive Analysis (henceforth CA) is related to behaviourism. Originally, CA got academic respectability thanks to the association to Behaviourism, and a theoretical foundation for the approach. CA attributes the capability to predict errors to a CA of two languages, a predictability that based on the degree of similarity between the two systems. As it stated by Charles Fries (1945):

“The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner. “(cited in Meisel 04)

Moreover, Robert Lado (1957),(as cited in Leonardi 40),states that:

“...those elements that are similar to this native language will be simple for him, and those elements that are different will be difficult.”

Comparing and contrasting elements from different systems may facilitate learning more than one language. Through diagnose of similarities and differences, learner could understand complicated thoughts.

1.5.1.1. Contrastive Analysis Hypothesis

CA has two different forms: CA a priori, which means the predictive or strong version. CA a posteriori is the explanatory or weak version.

1.5.1.2. The Strong Version

Problems of learning L2 can be predicted based on linguistic differences between L1 and L2. This view is well explained by R . Lado (1957 preface) states that:

“The plan of the book rests on the assumption that we can predict and describe the patterns that will cause difficulty, by comparing systematically the language and culture to be learned with the native language and culture of the student.”

We conclude from the above quotation that predicting those difficulties and problems that the learner may face in learning will enable building the useful material for him. This could be achieved

through a careful and systematic contrast between the mother language of the learner and the second language.

1.5.1.3. The Weak Version

The supporters of this form take several methodological approaches. Some of them, through observing L2 learning issues, claim that it can be clarified through linguistic differences between L1 and L2. This is the view of Schechter (Ramon Porridges 2009 :150).

“Learners of language A are found by the process of errors analysis to make recurring errors in a particular construction in their attempts to learn language B, the investigators make an analysis of the construction in language A, in order to discover why the errors occur.” (cited in Asma 25).

Accordingly, during the second half of the 1960s, several questions have been raised by critics concerning the main purposes of CA; the explanation and prediction of L2 learning problems. They started to realize that this approach left L2 learners out of consideration. Besides, the fact that there is no empirical basis for CA led to the emergence of Error Analysis (henceforth EA) and shifts of interest from CA to EA. EA is a type of a linguistic analysis that focuses on the errors that L2 learners make in order to analyse them, and investigate their sources.

1.6. Error Analysis

CA used to deal with the difficulties that learner may face during learning L2. However, experiential studies discovered that some errors that were not due to L1 interference could neither be expected nor explained by CA. Scholars gave much importance to EA , like Corder’s article 'The Significance of Learners’ Errors' (1967). Consequently, Error Analysis emerged as a theory and a method for teaching and learning. Corder states in this article ‘*The Significance of Learners’ Errors*’ that:

‘...the learner’s possession of his native language is facilitative and ... errors are not to be regarded as signs of inhibitions, but simply as evidence of his strategies of learning.’(1967:10)

Corder further distinguishes between *Mistakes* and *Error* in which the latter is systematic and inevitable, whereas, mistakes are deviations due to performance factors such as random slips of the tongue, memory limitations, in language learning. To confirm the resemblances between first and second language acquisition, Corder(1967:08) adds that:

‘...the key concept in both cases is that the learner is using a definite system of the language at every point in his development although it is not the adult system in the one case (first language), nor that of the second language on the other. The learner’s errors are evidence of his system and are themselves systematic.’

1.6.1. Language Transfer

Concerning the role of the mother tongue; language transfer, inter-language, contrastive analysis, competence, performance and Markedness theory are attached terms to the theories of learning a foreign language. So as the phenomenon of cross-linguistic influence in the process of learning a foreign language has long been frequently discussed topic. Lado (1957, p. 11) states:

“Individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture — both productively and when attempting to speak the language and to act in the culture and receptively when attempting to grasp and understand the language and culture as practiced by natives.” (cited in Sakel 04)

In Murphy’s (2015) research '*Second language transfer during third language acquisition*', language transfer is perceived as a strategy of producing a second language speech. Learners depend on their first language to fill a linguistic gap before a correct L2 acquisition has taken place. In this respect, language transfer is one of the crucial elements of language learning with the transfer of training, transfer of strategies, transfer of second-language learning, transfer of strategies, transfer of communication, and over generalization.

1.7 .Markedness

In linguistics, Markedness is used to define many areas of language study and the relationship between linguistic elements. Markedness refers to the way linguistic items are modified to give a special meaning. The terms 'marked' and 'unmarked' were originated by Nikolai Trubetzkoy, one of the Prague Schools’ members, in his 1931 article on 'Die phonologischen Systeme'. Trubetzkoy's conception of markedness originally applied exclusively to phonology, which discusses various relations within phoneme pairs, i.e. oppositions in which one member can bear a 'mark', while the other member lacks it. Markedness characterized by the presence of a phonological feature that serves to distinguish it from another similar phoneme lacking that feature. The normal meaning is embodied in the unmarked item. For example, the singular form is unmarked for English nouns. If we just say 'pen' that refers to the singular form. But if we add something to 'pen' (marking it), such as adding's' to the end, we can obtain the plural form: 'pens'. As it is presented by Hyltenstam (1984)

‘Unmarked categories from the native language are substituted for corresponding marked categories in the target language [...] marked structures are seldom transfer, and if they are transferred, they are much more easily eradicated from the target language.’ (cited in Asma 31).

The debatable subject of using L1 in learning L2 amongst scholars had a reflection on methods of teaching. Some methods are advocate to the usage of L1 like (Grammar Translation Method) GTM, Silent way, and (Competency Based Approach) CBA.

1.8. Grammar Translation Method (GTM) in L2 Learning

In the pre-20th century, teaching a foreign language was based only on grammar translation method that constitutes on massive use of L1 through presenting and discussing the text from the target language in the mother tongue to learn vocabulary items and grammar patterns (Malone, 2012).

'The grammar translation method is a foreign language teaching methodology derived from classical methods (sometimes called traditional) methodology in teaching Greek and Latin. The method requires that students translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists. The goal of this method is to enable students to read and translate literary masterpieces and classics'. (Asl et al.p17.2015)

According to (Zainuddin et al,2011), some teachers consider this method as the most effective way for learners that prepares them for comprehensive communication through reading and grammar. Whereas for others it helps the process to occur in least stressful environment through the use of learners' L1. The elements of this method are portrayed from its name; grammar-translation that pays attention to pronunciation, the focus is on more memorization of grammar patterns and lexical items via translating passages from L1 to L2 and reading.

Accordingly, the Grammar Translation Method is a deductive method that presents the rules and allows learners to exercise them by translation using L1 as a medium of instruction and explanation. Also it reduces the possibility of misinterpretation or misunderstanding and saves so much time in explaining since it translates directly to L1. Further, it does not need fluent teachers who can check their learners' understanding in L1. (Asl et al.2015)

1.9. The Silent Way Methods in L2 Learning

According to Zainuddin et al. (2011), The Silent Way is a language-teaching method established by Caleb Gattegno (1963), in which students are responsible for their own learning. Students are believed to be as initiators of learning and capable of independently acquiring language, while teachers remain silent much of the time. In this approach the teaching of initial reading of sounds are coded by specific colours. While the teacher models once, learners have the chance to work together to reproduce what has been modelled. This leads them toward correct responses by nods or negative head shakes. Gattegno (2012) simply says *'Why should I speak when my student can?'* This means to give the maximum space and time possible for learners to speak and encourage them to produce as much language as possible and be responsible for their own production of the utterance. This does not mean that the teachers must remain silent all the time. In this approach, the learner is expected to discover or create rather than to remember and repeat what has been learned. Problem solving is a crucial element in involving the learner during the learning situation to facilitate the process. The traditional methods such as translation and drills were not enough for Galeb, he considers the learner

as the principal actor, not a passive listener, involving the greatest amount of problem-solving activity to consolidate the memory by creativity and discovering activities.

1.10. Competency Based Approach in L2 Learning

Competency- Based Approach is seen as an attempt to make learners rely on their pre-acquired knowledge and integrates their own critical thinking strategies with their cognitive skills so as to achieve higher performance, Mulch (2010). Implicitly, teachers should involve the already learned skills and knowledge as competencies according to learner's needs, which also emphasises on the knowledge development and transmission. The competency Based approach is described as a constructive approach since it pushes learners to use their previously acquired skills to build new ones, in order to be able to implement it in real-life situations. Wherein, learners are actively involved in all aspects of the lesson. Similarly, Robert sees the relation between the prerequisite knowledge and the learners' needs as sources to be used in the process. Therefore, this approach attempts to implement the knowledge for which that knowledge is destined. That aims to enable learners to react in various situations in terms of listening, speaking, reading, and writing. It integrates all the knowledge and attitudes of learners to be communicatively and sociolinguistically competent. Finally, it seeks to bridge the wall between the classroom and everyday real life.

Conclusion

Throughout this chapter, we try to present relevant concepts concerning language-learning field. There have been efforts by linguistics to facilitate the understanding of L1 and L2 processes of learning. Historically speaking, new names and norms were created to identify notions related to the two systems in an attempt to find the appropriate way of acquiring or learning a language. Pedagogically speaking, due to the emergence of new schools and theories, new approaches and methods emerged too. Concerning language interference, for example, theories like Markedness, Contrastive Analysis, Error Analysis, and language transfer try to identify and diagnose this procedure of transformation. Although language interference in general and positive transfer in specific are still debatable, the mentioned theories and approaches can be complementary to each other.

Chapter Two

The Importance of the Mother-Tongue in Foreign Language Writing

Chapter Two The Importance of the Mother-Tongue in Foreign Language Writing

Introduction

Since there are countless evidences for, and against the function of the mother tongue, this chapter casts light on the importance of mother tongue in second language writing development in an attempt to valid the establishment of L1 as resource in a reliable way, and measures its effects in the process. Supporters of ‘bilingual approach’ tend to back their conceptions due to theoretical arguments and practical justifications that L1 has a facilitating role and does not hinder L2 learning. Meanwhile ‘monolingual approach’ advocates share the tendency to ignore the L1 role in learning L2. It is popular with strong evidence that L2 learners prefer the L1 use by their teachers seeing that exposure is not sufficient to learn L2 and native teachers are not better than non-native ones. Researches have shown that the first language of learners can play a useful role in some of these strands and the influence of first-language knowledge and strategies in learning a second language. This chapter attempts to identify those parts of a language course where there is value in using the L1.

2.1. The Relationship between Mother Tongue and Foreign Language

Several studies increase the attention towards the relationship between the mother tongue (MT) and the foreign language (FL) in the process of learning. This makes the task more difficult for teachers in order to choose suitable approach and style to link learners’ knowledge with their needs. According to Moinzadeh et.al. (2012), the foreign language and the first language have a solid connection, so both could be learned almost the same way in which L2 follows the same process as L1. For example, a child acquires the mother tongue through repetition, so it is the case for learning a L2 due to practice over and over. In the same manner, imitation and mimicry are crucial procedures for acquiring the L1 and learning the L2. Also, the natural order is applicable for both, because they start by listening then speaking; and after that there is a process of reading and writing as advanced stages of language development.

However, according to Chenu et.al. (2009), L2 learners have cognitive advantages, so that their mother tongue paves the way to learn L2 and helps to discover the role of grammar and vocabulary in constructing a new language. Both first and second language learners seek to produce meaningful utterances depending on their language experiences. Chenu et.al. (2009) assert that learners build their language upon preceding events and reproduce them in an utterance according to particular contexts; this view proposes that learners bring native strategies to the process of L2 learning considerable amount of knowledge. Learners depend on L1 more when confronting unfamiliar L2

vocabulary. They have a tendency to access to their L1 as they attempt to understand unknown situations and confirm their understanding by a direct link with the L1. This reliance on L1 is used by different levels of L2 learners (Jin, 2000). The relationship between L1 and L2 learning is not merely in translation, as Hui(2012) puts it, it is broader and far beyond this extent. It is constantly present in L2 learning that makes sense of their knowledge.

The second aspect of the relationship between L1 and L2 lies in the strategy of transfer. Mart (2013) indicates that learners shape their L2 cognition according to their native language then transfer it to the foreign language structures and content as well as literacy behaviors. He further confirms the advantageous use of this relationship between L1 and L2 that serves as tool to facilitate the process. Excluding L1 during L2 learning is a common tendency shared by modern teaching methods, in contrast to this reasoning; Mart challenges the rejection of L1 in the process and indicates that teachers should take into consideration learners' L2 proficiency to be more aware about their reliance on L1 when facing difficult situations. On the other hand, Leka (2012) admits that learners should be exposed to L2 as much as possible since teachers' goal is foreign language proficiency and make distinction between L1 advantages and disadvantages, because L1 has multifaceted implications in the process of learning L2.

Suzana (2013) in her research about L1 and L2 relationship claims that due to the similarities between L1 and L2 learning, the process becomes easier, i.e. those features facilitate developing the target language in contrast to the case of differences. This relationship is better explained in the following example provided by Silva (2008:15)

“When confronted with something new, whether it is a new food, a different kind of music, or just new information, it is natural instinct to look for similarities with things that are familiar.... This is certainly no less true when we set about learning a foreign language. It is not possible to learn a foreign language without relying to some extent on our mother tongue.”

Thus, L2 learners try to compare new items with already existed knowledge to map out their understanding and classify those items to retrieve them when needed.

2.2. The Role of Mother Tongue in Foreign Language Learning

It is increasingly discussed that the mother tongue could impede or ease learning the foreign language, and to what extent it has an influential role in the learners' mind to develop a foreign language. Shen's (2000) empirical study denotes the impossibility to exclude the mother tongue while learning a foreign language and he considers the former as a medium strategy in the process. Whereas language transfer is a central item in second language acquisition that helps learners clarify new items.

In addition to that, the role of the mother tongue is estimated as undeniable fact in the process. Shen stresses that in case of not enough foreign language knowledge; the learners rely on their mother tongue experience considering this option as a strategy in the process, so as to overcome the difficulties faced. This role is very important and productive.

Behaviourally speaking, the mind of foreign language learner is a 'tabula rasa', while he/she can support the process by transferring from the mother tongue. Despite the criticism about the role of mother tongue, Nation (2001) considers preventing the use of L1 as obliging a human being to see through only one eye. Cognitively speaking, the learner should recognize the meaning of L2 items and how to use them correctly. In this respect, Nation further admits the fact that recycling L1 knowledge of learners and apply it in L2 to be familiar with the content before writing about it helps learners to carry out a total understanding of the topic. Also this fact helps them to get rid of anxiety, motivates them and gives the chance to control their L2 vocabulary, in other words using the mother tongue as a mediator to achieve good written expression (Mohebbi et.al. 2014).

This fruitful use of the mother tongue assists learners cope with difficulties they might face in their tasks.

'the teacher is not in a position to sanction the learner's language use. The teacher's task is rather to assist the learners in their strive to make optimal use of their language and their learning potential. On the basis of this, mother tongue and foreign language learning should be dealt with as a continuum of complementary and cross referential learning experiences.' (Aase et.al.141)

Teachers should be aware about learner's knowledge and encourage them to use it correctly. In the recent years, there is an increasing shift of interest about the role of mother tongue in learning a foreign language. According to Craats(2014), the most efficient teaching tool emerges due to a comparison between the L1 and L2. It is even unfair to compose a textbook without comparing L1 and L2 in order to achieve well L2 performance, benefit from first language habits and ease the learning task.

Similarly, Morhan (2014) proposes that this role promotes the comprehension and aids the process. He also offers that the occasional use of L1 for low-level learners helps the teacher guide the classroom and manages the difficult or complex tasks, so that understanding occurs more rapidly, after explaining in L2. In such a situation, learners' L1 supports the explanation that helps them to compare the similarities and differences of both languages in several aspects. It allows them to access to higher level, clarify ambiguity and evaluate L2 words corresponding to L1 knowledge to build linguistic understanding.

Despite the growing tension towards the exclusion of the mother tongue, exposure to the foreign language is not necessarily productive. This argument as presented by Miles (2004) sees that a native teacher cannot remove the barrier of ambiguity in difficult situations that are in in urgent need for an interference of the mother tongue. Whereas L2 teachers are likely to be better and more adequate according to their experience in learning a foreign language.

2.3. Behaviorists' View about the Use of L1 in Learning L2

It is crucial to have a look at the theories for more understanding the whole concept of learning a second language. The behaviorist theory is one of the most recognized notions related to this study. Nevertheless, based on research studies about learning a foreign language, Malone (2012), for example, states that Behaviorist theory stands on habit formation guided by stimulus and response, so that a frequent use of certain stimulus shapes a habit.

In the same perspective, learning a foreign language is obtaining a range of new language habits in addition to the native ones. Shen (2000), in her work made this theory more evident, considering language transfer as facilitating and developmental stimulus for the foreign language learning, through mental translation of items from L1 to L2 in order to understand the content. Besides positive or negative reinforcement, the wanted behavior will be a habit. This concept is applicable for all human behavior and learning a foreign language. In a similar vein, the mother tongue paves the way for the foreign language with a strong connection between them that serves as a pillar in the process. Whereas all errors could be explained as interference (Jin, 2000).

Behaviorism, then, excludes mental processes such as intentions, feelings thoughts. It exclusively focuses on mind-external causes of behavior and observable stimulus. Second language learning as a part of the human behavior is learned due to conditioning and imitation, Kačán (2014). while errors are not welcomed in this approach because allowing them means more space to the development of bad habits that hinder learning L2. Kaim (2015) expects from teachers to be good models, since learning a foreign language is a habit formation based on imitation.

Accordingly, it is crucial to understand two major tenets in order to recognize the behaviorist view about the process of L2 learning. According to Silva (2008:) *'habits'* and *'errors'* are key notions for behaviorists since learning a language is a series of habits with errors. Firstly, she argues that the attachment of the stimuli with the response produces the habit; this production is automatic unless there are modifications in the level of the stimuli. She defines this association as follows:

“A habit was formed when a particular stimulus became regularly linked with a particular response, and the stimulus was said to ‘elicit’ the response. That is, the presence of stimulus called forth a response. If the stimulus occurred sufficiently frequently, the response became practiced and therefore automatic...The learning of a habit, then, could occur through imitation (i.e. the learner copies the stimulus behavior sufficiently often for it to become automatic) or through reinforcement”(16)

Stimuli and response are responsible factors in shaping a particular habit that happens due to imitation and reinforcement according to the frequent behavior. Moreover, Silva states that interference has a central place in behaviorist view. Whereas forming new habits involves shaping them from old ones due to L1 influence which is interference. To sum up, both L1 and L2 share the same stimuli but expressed in different responses. Whereas, interference is the source of errors when learners negatively transfer from the mother tongue. Thus, difficulty is likely to arise when L1 and L2 have differences which may also results in errors.

2.4. Cognitivists View about Using L1 in L2 Learning

The cognitive theory strongly contrasts behaviorist’s automaticity and unconsciousness practices towards L2. Unlike behaviorism, cognitive view allows L2 learners to use their cognitive skills to map it out personally. This creativity depends on referring to mental abilities by observing a pattern, then formulate particular rules. In this respect, errors are expected and tolerated to better understand the language rules considering errors as an indicator of language development.

Thus learners’ use of their knowledge strengthen their experience in language and fosters their ability to bridge the their needs with their practice as an automatic process. However, in the process of stimulus and response there is a gap in between called by Jin the ‘*black box*’ that was totally neglected by behaviorists and was the target of research for cognitivists. Cognitive notion focus on internal factors ‘mental process’that accommodates the performance (Shen,2000). This mentalist or nativist orientation was the stand for cognitivist

Foreign language development is not owned merely by the learner’s new knowledge; it is a mental interaction between the native and target language knowledge as an instrument in the process of learning it. Learning a second language is a mental phenomenon. “*Somehow L2 learning can and should be like learning our native language (L1)*” (O'Neill, 1998.1). Yet, the engine of L2 performance is the previous knowledge. This mental and conscious process involves a set of learning strategies linked to the relationship between L1 and L2 where the mind is a processor.

2.5. Contrastive Rhetoric Theory

The need of L2 learners for how to comprehend how to produce a well structured written performance is a frequent demand and a desired task from teachers. So that Contrastive rhetoric was

firstly introduced by the American linguist Robert Kaplan, claiming that L2 writing is a cultural phenomenon uses rhetoric transfer from L1 to L2 with different tendencies according to learners' choices. It studies the influence of learners' mother tongue in the process of L2 writing; it examines the differences and similarities between L1 and L2. It was first presented as a pedagogical solution to the problem of L2 composition and overcome the limitations of L2 thinking and an alternative options for learners in L2 writings. Matsuda (1997), for example, presents that Raimes (1983) invented "the paragraph-pattern approach" which aimed to give assistance in the task of L2 writing through writing a paragraph in L1, then analyze it to imitate it as a model and choose the appropriate ideas to produce their L2 composition. This textual organization is dynamic model for L2 learners and a pedagogical contribution as potential aid for their teachers that help them to notice the learners' cultural awareness. Nordquist (2016) defines contrastive rhetoric as :

'an area of research in second language acquisition that identifies problems in composition encountered by second language writers and, by referring to the rhetorical strategies of the first language, attempts to explain them....,contrastive rhetoric maintains that language and writing are cultural phenomena .'(1)

Contrastive Rhetoric gives possible sources for L2 learners to identify linguistic and cultural explanations as an influential factor in promoting learners autonomy and their organizational ability in learning development (Matsuda, 1997) supports that learners' cultural background strongly influences their productive performance. Contrastive Rhetoric observes L2 learner as a "writing machine," that reproduces pre-requisite patterns in L2 composition affected by linguistic, cultural, or educational background. But Kaplan (1989) warned L2 teachers that contrastive rhetoric is not a curriculum to follow and restrict learners' creativity.

2.6. Learners' Need to Mother Tongue in L2 Writing

Findings locate the positive role of L 1 in literacy skills through strategies and knowledge, upon the cognitive abilities of learners. Both teachers and learners of EFL admit and cannot deny the importance of vocabulary in learning a foreign language. Learners are not able to report any message without words, their tasks are meaningless and communication is impossible. But the question is how vocabulary is taught?

Pakzadian (2011) suggests several ways to teach vocabulary. L2 learners have L1 knowledge in learning a foreign language vocabulary; so, they relate the latter to comprehend the meaning of words. They rely on their native language experience to understand new meanings and their functions to restore them in the task of L2 writing. There is an attempt to learn L2 in the same way as L1. They use it as a mediator through employing well-developed vocabulary if the native language and represent their meanings in the foreign language. Noticeably, L1 grants a considerable influence in

learning L2 due to the amount of transfer from L1 to L2 and depend on L1 forms. While, most learners in different categories prefer to correspond L2 vocabulary with L1 package rather than forming a new schema for the new concepts.

Generally speaking, vocabulary is the core of learning a foreign language; the more L2 vocabulary has learned the more L2 is easier. Shen (2000) conducted a questionnaire about the use of Chinese in learning English as EFL, he concluded that the participants use a list of vocabulary for words in English and their translations in Chinese where it is noticed the heavy use of the mother tongue to cope with the difficulty of learning a foreign language. Following this reasoning gives us an idea of how learners deal with the foreign language. Following this reasoning gives us an idea of how learners deal with the foreign language. In a sense, that are aware about the difficulties in learning a foreign language, so that they use several techniques in order to produce effectively.

2.7. Proponents of Using L1 in L2 Learning

Supporting the use of the native language knowledge while L2 learning as an essential tool infavour of its rich resources, this determines the prevailing arguments of its advocates. Considering it as a stepping-stone in the process of learning a foreign language and developing, it is adequately.

Kaushanskaya (2011) admits L1 use to provide assistance in writing L2 tasks, and it is important to note that L1 communication in classroom has a lexicon function in learning L2 while using dictionary searches or translations which are encouraged by L1 advocates. Furthermore, L1 use provides cognitive values in creating valuable social interactions and gain control over L2 tasks to determine collaborative procedures. She confesses that good L1 vocabulary knowledge is associated with better L2 acquisition, as suggested in her findings that a good acquisition of a foreign language is correlated to efficient native language performance. In addition to that, gaining second language literacy depends mainly on L1 knowledge, while L1 phonological and cognition awareness mediate this relationship.

Moreover, Nazary (2012), as a supporter of the L1 effectiveness, believes that learning a foreign language is a cooperative task between learners and their teachers, showing that using L1 appropriately in classroom management and instruction is a productive exploitation of available means. Excluding L1 use instead of maximizing L2 exposure is a sin, and not necessarily fruitful. For instance, she appreciates the L1 role in helping learners accommodate their literacy skills, she adds that it is quite possible that restricting the thinking in target language only could decrease their creativity, neglects their experiences and limits their performances. Accordingly, she does not underestimate the use of translation and prefers generating ideas in L1 before writing in L2; whereas

she remarks a development in writing tasks using this strategy. She concludes that L2 beginner learners have an inner speech while thinking before writing or talking, so that inner speech occurs in their mother tongue. L1 culture enriches L2 learner's knowledge. Finally, in her findings she rises the awareness of the mother tongue and its importance for both teachers and learners.

In addition to the aforementioned views, learners in classroom are free to talk, to interact in their mother tongue. Proponents of L1 use clarify their claim of using L1 just in specific situations such as explaining grammar, mapping out the background of complex situation, giving instructions or checking learners' comprehension.

On the other hand, Suzana (2013) acknowledges the merit of L2 frequent use while learning it, but this does not mean to deprive learners from their culture and identity by preventing them from using their mother tongue or referring to its background. Avoiding L1 use has negative effects on them, i.e. have an inferior feeling about their background, what makes teachers lose the opportunity to employ the L1 positive role. Even more the use of L1 has methodological reasons, such as a key to present abstract ideas which are very complex for both teachers and learners to deal with, because learners feel frustrated if the teachers repeat again and again but they cannot understand a situation. She identifies that there is no total agreement about using L2 only in classroom, but she admits the dangerous effects in overusing the L1.

In a similar vein, Alavali (2013) urges teachers to fall back to learners' native knowledge and explain assignments in their mother tongue together with the feedback to motivate them and save time during complex explanations. This comprehensive use of L1 encourages learning in comparison to their previous abilities. In brief, it is illegal to deny the L1 role and take it as an obstacle to achieve good L2 performance.

2.8. Writing strategies in foreign language learning and L1 role

In developing a foreign language, learners tend to use a set of perceptual steps or techniques in order to promote the process and facilitate acquiring new knowledge. Different strategies are used according to different tasks, goals and stages of learning; whereas more strategies are used by more proficient learners. That what Šafranĳ (2013) indicates in his research, but most learners are not totally aware about the selection of beneficial strategies.

The following selected strategies are the most relevant to the current research and will be discussed after. First, learners can use metacognitive techniques for organizing their ideas, evaluating them then select the appropriate ones. Second, social strategies can also be used for participating with other learners in the classroom. Third, cognitive strategies are used for linking new information with existing knowledge then analyzing and classifying it to improve the skills. Forth, memory strategies for learning new information and

put it into memory and store it to use it when needed. Effective language learning depends on adequate selection of strategies linked to the purpose of learning and the nature of the task.

So far Šafranĳ recommends on strategy learning improving language performance while he urges the teachers to help their learners improve their learning style and set effective learning strategies. Wenden, (1987) defines the strategies as:

“strategies are often referred to as “technique”, “tactics”, “potentially conscious plans”, “consciously employed operations”, “learning skills, basic skills, functional skills”, “cognitive abilities”, “processing strategies”, and “problem solving procedures”.
(Cited in Jin.64)

Writing acquisition is a complex process that relies on several steps and techniques, however at the lower levels of proficiency in L2 learners who have limited lexicon or difficulty in expressing their ideas, so that, they can use the following strategies:

2.8.1. Brainstorming

It is a worldwide technique used by learners before a written task in L2, they recycle their knowledge and organize their thoughts which are related to the subject in their mother tongue then transmit them as L2 output (Shen, 2000). This transfer of knowledge is a positive transfer because learners’ native behavior can be applicable to L2 behavior as an efficient skill. To bridge the linguistic gap in written expression task low-proficient learners attempt to use their mother tongue’s strategies to serve their needs. Additionally, Shen concludes this fact as *“the less the L2 proficiency, the more the reliance on the mother tongue will be”*

Generally speaking L2 learners in their attempts to write they use several strategies to reach effective writing, for example transmitting a message not in its original language is a common strategy called ‘mental translation’, unlike the traditional translation this special one represent mental not written procedure where translation in this context functions when the learner attempts to write in a foreign language.

This inevitable reliance on L1 especially in early ages support L2 learners in different aspects such as : enhancing the task of memorizing facts and events, it helps them to store new information by linking it to existed L1 context, and it reduces anxiety and ambiguity represented in new situations this psychological reality is a beneficial strategy in writing development (Matsuda,1997). Mental translation helps to remove the barrier of writing effectively and smoothly in the target language. Before adequate L2 written performance functions, L2 learners fall back to their L1 knowledge as an aid.

2.8.2. Mental Translation

As a strategy of Chinese learners writing in EFL, Shen (2000) results that they do not translate word by word, nor write directly in English; they outline and arrange their thoughts in Chinese then write in English. L2 language proficiency is transferred through L1 knowledge, skills, and experiences in different settings. While Kavaliauskienė (2009) supports translation because firstly, it provides learners with authentic materials to rely on, then it induces learners' interaction to make the lesson a learner-centered and reinforce learner's autonomy.

“However good the students are at comprehending authentic reading or listening materials, the majority keeps mentally translating from L2 into L1 and vice versa. This fact makes teachers of foreign languages aware of the importance of translation in language classrooms.”(03)

One can notice that the GTM method is applied by translation to the mother tongue as an effective way to explain new meanings and as an effective strategy to maximize the extent of vocabulary despite the criticism of not using the mother tongue Nation's view shows the opposite and benefits from it in a positive way. Whereas, Kavaliauskienė prefers the use of a bilingual dictionary for lower proficiency learners.

2.8.3. Discussing the Writing Task in the Mother Tongue

It is argued that the mother tongue probably holds negative and positive results, but it serves as a cognitive function. In addition to the four basic skills of learning; listening, speaking, reading, writing, the translation is considered as the fifth skill in learning L2 that holds a vocational position (Kavaliauskienė, 2009). This skill is supported by some non-native teachers who argue that it is assistance and at the same time, it is a way to facilitate learners' comprehension and He urges teachers to translate the classroom tasks and activities in the mother tongue to validate the learners' experiences and encourage their L2 production

It is noteworthy for some teachers to announce that learning a foreign language should be taught by massive exposure to it and gaining time by avoiding the L1 use, therefore L2 learners are discontent about excluding their L1 in learning L2 and using L2 only. Moreover, they are eager to know the translation of items from L2 in L1 to master complex situations and use bilingual dictionaries or ask for further explanation from teachers in L1. Accordingly, other teachers feel that the ignorance of learners' L1 might threaten learners' identity (Jin,2000).

2.9. Creative Construction Hypothesis

EFL learners have already passed through the process of acquiring their first language, so this helps them to construct a system based on their knowledge in learning the foreign language. According to Kačán (2014), L2 learners consider L1 as a stepping stone, thus creative construction theory means that they learn it by approximation of the L2 and linking it to what they already know, rather than learn it just by a repetition or L2 exposure.

Much interest of researchers concentrates on L2 learner's production of the foreign language and effective language environment. Costantino (1999) believes that learners construct linguistic items according to cognitive growth as well as physical maturation. This theory is an innate system determined by Hammerl et.al.(2003) that all human beings are born with a mental mechanism in charge of hypothesis in learning L2 related to the mother tongue experience.

For Kaim (2005), the creative construction theory is a combination between the Innatist view that the learner is naturalized with a system in which Chomsky has called it language acquisition device (LAD), it is the mantel monitor responsible of acquiring languages, in addition to Stephan Krashan who distinguishes acquisition from learning claiming that the latter stands on three basic elements operate in parallel in learning L2, they are in sum explained as follows: 'The monitor' is responsible to adjust learner's mistakes and correct it according to their consciousness and age. While the language system is motivated by 'the organizer' that uses the faulty grammatical items as temporal constructions before the correct grammatical patterns, and organizes learner's errors in their production of utterances. As well as 'the filter' that works with learner's circumstances and influences such as anger, anxiety, motivation and social factors that affects learning L2. Accordingly, L1 has an effective role in L2 writing by employing its useful and positive effects, and that L1 is a priceless resource to use as a cognitive strategy. Writing in L2 is a bilingual task since L1 is always present in learners' repertoire and L1 is not a weakness it is strength, it supports the process.

2.10. Common Underlying proficiency hypothesis in L2 writing

It is thus necessary and helpful to actively employ L1 thinking in the process of applying the LA. Use of the L1 can not only contribute to the a better use of the LA, but will also allow students to write longer articles with better ideas and fuller meanings. At the same time, students can improve their language skills, and enhance self-confidence and determination to learn a foreign language so as to achieve the purpose of writing to learn.

Thinking in L1 before writing gives learners a coherent and clear integration to the task, so that learners benefit from brainstorming to recall past experiences in order to evaluate them and organize them according to their needs. This also helps in increasing vocabulary capacity and enhancing learners' ability to express their ideas in L2 patterns through transferring L1 knowledge choosing adequate L2 words. L1 is a mediator in the writing task that generates Learners' ideas and conceptions that gives them literacy L2 capacity. It also contributes to enable learners demonstrate their level.

In the context of L2 writing, Jianbin encourages L1 use as a mental mechanism that helps learns by using the following techniques:

- 1- Retrieving and retrospection: learners retrieve their experience to perform it in L2 tasks. They are ought to recall all their writing skills and techniques in order to have a rich content.
- 2- Analysis and understanding : learners understand the tasks by analyzing in their L1 to reduce anxiety then compare it to relevant topics, so that the requirements are easily understood and the composition is better presented (Learners can find what to write adequately for this topic)
- 3- Conceiving and Scheming : learners imagine in their L1 organize them, and summaries in L1 before finally listing their arguments and ideas in L2 considering L1 as a logical reference
- 4- Generating contents and deepening thoughts: learners' refer to relevant contents and generate their main concepts in a detailed manner using their L1 to enhance their thinking and strengthening their reasoning in L2. These details are available in L2 that reflects further reception and interconnection between the task and learners' reasoning ability.
- 5- Language use: In this step the learner should take into consideration the suitable words and expressions to transmit their thoughts in a coherent and convinced manner. They are free to use synonyms as a skillful way of writing.
- 6- Culture and affection : Culture and background are undeniable parts of learners' identity, so that, they can integrate personal attitudes relevant to the topic to produce their own opinions

Conclusion

To sum up, EFL teachers have different perspectives about the use of the mother tongue in the classroom. Some of them prefer 'Monolingual Approach' they totally exclude the use of L1, considering successful learning involves the separation of L1 and L2 in which L2 learning is the same process as acquiring L1 through highly exposure to L2 with a dominant use, these advocates consider L1 use as a lack of capability and a failure to convey the message in the target language. Other teachers are the followers of the 'Bilingual Approach' by fair means use the L1 smoothly, 'bilingual approach' gained support by scholars and researchers seeing that this exposure to L2 is not necessarily productive and the use of L1 has positive results. But the 'Balanced Approach' presented by Nation (2003) stands in a middle position between the previous approaches, it seeks to wisely use the mother tongue not in an inferior way to L2, but at the same time it is the teacher's task to encourage the use of L2 and promote learners' proficiency in L2. The latter approach appreciates the role of the mother tongue but also realizes the importance of using the target language in the classroom. However the opposition of monolingual and bilingual teachers blends both of them focusing on the target language in order to fall back to learners' mother tongue when needed since it is productive and essential tool. This proves that L1 does not hinder L2 learning, nevertheless it facilitates the task.

Chapter Three

Questionnaires Analysis

Chapter Three Questionnaires Analysis

Introduction

This chapter is practical, in which we present the method and process used for the research. It starts by describing the methods, the measuring tools of the study, and the samples selected to be investigated. An analysis and description of the questionnaires that have been devoted to secondary school teachers and third year students of foreign languages at some secondary schools are presented. There are different aims behind this descriptive research. First, we want to discover to what extent pupils depend on Arabic to enhance their writing performance, and, whether it is a helpful means or not. Second, how teachers deal with this debatable subject.

3.1. Method and Measuring Tool

A description method is used to conduct this study. This method is utilized for a better understanding of the role of L1 in foreign languages learning, particularly writing skills. To this end, two questionnaires are administered. First pupils' questionnaire is to gather data about pupils' want of using of Arabic, and how they deal with their previous knowledge (L1) while writing in English. It is devoted to third-year students at secondary school. The schools selected include El Imam Ghazali School, Omar Dhaina School, Djoudi Belgasem School, and Lhadj Issa Aboubakar, and Emoukawama Eshabiya .this questionnaire is composed of 15 questions. Second, to know more about how teachers deal with such an issue in their classroom, teachers' questionnaire is designed to a randomly selected sample of EFL teachers at the same secondary school. This study is conducted during the academic year of 2015/2016.

3.2. Sampling

For Pupil's questionnaire, the sample consists of eighteen (18) participants, in which we took 1/10 of each third year class. Most Laghouat secondary schools include one class of foreign languages. The pupils total is about two hundred (200) i.e. each class is around forty pupils. The selection of

pupils was randomly done in which their ages were mostly from 17 to 19 years old and most of them were girls. On the other hand, we address questions to 14 teachers from the same mentioned schools. Most schools consist of four to five teachers of English language, and we took four from each school taking in account teaching experience, age, and gender. The questionnaire was delivered after being verified and validated by three teachers from the Department of English Language to obtain -2016.

3.3. Analysis of Pupils' questionnaire:

Item one: Are you able to translate an Arabic paragraph into English?

Responses	Number (out of 17)	Percentage
Yes	17	100 %
No	00	00 %
Total	17	100 %

why?.....

According to the collected data above, all the pupils, who participated in this research, aged from 17 to 19, one male and seventeen female. They are able to translate an Arabic paragraph into English. These results indicate that pupils are aware of the different components of each language so that they can use their previous skills to write a well piece of writing.

Item two: Do you get better scores when you translate ideas from Arabic into English?

Responses	Number (out of 18)	Percentage
Yes	16	88.89 %
No	02	11.11 %
Total	18	100 %

why?.....

According to the results obtained, the majority of the pupils show that using Arabic helps them to get better scores when they translate ideas from Arabic to English. Getting better scores is a concrete reason that supports the use of Arabic to enhance pupils' achievement in foreign languages' writing. These pupils always depend on Arabic whether silently or loudly, sixteen of pupils depend on Arabic to get better scores.

In their thinking, statistics is the only way to recognize whether Arabic has an effective role or not. Since the majority of pupils got better scores, we can conclude that, it would better for the rest of pupils to use Arabic in order to enhance their writing performance.

Item three: Some teachers may forbid completely the use of Arabic.

Responses	Number (out of 18)	Percentage
Agree	09	50 %
Disagree	08	44.44 %
Uncertain	01	5.56 %
Total	18	100 %

Why?.....

Out of the total number (18), nine (09) of the pupils respond by (yes) we do agree with the teachers who may forbid completely the use of Arabic. Four pupils support their view by adding that forbidding the use of Arabic enables them to pronounce and learn English well and easily. Whereas others have different views .Two of them see that teachers want them to learn, only English-English and only English language should be allowed in EFL. Another pupil said *'learning language should be directly by using it in order to make sure that it is well thought to students.'* Two others, however, agree without justifying their choice, and one remains uncertain

On the other side, about half of the pupils, (8 pupils), disagree with the teachers who may forbid completely the use of Arabic understanding. Three of them claim that they sometimes do not understand, so that using Arabic language helps them to. Other three pupils see that there are some difficult words and ideas in English, that can not be got by English. Thus, they should be translated into Arabic, while two others disagree without any comment.

Based on the results above, the study shows a balance between pupils' views of forbidding the complete use of Arabic by the teacher. For the ones who are with the use of Arabic, one should consider their interest since they do not have choice i.e. sometimes they can not understand only if they use Arabic (L1), otherwise they may lose the whole lesson. Others are against using Arabic at all .However; using Arabic from time to time will not decrease the learning of English language.

Item four: Do you use “English- Arabic and Arabic-English Dictionary”?

Responses	Number (out of 18)	Percentage
Yes	13	72.22 %
No	05	27.78 %
Total	18	100 %

why?.....

Concerning the use of “English- Arabic and Arabic-English Dictionary,” out of 18 pupils, 13 chose (yes). They presented different reasons. Seven used to use dictionaries to explain words and meanings, three of them to learn new vocabulary in writing and speaking, and one uses dictionaries only at home not at school to check some words’ explanations. One pupil said that ‘*I use dictionary to make my sentence clear with a correct form*’. Another pupil has no comment.

One pupil uses English-French, however, in order to improve his level of foreign languages. Other two pupils do not use it because they can understand most of the time, and the dictionary does not help them. One does not use any dictionary because he is not sure about the meaning while another pupil claims that he does not have a dictionary.

In fact, the teacher of foreign language should encourage the use of dictionaries. Nowadays, applications are available on the internet that includes tools of learning, one of which is the dictionary. One may download any type of dictionary that fits his needs via his/her sell-phones. In addition, this result proves that gestures and aids are not sufficient most of the time and pupils need direct explanation of some words.

Item five: How often do you use them?

Responses	Number (out of 18)	Percentage
Always	00	00 %
Very often	01	5.56 %
Sometimes	12	66.67 %
Seldom	01	5.56 %
Never	04	22.21 %
Total	18	100 %

Regarding how often dictionaries are used ‘sometimes ‘ was chosen twelve times , ‘very often ‘ one time , never ‘four times and seldom one time .“Sometimes” is the dominant choice in this question. This indicates that even teachers do not explain words in Arabic; students may check or need to confirm and compare their previous knowledge with the new one.

Item six: Would you advise other pupils to use Arabic to enhance English writing

Responses	Number (out of 17)	percentage
Yes	08	47.06 %
No	09	52.94 %
Total	17	100 %

why?.....

Eight (08) out of seventeen answers with “Yes” and the rest nine (09) reply with “No.” The latter includes six who have multiple comments. Five of them claim that Arabic does not help them always because some words are not clear in Arabic; so they need other tools. Moreover, it does not help them to get the exact meaning; translation might be incorrect, and they will be confused. One adds, ‘*writing in English will never be excellent if it not learned only in English*’ .Three of the answers, however, have no comment. Five of “yes “respondents share the same view of advising other pupils to use Arabic to enhance English. They claim that using Arabic helps them understand the correct meanings, explain difficult meanings, and learn more .Three of the “yes “respondents have no comment.

Staring from this balanced responses’ view of pupils, as can be noticed, pupils’ level plays an important role in learning foreign languages. Those who say “no” seem have a problem with Arabic not English .Thus; they are against advising others of using Arabic. Whereas eight pupils who say, “yes “could benefit from previous knowledge, and explain some difficult concepts and words

Item seven: Do you mind if other pupils refuse Arabic explanation?

Responses	Number (out of 18)	Percentage
Yes	17	94.44 %
No	01	5.56 %
Total	18	100 %

why?.....

The majority who respond by “yes” have mutual views. For example, four pupils do not understand. Six see that it is their right and their choice; they respect others’ opinions .In addition, some others refuse it totally; and they do not like Arabic explanation. Teacher may deal with pupils who have less English proficiency by using Arabic as soon as the majority are positively aware of this matter.

Item eight: Do you think it is suitable to correct tests and exams by using Arabic?

Responses	Number (out of 18)	Percentage
Yes	04	22.22 %
No	14	77.78 %
Total	18	100 %

Why?.....

As can be indicated, the majority of the participants have a negative response. Three of the respondents have no comment, four others answer “yes” they see that Arabic is their mother tongue and it should not be neglected. In addition, it is important and needed to solve some difficult concepts sometimes.

Fourteen are against using’s Arabic during exams’ correction. Their answers have different reasons. Some see that it will be a habit; the student will learn nothing; hence and it should never be used. Others prefer to correct test or exams by using English to get more information and to use it by time. Five said they will not learn in this way and every language has its specific words and way of writing. Thus, most pupils are against using Arabic to correct tests and exams. Indeed, Arabic should not be used very much, but if they do not get good scores or understand anything, it is not necessary to avoid Arabic use. Recently, Stapa and Majid(2006) in their work ‘The use of First Language in Limited English Proficiency Class: Good, Bad or Ugly?’ prove the effectiveness of L1 on generating ideas in L2 .

Item nine: Do you rely on Arabic to organise ideas in English?

Reponses	Number (out of 18)	Percentage
Yes	10	55.56 %
No	08	44.44 %
Total	18	100 %

how?.....

Out of the total number (18), ten of the pupils responded “yes” ‘*we do rely on Arabic to organise ideas in English*’. They stress by adding that it is easy to translate some ideas into Arabic and English to correct home works. Four have no comment. Yet, a number of eleven (11) other pupils respond by “No.” They claim that it is preferable to use adequate language adequate language to organise ideas rather than Arabic to highly understand and improve it. In addition, it is not sufficient for them to organise ideas and such translation may change the idea .Four others have no comment. Still using Arabic witnesses a big contradiction between pupils’ views. Despite that, it will remain an optional choice. If the ones who do not depend on Arabic use to organise their ideas in English, they will find the use of English only workable. This would be nice if not their views toward using Arabic is just a stereotype and it should be avoided.

Item ten: Are you planning to depend on Arabic to enhance your writing skills?

Responses	Number (Out of 18)	Percentage
Yes	11	64.70 %
No	04	23 .53 %
Total	15	88.23 %

why?.....

Eleven (11) pupils said that they are not planning to depend on Arabic to enhance their writing skills because every language has its expression of writing. Some of them argue that: ‘*I can depend on other language so I can use them*’. Alternatively, ‘*It does not make any change*’. Four pupils, however, have no comment.

On the other hand, just four pupils answered by “yes.” They are planning to depend on Arabic to enhance their writing skills because it is their first language and it helps them to write better while one has no comment. Six (06) pupils have no answer, however.

Item eleven: In which areas can Arabic help you to write well?

Results obtained from this opened-ended question vary in which some argue that it is helpful in general understanding; in writing expression, in dialogue, vocabulary, translation, expressing opinions, at any time and any place, and it is useful in learning Spanish, French, Germany.

Item twelve: Are you in favour of using Arabic in the classroom?

Responses	Number (out of 18)	Percentage
Yes	05	27.78 %
No	13	72.22 %
Total	18	100 %

why?.....

Thirteen are not in favour of using Arabic in the classroom for different reasons. First, they can understand without Arabic, because it is a lesson of foreign languages. Second, the teacher may does not like using Arabic. Third, the pupil himself appears to dislike using Arabic. Four others reply saying that they have to keep other languages out, if they want to learn any language. Meanwhile, four pupils are in favour of using Arabic in the classroom because they all understand Arabic in Laghouat society, and to understand well and to translate.

Item fourteen: How much do you believe using Arabic in your writing courses is beneficial?

Responses	Number (out of 18)	Percentage
Very much	03	16.67 %
Fairly much	01	5.56 %
A little	08	44.44 %
Not beneficial	02	11.11 %
Total	14	88.67

Why?.....

Eight (08) pupils believe that using Arabic in writing courses can be a little beneficial. If they use it they feel lost. Also, because they are not good in Arabic, and it should not always be used in specific time. Other three pupils have no comment, while four have no answer.

Three believe using Arabic in writing courses as very much beneficial, because they know all the Arabic words very well and this helps them a lot. Two believe that using Arabic in writing courses is not beneficial, because English has nothing to do with Arabic, and some prefer enhancing their

writing by French. Also, if they keep using Arabic they can't learn any language; they even advise pupils to learn English by English and teachers have to use English only when it is necessary.

Pupils presented a variety of comments based on their interests and level. Teachers concerning the use of Arabic must consider this challenging point. Since some do not know even Arabic, while others see it an effective means for a better understanding

Item fifteen: Can you add any comments about using Arabic in your English class?

Again, in this open-ended question pupils add different comments:

- 'I advise pupil to speak English even they commit mistake and the teacher would correct them, and they would never repeat them.'

- 'I would like to have an English teacher who neglect any language except for necessary courses'

- 'I use it to explain some difficult words'

- 'The Arabic can help us'

Two- 'I use Arabic when I don't understand'

'Yes, to succeed and to learn you have to speak each language in their time.'

In addition to pupils' wish of using Arabic to enhance their English, it seems to be beneficial that making pupils, by teachers, aware about the negative and positive effect of Arabic in learning English. This process is clear through contrastive analysis and error analysis in which differences are manifested between L1 and L2.

Conclusion

This questionnaire is planned to diagnose pupils' desire of using Arabic, and how they deal with their previous knowledge (L1) while writing in English language. Thus, fallouts show that most pupils reported positively about the use of Arabic language. However, in this EFL context, pupils with different levels of language proficiency presented different attitudes toward the L1 role. For example, all the participants are able to translate an Arabic paragraph into English, which help them to get better scores; also 72.22 % of the pupils use English-Arabic, and Arabic-English Dictionaries. On the other hand, we notice some statements against the use of Arabic in written performance, for instance 77.78 % of pupils see it is not suitable to correct tests and exams by using Arabic. Moreover, even they depend on Arabic in many cases, as we have mentioned, 72.22 % are not in favour of using

Arabic in the classroom. Therefore, pupils' view should be taken into consideration, i.e. it is the teacher's role of making them aware of using Arabic in the appropriate time.

3.4. Analysis of the Teachers' Questionnaire

Item one: Pupils' feedback in Arabic is worth than the one in English. Do you agree?

Responses	Number (out of 14)	Percentage
Strongly agree	03	21.43%
Agree	08	57.14%
Disagree	03	21.43%
Uncertain	00	00 %
Total	14	100 %

As it is shown in the table above, most teachers, eight (08) out of 14 agree and 03 strongly agree that Pupils' feedback in Arabic is worth than the one in English. Therefore, the selection of "topics" and 'modes', to pupils, will play an important role of forming specific piece of writing. Therefore, the teacher should integrate pupils' culture and knowledge to allow them expressing themselves and make writing process effective and interesting. Modern methods of teaching have given L1 much importance to enhance learning process. For example, CBA in which learners rely on their pre-knowledge and practice their own thinking strategies and their cognitive skills requisite to reach advanced written performance.

Item two : Do pupils depend on English exclusively when they ask or respond to questions?

Responses	Number (out of 14)	Percentage
Yes	03	21.43 %
No	11	78.57 %
Total	14	100 %

why?.....

According to the data collected, pupils cannot depend on English exclusively when they ask or respond to question. The ones who answer “No” (11 participants out of 14) presented different reasons. Four (04) of them said that it is because of poor vocabulary knowledge. Other five said that pupils do not depend exclusively on English because they feel shy to express themselves in front of classmates; their feedback in Arabic prevents them from using English exclusively. Another reason was the lack of basic English since the middle school; where pupils are not interested in foreign languages. Another reason behind the teachers’ negative choice can be the lack of practicing English in that; they use English only in class and depending on Arabic translation, which is very wrong. They also, are afraid of making mistakes in English or they are not self-confident or they have not thought how to use English when asking or communicating. Moreover, other two confirm that, as teachers, they do not depend on English exclusively. Sometimes, they are obliged to use Arabic words. Moreover, this happened, they argued, due to the lack of suitable vocabulary.

On the other hand, three (03) teachers out of (14) respond with ‘yes’ by saying that pupils are trained to answer in English as possible as they could, so it is a task they thought they had to do. Following the saying of Cook (1992) ‘*whether they want it to be there or not, the L1 is ever present in their L2 learners*’, this advocates teachers’ point of view of the existence of Arabic during learning English courses in general and writing in specific.

Items three: Can we depend on Arabic patterns as a constructive tool aiding learners to have access to a better and quick assimilation of English?

Responses	Number (out of 14)	Percentage
Yes	08	57.14%
No	06	42.86%
Total	14	100 %

why?.....

It seems from the result obtained above that most teachers are with the use of Arabic patterns as a constructive tool to aid learners to have access to better and quick assimilation of English. Their reasons merrily summarised as follows:

-‘The teacher speaks all the time in English, weak pupils feel lost and then forget disconnected with the teacher ;sometimes one word in Arabic makes things clear and understood., Pupils before using English as FL, they turn it up to the mother tongue Arabic, Maybe through translation, interpreting, writing, They see a hope when they can use Arabic, but as soon as they hear only English, they became strongly passive, Yes, we can, because Arabic is our first language, and it has a very important role in learning English, In explaining some new words, We sometimes need as teachers to give our learners equivalents in their Native language’.

Teachers, based on their experience, present different effective usage of Arabic pattern that they used to deal with. Most of the time, they saw that the usage of such pattern is obligatory because of pupils needs and due to the complexity of some words in English.

For those six (06) , who answered with “No”, they defended their opinions by saying that each language has its own specific rules and patterns and the use of such component is not exclusively helpful .Some of their responses are as follows :

‘-It will not let pupils learn new English vocabulary and they will rely on their own language to express themselves in the future or try to translate literary, The two languages are different, they do not have the same pattern, therefore, pupils need to use English to a better assimilation even if they make mistakes and we have to encourage them to use it, Some illustrate with examples like the simple sentence in Arabic comes up with Verb+Subject+Object, while the simple sentence in English follows pattern (subject +verb +complement) i.e. two different systems also, Arabic is very different from

English .For instance, in Arabic we have Verb +Subject....but in English Subject +Verb. Therefore, if we depend on Arabic in teaching English will also depend on it when expressing themselves in English, Using Arabic (mother tongue) makes pupils think in Arabic, which is not beneficial to learn second language, Arabic can't be used efficiently when we deal with grammar.'

Accordingly, techniques and tools have emerged which could help to determine the most effective use of Arabic pattern in the English classroom like structures and similarity between concepts. Also, there appears to be a need for Arabic support at the lower levels. On the other hand, there are still opponent of using Arabic as a constructive role to enhance written performance of EFL learners.

Item four :Do you think learners' needs of a well-organized piece of writing can be accomplished by something we already know in Arabic?

Responses	Number (out of 14)	Percentage
Yes	09	64.29%
No	05	35.71%
Total	14	100 %

HOW

The results obtained indicate that nine (09) teachers out of 14 declare that learners' needs of a well-organized piece of writing can be accomplished by something we already know in Arabic. This is due to several reasons. One teacher of (21years of experience) comments on this question by saying *"we can't separate culture and language. Pupils have already a general background in Arabic in many similar themes that we ask them to write about. They just have to pay attention to the specificities of the target language (English)."* Another expert female teacher (27years of experience) added that these languages have some common points .e.g. The dual system (مثنى) in Arabic and in English .

Yet, the rest of teachers, whose teaching experience is between two till ten years, responded by "yes" and presented similar comments. They said that their knowledge in Arabic language could help in understanding English and learning it easily. Pupils already have examples and ideas about the topic and can help them to organise their ideas. Also, in terms of knowledge only, but not the use of words, learners may have ideas taken from their Arabic environment; it could be translated into

English, and Arabic is always their references. It is so hard for them to change that, maybe, because of the goals they are having for learning English and the effect of Arabic on English.

However, there are those teachers who still believe that learners' needs of a well-organized piece of writing can not be accomplished by something we already know in Arabic. Because of the writing in Arabic and English are not similar at all, and we can deal in English sessions with themes pupils did not or have not known before neither in Arabic nor in French. In addition, this way of teaching always leads to think in Arabic, which it is not helpful. Moreover, a good teacher can use pictures to enrich pupils' vocabulary. He can also use simple definitions and examples in order to provide them with new words.

No one can deny the Arabic interference in learning English in general and written performance in specific; but, since Arabic existence is unavoidable, according to the statistics mentioned above, we should give a considerable importance to the positive side in order to avoid the negative one.

Item five: Translation practice is an effective plan to make learners better equipped when involved in English writing process. Do you agree?

Responses	Number (out of 14)	Percentage
Strongly agree	02	14.28 %
Agree	07	50.00%
Disagree	04	28.57 %
Uncertain	01	07.15 %
Total	14	100 %

Again, most teachers' opinions are between seven (07), who agree and two out of 14 others strongly agree about practicing translation as an effective plan to make learners better equipped when involved in English writing process. Such comments have proved in other countries in which L1 plays an effective role to enhance the acquirement of L2. Latsanyphone (2009), by an empirical study of 169 students of a low proficiency level, confirms that through translation exercises, L1 can be effective in teaching vocabulary of L2 .

Item six :Do you think that explaining words in Arabic is more helpful and simpler than other techniques like gestures or pictures?

Responses	Number (out of 14)	Percentage
Yes	03	21.43 %
No	11	78.57 %
Total	14	100 %

Why?.....

As it is posted in the table above, the majority of teachers eleven (11) out of 14 are with the use of gestures and pictures at the expense of explaining words of Arabic. One teacher of them preferred the use of all techniques regarding of the topic, situation, and comprehension of pupils. Six teachers claim that explaining words in Arabic is the easiest way but the less efficient as far as increasing pupils' vocabulary. One teacher said *'Using gestures or pictures provides pupils with more synonymies, opposites also it leads to the use of Arabic constantly i.e. it will turn to an Arabic session not English one. Where pupils will count on that, they will not do any effort.'* However, always with the opponents of Arabic explanation, two other out of 11 teachers suggest that Arabic can be used to explain some words only if other ways seem useless (synonymies, pictures, gestures), and one teacher sees that Arabic explanation is simpler of course, but it does not help them as the pupils will forget it as soon as the word given in Arabic; if they spend time looking for it, and make an effort they want forget it. Moreover, one argued that the use of Arabic language makes students get used and they always rely and depend on it, unlike the use of gestures and pictures.

Meanwhile, the three (03) proponents of explaining words in Arabic is more helpful and simpler than other techniques like gestures or pictures, gaining quick understanding, especially, with abstract words.

Thus, teachers' responses to this question reveal a contradiction to pupils' desire of using Arabic to explain some words. Accordingly, if teachers saw that through these techniques pupils get better scores rather than Arabic explanation, they should make pupils aware of advantages and disadvantages of the way they are acquiring language, to prevent pupils from the loss of the whole session.

Item seven : Do you allow students to respond in Arabic?

Always	Very often	Sometimes	Rarely	Never	Responses	Total
0	0	06	07	01	Number	14
00 %	00 %	42.86 %	50 %	7.14 %	Percentage	100 %

Teacher’s responses are centred between” sometimes” and “rarely.” This indicates that despite the fact that the lesson should be in English, pupils still rely on Arabic to express their thoughts. Involving the pupils into the lesson is the crucial goal in the learning process; therefore, the teacher may translate pupils’ expressions from Arabic into English. Hence, pupils will be able to correct such a problem by thinking in English or being effectively aware of a drawbacks while writing in English.

Item eight: Do you use Arabic patterns to explain parts of speech in English?

Responses	Number (out of 14)	Percentage
Yes	08	57.14 %
No	06	42.86 %
Total	14	100 %

why?.....

More than the half of teachers eight (08) out of 14 answer “yes”, and six answer “no.” The first gave examples about the similarities between the two languages, and where it is beneficial about pupils’ pre-requisite knowledge. One teacher of 8(seventy-two years of teaching experience) argued that some elements in Arabic can be helpful to explain words and concepts in English, especially in grammar e.g.: ظرف مكان. الحال. مبني للمجهول. ظرف مكان. الحال, which they have alternatives in English. The remained seven answers round in the following ideas in which sometimes it is hard to explain to some pupils the intended meaning, so using Arabic patterns help the teacher to give the correct information, when it is necessary to understand but only orally, and to facilitate the process of learning. On the other hand, three of the six teachers who answer “no” say that it is very rare situation when pupils are very weak. It is useless to teach English as a target language, and it is easy to use pictures or examples in

order to present a lesson about parts of speech. The other three teachers have no comment. Thus, it is a worth noticing here again that most participated teachers could use Arabic pattern to facilitate some complex thoughts and grammar structure.

Item nine: Using Arabic has a psychological effect on the learner, do you agree?

Responses	Number (out of 14)	Percentage
Strongly agree	01	7.14 %
Agree	09	64.28 %
Disagree	02	14.29 %
Uncertain	02	14.29 %
Total	14	100 %

As it is indicated above, nine (09) of 14 teachers agree that using Arabic has a psychological effect on the EFL learner, and one teacher strongly agree with the fact. Two (02) teachers, however, disagree with the fact that using Arabic has a psychological effect on the learner. While two (02) other teachers are uncertain. Again, most teachers agree that using Arabic has a psychological effect on the learner. Nation (1990), for example, states that the separation of mother tongue, during learning L2, has a harmful psychological effect on learners. Therefore, it is preferable from time to time to use Arabic especially with low proficiency level and beginner students.

Item nine: Do you think the more mastering Arabic, the better English structure would be acquired?

Responses	Number (out of 14)	Percentage
Yes	03	21.43 %
No	11	78.57 %
Total	14	100 %

why?.....

Three teachers of 14 said “yes” that the mastery of Arabic language fosters English structure acquiring. Because Arabic is a rich language vocabulary compared to French and English, and although there is such cases but not always. Eleven (11) teachers of (14) said “No” justifying their view as they argued with different arguments such as ‘-learners acquire English structure from movies, series, and music by native speaker.’ one said.

While others claimed that, the two languages are different: ‘-Mastering Arabic does not result in better English structure; the British people do not know Arabic but they master their language’.one proclaimed. Two teachers argued that would be ‘no relation at all .as the second language is a Latin one this could be said on French or German maybe as they may have the same structures .’ Furthermore, three other teachers add that ‘-It has nothing to do; there are pupils who are poor in Arabic but speak and write English with fluency according to their interest’. Sometimes Arabic seems more different to acquire than English’, and ‘Each should be thought separately.’

In sum, most teachers are against the idea of reliance between the competencies of the two languages. This fact Strengthens Ellis’ (1985:40) view that “ *While the learner's native language is an important determinant of second language acquisition, it is not the only determinant; however, and may not be the most important. But it is theoretically unsound to attempt a precise specification of its contribution or even try to compare its contribution with that of other factors* ” .

Item eleven: Less proficient learners of English switched to Arabic more frequently than more advanced ones during their writing process. Do you agree?

Responses	Number (out of 14)	Percentage
Strongly agree	02	14.29 %
Agree	08	57.14 %
Disagree	01	7.14 %
Uncertain	03	21.43 %
Total	14	100 %

Why?.....

It can be displayed observe, eight(08) of 14 teachers agree that less proficient learners switched to Arabic more frequently than more advanced ones during their writing process. They saw that pupils tend to think in Arabic, which helps them feel confident; also, pupils think in Arabic and write in Arabic that can not follow the language pattern of English, and Because of basis, which is not strongly in the middle school. Similarly, the one who disagrees states that pupils lack proficiency in finding their vocabulary and the correct structure. They can not find their words and can't express themselves in English. In fact, they try to translate their thoughts from Arabic to English according to their interests.

On the other hand, only one teacher disagrees that less proficient English learners switched resortedto Arabic more frequently than more advanced ones during their writing process, because each language has rules that are more specific and patterns. Three teachers were" uncertain" for different reasons. First, excellent English pupils sometimes can not prevent themselves from jumping from Arabic to English or vice-versa. Second, it is due to the limited luggage of pupils' Knowledge.

Thus, the majority of teachers agree on the statement that less proficient English learners switched to Arabic more frequently than more advanced ones during their writing process. It is a valuable comment for teachers, who are against the use of Arabic, to turn on the Arabic effect from negative to positive one and seize the chance.

Item twelve : In the brainstorming activities, pupils who generate ideas using their L1score better than those who depend only on English to generate ideas. Do you agree?

Responses	Number	percentage
Strongly agree	01	7.14
Agree	06	42.86
Aisagree	05	35.71
Uncertain	02	14.29

Based on the above findings, teachers responses are approximate, six (06) of 14 agree, one (01) strongly agree, five (05) disagree, and two (02) uncertain. For the ones who disagree or uncertain about the statement above '*brainstorming activities, pupils who generate ideas better than those who depend only on English to generate ideas*', we can say that in recent studies, such techniques are workable and successive. Stapa and Abdul Majid (2006) prove that brainstorming activities or pre-

writings techniques are related to the long-term memory, to the mother tongue or stored knowledge. Therefore, one cannot reject Arabic reservoir of knowledge.

Item thirteen: Do you feel that your pupils are motivated to write in the English language when you introduce the lesson in Arabic?

Responses	Number (out of 14)	Percentage
Yes	04	28.57 %
No	10	71.43 %
Total	14	100 %

why?.....

Concerning the psychological side, ten teachers (10) out of 14 said that pupils are not motivated to write in the English language when introducing the lesson in Arabic .Yet, four other teachers (04) respond by “Yes.” On one hand, For the teachers who said “No”, one teacher asserts that the pupils will be motivated only when teachers tell them to feel free, to ask and to translate their words from Arabic into English. It will be is also more motivating if you let them use Arabic –English dictionaries. Another teacher adds: *it is because even if we try to explain some words in Arabic, they have a lack of vocabulary (most pupils) they can't build their English sentences correctly.* Moreover, in introducing the lesson in Arabic, another teacher says *‘I have never introduced a lesson in Arabic’*. Other three teachers of 10 see that it depends on the level of pupils’ motivation. Other two teachers claim that this is because writing in English needs vocabulary and their words in English. Therefore, introducing the topic in Arabic will make it more different and the pupils will be stressed and say they will not find the correct structure and words when writing in English; therefore, introducing the lesson in English enriches their vocabulary. Finally, another opponent teacher argues that *‘Arabic and English are two different language systems. When the pupils get used to Arabic, the teacher may find difficulties later because his students will not understand unless he uses Arabic.’*

On the other hand, four teacher teachers said “yes”: pupils are motivated when introducing the lesson in Arabic, because it is easier to get involved in the topic and this helps the learners use their previous knowledge. Also, they understand more, and feel involved more in the lesson so using Arabic or their L1 is useful.

To sum up, the majority of teachers are against introducing the lesson in Arabic. However, *“Starting with the L1 provides a sense of security, and validates the learners’ lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English.”* (qtd in Schweers 1999:02).The latter argues that, in a study conducted about the use of Spanish in English learning class, (88.7%) of participants in his experiment are in favour with the use of Spanish to learn English . The case which is not felt in the result obtained in this study.

Item fourteen: Do pupils ask you to use Arabic.

Responses	Number (out of 14)	Percentage
Yes	11	78.57 %
No	03	21.43 %
Total	14	100 %

why?.....

Eleven teachers (11) of fourteen (14) said ‘Yes’ concerning the question ‘do pupils ask you to use Arabic ?’. They present different evidences, like using Arabic in specific may situation facilitate the English learning process. One teacher said: *‘-sometimes they feel lost when the teacher uses only English , and it is better to avoid it when the pupils ask.’* Another two teachers proclaimed that *pupils aske teacher to use Arabic ‘because they don’t want to make effort to find the meaning and structure in English, andthere are some new words that they want to know their meaning in Arabic. Moreover. they don’t use dictionaries’. And ‘to clarify more the word sense’ which is natural to feel at ease using ones mother tongue , but it does not mean it is good for their learning .on the contrary they will be slave to this kind of assumption another two teachers added.*

Again, three teachers are against using Arabic to motivate pupils, this due to the use of dictionaries by pupils, also the always try to simplify as much as they can without appealing to Arabic

We guess from the findings above that mastering L1 is a required task for teachers of foreign languages. Pupils try to link their previous knowledge with the new one. There are suitable techniques that may fit this task such as equivalence and literal translation.

Item sixteen :How often should Arabic be used in the English writing courses?

Responses	Number (out of 14)	percentage
Never	03	21.43 %
Rarely	07	50 %
Sometimes	03	21.43 %
Fairly frequently	01	7.14 %
Total	14	100 %

Teachers' reaction to the use of Arabic in English classes seems different. Seven teachers (07) out of 14 preferred the rare use of Arabic in the English courses rarely. Other three teachers (03) said that Arabic should never be used in the English courses, while other three teachers (03) are with the use of Arabic in the English courses, from time to time. Noticeably, one teacher (01) said '*that Arabic should be used frequently in the English courses.*' Thus, as says, '*teachers should use English where possible, and L1 when necessary*' (Cited in Nabil 2009:05) i.e. it is up to the pupils understanding, teachers will use Arabic where it is needed

Item seventeen: When is it suitable to use Arabic in English class?

Items	T.N	Responses and Number		
		Agree	Uncertain	Disagree
To explain difficult concepts	N	08	04	02
	P%	57.14 %	28.57 %	14.29 %
To introduce new material	N	02	11	1
	P%	14.29 %	78.57 %	7.14 %

To summarize material already covered	N	01	11	01
	P%	7.14%	78.57 %	7.14%
To test	N	03	07	02
	P%	21.43 %	50 %	14.29 %
To joke around with students	N	09	03	02
	P%	64.29%	21.42%	14.29 %
To help students feel more comfortable and confident	N	10	02	02
	P%	71.43%	14.29 %	14.29 %
To check for comprehension	N	10	04	
	P%	71.43%	28.57 %	
To carry out small-group work	N	02	10	01
	P%	14.29 %	71.43%	7.14%
To explain the relationship between English and Arabic	N	10	01	03
	P%	71.43%	7.14%	21.43%
To define new vocabulary items	N	04	09	01
	P%	28.57%	64.29%	7.14%

Teachers responded notably higher on the following uses of Arabic language. Eight teachers (08), believe that it should be used to explain difficult concepts, while ten teachers (10) to explain the relationship between English and Arabic, other ten (10) of 14 choose to use Arabic to check for comprehension, another ten teachers (10) to help students feel more comfortable and confident, and nine teachers (09) to joke around with.

In addition, few agree of the following the usage: four (04) to define new vocabulary items, two (02) to carry out small-group work, (03) to test, (01) To summarize material already covered , two To introduce new material. On the other hand, considerable number of teachers was “uncertain” toward different use of Arabic. Nine teachers (09) use Arabic to define new vocabulary items, ten (10) to carry out small-group work, seven (07) to test, and eleven (11)to summarize material already covered; to introduce new material. Whereas the remained items were less chosen. Four teachers (04) to explain difficult concepts; to joke around with students; to help students feel more comfortable and confident, one teacher to explain the relationship between English and Arabic, other six teachers (06) use Arabic to check for comprehension.

Regarding the suitability of using of Arabic in English courses, few teachers between one (01) and (03) three disagree about the fact. According to findings , fourteen teachers (14) agree on 69 time on the presented items , were uncertain 67 time and disagree fourteen time .We conclude that although there are a negative transfer in many cases, but this can not neglect the use of Arabic in more than a situation. In addition, we can benefit from the mentioned experience i.e. where teachers highly agree on specific items.

General Comments by the Participated Teachers:

Valuable comment can be taken into consideration by teachers .one of the teachers said: ‘We use 11 to help pupils in new vocabulary. But don’t give them the habit to speak and to think in Arabic (speaking and reading will help them use English language)’ this indicates that using Arabic, regarding the negative effect , maybe useful to some extent. Similarly , another two see that ‘*Using Arabic is obligatory or pupils would rarely (or never) respond .and there is a lot yet to00 say*’, and ‘*EFL generally needs the support of a mother tongue or a second or a second language pupil’s master more*’ ,whereas another one proclaimed that ‘Writing is a productive skill which needs knowledge and preparation that acquired through other skills (speaking and reading). Therefore, it needs to be explained and learned just in English. To be objective in the this debatable topic, according to another teacher ‘*Using Arabic in teaching writing should be used wisely in some specific* ‘

Conclusion

This questionnaire was designed to check whether teachers are in favour of using Arabic in English writing process and to identify the effective usage of it. Results obtained indicate that despite cautiousness about the use of Arabic many times; we notice that teachers' responses enhance the use of Arabic in many cases. According to the majority of participants, using Arabic has a psychological effect on the learner; sometimes teachers depend on Arabic patterns as constructive tool aid learners to have access to a better and quick assimilation of English. Also, learners' needs of a well-organized piece of writing can be accomplished by something we already know in Arabic. In addition, Translation practice is an effective plan to make learners better equipped when involved in English writing process. On the other hand, they are against the usage of Arabic in English class; we discover some weakening points or ineffective use of Arabic according to the same sample of participants. Teachers think that mastering Arabic does not mean acquired English structure as well. Furthermore, the majority of teachers prefer explaining words through techniques like gestures and pictures at the expense of using Arabic. However, this keeps the debate over using L1 in general and Arabic in specific.

General conclusion

General Conclusion

Throughout this research, we have attempted to highlight as much as possible the main concepts related to the influence of Arabic on learning English in written performance. Theoretically speaking, we tried to discuss the relationship between L1 and L2; also, have always been focusing on the methods and theories that support our point of view. Furthermore, we investigated through questionnaires, for both teachers and pupils of secondary school, the use of Arabic in written performance in English.

Firstly, an attempt is done to discuss the process of language acquisition and learning and manifest the strong and the weak points of this development. Historically speaking, interconnection, through learning and reading more than one language, between the two systems lead to the appearance of schools and theories; hence new concepts were discovered in the field of applied linguistic studies, like Markedness, Contrastive Analysis, Error Analysis, language transfer and Inter-language.

Secondly, based on the mentioned terms, and in the light of the main theories related to foreign language learning, the relationship between L1 and L2 is highlighted, in an attempt to diagnose language transfer in general and the positive one in specific, and pinpointing the importance of the mother tongue to enhance L2 writing. As a result, although using L1 in L2 classes still gets a critical view; many scholars have related the effectiveness of L1 in developing L2 writing relying on the teacher him/herself

This work, to some extent, was helpful in giving us a view about the use of Arabic in English class in general and written performance in specific. Accordingly, this study aims to explore the teachers' and pupils' attitudes and degree of awareness towards the use of the mother tongue Arabic, in their English classrooms. In the pupils' questionnaire, pupils respond positively many times, which indicates that whether teachers like or not the use of Arabic, it is still there and it needs a clear means to deal with pupils' pre-requisite knowledge positively. On the other hand, we conclude from the analysis of teachers' questionnaire mutual point of view i.e. Workable patterns have appeared about using Arabic to increase proficiency in English classroom , like explaining difficult concepts and the

relationship between English and Arabic checking for comprehension. Even all statements in the teachers' questionnaire have been proved experimentally in many countries, some teachers in our study respond negatively. This shows that the rejection of using Arabic in L2 written performance is just a stereotype, not based on concrete evidence.

For the ones who reported most of the time negatively, we may say that, if recent studies show a constructive role of L1 in learning L2, opponent teachers should free themselves from the old misconceptions and be flexible toward new discoveries. For example, in Iraq: The Facilitating Role of L1 in ESL Classes (January 2013, Vol. 3, No. 1) and Japan, Using the L1 in the L2 classroom: The students speak (August 2012) and in China Application of L1 to promoting 'Length Approach' (2005)

The mentioned studies have successive experimental results in the application of L1 to enhance L2 written performance. Moreover, mastering some theories, by teachers, is a necessary request. For example, contrastive analysis and error analysis can diagnose language interference use of students pre-requisite into the right way. Teachers should make pupils to become familiar about similarities and differences between the two languages and finding possible solutions for negative L1 interference in English writing.

Moreover, it should be noted that more research on L1 interference into L2 or even L3 are needed. Learners' level (primary, elementary, secondary, and so on) plays an important role into this process. According to Carson (2012), beginners prefer knowing that they can rely on L1 support to actually needing to hear it; unlike advanced learners, they see no need to L1 support. Accordingly, further studies of Laghouat schools can take into account learners' need throughout learning for every language process.

References

- Aase, L. (2014). Mother Tongue and Foreign Language Teaching and Learning - A Joint Project.
- Al Ghazali, F. (2006). First Language Acquisition vs Second Language Learning: What Is the Difference?.
- Al-Oliemat, A. (2012). Linguistic Transfer: Example from Arabic Users of English.
- Anderson, C. (2013). Competency-Based Education is not New.
- Anderson, D. (2007). Adult Language Learning.
- Benfoughal, A. (2010). Students' Difficulties and Strategies in Translation The Case of Third Year Students, Mentoury University.
- Bingjun, M. (2013). What is the Role of L1 in L2 Acquisition.
- Bowen, T. (2011). Teaching Approaches: What is The Silent Way?.
- Carson, E. (2012). Using the L1 in the L2 Classroom: The Students Speak.
- Chenu, F. (2009). Reviewing Some Similarities and Differences in L1 and L2 Lexical Development.
- Coghlan, N. (2012). Difference Between Learning and Acquisition in ESL.
- Cook, V. (2010). The Relationship Between First and Second Language Learning Revisited.
- Costantino, M. (1999). Reading and Second Language Learners.
- Corder, S.F. (1967). The Significant of Learners' Errors. Weinheim/Germany : International Review of Applied Linguistics in Language Teaching.
- Dwinastiti, M. (2013). Language Interference.
- Gattengo, C. (1973). Teaching Foreign Languages in Schools (2nd ed., pp. 78-92). New York: World Wide Inc.
- Hakuta, K. (2016). Bilingualism and Bilingual Education: A Research Perspective. Occasional Papers in Bilingual Education.
- Hamad, A. (2014). On the Definition of Competency in Linguistic Injury. Journal of Islamic University of Gaza, 12, 171-181.
- Hammerl, M. (2003). Second Language Acquisition: The Interface Between Theory and Practice.
- Haspelmath, M. (2003). Against Markedness.
- Hayens, J. (2005). language Acquisition vs language learning.
- Henderson, M. (1985). The Interlanguage Notion.

- Hosni, M. (2012). L1 and Second Language Learning: A Non-Stop Debate. *International Journal of Academic Research in Progressive Education and Development*.
- Hui, Y. (2010). *The Role of L1 Transfer on L2 and Pedagogical Implications*.
- Islam, M. (2013). *The Asian Conference on Language Learning Official Conference Proceedings*. Saudi Arabia: Jazan University.
- Isurin, L. (2013). *Cross Linguistic Transfer in Word Order: Evidence from L1 Forgetting and L2 Acquisition*.
- Isurin, L. (2005). *Cross Linguistic Transfer in Word Order: Evidence from L1 Forgetting and L2 Acquisition*.
- Jianbin, H. (2008). *Application of L1 to Promoting the "Length Approach"*.
- Jinghui, W. (2008). *Raising Students' Awareness of Cross-Cultural Contrastive Rhetoric in English Writing via an E-Learning Course*.
- Judie, H. (2005). *Language Acquisition Vs. Language Learning*.
- Kačán, O. (2014). *Second Language Acquisition*.
- Kaushanskaya, M. (2011). *The Effect of Second-Language Experience on Native-Language Processing*.
- Kavaliauskienė, G. (2009). *Role of Mother Tongue in Learning English for Specific Purposes*.
- Kellie, A. (2015). *Similarities between L1 and L2 Learning*.
- Koucká, A. (2007). *The Role of Mother Tongue in English Language Teaching*.
- Krashen, S. (1981). *Acquisition vs. learning*.
- Krashen, S. (2002). *Second Language Acquisition and Second Language Learning*.
- Kubota, R. (2004). *Toward Critical Contrastive Rhetoric*.
- Lekova, B. (2010). *Language Interference and Methods of its Overcoming in Foreign Language Teaching*. *Trakia Journal of Sciences*, 8, 320-324.
- Leonardi, V. (2010). *The Role of Pedagogical Translation in Second Language Acquisition from Theory to Practice*. Bern: Peter Lang.
- Liu, Q. (2007). *An Analysis of Language Teaching Approaches and Methods —Effectiveness and Weakness*.
- Malone, S. (2012). *Theories and Research of Second Language Acquisition*.
- Mart, Ç. (2013). *The Facilitating Role of L1 in ESL Classes*. *International Journal of Academic Research in Business and Social Sciences*. Ishik University, 3.
- Matsuda, P. (1997). *Contrastive Rhetoric in Context: A Dynamic Model of L2 Writing*.
- Meisel, J. (2011). *First and Second Language Acquisition: Parallels and Differences*. New York: Cambridge University Press.

- MILES, R. (2004). Evaluating The Use of L1 in The English Language Classroom.
- Mohebbi, H. & Alavi, S. (2014). An Investigation into Teachers' First Language Use in a Second Language Learning Classroom Context: A Questionnaire based-Study.
- Moinzadeh, A. (2012). A Contrastive Study of L1 and L2 Acquisition.
- Morhan, M. (2014). The Use of Students' First Language (L1) in the Second Language (L2) Classroom.
- Muriungi, P. (2013). The Influence of Mother-Tongue Maintenance on Acquisition of English Language Skills among Day Secondary School Students in Imenti South District, Kenya.
- Murphy, S. (2015). Second Language Transfer During Third Language Acquisition.
- Nation, P. (2001). The Role of the First Language in Foreign Language Learning.
- Nazary, M. (2008). The Role of L1 in L2 Acquisition: Attitudes of Iranian University Students.
- Newby, D. (2011). Competence and Performance in Learning and Teaching: Theories and Practices.
- O'Neill, R. (1998). Language Acquisition and CLT.
- Pairote, B. (2016). A Study of L1 Interference in the Writing of Thai EFL Students. *Malaysian Journal of ELT Research*, 4.
- Pakzadian, M. (2012). The Effect of L1 on Learning New L2 Vocabulary among Intermediate Proficiency Level Students.
- Piri, S. (2013). The Frequency Taxonomy of Syntactic- Morphological Errors in Persian-English Translation: based on Contrastive Analysis and Error Analysis. *Journal of Academic and Applied Studies*, 03, 13-21.
- Pratiwi, L. (2011). Direct Method as One of Language Teaching Approaches.
- Punchihetti, S. (2013). First, Second and Foreign Language Learning: How Distinctive Are They from One another?.
- Richard, N. (2015). Glossary of Grammatical and Rhetorical Terms about Education.
- Rostampour, M. (2014). The Relationship between L1 Grammar and L2 Writing for Iranian Male Students at High School Level. *International Journal of Language Learning And Applied Linguistics World*, 6, 230-246.
- Šafranĵ, J. (2013). Strategies of Learning English as a Foreign Language at Faculty of Technical Sciences.
- Sakel, J. (2012). Why Transfer is a Key Aspect of Language Use and Processing in Bilinguals and L2-Users. *International Journal of Bilingualism UK*, 1, 3-10.
- Shamash, Y. (1990). Learning in Translation: Beyond Language Experience in ESL.
- Shen, J. (2000). Mother Tongue Reliance and Avoidance Strategies in Second Language Learning: A Study of English Majors at Four tertiary Institutions in P.R. China.

- Silva, N. (2008). The Impact of Mother Tongue on Teaching English as a FOREIGN Language at Begginer Levels Trabalho.
- Sinha, A. (2009). Interference of First Language in the Acquisition of Second Language.
- Sodelita, A. (2014). Theoretical Approaches.
- Souvannasy, B. (2009). Using L1 in Teaching Vocabulary to Low English Proficiency Level Students: A Case Study at the National University of Laos. *English Language Teaching*, 2.
- Stapa, S. & Abdul Majid, A. (2006). The Use of First Language in Limited English Proficiency Classes: Good, Bad or Ugly?
- Suzana, G. (2013). A Revision of the role L1 plays in second language learning.
- Swan, M. (1997). The Influence of the Mother Tongue on Second Language Vocabulary Acquisition and Use.
- Taghizadeh, M. & Nemati, M. (2013). Exploring Similarities and Differences between L1 and L2.
- Tarone, E. (2006). Interlanguage.
- Temime, A. (2010). Transfer of Simple Prepositions from Standard Arabic into English: The Case of Third Year LMD Students of English Language at Mentouri University.
- Tricomi, E. (1986). Krashen's Second-Language Acquisition Theory and The Teaching of Edited American English.
- Zainuddin. (2011). Methods/ Approaches of Teaching ESOL: A Historical Overview

Appendix

Questionnaire to Pupils:

Dear Pupils, you are invited to answer the following questionnaire which it is intended to gather the necessary data for our study about " *The First Language Role in Foreign Language Writing Development* " "Would you please answer by putting a tick (√) in the selected response?."

Personal section:

Age:

Gender: male female

1-Are you able to translate Arabic paragraph into English?

Responses <input type="checkbox"/>	Number (out of 20)	Yes	No
Yes			
No			

why?.....

.....

.....

.....

.....

2-Do you get better scores when you translate ideas from Arabic into English?

Responses <input type="checkbox"/>	Number (out of 20)	Yes	No
yes			
No			

why?.....

.....

.....

.....

 3-Some teachers may forbid completely the use of Arabic.

Resposes	number (out of 20)
agree	
disagree	
uncertain	

Why?.....

.....

4-Do you use “English-Arabic and Arabic-English Dictionary”?

Resp[]s []	Number (out of 20)
Yes	
No	

Yes

No

why?.....

.....

5-How often do you use them ?

Responses	Number(out of 20)
always	
very often	
sometimes	
seldom	
never	

6-Would you advise other pupils to use Arabic to enhance English writing

Res <input type="checkbox"/> es	Number	Yes
<input type="checkbox"/>	(out of 20)	No
Yes		
No		

why?.....

.....

.....

.....

.....

7-Do you mind if other pupils refuse Arabic explanation?

Res <input type="checkbox"/> es	Number	Yes
<input type="checkbox"/>	(out of 20)	No
Yes		
No		

why?.....

.....

.....

.....
.....
8-Do you think it is suitable to correct tests and exams by using Arabic

Resp[]s []	Number (out of 20)
Yes	
No	

Yes
No

why?.....
.....
.....
.....

9-Do you rely on Arabic to organise ideas in English

Resp[]s []	Number (out of 20)
Yes	
No	

Yes
No

how ?.....
.....
.....
.....

10-Are you planning to depend on Arabic to enhance your writing skills?

Resp <input type="checkbox"/> s	Number	Yes
<input type="checkbox"/>	(out of 20)	No
Yes		
No		

why?.....

11-In which areas can Arabic help you to write well?

1-

2-

3-

12- Are you in favour of using Arabic in the classroom ?

Resp <input type="checkbox"/> s	Number	Yes
<input type="checkbox"/>	(out of 20)	No
Yes		
No		

why?.....

.....

.....

.....

.....

14- How much do you believe using Arabic in your writing courses is beneficial?

Responses	Number (out of 20)
very much	
fairly much	
a little	
not beneficial	

Why?.....

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

15-Can you add any comments about using Arabic in your English class?

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

N.B uses your L1 to answer if you find it easier. (l1 .Arabic)

Thank you

Appendix

Questionnaire to Teachers

Dear teachers, you are kindly invited to answer this questionnaire; it is addressed to gather the necessary data about for our study” *The First Language Role in Foreign Language Writing Development* “. Would you please answer by putting a tick (✓) in the selected response?. Your contributions means a great deal to this study.

Personal information :

A- Teaching experience :

B- Gender: Male female

C- Age :

1- Pupils’ feedback in Arabic is worth than the one in English. Do you agree?

strongly agree	agree	disagree	uncertain
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2-Do pupils depend on English exclusively when they ask or respond to questions?

Yes No

According to you ,Why?

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

3-Can we depend on Arabic patterns as a constructive tool aiding learners to have access to a better and quick assimilation of English?

Yes No

Why ?

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

4-Do you think learners' needs of a well-organized piece of writing can be accomplished by something we already know in Arabic?

Yes No

how?.....
.....
.....

5-Translation practice is an effective plan to make learners better equipped when involved in English writing process. Do you agree?

strongly agree	agree	disagree	uncertain

6- Do you think Arabic and English language are complementary rather than mutually exclusive for written performance activities?

Yes No

Why?.....
.....
.....

7-Do you think that explaining words in Arabic is more helpful and simpler than other techniques like gestures or pictures ?

Yes No

Why?.....
.....
.....

8-Do you allow students to respond in Arabic?

always	very often	sometimes	rarely	never

9 -Do you use Arabic patterns to explain parts of speech in English?

Yes No

Why?.....
.....
.....

10 -Using Arabic has a psychological effect on the learner , do you agree?

strongly agree	agree	disagree	uncertain

11-Do you think the more mastering Arabic ,the better English structure would be acquired?

Yes No

Why?.....
.....
.....

12-Less proficient English learners switchedto Arabic more frequently than more advanced ones during their writing process. Do you agree?

strongly agree	agree	disagree	uncertain

According to you.

why?.....
.....
.....

13- In the brainstorming activities, pupils who generate ideas using their L1 score better than those who depend only on English to generate ideas. Do you agree?

strongly agree	agree	disagree	uncertain

14- Do you feel that your students are motivated to write in the English language when you introduce the lesson in Arabic ?

Yes No

Why?.....

15-Do students ask you to use Arabic? No Yes

Why?.....

16-When is it suitable to use Arabic in English class?

Items	agree	disagree	uncertain
To explain difficult concepts			
To introduce new material			
To summarize material already covered			
To test			
To joke around with students			

To help students feel more comfortable and confident			
To check for comprehension			
To carry out small-group work			
To explain the relationship between English and Arabic			
To define new vocabulary items			

17-How often should Arabic be used in the English writing courses?

never	rarely	sometimes	fairly frequently

You can add other comments about the topic

thank you