

# EFL University Instructors' and Students' Perspectives About Using Arabic in EFL Courses (A Case Study of College of Science & Arts, Tanumah, King Khalid University)

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**Abstract:** The main purpose of this study is to investigate EFL University instructors' and students' perspectives about using Arabic language in university EFL courses in the College of Science Arts, Tanumah, at King Khalid University during the First Semester of the academic year 2015.2016. Fifteen EFL instructors and fifty EFL students participated in this study. The data were collected by employing two questionnaires and a structured interview. One of the questionnaires was administered to EFL instructors who are Arabic speakers while the other was administered to EFL students. The interview was conducted on EFL instructors who are not Arabic speakers. The results of the study reveal that both instructors and students did not oppose the use of Arabic language in language classrooms they all thought that the mother tongue should be used in emergency situations. The results of the study also reveal that instructors and students have different perceptions on the degree of how often the mother tongue should be used in EFL classrooms. For example, the instructors think that the mother tongue should be sometimes used, while the students think that the mother tongue should be usually used. In contrast, The results show that majority of EFL instructors who are not Arabic speakers believe that Arabic should not be used in EFL classroom at all and whatever the circumstances are .While a few of them think that it can be used for beginners for explaining vocabulary.

Finally, the study recommends that a balanced and judicious use of Arabic in EFL classroom can be useful in the language learning process and may even be essential to increase learners' comprehension and that the use of Arabic can be effective in the right situations at the right time.

**Keywords:** EFL instructors; EFL students; perspectives; mother tongue.

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## 1. INTRODUCTION

One of the on-going debates among language teachers is that whether or not to use the students' first language (L1) in foreign language (L2) classrooms .Some believe that the use of L1 should be avoided. For example, Mahadeo (2006) asserts that the use of L1 is a barrier to learning L2 and it also prevents the students from acquiring the valuable input in the L2 (Krashen & Terrell, 1983) . Many specialists in the language teaching field still have reservations about using the L1 in the L2 classroom, objecting to it on the grounds that it limits exposure to the target language. Furthermore, they link students' failure to speak English with the use of L1 in the classroom. On the other hand, some advocate the use of L1 inside the classroom claiming that it can help students learn the second language. According to Cole (1998), L1 is most useful for novices since students at this level have little or no knowledge about L2. It can also be used to introduce the major differences between L1 and L2, to save a lot of guessing, to motivate students and to reduce their anxiety .However, the use of L1 is not a sin; it does have a place in ELT since it has the potential to reduce the stress level of the learners and encourage learning. This study, then, is an attempt to investigate the use of Arabic language (L1) in Saudi EFL university context, and to contribute into literature of the relevant field.

**1.1 Statement of the Problem:**

This research study has sought to investigate the perspectives of EFL university instructors and students towards the use of Arabic Language in university EFL courses at college of Science of Arts in Tanumah, King Khalid University

**1.2 Questions of the Study:**

This study is set out to answer the following questions:

1. Do Saudi EFL university students welcome the use of Arabic in EFL classrooms?
2. Do EFL university instructors have a positive attitude toward the use of Arabic language in EFL classroom?
3. Does the use of Arabic in EFL classroom facilitate the teaching and learning process ?

**1.3 Hypotheses of the Study:**

The following points have been hypothesized by the researcher:

1. Most of Saudi EFL university students always welcome the use of Arabic in EFL classrooms.
2. Some of EFL university instructors have a positive attitude toward the use of Arabic language in EFL classroom.
3. The use of Arabic in EFL classroom facilitates the teaching and learning process .

**1.4 Objectives of the Study:**

The study aims at achieving the following objectives:

1. Investigating the perspectives of both EFL university instructors and students towards the use of Arabic in EFL class .
2. Shedding light on the possible reasons or purposes behind the use of Arabic in EFL class.

**1.5 Limits of the Study:**

The study is mainly devoted to investigate the perspectives of both EFL university instructors and students in the using of Arabic in teaching English language at College of Science & Arts Tanumah, King Khalid University, in the academic year 2015/2016 during the first semester. The population of this study covers all first year students and all EFL teaching staff in the Department of English Language in the above-mentioned college. Questionnaires, structured interviews and personal observation of the researcher are all used as tools for collecting data.

**1.6 Significance of the Study**

The significance of this study lies in its attempt to investigate the attitudes and perspectives of both EFL university instructors and students towards the using of Arabic in teaching English language. The study hopes to be of great importance to instructors and students by shedding light on using Arabic in English class. EFL teachers and students can get benefit from the results arrived at in this study by changing their teaching and learning strategies or methodologies and implementing them in classroom, and these may well lead to successful results.

**2. LITERATURE REVIEW****2.1 Use of the mother tongue in EFL class**

According to Ching et al, (2014) throughout the 1970's and 1980's, the use of L1 was still considered as undesirable. Today, many EFL teachers still have reservations concerning the use of L1 in class, objecting to it on the grounds that it limits exposure to the target language and keeps students thinking in their L1. Recent research findings have demonstrated that the learners' L1 has an important place in ELT. However, the role of the students' mother tongue in EFL classes has been the subject of debate over the last decades. Many researchers suggest that the target language should be the only medium in foreign language teaching. According to this group, the banishing of the mother tongue increases effectiveness of learning the target language. On the other hand, some other researchers believe that the use of the mother tongue can be very beneficial instructional tool in EFL classes. Since the focus in this part on using L1 in the EFL class, this part, therefore will be devoted to the discussion of these two approaches namely: Monolingual Approach and Bilingual Approach.

## 2.2 The Monolingual Approach:

The Monolingual Approach maintains that the foreign language should be the only medium of communication in the classroom. Krashen and Terrell (1983), advocates of this approach, argue that learners acquire FL following the same path they acquire their L1. Therefore, the use of L1 should be minimized. In fact, the proponents of this approach believe that L1 use in EFL classes must be discouraged because of the following reasons: Use of L1 may become a habit that both learners and teachers may resort to whenever a difficulty is encountered.

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

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

According to Jadallah and Hasan (2011), many linguists and researchers object to using L1 in EFL teaching on the ground that it hinders learning. For instance, Sharma, (2006: 80), believes that the rationale for using only the target language in the classroom is that "the more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it." In their study of Arab learners of English in the Gulf Region, Kharma and Hajjaj (1989) concluded that the L1 should not usually be used in EFL classrooms, since the aim of FL teaching is to approximate near-native competence. However, if there is a need for that, a limited and systematized use is recommended.

## 2.3 Criticism of Monolingual Approach:

Nazary (2008) summarizes the principals of the Monolingual Approach to teaching as follows:

1. The learning of an L2 should model the learning of an L1 (through maximizing the exposure to the L2).
2. Successful learning involves the separation and distinction of L1 and L2.
3. Students should be shown the importance of the L2 through its continual use.

However, the Monolingual Approach is not without its criticisms. One of them is that exposure to language leads to learning, excluding the students' L1 for the sake of maximizing students' exposure to the L2 is not necessarily productive, Dujmovic (2007: 93). In addition, Auerbach (1993) criticizes these tough exposures to the target language by calling them "all.or.nothing views", and adds: "acquiring a second language is to some extent contingent on the societally determined value attributed to the L1, which can be either reinforced or challenged inside the classroom" (p.16).

During its history, Bilingual Approach gained support and validation from many scholars and research findings. Auerbach (1993, p.18) believes that "when the native language is used, practitioners, researchers, and learners consistently report positive results". In fact, there has been a gradual move over the years away from the "English only" dogma that has long been a part of the British and American ELT movement, Baker (2003). Miles (2004) advocates the use of Bilingual Approach and discredits the Monolingual Approach in three ways:

- a. It is impractical,
- b. Native teachers are not necessarily the best teachers and
- c. Exposure alone is not sufficient for learning.

In support of the Bilingual Approach, Atkinson (1993) proposes his theory called "Judicious Use Theory" (p. 21), in which he espouses that L1 works as a vital source and also a communicative tool both for students and teachers .

## 2.4 Bilingual Approach:

Rhalmi (2009) believes that when students come to the classroom they don't come out of the blue; they come "loaded" with their native language and a cultural heritage that nobody must deny or underestimate. EFL teachers working with monolingual students at lower levels of English proficiency find prohibition of the mother tongue to be practically impossible. So instead of looking at the student's native language and cultural background as inferior or a source of

errors, they must be used as a tool to maximize foreign language learning. It's worth noting that the use of L1 in EFL classes is just a "rehabilitation" of those "students who were forced to smuggle their bilingual dictionaries into classrooms and hide them under the table."

According to Jadallah and Hasan (2011), the Monolingual Approach has been criticized by researchers, teachers, and learners, who hold that L1 use is beneficial in EFL classes at more than one level. In other words, the use of the mother tongue is looked at as a common feature in EFL, and is a natural act which seems to make positive contribution to the learning process if used judiciously.

Researchers who advocate this approach such as Atkinson (1993); Macaro (2001); Widdowson (2003) ; and Harbord (1992) argue that L1 represents a powerful source that can be used to enhance FL learning, but it should be used in a principled way.

Macaro ( 2001) argues that it is not only impractical to exclude the L1 from the classroom, but that it is also likely to deprive learners of an important tool for language learning. Similarly, Auerbach, 1993 ( cited in Sharma, 2006: 81) does not only acknowledge the positive role of the mother tongue in the classroom, but also he identifies the following uses of it: language analysis, class management, presenting grammar rules, giving instructions or prompts, explaining errors and checking for comprehension. Within the same context, Harbord ( 1992) points out that many ELT teachers have tried to create English-only classrooms, but have found that they have failed to get the meaning across, leading to student incomprehension and resentment.

According to Mukattash (2003: 224), using L1 in EFL teaching has been found to "facilitate both teaching and learning, systematize comprehension of EFL structures and items and hence leads to meaningful learning." This trend, concurrent with the current recognition of the cognitive aspect of EFL learning, is best expressed by Chastain ( 1971:135): "*Meaningful learning takes place when the learners comprehend the material and can relate it to their present knowledge system.*" In other words, instead of leaving the learner to struggle over how to relate L1 structures to EFL structures, it seems plausible to guide learners wherever guidance seems to be necessary.

## 2.5 Criticism of Bilingual Approach:

Despite the advantages of using L1, it is nonetheless indicated that there are disadvantages of overusing mother tongue in foreign language classrooms. Overusing L1 causes using L2 less. The students feel dependent on their mother tongue. Jones (2010) emphasized that "*without continuous L2 input students tend to lose confident in using the L2 and as a result, lose interest in or are discouraged from participating in future L2 endeavors*"

Atkinson (1987: 246) listed the following points as problems resulted from the overusing of mother tongue in foreign language classrooms:

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

## 2.6 Arguments against or for using mother tongue in EFL class:

The issue of whether or not to allow, or even to promote, the use of the students' L1 in the language classroom remains a contentious issue. A number of studies have been conducted, which either support or oppose the use of L1 in the EFL classroom from two perspectives as follows

### 2.6.1 Arguments against using mother tongue in EFL class:

According to Ching et al., (2014), the general assumption that has prevailed for some time is that English ought to be learned through English, not by the use of L1, which has to be completely banished from the classroom. The most vocal opponent of the mother tongue use in the classroom is Stephen Krashen (1981) and his 'comprehensive input' hypothesis.

Comprehensive input is the quality and quantity of exposure of the target language that a learner receives. Since Krashen's theory is based on the importance of target language input for second language acquisition, any reduction of the TL would then be seen as a wasted opportunity for valuable input. Krashen & Terrell (1983) stress that learners acquire FL following the same path they acquire their L1; therefore, the use of L1 should be minimized.

Ellis (1984) claims that more language acquisition will take place if learners do not depend on their L1, or if they do not translate. Many ELT professionals maintain that too much L1 use might deprive learners of valuable input in L2. Auerbach (1993: 5) supports the idea that "the more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it". Phillipson (1992: 185) explained that the reasons for using only English in language classrooms by giving the five principles as indicated below:

1. English is the best taught mono. lingual;
2. The ideal teacher of English is a native speaker;
3. The earlier English is taught, the better the result;
4. The more English is taught, the better the result.
5. If other languages are used too much, standards of English will drop.

Sipra (2007) makes recommendations to encourage L2 use. He states that the teachers should choose appropriate materials for learners according to their proficiency levels and they should prepare warm-up activities for learners. Moreover he adds that teachers should motivate students to become better English speakers. He, further, recommends that the teachers use some activities to facilitate learning. He focuses on the importance of teachers' monitoring the students' use of L2. In addition, he highlights that teachers should use appropriate group work activities avoiding embarrassing situations. Therefore, students feel relaxed. This shows that teachers play important roles in students' use of L2. They should create psychologically and physically appropriate environments. When the methods above applied in the classroom, undeniably, using only L2 in EFL classes is advantageous. If the students feel confident in using L2, they are willing to use the language more. Jones (2010: 8) supports that "the learners' L2 proficiency will improve, as will the learners' confidence in using the L2. If the students find the task meaningful they will learn quickly.

Azrien et al., (2014) think that some researchers argue that using L1 in the L2 classroom might affect students' learning process negatively since it reduces the learners' exposure to the L2 and reduces their opportunities for using the target language (Deller & Rinvoluceri, 2002; Polio & Duff, 1994). On the other hand, Hüseyin and Zahide (2013): think that, at times, using only English in the classroom can cause some problems. Harbord (1992) underlines the fact that teachers who try to create an 'all. English classroom' are insufficient in meaningful communication causing student incomprehension and resentment. In addition, English only classrooms can be a harmful factor to student . teacher interaction. In this regard, the mother tongue can be used when it is necessary. Butzkamm (2003: 29) expressed that "*the mother tongue is generally regarded as being an evasive maneuver which is to be used only in emergencies*". Even though most teachers and researchers would agree that the majority of classroom interaction should be conducted in English (Harbord, 1992), as Eldridge (1996) points out, there is "no empirical evidence to support the notion that restricting mother tongue use would necessarily improve learner efficiency. Auerbach (1993) reports that "*evidence from research and practice is presented which suggests that the rationale used to justify English only in the classroom is neither conclusive nor pedagogically sound.*"

According to Hüseyin and Zahide (2013), the issue of whether language teachers should use the students' first language in their second/ foreign language classroom has always been a controversial one.

### 2.6.2 Arguments in favor of using mother tongue in EFL class:

For Ching et al., (2014), many studies have explained the learning benefits for students of utilizing some L1 in the classroom. For example, Storch and Wigglesworth (2003) demonstrate that L1 can give students 'cognitive support' that provides them with the ability to explore language and produce work that is of higher standard. They suggest that teachers should acknowledge that the use of the L1 may be a normal psychological process that allows learners to initiate and sustain verbal interaction. Gabrielatos (2001) cited in Ching et al., (2014) also points out that the bilingual/bicultural teacher is in a privileged position to enrich the process of learning by using the mother tongue as a resource, and by using the culture which the mother tongue embodies they can facilitate the progress of their students towards the other tongue,

the other culture. Thus, it is equally important to take into account the learners' past experience and prior knowledge of the world. As Auerbach (1993) declares, starting with L1 gives a sense of security and validates the learners' lived experience, allowing them to express themselves. The learner is then willing to experiment and take risks with English.

Mahmutoglu and Kicir (2013) think that in contrast to the ideas on "English only classrooms", the researchers have investigated the advantages of mother tongue use and they look over in what situations the teachers and students use the mother tongue. Atkinson (1987: 243,244) provided extensive knowledge on where to use mother tongue in language classrooms:

1. Eliciting language (all levels)
2. Checking comprehension (all levels)
3. Giving instructions (early levels)
4. Co-operation among learners.
5. Discussions of classroom methodology (early levels)
6. Presentations and reinforcement of language (mainly early levels)
7. Checking for sense
8. Testing

In her article, Auerbach (1993: 9) listed the reasons of using mother tongue as:

1. Negotiation of the syllabus and the lesson.
2. Classroom management.
3. Scene setting.
4. Language analysis.
5. Presentation of rules governing grammar.
6. Phonology, morphology and spelling.
7. Discussion of cross. cultural issues; instructions of prompts.
8. Explanation of errors.
9. Assessment of comprehension.

Samadi (2011: 17) stressed that the teachers used the L1 mostly for establishing a non-threatening classroom environment, explaining grammar, translating vocabulary, managing the classroom, and giving instruction. Moreover, Harbord (1992: 352) gave the following reasons for the teachers' use of the mother tongue:

1. Facilitating teacher-student communication.
2. Facilitating teacher-student rapport.
3. Facilitating learning.

In his article, Atkinson (1987: 242) states that "another important role of the mother tongue is to allow students to say what really want to say sometimes (surely a valuable 'humanistic' element in the classroom. Especially, the learners who have limited vocabulary of the target language need opportunities to express themselves. Forcing the students to speak English in the classroom may prevent them from participating in the conversation. It is essential in learning that the students volunteer to speak. Teachers should always encourage students to articulate their opinions in mother tongue when students show difficulty doing so in the target language. The mother tongue could be used as a mediating tool between students and teachers in language. Teachers are expected to play a leadership role in the classrooms. While monitoring the students who have problems with understanding the language, they can determine in what situations they need to resort to the use of the mother tongue. In this way, the role of mother tongue use is crucial. Atkinson (1987: 241) supports the use of mother tongue, notably in monolingual classes. He explains that 'the potential of the mother tongue as a classroom resource is so great that its role should merit considerable attention and discussion in any attempt to develop a 'post communicative' approach to TEFL for adolescents and adults'.

Pan & Pan, (2010) think that mother tongue can be used as a facilitator to make a task meaningful. Thus, the students can focus on the task without difficulty. The use of L1 is beneficial for language learning because it both helps in the process and completion of the task and creates a social and cognitive space in which students will be able to provide each other with assistance throughout the duration of the task.

According to Mahmutoglu and Kicir (2013), research shows that most of the students are trying to understand their teachers by using the mother tongue. In his research, Sariçoban (2010: 174,175) highlighted L1 is used for classroom management such as “understanding the teacher (68,7%), making contact individually (60,4%), organizing tasks (60,4%), checking for comprehension (59,5%), drawing attention (57,3%), warning about off.task behaviors (55,2%), maintaining discipline (54,2%), summarizing the material already covered (53,2%), for motivation such as joking around (58,9%), explaining teachers’ own emotions (57,3%), motivating to speak in FL (54,2), for testing such as planning activities (56,3%), for error correction (69,6%), for metalinguistic uses such as explaining the relationship between NL and FL (69,8), translation for explaining difficult concepts (77,1%), defining new vocabulary items (70,9%), explaining and instructing how to do an activity (63,6%), answering students’ questions and translating upon request (58,3%), introducing new material (56,3)”. It is clearly seen that the students need to use their first language in the classroom. Thus, they see their mother tongue as a helper. Moreover, teachers need to use their first language in the situations explained above.

The research indicated that the use of L1 removes the barriers on language and it can be a useful tool to facilitate learning. Also it helps to motivate the students participate in the group and pair work activities and discussions. Samadi (2011: 55,56) suggested that L1 should be used to encourage anxious, nervous, frightened and reluctant students with low.esteem. He added that L1 provides confidence to students in foreign language classrooms. Instead of forcing the students to speak, the teachers should encourage them to participate voluntarily in the classroom. He also pointed out that the teachers should be careful on group and pair work arrangement

The advantages of using the mother tongue cannot be disregarded. Al.Hinai (2011: 1) highlighted some advantages of using L1 by summarizing researchers’ ideas as below:

1. It reduces learners' anxiety and creates a more relaxing learning environment.
2. It is a means of bringing the learners’ cultural background knowledge into the class.
3. It facilitates checking understanding and giving instructions.
4. It facilitates the task of explaining the meaning of abstract words and of introducing the main differences in grammar and pronunciation between L1 and L2.

In the article of Butzkamm (2003), Jadallah & Hasan (2011: 6) summarized the advantages of using the mother tongue as shown below:

1. L1 use gives a sense of security and helps learners to be stress free.
2. The use of the L1 saves learners from a feeling of frustration they might have within their FL learning.
3. L1 techniques allow teachers to use richer and more authentic texts, which mean more comprehensible input and faster acquisition.
4. All.newly.acquired FL items have to sink roots in our minds which are eventually deep enough for the items to function independently of the L1”. L1can also be beneficial to maintain communication in the classroom. The students express themselves in English when they fail to understand and when they want to clarify the meaning of a word in L2 and express themselves in English.

According to Fernando and Alvarez (2013), the role of L1 has resulted in an increasing repertoire of relevant research studies supporting the benefits of using L1 from different sociolinguistic contexts that not only provide insights into the favorable attitudes from both teachers and students toward L1 use but also support the premise that L1 can actually facilitate L2 learning. Scheweers (1999) conducted a study at a Puerto Rican university with 19 teachers and their students in an EFL context. The aim was to investigate the teachers' and students' attitudes toward using Spanish in the L2 classroom. The results showed that using Spanish led to positive attitudes toward the process of learning English and better yet, encouraged students to learn more English. Tang (2002) conducted a similar study in China with 20 teachers and 100 students. The aim was to investigate their attitudes toward using Chinese in the L2 classroom. The findings showed that limited and judicious use of the mother tongue in the classroom did not reduce students' exposure to English but rather, could assist in the teaching and learning processes. Miles (2004) utilized three low.level first.year university classes of Japanese students to find evidence of the theory that L1 use can facilitate L2 learning. The results supported that L1 use in the English classroom did not hinder L2 learning but rather facilitated it. Drosatou (2009) involved six Greek English language teachers as well as 30 students in her study. The study's aim was to analyze to what extent Greek

was used in the L2 classroom. The results showed that teachers were likely to use L1 in the classroom and that students were mostly in favor of using both languages in class.

## 2.7 Monolingual Approach or Bilingual Approach

Nazary (2008) sees that the followers of the so-called "Monolingual Approach" strongly believe that they should never use even a single word from the mother tongue in the classroom. The others are somehow skeptical about the use of L1 or use it wisely in their classes are the proponents of "Bilingual approach". In addition to these two approaches, Nation (2003) introduces another approach called a "Balanced Approach". He believes teachers need to show respect for learners' L1 and need to avoid doing things that make the L1 seem inferior to English, at the same time, it is the English teacher's job to help learners develop their proficiency in English, here is that a balanced approach is needed which sees a role for the L1 but also recognizes the importance of maximizing L2 use in the classroom.

Finally, the argument about the use of L1 in foreign language teaching hasn't been finished yet. On the one hand, L1 is seen as a taboo by some educators. So they reject the use of L1 and close their eyes to any positive effect of it. On the other hand, there are those teachers who use L1 excessively. Both sides are using a very valuable resource in a wrong way. The researcher of the current study strongly believes that teachers should do their best to use the target language but at the same time they should switch to the mother tongue when it is really necessary. A judicious use of L1 in EFL classes can boost the learning outcomes, so it shouldn't be considered as a bogymen. As Butzkamm(2003) said "We should finally free ourselves of a fundamental misconception and reestablish the more than 200-year-old productive alliance between the mother tongue and the foreign language .

## 2.8 A Review of Some Previous Related Studies

A number of studies have been undertaken in different parts of the world to explore teachers and students views about using mother tongue in EFL classes . For example, Cianflone (2009), cited in Ching et al., (2014), in his research on L1 use in university English courses discovers that the interviewed students and teachers seem favorable to L1 use in terms of explanation of grammar, vocabulary items, difficult concepts and for general comprehension. Another study conducted by Sharma (2006) on the use of mother tongue in an EFL classroom setting of high school students in Nepal reveals that many respondents prefer occasional use of L1 in the EFL classroom for many reasons: to clarify the meaning of difficult words, to explain grammar rules, and to establish close relationship between students and teachers. In studies on comparing the effectiveness of various methods for learning vocabulary, it reports that an L1 translation is the most effective (Lado, Baldwin & Lobo 1967; Laufer & Shmueli 1997). This is probably because L1 translations are usually clear, short and familiar, qualities which are very important in effective definitions .

Atkinson (1987) in his paper on the use of the mother tongue in the classroom reveals that how translation can still be used in some cases when there is a need for comprehension check. He refers to the translation of longer passages as "presentation and reinforcement of language", claiming that when students translate from their mother tongue into English, they can focus on accuracy and notice the key structural differences between the two texts, thus helping to avoid negative transfer. Trimble (1993) underscores how translation at times can facilitate students to more readily think in English for communicative and other work. Mukattash (2003) holds the same view that translation can be used as a teaching technique particularly in those areas where there is marked discrepancy between L1 and EFL system. He adds that translation can also be used in explicating English structures that are likely to be confused with each other, as well as disambiguating certain occurrences of ambiguous sentences.

According to Azrien et al., (2014), there have been a number of researches on the use of L1 in L2 classes. Harbord (1992) for example, indicated that many second language teachers have attempted to create English-only classrooms but unfortunately, it led to students' misunderstanding. He, therefore, drew the conclusion to use translation method to make student understand better. This view was in line with researches done by Cameron (2001) and McCann (2005) who proposed that translation can be used positively in explicating the structures of language and giving feedback. Turnbull (2001) stressed that teachers may use L1 in appropriate ways to help students understand unfamiliar words.

Alshammari (2011) investigated the opinions of teachers and students about the use of mother tongue in foreign language classroom. The findings revealed that the proper use of L1 in L2 classroom seems not to affect students' exposure to the L2. It may be needed to increase students' comprehension. These views were supported by Machaal (2012) and Salah & Farrah (2012) . Machaal (2012) verified the attitudes and beliefs of the students, foreign language teachers and policy makers towards the use of first language in foreign language classes. The findings showed that most participants agreed and supported the use of L1 in L2 classroom. They accepted that L1 should be used when necessary and it could be useful



in explaining vocabularies and facilitating comprehension. In their study, Salah & Farrah (2012), investigate teachers' perceptions toward using mother tongue in the target language classroom. The study found that L1 should be occasionally used to simplify the teaching and learning processes.

Scheweers (1999) cited in Alshammari (2011) investigated the validity of using L1 in EFL classrooms at a university level. He found that 88.7 % of the students and 100 % of the teachers in the study felt that Spanish should be used in their English classes. 86% of the students felt that their L1 should be used to explain difficult concepts and 67 % said that their L1 helped them to feel "less lost". Tang (2002) conducted a similar study in China with Chinese speakers. The results indicated that L1 was used by the majority of the participated teachers, and that both students and teachers supported its use in the EFL classroom. Cook (2001) suggested that L1 "can be deliberately and systematically used in the classroom" in different situations:

- ❖ "to provide a short.cut for giving instructions and explanations" where it is necessary.
- ❖ "to build up the inter.linked L1 and L2 knowledge in the students" minds".
- ❖ "to carry out learning tasks through collaborative dialogue with fellow.students" and
- ❖ "to develop L2 activities such as code switching for later real life use".

He concluded that in the case of using the two languages, teachers can develop certain techniques to enhance the learning process once they feel that they "are free from their inhibitions about using the L1".

Although this body of literature on international students continues to grow, few studies have explored the issue from the perspective of the Saudi EFL classroom. Al.Abdan (1993) investigated the use of Arabic in EFL classroom in Saudi intermediate public schools. A total of 451 English teachers and supervisors responded to a questionnaire specifically designed to collect data about this issue. The results showed that 75% of these teachers use Arabic while teaching English for about 10% of the class time. Moreover, the study identified a number of factors that might encourage the use of L1 in English classes, such as the unavailability of teaching aids, the effort needed in teaching monolingual students and the shortage of time allotted to English in these schools.

Al.Nofaie (2010) carried out a study to examine the attitudes of three teachers and 30 students in a Saudi school toward using L1 in English classes. The results showed that the participants' use of L1 seems to be systematic. Teachers preferred using L1 with novices and low achieving students to assist them comprehend the new language, and for specific reasons. For instance, L1 was used to explain grammatical terms, introduce new vocabulary and give exam instructions.

One criticism found in much of the literature on the use of L1 in L2 classes, however, is that students who learnt the target language in this way might be deficient in speaking as they would first begin to think in L1 and then translate their ideas into L2 ; Richards and Rodgers ( 2001). It is therefore likely that such thoughts may lead some EFL teachers to feel reluctant regarding the use of L1 in the classroom, even when it is necessary.

### 3. METHODOLOGY

**3.1 Method of Study:** The study adopts descriptive analytical approach.

**3.2 Population of Study:**

The population of this study includes all first . year EFL students in the first semester of the academic year 2015/2016 in the Department of English Language in the College of Science and Arts, Tanumah which is about 115 Kilometers away from Abha ; the main campus of King Khalid University. The students are 20.22 years old with Arabic as their mother tongue. All students of the study are Saudi male college students. In addition to the students`, the population also includes all English language teaching staff in the above mentioned college. There are two groups of EFL university instructors: Arabic speakers and non .Arabic speakers.

**3.3 Sample of Study:**

- (a) 50 EFL students are randomly chosen as a representative sample.
- (b) 10 EFL instructors, who are Arabic speakers, are randomly chosen as a representative sample.
- (c) 8 EFL instructors, who are not Arabic speakers, are randomly chosen as a representative sample.

### 3.4 Instruments:

The study employs the following tools for collecting data :

#### (a) Teachers' Questionnaires:

The main objective of this questionnaire is to investigate the teachers' attitudes towards using Arabic in EFL class. However, this questionnaire targets EFL teachers who are Arabic speakers. (See Appendix A)

#### (b) Teachers' Interview:

This interview targets EFL teachers who are not Arabic speakers. The interview seeks to reveal teachers viewpoints about using Arabic in EFL class. (See Appendix B)

#### (c) Students' Questionnaires:

The rationale behind this questionnaire is to investigate the students' attitudes towards using Arabic in EFL class. (See Appendix C)

## 4. DATA ANALYSIS AND DISCUSSION

This part focuses on the analysis and discussion of responses of students and teachers to two questionnaires and an interview. In fact, one of the questionnaire was conducted on EFL students and the other was conducted on EFL teachers who are Arabic speakers. The interview, however, was conducted on EFL teachers who are not Arabic speakers.

### 4.1 Analysis of Students' Questionnaire:

**Item.1:** *Should Arabic be used in EFL class ?*

**Table.1: Responses of students about whether Arabic should be used in EFL class or not.**

Responses	Frequency	Percentage
Yes	39	78%
No	11	22%
Total	50	100%

**Table. 1** shows that 78% of respondents replied in the affirmative while the rest 22% replied in the negative. So, more than two-thirds of the respondents think that Arabic should be used in the EFL classroom whereas one-third of the respondents think that the class should not permit the use of Arabic in EFL class.

**Item. 2:** *When do you think the use of Arabic is appropriate in EFL class?*

**Table. 2: Responses of students about the appropriate uses or purposes of Arabic in EFL class**

No	Purposes	Always		Sometimes		Never	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
a	It helps you understand the grammar concept better	34	68%	14	28%	2	4%
b	It helps you understand the new vocabulary items better	33	66%	14	28%	3	6%
c	It makes you feel more confident	37	74%	10	20%	3	6%
d	It makes you feel less stressed	37	74%	10	20%	3	6%
e	It makes you feel less lost in the class	35	70%	13	26%	2	4%
f	It helps you express your ideas	30	60%	18	36%	2	4%
g	It helps you understand the relationship between MT and FL	25	50%	22	44%	3	6%
h	It motivates you to participate in the group and pair work activities.	32	64%	15	30%	3	6%

**Table. 2** show that more than 50% of respondents replied in the affirmative while the rest replied in the negative. So, more 50% of the students responded that they need to use Arabic in the EFL classroom for the following purposes:

- a. It helps them understand the grammar concept better.
- b. It helps them understand the new vocabulary items better.
- c. It makes them feel more confident.
- d. It makes them feel less stressed.
- e. It makes them feel less lost in the class .
- f. It helps them express your ideas .
- g. It helps them understand the relationship between MT and FL.
- h. It motivates them to participate in the group and pair work activities.

**Item 3:** *Do you like that your teacher use Arabic in EFL class ?*

**Table. 3:** It seeks to know to what extent do the students like the use of Arabic by their EFL teachers

Item .3	Always	Sometimes	Never	Total
Frequency	32	12	6	50
Percentage	64%	24%	12%	%100

**Table .3** shows that 64% of the students *always* like the use of Arabic by their teachers . It also shows that 24% of students *sometimes* like their teachers to use Arabic, while 12% of the students *never* like their teachers to use Arabic in the EFL class. Therefore, more than two –thirds of the participants *always* like the use of Arabic by their teachers.

**Item – 4 :** *How often do you think Arabic should be used in the EFL class?*

**Table .4:** It seeks to reveal how often do the students think about the use of Arabic in the EFL classes.

Item.4	Always	Sometimes	Never	Total
Frequency	31	14	5	50
Percentage	62%	28%	10%	%100

**Table .4** shows that 62% of students think that Arabic should be *always* used in EFL class, 28% of students think that Arabic should be *sometimes* used in EFL class, while 10% of students believe that Arabic should *never* be used at all.

**Item. 5.** *Do you think the use of Arabic in EFL class help you learn English?*

**Table – 5:** The extent of help the use of Arabic provides to learn English language

Item 5	Always	Sometimes	Never	Total
Frequency	35	9	6	50
Percentage	70%	18%	12%	%100

**Table .5** shows that 70% of students think that the use of Arabic in EFL class can *always* help them learn English language, 18% of students think that the use of Arabic in EFL class can *sometimes* help them learn English, while 12% of students believe that the use of Arabic in EFL class can *never* help them learn English language.

#### 4.2 Analysis of EFL Teachers' Questionnaire:

**Item.1:** *Should Arabic be used in EFL class ?*

**Table.6:** Responses of EFL university instructors about whether Arabic should be used in EFL class or not.

Responses	Frequency	Percentage
Yes	9	75%
No	3	25%

Table. 6 shows that 75% of respondents replied in the affirmative while the rest 25% replied in the negative. So, more than two-thirds of the respondents think that Arabic should be allowed to be used in the EFL classroom whereas one-third of the respondents think that the class should not permit the use of Arabic in EFL class.

**Item. 2:** *When do you think the use of Arabic is appropriate in EFL class ?*

**Table. 7: Responses of teachers about the appropriate use or purposes of Arabic in EFL class**

No	Purposes	Always		Sometimes		Never	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
a	Making students feel more comfortable	8	66.5%	3	25 %	1	8.5 %
b	Making students feel more confident	7	58.5 %	3	25%	2	16.5%
c	Making the class less stressful	8	66.5%	3	25 %	1	8.5 %
d	Explaining new, complicated or abstract words	8	66.5%	3	25 %	1	8.5 %
e	Checking for understanding	7	58.5 %	3	25%	2	16.5%
f	Explaining difficult grammatical concepts	7	58.5 %	3	25%	2	16.5%
g	Giving instructions	8	66.5%	3	25 %	1	8.5 %
h	Giving tips regarding how to improve learning	8	66.5%	3	25 %	1	8.5 %
i	Classroom management	9	75 %	2	16.5 %	1	8.5%
j	Explanation of errors	8	66.5%	3	25 %	1	8.5 %
k	Translating vocabulary	8	66.5%	3	25 %	1	8.5 %
l	Explaining the relationship between MT and FL	9	75 %	2	16.5 %	1	8.5%
m	Facilitating learning process	7	58.5 %	3	25%	2	16.5%

**Table. 7** shows that more than 58% of respondents replied in the affirmative while the rest replied in the negative. So, more 58 % of the teachers responded that they need to use Arabic in the EFL classroom for the following purposes:

- a- Making students feel more comfortable
- b- Making students feel more confident
- c- Making the class less stressful
- d- Explaining new, complicated or abstract words
- e- Checking for understanding
- f- Explaining difficult grammatical concepts
- g- Giving instructions
- h- Giving tips regarding how to improve learning
- i- Classroom management
- j- Explanation of errors
- k- Translating vocabulary
- l- Explaining the relationship between MT and FL
- m- Facilitating learning process.

**Item .3.** *To what extent do you use Arabic in EFL class?*

**Table 8: The use of Arabic by EFL university instructors**

Item No 3	Always	Sometimes	Never	Total
Frequency	5	4	3	12
Percentage	42%	33%	25%	% 100

**Table .8** shows that 42% of the teachers *always* use Arabic in EFL class, 33% of the teachers *sometimes* use Arabic in EFL class , while 25 % of the teachers *never* use Arabic in EFL class at all.

**Item.4.** *How often do think Arabic should be used in the EFL class?*

**Table 9: the percentage of Arabic used by teacher in EFL class**

Item No 4	Always	Sometimes	Never	Total
Frequency	5	4	3	12
Percentage	42%	33%	25%	% 100

**Table .9** shows that 42% of the teachers think that Arabic should *always* be used in EFL class, 33% of the teachers think that Arabic should *sometimes* be used in EFL class, while 25 % of the teachers think that Arabic should *never* be used in EFL class.

**Item 5:** *Do you think the use of Arabic in EFL class help your students learn English?*

**Table 10: The teachers' opinion about the help that Arabic can provide to the students**

Item No 5	Always	Sometimes	Never	Total
Frequency	6	3	3	12
Percentage	50%	25%	25%	% 100

**Table .10** shows that 50 % of the teachers think that the use of Arabic always helps their students learn English in EFL class, 25 % of the teachers think that the use of Arabic sometimes helps their students learn English in EFL class and 25 % of the teachers also think that the use of Arabic never helps their students learn English in EFL class.

#### 4.3 Analysis of Teachers' interview:

A number of EFL teachers, who are not Arabic speakers, were interviewed . The aim of the interview was to provide a more thorough understanding of these teachers' opinion about the use of Arabic in EFL classroom

#### Some Selected Interview Findings

Item 1 : *What is your mother tongue ?*

The following table shows the interviewed university instructors, who are not Arabic speakers, and their mother tongues:

Teacher	Mother Tongue
1	Bengali
2	Punjabi
3	Bengali
4	Bengali
5	English
6	Hindi
7	Tamil
8	Hindi

From the table above, it can be inferred that all the interviewed teachers are not Arabic speakers.

Item 2: *Should Arabic be used in EFL classroom?*

Teacher	Responses
1	A teacher can use it in essential need, otherwise it is not necessary.
2	No
3	No
4	No
5	No
6	A bit for explanation
7	No
8	No

Concerning the second question of the interview "Should Arabic be used in EFL classroom?" it is noticed that 75% % of the teachers completely disagree with the use of Arabic in English classroom because of some reasons such as it hinders EFL learning, while 25 % think that Arabic can be used a bit for explanation and can be used by teachers in necessary needs otherwise it is not necessary .

Item 3: *Under what circumstances do you consider the use of Arabic necessary?*

Teacher	Responses
1	It can be used for beginners for explaining vocabulary.
2	Not under any circumstances
3	It should not be used in any circumstance.
4	Not under any circumstances.
5	It should not be used at all.
6	It can be used for explaining some unknown and difficult vocabularies in the text.
7	Just for explanation purposes.
8	It should not be used whatever the circumstances are .

Concerning the third question of the interview "Under what circumstances do you consider the use of Arabic necessary?" it is noticed that 62 % of the teachers consider that Arabic should not be used under any circumstances while 38 % think that Arabic can be used for explanation purposes and for explaining vocabulary.

Item 4: *Do you think there are any advantages or disadvantages when using Arabic for teaching or learning English?*

Teacher	Responses
1	It is a matter of motivation. It is better to use paraphrasing in the class.
2	<ul style="list-style-type: none"> <li>• There are no advantages in using Arabic in EFL class.</li> <li>• There is only a series of disadvantages.</li> <li>• The use of Arabic language might deprive students of valuable input in L2</li> </ul>
3	It is better to not use Arabic in the classroom. At the beginning, students may face some problems but the more they will listen and read in English, the more they will do well
4	There is not a single advantage in using Arabic in EFL classroom.
5	<ul style="list-style-type: none"> <li>• No advantages.</li> <li>• The use of Arabic language reduces the students' exposure to English language</li> </ul>
6	Using of Arabic can be beneficial for learners.
7	<ul style="list-style-type: none"> <li>• "Practice makes perfect " so let them communicate in English in campus in general and in classroom in particular.</li> <li>• There are no advantages of using Arabic at all.</li> </ul>
8	<ul style="list-style-type: none"> <li>• There are no advantages in using Arabic in EFL class.</li> <li>• If they have teaching in Arabic, they won't learn English language at all.</li> <li>• No EFL acquisition will take place if students depend on their mother tongue</li> <li>• It hinders the learning of EFL.</li> </ul>

Concerning the fourth question of the interview "Do you think there are any advantages or disadvantages when using Arabic for teaching or learning English?" it is shown that 75 % of the teachers think that there are no advantages when using Arabic for teaching or learning English while 25 % think that the use of Arabic can be beneficial. According to this analysis, the following are disadvantages of using Arabic for teaching or learning English:

- The use of Arabic language might deprive students of valuable input in L2.
- The use of Arabic language reduces the students' exposure to English language
- If they have teaching in Arabic, they won't learn English language at all.
- No EFL acquisition will take place if students depend on their mother tongue
- It hinders the learning of EFL.

## 5. SUMMARY OF THE FINDINGS AND RESULTS

### 5.1 Result:

A. According to analysis of the questionnaires conducted on EFL teachers, who are Arabic speakers, and students the following results can be inferred:

1. Both teachers and students do not oppose the use of mother tongue in EFL classrooms.
2. The results of the study reveal that teachers and students have different perceptions on the degree of how often the mother tongue should be used in EFL classrooms. For example, teachers think that the mother tongue should be sometimes used. However, the students think that the mother tongue should be usually used. So the students support the use of mother tongue more than the teachers do.
3. Both students and teachers agree that the mother tongue should be used when it is necessary. The teachers indicated that they need to use Arabic in the EFL classroom for the following purposes:
  - a- Making students feel more comfortable.
  - b- Making students feel more confident.
  - c- Making the class less stressful.
  - d- Explaining new, complicated or abstract words.
  - e- Checking for understanding
  - f- Explaining difficult grammatical concepts.
  - g- Giving instructions.
  - h- Giving tips regarding how to improve learning
  - i- Classroom management
  - j- Explanation of errors
  - k- Translating vocabulary
  - l- Explaining the relationship between MT and FL
  - m- Facilitating learning process.

The students also had similar perceptions on the use of Arabic. Similarly, they preferred to use Arabic in the EFL classroom for the following purposes:

- a. It helps them understand the grammar concept better.
- b. It helps them understand the new vocabulary items better.
- c. It makes them feel more confident.
- d. It makes them feel less stressed.
- e. It makes them feel less lost in the class.

- f. It helps them express their ideas.
- g. It helps them understand the relationship between MT and FL.
- h. It motivates them to participate in the group and pair work activities.

Generally, the findings of this study are consistent with Duff & Polio (1990) who identified eight categories of common L1 use: classroom administrative vocabulary, grammar instruction, classroom management, empathy, solidarity, practicing English, unknown vocabulary, translation, lack of comprehension, and an interactive effect on which students' use of the L1 prompts their instructor to use it. A similar finding was arrived at by Duff & Polio (1990) in which the teachers showed positive attitude towards the use of L1 in: helping learners to understand new concepts, new vocabulary, and grammatical points better, as well as reducing pupils stress. Almost one third of them supported the use of Arabic in controlling the class, with young long learners and helping pupils learn different skills respectively. The finding is also consistent with Golam et al. (2012) in which the results show that Bangla has an important role to play in teaching English. The use of L1 provides the learners with a tension. Free environment, lowers their affective filters and thus helps them to anchor the L2 concepts. But L1 is to be used only to supply a scaffold for the learners.

4. The students think that the use of Arabic in EFL class can always help them learn English language while teachers think that use of Arabic in EFL class can sometimes help their students learn English language

**B.** According to analysis of the structured interview conducted on EFL teachers who are not Arabic speakers the following results can be inferred:

- 1- Most of teachers completely disagree with the use of Arabic in English classroom while a few teachers think that Arabic can be used a bit for explanation and can be used by teachers in necessary needs otherwise it is not necessary.
- 2- Another salient finding is that majority of the teachers believe that Arabic should not be used in EFL classroom at all and whatever the circumstances are .While a few of them think that it can be used for beginners for explaining vocabulary.
- 3- The complete avoidance of using Arabic was supported by the majority of the interviewed teachers on the ground that the use of Arabic in EFL classroom can hinder learning English language.
- 4- Most of the teachers think that there is not a single advantage in using Arabic in EFL classroom because the use of Arabic language might deprive students of valuable input in L2 and also the use of Arabic language reduces the students' exposure to English language.
- 5- No EFL acquisition will take place if students depend on their mother tongue.

## 5.2 Conclusion:

The issue of whether or not to use L1 in L2 classroom is very complex and teachers have different attitudes towards this issue. There are two different views, regarding the use of Arabic in EFL classroom, that can be drawn from the results of the present study. The first view is adopted by students and EFL teachers who are Arabic speakers . This view welcomes the use of Arabic in EFL classroom and it considers first language a beneficial means in language learning process; because it enhances English language learning. The second view is adopted by EFL teachers who are not Arabic speakers This view completely prohibits and discourages the use of learners' mother tongue in EFL classroom, that is, Arabic should not be allowed in EFL classroom at all on the ground that it prevents students to learn L2.

In fact, there is no rule that EFL teachers should never use L1 in English learning, nor is there any excuse for using L1 most of the time. On the basis of this fact, the researcher agrees with the first view that Arabic should be used as a facilitating means in EFL classroom not as a medium of EFL instruction . Accordingly, the researcher agrees with these words of Butzkamm (2003:38) which say: " *We should finally free ourselves of a fundamental misconception and reestablish the more than 200-year-old productive alliance between the mother tongue and the foreign language*".

To sum up, language instructors from diverse backgrounds may have different conceptions of the role of L1 in EFL classroom .However, by acknowledging and welcoming the use of L1 within the EFL classroom, negative attitudes toward English could be dispelled and receptivity to learning the language could be increased (Schweers, 1999). In addition, as Canagarajah, (1999) mentions, mother tongue presents linguistic, cognitive, affective, political, psychological, and social benefits, which should be respected by the teachers on the ground that mother tongue plays a



crucial role in establishing the students' identity. The learners' mother tongue and their cultural background should be respected and valued to foster a humanistic approach to EFL teaching. Otherwise, the students are likely to form resistance and negative feelings toward the target language and its community, and this would function as a barrier to their learning. Thus, teachers can exploit their students' previous L1 learning experience to increase their understanding of L2. Here, it is worth mentioning the role of Balanced Approach adopted by Nation (2003) that not only sees a role for the L1, but also recognizes the importance of maximizing L2 use in the classroom.

In conclusion, the use of the mother tongue is sometimes indispensable since it fulfills certain functions and purposes for the learners. Instead of throwing away this great resource, not to mention the cultural aspect, L1 should become widely acceptable as a necessary and facilitating tool for EFL learners.

### 5.3 Recommendations:

In the light of the results of this research paper and other related studies that have been conducted on this issue, the following suggestions might be relevant in this context:

1. A limited and systematized use of Arabic in the EFL classroom by both teachers and students can be useful in the language learning process and may even be essential to increase learners' comprehension and that the use of Arabic can be effective in the right situations at the right time. That is to say, mother tongue can be used as a mediating tool when it is used appropriately.
2. Teachers should be careful on encouraging students to use L2. They have to motivate the students to use L2 in the classroom.
3. Teachers should support students' learning of L2 by using effective teaching methods and techniques.
4. Teachers should use L1 only as a facilitating device, not as a medium of instruction. It is because the language of the teachers directly affects the learners (Cook, 1996).
5. It is important for teachers to utilize translation for making students see and become aware of the similarities and differences between the L1 and the FL, since with such knowledge, they will acquire the FL easier.
6. As for reaching a balance of L1 use, it is advised to consider the four factors Harmer (2001:132) mentions in this context: the student's previous experience, the student's level, the stage of the course and the stage of the individual lesson.

### 5.4 Pedagogical implications:

The results of the current study have a number of implications in various fields as follows:

- 1- Teachers are offered a clearer picture of the reasons and attitudes of the students regarding the first language use in English classrooms in ESL contexts.
- 2- Realizing these reasons and attitudes may help teachers modify their teaching methods and techniques to help their students improve their English learning process and reduce the amount of first language use.
- 3- Teachers may be able to use the results to help reduce the amount of the first language used in English classrooms.
- 4- A controlled and judicious use of L1 can have both pedagogical and affective positive effects in EFL classes. As Mee.ling (1996), cited in Ching et al. (2014), advises, "Speaking English in class with little regard to whether the students understand or not will result only in 'meaningless exposure'. On the other hand, using L1 arbitrarily will easily lead to the overuse of it, which is equally harmful to language learning. It would perhaps be 'profitable' if teachers could use L1 sensibly as an effective supplementary teaching medium, but not as a float that they grasp for survival" (p.98).

### 5.5 Suggestions for Further Studies and Researches:

1. Taking into consideration the reality that language instructors from diverse backgrounds may have different conceptions of the role of L1 on EFL classroom. This issue is worth exploring and analysis.
2. It is a necessity to underline the fact that L1 use in the foreign language is not a taboo subject in itself, as long as it helps enhance foreign language learning. Hence, it would be worthwhile to focus on L1 contribution towards this end.

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