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The Status of Mother Tongue Use in English Language Teaching in the Kurdish Context: Students' Perspective

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Abstract

This study is centered around the prevalent and ongoing debate on using students' mother tongue in English language teaching. Therefore, this study is aimed at exploring the current status of Kurdish language use in the target high schools as typical EFL teaching contexts in the Erbil province of the Iraqi Kurdistan Region where up-to-date research is not available. The study further investigates the sample high school students' attitudes towards their mother tongue use in preferred English teaching practices. Achieving these aims was approached through a mixed method approach where both qualitative (field observation notes) and quantitative (students' questionnaire) data collection tools were utilized. The 'field notes' were utilized to record the observed mother tongue functions and purposes in the classroom. Whereas the questionnaire was used to elicit students' perceptions and attitudes towards using Kurdish as their mother tongue in English teaching practices. Among the outstanding findings of the study is that students' expectations for mother tongue use are satisfied in the sample high school teaching practices. In addition, the purposes for which their mother tongue is used cover various areas, including facilitating language teaching, maintaining classroom discipline, and fostering a secure psychological atmosphere in the classroom.



About the Journal

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1. Introduction

The use of the mother tongue in English language teaching has been through an ongoing debate. Linguists and teaching experts have articulated contradictory statements about the use of learners' mother tongue in the process of English language learning and teaching. Their discussions mainly center on the power the mother tongue presents in the enhancement of target language understanding and the drawbacks that the mother tongue might bring about.

The proponents argue that comprehension is made easier and anxiety is reduced when learners use their mother tongue to learn English, as they build new linguistic knowledge on the existing one. For example, Auerbach (1993) states that mother tongue use can explain complex notions and aid a more promising learning environment. In addition, Cummins (2007) clarifies that teachers can speak in learners' mother tongue to help them gain new linguistic knowledge and acquire English proficiency more smoothly and efficiently. Moreover, Nation (2003) refers to the research-supported findings according to which using the mother tongue helps improve English vocabulary retention and cognitive connections. He explains that the mother tongue makes it easier to associate English vocabulary with own language vocabulary, leading to lifelong language learning consequences.

On the contrary, the opponents believe that mother tongue reliance impedes immersion, restricts exposure to English, and slows down the language acquisition process. For instance, Krashen (1985) states that immersion, which is a highly significant strategy for fluency development and direct thinking in the target language, is hindered when mother tongue use is allowed, limiting the exposure to English language. Similarly, Turnbull (2001) stands against relying on the mother tongue as it delays the target language proficiency due to a lack of involvement in real-time situations in English. Also, Littlewood and Yu (2011) highlight another pitfall of ongoing mother tongue use. They state that if learners continuously use their own language, it fosters mother tongue dependency where students find it challenging to be involved in pure English communication, be it in academic or professional settings. Therefore, the proponents call for practicing the English-only approach in which immersion and thinking directly in English is maximized.

Both sides mention certain underlying considerations in supporting their views, namely learners' individual needs, educational context, and the target language instructional goals. Their statements seem to present a balanced set of arguments for and against mother tongue use in the English language teaching context. Therefore, conducting a study like this is thought to be rational for exploring the status of mother tongue use and its underpinning reasons in the EFL context at the high school level.

2. Literature Review

The evolution of teaching techniques has been interesting, with initial years solely relying on L1 whereas the later years see an increasing rejection of the mother tongue and reliance on FL in the classroom environment (Granger 2003, p. 541). It is difficult to conclude whether one or the other approach has been more or less successful than the other, yet this history is interesting as it demonstrates how teaching methods and philosophies have evolved .

Remarkable developments have been noticed in the modern English language teaching approaches over the years, especially in terms of the ways they manage learners' mother tongue (L1) in the classroom. Generally, these approaches are divided into three broad categories: monolingual approaches, bilingual approaches, and multilingual approaches.

The Direct Method and the Audio-Lingual Method are good examples of monolingual approaches. These two traditional approaches emphasize to depend on the use of English solely according to which learners' mother tongue is almost prohibited or extremely minimized in the classroom. The

rationale behind this L1 use prohibition (or immersion in English only) is the acceleration of language acquisition. This goal is thought to be achieved by forcing learners to think and communicate directly in the target language (Butzkamm 2003, p. 31). However, as Cook (2001) argues, research findings do not support 'English-only' approaches in which learners are fully immersed in English. To him, this overly non-flexible way of language teaching hinders learning, particularly for beginners who are unquestionably in need of clarification and support in their L1. In his research, Cook highlights the positive roles learners' L1 can play, if used strategically, in facilitating target language learning, functioning as a bridge to the target language.

In contrast to the monolingual approaches, contemporary bilingual approaches privilege the use of learners' mother tongue as an asset rather than an impediment. For instance, The Communicative Language Teaching (CLT) approach recognizes the value of guided and disciplined use of learners' L1 in clarifying learning issues, explaining complex concepts, managing disruptive classroom behavior, and aiding the language learning process. In addition, research has proved that L1 use helps learners acquire language more easily as it reduces anxiety and provides cognitive support (Turnbull & Arnett, 2002).

The third category of language teaching approaches dealing with the learners' mother tongue use encourages active multilingualism practice in the classroom. Translanguaging is an example of recent multilingual approaches. In this approach, learners have flexible opportunities for practicing languages and utilizing linguistic roles in meaning-making and effective communication processes. In other words, translanguaging recognizes linguistic diversity in the classroom as it leads to fostering a holistic and inclusive environment for language learning. The impact of translanguaging in leveraging understanding, enhancing critical thinking, and developing cultural and linguistic identities has been backed by research-based findings (García & Wei, 2014).

In summary, it is deduced that modern English language teaching now embraces more flexible and inclusive methods that recognize the benefits of incorporating learners' mother tongue. These approaches aim to enhance learning environments by strategically integrating L1 and promoting multilingual practices, demonstrating a profound comprehension of language acquisition processes.

3. Previous Studies

In the last few years, several studies have been conducted on language learners' mother tongue in the national context of Iraq, including the Kurdistan Region. Some of these studies concern the interference of mother tongue in using English as a foreign language, such as the one by Mekael and Muhammed (2023) which investigates the impact of Kurdish College students' L1 on their English used in the classroom situations at Duhok and Akre Universities. In a similar study, Betti and Hmedi (2022) investigated the effects of Arabic language as L1 on a very specific English language area which is the production of phonetic segmental and syllables. While some other studies investigate the actual use of learners' mother tongue in aiding the process of learning English as an additional language to Kurdish or Arabic. For example, Ghafar Mohamedamin (2023) explores the teachers' and students' attitudes toward using Kurdish as a mother tongue in EFL classrooms in the Sulaymaniyah province context. Ali (2022) investigates the same issue among students, focusing solely on teachers' attitudes, but on the EFL students who speak Arabic as a mother tongue in primary schools. However, the current study differs from the aforementioned ones in that its application is in an unresearched geographical and educational context which is high schools in Hawler Province. High school is a context where students take classes for pure English learning purposes only, rather than college context which is for teaching education, not language development solely. This is what adds to the originality and significance of the study. More importantly, this study investigates the topic from a unique perspective. It attempts to uncover the existing status of mother tongue use in English language teaching and discover how the mother tongue has impacted the process as well .

4. Research Aims and Questions

In light of reviewing the previous studies and uncovering research gaps, this study aims to explore the extent of mother tongue use with all its underlying situations in the EFL classes of Kurdish high school students. The study investigates students' perspectives on the use of their mother tongue in ELT as well. Accordingly, the study endeavors to answer the following research questions :

1. To what extent Kurdish is used in EFL classes of selected high schools in Hawler province?
2. What are the underpinning situations and conditions of using Kurdish as students' mother tongue in English classes?
3. What are the students' perceptions and attitudes towards using their mother tongue in English learning classes?

By achieving its aims and addressing the research questions, this study aims to contribute to ELT practices and policies by informing educators and policymakers about the current status of L1 and suggesting potential improvements.

5. Methodology

Study Design

The current study has a mixed-method research design as it follows both qualitative and quantitative methodologies. The study tries to attain the research objectives and respond to research questions to the fullest through utilizing two data collection methods, one is 'field notes', and the other is a 'questionnaire.'

Field notes are regarded as a typical method of data collection in qualitative research, especially for examining people and their behaviors in natural settings. As the name implies, 'field notes' are records taken by researchers to document observations, experiences, and insights gathered during fieldwork. Field notes are not only used to capture factual observations but also to document the thoughts, feelings, and interpretations experienced by the researchers in real-time investigation (Phillippi & Lauderdale, 2017). Being such a crucial research tool, field notes are employed in this study to help the researchers gather a deeper understanding of the phenomenon under investigation, that is mother tongue use in high school English classes. Whereas the questionnaire, being a quantitative research method, is used to elicit perceptions and attitudes towards mother tongue use in learning English. The responses are also useful as reflections on the teaching practice observations noted by the researchers.

Scope and Participants

As a case study, two public high schools located in the center of Erbil province were selected for the research. The research subjects (participants) were decided to be 11th-grade students whose average ages were between 17-18. All of the participants were native Kurdish-speaking students in EFL classes. The rationale behind this selection is related to the suitability of their English level for the class observation and the feasibility of their intellectual capability to respond to the questionnaire. For the classroom observation, the whole classes of students from both schools were utilized. As for the questionnaire respondents, 30 students from each school were selected upon their willingness and consent to participate in the research.

Data Collection

As mentioned earlier, the necessary data have been gathered via two different methods. The first method was practicing 'field notes' strategies. For this method, the researchers had to manage to observe the English language teaching to the 11th-grade students in two separate high schools for one whole study week (i.e., five lessons). Upon obtaining school and class teacher consent, the researchers launched attending English lessons regularly. The main objective of this method was to

document factual observations in terms of the extent of students' mother tongue use as well as its underlying purposes and situations. Besides, the researchers kept a record of the insights, feelings, and thoughts experienced during the lesson time. Thus, factual realizations of English language teaching practices and the real-time interpretations of the class situations were documented to arrive at optimal qualitative deduction. Following 'field notes' principles, the researchers attended ten English language classes for 11th-grade students in two separate high schools. The attendance lasted for the whole class time from the start to the end. During class times the researcher remained silent to document factual observations of English language teaching practices occurring in the classroom. However, the main emphasis of the observation was on the use of students' mother tongue. The researchers managed to take notes of all the situations where mother tongue use was resorted to, be it content teaching situations or classroom management situations. Upon the entrance of the class teacher, the researchers began observing the use of the Kurdish language as students' mother tongue and the purposes or situations it is used for as well.

The second method of data collection was a questionnaire which was originally designed to make an investigation into the students' perspective of using their mother tongue in English learning lessons. The questionnaire was also aimed at serving as a feedback or verification test for the classroom observations captured by the researchers. The questionnaire consisted of 16 close-ended questions about various aspects of mother tongue use in learning another language (English is the case for this study). The composition of the question items relied on several previous literature, such as Sherrmo (2006); Elmetwally (2012); Fatimah Salamah Al-Balawi (2016); Kocaman and Aslan (2018); and Cambridge Papers in ELT series, Survey 3., (2019). These sources served as inspirations in designing the current study's questionnaire. That is the items were not adopted, but adapted. Prior to the administration of the questionnaire, two assistant professors offered to review the validity of the items to improve the effectiveness of the research tool. The participation of the students was voluntary, yet they received strong encouragement and detailed clarification for responding to the questionnaire in the best way possible. The students were given a translated version of the questionnaire for the efficiency and efficacy of their responses .

Data Analysis

The data gathered through the two methods have been analyzed differently, but correlated to one another afterwards. The first type of data is qualitative and subject to the researchers' observations and interpretations. Such data are first noted, then recorded, and finally categorized. The researcher's interpretation of the classroom atmosphere and students' perception of the investigated phenomenon (mother tongue use) are discussed as supplementary evidence to the conclusions. The second type of data, on the other hand, is analyzed quantitatively. The close-ended items of the questionnaire are followed by three restricted options which are expected to reflect the participants' perceptions and attitudes. Numerical analysis of the responses is conducted using relevant statistical calculations. Then, implications of the results are drawn with reference to the previously documented classroom observation notes.

6. Findings and Discussions

The 'Field Notes'

The observations of both schools verified that the teachers used English for greetings, putting the class in order, and warm-up. However, they resorted to Kurdish in reviewing the previous classes and creating links to topics studied before. It appeared to the researchers that it was challenging for the teachers to make students comprehend the review in English fully.

Although the presentation of new lessons and language points was in English, Kurdish was used for explaining new concepts and complex ideas, particularly when teachers realized that Kurdish is more effective for conveying the ideas and concepts efficiently (i.e., effortless and time-saving).

This phenomenon was captured when the teacher was trying to connect the ideas to real-life examples and found Kurdish more helpful in this regard.

Similarly, it was observed that there is an agreed-upon habit of Kurdish language use between the teacher and students when it comes to explaining new vocabulary and introducing new grammar rules. The teachers' shift from English to Kurdish matched with students' expectations in clarifying the meaning of vocabulary, particularly abstract ones. The same case applied to grammar points with reference to their form, function, meaning, and use .

Whilst giving instructions for organizing activities and giving exercises, teachers used English. However, they had to switch to Kurdish whenever a student or more were struggling to do exactly what was required due to misunderstanding or not understanding the instructions. Close to this case, the Kurdish language was also used for running activities and exercises. The Kurdish language was immensely used during pair and group work. The teachers were using Kurdish to check understanding, whereas the students were using it to confirm whether they were on the right track in doing tasks. Besides, the Kurdish language was used in translating small parts of reading passages and answering reading comprehension questions .

In addition to language teaching purposes, Kurdish was used to serve classroom management purposes as well. The researchers observed a number of situations where Kurdish performed the required function rather than English. For instance, the teacher used Kurdish to maintain classroom discipline and regain order in the classroom. A specific example of this would be dealing with the student's disruptive behavior. It seemed that the teachers wanted to convey the message of seriousness by using Kurdish. This situation covered praising students' good manners and reprimanding bad ones, too. Furthermore, Kurish was used in telling jokes and discussing classroom events.

The findings above hold the answer to the first two research questions formulated by the study. Regarding the first research question, it can be stated that Kurdish (as the sample students' mother tongue in the selected high school) is used to a noticeable extent. This statement is supported by the fact that Kurdish language use has been observed throughout the whole lessons and divisions of the lessons, that is in each of the warm-up, presentation, practice, and production portions. As for the second research question, the aforementioned findings verify that the use of Kurdish has been observed in different situations for serving various purposes in the classroom. For ease of noticing and highlighting the answers to both of these research questions, the findings of classroom observation notes are summarized in the table below.

Teaching Purposes	In English (L2)	In Kurdish (L1)
Explaining vocabulary meaning	✓	✓
Explaining grammar rules	✓	✓
Explaining new concepts	✓	✓
Explaining complex ideas	✓	✓
Giving instructions	✓	-
Checking understanding	-	✓
Running activities and exercises	✓	✓
Review previous classes.	✓	✓
Classroom Management Purposes		

Organizing classroom setting	✓	✓
Maintaining classroom discipline	✓	✓
Discussing classroom events	-	✓
Praising or reprimanding	✓	✓
Telling jokes	-	✓
Situations where students use the mother tongue		
pair/group work	✓	✓
Asking questions	✓	✓
Translating form L2 to L1 and vice versa	✓	✓

Compared with the study conducted by Ghafar and Mohamedamin (2023) in Sulaymaniah City, this current study observed a wider range of L1 uses in the target EFL context, but at lower rates. That is to say, the purposes for which L1 use has been noted by Ghafar and Mohamedamin (2023) are quite limited, yet more intensive. For example, translation from English to Kurdish is the most frequent L1 use in pre-reading activities, explaining word meaning, and sentence-for-sentence translations. Nevertheless, according to this study, The L1 was reported to be used for more diversified functions, such as teaching practices, classroom management, and linguistic explanations.

‘The Questionnaire’

While the field observation notes mainly addressed two research questions on the extent and purposes of mother tongue use in EFL classes, the student questionnaire particularly responded to the third research question delving into students’ perceptions and attitudes towards using their mother tongue in English learning classes. Since the questionnaire items cover a broad spectrum of mother tongue use aspects, the analysis and discussion of the findings are categorized. That is, the items that relate to one specific area are grouped under one theme, and, then, interpreted collectively. For ease of understanding the numerical results of the questionnaire presented below, the frequency of responses to the items along with their corresponding percentages are calculated for each option.

<i>Questionnaire Items</i>	Negative	Neutral	Positive
1) Using Kurdish prevents students from learning English.	44 (73%)	7 (12%)	9 (15%)
2) Teachers should follow an English-only policy in the classroom.	40 (67%)	5 (8%)	15 (25%)
3) I prefer not to use Kurdish in English classes.	39 (65%)	7 (12%)	14 (23%)

The first three items of the questionnaire addressed the general notion of whether the students agree with learning in a class where an English-only policy is exercised. The items revolved around the same ideas, albeit phrased differently. Having looked at the results, the majority of the sample students do not believe that Kurdish as their L1 will ever deprive them of learning the English language as their L2. In addition, they prefer Kurdish to be used in English classes. In general, the students demonstrated their unwillingness for teachers to practice English-only policy as well. These findings are in line with those of Kocaman and Aslma (2018) conducted in the Turkish Context in Anatolia. According to that study, the majority of the students from different proficiency levels believe that the use of L1 is essential and its importance cannot be overlooked.

<i>Questionnaire Items</i>	Negative	Neutral	Positive
4) Kurdish facilitates complicated English classroom tasks and instructions.	8 (13%)	1 (2%)	51 (85%)

5) Students should be allowed to use Kurdish to complete pair/group work.	10 (17%)	2 (3%)	48 (80%)
6) Using Kurdish makes it easier for the teacher to control the class.	10 (17%)	5 (8%)	45 (75%)

The second theme of the questionnaire was about the roles that students' mother tongue plays in classroom management. Once again, this theme was condensed into three items. The results explicitly show that the mother tongue plays a great role in managing the classroom and has more privilege over the target language in this regard. Specifically, the responses are in favor of using the mother tongue for facilitating complex tasks, clarifying instructions, running pair and group work smoothly, and keeping the discipline in the classroom. These functions of the mother tongue in learning a foreign language are by and large worth considering and cannot be overlooked. It is worth mentioning that the use of students' mother tongue in relation to this theme has not been addressed by the previous studies conducted in the Kurdish context. This can be regarded as an asset that reiterates the validity and value of the current study's findings.

<i>Questionnaire Items</i>	Negative	Neutral	Positive
7) Using Kurdish in English classes builds up a good teacher-student rapport.	8 (13%)	2 (3%)	50 (83%)
8) Using Kurdish motivates me to participate more in English classroom activities.	17 (28%)	4 (7%)	39 (65%)
9) I feel more comfortable when my teacher uses Kurdish in class.	4 (7%)	1 (2%)	55 (92%)
10) Using Kurdish helps me express my feelings and ideas when I fail to do that in English	15 (25%)	0 (0%)	45 (75%)

As its comprehensive quality, the questionnaire contained four items considering the secure learning environment and students' psychological well-being in the classroom. Generally, it appears that using Kurdish, as students' mother tongue, helps them in all four aspects to a great extent. The students have responded in a way that using their mother tongue is quite beneficial in building a positive relationship with their teachers. Besides, the students find it more comfortable when the teacher speaks in Kurdish. Furthermore, having the freedom to use Kurdish is psychologically soothing for the students, especially in times when English is not helpful or the students fail to speak English successfully to express themselves. In this situation, the students will not be compelled to hold what they want to convey inside themselves. As for students' motivation to participate in classroom discussions and activities, the impact of their mother tongue on the students is noticeable. Yet, the extent of the impact is still less than the other three factors of the same theme. Students' psychological well-being and learning secure environment are implicitly and unconsciously indicated by both Kocaman and Aslan (2018) and Ghafar and Mohamedamin (2023). Thus no independent findings were present to be compared to those of the current study.

<i>Questionnaire Items</i>	Negative	Neutral	Positive
11) Using Kurdish helps me understand vocabulary meaning easier and faster.	7 (12%)	0 (0%)	53 (88%)
12) Using Kurdish helps me understand new grammatical points better.	8 (13%)	2 (3%)	50 (83%)
13) I understand the lesson much better when the teacher uses Kurdish.	18 (30%)	12 (20%)	30 (50%)
14) Teachers should use Kurdish to explain difficult concepts.	11 (18%)	5 (8%)	44 (73%)

Last but not least, four more items in the questionnaire were devoted to exploring the attitudes towards mother tongue use for the pure purposes of teaching and learning the target language. The items covered the uses of the mother tongue for understanding new and difficult vocabulary efficiently and explaining the grammar rules of the target language for better clarification. The items also included if the mother tongue use assists the students in grasping the overall message of the teaching practice in a lesson and unraveling complex language concepts. The overall results of the students' responses to this theme of investigation are no different from the other themes. The students have positively described using their mother tongue to be useful for each of the target language components. However, the mother tongue used for explaining grammar points and understanding vocabulary items is at the top. As far as previous studies are concerned, almost all

of them identify that students are in significant need of mother tongue use when it comes to explaining new words, grammar rules, and complex concepts. These findings are of no objection to those concluded in the current study.

Upon the presentation of the results above, it has been discovered that Kurdish students expect and prefer their mother tongue to be used in the classroom for multiple purposes in a remarkable way. Therefore, the functions that they think the Kurdish language performs well were categorized and correlated to one another. The aim of calculating this proportion of the functions was to see for which purposes students' attitudes are positive the most or the least. Thus, the results of the proportion are presented below in the visualized form.

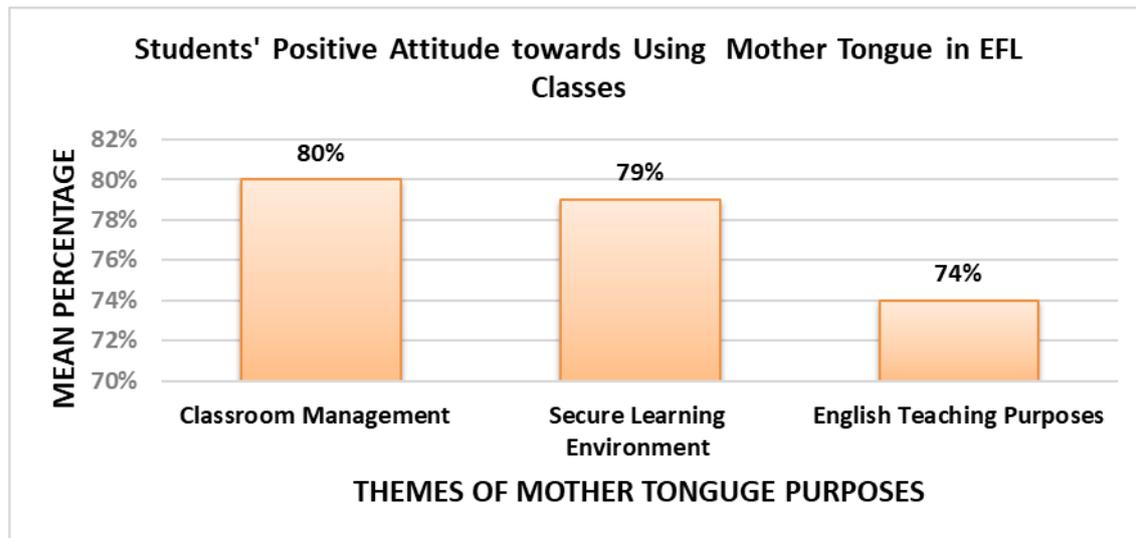


Figure 1: Rate of Students' Positive Attitude towards L1 Purposes in the Classroom

It is noticed that the rate of positive attitudes towards using the mother tongue is generally high. Accordingly, the mother tongue purposes highlighted by the students were observed in serving classroom management functions the most, but were used for language teaching purposes the least. This finding holds crucial implications for educators, teachers, and students as well. Accordingly, the English language teaching policy and practice in high schools need to train students to be adaptive to use English more in multiple contexts in the classroom, not only the language explanation portion.

The final remark to be made here is that the overall findings from the 'field observation notes' and 'students' questionnaire' go in line with each other. That is, the students' expectations for using their mother tongue in the EFL classroom seem to have been well satisfied by teachers. In other terms, the English language teaching practice in the sample context of the current study is positively responsive to the student's needs in terms of their mother tongue use in the classroom. Furthermore, almost all the uses and purposes of students' mother tongue observed by the researchers matched with their attitudes and perceptions. This evidence validates the previous discussion of the findings of both data collection methods' correspondence.

7. Conclusions, Implications, and Recommendations

This study started with an overview of the arguments for and against using learners' mother tongue in the EFL classroom. After presenting certain research-based perspectives of both argument sides, some reference was also made to the language learning approaches where mother tongue use is enforced or prohibited. Thus, the study endeavored to explore whether the mother tongue purposes preferred in the previous research studies are still valid in the context under examination. In

addition, the study investigated the students' perceptions, expectations, and attitudes toward the roles and functions of the mother tongue.

Upon conducting the study and interpreting its findings, it was concluded that Kurdish as the sample students' mother tongue is quite noticeable in the English language lessons of high schools in the target context. Moreover, a range of mother tongue phenomena was detected through factual, real-time classroom observations. Examples of the main purposes for which mother was used in the classroom included comprehension (understanding new vocabulary); clarification (explaining grammar rules), anxiety reduction (through teacher-student rapport and expressing their needs and problems); cognitive support (clarifying complex concepts); and classroom management (maintaining classroom discipline and administering activities).

Concerning the students' perspective of using their mother tongue in learning another language, several deductions can be made from their responses. To begin with, the majority of the students do not prefer to be in classes where only English is used and where their mother tongue (Kurdish) is prohibited. This might related to the habit they have formed throughout their previous school years to use their mother tongue. However, this habit formation might be due to the fact their need and expectations are easily entertained by their teachers. It can also be that teachers themselves find it less time-consuming and more effortless for them to use students' mother tongue to convey their message or achieve the task. Next, the students generally have positive attitudes towards using their mother tongue for various events happening in the classroom, ranging from managing the class to delivering the language content and to the pedagogical procedures, for example, reviewing previous lessons, giving instructions, and running activities. However, the responses imply that using the mother tongue for classroom management purposes and anxiety reduction was preferred for teaching language content by the students. Finally, it was discovered that students' perspectives are almost completely in line with the observed teaching practices. This last statement holds the implications that teachers might have compromised English teaching quality to satisfy students' needs and expectations.

Having considered the findings and contemplated the implications, the improvement of students' English language learning experience in terms of mother tongue use has become indispensable. The use of students' mother tongue in the target context has to be restricted and as it was found plenty. Moreover, it is recommended that teachers use students' mother tongue purposefully, that is, in favor of target language learning. In other words, the mother tongue should have an auxiliary and not a primary role in the language teaching process. Also, teachers can train students to use English, even simply, for classroom events instead of their mother tongue. This can happen through teaching them necessary classroom language utterances at the very beginning of the year. This brief engagement can have a great impact on students to minimize the amount of using their mother tongue (Kurdish) and rely on English to a greater extent. This way, Kurdish will be used with care and only in situations where otherwise is not fruitful.

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دۆخی به کارهیتانی زمانی دایک له فیرکردنی زمانی ئینگلیزیدا: روانگی قوتابیان

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پوخته

به کارهیتانی زمانی دایک له فیرکردنی زمانی ئینگلیزیدا تا ئیستاش مشتومرێکی باوه. ریبازه مودیرنه کانی فیرکردنی زمانیش به ناشکرا زیاتر پشتگیری به کارهیتانی زمانی دایکی قوتابیان دهکهن، به لام بهو مهرجهی ئامانجدار بی و به ئاگادارییه وه به کار بی. له بهر ئه مه، ئه م لیکولینه وه یه ته رخان کرا به مه بهستی بنکولکردنی دۆخی ئیستای به کارهیتانی زمانی دایک له له لایه ن قوتابیان کورد زمان له ژینگه یه ک که لیکولینه وه ی نوێی له م باره وه تیدا به رده ست نییه. سه ره رای ئه وه ش، لیکولینه وه که شیکردنه وه بۆ هه لویستی قوتابیان دوانا وه ندی ده کات له هه مبه ر به کارهیتانی زمانی دایکی خۆیان له له کرداره خوازا وه کانی پرۆسه ی فیرکردنی ئینگلیزی. گه یشتن به م ئامانجان له ریگه ی ریبازیکی توێژینه وه ی تیکه لا وه هه ولی بۆ درا وه، که تیایدا هه ردوو ئامرازی کوکردنه وه ی زانیاری چۆنا یه تی (تیبینی چاودیری مه میدانی) و چه ندایه تی (راپرسی قوتابیان) به کارهیتان. له نێو ده رنه جامه سه رنه راکیشه کانی توێژینه وه که دا ئه وه یه که چاوه روانیه کانی قوتابیان بۆ به کارهیتانی زمانی دایک به هه ند وه رگیراون له پرۆسه ی وتنه وه ی زمانی ئینگلیزی له دوانا وه ندیه کاندایه جگه له وه ش، ئه وه مه به ستانه ی که زمانی دایکیان بۆ به کارهیتان، بواره لیککی جۆرا و جۆر ده گرته وه، له وانه بۆ ئاسانکاری بۆ فیرکردنی زمان، بۆ پاراستنی دیسیپلینی پۆل و بۆ دروستکردنی که شیکه ده روونی سه لامه ت له پۆلدا.

و شه سه ره کیه کان: وتنه وه ی زمانی ئینگلیزی، زمانی مه به ست، زمانی دایک، قوتابیان کورد زمانیی زمانی ئینگلیزی.

وضع استخدام اللغة الأم في تدريس اللغة الإنجليزية: وجهة نظر الطلاب

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ملخص

لا يزال النقاش حول استخدام اللغة الأم للطلاب في تدريس اللغة الإنجليزية سائدا. تميل الأساليب الحديثة لتدريس اللغة بشكل صريح إلى استخدام اللغة الأم للطلاب، ولكن لازم يكون هذا الاستخدام بشكل هادف و مدروس. لذلك، هدفت هذه الدراسة إلى استكشاف الوضع الحالي لاستخدام اللغة الأم في سياق التحدث باللغة الكردية المستهدفة حيث لا يتوفر بحث محدث في تلك السياق. إضافة إلى ذلك، تبحث الدراسة في مواقف طلاب المدارس الثانوية في العينة تجاه استخدام لغتهم الأم في ممارسات التدريس الإنجليزية المفضلة. تم التعامل مع تحقيق هذه الأهداف من خلال نهج مختلط حيث تم استخدام أدوات جمع البيانات النوعية (ملاحظات المشاهدة الميدانية) والكمية (استبيان الطلاب). من بين النتائج البارزة للدراسة أن توقعات الطلاب لاستخدام اللغة الأم مرضية في ممارسات التدريس في المدرسة الثانوية في العينة. بالإضافة إلى ذلك، تغطي الأغراض التي تستخدم من أجلها لغتهم الأم مجالات مختلفة، بما في ذلك تسهيل تدريس اللغة، والحفاظ على الانضباط في الصف، وتعزيز الجو النفسي الآمن في الصف.

الكلمات المفتاحية: تدريس اللغة الإنجليزية، اللغة الأم، اللغة المستهدفة، متعلمو اللغة الإنجليزية كلغة أجنبية من الأكراد