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**The effect of mother language use on EFL students' speaking  
abilities:  
The case of first year LMD students of English at Biskra University.**

A dissertation submitted to the Department of Foreign Languages as partial fulfillment for the  
Master's Degree in Sciences of Languages

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## **Dedications**

I dedicate this dissertation to:

My beloved mother for her never ending love .

My beloved father for his care and love.

My dear brothers: Nadjib, Bader-Eddine , Alaa-Eddine, Mohammed Yaakoub, and Fares.

My sister Iness.

My friend Zemmit Nessrine

Teachers and students of English at Mohammed Kheider University of Biskra

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## **Abstract**

This research aims to spot the light on the effects of using mother language in EFL classrooms on the development of the Algerian students' speaking skill. The purpose of this study is to investigate the impact of using Arabic as a mother tongue on the students speaking proficiency. At the same time it seeks to discover the teacher's attitudes towards the use of mother language in EFL classes at English division faculty of letters and languages at Mohammed Kheider University of Biskra. This study attempts to identify the influence of mother tongue on the learners speaking skill. One of the major objectives of this study is whether or not the use of Arabic on EFL classes is considered as a helping tool or hindering obstacle that affects negatively the process of speaking. For that reason, we hypothesized that the use of mother tongue might be either developing or hindering students speaking skill. Therefore, a mixed method study has been conducted to test the hypothesis. In this research two data collection tools were used in order to collect the sufficient data required by this investigation: A questionnaire for both teachers (N=08) and students (N=40) , and an interview with students (N=04) . The results have shown that there are different reasons that affect students speaking skill. Also, we have seen that students and teachers do not share the same attitude towards the use of Arabic. Students see that the use of Arabic facilitates their achievement while teachers hold somehow negative attitude towards the use of Arabic by students. However, they do not mind to use it when EFL students encounter difficult issues.

## **List of abbreviations and acronyms**

**DM:** Direct Method

**EFL:** English as a Foreign Language

**FL:** Foreign Language

**GTM:** Grammar Transition Method

**L1:** First Language

**L2:** Second Language

**LMD:** License Master Doctorate

**M, K, U:** Mohammed Kheider University remove commas and insert periods M.K.U.

**MT:** Mother Tongue

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## **General introduction**

In the last decades English has promoted to be an international communicational channel. Therefore the majority of world countries adopt it either as a second or a foreign language to be used in different official or non-official domains. Algeria as a part of this world has adopted English as a foreign language in its academic settings. Learning English is based on the mastery of the four language skills 'listening, reading, writing and speaking. Although teachers Put more emphasis on the latter skill, which is more devoted to communication, many Algerian English language learners still have difficulties when they are asked to express their thoughts, ideas and feelings orally. For this, they may refer to their mother language in order to overcome their speaking difficulties.

### **1. Statement of the Problem**

No one can deny that the mother tongue is the first instrument for expressing thoughts and ideas and it may have a double impact on the acquisition of any foreign language. Teachers may use first language for the sake of simplifying the transfer of knowledge and students sometimes find themselves obliged to use their mother language when interacting with their peers and even with their teachers. Learners use their mother tongue due to many possible reasons such as lack of vocabulary, timidity, Anxiety, etc. This may affect, in a way or another, the development of learners' speaking skill. Throughout this study, we tend to spot the light on the effects of using mother language on first year EFL students' speaking skills, focusing on the major difficulties.

### **2. The Research Questions**

As a first step to investigate the effects of mother language on the development of EFL students' speaking skills, we should answer the following raised questions:

**RQ1:** To what extent does the use of Arabic in EFL classrooms help first year LMD students at Biskra University develop their speaking skill?

**RQ2:** To what extent does the use of Arabic in EFL classrooms hinder first year LMD students at Biskra University develop their speaking skill?

**RQ3:** What are the major causes of using Arabic in the classroom among first year LMD students of English at Biskra University?

**RQ4:** What is the attitude of the teachers' and their first year LMD students' of Biskra University towards the use of Arabic in EFL classrooms?

### **3. The Research Hypotheses**

As a first attempt to answer the research questions, we hypothesize that:

**H<sub>1</sub>.** If EFL learners use Arabic inside the classroom, that would help them promote their speaking skill.

**H<sub>2</sub>.** If first year LMD students keep using their mother tongue inside the classroom, that would hinder them to develop their speaking skill.

**H<sub>3</sub>.** If teachers use Arabic in EFL classroom, that would help students to perform better when speaking.

### **4. The Research Aims**

Through this study, we aim to spot the light on the problem of using the mother tongue inside the EFL classroom in order to explore its role in developing or hindering the learners' speaking skills. Also, we tend to investigate the major causes behind using Arabic among first year learners, Moreover, this study is conducted to seek teachers and student's attitudes towards the use of Arabic in the EFL classroom.

### **5. Significance of the Study**

This study would be significant because it investigates the effects of using mother language on the development of students' speaking skill in order to highlight the major difficulties which encounter EFL first year learners while speaking during their courses. In addition, the study seeks to investigate teachers' attitude towards this matter. This work

needs to be conducted because it tackles the serious issue and it looks for the effective solutions as well.

## **6. Research Methodology**

We have chosen the descriptive form for this work because it is the suitable method to study the current treated issue which is the mother tongue's influence on speaking skill. Furthermore, it is the appropriate way to confirm our hypotheses about this issue.

### **6.1.1. Population and Sample**

The population of this study will be the first year LMD students (N=326) of English at Mohammed Kheider University of Biskra.

#### **6.1.2. Sample**

##### **6.1.2.1 Teachers**

We have secreted eight (08) teachers among first year LMD teachers whom teach oral expression module at the division of English in the University of Mohammed Kheider of Biskra.

##### **6.1.2.2 Students**

We will choose forty students among first year LMD students at Mohammed Kheider university of Biskra.

We will choose 40 students among first year LMD students as a sample of study. They will be chosen randomly and they will respond to the questionnaire anonymously. In addition, we have selected 8 teachers to interview them.

## **6.2 Data Collection Tools**

In order to investigate the effects of using mother language in EFL classroom on students' speaking skill, data gathering tools will be a questionnaire, which will be administrated to students as well as teachers and an interview for students.

### **6.2.1 The questionnaire**

For this study, we will use a semi-structured questionnaire, which is a research instrument consisting of a series of questions for the purpose of gathering answers from the respondents (Chelli, 2011). We will use different questions ranging from open-ended and close-ended questions. Through this questionnaire, we will be able to diagnose students and teachers attitudes towards using Arabic and their reasons behind that use .

### **6.2.2 The interview**

It is a qualitative research technique, which involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on particular idea, program or a situation (Boyce and Neal, 2006). It will be semi-structured in order to know more about the students' attitudes towards the probable effects for the mother language use in EFL classrooms on their speaking skill.

## **8. Limitation of the study limitations"**

In the process of conducting the present work we were faced by many limitations. The corona global pandemic was the major obstacle that stood in front of the earlier accomplishing of our study. Since it has caused an urgent stop of studies in the university in which our population exists, we could not distribute questionnaire for students and teachers and conduct an interviewed students. Also, when we posted questionnaires online, the respondents take a long period of time to answer and send back the questionnaire.

## **9. Structure of the Dissertation**

This work will be divided into three main chapters. **The first chapter** entitled, "EFL learners Speaking Skills" will present a general overview about speaking skill including its definition importance and types. Also, it raises the major difficulties that hinder students' to develop their speaking proficiency. **The second chapter** entitled, "The Impact of Using Mother Tongue in EFL Classes" will be about theoretical concept of mother language' use

in EFL classroom. Also, it will present a general overview about mother tongue. While **the third chapter** represents the Fieldwork. It will be divided into three parts. The first part will be about the analysis of the quantitative data questionnaire findings. The second part will be about the qualitative data interview findings. The third part will be a conclusion about the obtained results.



# **CHAPTER ONE**

## Chapter one: Probe on the speaking skill

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## **Introduction**

Speaking skill is an essential skill in the oral production; because language's learners are tend to express the acquired knowledge through speaking at first stage. Therefore, enhancing this skill in EFL teaching is very important for promoting learners communicational capacities. The aim of learning any language is to interact either orally or by writing. However interaction is more related to communication and speaking. So that, the speaking skill has the priority over the other learning skills, because learners need to involve in discussion give comments, ask for clarifications and all of this requires talking. Also, teachers are required to follow strategical methods to motivate their learners in order to use language comfortably.

In this chapter, as theoretical overview aims to cover a different angles of speaking skill. We will attempt to define speaking skill. In addition, we will shed the light on the elements of speaking and the importance, including the main characteristics of speaking performance. Also, it focuses on the main characteristics that try to make a good EFL learner; the last point highlights the factors that affect EFL learners.

### **1.1. Definition of the speaking skill**

The main goal behind learning a foreign language is to speak fluently and communicate effectively. In other words, the speaking skill has to do with transmission of knowledge; therefore, the speaking skill can be seen as a complex process of sending and receiving messages through the use of verbal expressions. In learning English, learners have to talk automatically in the second language without referring to certain circumstances that allow them to recognize their speech (Oral presentation) properly; therefore, speaking is not an easy skill; because it requires some experience and practice by the learners. At this point Luoma (2004, p.1) affirms that "speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop". It can be seen

that this skill is regarded as a basic skill among the other skills. It is considered to be the unique skill that is characterized by its complexity of the interaction that exists between two participants, i.e., sending messages and receiving them though this quality needs time to learn how it is used in advance. It needs much attention. In a similar view David, (1969, p.69) says that "speaking is a complex skill requiring the simultaneous use of different ability which develops at different rates". It is clear that speaking skill need more attention of the learners, thus, it need from the learner to use all his/ her capacities to develop it.

Moreover, speaking is an important skill based on forming it, to support this point Hedge (2000, p. 261) affirms that speaking is a "Skill by which they (people) are judged while first impressions are being formed". That is to say, speaking is essential skill which needs more concentration in both the first and second language because it reflects people's ideas and personalities. In the same path, McCarthy (1972, p.9) claims that

When students want to speak a language, they are concerned mainly with two things, first knowing what to say; what words and phrases to use at any moment... and second being able to say it-able to perform the required actions, the movement necessary, for saying those words and phrases along.

In other words, this passage means that speaking skill is focus to speak English and knowing when this statement should be used, also and perform better with what the learner say. Moreover, speaking skill is a productive skill. That is to say, this skill may give the learners the chance to produce and to receive the information, "To be more orally productive, learners would need to be more capable of responding in a relevant and socially appropriate manner to the communication of others" (Haley & Austin, 2004, p. 189). It is clear from the quotation that, oral communication is the process that it has a strong relationship between the speaker and the listener; also it involves the productive skill of understanding (or listening with understanding). In any discussion people can use

their background information to speak or receive messages without any previous thinking of the subject.

## **1.2. The importance of speaking**

According to Ur (2000,p. 12), "All the four skills [listening, speaking, reading and writing, speaking seem intuitively the most important, therefore , learners who master the speaking skill seem to master the language by its aspects that is why the most common question is “do you speak English?” But do not you write English?". From this we understand that speaking skill become an important key to communicate a foreign language.

Speaking skills involves the development of a specific type of communication skills because learners evaluate their success in a foreign language depending on their achievement on that language. That is to say, speaking reflects people’s thoughts and personalities. In other path, Celce-Murcia (2001, p.103) suggests "For most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication". Therefore, speaking can help students to develop their vocabulary and grammar and then improve their writing skill. Additionally, speaking skill is important to the students for career of success, but certainly not limited only to one’s professional aspirations. That is to say, speaking skills may progress the personal life too, and to consider it as appositive skill that engages all the learners to participate even though they have the non-clarity of the ideas to express them instantly.

In the same context, Baker and Westrup (2003, p.5) affirms that "a students who can speak English well may have greater chance for further education, of finding employment and gaining promotion". To conclude, speaking skill is principle to the speakers when they want to learn the target language (FL) and express themselves in the language even if they have enough knowledge about it.

### **1.3. The elements of speaking**

According to Harmer (2005, p. 89), "teachers should focus their attention on those features that reflect the students' speaking capacity of English proficiency". Depending on what Harmer have been said, we point out that in order to speak the target language fluently and accurately, learners need to be able to know some elements which are very important to develop this. In addition Harmer (2003, pp. 269-271) affirms that speaking elements are classified under two main categories: language features and the mental/ social processing.

#### **1.3.1. Language features**

In speaking skill the following features are important which help the learner to be fluent speaker and at the same time learn (grammatical error VS agreement) EFL effectively. Thus language features should be taken into consideration. So, communication in the classroom becomes as an essential activity that requires teachers to present their instructions carefully to the needs of their EFL learners.

##### **1.3.1.1.Connected speech**

Connected speech ability requires from the speaker to produce more connected sounds not only separated phonemes. These sounds may be modified, omitted, added, or weakened in the connected speech, such as expressive devices, lexis and grammar, and negotiation language (Harmer, 2003, p.269). These aspects are described and explained below.

##### **1.3.1.2. Expressive devices**

English native speakers use effectively the phonological rules which refer to the pitch of the voice, stress, and speed with the use of non verbal means. "It is about the different ways and styles speakers use to express their feeling and thoughts such as using stress, intonations, speed of utterances, and pitch. As well as using the paralinguistics features" (Harmer, 2003, pp.260-271). These devices help them to convey their intended

meaning through discussion. Students then need to use this ability of employing such devices if they want to be effective communicators.

#### **1.3.1.3. Lexis and grammar**

When learners produce some language functions, they often use the same lexical structures. So, the mission of the teacher here is to provide learners with different phrases which carry different functions, so that they can use them in the different stages of communication with others (Harmer, 2003, p.271).

#### **1.3.1.4. Negotiation language**

Negotiation is about two or more people communicate together with attempt to achieve their goals that could serve all the parts. According to Sokolova and Szpakowicz, (2012, p.1) negotiation is a "Communication between people, in which participants pursue their goals in order to reach an agreement, can be described as negotiation". Thus, learners can benefit a lot from the use of negotiation language; they often ask for clarification when they are listening to others talk during a conversation. So, the teachers have to provide them with the necessary expressions that they need when they ask for clarification from the other speakers. Learners also need to perform well their utterances if they seek to be understood and clear especially when they can see that if the other interlocutors did not understand them. Harmer ( 2001, p. 270) claims that "they use negotiation language to show the structure of their thoughts, or reformulate what they are saying in order to be clearer, especially when they can see that they are not being understood". From this point, it's clear that most students using negotiation language in order to express their ideas and opinion, in addition making their speech simpler can easily get their meaning.

#### **1.3.2. Mental/ Social processing**

In addition to language features mental and social processing skills is necessary to speak. It includes three forms. First, **language processing** refers to the ability of the

speakers to process the language in their minds through putting it in a coherent order, so that the other interlocutors can understand it and get the intended messages. Speakers have to retrieve words and phrases from their memories to use them when they are interacting with others (Harmer, 2003, p.271). Second, **interacting with others** means that speaking situations involve interaction between two or more interlocutors. That is to say an effective speaker needs to be able to listen and understand others talk then reacts through taking turns or keeping the others to do so. According to Johnson (1995, as cited in Harmer, 2003, p.271) states "If learner-learner interaction is well structured and managed, then it can be an important step of cognitive development, educational achievement of students and emerging social competencies. It can also develop the students' capacities through collaborative works". In the same path, Naegle (2002, p. 128) affirms that "talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned". Third, **information processing** refers to the ability of processing the information in the mind rapidly (i.e. the time speakers get information), and they must be ready to response to the others' talk. (Harmer, 2003, p.271)

#### **1.4. Teaching the speaking skill**

In the mother country, SL students need to practise the language regularly inside the classroom through performing different activities that prepared by the teachers thus, teaching the speaking skill is not an easy task. In addition, teachers should use effective strategies that may serve the learning/teaching goal of speaking proficiency and help learners to practice speaking skill in the classroom at all levels through expressing themselves in situations where they can use spontaneous language. To support this point, Brown (2000, p.7) points out that "teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand". Thus, the goal of teaching speaking skills is to



communicate efficiently and learners should be able to make themselves understand effectively the input. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, teachers can use a balanced activities approach that combines language input, structured output, and communicative output. Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

#### **1.4.1. Principles of teaching the speaking skill**

The main principle of learning a second language in classrooms should be the acquisition of the oral communicative competence, i.e. the ability to speak appropriately and confidently. However, learners may find difficulties in taking parts in interactions. So, the best way to overcome these problems of communication is through using communicative strategies. Ellis and Barkhuizen (2005, pp.170-71) defines communicative strategies as "Speakers-oriented; that is they are used by learners to compensate for lack of L2 knowledge or their inability to access the L2 knowledge they have". These strategies help learners to avoid the breakdown of the oral communication. Hughes (2002) also defines this term as the ability of the learners to manipulate a conversation and negotiate interaction in an effective way. Such strategies are particularly important where there are problems of expression and communication.

The interaction between speakers and listeners is difficult because speakers have encoded messages that he/she is conveying in an appropriate language, but the listener has to decode the message. In the same context, Kramsch (1983, p. 367) views that "speaking involves Anticipating the listener's response and possible misunderstanding, clarifying

one's own and the other's intentions, and arriving at the closest possible match between intended, perceived and anticipated meaning". It can be seen that the learners should manipulate a conversation and negotiate interaction in an effective way. Thus the speaker is particularly important on how present the speech and give a clear expression for effective communication.

In other words, speaking skill strategies are principles used by speakers when they do not have enough knowledge about the target language (FL) or when they are not able to express themselves in the language even if they have enough knowledge about it. With other words Faerch and Kasper (1983) affirms that oral production strategies are ways that are needed to build the bridge between FL learners and produce the TL. They put some summarized examples which are the main strategies used: firstly, avoidance, (i.e.) avoid speaking about specific topics that they dislike or have not much information about it. Secondly, paraphrase, (i.e.) use approximates instead of the exact word or concept, thirdly, conscious transfer,(i.e.) the use of L1. Fourthly, Mime (i.e.) the use of gestures.

In other words, Ellis and Barkhuizen (2005) discussed the role of speaking skill strategies by giving a general role is that they help in understanding the L2 communication and some researchers 'suggestions. With more detailed, Ellis and Barkhuizen (2005, pp.172-173) mentions in their book different definitions from different scholars as following: (do it like this. in a form of list)

- a. Krasper and Kellerman (1997 (add the missed bracket) suggests that "communication strategies are an important vehicle for producing pushed output, which... contributes to acquisition...they help to develop semantic connections in the learner's mental lexicon and still in word formation".
- b. Corner (1978) affirms (should be affirms) that "achievement strategies will foster acquisition, but that avoidance strategies will not".

- c. Tarone (1980) mentions that "achievement strategies.....help learners negotiate their way to the correct target language forms. They may also assist acquisition by helping to keep the conversation going, thus securing more input for learners".
- d. Shekan (1998) has another idea in the role of communication strategies. He saw that using these strategies in the controlling of the linguistic problems may harm the development of the interlanguage knowledge resources".

All this definition are common in one case which is the learners use such strategies to compensate for language gap by using a substitute; they try to find a way to convey their messages without losing or changing it. However, they are differing in the case that the learners often use such strategies to avoid various kinds of trouble they can have. They may want to avoid some particular sound sequence. For example, some learners avoid conditional in English, and others like to avoid words whose gender is unknown or unsure for them. In fact, the students have to participate and speak as well to achieve high level of proficiency in oral skill. However, many EFL students fail to do this. Thus, the role of the teacher is to help the students through using some effective strategies to enhance their speaking skill and perform better.

#### **1.4.2. Goals of teaching the speaking skill**

The aim that leads teachers to teach the foreign language is to give a chance to learners to speak that language, so learning to speak a language is not any easy task in EFL classes as McCarthy ( 1972, p.9) states that,

When people are learning to speak a language, they are concerned mainly with two things; first, knowing what to say- what words and phrases to use at any given moment, in any given situation- and second, being able to say it- able to perform the required actions, the movement necessary, for saying those words and phrases aloud.

From this quotation, it seems that if students want to speak fluently have to learn two sides. In the first one, they have to master grammatical rules of the language. In the second one, they have to master phonology features. In oral expression classes, learners present something in order to send messages and convey their opinion. Haley and Austin (2004, p.189) claims "To be more orally productive, learners would need to be more capable of responding in a relevant and socially appropriate manner to the communication of others". So, the main objective of speaking is to learn effectively that language and have the ability to communicate.

### **1.5. Characteristics of communicative language teaching**

In the entire recent teaching context, a lot of attention has been paid to design activities and strategies which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the speaking skills. In the communicative approach, fluency and accuracy are of the main characteristics of this approach, and they are seen as complementary in accomplishing a given task. Although Richards and Rodgers (2001, p. 157) suggested that "fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context". Many questions have been raised about the role of accuracy in CLT theory. Hedge (2000, p. 61) says, "The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary". Learners, then, should improve their communicative competence through classroom practice. Simultaneously, they should know how the language system works in a correct and appropriate way.

#### **1.5.1. Fluency**

The essential goal of teachers is to achieve in teaching the productive skill of speaking oral fluency; it is the main characteristics of the speaker performance. According

to Hedge (2000, p.54), "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation". It means that it is learner's capacity to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation, i.e. doing all of these quickly. Another view by Hughes (2002) in which she has defined fluency as "The ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will break down because the listeners will lose their interest". To achieve this goal, the teachers have to train learners to use their personal language freely to express their own ideas and thoughts that lead them avoid imitations of a model of some kind.

Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses. In the same way, Thornbury (2005, p. 155) states that,

Speed is an important factor in fluency and pausing too, because speakers need to take breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said; we deduce that Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses.

### **1.5.2. Accuracy**

Nowadays, in learning a second language, teachers emphasize the term accuracy in their teaching experience because all the learners seek more to be fluent, and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interests and focus if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is

of more importance for oral proficiency. To explain more this idea, Skehan (1996, p. 23) defines accuracy as referring “to how well the target language is produced in relation to the rule system of the target language” (as cited in Ellis and Barkhuizen, 2005, p.139). For that, students must shed the light on a number of things in their production of the spoken language, mainly, vocabulary, grammatical structure and pronunciation.

#### **1.5.2.1. Vocabulary**

According to Harmer (2001), the knowledge of the word classes helps speakers to perform well formed utterances. From that, achieving accuracy in terms of vocabulary refers to the effective selection of words during oral expression lectures. However, students often find difficulties when they try to express their thoughts. They lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students have to be able to use words and expressions accurately which help them to achieve better.

#### **1.5.2.2. Grammar**

Another common characteristic in accuracy is grammar Thus, grammar rules is an important issue in learning and teaching process of foreign language. According to Ielts (2001, as cited in Hughes, 2002), grammatical accuracy refers to the range and effective use of the learners’ grammatical structure that involves the length and the complexity of the utterances, also to the ability to use the subordinating clauses. The grammar of speech differs from that of writing

It is clear that these elements of spoken grammar are essential because English grammar is very important that help students to communicate accurately, purposely and judiciously. In addition, without grammar rules the learners fail to produce a complete or correct sentence, and they will be nervous of making errors in their utterances.

#### **1.5.2.3. Pronunciation**

The word pronunciation plays a major role to accurate language. English language has been long considered by either native speakers or non-native speakers as a difficult language because of its pronunciation. Most students try to improve their speaking skill in English through practicing pronunciation. They should be aware of the different sounds and their features and their place in the mouth; they have also to be aware of where the words should be stressed, also when to use raising intonation and when to use a falling one.

All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English. To support this idea, Redmond and Vrchota (2007, p. 104) argue that "it is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood". Therefore, if the pronunciation is not correct, the speakers then will not be understood and therefore accuracy is not achieved.

### **1.6. Speaking activities**

In teaching a foreign language, teachers always work on adapting appropriate speaking activities in order to help students enhance their speaking ability. Another common way is diversify the type of activity in order to boost learners' energy and motivation. Harmer (2007, pp.87-88) says "If all students are participating fully- and if the teacher has set up the activity properly and can then give sympathetic and useful feedback- they will get tremendous satisfaction from it". So, these activities can help the teacher to determine the different weaknesses of their students. O'Malley and Pierce (1996, p.59) claims that "Different kinds of speaking activities (and consequently assessment task) are appropriate at different levels of proficiency". In the same context, Scrivener (2005, p.152) affirms "The aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways, usually involving exchanges

of information or opinion". From those three points of view, we notice that teachers vary in using activities in order to achieve communication by practicing the language. Here are some speaking activities that teachers prefer to apply in order to encourage and push their students to practice the foreign language and speak in effectively during the oral presentation: Role-play, simulation, dialogue, information gap activities, classroom discussion.

### **1.6.1. Role -play**

Role-play is an authentic technique. It involves language use in real interactive contexts and provides a format for using real-life communication. Usually, in role play, learners are given cues about the roles that they will adopt. These cues are given in cards which are called role cards. Learners read these cards and take little time for preparation, then meet their mates to act out the scenes which are composed by their ideas and information from the role cards. Moreover, role play invites students to speak through a fictitious identity in an imagined situation to present the view of a person without necessarily sharing theme. It can offer two main choices: (a) They can play themselves in an imaginary situation, or (b) they can be asked to imaginary people in imaginary situations (Byrne, 1976, p.117).

Thus, role-play allows hesitant students to be more confident in their opinions and behavior than they might be when speaking for themselves since they do not have to take the responsibility for what they are saying. In the same context, Harmer (2007, p.125) affirms that,

Role play has a crucial role in promoting spontaneous exchanges between participants instead of reciting already memorized stretches. Students usually find role playing enjoyable; for instance, they might be given the role of suspect, police officer, lawyer, and parents in dramatic situations. Students in groups discuss the



roles they are going to play whether police officer, lawyer or parents; therefore, students have to prepare a dialogue for their presentation.

On top of that, by broadening the world of the classroom to include the out-side world, role play allows students to use a wider range of language. Scrivener (2005, p. 159) claims that "role play is a large scale role-play, role cards are normally used, but there is often quite a lot of other printed and recorded background information". From this role play is an essential activity that help the learner to achieve their speaking performance during the oral presentation course.

It is clear from this point that role play is an essential task that may help the EFL learners to develop their Oral proficiency. Consequently, this task is enjoyable which led an EFL learner to pass positively from the unknown to the known knowledge. In addition, in their social life situation, they promote their speaking skill. Also, they will be motivated when performing plays on the stage.

### **1.6.2. Simulation**

Simulation is the most known activity in developing the speaking skill. Students are expected to imagine themselves in a situation which is either simulated from real life or an imaginative one.

### **1.6.3. Dialogues**

Dialogue is a helpful task that will make learners improve their speaking skill either inside classrooms or outside them, the practice of this activity will make the learners to acquire new word and be socialized too. Thornbury (2005, p.72) mentions that "practicing dialogues has a long history in language teaching since language is essentially dialogic in its use, and any grammar structure or lexical area can be worked into a dialogue with a little ingenuity", so, dialogue practice can be a helpful way to show the rest of the class

how students' pair-work is performed. The teacher may ask a student to read aloud one of the roles of a dialogue.

#### **1.6.4. Information gap activities**

The main objectives from this activity is to increase the learners' own imagination of the words and to develop their thoughts and interact fluently. Thus, they fill the gap that they need to learn about. However, this kind of task needs either group or pair work. That is to say, the efficiency of using this activity is to raise the EFL learner's imaginations and creations of their own thoughts. There are many types of them. Lindsay, C. And knight, P. (2006, pp.65- 66) mentioned some of them. They are presented below.

- a. Describe and draw-one learner has a picture and has to describe it to partner, who draws the picture.
- b. Describe and arrange- learners have to arrange objects according to instructions from a partner.
- c. Describe and identify-learners have to identify which picture from a series of pictures is being described by their partner.
- d. Find the differences-in pairs each learner has a similar picture but with some differences. They have to describe their pictures to each other in order to find the differences.

#### **1.6.5. Students' presentation**

This kind of activities play a major role in enhancing oral skill, so the useful way that makes students communicate effectively is through making them present oral task in front of their colleagues during an oral expression course for authentic speaking. According to Thornbury (2005, p. 71),

In presentations students may give a talk on a given topic or a person. Students must have time to gather information so as to prepare what they are going to say. They

listen to their presentations and perhaps give feedback. This might be considered as a sign to open a wide interaction inside the classroom through asking questions for more information or suggesting new ideas.

In fact, this type of the activities is the favorite task that EFL learners can share their ideas and present their opinions. That is to say, these activity EFL students should be aware on what they will present, and they are totally free to say what they want to share their thoughts.

#### **1.6.6. Classroom discussion**

In fact, this kind of the activity stands to be the first task that EFL learners will share their ideas. That is to say, these activities are realizing spontaneous interaction, besides that, in these activity EFL students should be aware on what they will present. For instance, they are asked by their teacher to prepare a task for a discussion. Herein, the students are totally free to say what they would like to share to their classmates. This activity to promote classroom interactions, Thornbury (2005) says that many teachers agree, that the best discussions are those that arise spontaneously either because one learner reports something personal or because the topic of the course book arise discussions.

Moreover, the only way that will make the EFL learners improve their speaking abilities is discussion. So, students at this case will provide their own opportunities to show that they can enhance their speaking skill by themselves. In addition, Harmer (1991) presents "A student reacts to something that is said, another one joins in and soon the whole class is bubbling with life, such discussions are the most 24 successful" (p.122). So, teachers have to keep in mind that topics for discussion are not selected at random; they have to pay attention to the students needs such as new topics, use of vocabulary, and how they will pronounce words. The teacher's role is not to force their opinions on the students,

but rather to encourage them to express their view points. Also, Scrivener (2005, pp.150-151) gave some keys that teachers should follow. These keys are the following:

- a. **Frame the discussion well:** Teachers should not start directly the discussion by giving the title of the topic and say, "TALK". There are many ways to give the topic and open the discussion, such as giving a picture or speaking about a book that everyone reads or other things alike (Scrivener, 2005, p.150).
- b. **Preparation time:** Student's need some time before the discussion starts in order to think about what to say, to look up vocabulary in their dictionaries, and so forth (Scrivener, 2005, p.150).
- c. **Don't interrupt the flow:** One problem that cuts the smoothness of the discussion is that those classroom management techniques, such as rising hands to take permission to speak. Because of that, teachers should get other techniques like looking at all the students and noticing who wants to speak, then ask them to speak either by a gesture or by talking; for example, Dacha, what do you think? Through well-prepared discussion, the teacher's role is not to force their opinions on the students, but is to encourage them to express their view points in an oral presentation task (Scrivener, 2005, pp.150-151).
- d. **Specific problems are more productive than general issues:** Teachers should choose specific topics rather than general ones because specific ones are more interesting and realistic. So, teachers should narrow down the topic that has been chosen. For example, oil pollution could be narrowed to how to minimize the risk of pollution in future.
- e. **Role cards:** Giving role cards could help the students in discussion.
- f. **Buzz groups:** "It gives learners the chance to discuss the topic in hand in small groups in order to raise the students" Scrivener (2005, p.151), confident of their language and to think of ideas. Then, they are asked to discuss it in front of the whole class. Even

buzz group takes only few minutes, it helps a lot the discussion by giving more energy to the students and the discussion.

- g. **Break the rules:** Teachers could go beyond all the rules that are mentioned above according to the nature of the topic.

### **1.7. Characteristic of successful speaking performance**

In recent teaching context, attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the oral skills.

Many questions have been raised about the role of accuracy in CLT theory. Hedge (2000, p.61) putted an important point saying, "The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary". Learners, then, should develop a communicative competence through classroom practice. However, they should know how the language system works in a correct and appropriate way.

### **1.8. Assessing the speaking skill**

Practising the speaking skill inside the classroom need the students focus on the input. Therefore, teachers should assess the student's progress by using different methods. In addition, students need to practise the language regularly inside the classroom through performing different activities. O'Mlley and Pierce (1996, p. 59) affirmed that "different kinds of speaking activities (and consequently assessment task) are appropriate at different levels of proficiency". So, learners should be given sample practice in classroom at all levels to express themselves in situations where they can use spontaneous language.

Also, Parrott (1993) states that EFL teacher must perform a series of activities that aim at guiding learners with the confidence and skills that required taking advantages of

the classroom opportunities in order to speak English effectively and being successful in communication. Moreover, practice activities may serve the learning/teaching goal of speaking proficiency. Richards and Lockhart (1996) defines practice activities as tasks used to perform or learn a particular item or involve the use of a given model. For example, dialogues may be used to perform sentence patterns. Richards, Platt and Weber add that "the use of variety of different tasks in language teaching is said to make language teaching more communicative[...] since it provides a purpose for classroom activity" (as cited in Lee, 2000, p. 31). Tasks, then, are also used to achieve and assess communication beyond that of practising the language itself.

### **1.9. Factors affecting students' speaking ability**

The main goal of teaching and learning the speaking skill is to enhance communicative efficiency. Learners need a suitable atmosphere to help them overcome factors that affect their progress and use the language correctly during the learning process. In fact, when learners try to express themselves, they have many obstacles and face many problems and difficulties during their oral presentations. In addition, there are many factors that affect the students speaking abilities such as linguistic and psychological elements.

#### **1.9.1. Lack of self confidence and the fear of making mistakes**

In many classes, some learners prefer to keep their ideas to themselves during their oral sessions which might be unpleasant and embarrassment because they are afraid of doing mistakes or being continually corrected by the teachers for every slip they make. However, learners' mistakes must be corrected, but when the student is attempting to encode his/her thoughts, s/he should be interrupted as little as possible. Instead, the teacher should note one or two errors of pronunciation or grammar which would affect communication or be unacceptable to a native speaker and bring these to the attention of the whole class for a later practice. Developing speaking skill can be done only in a relaxed

and friendly atmosphere where students feel at ease with the teacher and the whole class. The teacher must adopt a motivating attitude in such a way that all students are encouraged in the learning process.

### **1.9.2. Inhibition**

Inhibition is when learners try to participate and show their ideas during the session, but they found a lot of subfactors which stop them to do so. Littlewood (1999, p. 93) suggests that "it is too easy for a foreign language classroom to create inhibition and anxiety". In the same context, Ur (2000, p.111) claims that "learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts". This view is supported also by Bowman et al. (1989) who argue that in teaching and learning speaking teachers are asking their learners to express themselves in front of the whole class. This leads many of them to experience the stress when doing speaking activities. As a conclusion, stress and anxiety are two factors that also can stop the students from speaking confidently in front of their classmates.

### **1.9.3. Lack of vocabulary**

In order to achieve good oral presentation, EFL learners need at least to choose the appropriate string of words they may use them in their speaking. Thornbury (2005) says, "Spoken language also has a relatively high proportion of words and expression" (p.22). However, learning the target language needs a time in order to acquire knowledge of the daily life vocabularies that are very interesting. Also, "Vocabulary is the only instrument on which we can construct a speech" (Ur, 1996, p.120). In this area, EFL learners can not participate in the classroom discussions.

#### **1.9.4. Pronunciation mistakes**

In the classroom EFL learner in a wish dire to know how he/she pronounces the words in a foreign language. For that, Ozkan, Bada, and Genc (2011, p. 122) supposes that "on the efficiency using the pronunciation to improve the following skill, in speaking they compete with limited time to recall words, and also take care of their pronunciation, Speaking is often dealt with at pronunciation level". The ability of EFL learners' to storage the applicable words are not enough to boost their own imagination and improve their speaking skill. Thus the attention to learn first how sounds are spelled is an important basic rule to keep in mind, although we find sometimes most of EFL learners do not pronounce their English very well, and this is due to their lack of experience either to understand or to speak with native speakers or their teacher's unpronounced words (they do not pronounced the sounds well). The following factors may decrease the EFL learners' oral productions:

#### **1.9.5. Anxiety**

This psychological problem on which most of EFL learners have a feeling of intension is related to anxiety. According to Nascente (2001), among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. It can be seen that the element anxiety becomes as the weakest point that affects negatively on students learning a foreign language especially in their oral classrooms.

#### **1.9.6. Lack of motivation**

Actually, "motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preservers" (Littlewood, 1984, p.53). Motivation plays an essential role in speaking skill because it gives students the power to produce and show their thoughts during the course. In contrast, the lack of motivation is another psychological factor on which students cannot obtain



what they want in their oral class because their teachers may not give them the opportunity to be free to speak during their oral classes and practicing activities.

## **Conclusion**

Along this chapter, we have made discussion on the speaking skill in the EFL classes. We tried to give some theoretical ideas that could help teachers in getting ways of teaching the speaking skill. For that, the ability to speak fluently and accurately is something related to the use of mother tongue in EFL classroom. Furthermore, students need to know certain elements that will help them to learn the English language easily. Also teachers have to adopt a wide range of techniques and activities such as: information gap activity, discussion activity, role-play activity and others through which oral proficiency can be developed and will help students to reduce their problems through finding the right solution.

# **CHAPTER TWO**

## **Chapter two: The role of mother tongue in EFL speaking classroom**

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## **Introduction**

Nowadays, English is an international language that plays an essential role in the globalization area. The main objectives of teaching and learning this language at schools and universities is giving a chance to learners understand and communicate the English language, most people want to acquire and master the foreign language , but they still need and come back to use their mother tongue (Arabic); therefore, learners face many difficulties when acquiring foreign language. At this light, the main role of teacher is helping their students to face the difficulties and speak that language fluently, in addition, reducing using their source language during courses of English language.

Throughout this present chapter, we will focus on the definition of mother language and its relation to standard language, first language, and foreign language. In addition, we shed some light on teaching English in the Algerian context, also we are going to talk about the use of mother language in language teaching methodology, such as "Grammar transition method", "Direct- method", and the "Communicative approach". Moreover, we will determine the use of mother language in EFL classrooms its advantages and disadvantage. Furthermore, we will concentrate on educators, teachers, and learner's attitudes towards the use of mother language (ML) in EFL classrooms. Also, we are going to explore teachers and their learner's reasons for using the mother language in EFL classrooms. The last point of this chapter will discover the effects of mother language use on the speaking skill development.

### **2.1. Definition of mother tongue**

In learning and teaching foreign language, sometimes both teachers and learners in a wish dire to use mother tongue (Arabic), this latter has a great impact on the learner's acquisition of the target language. Throughout the history of English language learning a second language acquisition, the use mother tongue can be an effective tool in learning the

new language .The various views are reflections on the methodological changes in English language teaching, which have in such way brought different perspectives on the role of mother tongue during courses. Freed and Stern (1983) mentioned that "mother tongue (MT), first language and native language all refer to the language that acquire it when she / born, but foreign language (FL) is non-native language outside of the community the child live in" (p.55) . It can be seen that the concept, mother tongue harks back to the notion that linguistic skills of a child are honed by the mother. Therefore, this language spoken by the mother would be the primary language that the child would learn; in the same context we can say that the mother tongue means that the language of person has learned when he or she is a child at the environment of home, usually from the parents. In the same context, Shsherba (1974, p. 88) states,

The requirement to manage without the native language often causes the great time, energy and ingenuity expenditures that are quite wasteful in most cases since the complete understanding usually comes after the student's finding his own equivalent in the native language. Moreover this requirement makes it quite impossible to explain the students more subtle language phenomena that leads to the devaluation of foreign language learning from the educational point of view.

From this points of view, we can notice that mother tongue has a great influence on teaching FL in the classroom which used by both teachers and students. On the same topic, (Rogova (1975, p. 40) asserts that "...language learning implies comprehension of a linguistic phenomenon of language material by the pupil usually the medium of the native language". It can be seen that in learning a foreign language the student need more exposure and concentration in order to understand the language rules, because their native language acquire it naturally.

Glyn (1962, p.10) claims that "the principle of consciousness assured two things: more formal teaching of grammar...and ... greater emphasis upon the value of the mother tongue as the basis for teaching the foreign language, though translation was discouraged". Moreover, the overuse of native language in the EFL classroom has its origin in seventy-five years of educational practice. Thus, this tradition cannot be erased so easily. It remnants of the Conscious Practical Method may still be observed in textbooks prepared for teacher formation processes involved in departing from the MT to communicate on the FL hampers accuracy and fluency during communicative. Furthermore, the teacher's method here is to discern the cause of the learners' weaknesses as well as their compromise and actions in order to solve them are identified as key aspects in dealing with classroom issues.

### **2.1.1. Mother language and standard language**

In the Algerian Foreign language classrooms, the mother language has an important role to play in the foreign language (FL) or second language (L2), but learning a new Language should be the primary vehicle of communication. In addition, "Standard language is perhaps best understood in the terms selected by Milroy and Milroy: an idea in the mind rather than a reality – a set of abstract norms to which actual usage will conform to a greater or lesser extent" (Mugglestone, 1997, p.55). It is clear that mother tongue in Algerian context is useful in learning a foreign language English; standard language is used in a wide space for the learners.

A meta-linguistically articulated and culturally dominant belief that there is only one correct way of speaking (i.e., the standard language), Therefore, The SLI [Standard Language Ideology] leads to a general intolerance towards linguistic variation, and non-standard varieties in particular are regarded as 'undesirable' and 'deviant' (Swann et al, 2004, p.296). It can be seen that standard languages is a language that drive out the local

dialects. In addition, it is the most important language that helps learners in many factors in different ways and degrees, and it is used in different countries. Also, standard language is operated everywhere especially the place where it appears.

### **2.1.2. Mother language and first language**

Indeed, the use of mother tongue in learning and teaching a second language has been the subject of much debate and controversy. Moreover, when challenged they find it difficult to say why. However the idea that learner has to learn English like a native speaker does, or tries to 'think in English' is an inappropriate and unachievable step. Here, the role of mother tongue in teaching and learning of English has been discussed in literature widely because the strong impact of mother tongue is proved both positive and negative in teaching and learning of English. At this point, a learner's L1 is an important determinant of second language Acquisition.

The L1 is a resource which learners use both consciously and subconsciously to help them arrange and re-arrange the L2 data in the input and to perform as best as they can. The cultural features connected with L1 use can be put to good effect when teaching L2. Second language acquisition is a developmental process; L1 can be a contributing factor to it. Moreover, in learning second language students learn it progressively. Sometimes they refer to their first language to achieve this progress and get the second language.

Mother tongue and first language used interchange which refers to the source language According to Buck (2001), it is very difficult to define and distinguish the term mother tongue from first language, native language and primary language because these concepts are approximately treated as synonyms. The distinctions are not always clear-cut. For Khati (2011), the term mother tongue can refer to the first language that a person learns before any other language in a natural and automatic way. She/he learns it from his/her family and social environment around her/him. It is generally believed, among

researchers in this field, that first language is learnt at home during the period of childhood and acquired from birth. Pokharel (as cited in Khatib, 2011) views that "first language, mother tongue and native tongue are common terms for the language which a person acquires first in his childhood because it is spoken in the family and/or it is the language of the country where he is living" (p.42). It is clear that mother language, first language and native language all have the same meaning which is the language that the child acquires it from their mother or their environment where she/he lives.

It can be seen that the terms mother tongue, native language, L1 and first language are all used interchangeably. Sometimes they are always used to mean the same in different contexts.

To support this point Howatt and Widdowson, (2004, p. 224) in the light of mother tongue claims that,

Most of the time is taken up by explaining in the student's mother tongue, while but a few words are spoken in the language to be learned; he who is studying a foreign language by means of translation does not become accustomed to think in it; a knowledge of a foreign language, acquired by means of translation, is necessarily defective since there doesn't exist for every word of the one language the exact equivalent in the other; furthermore, the ideas conveyed by an expression in one language are frequently not the same as those conveyed by the same words in the other.

Therefore, EFL teachers control the process of language instruction in their classrooms by exploring the student's L1. Here, the main goal is first to categorize different language teaching methods and then discuss the role and the use of L1 in each of them briefly.



### **2.1.3. Mother language and foreign language**

First, it is clear that the concept 'language acquisition' is used to describe the acquisition of the first language or the mother tongue. In contrast, the term 'language learning' used to means learning the second or foreign language. At this point, it is clear that the processes of language acquisition and language learning are differing in various respects.

Moreover, for people acquiring the mother tongue is a natural process, and it will be easy because in fact it's their original language. Learning the foreign language or target language is a difficult, complicated, and artificial process that needs a large ability from the learner. Furthermore, when the child born is surrounded by the climate that mother tongue is spoken and his/her mind is a clean slate. So, s/he gets the utterance quite naturally and easily. Whereas, in learning a second language in schools, we have no natural atmosphere so it becomes difficult to get it.

In the same way, Robert Paul (as cited in Iase, 2015, pp. 83-84) affirms that "when we learn our first language, we face the universe directly and learn to clothe it with speech, when we learn a second language, we tend to know the universe through the language already known". Also he mentioned that the first language acquisition helps to learn the second language and it also hinders the second language, comprise it with his first language and makes his task easy. The child cannot do without mother tongue because he must express his desires in speech to get them fulfilled. There is no such compulsion for learning a foreign language. The child has unlimited time for learning his mother tongue, whereas there is limited time for learning a foreign language. There are many teachers to teach the mother tongue: parents, brothers, sisters, friends etc. But there is only the class room teacher to teach the foreign language.

Krashen (1981) points out that comprehension input provides subconscious and implicit learning which helps the student to achieve language competence. So, the dominance of L2 may prohibit the use of L1 in the classroom. In the process of acquiring the first language and learning a second language another clear difference can be mentioned that in life the child acquire his mother language earlier and it displays to sounds and letters at the same time, but he learned the foreign language later., in case of foreign language and the stress on the imitation and sounds, words and sentences, there is no stress on the roles and grammar.

As a final point, mother language in teaching foreign language becomes controversial among specialists in this field. Some of them believe in the effectiveness of the L1 use and the others believe in the opposite relaying on the idea that, using two languages would not help students to achieve fluency. Also,

The mother tongue is helpful in explaining complex ideas, learning new vocabulary and grammar rules more effectively. It also avoids the waste of time in explanation and instruction. Research has shown that the rare use of mother language by both teachers and students enhances comprehension and learning of L2. (Cook, 2001, p. 58)

From this point of view, it is clear that mother tongue can be a useful method that help the teachers explain the difficult words rather than wasting time explain it in FL and help the learners to in reach their vocabulary knowledge rather. Therefore, it helps both teachers and students in teaching and learning process.

## **2.2. Teaching English in Algerian context**

Indeed, learning English in Algerian seems to be of a great benefit to any students by giving him a chance and opportunities to participate in modernisation communication with

others and tolerance to cultural differences among the world .To support this point the Ministry Education (2006) states that,

The aim of teaching English is to help our society to get harmoniously integrated in modernity through a fully complete participation within a community of people who use English in all types of interactions - this participation should be based on sharing and exchanging ideas as well as experiences being scientific, cultural, or civilization – this participation will help for better understanding for oneself and the other (p. 88).

From this point of view, the necessity to know English languages is increasingly recognized; therefore the role of English in Algeria was globally important. In addition English is primary language of the new world, it is spoken by billion people in Algeria and it is the language of international communication in business, diplomacy, technology, sports, travel and entertainment. Therefore, the important of teaching English at schools and universities become a vital part of education all over the world in general and in Algeria context in particular .As mentioned in Algeria studies, English is taught as a compulsory course starting from the first year middle school. However, being a second foreign language in the educational system, and due to historical and social reasons. For that teaching and learning English in Algerian context can be beneficial it help learners promote self learning and critical thought, promoting learners' intellectual capacities of analyzing evaluating, and synthesizing , enable learners to exploit English documents, in new situation at work and encourage learners to accept other culture, to initiate the spirit of tolerance and broad –mindness.

As a final point, Algerian learners in a wish dire to learn how to speak English in order to have the ability to show their country and its cultural values in English, as well as to be

open to English, universal, and human values which are essential elements of modernity and globalization.

### **2.3. The Use of mother language in teaching methodology**

Nowadays, most students have a great need for caution in utilizing their mother tongue in the classroom for various reasons, and they cannot use only the target language because simply they saw that their source language can be a method that applied to facilitate their learning process and understand the language used by the teacher during the course. According to Willis (1996,p: 46),

Banning mother-tongue use altogether may not be advisable. A study carried out recently in Turkish secondary school classes with 12-year-olds revealed that in circumstances when the mother tongue was totally banned in group talk, the resulting interaction tended to be shorter, more stilted and less natural. Many weaker students gave up after a very short time. If learners realize they are using the target language to communicate, they will still use their mother tongue on occasions, but they will use it in a way which is systematic, supportive and relevant to the task goal.

We can say that using mother language is a significant method which helps teachers to enhance the learning process and due to methods and approaches, such as the Grammar Translation Method (G.T.M), the Direct Method (D.M), and Communicative Approach (CA). The aim behind presenting those methods is to show the importance given in using mother language in teaching and learning.

#### **2.3.1. The grammar translation method**

During the nineteenth century the grammar transition method was used in teaching the classical method of Greek and Latin, also it is the global way of teaching a foreign language, for that Cook said (2003, p.31) "Dead classical languages, Latin and ancient Greek". This method is focused on the mastery of grammatical rules, translation of sentences and texts from and to the TL, in the same context Richard and Rodgers (1986,

p.3) see that "grammar-Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language". So, the grammar translation method gave no attention in teaching how to speak the language, and that is the biggest problem. In other words, Richard and Rodgers (2001, p.5-6) pointed out the main characteristics of the grammar translation method are:

- a. Reading and writing are the major focus.
- b. Speaking the foreign language was not the goal, and oral practice was limited to Students reading aloud the sentences they had translated.
- c. The sentence is the basic unit of language teaching and practice; accuracy is emphasized.
- d. Little or no attention is given to speaking and listening; much importance was given to memorization of the vocabulary in the form of lists of isolated words.
- e. Grammar is taught deductively, that is, by presentation and the study of grammar rules which are practiced through translation exercises.

The Grammar-Translation Method main objective is mainly to study grammar in detail and translate texts from the original into the learner's language. The teacher did not have to be able to speak the target language in order to teach (Lindsay and Knight, 2006, p.15).

### **2.3.2. The direct method**

The biggest problem that has faced the GTM gave birth to a new method which called the direct method, it became quiet widely known and practiced at the mid of twentieth century. So second language should be learned without translation but focusing more on the direct use of that language, more precise, it should learned with the use of intensive oral interaction. For that teaching and learning speaking begin with a systematic

attention to pronunciation. In the same path, Richards and Rodgers (2001, p. 12) claimed that the direct method should be based on the following principles and procedures:

- a. Oral communication skills were built up through question and answer exchanges
- b. Only everyday vocabulary and sentences were taught.
- c. Concrete pronunciation was emphasized
- d. Classroom instruction was conducted exclusively in the target language.

Grammar was taught inductively; i.e. indirectly.

- e. Concrete vocabulary was taught through demonstration, objects, pictures and abstract vocabulary association of ideas.
- f. Both speech and listening comprehension were taught.

The Direct Method moved away from translation and introduced the idea of lessons being conducted only in the target language (Lindsay & Knight, 2006, p. 16).

### **2.3.3. Communicative approach**

Indeed, communicative approach is an approach flourish in 1970s , which support the use of L1, in addition it focused on using first language when it is necessary.

Communicative approach called to minimize the amount of using L1 in EFL classes. I.e., L1 should be used in a limited way in order to give the learner the maximum exposure to FL (English in specific). In this account, it should be referred to an important point related to the use of L1: many studies shown that using L1 is forbidden and rejected, in contrast, L1 use in the CA was treated as a helpful factor but in a limited use. In other words, L1 should be minimized and limited in EFL contexts.

### **2.4. The use of mother language in EFL classrooms**

Widely, English Language is international means that help one another to communicate in the world but many people use their mother language when learning a foreign language. As Deller (2002, p.3) says that "the mother tongue taboo has been with

us for a long time, but fortunately, now things seem to be changing. I believe that many teachers have continued to use the mother tongue because it is both necessary and effective".

#### **2.4.1. Advantage of using mother language in EFL classrooms**

The important goal in foreign language teaching is to use the language for communication and thus develop communicative competence for better learning of the new language. Whereas cannot be developed without the use of mother language in the foreign language classroom .This does not mean that the mother tongue should be banned altogether, since recent studies indicate that suitable and judicious use of mother tongue can play a significant role in foreign language teaching and successful target language acquisition. According to Krashen affirms that, (omit affirms & that) exposure to comprehensible input is curtail for successful language acquisition. To make input comprehensible, the use of mother tongue is generally necessary (1981, p.51) (mention this next to the writer's name). So, mother tongue becomes a strong point that learners use in Fl classrooms during courses, thus most students sometimes they want to show their thoughts and views during the course but they show them through using their native language.

At a similar point Willis suggested, banning mother-tongue use altogether may not be advisable. A study carried out recently in Turkish secondary school classes with 12-year-olds revealed that in circumstances when the mother tongue was totally banned in group talk, the resulting interaction tended to be shorter, more stilted and less natural. Many weaker students gave up after a very short time. If learners realize they are using the target language to communicate, they will still use their mother tongue on occasions, but they will use it in a way which is systematic, supportive and relevant to the task goal (1996, p .46). (mention this next to the writer's name)

From this point we can say that most learners found themselves in a wish dire to use their mother tongue inside the classroom in some cases or activities in order to avoid the ambiguity.

In the natural tendency for learners was engaged in English conversation activity in the classroom is to try to translate word by word directly from Arabic to English. But later arrive at a point where they have a particular (Arabic) word or expression in mind, but don't know how to express and show their thoughts in English. At this time, learners find him /his self must give up, revert to speaking entirely in Arabic, or ask the teacher how to say the word or expression in English. Obviously, none of these reactions would be suitable in an encounter with someone unable to understand Arabic. Willis suggested some advantages of using mother tongue by the learner in the classroom, and this can be a step that facilitate learning and gain time (1981, p .51).

- a. Give instructions in English, but repeat them in the mother tongue. After a while, you could give an English instruction and get the children to say it in the mother tongue, so that you know they have understood.
- b. Give instructions in English, but try to use as much gesture as possible to make the meaning clear. In the craft activities, for example, the children can hear an instruction in English and see what it means.
- c. Give instructions in English, but allow time for the children to process' the language before you give another instruction. Comprehension is improved by giving the children time between statements, not by speaking more slowly.
- d. Only use the mother tongue at certain times. For example, when you are previewing or when you are helping the children to understand something new.
- e. Try to use the same language again and again. The Classroom language' section in the teaching notes for each unit gives examples.



- f. Teach the children the meaning of classroom language that you will use a lot. For example: Work in pairs. Open your book. Listen and follow.

From this point, it can be seen that mother tongue can play a constructive role in helping students cultivate a wider range of strategies or expressing themselves. In this key Rivers (1981) affirmed that the mother tongue can be of the greatest assistance in the learning of the second language we have a lot of points regard can be given as follows:

- a. In mother tongue the child learns how to sit, hold a pen and also prepare the habits of speaking and writing.
- b. Many sounds of English are similar to the sounds of the mother tongue. For example b, k, p, n/etc.
- c. The mother tongue teaches the child how to read silently and loudly. It transfers habits to the second language.
- d. Some items of grammar are common in the two languages. For example, the punctuation marks, tenses, voice etc.
- e. There are some words of English which are not understood by the students even if the teacher uses all the devices of teaching. In such cases, the use of mother tongue works wonder.
- f. Certain idioms of English can be best taught by making comparison with those in mother tongue. Otherwise, student will misunderstand the idioms or instructions in English.

In the historical background on using mother language, there are several benefits from using it in FL classrooms, therefore, a lot of scholars and researchers who support that the use of mother language has a positive impact. Therefore, they proposed considerable advantages:

- a. It reduces learners' anxiety (Auerbach, 1993 as cited in Hawks, 2001) and creates a more relaxing learning environment (Burden, 2000; Philips, 1993).
- b. It develops students' self-confidence so that they get the courage to participate in class.
- c. It is a means of bringing the learners' cultural background knowledge into the class (Prodromou, 2002).
- d. It facilitates checking understanding and giving instructions (Atkinson, 1987).
- e. It facilitates the task of explaining the meaning of abstract words and facilitates introducing the main differences in grammar and pronunciation between mother language and L2 (Buckmaster, 2002; Cole, 1998).
- f. Using mother language facilitates communication, teacher-student relationships, and the learning of FL (Harbor, 1992: 354).
- g. Mother language techniques allow teachers to use richer and more authentic texts, which mean more comprehensible input and faster acquisition.
- h. Using L1 can save a lot of time and confusion (Harbor, 1992: 351).
- i. Mother language as a scaffolding tool: This umbrella term scaffolding refers to the idea to use the L1 as a cognitive tool to limit the complexities of the context and gradually remove those limits as the learners gain the knowledge, skills, and proficiency in order to best facilitate teaching and learning (Young, 1993).
- j. Helps both the teacher to convey the meaning and the students to use it as an individual strategy.

#### **2.4.2. Disadvantage of using mother language in EFL classrooms**

During the 19th century, a lot of scholars and researchers are against the use of mother language in learning and teaching a foreign language and seen mother tongue as uncommunicative, boring, pointless and irrelevant, i.e. It didn't satisfy the learner's needs (Harmer, 2001). Consequently, the use of mother language was rejected from EFL

classroom and became a controversial issue. Howatt (2004) affirms that mixing two languages wouldn't help learners to reach their goal (fluency), even they considered translation as a source of confusion and was replaced by images and gestures which seemed to them more suitable and effective.

Therefore, for learners using mother language to learn a FL may hinder their progress, because they are different in many cases and thinking in mother tongue, it is a wrong step. To support this point (1981, as cited in Richards, 2000) believes that language (words) should be associated directly with objects, and learners are not supposed to think in mother language. This philosophy was known as the direct method in which it is believed that learners acquire foreign language the same way as children acquire mother language, and the interference of mother language should be removed.

Moreover, Cook (2001) adds that mother language must be removed whatever the situation is. He justifies that when learners interact only in FL, they will acquire a naturally communicative environment. In this respect, Prodromou (2001) noted that, the mother tongue has been treated as a taboo subject. When mother language is misused in EFL classrooms, it may create some negative impacts on the process of learning, they are summarized as follow:

- a. Teachers often feel that by using L1 they are being lazy or showing a lack of will power to control students (Burden, 2000).
- b. Using L1 can create an over-reliance on it (Polio, 1994, p.153).
- c. It can create a failure to maximize using English (Atkinson, 1987, p.247).
- d. It can oversimplify differences between the two languages, which resulting problems in learning English.

So from this point of view it is clear that the use of mother language in EFL classroom is negative method because it limited amount English vocabulary and impedes

the development of learning English. In addition Thinking in mother language is big problem in which the EFL learner cannot build language structure of the FL.

## **2.5. Attitudes toward the use of mother language in EFL classrooms**

Since learning English language become an essential and global goal, many researchers and scholars attempted investigate the use of mother language as method and technique that may serve English language teaching effectively. Howatt (1984) describes that, using L1 in EFL classrooms was accepted and respected and was a universal technique at that time because language teaching placed an emphasis on the written language form rather than the spoken form. The nature of the English language as a target language remains a difficult process of language acquisition that requires from teachers to adopt some practices inside the classroom. From each of educators, teachers, and learners has its own attitude towards the use of the mother tongue inside the EFL classroom.

### **2.5.1. Educators attitude toward the use of mother language in EFL classrooms**

Many researchers and scholars believe that it is not impossible to make our students think in English. In fact it is a difficult but possible. To support this idea, Atkinson (1987) says that to make learners think in English is a difficult and long way but it may become natural at some specific advanced levels. In the same path, Holthouse (2006) thinks that it is impossible to students of English achieve fluency in English speaking unless they study abroad for many other years. He thinks that the most important role of a native speaking university English teacher is, concerning on the communicative skills and making students feel self-confidence.

From the two points of view, it is clear that the main purpose behind using mother language in EFL classrooms is drawing the students', in addition the systematic use of the mother language as a useful resource. In learning English students need to understand and speak this language inside and outside the classroom, But learners using their first

languages inside and outside the classroom. To support this point, Dujmovic (2007) believed, it is necessary for L2 to achieve a good proficiency in the English language to make a separation between the English language and their mother tongue, this is on one hand. On the other hand, foreign learners of the English language are intended to show interest towards the target language through its unique continuous use. In a contrast idea Sharma (2006), 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" (p. 80). Therefore, neglecting the use of ML is due to the fear of becoming dependent on L1 in learning and teaching the English language may create an obstacle learning second language or foreign language.

### **2.5.2. Teachers attitude toward the use of mother language in EFL classrooms**

Indeed, the use of mother language in learning English language was the most important principle method by which EFL teachers manage the process of language lessons in their classroom. Generally, most teachers use mother language in certain situations that goes with their students' needs. Therefore, Teachers found it suitable to use mother language with beginners and low achieving learners in order to comprehend the new words, and for specific reasons they use ML to explain grammatical terms, introduce new vocabulary and give exam instructions, so teachers' attitude and beliefs toward using mother tongue in the target language classroom is just rarely used to simplify the teaching and learning processes.

### **2.5.3. Learners attitude toward the use of mother language in EFL classrooms**

Generally, most EFL learners in their learning process rely always on their mother tongue because they cannot avoid the presence of native language while learning the new language. To support this point, Cook (1999, p.202) affirms that "every activity the student

carries out visibility in the L2 also involves the invisible L1". Therefore, using the Mother Tongue in the EFL Classroom becoming a natural process that most learners do in order to function as a resource from which the learners draw his previous learning experience, their interests, their knowledge of the world, their culture.

**According** Critchley (1999, p. 95), ( **write: according to**)

Learners Use the mother tongue, they learned to think, learned to communicate and acquired an intuitive understanding of grammar. The mother tongue opens the door not only to its own grammar, but to all grammars. For this reason, the mother tongue is the master key to foreign languages, the tool which gives us and most complete means of accessing a foreign language.

So learners prefer using mother language to avoid ambiguity when they cannot understand tests, homework, and linguistic terms.

## **2.6. Reasons for using mother language in EFL classrooms**

Both students and teachers rely to use mother language in the EFL classroom, because only English would not benefit the learning process, but many studies have discussed how mother language can be used in the foreign language classroom, therefore teachers sometimes recommended and prescribed to not use mother language in their instruction. However, both teachers and learners use mother language for reasons based upon their beliefs, assumptions, needs and desires.

### **2.6.1. Teachers reasons for using mother language in EFL classrooms**

In teaching foreign language, sometimes teacher in certain levels has felt guilty and frustrated about using their mother tongue during the course. There has been much previous research that focuses on how teachers use mother tongue in the classroom and why. According Polio and Duff (1994, as cited in Edstrom, 2006, p. 278) provides eight categories that may push the teacher to use the mother language in teaching process

"classroom administrative vocabulary, grammar instruction, classroom management, empathy/solidarity, practicing English, unknown vocabulary/translation, lack of comprehension and an interactive effect in which students' use of the L1".

From this point view, it is clear that the reasons that push the teachers may use mother language vary due to the students' level of language proficiency, the institutional curriculum, and student's needs. As a result of many specific cases have been suggested to teachers in which L1 is accepted to use. Cook (2013) suggests that mother language is permitted in conveying and checking the meaning of difficult and abstract words, explaining some grammar points, organizing the class, organizing tasks, and maintaining discipline. In the same context, De La Campa and Nassaji (2009) find that, mother language is allowed for translation, activity instruction, comprehension checks, and classroom management. In addition Atkinson (1987, p. 243) proposed giving instructions and helping learners cooperate with each other in order to facilitate tasks through discussing them with their mother tongue and weak student have a chance to participate on the task. In the same context, Bozzorgian and Falahpor (2015) in their investigation mentioned sixteen purposes of using mother language by teachers in EFL classrooms are classified in the following table:

**Table 2.1. Purposes and Amounts of teachers mother language use adopted from (Bozzorgian and Falahpor, 2015, p. 77)**

<b>Number</b>	<b>Purpose</b>
01	Translation
02	L1-L2 contrast
03	Evaluation
04	Activity instructions
05	Activity objectives
06	Elicitation of students contribution
07	Personnel comment
08	Comprehension check
09	Classroom equipment
10	Administrative issues
11	Repetition of students llutterance
12	Reaction to student question
13	Humour
14	Teacher as bilingual
15	Encouraging
16	Giving reference

According to the previous table, it clear that teachers use mother tongue in different category which divided in various purposes, such as translating difficult words , giving their classroom instructions, explaining an activity, clarifying the ambiguities of their purposes of teaching respectively in the classrooms.



### 2.6.2. Learners reasons for using mother language in EFL classrooms

The reasons that push students use mother language are multifaceted decisions, because students rely on it while being immersed in the teaching-language processes of the target languages. At this point Butzkamm (2003, p. 29) expresses that "the mother tongue is generally regarded as being an evasive manoeuvre , which is to be used only in emergencies i.e., mother language can be used but as the last solution. In addition, students are able to use code switching if they lose one word or find difficulties to complete their ideas ,it is important to give them the chance to speak in order to encourage them participating.

Learners may found themselves obliged to use their mother tongue in learning a foreign language in many cases as Bozzorgian and Falahpor 2015) in their investigation mention five purpose of using mother language by learners in EFL classrooms are classified in the following table:

**Table 2.2. Purposes and Amounts of students mother language use adopted from (Bozzorgian & Falahpor, 2015, p. 77)**

Number	Purpose
01	Asking questions
02	Answering
03	Scaffolding
04	Self-correction
05	Clarification

### 2.7. Effects mother language on the speaking Skills

Speaking skill is one of the most important skills to be developed and enhanced as means of effective communication. It regarded as one of the most difficult aspects of

language learning. Therefore, many learners face many problems to use the foreign language to express their thoughts and ideas effectively, for that reasons the majority of EFL learners use their mother tongue inside the classroom to show their abilities in speaking. Therefore when teachers ask students to do tasks higher than their capacities they prefer to use their mother tongue to express their thoughts and what want to present about the subject matter. Moreover, this is what makes them face many difficulties, when for example when they are translating ideas mentioned by the teacher into their mother tongue use.

According to Baker and Westrup (2003, p. 12), "Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language. In other words, the last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them (Tuan and Mai, 2015).

Moreover there are different reasons that learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their mother language. The second reason is that the application of mother-tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates. The final reason refers to the fact that if teachers regularly use their learners' mother language, their learners will feel comfortable to do so in their speaking class, so the students' difficulties centered on the academic speaking such as grammar, fluency, and pronunciation. As a final point most time students in EFL classrooms sometimes have common training to mother language which may benefit them in learning speaking the foreign language , thus students depend

on the previous mother language learning experience in order to develop speaking skills in understanding of foreign language.

### **Conclusion**

This chapter is a brief discussion on the use of mother tongue in EFL classroom. Moreover, the debate over the use of native language in foreign language teaching hasn't been settled yet. Also, there are teachers who reject the use of mother language or fail to recognize any significant potential in it, a rational and judicious use of mother language in EFL classes can only be advantageous. First, language use must be tuned up with effective target language teaching, taking into consideration the learners' mother tongue and cultural background and using them to the best of their interest . Therefore, the use of the mother tongue is rigorously linked to two different perspectives, as a strategy employed by students or as an activity proposed by the teacher in the classroom.

# **CHAPTER THREE**

## Chapter three: Fieldwork and data analysis

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## **Introduction**

This chapter is devoted to the practical part of the conducted work . It is designed to provide the description of the results that were obtained through the collected data about the handled study this work aims to spot the light on the effects of using mother tongue on EFL students speaking skill, based on the analysis and the discussion of the gathered data results. Furthermore, this study is conducted to check the formulated hypothesis through investigating a sample among first year students of English at university of Biskra, as well as sample of teachers of oral expression module for the same level.

### **3.1. Population and Sample**

It is very important to identify the population and the sample of our work. In order to trace an organized path for collection of the required data, we have distributed questionnaires to EFL University teachers and their students.

#### **3.1.1. Sample**

The target population of this study is first year LMD students at the department of foreign language in the university of Biskra for the academic year 2019-2020 which consist of (N= 326) students. While the students participants are a sample of forty (40) students who were addressed with an online questionnaire and an interview.

It is important to mention that sample of this study was selected randomly. However, the population was chosen or purpose because first year students still novice in language and they relay on the use of their mother tongue in a way or another. For that reason, this population seems the suitable one that fits with our research questions and aims as well.

#### **3.1.2. Population**

Eight (N=8) teachers of oral expression in the selection of English at the department of foreign languages at Biskra university. They were selected to answer a questionnaire about the researched subject. It is worthy to mention that five of them are experienced and the rest are novice at university.

### **3.2. Data collection tools**

In order to obtain the required data of our research, we choose the description method because it is the suitable way that could enhance the validity of our study. Due to that, the data collection was gathered by using two data collection tools: An interview with university EFL first year students of English department and a questionnaire for both teachers and students. These two tools will be described and analyzed in details in this chapter.

#### **3.2.1. Questionnaire**

The use of this data collection tools in our research aims to investigate the teachers as well as students attitudes towards the use of mother tongue inside the EFL classes. Also, it seems as an important way to discover the effects of using mother language inside classroom on the learner's speaking skill through investigating the reasons behind the use of Arabic by students while learning English as a foreign language, and the major difficulties they encounter in learning that language which may influence the development of their speaking proficiency.

##### **3.2.1.1. Questionnaire for students**

###### **3.2.1.1.1. Description of the student's questionnaire**

The student's questionnaire is a semi-structured questionnaire. It consists open ended questions; the questionnaire is divided into two sections as follows:

###### **a. Section One:** General information

This section is about student background information. It contains five items, the students' gender and age, in addition, their choice to study the English language, and students' consideration of their level in English, also the last question contains how they found speaking in English.

**b. Section Two:** Using mother tongue in learning English as a foreign language. This section consists ten (10) items which seeks information about students attitude toward the

use of mother language ( Arabic ) as an important factor in this research .And more specifically, The Effects of Using Mother Language in EFL Classrooms on the Development of the Algerian Students' Speaking Skill” ,ending with closed questions which aims to highlight how often they think that mother language Arabic should be used in teaching and learning in general and developing their speaking skill in particular.

### 3.2.1.1.2. Administration of the questionnaire

This questionnaire has posted on first year group found in the Facebook. We received a good amount of participation about 40 EFL students.

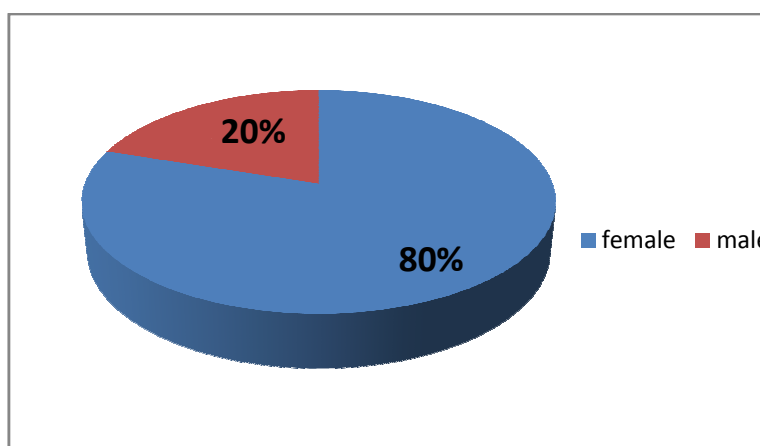
### 3.3. Analysis of students' questionnaire

#### Section One: General information

**Item 01:** What is your gender? The aim of this item is to determine the most interested category of students answering our research question.

**Table 3. 1. Students' gender**

Options	Number	Percentage
Female	40	80%
Male	10	20%
Total	50	100%



**Graph 3. 1. Students' gender**



The results displayed in the table above show that the majority of students are girls (80%) who study English as a foreign Language in the first year LMD, and only (40%) that represent boys from the rest. Also as shown in the table, females (40) are about four times the number of males (10).

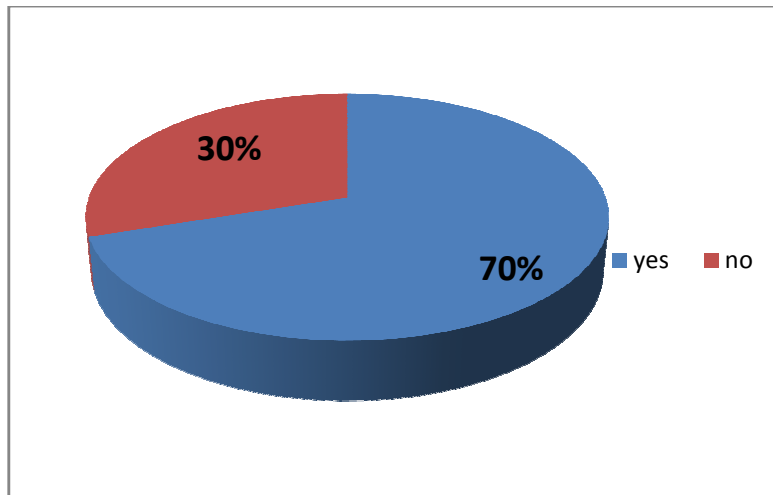
**Item 02:** How old are you? This question is dedicated to know about the questioned students age , in order to discover the diversity in age at that effects in a way or another students foreign language acquisition.

In first year the students' age are varying from 18 to 24 and more years old. It shows that the majority is 22 years old. The second part represents the students at the age 20 .the third one shows the learners who might repeat one or two years, they are 24 years old. Finally others represents the aged students who may be repeat more than twice, changed their field of study or they get their Baccalaureate later on or they study English as additional diploma (24 and more).

**Item 03:** Does the choice to study English your own choice? This question aims to present the students evaluation of their level in English.

**Table 3. 2. Students' choice to study English**

Options	Number	Percentage
Yes	35	70%
No	15	30%
Total	50	100%



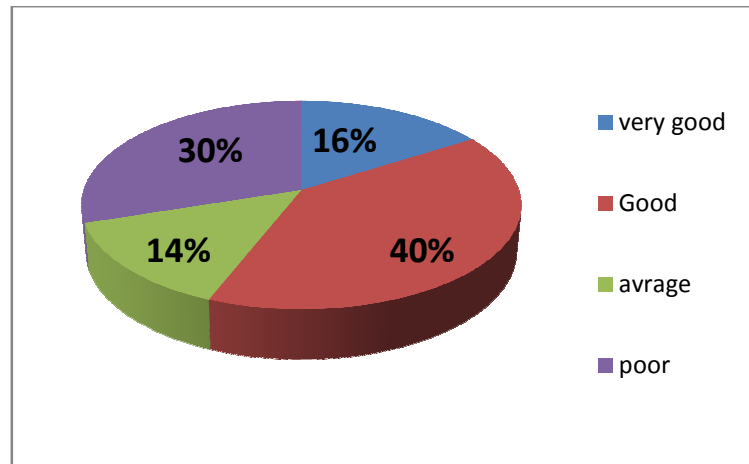
**Graph 3. 2. Students' choice to study English**

From the above table, we can see clearly the choice to study the English language was the choice of the vast majority of students (35) making up (70%). This means that they found the good atmosphere and techniques for learning effectively. However, the rest of the sample which consists of (15) students- making up (30%)-opted for 'No'. We suggest that their baccalaureate level did not give them the opportunity to study the specialty they wanted to follow.

**Item 04:** How would you assess your present level at English? Question four investigates student's views towards the complexity of speaking English.

**Table 3. 3. The students' evaluation of their current level in English**

Options	Number	Percentage
Average	8	16%
Good	20	40%
Excellent	7	14%
I dont know	15	30%
Total	50	100%



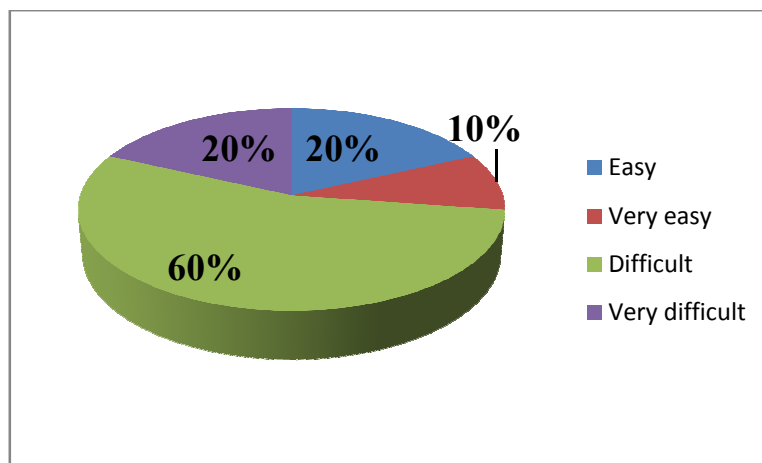
**Graph 3. 3. The students' evaluation of their current level in English**

We can notice from the table above that the highest percentage of students (40%) claim that their level in English is good. Others (16%) show that they are very good in English. Some of them (30%) say that they are poor in English. The least percentage (14%) of students shows that their level is average.

**Item 05:** How do you find speaking English? The present question seek information about students opinion how they find speaking in English.

**Table 3. 4. Students' views about the complexity of speaking skill**

Options	Numbers	Percentage
Easy	8	20%
Very easy	4	10%
Difficult	30	60%
Very difficult	8	20%
Total	50	100%



**Graph 3. 4. Students' views about the complexity of speaking skill**

These results represent the evaluation of the level of students in English. More than half of students (60%) found speaking in English is difficult .the second part(20%) they found that it is so easy to talk, but others (20%) they found it very difficult .the last part(10%) few students speak the English fluently because they found it very easy .

### **Section two: Using mother tongue in learning English as a foreign language**

#### **Item 01: Should Arabic be used in the EFL classroom?**

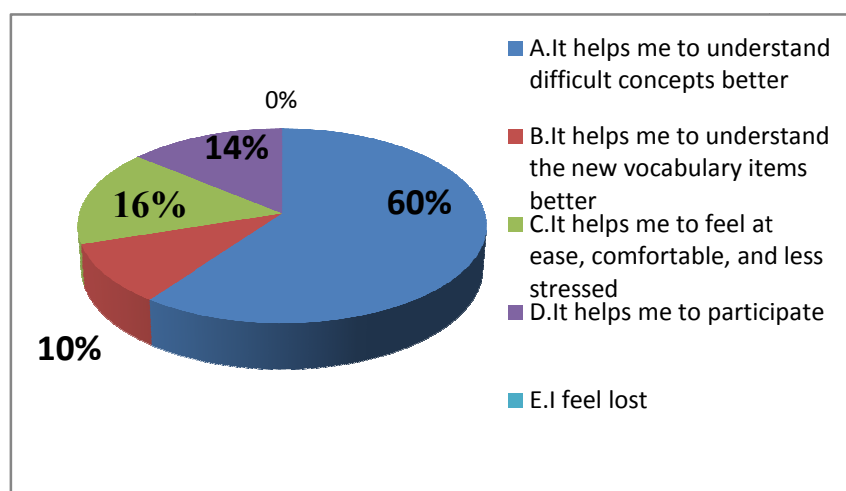
This question seeks to determine the student's procedures towards the necessity of using Arabic in EFL classroom.

The analysis of this question represents the attitude and opinions of EFL students about the necessary of using their mother language inside the classroom. More than half of students (8%) claim that using mother language Arabic in EFL classroom is helpful and has many benefits that motivate them to participate and show their thoughts , in addition , facilitate the learning process of English. But others (20%) they found that it is not useful to use Arabic to learn English and it may hinder the progress to acquire the foreign language .

**Item 02: Why do you think Arabic is necessary in the classroom? (you can choose more than one option)** This question aims to investigate student's attitudes towards the use of Arabic in the classroom.

**Table 3. 5. Students' attitude towards the use of Arabic in the classroom**

Options	Numbers	Percentage
a. It helps me to understand difficult concepts better	30	60%
b. It helps me to understand the new vocabulary items better	05	10%
c. It helps me to feel at ease, comfortable, and less stressed	08	16%
d. It helps me to participate	07	14%
e. I feel lost	00	00%
Total	40	100%



**Graph 3. 5. Students' attitude towards the use of Arabic in the classroom**

It can be seen from the table above that (60%) from the EFL students like to use their mother tongue because; it helps them to understand difficult concepts better. Others (10%) they know that using mother tongue can help them to understand the new vocabulary items, also, (16%) affirms that they use other tongue Arabic in order to feel at ease, comfortable, and less stressed, in addition, (14%) of them claim that they will have a chance to participate, However; no one choose that when they feel lost they use Arabic.

**Item 03:** Do you use bilingual dictionary (English Arabic) to understand difficult words?

This question collects information about student use of the bilingual dictionary (English Arabic) in order to get the meaning of the difficult words.

Concerning this question, the majority of students claim that they use bilingual dictionary (English Arabic) in order to understand difficult words in English and get the right meaning, while others insist that they never use bilingual dictionary (English Arabic) to understand difficult words rather than they use Oxford Dictionary is better to understand the English.

**Item 04:** Does bilingual dictionary (English Arabic) help you to improve your linguistic repertoire?

This question investigates the student's opinion towards the role of the bilingual dictionary (English Arabic) in improving their linguistic repertoire.

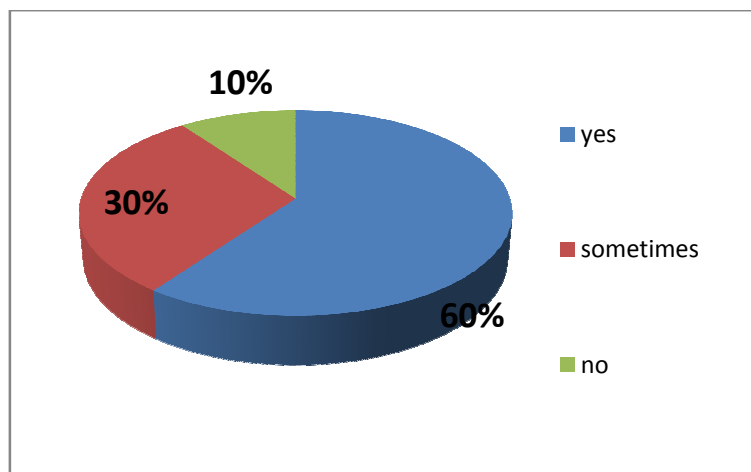
Most of students agree with this question that bilingual dictionary (English Arabic) help them to develop their linguistic repertoire, but only a few numbers who refuse this idea.

**Item 05:** Do you like your teacher to use Arabic inside the classroom?

This question designed to identify students' attitudes towards their teachers' use of Arabic inside the classroom.

**Table 3. 6. Students' opinion about using/not using Arabic inside classroom by the teachers**

Option	Number	Percentage
Yes	30	60%
Sometimes	15	30%
No	5	10%
Total	50	100%



**Graph 3. 6. Students opinion about usin/ not using Arabic inside classroom by the teachers**

The majority of the questioned students (60%) say that they like their teacher to speak in Arabic inside the classroom because they understand better the input or that task especially during explanation. This indicates that most students feel relaxed when their teachers use Arabic. (30%) of the students claim that sometimes need their teachers to speak in Arabic, and the other part (10%) opted for no. They affirm that they never like their teachers to use Arabic; they prefer English in order to learn more the pronunciation of words or acquire new words from the teachers.

**Item 06:** Do your teachers use Arabic in the classroom? When?

This question investigates the case in which teachers use Arabic.

From what question, the students affirm that their teachers sometimes use mother language Arabic in many cases such as: to define the new words simply because it is hard to understand such kind of words to explain complex grammar points because these moments are so important for learners to achieve the English language basis, to explain difficult concepts or ideas, to fulfill an assignment, explaining instructions to facilitate doing activities, sometimes to encourage our to participate in order to enhance the teacher-learner interaction, treating the students' lack of comprehension, sometimes to give feedback.

**Item 07:** What was good about the instructor using English in the classroom?

The main aim of this question is to gather information of the benefits of instructor using English in the classroom.

The main objectives of teaching English as foreign language is to be a global goals of most teachers which they work on developing tools that help their students to acquire English naturally, for thus , most instructor use English in the classroom rather than using Arabic their mother tongue, concerning this the majority of students affirm that there are many benefits that their teachers use English such as avoiding the overuse of L1 in English classes for keeping its positive impact for learning better the foreign language, Practicing English making perfect and chance to achieve speaking skill ; because the more learners practice in English the more they will be fluent and enhance various skills, in addition, it gives lazy learners a chance to participate in English and make their efforts.

**Item 08:** What is not good when instructor use English in the classroom?

This question aims to answer what is not good when instructor use English in the classroom.

This question aims to know the negative effects when the instructors use English in the classroom. The majority of students state the use of English increases miscomprehension. In addition, learners will be anxious and not confident because they do not understand what their teachers are saying.

**Item09.** When do you think is necessary to use Arabic in the English classroom? This question aims to identify the accurate time of using Arabic in classroom.



**Table 3. 7. Students' views about the cases in which they need to use Arabic**

<b>Options</b>	<b>Agree/ Disagree</b>	<b>Total number (50)</b>
To define new vocabulary items	Agree	35
	Disagree	15
To practice the use of some phrases and expressions	Agree	0
	Disagree	50
To explain complex grammar points	Agree	45
	Disagree	5
To explain different concepts and ideas	Agree	50
	Disagree	0
To give instructions	Agree	28
	Disagree	22
To give suggestions how to learn more effectively	Agree	40
	Disagree	10
To summarize the content of the lesson	Agree	48
	Disagree	2
Explain the requirements of activity, project, homework, etc.	Agree	0
	Disagree	50

It can be seen from the table above that (70%) of students affirm that they are agree with the idea of using Arabic in English classroom in order to define new vocabulary items while just (30%) of them are disagree. Also, all the students (100%) agree that they use mother language in order to practice the use of some phrases and expressions. (90%) of the respondents agree that mother tongue Arabic is necessary to be used when explaining complex grammar points, but only (10%) of them disagree that mother tongue Arabic is

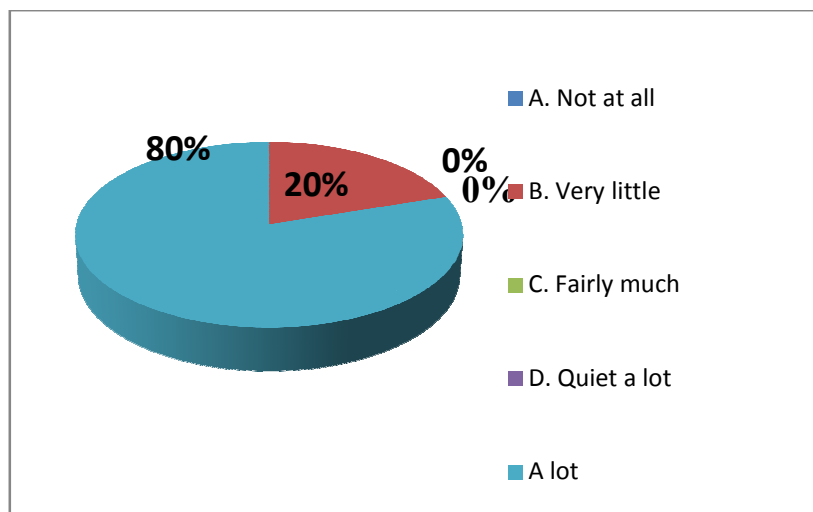
necessary to be used when explaining complex grammar points. In addition, all the questioned learners (100%) totally agree that Arabic is used in foreign classroom in explaining different concepts and ideas. (56%) of students agree that when the teacher gives instructions; it is helpful to use Arabic. However, (44%) of them disagree when the teacher give instructions, it is helpful to use Arabic . Moreover, (80%) of the students agree with using Arabic to give to learn more effectively, but just a few number (20%) disagree about its use in classroom. The majority of students (96%) thought that Arabic should be used to summarize the content of the lesson , the last one, no student agree with the teachers' use of Arabic to explain the requirements of activity, project, or homework because it is something easy and clear. No need for the use Arabic.

**Item 10:** How much do you think the use of Arabic in the classroom helps you to learn English thus speak it accurately and fluently?

This question seeks the helping amount of using Arabic in classroom.

**Table 3. 8. *Students' opinion about the amount of Arabic use***

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
Not at all	00	0%
Very little	10	20%
Fairly much	00	00%
Quiet a lot	00	00%
A lot	40	80%
Total	50	100%



**Graph 3. 7. Students' opinion about the amount of Arabic use**

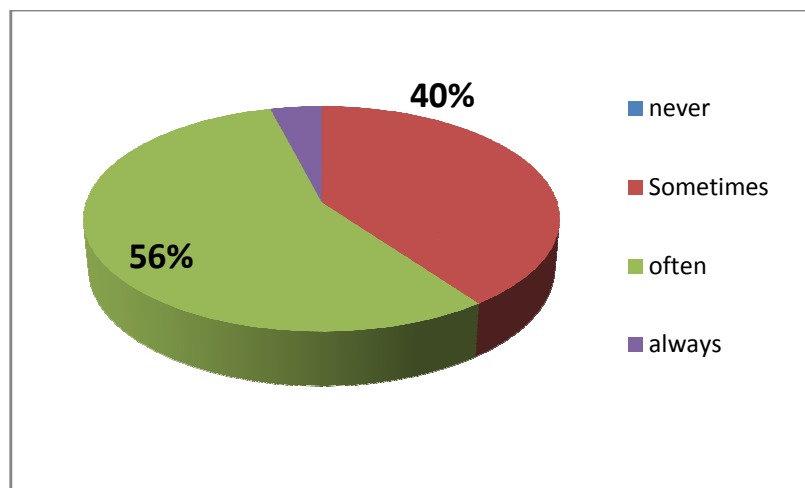
The results show that the majority (80%) of the students affirm that using Arabic in the classroom helps a lot them to learn English and speak it accurately and fluently. The rest (20%) opted for "very little" option. They see that using mother tongue does not totally help to learn English.

**Item 11:** How often do you think Arabic should be used?

This question aims to determine students' opinion about the needed amount of time to use Arabic.

**Table 3. 9. Students' opinions about the amount of time for mother tongue**

Option	Number	Percentage
Never	00	0%
Sometimes	20	40%
Often	28	56%
Always	02	04%
Total	50	100%



**Graph 3. 8. Student’s opinions about the amount for mother tongue use**

We can notice that the highest percentage of students (56%) claim that often Arabic should be used in order to learn better and achieve their learning skills, while others (40%) say sometimes Arabic should be used in order to learn better and achieve their learning skills. In addition, the answer reveals that many EFL learners do not emphasize that learning English using Arabic is a way for achieving speaking skill.

### **3.2.1.3. Questionnaire for teachers**

It is semi-structured questionnaire made up of collection of open-ended and close – ended questions. Multiple choice questions teachers’ questionnaire is divided into two sections.

#### **Section One: General information (Q1-Q3)**

It consists of three questions that provides general information about the teachers participants.

#### **Section Two: Teacher’s attitude towards the use of mother language inside EFL classrooms**

This section is composed of seven questions that investigate the teachers’ perceptions of the used amount of Arabic inside classes; also it seeks their behalf and reason behind the use of mother tongue in classroom.

### 3.2.1.3.2. Administration of teachers' questionnaire

This questionnaire has been sent online to the emails of oral expression teachers teaching at the department of English at Mohammed Kheider University of Biskra.

### 3.5 Analysis of the teachers Questionnaire

We are going to analyze the teachers' attitudes towards the effects of using mother tongue on the development speaking skill in English as foreign language.

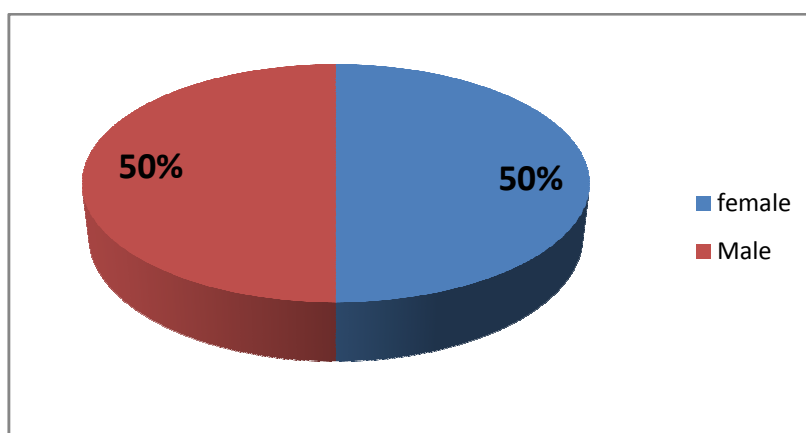
#### Section one: General information

##### Item 01: Teachers gender

The aim of this question is to know about the different attitudes that could the diversity of gender rised.

**Table 3. 10. Teachers' gender**

Option	Number	Percentage
Female	4	50%
Male	4	50%
Total	8	100%



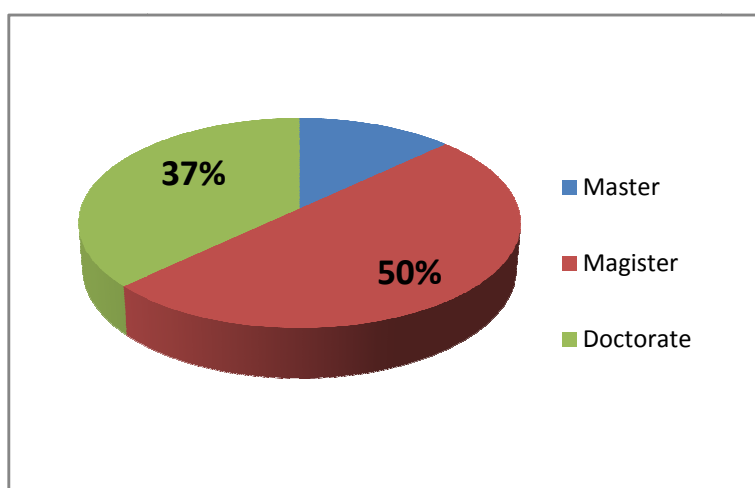
**Graph 3. 9. Teachers gender**

The results of table above show that the number of both male and female teachers is equal. So (50%) females (50%) are male teachers teaching oral expression module at Biskra University.

**Item 02:** Teachers academic degree (s) held: This question intended to determine teachers' degree.

**Table 3. 11. Teachers' academic degree**

Option	Number	Percentage
Master	1	13%
Magister	4	50%
Doctorate	3	37%
Total	8	100%



**Graph 3. 10. Teachers' academic degree**

From the table, we found that among the eight teachers four of them have Magister degree, three of them have their doctorate, and one has the master degree.

**Item 03:** The Teachers experience in teaching English.

Most of the teachers affirm that they teach 'oral expression' from three to seven years, while others claim that they teach oral expression more than seven years. It means that they have dealt with a reasonable set of techniques and methods concerning the English language teaching.

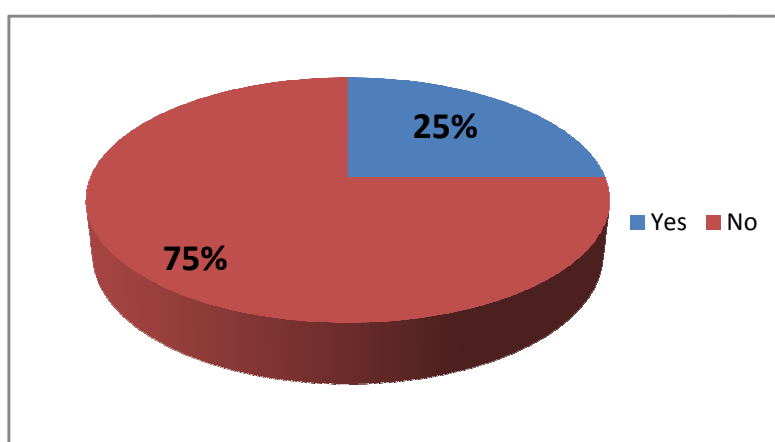
**Section Two: Teacher's attitude towards the use of mother language inside EFL classrooms**

**Item 04:** Should Arabic be used in the class? Why?

This question aims to show the teachers attitudes towards using Arabic in class.

**Table 3. 12. Teachers' attitude towards using Arabic in class**

Option	Number	Percentage
Yes	2	25%
No	6	75%
Total	8	100%



**Graph 3. 11. Teachers attitude towards using Arabic in class**

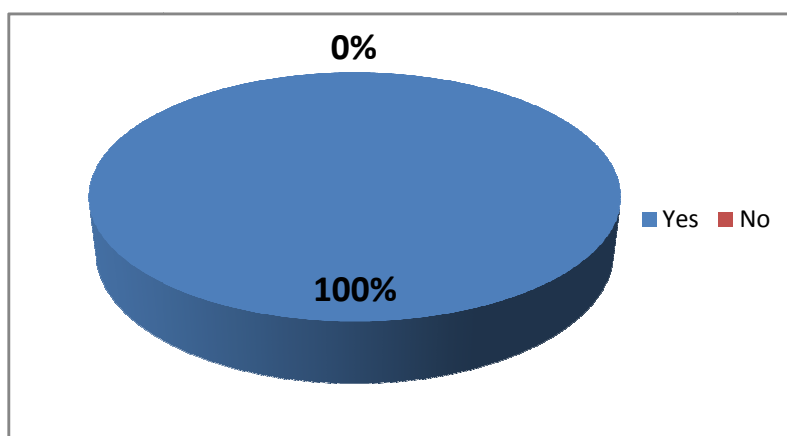
According to this table, we can say that the majority of EFL teachers (75%) say that they do not agree with using mother language Arabic in the classroom because it has a negative effects as it limits their learning. Also, the use of Arabic gives the students fewer chances to practice English, but the rest (25%) of them they prefer using Arabic because it helps their learners to understand the difficult concepts, check new vocabulary items, feel at ease, comfortable, and less stressed.

**Item 05:** Are the students allowed to use Arabic in classroom? Why?

This question represents teachers' attitudes towards their students' use of Arabic.

**Table 3. 13. Teachers' attitude towards their students' use of Arabic**

Option	Number	Percentage
Yes	8	100%
No	0	0%
Total	8	100%



**Graph 3. 12. Teachers attitude towards their students use of Arabic**

According to this table, we can say that all EFL teachers (100%) say that their students are allowed to use Arabic in the classroom because they are not native speakers, and this may help learners to be active in their learning process. In addition, using Arabic in special cases encourages learners to participate, enhances the teacher-learner interaction, and treating the students' lack of comprehension. Meanwhile, teachers affirm that they do not allow using Arabic overly and in an unlimited manner because this will affect negatively learning English.

**Item 06:** According to you, to what extent does the use of Arabic influence the students speaking skill?

The aim of this question is to investigate the influence of Arabic use on students speaking skill.

Teachers are asked to explain to what extent the use mother language Arabic may influence the students speaking skill .The (8) teachers claim that the use of Arabic has a



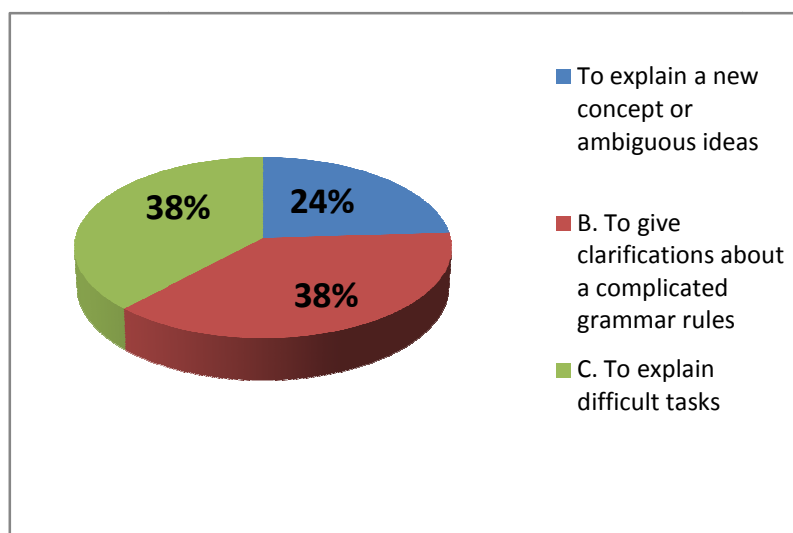
strong impact on students speaking skill. In addition, they affirm that the majority of EFL learners use their mother tongue inside the classroom. Therefore, when teachers ask students to do tasks higher than their capacities, they prefer to use their mother tongue to express their thoughts and what want to present about the subject matter. This is what makes them face many difficulties when they translate ideas into their mother tongue. Thus, they transfer the cultural rules from their mother tongue to a foreign language, and this makes many difficulties in pronouncing and speaking English correctly.

**Item 07:** For what reason you find yourself in need to use mother language (Arabic)?

This question aims to collect data about teachers reasons behind their use of mother tongue.

**Table 3. 14. Teachers' reasons behind using mother language in classroom**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
To explain a new concept or ambiguous ideas	02	24%
To give clarifications about a complicated grammar rules	03	38%
To explain difficult tasks	03	38%
<b>Total</b>	08	100%



**Graph 3. 13. Teachers reasons behind using mother language in classroom**

This table reveals that (38%) of teachers affirm that they use Arabic to give clarifications about a complicated grammar rules. (38%) state that they sometimes use it to explain difficult tasks. Just (25%) of the respondents mention that they use Arabic to explain a new concept or ambiguous ideas.

All of the teachers agreed that the main reason to use Arabic is the learners' misunderstanding of input. Thus, when the students do not understand the explanation of teachers in English, they extremely need translation to understand better. According to these teachers, the use Arabic is banned from the ministry of education in teaching foreign languages, but we found ourselves obliged to satisfy the learners' need and overcome their lack of comprehension. Thus using Arabic is necessary in many cases, such as:

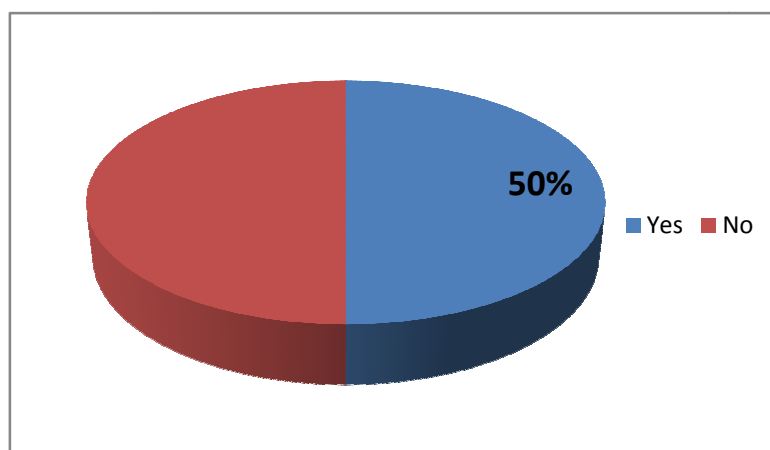
- a. Explaining abstract words specially such kind of words,
- b. Checking learners' comprehension,
- c. Insisting on phonology, morphology, and spelling,
- d. Giving instructions to facilitate doing activities,
- e. Encouraging learners to participate, and finally
- f. Avoiding students' lack of comprehension.

**Item 08:** Do you think that using Arabic inside the EFL classroom has a positive effect on mastering the English language in general?

This question aims to investigate teachers' perceptions towards the effects of using MT on the process of learning the English language.

**Table 3. 15. Teachers' perception of the effect of mother language on Learning English**

Option	Number	Percentage
Yes	04	50%
No	04	50%
Total	08	100%



**Graph 3. 14. Teachers perception of the effects of mother language on learning English**

According to this table, half teachers (50%) claim that using Arabic in the EFL classroom has a positive effect on learning English. They justify their answer saying that the use of Arabic in a limited manner has a various benefits which improve the English teaching-learning process. The following points are teachers' answers: Reducing learners' anxiety, do not wasting time to explain some concepts especially, if it takes a lot of time to explain in English, avoiding the psychological barriers of learners and giving them the self-

confidence to participate , develop the learner-learner interaction , and encouraging learners to work in pairs or in groups .

By contrast, (50%) say that using Arabic in the EFL classroom has a negative effect on learning English. They explain that if mother language (Arabic) is used overly, it will affect negatively the learning process. First, create lazy learners who cannot make efforts and do not participate in English. Second, learners will always respond in their mother tongue Arabic frequently. Third, Decrease chances to practice English. Fourth, it makes learners very dependent only on Arabic. Fifth, students will translate always words to and this limit learning vocabulary as much as they can.

**Item 09:** According to your experience, what is the accepted amount of using Arabic that could keep the balance in the process of both learning and teaching FL English?

This question represents the accepted amount of using Arabic inside classroom.

All the teachers affirm that the accepted amount of using Arabic that could keep the balance in the process of both learning and teaching English. Learners should be aware of using little Arabic techniques in order to make the mother language Arabic a factor of improvement rather than decreasing the English language, and this may help learners to get large background of the target language and to build their knowledge to speak it fluently.

**Item 10:** Teachers suggestions or comments concerning, "The Effects of Using Mother Language in EFL Classrooms on the Development of the Algerian Students' Speaking Skill".

Different answers derive from this question. We conclude them: (a) Arabic is certainly an effective component in FL mastery but in limited manner, (b) Give more time and space in TEFL (Teaching English as a Foreign Language) programs, (c) Teachers should know how much they have to use Arabic in their classes in order to avoid using it overly, (d) Teachers should advise their learners to use dictionaries (English-English) in

order to maximize learning vocabulary and to overcome their reliance on Arabic, (e) Learners have to practice in English, because the more they will reduce the use of Arabic, (f) Teachers have used different mother tongue Arabic techniques in teaching speaking skill, (g) Encourage students to speak in English inside the classroom rather than using Arabic, (h) Mother language ( Arabic ), because it is serious issue in teaching languages, so we have to give it more attention, (i) Using Arabic sometimes may introduce the EFL learners a wide range of new vocabulary and students become familiar with a variety of vocabulary meaning in different context and this help them to practice and speak the language, and the last suggestion (j) shows that Arabic is crucial to the improvement of the speaking skill and help students to grasp new words that would permit them to develop as strong and confident language learners.

### **3.3.2. Students' interview**

#### **3.3.2.1. Aims of the interview with students**

The students' interview is intended to investigate the students' opinions and attitude towards mother tongue as an important factor that influences learners' speaking skill. It also aims at investigating the students thought of how foreign language is being learned and the problems being encountered in their learning process.

#### **3.3.2.2. Description of the students interview**

The students' interview consists of first year students studying at in the department of English at the University of Biskra. The interview has been done with four students. The students are requested to give explanations. The students' interview consists of (11) questions. We seek information about the students' opinions about the use of mother tongue (Arabic) in EFL classrooms, and its relationship with the speaking skill development.

### 3.3.2.3. **Administration of the interview**

This interview is made with first year at the department of English at Biskra University for the academic year 2019-2020 on line consulting their personal “Face book” accounts, since we do not have the chance to meet them personally because of the Covid-19.

### 3.3.2.4. **Data collection procedures**

In this research, we used interview as a suitable way to answer our questions. We have chosen this tool to understand the problem which is the mother tongue influence on EFL students speaking skill in the EFL classroom, and to study the main reasons that make students use their mother language (Arabic) to learn English as a foreign language.

### 3.3.2.5. **Analysis of the student’s interview:**

#### **1. Do you agree with the policy that you should use only English in the classroom?**

##### **Why?**

The aim of this question is to elicit the student’s learning experience. The four students do not agree with the idea that they should use only English in the EFL classroom. Their answers reveal that students are in a wish dire to use their mother tongue Arabic in some cases.

#### **2. What are your speaking difficulties?**

Concerning this question, the students have been asked to give their point of view and attitude about the speaking difficulties in EFL courses. The results obtained show that all students said that they face various difficulties in speaking, such as lack of vocabulary, pronunciation mistakes, poor grammar, mother tongue interference, anxiety problem, lack of self confidence, lack of motivation, and shyness.

#### **3. Do you think that the use of Arabic is useful to help you learn better? Explain, please**

Concerning this question, the students have been asked about the role of Arabic in learning the target language. The findings show that all students affirm that the important role that Arabic play in learning English lays in facilitating understanding of the input through translating the words from the foreign language to mother language Arabic help. This them to acquire new words and get the right meaning.

#### **4. Do you use your mother language inside the classroom?**

This question aims at asking about the use of mother language Arabic in the foreign classroom. The findings of this question reveal that all the students said that they sometimes found themselves in situations which obliged them to use their mother language Arabic instead of using English inside the classroom only.

#### **5. When do you usually decide to use Arabic?**

This question is designed to ask the students when they decide to use their mother tongue Arabic. Two students mention that they use sometimes Arabic when they does not find the vocabulary to say for participation, or when they wants to explain their point of view about something. Two students say that they use Arabic with their classmates by asking them questions for explanations in case the content is difficult.

#### **6. Why do you use it? You can tell a situation in which you find yourself obliged to speak in Arabic**

This question aims at asking the students about a situation in which they found themselves oblige to speak in Arabic. All students agree on the fact that the situations which push them to use Arabic is when they work in groups to do activity. Thus they discuss it using Arabic.

#### **7. How do you feel when you use Arabic? Do you feel comfortable, not happy, embarrassed, motivated? Why?**

This question asks the students how they feel when they use Arabic. Two students affirm that they feel motivated and comfortable when they use Arabic because they can understand easily the input. One student says that he feels embarrassed because this student wants to learn English as it is to practice more English. The last student mentions that he feels happy when he uses Arabic because it is effective tool that helps him to overcome the problem of understanding difficult vocabulary.

#### **8. Do your teachers use mother tongue (Arabic) inside the classroom?**

This question asks about if teachers use mother language Arabic inside the classroom. Interestingly, three students claim that rarely their teachers use Arabic in the classroom. While one students say that never their teachers use Arabic. In many cases, when teachers are obliged to speak in Arabic, they use various strategies to avoid using it altogether inside the classroom.

#### **9. When do you prefer your teachers to use Arabic?**

The aim of this question is to ask students about when they prefer their teachers to use Arabic. All the interviewees answered that they prefer their teachers to use Arabic when defining new words, or when explaining difficult activities.

#### **10. How do you feel when your teachers use Arabic? Why?**

This question aims at eliciting information about how the students feel when their teachers use Arabic in the classroom. While the four students agree on the fact that the teacher should develop students' positive attitude toward the learning of the English language, the teacher should sometimes use Arabic in many cases. Furthermore, all students affirm that they feel confident when their teachers use their mother tongue. They can understand better and speaking English language frequently in the classroom, so they do tasks correctly and apply the target language accurately.



### **11. Do you think that little use of Arabic could be helpful to speak in English accurately and fluently?**

All the students answered that the use of Arabic in foreign classroom can prevent making many grammatical errors and idiomatic difficulties in learning process. Since mother tongue Arabic influences strongly EFL learners speaking skill, they know the meaning of the English words through their mother tongue. Thus, students have positive attitudes towards the use of Arabic in EFL classrooms.

### **3.4. Discussion**

Based on the analysis of the teachers and students questionnaire, and the interview with students, we obtained data about their attitudes towards the use of mother tongue, and its impact on the students speaking skill. Throughout these results of data collection tools, we find answers of our research questions.

In response to the impact of using mother language on the development of students speaking skill question, this study showed that a large number of students responded that Arabic has helped them in learning English in general. So that, they overcome stresses and perform better while speaking. They consider mother tongue as a way of comprehending new concepts which could enable them express their thoughts and involve effectively in the classroom oral activities. The teachers regarded the use of Arabic as a helping tool for students speaking performance.

This study indicates that controlled use of Arabic might be constructive for the teachers and students. The fact that teachers allowed the use of Arabic does not mean that they are encouraging the over use of it. Teachers prefer to the use of mother language only in urgent cases when the students have a serious problem in comprehension. For that reason, they highlight the most effective effects of that use, such as facilitating the transfer of the courses objectives to the students, helping students to formulate a correct ideas, and

being motivated to share them orally without any complications. However, it is worthy to mention here that most of teachers illustrated that the used amount of Arabic in English classes should be decreased in order to prevent negative impacts one the students' speaking skill.

In response to the reasons behind the use of Arabic question, the majority of students declared that it is important to understand better the new vocabulary item, to explain different complex concepts and ideas, also to understand complex grammar rules. Moreover, the teachers believe that the use of Arabic in EFL classes is only to give clarify ideas. That is to say, teachers use Arabic in order to engage their poor level students in classroom discussion. In this case, the use of mother tongue Arabic should not be dismissed.

In response to overall held attitudes of teachers and their learners towards the use of Arabic inside the classroom question, the results of our study indicated that students carried a positive attitude towards the use of mother tongue inside the classroom. Most of them believe that it helps them in developing their speaking skill. On the other side, some of other teachers express negative attitudes towards that use. However, the teachers in general indicate that Arabic can bring positive effects on the students speaking performance. This study results show that students as well as teachers agreed that the use of Arabic has a beneficial role to facilitate comprehension and increase good achievement in oral expression courses.

## **Conclusion**

In conclusion, this chapter presented the analysis and the discussion of the obtained data collection about the effects of using mother language in EFL classrooms on the development of the Algerian students speaking skill.

The results of this study showed that students shared to extent a positive views towards the effects of using mother language on their speaking . On the other hand , teachers had positive beliefs somewhat towards the idea. That is not to say , they banned the use of Arabic . However, they illustrated that the controlled use of mother tongue is helpful and has a considerable role in facilitating to process of learning foreign language. Furthermore, the teachers declared that the use of Arabic may support the students to raise their self –confidence in order to promote their speaking capacities.

On the whole, the study results indicated that the majority of students were satisfied with the used amount of Arabic in their classroom. Besides the teachers did not carry the view, in fact, they recommended with the minimization of the used amount of mother tongue in English classes in order to provide learners with largest exposure to English language inside classroom.

**GENERAL**

**CONCLUSION**

it should be after recommendations

chapter three+ recommendations +general conclusion

## **General Conclusion (it should be in the middle)**

The present study investigated the effects of using mother tongue in EFL classrooms on the development of EFL students speaking skill. This study is made up of two parts: theoretical part and practical part. The first chapter was about the speaking skill, which is productive skill that enable students to produce their L2 acquired knowledge, it refers to the oral transmission of students thoughts, wonders, and informed speaking skill has a positive impact on students involvement in the learning process, because it gives them the chance to practice the language so that enhancing their self confidence and promoting their pronunciation level as well as. However, the student's fear of making mistakes is one of the difficult that affect negatively the students speaking skill.

The second chapter illustrated the role of mother tongue in EFL speaking classroom, which is crucial and debatable at the same time in acquiring a target language. Mother tongue use inside the class can reduce learners' anxiety. So that, they get more self confidence to participate and to share their ideas. But, this does not hide the negative effects of the uncontrolled use of MT which considered as a serious issue that hinder the development of students L2 communicative level.

The practical part consisted of one chapter which has been devoted to the field work. This chapter is conserved with the analysis of the obtained data results collected from students (N=40) and teachers (N= 08) questionnaire among the students and teachers of first year LMD at the division of English in Mohammed Kheider university of Biskra. In addition, the results of students interview (N=04). These tools were used in order to gain more information about our research topic. After that, we went through the analysis of forty eight questionnaires in general (40 S and 10 T) in total plus the four interviews then, as a final step we discussed the final results.

The practical part consisted only of one chapter which was devoted to the field work. This chapter is concerned with the analysis of the obtained data results collected at Mohamed Kheider Biskra University from fifty students and eight teachers are questioned, and just four students are interviewed in order to gain more information about our research topic.

Basically, this study aims to explore whether or not Arabic is helping or hindering tool in EFL speaking classes. The first question has been to find out the extent to which the use of Arabic could help first year LMD students at Biskra University develop their speaking skill. Students affirmed that Arabic use helps them in facilitating comprehension of difficult content, and this enhances their speaking skill. Besides, the second question has been posed to explore the extent to which the use of Arabic in EFL classroom hinders University students develop their speaking skill. It is important to mention that first year students agreed on the limited use of their mother tongue but not the overuse of it because that latter would decrease their speaking progress. Moreover, the third question investigated the major causes of using mother language among first year students of English as foreign language studying at Biskra University. The results have shown that students like the use of their Arabic use in classroom to know the meaning of new difficult words and understand complex grammar rules. Furthermore, the fourth question spotted the light on teachers and their students' attitude towards the use of Arabic in EFL classrooms. The results revealed that the majority of the students have a positive attitude towards the use of Arabic in EFL classrooms. However, teachers have really a negative attitude towards the use of Arabic in speaking classes on English as foreign language. Meantime, they considered Arabic as a useful tool if it is used in reasonable difficult learning situations in which students struggle to get the meaning in the target language.

On the whole, the results confirm that the majority of students have positive attitudes towards the use of mother language on their speaking skill development inside the classroom. Simply because it helps them to overcome the encountered difficulties long the learning process, whereas, the EFL teachers of Biskra University do not support the use of Arabic inside the classroom because they fear from deficiencies of learning English. However, teachers do not prevent the total use of mother tongue. That is to say, they supported the wise use of it whenever the learning operation requires this.

Towards this end, the preventing the use of mother tongue "Arabic" in EFL classrooms are impossible. It remains beneficial in some situations during teaching-learning process. It could help weak language learners to enhance their level. As a result, the mother language can be considered as a reliable technique and rapid solution in order to overcome learners speaking problems and difficulties.

# **RECOMMENDATIONS**



## **Recommendations**

Using Arabic in teaching English is among the techniques that are commonly used in order to develop teaching-learning process. At the end of this study, the researcher becomes more familiar with the different situations that Arabic should be used in, moreover, teachers also have to vary in using Arabic techniques in their classroom activities. Thus, this could help students to concentrate more on lessons and achieve their comprehension. We recommend some relevant tips from the resulted obtained through the questionnaires for teachers and students and interview with students, we suggest the following recommendations.

### **1. For EFL teachers (write: Recommendations for EFL university teachers)**

EFL teachers of English as foreign language teaching at Mohammed Kheider University of Biskra are recommended to:

- a. Provide with extensive training towards the use of Arabic techniques to teach the English language. Moreover comparing Arabic rules with English in order to use it as a helping tool for teach better the meaning and help students to train more.
- b. Use Arabic just in some situations to create a friendly environment with students and encourage them to speak from these learners learn more vocabulary and build structures through translating. In addition, this activity encourages learners' participation and increase learner-learner interaction.
- c. Focus more on students' speaking difficulties which could hinder their progression in learning English. Teachers should play the role of guider and controller to encourage them to take part in their lectures

### **2. For EFL students (write: Recommendations for EFL university students)**

EFL students of English as foreign language studying at Mohammed Kheider University of Biskra are recommended to:

- a. Use English–English dictionaries instead of a direct translation to Arabic because they will not improve their linguistic level and oral proficiency.
- b. Use Arabic in a limited manner at the appropriate time and in appropriate places. Learners do not use Arabic overly; this may affect negatively on the learning progress, and hinder to enhance speaking skill. In addition, teachers should reduce the overuse of Arabic in English classes for keeping its positive impact.
- c. Practice their English language inside and outside the classroom even if they have poor level in English.

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# **APPENDICES**

## Appendix 1 Questionnaire for students

**appendix** should be **at the top** & questionnaire for students **underneath it**

Dear student,

This questionnaire is a part of an investigation to collect data for my dissertation entitled "The Effects of Using Mother Language in EFL Classrooms on the Development of the Algerian Students' Speaking Skill". I would be so thankful if you respond the following questions. That would not take more than 10 min of your time but it will be such a great help to our study, your answers will be kept anonymous.

Please, use a cross (×) to indicate your chosen, or giving full answers in the spaces provided.

### Section one: General information

1. What is your gender?

A. Male?

B. Female?

2. How old are you?

.....

3. Was the choice to study English your own choice?

A. Yes

B. No

4. How would you assess your present level at English ?

A. Average  B. Good  C. Excellent  D. I do not know

5. How do you find speaking English?

A. Easy  B. Very easy  C. Difficult  D. Very difficult

### Section two: Using mother tongue in learning English as a foreign language

1. Should Arabic be used in the EFL classroom?

2. Why do you think Arabic is necessary in the classroom? (you can choose more than one option)

- A. It helps me to understand difficult concepts better
- B. It helps me to understand the new vocabulary items better
- C. It helps me to feel at ease, comfortable, and less stressed
- D. It helps me to participate
- E. I feel lost

3. Do you use bilingual dictionary (English Arabic) to understand difficult words?

4. Does bilingual dictionary (English Arabic) help you to improve your linguistic repertoire?

5. Do you like your teacher to use Arabic inside the classroom?

- A. Yes
- B. Sometimes
- C. No

6. Do your teachers use Arabic in the classroom? When?

7. What was good about the instructor using English in the classroom?

.....

.....

.....

8. What was not good about instructor using English in the classroom?

.....

.....

.....

9. When do you think is necessary to use Arabic in the English classroom?

statement	agree	disagree
to define new vocabulary items		
To practice the use of some phrases and expressions		

To explain complex grammar points		
To explain different concepts and ideas		
To give instructions		
To give suggestions how to learn more effectively		
To summarize the content of the lesson		
Explain the requirements of activity, project, homework, etc.		

**10. How much do you think the use of Arabic in the classroom helps you to learn**

**English thus speak it accurately and fluently?**

- A. Not at all     B. Very little     C. Fairly much     D. Quite a lot   
 E. A lot

**11. How often do you think Arabic should be used?**

- A. Never     B. Sometimes     C. Often     D. Always

**Thank you for your collaboration**

**Miss. SAAD Wahiba**

**Mohamed Kheider University of Biskra**

**Faculty of Letters and Languages**

**Department of Foreign Languages**

**Branch of English**

## Appendix 2 Questionnaire for teachers

**appendix** should be **at the top** & questionnaire for teachers **underneath it**

Dear teachers,

This questionnaire is designed for a study on “The Effects of Using Mother Language in EFL Classrooms on the Development of the Algerian Students’ Speaking Skill” This questionnaire is designed for a study on. This questionnaire seeks to know about your attitude and perceptions towards the use of mother tongue (Arabic) in EFL classes. I would be so thankful if you could respond the following questions. Your cooperation will be as a great help and for sure it will be strongly appreciated.

### Section one: Personal information

1. Gender:

a. female

b. male

2. Degree (s) held:

a. PH.D. (Doctorate)

b . Magister degree

c. Master degree

3- How many years have you been teaching English?

.....

.....

.....

.....

### Section Two: teacher’s attitude towards the use of mother language inside EFL classrooms

4. Should Arabic be used in the class? why?

a. Yes

b. No

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

5. Are the students allowed to use Arabic in classroom? Why?

a. Yes

b. No

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

6. According to you, to what extent does the use of Arabic influence the students speaking skill?

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

7. For what reason you find yourself in need to use mother language (Arabic)?

a. To explain a new concept or ambiguous ideas

b. To give clarifications about a complicated grammar rules

c. To explain difficult tasks

If you have other reasons please write them below

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

8. Do you think that using Arabic inside the EFL classroom has a positive effect on mastering the English language in general?

a. Yes

b. No

Justify your answer, please

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

9. According to your experience, what is the accepted amount of using Arabic that could keep the balance in the process of both learning and teaching FL English?

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

10. Please, feel free to add or suggest any other ideas you see that it would strength this work.

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

**Thank you for your collaboration**

**Ms. SAAD Wahiba**

**Master two student**

**English division**

**Faculty of Letter and Foreign Language**

**University of Mohamed Khider, Biskra**

### Appendix 3 students' interview

**appendix** should be **at the top** & interview **underneath it**

This interview is intended to collect data about the effect of using mother tongue in EFL classroom on the development of the Algerian students speaking skill. Therefore, you are kindly requested to answer the following questions.

1. Do you agree with the policy that you should use only English in the classroom? why?
2. What are your speaking difficulties?
3. Do you think that the use of Arabic is useful to help you learn better? Explain, please
4. Do you use your mother language inside the classroom?
5. When do you usually decide to use Arabic?
6. Why do you use it? you can tell a situation in which you find yourself obliged to speak in Arabic
7. How do you feel when you use Arabic? do you feel comfortable, not happy, embarrassed, motivated? why?
8. Do your teachers use mother tongue (Arabic) inside the classroom?
9. When do you prefer your teachers to use Arabic?
10. How do you feel when your teachers use Arabic? why?
11. Do you think that little use of Arabic could be helpful to speak in English accurately and fluently?

**Miss. SAAD Wahiba**



## المخلص

يتمحور موضوع هذه الدراسة حول استكشاف تأثيرات استعمال اللغة الأم في أقسام اللغة الإنجليزية كلغة أجنبية على تطوير المهارات الكلامية للمتعلمين. حيث تهدف دراسة هذا الموضوع إلى التحري حول تصورات و مواقف المعلمين و المتعلمين على حد سواء من استخدام اللغة الأم ومدى تأثير ذلك على التحصيل الشفوي واللغوي لمتعلمي اللغة الإنجليزية بجامعة محمد خيضر بسكرة.

وان الجدل القائم حول إذ ما كانت قضية استعمال اللغة العربية في أقسام اللغة الإنجليزية من شأنها تسهيل العملية التعليمية، أم أنها حاجز يعيق الارتقاء بها. و عليه افترضنا أن لجوء المستعملين إلى استخدام لغتهم الأم يساعدهم على تطوير مهاراتهم الكلامية إلا أن الاستمرار فيه قد ينعكس سلبا على مهاراتهم ويؤدي إلى تدني مستواهم. و لإثبات ما تم افتراضه أجرينا دراسة بحثية تم فيها اختيار أربعين طالبا و ثمانية أساتذة لمستوى أولى جامعي لقسم الإنجليزية كعينة لتطبيق هذه الدراسة، حيث اعتمدنا على أداتي بحث لتجميع البيانات الكافية، تمثلتا في استبيان كتابي لكل من الطلاب و الأساتذة و مقابلة شفوية مع أربعة طلبة. انطلاقا من النتائج المتحصل عليها سابقا كشفت الدراسة على أن المتعلمين يؤيدون استخدام اللغة الأم حيث يعتقدون أنها تساعدهم على تطوير مهاراتهم و تحفزهم على تحسين أدائهم اللغوي، في حين أن الأساتذة يبدون مواقف سلبية تجاه استعمال اللغة العربية لتعليم اللغة الإنجليزية إلا أنهم لا يعارضون اللجوء إليها إن استدعت الضرورة .

وفي الأخير يدل تباين الآراء حول هذا الموضوع بين استحسان من طرف الطلبة و معارضة غير قطعية من طرف الأساتذة إلى اختلاف الأغراض و الدوافع وراء استعمال اللغة الأم.