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**The Influence of Mother Tongue in Decreasing
English as a Foreign Language
Students' Oral Proficiency**

The Case of First Year LMD Students of English at Biskra

A Dissertation submitted to the Department of Foreign Languages as
Partial Fulfillment for the Master Degree in Sciences of Language

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DEDICATION

I dedicate this work to my mother for her never ending love

I will always be gratefull to my father for his confidence in me and for his financial support.

To my brothers : Abbas, Haider, Abed Elrahman.

To all my friends. To all who were besides me to continue this work .

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Abstract

The present study aims at investigating the influence of mother tongue in decreasing EFL students speaking proficiency. EFL students think in Arabic when they use English that is why their English sounds like Arabic. Since speaking a foreign language is the students' aim in EFL classrooms, the importance is given to eliminating the problem of the influence of mother tongue in speaking English as foreign language. Therefore we hypothesize that if we have enough cultural knowledge about the target language and aware about the socio-cultural differences between the two languages, this will reduce the influence of mother tongue. Throughout this study we want to investigate the reasons behind the mother tongue influence and thereby propose solutions to this phenomenon.

To accomplish this study, we use a descriptive method as an appropriate method for that study. For that we have designed a questionnaire which was administered to first year LMD students at the English Division at Biskra university. Random students are chosen who were 50 students. We also conducted another questionnaire for seven (07) teachers of oral expression on the same institution. These teachers are the most knowledgeable about the influence of mother tongue that students face. After the analysis of collected data and the results obtained from both questionnaires, we arrived to confirm the hypothesis of this research and we tried to put forward some pedagogical recommendations, as how to find appropriate remedies that would eventually help learners to cope with the influence of mother tongue in decreasing EFL students speaking proficiency.

LISTE OF ABBREVIATION

EFL : English as a foreign language

LMD :Licence, Master, Doctorate

L1 : first language

L2 : second language

TL : Target Language

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Introduction :

In teaching and learning EFL, speaking has an important role. That's why, it becomes an interesting topic to both researchers, linguists, and learners. Speaking is a productive skill. Speakers in foreign language firstly need to learn how to speak the language, and to have this ability learners should know some knowledge about the target language. Through the practice of that skill learners may face many problems such as :anxiety, shyness, making mistakes, lack of motivation, and the influence of mother tongue. This latter can be either positive or negative. The circumstances under which this influence is negative that sometimes hinder the development of the speaking skill like to attain oral proficiency. Because EFL learners with low oral proficiency are not able to speak fluently, or express their full ideas and sometimes be misunderstood that's why EFL teachers search about ways that help learners avoid using their mother tongue. Many researchers proposed different strategies which teachers can use to reduce the influence of using the mother tongue among learners, and rising their oral proficiency which depends on the use of the communicative method and teaching culture to EFL classes.

2.Significance of the Study :

This study tends to suggest some solutions to EFL learners to rise their oral proficiency. It contributes to find out the main reasons behind the lack of learners' speaking proficiency, and how they can reduce the influence of their mother tongue while performing in the target language.

3.Statement of The Problem :

First year LMD students at the Division of English at the University of Biskra face obstacles which hinder the attainment of oral proficiency because of the influence of the mother tongue. Students use it to express themselves in the target language through translating their thoughts and ideas from their native language to the target language when they speak English and this current research will show this situation.

4.Aim of the Study :

Our study aims to spot light on the ways to increase EFL students' oral proficiency through rising their awareness about the role of culture of the target language, and how teachers use some strategies like teaching courses about foreign language culture and norms,

and focus more on the use of the communicative method in EFL classes to reduce the mother tongue influence.

5. Research Questions :

The main questions of this study are :

- * Why do not EFL students attain oral proficiency?
- * Does the mother tongue influence EFL students' speaking ?
- * How can the teacher use appropriate methods and strategies to decrease students' use of the mother tongue ?

6.Hypothesis :

We hypothesize that EFL learners cannot attain oral proficiency because of the negative influence of the mother tongue.

7. Limitations of The Study :

This research is limited to a sample of 40 students to represent the population of first year LMD. We know that it is not representative but because of time constraints and in terms of practicability, it is more judicious to work with a limited number. It is limited also to one area; that the negative influence of the mother tongue is on the speaking skill and more precisely to oral proficiency. Indeed, we are not concerned with its influence on other domains or other skills. It is also limited to teachers of oral expression because they will provide us with more details about the influence of the mother tongue among students in their module and how they deal with this problem.

8.Literature Review :

Some studies have confirmed that the mother tongue has a strong influence on the way a second language is learnt and used. (Kellerman 1984, Kellerman and Sharwood Smith 1986, Ringbom 1987, Odlin 1989, Perdue 1993). Consequently, the selection of words is not at random but there are some aspects which students should take into account such as the accuracy of words and the level of formality. Cunningham (1999) claimed that speaking required that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also they understand when, why

and in what ways to produce the language (sociolinguistic competence). Moreover, knowing more information about the foreign language cultural rules and customs make EFL learners develop their speaking skill and maintain relevance with language context and avoid the translation from the mother tongue to the target language. According to Thornbury (2005) : " It is generally accepted that knowing a language and being able to speak it are not synonymous, and that there is a lot more to speaking than the ability to form grammatically correct sentences and then to pronounce them." Also, Thornbury emphasized in his work that learners need some sociocultural knowledge that proficient speakers draw on when speaking .This kind of extraknowledge includes such things as the knowledge of the topic and cultural knowledge, knowledge of the context, and familiarity with the other speakers. These studies described the phenomenon of the influence of the mother tongue and aimed only to reduce that influence and rise EFL learners' oral proficiency .

9.Research Method and Data Gathering Tools :

9.1 Choice of the Method :

In this research , we will use the descriptive method as an appropriate way for exploring our hypothesis.We have chosen this method to understand the problem we are going to study which is the influence of the use of the mother tongue on EFL students' speaking , and to analyse the reasons behind this use. Accordingly, it is to investigate some strategies to minimize the use of the mother tongue in EFL classes.

9.2 Data Gathering Tools :

This study is built on two main questionnaires as tools of collecting data.The first questionnaire is for teachers of oral expression of English at Biskra University, and the second is for first year LMD students at the division of English in Biskra University.

9.3 Sample of The Study :

We purposely decided to select randomly a representative sample of first year LMD students at the division of English in Biskra University who are 50 students, the equivalent of 785 students as the whole population because it is the first time they have courses of oral expression and the influence of the mother tongue will be clearly apparent. Moreover, a sample of 06 teachers of oral expression will be chosen to provide us with information

concerning how this module is taught and how they react to students' use of their first language (Arabic) and what are the strategies they use to deal with this problem.

10. Structure of the Dissertation :

This dissertation is divided into two main parts ;theoretical and practical. The theoretical contains two chapters, the first is about the speaking skill, its definition, types, characteristics, and functions. Whereas the second chapter is about the mother tongue, its definition, and approaches and methods against its use ,also theories of first and second language acquisition and the role of teaching culture and the use of communicative competence , and the rising of teachers and students cultural awareness as solutions to the problem .While the second part is practical one comprised the analysis of students and teachers' questionnaires

Chapter One

**The Use of The Mother Tongue in Learning English as
Foreing Language**

Chaptre One : The Use of The Mother Tongue in Learning English as Foreing Language.

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Introduction

Teaching and learning a foreign language is a highly complex task that should consider both parties, the teachers' and the learners' requirements, needs and wants to reach their expectations and objectives. A historical perspective on controversial issues in ELT such as the use of mother tongue in English classes, it is necessary to understand how the mother tongue influence the speaking skill performance. There have been a lot of researches done in the area of first language use in English classes by many investigators and educators. Most of these researches studied teachers' opinions toward the usage of mother tongue, as well as there have been many studies exploring students' beliefs and reasons for using their mother tongue when they try to learn English

1. Definition of Mother Tongue :

Child in early childhood has an innate capacity to learn a language. The language he/she first learns is called « mother tongue ». Mother tongue is not usually the official language in certain country. So it can be focus on particular group. For example there was children who speak more than one language, and they are their mother tongue. It has been learnt from the age of two to seven years old. In the domain of teaching and learning second or foreign language, most scholars and linguists argued that the term of the mother tongue is referred to the language that the child learns immediately after his/her birth, that enables him to acquire the language of one's group rather than one's first language, it called also primary language. It usually uses at home, schools, society. It enables him to share ideas and to involve the environment surround him. It has many names as native language, and L1.

According to Longman dictionary (2010) mother tongue is :

« usually a language which a person acquires in early childhood because it is spoken in the family and /or it is the language of the country where he or she is living. The native language is often the first language a child acquires but there are exceptions. » (p 377)

Moreover Sultan. B, (2013) (cited in Nassira 2015) pointed out that the child starts to learn his/ her language since his/her birth. A child has a cognitive ability to develop this ability gradually until he can use his skills (speaking, reading, writing, listening) perfectly.

2.DEFINITION OF FIRST LANGUAGE :

According to longman dictionnary first language refers to :

« generally a person's mother tongue or the language acquired first....first language may refer to the language child feels most comfortable using. Often this term is used synonymously with native language. First language is also known as L1 ».
(p221,2010)

First language usually is a language which has much opportunity to be used in society in formal or informal situations. Also it is the language of education, law, journals, and other fields as official speech. Moreover first language acquisition is the way child learns to speak the language used in social interaction which makes it his first language, and the ability to develop the grammatical knowledge which is unique for human.

3.DEFINITION OF FOREIGN LANGUAGE :

Foreign language is defined longman dictionnary as :

« Also non-native language. A language which is not the native language of large numbers of people in a particular country or region, is not used as a medium of instruction in school, and is not widely used as a medium of communication in government, media, etc. Foreign languages are typically taught as school subjects for the purpose of communication with foreigners or for reading printed materials in the language. »(p224 ,2010).

M.S.Troike defined foreign language from another perspective. He claims that it is a language which had no much opportunities to be used and it was not prencible in social context. It may be used for crosscultural communication, travel, or in study.(2006). The distinction between second language and foreign one that second language is also consider foreign language but it is typically an official dominant language used by people who speak another language natively. it is used education employment.

4.Theories of Language Acquisition :

4.1/Theories of First language Acquisition : C.painter (1989,P21-44) summarized them as follow

4.1.1Innateness Hypothesis :

Supports that language ability is an innate in humans. So they are genetically predisposed to acquire and use language .

4.1.2Universal Grammar :

The critical period exists for certain aspects of language :1.syntactic in 1st stage acquisition
2.phonology in 2nd stage.

4.1.3Imitation theory :

Children learn the 1st language by listening to the speech around them and reproducing (what they heard) i.e imitation and the evidence is that the child who is raised in Korean speaking environment, will speak Korean but speak Arabic if raised in Arabic environment.

4.1.4 Reinforcement Theory :

Children learn to speak like adults because they are praised, rewarded or otherwise reinforced when they use the right forms but it is contradicted by the fact that even when adults try to correct child's grammar they attempt usually fail entirely.

4.1.5Active Construction of Grammar Theory :

Children invent the rules of grammar themselves, the theory assumes that the ability to develop rules is innate but the actual rules are based on the speech the children hear around them, this is their data for analysis.

4.1.6Connectionist Theories

Children learn language by creating neural connections in brain .They develop those so they learn through association between words/meanings, sounds sequences...etc.

4.1.7 Social Interaction Theory :

Children acquire the 1st language through the social children with older children and adults in particular, so children and their language environment are a dynamic system, i.e. to share an observation.

4.2/Theories of second language Acquisition : M. Troike (2006, P31-54) summarized them in the following points :

4.2.1 Behaviorism :

Any human behavior could be learned through the process of SRR, i.e. stimulus, response and positive or negative reinforcement. It's done spontaneously.

4.2.2 Language Acquisition Device (LAD) : by Chomsky

He argued that the stages of development that are required in other areas do not apply to learning language. Children use language appropriately and expressively if not naturally by the age five. It is an innate ability to acquire and use language but Chomsky was concerned with the understood rule that made the utterances appropriate, correct to native speaker but other linguists applied his theories to 2nd language acquisition issues (Krashen 's Monitor model)

4.2.3 Information Processing

Other cognitive scientists disagreed with Chomsky (LAD hypothesis). All human knowledge can be divided into :

4.2.4. Declarative Knowledge : which is learned rapidly and stored in long term memory through images and schemas

4.2.4 Procedural Knowledge : which is more complicated and refers to the gradual process by which a person learns how to do something successfully, i.e. learning begins declarative knowledge which is slowly becomes proceduralized and that mechanism which takes place is practice.

4.2.5. Social Interaction and sociocultural theories :

Social interactionists like Gass (2002) focused on the language learning context and how learners use their linguistic environment (in particular conversational interactions) to build their 2nd language knowledge. Vygotsky emphasized the role social environment on children learning, i.e.

the other people who interact with the child. Swain (1990) argues that comprehensible output in meaningful conversations is also necessary for successful 2nd language acquisition, so 2nd language learners learn the second language from each other and from the teachers in actual interaction in the (L2) as they receive feedback from their partners.

5. Approaches against the Use of Mother Tongue :

5.1 Monolingual Approach :

For the best practice and achievement of foreign language the field of teaching takes this aim as one of its principles. It knows many changes and development of its approaches and methods, and they usually came as result or reaction to it with more modification. Monolingual approach appeared during the twentieth century to deny grammar translation method.

Monolingualism is the condition of being able to speak only a single language. It enforces one language used over others. Its main principle is to obscure the learner similar to first language acquisition. It is the same idea discussed by Krashen. He (1981,36) said : “ people learn foreign languages following basically the same route as they acquire their mother tongue. ” In addition Howatt (1984,p223) claims in his history of English Language Teaching : “ This principle emphasizes instructional use of the target language (TL) to the exclusion of students’ L1, with the goal of enabling learners to think in the TL with minimal interference from L1. ” This principle gained widespread acceptance and has continued to exert a strong influence on various language teaching approaches since that time.

Moreover monolingual approach prevents translation from native language to foreign language and the encouragement of the use of target language in instruction . Alao et al (2012,p08) declare : “ the monolingual teaching principle which limits the language instruction to language target only has been the most persistent and often sole method of L2 instruction. ” It acquired its dominance as a result to the proponent of many researchers and investigators. This refers back to the reality of the limited opportunity of practicing L2 out classes. Flowerd and Miller stated (2005,p35) that in oral method depends on the use of monolingual approach in teaching to attain its effectiveness. We understand that monolingualism tends to reinforce the target language and learners will show their significance of target language through its frequent and practice.

Furthermore the general principle of monolingual approach is summarised in the idea which states that target language is learned as native one. The effective learning including the separation between native and target language. Also it emphasises that the foreign language should be the only medium of communication in class. Chaudron (1988,p121) claims : “ not only instruction and drill are executed, but also disciplinary and management operations. ” From the quotation we determine that learners proficiency especially in speaking because as well as the learners is immersed in his/her native language, the foreign language learners learn perfectly if s/he always surrounded by it.

5.2.The direct method :

The direct method is an approach of teaching foreign language. This approach also known as the Natural Method and Anti-grammatical Method. It emerged around 1900 in the western world. So the advocates of the direct method as Frank and Brown believe that FL could be taught without translation like what has written on approaches and methods quoted in Richard & Rodgers (2010,12) : “ a language could best be taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching. ”

A Direct Method is reaction to the grammar translation approach in an attempt to integrate more use of the target language in instruction. Mukalel clarifies that the idea of Direct Method is that the learner should experience in same manner as in his or her mother tongue (2005,85).

Moreover Saraswati suggests that students should use language in real situations in order to encourage the learners to speak the target language as much as possible.(2004,47) . Thus grammar should be taught inductively. Karunaranth (2009, 123) believes that one of the main aims of direct method is to teach target language with the target language.

Furthermore teachers who use the direct method intend that students learn how to communicate in the target language. In order to this successfully, students should learn to think in the target language. Although the teacher directs the class activities, the students role is less passive than in the Grammar translation Method. In fact the syllabus used in direct method is based upon situations(for example language used in the bank ,or shopping) or topics such as geography, money, health, pollution, weather. Students practice vocabulary by using new words in complete sentences.

According to direct method language focuses more on spoken form rather than written one. Therefore students study everyday speech. They also study culture consisting of the history of people who speak that language, the geography of the countries where the language is spoken, and information about people's common daily activities. Students are asked to use the language not to show their knowledge about the language.

For more clarity the main principles of this method are summarized by Larsen(1989,26-27) a professor of education and director of English institute at Michigan university. They are :

- Only the target language used in class.
- The learner should be actively involved in using the language in realistic everyday situations.
- Students are encouraged to think in target language.
- First speaking is taught then reading and writing.
- Students need to associate the meaning and the target language directly.
- The teacher introduce a new target language through the use of pictures or pantomime.
- Oral communication skill were built up in a carefully graded progression organized.
- Reading should be taught from the beginning of language instruction.
- Self correction facilitates language learning
- The purpose of language learning is communication
- Lessons should contain some conversational activity (opportunity to practice the language).

Unlike Grammar Translation method, the direct method has been relied on techniques which base on speaking and listening . They should learn to speak and communicate as native speakers do. Here are some of those techniques which suggested by

1/Reading Aloud :

Students are take turns reading sections of a passage, plays, dialogue out loud. At the end of each students' turn, the teacher uses gestures, pictures, examples, or other means to make the meaning of the section clear.

2/Question and answer exercise :

This exercise is conducted only in the target language. Students are asked questions and answer in full sentences so that they practice new words and grammatical structures. They have the opportunity to ask questions as well as to answer them.

3/Getting Students to Self-Correct :

The teacher has the students self-correct by asking them to make a choice between what they said and an alternative answer he provided. There are, however, other ways of getting students to self-correct. For example, a teacher might repeat what a student said and use his voice to indicate that there is something wrong or to stop them just after the mistake and correct it.

4/Conversation Practice :

The teacher asks students many questions which the students should understand to answer correctly. The questions contain a particular grammar structure. Later the students were able to ask themselves their own question with the same grammatical structure.

5/Fill-in the Blank exercise :

This technique is similar to a method discussed by the grammar translation method but in a different way. The difference is in the application in the direct method. Furthermore, there is no explicit grammar rule applied. The students induced the grammatical rules they need to fill in the blank from examples and practices from the beginning of the lesson.

6/Dictation :

The teacher reads a passage three times. The first time he reads it in a normal speed, and the students just listen. In the second time he reads slowly and making pauses to enable students to write what they heard. The third reading is for checking information.

7/Map Drawing :

The students were given a map with the geographical features unnamed of the United States as an example. Then the teacher gave directions. For example, ask them to find the highest mountain in the west, and name it "Rocky Mountain". He will give instruction to all geographical features. So students would have a completely named map by following the

mentioned way. Then teacher gave a turn for each student to find and name the map drawn on the blackboard.

8/Paragraph writing :

In this technique, the teacher asked the students to write a paragraph using their words and ideas about a different topic as describing geographical features of country or any other topic. The teacher can use a passage in the session as model.

Conclusion

As we see above that the main purpose of the direct method is to enable students to communicate perfectly in the target language, and integrate their competencies. Also the avoidance of translation and the use of mother tongue. It base on many techniques, they are : Reading Aloud, Question and answer exercise, Getting Students to Self-Correct, Conversation Practice, Fill-in the Blank exercise, Dictation, Map Drawing, Paragraph writing.

6.Reason of the mother tongue' use in foreign language classes :

6.1/Learners' Speaking Difficulties :

When learners try to speak a foreign language, they find it somehow difficult because they have to use the language appropriately in its context and to put different words together using correct rules. The feeling of making mistakes or simply failed to find the suitable words and expressions. This situation is mainly happen in the middle of conversation. So students think that the usage of native language is a rapid solution to overcome the problem.

6.2/Psychological Problems :

6.2.1Anxiety

Anxiety is considered as the most difficult psychological phenomenon. It is serious problem facing students in using the foreign language. Many researchers have shown that anxiety in the foreign language classroom is real communication barriers. MacIntyre define it : "worry and negative emotional reaction aroused when learning or using a second language." (Cited in Zahnit nadjat,2015,p26). Any students who experienced anxiety, s/he will have poor class participation, refusing to speak in front of audience in the classroom.

6.2.2 Shyness and Fear of Making Mistakes

Although foreign language learners are in certain level good achievers, and they are linguistically inferior. The influence of shyness feeling is effected the learners self-confidence . because they fear from making mistakes in front of his/her teachers and classmates. Kramusch suggested that if you perceive mistakes during English speech ; as feeling that you are totally wrong, fear of being humiliated. The students should take it from positive perspective. You simply have to tell your self : making mistakes is normal.(1998,p35).

6.2.3 Lack of Interest

Learners sometimes do not like to speak for many reasons. It may be because the teacher does not present the lesson well or the lesson is difficult to understand. So the teacher role is to facilitate the task to help students to overcome the feeling of lack of interest. Littlewood says : “ this atmosphere depends to a large extent on the existence of personal relationships which do not create inhibition, but are supportive and accepting. ” (1981,p93). Students’ interest is key factor in learners’ success or failure. Moreover lack of interest causes other problems as : lack of motivation, frustration, usage of mother tongue.

6.3/Linguistic Problems :

6.3.1 Lack of Adequate vocabulary and Grammar

The learner’s ability to speak comprehensibly in the target language is certainly influenced by the knowledge of English vocabulary and the knowledge of the rules which govern the word combination. It is very important to have a luggage of lexis in the learner’s linguistic repertoire. Littlewood (1981,p6) claim : “ The learner must attain as high degree as possible of linguistic. ” What is very important is to have a luggage of lexis in the learner’s repertoire, but what is more important is to have the capacity to put these words together in a combination that enables the speaker to convey the intended meaning.

6.3.2 Pronunciation Problems :

There are many factors that contribute to the learners’ mispronunciation of words. Some of these factors can be the influence of mother tongue or even the teacher’s mispronunciation. Many learners have developed many habitual errors ; the letter H is wrongly pronounced as the in the word “ honest ” is pronounced /HONEST/ where it is pronounced /ONEST/. Also they misplaced stress, misuse intonation and rhythm. Thus,

learners' confidence decreases, which restricts their interaction and their participation, and engagement toward speaking English.

6.3.3 Poor Listening Practice :

Success speaking depends on effective listening. Thus poor listening practice leads to down processing of speaking skill in the foreign language. Anderson and Lynch (1988, p2) stated : " For L2 learner to be proficient partner in a conversation, he need to be skilled as both speaker and listener. " Because speaking and listening are interrelated and through listening students get their inputs .

Conclusion :

In this chapter we discuss the mother tongue concept ;its definition and the definition foreign language. Also the theories of first and second language acquisition which illustrate the process of learning with more details. Moreover we talk about the approaches and methods which against the use of mother tongue in foreign language classes and supporting engagement to target language, and finally the reasons behind its usage.

Chapter Two

A General overview about
speaking skill

Chapter Two: A General Overview about Speaking Skill.

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Introduction

Since speaking is considered as an important skill, it plays an essential role in second language learning as well as it reflects the effectiveness of teaching. One of the most importance of EFL students is improving their speaking skill in order to communicate successfully. As it is known, speaking is a significant skill in learning foreign language because through speaking students can exchange their information and opinions with others. As far as speaking is concerned, it is regarded as the major skill to be developed because it is necessary for displaying the language proficiency, Learners are going to be put in situations where communication in English is needed, that is why the emphasis is mainly on speaking.

In this chapter, light will be shed on the speaking skill with more details, including the flowing significant elements . the First of all, we will propose some definitions to speaking in order to make it more understandable and explicable Then, it mentions function of speaking, its types, and discussing speaking and listening relationship. Moreover it will be discussed about the differences between first language and second or foreign language speaking performance. Finally the chapter ends with strategies to reduce the influence of using mother tongue in speaking foreign language as teaching culture to EFL classes, rising both teachers and students culture awareness, and the use of communicative competence method in EFL classes.

1. Definition of Speaking

At present the need for speaking mastery in English has been increasing due to the strong position to English as a language for international communication .That is why there were many views about the definition of speaking. Several researchers and scholars made different definitions to speaking. According to Oxford dictionary to speak means : 4.express, utter,

say, pronounce, enunciate, voice, articulate, make known, communicate, reveal, indicate : he is speaking the truth. It has its meaning through the context. Moreover Bygate (1987, p. Vii) defines speaking as:

“A skill which deserves attention every bit as much as literary skill, in Both first and second languages. It is the skill which they are most frequently judged. It is also a medium through which language is learnt which for many are particularly conducive for learning”.

While Hedge (2002) defines speaking as “as a skill by which people are judged while first impressions are being formed” (p. 261). In other words, speaking is an essential skill that assists students to speak foreign language successfully. Gammidge (2004) says speaking is “a highly challenging yet essential skill for most learners to acquire” (p. 7). However, Thornbury (2005, p. 1) defines speaking as “a part of daily life that we take it for granted”. Renandya and Richard (2000) also considers speaking as “one of the central elements of communication”. Actually, teaching and learning foreign language is very difficult especially for EFL students as Richards and Renandya (2002, p. 204) claim that “speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use language appropriately”. As a matter of fact, speaking consider as a complex productive skill students face when they attempt to learn foreign language.

As a result to different definitions above, speaking is important skill that is used to communicate and express students’ ideas and opinions.

2. Types of Speaking

As it is known speaking is one of the productive skills that help students to convey their message and interact with others. Brown (2004, p. 141-142) conduct five types of speaking skill: imitative skill, intensive, responsive, interactive, and extensive speaking.

2.1 Imitative Speaking

In this type students repeat a word or sentence of others. Imitative speaking involves different component of language for example phonetics, lexical, grammatical properties. Florez (p 03.1999) defines imitative speaking as : “drills in wich the learner simply repeats a phase or structure.” This type is pay attention more to pronunciation and no inferences are drawn about the test-takers ability to understand or express meaning or contribute in an interactive conversation. This way is most used to bigginer learners of second or foreign language. It is a strategy wich supported by direct approach. Directionalism argue that learning second language is similar to first language acquisition where the child based on the repition of words from his parents and eniveroment.

2.2 Intensive Speaking

This type is the production of short chunks of oral language designed to show competence in a narrow band of grammatical, phrasal, or phonological relationship such as intonation, stress, rhythm. Florez (ibid) claimed that intensive speaking was drills or repetitions focusing on specific phonological or grammatical points such as minimal pairs or repition of series of imperative sentence The speaker must be aware of semantic properties in order to be able to respond correctly, but interaction with an interlocutor is minimal at best. Moreover, intensive speaking includes some assessment tasks such as reading aloud, sentence and dialogue completion.

2.3 Responsive Speaking

Responsive speaking includes brief interaction and text comprehension. In English conversation the expression or the idea does not need always long idea or speech. Saraswat (p137) says : "if the short response is used in the right context, it can deliver complete message as well as it can forward your conversation smoothly ". It is usually used when students answer about the teacher asks them, but they answer with a very short conversation, such as standard greetings and small talk, simple requests and comments, and so on. In order to conserve authenticity with possibly only one or two follow-up questions:

a. Mary: excuse me, do you have the time?

B. Doug: nine-fifteen.

2.4 Interactive Speaking

Interactive speaking includes two main forms of languages, the transaction language in which the aim of the exchange is needed information but in interpersonal form the aim is more specific .Brown (cited in Florez.1999). (p3) declares about transaction speaking is : “ dialogues conducted for the purpose of information exchange, such as information-gathering interviews , role plays, or debates.” It is more deeper because its function is related to preserving a social relationship ,and conducting personal information. Interpersonal exchange can be pragmatically complex because of the use of casual register and the use of colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

2.4 Extensive Speaking

This type contains speeches, oral presentations, and storytelling. In this case, the speaker has an opportunity to speak without disruption from the listener. Where the listener replies just through nonverbal responses or ruled out altogether. Brown(ibid) describes it as:”extended monologues such as short speeches, oral reports, or oral summaries”. Additionally, in extensive speaking, language style is formal and planned for extensive tasks; however, we cannot deny that certain monologues such as casual delivered speech for example my ‘vacation in the mountain’.

These types are interrelated but each type can be used independently. The difference between responsive and interactive speaking is manifested in the length and complexity of the interaction, which often involve multiple exchanges or multiple participants. Whereas other types are used differently according to the situation used in . Also learners or teachers can use them to integrate specific skills according to learner's needs. For foreign language learners mostly start their learning by imitative speaking. Then they integrate to other types gradually.

3. Characteristics of Speaking Performance :

3.1/Fluency :

Fluency is the main goal that teachers wish to attain in teaching foreign language learners. » So students need to train their tongue to speak foreign language specially when the first language is different from the target one. Moreover Fillmore added that fluent person especially in productive skills as speaking is who does not make much pauses and take much time in thinking of next speaking(1990). Kathleen defines :(p55) « fluency is the extent to which speakers use the language quickly and confidently, with few hesitation or unnatural pauses, false starts » .Hodge(2002,p43) defines it as : « the ability to express oneself in intelligible, reasonable and accurate way. Much hesitation in fluency will break down the connection between the speaker and the listener. Otherwise the listener lose his/her attention. »

Fillmore sees that fluency depends on range of factors as having control to the language's lexical and syntactic devices, deciding quickly when it is appropriate use of them, and having familiarity with interactional and discourse schemata. Brumfit had nearly same ideas about fluency measurement. He pointed out that it can be effective when speakers look at speed and flow of language production, the control degree of language items, and the interactional way of language and content.(377,1990).

From the previous discussion about fluency, we can say that it is main characteristic of good speakers performance. For that teachers often support their students' speaking with the use of their personal language to express their thoughts and ideas.

3.2 Accuracy

For successful communication in foreign language, learner must be understood by people he / she speaks with, and to maintain relevance in conversation is not easy task especially at the beginning and intermediate levels ; because of short time for planning and editing speech in speaking rather than writing , speaker be careful in choosing words. For that accuracy is needed. Kathleen defines (55.) accuracy as : “accuracy is the extent to which students’ speech matches what people actually say when they use the target language. ” For learners of English language as second or foreign language are often less proficient. They do not know how to manage among the components of language which work together to integrate speaking accuracy. Speaking accuracy involves accuracy in : grammar, vocabulary , and pronunciation. These three elements are indeed in learning English and particularly in speaking performance.

3.2.1 Grammar :

Grammar is central to teaching and learning languages. It is also one of the most difficult aspects of language to teach well ; however as we seen previously , teachers do not teach it for its importance. Swan says : « knowledge of grammar considered by many linguists to be central area such as pronunciation and vocabulary revolve. » (200,P14). In other words, he means that grammar plays important role in English language teaching. Research by Hinkel and Fotos (200,P240) point that in second language classroom the enduring challenge remains how grammar should be presented and taught in classroom. Means that the important question that need answer : how teacher teach grammar ? . Because many teachers think that grammar is just a matter of explaining the form and rules then drilling students to them. However grammar effectively is more difficult.

In English journal, Weaver state : “ grammar is taught with the purpose of making clear to the students the orderly structure of their language ... ” (1999 ;P23). So it is not matter of memorizing rules, drilling them exercise in the classroom and taking good marks at the end, but when it is come to produce and understand it will be very difficult because of the lack of learning those rules in their appropriate situations. The problem with teaching grammar is when we teach rules we are never sure whether it works or not. As Weaver states that if we teach rules, sometimes students manage to apply them and sometimes they do not. (1996.16)

3.2.2 Vocabulary :

words are not independent or isolated units of language. They consider as the bridge which links between the speaker and the listener. Speaking in second or foreign language needs to have enough vocabulary. Researchers put much focus on vocabulary learning because of the poor vocabulary of foreign language learners. Uncurate use of vocabulary by learners may cause the failure of communication. Word can be used for different functions. Thornby (p22) said : “spoken language also has a relatively high proportion of words and expressions that express the speaker’s attitude to what is being said”. Growth students’ vocabulary is not an easy task for both teacher and students. teachers usually try to increase their students’ productive vocabulary. For that Chapelle and Huston suggest semantic mapping as effective way for the growth vocabulary. They (p129,2001) claimed :

“it is not easy to bring learner’s receptive vocabulary knowledge into productive use.....An important way of helping learners gain control of this knowledge is for the teacher enter into a dialogue with the learners, encouraging them to produce vocabulary that the teacher models. One way of doing this is through semantic mapping. ”

As Chapelle and Huston (2001) suggest that semantic mapping is activity which contributes to increase learner’s vocabulary. It involves discussing and the recall of previously read story , a recent event, or learner’s general knowledge of a topic. reading also has significant in increasing learners’ vocabulary. It is usually supported by teachers. Reading enable students to use vocabulary they learn accurately. Chapelle and Huston add that knowing a word should involve the knowledge of its spoken and written contexts of use, paralinguistic and discursal patterns.

Types of reading	Learning Goals	% Vocabulary Coverage
Intensive Reading	Developing Language/Developing Strategy Use Knowledge	Less than 95% coverage
Extensive Reading for Language Growth	Identical Vocabulary Learning Reading Skills	95-98% coverage

Extensive reading for Fluency Development	Reading Quickly	99-100% coverage
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Table.1 Types of Reading and Vocabulary Coverage.(cited in : Chapelle and Huston .2001)

Chapelle and Huston wanted to show that extensive reading is more helpful for students especially planned reading as it is shown in the table(1). The more learning goals are clear and specific the more vocabulary is covered. Reading quickly is the suitable for fluency development. As conclusion, Center of integrated Ireland Language and Training' article (2004). It suggests some advice for vocabulary accuracy for students and others for teachers are summarised as follows :

For students :

- ❖ Move from concrete to abstract concepts
- ❖ Focus on vocabulary in clear contexts
- ❖ Use word lists, diagrams, labels and other visual displays that remain on the wall to provide ongoing support and consolidation
- ❖ Get the pupils to provide their own words as much as possible
- ❖ Make sure that pupils (whose peers are literate) are constantly developing their own personal dictionaries in the dossier

For teachers :

- ❖ Repetition of key words paraphrase
- ❖ Miming and gesture to support spoken words modelling
- ❖ Checking for understanding
- ❖ Summarizing
- ❖ Encouraging the use of complete sentences as appropriate
- ❖ Listening to individual pupils but provide feedback to all

3.2.3 Pronunciation

Pronunciation in language acquisition is the production and perception of significant sounds of the language which reflect speakers' feeling and ideas. Pronunciation plays a central role in speaking process personally and socially. Individuals project their identities through the way they pronounce as : personality and social level. Also it indicates speakers' belonging to particular communities. Accurate pronunciation help second or foreign language learners to involve in target language with more self-confidence and gradually enhance the speaking

skill performance. Pronunciation effected by factors as Barbara.s mentioned in Ronald carter and David Nunan(p56, 2001) : “the way we sound is influenced greatly by factors such as voice quality ,speech rate and overall loudness ”. Before nineteenth centry teaching phonetics was neglaected in second language learning in the late of nineteenthe centry was the founding of the international phonetics association(IPA) and the development of the international phonetic alphabet. Barba.s (ipeed) says : “International Phonetic Alphabet is still the universally agreed transcription system for the accurate representation of the sounds of english language ”.It is widely used in dictionaries specially monolingual one. The more interest to prononcaition from teachers as well as students lead to good performance and reducing the prononcaition’errors were made .

4. Speaking and listening relationship

The process of understanding speech in a first or second language. The study of listening comprehension process in second language learning focuses on the role of individual linguistic units (e.g phonemes, words, grammatical structyers) as well as the role of listener s’ expectations, the situation and context, background knowledge and the topic. It therefore includes both top-down processing and bottom-up processing. While traditional approaches to language teaching tended to underemphasize the importance of teaching listening comprehension, more recent approaches emphasize the role of listening in building up language competence and suggest that more attention should be paid to teaching listening in the initial stages of second or foreign language learning. Listening comprehension activities typically address a number of listening functions including recognito(focusing on some aspect of the code itself), orientation(ascertaiting essential facts about the text such as participants, the situation or context, the general topic) comprehension of main ideas and understanding and recall of details.

Moreover speaking and listening are two skills which are the crucial skills in learning English. As it is known speaking and listening have relationship as Rost (2011) improves that “listening as crucial components of spoken processing. There is no spoken language without listening (p. 1)”. In addition Rost says “listening means catching what speakers say (2011, p. 1)”. In other words, students when they start to learn English they listen first the language well in order to able to speak it fluently because these two skills are complete to each others.

As matter of fact, listening come before speaking as Anderson and lynch (1988) claims that “speaking is something you do after listening, rather than while you listen (p. 15).” As well as Wilson (2008) supports that listening came before speaking (p. 28).” So listening is one of the four skills that students use to learn foreign language in order to improve their speaking skill. Anderson and lynch (1988) points out “speaking depends on successful listening for second language learners (p. 16).”

As a result, a good listener becomes a good speaker because listening and speaking are related to each other.

5.Strategies to reduce the influence of using mother tongue in speaking foreign language

EFL students suffer from many problems when they try to speak foreign language like the use of mother tongue to translate their ideas this can lead them make mistakes when they speak. For example, Arabic students when they attempt to speak or explain something in foreign language they make mistakes because they think Arabic then they translate their ideas to English therefore, the students make this mistakes also they ignore the grammatical rules of English. Consequently, students should aware that there are differences between their language and the foreign language for that reason, EFL teacher’s should use some strategies in order to reduce the influence of using mother tongue in speaking foreign language.

5.1Teaching culture to EFL classes

One of these strategies is teaching culture because it is very important for students know culture of any language they want to learn in order to make them speak it successfully . Culture as Michael (2010) say is “the way of life tends to produce a commonality of thought and behaviour, as well as conformity with reigning standards, norms, and rules (p. ix).” He also say (ibid) “it is what allows us to live together in communities by giving us shared signs and signals whose meaning we know and recognize.” So, teachers instruct their students on the cultural background of foreign language to enable them to choose appropriate words according to the context; then to speak the language professionally.

As it is apparent, EFL students face a problem of communication in foreign language because they have little ideas of culture of the people who speak the language (foreign language) therefore some students have difficulties to convey their message as Brown (2000, p. 182) claims that “many students in foreign language classroom learn the language with little or no sense of the depth of cultural or norms and patterns of the people who speak the language.” This lead them use their mother tongue to avoid their problem of communication but, on the contrary when students use their mother tongue to translate their ideas they will speak the language inappropriately. It is also known that students learning a foreign language have to understand culture if they are to comprehend and speak the language as its native speakers do. Brown (2000) defined culture as “a way of life. It is the context within which we exist, think, feel, and related to others (p. 176).”

In other words, culture it is anything people does in their life like customs, tradition, ideas, and skills. Robinson (1985) one of an American researcher reports that when teachers are asked their students “what does culture mean to you?” the most common responses fail into three interrelated categories: products, ideas, and behaviours. While these categories can be express by the following diagram.

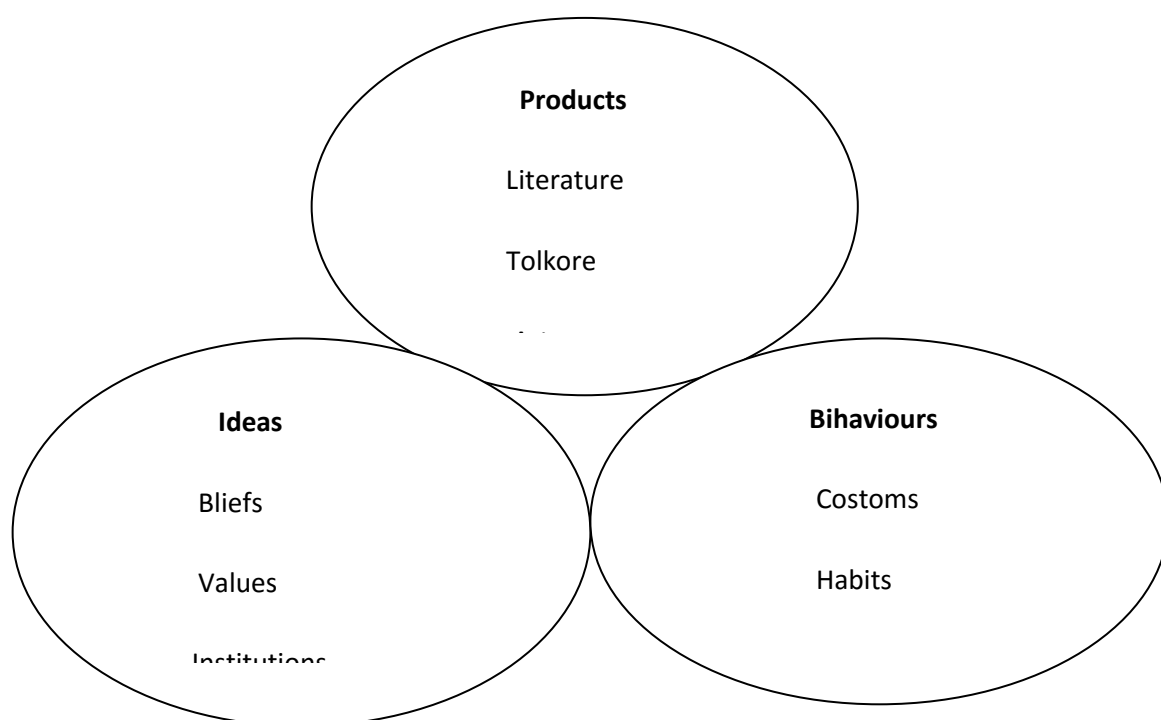


Figure 1: elements of culture (cited in: Tomalin and Stempleski. 1993, p. 7)

Accordingly, culture is related to the language if the students know the culture of the language they want to learn they can speak or communicate professionally, and they will avoid misunderstanding messages especially among the native speakers. So here the role of teaching culture to EFL classes is clearly apparent that is to strengthen the learners self-confidence as Hugde (2002,65) said , to enrich their vocabulary and grammar through reading literary works , and as a result to rise the learners opportunity to speak the language correctly and this the important aim to learn foreign language

5.2 Raising both Teachers and Students Culture Awareness

Some teachers ignore to teach their students culture of foreign language may be they think that it is not important. But unfortunately, this belief is wrong because culture is considered as the title of any language also it explains the personality and behaviour of the students or people. As Moran, Harris, and Sarah v. Moran (2007) asserts that “culture is not tool for coping, but a means for creating awareness and learning. It underpins all human activities, and explains much of our behaviour

(p.Viii).” Therefore teachers cannot avoid conveying idea of another culture whether they recognize it or not because any language is part of culture.

In addition, learning to understand foreign culture should help students of another language to utilize words, sentences, or expression more skilfully and appropriate. Tomalin and Stempleski (1993, p. 5) reports that “culture awareness is the term we have used to describe sensitivity to the impact of culturally- induced behaviour in language used and communication.” Subsequently, teachers ought to be more sensitive to the weakness of students by using different strategies that rise cultural awareness, like use different activities

to make their students know more about foreign culture and to be familiar with it. For example use the role play, clothes, foods, and speak about the habits in the classroom.

According to Tomalin and Stempleski (1993, p. 5) culture awareness involves three qualities:

- Awareness of one's own culturally- induced behaviour.
- Awareness of culturally- induced behaviour of others.
- Ability to explain one's own cultural standpoint.

5.3 THE Use of Communicative Competence in EFL Classes:

5.3.1.components of communicative competence

Communicative competence is classified into a number of components. The most known classification is the one of Michel Canale and Merrill Swain (1980) who distinguish between three components of communicative competence : grammatical competence , sociolinguistic competence , and strategic competence (Richard et Rodgers ,2001) This classification has been further modified by Canale (1983) who added an other component which is discourse competence. This component was formerly included in the sociolinguistic component , (McNamara'2000' Brown'2007).

5.3.1.1.Grammatical Competence

It includes the knowledge of the linguistic aspect of the language ;i.e.,the knowledge of phonology , morphology , syntax , and semantics.Grammatical competence refers to the mastery of the linguistic rules in order to be able to produce correct forms.

5.3.1.2.Discourse Competence

It is the ability to combine words , sentences , or utterances with each other to have a meaningful discourse , whether written or spoken .It has a great deal with the knowledge of cohesion and coherence .These two terms imply that “ what is said or written will make sense in terms of (humans) normal experience of things.”(Yule , 1996, p.84). Cohesion is the logical relationship between words or sentences through the use of transitional signals

,whereas coherence is the logical relationship between utterances or passages to give a single interpretation .the importance in discourse competenceis the ability to make the whole of what is said meaningful (Brown , 2007) or ‘‘the ability to deal with extended use of language in context’’(Mc Namara , 2000 , p.18).

The following example is suggested by Hedge(2000) to explain discourse competence. Two groups of students listened to a conversation. The first group listened from the beginning ,while the second group did not . the result is the first group are able to give the right interpretation of the conversation , whereas the second group have not understood the message that is conveyed. The example shows the relation between words , sentences , and passages to convey a meaningful utterance ; if we lose a part of this discourse , it will not be interpreted correctly.

5.3.1.3.Sociolinguistic Competence

It includes the knowledge of the socio-cultural norms of a certain speech community . In this regard ,Savignon says : ‘‘(Sociolinguistic competence) requires an understanding of the social context in which language is used.’’ (cited .in Brown’2007’p220) .

5.3.1.4.Strategic Competence

Language users. And especially foreigners ,sometimes fail to reach their purposes in conversation . this problem goes back to many reasons,such as missing a word, poore experience in language fields , or a lack of the competence in the language itself. Therefore , speakers tend to use some strategies in order to solve these problems and express themselves ; for instance, they replace a word by its synonym, make a return to their native language, or use a facial expressions.these examples constitute what is called ‘ strategic competence’ . strategic competenceis the ability to overcome potential communication problems in interaction, as can be said : ‘‘ (strategic competenceis) the verbal and non – verbal communication strategies that may be called into action to compensate for breakdowns in communication . ‘‘(cited.in brown, 2007,p.220). From this definition, we can see that strategic competenceis the ability to use both verbal and non-verbal language in order not to have a breakdown in communication.

Conclusion

Through this chapter, we discuss the different definitions of speaking and its aspects, then discusses the relationship between speaking and listening, finally, it ends with Strategies to reduce the influence of using mother tongue in speaking foreign language.

Chapter Three :

The Field Work

Chapter Three : Analysis of ht Results

Analysis of th Students'Questionnaire

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Introduction

This chapter is designed to provide this study with the results and findings gained through the data collection method. The research objective is to shed light on the influence of using mother tongue in EFL classes particularly in speaking skill. The investigation is conducted to determine the way students' mother tongue affects speaking skill.

Moreover, this study is conducted through questionnaire which seems to be a suitable method for the aim of the investigation. The investigation is for a sample of first year LMD students of English at Biskra university, as well as a sample of teachers of oral expression module in the same university.

Teachers' Questionnaire

Aims of the Questionnaire

This questionnaire is distributed to teachers of Oral Expression Module. The main aim of this investigation is to collect data about the influence of mother tongue in speaking skill. Also to determine its reasons and the main problems students face in speaking English and teachers' attitude toward the role of cultural knowledge to overcome the phenomenon.

Administration of the Questionnaire

The questionnaire is designed to seven (07) of oral expression teachers' module at English division of Mohamed Khieder university in Biskra.

Description of the Questionnaire

Teachers selected are teachers of oral expression. They are chosen purposely because they can provide us with the required knowledge for the study. Moreover they can easily notice the students' difficulties in speaking and the effects of using Arabic in learning English will be clearly appeared. For that we divided the questionnaire to four (04) sections are stated as follow :

Section One : is entitled "**Personal Information**". It mainly about teachers level of qualification and experiences in teaching oral expression module, and if they went to English speaking country. It contains 03 questions from Q1 to Q3.

Section Two : is entitled "**the Influence of Mother Tongue in learning EFL**". It is designed to identify the effects of mother tongue in learning English that teachers observe from students performance and their attitude toward students' usage of mother tongue. Also how they deal with this problem . It contains four (04) questions (from Q4 to Q8).

Section Three : is entitled "**speaking performance**". It contains teachers' views about their students level of speaking proficiency and noticing of students difficulties in speaking, and how they deal with this problem.

Section Four : this section entitled "**Suggestion**". It is a space for teachers to comment and state their perspective toward the topic, and to suggest strategies and activities which help their students to overcome the problems of using mother tongue in oral expression session. Also to set some advices to rise their speaking proficiency.

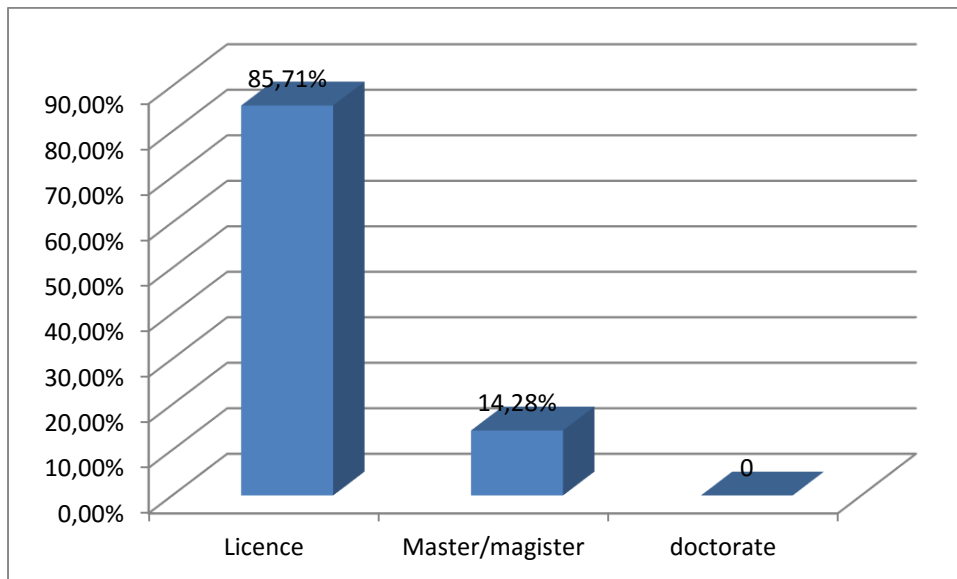
Analysis of Teachers' Questionnaire

Section One :Personal Information

Item 1 : Which level of qualification do you have ?

level	Participants	Percentage %
Licence	1	85.71 %
Master/magister	6	14.28%
doctorate	0	0
total	7	100%

Table 1 : Teacher'Academic Degree



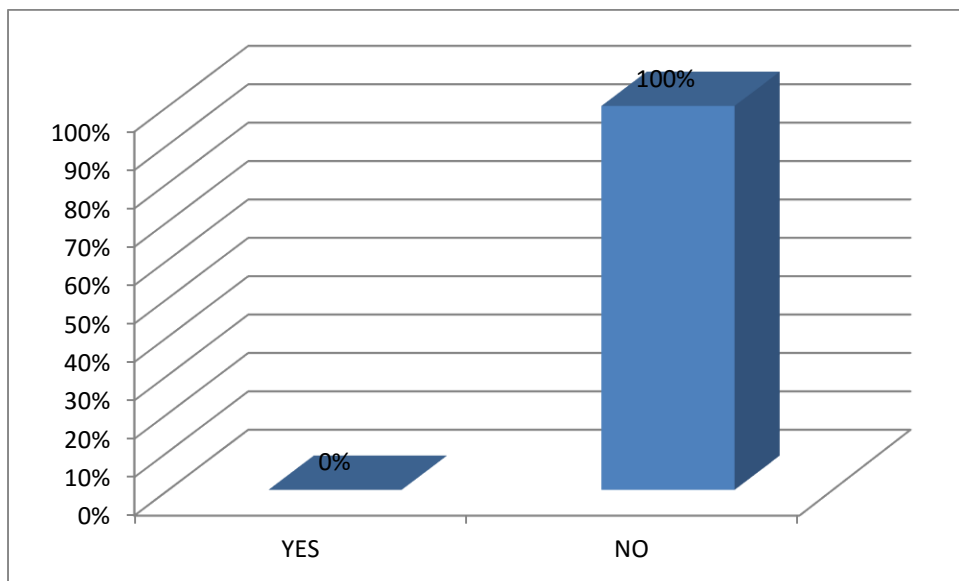
Graph 1 : Teacher'Academic Degree

As the table 1 indicates , the highest percentage of teachers had got a magister or master degree wich represents(85.71%) from the total percentage (100%). In the second position come who have the licence degree wich represent 14.28% from the choosen sample. Whereas no member of the selected sample had the doctorate degree.

Item 2 : Have ever been to an English speaking country ?

Answer	Participants	Percentage%
Yes	0	0
No	7	100%
Total	7	100%

Table 2 : Teachers' go to English Speaking Country



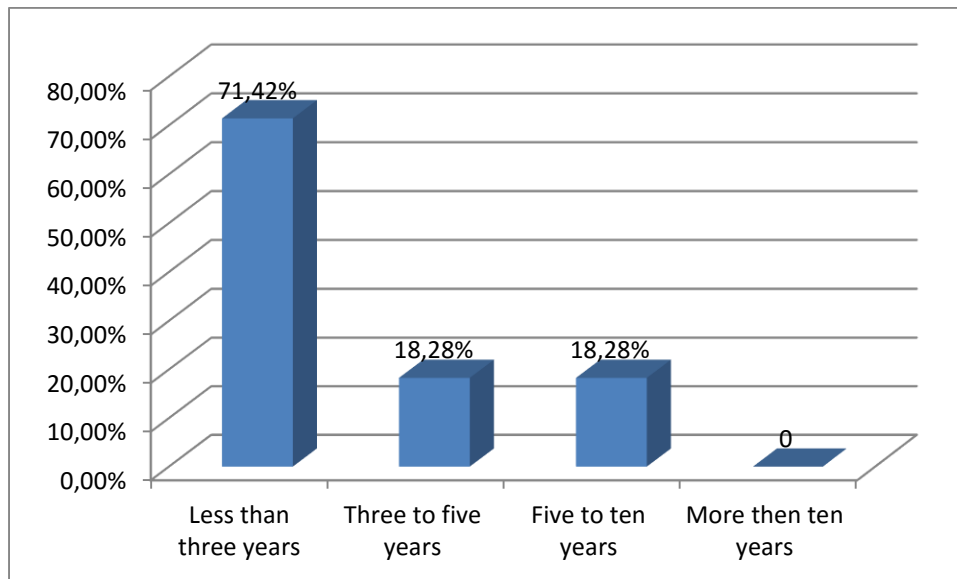
Graph 02 : Teachers' go to English Speaking Country

The table 2 shows that all the sample of teacher selected states that they never go to an English country (100%) may they had not the adequate opportunity to go there.

Item 3 : For how many years have you taught oral expression ?

Number of Years	Participants	Percentage%
Less than three years	5	71.42%
Three to five years	1	18.28%
Five to ten years	1	18.28%
More then ten years	0	0
Total	7	100%

Table 3 : Teachers'Experiences in Teaching Oral Expression



Graph 03 : Teachers' Experiences in Teaching Oral Expression

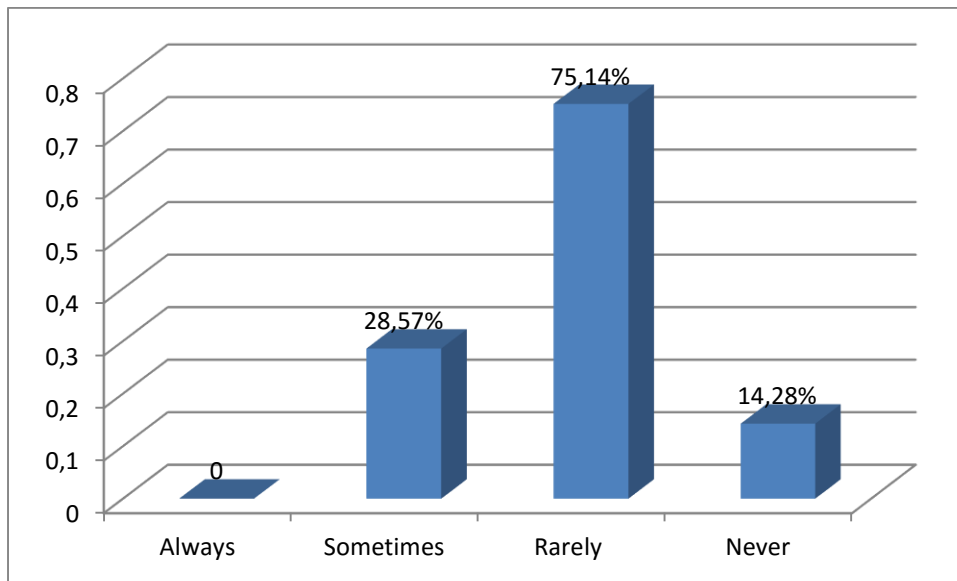
In this question, teachers are required to mention the number of years that they are teaching oral expression module. The most experienced has been teaching from five to ten years (18.28%). It shares the same percentage with teachers taught from three to five years (18.28%), but the highest percentage is 71.42% which represents the teachers who teach less than three years. Finally we notice that the most of them have no more than three years experience in the field of teaching oral expression.

Section Two: The Influence of the Mother Tongue in Learning EFL

Item 4 : Do you use the mother tongue (Arabic) in Class ?

Options	Participants	Percentage
Always	0	0
Sometimes	2	28.57%
Rarely	4	57.14%
Never	1	14.28%
Total	7	100%

Table 4 : Teacher' Usage of Mother Tongue in class



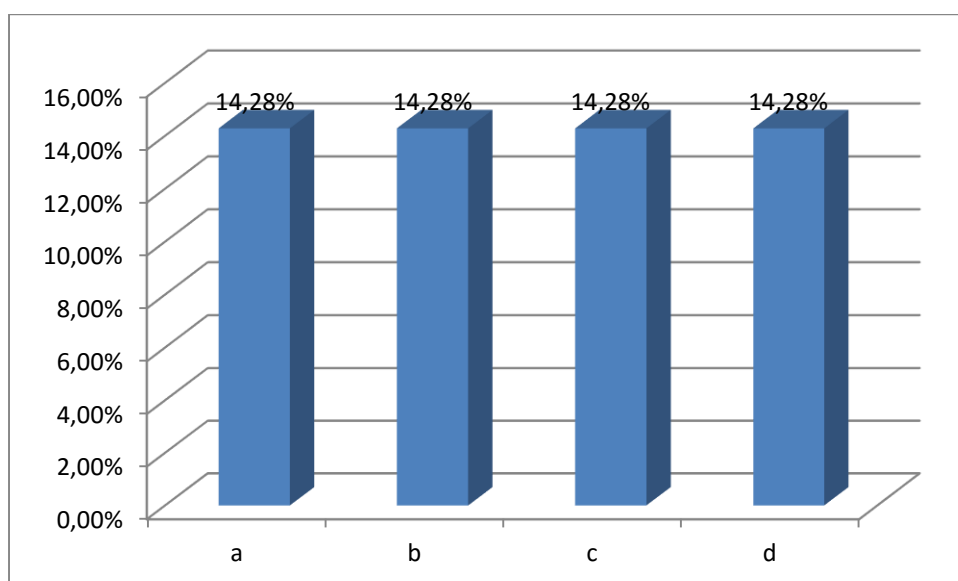
Graph 04 : Teacher'Usage of Mother Tongue in class

The most obvious finding drawn from table 4 is very noticeable percentage of the teachers (57.14%) reported that they rarely use mother tongue (arabic) in class. Whereas the other teachers who represents 18.28% use it "sometimes" in class, and the lowest percentage (14.28%) presents the never usage of mother tongue in class by teachers. According to what is indicates by teachers ; we understand that teachers do not prefer the usage of mother tongue in class unless in the necessary situations.

Item 5 :For what purpose can you use the mother tongue in class ?

Purposes for the Usage of Mother Tongue in class	Participants	Percentage %
To give instruction	01	14.28%
To respond to bad behaviours	01	14.28%
To check students' understand of concept meanings and To respond to bad behaviours	01	14.28%
To save time at are explaining and To check students' understand of concept meanings	01	14.28%
Total	04	57.14%

Table 5 : Purposes for the Usage of Mother Tongue in Class



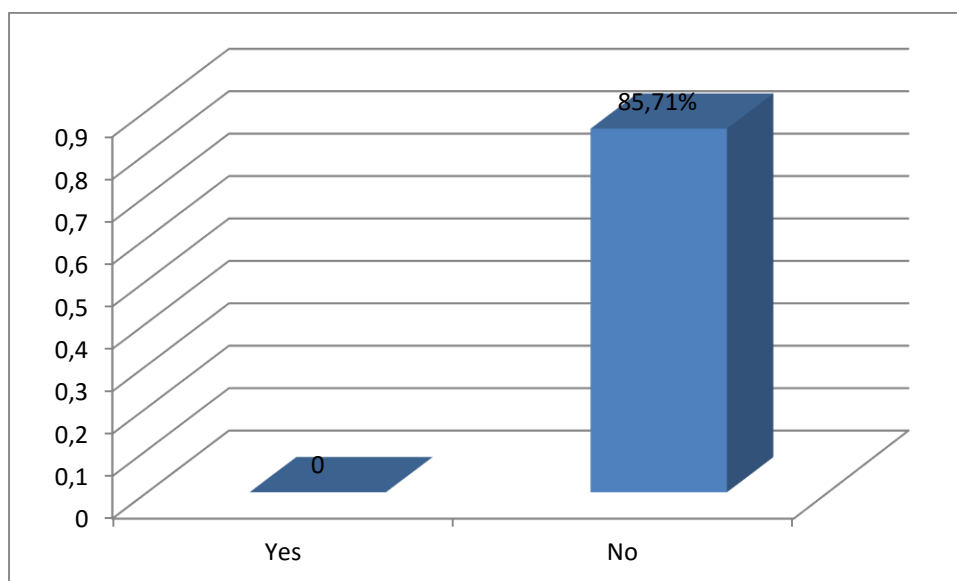
Graph 05 : Purposes for the Usage of Mother Tongue in Class

As it is shown in the table 5 just four teachers(04) who state for what purposes they use mother tongue ; each of them represents 14.28%. The rest(03) ; they represent 42.85% from total sample, state other purposes. Two teachers declares that they use it to explain difficult terms but by writing on the blackboard not in speaking, or to translate and give the precise meaning of some abstract concepts. One teacher states that s/he uses it to chat with students different topics which is out of studies.

Item 6 : Do you allow your students to use of their mother tongue when participating ?

Response	Participants	Percentage%
Yes	0	0
No	06	85.71%
Total	07	100%

Table 6 :Teachers' Alloyment of Students' Usage of Mother Tongue in Participation



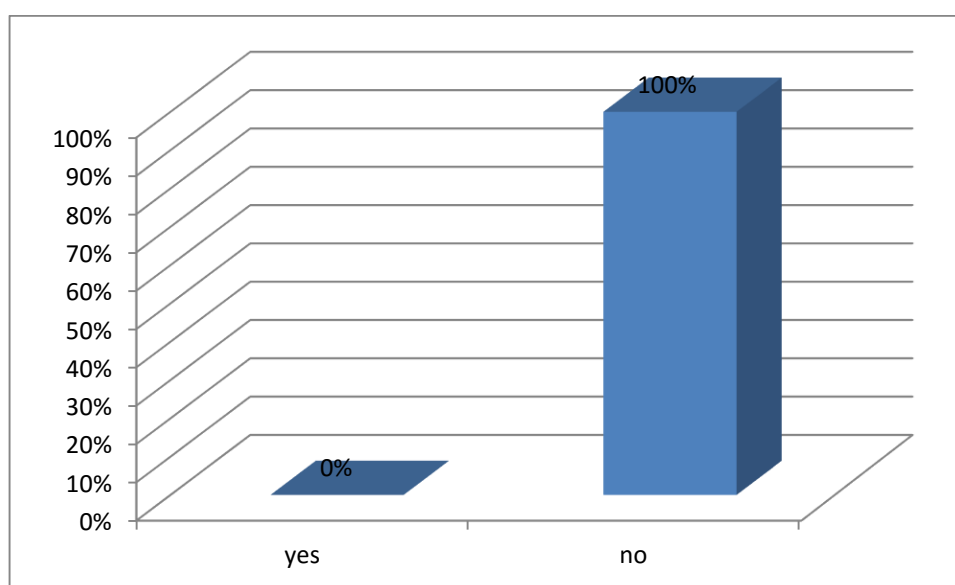
Graph 06 : Teachers' Alloyment of Students' Usage of Mother Tongue in Participation

The question aims to know if the teachers allow their students to use their mother tongue. As the results show in table 5 that the majority of teachers does not allow their students to use their mother tongue when participating and one teacher has not responded to the question; he just claims that the students use it without awareness. The other teachers have different justifications. Some of them state that they refuse its usage because they think that it hinders English language learning and the classes are English restricted zones in which students are supposed to use only the English language. Moreover, they justify their refusal of students' usage of mother tongue in class that students have to get adopted to retrieve needed information in English and students are supposed to express themselves in the target language because they are advanced learners, they use their mother tongue. So teachers need to encourage the use of Foreign Language.

Item 7 : Do you find the influence of the mother tongue in the student's learning of English?

Response	Participants	Percentage
Yes	00	00
No	07	100%
Total	07	100%

Table 7 : the Finding of the Influence of Mother Tongue



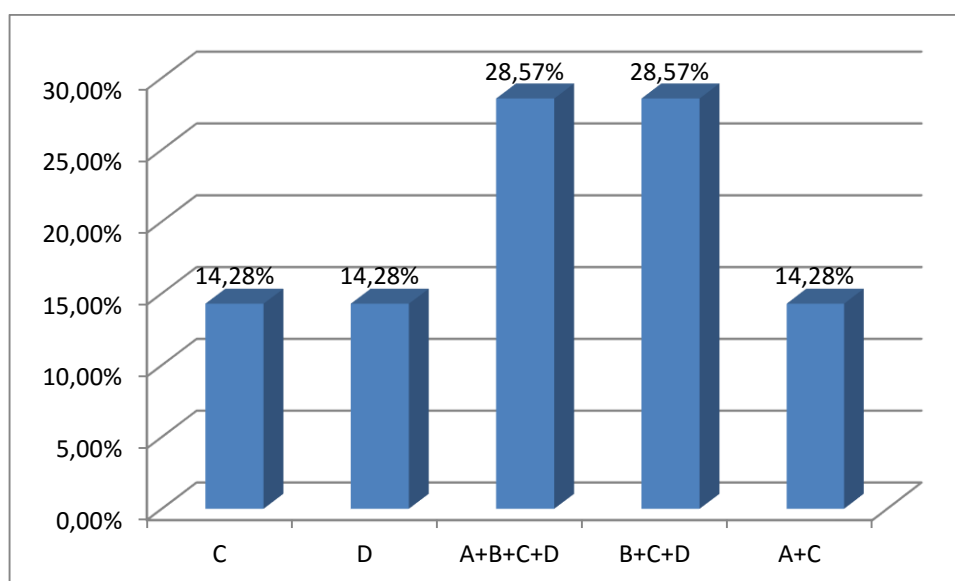
Graph 07 : the Finding of the Influence of Mother Tongue

According to teachers who gave affirmative answers ; which is indicates in the table7, to the influence of mother tongue(negative influence) wich represents 100% . They justify their answers by stating firstly that it is a source of mistakes, and the difference between mother tongue (Arabic) and English in general and moreover in grammmer stucture, pronunciation. Others add that they mainly notice the influence when they ask thier students to write about a given topic. Also it impacts advenced learners' language production(accuracy and correctness). Finally one teacher claims that the influence differ from situition to another, not only in speaking skill but can be also in competencies as in pragmatic competence.

Item 8 : What aspect of language is the influence of the mother tongue more noticed ?

Aspects of Language	Participants	Percentage
C	01	14.28%
D	01	14.28%
A+B+C+D	02	28.57%
B+C+D	02	28.57%
A+C	01	14.28%

Table 8 : Aspects of Language Influenced by Mother Tongue



Graph 08 : Aspects of Language Influenced by Mother Tongue

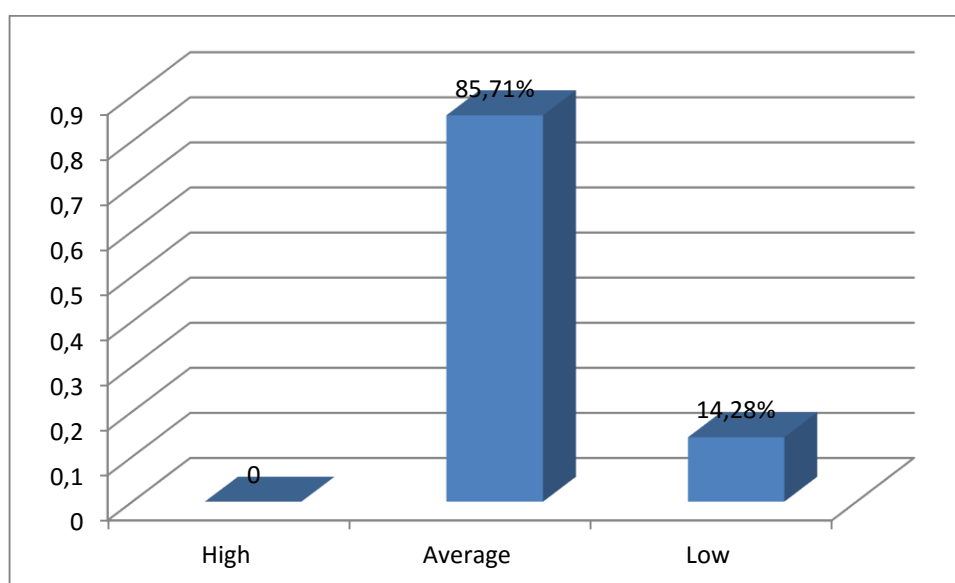
As it is shown that this question is asked to determine the language's aspects influenced by the use of mother tongue in learning English. the table above shows that the majority of teachers' sample choose more than one aspect. 28.57% affirm that they notice the influence on : phonology, lexic, syntatic, culture. The same percentage is for others who state just in lexic, syntactic, and culture together. Whereas 14.28% for who state that the influence is on both phonology and syntactic. Two teachers (14.28%) state only one aspect; one syntactic and the other culture. Syntactic is the most common aspect among the aspects chosen by teachers. Also they argue that the influence of mother tongue is noticeable among students.

Section Three : Speaking Performance

Item 1 : How do you evaluate your first year LMD students' speaking proficiency ?

Level of Students' Speaking Proficiency	Participants	Percentage
High	00	00
Average	06	85.71%
Low	01	14.28%
Total	07	≈100%

Table 9 : Evaluation of First Year LMD Students Speaking Proficiency



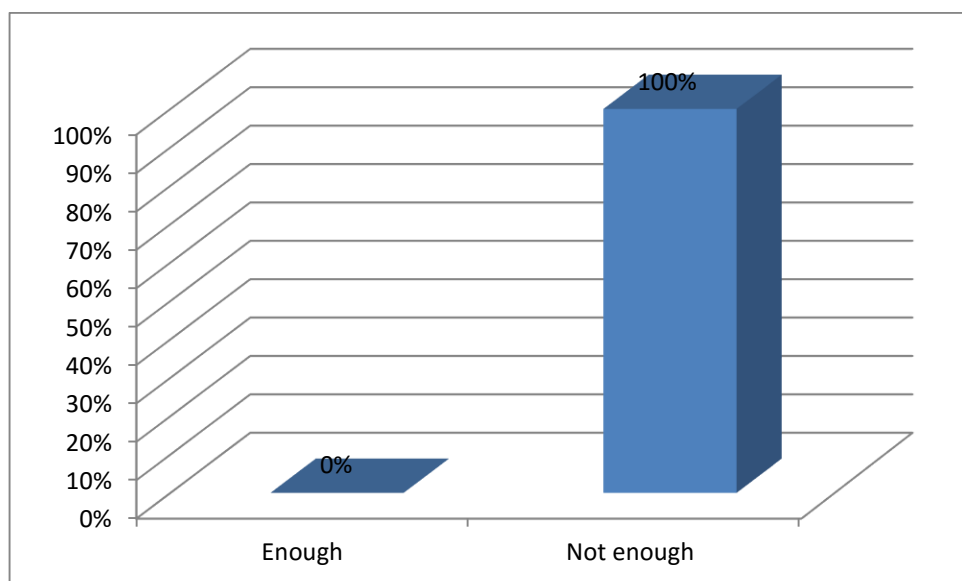
Graph 09 : Evaluation of First Year LMD Students Speaking Proficiency

As it indicates in the table 9, the results for this question shows that 58.71% from the teachers evaluate their first year LMD students level of speaking proficiency that is average. Average level in speaking proficiency for first year; it means beginner learners, is a good prediction for good learners. The results also show that the students have adequate background about the language to be learnt. Just one teacher who considers his/her students' level in speaking proficiency is low it represents 14.28%. The teacher response may reflect his/her intuition to have high proficiency, or because he/she really has much weaker students in classes.

Item 2 : Do you find the time allotted to Oral Expression to reach your objectives ?

Time allotted for ORL.EXP module	Participants	Percentage
Enough	00	00
Not enough	07	100%
Total	07	100%

Table 10 : Time allotted for Oral Expression Module



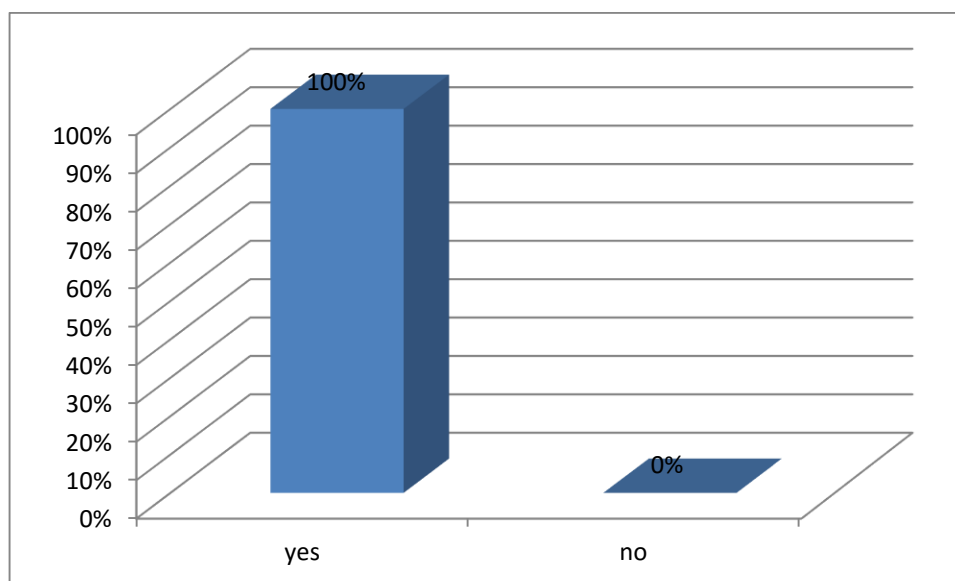
Graph 10 : Time'alloted for Oral Expression Module

Reasons behind to ask this question is to know if time allotted to oral expression module is enough to reach the objectives designed for it or not. Oral expression module is crucial in learning program. Because students will have much opportunity to practice the language in oral expression sessions, few or limited time will hinder to attain this objective. So all the teachers response with “not enough”, their response represents 100% with insufficient time for it.

Item 3 : Do you notice your students' use of Arabic in oral class ?

Noticement of Students'Use of Arabic in Oral Expression	Participants	Percentage
Yes	07	100%
No	00	00
Total	07	100%

Table 11 : Noticement of Students'Usage of Arabic in Oral Expression



Graph 11 : Noticement of Students'Usage of Arabic in Oral Expression

According to teachers who answer “yes ” which represents all the percentage 100%. The teachers notice the use of Arabic language by their students which is their first language in oral expression. This is a clear message for the influence of mother tongue in students ‘performance.

Item 4 : What do you think are the reasons that make students use their mother tongue in oral class ?

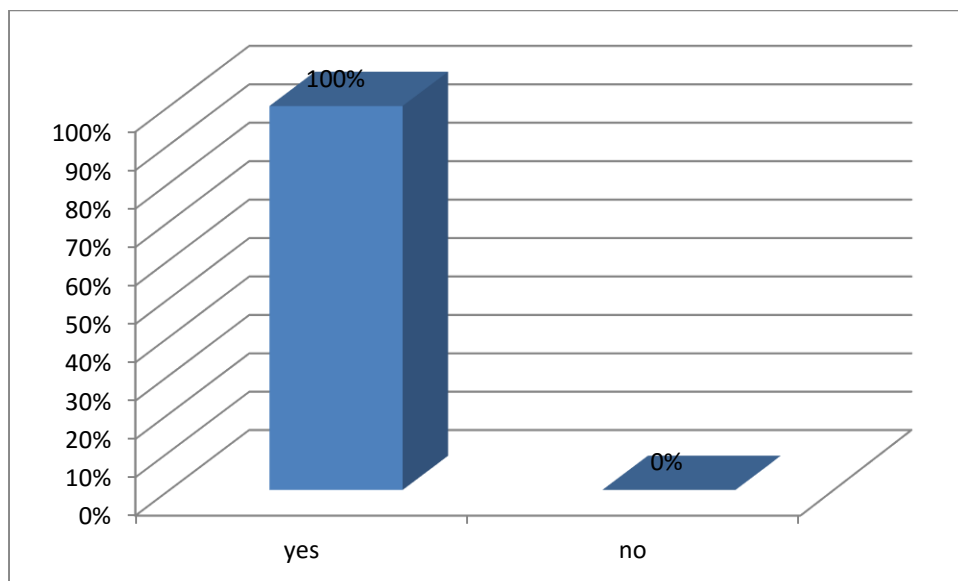
The purpose behind asking this question is to determine the reasons of students use of mother tongue in oral expression. Some teachers argue that in general the usage is because of the weak mastery of the English. In other word students are not yet competent to avoid their mother tongue usage especially they are in early stage of learning. Whereas the rest claim that lack of enough and adequate vocabulary is main reasons for mother tongue’ usage among students. They also add the failure of students to express them selves in the target language, and afraid to convey incorrect messages the teachers claims that students pay more attention to the message rather than to the correct or accurate speech.

Moreover they state other reasons that make students use thier mother tongue. Students use mother tongue as a strategy to help them in learning the new language especially in memorising vocabulary and to facilitate conveying messages, but it may reflect negatively on their perfomance. Finally two teachers supported that lack of motivation and poor performance and fluency are strong reasons of using mother tongue in oral expression.

Item 5 : Do you think the use of the mother tongue hinders students' speaking skill development ?

Teachers' response	Participants	Percentage
Yes	07	100%
No	00	00
Total	07	100%

Table 12 : The Hinderance of Mother Tongue in Speaking Skill Development



Graph 12 : The Hinderance of Mother Tongue in Speaking Skill Development

The finding drawn in the table 5 reported that all the sample of teachers answer positively toward the hindrance of mother tongue in the development of speaking skill. It represents 100% . Because they know that the use of L₂ is limited just in class, so they think is usefull to benifite from time didecated to oral expression sessions in practicing the language.

Item 6 : How do you generally deal with the problem of students' use of Arabic/ what strategies do you use ?

The aim of asking that question is to know differente strategies and activities teachers use to deal with the problem of students' use of mother tongue in learning. Firstly one teacher claims that s/he is tolarent with students' use use of mother tongue. S/he consider them biggeners and they facing new language. Some teachers state that they guide their learners to how they involved in the target langage, and motivate thier speaking. They add that they encourage the use of target language by using simple words. Finally the rest claim that they suggest to thier students to prepare ready the topic they will speak about.

Suggestions :

If you have any further comment or suggestion about the topic : The Influence of Mother Tongue in Decreasing EFL learners' Speaking Proficiency and about how to overcome this problem, please do not hesitate.

In this part teachers provides the topic with much suggestions as :

- ❖ Intensive reading
- ❖ Listening to authentic material
- ❖ Motivate students to listen to real English speaking
- ❖ Motivate students'speaking in English even with making mistakes

and other teachers' comments are :

- ❖ Negative use of mother tongue in learning English lead to week performance
- ❖ Mother tongue usage impact students' cultural level
- ❖ Mother tongue usage can hinder the process of learninge especailly proficiency and fluency.

Students'Questionnaire :**Aims of the Questionnaire**

The questionnaire aim is to determine the students atitudes toward thier usage of mother tongue , and to know the amount of Arabic they use in participating in oral expression module. Also to aims to show th reasons behind mother tongue usage in classes. Moreover it

attempts to determine the role of culture knowledge of target language as a solution to overcome the effects of using mother tongue.

Administration of the Questionnaire

The participants of our study are a sample of first year LMD students of English division at Biskra university. They are chosen purposely because in first year classes the noticing of the usage of mother tongue is clearly appeared, and they first time will speak it for long time. Also the appearance of speaking problems. For that we choose 50 students randomly the equivalence of 785 students.

Description of the Questionnaire

The questionnaire consists of 15 questions ranging from open-ended, multiple choice and close-ended questions. It is divided into three (03) sections. So the first section is about general information of the students, and the second is about speaking performance. Finally the third one is about the influence of mother tongue in speaking. It is stated as follows :

Section One : is entitled “**Personal Information**” (from Q1 to Q3). In this section three (03) questions aimed at collecting general information about students. It consists of students' age, gender and their choice to study English at university.

Section Two : is entitled “**speaking performance**”. It contains six (06) questions (from Q4 to Q9). It concerns students' level in speaking skill and to set the difficulties they most face in speaking, and how to continue their speaking if they do not find the appropriate vocabulary.

Section Three : is entitled “**the Influence of Mother Tongue in speaking**”. This section contains six (06) questions (from Q10 to Q15). It attempts to investigate how native language hinders foreign language learning particularly the development of speaking. Also to collect strategies students use to decrease the usage of mother tongue.

Analysis of Students' Questionnaire

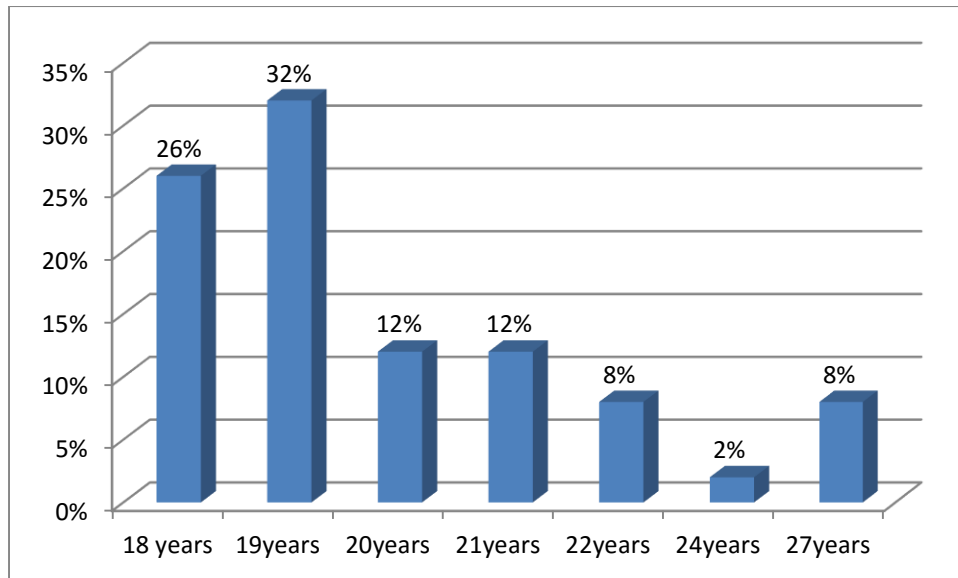
Section One : Personal Information

Age :

Age	Participants	Percentage
18	13	26%
19	16	32%
20	06	12%

21	06	12%
22	04	08%
24	01	02%
27	04	08%
Total	50	100%

Table 13 :Students'Age Distribution



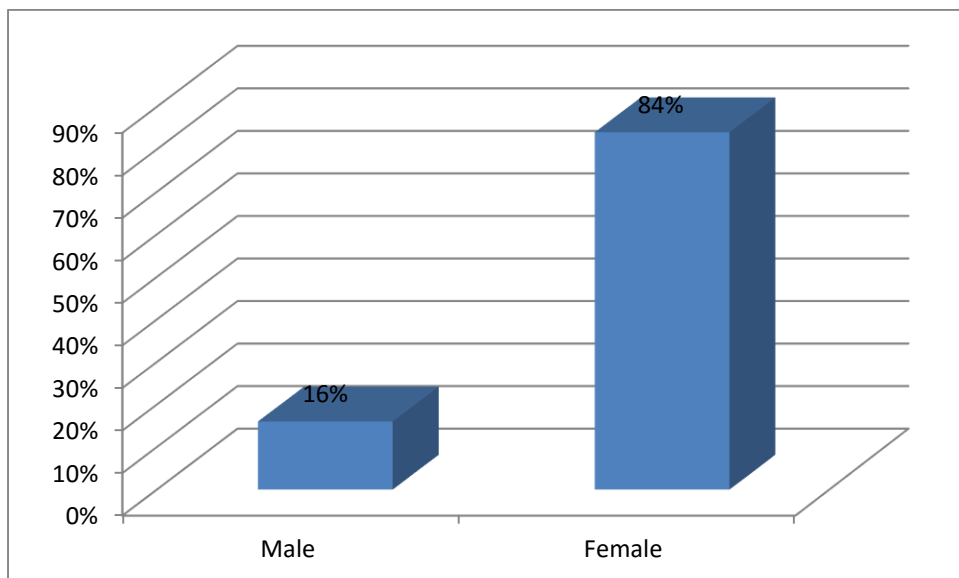
Graph 13 : Students'Age Distribution

As it is shown in the table 1 the diversity in ages of students . It is from nineteenth to twenty seven. The majority of students have 19 years old, and in the second position students have 18 years old and it is the official age to join the university. The rest of students have ranges ages starts from 20 to 27. They are represents as fellow : 20 years old represents 12% from the sample as well as 21 years old, and 08% represents students who have 22 and 27 years old, and the lowest percentage presents one student who have 24 years.

Sex :

Gender	Participants	Percentage
Male	08	16%
Female	42	84%
Total	50	100%

Table 14 : Students'Gender



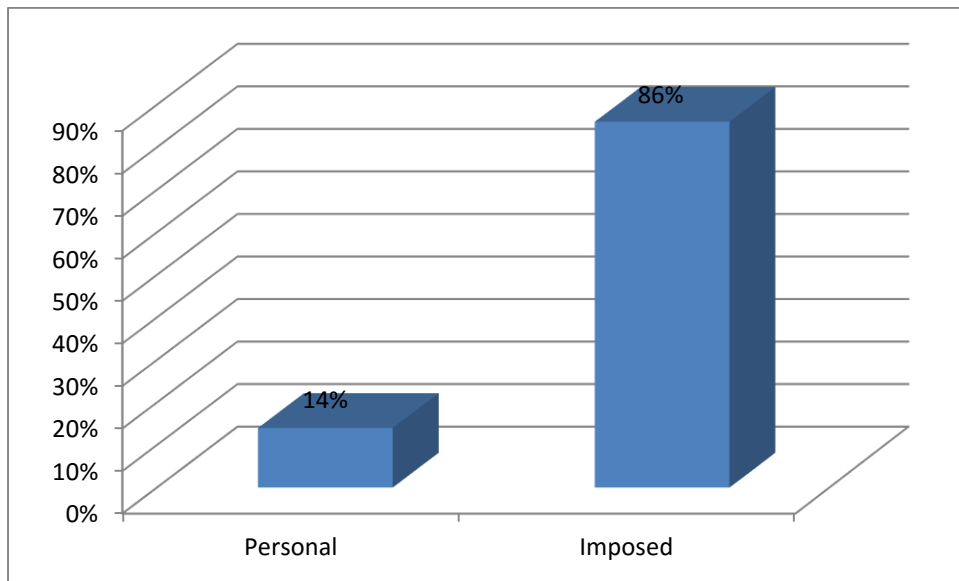
Graph 14 : Students' Gender

The table indicates that the highest percentage in students' gender ; wich is 48% represents female. That shows that females are more interesting to study foriegn language rather than males who represente just 16% from the sellected sample. Females like study languages in general refers to psychological reasons ; by their nature they like to show themselves through speaking foriegn languages.

Item 3 : your choice to study English was :

Choice	Participants	Percentage
Personal	43	14%
Imposed	07	86%
Total	50	100%

Table 15 : Students' Choice to Study English at University



Graph 15 : Students'Choice to Study English at University

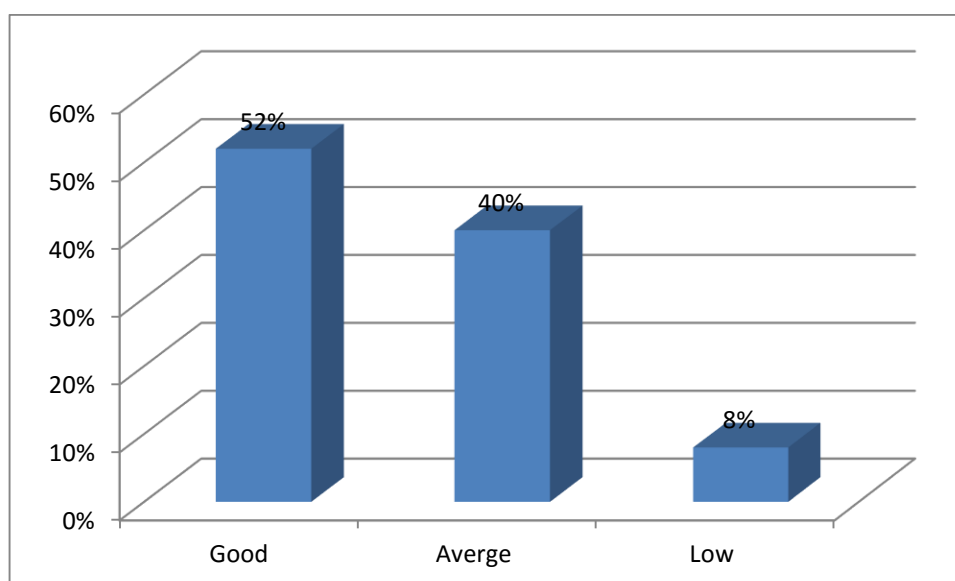
The findings indicates that the majority of students choose to study English personally ; wich represents 86% whereas the rest which represents 14% they state that studying English is an imposed choice. The reasons behind the highest results of choosing learning English show that students are interesting to English and because of the position English have among international languages, and the use of it in technology, or for geting a job in future. The imposed choice may be because of unsaficient grades to choose thier aimed branches, or parents decision, and may be an administrative guidance.

Section Two : Speaking Performance

Item 4 :How do you evaluate your speaking performance in English ?

Options	Number	Percentage
Good	26	52%
Averge	20	40%
Low	04	08%
Total	50	100%

Table 16 : Students'level in English



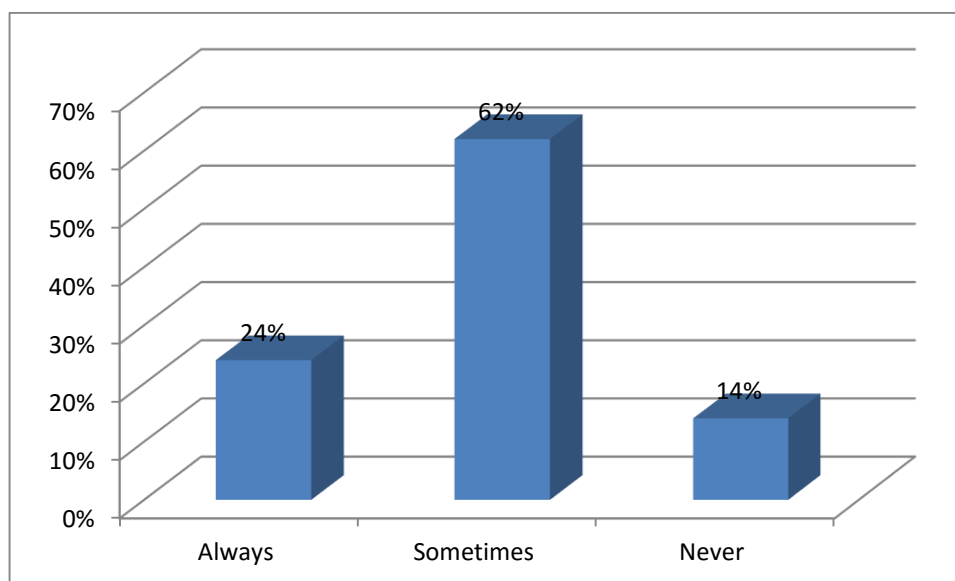
Graph 16 : Students'level in English

This question asked to identify the students'level in English language. The majority of them reported that they have good level; which represents 52%, whereas 40% of them state that they have average level. Just 08% represents students who have low level in English language. According to the results the good level that students have is refer to the learning may be from watching movies and listening songs, or reading short stories, and to the students interest to the language before joining the university .

Item 5: Do you participate in oral expression courses ?

Options	Participants	Percentage
Always	12	24%
Sometimes	31	62%
Never	07	14%
Total	50	100%

Table 17 : Students'participation in oral expression module



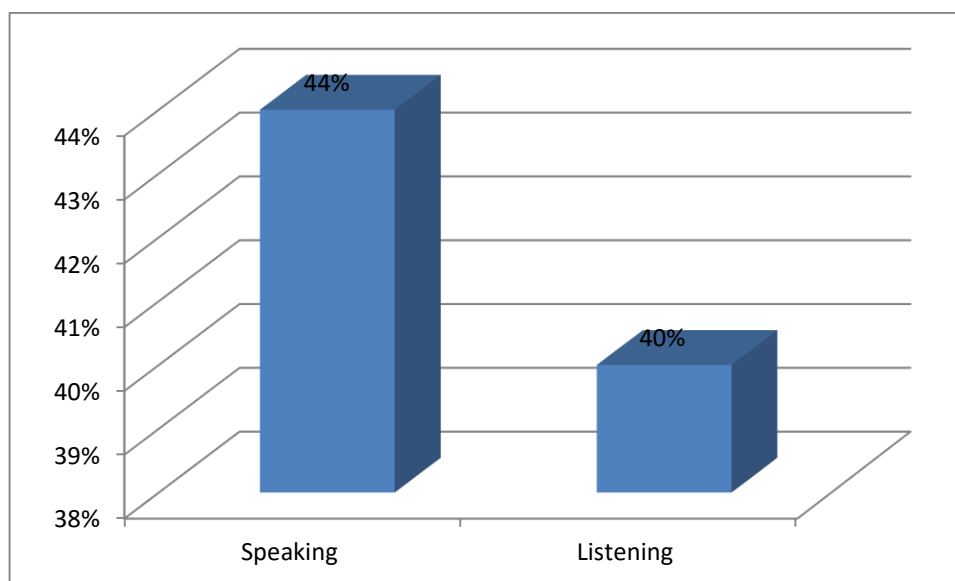
Graph 17 : Students' participation in oral expression module

The table 5 indicates the frequency of students' participation in oral expression module. 62% from the students say that they participate "sometimes" which means their intention to engage in the target language. However, 24% state that they use participate "always" in the sessions of oral expression which indicates their high motivation to improve their speaking performance, and just 07 students (14%) who answer that they never participate may be because they are not interested in the learning of the language, or they are unmotivated.

Item 6 : which skill do you face most difficulties in :

Options	Participants	Percentage
Speaking	22	44%
Listening	20	40%
Both	08	16%

Table 18 : Students' Skills Difficulties



Graph 18 : Students' Skills Difficulties

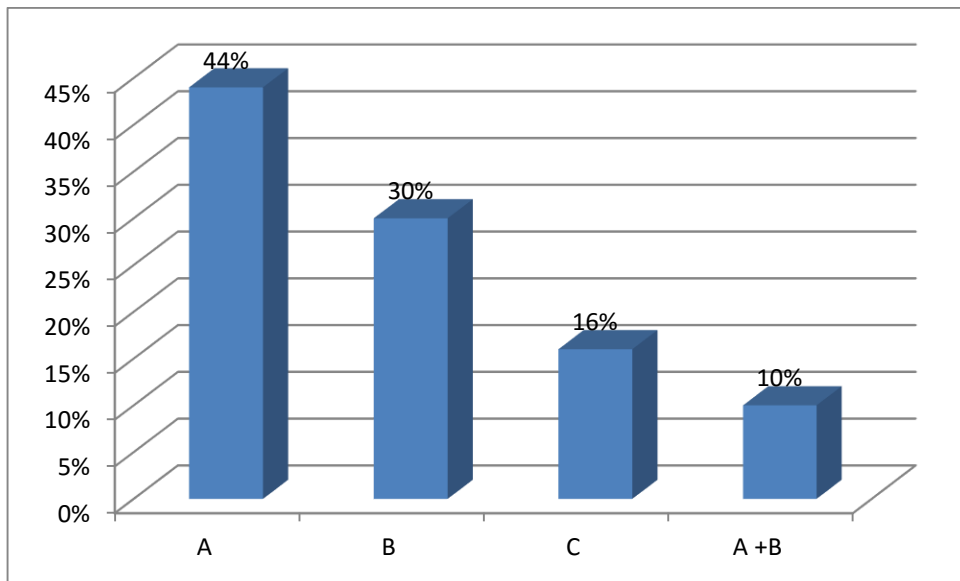
According to the results shown in the table above, the majority of students(44%) face difficulties in speaking skill. Speaking in foreign language is not an easy task for them mainly because they are first year and face new language. The others(40%) said that they also face in listening skill which can be considered as an obstacle that hinders the smoothness of the learning process. Whereas the rest, which represents 16% from the total sample, declares that they have difficulties in both skills (speaking and listening) may be students have not adequate strategies or enough motivation to enhance them.

Item 7 : When you speak in class, you give more priority/importance to :

- a. Expressing yourself using correct English.
- b. Conveying interesting and original ideas
- c. Making your self understood even by using Arabic or French

Options	Participants	Percentage
A	22	44%
B	15	30%
C	8	16%
A +B	5	10%

Table 19 :students' Priority in speaking English



Graph 19 : students' Priority in speaking English

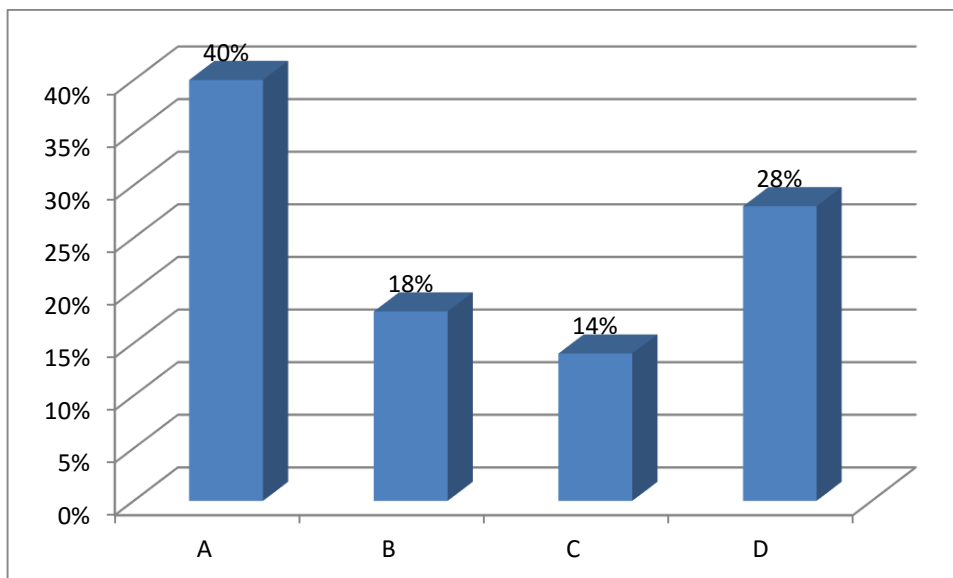
The findings demonstrate that 44% from the total sample give priority to expressing themselves using correct English. Students mainly tend to use the language appropriately. The others state that 15 students (30%) claim that they pay more importance to conveying interesting and original ideas. The rest students (16%) state that they try to make themselves understood even by using Arabic, which is students' mother tongue, or French language. So they try to convey messages rather than to use correct language.

Item 8 : What difficulties do you face more when speaking English ?

- a. Appropriate vocabulary
- b. correct pronunciation
- c. correct meaning and context use
- d. Interference of your first language (Arabic)

Options	Participants	Percentage
A	20	40%
B	9	18%
C	7	14%
D	14	28%

Table 20 : Students' Difficulties in Speaking English



Graph 20 : Students' Difficulties in Speaking English

Out of students' sample, 20 students (40%) declare that they face more difficulties in speaking because they have not appropriate vocabulary. The second reasons for them is the interference with their first language which represents 28%. So through translation from mother tongue to target language students sometimes made mistakes because of the cultural and linguistic differences between the two languages. The other participants state that their speaking' difficulties are in using correct meaning in correct context (18%) and in correct pronunciation (14%). In general we notice that students are aware of the new language because they give more importance to correctness in vocabulary and meaning and context rather than to pronunciation.

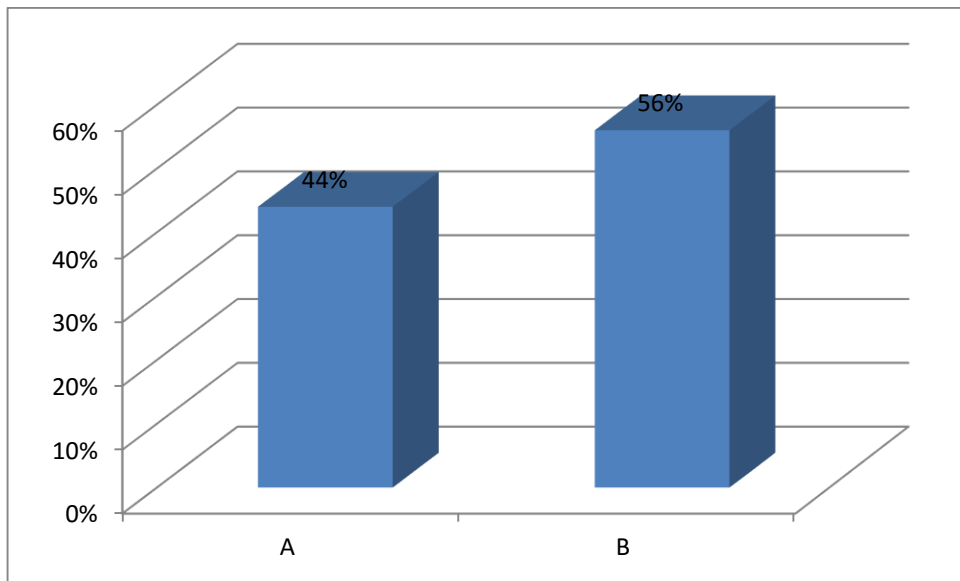
Item 9 : What do you do when you face difficulties in speaking English ?

a. Use paralinguistic features (language of body) to continue

b. Use another or your mother tongue

Options	Participants	Percentage
A	22	44%
B	28	56%

Table 21 : Students' Solution when Facing Difficulties in Speaking



Graph 21 : Students'Solution when Facing Difficulties in Speaking

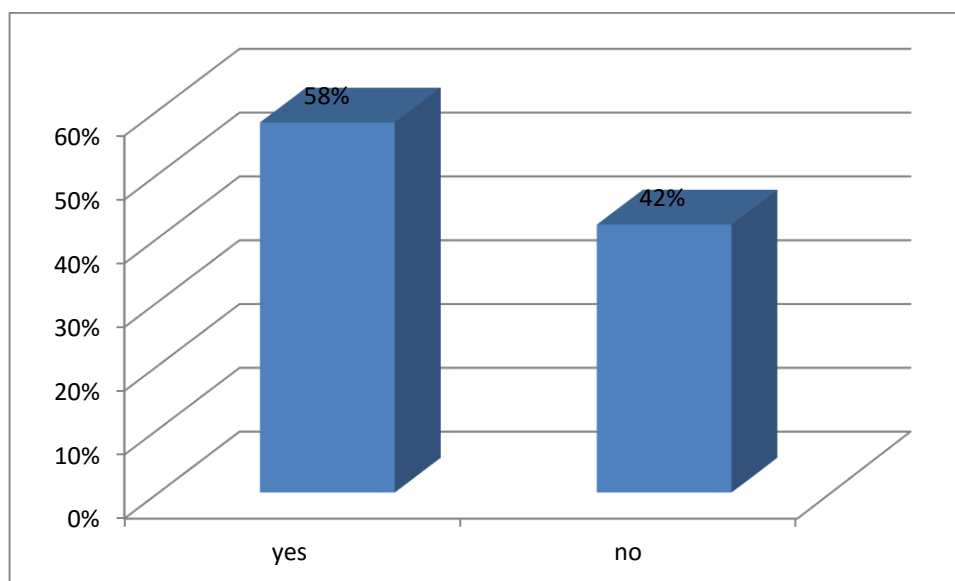
From the results obtained above, the majority of students response that they use thier mother tongue or another language when they face difficulties in speaking (56%) which is from the main reasons of language intrefence and may hinder the improvement of speaking'proficiency , and the rest (44%) state that they use paralinguistic features(language of body) to continue thier messages but it is not always safficient or unerstood by listeners, and sometimes break bown the meaning.

Section Three : The Influence of Mother Tongue in Speaking

Item 10 : do you think that the use of the mother tongue hinders the development of your speaking'proficiency ?

Responce	Participants	Percentage
Yes	29	58%
No	21	42%

Table 22 : Students'Atittude toward the Use of Mother Tongue



Graph 22 : Students' Attitude toward the Use of Mother Tongue

This question is asked to know if the students consider the use of mother tongue as an obstacle hinder their speaking proficiency in learning English. As it is shown in the table 10 that 58% from the total sample affirmed that they think mother tongue use as barrier in front of their improvement. The rest of students (42%) response negatively toward the use and they support the idea but in regular way and in necessary situations

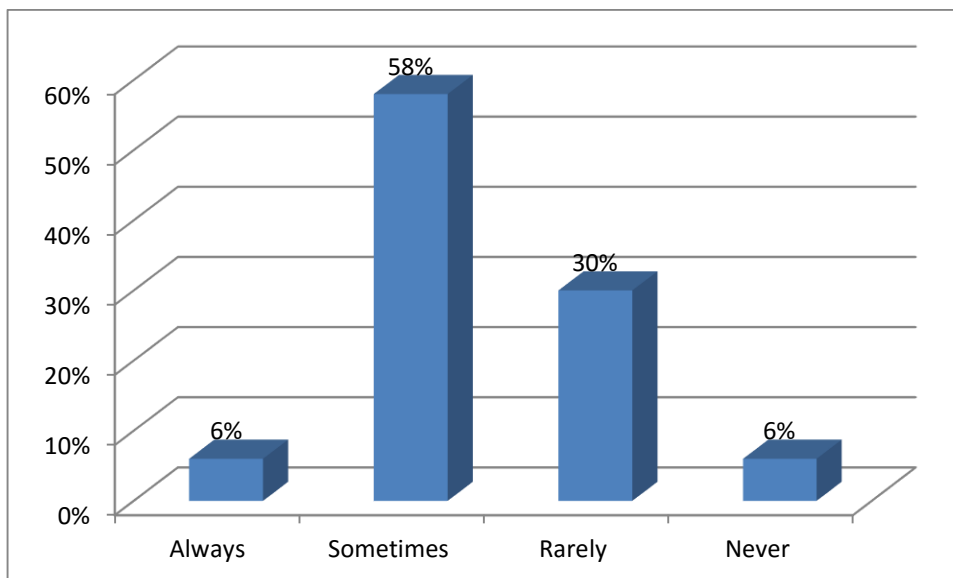
- If yes how

For justification just few students (10) who give their reasons and perspective toward the use of mother tongue in learning. They declare that mother tongue use in class limits the opportunities of practicing the language and minimizes the students' proficiency. Also they add that translation from L_1 to L_2 .

Item 11 : How much do you use your mother tongue in oral expression ?

Options	Participants	Percentage
Always	03	06%
Sometimes	29	58%
Rarely	15	30%
Never	03	06%

Table 23 : Students' Usage of Mother tongue in Oral Expression



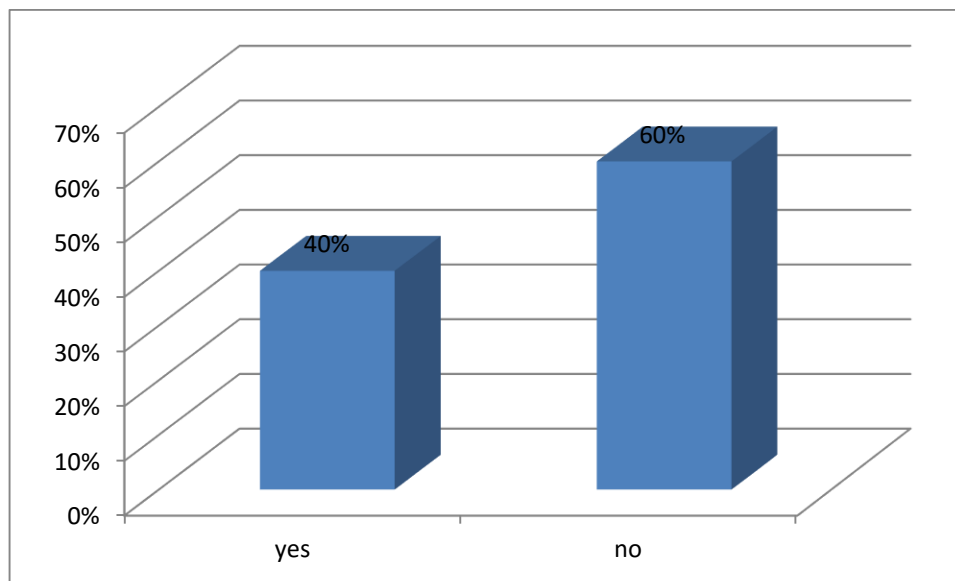
Graph 23: Students' Usage of Mother tongue in Oral Expression

As the table shows, the highest percentage 58% indicates that students use their first language sometimes, and it is much for learners of foreign language may because they are not ready engaged to the new language. 30% from the total sample answer that they rarely use it in class. Three students (06%) state that they always use it which indicates that they are not interesting to the learning process or have other reasons, and the same percentage is for students who respond that they do not use their L₁ at all through learning. They may have high motivation.

Item 12 : Do you have sufficient culture knowledge of English ?

Response	Participants	Percentage
Yes	20	40%
No	30	60%

Table 24 : Sufficiency of Students Culture Knowledge of English



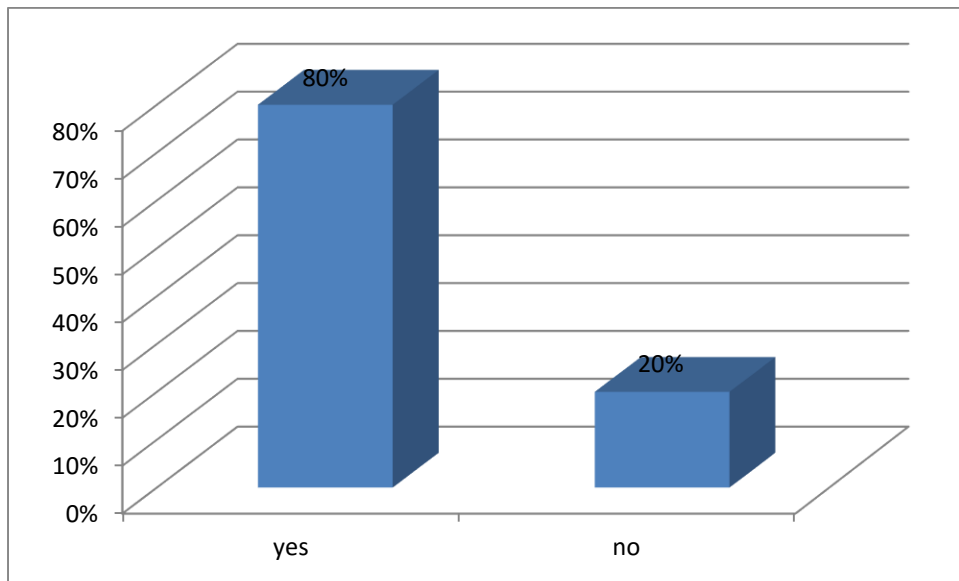
Graph 24 :Sufficiency of Students Culture Knowledge of English

According to the results which indicates that 60% from the sample declares that they have not sufficient cultural knowledge of English may be because of lack of reading, or culture lectures are not enough .Whereas the rest (40%) state that thier cultural knowledge is sufficient. They may be interest to the language that is why they read about it and gather much information about its culture and norms to get original ideas which may help them to participate in oral expression sessions.

Item 13 :Do you think it is necessary to know about the culture of a language to speak it well ?

Responce	Participants	Percentage
Yes	40	80%
No	10	20%

Table 25 : Students'Atittude toward the Necessacy of Knowing culture of English Language



Graph 25 : Students' Attitude toward the Necessity of Knowing culture of English Language

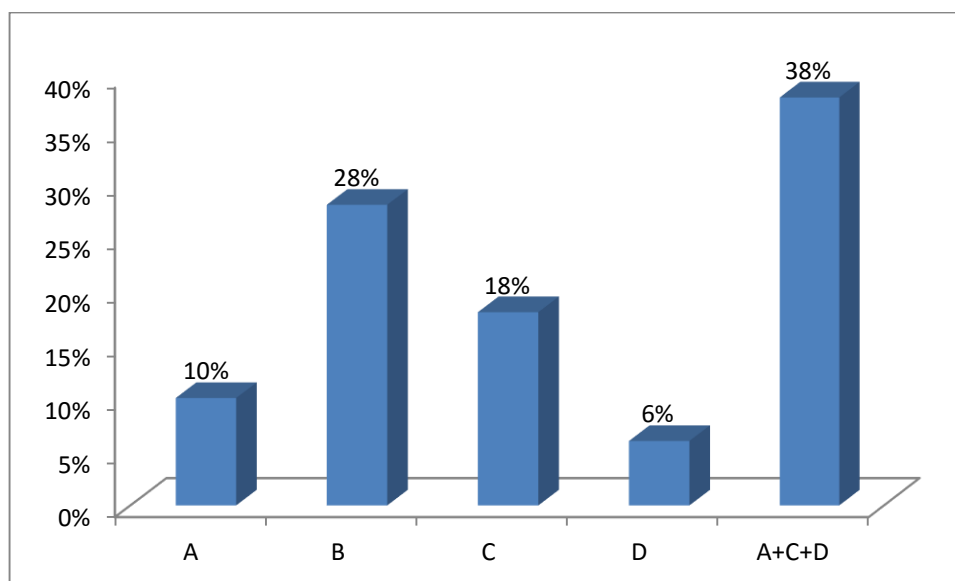
This question is asked to know about the students' attitude toward the knowledge of culture of a language is necessary for speaking it well or not. As the table indicates that the majority of students affirmed that it is important to a language's culture, and they are aware about its role in enhancing productive skills as speaking. However, the rest (20%) state that it is not necessary to its culture. They may concentrate just on the linguistic form and think that the knowledge of language grammar rules is enough. In general, the knowledge of linguistic and pragmatic rules are both necessary for language speaking proficiency.

Item 14 : What do you do to rise your cultural knowledge ?

- a. Benefit from the tools used in the classroom (audio visual aids)
- b. Watch English films, documentaries etc.
- c. Read literary books and works of art in English
- d. Chat directly with native speakers through means of online communication

Options	Participants	Percentage
A	05	10%
B	14	28%
C	09	18%
D	03	06%
A+C+D	19	38%

Table 26 : Activities to Rise Students' Cultural Knowledge



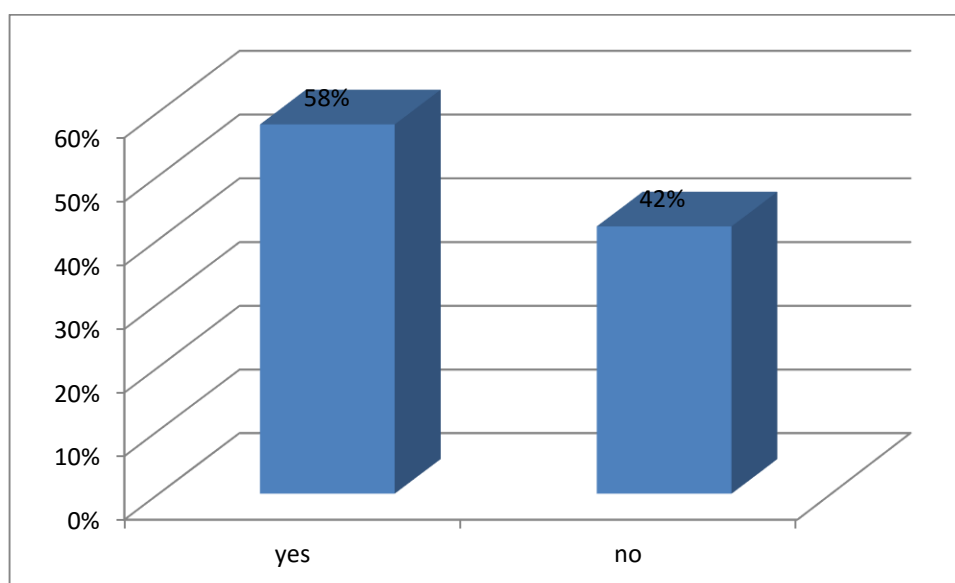
Graph 26 : Activities to Rise Students' Cultural Knowledge

As it is observed in the table above, 38% of students of sample range between benefiting from the tools used in the classroom(audio visual aids) , and reading literay books and works of arts in English, and chating directly with native speakers through means of online communication. The others (28%) based on watching English films,and documentries as an activity that help them to intrgrage thier cultural knowledge. However 18% choose to read literay books and works of arts in English.Whereas 10% choose to just benifit from the tools used in the classroom,and the restwich represents10% from the total sample response that they prefer to chat directly with native speakers through means of online communication. As it is noticebale that students prefer to base on vital excercises to improve speaking in forieng language (English).

Item 15 : Do you think that poor knowledge about the FL cultural rules and social norms is the reason of learners's weak speaking proficiency and using of thier mother tongue ?

Response	Participants	Percentage
Yes	29	58%
No	21	42%

Table 27 : Students' Attitude toward the Poor of FL Cultural Rules and Social Norms as Reasons of Mother Tongue Usage .



Graph 27 : Students' Attitude toward the Poor of FL Cultural Rules and Social Norms as Reasons of Mother Tongue Usage

The finding in table 15 indicates that 58% from the students consider that poor of FL language cultural knowledge and social norms is the main reason to the learners' weak speaking, and using the mother tongue in class. However the others (42%) answer with "No".

➤ **Justification for the question :**

Students justify their answers about the poor of knowledge of foreign language culture and social norms are from the reasons of using mother tongue in class. They claim that FL culture values are useful for context. Others add that cultural knowledge is beneficial because a lot of words have many explanations; one explanation for real meaning and others for native speaking use. So students be aware for each explanation and use through their

knowledge that they have. Secondly cultural background rise both teachers and students' awareness toward the use of mother tongue. Also they indicates that poor vocabulary causes use of mother tongue through participating because they fail to get the appropriate vocabulary in right context. Moreover they affirme that cultural knowledge enrich them by original ideas which is so helpfull for enhancement of speaking skill.

In contrast to the others who think that cultural knowledge is not necessary in learning English, they support thier answers by saying that learning English does not base on cutural knowledge but they can learn it from movies, listening to songs. They state that do not want to be acculturate in western civilazition. They may be want to proctect their culture. Finally they argue that knowledge of rules (linguistic rules) is enough to use the language.

Discussion of the findings and results :

Through the analysis of teachers and students' questionnaires, we had revealed many assumptions about the influence of mother tongue in speaking skill i.e the use of Arabic in EFL classes. The results conducted by research data tools confirm the hypothesis which state that the mother tongue influence students of English language speaking proficiency.

1/The Influence of Mother Tongue in learning EFL

As it is shown in the questionnaire's results that teachers assert that the use of mother tongue influence negatively the performance of students in learning English as accuracy and fluency. They also argued that its effect is noticeable in the majority of language aspects.

Moreover students as participants of this study indicates that they influenced by their native language (Arabic) because they use it as a mean to translate words from native language to the target one which lead to interference between the two language. Students also show their insufficient cultural knowledge about target language.

2/Reasons and Purposes behind the Use of Mother Tongue

The provided answers to the questions demonstrate many reasons for the students' use of mother tongue. They state that poor cultural knowledge is first reason, and poor vocabulary and to make themselves understood, limited practice of the language (in class). Also they declare that they use it as a mean to memorize new words.

Whereas the teachers state that other different purposes for their use. Mainly they use it for explaining terms by writing them in blackboard, Or to discuss topics which are not related to the study. In general they do not encourage the use of mother tongue just in necessary situations .

3/Speaking Skill Difficulties in EFL Classes

Based on the analysis of student and teachers questionnaire. It is shown that they face difficulties in speaking skill even though students state that they have good level. Their difficulties are summarised as follows :

- To get accurate vocabulary
- To speak with more fluency
- To pronounce correctly
- To speak with original ideas
- To fear from making mistakes

- Lack of motivation to speak the language
- Anxiety problems

Conclusion

As a summary, the present questionnaire is designed for both students of first year LMD and oral expression teachers at English division at Biskra university. It is explored the influence of mother tongue in decreasing students speaking proficiency. The investigation reveals that increasing cultural knowledge about the language will minimise the usage of mother tongue. Students confirm that they face difficulties in speaking for that they tend to use thier native language to continue thier speech. Moreover both students and teachers declares thier negative beliefs about the mother tongue' usage and considers it as barrier that hinder the learning process especially decreasing speaking skill proficiency eventhough students indicate that they have high level in English may be they mean the linguistic form rather than the competence. Finally teachers piont out that judicious use of mother tongue can be facilitate the process of learning.

General Conclusion

The present study investigated the influence of mother tongue in decreasing foreign language students speaking proficiency. It also explored whether mother tongue (arabic) decrease students speaking proficiency or not, and can stand as barrier in learning English language. In addition, through this study in the first formulated hypothesis, we hypothesized that the mother tongue usage through learning hinder the development of speaking skill. The teachers expected to have a negative opinion about its usage in classes especially in oral expression sessions, and they are disagree with the amount of Arabic used in class by their students. While students are some extent agree to its use.

Moreover in terms of its structure this study is made of two parts : theoretical and practical part. The theoretical part contains two chapters. The first chapter concerns an overview about speaking ;its definition ,types,characteristics, functions. In second chapter, we presented some definitions of mother tongue and foreign language. The common theories of first and second language learning, and approaches and methods against the usage of mother tongue in teaching EFL. In this chapter we also state the reasons behind the use of mother tongue among students .Finally we suggest some solutions as rising the students' cultural knowledge, and the role of teaching culture to EFL classes.

The practical part contains only one chapter which is the field work .It made up of two questionnaires ;one for teachers and an other for students. In conclusion, from the obtained results confirm that students are agree that the use of mother tongue hinder their learning development. Whereas the teachers are totally against its use. On this point , the teachers argued that the judicious use of Arabic is sometimes required, and they are against the overuse.

General Recommendations

Based on the results of this study , the following recommendations seem to be appropriate :

For Teachers :

- The teacher should be careful on when and how to use this kind of language
- Teachers should be aware to the students' use of mother tongue and aware to the appropriate time to use it.
- Teachers should not focus on learners' grammatical mistakes when communication ; that makes students afraid of expressing themselves, they must focus on the meaning of communication.
- Teachers should their students feel familiar toward the FL culture by talking about native speakers' attitudes and ways of thinking.
- Teachers should encourage their students to engage in classroom interaction by helping them to overcome their shyness and frustration
- Teachers should motivate their students to discuss different social and cultural aspects of the target language speech community.
- Teachers should use tools and materials to introduce the foreign language and engage the students to real authentic use of language such as pictures, and books, and stories.

For Learners :

- Students should reduce the amount of native language (Arabic) used in class especially in discussion and participation.
- Students should not always translate from English to Arabic to get their meaning of ideas.
- Students must seek for communication opportunities and benefit from interaction with native speakers in the online communication to learn about their rules of interaction.
- Students should try to integrate their cultural knowledge about FL to improve their communicative competence.
- Students must consider communication and interaction as prior goal and objective in participating in oral expression .

- Students must be related to appropriate rules based on the cultural aspects of language.

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Appendixes

Teachers' Questionnaire

Dear teachers

This is a questionnaire desgined for the purpose of providing data for our research entiteled « The Influence of Mother Tongue in Decreasing EFL learners' Speaking Proficiency. The case of First Year LMD at Biskra University ». The results of this study are based on your reponses, so you are kindly requested to answer by ticking the appropraite boxe(s) or by making full statements.

Section One : Personal Information

1. Which level of qualification do you have ?

- a. Licence ☐
- b. Master/magister ☐
- c. Doctorate ☐

2. Have ever been to an English speaking country ?

- a. Yes ☐
- b. No ☐

- If 'yes', where ?

.....

3. For how many years have you taught oral expression ?

- a. less than three years
- b. three to five years
- c. five to ten years
- d. more then ten years

Section Two: The Influence of the Mother Tongue in Learning EFL

4. Do you use the mother tongue (Arabic) in Class ?

- a- always
- b- sometimes
- c- rarely
- d- never

5. For what purpose can you use the mother tongue in class ?

- a. To correct students's errors/ give feedback
- b. To check students' understanding of concept meanings
- c. To give instructions.
- d. To respond to bad behaviours
- e. To save time at re-explaining
- f- Other :

.....

6. Do you allow your students to use of their mother tongue when participating ?

- a - Yes
- b- No

- Please, explain your choice:

.....

.....

7. Do you find the influence of the mother tongue in the student's learning of English?

- a- positive
- b negative

- Please, justify :

.....

.....
8. What aspect of language is the influence of the mother tongue more noticed ?

a. phonological ☐

b. lexical ☐

c. syntatic ☐

d. cultural ☐

e. other :

Section Three : Speaking Performance

1. How do you evaluate your first year LMD students' speaking proficiency ?

a-High ☐

b-average ☐

c- low ☐

2. Do you find the time allotted to Oral Expression to reach your objectives ?

a-Enough ☐

b- Not enough ☐

3. Do you notice your students' use of Arabic in oral class ?

a- yes ☐

b- no ☐

4. What do you think are the reasons that make students use their mother tongue in oral class ?

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

5. Do you think the use of the mother tongue hinders students' speaking skill development ?

a- yes ☐

b- no ☐

6. How do you generally deal with the problem of students' use of Arabic/ what strategies do you use ?

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

Section Four : Suggestions

If you have any further comment or suggestion about the topic : The Influence of Mother Tongue in Decreasing EFL learners' Speaking Proficiency and about how to overcome this problem, please do not hesitate.

.....

.....
.....
Thank you

Students' Questionnaire

Dear students

This a questionnaire designed for hte purpose of providing data for our research entiteled « the influence of mother tongue in decreasing EFL learners' speaking proficiency. The case of first year LMD at Biskra uviversity. » The main aim of this research is to overcome the actual problem and improving learners' speaking proficiency. The results of this study are based on your response, so you are kindly requested to answerby ticjking the appropriate boxe(s) or by making full statements.

Section One :Personal Information

1.Age :.....

2.Sex :

a.male

☐

b.female

☐

3.your choice to study English was :

a.Personal

☐

b.Imposed

☐

Section Two : Speaking Performance

4.How do you evaluate your speaking performance in English ?

a.good

b.avege

c.low

5.Do you participate in oral expression courses ?

a.Always

b. Sometimes

c. Never

6.which skill do you face most difficuties in

a.Speaking

b. Listening

c. Both

7.When you speak in class, you give more priority/importance to :

a.Expressing yourself using correct English.

b. Conveying interesting and original ideas

c.Making your self understod even by using Arabic or French

8.What difficuties do you face more when speaking English ?

a.Appropriate vocabulary

b. correct prnunciation

c.correct meaning and context use

d. Interference of your first language (Arabic)

9.What do you do when you face difficulties in speaking English ?

a.Use paralinguistic features (language of body)to continue

b. Use another or your mother tongue

10. do you think that the use of the mother tongue hinders the development of your speaking'proficiency ?

Yes

No

If 'yes', how

.....
.....

11.How much do you use your mother tongue in oral expression ?

Always ☐

Sometimes ☐

Rarely ☐

Never ☐

12. Do you have sufficient culture knowledge of English ?

Yes ☐

No ☐

13.Do you think it is necessary to know about the culture of a language to speak it well ?

Yes ☐

No ☐

14.What do you do to rise your cultural knowledge ?

e. Benifit from the tools used in the classrom (audio visual aids) ☐

f. Watch English films, documentries etc. ☐

g. Read literary books and works of art in English ☐

h. Chat directly with native speakers through means of online communication ☐

i. Other

.....
.....

15.Do you think that poor knowledge about the FL cultural rules and social norms is the reason of learners's weak speaking proficiency and using of thier mother tongue ?

Yes ☐

No ☐

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

.....
.....
Thank you for your collaboration

ملخص البحث

تهدف الدراسة إلى معرفة تأثير اللغة الأم على التعبير الشفهي لمتعلم اللغة الأجنبية، ونظرا إلى أن استخدام اللغة الأجنبية بمهارة هو هدف متعلمي اللغات الأجنبية فإننا أولينا الاهتمام للتخلص من مشكل تأثير اللغة الأم في التعبير الشفهي في اللغة الإنجليزية. فرضيتنا لهذا البحث كأتي : إذا لم يستطع المتعلم إدراك الطلاقة في التعبير الشفهي بسبب تأثير لغته الأم .فان ظاهرة تأثير اللغة الأم في استخدام اللغة المستهدفة سوف يقل .نصبو في دراستنا هذه إلى معرفة أسباب هذه الظاهرة في أقسام اللغة الانجليزية، ولهذا نقترح حولا لها . ولمعالجة هذا الموضوع قمنا بتوزيع استبيان على طلبة السنة الأولى بفرع الانجليزية بجامعة بسكرة ،واستبيان آخر لأساتذة التخصص لكونهم أكثر الأساتذة علما بالصعوبات التي تواجه هؤلاء الطلبة .بعد تحليل البيانات والنتائج المتوصل إليها ، استطعنا إثبات فرضية الدراسة وحاولنا

وضع بعض الاقتراحات البيداغوجية والتي تهدف إلى إيجاد حلول مناسبة لها ومساعدة المتكلم العربي للتغلب على مشكلة تأثير اللغة الأم في استعماله للغة الإنجليزية .