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**Investigating the impact of mother tongue on
learners' achievement while learning English.**

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Requirements for the Degree of Master**

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Dedication

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Dedication

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Abstract

Language is an important phenomenon without which the process of education in the classroom cannot be achieved. Hence, the idea of language interference is being widely raised and discussed mainly in the foreign language classroom. Learners in their English language study use their first language as a tool to learn the target one. The present work is designed to investigate the impact of mother tongue on EFL students' achievement at the English language department of Mohamed Boudiaf University of M'sila. This research seeks to provide sufficient information about the outcome resulting from the use of mother tongue in classroom. Accordingly, this research has been carried through a questionnaire administrated to forty five master one students of linguistics and to six teachers in the English division to examine the objective of the study.

However, it was concluded that many students from the sample are unable to express and interact with their professors because they face difficulties owing to the first language interference. The data analysis revealed that mother tongue influences the students' performance in English language learning either positively or negatively and that there are other factors contributing to student's poor performance, therefore, it has been noticed that students often rely on their mother tongue(Arabic). So students should be taught how to think in the target language to avoid passive transfer.

Obviously, the findings would guide us to suggest recommendations that may help students to improve their level in English learning.

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List of Abbreviations:

EFL: English as a Foreign language.

ESL: English as a Second language.

L1: First Language.

L2: Second Language.

M.T: Mother Tongue.

NL: Native Language.

FL: Foreign Language.

TL: Target Language.

TEFL: Teaching English as Foreign Language.

General Introduction

General introduction:

Language is a way of interacting, communicating, and expressing someone's thoughts, According to Farinde and Ojo (2001), they cited Gimson, stating that language is a system of conventional vocal symbol used for communication by a whole community.

Mother tongue is the learner's first language that she/ he acquire it since her/ his birth from the surrounded society and family. Mother tongue is a major area of interest within the field of foreign language acquisition, it is considered as the indispensable tool for the progress of the intellectual. Values, customs, and beliefs are all shaped through the mother tongue. In the other hand , English is dominating the world, so its importance nowadays are highly valued in which all the sources of knowledge , the chances of occupation, the sign of prestige and developments are represented by using English .

However, most studies in investigating the impact of mother tongue on English as Foreign Language learners' achievement focus on the productive skills and how mother tongue affect their learning while and neglect other skills.

Research questions:

This research seeks to answer the following questions:

- Does mother tongue influence EFL learners' achievement?
- To what extent does mother tongue influence EFL learning?
- What are the factors that can have an effect on their achievement?

Research hypothesis:

- 1- The use of mother tongue in EFL classes has a positive or a negative impact on learners' achievement.
- 2- The use of mother tongue has no impact on the achievement of the learners.

The objective of the study:

The aim behind this research is trying to investigate whether the mother tongue has an impact on the EFL learners' achievement and to provide sufficient information about the usefulness of using mother tongue in the class as well to investigate the extent to which mother tongue can influence EFL learners.

Otherwise, the study aims to extract the common factors that effect on their achievement on the process of learning English.

Significance of the study:

This study provides new insights into the field of TEFL (Teaching English as Foreign Language) and the use of Mother tongue in the class. Furthermore, this study is an endeavor to raise both students and teachers' awareness on language transfer and how L1 can impact FL acquisition mainly in terms of structure and meaning.

Limitations:

In conducting this research, there exist several limitations which cause the results to be less accurate. First obstacle was facing this study was due to Corona Epidemic that prevent us for experimenting and investigation on a larger population. In addition, to the limited time given which is insufficient. Another limitation is related to teachers' willingness and students' reluctance to answer the questionnaire.

Structure:

The overall structure of the study takes the form of two chapters, including in the first chapter what is the position of English in Algeria, the problems facing learners in the 4 skills, the factors affecting the learner, and the source of influence. While, in the second chapter, it includes the data collection and analysis of the questionnaire and the results obtained.

Literature review:

English language and Arabic are two systems rich of knowledge, science, mechanism. When an Arabian person wants to learn English as an additional language he/she will face many issues and will commit a lot of errors due to his/ her first language which is Arabic, so he/ she won't be fluent as a native English speaker especially when he/she always depend on his mother tongue and use it while learning a foreign language.

Hence, so many studies were done to tackle the influence of mother tongue as the principle factor that may hinder or facilitate the students' performance in the foreign language. The article Mother Tongue Use in Young Iranian EFL Learners' Classroom: Helpful Scaffold or Debilitating Crutch? Taking from *an International Online Journal*, v19 n2 p77-85 Sep 2019; reported to what extent can mother tongue impacts on their learners.

Foreign Language and mother tongue book, ISTVAN KECSKES (TUNDE PAPP, State University of New York, Albany). This book explains how mother tongue paved the way to the external and internal factors to control the learner in his/ her learning.

Chapter one:
The Impact of mother tongue

Introduction

First language, L1 or mother tongue is believed to have a considerable impact on learning a foreign language or L2. The effect of native language can be viewed on the output of the EFL learners in the four language skills (writing, speaking, listening, and reading). This effect comes from essential factors which have a big influence on the achievement of EFL learners, including internal factors which come from inside of learners and external factors comes from outside of learners.

Language transfer or cross-linguistic influence which also play a role in effecting the foreign language learning process through transferring from mother tongue (Arabic) to target language (English) which may effect the achievement of EFL learners when negative transfer happens. All the obstacles and the difficulties that cause low achievement of EFL learners in learning English might come from many sources, the main one is the differences between the two languages in linguistic field which lead to the influence occurs.

This chapter has the main purpose to tackle the impact of mother tongue on EFL learners, to investigate the factors which contribute to learners' low achievement in learning EFL, and to know the sources of that influence.

1-The status of English in Algeria:

Due to the Globalization and the Industrial revolution, the balance of power changed and imposed English as the ultimate way to access in all the domains and the opportunities offered around the world.

Nowadays, English is ruling the world and it is considered as a source of bright and prestigious future. (Crystal, 2002) says that “*English becomes global language*”.

The Importance of English in the modern time pushes countries to master it. Algeria followed the same path as the rest of the world took and started including the English language in her study schedule. In this context Hamdi (1990, P.13) says that:

“The Algerian authorities are aware of that fundamental need for English, at a time when Algeria may be called upon to play a leading role in international affairs; we have only to examine the shift from French to English as a subject in the educational curriculum, or the ever-increasing number of students registering in the English departments of universities.”

English in Algeria plays a vital role in the process of acquiring knowledge that is not accessible in other languages.

First, English were merely a part of the education curriculum and a field of study in higher education in where the number of students was very limited. However, English in the recent years is becoming more and more popular and widely spread in all the domains (marketing, economics, finance.....).

2-The Impact of mother tongue on the EFL learners:

This concept has been very much debatable among the researchers and linguistics for many decades.

The influence of mother tongue on the learning of second language cannot be denied regarding to the amount of its impact. So, there is a correlation between students’ performance in English and the mother tongue .It can be observed from mere pronunciation to even grammar and vocabulary of the language.

Learners tend to find the use of mother tongue more convenient than English language even in the school environment.

The fact that learners are facing problems in the 4skills ; in pattern of disruption, breakdowns, redundancy due to the interference between the mother tongue of learners and

the English language. Different cultures think in different ways, western ways of thinking are very different from eastern people.

3-Background on EFL Learning at an advanced level:

Learners of English as a second language at an advanced level are learners who master English very well, who are skilled in the fourth (4th)skills (listening, reading, speaking and writing).

Advanced students can understand and communicate with English easily and have been studied English before.

4-1-Written skill:

Writing is one of the productive skills in language learning that plays a very important role in transmitting thoughts.

Nunan says, " Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text".

Students need effective writing skills to meet their academic needs and workplace requirements.

"Strong writing skills may enhance students' chances for success"(Alexander).

4-2- The importance of writing skills:

Students have to learn how to write efficiently in order to excel at educational and professional levels. Student needs to strength his/ her writing skill in order:

- To write technical documents, research papers...
- In searching and obtaining a job.
- For improving communication skills.
- For improving creativity, exploration, and essential for self-understanding.

4-3- Sources of students' Errors in writing:

The interference between mother tongue (Arabic) and English make the students face many problems in the students' writing skill

4-3-1- Grammatical problems:

The structure of English and Arabic languages are totally different, the component of the sentence, the functions and their places are not the same. In Arabic, a sentence can be formed without a verb. For example, an equation sentence in Arabic consists of a subject and a predicate, which is different from an English sentence. Regardless of whether it is the main verb or not, the verb must be composed of it. Part one. The English verb 'to be' as the main verb in the present tense brings difficulties to Arabic students' translation, because it has no counterpart in Arabic. The verb /yakoon/ can give the meaning of English 'is', but it is used as the main verb. Therefore, when producing written English sentences, the verb "be" is ignored and omitted.

Countable and uncountable nouns in English and Arabic are different, because the equivalence of some uncountable nouns in English can appear in plural in Arabic. This difference is difficult for students to choose appropriate articles. One of the reasons Abstract nouns are grammatically different in the two languages. In English, articles do not need to be used with abstract nouns. Students use the article 'the' on abstract nouns. They will make mistakes if they do not choose the article 'a' when referring to a specific person or thing for the first time. Articles are not needed unless they are recognized. It is obvious that the students' native language seems to have a great influence on the sentences they produce when they are translated into English.

Indirect speech, passive and active voice, verb classification in question, all of these is elements that contribute to the students' failure in written.

Table 1: Illustration about grammatical errors:

Errors sentences	Correction of the errors	The case of the errors	Arabic sentences
Can I go?	May I go?	Use of modal verb	هل أستطيع ان امشي؟
I asked her can she go to the store?	I asked her if she could go to the store.	Use of direct question	سألتها هل تستطيع الذهاب الى المتجر
She recovered fortunately.	Fortunately, she recovered	Adverb position	شفيت لحسن الحظ
She care her baby	She care for her baby	Omission of the adverb	ترعى جنينها
Good in English	Good at English	Use of preposition	جيد في الانجليزي
The prevention is better than the cure	Prevention is better than cure	Redundancy of the article	الوقاية خير من العلاج

4-3-2- Part of speech:

One of the main differences between Arabic and English sentences is that the meaning and function of any English word is determined by its position in the sentence, unlike Arabic sentences, where the meaning of each word is determined by its inflection. English adverbs can be in different position in a sentence, while Arabic adverbs takes the final position in most cases, at the same time it agrees with the noun or the pronoun according to case, gender, or number.

4-3-3- Morphological problems:

Translation from Arabic to English arise morphological problems from the fact that both languages have different morphological rules. Some words have no equivalents in Arabic or vice versa, some need to consider other aspects of language .Moreover, Arabic punctuation conventions are very different from English ;Arabic language has no capitalization and no distinction between upper class and lower class.

The following tables show some common errors the students may do:

Table 2: Errors in using plural forms:

Common errors	The correct one
foots	Feet
crisises	Crises
mouses	Mice

Table 3: Errors in using the adjectives:

Common error sentence	Correct sentence	Arabic sentence
Smaller than	Younger than	أصغر

Table 4: Errors in capitalization:

Common error	Correction of the error
algeria	Algeria

4-3-4- Errors in spelling:

Spelling mistakes may occur because Arabic language has one letter for each sound, or because there are some letters that does not exist .On the other hand, some English words may have silent alphabet, double letter. Also, the students could not differentiate between “I” and “e”.

Table 5: Errors in spelling:

Common errors	Correction of errors	The case of the error
untill	until	Addition of letter
faithfulnes	faithfulness	Omission of letter
leizure	leisure	Use of one letter instead of another
recieve	receive	transposition of “ie “ instead of “ei”
throwout	throughout	Substitution of ow instead of ough
nowledge	knowledge	Silent letter

Study taken from (International journal of English and Education .April, 2017).

4-4- Expected achievement from advanced students in writing:

Learners are normally expected to:

- Understand the structure of a paragraph, the basic essay format, and the essay writing process.
- Develop adequate support sentence, strong introduction, body, effective conclusion.
- Write the thesis statement.
- Understand and exhibit unity in writing.
- Explain the differences between formal and informal writings.
- Develop an angle appropriate for 5 paragraph essay.
- Apply basic rules of capitalization in English, commas....

5- Reading skill:

Reading is a process of getting meaning from and bringing meaning to a text. “Despite its importance, reading is one of the most challenging areas in the education system. The ever increasing demand for high levels of literacy in our technological society makes this problem even more pressing”. (Snow, Burns, and Griffin, 1998).

5-1- The importance of reading skill:

Reading skill helps learners:

- To improve vocabulary and communication.
- To enhance concentration, analytical abilities, and reduce stress.
- To catch the suitable strategies that match with the different text.
- To imparting knowledge.

5-2- The source of problems in reading:

5-2-1- Reading comprehension issues:

EFL students usually have difficulty in understanding English textbooks. There are many reading 12 questions. First, they may not be keen on reading 12 literature because they have to work hard to understand it. The second problem is related to insufficient vocabulary and understanding of language complexity including vocabulary and syntactic knowledge. EFL readers may find it difficult to distinguish different meanings of the same word, and it is difficult to distinguish between homonyms and homonyms. There are also problems of collocation, idioms and proverbs; if idioms or proverbs are translated into literature, learners will not be able to understand their meaning.

Reading comprehension problem can be categorized into:

5-2-1-1- Linguistic reading problems:

Fromkin, Rodman, and Hyams (2003) have said that linguistic knowledge is the unconscious about linguistic system of sounds, structures, meanings, words, and rules for putting them all together. Lili (2014, p.136) has said that “ good readers recognize, and decode quickly and accurately words, grammatical structures and other linguistic features, and are unaware of the process as they engage in it” while poor readers cannot find issues in getting all of those.

5-2-1-2- Non – linguistic reading problems:

Non-linguistic problems reading refers to any reading problem that has nothing to do with the reader's language ability. They include the difficulty in linking the thoughts in the text, the difficulty in distinguishing the main and supporting thoughts in the text, the lack of good reading strategies, and the lack of cultural knowledge.

5-3- Expected achievement in reading skills:

Learners in reading skill are expected to:

- Have background knowledge.

- Have the linguistic and non-linguistic view towards the text is trying to read.
- Know the several strategies, procedures, and techniques of reading, and type of texts the students is willing to read it.
- Have the skill to read between lines and to get the hidden meaning.

6- Speaking skill

Speaking among the other foreign language skills (listening, writing, and reading) intently seems to be the most important one. As a process of learning and applying oral skill, English is so closely related, the classroom should be the place where support learner to use English language because it enables them to compare what they know and what they are learning, that will courage learners to develop their language and acquire a new vocabulary.

Speaking skill in learning a foreign language defined as an act of producing thought and ideas in form messages orally, Moreover, it is an interactive process that allows learners to interact with other and to develop their fluency, accuracy and pronunciation, from that EFL learners will have the opportunity to produce utterance and receive information. According to Abdel Salam (2002) defined speaking as a « collection of micro-skill which include syntax, grammar, morphology, pragmatics, semantics and phonology.» Learning speaking has a great role for the learner's good oral achievement.

Speaking skill are formed from three main components which are: fluency, accuracy, and pronunciation. According to Brown the first element that learner must develop is fluency, is able to speak spontaneously and eloquently. It also refer to certain aspects, such as making a coherent response at the turn of conversation, using linked words keeping in mind understandable pronunciation and sufficient intonation. The second one is accuracy, refers to the mastery of phonology elements, grammar and discourse. The third element and the important one in speaking is pronunciation, it is production and perception of important sounds in specific language in order to realize meaning in the context of using the language. In short, fluency, accuracy and pronunciation are three important elements for development of learners' speaking skill.

6-1- The impact of mother tongue on EFL learners' speaking

Many researchers pointed out the main difficulties that faced the majority of EFL learners in learning speaking and learning how to pronounce words. EFL learners regarded pronunciation as the main reasons for their communication problems. Richard(1974) hypothesis about the setting of « interlanguage » between the learner's native language and target language are L1 dependent and lead to errors caused by the first language transfer.

The errors change from one to other depending on variable; EFL learner can make errors and mistakes when his\her speak or communicate.

Abd Alwahab (2015) stated that some English consonants sounds do not exist in Arabic language such as /p/,/v/,/f/,and /ŋ/, and even these consonants which are similar to some Arabic consonants like /t/, and /k/ are not identical consonants but different in manner and even in the place of articulation, in that case, English /t/ is alveolar and aspirated in word starting with it and followed by vowels, while Arabic /t/ is dental and non-aspirated, in word the same position. The same case with /d/ is alveolar in English but it is dental in Arabic, also /v/ is a phoneme in English but does not exist in Arabic.

There are major pronunciation errors made by EFL learner caused by their mother tongue « Arabic ». The first one, **replacing** the sounds /p, v, e/ with the sound /b, f, i/, the second is **pronounce of silent letters**, the third one pronouncing the letter [c] as /k/ when it should be pronounced as [s] and vice versa; the fourth, pronouncing the voiced stop /g/ as a voiced affricative /dʒ/ vice versa ; fifth, pronouncing the digraph dg as two phonemes medially, the sixth, shifting the place of stress.

6-2- The expected achievement in speaking skill:

- EFL learners will be able to establish a successful communication in the target language.
- EFL learners will transmit the real meaning successfully.
- EFL learners will be able to find a way to convey their messages without losing or changing.
- EFL learners will explain missing word by comparing them to something else.

7- Listening skill

Listening plays an important role in communication, and is now regarded as much more important in EFL classrooms and SLA research. Listening involves active process and requires interpretation and construction of meaning from both verbal and non-verbal information. The Learning of listening skill is still neglected in the English language learning process. Unfortunately, EFL learners will have problems in English listening comprehension.

7-1- Definition of listening

Listening is trying to pay attention to the spoken language and trying to get meaning from it. It is the ability to understand the native language of the speakers. In another word, The listeners should apply what they know to what they hear and trying to understand what speakers meant, this is listening comprehension. O'Malley, Chamot, and Kupper (1989) offer a useful and more extensive definition that « listening comprehension is an active and

conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement »(p.19). other researcher which defied listening as « an active process ad dynamic of attending, perceiving, interpreting, remembering, and responding to the expressed, needs, concerns, and information offered by other human beings »Purdy (p. 8).

7-2- The problems that face EFL learners in listening comprehension

Underwood 1989 classify the causes of obstacles that face EFL learners to seven causes. **First**, listeners cannot understand the speakers when they speak quickly. **Second**, learners do not always have a words to reply to a record because the teacher is the only who decide what and when the listeners repeat the listening passage. **Third**, listeners do not understand and know all the vocabulary. When the speakers use a words that does not exist in listeners' mind, the listeners bilge to search and think about the meaning of the word and thus cause them to miss the next part of the speech. **Fourth**, listeners may fail to recognize the singles which show that the speaker is moving from point to another, adding some extra information, or giving a examples. Discourse market used to facilitate and to define this moves in formal conversation, while in informal conversation this singles "discourse market"are neglected specially by less proficient listeners. **Fifth**, listeners may lack contextual knowledge, even if they know or understand the surface of knowledge of the text. They will face difficulties in comprehending the whole meaning of the text if they are not familiar with the topic or with the context. **Sixth**, for EFL listeners, is difficult to concentrate and follow in foreign language. In listening comprehensions, when EFL listeners do not pay attention or take very short break this will impair their comprehension. therefore, the topic of listening passage should be interesting. Seventh, EFL learners may have to establish certain learning habits like to understand every word, so they tend to become worried if they fail in understanding a passage or a word and will discourage by their failure

7-3- The expected achievement in listening skill:

- EFL learners will understand the implied meaning of massages.
- EFL learners will understand the intended meaning.
- EFL learners will improve speaking skill through improving pronunciation, so listening and speaking are so related.

8- Factors affecting EFL learners' performance:

8-1- Psychological factors:

It is not an easy task to be appreciated in performing and using acceptable utterances. Psychological factors hinder the students' performance; it appeared when the students do not interact or participate, stay isolated and keep silent throughout the session.

8-1-1- Anxiety:

Anxiety is the students' emotion of perplexity and confusion .It is one of the negative influential factors which contribute to poor performance.

Gardner & Mc Intyre defined anxiety as *"the feeling of tension and apprehension associated with the foreign language context, including the 4 skills"*. (1994, p.65)

Anxious students often fear to make mistakes; they do not have the ability to participate due to their inhibition to utilize English fluently. Anxiety does not influence the students' achievement only; instead, it leads to lack of motivation towards classroom activities and unwillingness to learn. Moreover, it influences the students' desire to use English inside and outside the classroom.

"Anxiety is a natural psychological aspect which contains the feeling of fear which sometimes cannot be controlled". (Javed & al.2013)

Diao shamela said that" *anxiety is the fear of being negatively evaluated"*.

8-1-2- Shyness:

Is one of the personal factors which affect the learners' skills mainly the speaking skill and prevent them from sharing and expressing their thoughts because of their feeling of insecure.

"it is the feeling of apprehension ,lack of comfort and awkwardness experienced when a person is in proximity to approaching or being approached by other people especially in new situation where meeting with unfamiliar people".

(Grozier, 2000: Carducci and Gdant, 1992, p.2)

Grozier (1997, p.54) says that" *less shy student performed more than shy ones and achieved a noticeable results"*.

8-1-3- lack of self-esteem:

Lathifah, Dulay, Burt and Krashen (1982) mention that" *the students with high self-esteem will be in secure place and become successful in learning a language "*.

The psychological aspect as Rabio (2007, p.2576) said that” *it is mainly related to the students characters, the one who likes to succeed and achieve, has a high self-confidence and tendency to use English fluently*”.

Their confidences help them to reduce shyness and increase their motivation and confidence. On the contrary, how unconfident learners always feel uncomfortable, they dislike to learn and to speak English in front of their classmate , and they tend to be hesitated due to fear of judgment .

8-1-4- Motivation:

Motivation is key factor that affect learners’ abilities of success in learning language. Dorney (1998, P.117) clarifies that: “*The successful learner has high motivation and is autonomous to learn from his mistakes*”. Usually, motivated students seek to achieve their goals with the language whereas unmotivated students cannot interact and achieve anything in the course because of their fears and negative beliefs.

“In learning second/ foreign languages, motivation can be divided into two factors. They are communicative needs of the students and their attitudes towards the language community”. (LightBrown and spade, 2001)

The learner can be motivated only when English language his/ her core needs.

Lack of motivation among foreign language learners is due to some negative factors as lack of learning strategies; teachers’ unsupportive environment, anxiety and low of self-esteem as well as the external factors and the family.

9- External factors effecting the achievement of EFL learners

The low achievements of EFL learners can be primarily attributed to factors that are outside of the learner’s control. These external factors range from social factors, such as the impact of society, family, and socioeconomic, to factors related to the nature of EFL instructional or in other word, pedagogical factors, including the influence of the teachers, teaching methods and materials.

9-1- Social factors:

The social factors refers to the facts, experiences and forces that effect or control feeling, thought, and behaviors of individuals. Among the social factors there are, family, socio economic, and society that are most commonly effected the learning EFL or EFL learners.

9-1-1- Family:

Family learning is learning that takes place between members of family, including parents and cares. It is about discovering things and supporting learners to develop and achieve their goal to gather.

In education research, it has been found that background variables, parents education, family size, and household income determine the quantity and the quality of learning that learners receive in their lifetime. Furthermore, the family background is the key to learner's life, is the most important influence on learners learning. The environment at home is a primary socialization influences learner's interest learning foreign language.

EFL learners are impacted by courage and discourage of their parents and other members family than other environment factors, because the family is the core of any learners.

Many researchers claim that parents who do not care enough about their learners learning achievement will become the cause of their learning difficulties. Any learners need from their parents or any one from family member guidance to pave their way in learning a foreign language. adding to that variables, there is other element which can also effect the EFL learners; socioeconomic.

9-1-2- Socio economic:

which is also considered among the most important one in social factors that influence foreign language learning. It deals with the level of learners' parents, and the family background. Furthermore, the high parents' educational level and interest influence the quality of learning of their learners. in addition to that, High socio-economic status (SES) parents have more capital, and so can invest more in their learners' development"

9-1-3-Society:

Ethnically, the majority of Algerian citizens are Arabs, while a small minority are from other origins. The surrounding society can either courage or discourage the EFL learners and effect learning foreign languages. The social variables influence the opinion and the point of view of the EFL learners about the education and the perception about learning foreign language.

Lightbown and Spada (2011, p.65) state that "due to the fact that language is used in social context and it developed by social interactions, it is reasonable that social factors effects its and the process to teach and to learn." Learners can give importance to foreign

language “English”, only if the society or high status social group are interested in learning English as a foreign language.

Pavlenko (2002) states that “the social context is directly involved in setting positive or negative conditions for EFL learners.”

Finally, adding to, social class, housing “family”, and access to resources there are others which has a role in social factors such as first language, and peers which have considerable impact on acquisition of value systems as much as on academic achievement.

10-Pedagogical factors:

Instructional variables or pedagogical factors refers to those components of EFL instruction, including, teachers, methods of teaching, and teaching materials which has an influence on EFL learners’ achievement.

10-1- The influence of the teachers:

Teachers play an important role in learning and for EFL learners because they can facilitate or hinder the learning process. In EFL classes, teachers are regarded authoritative characters that lead the learning process; that adopt the role of presenters of knowledge rather than facilitators of learning. Furthermore in addition, teacher behavior absolutely effects kinds of learning especially learning a foreign language. Consequently, in this context learners count on their teacher as the main sources of knowledge and are typically considered passive observers. Farah (2010) mention that the most of English teachers spend the majority of time speaking when explaining lessons and learners rarely have the opportunity to speak; therefore, learners play a passive role in learning process. Other researchers which considered English teachers as central role because they have the power to control everything in classroom, while EFL learners are considered merely as listeners and receivers of knowledge.

Souriyavongsa et.al (2013) entitled “factors cause students low English language learning” mention the importance of the training of the English teachers, the teachers were do not well trained will influence the interest of EFL learners which permit learners to makes errors and mistakes that will effect negatively on their learning achievement.

10-2- Teaching methods and materials:

Teaching methods are considered as the main link between the teachers and the need of EFL learners, that will help them to develop their skills and achieve their goal which is learning foreign language. the use of traditional methods of language teaching such as the audio-lingual and grammar-translation methods will influence the achievement of EFL learners in learning English , these methodological choices mean that teachers use explicit

instruction and teach discrete skills, emphasizing the memorization of grammatical rules and overlooking oral fluency. These teaching methods are therefore considered a barrier to developing speaking skills because they focus primarily on grammatical accuracy in written language rather than on the spoken form of the language, adding that the teaching materials which also have a significant role in promoting or preventing communicative language use. There are many kinds of materials which support language learning and teaching.

The use of teaching materials has major impact on learners' achievement and development. Abebe and Davidson (2012) point out that students are eager to learn vocabulary with the assistance of visual materials, and that the use of visual materials enhance the learners' ability and opportunity to use language to express their ideas, feeling and thought. The majority of EFL learners support the use of visual materials as much as other materials that help learning foreign language effectively. Mathew and Alidmat (2013) agree that "teacher's use of audio-visual materials aids learners to understand more and to improve their English skill, such as communication and pronunciation by listening to the native speakers."

In brief, teachers can use to adjust their teaching activities, and university leaders develop appropriate strategies to make learning English more effective and to help EFL learners' development.

There are other variables related to pedagogical factors that may also effect the EFL learners, including **curriculum** which focus on the content of language itself, not on the use of the language as a communication vehicle, and the **faults in educational systems** such as **overcrowded classrooms**, lack of asses of **technology and lack of proper teaching/learning facilities**, those are pedagogical factors which influence the achievement of EFL learners.

11-Errors:

Errors are defined by Norrish (1989:87) as: "a systematic deviation, when learner has not learnt something and consistently gets its wrong". Cuning Worth (1987:87) also states that "errors are systematic deviations from the norms of the language being learned". There are two types of error:

11-1- Interlingual (interference) Errors:

The dictionary of Language Teaching and Applied Linguistics (1992) defines interlingual errors as a sequence of language transfer which is caused by the learner's mother tongue. Hence, the interlingual errors include all of interference, language transfer, and cross

linguistic interference; Al-Khresheh (2010) suggested that interlingual errors are committed by literal translation.

1. Transfer Error: the error occurs due to the student's ignorance of the target language rules that leads her/him to use her/his native language rules.
2. Mother tongue Interference: error is committed when learners try to discover the structure of the target language instead of transferring their first language models.
3. Literal Translation: error is produced because the learner to translate meaning and forms (idiomatic expression, sentence,...) from his/ her first language to the target language word by word.

So, interlingual errors appear when there are differences between languages.

11-2- Intralingual Errors:

According to Richard and Sampson (1997,p.6),”interlingual interference refers to items produced by the learner which reflect not the structure of mother tongue but generalization based on partial exposure to the target language”. It is the errors within the language, however, Richard (1974:120) classifies the interlingual errors into four categories including over generalization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors.

12-Language transfer and the types of transfer

In fifties, it was a period of budding in trusted in second language learning, which led some linguistic researchers such as L.Slinker and S.Gass in their book “Language transfer and language learning” to focus on the influence of mother tongue on the developing second language. This phenomenon, now known as language transfer. in the 1950, Robert Lado first proposed a comparative analysis hypothesis in his linguistic book Cross –cultural languages. In his book defines the language transfer and the difficulties which are made by EFL learners from the differences between mother tongue and target language.

12-1- The concept of language transfer

Language transfer refers to speaker or writers transferring utterance and knowledge from native language to target language. Slinker (1971) defines “language transfer as a process occurring from the mother tongue to the target language. ”

Interference or **language transfer** is the effect produced by learning process of the other language, because of learner's language background. In addition, the interference caused by interfering with two active languages used simultaneously by prohibiting the use of inappropriate language or enhancing the activation of the language they intend to use. So,

language transfer occurs when a learner's primary language influences his/her progress in the target language.

Other linguists which was named and viewed “**language transfer**” as “a **cross-linguistic process**” .Odlin (1989 ,27) defines **cross-linguistic influence** as the influence caused by similarities and differences between target language and any other language previously or possibly in completely acquired, according to his definition there is no differences in meaning between “cross- linguistic influence” and “language transfer” are going to be used interchangeably.

12-2- The concept of mother tongue interference

Mother tongue interference or L1 interference refers to the influence of mother tongue on learners' development in target language (Hasgim 1999). **Mother tongue interference** is a transfer from mother tongue (Arabic) to target language (English), and this can effect learning a foreign language positively and negatively; from this influence, EFL learners may make some errors and mistakes. Furthermore, mispronounced and grammatical errors are the most common type of interference between L1 and L2. Moreover, syntactic, lexical, morphological, and phonological forms of language transfer errors, and this errors show up in their writing and speaking when EFL learners apply some of their L1 characteristic in the target language. Those errors refers to the differences in some elements in the native language and target language.

12-3- Types of language transfer

Any two languages are different in some aspect, but merged in others; when the influence of mother tongue causes there is an errors in acquiring or using the target language, it is a **negative transfer** occurs. When the influence of the mother tongue leads to immediate results or quickly acquire or use the target language, it is **positive transfer** occurs. Many researchers support that, and one of them Slinker, which distinguish between two types of transfer; negative transfer and positive transfer.

For his, **positive transfer** refers to the process whereby L1 knowledge facilitates the acquisition of an L2, while negative transfer refers to the process whereby L1 knowledge interference with, for Odlin (1989) **negative transfer** may occur when the L1 form used in L2 production is not a part of the L2 norm, while positive transfer occurs when the L1 and L2 of the learner have common rules.

In sum, **negative transfer** would occur when patterns are different, causing errors in language production (L2), whereas **positive transfer** was predicted to occur when patterns was similar in L1 and L2; which would result in correct utterance.

13- Sources of influence

It is possible to find the sources that effecting the EFL learners achievement in Algeria. The differences between the two languages in subfield of linguistics such as phonological, morphological, structural, pragmatics, semantic, and translation might be the main source of that influence.

13-1- Phonological:

Arabic and English have quite different phonological systems; Arabic derived from Afro-Asiatic central semitic language family (AL-Huri, 2015). While English is a member of the Indo-European west Germanic language one (Bough and cable, 2002). According to these phonological system differences, EFL learners are predicatable to facing some difficulties in English pronunciation, particularly English consonants. These differences that exist between mother tongue and target language are firstly viewed in the number of those consonants. Arabic language has 28 consonants, while English has 25 ones and most of the consonants in both languages are identical, but some of them are existed only in one language. EFL learners find difficulties in pronouncing those consonant, which exist in one language. The English consonants which do not exist in Arabic language such as /p/, /v/, /g/ and /ʃ/, EFL learners will replace those consonants with nearest consonants in Arabic language.

Other difficulty face EFL learners in phonological system between two languages is the differences in the characteristic of their consonants clusters. Simply, Consonants clusters is the combination of two or more consonants in a sequence without any vowels between them, and it can came at the beginning or the end of the word. English language permits initial clusters of either two or three consonants, and three or four final-consonants clusters. Whereas, Arabic language has no initial consonants clusters but it allows final two consonants. With these different in English consonants clusters, EFL learners may tend to add a vowel somewhere within consonants combination.

13-2- Morphological:

An other source that may effect the achievement of EFL learner is the phonological differences between mother tongue "Arabic" and target language "English".

Linguistically, morphology is a study of structures of the words, and it deals with the study and description of word formation.

Arabic word composed of one or more morpheme. The morpheme in Arabic content words are discontinuous, Watson,[2002,p.3] points out "one of the main distinguishing features of semitic languages is their root and pattern morphology." The root in Arabic language is combination of consonants and it cannot exist independently as one word, it means meaning but it need more support of pattern, so it need one or more vowels to form a word and to inflect word from that root. In other cases consonants can be affixed to the root to form other word. Whereas, English word also consist one or more morphemes. Bound morphemes in English are either prefixes or suffixes that are connected to the root or the stem to drive Another word. The root in English language cannot be independently as a word. Most of affixes in English are derivational, it means can be suffixes or prefixes, but inflectional affixes can be just as a suffixes.

Morphological categories that are different between Arabic language and English language which are: person, number and tense and tense. In Arabic language, first person is one or more who speak/s, the second person refer to one or more one speaks to and the third person refer to animate or inanimate being/s one speaks about (Al- Nahas; 1995, p. 49).

Arabic verb are conjugated for three numbers: singular, duel, and plural. The suffixes "tu"and "na" related to the past verbs while the prefixes "ta" and "na" attached to present tense of the verb and they indicate no gender distinction. The verb in Arabic has three forms: present, past and imperative. The verb changed according to the tense, gender and number. For examples the past verb “kataba” it will change to katabena, katabo, katabtu, according to morphological categories. The future tense form is formed by adding “s” or “sawfa” to the word in Arabic language.

English language is different from Arabic language. When the suffixes s added to the base of the verb it indicates that the third person singular number present tense. The only verb that has many form in English is “to be” and the only one which has form for the first person singular present tense “**am**” and has two special forms I past tense **was** and **were**. English language has three tenses: present, past and future, but aspect denotes whether the action has completed or not.

The present tense conjugated by adding the suffixes s or no inflectional, In the past tense added **ed** with singular and plural numbers, while, the future tense is not recognized by inflectional suffixes. Model verbs do not have participle forms, they have only two forms such as **will, would**.

Some irregular verbs have three forms such as speak, spoke. Spoken, and speaking.

13-3- Translation:

Interference in translation may occur when translating from the source language into the target language. These transfers may occur on all levels: phonology (foreign accent), syntax (word for word or literal translation), lexis (such as false cognates), pragmatics (over formality or under formality), and morphology, which appears to be less affected than others (Benson, 2002:69). So, students tend to translate forms and meaning from their mother tongue to English and vice versa to better understanding. Hence, the two languages are arbitrary systems which is totally different one from. The mother tongue in this case can have an impact on the pronunciation, on the way of writing, on the way of speaking.

13-4- Pragmatics:

Pragmatics deals with the hidden meanings the speaker or writer intended to say. Kasper (1992) who considers it refers to the influence of that previous pragmatic knowledge has on the use and acquisition of L2 pragmatic knowledge". The influence is on the cultural knowledge and perspective; the Arabic countries' thinking and the English countries' thinking are different .so, some expression may mislead or misunderstanding or it may explain in other way that not the real meaning of it. Blum-Kulka & Sheffer (1993:219) comment that "ironically while pragmatic competence is the most difficult aspect of language to master in learning a second language". Pragmatic transfer in case of EFL learning can be understood in broad way, accounting for the different ways in which language may influence the acquisition and use of another language.

13-5- Semantics:

Semantic has to do with the meaning of words, and because in English some words have different significance and meaning and it is related to the context of use contrary in Arabic, The students may fail or may get the wrong meaning of the words and it creates interference when retrieving the intended word or meaning in the context of semantically related word meaning. Furthermore, the semantic interference effect suggests that the processing stages involved in language production and comprehension overlap to some extent. However, semantic interference in production occurs at the lexical-semantic level, whereas semantic interference in comprehension arises within the semantic system itself.

Conclusion:

English language is regarded from most of EFL learners as being a challenging task due to the interference of mother tongue and what it might ensue as errors that hinder student from well performing and progressing in his/ her academic career.

This chapter introduces the multiple factors affecting the process of learning which is apparent in their achievement. Moreover, it presents the common problems facing the learner in the four language skills and what are the most common sources of influence that Arabic language as a mother tongue may have on English language learners. In addition, this chapter tackles how the process of transfer affects the learning process either positively when both languages are similar to some extent, or negatively when the two languages are totally different. Also, it includes brief explanation of the impact of mother tongue on foreign language learning.

The next chapter is devoted to investigating the extent of mother tongue Impact on learners being the most prominent part in the study we are conducting.

Chapter Two:
Methodology & Data Analysis

Introduction

This research attempts to investigate the impact of mother tongue on EFL learners' achievement. The previous chapter presents all the elements that leads the impact occur. The next step is a research methodology, which let to move to something practical to give the research more credibility. Therefore, the organization of this work based on the descriptive method.

This chapter is divided into two parts, the first one include research design, research instrument, population and sample, while the second, devoted to the analysis and recommendation of the data collected submitted questionnaire addressed to both teachers and students.

Research design

To fulfill the purposes of this research, it is important to determine the appropriate mother. This study conducted a descriptive method. Knupfer & McLellan (1966) stated that descriptive research involves gathering data that describe events and then organize, tabulate, depicts, and describes the data collection.

In this study the description method was adopted to be applied to investigate the impact of MT on EFL learners' achievement and to highlight the factors and sources of that influence.

Population and sample

The population of this research was the master one linguistic at English department university of Mohamed Boudiaf of M'sila for the academic year (2020/ 2021), we deal with the sample of forty- two (45) EFL students and five (6) teachers where chosen randomly from the total number of population because of the limited time.

The reason behind this choosing master one EFL learners at this level because they are receiving basic of English language, they have more experiences and a long period of time in learning foreign language "English".

The result can be as significant as possible. furthermore, the teachers who contribute the sample all of them teach master one, consequently, consulting their view and perspectives concerning the subject of this research "the impact of mother tongue on EFL learners' achievement". Hence, they are mindful about the differences between MT and TL.

Research instrument

It is important to collect data and information about the impact of mother tongue on EFL learners' achievement. For this purpose and to answer the research question, the tool used in this study was questionnaire addressed to both teachers and students. It is the suitable tool for deep investigation, know their opinions and to prove the hypothesis.

The questionnaire of students consist of 16 statements, while the questionnaire of teachers consist of 5 statements.

1- Students' questionnaire:

With the aim of investigating students' views concerning the impact of mother tongue on EFL learners' achievement, the students' questionnaire was distributed on fifty (50) students of Master one linguistics students in Mohammed Boudief University in M'sila, the department of English during the academic year 2020/2021. Forty seven (47) papers were returned and forty five (45) were answered. The sample including 6 male and 39 female, all of them were native Arabic speakers.

Description of the questionnaire:

The questionnaire was designed in accordance with the objective of the study. It consists of sixteen (16) questions divided into two (2) sections. The first section, consists of three (3) questions about "personal information", the second sections, is about the impact of mother tongue on EFL learning. It consists of thirteen (13) questions. Most questions are closed-ended questions where the students are asked to answer with yes or no or to select the appropriate answer from the provided options. Also, it includes some open-ended questions where they need to justify their choices.

1-1- Learners' profile:

It's observed that the majority of the informants are females. They are 39 that represent 86,6% from the whole population, whereas only 6 males participated in this study. These rates indicate that the population is mostly composed of females especially in English language learning. Moreover, 68,9% of students' choice of English were personal; it was a dream and they accomplish according the majority of them. Others' choice was because of the wide demand for its users and the holders of its certificate. On the other hand, 13 students from the population was not their choice.

Table 6: Learners' gender

Gender	Male	Female
Quantity	6	39

Figure 1: participants' rate

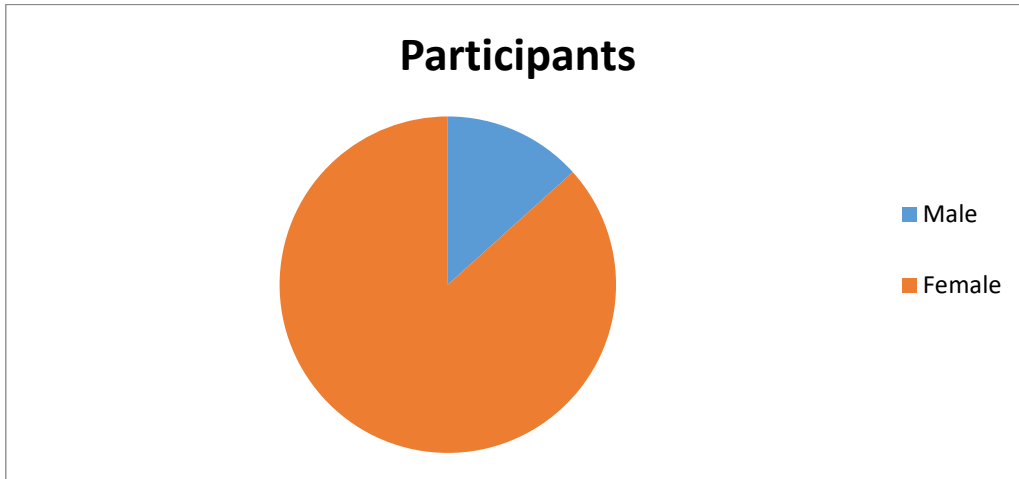
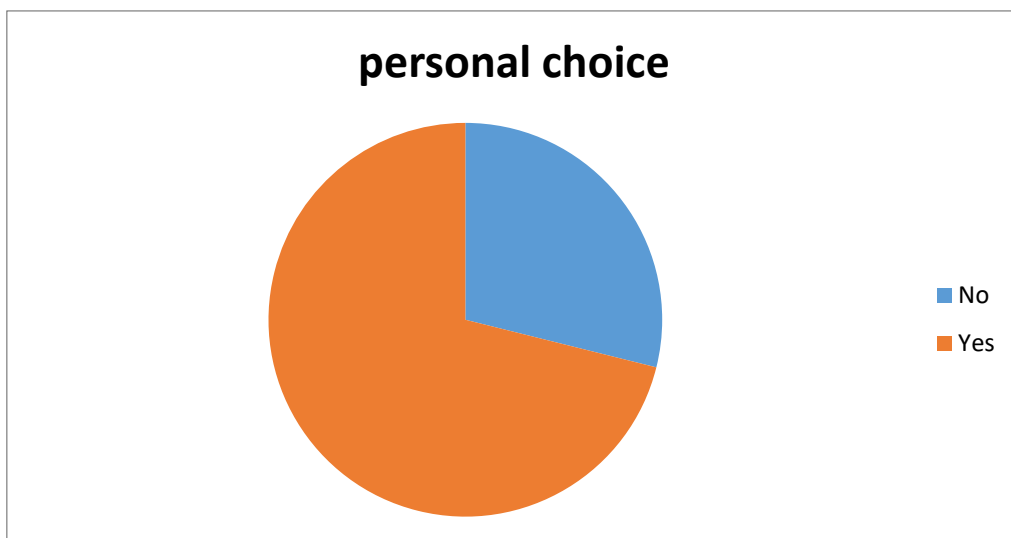


Table 7: Learners' personal choices

Personal choice	Yes	No
Quality	32	13

Figure 2: learners' personal choice



1-2- Learners' level:

Based on the results shown in the tables below, it is viewed that most of EFL learners at the department of English at M'sila University have been studying English for a period of time ranging from eight(8) to twelve (12) years as 62% of the total population claimed that. It is noticed that 62,2% of the sample think that they have a good level in English. While 8,9% of them think that they have an excellent level, and 28,9% indicate that they have an average level. While

No answers were reported by the rest of respondents as having a poor level.

Table 8: learners' duration of studying English

Option	0-4	4-8	8-12	More than 12
Percentage	6,6	13,3	62,2	17,9

Figure 3: learners' duration of studying of English

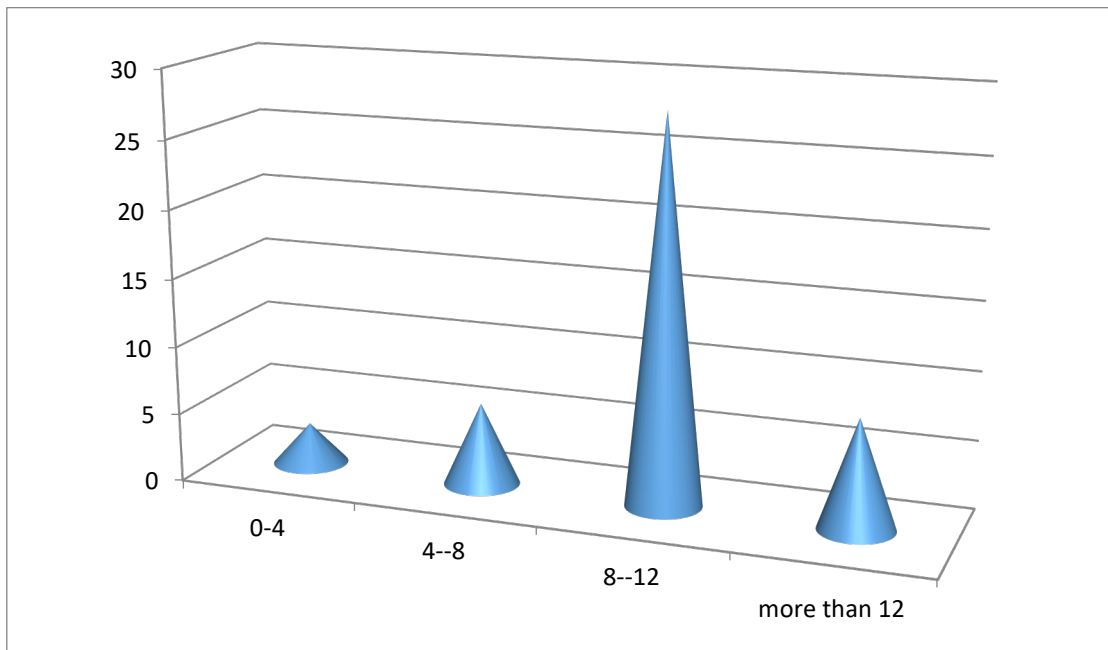
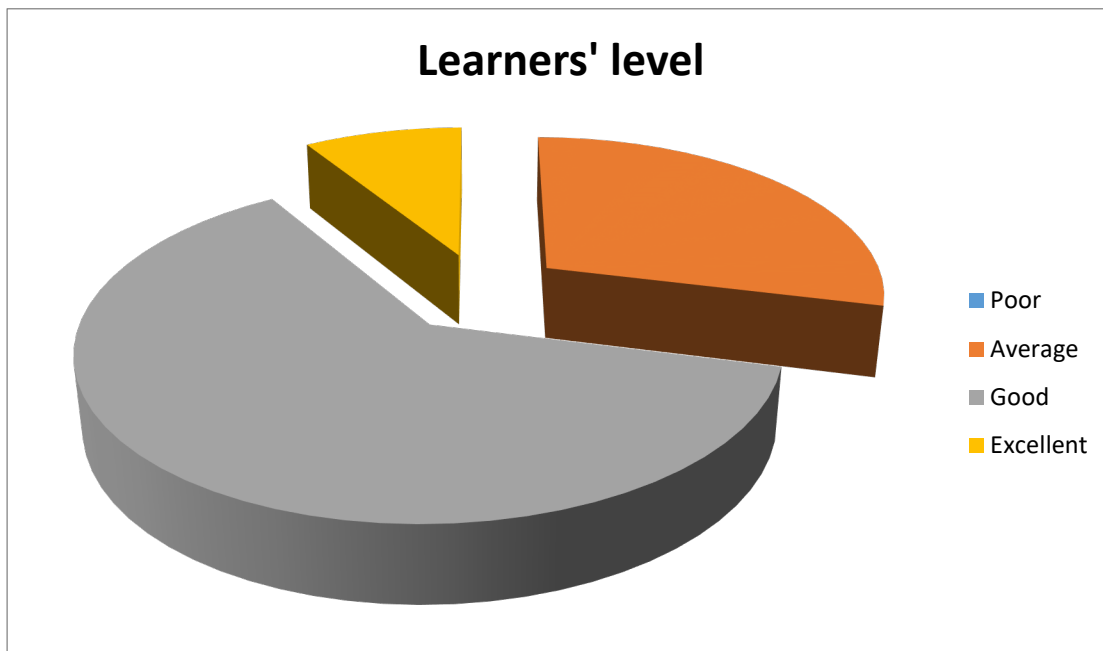


Table 9: Learners' level

Option	Excellent	Good	Average	Poor
Percentage	8,9	62,2	28,9	0

Figure 4: learners' level



1-3- Students' opinions about English language learning:

The table shows that 64,5% of the students find that English language learning is an easy task and does not need a lot of efforts, whereas 35,5% of the students reported that English language learning is not easy and find it difficult.

Table 10: students' view towards English learning

Option	Yes	No
Percentage	64,5	35,5

1-4- Frequency use of mother tongue in classroom:

Students' answers in the tables show that 71,1% of their teachers did not allow the use of their mother tongue while learning English. Meaning that, these teachers are aware about the negative impact of mother tongue on learning English as a foreign language. Whereas 28,9% of them indicate the opposite, may be because their teachers believe that the use of mother tongue create a motivating and positive classroom atmosphere.

Also, it shows that 57,8% of the students use rarely Arabic during the courses while 31,1% use it frequently. Meaning that, those students may think that using sometimes Arabic while they are learning will help them comprehend and understand easily. Against just 4,4%

who never use their mother tongue in the classroom probably they think that using their mother tongue will hinder their learning process.

Table 11: Use of mother tongue in classroom frequency

Option	Always	Often	Rarely	Never
Percentage	6,7	31,1	57,8	4,4

Figure 5: use of MT frequency

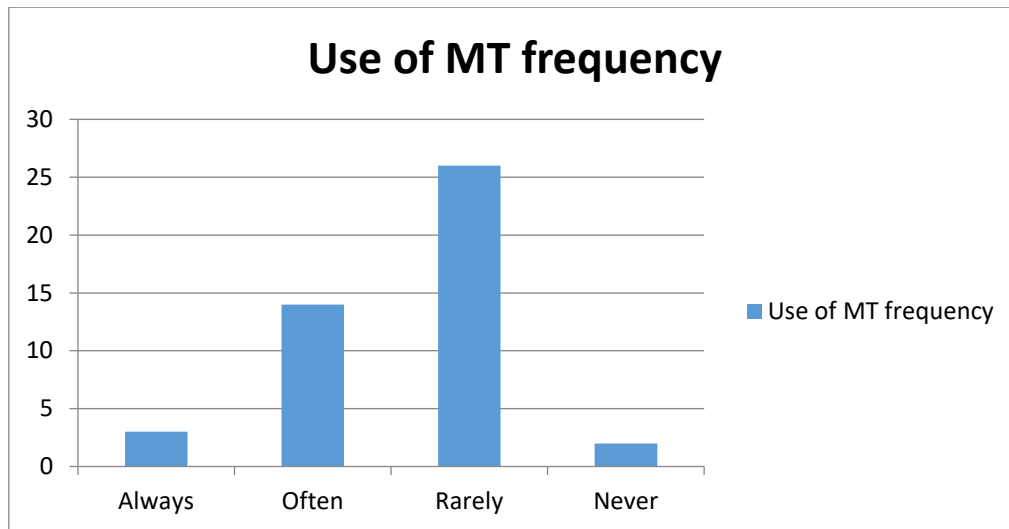


Table 12: Teachers' permission about the use of L1

Option	Yes	NO
Percentage	28,9	71,1

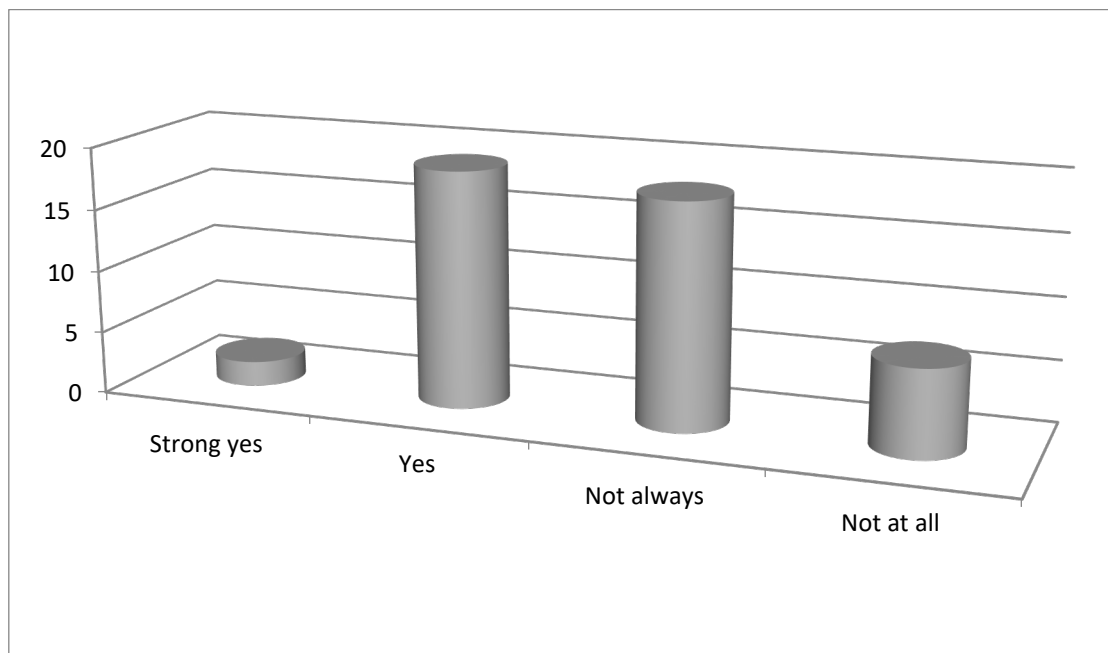
1-5- Learners' Opinion about the usefulness of teachers' use of the mother tongue:

The findings reveal that 42,2% of the informants find that using mother tongue by teachers is helpful and 13,4% said it is strongly helpful, while 40% of them claim that this strategy is not always useful. It means that the use of mother tongue is not always appropriate while teaching English as foreign language.

Table 13: Learners' opinions about the usefulness of MT strategy by teachers

Option	Strong Yes	Yes	Not always	Not at All
Percentage	13,4	42,2	40	4,4

Figure 6: Learners' opinions about the usefulness of MT strategy by teachers



1-6- Students' opinions about L1 interference:

The majority of the students believe that their L1 influence their foreign language learning, and they think that most of their errors result from the L1 impact. In contrast, 28,9% of them think that L1 does not influence their EFL learning. Hence, for the learners who believe that L1 interference affects their learning think that most of their errors frequently happen in grammar, phonology, and syntax. However in morphology, in semantics and in punctuation fewer errors occur while they use a foreign language.

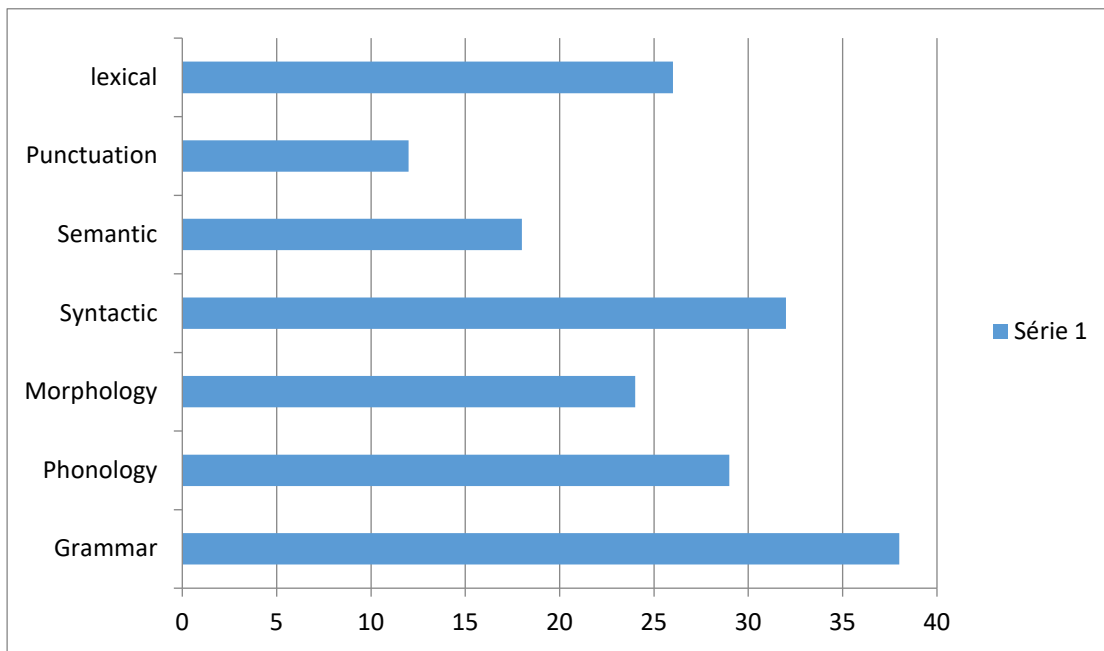
Table 14: informants' opinions about the impact of L1 interference:

Option	Yes	No
Percentage	71,1%	28,9%

Table 15: learners' opinions about the frequent errors they make in language:

Error in	Frequency
Phonological	29
Grammatical	38
Lexical	26
semantic	18
Syntactic	32
punctuation	12
Morphological	24

Figure 7: the different areas of errors student may committed



1-7- knowing withier EFL learners transfer from MT to TL or no.

knowing whether learners transfer from mother tongue to target language or no.

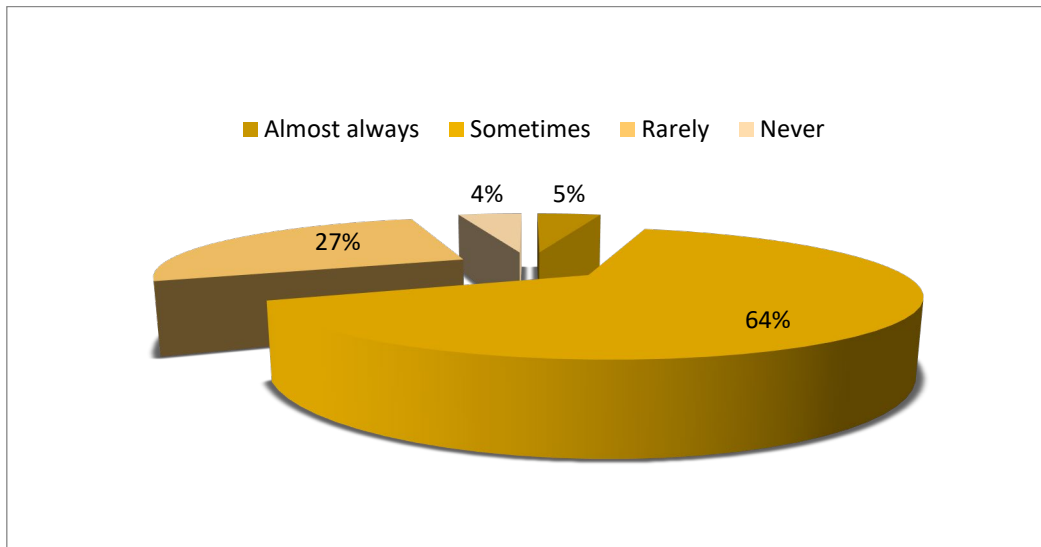
By this question we aim to know if the students transfer meaning and structures from their mother tongue to target language.

In consequence of this question, we found that the majority of student (64.4%) are sometimes transfer from MT to TL, may be are not able to express their ideas accurately. While (26.6%) rarely transfer their ideas and meaning. Moreover, about the same number of students, 2 students almost always transfer and the other 2 are do not transfer.

Table 16 : knowing withier EFL learners transfer from MT to TL or no.

Option	Almost always	Sometimes	Rarely	Never
Frequency	2	29	12	2
Percentage	4.4 %	64.4%	26.6%	4.4%

Figure 8 : knowing whether EFL learners transfer from MT to TL or no.



1-8- to extent to which Arabic and English languages are similar.

The objective within this question is to identify and know the extent in which Arabic and English are similar. No one said that the two languages are extremely similar, while the answers implies the 19 students (42.2%) declared that they are moderately similar. However, the majority (57.7%) claim that they are not similar.

Thus, English and Arabic are not similar.

Table 17: to extent to which Arabic and English structure are similar

Option	Externly similar	Moderately similar	Not similar
Frequency	00	19	26
Percentage	0 %	42.2%	57.7%

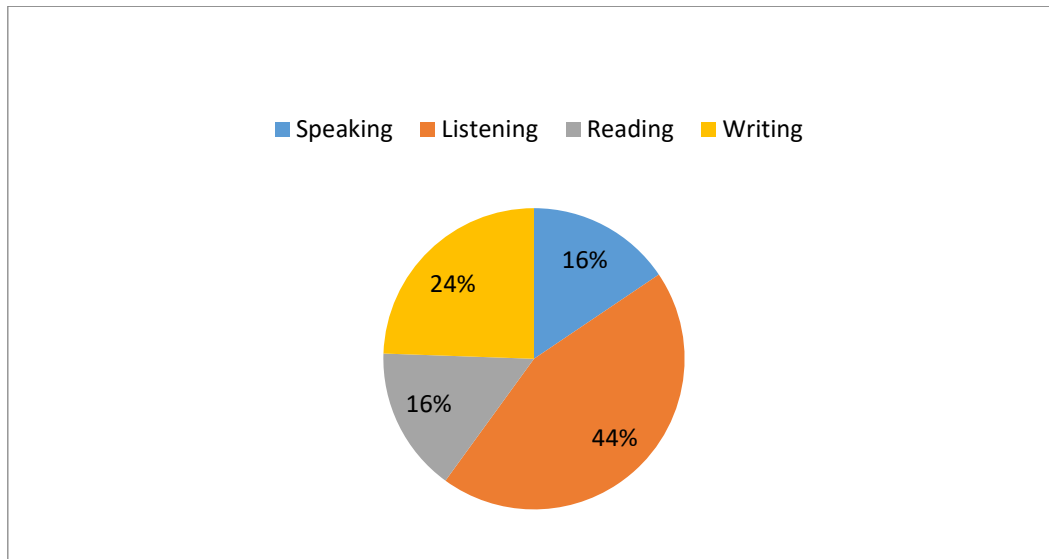
1-9- knowing in which language skill that EFL learners face more difficulties when learning a foreign language “English”.

As for the result, the majority of students (44.4%) claim that listening is the more difficult skill comparing with the others, because it not easy to understand what English speakers said, and (24.4%) from students find difficulties in writing. Whereas, the others about the same percentages (15.5%) see that in reading and speaking face less difficulties.

Table 18 : knowing in which language skills that EFL learners face more difficulties

Option	Speaking	Listening	Reading	Writing
Frequency	7	20	7	11
Percentage	15.5%	44.4%	15.5%	24.4%

Figure 9: knowing in which language skills that EFL learners face more difficulties



1-10- problems that hinder EFL learners' communication

We notice that the highest percentages of students (62.2%) represent 28 learners claim that communication is a lack of vocabulary; they did not have enough background and vocabulary to communicate and interact with classmates and teachers. (14) of students represent (31.1%), they are afraid for making mistakes, and just 3 reveals (6.6%) , they did not communicate in English because they feel shy or they are anxious.

Table 19 : problems that hinder EFL learners' communication

Option	Inhibition	Making mistakes	Lack of vocabulary
Frequency	3	14	28
Percentage	6.6%	31.1%	62.2%

1-11- knowing about the ways using when learners find obstacles

When we look at the table above, we can see that (23) students represents (51.1%) claim that they are asking for vocabulary. While, (18) students represent (40%) states that they are referring to Arabic English dictionary to find the appropriate words that mat interpret the exact meaning , and (4) students represent (8.8%) rely on the teachers’ translation.

Table 20: knowing about the ways using when learners find obstacles

Option	I ask the teacher for translation in L1	I ask for vocabulary Explanation in L2	I refer to an English Arabic dictionary for unknown words
Frequency	4	23	18
Percentage	8.8%	51.1%	40%

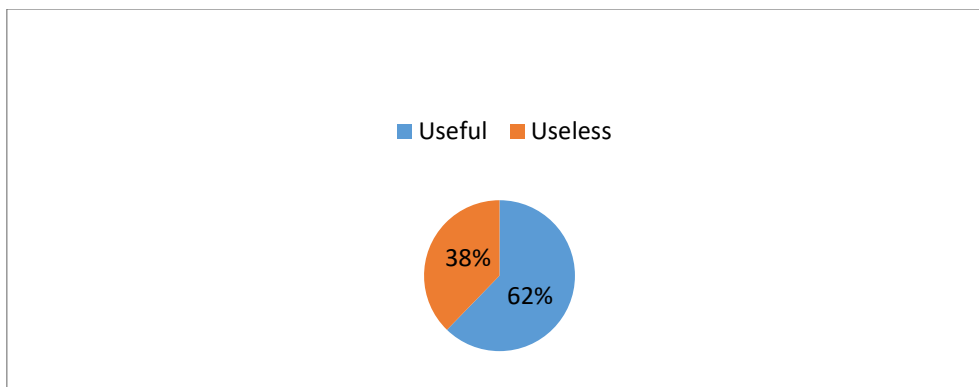
1-12- students attitude towards using mother tongue in learning procces .

By this question we aim to know the opinion of students about using MT in the process of learning. In consequence of this question, we exactly found that 28 students submitted that using mother tongue is useful to learning a foreign language “English”, they think that mother tongue can simplify learning for EFL learners. While 17 students which said that using MT in process of learning is useless, they claims that the use of MT hinder and obstruct the acquisition process of foreign language.

Table 21: students’ attitude towards using mother tongue in learning process

Option	Useful	Useless
Frequency	28	17
Percentage	62.2%	37.7

Figure 10: students’ attitude towards using mother tongue in learning process



1-13- Students' opinions about the influence of mother tongue on their achievement in English learning:

Most of the students' answers (88,9%) confirmed that mother tongue has an influence on their achievement positively or negatively, while only 11,1% of the students think that the interference between Arabic language and English language does not affect their achievement in English.

Table 22: students' opinions about the influence of MT on their achievement

Option	Yes	No
frequency	40	5

1-14- Results of students' questionnaire

Through the analysis of the students' questionnaire, the results obtained show that the population is mostly composed of females, especially in foreign language learning. It is noticed that most of them are satisfied by their level at English. Moreover, students find difficulties in speaking and writing skills because of the fear of making mistakes, shyness, anxiety, and lack of vocabularies which prevent them from using the English language appropriately. Also, they find English extremely different from Arabic languages in a matter of structure, form, and use. Hence, the majority of the population members believe that their native language influence their learning and affect their achievement positively by facilitating the language instruction, negatively when it delayed their development. Also, most of students' answers declare that almost all the errors they committed are due to the impact of L1.

2-Teachers' questionnaire:

In addition, there has been also a questionnaire designed for teachers which was composed of five questions, attempting to reveal their points of view of the impact of mother tongue on EFL learners' achievement and which factors that effecting the EFL learners, and search about the main sources of that influence.

Data analyses of teachers' questionnaire

The data collected from the questionnaire are analysed separately as follows:

2-1- Teachers' Degree

The answers of first and second questions revealed that most of the EFL teachers (male / female) have the degree of Doctorate and most of them have been teaching English language for more than 10 years.

Table 23: Teachers' Degree

Option	BA (license)	MA	PHD (Doctorate)
frequency	0	1	5
Percent	0	10.0%	90.0%

2-2- teachers' point of view about the impact of mother tongue on EFL learners.

Within this question we need to know the point of view of teachers about the impact of mother tongue and the main reasons from this effect. The majority of teachers answered alike, they are agree that mother tongue effect the EFL.

Table 24 : teachers' point of view about the impact of mother tongue on EFL learners.

Option	Yes, why	No, why
frequency	5	1
Percent	90.0%	10.0%

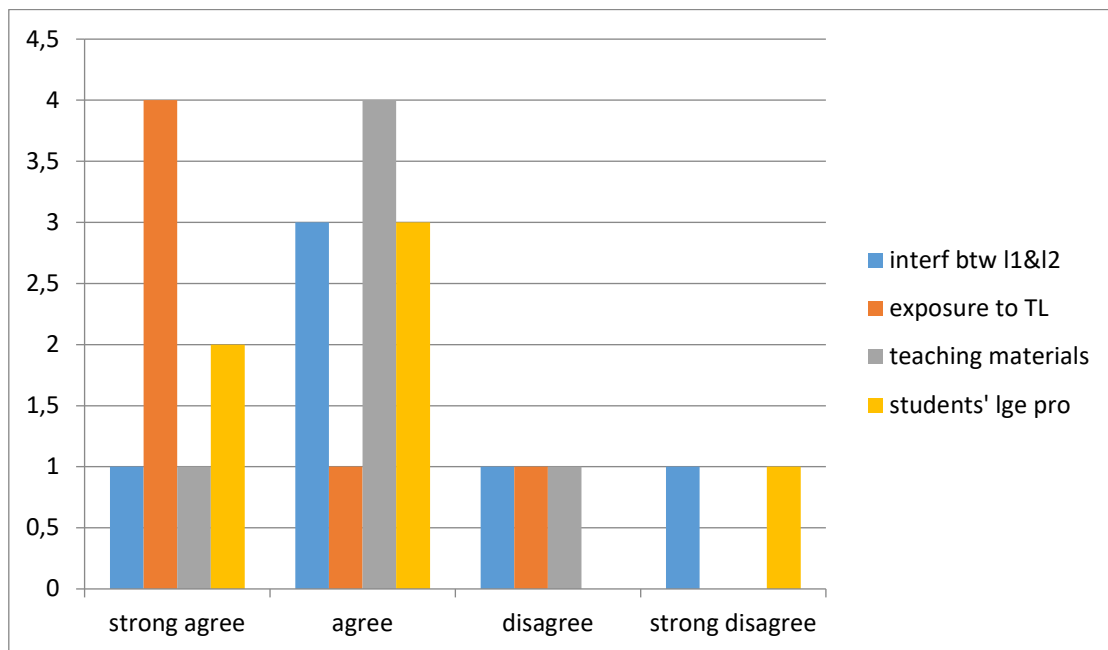
2-3-Teachers' views about the different sources that lead learners to commit errors

Half of the informants 50% agreed with the idea that interference took place when L1& L2 were highly distinct in structure and system. 66,7% strongly agreed that insufficient exposure to the target language could give rise to errors. 66,7% agreed that the teaching material that lacked organization may lead to errors. 50% of the teachers also agreed with the claim that the weakness of students' language proficiency skills may lead to commit errors.

Table 25: Teachers’ views about the different sources that lead learners to commit errors

Statement	Strongly disagree	Disagree	Agree	Strongly agree
1-Interference happens when L1 and L2 are highly distinct in structure and system.	1	1	3	1
2- Insufficient exposure to the target language could give rise errors.	0	1	1	4
3-The teaching material which lacks organization may lead to errors.	0	1	4	1
4-Weakness of students’ language proficiency skills	1	0	3	2

Figure 11: Teachers’ views about the different sources of errors



2-4- Teachers’ explanation about learner’ use of vocabulary from his/ her MT

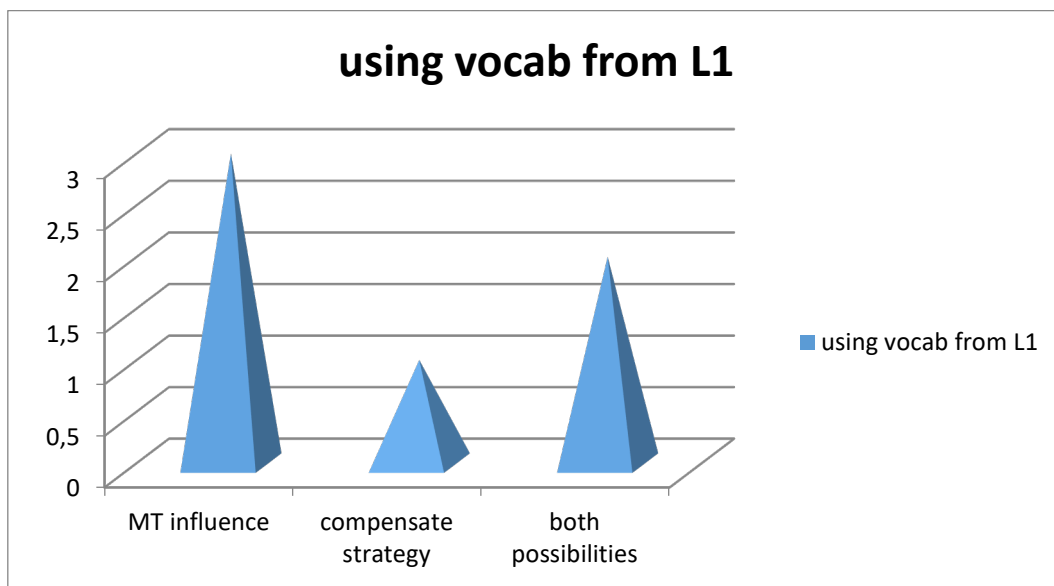
It can be observed that 50% of instructors agree that students’ use of vocabulary from his/her mother tongue is caused by the permanent use of his/ her mother tongue so one of professors said that learner who frequently use his/ her mother tongue end up with the wrong mindset, so she/ he tends to translate meaning and forms which will be a habit for her/ him and when it comes to performing in English she/ he won’t be able. While 33,3% of the teachers’ answers say that it might be both possibilities; it might be a compensate strategy as

also it might be a result of mother tongue impact. As one of the teachers said that it can be both, either he/she does not know the word in English or tries to translate it from his/ her mother tongue and cannot find it .in contrast, 16,7% agree that it may be a compensate strategy , as one of the informants said it is simply he/she does not find the appropriate word in a foreign language because he / she lacks vocabulary which has nothing to do with the impact of mother tongue

Table 26: Teachers’ explanation about learner’ use of vocabulary from his/ her MT

Option	Instant compensation strategy	Permanent influence of MT	Both possibilities
percentage	16,7%	50%	33,3%

Figure 12: teachers’ opinions about learners use vocabularies from L1



2-5- Teachers’ opinions about the common factors affecting EFL learners’ achievement:

All the professors admit that there are many factors that affect their students’ achievement. All teachers agree that psychological, social and pedagogical factors affect widely on the learners’ ability to acquire knowledge. One of the teachers said that the students’ environment plays an effective role on their learning; if they are in contact with the foreign language or not. Another one said that the cognitive and personal factors may affect the achievement of EFL learners; when the learner is introvert he/she does not ask questions and refuse to interact with his/ her classmates. He/she is not linguistically competent and

he/she does not want to improve, the social milieu can also affect the EFL learners' achievement, added to the material side and social circumstances as poverty, lack of support, lack of parents' encouragement.

2-6- Teachers' opinions about the extent effect of using MT in classroom on their students' achievement:

The reported answers by most respondents confirm that the use of mother tongue in classroom affect greatly on the achievement of EFL learner. One of the teachers said that the constant use of MT affects the achievement of EFL learners greatly since classroom is the only context where they use the language. In order to practice a second language one has to use it. Another one said that mother tongue use in class can greatly affect the EFL learners' achievement in the sense that he / she gets accustomed to the use of MT and bit by bit he/ she start to forget about the target language.

2-7-Results of teachers' questionnaire:

From the analysis and interpretation of teacher questionnaire, the results reveal that the majority of teachers believe that pedagogical, social and psychological factors are among the most important controlling factors. Furthermore, most teachers suggest that the reason why students commit errors in foreign language is due to the interference between L1&L2, hence, they claim that the interference between their mother tongue and English language in grammar, phonology, morphology, syntax... leads to affect the learners' learning process either positively or negatively and it can be shown in their achievement. Some teachers said that whenever students fail in using English properly, it may be because of their lack of his/ her background not always L1.

3- Recommendation:

The study concluded that mother tongue has an influence on the Foreign language learners' achievement positively in the way that help them to comprehend more especially when dealing with the linguistics topics ,and also ,it has a negative side when it owns their mindset, so that when it comes to produce a stretches in English the mother tongue will be clear as if they speak Arabic in English. In order to avoid such cases, the study recommended in the positive impact to use it is as a compensation strategy, or as background knowledge to carry on, also, it is used to facilitate the understand and the learning of new vocabularies, moreover, to facilitate the language instruction. While in the negative impact it is recommended to keep insight on the context, avoid thinking in your mother tongue, and comparing between your first language and the target language.

Conclusion:

The current chapter aims to test the hypothesis and reaches the comprehensive answers for the question raised at the beginning of the present research. The Questionnaire addressed to both teachers and students was used as suitable tools for this research. The results revealed that the interference between languages in the context of foreign language learning have a positive and a negative impact on their learning progress, in addition, there are some internal and external factors which play an essential role on their achievement in different areas of language.

This chapter is divided into two main parts, the first part devoted to the description of the research methodology, research instruments and population. The second part is concerned with the data collection and analysis including analysis of both students and teachers' questionnaire. Finally it concludes with findings and results that explain the problem of this study.

General conclusion

General conclusion

Learning English as a foreign language is considered to be complex process to acquire and to achieve by EFL learners. EFL learners need to develop this language either for academic or occupational purpose. One of the most obstacles that hinder the process of learning English is EFL learners' mother tongue. Hence, the present study dealt with the impact of mother tongue on EFL learners' achievement, and attempts to highlight the main factors that plays an essential role in this influence.

As a result, the majority of students and teachers revealed that EFL learners use and refer to mother tongue to facilitate learning English by translate their meaning and utterance from their MT to FL.

The finding of teachers questionnaire indicate that almost all the EFL teachers agree that mother tongue has an influence on the achievement of EFL learners.

The overall finding of this research show L1 or mother tongue interference can be seen as a transfer that effect learning process both positively and negatively, this effect can be seen in all the language skills. Transfer leads EFL learners to make errors when they face differences between the two languages.

This work also indicate that there are dominant internal and external factors comes from inside and outside of learners represented in teachers, anxiety, personality, teaching strategies,...etc which discourage learners and lead to influencing students' low English learning achievement, that means mother tongue is not the only one that effect the learners; the factors took place too. In addition to that, this study highlighted the main sources of that influence which comes from the differences between MT and FL in linguistic fields such as phonology, structures, semantics...etc, from that EFL learners start applying many errors in speaking, writing, reading and listening when they participate a foreign language "English".

To conclude, we have to say that the errors and the difficulties that committed by EFL learners need to treatment by maintaining a good atmosphere for learning, creating attractive teaching strategies and methods, giving chance to every learners to develop their English language by interaction and communication to achieve the best. Teachers should also motivate EFL learners for the English language learning to develop positive attitude towards English. Furthermore, provide new teaching technique to develop students positive attitude towards English will be an interesting research topic.

Appendix

Appendix 01

Questionnaire

Done by: safer tabi marwa- korichi zinab

Investigating the impact of mother tongue on learners achievement while learning English.

Questionnaire for students.

You are Kindly requested to answer the following questionnaire that is part of master dissertation research, the questionnaire aims at investigating whether mother tongue has an impact on the EFL learners' achievement and to what extent it can influence.

Would you please fill the attached questionnaire carefully, your responses are very important for the validity of this study.

Thank you for your cooperation.

1. What is your gender?

Male

Female

2. Is studying English your personal choice?

Yes

No

3. How long have you been studying English ?

0-4

4-8

8-12

more than 12 years

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

Excellent

Good

Average

Poor

5. Do you think English language learning is an easy task?

Yes

No

6. Do you use your mother tongue in classroom?

Always

Often

Rarely

Never

7. Does your teacher allowed you to use Arabic (mother tongue) in the classroom?

Yes

No

8. When your teacher uses mother tongue, does it help you to understand and learn English?

Strong yes

Yes

Not always

Not at all

9. Do you think that errors you made are caused by L1 transfer?

Yes

No

If yes, the most frequent errors you make are in:

Grammar

Lexis

Phonology

Semantics

Syntax

Morphology

Punctuation

10. Do you transfer meaning and structures from your mother tongue to English?

Almost always

Sometimes

Rarely

Never

11. To what extent English and Arabic structures are similar?

Extremely similar

Moderately similar

Not similar

12. In which skill do you face problems while learning EFL, classify skills from less difficult to more difficult?

Speaking

Listening

Reading

Writing

13. What are the major problems that hinder you while communicating in English?

Inhibition

Making mistakes

Lack of vocabulary

Anxiety

if there is try to mention one or more of them.

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

14. What do you do when you do not understand a word or an expression?

I ask the teacher for translation in L1

I ask for vocabulary Explanation in L2

I refer to an English Arabic dictionary for unknown words

15. How do you find using mother tongue in the process of learning?

Useful

Useless

Please say why.....
.....
.....

16. Do you think that the interference of your first language affects your achievement in English?

Yes

No

Justify your answer please :
.....
.....

Appendix 02
Questionnaire

Done by: safer tabi marwa- korichi zinab

Investigating the impact of mother tongue on learners' achievement while learning English.

Questionnaire For teachers:

We would be very grateful if you accept answering the following questionnaire; your answers will help us in our study at investigating whether mother tongue has an impact on EFL learners' achievement and to which extent it can influence.

Thank you for your cooperation.

1) Degree held.

BA (license)

MA (Master)

PHD (Doctorate)

According to your experience :

2) How long have you been teaching English ?

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

3) Does mother tongue influence the EFL learners achievement.

if yes , please say why?

f no, please say why?

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

4) Respond to the following statements by ticking the right box in order to spot the areas of errors:

Strongly disagree 1

Disagree 2

Agree 3

Stronge agree 4

Statements	1	2	3	4
1-interference happens when L1L2 are highly distinct in structure system.				
2-insufficient exposure to the target lge could give rise errors.				
3-The teaching material which lacks organization may lead to errors.				
4- Weakness of students' lge proficiency skills.				

5) When the learner uses vocabulary from his mother langue, is it because of the permanent influence of mother tongue or it is just an instant compensation linguistic strategy?

.....

6) What other factor scan affect the achievement of EFL learners?

.....

7) To what extent does the use of MT in classroom affect the achievent of EFL learner ?

.....

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