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***The Impact of The Learners' Native Language on Teaching
and Learning English Speaking Skill***

The Case of Second Year Middle School Dahaoui Yahya

NAAMA

***Dissertation Submitted to the English Department in Partial Fulfilment of the
Requirements for the Degree of Master in Linguistics***

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Dedication

First of all, I want to thank Allah for everything he has blessed me with..I dedicate my graduation to:

My father who is always present in my heart ,this achievement is dedicated to my beloved father who is no longer with us. Even though you are not here to witness this achievement, thank you for everything, Dad this is for you

My mother who is always with me, thank you for believing in me, for guiding me, teaching me and keeping me safe. I love you

To my beloved brother Abd Elhak and my sister Rihab, my grandmother , thank you for your love and support.

I also thank all those who helped me, directly or indirectly, to develop this work.

BOCHRA ATBI

Dedications

I dedicate my dissertation :

To my beloved and dear person, whom I love as much as the world , the homeland to which
I belong, my pride, my father.

To the beautiful woman who raised me, to my bright sun, my paradise, my mom.

To my dear siblings, Manel, Anfel, and Mohammed.

My best friends, Imane and zolikha .

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Abstract

As English becomes a global lingua franca, understanding the challenges and advantages faced by Arabic speakers in acquiring English speaking proficiency is crucial. This research aims to shed the light on the influence of using the mother language in English as a foreign language on the evolution of the Algerian pupils' speaking skill and its proficiency. In addition, it searches for discovering the teachers viewpoints towards the employment of the learners native language in EFL classes, at DAHAOUI YAHYA Middle school in Naama . In this research two data collection tools were used in order to collect information. A questionnaire was conducted to identify the views of English teachers at **DAHAOUI YAHYA middle school** in **NAAMA**, and a class observation to predestine the learners attitudes towards the use of Arabic and its impact. The data collected were analyzed quantitatively and qualitatively. The majority of the results of the questionnaire were positive. They favored using Arabic in teaching English. Whereas the results of the observation revealed that pupils prefer to use the Arabic language, when they do not know the meaning of the word in English as a way to make them comfortable in the expression and to be active with the teacher.

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List of abbreviation and acronyms

%: Percent

EFL: English as a foreign language.

ICT: Information and communication technology

L1: First language.

L2: Second language.

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General introduction

General introduction

Language is a system of communication used by human. It comprises sounds, symbols, and gestures that enable people to convey thoughts, emotions and information. Therefore, the English teaching nowadays becomes international because it is now used by all the peoples in the world from different parts to connect and communicate with each other.

The use of mother tongue by Arab students in the English language classrooms can be beneficial, as argued by (Charless, Nunan and Lamb), that the foreign language teachers often find it impossible to completely prohibit the use of pupils mother tongue in foreign language classes, this is because pupils naturally use it to understand things better or when they are stuck. So, even though learners need to speak the language fluently, it is taught based on the mother tongue as a starting point that enables them to bring the student closer to the foreign language.

Thus, the present research aims at answering the following questions:

- through which way pupils understand and memorize words in English?
- To what degree is the Arabic language integrated in the classes for teaching speaking skill?
- In which way can the teacher rely on the Arabic language to teach the speaking skill?

The current research attempts to investigate the following hypotheses:

- May be when the teacher supplies the learners with the meaning in the Arabic language.
- The presence of the Arabic language in the classroom may depend on the level of the pupil and his needs to learn that lesson.
- Having a fun activity with the pupils to increase their motivation and make them perceiving the vocabulary and memorizing them, with leaving them express their thoughts in their mother tongue when they do not know the words in English.

This research is divided into two chapters: theoretical and practical. The first chapter is a literature review which focuses on the main concepts related to the first and second language acquisition and introduces the speaking skill containing its definition, importance characteristics and its role on teaching and learning. While the second chapter describes the practical side of the thesis including a questionnaire and an observation, data collection and discussion.



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Chapter One

Literature Review

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Chapter 01

1.1 Introduction

This chapter is divided into two sections; in the first section light will be shed on the main concepts related to the first and second language acquisition and the relationship between teaching methods and learner's motivation and participation in the oral expression.

The second section introduces the speaking skill containing its definition, importance, characteristics, the role in language teaching and learning and methods of improving learners speaking skill and finally the problems faced by students in the speaking skill.

1.2 English language teaching nowadays

English language has attracted all the world to be spoken by. The impact of the English language spread all over the country, so many private schools had established for the purpose of teaching the language for those who need to develop their skills in that language. Beside, including teaching English in the primary schools in Algeria.

In the past years the English language was studied in the middle schools and in secondary schools, later on the Algerian government added the English teaching and learning as a second language beside the French language, where children can acquire the foreign language at a young age.

In the past the teaching was based on passing the information to the learners passively using textbooks and background knowledge, whereas teaching nowadays is based upon competences and learners' level of comprehension, plus the interaction between the teachers and the learners inside and outside the classrooms, now the technology provides tools for teachers spaces where they can prepare lessons in a more useful way, as it provides for learners websites and network spaces where they can search for something to learn more. English teaching and learning nowadays has been sufficient, easy, developed, and creative and based on how to speak the language as a native speaker.

1.3 First and second language acquisition

The first words that the child hears within his family are going to be a part from his mother tongue which he will use to contact with others in his society members, but at some point in this life people need to know about new languages for broader contact with foreign people. People either acquire the language as a second language through hearing it in the society or

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learn it by heart in the school. First language acquisition is a process of acquiring the mother tongue in a subconscious way. Whereas the second language is acquired as a combination with learning that happens when someone at any age decides to learn that language. In this context, second language acquisition encompasses learning any language after one's native tongue, including third or fourth languages. It is not about contrasting with foreign; rather, it refers to the general process of language of language acquisition, whether through formal instruction, regardless of where or how it is learned.

Krashen posed his theory of first and second language acquisition which consists of five hypotheses:

- **Acquisition and learning hypothesis:** some language items tend to be acquired subconsciously without structured rules, while learning is more likely to focus on learning the language aspects by knowing its rules.
- **The Monitor hypothesis:** explores the relation between the acquisition and learning and how learning plays the role of editor for acquisition, editing the mistakes acquired to be right.
- **The input hypothesis:** input hypothesis states that language learners must receive language input that is at their level and then slightly beyond so that the process remains both comprehensible and challenging. He expresses this concept with the formula "I + 1."
- **The affective filter hypothesis:** examines that whenever the learner is motivated the affective filter is unraised it happens when the interaction between the teacher and his learners is making them active in the learning process, whereas if the learner felt uncomfortable the affective filter here is in a high level.
- **The natural order hypothesis:** some language items are expected to be learnt early but some other items of language are going to be taught later.

First and second language acquisition share the same purpose which is the desire to know the language and to be able of speaking it, whereas the uncommon thing is that the first language starts at a very early age of the child but it is not the case in second language which can start at any age, this later entails the educators instruction.

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1.4 The investigation of the learner's native language in foreign languages classes

Some teachers believe that using the mother tongue can be helpful for explications and understanding, while others emphasize on the importance of using the target language as much as possible.

1.4.1 The Mother Tongue (Arabic)

The term mother tongue has several different meanings; it usually refers to the first language acquired by the child in his early stages of development

1.4.2 Foreign language (English)

English language is an international language and it is spoken now by more than 508 million people ranking in second place as far as the number of its speakers.

1.4.3 English language teaching

The Educational authorities see the study of English as an important aspect and that all the pupils, regardless of their field of study, are required to learn English as a foreign language. English language teaching in Algeria is inspired by the national policy and recently, it is another way to diminish the French language interference and influence.

1.4.4 The role of the mother tongue in the foreign language classroom

The mother tongue plays a crucial role in the English language sessions. Yet, it helps pupils in understanding new concepts, and providing context for vocabulary. Teachers can use the native language to facilitate the comprehension. However, the use of mother tongue can be reduced to encourage more practice in the target language. Furthermore, it can be used as a tool to clarify and explain ideas and information. The use of both of languages is the key to create an effective language learning environment.

1.5 Contrastive analysis

Studies the similarities and differences between languages for the purpose of addressing the difficulties of learning the language, the purpose is not only to understand the languages themselves better, but also to understand characteristics that might make language learning

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easier or more challenging for speakers of those languages. For example, contrastive analysis of English and Chinese would reveal that while the two languages share the same word order (Subject-Verb-Object), Chinese—unlike English—does not have a system of definite and indefinite articles (a, an, the). Consequently, when instructors or tutors see an English language learner from China struggling to produce articles or place them correctly, a little research and analysis would reveal that the L1 in this case is causing some L2 interference because of linguistic transfer.

1.6 Error analysis

A branch of Applied Linguistics emerged in the sixties to reveal that learner errors were not only because of the learner's native language but because of the misunderstood rules of the target language and the repetitions of those mistakes that lead to an error. Both, first and second language acquisitions require the teaching plus the learning to supplement the knowledge of any language.

1.7 The relationship between teaching methods and motivation, participation and oral expression courses

When teachers use interactive techniques, multimedia resources, it boosts the pupil's motivation to learn and helps them express themselves confidently. Effective teaching methods have the ability to impact the pupil's motivation beside of enhancing their oral expression skills, since such methods emphasize on the collaboration and the Communication. It is well known that a motivated teacher empowers his learners to participate and to be active with the language, since the students are capable of actively engaging in the class discussions, asking questions, means that the teacher used the appropriate methods. Teaching oral expressions is super helpful for improving the speaking and listening skills. In these courses pupils practice speaking through disputing, making small projects as well as the role-play activity. Without forgetting to work on listening skill activities. In this way the learners construct their vocabulary and develop their skills in the English.

1.8 Language transfer

During the process of learning a new language our knowledge and understanding of L1 impact our understanding of L2. People think of the words in their native language and

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translate it into the second language or the target language. The replication of rules from the first language to the second language is called language transfer.

Positive transfer

Occurs when there are similarities between the languages that share the same word structure, as it the case between the English language and the Spanish language, for example if someone whose L1 is Spanish think of how to say you are beautiful but in English he would translate the words from Spanish to the English language so it will be:

Spanish	English
Tu eres Hermosa	you are beautiful

Negative transfer

Occurs when the translation results in errors, such faults may happen if for instance the structure of sentences are not the same between the two languages, then this is named negative transfer. Whenever someone decides to learn a foreign language, his mother tongue will control the learning of a second language since it plays the role of the basic way to think of how to say something in that foreign language.

Zero transfer

Means that there is no data or information transferred from one language system to another.

1.9 Speaking skill

Speaking skill is one of main four skills in English, and it involves pronunciation, grammar, fluency, and vocabulary.

1.9.1 Definition of speaking skill

It is defined as the skill that allows someone to communicate efficiently. It gives the ability to convey information verbally and in a way that the listener can understand. According to (Rebecca in Efrizal 2012 language),”learners need to recognize that speaking skill involves three areas of knowledge mechanics (pronunciation, grammar and vocabulary)”;

that is to say, language learners can focus on developing proficiency in each area to enhance their speaking skill and effectively communicate in the target language.

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Talking about speaking, (Tarigan in Ngadiso 2016) defined the speaking skill as : “The ability to convey the idea, thought and feeling”. By Recognizing speaking as the ability to express ideas, thoughts and emotions through verbal communication.

1.9.2 The importance of speaking skill

Good speaking skill enables teachers to convey information clearly and make it easier for students to understand and engage with the subject matter. Effective speaking skill helps pupils build confidence, improve their critical thinking abilities, and develop their overall communication skills. To get better in speaking, practicing it is the key through joining discussions with others or to play words games.

1.9.3 Characteristics of speaking skill

There are four characteristics of language that develop speaking ability ;pronunciation, grammar, fluency and vocabulary.

- **Pronunciation**

Refers to the way people use the linguistic features like the stress and the intonation in constructing the sounds. (Kelly Fuadi et al 2013) said: “To use the stress and the intonation inaccurately can cause the problem”.

- **Fluency**

Means to speak without interrupting speech. (Rahman and Deviayanti in Faudi et al 2013) stated: “Fluency is the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking”. When speaking fluently, people seamlessly connect sounds, syllables, words and phrases, creating a smooth and natural flow in speech, and providing understandable utterance .

- **Grammar**

It involves understanding and using the rules of a language to form grammatically correct sentences and structures to convey ideas accurately.

- **Vocabulary**

Refers to the words and phrases that people use to communicate. It includes the knowledge of different words and their meanings. (Thornbury in Fuadi et al 2013) said that “Without

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grammar it can be very little ideas that can be conveyed and without vocabulary, nothing can be conveyed”. Obtaining a huge amount of vocabulary , in addition to using it in the appropriate place and in the correct order following the rules, makes the speaker mastering that language.

1.10 Methods of improving learners speaking skills in the classroom

English teaching methods have a pivotal role when speaking about how to teach this foreign language to learners who are meeting the language for the first time. Teachers tend to use old fashion activities such as dictating, asking direct questions about the course, or making written activities and provide its correction but some other teachers may be more creative when designing their courses, in terms of providing active activities, using ICT tools in the class.

1.10.1 Using textbooks

It is the classic way of teaching , the reliance is on the prescribed book from the Ministry for each level of education .The teachers utilize the textbooks through providing useful instructions for their learners of how to read in a correct way to have good pronunciation as well practicing to be good speakers.

1.10.2 Storytelling Activities

Storytelling is a powerful tool for teachers to interact and communicate with children. It is an effective tool that educators can use to convey magnificent mythical stories, cultural history, values, knowledge, and morals. Words have energies to make a difference in the lives of kids. Stories can inspire kids to learn new things, stimulate their creativity, and expand their understanding of the world around them. Kids love to listen to stories as well to tell their stories by themselves because they pique their curiosity and stir their imagination. They are likely to develop their speaking skill through this type of activities.

1.10.3 Gamification

Playing the Game of Words: it means employing games such as cross words game to stimulate learner’s language, critical-thinking and problem-solving abilities. It includes playing into the learning environment to boost engagement and participation.

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1.10.4 Group working activities

The teacher manages an environment that helps students to work in collaboration to build their skill and to develop their competences by expressing their thoughts and beliefs towards things as well to learn new things from the other members of the group or the whole class.

1.10.5 Communication activities

Communication encourages active participation and engagement among students. Effective verbal and non-verbal communication techniques employed by teachers foster an interactive learning environment. Classroom discussions, debates, group activities, and question-and-answer sessions encourage students to express their thoughts, share perspectives, and collaborate with their peers. All types of activities are made based on the learners needs, and their level of course. Learners at the end of these activities fulfil a development in the language skills, they reach their vocabulary, bring out their motivation and creativity, furthermore the positive interaction between the teacher and the learners allows information to be passed on to the learners effectively.

1.11 The reasons of Speaking English as a great way to learn the language

Learning to speak English offers numerous advantages for learners. Firstly, English is widely spoken and used as a global language of communication and business. By Speaking English, learners can easily interact with people from different cultures and backgrounds. It Opens the doors to various opportunities including travel, business and international relations.

Another great thing about learning English is that there are lots of resources Available to help in learning such as the English books, articles, movies and websites, making it easy to practice and improve language skills. Additionally, learning English promotes cognitive development. Research suggests that bilingualism fosters cognitive skills such as problem-solving and cognitive reserve... By embracing English as a means of linguistic and cultural exploration, learners embark on a transformative journey of personal growth, intercultural competence and global engagement.

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1.12 Problems affecting speaking skill

Being able to speak well is remarkable for the communication with the others, but sometimes there are obstacles that make it hard, such as the lack of motivation, lack of vocabulary (knowledge) and students' anxiety.

1.12.1 Lack of motivation

In second language learning motivation is the key factor which increases proficiency. It is known by two elements: learner's demands for communication and their attitudes towards the foreign language. (Al Noursi 2013) (Al Asmar 2013) , (Al Kaff 2013) , (Ahmed 2015) , (Al samadani and Ibnian 2015) and(Khan 2016)concerned that:“Motivation plays a vital role in learning another language. Researchers agreed that motivation is prominent when it comes to learn a new language. And finding a ways to stay motivated such as setting goals or finding funny exercices to do, can make big difference in own language learning.

1.12.2 Limited knowledge (vocabulary) of English

When someone has limited knowledge of English, he might struggle to find the right words or understand what the others are saying , but through searching and gaining more terms in the language , as well as practicing it, talking in English can become easier and more comfortable. (Goh and burns 2012) pointed out that “Learner's lack of words can prevent them from expressing themselves accurately.”Means that when learners do not know enough words<, it is hard for them to say exactly what they mean. Without the right words, it is difficult to convey our thoughts and ideas correctly.

Moreover, learners need to know the grammar of English in order to understand the language and to make sense when they speak in it; learners have to understand how the English grammar works. The rules manage pupils to put the words together in the right way and the right order, so the sentences make sense.

1.12.3 The learners anxiety and lack of confidence

The learner's anxiety and nervousness affects their progress in speaking the target language. (Gohand burns 2012) noted that “Anxiety has a negative effect on the learning process and learners who suffer from language anxiety feel that speaking another language is a stressful experience.” For anxiety learners, when it comes to speaking another language,

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they may feel nervous about making mistakes. Therefore, confidence plays a pivotal role in speaking any language, it can be embodied in students who believe in themselves and their abilities and are not afraid to make mistakes. (Krashen 1982) Suggests that “Language teachers can help students gain self-confidence by providing them proper language for social situations, good Chances to practise the language and an attractive classroom Environment.”

Language teachers can enhance their learners confident. They can teach students the right words and phrases to use in social situations, making them feel more prepared and comfortable. The teacher gives students plenty of opportunities to practice the language. All of these things can really boost a student’s self-confidence and make learning more enjoyable.

1.13 Cultural influence on speaking

The ability of speaking is not a matter only concerned with pronunciation or intonation. People need to read a lot to understand the cultural background knowledge of the target language; only in this way they can communicate successfully with the others and not to be misunderstood or misinterpreted. So in the training of oral English, teachers should emphasize the practical use of the language, and try to use the materials which come from the daily life. This can help people use proper sentences in proper context and proper utterance to a proper situation. Otherwise, even if one may have been well qualified in the linguistic aspect of the language, he may make mistakes or have misunderstanding.

1.14 Cultural influence on translating

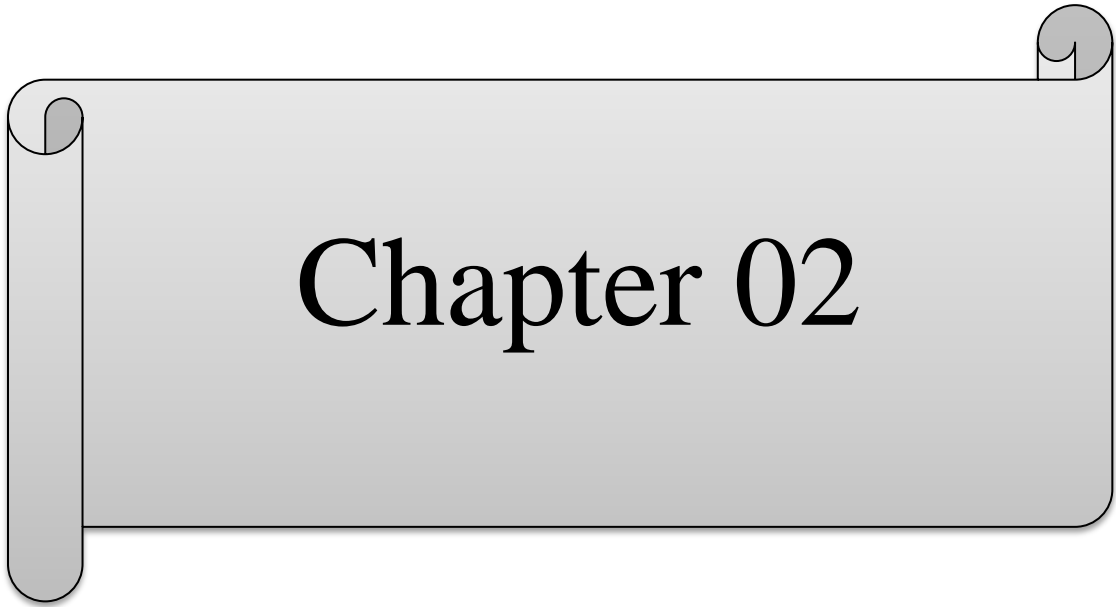
It is generally believed that translating is impressively influenced by culture. In translating, we should have enough knowledge about both the target and the source language. The difficulty in translation mostly lies in the understanding of cultural background knowledge. The cultural background knowledge contains many aspects, such as art, history, geography, philosophy, science, etc. As we know each society has its own proverbs and translating many idioms and proverbs used by many speakers in English or in Arabic can be confusing misinterpreted if you don’t know the cultural background of each society.

1.15 Conclusion

During the completion of this chapter, the researcher focused on the Arabic language and the extent of its impact on the acquisition and learning of the English language, especially in

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term of speaking it. In addition to highlighting speaking skill in terms of their definition, importance, and types, as well as the exercises performed within the department by the teacher to develop this skill. It is important to realize that the Arabic language greatly helps learners of foreign languages in general and English in particular to remember and memorize words by providing translations or meanings in both languages.



Chapter 02

Chapter 02: Data collection, Results and Analysis

2.1 Introduction

2.2 Aims of research

2.3 Participants

2.4 Research instruments

2.4.1 Questionnaire

2.4.2 Observation

2.4.3 Data collection and Design

2.5 Data Analysis

2.5.1 Analysis of the questionnaire

2.5.2 Analysis of the Observation

2.6 Interpretation

2.7 Suggestions and Recommendations

2.8 Conclusion

Chapter 02

2.1 Introduction

This chapter explains our investigation and also includes the analyses and the interpretation of the teacher's questionnaire as well as the pupil's observation. The answers of the research questions require the use of the following research tools. Firstly, the questionnaire which is designed for the purpose of gathering teachers opinions. Secondly, the pupil's observation is designed to investigate and test such performance of both of the teachers and the students in the classroom.

2.2 Aims of research

The research seeks to gain insights on how Arabic influences on teaching and learning English speaking skill inside the classroom .In addition, the study investigates the benefits of teaching speaking skill. Therefore, the data collected aim at:

- Enhancing language proficiency in the English, by incorporating Arabic as a functional medium on English language learning.
- Learning Arabic in conjunction with English, students can develop their communication skills, as they become more adaptive in gaining different linguistic and cultural contexts.
- Using developmental teaching methods to raise learner's skills in the English language.

2.3 Participants

The sample of research consists of 12 teachers and 32 pupils of second year from **Dahaoui Yahya middle school in NAAMA**.

The sample systematic and it was selected systematically.

2.4 Research instruments

This research is achieved to obtain practical information concerning the topic under study. The investigation was carried out using two research tools. First, a questionnaire was designed for teachers at **Dahaoui Yahya middle school in NAAMA**, in order to identify their opinions concerning the impact of Arabic on teaching and learning English. And an observation was

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conducted with learners of second year middle school to state their attitudes towards the English language learning process.

2.4.1 Questionnaire

Questionnaire is a research tool consisting of a set of questions used to gather information from individuals on a particular topic or subject. The questions can be open-ended or closed-ended and are typically designed to collect specific data or opinions from respondents. (Brown 2001) described questionnaires as “Any written instruments that present respondents with a series of questions or statements to which they are to reach either by writing out their answers or selecting them among existing answers”. The questionnaire is like a set of questions made to get respondents thoughts on a topic. Students answer these questions based on what they already know. A well prepared questionnaire makes the researcher get clear and accurate information.

2.4.2 Observation

Observation refers to the act of carefully watching, listening and noting details about a person, event, or phenomena. It involves using your senses to gather information and make sense of what is happening around you.

In research, observation is often used as a method to collect data by directly observing and recording behaviors, interactions, or events without interfering or influencing them. Researchers use observation to study and understand different situations.

2.4.3 Data collection and Design

In this study, the researcher seeks to gather information about learners native language impact on the foreign language speaking skill, it is based on the mixed methods in which both qualitative and quantitative approaches were used for gathering data. The population of our research is divided into two, 12 teachers and learners of second year in the middle school.

2.5 Data Analysis

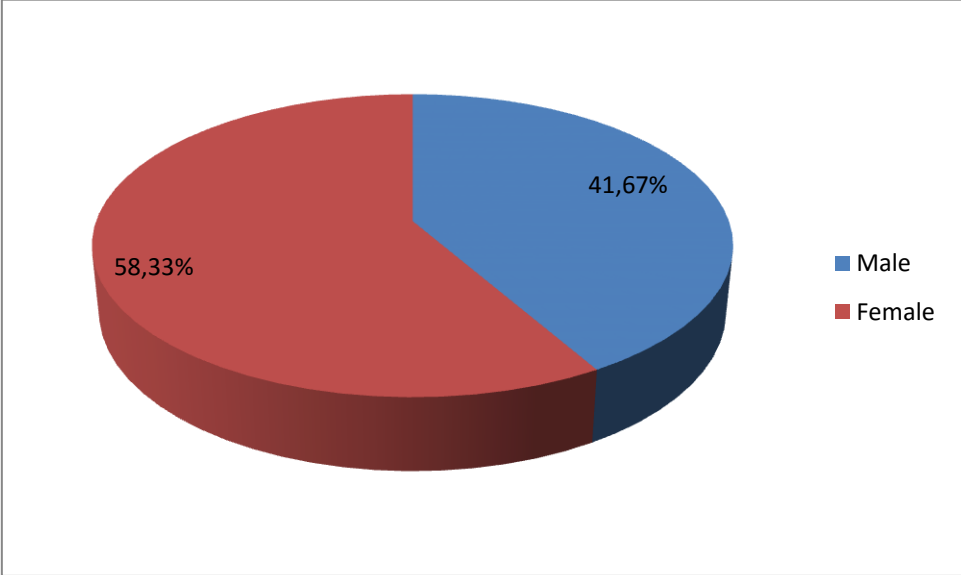
This section analyzes the information that were received from two data sources; the teachers questionnaire and the pupils observation. The researcher collected a quantity of data concerning the use of Arabic in teaching and learning the English speaking skill.

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2.5.1 Questionnaire Analysis

Gender

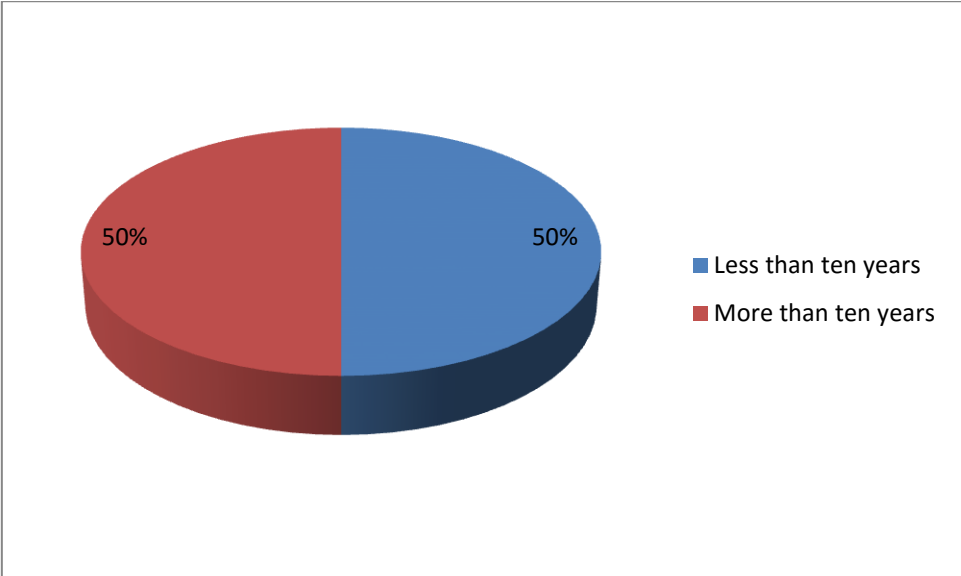
The first question was answered by 41.6% of male and 58.33% are female.



Pie Chart 2. 1. Gender

Question 1: How long have you been teaching English?

For the difference in years of experience, the answer was 50%, choosing the box of less than ten years, while the answer for more than ten years of teaching experience was 50%.

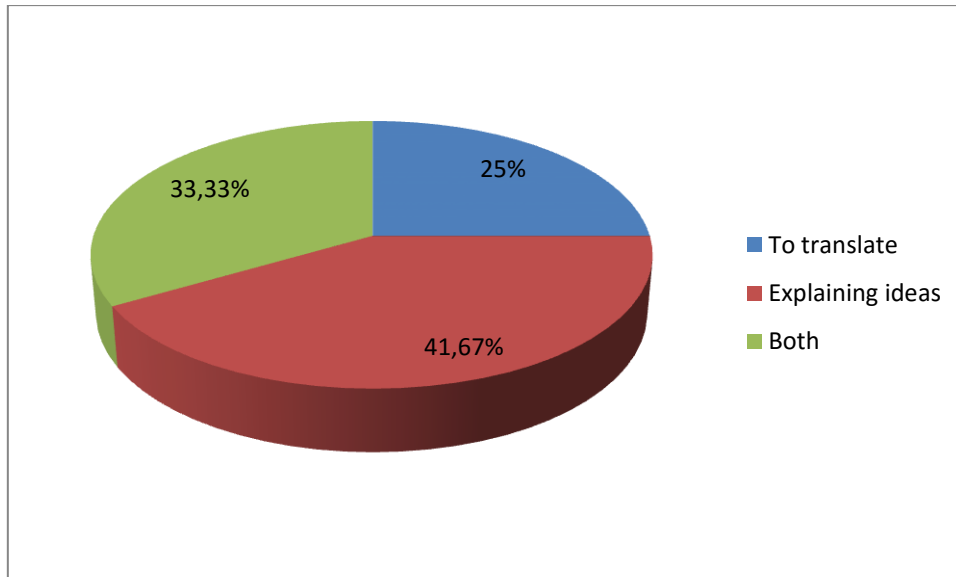


Pie Chart 2.2. Years of Experience

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Question 2: I use Arabic in the class to translate / explain an idea/ both

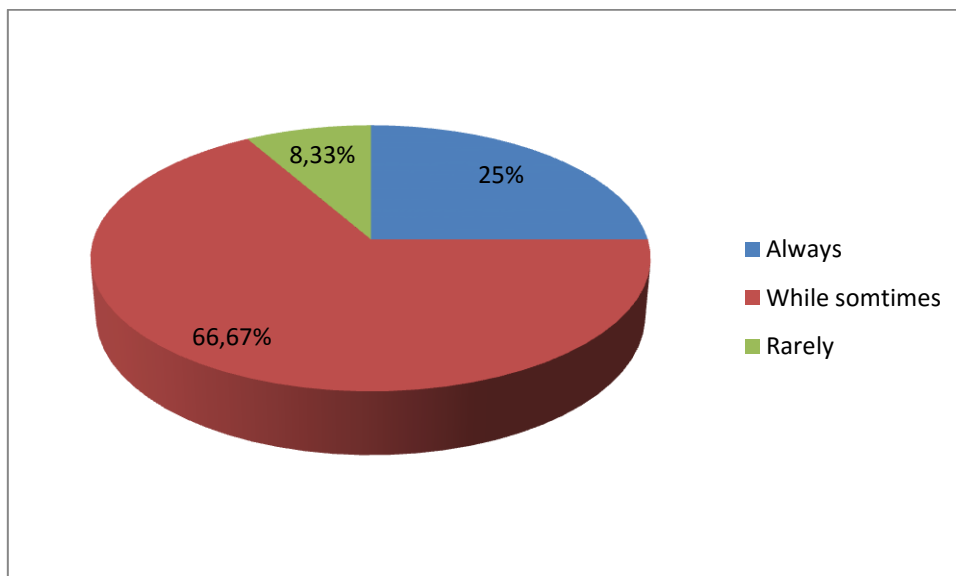
Using the Arabic language for translation was at a rate of 25%, and 41.66% of the answers were for explaining ideas. As for the good choice, which is both, it collected a rate of 33.33%.



Pie Chart 2.3.The Use of English in The Classroom

Question 3: Do you notice language transfer in the classroom among the learners?

25% responded that they always encounter this matter, while 66.66% of the answers were for the second option, which is what professors sometimes find transferring by students within the department. As for the last option, which is rare, it received a percentage of 8.33%.



Pie Chart 2.4. The Language Transfer Noticed Among The Learners

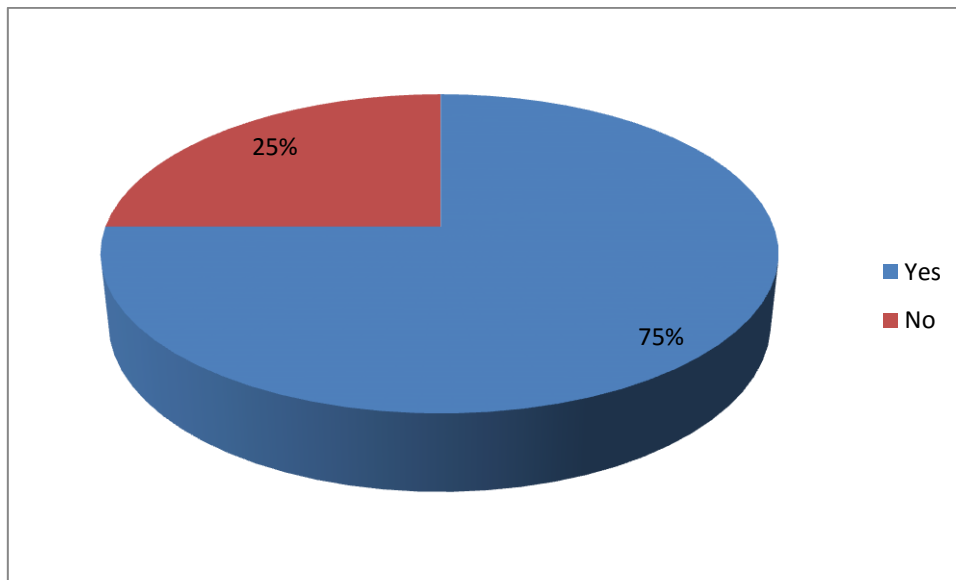
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Question 4: Do you think Arabic language proficiency influences middle school students acquisition of English speaking skill?

75% of those who answered yes, meaning that the Arabic language affects middle school students in their acquisition of the skill of speaking the English language, and 25% of the answers were negative, meaning that it does not affect.

*In which way?

Most of participants agree that the Arabic acquisition of English speaking skill in the way of helping them to deal more with language through facilitating learning for them. Learners depend on the Arabic language when expressing ideas.



Pie Chart 2.5. The Influence of Arabic

Question 5: What specific challenges have you encountered in teaching English speaking skill to Arabic – speaking students? Please state them.

The majority of respondents face the same challenges which are the lack of vocabulary when learners try to express themselves or their ideas in Arabic. Sometimes they pronounce the words based on their pronunciation of the native language.

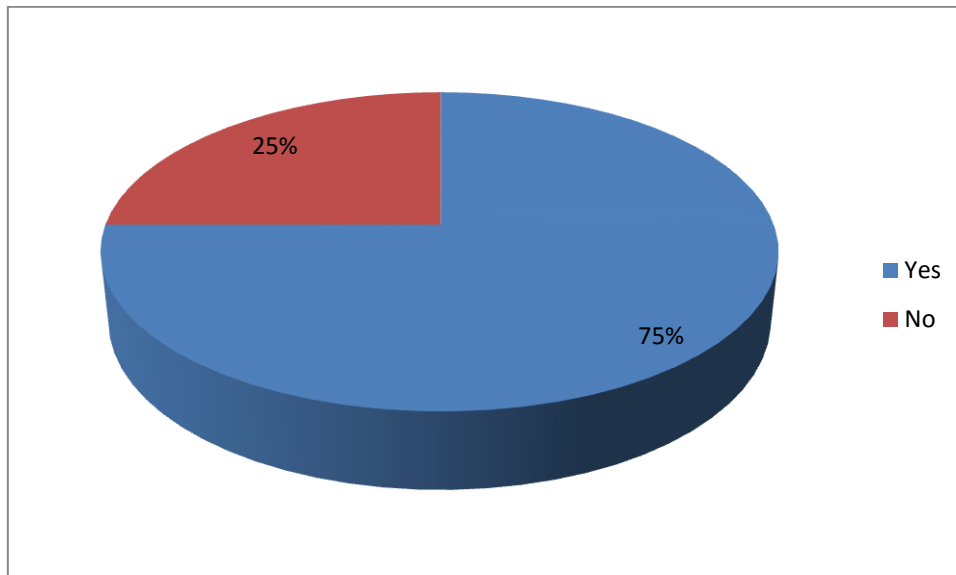
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Question 6: Do you believe that being bilingual in Arabic and English affects students overall language learning experience?

58.33% of those who believe that being bilingual in both languages affects students overall language learning experience ,while 41.66% do not support the idea.

*Why?

Based on the answers, most of the professors agreed that the Arabic language plays the role of the basic language or reference that the professor uses and relies on to explain and interpret any meaning to facilitate the English language for learners.. While the minority of professors agreed unanimously that the language must be learned in a leadership manner without referring to the language to explain and simplify.



Pie Chart 2.6. The Affection of Bilingualism

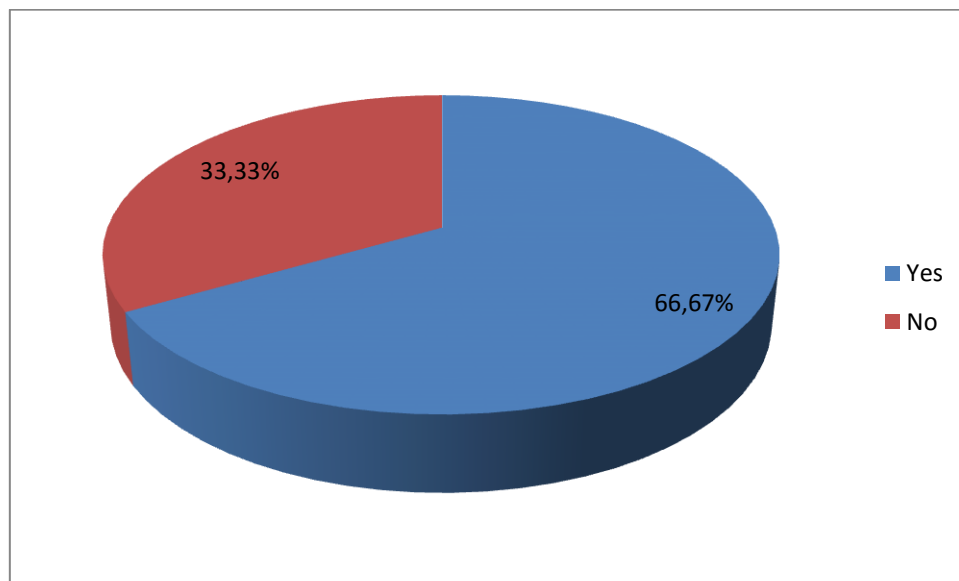
Question 7: Incorporating Arabic cultural elements can positively impact middle school student's English speaking proficiency?

About integrating the culture of the Arabic language as a way to make learning the foreign language easy and positive for the students. The idea was supported by 66.66%, and 33,33% of those who opposed the idea.

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*How?

Many participants believe in incorporating Arabic cultural elements as a positive impress on English students speaking skill because they trust in what is resulted to real life and tangible things such as topics of celebrating, marriage, prayer....While the Minority believe that learners can empower and develop their English speaking skill when fostering and understanding Away from the influence of the mother tongue.



Pie Chart 2. 7. The Incorporation of The Arabic Cultural Elements

Question 8: What are the benefits of teaching speaking skill?

The answers were similar to a certain extent and combined the same ideas, which are:

To develop students ability to speak fluently and interactively.

Break the ice between the teachers and give learners the opportunity to express their thoughts and emotions through open discussion.

Question 9: What kind of activities do you work with to teach students speaking activities?

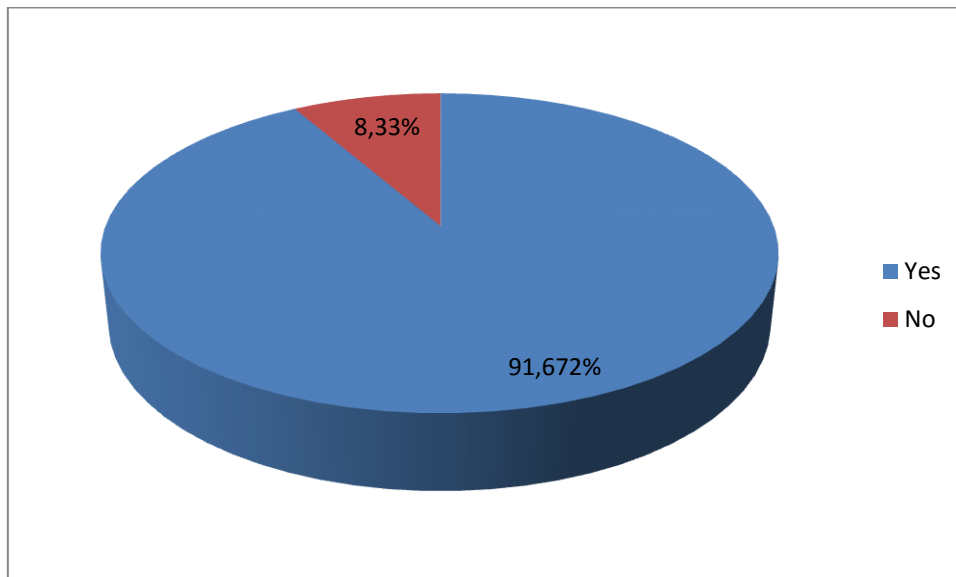
The most of teachers used activities: Role play, group discussion, acting a dialogue, and pronunciation tasks (phonetics) .As for the lower percentage they answered by using them: I read and do when the teacher read the text and the learners try to answer tasks. Slash cards to memorize words.

Question 10: Speaking about teaching foreign languages within the development of technology, ways, methods, tools and materials teaching, do you think that the Arabic

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language still has its impact on acquiring the foreign languages?

In light of the development of technology, modern methods and methods, in addition to the tools used in teaching, we asked the professors whether the Arabic language, in light of these developments, still has noticeable impact on the acquisition of foreign languages. 91,66% answered agree and 8,33% answered disagree.

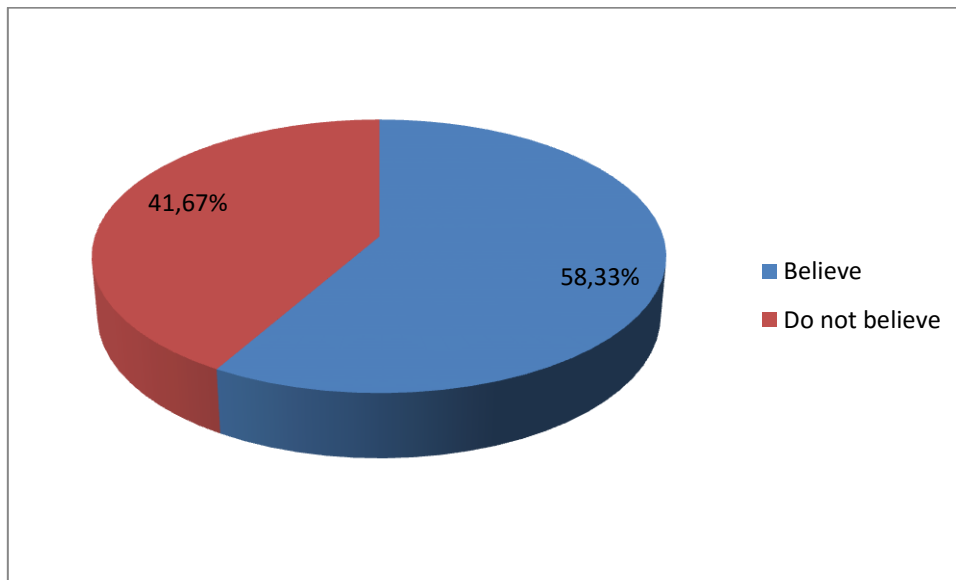


Pie Chart 2.8. Teaching Within Technology

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Question 11: Do you think that the methods used for teaching are important for the learners to memorize and speak?

58,33% of those who believe that the methods used in teaching are important to make the learner memorize words and use them in conversation, while 41,66% believe that they have not effect.



Pie Chart 2.9. The importance of the methods used in the classroom to teach

2.5.2 Observation

The class is formed of 30 pupils aged between 11-12 years old. The class was very calm, and the teacher was explaining the text for her learners, during the reading and explanation of the text the teacher used the Arabic language to translate some words, while students were so active with the teacher and participate through giving synonyms to the words sometimes giving the words' meaning in English and some time sits synonym in Arabic.

The relation between the teacher and the pupils is very suitable for the study atmosphere and the energy emanates from the students, motivates them, and get the teacher exited to give more effort and complete the lesson they had I read and do session where the teacher wrote the tasks on the board and explain the text for them then she gave them some minutes to try make the task in their copybooks with the examination and following -up by the teacher and then They correct the tasks together She used the Arabic language the educator used forty percent of the lesson to translate or explain ideas through the mother tongue language.

2.6 Interpretation

In this part, the major results that were gathered for each research instrument will be discussed in relation to the already raised hypotheses. The teachers 'questionnaire and pupils 'observation had qualified the researcher to collect information concerning the employment of the learner's native language in teaching and learning speaking skill as well its impact on learning this skill. The aim was to encourage learners to enhance and improve their speaking capacities, by the use of the Arabic language as a medium for language development.

The answers of for which reason the teacher uses the Arabic language and the larger part stated that the use of Arabic language can be for explaining the ideas. The question which asks the teachers if they notice language transfer in the classroom and the majority of them replied that they notice it sometimes in the class.

The larger number approved that the Arabic language proficiency influences the learner's acquisition of the speaking skill in a way where they are dealing with a facilitating medium to learn the skill. Most of the teachers believe that being bilingual in Arabic and English affects the learners overall learning experience because the Arabic language is used as a background source for the learners. The incorporation of the Arabic language elements as a positive impress on English pupils speaking skill was approved by most of the teachers.

The majority of the respondents chose the development of the pupils 'abilities to speak fluently and interactively, as well as breaking the ice between the teacher and his learners through giving the pupils the chance to speak and express their thoughts by an open discussion, as notable and important benefits. When the researcher asked the teachers about the kind of activities that they work with in the classroom, the larger part of them selected the role play, group discussion and acting a dialogue, and the pronunciation tasks.

Dealing with the teaching and learning in the light of modernity and the development of technology, the Arabic language still has its impact on learning the foreign language in the point of view of teachers. The majority of the answers agreed on the idea of the importance of the methods used to teach the speaking skill in memorizing and speaking the language easily by the learners.

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2.6.1 The interpretation of the observation

The first note was addressed to observe the pupils participation whether they participate using the Arabic or the English, and it turns out that they participate through the English language and when they do not recognize the word in English they say it in Arabic. The second point was to describe the relation between teachers-pupils, as a sequence it was a relationship built on cooperation between the two sides. The majority of pupils are energetic within the class especially in participation; they concentrate with the teacher and listen to what he is saying carefully.

Number four, the researcher observed how does the teacher present and deal with the activities in the classroom, hence the , the educator read the activity or the task with explaining it using some words in Arabic to translate. The fifth point identified to see how much does the educator utilize the pupil's native language, thus, the Arabic language is used less than the English language because it is employed only in some cases when the pupil need to understand more , so the teacher uses the Arabic to explain the information .Based on the interpretations of the findings, the researcher's hypotheses are confirmed .

2.7 Suggestions and Recommendations

Using Arabic in teaching English is among the techniques that are commonly used in order to develop the teaching-learning process. At the end of this study, the researcher find different opinions, situations where the Arabic impacts. Moreover, teachers should also reduce the use of Arabic language techniques in their classrooms activities. Thus, this can reduce learners to concrete more on lessons and achieve their comprehension. We recommend some relevant tips from the resulted obtained through the questionnaire for teachers and observation for students, we suggest the following recommendations.

- **For EFL teachers**

EFL teachers of English at **Dahaoui Yahya** Middle school are recommended to:

- Use the visual aids such as pictures, videos, and illustrations to help them in clarifying new concepts and words.
- Encourage students to speak English in the class and simple life situations, through exchanging short conversations and dialogues in the classroom.

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- Support the pupils to learn without fear of making mistakes.
- **For pupils**
- Improve English speaking skill through reading stories and books to increase understanding and comprehension.
- Practice through online programs that provide interactive lessons and exercises that will facilitate learning speaking and pronunciation.
- To use the Arabic language only in times of necessity.

2.8 Conclusion

In the current chapter, the researcher has attempted to analyze and discuss the findings of the main data gathered through two different tools. First, an analyze of the data gathered from the teacher's questionnaire . Then, findings of student's observation. They have revealed that the Arabic is an important strategy that teachers should follow to explain complex words. As a conclusion, it is obvious that the Arabic language affects the acquisition and learning of the English language especially in term of speaking.



General conclusion

General conclusion

The value of this study is to assert the significance role of the Arabic in reinforcing EFL learners 'speaking skill. In addition to this, it empowers them to express their conceptions and to converse in the target language. But middle school teachers find that teaching the English language for the purpose of speaking it sounds difficult without having a background (already familiar with words by knowing their meaning in the mother tongue). Thus the application of Arabic will help to improve their skills.

This investigation was carried out at DAHAOUI YAHYA Middle school in Naama. It endeavored to either confirming or rejecting the hypothesis that the Arabic language has a considerable leverage on teaching the speaking skill to English language learners. The findings detected the positive opinions of teachers about the utility of integrating the pupils' mother tongue as a better way for teaching the skill.

Results have revealed how profitable and beneficial was the integration of the native language in the sessions of the target language for both learners and teachers to develop learners' proficiency in speaking the language. Whilst ,the researcher started first by dealing with a general overview about the usage of Arabic in English classes as an enhancing way to make the English language speaking skill plain to be learned, then the research methodology , sample population and the research instruments that are applied in the study. Furthermore it reviewed the analysis of data obtained from the teachers' questionnaire and the pupils' observation, then an entire discussion as well as interpretation of the major results. Eventually, in the last chapter, the researcher offered some suggestions and recommendations related to the prominence of using Arabic in the classrooms to incubate learners' speaking in English.

To recapitulate, this research dissertation has led to deduce that the English language teachers concerning the application of the native language in the class, should teach not only English by English but rather to use the Arabic in some cases to translate for example or to clarify and idea for the pupil, to build up a good relation between the teacher and his pupils also between the pupil and the language itself.

Then, it will access to increase the language activities and evolve the pupils' participation during the oral sessions which give them the opportunity to be flexible in that language and fluent on speaking it. Subsequently, integrating the Arabic language into English classes is important of Arab learners to obtain succeeded teaching results.

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Appendix 1

Questionnaire for teachers

Dear teachers

With a great appreciation and respect . This questionnaire seeks to gather information about the impact of Arabic language and its culture on teaching and learning. The questions focus on how Arabic language proficiency influences students acquisition of English speaking skill and how knowledge of Arabic language and culture can enhance the teaching of English speaking skill. We will be so thankful if you share your experience and information with us.

*Gender

Male

Female

1. How long have you been teaching English?

Less than 10 years

More than 10 years

2. I use Arabic in the class to:

Translate Explain idea Both

3. Do you notice language transfer in the classroom among the learners?

Always Sometimes Rarely

4. Do you think Arabic language proficiency influences middle school students acquisition of English speaking skill?

.....

*In which way?

.....
.....

5. What specific challenges have you encountered in teaching English speaking skill to Arabic – speaking students? Please state them.

.....
.....

6. Do you believe that being bilingual in Arabic and English affects students overall language learning experience?

Yes No

*Why?

.....
.....

7. Incorporating Arabic cultural elements can positively impact middle school students English speaking proficiency ?

Yes No

*How?.....
.....

What are the benefits of teaching speaking skill?

.....
.....

8. What kind of activities do you work with to teach students speaking?.....

9. Speaking about teaching foreign languages within the development of technology , ways , methods , tools and materials teaching , do you think that the Arabic language still has its impact on acquiring the foreign languages ?

Agree Disagree

10. Do you believe that the methods used for teaching are important for the learners to memorize and speak?

Believe Do not believe

الملخص

على الانجليزية اللغة أقسام في الأمة اللغة أو العربية اللغة تأثير مدى استكشاف حول الدراسة هذه تتمحور ومواقف آراء عن والتحري البحث هو الدراسة هذه من الهدف إن حيث. المتدرسين لدى التكلم مهارة تطوير اللغة لدارسي والشفوي اللغوي الاكتساب على تؤثر مدى آي و الأم اللغة استخدام من والمتعلمين الأساتذة صفوف في العربية اللغة لاستعمال الأساتذة لجوء أن افترضنا بالنعامة يحيى دحاوي بمتوسطة الانجليزية استبيان ,بحث أداتي على الباحث اعتمد. الكلامية التلاميذ مهارات تطوير في يساعد قد الانجليزية اللغة الحصة خلال للتلاميذ ملاحظة و للأساتذة

المفتاحية الكلمات التحدث مهارة, الانجليزية اللغة, تأثير , العربية اللغة

Résumé

L'objectif de cette étude consiste à explorer dans quelle mesure la langue arabe ou la langue maternelle dans les classes de langue anglaise affecte le développement des compétences orales des apprenants. Le but de cette étude est d'explorer et d'enquêter sur les opinions et les attitudes des enseignants et des apprenants à l'égard de l'utilisation de la langue maternelle et dans quelle mesure cela affecte l'acquisition linguistique et orale de la langue anglaise au collège Dahaoui Yahya à Naama, nous avons supposé que le recours des enseignants à l'utilisation de la langue arabe dans les cours d'anglais pourrait les aider à développer les compétences verbales des apprenants. Le chercheur approuvé sur deux outils de recherche; un questionnaire pour les enseignants et une observation pour les élèves pendant le cours.

Les mots clés: langue arabe, influence, langue anglaise, compétence orale.

Summary

The focus of this study revolves around exploring the extent to which the Arabic language or the mother tongue in English language classrooms affects the development of the learners' speaking skill. The aim of this study is to explore and investigate the opinions and attitudes of the teachers and the learners toward the use of the mother tongue and to what extent it affects the linguistic and oral acquisition of the English language at Dahaoui Yahya middle school in Naama., we hypothesized that teachers' resort to using the Arabic language in English language classes might help them develop the learners' verbal skills. The researcher relied on two research tools to obtain the necessary data, a questionnaire for teachers and an observation for students during the lesson.

Key words: Arabic language, influence, English language, speaking skill.