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The Effect of Mother Tongue Interference on Speaking Skill .
“The case of third year pupils at Ben Amour Ibrahim Middle
School”.

Extended Essay Submitted in Partial Fulfillment of the Requirements for a
Master's Degree in Linguistics

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Dedication

To the memory of my brother « Norreddine »

To my sympathetic father “Ahmed” and thoughtful mother

Whose love always strenghtnes my will

To all my brothers and sisters

To all memebres of my family

To all my friends

To all my teachers

To all those who love me

Dedication

I dedicate this work to my parent for their endless support
and to all my brothers and sisters who love me
unconditionally, to my dearest friends Ahlem, Nbia, Halima
who have been always my constant source of love and
encouragement during the whole process of the college

Thank you,

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We gratefully wish to thank all my teachers

We owe all the respect.

We would like to thank all our colleagues for the nice times that we spent together helping each other .

Appreciations go also to all who helped us in one way or another to realize this work.

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Abstract

The present study aims to shed light on the first language interference issue and to investigate the effect of mother language use on the foreign language learner's speaking skill. **E.F.L** learners think in Arabic when they use English that is why their English sounds like Arabic. Since speaking a foreign language is the student's aim in **E.F.L** classrooms, the importance is given to eliminate the problem of Arabic interference in speaking English as a foreign language. Therefore, we hypothesize that if Arabic learners are aware of socio_cultural and socio_linguistics differences between the mother tongue and target language, this will reduce the interference of the mother tongue. Through this study, we want to investigate how far does the native language affect the student's speaking achievement in **E.F.L** classrooms at Ben Amour Ibrahim Middle School and there by propose solutions to this phenomenon. To accomplish this study, we have designed a questionnaire which was administrated to the third year pupils Middle school and **E.F.L** teachers. After the analysis of the data collected and the results obtained from the questionnaire we have arrived to confirm the hypothesis of this research and we have tried to put forward some pedagogical recommendation as appropriate remedies that would eventually help learners to cope with the interference of their native language while using the target language.

List of Abbreviation

C.A.H : Contrastive Analysis hypothesis

E.A: Error Analysis

E.F.L: English as a foreign learning

F.L.L: English as a foreign language

F.L.T: Foreign language teaching

L1: First language

L2: Second language

M.T: Mother tongue

N.L: Native language

S.L: Second language

S.T.T: Student time talking

T.L : Target language

T.T.T: Teacher time talking

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General Introduction

General Introduction

Since the beginning of the 20th century linguists has displayed huge interest to develop foreign language teaching methods to limit the negative impact of issues that might face learners in order to achieve better acquirement of the target language at the level of the three linguistic skills , reading , writing and especially speaking, because in the recent year, there has been increasing interest in studies relate to speaking and its significance in the academic contexts in which pupils are required to apply this skill as a main tool to show what they have learnt . Moreover, teaching speaking is often about sentence structure (Grammar) which have always been an important issue in second foreign language learning and teaching .Since the third-year E.F.L pupils at “Ben Amour Ibrahim” school face many difficulties in producing speeches and applying their knowledge of grammar , the majority of them are very weak in speaking.

Furthermore, there should be a need for purposeful study that helps to identify their weaknesses in speaking as well as grammar especially to identify and analyze their grammatical errors which are an aspects of their linguistic in competence and the main focus of our research , in addition to exploring teacher attitudes on teaching speaking and grammar and the difficulties their pupils found when producing speeches in term of grammar .Those learners commit errors in grammar when speaking because they think in their native language (Arabic) and translate their thoughts into English and that they have not attained an adequate understanding of how to reduce errors in speaking .

Statement of the problem

Code switching is a systematic behavior that reveals the learner’s mastery of English speaking skill. Middle school learners have the tendency to use their first language. Therefore, the researchers wonder to what extent this issue influences the learner’s speaking skill and how it would be possible for teachers to consider this phenomenon and provide adequate procedures to handle this issue

General Introduction

Aims of the study

This study investigates the impact of mother language use on the student's speaking skill enhancement, the investigation aims to take the causes into consideration while teaching.

Significance of the study

This study focuses mainly on the phenomenon of language transfer and types of errors the learners commit while speaking. The students need to recognize the significance of the grammatical errors in order to reduce the rate of the interference and avoid making grammatical mistakes. **E.F.L** teachers at " Ben Amour Ibrahim " middle school should be aware of the difficulties pupils regarding to grammar and provide learners with the adequate strategies to avoid grammatical mistakes due to L1 interference and improve speaking skill.

Research question this study relies on the following questions :

- 1- Why do pupils rely on the mother tongue to express their ideas during speaking sessions?
 - a- What are the mother tongue language aspects that interfere in English speaking skills?
 - b- How can teacher overcome mother tongue interference?

Research Hypothesis: it is Hypothesised that

- 1-Language one interference is due to distinct social and cultural norms between target language and learner's daily life.
 - a- Language 1 grammar rules interference leads to grammatical errors
 - b-Teachers can adopt strategies to assist learners developing their speaking skill and avoiding this types of errors.

The Populaion

The population of our research are the pupils of 3rd year middle school . and E.F.L teachers .

General Introduction

Research Instruments

This descriptive study employs qualitative and quantitative research method . for the purpose of obtaining data that will explore teacher's and learner's attitudes towards the English speaking skill and identifying the most common and recurrent grammatical errors . The researchers have designed two questionnaires. The first one is submitted to 3rd year middle school learners. The second is destined to learners of English at “ Ben Amour Middle school” to explore the student's attitudes towards speaking skill, on the other hand, the second one is designed to explore teacher's views and attitudes .

Besides the questionnaire , the researchers have performed a classroom observation to have an idea about type of errors made by the learners in an authentic situation.

The Structure of the Study

This research is basically divided into three main chapters. The first chapter is devoted to define two variables which are: the speaking skill in part one and mother tongue in part two. The second chapter focuses on the data analysis and interpretations, in this chapter the researchers focus on the foreign language speaking skill for 3rd year middle school pupils, while the third chapter focuses on, giving some recommendations and suggestions.

1.1 Introduction

This chapter deals with the importance of teaching English as a foreign language. An ample explanation of receptive and productive skills is provided. Besides a detailed information about speaking skill as a foreign language. An ample explanation of receptive and productive skills is provided , besides a detailed information about speaking processing skills. Mother tongue interference is at the core of this investigation therefore the researchers have dealt with types of transfer , theories of transfer , and the different factors affecting transfer. In addition to the effect of mother tongue transfer in learning process

1.2 The Importance of Teaching English as Foreign Language

Language is our primary source of communication. It is the method through which we share our ideas and thoughts with others. There are thousands of languages in this world, countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions. Some languages are spoken by millions of people, others by only a few thousand.

Nowadays, English has an important role in our daily life. It is the massive means of communication. It is shared by great number of people over different nations. It is a language shared by native and non_native speakers.

1.3 language skills

The capacity to control the use of language is named “a skill “ when we tend to learn a language we are focusing on four basics skills in that language , while acquiring our first or mother tongue , pupils usually learn first through listening , then speaking afterward reading and finally writing , those main steps are supposed to be the same followed by any person who is interested or inspired by learning a second or a foreign language. Language skills are divided into two types receptive and productive skill. Actually language skills cannot be taught separately. They are acquired simultaneously.

1.3.1 Receptive Skills

Receptive skills is a concept that covers two important aspects which are listening and reading .

1.3.1.1 Listening Skill

The first and the foremost communication skill that we learn in our lives is nothing but “listening”. *Listening is the the active process of receiving and responding to spoken (and sometimes unspoken) messages. by Richards Nordquist (2018 :03).* So, listening is the most important skill, we probably spend more time using our listening skill than any other , listening takes practice because it is an active process which requires attention.

In fact “*the process of receiving , constructing meaning from, and responding to spoken and/or non verbal messages , to hear something with thoughtful attention” (ILA ,1996: 06).*

There fore, listening is important to give an appropriate feedback and ensure a good flow of communication.

1.3.1.2 Reading Skill

Reading is not a passive skill , we need this skill to understand , work out vocabulary and make use of critical thinking .

Reading is basic to all learning , both in learning In general and in acquisition of languages .Society is highly dependent on knowledge and information. there is aconstant overflow of information from numerous sources; traditional : books,newspapaers and magazines, and more modern ,digital sources

(Braten & Stomso 2007 :168)

The second principle is that pupils need to be engaged with what they are reading when they are interested by a topic or task , they get much more from it , so the meaning of the message of the text is also important.

1.3.2 Productive Skills

Productive skills are speaking and writing, learners of such a specific language need to articulate words and write to produce language . These skill are enhanced listening to conversation , music , videos, and also by reading comprehension , news paper , poem, books, e-books. *Productive skills is the term used for speaking and writing , skills where*

students actually have to produce and create and participate in a language themselves (Harmer, 2007,p 265).

In fact, where the learners are supposed to produce a language to express their thoughts and their own notions. Speaking skill is considered as an oral production of language. speaking involves expressing ideas and opinions, showing a wish or a hope, or a desire to do something, negotiation, Manipulation or solving a problem or establishing and maintaining a school relations (Mc Donough and Shaw 2003).

1.3.2.1 Writing

Writing is one of the four skills of language ; it is a productive skill in written mode. It is a kind of graphic expression obviously marked in a alphabets organized by spelling system, order according to way they are acquired and taught.

Writing is a special order of letters adopted by putting rules of capitalization and punctuation. *“ Writing is not a language, but a merely a way of recording language by means of visible marks “*

1.3.2.2 Speaking Skill

Speaking skill is a compound word divided into two parts speaking and skills or a capacity ;: in Oxford advanced dictionary states that speaking is to express or communicate opinions, feelings, ideasetc, by or as talking and it involves the activities in the part of speaker as a psychological (articulator) and physical (acoustic stage).

Nazara (2011:30) defines that speaking skill is *“ multifaceted construct”*. *“In general speaking skill is to express, every day, occurrence for most of us and it usually requires little thoughts, efforts or preparation”*.

Speaking skill is one of the basic essential skills that has a a prior important role rather than the other skills due to it is significant and its use for all types of communication

Speaking skill is a basic competence that l2 learners should master besides other language skills. It is regarded as a complex process of sending and receiving information through the use of both verbal expressions and non_verbal signs such as gestures mimics and facial expressions. Hedge (2002;261) defines speaking as;

A skill by which people are judged while first impressions are being formed . In other words the speaking skill is a major reflect not only of the speaker's level of the language mastery but also his personality went further by assuming that .

MC Narmara (2002: 261)

The speaking skill is the ability to use a language . it comprises two points: First, being knowledge able of the respects of the language , second , being able to practice theses aspects in real_ life communication successfully. Aiming that being mastering the speaking skill requires :

Knowledge of the linguistics aspect of target language (T.L) such as : grammar , lexis and pronunciation and also to know how to consider these aspects to communicate via T.L.

1.4 The Importance of The Speaking Skill

The speaking skill was not expected to be as important as reading and writing with the traditional E.F.L teaching methods , but with the rising of the communicative approach speaking and oral communication become the most important aim and method of teaching foreign languages. Nowadays , most of second language learners privilege the speaking skill in their learning because if they master this skill then they will be considered as if they have mastered the other skills. Furthermore, the main question often given to foreign language learners is “do you speak English? “, but not “do you write English ?”. Celce Murcia (2001 :103) argues that for most people “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication .The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling , opinions or ideas ; tell; stories: inform or explain ; request; converse and discuss, i.e. through speaking, we can display the different functions of language stated :

Of the four skills , listening , speaking , reading and writing ; speaking seems intuitively the most important : people who know a language are referred to as speaker of

the language , as if speaking included all other kinds of knowing

U.R (2002: p 5)

1.5 Speaking in the Process of Learning

According to the view of Jones (1989) : speaking is a form or a shape of communication , so conveyed in the most effective and clear way to be easily decoded. Import How you say something can as be important as what you say getting meaning across based on the opinion , speaking is realized (acquired) as communication therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message.

1.6 Aspects of Spoken Language

Spoken language contains many aspects as follow

1.6.1 Connected Speech

This ability needs from the speaker of English to produce more connected sounds not only separated phonemes .These sounds may be modified , omitted, added, or weak ended in the connected speech .

1.6.2 Expressive Devices

English native speakers use effectively the phonological rules which refer to the pitch , stress , volume, speed with the use of non-verbal means. These devices help them to convey their intended meaning .Students, then need to have this ability of employing such devices if they want to be effective communicators.

1.6.3 Lexis

When learners produce some language functions, they often use the same lexical structures. The teacher's role then is to provide them with different phrases which carry different functions so that they can use them in the different stages of communication with others.

1.6.4 Grammar

Spoken language grammar is characterized by specific rules and structure compared to the spoken form. Throughout (2005) mentioned these grammatical differences throughout the following table:

Table 01: Differences between written grammar and spoken grammar

Written grammar	Spoken grammar
Sentence in the basic unit of construction	Clause is the basic unit of construction
Clauses are often embedded	Clause are usually added
Subject+verb+object construction	Head + body+ tail Construction

1.6.5 Negotiation Language

Learners benefit a lot from the use of negotiation language; they often ask clarification when they are listening to other talk. so, the teachers have to provide them with the necessary expressions they need when they ask clarification from other speakers, learners also need to well perform their utterances if they seek to be understood and clear, especially when they can see that the other interlocutors have not understood.

1.6.6 Pronunciation

Phonology plays an important role in speech performance, especially in English foreign language learning. Much more the speaker's pronunciation is correct, the easier he/she will be understood. According to Thonbury (2005), it is very easy for native speakers to distinguish foreigners. Foreigners fail to perform certain aspects at the level of speech; such as: stress, rhythm, and intonation.

1.7 Speaking Processing Skills

The necessary processing skills of speaking are as the following:

1.7.1 Language Processing

This refers to the ability of the learners / speakers to process the language in their minds through putting it in a coherent order so that the other interlocutors

can understand it and get the intended messages .speakers also should be able to receive words and phrases from their memories to use when they are interacting with others.

1.7.2 Interacting with Others

Most of the speaking situations involve interaction between two or more interlocutors that is to say an effective speaker needs to be able to listen and understand other's talk then reacts through taking turns or keeping the others to do so.

1.7.3 Information Processing

This relates to the ability of processing the information in the mind rapidly, i.e the time speakers get information , they should be ready to response to other's talk.

1.8 Oral Communicative Strategies

The ultimate aim of learning a foreign language in classroom should be the acquisition of the oral communicative competence, i.e. the ability to speak appropriately and confidently . However , learners may find difficulties in taking parts in interaction .So , the best way to overcome these problems of communication is through using communicative strategies . Ellis and Barkhuizen (2005:170_171) defines communicative strategies as “ **speakers- oriented** ‘ ; that is they are used by learners to compensate for lack of L2 knowledge or their inability to access the L 2 knowledge they have : “these strategies help learners to avoid the breakdown of the oral communication . Huges (2002) also defines this term as the ability of the learners to manipulate a conversation and negotiate interaction in an effective way . Such strategies are particularly important where there are problems of expression and communication . Bygate (1987) classifies two main types of communicative strategies. First, achievement strategies which include : guessing strategies , paraphrase strategies and cooperative strategies . Second, reduction strategies which involve avoidance strategies.

1.8.1 Achievement Strategies

Learners use such strategies to compensate for language gap by using a substitute; they try to find away to convey their messages without losing or changing it . Achievement strategies involve the following strategies.

1.8.2 Guessing Strategies

There are different types of guessing strategies the speaker might use. He can foreignize his mother tongue word and pronounce it as it belongs to the target language like a French man who is speaking English and who uses the word “**Man oeuvre**” as it is an English word. The speaker might also use a word from his mother tongue without changing it hoping that the interlocutors will understand them. For example, an English speaker says “**il ya deux candels sur la chemineeé**” . A last guessing strategy can used to coin a word, ie a learner creates a new target language word on the basis of his knowledge of the language, such as using, air ball for ballon .

1.8.3 Paraphrasing Strategies

This mainly involves looking for an alternative to the word or the expression that the speaker needs in the target language. He might use a synonym or a more general word; this is called a lexical substitution strategy. The speaker can explain a concept or a word by making some sort of phrases to express his meaning, this is also called circumlocution .For example, a mixing of beige and brown: light brown.

1.8.4 Co-operative Strategies

These are used when the speaker gets help from the other interlocutors. He may ask for the word through using it in the mother tongue and the interlocutors help him to find it in the target language, or through indicating the object that he means.

1.8.5 Reduction Strategies

Learners reduce their communicative objectives through giving up topic or abandoning a specific message. This, known as avidness strategies. The learners use such strategies to avoid various kinds of trouble they can have. They may want to avoid some particular sound sequence, for example, “the” in English. Some learners wish to avoid the conditional in English, and others like to avoid words whose gender is known or unsure for them. In using this kind of strategies, the learners may sacrifice part of their intended meaning. Finally, students may avoid some difficulties in expressing opinion too, because of the lack of vocabulary , so , they avoid some of the message content and look for something else to talk about or simply they keep silent.

1.8.6 Practicing The speaking Skill in Classroom

Practicing the speaking skill outside the classroom is the role of listening. In a foreign country, the students will hear the spoken language regularly and then without any conscious efforts they will imitate and perform their own utterances on the basis of what they have heard. Progressively they will come at the stage where they can speak like people around them.

In the mother country, SL students need to practise the language regularly inside the classroom through performing different activities. O'Malley and Pierce (1996:59) assert the American Council on the Teaching of Foreign Languages (ACTFL) suggests that “*different kinds of speaking activities (and consequently assessment tasks)*” are appropriate to the different levels of proficiency “so, learners should be given sample practice in classroom at all levels to express themselves in situations where they can use spontaneous language. Practice activities may serve the learning / teaching goal of speaking proficiency. Richard and Lockart (1996) define practice activities as tasks used to perform or learn a particular item or involve the use of given model. For example, dialogues may be used to perform sentence patterns. Richard, Platt and Weber (1985:289) add that “*the use of variety of different tasks in language teaching is said to make language teaching more communicative (...) since it provides a purpose for classroom activity*” (cited in Lee, 2001:13) tasks, then, are also used to achieve communication beyond that of practicing the language itself. If we assume that speaking the “SL” is an essential part of language, teachers must provide activities that involve interaction between learners. This makes the important point that:

The aim of communication activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways; usually involving exchange of information or opinion

Scriver (2005: 152)

1.9 Speaking difficulties in Foreign Language Learning

Learners often find some difficulties when practicing the speaking skill, even those who know about the system of the foreign language. Parrotte (1993) asserts that teachers must perform a series of tasks that aim at providing learners with the confidence and the skills required to take advantage of the classroom opportunities in order to speak English

effectively. According to U.r (2000) there are four main problems in getting students speak in the foreign language in the classroom.

1.9.1 Inhibition

This problem is more observable when learners try to participate in the classroom but many factors stop them to do so. Little Wood (1999:93) argues that “ *it is too easy for a foreign language classroom to create inhibition and anxiety*” such factors refers to the feeling of shyness and fear of making mistakes and these are due to the ill development of communicative skills and feeling of linguistic inferiority _students fear to make mistakes especially if they will speak to critical audience .

Learners are often inhibited about trying to say things in a foreign language in the classroom worried about , making mistakes, fearful of criticism or losing face , or simply shy of the attention that their speech attracts

U.R (2000:111)

This view is supported also by Bowman (1989) who argues that in teaching speaking , you are asking your learners to express themselves in front of the whole class (the audience) , so this leads many of them to experience the stress when doing speaking activities . To end , stress and anxiety are two factors that also can stop the students from speaking confidently in front of their classmates.

1.9.2 Nothing to Say

The common expressions SL learners use when they are imposed to participate in a given topic is, “**I have nothing to talk about**” or they keep silent. These expressions are due, “**no comment**” or they keep silent. These expressions are due to the lack of motivation in expressing them selves or the chosen topic they should discuss or talk about.

The teacher may have chosen a topic which in uncongenial to him /the learner/ or about which he knows very little , and as a result he has nothing to express , whether in the native or the foreign language.

Rivers (1968:192)

Moreover, this problem Backer and Westrup (2003) support that many students find it difficult to answer when teachers ask them to say anything in the target language. The learners may have only some ideas to talk about; they may not know how to use some

vocabulary or they are not sure of the grammatical correctness. Also, students could not carry out the discussion on topics that are not interesting for them.

1.9.3.1 Uneven Participation

This problem refers to the account of each student's time of talking. Rivers (1968) claims that some personality factors affect participation in E.F.L and teachers then should recognize them. There are some students who tend to be dominant and take all most the whole student's talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all long the course. Hamer (2001) suggests streaming weak participators in groups and letting them work together. In such cases they will not hide behind the strong participators, and the teacher can achieve a high level of participation. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities. Bowman (1989:40) support the idea by saying that *“traditional classroom seating arrangements often work against you in your interactive teaching“*

Low participation is due to the ignorance of teacher's motivation too. If the teacher's motivation too. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is one of the teacher's responsibilities.

1.10 Mother Tongue Interference

When confronted with something new, whether it is a new food, a different kind of music, or just new information, it is natural instinct to look for similarities with things that are familiar, to try to draw some comparison with what we know already. Consciously or unconsciously, we bring what we know to what we do not, making it impossible to learn anything entirely from scratch. This is certainly not less important when we set about learning a foreign language. It is not possible to learn a foreign language without relying to some extent on the mother tongue, and impulse to look for similarities and draw conclusions based on them is a strong here as in any other learning context. In this context we can see that the most noticeable hurdle that students face is mother language interference. So, what is the impact of mother tongue and stimuli / response in learning a foreign language speaking skill.

1.11 Mother Language Definition

Ash Warth (1992) Defines mother tongue (first language, native language or vernacular) as the language a person learns first. and covers dependingly the person is called a native speaker of the language. He explains that

Mother tongue or native language is the language which the person acquires in early years and which naturally becomes his natural instrument of thought and communication an online , untitled “Mother Tongue”

Ash Warth (1992:5)

To sum up mother tongue language is not only a mean of communication with the primordial understanding of phenomenon , but it goes far beyond it functions as an intrinsic system that allows the native speaker to interpret. Develop and process all what is logical. In other words all what we receive as information is evaluated and understood by referring to the native language .

1.11. 1 Mother Tongue Use

Foreign language students of the same mother tongue tend to use it out side and even inside the classroom because they feel more comfortable and less exposed to the target language . According to Baker and Westrup (2003:12) “ *barriers to learning can occur if student knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language*” .Therefore, the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue . Lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

1.11.2 Transfer

Using knowledge of the first language is considered a transfer , Ellis (1992 ; p 12) explains that; *Transfer is the process of using knowledge of the first language in learnig a second language, it is a native transfer .*

Ormad (1990) has a different point of view. He agrees that transfer is a part of every daily life: individuals encounter new situations and draw on their previously acquired knowledge and skills to deal with them. In fact, transfer is an essential component of human

functioning, so it becomes positive transfer. For the purpose of this work transfer will be considered the same as interference. Is the transference of elements of one language to another (Berthod cited in Ormrod, 1990).

The idea that interference from the foreign language is the major obstacles to foreign language learning was dominante in applied linguistics from the 1940s through the late 1960s.

Learning arises not out of many essential difficulties in the features of the new language them selves, but primarily out of the special "set" created by the foreign language habits (Labo cited in Ellis,1999)

Berthod (1999) defines grammatical interference as the first language influencing the second terms of word order, use of pronouns, articles and so on. The grammatical structure of the structure of the native language tends to be transferred to the foreign language and there are three interacting factors in the determination of language transfer: a learner's psychology, how a learner organizes his Native language NL ; perception of native language - target language distance; actual knowledge of the target language (Labo and Ellis 1999) .

1.12 Types of Transfer

When learning in one situation facilities learning or performance in another situation , we say that positive transfer has occurred For example learning basic mathematics procedures should facilitate one's ability to balance a check book. Learning principles of reinforcement should improve a teacher's ability to modify student behavior. On the other hand, when something learned in one situation hinders one's ability learn or perform in a second situation, then negative transfer has occurred. Individuals accustomed to a diving of standard transmission who then find themselves behind the wheel of an automatic transmission. People who learn a foreign language typically apply patterns of speech production long as there is a "*common thing*" among tasks, the possibility of transfer between one task to another exists (gray&orasano;1987).

1.12.1 Positive Transfer (Facilitation)

Positive transfer occurs when knowledge of mother tongue does not lead to linguistic errors , transfer from the learner's native language that do not lead to misunderstanding or errors are called positive transfers when L1 and TL have the same features , positive transfer will occur .Positive transfer accelerates the learning process , while negative transfer deters it.

1.12.2 Negative Transfer (Interference)

When the transfer affects foreign language acquisition it is a negative transfer in this vein Carrots asserts that

Negative influence that the knowledge of the first language has in the learning of target language due to the differences existing between both languages. factors such as the influence of L1 , culture, and way of learning are the main aspects that lead to negative transfer.

(Carotes 2006 :106)

1.13 Theories of Transfer

How does transfer occur?. There are some theories of transfer before twentieth-century according to Ormrod's book entitled "Human Learning, theories, principles ,and educational applications".

1.13.1 Early Behaviorist Theory" Tharndike's Identical Element"

Edward Thorndike cited in Ormrod (1990) proposed a theory of transfer that emphasizes specific transfer: transfer occurs only when the original and transfer tasks have identical elements. In a later study, Thorndike examined the interrelationships of high school student's academic achievement in different curricular areas. Achievement in one subject matter appears to facilitate student's achievement in another only when there is some commonality between the two subject matters.

1.13.2 Later Behaviorist Perspective : Similarity of Stimuli and Response

Since Thordike's work, behaviorist views of transfer have focused on how transfer is affected by stimulus and response characteristics in the original and transfer situations. In general, principles of transfer which have emerged from behaviorist literature (Osgood, cited in Ormrod ,1990) include the following:

- When stimuli and responses are similar in two situations, Maximal positive transfer will occur.
- When stimuli are different and responses are similar, some positive transfer will occur.
- When stimuli are similar and responses are different, negative transfer will occur.

As an example of this last point, Ormrod remembered when he was a high school student when his class schedule included second-period Latin and third –period French. The word for “and” is spelled the same both languages, but “et” in French and Latin is pronounced very differently (/et/in French /ay/in Latin),hence meeting the conditions for negative transfer (similar stimuli, different responses).On several occasions he uttered the word “et” in French class, he was severely disapproved by his teacher (Ormrod 1990).

1.13.3 Human Information Processing Theory: Cognitive Psychologists

Brooks cited in Ormrod (1990) are now beginning to develop their own views of how and when transfer occurs. A currently prominent view of transfer is one of this: relevant information and skills are transferred to a new situation only when they are retrieved from short-term memory within the context of that new situation. Given the low probability that any particular piece of information will be retrieved as well as the limited capacity of short-term memory, many potentially relevant pieces of information may very well not be transferred in situations in which they would be helpful.

The presence or absence of retrieval cues in the transfer situation determines what relevant information, if any, is retrieved from long-term memory. A new situation is more likely to call to mind previously learned information if the situation and the relevant information are closely associated in memory. This will happen, for instance, if information was stored, so that the situation and information relevant to it were stored in association with each other. To make it clear . A Capeverdean English student every day uses creole to communicate, it is her long-term memory, and when he tries to communicate in English he uses his language to tell words that does not know in the foreign language that is her short-term memory ,a language he is not accustomed to. He transfers what he knows from the long-term (Creole) to the short-term (English); the old into the new language.

1.13.4 Current views on general transfer

Current views concerning general transfer are some where in between: general transfer is not as common as specific transfer (Gray cited in Ormrod 1990),but learning occurring at one time can facilitate learning at another time if ,in the process, the individual learns how to learn.

1.14 Factors Affecting Transfer

A number of variables are related to the occurrence of transfer.

Firstly, The more thoroughly something is learned, the more likely it is to be transferred to new situation, there is often a trade-off between instructional time and transfer the more *quickly a topic is covered, it to be transferred* (Carmier 1987, Ellis, 1999; Gick & Holyoak, 1987) .The implications of these findings for Educational practice will be applied to the other situation are clear, students should demonstrate through mastery of materials if they are expected to apply that information in the future.

Secondly, The more similar two situations are, the more likely it is that what is learned in one situation will be applied to the other situation Behaviorist have argued that similarity of either stimuli or responses is necessary for transfer to occur. Cognitivists have proposed indeed that because transfer depends on retrieval of relevant information at the appropriate time, the perceived similarity rather than actual similarity of two situations is important (Gick&Holyoak,1987). Other way one thing is clear: similarity between two situations affects transfer.

Thirdly, Numerous and varied examples and opportunities for practice increase the extent to which information and skills will be applied in new situation Individuals are more likely to transfer something they have learned if they have encountered a variety of examples and practice situations (cheng et al,1986,Carmier 1987 cited in Ormrod,1990). Individuals trained in this fashion store what they have learned in association with many different contexts and will therefore be more likely to retrieve information when they again encounter one of those contexts.

1.15 Behaviorist Learning Theory

In order to understand the importance of mother tongue, it is necessary to understand the main tenets of behaviorist learning theory. According to Ellis (1999) up to the end of the 1960's, views of language learning were derived from a theory of learning in general. The dominant school in psychology, which informed most discussion of language learning, the behaviorism and two key notions, can be identified in these discussions: "habits and "errors". The theory of transfer is linked to particular view of language learning as a series of habits and errors as a consequence of habits.

1.15.1 Habits

Behaviorist psychology set out to explain behavior by observing the responses that take place when particular stimuli were present. Different stimuli produced different responses from a learner. These responses could be haphazard, or they can be regular. The association of particular response with a particular stimulus constitute a habit. Behaviorists argued that habits were automatic. That is, they were performed spontaneously without awareness and were difficult to predicate unless environmental changes led to the extinction of the stimuli upon they were built according to behaviorism, a habit is formed when particular stimulus become regularly linked with particular response, and the stimulus was said to “Elicit” the response. that is, the presence of stimulus called forth a response. If the stimulus occurred sufficient by frequently, the response became practiced and this therefore automatic.

In the neo-behaviorism of skinner a rather a father of different accounts of how habits developed can be found. He played down the importance of stimulus; on the grounds that are not always possible to state what stimulus is responsible for a particular response. He argues that it is the behavior that followed a response which reinforced it and thus helped to strengthen to association. The learning of habit ,then ,could occur through imitation (i.e. the learner copies the stimulus behavior sufficiently often for it to become automatic)or through reinforcement (i.e. the response of the learner is a rewarded or punished depending on whether it is appropriate or otherwise, until only appropriate responses are given).

It was also believed that learning a foreign language could proceed in a similar way. Imitation and reinforcement were the means by which the learner identified the stimulus. Response associations that constituted the habits of the FL (Ellis.1999).

1.15.2 Errors

The interference errors are those caused by the influence of the learner’s mother tongue on his production of the target language in presumably those areas where the languages clearly differ.

According to behaviorist learning theory, old habits get in the way of learning new habits. It interferes the notion of interference has a central place in behaviorist theory.

According, to Ellis (1999) interference is the result of what is called proactive inhibition .This is concerned with the way in which previous learning prevents or inhibits the learning of new habits . When the first language and foreign language share a meaning but

express it in different ways (similar stimuli, different response) , an error is likely to arise in the F.L because the learner will transfer the realization device from her first language into the foreign language . For example, a French speaker may express the idea of being cold (meaning common to first and foreign language) as “I have cold” in F.L English as a result of the way this meaning is expressed in L 1 French, “ J’ai froid” . Learning a F.L involves developing new habits whether the stimulus- response links of the F.L differ from those of the L1. In order to develop these new habits, the learner has to overcome proactive inhibition. Behaviorist learning theory predicts that transfer will take place from the first to the foreign Language. Transfer will be negative when there is proactive inhibition. In this case errors will result. Thus, differences between the first and foreign language create learning difficulty which results in errors in behaviorist accounts of FL, errors were considered undesirable. They were evidence of non_learning ; of the failure to overcome proactive inhibition . Some language teaching theorists believe that these challenges (errors and habits) are principal challenges for foreign language learning.

1.16 Factors which lead to transfer

There are many factors that lead to the transfer, as:

1.16.1 Interlingual Interference

Language transfer is the first factor where sentence in the target language lead to interference because of the mother tongue. Richard (1974 p 05) states that interference “tends to be from the deviant sentence back to the mother tongue”

1.16.2 Interlingual Interference

Richards (1974) refer to interlingua interference that it is concerned with those items produced by the learner which reflect not the structure of the mother tongue , but generalizations based on special exposure to the target language.

1.16.3 Arabic Vs English

English and Arabic are related to different language families. Arabic belongs to the Semantic. For that, it would be logical that Arab learner of English as a foreign language face difficulties in learning English in general. Actually, it is commonly known among researchers and linguists that the similarities and differences between the two languages decide the degree

and nature of transfer (positive or negative transfer) . The Arabic grammar is very different from English. There is a large potential for errors of interference when Arabic learners speak Arabic. For example, Arabic has no auxiliary “do”.

Moreover, there is a single present tense in Arabic as compared to English , which has the simple and continuous forms . Besides the indefinite article does not exist in Arabic , leading to its omission when English requires it. There is a definite article but its use is not identical with the use of the definite article in English. In particular, Arab learners have problems with genitive constructions such as “the boy’s dog”. In Arabic this would be expressed as “dog the boy” . which how such constructions may be conveyed into English.

1.17 Foreign Language and Mother Tongue Transfer in Learning Process

The L1 interferes with the learning of the new language , what is the impact of native language in learning an F.L.

Foreign language is strongly influenced by the learner’s first language (L1) . Which has a L1 negative role. the L1 gets in the way or interferes , with the learning of foreign language (FL) such that features of the L1 are transferred into the F.L .

(Ellis 1999 :146)

The impact of the L1 , is not denied totally , is at least minimized

Taking a psychological point of view , we can say there is never peaceful co-existence between two language systems in the learner , but rather constant warfare , and that warfare is not limited to the moment of cognition , but continues during the period of storing newly learnt ideas in memory .

Marton & Ellis (1999:150)

Krashen cited in Ellis (1999) rejects the view that the first language interferes with F.L rather; he sees the use of the first language as a performance strategy. The learner falls back on his first language using his first language when he lacks a rule in F.L. He initiates an utterance using his first language (instead of “acquiring “F.L knowledge) and then substitute F.L lexical items, also making small repairs to the resulting string by means of the monitor.

2.18 Conclusion

In this chapter, the interference of the mother tongue on speaking skill is mainly the center matter of interest starting from an overview of all language skills and especially the speaking one, dealing with the transfer as a spontaneous way that the learner relies on while speaking ,mainly in terms of grammar rules and that may lead him to commit errors since the grammatical structures between the two languages are different, this chapter also treats the factors or the reasons of that phenomenon(transfer) that would have a negative impact which will be reflected on the pupil's way of speaking and that means that he/she is not a good communicator and he/she may has problems in transmitting his/her thoughts and knowledge

2.1 Introduction

The ultimate objective of this research is to shed light on the language transfer as a cause of the common grammatical errors made by third year pupils of English at « Ben Amor Ibrahim » middle school. This phenomenon should be considered in learning English as a foreign language. The present study aims to identify, describe and explain the pupil's difficulties in grammar, based on the fact of the number of errors which appear in their speeches, this chapter serves as empirical evidence to prove that the problem exists, and to collaborate or refute the hypothesis that these difficulties are due to the native language interference (Arabic), on interlingual interference. It seems appropriate that this study concerned about giving pupils an opportunity to express their attitudes towards the difficulties they found in grammar while speaking in English as a result of their L1 interference. Also, the study is devoted to the teacher's views towards the teaching speaking and the most common grammar errors their pupils commit. These views are well presented in teacher's questionnaire. The major aim of this research is to investigate to what extent does the learner's first language use affect speaking skill achievement and the linguistic interference from Arabic into English and to make Arab pupils aware of the difference between Arabic and English .A questionnaire has been submitted to third year middle school in Ain Tolba . The objective beyond this questionnaire is to reveal the impact and the difficulties derived from the use of the Arabic language during English sessions. This chapter includes a description of the sample chosen and the questionnaires, the analysis of the pupil's feedback and the results obtained .

2.2 Methodology

The researchers have adopted a descriptive method to exhibit English language learning situation and investigate how language one interference affects learning English as a foreign language .A mixed approach including a qualitative and a quantitative method is applied to reach useful information related to this field of research.

The researchers have relied on a questionnaire and observation sessions to identify L1 aspects interference in E.F.L learning.

2.2.1 Data Collection and Sample

In this research our population is the third year middle school pupils and E.F.L teacher at “Ain Tolba Middle school”.

thirty pupils have been selected from third year pupil's population (78) at the middle school during the school year 2017_2018 . This sample was randomly chosen.

2.2.2 Tools of Research

This research is based on pupil's and teacher's questionnaire. Beside observation to better explore the situation. In accordance with that, Mc Donough (1997: 57) maintains that good research should be *“Interesting; original; use all kinds of observations of specific events to uncover general facts...”*

2.2.2.1 observation

Observation provides “ live authentic data” from naturally occurring social situations .In fact , it is a procedure which allows the researcher to know a lot about the area under study, to see the world of the subject group in its natural environment.

2.2.2.2 Questionnaire

Questionnaire *is essentially a structured technique for collecting primary data. It is generally a series of written questions for which respondents has to prove the answers (Bell 1999)*

Two questionnaires have been submitted to the population of this research (teacher of English and pupils of third year middle school at Ben Amour Ibrahim).

a-Teacher's Questionnaire

This questionnaire have been submitted to 08 teacher of English , 06 of them has answered , all of them are teaching 3rd year middle school.

b-Pupil's Questionnaire

The pupil's questionnaire have been submitted to 35 pupil among 78 ones , this population was chosen randomly, 30 pupils have answered the questionnaire.

2.3 Administration and Description of The Pupil's Questionnaire

A total of 35 questionnaire have been submitted to three different groups of third year middle school pupils . 30 questionnaires have been handed back which constitutes our sample.

This questionnaire is divided into two sections (Appendix 1) it consists of 09 questions which are arranged in logical way . They are either closed questions requiring from pupils to choose “yes” or “no” answers or to pick up the appropriate answers from a number of choices or open questions requiring from their own answers and justify them.

Section One Concerners Pupils acquaintance with English Language and how they perceive their level

Section two deals with language skills and their classification in terms of difficulties besides L 1 interference.

2.4. The Analysis of The Student’s Questionnaires

On the basis of the feedback gleaned from the questionnaire submitted to thirty pupils, we will attempt to analyze and interpret the information provided.

Item One: How long have you been studying English?

This question aims to reveal the pupil’s acquaintance with English language.

Nearly All the representative population (26) pupil have been studying English for three years except (04) pupils, they have been studying the language for four years , because they have repeated the year.

Item two : How would you describe your level in English ?

It aims to see the pupil’s level in English.

Table 2.1: Pupil’s Level in English

	Beginner	Intermediate	Advanced	Total
N	20	10	00	30
%	66.6	33.3	00	100

From the table , we consider that the third year middle school pupil’s level in mastering the English language is varied between “ Beginner” and “ intermediate” according to their responses more than half (66.6%) consider their level as “ Beginner “ and (33.3 %) is “intermediate”. It is noticeable that no one considers his /her level as “Advanced” .

Item three: Classify this skill in terms of importance

This question aims to know which skill is more important for pupils .

Table 2.2 : Classification of Language Skill in Terms of Importance

Answers	Listening	Speaking	Reading	writing
N	05	15	06	04
%	16.66	50	20	13.3

For 15 pupils speaking is the most important skill when learning E.F.L, because it is a means of communication which may help them use English inside and outside school in different context (Real life situation). Four (04) , 13.33% see that is speaking is just a matter of getting marks when practicing in class or having oral quiz , they do not care about it and do not consider it as an important skill ; whereas around 20% of pupils consider speaking as a helpful skill but not important as reading , while others (05) , 16.6% pupils care about speaking much more than any other skill.

Item four: In which skill do you face difficulties?

The objective behind this question is to clarify the most difficult skill for pupils

Table 2.3: English Language Skills in Terms of Difficulty

Answers	Listening	Speaking	Reading	writing
N	04	13	03	11
%	13.3	43.3	10	36.6

In this question, pupils can choose more than one answer,table 2.3 shows the answers of 13 (43.33%) pupils who have responded that speaking is considered as the most difficult task when learning E.F.L . While, 11 (36.6%) answered that writing is also difficult for pupils. Whereas , pupils consider listening and reading 13.3 % and 10% respectively are not difficult.

Item five: What are the difficulties you face in speaking skill?

The aim is to select which type of difficulty the pupil's face in speaking.

- A) Lack of vocabulary
- B) Pronunciation
- C) Grammar rules
- D) Mother tongue grammar rules
- E) Correct meanings

Table 2.4 : Difficulties Pupils Face in Speaking Skill

Answers	A	B	C	D	E	F
N	03	01	06	08	02	14
%	10	3.3	20	26.6	6.6	46.6

In this question, pupils can choose more than one answer. The table shows that nearly half of the pupils (14) with the percentage of (46.6%) see that mother tongue interference is the most frequent difficulty that the pupil faces during speaking sessions. (26.6 %) pupils face difficulty in speaking English because they refer to mother grammar rules which make an obstacle for him to express him/ herself in speaking sessions . Finally, just 10% face the problem of lack of vocabulary and 3% have pronunciation problem when speaking English.

Item six: Do you maintain speaking English without referring to the mother tongue?

This question aims to know if the mother tongue interferes when speaking English

Table 2.5 : Speaking English and Mother Tongue Interference

Answers	Yes	No
N	04	26
%	13.3	86.7

It is noticeable from the table that the majority of pupils (87.7%) find difficulties in speaking and they cannot use English without referring to the mother tongue .These difficulties may occur due to many reasons depending also to many factors such as the

inadequate mastery of certain feature of the English language like grammar for example .However just (4) pupils (13.3%) who have declared that they are satisfied with their level in speaking and have not any difficulty when speaking .

if “No” , what do you do ?

The objective is to know what they will do if the mother tongue interference occurs.

- A) Stop the conversation
- B) Use body language
- C) Continue using mother tongue

Table 2.6: Pupil’s Attitude Towards Mother Tongue Interference

Answers	A	B	C
N	08	10	22
%	26.6	33.3	73.3

In this question , pupils suppose to choose just one feature over three preposition . More than, half of (22) with a percentage of (73.3%) have confirmed that they continue the conversation or the speech using the mother tongue in E.F.L classroom during speaking session . Whereas, 10 pupils answered that they try to use body language to convey their message which is supposed to be expressed orally (body language). Finally, (26.6%) stop the conversation.

Item Seven: How does the mother tongue interfere ?

The aim is to investigate how does the mother tongue interferes

Table 2.7 Mother Tongue Intereference

Answers	Through grammar	vocabulary	pronunciation
N	20	07	03
%	66.7	33.3	10

20 pupils have declared that grammar is the major factor affecting their speaking skill and lead to the mother tongue interference. The lack of vocabulary lead to the interference for

(23.3%) . Finally, (03) pupils see that pronunciation has a little role in mother tongue interference when speaking English.

Item 08: Do you think having a good grammar enhances speaking skill ?

The aim is to know the role of good grammar helps in developing the speaking skill.

Table 2.8 : The Role of Grammar in Speaking skill

Answers	Yes	No
N	28	02
%	93.3	6.7

Grammar enhance speaking skill , concerning the answers about this question , the majority of pupils , 28 pupils (93.3%) , have reported that having a good grammar enhance the speaking skill , and only (02) pupils (6.7%) say that having a good grammar do not mean they can speak English well.

Pupils have shown clearly they have difficulty in dealing with the different aspects especially grammar. They have claimed that their weaknesses in speaking and grammar are due to the lack of practice as well as the Arabic interference in their speaking. However, they have reported that learning grammar is very important in learning English. Moreover, they consider their level in grammar to be average this is because they know some rules but they could not apply them correctly, thus, they think in Arabic and try to translate these rules. Furthermore, L 1 interference make them commit many kinds of grammar errors when speaking English.

2.5 Administration and The Description Of The Teacher's Questionnaire

The questionnaire have been submitted to eight teachers , six questionnaires have been handed back. The aim behind teacher's questionnaire is to explore the teacher's attitude toward teaching speaking and grammar in E.F.L context , and their views about the most common grammatical errors that third year pupils make while speaking . Besides the cause of this phenomenon.

The questionnaire consists of closed and open ended questions besides multiple choice questions . Teacher's questionnaire is divided into three sections

First section is devoted to general information which contains two questions teacher's about qualification and work experience . the second section includes 11 questions they are designed to investigate the teacher's attitudes toward teaching speaking and grammar . The last section contains four questions related to teacher's attitudes and reactions to pupil's spoken errors in grammar , their preferred way of making feedback. Besides their suggestions for remedial work to this kind of errors.

2.6 Analysis and interpretation of the teacher's questionnaire

Item one : Degree held

This question investigate the teacher's qualification

Table 2.9 The Teacher's Qualification

Dgree	licence	Master/ magister	phD/ doctorate
N	2	4	00
%	33.3	66.6	00

The table 3.9 shows that from 06 teachers participate in the questionnaire 2 teachers (33.3%) held B.A (licence) and (66.6%) have MA (Master / Magister) degree ,and no one has phD (doctorate) degree.

Item two: Teaching experience (number of)

This item aims to know teacher's experience

Table 2.10 Teaching Experience

Years	1_10 y	10_20 y	20_30 y
N	01	03	02
%	16.66	50	33.3

It is noticeable from the table that half $\frac{1}{2}$ (50%) of teachers have an experience of 10 to 20 years. The other teacher (1 year to 10 year) are 16.66 % and the rest (20_30 years) are (33.3 %).

Item three: in which skills do your pupils face difficulties?

The aim is to identify language skills difficulties

Table 2.11 Language Skills in Terms of Difficulty

answers	listening	speaking	Reading	writing
N	02	05	02	04
%	33.33	83.33	33.33	66.66

In this question teachers classify these skills ,The data in table 3.11 shows that 2/4 of the respondents (83.33%) see that pupils face difficulties in speaking skills, so teachers see that speaking is more difficult than any other skill. Other teachers (04) with the percentage of (66.66%) are not satisfied about their pupil's written productions. It is noticeable that the teachers find that listening and reading are not difficult as speaking and writing with the same percentage (33.33%). They consider reading and listening not difficult as speaking and writing i.e.; productive skills.

Item four: Classify in term of importance to improve speaking

Item four investigates the important aspects of language to improve speaking

Table 2.12 Important Aspect of language to Improve Speaking

Answers	pronunciation	vocabulary	grammar	Interaction
n	02	03	05	04
%	33.33	50	83.33	66.66

This question investigates the important aspects of language that can improve speaking skill which is the main concern of this research. (83.33%) of teachers answered that grammar is very important to improve this skill, on the other hand (66.66%) ; teachers answered that interaction is also important . it is noticeable that vocabulary plays a role in the improvement of speaking skill . Finally, pronunciation is considered the last aspect which can help pupils improving their speaking. So, the most important is: grammar and interaction in the improvement of productive skill: speaking skill.

Item five: Do your pupils face difficulties to express themselves?

The objective is to reveal if pupils face problems when they express themselves.

Table 2.13 Difficulties Pupils Face to Express Them Selves

Answers	yes	no
N	06	00
%	100	00

The data in the table above shows that (06) teachers with the percentage of (100%) strongly agree that their pupils face many difficulties to express themselves during speaking session.

Item six; if , yes, what are these difficulties ?

Item six identifies the difficulties pupils face when they express themselves

- A) Using grammar
- B) Lack of vocabulary
- C) Mother tongue interference
- D) Applying mother grammar rules

Table 2.14 Difficulties Pupils Face in Speaking Skill

	A	B	C	D
N	03	02	05	04
%	50	33.33	83.33	66.66

In this question, the teacher can choose more than one answer , the data in table 3.14 shows that (62.5%), it means more than $\frac{1}{2}$ pay a lot of attention to mother tongue interference which is considered as the major difficulty that pupils face when speaking English . Grammar and mother tongue grammar rules also have an impact on the pupil's speech (50%) and (83.33%) of teachers answered that grammar is one of the pupils deficiencies during speaking session. Whereas, 02 (33.33%) have answered that lack of vocabulary is an obstacle for pupils to speak English correctly.

Item seven: For what purpose you may use the mother tongue in class?

This question has the purpose to investigate the use of the mother tongue in class

- A) To correct pupil's errors
- B) To check pupil's understanding of concept meanings
- C) To give instructions
- D) To save time and avoid re-explaining

Table 2.15 The Purpose of Using The Mother Tongue in Class

Answers	A	B	C	D
N	05	03	02	00
%	83.33	50	33.33	00

Most of the respondents (83.33%) believe that the purpose behind using the mother tongue in class is to correct pupil's errors. While (50%) use L1 to check pupil's understanding of concept meanings, whereas (02) teachers use it to give instructions but no teacher answered that s/he uses L1 to save time and avoid re-explaining.

Item eight: Do you allow your pupils to use their mother tongue when participating

This question investigates the use of the mother tongue when participating in class

Table 2.16 Mother Tongue Interference

Answers	Yes	No
N	06	00
%	100	00

The table 3.16 shows that (06) teacher with the percentage of (100%) answered positively, they allow their pupils to use L1 during English sessions when participating (they allow them to use it orally in their speech) .

Item nine: How do you remedy mother tongue interference in your classes ?

Most of the respondents said that this depends on the nature of the interference itself. According to them the best remedial works they think would prevent the mother tongue interference frequency of errors in grammar are:

- It is better to vary the activities in order to increase the pupil's grammatical competence. Also, teachers should provide his/her pupils with speaking strategies and with explicit grammar lessons on the most areas of weakness that they make errors in.
- Speaking skill should not be taught in isolation of reading and writing . Through reading and practicing speaking , pupils can improve their speaking and avoid the mother tongue interference .
- Self/peer revision

Item ten: Do you give importance to error correction ?

This item aims to know the importance of error correction

Table 2.17 Error Correction

Answers	Yes	No
N	06	00
%	100	00

All the answers are positive in that error correction enables learners to avoid errors later on. language . But , if on the contrary , errors are left uncorrected , this will lead to their fossilization .

Item eleven: Do you prefer the errors to be corrected by

- The learner him self / her self
- His/her classmate
- The teacher

The item eleven aims to know what is the best method to correct errors. The teacher answers are shown in the table belows :

Table 2.18 Attribution of correcting errors

Answers	A	A+b	A+c
N	06	05	2
%	100	83.33	33.33

In this question 100% of teachers prefer the learner's errors to be corrected by the learner him/her self because self correction would help him/her self internalizes the correct rule , this would increase his grammatical competence . Others (33.33%) prefer that error should be corrected by his / her classmate. But pupils, in general refuse to be corrected by their classmates and may develop a feeling or inferiority , which may be catastrophic (66.6%) assume that errors should be corrected in a collective way between the student him/her self and the teacher . Thus , the teacher should develop a good knowledge of his / her pupil and at the same time try to make them comfortable and believe that error correction is done for the sake of improving their language . And not in order to show their weakness.

Item twelve: What types of errors do they make?

This item aims to identify the types of errors made by the third year middle school pupils . Here are the types of errors made by the pupils .

The teacher's answers are displayed in the following table

Table 2.19: Types of Errors

Error Type	N	%
In morphology	1	16.66
Wrong use of tenses	3	50
In models	2	33.33
Misuse of articles	2	33.33
Misuse of prepositions	2	33.33
Word-order erros	3	50
Misuse of connectors	3	50
All of them	3	50

Types of Errors

The pupils make many errors when speaking, these errors can be classified as follow.

a- Errors in The Passive Voice Use

Some errors have been recorded in the passive voice use ,some pupils sometimes use it instead of the present simple , the past simple or the active voice because they seem not be

really aware of the use of this form . This voice exists similarly in the native language . It is a false concept that may be due to the lack of practice of the structure in context.

Example: “*smoking can be caused many serious disease*”.....(*can cause*)....

In this example , it can be said that the student confuses between active voice and passive voice this might be due to the lack sufficient training and drills on this rule lead to overgeneralization of the rule. The wrong concept may be due to lack of practice of the structure in context .

b- Errors in Tenses

An error in tenses is another type of errors. It seems that most of the pupils use these tenses . Randomly, not really aware of when to use the present simple and the past. Moreover, English language tenses are considered one of the most difficult structural points facing the Arab pupils learning English . This thing might happen because Arabic has three tenses only.

Examples: *some people said that they smoking*(*say.....smoke*).

In this example , the pupil has confused between the use of simple past and simple present . There is a kind of language interference . In Arabic , time sequence in a sentence does not matter so much.

c- subject- verb agreement

Another common type of error made by pupils in this study is subject –verb agreement . In this case the phrase in English sentence should agree in number and person . Although the pupils still make errors , they do lack of basic understanding of subject- verb agreement.

Example : a_ *It encourage smokers to smoke*(*encourages*)

b_ *Technology make the world like a small town*(*makes*)

In Arabic , the subject must agree with the verb that follows , that is to say if the subject is masculine , the verb should respond to it and the same applies to the feminine. A possible explanation why pupils tend to add (s) after plural , and omit (s) after singular may be due to overgeneralization of the rule . Pupils over generalize the plural by adding the plural (s) to the follows and omit the (s) in the verb if the subject is singular

Most Arab pupils confuse between the third person singular (s) and the plural (s) . They tend to add (s) to the verb if the subject is plural and omit (s) if the subject is singular.

d- Word order

Once again , there is evidence of transfer in the study related to word order . This is because the order of the different constituents of the study related to word order. This is because the order of different constituents of the sentence N. L and T.L is different. for instance , in English ,adjectives usually precede the noun modify , however , in Arabic they generally follow them . As a result , our students produce sentences such as:

a_ English is the best language international (....the best international language)

b_ How we can stop smoking ?..... (...can we...)

The first example shows that the pupils uses his mother tongue in the sentence in Arabic the adjectives follows the noun while in English the adjective precedes the noun. Thus error in word order.

e- Preposition

Pupils usually find themselves unable to choose the appropriate preposition because of the big number of prepositions that have the same function in English , like the prepositions” in “ and “at” and “ on”. Therefore , they often refer to Arabic , giving a literal translation to that preposition . However, This is not always a success and leads to numerous errors . This may be mainly explained in terms of interference of the Arabic

Examples : a _ Nowadays people prefer eating on restaurants(...at restaurants)

b_ “....In other hand “(....on the other hand.....)

c_ “.....In generally” (..... Zero preposition...)

f- Articles

Commit errors when using articles occurred in the use of the definite articles. And especially supplying it where necessary . This can be explained in terms of the native language interference. The Arabic article system is similar to that of English in meaning, however, form is highly varied. The Arabic defined (marked by the definite article /al/) and the undefined(by the absence of /al/) correspond to the English defined (marked by the

definite article /the/ and the undefined (marked by the indefinite a, an and zero) . It is possible that pupils may have forgotten sometimes to use articles due to the interference from their first language.

Examples: a_ Redundant use of the article “the” and the absence of definite article “a”:
 “...the smoking is bad habit ...” ... Zero article (...smoking is a bad habit...)

b_ Misuse of the article “a” before one word with vowel sounds :

“Vocation is a extended period” “.....an extended...”

c_ Omission of articles :

“One of a major problem” (... The major problem ...)

g- Plurality

Errors in plurality is low compared to other types of errors.

Example: a_ “smoking can cause many disease like cancer “.....(Many diseases)

b_ In vocation , I should do some hobby(....hobbies.....).

h- Auxiliaries

Wrong use of “be”, “have”, and “do”. The pupils displayed confusion in the use of English auxiliaries. Indeed where auxiliaries (be), (have), and (do) are concerned there is a possibility that the absence of such auxiliaries in Arabic is indirectly responsible for third year pupil’s errors.

Example : a_ “.....Are the internet have a good role ?”.....(.....does the internet have....)

b- “.....first of all smoking is have a nicotine...”.....(...has..)

i-Modal verbs

Concerning modal verbs. Pupils seem to be confused; they sometimes use the past form with the modal verbs. Instead of the base, and sometimes the gerund or other forms. This shows that they have not internalized the form of model verbs. These results, hence,

confirm that errors in modal verbs can not exist in Arabic but rather to over generalization for the sake of the simplification of the T.L

Examples: a_ can creates a difficulties(....can create....)

b_ we can said (... Can say.....)

c- we must choosing our friends ... (....must choose)

This error analysis has confirmed that some errors have been made by third year pupil's in different areas of grammar.

The highest number of errors have been recorded in the verb tense and the wrong use of prepositions . Other errors have also been noticed in word order , subject verb agreement , articles , passive voice, and in other grammatical aspects , mainly because of negative interference of Arabic.

Since the present study aimed at investigating the grammatical errors committed by third year E.F.L pupils at “ Ben Amour Ibrahim “ Middle school while speaking. After the the classroom observation and according to the informal interview , The results have revealed that these student's speech contain some errors in most areas of grammar such as: **Use articles , use of preposition , subject-verb agreement and word order .**

These results, concur with the previous results mentioned in theoretical part since many researches claim that the reason of committing speaking errors among non_native speakers of English is the L 1 interference. Furthermore, the results of the present study has shown that wrong use of prepositions and verb tense were among the most frequent errors committed by the pupils . Other, errors have also been noticed in word . order, subject _verb agreement , articles , passive voice, and in other grammatical aspects. These results are mainly due to Arabic interference and negative transfer of the mother tongue rules as well as the overgeneralization of rules.

2.7 Conclusion

This chapter confirmed that the third year pupils commit a number of errors in different areas of grammar and these mistakes are mainly about; prepositions, articles and pronouns, and other can be attributed to interlingua reasons, most of the errors are due to overgeneralization and sometimes to the false concepts because of the lack of practice of certain structures as in the case of tense errors. On the other hand, and basing on teacher's answers, the pupil's speeches are full of grammar errors, such as the use of articles and prepositions, and subject verb agreement and the word order

Finally, it is noticeable that pupils perceive speaking skill as the most difficult. They do not manage to keep a full discussion using English language. Actually, many mistakes are committed, the main reason is mother tongue (L1) interference through the application of grammatical rules.

3.1 Introduction

Teaching the English language to non native pupils for example the in the Algerian middle schools is considered as a hard task, a heavy challenge and a big responsibility that faces several difficulties . The most known one is the interference or the negative impact of the mother tongue such as the Arabic language on pupil's speaking skill, this factor might creates a problem in their learning of the English speaking aspects and at the same time the pupil has also various circumstances that he/she must overpass such as the differences between the two languages in several levels (the Alphabetical order differences, different vocabularies, and different grammar structure). In this chapter, there are some tips and suggestions that the teacher has to follow in order to improve his student's speaking capacities since this ultimate (teacher) plays a very important role in improving the way they transmit their own knowledge relying on speaking to show also their own views and opinions and sharing them with their mates since speaking means communication. So the teacher should help them mainly to overcome and cope with all that barriers coming from the interference of the mother tongue.

3.2 Differences between Error Analysis and Contrastive Analysis

Pupils learning a foreign language meet with many kinds of problems dealing with it vocabulary, sentence structure and other features. Linguists try to propose contrastive analysis which is a systematic study of a pair of languages with a view to identify their structural differences and similarities between the first language and the target one.

Moreover, the second approach Error Analysis which is strategy employed to learn another language.

Error analysis differs from contrastive analysis as follow:

1. Contrastive analysis starts with a comparison of systems of two languages and predicts only the areas of difficulty or error for the second language learner , whereas error analysis starts with errors in second language learning and studies them in the broader frame work of their sources and significance.
2. EA unlike CA provides data on actual attested problems and it forms a more efficient basis for designing pedagogical strategies .
3. EA is not confronting with the complex theoretical problem of equivalence encountered by CA.

4. EA provides a feedback value to the linguist , especially the psycho_linguist interested in the process of second language learning in ascertaining.
5. EA provides evidence for a much more complex view of the learning process _ one in which the learner is seen as an active participant in the formation of and revision of hypothesis regarding the rules of the target language.

CA studies interlingual error (interference) where as CA studies interlingual errors besides interlingual .

3.3 What should Teacher Know about Language

According to leech (1994) , the “Model” teacher of languages should be able to put across a sense of how grammar interacts with lexicon as a communicative system and be able to analyze the grammatical problems that the learners encounter . At the same time , such a teacher should have the ability and confidence to evaluate the use of grammar , especially by learners , against criteria of accuracy , appropriateness and expressiveness and be aware of contrastive relations between native language and foreign language . Lastly , the model teacher should understand and implements the process of simplification by which over knowledge of grammar can be best presented to learners at different stage of learning (Leech 1994).

As with any such list, one might wish to suggest certain modifications. For instance, one might want to add another aspect of simplification to those mentioned by Leech , to suggest that the model “**Metalinguistically**” aware teacher should control her/his own use of language to a level appropriate to her/his students / whatever minor adjustment one might feel inclined to make such a list neither the less provides useful inventory.

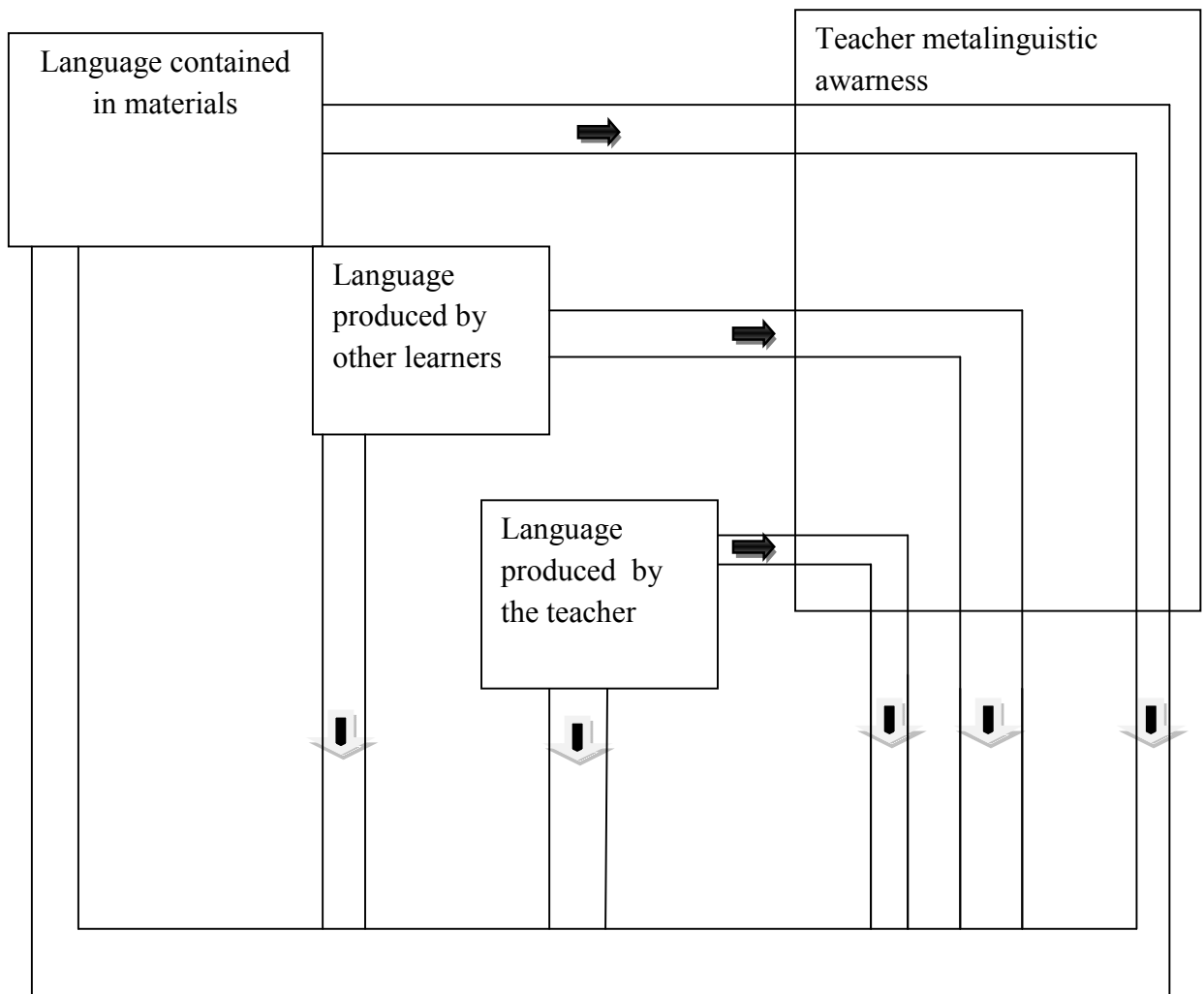


Fig 3.1: The role of TMA in structuring input for learners

3.4 Suggestions and Recommendations

After analyzing the data collected from the questionnaire and the observation, here are some implications and recommendations to solve this problem.

3.4.1 Pedagogical Implications

According to the findings reached through the tools of research used in this investigation, some pedagogical implications are necessary to remedy mother tongue interference.

3.4.2 Implication for E. F.L Teachers

The study of the student's errors helps teachers to identify the problematic areas of headline language at different levels of instruction. They will be able to infer the nature of the learner's knowledge of the headlines at a given stage in his learning career and discover what he has still to learn. Error analysis is a clue for the teacher to pinpoint the learning problems which can hardly be predicted by contrastive analysis. Moreover, a course based on the frequency of errors will enable the teacher to teach the point of error and to emphasize more on those errors where the error frequency is higher. Errors provide feedback, they tell the teachers some things about the effectiveness of their teaching techniques and show them what parts of the syllabus they have been following have been inadequately learned or taught and need further attention. Furthermore, teachers should increase the numbers of assignments for the sake of which the pupil would have to do a lot of activities about speaking skills during their free time. Hence, they would be reading a lot of English material and thinking in English, especially if they have to make oral presentations for their work.

In addition, if teachers implement team work in class and get the pupils to work in groups on study on their projects, pupils will have the chance to practice together to develop their speaking skill, they will also have to chance to speak English with each other instead of Arabic. Finally, teachers can draw their pupil's attention to the differences between the native and foreign languages, in this case, second or foreign language learners sensitivity and awareness of these differences will be raised, and that might help students reduce their interference errors.

Errors are significant to syllabus designers to see what items are important to be included in the syllabus and what items are redundant and should be excluded. The analysis of the participant's errors can help identify learner's linguistic difficulties and need at a particular stage on language learning.

3.4.3 Types of activities to Cope with L1 Interference and Improving Speaking

Skill

Communicative activities encourage pupils to use the English language without bearing mind for making mistakes, they like sharing experience and free production and that will help them even using the English language outside the classroom. To sum it up there are a lot of communicative activities that would be helpful in improving pupil's speaking capacities.

a- Communication Games

communication games are based on the principle to encourage real communication so here are some examples of communication games.

- Find the differences (Kipple 1991 P:149)
- Describe and arrange (Theoretical material 2009)
- Story reconstruction (Harmer 1991 P: 128)

So all that kinds of games can motivate the pupil to speak and to practice the English language to be more competent and to reach the goal of speaking English fluently.

b- Talk about your self

In this activity a teacher encourages pupils to talk their own personal events in their own way. This will open for them the path to talk and to express their own experiences and at the same time improving their speaking competence.

c- Projects

Projects are the summary that reflects all what the pupil has grasped from the sequence. One way of ensuring genuinely communicative use of spoken English.

**“Is through the use of projects – longer pieces of work which involve investigation and reporting”
Ribe and Vital (2003:08)**

Besides , Harmer emphasizes the importance of the language used , he asserts that *the end – products is the important thing in here”*, and all *the language use that takes places is directed toward the final version (Harmer , 2003 :154)*

In the light of the findings, the present study presents some recommendations :

- Learners should be encouraged to think in the target language rather than in their native language when speaking and should be encouraged to use the target language as often as possible. Generally speaking L1 (Arabic) use in the English speaking does not necessarily have discouraged as we can have instance of positive transfer rather teachers should do their best to discourage negative transfer from Arabic to English by exposing their pupils to English authentic language as it used by native speakers . Native language ; when used in teaching English speaking ; must only be a tool to describe , explain or simplify English concepts as they do exist in an English speaking society . and it should never be allowed to be considered as a starting point to structure or to form English expressions.
- Pupils should be encouraged to read more in order to familiarize themselves with the correct usage of English especially, grammar rules. Pupils should never be allowed to improvise or translate from other than target language during tasks and works; these latter should always and under all circumstances be attached to the English socio_cultural environment.
- Contrastive analysis CA could be introduced as part of teaching and learning process, it is also recommended that teachers should introduce their students to contrastive analysis; we needed, in the sense that the pupils become aware of the similarities and differences between the two languages. That way positive and desired Arabic transfer to English can be facilitated and negative transfer can be prevented to a large extent. Introducing CA to the students, as required, should be carried out at all language level, i.e, linguistic forms.
- The eclectic approach is the most appropriate as the activities and to adapt them to the pupil's needs in both teaching speaking and grammar. Moreover, a need analysis is always necessary along the teaching operation for the selection of the appropriate remediation as well as the appropriate remediation as well as the appropriate methods and techniques to apply.

- Error correction should be given enough importance and that our pupils need to receive significant feedback.

The feedback must be immediate, teachers should give feedback as soon as they have something meaningful to say, frequent, feedback should be given regularly because students need to know how they are doing and finally, it should be appropriate because too many comments or recommendations can overwhelm the learner.

However, we should insist that the teacher has to find the appropriate way to deal with error correction to make of it an efficient activity.

Basing on the observation of data collected throughout the questionnaire we must consider the following:

- Beside the oral (speaking) sessions, pupils must take classes on communicative tasks in order to keep them much more involved in a pure English cultural environment.

3.5 The teacher's role in improving pupil's speaking skill

The teacher considered as the first monitor of the whole class, he plays a principal role via controlling his/her learners. He should follow several strategies or tips that would help the pupil in order to express his/her own thought and notions freely, participate and talk without any hesitation; this would make them self-confident while standing in front of a particular audience and day after become more creative. Here are some tips that would help teachers improve the pupil's speaking ability, and developing his way of speaking English as a target language far away from his/her native language (L1).

Firstly, making pupils speak more English in the classroom is not only a matter of "forcing" them to speak. This demands good preparation of proper materials and implementations must be progressive and systematic which needs more teacher's workload. A few tips for teacher are:

- Reducing Asking reduce **T.T.T (teaching time talking)**, by giving simple and clear instructions, by asking one or two pupils to show (by means of speaking) that they understood the task instructions, and by also asking other pupils to answer the pupil's question, this will open for them the path in order to speak fluently and express their own views without any obstacles.

- Encouraging another tip that would be helpful for encouraging pupils to speak by showing pictures and short videos related to the topic of the class and without saying a single word , eliciting pupil's participation .
- Avoiding **yes/no** question, because those kinds of questions will limit the pupil's creativity and fluency while talking and it is preferable to give them "**Open ended question**".
- Paying attention to the correction of pupil's mistakes , because sometimes even the teacher's intentions is simply to help pupils may makes things even worse for them, so instead of saying **OH !** this is not correct ,.... "or you made a mistake" .. **OPS! Don't say this or that etc... he/she would better say** "**maybe you should change this or that ...**" or "**why don't you use ...**" or "**good participation , now I will make it better**". And when watching a pupil "**A**" for mistake , the teacher should not be more closer from him because that will make him shier and suddenly blocked , cannot saying even a single word , so instead , get close to another pupil or simply stand back or pretend being interested in something different , picking up a book or going back to the last table etc... this will help them , for being more comfortable and increasing **STT (student talking time)** and he/she will correct him/her self if he/she makes mistake.
- Teacher should open a free conversations between pupils that would help them to participate and showing on their own views toward a specific matter as a topic without caring to a vocabulary mistakes for example , this is consider as a helpful mean for good communication , never forget, **never forget !** participating speaking is what really matters in this case in question , and when a pupil participates (**answering a question , clarifying , helping other in English , arguing etc...**) , the teacher has to accept as something good , despite of being right or wrong other ways he will be the first responsible of making her/his pupil shier (**lack of participation**) .
- Doing activities such as group debates in topics of pupil's interest this also will make the pupil more motivated . And all that will help in reducing the interference of the mother tongue because the more pupil practises the more he/she will be competent in performing the English language.

3.6 Conclusion

To sum up, the phenomenon of the interference of the mother tongue (L1) in the speaking skill of the target language appears whenever, the pupil starts talking with a language that does not belong to his society or even to his culture. English language is limited to the classroom atmosphere; therefore, the learners will connect his native environment and daily life situations to learning situation. This will lead to mother tongue interference (Arabic language). In order to remedy, teachers are invited to apply some activities that enhance speaking English as talking about themselves in free discussions, games, group work, etc..... .This will motivate them to express their thoughts and reduce the interference of mother tongue (L1).

General conclusion

The study aimed at determining the effect of the third _year E.F.L learner's mother tongue interference (Arabic) on their speech , as well as identifying , describing and categorizing the types of grammatical errors .It has been hypnotized that third year E.F.L pupil's mother tongue at "Ben Amor Ibrahim" middle school affects their speech , a large proportion of the grammatical errors made by them is caused by Arabic transfer, they commit many kinds of errors concerning grammar when speaking.

The researcher begins with an overview of literature about teaching oral (speaking) and grammar in E.F.L contexts , all together with the language transfer (interference) .In order to test the hypothesis and build validity into this descriptive study .two types of research instruments has been used ; a questionnaire for and classroom observation both the third year middle school pupils and E.F.L teachers.

The current study came up with the following results:

Most of third year pupil rely on their mother tongue, Arabic in expressing their ideas, this is claimed by the participants E.F.L teachers . From this result , the first question which states : does third- year middle school pupils mother tongue affect their performance in speaking , is answered .Thus , the first hypothesis is confirmed through teachers questionnaire results. In fact , teachers have reported that Arabic interference cause grammatical errors in speaking. This has also been detected when analyzing the pupils short speeches. As a result , a number of different grammatical have been identified while speaking this was also seen when analyzing the pupil's short speeches .as a result , a number of different grammatical errors were found while speaking " in their speech". These errors includes: passive voice, verb tense and form, subject- verb, agreement, word order, prepositions, artcils plurality auxiliaries and model verbs. The researchers have recorded a higher rate for verb tense and form as well as prepositions errors. It can thus be concluded that third year middle school pupils at "Ben Amour Ibrahim" still have a long way to go in speaking satisfactory speech in English. Because it is clear that the errors in grammar require more attention than the others , it is noticeable that the way they produce their speech clearly shows their weak grasp of the basic terms of English grammar. On other hand , teachers should vary their teaching methods in order to facilitate and enable their pupils to speak fluently , they should be more aware of these types of errors and provide the necessary follow up work to check the problem areas as discussed earlier . However, E.F.L teachers can not

General conclusion

ignore error analysis as an important tool by which they can learn more about the psycholinguistic processes involved in learning of a foreign language. Finally, because this study has dealt with a limited number of linguistic aspects involved in speaking due to the limitations of time, there is a great deal of work to be done in this area in the future, specifically focused on the grammatical error in E.F.L speaker's speech and on the grammatical error in E.F.L speaker's speech and on the feedback strategies.

Appendix N°01

- **Circumlocation** : The practice of using too many words to express an idea , instead of saying it directly.

- **Devices** : (n) Object designed to do a particular job

- **Monitor**: (n) Person whose job is to check that something is done fairly and honestly

- **Proactive inhibition**: Making things happen or change rather than reacting to events.

- **Meta linguistic**: A branch of linguistics that deals with the relation between language and other cultural factors in a society

- **use**: (v) You do something with that tool , by means of that method etc, for a particular purpose

- **usage**: (n) The way in which something is used , or the amount of it that is used.

Appendix N°02

Questionnaire for pupils

Dear, pupils

We would be so grateful if you would answer the following questions about opinions concerning the effect of the E.F.L learner's mother language on their speaking skills, as well as the spelling errors and grammatical ones they commit while speaking English your answers will be very helpful for the research project we are undertaking .we hope that you will answer with full attention , honesty and interest to answer or give full answer (s) where the gaps provided.

Thank you in advance, for your collaboration

1/ how long have you been studying English?

2/ how would you describe your level in English?

- ✓ beginner
- ✓ intermediate
- ✓ advanced

3/classify in terms of importance

- ✓ listening
- ✓ speaking
- ✓ reading
- ✓ writing

4/which skills do you face most difficulties?

- ✓ listeninting
- ✓ speaking
- ✓ reading
- ✓ writing

5/ what are the difficulties you face during speaking sessions?

- ✓ lack of vocabulary
- ✓ pronunciation
- ✓ applying grammar rules
- ✓ mother tongue interference
- ✓ referring to mother tongue grammar rules
- ✓ Correct meaning and context use

6/ Do you maintain speaking English without referring to the mother tongue?

YES

NO

If no, what do you do?

- ✓ stop the conversation
- ✓ try to refer to body language
- ✓ continue using your mother

7/ how does the mother tongue interfere?

- ✓ through grammar
- ✓ vocabulary
- ✓ pronunciation

8/ Do you think having a good grammar enhance speaking skill?

YES

NO

Appendix N° 03

1- كيف تُقيم اللغة الانجليزية

سهلة صعبة

2- مند كم سنة وأنت تدرس اللغة الانجليزية

3- كيف تقيم وأنت تدرس اللغة الانجليزية

ممتاز جيد متوسط ناقص

4- هل تحب حصص التعبير والمحادثة في اللغة الانجليزية

نعم لا

5- ما هي الصعوبات التي تواجهها عندما تكون بصدد الكلام باللغة الانجليزية

- قلة المفردات

- النطق

- تطبيق قواعد النحو للغة الانجليزية

- تأثير اللغة الأم (العربية)

- الاستعانة أو الاعتماد على قواعد النحو للغة الأم (العربية)

- المعنى والمضمون الصحيحان

6- هل تتحدث اللغة الانجليزية دون الرجوع أو الاعتماد على اللغة العربية

نعم لا

في حالة ما إذا الجواب لا ماذا تفعل

- توقف المحادثة

- تستعين بلغة الجسد

- تكمل الحديث بالاعتماد على لغتك الأم

7- أين يكمن تأثير اللغة الأم

النحو

المفردات

النطق

8- هل تعتقد أن امتلاك كل مكتسبات نحوية جديدة ساعدك على تطوير مهاراتك الكلامية؟

نعم لا

APPENDIX N°4
QUESTIONNAIRE FOR TEACHERS

Dear teacher,

You are kindly requested to answer the following questions. The data collected will be used for the sole purpose of our research in the effect of the E.F.L learner's mother tongue on their speaking. This impact leads to committing spelling and grammar errors in their speaking skill.

Hence, the aim is to identify, classify and analyze them. Then we will suggest ways that may help to solve this problem and improve student's speaking.

Thank you for cooperation

1/ Degree(s) held :

Licence master/ magister PhD

2/ work experience (number of years).

(1_10) (10_20) (20_30)

3/ In which skills do your pupils face difficulties?

- ✓ Listening
- ✓ Speaking
- ✓ Reading
- ✓ Writing

4/ classify in terms of importance to improve speaking:

- ✓ Pronunciation
- ✓ Grammar
- ✓ Vocabulary
- ✓ Interaction

5/ do your pupils face difficulties to express themselves ?

YES NO

If yes, what are these difficulties?

- ✓ Using grammar
- ✓ Lack of vocabulary

Appendices

- ✓ Mother tongue interference
- ✓ Applying mother grammar rules
- ✓ Do you think that teaching grammar enhance speaking skill?

YES

NO

Why

6/ for what purpose you may use the mother tongue in class ?

A_ to correct pupil's errors

B_ to check pupil understands of concept meanings

C- To give instructions

D_ to save time and avoide re- explaining

Other :

7/ Do you allow your pupils to use their mother tongue when participating?

YES

NO

Explain:

8/ how do you remedy mother tongue interference in your classes?

.....

9/ Do you give importance to error correction?

YES

NO

10/ Do you prefer the errors to be corrected by?

a) The learner him/her

b) his/her classmate

c) the teacher

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Resumé

L'amélioration de l'apprentissage de l'expression orale d'une langue étrangère comme étant la plus importante entre les quatre compétences linguistiques est une mission un peu délicate qui nécessite de l'expérience et de la pratique afin de former l'apprenant d'être capable de s'exprimer d'une manière adéquate via la langue ciblée. La langue maternelle comme étant le premier référent sur lequel l'apprenant se base pour élaborer ses productions orales et aussi l'usage de cette langue sont considérés comme des facteurs majeurs qui ont un effet direct et immense sur le processus de l'apprentissage.

La présente étude a pour objectif d'investiguer l'impact de l'usage de la langue étrangère au niveau de la production orale. La recherche a pris lieu au niveau des étudiantes de la 3^{ème} année C.E.M.

Après l'analyse des informations collectés à travers un questionnaire destiné aux élèves et les enseignants susmentionnés les résultats obtenus sont :

- Les apprenants sont au courant de l'impact et son de l'usage et de l'interférence linguistiques entre leur langue maternelle et la langue Anglaise et son aspect négatif sur leur achèvement sur le plan de l'apprentissage .
- Malgré leur conscience les productions orales des étudiants nous indique que le problème évoqué demeure en existence.
- Les activités proposées ne sont pas proprement dératées et donne lieu à l'émergence de cette interférence négative.

La recherche a été finalement conclue par les recommandations suivantes :

- Durant les classes et l'expressions orale les activités destinées aux étudiants ne doivent en aucun cas leur donner lieu à improviser ; c'est -à- dire que l'étudiant doit être toujours lié à l'environnement socio_culturel de la langue ciblée.
- La langue maternelle même si utiliser ne doit pas dépasser le fait d'être un outil descriptif ou bien explicatif pour clarifier les points linguistique , de la langue Anglaise , et en doit jamais être un référent ou bien un point de départ .
- Ainsi que les cours tenus en matière de l'expression orale d'autres séances de nature socio_culturel et d'expressions idiomatiques de la langue cible doivent être établies en parallèle afin de garder les élèves un peu plus impliqués dans l'environnement social de la langue étrangère.