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The Impact Of Students' First Language On Their Second Language Speaking Skill

**An Extended Essay Submitted to the Department of English in Partial fulfillment of the
Requirement of Master's Degree In Advanced Studies in Contemporary Linguistics**

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Dedication

To my sympathetic father and thoughtful mother whose love always strengthens my will. no one has ever been given more loving and unconditional support than i have been given by you

To the memory of my beloved grandmother

To my precious fiancé Nabil for I owe all the love and his respectful family who support and encourage throughout the fulfillment of this work.

To all my brothers and sisters.

To all the members of my family .

To all my friends.

To all my teachers.

To all those who believe in me and pray for my success

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Dedication

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Abstract

The current study aim at studying the impact of students' first language on their second language speaking skill among first year EFL students' of the University of BELHADJ Bouchaib Ain Temouchent at the Department of English, in order to confirm or reject the hypothesis; if the first language does influence EFL learners . and if their speaking will improve within this phenomenon .This research has been carried through questionnaire for students' in addition to analysis of their answers . The analysis reveals that some of students' face difficulties when speaking with the second language ; for that, they refer to their first language to express , most of students' make mistakes in speaking because they think in their first language while speaking with the second language . This research also carried a teachers questionnaire which confirm this phenomenon and highlight many recommendation which are given by teachers to lack of the use of the mother tongue during EFL classesFinally , This research prove the hypothesis of the influence of first language on EFL learning

List of Abbreviations and Acronyms

EFL: English Foreign Language

L1: First language

L2: Second Language

LAD: The Language Acquisition Device

ZPD: The Zone of Proximal Development

%: Parentage

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General Introduction

Since the early twentieth century investigators in linguistics have shown remarkable interest in improving teaching methods in foreign language, the aim of these methods is to limit the passive impact of difficulties that face learners in order to fulfill superior acquisition of the second language at the standard of the linguistic skills; reading, writing and precisely speaking. The present study investigates one of the main problems that faces foreign language students and influence their learning process; it is the use of first language and its impact on the speaking skill; in order to perceive the link between both native and foreign languages. Speaking is one of the basic language skills that must be given a special emphasis in the language classroom. It is also the aim of any language learner because we cannot say that one knows a language only if he or she can speak it. the 1st year LMD English students have the tendency to use their first language; to what extent does this issue influence the learners speaking skill achievement and how should teachers consider the phenomenon in order to facilitate the English speaking learning?

This dissertation consists of three chapters. The first chapter considers the literature review. It is related to the mother tongue, its use, and language acquisition. The second chapter is also considered with the literature review but with the speaking skill. The third chapter is about the research design. It will be divided into two sections; the first part deals with the research tools and gives a detailed description of the research method, sampling, instrumentation and procedures used in the study. The second part is concerned with the analysis of the questionnaire which was addressed to both students and teachers to collect information's and provide some recommendations based on the results of the collected data.



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Chapter One : Literature Review

1.1 Introduction

In this chapter and Before going directly into investigating and analyzing students' opinions and behaviors concerning first language use, we will look at how the first language has been perceived and processed throughout history in English classroom settings.

We will go through some of the teaching methods that either encouraged or discouraged the use of the first language in classrooms. Then we will take into consideration some theories in education and how they have affected the first language use.

Finally, we will have a deeper and more expanded discussion on the idea of learning and acquiring language with a passive method and how to make it more active according to theorists by understanding the abilities of the human mind through investigating and experimenting theories in reality with learners and children at different ages.

1.2. Mother Tongue Process

Baker and Westrup (2003.p, 12) stipulate that “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” subsequently, the learners will not have the ability to use the second language correctly if they are still affected by the use of their native language. Poorness of the vocabulary of the second or foreign language usually makes students take words from their native language. A mother tongue helps a child to communicate with others by expressing his feelings, intentions and needs. It is also known as native language. Furthermore, it reveals one’s identity and nationality, and it differentiates people from their country of origins. According to Ashworth (1992) a mother tongue is the language which the child/person acquires in early years and which naturally becomes his/her means of thought and communication. It is received by birth or from ancestors. This will drive us to conclude that a mother tongue is not just a means of communication but it is about a whole culture and goes beyond simple or complex linguistic structures.

1.2.1 First Language Acquisition

In the late 19th century, studies of child development emphasized language, and many researchers kept extensive diaries of their children’s development, including language (e.g., Ament 1899, Baudouin de Courtenay 1974, Compayré 1896, Lindner 1898, Major 1906, Preyer 1882, Ronjat 1913 Stern & Stern 1928, and Blumenthal 1970). Because researchers lacked tools for preserving their observations, these records vary in quality. There was no audio- or videotape to record of what happened and no international phonetic alphabet to help note children’s exact pronunciations Brown (2000: 21) highlights the interesting transformation infants go through from crying-cooing babies to skillful conversationalists. Investigation has shown that a few weeks after birth infants begin to differentiate between sounds such as “ba” and “pa,” but they go through an entire year or longer before they begin to speak their first words (Lightbown and Spada, 1999: 1). Two years after starting to speak, “children can comprehend an incredible quantity of linguistic input; their

speech capacity mushrooms as they become the generators of nonstop chattering and incessant conversation” (Brown: 2000: 21). How can this be accomplished in such a short time? Theories of language acquisition strive to explain this phenomenon, and Noam Chomsky was one of those who renewed their interest in how children acquire language.

1.2.2 Chomsky’s Theory

Noam Chomsky (1960) ,assert that inherited capacity to learn any human language is born with children. He confirme that children use some linguistic structures which so carefully must be already impressed on the child’s mind. Chomsky claims that every child has his own ‘language acquisition device’ or LAD which encodes the main basics of a language and its grammatical structures in the child’s brain. Children are obliged to learn new vocabulary and use the syntactic structures from the LAD to compose sentences.

Chomsky mention that a child could not learn a language out of imitation alone because the spoken language around him is irregular . Besides, adult’s speech is often breaked up and sometimes ungrammatical. Chomsky’s theory applies to all languages as they all include nouns, verbs, consonants and vowels and children show to be difficult to acquire the rules of their L1. Every language is quite complex, However, all children regardless of their mental capacities ,they master their first language within the age of 5 and 6..

1.2.3 Evidence in favors of Chomsky’s theory

The next ideas support Chomsky’s theory of first language acquisition:

- Grammatical mistakes such as getting subjects, verbs and objects in the wrong order are mistakes that lead children learning never make a speech.
- Children will notice mistakes, if the conscious adults makes a grammatically wrong sentence.

- Usually children often say ungrammatical things such as ‘mama ball’, which they have not learnt passively.
- Mistakes like ‘I drawed’ instead of ‘I drew’ show they are not learning through copying .
- Chomsky used the sentence ‘colourless green ideas sleep furiously’, which is grammatically correct although it doesn’t make sense, to demonstrate his theory. He said it shows that sentences can be grammatical without having any meaning and that we can distinguish between a grammatical and an ungrammatical sentence without ever having heard the sentence before. He also joined that we can create and understand other new sentences that no one has ever said before

1.2.4 Evidence in Disfavor of Chomsky’s Theory

Theorists against Chomsky debate that even though it is notice that children do not learn language through imitation alone, because it's not show that they must have an LAD (language acquisition device). Language acquisition can take place through general learning and understanding abilities through admixture and interactions many people.

1.2.5 The Language Acquisition Device

In reference to Chomsky's (1960) theory of the "language acquisition tool", as we have already mentioned in Chomsky's theory, "we have mentioned that children are born with the ability to learn the language in which children learn the mistakes they make in learning." The following example highlights the theory of LAD:

Parent and Child (3 years old)

Parent: What did you do today?

Child: Me draw a cat.

Parent: You drew a cat?

Child: Yes.

Parent: Who did you play with at break-time?

Child: played me Sarah and Helen.

Parent: That sound fun. Now what do you want for tea?

Child: Dunno. What you having?

Parent: Daddy and I are having fish.

Child: You having fish?

Parent: Yes. I'll do you some fish fingers and if you're a good girl and eat them all you can have sweeties.

Child: want two sweeties.

Parent: Alright then, Now go and watch Postman Pat while I start the tea.

Child: When coming Daddy home?

Parent: He'll be here soon.

On the basis of this we conclude that children may apply mistakes in pronunciation and grammar but they understand exactly the correct meaning and know immediately the mistakes they make once they are corrected by adults.

1.3 Main Theorists

In linguistics word , we have so many theorists deals with social constructivism approach , we can find many theories that investigate the approaches to language acquisition learning.

in this part , we discuss the most important and famous theories and their theories that are mentioned in linguistics history concerning socio constructivisim , Bruner (1990) and Piaget (1972) are considered the chief theorists among the cognitive constructivists , Lev Vygotsky (1978) is the major theorist among the social constructivist , John Dewey (1933_1998) is often mentioned as the philosophical founder of this approach .

1.3.1 John Dewey

According to, John Dewey he is unacceptable the notion that schools should emphasis on repetitive, rote memorization and exposed a way of "directed living" – students would start in a free world, functional workshops in which they would exposed their knowledge through creativity and helping each other. Students should be provided with opportunities to think and express themselves, their knowledge and ideas.

Dewey called for education to be an abstract scientific fact. He said; "If you have doubts about how learning happens, engage in sustained inquiry: study, ponder, consider alternative possibilities and arrive at your belief grounded in evidence."

In other words, if you have any doubts about what is like for a person to learn , you can rely on other abilities and qualifications that enable you to reach your goal based on conclusive evidence ."

1.3.2 Jean Piaget

Piaget ruled out the idea that learning is the passive absorption of knowledge. He also suggested that learning is a dynamic process that involves many stages of adaptation to reality. Scientists have developed knowledge through several theories attributed to them, although they have little impact on society such as :

- Discovery learning ;
- Sensitivity to children's' readiness ;
- Acceptante of individuel differences ;
- And the fact that learners don't have knowledge forced on them – they create it for themselves.

1.3.3 Lev Vygotsky

Vygotsky developed the social structure and rejected Piaget's suggestion that he could separate learning from society.

Although Vygotsky died at the age of 38 in 1934, many of his publications were known only after 1960. However, there are a growing number of social constructivism applications in the field of modern technological education.

By the 1980s, Dewey and Vygotsky's research had mixed with Piaget's work in the field of developmental psychology. The basic approach of the social constructivism is that students learn from applied practice rather than theory, where the student finds himself re-evaluating and critiquing previous knowledge, Analyzing and reconstructing ideas so that they can understand the subject.

1.4 Language Acquisition Theories

This section is intended to illustrate different perspectives on language acquisition. Most of the theories can be considered from both L1 (mother tongue) and L2 (second or foreign language), although some of them will be discussed here. It has emerged from the studies of acquisition of the second language is very important that there is a significant impact on language schools and psychological theories of language acquisition. This has brought about many changes to the various factors in the process of language acquisition that we can see in the following subsections:

1.4.1 A Criticism of piaget :

Piaget has faced many critics about his theory that children do not build knowledge in isolation from their social and cultural orientation. Yet his theory of growth in children has many surprising implications for language acquisition.

Elli Dokuzoglu (1999:16) says that "many scientists, especially the psychologists are hesitant to attribute a domain-specific built-in linguistic knowledge to the human infant." Hence, It is from this logic that the human brain is a programmed computer that examines the various data through the processing of

information. Piaget was one of the pioneers of psychologists who believed that the acquisition of language is human learning, but he did not suggest that evolution is not innate, but only that there is no specific language module.

Piaget's then developed that evolution (i.e acquisition of language) is the result of external factors and many social influences

Piaget (cited in Brown, 1987:47, Eysenck, 1990:51) outlined the course of intellectual development as follows:

- The sensori-motor stage from ages 0 to 2 (understanding the environment);
- The preoperational stage from ages 2 to 7 (understanding the symbols);
- The concrete operational stage from ages 7 to 11 (mental tasks and language use);
- The formal operational stage from the age 11 onwards (dealing with abstraction);

Piaget thinks that the pre-linguistic stage (from birth to one year) is the stage upon which the sensory intelligence of the movement is based. When children form their personality in relation to the environment in which they live, unlike Vygotsky, Piaget thinks that self-discourse would not be in favor of service the development of the language.

1.4.2 Vygotsky's Zone of Proximal Development:

In the 1990s, Lev Vygotsky, provoked educators, consider the social and cultural outlook of teaching and learning. Central to Vygotsky's theory is the belief that human development can not be separated from social and cultural activities. Thus, developing children for higher mental processes requires learning to use culture tools, such as language and symbols, by directing other people more skillfully in using these tools. Other American psychologists who have joined this view are Jerome Brunner and Barbara Rogoff. The sociocultural approach has prompted teachers to use tools and strategies to cultivate the inherent potential within each child's zone of proximal development (ZPD).

The curriculum seeks extended periods of free play, encouraging children to develop their playful behaviors to use symbolic representations and actions, complex multi-roles (eg, combining the subject of a doctor with a restaurant theme) by using language to create demonstration scenarios (Bodrova and Leong, 2007). Promotional materials and play materials in the classroom must be creative, simple, and not realistic. The curriculum should also allow children to create and revise their own play and problem-solving plans and learn from each other as a way to expand their individual ZPD.

Referring to the Vygotskian approach, learning is believed to lead to development, obverse to the Piagetian theory that development is a preconditions for learning to occur. These differences in opinions have inevitably shaped curricular approaches.

Vygotsky's opinion is simply that social interaction plays an important role in the learning process. He has a places emphasis on the role of "shared language" in the development of thought and language. The term "shared language" refers to social interaction and can be best indicated through the idea of "zone of proximal development".

According to Vygotsky (1962:10), two developmental levels define the learning process: egocentricity and interaction. We can look at what children do when alone and what they can do when he working with others. They particulary choose to stay silent or speak less on their own (less egocentric speech) when they are alone. However, they prefer to talk to other children when they play games with them (more egocentric speech). We call the differences between these two types of developement "Zone of Proximal Development". This zone mention to the distance between the actual developmental level as determined by separate problem solving and the grade of probable development as determined through problem solving under adult orientation or in collaboration with more capable friends of the child. The first thing that children do it to solve problems is to talk to adult to adults and then solve the

problems they face on their own. In other words, children first need to be exposed to social interaction that will enable them build their interior resources.

As for the drawbacks of the views suggested by Vygotsky, it is not clear what he meant by interior resources. Also, his assert on the indication of egocentric speech in the development of thought and language is merit discussing. He proposes that egocentric speech helps children interact with others in the society . When a child is alone he uses less egocentric language than he uses it when playing games with other children. This implies that speech is influenced by the presence of other people. It appear that Vygotsky overemphasizes the function of egocentric speech in the development of language. We can sort out that society and other people are important factors helping children to gain language. However, Vygotsky fails to account for the role of the self itself in this process, even though he persist the value of egocentric speech, which is not the self actually, and see the comparative role of inner linguistic and psycholinguistic techniques that improve language acquisition.

1.5 Socio-cultural Approach to Constructivism and Socio-constructivism

"Constructivism is the philosophical and scientific position that knowledge arises through a process of active construction." (Mascolol & Fischer, 2005). This quotation exposes that Constructivism is basically a theory that is setup on observation and scientific study about how people learn. It says that people built their own knowledge and understanding of the world .

"As long as there were people asking each other questions, we have had constructivist classrooms. Constructivism, the study of learning, is about how we all make sense of our world, and that really hasn't changed."(Brooks, 1999)

For Brooks (1999) , Learning can refer to many different educational applications. In general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge, then to think, to understand, to talk about their relationships , what they are doing and how to understand what is changing.

1.5.1 Socio-constructivism:

“research paradigms built on supposedly clear distinctions between what is social and what is cognitive will have an inherent weakness, because the causality of social and cognitive processes is, at the very least, circular and is perhaps even more complex” (Perret-Clermont et al., 1991:50) Perret-Clermont and other co-authors has not been cited before ...

Social constructivism emphasizes the importance of culture and context in understanding what occurs in society and constructing knowledge is based on this understanding (Derry, 1999; McMahon, 1997). This perspective is closely associated with many contemporary theories, most notably the developmental theories of Vygotsky and Bruner, and Bandura's social cognitive theory (Shunk, 2000).

1.5.2 Constructivism vs. Socio-constructivism

Constructivism and Social Constructivism are two equal learning theories which have a large number of underlying assumptions and an interpretive epistemological position.

Both approaches	Socio-constructivism
<ul style="list-style-type: none"> ▪ Socrates, in dialogue with his followers, asked directed questions about Deep roots classical antiquity. that led his followers to realize for themselves the weaknesses in their thinking. ▪ Learning is perceived as an active, not a passive, process, where knowledge is constructed, not acquired 	<ul style="list-style-type: none"> ▪ Emphasis is on the collaborative nature of learning and the importance of cultural and social context. ▪ All cognitive functions are believed to originate in, and are explained as products of social interactions ▪ Learning is more than the assimilation of new knowledge by learners; it was the process by which learners were

<ul style="list-style-type: none"> ▪ Knowledge construction is based on personal experiences and the continual testing of hypotheses ▪ Each person has a different interpretation and construction of knowledge process, based on past experiences and cultural factors. 	<p>integrated into a knowledge community.</p> <ul style="list-style-type: none"> ▪ Believed that constructivists such as Piaget had overlooked the essentially social nature of language and consequently failed to understand that learning is a collaborative process.
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Table 1.1. Similarities and Differences between Constructivism and Social constructivism

1.5.2.1 Basic Assumptions

Jonassen (1994) propose that there are eight characteristics that confirm the constructivist learning environments and are usable to both perspectives:

1. Constructivist learning environments provide multiple representations of reality;
2. Multiple representations avoid oversimplification and represent the complexity of the real world;
3. Constructivist learning environments emphasize knowledge construction inserted of knowledge reproduction;
4. Constructivist learning environments emphasize authentic tasks in a meaningful context rather than abstract instruction out of context;
5. Constructivist learning environments provide learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction.
6. Constructivist learning environments encourage thoughtful reflection on experience.

7. Constructivist learning environments "enable context- and content- dependent knowledge construction."
8. Constructivist learning environments support "collaborative construction of knowledge through social negotiation, not competition among learners for recognition."

1.5.2.2 Epistemology

Teaching and learning is the default epistemology in education is an empirical/reductionist approach. The shared epistemological basis for these two perspectives, on the other hand, is interpretativism, where knowledge is believed to be acquired through involvement with content instead of imitation or repetition (Kroll & La Boskey, 1996).

There is no absolute knowledge. The acquisition of knowledge thus requires the individual to behold the information and, based on their previous experiences, personal views, and cultural background, constructs an interpretation of the information that is being presented to them.

Students 'structure' their own meaning by building on their previous knowledge and experience. New ideas and experiences are matched against existing knowledge, and the learner structures new or adapted rules to make sense of the world. In such an environment the teacher cannot be in charge of the students' learning, since everyone's view of reality will be so different, and students will come to learning already possessing their own constructs of the world. Teaching styles based on this approach therefore mark a conscious effort to move from these 'traditional, objectivist models didactic, memory-oriented transmission models' (Cannella &Reiff, 1994) to a more student-centered approach.

1.5.3 A comparative table between constructivism "jean piaget" and socio-constructivism Lev vygotsky

Constructivism “Jean piaget	Socio- constructivism Lev vygotsky
<p>Piaget supposed that development had to be the first one before learning.</p> <ul style="list-style-type: none"> • the four stages of cognitive development that all people goes trough : Sensorimotor, Preoperational, Concrete Operational, & Formal Operational. • piaget (1970) submit that children advence through four stages. • It is assumed that children's cognitive abilities reflect the specific differences of each one. • the different development stages are limited by the logic structure. • There is a certain stage of development that the learners must reach to learn the basic cognitive concern. • and in (1958) widened this theory to demonstrate how new information is formed to adequate with the learner’s current knowledge and the existing knowledge itself modified to assimilate the new information. The major concepts in this cognitive process contain: Accommodation,Aassimilation ,Equilibration • Piaget think that there was are relationship between biological and cognitive development. 	<p>Vygotsky suposed that development and learning elaborate together through socialisation and language.</p> <ul style="list-style-type: none"> • There is a strong reationship between learning language and the development of reflection . • vygotsky (1934) proposed that they provide scope through which we experience, communicate ,and understand reality. • showed the value of language in learning by demonstrating that in infant, communication is a pre-condition to the child’s acquisition of notion and language . • There are many social and cultural factors that influence the development of intelligence. • He suggested that people learn with meaning and personal importance in mind not just through awareness to the facts • Language and the conceptual schemes that are transferred by means of language are basically social phenomena ,knowledge is not simply built ,it is co-built. • Vygotsky Proposed that knowledge from social interactions stimulate cognitive growth and development.

Table 1.2. Piaget vs. Vygotsky

1.5.4 The Zone of Proximal Development

Referring to Vygotsky learning takes place in the Zone of Proximal Development. In this, students can, with help from adults or children who **are** more forward, master concepts and ideas that they cannot understand on their own , This paradigm has two developmental stages :

1. The stage of actual development – indicate the learner has already reached and can solve problem independently.
2. The level of potential development (ZDP) – point the learner is capable of reaching under the direction of teachers or in working with peers.

The ZDP is the level at which learning takes place. It includes cognitive structures on the way to maturity and growth , as they can only mature in collaboration with others.

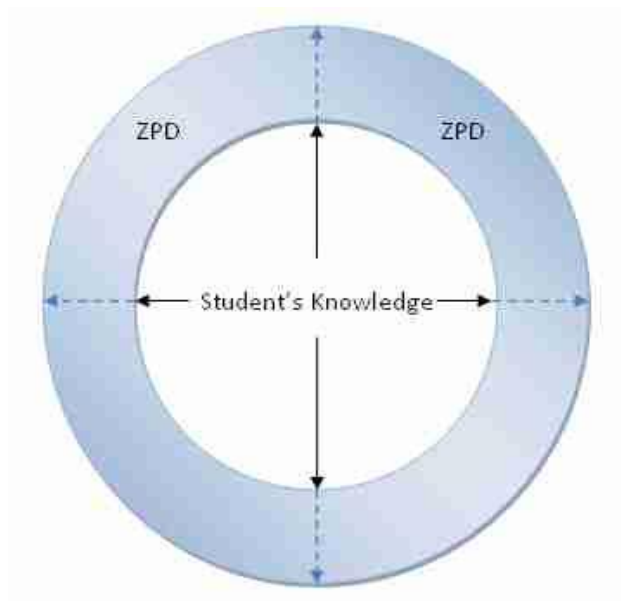


Figure 1.1 Lev vygotsky's Zone of Proximal Development ZPD

1.6 Conclusion:

In this chapter we have dealt with mother tongue , language acquisition and learning, starting by the notion of mother tongue. For some linguists, a mother tongue can hinder the learning process. For some others, a mother tongue is the tool which helps children overcome the environmental handicaps and ensure a better academic performance in school.

We talked also about language acquisition dealing with Chomsky and his hypothesis. Theorists are still debating over the origin of an innate structure that aids children.

The constructivist view has been explained with reference to Piaget and his theory. Social constructivism which asserts that cognitive growth first appears on a social stage and later on individual stage and emphasizes the role of the ZPD was viewed according to Vygotsky.

Research on children language development still continues and many concepts as language acquisition, Chomsky's theory and the evidence favor and disfavor the theory , language acquisition , constructivism and socio-constructivism and the zone proximal of development



**CHAPTER TWO: THE SPEAKING
SKILL**

CHAPTER TWO: THE Speaking Skill

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Chapter two : the speaking skill

2.1 Introduction

Learning a second language includes the handling of four basic skills; listening speaking, reading, and writing. Speaking is the ultimate skill that learners should master. It is a basic communication skill that can be acquired; it can be culturally transmitted or learned through communication. In this chapter, light will be shed on the speaking skill through two parts. The first part includes the main concepts related to the speaking skill containing its definition, importance, students' difficulties to acquire this skill and some principles used in teaching speaking. The second part includes some concepts connected to the speaking skill and how children acquire phonology, morphology, syntax, vocabulary, and semantics. To check the impact of first language on a second or a foreign language the same levels will be tackled to understand better how adults learn the speaking skill.

2.2 The Speaking Skill: Some Definitions

Speaking is one of the four skills that are the fundamental products of building a language stock. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). therefore, speaking it's not just a simple skill but it's concenter as one of the most important skill in all languages specially in learning a second language ,in that matter louma (2004:1) argues that "speaking in second language is very difficult and competence in speaking takes a long time to develop." the speaking skill is different from other skills in many aspects and that what we will discuss in the next passage. focusing on its definition Hedge (2000:261)defined speaking as " a skill by which (people) are judged while impressions are being formed" that's mean that speaking is a skill which give the receiver the opportunity to determine the personality. Level. Capacity. And Efficiency of the speaker However, Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary or, but also that they understand when, why, and in what ways to produce language and how to use speaking as a reflection of the speakers' identity .

Chapter two : the speaking skill

2.2.1. The importance of speaking:

Ur (2000,p,12) defined speaking as “Of all the four skills, speaking seems intuitively the most important: people who know a language are referred to as “speakers” of the language, as if speaking included all other kinds of knowing.” according to Ur (2000.p,12) speaking is a unique skill which concedes the head of all other skills for example the main question that anyone asks to know if a person has a certain knowledge about English language is " Do you speak English?" we do not usually hear " Do you write or do you read English" and this is an unconscious question that highlights the importance of speaking. (Khamkhien, 2010) In other words, argued with (Ur,2000) he claims that Speaking is accordingly considered to be the most important active skill for a foreign language learning

Speaking is a basic skill and is one of the skills that EFL learners should master and oblige to learn its needs much attention, in both first and second languages since in EFL classrooms, teaching speaking plays a huge role for the learner's. Baker and Westrup (2003:05). asserts that, "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion" in other words, speakers of foreign languages have a bigger chance to get a job and to get respected more by society. Moreover, speaking in the classroom develops the student's thinking, That's why next to this great importance. It is necessary to deal with what a speaker of foreign language can do as a first step. Abdel Salam (2002) defined speaking as a collection of micro-skills which include syntax, grammar, morphology, pragmatics or social language, semantics and phonology. Moreover, speaking is considered as the most important skill because it gathers the function of all other skills. For example, speaking helps students to ameliorate their vocabulary and grammar and then develop their listening and writing skills. Speaking helps learners to express their personal feelings, opinions and ideas; tell stories; inform; explain; request; converse argue and discuss.

2.2.2 Difficulties of Speaking in Second Language Learning

Rababa'h (2005) pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, learners do not pay attention in the oral expression class, and consequently, they cannot keep the interaction going. also student are afraid of making mistakes the fear of criticism. Some learners also have no motivation to speak English and express themselves. they do not put English language learning as priority Actually, motivation is the decisive force which defined if a learner start in a task at all, how much energy he devotes to it, and how long he preserves (Littlewood, 1984:53).

The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (Littlewood, 1981). Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meager development of this skill. Besides, vocabulary items are taught in isolation, and listening materials are not used by the majority of schoolteachers because of the large number of teachers compared with the number of cassettes available. Teacher-training programs were found to be not very successful in changing the teachers' methodology (Rababa'ah,2005).

Furthermore, learners use to learn all the subject in Arabic, and English is one academic subject, which means that its insufficient to acquire the English language. The lack of communication with people who use the target language or with native people of the second language .environment and society level in languages can be considered another problem, which results in a lack of involvement in daily real-life situations. Not permitting learners to contribute in oral conversation can be another problem which causes speaking difficulties.

(Cameron, 2001, p.36). Furthermore, language is best learned when the learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features

Chapter two : the speaking skill

(Kumaravadivelu,2003:27),that means the best method in learning language is to involves all other skills.

Zhang (2009) affirms that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. Furthermore Ur (1996), argues that there are many factors that cause difficulty in speaking. These factors are more explained in the following sub-section.

2.2.2.1. Inhibition.

Students are worried about making mistakes, fearful of criticism, or simply shy. Ur (2000,p.111) states that “Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.” in other words, the restraint that learners use about speaking in foreign language in classroom is simply because the fear of making errors and getting criticize from the others and even shy of getting noticed.

2.2.2.2. Nothing to say.

Students have no motive to express themselves. Rivers (1968: 192) says that: “The teacher may have chosen a topic which is 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 language or the foreign language.” ,here the problem is being in the subject given and the methods use by the teacher in facilitating the topic to help the learners to understand what the teacher talking about. Therefore, involve the learners in the topic and give them the opportunity to express and finding idea that concern with the topic.

2.2.2.3. Low or uneven participation.

Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. Bowman et al (1989,p. 40) asserts that “traditional classroom seating arrangements often work against you in your interactive teaching.”

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2.2.2.4. Mother-Tongue Use.

the first language or the mother tongue its much easier to use for learners because they feel more secure when they speak their mother tongue. According to Baker and Westrup (2003,p. 12) "...barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language." on other words when the problem of speaking in the target language can disappear only if the learners take the rules from his mother tongue and use it in the target language.

2.2.3.Difference between L1 and L2 speaking learning :

According to Krashen (1982) there are two ways for an adult to learn a second language. The First way is to acquiring the second language just like children acquire their first language, Unawares, through inclusive and unofficial learning. In other word acquiring the language unconsciously .naturally without making efforts . the second way is to learn the language consciously it means learning in school or making efforts in acquiring the second language having an official learning of the language and a linguistic knowledge of the language Krashen (1982p.17)

Krashen reject the concept that claims that learning is acquiring and he separate between first language and second language learning , however he argued that language can be acquire in the classroom just when having an oral expression class. Communication. Presentation. dialogue or a role plays

According to (Hieke, 1981) in a comparison between first language speaking and second language speaking the studies shown that L2 speakers are expressing unwell . In an analysis of L1 and L2 English spontaneous production data, in other words, L2 speakers make more mistakes and correcting their mistakes while speaking. (Wiese, 1984) argued with hieke. L1 and L2 speakers of German and English, L2 speakers hesitate about three times while speaking unlike l1 speakers they speak without any hesitation and expression fluently .

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2.2.4. How can mother tongue influence the second language acquisition:

The research is still ongoing on how the original language affects the person and how the brain handles the second-language spoken words .

In view of the many references that indicate the beginning and end of words that vary from one language to another and can give the person wrong information about the second language, the assistant professor of linguistics , Annie Tremblay, at the University of Kansas to understand the types of signals that he listens People who learn the, second ,language ,and know the words during the speech ,it is also looking for how, learners, acquire ,new signals.

According Tremblay The moment we hear a new language, all of a sudden we hear a stream of sounds and don't know where the words begin or end, . Even if we know words from the second language and can recognize them in privacy , we may not be able to set these words when some one talks , because a set of processes influence how words are fulfill in context.

According to the learners of the second language , it is easier to choose symbols than the others , like which consonants are common in starting and ending words . for example is the “z” sound, which is a popular end to words in English but is not found at the beginning of words.

there is Other symbols , like intonation, are difficult to master and are more probably to be influenced by a speaker's native language. Tremblay indicate to English where a stressed syllable is a strong reference that a new word is beginning . However , in French the reverse is true ; the notable syllables tend to be at the end of words.

According to Tremblay This kind of information can't be memorized in a language such as French. It has to be computed. And this is where second language learners struggle, Example of confusion , is the French phrase for “cranky cat”, which means in French “chat grincheux. For a brief moment of time , the phrase can

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pronounce like the English pronunciation for the word “chagrin,” a French origine word .

Tremblay claimed If you hear the ‘cha’ syllable as being prominent, it cannot come from the word chagrin in French because the first syllable of chagrin will not be stressed in French .With her international collaborators, Tremblay manipulates intonation allusion comparable to the example above to examine how publics use these allusion to understand words . In one experiment, participants hear a sentence including a phrase such as ‘chat grincheux,’ see four word options on a computer screen such as chat, chagrin and two unrelated words, then are asked to click the correct word . An eye-tracking device defined when and how long the participant concentrate on each word.

A different experiment has participants listen to an artificial, made-up language for 20 minutes. After a moment they are asked to identify words in that language .So far the research group has studied native English and Korean speakers who have learned French, and native French speakers who live in France or in the U.S.

One of the more important results ,is that when languages share more similarities but still have small differences, it can be difficult for second language learners to use the correct speech symbols to identify words. For example, in French and Korean, prominent syllables tend to be at the end of the words. but , there is one little difference : Korean intonation drops before the beginning of the next word . In French, intonation drops over the first syllable of the next word.

According to Tremblay For English speakers, the differences between English stress and French prominence are so salient that it ought to be obvious and they ought to readjust their system, While in Korean people they think, ‘Oh, this is just like Korean.’ It sounds like , and they don’t readjust their use of this information.

Researchers also found that native French speakers who lived in France was the best native French speakers who lived in the U.S. at using French-like intonation

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symbols to set words in another language. In fact, the longer a native French speaker lived in the U.S., the worse they did at using the symbols from their native language.

Tremblay suggests that the speech processing system is extremely adaptive. Despite all the claims about the existence of a critical period for language learning, the speech processing system is actually very flexible; it might just take a long time to completely override the effects of the native language,

The research group continues to collect information and data and schema to include others native speakers who speak French.

2.3Acquisiton of Phonology:

Phonology has a substantial function in English foreign language learning speech performance, the more speaker's pronunciation is correct, the easier becomes to understand. Thornbury (2005) suppose that it is much easier for native speakers to differentiate foreigners because they often fail to perform many aspects when speaking; such as, stress, rhythm, and intonation.

Children unconsciously acquire their first language .in all cases of monolingual or bi- and multi-lingual speakers respectively. This process occur in the first six or seven years of children's lives until the lateralization of their brains occurs as a possible result of hormonal changes (Hickey: 2003).therefore, the first language acquisition happens in the early first years of childhood because the brain will have greater ability to acquire language .

The language acquisition has four main features: the first one is : acquiring language is an instinct, it is been wake by birth and it is rapid as children acquire their first language within a few years' time. as well, it is complete. hence ,the human will never forget his first language . Even if a EFL learner master the second language perfectly acquired second language, However. he will not reaches the level C2 of the Common European Framework of References for Languages. Thus, we can never

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speak the second language like the first language even if we master it . Furthermore, first language acquisition does not require instructions and may be genetically encoded (Hickey 2003, Bußmann 2002).

To clarify and summarize the definition of acquisition of phonology it is necessary to mention that it is process which children acquire the second languages phonology, by including many functional aspects as the the language's specific sound contrasts. Yet, the acquisition process in general is a combination of phonology rules which acquired through time it is also a group of morphology, syntactic and semantic rules. Moreover, these processes are separated and independent of the degree of the human intelligence although the degree of competence may change among individuals (Hickey 2003).

2.4 Acquisition of morphology

Brown, R (1973) studied the development of language of pre-school children, after making several studies he came out with four stages. Children between 12 and 26 month in the first stage they have structured 50 to 60 word vocabulary, in stage two 27and 30 month he found that three children he studied on began producing morphological inflection and start using the "ing" ending on verbs "s" for plural "in" and "on" . in stage three 31 and 34 month they began using irregular past tenses for example "me fell down". stage four 35 and 40 month the child start using regular past tense

for example, "a book on the table". finally he conclude that the child have the ability to structure and acquire morphology in his early two years. Furthermore, according to eve V.clark (2017:) children must analyze the structure of words heard before acquiring the morphology, also recognize stems and affixes, and there meanings, after the child will use those stems and affixes into combination. This process is a precondition to the acquisition of morphology and word formation. after that , in second year of speech, as some inflectional paradigms become established, they start

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producing derivational affixes. these will rise hugely between ages three and four, to complete the process of acquisition of morphology .

Much of the research on morphology focused on adult second language acquisition. Concern with a set of morphemes in the second language, the study was made on which order the morphemes were acquired and the role of first language. in a comparison between the first and second language acquisition of morphology of children with differing language background. Duly & Burt (1974;1975) argued that second language learners similar to first language was a process of "creative construction" and that learning morphemes in first language is just like in second language .

2.5 The Acquisition of Syntax

According to (Kenji Hakuta and Herlinda Cancino. 1977), in the first six months of child life, he start form his first unclear words. A few months later most of them start producing many words and some children start use words that the adult use it at home, begin naming things (table, doggie, ball, etc.) and behaviors (play, see, drop, etc.) and an occasional quality (blue, broke, bad, etc.). At about eighteen months children are starting forming two-word utterances; such a one, for example threw ball .

Referring to (Brown, 1973; Brown & Fraser, 1964).at the second year of child age he begin relate two words together , as one word , and it will be considered as the 1st level of syntax acquisition , although conception of syntax starts earlier . Children's earliest words are short (typically 2-3 words) and include open class lexical elements (e.g. nouns, verbs, adjectives), with few closed class functional elements (e.g. articles, auxiliaries, prepositions). He call language is traditionally referred to as 'telegraphic speech'.

The most prominent morphosyntactic features: root infinitives (RIs; Rizzi, 1993/4), non-adult like sentences in the prime verb place in its infinitival form, i.e children produce RIs alongside limit forms, the stage is also indicated to as the optional infinitive stage (Wexler, 1994). the average of RI production vary by child and

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language, it is from 26% to 61% of all (finite and non-finite) verbal utterances (Hoekstra & Hyams, 1998).

Experimental researches sitting a learning device with a piece of sentences from a second language and estimate what aspects of the target syntax are gained . The learning device may be a child, an adult, or a computer program. There is a possibility that the language can be naturel nor artificial . Each of these collections of learner and language is reactive to one of the methodological challenges in research on early syntax acquisition. In the reported research, the language was natural but the learner was artificial. We demonstrate before why we regard this mixture as especially productive.

Examining Childs has the undeniable feature that the psychological resources (attention, memory, computational capacity) of the subjects correspond to the available resources for real-life primary language acquisition. However, the input language in child studies is artificial, because it is wrong to manipulate with the acquisition of the subjects' native language, also to observe across subjects.

2.6. Acquisition of Vocabulary

Vocabulary can be defined as being “all the words that someone knows or uses”, “all the words in a particular language”, “the words that are typically used when talking about a particular subject” and “a list of words with explanations of their meanings, especially in a book for learning foreign languages” (The Longman Dictionary of Contemporary English, 2003: 1843).in other words vocabulary is a set of words that are stored in human brain and it can be taken from any language.

Learners acquisition of vocabulary is very difficult to be determine, it can be used to determine just how we acquire second language vocabulary. the mother tongue of a student is consider as a very important factor also the age of the student, cultural background and standard of motivation and the relation between the student and the second language those factors are what affect the learning of vocabulary (Schmitt, 2000, p. 116). Those factors are important for any language teaching and what

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methods to use. However, child acquisition of vocabulary is not that difficult. Celce-Murcia (1977) studied the vocabulary of a single bilingual child in English and French, aged 2;4. She used four different types of words in the two languages, as a result the child systematically avoids words which cause phonological problems. Like many other researchers, who investigate the child acquisition of vocabulary in first language, the second language studies of vocabulary was having a small part of research concerning the acquisition of adult in comparison with child acquisition.

2.7 Acquisition of semantics

According to Clark's "Semantic Feature Hypothesis" (1973) a word is seen as incomplete primer performance, which contains only a subset of the semantic combination that are related with the same word in adult use. Since the primer definition of a new word is incomplete, the child makes many errors in spelling the word. Child's definition of a word rises with a number of criteria features, until its meaning is complete. That is, all the objects that are named to by the same word are similar in some way, especially those objects that are similar in shape, size, and movement or sound. Nelson (1974) also suggests the "Functional Core Hypothesis". In it the process of learning the meaning of words is viewed as inseparable from the establishment of early concepts.

According to Evelyn Hatch and Cheryl Brown (2001), semantics is the study of meaning and the systematic ways those meanings are expressed in language. The form of different semantic theories such as semantic feature, prototype theory, relational models, semantic space across languages, schema semantics have helped people to know the words better than ever before and thus are put forward to the words acquisition and learning. (Hatch, E., & Brown, C. (2001).

According to (Katz, 1972; Katz and Fodor, 1963) "componential analysis" is When students' are faced with different acquisition tasks in learning a second language meaning of words. Within lexical semantics, one productive process has been to view lexical meanings as semantic components. For example the meaning of husband is viewed as containing the components [human], [male], [adult], [married] while

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Mohamed contains the components [human], [male], [adult], [unmarried]. Semantic relations between words such as synonymy, hyponymy, etc., are well explained to compare sets of component meanings.

Katz and his colleagues intent at structuring a semantic metalanguage through set a fitful semantic components in words across languages. This type of analysis also highlights the selectional restrictions that we see in combining words into sentences.

Linguists defines the anticipation backwards is process being that using semantic primitives in different combination helps with the description of grammatical processes correctly. By applying the component analysis of verb meanings to explain syntactic behavior.

According to (Levin, 1993) this process is to set up verb classes with different syntactic behavior,. Furthermore, Levin assume different linking rules mapping grammatical functions (subject, object) with thematic roles (Agent, Theme, Goal, Location) (Levin and Rappaport Hovav,199,2005). For example, in the task bellow two sentences a and b linked as follow:

(a) links the direct object to the Theme argument while (b) links the object to the Goal argument, and these two linking rules apply to some verbs but not others (a, b)

a She sprayed pesticide on the roses. AGENT—THEME—on GOAL

b. She sprayed the roses with pesticide. AGENT—GOAL—with THEME a.*She covered a blanket on the bed. AGENT—THEME—on GOAL

b. She covered the bed with a blanket. AGENT—GOAL—with THEME

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2.8 Conclusion:

In this chapter, we attempt to consult or examine some of the theoretical Aspects that concern foreign language speaking skill. We have discussed the Definition of Speaking as a skill, its importance, and difficulties of speaking in second language teaching contexts. Speaking is regarded to be important since it helps the teachers in evaluating students' proficiency in the second language because it can be the major criterion towards a better academic position and greater educational success. Since speaking is the most important skill in comparison with the four skills and in order to understand how speaking affects the students' level in EFL learning, it is vital to understand the concepts of this very important skill through reviewing the acquisition of phonology morphology semantics vocabulary and syntax. The focus of the next section will be on the analysis of the collected data.



**CHAPTER THREE: REASERCH
DESING AND DATA ANALYSIS**



CHAPTER THREE: Research Design And Data Analysis

Chapter Three: Research design and Data Analysis

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Chapter Three: Research Design and Analysis Data

3.1 Introduction:

In this research, a questionnaire was given to 1st year LMD students in the department of English language and Letters at the University Centre of Ain-Témouchent. The objective beyond this questionnaire is to uncover the impact and the difficulties caused by the use of the first language in class. This chapter includes a description of the samples chosen and the questionnaires, the analysis of the students' teachers' opinions and the obtained results.

3.2 Student Sample:

The questionnaire in this work was addressed for a group of fifty 1st year LMD students EFL university learners in order to investigate the research questions and hypotheses. These students were selected randomly .The questionnaire consists of 8 questions. These questions are of three types: open questions, closed questions and mixed questions.

3.3. Data Analysis:

After collecting the data, the obtained results have been interpreted and then discussed with reference to all the questions included in the questionnaire.

3.4. Students' Questionnaire:

Question One:

Why did you choose to study English?

- a) It was your only choice.
- b) You need it for a job
- c) You need it to travel

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This question has as an aim to look for the reasons that have motivated students to study English. The results are shown in the following table:

	a	b	c	Average
Absolute Frequency	24	19	12	55
Relative Frequency	43.63%	34.54%	21.81%	100%

Table 3.1. Students' Motivations to Choose to Study English

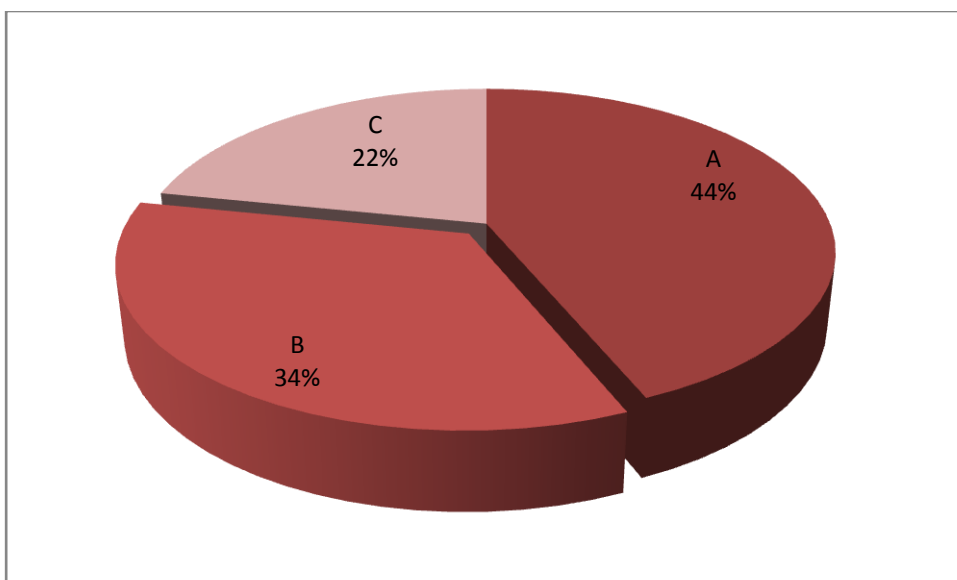


Figure 3.1: Students' Motivations to Choose to Study English

The table shows that forty -three-point sixty three percent of the students like the English language. This means that they are highly motivated to study English. A lower percentage is recorded for those who need it for job requirements (34.53%) and for those who are going to travel abroad only (21.81%). If we consider the sum of these percentages, we find out that students are instrumentally motivated; what indicates that they are not only motivated to learn English but also to master it. The lowest proportion is for those who are using it to travel abroad, simply because only a few students have the means to travel abroad to learn it.

Question 02:

How would you evaluate your level in English?

- a) very good
- b) good
- c) average
- d) low

Our purpose of this question is to review what students think of their English level.

Based on the following results, we can deduce if they are satisfied or not.

Responses	a	b	c	d	average
Absolute Frequency	10	15	19	06	50
Relative Frequency	0%	0%	38%	12%	100%

Table 04: Students' Evaluation of their Level in English

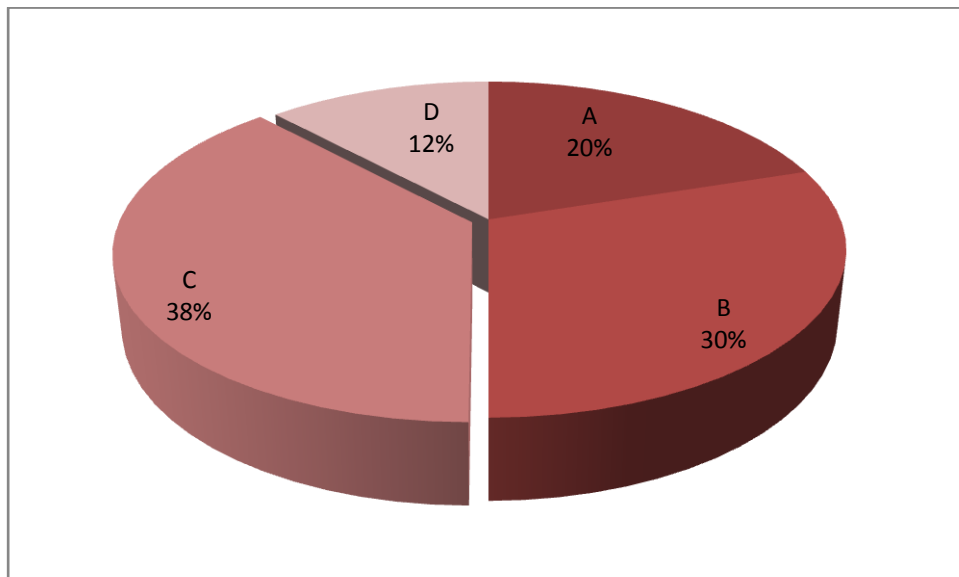


Figure 3.2: Students' Evaluation of their Level in English

More than a third of the students (39.00%) think they have an average level. Whereas (30.00%) see that their level is good, and (20.00%) evaluate themselves as a

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very good English speakers. Only six students consider their English level as a low one.

Question 03:

In your opinion, does the first language influence the use of second language?

- a) Yes
- b) No

The purpose of this question is to see if students are aware of this relationship and of the influence of a mother language on the use of a second or foreign language. The data obtained are included in the following table:

	yes	no	Average
Absolute Frequency	35	15	50
Relative Frequency	70%	30%	100%

table 05: The Influence of L1 on the Use of L2

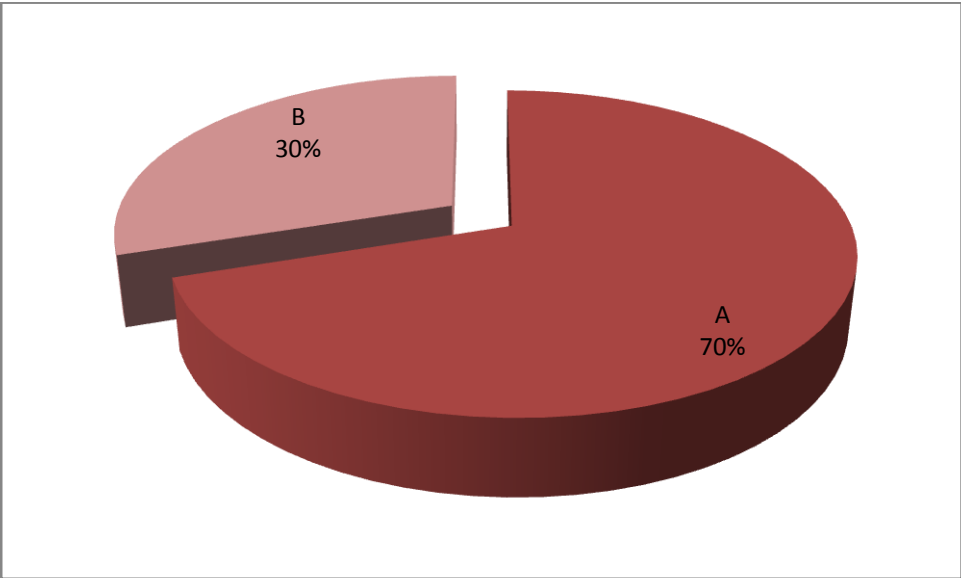


Figure 3.3: The Influence of L1 on the Use of L2

Chapter Three: Research Design and Analysis Data

What we notice through the results is that most of students (70.00%) are aware of the impact of the first language on a second Language learning. Concerning the second part of the question; students didn't answer sufficiently; almost all of them think that this impact can only be seen through the insufficiency of vocabulary in English and that they are not native speakers of this foreign language.

Question 04:

When you talk to your teacher do you speak in?

- a) English only
- b) English and French
- c) English and Arabic
- d) you use the three

The purpose of this question is to see what language student's use when talking to their teacher and if they mix between languages when they talk, to know if there is really difficulty to speak just with the target language. the answer is include in the following table:

	a	b	c	d	average
Absolute Frequency	18	09	12	12	51
Relative Frequency	35.29%	17.64%	23.52%	23.52%	100%

Table 06: Language Use when Talking to the Teacher

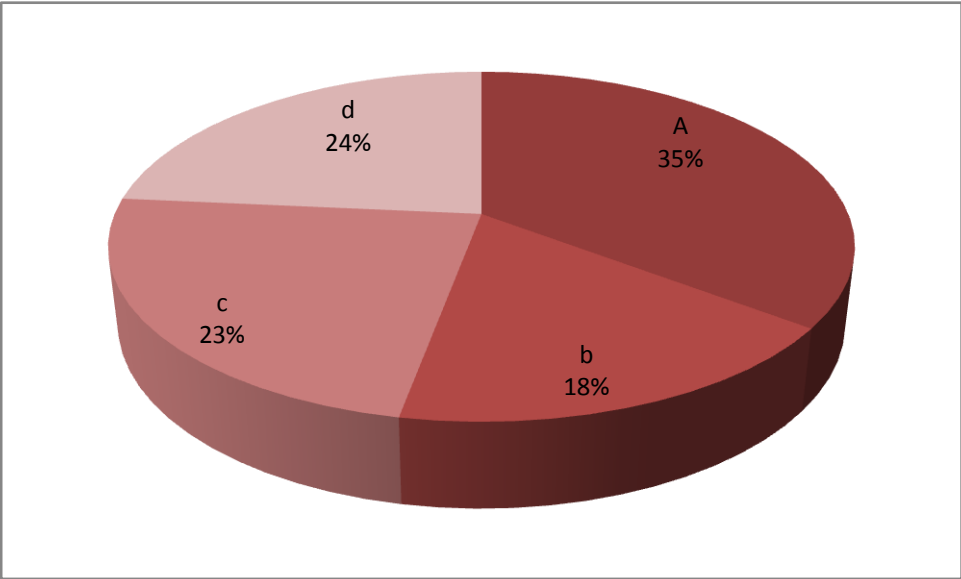


Figure 3.4: Language Use when Talking to the Teacher

The table and the pie-chart show that (35.29%) of the students speak only in English in order to communicate with their teachers and that's because they have a good background in English, while (17.64%) mix their English with French. They mentioned that the cause was that they face vocabulary difficulties when they speak English only so they switch between the two languages. (23.52%) say that they use English and Arabic or they use the three in order to perform their oral expression because of the problems they face in pronunciation. This can confirm that the two other languages do have an influence their speaking in English.

Question 05:

Do you think that you are able now to understand and use the English language without difficulties?

- a) yes
- b) no

The purpose of this question is to investigate the students' ability to understand and use English without difficulties. The following table represents students' responses.

	a	b	Average
Absolute Frequency	25	25	50
Relative Frequency	50%	50%	100%

Table 07: Students' Ability to Understand and Use English without Difficulties

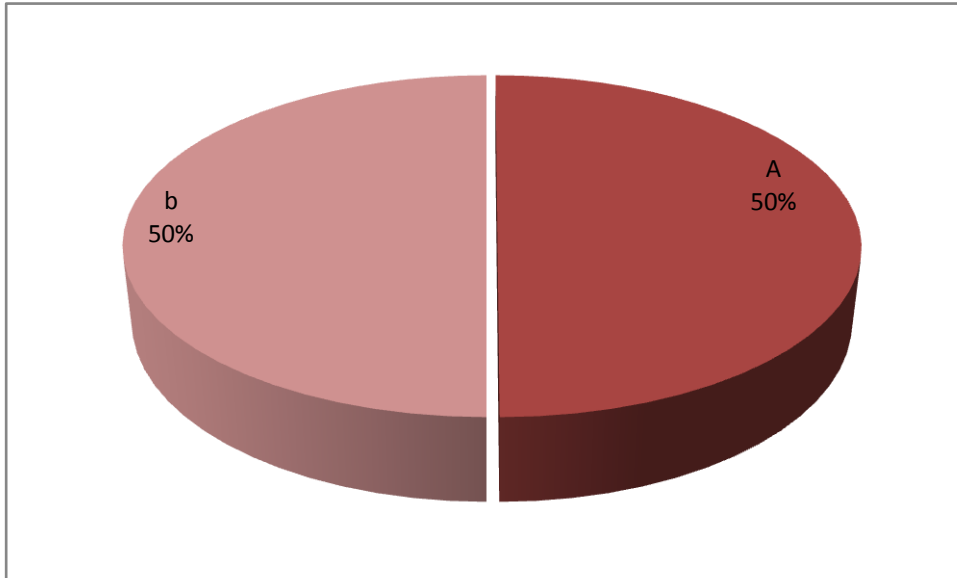


Figure 3.5: Students' Ability to Understand and Use English without Difficulties

The table and the pie-chart show equal results 25 students (50.00%) were able to understand and use English without difficulties. while the remaining 25 students could not; this can be explained by the lack of practicing English either in classroom or with their friends. For the students who do not find difficulties, maybe this is because they have a rich background in all the languages in general.

Question 06:

In which skills do you face most of your difficulties?

- a) listening
- b) speaking
- c)reading
- d)writing

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This question is related to the question above. Students who are not able to understand and use English without difficulties were asked to mention the skill in which they face most difficulties. The results are in the following table:

	a	b	c	d	Average
Absolute Frequency	18	25	13	12	68
Relative Frequency	26.47%	36.76%	19.11%	17.64%	100%

Table 08: Students' Skill-Difficulties

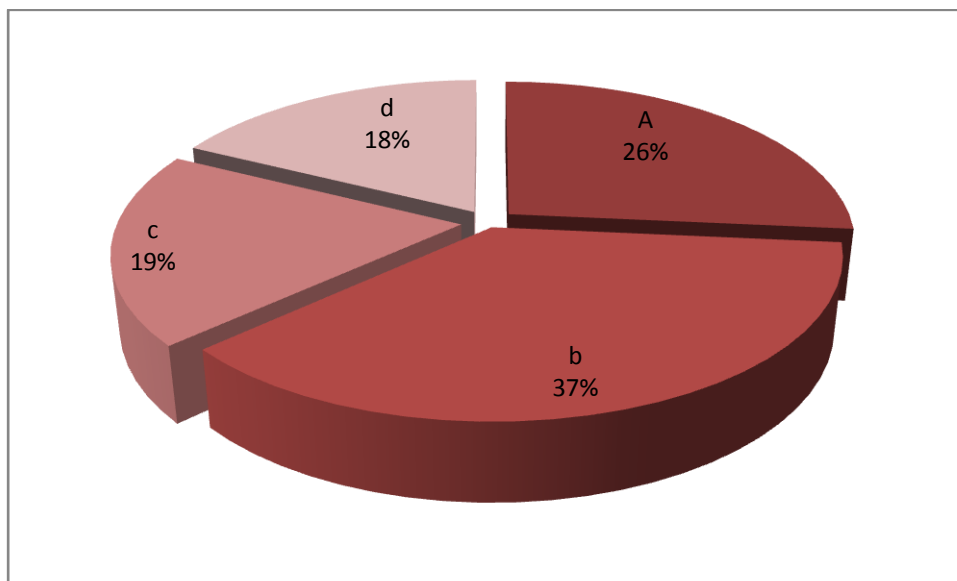


Figure 3.6: Students' Skill-Difficulties

The answers show that more than a third of these students (36.76%) face difficulties with the speaking skill which is the most important skill among the four; this can be resulted to the lack of communication inside and outside the classroom.

Question 07:

What is the first thing you do when facing difficulties in speaking English?

- a) stop in the middle of conversation
- b) try to continue the conversation using English

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c) continue the conversation using Arabic

The purpose of this question is to know about the students' reactions when they face difficulties in speaking English. The results are in the following table:

	a	b	c	average
Absolute Frequency	06	21	24	51
Relative Frequency	11.76%	41.17%	47.05%	100%

Table 09: Students' Reaction

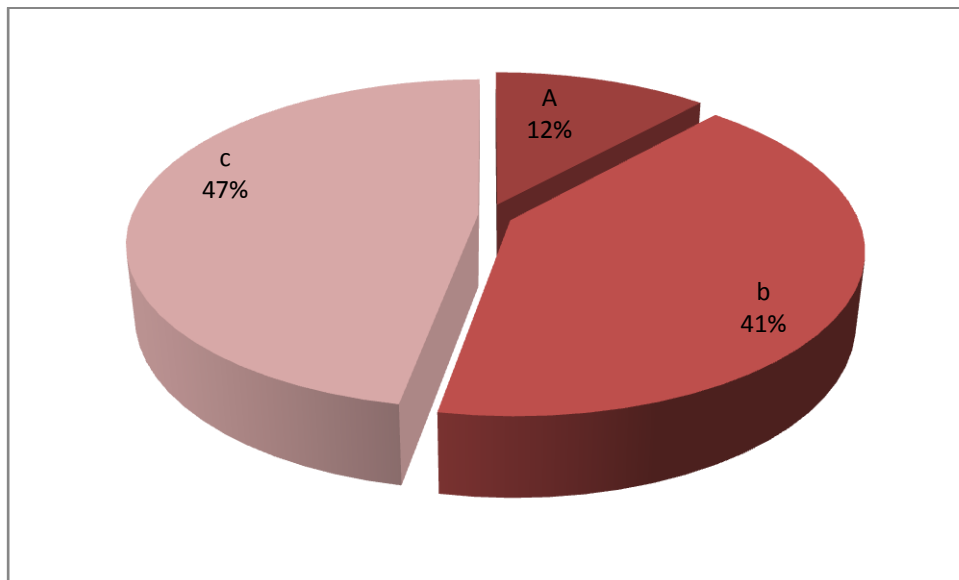


Figure 3.7: Students' Reaction

From the results in the table and the graph above, we observe that (47.05%) tend to use Arabic to overcome the difficulties. A few of them (11.76%) chose to stop in the middle of the conversation, while (41.17%) said that they continue speaking in English, they do not give up and try to continue the conversation at any cost. This insistence highlights the fact that students are highly motivated to learn English.

Question 08:

Should teachers allow their learners to use their mother tongue in an EFL classroom?

a) yes

b) no

The purpose of this question is to discover the opinion of students' about using their mother tongue in the classroom and if they think that it is appropriate to speak in a first language in an EFL class. The results are in the following table:

	a	b	average
Absolute Frequency	23	27	50
Relative Frequency	46%	54%	100%

Table 10: The Use of L1 in EFL Classes

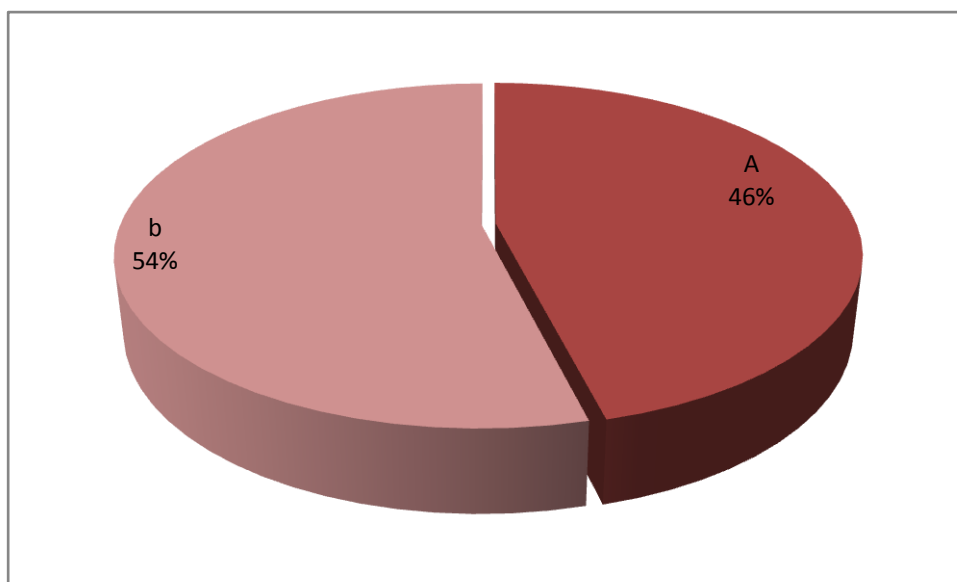


Figure 3.8: The Use of L1 in EFL Classes

The results show that (54%) of the students think that the native language should not be allowed in English language classes and they justify their standpoint by assuming that the student will not be able to master the English language and he will not be able to learn. (46%) of the students claimed that a student must be allowed to speak in his native language to understand better the lessons. The idea is that EFL learners can understand better and faster if they get the information in their native language. Most of the students also are thinking in Arabic while they are studying English in the same time.

Chapter Three: Research Design and Analysis Data

3.4.1. Results

Although 1st year students are highly motivated to learn and to speak English, they are not satisfied with their level. They have difficulties in understanding and using it; especially in speaking. Students make challenges when they face difficulties in speaking English like using paralinguistic features or words from the native language. They also believe that they should not speak in the native language in class because it decreases their ability of learning the English skills specially the speaking skill.

3.5 Teachers' Sample:

This questionnaire was addressed for a group of 10 teachers of EFL at the university centre of Belhadj Bouchaib C.U.B.B.A.T. It consists of 8 questions which include three types of questions: open, closed and mixed questions. Teachers' responses were counted, analyzed, and interpreted in order to have some results about the impact of students' first language on their second/foreign language speaking skill

3.5.1 Analysis of the Data :

Question 01 :

What is your definition of "Mother tongue»?

The aim of this question is to define and clarify the meaning of a mother tongue as a concept to highlight by the definition its importance in our lives.

In this question most of teachers affirmed that a mother tongue is the first language or (L1) that we speak in early childhood (before 2years)

Question 02:

Do you think that Arabic influences your students' learning of English?

a) yes

b) no

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This question aims at knowing the impact of the first language on EFL learners. The results are in the following table:

Responses	a	b	average
Absolute Frequency	10	00	10
Relative Frequency	100%	00	100%

table 11: The influence of Arabic on EFL Learners

When answering this question, all the teachers agreed (100%) on that the use of the first language by their students in EFL classes.

Question 03:

If your answer was yes, do you think that this influence was positive or negative?

a) positive

b) negative

This question is related to the question above. The results are in the following table:

	a	b	average
Absolute Frequency	3	10	13
Relative Frequency	23.07%	76.92%	100%

Table 12: The Influence of L1

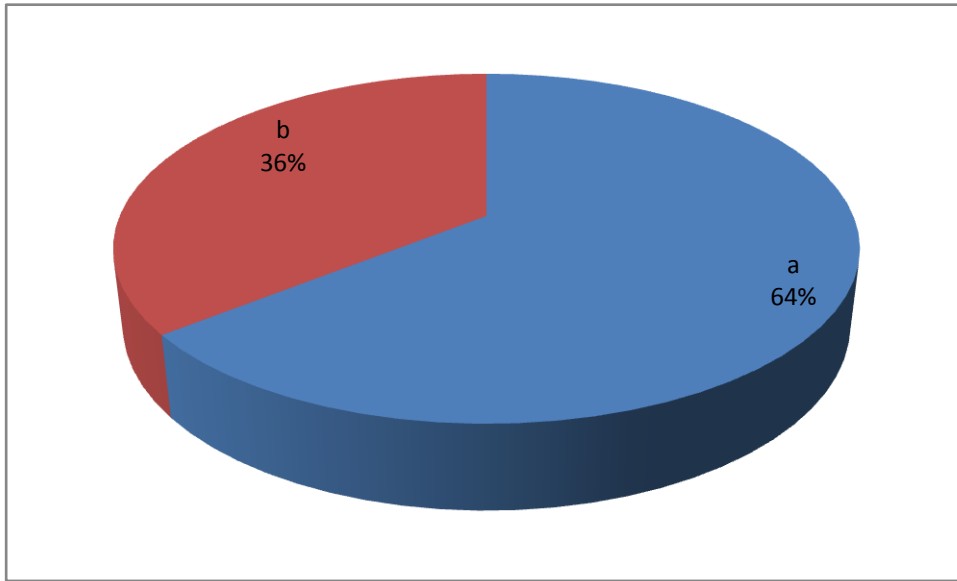


Figure 3.9: The Influence of L1

From the results in the table and the pie-chart, we observe that for (76.92%) of the whole sample the influence of the first language is negative, because a foreign language should be taught in isolation, and students need to avoid translation and focus on the cultural aspect of the target language. (23.07%) of the teachers affirmed that the use of L1 can be both negative and positive, and they supported their answers with the possibility of explaining meaning through translation without relying too much on it.

Question 04:

Do you think that a teacher must use his first language to explain and help the students receive and understand the information better?

a) yes

b) no

This question aims at knowing the opinion of teachers in combining the first language with the target language when teaching. The results are in the following table:

	a	b	average
Absolute Frequency	3	7	10
Relative Frequency	30%	70%	100%

Table 13: Should Teachers use L1 to explain the lessons

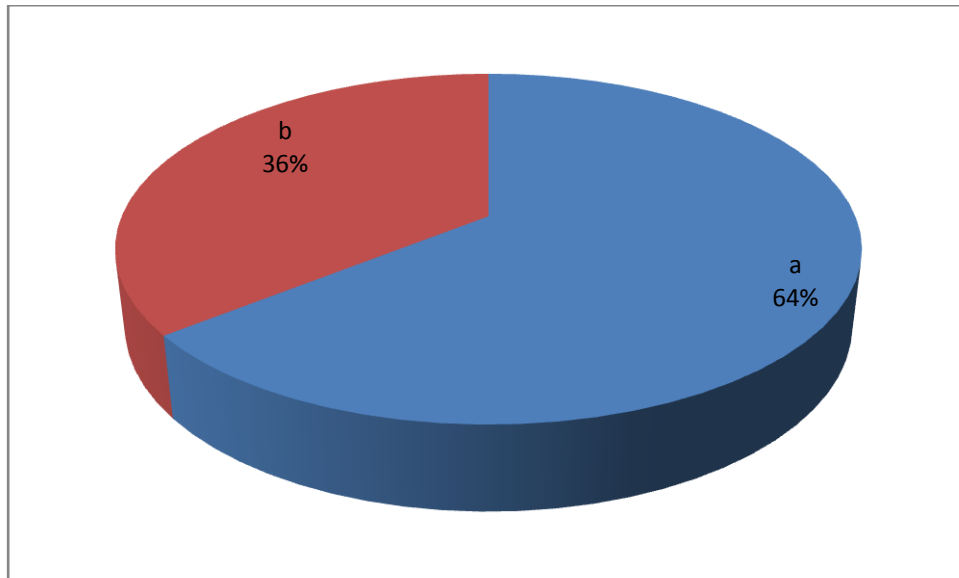


Figure 3.10: Should Teachers use L1 to explain the lessons

The results show that (70%) think that teachers must not use their first language while explaining and helping the students to receive and understand the information, because each language has its own syntactic and semantic characteristic. The remaining percentage 30% is not against the use of L1 and restricts its use to situations when the target language cannot convey the appropriate meaning.

Question 05:

How do you deal with students who use their first language in class ?

- a) You intervene immediately and ask him/her to speak in English only
- b) You let him finish and you don't mind if he uses his first language
- c) You send students to the board correcting their mistakes

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This question aims to find the techniques or measures that teachers follow when their students speak in their L1. The results are in the following table:

	a	b	c	average
Absolute Frequency	09	01	00	10
Relative Frequency	90%	10%	00	100%

Table 14: What Teachers do when students Use L1 in Class

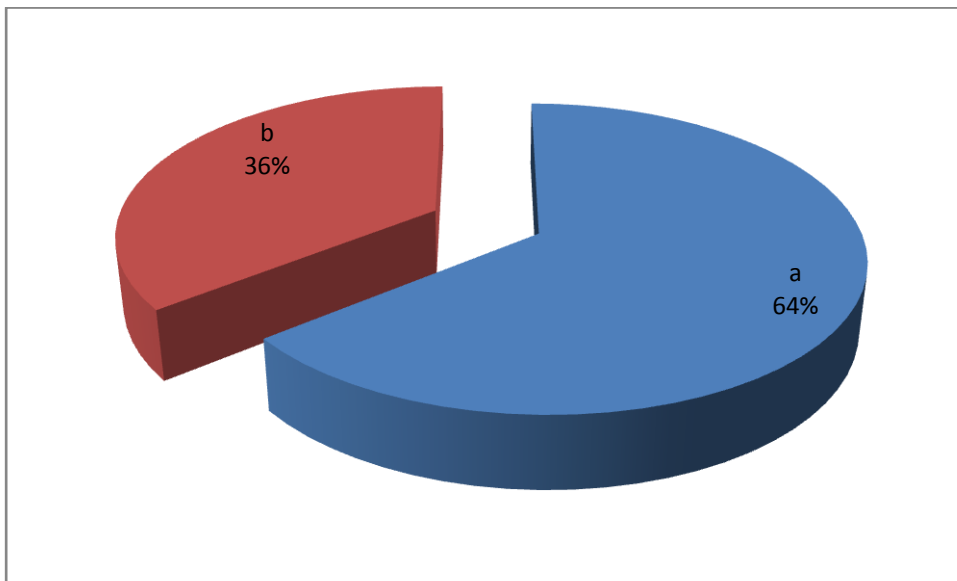


Figure 3.11: What Teachers do when students Use L1 in Class from the findings in the table above. It is noticeable that just one teacher accepts that his students speak in their mother tongue during class and he thinks that this is a normal situation when a student cannot find words to express himself in the target language, while (90%) claimed that they will immediately intervene.

Question 06:

do students' use their first language ?

a) unconsciously

b) consciously

Chapter Three: Research Design and Analysis Data

Our purpose of this question is to check what teachers think about students' who use their first language and if they use it on purpose or not the results are in the following table:

	a	b	average
Absolute Frequency	06	04	10
Relative Frequency	60%	40%	100%

Table 15: student's use of the first language

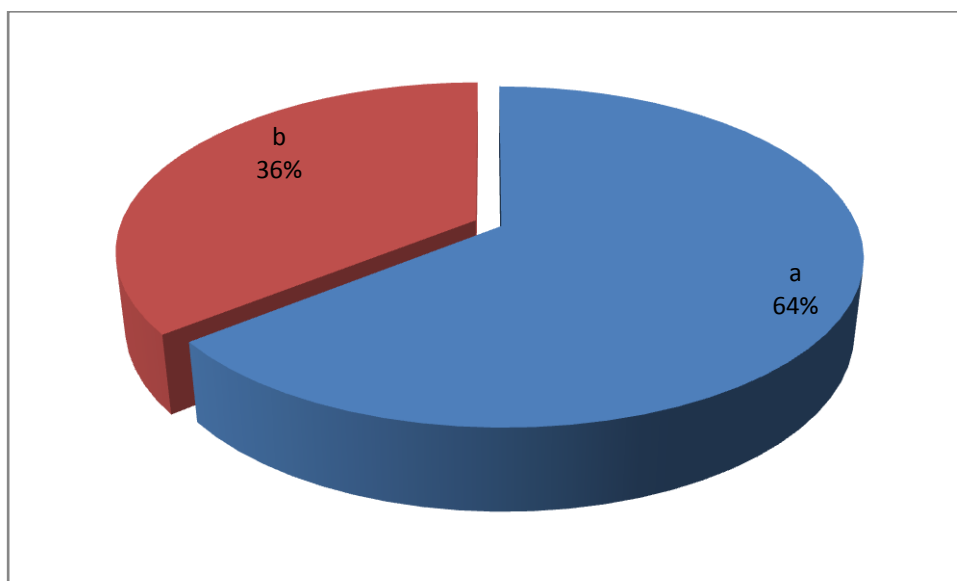


Figure 3.12: student's use of the first language

(60%) of the answers was that the students' use the first language unconsciously and that can be related to the huge impact of the first language that they use it since childhood. thus, they involve it in speaking without noticing. while (40%) argued that the students' use their first language consciously and they claimed that students' who use their first language in EFL class speak it for the lack of vocabulary.

Question 07:

why do your students' use their L1 in class?

a) they are average in English so they face difficulties to speak it without adding their mother tongue

Chapter Three: Research Design and Analysis Data

b) they don't have large terms of vocabulary in English since the first they studied English

c) feeling of shyness and fear of making mistakes

this question aims to know the cause of using the mother tongue in EFL class . the answers will be in the following table:

Responses	a	b	c	average
Absolute Frequency	9	5	3	17
Relative Frequency	52.94%	29.41%	17.64%	100%

Table16: the cause of using the first language

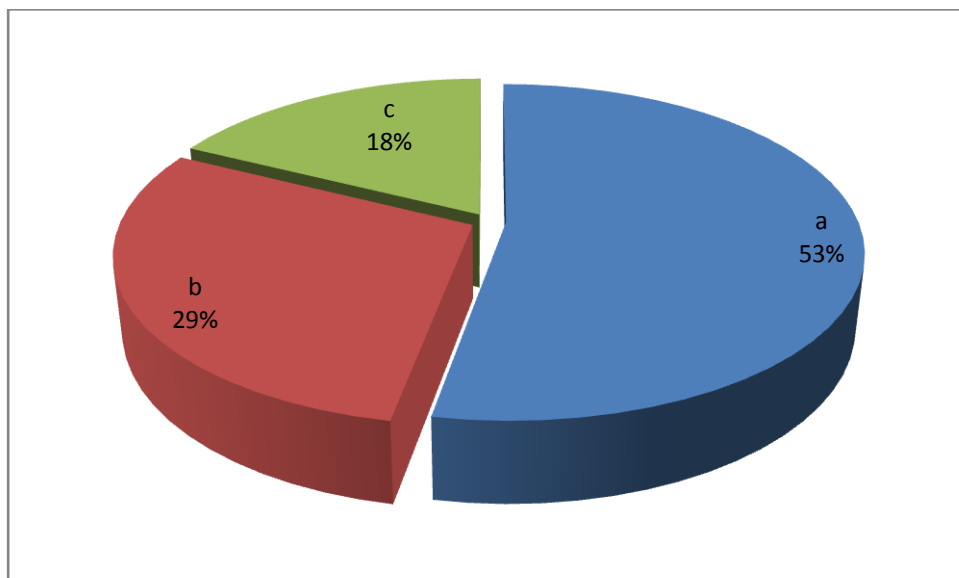


Figure 3.13: the cause of using the first language

the table and the gap show that (52.94%) use their L1 during EFL class because of their average level in English and the difficulties they face in producing the language. while (29.41%) claimed that students don't have a strong base in English since childhood. the rest relate the cause of using L1 during class is because of the shyness and fear of mistakes in front of the others.

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Question 08:

what suggestion can you make to minimize the use of students' L1 in class?

this question aims to take advices from our teachers to avoid the first language in EFL classes. the answers were as follow:

- 1) As teachers we should teach foreign languages in isolation of the mother tongue
- 2) integrate cultural studies in our teaching
- 3)poster pragmatic competence in our students'
- 4) learners should be in contact with native speakers also the use of social media videos and chat rooms
- 5) learn to think in the target language rather than in mother tongue.

3.5.2 Results:

After having analyzed the data collected concerning teachers of foreign languages response to the questionnaire, we reached the following results:

generally, teachers argued that their students' actually use their first language daily in EFL classes rather than using only the target language and relate the causes to many aspects. also, most of the teachers refuse that their students speak in their mother tongue during the classes and prefer that they speak only the foreign language and they chose to intervene immediately to stop them. the last question was a group of suggestions from our teachers to avoid mixing languages in EFL class.

3.6 Conclusion:

Questionnaires administered to first year students and their teachers. have both shown that speaking is a very important skill in language learning that needs to be mastered by all language students

We have noticed that speaking in English for most students is the hardest task to do, and the most difficult skill to master. This leads them to hating the language, and to avoiding any occasion where they may be given the chance to speak. The study was not made on the whole population because of time limitation. The results from those questionnaires were analyzed and interpreted in order to have some insights about the issue. It has been proved from the outcomes that those activities have a significant role in improving students' speaking skill.

General Conclusion

Algeria like the rest of the world witnessed a huge spread of English language especially at the educational level. However, students still suffer from the impact of their mother tongue on EFL learning. We have noticed that speaking in English for most students is the hardest skill to master. Due to this fact we attempt to find solutions through data collection. This study was intended to investigate the impact of the students' first language on their second language speaking skill. The study was conducted through two questionnaires administered to a sample of fifty first year LMD students of the university of Ain temouchent and ten teachers of EFL. The study was not made on the whole population because of time limitation. The results from those questionnaires were analyzed and interpreted in order to have some prudence about the issue. Based on the results of this study, we conclude that speaking is considered as the most difficult skill and this is the main reason that lead students to use their first language as a support to speak in EFL class, teachers insist that their students speak the target language only in class and suggest some solution to lack of this phenomena



APPENDICES

Appendix 01: Students' Questionnaire

Dear students'

As a part of my achievement of my master degree. I am searching for the impact of students' first language on second language speaking skill at first year student of English and this research includes this questionnaire

This questionnaire aims to find out your comportment toward transfer of first language into learning second language speaking . Your answers will be used for research proposes only. And they will be very helpful for me to answer my thesis question

Question 01: why did you choose to study English?

- a) It was your only choice
- b) I need it for a job
- c) I need it to travel

Question02: How would you evaluate your level at English?

- a) Very Good
- b) Good
- c) Average
- d) Low

Question03: in your opinion , does the first language influence the use of second language ?

- a) Yes
- b) No

Question04: when you talk to your teacher do you speak in..

- a) English only
- b) English and French

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- c) English and Arabic
- d) You use The three

Question05: do you think that you are able now to understand and use the English language without difficulties ?

- a) Yes
- b) No

Question06: if “no”, in which skill do you face most of your difficulties ?

- a) Listening
- b) Speaking
- c) Reading
- d) Writing

Question07: What is the first thing you do when facing difficulties in speaking English?

- a) Stop in the middle of the conversation
- b) Try to continue the conversation using English
- c) Continue the conversation using Arabic

Question08: should native language be allowed in English classroom?

- a) Yes
- b) No

Appendix 02 : Teachers' Questionnaire

Dear teachers

As a partial fulfillment of our request for our master degree , we are researching the impact of student's first language on their second EFL speaking skill of first year university students. This research requires this questionnaire to be accomplished. This questionnaire aims to find out the impact of students' mother tongue on learning English as a foreign language with focus on speaking as a skill. Your answers will be used for research purposes only, and they will be very useful for us to answer our thesis question. This questionnaire will be anonymous.

1. What is your definition of “mother tongue”? Please write a few words:

2. Do you think that Arabic influences your students' learning of English?

Yes No

Explain: _____

3. If your answer was yes, do you think that this influence is positive or negative? Tick one answer:

Positive Negative

Explain: _____

4. do you think that the teacher must use his first language to explain and help the students receive and understand the information better ?

yes no

why: _____

5. How do you deal with students who use their first language in class ? Please tick what you feel

appropriate:

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- a. you intervene immediately and ask him to speak in English only
- b. You let him finish and you don't mind if he uses his first language
- c. You send students to the board correcting their mistakes

Other _____

6. Do students use their first language

- a. Unconsciously
- b. Consciously

7. why do your students use their L1 in class

a. they are average in English so they face difficulties to speak it without adding their mother gue

b. they don't have large terms of vocabulary in english since the first they studied english

c. feeling of shyness and fear of making mistak

8. What suggestions can you make to minimize the use of students'L1 in class?

Thank you for your collaboration.

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