

CHAPTER ONE

INTRODUCTION

1.1 Background

Since the beginnings of the 20th century linguists shown huge interest to develop foreign language teaching methods, the common aim of these strategies is 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.

The present Research investigates one of the major issues that faces foreign language students and affects their learning process; it is the use of native language and its impact on the speaking skill; in order to understand the relationship between both native and foreign languages, and how to deal with this phenomenon.

In foreign language teaching, the four skills of language (listening, speaking, reading, and writing) must be learned, developed, and enhanced equally because they are interrelated. Most of the time has to be devoted to the receptive skills first, and then care shifts increasingly to the productive skills. Our interests are put around the productive skill, speaking since being able to speak a language is the crucial aim for students in foreign language classrooms (Broady, 2005). This skill requires from them two things: being knowledgeable of the specific elements of speech and being successful in practising these aspects in real communication. In this chapter, I shall discuss these two points in some details. I am going to explore the nature of speaking including its specificity, and the right way to oral fluency. Besides, I shall shed light on foreign language classroom oral skills, oral interaction activities, and learners needs and speaking difficulties.

In fact, speaking is an interactive process that involves receiving, processing, and then producing information (Brown 1983). It is ephemeral, often informal, and usually unplanned. It is a very important skill in FL classrooms (Ur 1984).

1.2 Statement of the Research problem

Code switching is a systematic behavior that reveals the learner's mastery of English speaking skill. But it has been obvious that the 1st year 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?

1.3 Research questions

The questions that asked by the researcher are:

1. To what extent may the first language use affect the second language speaking skills?
2. What are the causes that lead students to use the mother tongue?
3. How can teachers help students to overcome the code switching issue and improve their speaking skill?

1.4 Research Hypotheses

The Research has the following hypotheses:

1. Mother-tongue use affects negatively on learner's mastery of English speaking skill.
2. The factors leading students speak in Arabic during English oral expression class are basically relied on social and cultural norms due to the distance between target language and their daily life.
3. English Language Teachers motivate EFL learners to speak and make them work in groups in order to develop speaking skills.

1.5 Research Methodology

In this Research, the researcher is looking for the correlation between two variables which is the impact of students' native language use on their foreign language speaking skill. The Research adopts a descriptive method assessed by questionnaire for students. The constraint of time is the main reason for not adopting the experimental design. The population of the Research is the 1st year students.

The data collected in this piece of research is carried out through the result of the questionnaire. The questionnaires intend to find out the causes of the concerned issue from the students perspectives. After collecting the required data for the research, the researcher will analyze in order to understand set and define the relation between first and second language and then suggest methods that should lead the process of learning to be more effective.

1.6 Significance of the Research

The significance of the Research is introducing values for contribution in fields of education there for its necessary to provide learners the important areas.

The research gives contribution, to learners, scholars, syllabus designer and institution.

The researcher gives contributions for solution of the puzzle.

1.7 Objectives of the Research

This Research investigates the impact of mother language use on the students' speaking skill enhancement, the investigation aims to take the responsible causes into consideration while teaching and learning.

1.8 Limits of the Research

This Research is limited to First Year EFL learners in the University of Holy Quran and Islamic science the year (2016-2017). It should be noted here that those learners receive only formal instruction in English, which will be more appropriate for the subject of this research that stresses the importance of culture in EFL teaching.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews and discusses some definitions of speaking and using of mother tongue in second language learning classrooms – in addition, the chapter focuses on some studies which investigate on the same area of the research.

2.1.1 The Historical and Scientific Background of the Research

Krashen stated that people learning foreign languages follow generally the same steps as they acquired their native language, hence the use of mother tongue in the learning process should be minimized.

Sudanese researches pay little attention to this issue, this suggests either the use of mother tongue in foreign language teaching classrooms does not exist or this phenomenon does not affect the process of learning. However many linguists conducted multiple researches to discuss the impact of using native language by students during second language learning classes on the speaking skill mastery, and there seems to be a wide range of opinions about first language use. Few educators (Ahmed Fakhri, 1994; Cole, 1998; La Van, 2001; Nazary, 2008; Mona. M. Hamed, 2013) suggested several ways of limitations of mother tongue's use and proposed solutions that might lead to such decision; these solutions are based on social and cultural norms, student's motivation, age and proficiency and the implication of target language in the environment external means of communication. While others (Reineman, 2002; Connick, 2002; Plich, 2002) permit the first language use by teachers especially with novice foreign language learners, explanations and introducing new vocabulary. They also think that students' mother tongue use can help and motivate them to practice and speak during foreign language classes.

This research takes into consideration the 1st year English language students which are supposed to be of high proficiency, however; the debate is still obvious at this level especially when it comes to oral expression classes. The present Research aims to understand the tendency of both teachers and students of oral expression to use mother tongue during the courses, investigate the responsible factors and analyze its impact on the student's speaking skill achievement to finally suggest

some methods to limit first language use and improve the students' English speaking skill.

2.2 Speaking skill definition:

Speaking 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 nonverbal signs such as gestures, mimics and facial expressions. Hedge (2000: 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 language mastery but also his personality. Mc Namara (2000) went further by assuming that “ the speaking skill is the ability to use a language. It comprises two points: First, being knowledgeable of the aspects of the language; second, being able to practice these aspects in real-life communication successfully”. Aiming that being mastering the speaking skill requires: knowledge of the linguistic aspect of TL such as grammar, lexis and pronunciation and also the know how to consider these aspects to communicate via TL.

2.3 Aspects of the Spoken Language:

2.3.1 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 weakened in the connected speech.

2.3.2 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.

2.3.3 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.

2.3.4 Grammar

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

Written grammar	Spoken grammar
Sentence is the basic unit of construction	Clause is the basic unit of construction
Clauses are often embedded (subordination)	-Clauses are usually added
Subject +verb + object construction	Head + body + tail construction
Reported speech favoured	Direct speech favoured
Precision favoured	Vagueness tolerated
Little ellipsis	A lot of ellipsis
No question tags	Many question tags
No performance effects	Performance effects, including: hesitations, repeats, false starts, incompleteness and syntactic blends

Table1: Differences between Written Grammar and Spoken Grammar (Thornbury, 2005, p. 21)

2.3.5 Negotiation language:

Learners benefit a lot from the use of negotiation language; they often ask clarification when they are listening to others 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 did not understand them.

2.3.6 Pronunciation

Phonology plays an important role in the speech performance, especially in English foreign language learning. Much more the speaker's pronunciation is correct, very easily he/she will be understood. According to Thornbury (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.

2.4. Speaking processing skills

The necessary processing skills of speaking are the following:

2.4.1 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 retrieve words and phrases from their memories to use them when they are interacting with others.

2.4.2 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 others' talk then reacts through taking turns or keeping the others to do so.

2.4.3 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 the others' talk.

2.5 The Importance of the speaking skill

The speaking skill was not expected to be as important as reading and writing with the traditional EFL 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 all of 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. Ur (2002) stated: "of all 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."

2.6 Oral Communicative Strategies:

The ultimate aim of learning a second language in classrooms 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 interactions. So, the best way to overcome these problems of communication is through using communicative strategies. Ellis and Barkhuizen (2005:170-71) define 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 L2 knowledge they have.” These strategies help learners to avoid the breakdown of the oral communication. Hughes (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.

2.6.1 Achievement Strategies

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

2.6.1.1 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 Frenchman who is speaking English and who uses the word “manoeuvre” 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 y a deux candles sur la cheminée.” A last guessing strategy can be used to coin a word, i.e. a learner creates a new target language word on the basis of his knowledge of the language, such as using „air ball“ for balloon.

2.6.1.2 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.

2.6.1.3 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.

2.6.1.4 Reduction Strategies:

Learners reduce their communicative objectives through giving up the topic or abandoning a specific message.

2.6.1.5 Avoidance Strategies:

The learners often use such strategies to avoid various kinds of trouble they can have. They may want to avoid some particular sound sequence, for example, “th” in English. Some learners wish to avoid the conditional in English, and others like to avoid words whose gender is unknown 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 opinions 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.

2.7 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 a 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 of Teachers of Foreign Language (ACTFL) suggests that “different kinds of speaking activities (and consequently assessment task) are appropriate at 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.

Richards and Lockhart (1996) define practice activities as tasks used to perform or learn a particular item or involve the use of a given model. For example, dialogues may be used to perform sentence patterns. Richards, 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, 2000:31). 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 learning, teachers must provide activities that involve interaction between learners. Scievener (2005: 152) makes the important point that: “the aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways; usually involving exchanges of information or opinion.” Among these activities are the following:

2.7.1 Communication Games

Teachers design such games to encourage and involve the students in a verbal interaction. According to Bygate (1987) such activities include first, “Describe and Draw” in which one student describes a given picture and the other one draws it. Second, “Describe and Arrange”; one student describes a particular structure using oral language and the other reconstructs it without seeing the original one. Third, “Find the difference”, two students have two similar pictures but with some differences, they must extract these differences through describing their pictures, i.e. without seeing each other’s pictures. O’Malley and Pierce (1996) call these activities “information gap activities”; they define them as “the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner.”

2.7.2 Drama

Simulations and role-plays: These three types of oral activities are very important – according to Bygate (1987) - they are not performed for audiences, the participants work together within an imaginary setting. O’Malley and Pierce (1996) say that such activities are more authentic because they provide a format for using the real life conversation such as repetitions, interruptions, recitations, facial expressions and gestures. Students often engage in another identity in role-plays, drama and

simulations activities, where their anxiety is reduced, motivation is increased and their language acquisition enhanced.

2.7.3 Discussion Activities

These activities are often employed for advanced language learners; they can serve as the basis of spontaneous interaction. Lindsay and Knight (2006) point out that in such activities, students are supposed to give their opinions or receive others' opinions, they can speak freely without being told what to say or not by the teacher, the students should be only informed what to talk about and given the enough time to structure what they wish to say. However, Thornbury (2005) says that many teachers agree that the best discussions are those that arise spontaneously either because one learner reports something personal or because the topic of the course book arises discussion.

2.7.4 Presentations and Talks

The best way to make students gain their self-confidence is through making them present oral works in front of their classmates. Thornbury (2005) asserts that the students act of standing up in front of their colleagues and speaking is an excellent preparation for authentic speaking. A prepared talk is when students make the presentation on a given topic of their choice, and this talk is not planned for an informal spontaneous conversation; it is more writing-like.

2.8 Speaking Difficulties in Foreign Language Learning

Practicing the speaking skill of the foreign language is not as knowing about this language. Echevarria et al. (2008) support that the difference between the knowledge of how things must be done and the ability to do these things is crucial in the learning process. Learners often find some difficulties when practising the speaking skill, even those who know about the system of the foreign language. Parrott (1993) asserts that teachers must perform a series of tasks that aim at providing learners with the confidence and the skills required to take advantages of the classroom opportunities in order to speak English effectively. According to Ur (2000) there are four main problems in getting students speak in the foreign language in the classroom.

2.8.1 Inhibition

This problem is more observable when learners try to participate in the classroom but many factors stop them to do so. Littlewood (1999: 93) argues that "it is too easy for a foreign language classroom to create

inhibition and anxiety.” Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the ill development of communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes especially if they will speak to critical audience. Ur (2000:111) 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 losing face, or simply shy of the attention that their speech attracts.” This view is supported also by Bowman et al. (1989) who argue that in teaching speaking you are asking your learners to express themselves in front of the whole class, 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.

2.8.2 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”, “I don’t know”, “no comment” or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about. 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.”

Moreover, the poor practice of the SL can contribute to create 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.

2.8.3 Uneven Participation

This problem refers to the amount of each student’s time of talking. Rivers (1968) claims that some personality factors can affect participation in a FL and teachers then should recognize them. There are some students who tend to be dominant and take almost the whole students’ 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 along the course. Harmer (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 et al. (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 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.

2.8.4 Mother -Tongue Use

Second language students of the same mother tongue tend to use it outside 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 students 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.

2.9 The Review of related Literature

2.9.1 Introduction

This part presents the previous studies which are related to the same area of the research. These studies supply various types of oral skill and communicative abilities. They will be released as follows:

2.9.2 (Ebtihal Ahmed Abd Elhameed 2004)

Problems associated with classroom oral interaction. The Research is similar to the present one in improving speaking skill in EFL in Sudanese Universities, while the preset one investigates the use of mother tongue on their Foreign Language Speaking Skill.

2.9.3 (Mohammed Masoud 2002)

Developing speaking skills for secondary school student by using questioning strategies in teaching English. The Research discusses and gathers the following, using questioning strategies based on the students needs and the interest can promote the development of their language speaking skills. Also it investigates speaking and interaction in the classroom by using questioning techniques.

2.9.4 (Chada H. Mohammed 1999)

Examining interaction in university classroom with special reference to foreign language learning. She investigates the teacher and learner talk-time in the classroom. After analysis she found that most of the time in the classroom is given for the teacher.

2.9.5 Commentary:

Previous studies give insight into various types of oral classroom interaction techniques used in ELT that could be adapted and used to enhance oral speech production.

With regard to how to stimulate speaking skills, various strategies were used such as open-ended questions, wh-questions, and paraphrase questions. (Mohammed Masoud 2002), use class discussions. (Chada 1999), using reading strategy to supply students with the basic skills for understanding and engaging actively with the content (Ebtihal Ahmed 2004).

Talking these findings in mind, the researcher's work will be limited to promoting oral speech production. As long as classroom activities, they will be used together with the previous strategies to enhance student's abilities in thinking and Speaking.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter explains the methodology of the Research used to analyze the Impact of learners' native Language use on their foreign language speaking skill in order to discover whether the researcher hypothesis are true or not. In that, it describes the methods and techniques adopted the instrument utilized in data collection, the population, the samples and the procedures of analysis.

3.2 Population and Sampling:

The ample of the Research is fifty 1st year students of English language in the University of Holy Quran, school of languages (both male and female) they are selected randomly.

3.3 Procedures of data analysis:

The data collected through the questionnaire are tabulated and treated statistically by the SPSS program

3.4 Approach and program of analysis:

This Research is analytical descriptive in nature. The Research attempt to investigate the different aspects of the problem and it sheds light on the area that needs attention.

The instrument of data collection is a questionnaire for students. The questionnaire consists twelve (12) statements. It used and intended to prove information which is connected to the research. The questionnaire was designed by the researcher, and then checked by the supervisor. To ensure the validity of the questionnaire be referred to Dr. Yusif Altraifi Ahmed Assistant Professor of ELT, Sudan University and Dr. Abdalrahman Abulgasim Salih, Sudan University for arbitration and further correction then they were piloted.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION/S

4.1 Introduction

The researcher in this subject describes the method and procedures followed in the implementation of this Research, and the method of preparing its tools. Where the researcher distributed a number of (50) questionnaire to the target randomly from the Research community.

The questionnaire contained two main sections:

4.2 Section I:

General Data For the sample of the Research, the researcher is keen to vary the sample of the Research in terms of the following:

1. Individuals of different age groups.
2. Individuals of different sex.

4.3 Section II:

This section contains a number of (12) Statements, asked the members of the Research sample to determine their response to what each term describes on the standard third-layer Likert scale consisting of three levels (Agree, neutral, disagree,). These statements were distributed on the three hypotheses and to obtain the most possible accurate results. The statistical program SPSS was used, which refers to the statistical package for Social Sciences.

4.4 Statistical methods used:

To achieve the objectives of the Research, the following statistical methods were used:

- 4.4.1 Graphical forms.
- 4.4.2 The frequency distribution of the answers.
- 4.4.3 Percentages.
- 4.4.4 Mean.

4.4.5 Testing the Chi-square to indicate the differences between the answers.

4.5 Research tool

The researcher relied on the questionnaire as a main tool for collecting information from the Research sample.

The questionnaire has advantages such as:

4.5.1 Applicable for information on a number of individuals.

4.5.2 Low cost and ease of application.

4.5.3 easy to develop questions and identify the resolution of words and phrases.

4.5.4 The questionnaire provides the respondent time and gives him the opportunity to think.

4.6 validity and reliability of the questionnaire:

The researcher presented the questionnaire to a number of academic arbitrators in the field of linguistics and statistics, and after retrieving the questionnaire from the arbitrators, the proposed amendments were made.

4.6.1 Stability and statistical honesty:

Stability test means that the measure gives the same results if used more than once under similar conditions, Honesty is a measure used to determine the degree of sincerity of the respondents through their answers on a given scale. Honesty is calculated in many ways as easiest as the square root of the stability coefficient. The value of honesty and consistency ranges from zero to the correct one.

$$\text{Honesty} = \sqrt{\text{stability}}$$

The stability coefficient of the scale used in the questionnaire was calculated using the α -cronbach formula. The stability coefficient was (0.67) and the self-confidence coefficient was (0.81) on the whole questionnaire were greater than (50%). This indicates that the questionnaire is characterized by great stability and honesty.

4.7 Section 1: Description of the General Data:

4.7.1 Age:

Table (4.1) and Figure (4.1) show the frequency distribution of the sample of the Research according to the age variable

Table (4.1)

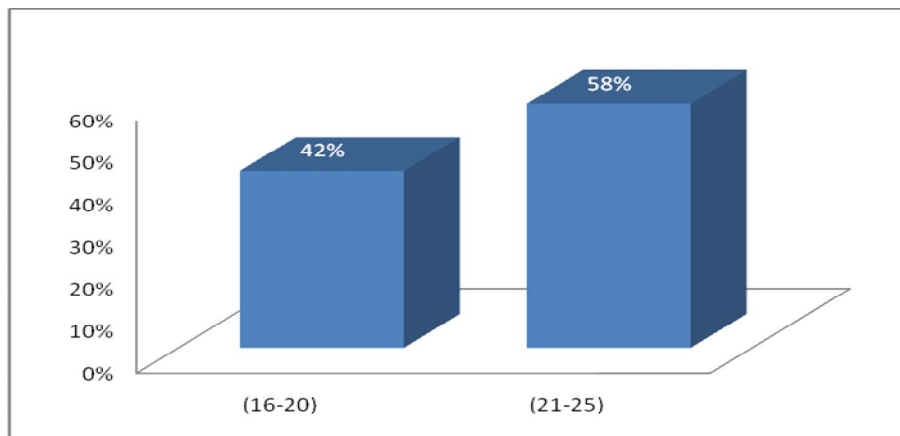
The repetitive distribution of the sample members according to the age variable

<i>Age</i>	Frequency	Percent
(16-20)	21	42%
(21-25)	29	58%
Total	50	100%

Source: Preparation of the researcher, from the field Research, SPSS, 2017

Figure (4.1)

Frequency distribution of the sample of the Research according to the age variable



Source: Preparation of the researcher, from the field Research, excel, 2017

Table (4-1) and Figure (4.1) show that the age group of the majority of the members of the research sample in the 21-25 age group was 29 (58%) ,while the number of those aged 16-20 years (21) individuals (42%).

4.7.2 sex :

Table (4.2) and Figure (4-2) show the frequency distribution of the sample of the Research according to the type variable.

Table (4.2)

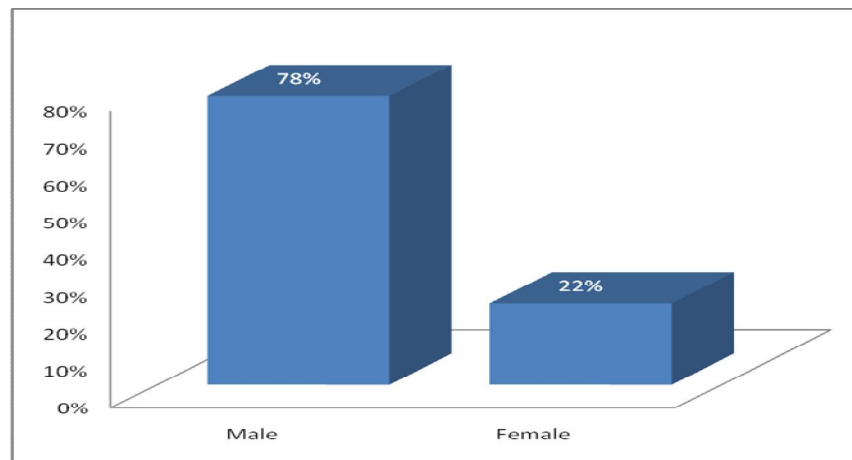
The repetitive distribution of the sample members according to sex variable

Sex	Frequency	Percent
Male	39	78%
Female	11	22%
Total	50	100%

Source: Preparation of the researcher, from the field Research, SPSS, 2017

Figure (4.2)

Frequency distribution of the sample of the Research according to the sex variable



Source: Preparation of the researcher, from the field Research, excel, 2017

Its clear from the table and the figure that the majority of the members of the research sample are male (39) in term of 78% , while the number of females(11) individual by 22%

4.8 Section Two:

4.8.1 Test hypotheses of the Research

In order to answer the questionnaires and verify their hypotheses, the mean of each questionnaire will be calculated for each questionnaire. The score of (3) is given as the weight of each "Disagree" and (2) as the weight for each "Neutral" Answer, the score (1) for each answer "Agree" and the score (1).

To determine the direction of the response, we use the mean. All of the above and according to the requirements of statistical analysis is to convert the nominal variables into quantitative variables, and then the Chi-Square test will be used to determine the significance of the differences in the responses of the sample members of the Research on the terms of each hypothesis.

4.9 Presentation and testing of the first hypothesis:

(To what extent may the first language use affect the second language speaking skills?):

The following table shows the frequency distribution of respondents' responses to the first hypothesis:

Table (4-3)

R	Phrase	Repetition Ratio		
		Agree	Neutral	Disagree
1	The first language influences target language learning	46 92%	2 4%	2 4%
2	The target language culture that English as Foreign Language (EFL) learners have learned up to now is Satisfactory	24 48%	14 28%	12 24%
3	EFL learners are aware of the cultural differences between their mother tongue and the target language	35 70%	5 10%	10 20%
4	EFL learners use the first language in speaking English because they do not know the equivalent in English	25 50%	13 26%	12 24%

Source: Preparation of the researcher, from the field Research, SPSS, 2017

The above results do not mean that all respondents agree on this, and to test the existence of statistically significant differences between the numbers (Agree, Neutral, and Disagree) From the Research statements in the first axis, Table (4-4) summarizes the test results for these terms:

Table (4.4):

R	Phrase	Value of Chi-square	Potential value of Sig	Mean	Explanation of mean
1	The first language influences target language learning	77.4	0.000	1.12	Agree
2	The target language culture that English as Foreign Language (EFL) learners have learned up to now is Satisfactory	4.96	0.084	1.76	Neutral
3	EFL learners are aware of the cultural differences between their mother tongue and the target language	31.00	0.000	1.5	Neutral
4	EFL learners use the first language in speaking English because they do not know the equivalent in English	6.3	0.043	1.74	Neutral
	Hypothesis	90.3	0.000	1.5	Neutral

Source: Preparation of the researcher, from the field Research, SPSS, 2017

The results of the above table can be explained as follows:

4.9.1 The value of Chi-square calculated for the difference between the numbers of individuals in the Research according to the first term (77.4) and the significant (sig) value (0.000). This significant value is less than the significance level (5%), this indicates that there are statistically significant differences between the responses of the Research members and those who agree that The first language influences target language learning.

4.9.2 The value of Chi-square calculated for the difference between the numbers of individuals in the Research according to the second term (4.96) and the significant (sig) value (0.084). This value is more than the significance level (5%). This indicates that there are no statistically significant differences between the answers of the Research members.

4.9.3 The value of the Chi-square calculated to indicate the differences between the numbers of the Research subjects according to the third term (31) and the probability value (0.000). This probability value is less than the significance level (5%), This indicates that there are statistically significant differences between the responses of the individuals of the Research and those who agree that EFL learners are aware of the cultural differences between their mother tongue and the target language.

4.9.4 The value of Chi-square calculated to indicate the difference between the numbers of the Research subjects according to the fourth term (6.3) and the probability value (0.043). This probability value is less than the significance level (5%). This indicates that there are statistically significant differences between the answers of the Research members and those who agree that EFL learners use the first language in speaking English because they do not know the equivalent in English.

4.9.5 The value of Chi-square calculated for the difference between the number of individuals in the Research according to the Hypotheses (90.3)

and the probability value (0.000). This value is less than the significance level (5%), This indicates that there are statistically significant differences between the answers of the Research members and those who Neutral with all phrases of the hypothesis, that mean the first language effect on the learning of the target language.

4.10 View and test the second hypothesis:

What are the causes that lead students to use the mother tongue?

The following table shows the frequency distribution of respondents' responses to the second hypothesis:

Table (4-5)

R	Phrase	Repetition Ratio		
		Agree	Neutral	Disagree
5	EFL learners face difficulties in speaking skills	38 76%	8 16%	4 8%
6	When EFL learners face difficulties in speaking English, the communication process is broken-down	21 42%	10 20%	19 38%
7	When EFL learners face difficulties in speaking English they try to continue the conversation	29 58%	11 22%	10 20%
8	When EFL learners face difficulties in speaking English they continue the conversation in Arabic language	25 50%	7 14%	18 36%
9	EFL learners speak the first language in speaking English as a result of lack of English language knowledge	23 46%	16 32%	11 22%

Source: Preparation of the researcher, from the field Research, SPSS, 2017

The above results do not mean that all respondents agree on this, and to test the existence of statistically significant differences between the numbers (Agree, Neutral, Disagree) From the Research statements in the first axis, Table (4-6) summarizes the test results for these terms

Table (4-6)

R	Phrase	Value of Chi-square	Potential value of Sig	Mean	Explanation of mean
5	EFL learners face difficulties in speaking skills	41.44	0.000	1.32	Agree
6	When EFL learners face difficulties in speaking English, the communication process is broken-down	4.12	0.127	1.96	Neutral
7	When EFL learners face difficulties in speaking English they try to continue the conversation	13.72	0.001	1.62	Neutral
8	When EFL learners face difficulties in speaking English they continue the conversation in Arabic language	9.88	0.007	1.86	Neutral
9	EFL learners speak the first language in speaking English as a result of lack of English language knowledge.	4.36	0.113	1.74	Neutral
	Hypotheses	49.9	0.000	1.69	Neutral

Source: Preparation of the researcher, from the field Research, SPSS, 2017

The results of the above table can be explained as follows:

4.10.1 The value of Chi-square calculated for the difference between the numbers of individuals in the Research according to the fifth term (41.44) and the significant (sig) value (0.000). This significant value is less than the significance level(5%), This indicates that there are statistically significant differences between the responses of the Research members and those who agree that EFL learners face difficulties in speaking skills.

4.10.2 The value of Chi-square calculated for the difference between the number of individuals in the Research according to the sixth term (4.12) and the significant (sig) value (0.127). This value is more than the significance level (5%). This indicates that there are no statistically significant differences between the answers of the Research members.

4.10.3 The value of Chi-square calculated to indicate the differences between the numbers of the Research subjects according to the seventh term (13.72) and the probability value (0.001). This probability value is less than the significance level (5%), This indicates that there are statistically significant differences between the responses of the individuals of the Research and those who Neutral that When EFL learners face difficulties in speaking English they try to continue the conversation.

4.10.4 The value of Chi-square calculated to indicate the difference between the numbers of the Research subjects according to the eighth term (9.88) and the probability value (0.007). This probability value is less than the significance level (5%). This indicates that there are statistically significant differences between the answers of the Research members and those who Neutral that When EFL learners face difficulties in speaking English they continue the conversation in Arabic language.

4.10.5 The value of Chi-square calculated to indicate the difference between the numbers of the Research subjects according to The ninth term (4.36) and the probability value (0.113). This probability value is more than the significance level (5%) This indicates that there are no statistically significant differences between the answers of the Research members.

4.10.6 The value of Chi-square calculated for the difference between the number of individuals in the Research according to the Hypotheses (49.9) and the probability value (0.000). This value is less than the significance level (5%), This indicates That there are statistically significant

differences between the answers of the Research members and those who Neutral with all phrases of the hypothesis, that mean the factors leading students to use Arabic language during English oral expression class are basically relied on social and cultural norms due to the distance between target language.

4.11 View and test the third hypothesis:

How can teachers help students to overcome the code switching issue and improve their speaking skill?

The following table shows the frequency distribution of respondents responses to the second hypothesis:

Table (4-7)

R	Phrase	Repetition Ratio		
		Agree	Neutral	Disagree
10	English Language Teachers (ELT) speak Arabic language in teaching English language	29 58%	9 18%	12 24%
11	English Language Teachers make EFL learners work in group in order to develop speaking skills	35 70%	6 12%	9 18%
12	English Language Teachers motivate EFL learners to speak	31 62%	12 24%	7 14%

Source: Preparation of the researcher, from the field Research, SPSS, 2017

The above results do not mean that all respondents agree on this, and to test the existence of statistically significant differences between the numbers (Agree , Neutral, disagree) From the Research statements in the first axis, Table (4-4) summarizes the test results for these terms.

Table (4-8)

R	Phrase	Value of Chi-square	Potential value of Sig	Mean	Explanation of mean
10	English Language Teachers (ELT) speak Arabic language in teaching English language.	13.96	0.000	1.66	Neutral
11	English Language Teachers make EFL learners work in group in order to develop speaking skills.	30.52	0.000	1.48	Agree
12	English Language Teachers motivate EFL learners to speak .	19.24	0.000	1.52	Neutral
	Hypotheses	60.76	0.000	1.55	Neutral

Source: Preparation of the researcher, from the field Research, SPSS, 2017

The results of the above table can be explained as follows:

4.11.1 The value of Chi-square calculated for the difference between the numbers of individuals in the Research according to the tenth term (13.96) and the significant (sig) value (0.000). This significant value is less than the significance level(5%), This indicates that there are statistically significant differences between the responses of the Research members and those who Neutra that English Language Teachers (ELT) speak Arabic language in teaching English language.

4.11.2 The value of Chi-square calculated for the difference between the number of individuals in the Research according to the eleventh term

(30.52) and the significant (sig)value (0.000). This value is less than the significance level (5%). This indicates that there are statistically significant differences between the answers of the Research members and those who agree that English Language Teachers make EFL learners work in group in order to develop speaking skills.

4.11.3 The value of Chi-square calculated to indicate the differences between the numbers of the Research subjects according to the twelfth term (19.24) and the probability value (0.000). This probability value is less than the significance level (5%), This indicates that there are statistically significant differences between the responses of the individuals of the Research and those who Agree that English Language Teachers motivate EFL learners to speak.

4.11.4 The value of Chi-square calculated for the difference between the number of individuals in the Research according to the Hypotheses (60.76) and the probability value (0.000). This value is less than the significance level (5%), This indicates that there are statistically significant differences between the answers of the Research members and those who Agree with all phrases of the hypothesis, that mean teachers help students to overcome the code switching issue and improve their speaking skill.

CHAPTER FIVE

MAIN FININGS, CONCLUSION/S RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.1 Introduction

This research aimed at investigating the impact of mother tongue use on the students' speaking skill, the investigation aims to take the responsible causes into consideration while teaching.

The sample of this Research was questionnaire for 50 students in Quran Kareem University

The researcher used one method of data collections which is questionnaire.

After the data was analyzed the researcher comes up with the following findings:

5.2 Findings

From the results of this research it is found that:

1. The first language effect on the learning of the target language.
2. EFL learners speak the first language in speaking English as a result of lack of English language knowledge.
3. The factors that leading students to use Arabic language during English oral expression class are basically relied on social and cultural norms due to the distance between target language.
4. Teachers help students to overcome the code switching issue and improve their speaking skill.

5.3 Recommendations

Based on the observation of the data collected throughout the questionnaire and the results of this Research helped the researcher to suggest the following pedagogical recommendations:

1. Students should never be allowed to improvise or translate from other target language during tasks and home works; these latter should always and under all circumstances be attached to the English socio-cultural environment.

2. 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.
3. Language learning must contain interaction activities such as problem solving, role play, creating dialogues, making interviews, and debate activities.
4. Teachers should decrease the amount of their talk in the classroom by giving learners a lot of time to talk.
5. In order to help learners to learn the language learners should be involved in life-like interaction activities.
6. Related to the previous point, teachers should encourage and motivate learners to speak and take part in open discussions by providing a relaxed atmosphere in the classroom.

As a researcher, I was encountered by some obstacles while working on this subject for instance the time factor and most of University Students are in holiday (the sample). Despite these difficulties, I have made great efforts to make this work successful. I hope that the discussion, analysis, and the results of this dissertation will contribute in improving students' proficiency in using English. Logically speaking, there are some limitations in this Research because what I have proposed is based on just a sample and cannot be generalized to other cases. Therefore, it needs to be extended and developed by further research. To conclude, I do believe that a little work is important for continued efforts in this field.

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APPENDIX 1

STUDENTS' QUESTIONNAIRE

As a partial fulfillment of my master degree, the researcher is researching the impact of mother tongue use on English as a foreign language speaking skills at beginner levels and this research includes this questionnaire.

This questionnaire aims to find out your attitude toward transfer of mother tongue into learning English as a foreign language. Your answers will be used for research purposes only, and they will be very useful to answer the thesis questions.

Please, put a tick (√) in the corresponding box and make full statements whenever necessary.

Sex:

Male

Female

Age:

() years.

S/N	Statement	Agree	Neutral	Disagree
1	The first language influences target language learning			
2	The target language culture that English as Foreign Language (EFL) learners have learned up to now is Satisfactory			
3	EFL learners are aware of the cultural differences between their mother tongue and the target language			
4	EFL learners use the first language in speaking English because they do not know the equivalent in English			
5	EFL learners face difficulties in speaking skills			

6	When EFL learners face difficulties in speaking English, the communication process is broken-down			
7	When EFL learners face difficulties in speaking English they try to continue the conversation			
8	When EFL learners face difficulties in speaking English they continue the conversation in Arabic language			
9	EFL learners speak the first language in speaking English as a result of lack of English language knowledge			
10	English Language Teachers (ELT) speak Arabic language in teaching English language			
11	English Language Teachers make EFL learners work in group in order to develop speaking skills			
12	English Language Teachers motivate EFL learners to speak			