Sudan University of science
& technology

College Of Graduate Studies

**College of Languages**

Influence of Mother Tongue on Learning English as
a Foreign Language

**[A case study of Assalama secondary school in Khartoum locality]**

تاثير اللغة الام فى تعليم اللغة الانجليزية لغةً أجنبية

A Thesis Submitted in Partial Fulfillment of the
Requirements of MA Degree in English Language
(Applied Linguistics)

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سورة النحل الآية (103)

# Dedication

I dedicate this work to the sun that enlightened my life

"My Mother"and my beloved father,

And to all who practice teaching English across

My country [Sudan]

# Acknowledgements

without her help this research could not have been completed; so I am grateful for her support. Also I would like to express my thanks to all my classmates at MA. And I would like to extent my gratitude and thanks to my family members especially my father and mother who always pray for me, motivate me, and wish me the best.

# Abstract

This study aims to investigate the Influence of mother tongue on learning English language as a foreign language. Also the study addresses the role of [MT] in saving lesson time and teacher effort. The study adopts the descriptive analytic method for a data collected through a questionnaire, and the sample includes [50] students at Assalama secondary school in Jabal Awlia locality,

and the data has been statistically analyzed by Statistical Package for Social Sciences [SPSS] programme. The finding generally indicate that mother tongue achieve students satisfaction and makes them more confortable and more connected to the lesson content. Also mother tongue [MT] can enable students to participate in classroom discourse. In addition to it helps students to memorize words, idioms, grammar, and sentence structures.

# المستخلص

تهدف الدراسة إلى تقصي أثر اللغة الأم في تعليم اللغة الانجليزية لغة أجنبية، كما تتناول الدراسة أيضاً دور اللغة الأم في الحفاظ على وقت الدرس، وتوفير جهد المدرس. اعتمدت الدراسة المنهج الوصفي التحليلي وهي تتضمن الطريقة الاستفهامية لجمع البيانات المتعلقة بالدرس بعد التحقق من

صلاحيتها وموثوقيتها. اشتملت عينة الدراسة على (50) طالباً من مدرسة السلمة الثانوية بمحلية جبل أولياء، وقد تم اختيار المستوى الثالث، ثم تحليل البيلنات إحصائياً بواسطة برنامج (SPSS). تشير النتائج بشكل عام إلى أن تدخل اللغة الأم قد يحقق رضا الطلاب ويجعلهم أكثر ارتياحاً وارتباطاً بمحتوى الدرس، ويمكن الطلاب من المشاركة الصفية. بالإضافة إلى أنها تساعد الطلاب في حفظ الكلمات والتعبيرات الإصطلاحية، النحو، وتركيب الجمل.

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# Chapter One

# Introduction

## 1-1 Background:

English language is being accepted as the universal language of the world and stands today as the common means of communication among members of different countries, cultures and communities. Moreover, English is also the international language of diplomacy, business, science, technology, banking, computing, medicine, engineering, tourism scientific research...etc. It is understood and spoken almost everywhere in the world and it has become the key instrument of globalization. English language is the common global language and it is very clear in many cultures that English has become more dominant around the world, a dominance that is growing every passing day. As a result, English is widely taught around the world as a second or foreign language today, the amount of native English speakers might not be large when compared to the others languages but it is the common communication language spoken around the world. Almost every single university in the world is conducting scientific studies through English medium. More attention has been focused on the needs of learning English linguists and teachers in the field of learning and teaching have studied this phenomena more deeply, in order to find out effective means and to facilitate the process of learning English as a foreign language. As a result of these efforts many notions and theories are reached and contributed to language learning by using mother tongue(MT) or translation in facilitating, enhancing in learning English as foreign language. Despite the fact that mother tongue is an argumentative issue ranging from acceptance to refusal of mother tongue in learning English but it could be helpful technique in using English particularly in countries where English is a foreign language.

In the Sudan English language began to be used with arrival of the British colonizers to the country in 1889. It came to be used as the official language of the country, and by mastering English the person could have a good job as well as social prestige. As a result English becomes very important to most of the people in the country and this give Sudanese a strong motivation to learn English language. The schools were opened to learn English and the teachers who did the job were almost British.

The expansion of the government in country and increasing number of the learners led to training Sudanese teacher to contribute in the process of education. Intermediate schools and institutions to train teachers were opened in addition Gordon college. English was not just a subject; it was the medium of instruction at that period.

Ibrahim(2009) pointed out that the use of the mother tongue(MT) (translation) it is necessary in the process of teaching English as a foreign language also it is a valuable and a useful technique in helping the learners to understand the difficult points in a foreign language.

## 1-2 The Statement of Problem:

Through the researcher's experience as student of English language, at the faculty of education at Alzaem Alazhari University, and also as a teacher in the secondary schools, I noticed that during the lectures that, the student usually asked the teacher to translate the (Text –phrase –grammar –even vocabulary) into their mother tongue (MT) and the secondary school student also did the same. Therefore this study will investigate the effect of mother tongue "MT" in the process of learning English as a foreign language (EFL)

## 1-3 Questions of the Study:

The aim of the present study is to find out the influence of the mother tongue on learning English as a foreign language [EFL]

The following question will be the focus of the study:

1-To what extent are learners affected by using the mother tongue [MT] at the process of learning the foreign language [FL].

2-To what extents can teachers use the mother tongue technique in teaching English?

3- To what extent do students prefer to use mother tongue in learning English language.

## 1-4 Hypotheses of the Study:

1- Learners of English are affected by using the mother tongue [Arabic] on learning the foreign language FL.

2- Teachers of English can use their mother tongue [Arabic] in teaching English.

3- Students prefer to use their mother tongue [Arabic] in learning English.

## 1-5 Objectives of the study:

1- To check learners attitudes toward using the first language on learning the foreign language [FL].
2- To find out the effect of using the mother tongue technique [MTT], in teaching the foreign language [FL].
3- To check student desire toward using the mother tongue.

## 1-6 The significance of the study:

The result of this study could be significant and useful to the learners, teachers, lectures, and researchers in the field of learning English as a foreign language

## 1-7 Limitation of the study:

The study will be limited to the learners of English as foreign language EFL students at secondary schools. A Questionnaire will be designed and distributed to a number of students from different levels.

## 1-8 Methodology:

Various research methods were considered, and in these cases the researcher selected the questionnaire, and the descriptive method to explain the research.

The main advantage of this method is that it allows quick access to a wide range of respondents. However, it is recognized that the questionnaire does have its limitations. Moreover, this research technique is rather impersonal and merely touches the surface, rather than having a deep analysis of the subject matter. A comments section was added to the end of the questionnaire in order to give respondents the opportunity to explain their feelings and experiences in more detail.

# Chapter Two

# Literature Review and Pervious Studies

# Chapter Two

# Literature Review and Pervious Studies

## 2.0 Introduction:

This chapter provides a review of literature about the topic of this study. Previous studies are reviewed to assess whether English has the influence on mother-tongue in learning and teaching with specific reference to language. The literature reviewed in this study is based on the following themes: (mother tongue, second language, foreign language interference multilingualism, and other topics related to the subject.

## 2.1 Mother Tongue [MT]:

The language which the person acquires in early years and which normally becomes his/her natural instrument of thought and communication. An online article, entitled "Mother Tongue", defines mother tongue (first language, native language or vernacular) as the language a person learns first. And consequently the person is called a native speaker of the language The American Heritage Dictionary of the English Language Skiba, (2000,p67) defines mother tongue as one's native language; the language learned by children and passed from one generation to the next; it is received by birth or from ancestors.

## 2.2 Second language [L2]:

A language acquired by a person in addition to his/her mother tongue. A similar definition of second language is given by the American Heritage Dictionary of the English Language mentioned above as the language you learn and adopt after learning yours.

## 2.3 Foreign Language [FL]:

A foreign language is a language not spoken by the indigenous population of a certain place. It is also a language not spoken in the native country of the person; Ellis refers to interference as 'transfer' that's the influence that the learner's L1 exerts over the acquisition of an L2.' He argues that transfer is governed by learner's perceptions about what is transferable and by the stage of development in L2 learning. In learning a target language, learners construct their own interim .Ellis(1997).

Machey (1965p22) the rapidity to which a learner is likely to understand another Language depends on the degree of differences or distance between both Languages on the one hand and the similarity which facilitates understanding may be the cause of multiple mistakes in speaking.

Wilkins observes "When learning a foreign an individual already knows his mother tongue, and it is this which he attempts to transfer. The transfer may prove to be justified because the structure of the two languages is similar; in that case, we get 'positive transfer' or 'facilitation'. It may prove unjustified because the structures of the two languages are different; in this case, we get 'negative transfer' or 'interference (1976,p34).'

## 2.4 The role of mother tongue in instruction:

According to Ellis (1994, p.19), "It is widely acknowledged that the role of the mother tongue in foreign language learning is a negative one." Furthermore, Butzkamm (2008) states that in many Asian countries, there is increasing pressure on English instructors to instruct through English only. In fact, many learning establishments insist on instructing through a

FL policy only, and failure to do so may lead to complaints against the instructor. Cook (2001) supports Ellis and admits that use of the first language is often viewed in a negative way, whilst instructing.

Through FL only is seen as positive. In fact Gill (2005, p.13) makes a valid point that teachers often feel guilty when using the first language, as there is often a taboo attached to any classroom use. However, despite all of the negativity, Macaro (2001) insists that research has failed to demonstrate, that the total exclusion of L1 has improved the learning of FL. As mentioned previously, many learning institutes and indeed instructors often insist on a complete ban of the mother tongue from the classroom. However, the reality of the foreign language classroom is not always so straight forward. In fact Deller and Rinvolucri (2002) hold the view that any attempt to ban the first language is not practical, as in the author's opinion; there is a positive role to be played. Butzkamm (2008) holds the view that foreign language theory needs to have a total turnaround to show that the mother tongue can be a great asset and teaching aid. However, Krashen (1996) is in total disagreement and maintains that anytime L1 is used, it deprives learners the chance to use FL, therefore the target language is not maximized. Larrea (2002) argues that banning L1 forces students to think in FL, however it is unlikely that the majority of learners often think in the target language. This viewpoint is also shared by Prodromou (1992) with the author maintaining, that any attempts to completely banish L1 will fail because if students are not speaking in L1, they will almost certainly be thinking in the mother tongue. Baker (1996) insists on a total ban of L1, along with Turnbull (2001), however the authors do not say as to how this can be achieved. Through personal experience, achieving a total ban on the mother tongue is unrealistic and possibly unnecessary. Therefore, if the mother tongue

cannot be eliminated, it should be used in a positive, albeit limited way in order to benefit the learning process.

If the mother tongue is to have a role to play in the learning of a foreign language, then it may be beneficial to use when learning complex grammar rules and vocabulary. According to Cook (2001), over 80 percent of modern language instructors use L1 for grammar instruction. Furthermore, in this author's experience a majority of students frequently use dictionaries for translation, and when asked maintain that it is easier to learn grammar through using some L1, rather than using FL only. This viewpoint is supported by Celik (2008), who believes that there is much potential for learners to be more efficient at English grammar, when learning the rules and structures with the help of the first language. However, clear rules and guidelines for learners and educators would need to be put in place, so as to avoid overuse of the mother tongue.

### 2.4.1 Multilingualism:

Multilingualism is when the speaker can speak more than two different languages. The National Language Policy Framework encourages South Africans to be multilingual, meaning people should know at least more than two languages. They should go to an extent of speaking some other languages that they are exposed to. The people should not just speak their mother tongue and English and claim to be multilingual. The National Language Policy Framework (2002:p.5) defines multilingualism in South African context "as the use of more than three languages by an individual or a group of speakers". This means that all citizens of the country should be encouraged to speak each other's language inclusive of English. But what happens practically is not what South Africans aspire to achieve because multilingualism should be applied in all social, economic,

political, and centrally education domains. But in almost all these domains, it is English that is used mostly than other languages like mother tongue. The South African Constitution (1996) has guiding principles for the promotion of multilingualism and these are contained in the Bill of Rights. Such principles are contained in the Constitution of the Republic of South Africa (Act 108 of 1996, Clauses 6(1) – (5). They actually serve as the founding provisions of the Bill of Rights. Although the Bill of Rights is mainly on the notion of individual rights, the language clauses are understood from the orientation of language as a right. There is in the Constitution of the Republic of South Africa a frequent use of concepts such as "use", "usage" and "status". These concepts attest to the fact that the South African Constitution has a stand on multilingualism. It is thus clear from the Constitution that South Africa supports multilingualism. The South African Constitution in its founding provisions gives the country 11 official languages, must enjoy parity of esteem and must be treated equitably. In addition, it states that in view of their historically diminished use and status, the state must take measures to elevate the status and advance the use of the indigenous languages. However, for South Africa to implement this policy of eleven languages, resources both human and material should be made available to enable implementation.

South Africa is endowed with multilingualism because of its multicultural nature. In South Africa, like in many other countries around the world with either an ethnically mixed population, language has become an extremely strong issue with social, economic, and political implications. The Department of Arts and Culture (2003:2) states that "for quite a number of years multilingualism was meaningless or a dream but these were ideas engendered to the minds of South Africans by colonial power

mongers". In spite of a general acceptance, that multilingualism is a sociolinguistic reality in South Africa, there is still a tendency toward monolingualism in public use (Thorpe: 2003). This is an indication that achieving language equity in South Africa is difficult and because of this difficulty, there is a need then to monitor and ensure the implementation of South Africa's multilingual policy. A number of agencies for the development, promotion and implementation of multilingualism were then formed in South Africa. They all had to serve as partners in the monitoring and implementation of multilingualism. Agencies that emerged due to this difficulty are; The Language Task Action Group (LANGTAG), Department of Arts, Culture and Technology (DACST), Pan South African Language Board (PanSALB), National Language Services (NLS), National Language Bodies (NLBs) and Provincial Language Committee (PLCs). They were all established with the same government mandate, which is to promote, implement and monitor multilingualism with each agency responsible for certain aspects of multilingualism. The *Constitution's* section 6(5) promotes further linguistic diversity by promoting the establishment of PanSALB in 1994. PanSALB was established with a constitutional mandate to promote and create conducive conditions for the realization and implementation of multilingualism. PanSALB does not work alone in this mandate, but with the help of other agencies, institutions and organizations that include among others universities, NGOs, the NLS, the NLB and the PLCs all within the umbrella of DACST. LANGTAG was appointed in 1995 by the minister of Education to work on the national language policy. The document submitted to the minister by LANGTAG in 1995 shows clearly the mandate of LANGTAG as Thorpe (2003) indicates, intended to propose the promotion and development of the status of the historically

disadvantaged African languages and counter the hegemony of English.(Thorpe: 2003)

## 2.4.2Mother Tongue in the Classroom:

Should a teacher use the students' mother tongue in class? This is a debate which has gone on for many years and will undoubtedly continue to go on. On one side of the argument is the idea that when a child learns a language they "pick it up" by being constantly exposed to it. To replicate this kind of situation in the classroom means banning all languages except English. Thus, it is reasoned, the students will, by being exposed to English only start to think and speak in English without any interference from their mother tongue and achieve a greater understanding and better command of English since they are learning as a native speaker would.

The other side of the argument is that using the mother tongue can be both time saving and ease understanding. For example, if you had to explain when we use the perfect tenses it may make a lot more sense to explain this using the students' mother tongue and know that everyone in the room understands fully what you are saying than possibly explain in English and have half the students not quite sure of what you say.

With vocabulary, too, there can sometimes be obvious advantages in translating words or phrases into the students' mother tongue; it's quicker and makes for better understanding. Teachers are often witnesses to the situation where they spend five minutes explaining a word in English only to have one member of the class realize its meaning, translate into the class' mother tongue and then everyone writes the translation down. If the teacher knew this word in the students' mother tongue, should they have just translated it for them.

On a practical level, of course, is the ability of the teacher. Whilst a teacher may know the mother tongue of a monolingual class they can't be expected to know the mother tongues of a multilingual class.) But what do students think? One study suggests that students appreciate it if the teacher speaks their MT, however the more advanced they are in English the less they think their MT should be used in class.

**2.4.3The Value of Mother -Tongue in Education:**

Ouane (2003:p. 41-42) states that mother tongue is the strongest language that the person could express himself or herself emotionally. You will notice one's own identity through mother tongue. Through this language people can share knowledge and gain more experience. According to Ouane (2003.p.78), the child learns to communicate in his or her mother tongue by listening and watching the people around him or her. This is achieved through associating certain sounds with certain objects or actions. Magabe (2009) also encourages that, learners should be taught in their mother tongue so that they could understand better. "A man understands when spoken to in a language he or understands. But he understands even better when spoken to in his own language" (Magabe, 2009,p:2). Mother tongue in education is one of the most crucial language planning decisions a country can make, to determine a language which is used a medium of instruction in schools. Learners are ready enough to be taught through their home languages. As Fasold (1987,p:293) points out that it is self-evident that the best medium for teaching a child is his mother-tongue, psychologically; it is the system of meaningful beginnings that in his or her mind works automatically for expression and understanding.

Sociologically, it is a means of identification among the members of the community to which he or she belongs. De Lange (1981,p:143) says instead of using English as the medium of instruction, any group will have the right to develop an indigenous language of South Africa as the medium of instruction. In our province, Limpopo, for example, people who speak Sepedi, Xitsonga and Tshivenda have the right to develop their languages so that they are used as media of instruction at schools. The mother-tongue or the home language also requires study as a language to achieve fluency and proficiency in speech and written expression and in listening and reading with discerning comprehension. Learners learn better if they use mother-tongue, understanding of concepts and active participation during lessons.

**2.4.4 The Effect of the Mother Tongue Interference on Secondary Students Speaking English Language:**

Mother tongue is the first language the individual learns when he is a child Cambridge, (2001,p/45). On the contrary, foreign language is the language belonging to a country which is not your own, Cambridge, (2001,p.23). Mother Tongue (or MT) is the language learned and spoken as a child. It is sometimes known as First Language (FL), Native Language (NL) or Arterial Language. Note that it is not always the language spoken by your mother! It is usually the language learned in the home thus a bilingual child may well have two Mother Tongues. A student's MT is of interest to teachers especially when it comes to what is known as MT influence. This is when the MT interferes in the learning of a second language later in life for example, a student growing up speaking.

Tebeddawie Language in the home could say in English class. 'I must to go!' This is a direct translation from the Tebeddawie Language where 'must' is followed by the full infinitive (the infinitive with to). 'Anilazimdiffaandi' which is literal transfer: 'I must to go! 'Mohammed, (2013).

## 2.5 The Idea of Rationalist in Using the First language:

Using L1 in foreign language classrooms is discouraged by advocates of the FL-only position (Chaudron, 1988; Krashen, 1982; Macdonald, 1993,p56). These advocates contend that students must be exposed to a significant amount of FL input if they want to develop better FL proficiency, so using L1 in the classroom deprives students of that valuable input. However, maximizing the FL use does not and should not mean that it is harmful for the teacher to use the L1 (Turnbull, 2001). Macaro (2005) argues that the avoidance of L1 results in increased usage of input modification (e.g. repetition, speaking more slowly, substituting basic words for more complex ones, simplifying syntax, etc.). This in turn might bring about negative effects in any interaction, making the discourse less realistic, reducing the lexical diversity, and eliminating exposure to complex syntax. According to Macaro, input modification might facilitate communication, but it does not assist students in their acquisition of complex linguistic knowledge (e.g. vocabulary, phrases, and grammar). Macaro presented the following example: If teachers avoided code switching to L1 to introduce a phrase such as 'raised in the gutter' and instead substituted a paraphrased version (brought up badly by poor parents), students, especially those with lower proficiency levels, might be deprived of learning the original phrase. Although students might better comprehend the teacher's spoken remarks via modified input, they do not learn the new aspect of FL. Similarly, Gunn (2003)

argues for the use of L1 for adult students, particularly those with lower proficiency, because if the L1 is not used at all, tasks and activities must be kept simple to ensure that the instructions are understandable. These juvenile tasks and activities might result in teachers treating adult learners like children rather than intelligent and sophisticated people.

Additionally, some scholars feel that switching from FL to L1 can be an effective strategy for improving student proficiency in FL if L1 is deliberately utilized in classrooms. These opponents of the FL-only practice argue against it from a number of language learning perspectives. For example, Anton and DiCamilla (1998) found that L1 can serve as a very useful cognitive tool, providing scaffolding for students in their effort to achieve learning tasks. Likewise, Brooks and Donato (1994) indicate that the L1 enables students to negotiate meaning and communicate successfully in the FL. These scholars argue that the avoidance of L1 use denies FL learners a valuable educational tool. Their argument is based particularly on the interactionist learning theory (Ellis, 1994), which suggests that input alone is insufficient for achieving language acquisition. To allow input to readily become knowledge, there must be interaction between FL learners and other speakers. This interaction will elicit the negotiation of the meaning of the input (Long, 1996) and the production of the output (Swain, 1995). Many FL learners regard L1 as an essential tool in the learning process because they interact with peers and teachers (Villamil & de Guerrero, 1996), and using L1 often assists FL learners in their creation of a social and cognitive space within which effective work can be done toward improving their learning (Anton & DiCamilla, 1988). Moreover, the teacher's use of L1 provides an enhanced form of input that is more salient for the learners, more

easily processed, and consequently promotes their learning (Van Lier, 1995).

Furthermore, the use of L1 may assist students in reducing affective barriers and increasing their confidence in their ability to successfully comprehend the FL (Atkinson, 1987; Auerbach, 1993; Cook, 2001; Harbord, 1992; Johnson & Lee, 1987; Kang, 2008; Kern, 1989). For example, Seng and Hashim (2006) indicate that lower proficiency students usually have difficulty expressing or verbalizing their thoughts with confidence and accuracy, so they should be allowed to fall back on L1 to understand the FL. In fact, Liao (2006) has observed that when the FL is the only medium allowed in discussions, students remain silent due to their nervousness or lack of English competence. In contrast, when both L1 and FL are allowed as media for discussions, there is more participation and meaningful communication is sustained longer. Therefore, the use of L1 results in an increased willingness by students to communicate verbally and express their ideas (Atkinson, 1987; Auerbach, 1993; Cook, 2001).

### 2.5.1 Code-Switching and Code-Mixing:

Code-switching and code-mixing occur when the people are communicating to each other in two or more different languages and these languages are well known by both speakers e.g. Sepedi and English. Nwoye (1993,p:365) defines code- switching as the variety of language and it is also known as a strategy of bilingual in different social situation where there is non-equivalent of another language. On the other hand Pieres (1994,p:14) refers to code-switching as the alternative use of two or more languages in a single piece of discourse , that is, a sentence may begin in one language and end up in another , e.g. Keja breakfast meaning

I eat breakfast. Romaine (1995,p:121) is of the opinion that code is not used only as different languages, but also as varieties of the same language, as well as styles, within the language. Thus code- switching is referred to by Romaine (1995,p:121) as a linguistic situation where two languages or varieties co-exist and are specialized to function. Code-switching is also frequently and extensively used amongst members of the bilingual communities when communicating. They switch from one language to the other and thus mix the two languages. In most South African schools, especially African Schools, educators will teach learning area like "Life science" in English and mixing it with Sepedi, whereas learners are going to be tested in English. There are several reasons for code switching. One of them is that they switch so that learners can understand better. A speaker can mix codes either because he lacks the equivalent in the second language or because the mixed utterance expresses the intended meaning more adequately. The mixing of languages may occur to the speaker with both language proficiencies. For example, the educator can mix two languages which he /she knows very well while educating so that learners will understand him better. Code-switching or code-mixing is potentially the most creative aspect of bilingual speech. The two have however, also been considered as a sign of linguistic decoy, that is evidence that bilinguals are not capable of acquiring two languages properly or keeping them apart. It is sometimes defined as the use of more than one language in the course of a single discourse. For instance, often a mother tongue speaker of Sepedi will code mix throwing English words or phrases from time to time to show off that he or she knows the language. It may also be a way of bargaining for more power in a situation where the majority of participants are from the particular group.

Amua-Sekyi (2000) conducted a survey of teachers' classroom language practice and examined the use of English language as a medium of instruction in education in Ghana. He found that a minority of teachers used mother-tongue exclusively during the teaching and learning process, whereas the majority used bilingual code-switching as a communication strategy, more than the use of mother-tongue. Teachers who use mother-tongue, according to Amua-Sekyi, believe that mother-tongue enables pupils to learn better; facilitate better understanding of concepts and ensures active participation in lessons, because pupils understand. Code-switching facilitates easy transfer of information and better explanation of concepts thus ensuring effective teaching and learning. One may also find that Sepedi speaking people code mix using English words to indicate that they are educated people who know their way around. Hence, codeswitching is said to involve the alternate use to two languages or linguistic varieties within the same utterance or during the same conversation. In the case of bilinguals speaking to each other code-switching can consist of changing languages in that monolingual shifts of style. You may find that two learners both speaking Northern Sotho as their mother-tongue, communicate socially in Sepedi, but they choose to switch to English when they enter the classroom. Cook (1989) provides teaching aids by using code-switching method as a language through reciprocal language in teaching. This method requires students to switch languages at predetermined points pairing students who want to learn each other's languages. Thus the students alternate between the two languages and exchange the roles of student and teacher. A similar system may also be used whereby the teacher uses code-switching by starting the lesson in the first language and then moving into the second and back.

## 2.6 Previous studies:

A review of some previous related studies  aim at sheding some light on the contribution of researchers in the field of influence of mother tongue on the English language:

### 2.6.1 Study one:

Abdulkareem(2006)investigate    in  his  mother  tongue  influence  on learning English by Tamil speaking students, which was submitted  to Bahary  university,  then  the  researcher  adopted  the  descriptive  analytical method  and[ 30]  students  from  Bahary  university  were  selected  as  a sample of study .To collect relevant data ,and the researcher adopted  a questionnaire. So He found that mother tongue at initial stage of learning the foreign language, and tami speaking learners of English symbolize the second  language,  and  mother  tongue  was  inevitable,  but  it  can  be minimized considerably with the appropriate guidance.

### 2.6.2 Study two:

Ahamed Adam (2010) conducteda MA study on the effect of the mother tongue interference on [EFL] secondary school students at Jabalawlia locality, the project submitted to the University of Africa. The researcher adopted  descriptive  analytic  method  by  using  questionnaire  to  collect relevant data. The target population of the study was University level. Then  he  found  that  the  majority  of  secondary  school  students  face problem in the production stage caused by the interference of the mother tongue, and this problem was attributed to the student's psychological trend  toward  mother  tongue,  and  the  use  of  [FL]  vocabulary  into  the mother tongue is a basic and indispensable learning strategy, but also inevitably leads to error.

### 2.6.3 Study three:

LisaAnn Burton (2013) conducted a study for the degree of Phd, investigate mother tongue based multilingual education in Philippines, submitted to the University of Minnesota. A case study school district in the Bikol region of the Philippines ,and the sample more than 15,00 people ,It is comprised of thirteen elementary school .data were collected through three sources, surveys, classroom observatios and individual interviews. Then her study attempts to find the factors that let students to use their native language, then she found that teachers and students similary increased understand of classroom content as the beggest benefit of [MT], both group overwhelmingly express their deep satisfaction with their result they had deserved in implementation, in mother tongue students can learn and they can understand –sometime in English they can read but they cannot understand ,so that is the benefit of mother tongue –that they can understand the foreign language.

Notice

Concerning the studies the research found that, using mother tongue as a reference to speak in the foreign language. Also he found that, mother tongue at initial stage of learning a foreign language, in addition to the majority of secondary school students face problem in production stage caused by interference of mother tongue.

## 2.7 Conclusion:

In most cases, for learners to understand better, teachers also code- switch to the use of the learners' first language (Sepedi) to make sure that they achieve their goals during lessons. Children's knowledge and skills transfer across language from the mother tongue they have learned in their home to the school language. When children's mother tongue is

valued and recognized, the development of the second language is more effective, but when children are encouraged to reject their mother tongue and consequently, its development stagnates, their personal and conceptual foundation for learning is undermined.

# Chapter Three

# Research methodology

# Chapter Three

# Research methodology

## 3.0 Introduction:

This chapter presents the research methodology used to answer research question of the study. It describes the subject,   sampling techniques, instruments, and data analysis.

## 3.1Research Methodology:

In this study the researcher adopted descriptive approach to collect data .The data is collected by using a questionnaire. The questionnaire is divided into two section ;section one is design to assess the impact of using mother tongue on learning [EFL],and section two which is design to check the responses of teachers toward using mother tongue in learning [EFL].

## 3.2 Subjects:

This study was motivated by low achievement level attained by secondary student, and the study investigate the impact of the mother tongue learning English as a foreign language .A total of [50] students were chosen to participate, thus it was decided to administer a questionnaire to the learners studying English as a major subject, to examine their opinions on using Arabic language [AL] in learning English.

## 3.3 population and Sample:

The sample of student who were investigated; It was   selected from secondary school  students level three .A fifty copies of questionnaire

were distributed to the student to show their opinions, and the population of this study, consisted of student who were selected from Alsalama secondary school, in Khartoum state.

## 3.4 Instruments:

The questionnaire was adopted as a tool for collecting data for the purpose of the main study.

Questionnaire is to investigate student's response towards using the mother tongue in learning English as a foreign language .The items which were listed in each category, cover the most obvious aspect, which seem to the researcher as a close relevance to the current practice of using Arabic in the field of learning English as a foreign language.

### 3.4.1 Data Analysis Technique:

The data had been gathered by questionnaire. Then analyses were carried out through the computer by using the statistical package for social sciences [SPSS].

### 3.4.2 Validity of the questionnaire:

The questionnaire was given to five experts at Sudan university of science and technology to judges its validity and they were asked to review and check it convenience ,and the experts comments, modification, and suggestion were taken into consideration by researcher followed all which said by experts, until he comes up with this draft that to great extent convince.

### 3.4.3 Reliability of the questionnaire:

The questionnaire was form to check it reliability, five teachers were not part of main samples were selected to respond to the questionnaire after

three days, it was administrated again for the second time ,and the results showed stability in the answers.

## 3.5 Statistical Reliability and Validity:

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

## 3.6 Conclusion:

The aim of this chapter is to give a clear description of methodology and design of the present study and how data was collected and analyzed in fulfilling the research purpose. Besides that, this chapter gives a description of testing the validity and reliability of tool used. Finally, the chapter displays the data procedures followed in conducting the study.

# Chapter Four

# Data Analysis, Results and Discussions

# Chapter Four

# Data Analysis, Results and Discussions

## 4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 50 respondents who represent the students' at Assalama Secondary school in Jabal Awliua locality.

## 4.1 The Respondance to the Questionnaire

The respondance to the questionnaire of the 50 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

## 4.2 Analysis of the Questionnaire:

The researcher distributed the questionnaire on determined study sample (50), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

In this study the validity calculated by using the following equation:

$$Validity = \sqrt{Re\,liability}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (40) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| 0.86 | 18 |

*Hypothesis (1): Learners of English are affected by using the mother tongue [Arabic] on learning the foreign language [FL].*

The above hypothesis , it was the first hypothesis of the research ,so the researcher form six statement to be answer by students ,and the following tables represent the respondance of six statement ,and their result .

**Table No (4.1)** The use of Arabic language in learning English as a foreign language help to understand English text

| Valid | Frequency | Percent |
|---|---|---|
| Strongly agree | 29 | 58.0 |
| agree | 16 | 32.0 |
| Neutral | 4 | 8.0 |
| disagree | 1 | 2.0 |
| strongly disagree | 0 | 0 |
| Total | 50 | 100% |

From the above table No.(4.1) It is clear that there are (29) persons in the study's sample with percentage (58%) strongly agreed with " The use of Arabic language in learning English as a foreign language help to understand English text ". There are (16) persons with percentage (32%) agreed with that, and (4) persons with percentage (8%) were not sure that, and (1) persons with percentage (2%) disagreed. And (0) persons with (0%) are strongly disagreed

**Table No (4.2)** Teachers always have a tendency to use the native language of the student

| Valid | Frequency | Percent |
|---|---|---|
| Strongly agree | 23 | 46.0 |
| agree | 24 | 48.0 |
| Neutral | 1 | 2.0 |
| disagree | 2 | 4.0 |
| strongly disagree | 0 | 0 |
| Total | 50 | 100% |

From the above table No.(4.2) It is clear that there are (23) persons in the study's sample with percentage (46%) strongly agreed with " Teachers always have a tendency to use the native language of the student ". There are (24) persons with percentage (48%) agreed with that, and (1) persons with percentage (2%) were not sure that, and (2) persons with percentage (4%) disagreed. And (0) persons with (0%) are strongly disagreed

**Table No (4.3)** In the process of learning English, English Arabic dictionary is a good tool

| Valid | Frequency | Percent |
|---|---|---|
| Strongly agree | 27 | 54.0 |
| agree | 11 | 22.0 |
| Neutral | 10 | 20.0 |
| disagree | 2 | 4.0 |
| strongly disagree | 0 | 0 |
| Total | 50 | 100% |

From the above table No.(4.3) It is clear that there are (27) persons in the study's sample with percentage (54%) strongly agreed with " In the process of learning English , English Arabic dictionary is a good tool ". There are (11) persons with percentage (22%) agreed with that, and (10) persons with percentage (20%) were not sure that, and (2) persons with percentage (4%) disagreed. And (0) persons with (0%) are strongly disagreed

**Table No (4.4)** I prefer my English teacher always use English to teach me

| Valid | Frequency | Percent |
|---|---|---|
| Strongly agree | 5 | 10.0 |
| agree | 1 | 2.0 |
| Neutral | 5 | 10.0 |
| disagree | 18 | 36.0 |
| strongly disagree | 21 | 42.0 |
| Total | 50 | 100% |

From the above table No.(4.4) and It is clear that there are (5) persons in the study's sample with percentage (10%) strongly agreed with " I prefer my English teacher always use English to teach me". There are (1) persons with percentage (2%) agreed with that, and (5) persons with

percentage (10%) were not sure that, and (18) persons with percentage (36%) disagreed. And (21) persons with (42%) are strongly disagreed

**Table No (4.5)** Mother tongue helps me to understand English grammar rules

| Valid | Frequency | Percent |
|---|---|---|
| Strongly agree | 21 | 42.0 |
| agree | 19 | 38.0 |
| Neutral | 2 | 4.0 |
| disagree | 4 | 8.0 |
| strongly disagree | 4 | 8.0 |
| Total | 50 | 100% |

From the above table No.(4.5) It is clear that there are (21) persons in the study's sample with percentage (42%) strongly agreed with "Mother tongue help me to understand English grammar rules". There are (19) persons with percentage (38%) agreed with that, and (2) persons with percentage (4%) were not sure that, and (4) persons with percentage (8%) disagreed. And (4) persons with (8%) are strongly disagreed

**Table No (6.4)** Mother tongue help student to feel more comfortable and confident

| Valid | Frequency | Percent |
|---|---|---|
| Strongly agree | 21 | 42.0 |
| agree | 21 | 42.0 |
| Neutral | 7 | 14.0 |
| disagree | 1 | 2.0 |
| strongly disagree | 0 | 0 |
| Total | 50 | 100% |

From the above table No.(4.6) It is clear that there are (21) persons in the study's sample with percentage (42%) strongly agreed with "    ". There are (21) persons with percentage (42%) agreed with that, and (7) persons with percentage (14%) were not sure that, and (1) persons with percentage (2%) disagreed. And (0) persons with (0%) are strongly disagreed

**Table No.(4.7) Chi-Square Test Results for Respondents' Answers of the Questions of the** *Hypothesis one: Learners of English are affected by using the mother tongue [Arabic] on learning the foreign language [FL].*

| Nom. | Statement | mean | SD | Chi square | p-value |
|------|-----------|------|-----|------------|---------|
| 1 | The use of Arabic language in learning English as a foreign language help  to understand English text | 2.4 | 1.9 | 12 | 0.00 |
| 2 | Teachers always have a tendency to use the native language of the student | 2.5 | 2.6 | 17 | 0.00 |
| 3 | In the process of learning English , English Arabic dictionary is a good tool | 2.4 | 2.4 | 13 | |
| 4 | I prefer my English teacher always use English to teach me | 3 | 0.8 | 25 | 0.03 |
| 5 | Mother tongue help me to understand English grammar rules | 2.9 | 1.6 | 20 | 0.00 |
| 6 | Mother tongue help student to feel more comfortable and confident | 2.4 | 1.9 | 12 | 0.00 |

**Source: The researcher from applied study, SPSS 24**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1)  was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there

are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The use of Arabic language in learning English as a foreign language help to understand English text.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Teachers always have a tendency to use the native language of the student.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (3) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " In the process of learning English , English Arabic dictionary is a good tool.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed

with the statement "I prefer my English teacher always use English to teach me

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement Mother tongue help me to understand English grammar rules

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Mother tongue help student to feel more comfortable and confident.

- **According to the previous result we can say that the first hypothesis of our study is accepted**

*Hypothesis (2): Teachers of English can use their mother tongue [Arabic] in teaching English.*

This is the second hypothesis of the research, according to it the researcher presented six statements to be analyzed through the following six tables, and the tables show the students responces to the questionnaire.

**Table No (4.8)** Teachers often feel guilty about explaining text,grammar into Arabic language

| Valid | Frequency | Percent |
|---|---|---|
| Strongly agree | 13 | 26.0 |
| agree | 2 | 4.0 |
| Neutral | 22 | 44.0 |
| disagree | 4 | 8.0 |
| strongly disagree | 9 | 18.0 |
| Total | 50 | 100% |

From the above table No.(4.8) It is clear that there are (13) persons in the study's sample with percentage (26%) strongly agreed with" Teachers often feel guilty about explaining text ,grammar into Arabic language  ". There are (2) persons with percentage (4%) agreed with that, and (22) persons with percentage (44%) were not sure that, and (4) persons with percentage (8%) disagreed. And (9) persons with (18%) are strongly disagreed

**Table No (4.9)** Student pick up words and expressions through the use of mother tongue

| Valid | Frequency | Percent |
|---|---|---|
| Strongly agree | 23 | 46.0 |
| agree | 23 | 46.0 |
| Neutral | 1 | 2.0 |
| disagree | 2 | 4.0 |
| strongly disagree | 1 | 2.0 |
| Total | 50 | 100% |

From the above table No.(4.9) It is clear that there are (23) persons in the study's sample with percentage (46%) strongly agreed with"  Student pick up words and expressions through the use of mother tongue". There are

(23) persons with percentage (46%) agreed with that, and (1) persons with percentage (2%) were not sure that, and (2) persons with percentage (4%) disagreed. And (1) persons with (2%) are strongly disagreed

**Table No (4.10)** IN class of studying English, student do not use English, when they are greeting and requesting

| Valid | Frequency | Percent |
|---|---|---|
| Strongly agree | 2 | 4.0 |
| agree | 6 | 12.0 |
| Neutral | 29 | 58.0 |
| disagree | 3 | 6.0 |
| strongly disagree | 10 | 20.0 |
| Total | 50 | 100% |

From the above table No.(4.10) It is clear that there are (2) persons in the study's sample with percentage (4%) strongly agreed with " IN class of studying English ,student do not use English ,when they are greeting and requesting ". There are (6) persons with percentage (12%) agreed with that, and (29) persons with percentage (58%) were not sure that, and (3) persons with percentage (6%) disagreed. And (10) persons with (20%) are strongly disagreed

**Table No (4.11)** Student use mother tongue with their friend inside and outside of the class

| Valid | Frequency | Percent |
|---|---|---|
| Strongly agree | 25 | 50.0 |
| agree | 13 | 26.0 |
| Neutral | 2 | 4.0 |
| disagree | 6 | 12.0 |
| strongly disagree | 4 | 8.0 |
| Total | 50 | 100% |

From the above table No.(4.11) It is clear that there are (25) persons in the study's sample with percentage (50%) strongly agreed with " Student use mother tongue with their friend inside and outside of the class". There are (13) persons with percentage (26%) agreed with that, and (2) persons with percentage (4%) were not sure that, and (6) persons with percentage (12%) disagreed. And (4) persons with (8%) are strongly disagreed

**Table No (4.12)** In learning English, Arabic language help to develop and express idea in English

| Valid | Frequency | Percent |
|---|---|---|
| Strongly agree | 12 | 24.0 |
| agree | 32 | 64.0 |
| Neutral | 4 | 8.0 |
| disagree | 1 | 2.0 |
| strongly disagree | 1 | 2.0 |
| Total | 50 | 100% |

From the above table No.(4.12) and figure No (12) It is clear that there are (12) persons in the study's sample with percentage (24%) strongly agreed with " In learning English ,Arabic language help to develop and express  idea in English". There are (32) persons with percentage (64%) agreed with that, and (4) persons with percentage (8%) were not sure that, and (1) persons with percentage (2%) disagreed. And (1) persons with (2%) are strongly disagreed

**Table No (4.13)** Teacher use mother tongue influence student performance in English

| Valid | Frequency | Percent |
|---|---|---|
| Strongly agree | 10 | 20.0 |
| agree | 9 | 18.0 |
| Neutral | 11 | 22.0 |
| disagree | 14 | 28.0 |
| strongly disagree | 6 | 12.0 |
| Total | 50 | 100% |

From the above table No.(4.13) It is clear that there are (10) persons in the study's sample with percentage (20%) strongly agreed with " Teacher use mother tongue influence student performance in English ". There are (9) persons with percentage (12%) agreed with that, and (11) persons with percentage (22%) were not sure that, and (14) persons with percentage (28%) disagreed. And (6) persons with (12%) are strongly disagreed

**Table No.(4.14) Chi-Square Test Results for Respondents' Answers of the Questions of the** _Hypothesis two:  Teachers of English can use their mother tongue [Arabic] in teaching English_**.**

| Nom. | Statement | mean | SD | Chi square | p-value |
|------|-----------|------|-----|-----------|---------|
| 1 | Teachers often feel guilty about explaining text ,grammar into Arabic language | 2.5 | 1.4 | 17 | 0.00 |
| 2 | Student pick up words and expressions through the use of mother tongue | 2.7 | 2.6 | 15 | 0.00 |
| 3 | IN class of  studying English ,student do not use English ,when they are greeting and requesting | 2.8 | 0.8 | 20 | 0.001 |
| 4 | Student use mother tongue with their friend inside and outside of the class | 2.5 | 0.7 | 21 | 0.008 |
| 5 | In learning English ,Arabic language help to develop and express  idea in English | 3.5 | 2.7 | 21 | |
| 6 | Teacher use mother tongue influence student performance in English | 2.5 | 1.4 | 17 | 0.00 |

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1)  was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent  who  agreed with the statement "Teachers often feel guilty about explaining text ,grammar into Arabic language.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Student pick up words and expressions through the use of mother tongue

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement ".IN class of studying English ,student do not use English ,when they are greeting and requesting

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Student use mother tongue with their friend inside and outside of the class.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there

are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "In learning English ,Arabic language help to develop and express  idea in English

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (6)  was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who  agreed with the statement "Teacher use mother tongue influence student performance in English focuses on writing and reading skills, and paying less emphasis on oral performance.

- **According to the previous result we can say that  the second hypothesis of our study is accepted**

### _Hypothesis (3): Students prefer to use their mother tongue [Arabic] in learning English._

This the third hypothesis of the research, and the researcher constructed six statement which concerned the hypothesis, and the statement to be answered by students,through using a questionnaire, so the following tables represented the students responses.

**Table No (4.15)** Teacher alwaysdiscourages students to converse in mother tongue

| Valid | Frequency | Percent |
|---|---|---|
| Strongly agree | 16 | 32.0 |
| agree | 26 | 52.0 |
| Neutral | 4 | 8.0 |
| disagree | 2 | 4.0 |
| strongly disagree | 2 | 4.0 |
| Total | 50 | 100% |

From the above table No.(4.15) It is clear that there are (16) persons in the study's sample with percentage (32%) strongly agreed with " Teacher always discourage students to converse in mother tongue". There are (26) persons with percentage (52%) agreed with that, and (4) persons with percentage (8%) were not sure that, and (2) persons with percentage (4%) disagreed. And (2) persons with (4%) are strongly disagreed.

**Table No (4.16)** Teacher switching of languages in classroom help student in understanding concepts

| Valid | Frequency | Percent |
|---|---|---|
| Strongly agree | 19 | 38.0 |
| agree | 25 | 50.0 |
| Neutral | 6 | 12.0 |
| disagree | 0 | 0 |
| strongly disagree | 0 | 0 |
| Total | 50 | 100% |

From the above table No.(4.16) It is clear that there are (19) persons in the study's sample with percentage (28%) strongly agreed with" Teacher switching of languages in classroom help student in understanding concepts". There are (25) persons with percentage (50%) agreed with that, and (6) persons with percentage (12%) were not sure that, and (0) persons with percentage (0%) disagreed. And (0) persons with (0%) are strongly disagreed

**Table No (4.17)** Punishing student for speaking in mother tongue help them improve performance in English

| Valid | Frequency | Percent |
|---|---|---|
| Strongly agree | 1 | 2.0 |
| agree | 13 | 26.0 |
| Neutral | 7 | 14.0 |
| disagree | 8 | 16.0 |
| strongly disagree | 21 | 42.0 |
| Total | 50 | 100% |

From the above table No.(16) and figure No (16) It is clear that there are (1) persons in the study's sample with percentage (2%) strongly agreed with" Punishing student for speaking in mother tongue help them improve performance in English". There are (13) persons with percentage (26%) agreed withthat, and (7) persons with percentage (14%) were not sure that, and (8) persons with percentage (16%) disagreed. And (21) persons with (42%) are strongly disagreed

**Table No (4.18)** The language you think in influence the way you write in English

| Valid | Frequency | Percent |
|---|---|---|
| Strongly agree | 12 | 24.0 |
| agree | 3 | 6.0 |
| Neutral | 28 | 56.0 |
| disagree | 5 | 10.0 |
| strongly disagree | 2 | 4.0 |
| Total | 50 | 100% |

From the above table No.(18) and figure No (18) It is clear that there are (12) persons in the study's sample with percentage (24%) strongly agreed with" The language you think in influence the way you write in English ". There are (3) persons with percentage (6%) agreed with that, and (28) persons with percentage (56%) were not sure that, and (5) persons with percentage (2%) disagreed. And (2) persons with (0%) are strongly disagreed

**Table No (4.19)** Student never comprehends and processes their thought in Arabic language

| Valid | Frequency | Percent |
|---|---|---|
| Strongly agree | 13 | 26.0 |
| agree | 20 | 40.0 |
| Neutral | 7 | 14.0 |
| disagree | 6 | 12.0 |
| strongly disagree | 4 | 8.0 |
| Total | 50 | 100% |

From the above table No.(19) and figure No (19) It is clear that there are (13) persons in the study's sample with percentage (26%) strongly agreed with" Student never comprehend and process their thought in Arabic language". There are (20) persons with percentage (40%) agreed with that, and (7) persons with percentage (14%) were not sure that, and (6) persons with percentage (12%) disagreed. And (4) persons with (8%) are strongly disagreed

**Table No (4.20)** Teacher maintains that anytime mother tongue is used,it deprive learners the chance to use FL

| Valid | Frequency | Percent |
|---|---|---|
| Strongly agree | 12 | 24.0 |
| agree | 5 | 10.0 |
| Neutral | 6 | 12.0 |
| disagree | 13 | 26.0 |
| strongly disagree | 14 | 28.0 |
| Total | 50 | 100% |

From the above table No.(20) and figure No (20) It is clear that there are (12) persons in the study's sample with percentage (24%) strongly agreed with" Teacher maintains that anytime mother tongue is used,it deprive learners the chance to use FL". There are (5) persons with percentage (10%) agreed with that, and (6) persons with percentage (12%) were not

sure that, and (13) persons with percentage (26%) disagreed. And (14) persons with (28%) are strongly disagreed

*Table No.(4.21) Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis three: Students prefer to use their mother tongue [Arabic] in learning English.*

| Nom. | Statement | mean | SD | Chi square | p-value |
|------|-----------|------|-----|------------|---------|
| 1 | Teacher always discourage students to converse in mother tongue | 2.9 | 3.5 | 24 | 0.00 |
| 2 | Teacher switching of languages in classroom help student in understanding concepts | 2.5 | 2.7 | 33 | 0.00 |
| 3 | Punishing student for speaking in mother tongue help them improve performance in English | 2.03 | 4.6 | 41 | 0.00 |
| 4 | The language you think in influence the way you write in English | 2.8 | 1.4 | 22 | 0.00 |
| 5 | Student never comprehend and process their thought in Arabic language | 2.2 | 2.4 | 21 | 0.00 |
| 6 | Teacher maintains that anytime mother tongue is used ,it deprive learners the chance to use FL | 2.9 | 3.5 | 24 | 0.00 |

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed

with the statement "Teacher always discourage students to converse in mother tongue.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement ' Teacher switching of languages in classroom help student in understanding concepts

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) was (41) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Punishing student for speaking in mother tongue help them improve performance in English.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The language you think in influence the way you write in English.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Student never comprehend and process their thought in Arabic language.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " Teacher maintains that anytime mother tongue is used ,it deprive learners the chance to use FL.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Teachers' use of" imaginary show and tell" technique, developed students' oral performance (i.e. students pretend they have brought an object relevant to current discussion, and display it to the class while talking about its properties.

**According to the previous results we can say that the third hypothesis of our study is accepted**

## 4.3 **Conclusion:**

This chapter analyze the data which gathered by a questionnaire. The study has demonstrated that students still rely on mother tongue in their learning a foreign language. It is undeniable that the interference of students mother tongue still exists, as student are found to be incompetent in English language as well as few other contributing factors. In addition, it was also revealed that students relay on mother tongue in comprehending certain instructions aim.

# Chapter Five

# Finding, Recommendation, and suggestion for further studies

# Chapter Five

# Findings, Recommendations, and suggestions for further studies

## 5.0 Introduction:

This chapter includes summary of the previous chapters, in addition to the finding, suggestion, and recommendation build on what has been achieved through this study.

## 5.1 Discussing the finding in the light of questions:

The first question asked by this study is that .To what extent learners are affected by using the mother tongue [MT] at the process of learning the foreign language [FL]?

The answer of this question according to the finding of this study is that:

1-Mother tongue [Arabic] is very important in the process of learning the foreign language, because it helps the learner to understand the text book reading and grammar rules.

2-Mother tongue helps student to feel more comfortable and confidence, when it uses in class of learning English.

3-Mother tongue helps to acquire English language skills such as [reading, writing, speaking, vocabulary, idioms … etc].

4-It helps students to develop in their expressing ideas in English.

The second question in the study is that "to what extent can teachers use the mother tongue technique in teaching English? And the answer of this question according to the research findings is that:

1-teachers use the mother tongue, because it has a powerful influence on the learning process.

2-Teachers always explain grammar in native language of student.

3-Teachers switching of language in classroom have positive effect to the learners in their learning process.

The third question in the study is that: to what extent do students prefer to use the mother tongue in learning English language. The answer of this question according to the finding of this study is that:

1-Students always prefer to use their mother tongue in learning English, because it helps to understand grammar rules.

2-Mother tongue it helps students to pick up words and expressions in learning English.

3-Mother tongue can helps student to comprehend English.

4-Arabic language eases memory constrains in memorizing more words, idioms, grammar and sentences structure.

5-Mother tongue helps students to reduce learning anxiety and enhance motivation to learn English language.

**5.1.1Discussing the finding in the light of the hypothesis:**

The first hypothesis tested by this study was that [learner of English are affected by using the mother tongue (Arabic)] this hypothesis was highly accepted by the learners who express their need for the use of their mother tongue.

Consequently, the effectiveness of mother tongue [Arabic] as a facilitating means in foreign language learning to the learners is rated highly.

The second hypothesis was that [ teacher of English can use their mother tongue in teaching English]this hypothesis also was highly accepted by the learners who sees that mother tongue is very important in learning the foreign language, and specially at the beginner levels, because it helps them to acquire the skills of that foreign  language.

The third hypothesis was that [students prefer to use their mother tongue [Arabic] in learning English. This hypothesis also was highly accepted by the learner of English, because it helps to construct knowledge in the target language, facilitate learning process, and increase efficiency.

**5.1.2 Recommendations:**

Based on the finding of this study, the researcher suggests following recommendations to be taken by other researcher:

1- The study should expand to cover different schools across the country.

2- The sample should be including other educational stages as basic school and college.

3- EFL teachers should be fully aware of the specific pedagogical purpose behind using mother tongue, for the sake to avoid using it excessively.

.4- Students utilize [L1] as a social strategy to assist them in asking question or cooperating with others and this in turn promotes their learning outcomes.

**Findings:**

1-Using of the mother tongue in classroom, it helps students to clarify the understanding of the lesson, and the means of participate in class discussion.

2-mother tongue is playing an important role in facilitating the interaction between classroom participants, as well as foreign language learning.

3-The use of mother tongue helps students to memorize words, idiom, grammar, and sentence structures

4-Using the native language of students, helps students to reduce learning anxiety, and increase their motivation to learn English.

### 5.1.3 Suggestions for further studies:

The researcher suggests that for further studies:

1-further studies should be conducted in the area of, the impact of native language [NL].on university student learning [EFL].

2-Further studies should be conducted on the area of native language interference in learning a second language.

3-Further studies should be conducted in the area of, the effect of mother tongue interference on [FL].

## 5.2 Conclusion

This chapter concluded the study by providing answers to the research question and verifying the hypotheses of the study .It also presented the conclusions of the study and it offered some recommendation, and suggested three topics for further researches.

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**Sudan University of science and technology**
**College of language**
**English Language Department**

Subject: The effect of mother tongue on learning English as a foreign language

Grade …………….

Gender: male [ ] or female [ ]

**Questionnaire**

Dear student, this statement is a part of master degree in linguistic, please put tick [√] infront of the suitable statement, and this statement will be conducted for only academic purposes.

| Item | Agree | Strongly disagree | Not sure | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1. The use of Arabic language in learning English as a foreign language helps students to understand English text. | | | | | |
| 2. Teachers tend to use the native language [Arabic] of the students. | | | | | |
| 3. In the process of learning English, it is vital to use English Arabic dictionary | | | | | |
| 4. Students always prefer their English teachers to use English inside the classroom. | | | | | |
| 5. Mother tongue helps me to understand English grammar rules. | | | | | |
| 6. Mother tongue helps students to feel more comfortable and confident in learning English. | | | | | |
| 7. Teachers often feel guilty when explaining grammar in Arabic language. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 8. Students pick up words and expressions through the use of mother tongue | | | | | |
| 9. English class, students do not use English, in greeting and requesting. | | | | | |
| 10. Students use mother tongue [Arabic] with their friends inside and outside of the classroom. | | | | | |
| 11. In learning English, Arabic language helps students to develop and express their ideas in English. | | | | | |
| 12. Teachers use mother tongue influence student performance in English. | | | | | |
| 13. Teachers always discourage students to converse in mother tongue [Arabic]. | | | | | |
| 14. Teachers switching of languages in classroom helps student in understanding concepts. | | | | | |
| 15. Punishing students for speaking in mother tongue, helps them improve performance in English. | | | | | |
| 16. The language you think in[Arabic] influences the way you write in English | | | | | |
| 17. Students never comprehend the process of thought in Arabic language | | | | | |
| 18. Teachers maintain, anytime mother tongue is used, it deprives student the chance of using English. | | | | | |