Sudan University of Science and Technology

Collage of Graduate Studies

College of Languages - Department of English

Influence of the Semantic Aspects of Mother Tongue
on Learning English as a Foreign Language

تأثير جوانب دلالات الألفاظ للغة الأم على تعلم الإنجليزية لغة أجنبية

Prepared by   Supervised by

  Alaa Ali Dinar   Dr. Abdarahman Abulgasim

2016

Dedication

I dedicate this effort to my beloved family!

Acknowledgements

First of all, I thank to Allah Almighty for giving me the strength to do what I have done.

I would like to thank the supervisor: Dr. Abdarahman Abulgasim , I would like to thank him for his continuous encouragement.

I would like to thank all those who helped me in completing this thesis.

My deeply thank is due to the students who participated in the questionnaire.

Abstract

The main aim of the study is to investigate the influence of the semantic aspects of mother tongue on learning English as a foreign language. The researcher has adopted the descriptive analytical approach where questionnaire was used for collecting data from study sample. The analysis process has been done by using (SPSS) program where tables of results were obtained. The study has reached some findings as follows: There are positive and negative effects of mother tongue with regard to semantic aspects. Students apply semantic rules in their mother tongue more than they apply them in the foreign language. Based on the findings the study recommends that: Students should not relay on their mother tongue very much as this has a negative effect on their language learning development, instead they should learn the semantic rules in both mother tongue and foreign language.

المستخلص

إن الهدف الأساسي من هذه الدراسة هو بحث تأثير جوانب دلالات الألفاظ للغة الأم على تعلم الإنجليزية لغة أجنبية. لقد اتبع الباحث الأسلوب الوصفي التحليلي حيث تم تصميم استبانة لجمع البيانات من عينة الدراسة. تم استخدام برنامج الحزم الإحصائية (SPSS) لتحليل النتائج ووصفها على هيئة جداول. توصلت الدراسة إلى بعض النتائج منها: أن هناك تأثيرات إيجابية وسلبية للغة الأم من الناحية الدلالية وإن الطلاب في كل مرة يستخدمون القواعد الدلالية في لغتهم الأم أكثر مما يستخدمونها في اللغة الأجنبية. ووفقاً للنتائج المتحصل عليها فقد أوصت الدراسة بالآتي: ينبغي أن لا يعتمد دارسي اللغة الأجنبية على لغتهم الأم كثيراً في تعلم اللغة لأن ذلك له كبير الأثر على كيفية تعلمهم لتلك اللغة وإنما عليهم الإلمام بالقواعد الدلالية في كلا اللغتين الأجنبية والأم.

Table of Contents

Chapter One

Introduction

Chapter One

Introduction

1.0 Background

Language is a tool that is used by human beings for communication with each other. In general, there is a great difference among linguistic forms of different countries. The role of mother tongue in second language acquisition has been the subject of much debate and controversy. This study tries to look beyond the semantic effect of the mother tongue in language learning. It is always believed that mother tongue has a big impact on learning process. This impact appears on how learners generalize the semantic role of their own language on the foreign language.

However, even after investing ample time and effort in learning a foreign language, it has been noted that student susually have inhibitions when it comes to expressing themselves in the foreign language. They still use their native language when speaking or writing. This can be blamed on the methodology that most students use when acquiring a foreign language. Instead of learning for oral communication, they learn to gain reading proficiency in a foreign language or for the sake of being scholarly Dralo, (2012).

 This claim is totally true when looking the language production for many EFL learners. There is always an impact of the mother tongue in language acquisition.

1.1 Statement of the Problem

Observing scores of students for sometimes has revealed some obstacles that accompany their ways of expressing themselves in English. Most of

the students who study English as foreign language show nearly the same phenomenon, applying some semantic rule of their mother tongue, which is Arabic. From her point of view, the researcher believes that, mother tongue has a big impact on the way EFL learners' express themselves in English. This impact comes as a result of the way the students acquire the language at the very beginning stage of their education.

1.2 The Objectives of the Research

The study looks to fulfill the following objectives:

1- Investigating the semantic role of mother tongue on language learning.

2- Taking a close look at the factors that are required in language learning.

Discussing the strategies that can be adopted by students in their quest to learn a foreign language.

1.3 Research Questions

The following questions can be asked for sake of the study objectives:

1. How does mother tongue from semantic aspect side affect the way learners acquire the language?

2. To what extent do students generalize the rule of mother tongue into the foreign language?

1.4 Research Hypotheses

1. Mother tongue has a vital role in language learning with regard to semantic rules.

2. Students generalize the rules of the mother tongue into the foreign language.

1.5 Significance of the Research

Studying the impact of mother tongue on language learning is the researcher's big concern as it is believed to contribute in giving solutions to the students' problem. Learners always need to adopt good strategies that help them in their learning process. The importance of this research comes as it looks at one of the aspects that affect language learning.

1.6 Limits of the Study

  The study is limited to areas that investigate the linguistic problems that encounter learners.

The study also examines the performance of the EFL learners at Sudan University of Science and Technology, College of Languages, Department of English, second class for the academic year 2015/2016.

1.7 Methodology

In this study the researcher uses a questionnaire approach for collecting data. The research uses only one tool. Questionnaire papers are given to the students of second year inside the class so as to give their responses on the questionnaire items.

1.8 Structure of the Study

The research consists of five chapters divided as follows:-

Chapter one: review the introductory elements of the research.

Chapter two: reviews the literature review and previous studies with regard to mother tongue influence.

Chapter three: reviews the methodology and the tools used in the study.

Chapter four: discusses the data analysis and discussion of the obtained results.

Chapter five: reviews the most important findings some recommendations and suggestions for Further Studies.

Chapter Two

Literature Review and Previous Studies

<h1 style="text-align:center">Chapter Two</h1>
<h1 style="text-align:center">Literature Review and Previous Studies</h1>

2.0 Introduction

The chapter discusses the literature review and the theoretical framework along with the relevant previous studies that talk about the influence of the mother tongue in learning with regard to semantic aspects.

2.1 Role of Mother tongue in language Learning

Learning a foreign language or a second language encourages learners to gain more insight into the operation of the mother tongue, which is always presents in his mind, as well as into the nature of language in general, and then to make use of his mind in the process of learning a foreign language. The influence that the first language has on the foreign language has been in focus of experts' and teachers' attention for a long time. Since the existence of language learning and teaching, one of the questions most often asked has been how the first language influences the second language acquisition or learning. Most of the available evidences offer support for the viewpoint according to which the mother tongue has an influence on the language acquired or learned later Krashen, (1981); Hatch, (1981).

A revival of interest to using a mother tongue in the English classroom is stipulated by necessity to improve language accuracy, fluency and clarity, and all learners need a support of mother tongue in English classes, but the amount of the native language needed depends on students' proficiency in English. Galina, (2009).

The state-of-the-art teaching of languages is based on the communicative method which emphasizes teaching English through English. However,

the idea of abandoning the native tongue is too stressful to many learners, who need a sense of security in the experience of learning a foreign language.

In the past, the prevalence of grammar-translation method led to the extraordinary phenomenon: students were unable to speak fluently after having studied the language for a long time. This led to the idea that all use of the mother tongue in the language classroom should be avoided Harmer,(2001:131). Translation has been thought as uncommunicative, boring, pointless, difficult, and irrelevant.

Recently, there has been a revival of interest to translation due to the shift of its emphasis - to using a mother tongue as a resource for the promotion of language learning. Translation develops three qualities essential to all language learning: accuracy, clarity, and flexibility Ross, (2000:61).Therefore, the use of mother tongue and translation can serve as a tool for improving language skills.

The aims of this study is firstly, to investigate the role of mother tongue in language learning where the role played is positive or negative and secondly, to examine the students' perceptions of the use of mother tongue in learning English as a foreign language.

2.2 How mother tongue helps the learning of English

Selinker,(1972) saw learners operating with their own set of rules, some of them reflect L1 rules. Noticed that it is not a system half way between the L1 and L2 systems. It is rather a learner variety characterized by features resulting from language learning mechanisms. The learner proceeds through a series of interlanguages on his way to complete mastery of the target language, although most of L2 learners get stuck at one of the intermediate stages.

In the 1970s, the Contrastive Analysis Hypothesis was heavily attacked for several reasons. First, the predictions did not work out, and secondly, objections were raised against the behaviourist learning theory in which imitation plays a crucial role whereas it is known that both L1 and L2 learners make errors they cannot have heard previously because adult speakers do not make those errors (this argument was put forward by Chomsky). Proponents of mentalist theories of language opposed the view that, apart from accent, L2 learners showed very few transfer errors in their spontaneous speech.

Mother tongue has potentially both positive and negative consequences: it may serve social and cognitive functions Carless, (2008:331). It is claimed that students working in groups do not have to speak English all the time. Use of mother tongue relates to learner identity. Negative impact of mother tongue use is that too much reliance on the L1 may undermine the interaction in English.

Researchers have shown that many skills acquired in the first language can be transformed into the second language. So, for example, if your child develops good reading skills in Korean, she is likely to be able to apply these skills when reading English. One useful reading skill is the ability to guess the meaning of unfamiliar words from context. Another one is the ability to decide which new words in a text an important to look up in the dictionary and when words can safely be ignored. For this reason it helps if you can encourage your child to read good fiction and non-fictions in her own language. Krashen, S., (2004).

2.3 Definition of Second Language acquisition/learning

Sometimes a distinction is made between a 'second' and 'third' or even a 'fourth' language. However, the term 'second' is generally used to refer to any language other than the first language. In one respect this is unfortunate, as the term 'second' when applied to some learning settings, such as those in South African involving black learners of English, may be perceived as opprobrious. In such settings, the term 'additional language' may be both more appropriate and more acceptable. Rod Ellis, (2008). However, given that 'second' has become the generally accepted epithet, here we will use the term 'second language acquisition'.

2.4 Similarities between First and Second Language Acquisition

Researchers have carried out numerous studies to understand the nature of first and second language acquisition. These studies have revealed that both first and second language learners follow a pattern of development, which is mainly followed despite exceptions. Rod Ellis,(1984) covers the idea of developmental sequences in detail and outlines three developmental stages: the silent period, and structural and semantic simplification.

Research in natural setting where language, such as the learner language that results from attempts by learners to express meaning more or less spontaneously, is used to show that both first and second language learners pass through a similar initial stage, the silent period. Children acquiring their first language go through a period of listening to the language they are exposed to. During this period the child tries to discover what language is. In the case of second language acquisition, learners opt for a silent period when immediate production is not required from them. In general, however, many second language acquisition

learners – especially classroom learners-are argued to speak. The fact that there is a silent period in both first and second language learners (when given the opportunity) is widely accepted. However, there is disagreement on what contribution that silent period has in second language acquisition.

2.5Differences in First and Second language Acquisition

Krashen,(1982) claims that there are two ways for adult to approach a second language:

"adults can (1) acquire which is the way children get their first language, subconsciously, through informal, implicit learning. Once you have acquired something you are not always aware you have done it. It just feels natural; it feels as if it has always been there. Quite distinct from acquisition is (2) conscious learning. This knowing about language, explicit, formal linguistic knowledge of the language."(p.17)

Krashen continues to argue that learning does not turn into acquisition. He obviously sees first language acquisition and second language acquisition as two different phenomena. Yet, he suggests that acquisition may occur in the classroom when communication is emphasized through dialogues, role playing and other meaningful interaction.

2.6Influence of Mother Tongue in Foreign Language Learning

The influence of a student's native language, on how easy or difficult acquiring a foreign language is, all lies in the process through which learners of the foreign language go through while learning. Some learners may acquire native-like proficiency in more than one foreign language learnt, while others fail to achieve the same proficiency in a foreign language as they do in their native language Xhemaili, Mirvan,(2013).

Learners acquire a second language by using the knowledge they already have of their native language. They use general learning strategies and universal properties of language. These universal properties enable them to internalize the second language. The student is able to construct a transitional system that reflects to his/her current knowledge (interlanguage) of the foreign language. Students also acquire a foreign language through using existing knowledge that enables them to cope with communication difficulties.

The use of the first language provides students with a sense of security that enables them to learn with ease and in comfort.

Mother tongue serves social and cognitive functions in that students who work in groups will discuss in their native language. This allows them to relate and have a sense of identity. Language transfer or translation is an involuntary thing done by language learners. Using L1 in cases where students are incapable of activating vocabulary proves useful in their learning, and gives them the comfort to read difficult texts in the second language. With texts that require higher proficiency, learners are advised to first read the text in their first language, then in the second language to better understand the concept Suntharesan.V., (2012).

The influence of a learner's native language in making the acquisition of a second language easy or difficult varies depending on factors that will be analyzed in this study. Many learners need a sense of security when learning a foreign language. It is challenging for them to completely abandon their native tongue despite the communicative methods that emphasize that a foreign language (FL) be taught, and learnt through the foreign language. The idea of ceasing the usage of mother tongue in the language classroom was brought by the odd phenomenon where after studying a foreign language (FL) for a long time through grammar-

translation; students were still unable to fluently speak in the language. In the 1970s and 1980s, challenges to assumptions about the importance of transfer arose. This was due to claims made by Fries, (1952) and Lado,(1957) about the existence of cross-linguistic differences. The two stated that the differences incross-linguistic differences in the acquisition of second language could be defined by contrastive analysis Torrijos R, (2009).

Most semantic errors made by learners occur due to overgeneralization of the target language, strategies of learning the second language, language transfer, transfer of training and strategies of second language communication Mirvan, (2013).

2.7Semantic and Language Learning

In all aspects of language learning, semantic is always present and it influences the learning of the language, whatever this language is the first or the second language.

2.7.1 Definition of semantics

If not most, at least, many introductions to semantics begin by asking the following question: what is semantics? What does semantics actually study? This seems like a sensible way to start our section on semantics, so we can begin by looking at some of the answers that different authors provide.

Semantics is the study of meaning Lyons, (1977). Another definition says "Semantics is the study of meaning in language Hurford &Heasley,(1983)". While we read "Semantics is the study of meaning communicated through language". Saeed, (1997).Also "Semantics is the part of linguistics that is concerned with meaning Löbner", (2002).And

"Linguistic semantics is the study of literal, decontextualized, grammatical meaning" Frawley,(1992).And also "Linguistic semantics is the study of how languages organize and express meanings" Kreidler,(1998).

Something that can be noticedis that there is no complete agreement. For some, semantics concerns the study of meaning as communicated through language, while for some others, semantics studies all aspects of meaning and they have to add the label "linguistic" to arrive ata more precise definition. This distinction, however, is not generally given much importance and leaving aside special formulations, probably all authors would agreewith Kreidler's definition (to choose just one of them): linguistic semantics is the study of how languages organize and express meanings.

This, however, leaves us with a second question: what do we understand by "meaning"? What is that "meaning" that is organized and expressed by languages?

In very general terms, speaking consists of communicating information: somebody(the speaker) has something in his/her mind (an idea, a feeling, an intention, what not), and decides to communicate it linguistically. Vocal noises are then emitted that are heard by a second person (the hearer), who "translates" these noises back into ideas, with the result being that this hearer somehow "knows" what the first person had in mind. That "something" that was at first in the speaker's mind and now is also in the hearer's mind is what we call meaning. What can it be? The problem is that it can be virtually anything: objects (concrete, abstract or imaginary),events and states (past, present, future or hypothetical), all sort of properties of objects, feelings, emotions, intentions, locations, etc. We can talk about anything we can think of (or perhaps almost). And if

we were to arrive at a rough idea of what meaning is, we would nevertheless have another list of questions waiting in line.

2.7.2Interrelationships of Words in Semantics

Knowing what words are similar or opposites helps people to understand the same when it comes to ideas. Ideas are impossible without words, and words are impossible without ideas. The more you think about the interrelationships of one, the better you are able to think about the interrelationships of the other.

2.7.2.1 Antonyms

Antonyms are words that mean the opposite of other words. The antonym of big is small, for example. Pretty easy, right? Well, slow down there, there's something to be learned in this. English lets its speakers make their own antonyms just by adding a prefix. The ability to make up one's own words and have them be real words is something truly lovable about English.

Mis, dis, dys, mal, in, and unare all prefixes one can affix to words to create antonyms.

Examples:

- Official becomes unofficial.
- Flexible becomes inflexible.
- Adroit becomes maladroit.
- Functional becomes dysfunctional.
- Peptic becomes dyspeptic.
- Philanthropist becomes misanthropist.

Careful: changing prefixes doesn't always work, like flammable and inflammable pretty much mean the same thing—they're synonyms—but usually prefix juggling works like water on fire.

2.7.2.2 Synonyms

Synonyms are words that share meanings with other words. There are many reasons why synonyms are great. Here are three:

1. They make it possible for writers to create a mood with the nuances of their vocabularies. "Walk" is different than "saunter," and "drink" is different than "guzzle." The differences are in the mind, and when a writer is trying to paint a picture in a reader's mind, those differences can make or break a writer's prose.

2. They give writers more rhythmic tools. "Absquatulate" means the same thing as "abscond," but they are rhythmically very different. Every serious writer thinks about the rhythm of what he or she produces. Synonyms give writers more control over that rhythm.

3. They sound fancy. A little of this goes a long way, like using "utilize" for "use," but sometimes knowing a better-sounding word makes you sound intelligent. If you don't use fancy synonyms, you should at least be able to know when someone else is. Certain people use argot that isn't immediately understandable, but if you know a lot of synonyms, you will never be lost. Plus, if someone fails to comprehend your own jargon, you can use a synonym they know to get your point across. In writing, you can work on tone by saying "discharging a firearm" instead of "firing a gun" or "disenfranchised youths" for "kids without voices."

2.7.2.3 Homonyms

Homonyms are words that sound alike but have different meanings. They're great. They are source of entertainment, confusion, and inspiration.

Homonyms are often the cause of a spelling or word usage error. For example:

- We accept (receive) a gift and we except (exclude) someone from a gift list.
- We have multiple days (more than one day) of fun and we can have be in a daze (to be bewildered) on a new job.
- We can go to (a preposition) the store, tell someone we want to go too (also) and we can take two (a number) friend.

2.8 Relevant Previous Studies

Study of Wolfgang Butzkamm, (2003):*The Role of The Mother Tongue In FL Classrooms*

The study stated that:

The study aims to investigate the role of the mother tongue in Fl classrooms among the Japanese students. The study uses descriptive analytical method in collecting and analyzing the data.

The study's findings are as follow: as we have (1) learnt to think, (2) learnt to communicate and (3) acquired an intuitive understanding of grammar. The mother tongue is therefore the greatest asset people bring to the task of foreign language learning and provides a Language Acquisition Support System. This theory, which is an alternative to prevailing thought, is presented, explained and put into a historical perspective.

Study of Susan M. Ervin-Tripp, *The interference of L1 on L2*

The major concern of this paper has been with the observable features of interference of L1 on L2and what its effects are on the syntactic structure of a written task of a second language learner.

The learners have used some L1 structures to produce appropriate responses in L2, producing semantically acceptable texts. Subsequently, the learners have also used L1 structures interchangeably with L2 structures, producing inappropriate L2 responses, indicating aninterference of L1 on L2. These structures are used to make them understood and reflect the way they arrive at a certain usage at a specific point Faerch & Kasper, (1983). These structures do not reflect failure in any way but are a means to increase their resources in order to realise their communicative intentions. In using the L1 structures, the learners have taken some risks that include guessing of a more or less informed kind. They have attempted to use invented or borrowed items, all more or less approximated to the rules of L2 structure as far as their knowledge of L2 allows.

Study of Mahadi,(2013): *Semantic Mapping Strategy for Improving Students' Reading Comprehension from Teachers' Perspective: A case study of secondary school*

The study investigates the effectiveness of semantic mapping strategy on reading comprehension for the students of secondary school.

The researcher conducted two tests for students of secondary school for data analysis and questionnaire for teachers. The researcher has randomly chosen thirty students and thirty teachers as sample of the study.

The study has reached some findings: the material semantically designed enhances the students' reading skills. And also well designed materials

encourage the students to continue on reading, comprehension outside classroom.

The researcher recommends that semantic mapping should be included during instructional design.

2.9 Previous Studies Discussion

After reviewing the relevant previous studies the researcher has noticed that some of the studies followed the same approach of the current study as they adopt the descriptive analytical method in collecting data from the samples. The study of Wolfgang, for instance investigates the role of mother tongue from linguistic side and has found that mother tongue is a great asset people bring to a task of foreign language learning.

The study of Susan differs slightly from the current study as it looks at the syntactical effect of the mother tongue on foreign or second language learning. The study shows how students have used L1 structures interchangeably with L2 structures but anyhow they produce acceptably semantic texts. These findings are with an agreement with current study findings.

While the study of Mahadi shows how the semantically designed materials can enhance students' reading skills and hence L2 learning. This study looks on how semantic can play a positive role in language learning rather than bringing negative effect.

2.10 Summary

The chapter has reviewed the theoretical background and literature review according to many scholars with regard to role of the mother tongue in semantic aspect. Previous studies were also discussed in showing how researchers reviewed the topic before.

Chapter Three

Methodology

Chapter Three
Methodology

3.0 Introduction

In this chapter, the methodological approach selected is discussed. A description of the materials used in collecting and analyzing the data, the participants of the study, and the instruments are presented. The reliability and validity of the tool are checked. The main data source for the study, including the development process, follow. Data collection method is reviewed and the data analysis plan is described.

3.1 Selection of Methodology Approach

The overall aim of this study is to investigate the influence of the semantic aspects of mother tongue on learning English as foreign language.

The method of data collection considered for this research is a quantitative approach in which researcher evaluates the study sample against some factors using questionnaire papers. Using of such method gives the researcher the accurate data needed as well as giving a general view on the whole study sample. The method is believed to help reaching the desired objectives of the research.

3.1.1 The sample

The sample used in this study are 2nd level students who study English as a foreign language at Sudan University of Science and Technology, Collage of Languages. There are no particular specifications set to depend upon when choosing the samples; rather the method is done randomly.

3.2 Instruments

The data collection in the research is done through analytical method; it is a step by step quantitative approach in which the researcher evaluates the sample against semantic factors and sees students' opinion in the effect of semantic role upon their way of producing the foreign language.

3.3 Procedures

Firstly, the researcher quantitatively analyzes the data in shape of frequencies and percentages along with demonstrative charts for each table. The quantitative method gives an overall look at the frequencies and percentage in the whole 30 students without looking in detailed results.

Secondly, the researcher checks the hypotheses one by one against Chi-squire value for further detail, and sees how the hypotheses are confirmed.

3.4 Reliability and Validity

Reliability and validity are very closely related terms which are used to assess the researcher work. The researcher consults the supervisor and to make sure that the method of collecting data can lead valid and reliable results. In the fourth chapter, reliability and validity is analyzed according to the questionnaire data.

Chapter Four

Data Analysis and Discussion of Result

<div align="center">

Chapter Four

Data Analysis and Discussion of Results.

</div>

4.0 Introduction:

In this chapter, the researcher analyzes students' questionnaire using (SPSS) program package. A descriptive analysis in frequencies and percentages is presented first then a test of Chi-square value which is helpful in discussing the hypotheses validity. Brief comments are provided for each table of the result along with demonstrating charts.

4.1 Descriptive Analysis

Statement 1: I use mother tongue frequently when trying to understand the meaning of words or paragraph.

Table (4-1)

	Frequency	Percent
Always	11	36.7%
Often	4	13.3%
Sometimes	12	40.0%
Rarely	2	6.7%
Never	1	3.3%
Total	30	100.0%

Table (4-1) shows the statistical results of the first statement "I use mother tongue frequently when trying to understand the meaning of words or paragraph ", as it is shown in the table, (11) participants responded with 'Always' and its percentage is 36.7%, (4) participants responded with 'Often' with percentage 13.3%, (12) participants responded with 'Sometimes' and its percentage is 40%, (2) participants

responded with 'Rarely' with percentage 6.7% and (1) participant responded with 'Never' with percentage 3.3%. The greatest percentage is 40% which represents 'Sometimes'. The below chart shows the results clearly.
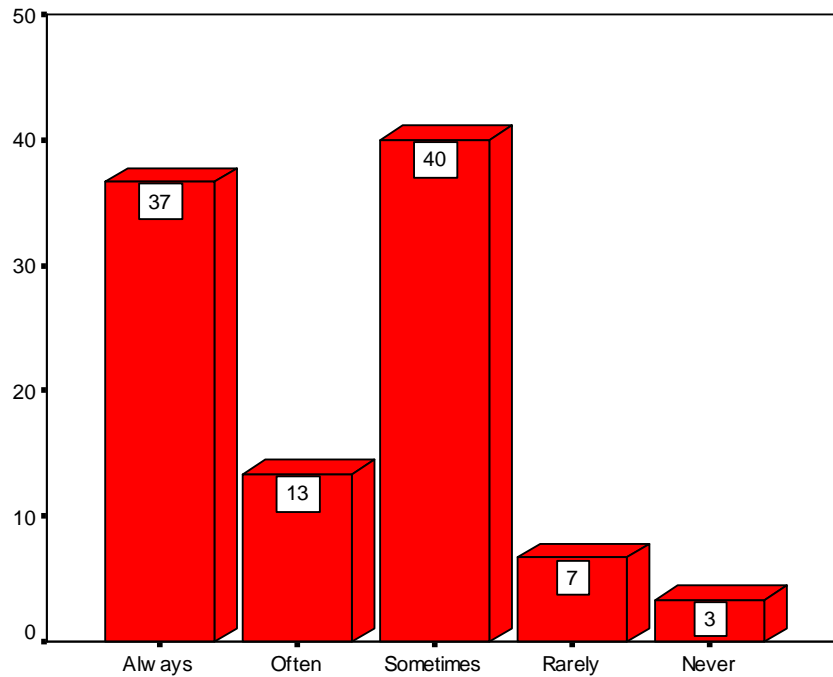

Figure (4-1): Statement One

Statement 2: I depend on my mother tongue rules to understand the semantic organization of English language.

Table (4-2)

	Frequency	Percent
Always	3	10.0%
Often	7	23.3%
Sometimes	10	33.3%
Rarely	8	26.7%
Never	2	6.7%
Total	30	100.0%

Table (4-2) shows the statistical results of the second statement "I depend on my mother tongue rules to understand the semantic organization of English language", as it is shown in the table,(3) participants responded with 'Always' and its percentage is 10%, (7) participants responded with 'Often' with percentage 23.3%, (10) participants responded with 'Sometimes' and its percentage is 33.3%, 8 participants responded with 'Rarely' with percentage 26.7% and (2) participant responded with 'Never' with percentage 6.7%. The greatest percentage is 40% which represents 'Sometimes'. The below chart shows the results clearly.
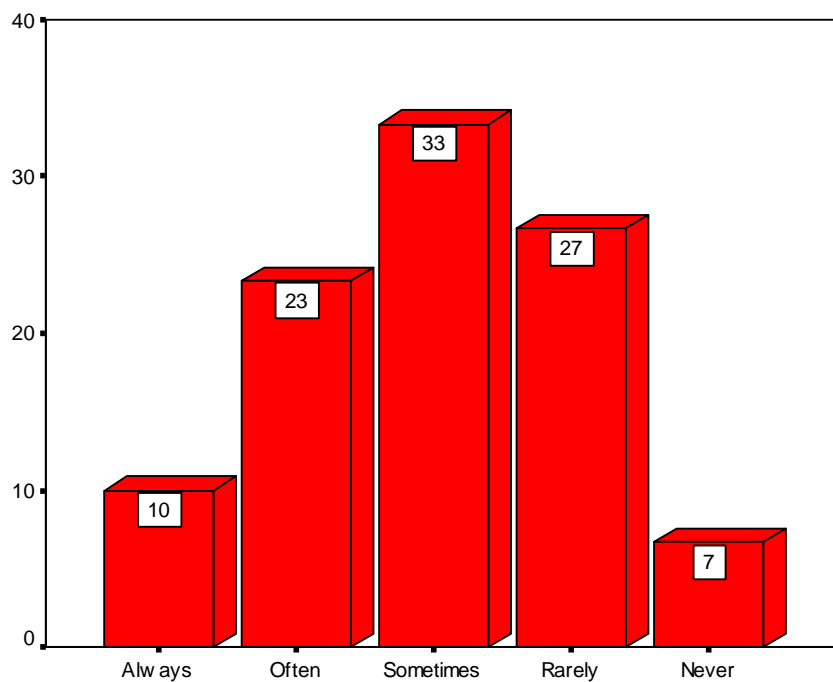

Figure (4-2): Statement Two

Statement 3: I translate from English to Arabic using dictionary in my quest to learn new vocabulary or semantic rules.

Table (4-3)

	Frequency	Percent
Always	17	56.7%
Often	4	13.3%
Sometimes	1	3.3%
Rarely	5	16.7%
Never	3	10.0%
Total	30	100.0%

Table (4-3) shows the statistical results of the third statement "I translate from English to Arabic using dictionary in my quest to learn new vocabulary or semantic rules", as it is shown in the table, (17)participants responded with 'Always' and its percentage is 56.7%, (4) participants responded with 'Often' with percentage 13.3%, (1) participantresponded with 'Sometimes' and its percentage is 3.3%, (5) participants responded with 'Rarely' with percentage 16.7% and (3) participantsrespondedwith 'Never' with percentage 10%. The greatest percentage is 56.7% which represents 'Always'. The below chart shows the results clearly.
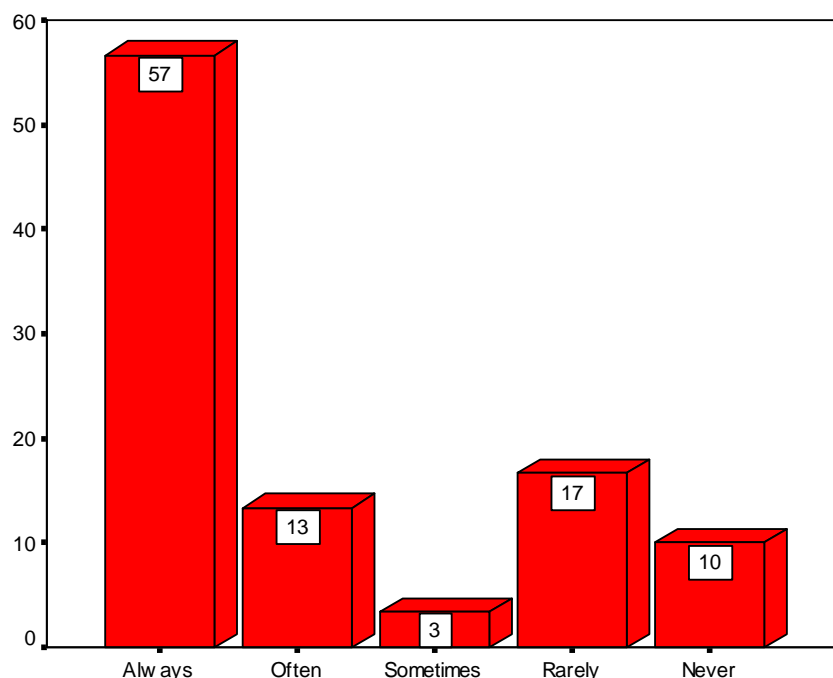
Figure (4-3): Statement Three

Statement 4: Some of my speech is not semantically well formed and hence not acceptable, so teachers always correct me.

Table (4-4)

	Frequency	Percent
Always	6	20.0%
Often	7	23.3%
Sometimes	10	33.3%
Rarely	5	16.7%
Never	2	6.7%
Total	30	100.0%

Table (4-5) shows the statistical results of the fourth statement "some of my speech is not semantically well formed and hence not acceptable, so teachers always correct me", as it is shown in the table, (6) participants

(23)

responded with 'Always' and its percentage is 20%,(7)participants responded with 'Often' with percentage 23.3%,(10) participants responded with 'Sometimes' and its percentage is 33.3%,(5) participants responded with 'Rarely' with percentage 16.7% and(2) participants responded with 'Never' with percentage 6.7%. The greatest percentage is 33.3% which represents 'Sometimes'. The below chart shows the results clearly.

Figure (4-4): Statement Four

Statement 5: I don't use the semantic organization in my mother; I try to cope with the English.

Table (4-5)

	Frequency	Percent
Always	4	13.3%
Often	8	26.7%
Sometimes	12	40.0%
Rarely	2	6.7%
Never	4	13.3%
Total	30	100.0%

Table (4-5) shows the statistical results of the fifth statement "I don't use semantic organization in my mother tongue; I try to cope with the English one", as it is shown in the table, (4) participants responded with 'Always' and its percentage is 13.3%,(8) participants responded with 'Often' with percentage 26.7%, (12) participants responded with 'Sometimes' and its percentage is 40%, (2) participants responded with 'Rarely' with percentage 6.7% and (4) participants responded with 'Never' with percentage 13.3%. The greatest percentage is 40% which represents 'Sometimes'. The below chart shows the results clearly.
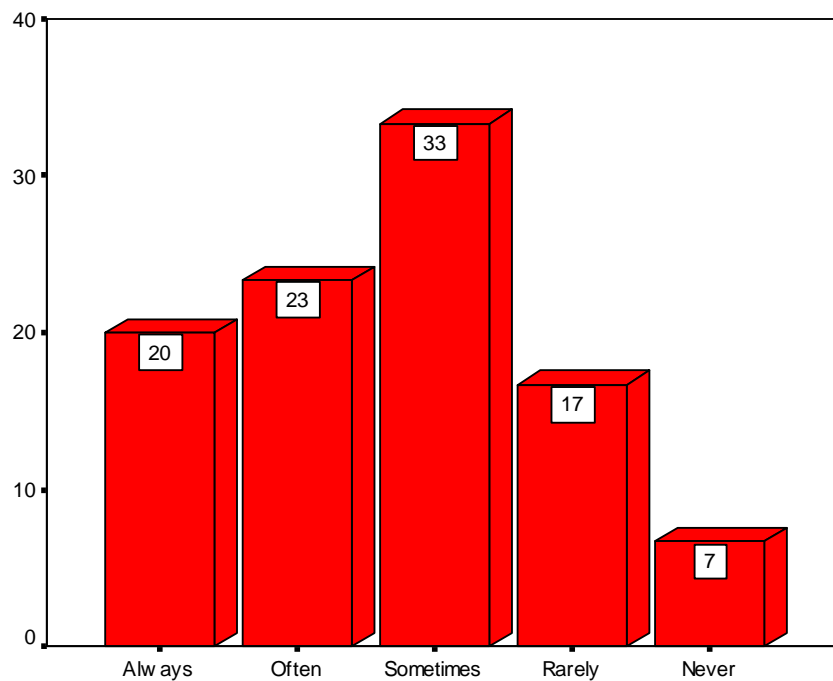
Figure (4-5): Statement Five

Statement 6: I involve mother tongue rules only when it is critically needed.

Table (4-6)

	Frequency	Percent
Always	7	23.3%
Often	2	6.7%
Sometimes	15	50.0%
Rarely	1	3.3%
Never	5	16.7%
Total	30	100.0%

Table (4-6) shows the statistical results of the sixth statement "I involve mother tongue rules only when it is critically needed", as it is shown in the table, (7) participants responded with 'Always' and its percentage is 23.3%,(2) participants responded with 'Often' with percentage 6.7%, (15)

participants responded with 'Sometimes' and its percentage is 50%, (2) participants responded with 'Rarely' with percentage 6.7% and (1) participant responded with 'Never' with percentage 3.3%. The greatest percentage is 40% which represents 'Sometimes'. The below chart shows the results clearly.
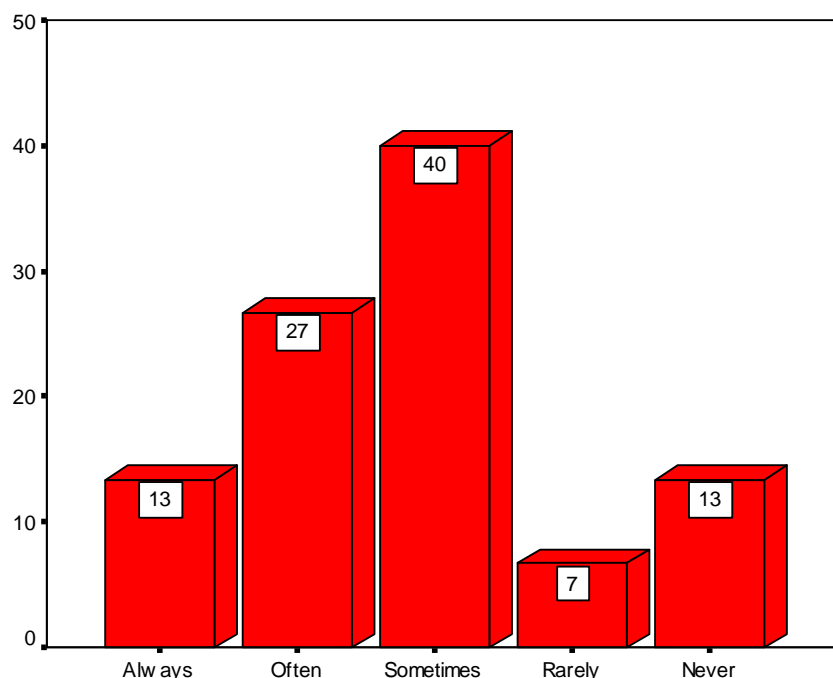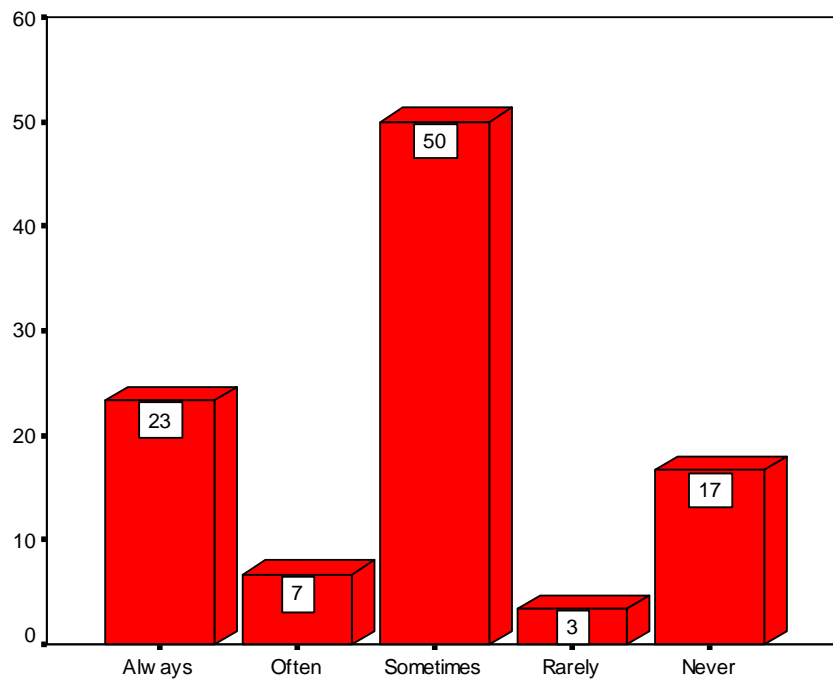

Figure (4-6): Statement Six

Statement 7: I can easily cope with the difference between English and Arabic in semantic aspects, so I don't use my mother tongue so much.

Table (4-7)

	Frequency	Percent
Always	6	20.0%
Often	9	30.0%
Sometimes	10	33.3%
Rarely	1	3.3%
Never	4	13.3%
Total	30	100.0%

Table (4-7) shows the statistical results of the seventh statement "I can easily cope with the difference between English and Arabic in semantic aspects, so I don't use my mother tongue so much ", as it is shown in the table,(6)participants responded with 'Always' and its percentage is 20%, (9|) participants responded with 'Often' with percentage 30%, (10) participants responded with 'Sometimes' and its percentage is 33.3%,(1) participantresponded with 'Rarely' with percentage 3.3% and (4) participantsresponded with 'Never' with percentage 13.3%. The greatest percentage is 40% which represents 'Sometimes'. The below chart shows the results clearly.
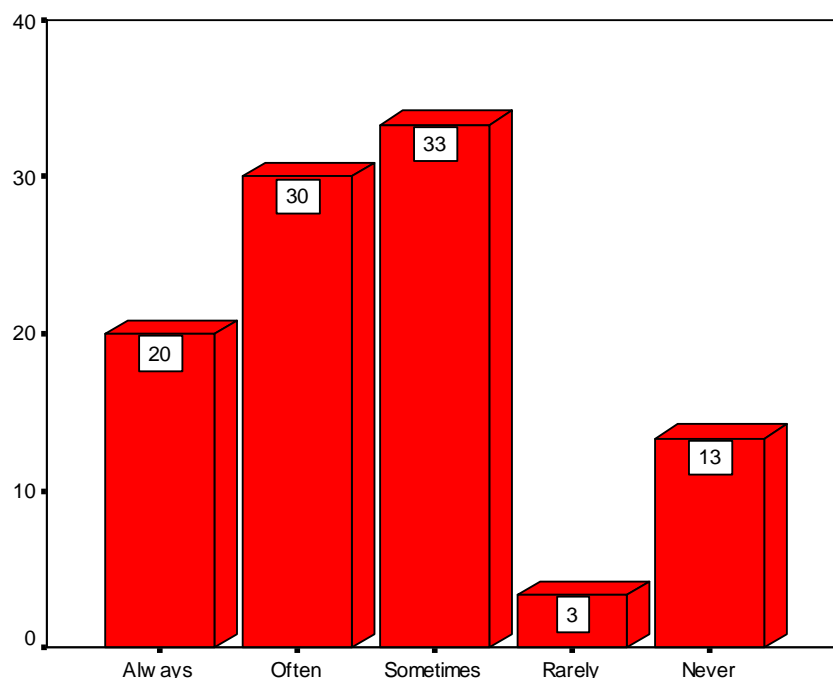
Figure (4-7): Statement Seven

Statement 8: I generalize the rules of my mother tongue (Arabic) on English, because I think this helps me learn more.

Table (4-8)

	Frequency	Percent
Always	10	33.3%
Often	9	30.0%
Sometimes	5	16.7%
Rarely	1	3.3%
Never	5	16.7%
Total	30	100.0%

Table (4-8) shows the statistical results of the eighth statement "I generalize the rules of my mother tongue (Arabic)on English, because Ithink this helps me learn more", as it is shown in the table, (10)

participants responded with 'Always' and its percentage is 33.3%,(9) participants responded with 'Often' with percentage 30%,(5) participants responded with 'Sometimes' and its percentage is 16.7%, (1) participantresponded with 'Rarely' with percentage 3.3% and (5) participantsresponded with 'Never' with percentage 16.7%. The greatest percentage is 33.3% which represents 'Always'. The below chart shows the results clearly.
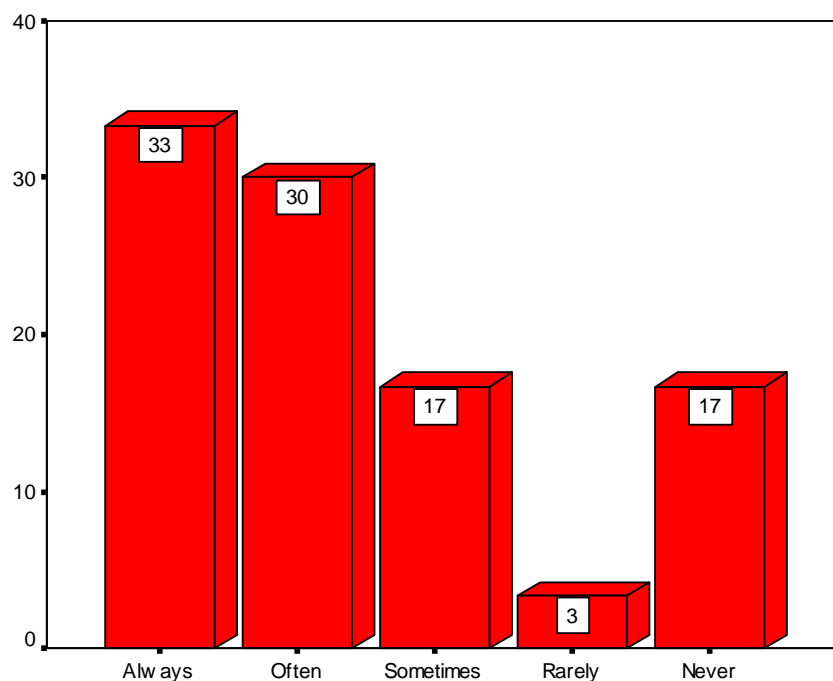

Figure (4-8): Statement Eight

Statement 9: the synonyms, antonyms and hyponyms are formed differently in English, but I use the rules as they are in Arabic

Table (4-9)

	Frequency	Percent
Always	5	16.7%
Often	7	23.3%
Sometimes	10	33.3%
Rarely	4	13.3%
Never	4	13.3%
Total	30	100.0%

Table (4-9) shows the statistical results of the ninth statement "", as it is shown in the table, (5) participants responded with 'Always' and its percentage is 16.7%, (7) participants responded with 'Often' with percentage 23.3%, (10) participants responded with 'Sometimes' and its percentage is 33.3%, (4) participants responded with 'Rarely' with percentage 13.3% and (4) participant sresponded with 'Never' with percentage 13.3%. The greatest percentage is 33.3% which represents 'Sometimes'. The below chart shows the results clearly.
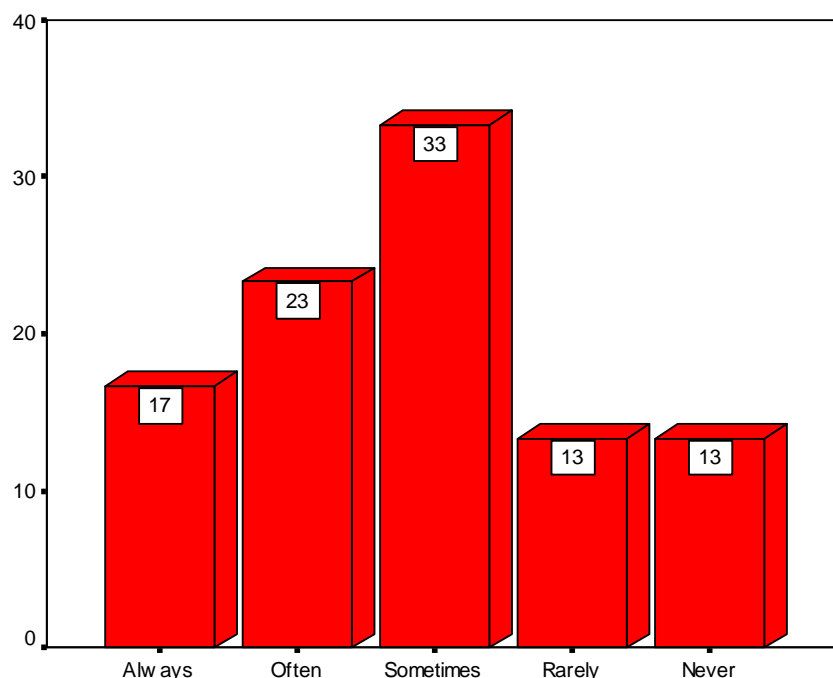
Figure (4-9): Statement Nine

Statement 10: I do not know the semantic organizations in English and this gets me into frequent problems in building sentences

Table (4-10)

	Frequency	Percent
Always	6	20.0%
Often	7	23.3%
Sometimes	8	26.7%
Rarely	3	10.0%
Never	6	20.0%
Total	30	100.0%

Table (4-10) shows the statistical results of the tenth statement "", as it is shown in the table, (6) participants responded with 'Always' and its percentage is 20%, (7)participants responded with 'Often' with

percentage 23.3%, (8)participants responded with 'Sometimes' and its percentage is 26.7%, (3) participants responded with 'Rarely' with percentage 10% and (6) participantsrespondedwith 'Never' with percentage 20%. The greatest percentage is 40% which represents 'Sometimes'. The below chart shows the results clearly.
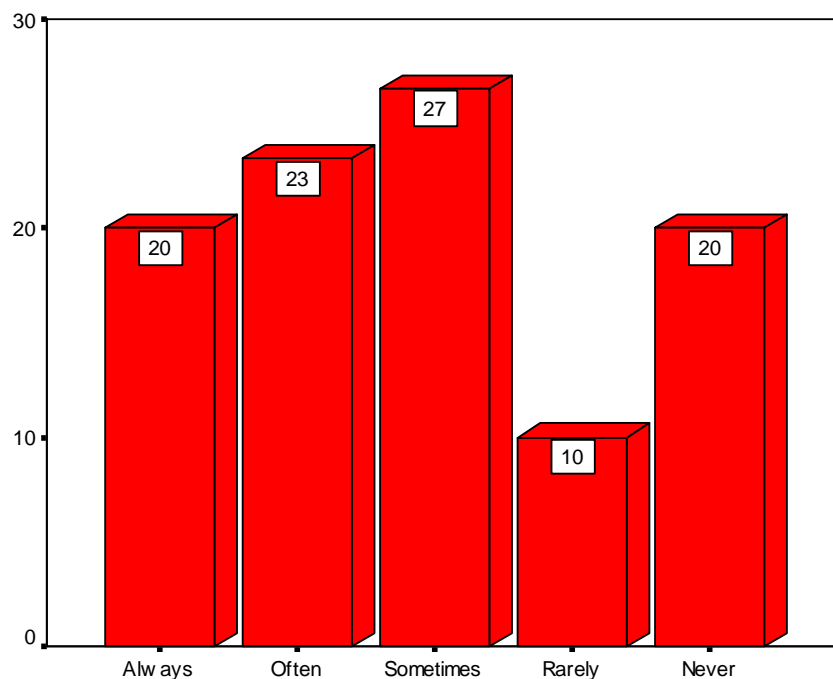

Figure (4-10): Statement Ten

4.2 Chi-squire Test Analysis

Chi-square test is done to check the validity of research hypothesis against the questionnaire items. The significance of the questionnaire is also tested.

Hypothesis One: Test Statistics

Table (4-11)

	Chi-Square(a)	Df	Asymp. Sig.
statement 1	17.667%	4	.001
statement 2	7.667%	4	.05
statement 3	26.667%	4	.000
statement 4	5.667%	4	.025
statement 5	10.667%	4	.031

Table (4-11) shows the results of the chi-quire value of the first hypothesis which consists of five statement (1-5) in the questionnaire. the second column represents the degree of freedom (df) which equals number of choices minus 1(N-1). The last column represents the significance values which must be less than or equal (0.05). As shown in the table all the values of the significance in the five statements are less than or equal (0.05) which means that the first hypothesis is confirmed.

Hypothesis Two: Test Statistics

	Chi-Square(a)	Df	Asymp. Sig.
statement 6	20.667%	4	.000
statement 7	9.000%	4	.051
statement 8	8.667%	4	.070
statement 9	4.333%	4	.037
statement 10	2.333%	4	.060

Table (4-12) shows the results of the chi-quire value of the second hypothesis which consists of five statement (6-10) in the questionnaire.

As shown in the table all the values of the significance in the five statements except (statement 8, statement 10) are less than or equal (0.05) which means that the second hypothesis is affirmed.

4.3 Summary:

The researcher has analyzed the data of the questionnaire, and results were obtained in frequencies and percentages. The chi-squire value proved the two hypotheses of the study as the significance value fall below (0.05).

Chapter Five

Conclusion, Findings,

Recommendations and Suggestions

for Further Studies

Chapter Five

Conclusion, Findings, Recommendations and Suggestions for Further Studies

5.0 Introduction

In this chapter, the researcher concludes the study and sums up all the findings and provides recommendations and suggestions for further researches. References are presented in a ccordace to the materials used in the study along with appendix containing the questionnaire paper.

5.1 Conclusion:

The main aim of this study was to investigate the influence of semantic aspects of mother tongue on learning English as a foreign language. The study takes the shape of analytical, descriptive approach, in which the researcher measures the semantic effect on students' way of producing the foreign language. The researcher has used questionnaire paper in collecting data from the participants who were the 2nd level students at Sudan University of Science and Technology. In quest of getting the results, (SPSS)program was used in analyzing the data and the final results were obtained in the fourth chapter.

5.2 Findings:

Based on the obtained results of the questionnaire and the literature review outcome the research has reached into some findings as follows:

1- There is positive and negative effect of mother tongue with regard to semantic aspects.

2- Students use direct or word to word translation in producing equivalent speech or text into foreign language.

3- Students apply semantic rules in their mother tongue more than they apply them in the foreign language.

4- When it relates to semantic, synonyms, hyponyms, antonyms are used by students as they are in their mother tongue without looking at their rules in English.

5- Semantic is more complex for students who learn English as foreign language at this particular level so, they make a lot of mistakes semantically when they produce text or speech in English.

5.3 Recommendations:

Based on the results the researcher provides the following recommendations:

1- Students should not relay on their mother tongue very much as this has a negative effect on their language learning development.

2- There must not be direct translation from Arabic to English or vise versa to express the idea; instead the rules of both foreign and first languagesmust be mastered by learners with regard to semantic organization.

3- Teachers must have their say on students' performance and they have to guide them in the way that they overcome their problems.

5.4 Suggestions for further Researches:

With regard to the nature of the study, the researcher suggests the following:

As the current study covers the influence semantic area of mother tongue on language learning, conducting study that looks into students produced texts and analyzes them will be in advance.

References

Benavides A., Adolfo G. Common Difficulties Observed in Abstracts Written in English by People Having Spanish as Mother Tongue.

Camilleri, G. (2004). Negative Transfer in Maltese Students' Writing in English, Journal of Maltese Education Research.

Careless, D. (2008): *Student use of the mother tongue in the task-based classroom*, in: ELT Journal , Volume 62, No. 4, pp. 331-337.

Garza A. E. Second LanguageAcquisition.Martos V. C. M., Esteban A. A. (2002). A Case Study of Collaboration Among the ESP Practitioner, the Content Teacher and the Students.

Harbord, J., 1992. The Use of the Mother Tongue in the Classroom. English Language Teaching Journal, 46 (4), 350-355.

Harmer, J., 2001. *The Practice of English Language Teaching.* Harlow: Longman.
http://www.espworld.info/Articles_22/pdf/role%20of%20mother%20tongue%20in%20learning%20english%20for%20specific%20purposes.pdf

Kaminskiene L., Kavaliauskiene G. (2007). Translation as a Learning Tool in English for Specific Purposes.

Kavaliauskienė, Galina. 2009. *Role of Mother Tongue in Learning English for Specific Purposes*.

Montalt, V., Ezpeleta, P., &García, I. (2008).The acquisition of Translation Competence through Textual Genre, Translation Journal, 12(4).

Odlin, T. (1989). Language Transfer: Cross-linguistic influence in language learning. NewYork: Cambridge University Press

PhD. Xhemaili, Mirvan (2013*). Literature Review on the role of mother tongue in learning and Teaching English for Specific Purposes*. Journal of Education and Practice.

Rod Ellis. (2008). *The Study of Second Language Acquisition* (Oxford Applied Linguistics).

Ross, N. J. (2000). *Interference and Intervention: Using Translation in the EFL Classroom*. Modern English Teacher, 9 (3)

Selinker, L. (1972). *"Interlanguage" in international review of Applied Linguistics*.

Stephen D Krashen (1981). *Second Language Acquisition and Second Language Learning*. University of Southern California, Clifornia: Pergamon Press Inc.

Suntharesan. V., (2012). *Role of Mother Tongue in Teaching English as a Second Language to Tamil Students* (Special Reference to Undergraduates of the University of Jaffna, Sri Lanka).

Swan M. (2008). The Influence of the Mother Tongue on Second Language Vocabulary Acquisition and Use.

Torrijos R, (2009). *Effects of Cross-Linguistic Influences on Second Language Acquisition*: A Corpus-Based Study of Semantic Transfer In Written Production. University of De castellan.

Torrijos R. (2009). Effects of Cross-Linguistic Influences on Second Language Acquisition:A corpus-based study of sematic transfer in written production.

Appendix

I n the name of Allah ,the most Gracious, the most Merciful
Students' questionnaire

Dear Studen:

In this study, the researcher wishes to seek your opinions towards the semantic aspects of the role of mother tongue in language learning. The researcher would be grateful if you could give a hand by taking a short time to complete this questionnaire. Remember, there is no one correct answer. So please be as objective as possible and kindly mark each of the following items with the sign (√). All information will be confidential to the researcher. You are offered great thanks for participating, with a complete commitment to use your information in investigating this study.

No	Questionnaire Items	Always	Often	Sometime	Rarely	Never
1	Iuse mother tongue frequently when trying to understand the meaning of words or paragraph.					
2	Idepend on my mother tongue rules to understand the semantic organization of English language.					
3	Itranslate from English to Arabic using dictionary in my quest to learn new vocabulary or semantic rules.					
4	Some of my speech is not semantically well formed and hence not acceptable, so teachers always correct me.					

5	I don't use the semantic organization in my mother tongue; I try to cope with the English one.					
6	I involve mother tongue rules only when it is critically needed.					
7	Ican easily cope with the difference between English and Arabic in semantic aspects,soIdon't use my mother tongue so much.					
8	Igeneralizethe rules of mymother tongue (Arabic) on English, because I think this helps me learn more.					
9	The synonyms, antonyms and hyponyms are formed differently in English, but I use the rules as they are in Arabic.					
10	I don't know the semantic organizations in English and this gets me into frequent problems in building sentences.					