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**Investigating The Process Of Learning A New Language And
Its Impact On Previous Languages In Human Mind.**

**Case Study : Second Year Secondary Schools (Foreign
Languages) Tiaret**

*A Dissertation submitted in Partial Fulfilment of the Requirement for the
Degree of Master in linguistics.*

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Dedication

A special dedication to my grandmother Sekoura "may Allah mercy her" for her sacrifices, care, support, love and everything that she done for me, I will never forget her kind of words that support me to be the best, I will be forever grateful and thankful that she is my 'grandmother'

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"Ait Amer Meziane Chahinez"

Dedication

In the name of God. Most carcajous. Most Merciful.

All the pray is due to God alone. The sustainer of all the worlds.

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To my sisters “Amel and Afaf”

To my relatives

To all my friends without exception

“Ayadi saida”

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“Do not thank God (Allah) who does not thank people”

The prophet Mohammed (Peace & Blessing be upon him)

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Abstract

The present work aims at shedding light on the attitudes of both teachers and students towards attention in FL sessions. Therefore, it investigates the situation where learners code switch between L1 and L2. This research also seeks to know whether learning a foreign language has any a positive effect on the previous languages in human mind or not. A case study was conducted with different secondary schools relying on a number of research instruments for data collection namely: a questionnaire for learners and a semi-structured interview for teachers. The data collected were analyzed quantitatively and qualitatively. The results reveals that secondary school students and teachers of English and German have positive attitudes towards attention in learning FL. It helps them understand better and getting good marks. On the other hand, this study reveals that learning a FL have a positive effect on previous languages as it helps students to overcome anxiety and be more self- confident. At the end, some recommendations were presented to better learning.

Key words: attention, FL learning, EFL students, attitudes, English, German, brain

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List of Acronyms

- L1:** The First Language
L2: The Second Language
FL: Foreign Languages
TL: Target Language
LAD: Language Acquisition Device
SPSS: Statistical Package for Social Sciences.

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General Introduction

General introduction

The most important things that every student should have knowledge of in learning the language is to acquire the four basic skills which are: listening, speaking, reading, and writing. As far as the importance of these language skills is concerned in order the student to learn the second language, they must develop all the aforementioned skills.

A foreign language (FL) is a unique challenge because of the complexity of language itself, foreign language learning is considered as an integral part of any educational curriculum since it is composed of several competencies including language proficiency, grammatical, and communicative components.

Learning a new or a second language was one of the primary concerns that many scholars and teachers took in order to make foreign language learning more relevant to the needs of the learner. Learning a new language is one of these actual changes in the field of teaching in which the learner is the primary concerns.

Second language learners regardless to their age have already acquired at least one language, this prior knowledge may be an advantage in the sense that they have an idea of how languages work in the human mind, in case the learner had acquired many languages before, learning seems to be a difficult concept to implement in secondary school classroom.

The best way for investigating the achievement of foreign language learners is to ask them to speak or write in that language, and to see to what extent do they rely on their previous knowledge in learning that foreign/ second language, that's why we conducted this research in order to discover the difficulties that FL learners face when learning a new language and their attitudes towards this language. Also, exploring the impact of that language on previous in the human mind. As the case of Tiaret Secondary schools.

Our investigation aims at finding answers to the following research:

- _ What is the role of attention in learning?
- _ To what extent does learning a new language affect the previous languages?

To answer above research questions, the researcher suggests the following hypotheses:

General introduction

_ The role of attention is forming learning and facilitate memory which means that If learner does not pay attention to what is being said or taught, the messages goes to his/her sensory memory only and gets eliminated before getting transferred to long term memory.

_ It seems that a considerable number of students find it easy to learn a new language, they have anxiety and interest to learn it quickly which may lead to ignore the previous languages (L1) and concentrated only with the vocabulary of new one (L2).

Adding to that, attention is related to working memory, which is also known as short term memory. Working memory capacity is controlled by attention, and that is why it is supposed that attentional mechanisms are used to control the movement of information into working memory (Dean, 2006)

Also, it is observed that foreign language students naturally experience anxiety when learning a new thing, whether it be language or mathematics. They experience a deficiency at being able to speak the language properly for a long time and can experience a great deal of anxiety when it comes to getting it right.

In order to reach the above hypotheses, the researcher designs as an explanatory case study dealing with second year secondary school students in the wilaya of Tiaret from different sources relying on a set of research instruments: a questionnaire for learners and interview for teachers. The research result is analyzed quantitatively and qualitatively therefore, this research work is divided into three chapters, the first chapter is entitled literature review about lanaguage acquisition, and it covers a detailed explanation of the main concepts linked with the topic. The first part of this chapter deals with the process of learning a new language and its use in classroom, the second part tackles the impact of learning a new language on the previous languages in human mind. The second chapter entitled case study includes the method of sampling applied in the process of selecting the sample, the last chapter is devoted to data analysis and data interpretation.

Chapter I

LITERATURE

REVIEW

“Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols”.

Sapir (1921; 08)

“A language is a system of arbitrary vocal symbols by means of which a social group co-operates”.

Bloch & Trager (1942; 05)

“Language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols”.

Hall (1968; 158)

“From now on I will consider a language to be a set (finite and infinite) of sentences, each finite in length and constructed out of a finite set of elements”.

Chomsky’s syntactic structures (1957; 13)

Introduction

The process of teaching and learning a foreign language is considered to be the most difficult task for both teachers and learners. It requires the knowledge of the different strategies that should be used by the teacher in order to make his learners achieve competences and proficiency in the target language.

However, in learning a foreign language, learners find a difficulty to learn and apply rules of some aspects of the language, these difficulties are said to be the result of divergence that exist between learner’s mother tongue and the target language. Many studies have shown that when learners feel unable to apply the appropriate grammatical rules of the target language in their speech or writing, they usually tend to return to their native language rules.

The first chapter is divided into two parts. The first part focuses on characteristics and theories of language acquisition and learning. The second part will shed light on the impact of learning new language on the previous one in human mind.

I.1. First Language Acquisition

Is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words to communicate. It studies infants' acquisition of their native language that is why learning a language acquisition is the most impressive and fascinating aspects of human development. Chomsky (1965) argued that "every human being since born, there is biological device in their brains, it is well known as LAD".

I.1.1. Stages of First Language Acquisition

When human are born, he/she does not have suddenly the grammatical of his L1 in his brain and completely with its rules. There are six stages in children's foreign language acquisition namely

- 1- **Pre talking stage:** from 0-6 months, according to Bolinger (2002:283) is the vowels like sound responding to human sounds more definitely.
- 2- **Babbling stage:** from 6- 8 months, sounds which infants produce as consonant, vowels and combinations.
- 3- **Holophrastic stage:** 9- 18 months, Fromkin (1983:328) defined holophrastic from "holo" complete or undivided plus "phrase" phrase or sentence.
- 4- **Two – word stage:** 18-24 months, mini sentences with simple semantic relations as Fromkin (1983:329) states that children begin to form actual two word, sentence.
- 5- **Telgraphic stage:** 24- 30 months, merely a descriptive term because the child does not deliberately leave out the non-context word.
- 6- **Multiword stage:** 30- months, according to Bolinger (2002: 283) at this stage is fastest increase in vocabulary with new addition every day.

I.1.3. Theories of First Language Acquisition

Many theories and approaches have been emerged over the years to study and analyze process of language acquisition

- A. **Imitation or behaviorism theory:** believe that language is the result of imitation, practice and feedback.
- B. **Innateness or mental theory:** Noam Chomsky claims that children are biologically programmed for language also he claims that children's minds are not blank slates to be filled merely by imitating language they hear in environment.

- C. **Interactionist or developmental perspective theory:** focuses on the role of linguistic environment in interaction with child's innate capacities.

I.2. Second Language Acquisition

Acquiring another language to interact with different native language in order to fulfill their needs, it refers to the study of how student learn a second language. Therefore, any other language apart from the first language is called a second language or also referred to as target language. According to Daria (2014:p101)"second language acquisition is a language other than one's mother tongue being learned or studied in its environment". Whereas, Avanika and their colleagues (2009:p.117) claim that second language acquisition is typically an official or social dominant language". That is to say that second language acquisition refers to the acquisition which begins to after puperty.i.e. adult language acquisition.

Saville – Troike (2006) states that "the field of second language acquisition refers to the study of learning a language apart from the first language". However, Saville – Troike (2006) affirms that "a second language is the terms that can be used to represent multiple-languages acquired".

I.2.1. The Input Hypothesis and Second Language Acquisition Theory

Krashen (1985) states hypothesis different stages of the second language acquisition theories:

- 1) **The acquisition – learning hypothesis:** acquisition is a subconscious process in which the form of the language is not an essential part.
- 2) **The natural order hypothesis:** Krashen (1985) states the student the rules of language in particular way.
- 3) **The monitor hypothesis:** Karshen (1985) hypothesizes that learners not only need to be aware of correctness but also know rules to produce second language.
- 4) **Input hypothesis:** student can understand un- acquisition grammar with the help of context.
- 5) **Affective filter hypothesis:** is mental block that prevents the students from acquiring the input they receive from target language.

I.2.2. Factors affecting Second Language Acquisition

According to Ehraman (2003) individual differences can be classified into three major areas:

1. Learning style
2. Learning strategies
3. Affective variables

I.3. Differences between First Language Acquisition and Second Language Learning

First language acquisition

Subconscious process

Informal acquisition

Uses grammatical “feel”

Depends on attitude

Stable order of acquisition

Second language learning

Purely conscious process

Formal activity

Uses grammatical rules

Depends on aptitude

Simple to complex order of learning

I.4. Second Language Learning

In contrast to language acquisition, is the process whereby humans past the critical period learn second language, some people are better at learning second language than others.

There is an important distinction made by linguists between language acquisition and language learning.

I.4.1. Factors affecting Second Language Learning

- a. **Internal factors:** are those that individual language learner brings with him to particular learning situation “age, personality, motivation, experiences, cognition, native language
- b. **External factors:** are those that are characterize the particular language learning situation “curriculum, instructions, culture and status, motivation, access to native speakers”.

I.4.2. Second Language Learning in Schools

Language learning, just like every other learning dependent on how and what was learned before.

Learning a language helps improve people's thinking skills and memory abilities , bilingual students concentrate better, ignoring distractions more effectively than those who only speak one language, because language centers in the brain are so flexible.

I.5. Language Teaching / Learning in Classroom

The recent studies tackled in the field of teaching and learning took into consideration the relationship between teachers and their students. In other words, the relation is recognized as the teaching and the learning process. Many researchers work denotes that teaching cannot stand apart from learning. Gage (1964:269) noted "To satisfy the practical demands of education, theories of learning must be stood on their heads' so as to yield theories of teaching". Teaching is directing and guided learning facilitating the path for the learner to learner, and preparing the condition for learning.

Researchers have always tried to develop methods and techniques in order to enhance teaching and maximize learning. In order to build a strong relation between teaching and learning, one should be aware of the characteristics of each one. Besides, researchers have studied teaching in isolation, and then they recognized the results on learners and their learning

I.5.1. Language Teaching

Language teaching is more than copying conjugation tables and memorizing vocabulary. However, it is the ability to show student how to use a language in context and understand it. Hence, teaching is the art of conveying messages and aiding learners through giving instructions and helping in getting well comprehension.

According to Brown (2007:7) teaching is defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand".

In the same vein, Freire (1993:72) has referred to knowledge transmission in terms of banking metaphor: teacher sends information to his learners and helps them to receive, memorize and repeat them. In other words, a skilled teachers' organization of knowledge can help students understand and remember what has been transmitted.

In addition, the role of language teachers can be decisive to achieve language learning goals (fluency / accuracy). So that teachers' methodology is one of the main factors that make a great impact on language learners and learning achievements, Teachers mood and personality also have a great impact; if teachers are enthusiastic, friendly and well organized students will enjoy their lessons more and learn more.

I.5.2. Language Learning

Learning is acquiring or getting knowledge of a subject or a skill by study experience, or instruction. According to Kimble (1961:133), “learning is a relatively permanent change in behavioral tendency and is the result of reinforced practice”. Learning language is a fun and hard work, it is important that students participate in their classes. The more students get involved in the classroom the more speaking and communicating in the language they are studying will seem natural to them.

Furthermore, students’ differences (mood, age, learning style and strategy) may affect language learning and the amount of the acquired language. For example, students learn most effectively when they feel relaxed. Moreover, learning styles and learning strategies have their impact on learning. For example, making mistakes and experiencing language skills (structures, grammar, speaking, writing...), help students’ learning more.

I.6. Foreign Language Teaching and Learning

Foreign language teaching and learning have changed from teacher centered to learner /learning centered relying on language theories.

Foreign language learning and teaching refer to teaching or learning of a nonnative language outside of the environment where it is commonly spoken. A language is considered foreign if it is learned largely in the classroom, and not spoken in society.

Learning a foreign language allows individuals to:

- Communicate effectively and creatively
- Participate in real life situations
- Provides access into a perspective other than one’s own
- Increases ability to see connection across content areas

I.6.1. Foreign Language Teaching

The teacher is considered as the essence of teaching process. If he take all his responsibilities in teaching, the letter can reach his learners needs for achieving the successful learning.

Davies and Pearse state some considerations that teacher should take in teaching process:

- a. Should not have knowledge of grammar rules and vocabulary, but also should master using foreign language.
- b. Should focus more on learner’s practice of foreign language instead of giving more explanations.

The successful teaching mainly based on successful learning.

I.6.2. Benefits of Learning a foreign Language

- Boosts brain power
- Improves memory
- Enhance the ability to multi-task
- Sharpens the mind
- Enhance decision- machining

I.7. Input and Output in the Classroom

The process of language learning is based on two main components: the input and output.

The input is crucial part of this process; it is what the learner receives or what is exposed to. (Ellis, 1997:5) puts it as “the input is the samples of the language to which a learner is exposed”. Whereas output is what the learner produces, (Ortega, 2009:62) defines it as “output is making meaning and producing messages”.

In the context, the classroom is considered as the main source of input for foreign language learners. Krashen (1982) explains that the advantage of input received in the classroom is that learners is exposed to a great amount of well-structured language.

Learning a foreign language depends on the relationship between teacher and learner, i.e. how can a teacher convey messages to his student?

I.8. Classroom Interaction

Crystal (2008:248) defines interaction as “face to face communication with particular prosody facial experiences, silence, and rhythmical patterns of behavior between the participants. This means the interaction in class is an essential aspect in foreign language learning, and the main participants of classroom are the teacher and the students.

I.8.1. The Use of First Language in Foreign Language Classroom

Using first language in foreign language classroom is discouraged by advocates of the target language only position, because using L1 in classroom deprives students of that valuable input. Macaro (2005) argues that avoidance of L1 results in increased usage of input modification, repetition, speaking more slowly, simplifying syntax.

Some scholars feel that switching from target language to L1 can be effective strategy for improving student proficiency in TL, if first language is deliberately utilized in classroom.

First language should only be used to help construct knowledge in TL, facilitate interpersonal interactions, and increase efficiency.

Teachers use first language to consolidate knowledge that students have learned about foreign language, such as its vocabulary, sentence structures, cultural aspects. Student's L1 is an overwhelmingly powerful tool that should neither be denied nor abandoned in FL classroom.

I.8.2. Advantages of using L1

There are several benefits from using L1 in FL classes' .there for, scholars and researchers proposed considerable advantages

- 1- It reduces learner's anxiety (Auer Bach, 1993 as cited in Hawks.2001) and creates a more relaxing environment (Burden, 2000; Philips, 1993).
- 2- It develops their self-confidence so that they get the courage to participate in class
- 3-It facilitate the task of explaining the meaning of abstract words and facilitating introducing the differences in grammar and pronunciation between L1 and L2 (Buckmaster, 2002; Cole, 1998).
- 4- L1 as a scaffolding tool: refer to use L1 as a cognitive tool to limit the complexities of the context (Young, 1993).

I.8.3. Disadvantages of using L1

When L1 is misused in FL class, it may create some negative impact on the process of learning. They are summarized as follow

- 1-Teachers often feel that by using L1 they are being lazy (Burden, 2000).
- 2- Using L1 can create an over-reliance on it (Polo, 1994; 153)
- 3- The over use of L1 leads students to think in L1, which impedes the development of learning L2 (German).

I.8.4. The Teacher's Misuse of L1

Integrating L1 in FL classrooms is one of the main techniques that help both teachers in conveying messages and making the lesson clear for students and learner in facilitating their learning.

Unfortunately, many teachers misuse this technique. Thus, it affects negatively student' learning. The most common misuses of L1 are as follow:

- The overuse can create laziness and L1 reliance. The teacher should use L1 appropriately and avoid the overuse which results in learners feeling that they cannot understand the input of the target language until it is translated into their L1 (Atkinson,1987).

- Translation “word by word” may affect negatively, since learner deals with two different systems, L1 may affect on language structures.
- Thinking in L1 is the main problem in which the FL learner falls in. this problem does not allow the learner to be flexible. Learner cannot shift from L1 thinking to L2 thinking and that creates problems in building language structure and makes learner always depends on L1.

In the research of (Bozzorgian & Falahpor, 2015) investigating the amounts and purposes of using L1 in classroom

Teachers’ purposes for L1 use	%	Students’ purposes for L1 use	%
1. Translation	20%	1. Asking questions	11%
2. L1-L2 contrast	04%	2. Answering	07%
3. Evaluation	01%	3. Scaffolding	01%
4. Activity instructions	12%	4. Self-correction	01%
5. Activity objectives	03%	5. Clarification	05%
6. Elicitation of student contribution	17%		
7. Personal comment	03%		
8. Comprehension check	02%		
9. Classroom equipment	01%		
10. Administrative issues	01%		
11. Repetition of students L1 utterance	01%		
12. Reaction to student question	03%		
13. Humor	01%		
14. Teacher as bilingual	03%		
15. Encouraging	02%		
16. Giving reference	01%		

I.1. Table: purposes and amount of L1 use adopted from (Bozzorgian & Falahpor, 2015:77)

I.8.5. Teacher Role in Developing Learner's Awareness towards Foreign Language

There is no doubt that the teacher plays an important role in classroom. They play a therapeutic role in developing learner's awareness towards foreign /second language learning, they should make the learners familiar with that language.

In teaching a foreign language, teachers have to be careful and sensitive to the fragility of their students by using techniques that promote their understanding. In addition, teachers should use activities to assist students in becoming familiar with the target language

Teachers must know how language learning takes place in people's mind: besides, what factors are influencing positive and negative responses by the part of our student. Moreover, to get to know all the theory behind the acquisition of second language helps teachers expanding their knowledge on how children, young adults learn.

The position of the teacher is to manage the activities in classroom and help learners plan their learning both for long term and short term, has also to build a close cooperation with the learners and make sure that all learners know what is expectation of them, at all times (Lowes &Target ,1999; cited by Bajrami , 2015).

I.8.6. The Influence of paying Attention in Classroom on Student's Achievement

Almost all teachers ask their students to pay their full attention to the lessons being explained. Teachers claims that attending to their every word would help students get a better grasp of the lessons .As suggested by Dean (2006, p.22) "... teachers know intuitively that they need to harness attention for learning "

Braver and Barch (2002) and Gray. Chabris and Braver (2003) stated that attention plays a huge role in various cognitive operation, such as working memory, long term memory, comprehension and reasoning and general fluid intelligence.

Attention has been defined by Gazzaniga , et al. (2002)" a cognitive brain mechanism that enables one to process relevant input thoughts or actions while ignoring irrelevant or distracting ones".

I.9. Language and the Brain

Learning techniques that have shown to enhance memory are as follow:

1. Elaborating
2. Verbalization
3. Writing and drawing, and sharing learned information during and at the end of learning session
4. Interviewing different subject matter categories

I.9.1. Mind, Brain and Learning

There are three key findings from Neuro-science and cognitive sciences that are expanding knowledge of the mechanism of human learning.

- ❖ Learning changes the physical structure of the brain.
- ❖ These structural changes alter the functional organization of the brain.
- ❖ Different parts of the brain may be ready to learn different times.

I.9.2. Learning a New Language helps Brain Development

Language learning helps improve people's thinking skills and memory abilities because the language centers in the brain are so flexible, learning a new language can develop new areas in our minds and strengthen our brain's natural ability to focus.

I.9.3. Language Anxiety and Achievement

Language anxiety is a specific one rather than a trait anxiety. Horwitz, Horwitz, and Cope (1986) proposed "a specific anxiety construct which they called foreign language anxiety was responsible for students and comfortable experiences in language classes".

Finding concerning anxiety and language achievement have been indicating a consistent moderate negative relationship. However, some researchers (Sparks and Ganschow and their colleagues) suggested "poor language learning is a cause rather than a result than language anxiety".

Anxiety is subjective feeling of tension, nervous system, (Spielberger, 1983, p.1). It has been one of the most highly examined variables in psychology and education.

Psychologists distinguish categories of anxiety and they are as follow:

- Trait anxiety: it is conceptualized as a relatively stable personality characteristic
- State anxiety: response to particular anxiety-provoking stimulus such as a test. (Spielberger, 1983).

A many studies have shown a negative relationship between language anxiety and outcome measures other than final grades. Troylong (1987) found that negative relationship between anxiety and teacher rating of achievement.

MacIntyre, Noels, and Clement (1997) observed a negative relation anxiety and students self-ratings of their language proficiency.

I.9.4. Language and Brain Relationship

Brain is the most complex organ in the human body. It is divided into two parts “right hemisphere and left hemisphere”. The two parts are connected by corpus callosum. According to (Lyons John .1981, p.248)” the right hemisphere has nonlinguistic cognitive but does have other cognitive like impaired memory, attention problems, and poor reasoning”.

Researchers has identify two primary language centers “Broca’s area, tasked with directing the processes that lead to speech utterance, and Wernicke’s area whose main role is to decode speech.

1- **Broca’s area:** according to Paul Broca (1861)” we speak with the left hemisphere”, on this basis damage to the front part of the hemisphere resulted in loss of speech, whereas damage to the right side did not

2- **Wernicke’s area:** according to Carl Wernicke who related language to the back of the left hemisphere on this basis damage in the back part of the left hemisphere resulted in producing jargon and nonsense word.

I.9.5. Aphasia and Language Disorders

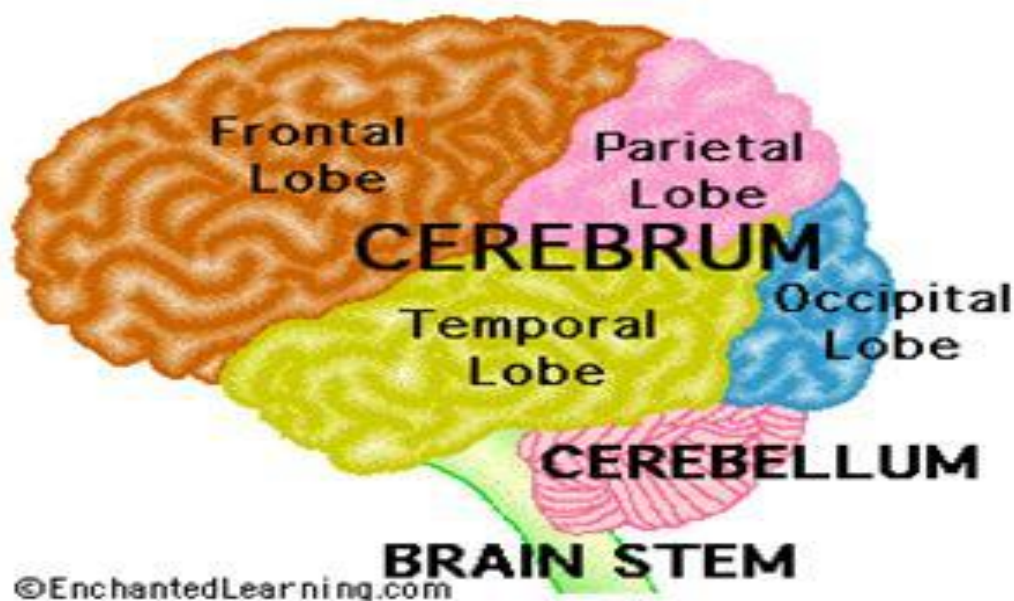
Aphasia is caused by damage to one or more of the language areas of the brain. The cause of the brain injury is a stroke, a stroke occurs when blood is unable to reach a part of the brain.

Brain cells die when they do not receive their normal supply of blood, which carries oxygen and important nutrients.

People with aphasia may experience any of the following behaviors due to an acquired brain injury:

- Inability to comprehend language
- Inability to speak spontaneously
- Poor enunciation
- Alterations in inflexion, stress, and rhythm
- Uncompleted sentences
- Limited verbal output
- Inability to read and write

Neuroscience researchers have been able to go inside the brain and observe how learning actually occurs at the molecular level. The brain consists of three principle parts – stem, cerebellum and cerebrum



I.1. Image: The Parts of the Brain

I.9.6. Language Learning and its Impact on the Brain

Cognitive sciences are discovering things educators have intuitively known about language learning. The implications of neuroscience for educational reform regarding second language learning can be seen through: brain structures and corpus callosum, neural development, and parts of the brain dedicated to language. According to Tersa, J. Kennedy “the location where capacity to speak an L2 is stored is found in different areas of the brain depending on when in life a person becomes bilingual” (Kim, Relkin, Lee, and Mirsch 1997). That is to say, there is a difference between adults and children, which means that children who learn L2 store that capacity together with their native language. Whereas adults store each new language learned in separate area in the brain.

I.9.7. All learning has an Emotional Base

According to John D. Mayer (1990) “the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions to discriminate among them and to use this information to guide one’s thinking and actions”.

Sustained focus is largely an unconscious process for learning and creative thinking.

Conclusion

In conclusion, this chapter sheds light on the subject from a theoretical point of view. It fundamentally, provides some definitions of the basic terms of this research like first and second language acquisition, foreign language, classroom interaction, theories of first and second language acquisition; it highlights the factors that affect the process of learning second

language. This chapter is also devoted to discuss other key concepts like brain, aphasia, parts that are responsible for language in human mind. Lastly, it concludes with the role of attention in learning a second / foreign language.

Chapter two

Case study

Introduction

This chapter represents the practical part of the research study; it includes the description of the main research methodological processes implemented in the study. Moreover, it identifies the research questions, research hypothesis and the methods of research along with research tools; it sheds light also on population and the sample selection and provides a detailed description of learners' interview and questionnaire.

II.1. The Statement of the Problem

In the context of learning English and German as foreign language. Teaching without a suitable strategy that fits learners will lead students to fail in making their language into play and results in poor achievement in terms of speaking skills. FL learners are facing so many difficulties in terms of speaking and writing English and German language among them. Fear, shyness, and lack of self-confidence that consequently lead neither to speak nor to participate in class. Thus, teachers need to apply fruitful strategies that motivate pupil's and encourage them to communicate freely and speak fluently in the classroom.

II.2. Research Setting

Describing the study setting means identifying the time, which the research tools (the interview and the questionnaire) took place. The study was carried out during the academic year 2020/2021 at the secondary schools of Tiaret. The research tools of data collection have been conducted during the second semester of the same academic year.

II.3. Research Purpose

The main objective that this investigation is to shed light on the importance of consciousness in learning a new language by asking pupils to speak or write in that language, and to see to what extent they rely on their previous knowledge in learning that foreign/ second language. That is why we conducted this research in order to discover the difficulties that FL learners face when learning a new language and their attitudes towards it. Also, exploring the impact of that language on previous in the human mind.

II.4. Research Questions

This research is motivated by the following questions:

Question 01: What is the role of attention in learning?

Question 02: To what extent does learning a new language affect the previous languages?

II.5. Hypotheses

The researcher suggests the following hypotheses:

_ The role of attention is forming learning and facilitate memory which means that If learner does not pay attention to what is being said or taught, the messages goes to his/her sensory memory only and gets eliminated before getting transferred to long term memory.

_ It seems that a considerable number of students find it easy to learn a new language, they have anxiety and interest to learn it quickly which may lead to ignore the previous languages (L1) and concentrated only with the vocabulary of new one (L2).

II.6. Research Methodology

In any academic research, the researcher must followed by plan that ensure the organization of the work. This practical chapter provides a full description to the research design (methods of research). Besides data collection tools including interview and questionnaire. These research tools were used in order to collect a variety of data for the research.

II.6.1. Research Design

A research design is a procedural plan which is adopted by the researcher in order to be objective and accurate in responding questions. According to Selltiz et al (2012) “A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure”.

So in order to get a good design, it should be provided some basic characteristics like flexibility, appropriacy, efficiency, and economical. More than this the design should minimize bias and maximize the reliability of the data collected and analyzed.

Therefore, this work includes a descriptive research design which adopts a case study research and involves both qualitative and quantitative methods of data collection (mixed approach). The reason behind selecting the case study research is that this type of research enables the researcher to study, understand and describe the phenomenon in the appropriate contextual setting. As Yin (2003:13) states that “A case study is an empirical study that

investigates a contemporary phenomenon in a depth and within its real life context". Also, the ability to investigate cases in depth and to employ multiple sources of evidence makes the case study a useful tool for descriptive research studies where the focus is on a specific situation or context.

Another main reason for choosing this type is that the case study is one of the most flexible tools in searching issues and it enables collecting data from different sources by using different methods.

The researcher adopts the case study method because it allows for in-depth investigation of the attitudes of both teachers and learners towards using L1 in EFL contexts. First, the present work starts by identifying the problem that motivated the researcher to make research on this topic. Then stating hypotheses which serve as a pathway leading to the objective of the research. Then, the data collection in which the researcher used a questionnaire with students, and an interview with teachers. The next step is data analysis; the researcher utilized mixed approach (qualitative and quantitative) to analyzing the data.

II.7. Research Approach

In this study, the researcher adopted a mixed method approach (quantitative and qualitative approaches), because these two approaches are complementary. i.e., quantitative and qualitative approaches complete each other in terms of giving strength for the process of this study.

The research methodologies are divided into two paradigms; the interpretivist paradigm, and the positivist paradigm. Thus, quantitative and qualitative should be treated in isolation in order to focus on the strengths approaches of each one.

II.7.1. Quantitative Approach

Quantitative research is related to the positivist paradigm. It is empirical research where the data are in the form of numbers and it is concerned with the collection and analysis of data in the numeric form. As Best and Khan (1989: 89- 90) stated "*Quantitative research consists of those studies in which the data concerned can be analyzed in terms of numbers... is based more directly on its original plans and its results are more readily analyzed and interpreted*".

In a similar context, Creswell (1994) defined quantitative approach as an approach based on testing objective theories among variables, which can be measured in numbers and analyzed using statistical procedures in order to generalize the finding. A quantitative research

is based more directly on its original plans and its results are more readily analyzed and interpreted.

II.7.2. Qualitative Approach

Unlike the quantitative research, qualitative research is harder, more stressful, and more time-consuming. It is associated with the interpretivist paradigm. According to Hoepfl (1997), qualitative researchers seek instead illumination, understanding, and extrapolation to similar situations and it is more open and responsive to its subject.

So according to Creswell (1994) states that qualitative approach is related to the human problems and the data is gathered from the real world setting, and analyzed inductively which enable the researcher to collect reliable data to help better understanding of the topic, and gives more opportunities for better treatment of the situation. Patton (2002:39) states “Qualitative designs are naturalistic to extent that the research takes place in the real world setting and the researcher does not attempt to manipulate the phenomenon of interest.”

The fact that each type of research has its purposes, the researcher is obliged to use both of them in order to give strengths for the present study. Consequently, the research questions raised will be treated qualitatively and quantitatively.

According to Best and Khan (1989: 89-90) “Both types of research are valid and useful. They are not mutually exclusive. It is possible for a single investigation to use both methods”.

II.8. Data Collection Instruments

For the sake of collecting for the present study and in view of the correlation of the research the topic with descriptive approach, the researcher applies the mixed method of research where two main tools of data collection are used namely, interview and the questionnaire. Thus, the use of different instruments of data gathering and multiple informants helps gaining an understanding of the phenomenon from different angles.

II.8.1. Questionnaire

The questionnaire can be defined as an instrument that can serve as a means of collecting a considerable amount of data with a minimum of time and efforts. Questionnaire as pointed out by Anderson (1990; 207), “Allow the gathering of reliable and valid data, relatively in a short time”. It is a tool which includes a number of questions that require a complete answer or selecting one among the existing answers as it is reported by Brown (2001; 06) who claims that “questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by

writing out their answers or selecting from among existing answers". The researchers design questionnaire for the reason that it has many advantages; it requires less time, less efforts, energy and financial resources. By administrating a questionnaire to a group of people, one can collect a huge amount of information's in less than an hour. Furthermore, if the questionnaire is well conducted, processing the data can also be fast and relatively straight forward, especially by using some modern computer software.

a. Other advantages are summarized by Beiske (2003; 16) in following points

- ❖ The majority of people are familiar with questionnaire, and know how to complete them.
- ❖ The respondents can fill the questionnaire at their own place.
- ❖ Questionnaire is easy to analyze

b. Disadvantages of questionnaire

- ❖ Skipped answer
- ❖ Dishonest answer _1
- ❖ Lack of personalization. (ibid)

II.8.1.1.Types of Questions

There are two types of questions that are commonly used in designing a questionnaire: open-ended and closed-ended questions. The selection of each type depends on the objectives of the research and the type of data that has to be collected.

1. Open Ended Questions

In this type of questions, the respondent is free to express his ideas, because the questions are not based on pre-determined responses. Generally, open-ended questions placed at the end of the questionnaire in order to get an accurate feedback and suggestions from the respondent.

2. Closed-Ended Questions

The closed-ended questions have multiple answers (options) the respondent is restricted to choose one of these fixed and limited pre-determined answers.

This type is ideal for calculation of statistical information and percentages of various types. The researcher selected this type because of its strength points and advantages which summarized below:

- ✓ Easy and quick to answer.
- ✓ Response choice can clarify the question text for the respondent.

- ✓ Improves consistency of responses.
- ✓ Easy to compare with other respondents or questionnaires.
- ✓ Easier, quick, and less costly to analyze.

In this study, the researcher used only the closed-ended questions in the questionnaire for collecting data so that the objectives can be achieved and the answers will be analyzed quantitatively.

II.8.1.2. Questionnaire Design

In designing the questionnaire it is important to consider the reliability and validity of the questionnaire among the priorities of the study. For this reason, this task is considered as hard work.

There are fifteen closed-ended questions divided into four rubrics and every question will be introduced separately with its objective in order to provide more clarification. The participants were requested to select the appropriate answer.

II.8.1.3. Piloting the Questionnaire

Concerning piloting, Cohen, Manion and Marrison (2005; 260) state “A pilot has several functions, principally to increase the reliability, validity and practicability to the questionnaire. Therefore, before administering the questionnaire, the researcher has piloted them by following certain guidelines:

- Are the questionnaire clear and easy to follow?
- Are the questions clear and relevant to the topic conducted?
- How long does the questionnaire take to complete? (Wallace,2000;133)

The aim of piloting the questionnaire is that:

Questionnaire should be piloted to see whether they work a planned; even if we are going to distribute only a small number of questionnaire, it might be worth pilot them out one or two people beforehand (Wallace,2000;132).

II.8.1.4. Administration of the Questionnaire

The questionnaire has been given to pupils in secondary school (second year foreign languages) Tiaret. The pupils have been very cooperative and they have answered all the questions in a short period of time.

II.8.1.5. Description of Questionnaire

The pupils' questionnaire was used in this study to highlight the impact of learning a second/foreign language on the previous languages in human mind. The questionnaire starts with a small introduction that explains the topic to respondents and gives instructions about they are intended to answer questions. The questionnaire consists of (20), questions composed of (15) closed ended questions and (5) open-ended.

II.8.2. Interview

The interview is a data collection technique based on communication and interaction in which the investigator tries to collect relevant information from the interviewee for the purpose of the research. In an interview, the interviewer efficiently collects the data from the informants by cross-examining them, and he must be very efficient and accurate in order to get the accurate and relevant data.

As it is known, there is three types or format of interviews: the structured interview, the unstructured interview, and the semi-structured. Thus, this present research adopted the latest one (the semi-structured interview) as a research tool for collecting data. This type includes components from structured and unstructured interviews. It is characterized by its flexibility; the classification of questions can be changed depending on the direction of the interview. Also, it allows the researcher to be more interactive with the informants in order to collect the maximum of relevant data. As Nunan (1992:149) states that "Because of its flexibility, the semistructured interview has found favour with many researchers".

Many researchers like to use semi-structured interviews because questions can be prepared ahead of time. This allows the interviewer to be prepared and appear competent during the interview. The strengths of this instrument are summarized according to Karin Klenke (2016:132):

- ✓ The interviewer follows the guide, but he is able to change the order of questions if it is necessary.
- ✓ Semi-structured interviews also allow informants the freedom to express their views in their own terms.
- ✓ The interviewer and respondents engage in a formal interview.
- ✓ The positive rapport between the interviewer and the interviewee.
- ✓ Results in high reliability.
- ✓ Addresses and clarifies complex issues.

- ✓ Reduces pre-judgment on part of the interviewer. Researcher predetermining what will or will not be discussed due to few predetermined questions.
- ✓ This type can provide reliable, comparable qualitative data.

objectives of using this type of research tools in this present research are to answer the research questions that are raised in this study and to test the stated hypotheses.

a. Advantages of Interview

- ❖ The researcher can ask more questions.
- ❖ The researcher can practice the language.
- ❖ The interaction between the researcher and interviewee.

b. Disadvantages of Interview

- ❖ the restriction of time.
- ❖ The insufficient information
- ❖ No record

II.8.2.1. Interview Description

The interview starts with a brief introduction in which the interviewer states the topic and the problem being studied. The questions of the interview are already predetermined in order. The interview contains ten questions, the researcher promises confidentiality of teachers' personal information and the data.

1 - Gender

2 - How long have you been teaching (English/ German)?

3 - What is/are the biggest challenge(s) with teaching English/German?

4 - Do you think that learners' attention is important to learn English / German?

5 - How good are your students in English/German?

6 -Have you noticed any improvement in learners performance?

7 -How often do you use French/ Arabic in your session?

8 - When answering, do the learners answer in English / German or they depend on their previous language? Why?

9 - Do you notice that English / German affected the vocabulary of the previous language?

10- What strategies do you use to enhance learners performance?

II.9. Sample Selection and Participants

II.9.1. Participants

In this section, the researcher identifies the participants who are willing to participate in this study. The participants are pupils that were chosen as a sample to answer the questionnaire. In addition to English /German teachers in order to be part of the interview

II.9.2. Pupils

A sample is eighty pupils was chosen from the second year pupils' population, literary stream in the secondary schools of Tiaret. Such a sample was selected on the basis of the pupils' experience since they have studied German / English as foreign languages.

II.9.3. Teachers

The respondents were also teachers from different secondary schools of Tiaret; the interview is conducted with English and German teachers. The total population of the study is (4) teachers, their teaching experience differs from one teacher to another.

II.10. Data Analysis Process

Data analysis is the practical phase in the study; it is one of the hardest tasks in making research. Marshall and Rossman (1989:111) stated "Data analysis is the process of bringing order, structure, and meaning to the mass of collected data. It is a messy, ambiguous, time-consuming, creative, and fascinating process. It does not proceed in a linear fashion; it is not neat".

The data gathered is analyzed quantitatively or qualitatively but the majority of investigators tend to use both in order to obtain usable and useful information. In addition, there are many purposes for analyzing data:

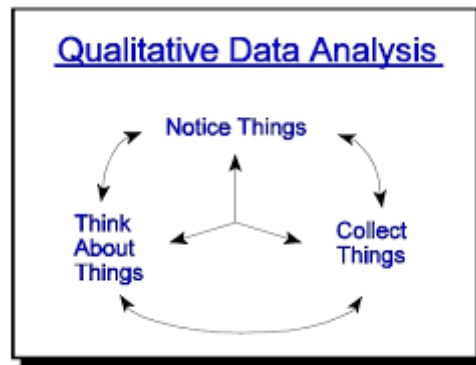
- Describe and summarize the data.
- Identify relationships between variables.
- Compare variables.
- Identify the difference between variables.
- Forecast outcomes

So the investigator in this research will analyze the results of the data that is collected from interview qualitatively and it will be treated in the discussion. Whereas, the data collected from the questionnaire will be analyzed quantitatively and represented in numerical representations and graphs.

NB: Some think numbers are more accurate than words but it is the quality of the analysis process that makes the different.

II.10.1. Qualitative Data Analysis

It is the range of processes and procedures whereby the investigator moves from the qualitative data that has been collected into some form of explanation, understanding, and interpretation of the people and situations that are investigating. Therefore, the process of qualitative data analysis consists of three main parts: noticing, collecting, and thinking about interesting things. This following figure: summarizes this process.



II.1. Figure: Qualitative data Analysis adopted from (Seidel 1998: 2)

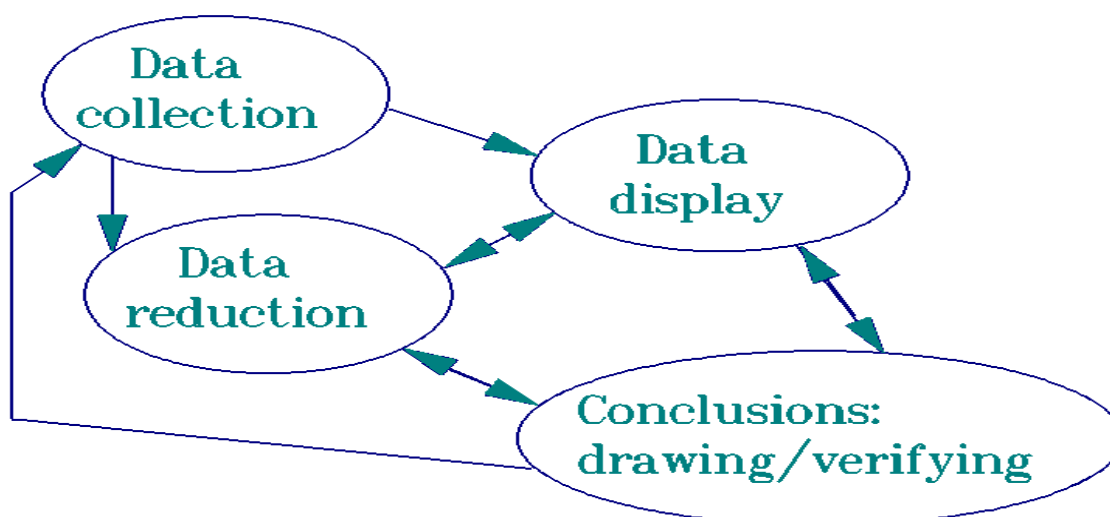
The diagram shows that the process of data analysis is not linear cycle. It means that parts of this process are iterative and progressive because it is a which keeps the repetition between all parts. In addition to this characteristic, qualitative data analysis has other features:

- Close interaction with the data.
- Data collection and analysis is simultaneous.
- The level of analysis varies.

To accomplish the data analysis qualitatively, the researcher required to pass through three main steps adopted from Miles and Huberman (1994):

- Data reduction: It occurs continually throughout the analysis because it is part of it. In data reduction, the researcher selected and simplified the data.

- Data display: Miles and Huberman regard displays as essential. It refers to the ways of displaying data, there are many different ways of displaying data: graphs, charts, diagrams and anyway that moves the analysis forwards is acceptable.
- Drawing and verifying conclusion: It is the last step of this analysis. The well organized and management of data reduction and display help the researcher to draw a clear and efficient conclusion which is drawn in the form of propositions. Thus, once they have been drawn they should be verified.



II.2. Figure: Process of Qualitative Data Analysis: An Interactive Model adopted from (Miles et al., 1994)

II.10.2. Quantitative Data Analysis

As it is mentioned above, quantitative data is data or evidence based on numbers. It means the researcher uses techniques in order to convert data to numerical forms. It is very useful in finding patterns of behaviours.

Sometimes, the researcher can facilitate the work by using software data analysis such SPSS (statistical package for social science) to analyze the data, then he can represent them in the form of graphs or charts...

II.11. Data Collection Procedures

Data of the present study were collected during the second semester of the academic year 2020/2021. Both pupils' questionnaire and teachers' interviews of Tiaret secondary

schools. While the process of publishing and collecting answers to this questionnaire and interview extended for the period from 16 May to 23 May of the year 2021.

In order to achieve the aim of this study, the researcher selected different research tools including interview, and a questionnaire for the data collection. However, the researcher may face problems in the process of gathering data. The first limitation that may effect the study is the lack of time.

Conclusion

To conclude, this chapter has introduced the methodology of the present study. Throughout this chapter, we provide description and explanation of the components of the research methodology. It includes research setting, research purposes and research questions. The participants of the study have been respectively introduced. Afterwards instruments for data collection have been described. Finally, it has been presented as a brief discussion of the main limitations of the study. In other words, the present study is a case study, which employs both quantitative and qualitative data that were, collected through different instruments namely questionnaire and interview.

Chapter III

Data analyses

and

Interpretation

Introduction

This chapter is devoted to the practical part of this research work. It focuses on the analyses of the collected via different research tools. It represents, as well as, the study findings that will be interpreted and analyzed in terms of both quantitative and qualitative analyses.

III.1. Data Analyses

Data collection is analyzed in different ways according to the research tools that are used in this study. This study presents the results of the questionnaire that analyzed the data into illustrative explanation, individual responses and numerical data (tables, pie-charts, bar-graphs and notes) as far as qualitative, in addition to the interview interpretation.

III.1.1. Questionnaire Analysis

The study population consists of 80 foreign language learners. The students' number was selected from different secondary schools.

III.1.1.1. Students' Answers of the Questionnaire

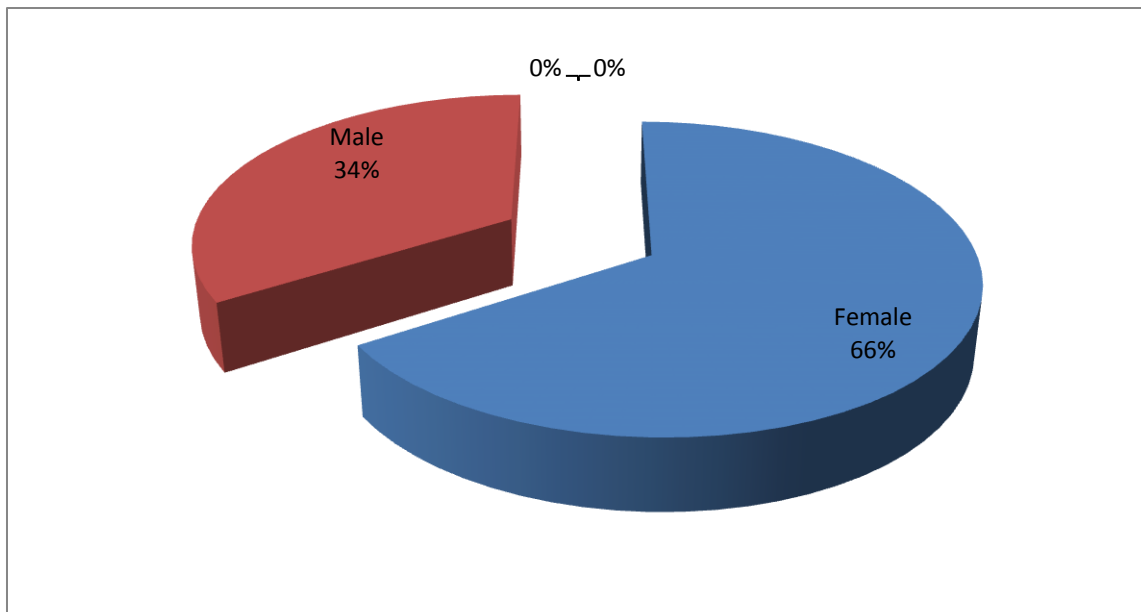
Rubric one: Back Ground Information

Question 01: What is your gender?

This question involves the identification of participants' gender.

Options	Students' Number	Percentages
Male	27	34%
Female	53	66%
Total	80	100.0%

III.1. Table: Students' gender



III.1. Pie-Chart Students’ gender

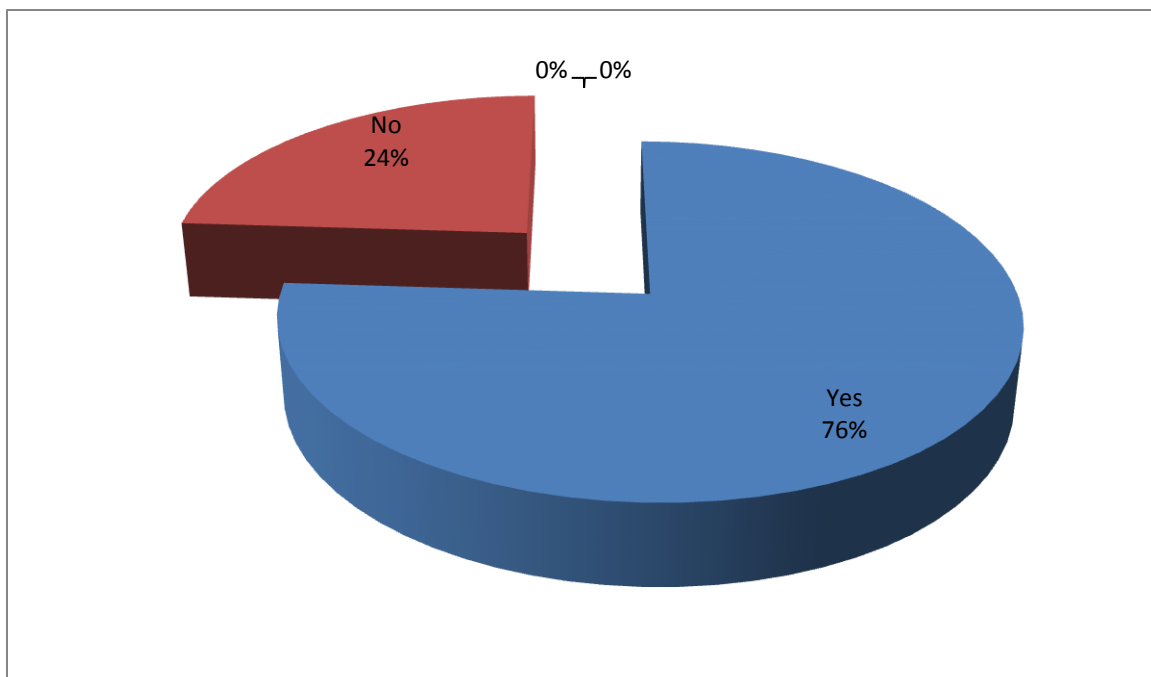
These results show that 66% of the total population of this study is females, and 34% of them are males, which mean that the number of females exceeds the number of males.

Question 02: Have you repeated the year?

The second question involves the repetition of the year

Options	Students’ Number	Percentages
Yes	19	24%
No	61	76%

III.2. Table: Students’ repetition of the year



III.2. Pie-Chart students' repetition of the year

Through the table and the pie chart above, it is found that 61% of the total population has not repeated the year, 24% of them have repeated the year. This means that the second year was easy to the majority of students.

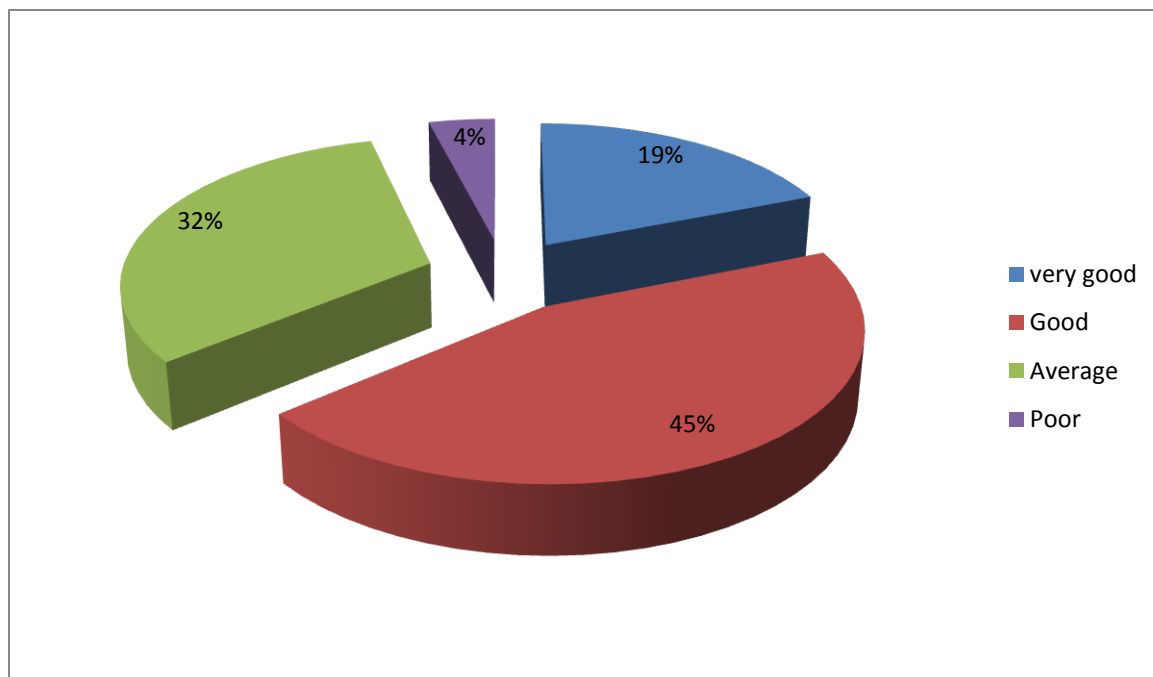
Rubric two: Students' Performance in English as a Foreign Language

Question 01: How good are you at English?

In This question, the students are asked about their level in English

Options	Students' Number	Percentages
Very good	15	19%
Good	36	45%
Average	26	32%
Poor	3	4%

III.3. Table: Students' English Level



III.3. Pie-Chart students’ English level

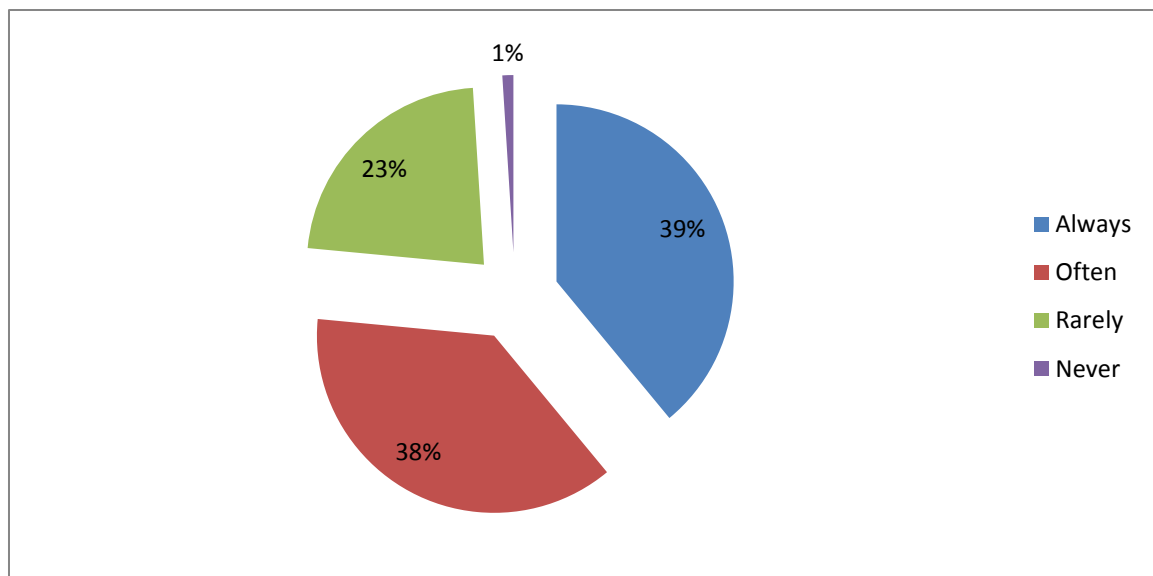
The table above shows that 45% of the total population claims to have a “good” level in English, 32% consider their level in English as “average”, 19% claim to have a “very good” level, and a few students who claim to have a “poor” level which means that most of students have a good level in English.

Question 02: How often do you interact in English in the Classroom?

This question is put to see whether the students participate in the classroom during the English session or not.

Options	Students’ Number	Percentages
Always	31	39%
Often	30	37.5%
Rarely	18	22.5%
Never	1	01%

III.4. Table: Students’ Interaction in the Classroom



III.4. Pie Chart students' Interaction in the Classroom

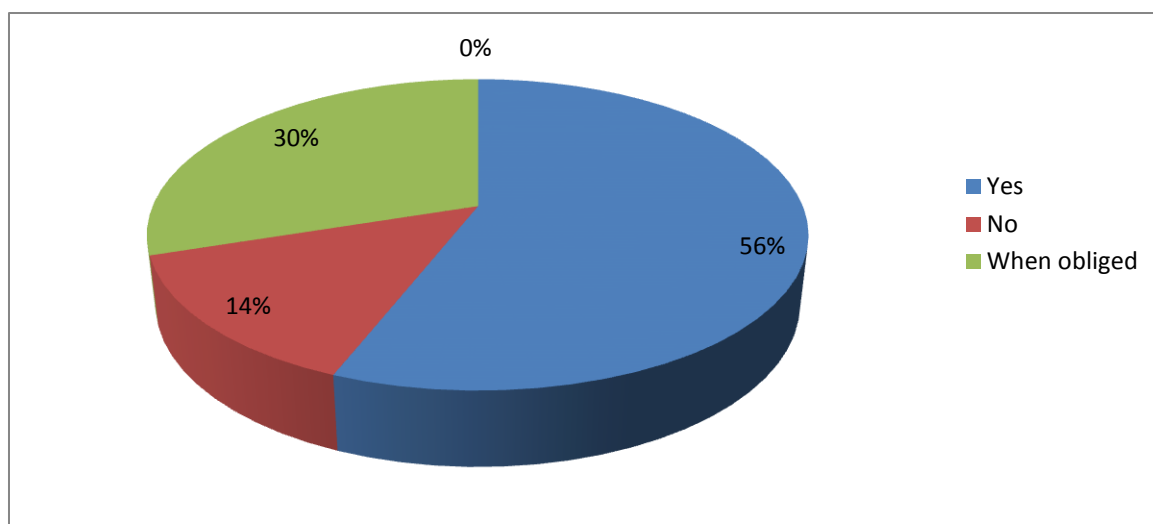
According to the pie-chart, we notice that 39% always interact in English in the classroom and 37.5% often interact while 22.5% said they rarely interact in class. Moreover, 1% of the participants never interact in English in the classroom. This result indicate that the majority of students interact in English

Question 03: During English session, do you use L1 (Arabic/French)?

In this question, the students are asked whether they use Arabic or French when speaking in English classroom or not.

Options	Students' Number	Percentages
Yes	45	56%
No	11	14%
When obliged	24	30%

III.5. Table: Students' answers about the use of L1 in English Session



III.5. Pie-Chart represents the percentage of using L1 in English session

As indicated above, 56% of the respondents used L1 during the English session, while 30% said that they used L1 when it is obliged to them to use it, however, 14% who claims that they never use L1 in the English session. That is to say that most of students rely to their L1 when speaking in the English classroom.

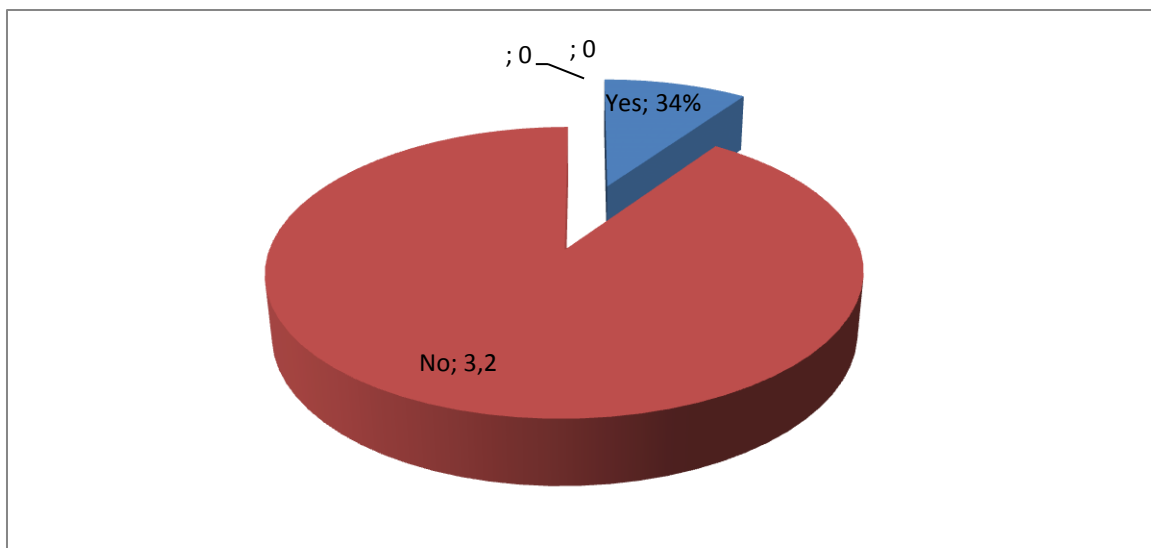
Rubric 03: Students’ Performance in German as a Foreign language

Question 01: Do you find learning German as a new language difficult?

This question seeks to discover how students consider German as a new language and whether it is difficult to them or not.

Options	Students’ Number	Percentages
Yes	27	34%
No	53	66%

III.6. Table: Students’ views about German language



III.6. Pie-Chart represents the percentage of students’ view German language

According to the pie-chart above, 66% of participants find learning German as a new language is not difficult, while 34% see it as a difficult language. This reveals that German language is easiest to the most of second year students.

✓ **If your answer is “yes”, tell us in which area do you find difficulties:**

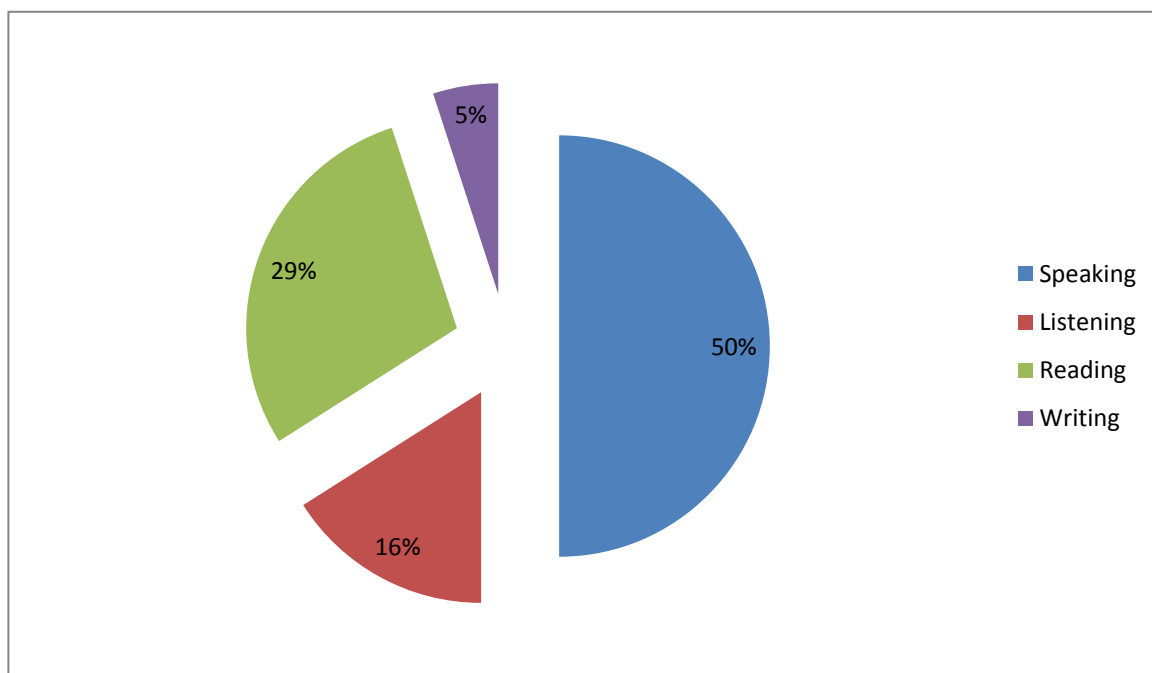
The 27(34%) students who said “yes” provided us with the areas that find difficulties in it. Their answers show that 81% of students have difficulties In Grammar and pronunciation, while the remaining students 19% said that they have not sufficient vocabulary (deficient vocabulary). We can conclude that of all the language areas, students’ problems is most appeared in grammar and pronunciation because these two areas are the most hardest ones needed for mastering the language.

Question 02: What language skill do you like more in German?

This question is to help us determine the students’ favorite skills in German language.

OPTIONS	Students’ Number	Percentages
Speaking	40	50%
Listening	13	16%
Reading	23	29%
Writing	4	05%

III.7. Table: Students’ favorite skills



III.7. Pie-Chart students’ favorite skill

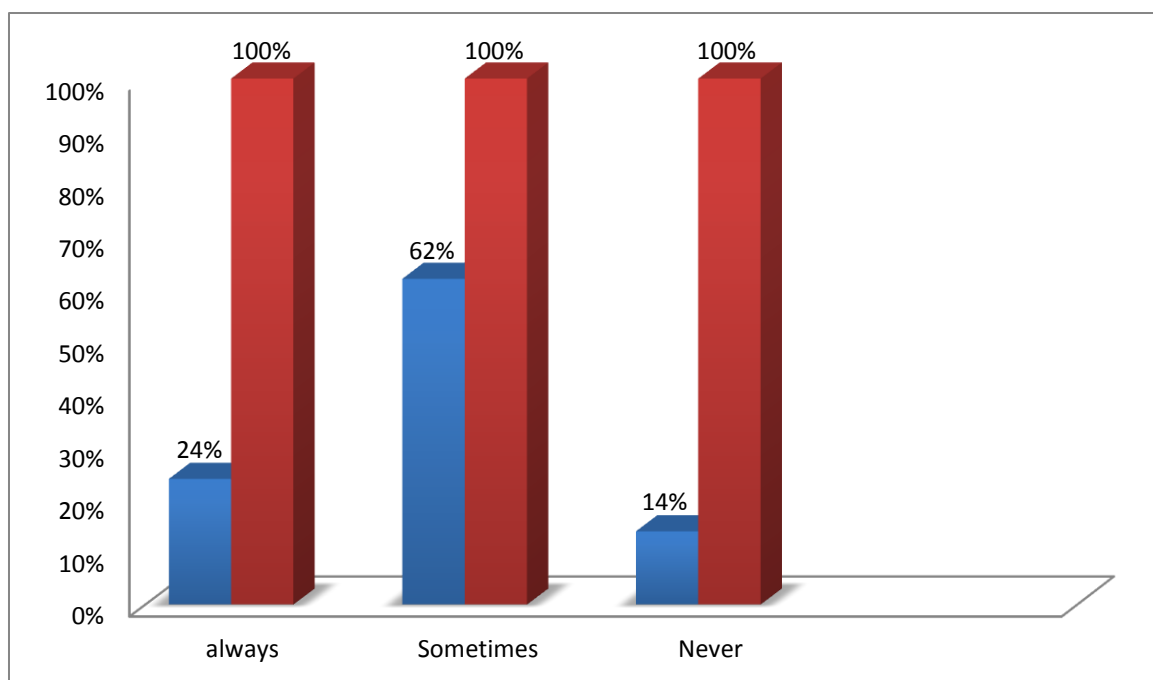
The investigation shows that the highest percentage of pupils 50% prefers the speaking skill, while 29% like reading, others 5% choose writing and 16% prefer listening, which means that students’ interest is most stimulated by speaking and reading.

Question 03: When you learn German, do you use English words to transfer your ideas to the teacher?

In this question, the students are asked whether they use English words to transfer their ideas to the teacher in the German session or not.

Options	Students’ Number	Percentages
Always	19	24%
Sometimes	50	62%
Never	11	14%

III.8. Table: Frequencies and percentages of learners’ towards the use of English in the German session



III.1. Bar Graph of learners' towards the use of English in the German session

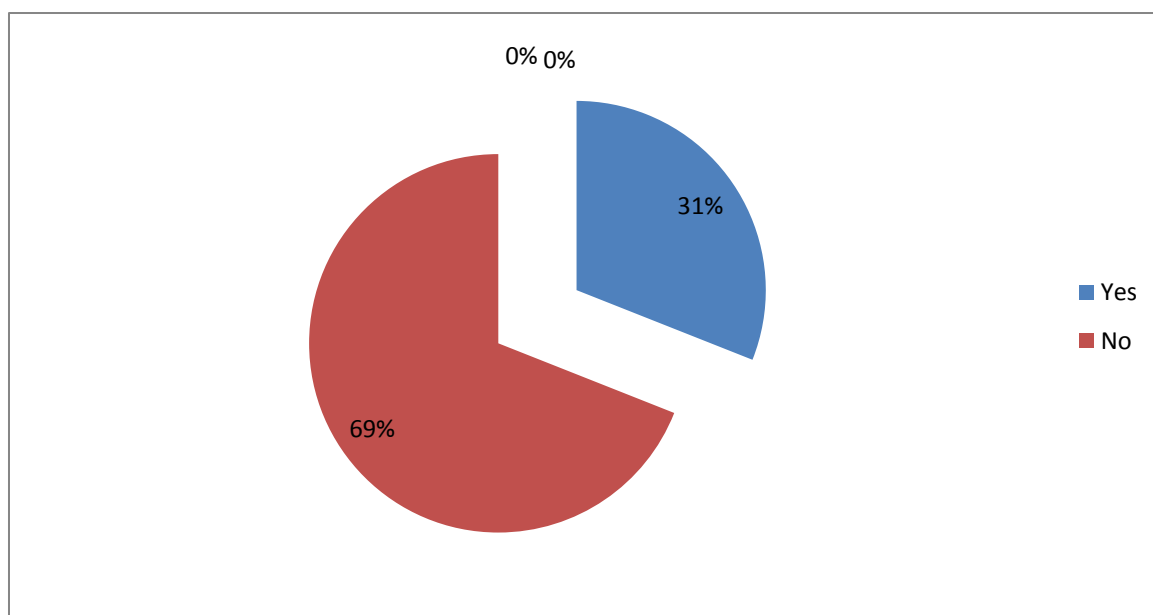
According to the data gathered in the table above, we noticed that the majority of students said that they sometimes use English words to transfer their ideas to the teacher. Whereas, 24% of them said they are always use English words. And only 14% of the students never use English words.

Question 04: Do you feel afraid to talk in German?

This question is to determine whether students are afraid to speak in German or not.

Options	Students' Number	Percentages
Yes	25	31%
No	55	69%

III.9. Table: Students' view about being afraid when speaking in German



III.8. Pie-Chart represents students’ view about being afraid when speaking in German

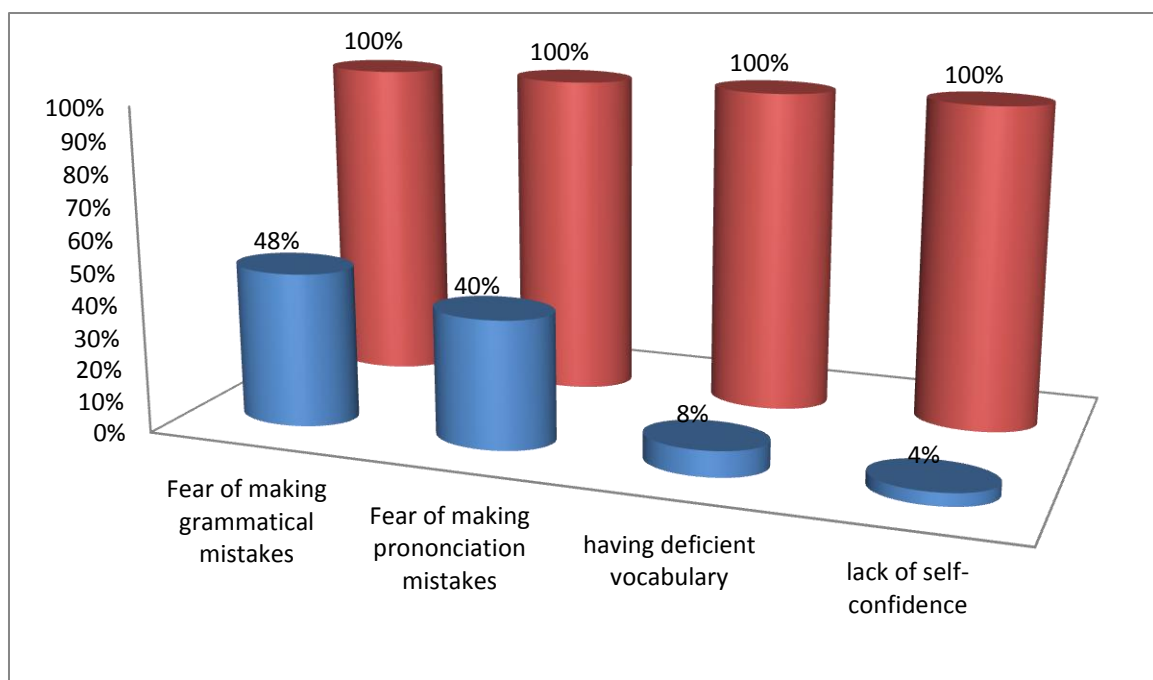
According to the table and pie chart above, the majority of respondents, 69% are not afraid of speaking German, while about 25 students (31%) do not feel at ease when speaking in German language.

Question 05: If your answer is “Yes”, it is because you:

This question is to seek the reasons behind feeling afraid and unwilling to use the language during oral communication.

Options	Students’ Number	Percentages
fear of making grammatical mistakes	12	48%
Fear of making pronunciation mistakes	10	40%
Having deficient vocabulary	2	8%
Lack of self confidence	1	4%

III.10. Table: Students’ reasons for the inability to speak



III.2. Bar Graph of learners’ reasons for the inability to speak

The results reveal that most of participants 48% are afraid to speak due to the grammatical mistakes, whereas 40% of them say that it is due to the pronunciation mistakes. 8% state that deficient vocabulary causes them not to speak. Finally, only one student (4%) declares that the inability to speak is because of the lack of confidence.

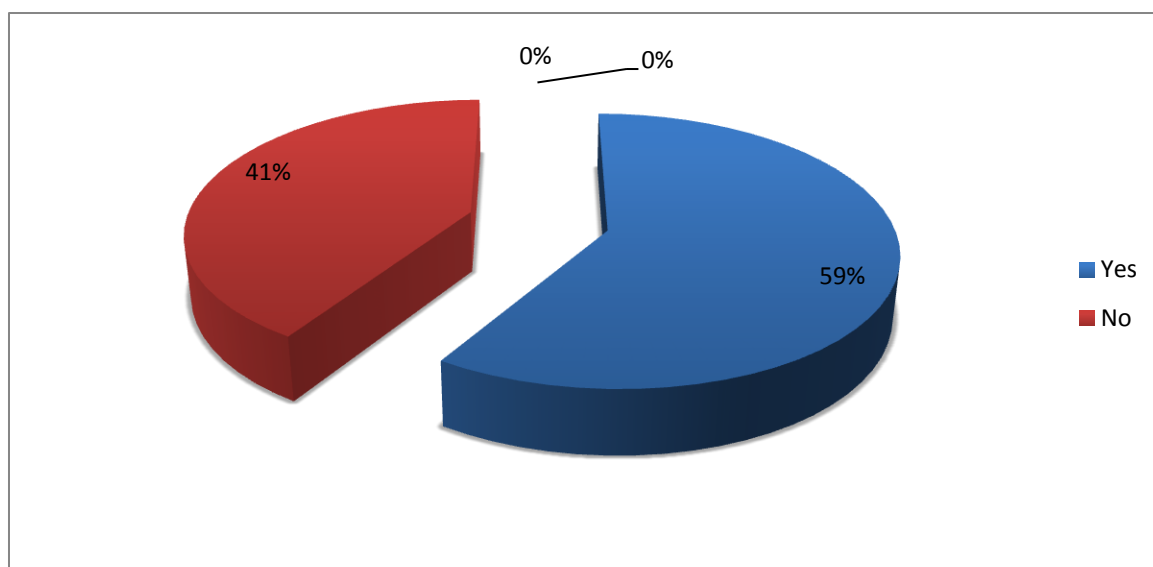
Rubric four: The effect of German on L1 in human mind

Question 01: Does German language affect the vocabulary of the previous languages?

This question is asked to know if the German language as a new language affects the vocabulary of previous languages (Arabic/French/Arabic).

options	Students’ Number	Percentages
Yes	47	59%
No	33	41%

III.11. Table: Students’ answers about the effect of German on the vocabulary of previous languages



III.9. Pie-Chart represents the learners’ answers about the effect of German on the vocabulary of previous languages

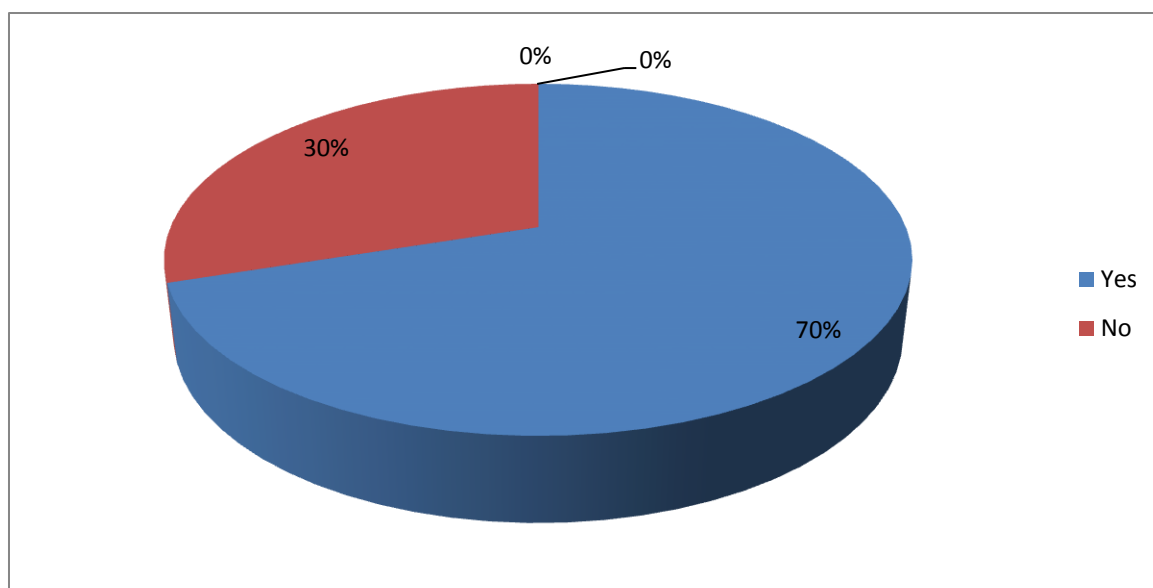
The collected answers confirmed that 59% of the respondents agree that German language affect their vocabulary of their previous language. Moreover, the number of participants who disagree that learning German as a new language can affect the vocabulary of previous languages. That explains that the German language affect the vocabulary of most students. Also, we can notice that this affect can be differing from one person to another.

Question 02: Does imitation in learning allows the learner to increase their vocabulary?

This question is to seek whether the imitation helps the learner to increase her/his vocabulary.

Options	Students’ Number	Percentages
Yes	56	70%
No	24	30%

III.12. Table: Students’ view about imitation in learning



III.10. Pie-Chart of learners’ view about imitation in learning

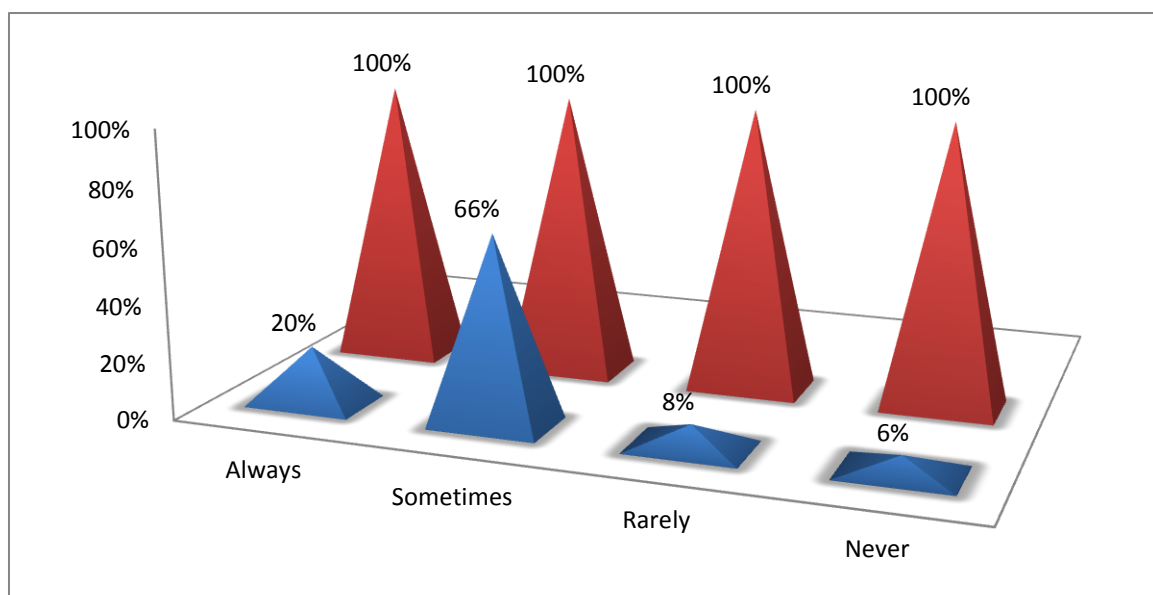
According to the results above, findings reveal that the majority of learners 70% agree that imitation in learning play a role in increasing the vocabulary of the person. While 30% claim that imitation have not any role in increasing the vocabulary of the person.

Question 03: During the German session, do you rely on your L1?

This question is to seek how often the students use their L1 (Arabic/French/English) during the German session.

options	Students’ Number	Percentages
always	16	20%
sometimes	53	66%
rarely	6	8%
never	5	6%

III.13. Table: Students’ answers about the use of L1 in the German session



III.3. Bar Graph of learners’ answers about the use of L1 in the German session

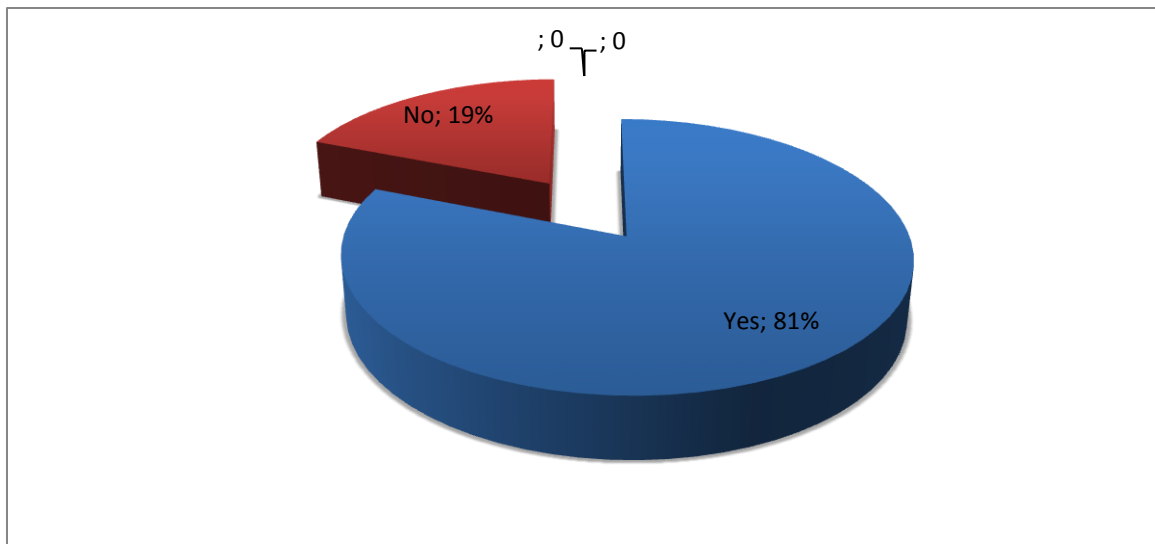
As indicated in the bar-chart above, 66% of the students argued that they sometimes rely to L1 during the German session; about 20% of them said that they always rely to L1. On the other hand, 8% of the participants asserted that they rarely use L1 and only 5 (6%) of participants said they never rely to L1 in the German session.

Question 04: Do emotions lead you to focus attentively in the session (you like the language)?

This Yes/No question is asked to find out the students who were with or against that emotions lead the person to pay attention in the session.

Options	Students’ Number	Percentages
Yes	65	81%
No	15	19%

III.14. Table: Students’ emotions and its relation with attention



III.11. Pie-Chart represents students' emotions and its relation with learning

An examination of the pie-chart above reveals that most of participants 81% emotions lead them to focus attentively in the class. While, 19% do not agree that their emotions lead them to pay attention in the class.

✓ **If your answer is “yes” tell us how:**

The 65(81%) who say “yes” have provided us with the following answers:

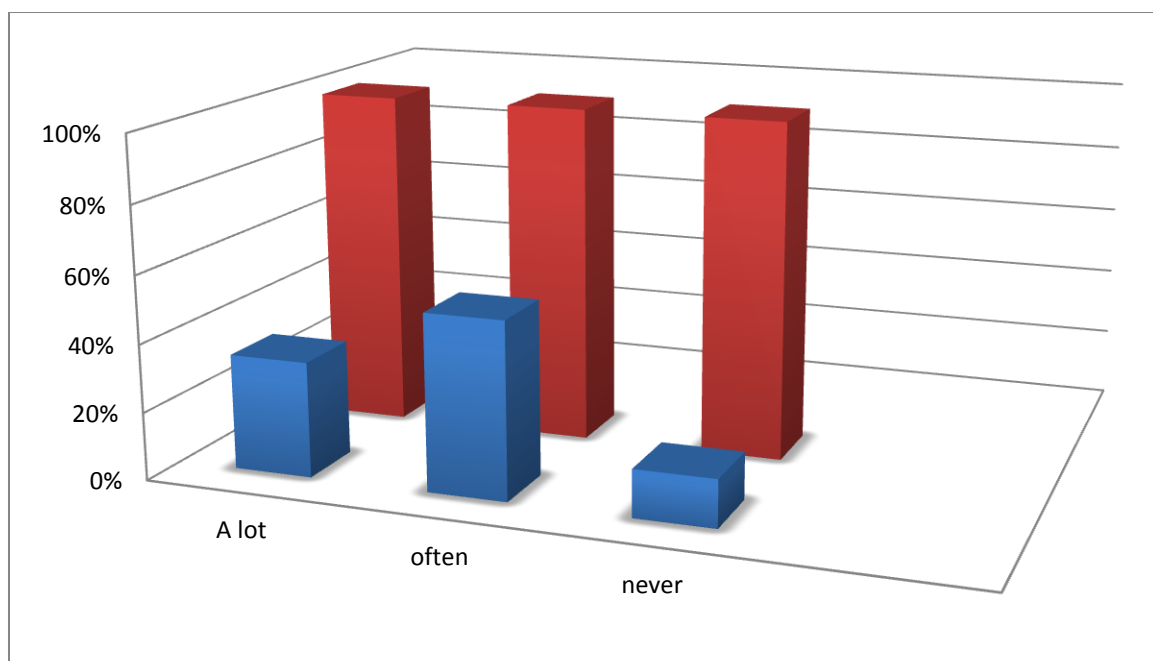
- Their loves to the teacher make them loving the language
- Their loves to the language make them pay attention unconsciously
- They need to focus to get a good mark
- Learning a language is an interesting thing and the most easiest thing to learn that's why we focus
- Some boys add that their level force them to focus in the class even if they do no want to.

Question 05: In the normal discussion in L1, do you find the words easy since you have learnt German?

This question is to know whether the FLL find words easily in L1 or they need efforts.

Options	Students' Number	Percentages
A lot	27	34%
Often	42	52%
never	11	14%

III.15. Table: Students' answers about the use of L1 in the normal discussion



III.4. Bar Graph of learners' answers about the use of L1 in the normal discussion

The results above reveal that 52% of the students that they often find words easily in L1. Whereas 34% of respondents a lot find words in L1, but 14% of participants reported that they never words easily in L1. This means that the majority of students forget such words in L1 because the new language which is German affects their vocabulary of L1.

Rubric 05

Question 01: To what extent attention plays a role in learning German?

In this question, students gave the importance of attention in learning German in different points. According to them:

- Attention facilitates learning and helps them gaining new information.

- Attention is a basic factor for better understanding the lesson.
- Attention is necessary for getting a good marks.
- Attention helps them increase their vocabulary and pronounce the words correctly.

Question 02: Is the teacher explanation sufficient for you? Or you need extra course?

In this question, most of students argued that the teacher explanation is enough and sufficient to understand the lesson and get a good mark. While a few participants said that their teacher do not explain too much thus, lead them to do extra courses to better understand the lessons and getting a good marks that is to say that the understanding of learners depends on the teacher and the way he/she explains the lesson.

Question 03: Could you suggest some strategies that help you to improve your German language?

In this question, the respondents gave some effective strategies concerning the improvement of their German language like:

- Reading books by using dictionary
- Watching films with subtitles
- Listening to music
- Practice speaking with her/his friends
- Using different applications such as duo lingo

Question 04: To what extent do anxiety and interest of learning German cancel the interest of L1?

In this question, the majority of females noticed that German language affect their L1 because they become their curiosity led them to know more about the new language so they ignore their L1 and concentrated only with German. Whereas, males said that there are no change in their attitude and they use both of them, equally.

Question 05: Do you think that memory has a limit or it is open to perceive any language?

In this question, the learners confirmed that memory has not a limit because the brain can perceive any language at any time which means that a person can learn many languages and that's depend on her/his wants and willing. On the contrary, a few participants said that memory has a limit because the capacity of the person differ from one person to another.

III.1.1.2. Results interpretation of students' questionnaire

As was stated formerly, this research project is based upon a sample of eighty (80) second year FL students. The female gender dominated the sample with sixty-six percent (66%), and the majority of students did not repeated the year which means that the second year was easy to most of participants.

The second rubric of the questionnaire contained questions that are concerned the English language. The first question of this section was students' level in English. According to their responses, forty five percent (45%) of students have a good level in English which allows the majority of students interact in the class even if it is permanent. Students also affirmed that they really used Arabic in the English class attention ally or when they obliged to, that's may be reverted to such reasons like: they have not sufficient words in English, they forget the exact words in English or they feel comfortable and less stressed when they use it. While, the 14 percent (14%) of students who said they did not Arabic because they have a good level in English or they think that speaking in Arabic in English session may limits their learning and gives them fewer chances to practice English.

The third rubric of the questionnaire included questions about students' performance about German as a foreign language. The majority of them asserted that German is easy to them because each language is easy at the beginning because the things that are taught is superficiality. Additionally, FL learners have mentioned that they prefer speaking and reading skills in German language because both of them depend on pronunciation and the spelling of this language is nice. Therefore, most of students declare that they sometimes use English to transfer their ideas to the German teacher because it is close to German or when they did not find such words in German. While, the respondents who said they never use English in German session because their level in German is very good. In the last question of this rubric, the majority of them said they did not feel afraid when talking in German language. Whereas, 31 percent (31%) of them claimed that they feel afraid due to the shortage in one of the areas (grammar, pronunciation and vocabulary) or the lack of confidence.

The fourth rubric of the questionnaire incorporated questions about the effect of German of previous languages. The answers of participants in question one (01) and five (05) confirmed that English/German affects the vocabulary of their previous languages whereby they forgot such words in (Arabic/ French). Therefore, students argued that imitation in learning helps them increase their vocabulary. In addition, the respondents asserted that they

sometimes use L1 (Arabic/French) when they have not such words in German or to show misunderstanding. In the last question that majority of students claimed that emotions lead them to pay attention in the class, supporting their answers by saying that their loves the teacher make them love the language and in order to get a good marks.

The final rubric of the questionnaire contained general questions about our topic. The answers of the all FL learners confirmed that attention is important in learning English/German in order to better understanding the lessons and getting a good marks. In the second question, most of participants said that teacher explanation is enough. While, a few of them claimed that they need extra courses that means that the teacher explanation differ from one teacher to another and the students' capacities are not the same. In the third question, students gave some effective strategies concerning the improvement of the German language such as: watching films with subtitles and listening to music that help them increase their vocabulary and pronounce the words correctly. In addition, most of females declares that their interest make them ignore their L1 because their curiosity lead them concentrate with new one and input some words from it in L1 discussion in order to showing off. Unlike males those who said that there is have not curiosity to know more about new language and they are still interested with L1. In the last question, respondents argued that memory has not limits and it is open to perceive any language at any age because there are no limits to the brain capacities. Whereas, a few of them said that brain has a limit because the mind capacities differ from one person to another.

III.1.2. Interview Analysis

III.1.2.1. Teachers' Answers of the Interview

The participants of this interview were four (04) FL teachers (2English teachers and 2 German teachers) from different secondary schools. This interview is flexible whereby the researcher was smooth in asking questions. The present interview is designed in a form of two (02) rubrics aiming at discovering teachers' attitude towards the use of FL and its effect on previous ones.

Rubric one: Teacher’s Profiles

Question 01: Gender

The English/ German teachers who responded to this interview are four (04). Among the whole population, two (02) of them are female “one (01) English teacher and one (01) German teacher”. Whereas, there are two males (02) “one (01) English teacher and one (01) German teacher”.

Question 02: How long have you been Teaching English/German?

The first English teacher	the first German teacher	the second English teacher	The second German teacher
21 years	11 years	29 years	13 years

III.16. Table: Teachers’ experience

The table reveals that each teacher has adequate years of experience in teaching English and German language which means they have dealt with a responsible set of techniques and methods concerning the English/German teaching.

Rubric two: Teachers’ perspective about learning

Question 01: What is the biggest challenge with teaching English / German?

This aim of this question is to discover the hardest thing in teaching FL students.

All the interviewees argued on one single answer that their biggest challenge is convince the learners to think in English/German rather than mother tongue and use it outside the class to express their opinions.

Question 02: Do you think that learners’ attention is important to learn English / German?

The aim of this question is to know the role of attention in learning FL (English/German).

All teachers confirmed that attention is a basic aspect to better understanding the lessons and facilitate remember.

Question 03: How good are your students in English / German?

- a) Very good
- b) Good

- c) Average
- d) Poor

The aim of this question is to know the students' level in FL (English/German).

All the teachers interviewed claimed that their students' level in English and German as average. Only few learners according to them are very good.

Question 04: Have you noticed any improvement in learners' performance?

The aim of this question is to discover if the students' performance is improved or not.

The answers of teachers stated that they absolutely have noticed a great improvement in students' performance. They ensured that students improve their performance when communicative way.

Rubric three: Teachers' attitude towards the use of L1 in FL classes and the impact of L2 on L1.

Question 01: How often do you use French / Arabic in your classroom?

- a) Always
- b) Often
- c) Rarely
- d) Never

The aim of this question is to discover the number of times that teachers use L1 in the classroom

Two of teachers declared that they rarely used Arabic because they are not allowed to use it always. While, the third teacher said that he occasionally used Arabic, he added it depends on what the situation need. Whereas the fourth teacher claimed that she used Arabic to define the new words and to explain complex grammar points. Consequently, all the teachers argued that using Arabic depends on the lesson itself.

Question 02: When answering, do the learners answer in English / German or they depend on their previous language? Why?

The aim of this question is to know whether the FL learners use their L1 (Arabic/French) in (English/German) class.

The English teachers answered this question by stating that majority of students respond in English in most of times, but they make some mistakes. While, the German teachers said that their students use German and Arabic equally in the session because the German language is new to them and they have not sufficient vocabulary in it.

Question 03: Do you notice that English / German affected the vocabulary of the previous language?

The aim of this question is to find out the opinions of teachers about the impact of FL (English/ German) on the vocabulary of L1.

All the teachers argued on one single question. That yes, English and German affect the vocabulary of their previous languages supporting their ideas by saying:

- Nowadays all students use some English /German vocabulary daily with their friends and siblings
- some students have English/ German family background
- They use such English /German words in social media.

Question 04: What strategies do you use to enhance learners performance?

The aim of this question is to elicit some suggestions from teachers to boost the students' abilities in English and German.

The FL teachers gave us some a variety of strategies such as:

- Listening to songs while doing activities tasks.
- Assigning home works.
- Encourage them using a language outside the class.
- Providing them with a wide range of words to increase their vocabulary.
- Using communicative way by giving them examples from the real situations.
- Do not be shy of mispronounce and make mistakes.

III.1.2.2. Results' Interpretation of Teachers' Interview

This part well shed light on the discussion and interpretation of the main results collected from teachers' interview. The obtained data from question one (01) and two (02) of the interview reveal that we have two(02) females and (02) males, equally. And all the teachers have a great experience in teaching English and German so that they are capable of using different techniques and methods in order to facilitate the teaching learning process.

First, the aim of this interview is to know the attitude of teachers towards the process of learning FL and its affect on previous languages in human mind, thus, the results obtained from the interview that the hardest thing in teaching FL is convince the learners to use L2 inside and outside the class. Also the answers of question two (02) show that attention is a basic aspect in learning any language. According to their responses, learning cannot without attention which means it is the powerful motivational process that allows the students understand the lesson and get a good mark. As for the question three (03) and four (04) teachers argue that that the majority of teachers have acceptable level in English and German so that they are not difficult to them and they are in improving which means they can understand teachers' talk.

According to the data gathered from the rubric three, particularly question one (01) and two (02) reveal that both teachers and students rarely use L1 during the English/German session. Here, Arabic have a positive effect since they use it occasionally, which means that teachers used Arabic when students cannot understand what they teacher says or what he/she explains and they extremely need translation to understand. While, the students used Arabic because their level are not very good and they have not sufficient vocabulary in L2 that's why they rely to L1 to transfer their ideas to the teacher.

The question three (03) of this rubric reports that FL affect the vocabulary of L1 because learners begin code switching between L1 and L2 that's make teachers think that FL have a positive effect in learning process. In the last question of this interview, the respondents suggest some effective strategies to facilitate the teaching learning process and achieve a fluency in speaking.

III.2. Discussion of the main results

The current research aims at investigating the process the process of learning a new language and its impact on previous ones. To fulfill this, the researcher applied both quantitative and qualitative approaches using two research tools including questionnaire for students and an interview for teachers in order to collect valid data.

Based on the data collected, attention is the first step in learning process, it allows the learners to plan, monitor and regulate their thoughts and actions so that students cannot understand, learn or remember which they do not first attend to, either in class or outside the class. As a result, the first hypothesis that states the role of attention is forming learning and facilitating memory was confirmed.

Additionally, the result of both questionnaire and the interview confirm the importance of attention in success and achievement of students. This is what students and teachers claimed in their answers where they assert that attention have a positive effect In speeding up the learning process.

Moreover, students who declare that L2 cancel their interest with L1 confirms that the input of each new language makes the learners forgets some words from previous languages especially girls who want to show cuteness and kindness. In the same line of thoughts, the answers of teachers in the interview that students used English and German words instead of using L1 so that the mind becomes concentrated with memorizing new vocabulary which may lead to neglect L1, thus, they forget such words from it and replace it with L2. Consequently, this confirms the second hypothesis.

III.3. Recommendations

Attention is an essential aspect to effectively enhance teaching learning process. At the end of this study, the researcher becomes more familiar with the role of attention and the advantages of using the words of L2 in L1 discussion. Therefore, we have some recommendations for both teachers and students in the process of teaching and in order to motivate students.

III.3.1. Recommendations for Teachers

- Teachers should expose students to as much of the language as possible.
- Teachers should encourage activities outside the classroom.
- Teachers should improve the teaching materials by using modern techniques.
- Teachers should use L1 in a limited manner at the appropriate times and in appropriate places.
- Teachers should use L1 in some situations to create a friendly environment.
- Teachers should correct the students' mistakes.
- Teachers should respect the mental differences of students.
- Teachers should attract the learners' attention by using Arabic visuals and communicative games.
- Teachers should encourage learners using FL as much as possible.

III.3.2. Recommendations for Students

- Students should focus attentively to better understanding the lesson.
- Students should carry a pocket dictionary.
- Students should continue practicing and constructing sentences and fake conversation in their head.
- Students should use the language daily.
- Students should avoid using L1 in FL classes.
- Students should not be afraid in making mistakes.
- Students should listen to the native speakers to improve their pronunciation and increase their vocabulary.
- Students should use code switching (L1 and L2) outside classrooms in order to partly practice the target language.

III.4. Suggestions for further research

More research is needed to investigate the process of learning a new language and its effect on previous languages in human mind. As a future study, the research suggests that the research should be conducted with a large sample of FL teachers. Additionally, conducted

classroom observation that helps to give the research more credibility. Other further studies would be conducted with populations of different levels, those who are fluent in FL. Moreover, further research would suggest other aspects except attention to facilitate learning and overcoming the obstacles of language learning. Also, it would be amazed if further research would investigate the affect of a new language on various skills of previous languages such as: pronunciation because L2 have also impact in pronunciation.

Conclusion

This chapter shed light on the results collected from both the questionnaire and the interview. The results have shown that both learners and teachers have positive attitudes towards attention in FL classes. In addition, these foreign languages have given a positive impact on L1 (Arabic/ French) especially, in vocabulary so this impact can enhance learners' speaking and writing. Finally, some recommendations and suggestions for further studies in order to make a better achievement.

General Conclusion

General Conclusion

One of the most important things in language teaching and learning is the awareness about various techniques and strategies used to enhance students and teachers' performance inside the classroom, teachers are obliged to possess knowledge of how to improve students' performances in an efficient way. For this reason, this research has aimed at identifying one of the techniques i.e. attention that may foster students' learning. The integration of the attention inside the FL classroom has actually proved its efficiency and effectiveness in lowering students' anxiety and enhancing their comprehension.

This research was divided into three chapters: the first one dealt with some theoretical consideration on the teaching and learning process and the use of L1. In the second chapter, the research gave a birds' eye view on research methodology and procedures. The third one dealt with data analysis and interpretations. Besides, some suggestions and solutions to improve the teaching learning process.

Through conducting and designing an exploratory case study and after the analysis of the gathered data from different sources using a set of research instruments (a questionnaire for learners and interview with teachers) the two-hypothesis put forward were totally confirmed. The result have revealed that second year students of Tiaret secondary schools and their English/German language teachers have shown positive attitude towards the new language and also a positive effect on previous languages. As a result, attention is regarded as a means of facilitating and fostering the comprehension of learners. Moreover, it helps for reasoning and memorizing. Additionally, it motivates learners using FL outside the classroom so they become switchers in L1 and L2 which may help them to practice the target language. Finally, it is recommended to offer teachers some training in the process of teaching FL in the classroom. Also, recommendations for learners to control the use of L1 in FL classroom and start practicing the FL anywhere.

It is ethical to mention, however, that this research had limitations and that many aspects were neglected because the researcher's unawareness of such issues as which could contribute to the limitation of data such as lack of information in both theoretical and practical side because no one can know what happen exactly in the mind when we learn a new language, besides the period of corona which made the research a little bit difficult. Also, we faced a problem in understanding the questions. It is worth noting that the findings of the

GENERAL CONCLUSION

present study be regarded as a beginning of a new research investigation based on the limitations encountered, therefore, would open window for further researches such as: the impact of first language on FL, the role of mother tongue in enhancing students' motivation and confidence inside the FL classroom.

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APPENDICES

Student's Questionnaire

Dear pupils,

We warmly invite you to answer the following questions concerning foreign language learning. This is not a test so there are no “right or wrong” answers and you do not need to write your name on it. We are interested in your personal opinions; please give your answers sincerely as only this will guarantee the success of the investigation.

Rubric one: learners' profiles

Please tick (✓) in the appropriate answer (only one)

1- What is your gender?

a. Male

b. Female

2- Have you repeated the year?

a. Yes, I did

b. No, I did not

Rubric two: pupils' performance in English as a foreign language

1- How good are you at English?

a. Very good

b. Good

c. Average

d. Poor

2- How often do you interact in English in the classroom?

a. Always

b. Often

c. Rarely

d. Never

3- During English session, do you use L1 (Arabic/French)?

- a. Yes
- b. No
- c. When obliged

Rubric three: pupils' performance in German as foreign language

1- Do you find learning German as a new language difficult?

- a. Yes
- b. No

If yes, tell us in which area do you find difficulties;

.....

.....

2- What language skill do you like more in German?

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

3- When you learn German, do you use English words to transfer your ideas to the teacher?

- a. always
- b. sometimes
- c. never

4- do you feel afraid to talk in German?

- a. Yes
- b. No

5- If your answer is yes, is it because:

- a. Fear of making grammatical mistakes
- b. Fear of making pronunciation mistakes
- c. Having deficient vocabulary
- d. Lack of self confidence

Rubric four: the effect of German on L1 in human mind

1- Does German language affect the vocabulary of the previous languages?

a. Yes, I agree

b. No, I disagree

2- Imitation in learning allows the learner to create better associations for particular words?

a. Sure

b. Probably

3- During the German session, do you rely on your L1 (English/French/Arabic)?

a. Always

b. Sometimes

c. Rarely

d. Never

4- Do emotions lead you to focus attentively in the session (you like the language)?

a. Yes

b. No

If your answer is yes, tell us how?

.....
.....

5-In the normal discussion in L1, Do you find the words easy since you have learnt German?

a. A lot

b. Often

c. never

Rubric five

1- To what extent attention plays a role in learning German?

.....
.....

2- Is the teacher explanation sufficient for you? Or do you need extra courses?

.....
.....

3- Could you suggest some strategies that help you to improve your German language?

.....
.....

4- To what extent do anxiety and interest of learning German cancel the interest of L1?

.....
.....

5- Do you think that memory has a limit or it is open to perceive any language?

.....
.....

Teacher's interview

Sir / Madame,

This interview is a part of an academic research. It is about the process of learning a new language and its impact on previous one in human mind for second year foreign languages. The researcher would be very grateful if you answer the following questions. Thank you, in advance, for your kind collaboration.

Rubric one: Teachers' profile

1 - Gender

a) Male

b) Female

2 - How long have you been teaching English / German?

.....

Rubric two: Teachers' perspective about learning

3 - What is the biggest challenge with teaching English / German?

.....

.....

4 - Do you think that learners' attention is important to learn English / German?

.....

.....

5 - How good are your students in English / German?

a) Very good

b) Good

c) Average

d) Poor

6 - Have you noticed any improvement in learners' performance?

.....

.....

Rubric three: Teachers' attitude towards the use of L1 in FL classes and the impact of L2 on L1.

7 - How often do you use French / Arabic in your classroom?

- a) Always
- b) Often
- c) Rarely
- d) never

8 - When answering, do the learners answer in English / German or they depend on their previous language? Why?

.....
.....

9 - Do you notice that English / German affected the vocabulary of the previous language?

.....
.....

10- What strategies do you use to enhance learners performance?

.....
.....

المخلص

يهدف العمل الحالي إلى تسليط الضوء على مواقف كل من المعلمين والطلاب تجاه الاهتمام في حصص اللغات الأجنبية. لذلك فإنه يتحقق من الموقف الذي يحول فيها المتعلمين بين اللغة الأولى واللغة الثانية. يسعى هذا البحث أيضاً إلى معرفة ما إذا كان تعلم لغة أجنبية له أي تأثير إيجابي على اللغات السابقة في العقل البشري أم لا. تم إجراء دراسة حالة مع مدارس ثانوية مختلفة بالاعتماد على عدد من أدوات البحث لجمع البيانات وهي استبيان للمتعلمين ومقابلة شبه منظمة للمعلمين. تم تحليل البيانات التي تم جمعها كما ونوعاً. تظهر النتائج أن طلاب المدارس الثانوية ومعلمي اللغة الإنجليزية والألمانية لديهم مواقف إيجابية تجاه الانتباه في تعلم اللغات الأجنبية. فهو يساعدهم على فهم أفضل والحصول على علامات جيدة. من ناحية أخرى، تكشف هذه الدراسة أن تعلم اللغات الأجنبية يؤثر إيجابياً على اللغات السابقة كما انه يساعد الطلاب على التغلب على القلق وزيادة الثقة بالنفس. في النهاية، تم تقديم بعض التوصيات لتحسين التعلم.

الكلمات المفتاحية: الانتباه، تعلم اللغات الأجنبية، طلاب اللغة الإنجليزية كلغة أجنبية، موقف، الإنجليزية، الألمانية، المخ.

Résumé

Le présent travail vise à faire sur les attitudes (position) les enseignants et les étudiants vis-à-vis sur l'intérêt pour la classe des langues étrangers. Par conséquent, il vérifié la situation dans laquelle les apprenants basculent entre la première et la deuxième langue. Cette présente recherche, cherche également à savoir si l'apprentissage d'une langue étrangère a un effet positif sur les langues précédentes dans l'esprit Humain ou non. Une étude de cas a été menée avec différentes écoles secondaires sur la base d'un certain nombre d'outils de recherche pour collecter des données, à savoir une enquête auprès des enseignants et un entretien semi-structure pour les enseignants, les données recueillies ont été analysées quantitativement et qualitativement. Les résultats montrent que les apprenants du secondaire et les enseignants d'anglais et d'allemand ont une attitude positive envers l'attention d'apprentissage des langues étrangères. cela les aide a mieux comprendre pour obtenir une bonne note. D'autre part, cette étude révèle que l'apprentissage des langues étrangères affecte Positivement les langues précédentes et aide également les apprenants à surmonter l'anxiété pour augmenter la confiance. en soi, Quelques recommandations ont été faites pour améliorer l'apprentissage.

Les mots clés : l'attention, l'apprentissage des langues étrangères, les apprenants D'anglais comme langue étrangères, Anglais, Allemand, le cerveau