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Arabic-English Language Interference in Student's Oral Performance

*Case Study of First Year Students in the English Section at
Ibn Khaldoun University, Tiaret*

**Thesis Submitted in Partial Fulfilment of the Requirements for the master's
degree in Didactics**

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DEDICATION

To our affectionate parents for their understanding and endless love.

To those who taught us the value of education and supported us to

realize the person we are today.

To our mothers who are our source of encouragement and inspiration.

Thank you mom and dad.

To our brothers and sisters for their support whenever we were in need.

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LIST OF ACCRONYMS

EFL: English as a Foreign Language

TEFL: Teaching English as Foreign Language

AA: Algerian Arabic

CA: Classical Arabic

MSA: Modern Standard Arabic

L1: Mother Tongue

L2: Second Language

FL: Foreign Language

TL: Target Language

NL: Native Language

MT: Mother Tongue

ELT: English Language Teaching

LMD: Licence Master Doctorate

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Abstract

The crurent study aims at studying the influence of first language on EFL first university students' oral performance at the Section of English; Ibn Khaldoun university of Tiaret in order to confirm or reject these hypothesis; L1 affects negatively the oral performance of EFL students in some cases as well as the lack of awarness about the differnce between L1 and the target language makes learners produce a poor English. This research is carried through a triangulation method, questionnaire for students, checklist and interview with teachers.

Key words:

The influence of first language - Oral performance - EFL students - Lack of awareness - The target language - language systems

GENERAL

INTRODUCTION

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"As you begin to take action toward the fulfilment of your goals and dreams, you must realize that not every action will be perfect. Not every action will produce the desired result. Not every action will work. Making mistakes, getting it almost right, and experimenting to see what happens are all part of the process of eventually getting it right."

Jack Canfield (2010)

Topic:

The present research work is within the scope of teaching English as a foreign language   (TEFL).

Since Algeria is a bilingual speaking languages country it is quite naturally known that learners mix between the mother tongue and the target language; furthermore, they are easily affected by the mother tongue while learning a foreign language. This phenomenon is exactly what has been noticed by students learning didactics. Almost university English students think in L1 which makes them interfere between two languages and because there are some similarities as well as a considerable differences between languages that students ignore, this latter pushes them to commit errors in producing the English language speaking and writing .Which refers to speakers or writers applying knowledge from their native language to a target language in the process of teaching and learning English as foreign language (TEFL).

Therefore the researchers want to investigate the reasons behind this problem and the negative aspects of language interference.

Motivation:

The main reason for choosing this topic is our curiosity to know about the problems that students face in the development of the process for being fluent and proficient in speaking English .Seeing that learning English also means learning unfamiliar words and expressions which refer to common experiences.

The present research work is an attempt to describe and examine some of the problems that Algerian learners of English as foreign language face when interpreting from the mother tongue to the target language

The present work aims at shed light on the attitudes of both teachers and students towards the use of Arabic in the English classroom however, it investigates the situations where teachers may switch and allow the use of Arabic.

This research also attempts to explore whether the mother tongue has any positive effects on the English classroom.

On the top of this study, investigators try to find some ways to mitigate students' thinking in L1, and to get rid of some of those negative features that affect their oral performance. This research also attempts to explore whether the mother tongue has any negative effects on the English classroom aspects; furthermore, the objective of this study is to minimize the L1 interference in classroom. As well to seek some possible remedial works for the phenomenon.

Research questions:

In order to suggest something about this problem; one can put forward the following questions:

- What kind of transfer errors do EFL learners commit?

- Does L1 effect negatively students' oral performance?

These questions are asked in order to :

- Find out the reasons affecting learner's oral performance.

- Investigate the source of problem behind the students' poor speaking.

- Suggest some possible solutions to get ride of the misuse of interference in EFL classroom.

- Shed the light on the problems that face teachers in TEFL classrooms.

Hypothesis :

The already stated research questions led to formulate the following hypotheses:

- L1 affects negatively the oral performance of EFL students in some cases.

- The lack of awareness about the difference between L1 and the target language makes learners produce a poor English.

Methodology :

Mixed methods research is going to be used in order to conduct this study and it is based on triangulation methods of investigation which is devoted to:

Questionnaire for students, interview and checklist for teachers. The subjects are learners from first year English students.

This work contains a general introduction and it is designed into three chapters. The introduction is devoted to the aims of the research and to a brief discussion of the subject. And each chapter is provided with an introduction and conclusion.

The first chapter is an introductory chapter which is dedicated to the literature review and the theoretical overview of the fundamental elements in the notion of interference and its influence on Foreign language learning, covering language interference between first and second language, shedding the light on the variety of languages in Algeria, besides a deep details about the concepts of errors and mistakes in the process of learning a foreign language.

The second chapter is concerned with the discussion of the speaking skill in general and the aspects of speaking as well as the factors behind learners poor speaking in specific; moreover, the study clarifies the difficulties of teaching English in Algeria; furthermore, the uses of interference in classroom.

While the third chapter presents the practical part of this research where the main results are discussed, data interpretation and the validation or rejection of the formulated hypotheses; thus, it attempts to put some recommendations and practical suggestions for teachers to better implement L1 in their teaching.

CHAPTER ONE

Chapter One: Theoretical Review: The Influence of First Language on Second Language

Introduction

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Introduction

Obviously, learning English is becoming essential in a time of worldwide communication, it is known that a native language has an important role in the acquisition of a second language.

Algerian students of English are often confused because there are different rules of English and Arabic languages. Besides, the Algerian students are frequently influenced by Arabic language structure when learning English. They tend to transfer the forms and the meanings from their native Language (Arabic) to construct the foreign language (English). It seems that the Algerian students will meet many problems or difficulties in mastering English, such as syntactical ; morphological , phonological, semantic. The first language is generally a source of influence and transfer for foreign language learners, who tend to use their first language better; they apply the first language rules to the second one, this leads to make mistakes. In addition to that, this review was done to reveal the role of learning a target language and the role of first language on it. A lot of factors that cause the interference were considered such as the similarities and differences in the structures of two languages, background knowledge of learners and their proficiency of learners on target language, and the structures of consonant clusters in L1 and target language. If there are similarities in the mother tongue and target language, learners face less problems in learning English, but if there are no similarities of the structure of Arabic and English, learner is faced with a lot of problems in the TL and it is not easy for them to learn.

I.1. Language Use in Algeria

The sociolinguistic diversity in Algeria reveals the presence of different languages and varieties of languages, a diversity due to historical, social, economic and geographical events. Modern Standard Arabic is the official language in the country since 1963, which is spoken by an estimated 81% of the population. Also all official documents are printed in Arabic while Dialectal Arabic is the mother tongue of almost all Algerians except for some scattered parts in the country where Berber is

spoken; recently this language become official language in 23 December 2017, Berber has become recognized as one of the country's national languages. Consequently, different languages and cultures have coexisted for centuries. The French colonization (1830-1962) has deeply affected the linguistic and cultural aspects of the country, and still often taught in schools and used in government and higher education, French is the first foreign language in Algeria. While a large majority of the country can understand the language, it is estimated that only about 20% can read and write it.

The contact between Arabic and the French language and culture has resulted in bilingualism. The language contact may occur at different periods of the life of the speakers and may concern different degrees of competence in one of the four language skills, listening, speaking, reading or writing in Algeria.

I.1.1. Arabic Language Varieties

With the arrival of Arab Muslim armies in the seventh and eighth centuries a large number of Algerians adopted Arabic and embraced Islam. It gained domination with the spread of Islam. Arabic is the language of daily communication for between 150 and 200 million people (the Arab world), and the language of worship for more than a billion of Muslims. It is the language of Quran. Moreover, it is the language of television, radio and language of the media. (Mcloughlin, 1999:1)

Arabic, in the past, was classified into two categories: Classical Arabic and Colloquial Arabic. The former is the language of the Holy Book-Quran- and ancient poetry, whereas the latter is the language of daily conversations, but now it is classified into three categories:

- Classical Arabic
- Modern Standard Arabic
- Algerian Arabic

I.1.1.1. Classical Arabic

Classical Arabic: is principally defined as the Arabic used in the Quran and in the earliest literature from the Arabian Peninsula, and hence was used for presenting poetry and for communicating with people who came to Mecca. Later, the Holy Quran was revealed in this variety. But also forms the core of much literature until the present day. In fact, CA remains the most prestigious variety of Arabic. Such high prestige is in part due to this precious relationship between Arabic and the Quran which makes it a sacred language. In other words, CA holds a religious value.

I.1.1.2. Modern Standard Arabic

Generally referred as MSA (Alfusha in Arabic), is the variety of Arabic which was retained as the official language in all Arab countries, and as a common language. Modern Standard Arabic, as its name indicates, is the modern counterpart of CA.

Standard Arabic is not acquired as a mother tongue, but rather it is learned as a second language at school and through exposure to formal broadcast programs (such as the daily news), religious practice. MSA, if it is regarded different from CA, is more or less a simplified version of CA. Both variants must be better treated as very close forms instead of being significantly different from one another. The point here is that the main difference is a question of vocabulary. While CA has a considerably large body of vocabulary, MSA has a relatively smaller lexicon which is mostly taken from the mother source. Employing less vocabulary items is especially to meet learners' academic needs. In terms of morphology and syntax CA and MSA share the same rules, with CA which is regarded as the norm.

I.1.1.3. Algerian Arabic Variety

Native speakers of Arabic in Algeria are all of the speakers aware of the co-existence of the languages: standard and dialectal. However, contemporary literature on Arabic recognizes a number of varieties, each with a different label. Not all native scholars share the view about the real existence of more than two variants; however. CA, MSA, and DA are the usually acknowledged variants of Arabic.

I.1.2. French

French has existed in Algeria with the French occupation since 1830. The domination of French in the linguistic map of Algeria for one hundred and thirty two years led it to be the language of communication among the Algerians. The deliberate attempts to eradicate the use of Arabic as a language of education and written communication, made French play an important role in the linguistic situation in Algeria before and after the independence. Nowadays, French continues to enjoy a privileged position in Algeria, French is still used formally in administrations, media and education.

I.1.3. English

In Algeria, the English comes after the French language. It has the status of a second foreign language. It is taught from the first year of the middle level, after the educational reforms of 2000.

Starting from this date, Algeria has started a series of changes to improve the quality of the educational system. Rapid development of information communication technologies leads the English language to gain its power and impose itself in the Algerian educational system in Algeria. On the other hand, globalization called for the shift in the aims and objectives of teaching so as to meet the demands of the socioeconomic market. As a matter of fact, new methods of English language teaching and linguistics shaped the new educational curricula.

I.2. Language Interference

According to Odlin Language interference which is described as L1 interference, cross-linguistic interference, and cross meaning, refers to speakers or writers applying knowledge from their native language to a second language, in other words it consists of the influence of the mother tongue on the learners' target language production as a result of the similarities and the differences between the TL and the one previously acquired (1989: 27).

Language interference is also concerned with transferability of speech acts from one language to another and the extent to which the learner is able to apply his intuitive knowledge of how to use his native language to the foreign language.

Learners tend to translate in a literal word-for-word from one language into another and since not all speech acts are directly transferable between two languages without a change of form that goes beyond literal translation, serious errors are made in the process. Learners, particularly in the first stages of L2 acquisition, usually transfer items and structures that are different in both languages. This may take place at the phonological, grammatical, and lexical levels. L1 phonological and orthographic processes interfere with spelling L2 words with unfamiliar phonemes or graphemes; miscues in L2 reading can be attributed to native syntactical knowledge; and word order variation, complex noun phrases and other complex structural differences between languages can be deceived to the foreign language learner.

According to behaviorists L1 interference is the most widely recognized source of foreign language problems as a result of the differences between the system of L1 and L2.

Lado (1959:1) confirms this when saying that:

"The student who comes into contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to the learner's native language will be simple for him and those that are different will be difficult"

Weinreich (1953: 1) analyses how two language systems relate to each other in the mind of the learner. This key concept is interference, defined as those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language. By implication, this will be likely to produce errors which led linguists to develop

'Contrastive Analysis' in order to predict learning errors by examining differences between L1 and L2.

The effect can be on any aspect of language: grammar, vocabulary, accent, spelling and so on. Language interference is considered as one of error sources (negative transfer), where the relevant feature of both languages is the same it results in correct language production (positive transfer). The greater the differences between the two languages, the more negative the effects of interference are likely to be. It will inevitably occur in any situation where someone has not mastered a second language.

As stated by Lott (1983: 256): **"Errors in the learner's use of the foreign language that can be traced back to the mother tongue"**

I.2.1. Language Interference between First and Second Language

Relying on what has been concluded from the definitions of specialists, the language which is acquired during early childhood starting before the age of about 3 years is first language, this latter has different names such as, mother tongue, native language and primary language. A second language acquisition is needed for education, employment and other purposes, and it is typically societal language (e.g. English).

A growing body of research was done on the first language transfer in second language acquisition. Almost all of the previous researchers believe that first language has interference in second language acquisition. One of the main factors of second language learning is that learners already possess the knowledge of the native language that they predominantly use and think with. The rules and customs of the native language are naturalized in the speaker's mind.

Consequently, second language learners have to deal with the impact of their native language while learning a new language. There is a consensus in the literature that second language production cannot be explained completely in negative behaviorist terms, such as native language interference. Yet, it is also inaccurate that

native language influence can be ignored entirely (Dulay and Burt 1973; Dulay et al. 1982; Felix 1980).

The classical study by Lado (1957) introduced the approach of linking the impact of native language with second language acquisition. In this seminal work**,** Lado (1957) proposed that the habits of the native language (NL) superimposed on the patterns learned in the target language (TL).

This approach was called as the Contrastive Analysis Hypothesis (CAH). Since Lado proposed the CAH, many scholars have attempted to explain why second language learners talk the way they do by comparing the native language and the target language systemic features. The CAH came from a behaviorist theoretical basis.

Second language errors happen as a result of persisting native language habits, that is, native language interference in their second/foreign language production. Thus, the errors produced by second language learners were considered the manifestation of the difficulty in their learning process. With respect to native language interference, Lado asserted that the differences between the two languages result in errors. In other words, difficulties are predicted by the differences noticed in the NL and the TL, meaning:

"When one significant unit or element in the native language equates bilingually with two significant units in the foreign language we have maximum learning difficulty" (Lado 1957: 15)

He assumes that the maximum difficulty occurs when the unified elements in the NL are divided into two in the TL. For example, splitting one phoneme in the NL to two TL allophones causes the maximum difficulty phonologically, according to Lado (1957). Thus, the main source causing difficulty in second language learning is owed to the language habit transferred through native language use, resulting in interference in learning the new language. This approach mainly focuses on the

negative impact of native language interference based on the different components between speakers' native languages and new languages.

Other studies show that differences between native language and second language do not guarantee negative transfer, and the similarities between NL and TL do not always result in positive transfer either, however, Duskova (1969: 18) concluded that:

"Contrastive analysis predicts learning problems not only where the source and the target language differ, but also in the case of linguistic features unknown in the source language. This statement is fully confirmed by the errors made in the use of articles".

I.2.1.1. Negative Transfer

Lee (1968:180) says that:

"The prime cause, or ever the sole cause of difficulty and error in foreign language learning is interference coming from the learner's native language'

Not all speech acts are directly transferable from a language to another without a change from what goes beyond literal translation; this may lead to serious misinterpretations among the interlocutors, mainly when the structures of the two languages are distinctly different. In this case, one could predict a relatively high frequency of errors to occur in L2, thus indicating an interference of L1 on L2 (Ellis 1994: 58). This means that learners bring to bear some influence using L1 over L2. This influence is repeatedly apparent in the errors that learners make either orally or in written. . For example, Algerian learners of English make errors like: The man whom I spoke to <u>him</u> is a dentist. Which has the same form as in the Arabic /eraʤulu el laði taħadaϴtu maʕa<u>hu</u> ȶabi:b alasnan/. The learners' L1 not only affects L2 vocabulary and grammar but also its phonology.

Corder supports that transfer is related to the use of some acquired rules of the mother tongue in the production and understanding of the target language. Corder defends that the interference of the native language in the target language is considered as the known source of error   (1973: 132). Furthermore Crystal confirms that negative transfer refers to the errors made by the speakers while introducing into one language based on the contact with mother language. (1992:180).

I.2.1.2. Positive Transfer

Ellis (2000:300) maintains that:

"If the two languages were identical learning could take place easily through 'Positive Transfer' of the native language pattern"

Positive transfer is a beneficial part of first language in second language; this happens when two languages share the same characteristics. This kind of transfer is rarely occurring. For that, it was neglected than the negative transfer which takes all the parts of transfer. It is not good to focus on negative transfer and ignore the other one, "since cross-linguistic similarity which may generate positive transfer is an integral part of the whole cross-linguistic influence set.

(Yu, 2004). Allen and Corder (1975) maintain that:

"Positive transfer helps new learning, for instance, it is easy to learn to pronounce aspirated voice less stops in second language if the language also has aspirated voice less stops."

Linguistics considers that transfer from mother tongue to the target langue is an important part in the process of learning. It facilitates the function in acquiring knowledge and helps learners solving problems that they have never seen before. This means that learners relate what they already know of their L1 to what they discover in L2. In this case, the learners' L1 can facilitate L2 acquisition, mainly if the two languages resemble each other.

Learners develop their learning of L2 if they use it correctly. This may happen if the features of L1 correspond to L2 features. In this case, the similarity in features can be a facilitative effect to the acquisition of L2. Lado (1957: 82/83) restricts the term similar to the items that would function as 'same' in both languages in ordinary use although complete sameness may not exist in language behaviour. The similarities, according to him can be classified into "relatively small number of subgroups or patterns of correspondence".

I.2.2. Intralingual Interference

According to Brown (2000), intralingual transfer is the fundamental factor in second language learning. He further explained that while interlingual errors appear at the early stage of second language learning, the intralingual errors appear when learners begin to acquire some parts of the new system, i.e, intralingual transfer is manifested within learners' progress in second language learning. Furthermore, Richards and Schmidt view it as one type of interference which consists of language transfer of one language item upon another, this can be resulted from faulty or partial learning of the target language (Richards & Schmidt, 2002).

According to Richards (1970, 6) intralingual interference can be defined as the items produced by the learner, which reflect not the structure of the mother tongue, but generalizations based on special exposure to the target language". In his quotation, Richards states that in the process of learning an L2, learners attempt to extract the rules for the purpose of solving the difficulty they have been encountering. Furthermore, they can formulate new conventions which are independent from both: the mother tongue (MT) or the target language (TL). Within this concept, Richards (1974) suggested four types and causes for intralingual errors which are as follows:

- Overgeneralization: it is associated with redundancy reduction. It covers instances where the learner creates a deviant structure on the basis of his experience of other

structures in the target language. It may be the result of the learner reducing his linguistic burden.

- Ignorance of rule restrictions

- Applying rules to contexts to which they do not apply.

- Incomplete application of rules

- Semantic errors such as building false concepts/systems: i.e. Faulty comprehension of distinctions in the TL.

I.2.3. Interlingual Interference

Brown claims that since the learners are not familiar with the system of the target language (during the beginning of second language learning process), they find themselves obliged to rely on the only previous linguistic system of their native language in producing the target language, Consequently, errors may occur from the interference of the MT and the transfer of some of its elements into learners utterances while speaking or writing the TL. Brown (2000: 224); Furthermore, Richard and Sampson defines the interlangual transfer as the initial factor that influences second language learners' system. As Corder reports that the interlingual errors are present when the learner's L1 habits (patterns, systems or rules) interfere or prevent him/her, to some extent, from acquiring the patterns and rules of the second language (Corder, 1971). Moreover, Gass and Selinker defines Interlingual errors as those which can be attributed to the NL (i.e., they involve cross-linguistic comparisons)" In other words Inrerlingual Transfer is considered as one of the major reasons that make learners during the learning process commit errors in producing the TL such errors are resulted from native language negative transfer. As reported in Dulay and Burt many research findings found that one third of the errors are derived from L1 interference.

I.3. Error Identification

Corder (ibid) maintains that the utterance may be:

"Erroneous" in two ways: "overtly or covertly, these relate to surface structure and deep structure respectively" (p.272)

Overt errors, he explains are superficially deviant. i.e., ungrammatical in terms of the target language rules. Covert errors, on the other hand, are superficially well-formed, but inappropriate in the context. The key term of the definition given above is "interlanguage" as proposed by Selinker (1972).

Errors, on the other hand, are problems that a native speaker would not do. Corder (1974:250) refers to errors as:

"Breaches of the code" or "deviations" from what is regarded as the norms"

Recognizing that an error has been committed necessarily involves the interpretation of the learner's utterance in a context.

As someone learns a foreign language, the errors he makes indicate his level of proficiency. Clearly, the errors of a beginner are different from the errors of an advanced student and what were once errors can become mistakes or lapses.

A simple definition which should be kept in mind is that a slip is what a learner can self-correct, and an error is what a learner cannot self-correct. Richard distinguishes between '**developmental'** and '**intralingual**' errors. The former refers to the different stages the learner passes through in building hypotheses and reformulating them until he reaches a certain extent, a language similar to that of the native speaker.

The latter reflects the general characteristics of rule learning such as faulty generalization, incomplete application of the rules, and failure to learn the conditions under which rules apply. Hence, the difference between native speakers and foreign language learners as regards errors is believed to derive from competence. Foreign language learners commit errors largely because of the paucity of their knowledge of the target language, whereas deviant forms produced by native speakers are dismissed as slips of the tongue or slips of the pen. That is, they originate not from deficient competence but from performance phenomena such as changes of plan, tiredness, stress and others. The definition of these terms: competence and performance is therefore necessary.

I.4.Error and Mistake

It is essential here to make a distinction between mistakes and errors. According to Brown mistakes refer to "a failure to utilize a known system correctly" Mistakes made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspects of performance whereas errors concern **"a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner" (1994: 205).**

Errors which results from incomplete knowledge are sometimes classified according to vocabulary (lexical error), pronunciation (phonological error), grammar (syntactic error), misunderstanding of speaker's intention or meaning (interpretive error), production of the wrong communicative effect, e.g. through the faulty use of a speech act or one of the rules of speaking (pragmatic error). Two things need to be stated here: Firstly, mistakes do not require special treatment assuming they are recognized. Secondly, error here refers to structures only. Both Corder (1967, 1971) and James (1998) reveal a criterion that helps us to do so: A mistake can be self-corrected, but an error cannot. Errors are "systematic," i.e. likely to happen regularly and not recognized by the learner. Hence, only the teacher or researcher would locate them, the learner would not (Gass & Selinker, 1994).

Norrish (1983) made a clear distinction between errors and mistakes. He stated errors are:

"Systematic deviation when a learner has not learnt something and consistently gets it wrong"

He added that when a learner of English as a second or a foreign language makes an error systematically, it is because he has not learnt the correct form. Norrish defined mistakes as "inconsistent deviation." When a learner has been taught a certain correct form, and he uses one form sometimes and another at other times quite inconsistently, the inconsistent deviation is called a mistake. And it is in this light that the researcher has chosen to focus on students' errors not mistakes. An error, however, is considered more serious.

In Contrastive Analysis, the theoretical base of which was behaviorism, errors were seen as "bad habits" that had been formed. The response was based on the stimulus. It was assumed that interference of the mother tongue (L1) was responsible for the errors made during the transition period of learning the target language. As an English teacher, I am well aware of the fact that my Arabic speaking students in grade 12, science section, commit many errors in essay writing.

These students have been studying English almost their whole lives and still, their errors are numerous. In the cognitive approach, errors are seen as a clue to what is happening in the mind. They are seen as a natural phenomenon that must occur as learning a first or second language takes place before correct grammar rules are completely internalized. Researchers think that teachers are relieved to find a more realistic attitude towards errors.

Errors are no longer a reflection on their teaching methods, but are, rather, indicators that learning is taking place. So errors are no longer "bad" but "good" or natural just as natural as errors that occur in learning a first language. The insight that errors are a natural and important part of the learning process itself, and do not all

come from mother tongue interference, is very important. There is variation in learners' performance depending on the task. Learners may have more control over linguistic forms for certain tasks, while for others they may be more prone to error.

I.5. Approaches to Study Errors

In order to proceed to error analysis, three stages are to be followed (Allen and Corder, 1974, pp.126-128):

- Recognition
- Description
- Explanation

Van Els et al (1984) proposed the same steps, in addition to:

- Evaluation of errors
- Prevention
- Correction of errors

The first three stages are logically dependent on each other in that we cannot describe errors without recognizing that a sentence is classified as erroneous, and ultimately trying to supply an appropriate explanation.

The teacher has to be sure in recognizing a sentence as being erroneous; his assertion should rely on correct interpretation of the learner's intentions. After recognition, description follows based on a grammar which aims to relate the meaning to its surface structure through a set of explicit rules. Explanation of errors is the last step in which errors can be explained as a linguistic problem in the sense that it shows how the learner has deviated from the rules of the target language, or, a psychological problem, showing the reasons why the learners make such deviations.

I.5.1. Contrastive Analysis Approach

Recognition of the importance of the learners' native language in the learning of a new language has led to the development of the field of research known as contrastive analysis (CA). A common definition of this approach is that it is a branch of linguistics which aims at contrasting the structures of two languages to find out differences and use them as an input for the prediction of errors. In other words, contrastive analysis is devoted to comparing the mother tongue and the target language to predict and explain the errors made by learners.

Before the second language acquisition field as we know it today was established from the 1950s to the 1960s, contrastive analyses were conducted in which two languages were systematically compared. Researchers at that time were motivated by the prospect of being able to identify points of similarity and difference between native languages and target languages. There was a strong believe that a more effective pedagogy would result when these were taken into consideration.

Charles Fries (1945), one of the leading applied linguists, asserts:

"The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learners"

As stated above, contrastive analysis is devoted to comparing the mother tongue and the target language to predict and explain the errors made by learners of any particular background. Two versions are suggested to do so:

- The predictive version seen as the strong hypothesis
- The explanatory version called the weak version.

I.5.2. Error Analysis Approach

As stated above, contrastive analysis deals with the prediction of sources of difficulties, or areas of interference by contrasting the native language and the target language, whereas error analysis (E A) is concerned with the taxonomy and the explanation of observed errors. EA is comparative, as explained by Corder, in the sense that it attempts to compare the learner's form of language at any particular point in his learning career with the target language (p.149). According to Richards et al (1992), this methodology for investigating the learner's language has three main goals:

"To identify the strategies which learners use in language learning, to identify the causes of learners' errors and to obtain information on common difficulties in language learning as an aid to teaching or in the preparation of teaching materials"

This clearly shows that research is guided by two major objectives: one purely theoretical, concerned with the psychological aspect of learning language; and the other practical and significant to language teachers (Corder, 1975, p.205). Accordingly, Developmental Error Analysis is distinguished from Remedial Error Analysis.

I.6. Kinds of Errors

Learner's error in Second language acquisition studies remains a critical issue in teaching foreign languages. Over the previous decades, many researchers carried out various investigations in order to define, identify, and categorize errors and determine the most effective methods to correct them. However, despite these efforts, learners still make errors in the target language they have been learning. The main goals of teaching English as a Foreign Language have been consistently focusing on the learners' ability to produce the TL appropriately and correctly.

As reported by Corder, there have been two schools of thought in respect of learners' errors in methodology studies. The first school focuses on the principle that

a perfect teaching method is identified by the absence of errors in the learners' language, whereas the manifestation of errors is purely the result of the inadequacy of the teaching techniques. However, the second school emphasizes that errors are inevitable and will always occur in spite of the teachers' best efforts , as a consequence, teaching techniques should deal with errors subsequent to their occurrence ('Error Analysis and Interlanguage' 5-6).

The first school attempts to predict the errors by investigating the difficulties of learners in the system of the Second language by comparing it to their mother tongue system, then, "intensively drilling those aspects [difficulties] of L2 that comprise new habit is emphasized". (Dulay and Burt 99-109) .But, according to Dulay and Burt in Richards (105), many inquiries find that more than half of the learners' errors have no relation with L1 structure. Even more particularly, the learning process itself is the source of other errors. These findings lead to the necessity to study and investigate these errors and their causes, and also to the rejection of habit theory and affirming that language learning is an active and creative process.

Thanks to the contribution of many linguists and educationalists such as : Dulay and Burt, Nemser, Selinker, Jain, Corder and finally Richards, the research in Second language errors of learners has clearly known a new dimension. Particularly, as mentioned by Corder (Error Analysis and Interlanguage) by shifting the emphasis away from a preoccupation with teaching towards a study of learning, their works are established on the notion that errors are representatives and proof of the degree of the learner's linguistic evolution in the Target Language learning process.

Corder explains that learner's errors provide evidence of the learned system of language at a specific part of the course even if he/she is applying some system that is not yet the right system of the TL. So learners errors are significant to the teacher, on the grounds that their analysis supply teachers with the necessary information about how distant the progress of their learners knowledge from the teaching objectives and what still to be taught.

Through the description and classification of learners' errors, teachers can develop a perception of the language features which cause learning problems. Secondly , the examination of errors supports the researcher with evidence of the phases that a learner passes through in language learning process, and the strategies or procedures the learner is using in his discovery of the language ('Error Analysis and Interlanguage'10-11). Finally, errors are necessary for the learner with the consideration that making of errors is a learning tool for him to use. In other words.

"It is a way the learner has of testing his hypotheses about the nature of the language he is learning." Corder

Error analysis and interlanguage; Thus, errors' making is a strategy applied by children to acquire their mother tongue as well as by learners to master a second language.

I.6.1. Speakers' Errors

Speaking is considered as the bridge that links between people. It provides an effective communication among individuals as well as it is an active part in their daily life. According to Hemaidia (2016:127). It is one Types of errors which may lead to the addition, or substitution of sounds and morphemes known as " slips of the tongue "or" slips of the brain" ; and in the false starts, pauses and non- fluencies of speech (2008).

I.6.2. Hearers' Errors

This kind of errors is noticeable in the process of acquisition, mainly when the hearer misunderstands the speaker's utterance or sentence

According to dulay and burt (1974:129-36), errors have played an important role in the study of language acquisition in general and in the examination of L2 acquisition in particular. Researchers see that errors contain valuable information on the strategies learners use to acquire a language. This means that one can determine learners' level of mastery of the language through those errors. According to corder (1967;162-169); the investigation of errors has a double purpose : it is diagnostic

because it can tell us the learner's "Language state" at a given point during the learning process and prognostic because it can tell course designers to reprint language learning materials on.

I.7. Significance of errors in EFL learning process

Relating to Hemaidia (2008:70), it is meant by the term Error analysis a type of linguistic analysis that focuses on learner's unsuccessful acquisition of language. It is the process of determining the incident, nature, causes and consequences of error with a clear objective. It seeks suitable and effective teaching and possible remedial measures necessary to improve foreign language learning. In general, it is based on the analysis of learner's errors to obtain a better understanding of the process of second language acquisition (SLA).
 Corder maintains that:

 "A learner's errors…are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language." (Corder,1967: 167, cited in Brown, 2000: 217)

Researchers came to realize that the errors a learner makes in constructing a new system of language are to be analyzed and diagnosed carefully because they may contain the keys to the understanding of the process of FL acquisition. This means that from the study of his errors, they can be able to infer the nature of the learner's knowledge and discover what he has to learn. The most important aspect of errors is that they are indispensable as a means for a learner to learn. In his article "The Significance of Learners' Errors", Corder (1967: 168-169) explains the value of errors in three different ways which can be summarized in the teacher's awareness of the learner's progress, the researcher's investigation for the strategies or procedures the learner is employing in his discovery of the language, and finally for the learner himself who encounters those errors as being an important device for his progress and development.

Brown stresses on the same point when saying that:

"The fact that learners do make errors and these errors can be observed, analyzed and classified to reveal something of the system operating within the learner leads to a surge of learners' errors, called 'error analysis'. (2000: 218) "

According to Dulay and Burt (1974:129-36), errors have played an important role in the study of language acquisition in general and in the examination of L2 acquisition in particular. Researchers see that errors contain valuable information on the strategies learners use to acquire a language. This means that one can determine a learners' level of mastery of the language through those errors.

According to Corder (1967:162-169), the investigation of errors has a double purpose: it is diagnostic because it can tell us the learner's "état de langue" at a given point during the learning process and prognostic because it can tell course designers to reorient language learning materials on the basis of the learner's current errors.

Conclusion

The introductory chapter presents a short view about the statues of languages in Algeria; furthermore some theoretical concepts in foreign language learning are presented so as to shed light on the notion of interference, Many aspects of language lead learners to commit errors; therefore discussed in this chapter, are positive and negative interference, difference between errors and mistakes and types of errors, and other related points. Contrastive analysis and error analysis approaches are seen as suitable means for identifying and determining the kind of incident, nature, cause, and consequence of these errors so as to seek the possible remedial measures necessary to improve L2 learning.

CHAPTER TWO

CHAPTER TWO: SPEAKING IN EFL CLASSROOMS

INTRODUCTION

Chapter two:

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Introduction

Obviously, speaking skill has a prominent place in the area of teaching and learning foreign languages.

English today is believed to be the most influential medium in bridging the global communication. A large proportion of learners in the world study English hard in order to communicate with native speakers or speakers of other languages. Learning a new language involves skills of listening, speaking, reading and writing. Among the 4 skills, speaking is said to be the most direct way to talk to people. Many language teachers consider speaking as the most effective means of gaining a fluent reading knowledge and correct speech as the foundation for good writing. Those teachers also argued that during all one's life one shall probably talk more than one shall write. Therefore, to a language teacher, teaching speaking well is often a valued issue in the field of ESL/ EF.

.II.1. Overview of Speaking

No matter how great an idea is, if it is not communicated properly, it cannot be effective. Therefore, oral language is an essential tool for communicating to achieve certain goals or to express opinions, intentions, hopes and viewpoints. as it shapes, modifies, extends, and organizes thoughts. Speaking is one of the four language skills besides listening, reading and writing. Nevertheless, the speaking skill is not a simple skill as it combines different kinds of knowledge of the target language.

Luoma (2004: 1) argues that:

"Speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop"

Speaking is considered the most frequently used language skill. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our

communication, and the most neglected skill in language teaching, though success in mastering a foreign language is shown through the ability to speak that language.

.II.2. Definition of the Speaking skill

Florez (1999:98) defines speaking as:

"An interactive process of constructing meaning that involves producing and receiving and processing information"

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Speaking is the skill which is very important to be mastered by students in order to be good communicator. Accordingly, it is the ability to express oneself orally, coherently, fluently and appropriately in a given meaningful context using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. In this respect, Hyams (2003:4) indicates that speaking consists of producing systematic verbal utterances to convey meaning pointing out:

"When you know a language, you can speak and be understood by others who know that language. This means we have capacity to produce sound that signifies certain meaning and to understand or interpret the sound produced by others"

Whereas A. L. Chaney (1998, p. 13) noted that speaking is "the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts." In English language teaching and learning, speaking is considered as a skill that has to be "practiced" However, Finnocchiaro and Brumfit (1983, p. 1440) consider its complexity in "the knowledge of sound, vocabulary and cultural sub-system of English language that it involves."

The distinction between knowledge and skill complexity in oral expression lesson is considered as crucial in the teaching of speaking because studying knowledge of grammar, vocabulary, pronunciation, intonation…etc, is not sufficient to be a good learner of speaking, but studying the skill to apply this knowledge to communicate successfully is fundamental (Bygate, 2003, p. 3). Thus, speaking is seen as an act of focusing on communication to achieve specific purposes, e.g. to get information, etc., or is described in terms of its basic competences used in daily communication such as, giving directions, expressing feelings etc. therefore, Speaking is part of reciprocal exchange in which both reception and production play a part. In the same vein, Mead and Rubin (1985) assume that speaking is an interactive process in which an individual alternately takes the roles of a speaker and a listener, and which includes both verbal and nonverbal components. From all statements above, speaking seems to be an activity to share information, ideas and feelings by sound production that has significance to make communication possible.

.II.3. Speaking in Foreign language classroom

The oral production of a foreign language has been considered the most challenging and complicated of the four language skills (Martinez-Flor, Uso-Juan & Soler, 2006; Nunan, 2003; Zhang, 2009).thus, speaking is a skill that cannot be evolved independently. In addition, some teaching methods and psychological factors have a negative influence on language learning and teaching, particularly, on the development of speaking ability.

There is a good deal of evidence to suggest that the more foreign language input learners are exposed to, the greater will be their proficiency. Research and theory on second and foreign language acquisition indicate that students' linguistic growth is related to the amount of time spent with the language in meaningful exposure to it, Krashen (1985) refers to this as "comprehensible input".

Opportunities to communicate are also viewed as important in developing oral proficiency. Met and Rhodes (1990:438) note that:

"Both research and experiential data suggest that the amount of time spent on language learning and the intensity of the experience have significant effects on the acquisition of significant levels of foreign language proficiency"

So many tutors confirm that students should learn to speak in the target language by interacting to others. Therefore, students should master several speaking components such as: comprehension, pronunciation, grammar, vocabulary, and in particular, being linguistically competent, fluent and accurate.

In point of fact, language classrooms, especially those which do not focus on the use of spoken language, are full of uncommunicative learners who do not participate in any language learning activity and have foreign language learning fear.

"Mute language learners" is a new concept formed by Wolff (2010: 39) to describe those students who learn a dead language. They are, indeed, able to read and write English effectively but cannot communicate orally with others.

II.4.Types of Classroom Speaking Performances

A teacher can select activities from a variety of tasks. Dialogues and conversations are the most evident and daily used in speaking activities in the language classrooms

Brown (2001:271-2) lists six possible task categories:

II.4.1. Imitative

Drills in which the learner simply repeats a phrase or structure (e.g., "Excuse me." Or "Can you give me?") for clarity and exactness. This, in fact, helps a lot in the process of language learning. It gives the students the chance to listen and to

repeat orally some language structures that the students may find difficult to construct.

II.4.2. Intensive

Training or repetitions are focusing on specific phonological or grammatical points, such as; minimal pairs or repetition of a series of imperative sentences.

II.4.3. Responsive

It is a short replies to teacher or learner request or comments, such as a series of answers to yes/no questions. However it cannot be expanded to dialogue. Their speech might be "Significant and genuine".

II.4.4. Transactional (dialogue)

Interchange conducted for the purpose of information exchange, such as information entrance- interviews, role plays, or debates. It could be part of pair work as it can be part of group work.

II.4.5. Interpersonal (dialogue)

Dialogues are to install or maintain social relationships, such as personal interviews or causal conversation role plays.

II.4.6. Extensive (monologue)

Extended monologues such as short speeches, oral reports, or oral summaries. These tasks are not consecutive. Each can be used autonomously or they can be integrated with one another, depending on learners' needs.

II.5.The Aspects of Speaking Skill

According to BBC British council, accuracy and fluency are two factors that determine the success of English language learners, as well as, they are the major

criteria to measure both linguistic ability and communicative competence respectively in the language use (speaking skill). Focusing on these facts, a great attention has been paid to make a distinction between accuracy and fluency in the next item, moreover, to plan activities which help to evenly gain them.

II.5.1. Accuracy

In second and foreign language teaching, accuracy is viewed as:

"The ability to produce grammatically correct sentences" (J. C.Richards, R. Schmidt, H. Kendricks & Y. Kim, 1992, p. 204)

Depending on this quotation, accuracy is only being correct grammatically. However, J. Harmer (2001, p. 104) pointed that accuracy involves the correct use of vocabulary, grammar and pronunciation, which are considered by S. Thornburg (2000, July, p. 3) as three criteria that most tutors have reliance on concerning the assessment of "learner's command of the linguistic systems." Therefore, to be accurate in oral production, to be understood and to gain interest of their interlocutors. learners should pay attention to correctness and completeness of the language form; they should be knowledgeable and master the use of:

II.5.1.1. Vocabulary

In this term, learners are asked not only to study words and know their meanings and their use, but also to be able to distinguish between words classes. The lexical one (nouns, verbs, adjectives, adverbs), as well as, the function one (determiners, particles, prepositions…etc). Eventually, mastering vocabulary helps learners to be able to select and use the appropriate words, utterances and expressions with the right context when producing the target language.

II.5.1.2. Grammatical structures

It deals with rules of words order, tenses…etc. This means that learners are asked to know how the elements of a sentence are put and work together such as morphemes, phonemes, words, phrases, clauses…etc.

II.5.1.3. Correct pronunciation

Relying on the definition of Florez, It is the right production of sounds, stress patterns, rhythmic structures and intonation of the language (1999, p. 2). Mastering this point leads the learners to be easily understood and have a clear language.

II.5.2. Fluency

According to P. Skehan as quoted in Thornbery (2000, July, p. 3) fluency is:

"The capability to produce language in real time without undue pausing or hesitation"

In other words, speaking fluently is to produce the language spontaneously; as well as, confidently at the moment of communication. Moreover, it implies talking without making a lot of stops to think and without worrying too much about errors (accuracy) until it becomes unnatural speech. As pointed by Richards et al (1992, 204) fluency is:

"The features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions."

Therefore, teachers should encourage learners to speak in a coherent manner by paying more attention to the meaning and context than to the form in order to achieve oral fluency. (Richards et al, 1992, p. 204) this latter describes a level of proficiency in communication which includes:

a. The ability to produce spoken language with ease.

b. The ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar.

c. The ability to communicate ideas effectively

d. The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

II.6.Factors Affecting Learners Speaking Abilities

Most of time the learners are unwilling or have difficulties in expressing ideas orally in English and that is due to some factors that highly influence and affect negatively their learning process and impede them to practice and improve their speaking skill. To be knowledgeable about a foreign language is not just practicing the speaking skill of this language because knowing how things must be done doesn't mean the ability to do these things.

Many academics studied the identification of the affective factors that are related to foreign/second language speaking learning from many perspectives: they can be summarized in the following elements:

II.6.1. Age or Maturational Constraints

Many researchers agreed that learning a foreign/second language (speaking) in early childhood offered to learners the possibility to fulfill higher proficiency than those who begin to learn it as adults in spite of the similarities of the stages during the learning process. Because the child is exposed to a natural environment (speaking in real time) and he is not yet aware of the social distance or its values. Moreover, the child's brain is characterized by a high degree of flexibility which he eventually loses through the phenomenon of fossilization (his brain become fossilized). And to justify this point of view, four main arguments were proposed in the Encyclopedia Dictionary of Applied Linguistics written by K. Johnson and H. Jonson (1999, p. 13) as follow:

1- The language faculty is just as capable of learning L2 in older learners as in child learners, but 'affective' factors like threatened self-esteem, low EGO PERMEABILITY and perceived social distance act as a barrier between L2 data and the language faculty (Krashen, 1982).

2- Input to adult learners is less well-tuned than to children, so that older learners do not get the data they require to be fully successful.

3- COGNITIVE DEVELOPMENT (development of advanced thinking processes) somehow inhibits language learning ability (Krashen, 1982).

4- Changes in the nature of the brain with age cause a decline in language learning ability (see CRITICAL PERIOD HYPOTHESIS). For a review of these explanations, see Long (1990)" (K. Johnson & H. Jonson, 1999, p. 13). Capitalization is originally found in the text. Consequently, one can conclude that the age plays an important role in affecting or limiting adult learners' ability to speak the target language fluently and to be native-like.

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II.6.2. Aural Medium

The misunderstanding what is uttered results in the failure in responding correctly because listening plays the role of feedback when it comes to the development of speaking abilities due to the fact that listening precedes speaking.

According to Shumin (1997, p. 8)**:**

"The fleetingness of speech, together with the features of spoken English- loosely organized syntax, incomplete forms, false starts, and the use of fillers"

They are the main factors that obstruct the EFL learners' understanding and influence negatively the development of their speaking competences.

II.6.3. Socio- Cultural Factors

On the whole, the breakdown in communication take place because choosing the appropriate expressions or terms to particular situations when speaking in a foreign/second language is difficult for learners or non-native speakers. It is routinely due to their own cultural norms interference. Another reason is that they do not master the nonverbal communication system of the target language leading to the misinterpretation of the nonverbal messages which; in fact, differ from culture to culture (Shumin, 1997, p. 8). Therefore, speaking a foreign language imposes knowing the culture of the target language in addition to it linguistic and paralinguistic systems especially in particular social contexts.

II.6.4. Affective Factors

The affective side of the learner has a large impact on language learning success or failure (Oxford 1990, p. 140), because 'affective' means 'related to feelings' (K. Johnson & H. Jonson, 1999, p. 11). Such factors are "emotions, self-esteem, empathy, anxiety, attitude and motivation" (Shumin, 1997, p. 8).

The complexity of the task of learning foreign/second language has a remarkable impression on the human anxiety (Brown, 1994, as cited in Shumin, 1997, p. 8). Learners can suffer from hesitation or anxiety in relation to a number of aspects that they face during the teaching-learning process namely the language itself; Moreover, there are other factors like speaking in front of other learners or the language class, the behavior of their peers, their standing in the competition with fellow learners, the process of taking test, and; finally the native speakers' attitude of the foreign language (K. Johnson & H. Jonson, 1999, p. 21).

The affective factors are all interrelated in a certain manner as expounded by Shumin (1997, p. 8)"Sometimes, extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation, which often leads to frustration (lose of motivation) and a general sense of failure. Adults, unlike children, are concerned with how they (adult learners) are judged by others. They are very

cautious about making errors in what they say, for making errors would be a public display of stupidity, which would be an obvious occasion of "losing face" (louse of self-esteem), confidence that lead to take a negative attitude toward Due to the interference of those affective factors, the development in the EFL learners' speaking skills will be inhibited, slow and restricted.

In conclusion, the central objective of learning English as a foreign/second language is communicating in which the speaking skill is a major element. Speaking necessitate a special attention and instruction in EFL teaching-learning process, and in order to provide effective instruction that leads to competent speakers of English, it is necessary for EFL teachers to implement a several of tasks that aim at providing learners with the confidence and the skills needed to take advantages of the classroom opportunities (M. Parrott, 1993, pp. 1-3).They should take special considerations and to carefully examine the real objectives behind teaching-learning speaking, the careful analysis of these areas, simultaneously with sufficient language input and activities that promote the speaking skill, will provide guidance and progressively support learners to speak English fluently and appropriately.

II.7.Speaking Sub Skills

As any other skills, speaking has own sub-skills. According to Brown (2001: 272) sub-skills of oral communication include:

1. Produce chunks of language of different length.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stress and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.

9. Express a particular meaning in different grammatical forms.
10. Use cohesive devices in spoken discourse.
11. Accomplish appropriately communicative functions according to situations, participants, and goals.
12. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

Finocchiaro and Brumfit (1983: 140), claim that the learner has to acquire these sub-skills of knowing what, how, why, to whom and when to say something.

Once again, the teacher's role is to monitor students' speech production to determine what skills and knowledge they already have and what areas need development. Hence, the responsibility of the teacher is to devise activities that can address different skills by providing authentic practice that prepares students for real life communication.

II.8.The Importance of Speaking

The importance of speaking skills hence, is enormous for the learners of any language. It promotes communicative efficiency; teachers want students to be able to use language fluently and correctly as much as possible. Learners as well give the speaking skill priority in their learning because it is, in fact, the active use of language to express meaning.

According to Widdowson (1990:27) learning just the language system is not the appropriate way for learning how to communicate in the foreign language because knowledge of the language code alone does not explain the demands of communication and interaction with others in the foreign language. Rules and isolated terms that are learned are not what learners need outside the classroom.

Celce-Murcia (2001: 103) argues that for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.

The importance of speaking is revealed with the integration of the other language skills. For instance, learners' vocabulary and grammar can be improved by speaking and then improving their writing skill. Furthermore, the speaking skill, helps the learners to express their personal feeling, emotions, opinions or ideas; tell stories; inform or explain; request; converse and discuss i.e. through speaking, we can display the different functions of language. Mastering a language and being able to communicate orally in English is very important in real life as well if we consider that many companies and organizations look for people who speak English very well for the purpose of communicating with other people around the world. So, speakers of foreign languages have more opportunities to get jobs.

Baker and Westrup (2003: 05) support that

"A student who can speak English well may have greater chance for further education, of finding employment and gaining promotion".

II.9.Factors Behind Students' Poor Speaking

There are so many factors that affect students' oral performance and make them produce a poor speaking; these factors can become from teachers or students themselves. They can be summarized in the following points:

II.9.1. Lack of Adequate Technique of Teaching Oral

Actually, teaching oral is a difficult task; however, teachers are responsible for facilitating it to their learners. Unfortunately, most of the teachers look only for what to teach in speaking while they neglect the importance of "how" to teach it. The question of "what" is a hidden problem for teachers and learners because it makes

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the teachers lose the main techniques of teaching oral. Thus, Ramies suggested seven questions for teachers to be asked before the class:

1. How can speaking help my students learn their second or foreign language?
2. How can I find enough topics?
3. How can I help to make the subject matter meaningful?
4. Who will listen to what my students produce?
5. How are the students going to work together in the classroom?
6. How much time should I give my students for their oral production?
7. What do I do about errors?

II.9.2. Lack of Motivation to Speak (Internal Motivation)

This type of motivation is related to a desire that comes from the learners themselves; to make them challenge all the problems that they face; as Harmer (2006) says:

"People involved in language teaching often say that students who really want to learn will succeed whatever circumstances in which they study"

In other words, specialists and experienced tutors see that interested learners succeed despite the unsuitable environment they may learn in, as well as, the difficult conditions they may face. However, motivation has a great impact on student language learning. What has been noticed in most of learners is that they do not even try to motivate themselves to do such task; this case made the researchers ask different questions. According to Bascolo and Hidi (2008)

"There are two main questions that language skill teachers frequently pose to speaking. First, why are students so often not motivated to speak? Second, how can their motivation to speak be increased?"

II.9.3. Teachers as Source of Demotivation (External Motivation)

There are a great interaction between teachers and their learners; each one influence on the other one positively or negatively. In this case, teachers must be characterized by some features which make them effective teacher. The external motivation is important for learners 'oral production; as Harmer (2007b) says that:

"The main task of the teacher is to motivate and provoke the students"

In contrast demotivated teachers create uncomfortable atmosphere that do not make the learners feel at ease to speak. Nowadays, researchers find that teachers do not encourage their students to speak and if they do, they say it just with words and not from their hearts.

II.10. Some Difficulties of Teaching English Language in Algeria

Deep and serious investigations conducted by many scholars claim that there are different factors which decide the success or failure of language learners Obviously, using English as the main classroom language is seen as a learning opportunity and in the same time a challenge for non-native teachers of English as well as for learners. One of the major aims of English learning courses is to develop the skill of speaking outside the classroom. In the Algerian context, however various factors make this goal seem difficult or impossible to reach .In the article of Naima Iddou-Derraz titled Reasons for Unsuccessful English Learning in Algeria stated some factors stand behind the difficulty of teaching English in Algeria :

II.10.1. Age

In Algeria, English starts to be learned at the age of 11, which is regarded by many scholars to be the critical age for language learning. The delay in learning English and the little exposure to this language make learners much influenced by their first language or by French. This influence is revealed at different levels: phonology, grammar, word-for-word translation, etc. Here are some examples:

At the phonological level, learners find it difficult to articulate some sounds especially in spontaneous speech. The English short vowel /ə / for instance, is most of the time replaced by the great majority of the students either by the French open vowel /a/ in words like: approximant, syllable or by the close back vowel /o/ as in: theory, information.

At the grammatical level, a common error made by many students is the confusion between the grammatical structure of English and that of the Arabic language. This kind of interference occurs in the use of object pronouns like 'it' and 'them' as repetition of the subject of the same sentence as in:

The car that we bought it / السيارة التي اشتريناها

II.10.2. Social Factors

Most of the studies came to conclusion that second language success depends on the learner's attitudes. In other words, a positive attitude helps the learner attain success and the opposite is true.

In Algeria, one can easily notice that students are influenced by different sources of attitudes. Familial environment, for instance, are felt to be a decisive source of positive or negative attitudes. Their positive attitudes towards the target language encourage and motivate their children, but their negative attitudes do not. In some areas, parents and grandparents still consider foreign languages as the languages of enemy.

II.10.3. Pedagogical Factors

The pedagogical factors that can be cited as follow:

a) Overcrowded classrooms and unsuitable timing that are imposed to the teachers make them tired and less attentive.

b) Insufficient time dedicated to English sessions. It is around 10 % of the total teaching time.

c) Objectives of programs that do not correspond to the learners' need.

d) Number of examinations that makes the learners learn for the exam, lack of quizzes , presentations and oral exams.

e) Absence of coordination among English teachers, and absence of teacher training.

II.11. Uses of interference in the EFL Classroom

Teachers can use interference in different situations at different levels and stages as follow:

According to Newmark (1991):

"Transfer is a useful tool to be used in the elementary, intermediate and advanced stages of language learning"

1. In the elementary stage, transfer is useful as a brief time saver, and "translation from L1 to L2 may be useful as a form of control and consolidation of basic grammar and vocabulary" (Newmark ,1991,p.61).In other words, interference is useful because it expounds grammar and teaches vocabularies.

2. In the intermediate stage, interference from L2 to L1 of words and clauses may be useful in dealing with errors, and it is useful for the expansion of vocabulary.

3. In the advanced stage, from L1 to L2 is recognized as the fifth skill and the most important social skill since it promotes communication. Also,

when using interference, "Grammar becomes less frightening and more accessible if students are allowed to use their mother tongue and thus notice the similarities and differences between their mother tongue and the target language." (Dilkova, 2010, p.451).Moreover, Interference can be used to give the meanings of new words

"There are numerous ways of conveying the meaning of an unknown word. These include a definition in L2, a demonstration, a picture or a diagram, a real object, L2 context clues, or an L1 translation. In terms of the accuracy of conveying the meaning, none of these ways is intrinsically better than any of the others." (Nation, 2001).

In addition, Liao (2006), in his study about the use of interference in English learning, came to the conclusion that "students most frequently use interference to learn English vocabulary words, idioms, phrases, grammar, to read, write, speak English, to check their reading and listening comprehension."

Conclusion:

The light is shed in this chapter on the speaking skill because speaking is considered as the most important productive skill in the learning process. To develop speaking skills, all the parameters are responsible for the success or failure and can contribute to a great deal of EFL students in developing basic interactive skills necessary for their learning process; Moreover, the chapter covers speaking and its aspects in foreign language classrooms and the difficulties that affect the students' oral performance to conclude that this latter makes the learners take a wrong image of the speaking skill which makes them fail to achieve this productive skill.

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CHAPTER THREE

Chapter three: Field Work

Introduction

    V.1.. population

        V.1.1. Students

        V.1.2. Teachers

    V.2. The Research Tools

        V.2.1. Students' Questionnaire

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        V.3.2.   Analysis of the Teachers' Interview

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    V.5. Recommendations and Suggestion

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Conclusion

General Conclusion

Bibliography

Appendices

"Research is an ongoing activity which is never totally complete because each piece of research raises additional questions for more research."
Seliger H.W. & Shohamy E. (2000: 2)

Introduction

Since the present chapter is regarded as the practical part of the work, all the data are analyzed and collected through the triangulation methods (learners' questionnaire, teachers' interview and checklist). To achieve the reliability and the validity of the findings to confirm or infirm the hypotheses, the research is supported by using both the qualitative and quantitative methods. This chapter also presents the data interpretation, and proposes some suggestions and recommendations that will help teachers to minimize the negative use of interference in students' oral performance

III.1. Population

According to Nawaz (2005):

"It can be defined as a selected sample of a population studied to gain knowledge of the whole" (p.25)

The population engaged in this study is the following:

III.1.1.Students

This study take place at Ibn Khaldoun University of Tiaret, from the population of the students and teachers at the English department, 100 students from first year. For the sake of the globalization of the research outcomes, the prospect sampling (nonspecific) has been chosen. The reason behind choosing the first year students is because they rely more on their mother tongue more than others.

The number of the students is in the table below:

Level	Male number	Female number	Total
1st year LMD BA	22	78	100

Table III.1. Students' number

III.1.2.Teachers

Ten EFL university teachers are invited to provide information to this research study in order to try to elicit information about the phenomenon of interference and it effect on the oral production of the learners. Depending on their availability; every teacher who could be reached is a participant. The total number is 10 (both permanent and contract teachers). For that; teachers should choose the best method to teach students and help them to improve their oral performance.

A pilot testing was conducted with 3 teachers who were not included as respondents in the main study. It helped the researchers to check the quality and the stream of items or to adjust the ones which did not serve the purpose of the study.
In fact, this elective step comparatively progress the research design, it can be ensured that the user research occur smoothly and fluently, and significantly improve the productivity from the study.

III.2. The Research Tools

Interview, checklist and a questionnaire are used in this study as data triangulations which are generally recognized as pertinent types of research tools to obtain valuable data. The interview and checklist are intended to analyze teachers' views about the use and utility of Arabic in EFL classroom and the questionnaire is directed to EFL students to bring their attitudes and aptitudes in concerns of Arabic use and usage.

"The mixing of data types, known as data triangulation, is often thought to help in validating the claims that might arise from an initial pilot study". (Wendy, 2004: 03).

In other words, triangulation refers to the use of more than one data collection and method to the investigation of a research in order to enhance confidence in the findings. The reasons to triangulate are that a single research method can never shed

light on a phenomenon. Using multiple methods can help facilitate deeper understanding (Creswell & Clark 2007).

Triangulation strives to uncover the two main issues clearly stated in the research questions above. In what follows, it tries to present the reasons and the objectives behind the choice of each research instrument employed in the present study.

III.2.1.Students' Questionnaire

Abawi (2013: 03) defined research questionnaire as:

"**A data collection instrument consistent of a series of questions and other prompts for the purpose of gathering information from respondents**".

For the sake of having a better understanding of how Arabic is apprehended by EFL students, a questionnaire of fourteen questions are administered to 100 first-year LMD students. These questions are divided into three sections; the first section is about Arabic language frequent use and utility. The second section aiming to gather general information about English language practice and the proactive mental processes, whether Arabic is used or not and how this language is apprehended by learners in EFL classrooms. Finally the third section dedicated to spot the negative transfer and errors making. To conclude, these collected data will be analyzed and interpreted.

Abawi (2013:04) added that:

"**A well-designed questionnaire meets the research objectives and reaches statistically significant and reliable conclusions from what a researcher is planning to investigate, mainly when resources are limited**".

The goal behind designing these questions and statements is to help participants find out what affects most their oral performance; as well as, to discover

the reasons behind the negative transfer and what make them commit errors in the transfer process.

III.2.2.Teachers' Interview

Abawi (2013:132) argued that:

"Interviews have widely been used as a method of data collection in recent linguistic research. Various studies showed that interviews are one, if not the primary, method of investigating linguistic phenomena."

In order to reach the needed results, the interview contains seven questions,. asked to 10 teachers having a teaching experience between 2 and 10 years, specialized in Didactics, applied linguistics in TEFL.

It is conducted to investigate the influence of the mother tongue on the students' oral performance (Arabic language) in learning English. It deals with the extent to which the teachers have adequate knowledge and are familiar with the phenomenon of language interference (Arabic-English); furthermore, the negative effect of this latter

III.2.3.Teachers' Checklist

The checklist is directed to ten teachers who are requested to provide information about their attitudes on the main reasons behind the students weaknesses in oral performance, this is meant to give an answer to the hypothesis, they are asked to fill in the table with "yes" or "no" to discuss the point that Algerian students problems in English speaking is duo to the stated reasons, subdivided into three mains problems. These points are as follows:

- **Teacher gaps**

  Which includes the teachers' demotivation of students to speak in English, the lack of opportunities to practice English (speaking), the teachers allow students to use L1 in English classes? Finally teachers' lack of interest in teaching

- **Negative transfer an errors making**

  This includes students' direct translation from L1, moreover, the ignorance of differences between language systems.

- **Extra factors**

  Which consists of the lack of materials (laboratory); as well as, the inadequacy of the designed program and few hours dedicated for oral sessions.

Finally, leaving a space of teachers' suggestions for other possible reasons of learners' problems in English speaking in order to shed the light on the uncovered reasons yet.

III.3. Data Analysis

Brown points out, that:

"Collecting the necessary data is half the battle"

This stage of the study is devoted for data collection and analysis. The results gathered through the triangulation methods used in this study will help the investigators to answer the final focal questions being examined in the current research. In the present study, it is intend to concentrate on the results which are collected from the research instruments. Thus, from the calculation of individual questionnaires' results gives a clear image about the Arabic-English Language interference in students' oral performance. In fact, the researchers need to edit,

simplify, analyze and summarize these data. In the current research study the data analysis can be broadly categorized as consisting of qualitative and quantitative analysis since the chosen research instruments are carefully designed to obtain quantitative and qualitative information.

III.3.1. Analysis of the Learners' Questionnaire

The questionnaire results are as follows:

01: Gender

The questionnaire is filled in by 100 students from Ibn Khaldoun University in the English department. They are first year licence students. Most of the respondents are females (78%) while the minority is males (22%).

Table *III* 02. Students' gender

Gender	Numbers of students	Percentage
Male	22	22%
Female	78	78%
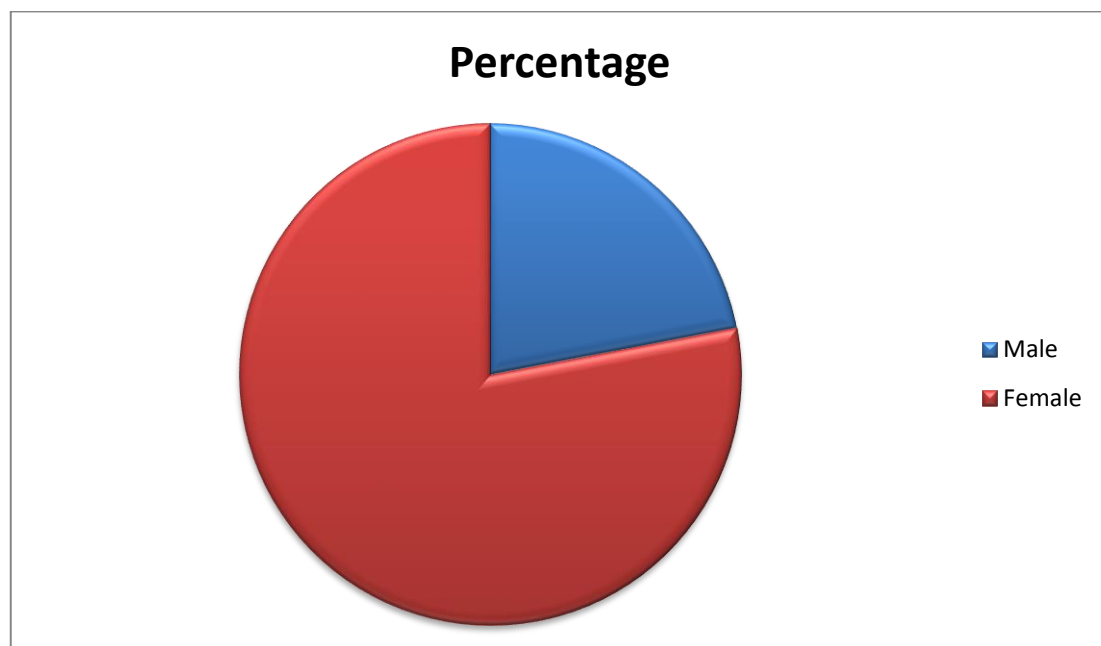
Pie Chart 01: Representation of scores illustrating students' gender

02: the Age

Eighteen years old are the most present respondents of this questionnaire with a percentage of (31%) followed by nineteen years old students with a percentage of (28%), then twenty years students with a percentage of (22%) and the lowest percentage (19%) is the one of the students that they are twenty one years old and more.

Table *III* 03. Students' age

Age	Number of students	Percentage
18 years old	31	31%
19 years old	28	28%
20 years old	22	22%
+21 years old	19	19%
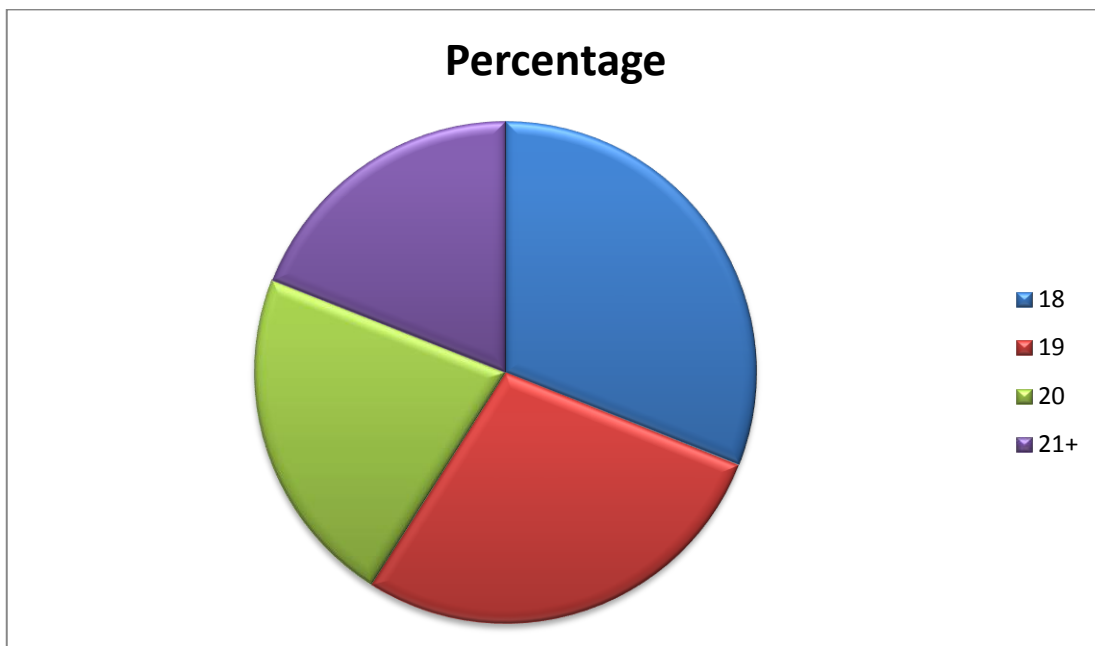
Pie Chart 02: chart Representation of scores illustrating students' age

Section 01: Arabic language frequent use and utility

Question 01: How often does your English teacher use Arabic in classroom?

The large majority of the students (87%) reported that their English teachers sometimes use Arabic, whereas (10%) of them said that they never use it and only (3%) reported that their teachers always use Arabic in classroom.

Table *III* 04. The extent of teachers' use of Arabic in classroom

Informants' answers	Number of students	Percentage
Always	**03**	**03%**
Sometimes	**87**	**87%**
Never	**10**	**10%**
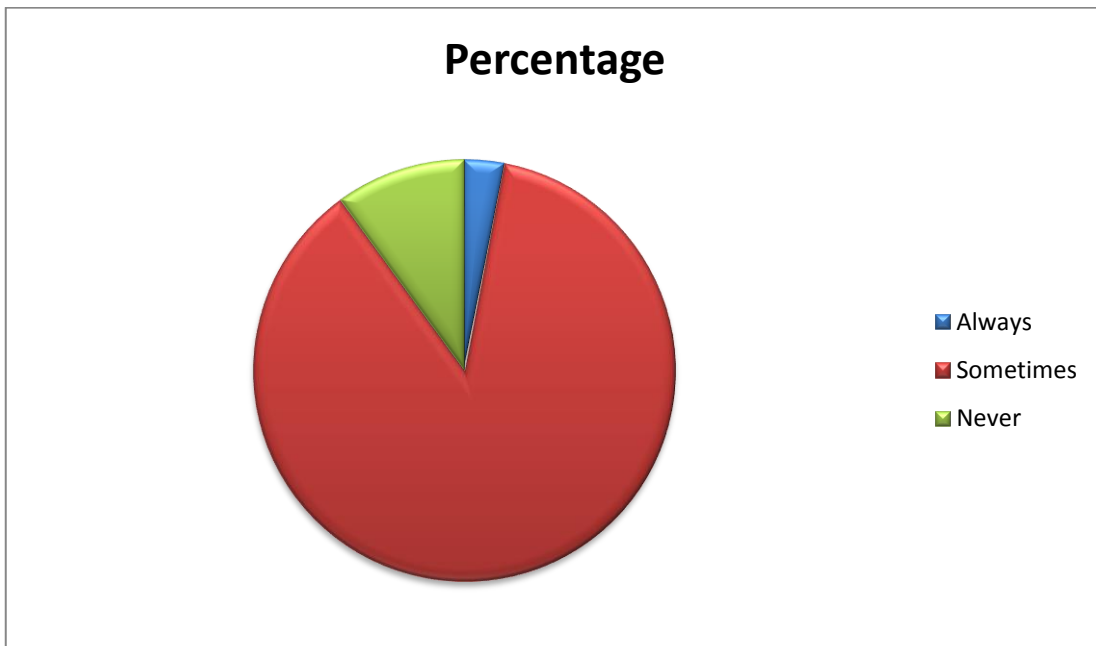
Pie Chart 03: Representation of scores illustrating the extent of teachers' use of Arabic in classroom

Question 02: Do you think the use of Arabic in the classroom helps you learn English?

(53%) of first year students stated that the use of Arabic in calssroom does not help them to learn the language, in the other coin (47%) of them opted for yes.

Table *III* 05. Students' attitudes towards the use of Arabic in classroom in order to learn English

Information's answers	Number of students	Percentage
Yes	47	47%
No	53	53%
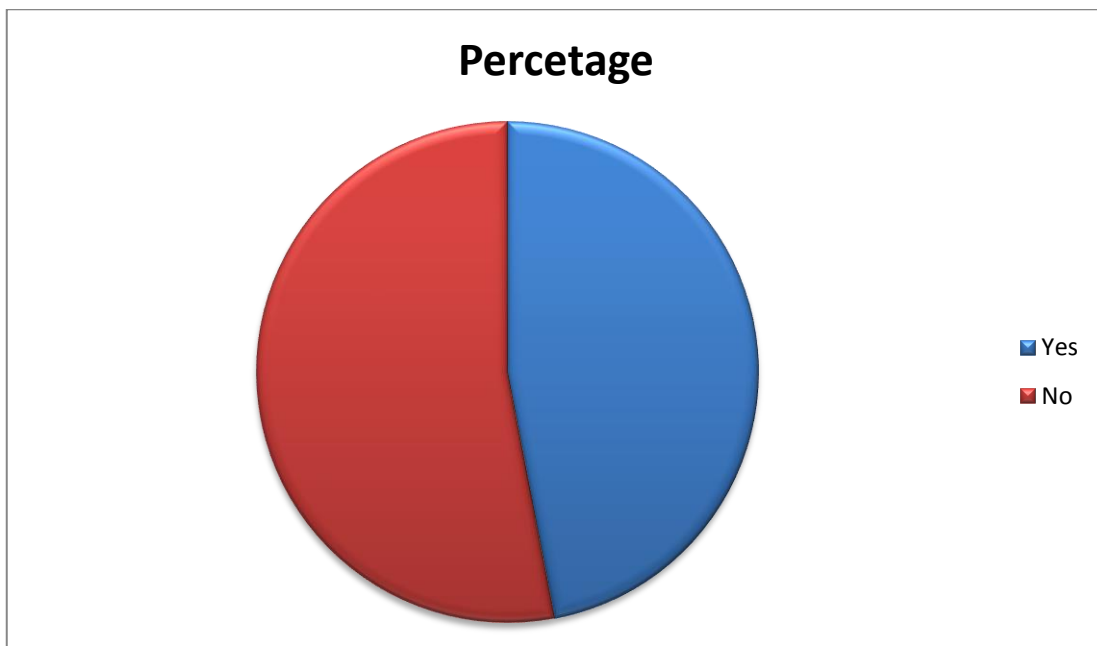
Pie Chart 04: Representation of scores illustrating Students' attitudes towards the use of Arabic in classroom in order to learn English

Question 03: Do you find it easier to express yourself through Arabic rather than English?

The finding reveals that (59%) of first year students find it easier to express themselves through Arabic rather than English. Whereas (41%) of them do not do so

Table *III* 06. Students' attitudes towards expressing themselves in Arabic rather than English

Information's answers	Number of students	Percentage
Yes	59	59%
No	41	41%
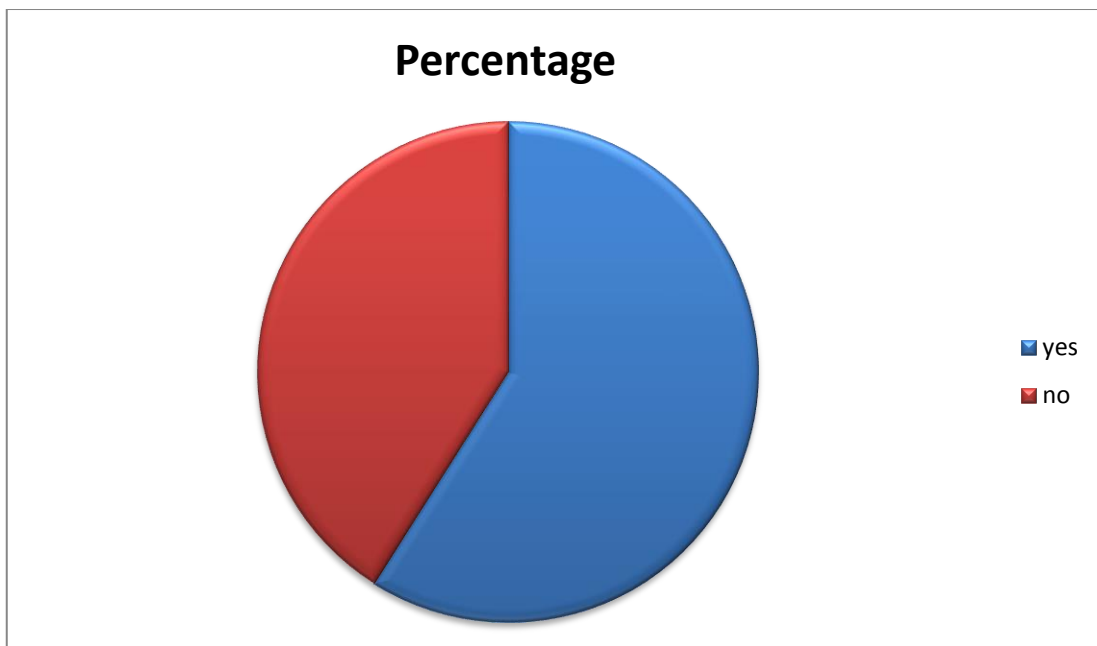
Pie Chart 05: Representation of scores illustrating Students' attitudes towards expressing themselves in Arabic rather than English

Question 04: Whenever you find difficulties in understanding something in English; do you prefer?

In this rubric, the results obtained show that the majority of students (75%) prefer English explanation rather than Arabic whenever facing difficulties. while, only (25%) of them opted for Arabic explanation.

Table *III* 07. Students' needs of teacher's explanation in English or Arabic translation

Information's answers	Number of students	Percentage
English explanation	75	75%
Arabic translation	25	25%
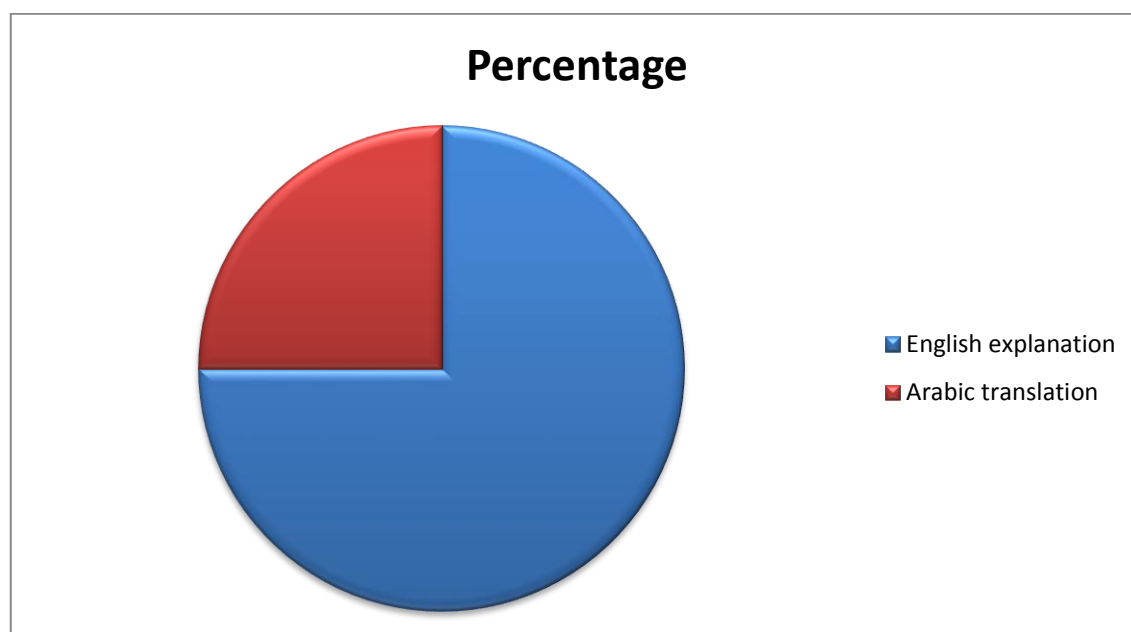
Pie Chart 06: Representation of scores illustrating students' needs of teacher's explanation in English or Arabic translation

Question 05: How do you consider the use of Arabic in the English Session?

The question has five (04) options; each one should be analyzed separately. It is seen that (41%) of the whole students said that using Arabic in English session helps them to better understand the difficult concepts. Then (25%) of students said that Arabic use helps them to check new vocabulary items. Whereas (25%) said that the use of Arabic gives them fewer chances to practice English. Only (09%) answered: it makes them feel at ease, comfortable and less stressed

Table *III* 08. Students' consideration of the use of Arabic in the English sessions

Information's answers	Number of students	Percentage
A -	41	41%
B -	25	25%
C -	09	09%
D -	25	25%
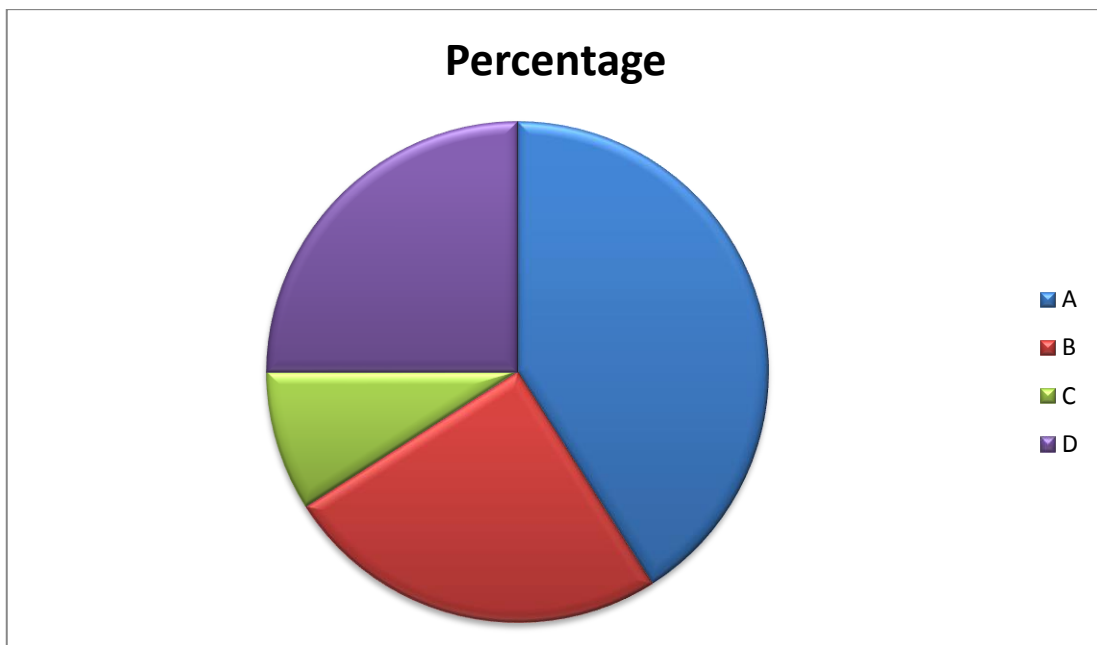
Pie Chart 07: Representation of scores illustrating students' consideration of the use of Arabic in the English sessions

Section Two: English language practice and the proactive mental processes

Question 06: where do you practice English?

 It was found that:

- *(66%) of students use English everywhere*
- *(33%) of students use English only in class*

Table *III* 09. The amount of students' English Use in and outside the EFL classroom

Information's answers	Number of students	Percentage
In vivo	66	66%
In vitro	33	33%
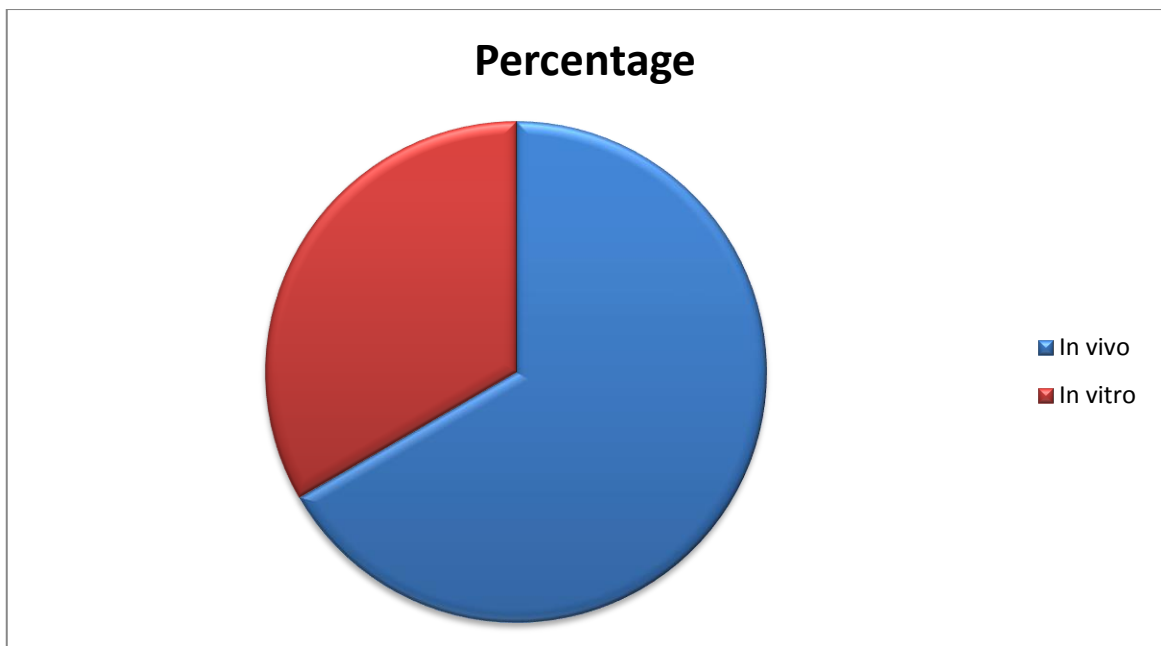
Pie Chart 08: Representation of scores illustrating the amount of students' English Use in and outside the EFL classroom

Question 07: When speaking English, I ……. Neglect the kind of mistakes I make

The aim of posing this question is to know the attitudes of learners towards using Arabic in EFL classrooms. Therefore, the table shows that there are (22%) of students neglect the kind of mistake that they made when speaking, while (47%) choose sometimes much, (19%) of first year students are along with rarely, and only (12%) says they never neglect the kind of mistake they make.

Table *III* 10. Students' ignorance of committed mistakes

Information's answers	Number of students	Percentage
Always	22	22%
Sometimes	47	47%
Rarely	19	19%
Never	12	12%
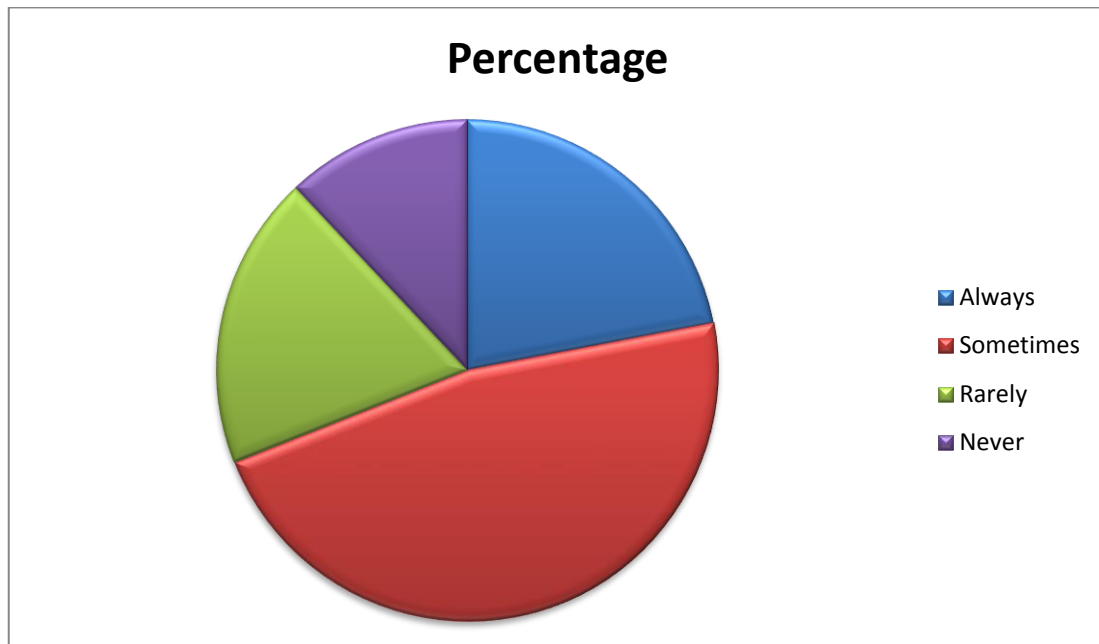
Pie Chart 09: Representation of scores illustrating Students' ignorance of committed mistakes

Question 08: Before I speak English, I …….. prepare the task in Arabic, and then I translate it into English

The results show clearly that the majority (34%) do not prepare the task in Arabic, as well as; (31%) opted for Rarely so they rarely prepare the task in the target language, whereas only few (19%) answers that they do always prepare the task in Arabic then translate it into English. while (16%) of students are sometimes along with preparing the task in Arabic

Table *III* 11. The frequency of students' translation of tasks

Information's answers	Number of students	Percentage
Always	19	19%
Sometimes	16	16%
Rarely	31	31%
Never	34	34%
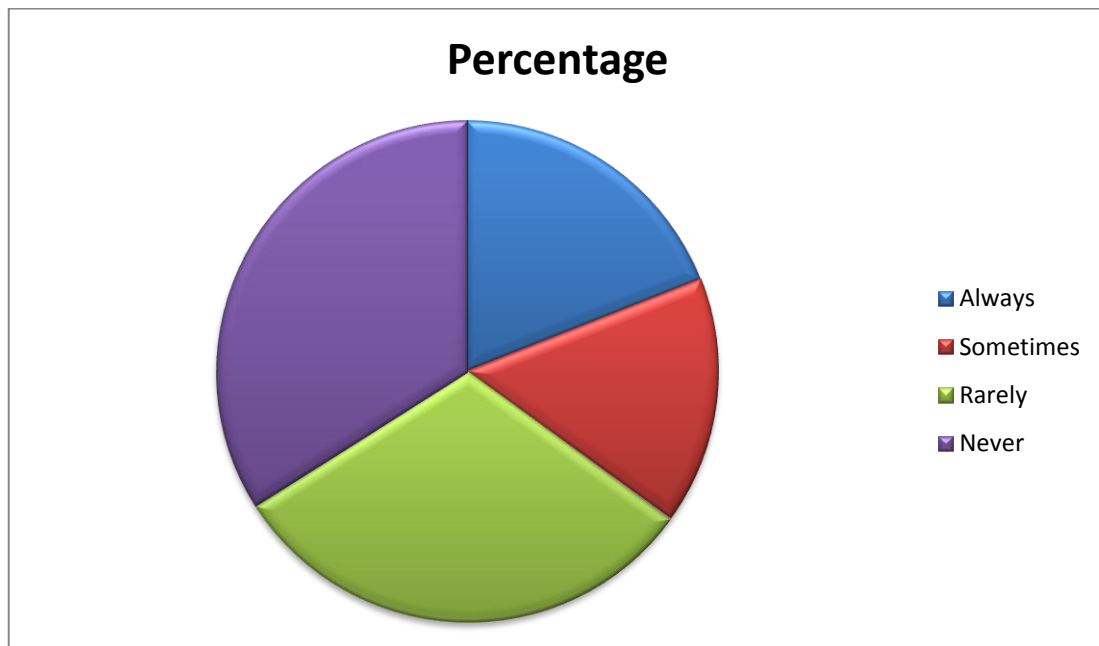
Pie Chart 10: Representation of scores illustrating the frequency of students' translation of tasks

Question 09: when speaking in English, first I ……. Think in Algerian Arabic, and then I speak in English

The finding reveals that (44%) of first year students do sometimes think in the Algerian Arabic. While (37%) of students do rarely think in AA. whereas (19%) of the sample do never think in AA to speak English. But (0%) of students appoint never.

Table *III* 12. Students' behavior in thinking: From AA to English

Information's answers	Number of students	Percentage
Always	0	0%
Sometimes	44	44%
Rarely	37	37%
Never	19	19%
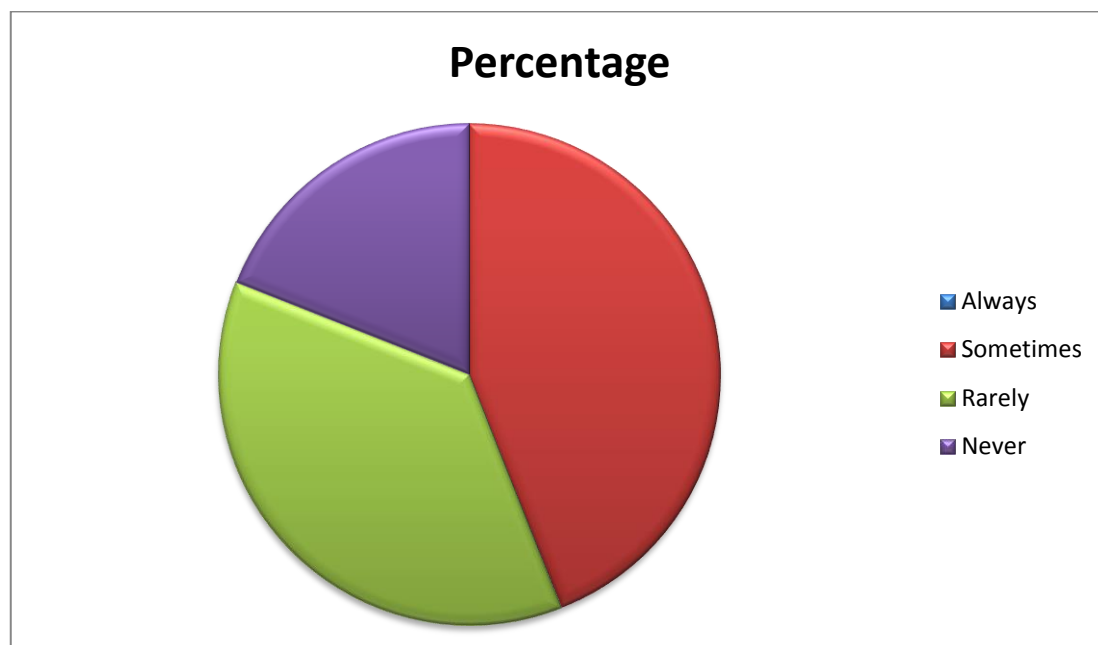
Pie Chart 11: Representation of scores illustrating students' behavior in thinking: From AA to English

Question 10: I……... use an English/Arabic, Arabic/English dictionary when speak in English

It is seen from the data collected that (47%) of students use English/Arabic, Arabic/English dictionary is more useful for them, While (25%) of students do rarely use it, but (16%) of students do always use the English-Arabic, Arabic English dictionary. And only (12%) pointed never use the dictionary.

Table *III* 13. Students' use of English/Arabic, Arabic/English dictionary

Information's answers	Number of students	Percentage
Always	16	16%
Sometimes	47	47%
Rarely	25	25%
Never	12	12%
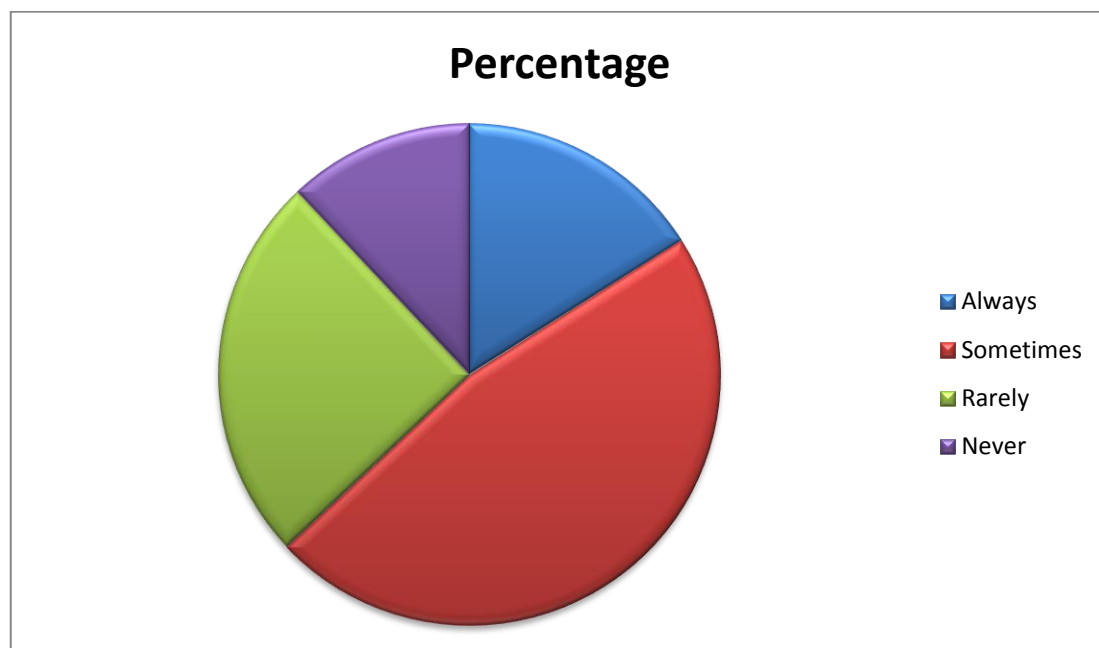
Pie Chart 12: Representation of scores illustrating Students' use of English/Arabic, Arabic/English dictionary

Question 11: How often does your teacher encourage you to speak in and out of the classroom?

The result of our research shows that students (47%) are always encouraged to speak; this means that these teacher like speaking; for that, tutors always encourages students to speak. While, (41%) of the students are sometimes encouraged to speak, However (13%) of the whole sample says rarely maybe because the teacher do not like to stress on their student; for that, from time to time teachers encourages them. While. Never is represented by (0%), There is no one cross never, because teachers most of time encouraged to speak.

Table *III* 14. Teacher' Encouragement to speak in and out of the classroom

Information's answers	Number of students	Percentage
Always	47	47%
Sometimes	41	41%
Rarely	13	13%
Never	0	0%
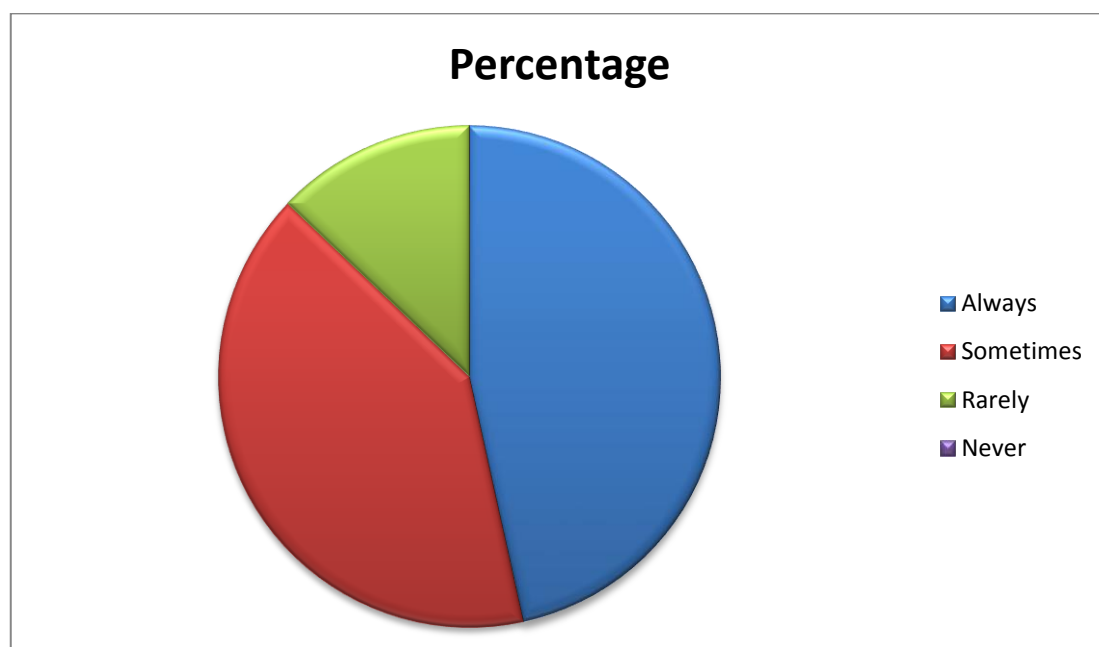
Pie Chart 13: Representation of scores illustrating teacher' Encouragement to speak in and out of the classroom

Question 12: Is it important to refer back to your L1 when you speak in L2/FL?

The results obtained show that the majority of students (78%) disagree with the point that it is important to refer back to the mother tongue when speaking foreign language while, only (22%) of them opted for yes it is important for them.

Table *III* 15. The Importance of L1 when the students produce the TL

Information's answers	Number of students	Percentage
Yes	22	22%
No	78	78%
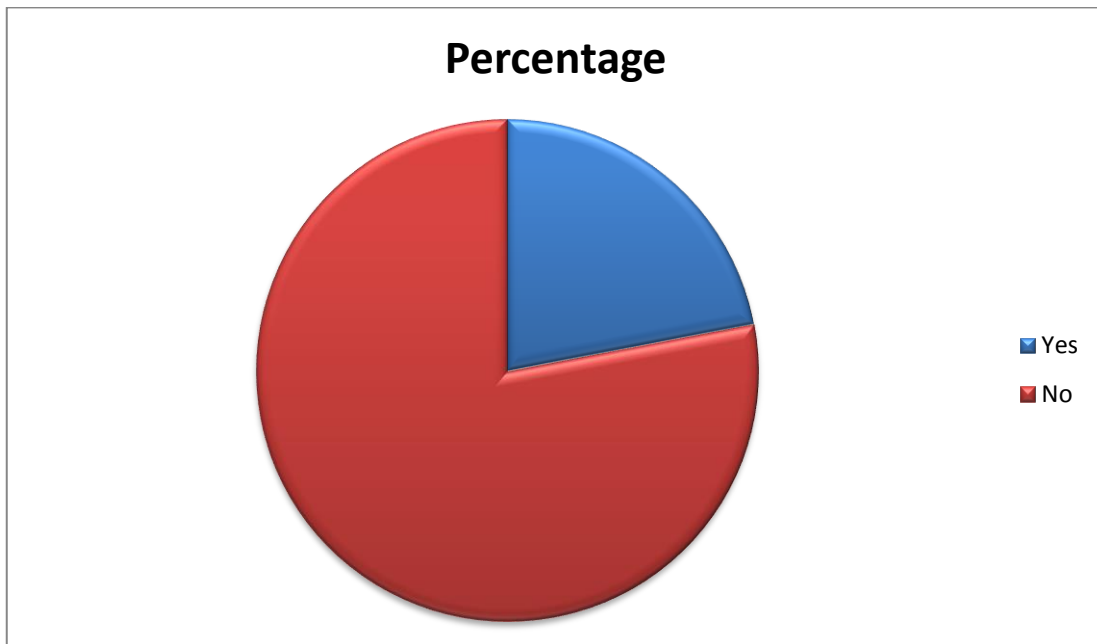
Pie Chart 14: Representation of scores illustrating The Importance of L1 when the students produce the TL

Section 3: Negative transfer and errors making

Question 13: According to you what are the possible reasons for making errors in speaking English?

In this rubric, the answers are divided into 04 categories:

The first category which represents the majority of the respondents (41%) pointed that the lack of practicing the language is the major reason for making errors in speaking English while result of the second category which inholds (35%) of the respondents reveals that the reason behind making errors is due to the negative transfer from Arabic since they mentioned that they refer to the Arabic ignoring the differences between the Arabic and English language. On the other side of the coin, a third category including (15%) of the students believe that the lack of vocabulary is the reason of committing errors in speaking English and finally, a category of (09%) of the first year (EFL student) pointed that anxiety is the problem.

Question 14: How can you reduce the L1 negative transfer?

In this rubric, the answers are divided into 03 categories:

The results illustrated that the first category of first year students which includes the majority of the respondents (44%) see that practicing English usually can reduce the L1 negative transfer, to be followed by the second category which inholds (31%) of the respondents to say that using English dictionaries is t the solution for getting ride of the negative transfer, while (25%) of students classified in the third category stated that the best way to minimize the negative transfer is to be in touch with the English culture through reading as well as listening to native speakers to be able to not refer to Arabic before practicing the target language

III.3.2.Analysis of the Teachers' Interview

In the same period of time; researchers conduct structured interview with (12) Ibn Khaldoun university English teachers. They are formally interviewed at their educational institute.

The teachers' interviews are hold to elicit information on the influence of Arabic on first year English students oral performance, and the reasons behind the errors they commit. It means that they have dealt with a reasonable set of techniques and methods concerning the English language teaching.

The result of the teachers experience at the university is divided into 3 categories, the first-one inholds (40%) of the teachers revealed that 6 years is their teaching experience, while (20%) declared that 3 years is their teaching experience and finally the last category (40%) mentioned that 2 years is their experiences.

And in what concerns the modules in charge they said they teach different modules even out of their specialty, the modules mentioned are: phonetics, oral expressions, grammar teaching, written expressions, civilization, methodology, literature …

01) Do you use Arabic in EFL classroom?

(80%) of teachers interviewed pointed that they do not use Arabic when teaching EFL class whereas, only (20%) of them said that they sometimes use it.

02) Do you tolerate the use of Arabic in English speaking courses?

In this question, (80%) of the teachers interviewed declared that they do not allowed first year student to use Arabic in English speaking courses, while (20%) of them said that they tolerate the use of Arabic depending on the module.

03) According to you to what extent do Arabic influence students speaking?

The results reveals that (90%) of teachers see that Arabic has a big influence on students' speaking whereas, only (10%) of them believe that it has no influence on their oral performance.

04) According to you, why do some EFL students use Arabic instead of English in classroom?

In this question, all teachers agreed that the lack of vocabulary is the major reason that pushes EFL students to use Arabic instead of English as they declared that lack of experience since they are not used to speak on English this is an another reason mentioned by some teachers.

05) What are the main EFL learner's weaknesses that you have observed in Class?

The most frequent weaknesses declared by teachers are as follows: grammar mistakes, limited vocabulary, lack of presentation skill, pronunciation, misuse of body language

06) Does L1 affect negatively students' speaking in English?

All teachers agreed that L1 affect negatively students speaking in English adding that this effect is related to the all-time use of Arabic which has an impact on the learning process as well as students translate their ideas from L1 to the target language they get used to use L1 as reference, which leads to the negative effects od students oral speaking.

07) Why do EFL learners make transfer errors?

Teachers mentioned that the transfer errors are due to the lack of knowledge as well as states do not distinguish difference between L1 and the target language (language system).

III.3.3.Analysis of the Teachers' Checklist

Section one: this section is dedicated to teacher gaps which can be reason of students poor speaking.

The first question is about whether teachers demotivate students to speak in English; as results, all teachers (100%) opted for "No" and none of them (0%) selected for "Yes".

The second question is related to teachers lack of interest in teaching the results showed that (80%) of teachers said "No" whereas, (20%) crossed "Yes".

The third question deals with the use of mother tongue in English classes as a result (60%) said "Yes" since they allow students to use the mother tongue in the English classes, while (40%) said "No", since they do not tolerate the use of mother tongue in English classes.

The last question in this section is about the lack of opportunities for practice in English the result illustrated that all teachers agreed that it is a reason that affects students' oral performance while (0%) replied "No".

Section two: this section is dedicated to the negative transfer and errors making as source of the Algerian student' problems in English speaking.

In the first question, teachers are asked whether the students neglect the differences of language system. As results, all teachers agreed that student do so. None of them (0%) disagreed.

In the last question in this section, (80%) of teachers confirmed that the students' direct translation from L1 (AA) is one of the reasons behind students poor speaking whereas, (20%) opted of "No".

Section three: this section is devoted for extra factors affecting students' oral performance.

Lack of materials is the first extra factors which affect students' speaking as result, the majority of teachers (80%) opted for "Yes" while, the minority (20%) opted for "No".

The second question is about the adequacy design program. As result, (40%) of teachers selected "Yes"; whereas, (60%) of them choose "No" to mention that it has no relation with students poor speaking.

Finally in this question teachers are asked whether the few hours dedicated for the oral sessions is the reason which has an impact on the students speaking.

At the end of the checklist, teachers are asked to mention any other possible reasons of learners' problems in English speaking; consequently the following is summed up of the given points:

- Lack of reading since this latter helps students to acquire new vocabulary
- Students carelessness
- Student shyness
- Fear of making mistakes
- Overcrowded classroom
- Demotivation of using English outside of classrooms

III.4. Data Discussion and Interpretation

This part will shed light on the discussion and interpretation of the main results collected from the students' questionnaire and the teachers' checklist and interview regarding the stated hypotheses. Consequently, it will check if those hypotheses are accepted or rejected.

First, the aim of the present study is to confirm the first hypothesis which says that L1 affect negatively the oral performance of EFL students in some cases, thus,

The data gathered from the questionnaire, mainly, questions two (02), four (04), five (05) and twelve (12) reveal that the use of Arabic does not help student to learn English; as well as, they prefer English explanation to understand better, as they mentioned that it is not necessary to refer back to L1 when producing the target language. Similarly, results obtained from the teachers' interview, particularly questions one, three and six (06) show that all teachers are aware of the usefulness of the L1, moreover, the large majority of teachers pointed that Arabic has a big influence on students' speaking, which affects students' speaking English negatively, likewise the results reached from teachers' checklist, in particularly questions three (03) in the first section and question two in the second section, most of teachers show that the Algerian students problems in English speaking are due to the use of the mother tongue in English classes; as well as, the students direct translation from L1.This concerns the first hypothesis stating that both teachers and learners have L1 has a negative impact on the oral performance of EFL students in some cases

Concerning the second hypothesis which says that the lack of awareness about the differences between L1 and the target language drives learners to commit transfer errors, the results obtained from the students' questionnaire, particularly questions seven, nine, ten and thirteen report that students do sometimes neglect the kind of mistakes they usually do; moreover, most of them think in Algerian Arabic then speak in English as they use English/Arabic, Arabic/English dictionary when speaking English. Similarly teachers' interview and checklist assure that the major reason behind students' transfer errors is that the lack of knowledge; as well as, the ignorance of the difference of language systems caused by the direct translation: from Arabic to English

III.5. Recommendations and Suggestions

Integrating the mother tongue in teaching English is among the techniques that are commonly used in order to enhance teaching-learning process. At the end of this study, the researchers become more familiar with the different situations that L1 should be used in. Besides, speaking skill is very interesting skill to be improved; for that, we have suggested some points for learners and teachers that may help them:

- Teachers should be responsible to show their students the differences between L1 and L2 grammar.
- Teachers must be well-trained in speaking skill in order to teach this skill correctly.
- L1 should be used in a limited manner, at the appropriate time, and in appropriate places.
- Atkinson (1978) suggested that teachers should use English where possible and the L1 where necessary. It means teachers should encourage learners to use English as much as possible.
- It is necessary to use translation in highlighting the similarities and differences between L1 and English in order to make students acquire easier.
- Motivation is a key point for developing the speaking skill.
- Learners should read more in second language.
- In order to get rid of making negative transfer, students should practice the target language each time.
- Teachers should avoid the overuse of L1 in English classes for keeping its positive impact
- Teachers must choose the appropriate approach to teach easily the speaking skill.

Avoiding the interference of first language leads to produce a good language; this requires the desire of learners and the responsibility of teachers.

III.6. Suggestions for Further Research

More research is needed to investigate the phenomenon of language interference to facilitate the teaching of English. As a future study, the researchers suggest to enlarge this research through using longitudinal studies and a higher number of participants, in which the participants may be asked if listening has any contact with language interference that it can be found out the real reasons for using L1 and the amounts of that.

Conclusion

This chapter shed light on the results collected from Triangular methods (Questionnaire, Interview and checklist). The results have shown that L1 affect negatively students speaking and highlighted the lack of awareness about the difference between L1 and the target language which makes learners produce a poor English. In addition, it figured out the main transfer errors committed by learners. Finally, some recommendations and activities were suggested in order to help better use of L1 teachers in their teaching. In order to reduce these mistakes/errors, teachers suggested reading and practicing more in L2/FL; this way of avoiding mistakes/errors (L1 interference) allows students to be competent in their L2; directly, EFL learners' speaking will be more improved.

GENERAL CONCLUSION

General Conclusion

Algeria like the rest of the whole world witnessed a wide spread of English language especially at the educational level. EFL learners suffer from difficulties in learning English which hinder their process. These obstacles are originated from deficiency in real use of language at the level of oral performance. That is, the difficulty in oral production and lack of fluency.

Researchers have chosen the speaking skill because it is the difficult one among other skills; investigators find it the most receivers of mistakes especially the interference one which leads to poor oral performance, this latter can be improved if the learners do not make negative transfer. the research is divided into three chapters; the first chapter is a theoretical review about the concept of language interference; as well as, the influence of mother tongue on the second language. Furthermore, it covers the notion of errors and mistakes that students make when they speak in the target language with their causes and sources.

The second one is devoted for speaking in EFL classroom Thus, the main objectives of this second chapter was to exhibit adequate understanding of the main factors which affect learners speaking; moreover, all the types of classroom speaking performance, while researchers were interesting to obtain knowledge about difficulties of teaching English language in Algeria to improve English speaking skill. In addition, the study concerns also the existing of the importance of speaking skills and the factors behind students' poor speaking.

The third chapter was the practical part of this extended work. This letter dealt with the data analysis and interpretations, besides some suggestions and solutions for teachers to control the use of the mother tongue and better integrate it for attaining positive outcomes. Through conducting and designing an exploratory case study and after the analysis of data gathered from different sources using a set of triangulation methods (a questionnaire for students, checklist and interview with teachers) the questionnaire comes up with the following details, I what concerns students'

attitudes towards speaking skill, it is found that 41% of learners sees the lack of practicing the language as major reason for making errors while 47% declared that their teachers do always motivate them to speak in or out of the classroom, and finally 66% of learner practice English everywhere. On the other hand in what concerns student attitudes toward interference only 22% of learners finds it important to refer back to the mother tongue when speaking English and only 16% uses Arabic English dictionaries while the minority of 03% said that their teachers use Arabic in Classroom and finally 57% declared that they prefer English explanation rather than Arabic explanation when facing difficulties. Second able teachers interview comes up with following points: according to teachers Arabic has a big influence on students speaking, while all teachers agreed that the lack of vocabulary is the major reason that pushes EFL learners to use Arabic instead of English moreover; teachers mentioned that the lack of knowledge English as well as students do not distinguish the differences between the mother tongue and the target language. While checklist which is divided into three main section comes up with the following results: all teachers agreed that teachers can demotivate student to speak English and the lack of opportunities to practice English also student ignorance the differences between language systems and insufficient hours for oral session those are the real problems that affect students' oral performance. On the other hand 80% sees that teachers lack of intreset in teaching and student direct translation from L1 and the lack of materials has big affect on students' speaking. Whereas 60% of teachers allow their student to use Arabic in classroom while 40% do not tolerate the use of mother tongue in Classroom. At the end of the checklist, teachers are asked to mention any other possible reasons of learners problems in English speaking. Consequently the following is summed up of the given points: lack of reading, students' carelessness, student shyness, fear of making mistakes, overcrowded classroom. the two hypotheses put forward were totally confirmed.

In conclusion, it should be said that the issue of language interference is directly related to the place attributed to the mother tongue in the foreign language teaching system.

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APPENDICES

Dear students,

The aim of this study is to investigate the effect of Arabic interference and the reasons towards the use of Arabic in EFL classrooms. We would be very grateful if you answer the following questions as your answers may help teachers and educators to understand your needs and to overcome any difficulty in learning English.

Please select only one answer:

Gender   Male   ☐   Female   ☐

Age   ☐

I.   *Section 1 : Arabic language frequent use and utility*

1. How often does your English teacher use Arabic in classroom?

a- Always   ☐   b- Sometimes   ☐   c- Never   ☐

2. Do you think the use of Arabic in the classroom helps you learn English?

-Yes   ☐   -No   ☐

3. Do you find it easier to express yourself through Arabic rather than English?

-Yes   ☐   -No   ☐

4. Whenever you find difficulties in understanding something in English; do you prefer:

- English explanation   ☐   -☐Arabic translation   ☐

5.How do you consider the use of Arabic in the English session?

• It helps to better understand difficult words and concepts   ☐

• It helps to check new vocabulary items   ☐

• It makes me feel at ease, comfortable and less stressed   ☐

• It gives me fewer chances to practice English   ☐

II. *Section 2 : English language practice and the proactive mental processes*

6. Where do you practice English?

In vivo (everywhere) ☐   In vitro (in the class)   ☐

7. When speaking English, I………….. neglect the kind of mistakes I make

a- Always ☐   b- sometimes ☐   c-rarely ☐   d-never ☐

8. Before I speak English, I ………….. prepare the task in Arabic, and then I translate it into English

a- Always ☐   b- sometimes ☐   c-rarely ☐   d-never ☐

9. When speaking in English, first I……… think in Algerian Arabic, and then I speak in English

a- Always ☐   b- sometimes ☐   c-rarely ☐   d-never ☐

10. I ………use an English/Arabic, Arabic/English dictionary when speak in English

a- Always ☐   b- sometimes ☐   c-rarely ☐   d-never ☐

11. How often does your teacher encourage you to speak in and out of the classroom?

a- Always ☐   b- Sometimes ☐   c- Rarely ☐   d- Never ☐

12. Is it important to refer back to your L1 when you speak in L2/FL?

a. Yes ☐   b. No   ☐

If yes, why?

……………………………………………………………………………………………

III. *Section 3 : Negative transfer and Errors making*

13. According to you what are the possible reasons for making errors in speaking English?

....

14. How can you reduce the L1 negative transfer?

………………………………………………………………………………………….

……………………………………………………………………………………

Thank you for cooperation

Interview

This interview is intended to collect data about the influence of the Mother tongue on the student's oral performance (Arabic language) in learning English. You are therefore kindly requested to answer the following questions.

Teaching experience:

Modules in charge:

Sex: Male   [   ]   Female   [   ]

1. Do you use Arabic in EFL classroom?

often   [   ]   No   [   ]

If yes, how much?   Sometimes   [   ]   Often   [   ]

2. Do you tolerate the use of Arabic in English speaking courses?

Yes   [   ]   No   [   ]

3. According to you, to what extent does Arabic influence student's speaking?

No influence [   ]   A little influence [   ]   A big influence [   ]

4. According to you, why do some EFL students use Arabic instead of English in classroom?

Lack of vocabulary   [   ]

Weakness in speaking   [   ]

Fear of production   [   ]

Other…………………………………………………………………………

5. What are the main EFL learner's weaknesses that you have observed in class?

…………………………………………………………………………………………

6. Does l1 affect negatively students' speaking in English ?

Yes   [   ]   No   [   ]

7. Why do EFL learners make the transfer of errors?

…………………………………………………………………………………………

……………………………………

Thank you for cooperation.

Teachers' Checklist

By putting a cross (X) in the appropriate box, say whether the Algerian students' problems in English speaking are due to:

Teacher gaps:

Problem	Yes	No
Teachers demotivate students to speak in English		
The teachers' lack of interest in teaching		
The teachers allow students to use the mother tongue in English classes		
Lack of opportunities to practice English (speaking)		

Negative transfer and Errors making

Problem	Yes	No
The students neglect the differences of language system.		
The students' direct translation from L1 (AA)		

Extra factors:

Problem	Yes	No
The lack of materials (laboratory)		
Inadequacy of the designed programme		
Few hours dedicated for the oral sessions		

Other possible reasons of learners' problems in English speaking:

1)…………………………………………………………………………………

2)…………………………………………………………………………………

3)…………………………………………………………………………………

4)…………………………………………………………………………………

Thank you for cooperation.