

The influence of Mother Tongue (L1) on Learning English as Foreign language (EFL)

تأثير اللغة الأم على تعلم الإنكليزية كلغة أجنبية

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Abstract

This paper aims to investigate the influence of mother tongue on learning English as foreign language. The important objective of this paper is to find out the effect of mother tongue on learning English language. The main hypothesis is that there are many factors that affect students' performance one of them is mother tongue . The population of this paper consists of White Nile University Students faculty of Arts Department of English Language. The researchers adopted descriptive analytical approach and (SPSS) for data analysis and a questionnaire was used for

data collection. The sample of the consists of 40 students selected randomly at White Nile University, Faculty of Arts, Department of English language. The most important finding is that: the mother tongue affects negatively EFL students learning level. The paper recommends that: teachers should use English language inside the class more than students' mother tongue,

Key words: mother tonque, Foreign language, Learning English

L1: mother tongue –FL: foreign language – EFL: English foreign language.

الملخص

تهدف هذه الورقة تقصي تأثير اللغة الأم في تعلم اللغة الإنجليزية لغة اجنبية. ومن اهم اهداف هذه الورقة معرفة تأثير اللغة الأم في تعلم اللغة الإنجليزية. ومن اهم فرضيات هذه الورقة ان هنالك عوامل تؤثر تأثيرا سلبيا على أداء الطلاب من ضمنها اللغة الام . وقد استخدم الباحث (برنامج الحزم الاحصائية SPSS) لتحليل البيانات والأستبانة لجمع البيانات. تتكون عينة هذه الدراسة من 40 طالب تم اختيارهم بطريقة عشوائية من جامعة النيل الأبيض كلية الآداب قسم اللغة الإنجليزية. بعد تحليل البيانات توصل الباحث الي أن اللغة الأم تؤثر سلبا على الطلاب الذين يتعلمون اللغة الإنجليزية كلغة اجنبية، ومن توصيات هذه الدراسة : يجب على المعلمين استخدام اللغة الإنجليزية داخل قاعة الدرس أكثر من اللغة الأم للطلاب.
الكلمات المفتاحية: اللغة الأم، اللغة الأجنبية، تعلم الإنكليزية.

Introduction

English language has become the global language and one of the most important languages in the world; it was the first language spoken in Anglo–Saxon England in the early middle ages. Moreover, it is the major language for many subjects in various levels of education. In addition to that, a lot of countries have made English their official language, resulting in the increased use of English language as a medium of instruction both in basic and higher levels of their educational systems. It is now the first most widely used language in the world. English is a global language. It is a means of communication and interaction. In Sudan where this study takes place, English is considered as a foreign language and treated as an academic subject in schools, institutes and universities.

Since English is a global language and spoken by the two– third of the world population, the importance of it comes from various angles. Besides being the

language of science, arts, commerce, technology. English is also the language of business and international aviation.

Mother tongue (L1) refers to the first language a person learns and speaks naturally from childhood. It's the language a person is most fluent in. A foreign language (FL) is any language that is not a person's native language or mother tongue. It is a language that is learned later in life, Troke (2006 :4) Introducing second language acquisition as a foreign language is one not widely used in the learners' immediate social context which might be used for future travel or other cross-cultural communication situations. Smith, J. (2023). (Language acquisition) argues that the relationship between a learner's native language and their acquisition of a foreign language is intricate and multifaceted.

Statement of the Problem

In fact, we have been teaching English language for more than twenty years in Sudan and abroad and we worked with many teachers belonging to various nationalities. This situation has given us the advantages to dig deep into the influence of the mother tongue on learning English as the foreign language. There are many factors that affect in learning English as foreign language (EFL). This study intends to identify and investigate the effect of mother tongue in learning English as foreign language. The researchers are going to shed light on the social, psychological and family factors that affect negatively on EFL student learning.

Objectives of the study

In this study the researchers are going to achieve the following objectives:

- 1- To find out the effect of mother tongue on learning English as foreign language.
- 2- To give suggestions and strategies which help students to overcome and solve this problem.
- 3- To encourage students to master English language.
- 4- To shed light on the impact of the social, psychological and family factors.

Questions of the study

- 1- What are the effects of mother tongue on learning English as foreign language?
- 2- What are the suggestions and strategies that can help students to overcome and solve this problem?
- 3- What are the methods that motivate students to master English language?
- 4- To what extent do social, psychological and family factors that affecting the performance of students?

Hypotheses of the study

- 1- There are many effects of mother tongue on learning English as foreign language.
- 2- There are many suggestions and strategies that help students to overcome and solve this problem.
- 3- There are many methods to motivate students to master English language.
- 4- There are a lot of social, psychological and family factors that affecting performance of students.

Methodology

population and tools of the study

In this study, White Nile University students represents the total population, the sample of the study was 40 students who were selected randomly from White Nile University, Semesters (2 – 4 – 6 – and 8).

The researchers design a questionnaire as a tool to collect data, they designed a questionnaire to suit the subject of the study and its objectives, in order to collect data from the sample members. It was considered that the questionnaire is comprehensive to measure the influence of mother tongue on learning English as foreign language, For the subject, related to students and teachers, the Questionnaire includes 20 words spread across fourth Lacertian hypotheses ranging from (strongly agree, agree, neutral, disagree, strongly disagree) I strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1) where I strongly agree and agree with the positive side, Negative, while neutral means the frequency of the

answer in the sense of uncertainty and thus are excluded in the provision and the table below shows the distribution of weights on the approval levels.

Literature Review

Language acquisition is one of the most impressive and fascinating aspects of human development. Indeed, learning a language is an amazing feat—one that has attracted the attention of linguists and psychologists for generations. There is also sometimes a need to distinguish among the concepts of first language, native language, primary language, and mother tongue. Although these are usually treated as a roughly synonymous set of terms, the distinctions are not always clear-cut. For purposes of SLA concerns, the important features that all shades of L1 share are that they are assumed to be languages which are acquired during early childhood. They normally begin before the age of about three years – and that they are learned as part of growing up among people who speak them. Acquisition of more than one language during early childhood is called simultaneous multilingualism. It is distinguished from sequential multilingualism, or learning additional languages after L1 has already been established. Simultaneous multilingualism results in more than one “native” language for an individual, though it is undoubtedly much less common than sequential multilingualism.

Student Attitude and Performance

For students of any discipline, motivation and attitudes are essential factors to successful learning. This is particularly true in language learning. Motivation can be integrative or instrumental. In discussions with students, it was found that the majority of students were not stimulated to learn English and adopted a passive approach to the English language class. They were unable to carry on a basic conversation in English or to understand simple instructions. Schools provided little in the way of extra-curricular activities or materials that would stimulate interest in the use of the language. As there was little opportunity for students to use English in daily interactions.

Classroom Environment

Classroom environment is the main factor when a student finds out that these classmates do not speak English in the class and that will lead him to the quit speaking. Another factor is the speaking activities due to the insufficient class time.

Rahimi and Zarafshan (2014) founded that there is a quite light relationship between student demonization and unfavorable classroom environment.

Motivation

Another factor which is frequently cited to explain why some L2 learners are more successful than others is individual motivation. Motivation largely determines the level of effort which learners expend at various stages in their L2 development, often a key to ultimate level of proficiency.

Factors affecting attitude toward learning English as a foreign language

Various researchers have developed taxonomies of factors influencing second/foreign language learners' attitude which in turn affects their language proficiency, including personality factors, educational factors, social factors, and others like age and sex Ehrman (1996: 192) McDonough & Shaw (1993: 7–8); Spolsky (1989: 25–29); Van Ells et al., (1984: 115–124). Besides, Conteh (2002: 192–193) support the belief of some applied linguists that factors such as social context, learner personality (self-confidence, risk taking and anxiety), learning conditions, learning process and learning outcomes influence the attitude of students and the way language is learned.

Learner personality

Probably the most prominent variable in the instructional situation is the learner. Through the years, researchers and teachers alike have been interested in the role of affective factors in second and foreign language learning. The characteristics of learners “cover a whole range of personal and attitudinal aspects” Conteh, (2002: 193). Attitudinal factors relating to language acquisition among those that contribute to a low affective filter, since classroom atmosphere created and sustained by the teacher not by the learners' attitudes is equally important in lowering the affective filter Richards & Rodgers (1986: 133); Krashen, (1987: 30–31).

A good language learner is described as a learner who acquires adequate intake in the second or foreign language, and has a low affective filter to allow input to language acquisition Krashen (1988:37–39). However, the bad language learner has

“neither acquisition nor learning going to him” and this might be the result of attitudinal factors (lacking interest in the target language and its speakers, lacking self-confidence, a high anxiety level as well as low aptitude or interest in grammar) (Krashen, 1988). Brown (1994 :22) describes affective principles as the “foundation stones ... on which techniques and learning material can be based”. Besides, the learner’s attitude and motivation, aspects such as personality (especially relevant are self-confidence, risk-taking and anxiety) are of significance in the language learning process. People vary widely in their personality, and personal factors are interrelated with attitudinal and motivational factors. Keuning (1998 :366–367) defines personality as the “combination of psychological characteristics to classify individuals”.

Self-confidence

Self-confidence, also defined by Brown (1994: 23) as the “I can do it” principle is about the learner’s belief in his or her ability to accomplish the task. Krashen (1998: 23) indicates that self-confidence encourages the learner’ intake, and will also result in having a low filter. The use of simpler techniques at the start of classroom activities will boost learners’ self-confidence, since a sense of accomplishment assists learners in the next, more difficult activity Brown (1994: 23). Self-efficacy, self-esteem, risk taking and lack of anxiety are traits of self-confidence that also related to second or foreign language learning. Ehrman (1996: 137) mentions self-efficacy as an element in learning because it reflects the degree to which the learner thinks s/he can cope and succeed in the learning situation. Conversely, enhanced self-efficacy that is the learner expects good results, tends to increase motivation, positive attitude, and also increases willingness to take learning risks Skehan (1989: 106). Language learning difficulties may particularly influence self-esteem negatively which in turn affects students’ attitudes and their language success too Ehrman (1996:146).

Learners may believe that the target language is difficult to learn, or even that there is a right way to learn the target language. Thus, such beliefs, negative assumptions as well as the expectation of himself/herself, affects the learner’s sense and attitude of him/her ability to learn the language Ehrman, 1996: 145).

Risk Taking

A number of researchers Dulay (1982; Brown, 1994; Larsen & Long, 1991; Skehan, 1989) acknowledge the tendency to take risks and its connection with achieving greater success in language learning. In their discussion of risk taking, Larsen and Long (1991: 188) indicate that the direct opposite of risk-taking behavior is manifested in sensitivity to rejection. Learners who are sensitive to rejection may avoid participation in the classroom, because they fear disapproval from the classmates or the teacher. These all can lead to students to have negative attitudes towards English language because they are less confident and fear rejection Dulay, 1982: 75). Learners aged from 16 to 22 with 18 the average age reflect an age category associates with adolescence. In this respect, researchers like Ehrman (1996: 150), Lightbown and Spada, 1993; Richards & Rodgers, 1986: 133) suggest that fear, embarrassment, inhibition about performing in front of others, and judgment by others, all increase in the early adolescence, and probably discourage risk-taking.

Anxiety

There appears to be a consistent relationship among personality, anxiety, the learning situation and language proficiency. Ehrman (1996: 137–8) indicates that a variety of feelings accompany learning, and range from positive to less pleasant feelings or attitudes. Negative feelings or attitudes include frustration, anger, anxiety, lack of self-confidence, and these affective factors may influence the learning event as well as how much language a learner can learn and achieve in a given time.

According to Spolsky (1989:114), anxiety in foreign language classes is often related to listening and speaking, with difficulty in speaking in class. At this time English language teachers are challenged to create a favorable condition in the classroom by employing techniques to reduce anxiety, negative feelings and stress about the language and their achievement too. Furthermore, a language teacher should also consider the use of appropriate learning material in the learning situation Wedeman (2002: 97). To become a professional, the language teacher should eventually be able to design appropriate teaching and learning materials to provide less

threatening and positive attitudes or feelings, and more supportive environment for learners (Wedeman, 2002).

Educational context

Apart from informal situations where the learner may have the opportunity to learn and speak the target language in the community, school offers formal learning of the target language to the learner. Conteh (2002:193) indicates that the factors influencing learners' attitudes and the learning situation are "general atmosphere of the learning, the classroom dynamics, opportunities for student-student and student-teacher interaction, and students' perception of the teacher's commitment to their learning". Educational contexts include the learning situation that is how language is learned, the English language teacher who considers how variables like physical, social and cultural differences that influence the learning-teaching process in to an account, and the teaching-learning materials.

Learning Situation

Researchers suggest that the learning situation has an effect on the attitudes of the learners and their success. According to Ehrman (1996: 142), anxiety and anger may influence students' attitudes and motivations, especially, in the situation where the English language subject is compulsory. Another person, Littlewood (2001: 21) indicates that in a country where English language is a compulsory subject, there is a link between attitudes of the learners and teachers' authority, and learners' ability to participate in the classroom. In such conditions, it is the teacher who controls the class and students are not free from such domination which results demotivation and unwillingness among the learners, and the failure comes then. Furthermore, there is another important feature that needs to be given emphasis in the teaching-learning situation that is time. The number of hours available for learning and teaching the language will obviously influence the level of attainment.

Foreign language teachers

Favorable feelings and experiences with the teacher, classmates and materials can forge positive attitudes towards learning a second language Day & Ford (1998: 25). A learner who has better interaction with his teacher may develop a positive attitude towards the target language than those who have less interaction. "Without

communication between teachers and learners, there will be little chance of effective education” Spolsky (1972: 3).

One of the most important variables that influence the learners’ attitudes towards learning a language is the teacher. It is the fact that the influence can be either positive or negative depending upon the teacher’s knowledge of the subject matter, his attitude towards the students and the subject. Factors like teacher’s personality, professional knowledge, enthusiasm, commitment and professional classroom management skills all have direct and multiple influences on the learners’ learning motivation. As Dornyei (2001) indicates, students adopted similar beliefs, attitudes, expectation and associated behaviors through the channels of teacher’s communication of beliefs, expectation and attitudes

Larsen and Long (1991: 179) state that teachers’ attitudes towards the learners are important variables that can affect the attitudes of learners as well as the quality and quantity of the learning which takes place and the linguistic outcomes for the learner. The other important thing that goes on with teachers in the learning-teaching situation is the attitudes of learners’ towards the classroom situation because learners who feel at ease in the classroom, and who like the teacher, may accept the teacher as a “source of intake”. Furthermore, positive attitudes towards the classroom situation and the teacher may result in self-confidence and integrative motivation, thereby enhancing language acquisition Krashen (1988: 23). Conteh (2002:193) says that the learning conditions also have an impact on the learning experience. According to him, these conditions could range from the physical conditions of the classroom like big or small, hot or cold adequate and functioning equipment, bright or dark class, airy or steady ... to what an individual teacher does to enhance learning clear teaching objectives, well-designed materials clear and concise transmission of new information, or the point of entry into new material. The physical arrangement of the class and the number of learners may have influenced the attitudes of student and the learning situation. In this regard, Wilkins (1974: 45) argues that the issue with large class is whether “desirable methods and objectives can be maintained in the face of classes of more than forty pupils”.

Teaching English materials

The last educational factor of the attitudes of the learners and the learning and teaching English as a foreign language is to be considered here is the stock of resources which the teacher is able to exploit. According to Wilkins (1974: 47), resources are not an adjunct, but an integral part of the learning situation and therefore limited resources impede the language achievement. The presence or absence of resources like textbooks, workbooks, writing paper, pens/pencils, chalk, blackboard, wall-pictures, tapes, tape recorder, television, radio, reading material and a library, all influence the attitudes of learners and the learning situation (Wilkins, 1974).

Tomlinson (1998: 18) states that materials should take learners' different affective attitudes into an account, and suggests that positive feelings towards the target language, teachers, and the learning materials would enhance the learning situation. Alongside this recognition of the importance of affective factors and the use of authentic texts in learning, Guariento and Morley (2001:347) argue that there has been a growing awareness that simplicity of tasks to maintain or increase learners' motivation does not sacrifice authenticity. Similarly, the affective strategy that needs to be taken into an account is the use of materials that tap into or stimulate learners' interest, in order to increase motivation and positive attitude in the learning of English language. By embedding learners' interest and willingness in materials, learners' practice to activities that will naturally elicit their curiosity and desire for understanding Wlodkowski (1993:158).

Social context

Spolsky (1989: 131) views that languages are primarily social mechanisms since languages are learned in social contexts. He further indicates that while the language learning is individual, it takes place in society, and though social factors may not have direct influences, they have strong and traceable effects on the attitudes and motivation of the learners. Similarly, Van Lier (1996: 35–36) argues that language use and language learning are the parts of the world in which learners live, therefore, any activity undertaken in the classroom must be understood in context, and has its own effect on the learners' beliefs, attitudes as well as their shaped

behavior. The social context comprises the family or home, the learners' peer groups, the community or target language speakers and their cultures Spolsky, 1989: 25–26).

Factors around the learner

One of the social contexts to be taken into consideration is the various parent factors such as their education, religion, culture, socioeconomic status, place of birth, and knowledge of the target language Spolsky (1989: 26). These factors determine the parents' rationales, goals and priorities. Larsen and Long (1991:178) state that in several studies investigating the parental role and the development of attitudes towards the speakers of the target language, it was found out that the learners' attitudes reflected their parents' attitudes towards the target language. According to them, it becomes evident that learners adopt their parents' attitude towards the target language and this in turn affects the learners' achievements in learning the language. Learner peer group have also a remarkable influence on his or her attitude towards learning a foreign or second language. Concerning their role, Morgan (1966: 601) reports, "whatever the reason operating in any given case, the outcome is that an individual's peer may shape views as well as behavior more than his/her parents do". According to Spolsky (1989: 26), The community as a social context influence

second language learning into two indirect but important ways. Firstly, it plays a vital role in the development of the learners' attitudes towards the target language, its speakers, and the language learning situation which includes the learners' expectations and perceptions of the learning and its probable outcomes. These expectations and perceptions lead to the development of the learner's attitude and motivation.

Learners' age and language learning

The learners' age is one of the characteristics which determine the way in which an individual approaches second language learning. But the opportunities for learning (both inside and outside the classrooms) the motivation to learn, and an individual differences in aptitude for language learning are also important determining factors in both rate of learning and eventual success in learning the target language

(Lightbown and Spada, 1993). Age has received considerable attention from sociolinguistics. According to Chambers and Trudgill (1980), as cited in Ellis (1994 :201), in England the younger generation (10–19 years) used nonstandard variants while middle-aged speakers (30–60 years) preferred the standard variants. But, older speakers (70+years) demonstrated the use of non-standard variants, although not to the same extent as the younger generation. Chambers and Trudgill seek to explain this pattern by suggesting that younger speakers are subject to social pressures from their peer group. But the middle-aged speakers have less cohesive and social networks and are more influenced by social values. In retired old people, social pressure lessen and social network become narrow (Ellis, 1994).

Previous Studies

There are many studies conducted to examine the influence of mother tongue interference in learning foreign language.

Kim Anh (2010)

Kim Anh (2010) investigated the attitude of Vietnamese university teachers towards using Vietnamese (L1) in English classes. The results show that wise use of L1 is essential in some English teaching situations. In this study, all participants supported the use of L1 in the classroom, stating that L1 is part of the teaching method and may play an important role in the classroom. This view of L1 is very similar to Atkinson's view of L1 as an "educational resource". (Atkinson, 1987).

Abo Algassem Alfadeal Gatear Abodoor (2017)

Abo Algssem (2017) investigated the problems that face Sudanese students on learning English as foreign language (EFL) at White Nile University students – Faculty of Arts – Kosti Locality. The results show that it is very important to find qualified teachers to teach English language and schools' curriculum should be attractive as well as using different skills for study and modern way of teaching English language. It is undeniable that the interference of students' mother tongue still exists because the students are incompetent in English language. Students rely on translation method from the mother tongue in comprehension.

Nazary (2008)

Regarding the use of L1 in L2 teaching in Iran, Nazary (2008) investigated the attitudes of students at the University of Tehran towards the use of L1 in L2 education. Based on the results of this study, the authors concluded that, Iranian college students are reluctant to use L1 in L2 classrooms. As a result, Mother Tongue Interference can be seen as a transfer that affects learning in both negative and positive way. According to Mede, Tatal, Ayaz, Çalışır, and Akın (2014), second language acquisition is likely to have interlinguistic effects, which can lead to errors due to negative transfers.

Data Analysis and Discussion of the Results

Hypothesis (1) There are many suggestions and strategies that help students to overcome and solve these problems.

Table (1) Mother tongue has negative effect on learning English (EFL).

We note from Table (1) above that 80% of the sample members agree that Mother tongue has negative effect on learning English (EFL) and 10% are neutral and 10% of the sample do not agree.

Table (2) Effect of mother tongue make the process of learning (EFL) difficult to some extent.

Note from Table (2) above that (70%) of the members of the research sample agree that effect of mother tongue make the process of learning (EFL) difficult to some extent and 10% are neutral and 20% do not agree.

Table (3) Mother tongue causes many problems on learning (EFL).

We note from Table (3) above that (75%) of the sample members agree that Mother tongue causes many problems on learning (EFL) and 15% are neutral and 10% of the sample do not agree with that.

Table (5) Untrained teachers effect negatively on the students' performance.

We note from Table (5) above that 75% of the sample members agree that Untrained teachers effect negatively on the students' performance and 5% are neutral and 20% of the sample do not agree.

Table (6) Using English inside the class facilitate the process of learning (EFL).

We note from Table (6) above that (65%) of the sample members agree that Using English inside the class facilitate the process of learning (EFL) and 10% are neutral and 25% of the sample do not agree with that.

Hypothesis (2): There are many ways to encourage students to master English.

Table (7) Classroom environment help student on learning (EFL).

Note from Table (7) above that (85%) of the sample members agree that Classroom environment help student on learning (EFL) and (15%) of the sample are neutral.

Table (8) Motivating students help them to master (EFL).

Note from Table (8) above that (80%) of the sample members agree that Motivating students help them to master (EFL) and (10%) are neutral and (10%) of the sample do not agree with that.

Table (9) Showing the importance of English language help student to master it well.

From Table (12) above, 85% of the sample members agree that showing the importance of English language help student to master it well and 5% are neutral and 10% of the sample do not agree.

Table (13) Teachers' performance encourages students on learning (EFL).

Note from Table (13) above that (70%) of the sample members agree that Teachers' performance encourages students on learning (EFL) and (10%) are neutral and (20%) of the sample do not agree with that.

Hypothesis (3): There are social psychological and family factors that effecting performance of students.

Table (14) Family factors effect negatively on learning (EFL).

From Table (14) above, 80% of the sample members agree that Family factors effect negatively on learning (EFL) and 5% are neutral and 15% of the sample do not agree.

Table (15) The social and psychological factors have negative impact on learning (EFL).

We note from Table (15) above that 80% of the sample members agree that the social and psychological factors have negative impact on learning (EFL) and 20% are neutral.

Table (16) Students' personality has negative effect on learning process.

We note from Table (16) above that (75%) of the sample members agree that Students' personality has negative effect on learning process and (15%) are neutral, and 10% of the sample do not agree with that.

Table (17) Students' age effect negatively on learning (EFL).

We note from Table (17) above that 90% of the sample members agree that Students' age effect negatively on learning (EFL) and 5% are neutral and 5% of the sample do not agree.

Table (18) Teachers' behavior has negative effect on teaching process.

We note from Table (18) above that 75% of the sample members agree that Teachers' behavior has negative effect on teaching process and 10% are neutral and 15% of the sample do not agree.

Table (19) Students' behaviors help on learning process.

We note from Table (19) above that 70% of the sample members agree that Students' behaviors help on learning process and 10% are neutral and 20% of the sample do not agree.

Findings, Conclusion, and Recommendations

Findings

The study has come to the following findings:

- 1- Mother tongue affects negatively EFL students.
- 2- Using English inside the class facilitates the process of learning EFL students.
- 3- Untrained teachers affect negatively the students' performance.
- 4- Motivating EFL students helps them to master English language.
- 5- Family factors affect negatively EFL students learning.
- 6- Social and psychological factors have negative impact on learning EFL students.

Recommendations

According to these findings the researchers recommend the following:

- 1- Teachers should use English language in the classroom more than students' mother tongue.
- 2- Practicing English language every day is helpful to master it well.

- 3- Students should speak clearly about their ideas and expressions regardless of the mistakes they made.
- 4- Students should engage on non-class-room activities.
- 5- Students' families should motivate and encourage them in learning process.
- 6- Using different kinds of social media (English applications) help students to improve English language effectively.

Conclusion

As it is mentioned earlier, this study conducted to investigate the influence of mother tongue on learning English as foreign language. The findings of this study revealed that some evidences affirm that the mother tongue has great influence on learning (EFL). In addition to that, some researches emphasize that mother tongue interference plays an important role learning English as a foreign language. It is possible to say that mother tongue influence in second language learning appears almost in many aspects. The biggest impact of mother tongue interference can be seen in the speaking as language skill and grammar at a language area. In addition to its effect in second language learning, it affects the learners' performance remarkably. In addition, it is possible to say that learners especially have problem with sounds, sentence structure and articles. The results also displayed that psychological, social and family factors affect negatively on learning EFL students as well as untrained teachers affect negatively on student development on learning English language. The researchers hope that, the study contribute to the improvement of EFL Students.

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