THE IMPACT OF NATIVE LANGUAGE ON TEACHING EFL: CASE OF UNIVERSITY COLLEGE STUDENTS

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Article history:		Abstract:
Received:	28th July 2023	This paper investigates the impact of native language on teaching EFL. The paper aims at the following: firstly, investigate to what extent English teachers and students use native language in English classes. Secondly, highlight the impact of the native language on learning the English language process. This study attempts to identify the influence of mother tongue on the learners of English as a foreign language. This research sheds light on the challenge of the lack of communication in English language in the classes of and try to suggest a proper solution. The results of the study will help teachers and even learners to find out the impact of using native language in teaching English and to what extent English teachers use native language in English classes. The findings show that students use native language widely inside the classroom to show and talk about their problems. Moreover, the majority of the students say that their teachers use their native language to define new words and complex ideas. All in all, the study shows that native language has a positive impact in teaching EFL.
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INTRODUCTION

Language is a tool for communication and has a significant role in the formation and growth of nations. It gives us a capacity for representation in addition to just a form of interaction. Everyone is aware that language has an impact on people's daily interactions with others, as well as their economic, political, and developmental circumstances.

A language is characterized by a sequence of decodable vocal sounds. Language is a sign or speech system via which humans convey experience. Humans are able to communicate their feelings and thoughts through language (Akindele, 2019, as cited in Oyewole, 2017).

Native language is "the first language mastered by humans from birth through interaction with fellow members of the language community. , such as as a family and community" (Oxford, 1990, as cited in Kambala, 2021, p. 1). However, when we begin speaking a second language (such as English), we usually use sounds from our original language. In this sense, everyone begins with native language effect (Bhargava, 2017, p. 352).

The native language assists students to comprehend concepts, lexical or grammatical structures, and academic vocabulary (Nguyen, 2012, as cited in Kambala, 2021, p. 1). In contrary, foreign language is a language which is not a native language in a country. A foreign language is usually studied either for communication or for reading material in the language (Iqbal, 2016, p. 45).

PROBLEM STATEMENT

The influence of the mother tongue on the second language could be observed from pronunciation to grammar and vocabulary of the language. Shruti (2013) says that the pronunciation error may be due to a transfer from the original language. Lack of accuracy and language skills are also a result of the mother tongue. This is what motivates researchers to conduct this research (Kambala, 2021, p. 2).

RESEARCH QUESTIONS

The research questions are as following:
1. To what extent do English teachers and students use native language in English classes?
2. How does the native language impact on learning the English language?

RESEARCH OBJECTIVES

The research aims are as following:
1- Investigate the extent that English teachers and students use native language in English classes.
2- Highlight the impact of the native language on learning English language process.

Significant of the Study

This research sheds light on the challenge of the lack of communication in English language in the classes of and try to suggest a proper solution. The results of the study will help teachers and even learners to find out the impact of using native language in a classes of teaching English and to what extent English teachers use native language in English classes.

Limitation of the Study

The study is limited to the impact of native language on teaching and learning EFL. This research paper was conducted in Iraq and the participants were a group of students from different Iraqi Universities, College of Education, Department of English for the academic year (2022/2023). The participants were a group of students from first to fourth stage.

Operational Definitions

Teacher

Teacher is "someone whose job is to teach in a school or college" (Cambridge Dictionary, n.d.). Teacher is "a person who teaches or instructs, especially as a profession; instructor" (Dictionary.com, n.d.).

Student

Student is "one who attends a school" (Merriam-Webster, n.d.). **Student:** is a person who is studying at a university or college (Collins Dictionary, n.d.).

Teaching

Teaching is the deliberate design and implementation of actions and experiences by one person that result in changes in another person's knowledge, abilities, and/or dispositions (Gareis & Grant, 2015). Teaching is "the standards define teaching as a collegial, professional activity that responds to considerations of subjects, content, and students" (Mitchell et al., 2001, p. 24). Teaching is an interactive activity, typically including classroom interaction which takes place between instructor and student and happens during particular definable activities (Rajagopalan, 2019, p. 6).

Native Language

Native Language is "the first language mastered by humans from birth through interaction with fellow members of the language community. , such as as a family and community" (Oxford, 1990, as cited in Kambala, 2021, p. 1). Native language is "1. The language a speaker acquires first as a native language. 2. A speaker's preferred language" (Brown & Miller, 2013, p. 172).

Foreign Language (FL)

Foreign Language (FL) refers to a non-native language outside of the community of speech where it is commonly spoken (Mansor, 2017, p. 27). **EFL:** stands for English as a Foreign Language learning and using English as an additional language in a non-English speaking country (British Council, n.d.). EFL is "the study of English by nonnative speakers living in a non-English-speaking environment" (Dictionary.com, n.d.).

Educational System

Educational System refers to the entire organization of a country's educational system. Usually, a country's educational system represents a general rule that develops and clearly demonstrates all aspects of the academic field. Education is made up of a number of components that work together to build a system (Javed, 2022).

Educational System

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Before the 1990s, Iraq's education system statistically exceeded its neighbors in terms of access, literacy and gender equality. However, over three decades of warfare, brutal sanctions and humiliation embargo have knocked back such progress. The curriculum in Iraq is based on Western principles but also contains Islamic education. The language of teaching is Arabic. Secondary education for females begins from 1929 and one-single gender schools commence following the primary school to university life when students from both genders attend the same classes (Issa, 2010, p. 366).

For both Iraqis and foreigners, education is free at all levels from primary to higher and no private schools are authorized to function. Emigration of Iraq's best trained educators to other nations including Jordan, Libya, UAE and others (an estimated 30-40% have emigrated since 1990). Because of the economic embargo that Iraq suffered from for more than 13 years and 3 wars that were forced on the country in which the last one is still ongoing resulted in inadequately equipped libraries and labs (Issa, 2010, p. 366).

Teaching EFL Using Native Language

Using native language in teaching EFL classrooms was one of the major strategies that had been employed and approved when the grammar-translation method was used. At that era, teaching foreign languages (FL) in general was taught by translation to native language. It is said that employing native language in EFL courses was acceptable and appreciated and was a worldwide strategy at that time since language teaching placed an emphasis on the written language form rather than the spoken form (Howatt, 1984, as cited in Diaf, 2017, pp. 9-10).

Researchers in Europe believed that "translation should be avoided; although the native language could be used in order to explain new words or to check comprehension" (Richards and Rodgers, 2001, as cited in Diaf, 2017).

As a result, native language use was prohibited in EFL classes and turned into a contentious topic. Some reformers thought blending two languages wouldn't help students achieve their objective of fluency; some even though translation was a cause of confusion and should be substituted with visuals and gestures, which they felt were more appropriate and effective. (Howatt, 2004, as cited in Diaf, 2017, p. 10).

Most researchers who called against using native language; they defended their point of view stating that using native language does not encourage learners to use FL, and it affects learners' input in FL, it means that learners remain always depending on native language in their way of thinking, and that may lead them to learn the target language incorrectly in terms of language structures and syntax (Hawks, 2001, as cited in Diaf, 2017, p. 11).

Later, a new approach was developed; while it did not entirely reject the use of native language, it did emphasize its limited use. The communicative language teaching (CLT) approach was used in this method's development in the 1970s. It was suggested that native language usage in EFL classes be kept to a minimum. In other words, native language should be used infrequently to give the learner far more exposure to FL (English in specific). An important topic regarding the use of native language should be brought up in this account. Many teachers are unclear or misinformed about the CLT's stance on native language usage. They hold the opinion that employing native language in CLT is prohibited and rejected; yet, native language usage in CLT was seen to be a useful element, although in a restricted capacity. In other words, native language use in EFL situations has to be kept limited (Diaf, 2017, p. 11).

Scholars recently came to the agreement that there is no universal conviction in a particular strategy as the most effective one in EFL environments. The notion that educators should be flexible and eclectic is supported by new academic instructors. As a result, a new educational philosophy known as the eclectic approach emerged, which combines a number of ways and methods for teaching foreign languages while taking the lesson's objective and the learners' level of proficiency into account. This particular strategy offers the usage of the native language a significant role alongside other techniques including the direct method, audio-lingual method, and Communicative Language Teaching (CLT) (Diaf, 2017, p. 12).

Previous Studies

Many studies discussed the impact of native language on teaching EF. For example, Mansor (2017, p. 2) conducted a study entitled "The Use of the Mother Tongue in the Teaching of English as a Foreign Language in Libyan Higher Education". This research examines the role of mother tongue use in the teaching of English as a foreign language within the context of Libyan Higher education. The present research aims to explore the extent of Arabic use, attitudes towards this use and reasons for it among Libyan teachers and students. The current study aims to investigate how much Arabic was used, how Libyan teachers and students felt about it, and why. The findings indicate that teachers' opinions are generally positive, and that students' attitudes differ depending on their proficiency. The variety of factors and circumstances, both internal and external to the instructor, may limit the practices of teachers. In this regard, the research made conclusions on what influences instructors' usage of their mother tongue in Libyan EFL classes, raising awareness of their possible impact on the teaching and learning process. This emphasizes the requirement for future policy reform and change, allowing for a more prudent and knowledgeable use of native language by teachers, based on suitable, useful, and efficient teacher preparation and continuous professional development programs.

The second study conducted by Wahiba (2020, p. III) entitled "The effect of mother language use on EFL students' speaking abilities: The case of first year LMD students of English at Biskra University". This study intends to shed light on the impact of employing native language in EFL classes on the enhancement of speaking abilities in Algerian students. Investigating the effects of speaking Arabic as a native language on students' speaking abilities is the goal of this study. At the same time, it looks to find out how the English division faculty of letters and languages at Mohammed Kheider University of Biskra views the usage of mother tongue in EFL lessons. This study aims to highlight how the learner's native language affects their speaking ability. One of the top aims of this study is to determine whether or not teaching Arabic in EFL classrooms is seen as a helpful tool or a barrier that negatively impacts speaking. Because of this, we surmised that using the mother language would help or hurt pupils' ability to speak. In order to evaluate the hypothesis, a mixed method study has been carried out. In order to gather the required information for this study, two data collecting tools were employed in this study: a survey given to instructors (N=08), students (N=40). As a result of several factors, pupils' speaking abilities are affected in various ways, according to the results. The attitudes of students and instructors about the usage of Arabic have also been seen to differ. While teachers have a somewhat unfavorable view of pupils using Arabic, students perceive it as facilitating their success. When EFL students come with challenging circumstances, they don't mind using it though.

Khan et al. (2017, p. 15) conducted another study entitled "Impact of mother tongue on learning English language on secondary school level students", that investigates the impact of mother tongue achievement of English learning students of Secondary school level who speak saraiki, Urdu or Punjabi has been included in study. Language is an important phenomenon without which the process of education in the classroom cannot be achieved. The study focuses on learning English by Pakistani students. Pakistan has a colonial background. English was introduced in the subcontinent in the 17th century. English has been in official use in this area since 1857. English is a compulsory subject in primary and secondary level in Pakistan. Little effort is done to enforce the use of English in today 's interaction among the students in school. The influence of mother tongues (Saraiki,

Punjabi & Urdu) may affect the learning of English language. Three groups of 60 Students secondary level (Metric) having three different mother tongues (Saraiki, Punjabi & Urdu) were randomly selected from different schools of Tehsil jampur each group having 20 Students.CHI-SQUARE ANALYSIS maintains null hypothesis. The conclusion shows that no mother tongue has a particular influence in the process of learning the English language.

Research Design

This research uses quantitative methods. "Quantitative research involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods" (Mansor, 2017, p. 151). Quantitative research is regarded as the organized inquiry about phenomenon through collection of numerical data and execution of statistical, mathematical or computational techniques. The source of quantitative research is positivism paradigm that advocates for approaches embedded in statistical breakdown that involves other strategies like inferential statistics, testing of hypothesis, mathematical exposition, experimental and quasi-experimental design randomization, blinding, structured protocols, and questionnaires with restricted variety of prearranged answers (Adedoyin, 2020, p. 1).

Participants of the Study

The questionnaire was distributed to 200 students and the final specimen was 185 students from English departments from different Iraqi Universities - College of Education for Human Sciences, during the academic year 2022-2023. The researcher randomly chooses the students to participate in study.

Research Instruments

The researcher adopted a questionnaire consisting of a number of questions to measure the students' opinions then asked some experts from Al-Iraqia University to check it before distributing it to the sample. After the modification and the validation of the questionnaire items, the researcher distributed the questionnaire online by using Google Form to 185 students at different Iraqi Universities/ English Department, then get the responses to collect the data and then analyze it.

Research Procedures

After showing the operational definitions, educational system, teaching EFL using native language, and discussing the previous studies, the researcher adopted a questionnaire to measure the students' opinions then asked some experts from Aliraqia University to check it before distributing it to the sample. After the modification and the validation of the questionnaire items, the researcher distributed the questionnaire online by using Google Form to 185 students study at different Iraqi Universities / English Department, then get the responses to collect the data and then analyze it.

Questionnaire

The questionnaire consists of three parts. The first part deals with general information related to the sample and includes gender, stage, and university of the sample. The second part of the questionnaire contains five questions for teaching English without using native language. Whereas the third part of the questionnaire includes five questions about teaching English with using native language to measure to what extent English teachers use native language in English classes? and how does the native language impact on learning English language?

The researcher uses a scale called Likert scale of five points ((1) Strongly Agree; (2) Agree; (3) Neutral; (4) Disagree; (5) Strongly Disagree) to measure the sample's responses and to get an authentic results using a well-known and trusted analytical program called SPSS.

General Information Gender:

- Male
- Female

Stage:

- First Stage
- Second Stage
- Third Stage - Fourth Stage University:
- Al-iraqia University, College of Education for Women
- Baghdad University, College of Education for Humanities Ibn Rushd
- Karbala University, College of Education
- Other

The questionnaire items are divided into two types:

1) Teaching English **with** using *native language*:
Item (1) I mainly use Arabic to talk to my teacher about problems I face.
Item (2) I enjoy lessons more when my teacher uses Arabic.
Item (3) My teacher offers me guidance mostly in Arabic.
Item (4) My teacher predominantly uses Arabic to define new words.
Item (5) My teacher mainly uses Arabic to clarify complex ideas.

2) Teaching English **without** using *native language*:
Item (6) I feel worried if I cannot translate in class.

Item (7) I feel I will be eager to learn more English if my teacher mostly uses English.

Item (8) Group activities become a burden if I cannot use Arabic.

Item (9) My teacher mainly does not translate the instructions from English to Arabic in exercises.

Item (10) It is better for me to respond to questions asked in English.

All the questionnaire items of part two and three are adopted (Mansor, 2017, pp. 157-158).

Research Fieldwork and Data Collection Process

 The data collection process for this study involves a number of steps. First, the researcher discovered EFL learners whose native tongue is Arabic. Finding the right students is the objective of the study, which tries to determine how native language usage affects EFL teaching. Based on the students' previous educational level mentioned in the research title, the researcher next chose which students would serve as research respondents.

 The fieldwork was the internet using Google Form to create the adopted questionnaire and social media apps like Telegram as a tool to publish the questionnaire randomly to different Iraqi universities students. Later, the data collection started by getting different respondents and the analyzing process of the

collected data began.

DATA ANALYSIS

Part One: General information

The aim of the first question is to determine the gender of the interested students in answering the questionnaire items.

Table (4.1) Students' gender

Gender:

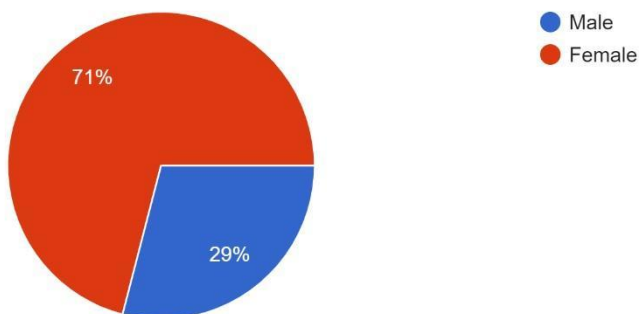|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	54	29	29	29
	Female	131	71	70	100.0
	Total	185	100.0	100.0	

Figure (4.1) Students' gender

 From the above table and figure, it is clear that the total number of the participants is (185) and female participants from Iraqia University are more than males which means that they seem more interested in such a topic. On one hand, (71%) of the participants are females which represent (131) students which is more than males. On the other hand, (29%) of the participants are males and represent (54) students. The females represent a high number of participants because their sample was bigger than males.

 The second question is adopted to find out the difference in the preferences and opinions of students from different stages and levels in order to draw a wide and clear understanding for their perspectives toward the impact of native language on teaching EFL.

Table (4.2) Students' stage

Stage:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First Stage	38	20.4	20.4	20.4
	Second Stage	16	8.6	8.6	29

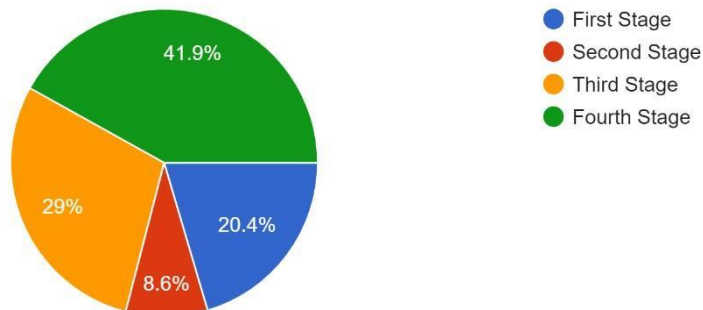|				
Third Stage	54	29	29	58.4
Fourth Stage	77	41.9	41.9	100.0
Total	185	100.0	100.0	

Figure (4.2) Students' stage

The results displayed in the table and figure above show the majority of the participants are from fourth stage and their percentage was (41.9%) and represent (77) students. However, the third stage also had a great number of participants, and their percentage was (29%) and represented (54) participants. The first stage students formed a good number of participants representing (20.4%) as the percentage and (38) the participants number. The last and lessees stage is the second stage which represents (8.6%) and (16) students. From the previously mentioned results, it is clear that fourth stage students aside from third stage are more interested in answering the questionnaire items due to the importance of the topic for them as they study in a more advanced stage than those who study at first stage.

Different universities might have different learning styles and methods; that is why the third question was adopted. This question is an attempt to find out the students' points of views toward the impact of native language on teaching EFL. Table (4.3) Students' university

University:

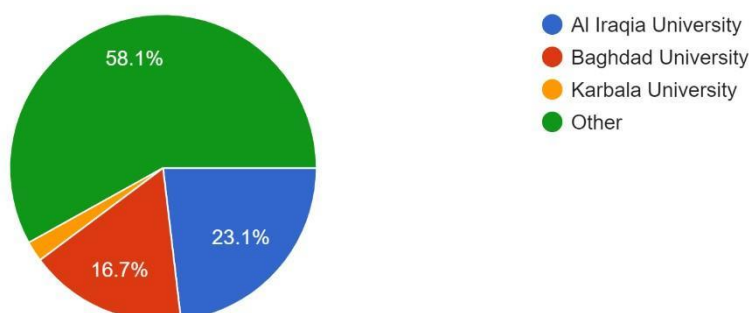|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Al Iraqia University	42	23.1	23.1	23.1
	Baghdad University	31	16.7	16.7	39.5
	Karbala University	4	2.2	2.2	41.6
	Other	108	58.1	58.1	100.0
	Total	185	100.0	100.0	

Figure (4.3) Students' university

The results displayed in the table and figure above show the majority of the participants are from other universities and their percentage was (58.1%) and represent (108) students. However, Al Iraqia university is the university where the study comes from and has a great number of participants, and their percentage was (23.1%) and represented (42) participants. Baghdad university students consist of a big number of participants representing (16.7%) as the percentage and (31) the participants number. The last and least respondent university is Karbala university which represents (2.2%) and only (4) students. In this case we see that students from Al-iraqia university seem more interactive than the other mentioned universities which means that the students from this university are quite interested in understanding the impact of native language on teaching EFL.

Part Two: Questions about teaching English **with** using native Language:
Item (1) I mainly use Arabic to talk to my teacher about problems I face.
This item intended to investigate how much students use Arabic while talking to their teacher.

Table (4.4) Students' use of Arabic to talk to their teacher about problems they face
I mainly use Arabic to talk to my teacher about problems I face.

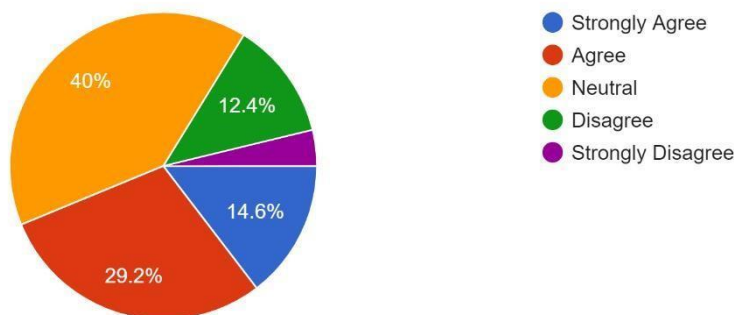|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	28	14.6	14.6	14.6
	Agree	54	29.2	29.2	44.3
	Neutral	73	40	40	83.8
	Disagree	23	12.4	12.4	96.2
	Strongly Disagree	7	3.8	3.8	100.0
	Total	185	100.0	100.0	

Figure (4.4) Students' use of Arabic to talk to their teacher about problems they face.

We can notice from the table above that the highest percentage of the students (40%) responded "Neutral" to the first item, " I mainly use Arabic to talk to my teacher about problems I face" and it represents 73 participants. There were (3.8%) of participants, which represents about (7) participants who answered "Strongly disagree," and (12.4%) of them, which represents (23) participants, answered "Disagree," and (40%) of them, which represents (73) participants, answered "Neutral," and (29.2%) of them, which represents (54) participants, answered "Agree," and (14.6%) of them, which represents (28) participants, answered "Strongly agree." On one hand, this items shows that the majority of the students are not mainly use Arabic to talk with their teacher about their problems as (40%) of them, which represents (73) participants, answered "Neutral." On the other hand, there are many students about (29.2%) which represent (54) who responded agree which means that they use Arabic as a main language in talking about their problems. All in all, Arabic seems widely used inside the classroom among the students in showing and talking about their problems.

Item (2) I enjoy lessons more when my teacher uses Arabic.
The second item aims to find out the students' reaction toward the use of Arabic by teachers during lessons in classrooms.
Table (4.5) Students' reaction toward the use of Arabic by teachers during lessons in classrooms , I enjoy lessons more when my teacher uses Arabic.

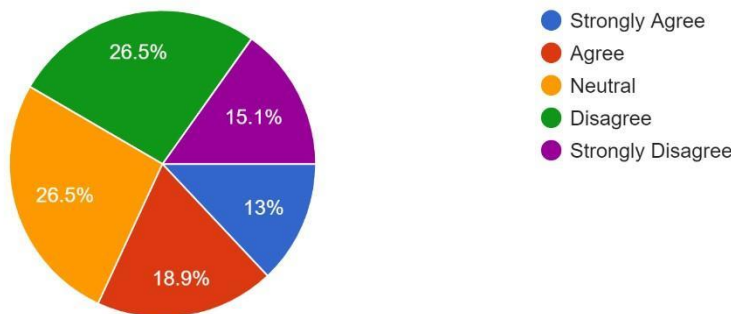|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	25	13	13	13
	Agree	34	18.9	18.9	31.9
	Neutral	49	26.5	26.5	58.4
	Disagree	49	26.5	26.5	84.9
	Strongly Disagree	28	15.1	15.1	100.0
	Total	185	100.0	100.0	

Figure (4.5) Students' reaction toward the use of Arabic by teachers during lessons in classrooms

The results highlight the frequency and percentage of the students who responded to the second item, " I enjoy lessons more when my teacher uses Arabic." There were (15.1%) of participants, which represents about (28) participants who answered "Strongly disagree," and (26.5%) of them, which represents (49) participants, answered "Disagree," and (26.5%) of them, which represents (49) participants, answered "Neutral," and (18.9%) of them, which represents (34) participants, answered "Agree," and (13%) of them, which represents (25) participants, answered "Strongly agree." It is evident from the table that the maximum number of respondents do not enjoy lessons when their teacher uses Arabic; this means that they prefer English more than Arabic in the lesson.

Item (3) My teacher offers me guidance mostly in Arabic.

This item attempts to investigate whether or not teachers use Arabic in their guidance to the students.

Table (4.6) Teachers' use of Arabic guidance
My teacher offers me guidance mostly in Arabic.

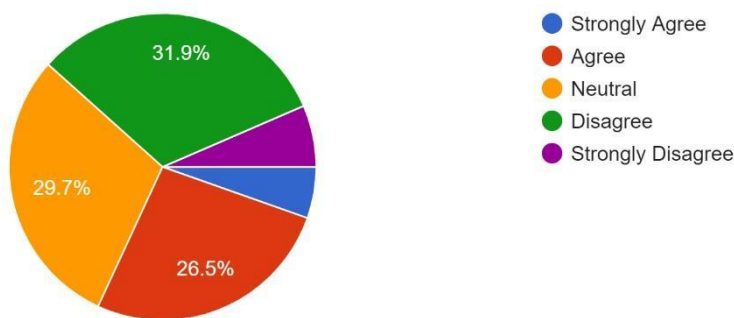|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	11	5.9	5.9	5.9
	Agree	48	25.9	25.9	31.9
	Neutral	55	29.7	29.7	61.6
	Disagree	59	31.9	31.9	93.5
	Strongly Disagree	12	6.5	6.5	100.0
	Total	185	100.0	100.0	

Figure (4.6) Teachers' use of Arabic guidance

It can be seen from the above table that the frequency and percentage of the students who responded to the third item, " My teacher offers me guidance mostly in Arabic." There were (12%) of participants, which represents about (6.5) participants who answered "Strongly disagree," and (59%) of them, which represents (31.9) participants, answered "Disagree," and (55%) of them, which represents (29.7) participants, answered "Neutral," and (48%) of them, which represents (25.9) participants, answered "Agree," and (11%) of them, which represents (5.9) participants, answered "Strongly agree." From this evidence, it is noted that most of the students admit that their teachers mostly do not offer them guidance in Arabic.

Item (4) My teacher mostly uses Arabic to define new words.

The fourth item shed light on the effectiveness of the use of Arabic language as a tool to clarify and simplify new words by teachers.

Table (4.7) Teachers' use of Arabic to define new words.
My teacher mostly uses Arabic to define new words.

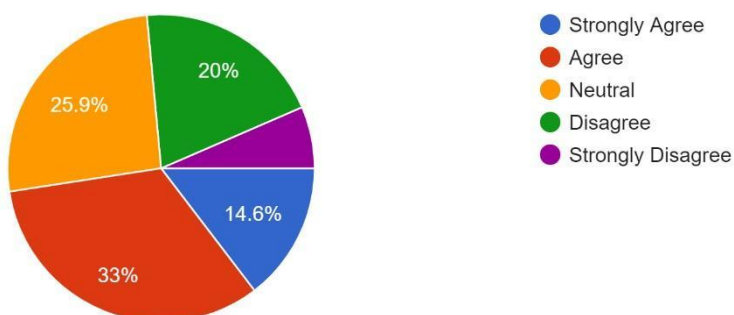|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	28	15.1	15.1	15.1
	Agree	60	32.4	32.4	47.6
	Neutral	48	25.9	25.9	73.5
	Disagree	37	20.0	20.0	93.5
	Strongly Disagree	12	6.5	6.5	100.0
	Total	185	100.0	100.0	

Figure (4.7) Teachers' use of Arabic to define new words.

According to the Above table and figure we can find the frequency and percentage of the students who responded to the fourth item, " My teacher mostly uses Arabic to define new words." There were (6.5%) of participants, which represents about (12) participants who answered "Strongly disagree," and (20.0%) of them, which represents (37) participants, answered "Disagree," and (25.9%) of them, which represents (48) participants, answered "Neutral," and (32.4%) of them, which represents (60) participants, answered "Agree," and (15.1%) of them, which represents (28) participants, answered "Strongly agree." The majority of the asked students say that their teachers used Arabic to define new words.

Item (5) My teacher mainly uses Arabic to clarify complex ideas.

Some ideas in English seem difficult to be comprehended by the students and it may take a lot of time; that is what the current question investigates. The fifth question aims at finding out whether or not teachers use Arabic to explain complex ideas.

Table (4.8) Teachers' use of Arabic to explain complex ideas.

My teacher mainly uses Arabic to clarify complex ideas.

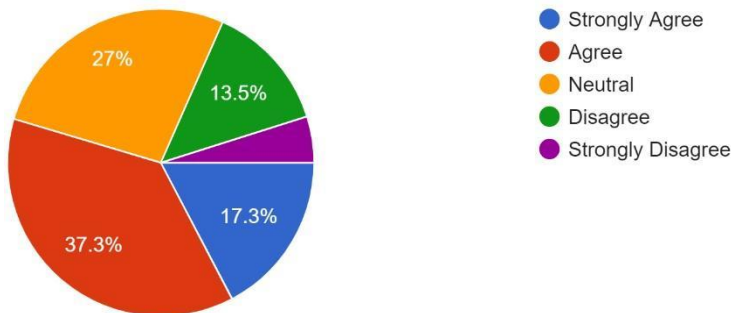|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	33	17.8	17.8	17.8
	Agree	68	36.8	36.8	54.6
	Neutral	50	27.0	27.0	81.6
	Disagree	25	13.5	13.5	95.1
	Strongly Disagree	9	4.9	4.9	100.0
	Total	185	100.0	100.0	

Figure (4.8) Teachers' use of Arabic to explain complex ideas.

 The results show the frequency and percentage of the students who responded to the fifth item, " My teacher mainly uses Arabic to clarify complex ideas." There were (4.9%) of participants, which represents about (9) participants who answered "Strongly disagree," and (13.5%) of them, which represents (25) participants, answered "Disagree," and (27.0%) of them, which represents (50) participants, answered "Neutral," and (36.8%) of them, which represents (68) participants, answered "Agree," and (17.8%) of them, which represents (33) participants, answered "Strongly agree." Finally, the majority of the students affirm that their teachers mainly use Arabic to clarify complex ideas.
Part Three: Questions about teaching English **without** using native language:
Item (6) I feel worried if I cannot translate in class.
        This question is mainly adopted for students to examine their opinions against the use of translation inside classrooms.

Table (4.9) Students' opinions against the use of translation inside classrooms.
I feel worried if I cannot translate in class.

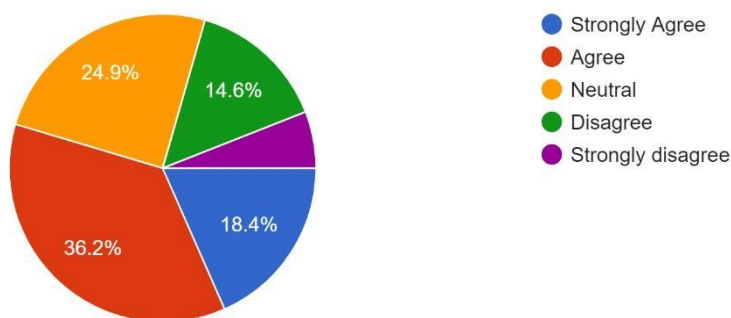|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	34	18.4	18.4	18.4
	Agree	66	35.7	35.7	54.1
	Neutral	46	24.9	24.9	78.9
	Disagree	28	15.1	15.1	94.1
	Strongly Disagree	11	5.9	5.9	100.0
	Total	185	100.0	100.0	

Figure (4.9) Students' opinions against the use of translation inside classrooms.

According to the table above, we can notice the frequency and percentage of the students who responded to the sixth item, " I feel worried if I cannot translate in class." There were (5.9%) of participants, which represents about (11) participants who answered "Strongly disagree," and (15.1%) of them, which represents (28) participants, answered "Disagree," and (24.9%) of them, which represents (46) participants, answered "Neutral," and (35.7%) of them, which represents (66) participants, answered "Agree," and (18.4%) of them, which represents (34) participants, answered "Strongly agree." According to the students' responses, it is obvious that the highest percentage of the students are worried if they cannot translate in the class.

Item (7) I feel I will be eager to learn more English if my teacher mostly uses English.

The seventh item is an attempt to investigate to what extent the students are interested and motivated while they see their teacher use English inside the classroom.

Table (4.10) Students' interest in using English when their teacher uses it too.
I feel I will be eager to learn more English if my teacher mostly uses English.

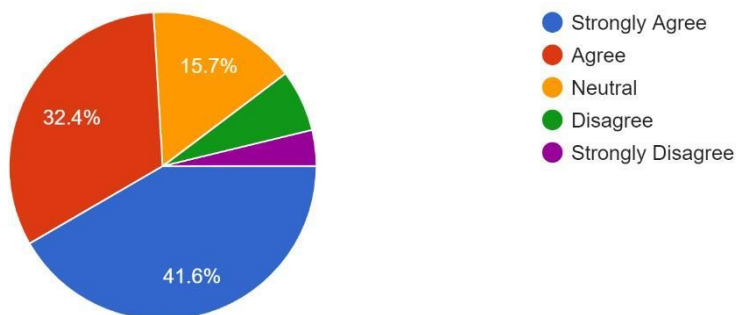|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	77	41.6	41.6	41.6
	Agree	61	33.0	33.0	74.6
	Neutral	28	15.1	15.1	89.7
	Disagree	12	6.5	6.5	96.2
	Strongly Disagree	7	3.8	3.8	100.0
	Total	185	100.0	100.0	

Figure (4.10) Students' interest in using English when their teacher uses it too.

The result from the table above shows the frequency and percentage of the students who responded to the seventh item, " I feel I will be eager to learn more English if my teacher mostly uses English." There were (3.8%) of participants, which represents about (7) participants who answered "Strongly disagree," and (6.5%) of them, which represents (12) participants, answered "Disagree," and (15.1%) of them, which represents (28) participants, answered "Neutral," and

(33.0%) of them, which represents (61) participants, answered "Agree," and (41.6%) of them, which represents (77) participants, answered "Strongly agree." It is totally clear that the students are really eager to learn more English when their teachers use English inside the classroom.

Item (8) Group activities become difficult if I cannot use Arabic.

This item aims at finding out the effect of using Arabic on the students' performance during the group activities.

Table (4.11) Students' points of view upon the difficulty of group activities without using Arabic.

Group activities become difficult if I cannot use Arabic.

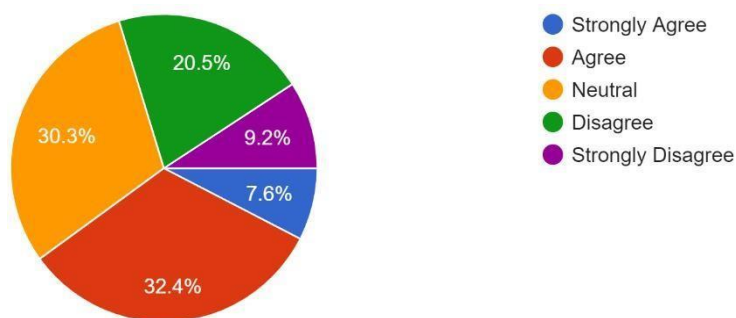|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	7.6	7.6	7.6
	Agree	60	32.4	32.4	40.0
	Neutral	55	29.7	29.7	69.7
	Disagree	38	20.5	20.5	90.3
	Strongly Disagree	18	9.7	9.7	100.0
	Total	185	100.0	100.0	

Figure (4.11) Students' points of view upon the difficulty of group activities without using Arabic.

According to the table above, we can notice the frequency and percentage of the students who responded to the eighth item, " Group activities become difficult if I cannot use Arabic." There were (9.7%) of participants, which represents about (18) participants who answered "Strongly disagree," and (20.5%) of them, which represents (38) participants, answered "Disagree," and (29.7%) of them, which represents (55) participants, answered "Neutral," and (32.4%) of them, which represents (60) participants, answered "Agree," and (7.6%) of them, which represents (14) participants, answered "Strongly agree." It is clear, from the results above, that the number of the students who admit that group activities become difficult if they cannot use Arabic is higher than those who disagree with the idea.

Item (9) My teacher mainly does not use English to Arabic instructions to exercises.

The ninth item examines the extent of using English-Arabic instructions inside classrooms by teachers.

Table (4.12) Teachers' neglection of using Arabic instructions to exercises

My teacher mainly does not use English to Arabic instructions for exercises.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	7.6	7.6	7.6
	Agree	41	22.2	22.2	29.7
	Neutral	70	37.8	37.8	67.6
	Disagree	46	24.9	24.9	92.4
	Strongly Disagree	14	7.6	7.6	100.0

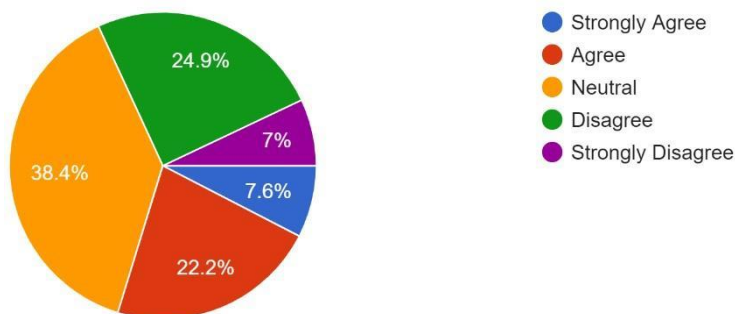| | | Total | 185 | 100.0 | 100.0 | |

Figure (4.12) Teachers' neglection of using Arabic instructions to exercises

From the table drawn above the frequency and percentage of the students who responded to the ninth item, " My teacher mainly does not use English to Arabic instructions to exercises." There were (7.6%) of participants, which represents about (14) participants who answered "Strongly disagree," and (24.9%) of them, which represents (46) participants, answered "Disagree," and (37.8%) of them, which represents (70) participants, answered "Neutral," and (22.2%) of them, which represents (41) participants, answered "Agree," and (7.6%) of them, which represents (14) participants, answered "Strongly agree." The result of this item shows no big difference between the participants who agree and disagree with the idea of teachers' using of English to Arabic instructions in exercises. Although those who disagree are a little more than those who agree.

Item (10) It is better for me to respond to questions asked in English.

The last item investigates the students' opinions upon the use of English language in responding with the questions asked in English.

Table (4.13) Students' opinions upon the use of English language in responding with the questions asked in English

It is better for me to respond to questions asked in English.

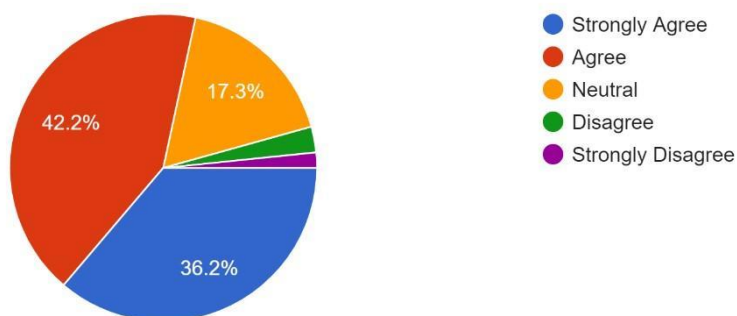|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	67	36.2	36.2	36.2
	Agree	78	42.2	42.2	78.4
	Neutral	31	16.8	16.8	95.1
	Disagree	5	2.7	2.7	97.8
	Strongly Disagree	4	2.2	2.2	100.0
	Total	185	100.0	100.0	

Figure (4.13) Students' opinions upon the use of English language in responding with the questions asked in English

Based on the data in the table above, the frequency and percentage of the students who responded to the tenth item, " It is better for me to respond to questions asked in English." There were (2.2%) of participants, which

represents about (4) participants who answered "Strongly disagree," and (2.7%) of them, which represents (5) participants, answered "Disagree," and (16.8%) of them, which represents (31) participants, answered "Neutral," and (42.2%) of them, which represents (78) participants, answered "Agree," and (36.2%) of them, which represents (67) participants, answered "Strongly agree." From this evidence, it is noted that most of the students prefer using English in responding to questions asked in English to improve their language and develop themselves.

FINDINGS

The findings of the study revealed that the students prefer using Arabic on some occasions and on other occasions they like to use English. The findings of this study will answer the study's questions.

To what extent do English teachers and students use native language in English classes? and how does the native language impact on learning the English language?

Native language use in the following cases:

1- Students use native language widely inside the classroom to show and talk about their problems.
2- The majority of the students say that their teachers use their native language to define new words.
3- The majority of the students affirm that their teachers mainly use native language to clarify complex ideas.
4- Students like using native language in translation.
5- Students like using native language during group activities.

NATIVE LANGUAGE IS NOT USE IN THE FOLLOWING CASES:

1- Students do not like lessons using native language as it would be boring and do not enhance their English level and have a negative impact upon the students.
2- Teachers mostly do not offer their students guidance in native language.
3- Students prefer that their teacher use English instead of native language during the lesson inside the classroom as it will motivate them to learn and practice more.
4- It is noted that most of the students prefer using English in responding to questions asked in English to improve their language and develop themselves.

DISCUSSIONS

According to the analysis of questionnaires. We gathered confirmation about how they reacted to the use of their mother tongue and what effect it had on teaching English as a foreign language. Through these results of data collection tools, we find answers to our research questions.

This study revealed that many students indicated that learning Arabic had assisted them in learning English in general when asked about the influence of utilizing native language in teaching EFL. in order to help them deal with pressure and perform better while studying English. They believe that learning new concepts via the use of their mother tongue will help them communicate better and participate fully in group activities. The teachers saw the study of Arabic as a way to help in the learning of their students.

RECOMMENDATIONS

One of the strategies commonly applied to improve the teaching-learning process is using Arabic when teaching English. By the end of the study, the researcher is better familiar with the many contexts in which Arabic should be employed. Teachers must also change how they implement Arabic techniques in their lessons. Consequently, this might encourage students to pay more attention in class and improve their comprehension. In light of the results of the questionnaire we conducted to the students, we offer the following recommendations.

For EFL teachers:

1- Use native language in limited cases to maintain a positive relationship with students and encourage communicating; by translating and defining new words, learners acquire new vocabularies and develop structural knowledge. This practice also motivates students and improves student-student communication.
2- Teachers should use English in teaching to motivate the students to interact using English language except the previous case where the students are unable to understand new words which require an explanation using their native language.

For EFL Students:

1- Students should try to avoid using native language as much as possible and use English-English dictionaries to enhance their English proficiency.
2- All students should practice English both inside and outside of the classroom, even those with a low level.

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