

The Impact of Education and Awareness in Mother Tongue Grammar on Learning Foreign Language Writing Skill

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Abstract

Present opinions on the significance of mother tongue emphasize that it has a fruitful part in the teaching/ processes and if it maintained and backed in the educational settings, it would have learners experience less difficulty in learning and comprehending of different subjects. This study is an investigation on the significance of education in mother tongue in the growth of writing skill on Iranian EFL learners. The researcher conducted the investigation with 40 male and female intermediate EFL learners in (East Azerbaijan-Tabriz). After providing a valid test through a pilot study and checking its validity by CELT test, the researcher administered a proficiency test to the participants to assign them to control and experimental groups. The researcher taught the same grammar structures to the both groups. The considered grammar structures were taught to the experimental group both in English and their mother tongue, though. At the end of the course both groups were examined. The outcome of the independent sample t-test displayed that experimental group did significantly better than the control group. The conclusion emphasizes the need of education in mother tongue to have a growth in better comprehending, to facilitate and to make better teaching/learning situations.

Keywords: Mother Tongue, Bilingualism, Language Awareness, Teacher Awareness, Grammatical Awareness, Writing, Transfer

I. INTRODUCTION

A. Mother Tongue

Nowadays language teaching and learning in learners' mother tongue has been the most prevailing method in educational systems of countries (e.g., China, Spain ...) all over the world retrieved from Wikipedia website with the following link: (http://en.wikipedia.org/wiki/Bilingual_education).

Baldauf explains that these programs are now supported more from government retrieved from Wikipedia website with the following link: (http://en.wikipedia.org/wiki/Bilingual_education).

“ESL students in ... schools learn English more quickly and effectively if they maintain and develop their proficiency in their mother tongue” retrieved from esl.fis.edu website with the following link: <http://esl.fis.edu/parents/advice/intro.htm>.

Butzkamm (2003) states that the connection between languages should be clearly founded and not ignored or suppressed. There is a need to associate the new with the old. To exclude MT links would deprive learners of the richest source for building cross-linguistic networks retrieved from fremdsprachendidaktik.rwth-aachen.de website with the following link: <http://www.fremdsprachendidaktik.rwth-aachen.de/Ww/programmatisches/pachl.html>.

Butzkamm, (2003) says that with mother tongue, we learnt to think, communicate and acquire an intuitive understanding of grammar. Therefore, mother tongue is the greatest asset people bring to the domain of foreign language learning and provides a language acquisition support system retrieved from fremdsprachendidaktik.rwth-aachen.de website with the following link:

<http://www.fremdsprachendidaktik.rwth-aachen.de/Ww/programmatisches/pachl.html>.

a. Supporting of Mother Tongue

There are many reasons why it is important to support the continued learning of the home language or mother tongue. As Clarke (2009) puts it: A strong first language supports the development of a positive self-concept, helps to strengthen the existing relationships within the family and provides the opportunity to continue cognitive development while learning other languages as a second language. In supporting the first language it is needed: respecting and supporting the home language, planning base on the development of knowledge of language, creating an environment to support natural language learning, observing children talking, finding out what they know in using language, establishing a supportive environment, understanding and appreciating the home literacy and helping parents to understand the value of a strong first or home language (Clarke, 2009).

b. The Importance of Maintaining the Mother Tongue or Home Language

Language is one of the valuable gifts which have been passed to to children. The first language is significant and builds the basis for all later language progresses. Parents, family members and early childhood professionals have very important role on the development and maintenance of the first language. Studies shows that knowing one language can assist the child to comprehend how other languages work. First or home language is particularly

important for the child's development of a positive self-concept and well-being. Children who have the chance to maintain their first language can extend their cognitive development, while learning English [this also can be correct with other languages including Turkish] as a second language. Their level of competence in the second language has relationship to the level of competence they have achieved in their first language. Children with a sound knowledge of their first language will be able to transfer skills from one language to another. Early childhood professionals can play a vital role in the maintenance of children's first languages. They can provide opportunities for children to use their mother tongue in early childhood settings and at school and encourage the parents to use the mother tongue at home in order to provide a good foundation for learning English. It is important to reassure parents that children will learn English as a second language from English speakers (Clarke, 2009).

The mother tongue opens the door, including its own grammar, to all grammars, in which it awakens the potential for universal grammar that lies within all of us. It is the valuable asset people bring to the task of language learning. For this reason, the mother tongue is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language. Successful learners capitalize on the vast amount of linguistic skills and world knowledge they have accumulated via the mother tongue. For the beginner, becoming aware of meanings automatically involves connecting them with the mother tongue – until the FL has established an ever-more complex network for itself (Butzkamm, 2003).

The foreign language learner must build upon existing skills and knowledge acquired in and through the mother tongue. Monolingual lessons without the help of the mother tongue are extrinsically possible; however, monolingual learning is an intrinsic impossibility. No one can simply turn off what they already know. It is postulated that the mother tongue is 'silently' present in beginners, even when lessons are kept monolingual. Just as we build upon our abilities to vocalize, to read and to write, all of which have been developed via our mother tongue, so too we are unable to switch off our knowledge of the world, again acquired through the mother tongue (Hammerly, 1989, as cited in Nation, 2001).

With the emergence of research into the role of form-focused instruction, teacher-researchers have also begun to acknowledge the mother tongue as a legitimate tool with the potential to facilitate learning mainly in accuracy-based tasks (Ferrer, 2002).

“You can banish the MT from the classroom, but you cannot banish it from the pupils’ heads” (Butzkamm, 2003, p.31).

We need to associate the new with the old. To exclude MT links would deprive us of the richest source for building cross-linguistic networks. The well-directed and informative use of lexical and syntactic parallels between the mother tongue and foreign languages taught in schools promotes retention and deepens the understanding of the historical affinity of language and culture (Butzkamm, 2003).

The relationship between languages should be clearly established and not ignored or suppressed. The non-use of the MT, however, seriously constrains what can be said and read. MT will save learners from a feeling of frustration which will eventually lead them to avoid all topics of personal interest. The measured and well-calculated contribution of the mother tongue can allow pupils to tackle more difficult texts sooner (Butzkamm, 2003).

c. Various Swings of Mother Tongue

The mother tongue in Second Language Acquisition has taken different swings depending on which theoretical framework was in vogue at any one particular time. While direct methods in the first half of the twentieth century saw no place whatsoever for the first language (L1) in the classroom, the grammar-translation method used the mother tongue so extensively and at the expense of target language (L2) practice that, even today, translation is in many instances regarded as an illegitimate practice because of its associations with this method. In the fifties and sixties Behaviorists and Contrastive Analysis proponents saw the first language as central in language learning but mainly as a source of interference with the development of habits in L2. In the sixties Chomsky’s innatist views downplayed the centrality of the mother tongue but considered it interfered with the learner’s inner Language Acquisition Device. In the seventies Inter-language Theory also assigned a negative effect to the first language in that it may interfere or disrupt a naturally predetermined acquisition process. Advocates of the Monitor Model saw no place for L1 use in the classroom but asserted that L1 subject-matter instruction can facilitate L2 acquisition in making L2 input more comprehensible. In the early eighties Integrationists, primarily concerned with negotiation of meaning, assigned no apparent role to the use of L1 and early communicative language teaching in the mid eighties tended to adopt an English-only approach to language teaching. It was with the emergence of studies on the role of form-focused instruction that

more positive attitudes towards the pedagogic use of the mother tongue started to appear (Ferrer, 2002).

d. Role of Mother Tongue in Various ELT Methods

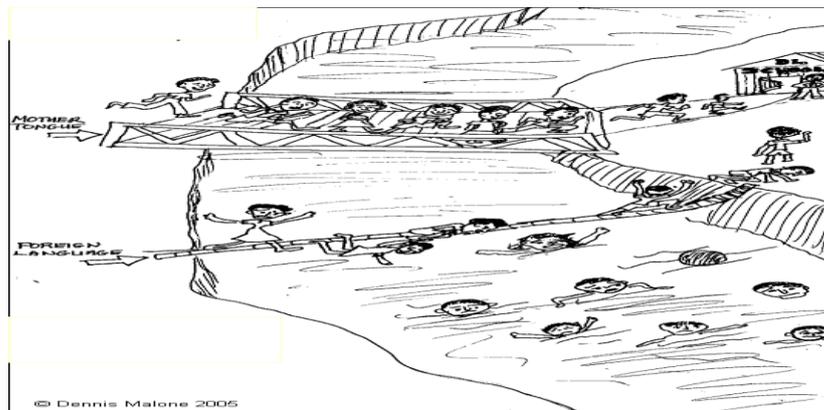
A very concise description of L1 role in EFL context is presented by Larsen–Freeman (2000). She supports the role of the mother tongue in the classroom procedures and summarizes the role of mother tongue in various ELT methods: In grammar translation method the language used in the class is the students' native language and the meaning of the target language is done by translating it into the learners' native language. In direct method and audio-lingual method the students' native language is not used in the classroom since it is thought that it interferes with the students' attempts to learn the target language. In silent way the student native language is used during feedback sessions, giving instructions when necessary and to help a student improve his or her pronunciation. In suggestopedia the teacher uses the native language in class and translation is used to make the meaning of the conversation clear. In community language learning the purpose of mother tongue is to provide a bridge from the familiar to the unfamiliar in which students' security is increased by using their native language. In total physical response: the lesson is usually introduced initially in the students' native language. In communicative language teaching judicious use of the students' native language is permitted in communicative language teaching. As it was mentioned, the students' native language has had different functions in all teaching methods except in Direct Method and Audio-lingualism. Those methods had their theoretical underpinnings and assumed language learning to be a process of habit formation, without considering affect, background knowledge and their linguistic abilities of the students in their L1. In addition, no attention was given to humanistic views of teaching (Nazary, 2008).

B. Education

Multilingual education means the use of several languages as the language of initial and recurrent literacy, the language of instruction and a means for lifelong learning. Multilingual education is based on learners' first language. In first language-based multilingual education learning begins in the learners' first language and the second language as well as additional languages are gradually introduced later (Kosonen, 2009).

a. Importance of Mother Tongue Education

Many linguists and successful bilinguals argue that for multi-cultural societies to support the use of a first language in the learning of young bilinguals in schools is of high importance. Since mother tongue education in the primary years suggests the best introduction to literacy which becomes useful in the acquisition of a second language. Research on L2 acquisition displays that learning another language becomes less problematic, if a child masters the first language in the habits of speech, listening, reading and writing which can be transferred to the learning of the second language. The findings that L2 acquisition is closely related to the proficiency level of the first language is important for bilingual education teachers and parents of learners in bilingual education programs. Cleghorn (1992) also, in another research, did comparative studies on the effectiveness of the mother tongue over English as a L2 in several schools in Kenya and it also found that important ideas were more easily conveyed when teachers did not stick to the requirements of the English-only language of instruction. Whereas those who learn through their mother tongue are at an advantage, learners who learn through a second language are disadvantaged. Chaudron (1988) asserts that where the L2 is used as a medium of instruction, learners encounter problems because their task is threefold. Making sense of the instructional tasks presented in the second language, attaining linguistic competence required for effective learning to take place and facing with the problem of mastering the content itself. The report of 1953 UNESCO Committee shows that students learn quickly through their first language than an unfamiliar linguistic medium. As a result, it states that the best medium for teaching a child is the mother tongue through which children understand better and express themselves freely. Bamgbose (1991) States that the Six Year Primary Project began in 1970 in Nigeria to establish the effectiveness of the first language as compared with English as a L2. The outcome of the experiment clearly illustrated that the indigenous languages facilitated more meaningful learning than English (Tsitsi Ndamba, 2008).



b. Development of Learners' Mother Tongue

“Children who come to school with a solid foundation in their mother tongue develop stronger literacy abilities in the school language” (Cummins, 2001, pp.3-4).

When parents and other caregivers spend time with their children and tell stories or discuss issues with them it develops their mother tongue vocabulary and concepts, children come to school well- prepared to learn the school language and succeed educationally... children's knowledge and skills transfer across languages from the mother tongue they have learned in the home to the school language. Transfer across languages is two-way: the mother to L2 and when mother tongue is promoted in school the concepts, language, and literacy skills that learners are learning in the majority language can transfer to the home language. In short, both languages nurture each other when the educational environment gives permission to both languages. On the other hand, when educators within a school plan language policies and organize their curriculum and instruction in such a way that the linguistic and cultural capital of children and communities is strongly accepted in all the interactions of the school, then the school is rejecting the negative attitudes and ignorance about diversity that exist in the wider society. It can be said that using the mother tongue for teaching and learning is a clear indication that it improves conditions for all learners. Bilingual education starts with the learner's knowledge and experiences in the mother tongue, while teaching the second or foreign language (L2) as a subject. If second language skills are based on the knowledge of the first language, the results can be high level bilingualism and biliteracy and it leads to long-term benefits like higher self-esteem, greater self-confidence, and higher aspirations for schooling and life. Designing a school system which recognizes the language, culture and

competence of the learner brings the home language into schools for all children. It improves education for rural, marginalized, ethnic and linguistic minority children (Cummins, 2001).

C. BILINGUALISM

It is obvious that language is a source of communication. Whether this language is Russian, English, Swedish or Sign Language, the importance is that we have some sort of source for human interaction. Knowing many different languages supplies us with enormous possibilities in our contact and understanding of other people living in other parts of the world. This brings us to an important topic, that is to say bilingualism (Nordlund, 2005).

“Bilingualism is often described in broad terms as “the ability to use two languages for communication” (Clad, 2003, as cited in Nordlund, 2005, p.5).

a. The Importance of Bilinguality

Bilingualism is the capability to use two languages which involves both understanding and speaking in either language. Some people may feel comfortable using both languages in the same setting and may ‘switch’ from one to the other easily. There is now worldwide recognition of the social, personal and cognitive advantages of bilingualism. A sound foundation in the language/s of the home increases people’s self-esteem and confidence, enhances motivation for learning, increases cognition, strengthens family relations supplies a strong basis for learning the second language. Over 70 per cent of people in the world speak more than one language. Thus for many people it is quite natural to grow up speaking more than one language (Clarke, 2009).

b. Aims of Bilingual Education

The objectives of bilingual education are different. Some schools attempt to achieve an equal level of competence in the mother tongue and the target language, though most do not. Many schools seek to make better their pupils' ability and confidence to use the vehicular language. Many schools put emphasis on inter-cultural competence, searching for establishing connections with other schools in other lands using the target language as a real medium of international communication. Many schools concentrate on the value for future studies, work or leisure of an ability to use an international foreign language. The objectives can be various, but they cannot divert the attention that all these objectives are the

opportunity to enhance the room in the school curriculum for the pupils to acquire the vehicular language, without taking time from other subjects (Nixon, 1998).

c. The Impacts of Bilingualism

There is considerable evidence that the acquisition of two or more languages involves positive consequences for meta-linguistic development and the people who had acquired literacy in two languages did significantly better in the acquisition of a third language than performed people from monolingual backgrounds or those who had not acquired literacy in their home language. A research displayed that the bilinguals scored higher than monolinguals on verbal and non-verbal intelligence tests and indicated a more diversified intelligence structure (Cummins, 1992).

One of the important assumptions considering the efficiency of bilingual instruction is that skills and knowledge learned in first language mother tongue transfer to second language L2. Thus, a person learning about velocity in Spanish is able to transfer this knowledge to English without having to relearn the concepts (Keshavarz, 2004).

When people go on to expand their abilities in two or more languages throughout their primary school years, they catch a deeper understanding of language and how to use it effectively. They possess more practice in processing language, especially when they gain literacy in both, and they are able to compare and contrast the ways in which their two languages organize reality. The research offers that bilingual children may also develop more flexibility in their thinking as an outcome of processing information through two different languages (Cummins, 2001).

More than 150 research studies done during the past 35 years strongly back what Goethe, the German philosopher, once said: “The person who knows only one language does not truly know that language” (Cummins, 2001, p.2).

D. LANGUAGE AWARENESS

Language awareness, initially defined by Fairclough (1992) as “conscious attention to properties of language and language use as an element of language education” (Farias, 2005, p.2).

Tomlinson (2003) defines Language awareness as “a mental attribute which develops through paying motivated attention to language in use, and which enables language learners to gradually gain insights into how languages work” (Tomlinson, 2003, p. 251).

Language awareness, according to Donmall, operates on three distinctive levels: First: The cognitive level which is related to awareness of language patterns, second: the affective level which is related to forming attitudes and third: the social level which is related to the improvement of learners' effectiveness as communicators (Farias, 2005).

a. The Domain of Language Awareness

James & Garrett (1991) divide the LA which is a holistic concept into five different domains: The affective, social, power, cognitive and performance domain. From the scope of language awareness, it could be stated that all domains tend to intermingle with one another. Moreover, as James and Garrett point out, this division of LA is a way to clarify and to give a consensus to the meaning of the concept. From a teacher's perspective these domains could also serve to facilitate the LA work in the language classroom as the scope covers many relevant and important aspects of language that could be useful in arising pupils' awareness (Prtic Soons, 2008).

b. Advantages of Language Awareness

According to Arndt, Harvey and Nuttall (2000) language awareness has the following benefits: (1) Speakers are appreciative of the complexity of communication through language. (2) Language awareness suggests a productive path for searching the richness and complexity of language. (3) Speakers are reinforced to regard what is involved in transferring mother tongue skills to another language and make the relationships between languages. (4) On the practical level LA helps those who are involved in ELT derive a broadened, deepened understanding of how English works. In addition to these four advantages; appreciation, greater understanding of complexity, encouraging speakers to consider transferability, and a broader and deeper understanding of English, LA offers an approach and context that learners find advantageous as they develop a broader and deeper awareness of their own ongoing use of and relation to language itself, whether that language is English or Spanish (Farias, 2005).

E. TEACHER AWARENESS

In relation to L2 education, Thornbury (1997) offers the following definition of the language awareness of teachers: "the knowledge that teachers have of the underlying systems

of the language that enables them to teach effectively” (Thornbury, 1997, as cited in Andrews, 2001, p.75).

Based on such an opinion, TLA is essentially concerned with subject-matter knowledge and its impact upon teaching. Any model of TLA would consider: (1) The language knowledge/awareness of the teacher embraces both knowledge of subject matter and ‘communicative language. (2) The language knowledge/awareness of the teacher is meta-cognitive. (3) Finally, TLA is not just knowledge of subject matter, but both knowledge of subject matter and ‘communicative language ability’ (CLA), which provides a basis for the tasks of planning and teaching (Andrews, 2001).

G. GRAMMAR

Ryu (1996) says that grammar defines the way language forms are assigned their meaning. He believes that communication cannot happen within grammatical knowledge. Savignon (1996) stresses that even within the framework of CLT grammar had its place and in the absence of structure or grammar communication cannot take place. What Revlyn Doman (2005) recommends is that grammar is used as an instrument to build communicative abilities and to stress skills that are required for authentic communication to occur. Grammar should be used as the basic foundation for building fluency (Doman, 2005).

a. Grammatical Awareness

To be impressive, English language teachers must be able to draw on both explicit and implicit knowledge of the language. They must also be able to reflect upon the knowledge of the underlying systems of the language. In Andrews’ (1999) theory of grammatical awareness, he (1999) states that grammatical awareness comprises four types: (1) Ability to recognize meta-language, (2) Ability to produce appropriate meta-language terms (3) Ability to identify and correct errors, (4) Ability to explain grammatical rules

Each of them focuses on a different part of explicit knowledge of grammar and grammatical terminology. The first is related to recognition of grammatical categories such as preposition, noun and verb. The second is related to production of appropriate meta-linguistic terms containing the ability to provide grammatical terms of a given word / phrase. The third is concerned with identification and creation of error involving the ability to identify and correct faulty sentences or parts of sentences. The final one is related to explanation of

grammatical rules which deals with the ability to explain grammatical rules which have been broken (Shuib, 2009).

b. The Significance of Having Grammatical Awareness

The language awareness of teachers, i.e. the explicit knowledge that teachers have of the underlying systems of the language enables them to teach effectively. Andrews (1999) argues that the explicit knowledge about language is an important part of any second language (L2) teacher's language awareness. The importance of having grammatical awareness among English language teachers has been given credit by many scholars for different reasons. Denham and Lobeck (2002), for example, states that many English education textbooks point out those teachers must be aware of certain grammatical fundamentals in order to aid learners recognize patterns of errors. Andrews (2005) argues that teachers should have rich knowledge of grammatical constructions to be in a better position to help young writers (Shuib, 2009).

H. WRITING

Writing looks to have taken on different definitions for different groups of people in order to suit their different needs and aims for writing. Grabe and Kaplan (1996), in their book "Theory and Practice of Writing", express the meaning of writing in terms of the rhetorical triangle in writing. This triangle consists of the reader, the recipient of the final product of the writing process; the writer, the originator of the message; and the subject matter and text itself. Both the writer and the reader have to regard all these aspects when writing and reading, respectively, for each one plays an important part in the journey towards meaning. To Klein (1985), writing is the capability to put pen and paper to state ideas through symbols. This way of representations on the paper will have meaning and content that could be communicated to other people by the writer retrieved from heddatan website with the following link: <http://www.heddatan.com/a-definition-of-writing.html>

a. Grammar and Writing

Considering that good writing requires a working knowledge of grammar, Sams (2003) says grammar and writing are so inseparably connected as to be almost synonymous. To study grammar is to study the writing. Sams (2003) came to this awareness as she worked to bring her instructional activities closer in line with the tasks students faced in putting their

thoughts down on paper. In other words, as she explored the reasons behind students' difficulties with organization, coherence, and revision, and as she developed strategies for addressing the root causes, she found she was teaching grammar—not usage—but grammar, the relationship between structure and meaning. Furthermore, as her students and she explored the relation between structure and meaning, she realized why twentieth century researchers concluded that direct instruction in grammar had no impact upon writing. Both traditional and in-context approaches to grammar instruction fail since they treat grammar as something that exists apart from and outside of the writing process itself. The fact that grammar instruction is separate and does not have any relations to writing does not end up to the conclusion that grammar itself is not related to writing. And the fact that grammar and writing are related becomes excessively clear the more closely we associate our methods of teaching writing with the nature of the writing process (Sams, 2003).

I. TRANSFER

The part that a learner's native language plays in one's second language acquisition has been under the concentration of many researchers. Language transfer is closely related to behaviorist theories of L2 learning. According to behaviorist theories, the process of language learning is a process of habit formation, and the old habits formed when learning L1 would get in the way of learning new habits in L2, thus leading to errors. Most studies on transfer concentrate on the impact of native language on SLA, though it is correct that L2 may influence L1 and the acquisition of other languages (Ning Guo, 2005).

a. Structural and Nonstructural Factors in First language Transfer

a(a). Structural Factors:

Without question, L1 phonetics and phonology have powerful impact on L2 pronunciation. The fact that most people can easily detect the linguistic origin of a L2 speaker from the accent suggests that sounds of a language transfer. On the other hand, there is evidence that learners try to transfer their L1 syllable structure to L2. When L2 allows syllable structures not permitted in L1, learners tend to make errors that engaged changing these structures to those that would be allowed in L1. In Syntactic transfer the word order has been a most intensively studied characteristic. Odlin (1989, 1990) supports that transfer is a significant factor in the acquisition of syntax. He (1989) puts in to discussion the study of semantic transfer in two classifications: prepositional semantics and lexical semantics. He

concludes that lexical similarities in L1 and L2 can drastically impact comprehension and production in L2, and that the significance of linguistic relativism is less clear (Ning Guo, 2005).

a(b). Nonstructural Factors

Transfer contains many other non-structural factors, which interact with transfer. A brief review of nonstructural factors influencing transfer is given by Odlin (1989). Among them are individual variation (e.g. personality, proficiency, aptitude for phonetic mimicry, etc.), age, social context, and linguistic awareness. It is hard to evaluate precisely how significant the L1's part is in SLA, but just as Ellis (1985) puts it: The learner's L1 is a significant specifier of SLA (Ning Guo, 2005).

II. MATERIAL AND METHODS

A. PARTICIPANTS

The participants were 40 EFL students (male and female) of (17-25) years old on average and all native Azerbaijani Turkish speakers of East Azerbaijan in Tabriz. The subjects in the control group and the experimental group were all Iranian and they all had already experienced English learning at school and different language institutes (Table I).

TABLE I
CHARACTERISTICS OF THE SUBJECTS

Characteristics of the subjects	
Numbers of participants	40
Age Range	17-25
Course Level	Intermediate
Sex	Male and Female
Nationality	Iranian

B. INSTRUMENTATION

To make two homogeneous groups, the researcher administered the modified TOEFL test, HBJ TOEFL (Jenkins- Murphy, 1987) to the learners. In this research two teacher made grammar tests were used both in Turkish (Turkish version) and English (English version). The first test (Turkish version) was prepared to elicit the learners' knowledge of the mother

tongue structure. The validity of the second teacher-made test (English version), as a pre-test, was checked against the Comprehensive English Language Test (CELT) (Saeidi, 2008). This pre-test (the second teacher-made test) checked the knowledge of the learners' English language in both experimental and control groups. As a pre-test, it was first used to determine the background knowledge of the two groups before treatments. Then, after treatments the modified form of this test as a post-test was administered to show the progress of two groups. The third teacher made test was a writing exam. The writing exam obliged the learners to display their capability to show the knowledge of English language grammar (simple present, simple past, present progressive and future) that they had already learned. It was based on a topic, 'Life; past, now and future', to describe a process in which the use of the mentioned grammar points was demanded. The used textbooks for instruction were 'Intro - Interchange Third Edition' for adults and young adult learners (C. Richards, 2005) and 'Muasir Edebi Azeri Dili' (Zehtabi, 2001).

C. PROCEDURE

To be certain about the homogeneity of both groups, the researcher administered the HBJ TOEFL (Jenkins- Murphy, 1987) test corresponding to the intermediate level students. The results displayed that they were homogeneous. They, then, were randomly assigned to the control and the experimental group. In experimental group, of the manuals of the teacher from 'Muasir Edebi Azeri Dili', the Turkish grammar (simple present, simple past, present progressive and future) were first taught in Turkish language. Teaching in mother tongue in the experimental group was an attempt to create language awareness. The learners had no or very little knowledge of Azerbaijani Turkish language. Then the same grammars, from 'Intro - Interchange Third Edition' were taught in English language to the experimental group. Considering teaching English tenses (simple present, simple past, present progressive and future), both of the groups received the same amount of instruction. In control group, the learners were just taught English grammar in English language. Finally, after the treatments and pre-test and post-test in the control and the experimental groups, the researcher conducted a writing exam. The learners were provided with a writing exam under the subject of 'Life; past, now and future' to show the manifestation or the effect of being educated in mother tongue.

D. RESULTS AND DISCUSSION

a. Result of the Proficiency Test of the Groups

To construct two homogeneous groups for study, the researcher administered the HBJ TOEFL (Jenkins- Murphy, 1987) to test structure and written knowledge of the learners at beginning of the research (TABLE II).

TABLE II
 RESULT OF PROFICIENCY TEST

	Group	N
Result of Proficiency test	Control	20
	Experimental	20

b. Result of the Pre-test of the Groups

TABLE III
 INDEPENDENT T-TEST OF THE GROUPS' PERFORMANCES: PRE-TEST

Result of pre-test	Group	N	Mean	Std. Deviation	Levene's Test for Equality of Variances		t-test for Equality of Means		
					F	Sig.	t	df	Sig. (2-tailed)
	Con.	20	16.3250	1.96867	.013	.911	.201	38	.841
	Ex.	20	16.2000	1.95610					

c. Result of the Post-Test of the Groups

TABLE IV
 INDEPENDENT T-TEST OF THE GROUPS' PERFORMANCES: POST-TEST

Score of post-test	Group	N	Mean	Std. Deviation	Levene's Test for Equality of Variances		t-test for Equality of Means		
					F	Sig.	t	df	Sig. (2-tailed)
	Con.	20	15.9750	1.65811	.517	.476	-2.474	38	.018
	Ex.	20	17.1750	1.39807					

d. Result of the Writing Exam of the Groups

After teaching, the researcher administered a writing exam to both the experimental and the control groups. The topic was 'Life; past, now and future'. The writing test was about daily life, past, now and future, to test the use of simple present, simple past, present progressive and future in context. The writing test checked the learners' knowledge of

English language in the experimental group who were taught in their mother tongue against the learners in the control group who were just taught in English language. The scoring procedure was in subjective form. After receiving students' marks, an independent t-test was used to compare the mean scores of the control and experimental groups on post-test. Regarding the writing, the mean score of learners in writing in control and experimental groups are (15.35) and (16.55) respectively and the significant level is (0.012). Since the significant level of the t-test (0.012) is less than (0.5), the null hypothesis (the equality of mean scores of free writing in two groups) is rejected. As a result the value (0.012<0.05) illustrates that there is significant difference between the mean scores of the two groups on writing (Table: V). Thus, it can be concluded that the experimental group with the mean of (16.55) outperformed the control group with the mean of (15.35) on writing.

TABLE V
 INDEPENDENT T-TEST OF THE GROUPS' PERFORMANCES: (WRITING)

Score of writing	Group	N	Mean	Std. Deviation	Levene's Test for Equality of Variances		t-test for Equality of Means		
					F	Sig.	t	df	Sig. (2-tailed)
	Con.	20	15.3500	1.56525	.376	.543	-2.624	38	.012
	Ex.	20	16.5500	1.31689					

E. Discussion

Attempts were made to probe into the influence of mother tongue awareness on the performance of EFL intermediate learners on learning English language grammar which resulted performing writing exam well. Here, control group students were compared with the experimental group students. For the purposes of the study, the experimental group was just taught in their mother tongue. While teachings in both groups, the most important case noticed in the study was related to students' English language learning. In the experimental group, when students were being taught in English language grammar, thanks to the reason that the learners had already learned these grammars in their own language or in other words they had found awareness in their mother tongue, so while learning they had a clear reference of the taught language grammars in their minds to refer. As a result of this superiority, both the teacher and the learners in the teaching-learning processes experienced no serious difficulty. Still, one more point is that since mother tongue awareness strengthened the

students in the experimental group on the specified grammar structures, they gained better results in recognition tasks since such tasks call for some meta-linguistic knowledge. It indicated that the learners who had a treatment in their mother tongue and gained awareness were more successful on the learning of foreign language grammar which ended up in performing writing exam well. The results of writing exam indicated that being instructed in mother tongue the scores of the experimental group on writing exam concerning foreign language forms were significantly higher than the scores gained by the control group students. In fact, the factor of not being taught in mother tongue caused the control group students not to score as good as the experimental group students. Based on the activities done, the whole results seemed to support the general conclusion that the having instruction in mother tongue or finding awareness of mother tongue facilitated English language grammar learning which resulted in better performance of writing exam and had a significant influence on the learners' achievement in the Experimental group. The results also suggested that a judicious and systematic knowledge of mother tongue presented the teacher with opportunities for equipping the learners with comprehensible and effective knowledge of the target language systems and extended their grammatical performance. This, in turn, assisted learners to notice the gap between the positions of their own mother tongue grammar in particular and the grammar of target language, and ultimately aided learning English language grammar and performing writing exam well. To summarize, from the evidences taken of this study, it can be said that having instruction and becoming aware of mother tongue is quite necessary to acquire the second/foreign language. At last, from the different parts of existing literature including the role of MT in teaching and learning, its importance in education, language awareness, teacher awareness, grammatical awareness, transfer ...and considering that all the discussed factors can be transferred from mother tongue to L2; it can be end up with this outcome the impact of mother tongue in L2 or foreign language is undeniable. So can it be logical to remove this impressive element from the educational life of learners?

III-RESULTS AND CONCLUSION

The findings suggest that learners had a more positive attitude towards their mother tongue and they favored L1 as the language of instruction in educational system. The results of the analyses also showed that the learners' awareness of mother tongue or being educated

in mother tongue had a positive impact on the learning of English language grammar which resulted in better performance in writing exam and the learners who educated and received awareness in mother tongue were more successful than those ones who were not in that setting. In other words, having education in the mother tongue in learning grammar did help the learners to perform well in writing exam and to acquire a better and comprehensive understanding of how the structures worked. The conclusion which can be drawn based on the analyses is that since the learners in the Experimental group received instruction in their mother tongue, they found deeper understanding of their mother tongue structure and gained language awareness. Therefore, it becomes appropriate to stress the education in mother tongue and the fact that mother tongue should be attached much more importance and understood in different ways in the language classroom.

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