

The Use of The Mother Tongue in Teaching Foreign Languages - French Language –

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Abstract:

The weakness in our students' achievements, especially in foreign languages, is considered as an educational problem that attracted the attention of our educationalists. If it is confirmed that the teaching-learning process relies mainly on two significant factors, the method and the syllabus, this study would work on highlighting the effects of using the mother tongue and lightening of the syllabus on enhancing students' achievements in French language. The fact that our mother tongue is full of words of French origins provided the researcher with a support and used it lately .The method being applied by the researcher facilitated the learning process, and affected the students' achievements positively. Finally, the method under studying aims at allowing learners to communicate easily using this foreign language (French Language).

Key words: Mother tongue ; Foreign language ; Method ; Syllabus ; student' achievements

Introduction:

Educational problems are considered as one of the most important topics that attracted the attention of intellectuals, educationalists, and even of experts in the field of Social sciences from a long time . This concern came as a result of the obstacles that the educational problems represent, which limit the effectiveness of educational outcomes in all educational

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systems, despite the varying degrees of educational outcomes severity from a country to another.

In the Algerian society, some educational problems have reached annoying levels, perhaps the most prominent problem is the weakness in the Academic achievements of our students in the three educational levels (Middle - Secondary - University).

If this weakness touched all the educational outcomes and was not limited to a particular activity or a subject, its size or intensity would vary clearly from one field to the other. Teaching foreign languages, especially French language, comes at the top of the subjects' list that faced a noticeable weakness, this weakness led to take in charge all parties: parents, educators, teachers and even decision makers.

The striking paradox that pushed the researcher to choose this topic is the inverse relationship between the huge potentials and the tremendous efforts of the state for the educational-learning process and reforms from one hand , and sterility of the educational outcomes (language teaching - French) on the other hand.

According the the aforementioned factors the following questions rise:

Where does the defect lie? How can we improve the level of students' outcomes in French language?

Research problem:

The researcher's experience in teaching the Arabic language to non - native speakers provided him with observations that clarify the complexity of the Teaching -learning process, and the factors been involved. All these sorts pushed the research to work on this topic through a systematic - organized paradigm . He defined his layout by removing several factors despite acknowledging its importance, and limiting it to build his method (his technique) on two variables, namely, the content (the content of the subject) and the method (Teaching Foreign languages using the mother tongue). These variables led the research to the following research question

:

How does the use of the mother tongue affect the teaching of the French language to Algerians?

The researcher suggested two hypotheses in order to answer the research question , that represent two pillars of his method:

A - Using the mother tongue (Arabic) to teach the French language leads to a quick acquisition of the target language (French Language).

B - Lightening and simplifying the French language grammar leads to clear achievements.

Steps of the research:

During accomplishing this study the researcher seeks to highlight the following aspects :

- To diagnose the situation of the French language in the Algerian schools, and its weak results that characterized the recent years, despite of the reforms and the new programs that were undertaken by the Ministry of Education besides the continuous training of those who are in charge of the teaching process.

- To drive the attention of specialists towards the developments and the giant steps that have been made in the field of language learning - Didactic -, as well as the newly arrived results that enabled languages to be accessible for learners through the easiest ways, with the least efforts and time.

- To Present the new method (El Djoubaria method) in learning and teaching the French language, which is the study that the researcher worked on for a long time ago, whether in France or in Algeria. The researcher attempted to form an epistemological foundation of El Djoubaria method. Besides that, the researcher highlighted the phases of differences and agreements between El Djoubaria and the currently approved method (Competency-Based Approach), whether in terms of the linguistic structure of the sentence or the tenses of verbs in addition to the utilization of auxiliary verbs.

In this study the researcher relied on the theoretical framework of the adopted Foreign language teaching methods, in respect to their development over years from the perspective of content, goal and competencies. The researcher considered these methods as previous studies

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on which he built his method in order to diagnose the modest additions that came as a result of this study .

Reasons for Selecting the Research Topic:

In France, as the researcher was teaching the Arabic language to immigrated Algerians , he noticed that the Algerian government spends huge amounts of money on teaching the Arabic language to its citizens in order to keep them in touch with their homeland. But in reality, it was something else, the adopted methods and curriculum did not suit learners' needs since they did not take into consideration learners' characteristics, such as (desire, motivation, social aspects ... etc). Another problem is that the curriculum itself is not an Algerian one, that is, it is inspired by Tunisian and Moroccan experiences , it is not derived from our Algerian educational system.

All these factors pushed on the research to choose this topic and to work on it, in order to add positive and serious insights to the educational domain, in this respect we would like to mention that the researching field of the researcher ,i.e Didactics, offered him with the theoretical and methodological framework to proceed with his research according to the scientific methods of scientific researches, so this led to the coming presented results.

Research objectives:

This study aims at checking the acceptance of using the mother tongue in teaching foreign languages for both students and teachers; besides the extent to which it impacts the teaching of the French language to Algerians, through the use of the El Djoubaria method to improve learners' achievements.

Le français, langue imposée au peuple algérien par le feu et le sang, a constitué un des éléments fondamentaux utilisés par le pouvoir colonial pour parfaire son emprise sur le pays conquis et accélérer l'entreprise de déstructuration, de dépersonnalisation et d'acculturation d'un territoire devenu partie intégrante de la « mère partie », la France. (Frédérique Abécassis, Gilles Boyer, Benoît Falaize, Gilbert Meynier et Michelle Zancarini-Fournel, 2007 : 58)¹

Research Methodology and Sample:

The sample: the sample of the study was randomly chosen to form two groups of Thirty four students (34) out of seven groups, from the students of M'sila University. The chosen members belong to the Department of Social and Human Sciences and the Department of Media and Communication. The students took an initial test (pre-test) to determine their level in French language. . the results of the test showed that the students was really suffering from the French language . **Experience:** members of the sample were taught the French language according to the El Djoubaria method, the lesson took one hour and a half per week. After accomplishing Thirty (30) hours (the duration that is allocated by the researcher). The students had a post-test, in order to evaluate their achievements. The results showed that there was a remarkable improvement in the students' level, besides that the students regain their self-confidence and the desire to learn (motivation) in comparison to their results of the initial test .

Research Tools:

The researcher used the following tools during his study

- **The sample:** Randomly selected from the targeted research community.

- **Tests:** Pre-test (diagnostic) and Post-test (dimensional).

- **The questionnaire:** the researcher constructed an opinion questionnaire distributed to the students of the above-mentioned sample , in order to know their opinion about the use of the mother tongue (Arabic) in teaching Second language (French language). The results showed that the participants are totally agree with this proposal , which supported the results obtained after applying the method.

1 - El Djoubaria Method :

El Djoubaria method is a new method of teaching Foreign languages, this method is mainly based on teavhing foreign languages using the mother tongue. The El Djoubaria method has certain bases, which will be discussed thoroughly later. It was formed and firstly practiced in Frence in teaching the Arabic language to French people through using their mother tongue. El Djoubaria method is named after the family name of its founder “Djoubar”. Djoubar Ahmed is a researcher in the field of didactics, he

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decided to name his method after him, because he respects himself and his existence as Pavlov and others did.

1 -1 - Pillars of El Djoubaria method

El Djoubaria Method is based on the following three main pillars:

1 -1 -1 The First Pillar :The Use of the mother tongue: (l'utilisation de la langue maternelle)

In France, the researcher used the French language to teach the Arabic language to French people. In Algeria, the researcher used the Arabic language precisely

" Algerian Dialect" to teach the French language to Algerians, this was at the level of both University and Private schools all over the country.

The researcher refers to the mother language as the language a baby acquires from his mother or father or nurse... etc, before entering school. In French

< La langue maternelle : La langue maternelle ne s'identifie pas nécessairement à la langue de la mère, c'est que la langue acquise la première par l'enfant peut être celle de la nourrice (substitut de la mère) mais aussi celle du père,²³

In English it means,

1- 1- 1-1 Mother tongue :

People mean different things when they talk about their "mother tongue" these different things can be examined on two parameters; personal and institutional parameters.

Personal parameters : covers one's sentiment- centered view of language –ordering or layering in terms of chronology and primacy in one's linguistic repertoire. It has been always said that the mother tongue is the first language acquired by the child. In Webster's Third New International Dictionary, it has been defined as "*the language of one's mother, the language naturally acquired in infancy and childhood; one's first language.*"

Institutional parameters: refers to the views regarding the mother tongue in census papers and other official documents.

The following are a brief listing of some of the views regarding « mother tongue »:

1- Mother tongue is a language with which one is emotionally identified

2- It is the home language of the child.

3- It is the language spoken from the cradle.

“ *There is something unique about the “mother tongue” the native language it is our own language imbibed in early childhood effortlessly as the seams, at least in retrospect*” (Christophersen, 1973, p 34).⁴

In this respect, we should point out that the idea of using the mother tongue in teaching a second language is not a new proposal. Before decades, English people used their English to teach or learn Latin languages, as Veronica Casteloti mentioned in her book(La langue maternelle en classe étrangère)

« *Ce recours à l'autre langue qui circule dans la classe lui [à l'enseignant] permet par ailleurs de créer des ponts entre la langue cible et la langue maternelle et, par là, il lui fournit l'occasion de trouver des ressemblances ou des différences imprévisibles qui contribuent à faire avancer le processus d'acquisition chez les apprenants* » (Meriem STAMBOULI, 2011 : 316).⁵

Today, French teachers use their mother tongue "French" to teach-learn any foreign language as English language .

Teaching foreign languages in Algeria by the mother tongue ' Arabic language or Algerian dialect' is a totally rejected proposal in Algeria in the teaching fields though this rejection has neither legal evidence nor legislations. Rather it is purely a colonial heritage. During the French colonialism, the colonizer worked on obliterating the elements of the Algerian identity. Since the Arabic language is considered as the most important element of the Algerian identity besides Islam. The colonizer wanted to vanish it as much as he could. According to some testimonies, who were teaching and were taught during the colonial period, the teacher was strictly forbidden to use the Arabic language both inside the class or in the school square. At that time, if any one said any Arabic word, the teacher would put a necklace around his neck, then it moved to the next

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student who spoke in Arabic. At the end of the day, the student who wore the necklace would be harshly bitten. Learners at that time thought that France forced them to stay in the so-called Linguistic Basin " Le Bain Linguistique" In order to learn foreign language "French" effectively but the truth is completely different. This behavior took a great place, in order to fight the Arabic language only. Unfortunately, the colonizer reached his desire, as the Algerians have a hybrid language (mixture of homogenous-heterogeneous tongues). As a result of all these aspects, the Algerian became obsessed by the idea of neglecting the Arabic language in teaching foreign languages, and it became a heritage that each generation inherit it to the coming one.

Supporters of the idea of rejecting the use of the mother tongue in teaching foreign languages rely on two main arguments, which are :

1-1-1-1-1 The First Argument:

"we were not taught in Arabic . Rather, we were taught in French in all the subjects and we succeeded all the time" Supporters of this claim- especially early adopters- say that they never used the mother tongue in their schools, they argue that their level in French language was good. This claim is true, but if we followed their scholar path we would find other factors that contributed in their achievements, i.e. acquiring the French language.

Among the factors that contributed in the success of learning the French language at that time were:

A- The learner's desire, attention, and eagerness to learn: The students' main aim, attention and perception at that time was to focus on learning only, but nowadays, these factors are absent. Students are absent minded , their think left to other places through the device they hold between their hands " phones" besides other distracting factors.

B- Competent Teachers who love their profession: Teachers at that time, during and after colonialism had one main aim which was to obliterate the Algerian national identity through well-structured strategies. Besides that, the French authorities sponsored this aim in respect to all the factors that the

teacher needed at that time. Unfortunately, nowadays neither the teacher takes care of his profession nor the authorities.

C- Teachers' Training :" French teachers were well-Trained to carry on the mission of teaching Algerians"

Even after colonialism, in the last few years there were specialized institutions whose main aim was to form teachers, such as technological institutions. Unfortunately, the number of these institutions is decreasing with time. As a result, most of our teachers are of university, they are not well-trained for teaching, they pass from universities' seats to stand in front of thirty five (35) students at least in each class, that S/he does not know how to deal with.

D- Programs and curriculum : Before, students in their first years at school, they used to learn simple subjects such as : calculation, reading, writing,...etc. Unlike today's program and curriculum. Sometimes parents do not understand the lesson that are included in the books of their children, because they are too difficult, long, intensive and complex.

As for teaching the French language in Algeria, the researcher clearly found an absence of forward-vision, in other words, a language turns to an aim rather than a means of communication, as authorities designed aimless syllabus especially at the first stages of education.

It is known that modern language has two levels:

-Level one: Language for specific purposes, which refers to the language used by professionals and writers, such as : Antara-Ibn- Shadad , Taha Hocine, as for Voltaire and Moliere for French . And as Shakespeare for English.

-Level two: Language for communicative Purposes: language of the press, of communication, i.e. the language that is used by common people. El Djoubaria aims at teaching the second level of language, because this is the language that people need and want.

1-1-2 The Second Argument:

“If learners were taught the French language by the mother language, his thoughts will stay always attached to his mother language; because if he wanted to express himself obviously he would pass through his mother

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tongue. They claim that this factor will affect on his achievements in the newly acquired language negatively”.

This claim is a fallacy, Psychologists emphasizes on the idea that thinking proceeds language, in the sense that the learners’ thinking is related to his first language of origins, whatever is his age. This fact is undeniable, that teacher’s main concern is to provide his students with a new tool which is language.

1-1-1 2 – The second Pillar : Reinvest Learners’ Background:

El Djoubaria seeks to reinvest the background knowledge of the learner to acquire a new language since all Algerians –without exception- have French linguistic background that been inherited from the colonizer. Algerians in fact are using the French language in all their linguistic compositions, but with a slight distortion of their pronunciation at times. All these terms are of daily use for Algerians even for illiterate people. The plural forms of these terms for Algerians is distorted in dialects so,

Nouns : For instance, “Table, Television, Telephone, Climatiseur, Rideau and Cannabi”.

The following table supports this idea :

Nouns		
English	French	Algerian Dialect “ plural forms”
Phone	téléphone	Telephonat
Cell phone	Portable	Portablat
Camera	Caméra	camerat

Verbs : for instance, partager, demander, nettoyer, commander, téléphoner, effacer, ralentir...etc

Verbs		
English	French	Algerian Dialect “ conjugated forms”
Share	Partager	Partagali; partagitlo
Request	Demander	Domandali, domondatli.....

Clean	Nettoyer	Nettoyali, nettoyiteha.....
Order	Commander	Commandali, commonditlo....
Call	Téléphoner	Telephonali, telephonitolehom....
Delete	Effacer	Effaceto, effaceha
Slow down	Ralentir	Ralentit, ralenta

Possessif Adjectives : for instance, stylo, Taxi, ...etc

English	French	Possessive forms
Pen	Stylo	Styloya, styloha...etc.
Taxi	Taxi	Taxiti ,Taxito

Sometimes , Algerians know names of some items of French origins that are near to them more than Arabic items, moreover, they do not have their equivalents in Arabic . For instance,

English	French
Complaint	Plainte
Bath	Baignoire
Cap	Casquette

Another benefit that Algerians know the French letters which is considered as a gain in itself, even though they do not memorize them in order. Memorizing letters in order is another fallacy, since the main aim is to know the letters' voice and their written forms. The researcher considers memorizing of letters in order is an impurity that must be erased.

The process of identifying the letters of the new language is considered as the most important stage, because it is the first impression that a student capture with his first meeting with the teacher, either he follows and loves his teacher or neglects the idea of learning as a whole.

The researcher considers considered all the aforementioned factors as a gain in fact a linguistic gain. From which he preceded his method and pushed his learners to achieve quick results based on

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self-confidence Through the researcher's experience in teaching French in Algeria, he attempts to reach three main goals:

A- The First goal: whenever the researcher enters a class he attempts to dismantle the node that was entrenched in the learners' minds, which says that "The French language is a difficult language to get acquired, besides that it does not resemble their mother language". This idea results loss of learners' self-confidence up from their first meeting with the teacher of the foreign languages.

B- The Second goal : the second goal that the researcher sought for, is to create a new desire among his students to get motivated to learn the French language, in order to change their negative perception towards French language learning, and to give it its right value as a means rather than an aim in itself.

C- The Third goal : another phenomenon that the researcher tried to address is the issue of Errors and Mistakes during the learning process. As he tried to eradicate the bad idea that controlled over Algerians minds, which says, "Errors and Mistakes in the French language is a crime, unlike errors and mistakes in Arabic language which is totally allowed", in other words, if you make mistakes in the Arabic language no one will blame you but if you made mistakes in the French language you will be punished. In the French language, BEWARE to pronounce "P as B" or vice versa. Even though it is widely known that making mistakes is the basis of the teaching-learning process whatever is the subject, it is the students' right to make mistakes during learning.

« - Certains linguistes voient dans la faute une réponse à certaines exigences de la langue, le signe d'un besoin, qui annonce les évolutions de cette langue. C'est notamment le cas de Henri Frei, qui rédigea une grammaire des fautes (1929) dans laquelle il classe les fautes en fonction des besoins qu'elles permettent de satisfaire(voir Martinet et le fonctionnalisme)- Pour comprendre en quoi une faute peut être un révélateur plus qu'une déviance, prenons le cas du subjonctif employé derrière la conjonction après que, la règle exige l'indicatif derrière cette conjonction en bonne

grammaire, il faudrait dire je rentrerai après qu'il est parti. Or la plupart des locuteurs emploient le subjonctif. Et comment pourrait-on affirmer que tous ces locuteurs commettent là une faute ? En fait. L'emploi du subjectif s'explique par l'évolution des temps du passé de l'indicatif. Derrière après que , la langue veut en fait un forme composée, comme l'indicatif passé composé. Cependant, le passé composé est de plus en plus utilisé pour exprimer les valeurs du passé simple. Des lors, ce temps composé, qui a assimilé les valeurs du temps simple, ne convient plus pour exprimer la valeur qu'exige après que et qui ne se trouve que dans les temps composés. C'est pourquoi le français est allé retrouver cette valeur dans les temps composés du subjectif. Ainsi, la faute révèle en fait l'évolution du système . Ce point, de vue rejoint celui exprimé par des sociolinguistes le William Labov : La faute est le véritable moteur de l'évolution d'une langue" ⁶

The linguistic combination of Arabians is the same linguistic combination of other languages , and the pillars of this combination is “ the sentence” that is formed by : verbs, nouns, prepositions, which are classified in “Molds”.

The teacher had better to manage these molds basing on the mother tongue, so the learner could fill it in a reasonable process using the newly accomplished competencies, in other words the learner will put verbs in the mold of verbs and the same for nouns and prepositions. Unfortunately, the truth is something else, where teachers instilled in the minds of their students that there is no similarities between Arabic and French as the researcher mentioned earlier as a fallacy.

In this method, the researcher built a bridge between the two languages “ Arabic and French” until they were combined and French became accessible.

1-1-3 The Third Pillar “Enlightened the program”:

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The researcher found that among the reasons that causes the failure in foreign languages especially French in Algeria is the adopted curriculum, as it embodies huge content that can be dispensed especially for beginners.

Example:

The researcher mentioned previously that the sentence consists of a verb, a noun and prepositions, and it is known that the main part of this syntax is the verb. The verb in the Arabic sentence has three basic times (past, present, future), teachers had to focus on these tenses only and do not move to other tenses of the French language that were and still a source of terror for the learners, even for the French themselves.

He took care of this problem in El Djoubaria method and avoided even the names of these tenses because they do not serve the learners' aim, but rather it alienates him . In other words, if we want to study the past tense , we say Past "Passé" only without getting further to its type, even though the researcher prefers to use "Passé-composé" for French language, because it is easy to configure.

2 - RESULTS AND DISCUSSION:

Table(01) : "Pre-test" Diagnostic test of the two groups:

The First group:

Que stio ns		1			2	3	4	5	6
The Scal e		0 5	0. 5	0. 5	0, 5	4	4	5	5
The Sex (M/ F)		Marks			M ar k s	Ma rks	Mar ks	M ar k s	M ar k s
1	F	0. 5	0. 2 5	0 . 2 5	0. 5	3.5	4	0	0
2	F	0. 2	0	0	0. 2	0	0	0	0

		5			5				
3	F	0. 5	0. 2 5	0 . 2 5	0. 5	0	0	0	0
4	M	0. 5	0	0	0	4	4	2	0
5	F	0. 5	0. 2 5	0 . 2 5	0. 2 5	0	0	0	0
6	F	0. 5	0. 2 5	0 . 2 5	0. 5	4	4	0	0
7	F	0. 5	0. 2 5	0	0. 5	2	0	2	0
8	F	0. 5	0. 5	0 . 5	0. 5	0	0	0	0
9	M	0. 5	0	0	0	1	3.5	2	0
1 0	M	0. 5	0	0	0. 5	0	0	0	0
1 1	F	0. 5	0. 2 5	0 . 2 5	0. 2 5	0	0	1	0
1 2	F	0. 5	0. 2 5	0 . 2 5	0. 5	0	0	0	0
1 3	F	0. 5	0. 2	0 .	0. 5	0	0	0	0

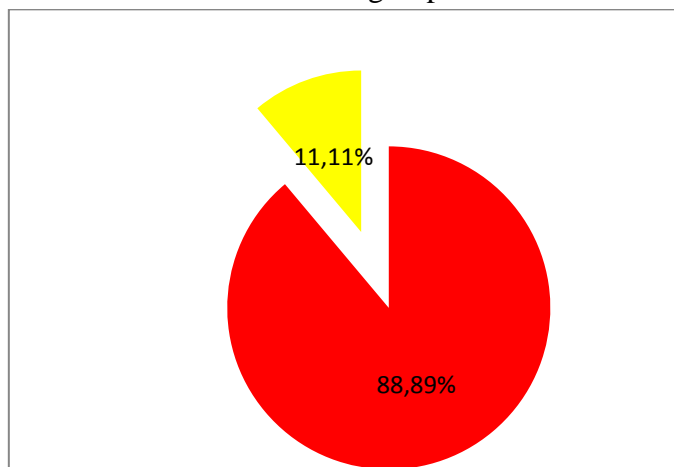
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			5	2					
			5	5					
1	F	0.	0	0	0	0	0	0	0
4		2							
		5							
1	F	0.	0.	0	0.	1	1	2	0
5		5	2	0	2				
			5	5	5				
1	F	0.	0.	0	0.	1	0	0	0
6		5	2	0	2				
			5	5	5				
1	F	0.	0.	0	0.	0	0	0	0
7		5	5	0	2				
					5				
1	F	0.	0	0	0	0	0	0	0
8		2							
		5							

Graph(01) : “Pre-test” Diagnostic test of the two groups:

The first group



From these results it is clear that the percentage of those who obtained the average does not exceed 12%.

Table (02) : “Pre-test” Diagnostic test of the two groups:

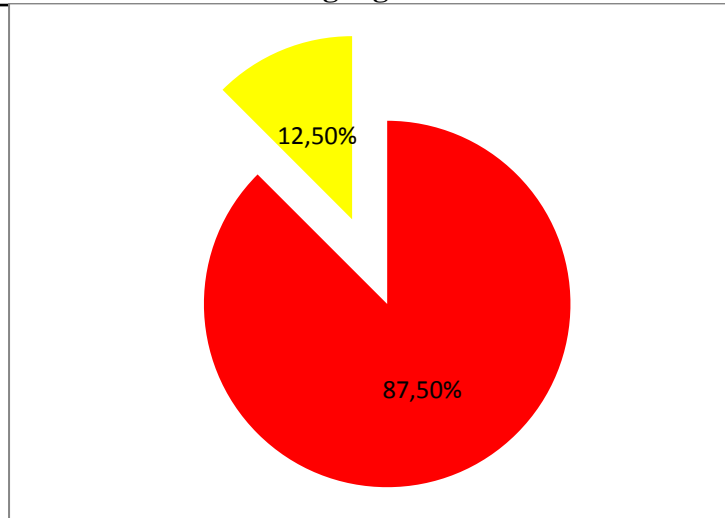
Second Group :

Questions		1			2	3	4	5	6
The Scale		0.5	0.5	0.5	0,5	4	4	5	5
Sex (M/F)		Mark			Mark	Mark	Mark	Mark	Mark
1	F	0.5	0.25	0.25	0.5	3.5	4	0	0
2	F	0.25	0	0	0.25	0	0	0	0
3	F	0.5	0.25	0.25	0.5	0	0	0	0
4	M	0.5	0	0	0	4	4	2	0
5	F	0.5	0.25	0.25	0.25	0	0	0	0
6	F	0.5	0.25	0.25	0.5	4	4	0	0
7	F	0.5	0.25	0	0.5	2	0	2	0
8	F	0.5	0.5	0.5	0.5	0	0	0	0
9	M	0.5	0	0	0	1	3.5	2	0
10	M	0.5	0	0	0.5	0	0	0	0
11	F	0.5	0.25	0.25	0.25	0	0	1	0
12	F	0.5	0.25	0.25	0.5	0	0	0	0
13	F	0.5	0.25	0.25	0.5	0	0	0	0
14	F	0.25	0	0	0	0	0	0	0
15	F	0.5	0.25	0.25	0.5	1	1	2	0
16	F	0.5	0.25	0.25	0.5	1	0	0	0
17	F	0.5	0.5	0.25	0.5	0	0	0	0
18	F	0.25	0	0	0	0	0	0	0

Graph 02 : “Pre-test” Diagnostic test of the two groups:

The Second group

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The same results for the second group, through these results, it is clear that the percentage of those who obtained the average does not exceed 13%.

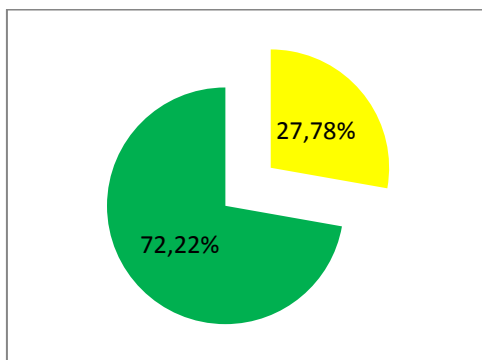
Table(03) : Final results of the two groups after applying the method:
The First Group :

Questions		1	2	3	4	5	6
The Scale		2.5	2.5	2	4.5	4.5	5
Sex (M/F)		Mark	Mark	Mark	Mark	Mark	Mark
1	F	2.25	1.75	2	2	4	2
2	F	2.5	2	1	0,5	3.5	0,5
3	F	2	1.75	1	2	2	1.5
4	M	2.5	2.25	1.5	3	3.5	2
5	F	2	1.25	0.5	0,5	0.5	0,5
6	F	2.5	2	1.5	2	3.5	2.5
7	F	1.25	1.25	0.5	0.75	1.5	1.5
8	F	2.25	2.25	1	2	2	2
9	M	2.5	1.75	2	2	2	1
10	M	1.75	1.25	0.5	0,5	2	1
11	F	2	1.75	1.5	0.5	2.5	1
12	F	2.25	1.75	2	0.75	3	2

13	F	1.75	1.5	2	0.75	2	1
14	F	1.5	0.75	1	1	1	0,5
15	F	2.25	0.75	2	1.5	2.5	1
16	F	2.25	1	1	0.25	1.25	0.75
17	F	2.75	2	1	0.25	2	0.5
18	F	1.75	2.25	1	0.5	1	3

Graph 03 : Final results of the two groups after applying the method:

The First Group :



After applying the experiment, the results are clear, as the percentage of those who exceeded the rate reached more than 72 percent.

Table (04): Final results of the two groups after applying the method:

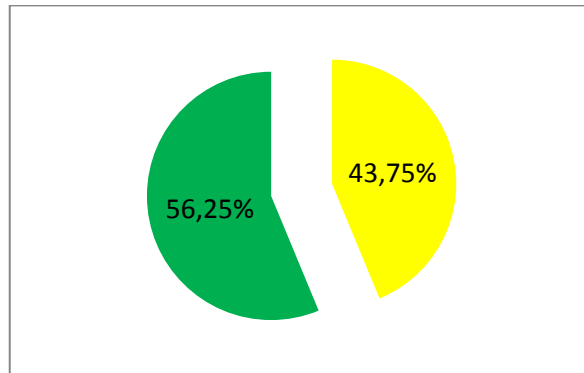
The Second Group :

Questions		1	2	3	4	5	6
The Scale		2.5	2.5	2	4.5	4.5	5
Sex (M/F)		Mark	Mark	Mark	Mark	Mark	Mark
1	M	0.75	2.5	1	1	2.75	1
2	M	1	2.5	1	0.5	2.75	0.5
3	F	2.5	0.25	1	0.25	1	1.25
4	F	2.25	2.5	1	1	1.75	3
5	M	1	1.5	2	0.5	0.5	0.5
6	F	1.75	2.25	2	1.5	2.5	2
7	F	2.25	1.75	1.5	2	4	3.5
1	M	2.25	0.5	1	2	2	2

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9	F	2	1.5	1	1.5	0.5	2
10	F	1.5	0.75	1	0.25	1	1
11	F	0.75	1	0.5	0.5	1	1
12	F	0.75	2	1	1	2.5	2.25
13	F	2.25	2.25	0.5	1.5	4	2.25
14	F	1.5	1.25	1	0.75	1	1
15	F	2.25	2.5	2	2.5	4	3.25
16	F	2.25	1.5	2	2.5	4	4.5

Graph(04) : Final results of the two groups after applying the method:
The Second Group :



The same thing for the second group, where the results were satisfying , and the number of people who exceeded the average are more 56 percent.

These results illustrate the success of this new method in teaching the French language, the results then confirms the two hypotheses that the researcher started , with a clear percentage and express the impact of using the mother tongue in learning the French language.

Among the observed results is that the researcher was able to change the prevailing view in the minds of learners who underwent this experience towards this language and put them with the first steps in dealing with this language, which allows them to acquire it according to each one’s desire and ambition.

3 - STUDY PROPOSALS:

After these results and through the researcher's experience in teaching the French language to many groups from different levels and ages, the researcher seeks to suggest the following recommendations :

- * To Use of the mother tongue (Arabic, Berber) ... in teaching French.
- * To Reinvest the learners' background (the French linguistic heritage used in everyday life).
- * To Enlighten the programs and give the learner only what he needs, each according to his specialization, that is, learning French as a means of communication instead of going into more details.
- * To change the Algerians' view of French Language as a foreign language and eliminating prestige and fear it owes.
- * To rely entirely on the logic of learning instead of the logic of education that is currently prevailing.

CONCLUSION:

El Djoubaria method is a pedagogical technique that relies on the learner's self-activity and envisages his ability to communicate in French with minimal terms (words) and by the simplest rules of morphology (keys) taking advantage of that French language wealth used in our social environment (Dialects) and fixing its warp. It is a pragmatic method of communication, and the effects of its application were important as expressed in the results of this study in relation to the research sample from the target group.

Finally, El Djoubaria method is a local method that takes into account the peculiarities of the learner, unlike the imported methods that are directed to a specific group whose goal is more commercial than educational. :

- Training sessions on this technology were conducted targeting seventy-one regiments across twenty-five Willayas in Algeria, which left a positive impact on the participants.
- Adopting the method as a subject for a PhD thesis at a British university (university of Canterbury).

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- It was chosen as the title of a graduation letter from the masters students at Annaba University for the academic year(2017-2018).
- Media coverage (newspapers, TV channels, local and regional radio ...),
- It was also allocated to a YouTube channel that broadcasts French language lessons, with the number of viewers that exceeded fifty-six thousand.

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