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First language Interference (Standard Arabic) in
English Speaking production
The Case of University English major Students

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Submitted by   **Supervied by**

Mr. Abderazak **OBADA**   **Dr.** Khaled **BELARBI**

Board of examiners

Mr. Djilali **BELAIDOUNI**   (M.A.A) Chairman   University of Tiaret

Mr. Khaled **BELARBI**   (M.C.B) Supervisor University of Tiaret

Miss Asma **LAKHDAR TOUMI** (M.A.A) Examiner   University of Tiaret

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Dedications

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Abstract

The present research work aims to investigate how first language (standard Arabic) interferes in the speaking production among English major students at Ibn Khaldoun University of Tiaret. Three theories were used in this study in relation to language transfer; the Behaviourist learning theory, the cognitive , and Contrastive Analysis theory (CA) in order to compare between the speaking elements of the target language such as ,phonology(pronunciation, spelling),and fluency with the same elements in the students' L1. The purpose of the research is to show reasons that lead to the interference of English students while acquiring speaking skills, and to know whether it is negative or positive to avoid such kind of transfer. Both qualitative and quantitative approaches were utilized to optimize the success of the research by involving both students and teachers. The research findings indicate that the students' L1 interferes negatively in speaking English at the level of various elements. Findings also indicate that there are many reasons behind language transfer among English major students. At the end of this work, some recommendations were made in order to avoid the first language interference.

Keywords: English major students, first language interference, speaking skill, Standard Arabic

List of Acronyms

CA: Contrastive Analysis**.**

CAH: Contrastive Analysis Hypothesis.

EA: Error Analysis.

EFL: English as a Foreign Language.

FL: Foreign Language.

L1: First Language.

L2: Second Language.

MT: Mother Tongue.

SLA: Second Language Acquisition.

TL: Target Language.

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General Introduction

General Introduction

Teaching and learning a foreign language is considered as the most difficult task for both teachers and learners. It demands considerable knowledge of different teaching methods and strategies in order to help foreign language learners to be competent and proficient in the target language. Thus, the process of learning a foreign language requires cognitive and linguistic skills from the part of the learner who needs to make an intensive practice of the rules in order to develop his productive skills (speaking and writing) to reach proficiency and accuracy in the target language.

However, in the process of foreign language learning, learners tend to find many problems when learning and applying the rules. These difficulties are clearly seen when they have to speak in the target language since they make a lot of errors which are said to be the result of the differences between learners 'mother tongue (L1) and the target language. Hence, studies in second language acquisition have shown that in the first stages of learning a foreign language, learners tend to return to their native language rules when they face difficulties in applying foreign language rules. This is what has been referred to as the interference of the mother tongue or language transfer.

Learners' errors in speaking a foreign language have been a central interest for many linguists and educators. There have been extensive studies that were conducted to investigate the main reason for EFL learners' errors while speaking. Thus, it was remarkable that they tend most of the time to refer and use linguistic features of their mother tongues (L1) when it comes to speaking in the target language. However, the differences between the two language speaking systems make the learner face difficulty in applying FL rules. This is why foreign language students make different types of errors in their FL speaking.

English in Algeria is taught as a second foreign language in school and university. However, Algerian students most of the time are exposed to their native language. This situation causes interference of Arabic (as the mother tongue) at the moment of learning the English language. This problem of transfer is evident when it comes to using the productive skills (writing and speaking) as opposed to the receptive skills (reading and listening).

Thus, this research work is an attempt to explore the extent to which interference theory meets practice in the EFL speaking of English students at the University of Ibn Khaldoun Tiaret. In addition, this study aims at finding out the effects of the transfer between Arabic and English in speaking. Thus, this work could contribute to the understanding of the reasons behind the different types of errors that are made while speaking in English as a foreign language. Moreover, it could help EFL teachers in providing solutions for the effects of Arabic interference in English speaking of their students. Consequently, the researcher strives to answer the following research questions:

- What are the reasons behind language transfer (interference) among English major students at Ibn Khaldoun University of Tiaret?
- In which elements of speaking do the students interfere in English as a foreign language (EFL)?
- Does the L1 of students, Arabic, interferes negatively or positively with practicing English while speaking?

In an attempt to predict the results, the following hypotheses are advanced:

- There are many reasons behind language transfer among English major students at the University of Ibn Khaldoun.
- There are various elements in which the students interfere with learning the English language such as fluency, pronunciation, and spelling.
- The students' L1 interferes negatively in speaking English as a foreign language.

In this study, a mixed method approach is adopted, which means that the research uses both Qualitative and Quantitative research methods. This research aims to shed a light on the interference of mother tongue in Learning English as a foreign language speaking skill. There will be an interview designed to get teacher's feedback on students' errors in their speaking. Also, a questionnaire will be addressed to students to find out the elements in which they interfere during their speaking process.

In this research work, three main chapters are organized; the first one is devoted to the theoretical framework that deals with some definitions of the concepts. In addition, three approaches are chosen: Behaviourist learning theory in relation to language transfer

and Contrastive Analyses (CA) with some applications on Arabic and English interference. Also, the chapter contains a brief definition about the cognitive approach.   .

The second chapter deals with the research design and methodology through a detailed description of the data collection procedures and the research instruments. It is considered as real evidence about the influence of Arabic on students' speaking, as it helps us to identify the main errors that learners make when they speak in English. Those evidence and data are going to be analyzing in order to discuss them as a form of findings.

The last chapter is the "Discussion of the Findings"; it seeks to answer the research questions by confirming or rejecting the research hypotheses. Then, it provides some general guidelines and suggestions to avoid the negative transfer between Arabic and English while speaking.

Chapter One

Chapter One: Approaches to Language Transfer Studies

Introduction

Many English foreign learners have difficulties when they try to produce in the target language. They are obliged to translate their ideas from their mother tongue into English, simply for the reason that they do not have a rich vocabulary. What is known as 'language transfer' which occurs in both speaking and writing as productive skills.

This chapter provides an overview about language transfer studies. This issue has been studied by many theories and approaches such as, the behaviourist learning theory, contrastive analysis approach, cognitive approach, and error analysis one. That is why; this chapter illustrates the definition of each approach and its related areas. On the first level, this chapter explores language transfer as it was seen by contrastive analysis second; it shows the factors that are basically related to language interference. Finally, it overcomes the main differences between English and Arabic-speaking systems, according to the Algerian linguistic profile.

1.1 First Language Acquisition

First language acquisition is the child's Learning of his or her first or native language. Traditionally, and especially in monolingual societies, 'first' and 'native' language were used to express the same meaning. With the expansion of cross cultural communication, the two terms become more distinct. For example, children may acquire some knowledge of another language from a nurse or a relative before they acquire their native language, such as the language of the country they live in. Thus, a Chinese child born in the United States may first learn Chinese from her parents, and learn English later from English speaking children and adults. To avoid the confusion arising from the use of 'first' and 'native', another term, 'primary', is sometimes used to indicate a child's first language chronologically Those children are born with the ability to learn a language, i.e. they are born with a 'language acquisition device'. The latter is species-specific or only for humans, language-specific or only for their first/ native language, and innate or only inborn. He also claims that this ability is unconscious and children learn their native language by exposure to it and by using it, and not by being taught or corrected. He argues that as children acquire their native language, they are able to produce sentences that they have not heard before **(Bennet & Castor, 1988).**

1.2 Second Language Acquisition

According to **(Krashen & and Steven, 1981)** second language acquisition (SLA) is defined as the process of becoming competent or proficient in a second or foreign language, from the first use of a language item to its advanced applications at a later stage. As a field of research, SLA is a fairly new interdisciplinary subject with most of its empirical research one since the 1960s. It is largely based on theories and research methods developed in the fields of education, psychology, anthropology, foreign languages, English as a second language, and applied linguistics. In the United States, researchers study the way non-native speakers acquire English phonology, syntax, and pragmatics. The purpose of SLA studies is to describe and explain the way second languages are learned in terms of both linguistic and communicative competence. To do this, researchers study learners' performance and their intuitions about correct and incorrect use of language. The object of second language acquisition is to find more

effective ways of teaching and learning foreign languages, and assumes that such research can affect the way foreign languages are learned.

1.3 Second Language Vs Foreign Language

Farlex (2009) stated that the term second language differs from the term mother tongue. Second language means that a person or community uses the language for public communication, especially in trade, higher education and administration**.** Another definition in the same context provides that second language is a non-native language officially recognized and adopted in a multilingual country as a means of public communication. The second language is also called the target language.

According to **(Richards & Schmidt R. 2002:206)** foreign Language is a language which is not the native language of large numbers of people, in a particular country or region, is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media. For the case of the Algerian linguistic profile, English is considered a foreign language such as many countries around the world.

1.4 Speaking Skill

Speaking is a skill which deserves much attention every bit as much as other language skills are concerned, in both first and second languages.

1.4.1 Definition of Speaking

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, the participants, and the purposes of speaking **(Burns & Joyce, 1997).**

Speaking is the most complicated process skill of sending and receiving of information with both verbal expressions, and non-verbal signs (gestures, facial expressions). **Bygate (1987:1)** stated that Speaking is the medium through which much language is learnt, and which for many is particularly conductive for learning. It means that speaking is an expression of learning a language. Additionally, **(Nunan&Carter, 2001)** argued that:

Speaking in a second language (L2) involves the development of a particular type of communication skill. Oral language, because of its circumstances of production, tends to differ from written language in its typical grammatical, lexical, and discourse patterns. In addition, some of the processing skills needed in speaking differ from those involved in reading and writing (**p.14**).

1.4.2 The Importance of Speaking in Learning a second Language

With the rising of the new way of learning, which is communicative approach, oral communication in general and speaking in particular become the aim of each foreign language class because of the importance of this speaking in communication. **Murcia (2001:103)** explains that the ability to speak a language is similar with acquiring that language since speech is the most basic tool of communication.

1.4.3 Speaking Difficulties in second/Foreign Language Learning

Foreign language learners face difficulties while they attempt to speak in the target language. According to **Ur (2000)** there are four constraints in getting learners speak in L2 classroom. First*, **Inhibition*** or the feeling of stress and fear of making mistakes especially if the learners speak to critical audience causing learner's inhibition to speak in the TL. Second, ***Nothing to say*** is the expression used by learners when they are obliged to speak in classroom as result of lack of motivation. The poor practice of the TL can cause such problems and teacher should make the learner an active participant. Third, ***First Language use*** since it is the language through which the learners feel more comfortable when they use it outside, and even inside the classroom. This influence of L1 leads to an incorrect use of the target language. Fourth, ***Uneven participants***. During the lesson there are various students, some tend to be dominant; others prefer to speak only when they have the right answer, and some others remain silent or do not participate.

1.4.4 Differences between L1 and L2 speaking

According to (**Thornbury, 1998**), it is too important when dealing with the speaking skill to clarify the difference between first and second speaking process. The majority of foreign language learners complain about their lack in L2 fluency, low pronunciation level, no accuracy, and so many errors they confront in their oral practices in classroom. Those

learners need to know what can be the factors, which lead to the problem of face to face interaction and more precisely the lack of confidence and often an acute sense of anxiety. So, in this lack of speaking opportunities which account for many foreign language learners to think that even their knowledge of grammar and vocabulary are acceptable but, still they are unable to speak fluently, accurately with a good pronunciation, that's why the first step towards finding solutions to speaking difficulties that the learners meet in their learning is to know first the difference or its better to describe it as the status of speaking in the native language as well as the target one (L1, L2).

1.5 Theories and Approaches of Language Learning
1.5.1 The Behaviourist Learning Theory

Language is one of the most impressive aspects of humankind, which enables humans to communicate. As it is a very complicated system of communication, it attracted the attention of scholars for generations, they tried to understand and explain the complexity of the process of first language acquisition, and how the child within his first years master subconsciously the complex rules of the language. If the mother tongue learning is a very complex process for scholars, the foreign language learning is a difficult process too, because when it comes to learn a new language, the tendency is to rely on the previous knowledge of the mother tongue.

Among these scholars, behaviourists explained that a habit formation is related to some stimuli and responses during the learning of a new language, there is a transfer of knowledge from a first language. The notion of transfer is related to behaviourism as it is mentioned in the foreword to **Lado's 1957** linguistics across cultures where Fries writes:

Learning a second language, therefore, constitutes a very different task from learning the first language. The basic problems arise not out of an essential difficulty in the features of the new languages themselves but primarily out of the special "set" created by the first language habits (...) Individuals tend to transfer the forms and meanings of their native language and culture to the foreign language and culture.

1.5.1.1 The Behaviourist Learning Theory and Language Transfer

The linguistic interference or language transfer is the influence of one language on another. To **Odlin (1989)**, it refers to the influence resulting from the similarities and differences between L1 and any other language that is not perfectly acquired.

The behaviourist view of language transfer was reduced to habit formation. **Ellis (1994 :299-302)** pointed out that according to behaviourists, the main obstacle to the learning was the interference coming from prior knowledge, this interference was the result of what was known as proactive inhibition which happened when the previous formed habits became an impediment and prevent the learning of new habits.

The Behaviourist theories of L2 learning made stand out the idea of difficulty that the learner has to deal with to learn L2 patterns. The degree of difficulty depended on how much the L1 and L2 patterns are different or similar. There are impediments when there are differences between L1 and L2 patterns, which due to negative transfer lead to error, which occurred when there is a different response to the similar stimuli in one hand. On the other hand, the similarities facilitate the learning throughout positive transfer. For instance:

(English as first language) learner, learning French as a second language, and wanting to say I am twelve years old which in French is realized as j'ai douze ans (=I have 12 years). Now consider the same learner learning the same structure in German, which is realized as ich bin zwolf yahr alt (=I am twelve years old).

1.5.1.2 Criticism of the Behaviourist Theory

Starting in the 1950s and continuing in the 1960s, both linguistics and psychology witnessed major developments. Linguistics saw a shift from structural linguistics, which was based on the description of the surface structure of a large corpus of language, to generative linguistics that emphasized the rule-governed and creative nature of human language. This shift had been initiated by the publication in 1957 of Syntactic Structures, the first of many influential books by Noam Chomsky. Chomsky's criticisms based on a number of issues:

The creativity of language: children do not learn and reproduce a large set of sentences, but they routinely create new sentences that they have never learnt before. This

is only possible because they internalize rules rather than strings of words; extremely common examples of utterances such as, it **breaked** or **Mummy goed** show clearly that children are not copying the language around them but applying rules. Chomsky was incensed by the idea that you could compare the behaviour of rats in a laboratory, learning to perform simple tasks, to the behaviour of children learning language without direct teaching, a fundamentally different task because of its sheer complexity and abstractness.

• Given the complexity and abstractness of linguistic rules (e.g. the rules underlying the formation of questions in many languages, or the rules underlying the use of reflexive pronouns in English, it is amazing that children are able to master them so quickly and efficiently, especially given the limited input they receive. This has been termed 'Plato's problem **(Chomsky, 1987)**, and refers specifically to the fact that some of the structural properties of language, given their complexity, could not possibly be expected to be learnt on the basis of the samples of language to which children are exposed. Furthermore, children have been shown not to be usually corrected on the form of their utterances but rather on their truth-values. When correction does take place, it seems to have very little effect on the development of language structure.

1.5.2 Cognitive Approach

"The acquisition of grammar is the piecemeal learning of many thousands of constructions and the frequency-biased abstraction of regularities within them" **(N.C. Ellis, 2003, p. 67).** Additionally, some researchers believe that some aspects of language acquisition are innate and other aspects not. For example; in some respects, both the claims of Piaget and Chomsky are correct. There is evidence that acquisition of some aspects of language, notably syntax, are independent of other aspects of cognitive development. At the same time, however, there is no doubt that full understanding of a great deal of language requires other, more general, cognitive abilities. **(Butterworth and Harris, 1994, p. 124)** Some authors leave the question open**. For instance; it is not clear whether the way in which young children relate words to features of the world is constrained by specific innate limitations on the types of hypotheses which can be generated, or on more general principles such as 'attach words to whole objects in the first instance', or some combination of these **(Harley, 1995, pp. 381-2).**

1.5.3 Contrastive Analysis Approach

Contrastive analysis is an approach related to second language acquisition studies. It appeared during the 1940's and 1960's, and it was influenced by structuralism and behaviourism. Contrastive analysis approach was firstly introduced by Charles Fries and then by Robert Lado. These two scholars are considered the pioneers in the field of language transfer, which is based on contrastive analysis studies. This approach deals mainly with language transfer.

1.5.3.1 Contrastive Analysis and Language Transfer

Contrastive analysis involves prediction and explanation of learners' problems based on comparing the similarities and the differences between the mother tongue and the target language **(Troike, 2006, p.34).** According to **Richard and Sampson (1974, p.6) and Ellis (1994, p. 47)**, contrastive analysis predicts learners' errors by comparing the linguistic systems of both the mother tongue and the target language. The main goal of contrastive analysis as Troike stated it is to "increase efficiency in L2 teaching and testing". Furthermore, comparing two languages could be efficient for L2 teaching materials as **AI-Sibai (2004,p. 2)** who claimed that "when similarities and differences between L1 and L2 were taken into account, pedagogy could be more effective and useful.

1.5.3.2 Contrastive Analysis and Contrastive Analysis Hypothesis

Contrastive analysis focuses on Interlingua errors. Contrastive analysis hypothesis states that errors occur when learners transfer first language habits into second language ones. It also maintains that interference takes place whenever there is a difference between native language and target language **(Maicusi et al., 2000, p.169).** That is why they defined contrastive analysis as the knowledge of difficulties resulting from the difference between first language structures and target language ones which permits the development of efficient strategies to face error **(ibid, p.170).**

Contrastive Analysis is an approach to the study of second language acquisition which implies predicting and explaining the problems learners encounter through a comparison of L1 and L2 to find out similarities and differences **(Troike, 2006, p. 34). Fries (1945:9)** formulated the need for contrastive analyses through observations such as:

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

1.5.3.3 Versions of Contrastive Analysis Hypothesis

Contrastive Analysis hypothesis can be divided into two main versions:

The Strong Version:

Fries (1947) and **Lado (1957)** maintained that it is possible to develop predictions for ESL learners' errors by comparing two languages. The strong version of CA has been made with two assumptions:

The first one is that due to negative transfer from the learner's native language, errors occur **(Lightbown and Spada, 2006, p. 78-79)**. The second assumption is that the learner is likely to find it easy to learn since there are similarities between the target language and the native language.

The Moderate Version:

It affirms that the source of learning difficulties might be due to the similarities of the two languages.

1.5.3.4 The Psychological Aspects of Contrastive Analysis

It is based on transfer theory related upon the behaviourist theory of psychology, which claims, that human and animal behaviour should be studied in a psychological process only. Learning according to behaviourist

theory of learning is a product of habit formation through the repeated association between some stimulus and some response.

1.5.3.5 The Linguistic aspects of Contrastive Analysis

It is based upon structural linguistics; it is an approach to linguistics, which stresses the importance of language as a system that forms units such as sounds, words, and sentence **(Bloomfield, 1933)**.

1.5.3.6 Criticism of Contrastive Analysis

Ellis (2008, p. 360) points out that CAH is too simplistic and too restrictive. From this point, CAH was criticized for many reasons:

Gradman (1973) points out that CA cannot predict all errors, but just some of them. If CA was a steady approach, it would be able to figure out any errors which would be made and avoid the foresight of any errors which actually are not made.

Another criticism was given by **Hamp (1968)** who proposes that it is a mistake to consider CA as a physical science, and it is able to predict totally the errors that will be made as well the accurate reason for them being made. In other words, when errors occur, it is possible to look for the causes, yet it is not possible to say with certainty which ones will happen and why they will happen.

1.5.4 Error Analysis
1.5.4.1 Definition of Error Analysis

Error Analysis is a branch of applied Linguistics which emerged on the limitations of CA, yet the central focus of the analysis has been limited down. For this reason, it moved from the study of the effect of the L1 has on the L2 to the profound description and analysis of learners' errors and their actual source.

Richards et.al (1985, p. 96) stated that EA is the study of errors made by the second and foreign language learners. It may deals with how well someone knows the language? In addition, how a person learns a language?

Crystal (1987, p.67):   *"EA is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics."*

Another concept is given by **Brown (1980, p. 166)**. He defined EA as the process of observation, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learners.

1.5.4.2 Error Analysis of Arabic and English Speaking Systems

English and Arabic belong to different language families. Arabic belongs to the Semitic language that belongs to Afro-Asiatic language families, While; English is a

member of the Indo- European language family. For that reason and due to the complete difference between the languages in many aspects: morphology, grammar, syntax, and phonology.

a. Phonology

Vowel sounds

The English language has 20 distinctive vowel sounds. The word "bed," for instance, includes a vowel sound distinct from "bad", "bade "," bud", "bod. " while The Arabic alphabet has eight vowels, However, these vowels only make one sound each. That means English has almost three times as many vowel sounds as Arabic. It causes to Arabic speaking learners of English significant troubles distinguishing some of the words they hear like "sheep" and" Ship" and they have difficulties to saying them correctly.

Consonant Sounds

There are important differences separating the consonant sounds that are common in English and Arabic. English completely lacks six different phonemes present in Arabic. Arabic is consonant-heavy language but English words have three or four consonant clusters while Arabic may have two consonant clusters. The problem for some Arabic speakers of English is to pronounce (b) instead of (p), and (f) instead of (v); and they insert short vowel sound between consonant clusters. So they may say: (spilite) instead of (spilt).

The word

Some Arabic learners have difficulty with the consonant clusters in English words. They may insert a vowel to these clusters when they try to pronounce them such as childeren, opened, sepring. (**Alkhuli, 1983)** explained this problem in learning English pronunciation because of the differences in the sound system of English and the native language.

b. Grammar

At the Level of Prepositions:

The propositions are a major problem for a number of reasons such as: number of prepositions in English and a big number of prepositions that have the same function, like the prepositions 'in', 'at' and 'on', the complexity of preposition system, the mismatch

between the L1 and L2 and lack of rule of usage in the most cases **(Abdulmoneim 2011)**. Therefore, for Learners who usually found themselves unable to choose the appropriate prepositions, the only way they had, was giving a literal translation, which led to many errors because of the differences between L1 andL2. Arabic speakers may say:

- I speak over the course: I speak about the course.
- I told you on everything: I told you about everything.
- We did it in last Monday: We did it on last Monday.
- I am waiting him: I am waiting for him.

At the Level of Word Order

Because of the difference in the order of constituents of the sentence in Arabic and English, The learners may tend to make the noun follow the verb and the adjective follow the noun contrary to what should be in English. Arabic speakers may say:

- Guitar playing is very difficult - it is very difficult to play a guitar
- The work difficult - the difficult work.

Verb tense in English is very complex and different from that in Arabic. In Some cases when students wanted to express the present, they usually put the present form of the verb to be + the intended verb conjugated at the present. They may face difficulties dealing with continuous and perfect tenses, and conditional forms, they may try to conjugate then verb after 'to' of the infinitive.

c. Morphology

Number

Arabic nouns have three numbers: singular, plural and dual. English has just singular and plural. The plural in Arabic made differently and there are many plural patterns.

Gender

There is no neutral gender in Arabic because of this lack, Arabic speakers use she /he for it:

Native speaker says: "I took my car to the mechanic because **it** broke down".

Arabic speaker may say:"I took my car to the mechanic because **she** broke down"

أخذت سيارتي إلى الميكانيكي لانها كانت عاطلة.

d. Spelling

Spelling is very hard task in learning English, since English is the only language with complex and unpredictable spelling system

Replacing 'p' with 'b'

The spelling mistakes related to 'p' and 'b' are listed in the following tables with respect to monosyllabic and polysyllabic words.

Polysyllabic Words

In polysyllabic words, if a word starts with 'p', it is replaced with 'b' before consonants and mostly before the consonant 'r'. If a word begins with 'p' and it is placed before vowel sounds, 'b' is spelled instead of 'p'. There is another noticeable phenomenon that when 'p' comes after 'm', it is substituted with 'b' in words. On the other hand, it is also observed that when 'b' comes after 'm', it is superseded by 'p' which is a reverse case.

Words	Spelling Mistakes	Words	Spelling Mistakes
*Pr*oblem	*Br*oblem	Ambitious	Ampitious
*Pr*otect	*Br*otect	Absent	Apsent
*Pr*otagonist	*Br*otagonist	Exa**mp**les	Exa**mb**les
Punishing	Bunishing	Beautiful	Peautiful
R*a*bbit	R*a*ppit	Breeze	Preeze
P*e*ople	*b*eo*b*le	Upset	Ubset
P*a*lace	*B*alace	Habit	Hapit
P*e*ncil	*B*encil	Description	Describtion
P*e*rson	*B*erson	Describe	Descripe
I**mp**ediment	I**mb**ediment	Object	Opject
Celebrate	Celeprate	Repeated	Rebeated
Co**mp**anion	Co**mb**anion	Remember	Rememper
Cha**mp**ion	Cha**mb**ion	Shakespeare	Shakesbeare

Table01 Spelling Mistakes by Arab Learners of English at the level of Polysyllabic Words.

Monosyllabic Words

It is observed on careful examination of spellings as written by students that if 'b' appears in the beginning of words, they invariably use 'p' in monosyllabic words. These mistakes are repeated before/after consonants and vowels but there is more inclination of using before/after vowels, especially before 'o'

Words	Spelling Mistakes	Words	Spelling Mistakes
Play	Blay	Been	Peen
Poor	Boor	Bag	Pag
Push	Bush	Beat	Peat
Birth	Pirth	But	Put
Black	Plack	Hope	Hobe
By	Py	Wept	Webt
Brave	Prave	Jump	Jumb
Bear	Pear	Job	Jop
Book	Pook	Obey	Opey

 Table 02 Spelling Mistakes by Arab Learners of English at the level of Monosyllabic Words.

1.6 English According to The Algerian linguistic profile

According to **Karima Benremouga (1987)** The linguistic profile in Algeria is complicated, and is a matter of intense discussion within the country itself. Algeria's population diversity reflected in the large number of spoken languages. Seventeen languages are believed to be spoken in Algeria, Arabic and, most recently, Tamazight, being the official languages. The majority of Algerians speak Arabic, followed by French and Berber. Modern Standard Arabic, considered as a simple version of Classical Arabic, is taught at schools and is used in formal meetings and in the media, but is not used for ordinary conversation. The Algerian dialect, known as Darja, is used in everyday life. Moreover, increasingly, the vernacular is being used in theatre and in novels because it is believed to reflect the Algerian culture.

English is said to be a foreign language. The majority of subjects and documents in numerous fields like : psychology , law , economics :are taught in Arabic ,except in scientific domains such as :biology ,medicine architecture : where the teaching/learning process depends completely on French language . English has been included in each field curriculum as a compulsory/optional subject , moreover ,with the adoption of English as an international language for communication and its wide use all over the world ,the Algerian authorities implemented English in the curriculum ,as the second foreign language .As a result of globalization process and the increasing power of the English language today led Algerian leaders to include it at multiple levels in the educational field .So ,English is brought into the educational system to open doors to cultural ,scientific ,economic ,political and technological advancement.

1.7 Language Transfer (Interference)

"Language interference means that a speaker or a writer applies the knowledge of his/her native language into a second or foreign language. Language interference also known as language transfer, linguistic interference, and cross meaning. It can be positive or negative". **(Sid 2016, p.10/11).** Moreover, **Ellis (1997, 51)** stated that L1 transfer refers to the influence that the learner's L1 exerts over the acquisition of an L2. Language transfer mainly occurs when learners try to apply rules from what they have learnt in their first language into the second language **("Second Language Acquisition", n.d).**

Richard and Sampson (1974, p.5) assumed that language transfer is the first factor that influences second language learners' system. It is considered as a major reason for learners' errors in second language learning. Thus**, In 1957 Robert Lado** claimed that Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture—both productively when attempting to speak the language and to act in the culture and receptively when attempting to grasp, and understand the language and the culture as practiced by natives.

1.7.1 Factors of Language Interference

According to **Weinreich (1982:64-65),** there are many factors that contribute to language transfer. First, ***Speaker bilingualism background***. Bilingualism is one of the main factors of interference as the speaker is influenced by both the source and the target language. Second, ***Disloyalty to target language***. This type will cause negative attitude because the learners use uncontrolled structure of their first language elements to output to the target language. Third, ***Limited vocabularies of TL mastered by a learner***. The more vocabularies someone has the better he masters the target language and when the learner cannot finds the word of TL he deliberate to his L1.Fourth, ***Needs of synonym***. Synonym plays a basic role in language learning and contributes to interference by adoption and borrowing of new word from L1. Fifth, ***Prestige and style***. The usage of unfamiliar words (foreign words) during a communication practice aimed to get a pride and interference will appear, as there are some words that even the receiver cannot grasp the meaning.

Conclusion

The chapter has laid out the review of literature of previous works related to the subject of investigation that is concerned with the language interference; it has been a central issue in many fields of study especially in applied linguistics and second language acquisition. It came as a main idea in language learning by contrastive analysis approach that was appeared in the 1940's and the 1950's. The concern of this approach is to clarify the similarities and the differences between a native language and a foreign language because it is believed that language interference results either from the similarity between L1 and L2 or from the difference between the two. The next chapter deals with the practical part of the research.

Chapter Two

Chapter Two: Data Collection Analysis

Introduction

The previous chapter was entirely devoted to the theoretical part of this research work. This chapter is exclusively devoted to the practical part, which deals with data collection analysis.

In this chapter, both quantitative and qualitative approaches are conducted in our research for purpose of a better understanding of the subject under study. The study was carried out on English major students (all levels) of Ibn Khaldoun University by handing them a questionnaire. Also, an interview was designed to some of our experienced teachers of Ibn Khaldoun University department to help us find out about this issue under investigation.

2.1 Research Objectives

As mentioned before, the aim of this study is to explore the extent to which students of English apply language transfer theory in their speaking. In addition, this research work tries to explore the effects of the transfer from Arabic to English during the speaking process. In other words, the purpose of this work is to know whether English students at the University of Ibn Khaldoun refer to some linguistic patterns and structures of their first language (Arabic) or not Then, it tries to find out if the interference of Arabic in EFL learners' speaking is positive or negative (if there is an interference).

2.2 Research Instruments

In order to collect data about the problem of interference of Arabic in EFL speaking, two research tools were used: a questionnaire was administered to EFL students. Also, an interview was designed to some of our teachers of Ibn Khaldoun University department. These research tools helped the researcher to collect more information in a short period. In addition, they are an easy method for collecting data in the field of Applied Linguistics.

2.2.1 Students' Questionnaire

The researcher has administered a questionnaire which is composed of fifteen (15) questions consist of closed-ended and open-ended questions, and multiple-choice

questions. These questions are divided into two sections: the first section aims at collecting data about EFL students' background concerning their English speaking levels. The following section attempts to examine the extent of application of the Arabic transfer in EFL speaking of English students, and its relation with their errors. Thus it is devoted to provide solutions and suggestions to reduce the effects of the subject matter on the speaking performance of EFL students (if not possible to avoid it).

2.2.1.1 The Questionnaire Sample

In the investigation, the questionnaire is designed for English students (all levels) at the University of Ibn Khaldoun. Forty nine (49) students (males and females) are chosen randomly from the whole population. Their age is between 18 and 30 years old. The aim of selecting this investigation is because of their different levels in English language especially speaking skill.

3.2.1.2 Questionnaire Results

The researcher has analyzed the data collected both qualitatively and quantitatively to reach the research objectives. This questionnaire is divided into two (2) sections, as mentioned below:

Personal Data

1-Indicate your age (49 responses)
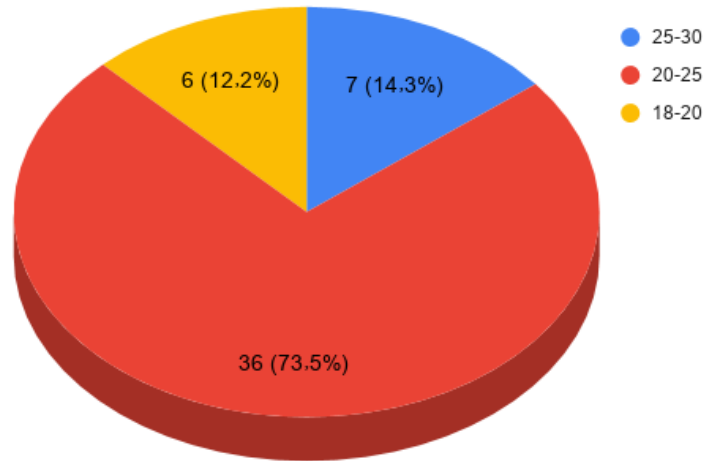
Figure 01 Personal Data

The age of students ranged from 18 to 30 years old.

2-Sex (49 responses)
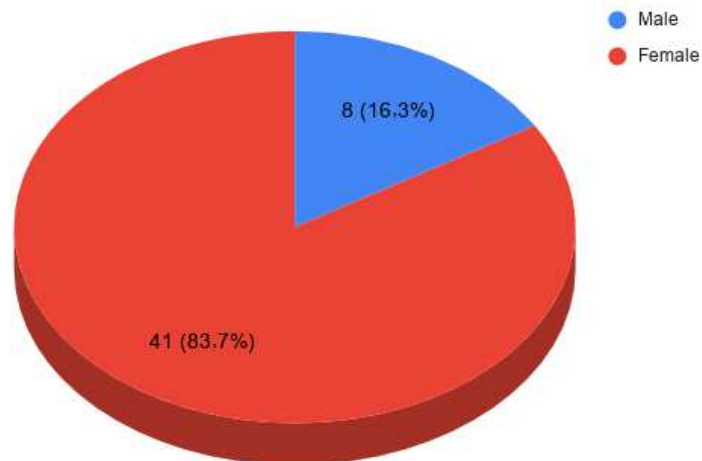
Figure 02 Personal Data

The majority of participants were Females in a percentage of (83.7%), and only (16.3%) of males participated.

Section one

Question One   **do you like English?**

(49 responses)
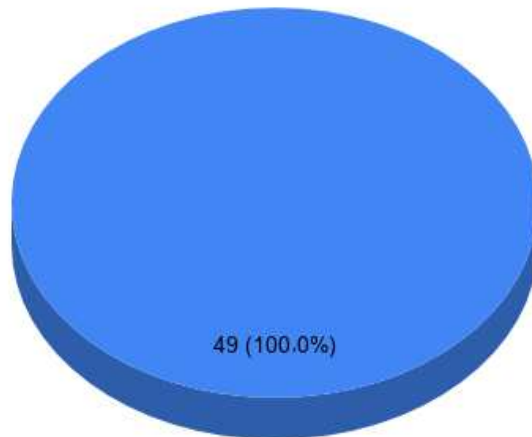
Figure 03 Students' point of view about English.

All students (100%) opted for "**yes**" they like English, this makes us know that they have a positive attitude, and they are motivated to learn English.

Question Two **Your choice of English was:**

(49 responses)
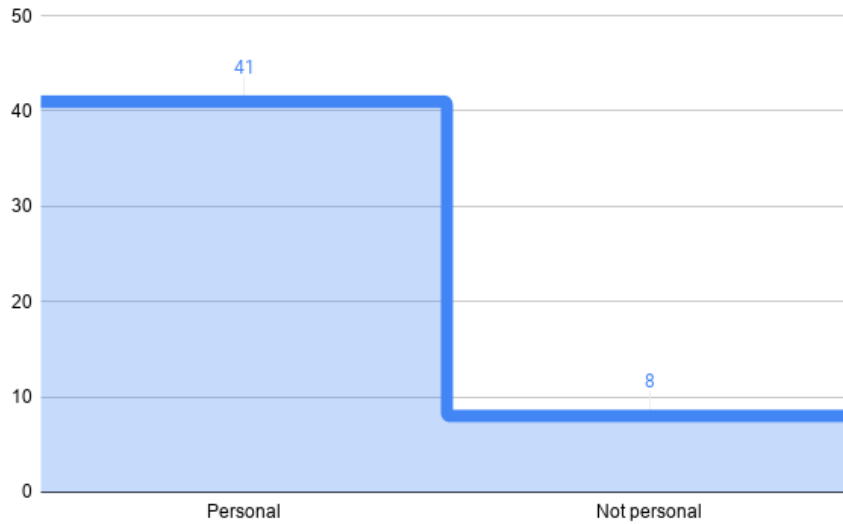
Figure 04 Student' choice of english.

(41) of the students have admitted that their choice of English is personal. While only (8) of them, said that their choice is not personal.

Question Three **What kind of dictionaries do you use?**

(48 responses)
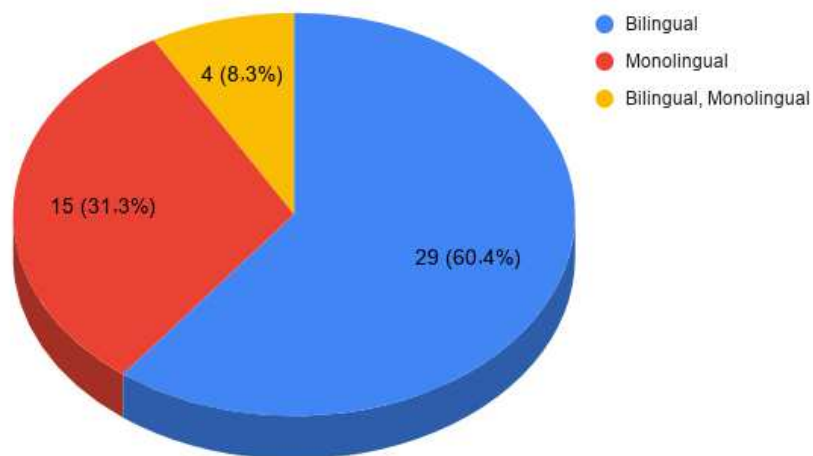
Figure 05 Kinds of dictionaries that students use

According to the answers, (60.40%) of students use bilingual dictionaries, (31.3%) use monolingual dictionaries, and only (8.3%) use both bilingual and monolingual.

Question Four **What do you think about your English speaking level?**

(49 responses)
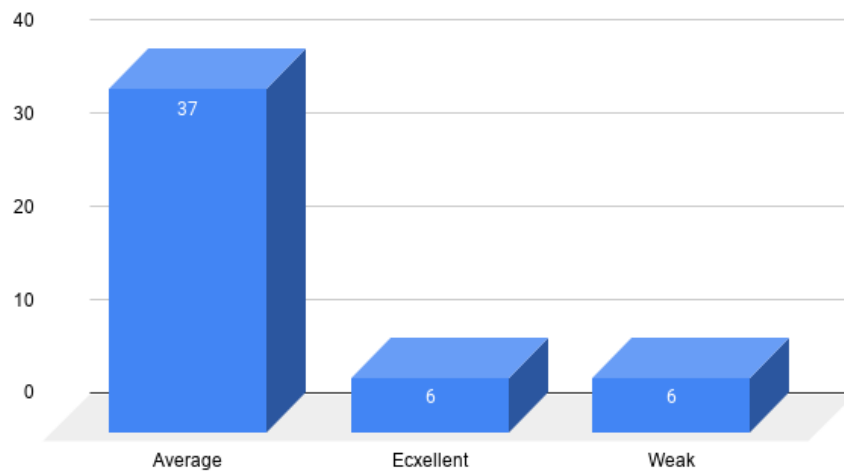
Figure 06 Students' English speaking level**.**

(37) of students believe that they have an average level in speaking, and only (06) think that their level is excellent, while the rest (06) students assume that their level is weak.

Question Five According to you, speaking in English is:

(49 responses)
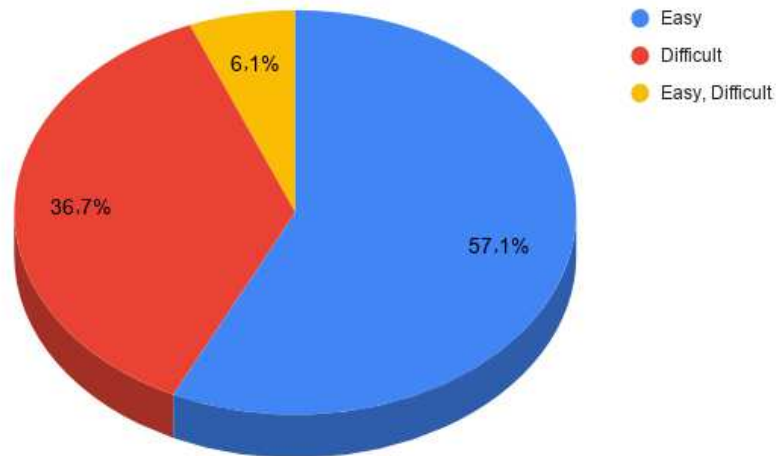
Figure07 The state of speaking among University students of English.

      (57.1%) of students said that speaking is absolutely an easy task, and (36.7%) of them claimed that English speaking is absolutely a difficult task. While, only (6.1%) of them viewed that the state of speaking is related to certain situations, so they said that speaking is both difficult and easy task.

Question Six If it is difficult, in which criteria or skills do you find difficulties?

(49 responses)

- Fluency
- Vocabulary
- Pronunciation
- All
- Pronunciation, Vocabulary
- Fluency, Vocabulary
- Pronunciation, Fluency
- Pronunciation, Fluency, Vocabulary

13 (26.5%)

8 (16.3%)

18 (36.7%)
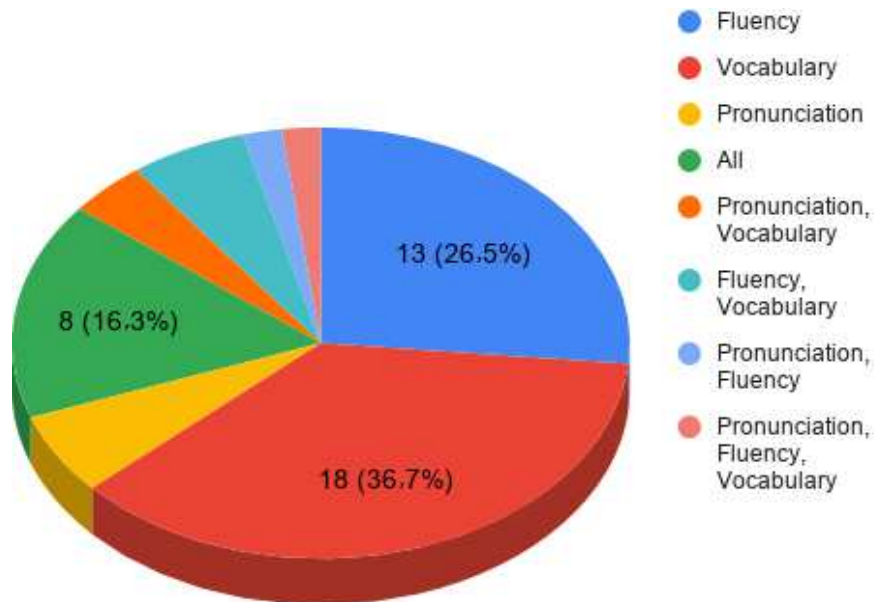
Figure 08 The main English speaking difficulties**.**

University students of English face difficulties in many skills. (36.7%) of them find difficulty in vocabulary, (26.5%) face problems in fluency, and (16.3%) find difficulty in all skills (vocabulary, fluency, pronunciation). While, only (6.1%) have difficulty with pronunciation. Some of students declared that their problem is related to both fluency and pronunciation; others say that their problem focuses on vocabulary and fluency.

Section 02

Question One **Do you think in Arabic when you are speaking in English?**
 (49 responses)
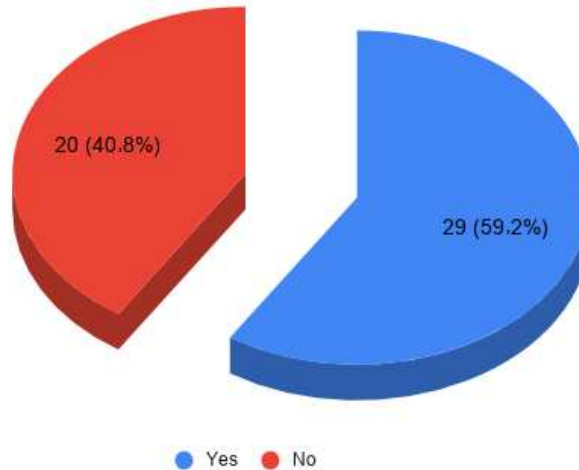
Figure 09 The extent of thinking in Arabic while speaking in English**.**

(59.2%) of University students of English confirmed that they think In Arabic when they speak in English. However,(40.8 %) confirmed that they do not think in Arabic.

Question Two **During your speaking process; does the Arabic language affect your English?** **(49 responses)**
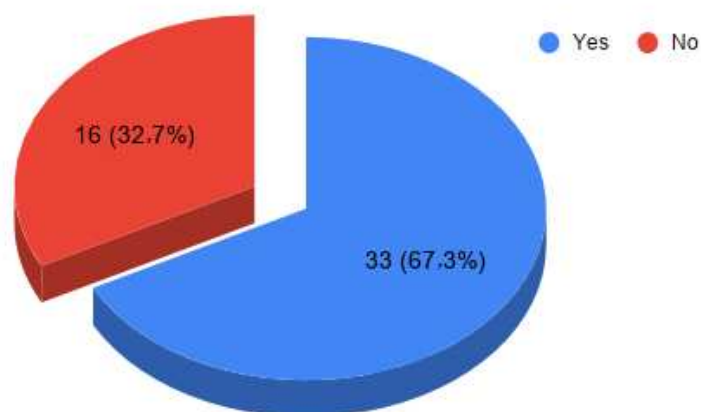
Figure 10 Students' first language (Arabic) impact on their English speaking

(67.3%) of students agreed that Arabic affects their speaking of English. However,(32.7%) viewed that Arabic has no impact their speaking.

Question Three **Do you make a lot of errors while speaking in English?**

(48 responses)
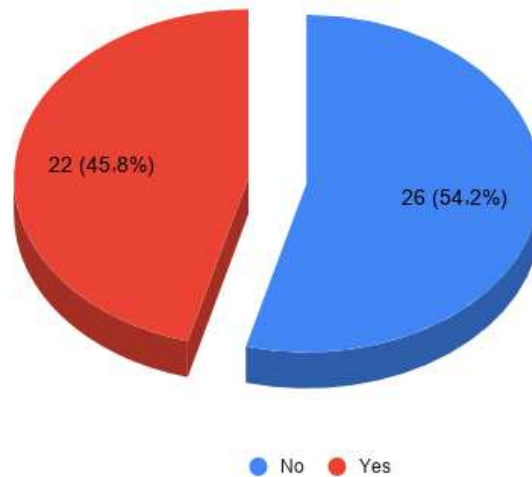
Figure 11 The degree of making errors while speaking in English.

From the above pie chart, (54.2%) of English students agreed that they make a lot of errors during their speaking. On the other hand, (45.8%) claimed that they do not commit many errors.

If yes, why?

The reason behind making too many errors revealed that students of English at Ibn Khaldoun University face difficulties in pronunciation, fluency, and spelling, because they do not have a rich of vocabulary in one hand. On the other hand, some of the students claimed that it is natural for them to commit errors because they are not native speakers of English. Moreover, some of them stated that anxiety is a major reason behind making errors. Furthermore, some of them stated that errors are caused by the transfer from Arabic to English especially when they do not know the appropriate word or structure. For them, too, errors are caused by the lack of practice and knowledge about the English language.

Question Four **Do you think that these errors are caused by the transfer from Arabic to English?**

(45 responses)
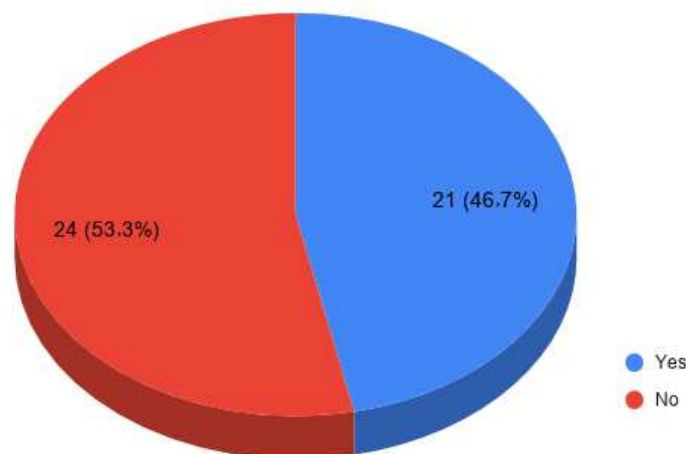
Figure 12 The relationship between students' errors and Arabic transfer to English.

More than a half of students (53.3%) stated that the transfer is caused basically by Arabic. While, (46.7%) of them argued that transfer is caused by other languages or certainly by other reasons.

If yes, how? (Please give examples)

English students stated that the transfer from Arabic to English could not keep the same meaning, because of the high influence of the linguistic features of learners' first language on second or foreign language. Moreover, students claimed that some of the Arabic words have no equivalent in English, in one hand. On the other hand they argued that both of languages do not belong to the same language family, and their cultures are totally different. Some of them stated that remembering English words is sometimes hard to be found. So they try to remember it in Arabic. Furthermore, they claimed that some teachers use to translate such words from English to Arabic. Additionally, some students use bilingual dictionaries in order to understand English contexts. Thus, according to some students, the lack of vocabulary at the level of formal speaking may lead them to translate and transfer from Arabic to English.

<u>**Question five**</u> **In your opinion, what are the suggestions to avoid such a problem when speaking?**

Students answered this question by stating some suggestions to help EFL students to avoid this issue of transfer, which leads to making a lot of errors. They stated that EFL students should not translate items, and to try to learn more English vocabulary to enrich their minds. Moreover, they mentioned that English learners should read more books and poems, and try to use monolingual dictionaries. Furthermore, some of them said that English students should never think in Arabic when speaking in English. Thus, more practice is required. Additionally, they provided that listening to pure English help them to think in English and not in Arabic by watching English movies. Furthermore, they argued that communicating with native speakers via Skype is very helpful to be fluent in speaking. Therefore, they provided that such problems are related to teaching culture and oral expression modules, since teaching culture is the right way which enable students to know the context and the suitable concept to use in certain situations, that is to say to think as natives. Moreover, oral expression is also necessary module because it helps learners through participating in conversations and debates. In this way, students may correct their pronunciation in order to enhance their speaking and fluency.

2.2.2 Teachers' interview

Following the qualitative approach, an interview is conducted with some of our teachers. First, it investigates whether students make errors during their speaking. Also, it means to discover how the effects of Arabic as a mother tongue on students' English speaking production. In addition, this interview related to the reasons behind L1 influence on students' L2 negatively.

2.2.2.1 Interview sample

A number of English teachers from the University of Ibn Khaldoun are chosen for this interview. We interviewed three teachers from different generations; which allowed us to know more about the interference of first language on English foreign language learners through the years of teaching carrier.

2.2.2.2 Interview Results

After completing the interview, we found that most of the answers are similar concerning many questions that were related directly to students' interference between Arabic and English. We collected data about the interference of the Arabic language in EFL speaking from teachers' experiences and observations while in the classroom.

1- How do you evaluate your students' speaking level?

From their answers, teachers claimed that their student' speaking level is ranging between weak and average level.

2- What are the most common speaking problems you noticed in your students?

Some of the teachers notice that the common speaking problems in their students is related to the lack of vocabulary and intonation, some teachers see that the problem is mainly related to The mixture of different languages.

3- Do your students make lots of errors during their speaking process?

All teachers agreed that students make lots of errors during their speaking process.

4-What kind of errors do they make?

Teachers claimed that spelling and Pronunciation are the most common mistakes which students tend to make

5- What are the criteria you most consider in assessing the learners' speaking skill (Fluency Vocabulary, Pronunciation and Comprehension)?

According to the teachers, all these criteria should be taken into consideration in order to be a good English speaker, especially vocabulary.

6- Do you think that Arabic affects your students' English speaking process?

All teachers agreed that Arabic affects their students'speaking process.

7- Do you think that L1 influences your students L2? If so, is the influence positive or negative?

Teachers stated that the interference of Arabic in English speaking is more negative than positive.

8- In your opinion, what are the effects of Arabic interference on English speaking?

When we asked teachers about the effects of Arabic interference, they claimed that most students do think in Arabic and speak in English. So, this would negatively affect their speech production in English, and makes the meaning wrong.

9-According to you, what are the suggestions and strategies to avoid the transfer from Arabic to English while speaking?

Teachers suggested many strategies that may help Students in order to avoid the transfer from Arabic to English such as, reading books, listening to native speakers, and practicing English outside the classroom.

Conclusion

Arabic has an influence on many aspects of the second language speaking including pronunciation, spelling, comprehension and fluency. If an Arabic learner of English language tries to communicate using a foreign language, the mother tongue will reflect low performance as well. This chapter sheds the light to the main problems that may face English major students in their speaking. Two different tools are used in order to gather the necessary data (questionnaire and interview). The next chapter deals with the interpretation of results. It also provides suggestions and solutions to the problem of Arabic interference in English speaking.

Chapter Three

Chapter Three: suggestions and recommendations

Introduction

Learning English language is a growing need, during this age of globalization. Through it, we can speak with people from around the world. However, since people express themselves best in their mother tongue, they are faced with challenges of learning foreign languages. The Algerian students of English language are also facing the problem of being influenced by their mother tongue. Additionally, this chapter deals with discussion of the findings that have been done in the previous chapter including both students' questionnaire and teachers' interview. Thus, it attempts to propose a number of recommendations that help both the learners and teachers.

3.1 Interpretation of the Questionnaire

Concerning the results we got from analyzing this questionnaire, the very noticeable thing in personal data' questions is that, females are more dominant then male. This might be due to the fact that, females are more interested in studying and learning foreign languages and English. Particularly, males often choose to carry in scientific studies, and most of the time they are not interesting in studying languages at all.

From the first (two) questions in section (one), we have found that all students like English and they have chosen it as a field at university. In addition noticed that all most all the informants their choice of studying English is personal. In other words, they have an intrinsic motivation to study such language and having the willingness to reach certain aims. Only few students are obliged, or their general average did not fit to require one of their first choices.

As it is shown in question (three), most of the students use bilingual dictionaries (Arabic, English or English Arabic). In case they find a new word in English, they try to look for it in Arabic, sometimes in French or English.

The majority of the students claim that they have an average level in speaking as it is shown in question four, this mainly because they do not practice English speaking outside the classroom. Only few students think that they have an excellent level just because they have the desire to study this language. Thus, they practice more English outside the classroom. However, a few participants also, claim that their level of speaking is weak.

Probably the main reason that affects their level is because their choice which was not personal, or because they find difficulties in speaking skills.

In questions (five) and (six), most of the students admit that they face difficulties in fluency and vocabulary during their speaking, simply because they do not read books in one hand. On the other hand, they may have such psychological problems like anxiety and stress. **(Rabab'ah 2001)** claimed that learners are reluctant to speak because of their mastery of language deficiency, fear of committing mistakes and lack of opportunities to communicate both inside and outside class, lack of social and cultural background. However, some students find a problem with pronunciation. The main reason behind this is may be because they are not more confident to practice their English, and they may mispronounce the words. **Badba (2000)** found that Arabic speakers mispronounce English words due to their linguistic background. That is to say, Algerian students of English are influenced by their mother tongue.

According to what have been analyzed in the questions of section two, English students tend to think first in Arabic. Thus, English students frequently make a transfer from Arabic to English, especially when they forget the appropriate English words in the suitable context. Additionally, some responses claimed that even teachers try to use Arabic in the classroom in order to give a complete meaning to their students.

Therefore, students' responses revealed that this transfer between the two languages leads University students to make many types of errors at the level of pronunciation, spelling, and fluency. Moreover English students provided some reasons about their errors in English speaking such as, the lack of vocabulary, anxiety, and their lack of practice and knowledge about the English language, because of the big differences in linguistic features between Arabic and English. Furthermore, students of English at the University of Tiaret are considered as foreign speakers, and it is natural for them to make such errors.

3.1.1 Students' Making Direct Translation from their L1 to L2

The direct translation which is word by word translation without conveying the meaning, is a result of the lack of English learners proficiency, especially lack of vocabulary (syntactic structure, idioms, compound nouns, metaphor.) obliging the learners

to rely on their previous knowledge and proceed to word by word translation to overcome their lack of vocabulary leading to interference between L1 and L2. **Newmark (1991:78)**

3.1.2 Reasons for Errors

In error analysis study, it is necessary to determine the reasons behind learners' errors. According to a number of studies that have been done on this issue, there are two main reasons for learners' errors which are:

3.1.2.1 Interlingual (Interference) Errors

Those errors are termed "interlingual" because they are a result of language interference. Interlingual means between languages. Interlingual transfer is considered as a main reason for second language learners' errors. Dictionary of Language Teaching and Applied Linguistics (1992) defines interlingual errors as a result of language transfer which is caused by the learner's mother tongue **(Erdogan, 2005)**. According to **Corder (1981, p.87)**, the term interlanguage was introduced by the linguist **Larry Selinker (1969)** and it refers to a linguistic system which is independent of the learner's mother tongue and of the second language. He also regarded interlanguage system as the product of a psycholinguistic process of interaction between the linguistic system of the mother tongue and of the target language. **Richard and Sampson (1974, p. 5)** assumed that language transfer is the first factor that influences second language learners' system. It is considered as a major reason for learners' errors in second language learning.

3.1.2.2 Intralingual Errors

Intralingual means within language. Intralingual errors are also named developmental errors and they refer to incomplete learning or overgeneralization of the target language rules **(Troike, 2006, p. 39)**.

- **Overgeneralization**

Overgeneralization refers to the instances where the learner creates a deviant structure of his knowledge of other structures in the target language. It may occur when the learner try to reduce the difficulties he faces in applying the rules of the foreign language. **Ellis (1997, p.19)** claimed that learners overgeneralize forms that they find easy to learn

and process for example, the use of "ed" in past tense forms even for irregular verb such as "eated" instead of "ate".

3.2 Interpretation of the Interview

3.2.1 Teachers' Evaluation of Students' Speaking Skill Level

After we have analyzed the results obtained from the teachers' interview, we noted that some of the teachers evaluated their learners speaking level as a weak and average, and no one considered it as good.

3.2.2 The Most common Speaking Problems that Students Face

According to some teachers, most students find difficulties such as, the lack of vocabulary which make them having difficulties to express their ideas, their bad pronunciation of the words, and their weak comprehension. Others said that learners always produced intralingual errors and this is due to the differences between the Arabic and English languages at the level phonology, morphology and grammar.

3.2.3 Kind of Errors(Spelling ,Pronunciation, fluency)

This investigation revealed that the spelling is also one of main barriers that influence English pronunciation beside the sound systems; and the inconsistency of vowels of English and Arabic. These two last problems are related to the differences between English and Arabic phonology. Such as: consonants, vowels, stress and intonation.

The reason of those mispronunciations is the fact that learners' native language is quite distinct from the English language since both Arabic, contrary to English, have a regular pronunciation stress, and spelling systems. Learners are not used to dealing with their native language (old habit formation) with such inconsistency of English pronunciation stress and spelling (new habit formation) and find it very hard to assimilate **Nneka (2008)**.

In the nearest past, **Swan and Smith (2007)** point out that all the sounds that we use, when speaking exists inside boxes, each sound has a certain box. Each time the speaker wants to speak he goes to these boxes then selects the sound that he needs. By contrast, when the speaker hears a speech he receives the sounds, and then tries to put each

one on the right box. But if the speaker hears a sound that he does not have in his boxes, he will try to handle the situation by putting this sound to the nearest box. For example, if the speaker does not have the /p/ box, he solves this problem by going to the nearest box which is /b/ box.

3.2.4 Students' Errors Resulting from The Interference of L1

All the teachers agreed to say that the learners' L1 interferes on their L2 in a negative way **(Ellis 1986).** From this, we confirm the hypothesis claiming that the learners' L1 interferes negatively when learning English foreign language. Behaviorists considered this interference as the unconscious and unaware use of a previous learned behavior in order to produce new responses .**Odlin (1989.p:7)**

3.2.5 The Interference of The Students' L1in Learning English

Learners committed a lot of errors because of the interference between L1 and L2 caused by the transfer of L1 grammatical structure, spelling system, sound into the L2 leading to numerous errors which are a hindrance to learning English, the pronunciation and the accent are the most obvious hindrance of the mother tongue to learning English. **(Clyne 1994)**

3.2.5.1 Types of Language Interference (Transfer)

Language interference can be positive or negative. It is positive when relevant units or structures of both languages are same and result in correct production of the target language. On the other hand, it is negative when different units or structures of both languages interfere in the learning of the second language. One overlaps with the other and the linguistic interference occurs in polyglot individuals.

a) Positive Transfer

In order to learn specific patterns in the TL language, learners tend to use their knowledge about the L1; this situation is called positive transfer. It occurs when two languages are similar; in this case learning process is facilitated (**Ellis 2008, p. 355).**

b) Negative Transfer

According to **Richard (1992)**, making an error and using wrongly the rules of L2 is due to the application of L1on L2. That is to say, if the learner traced back to his mother tongue or any language learned previously, the result would be a deviation from the target language norms, which has a negative impact on learning the target language. For instance, a native English speaker may say: "I took my car to the mechanic because **it** broke down**"**; and an Arabic one may say: "I took my car to the mechanic because **she** broke down". In this case, there is no a neutral gender in Arabic in as English contains.

3.3 Suggestions and Recommendations

These recommendations are made in order to solve some problems militating against students' competence in the English language at the University of Ibn Khaldoun - Tiaret Depending on the results that the use of the mother tongue inside classroom can be an obstacle, that is contributes or influences students' performance in English language. So, the following recommendations are suggested for both the educators and learners.

The analysis of both students' questionnaire and teachers' interview proved that, English major students at Ibn Khaldoun University of Tiaret have many difficulties concerning speaking in English as their second or foreign language. They have stated that they make a lot of errors with different types, and most of the errors committed are caused by the interference of Arabic in their English. Researchers in foreign language teaching and learning have always tried to study learners' problems and to find some solutions for them. In the present study, the researcher has collected some suggestions and strategies from the part of both teachers and English learners, in order to solve the issue of cross-linguistic transfer. Thus, they have stated that the best way to not translate or think in the Arabic language while speaking in English is to have extensive reading in the target language (English). Moreover, it is suggested that learning new vocabulary and the way that words are spelled is more helpful with watching English movies, especially, films with sub-titles in English. This helps the EFL students to learn vocabulary as well as the foreign language structure in a very short period. Then, they can also check the spelling of difficult words and their meaning with the use of English/English dictionaries. Furthermore, EFL students should better learn phonetics through extensive practice (practice makes perfect).

From the part of foreign language teachers, it is necessary to help their students to avoid or reduce their errors that are caused by the interference of their mother tongues. Thus, teachers should be aware of new speaking approaches and methods of teaching to apply them in their classrooms with their students. This helps EFL students to know how to speak fluently in English by providing them with some steps and strategies in order to avoid errors and mistakes.

- **Using English as Medium of Communication**

Learners must use English language as a medium of communication, within and outside the classroom. Both teachers and students should endeavor to improve their proficiency level of the English language and pronunciation in particular.

- **Listening and Talking to Native Speakers**

Another strategy is considered by researchers as an effective tactic in improving learners' speaking especially pronunciation, which is listening and talking to native speakers. In this way, learners will notice and discover their mistakes, and learn how to pronounce some new words. Also the more learners talk to them the less they make mistakes, and the less they are interfered by their mother tongue.

- **Reading improves Fluency**

Reading is a great way to clear mind and reduce the stress.. It is also going to help improve learners' memory, help improve their focus, and increase creativity, but it is only going to do this if they want to read. Furthermore, Reading does not always have to be about getting better, about expanding vocabulary or learning how to improve English skills. When reading is enjoyable, when students expose themselves to the written word more, they will find that their vocabulary naturally expands. **(Marvin L. Wiese; 2019)**

- **Reading Books or Newspapers in English.**

For the books, it is highly recommended to try the volumes that a learner has read a couple of times before in his native language. So he knows the sequence of action clearly. At first, it will be a shock. It will seem like a completely different book. The information is the same, but the way it is delivered will confuse him a lot. That is because in the process

of translations, a lot of sentences and expressions need to be changed to better fit the meaning of the respective language. After a few pages, this feeling of disorientation will go away. At all times learners should not forget to search every single unknown word until its meaning is fully imbued in the memory. **(Marvin L. Wiese; 2019)**

- **Practicing English in a variety of contexts**

Learners should not stick only to books and formal language, they have to find ways to listen to and speak in more colloquial English. The language that is being used in the street might differ largely from the one that can be used in a workplace, and even at home. So, it is better to look for ways in order to be familiar with all the contexts.

- **Understanding Grammar**

English has many twists and turns when it comes to the actual usage of it. Not even native English speakers are fully aware of all the technical aspects of their tongue, and they are not to blame. Not all are necessary for normal conversations. Most are only applied in fields like business or academics since they require a higher level and different manner of speaking.

When learners first begin speaking English fluently, they should focus on the words, phrases, and pronunciation. However, as time passes, they have to spend some time focusing on grammar. They may want to improve their grammar because of academic reasons, for personal reasons or for professional reasons. They may also simply want to improve their grammar because they want to appear more like a native English speaker.

Training courses are beneficial because it will focus on the fact that student is not a native speaker. The first thing that student should do, is to spend a lot of time reading. While reading, it is better to focus on the grammar in each and every sentence. For example, when reading a book, students should take notice of where commas and apostrophes are placed. So, Grammar focuses on the entire structure of the language.

- **Focusing on Idioms**

Idioms are proverbs and expressions that mostly all languages have. It is usually the old people who use them the most, but there are many that have assured their place as an important part of the common language.

- **Watching YouTube Tutorials to Improve Pronunciation**

YouTube can give the students a helping hand. It is easy for them to type something like "American VS British English," and that should give them a nice level of comparison.

- **The Teachers' role**

The teacher's role is to make his learners aware of their errors and become able to correct them themselves. Moreover, learners should discover the cause of their errors to avoid repeating them. On the other hand, when the teacher usually corrects his learners' errors, he will make them dependent on correction by others and will prevent them of developing autonomous learning. According to **Erdogan (2005)**, the technique of error correction is not simply showing the students the correct from and presenting it through a set of exercises and activities. On the contrary, the teacher should know the reason behind his learners' errors to provide them with the appropriate remedy.

Errors should be corrected according to their effect on students' productions. Therefore, some errors need to be corrected more than others such as global errors need to be corrected more than local errors because the former type affects communication while the latter one does not **(Erdogan, 2005)**

- **Organizing Competitions**

Teachers should organize debates and speaking competitions among learners within and outside their colleges, and give them presents in order to encourage and motivate them to do their best in improving their English.

- **Using the Appropriate Methods and Materials**

Teachers need to do more than teaching theories in class. Proper method of teaching and appropriate instruction materials should be adopted to compliment teacher's knowledge. This goes a long way influencing the teaching and learning process in English materials.

3.4 limitations of The study

The current study faced some difficulties that might affect its results and validity. The most important obstacle that all researchers faced during this exceptional year, is the Coronavirus Disease (COVID-19), which caused the lack of direct contacts with supervisors and participants in one hand. On the other hand, both students' questionnaire and teachers' interview were designed in online formats, and only three teachers provided us with answers.

Moreover, a different data were collected from the online students' questionnaire, but the problem is that how to order all these information and how to select the suitable once.

Another limitation of this study that needs to be acknowledged, is the small numbers of references concerning fewer references about the some concepts that i need in this dissertation. Looking for references especially electronic and online books was the main obstacle the researcher faced. In addition, gathering information for the review of literature took a lot of time.

Conclusion

This third chapter confirms that Ibn Khaldoun University students of English commit numerous errors at the level of pronunciation, fluency, and spelling. These errors are caused by the interference with their MT, which considered as one of the biggest problems they face to achieve a satisfactory proficiency level in speaking English. The learners rely on their previous knowledge of the native language in a negative way, which is caused by the lack of vocabulary, the absence of practicing English outside the classroom, and the big difference between learners' culture and the target language. They can be classified as interlingual and intralingual reasons.

Conventionally, teachers have to work on improving the students' pronunciation by providing them with the basics of English phonology and phonetics. However, students also play a great role on the progress of fluency and reaching their vocabulary. In which they can use multiple strategies like talking to native speakers , reading a lot , and trying to avoid the use of L1 just only when it is necessary.

General Conclusion

General Conclusion

Second/foreign language speaking is an increasingly important area in the field of Linguistics, mainly at the level of applied Linguistics, and SLA studies. In this research work, the researcher aimed at exploring the reasons behind Arabic interference among EFL speaking production at Ibn Khaldoun University of Tiaret. It aimed also at knowing whether the effect of Arabic interference is more negative or not in speaking. In addition, the researcher wanted to investigate the elements in which students do interfere from Arabic to English.

In the Review of the Literature, we have emphasized the theoretical concepts related to our topic, Arabic interference on learning English as a foreign language speaking skill. For this reason, we have adopted a contrastive analysis approach in order to compare between the native language of the learners (Standard Arabic with English) to understand the differences between these languages.

In order to gather the needed data, two research tools have been used; an interview distributed to our English teachers at the University of Ibn Khaldoun. Also, a questionnaire designed for the English major students. In order to answer the advanced research questions and to test the hypotheses of this study a mixed method approach was used and this with the combination of both qualitative and quantitative methods.

In our study, the results gathered from both of the research tools provided an answer to the research questions asked, and it confirmed the hypotheses in the General Introduction, that there are reasons behind language transfer among English major students. In addition, the results have shown that the L1 interference on L2 speaking skill is negative rather than positive. Thus, we have noticed that English major students make errors at the level of pronunciation, fluency, and spelling. Moreover, students interfere negatively as a result of the lack of vocabulary in the first place, the difference between students' cultures and the target language and absence of practicing English outside the classroom. These errors can be classified as (interlingual and intralingual reasons).

According to what has been said, all the research questions in this study were answered and the researcher's hypotheses were both confirmed. This helps the researcher to achieve his research objectives about Standard Arabic interference in EFL speaking

production. However, the researcher implies some guidelines for future research about this problem of L1 transfer in EFL speaking.

It is a hoped that this humble work highlights the students' mother tongue interference with learning English, in order to know at which levels the interference occurs, and to know the kinds of interference that happen, and to identify the reasons behind this interference. It is a hope that this study will be beneficial for English language learners in order to give more attention to this problem and to try to make efforts to avoid the interference. At the end, we hope that this modest research will open opportunities for further research in this area of study in the purpose of improving learning English.

Appendices

Appendix

Appendix '1'

Students' Questionnaire

This questionnaire aims at gathering data about the interference of Arabic in speaking process among English students at Ibn Khaldoun University of Tiaret. You are kindly requested to fill in this questionnaire:

- Please, click the suitable box.

Personal data:

1- Indicate your Age.

☐ 18-20

☐ 20-25

☐ 25-30

2- Sex:

☐ Male

☐ Female

Section 01:

1. Do you like English?

☐ Yes

☐ No

2. Your choice of English is:

☐ Personal

☐ Not personal

3. What kind of dictionaries do you use?

☐ Bilingual

☐ Monolingual

4. What do you think about your English speaking level?

☐ Weak

☐ Average

☐ Excellent

5. According to you, speaking in English is:

☐ Easy

☐ Difficult

6. If it is difficult, in which criteria (or skills) do you find difficulties?

☐ Pronunciation

☐ Fluency

☐ Vocabulary

☐ All

Section 02:

1. Do you think in Arabic when you are speaking in English?

☐ Yes

☐ No

2. During your speaking process, does the Arabic language affects your English speaking?

☐ Yes

☐ No

3. Do you make a lot of errors while speaking in English?

☐ Yes

☐ No

If yes, why?

……

……

……

4. Do you think that these errors are caused by the transfer from Arabic to English?

☐ Yes

☐ No

If yes, how? (Please give examples)

……

……

……

5. In your opinion, what are the suggestions to avoid such a problem when speaking?

……

……

……

……

**Thank you**

Appendix

Appendix '2'

Teachers' Interview

1. How do you evaluate your students' speaking level?

2. What are the most common speaking problems you noticed in your students?

3. Do your students make a lot of errors during their speaking process?

4. What kind of errors do they make?

5. What are the criteria you consider in assessing the learners' speaking skill, Fluency Vocabulary, Pronunciation, Comprehension?

6. Do you think that your students make a transfer from Arabic to English when they speak?

7. Do you think that L1 influences your students L2? If so, is the influence positive or negative?

8. In your opinion, what are the effects of the Arabic interference on English speaking?

9. According to you, what are the suggestions and the strategies to avoid the transfer from Arabic to English while speaking?

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Summary

This research work aims to investigate how first language (standard Arabic) interferes in the speaking production among English major students at Ibn Khaldoun University of Tiaret. Three second language theories were used in this study, in order to compare between the speaking elements of the target language such as ,phonology(pronunciation, spelling),and fluency with the same elements in the students' L1. The purpose of the research is to show reasons that lead to the interference of English students while acquiring speaking skills, and to know whether it is negative or positive to avoid such kind of transfer. Both qualitative and quantitative approaches were utilized to optimize the success of the research by involving both students and teachers. The research findings indicate that the students' L1 interferes negatively in speaking English at the level of various elements. Findings also indicate that there are many reasons behind language transfer among English major students. At the end of this work, some recommendations were made in order to avoid the first language interference.

Keywords: English major students, first language interference, speaking skills, standard Arabic.

Résumé

Ce travail de recherche vise à étudier comment la première langue (arabe standard) interfère dans la production de la parole chez les étudiants anglophones de l'Université Ibn Khaldoun de Tiaret. Trois théories des langues secondes ont été utilisées dans cette étude, afin de comparer entre les éléments parlants de la langue cible tels que la phonologie (prononciation, orthographe) et la maîtrise des mêmes éléments dans la L1 des étudiants. Le but de la recherche est de montrer les raisons qui conduisent à l'interférence des étudiants anglais lors de l'acquisition de compétences orales, et de savoir s'il est négatif ou positif d'éviter un tel transfert. Des approches tant qualitatives que quantitatives ont été utilisées pour optimiser le succès de la recherche en impliquant à la fois les étudiants et les enseignants. Les résultats de la recherche indiquent que la L1 des étudiants interfère négativement dans l'anglais au niveau de divers éléments. Les résultats indiquent également qu'il existe de nombreuses raisons derrière le transfert de langue parmi les étudiants anglophones. A l'issue de ces travail, des recommandations ont été formulées afin d'éviter l'interférence de la première langue.

Mots clés: étudiants anglophones, interférence dans la première langue, compétences orales, arabe standard.

ملخص

يهدف هذا البحث إلى معرفة كيفية تدخل اللغة الأولى (العربية الفصحى) في عملية اكتساب مهارة التحدث من طرف طلاب تخصص اللغة الإنجليزية في جامعة ابن خلدون بتيارت. تم استخدام ثلاث نظريات لغوية في هذه الدراسة ، وذلك للمقارنة بين عناصر التحدث في اللغة الهدف مثل علم الأصوات (النطق والهجاء) والطلاقة مع نفس العناصر في اللغة الاولى للطلاب. الغرض من البحث هو إظهار الأسباب التي تؤدي إلى التداخل اللغوي بين الانجليزية كلغة مكتسبة واللغة الأولى للطلاب أثناء اكتساب مهارات التحدث ، ومعرفة ما اذا كان هذا النوع من النقل أمرًا سلبيًا أم إيجابيًا من أجل تجنبه . تم استخدام كل من المنهجين النوعي والكمي لتحسين نجاح البحث من خلال إشراك كل من الطلاب والأساتذة. تشير نتائج البحث إلى أن اللغة الأولى لدى الطلاب تتدخل سلبًا أثناء التحدث باللغة الإنجليزية على مستوى العناصر المختلفة لمهارة التحدث. إضافة إلى أن هناك العديد من الأسباب وراء نقل اللغة بين طلاب تخصص اللغة الإنجليزية. في نهاية هذا العمل تم تقديم بعض الاقتراحات كحلول بسيطة من أجل تجنب هذا النوع من التداخل اللغوي. .

كلمات مفتاحية: طلاب تخصص اللغة الإنجليزية ، تدخل اللغة الأولى ، مهارات التحدث ، اللغة العربية الفصحى.