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**Exploring the Interference of Mother Tongue in English Pronunciation at Early Stages Instruction. Case of study third year pupils of Ahmed Boughtouta middle school in Mahdia, Tiaret.**

*Dissertation Submitted to the Department of English as a Partial Fulfillment of the Requirements for the Degree of Master in Linguistics*

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## **Dedication**

*First of all I would like to thank Allah for giving me the courage and the ability to carry through this research.*

*I dedicate this work to my*

*Mother for everything she is giving to me , finally her dream become true, to my father for his love, support and everything, love you both . To my dear brother Oussama , my lovely sisters Bochra and Nariman also to my step brothers for helping me, especially Amine for his guidance .*

*Finally, to my best friend and my partner Nacira and my dear teachers since first year till now thank you for your efforts.*

*Nafa Ouafa*

## **Dedication**

*My greatest gratitude to Allah for everything, and for giving me the ability to accomplish this research.*

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*My beloved mother for her support and encouragement, to my father who keep supporting and motivating me thank you both for all your sacrifice. To my dear brothers*

*Omar and Aissa, my lovely sisters Asma and Khadija .*

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## **Abstract**

The phenomenon of language interference has become a worldwide issue especially in EFL classes. English learners always rely on their first language. The aim of this study is to identify the kind of errors that learners do and to highlight the major difficulties that facing third year pupils in their pronunciation and to explore the interference of Arabic language pronunciation. Our case of study is third year pupils of Ahmed Boughtouta middle school in Mahdia, is the impact of their mother tongue Arabic on acquiring English. Mainly, qualitative methods were used for this study: through the participant classroom observation by attending a group of sessions to observe them and the interview which was designed for three teachers of this school in order to answer the research questions. Results revealed that the Arabic language has a large interference especially at the level of accent, pupils in this level have problems with vowels, consonants and silent letters at the same time they are affected by other factors such as the French language, the lack of use the English language and the lack of communication with native speakers. At the end, we recommend some tips for teachers and pupils to overcome this issue.

*Key words:* Accent, language interference, mother tongue, pronunciation, pupils.

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## **List of Acronyms**

**AA:** Algerian Arabic.

**ADA :** Algerian Dialectal Arabic.

**CA :** Classical Arabic.

**CM:** Code Mixing.

**CS :** Code Switching.

**EFL:** English as a Foreign Language.

**FL :** First Language.

**FL:** Foreign Language

**FLA :** First Language Acquisition.

**LA :** Language Acquisition

**L1 :** First Language.

**L2:**Second Language.

**MT :** Mother Tongue.

**MSA :** Modern Standard Arabic.

**NL :** Native Language.

**PCO :** Participant Classroom Observation

**SL :** Second Language.

**SLA :** Second Language Acquisition

**TL :** Target Language.

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# **General Introduction**

### General Introduction

Algeria is considered as a multilingual country because of the existence of multiple languages one of them is English. English is a foreign language for the Algerian learners. For that, learners face many difficulties and this is because of the language interference occurs when a speaker or writer applies knowledge of this /her native language to a second language, language interference is also known as language transfer, linguistic interference, L1 interference is also known as language transfer, linguistic interference, L1 interference and cross meaning according to The Free Dictionary by Flax and Odlen (1989. P, 27)who stated that'' *transfer is the influence ensuring from similarities and differences between that the target language and any other language and any other language that has been antecedents ( and may be imperfectly ) acquired''*.

Another definition was provided by Gass (1996. P,321) defined transfer as the use of the native language (or other language) data on the acquisition of L2( or an additional language) then Delay, cited in Bhela (1999. P,22) said that'' *interference as the automatic transfer due to habit of the surface structure of the first language into the surface of the target language.*'' Most of Algerian EFL learners found difficulties especially in pronunciation because they rely on their mother tongue in learning English as Ellis(1997.51) refers to Interference which he says "*the influence that the learner's first language exerts over the acquisition of second language*".

Moreover, we can notice that there is a great influence of mother tongue language on learning English according to middle school pupils in different linguistics aspects especially in sound system and phonological level as Tushyeh (1996) explain that Arabs commit four types of language errors and one of them is the phonological errors when the learners confuse/ P/and/b/,/F/and/ V/,/ i:/ and/e/, for that the learners confuse with such sounds they

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replace each of them with other sound that are said to be the nearest of them for this the mother tongue is consisted as an obstacle to learners effected their English pronunciation.

The aim of this study is to identify the kind of errors that third year pupils make in their pronunciation, to know and highlight the major difficulties that are facing these pupils in pronunciation and to explore the interference of Arabic language with English pronunciation.

This research conducted in order to identify how does Arabic interfere in English and to know the reasons and factors of this phenomenon. In this research we attempt to answer the following questions:

- To which extent does MSA interfere with the English of third year pupils in learning pronunciation?
- What are the major errors that these pupils do in learning English pronunciation?
- What are the factors that encourage the interference of Arabic in the English pronunciation of third year pupils?

In order to answer these research questions we propose the following hypotheses:

- There is an interference of Arabic in the English pronunciation of third year pupils to large extent.
- The major errors that learners do are because of the difficulties of the phonological system of English language and the most important are the existence of silent letters also spelling because beginners do not know that in English there are words which are pronounced the same way but they differ in their written way and meaning

## General Introduction

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- There are different factors that encourage the interference of Arabic in English pronunciation for instance accent, culture, oral communication is neglected, besides the programs and text book of third year level focuses on writing rather than the speaking skill.

To conduct this research study we use two methods: The first is a participant classroom observation and the second one is an interview. Throughout the participant classroom observation we attended group of sessions with pupils of third year middle school in order to record audios for them while they were practicing their pronunciation and speaking skill at the same we took notes and marked their pronunciation mistakes and errors when they were speaking and communicating with their English teacher This classroom observation is based on attending two session with two groups and asking few pupils to read for us a passage in order to record them and mark their errors .The second method or tool is an interview which means group of questions designed for a group of teachers of third year middle school classes. It contains questions about language use and English pronunciation of their pupils.

This study was conducted with third year pupils of Ahmed Bougtouta school in Mahdia. This research work is divided into three chapters; the first one is an overview about the Arabic and English language and language contact. The second one is about the interference of the mother tongue Arabic in English pronunciation, the last chapter described the collected data and identifies the research instruments which are the interview and the participant classroom observation.



# **Chapter One: Overview about English and Arabic Languages and Language Contact.**

1.1 Introduction

1.2 Definition of Language by different Linguists

1. 3 English Language

1.4 Arabic Language

1.5 English as a Foreign Language

1 . 6 Language Contact in Algeria

1.7 Conclusion

# Chapter One: Overview about Arabic and English languages and language contact.

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## 1.1 Introduction

Language is a way of communication, it is a human specific people use their organs like the vocal tract in order to produce sounds, words and sentences to express their ideas and thoughts. Many linguists studied language from the past till nowadays they study the history of language and how it has changing thorough time. Many linguists as Bloomfield and Sapir argued that language is a vague branch of study which cannot be studied by one person or a school because it is a long life process.

There are different languages around the world and the most spoken one's are English, Chinese, Russian, Spanish and Arabic this is due to the huge number of speakers of each language. One of this language is concedered an international language because it is the most dominant language the mast useful which is English. Nowadays English is considered as the global language, it is named as the language of the world or "the lingua franca." It plays an important role in different aspects such as training technologies etc... This later is consider as a foreign language in Algeria where the official language is Arabic or what we called it Modern Standard Arabic (MSA).

So in this chapter we focus on the language itself and the English and Arabic language from different perspectives the history, origins and verities of each language at the same time we highlight the existence of English as a foreign language in Algeria and the language contact in the Algerian context in order to make it clear that Algeria is a multilingual country which contain different languages dialects and varieties.

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## 1.2 Definition of Language by Different Linguists

Language is a complex human phenomenon it is basically a system of conventional spoken or written symbols by means of which human beings are used to communicate with each other. The term language has been studied by different linguists and they are still dealing with it until nowadays because it is so vague and interesting. "Speech is the representation of the experience of the mind" that is according to Aristotle also Saussure (1958) declared that "language is an arbitrary system of signs constituted of the signifier and signified". Language is first a system based on no logic or reason, secondly the system covers both objects and expressions used for objects. The object and the expressions are arbitrarily linked and that expressions include sounds and graphemes used humans for generating speech and writing respectively for the purpose of communication.

According to Sapir(1929), he stated that "language is a purely human and non-instructive method of communicating ideas, emotions, and desires by means of system of voluntarily produced sounds"(p.707), this means that language is mainly concerned with only human beings and constituted a system of sounds produced by them for communication. Bloomfield(1933), determines the languages as "the totality of the utterances that can be made in a speech community is the language of that speech community"(50) this definition focuses on the utterances produced by all the people of a community and hence overlooks writing. Besides he stresses form not meaning as the basis of language.

In addition Noam Chomsky (2000) said that "the language is the inherent capability of the native speakers to understand and form grammatical sentences." A language is a set of (finite or infinite) sentences each finite length and constructed out of a finite set of elements". (30)Chomsky's definition of language considers sentences as the basis of language

# Chapter One: Overview about Arabic and English languages and language contact.

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sentences may be limited or unlimited in number and are made up of only limited components .

However, the Indian linguist Patanji utters” *language is that human expression which is produced by different speech organs of human being* " through speech organs, human produced several expressions which are converted to language. Also, Lyons (1981) who defines languages as “*System of communication languages are the principal used by particular groups of human beings within the particular society of which they are members*”(80) .Especially Lyons points out that, language is the best communication system of human beings arbitrary vocal sounds by means of which human beings are used to communicate and interact with each other in their everyday life.

## **1 .3 English Language**

### **1 .3. 1 Definition of English Language**

English is a west Germanic language first spoken in early medieval England which has eventually become the leading language of international discourse in the 21st century it is named after the Angles, one of the ancient Germanic peoples that migrated to the area of great Britain that later took their name England. Both names derive from Anglia, a peninsula on the Baltic sea . English is most closely related to Frisian and low Saxon, while its vocabulary has been significantly influenced by other Germanic languages particularly old Norse (a north Germanic language) as well as Latin and French.

English is the language on international communication. Although it is most spoken language in the world it considered the official language in 53 Countries and it is spoken as a first language by around 400 million peoples worldwide. But that is not all it is also the most common second language in the world. To make it more simplified English language is a system of production of meaning for the expression of living by English people who were

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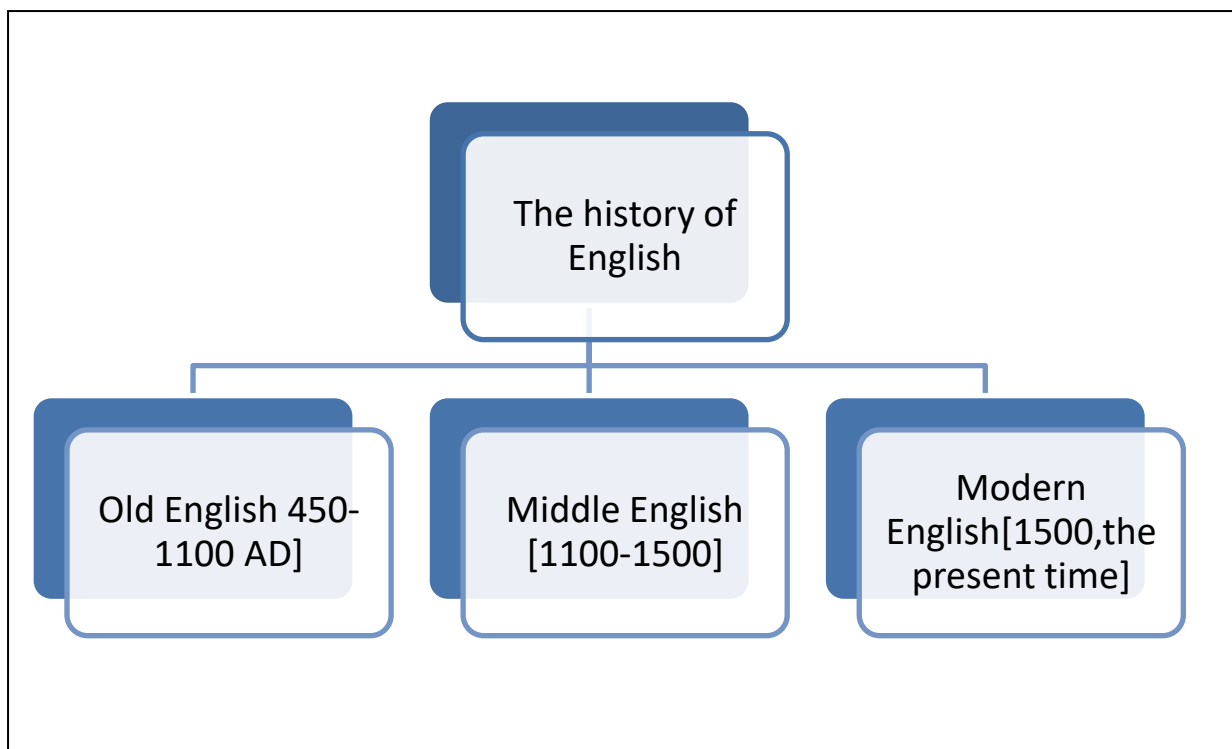
originally from German but the language has spread to many parts of the world where it is used as a second, third and foreign language

## 1.3.2 Historical overview about English language

The English language has a long history it started with the arrival of three Germanic tribes Who invaded Britain during 5 the century AD. These tribes are the angles, the Saxons and the jutes crossed the North Sea from what today is Denmark and northern Germany. At the time the inhabitants of Britain spoke a Celtic language. But most of Celtic speakers were pushed west and north by the invaders mainly into what is now wales Scotland and Ireland. The angles came from “England” and their language was called “Englix” from which the word “England” and “English” are derived.

The history of the English have been passed through three major periods which are

Mentioned bellow



**Figure1. 1:** The history of English Language

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## **1.3.2.1 Old English (450-1100 AD)**

The period goes back to the invading Germanic tribes spoke similar languages which in Britain developed into what we now called old English. Old English did sound or look like English today. Native English speakers now would have great difficulty in understanding old English. Nevertheless about half of the most commonly used word in modern English have old English roots .The words be strong and water for instance derived from old English. Old English was spoken until around 1100. To be more precise and simple we can say that. Old English is a set of variants of west Germanic have been spoken.

## **1.3.2.2 Middle English (1100- 1500)**

It started with the Viking invasions (Viking were a tribe of Nordic people that ransacked their way through northern and northwestern Europe 1000 – 1200 years ago) old English got mixed up with old Norse , The language of the Vikings tribes . Old Norse ended up giving English more than 2000 new words including “give” and “take” “egg” and “knife” run and “Vikings” although English was spoken widely on the British isles by 1000 ad the Norman invasion established French as the language of royals and of power .Old English was left to peasants and despite its less glamorous status it continued to develop and grow by adopting a whole host of Latin and French words, including everyday words like “beer”, “city”, “fruit” and “people” as well as half the months of the year by adopting and adapting French words, the English language also became more sophisticated through the inclusion of concepts and words like “liberty” and “justice”.

# Chapter One: Overview about Arabic and English languages and language contact.

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## 1.3.2.3 Modern English (1500 present time)

In this period English divided into two types

First the early modern English (1500 -1800) towards the end of Middle English, as sudden and distinct change in pronunciation (the Great Vowel Shift) started with vowels being pronounced shorter and shorter. From the 16th century the British had contact with many peoples from around the world. In addition to the renaissance of classical learning meant that many new words and phrases entered the language. The invention of printing also meant that there was now a common language in print books became cheaper and more people learned to read printing also brought standardization to English. Spelling and grammar became fixed and the dialect of London, where most publishing houses were became the standard. In 1604 the first English dictionary was published.

Second the late modern English (1800-present) the main difference between early modern English and late modern English is vocabulary. In this period English gain more words arising from two principal factors firstly, the industrial revolution and technology created need for new words secondly, The British Empire at its height covered one quarter of earth surface, and the English language adopted foreign words from many countries.

## 1.3.3 Varieties of English Language

English is considered as a global language nowadays and the most wonderful thing about English is that it's still evolving. From the development of local dialects and slang in counties as far apart as the United States, South Africa and New Zealand and in cities as different as New York, Oxford and Singapore to the incorporation of teach vocabulary into everyday English. The most important variety of English is the American variety which was created as a result of the English colonization of North America around 1600, Some English pronunciations and words “froze” when they reached America

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in some ways, American English is more like the English of Shakespeare than modern British English, some Expressions that call Americanisms are in fact original British expression that were preserved in the colonies while lost for a time Britain for ( trash for rubbish, loan as a verb instead of lend and fall for autumn. Spanish also had an influence on American English and subsequently British with some words such as" canyon", " ranch", "stampede" and "vigilante" all of them are examples of Spanish words that entered English through the settlement of the American west. French words also play an important role (through Louisiana) and west African words (through the slave trade) American English takes a special place in the world and it is particularly influential, and this refers to the USA dominance of cinema, television, trade, music and technology with internet .In addition to American English there are other varieties around the world such as Australian English, Canadian English ,Indian and Caribbean English.

## **1 .4 The Arabic Language**

### **1 .4 .1Definition of Arabic Language**

The Arabic language is a Semitic language originating in the peninsula that since the 7th century AD has become to be the principal language of a wide area of the Middle East and North Africa. Modern spoken Arabic consists of different, often mutually unintelligible dialects and a modified form of classical Arabic is used as the language of education and administration across the area. In another word it is named after the Arabs, it is considered as the lingua franca of the Arab world a term initially used to describe peoples living in the Arabian peninsula bounded by eastern Egypt in west Mesopotamia in the east and northern Syria in the north with the anti-Lebanon mountains, as perceived by ancient Greek geographers.



## Chapter One: Overview about Arabic and English languages and language contact.

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A round 292 million people speak it as their first language , in addition many people can also understand it as a second language. the Arabic language has its own alphabet written from right to left like Hebrew . As AL Huri (2015. P,28) referred to that since it is so widely spoken throughout the world the language is one of six official language of the united nation the others being English, French, Spanish, Russian and Chinese .

Arabic is also becoming a popular language to learn in the western world even though it's grammar is sometimes very hard to learn for native speakers of Indo-European languages, there are many languages have borrowed words from Arabic because of its importance in history, for instance some English words that can be traced to Arabic are for example: sugar, cotton, magazine, alcohol and algebra. Arabic is the language of Islam and Muslims.

Moreover, the Arabic sound system is very different from that of English and the other European languages Arabic contains three short and long vowels ,words in Arabic start always with a single consonant flowed by a vowel clusters containing more than two consonants do not occur in the language.

Arabic has an important role in world languages not only in the Arabic world this according to Versteegh (1997) he stated that:

*" turning to the position of Arabic, Arabic has a prestigious status not only in Arabic speaking countries but in all Muslim communities ,prestigious position as such goes back to the very early period of Islam where Arabic throughout that period remained the language of prestige that was used for all religious administrative and scholarly purposes".(p.96)*

## 1.4.2 Types of Arabic language

Arabic language has many types and it differs from one country to another which are

### 1.4.2.1 Classical Arabic (CA)

It is considered as the most prestigious among all Muslims across the world due to its religious and historical status being the language of Quran and literary heritage of Arabs as Hanghton and Miflin (1994) posted that " *classical Arabic is used by approximately one billion Muslim for prayer and scholarly religious discourse*" (p.412), also Mouhadjer (2002) defined it as it is " *modern the language of Quran and Islam it is very sacred and highly appreciated, it is considered as a dead language standard Arabic as it is replaced by* " (p.989).

Nowadays classical Arabic is mostly considered as a dead language as Haery (2003) reports that " *most classical language disappeared such as Sanskrit came to be replaced by local regional language of India,*" this refers to the classical Arabic is not spoken anymore or used by people in their everyday life and Farghaly (2012) declared that despite its consistency over 1500, classical Arabic is neither the native nor spoken language of any group nor is the language of the contemporary writing"

More over AL Huri (2015) argued that:

*"Arabic has been viewed as "word of god" (kalam allah ) and yet all Muslims whether Arabic or non-Arabic speakers and required to sanctify this language for us religious status such prestigious position proved the way for Arabic to maintain its purity and vivacity over all the years." (p 35) .*

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## 1.4.2.2 Modern Standard Arabic (MSA)

Modern Standard Arabic is a term used to refer to the variety of standardized, literary Arabic that developed in the Arab world in the late 19th and early 20th centuries. It is the language used in academic, print and mass media law and legislation. Modern standard Arabic which has been viewed by linguists as a modified edition of classical Arabic it has emerged as a result of Arabs contact with the western culture and the need of assimilating the new political technological and technical terms that not included in the Arabic dictionary.

It is the most widely used in education official speeches, unlike the vernacular MSA is particularly no one's mother tongue and good proficiency in MSA requires more than elementary education (Bhatia and William 2004). In addition to that Versteegh (1997) considered the emergence of (MSA) as a rebirth of classical Arabic, It considered as the formal language as Cown et al (1986:20) claimed that "*modern standard Arabic is traditionally defined as that form of Arabic used in practically writing (forms) of Arabic and the formal spoken discourse such as broadcast, speeches, sermons and the like*". (pp.20).

Moreover to be more clear modern standard Arabic is the written language used for all Arabic books, newspapers, magazines official document, most educated Arabic speakers able to use MSA as a "lingua franca" to communicate with one another regardless their nationalities or spoken native dialects. It is almost assimilated and intelligible by all Arabs because most of them have adequate exposure to MSA through media and certain word related to social situations. The Arab children also have a relative mastery of MSA because of learning this variety in schools as well as the frequent exposure to the cartoon films presented in modern standard Arabic, '*MSA is the written norms for all Arab countries as well as the*

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*major medium of communication for public speaking and broad casting''*. by (Ryding .2005).

In another, word we can say modern standard Arabic is the official language of Arabic countries which is stable, formal and controlled by a fixed grammatical rules. We are in need to use MSA in order to unite the Arab world under a common language.

### **1.4.2.3 Colloquial Arabic (dialects of Arabic)**

The term colloquial Arabic refers to the Arabic dialects specific to each area and although most of its vocabulary and, grammatical roots come from MSA it also incorporates its own Lexicon as a result of its historical past, therefore it gives rise to many variants in the same country and even within the same region. Mary Bateson (2003) defined colloquial Arabic as" *it is the mother tongue of Arab and remains throughout his life the primary medium of interpersonal relationship*".(p.50). Moreover it is acquired with no need to school or learning grammar as the case with MSA it involves different Arabic varieties that are regionally divergent such varieties hold substantial differences among them in terms of Bedouin and Sedentary speech the countryside and major cities, ethnicities religions groups social classes men and women, young and old educated and illiterate etc. Arabic dialects are the varieties used for the Arabs day today communication there are over 30 varieties of colloquial Arabic. We can divide them into 5 groups:

- North Africa (Morocco, Algeria, Tunisia, Libya).
- Egyptian (Egypt and Sudan).
- Levantine (Palatine, Lebanon, Syria and Jordan).
- Arabian ( Saudi Arabia and the gulf states ).
- Iraqi.

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They vary tremendously in grammar vocabulary pronunciation and even within a single country. However MSA and CA differed from each other, but people have to know both in order to control the use of Arabic language as Woidich, Kulla Tamami (2004) stated that *"there can be no doubt that those who want to have a real command of the Arabic language in all situations need to master Both varieties"*.(P.60).

### **1.4.2.4 Algerian Arabic (vernacular Arabic)**

The Arabic language unified Arab and Berbers in Algeria because Arabic was used in administration, law and religion, so the Berbers who were converted to Islam had to learn Arabic in order to learn and understand Quran Arabic was not the only language in Algeria as Gellman (1973) claimed that *"as for language, there was something peculiar in the introduction of Arabic in north Africa right from the beginning of the Arab invasion the Arabic language came to be strongly associated with Islam in north Africa"*.( p 19 ).

Moreover, Algerian Arabic is also known as vernacular, it represents the dialect Arabic and mother tongue of the vast majority of the Algerian population, 80% of people use it in their daily life. It has only oral form and it is used in informal situations like the street family and everyday conversation. It is known as "derdja" it has a much simplified vowel system its vocabulary includes many words from Berber, Turkish and French which had left great amount lexis on Algerian dialect like veste (jacket) manteau (over coat), jupe (skirt) etc..... Algerian people in fact consider these foreign words as part of their mother tongue.

Algerian people, in fact consider these foreign words as part of their mother tongue. Algerian dialect influenced by other languages and this refers to the existence of multiple

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languages such as **French, English** due to colonization trade and industry. In addition Algerian dialectal Arabic is partially mutually intelligible with Tunisian and Moroccan.

In the other hand Algerian dialect can be mutual intelligible among people who know all the differences between cities, and localities of Algeria and how they pronounce sound also it can be mutual unintelligible when someone is unaware of those differences for example the sound /q/ it can pronounce as /q//g//ʔ or /k/ /ق/ we pronounce it \ق, \g\ in same regions like Algiers, Constantine such \qali\ \قالي\, we pronounce as \ف, \g\ as in 'قالي' \gali\ in some cities like Annaba, Setif and some other Bedouin dialects, also we use it as \ʔ\ glottal stop, mostly in Tlemcen they say \ʔali\ 'الي', it is pronounced as \ك \k\, we find it in the rural localities and some cities like Kalyia, Jijel, Msirda .this sound found it only in Algeria, not in the other countries of North Africa unlike \ʔ, q, g \in words like 'kali'.

Unlike MSA the dialect is mutual unintelligible for instance in Algeria we say \kirak\, in Egypt say \izayak\, Iraq \chlonik\ and Saudi Arabia \kif halek\ all of this refers to 'how are you ?'

### 1.4.2.5. Berber

Berber considers as one of the Algerian dialects as defined by Taleb Ibrahim (1994, p.40) he stated that " *In addition to Algerian Arabic there are four spoken dialects which are Kabyle in Kabylia, East of Algeria, Shawiya in Aurès south east of Algeria, Mozabite and Tamashekt in the Sahara*". Besides those varieties there is another variety which is considered as the most important one after Algerian Arabic which is Berber, nowadays there are universities like Tizi Ouzou university schools of teaching Berber books printed in Berber emissions in TV radio and advertisement. It is considered as official and national language in Algeria it is spoken or is the mother tongue of 25% of Algerian people it is spoken mainly by Amazigh, Forstg (2008) stated that :

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*“ Relation between Berbers and Arab will probably perpetuate as a low intensity political conflict Berbers will continue to demand equal cultural status in Algeria society and politics while Arabs will view any substantive concession as the devaluation of state progress. (p 96).*

In another word, the amazigh language is spoken by Algerian ethnic amazighen, though most are also bilingual in Arabic, it means most of amazing people can use and speak Arabic but few of Arabs who can use and understand Berber. Also Queffelec et al (2002, 32) stated that *“tamazight was recognized as a national language and the government demanded to promote its use in all Algeria institutional sectors”*. This was mentioned in law of 10h April 2002.

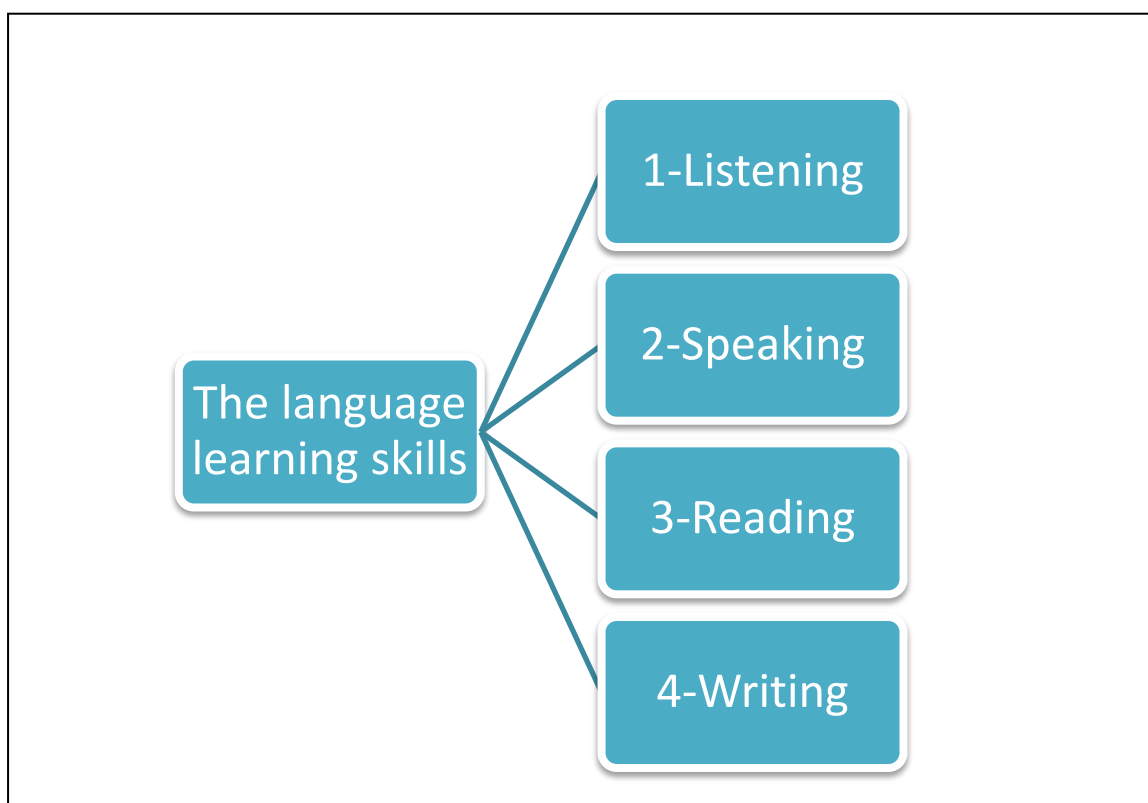
## **1.5 English as a Foreign Language (EFL)**

### **1.5.1 Definition of English as a Foreign Language**

The term English as a foreign language (EFL) is used to describe the study of English by non native speakers in countries where English is not the dominant language. This is not to be confused with English as a second language, this is called English an additional language which is the practice of learning English in a predominately English speaking country this definition was provided by Richard Nordquist(2020), however according to Mcmillan dictionary English as a foreign language refers to the English language taught to people who need to learn it for their studies or their career and who do not live in an English speaking country as Algeria English is considered as a foreign language Gates (2013) said that *“TEFL is teaching English to people who do not speak as a FL.”* (p 8).

## 1 .5.2 Learning English as a Foreign Language (FL)

In order to learn any foreign language, we have to learn all the elements of the language which are grammar ,vocabulary, pronunciation in addition to the language skills listening ,Speaking, reading and writing. Those elements are known also as the skills of language learning, they are a set of capabilities that allow an individual to competence and produce spoken language for proper and effective interpersonal communication. The most important skill that are needed to master the English language are listening speaking reading and writing those skills are the prove or evidence to the learner to know his /her level.



**Figure 1. 2:** The language learning skills.



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## 1.5.2.1 The Listening Skill

Listening is a receptive skill which means the ability of the learner to accurately receive and interpret messages in communication process, without this skill messages will be easily misunderstood. Listening is receiving language through the ears, it involves identifying the sounds of speech and processing them into words and sentences after we listen to sounds we use our Brain to convert these into messages that means something to us. Listening requires focus and attention and this may be difficult for English as a foreign language learners as Robin states that *"for second language /foreign language learners, listening is the skill that makes the hearer processing demands working to understand the information."* (1995. p8.)

For that, learners have to practice more in order to make their memory flexible to can easily understand what is spoken. Moreover listening is vital in the language because it provides input for the learner, without understanding input at the right level any learning simply cannot begin. They hear is an Input not an obstacle in interaction and learning. However, Nation and Newton defined listening as listening is the way of learning a language there are certain reasons for the importance of listening for foreign language learners. First listening is an essential prerequisite for oral communication to take place. Second it often influences the development of reading and writing. Third it plays a central role in academic success, since students understand teachers or lectures through listening.

Moreover the teacher should be clear about the skill to be developed in students according to Rivers (1978, p 142.) ,before the teacher can devise a sequence of activities which will train students in listening comprehension he must understand the nature of the skill he is setting Out to develop listening skill should be taught properly to the students at school instead Of learning it as a part of their general education

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## 1.5.2.2 The Speaking Skill

The speaking skill is considered as one of the most important skills in learning a new language it shows the best influence when seeing goal of speaking learning process it, makes learners able to communicate well. It is an oral skill which used to enhance the clarity of speech for effective communication that makes learners produce sentences that is intelligible to an audience Speaking is the ability to convey information verbally and is a way that the listener can understand. Moreover the majority of English as a foreign language learners focus on the writing skill rather than the speaking skill.

In addition speaking a language helps to move your knowledge of grammar, vocabulary and pronunciation from your quick memory in a given time, this improve your fluency and memory too. According to Nunan (1991) says that " *most persons consider speaking as the only most essential feature of learning a second or foreign language and the progress depends on the capability in carrying out a dialogue in the language*". Speaking is considered as the most difficult skill according to EFL learners because it needs thinking and producing words at the same time with making your-self clear to others in order to understand you, it gives learners the opportunity to express themselves orally.

In order to improve our speaking there are four major elements, first vocabulary we need to know the right words. Next is grammar, it is not something we need only in written we need to know tenses and correct way to structure sentences .Then, pronunciation, it is the most important element in the speaking process, we have to understand how to pronounce words correctly, we learn it though listening to others around us .Pronunciation varies from country to another and even one city to another, Learners have to understand the small units that make up spoken language, it comes from phonemic awareness. To be more clear pronunciation is the way or how we say words it is a difficult process because it may be

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affected by other factors. The last one is fluency it develops naturally and though practicing a lot, it is the ability to hear words and understand them straight away. Moreover, Bygate (1987) conforms that *“speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak and so take the skill too much for granted.”* (p3).

### 1 .5.2.3 The Reading Skill

Reading skill is the ability to decode meaning from a text, it pertains to a person's capacity to read, comprehend and interpret written language ,it can be highly beneficial .Reading is a receptive skill, which provides learners with knowledge through a written document as Beatrice (2008) defines it as:

*“A conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and previous experience. ”* (part 01)

It is a cognitive skill makes the reader think and understand a given text, it helps the learners to extract the meaning of the text as a whole as Hinkel stated:

*“ the reader needs to gather visual information from the written text (eg: letters and words identify the meanings of words ,and then move forward to the processing of the structure and meaning of larger syntactic units ,such as phrases sentences.”*  
(2006, p, 120)

### 1 .5.2.4The Writing Skill

Writing skill is an important part of communication good writing, allows you to communicate your message with clarity and ease to a far larger audience. Writing is a productive skill not like reading Highland (1996) defines it *“writing is the combination of*

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*lexical and syntactic forms* "(p,4). Writing skill include all the knowledge and abilities related to expressing ideas through the written words , it is the process of using symbols (letters , punctuation and spaces) to communicate thoughts and ideas in a readable form as Yule states" *language is represented through symbols and signs*" (2010.p,212).However ,Elliott (1969) adds that "*to teach writing at every level does not mean to prescribe rules , asking topics, as recommend forms .to teach writing is to help to rewrite*"(p 131).To make it simpler, writing is the way in which the language is transmitted through a conventional system of graphic signs or letters.

## 1.6 Language Contact in Algeria

Contact linguistics is an inter disciplinary field that is concerned with the study of the ways in which languages influence one another where people speak two or more language or dialects interact .language contact is the social and linguistic phenomena by which speakers of different dialects of the same language interact with one another .it was first introduced by Uriel Weinreich(1953,1) in his book "language in contact" *explaining that those who learn second language see linguistics form their first and second language as equal.*" It was also defined by Richard Nordquist(2020) "*the social and linguistic phenomenon by which speakers of different dialects of the same language interact with one another, leading to a transfer of linguistic features,*" there is no language can develop in total isolation.

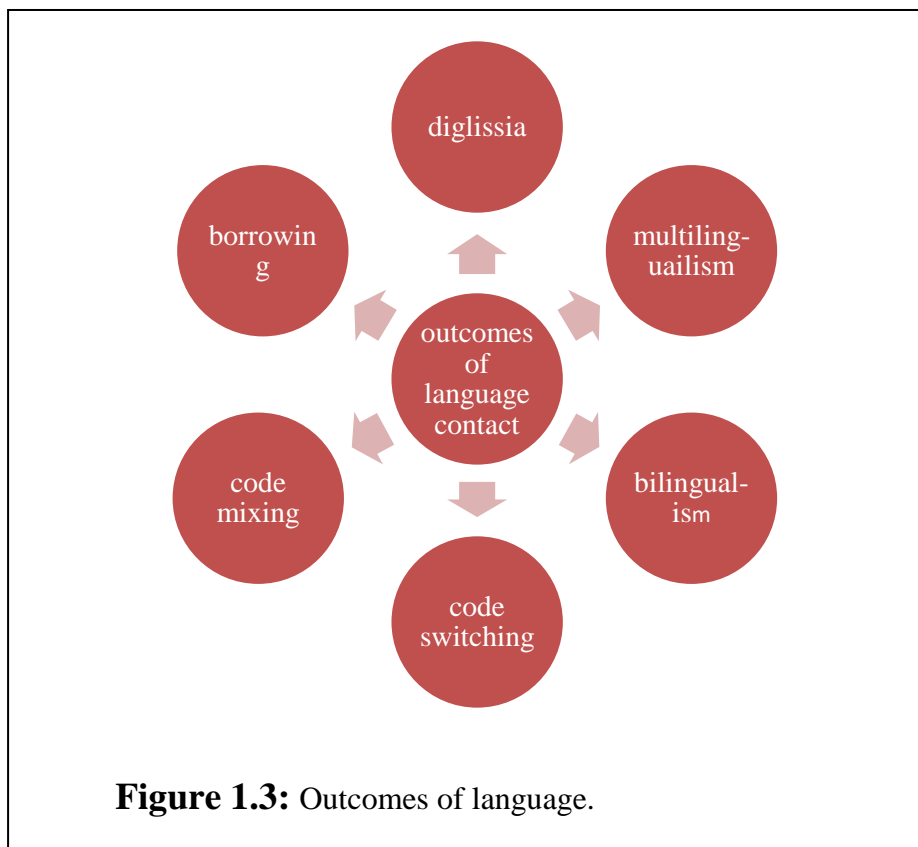
Moreover Stephan Gramley states that most languages have been influenced at one time or another by contact, resulting in varying degrees of transfer of features from one to the other. There are two main reasons which lead us to language contact first, direct contact

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where the speakers of one language turn up the midst of speakers of another language through invention , emigration and mixed marriages this may cause a lexical loans and transfer in morphology or syntos for instance Scandinavian and late old English.

Second indirect contact which happens through mediation of literature or radio, there is no mixing of speakers here, it causes only lexical loans, such as: central French and Middle English. Language contact has different types ,firstly the language shift when replace a language of a community with language of another one secondly language maintenance is the continuing use of the competition from regionally and socially powerful language, thirdly, language change by which permanent alterations are made in the features and use of language over time in terms of phonological system and meaning language contact has six main outcomes which are:



**Figure 1.3:** Outcomes of language.

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## 1 .6.1 Diglossia

Diglossia is a situation in which two varieties of the language are used under different conditions within a speech community the standard language is the high variety while the colloquial language is the low variety.

Moreover Harris and Hodgs (1981) define diglossia as: "*the presence of a high and low style or standard in a language, one For formal use in writing and some speech situation and one for collquial use.*", it has a specific characteristics Saville Troike (1982) mentioned the major differences between the law and the high variety such as the high is more prestigious than law there is a literary heritage in the high unlike the law ,children learn the high in schools while Acquire the law at home, the high variety is standardized with a traditional of grammatical study and established norms and orthography it also use at formal settings and contexts.

In the other hand in the law there is not grammatical use it used in informal settings in everyday life conversations. In addition for Guson (1959) states that "*Arabic is a diglosic language where tow variations are used within the same speech community.*"(P.325.349.). for instance: in Algeria. The two varieties are the high ( Modern Standard Arabic (MSA) and the colloquial language Algerian Dialectal Arabic (ADWilliam MarÇais (1930) stated that:

*"Arabic language appears under two perceptibly different aspects:1) A literary language so called written or regular or literal or classical the only one that had always and everywhere been written in this past, the only one in which still today are written literary or scientific works ,newspaper articles , judiciary acts , private letters ,in a word ,everything that is written ,but which exactly as it is , has perhaps never been spoken anywhere , which in my case , is not spoken now anywhere ; 2) Spoken idioms, patios . . . none of which has everywhere and perhaps for a long time the only language of conversation in all popular and cultural circles" (p. 401).*

## 1.6.2 Multilingualism

Multilingualism is the ability to speak and understand more than two languages, this is the most simple definition such as: in Switzerland its official languages are French, Italian and German. Multilingualism is so complex especially in Algeria, it can be studied from different perspectives this phenomenon was studied by different linguists for that there are many definitions for the term multilingual such as , Li (2008. p .4 cited in Cenoz 2013.) said that "*anyone who can communicate in more than one language. be it active through (speaking and writing) or passive through (listening and reading)*" (p5).

This refers to a person or an individual who can use more than two languages in order to communicate with others in his or her speech community, also a definition which is provided by the European commission (2007 p 6 as cited in Cenoz 2013) states that "*the ability of societies, institutions groups and individuals to engage on a regular, basis with a more than one language in this day to day life .*" (p 05). We can say that the term multilingualism refers to either the language use or the competence of an individual or to the language situation in an entire nation or society. According to the situation in Algeria , a multilingual person studied for spoken languages which are modern standard Arabic (MSA) ,Algerian Arabic ( A.A ) ,Tamazight and French.

## 1.6.3 Bilingualism

Bilingualism is a psychological and socio cultural linguistic behavior which involves the process of using two or more languages, it is both an individual capacity and a social phenomenon, as Bloomfield a bilingual as someone who has "*the native like control of two languages*" (p. 65.), also Mackey (1968) said that Bilingualism consists in "*the alternate use of two languages by the same individual.*" (P.555.) .Moreover according to many

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sociolinguistics, Bilingualism refers to the use of or more languages that is why bilingualism and multilingualism are used interchangeably. In addition Moradi (2014 ) clarified that:

*“A bilingual in everyday use is usually considered as an individual with can speak , interact, read or understand two languages equally well (which in this case called balanced bilingual ,but a bilingual person usually has a better knowledge than another ( p107).*

Bilingual can be active when there is a balance control between the four skills in both languages, and it can be passive when one skill or more are missing in the second language.

There are different types of bilingualism in sociolinguistic which are compound, coordinate and sub coordinate.

- **Compound bilingualism:** this type is when the speaker learns both languages in the same context and situation for that both languages have one cognitive.
- **Coordinate bilingualism:** this when the speakers learns both languages in different and independent contexts, each language will have a specific cognitive.
- **Sub coordinate bilingualism:** is when the speaker learns two languages is stronger and faster than the other language. So we find one language is more developed Than the other one.

## 1 .6.4 Code Switching (CS)

Code switching is" *the process by which bilinguals shift back and forth between one language or a dialect and another language or dialect within the same conversation "* ,this according to Trudgill (2003) in addition to Scotton (1993) who defined it as "*the use of two or more languages within Same conversation"* ( p. 1.) this means when a speaker



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shifts from one language to another in one discourse switching between linguistic units including words, morphemes sentences phrases.

In sociolinguistics we divide code switching into types the main two types are inter sentential code switching and intra sentential code switching:

- **Inter sentential code switching** : It refers to the language switches at the level of clauses , sentences or discourse which occurs at the boundaries ( outside the sentence )this type entails equitable fluency in both languages and fully mastery of the codes for example," sometimes i will start a sentence in English ytermino en espasicol" (**sometimes i start a English and finished in Spanish** ).
- **Intra sentential code switching** : it exhibits a shift in language within the clause (inside the sentence )this type of switching needs to be performed with no pause or interruption and individual who intend to switch must respect the rules of the language where by loan words are involved in between , this type common between Spanish, English bilinguals Zirker (2007 ) for instance:

“I should not behave as such mais things are out of control”

## 1 .6.5 Code Mixing (CM)

Code mixing is a process in which the speakers shift back and forth between two languages with such rapidity and density, it means one primary language but mixing in words or ideas From another language. Code mixing is a branch of sociolinguistics means when bilingual society or individual mixed words, phrases and clauses together from one language to another in one sentence. Moreover William c. Ritchie and Tejk.Bhata (2004 p337 as cited in Belarbi, 2012/2013) defined code mixing as :

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" we use the term code mixing (CM ) to refer to the mixing of various units (morphemes ,words , phrases, clauses and sentences) primarily from two participating grammatical systems within a sentence. In other word code mixing intra sentential and is constrained by grammatical principles and may also be motivated by social psychological factors" ( p 49 ).

It is unintentional an individual mix between codes when he or she does not know the correct translation or the equivalent of words in the target language.

### 1 .6.6Borrowing

Borrowing is the process by which bilingual or multilingual speakers introduce words from one language into another language and these words eventually became adopted as an integral part of the second language for example: "restaurant" is a French word but now it becomes an integral part of English language.

Moreover other definitions were given by other linguists such as Hoffer (2002) defined it as " the process of Importing linguistic items from *one linguistic system to another ,a process that occurs any cultures are in contact over a period of time "(p.1 )*.

For instance in Algeria we borrow from French to Arabic such words as : posta (la poste) , Borrowing can be direct and indirect . First , direct through oral speech by contact between people , second, indirect through written speech there in no contact with people . It also a partial or total (completely) borrowing .The total borrowing is when we follow all morphological , phonetically and orthographic , in other word we use the word as in it's original language , then , the partially borrowing , it when follow some standards such as final silent consonant or final stress in words like : ballet , buffet , machine ...etc.

According to Hockett(1958) borrowing is divided into types are listed below :

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- **Loan word:** speakers may adopt the item and the source language word for each , the borrowed style is a loanword these forms at this time function is the regular grammatical process , with nouns taking plural or possessive from of the new language and with verbs and adjectives getting native morphemes as well.
- **Loan shift:** it occurs when adapting words to the new meaning, it can be called as semantic Barrowing.
- **Loan translation (calque):** it happens when the native language uses an item native version of the original.
- **Loan blend:** it is a process in which one element is a loanword and the other is a native element.

We have to distinguishes between barrowing code switching and code mixing because, " *the former involves mixing the systems themselves i,e an item is borrowed from one language to become part of another one while the second involves mixing languages in speech*". (Hudson.1999. p. 55. ).

## 1.7 Conclusion

This chapter confirms that language is a complex phenomenon each language has its history which is different from one language to another. The spread of each language refers to the number of speakers the most language is used by a large number of speakers the more it considers as a word wide and global language, it gives an important to the language as English it is considered as the language of the world because of its use and the number of speaks in different countries around the world, it is the first language in many countries like united states of America (USA) united kingdom (UK ) and is am official language in administrations many countries in Africa like south-Africa it is also considered as a foreign language such as in Algerian context which considered as a bilingual country because of the

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language contact in the world ,which result different languages variations and dialects in the same country like Algerian case which is a complex sociolinguistic situation, the Algerian speakers use different languages and dialects in their daily conversation.

## **Chapter two**

### **The interference of the MT [Arabic] with English Pronunciation.**

2.1 Introduction.

2.2 Language Acquisition(LA).

2.3 Mother Tongue (MT).

2.4 Language Interference.

2.5 Differences between Arabic and English.

2.6 Factors that Influence English Pronunciation.

2.7 Conclusion.

## **Chapter two: Interference of MT Arabic with English Pronunciation.**

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### **2.1 Introduction**

Learning a foreign language besides your first language is considered as a complex process and this in another word means acquiring a second language which is more formal has structure rules and it is official, after you acquired your nature language or first language which also considered as your mother tongue from your environment. For this the most important thing to learners who want to learn and acquire a second or a foreign language is to learn the different aspects of the target language, also depends on the needs of the learner is she needs it to find a job, but in Algeria pupils are studying and learning English because of the importance of this language and it's demand because it's international language which is needs in different domains and fields. For that in this chapter we focus on the important things that help in acquiring a language at the same time we mentioned what make this language difficult for beginners. First we start with the most important point which is the definition of second language acquisition theories about its stages of acquiring a new language and the main factors that affect the process of acquisition of language which are vary from one person to another.

Then, we move to mother language definition what we mean by this term and how it effects on learning a second language when learners learn foreign language they always interference and effect by the nature language and that we named as language interference which is how the first language interferences the second languages passively and negatively, after that, we highlight the differences between both the Arabic and English vowel systems, Arabic and English consonant systems, stress and intonation. Finally, we mention the factors that make English pronunciation difficult for Arabs and special Algerians learners

## **Chapter two: Interference of MT Arabic with English Pronunciation.**

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### **2.2 Language Acquisition**

Language acquisition is a process in general can take place at any period of one's life, as the sense of first language or at school to acquire another language, this happens in multilingual societies because of the existence of multiple languages. Acquiring a language can be unconscious as the mother language that the child acquires his/her native language after birth, or conscious as learning a second language at school with instruction and learning the rules of the target language it is start after the age of seven.

#### **2.2.1 First Language Acquisition FLA**

First language acquisition this term refers to the way children learn their native language, children learning their native language. Linguistic competence develops in stages from babbling to one word to tow word, then telegraphic speech it differs from second language acquisition. This latter based on learning another language or languages besides the native language as Krashen(1982) that the process of learning a second language is distinguished from acquisition, with the latter being a subconscious process of gradual development of ability through use in natural communication situation with other speaker unlike acquisition as Lightboun and Spada (2001) observed that acquisition occurs during the formative years of one's life, usually start in early childhood before age three, and that is learned as part of growing up among people who speak is fluently in contrast, learning a second language is differentiated as more conscious and especially sequenced process of accumulating know ledge of linguistic features such as vocabulary, sentence, structure and grammar, typically in an institutional setting.

## **Chapter two: Interference of MT Arabic with English Pronunciation.**

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More over the children's acquire language through a subconscious process and are unaware of grammar rules. They do not require explicit instruction to learn their first language, they just pick up the language such like how they learn how to roll over, crawl and walk. Acquiring a language is depending on the environment where the children born they effected by their parents in this level children develop their language automatically without any help or instructions.

### **2.2.2 Second Language Acquisition [SLA]**

Second language acquisition it means learning a second language after the first language is already learned , anyone can learn a second language but children usually find it easier than old people, this is a process of learning occurs actively and consciously through explicit instruction and education , they learn a second language usually at school .in a general sense it is used to describe learning a second language but more specifically , it is the name of the theory of the process by which we acquire or pick up a second language ,this happens mainly while we focus on communication , which describes how formal education helps us learn language through more conscious processes.

The term second language acquisition is defined in Longmen Dictionary of applied linguistics, Jack Richards, et al (1985, p, 252) defined it as '*the process by which people develop proficiency in a second language acquisition*'. Language acquisition is a complex process as Rod Ellis (1986. p, 4) explains that '*SLA is a complex process ,involving many interrelated factors ,it is the product of many factors pertaining to the learner on the one hand and the learning situation on the other*'. This process is complicated and related each element have relation with the other one, it is not depending only on the learner alone, it is also based on the situation where, how and when this process takes a place.



## Chapter two: Interference of MT Arabic with English Pronunciation.

### 2.2.3 Theories about Second Language Acquisition

Theory	Individual with theory	Main [central] idea
Innateness	Chomsky	Childs brain contains special language learning mechanism at birth.
Behaviorism	Skinner	This theory based on children imitation of adults. Their correct utterances are reinforced when they get what they want.
Interaction	Bruner	It emphasizes the interaction between children and their care-givers[parents]
Cognitive	Piaget	This theory focus on that, language is just one aspect of a child overall intellectual development.

**Table 2.1:** Theories about SLA.

The process of language acquisition is a vague field, fir that it was studied by several linguists and psychologists whom provided us by many theories. The most known ones are : Innateness, Behaviorism, Interaction and Cognitive.

❖ **Innateness:** was leaded by Noam Chomsky who published a criticism of the behaviorist theory in (1975). He focused on the impoverished language input children receive, and adults do not use complete sentences all the time, so what a child hears is a small sample. In this theory, the process is biologically determined, human being born with linguistic information. The children are born with language acquisition device (LAD), which means that the child is able to interpret what he\she hears according to the underlying structures that are already exist in his\her brain. In this theory, Chomsky does not mean that child must know all

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the aspects of the specific language, he is referring to that human languages share common principles such as: (all languages have words for things, actions, nouns and verbs, he refers to it as Universal Grammar). The work of Chomsky on the language was just theoretical, he focused more on grammar, he did not take into consideration the reasons that make the child want to speak, the function of the language

❖ **Behaviorism:** this theory based on encouraging habit-forming. Researchers rewarded desirable behavior or which called positive reinforcement also, undesirable behavior was punished or simple not rewarded it is called negative reinforcement .this theory was first experimented on animals ,then B.F.Skinner proposed this theory as an explanation for language acquisition in humans in verbal Behavior(1957).Skinner's theory was based on that the child imitates the language of parents or caregivers he explained that, successful attempts are rewarded because an adult who recognizes a word spoken by a child will praise the child and/or give it what it is asking for, successful utterances are therefore reinforced while unsuccessful one are forgotten, It means that the parents give rewards to their child when he/she said a meaningful word. This theory was criticize by a number of linguists because Skinner focused on imitation and ignored the fact that language is a set of structures or rules which could not be worked out by imitation individual utterances, and the fact of that the children make errors improves that they are not imitating but they activate their brains and applying rules.

❖ **Interaction or input Theory:** this theory based on the idea on that language is exists for the purpose of communication and can only be learned in the context of interaction with people who want to communicate with you , we can say it is the contract of Chomsky's theory. In this theory researchers focused on the importance of the language

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input children receive from their care-givers. Interactionists such as Jerson Bruner suggest that the language behavior of adults when talking to children the most known one is (child directed speech or CDS) is adapted to support the acquisition process, they described this support by Scaffolding for the learning of language by children, Bruner also provided another term which is (Language Acquisition Support System or LASS) it is a reaction to Chomsky's LAD another interactionist studied the interaction between parents and babies who are unable to speak yet, Colwyn Trevarthen confirmed that the turn taking structure of conversation is developed through using games and nonverbal communication before using actual words. This theory seems to be useful but not essential, we can say it covers a part from the real situation because it is true that child learn from the interaction of his\her parents, however it has been noted before that children in all cultures move through the same stages of acquiring a language which leads as to the fact that there are cultures where adults do not use special ways to talk to children so CDS is not effective in this case.



❖ **Cognitive Theory:** this theory depends on the child's understanding of a concept before he\she can acquire the specific language from which express that concept. This theory was provided by the swiss psychologist Jeen Piaget who replaces acquisition of language within the concept of child's mental or cognitive development. In this theory they refer to the child's intellectual development when he\she can compare objects with respect to size, he suggested that a child who had not yet reach this stage of recognizing and make relation between objects and size would not be able to learn and use comparative adjectives as(smaller, taller...etc), children cannot realize objects before the age of eighteen months, he\she are unaware of the existence of objects which leads us to another phenomenon which is cited often to the cognitive theory which is object permanence this process cannot exist or

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applied on the child if he\she does not pass the age of eighteen months. This theory gave the attention to large increase in children's vocabulary around this age, which makes a link between object permanence and the learning of labels for objects. The cognitive theory neglected the act that children are keeping developing, so it becomes difficult to find a link between language and intellect.

### **2.2.4 Stages to Acquire a Second Language**

According to the linguist Stephen Krashen, second language acquisition occurs in five stages which are preproduction, early production, speech emergence, intermediate fluency and advanced fluency.

First, preproduction or it also called the silent period when the students take the new Language but does not speak it, this period often lasts six weeks or longer depending on the individual, they learn the terms of the language and practice them. Next, Early production in this stage the individual begins to speak using short words and sentences, but the emphasize still on listening and absorbing the new language there will be many errors in this stage. Then, the speech emergence here the speech becomes more frequent, words and sentences are longer, but the learner still heavily on context clues and familiar topics, vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions, in this stage individual can communicate using simple questions and phrases.

The other stage is Intermediate Fluency , here the communication in the second language is fluent, especially in social language situations. The learner is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the individual is

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able to demonstrate higher order thinking skills in the second language such as offering an opinion or analyzing a problem, we can say that in this stage learners have an advanced vocabulary and can use complicated sentence structures. The last stage is Advanced Fluency here the learner communicates fluently in all contexts and can maneuver successfully in new contexts and when imposed to new academic information.

At this stage the individual may still have an accent and use idiomatic expressions incorrectly at times, but the individual is essentially fluent and comfortable communicating in the second language, by this level learner will finally have several years of experience and can function at a level close of native speakers. All new learners of a second language progress through the same stages which are listed above to acquire a language but the length of time differ from each student how much time he\she spent at a particular stage is differ from one to another.

First language acquisition and second language acquisition differs from each other, since the first is depending on acquiring a native language so the speaker are fluent, however at the second it is difficult for speakers to reach fluency as native speakers of the second language. Moreover, the main difference between ways of developing language competence is manifesting most clearly in their outcomes ‘’ *through acquisition the contextual understanding of the language is gained, and through learning knowledge about the language, knowing the rules, being aware of them and being able to talk about them* ‘’. (Krashen.1983, p10, also Schmidt 1983).

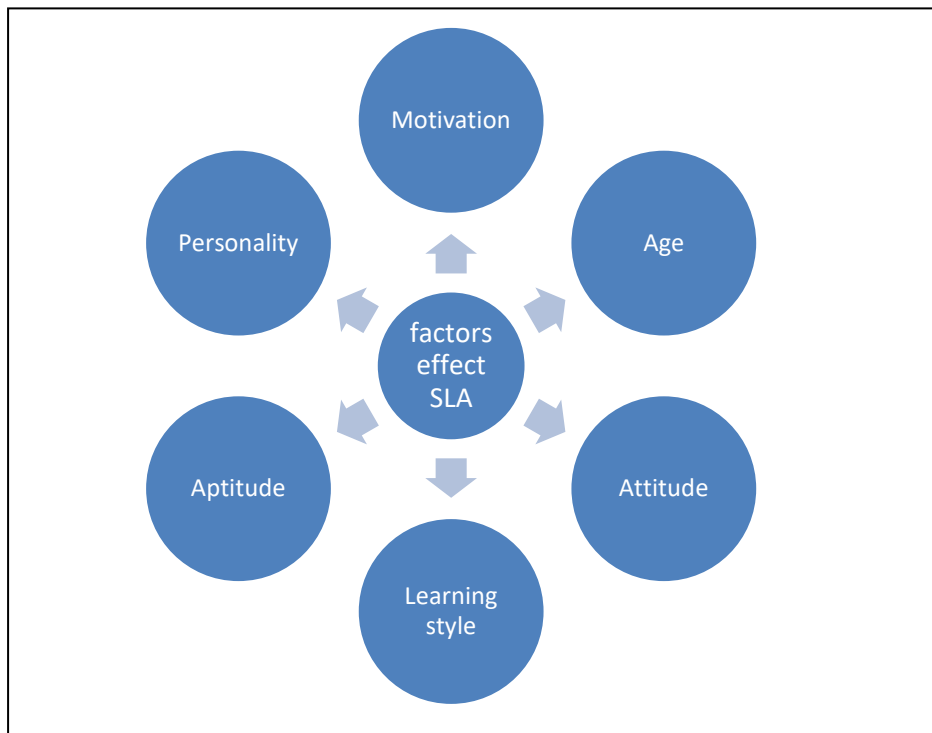
### **2.2.5.Factors that Effect Second Language Acquisition**

Second language acquisition is influenced by many and different factors such as the ones mentioned

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below:



**Figure 2.4:** Factors Affect SLA.

❖ **Motivation:** which considered as one of the most important factors we can defined motivation as the maintains goal or oriented behaviors, it is something that makes you do an act it involves the biological, emotional, social and cognitive forces that activate person's behavior, this term mostly used to describe why a person does something it is the reason behind the human actions as Richards (1985.p,185) refers to motivation as a factor that determines a person's desire to do something, we can notice that learners who have motivation are able to achieve their goals not like those who do not have it. Motivation has divided into two types by Ellis(1985.p,117)

- **Integrative motivation:** in this type the learners are interested in the language, they study the language because they want to know or take an idea about people and culture of the target language for communication purposes. Internal learners are not

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driven or affected by other people, there are no specific purposes or want to get outcomes or results.

- **Instrumental motivation:** here the learner's goals are specific, they learn a second language in order to achieve their specific purposes such as get a job or pass a test ...etc, there is a practical reason. It means learning the language for the application of the target language, here the learner do not plan to engage in social interaction using the second language. Moreover, both types can effected an acquiring a second language, but sometimes one of them can be more effective than the other such as instrumental motivation is more important when the target language is learned as a second language. However, integrative motivation is important when the target language take place as a foreign language. We can related them or distinguish them according to bilingual learners, instrumental motivation plays a role were learners replace their mother tongue by the target language according to (Ellis 1985) those learners called 'subtractive bilingualism' they want to remove their mother tongue, while Integrative motivation make learners add the second language to their skills with keeping the positive of their MT, their first language is not effected those learners according to Gardner(1975) they called 'additive bilingualism'.

- ❖ **Age:** is an important factor that, influence language acquisition, it means children or young learners are more flexible or able to learn a new language than adults. The critical period hypothesis by Lenneberg focuses on that there is a specific period of time when a child can acquire more easily and developed their language than other time, Richards (1985.p,68)added that the more a person get older the more the brain lacks the ability and adaptation , other researchers have also proved that " *learners who start learning a foreign language as children achieve a more native, like accent than those who start as adolescent are adults*".(Dyama,1976.Asher and Garcia,1960).other studies which was carried lately

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improved that the process of acquiring is related to the environment or the setting such as (Snow and Hoefnagel Hohle, 1978, Fathman, 1955) provided that “*SLA in formal learning environment give the opposite results, in the case of classroom learning adults appear to be better both in syntax and morphology, while adolescents are the best and also progress faster*”. However the cognitive explanation shows the differences between children and adults in relation to their abilities to learn a language, because old learners are more familiar with linguistic rules and they can apply them in contrast to children who use a language as a mean of expressing themselves they cannot respond to it as a form. Ellis (1985.p, 107. Patsy Lightbown 2000. p, 60) summarized this factors by stating that “ *the route of SLA is not influenced by the starting age but there is a relation between the rate of learning and the age of learners*’’. To sum up, we can say that adolescents learn faster than adults and children as far as grammar and vocabulary are concerned.

❖ **Attitude:** by the term attitude we refer to a set of beliefs, emotions and behaviors toward a specific person, thing or event, it is resulted from personal experiences that have a strong influence on the person’s behavior, attitude can be positive or negative towards a language, its people or even its culture this may effect on the process of acquisition as (Richards. 1985.p, 155) clarified that the expression of positive or negative feelings toward a language may reflect impression of linguistic difficulty or simplicity, ease or difficulty of learning degrees of important social status...etc. this process is depending on how learners feel toward this language. Attitudes are classified into three types by Stern (1983.p, 376-7):

- Attitudes towards the community and people who speak L2.
- Attitudes towards learning and language concerned.
- Attitudes towards languages and language learning.



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❖ **Aptitude:** it refers to the prediction of how well learner can learn or acquire a second language in a particular time as Ellis (1986) stated that “ *aptitude refers to specific ability has for learning a second language* ”. (p,293) it means that the learner has natural ability to learn a language . furthermore, Richards (1985) added that “ *language aptitude is thought to be a combination of various abilities such as the ability to identify sound patters in a new language, the ability to recognize the different of grammatical functions of words in sentences...etc.*”(p,154) those abilities are measurable with aptitude tests, for learning and proficiency in learning the language. It is expressed in interest, and it is reflected in current performance which is expected to improve over time training. The learners try to achieve faster progress learning and in higher levels of ultimate attainment in proficiency by the end of the course, learners with higher language aptitude can learn faster and easily from that the low aptitude.

❖ **Learning style:** it means the way how learners try to learn a language it is also called cognitive style. Learners have different ways in order to learn a new language according to Richards some of them focus on learning grammatical rules which called(audio learners ), others are interesting on writing words and sentences to help them to remember things(kinesthetic learners), and others may find themselves remember things better if they are associated with pictures(visual learners) . Moreover, Keefe(1979, as cited in Ellis 1994,p,499) described learning style as “ *the characteristics cognitive, effective and psychological behaviors that serve relatively stable indicators of how learners perceive, interact with and respond to the learning environment.*” the learning style of students can be effected by other factors which can be genetic background., their culture and previous experience. Learning style does not guarantee the absolute success in second language because it is influenced by other factors, but it leads the learners to explore the most effective

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way to achieve the best results. If the learners are aware and conscious about their learning style and they know exactly what they want to achieve and how they achieve it the process of second language acquisition will be successful.

❖ **Personality:** it refers to a set of features that characterize a person or an individual, this concept is too complex because of its complicated nature which make it difficult to define it with a specific definition , personality plays an important role in language acquisition, because learners when learn a new language they do not study only with their cognitive abilities but also with their effective states which influence the way they acquire a language sometimes, they considered as benefits while the others as an obstacles in learning a second language. Moreover, everyone is different from others and he\she characterize by a unique and basically unchanging pattern of traits, disposition or temperaments that personality has, however it has been studied in a variants or different ways, it has been viewed as pertaining to different forms of information processing styles or learning styles, as provided by Messick 1994. Personality have effected by many factors as (Ellis, 1986.p,119-121.Pasty, 2000.p,54) stated *that'' the most important personality factors are self-esteem, inhibition, risk taking, anxiety, introversion, extroversion and empathy''*.

- **Self esteem:** is a psychological phenomenon where an individual evaluates his\her competences and own self according to some values.
- **Inhibition:** is related to self esteem, the weaker the self esteem the stranger the inhibition to protect the weak ego.
- **Risk taking:** it is the ability of being eager to try new information in linguistics intelligently regardless of embarrassment.
- **Anxiety:** it refers to the feeling of uneasiness or fear about something, it considered as a negative factor in SLA.

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- Introversions or extroversions: introvert learners work alone better they are self-motivated, while extrovert learners are very social.
- Empathy: is the ability to identify more easily with speakers of L2.

### 2.3 Mother Tongue

#### 2.3.1 Definition of Mother Tongue

The term mother tongue is defined by many linguists and in different ways, it refers to the child's first language. It is the first language that is revealed to the surrounding of a child after his/her birth, that is to say it is the language that is acquired by the kid as Skiba (2000) said that ‘ ‘ *MT is one's native language, the language learned by children and passed from one generation to the next, it is received by birth or from ancestor.* ’ ’ Moreover according to Tomas, he defined it as:

*‘ ‘ Mother tongue is the first language that a person learned, in the term of that view, the person is defined as a native speaker of the first language. Although one may also be a native speaker of more than one language, if all of the languages were learned without formal education ’ ’.*

The mother tongue helps a child to communicate with others by expressing their emotions, feelings and needs, also to interact in an appropriate and creative way. It is known as the native language or the first one that learned by kids in their early childhood from their parents as mentioned in the Free dictionary. Furthermore, it reveals person's nationalities and identity, it helps to differentiate people according to their origins and countries. Generally MT refers to not only the one's language that learns from one's mother, but also dominant and home language, it is not known as the first language only according to the time of acquisition but to the ability to master its linguistic and communicative aspects.

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### 2.3.2 The Role of the Mother Tongue in Acquiring a Second Language [SLA]

The use of the mother tongue in acquiring a second language is prohibited by teachers in the EFL classes and cannot decide whether it is a good idea to use it or not and how, when, why, and for what, we can find this phenomenon mostly, in contexts where both the teacher and the learner have the same mother tongue.

Furthermore the use of MT should be reduced and only to help learners to understand the meaning of the target language as Larsen Freeman (2000) stated that'' *the native language of the students is used in the classroom in order to enhance the security of the student, to provide a bridge from the familiar to the unfamiliar and make the meaning of the target words clear*''.(p,101-102)when a child learn in his\her mother tongue ,there are many benefits , it makes it easier for them to pick up and learn other languages, using MT helps to develop their critical thinking and literacy skills with their social and cultural identity, also studies show that children learning in mother tongue adopt a better understanding of the curriculum and the self esteem is higher for learners, the children that capitalize on learning through multilingualism enjoy a more socioeconomic status, earn higher earnings.

Moreover, Tang added that moderate and judicious use of mother tongue is helpful and can facilitate the learning and teaching of the target language. The use of MT helps learners to express themselves because it gives them sense of security, the students will be able to take risks in the other language there are many studies which has been reported that the use of MT has various purposes in EFL or ESL classes as explaining the grammar, giving instructions, helping students and correcting activities (Atkinson, 1978,Cook, 2002, Gregg and Gil,2007, Petal and Jain ,2008), also (Telik, 2003, Şenel, 2010) added that '*it gives the meaning of unknown vocabulary*'' . In addition '*using L1 helps maintain class discipline,*

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*build rapport and reduce social distance with students.*”(Nation, 2003; Jingscia, 2009; Ramos,2005).

However, mother tongue should not be overused in EFL classes because the more the students are exposed to the target language the better they will learn it, Cook focused on the importance of the use the TL and encouraging L2 use, also Nation (2003) points out that using the mother tongue a lot in the classroom will reduce the input and the opportunity of practice . Atkinson showed the danger of overuse of L1 in language classes which will lead to the translation of most language items into L1.

In fact the mother tongue is helpful when learning a second language, but learners should not rely only on their L1 because this will make them acquire the language, but do not produce it. Student have to practice more and try to use L2 mostly and when they communicate with their teacher or with their peers in the classroom, and let their MT as a last choice when they face a difficult item or do not understand something in the target language.

### **2.4 Language Interference**

#### **2.4.1 Definition of Language Interference**

The term interference was firstly used by Weinrech (1953.p,1) in ‘*Language in Contact*’ to describe the change in the system of a language in relation to the contiguity of these languages with elements of other languages. Language interference is a complex process which makes a number of linguistics interested to study this phenomenon, they provided us with different definitions for this term, starting with Ellis (1997.p,51) refers to interference as “transfer” which he says the influence that the learners first language exerts over the acquisition of a second language.

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Also, Subandowo (2018) who defined language interference as transfer also known L1 interference, linguistic interference and cross meaning, it refers when a speaker or writer applies knowledge of his\her native language to a second language. In addition Odlin (1989) added that transfer is'' *the influence ensuring from similarities and differences between the TL and any other language that has been antecedently and may be imperfectly acquired*''.(p,27), it means that learners effected by their mother tongue so they try to find the similarities and differences between the two languages. Another definitions provided by Gass(1996) who describes transfer as "*the use of the NL (or other language) data on the acquisition of L2 or an addition language*".

Moreover Duly, et al in Bhela (1999) defined it as'' *interference the automatic transfer due to habit, of the surface structure of the first language into the surface of the target language*'' . This goes back to the mastery of the mother tongue more than the second or the foreign language. Thomas(2004) said that:

*"Transfer can be of two types positive transfer and negative transfer, the positive transfer refers to the process of using rules from L1 which facilitates or has a positive influence on learning L2, this transfer is mostly due to similarities between L1 and L2. In contract negative is the transfer of rules from L1 which impedes or has harmful influence on the command of rules of L2 this is due to differences between L1 and L2"*. (p,271)

This make us recognize the two different types of language transfer, the first one where the two languages share same rules this is the positive side, but where there are differences between the rules of L1 and L2 this refers to negative transfer.

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In another hand, language interference considered as a factor that leads students to make errors when acquiring a second language such as Nunan(2001) said that ‘ *where the first and second language rules are not the same , errors are likely to occur as a result of interference between the two languages*’. (p, 89), this happens when learners rely on their mother tongue in order to understand the target language.

Moreover, it is found that the Arabic language interfere with Arabs learners of the English language, especially when it comes to use, this goes back to the fact that there are some sounds do not exist in the Arabic language as Abdulwahd (2015) stated that ‘ *some English consonants sounds do not exist in the Arabic language like \p\,\v\ and \ʃ\ and even these consonants like \t\or\k\ are not identical but different in the manner and even in the place of articulation* ‘, here he explained that English \t\ is alveolar and aspirated in word initial position followed by a vowel like tea\ti:\ whereas the Arabic \t\ is dental and non-aspirated in the same word position as in \tin\.

Also Scott and Tucker (1974) proposed that cases of interference in spoken English by Arab learners is from colloquial Arabic as certain speakers of other dialects in addition to Barros (2003) who concluded that ‘ *Egyptian subjects make pronunciation errors that were different from errors made by subjects from Saudi Arabia and Kuwait*’. This refers to that dialects or the varieties is the most factor that effected in learning second language or a foreign language which leads the learners to make errors in the target language because they are affected by their mother tongue and they try to learn a new language with depending on their first language.

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### **2.5 Differences between Arabic and English in the phonological system**

Phonology refers to the study and description of the special sounds units of a language phonemes by other special characteristics as Burgress and Spender (2000) maintains that the phonology of a target language works including segmental and super-segmental features, generally speaking, phonology is the study of the rules that govern or control the structure distribution, and sequencing of speech sound and the shape of syllables, it deals with distinction of tone and stress languages.

English and Arabic are two different languages, they differ in many aspects such as grammar, semantics, morphology, syntax and specially phonology as Smith( 2001) stated that ‘*the Arabic and English phonological system are very different, not only in the range of sounds used, but in the emphasis placed on vowels and consonants in expressing meaning*’.(p,155-196), the both languages belong to two different families. English is a Germanic language, which comes from Endo-European languages.

English has twenty-six letters and forty-four sounds which divided into twenty vowels and twenty- four consonants sound, it is written and read from left to right. While Arabic is a Semitic language, it has twenty-eight letters, all are consonants accept the first and the last two letters can act both consonants and vowels. Arabic is written and read from right to left unlike English, its pronunciation and spelling vary from one country to another.



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English Letters	Sounds	Letters in Arabic	Sound	Representative in English
A	[eɪ]	ا	الف	A
B	[bi:]	ب	باء	B
C	[si:]	ت	تاء	T
D	[d i:]	ث	ثاء	ə
E	[i:]	ج	جيم	J
F	[ef]	ح	حاء	h
G	[dʒi:]	خ	حاء	Kh
H	[eɪf]	د	دال	D
I	[aɪ]	ذ	ذال	Dh
J	[dʒeɪ]	ر	راء	R
K	[keɪ]	ز	زاي	Z
L	[el]	س	سين	S
M	[em]	ش	شين	ʃ
N	[en]	ص	صاد	ʂ
O	[əʊ]	ض	ضاد	ɖ
P	[pi:]	ط	طاء	t
Q	[kju]	ظ	ظاء	z
R	[ɑ:]	ع	عين	ʒ
S	[es]	غ	غين	Gh
T	[ti:]	ف	فاء	F
U	[ju:]	ق	قاف	Q
V	[vi:]	ك	كاف	K
W	[dʌbalju:]	ل	لام	L
X	[eks]	م	ميم	M
Y	[wəɪ]	ن	نون	N
Z	[zed\zi:]	ه	هاء	H
		و	واو	W
		ي	ياء	Y

**Table 2.2.** English and Arabic alphabet.

### 2.5.1 Differences between Arabic and English in the Vowel System

The English language has a rich vocalist system, which consists many sounds unlike Arabic which is marked by a limited vocalist system and a rich consonantal system and this appears especially in pronunciation. In Arabic there are six vowels , three short vowels

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and three longs one, but only the long vowels are written which are represented by the following letter /ا/, /و/ and /ي/ the short vowels are not a part of the alphabet. However, English has a lot of sounds, it contains twenty vowels which are divided to long vowels like /i:/, /e:/, /ɜ:/ and short vowels as /i/, /a/, /u/, and diphthongs such as /əi/, /ai/ and /ei/. Vowels as a speech sound in which the air from the lungs is not blocked and is pronounced with vibration of the vocal cords.

### ➤ Arabic vowel system

Arabic contains only six vowels which are mentioned below:

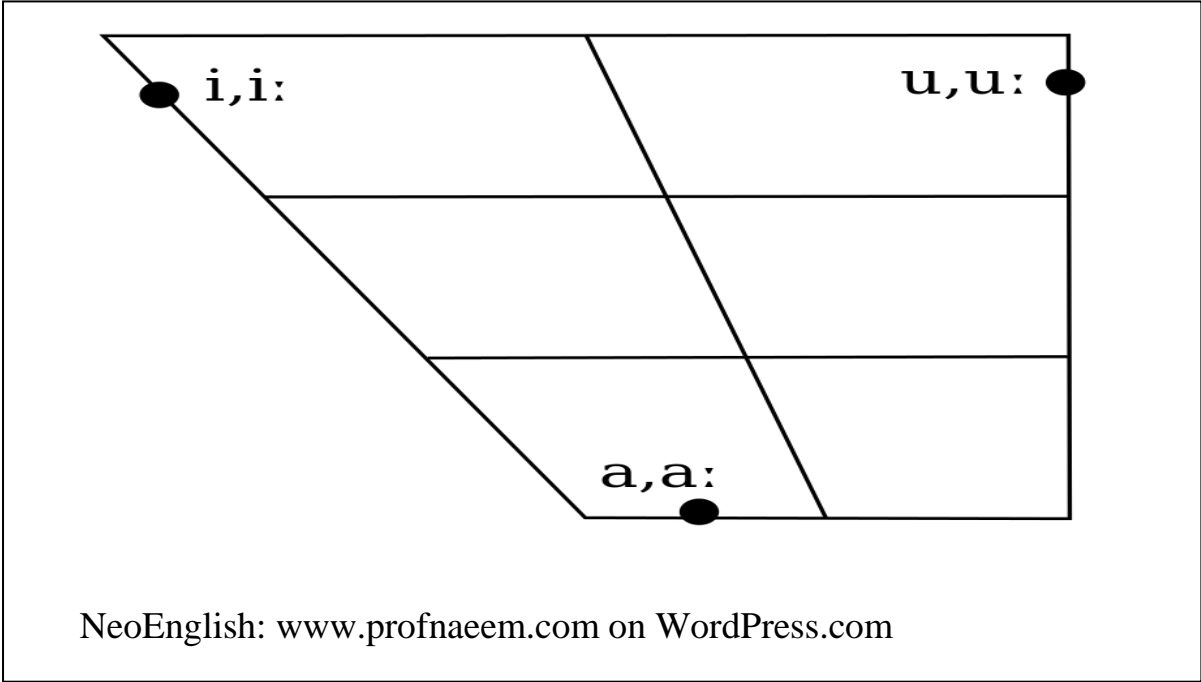


Figure 2.5 : Arabic vowel system.

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### ❖ Short vowels

In the Arabic language there are three short vowels which are not written, it is called ‘‘El Harakat’’, they are not considered as letters, they are listed in the table below

Name	Character	Explanation	Pronunciation	Example in english	Example in arabic
Fatha	َ	Fatha is a diagonal stroke written above the consonant which precedes it in pronunciation, it represents a short vowel \a\ [ a short ‘‘ah’’ sound like ‘‘run’’	A	As the sound \a\ in ‘‘ bath’’	قلم
Damma	ُ	It is an apostrophe like shape written above the consonant which precedes it in pronunciation. It is represents a short vowel \a\.	U	As the sound \u\ in ‘‘put’’	مهندس
Kasra	ِ	It is diagonal stroke written below the consonant which precedes it in pronunciation. It represents a short vowel \i\.	I	As the sound \i\ in ‘‘sit’’ ‘‘with’’	بنت

**Table 2.3:** Arabic short vowels.

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### ❖ Long vowels

Arabic has three long vowels which are the written ones they are represented in the table below:

Name	Symbol	Explanation	Pronunciation	Example in english	Examples in arabic
Alif	ا	Alif is the long vowel a, it is formed in any letter which has a Fatha followed by ,,or,,with a sukun [along ‘’ahh’’ sound]	À	As the sound ‘’ha’’ in ‘’heart’’	باب  \baab\
Wàw	و	Waw is the long ù vowel \u\ [ like ‘’oo’’ in ‘’foot’’] it is also represents the consonant ‘’w’’, when it is used to represents the long vowel, damma appears above the preceding consonant. It is formed in any letter which has a damma followed by a \و\ with a sukun.	Û	As the ‘’shu’’ in ‘’shoot’’	بومة  \buuma\
Ya’	ي	Is the long vowel \i:\ , [ like ‘’ee’’ in ‘’ ] it is also represents the consonant ‘’y’’. when ‘’ya’’ is used to represents the long vowel , kasrah appears above the preceding consonant. It is formed in any letter which has a kasrah, followed by a \ي\ with a sukun.	I	As the sound ‘’fi’’ in ‘’feed’’ and ‘’feet’’	بيض  \biid\

**Table 2.4:** Arabic long vowels.

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### ❖ Arabic Diphthongs

In the Arabic language diphthongs are a category of vowels, they are monosyllabic sounds that begin with one vowel and glide into the other one. There are two diphthongs in Arabic. Sometimes it is difficult to distinguish between vowels /ي/''yaa'' and /و/''waw'' and diphthongs the ''waw'' and ''yaa''. the ''waw'' and ''yaa'' are diphthongs when they have Sukun over it, when there is no Sukun they considered as long vowels as it is showed in the table below:

Diphthongs	Example	Transliteration	Example in English
وْ	صوم, صوت	/aw/	Lonely, low
يْ	ليل, بيت	/ay/	Day , may

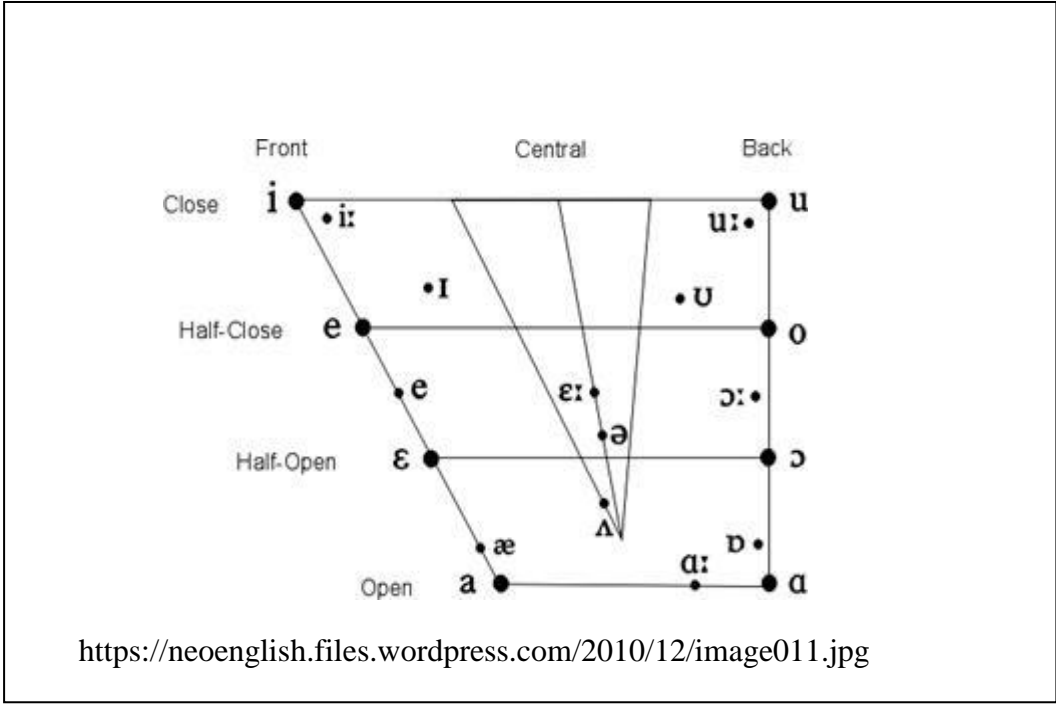
**Table 2.5:** Arabic Diphthongs.

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## ❖ English vowels

The English language contains twelve vowels, which divided into two types:

Seven short vowels and five long vowels. Which are mentioned below:



**Figure 2.6:** English vowel system.

## ❖ Short vowels

In the English language there are a large number of vowels, it contains about seven short vowels which are listed in the table bellow:

Short vowels	Explanation	Examples
/ɪ/	Is commonly represented by /i/ in a closed stressed syllable but also as /a/,/e/ or in unstressed syllable.	Fill, will, <b>it</b> , with, rich, private, except.
/e/	It is represented mostly by /e/ in a closed stressed	Bed , went ,head, breath

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	syllable but also as /ea/, and/a/ in unstressed syllable.	, menu.
/æ/	It is somewhere between /a/ and /e/, it is mostly pronounced slightly longer in American English than British English. It is always represented by the letter ‘a’ in a stressed closed syllable, but not all such occurrences are pronounced as /æ/.	Rash, hand, lamp, land, sat.
/ɒ/	It is similar to the sound ‘o’ in other languages. It is represented by ‘o’ in a closed stressed syllable, although such ‘o’ can be pronounced differently like Americans do not use this vowel, they say /ɑ :/ instead.	Gone , pot, god ,sorry, top, holiday
/ʌ/	It is similar to /ɑ:/, but it is never pronounced long in English, it is always represented by /u/ in a stressed closed syllable, or by an ‘o’ but it can be pronounced also in a different way.	Dull ,cut, bus, but, come
/ə/	It can be represented by any vowel [a,e,i,o,u] in an unstressed syllable, as the indefinite	Possible, a , , women.
/ʊ/	It is similar to the sound ‘u’ in other languages, it is mostly represented by ‘u’ in a closed stressed syllable [when it is not/ʌ/], it is also can be denoted by ‘oo’, ‘oul’ and other letter group.	Full , put, butcher, wood, would, good.

**Table 2.6:** English short vowels.

### ❖ Long vowels



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English contains five long vowels which are mentioned below

Long vowels	Explanation	Examples
/i:/	It is represented usually by ‘ee’ and often also by ‘ea’ single ‘e’, finally ‘y’ and others it is mostly long when it is in a stressed syllable and short when it is not, but not necessarily.	Tree , complete , reason, field, sei.
/ɑ:/	It is the closest one to the sound of the letter ‘a’ in other languages as also is represented \ɑ\ in some dictionaries. There is no specific rule which would tell you ‘a’ is pronounced as \ɑ:\ instead of \æ\, it is used in British English.	After , father, calm, aunt, clerk.
/ɔ:/	It is similar to the British sound \ɒ\. It is mostly represented by ‘aw’, ‘al’, ‘ou’, ‘au’, ‘oun’ ‘or’.	Lawn, dawn, call, bought, fault, court, born.
/ʊ:/	When there is a long ‘u’ sound in English, it is pronounced ‘darker’ than ‘ʊ’, it is usually represented by ‘ew’, ‘oo’, ‘ue’ and ‘ou’.	Moon, soon, blue, chew, soup, through.
/ɜ:/	It is pronounced the same as \ə:\ in some dialects, some dictionaries do not use it they write simply \ə:\, it is used in British English it is usually represented by ‘ir’, ‘er’, and ‘ur’.	Girl, bird, serve, herd, turn, curve.

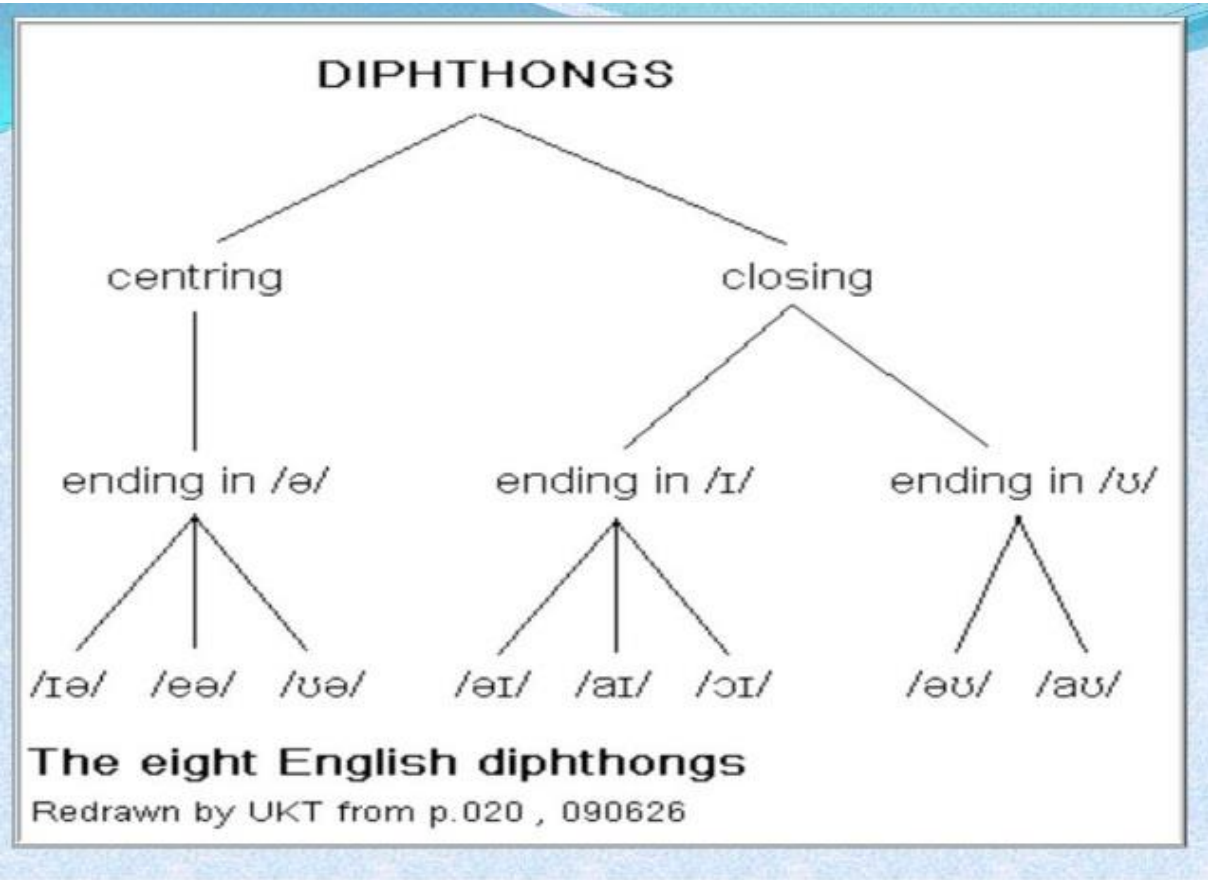
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Table 2.7: English long vowels .

### ❖ English Diphthongs

Diphthongs are defined as a sequence of two vowels. It consists of a movement from one vowel to another, they are like long vowels the first part is longer than the other.

English contains eight diphthongs which are divided into two types: centering and closing.



**Figure 2.7:** Types of English Diphthongs.

Diphthongs	Explanation	Examples
/ɪə/	It is similar to the sound \ear\, it is mostly occurs with letters combination that include \ee\, \ie\ and \ea\.	Dear, deer, pier, weird, idea, near.

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/eə/	This creates a sound similar to \air\ and mostly occurs with combination of letters that include ‘ai’, ‘a’ and ‘ea’.	<b>Air, chair, rare, mare, wear, bear.</b>
/ʊə/	This is similar to the sound \sure\ and often occurs with letters that include ‘oo’, ‘ou’, ‘u’ and ‘ue’.	<b>Poor ,tour ,cure, pure.</b>
/ei/	This creates sounds similar to \great\ and mostly it occurs with the combination of letters that include ‘ey’, ‘ay’, ‘a’, ‘ai’, ‘ei’ and ‘ea’.	<b>Lay, pay, waist, rain, late, waste, they, break.</b>
/aɪ/	It is similar to the sound \eye\ and mostly represented by combination of letters that include ‘I’, ‘igh’, ‘y’ and ‘ie’.	<b>.write, crime, fight, might, buy, eye, lie, die.</b>
/ɔɪ/	It creates sounds similar to \boy\ and usually represented by combination of letters that include ‘oy’ and ‘oi’.	<b>Oil, toy, voice, boy, boil,</b>
\əʊ\	This sound is similar to \boat\ and mostly it occurs with the combination of letters that include ‘ow’, ‘oa’, ‘o’, ‘oe’ and ‘ou’.	<b>Slow, blow, though., soal, toe, round, old, folk.</b>
/aʊ/	It creates a sound similar to \our\ and it is mostly occurs with letters combination that include ‘ou’ and ‘ow’.	<b>House, now, out, town, hound, cow.</b>

**Table 2.8:** English Diphthongs.

### ❖ English Triphthons

In the English language there are three triphthongs which can be looked as being composed of the five closing diphthongs which ended with /ɪ/ and /ʊ/ by adding /ə/ at the end. Triphthongs have three vowel sounds in a row. However, they are not always fully pronounced since very often the second element [the /ɪ/ or /ʊ/ ] in the middle considered weak

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or left out, this process in RP called smoothing . The five English triphthongs are listed in the table below:

English Triphthongs	Examples
/eɪə/ = /eɪ/+/ə/	Player , mayor, payer.
/aɪə/= /aɪ/+/ə/	Inspire , dire ,fire ,liar.
/ɔɪə/ = /ɔɪ/+/ə/	Employer, loyal, royal.
/əʊə/ = /əʊ/+/ə/	Slower, lower, mower.
/aʊə/ = /aʊ/+/ə/	Hour, sour, flower, power, our.

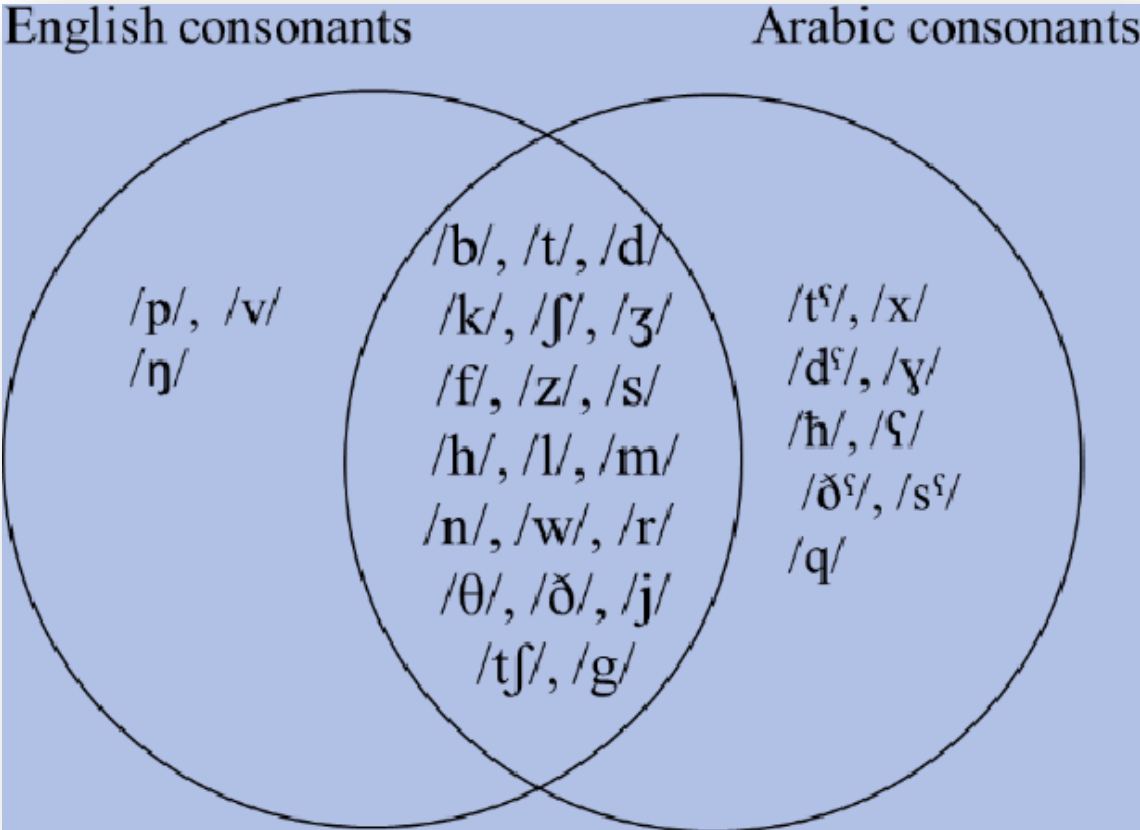
**Table 2.9:** English Triphthongs .

### 2.5.2 Differences between Arabic and English in Consonants System

Consonants are defined as speech sounds where the air from the lungs is either blocked, or the opening between the speech organs is so narrow that the air escapes with audible friction. English and Arabic have different consonant system, they vary from each other in terms of the written form of those consonants or the number in the English language there are twenty-six consonants, while Arabic contains twenty-eight consonants, in addition to some English consonants that have no equivalent in Arabic speech, which considered as the most important factor that effected or influence the learners of English as a foreign language and their pronunciation.

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Those differences make the learner confused especially in the differences of consonants sometimes learners cannot pronounce words because of the absence of the equivalent letter in the Arabic language which can create a miss-understanding. The figure bellow represent the differences and similarities between the Arabic and English



<https://d3i71xaburhd42.cloudfront.net/3231d2b724a0a62b9fe21623421dd184e53e750a/19-Figure2.1-1.png>

**Figure 2.8 :** Arabic and English consonants.

**❖ Arabic Consonants**

Arabic has twenty letters, all considered as consonants besides the letters [l,a],[ɟ,w] and [ɟ,y] which plays the role of vowel and consonant, they are written from the right to the left.

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In the Arabic language, the letters are linked together from both sides when writing words, most of the letters are written in different forms to some extent depending on their position in the name whether, initially, medially, finally, or standing alone. In Arabic there are no capital letters, this according to Chacra (2007). They divided into two types the first one is connectors which can be found in the four shapes and the second ones are non-connectors which have only two shapes initially and finally. The pronunciation of the Arabic consonants can differ from one country to another, also there are some consonants do not exist in English or do not have similar sound in the English language. In the table below shows the Arabic consonants and their pronunciation.

### The Arabic Alphabet: Consonants

Name	Isolated	Initial	Medial	Final	Transliteration	Sound
'alif	ا			آ	' / ā	long unrounded low central back vowel
Bā'	ب	ب	ب	ب	b	voiced bilabial stop
Tā'	ت	ت	ت	ت	t	voiced aspirated stop
<u>Thā'</u>	ث	ث	ث	ث	th	voiceless interdental

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						fricative
Jīm	ج	جـ	جَ	جِ	j	voiced palatal affricate
Ḥā'	ح	حـ	حَ	حِ	ħ	voiceless pharyngeal constricted fricative
<u>Khā'</u>	خ	خـ	خَ	خِ	kh	voiceless velar fricative
Dāl	د			دَ	d	voiced dental stop
<u>Dhāl</u>	ذ			ذَ	dh	voiced interdental fricative
Rā'	ر			رَ	r	voiced dental trill
Zāy	ز			زَ	z	voiced dental sibilant

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Sīn	س	س	س	س	s	voiceless dental sibilant
<u>Shīn</u>	ش	ش	ش	ش	sh	voiceless palatal sibilant
Ṣād	ص	ص	ص	ص	ṣ	voiceless post-dental sibilant emphatic
Ḍād	ض	ض	ض	ض	ḍ	voiced post-dental emphatic stop
Ṭā'	ط	ط	ط	ط	ṭ	voiceless post-dental emphatic stop



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Zā'	ظ	ظ	ظ	ظ	z	voiced post-interdental emphatic fricative
ʿayn	ع	ع	ع	ع	ʿ	voiced pharyngeal fricative
Ghayn	غ	غ	غ	غ	gh	voiced uvular fricative
Fā'	ف	ف	ف	ف	f	labio-dental voiceless fricative
Qāf	ق	ق	ق	ق	q	voiceless unaspirated uvular stop

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Kāf	ك	كَ	كْ	كُ	k	voiceless aspirated palatal or velar stop
Lām	ل	لَ	لْ	لُ	l	voiced dental lateral
Mīm	م	مَ	مْ	مُ	m	voiced bilabial nasal
Nūn	ن	نَ	نْ	نُ	n	voiced dental nasal
Hā'	ه	هَ	هْ	هُ	h	voiceless glottal fricative
Wāw	و			وُ	w	voiced bilabial glide
Yā'	ي	يَ	يْ	يُ	y	voiced palatal glide

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[https://web.uvic.ca/hrd/hist455/consonants/consonants\\_pres.htm](https://web.uvic.ca/hrd/hist455/consonants/consonants_pres.htm)

**Table 2.10:** Arabic consonants.

### ❖ English Consonants

Consonants are produced due to the movement of air through a group of stages such as Todd (1985) stated that ‘ ‘ *a consonant is formed when the stream of air is restricted or stopped at the same point between the vocal cords and the lips*’ ’ (p.14).

The English consonants are categorized according to several characteristics which are voicing , place and manner of articulation which are defined as :

- ✓ **Voicing:** is defined as the existing of vibration or the lack of vibration in the vocal cords as Jones (2003) provided that “the term voicing is used to refer to the vibration of the vocal folds” (p, 581)?
- ✓ **Place of articulation:** is about where the air is approximant narrow or obstruct in the vocal tract as Payne (2007) stated that “the point at which the air stream is the most restricted “(p.10). it is divided into :bilabial, labiodentals, dental, velar, alveolar, alveo-palatal, palatal, glottal and retroflex.
- ✓ **Manner of articulation:** it is the way in which the air passes through certain parts of the vocal folds, it is the relation between the articulators as Payne (2007) defined it as “*what happens to the moving column of air*”.(p.1). it is divided to: stops. Affricate, fricatives, nasal, literal and glide. It is showed in the table below:

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		MANNER	VOICING	PLACE						
				Bilabial	Labiodental	Interdental	Alveolar	Palatal	Velar	Glottal
OBSTRUENTS	Stop	Voiceless	p			t		k	ʔ	
		Voiced	b			d		g		
	Fricative	Voiceless		f	θ	s	ʃ		h	
		Voiced		v	ð	z	ʒ			
	Affricate	Voiceless					tʃ			
		Voiced					dʒ			
SONORANTS	Nasal	Voiced	m			n		ŋ		
	LIQUID	Lateral	Voiced			l				
		Rhotic	Voiced				r			
	Glide	Voiced	w				j	w		

<https://i.pinimg.com/originals/f7/47/4b/f7474b3c12745d5484b720aecdlaf081.png>

**Table 2.11:** English consonants .

Foreign language learners mostly study the British English specifically “Received Pronunciation” [RP] is considered as the prestige variety it is often referred to [BBC English], it is widely used in educational system, ‘*this accent has been most fully described and used in the basis for pronouncing dictionaries*’. The English consonant system contains a large number of consonants, which has been listed in the table, they classified them according to some factors which creates types of consonants are:

- **Stops:** “*plosives often called stops in some phonetics books*” (O’Connor 1967, 51). Are sounds in which there is a complete cuts off the airflow in the mouth, so the air is blocked for a fraction of a second, the pressure increases behind the place where it is blocked and then released with a small burst of sound called a plosion, it is produced by using the tongue, the lips and larynx. The stops are  $\{p, b, t, d, k, g\}$  and  $\{ʔ\}$ , they can be either voiced or voiceless.

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- **Fricatives:** they are defined by Roach(2009,84) as “*consonants that produced with the air escaping through a small passage and make a hissing sound*”. they creates when the articulators involved in the constriction approach get close enough to each other to create a turbulent airstream, it produced a hissing noise called ‘‘friction’’. There is still enough of an opening for airflow to continue, but the opening is narrow enough of it causes the escaping air to become a hissing sound. The fricatives of English are: the  $\text{\}f\text{\}, \text{\}v\text{\}, \text{\}s\text{\}, \text{\}z\text{\}, \text{\}ʃ\text{\}, \text{\}ʒ\text{\}, \text{\}θ\text{\}, \text{\}ð\text{\}$  and  $\text{\}n\text{\}$ , also they can be voiced and voiceless.
- **English affricates:** is a sound composed of a stop portion and a fricative portion. They are  $\text{\}tʃ\text{\}$  and  $\text{\}dʒ\text{\}$  the airflow is first interrupted by a stop, but instead of finishing the articulation quickly and moving directly into the next sound, the tongue pulls away from the stop slowly so that there is a period of time after the stop where the constriction is narrow enough to cause a turbulent airstream, the difference between  $\text{\}tʃ\text{\}$  and  $\text{\}dʒ\text{\}$  is the first is voiceless but the second is voiced. Clark and Yallop (1995) defined them as” they are produced when the air stream is blocked somewhere in the mouth”.(p, 67).
- **Nasals:** are sounds produced by closing the mouth at some point, and at the same time lowering the soft palate so the air can escape through the nose, they are almost always voiced they do not have significant voiceless, in English there are  $\text{\}m\text{\}, \text{\}n\text{\}$  and  $\text{\}ŋ\text{\}$ . Ladefoged and Maddieson(1996) stated that “ nasals are consonants in which the velum is lowered and there is a closer in the oral cavity somewhere in the front of the velar opening”(p, 102).
- **Literal consonants:** that is where the breath instead of passing down the center of mouth, it passes round the sides of an obstruction set up in the centre by pressing the

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tip and blade of tongue against the alveolar ridge, the sides of the remainder of the tongue are not in contact with the sides of the palate, so air can pass between the sides of the tongue and the palate round the central obstruction and so out of the mouth. Literal sounds are usually voiced, in the process the soft palate is raised.

- **Approximants:** according to Kelly (2000) defines them as” sounds that are produced when two articulators move close to each other, however not close enough to stop the air or cause a friction”(p, 53). Approximants are sounds where the articulators involved in the constriction are further apart still than they are for affricative, the articulators are still closer to each other than when the vocal folds are in its neutral position but they are not even close enough to cause the air passing between them to become turbulent. The English approximants are \w\, \r\, \ʃ\ and \l\.

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### 2.5.3 Arabic Stress vs English Stress

The term stress refers to the prominence or relative emphasize placed on certain syllables in a word, it is essential for proper pronunciation and communication because it effects the meaning of a word or sentence. Stress is the degree of force used in producing a syllable, also Jones(1991:511) defined it as” *a property of syllables which makes them stand more noticeable than the other*”. English and Arabic have different rules of stress, and it is important in both languages.

#### ❖ Arabic Stress

According to Leslle (2003) the Arabic stress rules are relatively different comparing to English language ones. He characterized a group of fundamental characteristics of Arabic stress rules which are:

- Short syllables have short vowels mostly.
- In Arabic, the first syllabus is never stressed.
- The words
- which contains two syllables, the stress always tends to occur on the second syllable.
- In the words with long or short syllables, the stress falls on the nearest long syllable to the end.
- If there are no long syllables, stress the third syllable from the end.

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### ❖ English Stress

In the English language there are several rules of stress which differs from the Arabic ones, to denote stress we place an apostrophe (vertical line [ ' ] ) before the syllable. It can be a noun, verb, adjective and adverb. It is controlled by a number of rules, which are:

- Words with two syllables are stressed on the first syllable.
- Words with three syllables are stressed on the first syllable usually.
- Word with four or more syllables are stressed on the third syllable from the end.
- Most suffixes are unstressed, accept the ‘‘tion’’ suffixes.
- A suffix changes three syllables word into four or more, the word remains under the three syllable rule [ stress on the first syllable]
- Certain word-endings outomatically come immediately after the stressed syllable as: ic, ical, ically, ial, ible, ity, ious, uous.
- The last letter of a group of initials stressed.

### 2.5.4 The Use of Intonation

The term intonation is referred to the way the pitch of your voice goes up and down as you talk. it is a feature of pronunciation and common in all languages to be more simple, intonation described as the music of speech it means a change or variation in this music or pitch , also Wells(1996:01) described it as the melody of speech. Intonation can affect the meaning of what we say. It is referring to the way we use the pitch of voice to express our meaning and attitude, it has two types or shapes as Jones (1956) provided that ‘‘ *when the pitch of the voice rises we have a rising intonation, when it falls we have a falling intonation, when it remains on one for an appreciable time we have level intonation.*’’(p.149). it means the rises or falls of voice in speech.



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The use of intonation can be different from one language to another which can create a misunderstanding if learners are unfamiliar with intonation and tunes of the target language for instance: Arabic and English language the use of intonation differs in both of them because they are different languages with different sound system, rhythm and tunes, each language has its own rules:

### **❖ Arabic Intonation**

- In the Arabic language , rising falling intonation is used at the end of :
  - Yes\No questions.
  - In utterances containing an element of protest or surprise.
  - In vocatives.
  - In requests.
- The falling intonation is used at the end of:
  - Declarative statement.
  - Direct questions /كيف/,/ماذا/ /لماذا/.
  - In commands.

### **❖ English Intonation**

- The rising intonation in English normally used at the end of:
  - In requests.
  - At the end of Yes\No questions.
  - Utterances of surprise.
- English falling intonation is usually used at the end of:
  - WH questions or questions which begin with an interrogative words.
  - Simple statement of facts.

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- Commands.

Using intonation tells us the real thinking of the speaker and his\ her mood feelings and attitudes such as: anger, surprise, complain, thanking, gratitude.

### 2.6 Factors that Influence English Pronunciation

The good or proper pronunciation is the key of mastering the English language. With bad pronunciation will be difficult for the listener to understand what do you want to say, your vocabulary will be less affective, it is better to know few words and pronounce them properly than having a large number of vocabulary with bad pronunciation. There are some factors which influence one's pronunciation specially, EFL learners, some of the main ones are:

#### 2.6.1 Accent

The term accent has different meanings as defined by Richard Nordquist (2018) as'' *the term accent has various meanings, but in speaking an accent is an identifiable style of pronunciation, often varying regionally or even socioeconomically*'' . Generally, is defined as the way how people pronounce words in a particular area, country...etc, it happens that we find people of the same country, but each group have their special accent. Mostly, it is misunderstood that accent and pronunciation are one and the same, which is not true, each word in any language has a certain way of pronunciation.

Also, it is the product of where people are and their social and educational background for example: someone from Algeria will mostly speak with an Algerian accent, but in Algeria there are different accents because differences in social background, in the last few years the majority of the speakers of English are non-native speakers who speak it as a

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second or a foreign language. Accent sometimes considered as a source of frustrating for the learners, they may reached a proficient level in English, but they struggle to be understood at times, the accent can create the impression that you do not know your second language well, or you are not competent enough.

It can affect your culture's dad qualities on you, an individual can get bad comments about his\her accent which make him\her prefer to not speak in front of others, in contrast, accent also has a good side, using an accent implied that the person know two languages or more language, it makes it easy to find people share the same background also it suggests positive qualities to people associated with your culture, accent considered as an important in a person identity, so people have to respect it and be proud to show it in pronunciation.

### **2.6.2 Native Language (NL)**

Learners of English from different nationalities have different difficulties learning correct pronunciation. The difficulty goes back on how their native language differs from English.

In English as a foreign language classes we find some teachers who understand the local language tend to use it too much in order to create comfortable in class experience, but the truth is that they are making learners rely on their NL and robs them of the process of memorization, familiarization and adaptation of the new language. EFL learners or specially Algerian learners rely too much on their NL which is Algerian Dialectal Arabic, they learn English only on the classroom they do not use it in their daily life or to communicate with their peers even when they are participating in the class and interacting with their teachers they use their NL.

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Sometimes this goes back to the lack of practicing of the English language which make and the focus on the written form of English which make the spoken form neglected. Moreover, the over use of the native language make the learners mispronounced some English words with their accent such as adding the letter ‘a’ at the end of words like ‘ missa’ instead of ‘miss’, also the differences between long and short vowels sounds for instance they say ‘mi:ss’ instead of ‘miss’. As a result the major mistakes that made by learner’s effect on their pronunciation and this refers to their use of NL in learning English as Anees(2007)noted that” correct pronunciation is one of the problems areas students sometimes face when they depend on their native Arabic language rules for guidance”.

### **2.6.3 The Effect of the French Language in Algerian**

Algerian learners are influenced by the French language, this refers to the early inclusion of French language teaching in primary education, French is considered as a first foreign language, while English is taught from middle school for that we find a lot of students pronounce English words using French language such as ‘ traditional, present...etc. the Algeria situation is complicated because the learners are already familiar with the French alphabet and grammatical rules so they always rely on French when they come to pronounce English words even if they are not competent or master the French language well, but they keep using it.

According to Beghoul (2015) the problem of pronunciation among Algerian learners is complex by the relative consistency in the spelling of French language, however, the two languages have differences whether in pronouncing vowels like /a/,/i/,/u/ and /o/, or consonants as /q/,/r/,/w/ and /y/. those differences are unknown by Algerian learners who learn English as a foreign language, so we found that, the majority of Algerian learners make

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mistakes or mixed between English and French they pronounce English using French sounds in both vowels and consonants such as: they say ‘general’ with /g/ instead of /r/, also in other consonants like the word ‘information’ they pronounce it with /s/ instead of /ʃ/. All of these reasons or differences make learners confused and affect their pronunciation.

### 2.6.4 The Lack of Knowledge about the Language

Knowledge of language structures demonstrated on discrete, point test does not ensure communicative ability when the measure of language knowledge is one of more spontaneous language use, some further studies have shown, that there is a little correlation between the rules that the learners taught and the target language, also Derwing(2009) stated that “*there are also concerns that phonetics or pronunciation as a whole is often neglected area in language teaching*”. The majority of English learners nowadays do not have enough vocabulary in order to communicate easily some of these problems appear in their pronunciation which makes it hard for others to understand what he/she is saying.

They are unfamiliar with some grammatical rules which makes him/her make mistakes in pronunciation such as stressing individual words incorrectly and stressing the wrong words in a sentence, this can change the meaning of a sentence completely, also they may pronounce certain sounds incorrectly such as substitute ‘p’ for ‘b’ and ‘t’ for ‘d’, the difference between those sounds is whether or not you use your voice to produce them, the speaker may mispronounce those voiced, such as saying bay instead of pay those sounds called voiced and voiceless, we can also observe that learners mix between short and long vowel sounds even if they are proficient.

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Mixing between vowels make the listener confused and forces him\her to think more about the context of your speech for example the long /i :/ in ‘seat’ and the short /ɪ/ in ‘sit’ if they mix between them they change the meaning. Moreover when learners are not competent or unfamiliar with some rules this leads them to mispronounced words and sentences.

### **2.6.5 Differences between Sounds System of Arabic and English**

There are many differences between English and Arabic sound system because there are sounds do not exist in Arabic, in addition to other reasons such as the large number of vowel sounds, English is rich by vowels unlike Arabic, also the different pronunciation of the same word this refers to the varieties of the English language. beginners in learning English face many problems especially to distinguish between some of words such as ‘bad’, ‘bed’ and ‘weak’, ‘week’ and difficulty in pronouncing them correctly, also difficulties in pronouncing consonants include the inability to produce in words like ‘this, thin’ with /p/, /b/, /ʃ/, /tʃ/, Arab learners tend to substitute those sounds /p/ by /b/ and /v/ by /f/ because those are the most similar sounds to Arab learners.

Also words containing consonants next to each other present a challenge to learners as they are difficult to pronounce, so most learners would add an extra vowel to those words to make pronunciation easier which is not the correct approach. Arab learners face many difficulties in learning English as a foreign language, especially the spoken language, this because they are not familiar with the most important rules or elements of the spoken language, or the sound system of English which contains important elements that influenced one’s pronunciation the main ones are:

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- **The Absence of some Sounds in the Arabic Language**

There are many sounds of English that do not exist in Arabic or do not have the equivalent in Arabic such as /p/, /v/, /dʒ/, /tʃ/ and /ŋ/, which create difficulties for Arabic learners or especially Algerians students, those sounds make it hard to recognize them, which lead them to make errors in pronunciation because they try to replace those sounds to the nearest one for them as Tushyeh 1996 explained that Arabs commit four types of language errors and one of them is the phonological errors when the learner confuse with such sounds they replace each of them with other sound that are said to be the nearest of them for this when learners goes back to their mother tongue which is considered as an obstacle for them to improve their English pronunciation. We can observe that the major errors are made in sounds and letters which are listed in the table bellow:

words	Spelling mistakes
<b>Problem</b>	<b>broblem</b>
<b>Absent</b>	<b>apsent</b>
<b>Jump</b>	<b>jumb</b>
<b>Voice</b>	<b>Foice</b>
<b>Very</b>	<b>Fary</b>
<b>Chair</b>	<b>Shaire</b>
<b>Which</b>	<b>Whish</b>

**Table 2.12:** Spelling mistakes.

- **Spelling mistakes**

The majority of Algerian learners of English do not know that there are words that pronounced the same way, but differ in their meaning and their written way. Spelling is considered as an obstacle to EFL learners because they do not differentiate between words

## Chapter two: Interference of MT Arabic with English Pronunciation.

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and their meaning for example: “to” /tə,tu/ the proposition and “two”/təʊ/ the number, if they hear this word they will write in the same way, also “no” /nəʊ/ and “know”/nəʊ/ . Those words are one of the barriers that tied English learners specially Arabs because those words do not exist in Arabic, some examples are presented in this table:

The word	Transcription
Live	/lɪv/
Live	/laɪv/
Leave	/li:v/
Sheep	/ʃi:/
Ship	/ʃɪp/
Very	/veri/
Vary	/veəri/
Think	/θɪŋk/
Thing	/θɪŋ/
Lay	/leɪ/
Lie	/laɪ/

**Table 2.13:** Differences in the written way of words.

- **The Existence of Silent Letters**

EFL learners are not familiar with this phenomenon of silent letters which can be defined as letters in a particular words , does not refers to any sound in the words pronunciation , to be more simple silent letters are those letters which are written but not pronounced in some particular words. Silent letters are one of the main problems of English learners because there are a large number of silent letters, for that we find most students pronounce those letters when they found them in any word. Silent letters do not exist in Arabic, in Arabic every written letter is pronounced. All letters can be silent and it can happen in any position in the word: initial, middle, or final as it is showed in the following examples:



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Silent letters	Initial	Middle	Final
Silent [ g ]	<b>G</b> nome	<b>S</b> ign	<b>Th</b> ough
Silent [ h ]	<b>H</b> our	<b>Wh</b> at \ache	<b>St</b> omach
Silent [ p ]	<b>P</b> sychology	<b>Rasp</b> berry	<b>C</b> oup
Silent [ t ]	<b>T</b> sunami	<b>C</b> astle	<b>B</b> allet
Silent [w]	<b>W</b> riting	<b>A</b> nswer	

**Table 2.14:** Silent letters.

### 2.6.6 The Educational system

The educational system in Algeria actually does not help learners of English because they start learning it only in middle school to secondary school, so the learners study English as a structure not language. The syllables of the book and the program focused only on grammatical rules, generally speaking they are focusing on the written language, while the spoken language is neglected.

In addition to the limited of lessons which should be taught this year were reduced due to the current situation because of 'Covid 19', a large number of important lessons were excluded from the program like: final /ed/,/ing/ and sounds /f/,/v/, or the teachers are obliged to include it during the lesson just like hints not like a whole lesson. However those rules are the most important factors that, affect learners pronunciation, people do not know how to pronounce sounds correctly because there are no oral sessions such as: they pronounce /ing/ as it is not like /in/. Moreover, the learners do not have the chance to speak in the classroom due to the limited time only 'forty-five minutes' and large number of

pupils, there is nowhere to practice the spoken language, all of those are factors which make the learners do not care about the language, their desire is only to get the mark, so most of them are depending on memorizing instead of practicing the language like

## **Chapter two: Interference of MT Arabic with English Pronunciation.**

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Broughton et al (2003) declared that'' *English is taught in schools often widely, but it does not play an essential role in national or social life*''.(p.6).

### **2.7 Conclusion**

Acquiring a second language cannot consider as an easy task and this because of the similarities and differences between the first and the second language. Due to the differences between Arabic and English in many aspects and levels. Foreign language learners can face difficulties when they try to produce sentences with well pronunciation. In this chapter different concepts are presented and highlighted listed as second language acquisition, mother tongue, language interference, differences between English and Arabic phonology and factors that, influence EFL learner's pronunciation.

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# **Chapter Three**

## **Data Collecting and Analysis**

3.1. The Introduction.

3.2. The Research Methods.

3.3. The Sample Population.

3.4. The Research Instruments.

3.5. The Interview.

3.6. The Participant Classroom Observation [PCO]

3.7. Recommendations and Solutions

3.8. The Conclusion

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### 3.1. Introduction

Throughout this chapter we will investigate at what extent the mother tongue [ A A ] influence the EFL learners' pronunciation, at the same time what makes English as a foreign language speaking skill difficult for learners. For that, this chapter is divided into two sections: The first section is the interview which was designed for three teachers of third year at Ahmed Boughtouta middle school in Mahdia. The second section which we were part of, is the participant classroom observation by attending a number of sessions with different groups of third year level.

### 3.2. The Research Methods

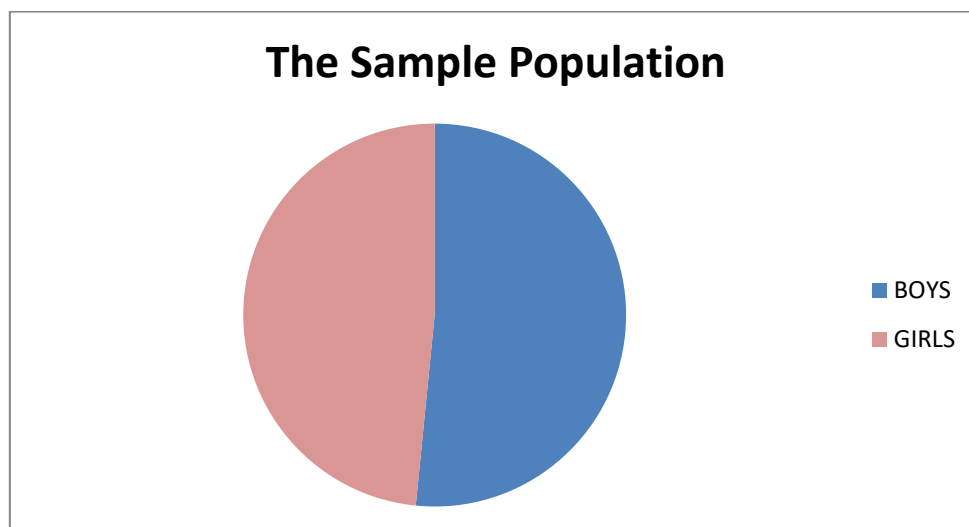
In collecting our data for verifying or rejecting the hypothesis of our study , we rely on exploratory and descriptive research for investigating or clarify the ambiguity of our subject ,including the qualitative approach .Homer (2009) stated that '*mixed methods can be an ideal technique to assess complex investigation*' [p.02]

### 3.3. The Sample Population

Our case of study is pupils of third year middle school Ahmed Bougtouta in Mahdia .We choose two classes randomly which are divided into four groups .our total population is 95 pupils , it is divided into 49 boys and 46 girls .

Gender	Number	Percentage
Boys	49	51.57%
Girls	46	48.42%

**Table 3.16.** : The Sample Population



**Figure 3 .9. :** The Sample Population .

### **3.4. Research Instruments**

It is very important to collect and gather teacher and pupils opinion about the interference of MT in English pronunciation, for that two research instruments were used first, the interview which is designed for teachers and the participant classroom observation , it is addressed for pupils of third year level .

#### **3.4.1. Definition of The Interview**

It is an important tool in collecting data ,it was defined by the free dictionary (2010) as “*it is a formal meeting in which one or more persons question ,consult ,or evaluate another person* “, mainly it is a conversation or meeting in which a writer obtains information from one or more persons for specific topic or purposes

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### **3.4.2. Definition of Participant Classroom Observation**

It is a way of investigation in which the investigator describe an event as Marshall and Rossman 1989 stated that “ *it is the systematic description of events , behaviors and artifacts in the social setting chosen for study* ” [p.79] . Also Demunck and Sobo( 1998 ) define participant observation as ‘*the primary method used by anthropologists doing fieldwork*’, it means that the investigator is a part of this experience .

### **3.4.3. Definition of Sampling**

It is defined as “ *the action or process of taking samples of something for analysis* ” this according to Oxford dictionary .Also, it is known at the Free dictionary (2016) as “ *the act or technique of selecting an appropriate sample* ”, it refers to group of individuals who will actually participate in the research, it is the process in which you determine the specific representative group of whole population on which you conduct you study.

## **3.5. The Interview**

The interview is the first research tool. We used to collect our quantitative data .It was designed for teachers of third year level because, they consider as the center of our study .

### **3.5. 1.Description of the Interview**

The interview is the most common tool in collecting qualitative data , which fits our research , for that we designed group of questions for teachers of

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Ahmed Boughtouta middle school in Mahdia .It contains seven questions concerning our topic for three teachers , two females teachers and one male teacher . It takes place in the class during the session because of the current situation of COVID 19, we were obliged to make it in the classroom because teachers have no free time between the sessions, also we use the phone as a helping tool to record their answers in order to report them in our dissertation .

Our data were centered on the teachers answers, for that we make the interview with several teachers .Miss Ouichat Halima is the teacher of third year level , while miss Harizi Khayra and mister Belmahdi Abdlhadi are teachers in this school for other levels , they have answered according to their background information because they work with third year in previous years

### 3.5.2. Analysis of the Interview

We asked the teacher of English in Ahmed Boughtouta middle school in Mahdia group of questions which listed below. The answers were categorized as follows:

- ❖ Teacher A refers to miss Ouichat Halima
  - ❖ Teacher B refers to mister Belmahdi Abdelhadi
  - ❖ Teacher C refers to miss Hariwi Khayra
- *Do you think that the syllables give less opportunity to practice speaking as a skill?*
- **Teacher A** : says ‘’ unfortunately the syllables give less opportunity to practice speaking as a skill, they just focus on it as an integrated way through



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answering questions or oral activities which is considered just as an activity not as an opportunity to exchange opinions and ideas’.

- **Teacher B:** says ‘‘ I think the syllables give the opportunity to all learners to practice their speaking skill ‘‘.

- **Teacher C:** says ‘‘ I think that the syllables are too short, it does not contain a lot of important lessons ‘‘.

➤ *What do you think about your pupils’ pronunciation?*

- **Teacher A :** says ‘‘ as you are literally living in hell , there is no pronunciation , they do not respect the alphabet or how sounds are pronounced correctly , they speak just to speak ,even though sometimes they know the rules but do not use it , because they think that they study the language not applying it ‘‘.

- **Teacher B:** says ‘‘they found difficulties in pronouncing words correctly most of the time ‘‘.

- **Teacher C:** says ‘‘ it is not bad and not good, they give more attention to listening, they do not make efforts to understand how to pronounce words ‘‘.

➤ *What are the main difficulties you face with your pupils pronunciation?*

- **Teacher A :** says ‘‘ always face problem with vowels , sometimes they mispronounced vowels which lead to change the whole meaning of words and sentences unconsciously for example ; it / It / and to eat /i:t/’’.

- **Teacher B:** says ‘‘pupils at that level cannot pronounce sounds and words as it is ‘‘.

- **Teacher C:** says ‘‘ the difficulties that are faced by the majority of pupils are in pronouncing vowels ‘‘.

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➤ *Do you think that they have a major issue with vowels and consonants mostly?*

- **Teacher A:** says ‘ they have a major issue with vowels mostly though they have problems with consonants like /p/ /b/ ,/c/ /k/ , /ʃ/ /tʃ/ , /ʒ/ /dʒ/ ,/θ/ and/ð/However third year pupils differentiate between those consonants through practice , but when it comes to vowels they cannot differentiate between vowels even if you tell them this is /ʌ/,/ə/ and this is /ʊ/They cannot make the difference ‘.

- **Teacher B:** says ‘ pupils of third year found difficulties in pronouncing both vowels and consonants ‘.

- **Teacher C:** says ‘ they have more difficulties in pronouncing vowels both short and long vowels and especially diphthongs ‘.

➤ *Do you think pronunciation errors come from their MT influence? How?*

- **Teacher A:** says ‘ personally , I do not think that pronunciation errors come from their MT , may be the accent effect on their pronunciation , but not all the time , I believe the main problem is the lack of the contact with native speakers , also the lack of practice because it is used only inside the classroom not in their daily life ‘.

- **Teacher B:** says ‘yes, of course 100% because they learn English as a foreign language not as a Second language ‘.

- **Teacher C:** says ‘ indeed , yes , because the English language is still a foreign language even for us not only for young pupils , so MT influence a lot , moreover we do not use English on our homes ‘.

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➤ *What do you use as techniques or activities to solve this issue?*

- **Teacher A :** says ‘I use tongue twister as a technique to improve their pronunciation for instance at the end of the session I give them words which have a relation with the lesson and make them pronounce it in different ways and give them the correct pronunciation such as /can/ (model verb of the ability) and /can/ (material container ) ,and as a second technique which has relation with teaching is correcting the mistakes and emphasizing the word which is mispronounced without embarrassing pupils , they repeat the word with the correct pronunciation ‘.
- **Teacher B:** says ‘sometimes I give them audio files to pronounce words correctly also I use authentic materials in order to train them on pronunciation ‘.
- **Teacher C:** says ‘I ask them to write examples then I correct them ,also I ask them to make researches about animals , vegetables then write a paragraph about it ‘.

➤ *Do have any final comment about the topic?*

- **Teacher A:** says ‘I think that the Arab people have the ability to speak and use any foreign language easily because, Arabic considered as one of the most difficult languages in the world for that people can acquire any language simply, but the problem is the use of their accent which effect their pronunciation for example people who live in the city have better pronunciation from those who live in the countryside’.
- **Teacher B:** says ‘I think Algerians have problem in pronunciation because they learn the English language as foreigners ‘.
- **Teacher C:** says ‘it is very interesting and vague topic, it fits a lot in teaching ‘.

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### **3.6. The participant Classroom Observation (PCO):**

The **PCO** is the second research instrument to collect quantitative and real data, we choose it because it is the most useful tool , because we are dealing with beginners for that we need to be part of our work .

#### **3.6.1. Description of the Participant Classroom Observation (PCO):**

The participant classroom observation is the most useful tool in our data collection because our research is about pronunciation, so we need to listen to pupils when they speak, also pupils in this level are beginners, they are not familiar with the questionnaire, so it does not help us to get our target, at the same time we have to be part of our research for that we choose [PCO ]as a tool of investigation, for that we attend sessions with two groups of third year middle school of Ahmed Boughtouta in Mahdia .

During this PCO we set at the back of the class and we gave them a small passage provided by their teacher according to their program unit, in order to record them when they read by using the phone after taking the permission of their teacher.

### **The passage : Life in the past and present**

My father visited his parents in the farm .It is a nice place. My father said we used to live in small houses, rising animals and cooking traditional food. Nowadays, people live in big houses, rising pets only and eating junk food.

### **3.6.2. Analyzing of the Participant Classroom Observation (PCO)**

Throughout this classroom observation we notice a set of mistakes in pupils English pronunciation in several levels not only in vowels also in consonants and especially in words which are unfamiliar with or they have not see it before like silent letters and final \s\ and \ed\. In order to analyze the collected data, we divided the mistakes that made by pupils into tables to make it clear. The first table is about mistakes in vowels pronunciation, the second one is about mistakes in consonants pronunciation and the last table is about mistake in silent letters, final \s\ and final \ed\ pronunciation .

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### 3.6.2.1. Mistakes in Vowels Pronunciation

In this table we list some of the pupils mistakes in pronouncing vowels during the [PCO].

The word	The mistake	The sound	The correct pronunciation
Clothes	/KlɒðZ/	/Əʊ/	/kləʊðZ/
Cook	/KɒK/	/ʊ/	/KʊK/
Food	/fʊd/	/u:/	/fu:d/
Junk	/dʒɛŋK/	/ ʌ /	√dʒʌŋK/
In	/i:n/	/ɪ/	/ɪn/
It	/i:t/	/ɪ/	/ɪt/
Live	/li:ve/	/ɪ/	/lɪve/
Miss	/mi:s/	/ɪ/	/mɪs/
Nice	/ni:s/	/aɪ/	/naɪs/
People	/pju:pl/	/i:/	/pi:pl/

**Table 3. 17 .** Mistakes in vowels pronunciation.

From this table we can observe that the majority of pupils do not differentiate between long, short vowels and diphthongs, which can lead them to change the meaning of the whole word such as [to live] and [to leave]. From those mistakes pupils misunderstand words and sentences.

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### 3.6.2.2. Mistakes in Consonants Pronunciation

In this table we mention some of the mistakes of pupils in pronouncing consonants that we observe during the [PCO

The word	The mistake	The sound	The correct pronunciation
Clothes	/Kləʊtʒ/	/θ/	/Kləʊθz/
False	/fɔ:ɪz/	/s/	/fɔ:ɪs/
Help	/helf/	/p/	/heɪp/
Houses	/haʊsls/	/s/	/haʊzɪz/
Junk	/jʌŋk/	/dʒ/	/dʒʌŋk/
Of	/ɒv/	/f/	/ɒf/
She	/si:/	/ʃ/	/ʃi:/
Simple	/sɪmbɪ/	/p/	/sɪmpɪ/

**Table 3.18.** Mistakes in consonants pronunciation

From this table we can observe that pupils reflect between consonants which have the same place of articulation but differs in voicing, that lead them to make mistakes in pronouncing those consonants such as the /p/&/b/,the /t/&/d/also ,they are unfamiliar with that in the English language because each sound have specific characteristics one of them is voicing which is divided into two types , voiced sounds [where there is a vibration in the vocal tracts like /b/ ,/z/, /v/&/d/]and voiceless sounds [where there is no vibration in vocal tracts as /t/,/p/,/s/,/f/].this make pupils mixed between sounds that pronounced from the same place butt differs in voicing.

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### 3.6.2.3. Mistakes in Silent Letters, Final/s/and Final /ed/

#### Pronunciation

In this table we list pupils mistakes in pronouncing silent letters, final/s/ and final /ed/ that we observe during the [PCO].

The word	The mistake	The sound	The correct pronunciation
Could	/kʊId/	/I/	/kʊd/
Would	/wʊId/	/I/	/wʊd/
Know	/knəʊ/	/k/	/nəʊ/
Cooking	/kʊkɪŋ/	/g/	/kʊkɪŋ/
Rising	/rɪzɪŋ/	/g/	/rɪzɪŋ/
Always	/'ɔ:lweɪs/	/z/	/'ɔ:lweɪz/
Houses	/haʊsɪs/	/z/	/haʊzɪz/
Used	/ju:zd/[d]	/t/	/ju:d/[t]

**Table 3.19.** Mistakes in silent letter, final\s\ and final \ed\ pronunciation.

In this table we can observe that pupils in this level face problems with silent letters, they always pronounce all the letters, they do not know that there are letters can be written but do not pronounced, also they make mistakes with words which end with /s/ or /ed/ they do not understand that those final /s/ and /ed/ have multiple pronunciations such as the \s\ has three ways to be pronounced which are /s/,/z/ and /ɪz/ , also the /ed/ can be pronounced in three different ways which are /d/, /t/ and /ɪd/.



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### 3.6.2.4. The Use of the Mother Tongue (MT)

Throughout the classroom observation we notice that the majority of pupils rely on their MT, they use it in communication with each other, also when they participate, they use their MT in their interaction with their teachers for example

- In asking questions they ask by using MT [Arabic] as saying “ميس عاوديلي” [miss awdili] instead of saying “miss can you repeat, please”, they say “ميس مفهمتش” [miss mafhamtch] instead of saying “miss I do not understand”, also when they want to take permission they say “ميس اخرج” [miss akhroj] Instead of saying “may I go out”, they say “ميس نقرا” [miss na9ra] instead of “can I read”, when finish they say “ميس كملت” [miss kamelt] instead of “I finished”.
- We observe also that they arabized the English words, this goes back to the absence of some sounds in the English language, so we find some Algerian pupils replace it by Arabic sounds such as pronouncing the /y/as/ي/, the /w/as/و/, the /h//ه/, the /t/as/ط/.
- Moreover, the Algerian pupils in this level effect by their MT a lot and this shows in their pronunciation because they added their accent in pronouncing English words such as, adding ‘a’ at the end of words like in saying ‘missa’ instead of ‘miss’, also there are pupils add ‘h’ at the beginning as saying ‘ha miss’ this phenomenon differs from one region to another.

From this we can say third year pupils are affected mostly by their MT and their accent and this refers to the lack of practicing the English language outside the school,

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they only learn it as a language in the class not as a mean of communication in the society.

### 3.6.2.5. The Effect of the French Language

In this level we observed that pupils mixed between English and French pronunciation, this because of the effect of the French language on learners pronunciation .They start learning French since the primary school unlike English they start it only in the middle school, this is the most important reasons that make learners mispronounced English words, and mixed between the English and French alphabet and words. We find this problem in different pronunciation levels such in:

The majority of pupils mispronounce the English word which has an equivalent in the French language, in other word they inflect in pronouncing words which have the same meaning for instance: [Traditional] \trə'diʃənl\ they pronounce it [traditionnel] \tradisijənɛl\ as in French also they always pronounce the \r\ sound as \gh\ sound like the word [ Farm ] they pronounce it \faRm\ instead of \farm\.

Also, we notice that they mix between words which written in the same way in both languages but when it comes to pronunciation they differ such as the word (parent) it is written in the same way but it has different pronunciation in French they pronounce \paRɑ̃, ɑ̃t\ and in English it pronounced \'peərənt\ ,also the word [farm] it is pronounced\faRm\ but in English it is pronounce \farm\.

Moreover, in this level pupils usually think that the words which have the same meaning also written in the same way so we find them always mispronounced such words as the word (past), it is correct that it has the same meaning in both

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languages but it differs in its pronunciation and way of writing, in English it is \ 'pa:st\ or \pæst\ but in French it is \pase\.

### 3.7. Recommendations and Solutions

- **Decrease the use of MT:** Teachers should interact and communicate with their learners in English and they have to avoid using MT to explain the difficult words, correct the mistakes immediately by making them repeat the correct words after the teacher.
- **The selected program:** The program of this level focused more on the written language which makes the spoken language neglected, so the program has to give more attention to the spoken language because English is considered as a worldwide spoken language.
- **Minimal Pairs:** It is considered as a useful technique in learning pronunciation for example a teacher gives his/her pupils activities which contain searching for words which differ only in one sound, as telling them to search about the words and their meaning as (bark and park) or (by and buy) this will help learners in recognizing and differentiating sounds and meanings of words from each other.
- **Use Audios and Pictures:** Beginners are audio visual learners because they like learning through listening to sounds and seeing things for that teachers can provide them with educational songs or audios of native speakers and pictures of animals and things and ask them to name it in order to memorize words easily and practice the language.

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- **Focus on pupils interests:** Teachers can focus on their pupils interests such as movies, songs, and sport then give them the opportunity to express themselves through exchange ideas and opinions about those topics.

### 3.8. Conclusion

As a summary, through our collected data by using the interview and the participant classroom observation, we observe that the mother tongue has a big influence on pupils pronunciation with beginners at the level of accent, because the majority of pupils use their MT to communicate and participate in the class. The mother tongue impact a lot in EFL learners especially beginners, because they overuse their MT in their daily life, outside and inside the school. Also the French language has an impact on learners pronunciation for several reasons , the most important one is the French colonization which lasted for a long time that help in increasing the use of French, also the early studying of the French language play an important role in making pupils mixed between the English and the French. At the other hand, there are some pupils are competent in English which make it difficult to neglect them. They have good pronunciation, writing and reading skills.

**General Conclusion**

## General Conclusion

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### General Conclusion

English has become a global language, it is considered as the most useful and powerful language in all the fields around the world for that we find many countries teach English as a second or a foreign language .learning English is a complicated process which was studied by different scholars. one of the most common studies is the effect of the mother tongue on English language in writing and speaking or even in pronunciation, where we find two different opinions, some scholars think and said that the mother tongue has a positive impact on acquiring the English language where the others considered the mother tongue as an obstacle to improve EFL learners skills.

This research aimed to explore the interference of MT [Arabic] on English pronunciation at early stages instructions. Our case of study is pupils of Ahmed Boughtouta middle school in Mahdia .this study aims to answer three main questions which are:to which extent does Arabic interfere with English in learning pronunciation ? what are the major errors learners do in learning pronunciation and what are the factors encouraging the interference?

Throughout this study we answer those questions and, we confirm our hypotheses that there is an interference and Arabic effect the English pronunciation , also we find that pupils in this level has problems and difficulties with vowels , consonants and silent letters at the same time they are effected by different factors that that encourage the interference like the lack of communication , the Impact of accent and the use of mother tongue in classes.

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This research study was divided into three chapters. In the first chapter we identify the language by different Scholars, also we defined the English language with its history and its verities and the Arabic language with its verities. Moreover, we tried to cover the sociolinguistic situation in Algeria by highlighting the various language contacts in Algeria [Diglossia, Bilingualism, Multilingualism, Code switching and Code mixing].

In the second chapter we shed the light on the concept of second language acquisition with mentioning its main hypothesis and the factors that affect language acquisition , also we identify MT and language interference. We focus mainly on the interference of MT [Arabic] on English pronunciation at all levels [vowels, consonants, stress and intonation]. At the third chapter which is the practical side of this research, we divided it into two sections. The first one is the interview with the teachers of English and the second one where we were a part of it. It is the participant classroom observation [PCO].

To sum up, from this study we can say that the majority of third year pupils have difficulties in their English pronunciation and this goes back to many reason .the main one is the impact of their MT or in another word their local accent on their pronunciation of English .at the end of this research we mentioned some recommendations and solutions which possibly cannot definitely solve this issue, but it can reduce the influence of MT [Arabic] on the pronunciation of English as a foreign language learners.

In conducting our data and achieving our dissertation we face some difficulties like every one specially this year , because of the current situation of COVID 19 which make things difficult to realize , like the interview for example we were oblige to do it during the sessions because teachers have no free time , the participants classroom observation it was not easy , we attend with each class different sessions because each class was divided into



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groups ,also the time was not enough at all to achieve write a master dissertation in less than four months.

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## Summary

Learning English as a foreign language cannot be easy especially for beginner learners because their mother tongue has an impact on their learning process, since the two languages differ in many aspects. This research discuss the interference of MT (Arabic ) with English pronunciation at third year pupils of Ahmed Boughtouta middle school. It is chosen in order to identify the kind of mistakes in pupil's pronunciation. This phenomenon is clear in their pronunciation, the majority of pupils, make mistakes in pronouncing some sounds which do not exist or do not have an equivalent in the Arabic language in both consonants and vowels as \p\, \v\, \i\, \ \ and \f\ . The results revealed that the extent of interference is large especially what concerns silent letters and accent due to the lack of communication and exposure to the target language.

**Key words:** Accent, Language Interference, Mother Tongue, Pronunciation, Pupils.

## Resumé

Apprendre l'anglais comme langue étrangère ne peut pas être facile, surtout pour les apprenants débutants, car leur langue maternelle a un impact sur leur processus d'apprentissage, car les deux langues diffèrent à bien des égards. Cette recherche discute de l'interférence du MT (arabe) avec la prononciation anglaise chez les élèves de troisième année du collège Ahmed Boughtouta. Il est choisi afin d'identifier le type d'erreurs dans la prononciation de l'élève. Ce phénomène est clair dans leur prononciation, la majorité des élèves, commettent des erreurs dans la prononciation de certains sons qui n'existent pas ou n'ont pas d'équivalent dans la langue arabe aussi bien en consonnes qu'en voyelles comme \p\, \v\, \i\, \, \ et \f\ . Les résultats ont révélé que l'étendue de l'interférence est grande, en particulier en ce qui concerne les lettres silencieuses et l'accent en raison du manque de communication et d'exposition à la langue étrangère.

**Mots clés :** accent, interférence linguistique, langue maternelle, prononciation, élèves.

## المخلص

ليس تعلم اللغة الإنجليزية كلغة أجنبية أمراً سهلاً خاصة بالنسبة للمتعلمين المبتدئين لأن لغتهم الأم لها تأثير على عملية التعلم الخاصة بهم ، حيث تختلف اللغتان في العديد من الجوانب. يناقش هذا البحث تداخل الترجمة الآلية (العربية) مع نطق اللغة الإنجليزية لدى تلاميذ الصف الثالث بالمدرسة الإعدادية أحمد بوغطوة. تم اختياره من أجل تحديد نوع الأخطاء في نطق التلميذ. هذه الظاهرة واضحة في نطقهم ، فغالبية التلاميذ يخطئون في نطق بعض الأصوات غير الموجودة أو التي ليس لها نظير في اللغة العربية في كل من الحروف الساكنة والحروف المتحركة مثل \ p \ ، \ v \ ، \ i \ و \ \ و \ f \ . وكشفت النتائج أن مدى التداخل كبير خاصة فيما يتعلق بالحروف الصامتة واللهجة بسبب عدم التواصل والتعرض للغة الأجنبية

**الكلمات المفتاحية:** اللفظ ، تداخل اللغة ، اللغة الأم ، النطق ،

التلاميذ