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DEPARTMENT OF LETTERS AND FOREIGN LANGUAGES

## Section of English

# *"The influence of Algerian Arabic pronunciation on British English speaking with reference to the EFL university students ".*

Thesis Submitted in Partial Fulfilment of the Requirements for the master's degree in Didactics

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# DEDICATION

*To our affectionate parents for their understanding and endless love*

*To those who taught us the value of education and supported us to realize the person we are today*

*To our mothers who are our source of encouragement and inspiration*

*"**Thank you Mom and Dad**"*

*To our brothers and sisters for their support whenever we were in need*

*To all our friends with whom we shared the university life*

# ACKNOWLEDGEMENTS

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# LIST OF ACCRONYMS

**EFL……………..** English as a Foreign Language
**TEFL……………** Teaching English as Foreign Language
**AA……………….** Algerian Arabic
**CA………………..** Classical Arabic
**MSA………………** Modern Standard Arabic
**L1…………………..** Mother Tongue
**L2…………………..**Second Language
**FL…………………..** Foreign Language
**TL……………………** Target Language
**NL…………………..** Native Language
**MT………………......** Mother Tongue
**ELT…………………** English Language Teaching
**LMD………………..** Licence Master Doctorate

**Chapter One:** The influence of Arabic pronunciation on English as a target language

**Abstract:** The current study aims at studying the influence that the first language 'Algerian Arabic Variety' may exert on Algerian students of English in their oral performance. In order to examine whether AAV influences positively or negatively their oral performance, a method of investigation is set. It includes a questionnaire administered to 1$^{st}$ year students and an interview with 20 university teachers.The findings confirm that the Algerian Arabic phonological system as well as the socio-cultural environment where learning English takes place are not supportive, and that students' English pronounciation is greatly affected negatively.

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**Keywords:** first language - oral performance – Socio-cultural environment - The target language – Arabic phonological system – English phonological system

# GENRAL

# INTRODUCTION

## Statement of the Problem:

Learning a language means learning its grammar, phonology, vocabulary and even its culture. This research will be concentrated to the second language acquisition. The problem they are confronted with is the mother tongue factor in English language acquisition. It focuses on the Algerian Arabic influence on the English language pronunciation, the cases of students of ibn khaldoun university Tiaret, at the 3rd year level, This influence would be further a barrier in the fluency of the English pronunciation and may cause misunderstood by the listener.

## Aims of the study:

The main reason for choosing this topic is our curiosity to know about the problems that students face in the development of the process for being fluent and proficient in speaking English .Seeing that learning English also means learning unfamiliar words and expressions which refer to common experiences.

The present research work is an attempt to describe and examine some of the problems that Algerian learners of English as foreign language face when interpreting from the mother tongue to the target language

this work aims at shed light on the attitudes of both teachers and students towards the use of Arabic in the English classroom however, it investigates the situations where teachers may switch and allow the use of Arabic. This research also attempts to explore whether the mother tongue has any positive effects on the English classroom.

students' thinking in L1, and to get rid of some of those negative features that affect their oral performance. This research also attempts to explore whether the mother tongue has any negative effects on the English classroom aspects; furthermore On the top of this study, investigators try to find some ways to mitigate, the objective of this study is to minimize the L1 interference in classroom. As well to seek some possible remedial works for the phenomenon

## Research Question and Hypothesis

So as to go deeply through this study the following questions are asked:
1. Does Algerian Arabic variey influence negatively English language pronunciation?

2. What kind of trasfer errors do EFL learners commit?

In the light of the previous questions, we made the following hypothesis:

Algerian Arabic variety allophic realizations affect negatively the pronunciation of EFL students in some cases.

The lack of awareness about the difference between L1 and the target language makes learners produce poor English.

## Methodology:

Mixed methods research is going to be used in order to conduct this study and it is based on Questionnaire for students, Interview will be administrated to teachers.

The subjects are learners from third year English students.

This work contains a general introduction and it is designed into three chapters. The introduction is devoted to the aims of the research and to a brief discussion of the subject. And each chapter is provided with an introduction and conclusion.

# Chapter One

# The influence of Algerian Arabic pronunciation on the target language

## *Introduction*

The language is without a doubt the main tool of contact among Countries and civilizations, particularly in this period, in which the world has become not very much like a small town as it has been said, yet even like a small room. Having the essential instruments of communication is the fundamental source through which individuals can cooperate with one another and understand the different parts of culture and lifestyles. Languages, which considered as a scaffold of information transfer in this current time, are central parts of present connected world with particular increasing interest towards common understanding and cultural exchange for both groups and individuals. The misconception may sometimes occur, for example, due to pronunciation errors of some English vocabulary when people from various regions are trying to communicate with each other, which to some extent, related to the different dialects they locally talk. These local dialects may influence the manner they pronounce some words when learning new languages. Therefore, the way Egyptian people, for instance, pronounce some English letters are different from Sudanese people do, and their pronunciation issues differ consequently.

**Language Use in Algeria**

The sociolinguistic diversity in Algeria reveals the presence of varieties of languages, a diversity due to historical, social, economic and geographical events. Modern Standard Arabic is the official language in the country since 1963, which is spoken by 81% of the population. Also all official documents are printed in Arabic while Dialectal Arabic is the mother tongue of almost all Algerians except for some scattered parts in the country where Berber is spoken; recently this language became the official language in 23 December 2017, Berber now is one of the country's national languages. Consequently, different languages and cultures have coexisted for centuries. (1830-1962) The French colonization has deeply affected the linguistic and cultural aspects of the country, and still often taught in schools and used in government and higher education, French is the first foreign language in Algeria. While a large majority of the country can understand the language, it is estimated that only about 20% can read and write french.

The contact among Arabic and the French languages and cultures has resulted in bilingualism. The language contact may occur at various periods of the life of the speakers and may concern various levels of competence in one of the four language skills, listening, speaking, reading or writing in Algeria.

### Arabic Language Varieties

With the arrival of Arab Muslim armies in the seventh and eighth centuries a large number of Algerians adopted Arabic and embraced Islam. It gained domination with the spread of Islam. Arabic is the language of daily communication in the range of 150 and 200 million people (the middle easterner world), and the language of worship for more than a billion of Muslims. It is the language of Quran. Moreover, it is the language of television, radio and language of the media. (*Mcloughlin, 1999:1*)

Arabic, previously, was ordered into two categories: Classical Arabic and Colloquial Arabic. The former is the language of the Holy Book-Quran- and ancient poetry, while the latter is the language of daily conversations, however now it is classified into three categories:

- Classical Arabic
- Modern Standard Arabic
- Algerian Arabic

### Classical Arabic

Classical Arabic: is essencially defined as the Arabic used in the Quran and in the earliest literature from the Arabian Peninsula, and hence was used for presenting poetry and for communicating with people who arrived to Mecca. Later, the Holy Quran was revealed in this variety.yet additionally forms the core of much literature until the present day. In fact, CA remains the most prestigious variety of Arabic. Such high prestige is in part due to this precious relationship between Arabic and the Quran which makes it a sacred language. In other words, CA holds a religious value.

### Modern Standard Arabic

Generally referred as MSA (Alfusha in Arabic), is the variety of Arabic which was retained as the official language in all Arab countries, and as a common language. Modern Standard Arabic, as its name indicates, is the modern counterpart of CA.

Standard Arabic is not procured as a mother tongue, but rather it is learned as a second language at school and through exposure to formal transmission programs (like the daily news), religious practice. MSA, if it is regarded different from CA, is more or less a simplified version of CA. Both variants must be better treated as very close forms instead of being significantly different from one another. The point here is that the main difference is a

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question of vocabulary. While CA has a considerably enourmous assortment of vocabulary, MSA has a relatively smaller lexicon which is for the most part taken from the mother source. utilizing less vocabulary items is particularly to meet learners' academic needs. In terms of morphology and syntax CA and MSA share the same rules, with CA which is regarded as the norm.

### Algerian Arabic Variety

Native speakers of Arabic in Algeria are all of the speakers aware of the co-existence of the languages: standard and dialectal. However, contemporary literature on Arabic recognizes a number of varieties, each with a different label. Not all native scholars share the view about the real existence of more than two variants; however. CA, MSA, and DA are the usually acknowledged variants of Arabic.

### Berber

In searching over the origin of the Berbers, there is no one specific place mentioned but several including Western Europe, sub Sahara Africa and Northeast Africa. However, for centuries, a combination of waves set up in North Africa and made up its indigenous populations. Tamazight, or Berber, describes one of the five parts of Afro-Asiatic (formerly Semito-Hamitic) languages alongside with Semitic, Chadic, Cushitic and Egyptian (Greenberg 1963). The word *Berber* is a derivative from the Greek in indication to the people of North Africa; however, it was obtained by the Romans, Arabs then the French. Afro-Asiatic languages are "spoken by people of vastly different racial, religious, and cultural origin" (Katzner, 1977:32). These languages are spoken in North Africa, mostly in Morocco and Algeria, and to a slighter scope in Niger, Mali, and other countries. The Berber languages are corresponding to on another that some establishment speaks of a sole Berber language. *(Grandguillaume, 1983, p. 14)"The fact that Berber was the previous language to Arabization-Islamization of the Maghreb, leads the Arabs to consider it as a pre-islamic survival and therefore depreciate it "*

### French

French has existed in Algeria with the French occupation since 1830. The domination of French in the linguistic map of Algeria for one hundred and 32 years drove it to be the language of communication between the Algerians. The deliberate attempts to stop the use of Arabic as a language of education and written communication, made French play an

significant role in the linguistic situation in Algeria before and after the independence. Nowadays, French continues to enjoy a privileged position in Algeria, French is still used formally in administrations, media and education.

**Definition of speaking**

**Thornsbury (2005, p. 1). states** :

>        **"Speaking is so much part of daily life that we take it for granted. The average produces tens of thousands of words a day"**

   Speaking is characterized as the verbal side of the language and the less structure one. Its form and meaning are dependent on the context which occurs, the participants, and the purposes of speaking (Burns and Joyce, 1997). It is the process of producing utterancesIn other words, speaking is in the heart of communication and occupied the important place in learning and teaching the first or second language. People produce numbers of utterances in different situation in order to transmit a message "to tell somebody something they need to know" (McCarthy, 2002, p. 136), or maintain the social relationship "The lubrication of the social wheels (ibid)." EFL students are interested in speaking because it is considered as an active skill and mastering a language always measured through it.

 **Nunan (1991, p. 39) claims that speaking skill is the important aspect of learning a second or a foreign language, and students are required to master this skill in order be able to carry out an effective conversation in the language.**

**Spelling and pronunciation**

    Before dealing with the English sound system in detail, it is halpful to make a qualification between the sounds and the spelling of English. It is not often easy to figure the pronunciation of English since its spelling system often neglects to adress the sounds in a reasonable manner. In other words, there is no correspondence between the sounds as heard and written letter representation. An example of the expressed phenomenon is presented by Avery and Ehrlich (2008:03), we think about some words, in which the vowel sound is pronounced the same, in spite of the fact it is written differently. The various combinations of the following letters represent a similar sound. The letters: „wo‟, „oo‟, „ough‟, „ew‟, „ue‟, and „oe‟ are all pronounced as /u:/ and hence may deceive the learner who does not master pronunciation features. See the table below:

| The word | The transcription |
|---|---|
| To | /tuː/ |
| Two | /tuː/ |
| Too | /tuː/ |
| Through | / θruː/ |
| Threw | / θruː/ |
| Clue | /kluː/ |
| Shoe | /ʃuː/ |
| Sioux | /sɪ juː/ |

**Table 1: different English letters representing the same sound**

On the other hand, there are letters which are written the same way. But , the way they are pronounced is different; consider the following table

| The word | The transcription |
|----------|-------------------|
| Hat | /hæt/ |
| Arm | /aːm/ |
| Any | /enɪ/ |
| Sofa | /səʊfə/ |
| Page | /peɪdʒ/ |
| Safe | /seɪf/ |
| Vision | /vɪʒn/ |
| Design | /dɪzaɪn/ |

**Table 2: same English letter representing different sounds**

The same ''a'' is utilized in the words: ''hat'', ''arm'', ''any'', ''sofa'', ''page'', however it is pronounced differently as: /æ/, /aː/, /e/, /ə/, and /eɪ/ respectively. This is an example of how a written vowel can be pronounced in different ways. This phenomenon can also be found in English consonants which can also be pronounced differently -as it is shown in table 2 above- the letter „s" can be pronounced in three different ways as /s/, /ʒ/, and /z/ in the words „safe", „vision", and „design". The absence of correspondence among sounds and letters is also seen in the silent letters as the followings: '' Knight", ''debt", ''receipt". The letters „k", „b", and „p" are not pronounced in the previously stated words which would be pronounced as: /naɪt/, /det/, and /resiːt/. The pronunciation of particular letters is the same in different contexts; further, a sound is not always represented by the same letter. However, this lack of correspondence between the letter and the sound in English gives no right to generalize. Many letters display consistent relationship to the sounds they represent, as we will see through the description of all the sounds.

**Individual Sounds of English:**

It is essential for teachers of pronunciation to know about the English sounds" pronunciation. Such awareness will assist teachers with understanding why students commit pronunciation mistakes. Thus, they can take the necessary steps to correct the errors since they know the source of the problem. 'Articulatory phonetics' is  The study of how these sounds are produced. It is important to provide how this field describes the sounds of English in terms of place and manner of articulation.

**Production of sounds:**

Speech sounds are produced and delivered when the air come out from the lungs through the mouth and the nose, hence, different speech sounds are made when the air goes through various parts of the mouth. Here we make a differentiation among articulators and the place of articulation. Articulators include the tip, the edge, and the back of the tongue. Places of articulation incorporate the teeth, the alveolar ridge, the hard palate, the soft palate (the velum), the glottis, the uvula, and a blend of actions and movements undertaken by the parts of the tongue to create consonants and vowels.

**\*Consonants and Vowels:**

It is essential  to recognize that there is a basic distinction among consonants and vowels, since they are produced differently. Consonants are produced by narrowing the mouth which obstructs the air or hinders it, and the active movements of the tongue to contact some parts of the mouth cavity. On the other hand, vowels are produced when the air moves freely via the mouth since there is very little narrowing of the mouth cavity but an active movement of the parts of the tongue without contacting any part of the mouth cavity .

**Consonants:**

In English, consonants are pronounced by stopping the air from flowing easily through the mouth , especially by closing the lips or touching the teeth with the tongue.
 there are six places in the mouth through which the air come out in order to produce consonants and they will be discussed next in detail :

**Manner of articulation**

Manner of articulation is about the interaction made between the airstream and the articulators which means the way in which the obstruction of air is made. Thus, we can ordre the consonants according to the different levels of airstream obstruction and complexity.

**Plosives**

Plosives are often called stops in some phonetics books (O‟Connor 1967:51). In plosives, the airstream moving out from the lungs can completely be stopped if the lips or the tongue touches some part the upper mouth. Thus, a complete closure is made somewhere in the vocal tract increasing the air pressure and then releasing it in an explosive manner. . Plosives include the sounds: /p/, as in 'paper', /b/ as in 'bird' , /t/ as in 'ten', /d/ as in 'dream', /k/ as in 'king' , and /g/ as in 'goal'.

**Fricatives**

*Roach (2009: 48) characterizes fricatives as consonants that are produced with the air escaping through a small passage and makes a hissing sound.*

Fricatives are continuant consonants, which implies that you can continue making them without an interruption as long as you have sufficient air in your lungs. Fricatives have the sounds: /f/ as in 'fly', /v/ as in 'variety', /θ/ as in 'think', /ð/as in 'thus', /s/ as in 'sound', /z/ as in 'zoo', /ʃ/ as in 'fish' and / ʒ / as in 'beige'.

**Affricates**

Affricates are produced when the airstream is obstucted somewhere in the mouth; there is almost always some levels of air turbulence and hence a friction at the release of the stop Clark and Yallop (1995:67) ,There are two affricates in English that often represent the two complex sounds in English : /tʃ/ as in 'French' and / dʒ/ as in 'judge' .

**Nasals**

The sounds that we have expressed previously, are made by the air passage through the mouth; however, nasals are sounds in which the air goes through the nose. Nasals are consonants in which the velum is lowered and there is a closure in the oral cavity some place in front of the velic opening. Hence, air from the lungs is coordinated out through the nasal passage alone.

Ladefoged and Maddieson (1996:102). Nasals are /m/ as in 'mother', /n/ as in 'nurse', and /ŋ/ as in 'sing'. The sounds /m/, /n/ seldom cause difficulty to language learners; but, the sound /ŋ/ is because many languages do not have it. Teschner and Whitley (2004:182)

**Lateral**

Roach (2009: 61) defines a lateral as a consonant in which the passage of the air through the mouth does not go in the usual way along the centre of the tongue; instead there is a complete closure between the centre of the tongue and the part of the top of the mouth where contact is to be made. Lateral sound is /l/ as in the word ''life''. For some English speakers, the /l/ is made with air passing through the mouth over only one side of the tongue. Carr (1999:44-45) makes a distinction between clear /l/ which occurs immediately before vowels as in the word ''play'', and dark /l/ which occurs immediately after vowels as in the word ''shall''. He suggests the following table which represents examples of both clear and dark /l/

| Clear /l/ | Dark/l/ |
|-----------|---------|
| Cleve | Bells |
| Plain | Trail |
| Look | Pull |
| Law | Balls |
| Lie | Pile |

.

Table4: Clear and dark /l/ (Carr 1999:44)

**Approximants**

Kelly (2000:53) defines approximants 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. Approximants are /r/ as in ''red'' , /j/ as in ''yes'', and /w/ as in ''wood''. Approximants are often called semi vowels because unlike the other consonants, they are made without a restriction of

the airflow.

**Factors affecting learners speaking**

learners are unwilling or have difficulties in expressing ideas orally in English and that is due to some factors that highly influence and affect negatively their learning process and impede them to practice and improve their speaking skill. To be knowledgeable about a foreign language is not just practicing the speaking skill of this language because knowing how things must be done doesn't mean the ability to do these things.

Many academics studied the identification of the affective factors that are related to foreign/second language speaking learning from many perspectives: they can be summarized in the following elements:

**. Age or Maturational Constraints**

The child is exposed to a natural environment (speaking in real time) and he is not yet aware of the social distance or its values. Moreover, the child's brain is characterized by a high degree of flexibility which he eventually loses through the phenomenon of fossilization (his brain become fossilized). And to justify this point of view, four main arguments were proposed in the Encyclopedia Dictionary of Applied Linguistics written by K. Johnson and H. Jonson (1999, p. 13) as follow:

1- The language faculty is just as capable of learning L2 in older learners as in child learners, but 'affective' factors like threatened self-esteem, low EGO PERMEABILITY and perceived social distance act as a barrier between L2 information and the language faculty (Krashen, 1982).

2- contribution to adult learners is less well-tuned than to children, so that older learners do not get the data they require to be completely successful.

3- Cognitive development : (development of advanced thinking processes) somehow inhibits language learning ability (Krashen, 1982).

4- Changes in the nature of the brain with age cause a decline in language learning ability (see CRITICAL PERIOD HYPOTHESIS). For a review of these explanations, see Long (1990)" (K. Johnson & H. Jonson, 1999, p. 13). Capitalization is originally found in the text. Consequently, one can presume that the age plays an significant role in affecting or limiting adult learners' ability to speak the target language fluently and to be native-like.

Many researchers agreed that learning a foreign/second language (speaking) in early childhood offered to learners the possibility to fulfill higher proficiency than those who begin to learn it as adults in spite of the similarities of the stages during the learning process.

**. Aural Medium**

According to Shumin (1997, p. 8)**:**

*"The fleetingness of speech, together with the features of spoken English- loosely organized syntax, incomplete forms, false starts, and the use of fillers"*

The misunderstanding what is uttered results in the failure in responding correctly because listening plays the role of feedback when it comes to the development of speaking abilities due to the fact that listening precedes speaking.

They are the main factors that obstruct the EFL learners' understanding and influence negatively the development of their speaking competences.

**. Socio- Cultural Factors**

speaking a foreign language imposes knowing the culture of the target language in addition to it linguistic and paralinguistic systems especially in particular social contexts.

On the whole, the breakdown in communication take place because choosing the appropriate expressions or terms to particular situations when speaking in a foreign/second language is difficult for learners or non-native speakers. It is routinely due to their own cultural norms interference. Another reason is that they do not master the nonverbal communication system of the target language leading to the misinterpretation of the nonverbal messages which; in fact, differ from culture to culture (Shumin, 1997, p. 8).

**. Affective Factors**

*" (Shumin, 1997, p. 8). Such factors are "emotions, self-esteem, empathy, anxiety, attitude and motivation .(Oxford 1990, p. 140), The affective side of the learner has a large impact on language learning success or failure because 'affective' means 'related to feelings' (K. Johnson & H. Jonson, 1999, p. 11).*

The complexity of the task of learning foreign/second language has a remarkable impression on the human anxiety (Brown, 1994, as cited in Shumin, 1997, p. 8). Learners can suffer from hesitation or anxiety in relation to a number of aspects that they face during the teaching-learning process namely the language itself; Moreover, there are other factors like speaking in front of other learners or the language class, the behavior of their peers, their standing in the competition with fellow learners, the process of taking test, and; finally the native speakers' attitude of the foreign language (K. Johnson & H. Jonson, 1999, p. 21).

The affective factors are all interrelated in a certain manner as expounded by Shumin (1997, p. 8)"Sometimes, extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation, which often leads to frustration (lose of motivation) and a general sense of failure. Adults, unlike children, are concerned with how they (adult learners) are judged by others. They are very cautious about making errors in what they say, for making errors would be a public display of stupidity, which would be an obvious occasion of "losing face" (louse of self-esteem), confidence that lead to take a negative attitude toward Due to the interference of those affective factors, the development in the EFL learners' speaking skills will be inhibited, slow and restricted.

**Speaking Sub Skills**

*Finocchiaro and Brumfit (1983: 140), claim that the learner has to acquire these sub-skills of knowing what, how, why, to whom and when to say something.*

As any other skills, speaking has own sub-skills. According to Brown (2001: 272) sub-skills of oral communication include:

1. Produce chunks of language of different length.

2. Orally produce differences among the English phonemes and allophonic variants.

3. Produce English stress patterns, words in stress and unstressed positions, rhythmic structure, and intonation contours.

4. Produce reduced forms of words and phrases.

5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.

6. Produce fluent speech at different rates of delivery.

7. Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms

9. Express a particular meaning in different grammatical forms.

10. Use cohesive devices in spoken discourse.

11. Accomplish appropriately communicative functions according to situations, participants, and goals.

12. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

the teacher's role is to monitor students' speech production to determine what skills and knowledge they already have and what areas need development. Hence, the responsibility of

the teacher is to devise activities that can address different skills by providing authentic practice that prepares students for real life communication.

**The Importance of Speaking**

*Baker and Westrup (2003: 05) support that* ***"A student who can speak English well may have greater chance for further education, of finding employment and gaining promotion".***

The significance of speaking skills hence, is enormous for the students of any language. It advances communicative efficiency; teachers want students to be able to use language fluently and accurately as much as possible. Learners also give the speaking skill priority in their learning since it is, in fact, the active utilization of language to express meaning.

It is revealed with the integration of the other language skills. For instance, learners' vocabulary and grammar can be improved by speaking and then improving their writing skill. Furthermore, the speaking skill, helps the learners to express their personal feeling, emotions, opinions or ideas; tell stories; inform or explain; request; converse and discuss i.e. through speaking, we can display the different functions of language. Mastering a language and being able to communicate orally in English is very important in real life as well if we consider that many companies and organizations look for people who speak English very well for the purpose of communicating with other people around the world. So, foreign languages speakers have more opportunities to get jobs.

According to Widdowson (1990:27) learning just the language system is not the appropriate way for learning how to communicate in the foreign language because knowledge of the language code alone does not clarify the requests of communication and interaction with others in the foreign language. Rules and isolated terms that are learned are not what students need outside the classroom.

**Other factors :**

**Lack of motivation**

Lower motivation levels or lack of motivation is one of the reasons for hindering the learners from active participation in speaking activities. It leads to hesitance in active participation in the speaking activities leading to lack of practice or no practice at all.

**Lack of confidence:**

A constant practice and patience are important to learn English Language. Learners believe that it is very difficult to achieve fluency or master the language. This absence of confidence prevents them from learning the speaking skills.

**Improper listening skills:**

The central role of listening perception in the 2$^{nd}$ foreign language acquisition process is now largely accepted. Listening plays an extremely significant role in the development of speaking capacities. Usually, one individual speaks and the other responds through attending by means of the listening process. In fact, during interaction, each speaker plays a duel role- both as a listener and a speaker. If one cannot comprehend what is said, one is certainly unable to respond. In this way, speaking is closely interwoven with listening skills.

**Lack of proper vocabulary:**

Next issue experienced with ESL learners is that they often have to look for an appropriate word. They don't find one to fit into the context or the content. This is because of absence of exposure to a variety of vocabulary. This likewise leads to failing in communicating fluently in English Language, which again leads to lose confidence and have no motivation to speak. thus learners make an excessive abuse of fillers in their speech and conversation or give incomplete statements.

**Poor non-verbal communication :**

Oral communication includes a very powerful non-verbal communication system, which sometimes contradicts the messages gave through the verbal listening channel. Lack of knowledge of the nonverbal communication system of the target language normally results in the inability to get non verbal cues by the ESL learners, which often results in mis understanding.

**Factors Affecting Pronunciation**

Arequirement for language proficiency is for learners to attain understandable pronunciation in speaking a language. The prime objective of teaching pronunciation with any language is for intelligible and comprehensible pronunciation. Gilakjani (2012) says that although the demonstration of precise pronunciation is unlikely, the pronunciation should fall within reasonable standardsto meet the communication needs of the learner. However, numerous second language learners struggle with creating intelligible and comprehensible English pronunciation. The factors, which can affect the learning of English pronunciation, include learners' attitude, exposure to the target language, and teaching instruction.

**Attitude**

Some learners are more able at developing and acquiring good language pronunciation skills. In Elliot's study (as cited in Gilakjani, 2012) he found that the participants' attitudes towards learning native or near-native pronunciation, "was the principal variable in relation to target language pronunciation. If the students were more worried about their pronunciation of the target language, they tended to have better pronunciation of the target allophones" (p.122). Whereas, Lightbown&Spada (2006) argue that "it is hard to know whether positive attitude produce successful learning or successful learning engenders positive attitudes, or whether both are affected by other factors." (p.63) Yashima, Zenuk, Nishide, and Shimizu (2004) examined Japanese adolescent learners' willingness to communicate (WTC). They found that learners who had a habit of communication outside of classroom with their teacher achieved high scores in WTC.

**Exposure to target language.**

Unlike a native language learner, many second language learners are learning English in their own country, as a foreign language(EFL learners). This absence of exposure to the target language significantly limits EFLL's abilities to interaction and speak to English native speakers. This also means that learners will have extremely limited access to comprehensible input, which is a fundamental element of Krashen's monitor model refers that comprehensible input is the essential condition for language acquisition to take place. Asassfeh, Al-Shaboul, Zuraiq, &Alshboul (2011) designed a study to investigate the main difficulties that Jordanian English-major undergraduates found from their experiences of learning English as a foreign language. A questionnaire was developed and directed to 270 (50 male and 220 female) members from the Hashemite University, Jordan. The researchers analyzed these problems from a learner's viewpoint. Their findings recommend that students battled most with speaking English. The researchers referenced that difficulties were experienced in speaking English; in pronouncing words correctly, determining the stressed syllable in a word, using appropriate intonation in pronouncing sentences, and having the option to use grammatically correct English when speaking. This study is important because it proposes that these speaking challenges can happen where EFL learners have restricted use with English in daily life.

**Instruction**

Instruction in foreign language centers on the four skill areas of development: listening, speaking reading and writing. However, according to Elliot (1994), (as cited in Gilakjani,

2012), there might be nonattendence or emphasis on pronunciation improvement with second language teaching. This may be due to a general weakness of interest both by teachers and students. As such, pronunciation of a second language may not necessarily be seen as being very important. Due to pronunciation being avoided as a priority, the act of teaching pronunciation to EFLL's may be forfeited for other language building skills during classroom time.

### Mother tongue

Arab ESL learners' often find difficulties with correct English pronunciation. Ahmad (2011) investigated the challenges, which Saudi students meet when pronouncing certain English consonant sounds. He randomly chose eight students for the study from a Saudi Arabian university. Recording samples of consonant sounds were taken from the research members and four words selected for possible consonant sound issues using initial, medial, and final word positions. An English native speaker identified the problem sounds from the participants' speech recordings.

According to Ahmad (2011), the results show that the participants had major difficulties in pronouncing specific consonant sounds like ; /p/, /d/, /v/, /tʃ/, /ʒ/, and /ŋ/. The findings of the study indicate that when students speak a second or foreign language they will tend to produce the sounds, which are closest to the sounds that exist in their mother tongue that lead to pronunciation mistakes.

Al-Saidat's (2010) study results demonstrate that Arab EFL learners unintentionally insert an anaptyctic vowel (a short vowel between consonants) at the beginning as well as in the end of certain English syllables. The findings suggest that certain English syllables are hard to learn for Arab learners of English and this leads to pronunciation problems.

Na'ama (2011), results show that the most frequent mistakes by Arab ESL learners occurred in their pronunciation of three and four-final-consonant cluster English words. In Arabic segmental features these two types are usually not found. According to Na'ama (2011) this is a major cause of interlingual phonological errors for Arabic English speakers.

Al Taha (1995) found that the most common speaking mistakes were English phonemes being replaced by Arabic phonemes. According to the researcher these mistakes can in part be attributed to first language (L1) interference where certain sounds in English do not exist in Arabic and different consonant clustering between the English and Arabic languages.

*Conclusion* :

The mother tongue has influence on every aspect of the second language including acoustics, phonetics and the phonological level. If an Arabic learner of English language tries to communicate using a foreign language, the mother tongue will reflect low performance as well. This chapter focuses on the main problems that may face the Algerian students of English foreign language in their pronunciation, which caused by the effect of the Algerian spoken Arabic. Two different tools are used in order to gather the necessary data (questionnaire and the interview) to see at what extent the Algerian students are influenced by their mother tongue.

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# Chapter two

# British English in Algeria and the language interference between L1 and the target one

**Introduction**

**II.1. Literary Review on the English Language in Algeria and Some Properties**

　**.**British English

　.Historical Background of English Language in Algeria

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**II.7. Errors' Significance In EFL Learning Process**

**Introduction**

Obviously, learning English is becoming essential in a time of worldwide communication, it is known that a native language has an important role in the acquisition of a second language. Algerian students of English are often confused because there are different rules of English and Arabic languages. Besides, the Algerian students are frequently influenced by Arabic language structure when learning English. They tend to transfer the forms and the meanings from their native Language (Arabic) to construct the foreign language (English). It seems that the Algerian students will meet many problems or difficulties in mastering English, such as syntactical ; morphological , phonological, semantic. The first language is generally a source of influence and transfer for foreign language learners, who tend to use their first language better; they apply the first language rules to the second one, this leads to make mistakes. In addition to that, this review was done to reveal the role of learning a target language and the role of first language on it. A lot of factors that cause the interference were considered such as the similarities and differences in the structures of two languages, background knowledge of learners and their proficiency of learners on target language, and the structures of consonant clusters in L1 and target language. If there face less problems are similarities in the mother tongue and target language, learners in learning English, but if there are no similarities of the structure of Arabic and English, learner is faced with a lot of problems in the TL and it is not easy for them to learn

# British English

British English is a kind of the English language which is used in Great Britain. It is one of the two most popular kinds of English in the world ,So this term British English refers to the varieties of the English language spoken and written in Great Britain (or, more narrowly defined, in England). Also called UK English, English English, and Anglo-English — though these terms are not applied consistently by linguists (or by anyone else for that matter).Its characteristic revolve around the pronunciation of the letter R, as well as the dental plosive T and some diphthongs specific to this dialect.

## Historical Background of English Language In Algeria

Algeria has two official languages: Arabic, the chief language of government, and Tamazight, a Berber language. Arabic is the most commonly spoken language in Algeria, with close to 98% of the Population speaking it according to the most recent trade sources. It becomes the first truly global language. It is such a Language, which is used by the most as their mother tongue. For the majority it is used as an everyday second language, and it is by far the language most learned as a foreign language. as the case of Algeria. English is taught as a foreign language or third language for a general educational aims that is with no specific purposes. English language is used to an everincreasing degree all over the world. French and Arabic are the most frequently used business languages in Algeria. However, with the Advance in importance of foreign companies, as well as growing trends in the global marketplace, this is slowly altering and an understanding of the benefits of communicating in English is becoming more appreciated overall

English in Algeria started to be taught as the secondary compulsory foreign language for students beginning in the fourth grade in the middle school cycle, from the end of the 1970s to the early 1990s. In September 1993 the Ministry of Primary and Secondary Education made French and English two separate choices for the first mandatory foreign language; students were required to pick one over the other The Minister of Education said that English was to be promoted because it was "the language of scientific knowledge".

## 2.1.2. English in education

ELT in Algeria can be divided into four stages. The first stage (from 1962 to1970), was based on the use of Grammar Translation Method (GTM) which aimed to improve the learners ability in translating literary pieces from the target language (TL) to the native language (NL) and vice versa. However, speaking was neglected since priority was given only to reading and writing skills. The second period (from 1970 to 1984), knew the use of Structural Approach (SA) which supported oral teaching at first apart from translation which was completely banished from any classroom activity. The third period (from 1984 to 2003), Communicative Language Teaching (CLT) was introduced to the system, it was focused on functional and communicative uses of language. Finally, The last phase (from 2003 till now), the system adopted the Competency Based Approach(CBA) which is based on the development of students' competencies, intellectual, linguistic

## I.2.Language Interference

 According to Odlin Language interference that's defined as L1 interference, pass-linguistic interference, and pass meaning, refers to audio system or writers making use of expertise from their local language to a 2nd language, in different phrases it includes the have an impact on of the mom tongue at the freshmen' goal language manufacturing because of the similarities and the variations among the TL and the only formerly received (1989: 27). Language interference is likewise involved with transferability of speech acts from one language to any other and the quantity to which the learner is capable of practice his intuitive expertise of a way to use his local language to the overseas language.

Learners generally tend to translate in a literal phrase-for-phrase from one language into any other and considering that now no longer all speech acts are without delay transferable among languages with out a extrade of shape that is going past literal translation, severe mistakes are made withinside the process. Learners, mainly withinside the first degrees of L2 acquisition, typically switch objects and systems which are exclusive in each languages. This might also additionally take area on the phonological, grammatical, and lexical levels. L1 phonological and orthographic procedures intrude with spelling L2 phrases with strange phonemes or graphemes; miscues in L2 studying may be attributed to local syntactical expertise; and phrase order variation, complicated noun terms and different complicated structural variations among languages may be deceived to the overseas language learner.

According to behaviorists L1 interference is the maximum extensively identified supply of overseas language troubles because of the variations among the device of L1 and L2.

 Lado (1959:1) confirms this while pronouncing that:

 "The scholar who comes into touch with a overseas language will discover a few capabilities of it pretty smooth and others extraordinarily difficult. Those factors which are much like the learner's local language can be easy for him and people which are exclusive can be difficult"

Weinreich (1953: 1) analyses how language structures relate to every different withinside the thoughts of the learner. This key idea is interference, described as the ones times of deviation from the norms of both languages which arise withinside the speech of bilinguals because of their familiarity with multiple language. By implication, this may be in all likelihood to supply mistakes which led linguists to develop

 'Contrastive Analysis' so one can expect mastering mistakes via way of means of inspecting variations among L1 and L2.

 The impact may be on any factor of language: grammar, vocabulary, accent, spelling and so on. Language interference is taken into consideration as certainly considered one among blunders sources (terrible switch), wherein the applicable function of each languages is the equal it results in accurate language manufacturing (advantageous switch). The more the variations among the 2 languages, the extra terrible the outcomes of interference are in all likelihood to be. It will unavoidably arise in any state of affairs wherein a person has now no longer mastered a 2nd language.

As said via way of means of Lott (1983: 256): "Errors withinside the learner's use of the overseas language that may be traced again to the mom tongue"

## I.2.1. Language Interference among First and Second Language

Relying on what has been concluded from the definitions of specialists, the language that's received at some stage in early early life beginning earlier than the age of approximately three years is first language, this latter has exclusive names inclusive of, mom tongue, local language and number one language. A 2nd language acquisition is wanted for education, employment and different purposes, and it's miles normally societal language (e.g. English).

A developing frame of studies became completed on the primary language switch in 2nd language acquisition. Almost all the preceding researchers agree with that first language has interference in 2nd language acquisition. One of the primary elements of 2nd language mastering is that freshmen already own the expertise of the local language that they predominantly use and assume with. The policies and customs of the local language are naturalized withinside the speaker's thoughts.

 Consequently, 2nd language freshmen must address the effect in their local language at the same time as mastering a brand new language. There is a consensus withinside the literature that 2nd language manufacturing can't be defined absolutely in terrible behaviorist terms, inclusive of local language interference. Yet, it's also faulty

that Date d'envoi de votre message : le thirteen juin à 20:19 local language have an impact on may be neglected entirely (Dulay and Burt 1973; Dulay et al. 1982; Felix 1980).

The classical observe via way of means of Lado (1957) brought the technique of linking the effect of local language with 2nd language acquisition. In this seminal work,

Lado (1957) proposed that the conduct of the local language (NL) superimposed at the styles found out withinside the goal language (TL). This technique became referred to as because the Contrastive Analysis Hypothesis (CAH).

Since Lado proposed the CAH, many pupils have tried to give an explanation for why 2nd language freshmen communicate the manner they do via way of means of evaluating the local language and the goal language systemic capabilities. The CAH got here from a behaviorist theoretical basis.

Second language mistakes occur because of persisting local language conduct, that is, local language interference of their 2nd/overseas language manufacturing.

Thus, the mistakes produced via way of means of 2nd language freshmen have been taken into consideration the manifestation of the issue of their mastering process. With admire to local language interference, Lado asserted that the variations among the 2 languages bring about mistakes. In different phrases, problems are expected via way of means of the variations observed withinside the NL and the TL, meaning: "When one good sized unit or detail withinside the local language equates bilingually with good sized gadgets withinside the overseas language we've got most mastering problem" (Lado 1957: 15)

He assumes that the most problem happens while the unified factors withinside the NL are divided into withinside the TL. For example, splitting one phoneme withinside the NL to 2 TL allophones reasons the most problem phonologically, in line with Lado (1957).

Thus, the primary supply inflicting problem in 2nd language mastering is owed to the language dependancy transferred via local language use, ensuing in interference in mastering the brand new language.

This technique specially specializes in the bad effect of local language interference primarily based totally at the one of a kind additives among audio system' local languages and new languages.

Other research display that variations among local language and 2nd language do now no longer assure bad switch, and the similarities among NL and TL do now no longer continually bring about high quality switch both, however, Duskova (1969: 18)

concluded that: "Contrastive evaluation predicts getting to know troubles now no longer best in which the supply and the goal language differ, however additionally withinside the case of linguistic capabilities unknown withinside the supply language. This assertion is completely showed through the mistakes made withinside the use of articles".

## I.2.1.1. Negative Transfer

Lee (1968:180) says that:

"The top motive, or ever the only motive of trouble and blunders in overseas language getting to know is interference coming from the learner's local language'

Not all speech acts are at once transferable from a language to every other with out a extrade from what is going past literal translation; this can result in extreme misinterpretations some of the interlocutors, specially while the systems of the 2 languages are exceedingly one of a kind. In this case, one should expect a enormously high frequency of mistakes to arise in L2, consequently indicating an interference of L1 on L2 (Ellis 1994: 58). This way that newbies carry to undergo a few have an effect on the use of L1 over L2.

This have an effect on is again and again obvious withinside the mistakes that newbies make both orally or in written. . For example, Algerian newbies of English make mistakes like: The guy whom I spoke to him is a dentist. Which has the identical shape as withinside the

Arabic /eradʒulu el laði taħadaϴtu maʕahu ʈabi:b alasnan/. The newbies' L1 now no longer best influences L2 vocabulary and grammar however additionally its phonology.

Corder helps that switch is associated with the usage of a few received guidelines of the mom tongue withinside the manufacturing and information of the goal language. Corder defends that the interference of the local language withinside the goal language is taken into consideration because the recognised supply of blunders (1973: 132). Furthermore Crystal confirms

that bad switch refers back to the mistakes made through the audio system at the same time as introducing into one language primarily based totally at the touch with mom language. (1992:180).

### I.2.1.2. Positive Transfer Ellis (2000:300) continues that:

"If the 2 languages had been same getting to know should take area without difficulty through 'Positive Transfer' of the local language pattern" Positive switch is a useful a part of first language in 2nd language; this takes place while languages proportion the identical characteristics. This form of switch is not often occurring. For that, it turned into disregarded than the bad switch which takes all of the elements of switch. It isn't right to awareness on bad switch and forget about the alternative one, "for the reason that cross-linguistic similarity which can also additionally generate high quality switch is an necessary a part of the complete cross-linguistic have an effect on set.

(Yu, 2004). Allen and Corder (1975) keep that:

"Positive switch allows new getting to know, for instance, it is simple to learn how to pronounce aspirated voice much less stops in 2nd language if the language additionally has aspirated voice much less stops."

Linguistics considers that switch from mom tongue to the goal langue is an crucial component withinside the procedure of getting to know. It helps the characteristic in obtaining know-how and allows newbies fixing troubles that they've by no means visible before. This way that newbies relate what they already realize in their L1 to what they find out in L2. In this case, the newbies' L1 can facilitate L2 acquisition, specially if the 2 languages resemble every other.

Learners broaden their getting to know of L2 in the event that they use it correctly. This can also additionally appear if the capabilities of L1 correspond to L2 capabilities. In this case, the similarity in capabilities may be a facilitative impact to the purchase of L2. Lado (1957: 82/83) restricts the time period much like the objects that might characteristic as 'identical' in each languages in everyday use even though whole sameness won't exist in language behaviour. The similarities, in step with him may be categorised into "enormously small variety of subgroups or styles of correspondence".

## I.2.2. Intralingual Interference

According to Brown (2000), intralingual switch is the essential element in 2nd language getting to know. He in addition defined that at the same time as interlingual mistakes seem on the early level of 2nd language getting to know, the intralingual mistakes seem while newbies start to accumulate a few elements of the brand new system, i.e, intralingual switch is manifested inside newbies' development in 2nd language getting to know. Furthermore,

Richards and Schmidt view it as one kind of interference which includes language switch of 1 language object upon every other, this could be resulted from defective or partial getting to know of the goal language (Richards & Schmidt, 2002).

According to Richards (1970, 6) intralingual interference may be described because the objects produced through the learner, which mirror now no longer the shape of the mom tongue, however generalizations primarily based totally on unique publicity to the goal language". In his quotation, Richards states that withinside the procedure of getting to know an L2, newbies try to extract the guidelines for the motive of fixing the problem they were encountering. Furthermore, they could formulate new conventions which might be impartial from each: the mom tongue (MT) or the goal language (TL). Within this concept, Richards (1974) recommended 4 sorts and reasons for intralingual mistakes which might be as follows:

- Overgeneralization: it's miles related to redundancy reduction. It covers times in which the learner creates a deviant shape on the premise of his enjoy of other Date d'envoi de votre message : le thirteen juin à 20:24 systems withinside the goal language. It can be the end result of the learner lowering his linguistic burden.

 - Ignorance of rule restrictions

- Applying guidelines to contexts to which they do now no longer apply.

- Incomplete utility of guidelines

- Semantic mistakes which include constructing fake concepts/systems: i.e. Faulty comprehension of differences withinside the TL.

## I.2.3. Interlingual Interference

Brown claims that for the reason that beginners aren't acquainted with the gadget of the goal language (in the course of the start of 2d language mastering manner), they discover themselves obliged to rely upon the most effective preceding linguistic gadget in their local language in generating the goal language, Consequently, mistakes may also arise from the interference of the MT and the switch of a number of its factors into beginners utterances at the same time as talking or writing the TL. Brown (2000: 224); Furthermore,

Richard and Sampson defines the interlangual switch because the preliminary aspect that affects 2d language beginners' gadget. As Corder reviews that the interlingual mistakes are gift whilst the learner's L1 habits (styles, structures or regulations) interfere or save you him/her, to a few extent, from obtaining the styles and regulations of the second one language (Corder, 1971). Moreover, Gass and Selinker defines Interlingual

mistakes as the ones which may be attributed to the NL (i.e., they contain cross-linguistic comparisons)" In different phrases Inrerlingual Transfer is taken into consideration as one of the major motives that make beginners in the course of the mastering manner dedicate mistakes in generating the TL such mistakes are resulted from local language bad switch. As suggested in Dulay and Burt many studies findings observed that one 0.33 of the mistakes are derived from L1 interference.

Uses of interference withinside the EFL Classroom Teachers can use interference in extraordinary conditions at extraordinary degrees and tiers as follow:

According to Newmark (1991):

"Transfer is a beneficial device for use withinside the essential, intermediate and superior tiers of language mastering"

1. In the essential stage, switch is beneficial as a quick time saver, and "translation from L1 to L2 can be beneficial as a shape of manage and consolidation of fundamental grammar and

vocabulary" (Newmark ,1991,p.61).In different phrases, interference is beneficial due to the fact it expounds grammar and teaches vocabularies.

2. In the intermediate stage, interference from L2 to L1 of phrases and clauses can be beneficial in handling mistakes, and it's miles beneficial for the growth of vocabulary.

3. In the superior stage, from L1 to L2 is identified because the 5th ability and the maximum crucial social ability because it promotes communication. Also, Date d'envoi de votre message : le 18 juin à 14:52 whilst the usage of interference, "Grammar will become much less horrifying and more available if college students are allowed to apply their mom tongue and hence notice the similarities and variations among their mom tongue and the goal language." (Dilkova, 2010, p.451).Moreover, Interference may be used to give the meanings of latest phrases "There are severa approaches of conveying the that means of an unknown word. These encompass a definition in L2, a demonstration, a image or a diagram, a actual object, L2 context clues, or an L1 translation. In phrases of the accuracy of conveying the that means, none of those approaches is intrinsically higher than any of the others." (Nation, 2001). In addition, Liao (2006), in his take a look at approximately the usage of interference in English mastering, got here to the belief that "college students maximum regularly use interference to research English vocabulary phrases, idioms, phrases, grammar, to read, write, speak English, to test their studying and listening comprehension."

## Error Identification

Corder (ibid) keeps that the utterance can also additionally be: Erroneous in ways: brazenly or covertly those relate to floor shape and deep shape respectively (p.272)

Overt mistakes, he explains are superficially deviant. i.e., ungrammatical in phrases of the goal language policies. Covert mistakes, on the opposite hand, are superficially nicely-formed, however irrelevant withinside the context. The key time period of the definition given above is inter language as proposed via way of means of Selinker (1972). Errors, on the opposite hand, are troubles that a local speaker might now no longer do.

## Corder (1974:250) refers to mistakes as:

 Breaches of the code or deviations from what's seemed because the norms

 Recognizing that an mistakess has been dedicated always entails the translation of the learner's utterance in a context. As a person learns a overseas language, the mistakes he makes suggest his stage of proficiency. Clearly, the mistakes of a amateur are specific from

the mistakes of a sophisticated pupil and what have been as soon as mistakes can end up errors or lapses.

A easy definition which need to be saved in thoughts is that a slip is what a learner can self-accurate, and an mistakess is what a learner can't self-accurate. Richard distinguishes among 'developmental' and intralingual mistakes. The former refers back to the specific tiers the learner passes thru in constructing hypotheses and reformulating them till he reaches a sure extent, a language just like that of the local speaker.

 The latter displays the overall traits of rule gaining knowledge of along with defective generalization, incomplete utility of the policies, and failure to analyze the situations beneathneath which policies apply. Hence, the distinction among local audio system and overseas language newbies as regards mistakes is thought to derive from competence. Foreign language newbies devote mistakes in large part due to the paucity in their information of the goal language, while deviant paperwork produced via way of means of local audio system are brushed off as slips of the tongue or slips of the pen. That is, they originate now no longer from poor competence however from overall performance phenomena along with modifications of plan, tiredness, pressure and others. The definition of those phrases: competence and overall performance is consequently necessary.

## Error and Mistake

It is vital right here to make a difference among errors and mistakes. According to Brown errors talk to a failure to make use of a regarded gadget efficiently Mistakes made via way of means of a learner whilst writing or speakme and that is as a result of loss of attention, fatigue, carelessness, or a few different elements of overall performance while mistakes situation a substantive deviation from the grownup grammar of a local speaker, reflecting the interlanguage competence of the learner (1994: 205).

 Errors which ends from incomplete information are every so often categorized in step with vocabulary (lexical mistakess), pronunciation (phonological mistakess), grammar (syntactic mistakess), false impression of speaker's purpose or meaning (interpretive mistakess), manufacturing of the incorrect communicative effect, e.g. thru the defective use of a speech act or one of the policies of speakme (pragmatic mistakess). Two matters want to be said right here: Firstly, errors do now no longer require unique remedy assuming they're diagnosed. Secondly, mistakess right here refers to systems best.

Both Corder (1967, 1971) and James (1998) display a criterion that facilitates us to do so: A mistake may be self-corrected, however an mistakess can't. Errors are systematic, i.e. possibly to manifest frequently and now no longer diagnosed via way of means of the

learner. Hence, best the instructor or researcher might find them, the learner might now no longer (Gass & Selinker, 1994).

Norrish (1983) made a clean difference among mistakes and errors. He said mistakes are:

Systematic deviation whilst a learner has now no longer learnt some thing and continually receives it wrong

He brought that after a learner of English as a 2nd or a overseas language makes an mistakess systematically, it's far due to the fact he has now no longer learnt the proper shape.

Norrish described errors as inconsistent deviation. When a learner has been taught a sure accurate shape, and he makes use of one shape every so often and some other at different instances pretty erratically the inconsistent deviation is referred to as a mistake. And it's far on this mild that the researcher has selected to recognition on pupil's mistakes now no longer errors. An mistakess, however, is taken into consideration extra serious.

In Contrastive Analysis, the theoretical base of which changed into behaviorism, mistakes have been visible as horrific behavior that have been formed. The reaction changed into primarily based totally at the stimulus. It changed into assumed that interference of the mom tongue (L1) changed into accountable for the mistakes made all through the transition length of gaining knowledge of the goal language. As an English instructor, I am nicely privy to the truth that my Arabic speakme college students in grade 12, technological know-how section, devote many mistakes in essay writing.

These college students were reading English nearly their complete lives and still, their mistakes are numerous. In the cognitive approach, mistakes are visible as a clue to what's taking place withinside the thoughts. They are visible as a herbal phenomenon that have to arise as gaining knowledge of a primary or 2nd language takes area earlier than accurate grammar policies are absolutely internalized. Researchers assume that instructors are relieved to discover a extra sensible mindset toward mistakes.

Errors are not a mirrored image on their coaching methods, however are, rather, signs that gaining knowledge of is taking area. So mistakes are not horrific however desirable or herbal simply as herbal as mistakes that arise in gaining knowledge of a primary language. The perception that mistakes are a herbal and critical a part of the gaining knowledge of technique itself, and do now no longer all come from mom tongue interference, could be very critical. There is variant in newbies' overall performance relying at the task. Learners can also additionally have extra manipulate over linguistic paperwork for sure tasks, at the same time as for others they'll be extra liable to mistakess.

## Approaches to Study Errors

In order to continue to blunders evaluation, 3 tiers are to be followed (Allen and Corder1974, pp.126-128):

Recognition

Description

Explanation

Van Els et al (1984) proposed the identical steps, similarly to: Evaluation of mistakes

Prevention

Correction of mistakes

The first 3 tiers are logically depending on every different in that we can't describe mistakes without spotting that a sentence is assessed as erroneous, and in the end looking to deliver the perfect explanation.

The trainer has to make sure in spotting a sentence as being erroneous; his announcement have to depend on accurate interpretation of the learner's intentions. After recognition, description follows primarily based totally on a grammar which targets to narrate the which means to its floor shape via a hard and fast of express regulations. Explanation of mistakes is the remaining step wherein mistakes may be defined as a linguistic trouble withinside the experience that it suggests how the learner has deviated from the regulations of the goal language, or, a mental trouble, displaying the motives why the rookies make such deviations.

**Contrastive Analysis Approach**

Recognition of the significance of the rookies' local language withinside the gaining knowledge of of a brand new language has brought about the improvement of the sphere of studies referred to as contrastive evaluation (CA). A not unusualplace definition of this technique is that it's miles a department of linguistics which targets at contrasting the systems of languages to discover variations and use them as an enter for the prediction of mistakes. In different words, contrastive evaluation is dedicated to evaluating the mom tongue and the goal language to expect and provide an explanation for the mistakes made via way of means of rookies.

Before the second one language acquisition subject as we realize it nowadays become set up from the Nineteen Fifties to the 1960s, contrastive analyses have been performed wherein

languages have been systematically as compared. Researchers at that point have been inspired via way of means of the possibility of being capable of discover factors of similarity and distinction among local languages and goal languages. There become a sturdy agree with that a extra powerful pedagogy could end result whilst those have been taken into consideration.

Charles Fries (1945), one of the main implemented linguists, asserts: The maximum green substances are the ones which might be primarily based totally upon a systematic description of the language to be learned, cautiously as compared with a parallel description of the local language of the rookies As said above, contrastive evaluation is dedicated to evaluating the mom tongue and the goal language to expect and provide an explanation for the mistakes made via way of means of rookies of any precise background. Two variations are counseled to do so:

 The predictive model visible because the sturdy hypothesis

 The explanatory model referred to as the susceptible model.

## I.5.2.Error Analysis Approach

As said above, contrastive evaluation offers with the prediction of reassets of problems, or regions of interference via way of means of contrasting the local language and the goal language, while blunders evaluation (E A) is involved with the taxonomy and the reason of found mistakes. EA is comparative, as defined via way of means of Corder, withinside the experience that it tries to examine the learner's shape of language at any precise factor in his gaining knowledge of profession with the goal language (p.149). According to Richards et al (1992), this technique for investigating the learner's language has 3 important desires:

To discover the techniques which rookies use in language gaining knowledge of, to discover the reasons of rookies' mistakes and to attain records on not unusualplace problems in language gaining knowledge of as an useful resource to coaching or withinside the practise of coaching substances This simply suggests that studies is guided via way of means of main targets one only theoretical, involved with the mental component of gaining knowledge of language; and the opposite realistic and substantial to language teachers (Corder1975, p.205). Accordingly, Developmental Error Analysis is prominent from Remedial Error Analysis.

### Errors Types

Learner's blunders in Second language acquisition research stays a important difficulty in coaching overseas languages. Over the preceding decades, many researchers done diverse

investigations so that it will define, discover, and categorize mistakes and decide the handiest techniques to accurate them. However, notwithstanding those efforts, rookies nonetheless make mistakes withinside the goal language they had been gaining knowledge of. The important desires of coaching English as a Foreign Language had been continuously focusing at the rookies' cappotential to provide the TL as it should be and correctly.

As said via way of means of Corder, there had been faculties of idea in admire of rookies' mistakes in method research. The first college makes a speciality of the precept that a great coaching technique is recognized via way of means of the absence of mistakes withinside the rookies' language, while the manifestation of mistakes is only the end result of the inadequacy of the coaching strategies. However, the second one college emphasizes that mistakes are inevitable and could constantly arise regardless of the teachers' great efforts, as a consequence, coaching strategies have to address mistakes next to their occurrence (Error Analysis and Interlanguage 5-6).

The first college tries to expect the mistakes via way of means of investigating the problems of rookies withinside the gadget of the Second language via way of means of evaluating it to their mom tongue gadget, then, intensively drilling the ones aspects [difficulties] of L2 that incorporate new addiction is emphasized. (Dulay and Burt 99-109) .But, in step with Dulay and Burt in Richards (105), many inquiries discover that extra than 1/2 of of the rookies' mistakes haven't any relation with L1 shape. Even extra particularly, the gaining knowledge of technique itself is the supply of different mistakes. These findings result in the need to have a look at and look at those mistakes and their reasons, and additionally to the rejection of addiction concept and putting forward that language gaining knowledge of is an energetic and innovative technique. Thanks to the contribution of many linguists and educationalists such as :

Dulay and Burt, Nemser, Selinker, Jain, Corder and eventually Richards, the studies in Second language mistakes of rookies has simply recognized a brand new dimension. Particularly, as stated via way of means of Corder (Error Analysis and Interlanguage) via way of means of moving the emphasis farfar from a preoccupation with coaching toward a have a look at of gaining knowledge of, their works are set up at the belief that mistakes are representatives and evidence of the diploma of the learner's linguistic evolution withinside the Target Language gaining knowledge of technique.

Corder explains that learner's mistakes offer proof of the found out machine of language at a selected a part of the path although he/she is making use of a few machine that isn't but the proper machine of the TL. So freshmen mistakes are extensive to the teacher, because their

evaluation deliver instructors with the vital statistics approximately how remote the development in their freshmen information from the coaching targets and what nevertheless to be taught. Through the outline and category of freshmen' mistakes, instructors can increase a notion of the language functions which reason mastering problems. Secondly , the exam of mistakes helps the researcher with proof of the levels that a learner passes via in language mastering procedure, and the techniques or techniques the learner is the use of in his discovery of the language ('Error Analysis and Interlanguage'10-11). Finally, mistakes are vital for the learner with the attention that making of mistakes is a mastering device for him to use. In different words.

It is a manner the learner has of trying out his hypotheses approximately the character of the language he's mastering. Corder Error evaluation and interlanguage; Thus, mistakes' making is a method implemented via way of means of kids to accumulate their mom tongue in addition to via way of means of freshmen to grasp a 2nd language.

**Speakers' Errors**

is taken into consideration because the bridge that hyperlinks among people. It affords an powerful verbal exchange amongst people in addition to it's miles an energetic component of their every day life. According to Hemaidia (2016:127). It is one Types of mistakes which can also additionally cause the addition, or substitution of sounds and morphemes recognized as slips of the tongue or slips of the brain ; and withinside the fake starts, pauses and non- fluencies of speech (2008).

## I.6.2. Hearers' Errors

This sort of mistakes is substantial withinside the procedure of acquisition, specially while the hearer misunderstands the speaker's utterance or sentence

According to dulay and burt (1974:129-36), mistakes have performed an essential function withinside the have a look at of language acquisition in preferred and withinside the exam of L2 acquisition in particular. Researchers see that mistakes include precious statistics at the techniques freshmen use to accumulate a language. This manner that you'll decide freshmen' degree of mastery of the language via the ones mistakes. According to corder (1967;162- 169); the research of mistakes has a double purpose : it's miles diagnostic due to the fact it may inform us the learner's Language state" at a given factor throughout the mastering procedure and prognostic due to the fact it may inform path designers to reprint language mastering substances on.

## Errors' Significance In EFL Learning Process

Relating to Hemaidia (2008:70), it is supposed via way of means of the time period Error evaluation a kind of linguistic evaluation that makes a speciality of learner's unsuccessful acquisition of language. It is the procedure of figuring out the incident, nature, reasons and results of mistakess with a clean objective. It seeks appropriate and powerful coaching and viable remedial measures vital to enhance overseas language mastering. In preferred, it's miles primarily based totally at the evaluation of learner's mistakes to gain a higher know-how of the procedure of 2nd language acquisition (SLA).

## Corder keeps that:

A learner's mistakes…are extensive in that they offer to the researcher proof of the way language is found out or acquired, what techniques or techniques the learner is using withinside the discovery of the language. (Corder,1967: 167, stated in Brown, 2000: 217)

Researchers got here to recognize that the mistakes a learner makes in building a brand new machine of language are to be analyzed and identified cautiously due to the fact they will include the keys to the know-how of the procedure of FL acquisition. This manner that from the have a look at of his mistakes, they may be capin a position to deduce the character of the learner's information and find out what he has to learn. The maximum essential thing of mistakes is that they're fundamental as a method for a learner to learn. In his article The Significance of Learners' Errors, Corder (1967: 168-169) explains the price of mistakes in 3 specific approaches which may be summarized withinside the teacher's cognizance of the learner's development, the researcher's research for the techniques or techniques the learner is using in his discovery of the language, and subsequently for the learner himself who encounters the ones mistakes as being an essential tool for his development and development.

Brown stresses at the equal factor while announcing that:

The truth that freshmen do make mistakes and those mistakes may be observed, analyzed and categorized to show some thing of the machine running withinside the learner results in a surge of freshmen' mistakes, called 'mistakess evaluation'. (2000: 218) According to Dulay and Burt (1974:129-36), mistakes have performed an essential function withinside the have a look at of language acquisition in preferred and withinside the exam of L2 acquisition in particular. Researchers see that mistakes include precious statistics at the techniques freshmen use to accumulate a language. This manner that you'll decide a freshmen' degree of mastery of the language via the ones mistakes.

According to Corder (1967:162-169), the research of mistakes has a double purpose: it's miles diagnostic due to the fact it may inform us the learner's état de langue at a given factor throughout the mastering procedure and prognostic due to the fact it may inform path designers to reorient language mastering substances on the premise of the learner's modern mistakes.

**Conclusion**

The introductory bankruptcy provides a quick view approximately the statues of languages in Algeria; moreover a few theoretical principles in overseas language mastering are provided with a purpose to shed mild at the perception of interference, Many factors of language lead freshmen to dedicate mistakes; consequently mentioned on this bankruptcy, are high-quality and terrible interference, distinction among mistakes and errors and kinds of mistakes, and different associated points. Contrastive evaluation and mistakess evaluation processes are visible as appropriate manner for figuring out and figuring out the sort of incident, nature, reason, and effect of those mistakes with a purpose to searching for the viable remedial measures vital to enhance L2 mastering

# Chapter three

# field work

**Introduction**

Since this part of work  is regarded as the practical one , all the data are analyzed and collected through a mixed  methods (learners' questionnaire, teachers' interview ). To achieve the reliability and the validity of the results  to confirm or infirm the hypotheses, the research is supported by using both the qualitative and quantitative methods. This chapter also presents the data interpretation, and proposes some other   suggestion  that will help teachers to deal with   the negative use of language and it  interference on students' oral performance.

## Population

According to Nawaz (2005):

*"It can be defined as a selected sample of a population studied to gain knowledge of the whole" (p.25)*

The population engaged in this study is the following:

## Students

This study take place at Ibn Khaldoun University of Tiaret, from the population of the English department student and teachers , 40 students from first  year. For the sake of the globalization of the research outcomes, the prospect sampling (nonspecific) has been chosen. The reason behind choosing a first  year  students is because they rely more on their mother tongue more than second and third student .

## Table III 01 student's number

**This table present the number of student** :

| Level | Male number | Female number | Total |
|---|---|---|---|
| **Third year LMD** | **15** | **25** | **40** |

Student's number.

**Teachers**

Ten EFL university instructors are welcomed to supply data to this research study in arrange to undertake to evoke data approximately the wonder of obstructions and it impact on the oral production of the learners. Depending on their availability; every teacher who may well be come to may be a member. The full number is 10 (both are contract instructors). For that; teachers should select the finest strategy to educate . offer assistance them to move forward their oral performance. A pilot testing was conducted with 3 teachers who were not included as respondents within the primary ponder. It made a difference the analysts to check the quality and the stream of things or to alter the ones which did not serve the reason of the ponder. In reality, this elective step comparatively advance this investigation it can be guaranteed that the client investigate will be eassy , and essentially move forward the efficiency from the study

**The Research Tools**

interview and questionnaire are utilized in this study which are for the most part recognized as related sorts of investigate instruments to get profitable information. The meet is expecting to analyze teachers' sees approximately the use of Arabic in EFL classroom and the survey is coordinated to EFL students to bring their attitudes when it comes to the use of Arabic .

**Students' Questionnaire**

Abawi (2013: 03) defined research questionnaire as:

*"A data collection instrument consistent of a series of questions and other prompts for the purpose of gathering information from respondents".*

As a matter of fact to have butter understanding of how Arabic is secured by EFL learners , a study of fourteen questions are overseen to 40 first -year LMD student . These questions are isolated into three portions; the first one is nearly Arabic lingo visit usage . The moment segment indicating construct upto common information around English tongue sharpen and the proactive mental think , whether Arabic is used or not and how this lingo is secured by learners in EFL classrooms. At final the third zone committed the kind of mistakes they make and the negative transfer

 "A well-designed questionnaire meets the research objectives and reaches statistically significant and reliable conclusions from what a researcher is planning to investigate, mainly when resources are limited".

The goal behind designing these questions  is to help participants find out what affects most their oral performance; as well as, to discover the reasons of  negative transfer and what is the reason of those  errors in the transfer process.


## Teachers' Interview

*Abawi (2013:132) argued that:*

"Interviews have widely been used as a method of data collection in recent linguistic research. Various studies showed that interviews are one, if not the primary, method of investigating linguistic phenomena."

In arrange to reach the required details ,  seven questions were addressed   to 10 instructors having a educating encounter between 2 and 10 a long time, specialized in Didactics,

It is conducted to explore the impact of the mother tongue on the students' verbal execution (Arabic dialect) in learning English. It bargains with the degree to which the instructors have satisfactory information and are commonplace with the marvel of dialect impedances (Arabic-English); besides, the negative impact of this latter

## Data Analysis

*Brown points out, that*:

"Collecting the necessary data is half the battle"

This organized study  is committed for information collection and examination. The comes about assembled through the mixed method use  in this think about will offer assistance the examiners to reply the ultimate focal point  questions being inspected within the current investigate. is proposed to concentrate on the information  which are collected from the investigate disobedient. thus, from the calculation of person questionnaires'  answers  gives a clear idea  about the Arabic- English Dialect impedances in students' oral performance. As matter of fact , the analysts have to be alter disentangle, analyze these information. Within the current investigate think about the input  examination can be broadly categorized as comprising of subjective and quantitative examination since.

**Analysis of the Learners' Questionnaire**

The questionnaire results are as follows:

01: Gender

The questionnaire is filled in by 40 students from Ibn Khaldoun University in the English department. They are third year licence students. Most of the respondents are females (62%) while the minority is males (38%).

## Table III 02. Students' gender

| Gender | Numbers of students | Percentage |
|--------|--------------------|------------|
| Male | 15 | 38% |
| Female | 25 | 62% |
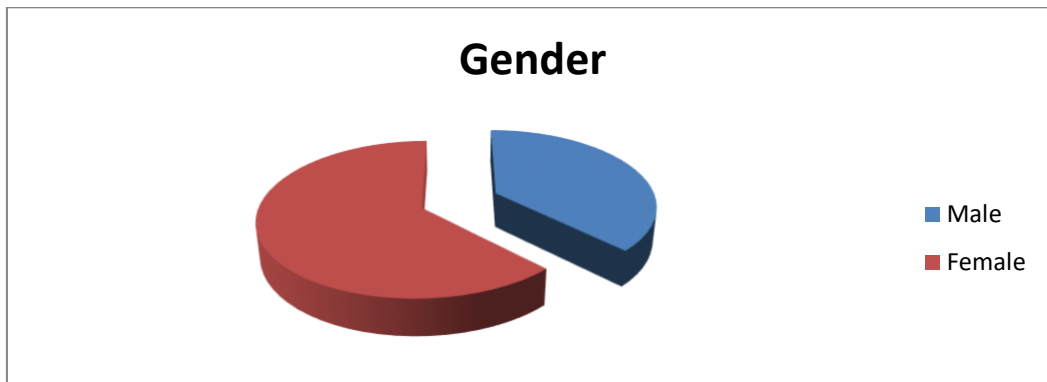


## 02: the Age

The majority of  respondents were twenty  years student  with a percentage of 37(%) followed by twenty one   years old students with a percentage of (33%), nighnteen  years students with a proportion of 30(%).

## Table III 03. Students' age

| Age | Number of students | Percentage |
|-----|-------------------|------------|
| 19 years old | 12 | 30% |
| 20 years old | 15 | 37% |
| 21 years old | 13 | 33% |

## Section 01: Arabic language use

**Question 01:**

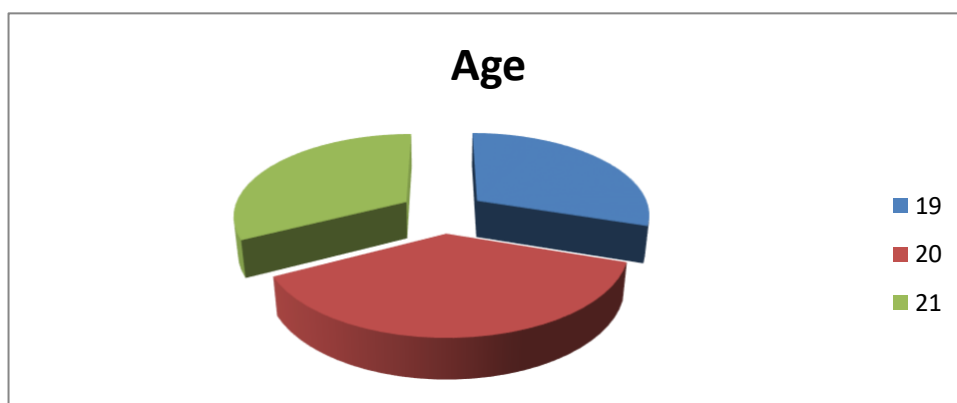does your English teacher use Arabic in classroom?

The majority of the students (63%) reported that their English teachers sometimes use Arabic, whereas (23%) of them said that they never use it and only (15%) reported that their teachers always use Arabic in classroom.

## Table III 04.

**teachers' use of Arabic in classroom**

| Informants' answers | Number of students | Percentage |
|---|---|---|
| **Always** | **6** | **15%** |
| **Sometimes** | **25** | **63%** |
| **Never** | **9** | **23%** |
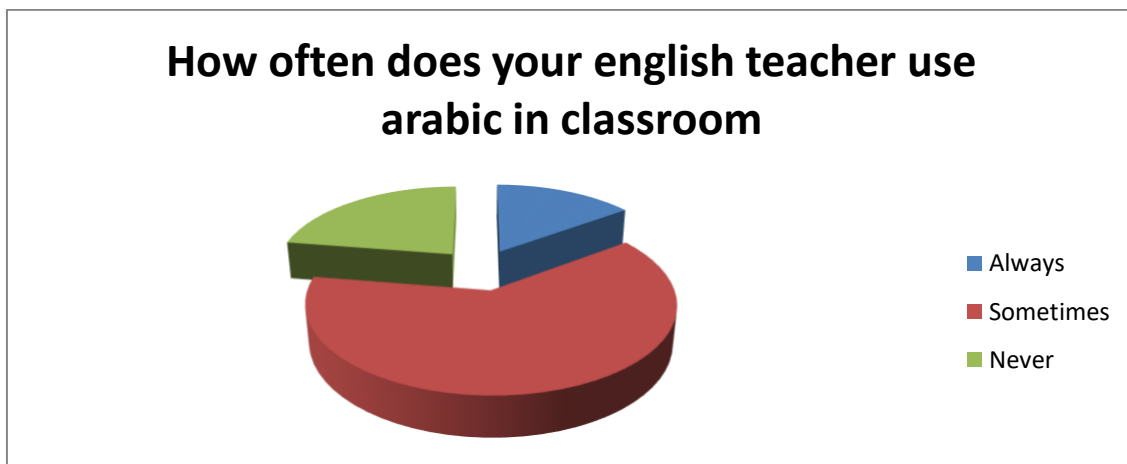


**Question 02:**

for your perspective the use of Arabic in classroom helps for butter understanding?

(55%) third year students stated that the use of Arabic in calssroom does not help them , on the other hand (45%) of them opted for yes.

## Table III 05.

**Students' opinion towards the use of Arabic in classroom**

| Information's answers | Number of students | Percentage |
|:---:|:---:|:---:|
| **Yes** | **18** | **45%** |
| **No** | **22** | **55%** |



**For your prespective the use of arabic in classroom helps for better understanding**

■ Yes
■ No
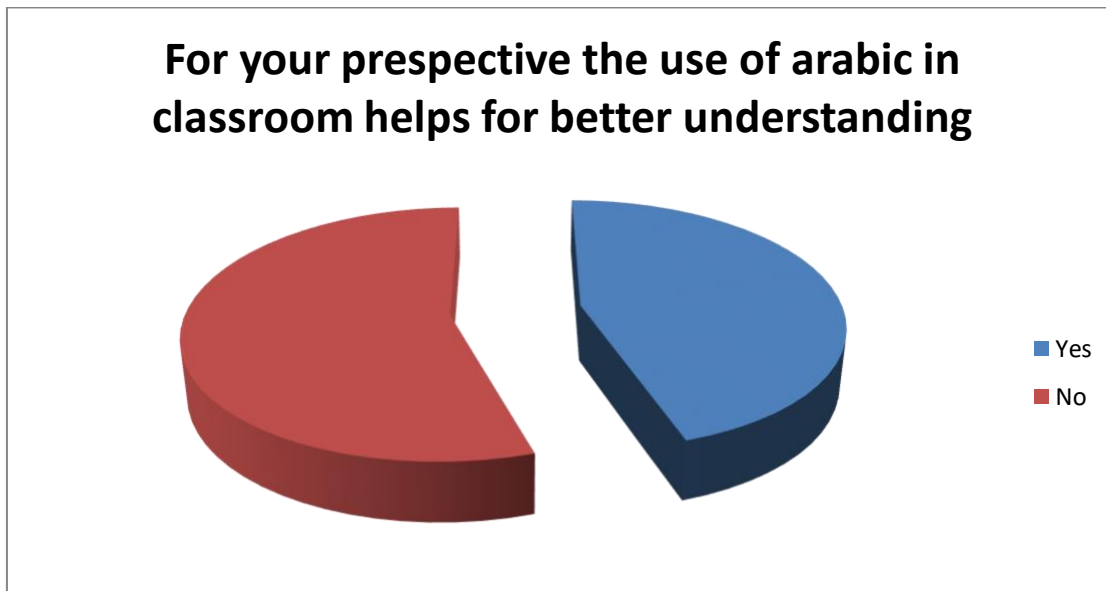
**Question 03:** which way do you think is easier to express yourself in Arabic or English ?

The finding reveals that (65%) of third year students find it easier to express themselves through Arabic rather than English. Whereas (35%) of them do not do so

## Table III 06.

**Students' attitudes when they express themselves**

| Information's answers | Number of students | Percentage |
|:---:|:---:|:---:|
| **arabic** | **14** | **35%** |
| **English** | **26** | **65%** |
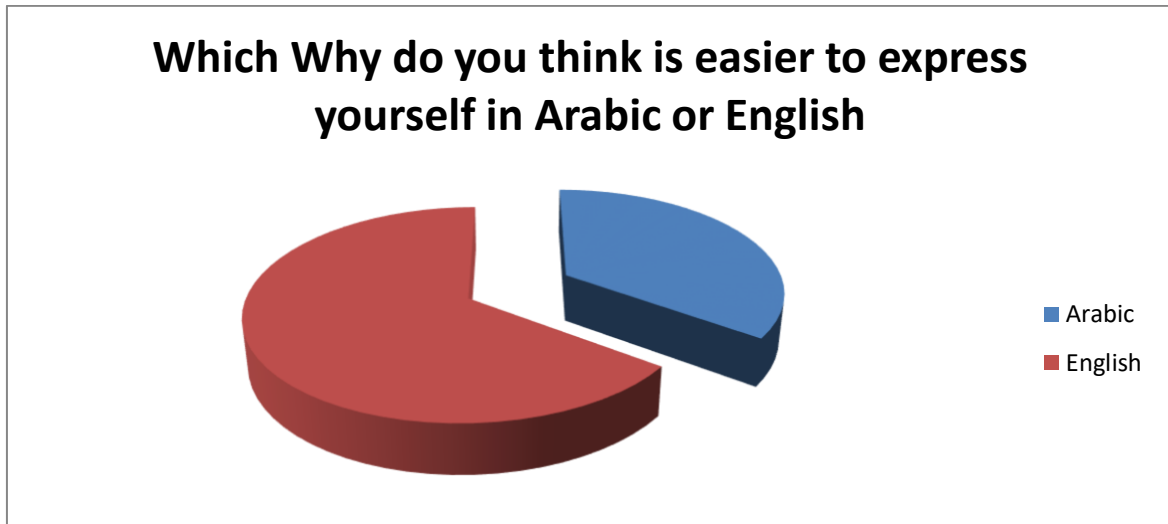
Question 04: How do you consider the Arabic use within the English Session?

The question has five (04) options; each one should be analyzed separately. It is seen that (55%) of the whole students said that using Arabic in English session helps them to better understand the difficult concepts. Then (24%) of students said that Arabic use helps them to check new vocabulary items. Whereas (14%) said that the use of Arabic gives them fewer chances to practice English. Only (7%) answered: it makes them feel at ease, comfortable and less stressed

## Table III 07.

**Students' answers about the use of Arabic in the English sessions**

| answers | Number of students | Percentage |
|---------|--------------------|------------|
| A - | 23 | 55% |
| B - | 10 | 24% |
| C - | 6 | 14% |
| D - | 3 | 7% |

## How do Consider the use Of Arabic in english session

- it helps to better understand difficult word in the english session
- it helps to check new vocabulary items
- it makes me feel at ease. Comfortable and less stressed
- it gives me fewer chancesto practise English
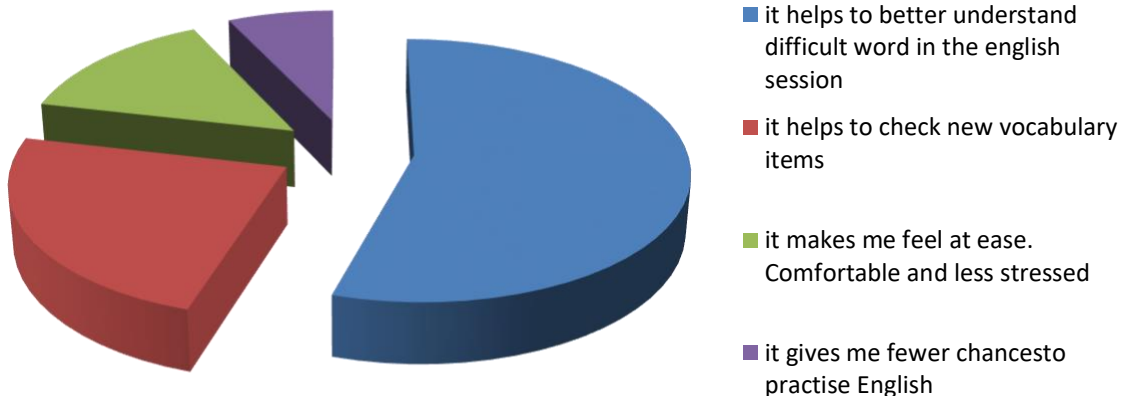
## Section Two: English language practice

Question 05: where do you practice English? It was found that:

**Table III 08.**

**This table present the place where they practice English more**

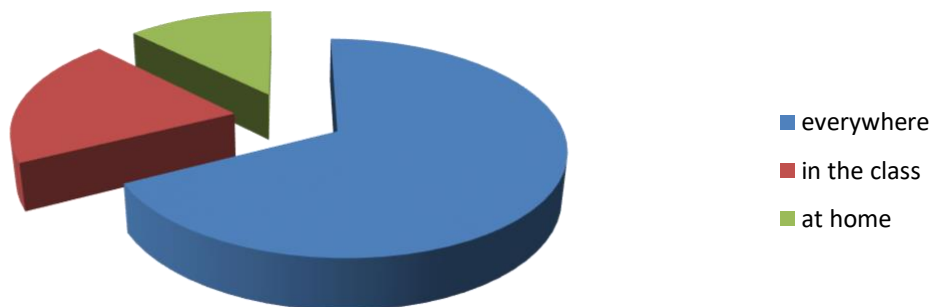| Information's answers | Number of students | Percentage |
|---|---|---|
| At home | 5 | 13% |
| In class | 8 | 20% |
| Everywhere | 27 | 68% |

## where do you practise English

- everywhere
- in the class
- at home

Question 06: When speaking English, I Disregard my mistakes

. The point from this address is to know the states of intellect of learners towards utilizing Arabic in EFL classrooms. Along these lines, the table shows up that there are (33%)of understudies ignore the kind of botch that they made when they produce English (50%) select in a few cases much, (8%) of to start with year understudies are along with once in a whereas, and because it were (10%) says they never ignore the kind of botch they make

## Table III 09

**Students' neglect of speaking mistakes**

| answers | Number of students | Percentage |
|---------|--------------------|-----------| 
| **Always** | **13** | **33%** |
| **Sometimes** | **20** | **50%** |
| **Rarely** | **3** | **8%** |
| **Never** | **4** | **10%** |
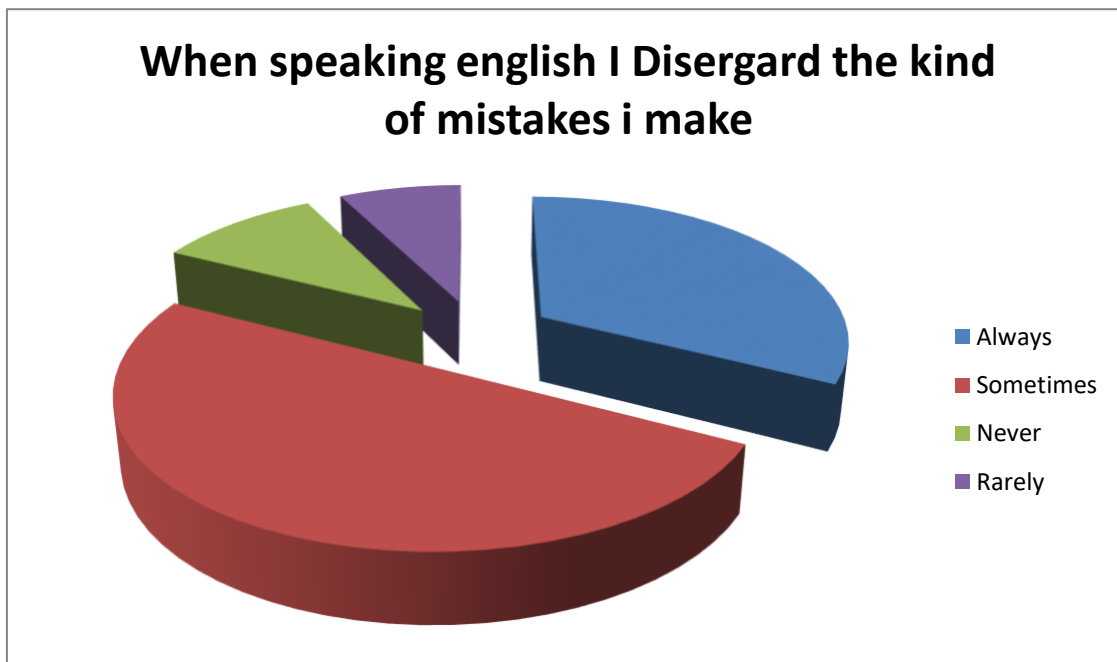
Question 07: When I speak English I translat from arabic to English

The comes about appear clearly that the larger part (55%) they rarely translate from Arabic to English as well as; (23%),declare that they never translate . though as it were few (15%) reveal that they never trade from Arabic to english . while (8%) of understudies are always translating from Arabic to english .

## Table III 10.

**The frequency of students' translation of tasks**

| answers | Number of students | Percentage |
|---------|--------------------|------------|
| Always | 3 | 8% |
| Sometimes | 6 | 15% |
| Rarely | 22 | 55% |
| Never | 9 | 23% |
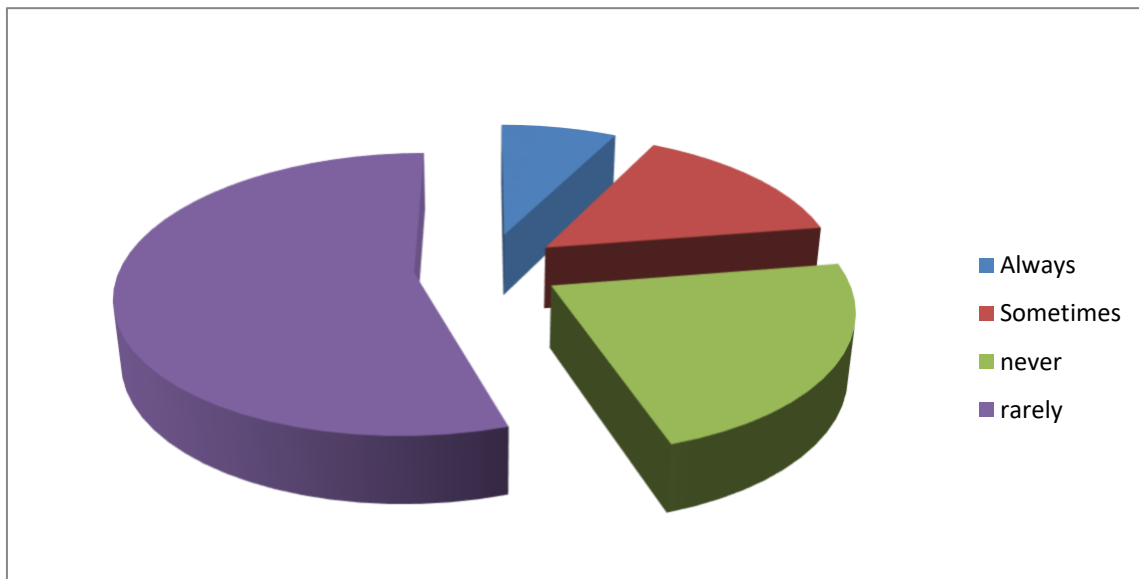
**Question 08:** when speaking in English, first I Think in Algerian Arabic, and then I speak in English

The finding reveals that (60%) of third year students do sometimes think in the Algerian Arabic. While (18%) of students do rarely . whereas (20%) of the sample do never think in AA . But (3%) of students appoint always .

## Table III 11.

**Students' behavior when they translat e**

| answers | Number of students | Percentage |
|---------|--------------------|------------|
| Always | 1 | 3% |
| Sometimes | 24 | 60% |
| Rarely | 7 | 18% |
| Never | 8 | 20% |
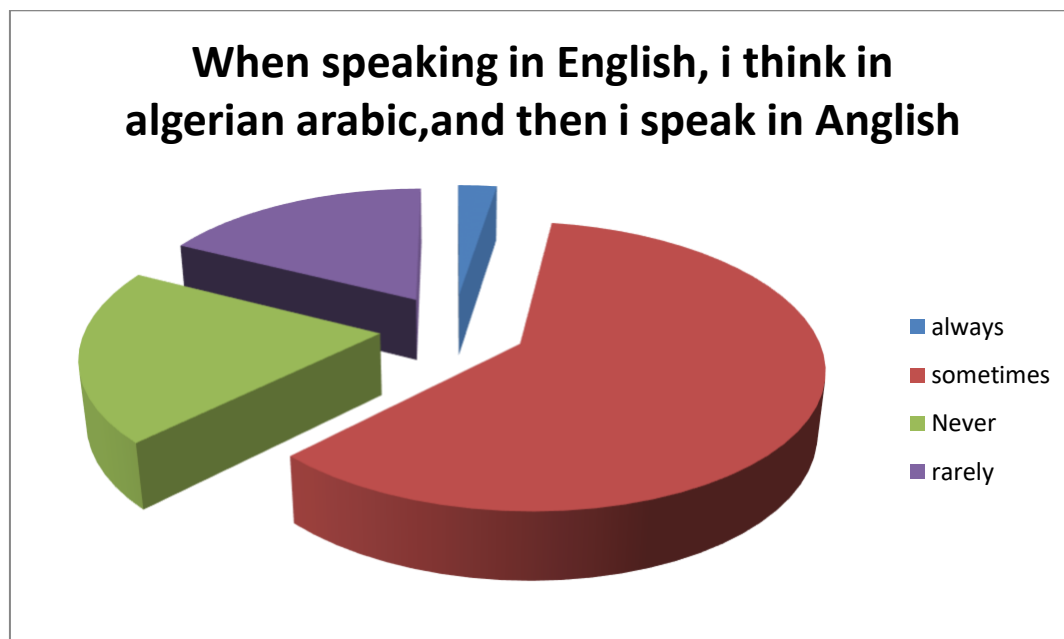
Question 09: does your teacher motivate you to speak English everywhere ?

The result of our inquire about appears that understudies (50%) are continuously energized to talk; this implies that these instructor like talking; for that . Whereas, (25%) of the understudies are sometimes energized to talk, Be that as it may (13%) of the complete sample says once in a while perhaps since the educator don't like to push on their understudy; for that, from time to time teachers energizes them. Whereas. Never is spoken to by (13%), There's no one cross never, since instructors most of time empowered to talk.

## Table III 12.

**Teacher' Encouragement to speak in and out of the classroom**

| answers | Number of students | Percentage |
|---|---|---|
| **Always** | **20** | **50%** |
| **Sometimes** | **10** | **25%** |
| **Rarely** | **5** | **13%** |
| **Never** | **5** | **13%** |
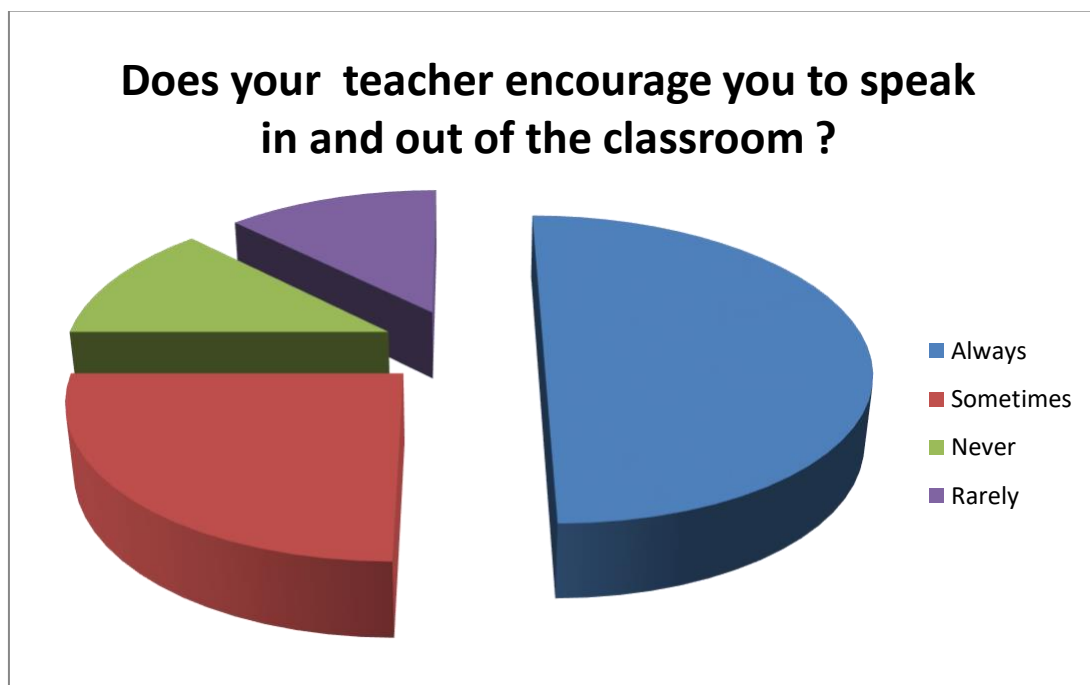
Question 12: when it comes to a hard word do you use an English English dictionary ?

The results obtained show that the majority of students (65%)  use an English English dictionary , only (35%) of them use an English Arabic .

## Table III 13.

**The use of English / English dictionary**

| answers | Number of students | Percentage |
|---------|-------------------|------------|
| agree | 26 | 65% |
| desagree | 14 | 35% |

**when it comes to a hard word do you use an English English dictionary ?**

■ agree
■ Desagree
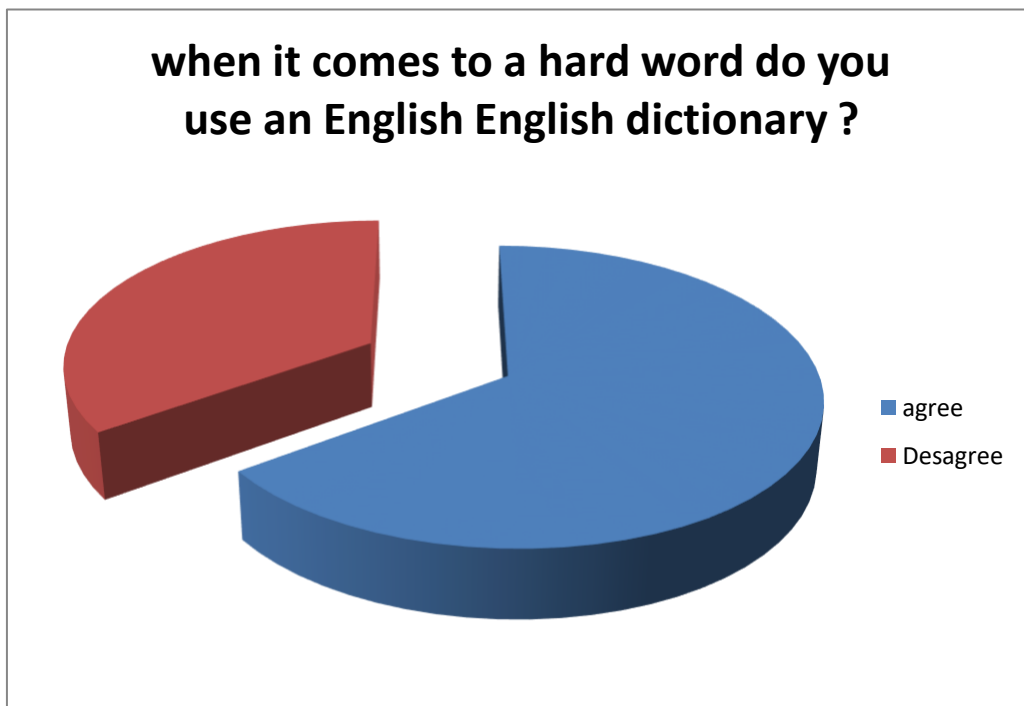
Section 3: Negative transfer and errors making

Question 10: for you what are the reasons of speaking weaknesses ?

In this rubric, the answers are divided into 04 categories:


Thrimary category which talks to the bigger portion of the respondents (41%) pointed that the require of practicing the tongue is the major reason for making botches in talking English though resue plt of the minute category which inholds (35%) of the respondents reveals that the reason behind making botches is due to the negative trade from Arabic since they said that they imply to the Arabic neglecting the contrasts between the Arabic and English tongue. On the other side of the coin, a third category checking (15%) of the understudies acknowledge that the require of vocabulary is the reason of committing botches in talking English and at final, a category of (09%) of the essential year (EFL understudy) declare that the lack of self-esteem is the reason behind that

Question 11: How can you diminish the L1 negative transfer?

In this rubric, the answers are divided into 03 categories:

The results illustrated that the first category of third year students which includes the majority of the respondents (44%) see that practicing English usually can reduce the L1 negative transfer, to be followed by the second category which inholds (31%) of the respondents to say that using English dictionaries is t the solution for getting ride of the negative transfer, while (25%) of students classified in the third category stated that the best way to minimize the negative transfer is to be in touch with the English culture through reading as well as listening to native speakers to be able to not refer to Arabic before practicing the target language

**Analysis of the Teachers' Interview**

In the same period of time; a structured interview with (10) Ibn Khaldoun university English teachers. Contain questions about the experience in teaching

The teachers' interviews are hold to gather information about the influence of Arabic on third year English students oral performance, and the reasons behind the errors they commit. The result of the teachers experience at the university shows that the majority have between6 4 and 6 years of experience and the 3 of them are in their first years of teaching , .

And in what concerns the modules in charge they said they teach different modules even out of their specialty, the modules mentioned are: phonetics, oral expressions, grammar teaching, written expressions, civilization, methodology, literature …

01)     Do you use Arabic in EFL classroom?

(80%) of teachers interviewed pointed that they do not use Arabic when teaching EFL class whereas, only (20%) of them said that they sometimes use it.

02)     do you  neglect student use of Arabic in classroom?

In this question, (70%) of the teachers interviewed declared that they do not allowed third year student to use Arabic in English speaking courses, while (30%) of them said that they tolerate the use of Arabic depending on the module.

03)     Using Arabic influence student speaking?  What's your opinion?

The results of this question shows that  (75%) of teachers see that Arabic has a big influence on students' speaking whereas, only (25%) of them believe that it may helmp them when it comes to a hard themes

04)     According to you, why do some EFL students use Arabic instead of English in classroom?

In this question, all teachers agreed that the lack of vocabulary is the major reason that pushes EFL students to use Arabic instead of English as they declared that lack of experience since they are not used to speak on English this is an another reason mentioned by some teachers.

05)     What are the students weaknesses that you have observed in class?

The most frequent weaknesses declared by teachers are as follows: grammar mistakes, limited vocabulary, lack of presentation skill, pronunciation, misuse of body language

06)     Is it negative for student when they use Arabic in classroom?

All instructors concurred that L1 influence contrarily understudies talking in English including that this impact is related to the all-time utilize of Arabic which has an affect on the learning prepare as well as understudies decipher their thoughts from L1 to the target dialect they get utilized to utilize L1 as reference, which leads to the negative impacts od understudies verbal talking.        .

### Data Discussion and Interpretation

This portion shows the reasults about collected inputs  from the students' questionnaire and the teachers'interview with respect t expressed theories. Thus, it'll check in case those theories are acknowledged or rejected. First, the point of the display ponder is to affirm the primary theory which says that L1 influence contrarily the verbal execution of EFL understudies in a few cases, thus, The information assembled from the survey, basically, questions two (02), four (04), five (05) and ten (10) uncover that the use of Arabic does not offer assistance understudy to memorize English; as well as, they prefer English clarification to get it way better, as they specified that it isn't fundamental to allude back to L1 when creating the target dialect. In addition,,  questions one, three and six (06) appear that all instructors are mindful of the value of the L1, assist more , the expansive larger part of instructors pointed that Arabic includes a huge influence

### Recommendations and Suggestions

Integrating the mother tongue in teaching English is among the techniques that are commonly used in order to enhance teaching-learning process. At the end of this study, the researchers become more familiar with the different situations that L1 should be used in. Besides, speaking skill is very interesting skill to be improved; for that, we have suggested some points for learners and teachers that may help them:

•       Teachers are obliged to show  differences between L1 and L2 grammar.

•       Teachers must be fluent speakers in order to teach this skill correctly.

•       L1 should be used in a limited manner, at the appropriate time, and in appropriate places.

•       Atkinson (1978) suggested that teachers should use English where possible and the L1 where necessary. It means teachers should encourage learners to use English as much as possible.

•       It is necessary to use translation in highlighting the similarities and differences between L1 and English in order to make students acquire easier.

•       In order to get rid of making negative transfer, students should practice the target language each time.

•       Teachers should avoid the overuse of L1 in English classes for keeping its positive impact

Avoiding the interference of first language leads to produce a good language; this requires the desire of learners and the responsibility of teachers.

**Some recommendation about other research**

More research is needed to investigate the language interference to facilitate English teaching . As a future study, the researchers suggest to enlarge this research through using longitudinal studies and a higher number of participants, in which the participants may be asked if listening has any contact with language interference that it can be found out the real reasons for using L1 and the amounts of that.

## Conclusion

This chapter shed light on the results collected from a mixed methods (Questionnaire, Interview ). The results have shown that L1 affect negatively students speaking and highlighted the lack of awareness about the difference between L1 and the target language which makes learners produce a poor English. In addition, it figured out mistakes committed by learners. Finally, some recommendations and activities were suggested in order to help better use of L1 teachers in their teaching. In order to reduce these errors, teachers suggested reading and practicing more in L2/FL; this way of avoiding mistakes/errors (L1 interference) allows students to be competent in their L2; directly, EFL learners will develop their speaking performance .

# General Conclusion

## General Conclusion

Algeria just like the rest of the entire world seen a wide spread of English language particularly at universities . EFL learners endure from challenges in learning English which ruin their handle. These impediments are begun from deficiency in genuine utilize of dialect at the level of verbal execution. That's , the trouble in  fluency. ; agents discover it the foremost collectors of mistakes especially the obstructions one which leads to poor verbal execution, this latter can be improved if the learners don't make negative exchange. The inquire about is isolated into three chapters; the primary chapter may be a hypothetical audit about the concept of dialect impedances; as well as, the impact of mother tongue on the moment dialect.

student demeanors toward obstructions as it were 22% of learners finds it important  backto the mother tongue when talking English and as it were 16% employments Arabic English word references whereas the minority of 03% said that their instructors use  Arabic in Classroom and  57% announced that they lean toward English clarification instead of Arabic clarification when confronting troubles. Moment able instructors meet comes up with taking after focuses: according to instructors Arabic includes a huge effect  on student speaking skills , whereas all instructors concurred that the need of vocabulary is the major reason that pushes EFL learners to utilize Arabic ratherthan English besides; instructors specified thatthe need of information English as well as understudies don't recognize the contrasts between the mother tongue and the target dialect. issues in English talking. Thus the taking after is summed up of the given focuses: need of perusing, students' carelessness, understudy bashfulness, fear of making botches,

In conclusion, it should be said that the issue of language interference is directly related to the place attributed to the mother tongue in the foreign language teaching system.

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# APPENDICES

Dear students,

The aim of this study is to investigate the effect of Arabic interference and the reasons towards the use of Arabic in EFL classrooms. We would be very grateful if you answer the following questions as your answers may help teachers and educators to understand your needs and to overcome any difficulty in learning English.

Please select only one answer:

Gender     Male     ☐                    Female          ☐

Age                    ☐

### I.    Section 1 : Arabic language frequent use and utility

1. How often does your English teacher use Arabic in classroom?

a- Always  ☐       b- Sometimes  ☐       c- Never  ☐

2. For your perspective the use of Arabic in classroom helps for better understanding

-Yes     ☐                              -No     ☐

3. Which way do you think is easier to express yourself in Arabic or English ?

-Yes     ☐                              -No     ☐

4 .How do you consider the use of Arabic in the English session?

• It helps to better understand difficult words and concepts     ☐

• It helps to check new vocabulary items     ☐

• It makes me feel at ease, comfortable and less stressed     ☐

• It gives me fewer chances to practice English     ☐

## II.    Section 2 : English language practice and the proactive mental processes

5. Where do you practice English?

-Everywhere ☐            -in the class ☐            -at home ☐

6. When speaking English, I Disregard the kind of mistakes I make

a- Always ☐        b- sometimes ☐        c-rarely ☐        d-never ☐

7. When I speak English I prepare the task in Arabic then I translat it in English

a- Always ☐        b- sometimes ☐        c-rarely ☐        d-never ☐

8. When speaking in English, first I think in Algerian Arabic, and then I speak in English

a- Always ☐        b- sometimes ☐        c-rarely ☐        d-never ☐

9.   Does your teacher encourage you to speak in and out of the classroom?

a- Always ☐        b- Sometimes ☐        c- Rarely ☐        d- Never ☐

10.   Is it important to refer back to your L1 when you speak in L2/FL?

a. Yes ☐            b. No ☐

If yes, why?

……………………………………………………………………………………………

## III.    Section 3 : Negative transfer and Errors making

11.  for you what are the reasons for making mistakes in speaking English?

................................................................................................................................

12. How can you diminish the L1 negative transfer?

………………………………………………………………………………………….

………………………………………………………………………………

Thank you for cooperation

**Interview**

This interview is intended to collect data about the influence of the Mother tongue on the student's oral performance ( Arabic language) in learning English. You are therefore kindly requested to answer the following questions.

Teaching experience:

Modules in charge:

Sex:  Male  ☐   Female  ☐

1. Do you use Arabic in EFL classroom?

often  ☐   No  ☐

If yes, how much?  Sometimes  ☐   Often  ☐

2. do you neglect student use of Arabic in classroom?

   Yes  ☐   No  ☐

3. Using Arabic influence student speaking?  What's your opinion ?

No influence  ☐   A little influence  ☐   A big influence  ☐

4. According to you, why do some EFL students use Arabic instead of English in classroom?

Lack of vocabulary  ☐

Weakness in speaking  ☐

Fear of production  ☐

Other……………………………………………………………………

5. What are the students weaknesses that you have observed in class?

………………………………………………………………………………

6. Is it negative for student when they use Arabic in classroom?

Yes  ☐   No  ☐

7. What are the reasons of transfer errors?

……………..………………………………………………………………

………………………………….

Thank you for cooperation

**Abstract:** The current study aims at studying the influence that the first language 'Algerian Arabic Variety' may exert on Algerian students of English in their oral performance. In order to examine whether AAV influences positively or negatively their oral performance, a method of investigation is set. It includes a questionnaire administered to 1st year students and an interview with 20 university teachers.The findings confirm that the Algerian Arabic phonological system as well as the socio-cultural environment where learning English takes place are not supportive, and that students' English pronounciation is greatly affected negatively.

**Keywords:** first language - oral performance – Socio-cultural environment - The target language – Arabic phonological system – English phonological system

**الملخص:** تهدف الدراسة الحالية إلى دراسة تأثير اللغة الأولى "مجموعة متنوعة جزائرية" على طلاب اللغة الإنجليزية الجزائريين في أدائهم الشفوي. من أجل فحص ما إذا كان AAV يؤثر إيجابًا أو سلبًا على أدائهم الشفوي ، يتم تعيين طريقة للتحقيق. يتضمن استبيانًا يتم إجراؤه على طلاب السنة الأولى ومقابلة مع 20 مدرسًا جامعيًا. تؤكد النتائج أن النظام الصوتي للغة العربية الجزائري وكذلك البيئة الاجتماعية والثقافية حيث يتم تعلم اللغة الإنجليزية ليست داعمة ، وأن نطق الطلاب باللغة الإنجليزية هو تأثيرا سلبيا.

**الكلمات المفتاحية:** اللغة الأولى ـ الأداء الشفهي ـ البيئة الاجتماعية والثقافية ـ اللغة الهدف ـ النظام الصوتي العربي ـ النظام الصوتي للغة الإنجليزية

**Résumé :** La présente étude vise à étudier l'influence que la première langue « Variété arabe algérienne » peut exercer sur les étudiants algériens d'anglais dans leur performance orale. Afin d'examiner si l'AAV influence positivement ou négativement leur performance orale, une méthode d'investigation est définie. Il comprend un questionnaire administré aux étudiants de 1ère année et un entretien avec 20 professeurs d'université. Les résultats confirment que le système phonologique de l'arabe algérien ainsi que l'environnement socioculturel où se déroule l'apprentissage de l'anglais ne sont pas favorables, et que la prononciation de l'anglais des étudiants est grandement affecté négativement.

**Mots-clés :** langue maternelle - performance orale - Environnement socioculturel - La langue cible - Système phonologique arabe - Système phonologique anglais