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The Impact of the Mother Tongue on the Phonetic Realization of Foreign Language Allophones. Algerian Arabic VS Received Pronunciation English.

Case Study of First Year Students in the English Section at Ibn Khaldoun University-Tiaret-

Dissertation Submitted in Partial Fulfilment of the Requirements for the Masters' Degree in Linguistics

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DEDICATION

I dedicate this honorable work to:

My father the man who has been my source of inspiration, the one who did everything to offer me the conditions conducive to my success, for all his assistence and presence, his love, his generosity and understanding, and for all the sacrifices he has made for my education and my welfare.

My mother the one who worked for my success with her love, her affection, her support, her encouragement and valuable advice. No dedication can express my enternal love. Without your love and support this work would not have been possible. May Allah grant you health and happiness.

My dear brother and sisters, as a testimony to their love and affection which they have always shown. I wish you all a successful future. May our fraternal bonds be strengthened and become more permanent.

A special dedication to my grandfather and grandmothers who have always been proud of me, who accompanied me with their prayers, for their love and encouragement Please find in this work the expression of my love.

To my dear uncle who left us immediately, the man very caring, generous and very attentive. May Allah grant him his place in his vast paradise.

My study friends for all the beautiful moments of complicity that brought us together. I hope our friendship will last for a long time.

Rana

Dedication

This work is dedicated entirely to my loving parents, who have always been a source of inspiration for me and who have always supported me morally, spiritually, emotionally, and financially, and to my dear brothers.

I dedicate this work also to my dear grandmothers, grandfather and without forgetting the pure soul of my dead grandfather, I love you all.

To all the teachers who I have been honored to be taught by during my whole educational career.

A special thanks to all my family, my relatives, my binominal and all my friends one by one, who encouraged me to finish this study by sharing their words and suggestions.

Achouak

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LIST OF ACRONYMS

AA: Algerian Arabic

CA: Classical Arabic

CAH: Contrastive Analysis Hypothesis

EFL: English as a Foreign Language

FLA: First Language Acquisition

L1: First Language (Mother Tongue)

L2: Second Language

LMD: License Master Doctorate

MSA: Modern Standard Arabic

MT: Mother Tongue

SLA: Second Language Acquisition

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Chapter Three: Fieldwork

Abstract:

The current research intends to identify the influence of Algerian Arabic as the Algerian first language on Algerian university students' oral performance in a way that RP English sounds are articulated in the same way as their Arabic counterparts. In order to answer the research question and confirm or reject the hypotheses that the mother tongue interference affects negatively EFL learners' oral production; a mixed method is adopted: in the first, data are collected through a number of questionnaires administered to 50 students to survey their opinions about the impact of native language on students' English speaking abilities. The second method includes a recording of fifteen students' articulation of RP English allophones to examine how these allophones are produced. The results show that nearly all of the participants articulate these sounds as if they were articulated in Arabic.

Keywords:

GENERAL INTRODUCTION

Introduction:

Topic:

The English Language is becoming more common and essential for communication in the whole world. As a result, increasingly people are dedicating time to study English as their foreign language. Therefore, EFL learners are required to improve their competence in the four skills (reading, speaking, listening and writing).

Learning English at the secondary level from an Algerian perspective is extremely subco, because the learners have few opportunities to absorb the language from the environment since Algeria is not a native English speaking country, i.e. the Algerians use English only at schools.

Moreover the Algerians' L1 which they have been using from an early childhood is completely distinct from the English language i.e. they have different language systems, grammar, vocabulary, pronunciation, phonetics. This will certainly lead learners to produce errors; whereby, they may fail in the four skills and especially in speaking.

In addition, language learners have to learn how to process language systems, phonetics, and phonological forms to perform and internalize them without difficulty in their communicative productions.

Motivation:

The main reason behind this research study is derived from our curiosity to examine the mispronunciation problems that EFL learners face when using English, and to explain the forms of the native language in speaking and the factors affecting it. In addition, we attempt to solve the problem of lack of awareness of RP English allophones, and the errors learners may produce at this level.

Theme:

This research is about the impact of the mother tongue on the realization of the English sounds, in other words; it is aimed to study the influence of the AA on RP English appealing.

EFL learners often face the problem of mixing between their mother tongue and the target language. In this case, the students unconsciously make negative transfers from AA to English.

Language interference, also known as language transfer occurs while foreign language learners apply the knowledge already acquired in advance in their native language on the target language. It can be in writing as well as in speaking since learners have not a sufficient previous knowledge about the target language sound system.

EFL learners generally face difficulties in the English language, as long as they are not familiar with the different set of sounds that can be produced from one single consonant or vowel. Therefore, these different sounds are usually affected by the learners' mother tongue. Learners articulate the English sounds in the same way they are produced in their native language.

Observation:

This research paper sheds the light on the effects of AA on RP English phonetic realization, and examines the errors that students make especially at the allophones level.

Even though Algerians are commonly known by their fluency in French as a L2 beside their mother tongue, they face mispronunciation problems in English. Hence, they produce new and different English sounds as they use Algerian sounds instead.

This phenomenon is commonly noticed at the English department in Tiaret University.

Research questions:

To carry out this research study, the following are some research questions about the stated subject:

- Is AA interference the main cause of learners 'errors of English sounds' articulation?

This main research question is followed by the following sub questions:

1) Why does the mother tongue influence student's English language oral performances in Algeria?

2) How can the AA different sounds realization affect students' RP English allophones articulation?

These questions are asked to:

- Investigate the AA interference affect and control English sounds' articulation.

- Recognize the reasons behind this language transfer and students' lack of awareness about RP English allophones articulation.

- Make a comparison between Arabic and English sound system and spot the errors EFL learners make in their oral.

Hypotheses:

- AA interference is the main reason of learners' mispronunciation of English sounds.

- In Algeria, most of students have only the mother tongue's sound as pre-requisite.

- Algerian Arabic and RP English are different from each other in term of phonetics and have distinct phonological rules that lead learners to produce mispronounced English.

Methodology:

To carry out this research, we follow two research methods: bibliographic and analytical method. The first method is concerned with the theoretical part of our study thus; we refer to books, articles and the internet to enrich the theoretical background of the research investigation.

In the second method, we select the first year students of English at Ibn Khaldoun University as a sample of the study, in order to obtain data about their level of English oral performance. The two chosen tools of this investigation are:

1. **The questionnaires:** which are given to the students in order to obtain data about their English oral performance, and to what extent they use the English language in their daily life.
2. **Vocal recordings:** this tool helps us highlight the errors of the students while performing the English sounds.

Process:

This research consists of a general introduction and three chapters:

The general introduction contains the aim of the study and the scope of the research work.

The first chapter is an introductory chapter that covers a literature review and a theoretical overview of the fundamental elements in the notion of interference and its impact on foreign language learning, including language interference between first and second languages, moreover it sheds light on the varieties that exist in Algeria, as well as a detailed explanation of the concepts of errors and mistakes in the process of learning a foreign language.

The second one, concerned with the speaking skill and its importance in learning the target language, also it deals with the obstacles that face the learner during the acquisition of the L2. This chapter explains the factors that affect the pronunciation of the second language; in addition, it provides the main phonological differences between the AA and the English language.

The third chapter covers the practical aspects of the study, including the main findings, data interpretation, and the validation or rejection of hypotheses.

CHAPTER ONE:

The Influence of the L1 Interference.

1. Introduction :

One of the most engaging and vital parts of human development is language learning ; therefore, learning the English language is becoming extremely relevant in this age of global communication , however, learners of English regardless of their backgrounds encounter challenges when studying English as a second or foreign language. Algeria is a diverse area due to the various varieties Algerians use, for that reason Algerians EFL learners face a number of problems in their attempt to acquire the English language, since the native language is well established to play a vital role in the acquisition of a target language. Algerians' L1 is completely different from English language morphologically, syntactical, phonologically, and at any other language system.

EFL student in Algeria are often influenced by their native language, which guides them to transfer sounds, words, structures, or even rules to fill a gap in the target language.

2. Mother Tongue:

Mother tongue refers to a person's native language that is, a language learned at an early age of childhood. Also called a first language or the L1. In other word to illustrate, for a child who has not yet learned to speak, the mother tongue is the language spoken most often to this child at home. For Deniz (2017), he states «Mother tongue largely refers to not only the language one learns from one's mother but also the speaker's dominant and home language. It's also called native language."; i.e. not only the first language according to the time of acquisition, but the first with regard to its importance and the speaker's ability to master its linguistic and communicative aspects.

All human infants begin learning their mother tongue (L1) by listening to the language spoken around them and then later mimicking the speech in a process that is commonly referred to as "babbling". From this start, they progress on employing words, phrases, and complete sentences.

Although the concept of 'mother tongue' nowadays appears to be primarily associated with a minority language position, historically speaking, it is first and foremost associated with a majority context, with one of its most distinguishing characteristics being its connection, in some way, to emancipatory movements. (Kroon, 2003)

3. Sociolinguistic Situation in Algeria:

Since Algeria has been through different geographical, historical and social events, the linguistic environment demonstrates the coexistence of many languages and varieties at an official or national level. Which are specifically, the Algerian Arabic as a dominant variety spoken by the majority of the population, CA, MSA, Berber, French, and English to a lesser extent.

3.1. Arabic Language Varieties:

According to the Egyptian Demographic Center (2000), Arabic is the mother tongue of about 300 million people (Abi Samara, 2003).Arabic is a descendant of Semitic languages…Arabic has twenty-eight letters. (Sabbah, 2015)

The Arabic language family is classified into several categories, but the significant and the well-known are: Classical Arabic and Modern Standard Arabic. Both versions are the same in term of structure. There are some minor distinction in grammar, grouping, context, and some of words used which are vastly different.

Arabic is the official language overall Arab countries including Algeria; it is used in official speeches, newspapers, government administrations, and educational institutions. Arabic was first brought into Algeria with the first arrival of Islam during the seventh and eighth centuries. In parallel, for everyday communications, non-official talks, songs and movies the Algerian Arabic is the most spoken in the area.

3.1.1. Algerian Arabic:

Algerian Arabic differs from Arabic spoken in other regions of the world in a few ways. Baya and Kerras (2016, p. 142) highlight that "the mother language for

Algerians is the Algerian language which is used to express oneself on a daily basis, it is a language formed by different languages, which has come about through the coexistence of various civilizations in the North-Africa lands."

Arabic varieties, Berber, Turkish, Spanish, and French have all had a significant influence on the language since it is originated from them all with many borrowed terms. Algerian Arabic (or Darja), which is utilized as a lingua franca, is spoken by around 80% of the population. It is spoken throughout the county, with minor variations depending on the region. i.e. Darja's accent varies from one region to the next and each region has its own dialect and pronunciation, as well asits own lexicon. For instance, an Orani (person from Oran province) might have a harder time comprehending an Adrari (person from Adrar province) and vice versa. However, this has been never a barrier of communication throughout the Algerian community.

AA or Colloquial Arabic is the native language of Algerians, it is the primary means of communication among Algerians speakers, and it depicts the language that people use on a regular basis. This variant developed and evolved over time and sequentially within the population. In addition, it is considered solely spoken language without written scripts.

3.1.2. Classical Arabic:

"Classical Arabic: is principally defined as the Arabic used in the Qur'an and in the earliest literature from the Arabian Peninsula, but also forms the core of much literature until the present day" (Harrat, Meftouh, Abbas, Hindouci, & Smaili, 2016).

Classical Arabic also known as the Quranic Arabic is the form of Arabic in which the Quran (the holy book of Islam) is written. Classical Arabic is used in literary texts from seventh to ninth century in Umayyad and Abbasid times; it is based on Arab tribes' medieval dialects.

Classic Arabic is a snapshot of the Arabic language as spoken in Mecca around 1500 years ago. This is conventionally considered the highest form of Arabic and the most eloquent. It is preserved notably in Quran, but also in pre-Islamic epic

poems by known poets. This variety of Arabic that you will encounter in older or old texts: the Qur'an, older literature and poetry, or the Arabic written in modern times along those guidelines. This type of Arabic is obviously harder to understand for those who have not at all studied older texts. In addition, writing that form of Arabic or speaking incorrectly necessitates more training and reading.

3.1.3. Modern Standard Arabic:

"Modern Standard Arabic: Generally referred as MSA (Alfus'ha in Arabic), is the variety of Arabic which was retained as the official language in all Arab countries, and as a common language. It is essentially a modern variant of classical Arabic. Standard Arabic is not acquired as a mother tongue, but rather it is learned as a second language at school and through exposure to formal broadcast programs (such as the daily news), religious practice, and newspaper" (Harrat, Meftouh, Abbas, Hindouci, & Smaili, 2016).

Modern Standard Arabic (MSA), also called Al-'Arabiya, Al-Fusha, and Literary Arabic, is the modern standard language based on Classical Arabic the language of the Quranand early Islamic literature. MSA is the most extensively used version of Arabic today in Arabic speaking countries, it is quite uniform throughout the Arab world and serves as a *lingua franca* for speakers of various spoken dialects some of which are not mutually comprehensible. For a variety of factors, estimating the precise number of persons who speak MSA is extremely challenging. First, it is learnt as a second language in school and through exposure to radio, television, newspapers, magazines, and religion, rather than as a first language. Second, MSA has a wide range of skill levels. Educated persons are more likely to be fluent in MSA speaking and writing, as well as their native Arabic dialects. The amount of MSA proficiency among the remainder of the population varies considerably.

Modern standard Arabic: is a form which is lightened to a great extent to encompass modern uses, and therefore, widely understandable even. This is what you are likely to find spoken in the news broadcasts of Arabic countries, in newspapers, as well as in modern literature and poetry.

This is the current and somewhat standardized form of Arabic that is taught in schools and that is used in official statements. It is one of the official six languages of the United Nations, and official or co-official language of twenty-five countries.

MSA has a number of registers, or styles, each of which is employed for a certain purpose or in a specific social environment. MSA's higher registers, which are generally utilized in formal settings, are closer in structure and vocabulary to Classical Arabic. They are also quite consistent throughout the Arabic-speaking world. As long as lower registers of MSA used in informal contexts are a combination of MSA and local spoken varieties, they vary slightly from place to country.

3.2. Berber:

"Berber (aka Tamazight) is a branch of the Afro-Asiatic language phylum and counts about forty languages, which entirely cover North Africa, stretching from Morocco to Egypt, as well as from the Mediterranean Sea to the Sahara and the northern and western Sahel"(Mena B, Lafkioui, 2018).

The term Berber is thought to be originated from the ancient Greek Barbaros. An estimated 25 30 million speakers of Berber dialects are spread throughout the North African countries. Berber languages are a collection of closely related languages spoken primarily in Morocco and Algeria. This variety is considered as an Algeria's historic language which have been spoken for generation.

 Approximately one-third of Algerians speak one of the Berber forms, which are Thaqbaylith (Kabyle), Chaouiya, Tamzabith, Thaterguith, etc.

Kabyle, which is also known as thaqbaylith, is the most widely spoken Berber language, with six million speakers in the provinces known as the great Kabylie (Bejaia, Tizi-Ouzou), and other regarded as the small Kabylie(Bouira, Boumerdes, boudj-Bou-Arreridj). In addition must take into accout the high proportion of kabyles also inhabit in other major Algerian cities.

The Chaoui (Thachawith) is the second most used form of Berber in Algeria by about two and half million peoplein the east of the coutry, especially in Khenchla, Tebessa, Biskra, Oum-Bouaki, Batna, Souk-Ahras, and a part of Gelma.

More than 200,000 speakers speak Thamzabith; it is a vernacular language widespread in the North Algerian Sahara, in particular Ghardaia.

Thaterguith (Tuareg) which is also a Berber dialect spoken in southern Algeria like Hoggar and Tamanrasset.

Despite its significance in Algeria's past and contemporary history, the Berber language was not acknowledged in the country's 1963 constitution. In 2002, the language was formally established a national language, and in 2016, it was designated as the country's official second language.

3.3. French:

French is a language from the Indo-European family. It is one of the romance languages that is spoken as a first or second language in 29 countries with 77.2 million speakers; it is the world's 16th most spoken language.

"French had clearly close affinity to Latin, and thus to Italian, and Spanish" (brown, 2006).

French is considered as a second language in Algeria since the arrival of French settlers in the latter 19th century. French has no official status in Algeria, despite the fact that it was introduced during French colonial times and is still taught in schools, and widely used in higher education, and in government. Algeria is recognized as the second largest Francophone nation in regards to speakers, it is estimated that approximately 20% of Algeria's population can read and write French, with even more understanding the language.

3.4. English:

English is primary an Indo-European language, it contains twenty-six letters and more than forty-four sounds. "The British authority Simeon Potter says there are forty-four distinct sounds—twelve vowels, nine diphthongs (a kind of gliding vowel), and twenty-three consonants"(Bryson, 1990). English is the dominant language of the United Kingdom, United States, Canada, Australia, Ireland, etc.

3.4.1. Historical Background of English Language in Algeria:

Algeria is a culturally and linguistically diverse North African country. There are multiple languages which are used either in official, national, or colloquial status. Arabic is the first official language that is utilized in formal contexts, the Berber language is a national language and the second official language, French is the colonialism language and it still be used among Algerian community, and the English language is considered as the second foreign language taught in Algeria. English in Algeria has been passed through six phases, which are required to be emphasized.

1. In the post-independence Algeria, in 1969 with the establishment of the general inspectorate of English, the English language began to be taught in the country. During this period of time since English was a new language, the ministry of education initiated a program of rapid recruitment and training of prospective Algerian teachers, furthermore universities have indeed launched more English departments throughout the country.

2. Between 1980 and 1991, the Algerian economy expanded outside the French market to include other countries across the world, primarily to the UK and the USA. Foreign languages were required, particularly English. Therefore, foreign language teachers and inspectors were increasingly being trained by the government in that language.

3. English was taught from the second year of middle school in the late 1980s, and then educators and parents desired English to be included in elementary school instead of French.

4. In the early 1990s, the English language was necessitated rather than other foreign languages in the country for the fact of the increased American and British involvement in the Algerian oil and gas industry.

5. The use of English was limited and almost stopped during the civil war in Algeria. In 1996, Arabic was re-confirmed in the constitution as the only national and official language, and it had to be implemented across the board in all government departments. Moreover, the use of any foreign language in official contexts has not been allowed in that period.

6. By 2000, the ministry of education declared that English should be taught in the first year of middle schools; yet, this status persists.

The English language begins to establish a status and notoriety in Algeria mainly for its significance in the field of Saharan resorts, science, and technology. As Khelloul and Benmaghrouzi (2020, p. 190) states "Many countries found themselves obliged to reconsider the English language in their language policies. Algeria is a case in point."

4. Language Interference:

4.1. Definition:

"The transfer in language learning can be regarded as a process in which students use their mastered L1 knowledge to make hypothesis about language rules" (khudayberganovna, djumanazarovna, dilnoza, & miyassar, 2015).

Mother tongue interference, in particular as language transfer known as L1 interference, linguistic interference, and a cross meaning, which refers to writers or speakers applying knowledge of their native language on the second language (Viola, 2013). It is the impact of learners' native language on the target language outcome, and bilingual speaker's acquisition of the L2 is regarded as being influenced by L1 ((Lukowicz & Luiza, octobre 2014). As it well known, interference involves the avoidance of an individual's speech in the other language as a result of the influence of the mother tongue on the language spoken at all levels. In fact, interference is the

early step to integration perceived as a welcome process of using one's mother tongue or other languages in the use of a target language. Interference can appear at all levels of the linguistic system; grammar, syntax, word formation, phonology, etc. Interference inevitably occurs in any situation where someone has an imperfect command of a second language. Furthermore, in EFL classroom the unusual usage of certain words, phrases, or sounds are seemingly crucial causes of linguistic transfer, as long as the students may face problems in understanding the articulation (sounds) or the synonyms (morphosyntax) used by the teacher ; therefore, they rely on their native language structures to produce a respond grammatically and phonetically correct. Hence, the language essentials, meaning, resources, and structures learned in a second language appear insufficient to fulfill the linguistic requirements to the student learning EFL, (Sharma, 2013).

4.2. Cross Linguistic Transfer among Mother Tongue and the Target Language:

The issue of mother tongue transfer arises while teaching/ learning English as a second or a foreign language; thence, some scholars implied that both languages (MT, TL) are interrelated in term of differences and similarities, as Lado (1994, p. 125) mentions that "transfer is the impact has caused by the similarities and differences between the target language and any other language which has been acquired". they claimed that the greater the differences between languages, the more interference is possible to be explained and vice versa ; i.e. if learner's mother tongue is quit similarto the language he/ she is aiming to learn , linguistically he/she would make less mistakes. For instance a German student in an EFL classroom has the ability to internalize and perform more than a Chinese student, since German and English are from the same family and nearly identical unlike Chinese.

According to Lado's linguistics across cultures (1957), the elements of a target language that are similar to those in the learner's first language will allow him/ her to learn. Then, those items of a target language that differ from the learner's mother tongue will create obstacles to the learner to acquire the desired language. This is what the Contrastive Analysis Hypothesis suggest.

Constative Analysis Hypothesis (CAH) is a theory that is concerned on find out structural similarities and differences between pair of languages , and to explain why certain aspects of second language acquisition are more difficult to comprehend than others.

Costative Analysis Hypothesis is premised on the claim that the difficulty of learning a second language is determined by the degree of difference between learner's first and second language. Nevertheless, this notion has a certain issues. The first one is that this hypothesis does not account for many of errors that second-language learners make. Another problem is that this theory suggests interference errors when neither would otherwise emerge.

Language or linguistic interference is often perceived to be a transfer (Gass and Selinker, 1983: P. 11). In addition, as it is mentioned before, it is a concept that indicates the carryover of previous competence or performance to a subsequent learning. Moreover, Clahsen and Rutherford (1992, p. 6) claim that: "our view is that the learner is transferring prior linguistic knowledge resulting in L1 forms which, when compared by the researcher to the target language norms, can be termed positive, or negative. «Language transfer can be divided into negative and positive transfer. The negative transfer mainly refers to the L1 interference to L2, while the positive transfer enhances the L2 acquisition. However, in the study of this phenomenon scholar often give sufficient attention to the negative one rather that the positive to highlight the errors that learners do.

4.2.1. Negative Transfer:

Sometimes a learner's first language is insufficient to promote in the acquisition of a foreign language, and can even obstruct the learner's ability to master a new knowledge, this transfer is referred to as negative transfer. Negative transfer occurs when the learning process of the two languages is relative yet different, and the learner uses the style and comprehension way of mother tongue to substitute the way of the target language. The reason for this is that the second language's form and linguistic system differ from those of the first language, though are regarded as same by the learner.

Negative transfer effect the students' L2 acquisition, internalization, and production, which result later on errors in word choice, word order, pronunciation, writing comprehension, and any other aspect of the L2. Certain experts have revealed in the recent years that many students with poor level of second language remain dependent on their mother tongue cognition (Corder, 1983: pp. 195-209), which leads and refers to negative transfer. Cristopherson (1973, p. 49) says that : "negative transfer, or interference, is transfer of skill (x) which impedes the learning or has a negative influence on the command of a skill (y) because of differences between both skills." At the very least, a comparison between native and target language is a vital fundamental approach toward understanding language transfer, which frequently leads to speculative assumptions about the phenomenon (Clahsen & Rutherford, 1992). In addition, negative transfer is considered as a strategy of slowed learning process to solve learners communicative problems(khudayberganovna, djumanazarovna, dilnoza, & miyassar, 2015), When they do not have adequate acquired knowledge of the target language, learners can use the L1 to initiate utterances. They recognizes L1 negative transfer as a communication strategy in this way.

Negative transfer is the interference of the mother tongue with the second language.

4.2.2. Positive Transfer:

Positive transfer is a kind of language transfer and it refers to a process of facilitating the target language learning, it is usually about the similarities between the first and second language, which can aid in the learning of a second language, accelerate the development sequence, and enable learner to acquire certain linguistic components for the target language. For instance, the case of Chinese and Japanese languages the students will unintentionally utilize grammatical rules and methods that they learnt in their mom language. Therefore, the learners can master the rules of L2 more simply and increase their learning progress if there are more commonalities between L1 and L2, promoting that positive transfer of native language plays a vital role in improving the second language acquisition.

Scholars relied language transfer to the CAH theory of Lado (1957) of comparing and contrasting the surface structures of the first and second languages. Hence, he claimed that when student comes in contact with a foreign language he will notice the features of it which are quiet easy that are similar to his/her native language ; therefore, he/she will apply his mother tongue's competence to achieve an acceptable performance in target language.

4.3. Interlingual Interference:

Interlingual interference is also known as interlingual errors. It is defined as the effect of language transfer caused by the learner's first language (L1's negative impact on L2). According to Corder(1981), when the linguistic habits (patterns, systems, or rules) of learners interfere with the target language's patterns, systems, or rules, interlingual errors arise. This interlingual error occurs at the first stage of the target language acquisition process since learners will depend consciously or even unconsciously on their mother tongue to fill a gap in the learning process. These sort of errors are frequent in students' L2 acquisition as they are learning a new language, and it is a complex process as well. Additionally, it is believed that those errors produced by target language learner can be recognized and their causes can be determined. In reference to this kind of errors, Keshavarz (2008, p. 103) claims that "interlingual errors or interference are those errors result from the transfer of phonological, morphological, grammatical, lexico-semantic, and stylistic elements of the learner's native language to the learning of the foreign language." Therefore, there are four common categories of interlingual interference or errors that can be made by L2 learner which are:

- Grammatical interference.
- Lexical interference.
- Orthographic interference.
- Phonological interference.

4.4. Inralingual Interference :

Also known as intralingual errors, which represent a learner's competence at a certain stage and illustrates some of the general features of language acquisition. Their origins can be traced back to the acquisition and teaching methodology for a second language (Richards, 1971. P. 173). Intralingual interference refers to items produced by the learner that demonstrate generalization based on limited linguistic knowledge. These kinds of errors are induced by the target language itself. intalingual errors are those language errors that occur when students have inadequate and no sufficient understanding of the target language (Richards, 1974), in other word, when learners violate or ignore some target language standards and rules, they make intralingual interference. It emerges at a subsequent stage in the process of acquiring a language. Therefore, learners begin to make intralingual errors, which demonstrates their progress in learning a new language system (Brown, 2000). Richards and Schmidt agree on this point (2002) stating that "intralingual errors is one type of interference which consists of language transfer of one language item upon another, this can be resulted from faulty or partial learning of the target language"

According to Richards (1974) intralingual errors can further be classified into the following four categories:

1. Overgeneralization: These kind of intralingual errors occur when student overgeneralized a concept and they have acquired and applied it to a new and different situation. For instance, when they learn to add an "s" to get a plural form; hence, they overgeneralize this rule for regular and even irregular nouns, and they say, "Mans" instead of "men".
2. Ignorance of rule restriction: that happens when learners apply a restricted rule in inapplicable context.
3. Incomplete application of rules: It occurs when a learner fails to fully implement a target language rule.
4. False concepts hypothesized. : When learner does not have sufficient comprehension in certain language structure because of the failure of distinction.

4.5. Mother Tongue Interference in Speaking English :

The concept of mother tongue interference can be considered as a transfer that has both negative and positive effects on learning. It suggests that there is a probability that learners will make mistakes or errors while learning a second language especially English. This theory is substantiated by the fact that there is a significant possibility of cross-linguistic contact in second language acquisition, and that this influence may result in some errors caused by negative transfer (Mede, Tutal, Ayaz, Calışır, & Akın, 2014). Moreover, the most prevalent types of interference between the mother tongue and the target language include mispronunciation and grammatical errors (Manrique, 2013). As a result, linguistic interference in pronunciation occurs, and refers to an issue that students have in oral communicative situations when it comes to correct pronunciation of English sounds (Sinha, 2009).

5. Error and Mistake :

Learning a new language may guide learner to perform and produces not only mistakes but also errors (Sabbah, 2015).The terms "error" and "mistake" seem to be fairly synonymous and used frequently interchangeably. However, there is a subtle difference, and it is crucial to distinguish between them. As defines by Brown (2000, pp. 218-219), errors are erroneous statements made by language learners as a result of a lack of grammatical comprehension, while mistakes are erroneousness made by language learners as a result of failing to appropriately apply the rule they know.

Mistakes occur while learners' performance failure i.e. they are aware of the correct structure, but they produce a poor outcome. In other word, it is a linguistic aberration that arises when speakers, despite being aware of the rule, fail to follow it. Mistakes are a temporary lapses or slips of the tongue which arise when students are barely able is unable to put what he or she has learned into practice (Brown, 2007). Which can be considered as an issue of application (Corder, 1999). Learners make mistakes in first and second language contexts, they are usually capable of detecting and correcting such lapses , which are caused by a temporary breakdown or defect in the process of producing speech rather than a lack of skill. These pauses, slips of the tongue, random ungrammaticalities, and other performance problems that occur in

native-speaker speech also occur in second-language speech. Additionally, it is possible to self-correct a mistake, but an error is not (Dewi, 2012, p. 307).

The importance of learner errors in the language acquisition process is essential. They must be seen positively in three ways (Corder, 1967):

1. They demonstrate to the teacher how far the student has progressed.

2. They demonstrate how language is learnt or acquired and expose the student's learning strategies and methods for discovering the language to the researcher.

3. To the learner himself, making mistakes is a means of learning the nature of the language.

Errors are a reflection of a student's lack of competency, they occur when a learner is confused of what is correct (Ellies, 1997); they are mostly done unknowingly and refers to lack of knowledge. Furthermore, Errors are produced by a lack of understanding of a foreign language's suitable rule or structure (Corder, 1999). Errors are a valuable source of information concerning SLA since they show that L2 rules are not just memorized and then applied. Instead, learners develop their own rules based on input data, which may differ from L2's rules in some cases (Ellies, 1988).

"Errors enable the teacher to decide whether he can move on to the next item on the syllabus or whether he must devote more time to the item he has been working on. This is the day-to-day value of errors. But in terms of broader planning and with a new group of learners they provide the informagramme of teaching"

(Brown, 1981).

Owing to this statement, it is clear that errors are not to be blamed for, but they may, thankfully, be used to assess students' work and determine how well they comprehended the materials provided. In this case, teachers can choose whether they can get to the following points or not. As a result, a learner's errors are unavoidable but vital in the language learning process without them no progress can be made.

5.1. Error Analysis Approach:

It is difficult to attribute comprehension problems to a lack of understanding of a specific grammatical element of a misinterpreted phrase (Corder, 1974, p. 25). Both comprehension and production blunders are common among students. Therefore, Error analysis is defined as the process of observing, analyzing, and categorizing learner errors in order to elicit information about the learner's system (Brown, 1987). This method is a way for documenting and determining whether those errors in a learner's language are systematic, as well as explaining what caused them. The purpose of error analysis as Corder (1974) claims : "ultimately enable the teacher to supply him not just with the information that his hypothesis is wrong, but also importantly with the right sort of information or data for him to form a more adequate concept of a rule in the target language." i.e. due to this process the teacher will find out what the learner is aware of and what he/ she does not know.

5.1.1. Steps of Error Analysis Approach:

Corder (1974) suggests five main steps to study, identify, and analyse learners' errors. The five steps are:

5.1.1.1. Collection of a Sample of Learner Language:

This first step is about the selection of a number of learners in order to examine them. According to the errors made by learners, researchers have identified three broad types of samples, which are massive, specific, and incidental. The first type, which is massive, it involves collecting a large number of learner. A specific sample is a collection of limited number of learner. Finally, the identified only employs one language sample given to a single student. Researchers commonly use specific and incidental samples, in order to avoid difficult analysis task.

5.1.1.2. Identification of Errors:

Once a corpus of learner language has been collected, then errors should be identified by setting up and defining which target language will be utilize as study's point of evaluation, and through the distinction between an "error" and a "mistake".

5.1.1.3. Description of Errors:

This step involves a comparison between utterances performed by learner and those utterances in the target language. Dullay, Burt and Krashen (1982) describe that errors are in four categories:

- Omission: which is the lack of an item that has to present in a well-formed utterance.

(For example : They * walking).

- Addition : It is when learners add an item that should not be included in a structure

   (She does not prepares dinner*).

- Misinformation: It is the use of an incorrect form of a morpheme (his leg was breaked*).
- Misordering: it is the wrong order of items in a structure (where have been you*).

5.1.1.4. Explanation of Errors:

The reason behind making errors is a step that need to be explained. On the source of errors in foreign language learning, there are two primary points of view. According to one theory, mistakes are caused by interference from the mother tongue. The second theory, foreign language learners' blunders will reflect those of a child learning the language as his mother tongue since the procedures involved in learning a first and a foreign language are the same.

5.2. Errors Significance in EFL Learning Process:

There was formerly a perception that students should not make mistakes or errors, however current research has discovered that faults are signals of learning, therefore it is difficult for a second language learner to avoid making mistakes. Although error avoidance during learning appears to be useful; however, studies suggest that blunders a counterproductive strategy in EFL classrooms. Scholars indicate that errorful learning followed by corrective feedback is beneficial to learning.

"You learn to swim by first jumping into the water and flaying arms and legs until you discover that there is a combination of movements –a structured pattern- that succeeds in keeping you afloat and propelling you through the water. The first step mistakes of learning to swim are gain ones, gradually diminishing as you learn from making those mistakes"(Brown, 2000; 216).

Brown claims that learning is an outcome of a set of mistakes, additionally errors are not necessarily negative; they are important components of the learning process. Students' errors are a useful approach to show what they have learned and what they have not. Rather than viewing errors as a sign of failure, teachers might view them as a sign of what they still need to learn. Obviously, if they strive to keep students from making mistakes, they will never discover what learners do not realize (Doff, 1993; 188). According to Hemaidia (2016; 70) error analysis refers to a sort of linguistic analysis that concentrates on a learner's failure to acquire a language. It is the method of determining the occurrence, nature, sources, and repercussions of an error with a specific objective. Furthermore, it looks for appropriate and effective teaching methods as well as viable corrective procedures to help students acquire a foreign language. It is generally centered on examining learner errors in order to gain a higher knowledge of the second language acquisition process (SLA).

Beside the direct value to students, errors provide teachers with valuable information, as they reveal what students are thinking about and what distracts them from the proper answer. Errors may provide insight into the complicated processes of language development, as well as a method for systematically identifying,

describing, and explaining learners' mistakes. Errors may also help in increasing the knowledge of the second language acquisition process.

6. Conclusion :

In various studies, Similarities and differences have been found to be two indicators of increasing or decreasing linguistic interference. Because of the differences in the Arabic and English linguistic systems, foreign students in Algeria make a variety of blunders and inaccuracies when attempting to produce. In this chapter, several concepts are defined and presented in order to gain clear understanding such as mother tongue, language interference, concluding with errors that students may perform. In the other side, we discussed the linguistic situation and the diverse varieties spoken in Algeria, which contribute in making errors and mistakes when learning a foreign language.

CHAPTER TWO:

Speaking Skill and the Distinction between the AA and RP English.

1. Introduction:

Learning a foreign language is an important thing nowadays, where most of us want to be able to master different languages. The learner tries to improve the four skills: listening, speaking, reading and writing of this target language, but most of time he finds difficulties especially in the oral performance and pronunciation, which means the second skill, due to the differences between his native language and the foreign one.

This chapter deals with all what has relation with speaking skill including its definition, elements and the importance of this skill. The chapter also shed the light on the problems and obstacles that face student during the learning process of the target language; in addition, the chapter touches the factors that affect the pronunciation of the Arabic learner of English in the class. Moreover, this chapter discusses the main two branches of linguistics phonology and phonetics of both Arabic and English languages as well as the differences between them.

2. Speaking Skill:

2.1. Speaking Definition:

The transmission of language through the mouth is referred to as speaking. Many components of our body including the lungs, vocal tract, vocal chords, tongue, teeth and lips are used to make sounds when we talk.

"Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts." (Chaney, 1998:13), so in order to share ideas, express our feelings and communicate with others we need to produce sounds and speak. Moreover, Speaking is one of the four language skills, which are listening, speaking, reading and writing. In addition, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns &Joyce, 1997).

2.2. The Four Elements of Speaking Skill:

- **Pronunciation:** A crucial aspect of speaking abilities is knowing how to pronounce words correctly. Listening to individuals around us such as our parents, friends, and instructors who teaches us how to pronounce words. The pronunciation of words differs from country to country and even from city to city.

- **Fluency:** is defined as the capacity to hear and interpret words quickly. They can read a word aloud and pronounce it correctly if they see it written down. The teacher may help his student to improve this element by encouraging him to read passages aloud, also the teacher may allow his students to read their work out loud in front of the class in order to boost their self-esteem and improves their pronunciation.

- **Grammar:** you might believe that grammar is solely necessary for written; however, grammar covers a wide range of topics relevant to spoken language, such as recognizing tenses and sentences construction. Grammar assists us in communicating information in a way that the listener will recognize and comprehend.

- **Vocabulary:** to improve our speaking abilities, we must learn to correct words too. As we learn to describe the world around us and communicate our wants as infants, we grow our vocabulary. Students' vocabulary growth refers to their understanding of the meanings and pronunciation of words that are required for communication. They can check what a word or sentence means after they gasp what it means. This is critical in order for them to maintain a dialogue. They are halfway to talking effectively if they grasp what the other person is saying and know what terminology to respond with.

2.3.The Importance of Speaking in Learning a Foreign Language:

To learn a language, some learners prefer to focus on mastering the grammar, while others prefer to learn a large vocabulary, while others prefer to read books in the target language, while others prefer to watch a large number of films and episodes in the target language, or listen to a variety of podcasts and

radio shows, among other things. All of the methods stated are beneficial in learning a language, but the most important and necessary of all is "SPEAKING," which goes hand in hand with all of the other methods.

There are varieties of strategies to practice speaking, including:

1) Practice Talking to Yourself: To begin, one can practice talking to oneself. It sounds funny, but it is a good and practical technique for overcoming fear when speaking in a foreign language. In this approach, the learner becomes familiar with the foreign language's words, pronunciations, syntax, and phrases. It is a great warm-up before speaking with native speakers.

2) Think in the Language: When we are on our own or trying to figure out what to do on Sunday, we think and plan. We can train our minds to think in the language we are learning in such instances. We may become trapped with specific words or phrases while thinking in a foreign language, and this strategy aids in the identification of holes in our vocabulary and grammar.

3) Take Advantage of Opportunities to communicate with a Native Speaker: A coworker in your office might be a native speaker of the language you are learning, or the man who runs the grocery store near your house might. Make the most of these possibilities by conversing with them in their own tongue. Even short talk will suffice. They will be ecstatic to hear you talk in their native tongue. In addition, the thrill of having even minor discussions in a different language is indescribable. It boosts our self-esteem and motivates us to strive for greater success.

As a result, we like to conclude by emphasizing the importance of "speaking" in language studies. It is an incredible experience to speak a different language. The sense of accomplishment that comes from having a foreign language conversation is far bigger than we may fathom.

This has been pointed by Ur (2000:12): "Of all the four skills, speaking seems intuitively the most important: people who know a language are referred to as speakers of the language, as if speaking included all other kinds of knowing.

3. Speaking Difficulties in English Classes:

Even people who have a good understanding of the linguistic system confront challenges when dealing with such a demanding skill, and according to Ur (2002), there are four major issues, which face students when they want to speak a foreign language:

3.1. Inhibition: Many of students face inhibition when they wish to participate in class, which can be caused by a variety of factors such as shyness and fear of making mistakes. "Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts." Ur (2000: 111)

3.2. Mother Tongue Use: When the majority, if not all, of the pupils speak the same mother tongue, they prefer to speak it outdoors and even inside the classroom because it makes them feel more at ease. Baker and Westrup (2003:12) argued, "Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language." this also may affect the way of pronunciation and the performance of sounds of the target language.

3.3. Nothing to say: When students are required to share their ideas and discuss about a topic, the majority opt to remain silent, while some may say things like "I have no clue" or "No comment." The lack of motivation to express themselves on the chosen topic is the cause of these utterances; also, we can add that the fear of mispronouncing words led them to keep silent inside the class.

3.4. Low or Uneven Participation: Some of the students tend to be dominating and take the place of others who would rather remain silent or are unsure whether what they will say is correct or not, escalating the situation. As a result, a small number of chatty students dominate classroom discussions, and contributions are not evenly distributed. It is possible that this is due to the mixed ability groups. If these students cannot speak and practice language in classes which considered as the only place that allow them to communicate in this target language so where can they do to improve their speaking skill? It is really a big problem.

4. Factors Affecting English Pronunciation as a Second Language:

In comparison to other aspects of language, such as grammar, phonology is frequently underemphasized in the subject of second language acquisition. However, being able to correctly make the sounds of a language can be quite useful in communicating. It is ironic since the aim of learning a language is to communicate, yet if the pronunciation is too far off, you will not be understood no matter how fine the grammar or how exact the words you use, writes Arteaga (2000, p. 342). Lord (2005) adds that even if a speaker has adequate grammar and vocabulary, a strong foreign accent might make it difficult to understand them. Various research on pronunciation have been undertaken over time, demonstrating that a variety of factors influence the pronunciation of English as a second language (L2). Age, exposure, intrinsic phonetic aptitude, identity, linguistic ego, desire, and interest of the learner are elements affecting pronunciation during second language acquisition, according to (Kenworthy, 1987). Furthermore, Eliot stated that the major variable concerning the acquisition of pronunciation of English as a second language (L2) is the learner's attitude toward pronunciation, which is known as the Pronunciation Attitude Inventory (PAI) (Eliot, 1995). Overall, providing a comprehensive list of elements influencing pronunciation during second language acquisition is difficult. As a result, linguists have classified these factors into two groups:

1. **Internal factors.**
2. **External factors.**

4.1. Internal Factors:

4.1.1. Age: Teachers in ESL classrooms regularly observe that young students are more likely to acquire correct English pronunciation. They have an easier time learning and producing new sounds, but older students have a harder time correcting their pronunciation. The Critical Period Hypothesis describes the relationship between language acquisition and the variable 'age.' CPH has sparked unending debate in the fields of linguistics and language acquisition. Lenneberg was the one who first proposed it (1967). According to CPH, if a student does not acquire a better pronunciation of a language before a particular age, he may not be able to do

so later. When a student begins speaking a second language before the age of six, he usually has little or no accent. If the learner begins speaking the second language between the ages of seven and eleven, he will almost certainly have a little accent. If a student begins speaking a second language after the age of twelve, he will almost certainly develop an accent (Nation & Newton, 2009, p.78). The talents, competencies, and cognitive capabilities of a student vary depending on his age. "It has something to do with plasticity of the brain," (Harmer, 2001, p. 37).As a result, it is concluded that age has a significant impact on English pronunciation.

4.1.2. Brain: As previously said a child appears to have less difficulty learning native-like pronunciation than an adult learner does because a child's brain is pliable, whereas an adult's brain is not (Harmer, 2001, p.37). A kid's brain matures after the age of nine, and functions are assigned to the left and right hemispheres, making it difficult for the child to acquire native-like pronunciation. Some neurologists and researchers believe there is a strong link between language learning and lateralization. Lateralization is a long process that begins at the age of two and concludes when a child reaches puberty. The brain is not fully developed at an early age. However, following puberty, the brain has evolved sufficiently to lose its plasticity, resulting in lateralization of language function (Lenneberg, 1967). As a result, acquiring native-like pronunciation in a second language is difficult for an older learner. Some experts, on the other hand, believe that plasticity survives puberty and that the brain keeps its plasticity in the twenties, implying that learners can still acquire native-like pronunciation (Lund, 2003). It implies that the human brain has a tendency to evolve and change over time.

4.1.3. Aptitude: In the ESL classroom, it has been noted that some students appear to make faster progress with pronunciation than others do. Researchers and language teachers investigated them attentively and discovered that they had a set of qualities that enabled them to learn to pronounce the English language correctly. Zhang (2009) classified it as aptitude. "A disposition to be able to do something well" McDonough, 1981, p.17). It suggests that everyone have a skill that aids him or her in completing any work, such as learning proper pronunciation of a second language. According to surveys and researches, students who have a more positive

attitude toward English language acquisition are better able to learn English pronunciation quickly and develop significantly.

4.2. External Factors:

4.2.1. First Language Interference: Mother tongue, native language, and primary language are all terms used to describe a person's first language. It is generally known that learning the first language interferes with learning the second language's pronunciation. Many English language learners (L2) express dissatisfaction with their ability to understand native speakers (Derakhshan&Karimi, 2015), this is not attributable to the English language's lexicon or grammar; rather, it is due to native speakers' pronunciation (Rivers, 1968). Every language has its own set of rules for pronouncing words. When a person decides to study a second language, he is aware that he will have to master another language's system. It was proposed that if the phonological structure of the first language differs from the structure of the second language, the learner would have difficulty learning the pronunciation of the second language due to unfamiliar phonological norms (Fatemi, Sobhani&Abolhassan, 2012), so When a learner of a second language wants to write and talk in the target language, he looks to his first language's structure for guidance. He has a difficult time getting started in the target language. When the structures of the two languages differ, many errors arise, making the learning process slow and challenging for the student.

4.2.2. Classroom environment: In non-native English speaking countries, the classroom setting can lead to significant improvements in English language pronunciation. Learning routes and outcomes may be shaped by how a learner perceives his proximate educational environment (Dörnyei, 2005). (Williams & Burden, 1997). It has been noticed that if an English language student does not reside in an English-speaking country, he will be unable to find sufficient opportunities to speak English outside of the classroom. The learner would not be able to learn and improve his pronunciation based on real-life situations and interactions in that case. In this case, the school must provide sufficient space, activities, and exposure to replace real-life situations in which a student can learn by immersing themselves.

4.2.3. Motivation: Motivation is also one of the most essential aspects that affects second language speech, and when employed positively, it can provide beneficial effects (Dörnyei, 1998). This factor, according to Shaaban, affects the success of establishing abilities in a second or foreign language (Shaaban, 2002). Other characteristics, such as self-confidence, intelligence, and goals, play a vital part in the establishment of motivation, according to empirical study (Meléndez, 2006). Marinova, Marshall, and Snow (2000) conducted study on adult English acquisition and concluded that if adults are motivated, they can become highly proficient, even native-like speakers of second languages (Marinova, Marshall & Snow, 2000).

5. Sound System of Arabic and English Languages:

5.1. General Definition of Sound System:

Every existing language has a sound system, which organize it. The sound system organize things into finite units called phonemes. Phonetics is the main branch of linguistics that deals with sounds and articulation as defined by Robin (1996:6) "the scientific study of speech sound". In the other hand, there is phonology that differs from phonetics it is the description of a language's sound system and patterns of sounds. It is concerned with the organizing of sounds into a contrasted system, which is studied in terms of phonemes, unique qualities, and other phonological components. Its goal is to show the patterns of unique sounds found in a language while also making broad conclusions about the nature of sound systems in languages. Yule (1997:54) "phonetics is the general study of the characteristics of speech sounds while phonology is essentially the description of the systems and patterns of speech sounds in a language. It is, in effect, based on the theory of what every speakers of a language unconsciously knows about the sound patterns of that language."

All languages are concerned with vowels, which are spoken sounds produced by allowing air to flow out of the mouth without closing any parts of the mouth or throat (however, the lips may ove to produce the correct sound, as in the sound "o"), and consonantsthat are spoken sounds produced by restricting the flow of air through

the mouth partially or entirely (using the lips, teeth, tongue, and palate). Consonant sounds are any letters that are not vowels in the English alphabet. , and here we are going to distinguish between the Arabic vowels & consonants and the English ones.

5.2. Arabic Consonants and Vowels:

Letter Name	Letter Sound	Isolated	Initial	Medial	Final
alif	various, including /aː/	ا	ا	ـا	ـا
bā'	/b/	ب	بـ	ـبـ	ـب
tā'	/t/	ت	تـ	ـتـ	ـت
thā'	/θ/	ث	ثـ	ـثـ	ـث
jīm	[dʒ] ~ [ʒ] ~ [g]	ج	جـ	ـجـ	ـج
ḥā'	/ħ/	ح	حـ	ـحـ	ـح
khā'	/x/	خ	خـ	ـخـ	ـخ
dāl	/d/	د	د	ـد	ـد
dhal	/ð/	ذ	ذ	ـذ	ـذ
rā'	/r/	ر	ر	ـر	ـر
zayn / zāy	/z/	ز	ز	ـز	ـز
sīn	/s/	س	سـ	ـسـ	ـس
shin	/ʃ/	ش	شـ	ـشـ	ـش
ṣād	/sˤ/	ص	صـ	ـصـ	ـص
ḍād	/dˤ/	ض	ضـ	ـضـ	ـض
ṭā'	/tˤ/	ط	طـ	ـطـ	ـط
ẓā'	[ðˤ] ~ [zˤ]	ظ	ظـ	ـظـ	ـظ
'ayn	/ʕ/	ع	عـ	ـعـ	ـع
ghayn	/ɣ/	غ	غـ	ـغـ	ـغ
fā'	/f/	ف	فـ	ـفـ	ـف
qāf	/q/	ق	قـ	ـقـ	ـق
kāf	/k/	ك	كـ	ـكـ	ـك
lām	/l/	ل	لـ	ـلـ	ـل
mīm	/m/	م	مـ	ـمـ	ـم
nūn	/n/	ن	نـ	ـنـ	ـن
hā'	/h/	ه	هـ	ـهـ	ـه
wāw	/w/, /uː/, /aw/	و	و	ـو	ـو
yā'	/j/, /iː/, /aj/	ي	يـ	ـيـ	ـي

Source: RTI International

The Arabic alphabet has twenty-eight letters, as seen in the table below. In most modern dialects, Standard Arabic includes 28 consonant phonemes and 6 vowel phonemes, or 8 or 10 vowels. The majority of Arabic letters have English equivalents, however there are some do not have.

5.3. English Consonants and Vowels:

This table shows the different vowels and consonants of the English language. The English vowel sounds are divided into:

- Monophtongs (single vowel sounds within a syllable)
- Diphthongs (two vowel sounds combined together within a syllable)
- Triphthongs (three vowel sounds combined within syllable)

DIPHTONGS AND TRIPHTONGS

5.4. Differences between the English and Standard Arabic Sound System:

English and Arabic are two different languages where each one of them has its own phonology and phonetics. There are a number of differences between these languages especially in the sound system field, and here are some of them:

- The production of some consonants such as /P/ and /v/ which are marked their existence in the English language while in Arabic we find /ف/ and / ب/.

- The consonants /t/, /d/ are dental in Arabic but in the English language are considered as alveolar.

- There are a number of sounds in English have no existence in Arabic for instance /ʧ/, /ʒ / and / ŋ /.

- In the two languages, the sound /r/ is completely different. /r/ in Arabic is a tongue tip trill, whereas /r/ in English is a back alveolar trill.

Moreover, these two languages are quietly different in terms of voicing, place of articulation and the manner of articulation, which are reasons that lead the Arabic learner of English to do mistakes in the oral performance.

6. Comparison between Standard Arabic and English Phonology:

6.1. Phonology in Linguistics:

Phonology is a discipline of linguistics that studies the sound systems of different languages. It is based on phonetics. It is also an overall description of the sounds of a given variety, phonology deals with how these sounds form patterns in a particular language too.

This sub branch is divided into two areas: segmental and suprasegmental phonology, the first one is concerned with speech sound while the second deals with syllables, words and intonation. In phonology, there are two main concepts: phoneme and allophones.

6.1.1. Phonemes: are sounds of language (consonants and vowels), they are abstract which means that they exist just in our minds. Phoneme is written between slashes such as /P/, /d/, /t/, /b/ and so on. In the words below cat and hat we observe that we have two different initial phonemes which means we have different meaning and this called contrastive distribution because of the variation of these two phonemes we obtain two completely different sense.

6.1.2. Allophones: on the other hand allophones are the way of the realization of phonemes moreover they are variant of phonemes. In the contrast of phonemes allophones are written between brackets and they do not change the meaning of the word, for instance, the /t/ in the utterances stop and top is produced differently, in the first word is unaspirated while in the second one it is, /t/

[t]   [tʰ]
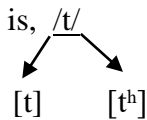
Therefore, we deduce that the phoneme /t/ has different realization. Since the allophonic realization of phonemes does not change the meaning of words, so it called complementary distribution.

6.2. The Comparison between Arabic and English Phonology:

6.2.1. The Arabic phonology: Like most Semitic languages, Arabic has a rich consonantal inventory but a limited vocalic system (Watson 2002; Holes 2004). This table show the phonemic system of the modern standard Arabic (MSA).

Point ⇒ Manner ⇓	Bilabial	Labiodentals	Dental	Alveolar	Palate-alveolar	Palatal	Velar	Uvular	Pharyngeal	Glottal	Labio-velar
Plosive	ب b		ت t /د d ط/ضᶜ dᶜ				ك k	ق q		ء ʔ	
Nasal	م m			ن n							
Affricate						ج dʒ					
Fricative		ف f	ث Θ/ذ ð ظ ðᶜ	س s/ز z ص sᶜ			خ x/غ Ɣ		ح ħ	ه h	
Tap/ flap				ر r							
Lateral				ل l							
Frictionless continuant									ع ʕ		
Approximant/ semi-vowel						j ي					و w

Arabs speak dialects that are based on Standard Arabic but range from one Arab country to another. Algeria is one of these countries that is known for its huge variety of dialects such as; Arabic, French, Berber and so on. From this plurality, the so-called Algerian Arabic emerged. The vast majority of Algerians speak Algerian Arabic daily, in addition,the vocabulary of the Algerian dialect is based on Arabic, but the original words have been phonologically transformed, with strong Berber substrates and a large number of new terms and loanwords imported from French for instance,such as موتور ("moteur" in French, motor), لاطونسيون, ("la tension", blood pressure) and بوليس ("policier", policeman). Because of the cross-linguistic influence (CLI) from standard Arabic, colloquial Algerian Arabic, Berber and the second official language here, which is French, the phonological system is considered as a complex one. The Algerian speaker finds himself speaks the Algerian Arabic in his daily life, which is quite different from MSA in terms of phonology, phonetics and pronunciation.

Notable Characteristics of AA:

- Phonologically, the majority of the MSA vowels are deleted or turn to a schwa for instance:

MSA	AA	The meaning In english
[rasama]	[rsam]	He draw
[fæhima]	[fhæm]	He understood

- Because of the absence of case-marking inflections and the dual and feminine plural inflections, AA is much simpler morphologically than MSA.

Such as, a ⌐ [wælæd]   tow ⌐ [mæktæbætæ:n]
        Boy└ [wæld]   libraries ⌐ [zu: ʒ mæktæbæ:t]

- Lexically, AA is known by borrowing most of its words from the French language. This table show some examples:

AA	French origin	English meaning
Kayi	Cahier	A copybook
Mario	Armoire	A cupboard
Tomobil	Automobile	A car

In Algeria, the French language has a value and a wide use in various fields such as, education, administrations, media, newspapers, official speeches and so on.

From these points, we conclude that the Algerian Arabic is somewhat complex, and differs in some way from MSA, especially since it is affected by the colonialism language (French), so the Algerian speaker finds himself confused and is not able to use one correct phonological system in his daily life.

6.2.2. The English Phonology:

Like all languages of the whole world, English has its own specific phonological system that guides the speakers, by providing rules and even instructions to follow in order to obtain a correct pronunciation of this language especially for those non-native speakers.

(April, 2002) in his book states that We continue into the domain of phonology, which is the language-specific selection and organization of sounds to indicate meanings, to discuss the peculiarities of the English sound system that distinguish it from French, Welsh, or Quechua. Phonologists are interested in the sound patterns of certain languages, as well as what speakers and hearers need to know, and what children need to acquire, in order to be speakers of those languages: it is similar to psychology in this regard.

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Palatal	Velar	Glottal
Nasal	m	ɱ		n			ŋ	
Plosive	p b			t d			k g	ʔ
Affricate					tʃ dʒ			
Fricative		f v	θ ð	s z	ʃ ʒ	ç		h
Approximant				ɹ		j	w	
Flap/Tap				ɾ				
Lateral				l ɬ				

	Front	Near-Front	Central	Near-Back	Back
Close	i		ɨ		u
Near-Close		ɪ		ʊ	
Close-Mid	e				o
Mid			ə ɚ		
Open-Mid	ɛ				ʌ ɔ
Near-Open	æ				
Open	a				ɑ

This table below show the English phonological system and pronunciation. In addition, it provides us with the main existence sounds in this language.

Allophones are part of these sounds as we can observe in this table such as:

-
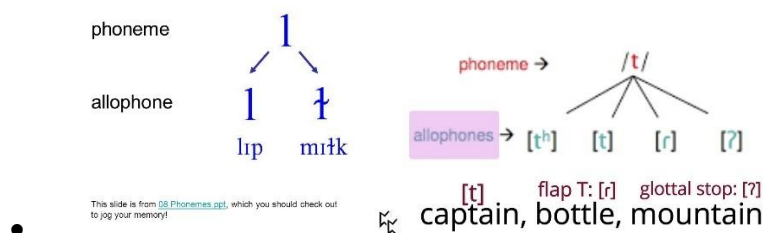
English has a huge variation in term of pronunciation from dialect to another for instance the Received Pronunciation (RP), American accent and Australian English are not the same in some sounds production.

6.2.3. The Differences and Similarities between English and Arabic Phonology:

6.2.3.1. Difference between English and Arabic Phonology:

- In the Arabic language there no these English voiceless consonants / tʃ, p /and even the English language does not have /ʔ, ṭ, ṣ, q, ħ, x / which considered as Arabic voiceless consonants.

- / g, v, ŋ, ʒ / are English voices consonants that does not exist in the Arabic language, in addition the Arabic voiced consonants / ḍ, ʕγ, ð. / does not occur in English.

- Voiced gliding consonants in English are /r, w, j /, but they lose their voice and become voiceless after the voiceless aspirated /p, t, k /. Because aspiration is not as obvious in Arabic as it is in English, Arabs pronounce voice /r, w, j / everywhere.

- Arabic voiceless /h/ can occur initially, medially, or ultimately, but English voiceless /h/ occurs initially and medially.

- Light in pre-vocalic position and heavy before consonants and in final position of the word are the two allophones of English voiced /l/. Although the Arabic letter /l/ means light, there is only one Arabic word that contains the heavy (emphatic) /l/ that is 'Allah' (ʔalaah) and its variants. Light /l/ and heavy /l/ are frequently confused among Arab speakers. Everywhere they pronounce light /l/.

6.2.3.2. Similarities between the Arabic and English Phonology:

- In both English and Arabic, aspirated plosive consonants affect vowels by causing them to lose their voicing. The voiced consonant sounds are also devoiced.

- In both English and Arabic, assimilation influences the voicing of consonant sounds. As a result, voiced consonants might be pronounced as voiceless consonants and vice versa.

7. Conclusion:

The mother tongue has a wide impact on learning a foreign language, especially in terms of acquiring pronunciation and how to speak, because every language has its own sound system. As we notice previously in the chapter the Arabic and English languages are quietly different that is why Arab learners of English face many obstacles and factors, which affect them while learning. Moreover, all there were variations and few similarities between two languages all there were interference and the learning process of the target language become somehow difficult and slow.

CHAPTER

THREE:

Fieldwork

1. Introduction:

The current chapter is considered as the practical part of the study since it demonstrates several findings from the data collected for our investigation**.** In addition, data analysis which took the form of graphs, charts, and statistics. This chapter is divided into two main sections; the first one is concerned with a detailed description of the population assigned to assess the phenomenon, as well as the research tools. While the second is focused on the data analysis submitted by questionnaires and recordings. The purpose of this chapter is to confirm or infirm the research hypotheses, and to propose some suggestions and recommendations to reduce language interference in EFL classrooms and students' oral skills.

2. Population and Sampling:

This exploratory survey employs both qualitative and quantitative approaches. The sample is the essential part in any research, because it is considered as a source of data and information, David Waugh (2009) defined sample as the selected items, units or elements, which the researcher conclusion will be made. In order to obtain the necessary information needed to solve the problem of the L1 interference in L2 learning process, a group of first year students at Ibn Khaldoun University of Tiaret were chosen during the academic year 2021/2022. Since this study is based on two tools of investigation; it nessisates two different samples from the same level. The first participants for questionnaire are 50 first year students, and the secondly for audio-recordings we suggest a sample of 15 students, their ages are ranged from 18 to 21 years, all of them were native Algerian Arabic speakers. The sample of this research is not randomly selected, as long as they are beginners and not advanced in the field and do not have enough knowledge. Furthermore, it was based on the consideration that; the majority of first year students experience similar challenges since they are influenced by their L1 structure, rules, and pronunciation when learning English. Additionally, most of them are weak in English oral performances; thus, the results can be as significant as possible.

3. The Research Tools:

In order to answer the research questions and substantiate set of hypotheses, it is necessary to gather data from students and get their perspectives on MT interference in English speaking. For this purpose, two investigation instruments were applied on first year students at Ibn Khaldoun English department of Tiaret to obtain a valuable data. A questionnaire has been opted for as a method of investigation, which was addressed to students. It is the appropriate tool to know their views and attitudes toward the English language. Their opinions are very essential to develop learning of speaking in EFL classrooms.

The second research tool is comprised of using audio recordings, which have been done also on a group of first year students. We provided them with a list of common English words and then they were inquired to utter those different sounds while being recorded. This instrument has been employed at the main and vital data-gathering method for this study, since it allows the examiners to observe learners' errors and mistakes, and to highlight the impact of L1 on L2 acquisition.

3.1. Questionnaire:

Questionnaire is a research instrument featuring a series of questions that are used to gather effective data from the respondents. In this dissertation questionnaire was used and created in accordance with the study's first and second chapters. It contains mainly fourteen questions designed for 50 first year EFL learners, 19 males and 31 females. The question are done in a systematic way, and are relevant to the topic; the first two questions were done to collect personal and background information about the sample. It is divided into three sections; the first one seeks to highlight the Arabic language use in EFL classes, and student's attitudes toward this utility. The second section deals with EFL learners practice in classroom and to notice their perspectives on speaking skills. Whereas the third section includes a group of questions concerning L1 interference in L2 and how this transfer occurs where the participants provide us with some reasons of this phenomenon. Most of the questions are close-ended in which the participants are only asked to check the proper answer according to them. Additionally to few other open –ended question

where respondents are invited to give further explanations. This questionnaire is designed primarily in order to gain more understanding about the effect of mother tongue on the target language and EFL students learning process in Ibn Khaldoun University of Tiaret.

Table*III* 01. Number and Percentage of respondents selected for questionnaire.

Department	Year	Total number	Males	Females
Letters and foreign languages (English)	1st LMD	50	19	31

3.2. Audio Recordings:

Audio recordings as an instrument of investigation are mainly to highlight pronunciation errors; they have always been helpful in previous studies for collecting data among learners. In our experience, we have depended on recordings to evaluate oral competencies of the participants. A sample of fifteen first year students who speak the AA are chosen to be recorded. It includes six males and nine females. The process at the beginning was somewhat difficult, as long as the majority of students refused to be recorded for ambiguous reasons. The recording process took a place in the English department during the last semester and it lasted approximately one hour. The informants were given a list of words, which contains vowels and consonants allophones to see the impact of their MT on the realization of the RP English allophones. Moreover, we should mention that allophones are a part of the first year phonetics' module program, for this reason this sample has been selected. The list of words was diverse, in which it includes plosives, nasals, reduced vowels …etc. And sounds like /p/, /l/, /i:/, /a:/ …etc. Students are asked to read the set of words loudly while being recorded. After recording all the respondents we listened carefully to the vocals on repeat to notice each sound realization and to determine the articulation

errors that the participants may utter. The sounds pronounced by the sample were written and then we classify the number of respondents with the correct pronunciation and the number of respondents with the wrong pronunciation of the different allophones. The use of these audio recordings is most often the effective method to collect reliable evidence and was an indispensable tool to support our investigation findings. Moreover, it will be possible to identify the problem of mother tongue interference in the English department of Ibn KhaldonUniversity.

Table *III*02. Number and percentage of respondents selected for audio recordings.

Gender	Number	Percentage
Male	06	40%
Female	09	60%

Figure 01: The percentage of genders for audio recordings.
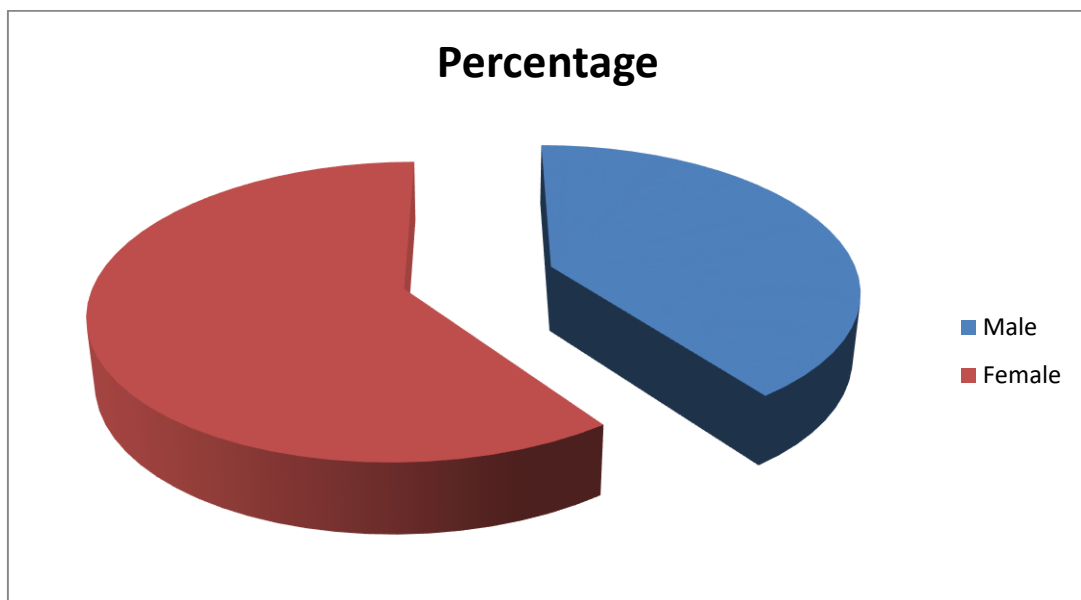
Pie Chart 01: Chart illustration of audio recordings gender scores.

4. Data Analysis:

Data analysis is the most crucial aspect in any research. This part of the work summarizes the collected data through the instruments that examiners have chosen for the investigation of the current study. It involves the interpretation of the data gathered from the participants through the use of the analytical reasoning i.e. the information collected through questionnaires and the audio recordings are meant for being demonstrated in a form of statistics and numerical analysis. After ending up the collecting data phase, the date analysis is required, in which the researchers organize, summarize, and categorize the data. Later on it comes into the process the calculation phase of the questionnaires' and recordings' results, in order to obtain a clear image about the native language interference among the first year EFL students in Ibn Khaldoun University. Moreover, it is a way to solve the research problem, to achieve the validity of the findings, and to test the hypotheses of the study.

4.1. Analysis of the Learners' Questionnaire:

The questionnaire results are as follows:

01: Gender

Fifteen students from the English department of Ibn Khaldoun University conduct the questionnaire. They are license students in their first year. The majority of respondents are females (62%), while males make up less percentage with (38%).

Table*III*03. Students' Gender :

Gender	Number of students	Percentage
Male	19	38%
Female	31	62%
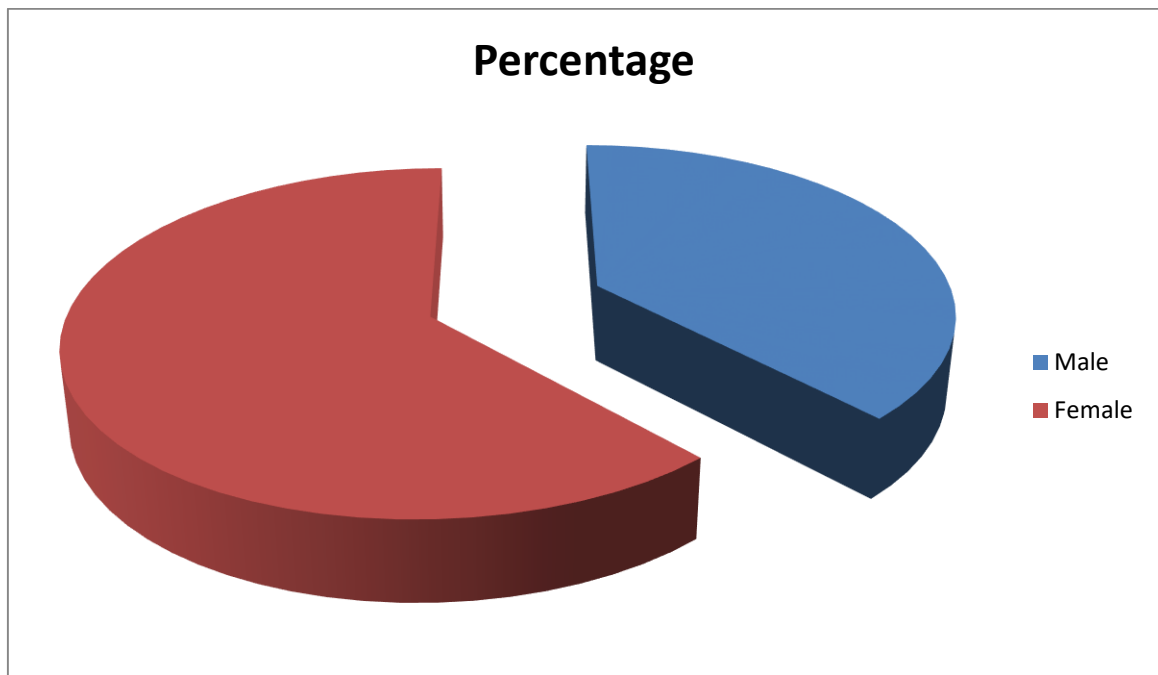
Pie Chart 02: Chart illustration of students' gender scores.

02: Age

The most of respondents were nineteen years old with a percentage of (40%), followed by twenty years old students with a percentage of (26%), and then comes students of twenty-one years old with a percentage of (22%), and the minority were students of eighteen years old with a percentage of (12%).

Table*III* 04. Students' Age :

Age	Number of students	Percentage
18 years old	**6**	**12%**
19 years old	**20**	**40%**
20 years old	**13**	**26%**
21 years old	**11**	**22%**
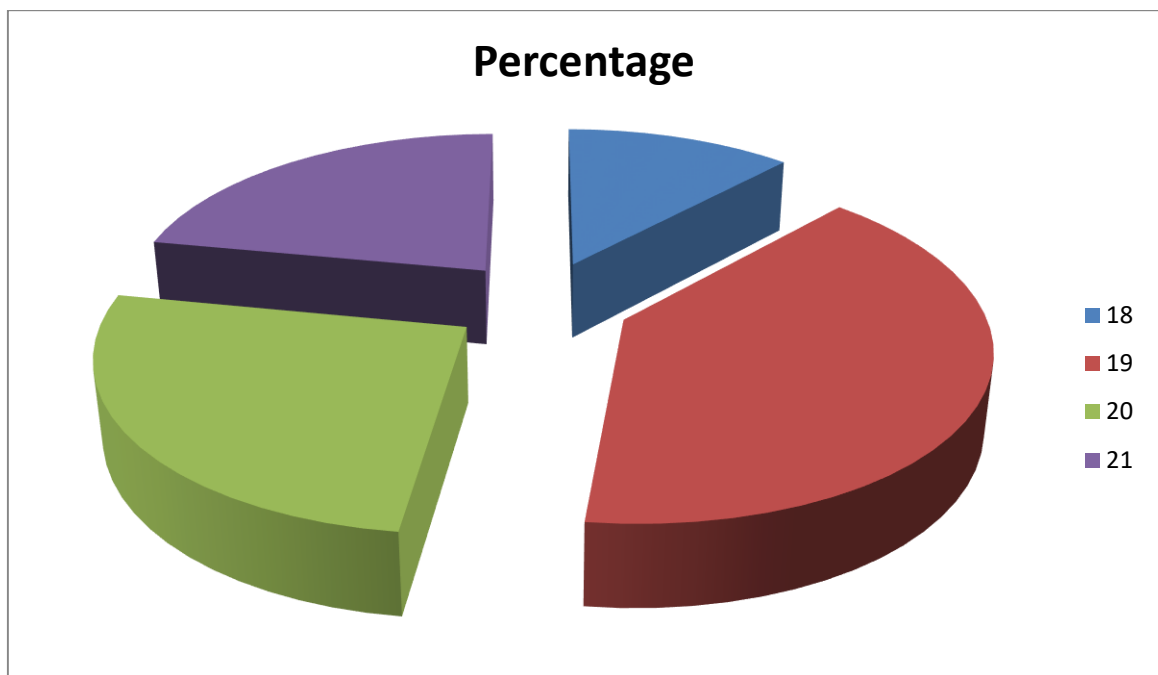
Pie Chart03: Chart illustration of students' age scores.

Section 01: Arabic Language Use and Utility in EFL Classes.

Question 01 : How often does your English teacher use Arabic during the session ?

The large number of the informants (64%) mentioned that their teachers sometimes use the Arabic language during the session, while (26%) of them reported that they never use it, and only (10%) claimed that Arabic language is used by teachers in classes.

Table *III*05. The use of Arabic in classroom by teachers.

Respondents' answers	Number of students	Percentage
Always	**5**	**10%**
Sometimes	**32**	**64%**
Never	**13**	**26%**
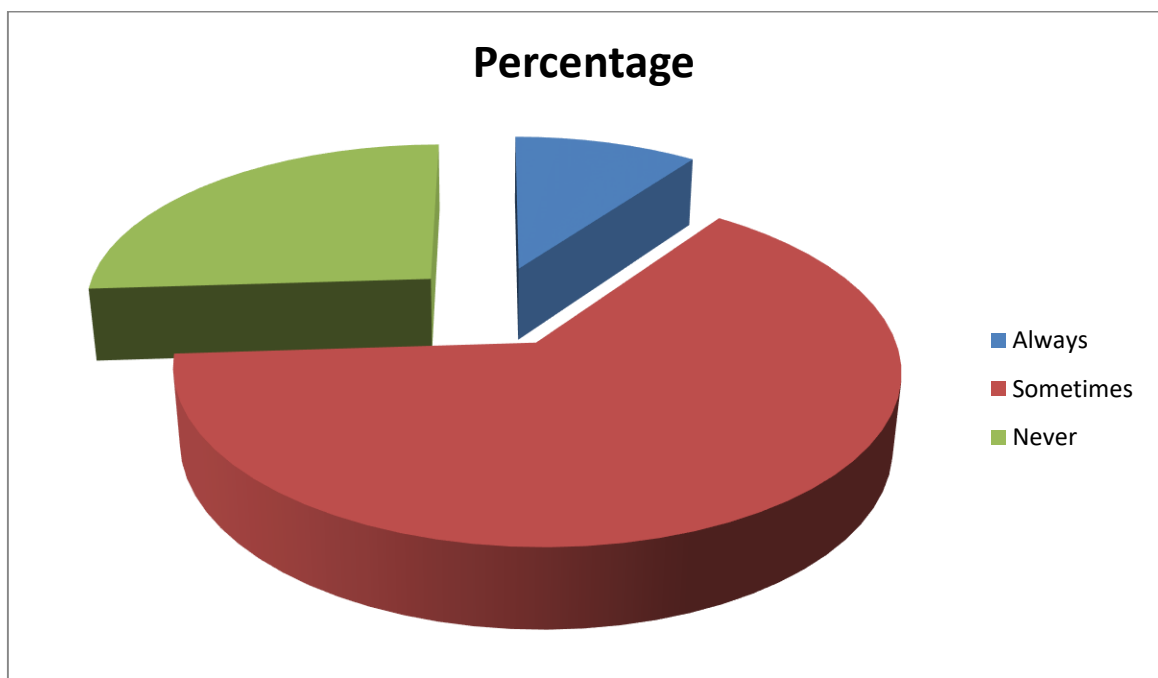
Pie Chart 04: Chart illustration of scores representing the Arabic language use in classroom by teachers.

Question 02: Do you think the use of Arabic in classroom helps you to learn to speak English well?

(44%) of first year students believed that the frequent use of Arabic during the session helps in learning the target language, and (42%) of informants stated that Arabic is not useful in EFL Classroom ; however, minority of them (7%) had no idea about the utility of such language.

Table*III* 06.Student's perspectives on Arabic language use in EFL classroom:

Respondents' answers	Number of students	Percentage
Yes	22	44%
No	21	42%
I do not know	7	14%
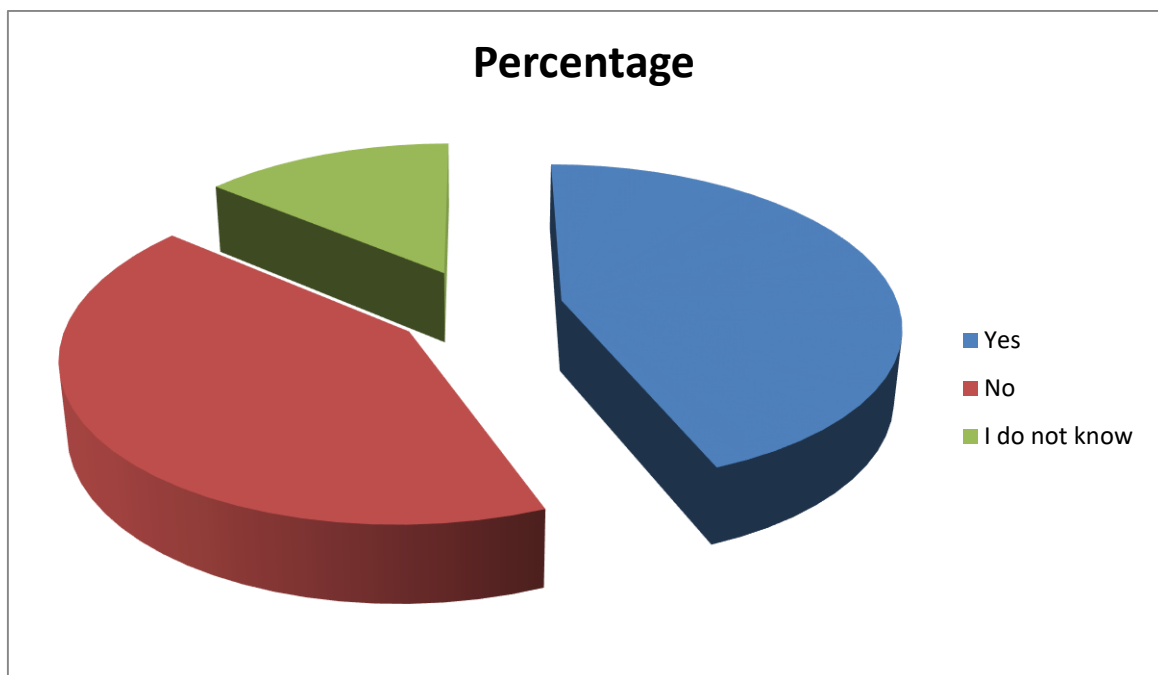
Pie Chart 05: Chart illustration of scores representing students' perspectives on the Arabic use in EFL classes.

Question 03: Is it easy to communicate with your classmates in Eglish?

The majority of respondents (86%) found English easy language to communicate with, and a small number of them (7%) claimed that they find difficulties while speaking.

Table *III*07. First year students' attitudes toward speaking in English.

Respondents' answers	Number of students	Percentage
Yes	43	86%
No	7	14%
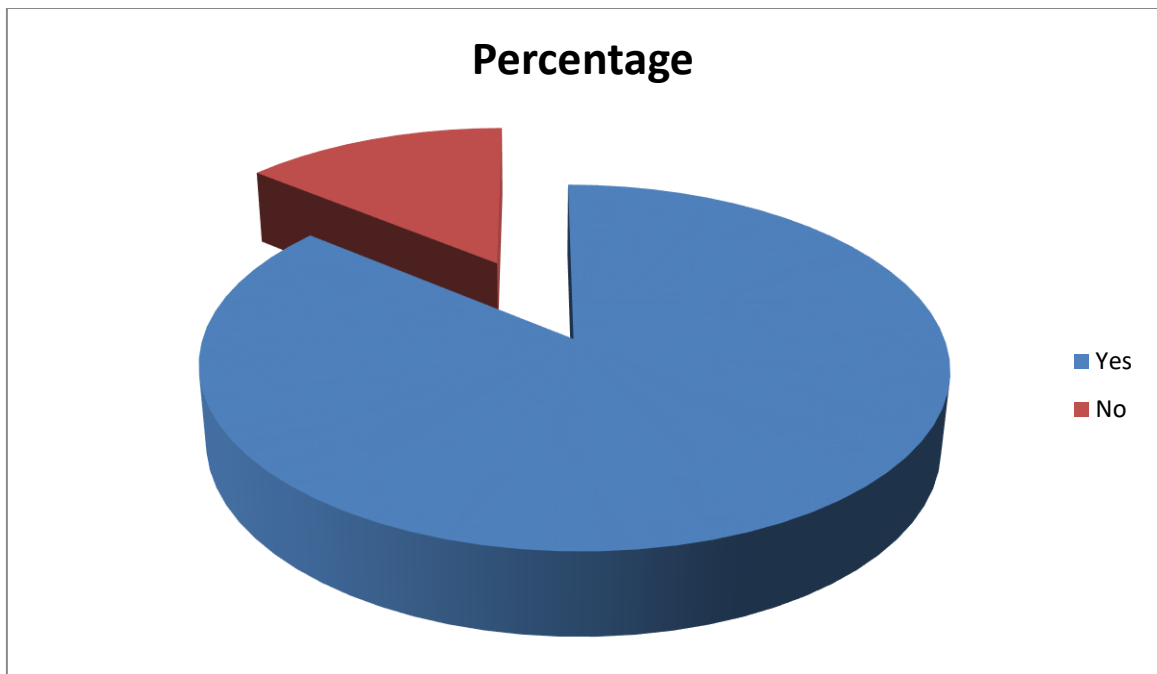
Pie Chart 06: Chart illustration of scores representing first year students' attitudes towards speaking in English.

Question 04: While speaking I think in ………….., then I speak in English.

- More than the half of students (56%) think in Algerian Arabic before producing in English.
- (30%) of informants use English to fill in the gap.
- (10%) of students fill in the gap by French.
- Only (4%) of first year students chose the Berber variety.

Table*III***08.The varieties used in students' minds before performing in EFL classroom.**

Respondents' answers	Number of students	Percentage
English	15	30%
Algerian Arabic	28	56%
French	5	10%
Berber	2	4%
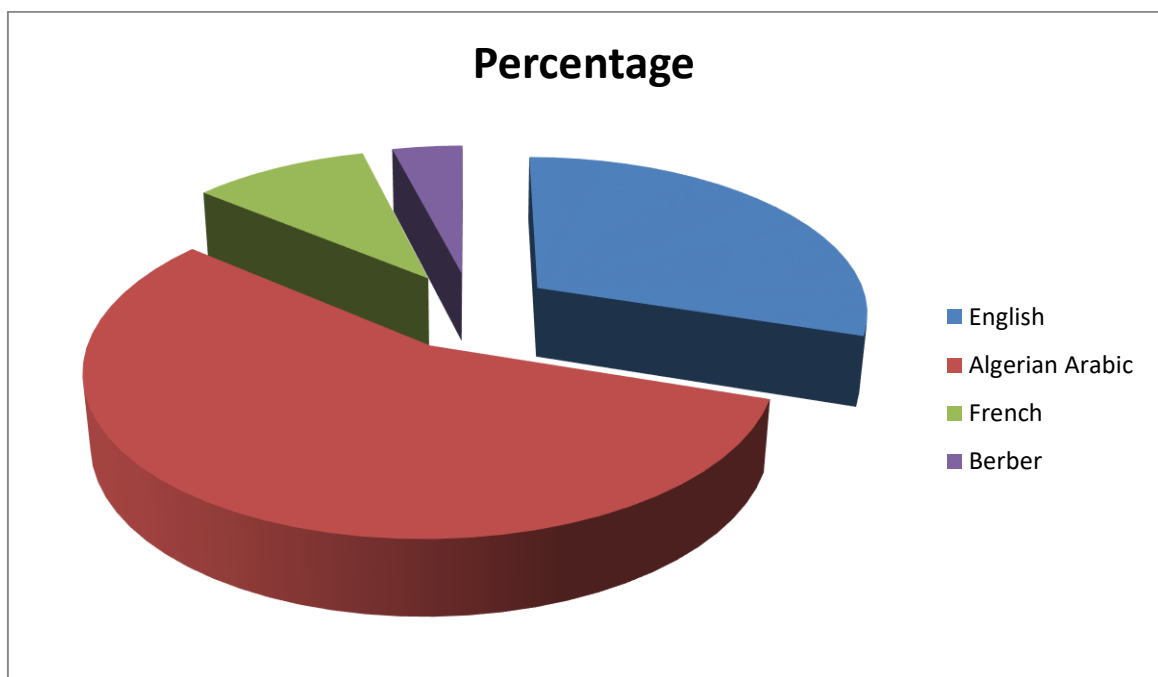
Pie Chart 07: Chart illustration of scores representing the varieties use in students' minds before performing in EFL classroom.

Section Two: English Language Practice in EFL Classroom.

Question 05: What do you prefer?

The results were approximately similar, in which (54%) prefer written rather than orals, whereas (46%) chose oral sessions.

Table*III 09*. First year students' choices between oral and written sessions.

Respondents' answers	Number of students	Percentage
Oral sessions	23	46%
Written sessions	27	54%
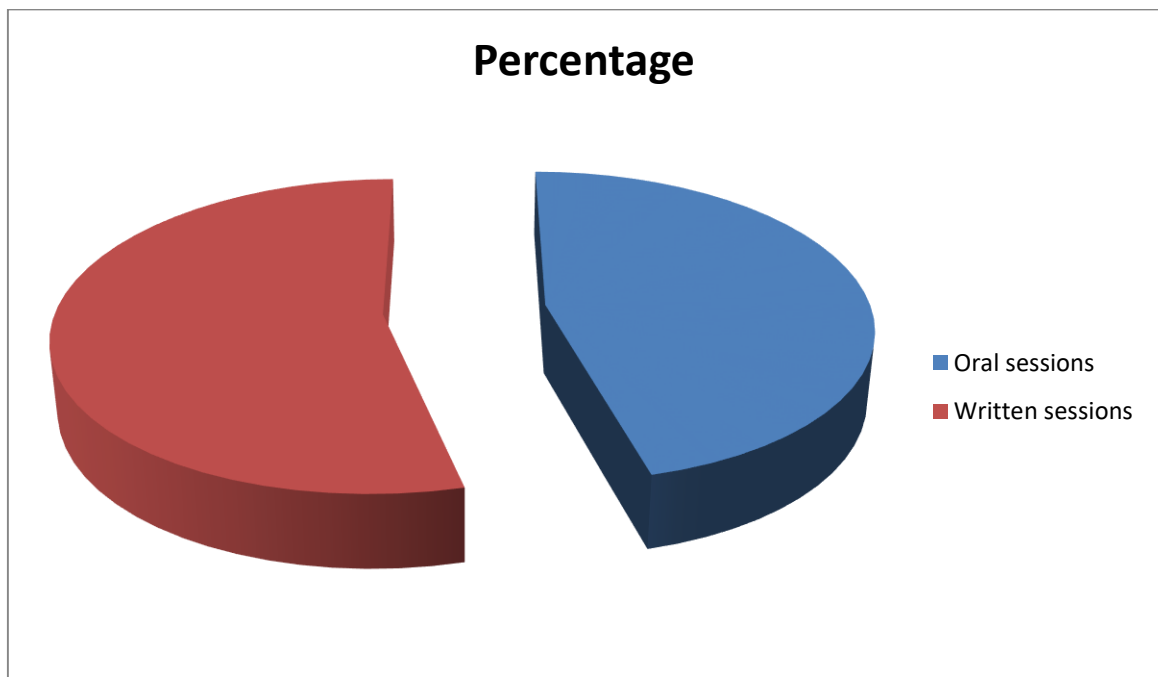
Pie Chart 08: Chart illustration of scores representing the choices of first year students between oral and written sessions.

Question 06: How much are you motivated to speak English?

It was founded that:

- (64%) of students are strongly motivated.
- (30%) of students are somehow motivated.
- (6%) of students are unmotivated.

Table*III* 10.Investegation about learners' motivation in speaking English.

Information's answers	Number of students	percentage
Strongly motivated	**32**	**64%**
Somehow motivated	**15**	**30%**
unmotivated	**3**	**6%**
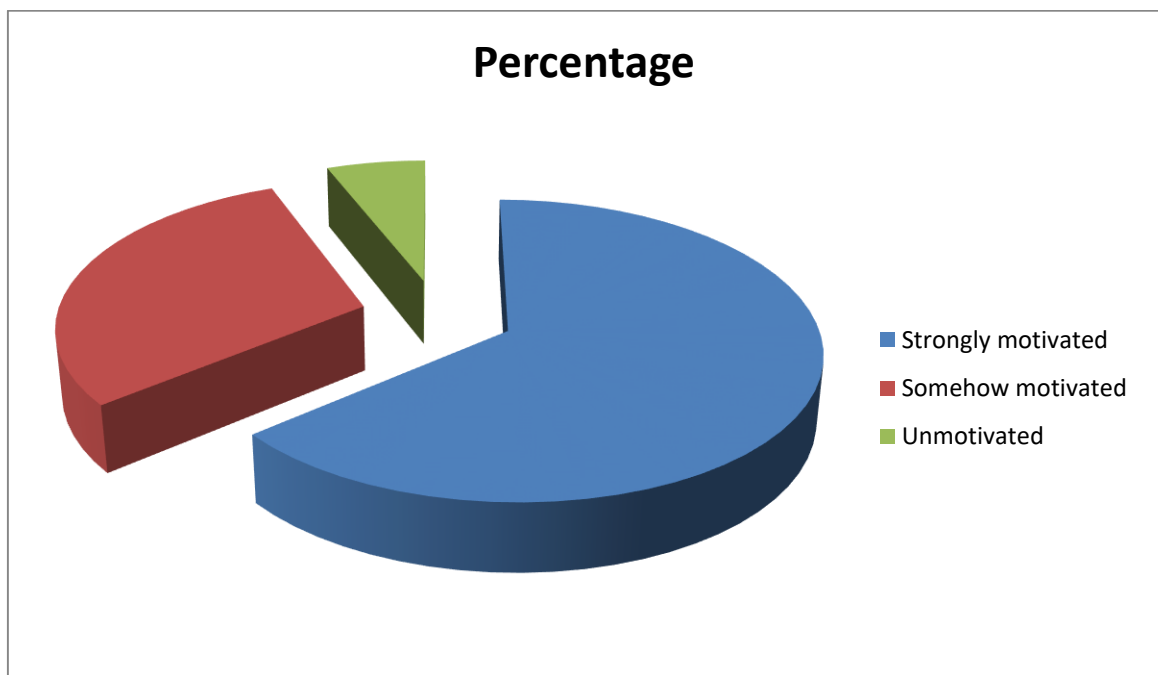
Pie Chart 09: Chart illustration of scores representing leaners' motivation in speaking English.

Question 07: How do you qualify your English speaking performance?

The majority of informants (74%) see that they produce a very good English, whereas, (10%) of them qualify their English oral performance as a good one, the rest of the students (16%) consider it to be insufficient.

Table *III*11.The student's evaluation of their English oral performances.

Respondents' answers	Number of students	Percentage
Very good	37	74%
Good	5	10%
Insufficient	8	16%
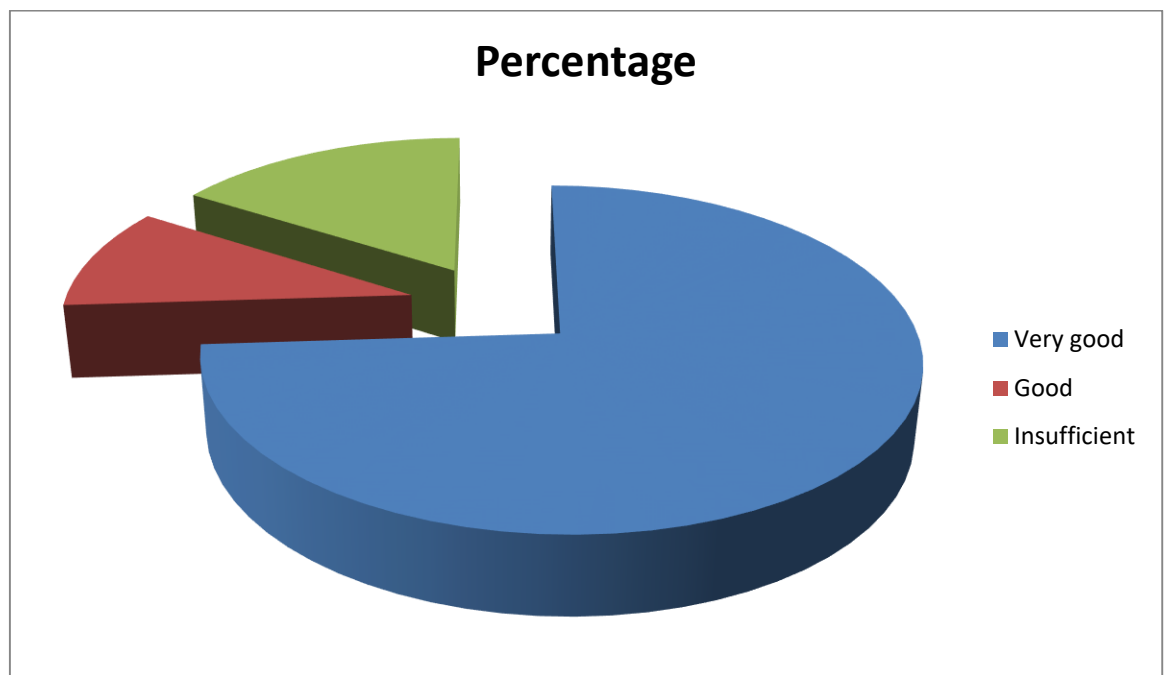
Pie Chart 10: Chart illustration of scores representing student's evaluation of their English oral performances.

Question 08: where do you usually practice English?

It was determined that :

- (48%) of the students practice English everywhere.

- (32%) use it just in classroom with the teacher.

- (20%) of students usually prefer to use English as a tool of communication
  with their friends.

Table *III*12.The context where students often practice and use the English language.

Respondents' answers	Number of students	Percentage
Everywhere	24	48%
Just in class with the teacher	16	32%
With friends	10	20%
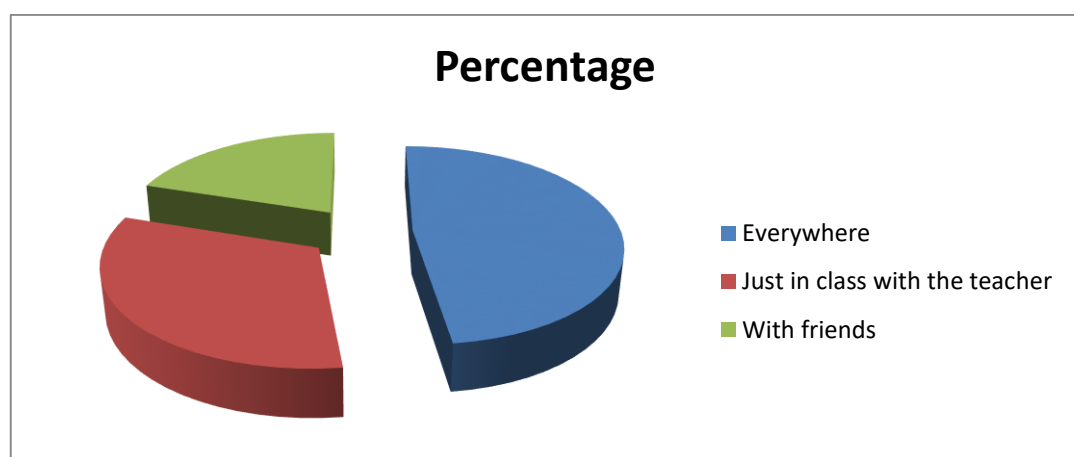
Pie Chart 11: Chart illustration of scores representing the context where students often practice and use the English language.

Question 09: When speaking, are you aware of the articulation errors you make?

The results obtained show us that most of students (54%) sometimes notice the articulation errors they make during speaking, in contrast (22%) of them always pay attention to their mistakes, while (20%) of the respondents opted for rarely, and only (4%) of them are not aware of their mistakes at all.

Table *III* 13.Students' awareness of the articulation errors they produce while speaking sessions.

Respondents' answer	Number of students	Percentage
Always	11	22%
Sometimes	27	54%
Rarely	10	20%
Never	2	4%
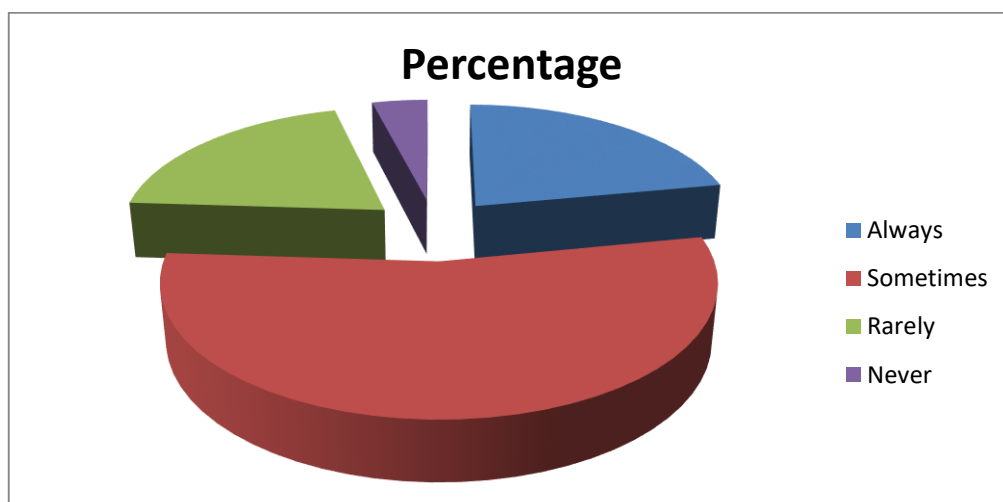
Pie Chart 12: Chart illustration of scores representing students' awareness of the articulation errors they produce while speaking sessions.

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Question 10: Does your Algerian Arabic daily use affect your English oral

performance?

According to the answers of the informants, (60%) of them agree that the Algerian

Arabic daily use affect their English oral performance, whereas (40%) of them opted

for no.

Table*III* 14.The effect of the Algerian Arabic on English in EFL first year

classes.

Respondents' answer	Number of students	Percentage
Yes	30	60%
No	20	40%
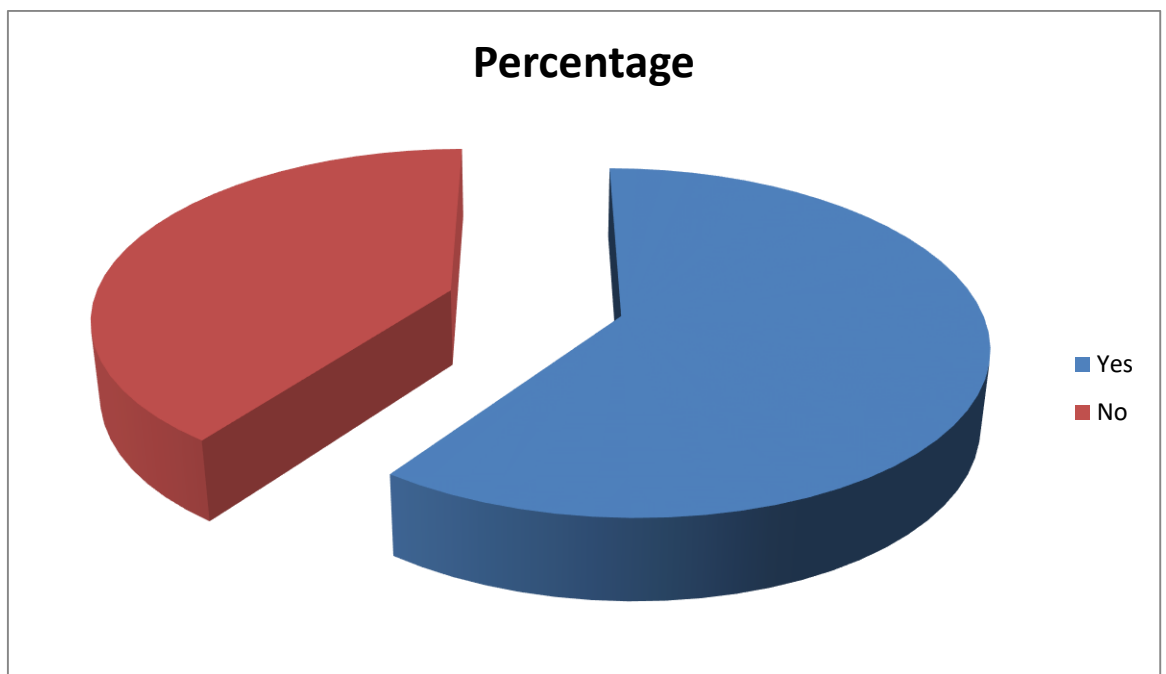
Pie Chart 13: Chart illustration of scores representing the effect of the Algerian

Arabic on English in EFL first year classes.

Section Three: Negative Transfer and Committing Errors.

Question 11: Do you think it is beneficial to refer to your native language while speaking in English? If yes, why?

Most of the students (64%) stated that it is not beneficial to refer to their native language in speaking English, while (36%) of them opted for yes and they found that a helpful strategy to learn in EFL classroom.

According to the justifications of the informants who choose yes as an answer, (45%) of them justify their answer by mentioning that they get influenced by their L1 since it helps to learn and enrich their English vocabularies, while others (20%) see that it is a way to improve the pronunciation , and (15%) of them reveals that it helps during speaking in terms of filling gaps , on the other side (10%) of students believe that when refer to the MT during speaking aid them to understand the English language, The rest of them (10%) pointed that they think in it before speaking the target language.

Table*III* 15.The influence of the native language on EFL students oral speaking skills and its importance.

Respondents' answer	Number of students	Percentage
Yes	18	36%
No	32	64%
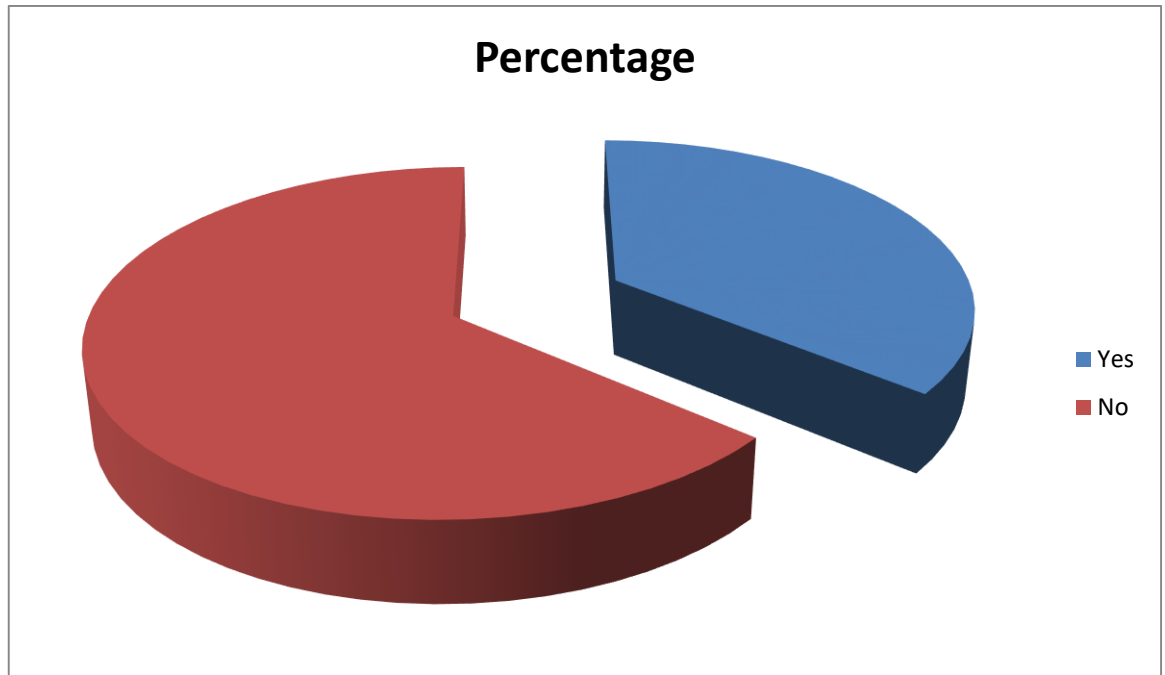
Pie Chart 14: Chart illustration of scores representing the influence of the native language on EFL students' oral speaking skills and its importance.

Question 12: In your opinion what are the reasons behind learners' speaking skill mistakes? (Please give three main causes).

The results obtained show us that (25%) of the students stated that the main reason behind their mistakes is the negative impact of the mother tongue daily use, while (18%) of them said that the lack of practicing the English language reduce the fluency and push learner to do errors when speaking, on the other hand (15%) of them pointed that the insufficient knowledge of the target language is the cause of committed errors, whereas a group of the participants which inholds (11%) of them claimed that not being in touch with natives can be an obstacle for learning and speaking, and decrease the ability of acquiring the correct pronunciation of the target language. Some students (10%) agreed that the age is the reason, because they do not learn the language in an early age, to be followed by (9%) of them revealed that there is no motivation to correct and develop the English speaking skill by students. (5%) of the respondents who believed that the anxiety and the fear of public speaking are the reasons. The use of French as the second official language in our country rather than English is the answer of (5%) of the students, finally, the rest of them (2%) stated that the incorrect teachers' methodology of teaching the language in schools and universities is the reason of making mistakes.
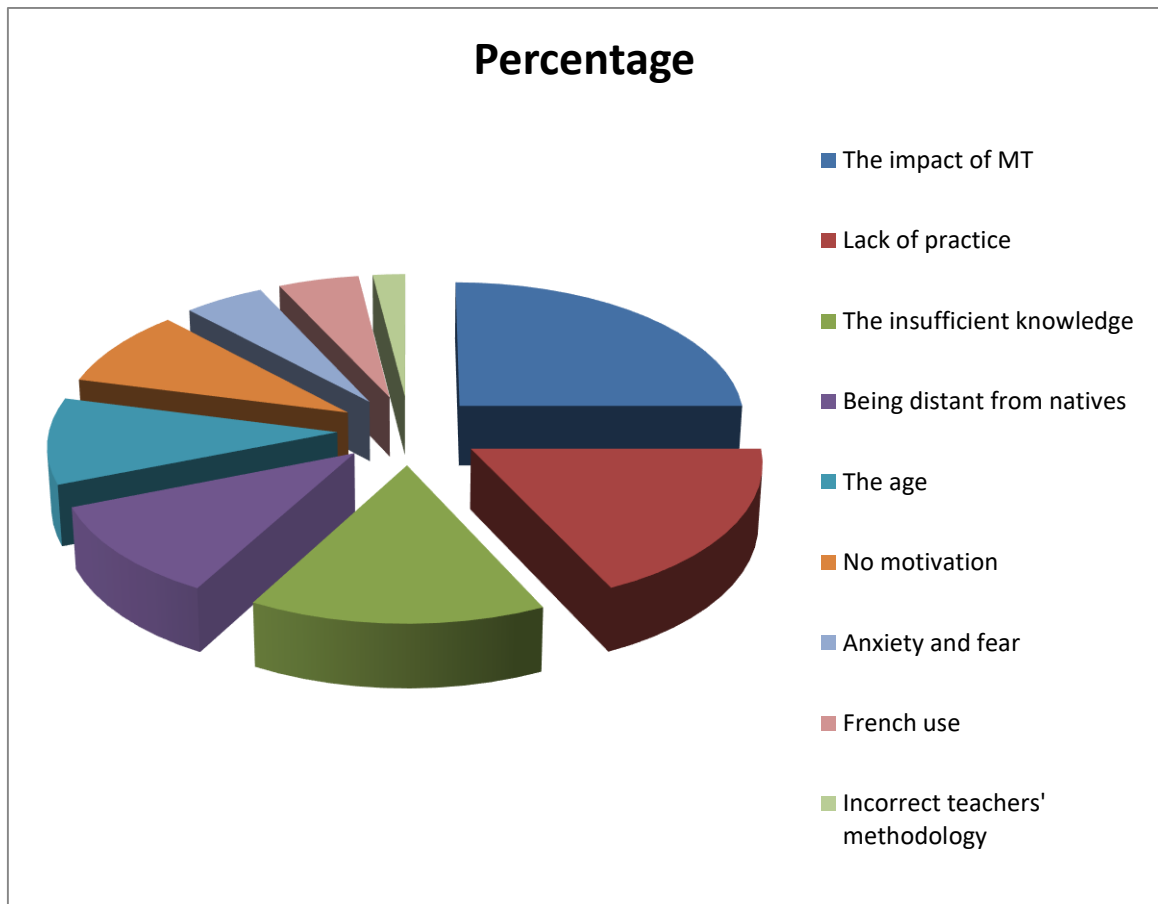
Pie Chart 15: Chart illustration of scores representing reasons behind learners' speaking skill mistakes.

4.2. Analysis of Learners' Audio Recordings

Table *III*16.The Pronunciation of allophones of some English vowels.

Words	Correct pronunciation	Number &percentage of learners with C.P		Wrong pronunciation	Number & percentage of learners with W.P	
Bird	**[ɜ:]**	6	40%	**[ɜ·], /eə/** **/ə/, /ʊ/**	9	60%
Hurt	**[ɜ·]**	5	33,33%	**/^/, [ɜ:]** **[a·]**	10	66,67%
Go	**[əʊ]**	10	66,33%	**[əʊ·]**	5	33,67%
Soap	**[əʊ·]**	7	46,66%	**[əʊ], /ɒ/** **/ɔ:/**	8	53,33%
Car	**[a:]**	4	26,66%	**[a·]**	11	73,34%
Mark	**[a·]**	10	66,66%	**[a:]**	5	33,33%
Rise	**[a : ɪ]**	3	20%	**[a·ɪ]**	12	80%
Rice	**[a·ɪ]**	4	26,66%	**[a : ɪ]**	11	73,34%

From the table's perspective, (40%) of the participants pronounced the word "bird" correctly as /b**ɜ:**d/, whereas (60%) didn't realize the correct pronunciation of the allophone in which some of them replaced it by different phoneme such as **/eə/,/ə/, /ʊ/** and some read it /b**ɜ**·d/**.** (33, 33%) pronounced "hurt" with its correct pronunciation as /h**ɜ**·t/ while, the majority of them (66,66%) fail to articulate it in the right way as it showed in the table. The mass of the students (66,33%) were able to achieve the correct pronunciation of the word go as /g**əʊ**/, contrary to the remaining

(33,67%) who pronounced it as /gəʊ·/. As shown in the table above, this is also the case for the rest of the words. According to the obtained results, the most of students do not have the ability to distinguish between the different allophones of the English vowels while pronunciation.
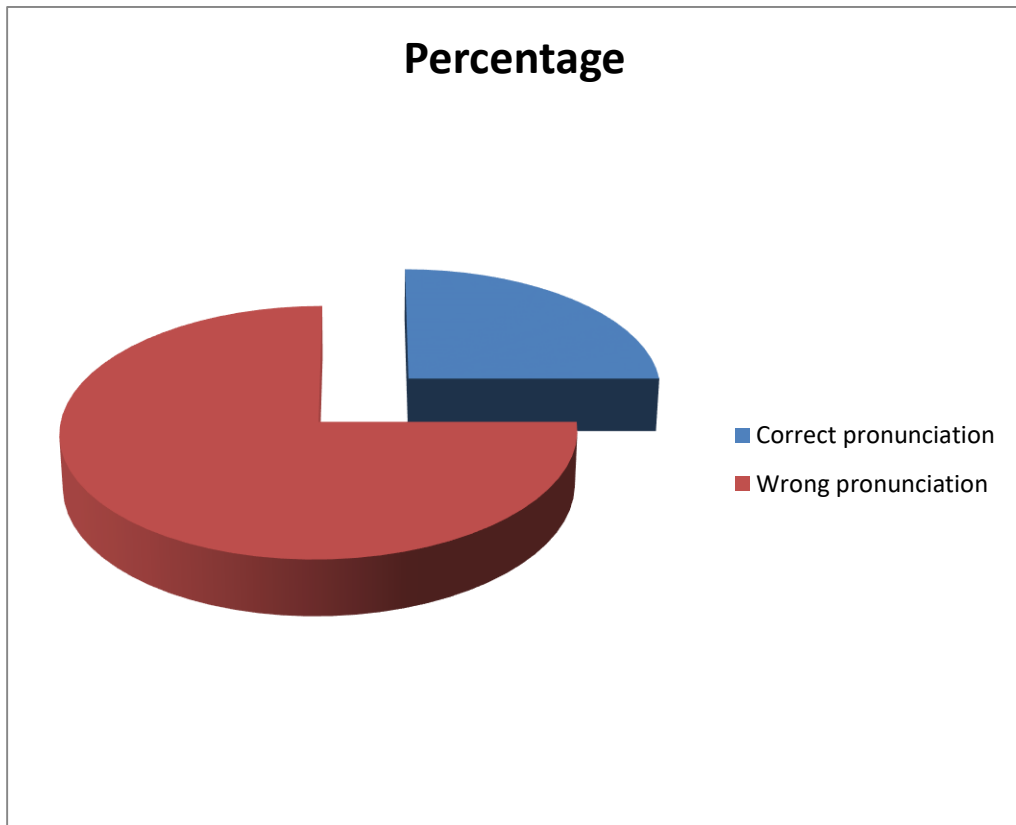
Pie Chart 16: Chart illustration of scores representing vowels' audio recordings.

Table *III*17.The pronunciation of allophones of some English consonants.

Words	Correct pronunciation	Number & percentage of learners with C.P		Wrong pronunciation	Number & percentage of learners with W.P	
Stop	[t]	8	53,33%	[tʰ]	7	46,66%
Top	[tʰ]	8	53,33%	[t]	7	46,66%
Listen	[l]	12	80%	[ɫ]	3	20%
Wealthy	[ɫ]	6	40%	[l]	9	60%
Pin	[pʰ]	7	46,66%	[p]	8	53,33%
Spin	[p]	5	33,33%	[pʰ]	10	66,66%
The number of accident have increased this year	[v]	3	20%	[f]	12	80%

As observed from the table above (53,33%) realized the correct pronunciation of the allophone **[t]** in the word "stop" whereas, (46,66%) pronounced it aspirated as **[tʰ],** also the case with "top" in which (53,33%) pronounced the allophone **[tʰ]** correctly by realizing the aspiration, in contrast (46,66%) failed to pronounce it correctly. See also the case of the word "listen" , the majority of the participants realized the appropriate articulation of the allophone**[l]** while (20%) pronounced it dark **[ɫ] .** This is the case with the rest of words "wealthy", "pin" and "spin". For the preposition "of" in the sentence above its known that if the next word begins with a vowel or diphthongs, you have to produce the [V] instead of [f], but as it shown in the results obtained the minority(20%) of participants articulate it in a correct way whereas the rest(80%) fail to pronounce it correctly. According to the results above,

the majority of students neglecting attention to the correct pronunciation of the allophones of the English consonants.
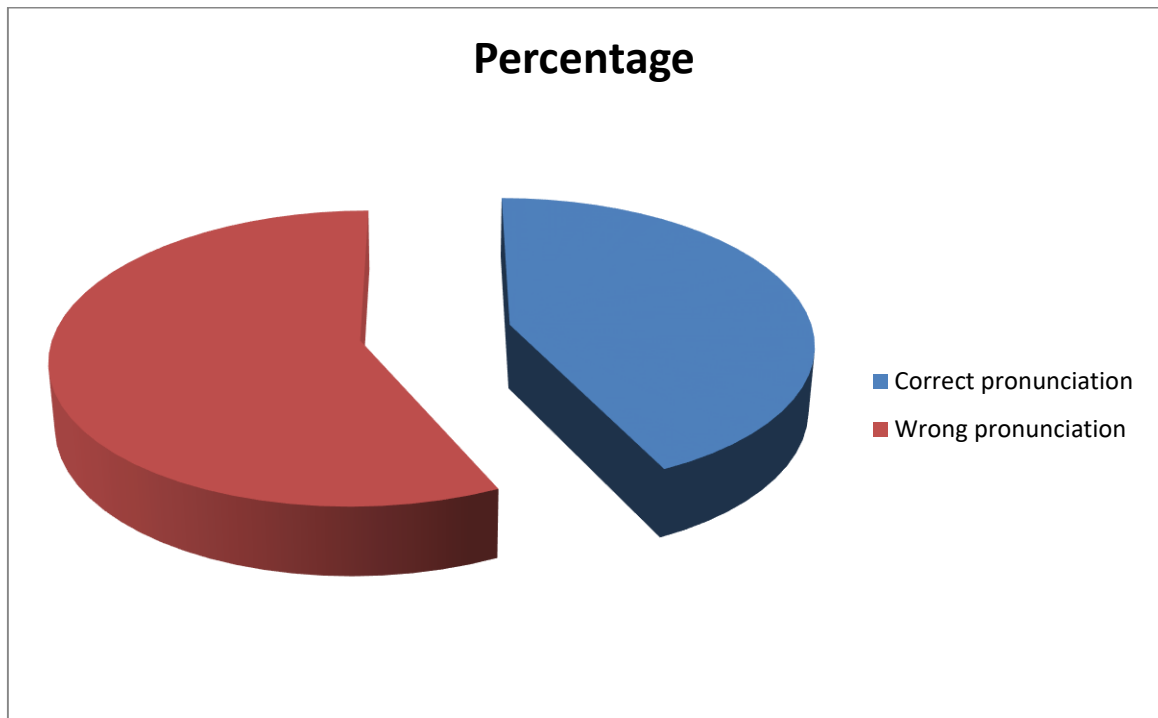
Pie Chart 17: Chart illustration of scores representing consonants' audio recordings.

5. Data Discussion and Interpretation

This part will focus on the analysis and interpretation of the findings from the students' questionnaires and voice recordings. As a result, it will determine whether the hypotheses proposed are accepted or rejected.

The aim of the study is to confirm the first hypotheses that says that AA interference is the main reason of learners' mispronunciation of English sounds, hence the students' answers about the question (10) in the given questionnaire shows that the majority agree that the AA daily use affect their English oral performance, especially that teachers sometimes prefer to speak Arabic during the sessions in order to transmit the information and to ensure that his students understand what he says, as shown in the answers of the first question, in addition the fourth question's answers show that the majority of the students think in Algerian Arabic then speak in English. Moreover, the students confirm that the main reason behind their speaking skill mistakes is the impact of the mother tongue.

Regarding the second hypotheses which says that in Algeria most of students have only the mother tongue's sound as pre-requisite, the answers of the twelfth question reveal that the insufficient knowledge about the English language is one of the main reason behind the students' mistakes, which means that they apply the articulation system of the Algerian Arabic on the realization of the RP English sounds.

Concerning the third hypotheses that says that the AA and RP English are different from each other in term of phonetics and have distinct phonological rules that lead learners to produce mispronounced English, hence the answers of the question (9) show that not all students are always aware of the articulation errors they make while using the English language as it shown in the tables of voice recordings , thus most of them mispronounce the given words in term of the realization of both vowels and consonants allophones, that means the effect of the phonological rules of the AA confused them and do not allow them to concentrate during the realization of the RP English sounds.

6. Recommendations and Suggestions

Speaking a foreign language beside your native one is a beneficial and somehow difficult task at the same time. The most of L2 learners find themselves confused and facing gaps that lead them to make mistakes while the oral performance, so for that, we have provided some useful tips and suggestions that may help them:

- Learners should enrich their knowledge about the L2, especially in term of articulation and producing sounds.
- Teachers have to rely more on oral sessions in order to ensure that their students will obtain a good pronunciation of the language.
- The use of social media to communicate with natives is a practical way to improve the L2.
- Auditory language learning enhances the acquisition of correct articulation of sounds.
- Students should distinguish the phonological differences between their mother tongue and the target language.
- Exposing students to the L2 culture.
- Teachers should also focus on the students' oral performance in order to help them to fix their errors.
- Reading, listening and writing skills are important too, hence the students have to care about all the four skills.
- To maintain a positive impact, teachers must avoid using L1 excessively in English classes.

The wrong sounds' articulation may decrease, if the teachers be able to change the classical system of teaching, and the learners be responsible and aware while acquiring the L2.

7. Conclusion

This chapter discussed the main results that are obtained from both questionnaires and voice recordings. The findings confirm that the most of English learners face a huge difficulties and obstacles while speaking because of the interference of the mother tongue (AA) which affect negatively the production of the RP English sounds. Moreover, the insufficient knowledge and the luck of reading about the target language are also main reasons behind the students' errors. Finally, this chapter provides some solutions and instructions that help the learner to avoid doing mistakes, and to improve their speaking skill in the L2 in order to be competent, to speak fluently and to obtain a correct articulation of the English sounds.

GENERAL

CONCLUSION

Algeria like the rest of the words' countries has seen a spread of the English language particularly at the educational level, but unfortunately, EFL students still face difficulties that impede their learning process. These obstacles stem from deficiency of practicing the language in tem of the oral performance that leads to make mistakes in the production of sounds and lack of fluency.

Speaking skill is the most receiver of errors especially the interference one which leads to poor performance, investigators focus primarily on it rather than the other skills. This research is divided into three chapters, the first one is concerned with theoretical review about the existing verities in Algeria , as well as the formulation of AA, in addition the negative and positive transfer, moreover it discusses the impact of the mother tongue on the L2 acquisition. It also explains the concept of errors that students make when speaking the target language.

The second chapter dealt with the speaking skill and its valuable importance, hence the main aims of this chapter was to explain more the factors that affect the EFL learners' oral performance of the L2, in addition to the difficulties which face the students while the acquisition of the target language in classes. Moreover, the chapter discussed the sound system of both Arabic and English in order to make a phonological distinction between both of them.

The last chapter concerned with the discussion of the data collected of the fieldwork, as well as some suggestions and solutions, which may help learners to rectify their mistakes and being more aware and fluent. From the gathered data from the questionnaires the results showed that (60%) of students confirm that the daily use of the mother tongue (AA) affect their English performance while (40%) denied. The insufficient knowledge about the RP English is one of the main reasons behind the students' mistakes, was the answer of (15%) of the participants, in addition (18%) of them revealed that the lack of practice strongly lead to making errors. (2%) of the students stated that the incorrect teachers' methodology in teaching is also a reason behind this issue. Secondly, the vocal recordings showed that most of the students were not focused while the articulation of the sounds, which lead them to the mispronunciation, so it was obvious that they do not have enough knowledge about the phonological system of the language, and according to the analysis of the

findings, the majority of the participants failed completely to produce the allophones correctly. Hence, the three proposed hypotheses were confirmed.

To conclude, it should be stated that the EFL students' errors of the articulation of the RP English sounds are related to the negative interference of AA besides to the lack of practicing and enough knowledge about the language.

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APPENDICES

Questionnaire

Dear students,

The aim of this study is to examine the influence of Algerian Arabic variety on English oral performance in EFL classes; you are kindly invited to fill this questionnaire in order to help us to obtain qualitative data to improve our research.

You are required to select only one answer:

Gender: Male □   Female □

Age: □

Section 01: Arabic Language Use and Utility in EFL Classes.

1. How often does your English teacher use Arabic during the session?

a-Always □   b-sometimes □   c-never □

2. Do you think the use of Arabic in classroom helps you to learn to speak English well?

   -Yes □   -No □   -I do not know □

3. Is it easy to communicate with your in English easy?

      -Yes □   - No □

If no why…………………………………………………………………………………

………………………………………………………………………………………………

4. While speaking I think in ……………… then I speak in English.

a-English ☐   b-Algerian Arabic ☐   c- French ☐   d-Berber ☐

Section 02: English Language Practice in EFL Classrooms.

5. Do you prefer?

   a- Oral sessions ☐   b- written sessions ☐

6. How much are you motivated to speak English?

a- Strongly motivated ☐   b- Somehow motivated ☐   c- Unmotivated ☐

7. How do you qualify your English speaking performance?

 a- Very good ☐   b- good ☐   c- Insufficient ☐

8. Where do you usually practice English?

 a- Everywhere ☐   b- Just in class ☐   d- With my classmates ☐

9. When speaking, are you aware of the articulation errors you make?

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

10. Does your Algerian Arabic daily use affect your English oral performance?

            -Yes ☐   - No ☐

Section 03: Negative Transfer and Committing Errors.

11. Do you think it is beneficial to refer to your native language while speaking in English?

            - Yes ☐   - N ☐

If yes, why?……………………………………………………………………….

………………………………………………………………………………………

12. In your opinion, what are the reasons behind learners' speaking skill mistakes? (Please give three main causes).

1. …………………………………………………………………………

2. ………………………………………………………………………….

3. …………………………………………………………………………

Thank you for your

Cooperation

List of Words of Voice Recordings

1. **Vowel sounds:**

   - B<u>i</u>rd

   - H<u>u</u>rt

   - G<u>o</u>

   - S<u>oa</u>p

   - C<u>a</u>r

   - M<u>a</u>rk

   - R<u>i</u>ce

   - R<u>i</u>se

2. **Consonant sounds:**

   - S<u>t</u>op

   - <u>T</u>op

   - <u>L</u>isten

   - Wea<u>lt</u>hy

   - <u>P</u>in

   - S<u>p</u>in

   - The number <u>of</u> accident have increased this year

الملخص:

تهدف الدراسة الحالية إلى دراسة التحديات اللغوية التي تؤثر على الأداء الشفوي للغة الإنجليزية لدى الطلاب في جامعة ابن خلدون (قسم اللغة الإنجليزية). خلال هذه الدراسة، سطرنا بعض الفرضيات والتي هي أن التداخل بين اللغة الام (العربية الجزائرية) واللغة الانجليزية له تأثير كبير على النطق كما ان اغلبية الطلاب ليس لهم المعرفة الكافية حول اللغة الهدف، اما الفرضية الاخرى فهي ان الاخلاف الشاسع في القواعد اللغوية لكلتا اللغتين العربية الجزائرية والانجليزية يؤدي بالطلاب الى ارتكاب الاخطاء اثناء التحدث. لتأكيد التوقعات المذكورة أعلاه، قمنا بتحليل حالة طلاب السنة الأولى في قسم اللغة الإنجليزية بجامعة تيارت حيث تم استخدام الاستبيان والتسجيلات الصوتية كأدوات للدراسة. تظهر أن العديد من العوامل تؤثر على الأداء الشفوي للطلاب، لا سيما فيما يتعلق بإدراك الاصوات في حصص التعبير الشفهي. أخيرًا، يقدم هذا العمل بعض الحلول للطلاب من أجل الحصول على نطق جيد للأصوات.

Summary:

The current study intends to examine the linguistic challenges that affect the oral performance of English as foreign language at the University of Ibn Khaldoun (Department of English). Throughout this study, we made some hypotheses, which are that the interference between the mother tongue (Algerian Arabic) and the English language has a significant impact on the pronunciation, and that the majority of students do not have sufficient knowledge about the target language, also the huge phonological difference between the two languages lead the students to make mistakes while speaking. To confirm the aforementioned predictions, we analyzed the case of first year students at the English Department of the University of Tiaret. A questionnaire and vocal recordings were utilized as study tools. Results from the study tools show that several factors influence students' oral performance, especially in terms of the allophones' realization in oral expression classes. Finally, this work provides some solutions to students in order to obtain a good articulation of sounds.

Résumé :

La présente étude vise à examiner les défis linguistiques qui affectent la performance orale des apprenants d'anglais comme langue étrangère à l'Université d'Ibn Khaldoun (Département d'anglais). Tout au long de cette étude, nous avons fait quelques hypothèses, qui sont que l'interférence entre la langue maternelle (l'arabe algérien) et la langue anglaise a un impact important sur la prononciation, et que la majorité des étudiants n'ont pas une connaissance suffisante de la langue cible, aussi l'énorme différence phonologique entre les deux langues conduit les étudiants à faire des erreurs en parlant. Pour confirmer les prédictions précitées, nous avons analysé le cas des étudiants de première année au Département d'anglais de l'Université de Tiaret. Un questionnaire et des enregistrements vocaux ont été utilisés comme outils d'étude. Les résultats des outils d'étude montrent que plusieurs facteurs influencent la performance orale des élèves, notamment au niveau de la réalisation des allophones dans les cours d'expression orale. Enfin, ce travail apporte quelques solutions aux étudiants afin d'obtenir une bonne articulation des sons.