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## **Title**

**The Influence of The Mother Tongue (Arabic) on The  
Pronunciation of The Students of English  
Case study third year LMD students in Mostaganem**

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# *Dedication*

*First I dedicate this work; to my beloved mother, the person who kept supporting and motivating me until all my education ambition becomes possible.*

# *Acknowledgements*

*I would like first to thank ALLAH for giving me strength and capacity to complete this work*

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*I would also to think all my friends Soumia, Sabah, saida and Abdelbasset for their help.*

# Chapter One:

The interference of L1 on  
English learner pronunciation

# Chapter two:

The effect of the Algerian  
spoken Arabic on the  
pronunciation of the learners'  
of English

# Chapter three:

Causes and solutions to  
increase language interference  
on SAE's pronunciation







## List of Abbreviation

<b>Abbreviation</b>	<b>The Whole Word</b>
<b>MT</b>	Mother Tongue
<b>L1</b>	First Language
<b>L2</b>	Second Language
<b>SLA</b>	Second Language Acquisition
<b>LAD</b>	Language Acquisition Device
<b>CP</b>	Critical Period
<b>CPH</b>	Critical Period Hypotheses
<b>NLL</b>	New Language Learning
<b>ASE</b>	Algerian Students of English Language
<b>LMD</b>	License/ Master/ Doctorate
<b>C</b>	Consonant
<b>v</b>	Vowel

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## Abstract:

All around the world a lot of learners have strong desire to learn and speak English with correct pronunciation. The students of English language at the university ABDELHAMID IBN BADIS MOSTAGANEM is no exception.

The present study deals with the problems in English pronunciation experienced by learners whose first language is Algerian Spoken Arabic. In another word to find the problematic sounds and the factors that cause these problems. The instruments used for collecting the data were a structured questionnaire and, recording test. The data collected were analyzed both statistically and descriptively. The preliminary results of this research show that Algerian students of English (ASLs) have problems with the pronunciation of English vowels that have more than one way of pronunciation in addition to the consonant sound contrasts e.g. /d/ and /ð/, /t/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/. The findings of this research have revealed that the factors that cause these problems are: the interference of mother tongue, the influence of spelling, the difference between the sound system of both languages and inconsistency of English sounds.

On the basis of these findings, three important considerations were suggested to be taken into account: recognize the pronunciation errors and correct them, practicing through listening and provide teachers with good knowledge of phonetics and phonology.

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## General introduction

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The spoken version of Language started numerous centuries before the written one was invented. Human beings depended on speaking for communication until written scripts were invented. Only remaining evidence of these days are the sounds that were used in these languages. Through these sounds people narrated stories and exchanged expertise from one generation to another.

Nowadays; almost all the languages all around the world have a written version, but people still communicate through speaking more than they do through writing. English is a global language, which occupies quite an important place in the field of language teaching.

So there are a lot of learners wish to learn and speak English with correct pronunciation. Among them the students of English language at the University of ABDELHAMID IBN BADIS MOSTAGANEM, who are studying English in a non-English speaking setting, face many barriers that hinder them to speak with good English pronunciation.

The first problem that any foreign learner faced is how he can acquire another language beside his native one. The critical period (CP) for language emphasizes on the idea that languages must be learned in childhood to be learned successfully, which has been widely held by educators for over a century (Colombo, 1982). Proponents of behaviorism on the other side such as Ingram (1989: 58), consider that FLA is the result of imitation, practice, habit formation and appropriate feedback. In their first attempts to speak, children imitate the sounds and patterns they hear around them and receive positive reinforcement for doing so.

According to the Innatist approach, children are biologically programmed for language and are born with an innate special ability to discover for themselves the underlying rules of a language system through the 'Language Acquisition Device' (LAD), later referred to as 'Universal Grammar' (UG) or the imaginary 'black box'. The role of the environment is to stimulate the LAD as claimed by Chomsky (1981: 71) "For the LAD to be activated, it only needs to be triggered by samples of the target language at the right time before the end of the Critical Period. Once it is activated, the child is able to discover the structures of the language to be learned by matching innate knowledge of basic grammatical relationships to the structures of the particular language in the environment". While, the sociocultural theory of human

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mental processing in which Piaget (1953: 131) and Vygotsky (1978: 63) take an intermediate position between the ideas of Ingram and those of Chomsky. This theory emphasizes the interrelation between environment and language development.

It has been observed in NLL that some students in the same classroom setting progress rapidly through the initial stages of learning a new language while others struggle along making very slow progress. This variation can be ascribed in part to personality characteristics and in part to learning strategies, language aptitude, and first language interference. This later was a subject of debate between many linguists, who assumed that it is the main problem that affects students of English pronunciation.

Moosa (1972) and Homeidan (1984) demonstrated that Arab students face problem in the pronunciation of sounds which the students are not familiar with e.g. /v/, /p/, /ŋ/. (Ronald Carter and David Nunan, 2001). (O'Connor, 2003) noted that the errors of pronunciation that learners of English from different language backgrounds make are systematic and not accidental. So they concluded that the main problem of the speakers of other languages who speak English, is substitution of sounds i.e. they substitute the sounds that they don't have in their native language, with other sounds which are close to them in the place of articulation e.g. they replace /p/ with /b/, /θ/ with /t/ etc.

This study was to examine the exact reasons for such errors, which are related to the mother tongue interference, the influence of spelling on the pronunciation, moreover to study sound system differences between the native and the foreign language, then see to what extent the inconsistency of some English sounds effects on the pronunciation, because the differences between English and Arabic phonology. So this work is an attempt to study such problems in an Algerian context because substitution of sounds such as /θ/, /ð/, /p/ is expected in the pronunciation of many Algerian students of English.

This thesis aim to indicate the difficulties that foreign language learner face to pronounce like native. Therefore this research attempts to identify the errors pronunciation among English learners and the exact reasons behind them, than try to find suitable techniques that help the students to speak English with better pronunciation.

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Therefore, and after considering this problem, an investigation is carried out to find the reasons behind the mispronunciation of certain sounds by ASE at the University of ABDELHAMID IBN BADIS MOSTAGANEM. In order to find answers to the following questions:

- How the mother tongue affects English pronunciation?
- Why ASE mispronounce certain English sounds?
- What are the sounds that ASE's are not able to pronounce them correctly?

These questions, in return, led the researcher to assume the following hypotheses:

- The differences between English and Arabic phonology.
- ASE's mispronounce some sounds because they don't exist in their L1, or the influence of orthography.
- ASE have some errors with some sounds such as /θ ð p v/.

This research is divided into three main parts: a descriptive theoretical part, about literature review. It provides a brief explanation about English language acquisition; it also deals with the linguistic factors that affect English pronunciation especially the interference of mother tongue. Then it sheds lights on comparing between English and Arabic phonology.

The second chapter is an empirical part based on the Quantitative Method. It concentrates the analysis of data collection of the students' questionnaire and record then, present the gathered data through tables and graphs.

The third chapter going to discuss the results obtained from the instruments. After that it will concluded with the recommendations and suggestions provided by some researcher.

# Chapter one: the interference of L1 on English learners' pronunciation

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## Introduction

Many people try to not use their mother tongue while making efforts to speak a foreign language. To produce coherent and meaningful sentences within the right pronunciation, foreign language learners can be frustrated when attempting to communicate. Language interference serves as an issue that faces foreign language learners and it is a challenging task for them. In this chapter, we are going to discuss the notion of the mother tongue. Moreover, the concept of Second Language Acquisition is going to be defined in addition to the aspect of language interference. After that, other factors that affect English pronunciation will be examined, and then concluding by comparing between English and Arabic phonology.

### 1.1. Mother Tongue

Starting by crying going to babbling, then forming words and finally coherent sentences are the different steps that the child goes through to acquire his mother tongue. The mother tongue is defined in several ways; it differs from one linguist to another. Skiba (2000) defines the mother tongue as “ones native language, the language learned by children and passed from one generation to the next, it is received by birth or from ancestor”. That is to say, it is the language that is acquired by the kid, or all the words that the child has learned from his older family members or from his parent. While Mahon (1990) explained that the mother tongue is the label term mostly used by linguists while L1 is said to be the language of infancy. It means that the mother tongue is the first language that is used by an infant in his childhood or the language acquired from birth, and it is successfully used to communicate, and to

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interact in an appropriate and a creative way; it is not the language of the child's mother as wrongly defined by some people.

## **1.2. Second Language Acquisition**

### **1.2.1. Definition of SLA**

One of the vital aspects of language that has attracted the attention of several researchers is the so called Second Language Acquisition. It is to learn another language In addition to the mother tongue. "Second can refer to any language that is learned subsequent to the mother tongue." (Ellis, 1999). That is to say, although the concept is named SLA, it can be used to describe a third or fourth language learning.

### **1.2.2. The Effect of Age on SLA**

The age is one of the most important affective factors in SLA; there is some consensus among SLA researchers that age as an important feature that brings about different performance stages in second language learning (SLL). However the idea that language must be learned in child hood to be learned successfully has been wildly hold by educator for over a century. (Harley, 1984, p. 4). Light, Brown and Spada agreed that childhood is the golden age for creating simultaneous bilingual children thanks to the plasticity and virginity of childhood brain. Brown added that "children who acquire a second language after the age of five may have a physical advantage in that phonemic control of L2 is physically acquire authentic pronunciation, while adults generally don't, since pronunciation involves the control of so many muscles." The Critical Period Hypothesis (CPH), on the other hand, sees that adults no longer have the same plasticity as children that would enable them to cope with new mental acts.

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## 1.3.2. Stages of SLA

All new learners of English progress through the same stages to acquire language but the length of time each student spent at a particular stage may vary greatly from one to another. The first stage is pre-production or the silent period, English learners in this stage may have up to 500 words in their receptive vocabulary but they are not yet speaking. English learners at this stage will need much repetition of English. The second one is the early production, this period may last up to 6 months and students will develop a receptive and active vocabulary of about 1000 words. During these stages students can usually speak in one or two word phrases. The learners must learn in "yes" "no" questions or using pictures. The third stage is speech emergence; students have to develop a vocabulary of about 3000 words and can communicate with simple phrases. The fourth period is the intermediate fluency. English learners at this stage may have a vocabulary of 6000 active words, they begin to use complex sentences when speaking and writing and willing to express and share their thoughts and ask questions. They have some errors as they try to master the complexity of English language. Many students may translate written assignment from their native language, and will use strategies from their L1 to learn content in English. The last stage is the advanced fluency. This period take from 4 to 10 years to achieve cognitive academic language proficiency in English language. Students at this stage will be more-native in their ability to perform in content of English.

## 1.4.3. Theories about Language Acquisition



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The linguists' views and theories about language acquisition differ from one to another. On the one hand, Skinner predicated that any human behavior could be learned through a process of stimulus response and positive or negative reinforcement. According to behaviorists, their process applies to the way people learn as well as other human behaviors. On the other hand, the linguist Noam Chomsky theorized that the observable data for language acquisition did not favor a behaviorist approach. Children in every language and cultural community learn to understand and speak at a remarkably early age. They are creating a language themselves, Chomsky called this innate ability to acquire and use language. He argues that the stages of development that are required for children to develop their cognitive abilities in other areas do not apply to learning language. Chomsky was not as concerned with the actual language being spoken as with the unspoken but understood rules that made the utterances appropriate. Other cognitive scientists disagree with Chomsky's LAD hypothesis; they considered the human being's ability to acquire language as merely a component of a highly complex cognitive structure. This theory is based on the hypothesis that all human knowledge can be divided into two irreducible kinds of representative: declarative knowledge and procedural knowledge.

Where Chomsky decided to focus on the deep structure and abstraction of language acquisition, another group of linguists focused on how the role of language as it is actually spoken contributes to SLA. Social interaction, like Gass (2002) focus on the language learning context and how learners use their linguistic environment to build their knowledge of L2 (p27). Swain (1990) also argues that "comprehensible output" in meaningful conversation is also necessary for 2LA. Researchers have

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provided ample evidence for the notion the L2 from each other and from the teacher in actual interaction in L2 as they receive feedback from partners.

### 1.3. Language Interference

When we deal with something new whatever it is, new food, a different kind of music or just new information, it is a natural instinct to look for similarities with things that are familiarly and try to link it with what we already know consciously or unconsciously. This is certainly no less true when we set about learning a new language; it is not possible to learn a foreign language without relating it to their mother tongue.

#### 1.3.1. Definition

Corder (1967) made a link between L1 and foreign language, he observed that when they are learning a L2 or foreign language, they already have L1, he also realize that rules they have learned and understood of the L1 in L2 therefore make errors, such effects of L1 experienced in both written and spoken language, and related to pronunciation, spelling ...etc

Generally, several works have been conducted on the influence of mother tongue. From one side, Dulayetal (1982) defined interference as “the automatic transfer due to habit as surface of the target language”, while Lott (1938. p. 256) defines it “as errors in the learner use of the foreign language that can be traced back to the mother tongue”. On the other side Ellis (1997, p. 51) referred to interference as ‘transfer’ which he says is the influence that learner’s of L1 exerts over the

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acquisition of L2, he argues that the transfer is governed by the learner's precipitation about what transferable and by their stage of development in L2 learning". On the contrary, Weinreich (1953) determines the transfer as "those instance of deviation from the norms of either language which occurring in the speech of bilinguals as result of their familiarity with more than language". Another definition was provided by Odlin (1989) who suggested that "transfer is the influence resulting from similarity and differences between the target language and any other language that has been previously acquired". Similarly Ellis (1996) considered transfer as the influence that the learner's L1 exerts over the acquisition of L2". This definition has been further been extended by Gass (1997) who added that "transfer is the use of mother tongue information in the L2 acquisition"

All in all, there are of course many other influences of the foreign language, but the interference of the mother tongue has become a very important issue of studying a foreign language. In general, it usually refers to this influence as "interference" or "transfer" this reliance or similarities between the target language and first language can be both a help and hindrance, and will lead to correct guesses (positive transfer) or causing learner errors (negative transfer).

### **1.4. Other Factors Affecting English Pronunciation**

Many researchers and linguists discussed the factors that hinder achieving native-like pronunciation among foreign languages learners in general and among Algerian learners in particular. (O'Connor, 2003; Yule, 2003) have pointed some linguistic factors such as the differences of the sound system between the (L1) and the (L2), the inconsistency of some sounds in English language, the influence of spelling

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on pronunciation. These factors are known as linguistic factors, which are the main topic of this research. So, all of them will be discussed separately in detail.

### 1.4.1. The Influence of Spelling on Pronunciation

Besides the interference of the mother tongue on English pronunciation, there is also another important factor, which is related to spelling. English probably the only language with complex and unpredictable spelling system and it is not often easy to guess its pronunciation. Since its orthography is irregular and ambiguous, sometimes one letter represents many sounds or the opposite.

See the table below:

The word	The transcription
<b>to</b>	/tu:/
<b>Two</b>	/tu:/
<b>Too</b>	/tu:/
<b>new</b>	/nju:/
<b>Blue</b>	/blu:/
<b>Shoe</b>	/ʃu:/

**Table1.1: Different English Letter Representing the Same Sound**

Many studies agree on the fact that one of the causes of the English pronunciation errors is the English spelling system. On the one hand *Yule* (2001) noted that sounds of spoken English don't match up with letters of written English. Carter and Numen (2001) on the other hand, go deeper and emphasize on the teacher's role. They reported that the relation between the sounds and spelling is

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something the teacher should be aware of since the correspondence between orthography and phonology enable the students to predicate the pronunciation of words from their spelling.

Easton (2005) note that the learners face many problems with the silent letter /gh/ written [gh] and has no sound of its own. So, it is never pronounce as it is written. For example it pronounces /g/ in words like Afghanistan, and ghost. In other words as /f/ such as: cough, and enough, and silent in some other words like: light and might. So, any time students meet such words, he will be confused to pronounce them correctly. He just guesses the pronunciation by looking at the spelling of the words unless he has previous background

### **1.4.2. Differences between the Sound System of L1 and L2**

In addition to the influence of spelling on pronunciation, there is also the conflict between the sound systems of L1 and L2 and this is the main problem in teaching and learning English pronunciation.

Carter & Numen (2001) report it is the essential to understand which sounds in language are phonemes. Because, they express differences in meaning; and the learners should be able to pronounce them. Otherwise they commit errors. Numen (2001) adds that errors are expected to be committed: because, the learners transfer from their mother tongue sound system into the target language.

Another study provided by Moosa (1972), who studies the differences between Arabic and English sound systems. He says that the Arab learners of English rely on the habit of their mother (Arabic), they strongly build the phonological feature

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of Arabic, and this makes them encounter many difficulties in distinguishing sound system between their native language and the second language.

Arab learners are not accustomed with the pronunciation of some sounds like /p/ and /v/ due to the absence of these sounds from Arabic language. It means the organs of speech of the learners is not trained to produce such sound systems because, they are unfamiliar and strange. This is why they use the nearest sounds of them. These differences are regarded as a barrier against competence in the pronunciation of English.

Another problem faced by Arab learners concerning the sound system is the silent letters because they don't exist in Arabic language. The Arabic language each letter represent one sound. These problems can be solved by a long time of regular practice and hand work.

### **1.4.2. Differences between the Sound System of L1 and L2**

Researchers and linguists always connect problems of English pronunciation with the complexity of the vowels that exist in the English language and its inconsistency. Gruttendon (1992) shed the light on this factor and says "the inconsistency of English vowels causes difficulties for another language learner of English"

Crittenden (1994) note that the main difficulties for all those whose own language have a less complex vowel system, lies in the establishment of the qualitative oppositions. He also reports that the inconsistency of the English vowels causes difficulties for another language learner of English for example if we take "o"

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is some words like move, home, we find that in each word has different pronunciation.

O'Connor (2003) declare that it is not simple to know the exact sounds, the letters stand for or represent in a certain word. For instance in the words city/siti/, busy/bizi/ , pretty/priti/, village/vilId?/, women/Wimin/ the letters /y,u,a,e,o/ stand for the same vowels sound/I/, Power (2003) finds that there are 23 common pronunciation problems, some of them are related to vowels.

### **1.5. The Interference of the Mother Tongue at the Phonological Level**

The influence of the mother tongue, have several effects in different levels and the phonological level is no exception. O'Connor (2003), Yule (2003), power (2003) have linked between the interference of L1 and pronunciation problems. They agree that many sounds such as /p/ and /b/, /th/ and /t/, /th/ and /d/, /ch/ and /sh/ are confused by many students. Moosa (1972:44) reported that /p/ and /b/ sounds are two different phonemes and each one can be distinguish by native speaker but for the Arab learners the situation is different. So the mispronunciation of the previous sounds is result of over practice of Arabic language, for this O'Connor (2003:24) argue that when learners confuse with such sounds they replace each of them with other sounds that are said to be nearest one of them. To sum up the mother tongue can be as an obstacle that affects the learners' pronunciation progress.

#### **1.5.1. Comparison between English Phonology and Arabic Phonology**

The Arabic and English phonological systems are very different, not only on the sounds but also in the place of vowels and consonants as it is classified.

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## 1.5.2 Arabic consonants and vowels

- **Consonants**

There are 28 Arabic letters are represented with names in Arabic, name in English, and International Phonetic Alphabet:

Name in Arabic	Name in English	International phonetic
'alif ا	A	[ʔ]
baa' ب	B	[b]
taa' ت	T	[t]
thaa' ث	Th	[θ]
Jeem ج	J	[dʒ]
haa' ح	H	[h]
khaa' خ	Kh	[x]
Daal د	D	[d̪]
Thaal ذ	Th	[ð]
raa' ر	R	[r]
Zayn ز	Z	[z]
seen س	S	[s]
sheen ش	Sh	[ʃ]
Saad ص	S	[sˤ]
Daad ض	D	[d̪ˤ]
Taa ط	T	[tˤ]
Thaa ظ	Th	[ðˤ]
"ayn ع		[ʕ]
Rayn غ	R	[ɣ]
faa' ف	F	[f]
qaaf ق	Q	[q]
kaaf ك	K	[k]



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laam ل	L	[l]
meem م	M	[m]
noun ن	N	[n]
haa هـ	H	[h]
waaw و	W	[w]
yaa ي	Y	[j]

**Table1.2: Arabic consonants**

- **Vowels**

There are six vowels in Arabic; three short vowels and three long ones. But only the three long vowels are written using the alphabet representing by the letters و، ي، ا.

### 1.5.3. English vowels and consonants

**Consonants:** Consonants include the sounds represented as <p, b, t, d, m, n, f, v, s, z, l, r, h> in the ordinary alphabet. All of them are produced by entirely or almost entirely stopping airstream coming from the lungs. There are six places in the mouth which air goes through out. The consonants are classified according to following characteristics:

First, Place of articulation means the area in the mouth at which the consonantal closure or constriction occurs. English uses only seven places of articulation: a) Bilabial sounds are made by bringing both lips together to stop the airstream. b) Labiodentals sounds are made by bringing the top teeth into contact with the bottom lip and forcing air between the two to create the fricatives. c) Interdental sounds are made by placing the tip of the tongue between the top and bottom teeth and forcing air

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through. Again, these are both fricatives. d) Alveolar sounds are made by bringing the tongue and the alveolar ridge together to create either a stop. e) Alveo- palatal sounds are made by bringing the blade of the tongue to, or close to, the alveo-palatal area of the roof of the mouth to create fricatives and affricates. f) Velar sounds are created by stopping the airstream by bringing the back of the tongue into contact with the velum. g) Glottal sounds are created by either narrowing the vocal folds sufficiently to create a fricative or closing them to create a stop. Second, Manner of articulation means the kind of closure or constriction used in making the sound. It classifies English consonants according to three manners of articulation: stops (full stoppage of the airstream somewhere in the oral cavity between the vocal folds and the lips); fricatives (constriction of the airstream in the oral cavity producing turbulence and noise); affricates (full stoppage of the airstream followed immediately by constriction).

- **Vowels:** Vowels include the sounds which are ordinarily represented as the letters <a, e, i, o, u>, as well as a number of other sounds for which the ordinary alphabet has no unique symbols. English has seven short vowels and three long ones.

### 1.5.4. Arabic Stress vs English Stress

In Arabic, there are three word stress levels: primary, secondary and weak. The following is a summary of Arabic stress rules: (i) If a word contains one super heavy syllable or more, stress falls on the last super. (ii) If a word contains heavy and light syllables, stress falls on the heavy syllable before the final syllable. (iii) If

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a word contains light syllables, Stress falls on the first syllable. While English stress according to Christophersen (1960), English has the following stress rules:

(a) The great majority of two-syllable words are stressed on the first syllable. (b) A number of words have two different stress patterns according to whether they are verbs or nouns. (c) When a suffix is added to a word, the new form is stressed on the syllable as was the basic word. (d) words ending in -tion , -sion , -ic , -ical, -ity , almost always have primary stress on the syllable preceding the ending .(e) If a word ending in -ate or -ment has only two syllables , the stress falls on the last syllable if the word is a verb, but on the first syllable if the word is a noun or an adjective. When stressed, the ending is pronounced [eyt], [m nt] ; when unstressed, it is pronounced [ t], [m nt].(f) If a word ending in -ate, -ment has more than two syllables, the main stress will fall on the third syllable from the end. In verbs, the final syllable is pronounced.(g) compound nouns have a primary stress on the first component.(h) In compound verbs, the primary stress falls on the second component.(i) in the intensive-reflexive pronouns, the stronger accent falls on the last syllable. (j) Numbers ending in -teen may receive primary stress on either syllable.(k) In words ending in -ion, -sive, the stress falls on the last vowel before the ending. (l) The majority of English compounds have single stress .(n) A double stress is used in compounds of two nouns, if the first noun indicates the material of which or with which the second is made.(o) A double stress is used in compounds consisting of two nouns, each indicating a different characteristic of the same person or thing.(p) In most sentences, some words are more important than others and we indicate this by the way we stress or unstressed them.(q) The following words are usually stressed: nouns, verbs, adjectives, adverbs.

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## 1.5.5 Arabic and English Intonation

### Arabic

(1) In Arabic, falling intonation is used at the end of:

- Declarative statements.
- In commands.
- Direct questions. (Using: ماذا؟ لماذا؟ هل؟ ...)

(2) In Arabic, rising-falling intonation is normally used at the end of :

- Yes-no questions.
- in utterances containing an element of protest or surprise.
- In vocatives.
- In requests.

### English

A. In English, rising-falling intonation is normally used at the end of:

- Simple statements of facts (declarative statements).
- Commands.
- Questions which begin with an interrogative word, i.e., Wh-questions:

B. in English, rising intonation is normally used in the following cases:

- At the end of yes-no questions.
- In requests.
- C. In utterances containing an element of protest or surprise.

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### 1.5.6. Arabic and English Syllable Structure

- **Arabic**

There are three syllable types in Arabic: a) super heavy syllables CVVC & CVCC. b) Heavy syllables CVC & CVV. c) Light syllable: CV. The syllable formation in Arabic is very regular and no syllable in Standard Arabic begins with V or CC. also all the Arabic syllables must begin with a single consonant.

**English:** There are many types of syllable patterns in English as shown in table 03:

Type	Example
V	A
CV	The
VC	Eat
CVC	Sit
CCV	Tree
VCC	East
CCVC	Stood
CCCVC	street
CCCVCC	streets
CCCVCCC	strengths

**Table 1.3: English structure**

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## **Conclusion**

In several studies, it is shown that the similarities and differences are two signs to increase or decrease language interference. Due to the difference between the Arabic and English language systems, foreign language learners face many difficulties when trying to produce sentences with well pronunciation. In this chapter, variant concepts are defined such as the mother tongue, second language acquisition, and language interference, concluding with the different between Arabic and English phonology.

# Chapter two: the effect of Algerian spoken Arabic on the pronunciation of learners' of English

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## **Introduction**

In SLA, one of the most inhibiting and inherent factors is the influence of one's Mother Tongue. Its influence could not be wished away. Through strenuous and conscious efforts one could try to avoid the effect of his MT. in this chapter, the gathered data through the questionnaire and the recording test is going to be analyzed. In order to check the main issues created by the mother tongue and, influenced the pronunciation of Algerian learners of the English language. Tables and graphs are used to embody the gathered information.

## **2.1. Student's questionnaire**

A group of questions are given to the Algerian Students of English (ASE), in which they are asked to answer them according to their personal experience.

### **2.1.1. Description of the Sample Algerian Students' of English**

For the present study, the investigated sample are students of third year LMD system in the department of English at the University of ABDELHAMID IBN BADIS MOSTAGANEM, they have learned English as a foreign language for ten years. The sample's ages approximately range between twenty one (21), to twenty three (23) years old. It consists of thirty (30) students who are chosen randomly, and they are from different willayas. Their mother tongue is Arabic.

### **2.1.2. Description of the Questionnaire**

This paper, deals with the students' questionnaire which starts with a small introduction that explains the aim behind our study. It is composed of fifteen questions, and divided in three (03) sections. The first section is consisted of three (03) questions which concern the students'

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background. The second section contains four (04) questions that check the learners' use of the mother tongue inside the classroom, and the use of English outside of it. They are also asked to classify their level of pronunciation. The third section sets the main issues that learners may face in their pronunciation. Generally, the questions are either closed, requiring from the students to choose "yes" or "no" answers, or to tick out the appropriate answer from a number of choices. While some other questions require their justification.

### 2.1.3. Analyzing the Data Gathered

#### A. Section one: Background Information.

A.2.1. specifying gender:

- a. Male                      b. Female

Gender	Number	Percentage
Male	07	23,33%
female	23	76,66%
total	30	100%

**Table 2.1: Student's Gender**

When we ask the informants that we have worked with to determine their gender, it is founded that twenty three point thirty three percent (23, 33%) of them are males, while seventy six point sixty six percent (76, 66%) of them are females.

A.2.2.Choice of Studying English

- a. Personal                      b. Not Personal



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Choice	Number	Percentage
Personal	20	66,66%
Not personal	10	33,33%
Total	30	100%

**Table 2.2: choice of English**

When we questioned the learners about their choice of English, the rate as that sixty six point sixty six percent (66, 66%) have admitted that it is personal, while the remaining rate of students thirty three point thirty three percent (33, 33%) , said that their choice is not personal.

### A.3. Level of English

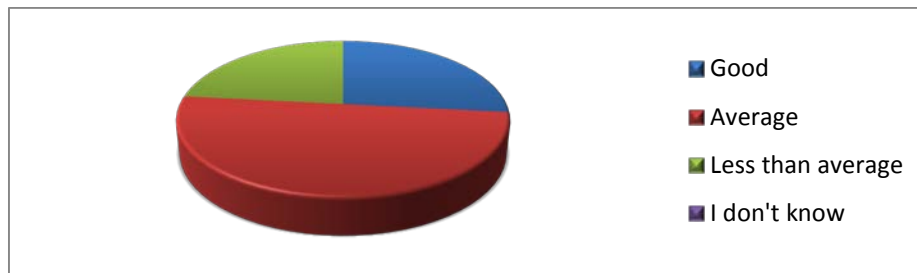
a. Good   b. Average   c. Less than average   d. I do not know

Level	Number	Percentage
Good	08	26, 66%
Average	15	50%
Less than average	07	23, 33%
I do not know	00	0%
Total	30	100%

**Table 2.3: level of English**

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**Graph 2.1. Level of English**

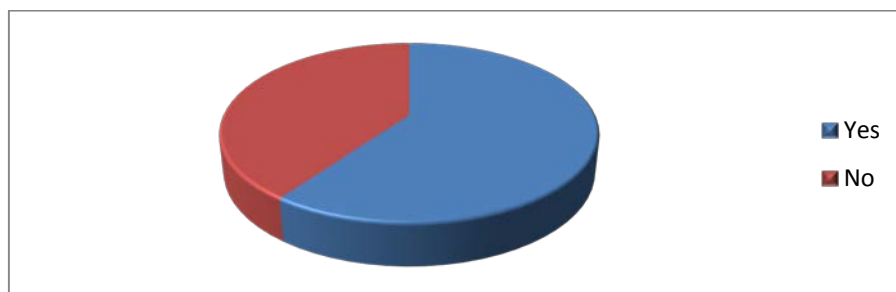
One can notice from the results shown in table three (03) above, that eight (08) of the students believe that they have a good level in English, while fifteen (15) think they have an average level. The rest (07) assume that their level of English is less than average, and no one declares that she/ he has no idea about their level.

### **B. Section two: The Interference of the Mother Tongue**

#### **B.1. The Use of the Mother Tongue Inside Classroom:**

	number	percentage
Yes	18	60%
No	12	40%
Total	30	100%

**Table 2.4: the use of the mother tongue inside classroom**



**Graph 2.2. The Use of the Mother Tongue inside the Classroom**

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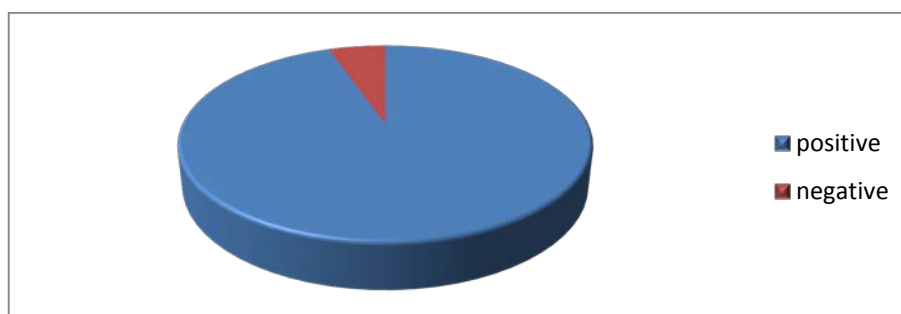
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The aim of this question is to determine the interference of the mother tongue inside the classroom. So the informants are asked to choose yes or no answers. The majority of the students which are sixty percent (60%) have answered that they use their mother tongue inside classroom. While forty percent (40%) have declared that they do not use it.

### B.2 Is the Use of the Mother Tongue Positive or Negative

	Number	Percentage
Positive	17	56,66%
Negative	13	43,33%
Total	30	100%

**Table 2.5: The Use of the Mother Tongue (Positive/Negative)**



**Graph 2.3. The Use of the Mother Tongue**

This question acts as a support for the preceded one (question one), the respondents are requested to determine whether the use of L1 inside classroom is positive or negative. We noticed that, fifty six point sixty six percent (56, 66%) of the students consider the use of the mother tongue as negative. Most of them agree that is an obstacle in front of their progression of English and specially their pronunciation. Whereas forty three point thirty three percent (43, 33%) claim that it is positive because they consider it as a facilitator to learn English.

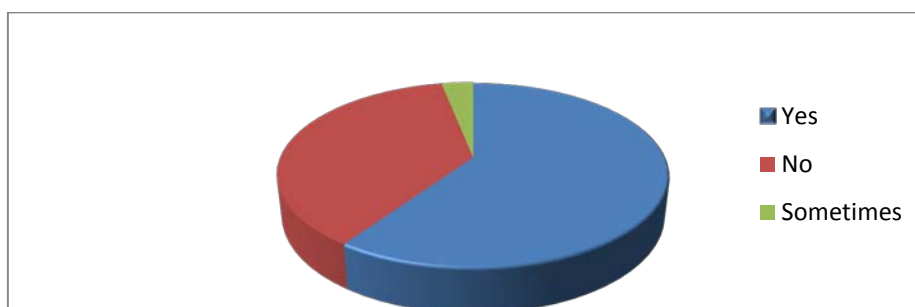
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### B.3 The Use of English Outside Classroom:

	Number	Percentage
Yes	08	26,66%
No	05	16,66%
Sometimes	17	56,66%
Total	30	100%

**Table 2.6: the use of English outside classroom**



**Graph 2.4. The Use of the Mother Tongue**

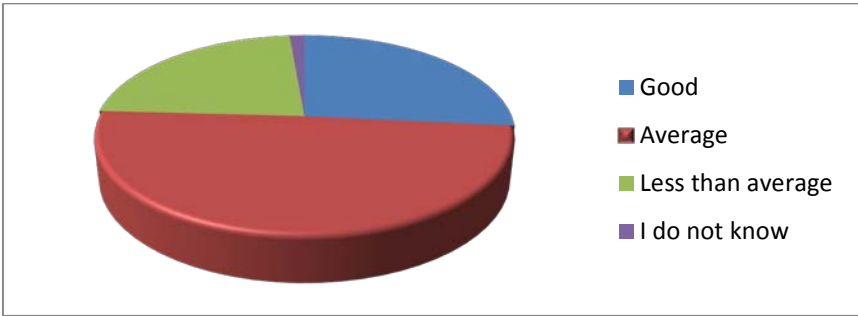
Of the total respondents, seventeen (17) say that they sometimes use English outside the classroom. Whereas eight (08) of them replay that they speak in English when they are with their friends outside. The remnants abnegate the use of the learned language, if they are not inside the classroom.

### B.4 Level of Pronunciation:

Level of pronunciation	Number	Percentage
Good	07	23,33%
Average	13	43,33%
Less than average	06	20%
I do not know	04	13,33%
Total	30	100%

**Table 2.7: level in Pronunciation**

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**Graph 2.5. Level of Pronunciation**

Subjects here are asked to evaluate their English pronunciation. Almost the half of the students (13) believes that their level in pronouncing English is average. About twenty three point thirty three (23, 33%) consider it as good. Twenty (20%) percent assume that their level is less than average, and only thirteen point thirty three (13, 33%) percent claiming that they cannot even classify their level.

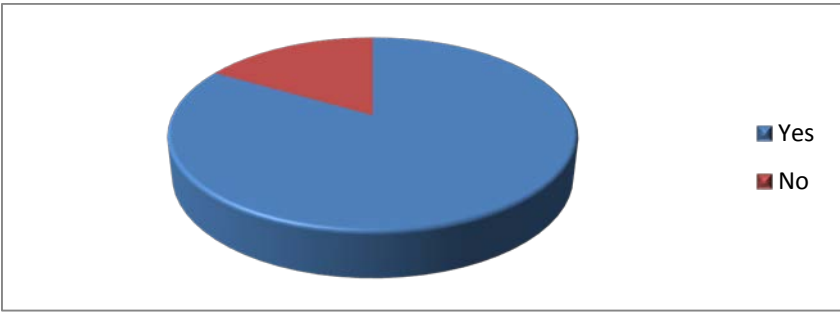
**C. Section                      Three:                      Pronunciation                      Level**

C. 1 Pronouncing /f/ Instead of /v/ :

	Number	Percentage
Yes	05	16,66%
No	25	83,33%
Total	30	100%

**Table 2.8: Pronouncing /f/ Instead of /v/**

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**Graph 2.6. Pronouncing /f/ Instead of /v/**

The informants are asked if they pronounce /f/ instead of /v/ in words like variety and active, eighty three point thirty three percent (83, 33%) replying that they do not face such as problem. While sixteen point sixty six percent (16, 66%) confirm that they do. As it is shown in table 07, their justification about making such mistake differ, some of them say that because this two letters are closed in their pronunciations, while the other combined this to the no existence of the letter /v/ in their mother tongue which is Arabic.

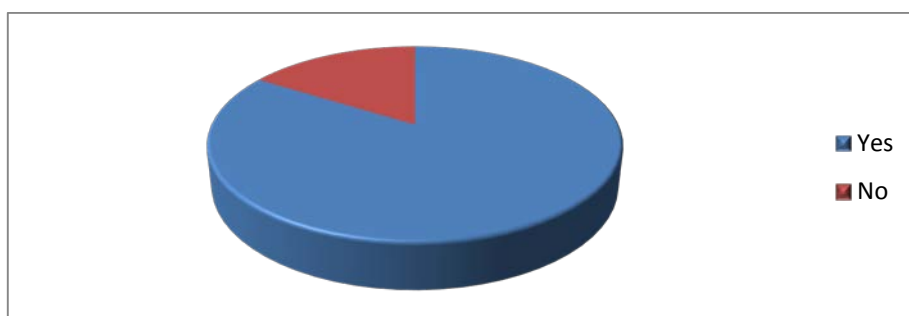
**C.2 Pronunciation of /b/ Instead of /p/:**

	Number	percentage
Yes	05	16,66%
No	25	83,33%
Total	30	100%

**Table 2.9: Pronouncing /b/ Instead of /p/**

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**Graph 2.7. Pronouncing /b/ Instead of /p/**

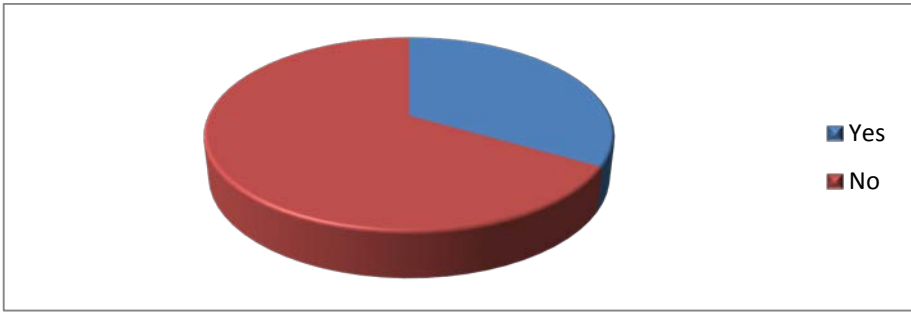
When we examine the students' answers, we find that sixteen point sixty six (16, 66%) percent of them pronounce /b/ instead of /p/, and the majority of them justify that the main reason that make them do such an error is that these two letter are closed in their place of pronunciation. While the remnants say because the no existence of the letter /p/ in their mother tongue (Arabic). Eighty three point thirty three (83, 33%) of the informants confirm that they do not confront this problem.

### C.3 pronunciation of /ʃ/ instead of /tʃ/:

	Number	Percentage
Yes	10	33,33%
No	20	66,66%
Total	30	100%

**Table 2.10: pronounce /ʃ/ instead of /tʃ/**

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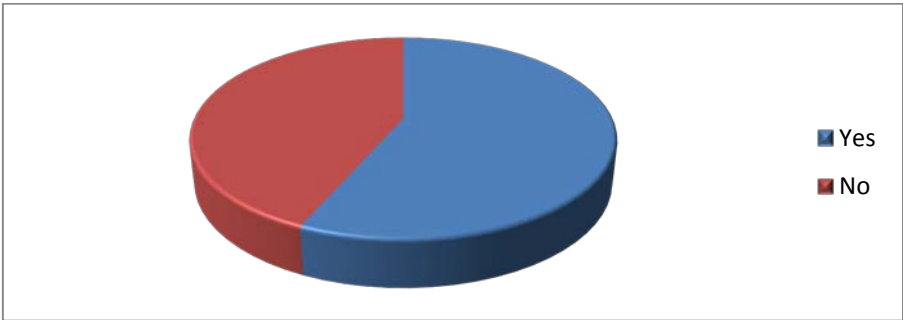
**Graph 2.8. Pronouncing /j/ instead of /tʃ/**

The results that are shown in the table and the graph above reveal that thirty three point thirty three (33, 33%) percent mispronounce the post-alveolar affricative /tʃ/, and more than sixty (60) percent assert that they can differentiate between the pronunciation of the two sounds.

C.4 Pronunciation of /g/ and /dʒ/:

	Number	Percentage
Yes	17	56,66%
No	13	43,33%
Total	30	100%

**Table 2.11: Pronunciation of /g/ and /dʒ/**



**Graph 2.9. Pronounce /g/ Instead of /dʒ/**



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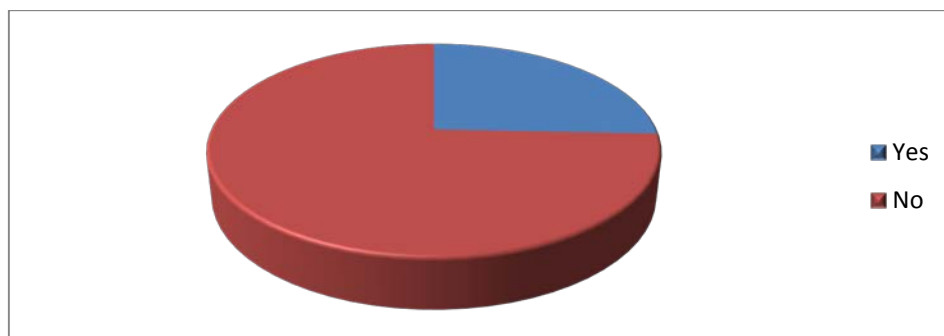
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Table ten (10) obviously shows that, fifty six point sixty six percent (56, 66%) of the informants declare that they find difficulties in distinguishing between the two sounds /g/, and /dʒ/ in a certain words. Whereas, the others (43, 33%) see that they can pronounce the two sounds correctly and without being confused whether they are right or wrong.

### C.05. Pronouncing /t/ Instead of /θ/:

	Number	Percentage
Yes	07	23,33%
No	23	67,66%
Total	30	100%

**Table 2.11: Pronounce /t/ Instead of /θ/**



**Graph 2.10. Pronounce /t/ Instead of /θ/**

When we ask the subjects, if they find difficulties in differentiating between the two sounds /t/ and /θ/, so they replace the dental-fricative /θ/ with /t/. Twenty three point thirty three percent (23, 33%) of their respondents agree on that. They add that the most important consequence to this problem is their mother tongue. By contrast to sixty seven point sixty six percent (67, 66%) of the informants who have neglected facing such an issue.

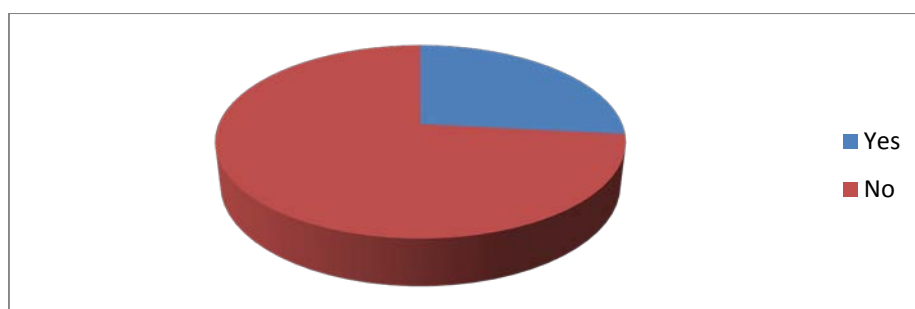
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### C .06 Pronouncing /d/ Instead of /ð/:

	Number	Percentage
Yes	08	26,66%
No	22	73,33%
Total	30	100%

**Table 2.12: Pronouncing: /d/ Instead of /ð/**



**Graph 2.11. Pronouncing /d/ Instead of /ð/**

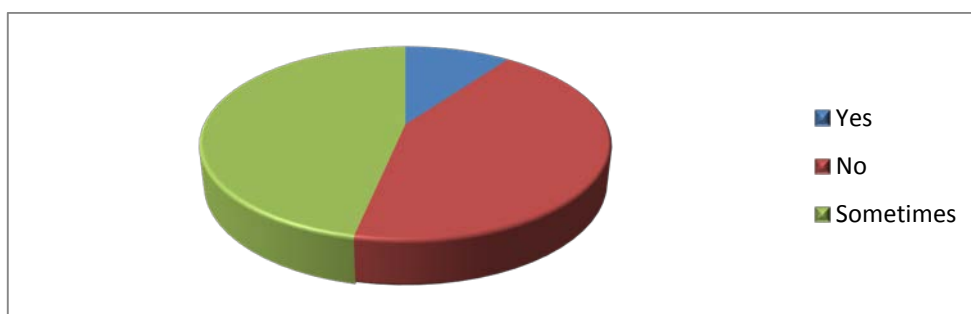
As it is mentioned in the table and the graph above, the majority of the students cite that state that they can distinguish between the two sounds /t/ and /ð/. And about seventy three percent (73%) of them they cannot. Most of them construe that this back to the effect of their dialect.

### C.07 Pronouncing /d/ Instead of /dʒ/:

	Number	Percentage
Yes	03	10%
No	13	43,33%
Sometimes	14	46,66%
Total	30	100%

**Table 2.13: Pronouncing /d/ Instead of /dʒ/**

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**Graph 2.12. Pronounce /d/ Instead of /dʒ/**

One can notice that three percent (03%) of the students, say that they get confused in pronouncing the two letters sound /d/ and /dʒ/. While forty three point thirty three percent (43, 33%) abnegate that they face this confusion. The others see that they sometimes pronounce them correct and other times they do not. Most of the informant, who have declared that they find difficulties when they try to pronounce these two deferent letter sounds, because they are written the same way.

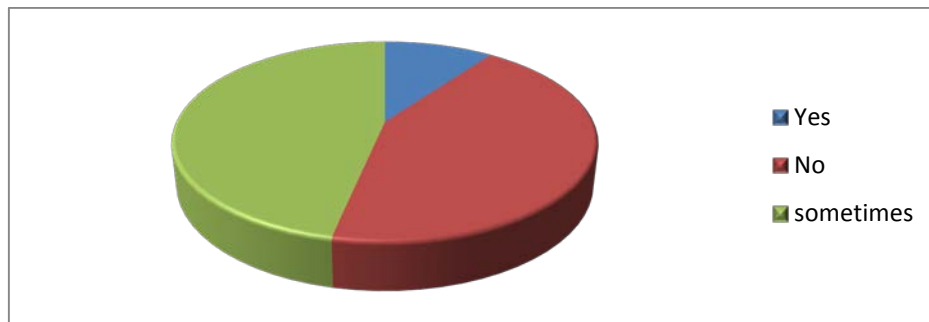
### C .08 Pronounce /g/ Instead of / ŋ /:

	Number	Percentage
Yes	03	10%
No	13	43,33%
Sometimes	14	46,66%
Total	30	100%

**Table 2.14: pronounce /g/ instead of / ŋ /**

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**Graph 2.13. Pronounce /g/ Instead of / ŋ /**

The results interpret that are forty six point sixty six (46, 66%) do not confront problem with the letter sound /ŋ/. Whereas forty three point thirty three percent (43, 33%) say that they do not. The others assert that they face this problem from time to time.

### **2.2 The Recording Test**

#### **2.2.1. Population and Sample**

The sample consists of ten (10) persons; they are third year LMD students in the department of English at the University of ABDELHAMID IBN BADIS MOSTAGANEM. The selection of such a test was to elicit more explanation about mispronouncing some English letter and vowel sounds , and to identify the pronunciation errors among the Algerian students of English.

#### **2.2.2 Description of the Record:**

The test comprises of a number of words which are chosen randomly, each word contains either a vowel or a consonant sound, which is expected to be pronounced incorrectly by the Algerian Students of English language (ASE). In the first step, students are asked to form meaningful sentences using these words. The next step is asking each student to read

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all the sentences aloud, while recording their voices. At the end, the errors are written on paper and then tabulated and analyzed.

### 2.2.3. Analyzing the Data Gathered:

#### A. Pronunciation of Some and Consonants Sounds by ASE:

Word	Target Sound	Number of Students	Correct Pronunciation	%	Incorrect Pronunciation	%
<b>Chain</b>	/tʃ/	10	05	50	05	50
<b>Think</b>	/θ/	10	07	70	03	30
<b>Weather</b>	/ð/	10	06	60	04	40
<b>Ring</b>	/ŋ/	10	08	80	02	20
<b>During</b>	/dʒ/	10	03	30	07	70

**Table 2.15: Pronouncing Some Consonant Sound by ASE**

After recording the students' voice, half of the participants have given the correct pronunciation of the sound /tʃ/ in the word "chain". Whereas the other half they could not. In the second word where the target sound is /θ/, one can notice that the majority (70%) of the informants are able to pronounce it correctly in the word "think". In the words "weather" and "ring", eighty percent (80%) of the students can pronounce the words the way they must be pronounced. Seven students from the whole number ten (10) pronounced the target sound /dʒ/ in the word "during" correctly.

#### B. The Pronunciation of Some English Vowels by ASEs

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Word	Target Sound	Number of Students	Correct Pronunciation	%	Incorrect Pronunciation	%
Capable	/eI/	10	04	40	06	60
Pronounce	/ə/	10	04	40	06	60
Vibrate	/əI/	10	06	60	04	40
Tutor	/ju:/	10	02	20	08	80
Accustomed	/ə/	10	01	10	09	90
Incorrectly	/I/	10	09	90	01	10

**Table 2.16: pronouncing some vowel sounds by ASEs**

As seen from the table, only four (04) students of the ASE are able to give the correct pronunciation of the target sound in the word “capable”. The same number of students can pronounce the word “pronounce” the right way, but this time the target sound is /ə/. For the word “vibrate”, it is seen that sixty (60%) of the informants have pronounce the sound /əI/ correctly, while the remnants they could not. According to what is tabulated above, most of the students (09) do not have the mastery of pronouncing the vowel sound /ju: / correctly in the word “tutor” and they pronounce it as / ə/. Just one person can pronounce /ə/ sound correctly in the word “accustomed” while most of them (09) fail to give the right pronunciation. For the last word, ten percent (10%) of the subjects are not able to pronounce the target sound /I/ correctly among the whole of the students.

### Conclusion

The mother tongue has influence on every aspect of the second language including acoustics, phonetics and the phonological level. If an Arabic learner of English language tries to communicate using a foreign language, the mother tongue will reflect low performance as

## Chapter two: the effect of Algerian spoken Arabic on the pronunciation of learners' of English

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well. This chapter sheds the light to the main problems that may face the Algerian students of English language in their pronunciation, which it is caused by the effect of the Algerian spoken Arabic. Two different tools are used in order to gather the necessary data (questionnaire and the recording test) to see at what extent the Algerian students are influenced by their mother tongue.

## Chapter three: causes and solutions to increase language interference on ASEs' pronunciation

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### **Introduction**

Learning English language is a growing need in this age of globalization. Through it, we can speak with people from around the world. However, since people express themselves best in their mother tongue, they are faced with challenges of learning foreign languages. The Algerian students of English language are also facing the problem of being influenced by their mother tongue, and especially in their way of pronunciation. On the one side, this chapter depicts discussion of the findings that have been done in the previous chapter including both students questionnaire and recording test. In the other side, it attempts to propose a number of recommendations that help both the learners and educators.

### **3.1. Interpretation of the Questionnaire**

Considering the results we got from analyzing this questionnaire, the very noticeable thing in question one is that, females are more dominant than male. This might be due to the fact that, females are more interested in studying and learning foreign languages and English is no exception this from one side. In the other side males often choose to carry in scientific studies, and in the most of time they are not interesting in studying languages at all.

From question two (02), one can notice that almost all the informants their choice of studying English is personal. In other words, they have an intrinsic motivation to study such language and having the willingness to reach certain aims. Only few students are obliged, or their general average did not fit to require one of their first choices.



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The majority of the students, claim that they have a level from average to good as it is shown in question three, this mainly because they have the desire to study this language. The few number who remains, they think that they have a level which is less than average. Probably the main reason that affects their average is because their choice which was not personal, or because they find difficulties to understand this language.

The aim of question four (04) is to determine whether the students use their mother tongue inside classroom. More than the half of the students confirms that they use their L1 in class. This does not mean that they use it always but, the might switch to Arabic when it is really necessary. They might also use it in collaborative task where the use of Arabic could provide them with some confidence, and lead to better understanding if it is used in certain situations.

According to the students' report in question five (05) the analyses show that some students see that the use of L1 inside classroom is something positive. This might be due to the fact that it saves time accelerates their understanding. For example instead of going through long explanation in English, it is sometimes easier and more relaxing when they use their mother tongue. Also it can somehow reduce stress that often happens during exams. Another case for using Arabic is for translating new words and concepts. Many students prefer to learn new words through translation which could be a clear and quick strategy. ( Nation, 2003; Stroch and wigglesworth, 2003). In their studies, they note that students preferred to get the meaning directly from their teachers or their peers without checking in bilingual dictionary, in which

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there are some students who consider this as time consuming. However, it might be better for the students to check for the new words using bilingual dictionaries. In the other hand, the remnant number of the participants considers the use of Arabic inside classroom as something negative because, they may see it that is create kind of boredom. It is also considered as source of errors and misleading the students. Reasons for avoiding the use of L1 in the classroom in these situations are to provide students with sufficient chance to practice, and improve their English.

Regarding to the use of English language outside classroom, question six (06) shows obviously that the majority of the students sometimes use the English outside the classroom. This might be in listening to music, using the internet to visit web sites, consult dictionaries, reading books, talking to native speakers through social media (Facebook, twitter, Instagram....ect) and watching TV. The main reasons behind using the English language outside classroom are to increase opportunities to practice English. Some of them say that they always use it to speak with their friends discussing what they have studied. This may lead them to understand more and applying English in the same time. Few of them abnegate using it, this mainly because they are afraid of making mistakes.

In question seven (07), most of the students admit that they have an average level in English pronunciation, and this may back to the long period of studying this language (11years), or simply because they study phonology. Seven of the informants consider their pronunciation as good level. This probably because they listen to native speakers, and they apply the rules learnt in phonology. Few of the informants classify

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themselves that their pronunciation of English is less than average. the main reason behind this is may be because they are not more confident to practice their English in front of their, and then the loss of words, rules, and mispronouncing.

All in all, the findings support the view and go with it in the same way that Algerian Students of English mispronounce the consonants /v/, /p/, /tʃ/, /dʒ/, /ŋ/. The cause is that these sounds do not exist in their mother tongue, or because they are closed to the other letters in their pronunciation .Whereas sounds like /θ/ and /ð/. Also there are some. But also there are some students who fine difficulties when pronouncing these consonants sounds, and tis due to the fact that they are absent in some Algerian dialects. So the students tend to produce the sounds nearest to them, and this happens subconsciously. As a result they come not able to achieve the exact movement to utter such sounds. Moreover, some sounds such as: /f/ and/ v/, /b/ and /p/ are allophonic, so this mislead student and change the meaning of the word completely.

In the nearest past, Swan and Smith (2007) point out that all the sounds that we use, when speaking exists inside boxes, each sound has a certain box. Each time the speaker wants to speak he goes to these boxes then selects the sound that he needs. By contrast, when the speaker hears a speech he receives the sounds, and then tries to put each one on the right box. But if the speaker hears a sound that he does not have in his boxes, he will try to handle the situation by putting this sound to the nearest box. For example, if the speaker does not have the /p/ box, he solves this problem by going to the nearest box which is /b/ box.

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### 3.2. Interpretation of the Record

After the results that we got from the recording test, it appears that the chosen sample in this study confirm the findings of the previous questionnaire. That is to say, that the Algerian Students of English face problems in pronouncing the following consonants /tʃ/, /θ/, /ð/, /ŋ/, /dʒ /. Probably, this back to the no existence of thgis consonant sounds in their mother tongue.

Moreover than that, it appears also that they are not only face such an issue only with consonants, but even with some vowel sounds. In which it is discovered from the analysis of the recording test that the majority of the learners have a problem in pronouncing words that contain the following sounds /eI/, /ə/, /ju:/. Perhaps because this symbols are difficult to be pronounced; or they are nearly pronounced the same as many other sounds. In contrast to the others vowel such as /I/, /ə/ and /əI/ which are be pronounce correctly by the most of the learners.

The mispronunciation of the above vowels can be related to “problematic vowels”, which are down to L1 interference. Firstly Arabic vowels are in most cases not written down, but only are indicated by diacritics. Secondly, Arabic has three short and three long vowels in comparison with English which has five vowels and twenty sounds. So, Arabic speakers tend to produce English vowels either long or short. Badba (2000) found that Arabic speakers mispronounce English vowels due to their

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linguistic background. That is to say, Algerian students of English are influenced by their mother tongue.

### 3.3. Recommendations

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

#### ❖ Minimal Pairs

Minimal pairs are may be one from the effective strategies that can be used to solve the problem of mispronouncing either vowels or consonants sounds. James (2005) defines minimal pairs as two words that are differ just in one phoneme. So minimal pairs can be used by educators in order to show the importance of pronouncing the different vowel and consonant sounds correctly. For example, if the learners notice that one phoneme can change the meaning of the word, like in the two pairs “pin” and “bin”, “bought” and “but” they will be pay more attention to their pronunciation either with vowels or consonants. Also it helps them to improve their pronunciation.

#### ❖ Talking to Native Speakers

Another strategy that is consider by researchers as an effective tactic in improving learners pronunciation, and decreasing language interference,

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which is talking to natives. By talking to them learners will notice and discover their mistakes, and learn how to pronounce some new words. In addition to that Talking to natives and be understood, it means having a good level of pronunciation .Also the more learners talk to them the less they make mistakes, and the less they be interfered by their mother tongue.

### ❖ **Use English as Medium of Communication**

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

### ❖ **Encourage learners**

Learners should be encouraged to good reading and speaking habits with alertness and critical mind. They should be made to develop taste for books which are significant in the achievement of good result in the English language examination.

### ❖ **Treating this Problem Earlier**

Many learners feel more relaxed when using Arabic; it seems to be habitual rather than systematic. So, future studies must be carried out to explore this phenomenon thoroughly for beginners and should include both girls and boys.

### ❖ **Focus on Students Interest**

L1 use must be turned up with effective target language teaching, taking into consideration learners' cultural backgrounds and using the best for their interest. Choosing update subjects will motivate learners to speak and apply their English.

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### ❖ **Using the Appropriate Methods and Materials**

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

### ❖ **Organize Competitions**

Educators should organize debate and pronunciation competition among learners within and outside their colleges, and give them presents in order to encourage and motivate them to do their best in improving their English.

### ❖ **Giving Students' Opportunity to Give their Point of Views**

Learners also should be given opportunity to explain points and express views in class discussion and any errors made, have to be corrected by the teacher without any intimidation as these will enhance a proper evaluation of learners' performance progress in the English language.

❖ Teachers must continually update their knowledge with new vocabularies and pronunciation

❖ Learners may switch to the mother tongue just when it is really necessary.

It means only one facing new or difficult words.

❖ Teachers must avoid too much the use of Arabic in EFL classes

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- ❖ The use of L1 gives a sense of security and acknowledges, which allow them to minimize the stress they may feel in EFL classes. With careful use of L1 learners may become willing to experiment and take risks with English.
- ❖ Learners must express themselves in L1 since the TL is not yet mastered some times, because they will never be able to express and communicate their needs with a language they speak poorly.
- ❖ L1 can be of great help when teaching grammar translation exercises. Translation of idioms might be very helpful to detect cultural differences or similarities.

### **Conclusion**

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



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## General conclusion

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This research tried to investigate whether or not the third year LMD students' at the university, ABDELHAMID IBN BADIS MOSTAGANEM mispronounce some English consonants like /b/ and /p/, /ŋ/ and /θ/, /v/ and /ð/.

Although some scholars e.g. (Ted Power, 2007) argued that such problems it may not sometimes lead to a misunderstanding because, he continued to say: " if someone said to me: tomorrow I am going to London to visit Pig Pen I would know from the context he meant Big Ben". He further argued that Arabic consonants are more than English ones, so Arab students are expected to be quite good in English consonants.

The researcher however believes that such problems still considered as big one for a person who wants to speak with correct or intelligible pronunciation, and for someone whose career in the future is related to the field of English language.

In the first chapter, the researcher discussed the most important point about language acquisition; he found that the age has a great role in acquiring a foreign language, beside the length which each learner took to adopt other language beside his native one. This chapter also deals with the factors that affects English pronunciation, it mainly focus on the interference of mother tongue, but this investigation revealed that the spelling is also one of main barriers that influence English pronunciation beside the sound systems; and the inconsistency of vowels of English and Arabic. These two last problems are related to the differences between English and Arabic phonology. such as: consonants, vowels, stress and intonation.

In the practical part, a combination of qualitative and quantitative data was used in order to reach the results assumed from of the researcher' hypotheses. This included a students' questionnaire and record.

The findings confirm the hypotheses that were suggested by the researcher. That is, the mispronunciation of the ASEs is due to lack of the problematic phonemes in Arabic. The phoneme contrasts affect many common English words, so poor production of these sounds will be very noticeable.

Concerning the second findings, that regarding the problems which ASE's have in the pronunciation of the voiceless bilabial /p/ and the voiced bilabial /b/. According to the results, some ASEs substitute /p/ with /b/ in words such as 'park'

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'pound' and rarely replace /b/ with /p/. Other consonant sound contrasts which ASEs mispronounce are the dental fricatives /θ/ and /t/, so in words such as 'think', the ASEs replace /θ/ with /t/.

ASEs also have problem with the voiced dental fricatives /d/ and /ð/, so many of the ASEs pronounce /d/ in the place of /ð/ for instance in words like 'then', 'weather' more consonant contrast sounds like /f/ and /v/, /ʃ/ and /tʃ/, /g/ and /dʒ/ /./g/ and /ŋ/ are mispronounced by most of the ASEs.

Pronunciation problems such as the ones mentioned above are linked to factors such as interference of the mother tongue on the second language, also differences in the sound systems between Arabic (generally) and Algerian Spoken Arabic (particularly) are behind many pronunciation errors. Also the spelling of some English words leads many ASEs to wrongly guess the pronunciation just by looking at the word and its letters and produce incorrect pronunciation.

The last finding of this investigation was that many ASEs confuse the different pronunciations of each of the vowels (a, e, i, o, u). In a word like 'incorrectly' many students pronounce the short vowel /i/ correctly. So, many students can identify the exact pronunciation of a particular vowel, because they get used with pronouncing this word. By contrast, If we take words such as 'tutor', and 'accustomed', the researcher found that there are two different pronunciations for the same vowel which 'u' are /əks.təm.əd /, /tju:tə (r)/

This inconsistency in the English sounds leads many ASEs to a mispronunciation. If each English vowel or consonant has just one way of pronunciation, then the student will be able to produce the precise pronunciation.

Based on the findings of this research, the researcher provided some suggestions for the improvement of ASEs pronunciation. There have been three suggested reconsiderations.

First, it was suggested that there should be pronunciation lessons ranking the same as lessons in other skills such as Grammar, vocabulary and sentence structure to draw the attention of the ASEs to the importance of pronunciation in learning English. Second, a Project-Based learning was suggested for the ASEs to listen regularly to English sounds and words using audio aids like cassettes, CDs and sound dictionaries.

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These tools are very useful for practicing pronunciation. Third, the teachers in pre-university stages must have good knowledge of phonetics and phonology because this will provide a basis for teachers to pronounce a word correctly and identify the physical reasons for inaccurate approximations of foreign language sounds, enabling them to give precise instructions which help ASEs correct, faulty pronunciation.

All in all, the same problem exists in the pronunciation of most of the Algerian Students of English (ASEs), all the studies above were done outside Algeria e.g. for speakers of German, Italian, Spanish...etc. On the other hand, some studies have been conducted as mentioned above, but on the Arab student's e.g. for the students of English in Saudi Arabia. So that is why this research was intended to fill a certain gap.

# QUESTIONNAIRE

This questionnaire is aimed to know the interference of the mother tongue (Arabic) on EFL learners in term of pronunciation. You are kindly requested to contribute in answering this questionnaire. Please read the following questions carefully, and provide answers by ticking the appropriate one.

## A. Section one:

### 1-Specify your gender:

- a. Male  b. female

### 2-Your choice of English is:

- a. personal  b. not personal

### 3-Do you consider your level of English:

- a. good  c. less than average   
b. Average  d. I do not know

## B. Section two:

### 1- Do you use the mother tongue inside the class room:

- a. Yes  b. no

### 2- Do you think that the use of the mother tongue is:

- a. Positive  b. negative

Why?.....  
.....

### 3- Do you use English outside class room:

- a. Yes  b. no  d. sometimes

### 4- How do you consider your level in pronunciation:

- a. Good  b. average   
c. less than average  d. I don't know

## C. Section three:

### 1-It happens to you that you pronounce /f/ instead of /v/:

- a. Yes  b. no

If yes, why?.....

**2-Do you mix between pronouncing /p/ and /b/:**

a. Yes  b. no

If yes, yes?

.....

**3-Do you pronounce /f/ instead of /tʃ/:**

a. Yes

b. No

If yes, why?

.....

**4-Could you differentiate between pronouncing /g/ and /dʒ/:**

a. Yes

b. No

If yes, why?

.....

**5-Do you find difficulties in the pronunciation of /t/ instead of /θ/:**

a. Yes

b. No

**6-Do you Pronounce /d/ instead of /ð /:**

a. Yes  b. no

If yes why:

.....

**7-Have you ever pronounced /d/ instead of /dʒ /:**

a. Yes  b. no  c. sometimes

If yes why?

.....

**8- Do you pronounce /g/ instead of /ŋ/:**

a. Yes  b. no  c. sometimes

If yes, why? .....

**The recorded test:**

This test is devoted to identify the pronunciation errors among Algerian students of English, when they are speaking or reading. We would be grateful if you could form coherent sentences a certain words, and try to read them aloud.

**The different words:**

Chain- Think- Weather- Ring- During –Capable- Pronounce- Vibrate –Tutor-  
Accustomed -Incorrectly.