

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
AbdElhafidBoussouf University Center - Mila



Institute of Literature and Languages
Department of Foreign Languages
Branch: English

**The Interference of the Mother Tongue in EFL Learners’
Pronunciation:**

Case Study: First Year University Students at AbdElhafid Boussouf
University Center - Mila

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by:

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Examiner: Dr. KHENIOUI Nadjat

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Dedication

I would like to dedicate this work to all those who have played a role in shaping my educational journey, from those who taught me my first letters to those who continue to inspire me today.

To my loving parents, who have been my unwavering source of encouragement, thank you.

To my uncles and aunts who motivated me through my educational journey, thank you.

To my dear brothers, and especially Yehya, who have always been there for me with help and support.

To my cousins and friends, who have become my sisters, thank you for your constant companionship and for sharing in my joys and sorrows.

To my dear grandparents, Fatma and Moubarek, who have always been a guiding light in my life, thank you for your wisdom and love.

To all of you, thank you for making my life happier and more meaningful. This work is dedicated to you with gratitude and appreciation.

Yousra



Dedication

I dedicate this to my parents as a small token of my appreciation and gratitude for all that they have done for me. Their love and support have been the guiding light of my life, and I am forever grateful for the sacrifices they have made to ensure my happiness and success. Thank you for being the best parents in the world. I love you both more than word can express.

I dedicate these few words to my brothers and sisters, expressing my love and respect for them. I am grateful for their constant support, wise advice, and unbreakable bond. I am honored to call them the best siblings in the world.

Afaf

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Abstract

Effective speaking is not simply a matter of utilising words. It requires a complex process of producing speech that accurately conveys the intended meaning. Among these processes, pronunciation stands out as a significant one. Numerous English language learners encounter pronunciation difficulties due to various reasons, including the influence of their native language. This study examines the impact of the Algerian dialect as a variety of Arabic in English pronunciation by conducting research among first-year English students at AbdElhafid Boussouf University Center - Mila. This research paper aims to identify the obstacles that foreign language learners face in pronouncing English, identify their errors, and find solutions for them to sound like natives. The study employs a mixed-model approach consisting of a teachers' questionnaire and an observation during the oral expression module. The main focus of this study is to identify the main causes of language interference in second-language learning, particularly pronunciation. The results showed that linguistic differences and first-language competency level were the main causes of language interference rather than language similarity. The questionnaire results revealed that first-year students have a variety of pronunciation difficulties when speaking English, including difficulty mastering the pronunciation of sounds, stress patterns, and intonation patterns of the language. The study also suggests that oral practice is the most crucial method for mastering pronunciation and preventing language interference. Overall, the findings of this study contribute to the existing body of knowledge in the study of the interference of the mother tongue in the acquisition of a second language pronunciation by providing more insight into the specific ways that the mother tongue, Arabic, can impact the pronunciation of English as a second language.

Key Words: Language interference, mother tongue, pronunciation, second language, speaking.

List of Abbreviations

C: Consonant

CA: Contrastive Analysis

CAH: Contrastive Analysis Hypothesis

EA: Error Analysis

EFL: English as a Foreign Language

FL: Foreign Language

FLA: Foreign Language Acquisition

L1: First Language

L2: Second Language

LA: Language Acquisition

LAD: Language Acquisition Device

LI: Language Interference

LMD: License / Master / Doctorate

MT: Mother Tongue

NL: Native Language

SL: Second Language

SLA: Second Language Acquisition

TEFL: Teaching English as a Foreign Language

V: Vowel

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General Introduction

Introduction

Speaking a foreign language is quite complicated. It involves several aspects, such as pronunciation, vocabulary, and grammar. Luoma (2004) emphasised that speaking a foreign language requires more than just knowledge of vocabulary and grammar. It also involves one's personality, self-image, reasoning ability, and communication skills. Similarly, Bailey (2005, as cited in Syafitri, 2018) defined speaking as the productive skill of generating verbal utterances to convey meaning. Pronunciation, as defined by Candlin and Widdowson (1994), is the production of significant sounds that are not only codes of a language but also conveying meaning generators in a given context. Zdena et al. (2021) also highlighted the importance of intelligible pronunciation in successful communication, as it not only carries meaning but also reflects something about the speaker. Since English has become a global language, many people around the world aim to speak it fluently with the correct pronunciation. However, learners of English as a foreign language face many obstacles during the process of achieving fluency, including interference from their mother tongue, which is probably more apparent in pronunciation.

Statement of the Problem

The English language is the most used language among people from different countries. They use it as a lingua franca to communicate with each other. English Learners from all over the world aspire to gain native-like pronunciation. Students at AbdElhafid Boussouf Mila University Center are no exception. However, most of them face several problems with pronunciation. One central issue is the interference of their mother tongue. Kenworthy(1987) stated that the native language is a crucial factor in learning English pronunciation. It is demonstrated in its original sounds. Through it, it is facile to identify a person's origins despite whether he is well-trained or untrained. Thus, this study addresses the

problem that more research seems to be necessary in the Algerian context in order to unravel such issues and examine how the Algerian mother tongue intervenes in the pronunciation of English in more depth, particularly the pronunciation of first-year students of English at AbdElhafid Boussouf University Center of Mila.

Aims of the Study

This thesis aims to investigate problems faced by first year EFL students at AbdElhafid Boussouf University Center of Mila in pronunciation caused by their mother tongue which is a variety of Arabic. In addition to how they may solve them. Thus, this research is designed to fulfill the following aims:

- It aims to identify the similarities and differences between the two languages which may result in pronunciation errors.
- It looks up to find solutions for them to sound like natives.

Significance of the Study

Khalifa (2020) pointed out that TEFL is gaining importance due to its significance for business, transport, science, and technology. Arab learners in general and Algerian people specifically have shown a keen interest in recognising English as an essential language in business and education. In addition, it is common knowledge that in order to qualify as a native or native-like speaker of a second language, one must master the pronunciation of that language (Yukari, 2002). The key to improving pronunciation is to study factors that can affect the proficiency of the pronunciation and factors that can improve it. This study aims to observe students' problems caused by their mother tongue and solve them to gain good pronunciation. In recent years, the importance of studying interference has been increasingly recognised by researchers in language education.

Research Questions

This study spots light on the interference of the mother tongue of first-year students of English at Abdelhafid Boussouf University Center of Mila, by addressing the following research questions.

1. Does the mother tongue influence learners' pronunciation?
2. How does the native language interfere with the English language pronunciation?
3. What are the most mistaken English sounds caused by Arabic interference?
4. What are the possible solutions to avoid such interference?

By addressing these questions, this study aims to provide valuable insights into the challenges faced by the students in achieving accurate English pronunciation as well as suggesting potential solutions to minimise the effects of mother-tongue interference.

Research Instruments

The following research tools are presented to answer the research questions and to meet its aims.

1. Teachers' Questionnaire

The questionnaire is directed towards university teachers to collect information about the problems that first-year LMD students face in pronunciation due to mother tongue interference. The purpose of the questionnaire is to gather quantitative data about the teachers' experiences and perceptions related to students' pronunciation difficulties resulting from this interference. The data collected from the questionnaire are analysed statistically to identify trends and patterns in the responses. This can help the researcher understand the nature of the pronunciation problems faced by the students and suggest solutions for them.

2. Observation During Oral Expression Module

The speaking session observation in this study involves systematically observing how the first-year LMD students pronounce English words and sounds. The observation follows a

structured format, where the researcher takes notes of specific aspects of the students' pronunciation through the use of a self-developed checklist. By conducting this observation, the researcher can obtain quantitative data on how the students are unconsciously influenced by their mother tongue in their English pronunciation.

Structure of the Study

This thesis is divided into two chapters: The first chapter includes the literature review which deals with previous studies and research works that show the influence of the mother tongue in EFL learners' pronunciation. It is divided into two sections. The first section is entitled: "Language Interference in Second Language Acquisition". The second section is entitled: "The Interference of the Mother Tongue in English Pronunciation as a Second Language". The second chapter represents the research methodology. It includes the analysis and interpretation of the collected data obtained from the teachers' questionnaire and the observation of first-year students of English from Abdelhafid Boussouf University Center of Mila. The research population is made up of 70 first-year university students for the observation and 17 of university teachers.

Chapter One : Literature Review

Introduction

The literature review is the first chapter of this research paper. It includes a review of previous studies, ideas, and research about language acquisition, language interference, and the interference of the native language in the pronunciation of the target language. It is worth noting that this chapter will concentrate on the theoretical foundations that will allow us to discuss the study's results to answer the research questions by providing a comprehensive review of the literature on language interference in second language acquisition, with a particular focus on the interference of the mother tongue in English pronunciation among EFL learners. The chapter is divided into two main sections. The first section is entitled "Language Interference in Second Language Acquisition". It explores the concept of language interference in general, including its definition, types, and approaches to how the native language interferes with the learning of a second language. The second section is entitled "The Interference of the Mother Tongue in English Pronunciation as a Second Language". It focuses on the interference of the mother tongue in English pronunciation as a second language, highlighting the factors that affect English pronunciation and the differences between Arabic and English at the phonological and phonetic levels.

Section One : Language Interference in Second Language Acquisition

Understanding the role of language interference in second language acquisition is crucial for EFL teachers and learners, as it can affect their pronunciation, fluency, and overall language proficiency. This section discusses language interference in second language acquisition, including its different forms at the phonetic, grammatical, and lexical levels, and three approaches to understanding it: language in contact, contrastive analysis, and error analysis.

1.1.1. Mother Tongue Acquisition

Harley et al. (1990) defined the mother tongue as the first language anybody acquires. He added that children pick up their first language so effortlessly because they naturally possess the essential abstract universal grammatical principles. They can easily learn their mother tongue because universal grammar limits children's inferences about the input. Accordingly, Pokorn (2005) declared that the term mother tongue refers to the language used by a mother to communicate with her child. In most cases, whether she is biological or not, a child's mother is the first significant other and the one who provides most of the child's spoken input. If the child's caretaker is not its mother but rather its grandparents, foster parents, or nanny, who is unrelated to the child, this definition becomes problematic. In this sense, Pokorn added that if the mother is bilingual or the mother's role is divided among multiple people who speak different languages, the child can have more than one mother tongue. Saville-Troike (2006) pointed out that first language (L1), native language (NL), primary language, and mother tongue (MT) are all terms usually used interchangeably. He also believed that they are learned throughout infancy without any conscious effort. They are picked up as a result of growing up around individuals who speak them. In short, a person's mother tongue, first language, or native language are terms used interchangeably which refer to the primary language a person acquires during childhood.

1.1.2. Second Language Acquisition

1.1.2.1. Concept of Second Language Acquisition (SLA). Saville-Troike (2006) believed that any newly learned language is referred to as a "second language" (L2), irrespective of whether it is the third, fourth, or tenth learned. It is also known as a target language (TL), which means any language that, is intended to be learned. He pointed out that the second language (SL) is often societally dominant. It is required for school, work, and

other fundamental purposes. Members of minority groups or immigrants who speak a different language fluently are more likely to acquire it. Wagner (n.d.) referred to second language acquisition as the study of a language or languages in addition to one's native tongue. As the name indicates, in the process of second language acquisition, people learn a language other than their first. He added that this might be early in life as in childhood, in adolescence, or even later in adulthood. The second language is usually learned after the first is already established. Lekova (2010) claimed that language acquisition is a lengthy and difficult process. Saville-Troike (2006) declared that SLA refers to the study of individuals and groups who learn a second language and the process of acquiring it. She further claimed that the nature of SLA is quite complicated because it encompasses informal L2 learning in realistic situations, formal L2 learning in institutions, and L2 learning that incorporates a combination of these locations and situations. Additionally, different researchers study SLA from various perspectives:

- ❖ Linguists emphasise language aspects, similarities, and differences, as well as learners' linguistic competence and performance at different levels of acquisition.
- ❖ Psychologists and psycholinguists place a premium on the cognitive processes associated with the brain's representation of language(s).
- ❖ Sociolinguists highlight diversity in student language performance and broaden their research to include communicative competence.
- ❖ Social psychologists emphasized group-related phenomena like identity and social motivation, as well as the interactional and wider social contexts of learning.
- ❖ Applied linguists specialising in SLA may be concerned with one or more of the preceding aspects, but they are frequently concerned with the implications of research and theory for second language education (Saville-Troike, 2006, pp. 2-3).

To conclude, second language acquisition (SLA) is the process of learning a language other than one's mother tongue. It is a complex and multifaceted field studied by linguists, psychologists, sociolinguists, social psychologists, and applied linguists. They aim to explore and understand the nature of language learning, including learners' linguistic competence and performance, cognitive processes, communicative competence, social motivation, and the implications of research and theory for second language education.

1.1.2.2. Tips for Acquiring Second Language Knowledge: Insights from Saville-Troike (2006). Saville-Troike introduced some tips for acquiring L2 knowledge. First, innate capacity is essential for language learning, which involves the application of prior knowledge, the processing of language input, interaction, collaborative expression, modified input, feedback, and negotiation of meaning. Second, social perspectives generally hold that SLA benefits from the active use of language. Finally, engaging in interaction, restructuring the L2 knowledge system, mapping relationships between linguistic functions and forms, increasing reliance on grammatical structure while decreasing reliance on context and lexical items, and automatization are all crucial factors in language acquisition, and learners should focus on these determinants.

1.1.3. Stages of First and Second Language Acquisition

1.1.3.1. Stages of First Language Acquisition. Clark (2003b) declared that children learn their first language from a young age as they babble, coo, and cry, and by the end of their first year, they can imitate words and speech sounds heard around them. By two years of age, children begin to comprehend more sophisticated language, and their production repertoire is expanding rapidly. By age three, children can comprehend an amazing quantity of linguistic input, and their speech and comprehension capacities increase as they become the generators of nonstop chatter and incessant conversation. This fluency and creativity

continue as infants get older and as they internalize more complicated structures, broaden their vocabulary, and enhance their verbal abilities. At school age, these children learn what to say and what not to say in the languages they learn.

1.1.3.2. Stages of SLA. In second language acquisition, learners go through several stages as they progress towards fluency. Hill and Miller (2013) listed five main stages that make up the process of learning a second language.

- ❖ **Stage One:** Preproduction lasts for approximately 0–6 months. During this stage, learners have minimal comprehension of the new language without the support of scaffolding. They are not yet able to verbalise their thoughts and ideas and may respond to questions by nodding yes or no or by drawing and pointing (Hill & Miller, 2013).
- ❖ **Stage Two:** During early production, which typically lasts from 6 months to 1 year, learners continue to make progress in their second language acquisition. However, their comprehension remains limited without support, and they are only able to produce one- to two-word responses. Despite these limitations, learners begin to participate in conversations using keywords and familiar phrases, and they also start using present-tense verbs (Hill & Miller, 2013).
- ❖ **Stage Three:** Speech emergence lasts from 1 to 3 years. During this stage, learners begin to have a better understanding of the new language, and they are able to produce simple sentences. However, they may still make grammatical and pronunciation errors, and they may struggle to understand jokes or idiomatic expressions (Hill & Miller, 2013).
- ❖ **Stage Four:** The intermediate fluency stage is the fourth stage in second language acquisition, lasting from 3 to 5 years. At this stage, learners have achieved a high level of comprehension and are able to communicate effectively with few grammatical errors. They are able to understand and participate in conversations, read and write in the new language, and express themselves fluently (Hill & Miller, 2013).

- ❖ **Stage Five:** The advanced fluency stage is the final stage in second language acquisition, lasting from 5 to 7 years. At this stage, learners have achieved a near-native level of speech and are able to communicate in the new language with a high level of accuracy, fluency, and complexity. They are able to understand and use idiomatic expressions, colloquialisms, and other cultural references, and they are able to participate effectively in academic and professional settings (Hill & Miller, 2013).

1.1.4. First Language Acquisition vs Second Language Acquisition

Saville-Troike (2006) declared that the mother tongue and the foreign language develop through three states:

- ❖ **Initial state:** The initial state in children's minds for L1 is an innate capacity to learn a language, but it is not clear whether this natural ability is part of the initial state in older learners for L2 acquisition. Some linguists and psychologists believe that the genetic predisposition that children have from birth to learn languages remains with them throughout their lives, but that some aspects of this natural ability are lost with advancing age. Others believe that no innate capacity for language acquisition remains beyond childhood and those subsequent languages are learned by means more akin to how older learners acquire other domains of knowledge. Different beliefs are based on theoretical assumptions and tested by indirect methods. The question of the extent to which innate capacity for language acquisition remains available in SLA is likely to remain unresolved for some years to come. There is agreement that the initial state for L2 learning requires prior knowledge of L1, which includes knowledge of how language works, language-specific features, and interactional functions. L2 learners also possess real-world knowledge in their initial state of language acquisition, which has come with cognitive development and experience. Simply put, the initial state of L1 acquisition consists

mainly of natural ability, whereas L2 learning comprises resources from L1 competence, global information, and existing interpersonal abilities (Saville-Troike, 2006).

- ❖ **Intermediate State:** Both L1 and L2 learners go through intermediate states as they progress from their initial to their final state in linguistic systems. Development is a spontaneous and largely unconscious process in L1 child grammar, while the development of learner language (or interlanguage) for L2 learners occurs at an age when cognitive maturity is not a significant factor. Cross-linguistic influence, or the transfer of prior knowledge from L1 to L2, is one of the processes that is involved in interlanguage development. Consequently, two major types of transfer occur: positive transfer and negative transfer. Positive transfer facilitates L2 learning because an L1 structure or rule that works for L2 means that a new one doesn't have to be learned. Negative transfer of L1 features can occur from forms in the second language that are unlikely to be produced by a native speaker of the L2, or from the integration of elements that would not occur in monolingual speech. Older children and adults have access to world knowledge that has come with cognitive development and experience, and this is also available for L2 use during the intermediate states. Even advanced international students in such fields as engineering and computer science find it easier to learn English L2 terms for concepts they have already acquired than native English speakers do for acquiring those terms and concepts. L2 learning is made easier when L1 support is available and when key terminology is shared across languages, but conceptual transfer occurs in any case. Facilitating conditions that help in developing L2 include feedback, aptitude, motivation, the need and desire to learn, instruction, or explicit teaching in school settings (Saville-Troike, 2006).
- ❖ **Final State:** The final state of L1 or L2 learning is native linguistic competence. It is a universal human achievement. The level of proficiency that learners reach is highly

variable, with some achieving "near-native" or "native-like" competence in L2 along with native competence in L1. The complex factors that contribute to differential levels of ultimate multilingual development are of interest to both SLA theory and second language teaching methods (Saville-Troike, 2006).

1.1.5. Language Interference

1.1.5.1. Concept of Language Interference. Johansson (2008) said that when we speak a foreign language (FL), we may make errors due to the impact of our mother tongue. These errors can occur at the levels of pronunciation, grammar, and other aspects of language that are referred to as interference. Derakhshan and Karimi (2015) claimed that second-language learners typically use the structures of their native tongue when trying to write or speak in the target language. Numerous errors are made in the L2 when the structures are dissimilar, indicating that the first language is interfering with the second. Additionally, Lekova (2010) noted that the major cause of interference is communication between two language systems. Particularly in subordinate bilingualism, where the foreign language is less mastered compared to the mother tongue. In this situation, the native language controls and impacts the second language, resulting in interference. This connection is the subject of research in psycholinguistics and linguistics. He described linguistic interference from two distinct perspectives. Interference is the negative transmission of habits, behaviours, and capabilities from the native tongue or another language to a new language, from the perspective of psycholinguistics. From the perspective of linguistics, interference is a connection or a shift in language forms and structural elements that seems to be a linguistic aberration in both spoken and written language. To put it simply, language interference is the transition of some features of the native language to the target language. As noted by Jafarova (2020), there are numerous approaches to categorising types of interference, but when the source of the interference is considered, two main types of interference can be distinguished:

"interference of the native language and interference of a foreign language, or "inter-language (external) interference" and "intra-language (internal) interference." Lekova (2010) presented them in the following manner: Initially, interlanguage interference is evident when learners make errors in oral and written foreign language expression, transferring language habits from the native to the foreign language and therefore disregarding foreign speech rules. Second, intralanguage interference arises when learners make errors as a result of prior linguistic knowledge and habits in the foreign language. Iqbal (2016) presented another type of interference which is interlingual interference. It occurs when the first language's habits or linguistic features are transferred to the second language system. This can happen in several ways, such as through pronunciation, grammar, vocabulary, and syntax. Iqbal presented two distinct types of interlingual interference. The first type involves the interference of the first-language items with the second-language items, where both possess certain similarities. The second type of interlingual interference involves the interference of L1 items in L2 items that do not possess similarities. This occurs when the learner's first language habits or patterns are applied to the second language, even though they are not relevant or applicable.

Lekova (2010) stated that interference occurs at all levels of language, including the phonetic, grammatical, and lexical levels:

❖ **Phonological or Phonic Interference:** Weinreich (1979) introduced the first type of interference known as phonic interference. It occurs when bilingual speakers try to use their L2 and then perceive and produce sounds based on their L1. Phonic interference can be particularly problematic for English as a foreign language (EFL). Lekova (2016) confirmed that phonetic interference influences the inaccurate pronunciation of phonetic sounds in a foreign language as a result of the presence of various phonetic structures from the perspective of the first language. He added that the most typical mistakes made by second language learners are the loss of differentiation between open and closed

vowels, as well as the articulation of long and short vowels. Delbio, Abilasha, and Ilankumaran (2018) found that the sound system of the English language can be difficult for language learners, leading to a failure to develop language skills and a lack of confidence when communicating in English. When learners encounter new sounds in English, they may try to identify them with similar sounds in their L1, and then reproduce them in English using the phonetic rules of their L1. As a result, EFL students may struggle with proper pronunciation in English and have difficulties understanding spoken English. This may have negative consequences for their language learning and their ability to communicate effectively in English.

- ❖ **Grammatical Interference:** Grammatical interference is a common type of language interference. It may affect the accuracy and clarity of the learners' communication in the second language. It occurs when the learner's first-language grammar habits or structures affect the grammar of the second language. This can happen in two ways: morphological interference and syntactical interference. On the one hand, morphological interference refers to the influence of the learner's first language on the morphology (word formation) of the second language. Specifically, the learner may absorb affixes (prefixes, suffixes, or infixes) from their first language and use them inappropriately in the second language. Syntactical interference, on the other hand, refers to the influence of the learner's first language on the syntax (sentence structure) of the second language. This can result in errors such as incorrect word order, subject-verb agreement, or tense usage (Weinreich, 1979; Sarfraz et al., 2016; Hikmah et al., 2021).
- ❖ **Lexical Interference:** As mentioned in Weinreich's book, lexical interference happens when a person's native language vocabulary affects the vocabulary they use in their second language. There are numerous subtypes of lexical interference according to Thorovsk's classification (2009, as cited in Hudaib, 2022). First, there is surface lexical

interference or false friends. It occurs when a word in the native language looks similar to a word in the second language, but they have different meanings. Second, semantic interference occurs when two words in different languages have similar meanings but are not exact translations of each other. Third, idiomatic interference arises when an idiom in the native language is translated word-for-word into the second language, resulting in an incorrect meaning. Fourth, interference in collocation takes place when certain words in a phrase or sentence are used together differently in the native and second languages. Finally, but never to say least importantly, cultural interference takes place when cultural differences between languages make it difficult to accurately translate certain words or phrases.

In conclusion, language interference occurs when features of a person's native language are transferred to a foreign language, resulting in errors at various levels of language. To overcome interference, learners need to recognize and understand the potential sources of interference and implement effective language learning strategies to minimize its impact.

1.1.5.2. Approaches to How the Native Language Interferes in the Learning of a Second Language. Approaches to how the native language interferes in the learning of a second language have been a topic of interest in second language acquisition research for decades. Three main approaches are stated below:

❖ **Language in Contact:** Weinreich (1979) and Versteegh (2001) mentioned in their books that when languages are in contact, they can influence each other in various ways, leading to interference. Versteegh (2001) gave an example of how people who speak Arabic as their native language and are learning English may transfer Arabic phonetic patterns into their English speech, leading to errors or difficulties. He mentioned that Arabs suffer especially from phonological, morphological, syntactic, and grammatical influences.

These impacts are particularly detrimental to Arabs due to the big difference between the Arabic and English linguistic systems. Sarfraz et al. (2016) added that contact between bilinguals can result in a variety of outcomes. These results include the adaptation of pronunciation characteristics, the transformation of grammar, or the borrowing of words. In addition, depending on how much they communicate, how similar their languages are, and other factors like politics, a completely new language might even develop.

- ❖ **Contrastive Analysis (CA):** Saville-Troike (2006) said that contrastive analysis (CA) is an approach to SLA that involves predicting and clarifying learner issues based on similarities and contrasts between L1 and L2. It was heavily influenced by structuralism and behaviourism, and its goal was to increase efficiency in L2 teaching and testing. CA focuses on the surface forms of both languages, and a "bottom-up" priority for analysis is expressed as a priority for language learning. It is assumed that language acquisition involves habit formation in a process of stimulus–response reinforcement. The theory of SLA states that there will be a transfer of elements acquired in L1 to the target L2. CA involves analysing L1 and L2 at each level and sequencing the L2 structures in order of difficulty. According to Wong and Dras (2009), CA shows that challenges in learning an L2 are caused by distinctions between the second language and the learner's native language. In this way, errors that second-language learners may make are anticipated due to interference from their mother tongue. This provides a rationale for constructing language lessons that focus on structures that need attention and practice. Despite that success, the CA approach of the 1940s-1960s was not adequate for SLA due to its inability to explain the logical problem of language learning. It was not validated by evidence from actual learner errors, and its instructional materials were language-specific and unsuitable for use with speakers of different native languages. However, its analytic

procedures have been usefully applied to descriptive studies and translation, and there has been a revival and revision of CA procedures (Wong & Dras, 2009).

- ❖ **Error Analysis (EA):** EA is the first approach to SLA that focuses on learners' creative ability to construct language rather than on idealised linguistic structures. It largely replaced CA by the early 1970s due to developments such as the fact that the predictions made by contrastive analysis did not always match the actual errors made by language learners, the shift to mentalism in explanations of language acquisition, and the separation of issues in SLA from pedagogical concerns (Saville-Troike, 2006). Heydari and Bagheri (2012) said that, according to error analysis, the mother tongue can interfere with second language learning. It causes learners to make errors when producing or comprehending the target language. However, the L1 is not the only source of error. In a study made by Krashen (1981), Krashen declared that the empirical examinations of errors committed by second-language learners revealed that many errors are not attributable to the first language's structure but rather are typical of second-language performers from various linguistic backgrounds. He added that, when it comes to error analysis, it is argued that other sources of inaccuracy should be taken into account in addition to the first language. However, the results indicated that the impact of the first language on second-language performance is remarkably consistent with those in other, seemingly unrelated fields and that they add to a coherent theoretical framework for second-language learning and performance.

Overall, while there are different approaches to understanding how the native language can interfere with second language learning, it is clear that a nuanced and multi-faceted approach is necessary to understand this complex phenomenon.

To conclude, the first section explored important aspects concerning language interference in second language acquisition. The second section aims to particularize the interference of the mother tongue on English pronunciation. It involves how the NL may influence the pronunciation of the TL.

Section Two : The Interference of the Mother Tongue in English Pronunciation as a Second Language

It is essential for EFL teachers and learners to be aware of the potential effects of mother tongue interference in pronunciation and to develop strategies for overcoming these challenges to improve overall language proficiency. This section examines the concept of language interference in second language acquisition and how the mother tongue can affect English pronunciation. It has been shown that native language plays an important role in EFL learners' ability to acquire accurate pronunciation. Additionally, it highlights the differences between Arabic and English at the phonological and phonetic levels, which may pose challenges for EFL learners.

1.2.1. Second Language and Pronunciation

1.2.1.1. Definition of Pronunciation. Syafitri et al. (2018) defined pronunciation as an element of speech that focuses on how people pronounce words and hear sounds. He added that pronunciation plays a significant role in English as a Foreign Language, particularly in communication, as a sub skill of speaking. Dhillon (2016) recognized pronunciation as a key skill that students should learn primarily because it may influence accuracy and comprehension. In Dhillon opinion, many English language learners struggle greatly with pronunciation. Furthermore, he suggested that to develop students' pronunciation skills, it is crucial to place a strong emphasis on teaching good pronunciation, which includes identifying and correcting pronunciation problems. Nurman (2021) explained further that

when studying pronunciation, phonological knowledge is a part of it that cannot be removed. Phonological knowledge describes the features of sound production and the sound system that are unique to a certain language. In other words, phonetic and phonological knowledge are two components of phonological knowledge. Bishr (2000) stated that phonology is the study of the functions of sounds and their significance in language. This leads to the establishment of rules and systems that categorise these sounds based on their functions in linguistic structure. Saville-Troike (2006) agreed that phonology is the study of the sound system of a language. He pointed out that it comprises phonemes (meaningful speech sounds), various sequences of consonants and vowels (syllable structure), intonation patterns (stress, pitch, duration, and tone) in words, and rhythmic patterns (pauses and stops).

- ❖ **Phonemes:** Lado (1957) presented the phoneme as a complicated component of the language structure. It differentiates one word from another. On the other hand, Roach (2010) said that phonemes occur in all languages. They are represented by a small number of frequently used sounds, which are vowels and consonants. He continued by saying that learning English pronunciation in terms of phonemes instead of alphabetic letters is crucial.
- ❖ **Syllable:** According to Becher (2000), Duanmu (2010c), and Roach (2010), the term syllable does not have a specific meaning. It is considered as the smallest phonetic unit of a word which is larger than a sound and smaller than a word. A syllable is often defined as a unit of sound that consists of a vowel sound or a vowel sound with one or more consonant sounds.
- ❖ **Intonation:** According to Roach (2010), speech has intonation as a part of it. It is the ability to express meaning using voice pitch. Furthermore, Hasan (2018) introduced intonation as the word used to describe changes in pitch, tone, and inflection that occur at the sentence level during a speech. Additionally, it can be used to convey a variety of

intended meanings, including those of inquiry, demand, command, rage, satisfaction, joy, amazement, astonishment, excitement, and longing.

- ❖ **Stress:** Hasan (2018) defined stress as an increase in the clarity of one part of a word over the rest of its parts. This means that there is a syllable in the word that is pronounced with greater emphasis than its counterpart in the same word. Roach (2010) added that stress is one component of speech that can be thought of as the relative strength of a syllable.

On the other hand, Nurman (2021) stated that the study of phonetics focuses on the speaker's physical production of sounds in speech. As Bishr (2000) added, the science of phonetics is classified depending on the process of speech production and pronunciation, the nature of the sounds as physical spoken events, or their specific functions in the structure of language. It is studied in three branches: articulatory phonetics, acoustic phonetics, and auditory phonetics. The first branch looks at how these sounds are produced. The second branch considers the vibrations created by these sounds in the air. The third branch examines the impact of these effects on the listener's ear. Using sound equipment, laboratory or experimental phonetics tests the results of the first three branches.

Finally, Lado (1957) asserted that when people acquire a foreign language, they tend to transmit their complete first-language sound system. They also tend to transmit their phonemes and variations such as stress and intonation patterns with other phonemes to the target language. He also underlined the necessity of comparing native and foreign sound systems to anticipate and describe the pronunciation issues facing speakers of one language while learning another.

1.2.1.2. The Importance of Pronunciation in Second Language Acquisition. Ma (2015) said that the majority of English language instruction focuses on helping students become more proficient speakers. Vocabulary, grammar, formulaic expressions, pronunciation, and many other areas are often covered in this training. The most noticeable

aspect that people notice when a speaker of a second language (L2) starts speaking is pronunciation. Dhillon (2016) recognized pronunciation as a key skill that students should learn primarily because it may influence accuracy and comprehension. In his opinion, many English language learners struggle greatly with pronunciation. Furthermore, he suggested that to develop students' pronunciation skills, it is crucial to place a strong emphasis on teaching good pronunciation, which includes identifying and correcting pronunciation problems.

1.2.1.3. Factors Affecting the Pronunciation of English as a Second Language.

Learning English as a second language can be a challenging task, especially when it comes to acquiring language skills such as pronunciation. One of the major factors affecting English pronunciation for non-native speakers is their native language. According to Selinker (1972), a student's mother tongue has the greatest impact on their pronunciation. As Dhillon (2016) confirmed, learners often bring their native accents into the English classroom, and this can make it difficult for them to sound like native speakers. Kenworthy (1987) identified six main aspects affecting English pronunciation. They are summarized as follows.

- ❖ **The Native Language:** Kenworthy (1987) claimed that the fact that a foreign language has some of the sound characteristics of the learner's original language amply illustrates the importance of the native language in learning to speak English. They are frequently clear enough to allow both experts and untrained people to determine where someone is from. A particular language can be hinted at by just one or two characteristics in someone's spoken English. There has been a lot of research comparing the sound systems of English and other languages and predicting the issues and challenges that learners would face because of the important role that the native language plays. This holds not only for the individual sounds but also for sonic mixtures and acoustic characteristics like rhythm and intonation. To put it simply, the more variances there are, the greater difficulty pronouncing English the learner will have.

- ❖ **The Age Factor:** Kenworthy (1987) said that we frequently presume that someone who pronounces a second language fluently began learning it as a child. In contrast, even if someone doesn't start learning a second language until they are an adult, their accent will never sound like a native speaker's, even though other elements of their language, like grammar or vocabulary, may be indistinguishable from a native speaker's. These theories appear to be reinforced by the numerous instances of people who acquire fluency in a second language yet retain a foreign accent even after residing in the host nation for a considerable amount of time.
- ❖ **The Amount of Exposure:** Kenworthy (1987) viewed that it can be easy to assume that this just depends on whether the student resides in an English-speaking nation or not. If so, the speaker is constantly exposed to English, which should have an impact on pronunciation abilities. There is no such advantage if the student does not reside in an English-speaking environment. However, we cannot merely discuss residence. Although many students reside in an English-speaking nation, they spend most of their time in non-English-speaking environment (for example, a language other than English is used at home). On the other hand, many individuals who reside in non-English-speaking nations do, nonetheless, use English in many aspects of their lives, including their job and school. It might be challenging to determine the exact amount and type of exposure an English learner has gotten in such complicated bilingual and multilingual contexts. However, Kenworthy declared that it is not just exposure that counts, but also how the student reacts to chances to hear and use English. He examined the accuracy of pronunciation between residents of English-speaking nations and those who do not, and it appears that exposure, while undoubtedly a contributing factor, is not a prerequisite for the development of pronunciation skills.

- ❖ **Phonetic Ability:** Kenwothey (1987) assumed that there is a widespread belief that certain people could hear foreign languages better than others. The terms "aptitude for oral mimicry," "phonetic coding capacity," or "auditory discrimination ability" have all been used to describe this ability. Researchers have created tests that assess this aptitude and have shown that some people are better than others at distinguishing between similar sounds and/or mimicking them effectively. Everyone possesses this fundamental skill unless they suffer hearing loss; otherwise, they wouldn't have picked up the sounds of their native tongue. So, training has an impact on acquiring English pronunciation. The topic of whether particular types of learners—poor discriminators and good discriminators—benefit from various training modalities is far more intriguing. According to one study, people with strong phonetic skills benefit from pronunciation drills, which are exercises in which the learner must repeatedly duplicate certain sounds. Their intrinsic abilities allow them to take advantage of all the chances to contrast what they are doing with the suggested model. Drills don't seem to help bad discriminators. In fact, it appears that drills force their attempts to stabilize before they are able to produce a sound accurately. This appears to be a factor that is mostly outside of the teacher's control due to the complexity involved. Teachers can only work under the presumption that their students are equipped with the essentials and offer a choice of projects to accommodate their different learning styles and skill levels.
- ❖ **Motivation and Concern for Good Pronunciation:** Kenwothey (1987) showed that some students are more self-conscious about their pronunciation than others. This worry is frequently expressed in complaints about how poorly others pronounce things, requests for correction, and many pauses in a speech intended to elicit feedback on pronunciation correctness. Even the mentality of "I don't want to say it if I can't say it right" may reflect a reluctance to talk. A kind of "achievement motivation" is the desire to do well. On the

other hand, learners will not be motivated to do it effectively if they do not care about or understand the value of a certain work. Learners might also be careless if they are just unaware of the difficulties, annoyances, or misunderstandings their speech causes for the listener.

- ❖ **Attitude and Identity:** Kenworthy (1987) suggested that aspects such as a person's sense of identity and sentiments of group connection play a significant role in determining whether they learn to pronounce a foreign language correctly. Native speakers of a language may react to various accents of their language depending on their personal attitudes and experiences. Some may find accents from different regions or countries charming or interesting, while others may find them difficult to understand or even irritating to better understand the meaning of these terms and the function of such characteristics. FL learners may differ widely, with some seeming to be quite receptive and starting to modify their accents practically as soon as they step off the plane. Adulating and imitating the partner's speech patterns is a subtle way to express positive thoughts towards them and may catalyse an accent change. The most important details to consider when discussing a foreign language are the time spent in the new location, the person's group affiliation, and how they pronounce the language. These factors can contribute to accent change as well as to the language learners' willingness to integrate into the new speech community. It has been demonstrated that language learners who express good attitudes towards native speakers tend to acquire more accuracy and sound more native. The relationship between these positive emotions and their integrative motivation has also been established (Kenworthy, 1987).

To conclude, various factors affect English pronunciation for non-native speakers, and the most significant one is their native language, as it influences sound characteristics and pronunciation habits. The age factor, exposure to English, phonetic ability, motivation and

concern for good pronunciation, and attitude and identity also play crucial roles in English pronunciation development. EFL Teachers can consider these factors while designing language learning materials and activities to address their students' specific needs and help them achieve their language goals.

1.2.2. Overcoming Mother Tongue Interference

According to Kenworthy (1987), helping students perceive sounds is a part of the teacher's responsibility. Learners have a greater tendency to compare the sounds of English to those of their mother tongue. Lekova (2010) proposed several strategies for instructors to prevent and overcome interference mistakes produced by their learners during instruction.

- Teachers must be fluent in both their mother tongue and their second language. As a result, they will be aware of the mother-tongue interference and will take appropriate action.
- Teachers must consider the characteristics of the native language system and typical mistakes in particular foreign language learning when preparing course books or educational resources. Then, they produce a list of errors categorised by instructional stage and kind of speech activity (spoken or written).
- Teachers must use an acceptable progress evaluation technique in their instruction.
- Teachers must develop a system that includes activities for overcoming interference mistakes, such as exercises using various prepositional verbs, exercises in which nouns change meaning based on number and gender, and exercises in which nouns in the foreign language only have singular forms, which correspond to plural nouns in the native language, and conversely.

Saville-Troike (2006) emphasized that mastering English pronunciation is extremely difficult. Pronunciation is a challenging aspect of language learning that requires consistent effort, practice, and feedback to improve.

1.2.3. The Differences Between Arabic and English at the Phonological and Phonetic Levels

Dhillon (2016) claimed that the more the native language's sound characteristics vary from those of English, the more learners experience difficulty pronouncing the English language. Algerian Arabic is the mother tongue of the majority of the Algerian people and is a colloquial Arabic used for everyday life situations and interpersonal interactions. It is unwritten but can be written in Arabic script (Mokhtar, 2018). In terms of linguistic systems, the English language is completely different from the Arabic language. Both are descended from two common families. English is a descendant of the Germanic subfamily of Indo-European languages, while Arabic is a descendant of the Semitic family. They differ in terms of phonology, morphology, syntax, and semantics (MD Yeaqub, 2018). MD Yeaqub further stated that there are a number of general distinctions between English and Arabic:

- They are two distinct languages.
- Each language has its own alphabet. The Arabic alphabet contains 28 letters, whereas the English alphabet contains 26.
- Arabic is spoken and written from right to left, whereas English is written and spoken from left to right.
- Certain Arabic letters and sounds do not exist in English. The same as ض ص خ ح ط ظ ع غ ق.
- Arabic does not have the English sounds /p/ and /v/.
- The Arabic sentence might or might not include a verb.
- In English, the standard word order is (subject, verb, object), but in Arabic, the standard word order is (verb, subject, object).
- Most Arabic nouns have separate variants for male/female and singular/plural.

- On the one hand, the 26 letters of the English alphabet are typically written from left to right in the same sequence. This sequence is called "alphabetical order" starting from the letter A and ending with the letter Z. On the other hand, the Arabic script as it is standardised for writing the Arabic language is known as the Arabic alphabet (Arabic: 'abjadiyyah 'arabiyyah أبجدية عربية). It has 28 letters and is written in cursive from right to left.

Furthermore, MD Yeaqub (2018) specified the differences between the English language and the Arabic language at the phonetical and phonological levels.

1.2.3.1. English Vs Arabic Consonants. Several studies have mentioned the consonant inventory of the English language, which is made up of 21 consonants represented by the letters B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, and Z (Roach, 2010; Szczegielniak, 2015a; MD Yeaqub, 2018; Chuhan et al., 2020). In contrast, the Arabic language has its own set of consonant sounds, represented by the letters ا (همزة القطع), ب, ت, ث, ج, ح, خ, د, ذ, ر, ز, س, ش, ص, ض, ط, ظ, ع, غ, ف, ق, ك, ل, م, ن, ه, و (like in the word: ولد), ي (like in the word: بيت) (Bishr, 2000). Concerning the English language, Szczegielniak (2015a) determined that consonants are vocal tract sounds. They are generated with constraints or closure. He classified these sounds according to their place and manner of articulation, in addition to the voicing, which is similar to the Arabic language, according to Bishr (2000). First, consonants are divided into different categories depending on where in the vocal tract the airflow is blocked. Szczegielniak and Bishr identified the following as the main points of articulation:

- Bilabial sounds: They are created by pulling both lips together. English bilabials are /p/, /b/, and /m/, while Arabic bilabials are /b/ and /m/.

- Labiodental sounds: They are created by pressing the lower lip against the upper teeth. English labiodentals involve /f/ and /v/, while Arabic involves /f/. Actually, there is no /v/ sound in the Arabic language.
- Interdental sounds: They are created when the tongue tip is inserted between the teeth. Interdentals are /θ/ and /ð/ in both English and Arabic, in addition to "ḏaa" /ظ/ in Arabic, which does not exist in the English language.
- Alveolar sounds: They are /t/, /d/, /n/, /s/, /z/, /l/, and /r/ in English, and /t/, /d/, /l/, /n/, "Tha"/ط/, /ض/ "Dha" in Arabic.
- Gingival sounds: this is a distinct category for Arabic sounds. It includes /t/, /s/, /z/, and /ص/ "Saa" These sounds are pronounced with the back of the tongue against the gums or the roof of the mouth. It is worth noting that the pronunciation of alveolar and gingival sounds is very similar, to the point where it can be difficult to distinguish between them. However, the latter sound's pronunciation is different from the former sound.
- Palatal sounds: They are created by elevating the tongue's front portion towards the palate. English palatals are /ʃ/, /ʒ/, /tʃ/, /dʒ/, and /j/, in comparison to Arabic, which involves only /dʒ/, and /ʃ/.
- Mid-palatal sounds: These are sounds that are pronounced with the middle of the tongue against the hard palate. Mid-palatal sounds in Arabic include "yaa", "ي", or /j/.
- Velar sounds: They are created by lifting the rear of the tongue towards the velum or soft palate. English velars are /k/, /g/, and /ŋ/.
- Farthest back sounds: This refers to a group of Arabic consonants that are articulated with the back of the tongue against the farthest point in the hard palate, near the border with the soft palate. It includes /k/, "waa" /w/, "khaa" /خ/, "gha" /غ/.

- Uvular sounds: They are created by bringing the rear of the tongue up to the uvula. /r/ is the only uvular sound in English. They are not part of the Arabic sound system.
- Pharyngeal sounds: They are created by articulating the back of the tongue with the pharynx. It includes "qaa" /ق/ which is a unique sound in Arabic and not present in English.
- Glottal sounds: They are created by preventing air from passing through the open glottis. /h/ is the only glottal consonant in English, whereas there are /ħ/ and /h/ as glottal consonants in Arabic.

The places of articulation are clarified in the figure below:

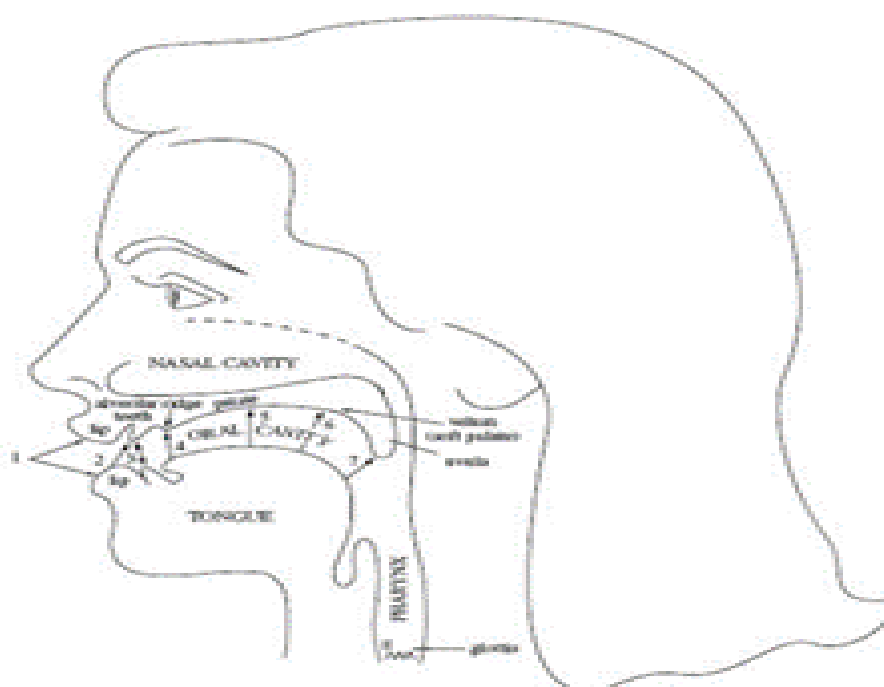


Figure 1: The vocal tract. Places of articulation: 1. bilabial; 2. labiodental; 3. interdental; 4. alveolar; 5. (alveo)palatal; 6. velar; 7. uvular; 8. glottal.

Figure 1: Consonants: Place of Articulation (Szczegielniak, 2015a, P.13)

Second, Roach (2010) and Dhillon (2016) divided consonants depending on how they are articulated into different categories:

- Plosives (also known as stops): They are consonants produced by completely stopping the airflow in the vocal tract and then releasing it suddenly in an exposure. The

English language includes /p/, /b/, /t/, /d/, /k/, and /g/ as plosives; while Arabic includes hamza /أ/, qaaf /ض/, /ط/, /ق/, /د/, /ت/, /ك/, and /ب/.

- **Fricatives:** They are consonants produced by forcing air through a narrow channel in the vocal tract, creating rapid airflow that produces a hissing or buzzing sound. It includes /f/, /v/, /s/, /z/, /ʃ/, /ð/, /θ/ and /ʒ/ as English fricatives. On the other hand, Arabic fricatives: They are gha /غ/, khaa /خ/, /ظ/, /ص/, /ح/ Ha, /h/, /ð/, /s/, /z/, /ʃ/, /θ/, and /f/.
- **Affricates:** They are a mixture of a plosive and a fricative. They begin with a stop and end with a fricative. They include the English /tʃ/ and /dʒ/, the Arabic /dʒ/ or /ج/.
- **Nasals:** They are consonants that are produced by directing air through the nasal cavity while blocking the oral cavity. They include /m/, /n/, and /ŋ/ in English and /m/ and /n/ in Arabic.
- **Laterals:** In English, the lateral consonants include /l/ (as in "love"), which is a clear lateral or lateral approximant, pronounced by allowing the air to flow over the sides of the tongue, and the dark /ɫ/ (as in "feel"), which is pronounced with the back of the tongue raised towards the velum. In contrast to Arabic, the lateral consonants include just /l/ or /ل/, which is a clear lateral.
- **Approximants:** These sounds are produced by narrowing the vocal tract but not enough to create turbulence, resulting in a smooth, flowing sound. English approximants include /w/, /j/, and /r/. It is worth mentioning that the consonants /w/ and /j/ in earlier works on phonology were known as semi-vowels, which are phonetically like vowels because they can function as the nucleus of the syllable, but they are phonologically like consonants. In addition, in earlier works on phonology, they were known as semi-vowels.

- Semi-vowels: Arabic semi-vowels are wa /w/ /و/ and ya /ي/ /j/, similar to English semi-vowels.
- Rolled consonants: They are produced by rapidly vibrating the tongue against the alveolar ridge. It includes only the Arabic consonant /r/.

Third, English consonants are divided into voiceless and voiced sounds, depending on the vocal cords vibration during their pronunciation. Voiceless sounds are produced when the vocal cords are created to let air move easily down the throat. While voiced sounds are created when the vocal cords are connected and vibrate while air passes through. They are classified in the following table:

Table 1: English and Arabic voiced and voiceless consonants (MD Yeaqub, 2018, P. 96–97)

English		Arabic	
Voiceless Consonants	Voiced Consonants	Voiceless Consonants	Voiced Consonants
	/b/	/ʔ/	/b/
/f/	/d/	/f/	/d/
/θ/	/g/	/t/	/ḍ/
/s/	/v/	/ṭ/	/m/
/ʃ/	/n/	/θ/	/n/
/h/	/ŋ/	/s/	/l/
/p/	/l/	/ṣ/	/r/
/t/	/r/	/ʃ/	/ɛ/
/k/	/ʒ/	/h/	/ɣ/
/tʃ/	/ð/	/k/	/y/
	/z/	/q/	/w/
	/j/	/ħ/	/ð/

	/w/ /dʒ/	/x/	/ð./ /z/ /dʒ/
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As shown in the table 1 above, there are no consonant sounds like /p, tʃ, g, v, ŋ, ʒ / in Arabic. At the same point, English does not have the Arabic sounds /Tha, Saa, qaa, Ha, Dha, Aa, ða/ (MD Yeaqub, 2018). The author further explained that the most important Arabic, English, voiced, and voiceless sounds are that English voiceless plosives (/p, t, k/) are aspirated in the initial position, but when they occur between vowels, their aspiration may be less noticeable or even absent in English. In English, the phonetic patterns arise from physical restrictions and natural patterns, while in Arabic, the vocal preference is voiced /d/ instead of voiceless /t/ in the past tense of regular verbs. Additionally, English /w/ is voiced bilabial, while Arabic /w/ is voiced labio-velar. These details are important because they demonstrate the influence of the mother tongue on the target language.

According to several studies (Bishr, 2000; Roach, 2010; Alkhoushi, 2015; and MD Yeaqub, 2018), although English and Arabic phonemes share a lot of similarities, there are numerous English consonant pairs that do not translate well to the collection of Arabic phonemes. For example, English has many consonant pairs such as /p/ and /b/, /t/ and /d/, /k/ and /g/, which are distinguished from each other by their voicing. These pairs do not exist in Arabic as separate phonemes. In Arabic, there are different consonant sounds that are distinguished by other features such as the place and manner of articulation, such as the distinction between /t/ and /θ/ or between /k/ and qaa /ق/. This lack of overlap in consonant sounds can pose difficulties for Arabic speakers learning English, as they may have difficulty distinguishing between these English consonant pairs that do not exist in their native language or producing them accurately. Additionally, in English, it is common to have

multiple consonants that appear together in a single syllable, known as consonant clusters. For example, the word "strengths" has five consonants in a row. This is not as common in Arabic, where there are generally fewer consonants in each syllable. Although this problem can cause problems with auditory comprehension, the biggest problems arise with pronunciation.

In conclusion, the phonological and phonetic differences between Arabic and English can pose significant challenges for Arabic speakers learning English. The differences in the sound systems of the two languages, such as the absence of certain consonant pairs in Arabic and the prevalence of consonant clusters in English, can result in difficulties with pronunciation and auditory comprehension. Therefore, it is important for language learners and educators to be aware of these differences and to provide targeted instruction and practice to help learners overcome these challenges. By understanding the unique features of both languages, learners can develop effective strategies to improve their English pronunciation and communication skills.

1.2.3.2. English Vs Arabic Vowels. MD Yeaqub (2018) mentioned that there are several differences between English and Arabic vowels. They differ in terms of numbers; English has 20 vowel sounds, while Arabic has six vowel sounds. They also differ in their distribution. Certain vowels are unique to each of them. He added that English vowels are represented by the sounds /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ʊ/, /ɒ/, /i:/, /ɜ:/, /ɑ:/, /u:/, /ɔ:/, /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, /aʊ/, /ɪə/, /eə/, /ʊə/. Meanwhile, Bishr (2000) indicated that Arabic short vowels are "fatha", "kasra", and "damma," indicated in writing by traditional diacritic marks as "◌َ" respectively and pronounced as /a/, /i/, /ʊ/. In addition, Arabic long vowels, also known as "madd letters" or "madd and lain letters," are indicated in Yeaqub's article by the addition of a hamza or the letters "alif," "ya," or "wa." These vowels are pronounced as /aa/, /ii/, and /oo/. Despite all these differences, both English and Arabic vowels are classified into short and long vowels

(Bishr, 2000; Roach, 2010; MD Yeaqub, 2018). Roach (2010) and Yeaqub, (2018) added two other categories, which are diphthongs and triphthongs. Roach defined diphthongs as sounds that comprise a shift or glide from one vowel to another. Furthermore, he defined triphthongs as quick and uninterrupted transitions from one vowel to another and subsequently to a third one. These categories are clarified in the table below:

Table 2: English and Arabic vowels (MD Yeaqub, 2018, P. 102)

The vowels	English	Arabic
Short	ɪ, e, æ, ə, ʌ, ʊ, ɒ	i, a, u
Long	i:, ɜ:, ɑ:, u:, ɔ:	ii, aa, uu
Diphthongs	eɪ, aɪ, ɔɪ, əʊ, ɑʊ, ɪə, eə, ʊə	aw, ay
Triphthongs	eɪə, aɪə, ɔɪə, ɑʊə, əʊə	

Additionally, for MD Yeaqub, the pure vowels in Arabic and English are classified identically. Their classification depends upon the height and portion of the tongue, in addition to the forms of the lips.

Table 3: Classification of English and Arabic Vowels (MD Yeaqub, 2018, P. 102)

Vowels	Tongue Height			Tongue Part			Lips Shapes		
	High	Mid	Low	Front	Central	Back	Rounded	Unrounded	Spread
English	ɪ, i:, ʊ, u:	e, ə, ʌ, ɜ:, ɔ:, ɒ	æ, ɑ:	ɪ, i:, e, æ	ə, ʌ, ɜ: ɑ:	ʊ, u:, ɔ: ɒ	ʊ, u:, ɔ:, ɒ	e, æ, ʌ ə, ɜ:, ɑ	ɪ, i:
Arabic	i, ii, u, uu		a, aa	a, i, ii	Aa	u, uu	u, uu	a, aa	i, ii

MD Yeaqub demonstrated in Table 3 how vowels are divided into categories based on the height and area of the tongue as well as the shapes of the lips. First, depending on the tongue height, English and Arabic vowels are classified as: Arabic close vowels are /i, ii, u, uu/ while English close (high) vowels are /ɪ, i:, ʊ, u:/. Unlike Arabic which has no mid vowels, English possesses the following mid vowels (between half-close and half-open): /e, ə, ʌ, ɜ:, ɔ:, ɒ/. Arabic and English both have similar open (low) vowels. They are /a, aa/ in Arabic and /æ, ɑ:/ in English. Second, English and Arabic are divided into the following categories in accordance with the portions of the tongue: Arabic front vowels contain /a, i, ii/. While English front vowels comprise /ɪ, i:, e, æ/. In contrast to Arabic, which only has one central vowel, /aa/, English has four central vowels: /ə, ʌ, ɜ:, ɑ:/. Arabic back vowels are /u, uu/, while English back vowels are /ʊ, u:, ɔ:, ɒ/. Third, English and Arabic vowels are divided into the following categories based on the lips' forms: Arabic rounded vowels include the sounds /u, uu/, whereas English rounded vowels include the sounds /ʊ, u:, ɒ, ɔ:/. Arabic unrounded vowels are /a, aa/, while English unrounded vowels are /e, æ, ʌ, ə, ɜ:, ɑ:/. Arabic spread vowels are /i, ii/ and English spread vowels are /ɪ, i:/.

In short, English and Arabic vowels are different in terms of numbers, distribution, and their symbols. However, they are classified similarly.

According to what has been mentioned before, Arabic and English have different vowel systems. Arabic has fewer vowel sounds than English. Arabic only has six vowel sounds, whereas English has many more vowel sounds, including monophthongs, diphthongs, and triphthongs. Alkhoushi (2015) showed that the difference in vowel systems can make it difficult for Arabic learners of English to accurately produce and distinguish between the different English vowel sounds. Additionally, there are some English vowel sounds that do not exist in Arabic, which can pose a significant challenge for Arabic learners when trying to produce and understand these sounds.

1.2.3.3. English Vs Arabic Stress. Hasan (2018) defined stress as an increase in the clarity of one part of a word over the rest of its parts. This means that there is a syllable in the word that is pronounced with greater emphasis than its counterpart in the same word. Roach (2010) added that stress is one component of speech that can be thought of as the relative strength of a syllable. The Arabic stress pattern, when compared to English, follows a regular and predictable pattern. However, this stress pattern does not map well onto the irregular and seemingly random stress patterns in English. Thus, the stress pattern of English syllables often appears random to Arabic speakers, creating an additional difficulty in terms of English pronunciation. In English, the stress pattern of a word is not always predictable and can vary depending on the word's origin, history, and pronunciation. On the other hand, in Arabic, the stress pattern typically follows a predictable and regular pattern. Arabic words are generally stressed on the penultimate (second-to-last) syllable. This predictable stress pattern can create difficulties for Arabic speakers when trying to pronounce English words because they may not be accustomed to identifying and reproducing the irregular stress patterns found in English (Becher, 2000; Roach, 2010; Alkhoushi, 2015).

1.2.3.4. English Vs Arabic Intonation. According to Roach (2010), speech has intonation as a part of it. It is the ability to express meaning using voice pitch. Furthermore, Hasan (2018) introduced intonation as the word used to describe changes in pitch, tone, and inflection that occur at the sentence level during a speech. Additionally, it can be used to convey a variety of intended meanings, including those of inquiry, demand, command, rage, satisfaction, joy, amazement, astonishment, excitement, and longing. Szczegielniak (2015b) added that languages with intonation, such as English and Arabic, can be used to differentiate between questions and statements and, in some circumstances, to unambiguously identify sentences. In Arabic, intonation patterns are generally characterized by a relatively even pitch and a focus on individual syllables, with the pitch often rising at the end of a sentence. In

English, the intonation pattern is much more varied, with the pitch rising and falling throughout the sentence to convey different meanings or attitudes (Becher, 2000; Roach, 2010). Syafitri et al. (2018) added that while speaking English, students only pay attention to the sounds in each word and ignore the intonation of the words. Additionally, Taibi (2017) added that the difference in intonation patterns between Arabic and English can make it challenging for Arabic speakers to learn and pronounce English with the correct intonation. This is because Arabic speakers may be accustomed to using different intonation patterns in their native language and may not be familiar with the different ways that intonation is used in English to convey different meanings or emotions.

Conclusion

In conclusion, the literature review in chapter one highlights the critical role of language interference in second language acquisition, particularly the interference of the mother tongue on EFL learners' pronunciation. The chapter has provided an overview of the concept of language interference, including its definition, types, and approaches to how the native language interferes in the learning of a second language. Furthermore, the chapter has explored the factors that affect English pronunciation and the differences between Arabic and English at the phonological and phonetic levels. Thus, overcoming language interference is crucial for EFL learners to achieve good English pronunciation. Understanding the differences between the mother tongue and the target language is also essential for EFL learners to identify areas that require more attention and practice. Overall, this literature review lays a strong foundation for the subsequent chapters of this thesis, which aim to explore the interference of the mother tongue on EFL learners' pronunciation in more detail.

Chapter Two : Research Methodology

Introduction

This research aims to investigate the interference of the mother tongue in the pronunciation of EFL learners, specifically focusing on first-year university students at Mila University Center. To achieve this aim, two quantitative data collection tools were used: a teachers' questionnaire and an observation of the students. Section one, which is the teachers' questionnaire, aims to identify the specific pronunciation problems that students face when learning English and the strategies that teachers use to help them improve their pronunciation. The findings of this section help answer the research questions and provide insights into the challenges faced by first-year university students when learning English pronunciation due to the interference of their mother tongue. In the second section, the observation aims to identify and address the problems that learners face in pronunciation due to interference from their mother tongue. The observation includes observing the pronunciation of sounds, stress patterns, and intonation of the students and identifying the most common pronunciation errors. The findings of this section help provide recommendations for developing effective language teaching and learning strategies to improve EFL students' pronunciation. Overall, these means of research provide insights into students' pronunciation challenges and strategies for pronunciation improvement.

Section One : Teachers' Questionnaire

2.1.1. Population and Sample

In this research, a sample of teachers who teach university students in the Department of Foreign Languages at Mila University Center for the academic year 2023 was selected. Teachers are the ones who know the most about their learners' obstacles, mistakes, and the best ways for them to improve their pronunciation. The sample can be appropriate for the

research study because the focus of the study is on the interference of the mother tongue in EFL learners' pronunciation, particularly for first-year university students. By selecting teachers who are actively teaching in this context, the study can gain insights into the specific pronunciation issues that arise for these learners and the methods used by teachers to address them. Additionally, the selection of a sample from the university provides a more focused and in-depth analysis of the particular challenges faced by students of English at this institution, which can inform the development of more targeted language teaching and learning strategies.

2.1.2. Description and Administration of the Teachers' Questionnaire

This study aims to investigate the perceptions of university teachers towards the impact of mother tongue interference in students' pronunciation. To achieve this objective, a questionnaire was developed and distributed randomly to a sample of 17 university teachers of English as a foreign language at Mila University Center. According to Moore (1983), questionnaires are the most commonly used research method in research work. A questionnaire is extremely flexible and can be used to gather information on almost any topic from large or small numbers of people. The teachers' questionnaire is a research instrument designed to gather information about university teachers' opinions on various aspects related to the interference of the mother tongue in learners' pronunciation. It was chosen as a beneficial research tool because questionnaires can be standardised to ensure reliability and comfort for participants when answering sensitive questions anonymously. The questionnaire consists of 20 questions, which were divided into four (04) sections. They cover different aspects related to the interference of learners' mother tongue in second language acquisition, obstacles facing first-year students in speaking, and strategies to improve learners' pronunciation. The first four questions in section one aim to collect general information about the teacher, such as academic qualifications, teaching experience, and modules taught. The

following three questions in the second section explore the teacher's views on the impact of learners' mother tongue in general language aspects and the factors leading to language interference. Moreover, the questions in the third section are specific questions about the interference of the Arabic language with English pronunciation. It also includes questions about the teachers' perception of learners' pronunciation level, their correction practices, and their opinion on the role of the first language in learners' pronunciation mistakes. Furthermore, it asks about specific consonant and vowel sounds, diphthongs, and triphthongs that teachers think students commonly mispronounce due to their mother tongue interference. Additionally, the questionnaire explores the frequency of stress placement mistakes made by first-year students while speaking. Lastly, section four provides a space for teachers to suggest effective strategies to overcome the interference of the learners' first language and improve their pronunciation.

The submission process of the teachers' questionnaire for the dissertation involved using Google Forms to collect responses from a random group of university teachers at Mila University Center. The questionnaire was sent via email randomly to these teachers, allowing for a diverse representation of experience and perspectives. Out of the total number of teachers who received the questionnaire, 17 responded and provided their valuable insights. The questionnaire was distributed as a Google Form via the following link:

<https://docs.google.com/forms/d/1g0jWK5Fd4EDwDLHegVwhgnv2ecQaCPMNjMOA-D-PAIN8/prefill>

2.1.3. Data Analysis and Interpretation

The questionnaire contains various questions related to the teachers' qualifications, teaching experience, and their perceptions towards the impact of mother tongue interference on students' pronunciation. This section presents the analysis of the data collected from the questionnaire. The findings of this study can provide valuable insights into the challenges that

university teachers face when teaching pronunciation and can help inform the development of more effective teaching strategies. The gathered data is presented in the following figures:

2.1.3.1. Section One: Background Information (Q1-Q4).

Q1. What are your academic qualifications?

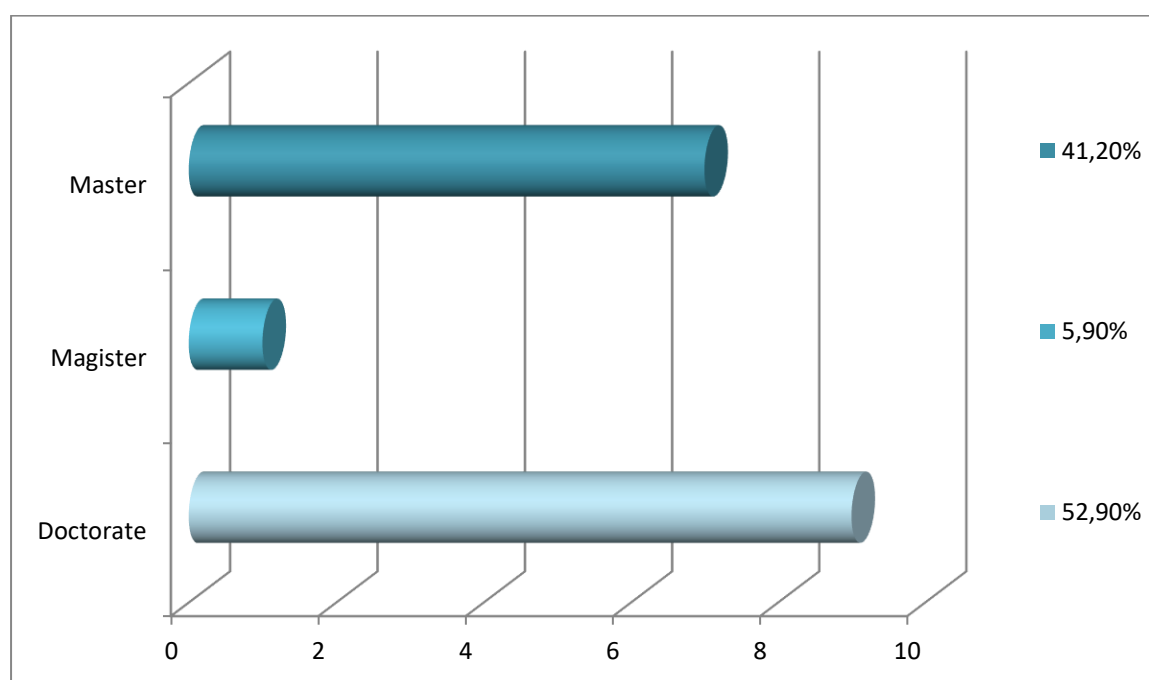


Figure 2: Teacher's Academic Qualification

The figure showed the percentage of teachers who hold different levels of academic qualifications: Master, Magister, and Doctorate. Based on the data above, it can be observed that the highest percentage of the teachers have a doctorate degree, which accounts for 52.90% of the total. Master's degree holders represent 41.20%, and those with a Magister degree make up only 5.90%. It can be concluded that the majority of teachers hold a doctorate degree. This may indicate a strong commitment to academic excellence and expertise at the university.

Q2. For how long have you been a university teacher?

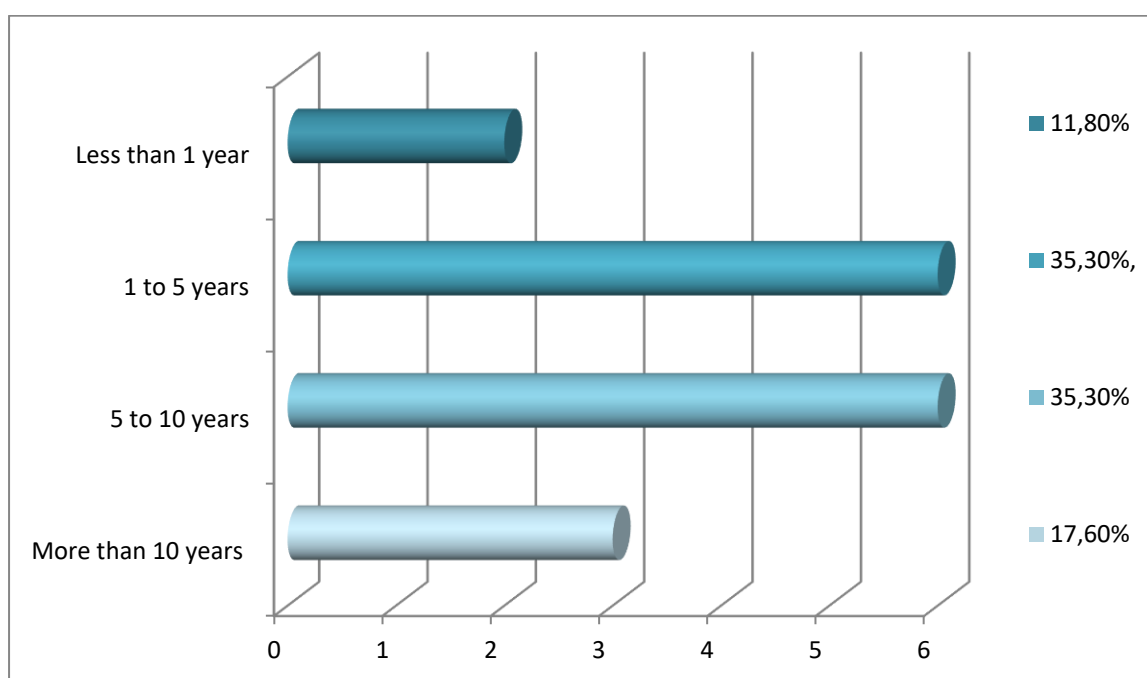


Figure 3: Teachers' Experience as University Educators

The data shows that the highest percentage of teachers 35.30% have been teaching for 1 to 5 years, followed by another 35.30% who have been teaching for 5 to 10 years. Additionally, there is a significant percentage of experienced teachers 17.60% who have been teaching for more than a decade. However, a small percentage of university teachers 11.80% have been teaching for less than one year. Based on the data provided, it can be concluded that the surveyed teachers have a varied range of experience in teaching and may bring different perspectives to their teaching of different language skills, including pronunciation. A significant proportion of the surveyed teachers have several years of experience in teaching while only a small percentage of teachers have been teaching for less than one year, this may indicate that they are new to the field and may still be developing their teaching skills and expertise.

Q3. Which of the following modules have you taught?

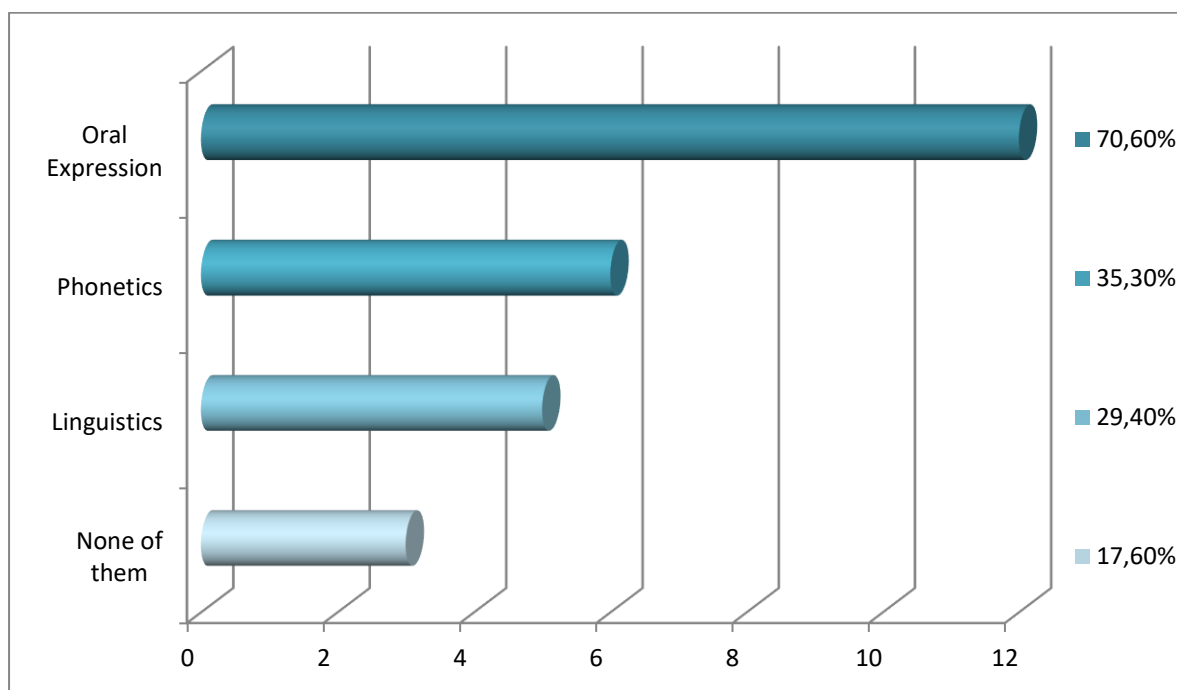


Figure 4: Teachers' Experience in Teaching Phonetics, Oral Expression, and Linguistics

According to the data, oral expression, at 70.60%. The second most commonly taught module is phonetics, at 35.30%. While this is a significantly lower percentage than for oral expression, linguistics is the third most commonly taught module, at 29.40%. Finally, 17.60% of the surveyed teachers have not taught any of the modules listed. Based on this data, it can be concluded that most teachers have enough experience teaching these modules. It means that they are able to identify and correct specific pronunciation errors that are related to their students' first language. They may also have a deeper understanding of the phonetic and linguistic features of both the students' first language and the target language, which can help them develop effective strategies for addressing pronunciation difficulties.

Q4. Have you taught first-year university students before?

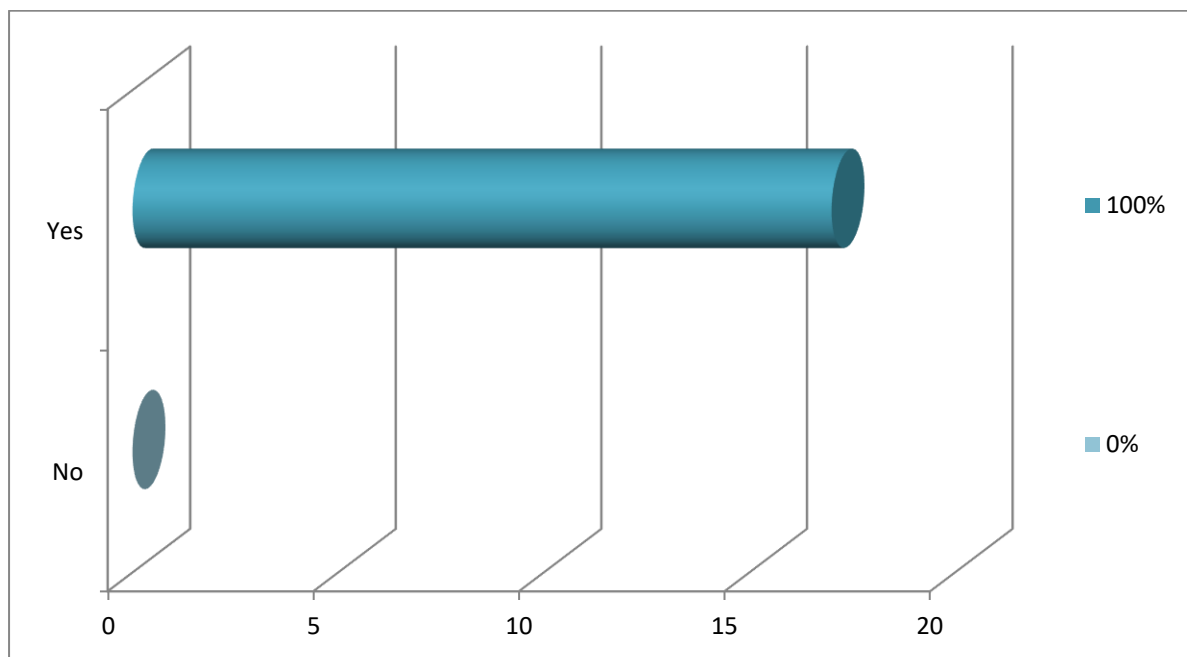


Figure 5: Teacher's Experience with First-Year Students

Based on the data, it appears that all teachers (100%) have experience in teaching first-year university students, and there is no teacher who has not taught first-year students before at 0%. These results indicate that all the teachers are equipped with the necessary skills and experience to handle these students effectively.

2.1.3.2. Section Two: Language Interference in Second Language Acquisition (Q5-Q7).

Q5. What do you think are the language aspects affected by the interference of the learners' mother tongue?

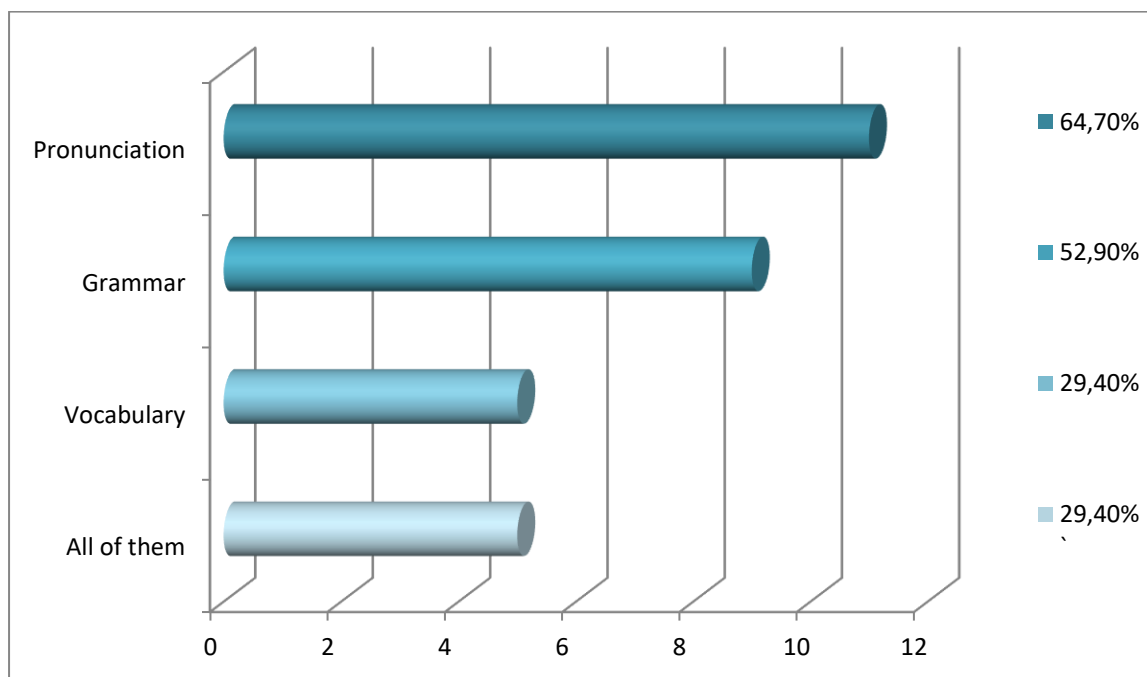


Figure 6: *The Impact of Mother Tongue Interference on Language Aspects*

According to the figure above, it seemed that pronunciation is the aspect that is most affected by mother tongue interference, with a percentage of 64.70%. Grammar is the second-most affected aspect with a percentage of 52.90%, while vocabulary is the least affected with a percentage of 29.40%. Additionally, 29.40% of the respondents think that the mother tongue (MT) interferes in all the previously mentioned aspects. Based on the information provided, teachers believe that mother tongue interference has a significant impact on language aspects, particularly pronunciation and grammar. On the one hand, errors in pronunciation may be traced to differences in the sound system and spelling symbols between the mother tongue and English. In addition, grammatical mistakes can be due to the fact that grammatical structures and rules in these different languages are quite different.

Q6. What factors lead to language interference in second language acquisition?

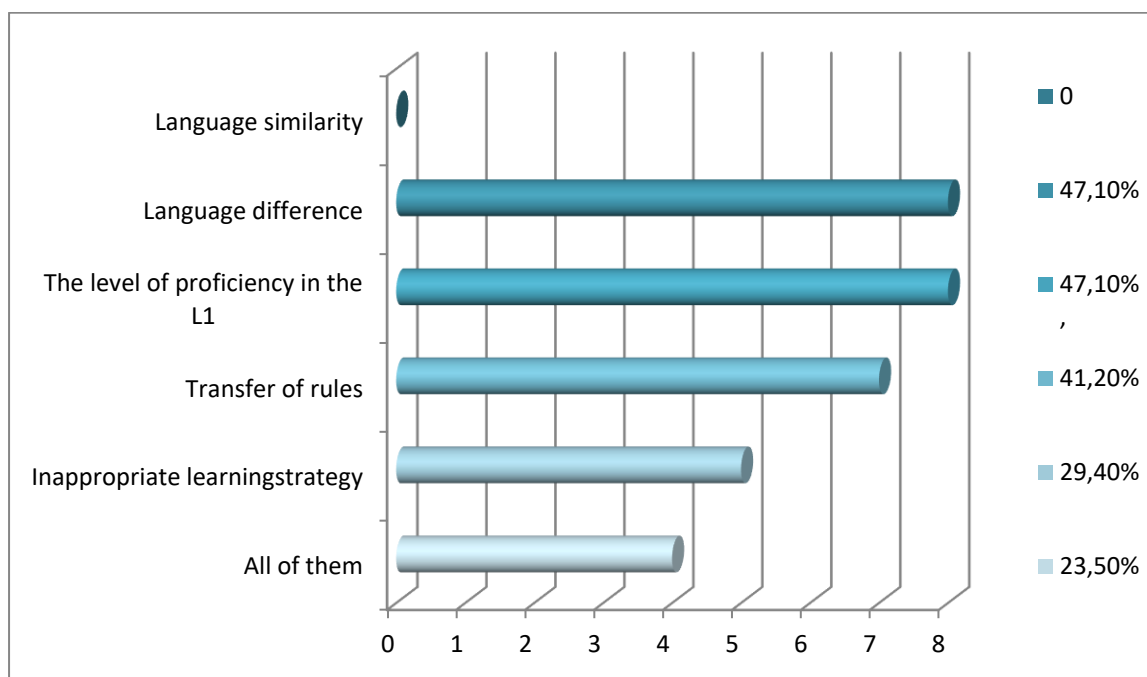


Figure 7: Factors Contributing to Language Interference in Second Language Acquisition

According to the data displayed by figure 7, language differences and level of proficiency in the L1 are the major factors that lead to language interference in second language acquisition (47.10% for each). As for the transfer of rules, 41.20% of teachers think that it leads to language interference. It is also notable that only 29.4% of teachers opted for inappropriate learning strategy factor. However, there is no teacher who believes that language similarity leads to language interference. Only 23.5% of surveyed teachers said that all the previous factors caused language interference. Based on the information provided, we can conclude that the majority of the surveyed teachers believe that language differences and level of proficiency in the first language are the major factors that lead to language interference in second language acquisition. This may be due to the fact that learners are more likely to transfer language patterns and rules from their native language to the target language when there are significant differences between the two languages, or when they are more proficient in their native language.

Q7. How does the native language (Arabic) interfere with the English language?

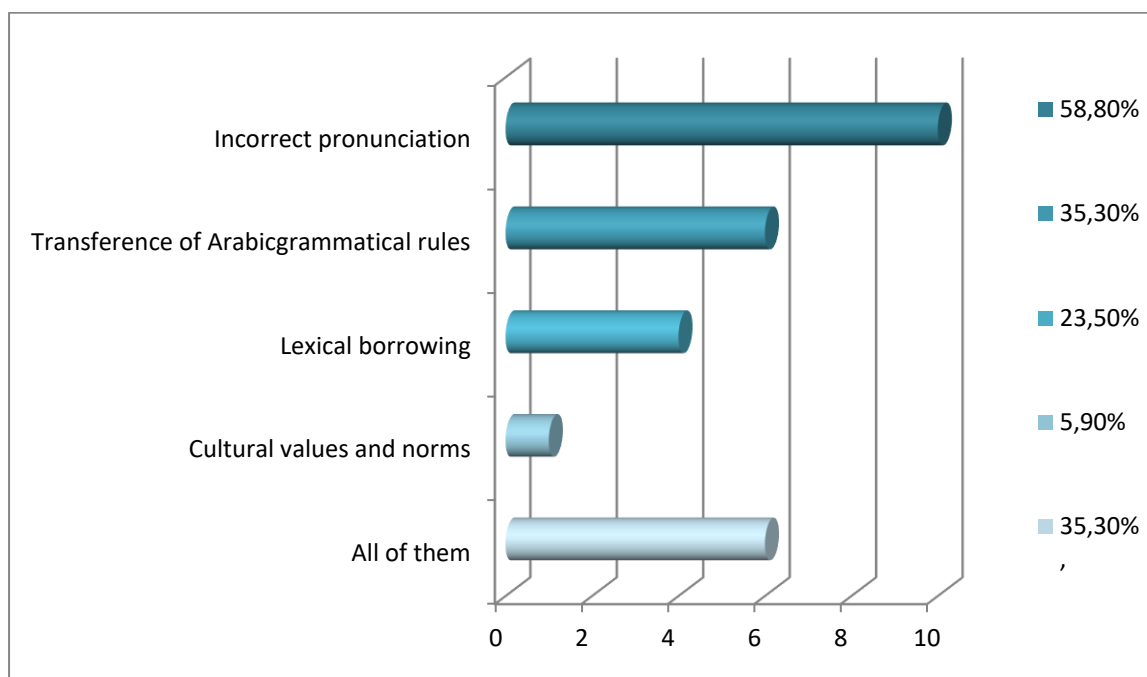


Figure 8: *The Interference of Arabic as a Native Language in English as a Second Language*

The figure indicates that Arabic can interfere with learning and using English in various ways. Incorrect pronunciation is a significant issue, with 58.80% of first-year students struggling to pronounce specific English sounds. Transferring Arabic grammatical rules to English is another common problem, with 35.30% of students experiencing interference. Lexical borrowing is another challenge, with 23.50% of students using borrowed Arabic words in their English speech or writing. Cultural values and norms can also affect communication, with 5.90% of first-year university students facing difficulties due to differences in cultural expectations. Finally, it is worth noting that 35.3% of students experience interference in multiple areas when learning and using English. In conclusion, these data indicate that the Arabic language can interfere with the learning and use of English in various ways, such as incorrect pronunciation, transference of Arabic grammatical rules that can be due to the differences between both languages, lexical borrowing which can be

due to the fact that learners tend to think in Arabic then use Arabic words when they do not find alternatives, and cultural values and norms to convey a given message.

2.1.3.3. Section Three: The Mother Tongue Interference in First-Year Students'

Pronunciation (Q8-Q17).

Q8. What are the obstacles facing first-year students in speaking?

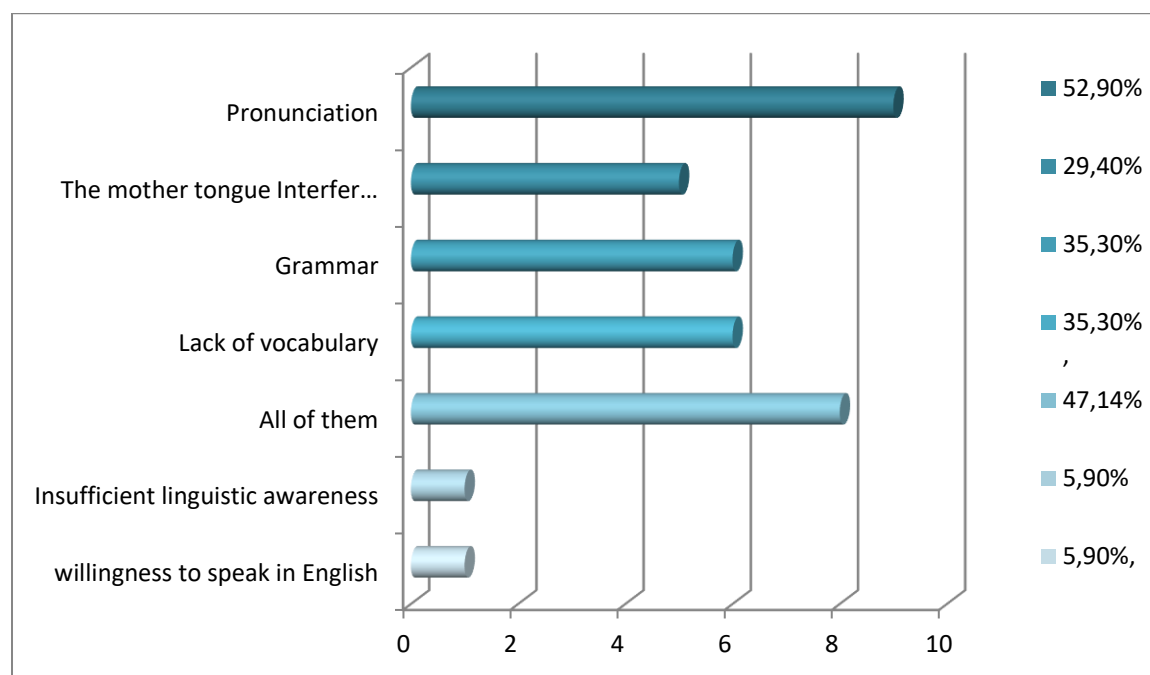


Figure 9: First-Year Students' Speaking Obstacles

The data provided indicates that first-year students encounter several difficulties when speaking English. The highest percentage of teachers report pronunciation as the main obstacle facing their students, with 52.90% citing it as a problem. Another significant obstacle identified in the data is the lack of vocabulary, with 47.14% of teachers finding it challenging to students. The data also indicate that grammar and mother-tongue interference are major concerns for first-year students: over a third of teachers surveyed reported difficulties with grammar (35.30%), while 29.40% identified mother tongue interference as an obstacle. Insufficient linguistic awareness and a lack of willingness to speak English are less common obstacles, with only 5.90% of teachers thinking that students face difficulties in

these areas. It can be concluded that the most common difficulty faced by first-year students is pronunciation (52.90%) perhaps because they do not practice enough. Following closely is the lack of vocabulary, which 47.14% of teachers find it challenging to their students.

Q9. How do you rate your students' level of pronunciation?

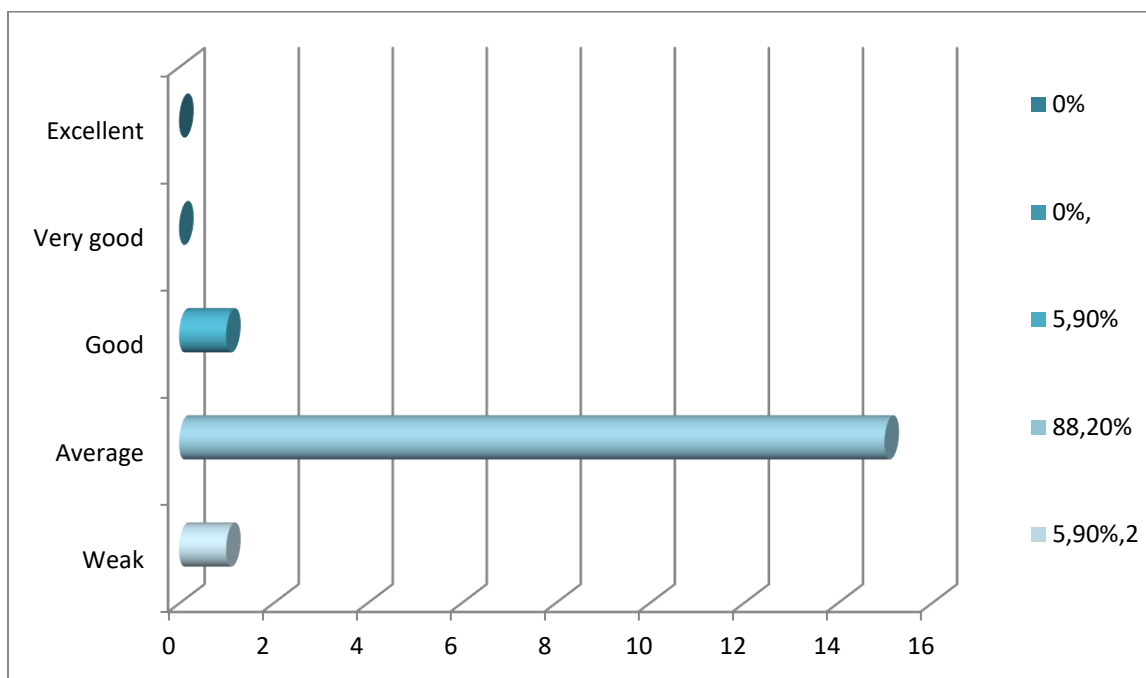


Figure 10: Students' Pronunciation Level

Based on the data in figure 10, it seems that the majority of the students fall into the "average" category, with 88.20% of teachers opting for it. A small percentage of students 5.90% are categorized as "good," and an equal percentage of students are categorized as "Weak" by their teachers. Notably, there are no students categorized as "excellent" or "very good." Overall, it seems that the majority of students have a moderate level of academic performance. This may stem from several factors, such as a lack of exposure to English or insufficient English language instruction in the students' previous education.

Q10. Do you usually correct learners' pronunciation in the classroom?

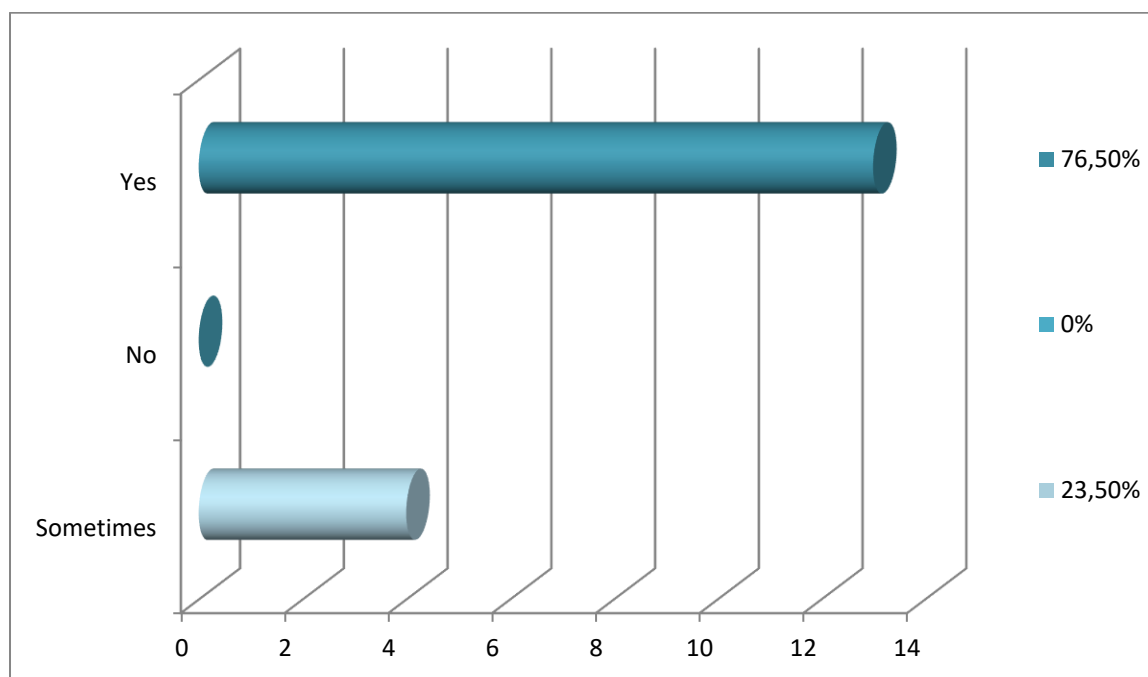


Figure 11: *Teachers Correcting Student's Mistakes*

Based on the data shown in figure 11, we can infer that a high percentage of teachers (76.50%) practise correcting students' pronunciation mistakes in the classroom, while none of the teachers surveyed said that they never correct students' pronunciation mistakes. However, it is also important to note that a significant proportion of teachers (23.50%) said they only sometimes correct pronunciation mistakes. It can be concluded from this survey that most teachers support correcting students' pronunciation mistakes in the classroom.

Q11. Do you think that learners' first language is one major cause of their pronunciation mistakes?

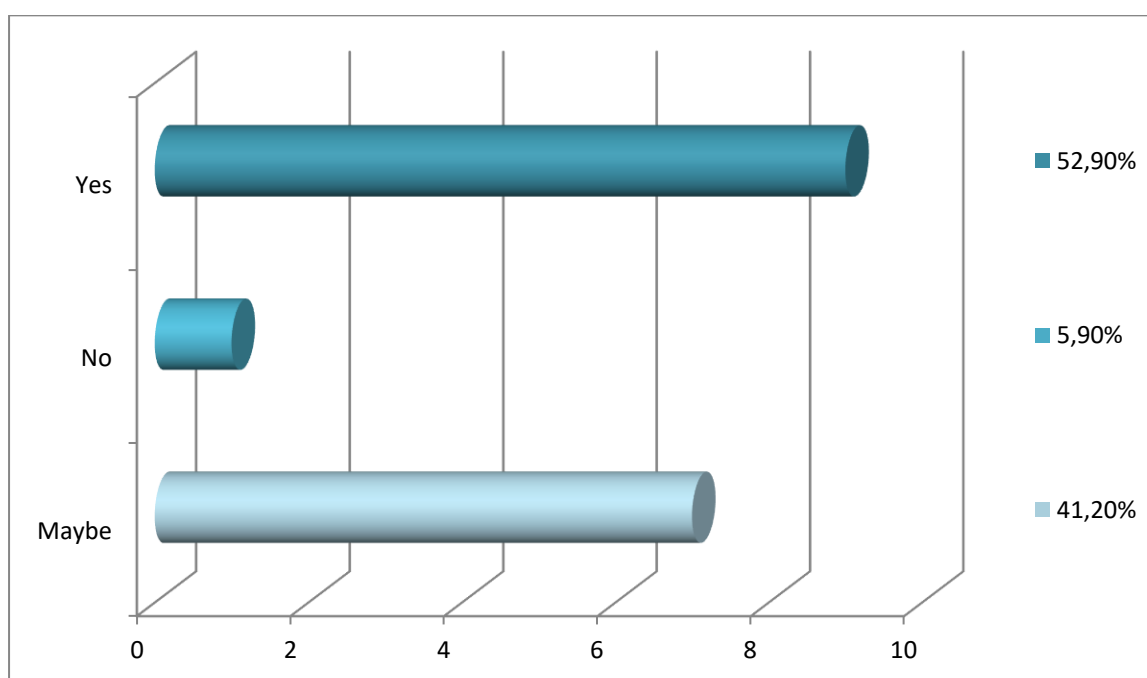


Figure 12: *Teacher's Perspectives about the Influence of First Language in Pronunciation Mistakes*

Based on figure 12, we notice that 52.90% of the teachers surveyed believed that the first language of a learner influences their pronunciation resulting in mistakes. Only 5.90% of the teachers did not believe that the first language of a learner influences their pronunciation negatively. 41.20% of the teachers surveyed were unsure whether or not the first language of a learner results in mistakes of pronunciation. From these results, it can be concluded that a majority of the teachers believe that a learner's first language has negative influence on their pronunciation. However, a significant percentage of teachers were unsure about this may be due to a lack of evidential support.

Q12. Which of the following consonant sounds do you think students mispronounce as a result of the interference of their mother tongue?

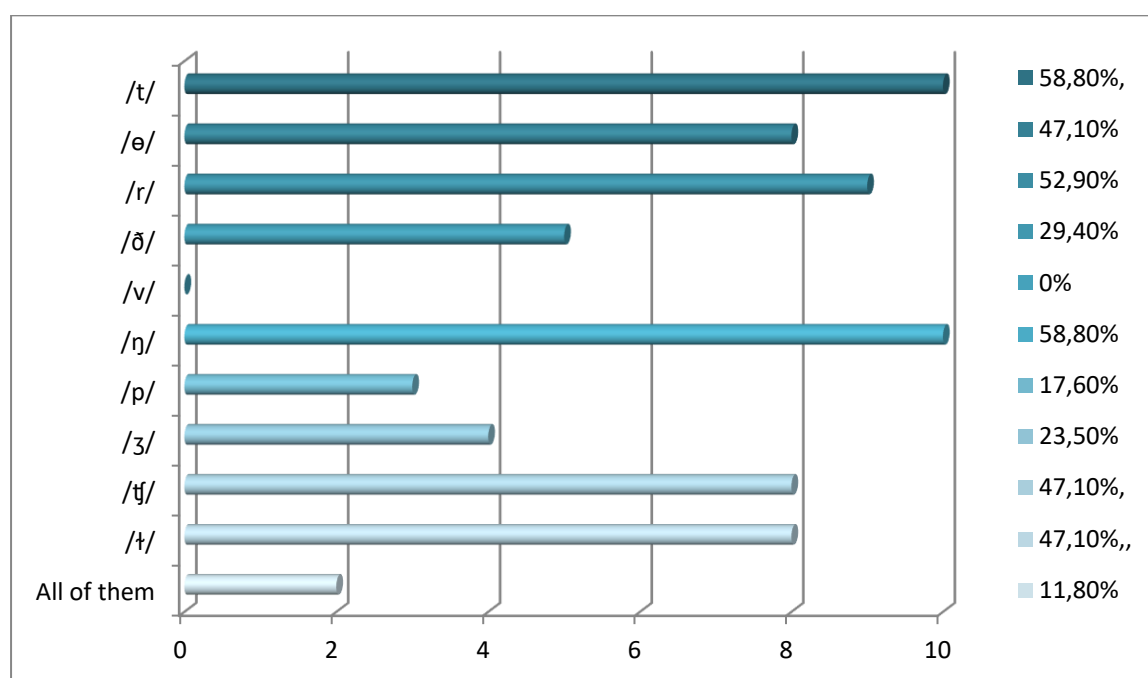


Figure 13: *The Most Mispronounced Consonants Due to Mother Tongue Interference*

Figure 13 displays the percentage of mispronounced consonant sounds due to mother tongue interference as reported by teachers in a multi-choice question. The consonant sounds /t/ and /ŋ/ had the highest mispronunciation rate at 58.80%, followed by /r/ at 52.9%, and /θ/ /ʃ/, and /ʌ/ at 47.1% for each as the most problematic consonant sounds for first-year students. The consonant sound /ð/ had a mispronunciation rate of 29.4%, and /z/ had a mispronunciation rate of 23.5%. The consonant sound /p/ had a mispronunciation rate of 17.6%. Only 11.8% of the teachers reported that all consonant sounds were mispronounced due to mother tongue interference, while /v/ had no reported mispronunciations. Overall, the figure highlights the common mispronounced consonant sounds among EFL learners due to mother tongue interference, which can be resulted from the differences between the Arabic and English sound systems.

Q13. Which of the following vowel sounds do you think students mispronounce as a result of the interference of their mother tongue?

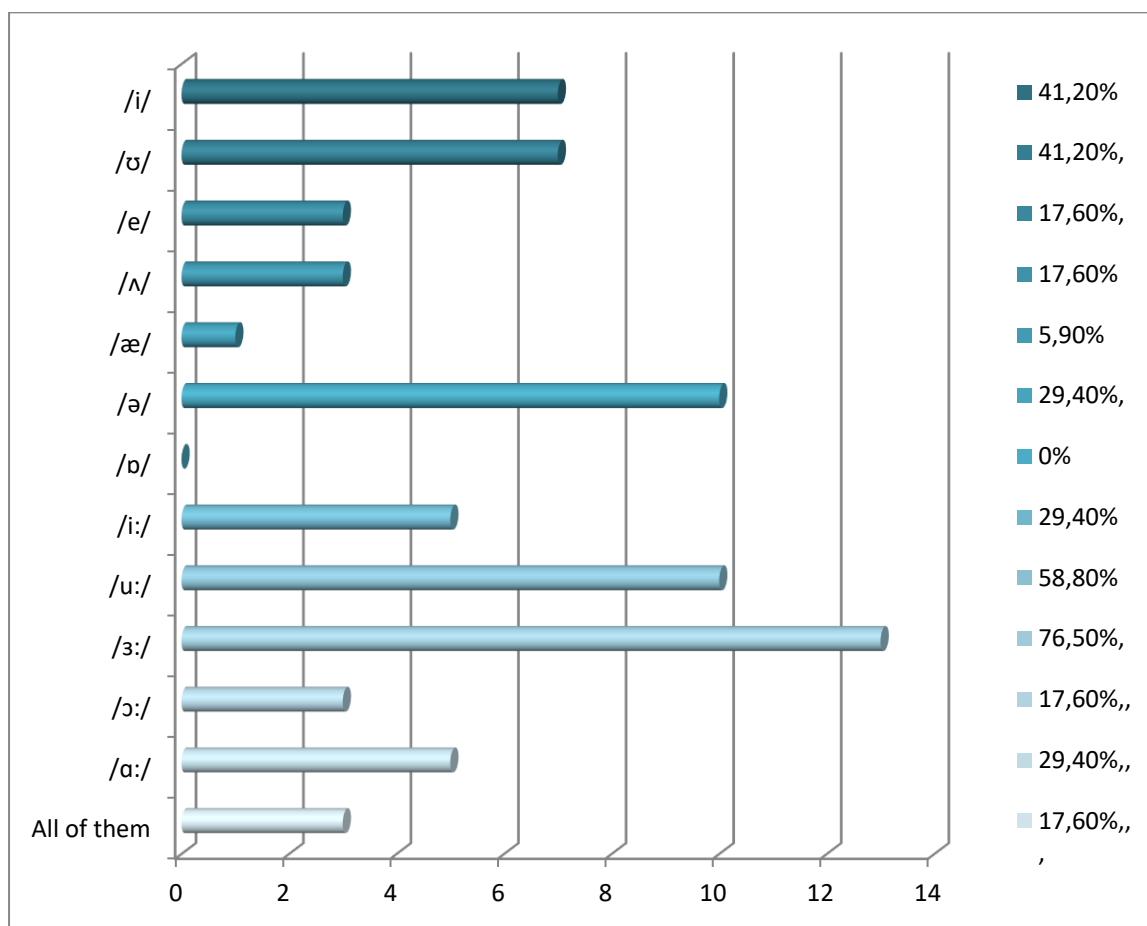


Figure 14: Mispronounced Vowels Due to Mother Tongue Interference

Figure 14 represents the percentage of mispronounced vowels due to the mother tongue interference, as reported by 17 teachers in a multi-choice question. The most frequently mispronounced vowel sound was /ɜ:/, with 76.50% of teachers indicating that their students struggled with this sound. The second most common mispronunciation was the vowel sound /u:/, with 58.0% of teachers reporting this issue. Similarly, the vowel sound /ə/ was also frequently mispronounced, with 58.80% of teachers indicating their students had difficulty with it. Other mispronounced vowel sounds included /i/, /ʊ/, /ɑ:/, /i:/, /e/, and /ʌ/, with percentages ranging from 41.20% to 17.60%. Only 5.90% of teachers reported mispronouncing the vowel sound /æ/, while no teacher reported mispronouncing the vowel

sound /ɒ/. Finally, 17.60% of teachers indicated that their students struggled with the entirely listed vowel sounds. Overall, the chart provided a clear picture of the specific vowel sounds that students in this study struggled with the most. In addition, it suggests that mispronunciation of certain vowel sounds due to mother tongue interference is common among EFL learners, perhaps due to the huge difference between Arabic and English vowels' numbers.

Q14. Which of the following diphthongs do you think students mispronounce as a result of the interference of their mother tongue?

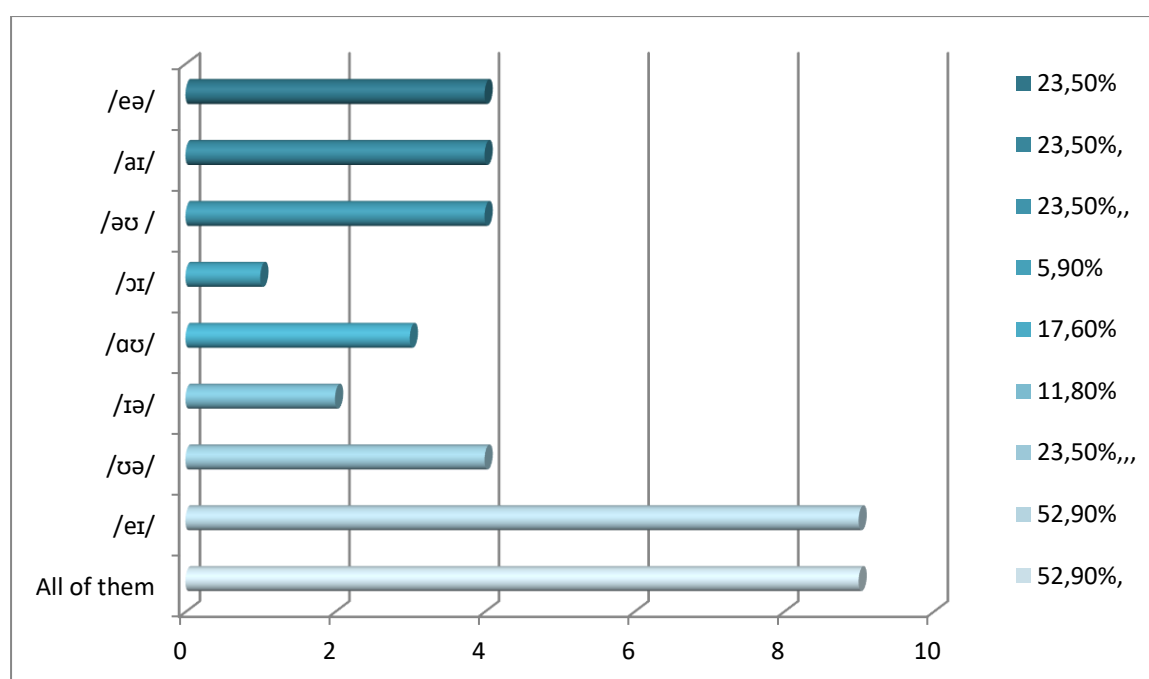


Figure 15: *Mispronounced Diphthongs Due to Mother Tongue Interference*

Figure 15 shows the percentage of mispronounced diphthongs due to Arabic interference. The results are presented by first-year university students' teachers in a multi-choice question. The majority of mispronunciations are for the diphthong sound /eɪ/, with a percentage of 52.9%. The second-most mispronounced diphthongs are /eə/, /aɪ/, and /əʊ/, each with a percentage of 23.5%. The diphthong sound /ʊə/ is also mispronounced according 23.5% of the teachers. The diphthongs /aʊ/ and /ɔɪ/ are mispronounced according to 17.6%

and 11.8% of the teachers, respectively, while the diphthong /ɪə/ is the least mispronounced, as claimed by only 5.9% of the teachers. Additionally, 52.9% of the teachers answered that students mispronounce all the diphthongs. These results suggest that diphthongs present a particular challenge for EFL learners at Mila University Center, this probably due to the fact that English has a larger number of diphthongs than Arabic.

Q15. Which of the following triphthongs do you think students mispronounce as a result of the interference of their mother tongue?

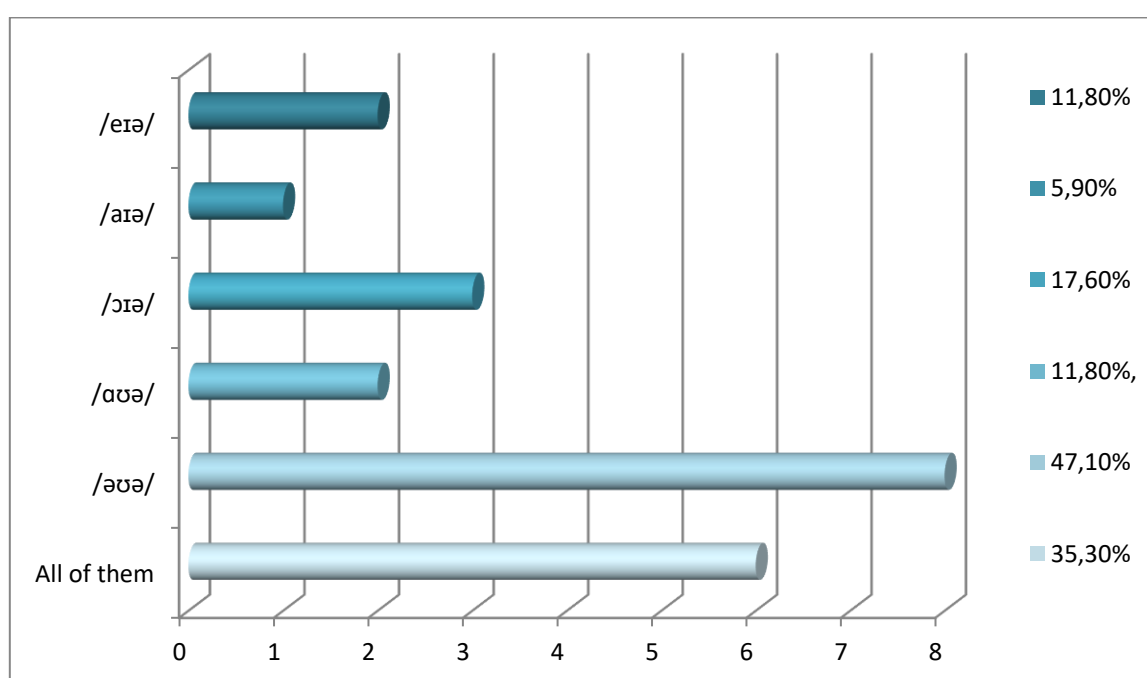


Figure 16: *Mispronounced Triphthongs Due to Mother Tongue Interference*

Figure 16 shows the percentage of mispronounced triphthongs due to Arabic interference. Teachers of first-year university students provided the answers to a multiple-choice question. The triphthongs included in the analysis are /eɪə/, /aɪə/, /ɔɪə/, /aʊə/, and /əʊə/. Among these triphthongs, the most commonly mispronounced one is /əʊə/, which accounts for 47.10% of mispronunciations. The next most commonly mispronounced triphthong is /ɔɪə/ at 17.60%, followed by /eɪə/ and /aʊə/ at 11.80% each, and /aɪə/ at 5.90%. Furthermore, 35.30% of the mispronunciations included all of the triphthongs. Overall, these statistics suggest that

Arabic interference has a significant impact on the accurate pronunciation of English triphthongs perhaps because Arabic does not have any triphthong.

Q16. How often do first-year students misuse the rules of stress placement while speaking?

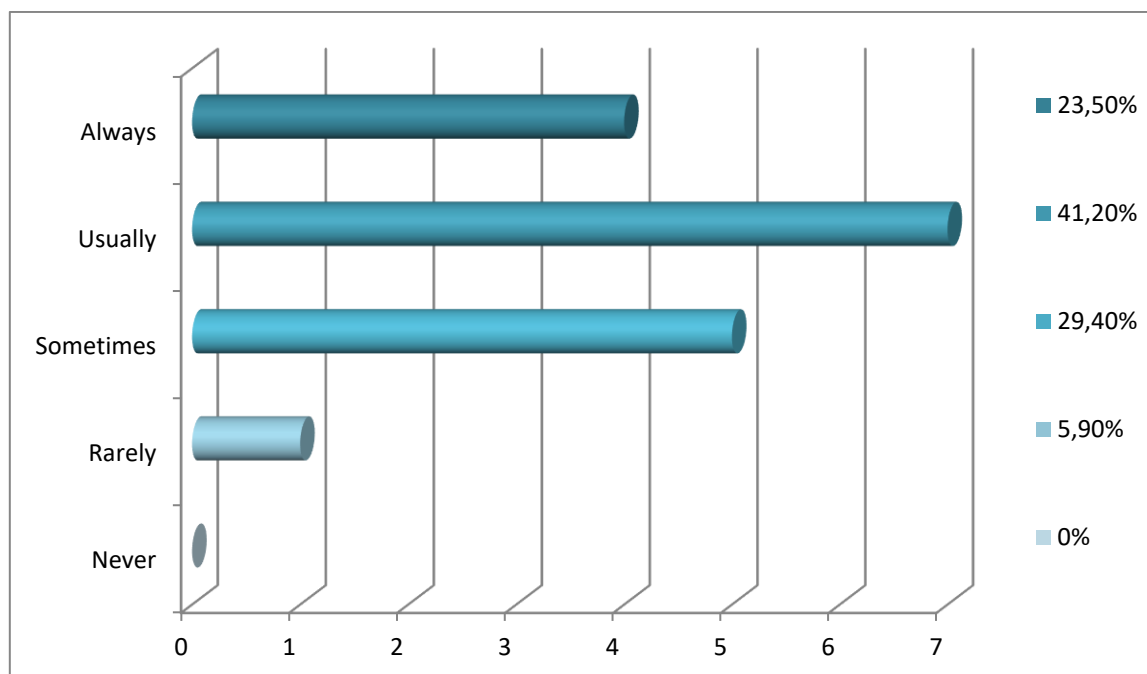


Figure 17: *Frequency of Misuse of Stress Placement by First-Year Students*

Figure 17 shows the frequency of misuse of stress placement by first-year students according to their teachers' answers to a question. The statistics are presented in percentage values. The categories are "always," "usually," "sometimes," "rarely," and "never." According to the data, 23.50% of teachers opted that students always misuse stress placement, while 41.20% usually do so. Sometimes, the students misuse stress placement according to 29.40% of the teachers, while only 5.90% of the teachers picked that they rarely do so. Finally, there were no reported cases of students never misusing stress placement. Based on the given statistics, we can conclude that a significant portion of first-year students (23.5% always and 41.2% usually) tend to misuse stress placement because of the differences between Arabic and English stress rules, possibly because they are following the stress placement rules of Arabic.

Q17. How often do first-year students use the appropriate intonation patterns in their speech?

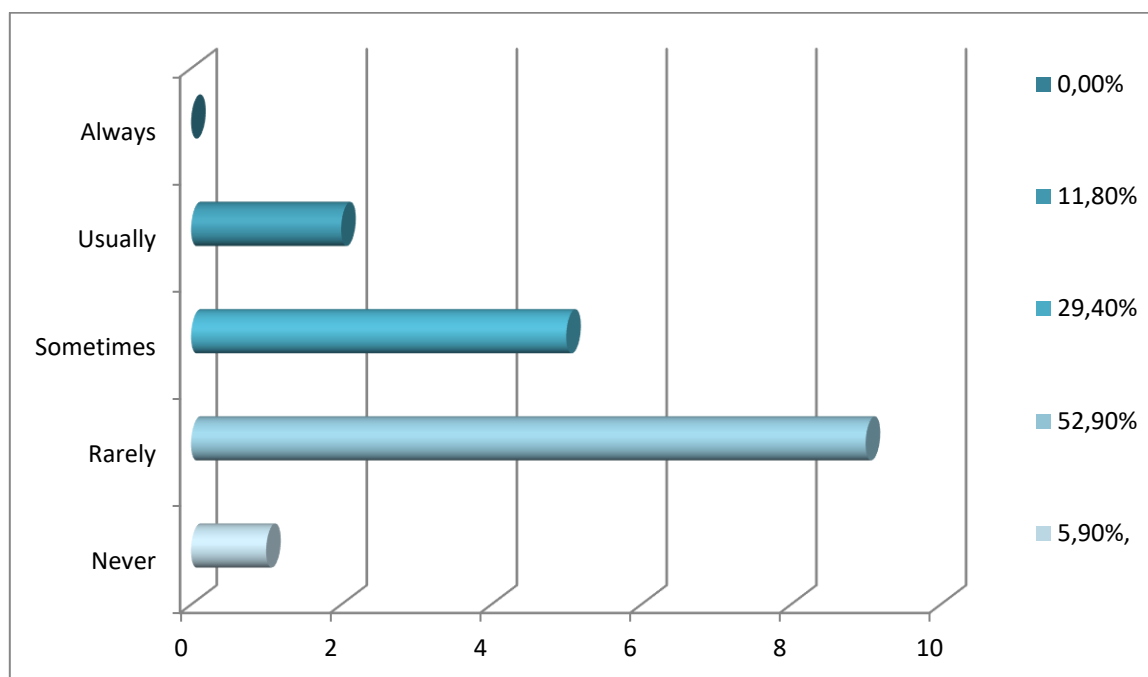


Figure 18: *Frequency of Appropriate Intonation Usage by First-Year Students*

Figure 18 shows the frequency of appropriate intonation usage by first-year students, as reported by their teachers. The data provided by the teachers none of the students always used appropriate intonation, with 11.80% of them usually using it, 29.40% sometimes using it, 52.90% rarely using it, and 5.90% never using it. It can be concluded that a significant proportion of first-year students struggle with appropriate intonation usage. This is because Arabic speakers may be accustomed to using different intonation patterns in their native language and may not be fully aware of the different ways that intonation is used in English to convey different meanings or emotions.

2.1.3.4. Section Four: Teachers' Suggestions (Q18-Q20).

Q18. What strategies can you use in the classroom to overcome first-language interference in learners' pronunciation?

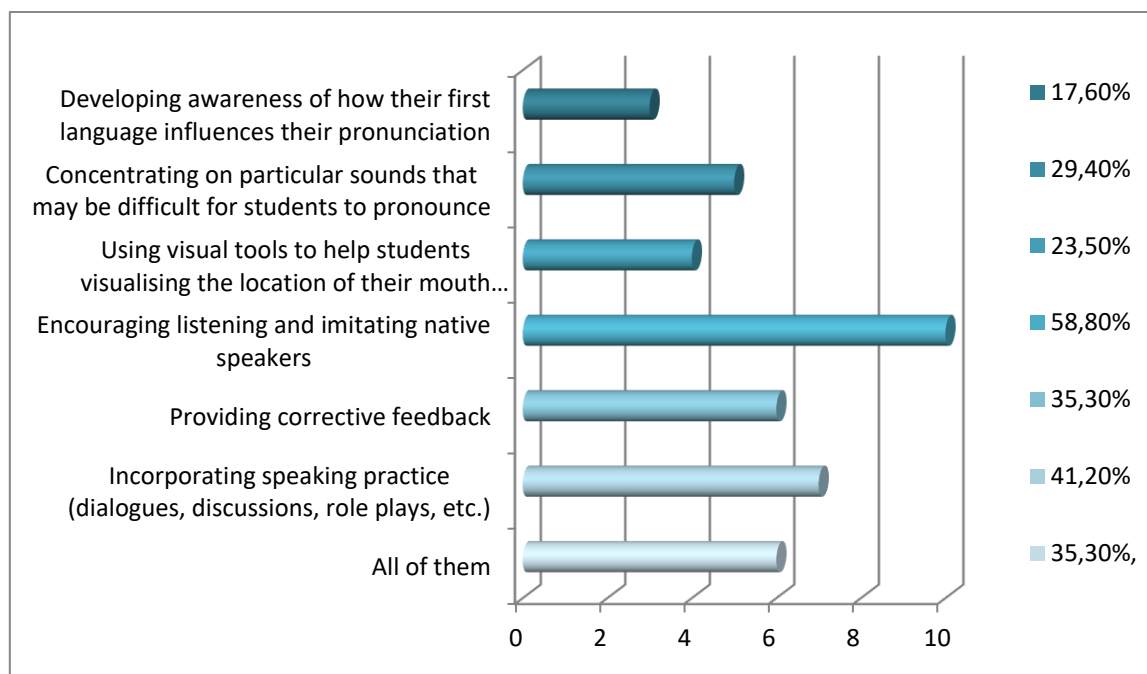


Figure 19: Classroom Strategies to Overcome Mother Tongue Interference in Pronunciation

Figure 19 presents different strategies that can be used to help students overcome Arabic interference in pronunciation. These strategies include developing awareness of how their first language influences their pronunciation, concentrating on particular sounds that may be difficult for students to pronounce, using visual tools to help students visualize the location of their mouth and tongue when making various sounds, encouraging listening and imitating native speakers, providing corrective feedback, and incorporating speaking practice such as dialogues, discussions, and role plays. From the statistics, it can be concluded that the most popular strategies among teachers are encouraging listening and imitating native speakers (58.80%) and incorporating speaking practice (41.20%). Other effective strategies include providing corrective feedback (35.30%) and concentrating on difficult sounds (29.40%). In addition, the strategies less popular among teachers are using visual tools

(23.50%) and developing awareness of MT interference (17.60%). Moreover, 35.30% of teachers suppose that all the strategies provided are beneficial for learners. Therefore, it is reasonable to suggest that teachers value classroom strategies that involve active oral participation and feedback from students.

Q19. What do you think is the most appropriate method to ameliorate your learners' pronunciation?

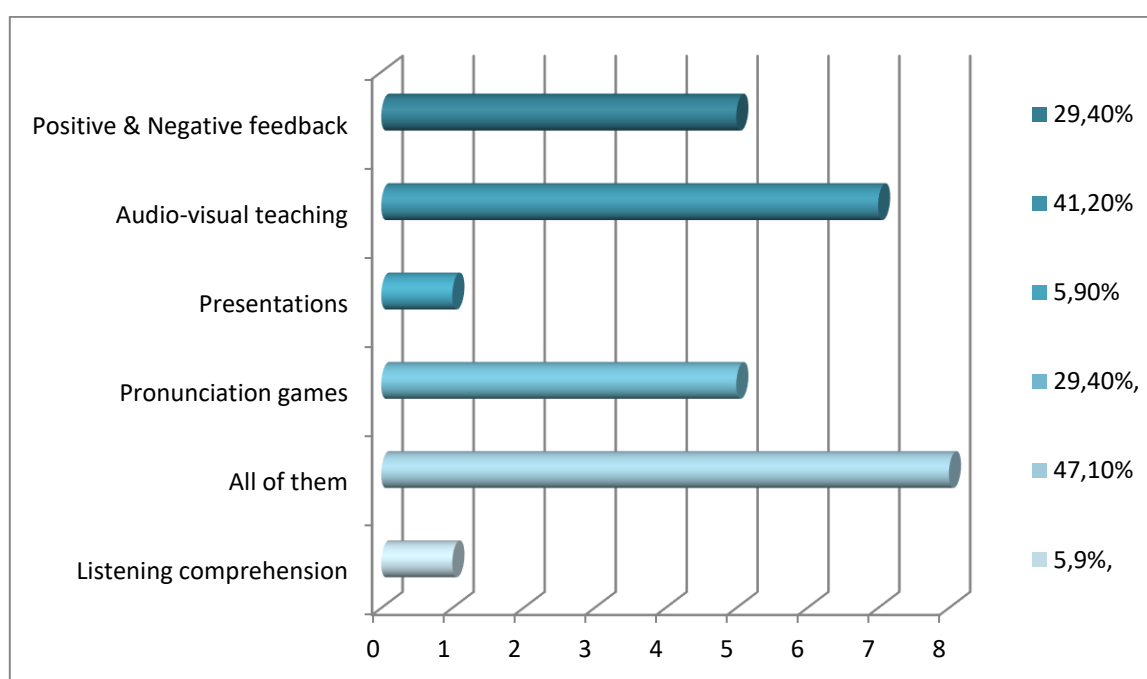


Figure 20: *Methods to Ameliorate Learners' Pronunciation*

Figure 20 shows the results of methods used by teachers to improve learners' pronunciation. The options presented are positive and negative feedback, audio-visual teaching, presentations, pronunciation games, all of the above, and listening comprehension. The percentages indicate the proportion of respondents who selected each option. The most popular method chosen was audio-visual teaching at 41.20%, followed by both positive and negative feedback and pronunciation games at 29.40% each. The option "all of them" received 47.10%, indicating that a significant portion of teachers believe that using multiple methods is important for improving learners' pronunciation. "Presentations" is the least

popular method chosen by only 5.90% of respondents. Another 5.90% of respondents added "listening comprehension" as an "other" method. Oral practises can help students to improve their pronunciation by self-correcting and receiving feedback from their teachers and peers.

Q20. What strategies do you suggest for first-year students to improve their pronunciation?

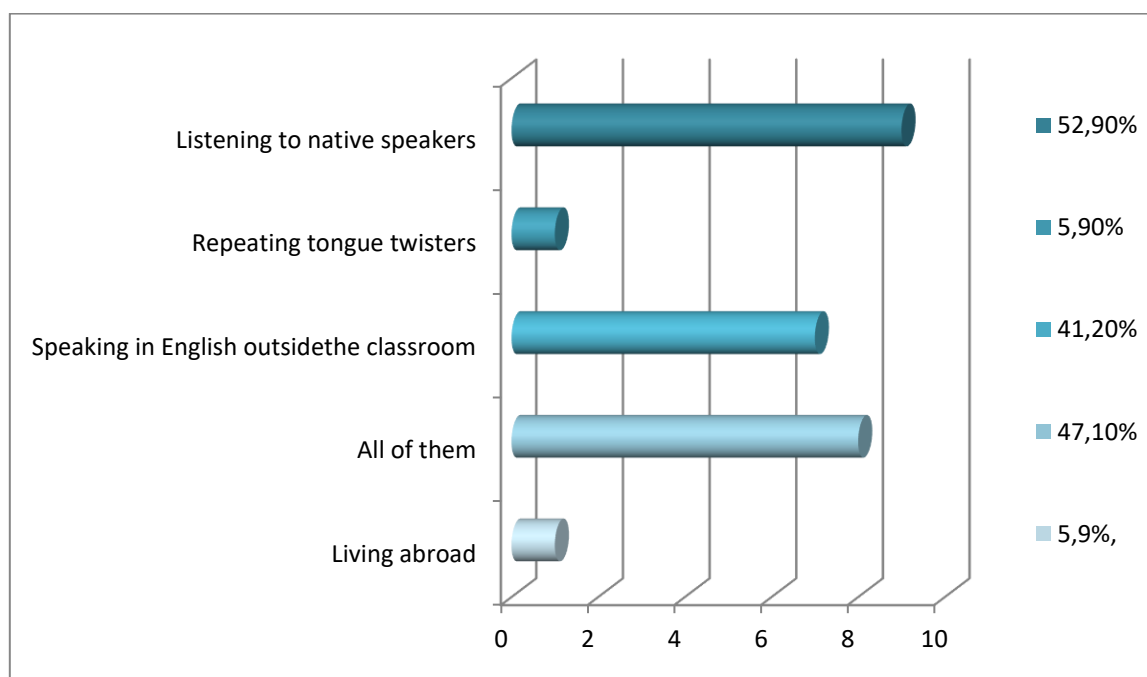


Figure 21: Strategies to Improve Pronunciation for First-Year Students

Figure 21 shows the strategies that are recommended by teachers to improve pronunciation for first-year students. The most popular strategy, selected by 52.90% of respondents, is listening to native speakers. Speaking in English outside the classroom is also a commonly helpful strategy, with 41.20% of respondents selecting it. Repeating tongue twisters is only selected by 5.90% of participants. The ratio 47.10% of teachers selected "all of them", indicating that they recommend multiple strategies. Another 5.90% of respondents added "living abroad" as an "other" strategy.

2.1.4. Discussion of the Questionnaire's Findings

The main findings yielded by the analysis of the questionnaire answer the first and the second research questions in this study. As was mentioned in the first chapter of this

dissertation, Dhillon (2016) observed that the challenges in communicating in English can be attributed to the phonetic differences between one's native language and the target language, which is consistent with the results of this research on the interference of the mother tongue in English pronunciation. The findings also imply that linguistic differences and first-language competency level are the main causes of language interference in second-language learning, particularly pronunciation. This may be due to the fact that when there are major linguistic distinctions between two languages or when a student is more adept in their native tongue, they are more likely to transmit language sound properties, stress patterns, and intonation rules from their native tongue to the target language. Contrary to Heydari and Bagheri (2012) who argued that language similarity can influence the extent of interference between a learner's first and second languages, the results of the questionnaire showed that language similarity is not a main factor contributing to language interference. This could be attributed to the fact that the degree of interference arising from pronunciation similarities depends on the specific sounds and intonation patterns of the language and the learner's ability to accurately perceive and produce these sounds. Furthermore, the evidence-based results highlight the various ways in which the Arabic language can interfere with the learning and use of English. One of the main reasons for these findings is the significant difference in phonetics and phonology between the two languages, which leads to difficulty in pronunciation for first-year university students when learning English. According to the data, first-year students have a variety of pronunciation problems when speaking English. A number of factors, including a lack of exposure to English or insufficient English language instruction during the students' prior education, contribute to these difficulties. In addition, the majority of students appear to achieve at an average level. This may be due to a number of reasons, such as inadequate English language instruction during the students' prior education or a lack of motivation to learn the language.

Regarding the fourth research question, the findings indicate that the absence of discussion of pronunciation problems caused by Arabic interference in English is a major cause of pronunciation errors. Thus, developing awareness of how their first language influences their pronunciation is crucial to avoiding those mistakes. In addition, Arabic and English have different sound and orthography systems and stress patterns which, together, constitute another cause of pronunciation errors. Therefore, concentrating on the difficult sounds and providing corrective feedback are beneficial practises to avoid language interference. Finally, he declared that Arab EFL students struggle with many obstacles, like a lack of language knowledge, a lack of motivation and confidence, and the overuse of Arabic. To solve them, Khalifa, with the reinforcement of the questionnaire's results, insisted that oral practise is the most crucial method for mastering pronunciation and preventing language interference (LI). These findings were supported by teachers in the research.

The conducted research on the interference of the mother tongue in English pronunciation adds to the existing body of knowledge by providing more insight into the specific ways that first-year students' native language "Arabic" can impact their English pronunciation, as well as offering potential solutions to address such interference. By examining the overall impact of the mother tongue in English pronunciation, this paper can help inform the development of more comprehensive language strategies and methods to acquire a second language in general and English specifically.

Section Two : The Observation

2.2.1. Population and Sample

This research paper aims to identify and address learners' problems in pronunciation caused by their mother tongue. It is conducted to provide better support for students' pronunciation development. To reach this aim, a sample of 70 out of 227 first-year university

students from the Department of Foreign Languages at Mila University Center for the academic year 2022-2023 was selected randomly from six groups. The sample was chosen on the basis that first-year students have limited experience learning a second language compared to other university levels, which is English, and often face several challenges during the acquisition process. Therefore, they were considered the most suitable population to investigate the pronunciation issues that EFL learners encounter due to their mother tongue interference.

2.2.2. Description and Procedure of the Observation

Observation is a valuable process that involves viewing events or phenomena with an unveiled eye. It allows researchers to study individuals in their natural setting, where they act without conscious awareness (Babbie, 2016). In this study, the aim was to identify the exact errors students commit in pronunciation due to the interference of MT. The observation was conducted in first-year oral expression classes, where students presented certain topics, unconsciously influenced by their mother tongue. Researchers attended six groups due to the absence of the seventh group, observing 13 students in the first group, 11 students in the second, third, and fifth groups, 17 students in the fourth group, and only 7 students in the sixth group. Each student was asked to present a topic alone during the speaking session, making it easy for the researchers to evaluate each student and determine their mistakes. The candidate observed the students separately than they compared between their findings.

The researchers' evaluation of the students' pronunciation emphasized three aspects of pronunciation. The first evaluation focused on some consonants, vowels, diphthongs, and triphthongs. The second part assessed the learners' ability to pronounce the word "preserve" with the correct stress placement because it was the first mistaken word, so we kept it till the end. The third part evaluated their ability to produce appropriate intonation patterns in a

specific sentence: "I really enjoyed the presentation" because all students were supposed to give their opinions about the presentation.

During the observation, a pronunciation checklist developed by the researchers was used to collect data, with closed-ended question statements about whether students pronounce the sounds correctly or not in the first column and two parts for yes and no answers in the second column. The last column was reserved for remarks. The consonants included /t/, /θ/, /r/, /ð/, /v/, /ŋ/, /p/, /ʒ/, /ʃ/, and /ʎ/ because the previous studies such as Kenworthy (1987), MD. Yeaqub (2018), and Bishr (2000) emphasized these consonants as the most mistaken consonants due to the interference of the MT. The vowels included /i/, /ʊ/, /e/, /ə/, /ʌ/, /æ/, /ɒ/, /i:/, /u:/, /ɜ:/, /ɔ:/, and /ɑ:/. In addition, the diphthongs included /eə/, /aɪ/, /əʊ/, /ɔɪ/, /aʊ/, /ɪə/, /ʊə/, /eɪ/, and the triphthongs included /eɪə/, /aɪə/, /ɔɪə/, and /aʊə/. The researchers focused on the stress placement of the word "preserve" and the intonation pattern in the sentence "I really enjoyed the presentation." During the observation, the researchers made a tick in the yes or no column, then wrote the word that students mispronounced with its wrong pronunciation. Overall, the observation provided valuable insights into specific areas of difficulty that require further attention and practice.

2.2.3. Data Analysis and Interpretation

The following is an analysis of observation conducted on 70 first-year students' pronunciation of particular target sounds, stress placement, and intonation. The table lists several target sounds, including /t/, /θ/, /r/, /ð/, /v/, /ŋ/, /p/, /ʒ/, /ʃ/, /ʎ/, /i/, /ʊ/, /e/, /ə/, /ʌ/, /æ/, /ɒ/, /i:/, /u:/, /ɜ:/, /ɔ:/, /ɑ:/, /eə/, /aɪ/, /əʊ/, /ɔɪ/, /aʊ/, /ɪə/, /ʊə/, /eɪ/, /eɪə/, /aɪə/, /ɔɪə/, and /aʊə/. For each target sound, the table shows the words tested, its correct pronunciation, students' incorrect pronunciation, and the number and percentage of students who mispronounced the sound. In conclusion, the table provides a comprehensive overview of the target sounds

mispronounced by the students and other aspects that require more attention in improving their English pronunciation.

Table 4: Observation of the Pronunciation of English vowels, Diphthongs, Triphthongs, and some Consonants by First-Year Students

Target Sound	Words	Correct Pronunciation	Students' Pronunciation	Number of Students Who Mispronounced the Sound	Percentage of Students Who Mispronounced the Sound
/t/	start	/sta:(r)t/	/sطɑ:(r)t/or /sثɑ:(r)t/	23	32.86%
/ə/	thing	/θɪŋ/	/ثɪŋ/	7	10%
/r/	problem	/prɒbləm/	/pɔɔbləm/	26	37.14%
/ð/	the	/ði:/or/ðə/	/di:/or/də/	27	38.57%
/v/	of	/ɒv/	/ɔf/	10	14.29%
/ŋ/	thing	/θɪŋ/	/ثɪŋg/	22	31.43%
/p/	problem	/prɒbləm/	/prɒbləm/	0	0%
/ʒ/	bridge	/brɪdʒ/	/brɪʒ/	2	2.86%
/tʃ/	architecture	/ɑ:(r)ki,tektʃə(r)/	/ɑ:(r)ki,tektə(r)/	27	38.57%
/l/	simple	/sɪmp(ə)l/	/sɪmp(ə)l/	26	37.14%
/i/	live	/lɪv/	/li:v/	13	18.57%
/ʊ/	good	/gʊd/	/gʊd/	22	31.43%
/e/	very	/veri/	/viri/	4	5.71%
/ə/	her	/hə(r)/	/her/	13	18.57%
/ʌ/	love	/lʌv/	/lɔv/	13	18.57%
/æ/	plan	/plæn/	/plen/	14	20%
/ɒ/	because	/bɪkɒz/	/bɪku:z/	9	12.86%
/i:/	lead	/li:d/	/led/	4	5.71%

/u:/	choose	/tʃu:z/	/tʃɔ:z/	3	4.29%
/ɜ:/	birth	/bɜ:(r)θ/	/berθ/	23	32.86%
/ɔ:/	saw	/sɔ:/	/sɑʊ/	10	14.29%
/ɑ:/	car	/kɑ:(r)/	/kæ(r)/	1	1.43%
/eə/	stare	/steə(r)/	/stær/	15	21.43%
/aɪ/	privacy	/praɪvəsi/	/prɪvəsi/	11	15.71%
/əʊ/	follow	/fɒləʊ/	/fɒlɒ/	9	12.86%
/ɔɪ/	boy	/bɔɪ/	/bɒɪ/	1	1.43%
/aʊ/	around	/əraʊnd/	/ərɒnd/	18	25.71%
/ɪə/	clear	/kliə(r)/	/kli:(r)/	4	5.71%
/ʊə/	poor	/pʊə(r)/	/pɒr/	19	27.14%
/eɪ/	grape	/greɪp/	/græp/	28	40%
/eɪə/	player	/pleɪə(r)/	/pleɪr/	5	7.14%
/aɪə/	society	/səsaɪəti/	/sɒseti/	12	17.14%
/ɔɪə/	employer	/ɪmplɔɪə(r)/	/ɪmplwɑɪr/	2	2.86%
/aʊə/	flower	/flaʊə(r)/	/flæwər/	3	4.29%
/əʊə/	lower	/ləʊə(r)/	/lɑʊr/	37	52.86%

Table four showed the varying percentages of students who struggled with sound production, with some sounds were particularly challenging while others were easy. The most mispronounced sound was /əʊə/, with 52.86% of students struggling with it in light of the lack of a similar sound in the Arabic language. Other challenging sounds included /eɪ/ (40%), /tʃ/ and /ð/ (38.57%), /r/ and /ʃ/ (37.14%), /t/ and /ɜ:/ (32.86%), /ŋ/ and /ʊ/ (31.43%), and /ʊə/ (27.14%) as a result of differences in phonetic systems between Arabic and English. A smaller number of students mispronounced sounds such as /ʊə/, /eə/, and /æ/ with percentages of 25.71%, 21.43%, and 20%, respectively, which can be attributed to their closeness to Arabic sounds /ʊʊ/ and /a/. Additionally, fewer students had difficulty with

sounds such as /i/, /ə/, and /ʌ/ (18.57%), /aɪə/ (17.14%), /aɪ/ (15.71%), and /ɔ:/ (14.29%), /əʊ/ and /ɒ/ (12.86%), /ə/ (10%), /eɪə/ (7.14%), /i:/ and /e/ (5.71%), /u:/ and /aʊə/ (4.29%), /ʒ/ and /ɔɪə/ (2.86%), and /ɑ:/ and /ɔɪ/ (1.43%) possibly due to the presence of certain sounds like /i/, /a/, /ay/, and /aw/. in the Arabic language, specifically the Algerian accent. Concerning the /v/ sound, it is mistaken maybe because students pronounce it as it is written. Finally, none of the observed students mispronounced the sound /p/ may be due to their full awareness of its correct pronunciation, or maybe because they have been studying French since childhood, a language where the sound 'p' is quite known and used in many words. Besides, although it does not make part of the Arabic sound system, but still it resembles some Arabic bilabials in terms of production with some a minor difference. Bilabials such as /b/ are very common in many Arabic words; they are among the earliest produced sounds by children, too.

Based on the findings of teachers' questionnaire and the observation, the mispronounced sounds were consistent. However, there were differences in the mispronunciation of certain sounds such as /ə/, /v/, /ʒ/, /æ/, /ɒ/, /u:/, and /ɑ:/ maybe due to the fact that the observers focused on a limited sample of 70 first-year students, and teachers have more experience dealing with diverse students.



Table 5: First-Year Students' Stress Placement



Word	Correct Stress Pattern and Pronunciation	Students' pronunciation	Number of Students Who Mispronounce the Word's Stress	Percentage % of Students Who Mispronounce the Word's Stress
Preserve	/prɪ'zɜ:(r)v/	/'prɪzɜ:(r)v/	52	74.28%

During the observation, the researchers emphasised a single word's stress usage, which is "preserve". In English, the stress in the word "preserve" falls on the second syllable /prɪ'zɜ:(r)v/, as in pre-SERVE. However, it was found that most students placed the stress on

the first syllable, resulting in /'prɪzɜ:(r)v/ or something like "PRES-erve". Almost 75%, or 52 students, put stress on the first syllable, while only 25% pronounce it with appropriate stress placement. It can be because Arabic has a consistent pattern of stress, with the emphasis often falling on the first syllable of each word.

Table 6: Patterns of the Intonation by First-Year Students

Sentence	Correct Intonation	Students' Pronunciation	Number of Students Who Mispronounce the Sentence's Intonation	Percentage % of Students Who Mispronounce the Sentence's Intonation
I really enjoyed the presentation /aɪ 'ri:əli ɪn'dʒɔɪd ðə ,prɛzn'teɪʃən/	It is pronounced with a significant drop in pitch 	They pronounce it with a neutral pitch or a slight range of falling pitch 	61	87.14%

As the researchers observed, they focused on single-sentence intonation. The sentence is "I really enjoyed the presentation," or /aɪ 'ri:əli ɪn'dʒɔɪd ðə ,prɛzn'teɪʃən/. In English, the sentence would typically have a more significant drop in pitch towards the end, indicating a sense of closure or completion like /aɪ 'ri:əli ɪn'dʒɔɪd ðə ,prɛzn'teɪʃən/ . However, almost all students (87.14%) pronounced this sentence using a narrow range of falling pitch since the Arabic pitch tends to drop towards the end of a sentence, but the range of the drop is not as significant as it should be in English. Students result in something like this /aɪ 'ri:əli ɪn'dʒɔɪd ðə ,prɛzn'teɪʃən/ . Therefore, students may not convey the sentence's intended meaning, and the sentence may sound uncertain or incomplete to the listener.

2.2.4. Discussion of the Observation Findings

This section responds to the third research question: What are the most mistaken English sounds caused by Arabic interference? Kenworthy (1987) listed the problems Arabic learners have with English consonants. These issues can be interpreted, according to the provided data analysis, as follows: Students tend to substitute /ث/ for /θ/ and /d/ for /ð/. As a result of their daily Arabic accent. Also, they may not be practised enough for the different tongue positions required to produce the two sounds accurately. Although Arabic does not have /tʃ/, it does have a /t/ sound and a /ʃ/ sound. Since /tʃ/ is a combination of these two sounds, it is not difficult for learners to produce the sound. Learners are confused between /dʒ/ and /ʒ/ because they are slightly different sounds in Arabic and English. Additionally, the sounds /r/ and /ʀ/ can be challenging for Arabic learners due to their distinctive articulations. Arab learners usually misproduce /ʀ/ for /r/ since Arabic /r/ is very clear in quality. They also mispronounce the /r/ sound, mainly because they tend to use their native /r/, which is different from that in English. It is a trilled or rolled type of /r/. In words like "thing", "sing", and "ring," Arab learners tend to pronounce the /g/ sound as a separate sound instead of using just the nasal sound /ŋ/ because the sound /ŋ/ is not used in Arabic.

Addressing the findings, first-year university students had several problems with English vowels, which can be interpreted as follows: English has many more vowels than Arabic. As a result, learners tend to use their relatively small number of vowels to cover the larger English vowel system. They are confused between similar sounds such as /ɪ/ as in "bit" and /ə/ as in "bet", or /ə/ as in bet, /a/ as in hat, and /ʌ/ as in "but," and they are also accustomed to pronouncing /e/ instead of /ə/, and /əʊ/. In addition, the cough/coat contrast can be extremely troublesome (/ɒ/ vs /ɑʊ/). So, learners tend to use their /ʊʊ/ sound for both. And compared to Arabic, English has a much greater number of vowels. Because of this, students frequently use fewer vowels to cover the greater number of vowels in English, like

when pronouncing diphthongs such as /ʊə/, /eɪ/, /əʊ/, /eə/, and /ɪə/ they omit one of the vowels from the diphthong in a word.

Khalifa (2020) said that Arabic learners tend to place stress on the first syllable of a word, regardless of the correct stress pattern in English. The reason is that Arabic is a language with a regular stress pattern, where stress is usually placed on the initial syllable of a word. Therefore, Arabic first-year students of English tend to apply this stress pattern to English words as well, regardless of the correct stress pattern in English. Additionally, they may not be aware of the importance of stress placement in English words and how it affects the meaning and pronunciation of the word. Therefore, these students need to focus on stress patterns in their pronunciation practice to improve their communication skills.

According to Kenworthy, Arabs tend to use a narrower range of falling pitch over a phrase or clause. This means that the Arabic pitch tends to drop towards the end of a sentence, but the range of the drop is not as significant as it should be in English. Therefore, this explains the students' errors. In addition, English speakers use a wider range of pitch changes to convey meaning, and this includes a considerable drop in pitch at the end of a sentence. This drop in pitch is essential to signalling the end of a thought and conveying a sense of finality or completeness. First-year students transfer the pitch patterns from their Arabic to English, which results in a lack of variation in pitch at the end of a sentence. This lack of variation makes the speaker's voice sound monotonic and may give the impression that the speaker's statement is incomplete or inconclusive.

Most of the findings on mispronounced sounds by first-year English students were consistent across both research tools. However, there were significant differences in the mispronunciation of certain sounds such as /ə/, /v/, /ʒ/, /æ/, /ɒ/, /u:/, and /ɑ:/. The variation in results could be attributed to several factors. Firstly, the observed lesson might be an outlier or not representative of the typical teaching practices of the instructors. Moreover, the

observers may not have been present for the entire lesson or have missed some aspects of the teaching practices. Additionally, the sample size of the research was limited to only 70 first-year students, whereas teachers have more experience dealing with diverse students over the years. These factors may contribute to the discrepancies in the results between the two research tools.

By addressing specific sounds that are commonly mispronounced due to interference from Arabic, this research can contribute to more effective language teaching and learning strategies for first-year university students of English.

2.2.5. Limitations of the Study

The present work has some limitations. One of the limitations is the scope of the study. The researchers conducted the study only with 70 first-year students at Mila University Center because most learners were absent during the observation. It could have been better if it had been conducted on a large sample. Another limitation is time. Due to the time limitation, the candidates used only a teachers' questionnaire and observation as means of research. If they had more time, they would have used more than these research tools, such as a students' questionnaire.

2.2.6. Implications and Recommendations

In light of the study's findings, the implications and recommendations offer valuable insights for teachers aiming to enhance students' pronunciation skills and address language interference. Two key recommendations emerge: incorporating oral practice activities and developing awareness-raising materials.

On the one hand, teachers should incorporate oral practice activities. This practice was identified as a crucial method for mastering pronunciation and preventing mother tongue interference. Oral practice is recommended to design and implement specific activities that focus on pronunciation skills. These activities can include practicing the pronunciation of

sounds, stress patterns, intonation patterns, and other aspects of English pronunciation that pose difficulties for students. Providing regular opportunities for students to engage in oral practice can help them improve their pronunciation and minimize interference from their native language. In addition, students can also practice listening and speaking by themselves, such as by listening to native speakers and repeating after them to acquire the correct pronunciation.

On the other hand, teachers should develop awareness-raising materials. Given that linguistic differences and first-language competency level were identified as the main causes of language interference, it is important to raise students' awareness of these challenges. By increasing students' awareness of the differences between English and Arabic pronunciation, they can better understand the areas that require extra attention and practice.

To conclude, by incorporating regular oral practice activities and providing opportunities for students to engage in self-study through listening and repeating, teachers can foster the improvement of pronunciation and minimize language interference. Additionally, the development of awareness-raising materials can enhance students' understanding of the linguistic differences and first-language competency level that contribute to language interference, enabling them to focus their attention on areas that require additional effort. These recommendations collectively contribute to a comprehensive approach to promoting effective pronunciation skills and supporting learners in their SLA process.

Conclusion

In conclusion, this study contributes to the existing body of knowledge about the interference of the MT in the pronunciation of an L2 by examining the interference of the mother tongue in EFL learners' pronunciation, specifically focusing on the impact of the Arabic language in English pronunciation for first-year university students at Mila University Center. The findings from the questionnaire and the observation answered the research

questions of the study, which were focused on identifying the main causes of language interference in second language learning, particularly pronunciation. The findings of this study demonstrated that language differences and first language proficiency level were the primary contributors to language interference in the acquisition of the pronunciation of the English as a second language. It also showed that first-year students struggle to learn the correct pronunciation sounds, stress patterns, and intonation patterns of English when speaking, as well as other pronunciation challenges. The study concluded that the most important strategy for acquiring pronunciation and avoiding language interference is oral practice. Overall, the study's findings add to the existing knowledge by shedding further light on the precise ways in which the mother language, in this case, a variety of Arabic, might affect how English is pronounced as a Second Language.

General Conclusion

Speaking a foreign language is quite complicated. It involves several aspects, such as pronunciation, vocabulary, and grammar. Pronunciation is an important aspect of mastering the target language (TL). This study aims to investigate the interference of learners' mother tongue in their English pronunciation, with a particular focus on first-year university students at AbdElhafid Boussouf University Center of Mila, Algeria. The significance of this research lies in its contribution to the field of teaching English as a foreign language (TEFL). This study investigates the problems faced by first-year EFL students in pronunciation caused by their mother tongue, a variety of Arabic. It seeks to identify errors and provide solutions to help them sound like natives.

The findings indicated that language differences and first language proficiency level, rather than language similarity, were the primary contributors to language interference in second language learning. Additionally, the results showed that first-year students struggle to master the pronunciation of sounds, stress, and intonation patterns of the English language probably because of the differences between the two languages. The study concluded that the most important strategy for acquiring pronunciation and avoiding language interference is oral practice.

Overall, the study's findings add to the existing knowledge concerning the interference of the MT in SL pronunciation by shedding further light on the precise ways in which the mother tongue, in this case, a variety of Arabic, might affect how English is pronounced as a second language. To conclude, the study highlights the challenges that first-year EFL students face in mastering English pronunciation and how their mother tongue, Arabic, affects their ability to sound like native speakers.

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Appendices

Appendix (1): Teacher's Questionnaire

Dear teachers,

Hello, we are master two students. We are conducting research about first-year university students at AbdElhafid Boussouf University Center -Mila.

Pronunciation is one of the most important aspects of learning a second language. Learning the correct pronunciation is necessary for clear communication and understanding. This questionnaire is designed to collect the necessary data concerning the interference of the mother tongue on EFL learners' pronunciation. We are addressing you because you are the ones who know about students' obstacles, mistakes, and the best ways for them to improve their pronunciation. You are kindly asked to complete this questionnaire. We would be grateful if you could devote some time to answer the questions.

Section One: Background Information

1. What are your academic qualifications?

- Master
- Magister
- Doctorate
- Other.....

2. For how long have you been a university teacher?

- Less than 1 year
- 1 → 5 years
- 5 → 10 years
- More than 10 years

3. Which of the following modules have you taught?

- Oral Expression
- Phonetics
- Linguistics
- None of them

4. Have you taught first-year university students before?

- Yes
- No

Section Two: Language Interference in Second Language Acquisition

5. What are the language aspects affected by the interference of the learners' mother tongue?

- Pronunciation
- Grammar
- Vocabulary
- All of them
- Other.....

6. What factors lead to language interference in second language acquisition?

- Language similarity
- Language difference
- The level of proficiency in the L1
- Transfer of rules
- Inappropriate learning strategy
- All of them
- Other.....

7. How does the native language (Arabic) interfere with the English language?

- Incorrect pronunciation
- Transference of Arabic grammatical rules
- Lexical borrowing
- Cultural values and norms
- All of them
- Other.....

Section Three: The Mother Tongue Interference in First-Year Students'

Pronunciation

8. What are the obstacles facing first-year students in speaking?

- Pronunciation
- The mother tongue Interference
- Grammar
- Lack of vocabulary
- Other.....

9. How do you rate your students' level of pronunciation?

- Excellent
- Very good
- Good
- Average
- Weak

10. Do you usually correct your students' pronunciation in the classroom?

- Yes
- No
- Sometimes

11. Do you think that learners' first language is one major cause of their pronunciation mistakes?

- Yes
- No
- Maybe

12. Which of the following consonant sounds do you think students mispronounce as a result of the interference of their mother tongue?

- The Consonant Sound: /t/
- The Consonant Sound: /θ/
- The Consonant Sound: /r/
- The Consonant Sound: /ð/
- The Consonant Sound: /v/
- The Consonant Sound: /ŋ/
- The Consonant Sound: /p/
- The Consonant Sound: /ʒ/
- The Consonant Sound: /ʃ/
- The Consonant Sound: /ʌ/
- All of them

13. Which of the following vowel sounds do you think students mispronounce as a result of the interference of their mother tongue?

- The Vowel Sound: /i/
- The Vowel Sound: /o/
- The Vowel Sound: /e/
- The Vowel Sound: /ə/
- The Vowel Sound: /ʌ/

- The Vowel Sound: /æ/
- The Vowel Sound: /ə/
- The Vowel Sound: /ɒ/
- The Vowel Sound: /i:/
- The Vowel Sound: /u:/
- The Vowel Sound: /ɜ:/
- The Vowel Sound: /ɔ:/
- The Vowel Sound: /ɑ:/
- All of them

14. Which of the following diphthongs do you think students mispronounce as a result of the interference of their mother tongue?

- The Diphthong: /eə/
- The Diphthong: /aɪ/
- The Diphthong: /əʊ /
- The Diphthong: /ɔɪ/
- The Diphthong: /aʊ/
- The Diphthong: /ɪə/
- The Diphthong: /ʊə/
- The Diphthong: /eɪ/
- All of them

15. Which of the following triphthongs do you think students mispronounce as a result of the interference of their mother tongue?

- The Triphthong: /eɪə/
- The Triphthong: /aɪə/
- The Triphthong: /ɔɪə/

The Triphthong: /auə/

The Triphthong: /əuə/

All of them

16. How often do first-year students misuse the rules of stress placement while

speaking?

Always

Usually

Sometimes

Rarely

Never

17. How often do first-year students use the appropriate intonation patterns in their speech?

Always

Usually

Sometimes

Rarely

Never

Section Four: Teachers' Suggestions

18. What strategies can you use in the classroom to overcome first-language interference in learners' pronunciation?

Developing awareness of how their first language influences their pronunciation

Concentrating on particular sounds that may be difficult for students to pronounce

Using visual tools to help students visualising the location of their mouth and tongue when making various sounds

Encouraging listening and imitating native speakers

Providing corrective feedback

- Incorporating speaking practice (dialogues, discussions, role plays, etc.)
- All of them
- Other.....

19. What do you think is the most appropriate method to ameliorate your learners' pronunciation?

- Positive & Negative feedback
- Audio-visual teaching
- Presentation
- Pronunciation games
- All of them
- Others

20. What strategies do you suggest for first-year students to improve their pronunciation?

- Listening to native speakers
- Repeating tongue twisters
- Speaking in English outside the classroom
- All of them
- Others

Appendix (2): Observation Checklist

Pronunciation Checklist

Question Statement	Observation		Remarks (Providing Example)
	Yes	No	
<p>Sounds</p> <p>1. Does the speaker pronounce the following consonant sounds correctly?</p> <p>1.1. The Consonant Sound: /t/</p> <p>1.2. The Consonant Sound: /θ/</p> <p>1.3. The Consonant Sound: /r/</p> <p>1.4. The Consonant Sound: /ð/</p> <p>1.5. The Consonant Sound: /v/</p> <p>1.6. The Consonant Sound: /ŋ/</p> <p>1.7. The Consonant Sound: /p/</p> <p>1.8. The Consonant Sound: /z/</p> <p>1.9. The Consonant Sound: /f/</p> <p>1.10. The Consonant Sound: /l/</p> <p>2. Does the speaker pronounce the following vowel sounds correctly?</p> <p>2.1. The Vowel Sound: /i/</p> <p>2.2. The Vowel Sound: /ʊ/</p> <p>2.3. The Vowel Sound: /e/</p> <p>2.4. The Vowel Sound: /ə/</p> <p>2.5. The Vowel Sound: /ʌ/</p> <p>2.6. The Vowel Sound: /æ/</p> <p>2.7. The Vowel Sound: /ɒ/</p>			

<p>2.8. The Vowel Sound: /i:/</p> <p>2.9. The Vowel Sound: /u:/</p> <p>2.10. The Vowel Sound: /ɜ:/</p> <p>2.11. The Vowel Sound: /ɔ:/</p> <p>2.12. The Vowel Sound: /ɑ:/</p> <p>2.13. Does the speaker pronounce the following Diphthongs correctly?</p> <p>2.14. The Diphthong: /eə/</p> <p>2.15. The Diphthong: /aɪ/</p> <p>2.16. The Diphthong: /əʊ/</p> <p>2.17. The Diphthong: /ɔɪ/</p> <p>2.18. The Diphthong: /aʊ/</p> <p>2.19. The Diphthong: /ɪə/</p> <p>2.20. The Diphthong: /ʊə/</p> <p>2.21. The Diphthong: /eɪ/</p> <p>2.22. Does the speaker pronounce the following Triphthongs correctly?</p> <p>2.23. The Triphthong: /eɪə/</p> <p>2.24. The Triphthong: /aɪə/</p> <p>2.25. The Triphthong: /ɔɪə/</p> <p>2.26. The Triphthong: /aʊə/</p> <p>2.27. The Triphthong: /əʊə/</p>		
<p>Stress</p> <p>Does the speaker use the stress rules correctly in the word "preserve"?</p>		

Intonation		
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Is the speaker's intonation clear in the sentence "I really enjoyed the presentation"?

Résumé

Parler efficacement ne consiste pas simplement à utiliser des mots. Elle nécessite un processus complexe de production d'un discours qui transmet avec précision le sens voulu. Parmi ces processus, la prononciation occupe une place importante. De nombreux apprenants d'anglais rencontrent des difficultés de prononciation pour diverses raisons, dont l'influence de leur langue maternelle. Cette étude examine l'impact du dialecte algérien en tant que variété d'arabe sur la prononciation de l'anglais en menant des recherches parmi les étudiants de première année d'anglais au Centre universitaire Abdelhafid Boussouf - Mila. Ce document de recherche vise à identifier les obstacles auxquels les apprenants de langues étrangères sont confrontés dans la prononciation de l'anglais, à identifier leurs erreurs et à trouver des solutions pour qu'ils puissent s'exprimer comme des natifs. L'étude utilise un modèle mixte composé d'un questionnaire destiné aux enseignants et d'une observation pendant le module d'expression orale. L'objectif principal de cette étude est d'identifier les causes principales d'interférence linguistique dans l'apprentissage d'une langue seconde, en particulier la prononciation. Les résultats ont montré que les différences linguistiques et le niveau de compétence dans la première langue étaient les causes principales de l'interférence linguistique plutôt que la similarité linguistique. Les résultats du questionnaire ont révélé que les étudiants de première année rencontrent diverses difficultés de prononciation lorsqu'ils parlent anglais, notamment des difficultés à maîtriser la prononciation des sons, les schémas d'accentuation et les schémas d'intonation de la langue. L'étude suggère également que la pratique orale est la méthode la plus cruciale pour maîtriser la prononciation et prévenir les interférences linguistiques. Dans l'ensemble, les résultats de cette étude contribuent au corpus de connaissances existant dans l'étude de l'interférence de la langue maternelle dans l'acquisition de la prononciation d'une seconde langue en fournissant davantage d'informations sur les façons spécifiques dont la langue maternelle, l'arabe, peut avoir un impact sur la prononciation de l'anglais en tant que seconde langue.

Mots clés : Interférence linguistique, langue maternelle, prononciation, langue seconde, parler.

ملخص

ان الكلام الفعال ليس مجرد مسألة استخدام للكلمات و فقط، فهو يتطلب عملية معقدة لإنتاج خطاب يعبر بدقة عن المعنى المقصود. ومن بين هذه العمليات، يبرز النطق كعملية ذات أهمية. يواجه العديد من متعلمي اللغة الإنجليزية صعوبات في النطق لأسباب مختلفة، منها تأثير لغتهم الأم. تهتم هذه الدراسة بالبحث في تأثير اللهجة الجزائرية بصفتها لهجة مشتقة من اللغة العربية على نطق اللغة الإنجليزية من خلال إجراء بحث بين طلاب السنة الأولى في اللغة الإنجليزية في المركز الجامعي عبد الحفيظ بوصوف- ميلة. يهدف هذا البحث إلى تحديد العقبات التي يواجهها متعلموا اللغة الأجنبية في نطق اللغة الإنجليزية، وتحديد أخطائهم، وإيجاد حلول لهم ليصبح نطقهم مثل نطق المتحدثين الأصليين. لاجراء هذه الدراسة تم استخدام دراسة استقصائية تتكون من استبيان للأساتذة وملاحظة أثناء حصة التعبير الشفهي. يركز الهدف الاساسي لهذه الدراسة على تحديد الأسباب الرئيسية لتداخل اللغة الام في تعلم اللغة الثانية، والتحدث بها. أظهرت النتائج أن الاختلافات اللغوية ومستوى كفاءة اللغة الأولى هما السببان الرئيسيان لتداخل اللغة، بدلا من تشابه اللغة. كشفت نتائج الاستبيان أن طلاب السنة الأولى يواجهون مجموعة متنوعة من الصعوبات في النطق عند التحدث باللغة الإنجليزية، بما في ذلك صعوبة إتقان نطق الأصوات وأنماط النبر وأنماط النغمات للغة. تخرج الدراسة أيضا إلى أن الممارسة الشفوية هي الطريقة الأكثر فعالية لإتقان النطق ومنع التداخل اللغوي. بشكل عام، فهذه الدراسة قد مكنتنا من معرفة التداخل الحاصل بين اللغة الام و المكتسبات الجديدة لنطق اللغة الثانية، حيث أوضحت الطرق التي يمكن أن تؤثر بها اللغة الأم "العربية" على نطق اللغة الإنجليزية كلغة ثانية.

الكلمات المفتاحية: تداخل اللغة، اللغة الأم، النطق، اللغة الثانية، التحدث.