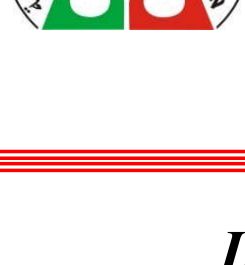


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FACULTY OF LETTERS AND LANGUAGES
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DEPARTMENT OF ENGLISH



***Investigating the Phenomenon of the
Interference of the Shawiya Language on the
Pronunciation of English as a Foreign Language***

***The Case of EFL learners of Abbes Laghrou University at
Khenchela whose L1 is purely Shawiya.***

*A Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Language and Culture*

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Dedication

This work is dedicated to:

My dear father and my beautiful mother who have been always by my side at all times. From the moment, I was born and every day that follows.

My sincere thanks go to all of my pretty sisters; their kindness and extensive support have been always present through bad and good times. For which, I am eternally grateful. Khawla with her faith, Safa with her strength, Sabrina with her love, Oumaima with her softness, Meriem with her humor. Also, to my extended family with their unlimited cares. Thank you for your unconditional support and encouragements to pursue my interests.

To my best friends who made every single second look less stressful and more enjoyable. Thank you for staying with me whenever there have been rough times. I will be always grateful for the most beautiful moments that we had together.

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I would like to acknowledge the members of the jury for accepting for accepting to be a part of the final version of my dissertation.

Alongside, I would like to express my special warm hearted thanks to my older sister Khawla. She is an amazing person, someone I greatly admire, and cherish. Her faith on me and motivation have inspired me to hold tight to finish my study no matter how complicated it gets.

Finally, I would like to offer my profound appreciation to my teachers, friends and colleagues through this master experience for their cooperation to finish this whole study.

Abstract

This study is an attempt to explore the role of the Shawiya language as a mother tongue into acquiring English as a foreign language. Of specific focus is in which way there is an interference of Shawiya regarding the pronunciation of English, and more restrictively the phonological aspects. For that purpose, using a questionnaire (for learners) and an interview (with teachers) for data collection, a descriptively-based quantitative approach is adopted. Results revealed that not only is there a negative interference of Shawiya, but a deep one. Further, Shawiya has both positive and negative effects depending on the linguistic distances in terms of similarities and differences with English. However, both of English as a foreign language (EFL) teachers and students confirmed that the Shawiya language has a more of a positive impact. The findings also indicate that such effects touch upon the pronunciation aspect to a very large extent as the majority of the participant learners' views appear to promote this orientation.

Keywords: Mother Tongue, Second Language Acquisition, Interference, Contrastive Analysis Hypothesis, Interlanguage.

List of Abbreviations

A.F: Absolute Frequency

CAH: Contrastive Analysis Hypothesis

CPH: Critical Period Hypothesis

EA: Error Analysis

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

L1: First Language

L2: Second Language

ML: Mother Language

NA: No Answer

NL: Native Language

R.F: Relative Frequency

ST(s): Student (s)

TESOL: Teaching English to Speakers of Other Languages

TL: Target Language

TN: Total Number

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General introduction

1. Statement of the Problem

The difficulties in English pronunciation arise almost to all EFL students. From the fact that the sound systems of their mother tongue and English are very likely different in many aspects. EFL learners at Abbas Laghrour University at Khenchela usually face a number of problems in their attempt to acquire the English language. One of these problems is observed in their attempt to pronounce the English language proximately like a native speaker. However, due to their mother tongue interference (Shawiya), they tend to articulate it differently.

Even though, EFL learners are supposed to be delivering their target message to the target people by means of a full-fledged English.

Unfortunately, a large number of EFL learners of the Department of English at Khenchela University typically mispronounce the English language, partly due to their mother tongue sound systems with English sound systems. Both of languages have consonant, sounds that are different in numbers, as well as in place and manner of articulation. Probably, that is a major fact that leads to see the foreign language as an abnormal case to its learners.

2. Hypothesis and Questions

Hypothesis

EFL learners of the Department of English at Khenchela, whose first language is purely Shawiya, will tend to mispronounce the English pronunciation than EFL learners who do not master the Shawiya language.

Questions

1. How does Shawiya as a mother tongue of learners affect their English pronunciation?
2. Is the Shawiya sound system an impeding factor to reach native-like English pronunciation?
3. What is the major cause behind the learner's mispronunciation of some words in the English language?

3. Background

One of the most important parts of learning English as a second language is pronunciation. Speaking is an essential factor in learning and using English appropriately.

Most of EFL learners are aware that a sound is made by a definite movement of the organs of speech. The differences between the sound systems of both L1 and L2 are regarded as a barrier against competence in the pronunciation of English as a foreign language. Because the new sounds still remain strange for their organs of speech. Especially, if they start learning English after the age of adulthood. According to ELT journal, critical period hypothesis (CPH) is indeed an optimal period for language acquisition ending at puberty. In other words, it is the acquisition of language during the 1st dozen years of childhood. That was first proposed by Montreal neurologist Wilder Penfield and co-author Lamar Roberts in 1959 with their book "Speech and Brain Mechanisms". Then, it was popularized by Eric Lenneberg in 1967 with the entitled book "Biological Foundations of Language".

Phonology is the study of the sound patterns in different human languages and speech sounds physically are different from each other in a number of ways. Such as, place of articulation, manner of articulation, voicing, tongue height, etc.

The more differences in sounds there are between the two languages the more errors of interference will occur. When the researcher encounters a foreign language, his natural tendency is to hear it in terms of the sounds of his mother tongue, he actually perceives it rather differently from the way the native speakers do. Equally, when the researcher speaks a foreign language, he tends to attempt using the familiar sounds and sound patterns of his mother tongue. This is what led Littlewood (2002) to point out in his entitled book "Foreign and Second Language Learning" that the interference results from the fact that the learner uses what he already knows about language, in order to make sense of the new experience. He

defines interference as *"the learners uses his previous mother-tongue experience as a means of organizing the second language phones"*(1984: 114).

Language transfer, second language acquisition and language teaching have been a central issue in applied linguistics for at least a century ago. These transfers have been designated as negative and positive transfers, where a positive transfer results in no error in the learning of L2 and the negative one may lead to significant errors that may include a transmission of the forms and meaning of words from L1 to L2.

4. Aims

The general aims of the study can be summed up in what follows:

-Discuss the problem of the mother tongue (Shawiya) interference in English pronunciation of English as a foreign language.

-Detect the major cause of mispronouncing the English language at the Department of English at Khenchela.

-Suggest some solutions to avoid interference.

5. Methodology

Approach

The quantitative approach is being followed in this study. It depends on the analysis of the gathered data through statistics, numerical data and percentages. It uses deductive logic, in which the researchers start with hypothesis and then collect data, which can be used to determine whether empirical evidence supports or rejects the hypothesis. It tends to be highly specific, describing clear relationships between the independent and dependent variables.

The quantitative approach often provides stronger empirical evidence than other research approaches. Berg stated that *“quantitative research is considered to be more rigorous, more reliable, and more precise”* (2009: 2). The results of quantitative analysis are most reported in the form of statistical tables such as (frequency distributions, standard deviations) or graphs such as (pie charts, bar graphs or histograms). So, the qualitative approach does not suit topics of this nature, it aims at understanding the experiences and the actions of people as they encounter and live through situations. Berg mentioned that *“Qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. In contrast, quantitative research refers to counts and measures of things”* (2009: 3).

Population, Sampling and Setting

This research was conducted at the University of Abbes Laghrour at Khenchela. Five levels of EFL classes are offered from 1st year to Master 2. The researcher adopts the half amount of all the total of EFL learners (707) of the Department of English at Khenchela, whose L1 is the Shawiya language. The researcher takes a sample of 70 students out of 354 as a total.

Participants of the Study

The participants of this study are all EFL students at Abbes Laghrour University at Khenchela from 1st year to 2nd year Master. The students are not randomly selected for

answering the questionnaire. They are students with different English pronunciation abilities, who master their first language (Shawiya).

Research Instruments

For Parahoo, a research instrument is "*a tool used to collect data. An instrument is a tool designed to measure knowledge, attitude and skills*" (1997: 52). The research instruments are of different types: questionnaire, interview, observation. In this work two instruments were used. A questionnaire was selected to collect data from participants and an interview with teachers to have a clear vision of the problem faced by EFL learners of the University of Abbes Laghrour at Khenchela.

6. Structure of the Work

This study is composed of two main parts: theoretical part and practical part. The former includes two theoretical chapters.

The first chapter is an attempt to describe the relationship between first language and second language learning, which deals first with a brief definitions of the mother tongue and the second language. Then, it discusses both of English as a foreign language and Shawiya as a mother tongue. Afterwards, it describes the role of L1 on second language acquisition. In addition, some knowledge about phonology and pronunciation that is presumed to be mentioned.

The second chapter is of particular interest of interference. It defines first the concept itself. Then, it investigates the distinction between the negative and the positive interference and the factors that cause interference. Afterwards, it outlines a brief review about second language acquisition by interpreting some of its theories the CAH, EA and Interlanguage.

The latter includes one single practical chapter, it addresses first the discussion of the observation that will be illustrated with various tables and diagrams. Which was made by using two different instruments; a questionnaire for EFL students and an interview for

EFLteachers. Finally, some suggesting solutions to avoid the interference in order to pronounce English in a better way. Therewith, a general conclusionto conclude the whole study.

Introduction

The phenomenon of learning different languages distinguishes the communication of human beings from animals. The knowledge of more than one language is required to survive in the modern age. However learning a new language is not a simple task. Every language has its own grammar and rules. This chapter describes one big section, it mostly outlines a brief comparison between first language (L1) and second language (L2). By stating both of their definitions that include some knowledge about English as a foreign language (FL) and Shawiya as a mother tongue (MT). Then, it highlights the role of L1 on second language acquisition (SLA). Later on, it pinpoints the problems that L2 learners may encounter during their second language acquisition process. Finally, it investigates the field of phonology in more details by demonstrating more information about the most significant terminologies that represent the basis of the phonology and pronunciation.

1. Mother Tongue

The language which is acquired from birth or before the age of about 3 years is called the first language, where the ability of acquiring language is biologically related to age. It has many different names such as mother tongue, L1, native language and primary language. It can be defined as the first language of inhabitants of a specific area that is definitely acquired in the early years. In this case, the inhabitants are called native speakers. First language can be considered as a tool for language acquisition to solve learning and communication problems. It is a foundation on which you can build an understanding of principles of a foreign language.

It is believed by Chomsky that kids are born with an innate and special ability to discover the underlying rules of language system (1975). The use of mother tongue in the classroom can be occasionally beneficial for pupils, but teachers are abusing it by overusing

it. Teachers use the same language all the time, they develop language routines that improve pupils' understanding.

A new trend of teaching developed known as the linguistic interdependence hypothesis (Cummins, 2007; Butzkamm & Caldwell, 2009) suggests that use of the mother tongue by teachers in the classroom is beneficial. According to this hypothesis, transfer is not always a negative aspect and languages are linguistically interdependent except for a few elements which can not cause any hindrance in language learning. But, teachers must keep in mind that exposure and practice of the target language is the main thing, if they want only to reach their teaching goals. On the other hand, learners will never get able to speak the second language fluently. It has become a popular belief among teachers that the use of mother tongue prevents the acquisition of a new language (Malmkjar, 1998). In addition, from the teacher's perspective, communicating with students' mother tongue seems to improve teacher-student rapport (Harbord, 1992). Regarding pupils, they should use their mother tongue only when it is permitted by the teacher. According to Careless (2008), the mother tongue has both potentially positive and negative consequences. This can be seen by the students when they tend to use their native language instead of English in order to do their activities, this action would bring their identity.

Pronunciation errors which are made by children are similar to those made by monolingual first language learners and only small proportions of pronunciation errors in speaking are traceable to the first language learners.

The Shawiya people are a part of various Berber groups living mainly on the Auras plateau of the Atlas Mountains in northern Algeria, Tunisia, Morocco, Lybia and a small Berber in Egypt. It is mainly concentrated in the Auras region, it includes the following states (Batna, Oum El-Buaghi, Khenchela, Tebassa, and a smaller percentage in both states: Souk Ahras ,Setif , Annaba and Biskra). The Africans call this entire region of North Africa

Maghreb. The Berber refer to themselves as Imazighen. This term has become an indicator of Berber identity and nationalism. Most Shawiya people are farmers, their staple crops include grains and fruits that are cultivated in the mountains. The Atlas Mountains have long served as a refuge for the Berber in order to preserve their own language, culture, customs, and social organization. These rugged mountains provided a base of resistance against the Romans, Vandals, Byzantine, and Arabs. However, the Muslims conquered the Maghreb between 670 and 700 A.D. The Shawiya people are characterized by being proud, shrewd, persistent, and loyal. The original inhabitants of the lowlands of the Sahara Desert were greatly influenced by Arab culture.

Tamazight has 41 basic sounds, 3 vowels and 38 consonants.

Despite a great deal of variation in the sound systems among Berber languages, they tend to be characterized by the several common features:

Vowels

Berber language generally has three vowels. Vowels can be short or long. Vowel length makes a difference in word meaning.

	Front	Central	Back
Close	i		u
Mid			
Open		a	

Table 1: The vowels of Berber language. (Languages, A. and Branch, B. (2019). *Berber Branch*

| *About World Languages*. [online] MustGo.com. Available at:

<https://www.mustgo.com/worldlanguages/berber-branch/> [Accessed 15 Jun. 2019].)

Consonants

These features are present in many, but not all Berber languages:

Plosives b d m t k g q ġ (for dʒ), ċ (for ʃ) ḅ ḍ ṭ ḍ ṣ ẓ ṛ (pharangealized or ‘emphatic’ consonants)

Fricatives f s z ɛ x γ h (for a laryngeal), ḥ (pharyngeal h)

Labializedkwgwqwɣw

Nasal m n

Laterals l

Thrill r

Semi-vowels y, w (their status being between that of a vowel and that of a consonant)

Geminates are noted by doubling the corresponding sound, ddtggkkqq but are not listed in the alphabet.

Writing

There is no standard orthography for Berber languages. Differences in their sound systems make it difficult to develop a unified standardized orthography for all of them. At present, Berber languages are written with Roman, Arabic and Tifinagh alphabets.

The Tifinagh alphabet is thought to have been derived from the Phoenician alphabet. It is used by the nomadic Tuareg people who inhabit a large part of the Sahara desert and the north-central part of Sahel. Tifinagh has become official throughout Morocco, while the Arabic and Latin alphabets continue to be used unofficially online and in various publications. However, unlike the nearby Tachelhit, Tarifit has little Tifinagh literature written prior to the 20th century.

o	⊖	⌘	⌘ ^u	∧	E	⋮	⌘	⌘
ya	yab	yag	yag ^w	yad	yaḍ	yey	yaf	yak
[æ]	[b]	[g]	[g ^w]	[d/ð]	[d ^ʕ]	[e]	[f]	[k/ç]
⌘ ^u	⊖	∠	⌘	⌘	⌘	∠	I	⌘
yak ^w	yah	yah	yac	yax	yaq	yi	yaj	yal
[k ^w]	[h]	[h]	[ʔ]	[x]	[q]	[i]	[j]	[l]
⌘	I	⋮	⊖	⊖	⌘	⊖	⊖	⊖
yam	yan	yu	yar	yaṛ	yagh	yas	yaṣ	yac
[m]	[n]	[u]	[r]	[r ^ʕ]	[ɣ]	[s]	[s ^ʕ]	[ʃ]
†	E	⌘	∠	⌘	⌘			
yat	yaṭ	yaw	yay	yaz	yaḏ			
[t/θ]	[t ^ʕ]	[w]	[j]	[z]	[z ^ʕ]			

Figure1: Tifinagh Alphabet (Omniglot.com, (2019). *Tifinagh alphabet and Berber languages*.

[online] Available at: <https://www.omniglot.com/writing/tifinagh.htm> [Accessed 15 Jun. 2019].

2. Second language

The second language is also called the target language or L2. It is the additional language that someone would learn just after the native language. The additional language is called a second language, even though it may actually be the third, fourth, or tenth to be acquired. An online dictionary defines the second language as “a non-native language officially recognized and adopted in a multilingual country as a means of public communication.” (The free dictionary by Farlex). Crystal defines MT as “a language other than one’s mother tongue used for a special purpose, e.g. for education, government” (1997:256).

Second Language

Chastain defines it as " *situation in which students are studying the language of a foreign country. Foreign language students normally have little or no direct contact with the language, the people, or the culture*" (1988:136). While Richards defines the term as " *a language which is not a native language in a country*". (1992:142).

English as a Foreign Language

Studying English as a second language (ESL) is fundamental for the necessity presented in this globalized world, however it is not an easy task. Particularly if you are learning English outside of an English speaking country. For instance, English language learners in African countries like Algeria, Nigeria, Ghana, Zambia and some other African countries face a lot of challenges because English is not the native language of these countries.

English is an international language and its importance grows continuously gradually all over the world. It has a special place in around 75 territories. This language has spread widely as the global language. Therefore, it has different functions in communication such as business, travel or studies. ESL or teaching English as second language (TESL) is a traditional term for the study of the English language by non-native speakers in an English speaking environment, it is also known as English for speakers of other languages. That environment can be a country where English is the mother tongue. For example: Australia, the U.S or where English has an established role For example: India, Nigeria.

The terms EFL, ESL and TESOL (Teaching English to Speakers of Other Languages) emerged after the Second World War, when there was no distinction between ESL and EFL. Both being subsumed under ELT (English language teaching). Some individuals and groups have opted for the term TESOL to represent better the underlying language realities.

However, applying English as a second language means that not every learner will understand

English like a native speaker and be able to receive and reproduce it perfectly. Since, English is not used in country in daily communications, the competency of English learners varies significantly. They face many problems to comprehend spoken English especially that of native speakers. This is what led teachers say one sentence in English and then translate it into the mother tongue to make English sound easy to them, and the same case with learners who attempt to impress their mother tongue on English. Nonetheless it can be a stumbling block in learning English.

3. The role of First Language in Second Language Acquisition

Many research efforts have been directed toward the issue of using the L1 in foreign language learning over few decades. It is a common belief that first language has an influence on the second language acquisition.

The first and foremost role that L1 plays and for what L1 is mostly discussed in SLA process is language transfer, both of positive transfer and negative transfer. Koda explores the transferred L1 strategies in L2 comprehension and finds that *“reading skills transferred from L1 interact with L2 specific linguistic features in shaping cognitive strategies for L2 processing”* (1993: 497). Almost all of the previous researchers believe that first language has interference in second language acquisition. For example, Karim and Nassaji (2013) explored the first language transfer in L2 writing, and they found that when second language learners write in L2, their L1 has an impact on their writing. Besides, when learners of second language want to write or speak in the target language, they tend to rely on their first language structures. Further, Ellis (1999) strongly believe that most of the difficulties faced by the L2 learners were imposed by L1. To be specific, it was believed that if there are differences in L1 and L2, the learner's L1 knowledge would interfere in L2 and if the L1 and L2 are a bit similar, then L1 would actively help in L2 learning. So, it can be an easy or a difficult SLA process depending on the differences and the similarities that exist between both

languages. Contrastive analysis hypothesis (CAH) suggests that comparing L1 and L2 features is beneficial in examining L2 learners' transfer errors (Lightbown & Spada, 2013).

4. All Kinds of Problems Encountering L2 Learners

Second language learners face so many difficulties and problems during language acquisition inside and outside the classroom. Here are some of them:

1) L1 interference

According to most researchers, one of the main obstacles that L2 learners encounter during acquiring a second language is first language, especially in productive skills; speaking and writing. Whitman and Jackson (1972, as cited in Gass & Selinker, 2001:117) state that "*interference plays such a small role in language learning performance*". The more differences between L1 and L2 are the more errors may occur. Odlin (1989) also said that the L1 will strongly affect the sounds of the target language.

2) Over-use of the mother language in the classroom

Teachers must be tough enough to make students communicate with only the target language, even if they are just talking to each other rather than the mother tongue. Learners tend to use their mother tongue in the foreign language classroom because it is easier and make learners feel less exposed and comfortable. By which their TL language will never ever be improved. Ellis (1984) states that too much L1 use could deprive the learners of valuable input in the L2. So, it is still a controversial issue nowadays, the use of first language in the foreign language classroom must be evaluated equally with the target language. It must be used adequately in accordance with the need to facilitate the target language learning.

3) Pronunciation

Every language differs from one to another, it has a unique sound system. But, when a student (St) want to acquire a foreign language, he tends to use the familiar sounds and sound patterns of his mother tongue. So learners should be aware of different sounds with their

Features, words' stress and intonations. Redmond and Vrchota argue that: *"It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood"* (2007: 104). In other words, if the pronunciation is incorrect, the speakers will never understand and the message will not be transmitted in an appropriate way. Therefore, accuracy is not achieved. For example: Arabic English learners.

/b/ for /p/: Blis (please) blay (play) di (the) tib (tape) teacher.

/i/ for /e/: Rid for red: Di (the) flower is rid in color.

/i/ for /ei/: Fis and face: Hisfis (face) is very bale (pale).

Files.eric.ed.gov.(2019). [online] Available at: <https://files.eric.ed.gov/fulltext/EJ1112781.pdf> [Accessed 17 Jul. 2019].

4) Similarity differential rate hypothesis

Another problem is what Major and Kim call the similarity differential rate hypothesis (1996) is the "difficulties" the researchers observe in L2 learning are not so much a result of similarities or differences between languages or systems. But, rather the rates at which different aspects are learned, which is determined by their similarities to or differences from the L1 system. It simply claims that similar phenomena are acquired at faster rates than dissimilar phenomena.

5) Unqualified teachers

This is one of the most overlooked problems. Many communities are English language learners, they cannot determine who is a good English teacher and who is not, whether he is correct or incorrect. For instance, the word 'cup' is pronounced by different teachers as either [kap], [kop], or with a vowel sound that does not exist in English. So, even teachers sometimes mispronounce words. In fact, a large number of students of English language graduate into teachers of the English language without ever getting to hear the correct

pronunciation by a native speaker. Audio tools and other several tools are extremely needed in this case, because books are not enough by themselves.

6) Limited learning environments

There should be multiple circumstances that aid the student to improve the target language. One of the most significant one is the surrounding, students should be hearing the target language in their surrounding and environment every single time to make language more familiar to them. Students usually make an effort to speak proper English in the classroom, but outside the classroom all kinds of efforts to speak English are almost nonexistent. In other words students do not always hear people around them speaking proper English.

6. Some Knowledge about Phonology

Phonology is the study of how sounds are organized in different languages and used in different positions. In other words, it is the description of the system of speech sounds in language. It is the study of the sound patterns in different human languages, and speech sounds are in themselves physically different from each other in a number of ways, such as place of articulation, manner of articulation, voicing, tongue height, etc (Hu Zhuanglin, 2001). Phonology is one of the several aspects of language. It is related to other aspects such as phonetics, morphology, syntax, and pragmatics. In fundamental concepts in phonology, Ken Lodge observes that phonology *"is about differences of meaning signaled by sound."*(2009)

Here is an illustration that shows the place of phonology in an interacting hierarchy of levels in linguistics:

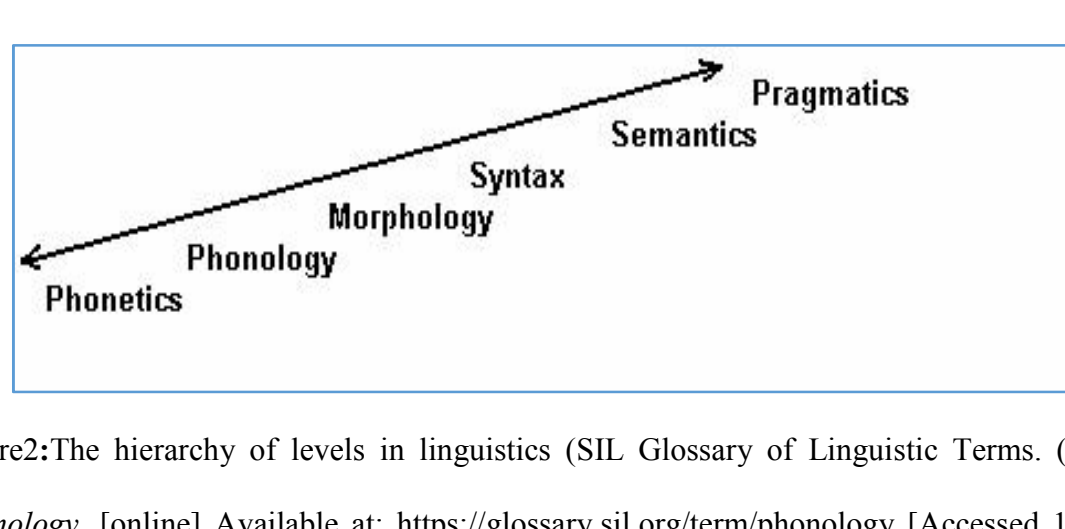


Figure2: The hierarchy of levels in linguistics (SIL Glossary of Linguistic Terms. (2019). *Phonology*. [online] Available at: <https://glossary.sil.org/term/phonology> [Accessed 15 Jun. 2019].).

Phonology is about the classification of the sounds within the system of a particular language. Whereas, phonetics deals with the production of speech sounds by humans without prior knowledge of the language being spoken. For example, every time you say a 'p' it will slightly be different than the other times you said it. However, in phonology all productions are the same sound. At one extreme, Ohala (1990) claims that there is no interface between phonetics and phonology. At the opposite extreme, Hale and Reiss (2000) argue for excluding phonetics entirely from phonology because the latter is about computation, while the former is about something else.

A phone is a phonetic or segment. The speech sounds the students hear and produce during linguistic communication are all phones. For instance, in the words: pit, spit, tip, we have the phones: [p] (as in pit), [p] (as in spit), [p] (as in tip). But, the three different phones do not reflect any difference in meaning. That is to say, if [p] is pronounced in "spit" incorrectly, the sound would not cause any confusion in meaning and the speaker is just only considered to be poor in English pronunciation. They are written between brackets.

A phoneme is the smallest phonetic unit in a language that is capable of conveying a distinction meaning that should be kept in mind. For example, 'mat' and 'bat'. They are based

on spoken language and recorded by IPA (International Phonetic Alphabet). They are written between slashes, for example /p/.

Allophones are the non-distinctive forms of a phoneme, when STs have several phones to produce the same phoneme, they call that an allophones, which are used in two ways. One way is in complementary contribution .The other way is in free variation.The first one is if two sounds are allophones of the same phoneme, they are said to be in complementary distribution. These sounds cannot change the meaning of otherwise identical words. If you interchange the sounds, you will only change the pronunciation of the words, not the meaning. Native speakers of the language regard the two allophones as variations of the same sound. To hear this, start to say the word cool (your lips should be pursed in anticipation of /u/ sound).But, then say kill instead (with your lips still pursed.) Your pronunciation of kill should sound strange because cool and kill are pronounced with different allophones of the phoneme /k/.While, the second are some words in English are pronounced differently by different speakers. This is most noticeable among American English speakers and British English speakers, as well as dialectal differences.

Minimal pair is a pair of words which differ from each other only by one sound. In other words, a pair of words that vary by only a single sound, usually meaning sounds that may confuse English learners, like the /f/ and /v/ in *fan* and *van*, or the /e/ and /i/ in *desk* and *disk*.

7. Pronunciation

Pronunciation means how we articulate words, the act of producing the sounds of speech, including articulation, stress, rhythm and intonation .For example, it is important to know which syllables in a word are stressed and how different patterns of stressed and unstressed syllables are pronounced.

Most people speak the dialect of Standard English with an accent that belongs to the part of the country they come from or live in. Learners of British English commonly hear RP (Received Pronunciation), which is an accent used on the BBC and other news media. But, it is also common to hear other several regional accents of English from across the world.

According to most of second language learners the segmental sounds of the TL are complicated to pronounce well. Although, the segmental sounds or so called consonants and vowels exist in all languages in the world. These fundamental sounds need to be pronounced correctly to accomplish the correct sounds of any target language to achieve the exact meanings. Baker and Westrup stated that *“a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.”* (2003: 5). When, another language is acquired, the phonetic system of L1 interferes with the new sound system of a foreign language resulting in a foreign accent.

Learners should be aware of different sounds with their features, words' stress and intonations in order to pronounce them correctly. The differences will cause some difficulties to the learners of the target language (TL). Especially, if the elements of the TL are completely contrasting and different from the L1 phonological patterns, they will be difficult to apply. Redmond and Vrchota argue *“It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.”* (2007: 104).

A large number of studies point out that children enjoy an advantage over adults in learning the pronunciation of a second language. Thus, age is seen as one of the most important factors as the critical period hypothesis, which states that *“complete mastery of an L2 is no longer possible if learning begins after the end of the putative, critical period”*(Piske et al, 2001: 195).

The alphabet of English language is made up of 26 letters, 5 of which are vowels (a, e, i, o, u) and the rest of which are consonants. The letter 'y' is a bit different because sometimes it acts as a consonant and sometimes it acts as a vowel. Knowing how vowels and consonants work together to make words and sounds helpful for every learner with the spelling.

Vowels

A vowel is a sound that is made by allowing breath to flow out of the mouth without closing any part of the mouth.

Consonant

A consonant is a sound that is made by blocking air from flowing out of the mouth with the teeth, tongue, lips or palate.

Tone

It is a lexical property of every syllable in every word to be marked for some pitch. Whereas in English, tones are used to express emotion.

Looking at the example of “really” again:

- If you say, “Really?” then you’re asking a question.
- If you say, “REALLY!” then it shows excitement.
- If you say, “(Hmmm) really...”, then it expresses doubt or negative emotion.

The Hmong language spoken in China, Vietnam, Laos, and Thailand can have seven or even eight tones. If you say paw like a statement, it means “female”. Say it like a question and it means “to throw.” Say it up high in an impatient way and you are saying “ball.” Say it down low as if you ran into someone in a basement and did not want anyone upstairs to know you were down there and it means “thorn.” Say it in a tone between the impatient high and the down-low and it means “pancreas.” If you say paw in a creaky way kind of like the way one might imitate an elderly person’s voice then it means “to see,” while if you say it in a breathy,

amazed way as if you were seeing a horse in the clouds, then it means “paternal grandmother.”

Tone languages are spoken all over the world, East and Southeast Asia, sub Saharan Africa and among the indigenous communities of Mexico. These regions might have in common is heat, though it is hard to imagine how that would make people speak more melodically. Tone languages are less likely to develop in dry environments because dry air deprives the vocal cords of the suppleness required to produce differences in tone. Berber languages are not tone languages. They include emphatic consonants (those formed deeply in the vocal tract), which occur in inherited words (such as *ǧ* and *ʒ*) and in the many loanwords from Arabic (such as *š*). Pharyngeal consonants (those articulated at the back of the vocal tract with the pharynx), such as *ħ* and ‘ (“ayn”), are found only in Arabic loanwords. Berber languages usually insert the vowel *ə* (“schwa”), which, however, is described as a full vowel for some varieties such as Southern Berber, Fijig, and, most recently, Siwi (in Egypt).

Pitch

Pitch is the rise and the fall of our voice as perceived by the ear, which depends on the number of vibrations per second produced by the vocal cords. It is the main acoustic correlate of tone and intonation, it is an important component of accentuation or prominence, both at the level of individual words and at the level of longer utterances (Martha, 1996:148).

Pitch accent languages such as Japanese encode height, usually low vs high into syllables. For instance, the word *hashi* is made up of two syllables and whether you say the first syllable in a low pitch and the second in a high pitch, the meaning of the word will change. The use of pitch is called intonation, but the words "pitch" and "intonation" are often used interchangeably. English speakers mark words with a higher pitch for many reasons:

- ❖ To make a simple statement (neutral statement).
- ❖ To contrast or clarify information.
- ❖ To give new information.
- ❖ To show emphasis.
- ❖ To ask questions.

Certain languages are simply pronounced with lower or higher pitch. The pitch of voice is determined by the frequency with which the vocal cords vibrate. The frequency of vibration of the vocal cords is determined by their thickness, their length and their tension. As Martha states “*one’s natural average pitch level depends on the size of the vocal cords*” (1996:148). In general, men have thicker and longer vocal cords than women and children do. As a result, the modal pitch of man’s voice is generally lower than that of a woman or a child.

Intonation

Intonation describes how the voice rises and falls in speech. The three main patterns of intonation in English are: falling intonation, rising intonation and fall-rise intonation.

Falling intonation

Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. For example: Where’s the nearest p^ost-office?

Rising intonation

Rising intonation describes how the voice rises at the end of a sentence. It is common in yes-no questions: For example: I hear the Health Centre is expanding. So, is that the new d^octor?

Fall-rise intonation

Fall-rise intonation describes how the voice falls and then rises. Learners use fall-rise intonation at the end of statements when they want to say that they are not sure. For example: I do not support any football team at the moment.

Stress and rhythm

Both of them are interrelated. Scarcella and Oxford (1994) sustain that Stress contributes to rhythm. Linguists use the term rhythm to refer to the measured movement or musical flow of language. French unlike English, is a syllable-timed language. Being used to stressed-timed English, Anglophone learners of French must get to know the rhythm of the new language.

Conclusion

Overall, this chapter discussed the difference between Shawiya as a mother tongue and English as a second language. Then, the researcher found out how much the Shawiya language is richer than the English language phonologically. Besides, to the interference of first language on second language acquisition process by highlighting the most common problems encountered by EFL learners and a brief definition of the most significant terms in pronunciation and phonology.

Introduction

The process of second language acquisition has been influenced by so many factors and the first language is the most common of them. So many linguists have researched about the relationship between first language and second language acquisition by proposing many reconcilable and irreconcilable opinions.

The current chapter will be of particular interest of interference, first section clarifies the key terminology 'interference' by illustrating its various definitions and the distinction between its both types: the negative and the positive interference. Afterwards, it tends to highlight some of the most common factors that cause the interference and sheds the light on an overview about second language acquisition. Second section examines SLA theories by investigating how contrastive analysis hypothesis (CAH), error analysis (EA) and interlanguage depict the terminology "interference".

1. The Concept of Interference

The word transfer was first being used a century ago. Some linguists first used this word in linguistics to describe the influence of cross-language. However, till 1950s and 1960s this word became popular in linguistics. Transfer is a kind of influence from old knowledge to new knowledge (Sajavaara, 1986). Fries and Lado later introduced the word transfer to the study of SLA.

According to the whole study, language interference is also known as language transfer, linguistic interference, L1 interference and cross linguistic influence. The term interference refers to the impact of one language on another one. If the two languages are likely different, learners will use the linguistic patterns that they have learnt in their native language (NL) to help them acquire a foreign language. Nunan states "*Where the first and second language rules are not the same, errors are likely to occur as a result of interference between the two languages*" (2001:89). In other words, the range of similarity or dissimilarity between the mother language and the target language can necessarily make the

acquisition of the TL easier or harder. Corder affirms that 'transfer' means "*Carrying over the habits of his mother tongue into the second language*" (1974:158). Interference is the errors that can be traced back to the first language, while the learners use the second language (Lott, as cited in Bhela, 1999:22). Littlewoods points out in his book that the interference results from the fact that the learner uses what he already knows about language, in order to make sense of the new experience. He defines interference as "*The learner uses his previous mother tongue experience as a means of organizing the second language phones*" (1984: 114). While, Ellis refers to interference in his book as 'transfer', which he says is "*The influence that the learner's L1 exerts over the acquisition of an L2*" (1957: 51). Moreover, Odlin's definition is broader, as it covers "*The influence of any other language that has been previously (and perhaps imperfectly) acquired*" (1989: 27). In other words, transfer is not limited to the influence of L1 on L2, but could involve the influence of L2 on L3 or L4 on L5.

1.1 Negative and Positive Interference

Language interference can be positive or negative. It depends on the similarities and the differences that are between the two languages. The greater the differences between the two languages are the more the negative effects will occur.

When relevant rules and structures of both languages are the same and make use of L1 habits to enhance the TL learning positively. In this case, it is called 'positive transfer' or 'facilitation'. For example, the assumption that the subject goes before the verb is transferred to French from English. Such a transfer facilitates SLA process, however the results of positive transfer go largely unnoticed and less discussed. Furthermore, it is negative when both L1 and L2 do not share the same rules and structures that may cause numerous mistakes to SLA learners. Such transfer hinders the acquisition of L2, it affects word choice, word order, pronunciation and any other aspect of L2. Other research shows that SLA learners utter FL phonemes by searching the corresponding sound in their ML first, and then

exchanging the target sound with it .For example an English word like 'have', French does not have that 'h' sound at the beginning, but it is totally fine with the sound 'v' coming at the end of the word.So, a French learner will usually articulate it like 'ave'.

Interference commonly affects almost all fields .Omaggio (1986) affirms that interference appears at most in the field of grammar and phonology rather than others. While, Odlin (1989) also says that the L1 will strongly affect the sound system of the TL. Thus, he recommends more attention to phonetic and phonemic differences since that sound system may change one to another. This actuality is supported by Matthew (2005) who confirms that the transfer is mainly observed at the level of sound systems than at other levels in the language. This what led Gass and Selinker (2001) suggest that, EFL learners should observe the similarities and differences in phonological elements before they transfer them.

1.2 Factors that Cause Interference

Language transfer is one of the main problems that SLA learners encounter .According to the previous findings, there are several factors that lead to L1 interference.

The major cause is the learner's native language. Gass and Selinker (2001) suggest a similar source for where the interference comes from. They ingeniously consider their L1 as an instrument that can be converted directly into the TL. While learning a second language, alphabetical shapes and structures of first language would create interference.

The most common cause is the use of first language during SLA process: communication instructions in schools or colleges are mostly held in first language. L1 should not be used to make SLA easier for teachers and students. Rell stated "*Sole use of L2 creates stress but that stress benefits students more than slipping back into the L1*"(2005: 62).

Another cause is the inadequate teaching methods. Methods that encourage translation cause students to make mistakes. In other words, in schools teachers might not make SLA learners do practices or exercises in the acquiring language because of the lack of knowledge. Gilbert (as cited in Howlader, 2010) also pointed out that pronunciation is also overlooked in the syllabus, materials and sometimes in classroom activities. While, it is surprisingly true that pronunciation carries an important link to communication through listening and speaking.

The last cause is students' personal affairs that play a role in this field. For instance, their physical, psychological, social and cultural circumstances may lead them to make errors. Ellis (1994) identifies areas where the learners' external factors as social contexts are related to making errors.

2. Second Language Acquisition

Second language acquisition is one of the applied linguistics' branches. Gass and Selinker (2008) suggested that second language acquisition can be considered as a discipline in applied linguistics. Further, it is closely related to psychology, cognitive psychology and education. Second language acquisition has expanded and developed significantly in the past 40–45 years, it began in interdisciplinary field. In the 1960s, applied linguistics was expanded to include second language acquisition, language assessment, and language policy. Since 1980s, SLA has been studied from different disciplines of linguistics. After that, SLA witnessed a large developments in recent years. Its main aim was to explore how every single learner acquires language and how the skills of SL learners develop.

Second language acquisition is a process by which learners learn a second language, it refers to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. For instance, a child who speaks Arabic as a mother tongue, he starts learning English when he starts going to school. English is learned by the process of second language acquisition.

According to Gass and Selinker (2001), SLA refers to the process of learning another language after the native language has been learned. It has two meanings in a general sense, it is a term to describe learning a second language. More specifically, it is the name of the theory of the process by which the learners acquire a second language. This is mainly a subconscious process which happens while the learners focus on communication. It can be compared with second language learning, which describes how formal language education helps us learn language through more conscious processes.

Although most linguists use the terms “language learning” and “language acquisition” interchangeably, actually these terms differ. Language learning refers to the formal learning of a language in the classroom. On the other hand, language acquisition refers to the informal learning. According to Fromkin and Rodman (1998), second language is learnt not acquired. Ellis (1999) also claims that second language learning is different than that of first language learning. He suggests that the process of learning a language somehow may be similar for L1 and L2 or even L3. But, in case of any language other than learner’s native language, language acquisition only refers to proper understanding and practical skills of using the language in all respects. Further, Dulay (1982) showed that the path of second language acquisition is different from the acquisition of first language, but the errors of L1 and L2 learners are very similar.

According to Krashen and Terrell (1998), second language acquisition should start with the five stages of language acquisition:

The first stage is preproduction, when English learning learners (ELLs) are in a silent period and are not yet ready to speak English. The second stage is early production, when ELLs can speak in one or two word phrases using the present tense with limited comprehension. The third stage is speech emergence, when ELLs can communicate with simple phrases and short sentences with a good comprehension. The fourth stage is intermediate fluency, when ELLs

begin to use more complex sentences in speaking and writing to express their thoughts and ideas. The fifth is advanced fluency, when ELLs are close to perform like native English speaking persons in their classes.

Krashen's theory of second language acquisition:

It consists of five main hypotheses:

- **1) The Acquisition Learning Distinction**

Is the most fundamental of all the hypotheses in Krashen's theory. According to him, there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language and natural communication in which speakers are concentrated not in the form of their utterances, but in the communicative act. The "learned system" or "learning" is the product of formal instruction, it comprises a conscious process which results in conscious knowledge about the language. For example knowledge of grammar rules, 'learning' is less important than 'acquisition'.

- **2) The Monitor Hypothesis**

It explains the relationship between acquisition and learning, it defines the influence of the latter on the former. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. It appears that the role of conscious learning is somewhat limited in second language performance. The role of the monitor is minor, being used only to correct deviations from 'normal' speech and to give speech a more 'polished' appearance.

3) The Natural Order Hypothesis

It is based on research findings, which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age, L1 background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies. There were statistically significant similarities that reinforced the existence of a natural order of language acquisition. However, Krashen points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

4) The Input Hypothesis

It is Krashen's attempt to explain how the learner acquires a second language and how second language acquisition takes place. It is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence.

5) The Affective Filter Hypothesis

It embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is up it impedes language

acquisition. On the other hand, positive affect is necessary, but not sufficient on its own for acquisition to take place.

2.1 Contrastive Analysis Hypothesis

Contrastive analysis hypothesis submitted in the period of rapid development and expansion in the 1960s, particularly in the United States where the CAH was proposed first by Lado in linguistics across cultures. When, the structural linguistics and behavioral psychology were dominant in the sixties. Historically, the CAH was used extensively in the field of SLA in 1960's and the early of 1970's as a method of demonstrating why some features of the target language were easy to acquire than others.

Contrastive analysis hypothesis is an area of comparative linguistics which is concerned with the comparison of two or more languages to determine the differences or the similarities between them, in order to predict learners' problems in SLA process. Gass and Selinker (2008) define contrastive analysis as a way of comparing learner's L1 and L2, in order to determine potential errors to figure out what needs should be learned and what does not need to be learned in SLA.

Stockwell (1965) proposes a "hierarchy of Journal of Applied Linguistics" based on the notion of transfer (negative, positive, and zero). When the structure of the given two languages are similar, positive transfer will occur while with those that are different, a negative transfer will take place. When there is no relation between those structures of the two languages, zero transfer will occur.

According to the data of an experiment that was done by Zobl (1980), it was found that when French learners learn English, they never make mistake about the word order of object

pronouns and verb. For the fact that in French, object pronouns precede the verb, but in English, object pronouns follow the verb. The result of the experiment is interesting because French learners never make mistake about the word order when they make an English sentence. However, English learners always put the object pronouns after the verb when they make a French sentence, just the way they make an English sentence.

There are two assumptions of contrastive analysis hypothesis:

Firstly, the degree of difference between the two languages shows the degree of difficulty. Secondly, the degree of similarity shows the degree of simplicity, Lado claimed in his book that *“those elements which are similar to the learner's native language will be simple for him, and those elements that are different will be difficult”* (1957:21).

CAH comes in two versions the strong and the weak one:

The strong one suggests that the number of errors a learner of a target language may face can be equated to the degree of difference between the learner's L1 and L2. The weak one suggests that errors a learner of a target language faces depends on the degree of interference a learner faces, according to the contrastive analysis hypothesis all the errors that are made in SLA process could be attributed to ‘interference’ by the L1.

Contrastive analysis hypothesis have been criticized, firstly because it does not predict many of the errors that learners make in SLA, secondly because many common errors were made by learners from different L1 irrespectively from their mother tongue. In response to the criticisms, the new CAH hypothesizes that the more different the L2 is with one's L1, the easier it is for one to learn the target language. The prediction is based on the premise that similarities in languages create confusion for learners.

Behavioral psychology associated with Skinner was the basis of CAH. Any kind of learning is viewed as habit formation. A habit is formed when a particular stimulus becomes regularly linked with a particular response. The association of stimulus and response, negative or positive, will determine the occurrence of errors to a great extent. Structuralism shares the ground with the behaviorist by maintaining that, to learn is to change old habits and build new habits. If old habits get in the way of learning new habits, then errors occur, this process is referred to as interference. As Lado claims, *“individuals tend to transfer the forms and meaning and the distribution of forms and meanings of their native language and culture to the foreign language and culture”* (1957:2).

“Whiteman provided a set of procedures to predict difficulty in SLA:

- 1) Taking the two languages, L1 and L2, and writing formal descriptions of them.
- 2) Picking forms from descriptions for the contrast.
- 3) Making a contrast of forms chosen.
- 4) Making a prediction of difficulty through the contrast” (1970:191).

2.2 Error Analysis

Before the rise of error analysis approach, contrastive analysis used to be the dominant approach used in dealing with the learner’s errors in the 1950s. EA was first used for education during 1950s and 1960s and as a way of studying second language acquisition in the 1960s. It is one of the major topics in the field of SLA research. Corder states that *“The study of errors is part of the investigation of the process of language learning”* (1974:125).

Error analysis is a kind of linguistic analysis which concentrates on the errors learners make when they learn the target language.

Richards (1992) mentions that EA approach is used in order to:

- 1) Identify strategies which learners use in language teaching.

2) Identify the causes of learner's linguistic difficulties and needs at a particular stage of language learning.

3) Obtain information on common difficulties in language learning as an aid to teaching materials.

Corder mentioned that the purpose of EA is to find "*what the learner knows and does not know*" and to "*ultimately enable the teacher to supply him not just with the information that his hypothesis is wrong, but also, importantly with the right sort of information or data for him to form a more adequate concept of a rule in the target language*" (1974: 170).

While, Khansir (2012) claimed that the basic task of error analysis is to describe how learning occurs by examining the learner's output and this includes his/her correct and incorrect utterances. It is based as well on the hypothesis that the learners' errors do not only occur because of their mother tongue interference, but they also happen due to other external several causes.

The main distinction between error analysis and contrastive analysis is that the former compares the systems of two languages and predicts only the areas of difficulty or error for the second language learner, while the latter studies the differences between L1 and L2 and provides data on actual attested problems. According to Corder, error analysis can not only be used for education, but also for psychology and linguistics, he (1967) held the idea that errors are not just errors made by language learners. He also distinguished in his article, between errors and mistakes. Mistakes are made by learners just by accident and learners can recognize what mistakes they have made and correct them due to the competence. However, errors are systematic, learners cannot correct their errors due to the lack of competence.

Sources of errors:

Intralingual errors: These errors are due to the overgeneralization of L2 rules and take place within a language. For example use of past tense suffix 'ed' for all verbs, I 'goed' instead of I 'went'.

Interlingual errors: The result of language transfer, which are caused by the learner's first language (the dictionary of language teaching and applied linguistics, 1992).

Touchie (1986) states that language learning errors involve all language components: the syntactic, the morphological, and the phonological. He further explains with an example of a phonological error including stress, rhythm, intonation, and speech sound. For example, an English word like 'have', French does not have that 'h' sound at the beginning, but it is totally fine with a sound 'v' coming at the end of the word, so a French learner will usually articulate it like 'ave'. Another example is also worth attention, errors like saying womans, sheeps and furnitures are examples of morphological error. He defines lexical error as inappropriate direct translation of native language or may be the wrong use of lexical items. For example, these following French words are available in the English dictionary "table, stable, adorable visible, comfortable, etc." Furthermore, syntactic interference is defined as the first language influencing the second language in terms of word order, use of pronouns, tenses and sentences structure. For example, in English language adverbs come before the verb (Asma frequently wears skirts), while in the French language, adverbs come after the verb (Asma portefréquamment des jupes). So, the French learner will say "Asma wears frequently skirts" similarly in French, while the English speaker will say "Asma fréquamment porte des jupes" similarly in English.

2.3 Interlanguage

In 1969, interlanguage is a new trend in language learning evolved focusing upon any language that a learner was using. It regarded any language as a completely dynamic world with its own structure, characteristics, grammar and words. This new approach was initially introduced by Larry Selinker (1972), who claimed that interlanguage is a linguistic system that is used by the L2 learners and it is influenced by the mother tongue. In other words, it is a type of speech or writing, learners produce when they learn a new language. The result is new

and different, it is neither related to the system of the NL (native language) nor to the system of the TL, but something in between. It describes each individual's own progress in learning a foreign language.

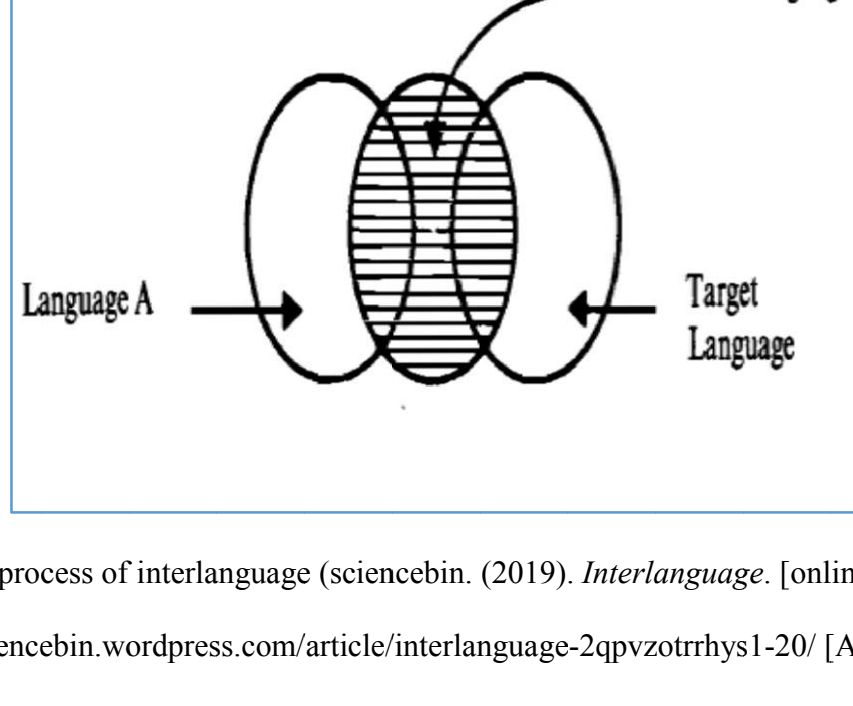


Figure3: The process of interlanguage (sciencebin. (2019). *Interlanguage*. [online] Available at: <https://sciencebin.wordpress.com/article/interlanguage-2qpvzotrhy1-20/> [Accessed 15 Jun. 2019].

It includes some borrowing patterns from the mother tongue and the target language, expressing meaning using rules and words which are not even familiar in both languages. It is a unique language with its own system. Interlanguage is metaphorically a halfway house between L1 and the TL. While learning a second language, learners produce utterances which are ungrammatical and ill formed. Corder (1971) called the word interlanguage as "Idiosyncratic dialect", which refers to the foreign or second language that learner's go through when moving from the MT to learn the TL. It reflects L2 learners' attempts at building up a linguistic system which progressively and gradually approaches the TL system (Fauziati, 2011). According to Ellis (1994), language transfer is one of the most common elements that affect the interlanguage system forms, which can lead to better understanding the second language.

Selinker defines fossilization as “ *a linguistic phenomenon manifested as: linguistic items, rules, and sub-systems which speakers of a particular L1 tend to keep in their interlanguage relative to a particular TL, no matter what the age of the learner or amount of explanation and instruction he receives in the TL* ” (1972:215).

Selinker (1972) listed five factors, which might cause the output of interlanguage:

- 1) Language transfer: items, rules, subsystems that occurred in the interlanguage because of the influence of the native language.
- 2) Transfer of training: items resulting from particular approaches used in training.
- 3) Strategies of FLL (foreign language learning): identifiable approaches by the learner to the material being learned.
- 4) Strategies of foreign-language communication: identifiable approaches by the learner to communicate with native speakers of the TL.
- 5) Overgeneralization of TL linguistic material: overgeneralization of TL rules and semantic features.

Conclusion

Overall, in this chapter so many linguists define the term interference differently. Nevertheless, all of them agreed that depending on the similarities and the differences that are between L1 and L2. The interference would appear if it is a positive or negative one. Then, it highlights the fact of the major cause of the interference and ending by mentioning some of the SLA theories and what they say about the interference.

Introduction

This chapter describes the overall method of the whole study. Further, this chapter clearly describes which method is used by the researcher to find out which kind of interference. The Shawiya language has on the pronunciation of EFL learners at the department of English at Khenchela. It also portrays how the study is conducted, the data is collected and how the analysis is made.

1. Methodology

1.1 Approach

The quantitative approach is being followed in this study. It depends on the analysis of the gathered data through statistics, numerical data and percentages. It uses deductive logic, in which the researcher starts with a hypothesis and then collect data; which can be used to determine whether empirical evidence support or reject that hypothesis. It tends to be highly specific, describing clear relationships between the independent and dependent variables.

The quantitative approach often provides stronger empirical evidence than other research approaches. Berg stated that *“quantitative research is considered to be more rigorous, more reliable, and more precise”* (2009: 2). The results of quantitative analysis are most reported in the form of statistical tables such as (frequency distributions, standard deviations) or graphs such as (pie charts, bar graphs, or histograms). So, the qualitative approach does not suit topics of this nature. Because, it aims at understanding the experiences and the actions of people as they encounter and live through situations. Berg mentioned that *“Qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. In contrast, quantitative research refers to counts and measures of things”* (2009: 3).

1.2 Population, Sampling and Setting

This research was conducted at the University of Abbes Laghrour at Khenchela. Five levels of EFL classes are offered from 1st year to 2nd year Master. The researcher adopts the half amount of all the total of EFL learners (707) of the department of English at Khenchela, whose L1 is supposed to be the Shawiya language to go about the study. The researcher takes a sample of 70 students out of 354 as a total.

1.3 Participants of the Study

The participants of this study are all the students of the department of English at Abbes Laghrour University at Khenchela, from 1st year to 2nd year Master. The students are not randomly selected for answering the questionnaire. They are students with different English pronunciation abilities, who master their first language (Shawiya). The total number of the participants is 707 STs.

2. Research Instruments

For Parahoo a research instrument is *“a tool used to collect data. An instrument is a tool designed to measure knowledge attitude and skills.”* (1997: 52). The research instruments are from different types: questionnaires, interviews, observation. In this work, two instruments were used to know the opinion of the informants at the University of Khenchela. A questionnaire was selected to collect data from participants and an oral interview with teachers; to have a clear vision of the problem faced by EFL learners of the University of Abbes Laghrour at Khenchela.

2.1 Description of the Questionnaire

The questionnaire is considered as one of the most common tools used for gathering information about a specific topic, using a set of clear questions for a specific population. According to Brown, a questionnaire is *“any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”* (2001: 40). The questionnaire in this

work was addressed to EFL university learners; in order to investigate the research questions and hypothesis as Richterich and Chancerel state “*Questionnaires are structured instruments for the collection of data which translate research hypothesis into questions*” (1980: 59).

The questionnaire consists of fifteen questions, composed of two types of questions: one open-ended question and the rest close-ended questions (six dichotomous questions, two rating scale questions and five tick questions). In the questionnaire, each responder is asked to tick the appropriate answer and fill the blankets with some details where necessary.

2.2 Description of the Interview

An interview is a formal meeting between two or more people. In this study, the interviewees are the teachers. They are asked questions by the interviewer, in order to get the required answers and responses. According to Kvale an interview is “*a conversation, whose purpose is to gather descriptions of the life world of the interviewee with respect to interpretation of the meanings of the described phenomena*” (1996: 174).

On the other hand, an interview gives the researcher an opportunity to clarify or explain any items that may be confusing to the interviewee. So, response rates tend to be higher with interviews than with mailed questionnaires. Schostak adds that “*an interview is an extendable conversation between partners that aims at having an ‘in-depth information’ about a certain topic or subject*” (2006: 54). This interview tends to follow formal procedures, the interviewer follows structured questions. It comprises eleven questions, all of them are open-ended questions except the seventh one.

3. Data Analysis

After data collection, the obtained results have been interpreted and then discussed.

3.1 Students’ Questionnaire

Question 1: What is your grade?

Table 2.1: Students’ grade.

Grade	AF	RF
1 st Year	21	30%
2 nd Year	11	16%
3 rd Year	19	27%
1 st Master	1	1%
2 nd Master	18	26%
TN	70	100%

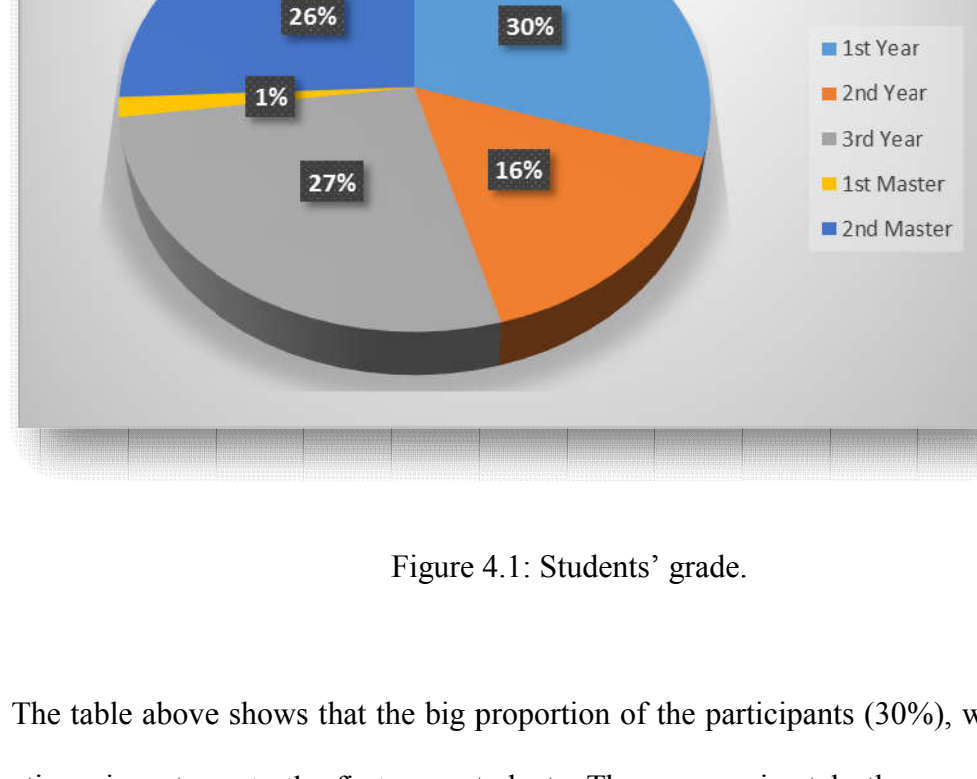


Figure 4.1: Students' grade.

The table above shows that the big proportion of the participants (30%), who reply to the questionnaire returns to the first year students. Then, approximately the same proportion present both of third year students, and second year Master students answering the questionnaire (27%, 26%). Only 16% of second year EFL students, attend the questionnaire.

Question 2: How can you evaluate your level in learning English?

Table 2.2: Students' evaluation of their level in English.

EFL Level	AF	RF
Weak	2	3%
Average	22	31%
Good	40	57%
Excellent	6	9%
TN	70	100%

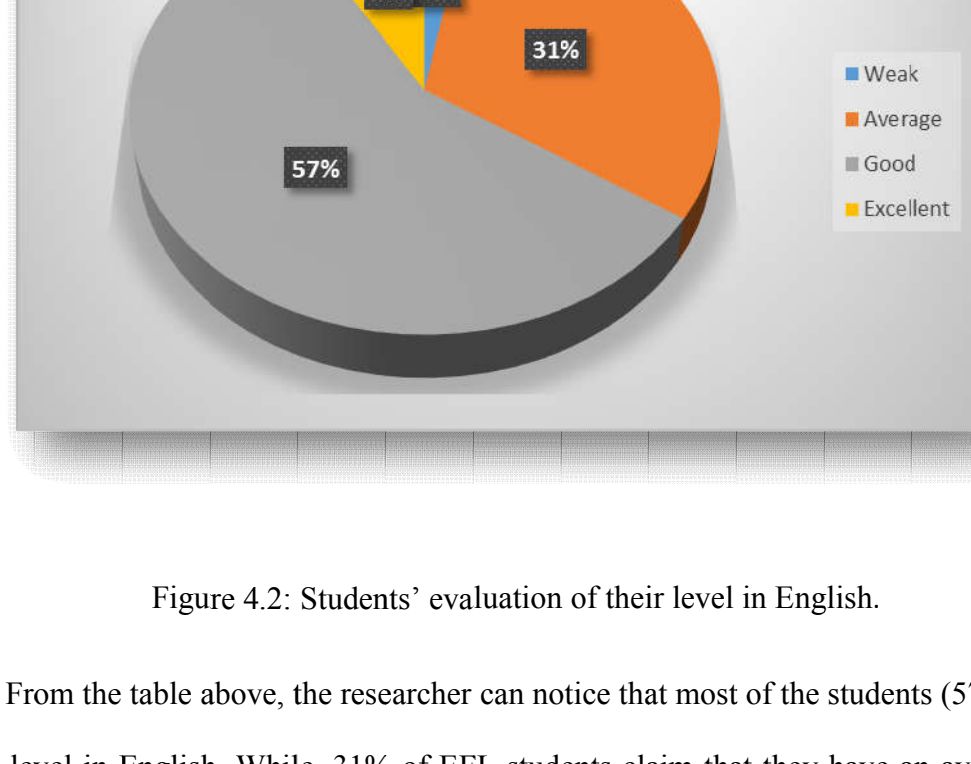


Figure 4.2: Students' evaluation of their level in English.

From the table above, the researcher can notice that most of the students (57%) present a good level in English. While, 31% of EFL students claim that they have an average level. Whereas, 9% of students show that they are excellent in English and only a tiny minority of students (2%), admit that they are weak in English.

Question 3: Do you think that your mother tongue (Shawiya) has an impact on your English pronunciation?

Table 2.3: Learners L1's impact on the English pronunciation.

	AF	RF
Yes	27	39%
No	43	61%
TN	70	100%

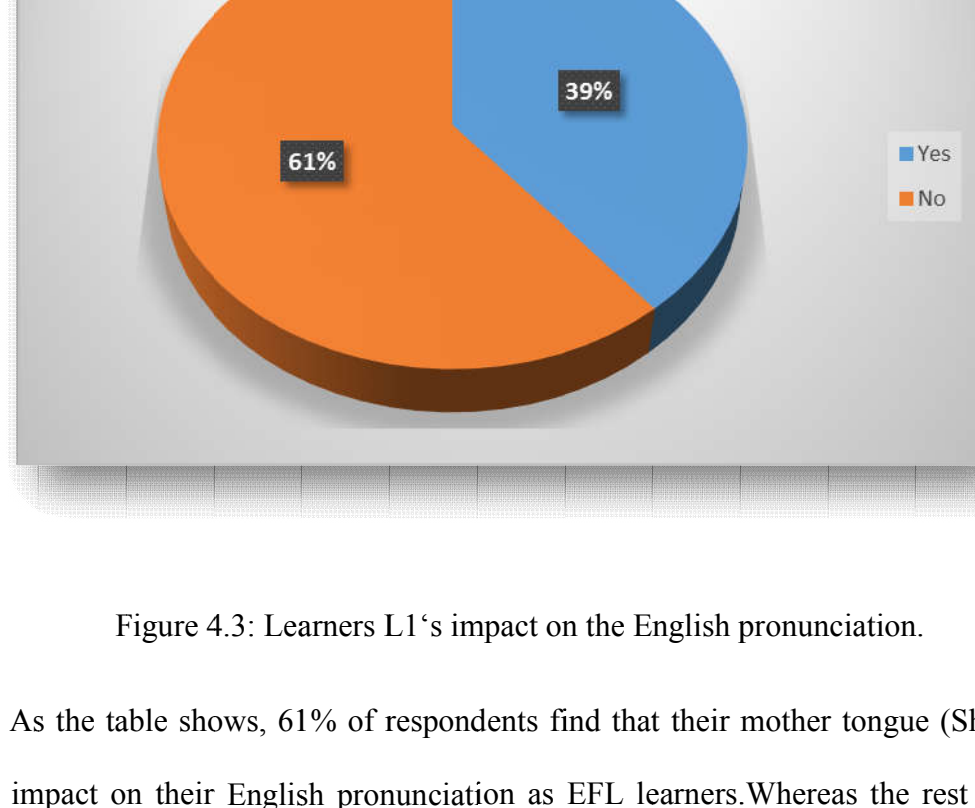


Figure 4.3: Learners L1's impact on the English pronunciation.

As the table shows, 61% of respondents find that their mother tongue (Shawiya) has not an impact on their English pronunciation as EFL learners. Whereas the rest of students (39%), say yes to the fact that there is an impact of the Shawiya language on their English pronunciation.

Question 4: If, yes?

Positively or Negatively

Table 2.4 : The impact of L1 on the student's English pronunciation .

	AF	RF
Positively	25	37%

Negatively	4	7%
NA	41	46%
TN	70	100%

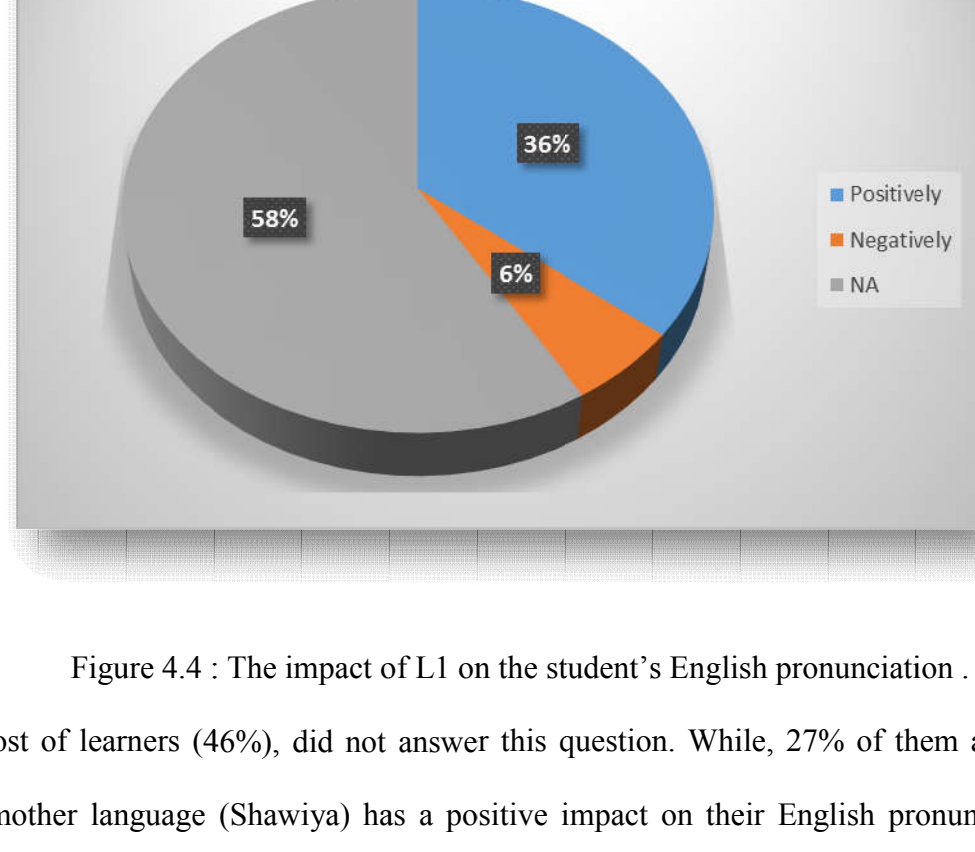


Figure 4.4 : The impact of L1 on the student's English pronunciation .

Most of learners (46%), did not answer this question. While, 27% of them assume that their mother language (Shawiya) has a positive impact on their English pronunciation and only 7% of them claim that it has a negative impact.

• **How?**

Most of students' answers tend towards the positive impact. Because they believe that English and Shawiya approximately share the same sound system. In other words, the Shawiya language helps EFL learners of the department of English at Khenchela, to pronounce English in a very good way. However, those who tend to the contrary. They mostly think that Shawiya affects their English pronunciation in a negative way, in which their English pronunciation sounds abnormal.

Question 5: On a scale of 1_10, how important is it for your English pronunciation to sound like the native's one (1 = low; 10 = high)?

like the native's one (1 = low; 10 = high)?

Table 2.5 : the importane of the English pronunciation.

	AF	RF
Low(1.....3)	11	16%
Medium(4.....6)	19	28%
High(7.....10)	39	56%
TN	70	100%

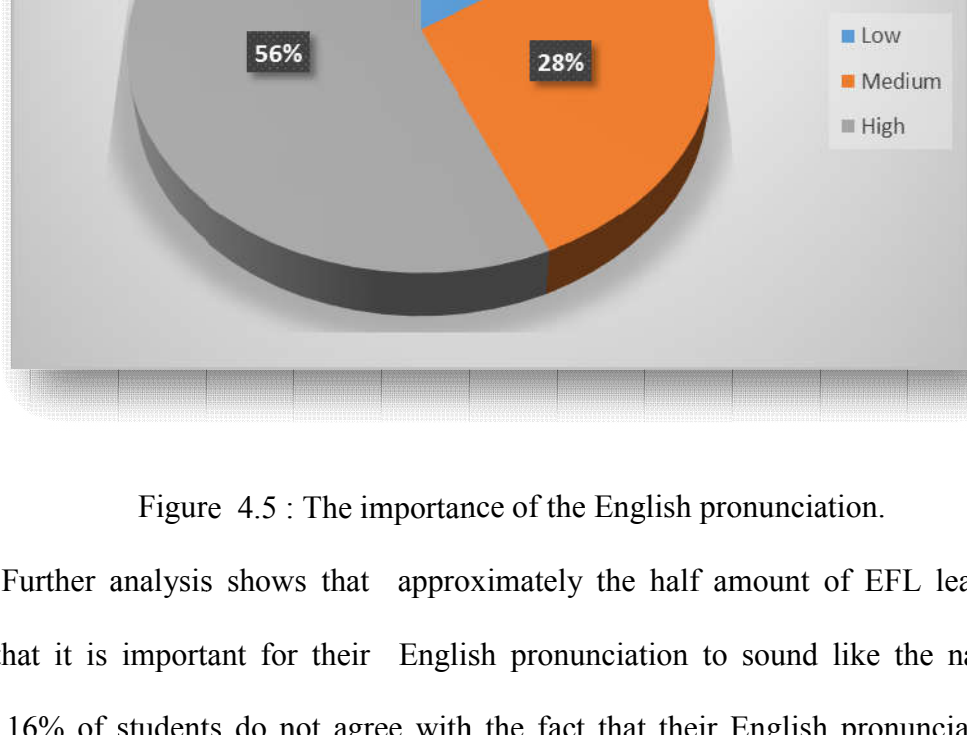


Figure 4.5 : The importance of the English pronunciation.

Further analysis shows that approximately the half amount of EFL learners(56%) claim that it is important for their English pronunciation to sound like the natives' one. While, 16% of students do not agree with the fact that their English pronunciation should sound like the natives' one. Whereas, 28% of them put its importance in a medium one.

Question 6: Do people ever tell you that your pronunciation is good?

Table 2.6: The level of students' pronunciation according to people.

	AF	RF
Yes	58	83%
No	12	17%
TN	70	100%

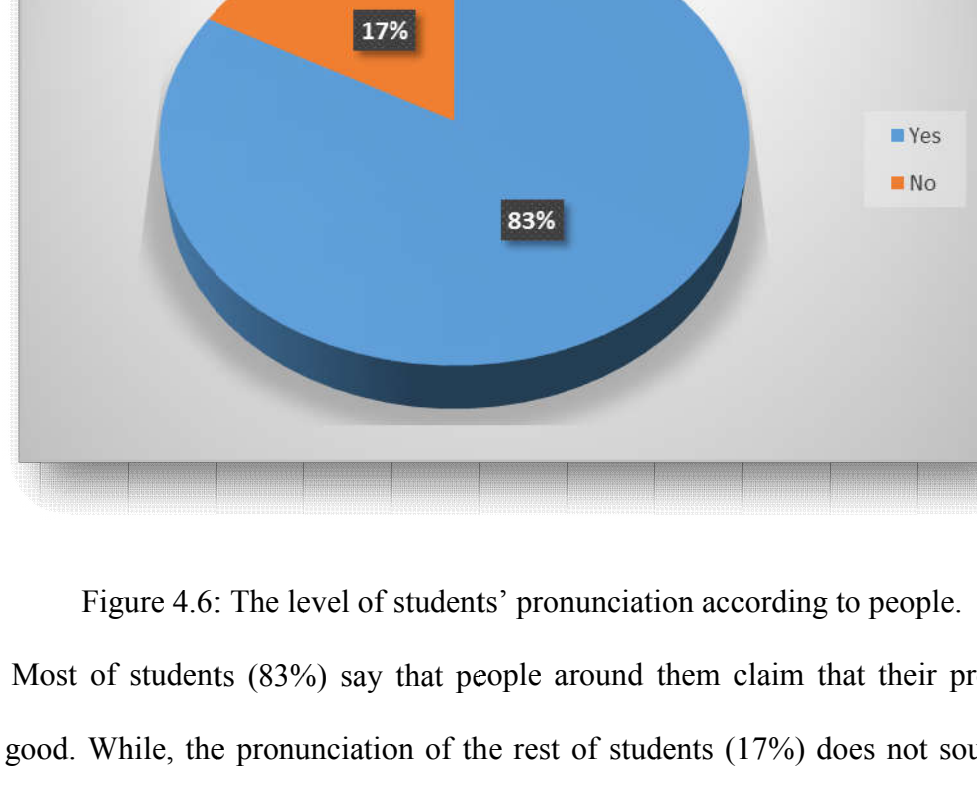


Figure 4.6: The level of students' pronunciation according to people.

Most of students (83%) say that people around them claim that their pronunciation sound good. While, the pronunciation of the rest of students (17%) does not sound good to people.

Question 7: On a scale of 1 – 10 how would you rate your pronunciation?

Table 2.7: Students' rate of their English pronunciation.

	AF	RF
Low(1...3)	3	3%
Medium(4...7)	31	45%
High(7...10)	31	45%

NA	5	7%
TN	70	100%

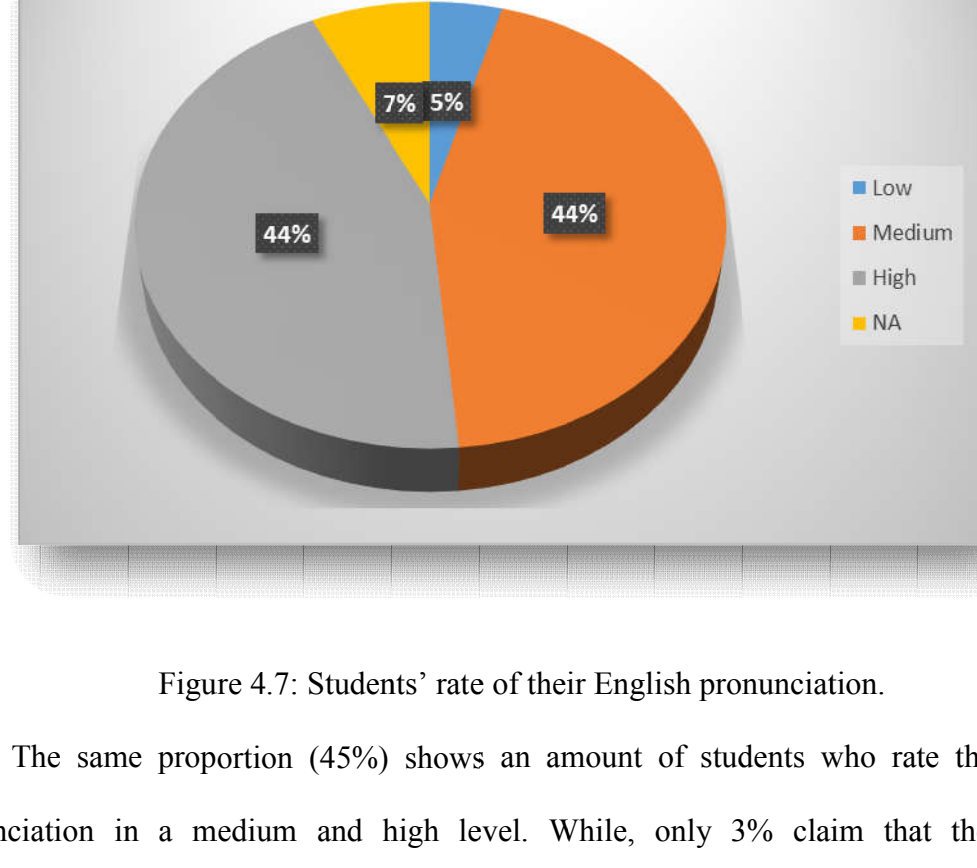


Figure 4.7: Students' rate of their English pronunciation.

The same proportion (45%) shows an amount of students who rate their English pronunciation in a medium and high level. While, only 3% claim that their English pronunciation is not good at all by rating it in a low level. However, 7% of students prefer to not answer the question.

Question 8: Which accent do you prefer?

Table 2.8: The preferred accents by EFL learners.

	AF	RF
American accent	34	48%

British accent	34	48%
Australian accent	1	2%
Others	1	2%

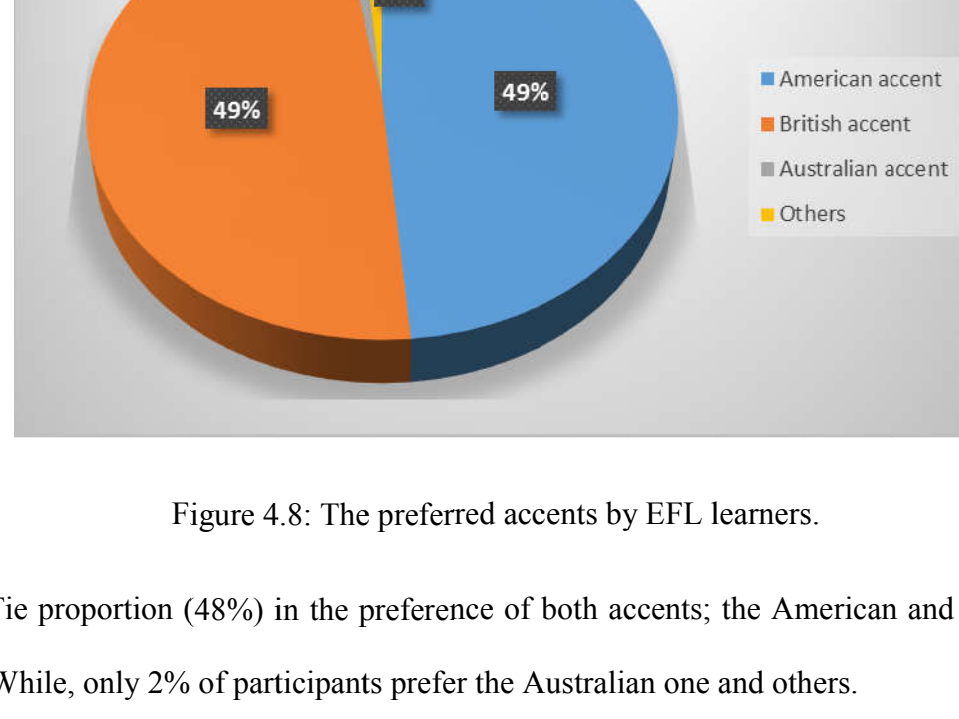


Figure 4.8: The preferred accents by EFL learners.

Tie proportion (48%) in the preference of both accents; the American and the British accent. While, only 2% of participants prefer the Australian one and others.

Question 9: Which one do you speak?

Table 2.9: The most familiar accents used by EFL learners.

	AF	RF
American accent	41	58%
British accent	24	34%
Australian accent	1	2%
Others	4	6%

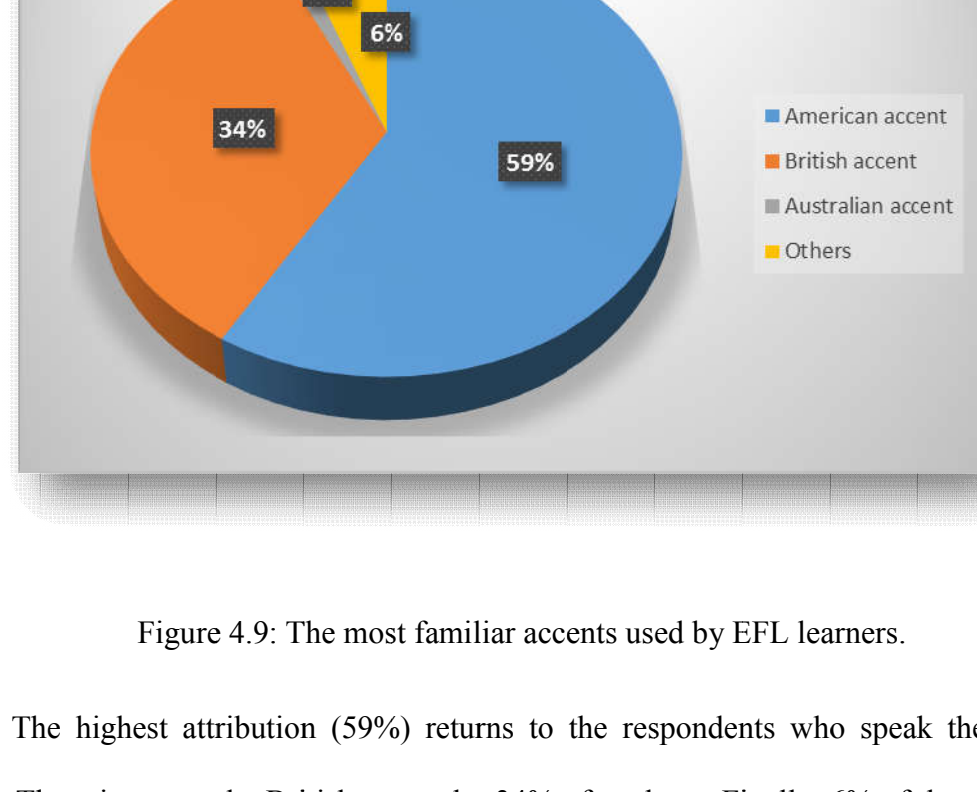


Figure 4.9: The most familiar accents used by EFL learners.

The highest attribution (59%) returns to the respondents who speak the American accent. Then, it comes the British accent by 34% of students. Finally, 6% of the total assume that they use other accents. Only, 2% of them speak the Australian one.

Question 10: Do you experience difficulties in pronouncing some sounds in English?

Table2.10: The difficulties faced in pronouncing the English language.

	AF	RF
Yes	40	57%
No	30	43%
TL	70	100%

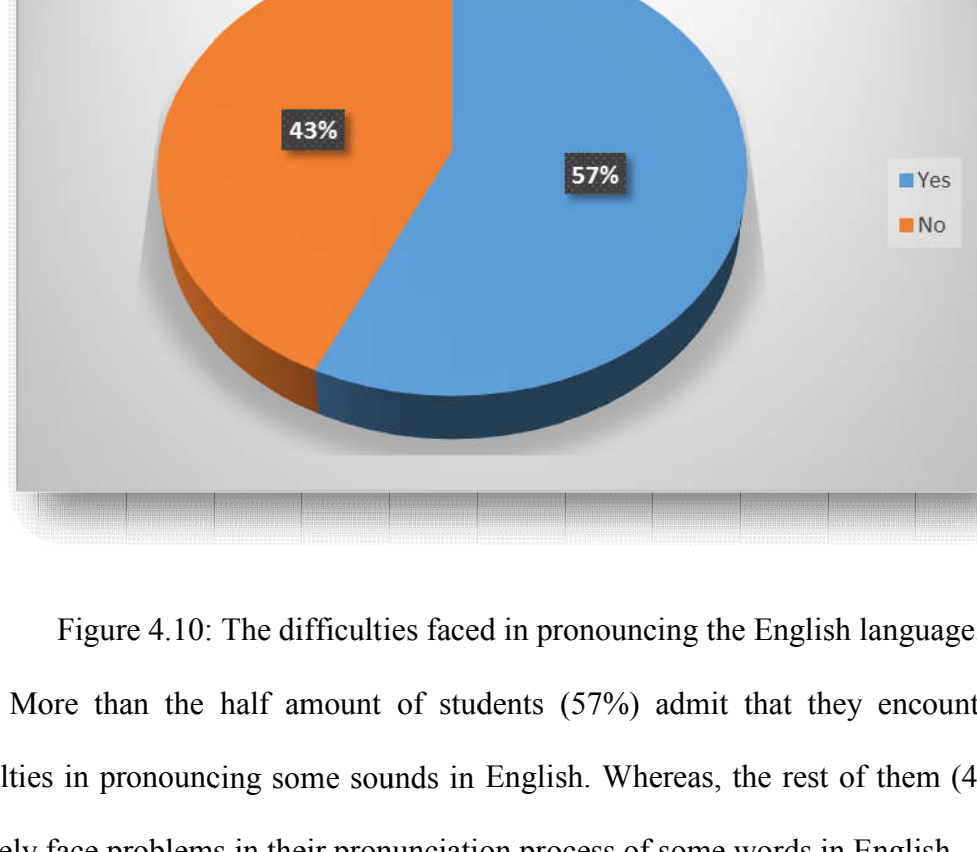


Figure 4.10: The difficulties faced in pronouncing the English language.

More than the half amount of students (57%) admit that they encounter a lot of difficulties in pronouncing some sounds in English. Whereas, the rest of them (43%) do not definitely face problems in their pronunciation process of some words in English.

Question 11: Do you think that your English pronunciation is always transmitted to the target person correctly?

Table2.11 : The transmission of the message to the target person.

	AF	RF
Yes	39	56%
No	31	44%
TN	70	100%

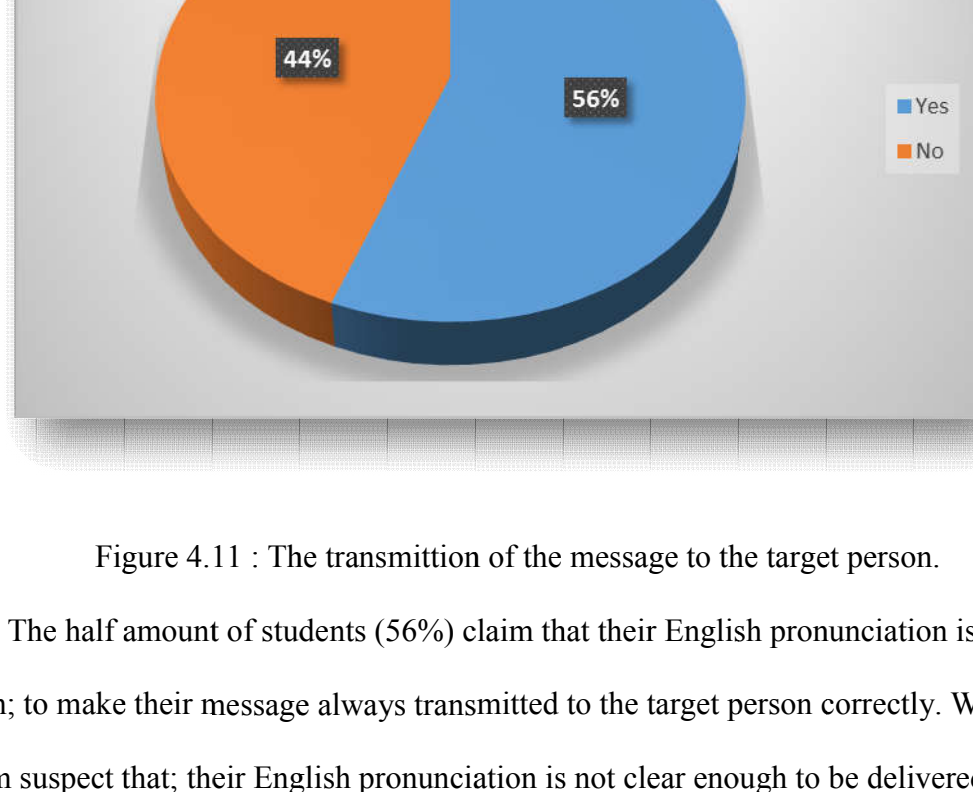


Figure 4.11 : The transmission of the message to the target person.

The half amount of students (56%) claim that their English pronunciation is good enough; to make their message always transmitted to the target person correctly. While, 44% of them suspect that; their English pronunciation is not clear enough to be delivered properly to the target people.

Question 12: Is your pitch wide enough to make your pronunciation sound interesting and attractive?

Table2.12: The pitch of students' pronunciation.

	AF	RF
Yes	50	71%
No	16	23%
NA	4	6%
TN	70	100%

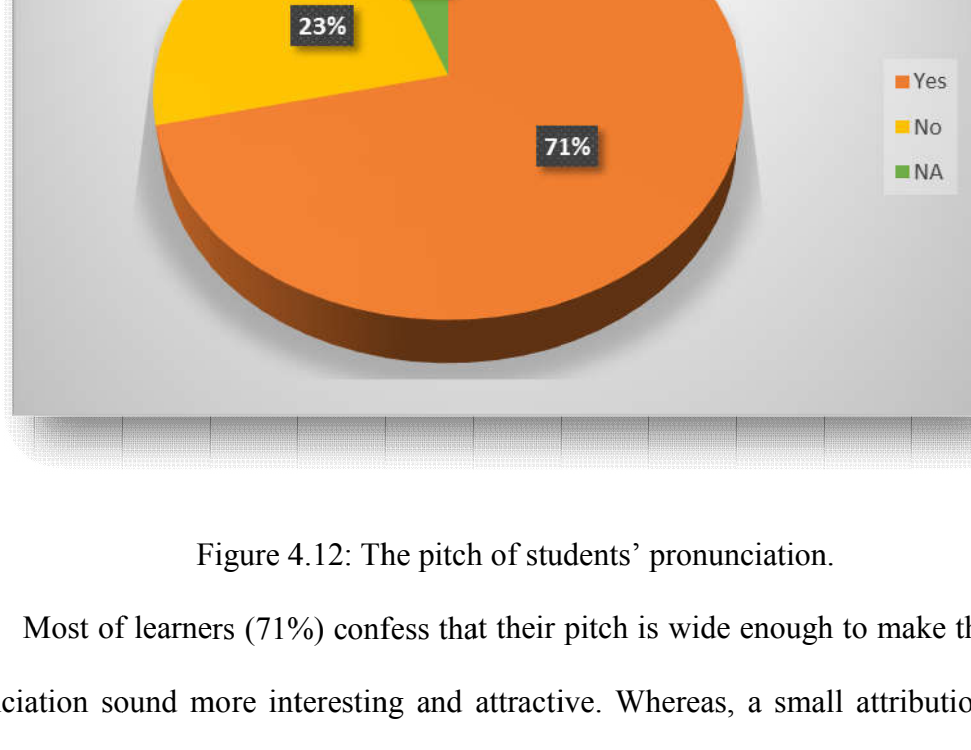


Figure 4.12: The pitch of students' pronunciation.

Most of learners (71%) confess that their pitch is wide enough to make their English pronunciation sound more interesting and attractive. Whereas, a small attribution (23%) of them did not agree that their pitch is good enough to make their pronunciation sound more attractive. However, 6% of the participants did not share their appropriate answer.

Question13: Which of the following phonetic aspects, you encounter difficulties in your English pronunciation process?

Table2.13: The phonetic aspects faced by students in their English pronunciation.

	AF	RF
Consonants	3	5%
Vowels	10	14%
Stress	29	41%
Intonation	28	40%
TN	70	100%

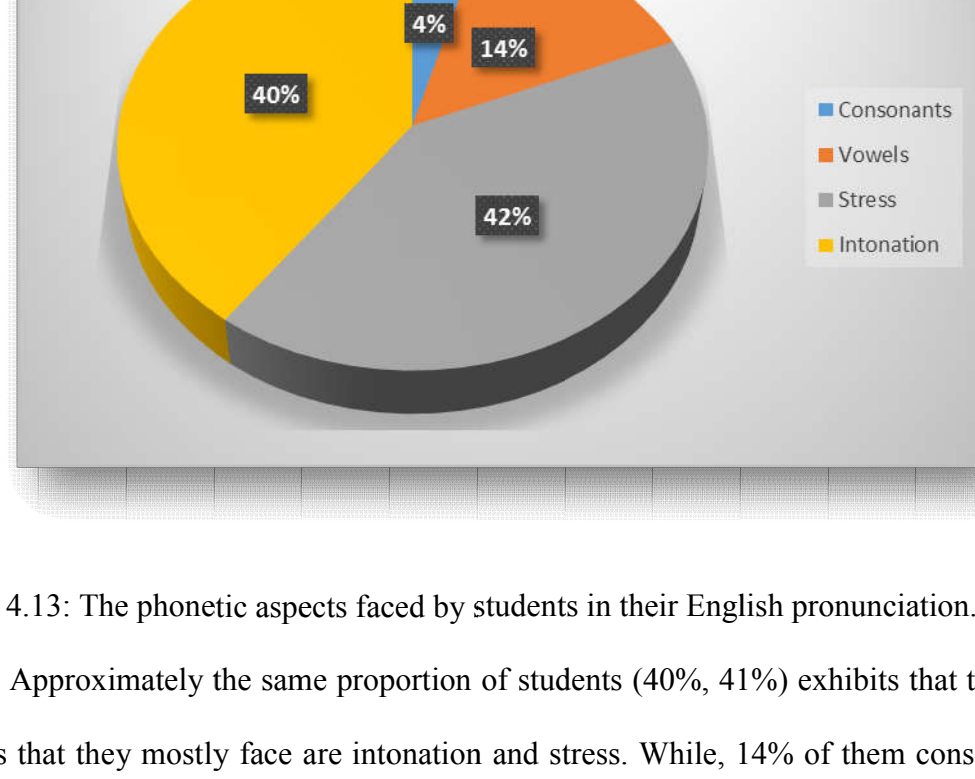


Figure 4.13: The phonetic aspects faced by students in their English pronunciation.

Approximately the same proportion of students (40%, 41%) exhibits that the phonetic aspects that they mostly face are intonation and stress. While, 14% of them consider vowels as the one that they particularly encounter in their SLA process most. Finally, only 3% of respondents believe that consonants are the main problem.

Question14: Is it possible to reach natives' pronunciation?

Table2.14: Reaching natives' pronunciation.

	AF	RF

Yes	55	79%
No	15	21%
TN	70	100%

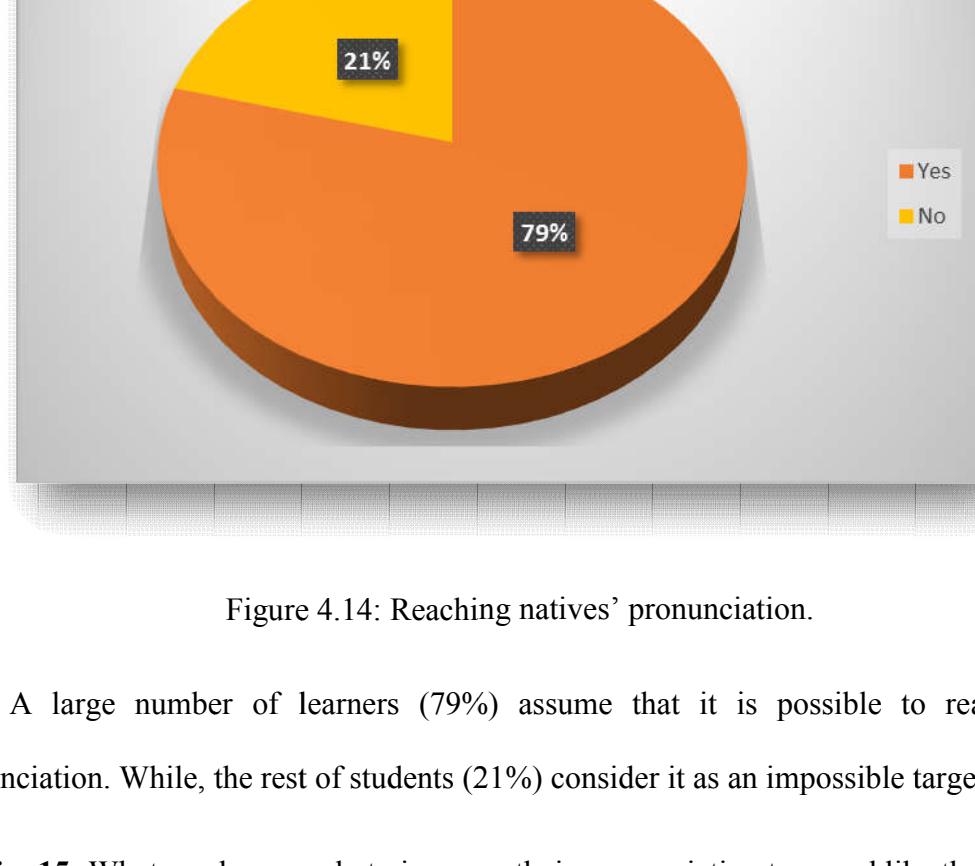


Figure 4.14: Reaching natives' pronunciation.

A large number of learners (79%) assume that it is possible to reach natives' pronunciation. While, the rest of students (21%) consider it as an impossible target.

Question15: What can learners do to improve their pronunciation to sound like the natives?

Most of students (87%) suggest several methods to improve their English pronunciation. 50% of respondents claim that the most successful technique is to reinforce the speaking skill; by having more conversations with classmates, friends and native speakers on social media. In addition, watching movies, TV shows and YouTube channels are highly recommending by students who present 15% of the relative frequency to improve their listening skill. Whereas, 10% of students claim that, audio books and reading books would highly ameliorate the student's background. Finally, only some of students (12%) think that,

using dictionary is beneficial to correct their pronunciation where it is necessary. Moreover,

13% of students prefer to not answer the question.

3.2 Teachers' Interview

Question 1: How many years have you been teaching English at University?

This question aims at knowing the experience of the EFL teachers at the University of Khenchela. The average of teaching is between 3 to 9 years. Only, one teacher has been teaching English at University for more than 12 years.

Question 2: Are you satisfied about the level of your students' pronunciation?

The results recorded reveal that two teachers were not firmly satisfied about their students' pronunciation. Whereas, one of them was definitely convinced that most of EFL learners of the Department of English in Khenchela have a very good English pronunciation. However, the rest of them (3) had the same point of view, it depends on the level of the student himself and the whole promotion. When, it comes to first, second, third year, their pronunciation needs to be improved. Whilst, first and second master year is good enough. In other words, there was poor and good pronunciation.

Question 3: Which accent your students mostly use?

From the results obtained, two thirds of teachers (4) share the same viewpoint. A big number of students mix up both of accents; the American and the British ones. Whereas, few students realize accurately which accent they use, one of teachers said *"I can barely think of two, three students who can really master one single accent"*. However, only one teacher claimed that there are some of students who use their own accent.

Question 4: Do you think, L1 (Shawiya) has an impact on your students' English pronunciation?

All of teachers agreed that L1 (Shawiya) has an impact on the student's pronunciation consciously or unconsciously.

4.1 Positively / Negatively and how?

In answering this question, four teachers think firmly that Shawiya has a very positive impact on the students' pronunciation. Saying that, Shawiya is a very rich language regarding; stress, intonation, tone, pitch, vowels, sounds ...etc. A teacher added "*I think that Shawiya is like a daily tongue twister, it really helps to loose the muscles of the tongue*". However, one teacher was leaning towards both aspects; the negative and the positive one. By which, he mentioned that it can affect the students' pronunciation positively and negatively. Finally, only one teacher insists on how much Shawiya influences the student's pronunciation in a very negative way.

Question5: Do you think, your students encounter a lot of difficulties in pronouncing some sounds in English?

All of teachers agreed that students face a lot of problems in pronouncing some sounds in English. But, not all of the students, just the minority of them. Identifying some of the problems as the following: diphthongs, all kinds of vowels, tone, pitch, etc.

Question6: Do you think, your students' English mispronunciation is always transmitted to the target person correctly?

The results submit that there is only one teacher who agrees with the fact that the mispronunciation would deliver the message to the target person in a wrong way. Whereas, the four of teachers claimed that this kind of mispronunciation does not affect the meaning , just in few cases e.g. the word use with 's' sound or 'z' sound . While, the last teacher related this kind of issue to the region or the restricted environment. Saying that, when it comes to this kind of mispronunciation in our region. There would be no problem, because we

are familiar with it. However, when it occurs to natives, it would be definitely difficult to understand. So, in this case it really affect the meaning.

Question7: Which of the following phonetic aspects, your students encounter difficulties in their English pronunciation process?

- Consonants
- Vowels
- Stress
- Intonation

The half amount of teachers (3) prefer to classify them as the following:

- Vowels
- Stress
- Intonation
- Consonants.

Whereas, two teachers see that the phonetic aspect that most of EFL learners of Khenchela University encounter difficulties with is stress. Only, one teacher left said that intonation and vowels are the most difficult phonetic aspects that students encounter with.

Question8: If we assume that Shawiya affects the students' pronunciation positively, would you suggest the root cause behind the students' mispronunciation?

For this question, all of teachers provide several causes that are behind the mispronunciation of EFL learners of the Department of English in Khenchela:

√ Lack of practice and listening.

√ Lack of attention (no awareness).

√ Teachers are themselves not well equipped phonetically.

√ English is not taught in an early age.

√ Interference of other languages (French, Arabic).

Question9: Can you suggest three external / internal factors, you think they can affect the students' English pronunciation?

The questioned teachers have different factors, the following are the most common:

Internal Factors:

√ Motivation.

√ Exposure.

√ Student's attitudes.

External Factors:

√ Environment.

√ The interference of other languages (French, Arabic).

√ Materials (TV shows, Media...)

√ The sort of lessons given to students to discuss in the classroom.

Question 10: is it possible to reach native's pronunciation?

The results demonstrated that all the teachers definitely (5) agreed on the fact that their students are able to reach native's pronunciation. Except for one teacher, who said "*it would be truly hard*", because of their age.

Question11: What can learners do to improve their pronunciation to sound like the natives' one?

In this question, the questioned teachers suggest many different techniques to improve the student's English pronunciation:

√ Tongue twister.

√ Authentic materials.

√ More practice of listening and speaking.

√ Mass media (YouTube channels, audio tapes, TV shows and movies).

√ Performance.

4. Discussion and Findings

This study has aimed at investigating the phenomenon of the interference of the Shawiya language on the English pronunciation of EFL learners as a foreign language at Abbes Laghrour University at Khenchela. For this sake, the questionnaire and the interview were used as instruments, in order to gather information from both EFL learners and teachers to attest the hypothesis proposed by the researcher.

The most significant findings are as follow:

4.1 Students' Questionnaire

The analysis of the questionnaire reveals that a reasonable number of EFL learners at Abbes Laghrour University at Khenchela speak their first language (Shawiya) at home i.e., which is acquired from the birth or before the age of about 3 years (See Chapter1:2). Moreover, their mother tongue has unintentionally a direct or an indirect impact, whether (negatively or positively) on their SLA process. It was found that, first language has interference in second language. That can be negative or positive; depending on the similarities and the differences of both L1 and L2 (See Chapter2:2). The study of L1 (Arabic) interference in learning L2 (English) at the University of Dammam, Kingdom of Saudi Arabia in 2013 found that the replacement of 'b' with 'p' and vice versa occurs, because of the mother tongue interference. Students do not find 'p' in their mother tongue and they try to substitute it with the nearest letter in pronunciation in their mother tongue.

A lot of different factors that cause interference were considered such as, the similarities and differences in the structures of the two languages in all fields, the background knowledge of the learner, the proficiency of learners on second languages, the students' personal affairs and the inadequate teaching methods (See Chapter2:2.2).

People around learners confess that they have a good pronunciation. Just the way, they rated their English pronunciation by themselves (See Table2.7). So, EFL learners who master their first language, their pronunciation sound good enough. In other words, a particular number of learners claim that their English pronunciation is not affected by their mother tongue (Shawiya) (See Table2.2). Whereas, the rest of learners think that it has a positive effect on their English pronunciation. Which means that, according to them, Shawiya helps EFL learners to articulate the English language in an appropriate way. Based on the finding, Shawiya has 41 basic sounds, 3 vowels and 38 consonants (See Chapter1:2).Whereas, English has only 31 basic sounds, 5 vowels and 26 consonants. So, Shawiya fits all the basic sounds,because of its substantial phonological system.

According to the previous finding, pronunciation is one of the most significant elements in SLA process at the Department of English in Khenchela (See Table 2.5). It is important to know which syllables in a word are stressed and how different patterns of stressed and unstressed syllables are pronounced. Baker and Westrup stated that "*a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.*" (2003: 5). In most cases, the cause of pronunciation interference is related to phonology. English pronunciation is comprised of various components like sounds, stress and variation all together. So, the learners need to recognize the function as well as the structure of it. Besides, they need to develop a consciousness for pronunciation and also need to be aware of that their poor and unintelligible language can make their utterances annoying to themselves and to their listeners as well. A study of mother tongue interference in pronunciation of college English learning by Jianping Luo at

Guangdong University of Petrochemical Technology in China (2014) shows that the sounds [n] and [l] are two different phonemes in both English and Chinese Putonghua, but in some dialects in the region of Yangzi River, they are only a group of sounds representing one phoneme. So, when these dialect speakers go out of their dialect regions and communicate with people in other dialect regions, the substitution of [n] for [l] would sound funny or even cause trouble in understanding. Jahan said that *“successful communication takes place only with correct pronunciation. Inappropriate pronunciation of English will make people misunderstand the speaker easily, whereas, proper pronunciation will encourage them to communicate with the speaker willingly”* (Jahan, as cited in Sadia, 2015:10).

The most familiar accent used by EFL learners of the department of Abbess Laghrour University is the American accent. While, the most preferable accents are the British and the American accents (See Tables 2.8 and 2. 9).

A total of 71% of students agree with the fact that the pitch is wide enough to make their English pronunciation sound good and attractive. According to the previous studies above, the pitch is the rise and the fall of the voice as perceived by the ear, which depends on the number of vibrations per second produced by the vocal cords. Which means that, Shawiya has not a negative impact on their pronunciation. Moreover, few of them think that their pitch is not good enough to make their pronunciation sound good. It was found that, the fundamental sounds need to be pronounced correctly to accomplish the correct sounds of any target language to achieve the exact meanings (See Chapter1: 7). Approximately, the same study was done by Jianping Luo at Guangdong University of Petrochemical Technology in China (2014). When, the scholar points out English is an intonation language and intonation is meaningful, while Chinese is a tone language which uses tone to distinguish meanings (Zhang Qingxong, 2011). So, there must be a lot of differences in the number of phones and the ways of sound combination between the two languages.

Even though, the results has shown that Shawiya has a positive impact on the English pronunciation of EFL learners (See Table 2.12). But, learners of Khenchela University still struggle a lot with pronouncing some sounds in English. According to the results above, intonation and stress are the most familiar phonetic aspects that learners struggle with. Morley (as cited in Sajid and Sumaiya, 2015) mentioned that supra-segmental aspects like stress, rhythm and intonation should be given importance in order to improve pronunciation, since the aim of those is not just to complement meaning but to create meaning. Whereas, vowels are only faced by a small number of the participants during their SLA process (See Table2.13).Which means that, most of the problems are the ones that are related to the tone. Even though, Shawiya is not a tone language (See Tables 2.5 and 2.6). The same results of the pronunciation test, in the English Department at Middle East University in Jordan /Amman. Which presented that, the English Jordanian students committed different kinds of errors in vowels, diphthongs, consonants, stress, and consonant cluster.

The majority of the participants agree with the fact that it is easy to speak English in a very good way following some helpful tools. While, the contrast disagree with the fact that it is possible to speak English like natives. Because,English is a foreign language for them. Just by following several tools that EFL learners use to improve their English pronunciation to the best.

4.2 Teachers' Interview

The analysis of the teachers' interview demonstrates that EFL teachers at the University of Khenchela are competent enough to speak about their student's English pronunciation. So, according to the teachers, the level of the students' pronunciation is good enough. Which means, their pronunciation is not affected by their first language in a negative way. In contrast, most of teachers believe that Shawiya has a positive impact on the pronunciation of EFL learners at Abbes Laghour University, saying that it really helps to loose the tongue. So, students can speak English in a very fluent way.one of the teachers adds

"I think that Shawiya is like a daily tongue twister, it really helps to loose the muscles of the tongue". (Check Question 4 and 4.1).

All EFL learners face a lot of problems during their SLA process such as L1 interference, pronunciation, over-use of the mother tongue in the classroom, unqualified teachers and limited learning environment (See Chapter1.5)The same research study was concerned with the English pronunciation difficulties of Bengali medium students in the suburban areas of Sylhet (Khatun Sara, 2015). Based on the findings, 5 teachers think that the possible barriers behind English pronunciation practice seem to be the lack of scope and time to practice pronunciation. However, 3 teachers believe that another big barrier might be the poor teaching system. According to them, some teachers neglect and are reluctant to teach pronunciation. On the other hand, 83 students believed that teachers' negligence towards teaching pronunciation work similarly as another barrier.

However, the mispronunciation does not affect the meaning at all. In other words, the target message will be transmitted to the target person in all kind of ways. From this analysis, the researcher finally realizes that the root cause behind this kind of mispronunciation has a very big relation with the interference of other languages not only Shawiya. In addition, it is because of the courses that are given to learners. They miss the most significant one which is phonetics. Finally, it is related as well to the lack of the attention (See Question8).

The most familiar phonetic aspect that any EFL learner struggles with is vowels, long and short vowels. Then, it comes intonation and stress. For example, English is more complex in vowel and syllable structure relative to Spanish. There are fewer consonant (18 vs. 24) and vowel (5 vs. 11) phonemes in Spanish. Consonants of English and Spanish are similar, with both languages containing /b p d t g k m n l tʃs f j w/. But, there are phonemic and phonetic differences in these shared consonants. For example, /t/ and /d/ are produced using dental placement in Spanish but are produced on the alveolar ridge in English.

Finally, the researcher can conclude the research by mentioning that Shawiya is considered as an external factor. But, it affect the learners' pronunciation in a very helpful way, because of its substantial phonological system. So, there are a lot of different factors that may affect it whether negatively or positively (See Question9).

In general, reaching natives' pronunciation is not a difficult task. Especially nowadays, when everything is available in front of the learners to improve their pronunciation and even to select which accent the researcher wants to use by a lot of several techniques, such as a lot of practice with natives on the internet, attending the American YouTube channels in any scope the learner prefers such as travel, beauty, self-improvement etc.

	Berber-Latin	Tifinagh equivalent	Arabic equivalent	Similar English Sound
1	<u>A</u> a	ⵏ	ا / آ	"a" like in the English word bad
2	<u>B</u> b	ⵙ	ب	like the English "b"
3	<u>C</u> c	ⵝ	ش	the English "sh" in ship
4	<u>D</u> d	ⵏ	ذ / د	English "d", and English "th" in this
5	<u>D</u> ḍ	ⵏ	ض	emphatic "d"
6	<u>E</u> e	ⵉ	و	"a" in (unstressed) attack
7	<u>Σ</u> e (Āā)	ⵏ	ع	like Arabic عَ ʿayn (no English equivalent)
8	<u>F</u> f	ⵙ	ف	like the English "f"
9	<u>G</u> g	ⵙ	(ك)	"g" like in the words gate or Greek
10	<u>Y</u> y (gh)	ⵙ	(غ)	like Spanish "g" in the word agua or Dutch gaan
11	<u>H</u> h	ⵙ	هـ	"h" like in hello or high
12	<u>H</u> ḥ	ⵙ	ح	like in Arabic Muḥammad
13	<u>I</u> i	ⵉ	/ ي	English ee like in sheet
14	<u>J</u> j	ⵉ	ج	like in confusion or television, French "j" in déjà vu.
15	<u>Y</u> ȳ	ⵙ	none	emphatic "j"

16	<u>K</u> k	ك	ك	English "k"
17	<u>L</u> l	ل	ل	non-emphatic "L"
18	<u>M</u> m	م	م	m
29	<u>N</u> n	ن	ن	n
20	<u>Q</u> q	ق	ق	like Arabic "q" (no English equivalent)
21	<u>R</u> r	ر	ر	like a Spanish or Italian "r"
22	<u>R</u> r	ر	ر	emphatic "r"
23	<u>S</u> s	س	س	s
24	<u>S</u> s	ص	ص	emphatic "s"
25	<u>T</u> t	ت / ث	ت / ث	English "t", and/or English "th" in three
26	<u>T</u> t	ط	ط	emphatic "t"
27	<u>U</u> u	و	و	English "u" like in put
28	<u>W</u> w	و	و	English "w" in water
29	<u>X</u> x	خ	خ	Spanish "j", German / Dutch "ch", Arabic "kh"
30	For labiovelarsweadd	(ك, خ ...)	none	It is like "g" in this Spanish word: "agua"

Source: Adapted from English Amazigh, Lahsen Oulhadj (2014:8).

5. Suggestions and Recommendations

EFL teachers at Abbes Laghrour University in Khenchela should know all aspects of English including accurate pronunciation. They are expected to continue learning to increase their capacity particularly in the oral skills that the students need. Further study of English, phonology is highly recommended for teachers. Besides, the teachers should learn to recognize interference errors in the TL from the L1 of the students, and be able to analyze the issue(s), and be competent to correct the errors and provide solutions for their students as to

how to pronounce English words and phrases correctly. In addition, to make the distinction between different accents.

EFL learners of Abbes Laghrour University at Khenchela should keep in their minds that the more they practice pronouncing the more they loose their tongue to get used to the English pronunciation. EFL learners are expected to continue watching movies and listening to audio-books. In order to work on their speaking and listening skills. Besides, the learners should realize that their English pronunciation should be reinforced by themselves by relying on their capacities not on teachers' one.

6. The Solutions to Avoid Interference

Several solutions are presented to overcome and prevent the students from applying L1 interference in their pronunciation. So, the students can become more competent to pronounce the segmental sounds/phonemes correctly, which will enable others, especially native speakers, to understand their English speech without difficulty.

First, teachers may apply the Audio-lingual method that emphasizes correct pronunciation of the TL words (Richards & Rodgers, 1986). So, they can effectively teach the most accurate sounds for English.

Second, teachers should also be required to use a "minimal pair's exercise". Which are two words whose pronunciation is different by only one sound like reach and rich, or man and main. So, in this lesson students will be able to differentiate between two different phonemes. In order to make the students more familiar with the different phonemes and avoid the errors.

Third, the phonetic method is another appropriate method that focuses on detailed pronunciation of every sound. Unlike others, this method suggests that teachers employ

phonetic transcription as their writing system. In this way, the learners will notice the distinction between L1 learners and the pronunciation of native speakers.

Fourth, sound imitating is another suitable method to acquire the target language. In his research, Davutoglu suggests *“the Behaviorist Learning Theory that demands learners to imitate with their best accuracy and practice reinforcement to construct sentences with correct pronunciation”* (2011:220).

Fifth, class time is not enough to develop on pronunciation, the school authority might work on it. Moreover, the school management should recruit some teachers who have better qualification as well as a good command in English. Besides, they should not appoint those teachers who have local accent problem.

7.Limitation of the Study

Interference is a very common aspect of language learning. Almost all of us, face difficulties while learning a new language. The main focus of this study is to find out which kind of interference the learners' first language (Shawiya) has on their English pronunciation as a foreign language at the Department of English at Khenchela. The researcher was supposed to make an observation with EFL learners whose first language is Shawiya. Then, see whether the learner's pronunciation is good enough to seem that it is not affected negatively by Shawiya. But, because of the strike and the situation of learners at the moment, the researcher could not collect a reasonable number of learners in one single oral expression session. In addition, some of EFL learners and even teachers found the topic a bit sensitive, regarding their first language (Shawiya). When, the majority of them were assuming that the aim of this study is to misuse and abuse the Shawiya language by suggesting that it has a negative effect on the English pronunciation for a host of unknown reasons.

Conclusion

This chapter exposes the positive impact of the learner's first language (Shawiya) on the English pronunciation of EFL learners at Abbas Laghrour University at Khenchela. Based on the finding, the students' mother tongue interference affect their pronunciation. It represents the empirical phase of this study. In addition, it gives a clear idea about the positive impact of Shawiya on their English pronunciation at Abbas Laghrour University. Moreover, the chapter deals with the analysis of both teachers' interview and EFL learners' questionnaire and provides an interpretation and a discussion of the obtained results.

General Conclusion

The present study has investigated the interference of the Shawiya language on the learner's English pronunciation at Abbes Laghrour University at Khenchela whose first language is presumed to be Shawiya. The whole study consisted of three chapters.

The first chapter outlines the relationship between first language and second language learning. It essentially highlighted both of English as a foreign language and Shawiya as a mother tongue. Then, it described the role of L1 on second language acquisition. Almost all of the previous researchers believe that first language has an interference in second language acquisition whether positively or negatively. For example, Karim and Nassaji (2013) explored the first language transfer in L2 writing, and they found that when second language learners write in L2, their L1 has an impact on their writing. Besides, when learners of second language want to write or speak in the target language, they tend to rely on their first language structures. Then, a brief review of the basics of both phonology and pronunciation. In fact, it was found that the Tamazight language has a substantial sound system. It mainly has 41 basic sounds, 3 vowels and 38 consonants, surpassing as a whole those of the English language. So, it is most likely the Shawiya language does not affect the English pronunciation negatively, something more included to such a hypothetical belief that Shawiya has more advantages than disadvantages for EFL learners.

The second chapter is of particular interest in interference. The researcher found out that interference refers to the impact of one language on another. In addition, it can be positive or negative depending on the similarities and the differences that exist between L1 and L2. Then, it was suggested in the study some different problems that most of EFL learners encounter during their SLA process were tackled, such as L1 interference, over-use of the mother tongue in the classroom and so on. Besides, the most significant terms of phonology and pronunciation were mentioned as well.

In the final phase of the study and based on the findings, the researcher described the overall method of the whole study and which research approach is chosen while carrying out the study ; to find which kind of interference, the Shawiya language has on the pronunciation of EFL learners at the department of English at Khenchela. It also portrayed the two different instruments that were used by EFL learners. An addressed questionnaire for EFL learners and an interview for EFL teachers were relied as research data gathering tools. It was hypothesized that EFL learners of the Department of English at Khenchela whose first language is Shawiya mispronounce some sounds in the English pronunciation, than those who do not master the Shawiya language. Nevertheless, most of the results have shown that EFL learners whose first language Shawiya are more capable to acquire the English language with a good pronunciation than the ones who are not mastering the Shawiya language because of the substantial sound system of the Tamazight language. So, in the light of the empirical results, the hypothesis was academically rejected, and rather it was reported that the Shawiya language affects the English pronunciation more positively.

Based on the findings, the results reveal that the interference can be positive or negative depending on the similarities and the differences that are between L1 and L2. In addition, most of the EFL students struggle with almost the same difficulties by making some unusual mistakes in English pronunciation. From this research, it was suggested that EFL teachers should know all aspects of English including accurate pronunciation. They are expected to continue learning to increase their capacity particularly in the oral skills that the students need. Further study of English phonology is highly recommended for teachers. Besides, the teachers should learn to recognize interference errors in the TL from the L1 of the students, and be able to analyze the issue(s), and be competent to correct the errors and provide solutions for their students as to how to pronounce English words and phrases correctly by applying the Audio-lingual method (Richards & Rodgers, 1986). In addition, class time is not enough to develop the pronunciation. So, EFL learners of Abbess Laghrour

University at Khenchela should keep in their minds that the more they practice pronouncing the more they loose their tongue to get used to the English pronunciation by being ambitious and highly motivated because the good pronunciation can never be reinforced without motivation . EFL learners are expected to continue watching movies and listening to audio-books. In order to work on their speaking and listening skills.

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Dear colleagues

The process of second language acquisition has been influenced by so many factors, and the mother tongue is the most common of them. So in order to find out first language interference on learning English as a foreign language .This questionnaire has been developed to gather feedback regarding on how well / bad does your mother tongue influence your pronunciation as an EFL (English as a foreign language) learner. I really do value your honest and detailed responses that are undoubtedly precious.

Please tick the appropriate and answer the questions where necessary?

1. What is your grade?
1st year 2nd year 3rd year 1st year Master 2nd year Master
2. How can you evaluate your level in learning English?
Weak Average Good Excellent
3. Do you think that your mother tongue (Shawiya) has an impact on your English pronunciation?
Yes No
4. If, Yes!
Positively Negatively
- How?
.....
.....

5. On a scale of 1_10, how important is it for your English pronunciation to sound like the native's one? (1 = low; 10 = high).

1 10

6. Do people ever tell you that your pronunciation is good?

Yes No

7. On a scale of 1 – 10 how would you rate your pronunciation?

1 10

8. Which accent do you prefer?

American accent British accent Australian accent Others

9. Which one do you speak?

American accent British accent Australian accent Others

10. Do you experience difficulties in pronouncing some sounds in English?

Yes No

11. Do you think that your English pronunciation is always transmitted to the target person correctly?

Yes No

12. Is your pitch wide enough to make your pronunciation sound interesting and attractive?

(Pitch is the rise and the fall of our voice as perceived by the ear.)

Yes No

13. Which of the following phonetic aspects you encounter difficulties in your English pronunciation process?

Consonants Vowels Stress Intonation

14. Do you think that it is possible to reach native's pronunciation?

Yes No

15. What can learners do to improve their pronunciation to sound like the natives?

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

Thank you for your help. Your input is valuable. In case you have any alternative suggestions

regarding this questionnaire, please make sure to contact asma.benachi@hotmail.com.

The Teachers 'Interview

1. How many years have you been teaching English at University?
2. Are you satisfied with the level of your students 'pronunciation?
3. Which accent do your students mostly use?
4. Do you think that L1 (Shawiya) has an impact on your student's English pronunciation?
4.1 Positively / Negatively andHow?
5. Do you think that students encounter a lot of difficulties in pronouncing some sounds in English?
6. Do you think that your students' English pronunciation is always transmitted to the target person correctly?
7. Which of the following phonetic aspects your students encounterdifficulties in their English pronunciation process?
Consonants Vowels Stress Intonation
8. If we assume that Shawiya affects the students' pronunciation positively, would you suggest the root cause behind the students' mispronunciation?
9. Can you suggest three external / internal factors, you think they can affect the students' English pronunciation?
10. Is it possible to reach native's pronunciation?
11. What can learners do to improve their pronunciation to sound like the natives' one?

ملخص:

المعرفة اليوم هو ان نتقن أكثر من لغة في العصر الحديث، ولتعلم لغة جديدة غالباً ما يواجه المتعلمون تداخلاً لغوياً. في هذه الدراسة، يتطرق الباحث للتحقيق في نوع التداخل الذي تؤثر فيه اللغة الام (الشاوية) على متعلمي اللغة الإنجليزية كلغة اجنبية في جامعة عباس لغرور في خنشلة.

وتم انجاز هذا البحث من خلال تحليل كمي وصفي. ومن اجل جمع البيانات، استخدم الباحث أكثر من أداة بحث واحدة وذلك من خلال اجراء مقابلة مع أسنائة اللغة الإنجليزية بالإضافة الى استبيان لطلبة اللغة الإنجليزية في قسم اللغة الإنجليزية في خنشلة. حيث انه تم التركيز على المشاكل الصوتية وكيف يؤثر تداخل اللغة الشاوية كلغة ام على اكتساب اللغة المرغوب فيها. ومن ناحية أخرى بعض من الطلاب لا يولون أهمية لتقنيات تحسين النطق مما يجعل بعض اخطائهم غير عادية في نطق اللغة الإنجليزية.

في الختام أكد كل من معلمي ومتعلمي اللغة الإنجليزية كلغة اجنبية ان اللغة الشاوية لها تأثير ايجابي على نطق اللغة الإنجليزية بحيث انها تساعد على طلائتها ويعود السبب الجذري لهذه المعضلة الى عدة عوامل خارجية وداخلية. كخطوة اخيرة تم تقديم بعض الاقتراحات لتحسين نطق اللغة الإنجليزية والتغلب على هذا التداخل اللغوي.