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Title

The impact of the mother language interference (Chaoui) on EFL learners' pronunciation.

Case of study: EFL Learners at Mohammed Khaider university department of English language

A Dissertation Submitted to the Department of Foreign Languages in Partial
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Declaration

I am Elhadi wafa master two students at the department of English language division of social sciences. I developed this thesis under the title of "the impact of the mother language interference (Chaoui) on EFL pronunciation". I declare that this work from the first word until the last one is my own and no one has posted this work before.

Date:

Signature:

Miss, WAFI ELHADI

Dedication

In the Name of ALLAH, I would like to dedicate this work to the soul of my father **Omar**, who really wanted to see me in this position. I hope that I made him proud of me.

I dedicate it to my mother **SAAIDA**. Through these three years she played the role of both mother and father.

I want to thank my brothers and my sisters for being the source of encouragement.

Whenever I give up, they push me to continue, they are the best gift that life gave it to me; **YASSIN, TAYEB, AMER, BASSEM, SALIMA** and **HANIA**. Also, I want to thank the sister that life gave it to me we may having different blood but we have strong link; my sister in law **DRIFA**.

Finally, I want to thank my flowers of my life that I met during this journey.
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Abstract

During the process of learning, EFL students are facing some problems while acquiring second language in all aspects phonological, morphological, and grammatical due to language interference; when a learner applies rules from his mother language in the acquired one. This study aims to investigate the relationships between the first and the target language in terms of phonological interference. In another term, the impact of the first language (chaouia) interference on EFL learners' pronunciation. In order to collect information and to test whether the mother language has its effects on the pronunciation of the target language or not, around 11 Chaoui EFL students at the university of Mohammed Khaider of Biskra are used as sample. For the data research tool, the suitable tool for analysis pronunciation is testing in term of recording tests; the students are given some pronunciation tests then we record their answers in order to see where does the mispronunciation occurs. After analyzing the data gathered in term of tables and graphs the researcher found that the mother language has its influence on the pronunciation of the target language in both levels of sounds consonants and vowels.

List of Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

LAD: language acquisition device

SL: Second Language

TL: Target Language

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General Introduction

English is the global language that most of the countries need it in order to communicate (lingua franca) in different situation. But for many learners of English as a second language it is difficult challenge specially in term of pronunciation, due to many factors such as; culture, society, and phonological differences between their native language(L1) and their second language (L2).

The issue of language interference has to be corrected immediately by the teacher. Because it effects the smooth of comprehension and also to improve the student's pronunciation ability. So based on this we will investigate the problem that faces Chaouin EFL learner of Mohammed Khaider university of Biskra.

1)Statement of the problem:

The mother language is the main tool of expressing ideas, sentences, and thoughts; so, we cannot ignore its role as being the fundamental cause of other languages. Therefore; it influences in the acquisition of a second language. Many EFL learners during the process of learning come across this dilemma ,due to lack of practicing the second language ,vocabulary ,or the daily use of the mother language ;so that effects their pronunciation of the new language .Also English is the third language in Algeria that students learn it only In the educational institutions ;unlike French which is used everywhereThis piece of writing will discuss and explain the issue of how can the native language(Chaoui) effects the pronunciation of the foreign language ?and what are the factors that lead to that problem?.

2) Research questions:

Q1) Does the mother language affect in the acquisition of the foreign language?

Q2) what is the impact of the mother language (Chaoui) interference on EFL learner's pronunciation?

3) Significance of the study:

This investigation has a significant role in both teaching and learning processes. For teaching, it helps in the extracting of the weaknesses and the difficulties that challenging the learners .In other word, we can say that making errors is not negative all the time ,it may has positive side when the error or the mistake have been corrected immediately .For learning, this research would raise the student's awareness toward the mother language and the target in order to differentiate between the pronunciation of them .to sum up this work is an important one because it is based on a real life issue and try to come up with solutions for it .

4)Research Method

This work is based on the exploratory research that focuses on the qualitative method.

4.1) sample:

Since this research is dealing with the problem that facing chaouin EFL learners; so, the work will be focus on this type of learners that study in Biskra's university of Mohammed Khaider. We will choose around 11 random chaouin learner at the department of foreign language division of English from all levels.

5) data collection tools:

In order to study the effects of mother language on chaouin EFL pronunciation, we go through different number of sources: books, documents; and some previous dissertation. Also, since it is exploratory research, the suitable gathering tools will be testing in term of recording tests. Then we analyze them into tables and relativistic circles since it is qualitative research.

5.1) Testing (recording tests)

For this work, online recording activities with small number of learners to see their response and their accents, would be a helpful way to see the effects of the mother language on the pronunciation of the EFL learners.

6) structure of the study

This work will be divided into two main chapters. The first one, will be based on theoretical investigation that gives some new concepts and definitions about the topic under the title “the interference of L1 on English learner’s pronunciation” and from that the umbrella will branch to some subchapters. the second chapter is the practical one “the chaouin spoken and its effect on the pronunciation of English learners” .in this part we will see and analyze those effects of that problem. also, we will find causes and try to find the solutions.

Chapter I

Literature Review

Introduction

Speaking is a centered ability for human beings with the condition of correct pronunciation and not just talking for the sake of speaking but also in understanding and comprehending way. This is the problem that EFL learners face while acquiring a foreign language because of the interference of the first one. So, we can say that the mother language is an arm with two opposite sides. As it is the soul of any language it may also be a destroyed one and EFL learners are part of this confusion. Since it is not the daily used language, they may feel this issue of producing some sounds incorrectly or mispronouncing words because of overgeneralizing their mother's rules, and sounds, and putting it in the target one.

I.1 The Mother language

Mother language is the identity of a person, a society, and a country. we cannot have a notion without a mother one as J. Edward said “what is a notion without a mother tongue “, a society that loses its language means that it has no attitude or identity. Mother tongue is the language of feeling, emotion, and the language that touches the heart, as Nelson Mandela claims in his quotes “if you talk to a man in a language he understands, that goes to his head. if you talk to him in his language, that goes to his heart “.in another term, the mother language is the blood of the soul.

I.1.1. Definition of mother language

According to (Nordquist, 2019, p25) “the term mother tongue refers to person’s native language. That is language learned from birth. Also called a first, dominated, home, and native language”. So, in other term, it is the language that the individual acquired from the social

environment surrounding him /her from parents and family. It is a naturally acquired language that means effortless.

Skiba (2000) defined it as being the language a child acquired from birth and passed from one generation to another one. What is new about Skiba 's definition is that it is passed language through generation. So, it is like a fixed language we Inherit From the older people and transform into the next one.

I.1.2. The importance of the mother language

Many language learning systems encourage the use of the first language during the process of acquiring the second one due to some factors. To begin with, the fact that L1 can provides a familiar and effective way of quickly getting to grips with the meaning and content of what needs to be used in the L2. So, according to this concept we can say that native language is a facilitator and beneficial information provider for English learners.

In addition, recurrent translation from the native language of the students to their target one and vice versa would be a helpful way when the student makes a fundamental connection and realize a similar root. In other term; repeated checking over words to see their meaning and then translating them from one language to the other will help the students to gain some knowledge in terms of roots, suffixes, and prefixes. For example: introduce, introducing, introduction. In this case, students will rich their cognitive circle so they can play with words. Rodriguez, Carrasquillo, and Lee (2014, p.33) claim that "students acquire most of their conceptual and academic knowledge skills through the native language, which provides the foundation for completing academic tasks" in a simple word they are trying to give credit and acknowledgment to the fundamental role of the mother language as being the founder of any academic skills .so they acquire them through the native language.

Lightbown & Spada (2013) see that L2 learners who have a strong linguistic background in their L1, overcome frustrating experiences in their L2 development. As being a foreign language learning is not an easy task rather it is a challenging one. students will face some difficulties and the hardest

one is what we called society for example when a student tries to master his second language by using it outside the classroom people will judge him as he is speaking in English just for the sake of showing off. but if the student has a powerful background in his first language that would help him to get rid of his depression.

Freeman, (2009) views that “the general public most educators believe that more English equals more English when the truth is the opposite. More first language knowledge equals more English” because of that acquiring a first language is the door for acquiring any language. To sum up, L1 needs to be seen as a useful tool but not overused since it has an effect on the second.

I.2. Second language

The term second language refers to any language that the learner acquires or learns after the first one. even if it is the one hundred languages after the first it will remain a second one.

I.2.1. Second language acquisition

The term second language acquisition belongs to the second half of the twentieth century. The appearance of that phenomenon was not accidental rather it was due to the “global village “and “the world wide web”. At that time people were obliged to learn a second language not for the sake of passing the time or for entertainment but it is for education and employment. According to Ellis the concept of second language acquisition refers to any language that is learned after the mother tongue. The use of the word any means not just the second but refers to any language third, fourth after the first. Also, it is defined by William Rowland (1997). As is how people learn a language other than their mother tongue, inside or outside the classroom.

I.2.2. Theories about second language acquisition

Second language acquisition theories seek to quantify how and by what people who already know one language acquire a second one. The field of second language acquisition is an interdisciplinary one that involves linguistics, psychology, sociolinguistics, cognitive science, and neuroscience. To get inside and understand it a lot of linguists, and theories appeared.

I.2.2.1. Behaviorism theory (Pavlov, Skinner, and Bruner)

Behaviorism is a theory of learning that focuses on the acquisition of a second language that emerged in the 20th century. Depending on this theory, all behavior is learned through interaction with the environment. For (Cooter and Reutzel,2004) “infants learn oral language from other human role models through a process involving imitation, rewards, and practice. Human role models in an infant’s environment provide the stimuli and rewards,” so it means that for behavior theory acquiring a second language is a matter of punishments \rewards; if the child produced and repeated correctly the speech there is a gift and if they do not it means punishments. Also, through stimuli \response; for a learner to learn a language they need stimuli (input) to do an action or produce language (response) stimulus (input)**Erreur ! Source du renvoi introuvable.** →response (students L2 responses). the last way is what is called habit formation; it occurs when the learner forms associations between words and objects or events in their environment. these associations become stronger as soon as experiences are repeated.

This theory was crucial not only in the field of second language acquisition but also gave birth to **contrastive analyses**; the study of comparison and contrast to get similarities and differences between L1 and L2. Behavior theory was a helpful one at that time. but it focuses only on the environment so they ignore the roles of the cognitive capacity of the learners .in another term, they simply neglected the role of the mind and the learner is passive in the process of learning.

I.2.2.2. Universal Grammar Theory

Universal grammar came as a reaction to behaviorism theory; which claims that all human beings have an inner capacity to learn a language. (Chomsky,1976) defined UG as “the system of principals, conditions, and rules that are elements or properties of all human languages “which attempts to say for all languages there are shared principal and different parameters (markedness). For example, every language has verbs as principal but not every language starts its sentence with a verb (markedness). this theory was created firstly for first language acquisition then it extended to cover the second language. Since they believe that human beings are born with a brain system that has universal aspects of languages (language acquisition device LAD) so in other words, in Chomsky’s view we all have grammar in our brain and this grammar is universal; any language has nouns, verbs.....

I.2.2.3. Krashen’s Monitor Theory

Krashen is a theory of second language acquisition created by the linguist Stephen Krashen (an expert in the field of linguistics, specializing in theories of language acquisition) in 1982. This theory is consisting of five main hypotheses: the acquisition- learning, the monitor, the input, the affective filter, and the natural order hypotheses.

The acquisition-learning hypotheses divided second language performance into two independent systems “the acquired system and the learned one “. The acquisition is the process of acquiring a language unconsciously, effortlessly, and without paying attention to the rules of grammar rather they focus on communication. while learning is the result of educational instruction that the students learn consciously through a process of study and attention to form and rules (acquisition is more important than learning). Secondly; the monitor hypotheses attempt to define the relationship between acquisition and learning. For this hypothesis the acquired system is responsible

for fluency and intuitive judgments about correctness and the learned system makes minor changes and polishes what the acquired system has produced. The third hypothesis; the natural order tries to explain in the natural order the acquisition of the grammatical structures in a predictable way for a given language. The next one; is the input hypothesis which claims that the learner leans on a target language when they receive a comprehensible input that contains forms and structures (second language) so this theory aimed to explain the process of acquiring a second language. The last hypotheses are the effective filter which is an imaginary barrier that prevents learners from acquiring language from the available input. According to the filter effective motivation, self-confidence, and anxiety are facilitative but non-causal, influence the image, and low level of anxiety are better equipped for success in a second language.

I.2.2.4. Cognitive Theory

For cognitive theory learning a second language does not come from the environment or outside rather it comes from mental activities such as transfer, simplification, generalization, and restructuring .in this theory there are three main principles: knowing rather than responding, knowing is organized, and integrated into mental structures, and the learner is seen as the one who acts. which means that the learner is no more passive in the process of learning, but he\she is active.

To sum up, each theory from the above adds its contribution to the field of second language acquisition. Some come as a reaction like the case of cognitive which come as a reaction to behaviorism, while others are just extension of the previous theories. however, all of them are created to highlight the importance of acquiring a target language and the way that students learn a second one.

I.3.The concept of language interference

Learning a second language is not an easy task rather it is a challenging one, due to the effect of the first language or what is called “language interference”. the word language interference was

used for the first by Weinrich (1953) to describe the different language systems used by bilingual speakers. Then he specifies it more “interference is a deviation to the norm of both languages which occurs in the speech of a bilingual speaker “. When a person has two languages one of them will affect the other and vice versa in all aspects: phonology, morphology, syntax, and semantics. And this opens the door for a lot of researchers and linguists to investigate the phenomena of language interference.

According to Lott (1983, p256) “interference is the errors in the learner’s use of the second language or foreign language which can be traced back to the mother tongue in the target language “. which means that the learners apply the rule of the first language in the second one.

Dulay sees interference as the process of transferring the structure of the first language to the target one in a spontaneous way. so, the learner overgeneralized the rule of his mother language to use it in the target. For example, in the Arabic language, they used to start the utterances with the verb while in English with a subject. so, the English learners will apply the grammatical rules of their first language (Chaoui) in the target one (English).

Depending on these definitions we can see that language interference has two types since it deals with the use or the effects of the first language in the second; so, if the learner uses the similarities between the first language and second this is called positive interference. However; when the grammatical structure or sound is different between the two languages that will create a negative transfer. for example, Chinglish instead of Chinese.

So, we can say that language interference is the application of the first language rules and structures to the acquired language. In other terms, it is the effects of the mother language on the target one. And this is considered an error and students should be

I.3.1. Levels of language interference

The term language interference is not related to one aspect of language, rather it is stretched to touch all levels of phonological, lexical, and grammatical

I.3.1.1. The phonological interference

This term refers to students applying their native language accent to the target language. Berthold et .al, (1997) define it as “items including foreign accent such as stress, rhythm, intonation and speech sound from the first language influencing the second”.it refers to the influences of the first language on the second language pronunciation, so the learner pronounces the context in the same way as his first language without making the needed changes that occur in the target one.

Crystal (2003) suggests that phonological interference can take place in three forms; sound addition, sound omission, and replacement. The first kind takes place when the student adds sounds or phonemes to the target pronunciation. For example, the English language has some silent letters such as the word hour. the process of sound addition occurs when the learner pronounces (hour) with H. The second type is a sound omission, in this case, when students omit some sounds that they are supposed to pronounce. The last category is a sound replacement, so in this type, the learners of the foreign language will replace sounds from their language and put them in the target one. like in our case study the learner will replace the “t” sound with the latter «"ط”.

Language interference in terms of phonology is considered the main area of study, and students and teachers should be more serious and aware when they are dealing with that issue.

I.3.1.2. Grammatical interference

This type of interference happens when a bilingual learner did not differentiate between the grammatical structure of the two languages; because he \she thinks in his mother language and writes

in English. We can define the term grammatical interference as the impact of the mother language on the target one in terms of word order, use of pronouns and determinants, tense, and mood.

That kind of interference is divided into two sublevels; morphological and syntactical interferences. According to Suwito (1985) the concept of morphological interference “occurs in the formation of the word of language absorbs the affixes of another language” in the process of creating new words by adding suffixes or prefixes like introduce _ introduction. the student may add affixes from his native language. For syntactical interference, the word syntax, in general, refers to the study of words and their relationship to each other in phrases, sentences, and clauses...Chaer refers to it as the arrangement of words into large units. from the definition we can say that syntactical interference to word order and structure of the sentences; when the learner used his first language structure on the target on.

The term grammatical interference included both the phonological and the syntactical interference. Grammar means rules and meaning; how would a learner produce language without knowing its rules and structures .so if the learner wants to get rid of interference in general, he needs to fix the target language grammar first.

I.3.1.3. Lexical interference

The word “lexical” in general is related to the study of words, vocabulary, and much of them with the close meaning in common usage. However, lexical interference refers to the process of borrowing a word from one language and then converting it into another one this from one aspect. to the other; when a word has multiple meanings the EFL learner may use it in an incorrect context, due to the influence of his mother tongue or the literal translation of the sentence.

According to I.N. Kuznetsova lexical interference is “bilaterally the convergence of lexical units of one or different language, due there, first of all, phonetics, but also the semantic use arising from it, and leading to an involuntary violation of language norms”. The unconscious damage in the

system of a certain language is related to the impacts of the phonetics and semantics of the first language when two or more languages are met.

Weinreich (1968) made research about lexical interference and define it as the process of overlap between the vocabulary of two languages. An example of lexical interference; is “it becomes water” instead of saying “it melts” because of the literal translation of the action.

Hatch (1983) considers lexical as the main aspect to communicate “when our goal is communication when we have little of the new language at our command, it is the lexicon that is crucial. the words will make communication possible”. Lexical is the study of words concerning their meaning and communication needs words, so to communicate is a matter of learning the lexical items of the target.

I.4. Factors affecting English pronunciation

Pronunciation is the science of sounds system that a person produces to convey a clear message. for Seidlhofer (2001) pronunciation is “the production and perception of the signature sound of a particular language to achieve meaning in the context of language use” according to him the term pronunciation is for both the speaker and how he produces the sounds and the listener’s interpretation to those sound, this process to convey an understandable message in that language. Achieving that goal for EFL learners is not that much easy because several factors affect English pronunciation. Brown (1994) states that there are some main factors: native language, age, exposure, innate phonetic ability, identity, language ego, and motivation.

1) Native language

The first language is a considerable factor that affects the pronunciation of EFL learners, due to the similarities and differences between the native and the target language .in other words, if L1 and L2 are sharing the same accent that would be helpful. But if they are different and the student applies his first language pronunciation in the second or overgeneralizes them this will lead to

mispronouncing or incorrect pronunciation .so the learners have to know the relationship between the two systems.

2) Age

Studies show that young learners are likely to acquire the correct pronunciation of the English language. However, for adults is not the same they face some trouble and it is more difficult for them to produce the new language incorrect way. This is according to the critical period hypotheses (CPH); a theory created firstly by Lenneberg in 1967 which claims that if a learner does not learn a language at a particular age, he will not learn the pronunciation of this language as it is supposed to be after that age. Then Scovel (1988) come to support Lenneberg's contribution by saying that "the critical period is approximately the first ten years of life, if a learner started learning a foreign language after this period, he would never fully acquire the native-like pronunciation of the foreign language ".in simple term, after the first ten of our life we will never achieve the correct pronunciation like the native speaker. But this does not mean that older learners should give up on trying, rather they have to make more and more effects than the younger ones.

3) Exposure

Exposure and age are two interrelated factors the early the student met with the target language the more he will be acquired better from one side. On another side, it is depending on how much time the learner spends and receives the oral production of the target language. If the environment of the learner, by the environment we do not mean classroom only, but also the house, family ...exposure him /her to the target language he /she will acquire the accent of that language.

People who live in a foreign country for long period are having the chance to be like the native speaker of that society. but we cannot overgeneralize this rule; which means that we could not say that the accent of this person is better than the one who lives in his mother country in all cases. It is a matter of exposure to the second language. for example; if an Arabic child lives in England

and his parents continue to teach and speak with him in the Arabic language, he will never reach the accent of the foreign country.

4) Innate phonetic ability

EFL learners are not the same, even if they have the same teacher, syllabus, and program. But when it comes to pronunciation, we can see that they are different some are like native speakers' others no, they have poor pronunciation. this refers to what is called innate phonetic ability or as it is known the "ear". In simple words, some students find it not that difficult when they are learning the language because they are familiar with that language when they were a child.

Celce -Murcia et all (1996, p.36) said about the innate phonetic ability that "some people can discriminate between two sounds better than others, and/or can mimic sounds more accurately ". According to him, students are not having the same level of fluency; some can differentiate between the system of sounds and repeat it in the correct way for others is not the case.

5) Motivation

Motivation plays a crucial role in the process of acquiring a second language in general and for pronunciation in specific .it is seen that people which are highly motivated are having better pronunciation than people who did not. Since they have a purpose and reasons which they are trying to achieve but for others do learn English just for educational purposes.

Norris defines it as "a learner's orientation with regards to the goal of learning a second language ". according to him, the term motivation occurs when the learner has an objective which is learning a target language.

Sharkey believes that to make the learners concentrate on their pronunciation is a matter of some motivational factors: learners want to improve themselves, want to become a part of the target language community, they need their speech to be intelligible to their children's teachers, learners want to improve their employment perspective, and to improve their everyday communication skills

.so motivation helps to improve pronunciation in all aspects employment, education, even in everyday language ...

Improving learners' pronunciation is through both levels of motivation external and internal. internal motivation refers to the student 's ability to encourage and motivate himself to fulfill his purpose, a good example would be when the student determines what he will achieve by the end of the day. On the other side, external motivation is related to society. Being an EFL learner is not an easy task this is due to the enemies of success who think that EFL learners speak in the English language outside for the sake of showing off. this will lead to a lack of motivation then depression and finally giving up on trying to develop their accent.

6) Language ego

Many EFL students do not have the confidence to use the English language orally and feel anxious when they are obliged to because they are already linked their feeling and emotion to the native language .so when they are outside the educational instruction, they run from talking in the second language and this is the simplest overview of language ego.

The term language ego was proposed by Guiora for the first time in 1970. He defines language ego as the "identity people develop about the language they speak". when a person uses a foreign language, he will feel like another person who is doing the action. So, he tries to build an identity that is related to his mother tongue.

Ehrman thinks that when EFL learner talks about the new language, they are afraid of making mistakes and he links it to the language ego.

Broun refers to language ego as "human beings learn to us a second language, they also develop a new mode of thinking, feeling, and acting – a second identity. since learning a new language is not just about that system but also its culture, the way of thinking. simply acquiring the target language identity.

To sum up, second language ego is an important factor that has a great effect on the student's second language pronunciation depending on how students will deal with it.

7) Identity

The term identity refers to the people's beliefs, culture, and traditions... but what is the relation between this term and acquiring a second language pronunciation? The learner's views towards the target language will influence the acquisition of the target language accent either increase or the opposite.

When the learner is open-minded; which means he will accept the culture, ethnicity, and religion of the target language, in this case, he \she can reach the level of native-like pronunciation. But if he remains attached to his culture the opportunity to achieve pronunciation like a native speaker is limited.

According to Kenworthy (1990, p.8) "personal commitment to a community, and willingness to be identified with the members of that community, can be revealed through the way a person chooses to speak" so we can say that if we want to know whether a person wants to be in this society depending on his manner of speaking.

Zuengler (1988) refers to pronunciation as an area within which one's identity is expressed. When the student wants to introduce which society, they belong to is a matter of accent. For example, if an Indian person speaks in English, he did not need to say which society he belonged to his accent already presented it.

From linguistic perspective, Speakers use language to display their identities and membership of particular sociocultural settings and it is of paramount importance for them to master their target language when they have positive behaviors toward people using that target language whom they are communicating with. More importantly, language ego also plays a central role in helping learners to develop their native-like pronunciation in the target language as they become self-conscious and confident in using it. A great deal of pronunciation-related research on the relationship between identity and language ego and pronunciation also indicates that learners with positive attitudes and being open-minded toward the target language and the people speaking the target language are likely

to learn and improve their pronunciation faster and more successfully (Ahmed, 2017; Brown, 1992; Dörnyei, 2003)

Identity is a considerable factor in determining EFL pronunciation. From the above explanation it is clear that the student needs to be flexible and open in mind to acquire the target language accent. However, by flexible, we mean accepting the foreign language identity not losing yours.

In addition to Brown's list of factors affecting English pronunciation, there are some others such as the classroom environment, the type of learners, and goals....

For the classroom is an essential factor that the educational setting should pay attention to student pronunciation. Because it is a suitable place for the students to practice the language freely and the school should provide enough space, and activities, and involve them in a real-life situation.

Secondly, the type of learning is divided into two extrovert and introvert learners. Research shows that extrovert learners are having the chance to acquire native-like pronunciation better than an introvert. Since they are highly social people, they interact with each other, make friends, and join groups which helps them in developing their English pronunciation. On the contrary, there is the introvert learner, this type of learner is shy, quiet, and likes to stay in their comfort zone instead of having interaction with others. Because they are afraid of making mistakes and think that others will laugh at them, they prefer reading and writing rather than speaking so this will lead to poor pronunciation.

The last factors are goals; EFL learners are not having the same purpose for learning the English language, some for improving their writing style, others to develop their reading skill, or to have pronunciation like a native speaker. These different goals will determine the levels of achieving the English accent. When the student is limited and decided on his goal of being a native-like speaker, he has the opportunity to achieve.

In conclusion, these factors are interrelated; each one is incomplete without the other, and all of them are existing to influence the student's language acquisition, especially in terms of

pronunciation age is related to exposure, motivation to identity, and language ego ...etc. students and teachers need to pay attention more to those factors, so they can know why students are not having the same level of fluency in speaking English.

1.5. The influence of the mother tongue on English pronunciation.

the mother language is considered the main factor that influences the accent of the target one because they have different system sounds. Chaoui language like any first language has its effects on the pronunciation of the acquired language either positive or negative.

Firstly, on the positive side, English and Chaoui are having some similar words: (رجل) لاف which has the same meaning and pronunciation as English “leg”

(صراخ) ييل the equivalent word in English is “yell”.

The definite article “the” in English is the same in Chaoui “da” and it’s pronounced the.

The pronoun “it in English” = “ايت in chawiya”. For example, take it= yerfedit.

The word “exit in English” = اكسييت in chawiya.

These are samples from the shared language between the two cultures. which may help the chaouin people in the field of second language acquisition.

On the negative side, they may have some things in common but not the whole system, since they are two different cultures. Each one of them has its phonological system of sounds .so the Chaoui people will apply their accent while they are speaking in English. this action will lead to mispronouncing some sounds or incorrect pronunciation. For O’Connor et all (2003) \p\and \b\, \t\, \th\and \d\, \Ch\, and \sh\ are somehow difficult or learners to differentiate between them and attach this difficulty to the influences of the mother language. To sum up, the mother language can be a helper or destroyer depending on how we deal with it.it can an obstacle that affects the accent of the second language or as a facilitator

I.6. Comparison between English language and Chaoui language

Shawiya or Chaouia is the language that is used by chaouin people who live in Algeria, particularly in Auras, Batna, and Tebessa and they are belonging to the family of the Afro-Asiatic language. those trades are having their accent, culture, and society to which they are strongly attached to it. Chaoui and English are having different sound systems, vowels, and consonants.

I.6.1 English consonant and vowel

The English language is composed of 26 alphabets which are a, b, c, d, e, f, g, h, I, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

Vowels

a e i u o and sometimes “y”

[a] [e] [i] [ʊ] [o]

Consonants

/p/ p, /b/ b, /t/ t /d/ d, /k/ c, k /g/ g, /f/ f, /v/ v, /s/ s, /z/ z/ / /h/ h /x/ x, /j/ j /, m/ m, /n/ n, /l/ l /r/ r, /w / w /y/ y.

I.6.1.1 Chaoui consonant and vowel

Chaoui language consists of 33 alphabets,23 exist in the English language in addition to other 10 letters which are related only to Tamazight society: Kabyle and chawiya.

Shawiya alphabets	Pronunciation
◦	a - [a]
⊖	b - [β]
⌘	g - [g]
⌘ ^w	g ^w - [g ^w]
Λ	d - [ð]

Ǝ	ɖ - [ð ^ɛ]
⊖	e - [e]
Ɔ	f - [f]
Ɔ	- f - [f]
Ɔ ^w	K ^w - [ç ^w]
⊖	h - [h]
Ɔ	ħ - [ħ]
Ɔ	ɛ - [ɛ]
Ɔ	x - [x]
Ɔ	q - [q]
Ɔ	i - [i]
Ɔ	j - [ʒ]
Ɔ	l - [l]
Ɔ	m - [m]
Ɔ	n - [n]
⊖	u - [u]
⊖	r - [r]
Ɔ	ɾ - [r ^ɛ]
Ɔ	ʎ - [ʎ]
⊖	s - [s]
⊖	ʂ - [s ^ɛ]
Ɔ	c - [ʃ]
†	t - [t]
Ǝ	ɰ - [t ^ɛ]
⊖	w - [w]
Ɔ	ʏ - [ʏ]
Ɔ	z - [z]
Ɔ	z - [z ^ɛ]

Table 01 : chaoui
alphabet

Vowels

a	e	i	u
[æ]	[ə]	[i]	[u]

Consonants

b	c	č	d	ḍ	f	g	ğ
[b ^w /β]	[ʃ/ʃ ^s]	[tʃ]	[ð]	[ð ^s]	[f]	[g/g ^w /j/ǰ ^w]	[ɟ]
y	h	ḥ	j	k	l	m	n
[ɣ/ɣ ^w]	[h]	[ħ]	[ʒ/ʒ ^s]	[ç/ç ^w]	[l/l ^s]	[m]	[n]
q	r	ṛ	s	ṣ	t	ṭ	tt
[q/q ^w /G]	[r]	[r ^s]	[s]	[s ^s]	[t/θ]	[t ^s]	[ts]
w	x	y	z	zz	ẓ	ε	
[w]	[ɣ/ɣ ^w]	[j]	[z]	[dz]	[z ^s]	[ʔ]	

I.6.1.2 Consonant and vowel phonemes of chaouin language

8) Consonant's phonemes of chaouin

		Bilabial	Labio-dental	Dental		Alveo
				plain	phar.	plain
Plosive	voiceless			(t̥)	(t̥ʰ)	
	voiced	(b)		(d)	(dʰ)	
Fricative	voiceless		f	θ	θʰ	s
	voiced	β		ð	ðʰ	z
Nasal		m				n
Lateral						l
Trill						r
Approximant						

Table 02: Consonant phonemes of chaouin language.

9) Vowel's phonemes of chaouin

	Front	Central	Back
Close	i		u
Open		a	

Table 03: vowel phonemes of chaouin language

I.6.1.3. Consonants and vowels phonemes of the English language

10) Consonant's phonemes of the English language

		Place of articulation						
		Front				Back		
		bilabial	Labio-dental	dental	Alveolar	Palato-alveolar	palatal	velar
Manner of articulation	plosive	p b			t d			k g
	affricate					tʃ dʒ		
	fricative		f v	θ ð	s z	ʃ ʒ		h
	nasal	m			n			ŋ
	Lateral				l			
	approximant	(w)				r	j	w

Table 04: Consonant's phonemes of English language.

- Vowel's phonemes of English language.

	Front		Central		Back	
	short	long	short	long	short	long
Close	ɪ	i:	ʊ	u:[a]		ɔ:[a]
Mid	e	ɛ:	ə	ɜ:	ɒ[a]	
Open	æ		ʌ[a]			ɑ:
Diphthongs	eɪ aɪ ɔɪ aʊ əʊ ɪə ʊə					
Triphthongs	(eɪə aɪə ɔɪə aʊə əʊə)					

Table 05: Vowel phonemes of the English language.

I.1. English stress vs Chaoui stress

The word stress refers to the emphasis on some words and syllabuses in comparison with others, due to their important weight .so the listener will know the fundamental part of the sentences.

- **English stress**

Speakers of English did not pronounce the words in the same weight, some syllabuses are pronounced with a higher pitch and others with a lower one; this is according to word stress. For putting the stress in English words there are some essential rules. Rule number one, when a word is composed of two syllabi and it is a noun or adjective; the stress is placed on the first syllabus. However, if it is a verb or preposition the stress goes to the second syllabus. Rule two, for suffixes and prefixes usually are not stressed. Rule number three, words with action, cian, sion, ic, ity, ical, ify, ogy, graphy as suffixes are generally stressed on the syllabus before the suffix. The next rule, stress falls in the first syllabus if it was compound nouns, and in the second syllabus with compound verbs. Rule five, compounds with two words received double stress. Rule six compound adjective, if a word has one adjective and one verb the stress will be placed on the verb. For example, the compound adjective “well- 'done”.

- **Chaoui stress**

Stress in this language has no relationship with the category of words whether it was a noun, verb, or adjective, rather it is concerned with the weight of the syllabus. researchers in this language divided the syllabus into two types light and heavy. if a word is composed of one heavy syllabus and one light, the stress usually goes to the heaviest one which does not contain schwa .heavy syllabus refers to the syllabus that contains full vowels (a,u ,i) while the light one is dealing with schwa(ə) .Ohsiet (1978) argues that “stress tends to fall on the heavy syllabus because of the intrinsic properties associated with the suprasegment phenomenon (duration, fundamental frequency, and intensity)are the inherent acoustic features of heavy syllabus”. If a word (simple or complex) does not have a heavy syllabus the stress will directly be shifted to the initial syllabus. Learning the rules

of word stress is important for EFL learners to make the differences between their mother language and the target one, in terms of the initial syllabus in a word.

Conclusion

This study aimed to show the differences and similarities between two languages concerning language interference. Chaouin EFL learners are part of this investigation; they come across some difficulties in second language acquisition especially in terms of pronunciation, due to the what is called language interference, then this research deals with some concepts to remove the ambiguity on EFL learners and facilitate the process of acquiring the second language through defining some aspects such as mother language, second language acquisition, language interference.

Chapter II :

Research results and discussions

Introduction

Many researchers and researches claim that the mother language has its impacts on learning a second one. the aim of this chapter is to confirm or disconfirm this view through the data that is collected by the recording tests and analyzed them in form of table So EFL learner can avoid this issue by knowing their mistakes.

II.1. The recording tests

II.1.1. Description of the sample

In order to collect information about the effects of the mother language, a round 11 Chaoui student from university of Mohammed Khaider Biskra in the department of English language from all levels had been chosen randomly.

II.1.2. Description of the Recordings

This work is divided into two tasks; the first one is in term of paragraph where the students are asked to read it in loud voice. while the second one, is about given the students certain words taking randomly and they are asked to put them in meaningful sentences from their own. the next step is asking each student to read his sentence in loud voice, in the same time the recording is playing .so we can extract their errors for the analysis.

II.2. Analyzing the data gathered

Task one

For analyzing the paragraph, the wok will be divided into sentences, then we will compare the pronunciation of each student with the correct one.

- 1) The sentences in the Latin alphabets.**
- 2) The correct transcription of the sentences.**
- 3) The transcription of students' performance (most common mistakes).**

1_a) Dear Diary

2) dɪr 'daɪəri,

3) there are no mistakes.

1_b) I'm sorry it's been so long, and I can't really explain why I haven't written except that there are so many things I feel frightened to talk about, even to you.

2) aɪm 'sɔri its bi:n sʊ lɔŋ, ænd aɪ kænd 'rɪli ɪk'spleɪn waɪ aɪ 'hævənt 'rɪtən ɪk'sept ðæt ðer ar sʊ

3) its sʊ lɔŋ kænd 'hævənt ɪk'sept dæt dər sʊ

2) 'meni θɪŋz aɪ fɪl 'fraɪtənd tu tɔk ə'baʊt, 'ɪvɪn tu ju

3) 'mæni θɪnz

1_c) First, the most terrible thing happened.

2) fɜrst, ðə mʊst 'terəbəl θɪŋ 'hæpənd

3) first, də mʊst t'ɜrəbəl θɪŋ

1_d) The day that Bonnie and Meredith and I were at the cemetery, an old man was attacked there,

2) ðə deɪ ðæt 'bɒni ænd 'merɪdɪθ ænd aɪ wɜr æt ðə 'semə'teri, ən ɔʊld mæn wɒz ə'tækt ðer,

3) də wɜr də'semə'təri, ə'tækt dər,

1_) and almost killed.

2)ænd 'ɔl,mʊst kɪld.

3) 'ɔl,mʊst

1_E) The police still haven't found the person who did it.

2_E) ðə pə'lis stɪl 'hævənt faʊnd ðə 'pɜrsən hu dɪd ɪt

3) 'hævənt'faʊnd 'pɜrsən dɪd

1_F) People think the old man was crazy, because when he woke up, he started raving about "eyes.

2)'pi:pəl θɪŋk ði ɔʊld mæn wɒz 'kreɪzi, bɪ'kɔz wɛn hi wʊk ʌp, hi 'stɑrtəd 'reɪvɪŋ ə'baʊt'aɪz

3) θɪŋk di wɛn əp 'reɪvɪn ə'baʊt

1)in the dark" and oak trees and things

2)" ɪn ðə dɑ:k" ænd ɔ:k tri:z ænd θɪŋz.

3)ænd θɪnz.

1_G) But I remember what happened to us that night, and I wonder. It scares me.

2_) bʌt aɪ rɪ'membər wʌt 'hæpənd tu ðæt naɪt, ənd aɪ 'wʌndər. ɪt skɜːz mi

3_) bət rɪ'membər wət tə skɜːz

1_H) Everyone was scared for a while, and all the kids had to stay inside after dark or go out in groups.

2_) 'ɛvri,wʌn wʌz skɜːd fɔː ə waɪl, ənd ɔl ðə kɪdz hæd tu steɪ ɪn'saɪd 'æftər dɑːk ɔː goʊ aʊt ɪn grʊps.

3_) 'ɛvri wən skɜːd tə gɔʊ aʊt.....

1_D) But it's been about three weeks now, and no more attacks, so the excitement is dying down.”

2_) bʌt ɪts biːn ə'baʊt θri wiːks naʊ, ənd noʊ mɔː ə'tæks, sɔː ði ɪk'saɪtmənt ɪz'daɪnɪŋ daʊn.

3_) bət nu, ənd ə'tæks sɔː di ɪk'saɪtmənt ɪz daɪn dʌn.

Consonants	Correct transcription	The students' performance	Number of students	Correct pronunciation	Incorrect pronunciation	Examples from the paragraph
Ng	/ŋ/	N	11	7	4	Thing θɪŋ θɪn
T	/t/	t ^h	11	4	7	Attacked ə'tækt ə'tʰækt
Th	/ðə/	də	11	6	5	There ðer dər

Table06: pronouncing some consonants sounds by Chaoui students.

The table represent number of participants with their pronunciation to some consonants /ŋ/, /t/, and/ðə/sounds. the hardest consonant to pronounce for chaouin EFL learners is /t/ sound, only 4 among 11students could pronounce it correctly. For the /ŋ/ Sound, 4 from the sample are not able to give the correct pronunciation to this sound. The last difficult consonant /ðə/ only 6 persons between the subjects could produce the /ðə/ sound for other they pronounce it as/də/. The information of the table is transformed in term of percentages then represent them in term of relativistic circles.

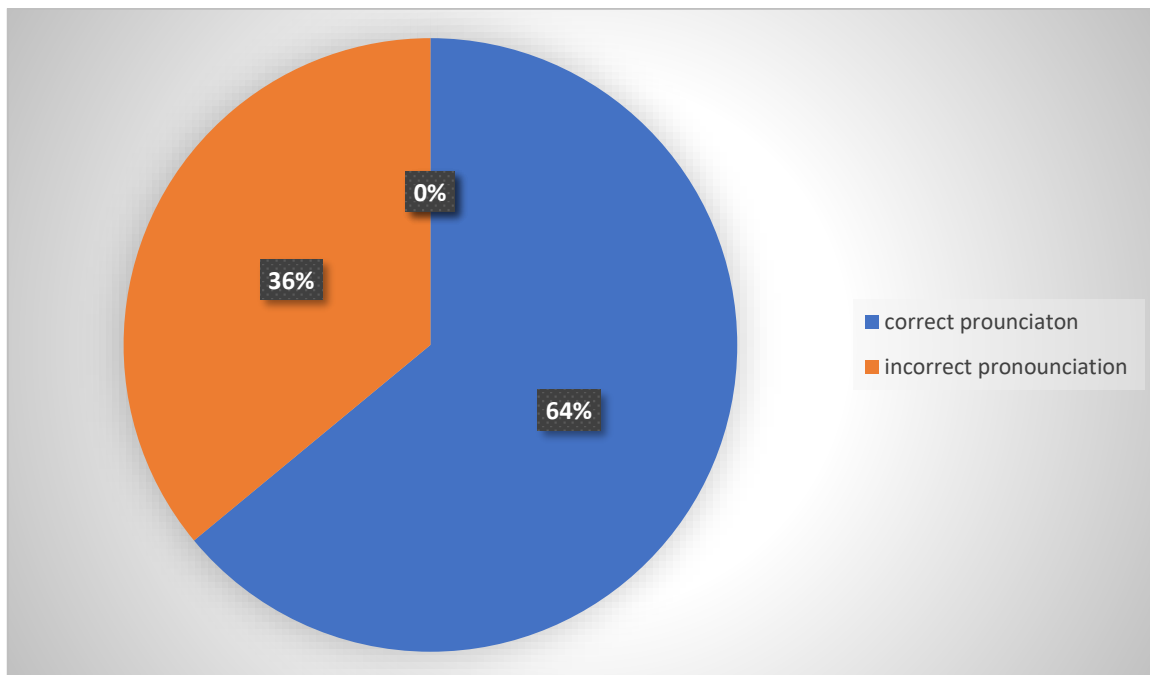


Figure 01: Pronunciation of /ŋ/ sound.

For the pronunciation of /ŋ/ sound 64% of the sample are able to pronounce this consonant, and 36% of the participants did not have the same ability to produce this sound in correct way.

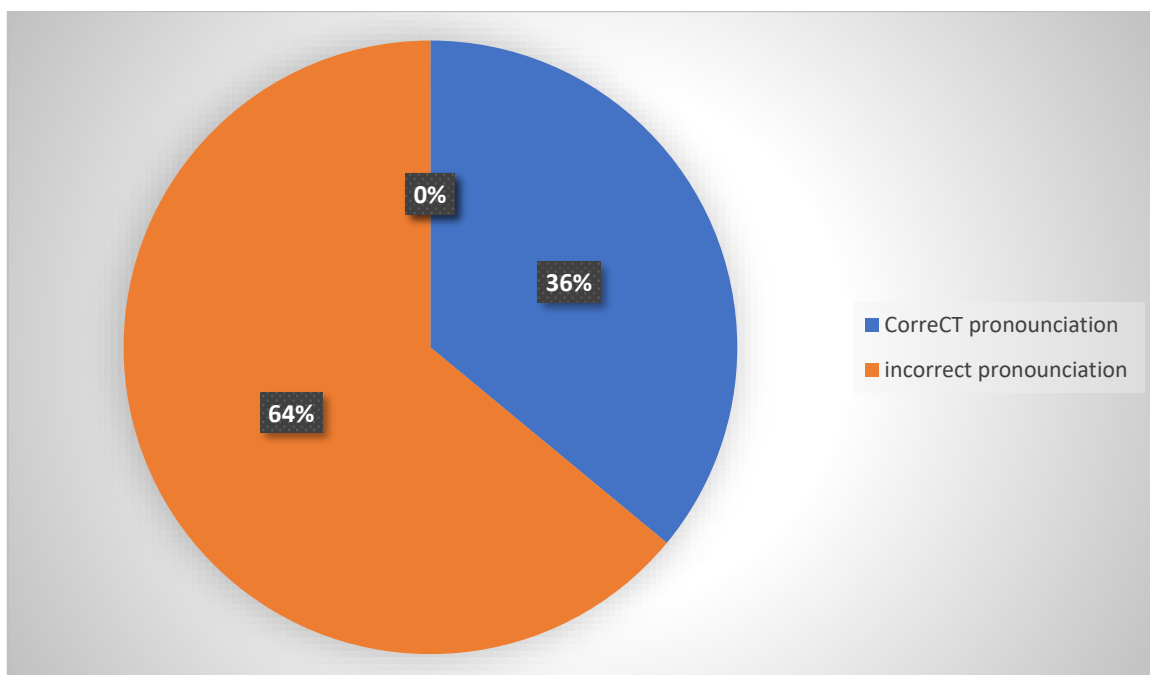


Figure 02: Pronunciation of /t/ Sound.

The relativistic circle shows that only 36% could pronounce the /t/sound correctly; but for the rest it is a difficult task. Around 64 % of the participants are not able to produce this sound.

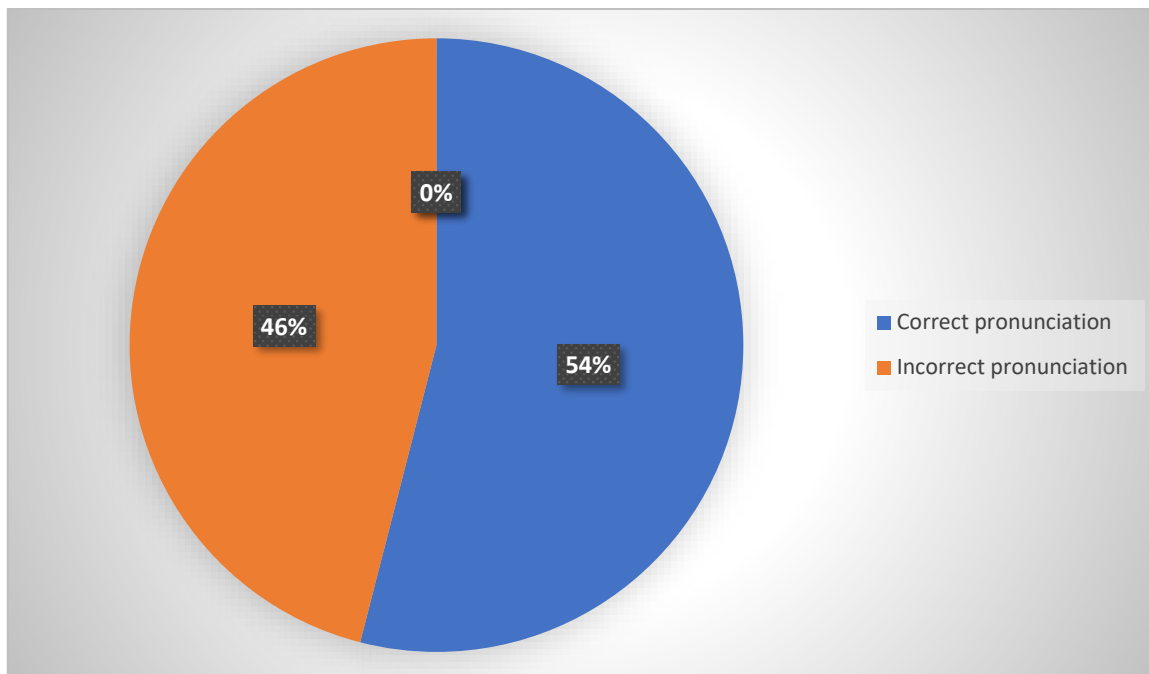


Figure 03: Pronunciation of /ðə/Sound.

45% among the students are not able to pronounce the /ðə/sound correctly; while 54 % could produce this sound in the process of speaking

To sum up, the table and the relativistic circles above show that, chaouin students are facing some difficulties in pronouncing certain consonants specially /t/ only 36% among the sample could pronounce it correctly. /th/ sound is another difficult consonant for those students around 46% of the participants may pronounce it in the correct way. The next sound is /ŋ/, even though 64% could produce this sound; but we cannot neglect the rest percentages which is around 36 % of chaouin students whose could not deal with this sound.

Vowels	Correct transcription	the students' performance	Number of students	Correct pronunciation	Incorrect pronunciation	Examples from the paragraph
O	oʊ ɔ	ʊ	11	3	8	So soʊ sʊ long lɔŋ lɒn
Ou	aʊ	ʊ	11	6	5	Found faʊnd fɒnd
E u a	ɛ ʌ æ	ə	11	4	7	Everyone ɛvri,wʌn əvri,wʌn But bʌt bət and ænd
I	aɪ	ɪ	11	8	3	I aɪ ɪ

Table 07: pronouncing some vowels sounds by Chaoui students.

In order to describe the performance of chaouin EFL learners in pronouncing some vowels from the target language. The table above is to summarize the mistakes have been done by students while they are speaking English language in term of vowels. /oʊ/and /ɔ/sounds are the most difficult vowels for our sample; only 3 students could pronounce them correctly for the other they pronounce them as /ʊ/sound. The next vowel is /aʊ/, as seen in the table that 6 participants from 11 could gave the correct pronunciation to it, while the rest 5 are facing problem in produce it. /ɛ/, /ʌ/, and /æ/sounds are pronounced as /ə/ by 7 students among the subjects, and the rest 4 could pronounce correctly. The last difficult vowel /aɪ/, from 11 participants 8 of them are having the ability for proper pronunciation while other are not.

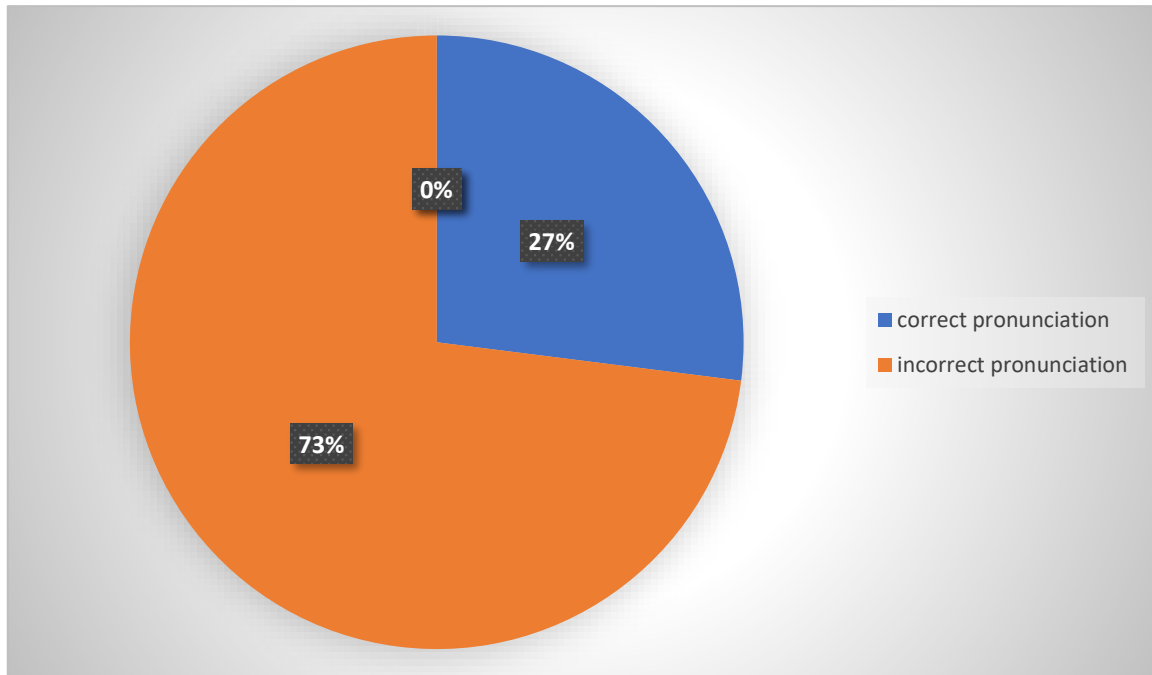


Figure 04: Pronunciation of /oo/and / o/ sounds.

Only 27 percentages of the participants could pronounce the /oo/and / o/ as native speaker, while the other are influence by their mother language.

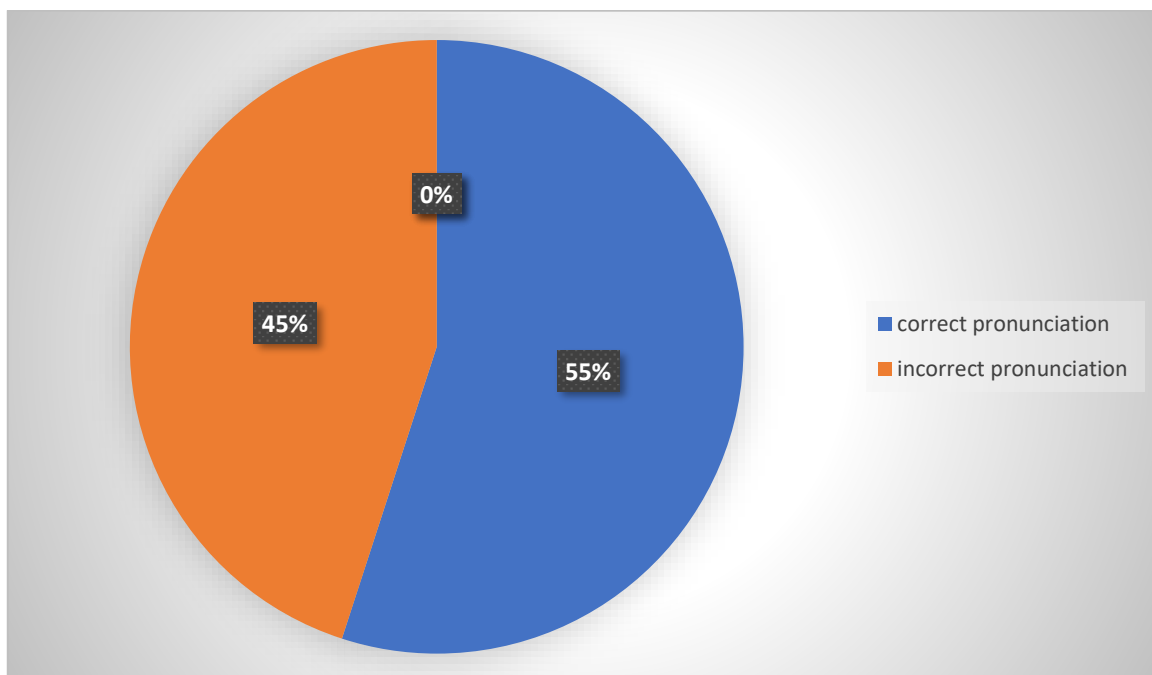


Figure 05: Pronunciation of / ao / sound.

This relativistic circle shows that 55% of participants can pronounce / aʊ /sound correctly; but for the rest 45% is not the case rather they are influenced by their first language.

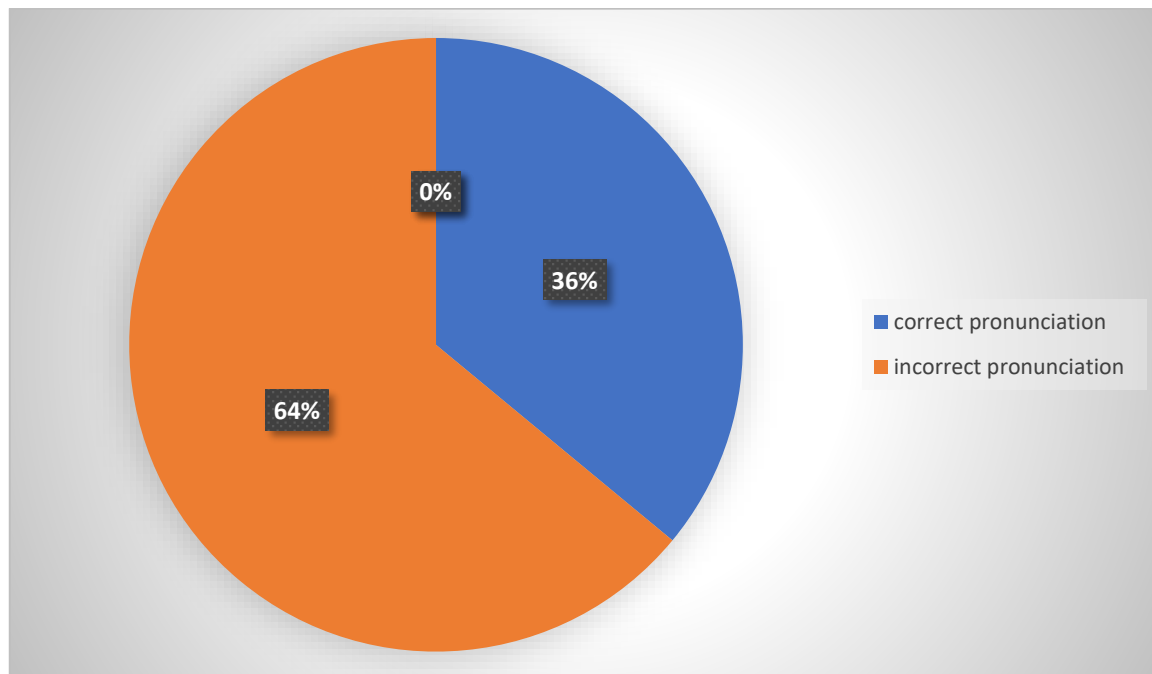


Figure 06: Pronunciation of /ε/, /ʌ/, and /æ/sounds.

This sounds /ε/, /ʌ/, and /æ/ sounds are not existing in the chaouin language that is why around 64% among the sample pronounce them in wrong way, and only 36 % could pronounce them correctly.

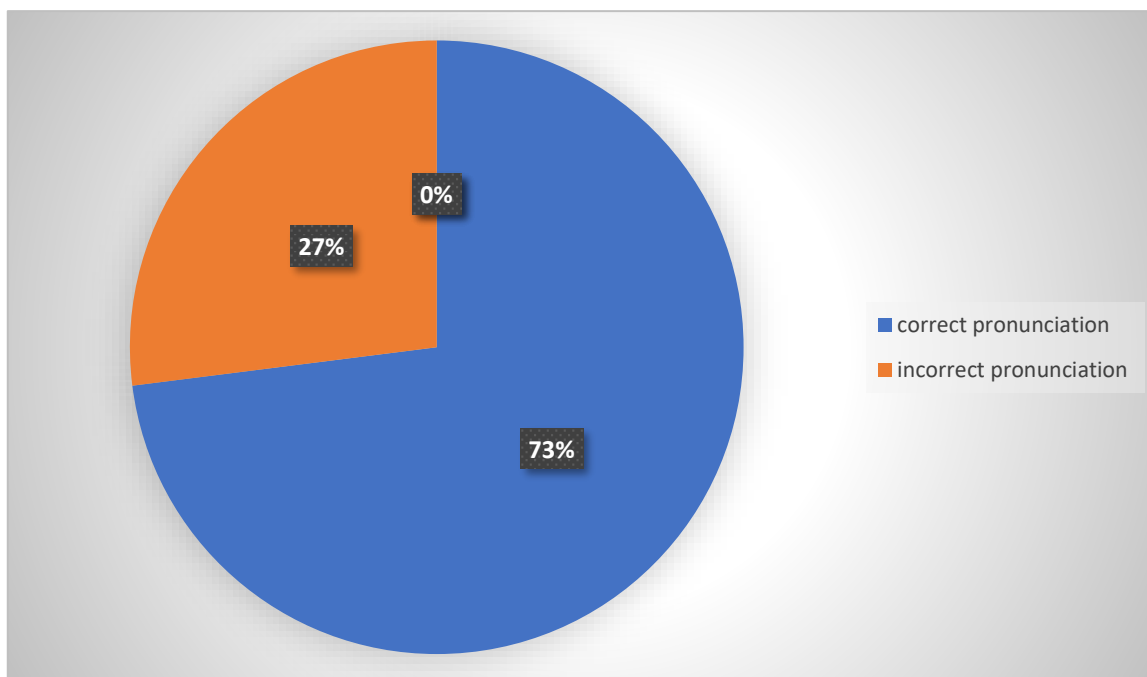


Figure 07: Pronunciation of /aɪ/sound.

27% from the subjects are not able to give the suitable pronunciation to the sound /aɪ/, and they pronounce it as /ɪ /, while for the rest are pronounce it like native speaker.

To sum up, as seen in the table and in the relativistic circles above, that the mother language has its influence in the vowels of the TL. Only 27% of the participant could pronounce oʊ/and / ə/ sounds correctly while for other, it is a difficult task to do. For these /ɛ /, /ʌ/, and /æ/ sounds 64 percent of the subjects are not able to pronounce them correctly. The pronunciation of /aɪ/and/aʊ/ is another difficulty that chaouin EFL facing while they are speaking. For /aɪ/27% from the sample are not having the ability for correct pronunciation, the same for /aʊ/ 45% could not pronounce this diphoton.

Task two

The words	Target sound	Incorrect sound	Number of students	Correct pronunciation	%	Incorrect pronunciation	%
S suggestion	[sə'dʒestʃən]	[sə'dʒesʃən]	11	10	90%	1	10%
characteristic	[ˌkærəktə'rɪstɪk]	[ˌkærəkt'ə'rɪstɪk]	11	10	90%	1	10%
congratulation	[kənˌgrætʃə'leɪʃən]	[kənˌgræt'ə'leɪʃən]	11	4	36%	7	64%
unfortunately	[ʌn'fɔ:rtʃənətli]	[ən'fɔ:rtənətli]	11	4	36%	7	64%
comfortable	['kʌmfətəbl]	['kʌmft'əbl]	11	4	36%	7	64%

Table 08: Pronunciation of some words by Chaoui people.

Task two is introducing some words where our samples are asked to build sentences from their own. Then read them loudly while we are catching the mispronunciation of certain vowels and consonants. The first and the second words only one student among the participants did not give the suitable pronunciation to them, the mispronunciation of the first word occurs on the /tʃ/ sound. While in the second word happened in the sound /t/; the student pronounces it as /tʃ/, the same mistake for the word congratulation only 4 students could pronounce it as /t/ for the rest it is difficult task. For the word unfortunately, only 4 participants are able to speak like native speaker; while the other 7 are replacing /ʌ/ with /ə/ when they are speaking. The last word comfortable, in this word the mispronunciation occurs in two levels; the replacing of /ʌ/ with /ə/, and /t/ with /tʃ/.

Only 4 students can pronounce the sound properly, while the other are facing difficulty in producing /t/ sound.

II.3. Interpretation of the recordings

After recording the students' voice, through the two tasks; reading the paragraph and building sentences from the giving words then read them loudly. the findings show that for chaouin students is not easy to pronounce all the alphabets of the TL due to their language, either vowels or consonants.

For this category of people, it's hard to produce the /t/ sound while they are speaking as in the example above in the table in the word comfortable only 36% of the participant could pronounce it correctly, for other they may pronounce it /tʰ/»ت". Also, for the sound /ð/ they may pronounce it as /d/ sound; because the alphabet "D" in their language has two different pronunciations either /ð/ or /d/. In another term, it not that much easy for all students to differentiate between the two sounds, they may replace one sound with the another. /ŋ/sound is one of the difficulties that face chaouin people, since they do not have it in their FL. for this sound it may pronounce as /n/ like in the word long (lɔŋ). this is from the consonants' side.

Mispronunciation can exceed to cover vowels to, since the two languages are having some different vowels or in another term English has vowel phonemes more than Chaouia. They may omit some sound or replace them with one from their language. The omission of the /o/ sound like in the word so (soʊ in English become sɔ in the Chaoui). They may omit /a/ from the diphoton /aʊ/. For example, the word found (faʊnd) in the paragraph pronounce it as fond. For the replacement, it happened through replacing /ɛ/, /ʌ/, and /æ/ into /ə/, /aɪ/ to become /ɪ/ and the replacement of /ɔ/into /ʊ/, like the above examples that giving in the paragraph.

So, we can say that mispronunciation either omission or replacement can occur in both sounds' consonants or vowels, this is referring to lack of exiting of those sound on their language.

Conclusion

After analyzing the data gathered tools, the study confirmed that the mother language has its impact in acquiring a second one in all aspects of language. Chaouin EFL students are facing problem in pronouncing certain vowels and consonants due to their linguistic background and the interference of the first language; so, they may apply their mother accent while they are speaking in target language.

Recommendations

In order to solve the problem of language interference among chaouin EFL students at the university of Mohammed Khaider Biskra the following recommendation would be helpful for both students and teachers. Since acquiring a second language is the responsibility of both of them.

For teachers:

- **Encourage the students:** the teacher needs to motivate and encourage his/ her students to speak and feel free to express their ideas with comfortable atmosphere in English.
- **Concentrates On the topics that interest students:** give the students the opportunity to choose the topic which catch their attention.
- **Correct the mistakes:** the teacher has to correct the mistakes of his students immediately; but not over correction or with harsh way because this will lead the student to lose his confidence
- **Create better atmosphere:** through games, competitions, role plays

For students:

- **Use the social media:** students can use means of communication in order to improve his English language like Facebook, Instagram, twitter.... This from one side. from the other side watching tv, listen to music ...in English language of course.
- **Speak the target language outside:** classroom is not enough in learning any language; the student needs to practice the language outside with friends, family, or even with himself.
- **Talk to a native speaker:** when the learner speaks to a native speaker, he will know his mistakes of pronunciation then he will correct them.
- **Do not feel afraid of making mistakes:** in the process of learning we are the same, there is no one better than the other; so, speak freely make mistakes then correct them is better than staying at the same level.

- **Specify time for the language:** manage your time and give a particular time from your program to practice the language.
- **Read anything you find:** the key source of speaking is reading, if you want to speak is matter of reading. the students need to read books, newspapers, novels, and stories in English language.

General conclusion

Pronunciation is considerable skill that EFL learners need to focus on in the acquisition of the second language; but it is not easy task for them. this work investigated the problem that facing chaouin EFL learners at the university of Mohamed khaider Biskra at department of English language division of social sciences in term of pronunciation. The dissertation is divided into two chapters theoretical one under the title of “The interference of L1 on English learner pronunciation”, and the practical chapter “the Chaoui language and its effect on the pronunciation of English learners”.

The first chapter, the investigator discussed certain concepts and theories, in order to conduct information about the interference of the mother language on the pronunciation. The first concept, was about the mother language, its definition, and its importance in the acquisition of the second language. Secondly, he touched to the term second language, definitions, some theories about second language acquisition. The next important concept, is the word interference which consider as the center that link the dissertation to each other, either in term of concepts and theories in the first chapter or in linking the chapters together. The researcher talks about definition of interference, and its levels. The last two points, are factors that affect English pronunciation and comparison between chaouin and English languages. Those definitions, theories, and concepts are collected in order to prepare for the practical part.

The second chapter, is about the practical part in which the sample of the study are given some activities in order to extract their mispronunciation of certain vowels and consonants. After conducting the information, the data are analyzed in term of tables and relativistic circles, then interpret them in a form of paragraph.

The findings of this work confirm the suggested question of the researcher. so, to say that the mother language of the studied subjects (chaouia) has its influences on the pronunciation of the target language (English). Due to the differences between the system of sounds of the two languages.

The mispronunciation occurs in both level of sounds consonants and vowels. In term of consonants chaouin EFL learners made mistakes in pronouncing /t/, /ð/, and/ ŋ/. while in the side of

vowels they could not pronounce /o/, /ɔ/, /aʊ/. /ɛ/, /ʌ/, /æ/, /aɪ/, and /oʊ/ either they omit or replace some of them by ones on their language.

All in all, language interference is problem that EFL learners around the world are suffering from. the aim of this study is to highlights this issue in order to make the society aware about it, and to make researchers focuses on it, then to find the solutions. Also, to open the door to future researchers to investigate the dilemma of language interference from different perspective.

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Appendix

Appendix

Text for read aloud activity

Hello , dear EFL Chaoui students of Mohamed Khaider university you are kindly invited to participate in those recording tests .so that I can catch your pronunciation for my master dissertation “the impact of the mother language interference (Chaoui) on EFL learner’s pronunciation”. thanks for your helps in advance.

Activity one: read this paragraph in loud voice.

“Dear Diary,

I’m sorry it’s been so long, and I can’t really explain why I haven’t written except that there are so many things I feel frightened to talk about, even to you. First, the most terrible thing happened. The day that Bonnie and Meredith and I were at the cemetery, an old man was attacked there, and almost killed. The police still haven’t found the person who did it. People think the old man was crazy, because when he woke up, he started raving about “eyes in the dark” and oak trees and things. But I remember what happened to us that night, and I wonder. It scares me. Everyone was scared for a while, and all the kids had to stay inside after dark or go out in groups. But it’s been about three weeks now, and no more attacks, so the excitement is dying down.”

Activity two: put those words in sentences from your own and read them with loud voice.

- 1) Suggestion
- 2) characteristic
- 3) congratulation
- 4) unfortunately
- 5) comfortable

المخلص

خلال عملية التعليم، يواجه طلاب اللغة الإنجليزية كلغة أجنبية بعض المشاكل أثناء اكتساب لغة ثانية في جميع الجوانب الصوتية والصرفية والنحوية بسبب التداخل اللغوي؛ عندما يطبق المتعلم قواعد من لغته الأم في اللغة المكتسبة. هدفت هذه الدراسة إلى معرفة العلاقات بين اللغة الأولى واللغة الهدف من حيث التداخل الصوتي. بعبارة أخرى، تأثير تداخل اللغة الأولى (الشاوية) على نطق متعلمي اللغة الإنجليزية كلغة أجنبية. من أجل جمع المعلومات وتأكيد ما إذا كانت اللغة الأم لها تأثيرها على نطق اللغة الهدف أم لا، تم اختيار حوالي 11 طالبًا من الشاوية الذين يدرسون اللغة الإنجليزية كلغة أجنبية في جامعة محمد خضر بسكرة كعينة. بالنسبة للأداة، فإن الأداة المناسبة لتحليل النطق هي مقابلة التلاميذ وتسجيل أصواتهم أثناء أداء الاختبارات؛ حيث تقوم بإعطاء الطلاب أنشطة معينة ثم تقوم بتسجيل إجاباتهم لمعرفة مكان حدوث خطأ لفظي. بعد تحليل البيانات التي تم جمعها في شكل جداول ودوائر نسبية، وجد الباحث أن اللغة الأم لها تأثيرها على نطق اللغة الهدف في كلا مستويي الأصوات الساكنة والحروف المتحركة