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

The case of Mohamed Khider University EFL's students

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Declaration

I am Sarah Derkiani 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.

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Dedication

In The Name Of Allah the Most Merciful the Most Gracious.

I want to dedicate this work to the bravest woman I have known in my life; the fighter "**Grandma Bahia**" and her daughter "**Yemma**" who encouraged me to complete the path; I hope you are proud of me.

To my friends, no, to my supports (**Iman**, **Rayan**, **Wafaa**, **Marwa**, **Rania**); also my eldest sisters from my grandmother (Aunts: **Souad**, **Bella**, **Huta**) thank you for being my support.

To my home (My little ones: **Thaziri** and **Mazigh**, may you grow up in obedience and protection of the Creator) **Numidia**, **Massilia**, **Yuba**. May God does not deprive me of all of you.

Finally, to the lonely wandering souls in this world, God is with us. The path is still too long.

Sarah

Acknowledgement

Abstract

English students face several problems during the learning process. We see English students while acquiring this language facing several obstacles in various morphological or grammatical aspects, especially the phonological aspect, and this is due to linguistic overlap through the application of rules from the mother language in the acquired language. From this came our study to find out the relationship between the first language and the target language, that is by the phonological interference. In other words, the effect of the interference of the first language (Chaoui) on the pronunciation of English learners of as a foreign language .To determine whether or not the first language influences the pronunciation of the second language. A sample was selected from English language students from the University of Muhammad Kheidar Biskra with a Chaoui origin of approximately 19 students and had recorded their pronunciation during the performance of the tests, It is done by providing a paragraph for the students, and we record their reading to find out the location of the verbal error. After this process, the data was analyzed in the form of relative circles and tables, and the research found that the mother tongue may have an effect on the pronunciation of some letters in the target language at the level of vowels and consonants. But it is not a significant negative effect that interpolates the letters and changes the meaning of speech.

Keywords:

Second language acquisition , Chaoui , pronunciation.

List of Abbreviations

EFl: English Foreign language.

L1: First language.

L2: Second language.

L3: Third language.

M1: Master one.

M2: Master two.

SLA: Second Language Acquisition.

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General introduction

The English language is the official and global language in which different countries with different languages communicate with it on various occasions and events.

In addition, researchers and students currently need it to establish their scientific research due to the large number of books and research papers written in this language, and it even provides opportunities for study and work in different parts of the world. For those who use it as a second language, they may encounter some of the effects of their mother language in learning and speaking English fluently, due to their cultural, civilizational basics and their linguistic structure. Proceeding from this, we find that the Chaoui students at University of Mohamed Khider Biskra face some difficulties, especially in terms of pronunciation English, influenced by their first language, and this is what we will investigate and try to discover these difficulties and influences.

1. Statement of the problem

The mother tongue is the first aid for a person to speak and express ideas, as it helps him in terms of words, idioms, structures and linguistic expressions so that he succeeds in conveying information in a complete and understandable manner. It is considered a haven if things are difficult to understand or things are mixed up, so he resorts to the first language to express true feelings.

Linguistic Researchers confirm that all of this influence is reflected on EFL students in terms of learning the correct pronunciation of the English language, as the difference in the linguistic structure of Chaoui students affects them when they speak English because of the lack of using it in their daily lives, due to the frequent use of their mother tongue and the great difference in pronunciation of letters, which results in a different accent from the original speakers.

2. Questions

1. How does the first language (Chaouith) affect the pronunciation of EFL students?

2. Is the effect completely negative or is there a positive side?

3. How to avoid the negative impact of the mother tongue on the pronunciation of the English language?

3. Hypotheses

a. Chaoui students are accustomed to a specific pattern of producing letters and sounds of words; they often make mistakes in English pronunciation.

b. The vocal organs of Chaoui students accustomed to pronouncing many letters and sounds that are not found in Arabic and French language, this may help in quick learning words and correct pronunciation of sounds in the English language.

c. Students should not connect the first language to the second and separate those in many cases to avoid making mistakes while speaking the second language, speak it repeatedly until they get used to the correct pronunciation.

4. Significant of the study

The aim of this study is to clarify the extent to which the mother tongue affects the second language learners in terms of pronunciation. In addition, to determine whether these effects are positive or negative, or both. Also, the ways to avoid the negative impact on students. Clarify the importance of this study by raising the level of awareness to this group of students so they correct their own mistakes.

5. Aim of the study

The aim of this research is to discover the weaknesses that effected by the first language (Chaoui) to EFL students. Raise their awareness to overcome these mistakes and try to find some solutions.

6. Delimitation of the study

This study included EFL students whose native language is Chaoui, studying at Mohamed Khider University of Biskra and determines the extent of the interference of the first language in learning and speaking the second language.

7. Research method

The best way to answer these questions would be by using the qualitative method based on experimental research gathering information from linguistic books and articles that wrote by specialized linguists test and observe some cases through interviewing them.

8. Literature review

The only way a learner can begin to communicate in a second language is when a learner assumes word-for-word translation equivalence, or when each L1 word is assumed to have been translated by learners into L2 (Blum-Kulka & Levenston, cited in Bhela, 1999, p. 30). When second language learners want to write or speak in the target language, they mostly rely on their first language structures and phonology. It means that when the structures and phonology are different, many errors occur in L1, indicating first-language interference with the second-language (Decherts & Dllis cited in Bhela, 1999, p. 22). Interference is the errors that can be traced back to the first language while learners are using the second language (Lott cited in Bhela, 1999, p.22). A learner has difficulties in second language such as phonology, vocabulary and grammar due to the disruption of habits from L1 and L2 (Beardsmore, 1982).

Towell and Hawkins (cited in Nemati & Taghizade, 2013, p. 2479) point out that very few L2 learners successfully reach the native level, the majority of L2 learners cannot reach the native level. In this case, the EFl Choui students cannot be blamed for their English accent if they make some mistakes when they talk with it because they are just studying the language, they do not live with native speakers so they can communicate and pronounce it correctly as if it is their L1.

Furthermore Dulay et al. (1982) showed that the pathway of second language acquisition differs from that of first language acquisition, in view of the fact that the mother language uses always in order to communicate almost everywhere (home/outside with friends...) bet English as a foreign language here students use it almost for their study and in the educational atmosphere only that is why the students cannot reach the native accent for the lack of L2 uses.

Selinker (1983) points out that there are two types of transfer in second language learning: positive and negative transfer. In positive transfer, L1 facilitates acquisition of the second language, but in negative transfer, the first language negatively impacts L2 and interferes with L1.   To verify the validity of this theory, we must study whether the two languages have the same or close in pronouncing letters. In this case, it will be easy to learn the pronunciation of the second language, but if they have a far apart phonological pattern, it will be difficult for students to pronounce the L2 in wright way.

9. Description of the chapters

The first chapter will include different definitions of the first language and the second language through dictionaries and scholars ,also a mention of the importance of the first language in acquiring foreign languages. It will also include a definition of bilingualism and its impact, dialect and how to acquire the second language and many of its theories. as well a definition of pronunciation and what affects it.

In the second chapter, we will have a definition of bilinguisme and its impact, dialect and compare the English language with the Chaoui dialect , and try to find the differences and similarities between them in terms of letters, sounds, and stresses.

In the third chapter, we will collect information from a sample of Chaoui students whom studying English at the University of Mohamed Kheidar Biskra , belong to both: Chaoui villages and Biskra city through audio recordings and analyze their English pronunciation and compare whether it is correct pronunciation, by taking a group of sounds and explain the results obtained in tabels ans relative circles.

Chapter One

First language vs forgien language

1.1. Introduction

Teaching the English language is considered essential by most countries of the world as it is a global language used to communicate in all its social, political and cultural aspects... for the purpose of achieving goals and objectives that benefit the individual and society in general, such as developing the cultural level, career advancement and the ability to search and learn more about it, and this provides greater opportunities for its learner. To have a broader view of the world and travel to discover new cultures. For those who learn it as a second language, some challenges may arise while learning it because it is an alien language to what this category is accustomed to in several aspects such as grammar, morphology, sentence structure, and pronunciation. This is due to the interference of the mother tongue. Many discussions and theories have been put forward on the subject of second language acquisition, whether the first language positively or negatively affects the learning of the second language, and what are the aspects of overlap between them. English or vice versa.

The following chapter aims to clarify the importance of the mother tongue and define bilingualism and diglossia and other elements, how to acquire a second language and what are the theories based on that.

1.2. Definitions of the first language and mother tongue

Some definitions from scholars point of view:

1.2.1. Schoolers definitions

According to Adams and Tulasiewics (2005), define mother tongue "as a language that a person learns from the mother and close family members through interaction with them as well as through interaction with the environment, and which commands a place in one's sub consciousness, thus strongly linking the individual with the society.... Bankole (2010), he explains mother tongue as being the language one happens to learn during early childhood. While one's own native language may be different, possibly determined by an intended linguistic race and may later in life be discovered by a strong emotional affinity to a specific dialect. Tolkien in Hammond and Scull (2017), also claims that mother tongue is the language one learns during early childhood. " The Interaction between family members and the environment develops an emotional closeness and thus the mother language is rooted in the mind and personality.

In addition, a first language is best transmitted through its frequent use, whether it is written, spoken, or in a visual format. While communicating with children, parents, especially mothers, pass on their language to them. This is how language continues to live from generation to generation, moreover, attitudes also play an important role in this regard. As Brenzinger (2003) mentioned that" factors like generational transmission, language use expansion in various domains, and attitudes play a major role in identifying the status of a language as safe or endangered, thus these factors are closely related to the social environment and members. Thus, we can infer those parents play a vital role in keeping languages alive. As mothers spend more time with their children, so they have more capacity to save a language, the local language, the mother tongue we call it". In other words, the Preserving a language by the family, especially the mother, with her daily use, makes it the first language for the child, and that is why it is called the mother tongue.

Mother tongue is "the first language one learns as a baby, the language one grows up knowing, which is also known as the native language. A child first comprehends what is around them through the language they hear their mother communicating in from before they are born and thought their lives. Mother tongue is appreciated due to numerous reasons. Mother tongue is central in framing the thinking and emotions of individuals" (R. Nishanthi ,2020, p77). According to this concept, the mother tongue is the basis for creating the ideas and feelings of a person.

Mother tongue" is the language, which a person acquires in early years and which becomes his or her natural instrument of thought and communication" (UNESCO, 1953). So, the method of communication and the quality of ideas are related to the first language.

Some studies defined the first language as a dialect: "The dialect represents the first language and the only linguistic dictionary on which children depend on expressing themselves fluently, speaking to their peers, as well as thinking, observing, analyzing the acquisition process and other activities of the mind" (Sergio Spini 1991, p. 80). Through this definition, we can consider the first language as a dialect that the child depends on to deal with others and facilitate the practice of their activities

L1 acquisition was completed before ever came to school, and this development normally takes place without any conscious effort. By the age of six months an infant has produced all of the vowel sounds and most of the consonant sounds of any language in the world, including some that do not occur in the language(s) their parents speak. If children hear English spoken around them, they will learn to discriminate among those sounds that make a difference in the meaning of English words. Children control most of the basic L1 grammatical patterns before they are five or six, although complex grammatical patterns continue to develop through the school years. In other words, children born with the ability to produce all the sounds and letters, we notice in his first months but after that he forgets

them and focuses only on the letters and sounds of their mother language that he grew up in an environment that speaks it. Usually, they can speak it before entering school and develops after that.

1.3. Importance of the first language

R Nishanthi (2020, p77) state that mother tongue is an influential tool in advancing the learning in people. The importance of mother tongue is studied because when children develop their mother tongue, they are simultaneously fostering a whole host of other essential skills, such as critical thinking and literacy skills.

Studies have shown that cognitive development as well as intellectual improvement is relatively faster in those who are fluent in their mother tongue. It has also been noted that if a student is educated in his/her mother tongue, the proportion of his or her educational achievement is greater than someone who is taught in a different medium other than their mother tongue. In other words, skilled mother language speakers have more capacity and faster cognitive development, this raises several other proficiencies that help them to excel over their peers.

According to J Jordan (2009), "You will never teach a child a new language by scoring, ridiculing and forcibly erasing his first language." At the beginning of education, mother tongue instruction is very important not only to develop a strong educational foundation, but also to strengthen the cognitive development of learners (Ricablanca, 2014). Unless the mother tongue is used in education, there is a big gap between the student's home and the school. By developing literacy skills in the first language, mother tongue-based multilingual education helps strengthen the first language and provides a smooth transition from L1 (first language) to L2 (national language) or L3 (international language) to be used as a medium of instruction (Ricablanca, 2014). Through Jorden's

announcement, we see that it is necessary to learn the mother tongue excellently, because this enhances knowledge development and smooth mastery of new languages.

In a marginal variation of the monolingual teaching tenets, Nation (2003) argues that the important role played by the first language should not be neglected. Nevertheless, this attitude has changed noticeably over the last few years. Currently there is more research and a wider range of teaching approaches which argue in favour of integrating the L1 in language teaching. This implies an increasing awareness of its importance as a pedagogical tool. Among these teaching methods are Concurrent Method, Community Language Learning and Dodson's Bilingual Method. Regardless of the way in which each method uses the LI, each of them states that it plays an important role in fostering L2 learning and in assisting students to grasp the meaning of the new language (Cook, 2001). Using the L1 in an L2 classroom can thus facilitate understanding and provide students with a sense of belonging which in turn would allow for better progress (Schweers, 1999; Auerbach, 1993; Garcia, 2001). The LI can also play a significant role in encouraging students to cope with the challenges they face in language learning (Schweers, 1999). Schweers (1999) also argues that L1 can generate a good relationship between teachers and students which in turn promotes language learning. Dagiliene (2012 :124) illustrates that the use of the LI focuses on helping learners acquire, develop and strengthen their knowledge and competence. Due to these recent studies that believe in the importance of integrating the mother tongue into language teaching because it plays a major role in understanding the target language and makes students comfortable while learning, that leads to more positive results.

Yadav (2014) contended that learner's LI is an important determinant of Second Language Acquisition. The LI is a resource which learners use both consciously and subconsciously to help them arrange and re-arrange the L2 data in the input and to perform

as best as they can. The cultural features connected with LI use can be put to good effect when teaching L.2.

According to Rahuman, (2017), the influence of mother tongue in a second language learning process is inevitable.

The education development depends on mother tongue which is really important for the child when he or she learns school at first stage. Mother tongue education is one of the most powerful tools in the class room positively affects opportunity to learn. Mother tongue proficiency serves as a bridge between the language children speak at school and the language they speak at home. So, the development of the educational level of the child is related to his level of knowledge of his original language, because it is considered a mediator between him and what he receives from external education.

1.4. Second language acquisition

Second language acquisition (SLA, for short) is the scholarly field of inquiry that investigates the human capacity to learn languages other than the first, during late childhood, adolescence or adulthood, and once the first language or languages have been acquired. It studies a wide variety of complex influences and phenomena that contribute to the puzzling range of possible outcomes when learning an additional language in a variety of contexts. SLA began in the late 1960s as an emerging interdisciplinary enterprise that borrowed equally from the feeder fields of language teaching, linguistics, child language acquisition and psychology (Huebner, 1998). During the 1980s and 1990s SLA expanded considerably in scope and methodology, to the point that by the end of the twentieth century, after some 40 years of exponential growth, it had finally reached its coming of age as an autonomous discipline (Larsen-Freeman, 2000). The growth of SLA continues to be prodigious today. This new linguistic field serves as a reason for discovering and studying

how a person acquires a second language and the extent of the influence of personal and external factors on its learning.

The definition of second language acquisition is learning and acquisition of a second language once the mother tongue or first language acquisition is established. It is the systematic study of how people learn a language other than their mother tongue. So, second language acquisition is the process of learning other languages in addition to the native language.

Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young child, and to the process of learning that language. The additional language is called a second language (L2), even though it may actually be the third, fourth, or tenth to be acquired. It is also commonly called a target language (TL), which refers to any language that is the aim or goal of learning. The scope of SLA includes informal L2 learning that takes place in naturalistic contexts, formal L2 learning that takes place in classrooms, and L2 learning that involves a mixture of these settings and circumstances. In other words, the second language is any language that a person speaks after his first language, under any circumstances.

1.5. Second language acquisition theories

Some important theories:

1.5.1. Behaviorism

Behaviorism gave birth to a stimulus response theory which understands language as a set of structures and acquisition as a matter of habit formation. Ignoring any internal mechanisms, it takes into account the linguistic environment and the stimuli it produces. Learning is an observable behavior which is automatically acquired by means of stimulus

and response in the form of mechanical repetition. The behaviorist theory believes that "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," (Cooter & Reutzel, 2004). When a child attempts oral language or imitates the sounds or speech patterns they are usually praised and given affection for their efforts. Thus, praise and affection become the rewards.

In other words, the behavioral theory is based on the idea that the language is acquired through the child's imitation of sounds and speech, with the encouragement and praise of the parents, meaning that the more the stimulus is, the more quickly the child learns the language and succeeds in.

1.5.2. Universal Grammar theory

Chomsky first expresses the concept of universal grammar. He believes that children could not learn their first language so quickly and naturally without the help of an innate language faculty. Moreover, learners of second language acquisition are cognitively mature, therefore, they are practical to solve their problems and deal with abstract concepts. Universal grammar is concerned with knowledge of language that is with the abstract mental representation of language and the computational mechanisms associated with it, which all human possesses called competence not performance. A complete theory is to define how we access our knowledge base, and how it relates to a number of sociolinguistic and psycholinguistic variables. Depending on what Chomsky declared we can see that the human mind has a capacity and a natural system born within it, dedicated to learning grammar, and it relies on these innate rules to acquire language.

Chomsky and his followers have claimed since the 1950s that the nature of speaker/hearers' competence in their native language can be accounted for only by innate knowledge that the human species is genetically endowed with. They argue that children

(at least) come to the task of acquiring a specific language already possessing general knowledge of what all languages have in common, including constraints on how any natural language can be structured. This innate knowledge is in what Chomsky calls the language faculty, which is "a component of the human mind, physically represented in the brain and part of the biological endowment of the species" (Chomsky 2002 :1). What all languages have in common is Universal Grammar. It means that children are born with a brain system that has universal aspects of languages (Language Acquisition Device: human born ready to speak and communicate verbally).

Children already have a rich system of linguistic knowledge which they bring to the task of LI learning. They wouldn't need to learn this underlying system, but only build upon it "on the basis of other inner resources activated by a limited and fragmentary linguistic experience" (Chomsky 2002). In other words, while children's acquisition of the specific language that is spoken by their parents and others in their social environment requires input in that language, the acquisition task is possible because of children's inherent capacity.

1.5.3. Cognitive theory

This is a learning theory, which is based on cognitive psychology and encompasses the manner in which people think and ultimately acquire knowledge and skills. This theory was developed by Swiss psychologist Jean Piaget (1896 _1980) and focus on exploring the links between the stages of cognitive development and language skills. The links clearly shows from the earliest period of language learning up to 18 months, relating to the development of what Piaget called 'sensory motor' intelligence, in which children construct a mental picture of a world of objects that have independent existence. During the latter part of this period, children develop a sense of object permanence and will begin to search

for the objects that they have seen hidden (Clark, 2009). The outcome of cognitive development is thinking, "the intelligent mind creates from experience generic coding systems that permit one to go beyond the data to new and possibly fruitful predictions" (Bruner, 1957, p. 234). In other words, cognitive thinking is therefore concerned with the mental changes in a person's mind and these changes are as a result of the cognitive processes. The processes involved in learning are outlined by Wilburg (2010) namely: observing, categorizing, forming generalizations, decision making and problem solving which allows the learners to make sense of the information provided. This theory also deals with the nature of knowledge itself and how humans come gradually to acquire, construct and use it. Cognitive theories facilitate the improvement and growth of children.

1.5.4. Constructivism theory

As earlier indicated, Piaget and Vygotsky are widely recognized as the most influential developmental psychologists in the 20th Century. Their study of cognitive development has provided the foundation for constructivist learning theory. Constructivists" theory believes that people develop their knowledge through active participation during learning. However, Piaget (1970, 1977) tells us that cognitive development is a product of the mind achieved through observation and experimentation, whereas Vygotsky (1978) views cognitive development as a social process, achieved through interactions with other knowledgeable members of the culture Piaget refers to his work as cognitive" constructivism. Piaget's theory comprises two major elements: „ages" and "stages". According to him, these elements help predict what learners can and cannot understand at different ages and stages. Piaget's theory of cognitive development suggests that human beings are unable to automatically understand and utilize information that they

have been given, because they need to construct their own knowledge through prior personal experiences so as to enable them create mental images.

Piaget's theory is divided into two parts: „ages" and „stages", which help predict what learners can and cannot understand at various ages and stages. The primary role of the structure in a constructivist context is to provide the setting, pose problems, and offer the support that will motivate and encourage learners to create their own knowledge by their personal experiences. Active engagement, experiential learning, inquiry-based, problem-based learning, and collaboration with others are characteristics of learning activities in constructivist settings.

1.5.5. Krashen's Monitor theory

According to Krashen, acquisition is a subconscious process while learning is conscious. Although both play a role in developing second-language competence, acquisition is far more important, since the competence developed through it, is responsible for generating language and thus ac- counts for language fluency. Competence gained through learning, or the "Monitor" as Krashen terms it, can only modify language generated by acquired language competence. In other words, the second-language student can use learned rules to "monitor" or correct his language either before or after the moment of production. Monitoring serves a limited function, however, since it can operate only when there is sufficient time, when the focus is on form, and when the necessary rule has been learned. Normally these rather limited conditions are met chiefly when a person is writing or taking a discrete-point grammar test. learned competence and acquired competence develop in very different ways. In his view, language learning occurs through the formal study of rules, patterns, and conventions, a study which enables one to talk about and consciously apply the knowledge gained. Language acquisition, however, occurs

quite differently, for it develops exclusively, Krashen believes, through "comprehensible input." That is second-language students acquire language competence by exposure to language that is both understandable and meaningful to them.

1.5.6. Humanism theory

Humanistic learning theorists define learning as the holistic growth of the person, including cognitive, emotional, and interpersonal domains (Combs, 1986; Dollarhide and Granello, 2012; Rogers, 1957, 1989). They tend to focus less on accumulation of knowledge and more on how the learner's way of being in the world impacts the integration of skills and knowledge (Combs, 1986; Kleiman, 2007). This view of knowing requires a paradigm shift for the person who tends to describe learning as the acquisition and application of knowledge. In particular, learners who have learned to approach assignments or classes with a grade-based mentality may have difficulty changing, or even understanding the rationale for changing, their focus to a learning-based mentality.

1.5.7. The Sociocultural Theory

The sociocultural theory proposed by Vygotsky (1978) explains human cognitive development based on social and cultural development. According to the theory, cognitive development is connected with culture and society. Learners construct new knowledge through social interaction and collaboration with others. They construct their new knowledge with the help of other learners, the learning context and the environment. Thus, learners' cognitive development depends on the tools provided by society. According to Vygotsky, cognitive development is a process through which learners develop more systematic, logical and rational concepts from their social interactions with the help of a teacher or a peer who is more skilled in the subject. Through the interactions, the learners acquire new knowledge of the world and culture, and strategies for learning. Individuals'

cognition and motivation, according to some researchers, originate in contexts and, consequently, relate closely to the external world (Phan, Macbuta, and Dorovolomo, 2010; Walker, 2004).

1.6. The interference of the first language on the second language

The mother language is an essential part of the individuals, it carries with them everywhere and at all times, when it comes to speaking a second language it may affect at different levels because of the influence of the knowledge of the first language. We mention here four interferences.

1.6.1. The phonological interference

Phonological interference: Celyne introduced it as the overlapping of a sound or letter of one language in a sound or letter of another language, in other words, it is the use or pronunciation of a sound belonging to one language with a sound close to the other language. There is another type of phonemic interference represented in the omission of the vowels at the end of the word affected by the prevailing pronunciation in the colloquial and tribal languages (Khaled Abdel Salam 2003, pp. 4 and 11). According to Benfield and Roberts (1959) and Lenneberg (1967), this type of difficulty affects children who learn a second or foreign language at the age of more than 12 years, as a result of physiological factors, as the child's brain is flexible in its early years and begins to the loss of this flexibility at the age of puberty, while the adult's brain is characterized by rigidity and ossification, which makes it difficult to learn new sounds (Maurice van Overbeck). This is what many researchers in phonology went to, saying that the child's learning at a young age of a foreign language or The second language gives him softness in his different vocal organs and allows him to adapt to new sounds, unlike the one who learns them in old age, and the same thing happens for a child who acquires and speaks a language rich in sounds

compared to a child who acquires a language that is poor in the number of sounds, as the first language is more prepared physiologically in his articulation system to learn In an easier and better way for a number of foreign languages, which is what Scovel (1969) went to when he said that "cerebral control occurs at the age of 12 years, which inhibits and stops the ability to control the pronunciation of sounds ,That is to say, the use or pronunciation of a sound from one language with a sound from another language is known as phonological interference. According to Benfield and Roberts and Lenneberg, it is a type of difficulty strikes children who study a second or foreign language beyond the age of 12 years, because the child's brain is malleable in its early years and begins to lose this flexibility after puberty. Maurice van Overbeck climbed that learning a foreign language as a youngster provides them softness in their vocal organs and allows them to adjust to new sounds more easily than learning it as an adult. Therefore, the childhood period allows to pronounce correctly due to the flexibility of the vocal system at that period.

The phonological awareness of the learners settled on what was acquired and perceived according to the characteristics of the exits and characteristics of the sounds familiar to them in the mother tongue. The tendency to pronounce vowels and consonants at the end of words has a direct relationship to the nature and characteristics of the oral language in which learners adopt the principle of dilution in pronunciation, as is prevalent in many languages of the world. While others are related to the problems of controlling the diacritical signs that the learners do not master well, either because they are complex for them, it is difficult for them to understand its controls and conditions accurately at this age stage and the mental level, so they are considered developmental errors. Or, the teaching strategies used by the teachers were not effective in achieving the desired pronunciation skills in the school language according to the rules of syntax known in it during the five

years of primary education, which made them not distinguish much between them and the characteristics of pronunciation in the mother tongue.

The influence of the mother tongue may be mainly due to problems in phonological awareness, as they have not matured the appropriate ability to distinguish between the characteristics of the pronunciation of the various sounds and their characteristics, or they have not been trained to pronounce the syllables of words in a way that qualifies them for the conscious awareness of the elements and components of the word. Therefore, their mental representations of it made them write it and embody it incorrectly or in reverse by exaggerating the mitigated and diluting the emphatic. This may cause them to fall into difficulties in writing and reading, knowing that reading has a direct relationship to writing, through the representation of the mental and linear image of the words. Where it aims to teach the reader to disassemble the appropriate tones according to the letters of each word, and join them according to their sequence, in order to form the forms of the word. This process (i.e., decoding tones, reaching a proper pronunciation according to the pictograms of the letters and then sequentially joining them) is a mental process that requires linguistic skills such as short-term active linguistic memory, and the ability to match the sound or tone appropriate to the literal form is known as the phonological process. In other words, learners' phonological awareness is based on the qualities of exits and sounds familiar to them in their mother tongue, and their tendency to enunciate vowels and consonants at the end of words is due to dilution in pronunciation, because of the lack of phonological awareness, the influence of the mother tongue might cause difficulty in writing and reading. The phonological process is a mental process that necessitates linguistic skills such as short-term active language memory and the capacity to match the literal form's sound or tone.

These mechanisms related to the phonological process begin first with awareness of the tones that make up the verbal utterances (Snowling 2001.P198), so that the child who begins to learn to read make to link the tones that are pronounced in the word, and its literal representation. That is, the manner in which these sounds are formed together to form words and utterances with the ability to realize the similarities and differences between these sounds, whether these sounds come singly or in different words and linguistic expressions, these students did not learn in the appropriate way in school. Because in order for the reader to maintain an effective continuous recall of all the tones that he has analyzed and arranged in the correct order, it requires proper activation of the working memory. The effectiveness of this (the effective memory device) is dependent on the ability to prepare and recruit proper, continuous listening in a way that enables the reader learner to activate his working memory so that he can focus on what he deals with mentally and intellectually and correctly remember the symbols and linguistic forms that distinguish the language of the school .In simple words ;the ability to prepare and recruit proper, continuous listening in such a way that the reader learner can engage their working memory and correctly retain the symbols and linguistic forms of the language is required for an efficient memory device.

This was not crystallized in the curriculum, and learners were not trained in it during the lessons as activities to develop phonological awareness. The problems of substituting sounds and not distinguishing between them can be due to the great convergence and similarity in pronunciation, Therefore, their mental representation of these letters at this educational stage expresses the immaturity of their phonological awareness and awareness, which qualifies them to be able to distinguish between them. It can also be due to the influence of other factors that contributed directly or indirectly to the occurrence of these errors. The factor of poor attention and concentration during oral and

written expression can play a negative role during classes, especially reading, writing and dictation lessons. Also, the poor ability to remember the correct form of the letters learned in school can affect this. That is to say because students were not taught phonological awareness, they had difficulty substituting sounds and discriminating between them. Inadequate attention and concentration during oral and written expression, as well as an inability to remember the precise form of letters learnt in school, can all have an impact.

In addition to the impact of the teaching and learning strategies adopted within the school, where the methods of automatic memorization of words and sentences depend, with a lack of training on listening skills, phonemic discrimination, syllables and oral expression skills that contribute to the development of the phonological awareness necessary to enhance the learners' ability to understand the mechanisms of producing sounds, realizing their exits and characteristics, and distinguishing between them within the word, especially with regard to similar and similar sounds. The teachers' own uses of pronunciation in the mother tongue during their lessons may have the effect of making learners believe that such models used in classroom situations are correct and acceptable.

Some of the vocal errors may be due mainly to the pronunciation similarity between them in the director, as most of them are gingival-dental, differing only in the adjective (strength and softness). This was confirmed by Garman 1990 when he presented an explanation of the sources of phonological linguistic errors, saying: "The errors are due to the similarity in some aspects between the letters or that they are close in pronunciation" (M Fayol 1997p27). Depending on that we can say that the lack of training in listening skills, phonemic discrimination, syllables, and oral expression skills contributes to the development of phonological awareness, which is required to improve learners' ability to understand the mechanisms of producing sounds, recognize their exits and characteristics,

and distinguish between them. Instructors' use of mother language pronunciation may also result in vocal blunders due to pronunciation similarities.

1.6.2. Lexical interference

Lexis is a Greek word means <<word>>; it is also used for the word vocabulary. The components of effective communication that would be examined are restricted to grammar and mechanics. The meaning of any lexical item is reached through "reference" or "sense" which are two different but related aspects of meanings of lexical items.

Interferences lexical is defined by researcher Celyne as borrowing the meaning and form of words from one language and using them in another language to cover some lexical or verbal deficits. In other words, it is incorrect translations from the mother tongue into the language of the second language or the language of the school, or the use of words that do not match them, or the choice of a verbal unit that does not match the intended meaning while adding the meaning known to it in the mother tongue, so confusion occurs in his mind between verbs and words.

Also, overlaps generally occur in "words whose pronunciation is similar in both languages". Verbal transfer or metaphor is used by the child in situations of doubt about clarity or in order to avoid ambiguous interpretation on the part of the listener, as if he intends to use a familiar word that he thinks the listener is ignorant of, so he uses another word that is more frequent in order to avoid any ambiguity in understanding.

Lexical interference, according to Nwazuoke (1978), "results when a lexical item of vocabulary of language "X" is used in the matrix of language "Y" culture". Here language "X" has to do with L1 which is the mother tongue, while language "Y" is the L2 which is the target language, English language. Ekundayo Salami and Oni state that: Language and cultures, very often, come into contact as a result of migration, colonization, war, trade

contract and so on. The bilingual whose coming into being is as a result of such contact between two languages (and culture) tends to manifest in his/her communication (written/oral (mine)) some structural problems arising from the overlap of one of the languages on another. Where this overlap occurs at the lexical level, it is referred as "Lexical interference". In studies on the bilingualism of immigrants to foreign countries whose first languages are different, it has been shown that the lexical overlaps for them may be due "to the fact that these people encounter in the new society in which they live several concepts that have no equivalent in their original languages, as they cannot be referred to in the mother languages." Except in a close or convergent way"

1.6.3. Semantic interference

According to G Sanders (1987) interferences Semantiques is intended to use the meaning of a word belonging to a particular language in a word of another language that is partially similar. This type of overlap occurs because it allows students to avoid lexical overlaps, in other words, when students do not find a suitable word for the expression Regarding a situation, they find in the meaning of a word in the mother tongue that is similar to the second language, an outlet to express what they want.

The students use semantic overlap figuratively to replace an unknown word in their second language, although it can be replaced by a known word, but they consider it inaccurate.

1.6.4. Grammatical interference

U. Weinreich says that "grammatical interference occurs when the rules of arrangement, agreement, choice or change of grammatical units that are part of the system of one language are applied to approximately the same chains of elements of another

language." The researcher proposes to distinguish three types of interference in the field of grammatical relations:

Copying the relations of another language, clearly conveying a different meaning than the speaker had in mind.

Copying the relations of another language, which violates the relational model existing in that language, so that the statement can either lose its meaning altogether, or its meaning can be found out from the context.

The unnecessary application of a certain type of relation to a language in which no obligatory type of relation is required for that domain. In other words, grammatical overlaps come in several forms that result different meanings or a complete loss of the intended meaning.

Sorokina sees the cause of grammatical interference in the fact that "the dynamic stereotypes of grammatical forms and constructions formed in the native language, especially those that differ from the corresponding ones in the foreign language, become stiff, difficult to change, so that when mastering the second language it has a significant counteraction to the newly formed foreign- language stereotypes" . So, when a person gets used to the grammatical pattern of his mother tongue, it is difficult to change that while learning and speaking the second language, he resorts to the knowledge he has from his first language, which results in lack of understanding. Grammatical interference is when the students identify the structure or morpheme of their mother tongue into the second or foreign language. Chaoui and English have different grammar, both of these languages have unique grammatical or patterns to express the sentences in each language. In any case, both dialects moreover have a common design in sentence structure.

According to Suwito the morphological interference happened when in the word formation absorb affixes that are prefix, suffix, and inserts from another language

(Supriyanto, 2013). However, syntax is the study about the rules that produce an infinite number of grammatical in sentence (Jong Bok., & sells, 2008). Generally, the students who learn second language have the grammatical error when they try to speak in English or make a sentence, they confuse how the pattern in English because of the different of the Chaoui grammatical pattern.

A. Zhluktenko calls the cause of grammatical interference "the identification of words, morphemes and grammatical models of both languages». He gives the following typology of grammatical interference: changing grammatical relations in one language by analogy with those relations that exist in another:

a. Transfer of grammatical relations from language A to language B or vice versa.

b. Elimination of grammatical relations existing in one language due to their absence in another. The change in the grammatical function of a word or morpheme of one language by the pattern of another; expansion or narrowing of the use of a grammatical form, model or unit of a given language under the influence of the usability of the identifiable phenomenon of another language.

Researchers distinguish two subtypes of grammatical interference: syntactic and morphological. Morphological interference is manifested at the level of morphemes and parts of speech. M.V. Dyachkov defined morphological interference as "the borrowing of affix systems and their paradigms from one language to another" W. Weinreich notes that the speaker usually identifies morphemes on the basis of their formal similarity or similarity of their previous functions. Sometimes a morpheme may be transferred from one language to another in order to replace a null morpheme or a morpheme consisting of a small number of phonemes. However, at the level of morphemes interference is relatively rare, it is much more common at the level of parts of speech.

The basis of interference at the level of parts of speech are, above all, categorical differences and other features of parts of speech of different languages. T.V. Korneva says that these differences are found when comparing any part of speech, for example: mismatch of the gender of nouns, verb forms, the presence or absence of articles. The author notes "that to overcome grammatical interference it is necessary to identify similarities and differences and establish interlingual equivalents for successful learning». That is to say, grammatical interference classified into two types: syntactic and morphological interference, the last one can be seen at the morpheme and part of speech levels, with morphological interference being more common at the part of speech level. to overcome interference, similarities and differences must be identified, and interlingual equivalents must be established.

T.G. Shishkina identifies the following causes of interference errors in the field of grammatical categories:

A. Insufficiently deep penetration of the communicant into the context of the information transmitted.

B. Erroneous identifications of grammatical categories existing in both languages. formal use of direct grammatical correspondences in translation. She considers the main cause of errors at the level of function words to be synonymous ways of expressing the same meaning within a given language.

Among the most common errors caused by interference at the level of parts of speech, T.G. Shishkina calls "errors observed in the use of categorical forms of number and case of nouns, adverbial and adjectival forms of adjective, categorical forms of time, species, temporal reference, inclination, temporal and verbal representation. So, we can say that insufficient deep penetration, misrecognition of grammatical categories, and formal

use of direct grammatical correspondence. are the main causes of nesting errors in the domain of grammatical categories.

1.7. Pronunciation

Pronunciation refers to the production of sounds that we use to make meaning. To speak something a person has word stress, sentence stress, and intonation. That's all are part of pronunciation. Pronunciation is very important in communication. Communication needs understanding between speaker and listener. When someone's pronunciation is wrong, it makes misunderstanding between the speaker and listener although vocabulary and grammar are good but if the pronunciation is not clear, the communication is not run well.

In everyday communication, the people do not have to use many complicated words, so limited vocabulary is not a big problem since the people can use more simple words. If the people have poor pronunciation, other people will call them as bad English speaker and good vocabulary and grammar cannot help the people when doing communication (Breitkreutz, Derwing, & Rossiter, 2001). When we talk to other people in English, the first thing they notice, which can create good impression about the quality of our language ability, is our pronunciation. Poor and unintelligible pronunciation will make unpleasant and misunderstanding for both speakers and listeners. In addition, it is clear that limited pronunciations skills will make learners lose their self-confidence and result in negative. influence for learners to estimate their credibility and abilities. In simply, pronunciation is an important part of communication, as it creates a good impression about the quality of language ability, the luck of it can lead to misunderstandings between speakers and listeners. limited pronunciation skills can make learners lose their self-confidence and influence their credibility and abilities.

These are some main factors that effect English pronunciation:

1.7.1. Attitude and identity

It has been claimed that factors such as a person's 'sense of identity' and feelings of 'group affiliation' are strong determiners of the acquisition of accurate pronunciation of a foreign language. As a means of exploring the meaning of these terms and the role of such factors, there is various ways of how native speakers of a language react to different accents of their own languages, Individuals seem to vary greatly, some seem to be 'impervious' and even after a long time will absorb only some turns of phrase and the pronunciation of a few individual words; others seem very receptive and begin to change their accent almost as soon as they step off the plane!

Age is probably important - young children seem very readily to adopt the speech style of those around them, especially their peers. Length of time spent in the new place is certainly a factor. Whether the person intends to return to the part of the country and how much the person continues to associate with people from 'back home' also seem to be important. With these last two points, we seem to be getting nearer to a definition of the 'group affiliation' factor. If, say, the Australian never intends to return to Australia, and if the American has 'settled down for good' in the UK, it is probably more likely that they will feel close ties to the new place and that their accents will change in the direction of those around them. But if the Australian or American still feels a strong sense of identity linked to place of birth, then this may work against any change in their way of speaking. Personal commitment to a community, and a willingness to be identified with the members of that community, can be revealed through the way a person chooses to speak.

It would seem likely that the factors influencing the development of an accent in a speaker's first language also play a part in the development of an accent in a foreign language. There also seems to be some evidence for this assumption. In many studies of attitude and motivation in language learning, it has been shown that those learners who

show positive feelings towards the speakers of the new language tend to develop more accurate, native-like accents. These positive feelings have been related to their 'integrative motivation'; the language learner is willing to be integrated into the new speech community and is genuinely interested both in the speakers and in their culture." In simple the words we can say that the acquisition of accurate pronunciation of a foreign language is determined by factors such as a person's sense of identity and feelings of group affiliation. Age, length of time spent in the new place, and whether the person intends to return to the part of the country are also important factors. The development of an accent in a foreign language is likely to be affected by personal commitment and willingness to be identified with the members of the community. Studies have shown that those who show positive feelings towards the speakers of the new language tend to develop more accurate, native-like accents due to their 'integrative motivation'.

1.7.2. The native language

The native language is an important factor in learning to pronounce English; this is clearly demonstrated by the fact that a foreign accent has some of the sound characteristics of the learner's native language. These are often obvious enough to make a person's origins identifiable by untrained as well as trained people. One or two features are enough to suggest a particular language 'showing through' their spoken English.

Because of the role that native language plays, there has been a great deal of research in which the sound systems of English and other languages are compared and the problems and difficulties of learners predicted. This applies not only to the individual sounds but also to combinations of sounds and features such as rhythm and intonation. To put it very crudely, the more differences there are, the more difficulties the learner will have in pronouncing English. We can even say that there are 'more favored' and less favored' languages. But we must be careful not to over-simplify the situation and think too

much in terms of handicap or barriers to learning. To do this would be to ignore what we know to be demonstrable that people from many different language backgrounds can and do acquire a near-native pronunciation in English and to deny the role of other factors. That is to say the fact that a foreign accent has some of the sound characteristics of the learner's native language demonstrates the importance of the native language in learning to pronounce English. According to research, the more variances there are, the more difficult it is for the student to pronounce English. But it is crucial to note that the issue is not as simple as it appears.

1.7.3. The age factors

We commonly assume that if someone pronounces a second language like a native, they probably started learning it as a child. Conversely, if a person doesn't begin to learn a second language until adulthood, they will never have a native-like accent even though other aspects of their language such as syntax or vocabulary may be indistinguishable from those of native speakers. These beliefs seem to be supported by the many cases of adults who learn to speak a second language fluently, but still maintain a foreign accent, even when they have lived in the host country for many years. Linguists and language teachers have both been fascinated by the question: Is there an age-related limit on the mastery of pronunciation in a second language?

Some researchers claim that there is a sensitive period for language learning, and that biological changes take place in the brain after a certain age (usually said to be between 10 and 13 years). The claim is that people actually lose certain abilities after this age. One recent study seems to suggest that the younger a person is, the better he or she will be at accurate perception of the sounds of new languages, but that recent and/or continuous exposure to new language sounds prevents this ability from deteriorating. In

this case, the age factor would actually be closely related to the fact that children have had very recent exposure to new sounds because they have just learned their first language. So according to studies, the biological changes that occur at an early age of the child cause a loss of the ability to master the second language accent after that, and the more he begins to learn it at an early age, the more he reaches its mastery.

1.7.4. Motivation and concern for good pronunciation

Some learners seem to be more concerned about their pronunciation than others. This concern is often expressed in statements about how 'bad' their pronunciation is and in requests for correction and frequent pauses during speech used to solicit comments on the accuracy of pronunciation. It may even be reflected in a reluctance to speak. When we talk in terms of 'strength of concern' for pronunciation we are really pinpointing a type of motivation. The desire to do well is a kind of achievement motivation'. Conversely, if you don't care about a particular task or don't see the value of it, you won't be motivated to do well. Learners may also be unconcerned because they simply are not aware that the way they speak is resulting in difficulty, irritation or misunderstanding for the listener. so, we can say that the learners' interest of their accent varies in varying proportions. Some of them give it an important amount of practice, time and caution so that they can excel and master it like native speakers, and some do not show any interest in it, they only care with the content of speech and conveying the meaning they want.

1.7.5. Phonetic ability

It is a common view that some people have a 'better ear' for foreign languages than others. This skill has been variously termed 'aptitude for oral mimicry', 'phonetic coding ability' or 'auditory discrimination ability". Researchers have designed tests which measure this ability and have demonstrated that some people are able to discriminate between two

sounds better than others, and/or are able to mimic sounds more accurately. But every human being, unless hearing-impaired, has this basic ability; if they did not, they would not have learned the sounds of the native language. We are not talking about an all-or-nothing situation, and we know that training has an effect. Far more interesting is the question of whether certain types of learners, poor discriminators and good discriminators, benefit from different types of training.

One study has indicated that those with good phonetic abilities benefit from pronunciation drills, tasks in which particular sounds are heard and the learner has to imitate again and again. Their innate abilities enable them to exploit all the opportunities to compare what they are doing with the model presented. 'Poor discriminators' do not seem to benefit from drills very much. In fact, drills seem to cause their attempts to stabilize before they reach an accurate production of a sound. Because of the complexities involved, this seems a factor which is very much out of the control of the teacher. We can only operate on the assumption that our learners have the "basic equipment and provide a variety of tasks so that something will suit the needs and abilities of each learner. According to this it can be said that there is an innate ability to imitate and encode the phoneme orally for some people. This is what allows them to speak the dialect of the second language with complete fluency and natural accent. As for those who do not have this ability, they can train to hear the sounds and try to repeat them until they reach the results that satisfy them.

1.7.6. Amount of exposure

Another factor is the amount of exposure to English the learner receives. It is tempting to view this simply as a matter of whether the learner is living in an English-speaking country or not. If this is the case, then the learner is 'surrounded by English and this constant exposure should affect pronunciation skills. If the learner is not living in an

English-speaking environment, then there is no such advantage. But it is obvious that we cannot talk simply in terms of residency. Many learners live in an English-speaking country, but spend much of their time in a non-English-speaking environment (for example, a language other than English is used at home). Conversely, many people live in non- English-speaking countries but use English in many areas of their lives, such as work or school. In such complex bilingual and multilingual situations, it is difficult to get an accurate picture of how much exposure to English a learner has received, and of what kind. In addition, it is not merely exposure that matters, but how the learner responds to the opportunities to listen to and use English.

Various studies have compared the pronunciation accuracy of people living in an English-speaking country and those who are not, and it seems that amount of exposure, though clearly a contributory factor, is not a necessary factor for the development of pronunciation skills. It means continuous exposure to a second language affects the pronunciation skills, but this exposure is not necessarily related to the place of residence of the individual. There are people who live in an English-speaking country, but they spend most of their time with people who speaks their mother language, unlike those who live in a country whose language is not English, but they use it in different fields.

1.8. Conclusion

In this chapter, we mentioned the definitions of the first language and the second language through the point of view of researchers and international dictionaries. We also emphasized the importance of the first language and how to acquire a second language, by mentioning many linguistic theories.

Chapter Two
Chaoui and English Comparison

2.1. Introduction

In this research, the mother tongue that we will compare with English is considered a dialect in a certain region of Algeria, which is Chaouia, as the main language is Amazigh, so we will explain in this chapter what bilingualism is and its impact since these speakers are bilingual as they speak Chaoui and Arabic, the definition of a dialect , Chaoui dialect and compare it with the English language to determine if there are similarities or differences between letters, sounds and stress in the speech.

2.2. Bilingualism

Its definition and impact :

2.2.1. Definitions

Bilingualism is a phenomenon existed in most countries and it is a state which a person is trained in a language other than their native language. Kessler (1984) has defined bilingualism as a social process that develops along a continuum ranging from full proficiency in two languages to a minimal degree of competency in one of the languages. Bilingualism thus results from "efforts to communicate, to take part in that interpersonal interactive process defined by the social situation in which it occurs" (Kessler, 1984, p.27). The concept of bilingualism seems at first sight to be non-problematical. According to Webster's dictionary (1961) bilingual is defined as 'having or using two languages especially as spoken with the fluency characteristic of a native speaker; a person using two languages especially habitually and with control like that of a native speaker' and

bilingualism as 'the constant oral use of two languages'. In the popular view, being bilingual equals being able to speak two languages perfectly; this is also the approach of Bloomfield (1935), who defines bilingualism as 'the native-like control of two languages. In contradistinction to this definition which includes only 'perfect bilinguals' Macnamara (1967a) proposes that a bilingual is anyone who possesses a minimal competence in only one of the four language skills, listening comprehension, speaking, reading and writing, in a language other than his mother tongue.

Through these definitions, it can simply say that a bilingual is any person who can speak more than one language fluently.

Bilingualism comes in all shapes and sizes. Some bilinguals understand both languages and speak only one, others can speak two but only ever use one. Some have an accent in one of their languages, others know more words in one than in the other or can only write in one of their languages. It's important to keep in mind that two languages are never acquired in the exact same circumstances. It can be learned them at different stages in lives, in different places, use them in different communities and for different purposes. So, we can say that bilingualism has different concepts and different standards, a bilingual can be someone who understand the two languages but speak just one, some use a language over then another, these languages are not acquired in the same conditions "time, place, purposes ".

Bilingualism is present in practically every country of the world, in all classes of society, and in all age groups. In fact, it is difficult to find a society that is genuinely monolingual. Not only is bilingualism world- wide, it is a phenomenon that has existed since the beginning of language in human history. It is probably true that no language group has ever existed in isolation from other language groups, and the history of languages is replete with examples of language contact leading to some form of

bilingualism. And reporting on the more recent situation, G. Tucker concludes that there are many more bilingual or multilingual individuals in the world than there is monolingual. In addition, there are many more children throughout the world who have been and continue to be educated through a second or a later-acquired language, at least for some portion of their formal education, than there are children educated exclusively via the first language. Through this, we understand that the phenomenon of bilingualism has been widespread since the beginning of history, and according to Richard Tucker, the percentage of bilingual children receiving their studies in a second language is greater than the ones who speaks and learn in their first language.

The natural and generally effortless learning processes take place when there is significant exposure to more than one language in early childhood. If young children hear and respond to two (or more) languages in their environment, the result will be bilingualism multilingualism (multiple L1s acquired by about three years of age). That means the exposure to more than one language during childhood results bilingualism without any awareness or effort.

2.2.2. Impact of bilingualism

Bilingualism does not only give an advantage in terms of language skills it enhances other cognitive functions as well, tend to be more creative, they are better able to focus, and have an innate talent for and abstract thinking. They perform better at tasks that require conflict management and are likely to develop a higher level of metalinguistic awareness. Bilingual children are generally more likely to finish secondary school and attend higher education. They are also more likely to get hired for the job they applied for, bilingualism is associated with cognitive benefits like stronger multitasking skills, creativity and working memory, which can benefit their school performances in several subjects. On top of that, skills in the home language can be transferred to new languages

and strengthen the child's understanding of language in general", also abroad sustains important relationships and cherished traditions. So, there is plenty of proof that maintaining and supporting the home language can give the child more than an advantage at school. Based on this, we can know that bilingualism brings many benefits to its owner that help him develop his social and educational skills.

2.3. Dialect

A dialect is defined by linguists as a variety of a language that is distinguished from other varieties of the same language by its pronunciation, grammar, vocabulary, discourse conventions, and other linguistic features. Dialects are rule-governed systems, with systematic deviations from other dialects of the same language (Crystal, 1997). the term dialect is frequently used to refer to the language used by people from a particular geographic or social group or to mean a substandard variety of a language. In simple words it is a kind of a form of language that has different vocabulary, grammar rules...people use in specific parts of country.

Dialect refers to a variation of a language that is characteristic of the users of that language and different ways of saying the same thing; they reflect social structure (e.g., class, gender, and origin) it is also associated with the linguistic and cultural characteristics of the people who belong to the same broad linguistic group. So Social and cultural structures influence how language is used.

Different dialects may originate from contact with other languages or from the fact that certain features of a language shared by its speakers evolve among some communities but are kept among others (Wolfram, Adger, & Christian, 1999). That means socializing between different language users generate different kinds of dialects.

The accent is the way someone sound when speak. There are two different kinds of accents. One is a 'foreign' accent; this occurs when a person speaks one language using

some of the rules or sounds of another one. For example, if a person has trouble pronouncing some of the sounds of a second language they're learning, they may substitute similar sounds that occur in their first language. This sounds wrong, or 'foreign', to native speakers of the language.

The other kind of accent is simply the way a group of people speak their native language. This is deter- mined by where they live and what social groups they belong to. People who live in close contact grow to share a way of speaking, or accent, which will differ from the way other groups in other places speak. It means an accent is the way a person speaks, influenced by the factors of how he speaks his mother tongue, and the replacement of new letters and sounds that are difficult for him with ones he is already familiar with.

People have trouble with sounds that don't exist in the language (or languages) that they first learned as a young child. We are born capable of both producing and perceiving all of the sounds of all human languages. In infancy, a child begins to learn what sounds are important in his or her language, and to disregard the rest. By the time you're a year old, you've learned to ignore most distinctions among sounds that don't matter in your own language. The older you get, the harder it becomes to learn the sounds that are part of a different language. Based on this, we understand that these accents are the result of a delay in learning second languages that were not learned in the childhood period, where the child is able to produce all the sounds, so these sounds were neglected and focused only on the sounds of the first language.

Accent refers to distinct ways a language is pronounced, whether by native or non-native speakers. Linguistically, accents are socially significant bundles of phonetic characteristics. For example, features as diverse as the length of word-final stop consonants, vowel length, pausing behavior, and the degree of diphthongization can

characterize native accent differences. Likewise, the precise acoustic features for foreign accents vary depending on many factors, including "age of L2 learning, length of residence in an L2-speaking country, gender, formal instruction, motivation, language learning aptitude, and amount of native language (L1) use" (Piske, MacKay, & Flege, 2001, p. 191). It is also heavily laden with social information. They can tell us where a speaker is from, their social class, social identity, and whether they are native or non-native. As Matsuda (1991) put it, "Your accent carries the story of who you are - who first held you and talked to you... where you have lived... the language you know, your ethnicity... your class position: traces of your life and identity are woven into your pronunciation" (p. 1329). That is to say that accent is what distinguishes each person from others, as it carries with it his characteristics and personal information (gender, age) and social and cultural status.

The ordinariness of accent in foreign language learning, and the knowledge that language learners can be highly intelligible with an accent indicate that a native accent is not a realistic goal for most English learners. Nor is it realistic to talk about accent 'reduction' or accent 'elimination'. Instead, a more achievable goal of teaching pronunciation should be to increase intelligibility. The Intelligibility Principle (Levis, 2005) says that L1 and L2 English speech needs to be understood- able rather than match a particular native accent. Even though a native reference accent may be important in a classroom context, intelligibility should remain the goal, not matching every minor feature of the accent. Further, a knowledgeable view of accent does not mean that pronunciation is unimportant in the language classroom. On the contrary, pronunciation is an essential and unavoidable part of successful communication and overlaps other language skills in a multitude of ways. For example, intelligibility, and thus pronunciation, are critically important in speaking and listening. When native listeners listen to non-native speakers, non-natives must pronounce intelligibly and natives must adjust to non-native accents as

they do to other native accents; and when non-native listeners listen to native speakers, native speakers must also be understandable. Intelligibility is essential in both directions. In simple words, it is not necessary to focus on the absolute acquiring the accent of the second language with all fluency, the important goal is that the pronunciation is clear and the speech is understandable, but this does not mean the complete neglect of the accent, as it is an essential part of the language.

2.4. Chaoui Dialect

It is a dialect derived from the original language of North Africa, the Amazigh language. This dialect is spoken in Algeria in the Aures region (Batna, Khenchela, Tebessa, Oum El-Bouaghi) and to a lesser extent in Biskra, Setif, Souk Ahras. The Chaoui dialect differs from one region to another in terms of vocabulary, accent and style of speech. Its people characterized by their great pride in their culture, origin and language, as they speak it whenever and wherever they have the opportunity.

2.5. The influence of the mother tongue (Chaoui) on English pronunciation

Chaoui's system sounds is different of the English's, because Chaoui contains extra letters and sounds then English does so that would effect on the pronunciation either in a positive or a negative way.

Here are some Chaoui words that are similar in pronunciation and the same meaning in English:

Table.1. Chaoui words that are similar in pronunciation and the same meaning in English

English word	Chaoui word	English word	Chaoui word
WITH	ITH	NANA	NANNA
WHAT	MATT	DADA	DADDA
THERE	THUR	FEBRUARY	FURAR
SUMMER	ASUMMER	MARCH	MEGHRECH
IT	IT	SEPTEMBER	CHTEMBER
THE	THE	OCTOBER	KUBER
RUIM	YERREWEN	NOVEMBER	WEMBER

These are some Chaoui and English words that has similar pronunciation but different meanings:

Table 2. Chaoui and English words that has similar pronunciation but different meanings

English word	Chaoui word	English word	Chaoui word
SENT	SENT	MUCH	MUCH
ARE	ARR	HULY	HULI
LOSE	LOZ	THEY	THEY
BED	BED	GAME	GHEM
THEN	THIN	YOUTH	YOUTH
OWNES	OUNESS	EGG	MEGG
MAYOR	MARR	AGEL	AGEL
FACE	FUS	DOG	DEG
CHECK	CHEK	HAT	HAT
EACH	ECH	ELSE	ELES
OCEAN	OUCHEN	AEREN	AREN
YELLOW	YELLO	SLIT	YESLIT
EASY	EZI		

These are some common examples between the two languages that would make it easier for Chaoui students to acquire English and pronounce it correctly.

On the other hand, the difference between the two cultures and the phonological system exists even if there are some things in common.

It is somehow difficult for Chaoui students to reduce their wide phonemic system to the English phonetic system and get used to the structure of sounds and stress, so there will be some errors or effects on there pronouncing. Students should use their system in their

favor and make it easier for them to master the pronunciation and not allow it to be a negative thing that stand against them, which affects their English accent.

2.6. Comparison between Chaoui and English languages

Vowels, consonants and stress:

2.6.1. English vowels and consonants

English language has 26 alphabets: A, B, C, D, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z.

2.6.1.1. Consonants

English has 24 consonant sounds. Some consonants have voice from the voice box and some don't. These consonants are voiced and voiceless pairs /p/ /b/, /t/ /d/, /k/ /g/, /f/ /v/, /s/ /z/, /θ/ /ð/, /ʃ/ /ʒ/, /tʃ/ /dʒ/. These consonants are voiced /h/, /w/, /n/, /m/, /r/, /j/, /ŋ/, /l/.

Table 3. Consonant's phonemes of English language (International phonetic Association,Department of Linguistcs)

Manner of articulation	Place of articulation						
	Bilabial	Labiodental	Dental	Alveolar	Palatal	velar	Glottal
Stop voiceless voiced	p b	/	/	t d	/	k g	/
Fricative voiceless voiced	/	f v	θ ð	s z	ʃ ʒ	/	h
Affricate voiceless voiced	/	/	/	/	tʃ dʒ	/	/
Nasal voiced	m	/	/	/	N	ŋ	/
Liquid voiced	/	/	/	/	L		/
Glide voiced	w	/	/	/	/	r y	/

2.6.1.2. Vowels

English vowels are: A, E, I, U, O, and sometimes Y.

Table 4. Vowel's phonemes of English language (International phonetic

Association,Department of Linguistcs)
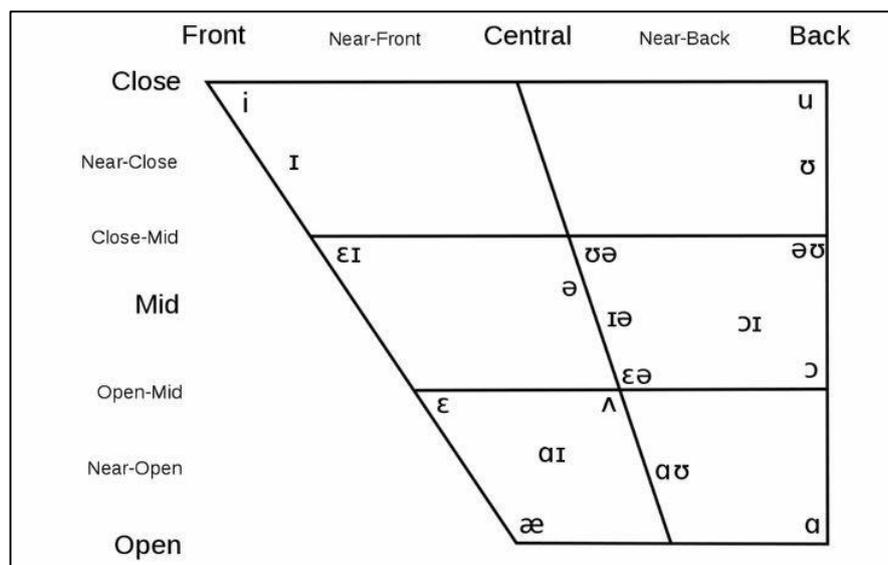
2.6.2. Chaoui consonants and vowels

Chaoui language has 34 alphabets, it means that it has 11 more letters than English.

2.6.2.1. Chaoui alphabets and pronunciation

Table 5. Chaoui alphabets and pronunciation

Chaoui alphabets	Pronunciation
ⵔ	A
ⵀ	B
ⵛ	CH /ʃ/
ⵞ	Č / t͡ʃ/
Λ	D/د
V	ذ / ð/
E	Ḍ/ض
ⵗ	E
Ⱶ	F
ⵅ	G
ⵅ	Ǧ/ d͡ʒ/
ⵒ	H
ⵋ	Ḥ/ ح
ⵉ	I
I	J
ⵚ	K
ⵎ	L
ⵛ	M
ⵏ	N
ⵣ	Q/ق
O	R
ⵕ	Ṛ / RR
ⵙ	S
ⵚ	Ṣ/ ص
ⵜ / X	T /θ/
ⵟ	TT/ط
ⵓ	U
ⵡ	W
Ж	kh /خ
ⵢ	Y
Ж	Z
ⵥ	Ẓ /ZZ
Ⱶ	ع /ʕ
Ⴣ	ɣ /غ

Table 6. Chaoui Alphabet (Rabih, 2021)

Table 7. Consonant's phonemes of Chaoui (Rabih, 2021)

		Bilabial	Labio-dental	Dental		Alveolar		Palato-alveolar	Palatal		Velar		Uvular	Pharyngeal	Glottal
				plain	phar.	plain	phar.		plain	lab.	plain	lab.			
Nasal		m				n			(nʲ)			(nʷ)			
Plosive	voiceless			(t̪)	t̪ˤ			tʃ			(k)	kʷ	q		
	voiced	(b)		(d̪)	(d̪ˤ)			dʒ			(g)	(gʷ)			
Fricative	voiceless		f	θ	θˤ	s	sˤ	ʃ	ç	(çᵕ)	x			ħ	h
	voiced	β		ð	ðˤ	z	zˤ	ʒ	ʝ	(ʝᵕ)			ʁ	ʕ	
Trill						r	rˤ								
Approximant						l			j			w			

All consonants are geminated tense positions. The tense equivalents of the spirants /ß, e, d, es/ð, ç, j, j, w/ are the plosives [b., t, di, ts/d, k, q, g:, g:w]. Simple [b, t, d, df, k, gw] do not occur, and simple [g] is apparently uncommon.

- Sounds [ni, nw] are only heard when /n/ precedes semivowels /j, w/.

- Sounds /çч, jч, gw/ are only heard when in tense positions.

Table 8. Vowel's phonemes of Chaoui

	Front	**Central**	**Back**
High	I	/	u
Mid	/	ə	/
Low	/	a	/

- /I, a, u/ can also be laxed as [ɪ, æ, ʊ].

2.6.3. Stress

The emphasis or change in pitch when pronouncing a certain syllable in a word is referred to as stress. It has three major characteristics: length, volume, and pitch. Vowel sounds with stress are longer, louder, and/or higher in pitch than vowel sounds without stress. it can be used only one of these functions at a time, or any combination of these features. Stressed sounds are generally "stronger" than unstressed sounds.

2.6.3.1. English stress

The stress patterns of English words have not a clear and unique rule. There are many contributions about this topic, but each one approaches the issue in a different and particular way. To explain the phenomenon of stress pattern is not just to say that stress is the strongest syllable of a pronounced word, this definition will need to be seen from distinct perspectives. simply there is no single base that governs the stress patterns of English words. There are numerous contributions on this topic, yet each one handles the issue in a unique and distinct manner. To describe the phenomena of stress pattern, it is not enough to declare that stress is the strongest syllable of a voiced word; this definition must be viewed from several angles.

According to Baptista (1981), the quality of stress can be described from three different points of view: the physiological; the physical, and the psychological perspective. From the physiological point of view, stress means the degree of force with which a sound or syllable is pronounced. Also, the energy that comes from the lungs will strengthen a certain syllable of the word. This definition gives the light impression that a stressed syllable requires more effort of some sort than other syllables. Thus, the stress syllables are in some way pronounced strongly than the other syllables. However, according to the physical point of view, frequency is seen as the most relevant factor for recognition of word stress, followed by duration and intensity, while from the psychological point of view, the most important factors would be pitch, length and loudness, respectively. Besides these views, there is the psychological one, which describes stress as loudness. Baptista explains that syllables receiving accent or prominence consist of stress, pitch, quality and quantity. Nevertheless, pitch is seen as the most efficient clue for the English learner. Based on Baptista's research, there is no agreement among linguists about these terms to give a definition for word stress, but no linguist can deny the role word stress plays in communication. So, stress can be described from three perspectives: physiological, psychological and physically. The most important aspect is frequency, followed by duration and intensity. Pitch, duration, and loudness are the most essential psychological elements. Linguists disagree on the definition of word stress, yet it plays a crucial role in communication.

Prator and Robinet (1985) explain that "when sentence-stress falls on a word of more than one syllable, it usually falls on the syllable that normally receives word-stress. These are normally content words (nouns, verbs, adjectives, etc.). However, there is the exception when the speaker wants to give emphasis to a certain kind of information; then, the speaker tends to stress the word that carries information that is more important to call

the attention of the interlocutor, even if this is a function word, that is a word that expresses grammatical function, such as articles and prepositions. This kind of change of stress pattern position is done just for communicative and clarification purposes. In other words when sentence stress falls on a word with more than one syllable, it usually falls on the syllable that receives word-stress. When the speaker wants to emphasis a specific type of information, they prefer to emphasis the word that conveys the information that is more important to draw the interlocutor's attention, even if it is a function word.

The stress of English words usually falls on the root of the word. According to Murcia (2001), the stress patterns of English words are not so simple and there are some factors that may interfere with the stress of a word. some of the interference in the following: Stress falls more often on the root or base of a word and less on the prefix; compound nouns tend to receive primary stress on the first element and secondary stress on the second, the suffixes can also influence taking the primary stress themselves, changing the original stress to other syllable, or they may simply not affect the stress pattern of a word. Celce-Murcia (2001) still contributes with the idea that "while our students may still look up the stress of an unfamiliar word in the dictionary, these basic rules will aid them in understanding how the system can function in English". This idea reinforces the usefulness of the present research. Of course, as many authors affirm, the stress patterns of English words are not a simple system of rules, but according to many current studies it is clear the necessity of a good pronunciation for an effective communication and in this research, it will be explored the potential of pronunciation teaching to achieve this goal. That is to say that various factors can interfere with a word's stress, such as compound nouns receiving main stress on the first part and secondary stress on the second, and suffixes receiving primary stress on their own. These fundamental guidelines will help students comprehend how the system works in English.

2.6.3.2. Chaoui stress

The stress in the Chaoui language has a simple rule; it takes a place in the letter "consonant" that is between two vowels, that consonant writing twice when it is stressed whatever the word is a verb, adjective, noun for example (AGEMMAY, YUKKER, DAGGEMJUJ).

2.7. Conclusion

In this chapter, we presented the definition of bilingualism and its impact, also a definition of dialect, because the sample taken for the test is bilingual and its dialect is Chaoui , as well as we mention the differences and similarities between the Chaoui and the English language, by comparing their alphabets, sounds, and stress, whereas Chaoui contains letters and sounds more then English does This will be a decisive factor in determining whether this is positive for the students in acquiring the English language or it is a negative thing .

Chapter Three
Second language speaking test discussion

3.1. Introduction

The data collected from the Chaoui EFL will be presented in this chapter , it was recorded from master one and two English students then analyzed and compared between their pronunciation and the correct English pronunciation so sit out in tables as well in relative circles to easily clarify the results .

Thus, these results of the research will show if the first language in this case affects positively or negatively on their acquisition of English.

We will also study the theory of whether the extent of exposure to the first language interference the second language, as we will divide the sample into two groups, the first that lives in the Chaoui villages and the second that lives in the city of Biskra, and we will compare which one is more affected.

3.2. Interpretation of the records

The analysis of the records:

3.2.1. Description of the sample

Around 19 Chaoui EFL students had been chosen randomly from M1 and M2 levels from the University of Mohamed Khider Biskra to collect information from them and result the effects and the interference of the mother language.

There is a possibility that the effect of the first language is greater when the student is in the midst of all speakers of this language, such as those who live in villages, our study includes a group who live in Chaoui villages and others who live in Biskra city. So we will compare the two groups and note the impact of this on their pronunciation.

3.2.2. Description of the recording

In this research, a task has presented in form of a paragraph for the students to read loudly to record and analyze.

3.3. Analyzing the data gathered

The paragraph will be divided into sentences to analyze by comparing the pronunciation of the students with the correct one.

- The sentence in English alphabet.

- The transcription of the sentence (the correct one).

- The transcription of the students' performance (common mistakes).

3.3.1. The text

"I've been hearing some surprising things about you and Matthew."

"I don't suppose you are any more surprised than I am myself," said Marilla. "I'm getting over my surprise now."

"It was too bad there was such a mistake," said Mrs. Rachel sympathetically. "Couldn't you have sent her back?"

"I suppose we could, but we decided not to. Matthew took a fancy to her. And I must say "I like her myself-although I admit she has her faults. The house seems a different place already. She's a real bright little thing."

"Marilla said more than she had intended to say when she began, for she read disapproval in Mrs. Rachel's expression."

"It's a great responsibility you've taken on yourself," said that lady gloomily, "especially when you've never had any experience with children. You don't know much about her or her real disposition."

3.3.1.1. Ran data

A- 1. "I've been hearing some surprising things about you and Matthew

2. "aɪv biːn ˈhɪərɪŋ səm səˈpraɪzɪŋ θɪŋz əˈbaʊt jʊ ənd ˈmæθjuː.

3. aɪv bɛn ˈhɪərɪŋ səm səˈpraɪzɪŋ θɪŋz əˈbaʊt jʊ ənd ˈmæθɪu "

B- 1. "I don't suppose you are any more surprised than I am myself," said Marilla.

2."aɪ dəʊnt səˈpəʊz jʊ ər ˈɛni mɔː səˈpraɪzd ðən aɪ əm maɪˈsɛlf," sɛd mɑˈrɪlə.

3."aɪ dəʊnt səˈpəʊz jʊ ər ˈɛni mɔː səˈpraɪzd ðən aɪ əm maɪˈsɛlf," sɛd mær'ɪlə.

C- 1."I'm getting over my surprise now."

2."aɪm ˈgɛtɪŋ ˈəʊvə maɪ səˈpraɪz naʊ."

3.No mistakes.

D- 1."It was too bad there was such a mistake,"

2."ɪt wəz tuː bæd ðə wəz sʌʧ ə mɪsˈteɪk,"

3.No mistakes.

E- 1." said Mrs. Rachel sympathetically. "Couldn't you have sent her back?

2."sɛd ˈmɪsɪz. ˈreɪʧəl ˌsɪmpəˈθɛtɪkˀli. "ˈkʊdnt jʊ həv sɛnt hə bæk?"

3."sɛd ˈmɪsɪz. ˈræʧəl ˌsɪmpæˈθɛtɪkli. "ˈkʊdnt jʊ həv sɛnt hə bæk?"

F- 1."I suppose we could, but we decided not to".

2."aɪ səˈpəʊz wi kʊd, bət wi dɪˈsaɪdɪd nɒt tu."

3.No mistakes.

G- 1. "Matthew took a fancy to her".

2.ˈmæθjuː tʊk ə ˈfænsi tə hɜː.

3.No mistakes.

H- 1. "And I must say I like her myself-although I admit she has her faults.

2."ənd aɪ məst seɪ aɪ laɪk hə maɪˈsɛlf-ɔːlˈðəʊ aɪ ədˈmɪt ʃi həz hə fɔːlts".

3. "ənd aɪ məst seɪ aɪ lɛk hə maɪˈsɛlf-ɔːlˈðəʊ aɪ ədˈmaɪt ʃi həz hə fɔːlts.

I- 1. "The house seems a different place already. She's a real bright little thing."

2."ðə haʊs siːmz ə ˈdɪfrənt pleɪs ɔːlˈrɛdi. ʃiːz ə rɪəl braɪt ˈlɪtl θɪŋ."

3."ðə haʊs siːmz ə ˈdɪfrənt pleɪs ɔːl ˈrɛdi. ʃiːz ə rɪəl braɪt ˈlɪrl θɪn."

J- 1. "Marilla said more than she had intended to say when she began. "

2."mɑˈrɪlə sɛd mɔː ðən ʃi həd ɪnˈtɛndɪd tə seɪ wɛn ʃi bɪˈgæn, "

3."mɑˈrɪlə sɛd mɔː ðən ʃi həd ɪnˈtɛndɛd tə seɪ wɛn ʃi bɪˈgən,"

H- 1. "For she read disapproval in Mrs. Rachel's expression. "

2."fə ʃi riːd ˌdɪsəˈpruːvəl ɪn ˈmɪsɪz. ˈreɪʧəlz ɪksˈprɛʃᵊn.

3."fə ʃi rɪd ˌdɪzæpruːvæl ɪn ˈmɪsɪz. ˈreɪʧəlz ɪksˈprɛʃᵊn.

L- 1."It's a great responsibility you've taken on yourself," said that lady gloomily.

2."ɪts ə greɪt rɪˌspɒnsɪˈbɪləti juːv ˈteɪkən ɒn jɔːˈsɛlf," sɛd ðət ˈleɪdi ˈgluːmɪli,

3."ɪts ə greɪt rɪˌspɒnsɪˈbɪləti juːv ˈteɪkən ɒn jɔːˈsɛlf," sɛd ðət ˈleɪdi ˈgluːmɛli,

M- 1."Especially when you've never had any experience with children.

2."ɪsˈpɛʃəli wɛn juːv ˈnɛvə həd ˈɛni ɪksˈpɪərɪəns wɪð ˈʧɪldrən.

3."sˈpɛʃəli wɛn juːv ˈnɛvə həd ˈɛni ɪksˈpɪərɪəns wɪð ˈʧɪldrən.

N- 1. You don't know much about her or her real disposition"

2."juː dəʊnt nəʊ mʌʧ əˈbaʊt hər ɔː hə rɪəl ˌdɪspəˈzɪʃᵊn "

3."juː dəʊnt nəʊ mʌʧ əˈbaʊt hər ɔː hə rɪl ˌdɪzpɒzɪʃᵊn ".

3.3.1.1.1. The consonant table

Table 9. The pronunciation of consonants sounds by Chaoui students

Consonants	Correct Pronunciation	Students performance	Number of students	Correct pronunciation	incorrect pronunciation	Example
S	S	Z		13	6	
T	T	t̪ˤ/R		7	12	
Ng	ŋ	N	19	16	3	
Th	ð	θ		17	2	
R	R	Rˤ		16	3	

The table above represent the pronunciation of the participants to some hard consonants for Chaoui students (S, T, NG, TH, and R). The constants that students had difficulty to pronounce is (T) 12 among 19 students mispronounce it. The next one was (S) 6 students mispronounce it. The least difficult once was (NG, TH and R) only 2 to 3 students mispronounce it. The data is transformed in pie charts.
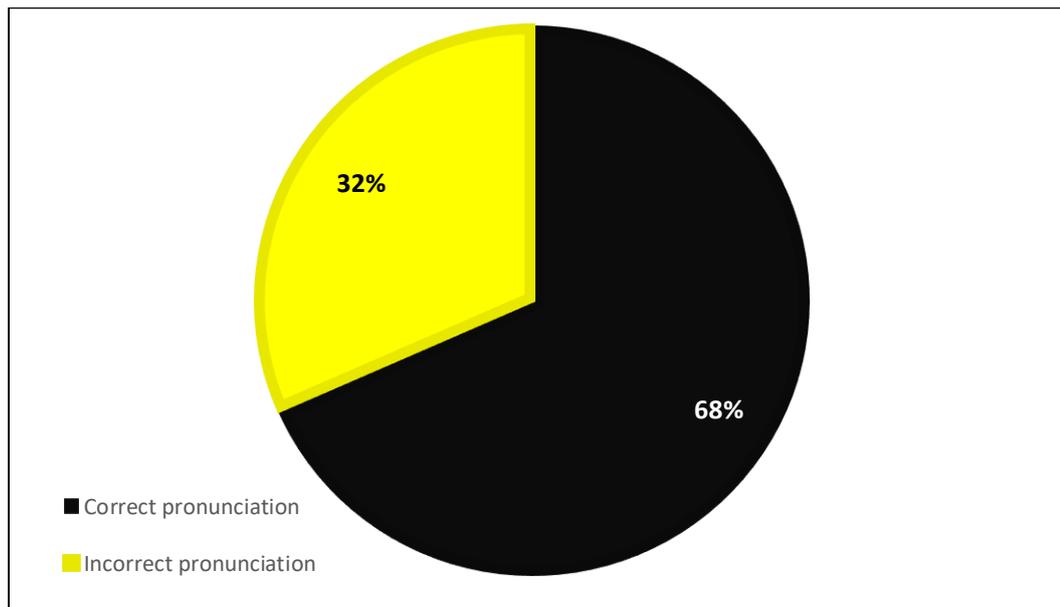
Figure 1. Pronunciation of S sound

The letter (S) 68% of the sample could pronounce this consonant, and 32 % of the students was not able to produce it correctly.
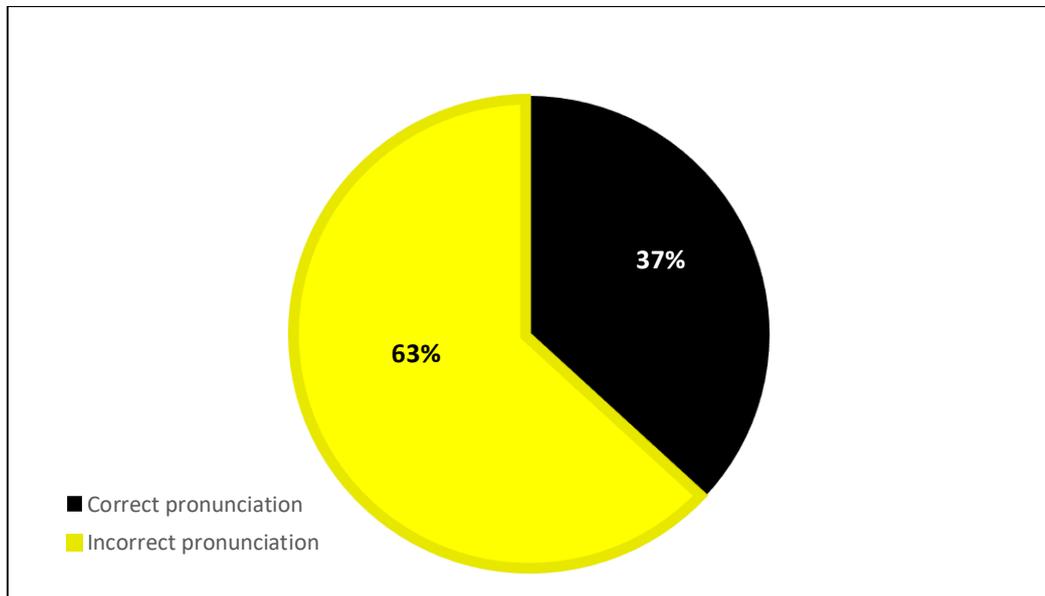
Figure 2. Pronunciation of T sound

The letter (T) only 37% of the participants sound it correctly and 63% have not the ability to pronounce it.
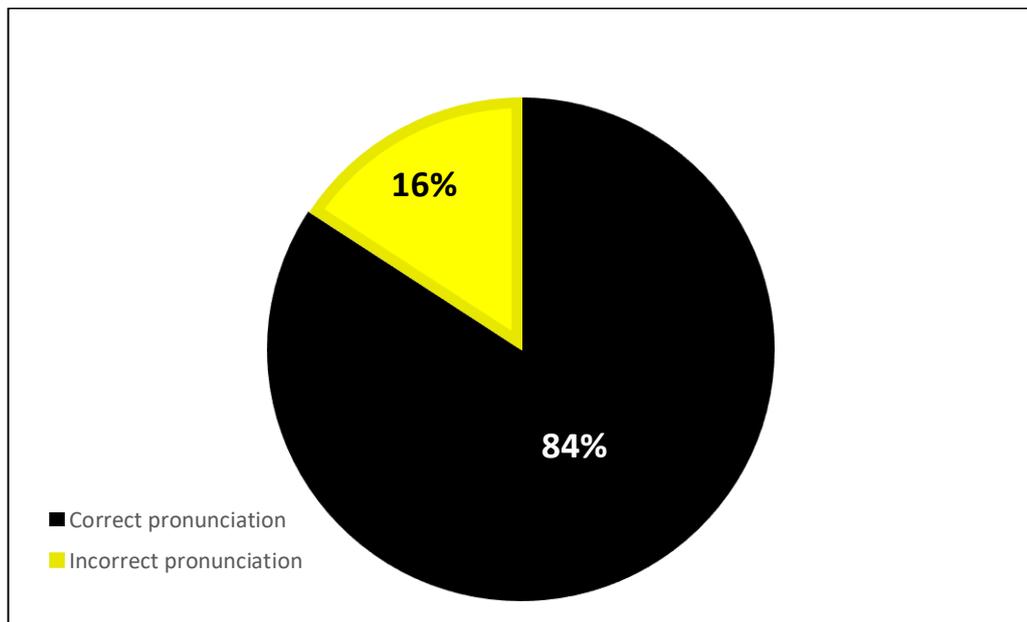
Figure 3. Pronunciation of ŋ sound

The pay shot show that 84% of the sample was able to pronounce the sound (ŋ) and 16% could not.
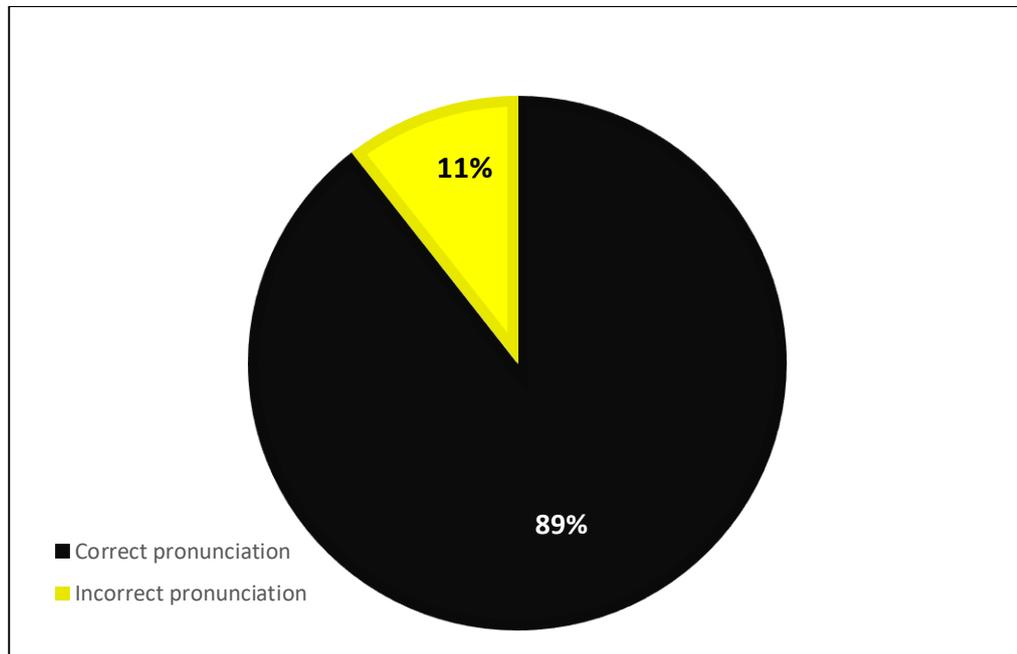
Figure 4. Pronunciation of ð sound

89% of the participants had the ability to pronounce the sound (ð) while 11% could not.
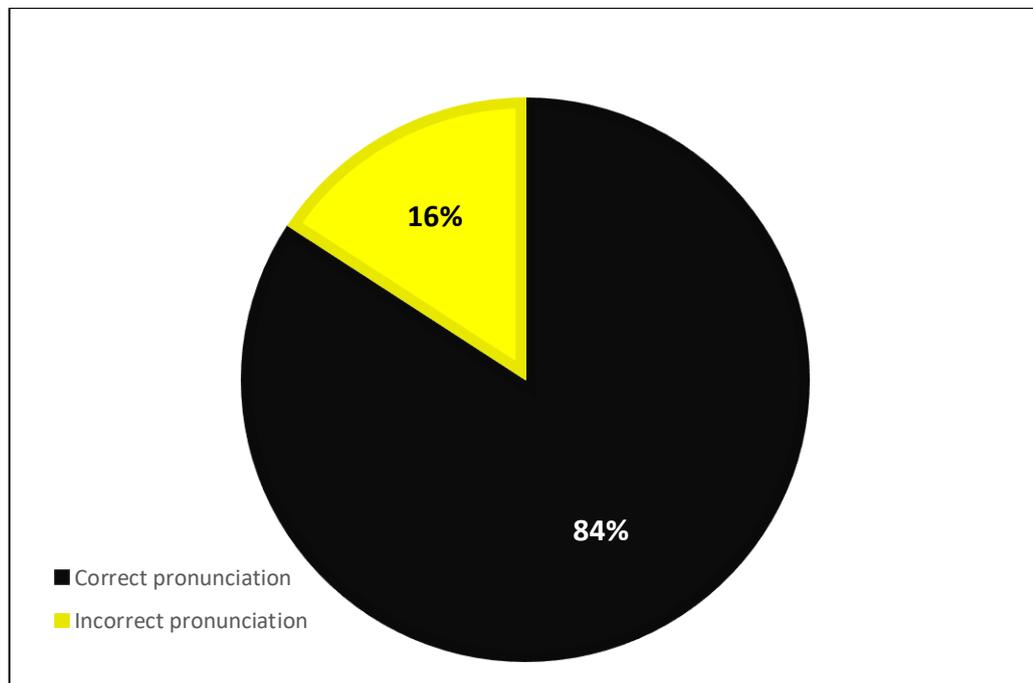
Figure 5. Pronunciation of R sound

The sound (R) 84% of the students could sound it, 16% only of them could not.

3.3.1.1.2.The vowels table

Table 10. The pronunciation of vowels sounds by Chaoui students

Vowels	Correct Pronunciation	Students performance	Number of students	Correct pronunciation	incorrect pronunciation	Example
I	ə ɪ	ɛ		12	7	
E	ɛ	ɪ		11	8	
A	æ	ə	19	13	6	
O	oʊ	ɛ		16	3	

The table above shows the pronunciation of vowels and the mistakes that Chaoui EFL students made while reading the paragraph. The difficult vowels they faced were (A_ E _I), the hardest one was (E) 8 out of 19 students pronounce it in wrong way, and the vowel (I) 7 students mispronounce it. The last two vowel are the least once in mispronounce it; (A) 6 students spell it wrong and (O) 3 students spell it wrong too. The data is transformed in pie charts.
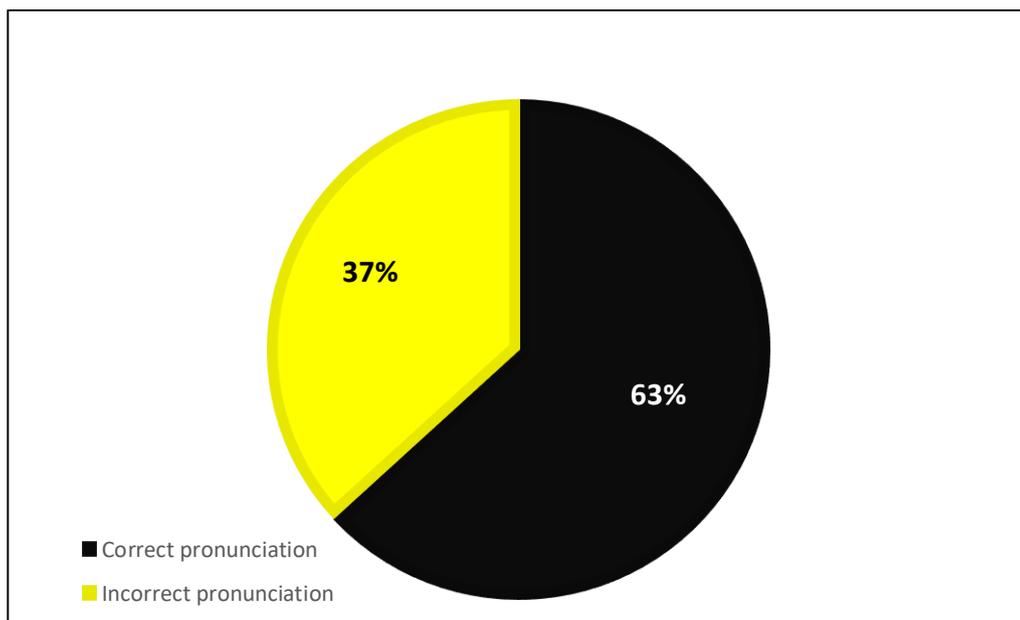
Figure 6. Pronunciation of əɪ sound

The sound (əɪ) 63% of the students had the ability to pronounce it, 37% of the sample mispronounced it.
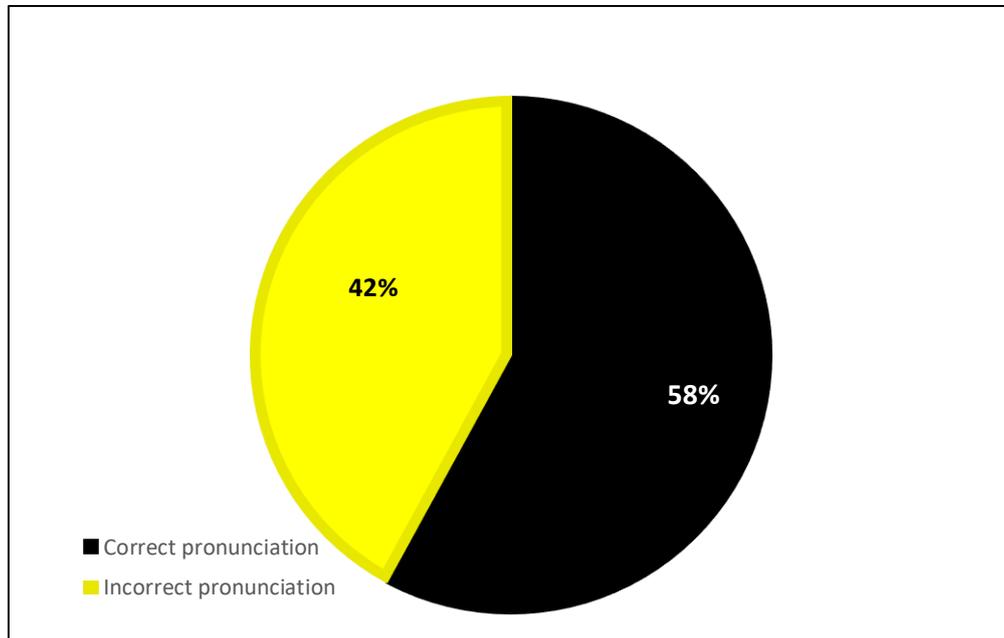
Figure 7. Pronunciation of ɛ sound

The sound (ɛ) 58% of the participants sound it correctly while 42% influenced by their first language and had difficulty to pronunciation it.
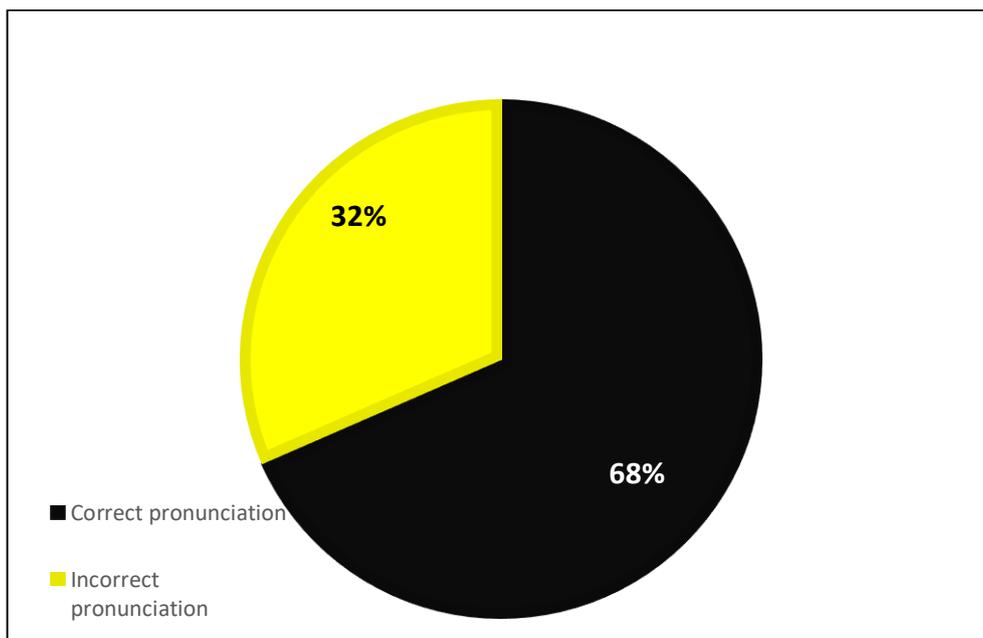
Figure 8. Pronunciation of æ sound

68% of the students had the ability to pronounce the sound (æ) but 32% could not.
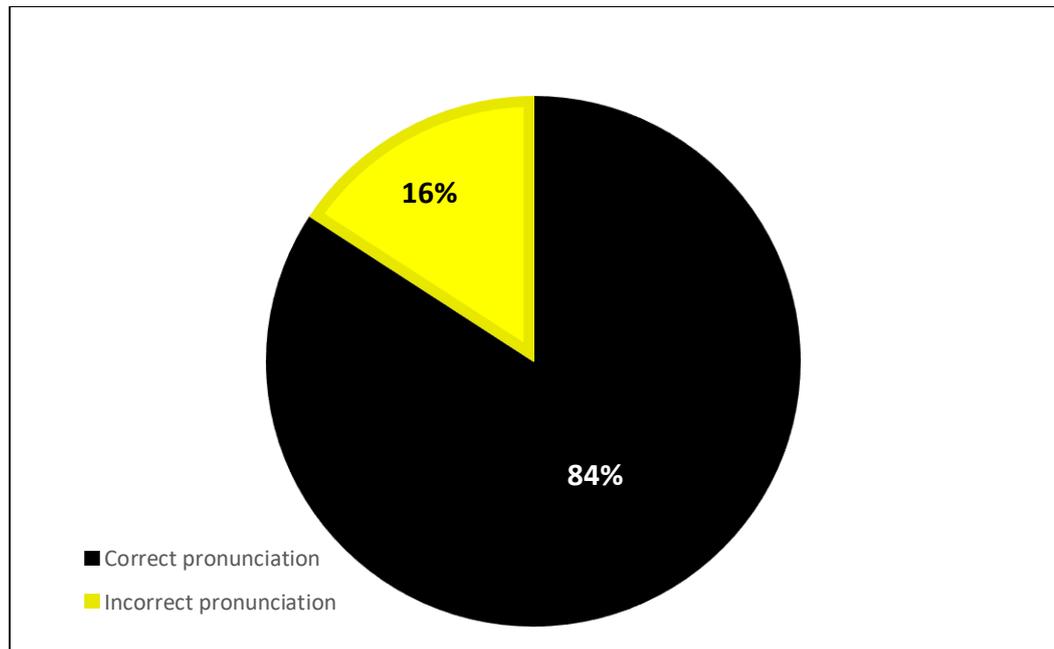
Figure 9. Pronunciation of oʊ sound

84% of the sample could pronunciation the sound (oʊ) correctly, only 16% of the students mispronounced it.

3.4. Interpretation of the record

Through the results that we obtained from the recordings presented by the Chaoui students by reading the paragraph submitted for them clearly and loudly , we conclude that some of these students have difficulty to pronounce English correctly , as the accent of their mother language affect their English accent in terms of some consonants and vowels, but they are considered the minority category for those who were able to master the pronunciation and covered their origin accent and did not allow it to appear in the form of a foreign accent regard to English, that obstructs their correct pronunciation.

As for the group that faced some difficulties, the hardest consonants for them are the two letters (S and T), as 50% of the participants could not pronounce it correctly, they

pronounced the (T) in an exaggerated form as (t̪ˤ) or replaced it with the letter (R), also with the letter S, they either pronounce it exaggeratedly or replaced it with letter (Z). For the two sounds (/ ŋ / and / ð /), 20% of the students failed to pronounce them, so they replaced the sound (/ ŋ /) with the letter N, and the sound (/ ð /) with the sound (/ θ /).

They also faced difficulty with vowels as 40% of the sample mispronounced the vowel (I) and replaced it with the sound (/ ɛ /). The (E) spell it as (/ ɪ /). and the vowel (A) pronounced as (/ ə /).

As we explained at the beginning that this group is the minority that mispronounce English letters and sounds in an accent that is different from English, the largest group was able to speak fluently and without strange accent, or at least their mother language did not affect their pronunciation of English letters.

As we explained at the beginning , the minority of the group mispronounce English letters and sounds in an accent that is different from English, It has been observed that the students of this group live in the Chaoui villages , but the largest group who live in Biskra city was able to speak fluently and without strange accent, or at least their mother language did not affect their pronunciation of English letters.

3.5. Recommendation

For Chaoui EFL students who have some problems in pronunciation and facing language interference issues can overcome these obstacles by the following recommendations that may help to solve their difficulties.

The student needs to be courage to try new things, especially in his / her field, and get rid of shyness and any scary feelings, so have the conviction that mistakes are an essential part of the learning process and that there is nothing wrong with that.

- One of the best ways to improve the student's English is to watch and listen to this language by watching TV or videos on YouTube, listening to songs and podcasts so he acquires the correct pronunciation.

- Reading a lot in all fields, reading books, novels, stories and magazines... so that he can get new information and vocabulary that expand his knowledge.

- Using social media, speaking with native speakers, and communicating with them, make the learner gain new culture and words.

- Using the English language everywhere and in any time, the tongue and the brain must get used to this language by speaking it at home with family, outside with friends, and whenever the opportunity allows to speak it.

3.6. Research limitations

During this research, some obstacles and difficulties were encountered, including the following:

- The lack of the academic resources with regard to the Chaoui study, because it is considered a new topic and research on it has only begun in recent years, so the linguistic aspect of it is only in its beginning.

- Also, the author of this work has a Chaoui origins, and this may affect the research, although she strived hard to be objective in order to have greater credibility of the work.

- As well, the sample is not that large so we can not assert and generalize on our theory.

3.7. Conclusion

As a conclusion after the analysis of the data gathered tools, the research showed that the mother language may sometimes affect the pronunciation of English and have an

impact on acquiring a second language, but the majority of Chaoui EFL students had reached the correct pronunciation and even mastered the English accent.

We also learned through the study how the students who are most affected by their first language are the ones who are constantly exposed to it through their surroundings, such as those who live in Chaoui villages, and thus they have a special accent , but for the majority, that is living in the city of Biskra, they do not have any phonological interferen.

General conclusion

The interference of the first language can be most shown in the pronunciation said therefore students have to concentrate and practice more on it, this work has presented this problem that EFL Chaoui students of the university of Mohammed khider Biskra at department of English division are facing.

The dissertation is divided into three chapters, the first two ones are Theoretical under the titles" The first language vs foriegn language " and " Chaoui and English comparison" , and the third chapter that is practical under the title of " Data analysis " .

The first chapter we discussed what is the first language through scholars and dictionaries and its importance , Also, the theories of the second language acquisition and some aspects of second language learning , the last part of it was about pronunciation and the factors that affect English pronunciation.

The second chapter we mentioned what is bilingualism and its importance, what is a dialect , as well a comparison between Chaoui and English: consents. vowels, stresses.

The last chapter is about the finding of the research: the first language in this case has a small impact on the pronunciation of the second language, it influences only on the consent (T) the largest part of the sample mispronounced it, but the rest of the consonants and vowels could pronounce it successfully, It became clear to us that the interference is greater among those who live in the Chaoui villages, as they use their mother tongue in abundance and everywhere more than those who live in the city of Biskra, and thus we have confirmed the validity of the theory.

We concluded that the greater exposure to Chaoui students is what negatively affects their pronunciation of English, and therefore it is required of them to seek to improve their accent through the recommendations above , and to exploit the richness of their mother tongue with sounds and letters that exceed of English in their favor and not the opposite.

In the end we give some recommendations for the students who suffer from English mispronouncing to help them in improving their pronunciation so overcome their problem.

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Appendix

The text for read activity

"I've been hearing some surprising things about you and Matthew."

"I don't suppose you are any more surprised than I am myself," said Marilla. "I'm getting over my surprise now."

"It was too bad there was such a mistake," said Mrs. Rachel sympathetically. "Couldn't you have sent her back?"

"I suppose we could, but we decided not to. Matthew took a fancy to her. And I must say I like her myself-although I admit she has her faults. The house seems a different place already. She's a real bright little thing."

Marilla said more than she had intended to say when she began, for she read disapproval in Mrs. Rachel's expression.

"It's a great responsibility you've taken on yourself," said that lady gloomily, "especially when you've never had any experience with children. You don't know much about her or her real disposition.

(Anne with an E by LUCY MAUD MONTGOMERY)

ملخص

يواجه طلاب الانجليزية عدة مشاكل خلال عملية ؛حيث نرى طلاب اللغة الإنجليزية أثناء اكتساب هذه اللغة تواجههم عدة عراقيل في شتى الجوانب الصرفية او النحوية وخاصة الجانب الصوتي وهذا راجع الى التداخل اللغوي ؛ذلك من خلال تطبيق قواعد من اللغة الام في اللغة المكتسبة ؛ومن هنا جائت دراستنا هذه لمعرفة العلاقة القائمة بين اللغة الاولى واللغة الهدف ؛ ذلك عن طريق التداخل الصوتي ؛ وبمعنى اخر تأثير تداخل اللغة الاولى (الشاوية) على نطق متعلمي اللغة الإنجليزية كلغة اجنبية ؛ ومن أجل التاكيد في حالة ما اذا كانت اللغة الام لها تأثيرها على نطق اللغة الهدف أم لا تم اختيار عينات من طلاب اللغة الإنجليزية من جامعة محمد خيضر بسكرة ذو اصل (شاوي) ما يقارب ال 10 طالب ؛اما بالنسبة للاداة المناسبة لتحليل النطق هي مقابلة الطلاب وتسجيل اصواتهم اثناء أداء الاختبارات ؛ذلك من خلال تقديم انشطة للطلاب ونقوم بتسجيل اجابتهم لمعرفة موقع الخطأ اللفضي ؛ وبعد هذه العملية تم تحليل البيانات في شكل دوائر نسبية وجداول وجد البحث أن اللغة الأم قد يكون لديها تأثير على نطق بعض الحروف في اللغة الهدف في مستوي الحروف المتحركة والاصوات الساكنة لكنه ليس بذلك التأثير السلبي الكبير الذي يحرف الحروف و يغير معنى الكلام.

Agzul

Yettemlalay-d unelmad n tegnizit tarbaɛt n wuguren deg umahil n ulmad, mani i netthenna iqeddacen n tutlayt n tegnizit deg ubrid-nsen bac ad lemden tutlayt-a, ttmagaren-d ggut n tseɣlay deg yiḥricen yemgaraden n tseftit d tirawalt ladɣa deg wayen yerzan aḥric amsislan. Aya, yettwella ɣer umyadef amutlay, s usemres n tjerrumt seg tutlayt tayemmat deg tutlayt tummiẓt, u sya i d-tennelfa tezrawt-nneɣ bac ad nessen assaɣ-a yellan jar tutlayt tamenzut d tutlayt tanicant deg uswir n umyadef amsislan, s unamek-nniḍen, akkay n tutlayt tamenzut (Tacawit) ɣef ususru n yya ilemmden tagnizit amzun d tutlayt tajenṭaḍt.

Bacan ad nessenked ma yella tutlayt tayemmat tettek ɣef ususru n tutlayt tanicant neɣ aliɣef, nefren-d azal n 10 n yinelmaden seg tasga n tegnizit deg tesdawit Muḥemmed Xiḍer – Tbeskert – d imazɣawalen (ttutlayen tacawit) niga yid-sen tasastant.

Ma d tarrayt i neḍfer bac ad neg taslaḍt i ususru-nsen, d tadiwennit tusridt yid n yinelmaden d usekles n yimesla-nsen ald ad neg tasastant. Tasastant tella-d s wudem n yirmad

i yinelmaden, sdin ad nessekles tirirt-nsen bac ad neẓr adeg n tuccḍa deg ususru. Imir-idin, nesleḍ ammud-nneɣ s talɣa n twinas timassaɣin d tfelwa.

Deg tagara n tezrawt-nneɣ nufa-d belli tutlayt tayemmat tezmer ad tekk deg ususru n cra n yisekkilen n tutlayt tanicant deg uswir n teɣra d tergalin, macan, yexḍa d akkay-idin ameqqran i izemren ad yesswaɣ isekkilen neɣ ad yessruḥ anamek n wawal.

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