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**Exploring language interference in the articulation of P/B and
F/V sounds among EFL middle school pupils**
**The case of Dahmani Madani Middle School in
Maitar, Boussada, Algeria**

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Requirements for the Degree of Master**

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Dedication

This dissertation is dedicated to my dear family.

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Special thanks to the jury members, who devoted their honorable time to read, evaluate and assess this work.

Abstract

Language interference is a phenomenon caused by the mother tongue's influence on the second language learning. This effect is at all levels of language; nevertheless, the pronunciation is neglected in the language teaching process. According to J. Setter (2015), learning a foreign language without intending to speak in it with its native speakers is meaningless. This exploratory research attempts to investigate the exact reasons behind Dahmani Madani Middle School pupils' English mispronunciation, how they substitute sounds with others in English, and what are the possible solutions to fix these pronunciation errors as well. A mixed method data analysis approach was incorporated using three data collection tools: observation was investigated on two fourth year classes, recording test applied to 37 pupils, and unstructured interview was addressed to the four teachers English in the middle school. The results state that Dahmani Madani Middle School pupils mispronounce and substitute English sounds because their native language sounds' system is different from English sounds' system, they do not receive external support neither at home nor from their surrounding, and they do not receive adequate pronunciation learning in school. The teachers offers suggestions for these pronunciation errors, which are to provide well equipped laboratories in the school with an increase in the number phonetics sessions as well as the necessity of practicing the learned sounds outside the school.

Keywords: Mother tongue, Second Language Learning, Language Interference, Pronunciation, Exploratory research, Middle School pupils.

List of abbreviations

MT: Mother Tongue

SLA: Second Language Acquisition

SL: Second Language

LI: Language Interference

SLL: Second Language Learning

ESL: English as a Second Language

EFL: English as a Foreign Language

L1: First Language

L2: Second Language

TL: Target Language

IPA: International Phonetic Alphabet

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General introduction

1. background of the study

Learning English has become indispensable in our era when everything is in the English language. This language has dominated all fields of science, technology, discoveries, and fine arts...etc. Hence, knowing this language is the only way to have a first hand to different fields of knowledge and discoveries. Being a pupil make it even more crucial to learn this language, as achieving the best academic performance is closely related to the resources available to the student. Students must put into consideration that learning this language will open up major opportunities and different perspectives. However, learning this language is not an easy task, students will have to acquire some parts and learn others. To be fully adequate, they have to focus on all four language skills including writing, speaking, reading, and listening.

As a second or foreign language learner, one would face many obstacles especially in learning listening and speaking. Without interaction and communication with native speakers of English the practical side of learning will be lost, and therefore, the learning will remain uncomplete. To acquire correct pronunciation skills it requires to learn in the right way; however, many learners encounter different barriers that prevent them to learn properly this skill or perform it the righteous way. This issue brought the interest of many researchers related to language learning and teaching, where many studies were conducted to reveal the reasons behind the inefficiency behind each case.

Many studies show that the errors behind the inefficiency of different learners of English is rather systematic and not accidental. For example, in learning the English IPA (International Phonetic Alphabet), a foreign learner would categorize sounds based on familiarity, and would substitute the unfamiliar sounds in the TL (the Target Language) with other sounds familiar in his mother language and close to them in the place of articulation. (Carter, R & Newman, D 2001).

Taking examples from German speakers, where learner systematically makes errors of pronunciation we would consider the followings: confusing the sounds /e/ and /æ / which can cause words like “pet/ pat” and “met /mat” to sound almost the same. Use of a monophthong sound close to the English sound /ɔ:/ instead of the diphthong /əʊ/ due to its lack in the German language sound system, this may cause confusing between words like “coat/caught” and “bone/ born”. (Wilson, S, 2016)

Whereas for Arab learners of English as a second or foreign language, would face difficulties differentiating between /f/ and /v/ sounds, and /b/ and /p/ sounds, as the Arabic language represents only the two sounds /f/ and /b/ respectively.

And for that, multiple researchers worldwide were conducted in an attempt for a practical understanding of this phenomena, still this problem couldn't be fully understood. This paper seeks to study such problems of systematic errors in pronunciation within Arabic learners of English, mainly an Algerian one: The case study will be held in Dahmani Madani Middle School pupils in Boussada.

2. literature review

Many linguists and researchers on (SLA) have found that the problems with English pronunciation among speakers of other languages are similar, but it varies depending on the language background. Arabic language is among them.

Several studies on the impact of L1 on learning the English language, (Swan; Smith, 2001) found that the /p/ and /b/ sounds are two distinct phonemes that a native speaker can distinguish apart. The situation is different in Arabic, where there is only the phoneme /b/, which is why most Arabic speakers mispronounce words with these sounds /p/ and /b/.

(Alkhuli, 1983) observed that Arab students of English confuse /p/ with /b/, which he attributes to the effect of the mother tongue, which causes their tongues to stiffen with their LI

sounds, causing them to make such errors until they master L2 sounds. The mother tongue of foreign students has an impact on a variety of different sounds.

Brown (2000) discovered that a second language student faces challenges because his L1 influences his L2 in adulthood, and this effect is a result of L1 transfer; thus, it is a substantial source of errors for second language learners.

Pronunciation issues and the impact of L1 have been studied by (O'Connor, 2003; Yule, 2003). Many sounds are confused, such as /p/ and /b/, /s/ and /θ/, /z/ and /ð/, /tʃ/ and /f/, /v/ and /b/, for example (pit / bit), (thin / sin), (question /action), and (very / berry).

Moosa (1972) observed that Arab English learners develop habits of their mother tongue (Arabic), resulting in a considerable build-up of Arabic phonological characteristics, which causes them to have difficulty identifying sound systems between native and second languages.

Despite the abundance of literature on the English pronunciation errors and their causes, The studies cited above reveal that foreign learners' mother tongues and sound system differences between the two languages are the causes of English language pronunciation problems, but they ignore the influence of social factors on language learning. As a result, this research identifies the various causes of EFL learners' English pronunciation errors, as well as possible solutions.

3. Statement of the Problem

English language is strengthening over time and people start realizing that grammar and vocabulary are not sufficient knowledge. It is essential to make the speech intelligible for the others and that will make the speaker more confident to speak. Many teachers and students realize the necessity of enhancing the pronunciation skill, many students still

mispronounce sounds and misplace stress in sentences. O'Connor (1980) says that the ability to imitate the language perfectly strengths and weakens with the age, children of ten years or less are able to gain an excellent knowledge about any language, whereas, children who are older than ten years are going to struggle with the difficulty of improving their pronunciation.

In English courses, there is a little time or no time specified to teach pronunciation and the majority of lesson planning is specified to vocabulary and grammar development. (LF Bachman – 1990) claims that when planning a timetable, teachers' most emphasis is on organizing grammatical structures and lexical syllabus. Anderson et al,(1984) noted that "pronunciation cannot be simply impressed in the student's mind, it rather needs to be integrated, on contrary to grammar rules" (p 6).

4. The Research question

In accordance with the stated problem, this study stands to answer the following questions:

- 1) What are the exact reasons for English mispronunciation of Dahmani Madani Middle School pupils?
- 2) How do Dahmani Madani Middle School pupils substitute sounds in English language?
- 3) What are the possible solutions to help them improve their English language pronunciation?

5. Research hypotheses

- The mispronunciation problems are related to the mother tongue language interference and sound system differences between the native and foreign languages.

- Using modern techniques and aids in learning language; for example, internet, well equipped laboratories in school to help the pupils to improve their English language pronunciation.

6. Purpose of the study

The purpose of this study is:

- To identify the problems of pronunciation.
- To describe the mispronunciation of some English sounds and the shift of particular sounds with others.
- Try to find solutions to help those pupils to improve their English language pronunciation.

7. Significance of the study

The findings of this study would be a contribution to find solutions to improve the pronunciation skill of English language for non-native speakers (EFL and ESL learners); thus, if the solutions are useful for teachers they will adopt them in their courses. In addition, this research emphasizes on the importance of specifying time for teaching English language pronunciation as well as vocabulary and grammar.

8. Research Methodology

8.1. The sample of this study:

Two fourth year classes of Dahmani Madani Middle School are selected, they are divided into five groups because of the healthy protocol against Covid-19, to participate in this study. The fourth year pupils are selected because they learn English language for the four years and they are in the age of passing the BEM exam.

8.2 Data collection tools:

8.2.1 Observation:

Six sessions will be attended for two groups of the fourth year pupils, one session for piloting the study to ensure the reliability and validity and the other session will be to observe the sample of the study, in order to observe the problems in pronouncing English words by referring to the language background.

8.2.2 Recording test:

Testing the students by let them practice two exercises and recording them, the first exercise is about pronouncing words that contain /p/, /b/, /f/ and /v/ sounds, the second is about reading sentences which contain the sounds mentioned before.

8.2.3 Interview:

To reinforce our research, an unstructured interview will be directed to English teachers of Dahmani Madani Middle School to benefit from their experiences along their period of teaching.

9. Thesis structure:

The study is divided into two chapters. The first chapter is the theoretical part of this investigation in which there are many points will be dealt with: Second Language Acquisition, factors that influence learning English in general, including: The age and motivation factors, sound system differences between native language and foreign language, inconsistency of English vowels, influence of spelling on pronunciation and the mother tongue interference on phonology, lexicology and grammar as well. The second chapter is a detailed description of the methodological and practical side of this research. It sets out the research method and provides a detailed analysis that will be obtained from data collecting tools used.

**Chapter 1 : Theoretical
background on the language
interference**

1. Introduction

The effect of language learners' first language on their production of the language they are learning is known as language interference (also known as L1 interference, linguistic interference, cross-linguistic interference, or transfer). Any component of language can be affected, including grammar, vocabulary, accent, spelling, and so on. Language Interference is a research focus that aims to better understand how Second Language (SL) and Foreign Language (FL) learners acquire the target language. Language interference, according to Lado (1964), is the negative impact of the mother tongue (L1) on the target language learner's performance (L2). Hence, this chapter provides an overview of Second Language Acquisition (SLA) as well as a comparison between SLA and Second Language Learning (SLL). It tackles the effects of age and motivation on SLA, as well as the stages of SLA, the Krashen theory of SLA, language transfer definitions and its types. This research also discusses factors affecting English pronunciation, the mother tongue interference in EFL learning at phonological, lexical and grammatical levels.

2 The Second Language Acquisition

2.1 An overview of SLA

The study of how students learn a second language (L2) in addition to their primary language (L1) is known as Second Language Acquisition (SLA). Although it is referred as Second Language Acquisition, it is the process of learning any language after the first language whether it is the second, third or fourth language. Therefore, any other language apart from the first language is called a Second Language (SL) or also referred to as a target language (TL). The Collins Dictionary distinguishes between Second Language and Foreign Language by defining Second Language as a language learned after one's original language and Foreign Language as a language spoken in a country other than one's native country. There are several approaches to learning a second or foreign language, (Stefánsson, E.

G.,2013), he added that it can take place in a formal setting, such as a classroom, or in an informal setting, such as when a learner picks up a language by being a culturally active member of society. Attending school in the target country, viewing local television, listening to the radio, or reading newspapers in L2 are all options.

Second Language Acquisition (SLA) is a thriving field. It began in the late 1960s, with major early advances occurring during the 1970s decade. Most academics agree that the discipline came of age as an independent discipline at the end of the twentieth century, after a period of exponential expansion of fewer than 40 years. Since then, there has been a tremendous increase in research and theory, which continues unabated at the time of this writing. In both its roots and evolution, the area of SLA is distinctly interdisciplinary, a fact that is reflected in the epistemological diversity of its theories. SLA integrates four adjacent fields, some of which are also relatively new to academia: language instruction, linguistics, child language acquisition, and psychology. (Ortega, L. 2015).

2.2 Second Language Acquisition and Second Language Learning

2.2.1 Second Language Acquisition

It's a scientific investigation into how people learn a language other than their native tongue. Second language acquisition (SLA) is the process of acquiring languages other than one's native tongue. For example, when a child's mother tongue is Hindi, he begins learning English when he enters school. The process of second language acquisition is used to learn English. A small child, in fact, can learn a second language faster than an adult. Language is acquired through a subconscious process in which learners are ignorant of grammatical rules. This is especially true when they are learning their first language. They repeat what is spoken to them in order to determine what is correct and what is not. They need a source of natural communication to learn a language, which is usually the mother, father, or caregiver. (Hoque, E. 2017).

2.2.2 Second Language Learning

Language learning is the consequence of direct education in the rules of the language. Language learning is not a suitable pastime for very young children since it requires learners to have a conscious understanding of the new language and the ability to communicate about it. They typically have a basic understanding of grammar. (Hoque.E,2017). He also added that the second language learning is an conscious process and it does necessitate instruction.

It has been proven that subconscious language acquisition is more effective than conscious language learning. Studies strongly show that consciously learned language knowledge serves just a limited purpose– it serves mostly as a Monitor to edit the language we produce, either before it is spoken or written, or after it has been spoken or written and there are stringent requirements that must be satisfied in order for this to be accomplished. Studies also show that we learn language and gain literacy mostly through comprehension of what we read and hear, or when we get comprehensible input (Krashen,2014).

3. The impact of Age and Motivation on SLA

3.1 The impact of Age on SLA

It is commonly assumed that in order to achieve high proficiency in both languages or to be balanced bilinguals, one must begin exposure to the second language at early age. One of the most commonly mentioned variables for understanding individual differences in L2 acquisition is the age factor. While all L1 learners begin learning at the same time (i.e at birth), there is a great deal of diversity in when people begin learning a second language. We must examine the impact of age on the route of acquisition, the rate of acquisition, and the final attainment of L2 competency when studying the effects of age on L2 acquisition. When it comes to the acquisition path, age does not appear to have much of an impact. Using the Bilingual Syntax Measure, Bailey, Madden, and Krashen (1974) found that their adult L2 learners (regardless of their L2 backgrounds) acquired grammatical morphemes in the same

sequence as the L2 learning children reported by Dulay and Burt (1974). For twenty grammaticality items, Fathman (1975) found a similar result. These studies, however, have flaws in their methodology and measures, so their findings should be regarded with caution. The effect of age on the pathway of L2 acquisition is still ambiguous due to a lack of well-designed longitudinal investigations. When it comes to acquisition rates, there is some evidence that adults outperform children when the amount of L2 exposure is limited (e.g. Lowenthal and Bull, 1984; Olson and Samuels, 2014). Snow and Hoefnagel-Hohle (1978) discovered the same results after three months of unstructured exposure to L2 (Dutch). Their adolescent group (ages 12 to 15) made the most progress, followed by their adult group (ages 15 and up) and finally their kid group (ages 3 to 10). Furthermore, the advantage of older learners appeared to be just temporary. On most metrics, the children caught up to the adult group after a ten-month exposure to L2. Some studies have found benefits for child learners in specific domains (e.g. Cochrane, 1980; Wood, and Lowenthal, 1981). While others have found no differences in the rate of learning between children and adult L2 learners (e.g. Slavoff and Johnson, 1995). The impact of age on second language acquisition has piqued academics' interest, and the subject of whether or not there is a critical period for language acquisition and how such a period can affect SLA has sparked passionate debate.

According to Lenneberg's critical period hypothesis (1967), there is a physiologically set time of life during which language acquisition is easier. A language becomes more difficult to learn beyond this period, according to Lenneberg (age 2 to puberty). The critical period hypothesis is linked to neurophysiological mechanisms that suggest early and late acquired languages are represented in different areas of the brain (Broca's area) in late bilinguals. Early bilinguals, on the other hand, have similar activation in Broca's area for both languages. This loss of flexibility in the brain explains why adults may require more time and effort to learn a second language than children (Katerina Karavasili, 2017).

3.1.1 The early second language acquisition

Bilingualism is an unintentional process in early life, similar to learning to walk or ride a bicycle. According to scientific studies, language features like pronunciation and intonation are easier to learn during childhood because neuromuscular systems are only active until the age of 12. Another reason for children's accent-free pronunciation could be their greater ability to imitate. After puberty, this ability begins to wane dramatically. Children's adaptability, spontaneity, and tolerance for new experiences are other important characteristics to consider. Children are more inclined than adults to communicate with others, they are interested, and they are not scared to make mistakes. They easily deal with challenges (such as a lack of vocabulary) by employing innovative communication methods such as non-verbal communication and the usage of onomatopoeic terms. In addition, they have not yet acquired the concept of a foreign civilisation. It is not until they are eight years old that they realize there are ethnic and cultural differences. Last but not least, time, increased learning ability, and memory capacity are all advantages in early language learning. On the other hand, there are polls that warn about the dangers of semi-lingualism and advise parents to carefully plan their language plans. (Andrea Marini, Nadezda Eliseeva & Franco Fabbro. 2016).

3.1.2 The late second language acquisition

First and foremost, it is important to stress that when we refer to late second language learning, we are referring to language acquisition after puberty. Linguists, psychologists, and educators have spent years trying to answer the question of whether it is feasible to achieve native-like proficiency in a language beyond puberty. We must evaluate the following criteria in order to provide an answer: First of all, adults (i.e persons above the age of puberty) have a significant advantages in terms of cognitive development and general linguistic experience. They cannot accomplish better learning circumstances than children by knowing their mother

tongues as well as other foreign languages, but they can also learn grammatical rules and syntactic phenomena more easily. (karsten Steinhaver, Erin J; White, John E; Drury, 2009). According to Klein Dimroth, is an accumulative process that allows as to build on prior information. Complex morphological and grammatical phenomena are difficult for children to grasp. Katrina Karavasili,2017). It is worth noting that occasionally poor pronunciation is not due to a lack of capability, but rather to a lack of good intent. Adults do not feel like themselves when speaking a foreign language, according to many surveys, and they perceive pronunciation to be an ethnolinguistic identification maker. A person's attitude towards a foreign language, whether favorable or bad, should not be overlooked. Another consideration is the adults' desire to study a foreign language. There is always a motive for an adult to study foreign language: education, social prestige, profession, or social integration. The latter is regarded as very powerful, particularly in the case of immigrants. (karsten Steinhaver, Erin J;White, John E . Drury, 2009).

3.2 The impact of Motivation on SLA

Because studies (Gardner and Lambert 1972) suggest that motivation plays a substantial role in gaining SL proficiency and competence, it is critical to understand the role of motivation in SLA. "Motivation, defined as the impulse to generate and sustain intents and goal-seeking acts," according to Pandey (2005), "is significant because it defines the level of the learner's active involvement and attitude toward learning" (p.79).

There are three factors that are thought to make up motivation. Effort, desire, and emotion are only a few examples. The time spent learning the language and the learner's motivation are both referred to as "effort". Desire describes the learner's desire to become fluent in the language, whereas affect describes the learner's emotional reactions to language learning (Gardner 1985).

3.2.1 Integrative Motivation

The learner's orientation toward the objective of learning a second language has been identified as motivation (Gardner, R. C, Lalonde, R. N, & Moorcroft, R 1985). Students who appreciate the people who speak the language, admire the culture, and want to become familiar with or even integrate into the community in which the language is used are regarded to be the most effective while learning a target language (Falk 1978). Integrative motivation is the name given to this type of motivation. Integrative motivation is a vital component in aiding a learner to gain some level of proficiency in a language when they move to a new society that speaks the target language in social interactions. It becomes a requirement in order to function socially in the community and to become a member. "Integrative drive often underpins the acquisition of a wide range of registers and a nativelike pronunciation," according to the theory (Finegan, E. 2014).

3.2.2 Instrumental Motivation

Instrumental motivation, as contrast to integrative motivation, is a type of motivation. This is usually defined by a desire to gain something useful or tangible from learning a second language (Hudson 2000). The goal of language acquisition with instrumental motivation is more practical, such as satisfying school or university graduation criteria, applying for a job, asking greater compensation based on language skills, reading technical literature, translation work, or gaining higher social status. Instrumental motivation is common in second language acquisition, where little or no social integration of the learner into a target language group occurs, or is even sought in some cases.

Gardner and Lambert's early research, dating back to (1972), emphasized the importance of integrating motivation over instrumental motivation. According to Shirbagi,(2010), the emphasis in later studies has shifted to integrative motivation as being more essential. Although instrumental motivation is still important, integrative motivation is

increasingly being related to successful second language acquisition. Gardner's comment from 1985, "An integratively oriented learner would presumably have a stronger desire to learn the language, have more favorable attitudes toward the learning situation, and be more likely to devote more effort in learning the language," corroborates this notion (p.11).

Shirbagi demonstrates how students are motivated by a motivating force as a result of their understanding of the value of SLA, which will lead to the development of integrative and instrumental motivation. He continues to argue for the student's integrative and instrumental drive. Teachers must understand the relevance of motivation in assisting students in developing their learning approaches and achieving their language learning objectives. Engin (2009) investigated at the effect of motivation and discovered that it has a substantial impact on a student's ability to achieve.

4. Stages of SLA

Second language acquisition theories, as advocated by linguist Stephen Krashen, identify five separate stages of second language acquisition, according to Oliveri and Judie Haynes, another ESL teacher with 28 years of experience. These include the following:

4.1. Silent /Receptive

Depending on the learner, this stage might last anywhere from a few hours to several months. New language learners often devote this time to expanding their vocabulary and practicing pronouncing new words. While they may participate in self-talk, they rarely speak the language fluently or with true comprehension. This stage is divisive among language teachers. Ana Lomba disagrees that second language learners are completely silent at this early period of learning. Instead, Lomba claims that "speech is crucial in language acquisition," and that learners thrive at language acquisition when they put what they've learned into practice as they acquire it.

4.2. Early production

This stage can continue up to six months, during which time language learners should be able to comprehend up to 1,000 words. They may also pick up a few words and begin to compose brief phrases, even if they aren't grammatically accurate.

4.3. Speech emergence

Learners often have a vocabulary of up to 3,000 words at this stage, and they are learning to communicate by putting the words together in short phrases, sentences, and inquiries. They may not be grammatically accurate, but this is a vital stage in which learners get a better understanding of their second language and begin reading and writing in it.

4.4. Intermediate fluency

Learners typically have a vocabulary of 6,000 words at this period, which can continue a year or more after speech emergence. They frequently develop the ability to communicate in increasingly complicated sentences in writing and speech. This critical stage is also when learners begin to think in their second language, which aids their ability to speak it more fluently.

4.5. Continued language development / advanced fluency

Most learners require at least two years to get to this point, and it can take up to ten years to fully master the second language in all of its complexities and nuances. In order to maintain fluency in their new language, second language learners require continual opportunities to participate in discussions and express themselves in it consistency and practice are essential for learning a new language and establishing proficiency in speaking and writing it. In order to improve their fluency and confidence, a learner must regularly communicate with others in the new language. Students should also continue to study with a

classroom teacher on a specific curriculum area relevant to the new language, such as history, social studies, or writing, according to Haynes.

5. Krashen's theory of Second Language Acquisition

Stephen Krashen has had an impact on the world of SLA because he has studied and investigated language acquisition for many years. The acquisition/learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis are all part of his theory (Abukhattala,2013). According to Gitsaki (1998) and Menezes (2013), however, Krashen's model is neither precisely defined or validated through study. Despite the criticism, Krashen's model has had a significant impact in the field of SLA, making it worthwhile to spend time learning about the model as a whole. The importance of each hypothesis will be explained in the following paragraphs.

Krashen distinguishes between acquisition and learning when referring to skills obtained in a second language (Abukhattala,2013). Krashen's SLA model includes the acquisition-learning theory (Abukhattala,2013). Learning involves conscious effort on the side of the individual to learn language and focus on structure, according to (Bahrani,2011), whereas acquisition occurs when subconscious activity is employed to internalize the language in the individual's mind, making it natural for a person to use. More learning than acquisition is necessary in classes, according to Abukhattala (2013), which may stymie the development of automatic and long-term knowledge of a second language.

Another component of Krashen's monitor model, the natural order hypothesis, opposes acculturation and sociocultural theories by arguing that structures are predictable; however, this is not the case with learning, which may still be taught in a certain order (Bahrani, 2011). As a result, Abukhattala (2013) notes that language faults are caused by a lack of mastery of the skill, but that acquiring specific skills can still aid when attempting to employ the skills in production. As a result, arranging an order in which abilities are taught first, second, third,

and so on based on the difficulty of the structure is unnecessary because one will learn more of the language used in circumstances and experiences rather than the exact structure taught (Abukhattala, 2013).

The monitor hypothesis, as described by Bahrani (2011), explains the influence that learning and acquisition have on each other. The information learnt is stored on the monitor until the student is ready to utilize the language (Bahrani, 2011). According Friedrichsen (2011), the monitor (which holds the learned information) is used properly when the learner has been taught the rule that applies to what he or she is attempting to use in production, there is enough time for the individual to think about the content already learned, the focus is on using correct language form, and the learner has been taught the rule that applies to what he or she is attempting to use in production. According to Abukhattala (2013), depending on their confidence in their acquisition, learners may underuse, overuse, or appropriately use the monitor.

Because of the importance that Krashen places on intelligible information, the input hypothesis is likely the most influential and important hypothesis in his model. Abukhattala (2013) defines comprehensible input as "knowledge received (input) that is somewhat above or beyond what one can produce independently" $I + 1$). Krashen underlines that speech and writing skills improve and evolve when continuous intelligible input is provided through one's receptive skills of listening and reading, according to the author, Amanda Friedrichsen (2013). The input hypothesis also explains why there will be a natural "silent time" during which one absorbs and learns the language but does not yet output any (Bahrani, 2011). Amanda Friedrichsen goes on to say that Krashen believes the silent phase is vital because one must feel competent in their newly acquired language before employing it, even if it appears ineffective to those around them.

The affective filter hypothesis, which explains that a learner must be open and willing to receive information in a new, targeted language in order for it to reach one's language acquisition device and result in complete acquisition of the knowledge, is the final hypothesis of Krashen's theory (Abukhattala, 2013). One's affective filter is centered on one's mood about learning a new language, and it can be lowered or raised by elements such as motivation, self-confidence, self-image, and anxiety (Bahrani, 2011). Because of the "mental block" that has been erected in one's mind when the affective filter is raised, the input (even if understandable) will not be assimilated (Bahrani, 2011).

6. Language interference

6.1. Language interference definitions

Language transfer (also known as L1 interference, linguistic interference, and cross meaning) is the process through which speakers or writers transfer knowledge from one language to another. Interference is defined by Dulay et al (1982) as the automatic transfer of the surface structure of the first language onto the surface of the target language owing to habit. Interference is defined by Lott (1983: 256) as "errors in the learner's usage of the foreign language that may be traced back to the learner's mother tongue.". Interference is referred to as 'transfer' by Ellis (2014:952), who defines it as 'the effect that the learner's L1 exerts over the acquisition of an L2'. He claims that learners' judgments of what is transferable, as well as their level of development in L2 learning, influence transfer. Learners use their L1 knowledge to construct their own interim rules when learning a target language (Selinker,1971, Seligar,1988, and Ellis, 1997), but only when they believe it will help them in the learning task or when they have become sufficiently proficient in the L2 for transfer to be possible.

6.2 Types of language transfer (interlanguage)

6.2.1 Positive transfer

Positive transfer, according to Richards and Schmidt (2002), occurs when both the native and target languages have the same form and makes learning easier. It demonstrates how a similarity between the mother tongue and the target language can facilitate learning. Positive transfer is evident in many circumstances, but this does not guarantee that negative transfer in the second language learning process will be fully eliminated. It simply causes language learners to make fewer mistakes during their learning process. As a result, Odlin (2001) stated that comparing students might effectively observe the effect of promotion while studying different native language learners. Many studies have also shown that similarities in two languages can aid in the learning of the target language, reducing study time.

6.2.2 Negative transfer

Negative transfer refers to instances of transfer that result in inaccuracy due to the difference between old, habitual behavior and the new behavior being learnt. For example, when attempting to drive a new car with a gear shift on the steering column, if one has routinely driven a car with a gear shift on the floor, one will inevitably reach for the floor. (Janusz Arabski,2006). Although negative transfer is less common than positive transfer, teachers must take steps to recognize and clarify areas where it may occur. The way a pupil learns to play an instrument is an example of negative transfer. Let's imagine a young student is a member of her school's band and plays the snare drum. The music requires that you tap a consistent rhythm on the drum. The pupil focuses solely on her right hand to tap out the rhythm, rather than switching stick hands. Later on, she had trouble playing a tune that necessitates the use of both hands on the instrument. (Joeperez,2014)

7. Factors affecting English pronunciation

7.1. Sound system differences between L1 and L2

The sound system of a language is referred to as phonology. The phoneme, which is an unique speech sound (such as /p/) that can typically be represented by a single grapheme,

or letter, is the basic unit of phonology (such as the letter p). Exceptions exist, such as the sound /sh/, which is represented by two graphemes (sh). Each natural language has a unique set of sound combinations that can be used to form words. (M.L. Henry, 2014).

Learners of a second language (L2) have difficulties identifying and discriminating segments of an L2, according to studies on second language (L2) speech perception. This is especially true when the segments being recognized and differentiated are perceptually similar to segments in the L1. (Flege, 1995; Best and Tyler, 2007; Best, 1995). The Speech Learning Model (SLM) predicts the perceptual performance of relatively experienced L2 learners (Flege, 1987, 1995). According to the SLM, a speech learning mechanism for establishing phonetic representations/categories for speech sounds remains intact throughout a person's lifetime. The perceived phonetic distance between the phonetic segments in the L1 and those in the L2 influences the formation of new L2 phonetic categories. Specifically, the model predicts that the greater the perceived phonetic distance between L1 and L2 phonetic segments, the higher the perceived phonetic distance, the more probable it is that the L2 learner will create a new category for the L2 segment rather than using the existing L1 category. As a result, L2 identifications are more precise. L2 learners can perceive L2 phonetic segments based on categories built around L2 phonetic input, hence the establishment of L2 phonetic categories is critical for L2 speech perception.

7.2. Inconsistency of English letters' pronunciation and spelling

Each sound in the English language is represented by multiple written letters or letter sequences, and each letter in the English language might represent multiple sounds or none at all. There is an absence of consistency. According to Yule, Finegan, and Kelly's theories as cited in (A Phonology-based Study: English Pronunciation Inconsistency by.A, Arianto T,2019), the link between letters and pronunciation in English is not one-to-one. Between

written and spoken words, there is almost no relationship. The variance in English pronunciation caused EFL learners to pronounce words incorrectly.

7.2.1 Areas of Sound and Spelling Inconsistencies

The following headings can be used to categorize English sound and spelling issues:

- The same letter does not always represent the same sound.
- The same sound is not always represented by the same letter.
- Some letters are not pronounced at all
- We pronounce sounds in some places where there is no letter
- There are variants of the plural and past tense morpheme:(ed) /d, Id, t/; (s/es) /s, z, Iz /

The use of samples from both the consonant and vowel sounds of English should be used to x-ray these issues.

7.2.1.1. Same Letter Different Sounds

In English, the same letter may not always indicate the same sound. Some letters can represent up to four distinct sounds. As an example,

(A) The letter c has no sound equivalent as c. It is realized as:

- /k/ as in cup, cat, cotton, bacon, etc.
- /s/ as in cellar, receive, accent, access.

(B) The letter g is pronounced:

- /g/ as in guess, guy, got, guide, gross, etc.
- /dʒ/ as in age, agenda, large, huge, etc.

(C) The letter s is realized as:

i. /s/ as in sat, sing, socks, etc.

ii. /z/ as in bosom, busy, cousin, easy, feasible,

hesitate etc.

iii. /ʃ/ as in mission, sure, sugar

iv / ʒ /as in vision, measure, leisure, usual

(D) The letter u is realized as:

i. /u/ as in put, bull, sugar

ii. /aɪ/ as in buy, guy

iii. /ə/ as in succeed, succumb, suspect

iv. /ʌ/ as in bud, gull, luck, such, study, etc

v. /ʊə/ as in jury, rural, etc.

(E) The letter A is pronounced:

i. /æ/ as in sat hand, match

ii. /ɑ: / as in ask, balm, part, laugh, clerk

iii /ɒ/ as in was, want, wash, because

iv /ɔ:/ as in tall, all, walk

v /e/ as in any, many

vi /ɪ/ as in village, private, baggage

7.2.1.2. Same Sound Different Letters

Another instance of spelling and sound misalignment in English is when the same sound is not always represented by the same letter. Here are several examples:

(A) The velar plosive /k/ has different spelling forms as:

K keen, speaker, peak, keg

c cut, cap, act, cattle

cc occasion, according, occur, occupy

ch chemist, stomach

ck pack, back, black

(B) The velar Plosive /g/ is spelt:

g gate, give, bag, go, etc

gg juggle, begged

gh ghost, aghast

(C) The Palato-Alveolar Affricate /ʒ/ is represented by the following letters:

j jump, ajar, injury, rejoice

g germ, engine, village

dg budget, bridge, porridge

de grandeur

di soldier

dj adjoin, adjacent

(D) The alveolar nasal /n/ has the following spelling realizations:

n not, ant, run

nn funny, running

gn gnat, sign

kn know, knowledge, knife

pn pneumonia

(E) The Labio- dental fricative /f/ is also spelt:

f fit, leaf, soft, after

ff offer, affair, stiff

gh laughter

ough cough, rough

ph Photo, trophy, graph

Consonant sounds aren't the only ones who do this. Variable sounds can be used to indicate a vowel sound, as in:

(F) The sound /e/ is realized in the following spellings:

a many, any

ai said, again

e end send, let, get

ea dead, spread, health

eo leopard, Leonard, Geoffrey

ie friend

ue guess, guest

(G) The sound /u:/ occurs in these spellings:

ew	crew, blew, chew
o	do, who, womb, prove
oe	shoe, canoe
oo	moon, room, food
ou	group, route, you
u	blue, rude, June
ui	juice, fruit
wo	two

The diphthongs have a similar haphazard spelling realization. For example, /a/ is spelled:

ai	aisle
ei	height, neither
eye	eye
i	lime, site, silence, tidy, ice
ie	die, cried, lie
uy	buy, guy
y	try, my, shy
ye	bye, dye
ry	rhyme

These are just a few examples of many.

7.2.1.3. Silent Letters

Many English words contain silent letters, which are not supposed to be pronounced even though they are printed. It's possible that writing words as one hears them spoken will result in incorrect spellings. They are as follows:

Silent B as in: limb, thumb, comb, numb, womb, debt, subtle, doubt Plumb, dumb, crumb

Silent C as in: muscle, scene, science, abscess

Silent D as in: width, handsome, handkerchief, wednesday, sandpaper

Silent G as in: gnash, gnaw, gnat, gnome, sign, hang, tongue, reign, thing, feign, diaphragm

Silent H as in: hour, honest, honour, heir, exhaust, exhibit, vehicle, shepherd ghost,

rheumatism

Silent K as in: know, knit, knock, knight, knee, knife, kneel, knowledge knew, knapsack.

knob

Silent L as in: could, would, should, calf, chalk. Palm, walk, yolk, half, behalf, psalm, talk

Silent M as in: mnemonics

Silent N as in: Hymn, solemn, condemn, column, autumn, Wednesday /wenzdI/

Silent P as in: psalm, psychology, pneumonia, psychic,

pseudo, corps, cupboard, Sampson, empty, receipt, coup, pseudonym

Silent T as in: listen, often, castle, butcher, wrestle,

deport, rapport, Wretch, ballet, Christmas

Silent U as in: guess, quest, guard, guide, rouge, colleague, guitar, guinea, vague, guild

Silent W as in: wretched, wrestling, wrinkle, wrong, who, whore, wrath, wrist, wrap,

sword, wrapper, whom

7.2.1.4. Inserting Sound where there is no Sound

The incursion of sound where there is no spelling to convey that sound is another sound/spelling issue in English. The words may be spelled correctly, but pronunciation is a challenge for English learners. For instance, in the following sentences, /j/ is pronounced before u:

Use /ju:z/

Cute /kju:t/

Beauty /bju:ti/

Eulogy /ju:ləl/

Cube /kju:b/

Europe /juərəp/

/w/ is inserted before the letter o in one, once.

/k/ is an extra sound inserted before s in:

Accept /əksept/

Access /ækses/

Accident /æksident/

Axle /æksl/

Axis /æksis/

Axe /æks/

7.2.1.5. Variants of the Plural and Past Tense Morpheme

The pronunciation of the plural and past tense morphemes is the next area of diversity that causes problems for nonnative English speakers. Everyone knows that adding –s/es to the underlying word is the standard technique to make plurals. We also add –ed to the base to form the normal past. When these are added to words, there are still differences in how the words are pronounced. As a result, we have terms like /s/, /z/, and /Iz/.

Cats /kæts/ dogs /dɒgz/ houses /haʊzɪz/

Books /bʊks/ cows /kaʊz/ rushes /rʃIz/

laughs /la:fs/ girls /gɜ:lz/ Dishes /dɪʃIz/

maps /mæps/ leaves /li:vz/ Benches /benʃIz/

Their plural is /s/ in the first column, /z/ in the second, and /Iz/ in the third. The formation of the past has the same issue. Words with the following sounds are realized, despite the fact that they are constructed by combining the same letters–ed:

Stoned /stɒnd/ washed /wɒʃt/ started /sta:tɪd/

Played /pleɪd/ faced /feɪst/ handed /hændɪd/

Begged /begd/ looked /lʊkt/ painted /peɪntɪd/

Bribed /braɪbd/ laughed /la:ft/ divided /dɪvaɪdɪd/

Dared /deəd/ rushed /rʃt/ bolted /bɒltɪd/

While the first column is realized as /d/, the second and third are realized as /t/ and /ɪd/ respectively. These variations in sounds can bring about erroneous spellings.

Source, (Nneka Umera-Okeke,2008)

8. The mother tongue (Arabic) interference in EFL learning

In the subject of mother tongue interference, numerous investigations have been conducted. Some studies have discovered that interference from one's mother tongue can help with English learning (Davud, K., and Molood,2014. Kafes ,2011). Other research, on the other hand, found that mother tongue has a negative impact on learning English (Larsen – Freeman, 2000. C. Chaudron,1988. G. Mamo,2016).

Weinreich (1953) proposed a well-known classification of interference : phonological, lexical and grammatical interference.

8.1 Phonological interference

Phonological interference is one of the most visible forms because it is productive by nature. Perception-production link is a well-known theory on this subject. Speech Learning Model (SLM) was developed by Flege (1995). In his conclusion, only the language's unique features will be perceived as a new L2 category by learners. When the L2 category is different and the production is correct, the learner has correctly detected a new phonetic category. As a result, it's critical to foresee if the learners' L1 will interfere with their L2 acquisition in order to allow for improved target language acquisition.

According to Crystal (2003), phonological interference might fall into three categories (2003). Sound addition, sound omission, and sound substitution are the three categories. When an L2 learner adds another sound or phoneme to the presumed phonetic, they fall into the first group. When pronouncing the word « know », it is typical for Arabic students to include the phoneme /k/. As a result, learners pronounce /knəʊ/ instead of /nəʊ/. This issue could be caused by a lack of exposure to the target language as well as a lack of comprehension of the phonological rules of the target language (Wardani & Suwartono,2019). Furthermore, because Arabic words are typically pronounced as they are written, it is difficult to adapt to the new phonological element in the target language. Sound omission is the second category. L2 learners likely to fall into this category. Omitting phonemes in places where they

should be pronounced It's most common in the pronunciation of diphthongs that have been simplified to short vowels, as out /aʊt/ sounded as/ɒt/ or home /həʊm/ pronounced as /hɒm/. Finally, sound replacement is a type of phonological interference. This category is distinguished by the substitution of a different phoneme for the normal phoneme. The replacement is similar to how the phoneme /æ/ in the word dad /dæd/ is replaced by /e/, resulting in /ded/ or dead.

8.1.1 Arabic consonants

Letter Name	Letter Sound	Isolated	Initial	Medial	Final
alif	various, including /a:/	ا	ا	ا	ا
bā'	/b/	ب	ب	ب	ب
tā'	/t/	ت	ت	ت	ت
thā'	/θ/	ث	ث	ث	ث
jīm	[dʒ] ~ [ʒ] ~ [g]	ج	ج	ج	ج
hā'	/h/	ح	ح	ح	ح
khā'	/x/	خ	خ	خ	خ
dāl	/d/	د	د	د	د
dhal	/ð/	ذ	ذ	ذ	ذ
rā'	/r/	ر	ر	ر	ر
zayn / zāy	/z/	ز	ز	ز	ز
sīn	/s/	س	س	س	س
shin	/ʃ/	ش	ش	ش	ش
ṣād	/sˤ/	ص	ص	ص	ص
dād	/dˤ/	ض	ض	ض	ض
ṭā'	/tˤ/	ط	ط	ط	ط
zā'	[ðˤ] ~ [zˤ]	ظ	ظ	ظ	ظ
'ayn	/ʕ/	ع	ع	ع	ع
ghayn	/ɣ/	غ	غ	غ	غ
fā'	/f/	ف	ف	ف	ف
qāf	/q/	ق	ق	ق	ق
kāf	/k/	ك	ك	ك	ك
lām	/l/	ل	ل	ل	ل
mīm	/m/	م	م	م	م
nūn	/n/	ن	ن	ن	ن
hā'	/h/	ه	ه	ه	ه
wāw	/w/, /u:/, /aw/	و	و	و	و
yā'	/j/, /i:/, /aj/	ي	ي	ي	ي

8.1.2 Arabic vowels

There are just six vowels in Arabic. Three short vowels: a, i and u. And three long vowels: aa, ii and uu.

8.1.2.1 Short vowels

The short vowels in Arabic are: a, i and u. They are normally not written.

Short a

The Arabic word "heart" which is pronounced "qalb". We learned how to write it without the vowel a, which is most common:

قلب

And with the vowel a, which is used in educational contexts.

قَاب

As we can see, the short vowel a is just written as a line above the consonant.

اَ

Short i

For example the Arabic word "girl", which is pronounced "bint". This is how the word is written without vowels:

بنت

And here it is with the vowel i:

بِنْت

So, the short vowel i is just written as a line below the consonant:

بِ

Short u

We can use the Arabic word "dream" as an example. It is pronounced "Hulm". This is how to write the word for dream without the vowel u:

حلم

And this is how to write it with the vowel u:

حُلْم

The short vowel u is just written as a loop above the consonant:

حُ

The shape of the vowel u looks like this because it was originally written as a small version of the Arabic letter waw.

8.1.2.2 Long vowels

The long vowels in Arabic are aa, ii and uu. They are written by using three of the letters in the Arabic alphabet.

The letter alef is used in the long vowel aa

The letter ya is used in the long vowel ii

The letter waw is used in the long vowel uu

aa ii uu

alef ya waw

ا ي و

Long aa

The Arabic word for day which is pronounced "nahaar":

This is how the word is normally written:

نهار

And this is how to write it with the short vowels:

نَهَار

Between the letters "n" and "h" is the short vowel a, and between "h" and "r" is the long vowel aa.

The long vowel aa is a combination of the short vowel a and the letter alef. Normally the short vowel a is not written.

Long ii :

The Arabic word for beautiful which is pronounced "jamiil". This is how the word is normally written:

جميل

And this is how to write it with the short vowels:

جَمِيل

Between the letters "j" and "m" is the short vowel a and between "m" and "l" is the long vowel ii.

The long vowel ii is a combination of the short vowel i and the letter ya. Normally the short vowel i is not written.

Long uu

The Arabic word "sitting" which is pronounced "juluus".

This is how the word is normally written:

جلوس

And this is how to write it with the short vowels:

جُلُوس

Between the letters "j" and "l" is the short vowel u and between "l" and "s" is the long vowel uu.

The long vowel uu is a combination of the short vowel u and the letter waw. Normally the short vowel u is not written.

8.2.1 English consonants

	Bilabial	Labio-dental	Dental	Alveolar	Palato-alveolar	Palatal	Velar	Glottal
Plosive/Stop	p b			t d			k g	ʔ
Nasal	m			n			ŋ	
Fricative		f v		s z	ʃ ʒ			
Affricate					tʃ dʒ			
Approximant	(w)			r		j	(w)	h
Lateral approximant				l				

8.2.2 English vowels

short		long					
		j-diphthongs		w-diphthongs		r-liaison vowels	
KIT	ɪ	FLEECE	ɪj /i:/			NEAR	ɪː /iə/
DRESS	e /e/	FACE	eɪ /eɪ/			SQUARE	ɛː /eə/
TRAP	ʌ /æ/	PRICE	aɪ /aɪ/	MOUTH	aʊ /aʊ/	START	ɑː
LOT	ɒ /ɒ/	CHOICE	ɔɪ /ɔɪ/	GOAT	əʊ /əʊ/	NORTH	ɔː /ɑː/
FOOT	ʊ /ʊ/			GOOSE	hʊ /u:/	(PURE	ʊː /uə/)
commA	ə					NURSE	ɜː /ɜː/
STRUT	ʌ						

8.3 Arabic stress and English stress

8.3.1 Arabic stress

Light, heavy, and superheavy syllable weights are recognized in Arabic. Light syllables are always open, heavy syllables can be open or closed, and superheavy syllables can be closed or doubly closed. The following are some Classical Arabic examples of these syllable types :

	<i>open</i>		<i>closed</i>		<i>doubly closed</i>
light	CV	wa 'and'			
heavy	CVV	sā.fara 'he traveled'	CVC	min 'from' ka.tab.tu 'I wrote'	
super- heavy			CVVC	bāb# 'door'	CVCC CVVGG ¹
			CVVG	mād.dun 'stretching (NOM)'	bint# 'girl' mādd# 'stretching'

CV and CVC are unconstrained, albeit in recent dialects, unstressed short vowels in open syllables are frequently eliminated. CVCC and CVVGG are limited to the final position of a word or utterance. (Watson, J. C. (2011), P 2).

8.3.2 English stress

8.3.2.1 Definition of stress

One of the most significant aspects of English pronunciation is stress. Pronouncing words with the correct stress may make a huge difference in your English; it will sound much clearer and more natural right away. (Mikey and Stephanie, 2019).

8.3.2.2 How to count syllables

Only one vowel sound and one or more consonant sounds make up a syllable. One syllable is stronger, this is stress. For example, fast (one syllable), per/son (two syllables), beau/ti/ful (three syllables), in/for/ma/tion (four syllables). If a word has only one syllable, there is no need to discuss stress; nevertheless, if a word has two or more syllables, it is always stressed and has a strong and distinct pronunciation. For example, fast , 'per/son, 'beau/ti/ful, in/for/'ma/tion. (Mikey and Stephanie, 2019).

8.3.2.3 How to pronounce stress

There are three things you must do to pronounce the stress correctly.

- a- The stressed syllable should be louder.
- b- The stressed syllable should be a little higher.
- c- The stressed syllable should be a little longer in time.

For example, 'breakfast, ba'nana, to'morrow, uni'versity. (Mikey and Stephanie, 2019)

8.3.2.4 Stress in two-syllable words

There are some rules about stress in English but they do not cover everything, and even the rules we have do not work all the time. Nouns with two syllables usually have stress on the first syllable. For example, 'picture, 'minute, 'money, 'doctor, 'water. This also true for adjectives as, 'happy, 'yellow, 'useful, 'formal, 'tiring. Most nouns and adjectives of two syllables have the stress on the first syllable and most verbs of two syllables have the stress on the second syllable. For example, dec'ide, for'get, ex'plain, ar'rive, re'peat. Exeption : ho'tel, 'happen, ex'am, 'finish. (Mikey and Stephanie, 2019).

8.3.2.5 Stress in longer words

The stress in three-syllable words can be anywhere. It can be at the beggining such as: 'anyone, 'beautiful, 'possible. It can be in the middle such as: com'puter, to'morrow, ex'pensive. As it can be in the end, although this is less common, like: after'noon, emplo'yee, Japa'nese. (Mikey and Stephanie, 2019).

The stress in four-syllable words or more is almost in the middle of the word like in : infor'mation, com'munication, pho'tographer . There are some other rules that help to find the stress in longer words. If the words end in tion, sion, cian then the stress is always on the second to last syllable. For example, sit'uation, re'vision, elect'ritian. The same rule is true for word-ending -ic- as in: eco'nomie, at'lantie, scien'tific, dra'matic . If a word ends with « y » and has three or more syllables, the stress will be on two syllables before the last one as in: bi'ology, 'luckily, ac'tivity, possi'bility. If a long word is made from a shorter root word

is generally in the same place as the root word like: ‘comfort, ‘comfortable, dis’comfort, un’comfortable, ‘comfortably, ‘comforty. When you build a longer word from a root word, the preceding rule takes precedence, which implies the stress might transfer like in: ‘photograph, pho’tography, photo’graphic. (Mikey and Stephanie, 2019).

8.3.2.6 Contrast and vowel reductions

The stressed syllable is not the only one that matters when pronouncing the word stress; the unstressed syllables are equally essential. It's all about contrast; unstressed syllables, on the other hand, should be quieter, lower, and shorter. (Mikey and Stephanie, 2019).

9. Lexical interference

Lexical interference is defined as the borrowing of foreign language lexemes in bilingualism, which manifests itself in the transfer of a phonemic sequence from one language to another, shifts in the structure of the meaning of the native language lexeme, or formations scalable according to the model of foreign words. "All changes generated by interlanguage connections in the construction of the lexical inventory, as well as in the functions and usage of lexical-semantic units, in their semantic structure" is how lexical interference is defined (Turayeva, M. 2019).

Lexical interference, according to Weinreich, does not cover a weakness in one of the contact languages (Turayeva, M. 2017). Both of these events are referred to as lexical interference and lexical borrowing, respectively. Interference should be viewed as the incorrect usage of the contact correlate, whereas borrowing is one of the ways to improve the language's lexical composition. Lexical interference occurs when a native speaker of language A notices that some words in language A regularly correspond to terms in language B, and he forms a mental image of some correspondences. However, when this correspondence is truly broken in language B, the speaker assumes it based on prior experience and mechanisms

inherent in his home language, and completes it using the established analogy to bridge the gap. When borrowing, the borrowed term undergoes a meaning adaptation to the receptor language's linguistic system. It is well known that as borrowed words cross linguistic boundaries, their Semitic substance (and, as a result, contextual compatibility) changes, as evidenced by the phenomena of "false friends of the translator." By analogy with his home language's lexical paradigm, a speaker can extend or narrow the meaning of the original word, resulting in a grammatical error.

Lexical interference occurs in three directions, according to S.V. Semchinsky (1973): 1) in the direct borrowing of lexical units; 2) in the structure of foreign language lexical units; and 3) in the borrowing of their-values of their linkages with plan of expression units. A.Yu.Zhluktenko , for his side , differentiates three types of lexical interference: Borrowing , Tracing , and semantic interference are all examples of borrowing . (Turayeva, M. 2019).

In practice, the mechanism of lexical interference, when considered in the context of lexical mixing, manifests itself as one of three phenomena:

- paronymy: incorrectly combining similar words in the same language;
- diaparonymy: incorrectly mixing similar words in two or more languages ("false translator friends");
- paronymic attraction: the deliberate substitution of similar terms for one another to generate a stylistic effect. (Belikov V.I., Krysin L.P,n.d)

10. Grammatical interference

Grammar interference is the influence of a native language's grammar structure on the second language in multilingual speech, which manifests itself in the mixing of case meanings, preposition functions, word sequence violations, and a lack of gender, number, and

case correlation (Красноярск, 2016). Grammar interference is a term that describes violations from a typological and functional standpoint.

Interference happens at the level of both languages' rules and structures. The structure of the pupils' mother tongue influences the majority of translations. They did not take into account the distinctions between the Arabic and English systems. Students broke sentences down into words and translated each one separately rather than as a whole. Furthermore, they translated the source language's structure into the target language. The copula, prepositions, passive voice, and subject-verb agreement were all problematic for the majority of students. Students injected the structure of Arabic into their translations of English texts, which was the main cause of these inaccuracies. (Dweik, B. S., & Othman, Z. A .2017).

11. Conclusion

Finally, language interference happens when a learner is exposed to a second language in addition to his native one (L1). It comes in two flavors: positive transfer, which occurs when something we have learned previously helps us learn at a later time, and negative transfer, which occurs when something we have learned previously hinders our learning at a later time. The learner's mother tongue has phonological, lexical, and grammatical effects on the target language they learn.

Chapter 2 : Field work

1. Introduction

This study intends to investigate language interference in articulation of /p/, /b/, /f/, and /v/ sounds among fourth year EFL students at Dahmani Madani Middle school in Maitar, Boussada, Algeria, as stated in the general introduction. This chapter discusses the current study's methodological approach and how the research is conducted. Its primary goal is to respond to the research questions and gain a better understanding of the study's problem. It provides an overview of basic concepts, such as research approach, design, research population, sample and sampling design. It also includes a detailed description of the data collection tools, a recording test, interview, and observation. In addition, each tool's definition, goal, and full explanation are followed by data collecting and data analysis protocols, as well as a discussion of the findings. In addition, this chapter provides pedagogical implications, limitations, and suggested recommendations.

Section one: Methodology

2.1 Research approach and method

Before carrying out any research, it is vital to choose a research approach, which will serve as the foundation for the study process. This study follows a qualitative approach, using the exploratory technique as a qualitative method. According to Creswell (2002): "... qualitative research aims to investigate, explain, and interpret social phenomena in their natural setting". The exploratory method is a type of research that is utilized to look into a topic that is not well defined. It is carried out in order to achieve a better understanding of the current problem, but not definite results (Adi Bhat,2019).

In this study, the qualitative approach allowed the researcher to use one of the most versatile data gathering instruments; the interview, an unstructured interview addressed every facet of what, how, and why Dahmani Middle School pupils mispronounce English sounds,

making analysis and visualize results. The exploratory method is a good place to start when looking at language interference in articulation. In this method, a researcher starts with a general idea and conducts research to find difficulties that could be the source of the problem, the subject, of the future study. A key consideration here that the researcher must be willing to shift course if new information or insight becomes available. It is used to respond to inquiries such as « what », « how » and « why ». (Ali Bhat).

2.2 Research design

A research design is a strategic framework for action that connects research questions to the research's execution or implementation (Hatch, Evelyn; Farhady, Hossein, 1982). Since the purpose of this study is to explore language interference in articulation of /p/, /b/, /f/, and /v/ sounds among EFL Dahmani Madani Middle school pupils, a specific design, methods, and compelling sample plan were chosen to aid in the achievement of the study's goals

2.3 Research setting and population

During the second semester of the academic year 2020 /2021, this study took place at Dahmani Madani Middle school in Maitar, Boussada, Algeria. It was carried in the two months March and May. The target population for this study is fourth-year middle school pupils, divided into five groups with a total of 109 pupils.

The fourth-year pupils were chosen because they completed a four-year English education and are on the verge of passing the BEM exam. As a result, fourth-year middle school pupils on the verge of passing the BEM exam must be proficient in accurately pronouncing all sounds in the English language. Fourth-year pupils must be prepared for secondary school English courses, which will focus on the other language's various stages. Furthermore, this level was chosen specifically to determine whether the teaching program for Dahmani Madani middle school's English course is developed and focused on increasing pupils' pronunciation

skills or is overlooked. Therefore, the fourth-year middle school pupils are thought to be the most suitable population for the current study.

2.4 Research sampling and sampling design

Sampling is the procedure by which a researcher selects participants for participation in a study; data will be collected from these participants using methods such as surveys and interviews. (Alicia Tuovila,2020).

A qualitative sampling method was used to choose the sample; Intensity Sampling was used in this study to select the good and poor classes from the fourth year classes at Dahmani Madani middle school. Class n° 1 is good class, with 21 pupils, and class n° 3 is the poor class, with 18 pupils. The total number of pupils in the sample is thirty-nine (39). Thirty-nine pupils would pass the test after being monitored.

2.5 Research tools

Research tools are vehicles that facilitate research and associated activities in general. Researchers can use research tools to collect, organize, analyze, visualize, and disseminate research findings (Prabhat and Meenu ; M.P, 2015). An observation, an interview, and a recorded test are the three main measurement instruments in this study. The use of observation combined with a recording test and interview helps to ensure that research is adequate, preventing any biased findings.

2.5.1 The observation

At Dahmani Madani middle school, a direct covert observation was conducted in fourth-year classes (class n° 1 and class n°3), in the pupils' field. Due to the confinement, the frequency and duration of sessions have been cut to one session per week, with each session lasting 45 minutes. The observer watched the students' pronunciation for five sessions in each class and immediately jotted down their observations. The lessons attended were, Imperative Tense,

Conditional Type 1, Likes and Dislikes, Silent Letters with The Final (s) rule, I Read The Text and I Complete (the text was about An Algerian Charity Group).

2.5.2 The Interview

A conversation, usually between two persons, is referred to as an interview. However, it is a conversation when one person, the interviewer, is seeking comments from the other person for a specific purpose: the person who was being interviewed (Bill Gilham, 2000).

According to Dornyei (2007), there are three types of interviews. The first is structured interview, in which the interviewer asks a preset list of questions. The second type of interview is an unstructured interview, which allows for the most flexibility and does not include any pre-determined questions. The third type is semi-structured interviews, which sits between structured and unstructured interviews. Semi-structured interviews have predefined questions but can be changed throughout the interview.

An unstructured interview with teachers of English from Dahmani Madani Middle School was conducted for this study. Four teachers work at the middle school and were all interviewed by the researcher in their spare time. The interview took place at the middle school, and the researcher spent about twenty minutes for each teacher interview.

2.5.3 The recording test

Test recording entails keeping records of the test activities you have completed. Versions of the software you have tested, as well as test parameters, are logged alongside actual results of each test (Dane, F. C. 1990).

As previously stated, this study sample consists of 39 pupils divided into two classes. The researcher summoned pupils and asked them to read a list of words and sentences (Appendix 2). The researcher spent 7 to 10 minutes with each pupil. The test was held in extra

sessions at the middle school, in the morning and evening periods. To test all the 39 pupils, it took two sessions for each class.

2.6 Procedures

2.6.1 Pilot study

A pilot study is the initial phase in a research process, and it is typically a smaller study that aids in the planning and adjustment of the major study. (Junyong, 2017).

Initially, the researcher begins testing the study's instruments, with the goal of conducting a brief exploratory study on the target population, mostly to explore the sounds that pupils have difficulty pronouncing or substituting them with others, as well as to investigate the causes of these errors.

The researcher participated in two sessions with fourth-year pupils (class n° 5) from Dahmani Madani Middle School, who are part of the target group. The researcher observed the pupils in the class; they were rarely engaged or spoke up; they were passive, and only the teacher was presenting the lessons swiftly. The lessons were Telling Time in English Vocabulary, and How Do I Spend My Day, in which the pupils and the teacher together wrote a paragraph explaining how the pupils spend their day using the time vocabulary they learned in the prior session.

First, the researcher found that all of the participants in the sessions pronounce the sounds in words the same way they do in French, particularly when it comes to vowels. They substitute the /p / sound for the /b/ sound, but they do not substitute the /v/ sound for the /f/ sound. Second, the teacher made numerous errors while delivering the lessons to her pupils, such as saying /pit/ instead of /pet/ and /bɑ:rd/ instead of /bɔ:rd/. The teacher made errors when pupils are unable to read words, they must rely on words pronunciation as they hear them.

After observing class n°5, the researcher selected a sample for the recording test, choosing three good pupils and three poor pupils, using intensity sampling, and asking them to read a list of words that are intended to be used in the recording test for the major research.

2.6.2 Main study

The researcher spent five sessions with each class (class n°1 and class n°3) of the fourth year for the main study. The researcher spent five weeks observing pupils with their teachers in their regular classes, which lasted 45 minutes. Due to the outbreak of Corona virus, the class duration was shorten from one to 45 minutes.

Following the researcher's observation of pupils' pronunciation of English sounds, particularly /p/, /b/, /v/, and /f/ sounds and how the pupils substitute some of them, the researcher used a test that was recorded by a mobile phone. The researcher assessed all of the pupils excluding two who were missing from class n°1 ($39 - 2 = 37$ pupils), the researcher tested 37 pupils, the recorded test took two full sessions for each class and was completed after their real sessions. The researcher summoned each pupil and requested them to read aloud the list of words (12 words) and sentences (4 sentences). Three pupils requested to read the given words as separate letters and pronounce each sound separately, while six pupils stood silently staring at the words and sentences. The readers were given 7 to 12 minutes to complete the recording test; however, those who did not know how to read the words were given 2 minutes by the researcher. The test was recorded and listened to by the examiner numerous times to check that the pupils' pronunciation is correct or not.

For the interview the researcher met with the four teachers of English at Dahmani Madani Middle School. The first teacher's interview took place in the professor's hall, where the interviewer asked the interviewee questions without prompting and gave the interviewee time to respond. The meeting took half an hour to complete. The interviews with the second and third teachers took place in their classes. The interview with the second teacher took 25

minutes, and the third interview took 35 minutes. The fourth interview took place later because the teacher was on sick leave; the interview spanned 20 minutes and took place throughout the exam time. All of the teachers had complete autonomy over how they wanted to answer to the questions. They took their time and answered the interviewer's questions.

2.7 Data analysis methods and statistical tools

The data method used for this study is mixed methods. The researcher used the qualitative method (observation and interview) to observe Dahmani Madani Middle School Pupils and collect data on how they pronounce the target sounds, as well as meet teachers of English and write down their responses, quantitative method (recording test) in which data was acquired by measuring the percentage of learners who correctly pronounce the assigned words and those who incorrectly pronounce them. The researcher used the three mentioned data collection tools to gain information to analyze, discuss, and extract results.

The percentage

$\frac{N1}{n} \cdot 100 =$	·	n : number of the sample
$\frac{N2}{n} \cdot 100 =$	·	N1 : (number of pupils with the right pronunciation)
	·	N2 : (number of pupils with the wrong pronunciation)
	·	N° : number of pupils
	·	% (1) : the percentage of the pupils with right pronunciation
	·	% (2) : the percentage of the pupils with wrong pronunciation

Section two: Data Analysis and Discussion

The goal of this study is to explore the language interference in the articulation of /p/, /b/, /f/, and /v/ sounds among EFL of Dahmani Madani middle school pupils. That is, it primarily seeks to explore how the pupils substitute sounds in the English language, what causes mispronunciation, and what treatments are available to help them to enhance their English pronunciation.

This section displays the outcomes of the participants' (pupils and teachers) performance in the used tools to answer the previous questions.

3.1.1 The recording test

N°: 37- (8+3) =26 pupils

- (Eight pupils who did not read any word)
- (Three pupils who asked to read the words as individual letters)

The list of the twelve words and the four sentences were read by twenty-six pupils as below:

Exercise 1 :

Table 1 : The pupils' pronunciation of the first exercise's words

N°	Play	Stop	lamp	bell	brown	Big	verb	Vowel	very	Far	flower
1	/pleɪ/	/stɒp/	/lʌmb/	/bel/	/braʊn/	/brɪ:g/	/vɜ:rb/	/vʊʊʌjəl/	/vɛrɪ/	/fɑ :r/	/flaʊə/
2	/pleɪ/	/stɒp/	/læmp/	/pel/	/praʊn/	/pɪ:ʒ/	/vɜ:rb/	/vʌwəl/	/vrɪ/	/fɑ :r/	/flaʊə/

The analysis and interpretation of exercise one's results

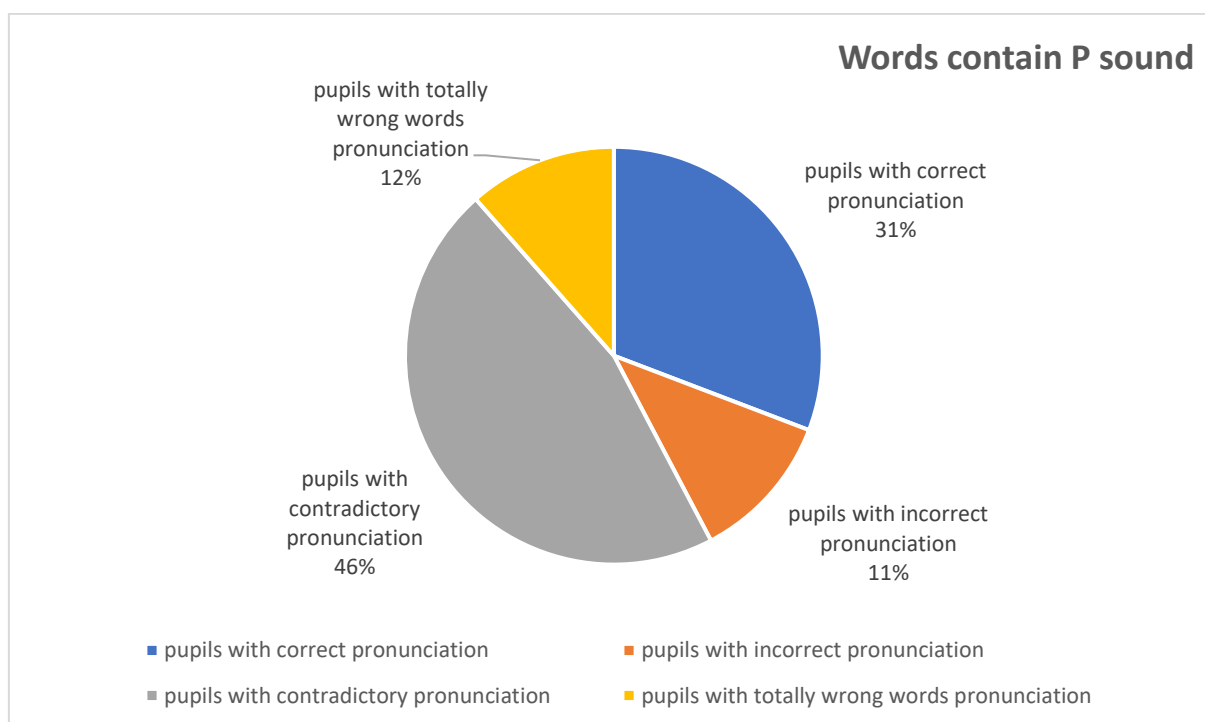
According to the first exercise's pronunciation results, the following table shows the percentage of each case of pupils for each targeted sounds' words:

Table 2: Results of pupils' pronunciation in the first exercise

	% of pupils with correct pronunciation	% of pupils with incorrect pronunciation	% of pupils with contradictory pronunciation	% of pupils with totally wrong words pronunciation
Words contain P sound	30.8%	11.5%	46.2%	11.5%
Words contain B sound	50%	11.5%	30.8%	7.7%
Words contain V sound	77%	11.5%	7.7%	3.8%
Words contain F sound	84.62%	0%	3.84%	11.54%

Item 1 :

Figure 5 : Results of pupils' pronunciation of words contain P sound



Because they were unable to distinguish between the two preceding sounds when they were published in the book's transcript, 46.2 percent of pupils pronounced the /p/ sound in the words include only the /p/ sound in two separate productions, /p/ and /b/ sounds.

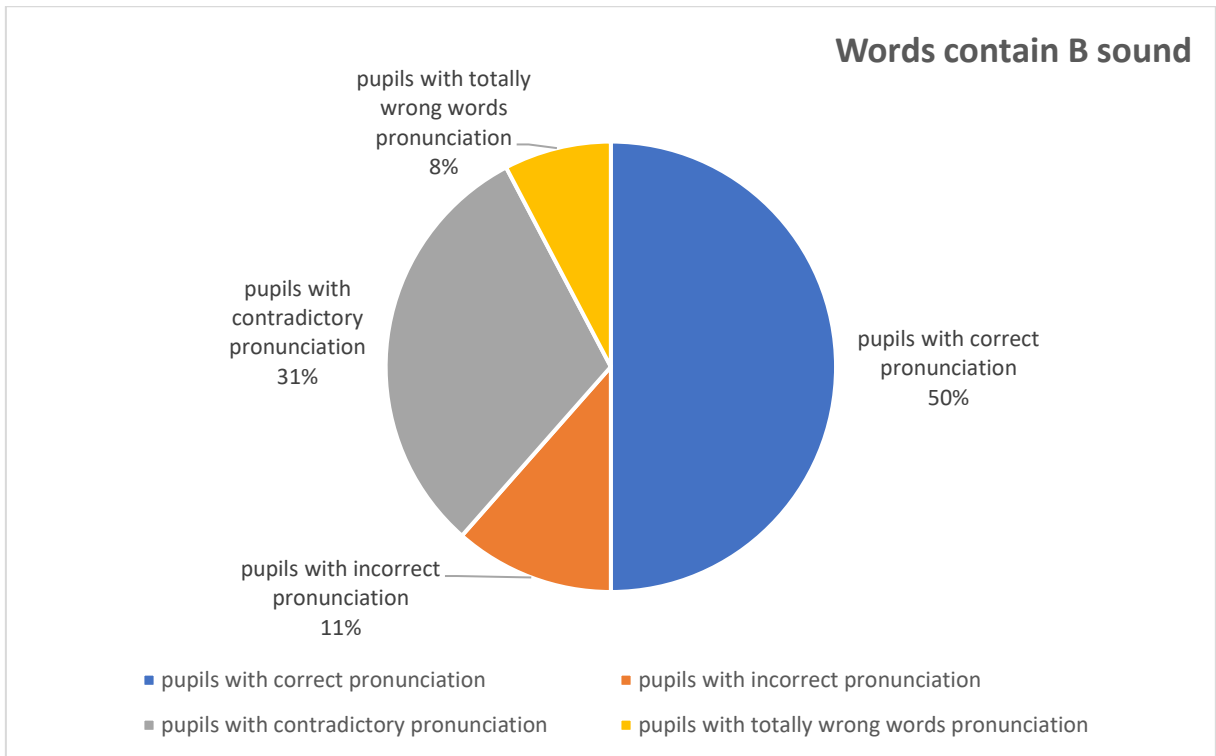
Because the words were clearly written, simple, and easy for them, 30.8 percent of pupils were able to correctly pronounce the /p/sound in the targeted items.

The sound /p/in the words play, stop, and lamp was mispronounced by 11.5 percent of pupils as a /b/sound. Those pupils are unable to pronounce the /p/sound because they do not know how to pronounce it; as a result, they pronounce it as /b/ rather than /p/.

11.5 percent of pupils could not read the words at all. Because they do not know how to read, they pronounced all the sounds incorrectly, substituted sounds, added sounds, and omitted others.

Item 2 :

Figure 6 : Results of pupils' pronunciation of words contain B sound



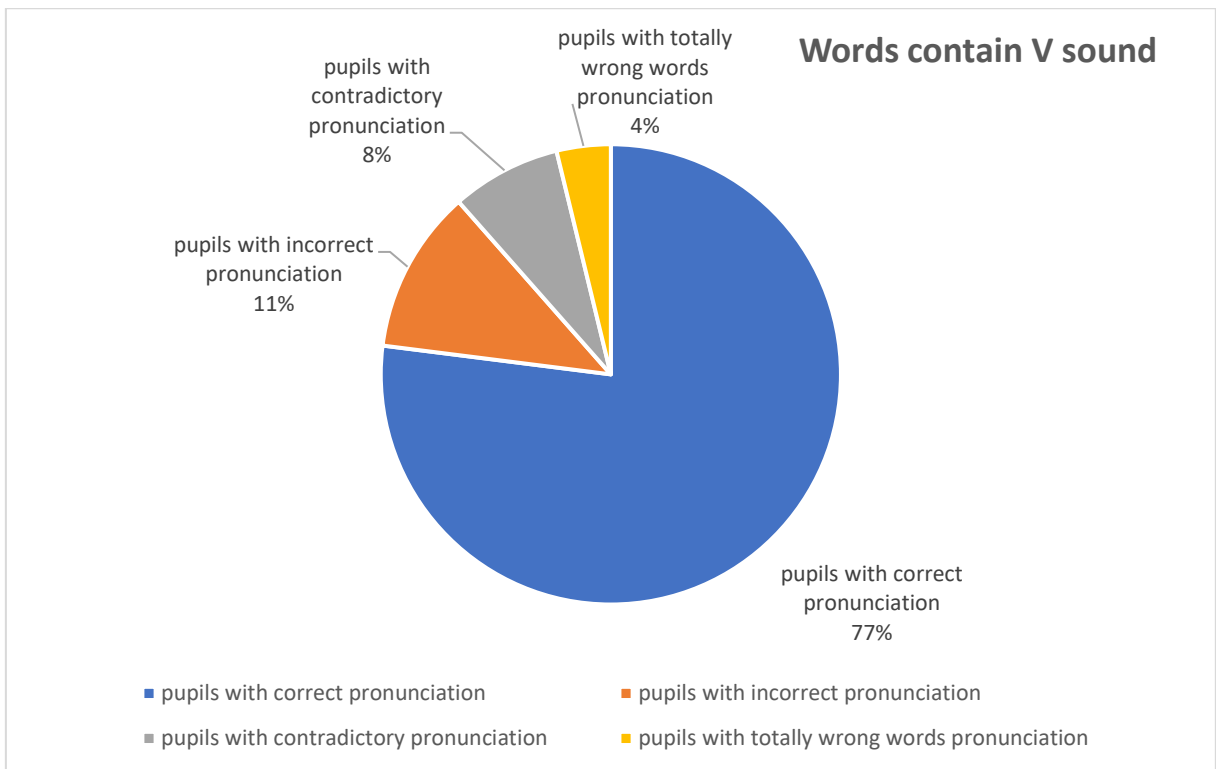
Because the words were clear, short, and easy, 50 % of pupils were able to pronounce the /b/ sound correctly in all the terms that had the /b/ sound. While reading words containing only the /b/sound, 30.8 percent of pupils were confused between the /b/ and /b/ sounds, indicating that some pupils do not differentiate between the /b/ and /p/sounds. This confirms the interpretation made in the first item.

11.5 percent of pupils mispronounced the sound /b/, instead pronouncing it as /p/. Because of the same reason that pupils mix up the sounds /b/ and /p/.

7.7 percent of pupils mispronounced all of the sounds of the given words that contain the /b/sound because they do not know how to read words; they pronounce words that do not exist in the English language.

Item 3 :

Figure 7 : Results of pupils' pronunciation of words contain V sound



77 percent of pupils were able to pronounce the /v/ sound in the offered words because they are familiar with the /v/ sound and how to pronounce it; thus, they found the pronunciation of the offered words to be simple.

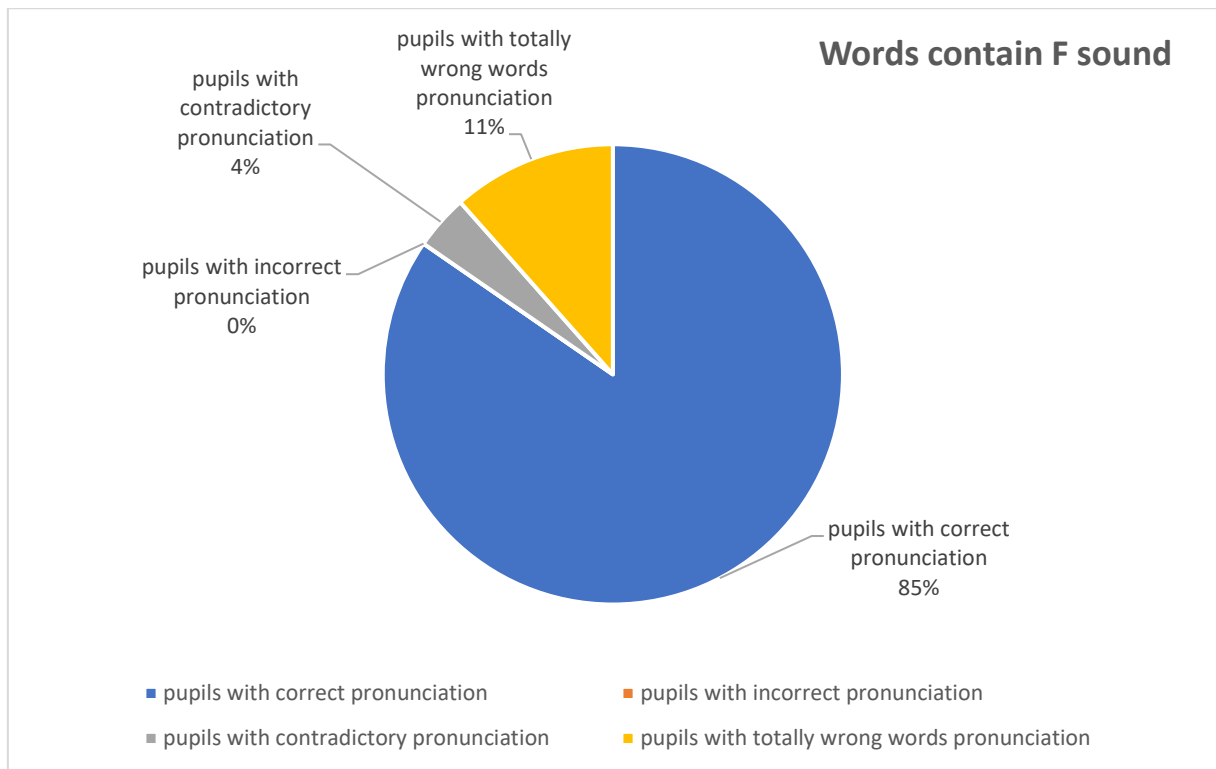
11.5 percent of pupils substituted the /f/ sound for the /v/ sound because they do not know how to pronounce the /v/ sound and the latter does not exist in their mother tongue.

7.7 percent of pupils displayed inconsistency while reading the targeted words that contain the /v/ sound; they pronounce it as /v/ sound sometimes and as /f/ sound other times because they found it difficult to pronounce the /v/ sound, due to the latter does not exist in their native tongue.

3.8 percent of pupils were unable to pronounce all the sounds in the words. They even said words do not exist in English language because they do not know how to read English words.

Item 4:

Figure 8: Results of pupils' pronunciation of words contain F sound



84.62 percent of pupils were able to pronounce the /f/ sound correctly because they were familiar with the /f/ sound and have it in their first language.

11.54 percent of pupils were unable to pronounce the various sounds of the given words including the /f/ sound, read the word correctly, or even spell the words sound by sound.

In the group of 3.84 percent of pupils, their pronunciation of the /f/ sound was inconsistent. They sometimes accurately enunciate the /f/ sound and sometimes incorrectly, because they were aware that English language had both sounds, the /f/ and /v/ are used, when Arabic language only contains the /f/ sound.

In all the offered words that contain the /f/ sound, none of the pupils (0 %) swapped the /v/ sound for the /f/ sound. They were cautious in pronouncing the /f/ sound because it was a sound they were familiar with from their mother tongue.

Exercise 2:

The following sentences are the ones given to pupils to read them loudly, in which there are words contain the targeted sounds:

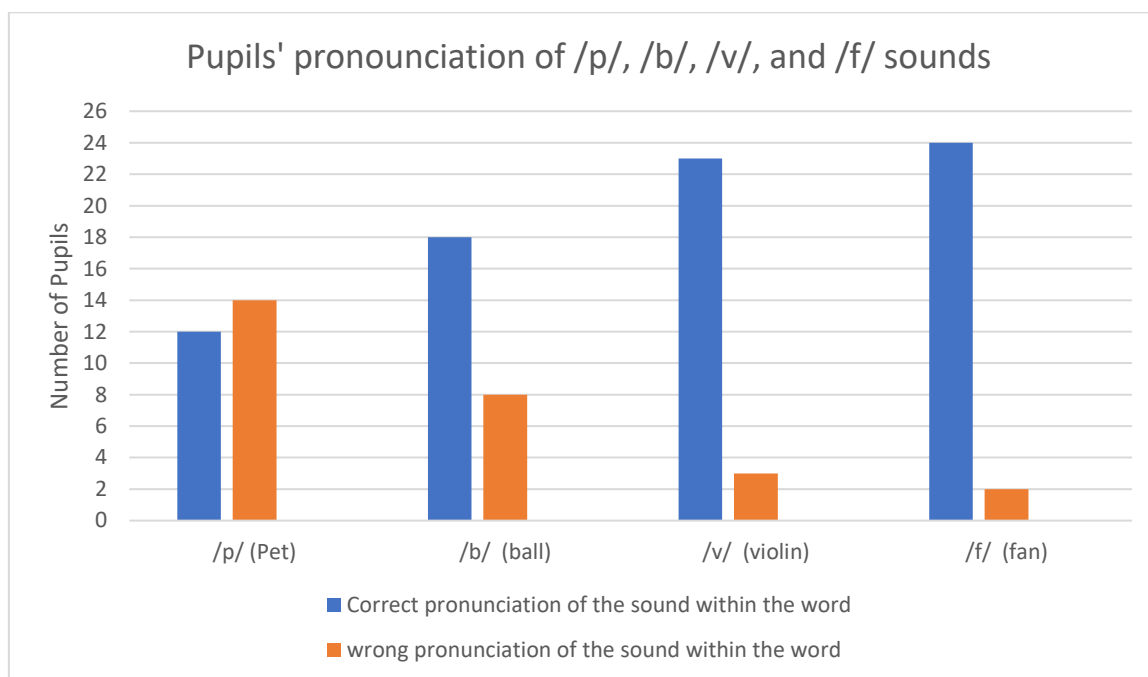
- My **pet** is a white cat.
- Let us play with this **ball**.
- My sister is learning to play the **violin**.
- It is cool under the **fan**.

Table 3: Pupils' pronunciation of the target words in the second exercise

Words	Pet	Ball	Violin	Fan
1	/pIt/	/bAl/	/vjɔIn/	/fAn/
2	/pet/	/pAl/	/vjɔIn/	/fAn/
3	/pIt/	/bel/	/vjɔIn/	/fAn/
4	/bIt/	/bAl/	/vjɔlɒn/	/væɛn/
5	/pIt/	/pjupeɪ/	/vjɔrIt/	/fæɛn/
6	/bet/	/bAl/	/vjɔlən/	/fAn/
7	/bet/	/bAl/	/vjɔlɒn/	/fAn/
8	/bet/	/bɔl/	/fjɔlən/	/fæɛn/
9	/pIt/	/bel/	/vjɔIn/	/fan/
10	/pIt/	/bɔl/	/vɔIn/	/fan/
11	/dIt/	/dAl/	/vɒm/	/fAm/
12	/pet/	/pAl/	/vɪIn/	/fan/
13	/pAt/	/beɪ/	/vjɔIn/	/faɪn/
14	/pet/	/bal/	/vjɔIn/	/fan/
15	/bet/	/pleɪ/	/vlɒn/	/van/
16	/pet/	/bel/	/veɪ/	/fan/
17	/bet/	/pel/	/fwalɪn/	/fæɛn/
18	/pet/	/pel/	/vɔIn/	/fAn/
19	/pAt/	/pAl/	/vɔɪlɒn/	/fæɛn/
20	/bet/	/bel/	/vjɔIn/	/fan/
21	/bet/	/bel/	/vɪrɪn/	/fɒm/
22	/bet/	/bel/	/vjɔlɒn/	/fan/
23	/bet/	/bel/	/fɔIn/	/fan/
24	/bet/	/bel/	/vjɔlɒvɪn/	/fæ/
25	/pet/	/bɔl/	/vjɔIn/	/fan/
26	/bet/	/bel/	/vjɔIn/	/fan/

Data analysis and interpretation of the second exercise's results

Figure 9: pupils' pronunciation of P, B, F and V sounds in the second exercise



The graph's data reflects the results of the pupils' pronunciation of the target words. In giving words in sentences, the sounds /p/, /b/, /v/ and /f/ are used. Each sentence has a word, which contains one of the desired sounds.

Twelve pupils correctly pronounced the /p/ sound in the word « pet », while fourteen pupils mispronounced it by replacing the /p/ sound with the /b/ sound.

Eighteen pupils were able to correctly pronounce the /b/ sound in the word « ball », while eight pupils were unable to do so, it pronounced as a /p/sound.

The P and B puzzled the majority of pupils, as sounds and written letters as well. Some pupils have difficulties pronouncing the /p/ sound because they do not know how to pronounce it because they do not have this sound in their own language; thus, they are not familiar with the sounds of the new language which are they do not have in their first language.

Twenty-three pupils were able to correctly pronounce the /v/ sound in the word « violin », while the remaining three pupils did not. Only two pupils were unable to correctly

pronounce the /f/ sound in the word « fan » when twenty-four pupils were able to successfully pronounce the /f/ sound in the word « fan ».

Because the /v/ sound is new to them and does not exist in the Arabic language, a minority of pupils were confused between the /v/ and /f/ sounds. As a result, some pupils have trouble pronouncing the /f/ and /v/ sounds.

3.1.2 Data analysis and interpretation of the teachers' interview

Teachers were given ten questions to answer in order to collect data on their opinions on the studied matter in research. The researchers' responses are listed below:

Q1: What are the exact sounds that pupils mispronounce?

Teachers were questioned about the sounds that pupils frequently mispronounce in their classes, and their responses varied. The table below displays their responses.

Table 4 : Teachers' answer to the first question

Teacher 1	They mispronounce all the sounds
Teacher 2	They almost mispronounce all the sounds
Teacher 3	P, d, b , q ,s ,ʃ ,tʃ , Θ, ð
Teacher 4	P, b, f, v, ʃ, tʃ, Θ, ð

Interpretation:

A viewer of the table can see that two out of four participants stated that pupils make errors in all or almost all the English sounds because they are not able to distinguish between the various sounds of the English language and do not know how to pronounce them correctly. The rest of participants, on the other hand, indicate some sounds that pupils mispronounce, /p/,/b/,/d/,/q/ are the sounds that pupils make errors in pronunciation due to their similarity in

written forms. /ʃ/, /tʃ/, /θ/, /ð/ are the sounds that pupils confuse due to their similarity in their way of articulation.

Q2: What are the reasons that make pupils commit such errors?

The reasons for pupils’ pronunciation errors are mentioned in the following table by the participants enumerated the same causes. Furthermore, one person gave an additional explanation. The following table shows the answers to the aforementioned question.

Table 5 : Teachers’ answer to the second question

<p>All the Teachers</p>	<ul style="list-style-type: none"> · The lack or the absence of help at home, the latter is caused by the illiteracy of parents. · The lack of interest in studying and learning languages in particular and studying of all kinds in general because of their parents’ poverty, they want from their children to work and get money to make living; so, the pupils are not interested in studying. · It is about sociolinguistics, the pupils’ environment play a major role in their pronunciation errors because people around them do no speak the English language or French language to make pupils adopt new sounds. · Lack of recreational facilities to encounter English language and have the chance to communicate it. · The system of education does not give that interest to phonetics, it only makes one session in each unity. The system does not focus on sounds and pronunciation of English sounds rather it does on grammar because it considers that pupils already dealt with letters of French language in their primary school; so, they just need to be taught how the letters are pronounced in English language. In fact, the pupils did not get their enough learning of French letters and sounds in their primary school because their program was pressed by tasks which do not fit their age and level.
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<p>Teacher 2 added</p>	<ul style="list-style-type: none"> - The errors of pronunciation happen because of the lack of pupils' participation in class; so, there are no errors committed in class, no correction of errors, no learning of sounds' pronunciation process
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Interpretation:

Many factors, according to the participants, contribute to the pupils' pronunciation problems.

Starting with the pupils' homes, where they are not supported in their schooling or language learning by their parents since they are illiterate and unable to teach their children how to pronounce English sounds. They have little interest in learning languages or studying in general because of their poverty; as a result, they choose to work and make money rather than study or learn a language.

There are not enough locations for them to practice English, and there are not enough materials to help them learn English.

The program of English in the middle school only has one session every unit for phonetics, which is not enough for pupils to practice English sounds as much as they should; thus, pupils do not receive enough pronunciation practice to improve their level from year to year in middle school. The latter refers to the system's consideration of the French language they dealt with in primary school, but the reality is that they were getting and practicing tasks that were beyond their age and level, causing them to struggle to understand what they were being taught.

Furthermore, participant (2) added that a lack of pupil participation in class is related to the previous reasons for pronunciation errors, in which pupils do not make errors in class and

the teacher does not have the opportunity to correct them; thus, pupils' errors are never corrected.

Q3: What is your opinion about the influence of the mother tongue on their English language pronunciation?

The participants were asked if the pupils' mother tongue has an impact on their English pronunciation. Three of the four participants shared the same viewpoint, while just one teacher disagreed. The opinions of the participants are listed in the table below.

Table 6 : Teachers' answer to the third question

<p>Teachers 1, 2, 3</p>	<p>- The mother tongue influences the pupils' English language pronunciation.i.e. the pupils find difficulty in pronouncing the sounds /p/ and /v/ because they are not familiar with them, the Arabic language does not contain these sounds, pupils pronounce the /b/ sound instead of/p/ sound because they are similar in the way of articulation. The same situation in the case of /v/ and /f/ sounds, the pupils confuse between them because they are similar in the way of articulation</p>
<p>Teacher 4</p>	<p>- No, the English language pronunciation is not affected by the mother tongue in our case (Arabic language). The English language pronunciation of pupils is affected by French language. English is a new language for the pupils and it is totally different from Arabic language unlike the French language, which has many common points.</p>

Interpretation:

The table shows teachers' responses to the question above; it can be seen that the majority of teachers believe that the mother tongue has an impact on pupils' pronunciation of

English. Pupils mispronounce and mix the sounds up due to they similar in the way of articulation because some sounds do not exists in their native tongue; thus, they tend to pronounce the sound that is closest to the new sound in their first language. The fourth participant, on the other hand, claimed that the mother tongue has no bearing on the pronunciation of the pupils because the English language and the mother tongue are unrelated; the English language is a foreign language to them at all levels and has no resemblance to their mother tongue, but it does have relationship with the French language, which shares many parallels with the English language at all levels. The majority of the time, pupils pronounce English sounds as French sounds; thus, the second language has an impact on pupils' pronunciation of English sounds.

Q4: who commit more errors, girls or boys?

The teachers were asked who makes more pronunciation errors, girls or boys, and their responses were varied. The table below shows their responses.

Table 7 : Teachers' answer to the fourth question

Teacher 1	- They are equal in committing the errors. Committing errors has no relation with the gender of pupils rather it has relation with the knowledge and level of the pupil.
Teachers 2, 3, 4	- Boys commit errors more than girls do in English language pronunciation

Interpretation:

The majority of teachers stated that boys commit more errors of English sound pronunciation than girls do because girls care more about their studies and languages learning, they tend to speak in prestigious language, and they are eager to articulate its sounds. The first

teacher claimed that boys and girls are equally prone to making errors because their gender has no bearing on their academic performance because great pupils correctly enunciate all sounds while inferior pupils mispronounce them.

Q5: Does the age of pupils affect their English language pronunciation? Do pupils of second, third and fourth year pupils commit the same errors that first year pupils do?

The participants are asked if the pupils’ age influences their pronunciation of English language sounds. The goal of this question is to see if students from different year make the same errors. The participants’ responses tended to one opinion, which is shown in the table below.

Table 8 : Teachers’ answer to the fifth question

All the teachers	- Yes, of course. The fourth year pupils are better than third year pupils whom better than second year pupils, and the latter are better than the first year pupils. Pupils are sifted each year, the good pupils will pass and the poor ones will not, and each year the pupils will explore more about English language and they develop their knowledge.
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Interpretation:

As shown in the table above, all of the teachers agree that the pronunciation of English language sounds is influenced by the students’ age and year class in middle school since the students are exposed to the English language for the first time in their first year. Everything about English is new to them, but as time goes on, they gain knowledge and their pronunciation improves. Year after year, they demonstrate progress in all levels of language in general and in pronunciation in particular, because the pupil who passes the year to the next is able to adopt and do more.

Q6: Do pupils from different generations commit the same errors of pronunciation through years?

Teachers were asked in this question if the new pupils always have the same pronunciation problems and make the same errors. All of the teachers agreed that new pupils' English learning for the first time have the same pronunciation issues, and the fourth instructor offered a comment about recent years. The teachers' answers are displayed in the following table.

Table 9 : Teachers' answer to the sixth question

All the teachers	- Yes, they do. We face the same errors of pronunciation from new pupils each year
Teacher 4	- The situation got worse these latest years

Interpretation:

The viewer can see from the table above that all the professors agreed that pupils make errors in their pronunciation every year in all of their classes. Since the age of the pupils when they encounter the English language is the same, and the reasons for making those errors are the same because they all belong to the same community and society, which will lead to the same production (pronunciation). One of the participants added that the situation of pupils' pronunciation has gotten worse in recent years because pupils' pronunciation problems have increased in comparison to the past, which is due to the fact that the pupils' level in English and all subjects has decreased, as all of the teachers admitted.

Q7: Do all of them make errors?

When the researcher asked the teachers if all of the pupils or just a certain group of pupils make errors when they read and speak. The responses were different. The majority of teachers said that all the pupils make errors with their English language pronunciation, but one teacher disagreed with them saying that not all of the pupils make errors of pronunciation as it is shown in the following table.

Table 10 : Teachers’ answer to the seventh question

Teacher 1	<ul style="list-style-type: none"> - No, not all of them. There are excellent pupils and there are weak pupils,there are no average pupils.
Teacher 2, 3, 4	<ul style="list-style-type: none"> - Yes, all of them make errors of pronunciation.

Interpretation:

It is noteworthy that the majority of teachers believed that all of the pupils make errors in English language pronunciation because English and its sounds are unfamiliar to all of them; however, the first teacher’s opinions was that excellent pupils do not make errors in English sound pronunciation because they adopt the sounds quickly, whereas poor pupils are unable to adopt English sounds’ pronunciation; thus, they pronounce them incorrectly.

Q8: how much time do you let pupils practice words pronunciation?

The participants were questioned about the time allotted to pupils in the class to practice pronouncing words. They all agreed that only one session is designated for phonetics and word pronunciation, and they all pointed out that vowel pronunciation, short vowels, long vowels,

diphthongs and triphthongs in the English language are the focal point that the program focuses on, while consonants pronunciation is completely ignored as shown in the table below.

Table 11 : Teachers’ answer to the eighth question

All the teachers	<ul style="list-style-type: none"> - In phonetics session, one session each unity. - The program focuses on pronunciation of vowels, short vowels, long vowels, diphthongs and triphthongs in English, it does not focus on consonants.
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Interpretation:

According to the table above, all of the instructors had the same information on the time allotted to pupils for pronunciation practice. The instructors stated that there is just one opportunity, which is the phonetics session, for allowing pupils to practice pronouncing words and that they should concentrate on vowels during that session (short vowels, long vowels, diphthongs and triphthongs). Because pupils do not have enough time in the program to practice pronouncing words and this is a major reason, they continue to make errors of English language sounds pronunciation.

Q9: Do pupils confuse between P and B letters in the book transcript?

The following table illustrates the participants’ responses to the subject of whether or not pupils differentiate between the letters p and b when they are written in a book. All the participants agreed that pupils do not discern between the two letters when they are reading.

See the following table.

Table 12 : Teachers’ answer to the ninth question

All the teachers	- Yes, they do all the time
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Interpretation:

The previous table revealed that all of the teachers agreed that pupils frequently confuse the letters p and b. This is due to the fact that the two letters are similar in their short written forms, which causes pupils to have difficulty distinguishing between the two letters when pronouncing them.

Q10: what are the solutions you recommend for eliminating such errors?

Teachers were asked to give recommendations on how to prevent or reduce pronunciation problems for EFL pupils. Each teachers gives recommendations, which are listed in the table below.

Table 13: Teachers’ answer to the tenth question

Teacher 1	- Helping pupils at home, making them practice and correct to them. The help is the key of fixing these errors of pronunciation.
Teacher 2	- Repeating the words they learned - Listening to video tapes - Playing video games
Teacher 3	- Focusing on listen-repeat practices in class. - Offering sessions, at least one session, to make the teacher free to do some activities of listening and reading outload. If there is no reading outload practices, the pupils will not make errors, so, the teacher will not correct to them.

Teacher 4	<ul style="list-style-type: none"> - Offering laboratories in middle schools for listening activities to enable the pupils to listen well the different sounds. - Add more sessions for phonetics, more than one session per week.
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Interpretation:

The recommendation supplied by the teachers in the previous table varies from one to the other. The first teacher concentrated on home support and practice because the pupils have a lot of time and should gain benefits from adopting to practicing to repeating to learning. Parents, family members, or members of the pupils’ surroundings should encourage, support, and manage all of these processes. The pronunciation errors of English language sounds will be corrected as a result of this.

The second, third and fourth teachers emphasized the importance of listening practices in and out of class to help pupils adapt to the sounds of the English language, as well as the importance of repeating after listening and repeating everything the pupils have learned later to help them get used to the sounds and words. The fourth instructor said that in order to create a good listening-repeating practice, the middle school should be supported by laboratories where pupils will be able to carefully listen to audio or video recordings with headsets in order to pronounce the sounds correctly.

The third and fourth teachers advised adding more phonetics sessions because one phonetics session each week is insufficient for middle school pupils to learn all of the English language sounds and how they are pronounced.

3.1.3 The observation

3.1.3.1 Data analysis and interpretation:

The table below presents a checklist used by researchers during the observation in order to explore how pupils of Dahmani Madani Middle School mispronounce and substitute P, B, F and V sounds in English language.

Table 14: Results of the researcher’s observation of the pupils

	Often	Most of the times	rarely	Never
Pupils pronounce the /p/ sound successfully			✓	
Pupils pronounce /b/ for /p/ sound	✓			
Pupils pronounce the /b/ sound successfully	✓			
Pupils pronounce the /p/ for /b/ sound			✓	
Pupils pronounce the /v/ sound successfully		✓		
Pupils pronounce /f/ for /v/ sound			✓	
Pupils pronounce the /f/ sound successfully	✓			
Pupils pronounce /v/ for /f/ sound			✓	

This table represents the results of the researcher’s observation on how Dahmani Madani Middle School pupils mispronounce and substitute P/B and F/V sounds in English language. The results show that pupils rarely pronounce the sound /p/ correctly and they often pronounce the /p / sound instead. The /b/ sound is often pronounced correctly by the pupils and rarely substitute it with the /p/ sound. Pupils rarely substitute the two sounds /v/ and /f/ and

confuse between their pronunciations. They often pronounce the /f/ sound successfully and most of the time do pronounce the /v/ sound successfully as well.

Interpretation

The /p/ sound is often mispronounced by the pupils and the /b/ sound is pronounced instead because the pupils do not have the /p/ sounds in their mother tongue while English language has both of the sounds; so, they pronounce the /b/ sound because it is the nearest sound to the /p/ sound in the articulation.

The /b/ sound is often pronounced successfully and rarely mispronounced because it exists in the Arabic language; they rarely substitute it with the /p/ sound, just in case they do not differentiate between the p and b letters in their small written forms.

Most of the time, the /v/ sound is pronounced correctly by the pupils despite it does not exist in their first language. They rarely mispronounce the /v/ sound because they find it somehow easy to articulate. Only few of them find difficulty to pronounce it because it is a new sound that is hard to pronounce for them.

The pupils often pronounce the /f/ sound successfully because the pupils are familiar with it because their mother language already has it. They substitute the /f/ sound and pronounce it as the /v/ sound because they think that the F letter is pronounced as /v/ sound in English language.

3.2 Discussion of the results

The purpose of this study is to examine the mother tongue (Arabic) interference in learning English. It examines, in particular, the correlations between the mother tongue and errors of pronunciation_mainly P/B and V/F sounds. It aims to explore whether there is a statistical significance between the two variables.

- RQ1: What are the exact reasons for P/B F/V sounds mispronunciation of **Dahmani Madani** Middle School?
- RQ2: How do **Dahmani Madani** pupils substitute sounds in English language?
- RQ3: What are the possible solution to help them to improve their English language pronunciation?

3.2.1 Data analysis and findings of the first research question:

The analysis of the findings showed the many reasons behind this error. With thorough investigation and analysis, the researcher was able to conclude the following findings:

Most of the participants who suffered from such an error were subject to their nurturing. The findings showed that 90% of the families do not provide the righteous educational support at home. Moreover, close observations at the domesticated environmental settings showed that this error was reinforced by the illiteracy of the participants' surroundings. Due to the lack or absence of error correction at home and within their social circle, participants suffer from not knowing the right articulation of B/P and F/V sounds. In addition to that, this type of error is merely a sociolinguistics deficiency. Meaning that the society, in which these participants live, exacerbates the problem. Most people do not correctly use foreign languages, they cannot produce correct English and as their errors are collectively made, the error is reinforced and the learners are misled about the right articulation. Another major reason behind the continuity of this kind of error is due to the lack of recreational facilities to encounter English language and have the chance to communicate it. Participants feel themselves divorced from reality, as their learning of languages is not backed with real life situations. Being detached from the practical side of language learning, participants find it hard to relate their learning with their everyday life. All of the above matters have been discussed by (Coleman, 1988, 1990, 1991). According to Coleman, the family as a dynamic organism translates various forms of wealth from the parent generation into educational attainment in the children's generation. In Coleman's theory,

the family environment consists of three types of capital: physical or financial capital, human capital, and social capital, all of which are interconnected and should be treated as such. Physical capital refers to the material assets that can be quantified by family income and wealth, i.e. their socioeconomic status. Human capital refers to a person's educational attainment, which is embodied in their knowledge, skills, and ability to function in a specific social framework. Social capital is the network of social relationships that exist within the family (within-family social capital) or between the family and the community (between-family social capital).

Findings as well showed that this error was a direct consequence of the lack of awareness and purpose. 75% of the participants showed little or no interest in studying and learning languages in particular. The data collected from the interview showed that among the many reasons behinds lacking motivation in learning languages is because of their parental lack of responsibility. Participants are obliged to work for little wage to fulfill their family's basic needs; therefore they have little time for themselves and no time for their education. Participants find themselves obliged to always make sacrifices, whether of their own leisure time or their own education, they unfortunately cannot offer to have them both. The physical capital of a family has a substantial impact on a student's academic achievement. Children from affluent families are more likely to be socialized into high-brow cultural activities at home, such as regular visits to theaters, concerts, museums, and libraries, as well as an interest in literature and art (Bourdieu,1977; Bourdieu & Passerson,1977). Parents generate "the intellectual atmosphere for their children's educational goals, motives to accomplish, and hence, performance in schools" (Wong, 1998, p. 5) through these cultural activities, and thus are more likely to secure their children's school success.

Moreover, the educational system in Algerian middle schools, though pretending to follow the CCA (Communicative Competencies Approach), does not give interest to phonetics

and articulation in general. Curriculums are designed to focus on vocabulary mainly with neglecting or little focus on pronunciation and articulation. Only one session in each unit is devoted to pronunciation practices. Assuming that the pupils already know the correct pronunciation, a misconception about the systems of language. Some of the people in power would argue that learners have already dealt with letters of French language; therefore, they do not need much interest in pronunciation sessions. However, though as much this argument is fault and ignorant, in addition to their lack of phonological background of the English language, the pupils did not as well get their enough learning of French letters and sounds in their primary school because their program was pressed by tasks which do not fit their age and level. Despite the fact that English pronunciation is critical for oral communication and communicative competency, many language instruction methods overlook it. (JilakJani.A.P.2016).

Errors of pronunciation happen because of the lack of pupils' participation in class, so there are no errors committed in class, no correction of errors, no learning of sounds' pronunciation process. Shy youngsters speak less and make fewer mistakes in early school settings, social initiations to peers, and have weaker social skills (Asendorpf & Meier, 1993).

The mother tongue influence on the pupils' pronunciation was a debatable subject. The majority of teachers share the same opinion, which holds that the mother tongue influences the pupils' English language pronunciation. Findings showed that the difficulty behind articulating such sounds is due to the nature of sound system of the Arabic language. Pupils find difficulty in pronouncing the sounds /p/ and /v/ because they are not familiar with them, as the Arabic language does not contain these sounds. Notwithstanding, the opposite opinion states that the English language pronunciation is not affected by the mother tongue. Moreover, their process of learning is interfered with their second language (French). The English language pronunciation of pupils is affected by their background in the French language. English is a new language for pupils and it is very different from Arabic language unlike the French language, which has many common points. According to Crystal (2003), phonological

interference might fall into three categories: sound addition, sound omission, and sound substitution.

3.2.2 Data analysis and findings of the Second research question:

The participants substitute the /p/ sound with the /b/ sound most of the time while the opposite rarely happens, the pupils sometimes do substitute the /v/ sound with the /f/ sound but the reverse rarely happens as well. Therefore, the most sound that **Dahmani Madani** Middle School pupils mispronounce and substitute is the /p/ sound, and then comes the /v/ sound, which sometimes they pronounce it wrongly and substitute it with other sounds. Then comes the /b/ and /f/, which are rarely pronounced wrongly or substituted with the mentioned sounds before. (Carter.R and Nunan.D, 2001) pointed out that pronunciation problems made by English learners of other languages are systematic rather than random. As a result, they came to the conclusion that the main issue faced by speakers of other languages who speak English is sound substitution, in which they replace sounds that they do not have in their native language with sounds that are similar to them in the place of articulation, for example, they replace /p/ with /b/.

3.2.3 Data analysis and findings of the Third research question:

One of the solutions that could be highly sufficient to improve the current situation and supports the future learning tasks of the pupils is through working on providing better support at home. Parents can be of a great influence in their children's learning process, shedding light on the importance of their engagement and providing them with the correct awareness is for sure going to solve our problem in hand. They should be able to assist their children's at home, making them practice and correct for them. The help is the key of fixing these errors of pronunciation.

Another solution can be through enrolling the pupils in laboratory practices and language schools. The pupils can fix their pronunciation errors through repetition, singing, and engaging with people who can tackle and help them fix their errors. For example, the participants can repeat the words they learnt, listening to video tapes, play video games.

It is important that we help raise awareness within the institutional settings. Laws should change to actually suits the learners' needs. Focus should be given to phonetics and phonology, listen-repeat practice in class. The curriculum should offer sessions, at least one session, to make the teacher free to do some activities of listening and reading outload. If there is no reading outload practices the pupils will not make errors, so, the teacher will not correct to them. Offering laboratories in middle schools for listening activities to enable the pupils to listen well the different sounds. And add more sessions for phonetics, more than one session per week. According to Gilbert (2008), there are two key reasons why English pronunciation is overlooked in EFL classes. The first reason is that many EFL teachers do not have enough time in their pronunciation lessons, and if they have, more time is spent on exercises, which frustrates both students and teachers who want to learn and teach English pronunciation. The second reason has to do with psychological issues that play a big role in pronunciation learning since learners aren't as confident in their English pronunciation as they are in their grammar and lexis. Kelly (2002) added that learners who consistently mispronounce a series of phonemes cause a lot of confusion for speakers of other languages. This might be disheartening for those who have strong grammar and lexis skills yet struggle to understand and be understood by English speakers.

As a final point, the findings of this study agree with both hypthoses . Firstly, it was hypothesized that the mispronunciation of English sounds by Dahmani Madani Middle School pupils is related to the mother tongue interference and sound system differences between the native and foreign languages. The results confirm the validity of the hypothesis. Secondly, it

was hypothesized that using modern techniques and aids in learning language (English) ; for example, internet and laboratories in the school. The findings as well confirm the hypothesis in addition to other suggestions by the teachers.

Chapter conclusion

The main findings of the current investigation were discussed and interpreted in this chapter. The purpose of this qualitative study is to explore the language interference in the articulation of P/B and F/V sounds among EFL Dahmani Madani Middle School pupils in Maitar. Boussada, Algeria. The researcher analyzed the collected data and used some calculations to characterize the results of pupils' observation and recording test, as well as the replies of the professors, revealed that a variety of factors contribute to pupils' mispronunciation, with the mother tongue being a major factor. It also showed that Dahmani Madani Middle School pupils usually pronounce the /b/ sound for the /p/ sound, and the /f/ sound for the /v/ sound at times. Furthermore, the teachers offered some suggestions for reducing articulation errors and improving pupils' English language pronunciation. Based on the findings, a discussion was held to provide justifications and analyze the proposed hypotheses.

General conclusion

A second language is usually an official or socially dominant language (for example, English), which is required for education, employment, and other basic functions. Learning a new language interferes with the learner's mother tongue. Many researchers are interested in language interference since the mother tongue has an impact on the second or foreign language at all levels including phonology, lexicology, and grammar. Pronunciation is a key aspect of phonology and is crucial for effective communication. Individuals with acceptable

pronunciation are more likely to enhance their language skills than those with poor pronunciation. For ESL and EFL students, language interference in the articulation of English sounds is a common occurrence. Therefore, This study investigates linguistic interference in the articulation of P/B and V/F sounds with the ultimate goals of determining what causes EFL middle school students to mispronounce English sounds , how they mispronounce them and what are the solutions for this issue.

Language interference or transfer has two types, positive transfer and negative transfer. When Arabic learners speak in English, we call this negative transfer because the structure of Arabic and English as well as the sounds are totally different ; As a result, the two languages have different sound systems. Each letter in the Arabic language has only one pronunciation; nonetheless, the English language is distinguished by its inconsistent sound pronunciation.

This exploratory study attempts to answer three questions : What are the exact reasons for P/B and F/V sounds mispronunciation of Dahmani Madani Middle School ; How do Dahmani Madani pupils substitute sounds in English language ; What are the possible solutions to help them to improve their English language pronunciation. This study uses three data collection tools : observation, interview and recording test. The data obtained from the observation and interview were analysed qualitatively ; however, The data from the recording test was qualitatively analyzed by calculating the perctages of the various cases.

The reasons why pupils mispronounce the /p/ and /v/ sounds are numerous and emerge from several disciplines. Because those sound do not exist in Arabic, the mother tongue is the primary reason. Furthermore, they are unable to apply the new sounds at home due to their parents' poor command of the English language, as well as in class due to the disregard of pronunciation in English instruction programs. Most of the time, poverty causes people to lose interest in studying in general and language learning in particular, because they are

concerned about how they will be able to make ends meet early as possible. Another factor that has a significant impact on pupils' pronunciation is a dearth of recreational facilities where they can master or practice English.

In English, Arabic (Algerian) pupils replace some sounds for others; for example, they pronounce /b/ and /f/ for /p/ and /v/ since /b/ and /f/ exist in their native tongue and they pronounce them instead of /p/ and /v/ because their way of articulation are close. The English teachers of Dahmani Madani Middle School propose the following suggestions to help pupils avoid making mistakes with their pronunciation: Enrolling pupils in laboratory practices and language schools, as well as offering additional support at home. Repetition, singing, and engaging with individuals who can confront and assist them correct their errors are all ways for learners to improve their pronunciation. Participants can, for example, repeat the words they learned, listen to video recordings, and play video games.

As a final point, the findings of this study agree with both hypotheses . Firstly, it was hypothesized that the mispronunciation of English sounds by Dahmani Madani Middle School pupils is related to the mother tongue interference and sound system differences between the native and foreign languages. The results confirm the validity of the hypothesis. Secondly, it was hypothesized that using modern techniques and aids in learning language (English) ; for example, internet and laboratories in the school. The findings as well confirm the hypothesis in addition to other suggestions by the teachers.

Limitations

Regardless of the study's favorable outcomes, it is limited by a few drawbacks. Firstly, the sessions were brief, so there was not much time to observe the students well; it was barely enough time for the teacher to finish her lecture, who required the pupils to read words and participate during the sessions in the sake of the provided research. Due to a lack of time, the

researcher conducted the recording test rapidly. Secondly, there are only four instructors to interview at Dahmani Madani Middle School. The conducted study would be better if there were more teachers.

Recommendations

As a result of this research:

- Teaching should emphasize both recognition and production, i.e., teachers should identify and correct students' pronunciation errors and also teaching them how to pronounce these sounds correctly.
- According to the findings, pronunciation lessons should be ranked on par with other abilities such as grammar, vocabulary, and sentence structure in order to draw pupils' attention to the importance of pronunciation in learning English.
- Because the above sounds are created at the front of the mouth, the difficulty of production should not be too high; this motor skill is not difficult to master. We strongly advise Dahmani Madani middle school pupils to listen to English sounds and words on a daily basis utilizing audio aids such as mobile phones and sound dictionaries in order to practice, correct, and develop their pronunciation fault. These tools are quite helpful when it comes to mastering pronunciation.

Pedagogical implications

For future studies, it would be more beneficial to emphasize the impact of social factors on English language pronunciation because they play a significant part in them, allowing them to come up with additional solutions to pronunciation errors. Furthermore, language teaching programs should prioritize pronunciation as much as grammar and

vocabulary, dedicating numerous sessions to phonetics in well-equipped laboratories with internet connectivity for listening and reading aloud activities. Finally, parents and families should understand the value of language learning and encourage their children's academic success.

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Appendices

Appendix 1

The pupils' observation

	often	Most of the times	rarely	Never
Pupils pronounce the /p/ sound successfully				
Pupils pronounce /b/ for /p/ sound				
Pupils pronounce the /b/sound successfully				
Pupils pronounce /p/ for /b/				
Pupils pronounce the /v/ sound successfully				

Pupils pronounce /f/ for /v/ sound				
Pupils pronounce the /f/ sound successfully				
Pupils pronounce the /v/sound for /f/ sound				

Appendix 2

Pupils' recording test

Exercise 1: Read out loud the following words

Play - Stop - Lamp

Bell - Brown - Big

Verb - Vowel - Very

Far - Flower - Fog

Exercise 2: Read out loud the following sentences

- 1) My pet is a white cat.
- 2) Let us play with this ball
- 3) My sister is learning to play the violin

4) It is cool under the fan

Appendix 3

The teachers' interview

Q1: What are the exact sounds that pupils mispronounce?

Q2: What are the reasons that make pupils commit such errors?

Q3: What is your opinion about the influence of the mother tongue on their English language pronunciation?

Q4: who commit more errors, girls or boys?

Q5: Does the age of pupils affect their English language pronunciation? Do pupils of second, third and fourth year pupils commit the same errors that first year pupils do?

Q6: Do pupils from different generations commit the same errors of pronunciation through years?

Q7: Do all of them make errors?

Q8: how much time do you let pupils practice words pronunciation?

Q9: Do pupils confuse between P and B letters in the book transcript?

Q10: what are the solutions you recommend for eliminating such errors?

تداخل اللغة هو ظاهرة ناتجة عن تأثير اللغة الأم على تعلم اللغة الثانية، هذا التأثير يكون على جميع مستويات اللغة؛ ومع ذلك فإن النطق مهم في عملية تعليم اللغة. وفقاً لـ ج. ساتر (2015) فإن تعلم لغة أجنبية دون نية التحدث بها مع المتحدثين الأصليين لا معنى له. يحاول هذا البحث الاستكشافي التحقيق في الأسباب الدقيقة وراء أخطاء نطق اللغة الإنجليزية لتلاميذ مدرسة دحماني مداني وكيف يستبدلون الأصوات بأصوات أخرى وما هي الحلول الممكنة لإصلاح أخطاء النطق هذه أيضاً. تم دمج نهج تحليل بيانات الطريقة المختلطة باستخدام ثلاث أدوات لجمع البيانات: تمت مراقبة فصلين من الصف الرابع، واختبار مسجل تم تطبيقه على 37 تلميذاً، وتمت مقابلة اساتدة اللغة الإنجليزية الأربعة في المدرسة الإعدادية. تشير النتائج إلى أن تلاميذ متوسطة دحماني مداني يخطئون في نطق الأصوات الإنجليزية ويقومون باستبدالها لأن نظام أصوات لغتهم الأم يختلف عن نظام الأصوات الإنجليزية، كما أنهم لا يتلقون دعماً خارجياً لا في المنزل ولا من محيطهم الخارجي ولا يتلقون دروس تعليم النطق المناسبة في المدرسة. يقدم الاساتدة اقتراحات لأخطاء النطق هذه والتي تتمثل في توفير مختبرات مجهزة تجهيزاً جيداً في المدرسة مع زيادة عدد حصص الصوتيات بالإضافة إلى ضرورة ممارسة الأصوات التي تم تعلمها في المدرسة خارجها.

الكلمات المفتاحية: اللغة الأم، تعلم اللغة الثانية، تداخل اللغة، النطق، البحث الاستكشافي، تلاميذ المرحلة الإعدادية.