

Investigating The Difficulties In Pronunciation Facing EFL Students Secondary Schools In Djelfa As A Case Study

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Abstract:

Many learners the world are keen to know and understand English with proper pronunciation. English language pupils at Djelfa secondary schools are no exception. The present study discusses the problems faced in English pronunciation by learners whose first language is Algerian Spoken Arabic. In another word, the research attempts to find the problematic sounds and the factors that trigger them. The data collection instruments were a structured questionnaire for teachers and students. Statistically and descriptively, the data collected were analyzed. The preliminary results of this research show that Algerian English pupils have problems with the pronunciation of English vowels which have more than one way of pronunciation besides the consonant sound contrasts e.g. /d/ and /ð/, /t/ and /θ/, /b/ and

/p/, /j/ and /tʃ/. The results of this research have revealed that the factors that cause such problems are: mother tongue intervention, spelling effect, the discrepancy between the sound system of both languages, and English sound inconsistency. Based on these results, three essential factors were proposed for consideration: identifying and correcting pronunciation errors, learning by listening, and providing strong phonetics and phonology information to students.

Keywords: Investigating, Difficulties, Pronunciation, Facing EFL, Djelfa.

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Introduction

There are plenty of people around the world who have a strong desire to learn English with correct pronunciation and understand it. In Algeria there are a large number of interested groups in the subject; among them are pupils of Djelfa high school. Nevertheless, several barriers prohibit them from speaking in English with clear pronunciation. Many studies have shown that errors made by English-speaking speakers in other languages are more systematic than random. For example, Moosa (1972) and Homeidem (1984) found Arab students facing difficulties in pronouncing sounds that the students are not familiar with. /v/,/p/,/al (Ronald Carter and David Nunan, 2001) (O Connor, 2003) noted that the pronunciation errors produced by English-speaking students from various backgrounds are systematic and not spontaneous.

Thus, they concluded that the key challenge for speakers of other languages who speak English is to substitute sounds that they do not have in their native language with other sounds that are similar to them at the place of articulation, e.g. they substitute /p/ with /b/, / with /t/ etc. Although the same problem exists in most Algerian English learners' pronunciation, all the above studies were conducted outside Algerian, e.g. for German , Italian, Spanish speakers, etc. On the other hand, as mentioned above, some studies have been performed on Arab students , for example English students in Saudi Arabia. To find out precisely why pupils are faced with these difficulties and issues.

In the first chapter, the researcher discussed the most relevant points regarding pronunciation problems. Beginning with descriptions of pronunciation, and language skills. The researcher discussed the most important points in the first chapter about the complexity of pronunciations. Beginning with descriptions of pronunciation, and language skills. And what does pronunciation mean and what does it mean and what does it say? And what are problems with pronunciation, and what factors cause problems? Perhaps we will be teaching pronunciation, plus other helpful approaches to pronunciation. And some new way to teach pronunciation, suprasemental features, processes, and the causes of bad pronunciation and some quick fires to common issues. Which are the easiest ways of being taught pronunciation? We addressed linguistic anxiety and pronunciation. When we write about pronunciation we can't move without accents and why people when they speak have different accents. So if it affects culture our pronunciation.

In the practical part, the research paper is qualitative analytical and because of the conditions we are living in today, the theoretical analysis, the research methodology, the research design and the data process are based on the resources. We didn't have multiple options and chances so we only use online questionnaires for pupils and teachers to gather data that couldn't complete the practical part without sampling and setting. We review and address questionnaires for the pupils and the teachers. According to the results of the questionnaires, most pupils say that they don't know whether their mother tongue interferes with their English while others say that they don't want to use their mother tongue during the English class, the effect of the mother tongue is positive and many pupils still use English outside the college. While most pupils believe they have a decent pronunciation level they mispronounce certain sounds, e.g., /f/ instead of /v/, /g/ instead of /d/ etc. Otherwise teachers see that the object of pronunciation is to be understood while their goal of teaching them pronunciation is to help pupils understand what they are hearing. They agree that English pronunciation is not difficult, and that any learner can achieve a good standard with practice and hard work. In addition, they can assist their pupils with listening practice and provide equal and adequate opportunity, and they can provide us with some ideas and strategies that they used before to help the learners facing pronunciation challenges.

1- Literature Review

1.1.1 1-1 Different Definitions Of Pronunciation

- Proper English pronunciation is a speaking skill that enable us to speak clearly and be understood well by our listener
There are three main aspects : sounds , stress and intonation .
Incorrect pronunciation will produce communication breakdown as listener misunderstood what we are saying.
- The longman dictionary of applied linguistics emphasizes ' the way sounds are perceived by the hearer' to define pronunciation .

1.1.2 (Richards platt , weber , 1992)

An emphasis on hearers' perception is especially relevant . The way we pronounce words , phrases and sentences communicates

considerable information about Who we are , how do we talk ? etc

- The way in which a word is pronounced . Spelling does not determine pronunciation

1.1.3 1-2 Definition of Speaking Skill

The transmission of language through the mouth is speaking . To speak, we use many parts of our body to make sounds , including lungs , vocal tract, vocal chords , tongue , teeth and lips . **(In Slide Share)**

Speaking is the second of the four language skills which are : listening, speaking , reading , and writing . Typically speaking in our language is the language skills we learn. **(Teaching Adults, An ESOL Resource Book, Developed by ProLiteracy America)**

Tarigan describes speaking as a language ability acquired in childhood , created by listening skills , and learned speaking skills at that time.

1.1.4 1-3 Teaching pronunciation

Term stress,sentence stress , intonation requires pronunciation much more than individual sounds .Every teacher should make sure that he / she covers these three parts in each pronunciation class , so that he / she is confident he / she can see progress or hear it.

1/ Imitation : use TV , radio or internet recording for variety .

2/ Explanation : studying the mouth parts will help your students understand better how to print out correct English sounds and give your students a mouth diagram . Study the apparent lip , teeth and tongue words.

3/ practice : after imitating the sound and learning the right biology to produce it , now is the time to use the sound or sound pattern .

1.1.5 1-4 Importance of teaching pronunciation

Teaching pronunciation is of great importance in improving the listening and speaking habits and abilities of the pupils .The development of reading and writing habits and skills is no less critical because writing is the graphic representation of sound sequences. These images are paired with kinesthetic images when interpreting the visual images , resulting in inner speech .

1.1.6 1-5 The importance of pronunciation

Sounds must be softly delivered , easily and without adding an 'uh' sound at the end . When phonemes are not properly pronounced , it is difficult for kids to turn sounds into words so they can understand them .

Pronunciation : However , proper pronunciation is very important in speech.

Incorrect pronunciation can express an incorrect meaning or ruin another impressive speech .

Why is pronunciation important ?

1.The importance of teaching your child in their home language is that they get a better understanding at school and are more comfortable when learning. "Children who attend school with a solid foundation of their mother tongue develop literacy skills in the school language."

2. And yet another learning curve, pronunciation, when learning to speak the language, poses additional difficulties. Similarly some words are spelled yet have completely different pronunciations. Only two of the endless examples are "Bough" (pronounced bow) and "oven" (pronounced thru).

Phonetics are not always accurate for matching word pronunciation with their spelling, which means that you just have to buckle down and memorize these in certain situations. It is where the study of particular words' etymology (or origins) will help you identify them. English has a rich history of intersecting language roots-for example, German, Latin and French, resulting in a range of etymology. Understanding the roots of common words will significantly help in memorizing them.

Differences in pronunciation among English-speaking countries make learning spelling and speaking even trickier. Spelling and accent quirks can prove even more obstacles for the rookie, as can local slang.

Also focusing on locations in particular can shift the context of a sentence in subtle but significant ways.

3. Imitation acts as both a learning and a social tool, as new abilities and information are learned, and communication skills are improved through social and emotional interaction.

4. Often people wonder which of the two pronunciations of a given word

is correct. That confusion is very comprehensible. You may have learned more than one pronunciation of a certain word-maybe you looked up it in the dictionary and found two alternative pronunciations, or maybe you heard two American English native speakers say the same word differently.

5. In our second language the solution is to spend more time listening. It 's important though that we learn to listen effectively.

Often, we were not specifically taught how to listen in a foreign language, or if we were not properly taught.

6. Effective pronunciation is important for the spoken English to speak and to understand. Spoken English is the correct words (vocabulary), with the correct sounds (pronunciation) in the right order (grammar).

When one or two sounds are ambiguous, then this is not an issue.

When there's a lot of vague words, maybe your audience can not understand you!

However, pronunciation is one of the most challenging skills to develop, since it is a ability of success. It is something you need to practice. Improving your pronunciation may also cause your pronunciation to change. You may need to change the way you make certain sounds, and that's hard.

2- Research Design & Data Analysis

The present study deals with difficulties concerning pronunciation of EFL learners. The aim of this chapter is to examine the results obtained by examining the performance difficulties of the EFL learners in the classroom. We provided a brief overview of literature on pronunciation and speech skills and affective factors faced by learners in their performance. The next step is to move towards something more practical, focused on procedures to collect data in the task such as findings, questionnaires , interviews, evaluations. Nevertheless, we used two questionnaires in our present analysis, one for the teachers and the other for the pupils, since they represent the key variables in our research and their perceptions allow us to validate whether or not the hypotheses are valid.

The pupils' questionnaire is intended to expose the difficulties faced by learners with pronunciation variables that could hinder their English results. We decided to deal with English First Year students at the Djelfa secondary schools.

The second questionnaire was addressed to some English teachers at the 2019/2020 academic year secondary schools to inquire their opinion on the difficulties most of their pupils are experiencing with pronunciation in English.

This chapter includes the study of data gathered from questionnaires containing questions provided to English teachers and students to gather information on the affective factors for pronunciation development. In the beginning of each questionnaire the goals are stated, then the review of the data obtained from them.

2-1 Significance Of The Research

There are some significance found in this research , they are theoretical and practical .

1-Theoritically , this research paper is hoped useful for the readers who want to expand and have a further knowledge about the English Difficulties facing EFL learners .

2-Practically , it is also hoped that this research paper will become a reference for someone who wants to analyze The English Difficulties .

2-2 Research Methodology

The chapter deals with the process and procedure used to solve the research problem.

2-2-1 Definition Of Research Methodology

Is the specific procedures or techniques used to identify , select , process , and analyze information about a topic . In a research paper , the methodology section allows the reader to critically evaluate a study's overall validity and reliability .

The methodology section answers two main questions : how was the data collected or generated ? how was it analyzed ? (**unkown, feb24,2020**)

2-3 Research Design

The research design of this research paper is descriptive Qualitative . Keegan (2009:11) stated that Qualitative research is less easy to define . It explores Questions such as what , why , and how many or how much . it is primarily concerned with meaning rather than measuring .Greswell (2007:36) also stated that Qualitative research is situated activity that located the observer in the world . It consists of interpretive , material

practice that makes visible .

2-3-1 Examples Of The Way Qualitative Research Is Often Gathered Includes

Research is about gathering Data so that it can inform meaningful decisions . in the workplace , this can be invaluable in allowing informed decision-making that will meet with wider strategic organizational goals. However , research comes in a variety of guises and , depending on the methodologies applied , can achieve different ends . there are broadly two keys approaches to research – qualitative and quantitative.

2-3-2 The Advantages & Disadvantages Of The Qualitative Approach

By it's nature , qualitative research is far more experiential and focused on capturing people's feeling and views . this undoubtedly has value , but it can also bring many more challenges than those simply capturing quantitative data . here are a few challenges and benefits to consider .

(E-Search DAC t/a Poppulo, , 2020)

2-3-3 The Advantages

1/ Qualitative research can capture changing attitudes within a target group such as consumers of a product or service , or attitudes in the work place .

2/ Qualitative approaches to research are not bound by the limitations of quantitative methods . if responses don't fit the researcher's expectation that's equally useful qualitative data to add context and perhaps “ explain something which numbers alone are unable to reveal .”

3/ Qualitative Research provides a much more flexible approach . if useful insights are not being captured researchers can quickly adapt questions , change the setting or any other variable to improve responses .

4/ Qualitative data capture allows researchers to be far more speculative about what areas they choose to investigate and how to do so . it allows data capture to be prompted by a researcher's instinctive or “gut feel “ for where good information will be found . qualitative research can be more targeted . if you want to compare productivity across an entire organization ,all parts , process , and participants need to be accounted for .

(E-Search DAC t/a Poppulo, 2020)

2-3-4 The Disadvantages

1/ Sample size can be a big issue . if you seek to infer from a sample of , for example , 200 employees ,based upon a sample of 5 employees , this

raises the question of whether sampling will provide a true reflection of the views of the remaining 97.5% of the company .

2/ Sample bias- HR departments will have competing agendas . one argument against qualitative methods alone is that HR tasked with findings the views of the work force may be influenced both consciously or unconsciously , to select a sample that favors an anticipated outcome .

3/ Self- selection bias may arise where companies ask staff to volunteer their views

.whether in paper , online survey on focus group .

4/ The artificiality of qualitative data computer . the act of bringing together a group is inevitably outside of the typical “norms” of everyday work life and culture and may influence the participants in unforeseen ways .

5/ Are the right questions being posed to participants ? you can only get answers to questions you think to ask . In qualitative approaches , asking about “how” and “why” can be hugely informative ,but if researchers don’t ask , that insight may be missed. The reality is that any research approach has both pros and cons . the art of effective and meaningful data gathering is thus to be aware of the limitations and strengths of each method .

In the case of qualitative research , its value is inextricably linked to the number crunching that is quantitative data one is the ying to the other’s yang . Each can only provide half of the picture , but together , you get a more complete view of what’s occurring within an organization . (E-Search DAC t/a Poppulo, 2020).

2-3-5 Data Procedure

Plan and procedure constitute a significant part of research . no research project can be undertaken without proper thinking and planning the plan is an overall scheme or programme of research . it includes an outline of what the investigator will do from writing the hypothesis and their operational implications to the final analysis of data .(Kerlinger , 1973)

This study explores with investigating the Difficulties in pronunciation facing EFL learners the subject of the research is conducted at Secondary schools which are located in Djelfa town . Concerning the research means , the data will be gathered by using questionnaire which is the common tool

to collect the information from a large number of pupils and teachers . Therefore , the questionnaire will be administered for the First Year “ Division of Science and literary” at secondary schools of Djelfa , and then when I get our information collected , I analyze the findings and results in a descriptive way in the practical chapter .

2-3-5-1 The Definitions Of Questionnaire

- 1- A set of printed or written questions with a choice of answers devised for the purposes of a survey or statistical study .
- 2- A set of questions for obtaining statistically useful or personal information from individuals.
- 3- A written or printed questionnaire often with spaces for answers .
- 4- A survey made by the use of a questionnaire .

1.1.7 (Merriam -webster since 1828)

To be honest, it's so hard to plan for anything when you feel like you're going to do an outstanding job and end up having a position or chance to be much more innovative and becoming much more yourself, all your plans instantly vanish. For these extraordinary world conditions, I had to change the dream absolutely.

2 The Plan Was As Follows

The researcher was planning to meet with some secondary school teachers of Djelfa city

.In addition the researcher was going to attend some sessions with a group of teachers at the same time the researcher observe and record because the researcher got the approval from the teachers and the secondary school administration too , even the pupils they had no problem . the researcher was planning to work on the check list for teachers on the spring holidays .

About the pupils the researcher planned to prepare for them check list which help them to express their problems they face generally with pronunciation plus the researcher was going to do random selection to have various pronunciation abilities , and give them group of words in meaningful sentences which contain the most difficult sounds or a small text while they read and the researcher record them , because as you all know they do have different English pronunciation abilities Even the words were chosen to represent each problematic sound for the students in

various word position (initially – medially – finally) and the researcher was going to compared them with a tape-recorded of English native speech . Actually the researcher was going to do the whole plan in EL NAIM NOUAIMI secondary school in Djelfa . because it has a special place in the researcher’s heart . the researcher studied in it and it was one of the most successful three years in the researchers’ life and the researcher was confident that the teachers there would work hard to help the students there , especially the foreign languages classe . the researcher knows the level of the teachers and the students are keen as well . but unfortunately the researcher couldn’t do anything of the things that she have mentioned it . After the covid 19 enter Algeria all the schools are closed by ministerial decision . so the whole plan was canceled the researcher had nothing except doing two Questionnaires one for the teachers and the other one for the pupils of the secondary schools .

2-3-5-2 Description Of The Students Questionnaire

This paper , deals with students questionnaire which starts with a small introduction that explains the aim behind our study . it is composed of fourteen (14) questions , and divided in three (03) sections . the first section is consisted of two (02) questions which concern the students background . the second section contains four (04) questions that check the learners use of the mother tongue inside the classroom , and the use of English outside of it

. they are also asked to classify their level of pronunciation . the third section sets the main issues that learners may face in their pronunciation . Generally , the questions are either closed , requiring from the students to choose “ yes” or “ no” answers , or to tick out the appropriate answer from a number of choices .

2-3-5-3 Description Of The Teachers Questionnaire

The second questionnaire was addressed to some secondary school teachers to investigate their opinion about the difficulties in pronunciation facing EFL classrooms which starts with a small introduction that explains the purpose behind our study .it is composed of eighteen (18) questions, and divided into four (04) sections. the first one has consisted of three(03)questions which concern the teachers' background. the second section contains four (04) that show us the opinion of teachers about the difficulties. the third section contains three (03) questions that set the main

problems that pupils may face in classrooms. The last section contains eight (08) questions which concern how teachers can help their students to improve their pronunciation. most of the questions are either closed, requiring from the teachers to choose “yes” or “no” answers, or to tick out the appropriate answer from several choices.

3 3- Sample and Setting

3-1 The Definition of Sample Research

In research terms a sample is a group of people , objects , or items that are taken from a larger population for measurement . the sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole .

3.1.1 (Education Center The Hillingdon Hospital.)

3-2 Description of The Sample Algerian Pupils of English

For the present day , the investigated sample are pupils of “ First year scientific and literary “ at secondary schools in Djelfa .

They have learned English as a foreign language for 5 years . the sample’s ages approximately range between fourteen (14) , to sixteen (16) years old . It consists of forty (40) pupils who are chosen randomly . their mother tongue is Arabic .

3-3 The Definition of Setting

The research setting is the location where the research takes place. For example, a study could take place in a laboratory, or among a tribe in a special place ..

The research setting can be seen as the physical , social , and cultural site in which the researcher conducts the study . In qualitative research , the focus is mainly on meaning – making , and the researcher studies the participants in their natural setting .

As the researcher mentioned before , the case study was going to be in NAIM NOUAMI secondary school in Djelfa but unfortunately the researcher could not work because of the conditions that they are living nowadays . as we all know the covid 19 make them all canceling their plans .

So , the researcher gathered the information from different schools in the city of Djelfa . Djelfa is located at an elevation of 3,734 feet (1,138 m) in

the Ouled Naïl Range of north- central Algeria, between the towns of Bousaada and Laghouat. It is situated in a transitional zone between the dry, steppe-like Hautes Plaines (high plateaus) of the north, characterized by chotts (intermittent salt lakes), and the Sahara to the south. The town was founded in 1852 as a French military post on a geometric plan. It serves as an important livestock market centre for the semi-nomadic Ouled Naïl confederation. Djelfa is on the 12,000 mile-long Africa Trail. The surrounding region for centuries has been the meeting place of the Ouled Naïl people, who live in black-and-red striped tents and claim descent from the Islamic prophet, Muhammad .

3.1.2 (From Wikipedia, the freeencyclopedia)

4 Data Analysis

This chapter consists of an analysis of the data collected from questionnaires containing questions addressed to English teachers and pupils in order to gather information on the difficulties of pronunciation, the objectives of which are stated at the beginning of each questionnaire, followed by an analysis of the data collected through them. These two questionnaires are primarily intended to shed light on what the English Pronunciation Difficulties are.

4 4-1 Pupils Questionnaire

A group of questions are given to the Algerian pupils of English , in which they are asked to answer them according to their personal experience .

The Sample is 25 pupils .

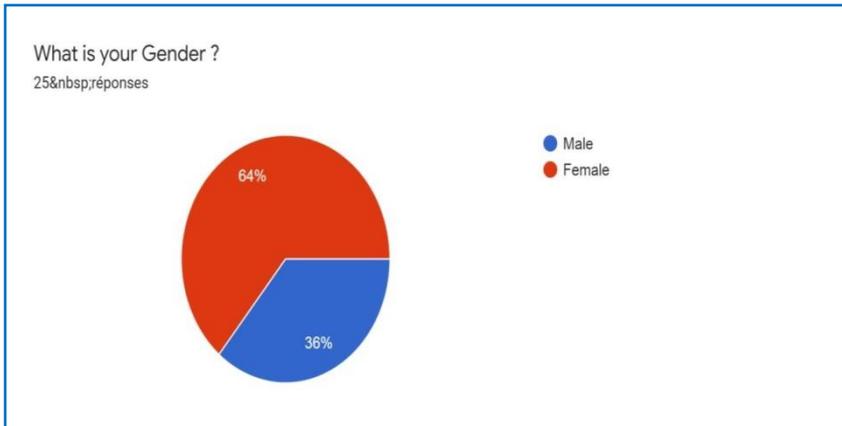
5 A – section one: background Information

5.1.1 A.2.1. Specifying gender

A -Male b- Female

Gender	Number	Percentage
Male	9	36 %
Female	16	64 %
Total	25	100 %

6 Table.2.1 : Pupils Gender



Graph 2.1: Pupils Gender

When we ask the informants with whom we worked to assess their gender, it is established that thirty-six percent (36%) of them are males, while sixty-four percent (64%) are females.

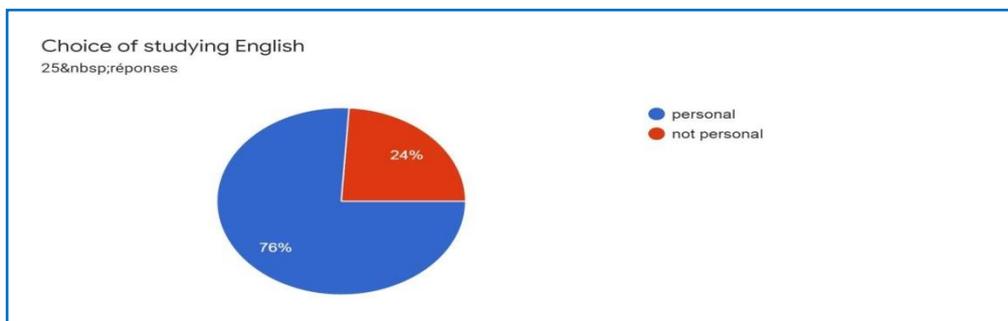
7 A.2.2 Choice of Studying English

a. Personal

b. Not Personal

Choice	Number	Percentage
Personal	19	76%
Not Personal	06	24%
Total	25	100%

8 Table 2.2 : Choice of Studying English



Graph 2.2 : Choice of Studying English .

When we questioned the learners about their choice of English , the

rate as that seventy – six percent (76 %) have admitted that is personal ,while the remaining rate of pupils twenty-four percent (24%) , said that their choice is not personal .

9 A.3 Level of English

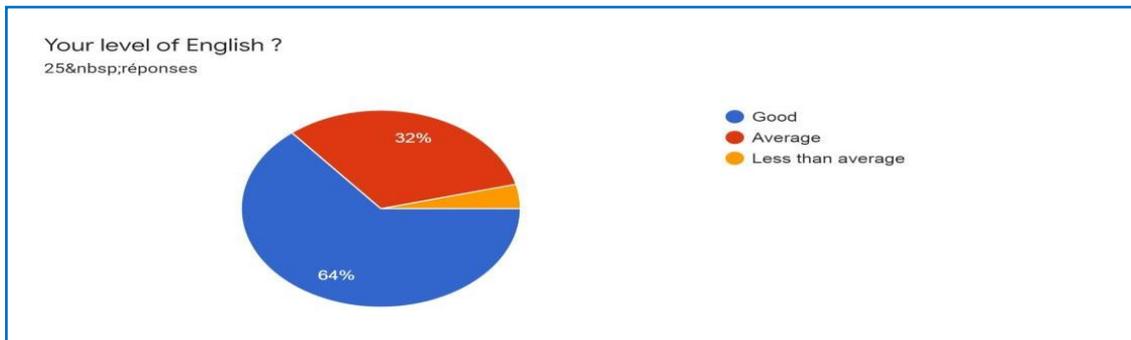
a. Good
average

b. average

c. less than

Level	Number	Percentage
Good	16	64 %
Average	08	32%
Less than average	01	04 %
Total	25	100 %

10 Table 2.3: Level of English



Graph2.3 : Level of English

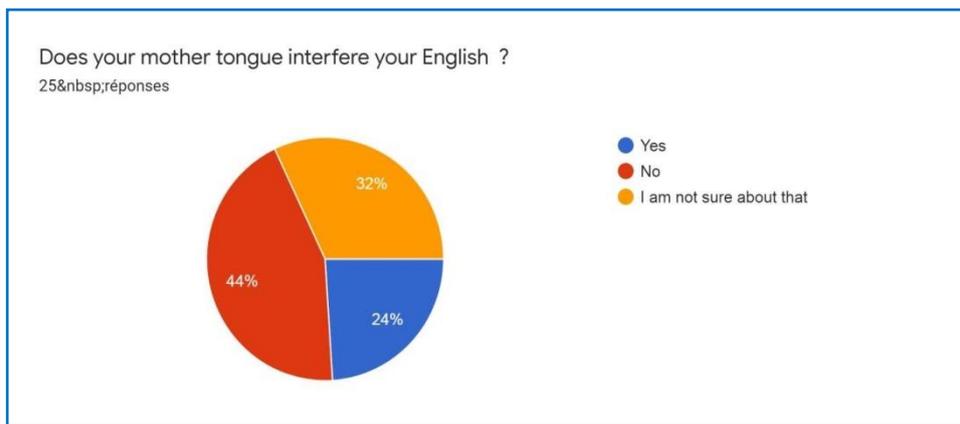
One can notice from the results shown in table three (03) above , that sixteen (16) of the pupils believe that they have a good level in English , while eight (08) think they have an average level. the rest one (01) assume that their level of English is less than average .

11 B. Section Two : The Interference of the mother tongue

B .1 does your mother tongue interfere your English .

	Number	Percentage
Yes	06	24%
No	11	44%
I am not sure about that	08	32%
Total	25	100 %

12 Table 2.4: Does Your Mother Tongue Interfere Your English



Graph2.4 : Does Your Mother Tongue Interfere Your English

The aim of this question is to determine the interference of the mother tongue or the level of English language . so the informants are asked to choose between yes, no or I am not sure about that . forty-four percent (44%) say no and thirty –two percent (32%) choose I am not sure about that and only twenty –four percent (24%) choose yes which means that their Mother Tongue Interfere their English .

Is the use of The Mother Tongue Good or Not good during the English session

	Number	Percentage
Good	09	36%
Not good	14	56%
I don't know	02	08%
Total	25	100%



13 Table2.5 : The Use of The Mother Tongue (During The Session)

Graph 2.5: The Use of The Mother Tongue (During The Session)

This question acts as a support for the preceded one (question one), the respondents are requested to determine whether the use of L1 during the session is good, not good or you don't know. we noticed that thirty-six (36%) of the pupils say it is good wether fifty-six percent (56%) answer with the option not good. While eight percent (08%) say they don't know if it is good or not.

Does your mother affect your English (in a positive or

negative way)

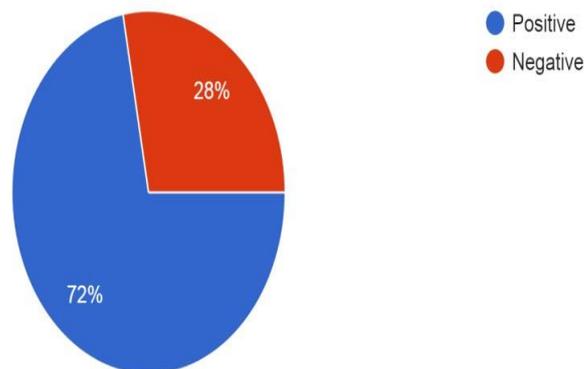
a. Negative

b. Positive

	Number	Percentage
Negative	07	28 %
Positive	18	72 %
Total	25	100%

14 Table2.6 : The Affect of The Mother Tongue on your English

does your mother tongue affect your English ? (in a positive way or a negative way)
25 réponses



14.1.1 Graph2.6 : The Affect of The Mother Tongue on your English

15 Data Interpretation

1 Interpretation of The Questionnaire

Considering the results we got from analyzing this questionnaire, the very noticeable thing in question one is that, females are more dominant than males. This might be since females are more interested in studying and learning foreign languages and English is no exception to this from one side. On the other side males often choose to carry in scientific studies, and most of the time, they are not interested in studying languages at all.

From question two (02), one can notice that all most all the informants their choice of studying English are personal. In other words, they have an intrinsic motivation to study such language and having the willingness to reach certain aims. Only a few pupils are obliged, or their general average did not fit to require one of their first choices.

The majority of the pupils, claim that they have a level from average to good as it is shown in question three, this mainly because they have the desire to study this language. The few number who remains, they think that they have a level which is less than average. Probably the main reason that affects their average is because their choice which was not personal, or because they find difficulties to understand this language.

The aim of question four (04) is to determine whether the pupils confirm that their mother tongue interferes with their English. almost the half said this may not means that the ones who said yes their mother tongue interfere their English all the time but rarely, or it interfere their English because of lack of practice or vocabulary .. etc . for the answer I am not sure about that maybe they did not get the meaning of the question or they are not sure about their level of English that's why!

Question five (05) is about the pupils' opinion using their mother tongue during English session, more than the half said it is not good to use the mother tongue during the English session, maybe because of the teacher he does not only switch to Arabic when it is only necessary but he/she finishes the whole session or the whole lesson using their mother tongue instead of English .may be they do not find a good way because they want to improve their English much more, or they only have the English session to practice what they already have as vocabulary they can even want to test themselves if they can understand or not .for the pupils who said it is good maybe neither the teacher does not use it the whole session nor them only when they need to, This might be since it saves time accelerates their understanding. For example, instead of going through a long explanation in English, it is sometimes easier and more relaxing when they use their mother tongue. Also, it can somehow reduce the stress that often happens during exams. Another case for using Arabic is for translating new words and concepts. Many students prefer to learn new words through translation which could be a clear and quick strategy. (Nation, 2003; Storch and Wigglesworth, 2003). In their studies, they note that pupils preferred to get the meaning directly from their teachers or their peers without checking in

bilingual dictionary

.for the I do not know the team I think they are a little bit confused because they find themselves still need their mother tongue which means maybe they are beginners.

According to the pupils ,, questionnaire in question six (06), the analyses show that the majority of the pupils see that their mother tongue affect their English in a positive way maybe it helps them to translate and get new meanings, even it can make them feel more comfortable. while others find it negatively affects their English most of those who said the negative way it may in pronunciation because so many sounds are not common in every language they want to learn.

Regarding the use of the English language outside the classroom, question seven (07) shows obviously that the majority of the pupils sometimes use English outside the classroom. This might be in listening to music, using the internet to visit web sites, consult dictionaries, reading books, talking to native speakers through social media (Facebook, Twitter, Instagram....etc), and watching TV. The main reasons behind using the English language outside the classroom are to increase opportunities to practice English. Some of them say that they always use it to speak with their friends discussing what they have studied. This may lead them to understand more and applying English at the same time. Few of them abnegate using it, this mainly because they are afraid of making mistakes.

In question eight (08), most of the pupils" admit that they have a good level in English pronunciation, and this probably because of they listen to native speakers, and they apply the rules learned in phonology .six of the informants consider their pronunciation as an average level in English pronunciation, and this may back to the short period of studying this language (05 year or 06 years few of the informants classify themselves that their pronunciation of English is less than average. the main reason behind this is maybe because they are not more confident to practice their English in front of there, and then the loss of words, rules, and mispronouncing.

All in all, the findings support the view and go with it in the same way that Algerian pupils" of English mispronounce the consonants /v/, /p/, /t f/, /dʒ /, /ŋ/. The cause is that these sounds do not exist in their mother tongue, or because they are closed to the other letters in their pronunciation. Whereas sounds like /θ/ and /ð/. Also, there are some. But also some

students find difficulties when pronouncing these consonants sounds, and this because they are absent in some Algerian dialects. So the students tend to produce the sounds nearest to them, and this happens subconsciously. As a result, they come not able to achieve the exact movement to utter such sounds. Moreover, some sounds such as /f/ and /v/, /b/ and /p/ are allophonic, so this misleads students and changes the meaning of the word completely.

In the nearest past, Swan and Smith (2007) point out that all the sounds that we use, when speaking exists inside boxes, each sound has a certain box. Each time the speaker wants to speak he goes to these boxes then selects the sound that he needs. By contrast, when the speaker hears a speech he receives the sounds and then tries to put each one in the right box. But if the speaker hears a sound that he does not have in his boxes, he will try to handle the situation by putting this sound to the nearest box. For example, if the speaker does not have the /p/ box, he solves this problem by going to the nearest box which is the /b/ box.

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