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***French interference in English pronunciation of the
letters (I) and (E)
Case study of first year students at department of
English, University of Bejaia.***

Thesis submitted in fulfillment of the requirements of Master's degree in linguistics

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Abstract

The thesis is concerned with investigation of the influence of the French language on the English pronunciation of first year students at the department of English, Abderahman Mira University of Bejaia. The study aims to determine the negative transfer of French at the level of the pronunciation of the letters (I) and (E) in English made by the first year students. The focus is on these two sounds, because we made the hypothesis that the occurrence of transfer from French is at a large extent in that letters. In order to answer the questions of this study, quantitative and qualitative methods are used in order to collect data. Two questionnaires in English are distributed to 35 first year students department of English, and for their oral expression's teachers. Another tool is used which is a voice recorder of the learners' pronunciation to know if they are influenced by the French language. Finally, the results revealed that there is a great influence of the French interference on students' pronunciation not only on the two letters treated in this research but on the other sounds and on letters that exist in the language.

Key words: pronunciation, interference, French language, English language.

Dedication

I dedicate this thesis to my adorable family for their financial support through many years of my education.

My dear parents Ahcene and Djamila for their love, patience, confidence.

My dearest sisters, Thiziri, Lamia and Hania who always believed in me, and for being my strength when I was weak, and for Lamia's amazing husband Lamin.

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My Brother and sister's children whom I love very much.

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Souhila

Dedication

I dedicate this work for the “loving memory of my father”

For my mother and for her mental and financial support.

For my sisters katia, hakima, and Khoukha who have been always by my side.

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List of initials

EFL	English as a Foreign Language
FL	Foreign Language
L1	First Language
L2	Second Language
CA	Contrastive Analysis
EA	Error Analysis
LMD	License-Master-Doctorate
SPSS	Statistical Package for the Social Sciences
TL	Target Language
MT	Mother Tongue
SLA	Second Language Acquisition

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General introduction

The English language is the most important language in the world today, mainly because it is an international common tongue “Lingua Franca”, which means that it is a means of international communication. Moreover, it is used in several fields all over the world. This is why a good mastery of English is the opening door toward many job opportunities in the international as well as national contexts.

It is believed that learning a language is not an easy task especially for those who learn it as their second or foreign language. Algeria is a Multilingual country; where Arabic, Kabyle, French, are the dominant languages. However, English comes in the second place after the French language, as a second foreign language (L2). Considering the fact that the students are more familiar with the French language structures than the English ones, they may be confronted with what is called interference or transfer. This phenomenon may prevent the learners from an effective development, or even acquiring the language properly and correctly.

The LMD students of the University of Bejaia who have been in touch with the French language for several years, are confronted with this phenomenon of Interference, especially at the level of the speaking skill. Furthermore, the impact of the French language on the pronunciation of English can be crucial for an effective communication, because a mispronunciation can lead to a misunderstanding. From here, we can deduce the prodigious importance of a good pronunciation.

This work echoes the interference of the French language on the pronunciation of the English language of the first-year students of the University of Bejaia. It is said by many researchers that the students of ESL are confronted with this interference, because of the similarities between the two languages, and due to the student’s previous knowledge of the French language.

1. Statement of the problem

Many investigators have dealt with the influence of the French language on second language learning and teaching, whether its influence on the writing, speaking, or listening skill. However, the following study focuses on the influence of French language on the pronunciation of the English language. What aroused our curiosity on the subject is our experience; we have also fell into the trap of French language interference during our first year. Furthermore, it is essential to raise awareness about it because pronunciation is vital for an effective communication and a better understanding. However, further studies can treat the topic, but with different population and objectives.

2. Research questions

The study aims to provide answers to the following research questions:

- Does the French language influence the English language pronunciation?
- Do students overgeneralize pronunciation rules of French in English pronunciation?
- Does French interfere in students' pronunciation of the letters (I) and (E)?

3. Aim of the study

The main aim of the present research is firstly to figure out whether there is an interference of the French language on the EFL learner's pronunciation of the letters (I) and (E). Moreover, to find out the reasons behind falling into interference, because of either overgeneralization of the pronunciation rules of the French language or due to the linguistic situation in Algeria.

4. Significance of the study

Based on the results obtained from our research, it is shown that the French language affects the learner's production of the English language. This interference happens mainly because the two languages are similar in many aspects, besides they came from the same source; they have descended from the same language, which is "Latin". The students are badly influenced by the French language, since they have been in touch with it before English. The transfer occurs on every aspect of the language, but this work treats its impacts on the pronunciation only. However, exploring the effect of the French language interference on EFL learner's pronunciation is our concern.

5. Sample and population

Our population is first year students from the department of English at Abderahman Mira University-Bejaia. 34 students are selected randomly to answer the questionnaire and 30 others for the recording test, some of them answered the questionnaire. Two teachers of first year teaching the oral expression module answered to the questionnaire. The reason behind choosing first year is that they are unfamiliar with the speaking skill, oral expression and phonetics since they were not exposed to such modules in middle and high school.

6. Method and procedure

To conduct this research, data have been collected using two tools: two questionnaires one for the students and the other for teachers, and a recording test. The questionnaires are designed for first year students and teachers of oral expression. The student's questionnaire is divided into 4 parts, the first part concerns general information, the second deals with the English pronunciation and difficulties to learn it, then a section about the use of other languages than English in the class and interference in learning pronunciation is referred to, and the last

one is about further suggestions. The teacher's questionnaire follows the same procedure. They have been answered in the classroom. We analyzed the responses using SPSS. Concerning the recording, we have chosen 30 students randomly, we prepared 27 sentences, each one of them read two sentences, and then we recorded their pronunciation. Furthermore, we based our study on the interference of the French language on the letters (E) and (I), so each sentence has different words with those letters.

7. Description of the study

The present study is divided into two main chapters. The first chapter entitled theoretical background is divided into three sections, a section about pronunciation, another about language interference, and the third is about the relationship between French and English. The second chapter entitled research design, methodology and results is composed of three sections. The first one deals with the description of the study, the second with analysis and discussion of the results, and the last one with implications, limitations of the study, and for further suggestions.

Introduction

It is believed that learning a foreign language is not easy, and mastering its four skills (reading, speaking, listening, writing) either. However, pronunciation is considered among the most important aspects of language that have to be acquired because without an appropriate and correct pronunciation, there will be no effective communication, and misunderstanding may occur. It is somehow neglected in the educational system, and importance is given much more on the other aspects of language like grammar and writing. Gilakjani (2012) assumed that learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect. Moreover, FL learners may find pronunciation difficult to acquire especially those who have learnt another FL before. They tend to rely on their previous knowledge to learn the target language; it is called interference. Derakhshan (2015) said that it is a popular belief that first language has an effect on the second language acquisition of L2. This latter has been an important issue in foreign language teaching and learning. However, Linguists proposed Contrastive Analysis (CA) and Error Analysis (EA) as approaches in order to treat learner's difficulties, to focus on the issues they may face while learning a foreign language, and to reduce them. Most importantly, to raise awareness about interference.

The following chapter is divided into three sections. The first section deals with the definition of pronunciation, elements of pronunciation, the importance of learning pronunciation for language learning, the importance of learning pronunciation for foreign language learning, and factors affecting the learning of pronunciation. In the second section, interference will be the center of attention, with its definition by some authors, then types of interference, and causes behind interference. In addition to that, we are going to see the types of errors committed by the EFL learners; which are Interlingual and intralingual errors with two

theories that treat those errors; Contrastive analysis and error analysis. At the end of the section, we deal with the definition of phonological interference and the factors behind this phenomenon. In the last section, that is called The Relationship between French and English deals with the origin of the English language, followed by the phonological systems of both languages, and then the use of both languages in Bejaia.

Section one: Pronunciation

1. Definition

English teachers need to fit many language components into their limited class time: grammar, pronunciation and vocabulary, speaking, listening, reading, and writing skills. Pronunciation is at the bottom of the list; teachers say that there is not enough time to teach pronunciation; students often think it is not that important because it will not be included in their exams (Yoshida, 2016 p, 05).

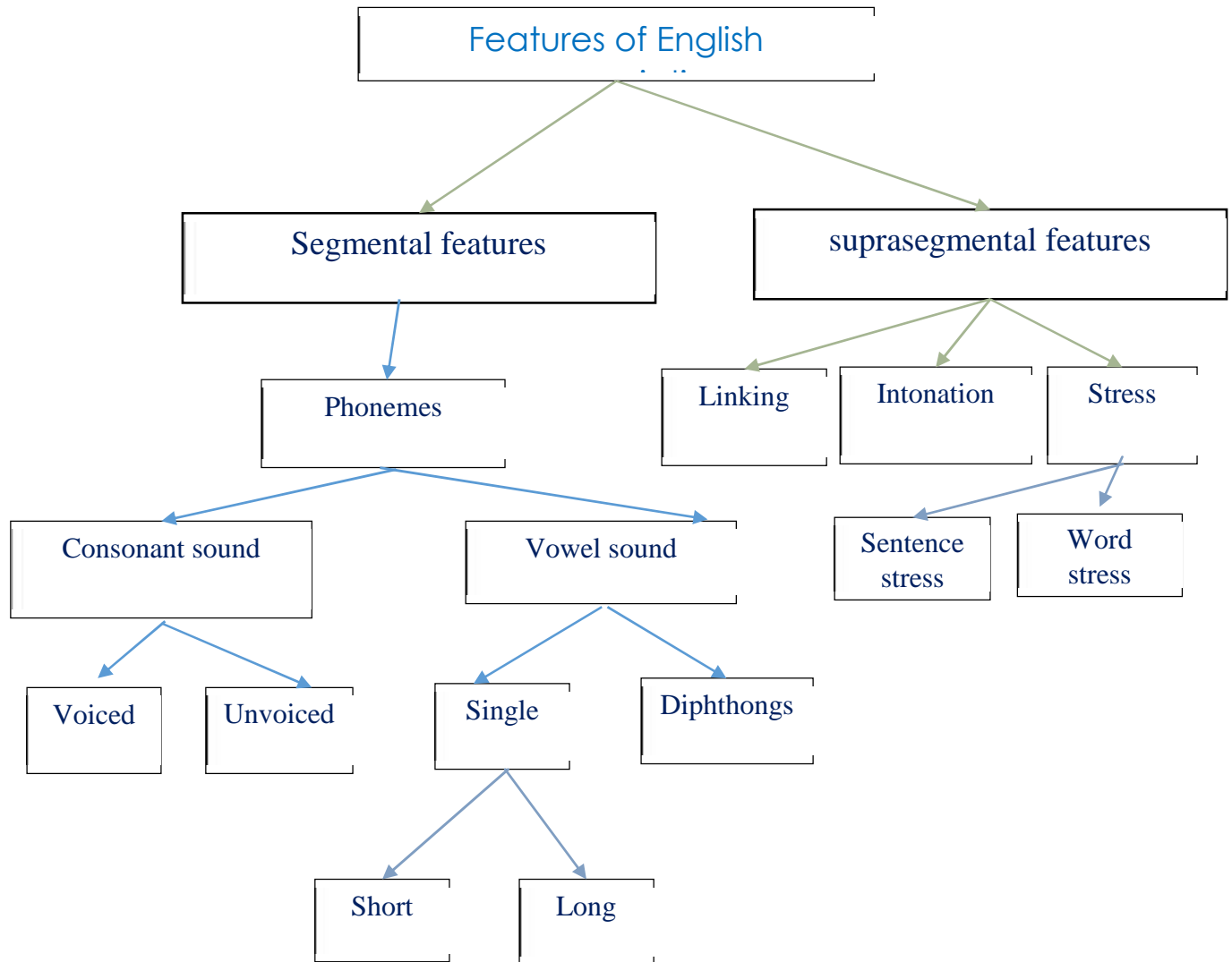
Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word is spoken, using phonetic symbols (Mustika, 2010). Furthermore, pronunciation definition taken from oxford dictionary states that pronunciation is the way in which a language, a word or a sound is pronounced. According to Yoshida, (2016), if students need or want to speak English understandably, pronunciation is important. In the past, students need to read and write, but it is not the case nowadays, students need to speak and understand English in real life to communicate. Though their grammar and vocabulary are strong, if their pronunciation is not easy to understand, their communication will fail (Yoshida, 2016 p, 05)

2. Elements of pronunciation

To pronounce a word in English, we need to learn the elements of pronunciation such as phonemes; vowels and consonants; linking, intonation, and stress. They are necessary for a complete and effective pronunciation. Where learners produce minor inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation (Burns 2003).

The following figure represents features of English pronunciation.

Figure 01: Various features of English pronunciation. (Adopted from: Burns, 2003)



2.1. Segmental features

In linguistics, the segmental features of speech are defined as “any discrete unit that can be identified, either physically or auditory, in the stream of speech (Crystal, 2003). Phonemes are sounds that, when pronounced incorrectly, can change the meaning of the word (Burns 2003). We refer to the individual phonemes of a language that consist of two categories, the consonants and vowels as segmental features because they affect only one segment of sound. According to Yoshida (2016), consonants are sounds in which the air stream meets some obstacles in the mouth on its way up from the lungs, for example, cake /c/ /k/, table / t/ /b/ /l/. Yoshida (2016) also defined vowels as sounds in which the air stream moves out very smoothly because there is nothing blocking or constricting it, it does not meet any obstacles on the way. She states that vowels are the “heart” of words and syllables, for example, eat, hate.

2.2. Suprasegmental features

When we hear the word “pronunciation”, the first thing that comes to our mind is related to vowels and consonants. There are also other essential aspects such as linking, intonation, and word stress; these aspects are important features for effective pronunciation at the suprasegmental level (Burns, 2003). They are also called prosodic features and speech features.

2.2.1. Linking: refers to the way of joining the last sound to the first sound of the next word so that they can be easy to pronounce and flow together smoothly. According to Gilakjani (2012), linking refers to the way the last sound of one word is joined to the first sound of the next word. He stated that to produce connected speech, we run words together to link consonant to vowel, consonant to consonant, vowel to vowel.

2.2.1.1. Consonant to vowel: we write it like this “Turn off”, we say it “t :rn :f”.

2.2.1.2. Consonant to consonant: we write it like this “Good day” we say it “g der”

2.2.1.3. Vowel to vowel: we write it like this “Do all”, we say it “duw :l”

2.2.2. Intonation is the variation of pitch when speaking. It is the music of language. The way the voice goes up and down according to the context and the meaning of the communication. According to Yoshida (2016), intonation is the pitch pattern of a sentence, the up-and-down “melody” of our voice as we speak. For example, can you open the window (rising pitch) it is a request. Can you open the window (falling pitch) it is a command.

2.2.3. Word stress is the manner in which stresses are distributed to certain syllables of a word in a phrase or a sentence. According to Yoshida (2016), word stress is the extra emphasis given to one syllable in a word that has more than one syllable. Gilakjani (2012) states that word stress relates to the prominence given to certain words in an utterance, these focus words are stressed to convey the overall rhythm of the utterance, the most meaningful part of the utterance. He stated that at the meaning level, some words are given more prominence than others to foreground which meaning is important. For example, when we say, “It was a difficult exam” it is a standard statement, but when we say, “it was a DIFFICULT exam” we emphasize how difficult the exam was. Both segmental and suprasegmental features work together to make pronunciation understandable to listener (Yoshida, 2016).

3. Importance of pronunciation

Pronunciation is the first thing that people notice when you are speaking English. If the pronunciation is poor, neither grammar nor vocabulary would help you (Burns, 2003). Therefore, teaching pronunciation is important in the development of students’ intelligibility, where they can produce sounds patterns, that are recognizable as English. Achieve comprehensibility; they will be able to understand the meaning of what is said. Finally, interpretability, they will be able to understand the purpose of what is said, and be able to interpret the utterance (Burns, 2003).

4. The importance of learning pronunciation for language learning

According to Vanessa (2019) to acquire a language, we always start by learning the speaking skill earlier than the writing and reading skill. Most of students underestimate the importance of pronunciation because they consider that the pronunciation is less important than other English aspects such as grammar, lexicology, and vocabulary (Widi, N.D). According to widi, (N.D), we can use simple grammar to make our message understood, but we cannot use simple pronunciation; it means that if the speaker has a good pronunciation, people will easily understand the speech. However, if the speaker has a poor pronunciation, this will lead to misunderstanding by the listener.

5. The importance of learning pronunciation for foreign language learning

To learn a new language, there are many aspects to take into consideration like the new pronunciation (www.ascenglish.com). According to Cakir and Baytar, (2014), in foreign language learning, learners usually find the target language pronunciation difficult because the new sounds do not always correspond to the ones in their mother tongue. According to Widi, (N.D), in English, many words have similar pronunciation but have different meaning so we have to pay attention to pronunciation. Mastering a foreign language pronunciation is not something difficult as far as students involve themselves to practice it in conversations and interact with teachers, this will make the foreign language learning easier. Using good pronunciation helps others understand your messages more quickly, and can even help you make friends (www.ascenglish.com, December 23, 2020).

6. Factors affecting the learning of pronunciation

In this section, according to Ikhsan, (2017) several factors influence the mastery of pronunciation as follows:

- 6.1.Age:** there is a difference between adult and young learners, it is easy for young students to acquire good pronunciation more than adults, both have different ways in learning pronunciation, adults have to work harder (Yoshida, 2016).
- 6.2.Attitude:** if a student shows positive attitude toward learning English, he will learn faster. On the other hand, students who have a dislike to English will be less successful than those with positive attitude and open mind (eteaunion.org October 27, 2014).
- 6.3.Motivation:** this factor can really make changes in one's pronunciation. Students get motivated, simply because they want to fit in, they do not want to be discriminated against because of their funny accent. If a teacher has students who seem to lack motivation, he needs to use their passion to help them find it (eteaunion.org October 27, 2014). He cannot force them to learn if they are not motivated. A proverb says, "You can lead a horse to water, but you can't make it drink." This also applies to teaching pronunciation (Yoshida, 2016).
- 6.4.Mother tongue interference:** A learners' first language has a strong influence on the way he/she learns the pronunciation of a second language. The difficulty depends on how different to pronounce sounds in the new language that do not exist in their native language or used in a different way (Yoshida, 2016).
- 6.5.Exposure to the target language:** the amount to which a student is exposed to the target language on a daily life would determine how fast they would be able to improve their pronunciation, thus how much English they hear. Therefore, those learners who live in an English-speaking country are more familiar with the sounds than those who hear English just during sessions for few hours per week.

Section two: Interference

1. Definition of Interference

Dulay and Al (1982) define language interference as the automatic transfer, due to habit of the surface of the first language onto the surface of the target language (TL) (Gonzalez, 2012, p, 26). Moreover, Yule (2014) assumed that transfer means using sounds, expressions or structures from L1 when performing in the L2 (Lina Syarifah,2017, p,15). Additionally, Olden (1989:27) defines transfer as the influence resulting from the similarities and differences between the target language (TL) and any other language that has been previously (and perhaps imperfectly) acquired. In other words, the learner's language proficiency is threatened by the influence of their L1, such as copying its grammatical patterns inappropriately onto the target language (TL), or pronouncing some words incorrectly. However, most research studies when referring to the effect of L1 on FL use the term "transfer". Alderson (1984) proposed the term "interference" instead (Azzouz, 2013, p.21). The interference can occur on any aspect of language including, grammar, writing, phonology, accent...etc. More (1982) assumed that a learner has difficulties in second language such as phonology, vocabulary, and grammar due to the interference of habits from L1 and L2. He also asserted that if the learners face difficulties in learning certain elements of the target language (TL), it is due to the interference of habits from L1.

2. Types of Interference

There are two types of interference negative transfer which leads to erroneous usage and positive transfer which leads to correct usage. According to Brown (2000) "transfer" is used for the positive impact of L1 whereas "interference" refers to the negative one (Azzouz,2013, p,21).

2.1. Positive transfer

The first language can serve as a mechanism or strategy to realize an objective in language learning (First language interference in learning the English language, (Malon, p. 32). On top of that, some researchers believe that L1 facilitates the learning of L2, and students should be allowed to use their L1 in the English language classroom. Troike (2006, p 27) stated that positive transfer is also called facilitating, and it happens when two languages contain the same structure. Furthermore, Oldin (1989, p. 27) confirmed that positive transfer results from similarities between any language that has been previously acquired before the target language. The positive transfer is difficult to recognize because the transformed forms are also correct in the target language.

2.2. Negative transfer

According to Antonio and Ernest (2009), language interference represented a serious issue because it stood in the way of language competence; in this case the two languages have more differences than similarities (as cited in Derakhsan2015, p 26). According to Troike (2006, p 200), language interference is inappropriate influence of an L1 structure or rule on FL use. However, language interference and negative transfer are used interchangeably. In addition to that, Cortes (2006, p 4) defined negative transfer as “the negative influence that the knowledge of the first language has in the learning of the target language due to the differences between both languages”. Contrary to positive transfer, negative transfer is easy to recognize because the norms of the target language are different from the ones of the mother tongue (MT) or the first language (L1).

3. Causes of Interference

(As cited in the work of Derakhshan (2015), Lee, said that the problem of interference is due mainly to the differences between the two languages. According to Sobhani and Abolhasan (2012), learners face difficulties in L2 pronunciation because they are unfamiliar with the L2 phonological rules. According to Decherta and Dillis, (as cited in Bhela, 1999, p.22), the principal cause of language interference is that when the learners of the target language want to write or speak in the target language, they tend to rely on their first language structures. Furthermore, according to Bhela (1999), interference occurs when the learners feel gaps in their L2 in addition to the lack of understanding and mastering the target language. (Karim and Nassaji, 2013) say that the learners of L2 may use strategies of L1 because of the similarities in both languages. They also added that the learner's knowledge of the target language is not enough so they rely on their L1 to express ideas (Derakhshan, 2015). For Krashen (1983), L1 is just a way to compensate for FL missing necessary knowledge. Contrary to Krashen, Oldin (1989) believed that transfer was what came out from the similarities or the differences between the Mother Tongue (MT) and the Target language (TL).

4. Theories on Errors of EFL learners

It is believed that learning a foreign language is not easy, since FL learners commit many errors which are an obstacle for an effective learning. Indeed, it is important to clarify, identify, and analyze those errors. Contrastive analysis and error analysis are two theories that take charge of those errors.

4.1. Contrastive analysis

Contrastive analysis (CA) used to be the major field in Applied Linguistics; it is mainly concerned with identifying the differences and similarities between languages. Its main objective is to facilitate the learning of a second language (Seah, 1981 p,21). According to

Rivers (1964), contrastive analysis is the distinctive contribution of the linguistic scientists of these contrasts; they are incorporated in the materials prepared for class and laboratory work. It focuses much more on investigating the learner's errors in which most FL learner's fall into while learning the Target language. According to Behaviorist theory, learning the language is a question of habit formation. So, FL learners should change old habits and construct new ones. However, it is difficult for learners to master the target language mainly because both languages don't share the same forms and structure. Here is the main concern of CA; to identify the differences and similarities of the TL and L1. (Troike, 2006, p,34) said that contrastive analysis involves prediction and explanation of EFL learner's problems based on comparing between the similarities and differences between the mother tongue and the target language.

Contrastive analysis presents a successful theoretical and practical case for the value of language research, both for those studying applied linguistics and for teachers needing to adjust their teaching to the state of knowledge of their students (James 1980). Byram (2000) states that teachers use CA in order to compare between the target language and the first language, so that they can adopt methods and strategies to fulfil student's needs. Contrastive analysis can play an important role in understanding and solving problems in second language or foreign language learning and teaching.

CA was criticized by the supporters of Error analysis (EA) mainly because many errors predicted by Contrastive Analysis were not observed in learner's target language language. Ghee Seah (1981) asserted that Dingwall (1964), Nickel and Wagner (1968), and Di Pietro (1971), among many others, criticized Contrastive analysis for its preoccupation with the surface structure of language. In addition to that, Nickel (1970) has suggested a more modest goal for CA which is a compilation of as many languages possible, since it is a full account of the structural differences between two languages, it remains only a theoretical possibility.

4.2. Error analysis

As mentioned before, Error analysis (EA) came as a theory against Contrastive analysis. It claims that the learner's errors do not come only from the mother tongue or the first language learnt by the students, but also from the Target language itself. According to Richard & Al (2002), EA was developed as a branch of linguistics in the 1960s and came to light to argue that the mother tongue was not the only source of errors committed by the learners. Furthermore, Hashim (1999) mentioned that the language effect is more complex and these errors can be caused even by the Target language itself and by the applied communicative strategies as well as the type and quality of the second language instructions.

Error analysis is described as a set of procedures to identify, describe, and explain learner's errors (Ellis and Barkhuizen,2005). Besides, Richards (1971) defined the field of error analysis as dealing with the differences between the way people learn a language, and the way adult native speakers use the language. However, the aim behind this theory is to gather information on common difficulties faced by EFL learners. Corder (1974) mentioned five steps to analyze those errors; selection, identification, classification, explanation, and evaluation. Ellis (1997) proposed four main steps, identification, description, explanation, and evaluation.

Thanks to Error Analysis, teachers can identify easily the weaknesses of their students in learning a Second language; they can indicate the points that need more attention, and a better understanding of the errors and their origins. Brown (1980) said that EA is a process of observing, analyzing, and classifying the deviations of the rules of Second language and then to reveal the systems operated by a learner. More importantly, Error analysis can help the students rate their knowledge, improve their learning, and prevent those errors.

4.2.1. Types of Errors

There are two types of errors, interlingual errors and intralingual errors. Interlingual errors are those errors caused by the mother tongue or the first language; they are very frequent at the initial stages of L2 learning. It is also called Interlingual transfer or errors of transfer. According to Kavaliauskiene (2009), transfer of errors may occur because the learners lack of necessary information in a FL, or the intentional capacity to activate the appropriate FL routine. Additionally, many researchers assume that this type of errors is the major cause of learner's errors in foreign language learning. Bhela (1999) said that it is obvious that EFL errors result from the word translation strategy, or thinking in the mother tongue. Interlingual errors may appear at different linguistic levels while speaking or writing such as phonology, morphology, grammar...etc.

Intralingual errors are errors, which are not caused by the influence of the mother tongue or the first foreign language, but by the target language itself. Richards (1971) described these errors as those, which reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules, failure to learn conditions under which rules apply, and false concepts hypothesized. They do not reflect the structure of the mother tongue but generalizations based on partial exposure to the target language. Erdogan (2005) claims that "intralingual errors occur as a result of learner's attempt to construct concepts and hypotheses about the target language from their limited experience with it." However, it is well known that these errors are due to the language being learnt, independent from the mother tongue or the first language. That is to say, the students attempt to derive rules from the data to which they have been exposed, and they create a type of language or rules that correspond neither to the first language or the mother tongue nor to the Target language.

5. Phonological interference

According to Weinreich (2017) (as mentioned in Phonological interference, p.17), there are three kinds of interference in language: grammatical, phonological and lexical interference. Phonological interference phenomena can be observed through the change of phonemes while producing the target language. According to Lekova (2010), phonetic interference affects the improper pronunciation of phonetic sounds in the second language caused by the existence of different phonetic structures from the point of view of the mother tongue or the first foreign language. It has been reported by Eugène (1966) that when the first foreign language and the target language have almost the same phonological categories, it will be easier for the learners to master the target phonological categories, and the opposite is true. Furthermore, Al (1997) defined phonological interference as items including foreign accent such as stress, rhythm, intonation, and speech sounds from the first language influencing the second.

6. Factors behind phonological interference

According to Poulisse and Bongaerts (1994), the use of L1 forms in speech is regarded as a compensatory strategy; this means that the use of L1 forms occurs because the L2 system is not highly developed and automatized as the native language or the first foreign language. In addition to that, the interference may occur due to the different phonological rules between both languages such as different phonemes, phonological rules or syllable structure.

Section three: The relationship between French and English

1. The origin

The English language is the language of England, it is considered as the most important languages in the world (Albert C, 2005). Nowadays, English is spoken by approximately 450 million people all over the world, in addition to the ones who have acquired it as a second language (Horobin, 2016). Furthermore, it is the language of international communication, and an official language of some developing countries. Verba (2004, p 9) said, “What is the English language nowadays? Speaking in more general terms, it is the native language of the population of several countries: Great Britain, where as we can see, several former colonies of this empire: the USA, Australia, New Zealand and partly Canada. With certain part of the population of the South African Republic of the total number of the citizens of those countries will hardly reach half a billion speakers”.

The English language was not always, as we know it now. Effectively, it came through many different societies that caused several changes in the language itself at different levels such as vocabulary, pronunciation...etc. (Horobin, 2016, p, 23). Additionally, English throughout its development and change went through four main periods: Old English, Middle English, Early Modern English, and Modern English (Laurel and Briton, 2006).

According to Albert (2005, p, 23), English is originated from Germanic languages; it belongs to the group of languages to which German, Dutch, Flemish, Danish, Swedish, and Norwegian also belong. On the other hand, Croll (2005) asserted that more than half of its vocabulary is derived from Latin; some of the words are directly derived from French such as village, fruit, and guide, etc. Hence, English shares a great number of words with those languages of Europe that are derived from Latin like Italian, Spanish, Portuguese and especially French.

2. The phonological systems of both English and French

It is important to mention that English and French share similarities, but they also have differences. Indeed, this demonstrates how similarities between the two languages could affect the learning of the English language negatively, and the differences could affect its learning positively. However, speaking about the phonological side, when the sounds are different the learners make an effort in order to learn correctly the pronunciation of the target language, but when the sounds are identical, interference may occur. Markey (1998, p 2) said that Koutsoudas (1962) pointed out that the more closely associated a foreign sound is with the student's native phoneme, the harder it will be for the students not to substitute the native phoneme for the foreign sound. French and English share the same alphabet; this means that they may share the same sounds and phonemes for example French has the same Plato-alveolar fricatives as English (Markey, 1998, p24).

3. The use of both languages in Bejaia

Since the French colonization in Algeria, multilingualism arises in the country where the use of French has emerged. The French Minister of Education acknowledged the ongoing effort to conquer Algeria by the school in order to assert French language over all other "local idioms" (Benrabah, 2013. p.31). Effectively, the French invasion tried to impose the French language, at that time. Furthermore, they taught the French language in schools. Hence, it became an L2 in the country

The French language is learned since childhood, it is taught at the primary school at an early age. In addition to that, we have observed in our social surroundings, nowadays parents teach their children French before the mother tongue (Kabyle or Arabic). This demonstrates its big influence on the society. It exists everywhere, we can see it on advertising signs, in restaurants...etc., and it is the language used to teach at the universities.

Contrary to French, the English language has not the same impact on the society. It is taught in the middle school, and as it was observed in some families, parents do not teach it to their children and do not give to it the same importance as French. However, the sociolinguistic situation of English begins to change because the language is considered among the most important languages in the world, so it is important to learn it and master it in order to allow openness to new opportunities.

Conclusion

As a conclusion, EFL learners face difficulties in acquiring the English language pronunciation mainly because of the French language interference. As it was mentioned in the chapter, The English and French language share similarities that are among the factors behind this phenomenon. In addition to that, the chapter shows that the interference can be positive or negative depending on similarities and differences between the first language and the target language. However, some views proposed theories that deal with EFL learner's errors: Contrastive analysis and Error analysis. They are a path toward analyzing and determining the learner's issues and more importantly to find solutions in order to avoid this interference.

Introduction

The present study deals with the French language interference on the English language pronunciation. In this chapter entitled Research design, Methodology, and results is a next step of any research design, which is practical. Its aim is to give the research credibility and evidence that the problem exists. It is concerned with discussing and interpreting the results obtained throughout the research that is based on mixed methods.

The chapter is divided into three sections, the first section deals with the description of the study, the second one with analysis and discussion of the results obtained based on both questionnaires and recordings with an interpretation of each. The chapter ends with implications, limitations, and some suggestions for further researches.

Section one: the description of the study

1. Population and sample

Two different samples were used for the sake of gathering data, a sample of 34 students to answer the questions. It was important to note that the sample of our study is selected randomly regardless the gender, the age, and level. In addition, a sample of 30 students for recording (20 female, 10male) was chosen among the first year LMD students in the department of English at the University of Bejaia. The reason behind choosing first year students is that they are unfamiliar with speaking skill, oral expression and phonetics since they were not exposed to such module in middle and high school. They have learned French as the first foreign language for at least 10 years, so they are familiar with French more than English.

In addition to that, two teachers in the department of English teach oral expression module with a teaching experience ranging from 4 to 5 years, they answered the questionnaire.

2. Research variable

The first variable is the French interference that is the independent variable; it affects the dependent variable, which is English pronunciation. The following study focuses on the influence of French language on the pronunciation of the English language at the level of the letters (I) and (E).

3. Methodology and research design

We have opted for an exploratory design, we have combined between qualitative and quantitative method in order to explore the phenomena. We chose to work on these mixed methods so that the results would be reliable about the interference of the French language in English pronunciation.

4. Data collection tool

As mentioned above, two tools were used to collect data for the presented study; two questionnaires for both students and teachers, recording is the second tool used where the voice of the participant was recorded using our phone. It was recorded when they had free time, they read a group of sentences that contain the letters (I) and (E). Each of the participants read two sentences among 27 ones.

5. The aim of the students' questionnaire

The aim behind using a questionnaire for students is to know whether they are aware of the French interference in their English language pronunciation or not. We also want to know their attitude towards using French in class, the way it affects them: positively or negatively.

6. The aim of the teachers' questionnaire

The aim of the teachers' questionnaire is to know whether they have noticed any errors in their students' English pronunciation. In addition to that, to know their

attitude toward using French in class, if they tend to rely on it in order to clarify ambiguous things or not.

7. The aim of the test recording:

The aim of the student's recording pronunciation is know how the participant articulate the given sentences, and to find out if there is interference of the French language on the pronunciation of the letters /I/ and /e/.

Section two: Analysis of the results

1. Students' questionnaire analysis

Section one: general information

Q01: what is your gender?

Table01: student's gender

Gender	Number	Percentage
Male	16	47,1%
Female	18	52,9%
Total	34	100%

As we can see in the table above that the majority 52,9 of our participants are females, of our sample. The males represent 47,1%.

Q02: what is your age?

Table02: Student's age

Number	Minimum	Maximum
34	18	23

The age of our participants is between 18 and 23

Q03: How would you evaluate your present level in English?

Table03: The present level of our participants in English

Options	Number	Percentage
Average	15	44,1%
Bad	1	2,9%
Good	18	52,9%
Total	34	100%

(52,9%) of our participants said that their present level in English is good,(44,1%) of the students said that it is average,(2,9%) of our sample said that it is bad.

Q04: Do you find the module of oral expression interesting?

Table04: are the majority of the students interested in the module of oral expression?

Options	Number	Percentage
Yes	31	91,2%
No	3	8,8%
Total	34	100%

(91,2%) of our participants are interested in the module of oral expression. Only (8,8%) of the students do not give an interest for the module of oral expression.

Section02: English pronunciation and difficulties to learn it**Q01:** How do you evaluate your pronunciation level in English?**Table 05:** The student's pronunciation level in English

Options	Number	Percentage
Very good	11	32,4%
Average	21	61,8%
Bad	2	5,9%
Total	34	100%

(32,4%) of our participants said that their pronunciation is very good,(61,8%) of the students said that their level is average,(5,9) of the participants believe that their pronunciation is bad

Q02: Do you think that having a good pronunciation in English is important? Please, would you justify your answer?

The aim behind this question is to know whether the students are conscious of the importance of having a good pronunciation in English or not, and why it is crucial. The majority of the participants think that English pronunciation is important. Most of them think that it is important for mutual understanding, successful communication, and to sound more fluent. Only 2 students among 32 participants think that pronunciation is not important. The first one said that using grammar is the most important, and the second one said that the most important thing is to transmit the message. Two of the students did not answer to the question.

Q03: Do you find difficulties when expressing yourself in English?

Table06: difficulties when expressing yourself in English

Options	Number	Percentage
Yes	11	32,4%
No	23	67,6%
Total	34	100%

(32,4%) of the participants find difficulties when expressing themselves in English.(67,6%) of the students do not find difficulties while expressing themselves in English

Q04: How often do you practice your pronunciation of English?

Table07: Frequency in practicing English pronunciation

Options	Number	Percentage
Every day	9	26,5%
Sometimes	22	64,7%
Never	3	8,8%
Total	34	100%

- (26,5%) of the participants said that they practice their English pronunciation every day.
- (64,7%) of the participants said that they sometimes practice their pronunciation.
- (8,8%) of the students said that they never practice their English pronunciation.

Q05: what do you do when you do not know how to pronounce a word in English?

1. I ask the teacher for the right pronunciation
2. I pronounce it according to how it is pronounced in French
3. I search for the right pronunciation in dictionaries or on the internet
4. Others

Table08: what students do when they do not know how to pronounce a word in English?

Options	Number	Percentage
1	3	8,8%
1,3	4	11,8%
1,3,4	1	2,9%
2	3	8,8%
3	20	58,8%
4	3	8,8%
Total	34	100%

The majority of our participants (58,8%) prefer to search in dictionaries or on the internet for the right pronunciation. (11,8%) of our participants choose the first and the third suggestions. (8,8%) of the students pronounce the words according to how it is pronounced in French. Three of the students use other strategies to find the right pronunciation of words. The first student said that he uses an application, the second one

said that she asks someone who knows better English than her, and the last one said that he never has problems with pronunciation.

Section three: The use of other languages than English in the class and interference in learning pronunciation

Q01: Does the teacher of oral expression use French in the classroom?

Table 09: The use of French in the classroom

Options	Number	Percentage
Yes	24	70,6%
No	10	29,4%
Total	34	100%

(70,6%) of our sample answered yes, their teacher uses French in the classroom.(29,4%) said that their teacher does not use French in the classroom.

Q02: Are you for or against the use of French in the classroom?

Table10: For or against the use of French in the classroom

Options	Number	Percentage
For	16	47,1%
Against	18	52,9%
Total	34	100%

(47,1%) of our participants are for the use of French in the classroom. (52,9%) of the students are against the use of French in the classroom

Q03: Outside the classroom, which language(s) do you use more?

Table 11: The languages that the students use more outside the classroom

1. French
2. English
3. Kabyle
4. Arabic

Options	Number	Percentage
English	2	5,9%
English, Kabyle	2	5,9%
French	3	8,8%
French, English, Kabyle	2	5,9%
French, English, Kabyle, Arabic	1	2,9%
French, Kabyle	3	8,8%
Kabyle	21	61,8%
Total	34	100%

As we can see in the table above, the majority of our participants (61,8%) use Kabyle outside the classroom. French and English languages are used only by (8,8%) of our participants.

Q04: Do you think that French is similar to English?

Table12: The similarity between French and English

Options	Number	Percentage
Agree	8	23,5%
Disagree	15	44,1%
Not at all	11	32,4%
Total	34	100%

(32,4%) of our participants think that English is not similar to French, (23,5%)

of our participants think that French is similar to English

Q05: which language do you speak better French or English?

Table13: The language that the students speak better

Options	Number	Percentage
French	12	35,3%
English	20	58,8%
Both	2	5,9%
Total	34	100%

(58,8%) of our participants responded that they speak better English. (35,3%) of the students responded that they speak better French. 5,9% of the students said that they speak both French and English well.

Q06: Do you think that French may help you to express your ideas in English? Explain how

Table14: French may help to explain ideas in English

Options	Number	Percentage
Yes	13	38,2%
No	21	61,8%
Total	34	100%

(61,8%) of the students said that French may not help them express ideas in English. (38,2%) of the students said that French may help them to express their ideas in English. Because French and English are similar, and when they do not know how to express in English, they help themselves with French.

Q07: Do you think that using French words may help you to express ideas in English?

Table15: French words may help the students to express ideas in English

Options	Number	Percentage
Agree	17	50%
Disagree	17	50%
Total	34	100%

As we can see that (50%) of the students agree, and the other half disagree about the question.

Q08: Do you understand when someone speaks English with a French accent

Table16: Understanding English with a French accent

Options	Number	Percentage
Yes	3	8,8%
No	31	91,2%
Total	34	100%

(91,2%) of our participants do not understand when someone speaks with a French accent,(8,8%) of them do understand when someone speaks with a French accent.

Q09: In your opinion, the prior knowledge of French can affect in learning English positively or negatively. Say how in both cases.

Table17: The prior knowledge of French can affect in learning English positively or negatively

Options	Number	Percentage
Positively	30	88,2%
Negatively	4	11,8%
Total	34	100%

(88,2%) of our participants said that the prior knowledge of French can affect the learning of English positively. Because they are similar and it is their first foreign

language learnt, (11,8%) of our participants said that prior knowledge of French can affect negatively the learning of English, because using French can affect the right pronunciation of English.

Section Four: Further suggestions

The question: what are your techniques, strategies in order to acquire a good pronunciation?

The majority of the students said that in order to acquire a good pronunciation they tend to watch, listen to authentic materials such as movies, educational videos. Furthermore, they repeat after and practice the language. Some of them said that the best way to have a good pronunciation in English is to speak it every day whether alone or with friends.

2. teachers' questionnaire analysis

Section one: General information

Q01: Gender:

Table01: What is your gender?

Options	Number	Percentage
Woman	2	100%
Man	0	0%
Total	2	100%

As we can see in the table above the teachers participated in this research are both women.

Q02: Degree (s) held

- a. License
- b. Master
- c. Magister
- d. Doctorate

Table02: Teacher's degree

Options	Number	Percentage
License	0	0%
Master	2	100%
Magister	0	0%
Doctorate	0	0%
Total	2	100%

As we can see both of them have a Master degree

Q03: How long have you been teaching English?

One of the teachers has been teaching English for 4 years and the other one for about 5 years.

Section two: English pronunciation and difficulties to learn it

Q01: Do you think that using only English language in classroom makes learners lost and bored?

- a. Agree
- b. Disagree
- c. Strongly agree

Table03: Using only English in the classroom makes the learners lost and bored.

Options	Number	Percentage
Agree	2	100%
Disagree	0	0%
Strongly agree	0	0%
Total	2	100%

Both teachers agree that using only English in the classroom make learners lost and bored. Because for them sometimes they need to explain some difficult words in another language for more understanding and the students do not have enough knowledge about the language.

Q02: Do you encourage your students to practice their pronunciation in class?

Table04: Teachers encouragement for pronunciation practice.

Options	Number	Percentage
Yes	2	100%
No	0	0%
Total	2	100%

Both teachers encourage their students to practice their pronunciation in the classroom.

Q03: Do your students find difficulties in pronouncing English words?

Table05: Difficulties in pronouncing English words

Options	Number	Percentage
Yes	1	50%
No	1	50%
Total	2	100%

One of the teachers said that her students do not find difficulties in pronouncing English words, but the other said that her students do find difficulties in pronouncing English words.

Q04: Do first year students make many pronunciation errors?

Table06: Pronunciation errors

Options	Number	Percentage
Yes	1	50%
No	1	50%
Total	2	100%

One of the teachers said that first year students make pronunciation errors. The other said that first year students do not make pronunciation errors.

Q05: What are the most common pronunciation errors do you notice in your student's speaking skill?

The most common pronunciation errors are the unknown vocabulary words they do not know.

Section three: The use of other languages than English in the class and interference in learning pronunciation.

Q01: Do you think that these errors are caused by negative transfer of French, Arabic, Kabyle languages?

Table07: These errors are caused by negative transfer of French, Arabic, Kabyle

Options	Number	Percentage
Yes	2	100%
No	0	0%
Total	2	100%

Both teachers said that these errors are caused by negative transfer of French, Arabic, Kabyle.

Q02: Do you use French in your classroom?

Table08: The use of French in the classroom

Options	Number	Percentage
Yes	2	100%
No	0	0%
Total	2	100%

Both teachers use French in their classroom

Q02: How often do you use French?

Table09: Frequency of using French in the classroom

Options	Number	Percentage
Sometimes	2	100%
Usually,	0	0%
Often	0	0%
Never	0	0%
Total	2	100%

The table shows that the teachers use sometimes French in their classroom.

Q03: According to your experience, does the interference of French affect learner's development of their pronunciation?

Table10: does the interference of French affect the learner's development of their pronunciation?

Options	Number	Percentage
Yes	1	50%
No	1	50%
Total	2	100%

As shown in the table above, one of the teachers said that the interference of French does not affect the student's pronunciation development. On the other hand, the other one said that the interference of French does affect the development of their pronunciation.

Q03: How often does this interference happen?

Table11: how often does this interference happen?

Options	Number	Percentage
Always	0	0%
Usually	0	0%
Often	0	0%
Sometimes	2	100%
Total	2	100%

The teachers said that the interference happens sometimes.

Q04: Do EFL students have the tendency to use French instead of English in classroom.

Table12: Using French instead of English in the classroom

Options	Number	Percentage
Yes	1	50%
No	1	50%
Total	2	100%

As shown in the table above, the students of one of the teachers do not use French instead of English in the classroom. The students of the other teacher on the other hand do use French instead of English in the classroom.

Q05: Do you allow students to use French in English speaking courses?

Table13: Allowing students to use French in English classes.

Options	Number	Percentage
Yes	2	100%
No	0	0%
Total	2	100%

Both teachers allow their students to use French instead of English in the classroom.

Q06: Are you for or against the association of the French language in your classes as a support foreign language? Please, justify for both

Table14: For association of the French language in the English classes

Options	Number	Percentage
Yes, I am for	2	100%
No, I am against	0	0%
Total	2	100%

Both teachers are for the association of the French language in the English classes. Because for them it can help the students to understand the message and to give more explanations, and also it could be beneficial for the teachers.

Q07: According to you what is the reason of French interference?

Table15: The reason behind French interference

Options	Number	Percentage
Multilingualism in Algeria	2	100%
Insufficient knowledge about the English language	0	0%
Total	2	100%

For the teachers, the cause behind French interference is Multilingualism in Algeria.

Section Four: Further suggestions

Q01: What are the solutions and strategies you can suggest to avoid the interference of French language when pronouncing English?

The following are the respondents' suggestions and comments:

The most important thing to do in order to avoid French pronunciation is the activities of pronunciation, listening to some songs and to speak daily. For the teachers to simplify the meaning for their students, keeping the same language and teach them to do the same when presenting during classroom tasks.

3. Description of recordings' test procedures

We also used recordings with first year students in order to collect direct data regarding the language interference. The participants were thirty students (20 females and 10 males). The participants' voices were recorded in the classroom. It was difficult because most of them did not cooperate with us for no specific reason. We told those who participated to help us in convincing their classmates. We gave each participant two sentences to read, we made 27 sentences (appendix n°3). Each sentence contained words with letters (I) and (E). After recording, we listened carefully to the pronunciation of the recoded sentences in order to identify the mispronunciation of the words underlined beforehand. After that, we transcribed the words that contained the sounds on www.myefe.com. Here we made the transcriptions of the words that contain the letters (I) and (E). We have organized the gathered data in two tables, the first table is the words, which contain the letter (I), and the second was made for the words that contain the letter (E).

Table 01: student's articulation of the letter (I)

<i>Words</i>	<i>How it should be pronounced</i>	<i>How It is pronounced</i> <i>(The corresponding pronunciation in French)</i>
<u>I</u> ndividual	Short /I/	(in) in French
D <u>i</u> fficult	Short /I/	(é) in French /e/ in English
<u>I</u> deology	Diphthong /aI/	(é) in French /e/ in English
<u>I</u> dentify	Diphthong /aI/	(i) in French
Civilization	Diphthong /aI/	(i) in French
T <u>i</u> dy	Diphthong /aI/	(i) in French
Gu <u>i</u> de	Diphthong /aI/	(i) in French
<u>I</u> sland	Diphthong /aI/	(i) in French

Table 02: student's articulation of the letter (e)

<i>Words</i>	<i>How it should be pronounced</i>	<i>How It is pronounced</i> <i>(The corresponding pronunciation in French)</i>
Prefer	/3:/	(é) in French /e/ in English
Percentage	/e/	(en) in French
engineering	Diphthong /ɪð/	(é) in French /e/ in English
effectively	Short /I/	(e) in French Shwa in english
Severe	First (e): Short /I/ Second (e): Diphthong /ɪð/	(e) in French Shwa in English
economic	Long /I: /	(é) in French /e/ in English
depression	Short /I/	(é) in French /e/ in English
experiencing	Short /I/	(é) in French /e/ in English
Called	Silent (e)	(e) in French Shwa in english
Incredible	/e/	(i) in French
effectively	/e/	(i) in French
depression	/e/	(i) in French

Section three: Discussion of the results

1. Discussion of students' questionnaire

In view of the results, we arrived to the analysis of the questionnaire; we have noticed that females are dominant comparing to males. As we have noticed in classroom this may be due to the fact that males are not interested in learning languages, but they are with the scientific fields. In contrast, females are motivated and interested in studying foreign languages.

This research was conducted to investigate the interference of French on English pronunciation. The analysis of students' questionnaire reveals that the present level of the participants in English is good as it is shown in the results, mainly because they study it for a long time and as it is an international language so they find it everywhere. 32,4% of the participants consider their pronunciation as very good, probably because they watch or listen too much English in their daily life, or it may be due to the social media where they can chat with native speakers. 2,9% of the rest said that their level is bad, it may be because they are not confident to speak in front of others. While, 50% of the teachers said that the students find difficulties in pronouncing English words, and make many pronunciation errors. As it is shown in the recordings most of the participants mispronounced the majority of the underlined words, still there are few cases where students have pronounced well the sentences. Pronunciation is the first thing that people notice when you are speaking English. If the pronunciation is poor, neither grammar nor vocabulary would help you (Burns, 2003). A good English speaker is measured according to his ability to pronounce words well because the important thing in communication is the sounds of language pronunciation (theory and practice in language studies V.5.10 (October 2015)

Based on the results, the module of oral expression seems interesting for the majority (91,2%) of the participants. However, 32,4% of them find difficulties in expressing themselves because of the lack of efforts in practicing their pronunciation. That is why the teachers

encourage their students to practice their pronunciation in the classroom according to them. Though the majority of the respondents claim a very good level in pronunciation, they expressed their difficulties in uttering the English language. Practicing will increase opportunities to interact with the teacher in class as they say, practice makes perfect. According to AliDerakhsan (2015), the learner's knowledge of the target language is not enough hence; they rely on their L1 to express ideas. When they find difficult words to pronounce, they prefer to look up for them in dictionaries instead of discussing them with their teachers and get the meaning directly. According to Burns (2013), to pronounce a word in English, we need to learn the elements of pronunciation such as phonemes; vowels and consonants; linking, intonation, and stress. They are necessary for a complete and effective pronunciation. Therefore, if the learners do not master such features, it would be difficult for them to pronounce the words.

In the question N°1 (section three) in students' questionnaire, participants said that their teachers use the French language in class, and 47,1% of the participants are for the use of French because they believe that it is something positive, this is due to the fact that French helps them to better understand lectures. The other 52.9% are against, perhaps it makes their lectures boring, as it can be a source of misleading them in improving their language, although the teachers agree about the fact that using only English in the classroom makes the students feel lost and bored. The aim of the questions is to determine whether the interference of French in English pronunciation is due to its use in classroom. This does not mean that they use it always, but teachers may switch to French when it is necessary, for instance to accelerate their understanding, or it may be to translate ambiguous words. As cited in the work of Ali Derakhsan (2015), Lee, said that the problem of interference is due mainly to the differences between the two languages

Concerning the use of the French language, 8.8% of the participants use it outside the classroom. 35% of them speak better French mainly because of listening to music, speaking

with friends, chatting in social media, and searching in sites, and watching TV. The students' mastery of French obstructs the mastery of English pronunciation rather than facilitating it as we have noticed in the recordings, the French pronunciation rules of words interferes in English pronunciation, especially the pronunciation of the letters (I) and (E). For example, they said /ide l i/ instead of /aidi l d i/ and they pronounced the word guide as /gid/ instead of /gaid/. More (1982) assume that a learner has difficulties in second language such as phonology, vocabulary, and grammar due to the interference of habits from L1 and L2.

38,2% of participants say that French may help them express their ideas in English. Half of them agree about the fact that French words may help them, at most to fill the gaps if they lose words in English, as it is shown in the results 23,5% of the participants said that French and English are similar. According to Bhela (1999), interference occurs when the learners feel gaps in their L2 in addition to the lack of understanding and mastering the target language.

In the eighth question in section three of students' questionnaire, we asked students whether they understand when someone speaks English with a French accent or not. The majority (91,2%) of them answered with "no" that they do not understand. Mainly because, it is different from English in the tonic accent, the pitch, and the modulation (chevalier Karfis 2021).

In the question N°9 of the third section of students' questionnaire, most of the participants claim that the prior knowledge of French could affect the learning of English positively because both languages are similar and it is their first learnt foreign language. This goes with the teacher's point of view when they said that negative transfer occurs because of Multilingualism in Algeria, and not because of the prior knowledge of French language. According to Malana (2018), their first language can serve as a mechanism or strategy to realize an objective in language learning. On top of that, some researchers believe that L1 facilitates the learning of L2, and the students should be allowed to use their L1 in the English language

classroom. 11,8% of the participants say that the prior knowledge of French could affect negatively the learning of English, because using French can affect the right pronunciation of English. It is believed that while learning a foreign language, the first language learnt could affect the acquisition of the coming language(s), and the role of L1 in the L2 depends on some similarities and differences between the two languages (Derakhnsan, 2015, p.26).

The majority of the students say that in order to acquire a good pronunciation they tend to listen and watch authentic materials such as songs, news, movies, and educational videos. Furthermore, they repeat after and practice the language. Some of them say that the best way to have a good pronunciation in English is to speak it every day whether alone or with friends.

2. Discussion of teachers' questionnaire

The questionnaire was distributed to only two teachers who teach the oral expression module. Both respondents are women and have a master degree. They have been teaching English for about 4 to 5 years. The results show that the teachers agree about the fact that using only English in the classroom makes the students lost and feel bored. This is because they do not have enough knowledge about the English language according to the teachers, so using the L1 is a way for more understanding. Teachers may be flexible in helping students understand hence, using the first language (L1) as a support in order to ensure understanding and learning (Discon et al, 2012). Furthermore, according to Schweers (1999), first language use in the classroom creates a comfortable environment, and therefore an environment enhancing learning. Apparently, the teachers seem to agree with these latter, because the results revealed that the teachers are for the use of the French language in English speaking classes, and sometimes use it in their classes. In addition to that, they allow their students to use it. However, some argue that teachers should avoid situations where students are forced to operate entirely in English (Friedlander, 1997). Studies have demonstrated that the use of the first language is

seen as a natural psychological process in Language development (as cited in Ghorbani, 2011). Furthermore, Kozulin (2003) suggests that interaction with pairs in the first language increases the zone of proximal development.

(50%) of the teachers said that the students find difficulties in pronouncing English words, and make many pronunciation errors. Hence, the results of both questionnaires show contradiction as the learners claim a good level in pronunciation while their teachers claim a low level. According to them, the most common pronunciation errors are the unknown vocabulary words they do not know. That is why they encourage their students to practice their pronunciation. According to Burns (2003), teaching pronunciation is important in the development of student's intelligibility, where they can produce sound patterns that are recognizable as English. According to Benson (2002), transfer occurs consciously when there is a gap in the learner's second language knowledge, and unconsciously either because the correct form is not known or because it has been completely automatized. On the other hand, the teachers said that this interference occurs due to Multilingualism in Algeria. «The languages in Bilingual or Multilingual person do not work independently; they work through the same processing system (Cummins, 2000).

To avoid falling into French interference, the teachers suggest practicing English pronunciation by listening to some songs, and authentic materials, in addition to avoid using French a lot.

3. Discussion of the recordings' results

In the recordings, we made 27 sentences, 08 words consist of the letter (I) and 10 words consist of the letter (E), some of the included words exist in French language and others do not. The results that we arrived to from the recording test show that the participants affirm our hypothesis. That is to say that the majority of the participants of the research were influenced by the French language. They face problems in pronouncing the letters (I) and (E), probably; this may be due to the fact that they overgeneralize rules of French in English pronunciation of some letters. According to Sobhani and Abolhasan (2012), learners face difficulties in L2 pronunciation because they are unfamiliar with the L2 phonological rules. For example, they said /ide l i/ in French, instead of /aidi l d i/ and they pronounce the word guide as /gid/ instead of /gaid/. This mispronunciation of the above vowels can be related to the phonological system of the French language that they have adopted since they were in contact with it from their childhood and they master it more than English. More (1982) assumes that a learner has difficulties in second language such as phonology, vocabulary, and grammar due to the interference of habits from L1 and L2.

Section four: Implications, limitations and suggestions for further research.

1. Implications

When teaching English, the focus should not be only on vocabulary, grammar, but more time should be devoted to the teaching of pronunciation, since it plays an important role in speaking, so that their communication would not fail.

Teacher could create enjoyable tasks and interactive environments so that the learners practice their pronunciation to avoid errors. Thus, the more they speak the more their English will be fluent.

When students make mispronunciation errors, teacher could give his/her feedback, so that they will be aware of their pronunciation errors. Teachers can show the differences and similarities between French and English especially, in the pronunciation of the letters (I) and (E). The teacher can advise his learners to always think in English not in French so that they avoid the interference. They can make learners realize that both languages has its own rules.

Teachers should teach phonetics several times in a week, they should make learners practice by themselves how sounds are pronounced and how they are pronounced within words. Transcription activities of words is also a way to make them acquire good pronunciation of sounds.

Students could rely on different tools in order to develop speaking skill, hence, pronunciation and not just rely on their teacher, not take their teacher pronunciation as the only reference, since most of their teacher and non-native speaker of English.

2. Limitations of the study

Despite the fact that this research has been conducted and we have reached the results by the end; however, like any piece of research there are unavoidable limitations that we cannot deny affected our work.

The first limitation is the hard situation we have faced because of the spread of COVID-19. Everything was changed; the study circumstances where students were studying two days a week, they are not present all the time. We had to manage our time carefully to be free in the two days so that we will be able to collect the needed data. There are answers where the participants were not honest, there are contradictions in their answers. In addition to that, there were just three teachers of oral expression, one of them did not answer on our emails.

In the recording, students did not want to cooperate with us for no reason we had to tell those who accepted to help us in convincing their classmates. We chose some words that we believe most of the students mispronounce, we could not treat all the words.

The sample size we have dealt with is small as only 34 participants for the questionnaire, and 30 participants for the recording, comparing to the total number of the students in the eight groups who are studying in first year in English department. Consequently, the results of this study cannot be generalized.

3. Suggestions for further researches

The present study is about the interference of French language in English pronunciation of the letters (I) and (E). These suggestions could help the researchers who might work on the same topic.

-) For further researches, they should work with a large sample including both teachers in charge of several modules and students of different levels to validate the evidence.
-) Our research is involved the speaking skill. Future researchers may tackle the other skills, reading, writing, and listening skill.
-) The researchers might conduct an observation study in order to highlight the teachers' reaction towards their students' mispronunciation.
-) In the recordings, we gave the participants 27 sentences to read, future researchers may prepare more sentences and words, they can also make their participants read short paragraphs that include words with letter (I) and (E) and other letters that exist that have different pronunciations in both languages.
-) We suggest for future researcher to conduct a similar research with other research tools such as tests and interviews, in order to obtain results that are more reliable.

Conclusion

The current chapter aims at answering the questions raised at the beginning of the research. The tools used are questionnaires for both teachers and learners, and a recording of the student's pronunciation of the letters /e/ and /i/. The results revealed that the French language influences the English language pronunciation of the learners, besides their pronunciation of the letters /e/ and /i/ within words resemble to the French pronunciation.

This chapter is divided into three sections, the first section devoted to the description of the study, the second one is concerned with the data collection, interpretation and discussion of the results. Finally, the last section treats the limitations, implications, and suggestions for further research.

General conclusion

The present study has investigated the interference of the French language on the pronunciation of the English language. The research focuses on the letters /i/ and /e/. The participants were first year students and their teachers of oral expression at the department of English, university of Bejaia. In order to conduct this research, two questionnaires were distributed for both teachers and students. The aim behind these questionnaires is to find out the attitude of the teachers and learners toward the French language, its use and if the learners tend to rely on their previous knowledge of French in order to produce the English language, in addition to a recording of the learner's pronunciation. The objective of the recording is to figure out whether the French language interferes on the student's pronunciation of the letters /i/ and /e/ or not. We have selected 27 sentences that consist of words containing the letters /i/ and /e/; each student is required to read two sentences. After listening to the recordings, we have found that EFL learners of first year at Abdrahmane Mira University are influenced by the French language. We have noticed that the learner's articulation of the letters /i/ and /e/ resembles to the one of the French language.

The main aim of this research is to highlight the phenomenon of Interference; to prove that the problem exists. In addition to investigate the attitude of the learners and teachers toward the French language.

The research consists of two chapters, a theoretical chapter and a practical one. The theoretical chapter is composed of three sections, a section about pronunciation, another about language interference, and the last one deals with the relationship between French and English. The practical one deals with the description of the study, the discussion and interpretation of the results.

After analyzing the data collected throughout the research, the results showed that EFL learners are influenced by the French language, and the problem of interference does exist. This interference exists not only at the level of pronunciation but also of all language aspects such as grammar and vocabulary. Besides, the results revealed that teachers are for the use of the French language during their English language sessions.

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Appendices

Appendix 01: Questionnaire for students

The interference of the French language on the EFL learners' pronunciation.

Dear students,

We would be grateful if you could answer the following questions by ticking () the appropriate box, or by making a full statement wherever needed.

Thank you for your time and for your cooperation.

Section one: general information

Q01: Gender Male Female

Q02: Age

Q03: How would you evaluate your present level in English?

Good Average Bad

Q04: Do you find the module of oral expression interesting?

Yes No

Section two: English pronunciation and difficulties to learn it

Q01: How do you evaluate your pronunciation level in English?

Very good average bad

Q02: Do you think that having a good pronunciation in English is important? Please, would you justify your answer?

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

Q03: Do you find difficulties when expressing yourself in English?

Yes

No

Q04: How often do you practice your pronunciation of English?

Every day sometimes never

Q05: What do you do when you do not know how to pronounce a word in English?

1. I ask the teacher for the right pronunciation
2. I pronounce it according to how it is pronounced in French
3. I search for the right pronunciation in dictionaries or on the internet
4. Others.....
.....

Section three: The use of other languages than English in the class and interference in learning pronunciation.

Q01: Does the teacher of oral expression use French in the classroom?

Yes No

Q02: Are you for or against the use of French in the classroom?

For Against

Q03: Outside the classroom, which language do you use more?

French English Kabyle Arabic

Q04: Do you think that French is similar to English?

Agree Disagree Not at all

Q05: Do you speak better

English

French

Q06: Do you think that French may help you to express your ideas in English?

Yes
No

Q06: if it is yes, please explain how

.....
.....

Q07: Do you think that Using French words may help you to express ideas in English

Agree

Disagree

Q08: Do you understand when someone speaks English with a French accent?

Yes

No

M

Q09: In your opinion, the prior knowledge of French can affect in learning English

Positively

Negatively

Say how in both cases

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

Section four: Further suggestions:

What are your techniques, strategies in order to acquire a good pronunciation?

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

Appendix 02: Questionnaire for teachers

Dear teachers,

This questionnaire is part of a master degree conducted at Abderahman Mira University to investigate the interference of the French language on EFL learners’ pronunciation. You are kindly requested to answer the following questions; your answers will help in completing this research work. Your participation will be anonymous.

Thank you for your time and your cooperation.

Please, mark () in the appropriate box (es) and give full answer(s) where necessary.

Section one: general information

- specify your gender

Man	<input type="checkbox"/>
Women	<input type="checkbox"/>

- Degree (s) held:

a. License:	<input type="checkbox"/>
b. Master:	<input type="checkbox"/>
c. Magister:	<input type="checkbox"/>
d. Doctorate:	<input type="checkbox"/>

- How long have you been teaching English?

.....

Section two: English pronunciation and difficulties to learn it.

Q01: Do you think that using only English language in classroom makes learners lost and bored?

Agree	<input type="checkbox"/>	disagree	<input type="checkbox"/>	strongly agree	<input type="checkbox"/>
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Please say why in both cases.

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

Q02: Do you encourage your students to practice their pronunciation in class?

Yes

No

Q03: Do your students find difficulties in pronouncing English words

Yes

No

Q04: Do first students make many pronunciation errors?

Yes

No

Q05: What are the most common pronunciation errors do you notice in your student's speaking skill?

.....

.....

.....

Section three: The use of other languages than English in the class and interference in learning pronunciation.

Q01: do you think that these errors are caused by negative transfer/ interference of French, Arabic, kabyle languages?

Yes

No

Q02: Do you use French in your classroom?

Yes

No

- If yes, how often do you use French?

Sometimes

Often

Usually

never

Q03: According to your experience, does the interference of French affect learners' development of their pronunciation?

Yes

No

- If yes how often does this interference happen?

Always

Often

Usually

Sometimes

Q04: Do EFL students have the tendency to use French instead of English in classroom?

Yes

No

Q05: Do you allow students to use French in English speaking courses?

Yes

No

Appendix 03: Recording test

- J The older generation prefer a darker and more traditional kind of clothing.
- J Firefighters took action immediately to stop the blaze spreading.
- J There is widespread discrimination against doctors of Asian origin.
- J The percentage of girls in engineering has increased substantially.
- J One of the distinguishing features of modern banking is its dependence on computers.
- J Although officially a dependent territory, the island is effectively autonomous.
- J The measurement of individual intelligence is very difficult.
- J Imperialism has not been able to subjugate China.
- J The USA is often accused of cultural imperialism.
- J The country is experiencing a severe economic depression.
- J Popular art is experiencing a renaissance.
- J Life is like a journey with an unknown destination.
- J The conference was very well organized.
- J There has not been much publicity about this conference.
- J It was the prevalent ideology of the government.
- J The ship is loaded with military equipment.
- J The new test will enable us to identify more accurately patients who are most at risk.
- J The first is a restructuring of the global economy so that it can sustain civilization.
- J This is an interactive museum where children can actively manipulate the exhibits.
- J Successful crime is called virtue.
- J The tribe's traditional way of life is under threat.
- J His tutor encouraged him to read widely in philosophy.
- J No society can make a perpetual constitution, or even a perpetual law.
- J He put aside a tidy sum of his retirement.

-) She is a specialist in English.
-) I cannot guide the boat very well.
-) It was the most incredible food in the world, much better than omelets.

Sum up

This work investigates the interference of the French language on the pronunciation of the English language at the level of the letters /i/ and /e/. The participants were students of the first year and their teachers of the oral expression module at the department of English, university of Bejaia. The aim of this research is to find out whether the students fall into the phenomenon of interference or not as well as their attitude toward the French language. In order to conduct this research, we relied on both qualitative and quantitative methods; we have used two questionnaires for both teachers and learners, besides a recording of the learner's pronunciation as tools to collect data. After analyzing all the data, we have discovered that first year students are influenced by the French language and interference occurs while producing the target language at the level of not only the sounds treated in this research but at different levels of language aspects.

Resumé :

Ce travail étudie l'interférence de la langue française sur la prononciation de la langue anglaise au niveau des lettres /i/ et /e/. Les participants étaient des étudiants de première année et leurs professeurs du module d'expression orale au département d'anglais de l'université de Béjaïa. L'objectif de cette recherche est de savoir si les élèves tombent ou non dans le phénomène d'ingérence ainsi que leur attitude vis-à-vis de la langue française. Pour mener cette recherche, nous nous sommes appuyés à la fois sur des méthodes qualitatives et quantitatives ; nous avons utilisé deux questionnaires pour les enseignants et les apprenants, en plus d'un enregistrement de la prononciation de l'apprenant comme outils de collecte de données. Après avoir analysé toutes les données, nous avons découvert que les étudiants de première année sont influencés par la langue française et que des interférences se produisent lors de la production de la langue

cible au niveau non seulement des sons traités dans cette recherche mais à différents niveaux d'aspects langagiers.

بحث هذا العمل في تدخل اللغة الفرنسية في نطق اللغة الإنجليزية على مستوى الحروف /e/ /i/. المشاركون من طلاب السنة الأولى ومعلميهم لمادة التعبير الشفوي في قسم اللغة الإنجليزية جامعة بجاية. الهدف من هذا البحث هو معرفة ما إذا كان الطلاب قد وقعوا في ظاهرة التدخل أم لا وكذلك موقفهم من اللغة الفرنسية. من أجل إجراء هذا البحث، اعتمدنا على الأساليب الكمية والنوعية. لقد استخدمنا استبيانين لكل من المعلمين والمتعلمين، بالإضافة إلى تسجيل نطق المتعلم كأدوات لجمع البيانات. بعد تحليل جميع البيانات، اكتشفنا أن طلاب السنة الأولى يتأثرون باللغة الفرنسية ويحدث التداخل أثناء إنتاج اللغة. الهدف ليس فقط على مستوى الأصوات المعالجة في هذا البحث ولكن على مستويات مختلفة من الجوانب اللغوية.