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Tracking L1 Interference in EFL Oral Production:

***A Case Study of First Year Students at Chadli Bendjedid University
-El Tarf-***

Dissertation submitted to the Department of English in Partial Fulfillment of the Requirement
for the Master Degree in Didactics of English

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Dedication

I dedicate this work to my family, my parents and my sister...

To my best friends Haroune, Ramzi, Ayoub and Oussama.

To my favorite classmates Yahia, Ilyes, Soundes and Isra for the fun five years.

To my friend Imma for the last hours save.

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ABSTRACT

This study aims at tracking the first language interference in the oral production of First year students of English as a foreign language at Chadli Bendjedid University. In order to answer the main research question which is: do first year EFL students struggle with L1 interference when speaking? and confirm the research hypotheses; two data gathering tools were involved and a mixed method was followed. A questionnaire was handed to eight teachers and another to 20 first year EFL students at the aforementioned university, in addition; a classroom observation of six sessions has been conducted to gather more data about the topic under question. The analysis of the results revealed that students rely on literal translation from their mother tongue, which means more manifestation of the L1 inference in their EFL oral production. It has also been found that they are not allotted enough time to study the oral expression module which deprives them from developing their speaking abilities, nor are they exposed to the authentic material that enables more contact with the target language. Besides, the findings revealed that the participants' production is walled with different psychological problems such as stress and shyness which in turn reduce their motivation to speak in class and thus students will miss the opportunities to develop the vocabulary they need in their oral production and in their learning in general. Based on these findings, some recommendations have been put forward so that to help students overcome the interference of their mother tongue in their oral production and learning.

Keywords: L1 interference, oral production, literal translation, speaking abilities.

ملخص

تهدف هذه الدراسة إلى تتبع تداخل اللغة الأم في الإنتاج الشفوي لطلاب السنة الأولى اللغة الانجليزية في جامعة الشاذلي بن جديد. من أجل الإجابة على سؤال البحث الرئيسي وهو هل يعاني طلاب السنة الأولى اللغة الانجليزية من تدخل اللغة الأم عند التحدث؟ وتأكيد فرضيات البحث; استخدمت أداتان لجمع البيانات واتبعت منهجية مدموجة. تم تسليم استبيان إلى ثمانية اساتذة وآخر إلى 20 طالبًا في السنة الأولى من اللغة الإنجليزية في الجامعة المذكورة أعلاه، بالإضافة إلى ذلك؛ أجريت ملاحظة في الفصول الدراسية من ست جلسات لجمع المزيد من البيانات عن الموضوع قيد البحث. كشف تحليل النتائج أن طلاب اللغة الانجليزية يعتمدون على الترجمة الحرفية من لغتهم الأم، مما يعني المزيد من مظاهر استنتاج اللغة الأم في إنتاجهم الشفوي. كما تبين أنهم لا يخصصون وقتًا كافيًا لدراسة مقياس التعبير الشفوي والذي يحرمهم من تطوير قدراتهم على التحدث، كما أنهم لا يستعملون المواد الأصلية التي تتيح المزيد من الاتصال باللغة المستهدفة. إلى جانب ذلك، كشفت النتائج أن إنتاج المشاركين محاط بمشاكل نفسية مختلفة مثل التوتر والخجل مما يقلل بدوره من دوافعهم للتحدث في الفصل وبالتالي سيفوت الطلاب فرص تطوير المفردات التي يحتاجونها في إنتاجهم الشفوي وفي تعلمهم بشكل عام. واستنادا إلى هذه النتائج، تم تقديم بعض التوصيات لمساعدة المعلمين والطلاب على حد سواء على التغلب على تدخل لغتهم الأم في إنتاجهم الشفوي وتعلمهم.

كلمات مفتاحية: تدخل اللغة الأم، إنتاج شفوي، ترجمة حرفية، قدرات التحدث.

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LIST OF ACRONYMS AND ABBREVIATIONS

EFL English as a Foreign Language

L1 First Language

L2 Second Language

NA No Answer

General Introduction

Introduction

Among the four language skills (listening, speaking, reading and writing), speaking appears to be the most important as it is the most used skill in the daily use of the language. Foreign language learners are usually enamored with the prompt production of the spoken language, this is why oral production is given an upright importance in FL classrooms, so as to enhance students' level in English learning and use on a daily basis.

In fact, studying English as a foreign language means that learners are more likely to make errors, as their knowledge of the language is often limited compared to natives. One of the many issues that EFL learners usually encounter is mother tongue or L1 interference which is when they rely on the mother tongue rules or systems and implement them in the target language to compensate for their lack of knowledge in the target language. This may result in poor production of the language or hinder the reception of meaning by the listener. Mother tongue interference is very common among EFL learners, poor exposure to English or lack of practice and interaction with natives may all lead learners to rely on their L1 whether deliberately or unintentionally. The concept of L1 interference has been the concern of many studies (Bariyah et al., 2022; Corder, 1983; Kheddadi, 2017; Kumaran & Krish, 2021); they all reported that foreign language learners appeal to their mother tongue to reduce the difficulties they meet when trying to use the target language orally or in writing; the fact that largely impacts on their scoring and achievement.

1. Statement of the Problem

L1 interference in EFL oral production is a common issue in oral classes that learners usually tend to implement when they fail to retrieve the appropriate term or expression in the target language. Appealing to the mother tongue is not always a safe strategy as it results in a

poor construction of sentences the fact that may hinder reception and comprehension of the meaning and thus affects the quality of oral production.

In our context, students at Chadli Bendjedid University El Tarf, as other EFL learners, are subject to the issue of L1 interference since their level of the language is not consistent or similar in each level in addition to their unfamiliarity with using the English language on a daily basis. We can find some students who are very good users of English -especially when it comes to speaking- while others struggle with their weaknesses in terms of learning or using the language in general. Moreover, it is important to mention here that not all students who suffer from L1 interference are aware of its presence and more importantly not all of them are able to get over it. This can affect their oral production inside and outside the classroom.

2. Aims of the Study

This study aims to track students L1 interference in EFL oral production and unveil its sources. More importantly, it aims to raise both teachers and students' awareness of the phenomenon and ultimately aspires to suggest some solutions so as to overcome the problem and develop students' oral production and speaking skills.

3. Significance of the Study

L1 interference is a huge obstacle students deal with throughout their learning journey. Allowing this issue to remain present will lead to its expansion and thus affects EFL oral production quality and hinders students' development in terms of language use be it inside or outside the classroom. As previously mentioned, this study intends to raise awareness among students and teachers about this obstacle and it also attempts to present some recommendations and implications for further studies and the educational system in an effort to overcome it.

4. Research Questions

The main motivation of this study is attempting to track L1 interference in EFL oral production. Thus, this research tries to find convincing answers to the following questions:

Q1: Do first year EFL students struggle with L1 interference when speaking?

Q2: Are students aware of the presence of L1 interference in their oral production?

Q3: Do teachers attempt to limit students' L1 interference in their EFL oral production?

5. Research Hypotheses

Following the research questions, we hypothesize that:

H1: First year EFL students struggle with L1 interference in their oral production.

H2: Students are not aware of the presence of L1 interference in their oral production which explains the ongoing manifestation of the phenomenon in their speaking.

H3: Teachers' assistance in limiting students' L1 interference in EFL oral production is very positive.

6. Method

6.1. Data Gathering Tools

To validate the hypotheses and answer the research questions, the present study will follow the descriptive method which tends to track first year English students L1 interference in EFL oral production. During the process of this study, six sessions of classroom observation have been conducted to closely determine if students do really go through the obstacle of L1 interference in their EFL oral production whether in presenting topics, participating with the teacher or when simply communicating with other classmates. During the early sessions of the observation, a questionnaire has been handed to both teachers and students to gain more insights about students in their oral classroom.

6.2. Population and Sampling

The sampling process was made by a systematic selection of the subjects, a questionnaire was given to 20 students and 8 teachers in addition to a classroom observation consisted of six sessions during the oral expression module each Monday and Wednesday for three weeks. The choice of the participants was not done randomly; however, they were selected

because they are novice learners who are more likely to encounter issues with the mother tongue intrusion in their use of the target language. Ultimately, this study will raise their awareness about the phenomenon.

7. Organization of the Study

The present study opens with a general introduction which introduces the topic, the statement of the problem, the aim and the significance of the study, the research questions and hypotheses, the research design followed by the organization of the study and the limitations.

Chapter one, entitled *A General Overview on Mother Tongue Interference*, is devoted to the review of the literature related to the notion of interference. It covers the different types of interference and its effect on speaking and writing, in addition to language transfer and how it can be helpful for learners to improve their language or hinder their production. The chapter also deals with the effect of the psychological factors on learners' speaking and the sources that lead to their interference. The chapter closes with error analysis and its role in overcoming interference.

Chapter two, entitled *Methodology and Data Analysis*, is devoted to the methodology used in this research. It presents the research design and the analyses of the data provided from the teachers and students' questionnaires alongside the classroom observation and closes with the discussion of findings.

Chapter three, entitled *Discussion and Recommendations*, discusses the research hypotheses and provides some implications of the research findings, recommendations and suggestions for further studies. The research ends with a general conclusion to the study where a set of summaries of the main findings and ideas for future studies are presented.

8. Limitations of the Study

The limitations of this study were in terms of the population, i.e. the students' questionnaire was distributed to twenty (20) students, but unfortunately, most of them skipped

many questions mainly those that require justifications. Students were also not consistent in terms of attending the sessions which affected the classroom observation results as well, add to this the students who attended the sessions did not interact that much and were just observing the teacher speaking while they were supposed to interact and use the language. Students who spoke and participated in class were very few and the teacher was the main actor throughout most of the sessions.

As far as the teachers' questionnaire is concerned, some teachers refused to take the questionnaire as they stated that they were busy or not concerned with the oral module, some teachers also skipped some questions. The waves system that universities adopted was a time-consuming factor, since this study is concerned with first year students, we had to meet up once every two weeks when the second wave of other levels is not studying which affected the flow of the research.

Chapter One

A General Overview on Mother Tongue Interference

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Chapter One

A General Overview on Mother Tongue Interference

Introduction

This chapter sheds light on the core concept of this study, which is mother tongue interference in EFL learning; it opens with a definition of mother tongue interference and language transfer in addition to their corresponding types. In fact, this chapter focuses on the mother tongue interference at the oral production level in addition to some aspects of writing. It goes further to discuss the effects of L1 semantic interference on EFL learners' oral production whether in terms of the psychological effects and the quality of the produced speech. The final part of the chapter deals with the roots of L1 interference in language learning and a brief overview on error as an interference.

1.1. Mother Tongue Interference

Mother tongue interference is a term that refers to any kind of limitation or an obstacle caused by someone's native language (mother tongue) while trying to speak, write or generally use a second language, this limitation leads to making errors in the composition of a word or its pronunciation and meaning or the structure of a sentence or even at the semantic aspect of the language which is usually characterized or described as thinking in L1. Furthermore, this limitation can also lead to some L1 rules and implementing them in the target language.

Speakers may tend to use their mother tongue to compensate and cover for their lack of vocabulary or meaning or simply misunderstanding words and misplacing them. As a result, this leads to poor oral production or stubborn errors affecting the overall EFL learners' skills and educational achievements the fact that may also shake their self-confidence or cause general psychological limitations such as stress or shyness. Previous researchers have mainly dealt with all types of interference without regarding their effects on EFL oral production especially at the semantic level, which is the least dealt with among the rest of mother tongue interference types.

1.2. Types of Mother Tongue Interference

Mother tongue interference is divided to many types, each type is concerned with a specific aspect of the language that the interference is visible in, these types include: Linguistic, Lexical, Morphological, Phonological.

1.2.1. Linguistic Interference

L1 linguistic or grammatical interference refers to when a speaker or a writer uses the mother tongue system rules while thinking and using the target language. This type of interference is extremely common around novice speakers who are usually enamored by the prompt oral production of the target language. Taking into a consideration the short amount of time and the speed native speakers go through when speaking the target language, it is usually confusing for the novice speakers to think about the right rules to apply to structure an utterance. Sometimes, they ignore the exact rule to use which inevitably leads to a subconscious L1 interference to make up for their speaking inadequacies; writing can also be subject to all these.

Moreover, linguistic interference can affect the order of the words when forming new sentences as it can also affect the choice of tenses and pronouns. Mother tongue interference that occurs at the grammatical side was 20% higher to occur than other interference (Denizer ,2017). Linguistic interference can also occur when translating from the mother tongue to the second language. Although this is commonly around the written translations, it can be the same for the oral production.

More studies (Dweik and Othman, 2017) indicate that speakers sometimes do not consider the difference between L1 and L2 grammatical rules and they end up translating word by word then simply link them as if both systems are equal. This leads speakers or writers to rely on literal translation and link words instead of looking for the right structure using conjunctions or prepositions that help developing coherent sentences.

Throughout the literature, L1 linguistic interference in the target language is frequently present in both writing and speaking when mixing or not knowing the differences between the two language systems, which can cause significant hindrance to oral production.

1.2.2. Lexical Interference

L1 lexical interference refers to limitations that emerge from using words of the first language while producing the second language believing that they are similar. Simply put, it is giving a word from the second language a similar meaning in the mother tongue or the same lexicons which leads to giving words a new meaning or no meaning at all. This is also known as Lexical-Semantic interference (Onyenweaku and Oriji). In Dweik and Othman's research (2017), they stated that the tested students relied directly on literal translation and gave words direct meaning from their mother tongue due to the limited knowledge of words in the target language along with the ignorance of the context. This led to a complete change of meaning and a poor construction of sentences that seemed hard to understand.

Throughout the literature, it is clear that results of the lexical interference are closely similar comparing the previous studies mentioned above. It is worth noting that lexical interference and semantic interference can relate to each other as they both deal with meaning rather than rules or structures. However, semantic and lexical interferences are not identical since lexical stands for a set of words that affect each other in a sentence while semantics deals with the meaning of each one of these words. It is important to differentiate between these two types of interference to accurately deal with the errors and avoid confusion among speakers who struggle with mother tongue interference.

1.2.3. Morphological Interference

The term refers to interference of the mother tongue when forming words of the target language. Dealing with affixes and suffixes or single and plural and misplacing them or adding them to irrelevant words, believing that the same rule applies to the target language, can result

in wrong words which do not convey the exact meaning and of course affect the production of the target language. This is common to happen among bilingual speakers or writers, “the language switch makes the learner become bias in comprehending. The language formation between one language to another language.” (Syaputri 2018). This implies that bilinguals tend to think about their mother tongue and the target language as one system in terms of words’ structure, something that can also be related to the linguistic interference as previously mentioned. Using inaccurate language rules in addition to erroneous words structures can drastically affect the outcome of the target language.

1.2.4. Phonological Interference

In language, phonology is the study of sound patterns and how the speech sounds are organized and produced to form words and sentences. Phonological interference of the mother tongue stands for L1 speech sounds limiting the use of L2 speech sounds which leads to pronunciation errors and difficulties because of the inability to produce specific sounds. According to swan and smith (2000), West African languages have fewer vowels than English and fewer final consonants and consonant clusters. The languages according to them tend to give their English pronunciation jerkiness, both in timing and in intonation. This type of interference is mainly related to oral production, EFL learners who deal with this limitation usually have poor pronunciation or problems with specific speech sounds. According to Noviyenty and Putri (2000), in a study conducted on students at IAIN Curup who speak English as a second language, a phonological interference occurred when students articulated the phonemic sound of (j) that was replaced by the phoneme (s). The phoneme (j) basically falls into a palatal, voiceless, and fricative sound. The palatal, voiceless, and fricative elements should be fulfilled when articulating the phoneme (j). Subandowo (2007) stated that in his study he found some mistakes in students’ pronunciation when they recorded their voice.

According to these results, it is clear that many students face mother tongue limitations on the phonological side because of the inability to produce all the English consonants.

In addition to relying on mother tongue, learners may also rely on Language Transfer positively or negatively in speaking or writing. This can either be a way to use the language more effectively or an issue that hinders a learner language production.

1.3. Language Transfer

Language transfer is copying or simply transferring mother tongue rules and knowledge to the target language including grammar, semantics, syntax, vocabulary, spelling and phonology. This concept can also be referred to as Linguistic interference and it has always been an important subject in Second Language Acquisition. Language transfer can be both positive and negative in terms of the influence it has on second language acquisition and it is worth noting here that L2 learners regularly face both.

1.3.1. Positive Transfer

Positive transfer refers to when the first language and the target language rules are closely related. When learners transfer L1 rules to L2 successfully without leading to errors, it is considered as a positive transfer, which promotes the target language acquisition.

“Cognates; words that are related in origin to another word from another language, such as the English word *brother* and the German word *bruder* or the English word *class* and the Spanish word *clase*. Cognates have similar meaning and often similar spelling in two different languages.” (Nordquist, 2020). Cognates are one of the most common types of positive transfer as they allow the use of words with the same meaning in both L1 and L2.

1.3.2. Negative Transfer

Transferring language rules that are not similar between the mother tongue and the target language leads to making errors or limitations in terms of the L2 production. This

interference is called the negative transfer. This type of transfer has more attention than the previous type as it makes a reliable tool to teaching and analyzing learners' errors.

1.4. Mother Tongue Interference in EFL Oral Production

Mother tongue interference was studied in terms of many language aspects (Linguistic, Lexical, Morphological, Phonological). Alongside these types of interference, semantic interference was also in line (with what?), but all these types were not fully and individually studied which means that L1 interference was broadly studied.

The semantic interference of the mother tongue in EFL oral production is a major obstacle itself and needs to be fully and individually studied and analyzed in order to suggest some solutions to help novice EFL learners get through it. This may lead to more awareness to semantic interference from the mother tongue and allow enhancing EFL oral production. Besides, raising awareness about this type of errors will motivate EFL speakers to focus on developing the quality of their oral production or limit the level of interference from their mother tongue by identifying the reasons behind the issue and its origin and by following the solutions which will be suggested.

1.5. L1 Semantic Interference Effects on EFL Oral Production

The semantic interference of the students' mother tongue has a huge impact on EFL oral production. This impact can considerably affect the oral production quality leading to very poor or irrelevant oral materials when presenting or communicating with the environment; thus, it may lead to psychological problems within speakers and limit their interactions by augmenting stress levels, shyness or self-confidence and hence affect the educational progress of EFL learners throughout their language learning process.

1.5.1. Oral Production Quality

In EFL oral production, it is very common to face interference of the mother tongue in the linguistic, phonological, lexical, or morphological sides. The semantic interference is the

commonest type that many learners usually struggle with. Not being able to produce correct words, vocabulary and relying on word-by-word translation, from the mother tongue to English, becomes a habit and leads to major negative effects on the learners' oral production. Learners who suffer from this end up producing low quality or poor oral speeches in their life or inside the language classrooms. Simply, not using the appropriate vocabulary or relying on words from mother tongue instead of the target language causes irrelevant sentences and meaning.

Audience or interlocutors can also find difficulties dealing or interacting with learners with semantic interference, it is sometimes misleading for them; they cannot understand what the conversation is about and they may even shift to another topic when the speaker with interference issues uses words that have different meanings in the target language itself. In the academic field and mainly the EFL classrooms, this can affect the learner's grades and progress. Good Learners who speak the target language confidently will obviously have higher grades than those who rely on their mother tongue and who will adapt interference through time.

1.5.2. Psychological Effect

Semantic interference can lead EFL learners to many psychological effects alongside affecting the quality of their production. Learners can suffer from stress or anxiety since they will not feel comfortable enough to speak, as they know that they have interference problems, which they have experienced from previous attempts to speak in the target language. This will cause stress and anxiety levels to increase each time they are about to produce orally and start thinking either about how to stop their mother tongue interference from cropping up or how it will make them look to others.

The previous researchers on language anxiety, Lightbown and Spada (2006) and Tanveer (2007), to mention a few, have reported that English language pronunciation, irregular grammar rules and vocabulary are also responsible for speech anxiety in situations where learners are required to communicate in English Language.

Khan (2015), for instance, stated that Pakistani ESL/EFL learners commonly think in their native language and then translate their thoughts into English during their oral communication. This translation from native language to English impedes learners' fluency, the fact that usually causes anxiety in formal settings.

The literature revealed that thinking in L1 and allowing an interference from the mother tongue leads EFL learners to experience high levels of stress or anxiety because of the impact it has on the quality of their oral production in front of people around them, it can also lead to lower grades and interaction in their classrooms or even when interacting with their environment using the target language in different contexts.

Self-image and confidence are one of the other aspects that mother tongue interference can shake within EFL learners. Self-image refers to how individuals think about themselves in terms of the physical side such as beauty or the mental side like their intelligence, talent and skills. Self-image differs from a person to another and can easily shift according to many factors such as social opinions, interaction with others or the individual's environment. Semantic interference can affect EFL learners' self-image and self-confidence, as it will make them feel embarrassed or shy to speak freely. Using poor vocabulary translated from mother tongue and semantically poor sentences make them feel less skilled than others, and as a result, their self-confidence makes them shy.

The experience of learning a foreign language for most learners is emotionally and cognitively demanding. Most learners learn a foreign language in classrooms, where there is constant performance evaluation by the instructor and peers. Such a situation can be frightening, especially for shy learners since they fear negative evaluation (Mohammadian, 2013).

Lack of general self-confidence results in lack of interest to strive for high quality oral performance. Less confident learners are not usually sure of their abilities. They tend to try less, which in turn leads to low levels of achievement. (Al-Hebaish, 2012).

The literature has therefore revealed that self-image and self-confidence can make EFL learners feel shy which in turn limits their oral production. When learners are to be evaluated on their performance, it is natural for those who struggle with mother tongue interference to produce poor language. This will raise their shyness in front of their instructors or peers and ultimately affect their oral production that will be evaluated.

1.6. Mother Tongue Interference in Writing

Writing is a process of communicating with others in which a writer sends his ideas and thoughts in written forms to readers. It is a process of thinking which the writer discovers, organizes, and communicates his or her thoughts to the reader (Wingersky, 1999, p. 4). Unlike speaking, writing requires steps to follow carefully like brainstorming, revising, drafting, editing and organizing. Mother tongue interference is a common issue to deal with when writing in a target language that is obviously different from the first language in terms of its structure, rules, meaning, etc., which can make writing a difficult task for many learners and usually results in negative language transfer.

In fact, it goes without saying that the writing skill is a hard task that requires more practice, something that is rarely done by many learners. Moreover, learners need to link the four linguistic skills; Listening, Speaking, Reading, and Writing to improve their written production, so that to avoid the inclusion of Arabic in their writing (Ghounane,2018).

Practice is crucial to help learners avoid the interference of their mother tongue in their EFL writing, getting familiar with the language system, rules, and vocabulary leads learners to rely less on their mother tongue while writing. In addition to practice, it is important for learners to learn how to link between the other language skills, which are speaking, listening and reading as they allow for more perception of the target language and help them boost the quality of their written production. It is worthy to mention that the development in writing skills can influence the oral production, as it is easier to check the written materials stored or memorized and orally

read or use them to note mistakes and revise them in addition to using written for storing ideas and thoughts before presenting them, for example: writing ideas before presenting a topic orally especially oral deliveries learners present.

1.7. Sources of Mother Tongue Interference in Language Learning

Interference of the mother tongue in speaking or in writing can be due to many reasons that shape the source of interference. A learner who suffers from mother tongue interference may deal with one or many sources, the more sources they go through the stronger the interference will be. According to an article written by Abduhamidovna (2020), sources of mother tongue interference consist of different phoneme compositions in similar languages like French and English, different rules of positional realization of phonemes, their compatibility, different intonation, different ratio of differential and integral features, different composition of grammatical categories, grammar rules in addition to different ways of expressing them in each language system.

Variations in grammatical structures are one of the main sources of interference errors. Learners of a foreign language usually transfer, to a considerable extent, the grammatical elements of their mother tongue to the target language. Most contrastive analysis books devote far more sections to those erroneous sentences which result from transfer of grammatical structures than from other areas of transfer. (Shekhzadeh & Gheichi, 2011.)

According to the literature, it is clear, therefore, that mother tongue interference sources are mainly related to the grammatical structure and rules of the mother tongue and the target language when learners tend to mix the rules and the inability to express them along with the different phoneme composition across languages. This can lead to confusion among speakers and writers and thus hinders their production. This may also lead to other problems that can be identified as sources of interference such as shyness or lack of self-confidence and stress when it comes to expressing ideas.

In order for teachers to help learners overcome their interference, error analysis approach is followed to facilitate the detection of any errors learners make before the teachers work on assisting them to overcome the issue.

1.8. Error Analysis

Error analysis refers to a method used by teachers to identify the learners' errors that appear in their target language learning process in addition to attempting to identify the sources of these errors in order to help overcoming them. Error analysis was established in the 1960s by Stephen Pit Corder and colleagues. Error analysis was an alternative to contrastive analysis. Error analysis showed that contrastive analysis was unable to predict a great majority of errors, although its valuable aspects have been incorporated into the study of language transfer. A key finding of error analysis has been that many learner errors are produced by learners making faulty inferences about the rules of the new language.

Error analysis allows for the prediction of the learners' difficulties in learning the language. This made errors known as methods to develop the learners' acquisition/learning and evidences instead of considering them as signs of inhibition. Although error analysis contributed well in the development of language acquisition and identifying learners' errors and their causes, it was also criticized for existing problems in terms of the practical side. Error analysis hardly detects errors existence, as it may not be possible to decide an error from a mistake and how the error itself is caused among the different sources.

Error classification also played a major role in error analysis criticism as some errors can be classified into more than one way or category. Causes of errors are multiple which made it difficult to identify the main cause be it psychological or structural. Error analysis was also criticized for being simple and only focuses on the learners' wrong output ignoring the correct one. As a result, error analysis has been subject to criticism. For example, it has been claimed that what was called 'universal' errors (errors that are made by any learner of a given target

language, no matter what the first language is) might in fact be interference errors (Byram 2004, cited in James 1998).

1.8.1. Error Analysis in Interference

In human beings' nature, solving problems is usually done by relying on previous knowledge. Approaching a problem is just done by recalling past experiences and attempting to relate them to the current problem in order to easily generate applicable solutions. This way of thinking also applies to language learning when learners tend to appeal to their mother tongue to overcome what they may consider as obstacles in learning a language. By using the already stored linguistic data or systems, learners start compensating for their lacks of knowledge in the target language.

In a study conducted by Kaweera (2013), it was concluded that a high frequency of errors in the target language take place, especially the errors caused by interference of the native language on the lexis, syntax and discourse. Arakelyan (2015) also concluded that learning a second language does entail proportionate transfer from the native language of the learners to the target language. Native language is the learners' prior linguistic system upon which they organize the new linguistic data. This whole concept of relying on previous linguistic data is called interlanguage. Throughout the literature, it is clear that learners tend to rely more on the usage of interlanguage to make up for their inability to carry on with the process of the target language learning. As it may be a helpful approach to follow, interlanguage is not as accurate to depend on since it may lead to further errors.

Error analysis can help overcoming interference since teachers relying on this analysis can detect students' errors and their interference. This will allow the teachers to raise students' awareness of their interference and prepare them to the fixing stage where teachers can suggest tips and solutions to follow in order to overcome the issue of interference.

Conclusion

As a conclusion, this chapter stated and reviewed the literature on the Mother Tongue Interference and its types and effect on speaking and writing in addition to Language Transfer and how it can be both helpful for learners to enhance their language or hinder their production. It also focused on the psychological traits when learners speak and the sources that lead to their interference. This chapter finally focused on error analysis and its role in overcoming interference.

Chapter Two
Methodology and Data Analysis

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Chapter Two

Methodology and Data Analysis

Introduction

This chapter is concerned with the practical part to support the literature review provided in chapter one. It involves the methodology used to answer the research questions, the research design and the means and procedures of the research. This chapter also aims to analyze the qualitative data gathered by the questionnaire and classroom observation. The final part of this chapter deals with discussion of the results obtained regarding the research questions and hypotheses.

2.1. Research Location

This research was conducted at Chadli Bendjedid University- El-Tarf in eastern Algeria. The analysis of mother tongue interference in an oral module at the university is an attempt to track the students' L1 interference on EFL oral production.

2.2. Population and Sampling

The sampling process was made by a random selection of the subjects in order to identify the errors and effects of the mother tongue interference in the oral production. The participants of this study are 20 first year students from the English department at Chadli Bendjedid University who enrolled during the academic year 2021-2022. Their ages were on average between 17 and 20 years old. In addition to the participant students, eight (8) teachers from the same department have been selected to answer a questionnaire about their students' oral performance in class alongside their implementation of mother tongue in their speaking.

We need to mention here that while distributing the questionnaire to teachers, their reactions were different. Some teachers refused to answer while others were very welcoming and fast to reply, others took more time to deliver. Regarding the classroom observation, the responsible teacher was welcoming and allowed us to carry out the observation freely.

2.3. The Research Instruments

In order to gather data for this research, we involved two instruments which were questionnaires for both students and teachers in addition to a classroom observation

2.3.1. Questionnaire

2.3.1.1. Students' Questionnaire

In order to assess students' level in oral, the possibility of their mother tongue interference in their usage of the language and whether or not they are aware of the problem, a questionnaire has been designed and administered to 20 first year EFL students at Chadli Bendjedid University El Tarf during the second semester of the academic year 2021-2022.

The questionnaire comprises 15 questions mixed of multiple-choice questions and text box questions in order to allot the students some freedom to express their thoughts and justifications when needed in addition to yes or no questions. The questionnaire is split into three sections, each section includes questions that lead and prepare for the next section to collect data in a more organized approach.

Section One: Tracking Students' Oral Production Level

This section attempts to track students' level in oral by asking them about what their views about their level in speaking and if they get enough oral sessions per week; in addition to asking them how helpful their teachers are in providing the right number of activities in their oral classes. Finally, this section tries to know if students face mother tongue interference in their oral production.

Section two: Students' Awareness of Interference Types and Mother Tongue Literal Translation

This section attempts to know what type of interference students deal with the most in addition to if they face obstacles when selecting the appropriate semantics or just relying on translation from their mother tongue instead. It also seeks to know if students rely on mother

tongue literal translation and manage to transmit their message successfully and how their teachers react to this process.

Section Three: Students' Psychological Obstacles and Sources of Interference

This final section attempts to ask students about how teachers help them in overcoming their interference issues in addition to asking them about the psychological obstacles that hinder their oral production. Finally, the section asks students about how they think they can develop their oral skills.

Students were very welcoming and glad to answer the questionnaire, distributing the papers did not take much time as they were given during the break between their sessions. Of course, not all the students understood the questions easily as they were not familiar with the term “interference” so it was necessary to give a brief explanation so that they can comfortably answer. Students' answers were different in terms of details given and accuracy, some answered very briefly when justifying, others skipped a question or two but most of them gave very detailed answers to all questions.

2.3.1.2. Teachers' Questionnaire

The investigation includes a sample of eight (8) EFL teachers from the same department. Not all the selected teachers have taught the oral module before but in many occasions the oral production was emphasized during several sessions throughout their teaching career. The number of the teachers who taught the oral expression module only was low. Besides, not all teachers accepted to take the questionnaire or were absent due to the teaching schedules with the covid-19 protocol (15 days each wave).

Teachers were expected to give accurate responses about students' oral production level and their mother tongue interference during their oral production. Just like the students' questionnaire, the teachers' questionnaire is divided into three sections, each section includes questions that lead and prepare for the subsequent section.

Section One: Teachers' Experience with the Oral Module

This section attempts to ask teachers about their teaching experience of the oral production module in addition to asking them about their opinion about the time allocated to the sessions. Finally, the section asks about the availability of the authentic materials in EFL classrooms at Chadli Bendjedid University and closes with the question about the interaction types in the oral class.

Section Two: Teachers' Awareness of Students' Mother Tongue Literal Translation

The second section aims to know the extent to which teachers are aware about students' interference and mother tongue literal translation which can be manifested in their oral production. It also seeks to find out whether or not students are aware of this issue and how both teachers and students react to it.

Section Three: Teachers' Techniques for Developing Students' Oral Production

The final section of this questionnaire attempts to ask teachers about students' psychological obstacles and the sources of their semantic interference. It also asks about the techniques they provide the students with so as to help them develop their oral production.

Distributing the questionnaires was time consuming; not all teachers were available throughout the week, some teachers refused to take the questionnaire while others had to take it home and deliver it few days after taking into consideration their busy schedule while others have gladly answered right away. The gathered data was different from one teacher to another, not all of them answered all the questions and some justified with very brief words while some others were very detailed in their answers which was beneficial for the study.

2.3.1.3. Classroom Observation

In this study, classroom observation took place right at the beginning of the second semester during the oral expression module with first year EFL students, studying in the first group, in the already mentioned university. The class consisted of 18 students who were present

in class for 6 oral expression sessions from march 14th to may 11th during the academic year 2021-2022. All sessions were scheduled each Monday and Wednesday from 9.00 to 10.00; students were studying following the waves systems where they had to study for a whole week and then rest for the next where the other waves took place instead. The teacher was welcoming, gladly accepted the researcher's presence, and even invited any comments or tips that could help students.

The purpose of the observation was to check students' interference in class when they would interact with their classmates or teacher or when orally presenting a topic and more importantly if they relied on their mother tongue to compensate for their lack of speaking abilities. Observing students face to face allows gathering more data to support the questionnaire they answered especially the section where the psychological effect was mentioned in order to check how students feel when using English in their class and in front of other speakers in addition to the teachers' role in developing their oral skills.

2.4. The Research Design

This research used a descriptive design, it centers on tracking the interference of the students' mother tongue during their EFL oral production. A descriptive approach was followed in this study because the phenomenon being studied is mainly based on opinions and observations. A mixed method was used in order to represent the collected data retrieved from the questionnaire and the classroom observation.

2.5. Data Analysis

After the fieldwork phase, the collected data was analyzed, organized and arranged using tables and figures. Each question has its own table and figure in addition to a comment on each result found for each question. Open-ended questions were the only questions that did not have tables or figures as it was not possible to quantify their answers.

2.5.1. Analysis of the Teachers' Questionnaire

The analysis of teachers' questionnaire is presented in the following tables and figures and a comment on each question is provided.

Question 1: Have you taught / are you currently teaching oral expression?

Table 1

Teachers' Experience with the Oral Expression Module

Option	Yes	No	Total
Percentage	87.5%	12.5%	100%
Population	7	1	8

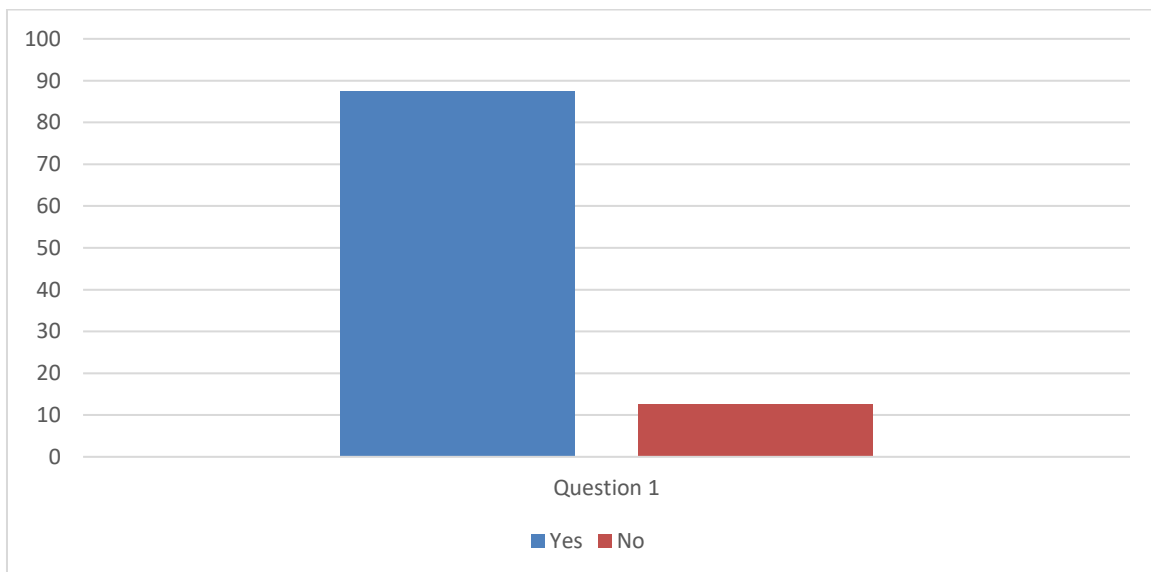


Figure 1: Teachers' Experience with the Oral Expression Module

From the obtained results, 87.5% of teachers taught oral production as a module which indicates that most of the samples are credible sources to obtaining the data needed to track students' sources of mother tongue interference in EFL oral production.

Question 2: Do you think the time allotted to teaching oral expression is enough?

Table 2

Teachers' Viewpoint on the Time Allocated to Oral Expression

Option	Yes	No	NA	Total
Percentage	0%	87.5%	12.5%	100%
population	0	7	1	8

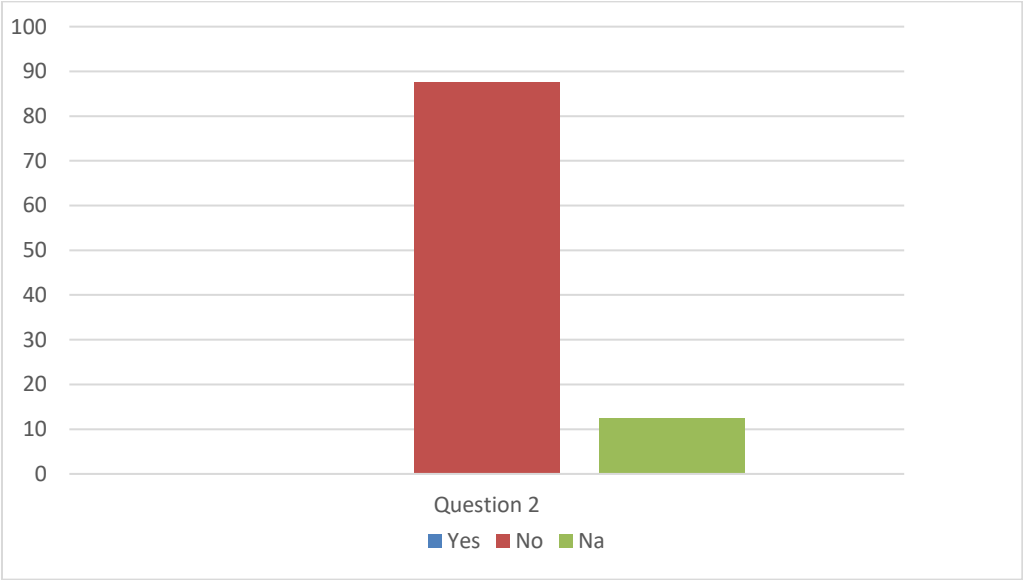


Figure 2: Teachers' Viewpoint on the Time Allocated to Oral Expression

As shown in figure (2), 87.5% of teachers agree that the time allotted to teaching oral expression is not enough, while the rest 12.5% did not answer this question. According to these results, it is clear that more time should be allotted to teaching the oral expression in order satisfy the teachers' and student's need since seven teachers out of eight agreed that the department is not devoting enough time for the oral expression module taking into consideration the consequences of the waves system that only to study two weeks per month.

Question 3: Do students participate in your syllabus design of the oral expression courses?

Table 3

Students’ Participation in Oral Expression’s Courses Syllabus Design

Option	Yes	No	NA	Total
Percentage	50%	37.5%	12.5%	100%
population	4	3	1	8

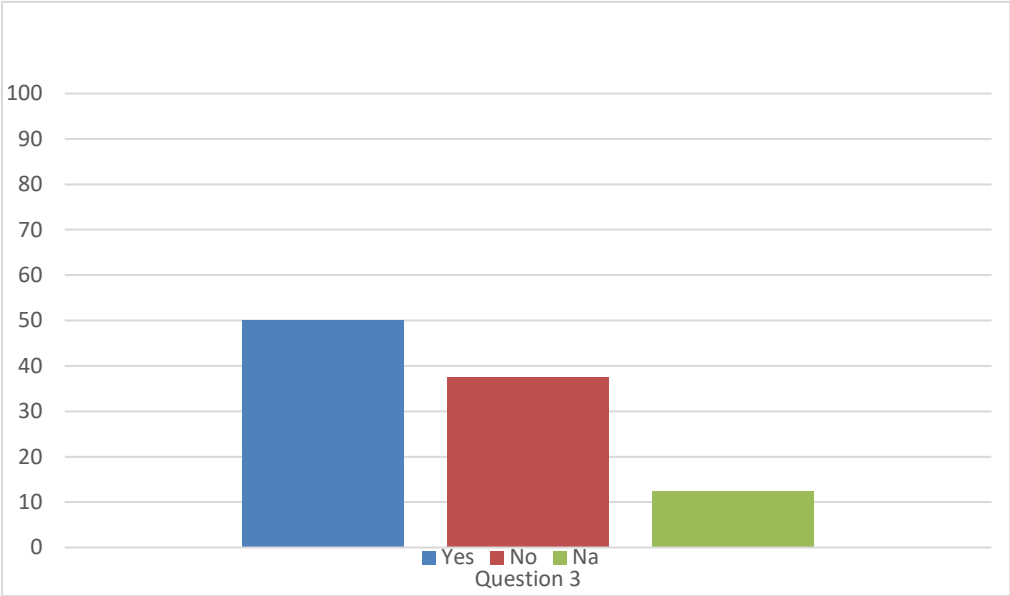


Figure 3: Students’ Participation in Oral Expression’s Courses Syllabus Design

According to the obtained results, 50% of the participant teachers involve students in designing their syllabus which shows teachers’ flexibility in conducting the process and their consent of learner centeredness in their classes. However, 37.5% of the teachers take full control of the syllabus design process while 12.5% provided no answers.

Question 4: Is authentic material(s) available to use in your department/classes?

Table 4

Authentic Material Availability in Department and Classes

Option	Yes	No	NA	Total
Percentage	25%	62.5%	12.5%	100%
population	2	5	1	8

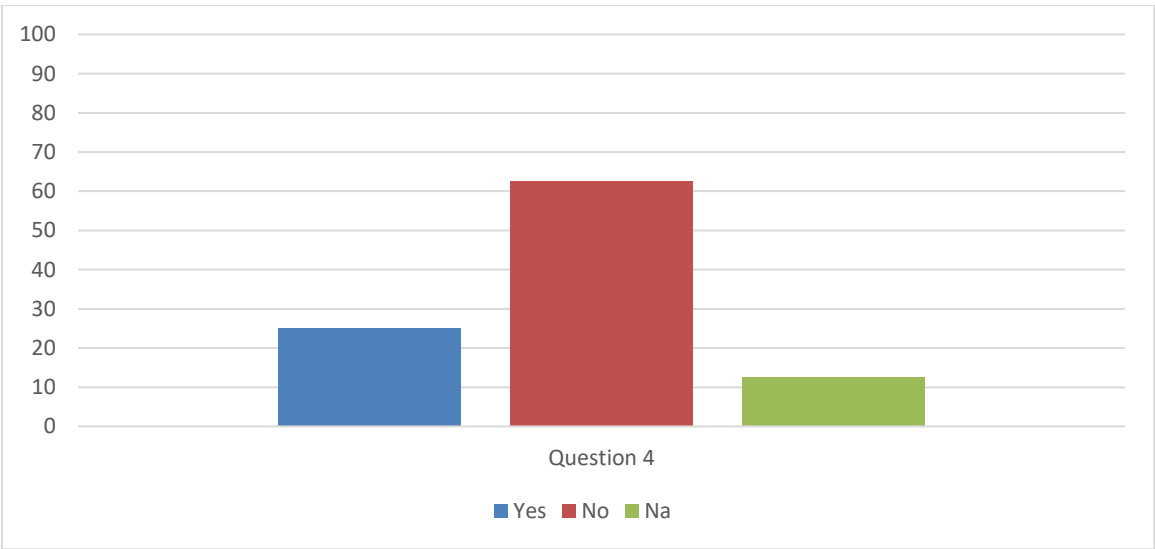


Figure 4: Authentic Material Availability in Department and Classes

Throughout the obtained data, only 25% of the participant teachers stated that authentic materials are available in their department. While, 62.5% stated that they do not have access to authentic material and 12.5% did not answer the question. The immediate interpretation of these answers may indicate that some teachers may have not gotten the question or misunderstood the term “authentic material”.

Question 5: What type of interaction you use the most in your oral class?

Table 5

Teachers' Most Interaction Type Used in Oral Classes

Option	Role Play	Classroom Discussion	Classroom Presentation	NA
Percentage Out of 100%	25	87.5	62.5	12.5
Population out of 8	2	7	5	1

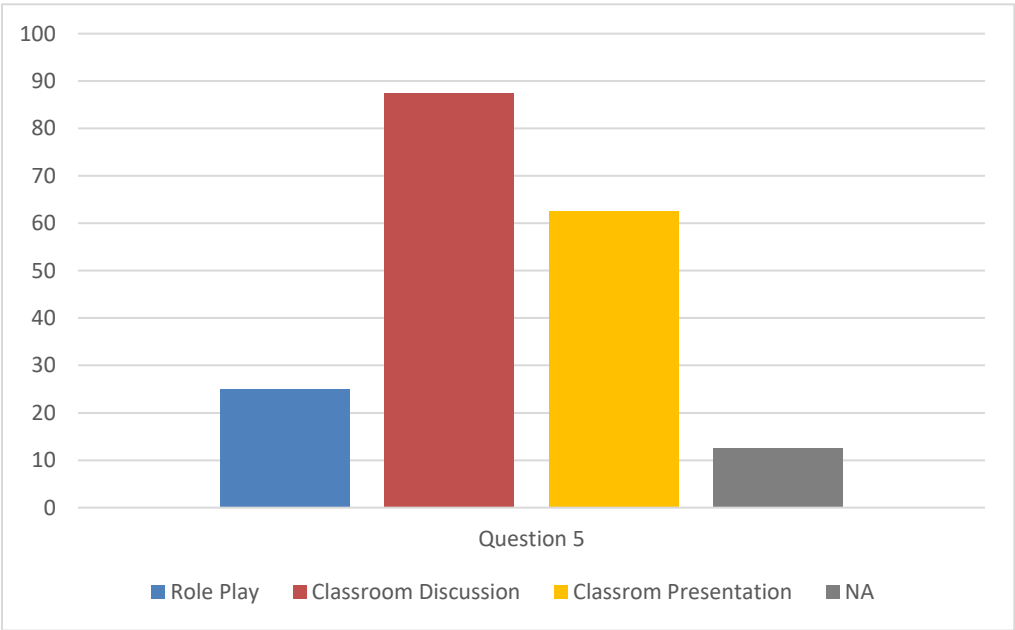


Figure 5: Teachers' Most Interaction Type Used in Oral Classes

As shown in figure (5) and table (5), classroom discussion is the dominant interaction type used by 87.5% of the teachers, followed by classroom presentation with 62.5% while role received the lowest rate with only 25% of teachers using it. 12.5% did not answer this question. According to this analysis, classroom discussion and observation are the most used types of interaction in oral expression module while role-play has a very low usage.

Question 6: Do students struggle in terms of semantics choice in their oral production?

Table 6

Students' Struggle in term of Semantics Choice in Oral Production

Option	Yes	No	Total
Percentage	100%	0%	100%
population	8	0	8

According to the analysis of question six (6), 100% of the participant teachers agreed that students do struggle in the choice of the semantics needed in their oral production. This in fact shows that students who face semantic obstacles are numerous and this reflects a huge gap in students' level that can drastically affect their level and communication.

Question 7: If yes, does this make them rely on literal translation from their mother tongue?

Table 7

Students' Reliance on Literal Translation from Mother Tongue

Option	Yes	No	Total
Percentage	75%	25%	100%
population	6	2	8

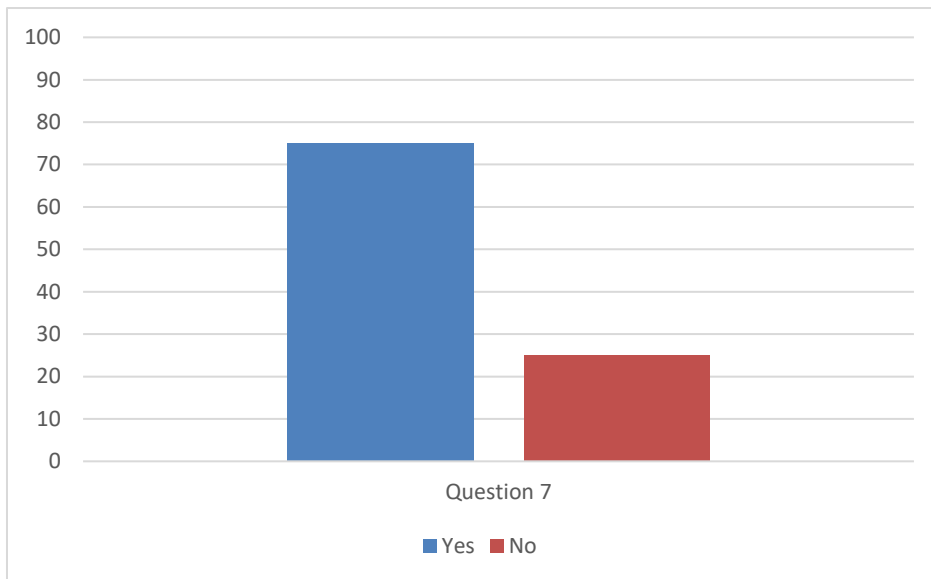


Figure 6: Students' Reliance on Literal Translation from Mother Tongue

As regards question six, table and figure (7) indicate that 75% of the respondents believe that students rely a lot on literal translation from their mother tongue when they struggle in choosing words during their oral production. However, only 25% of the participant teachers believe that students do not rely on the mother tongue's literal translation. This is a clear indication that many students face difficulties in choosing the correct words and find themselves obliged to rely on their mother tongue translation to keep up with this problem.

Question 8: Do they manage to successfully transmit the message when they rely on that?

Table 8

Students' Success in Transmitting Messages when Relying on L1 Literal Translation

Option	Yes	Somehow	No	Total
Percentage	0%	50%	50%	100%
population	0	4	4	8

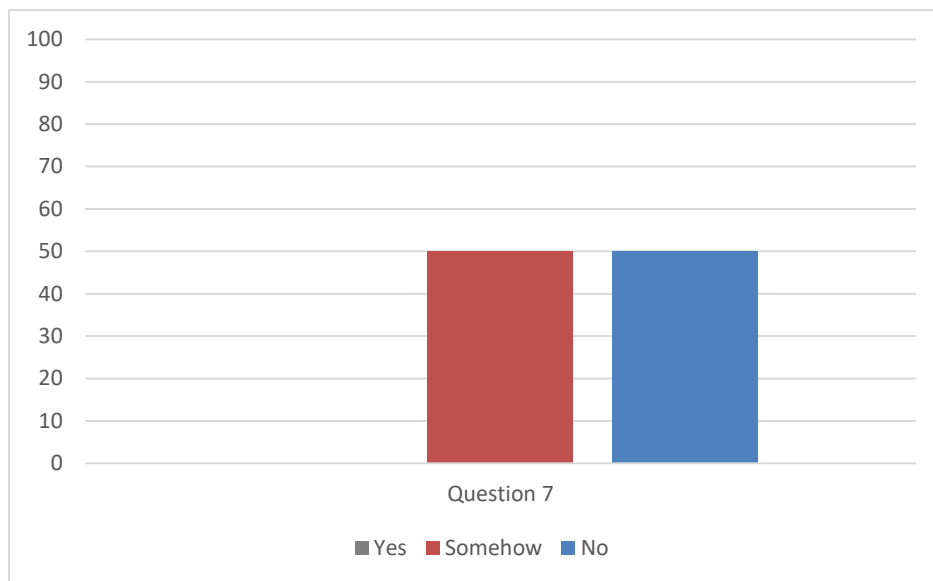


Figure 7: Students' Success in Transmitting Messages when Relying on L1 Literal Translation

Teachers' answers to question (8) indicated that 50% of the students fail to transmit the message when relying on their mother tongue while the rest (50%) somehow manage to transmit the message; however, none of their answers indicated a success in the message transmission when relying on the mother tongue. Following these results, it is found that depending on the mother tongue and literal translation in message transmission when speaking English can be somehow helpful but not always reliable at the same time.

Question 9: How do you react to the intrusion of their mother tongue in their EFL oral production?

When asked the teachers about their reaction to students' intrusion of mother tongue in their EFL production, all teachers had similar answers, addressing the issue to the students and the literal translation from mother tongue was the first thing they mentioned. Teachers then moved to giving advice such as compensation strategies like synonyms and collocations or making pauses. Other advice teachers gave were to use gestures to convey meaning, raise their awareness about the problem and stop thinking in the mother tongue by giving feedbacks. However, motivating them to speak at the same time without making the mother tongue literal

translation seems like a huge issue so students do not feel embarrassed or stressed and feel unmotivated to speak.

According to these replies it is clear that teachers want to address the issue in a way that does not affect the students’ motivation and to make sure they understand the problem but at the same time work on fixing it in a way that keeps them relaxed to speak and practice freely.

Question 10: Are students aware of the interference of the mother tongue in their oral production?

Table 9

Students’ Awareness of L1 Interference in their Oral Production

Option	Yes	No	Somehow	Total
Percentage	37.5%	12.5%	50%	100%
population	3	1	4	8

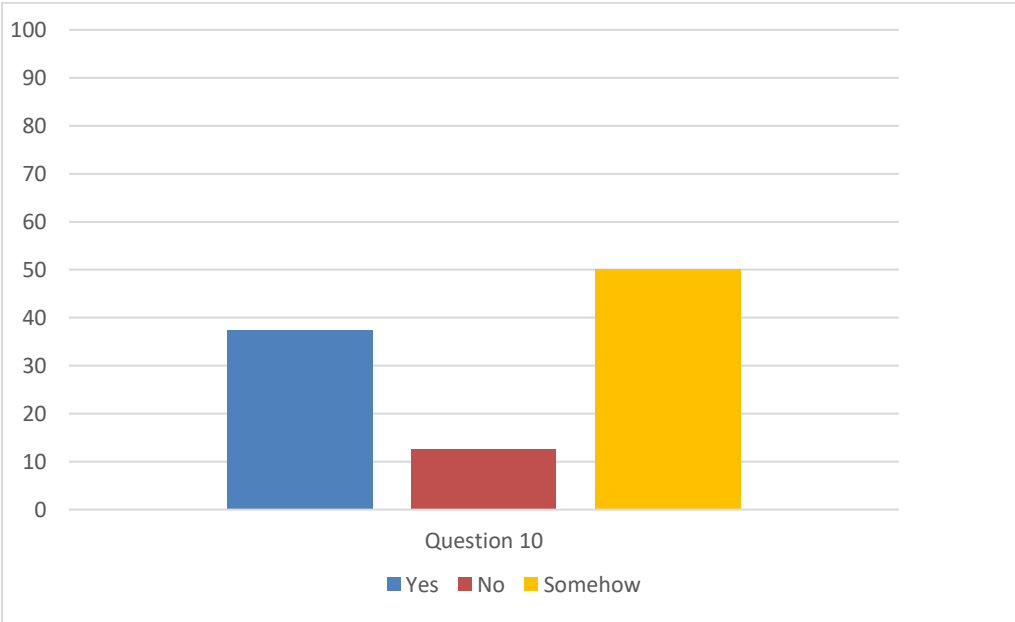


Figure 8: Students’ Awareness of L1 Interference in Oral Production.

According to the analysis of table and figure 10 respectively, 50% of the respondent teachers stated that students are somehow aware of their mother tongue interference and only

37% indicated that students are fully aware of it. 12.5% of teachers stated that students are completely oblivious of their mother tongue interference. Throughout the analysis, teachers believe that students are aware of this issue at some level.

Question 11: If yes, how do they react to that?

The teachers who indicated that students are somehow or fully aware of their interference of mother tongue in their oral production stated that students sometimes get frustrated when they are told that they are having this interference while others react by just laughing or stop talking instantly as they get shy in front of their classmates. Teachers who stated that students are not aware of the issue did not give answers about students' reaction since they indicated students do not know that they are doing anything if the teacher does not raise their awareness because they still think it is a normal thing.

Question 12: Do students face any of these psychological obstacles in their oral production?

Table 10

Students' Psychological Obstacles in Oral Production

Option	Shyness	Stress	Lack of self confidence	Fear of judgment	None of These
Percentage Out of 100%	75	50	75	75	12.5
Population out of 8	6	4	6	6	1

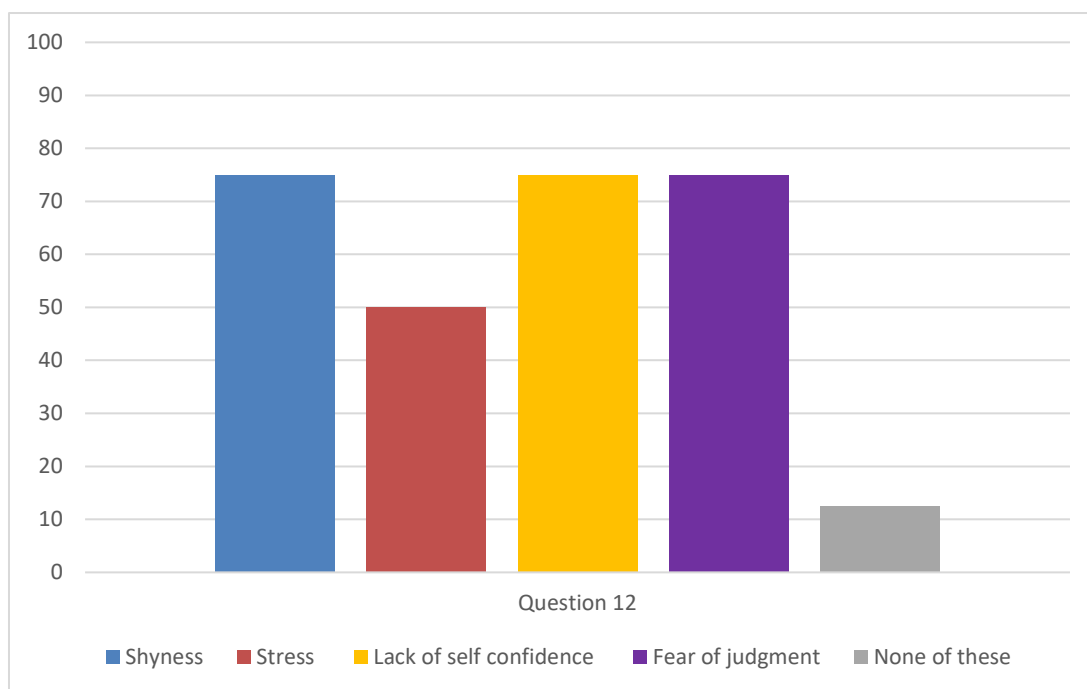


Figure 9: Students' Psychological Obstacles in Oral Production

As shown in figure (12), 75% of the respondent teachers believe that shyness, lack of self-confidence and fear of judgment are the most common psychological obstacles among the students with stress being up there as well with 50%. 12.5% of the teachers stated that none of these is faced by students. Throughout this analysis, it is clear that psychological effects play a major role in students' oral production.

Question 13: Can you identify the sources of semantic interference students face in their oral production?

The sources of semantic interference students face in their oral production stated by the teachers were almost similar. The misuse of the definite article or prepositions, the overuse of the mother tongue literal translation and the teachers' encouragement for using it, lack of practicing the language, lack of vocabulary register. These sources can be related not only to the semantic interference but also to almost all issues students face in their oral production.

Question 14: What tips do you usually give to develop students' oral production?

The analysis of question 14 was to extract the tips teachers give to students in order to develop their oral production. All teachers shared the same and most common tips like the listening to native speakers, consuming internet sources that deliver speaking activities such as video chats, speaking with friends and other people using English to increase their self-confidence and vocabulary register, classroom interactions, listening to music, and engaging in debates. These tips are very common and proved to give noticeable results in developing the English oral production as well as the psychological side of students to ensure a comfort in speech.

2.5.2. Analysis of the Students' Questionnaire

After collecting all the twenty questionnaires from the students, the data was analyzed and presented in the tables and figures under each question.

Question 1: Are you a male or a female?

Table 11

Students' Gender Classification

Option	Male	Female	Total
Percentage	25%	75%	100%
population	5	15	20

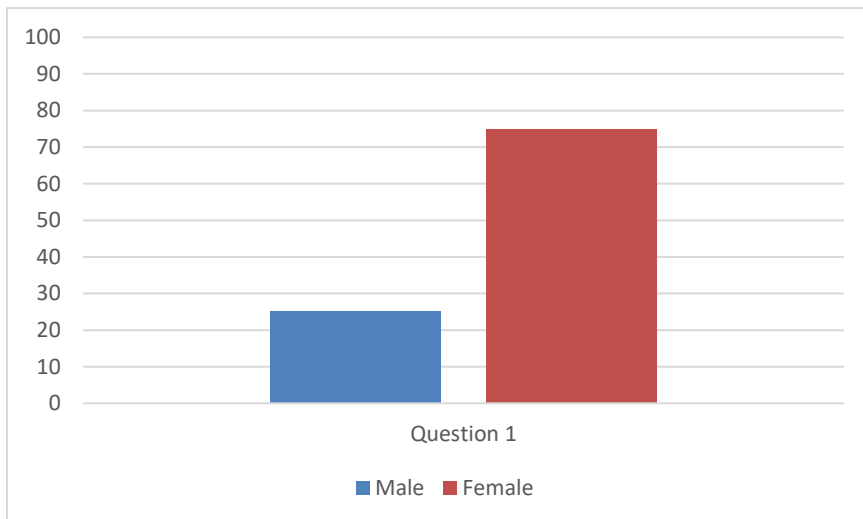


Figure 10: Students' Gender Classification

From the obtained results, only 25% of the students who answered the questionnaire were males. This indicates the majority of students are females. Males were mostly absent or skipping the courses as reported by their teacher and other classmates. The fewer ones who attended did not answer this questionnaire and only one student agreed to answer. However, among the 20 students, all the females accepted to answer the questionnaire happily and tried to be as accurate as possible while also asking questions when they felt confused or found difficulties in selecting what they wanted to answer with or not finding the appropriate words to use when justifying.

Question 2: How do you describe your English oral production level?

Table 12

Students' Description of their Oral Production Level

Option	Low	Average	High	Total
Percentage	5%	65%	30%	100%
population	1	13	6	20

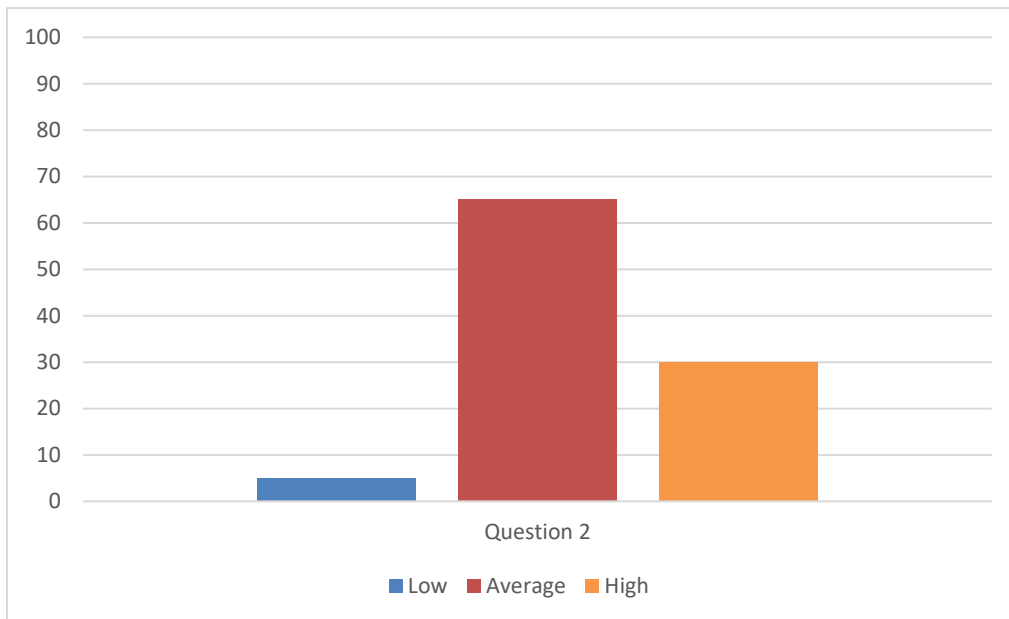


Figure 11: Students' Description of their Oral Production Level

Analyzing question (2) indicated that 65% of the students have an average English production level and 30% of them stated that they have a high level while only 5% percent has revealed a low level of English oral production. The majority of students taking the questionnaire seem to have an acceptable level when it comes to oral production.

Question 3: How many oral sessions do you have per week?

According to the obtained results, 100% of students have 2 sessions of oral production module per week. This is the standard number of sessions that the four groups have. This question was put to keep trace of the curriculum timing, which is devoted to the oral expression module and which we believe is not enough especially with the low level of students who need more time and training to develop their oral capacities.

Question 4: Does your teacher provide you with enough oral delivery activities in your class?

Table 13

Students’ Viewpoint about the Number of Oral Delivery Activities Provided by the Teacher

Option	Yes	No	Total
Percentage	90%	10%	100%
population	18	2	20

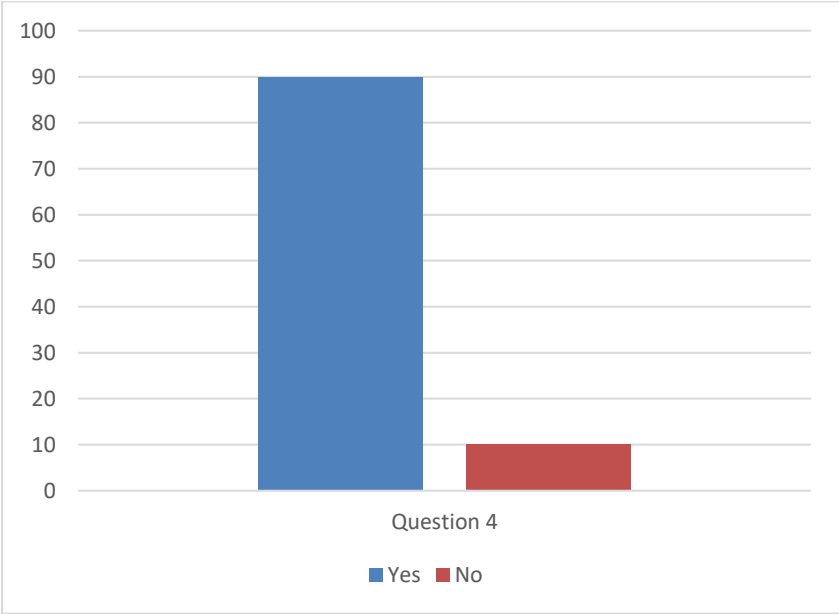


Figure 12: Students’ Viewpoint about the Number of Oral Delivery Activities Provided by the Teacher

According to the analysis of question (4), 90% of the participant students stated that they have enough oral delivery activities provided by the teacher. This indicates that students are well exposed to using the English language orally throughout their sessions.

Question 5: Do you face mother tongue interference in your oral production?

Table 14

Students’ Mother Tongue Interference in Oral Production

Option	Yes	No	Sometimes	Total
Percentage	0%	35%	65%	100%
population	0	7	13	20

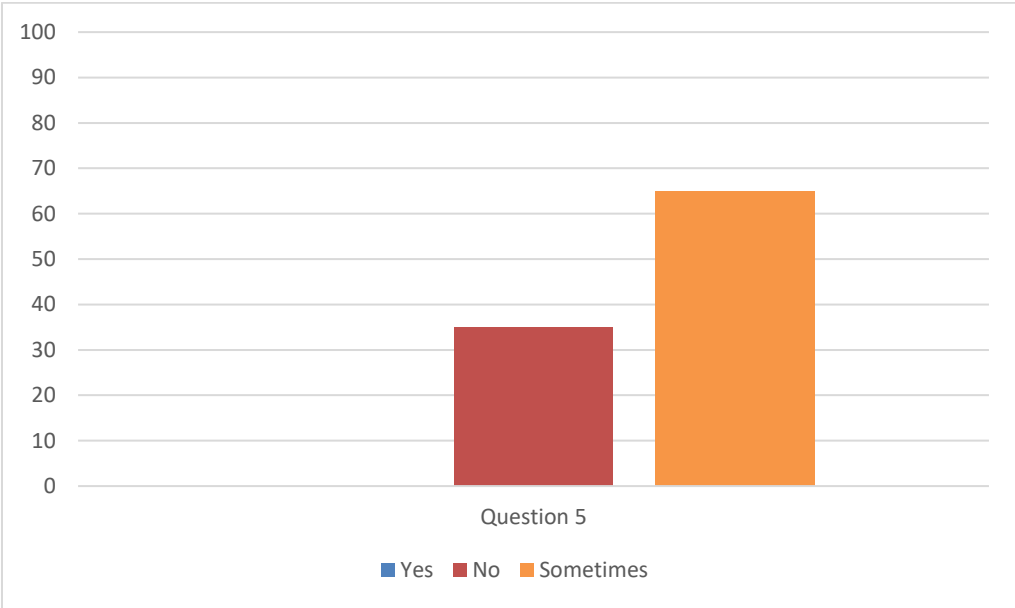


Figure 13: Students’ Mother Tongue Interference in Oral Production

The responses shown in the figure above revealed that 65% of the respondents sometimes face the mother tongue interference in their oral production. However, the remaining 35% denied any interference of mother tongue in their oral production. This analysis indicates that the majority of students face mother tongue interference throughout their oral production process.

Question 6: What type of interference you deal with the most?

Table 15

Students' Most Dealt with Type of Interference

Option	Linguistic	Lexical	Morphological	Phonological	NA	Total
Percentage	40	30	10	10	10	100%
Population	8	6	2	2	2	20

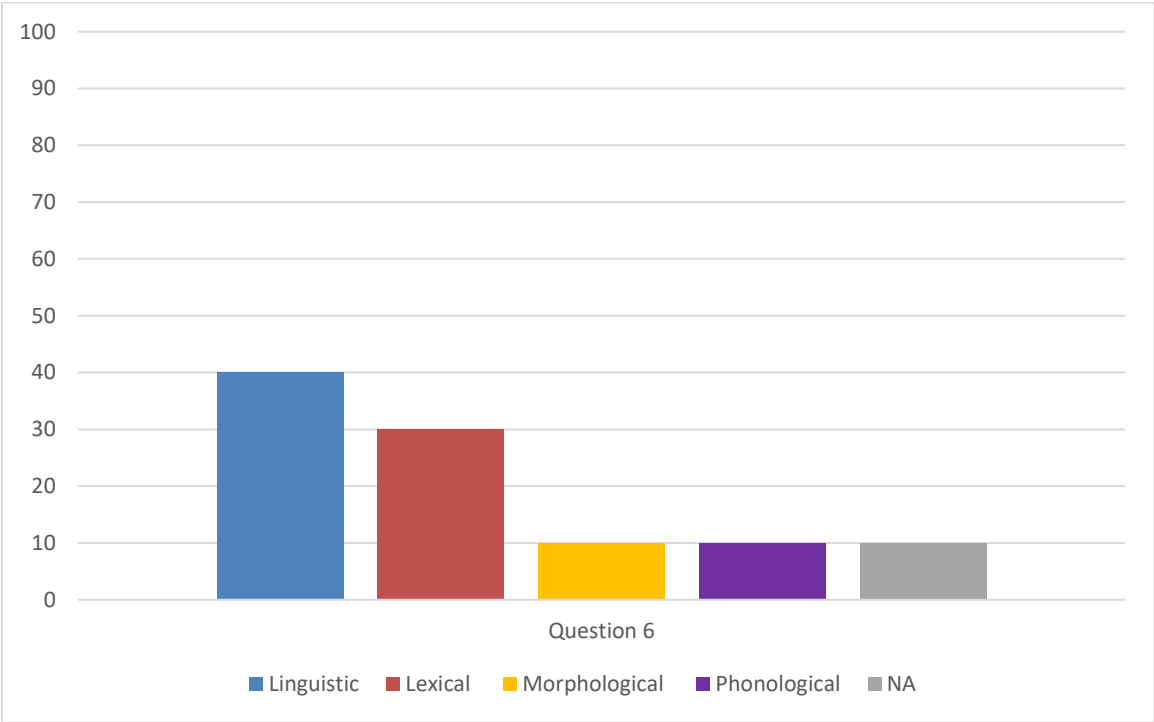


Figure 14: Students Most Dealt with Type of Interference

Table and figure (6) show that 40% of the students deal with linguistic interference the most; while 30% deal with lexical interference. Additionally, 10% deal with the morphological and phonological interference. This indicates that students struggle with a variety of interference types in their usage of the language. However, the linguistic interference remains

the commonest among the others.

Question 7: Do you face any struggles in terms of semantic choice in oral production?

Table 16

Students’ Struggles with Semantic Choice in Oral Production

Option	Yes	No	NA	Total
Percentage	50%	45%	5%	100%
population	10	9	1	20

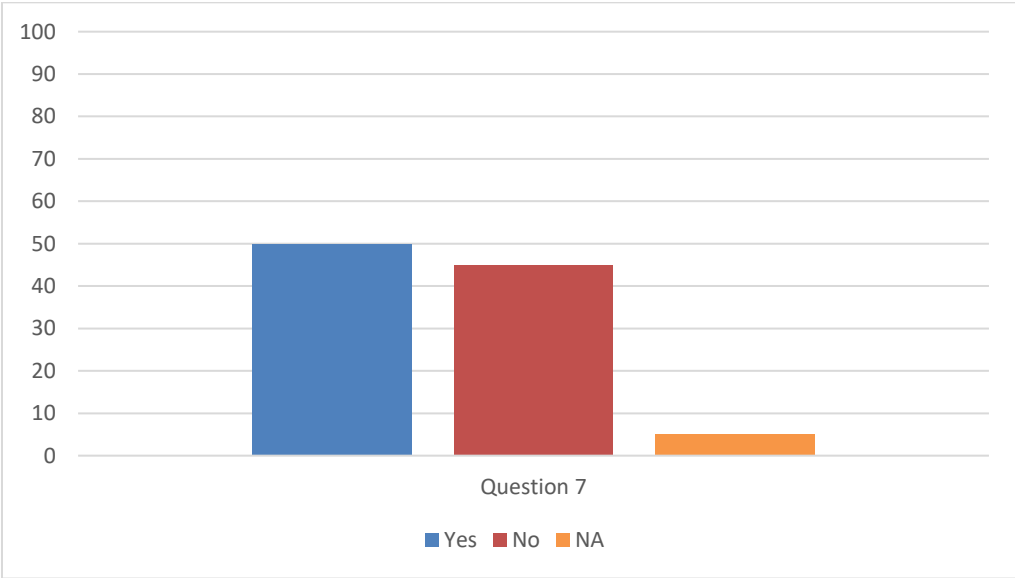


Figure 15: Students’ Struggles with Semantic Choice in Oral Production

According to table and figure (7), 50% of the respondents stated that they face struggles in terms of semantic choice in their oral production while the remaining 45% answered with no. However, 5% did not answer this question. This indicates that obstacles in selecting semantics in oral production can be more common for students.

Question 8: If yes, does this make you rely on literal translation from your mother tongue?

Table 17

Students’ Usage of Mother Tongue Literal Translation

Option	Yes	No	NA	Total
Percentage	40%	0%	60%	100%
population	8	0	12	20

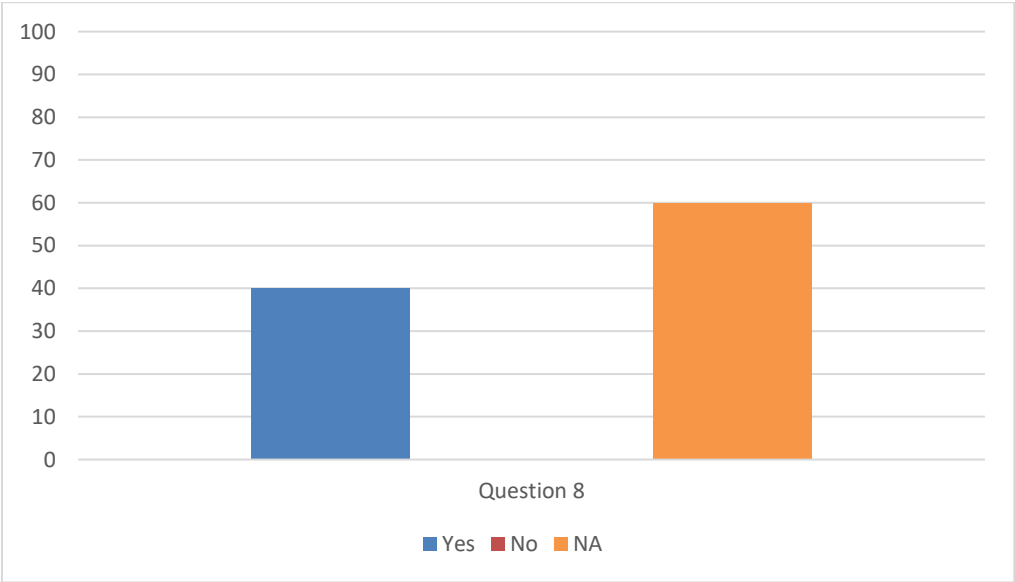


Figure 16: Students’ Usage of Mother Tongue Literal Translation

According to table and figure (8) and in addition to the answers provided to question seven, only 40% of the respondents rely on their mother tongue literal translation when they fail to select the correct choice of the words needed in their oral production. However, 60% did not answer this question. This indicates that students tend to rely on their mother tongue when they fail to find the needed word while speaking.

Question 9: Do you manage to successfully transmit your message when you rely on that?

Table 18

Students’ Transmission of Messages Translated from Mother Tongue in Oral Production

Option	Yes	No	Somehow	NA	Total
Percentage	10%	0%	30%	60%	100%
population	2	0	6	12	20

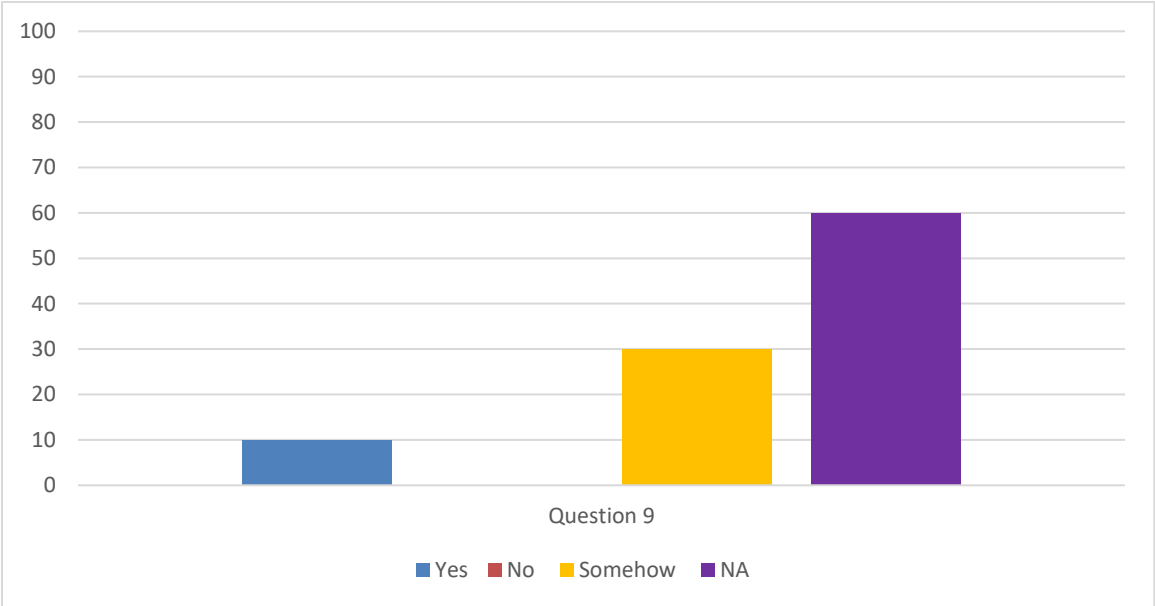


Figure 17: Students’ Transmission of Messages Translated from Mother Tongue in Oral Production

According to table and figure (9), only 10% of the respondents manage to successfully transmit the message when relying on literal translation from their mother tongue and 30% fail to do so while 60% did not answer this question. Answers indicates that relying on literal translation from mother tongue is somehow helpful when it is difficult to select the vocabulary needed in their oral production.

Question 10: How does your teacher react to your implementation of your mother tongue in your EFL oral production?

According to the respondents, teachers react to the implementation of their mother tongue by giving them feedbacks and advice on how to overcome this issue, some teachers get confused or feel uncomfortable and start working on fixing the issue instantly while others ask them to use synonyms and similar expressions. However, some teachers accept it and encourage students to keep talking and not to feel shy or stressed. This indicates that teachers are doing their job in helping students overcome this issue and are aware of its effects on students' psychology and oral production quality.

Question 11: Does he/she help you with dealing with the errors resulted from your mother tongue interference?

Table 19

Teachers' Reliability in Fixing Students' Errors

Option	Yes	No	NA	Total
Percentage	85%	10%	5%	100%
population	17	2	1	20

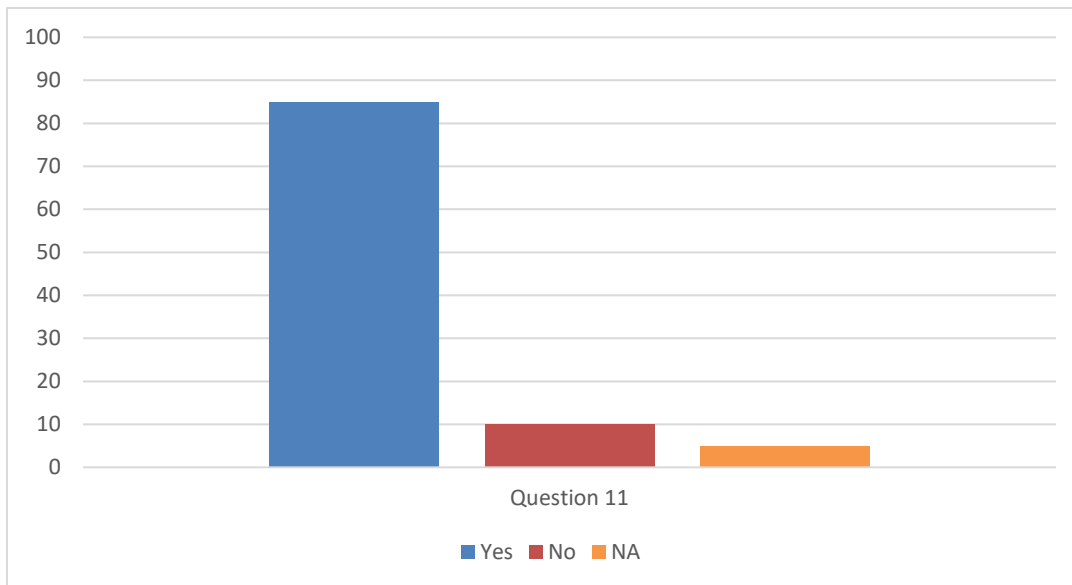


Figure 18: Teachers' Reliability in Fixing Students' Errors

According to table and figure (11), 85% of the students stated that teachers do help them to overcome the issue of mother tongue implementation in their oral production while 10% indicated that teachers do not help them with this issue. This shows that teachers are well aware and helpful when it comes to dealing with students' issues while they cannot fully cover it with all students at once.

Question 12: If yes, how do they do it?

Respondents to question 12 stated that teachers help them by calming them down and fixing their statements grammatically and semantically in order for students to know the correct form they had to use and imitate it while keeping them motivated enough. Some teachers also give them new vocabularies or ask them to listen to native speakers and how they talk. This indicates again the useful role teachers play in helping the students out to develop the quality of their oral production.

Question 13: Do you face any of these psychological obstacles in your oral production?

Table 20

Students Psychological Obstacles in Oral Production

Option	Shyness	Stress	Lack of self confidence	Fear of judgment	None of These	NA
Percentage Out of 100%	20	50	35	30	30	5
Population out of 20	4	10	7	6	6	1

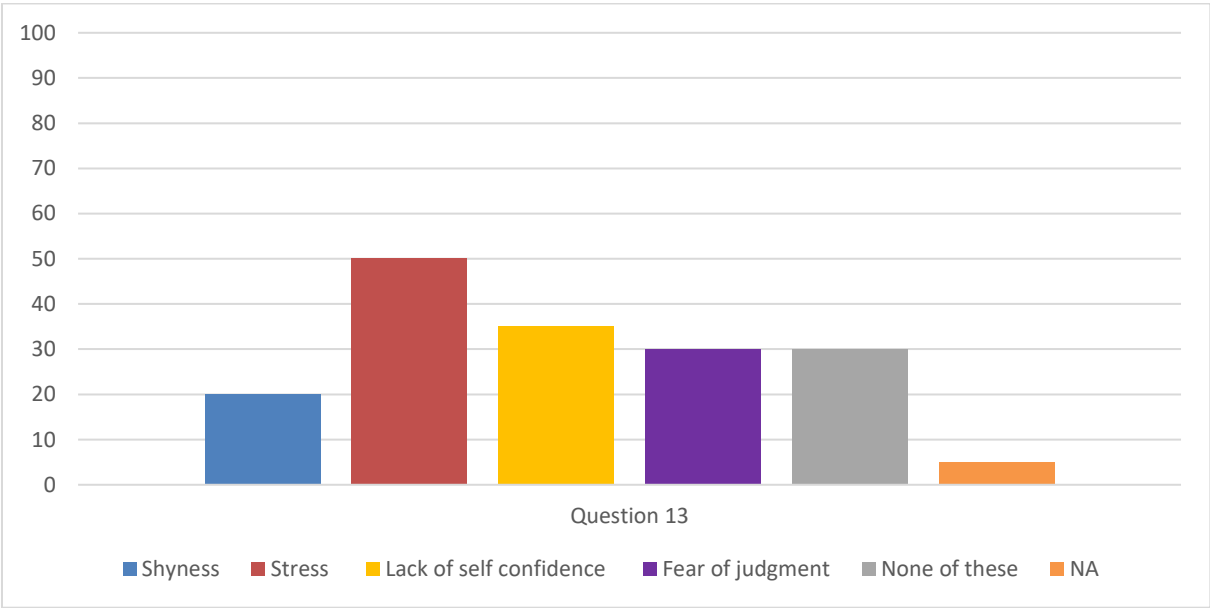


Figure 19: Students Psychological Obstacles in Oral Production

Table and figure (13) indicate that stress is faced by 50% of students when they orally produce in addition to the lack of self-confidence which was reported by 35% of the students. Moreover, 30% of the students also fear people’s judgment and only 20% are shy to talk and orally produce. 30% more stated that they do not face any of these psychological effect in their oral production which means that they can produce freely. This indicates that many students

cannot orally produce well due to many psychological effects that hinder their freedom in expressing ideas and thoughts the fact that affects the quality of their English inside or out of the classroom.

Question 14: Can you identify the sources of any interference you face in your oral production? Identify if yes, leave it blank if no.

Respondents stated that interruption of others is a major source of their interference in oral production because it puts them under pressure in addition to other students' lack of vocabulary and grammar rules which leads to poor language structure in oral production beside the psychological effects which have already been mentioned.

Question 15: What do you usually do to develop your oral skills?

To develop oral skills, respondents stated that they listen to native speakers in TV News or listen to music and watch movies and series. Some of the students check the right pronunciation of certain words using the internet or mainly focus on developing the language through oral deliveries in class or debating with friends using English only and making sure to implement it in their daily life interactions and tasks. According to these answers, it is clear that students are doing their best to develop their oral production and overcome the issues that they are already aware of with the help of their teachers.

2.5.3. Classroom Observation Analysis

To carry out this study, a classroom observation has been conducted alongside the two previous questionnaires. The analysis of this observation is presented in a form of a checklist consisting of the following parts:

- 1-Tracking students' mistakes while speaking.
- 2-Tracking students L1 interference in oral production.
- 3-Observing students' psychological effect on oral production.
- 4-Observing teacher's role in developing students' oral skills.

2.5.3.1. Students' Mistakes While Speaking

Analyzing the checklist after six sessions of observations, the results demonstrated that the students made different mistakes throughout their speaking activities whether in classroom discussions, during their oral presentations or when casually communicating with other classmates. In fact, the mistakes they made were very frequent and similar among most students such as absence of the third person singular "s" or the misuse of tenses like in:

"It take many days to....,"

"He give many homeworks each session.",

"I hate English when I was at high school",

"She will follow the tips you provided".

Besides, students had some issues related to pronunciation, for example: Instead of pronouncing chemistry as /'kemistri/, they pronounced it as /ʃemistri/ or the word knight as /naɪt/, they pronounced it as /knaɪt/. These types of errors were the most dominant in students' speaking in general.

Moreover, the gathered data revealed that the students' first language L1 was ever present in their English oral production. Linguistic, semantic, morphological and phonological interference were all relied upon and this is mostly because of the reliability on the literal translation from the students' mother tongue (Arabic) or from the second language (French) both consciously and unconsciously.

2.5.3.2. Students L1 Interference in Oral Production

All students have faced the issue of L1 interference frequently whenever they speak, whether in classroom participation or simply when having a conversation with a classmate. Therefore, it has been found that the majority of the observed students struggle with L1 interference and what is worse is that their L2 also interferes in their use of the target language as represented in table 14.

Table 21

Classification of Students' Interference Errors in Oral Production

Interference type	Example	Correct form	Source of Interference
Linguistic	Corrected our exam?	Did you correct our exam?	Interference attributable to the student's mother tongue.
Semantic	I did not assist the meeting.	I did not attend the meeting.	Interference attributable to the French false friend "assister = attend in English" which is different from the English "assist= help in English "
Morphological	They're hate to read	They hate to read	Interference attributable to Arabic.
Phonological	I'm good at algebr	I'm good at algebra	Interference attributable to Arabic (الجبر)

2.5.3.3. Students' Psychological Effect on Oral Production

Throughout the six sessions, the students were noticeably mute and did not participate or spoke that much. As this can be a limitation to our observation, it helped tracking students' mentality in terms of stress, shyness and other psychological factors that may hinder their speaking. After being asked by their teacher about the reasons preventing their participation in the classroom whether during discussions or when presenting topics, many students indicated that they have confidence and trust issues when it comes to their skills in addition to their shyness and stress especially when they make mistakes in front of their mates. They also

revealed that they feared the judgment of the teacher although he was supporting enough. Moreover, students indicated that their motivation to speak is not that high as they do not care about having the best marks nor do they see the fun that pushes them to participate in class as most of them do not interact with each other or make friendships with other classmates. Unfortunately, this hinders their communication and support.

2.5.3.4. Teacher's Role in Developing Students' Oral Skills

The teacher in the six sessions was very helpful when it came to students' oral production. Although students did not seem to be motivated enough to study or participate, he kept asking them to choose their topics and express themselves freely. The teacher also provided constructive feedback to every student who participated either by praising or by correcting their mistakes if they made any. The teacher was the main actor in the classroom in that he talked throughout the 6 sessions trying to push students to develop their oral production and have the freedom to express their thoughts and at the same time boosting their marks in the oral production module.

2.6. Findings and Discussion

The findings obtained from the analysis of the questionnaires and the classroom observation are represented and discussed in the following:

The results obtained from the teachers' questionnaire led to concluding that first year English students of Chadli Bendjedid University El Tarf are not allotted enough time to study oral expression module and are deprived from using authentic materials. This can be one of reasons that students face issues when it comes to selecting the right vocabulary to use in their EFL oral production as stated in Question 6 in teachers' questionnaire where 100% of the participant teachers agreed that students do indeed struggle with semantic choice in oral production. Teachers also stated that most students rely on literal translation from L1 in order to convey the message they are willing to transmit. The analysis also stated that students face

many psychological obstacles such as: stress, shyness, lack of self-confidence and fear of judgment. Finally, teachers indicated that students' lack of practice and vocabulary register alongside the overuse of literal translation from L1 lead to a semantic interference.

The main findings of the students' questionnaire are that most of the students face the issue of L1 interference this is why they rely more on their mother tongue especially in terms of vocabulary selection. Students also stated that they face some psychological obstacles in their oral production, as was mentioned by their teachers; in addition to sharing the same view about the sources of interference they have which are the lack of vocabulary and grammar rules as well as stress and shyness.

Findings obtained from the classroom observation analysis confirm that students make many mistakes in their speaking with regard to the grammar rules and pronunciation. They are also more exposed to the issue of relying on L1 and L2 in communicating which lead to the presence of interference among many students. Students' oral production is also significantly affected by their psychological status, stress, shyness and fear of judgment made students less motivated to speak and participate in oral activities in the classroom although the teacher was very tempting to motivate them to speak and created a stress-free atmosphere in the classroom.

Conclusion

The core motivation of this research was trying to track students' L1 interference in their oral production and the sources that lead to that; in addition to the role of teachers in controlling and eliminating this issue by providing what is essential for students to stay motivated and well aware of their interference and thus enhancing their EFL oral production. This chapter provided the results obtained from analyzing the questionnaire and the classroom observation. It indicates that first year English students of Chadli Bendjedid University El Tarf are not allotted enough time to study oral production module and do not have any access to authentic material which can be a reason to the presence of their L1 interference and the struggle in selecting the

vocabulary they need according to the results obtained from the questionnaires of both teachers and students.

Chapter Three

Discussion and Recommendations

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Chapter Three

Discussion and Recommendations

Introduction

Based on a synthesis of the research findings, the final chapter of this study attempts to discuss the hypotheses, provide some implications and recommendations. Therefore, some suggestions have been put forward to raise both EFL teachers and students' awareness about mother tongue interference in foreign language learning. Besides, some techniques were suggested to EFL instructors and students at Chadli Bendjedid University in order to help them overcome the redundant issue in language teaching and learning. Finally, some recommendations for future studies were proposed.

3.1. Hypotheses Discussion

As a first hypothesis, the researchers assumed that first year EFL students struggle with L1 interference in their oral production. The findings of this study proved that this hypothesis is true. Both teachers and students that answered the questionnaire agreed that L1 interference is present issue in students' oral production. The classroom observation results also indicated the presence of this issue since students were more frequently relying on their mother tongue when speaking.

The second hypothesis however, is not confirmed as the results of the study indicated that 65% of students who answered the questionnaire do rely sometimes on their L1 in oral production as shown in table 5. This proved that not only teachers have noticed the manifestation of the phenomenon but also students.

As a third hypothesis we assumed that teachers' assistance in limiting students' L1 interference in EFL oral production is very positive. The findings of the study indicated the confirmation of this hypothesis. Students who answered the questionnaire stated that the teacher

provides enough feedback for students to correct the mistakes resulting from their L1 interference in addition to giving tips and advice to develop their oral production level.

3.2. Implications

Based on the findings of the study, the results encourage the implementation of authentic materials in the department and the use of fun-based lessons and presentations to raise students' motivation to interact more and become more interested in English learning.

3.2.1. Implications for EFL Classrooms

3.2.1.1. Implementation of Authentic Materials in Classrooms

Authentic materials are not available at Chadli Bendejdid University, El Tarf. The department of English contains some laboratories equipped with computers and headsets to expose students to native speakers but unfortunately these laboratories are not usable at all and most of the equipment does not work. This made students less familiar with native speakers in their educational environment.

Introducing students to video and audio recording, podcasts or documentaries can help enhancing their speaking skills specially pronunciation. Such tools can also be fun for students since they will consider this as a new experience.

Teachers can also benefit from using authentic materials since these materials allow for creating many options when it comes to courses and activities design in addition to helping students interact more in class. As an example, to clarify this suggestion, teachers can rely on authentic materials to ask students to try and imitate the speaker they heard in their own style while keeping a fluent pronunciation as much as possible. This can create a competitive as well as a fun atmosphere between students and release their stress and anxiety. Teachers can be very creative using this method as they can design a considerable number of activities and courses than involve students to participate more.

3.2.1.2. The Use of Mini Games

Taking into consideration the results of the study, students were not well motivated to participate in their oral classroom and did not put efforts to speak or interact with the teacher or with one another. Teachers need to rely on the use of mini games to help students interact more as it can be more of an entertaining method instead of regular courses that students may get bored at. Mini games are less if never used at the department of English at Chadli Bendejdid University. An example of such games in an oral classroom can be presented in the following:

- 1- Words Generating: This mini game involves a student to select a word like “Desk” and his next classmate tries to find a word that ends with the last letter of the provided word which is K and as fast as possible. Playing such games allows students to enhance their reaction times in generating words and at the same time it can enrich their vocabulary repertoire.
- 2- Hobbies Introduction: In this game, few students introduce their hobbies in each class. The student can present one or many hobbies he enjoys practicing. They may introduce the hobby by orally presenting it or performing it in the class if possible, for example: a student who practices guitar playing can introduce the hobby by bringing his guitar and play few songs for the class or explain how the guitar works. This activity can motivate the students to be more open to talk about themselves and at the same time engage more while using English to communicate and deliver new information.
- 3- Story Building: this mini game involves students to rely on both their imagination and vocabulary. The game starts with students gathering up in a circle and the first student starts with a sentence that introduces a story for example: “once upon a time, two kids...” and the next student tries to carry on with another sentence that relates to the first one and so on, until a whole story is built. Students deciding the plot and the

characters and the ending allows for more creativity and the use of new words from each student.

3.3. Recommendations for the Educational System

3.3.1. Using Online Platforms to Link Teachers and Students

Using online platforms such as Zoom, Discord and Google Workspace can be considered as a helpful way to keep students and teachers in touch. Allotting few online sessions each week for teachers to communicate with students outside their educational environment can build up for an enhanced relationship between them. Teachers and students can discuss topics, news and knowledge which allows teachers to know more about their students' mindset and what they may need when it comes to their education. This can also allow students to be more comfortable with speaking their needs with the teachers and also feel less shy or stressed when presenting a topic in the classroom. A healthy relationship between teachers and students can be a major factor in developing students' will and motivation to study.

3.3.2. Allowing the Use of Personal Laptops and Smartphones

Most Algerian classrooms do not afford or even allow the usage of smartphones and laptops. Students only use these devices in browsing PDF files provided by the teacher or presenting a topic on a projector. Allowing the use of these materials in classes should be a reliable tool to enhance students' level as it is a better organized method and also more wide-ranging method to gain information. Students are well aware of how to use smartphones and laptops in their studies. Websites and applications that facilitate communication and speaking are very common to students. Allowing students to use these tools will facilitate their learning process and permit them to develop their speaking skills as they have many methods to expose themselves to English and not only relying on the teacher. This method can also helpful for teachers themselves as it facilitates courses design and introduction in addition to time saving.

3.4. Recommendations for Further Studies

According to the outcomes of the present study which is tracking L1 interference in EFL oral production, the following recommendations for further studies are provided:

- Using online platforms to design and distribute questionnaires
- Interviewing students and teachers.
- Increasing the samples size.
- Exploring the effects of entertainment materials such as TV and social media on students' speaking skills.

Conclusion

In this chapter, we discussed the research hypotheses then we provided some implications for EFL classrooms in an attempt to develop the quality of instruction at the department of English in terms of integrating the use of authentic material and mini games like “Words Generating” or “Hobbies Introduction” which allows students to feel more comfortable to be themselves and feel free to speak their ideas without any stress or pressure. Mini games can also allow student to develop their relationship between each other or with the teacher to create a relaxing as well as a motivating atmosphere inside the classroom. We also suggested recommendations for the educational system to facilitate EFL teaching such as the use of smartphones and personal laptops inside the classroom, at the end we put some recommendations for further studies.

General Conclusion

The fundamental aim behind this research is to track L1 interference in the oral production of first year EFL students at Chadli Bendjedid University, El Tarf. Being competent speakers who are able to convey intelligible meanings in the target language is the numero uno purpose of almost all foreign language learners. This requires them to build a weighty repertoire in the target language wherein recourse to the mother tongue has no place. Therefore, we believe it important for both teachers and learners at the aforementioned university, and elsewhere to be aware of the phenomenon of L1 interference and its impact on learners' speaking and learning.

This study adopted a mixed methods design and two data gathering tools were involved to collect data. A questionnaire was administered to 20 EFL students and eight (8) teachers; in addition to a classroom observation of six sessions was carried to confirm or disconfirm the research hypotheses. The findings go in line with the research hypotheses, except for the second hypothesis. The results also revealed that students are not allotted enough time to study the oral expression module, besides; they do not have access to any authentic material at the department of English, which can be a reason to the presence of L1 interference in their oral production and contributes to the struggle in selecting the appropriate vocabulary needed for speaking and learning in general. The analysis of the students' questionnaire has also showed that students are exposed to psychological obstacles such as shyness and stress which can lessen their motivation to speak in the classroom.

Therefore, and based on these findings, this study provides a set of implications for EFL classrooms in order to enhance the quality of oral instruction such as the use of mini games that can motivate students to speak more. It also provides suggests for the educational system to use online platforms such as "Discord, Zoom and Google Workspace" in addition to allowing students to use personal laptops and smartphones in classroom. Finally, this research concludes

by providing some recommendations for further studies so as to tackle the topic more empirically and maybe attain stronger results.

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Appendices

Appendix A

Teachers' Questionnaire

Dear teacher,

This questionnaire is part of a research study carried at the department of English at Chadli Bendjedid University (El Tarf); it attempts to track students' L1 interference in EFL Oral Production. You are kindly requested to answer the following questions to help us accomplish this study.

Thank you for your time and collaboration!

Section One: Teachers' Experience with the Oral Module

1. Have you taught / are you currently teaching oral expression?

Yes No

2. Do you think the time allotted to teaching oral expression is enough?

Yes No

3. Do students participate in your syllabus design of the oral expression courses?

Yes No

4. Is authentic material(s) available to use in your department/classes?

Yes No

5. What type of interaction you use the most in your oral class?

Role plays Classroom discussion Classroom presentations

Section Two: Teachers' Awareness of Students' Mother Tongue Literal Translation

6. Do students struggle in terms of semantics choice in their oral production?

Yes No

7. If yes, does this make them rely on literal translation from their mother tongue?

Yes No

8. Do they manage to successfully transmit the message when they rely on that?

Yes No Somehow

9. How do you react to the intrusion of their mother tongue in their EFL oral production?

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

10. Are students aware of their interference of mother tongue in their oral production?

Yes No Somehow

11. If yes, how do they react to that?

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

Section Three: Teachers' Techniques for Developing Students' Oral Production

12. Do students face any of these psychological obstacles in their oral production?

Shyness Stress Lack of self Confidence

Fear of judgment None of these

13. Can you identify the sources of semantic interference students face in their oral production?

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14. What tips do you usually give to develop students' oral production?

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Appendix B

Students' Questionnaire

Dear student,

This questionnaire is part of a research study carried at the department of English at Chadli Bendjedid University (El Tarf); it attempts to track students' L1 interference in EFL Oral Production. You are kindly requested to answer the following questions to help us accomplish this study. If you have any questions, you may ask me.

Thank you for your time and collaboration!

Section One: Tracking Students' Oral Production Level

1. Are you a male or a female?

Male Female

2. How do you describe your English oral production level?

Low Average High

3. How many oral sessions do you have a week?

1 2 3 or more

4. Does your teacher provide you with enough oral delivery activities in your class?

Yes No

Section two: Students' Awareness of Interference Types and Mother Tongue Literal

Translation

5. Do you face mother tongue interference in your oral production?

Yes No Sometimes

6. What type of interference you deal with the most?

Linguistic Lexical Morphological Phonological

7. Do you face any struggles in terms of semantics choice in oral production?

Yes No

8. If yes, does this make you rely on literal translation from your mother tongue?

Yes No

9. Do you manage to successfully transmit your message when you rely on that?

Yes No Somehow

10. How does your teacher react to your implementation of your mother tongue in your EFL oral production?

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11. Does he/she help you with dealing with the errors resulted from your mother tongue interference?

Yes No

12. If yes, how do they do it?

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Section Three: Students' Psychological Obstacles and Sources of Interference

13. Do you face any of these psychological obstacles in your oral production?

Shyness Lack of self-confidence None of the above

Stress Fear of judgment

14. Can you identify the sources of any interference you face in your oral production?

Identify if yes, leave it blank if no.

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15. What do you usually do to develop your oral skills?

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Appendix C

Classroom Observation

The classroom observation has been conducted following these points:

- 1-Tracking students' mistakes while speaking.
- 2-Tracking students L1 interference in oral production.
- 3-Observing students' psychological effect on oral production.
- 4-Observing teacher's role in developing students' oral skills.