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Mother Tongue Impact on English Speaking Performance

Case Study: Naama Combined Cycle Power Plant Samsung Employees

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Abstract

Learning foreign languages have become the main concern of many human beings from around the world. The English language specifically has unsurprisingly become the most dominant language on the face of the earth, to become the lingua-franca thatis used and spoken at an international scope and in multilingual environments.The thing that made teaching English one of theinitial necessities which by itself needs specific approaches to help learners, and students acquire and learn English, however learners very often confront a lot of setbacks during and even after the process of learning and getting acquainted with different features of English language, therefore the main objective set out this research is to study the influence of mother tongue on the English Language speaking Skill. It deals with Samsung employees at Naama Combined Cycle Power Plant. The main research tools that are used are a questionnaire and an interview.The provided results have revealed the great fundamental ofmother tongue upon English speaking skill, and proved that one's mother tongue shapes and determines their English speaking performance.

Dedication

Praise and thanks be to Allah, the creator of universe

This work Is dedicated the best woman of my life, my mother Ghouta Ghaoui and the most light hearted , and the one to whom my special gratitude is granted, my father Iben Dinne. To my brothers and sisters I want to say, thank you for believing in me when nobody does, I am proud that have you in my life.

Special thanks to my one only lovely better-half Tufa and my best friends Abdelkader Labed , Toufik Maamar And Mohammed Mousaoui who helped in the completion of my work.

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C&T: Construction and Trading.

CCPP: Combined Cycle Power Plant

ESP: English for Specific Purposes

IPA:International Phonetic Alphabet

HVAC: Heating Ventilation and Air Cooling

OSHA: Occupational Health and Safety Administration

SOV: Subject Object Verb

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General Introduction

Language is a systematic means that is used to communicate and transmit ideas desires and messages, it is also a method of human communication either spoken or written consisting of the use of words in a structured and conventional way,

Languages are the only means that helped humans to get in touch and transmit their views, cultures and heritages throughout history regardless of their races ethnicities and backgrounds, as it seems very vague if there were no languages to be uttered.

Languages play great roles in our daily lives, because of their familiarities they are rarely observed, and often taken not into perspectives the same as humans do their subconscious activities such breathing or walking. The effects of are greatly remarkable and include a lot of that which distinguish humans from animals

Nowadays, it is estimated that about 7111 languages are spoken throughout the worldthe English languagehowever, is one of the most spoken languageson the planet and ithas become the most popular and dominant language throughout the world the thing that led numerous countries from all over the world to adopt the so-called lingua-franca either as a second language or as a foreign one

As a matter of fact being able to speak the English language has amazingly become such a crucial feature for each and every individual worldwide .apparently, learning and acquiring the English language requires various approaches and techniques ,considering that ,ones 'mother tongue contributes in a way or another in the process of learning and getting acquainted with the English language which may have some impact on the English speaking skillslater on ,

As a response to the growing domestic need of electricity, Sonalgaz signed few contracts to build power plants in different parts of Algeria bySouth Korean companies such as Samsung C&T and Hyundai. Naama combined cycle power plant however has become a melting pot that gravitated employees from various countries (South Korea, Philippines ,India and USA) where the only language used as a common language is English , the researcher has noticed that although the

employees seem to use the same language, they noticeably do speak in different manners which raises the following problematic:

1) -Do mother tongues influence English speaking productions?

Based on the aforementioned problematic,few questions have been derived and are introduced as follows:

1) -How does mother tongue interfere in English speech production at Naama CCPP?

2) -Why do people have their own English pronunciations at Naama CCPP?

In order to answer the previously stated questions, the following hypotheses are suggested:

1) -it is hypothesized that one's mother tongue word order has a profound influence upon foreign languagesentence constructing and articulations.

2) -The English speaker's pronunciation isunsurprisingly sounded like their mother tongue based on a set of factors such as speech sounds' physical adaptations that are linked to their mother tongues.

In the upcoming chapter the researcher sheds some lights on some of the key concepts related to this field of study involving mother tongue and some of the employees 'mother tongues (Korean language for south Koreans , Hindi for Indians , Tagalog for Filipinos and the Algerian Arabic for Algerians) .

This research is conducted for the sake of studying the impact of mother tongue upon speaking the English language' at Naama combined cycle power plant to assess this problematic, the researcher has opted for a certain methodology which requires the use of an exploratory type of case study within a questionnaire, and aninterview foremployees to cope with their points of view.The sample consists of forty-four 44 Samsung employees at Naama combined cycle power plant, to collect both quantitative and qualitative data.

Chapter One

Literature Review

1.1.Introduction

In this chapter the researcher explains some of the key concepts concerningmother tongue, speaking skills and performance in multilingual environment, as well as the impact of mother tongue on the English language performance .descriptions of mother tongues used at Naama CCPP Samsung Project including, Algerian Arabic, Tagalog, Korean and Hindi and the English language that has been spoken and used as common language as well as its use that is merely for specific purposes. The researcher discusses language structures andpronunciations of the following different ethnic groups, Algerians,Koreans,Filipinos, and Indians to find out the reason behind the different English speech productions ofSamsung employees atNaama CCPP social setting.

1.2.Mother Tongue

A first language, native language or mother tongue also well-known as arterial language, is a language that a person has been exposed to from birth or during the critical phase in some countries, the term native language or mothertongue refers to the language of one's ethnic group.According to Ashworth (1992), "mother tongue or native language is the language which the person acquires in early years and which normally becomes her natural instrument of thought and communication. An online article, entitled "mother tongue", defines mother tongue (first language, native language or vernacular) as the language a person learns first. And correspondingly the person is called a native speaker of the language. The American heritage dictionary of the English language (Skiba, 2000) defines mother tongue as one's native language; the language learned by children and passed from one generation to the next; it is received by birth or from ancestors.Therefore, this paper adopts the following definition presented by Richards, c. John platt and h. Platt (1992)''native language is usually the language which a person acquires in early childhood because it is spoken in the family and/or it is the language of the country where he or she is living. The native language is often the

first language the child acquires…).''

1.3.Speaking Skill

Speaking is an active productive skill that is acquired in one's native language,it requires the use of vocal tract and brain to properly produce correct language through a complex system of sounds, speaking is said to be the most direct way to talk to people. As Yunzhong (1985, cited in Hughes, 2002, 133) states, many language teachers consider speaking as the most effective means of gaining a fluent reading knowledge and correct speech as the foundation for good writing.Bygate quotes from levelt (1989, edited in Carter and Nunan, 2001 p, 16) that speech production involves four major processes: conceptualization, formulation, articulation, and self-monitoring. These processes happen very fast and the former three are more or less automatic in l1 speakers. According to bygate (2001, edited in carter and Nunan, 2001 p, 16), speaking skills are also affected by the context. Speaking is reciprocal, people can respond to each other immediately. He also indicated that people can participate in the same oral interaction except the varieties of equal speaking rights. Moreover, speaking is physically situated face-to-face interaction and speakers have to decide on their message without taking time to check it over.

1.4. The Speaking Performance In A Multilingual Environment

When people who share different mother tongues and backgrounds meet, they need to speak and communicate by using a particular language in order to understand each other. Therefore, the need for mutual understanding is very needed in multilingual environment, This need for finding a language that will act as a lingua franca, or an auxiliary language that will facilitate the communication between people ,according to Crystal (2003) and Swann and Seargeant (2011) the reason why a language becomes a global language is not related with the number of speakers of that particular language, but with the dominance and the power of the language. Thus

English is the most suited ligua-franca in any given multilingual environment.

The term English as a lingua-franca refers to "communication in English between speakers with different first languages" (Seidlhofer, 2005, p.339). According to Hill (2003), "ELF is, by definition, is a third language used as a communicative bridge between those who do not share a common first language" Similarly, Phillipson (2008) describes ELF as "a neutral instrument for 'international' communication" (p.250). Swann & Seargeant, define ELF "as a means of communication for people across the globe who do not share a mother tongue and yet, given the globalized society in which we now live, have the need to interact" (2011, p.29),Therefore, speaking in multilingual environment is the ability to produce proper sentences, oral expressions and communicateverbally in an auxiliary language that dominates all the other languages found in aspecific environment that involves people who do not share the same mother tongue, ethnicity and culture.

1.5. The Impact Of The Mother Tongue On The English Speaking Performance

English speech production is influenced by many factors during the process of learning and acquiring the speaking skills ,as well as during speaking ,these factors are regarded as interferences between mother tongues and foreign languages, bilingual speakers have got two distinct languages in mind ,these both language systems are independent of one another when the individual has good command of the foreign language there is no impact of the mother tongue upon foreign language because there is not interference of mother tongue . In the case of subordinate bilingualism, the second language is not mastered to the degree the first language is. Here, mother tongue dominates and influences the second language leading to interference. According to the matter involved there are two types of interference – interlingualand intralingual interferences and they are according to the form implicit and explicit, the first occurs mostly when speakers make grammatical mistakes as a

result of the negative transfer from mother tongue to the English language, whereas the latter occurs mostly when learners make mistakes under the influence of the already acquired language knowledge and established habits in the foreign language, the impact is explicit in cases when learners make mistakes in oral and written foreign language expression transferring language habits from the native to the foreign language and thus they ignore the norms of foreign speech. With implicit interference learners do not make mistakes because they avoid using grammatical and lexical difficulty constructing phrases without it. In this way there are no mistakes but the speech becomes simpler and poorer and it loses its expressive and idiomatic aspect. Intralingual and implicit interference are more uncommon in comparison to interlingualone. There is interference on different language levels: phonetic, lexical and grammatical. Phonetic interferenceaffects the improper pronunciation of phonetic sounds in the second language caused by the existence of different phonetic structures.

1.6. The Multilingual Map In Naama CCPP Social Setting

Naama combined cycle power plant Samsung C&T project has become a melting pot spot over the last few years , it is a construction site built to generate electricity out of 4 gas turbines powered by gas and 2 steam turbines that uses steam , Samsung C&T has got a lot employees that come from different parts of the world ,and   do have different ethnicities and speak different languages including Korean language spoken by Koreans from South Korea, Algerian Arabic for Algerians ,Tagalog which is the common language used by Filipinos and Hindi as a common language for Indians, basically when employees who do not share the same first language meet , they speak the English language as the most suited language for lingua-franca due to its international dominance . the following are the descriptions of the English language as well as the common languages spoken by Samsung employees that are their mother tongues:

1.6.1. The English Language

English is a widespread language spoken all over the world it is the mother tongue of people of different nationalities , such as British , American , Canadian, Australian, New Zealand, And South African it is also considered the language of instruction utilized in   administration as well as education in several countries in asia and Africa and the most commonly learned foreign language in almost every country

1.6.1.1. English Sentence Structure

The English language is mainly SVO which represents the basic word order of main clauses and subordinate clauses in English language subject-verb-object such as the dog[s] ate [v]the meat [o] , John [s] hates [v] Stephen [o]

1.6.1.2. English Phonetics

Phonetics is the branch of linguistics that examines sounds in a language. Itis about the concrete, instrumentally measurable physical properties and production of these cognitive speech sounds. The two basic aspects of speech sounds as there are studied in phonetics, namely acoustics which is the study of the properties of the physical sounds wave that we hear, and articulation, which is the study of how to modify the shape of vocal tract, thereby producing a certain acoustic output (sound) phonetics describes these sounds using the symbols of the international Phonetic alphabet (IPA).

The IPAuses a single symbol to describe each sound in a language. If a letter in a word is silent, there will be no IPAsymbol used in the transcription.

Consonants		Vowels	
P	Pen, copy, happen	ɪ	Kit, bid, hymn, minute
		E	Dress, bed, head, many
B	Back, baby, job	Æ	Trap, bad
T	Tea, tight, button	ɒ	Lot, odd, wash
D	Day, ladder, odd	Λ	Strut, mud, love, blood
K	Key, clock, school	ʊ	Foot, good, put
G	Get, giggle, ghost	I:	Fleece, sea, machine
Tʃ	Church, match, nature	Eɪ	Face, day, break
Dʒ	Judge, age, soldier	Aɪ	Price, high.
F	Fat, coffee, rough, photo	Ɔɪ	Choice, boy
V	View, heavy, move	U:	Goose, two, blue, group
Θ	Thing, author, path	Əʊ	Goat, show, no
Ð	This, other, smooth	Aʊ	Mouth, now
S	Soon, cease, sister	ɪə	Near, here, weary
Z	Ero, music, roses, buzz	Eə	Square. Fair, various
		ɑ:	Start, father
Σ	Ship, sure, national	Ɔ:	Thought, law, north,
Ʒ	Pleasure, vision	ʊə	Poor, jury, cure
H	Hot, whole, Head	ɜ:	Nurse, stir, learn, refer
		Ə	About, common.
M	More, hammer, sum	I	Happy, radiate

N	Nice, know, funny,	**U**	Thank y<u>ou</u>, infl<u>ue</u>nce,
Ŋ	Ring, anger, thanks,	**N̩**	Sudd<u>en</u>ly, cott<u>on</u>
L	Light, valley, feel	**L̩**	Midd<u>le</u>, met<u>al</u>
R	Right, wrong, sorry,		(stress mark)
J	Yet, use, beauty, few		
W	Wet, on , when		
ʔ	glottal depar<u>t</u>ment, foo<u>t</u>ball		

1.6.1.3. English Phonology

It is one of the core fields that compose the discipline of linguistics, which is defined as the scientific study of language structure. One way to understand what the subject matter of phonology is, to contrast it with other fields within linguistics. A very brief explanation is that phonology is the study of sound structure in language, which is different from the study of sentence structure (syntax) or word structure (morphology), or how languages change over time (historical linguistics). In any given language, certain combinations of sounds are allowed, but other combinations are systematically impossible. The fact that English has the words brick, break, bridge, bread is a clear indication that there is no restriction against having words begin with the consonant sequence br; besides these words one can think of many more words beginning with br such as bribe, brow and so on. Similarly, there are many words which begin with bl, such as blue, blatant, blast, blend, blink, showing that there is no rule against words beginning with bl. It is alsoa fact that there is no words "blink" in English, even though the similar words blink, brick do exit. The nonexistence of blickin English is accidental, the exclusion

from English of many other imaginable but nonexistent words is based on a principled restriction of the languages in addition to providing an account of possible versus impossible words in a language, a phonological analysis will explain other general patterns in the pronunciation of words. For example, there is a very general rule of English phonology which dictates that the plural suffix on nouns will be pronounced as (iz), represented in spelling as es, when the preceding consonant is one of the certain set of consonants including (s) spelled (sh) as in bushes, (c) (spelled as ch) as in churches, and (j) (spelled j, ge, dge) as in cages, bridge. This pattern of pronunciation is not limited to the plural, so despite the difference in spelling, the possessive suffix s2 is also subject to the same rules of pronunciation: thus, plural bushes is pronounced as same as the possessive bush's and plural churches is pronounced same as the possessive church's. This is the sense in which phonology is about the sound of the language. From the phonological perspective, a "sound" is a specific unit which combines with other such specific units and which represent physical sounds. For example, in English, *nt* and *dm* can appear within or at the end of words ("rent," "admit") but not at the beginning phonological identity, unlike phonetic similarity, is absolute: two <u>phonemes</u> are either the same or different, they cannot be more or less similar. For example, the English words "bit" and "pit" differ phonemically in that the first has the <u>phoneme</u> /b/ and the second has the phoneme /p/ in initial position. As the words are normally pronounced, the phonetic realization of /b/ will differ from the phonetic realization of /p/ in a number of different ways: it will be at least partially voiced (i.e., there will be some vibration of the vocal cords), it will be without <u>aspiration</u>(i.e., there will be no accompanying slight puff of air, as there will be in the case of the phone realizing /p/), and it will be pronounced with less muscular tension. It is possible to vary any one or all of these contributory differences, making the phones in question more or less similar, and it is possible to reduce the phonetic differences to the point that the hearer cannot be certain which

word, "bit" or "pit," has been uttered. But it must be either one or the other; there is no word with an initial sound formed in the same manner as /p/ or /b/ that is halfway between the two. This is what is meant by saying that phonemes are absolutely distinct from one another—they are discrete rather than continuously variable.

1.6.2.Mondern Standard Arabic Language

Arabic language is one of the most widely spoken Semitic language. It is considered the defining property of Arabic identity (suleiman, 1994) and there is no other language that so uniquely defines the identity of its own people. Arabic speakers in the middle east do not originate from a single ethnic background nor do they belong to one religion. The Syrians and Lebanese have a Phoenician origin while some Egyptians consider themselves the descendants of the pharaohs. Many Iraqis are of Kurdish origin while many Moroccans, Algerians and Tunisians are Berber. The majorityof the Saudis and the peoples of the gulf states are the offspring of Bedouins, oasis-dwelling farmers.

1.6.2.1. The Algerian Arabic

The Algerian Arabic is the language from the Maghrebi Arabic group. Arabic itself has many different dialects and Algerian Arabic is the next on the way to the western border of northern Africa along with any other Arabic dialects. It is a spoken language, which has many loanwords from Latin, French and any other European languages. As it is shown, Algerian Arabic is a close related language to Algerian. Algeria, Tunisia, Libya and Morocco are the countries of the Maghrebi region and they show close relations between one another in the sphere of the Arabic Dialects .Algerian Arabic is largely influenced by French language, due to the French colonization that lasted for more than a century. AA is the mother tongue of 80% of the Algerian population and mostly used as a common language by the entire Algerian

population. The Following table contains the IPA symbols of AA sounds:

AA IPA Symbols

ء	ʔ	ق	q
ب	b	ك	k
ت	tₛ	ل	l
ث	θ	م	m
ج	ʒ, dʒ	ن	n
ح	ħ	ﻫ	h
خ	χ	و	w
د	d	ي	j
ذ	ð		
ر	r		
ز	z		
ش	ʃ		
س	s		
ص	ş		
ض	ḍ		
ط	ṭ		
ظ	ọ		
ع	ʕ		
غ	ɣ		
ف	f		

1.6.2.2. Modern Standard And Algerian Arabic Sentence Structures

Arabic is a natural language which shares many properties with other naturallanguages, Arabic is primarily a VSO language which is the third most common word order among the world's languages (broadwell, 2005). Additionally theArabic language has both nominal and verbal sentences, the first kind of sentences deals with an act or an event whereas the latter provides a description of a person or a thing unlike the English language that has restricted to verbal sentences e.g. hind tedrossuh el tahrikh if translated word for word it would be VSO studies hind history , it is incorrect to duplicate the Arabic structure , the right translation would be SVO hind studies history , Algerian Arabic basically has the same sentence structure , if the aforementioned example is converted to AA it would be tekra hind el tarikh , or tekra hind l'histroire which represents VSO word order.

1.6.2.3.Modern Standard Arabic Phonetics:

Arabic has 28 consonants whereas has English 24 and 8 vowels/diphthongs whereasEnglish 22. Short vowels are unimportant in Arabic, and indeed do not appear in writing. Texts are read from right to left and written in a cursive script. No distinction is made between upper and lower case, and the rules for punctuation are much looser than in English. Unsurprisingly, these fundamental differences between the Arabic and English writing systems cause Arab learners significant problems. They usually need much more time to read or write than their English-learning peers from the Indo-European language families.

1.6.2.4.Modern Standard Arabic Phonology

English has about three times as many vowel sounds as Arabic, so it is inevitable that at the beginning, learners will fail to distinguish between some of the words they hear, such as *ship* / *sheep* or *bad* / *bed* ,and will have difficulties saying such words correctly.Problems in pronouncing consonants include the inability to produce the th sounds in words such as this and thin, the swapping of /b/ and /p/ at the beginning of words, and the substitution of /f/ for /v/. Consonant clusters, such as in the words split ,threw or lengths ,also cause problems and often result in the speaker adding an extra vowel :split ,threw or length.

In Arabic word stress is regular, therefore, for Arab learners to have difficulties with the seemingly random nature of English stress patterns. For example, the word yesterday is stressed on the first syllable and tomorrow on the second.

The elision (or swallowing) of sounds that is so common in spoken English is problematic for Arab speakers, and they will often resist it. Consider, for example, how the questions what did you do? Or do you know her ?Are said in conversational English :whatcha do? / jew know her ? , This aversion to elision and the use of glottal stops before initial vowels are the primary reasons of typical staccato quality of the spoken English of Arablearners.

1.6.3.Korean language

Korean language is the language of all the citizens that liver in the Korean peninsula the Korean societies are very proud of saying they are a unified nation simply because they speak only one common language , regardless of the political division of both north and south Korea , the Korean language has a large number of speakers .counting the 46.4 million people in south Korea and the 21.4 million in north Korea the population of Korea nowadays is around 70 million , in south Korea the national alphabet is called Hangul , which in wider range means the Korean language itself , in south Korea, the alphabet is a powerful cultural icon and each 9th October is celebrated as the alphabet day that was invented by King Sejeong which is privileged by the Korean societies

1.6.3.1. Korean language sentence structure

In English, we have the subject-verb-object (s-v-o) pattern. For example: "i washed the dishes". The word "i" is the subject while the word "washed" is the action word and "dishes" is clearly the object. If you translate it into Korean, it will be: "i the dishes washed". This is the most common sentence structures in Korean language. Therefore, it is the most basic sentence structure to learn about the Korean language. When you remember that the objects comes first before verbs, then learning other parts Of the Korean language will become a bit easier.

Korean SOV patterning English: she the yard cleaned 그녀는 마당을 청소했다.

Korean SOV pattern in English: he water drinks, 그는 물을 마신다, Example sentence of SOV pattern:English: she likes him.Korean SOV pattern in English: she him likes., 그녀는 그를 좋아한다 .Perhaps it is the easiest Korean sentence structure. And surely, learning this type of Korean sentence structure will not boggle ones 'mind. This sentence pattern is similar with English. So, it is not difficult to create a sentence using this particular sentence pattern. Sometimes people just want to say what action they are doing and the context is not necessary at all. For instance,

when you ask somebody this question: "what does Anna do every morning?", you can reply by saying: "she cooks". There is no need to explain further your answer. It is a direct answer to the question. Let us take a look at the examples below.

Example sentence for SVpatternEnglish, father drives, 아버지가 운전하다 sentence for SV pattern: English: brother smokes,형제가 피우다 example sentence for SV pattern: English: i singHangul 난 노래한다 just like the SV sentence pattern, the SA is quite easy to familiarize too. As we all know, adjectives are used to describe nouns or pronouns. In Korean language, it is a typical sentence pattern. The SA sentence pattern is also similar with English. That is why, when you translate the sentences from English to Korean with SA pattern, the structure of the sentences are still the same, unlike the SOV pattern. When learning the Korean language, you have to clearly understand that every Korean sentence must end with either a verb or an adjective. It is a very important rule in Korean language sentence structure. So, let us take a look at some of the examples below.

Example sentence for SA pattern in English: the class was boring. :수업은 지루했다.In Korean language, every Korean sentence must and needs to end with either a verb or an adjective as mentioned earlier.

1.6.3.2. Korean phonetics

There are 24 letters in the Korean alphabet: 14 consonants and 10 vowels .The letters are combined together into syllable blocks.The shapes of the consonants g/k, n, s, m and ng are graphical representations of the speech organs used to pronounce them. Other consonants were created by adding extra lines to the basic shapes.The shapes of the vowels are based on three elements: man (a vertical line), earth (a horizontal line) and heaven (a dot). In modern Hangeul the heavenly dot has mutated into a short line.Spaces are placed between words, which can be made up of one or more syllables

1.6.3.3 Korean Phonology.

The sounds of some consonants change depending on whether they appear at the beginning, in the middle, or at the end of a syllable.Korean can be written in vertical columns running from top to bottom and right to left, or in horizontal lines running from left to right.

Consonants:

ㅃ is similar to p as in*spy*.	ㄱ is similar to g as in *god*.
ㅍ is similar to p as in*pool*.	ㄲ is similar to k as in *sky*.
ㅅ is similar to s as in*astronaut*.	ㅋ is similar to k as in *kill*.
ㅆ is similar to s as in *salt*.	ㄷ is similar to d as in *do*.
ㅈ is similar to j as in *jail*.	ㄸ is similar to t as in *stop*.
ㅉ is similar to tz as in *pretzel*.	ㅌ is similar to t as in *two*.
ㅊ is similar to ch as in *charge*.	ㄹ is similar to tt as in *butter* (not [t] but flap like a spanish [r]), in a syllable initial position. ㄹ is similar to l as in *filling*,inasyllable final (받침) position.
ㅎ is similar to h as in*hat*.	ㅂ is similar to b as in *bad*.

Vowels :

ㅐ is similar to "**a**dd".	ㅏ is similar to "ah".
ㅒ is similar to "**ya**m".	ㅑ is similar to "**ya**rd".
ㅔ is similar to " **e**ditor".	ㅓ is similar to "c**u**t".

ㅔ is similar to " **ye**s".

ㅘ is similar to " **wo**w!" or "**wha**t".

ㅙ is similar to "**wa**gon".

ㅚ is similar to "koeln".

ㅟ is similar to " **o**ne".

ㅞ is similar to "weather".

ㅟ is similar to "**we**" or "**oui**!"

ㅓ is similar to "j**u**st" or "el**io**t".

ㅗ is similar to "**o**rder".

ㅛ is similar to " **yo**da".

ㅜ is similar to " **u**ngaro".

ㅠ is similar to "**you**".

ㅡ is similar to "g**oo**d" or "l**e** chatau".

ㅣ is similar to "**ea**sy".

The symbol ['] is used to denote the tensed consonants ([p'], [t'], [c'], [k'], and [s']). The tensed stops are produced with a partially constricted glottis and additional sub glottal pressure [becomes palatalized as] ʃ [or] ɕ [before] j [or] i] .[h [becomes labialized] ɸ [before] o [palatalized] ç [before] j [or] i] .[p],[t] ,[c[and] k [become voiced] b] ,[d] ,[ɟ[and] g [between sonorant, segments] .l [becomes alveolar flap] ɾ [between sonorant segments, such as between two vowels.Phonetic rules, mostly assimilation, transform the pronunciation of some words. For example ,*jonglo* is pronounced as *jongno* ,*hankukmal*as *han-gungmal* .Stop consonants are generally voiceless, but lightly aspirated stops become voiced and unaspirated in intervocalic position. For example, p<- b, t<- d, k<- g. Stops are nasalized before a nasal. For example, p<- m (before m, n, or ng), t<- n (before m, n, or ng), k<- ng (before m, n, or ng).

1.6.4. Tagalog Language

Tagalog is a language spoken by over 28 million people around the world.Tagalog is the national language and one of two official languages in the Philippines, the other being English. Tagalog, is also referred to as Filipino, it is

considered the most important of the many tongues and dialects throughout the Philippines, because it is the most understood and has the most development. It is mainly spoken in manila, the capital of the Philippines, and the surrounding eight provinces around it including the provinces of Bataan, Rizal, Laguna, Cavitebatangas, Quezon, Mindoro, Marinduque, and Bulacan. It is also spoken in many outer-lying islands and seaport towns throughout the archipelago. Today, Tagalog is spoken as a first language by around 23 million people and as a second language by over 66 million   people.

Tagalog is one of the many dialects derived from the Malay language family and belongs to the Malayan branch of the great Malayo-Polynesian linguistic family. The Malay language is not specifically a language of any nation, but of communities spread throughout the pacific islands such as samara, sundae, java, Borneo, Flores, Timor, and the Philippines. In the early sixteenth century Portuguese explorer, Ferdinand Magellan, and his Malay interpreter both noticed how the interpreter could easily be understood from one island to the next. Tagalog can mainly attribute its influence from the Spanish, but it does contain some minor influences of Sanskrit, Arabic, and some other Semitic languages.

1.6.4.1. Tagalog sentence structure

The most sentence structures are VSO and VOS ,therefore the verb goes before either the object or the subject , this is very in common in speech the followings are some analyzed examples : *Kumain (ate) angaso (dog) ngbuto (bone)*: the dog ate a bone.*Nakita (saw) ko (i) siya (him/her) ==>* i saw him/her. In Tagalog there also exists SVO word order where the subject goes before the verb. Usually, this form is considered formal.*Si Juan ay lalaki* :Juan is a man

1.6.4.2. Tagalog Phonetics

Vowels: Tagalog has five basic vowels, i,e, a ,u ,o, which can be short or long . Vowel length is not non-word-final syllables is phonic, in word-final syllables of native

words vowel length is not phonemic. It is not marked in the script. Tagalog has also four diphthongs: iw ay [air] , aw, uy [ui] , Consonants : in addition to the following native consonant phonemes, several others only occur in loanwords.they include the life you labio-dental fricatives [f] and [v] as well as the affricates[ʧ] and [ʤ] (represented as ts and dy, respectively).prior to the Spanish colonization the script used was a syllabary of probable Indian origin (called Alibata) which was replaced by the roman alphabet under the Spanish. The Tagalog alphabet (abakada) has 20 letters (their pronunciation is shown with the symbols of the international phonetic association).

Consonants: In addition to the following native consonant phonemes, several others occur only in loanwords. They include the labio-dental fricatives [f] and [v] as well as the alveolar affricates [ʧ] and [ʤ] (represented as ts and dy, respectively).Stress: is closely related to vowel length. Long vowels are always stressed. Prior to the Spanish colonization the script used was a syllabary of probable Indian origin (called alibata) which was replaced by the roman alphabet under the Spanish. .the Tagalog alphabet (abakada) has 20 letters (their pronunciation is shown with the symbols of the international phonetic association):

1.6.4.3. Tagalog Phonology

Tagalog phonology has been significantly affected by the incorporation into the language of many loanwords from Spanish, English and other languages. One effect of this incorporation has been an expansion of the phonemic inventory of the language, an expansion that has influenced both the vowel and the consonant systems. Contemporary Tagalog has the five vowel phonemes, this five-vowel system no doubt developed out of a three-vowel system in which [i] and [e] were allophones of a single phoneme and [u] and [o] were allophones of another. Contrasts between III and Id and

between /u/ and lol are, however, well established in contemporary Tagalog, not only in borrowed vocabulary {misa /mi:sah/ 'mass' vs. mesa /me:sah/ 'table', bus /bu:s/ 'bus' vs. bos /bo:s/ 'boss') but, albeit less commonly, in native vocabulary as well {iwan /?i:wan/ 'leave' vs. aywan /?e:wan/ 'not known', babuy /ba:buy/ 'pig-like person' vs. baboy /ba:boy/ 'pig')- Vowel length in non-word-final syllables is phonemic, as the following examples illustrate: aso /?a:soh/ 'dog', aso /?asoh/ 'smoke', maglalakbay /magla.lakbay/ 'will travel', maglalakbay /maglalakbay/ 'travel a lot'. In word-final syllables of native words, vowel length is not phonemic: the general rule is the phrase- final syllables are long, non-phrase-final syllables short. Thus sibat /sibat/ 'spear' is pronounced [siba:t] phrase-finally, but not in sibatba? /sibat bah/ [sibatba:h] 'is it a spear?'. Word-final syllables of non-native words may, however, show phonemic length. For example, borrowed monosyllabic names have a long vowel in any context: e.g. si Bob ba? /siba:bba/ [siba:bba:h]'isitBob?'. There are sixteen consonant phonemes that occur in native words. These are displayed in table 47.2. Probably [d] and [r] were once allophones of a single phoneme, as is evidenced by a good deal of free or morphophonemically-conditioned alternation between them (e.g. daw /daw/ ^ raw /raw/ 'they say', dalita /da:lita?/ 'poverty' vs. maralita /mara:lita?/ 'poor'). There is no doubt, however, that they now contrast, not only in loanwords {dos /do:s/ 'two' vs. Rose /ro:s/ 'Rose') but in native words as well {maramdamin /maramda:min/ 'sensitive' vs. madamdamin /madamda:min/ 'moving'). In addition to the consonant phonemes, there are two others, the labio-dental fricative HI and the alveolar affricate /tj/, that occur /maN/ + /t/-^ /man/, /maN/ + /k/ -^ /mar}/, as in mamili (/maN/ + /piili?/-^ /mami:li?/) 'choose', manakot (/maN/ + /ta:kot/-> /mana:kot/) 'frighten', mangailangan (/maN/ + ka?ilar)an/ -> /mar)a?ilar)an/) 'need'. Tiagalog is not a tone language. It does, however, have a complex intonational system. As in English, intonation may be used to distinguish pragmatically different sentence types (e.g. requests for information vs. requests for repetition), to express speaker attitudes (e.g. cordiality), to indicate contrast or emphasis etc. Tagalog uses the same 26 letters that are used for writing English, although the seven letters c, /, /, ^, v, x and z are used chiefly in proper names

of foreign origin and in certain other borrowings from English or Spanish. These seven letters are not included in the conventional Tagalog alphabet, or abakada, which consists of 20 letters (including the digraph ng, used for /rj/), in the following order: abkdeghilmnngoprstuwy. The writing system does not indicate vowel length (or stress), marks /h/ only syllable-initially and does not mark /?/ at all. Thus words that differ from one another only in vowel length (see examples above) or only in that one ends in /h/ and the other in /?/ (e.g. bata /baitah/ 'bathrobe' and bata /ba:ta?/ 'child') are spelled identically. There is also some inconsistencyas well as some debate with regard to the speaking of loanwords: e.g. molecule vs. molikyul. And there are two very common words, the case particle /narj/ and the plural particle /marjah/, whose conventional spellings, respectively ng and mga, are non-phonemic, however there is a fairly good match between spelling and pronunciation

1.6.5. Hindi language

Hindi is the national language of India, and the state language of six of its states. Hindi, along with English, is the official language of India. It is written in the Devanagari script and belongs to the Indo-European language family. Hindi is a direct descendent of Sanskrit, which is a sister language of Greek and Latin Hindi language, member of the Indo-Aryan group within the Indo-Iranian branch of the Indo-Europeanlanguage family. It is the preferred official language of India, although much national business is also done in English and the other languages recognized in the Indian constitution.

In India, Hindi is spoken as a first language by nearly 425 million people and as a second language by some120 million was chosen as the medium of instruction at the elementary-school level. In large part as a result of this colonial policy, members of the urban middle class and educated villagers throughout the zone claim to be speakers of Hindi because the use of these regional languages or dialects in public venues—that is,

outside the circle of family and close friends—is perceived as a sign of inadequate education. In other words, speaking standard Hindi gives as much status to people in this region as speaking English gives in the south of India; both are treated as languages of upward social mobility. Thus, people in search of new jobs, marriages, and the like must use standard Hindi in everyday communication. In many cases, young people now have only a passive knowledge of the regional languages. Particularly since the 1950s, the prevalence of mass media (radio, television, and films) and growing literacy have led to an increase in the number of native speakers of standard Hindi.

1.6.5.1.Hindi sentence structure

For this reason, Hindi is sometimes called an SOV language (subject, object, verb).This is different that the typical word order of English sentences, which is SVO – subject, verb, object. For instance, consider the English sentence "i am eating rice". The subject "i" is followed by the verb "am eating", which is followed by the object "rice".an equivalent Hindi sentence is मैंचावलखारहाहूँ – note that the subject मैं is followed by the object चावल which is followed by the verb खारहाहूँ. In colloquial Hindi, it is common to place the subject of a verb at the end of the sentence. More generally, it is common in colloquial Hindi to place a word or phrase that qualifies the preceding words at the end of the sentence.मेरामनकररहाहैचावलखानेका – "i feel like eating rice" – the phrase चावलखानेका ("of eating rice") qualifies what kind of feeling the speaker has, and was placed at the end of the sentence. The sentence easily could have been मेराचावलखानेकामनकररहाहै. However, stylistically, many Hindi speakers defer qualifying phrases until the end of the sentence. Another example is काशकीकुछबोलदियाहोतामैंने – "i wish that i had said something" – note that मैंने qualifies the subject (who said something), and was placed at the end of the sentence.

As another example, खानाखालियामैंने.because Hindi adjectival participles precede the words they modify; the resulting word order can be exactly the reverse of the word order in English.

Also, in Hindi, postpositional phrases typically precede the word they modify, whereas in English, prepositional phrases typically succeed the word they modify. Likewise, because Hindi employs postpositions, whereas English employs prepositions, the resulting word order of postpositional phrases can be the reverse of prepositional phrases in English.दरवाजेकेपासकुर्सीपरबैठीहुईलड़की – "the girl sitting on the chair near the door"

The word order of the Hindi sentence is "door near chair on sitting girl" the exact reverse of the Englishsentence. The verb in Hindi is always placed at the end of the sentence, a feature which many Asian languages share. (Hindi is SOV, i.e subject-object-verb, language). Thus, for "my name is peter" we say, "my name peter is." more examples:उसकानाम peter है. = his name is peter. (uskanaam peter hai.), यहपानीहै. = this is water. (yahpanihai.)as well as यहघरहै. = this is a house. (yehgharhai.)

1.6.5.2 Hindi phonetics

The Devangari script employed by Hindi contains both vowels ten (10) and consonants forty (40) and is characterized by bars on top of the symbols. Hindi is highly phonetic; i.e. the pronunciation of new words can be reliably predicted fromtheir written form. This is in strong contrast to English, with the result that Hindi learners may struggle with English spelling. Conversely, they may mispronounce words that they first encounter in writing.

Consonants:

कka [kə] खkha [kʰə] गga [gə] घgha [gʰə] ङna [ŋə]

चca [tʃə] छ cha [tʃʰə] जja [dʒə] झjha [dʒʰə] ञna[ɲə]

टta [ʈə] ठtha [ʈʰə] ड da [ɖə] ढdha [ɖʰə] णna [ɳə]

त ta [t̪ə] थtha [t̪ʰə] द da [d̪ə] धdha [d̪ʰə] नna [nə]

प pa [pə] फpha [pʰə] बba [bə] भbha [bʰə] म ma [mə]

यya [jə] रra [ɾə] ल la [lə] वva [ʋə] सsa [sə] शsha [ʃə]

षsha [ʂə] or [ʃə] ह ha [ɦə

Vowels:

अ a [ə] आaa [a:] इ i [ɪ] ईee [i:] उ u [ʊ] ऊoo [u:] ऋ r̩ [ɽ] ए e [e:]

ऐ i [ɛ:] ओ o [o:] औ au [ɔ:]

Nasalized vowel.

अँ an [ə̃]

1.6.5.3. Hindi phonology

In comparison with English, Hindi has approximately half as many vowels and twice as many consonants. This leads to several problems of pronunciation. One difficulty is distinguishing phonemes in words such as said / sad; par / paw; vet / wet, etc. Words containing the letters th (this, thing, months) will cause Hindi learners the same kind of problems that they cause most other learners of English. The phoneme // as exemplified by the s in pleasure is missing in Hindi and so pronunciation of such words is difficult. Consonants clusters at the beginning or end of words are more common in English than Hindi. This leads to errors in the pronunciation of words such as straight (istraight), fly (faly), film (filam). Hindi has weak but predictable word stress. Learners therefore have considerable difficulty with the irregular stress patterns of words such as photograph / photographer. Hindi learners are disinclined to 'swallow' unstressed syllables such as the first syllables in the words tomorrow, intelligent, remember, etc., and will often try to clearly articulate short, common words that are usually weakly stressed in English: has, and, was, to, etc.

English is prevalent in India, and for this reason Hindi learners may well be extremely fluent. Nevertheless, native-English Speakers often have difficulties understanding them because of the combination of the pronunciation problems listed above and the use of Hindi intonation patterns. (in Hindi emphasis is accomplished by higher pitch rather than by the heavier articulation that typifies English.) The result of this is the sing-song effect that English spoken by Hindi speakers often has on native-English speakers.

1.7. Overview English for Specific Purposes,

Also known as ESP English for specific purpose (**ESP**) has a long history in the field of English teaching. ESP is a branch of ENGLISH language teaching (**ELT**) and refereed as 'applied ELT' because the aims and contents of any ESP course is based on specific needs of the learners and context and focuses more on specific and immediate needs of the learners . Based on tome Hutchison and AlanWalters, 1990, English for specific purposes (ESP) is an approach to language teaching in which all decisions as to content and method are based on the learners' reasons for learning

Belcher (2004) noted that: unlike other pedagogical approaches, which may be less specific needs–based and more theory-driven, ESP pedagogy places heavy demands on its practitioners to collect empirical needs-assessment data, to create or adapt materials to meet specific needs identified, and to cope with often unfamiliar subject matter and even language use. Swales (1992) also defined ESP as: "…the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs." David carter (1983) identifies three types of ESP:

1.7.1. English for Academic and Occupational Purposes

The second type of ESP identified by carter (1983) is English for academic and occupational purposes.In the tree of ELT' (Hutchinson & Waters, 1987), ESPis broken down into three branches:

A) English for science and technology (EST),

B) English for business and economics (EBE), and

C) English for social studies (ESS).

Each of these subject areas is further divided into two branches: English for academic purposes (EAP) and English forOccupational purposes (EOP). An example of EOP for the ESTbranch is 'English for technicians' whereas an example of EAP for the ESTBranch is 'English for medical Studies'.

Hutchinson and Waters (1987) do note that there is not a clear-cut distinction between EAP and EOP: **"· people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job"** (p. 16). Perhaps this explains carter's rationale for categorizing EAP and EOP under the same type of ESP. It appears that carter is implying that the end purpose of both EAP and EOP are one in the same: employment. However, despite the end purpose being identical, the means taken to achieve the end is very different indeed. I contend that EAP and EOP are different in terms of focus on Cummins' (1979) notions of cognitive academic proficiency versus basic interpersonal skills. This is examined in further detail below.

1.7.2. English with Specific Topics.

The third and final type of ESP identified by carter (1983) is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring ENGLISH for postgraduate reading studies, attending conferences or working in foreign institutions. Therefore it is an integral component of ESP courses or programs which focus on situational language which is alanguage used in target workplace settings.

It is no wonder that being able to listen and speak , read and write in English has become such a necessity rather than a need , employees including Algerians , Koreans , Indians and Filipinosuse the so-called EAP and EOPEnglish for occupational purposes that focuses not on English as an overall language to be well studied or for its rules to be pondered upon such as grammar and pronunciation rather it is taught to them as a means of communication and they seem to be okay in terms of verb tenses , use of adverbs and adjectives and it simply is to them more about terminologies not about the language it self

1.7.3. English for Science and Technology at Naama CCPP

Generally refers to English used in scientific publications,papers, textbooks, technical reports and academic lectures, etc. It is used to describe the physical andNatural phenomena, their processes, properties, characteristics, laws and application in productiveactivities. As an outcome of the rapid development of science and technology after world war two,

EST initially emerged in the 1950s. Since the 1970s, together with the shift development of scienceAnd technology as well as the popularity of the English language, EST has developed into an important variety of modern English in many countries , .Due toits main functions of statement, description, exposition, definition, classification, instruction,comparison, exemplification, inference and reasoning, EST has achieved its own language characteristicsthat contribute to the formal, concise, precise, impersonal and economical style ofscientific documents and among ST workers so as to improve their use of EST for communication.EST however is used at Naama Construction site in various waysincluding technical reports, permit to work documents, as well aselectrical,mechanical, andHR daily activities

1.7.3.1. The Lexical Characteristics Of EST at Naama CCPP

The high-level profession and preciseness of ST materials are tactfully achieved by such lexicalCharacteristics of EST as the frequent use of science and technology (ST) words that falls into four 4 categories:

1) Pure ST words such as hydroxide, diode, film badge and gas-detector etc. These words mostly composed of Latinor Greek morphemes are monosemic and professionally used in aSpecial field.

2) -semi ST words such as frequency, density, energy, capacity etc. Compared topure ST words, these words are also monosemic but more commonly and frequently used in fields ofvarious professions.

  3) -Common ST words such as feed, service, ceiling, power, operation, work Etc. These are specialized common words carrying different meanings in fields of differentProfessions. For example, the word Sandwich is not only used in food matters, it can mean something else if followed by the word panel so that sandwich panel means any structure made of three layers: a low-density core, and a thin skin-layer bonded to each side. Sandwich panels are used in applications where a combination of high structural rigidity and low weight is required.

    4) -Built ST words such as affixation, compounding, blending, acronyms such as PTW Document which is an acronym that stands for Permit To Work Document , RT which means Radiography Test , these built words are much more frequently used in ESTat Naama CCPP and are written in general English to achieve the conciseness And preciseness of Naama CCPP documents.

1.7.3.2. The Syntactic Characteristics of EST at Naama CCPP

The accuracy, conciseness and objectivity of EST documents are also achieved by some syntacticCharacteristics of EST, such as the extensive use of postpositive attributive, non-predicative verbs,passive voice as well as long and complicated sentenceswhich are realized through;

1) Prepositional phrase. E.g. the explanations of safety distance concerning radiography test.

2) Adjectives or adjective phrases. E.g. all radiant energy has wave like characteristics, analogous to those of waves.

3) Adverbs. E.g. the force upward equals the force downward so that the crane hoist stays at the level.

4) Participles. E.g. According to OSHA, there are around 4000 fatality incidents in confined space works.

5Attributive clauses. E.g. the loads of the structure are divided into dead loads, which include theweights of all parts of the structure, and live loads, which are due to the weights of people, moveable equipment.Besides, encouragingly used in EST are some postpositive attributives of more complicated structure,which are actually combinations of the above postpositive attributives of simple structure. Forexample, in the sentence, theboom is a part of man lift that can be extended and retracted according to workers'needs.

1.7.3.3. The Rhetoric Characteristics of EST at Naama CCPP

The objectivity, compactness and coherence of ES materials can be further enhanced by the rhetoricalFeatures of EST at Naama CCPP, such as the limited use of tenses, the simple rhetorical choices, the common use of abnormal sentences, and the deliberate use of subjunctive mood and imperatives.The limited use of tenses ES writings aims to objectively state the facts, describe the process, and illustrate the features and functions, most of which are of university, frequency and particularity.

Therefore, in EST, more commonly used are general statements in simple tenses, mostly the simplePresent tense and simple past tense, to create timeless notions. Such as manuals for handling combustible materials, gas cylinders, and all that which is written on safety labels or when delivering CCPP safety training presentations.and instructions to employees of different backgrounds, level of education and nationalities.

1.8. Conclusion

This chapter was devoted to the theoretical Part of this research. It provides an overview about the impact of mother tongue on the English speaking skill, It reviews mother tongues of employees of diverse nationalities at Naama CCPP Samsung Project in terms of sentence structure, and pronunciation, in addition to English for specific purposes used in that industrialized zone, The next chapter will tackled the practical part of this research work, where data will be gathered through the use of questionnaires, and interviews addressed to Samsung employees. Then the a data accumulated data will be analyzed, then interpreted in order to bring about clear conclusions about the influence of mother tongue English speech performance.

Chapter Two

Research Design and Methodology

2.1 Introduction

In the following chapter ,the researcher portrays variable evidences to enhance the main hypotheses that are designed to investigate the impact of mother tongue upon English speaking skills in Naama CCPP Project , it has been observed that the majority of Naama CCPP's employees encounter a set of difficulties in their speaking performance, therefore both questionnaire and interview have been selected .this chapter providesthe main researcher' objectives, methodology design, population and sample, as well as the description of the two research instruments aforementioned .Moreover ,the collected data will be analyzed quantitatively and qualitatively using Pie charts ,bar graphs and tables.

2.2. Research Objectives

To achieve the research goals that aredesigned to either confirm or disconfirm the hypothesis madethat Samsung employees' mother tongues influence their speaking skills, two different research tools have been selected a questionnaire and an interview, to bring about a clear view for Naama Combined Cycle Power Plant employees aswell as their different opinions about this issue. As a matter of fact , Its aim is to discover the impact of employees' mother tongues influence on their speaking skills , and to clear that which has been ambiguously vague concerning the fundamental issue of how and why do these employees speak differently even though they use a unique and only one common language that is English.

2.3. Research Methodology Design

For the sake of conducting this research, the researcher chose to use a mixed method approach including both quantitative and qualitative approaches merely to collect authentic and reliable findings a questionnaire to gather quantitative and qualitative data as well as an interview in order to obtain qualitative one.

To accomplish the current work, the researcher selected two previously mentioned research instruments for data collection , a questionnaire which was handed out to 44 Naama CCPP Samsung Employees additional to 4 e interviews that have

been conducted with 4 interviewees of different nationalities selected to study the impact of their mother tongue influence upon their English speaking skillswhere the researcher worked with different categories within one social setting , both common labors and staff were included in this study to accumulate data .

Employees' Questionnaire In this questionnaire, the researcher worked with Samsung employees from different groups, gender, age and level of education. It involved 13 different questions divided into two main sections incorporating some close ended questions such as yes/no, 'wh' questions and multiple choice questions. Open ended questions were included to get the informants 'View points and clarifications..

2.4. Population and Sample

This research paper deals with Naama CCPP Samsung employees who have different cultures,nationalities, job positions and natural languages.The informants have been randomly chosen fromabout six hundred eighty two (682) to respond to the research instruments addressed to them. The selected sample includes forty (40) employees from two different groups and it is composed of 6 females and 34 males, they represent the whole population atNaama CCPP Samsungproject site.Inaddition. This study involves four (4) employees all of them arestaffwho have been chosen to be interviewed to make sure they have abilities to communicate clearly in the English language to be able to spot the tackled subject matter that is the influence of mother tongue on the English speaking performance.

2.5. The Description of Employees' Questionnaire

The questionnaire involves two main sections the first section that is labeled demographical questions where employees are supposed to reveal their ages ,genders and nationalities this section includes 3 questions.

The second section was about English speaking in Naama CCPP and mother tongue influence on Naama CCPP employees speaking skills and it involves thirteen questions asking about speaking English at Naama CCPP social setting.

2.6. The Description Employees' Interview

In this research a semi-structured interview was conducted for four 4 Naama CCPP employees who have been randomly selected from different backgrounds and ethnicitiesto help achieve the research goals and to cope with their opinions in the researcher's subject of inquiry, the interview involveseight (8) questions prepared beforehand that basically question their mother tongues influence on their speaking abilities, in an attempt to find out the reason behind the differences in English speaking at Naama CCPP Project social setting.

2.7. Data Analysis of Naama CCPP Employees 'Questionnaire

1) Demographical questions:

Table 2.1.Informants 'age, gender and nationalities

Age And Percentage	Informants Nationality&Number	Gender
25-45 15 % 20% 25% 25%	34 6 Algerian 8 Korean 10 Indian 10 Filipino	Male
24-35 5 % 10 %	6 2 Korean 4 Algerian	Female

The above table entails Samsung's thirty four 34 male employees age range that is between 25 to 45 years old as well as six 6 female employees their age range is between 24 to 35 years old as well as their different nationalities that involve Algerians , Koreans Indians and Filipinos

2) Closed questions:

Table 2.2.Informants 'Speaking Abilities and Their Views of Mother Tongue Influence on Their English Speaking.

Questions	yes	No
1-Do you like speaking English in Naama CCPP Project Site?	83 %	17%
2-are you able to respond to your co-workers questions in English?	88 %	12%
10. Does your mother tongue (Tagalog, Hindu, Arabic, or Korean) affect your English speaking skills?	67%	33%

Q1:83% of the informants said that they like speaking the English language in Naama CCPP social setting. Whereas 17% said they don't the latter includes workers who claim their commitment to their identities and their prejudices towards their mother tongues as being more superior and worth speaking to any other language

Q2:88% confessed that they are able to respond to their coworkers'questions in English meanwhile 12% confessed they are not able to do so due to their weaknesses when it comes to English speech production .

Multiple choice questions:

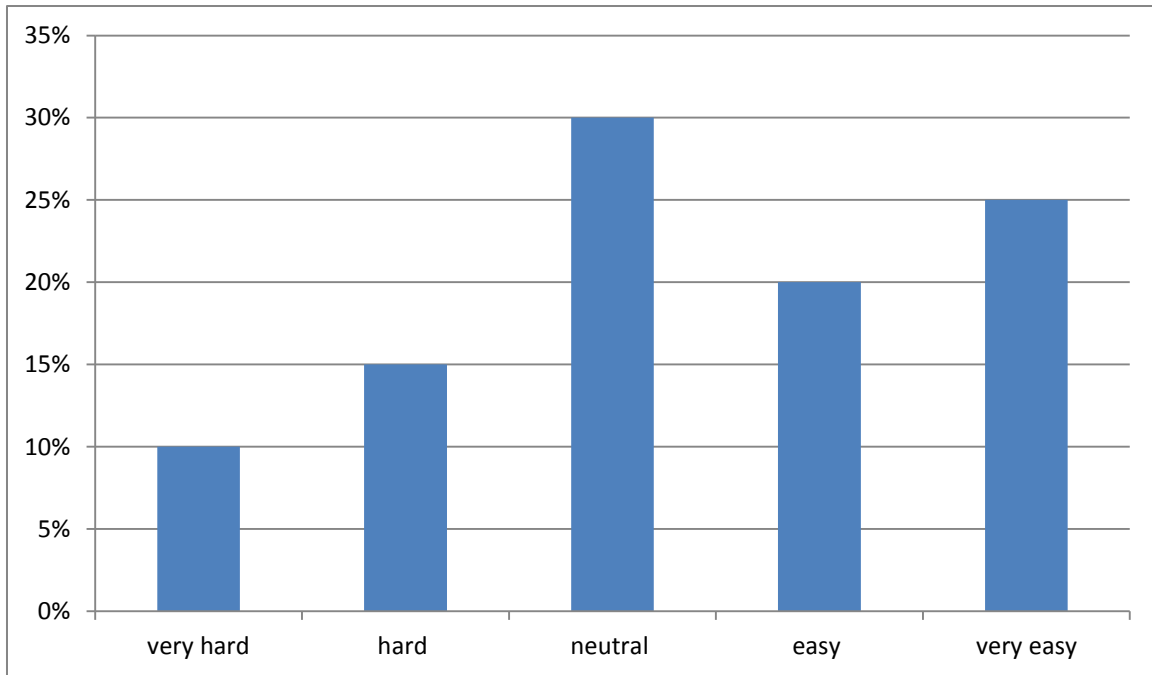Q3:How does speaking in English seem to you?

Figure 2.1.Employees' view point of English speaking Skills

As a response to this question as clearly displayed in bar charts above,4 of the informants accentuated that speaking in English seem to be very hard for them, six 6 selected the answer that it is hard, on the other hand 10 of them said that speaking English seems very easy and 8 said it is easy whereas 12 of whom to the questionnaire was submitted took a neutral stand and they claimed that speaking seem neither hard nor easy.

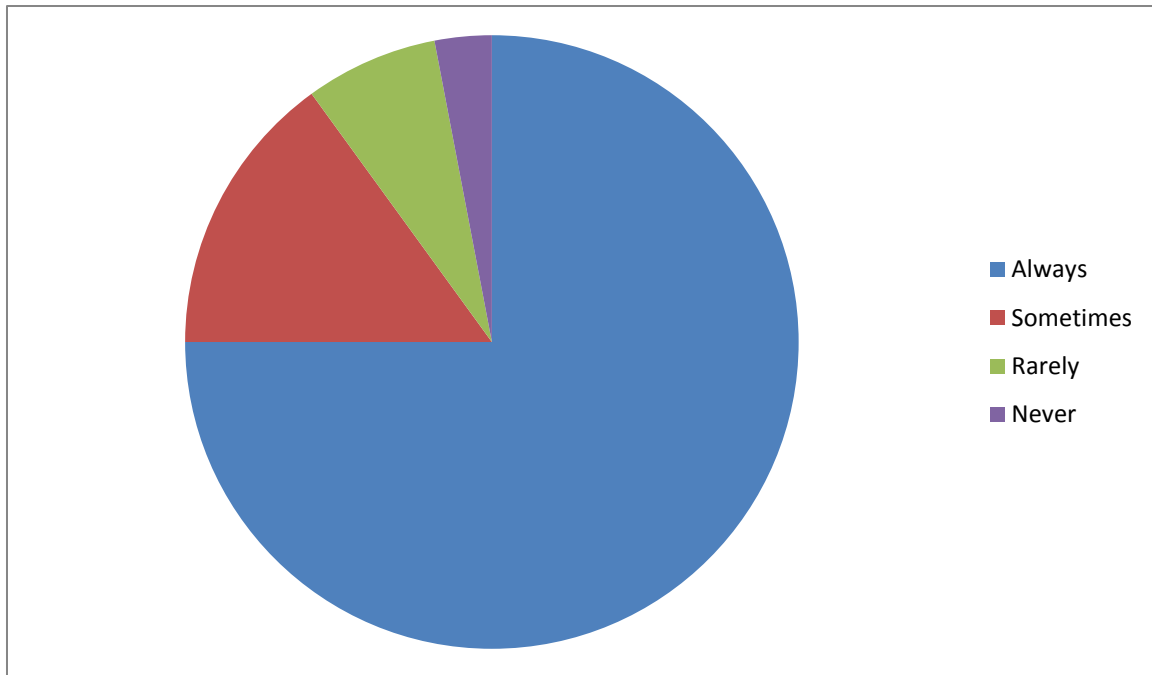Q4: How often do you speak English with your co-workers?

Figure 2.2. English Speaking Frequency by Samsung's employees With Coworkers

The Pie charts shows how frequently Samsung employees speak in English with coworkersand it is clearly displayed in blue that 75% of these employees speaking in English when interacting with coworkers whereas the brown area denotes some of them manage to only speak in Englishsometimes due to communicating with coworkers who have the same natural tongue and ethnicity few employees rarely use the English as a means of communication as manifested in green zone of the pie chart whereas the minority of these employees responded that they never use English when speaking with coworkers .

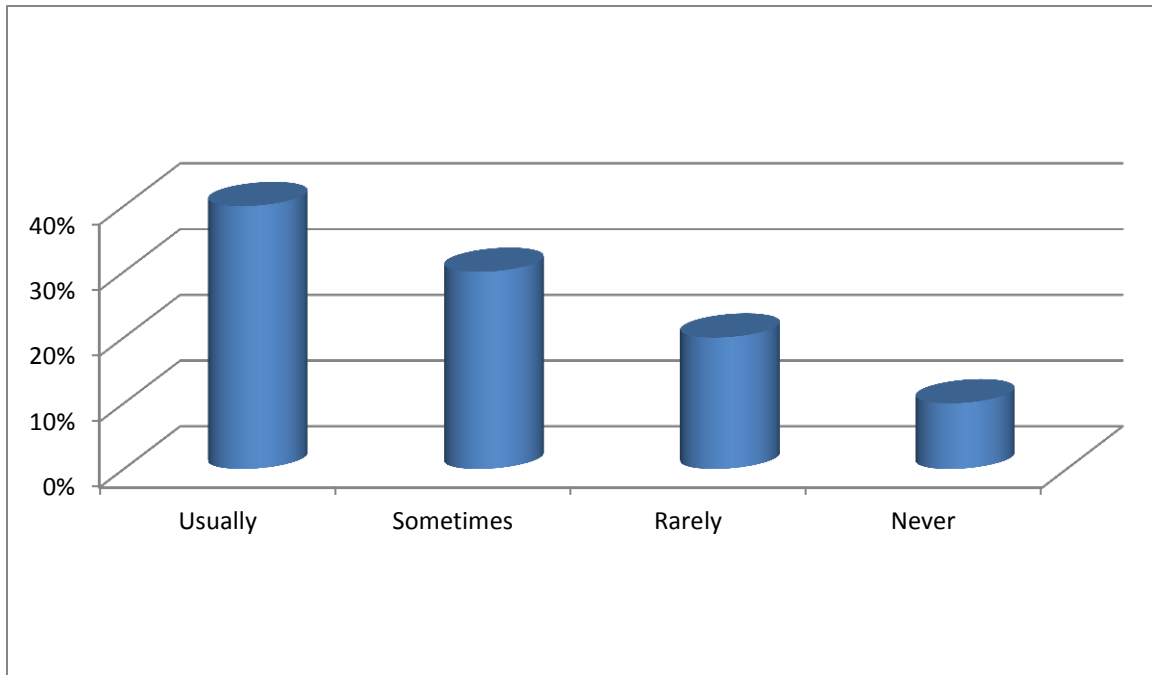Q5. How often do you practice speaking English outside of Naama CCPP site?

Figure 2.3. Employees English speaking practice outside of Naama CCPP Site

This figure simply clarifies the informants' answers of how frequently they practice English outside of Naama CCPP project and about half of these informants responded they usually practice speaking outside of Naama CCCP, 12 employees responded that they practice speaking outside Naama CCPP sometimes whereas 6 of them said they rarely practice it outside ,for the minority which are only 4 employees said that they never practice speaking English outside of Naama CCPP social setting Q6. How do you evaluate your speaking ability?
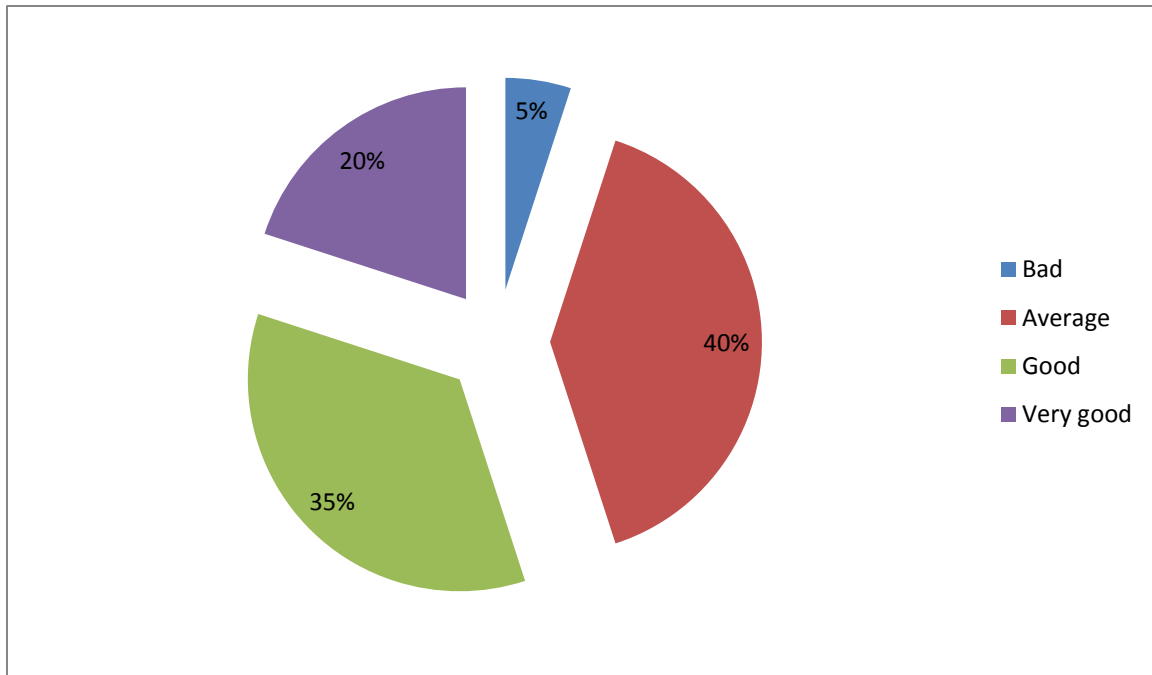
Figure 2.4. Samsung employees English speaking self-evaluation

The pie chart demonstrates Samsung employees self evaluation of their English speaking skills that shows that 8 employees responded that they are very good at speaking in English, and about 14 deem themselves to be good at speaking English on the other hand 16 of them consider their speaking abilities to be average ,whereas only 2 out of 40 employees said that their English speaking skills are bad

Q7.Your mother tongue has a remarkable impact when speaking the English language?
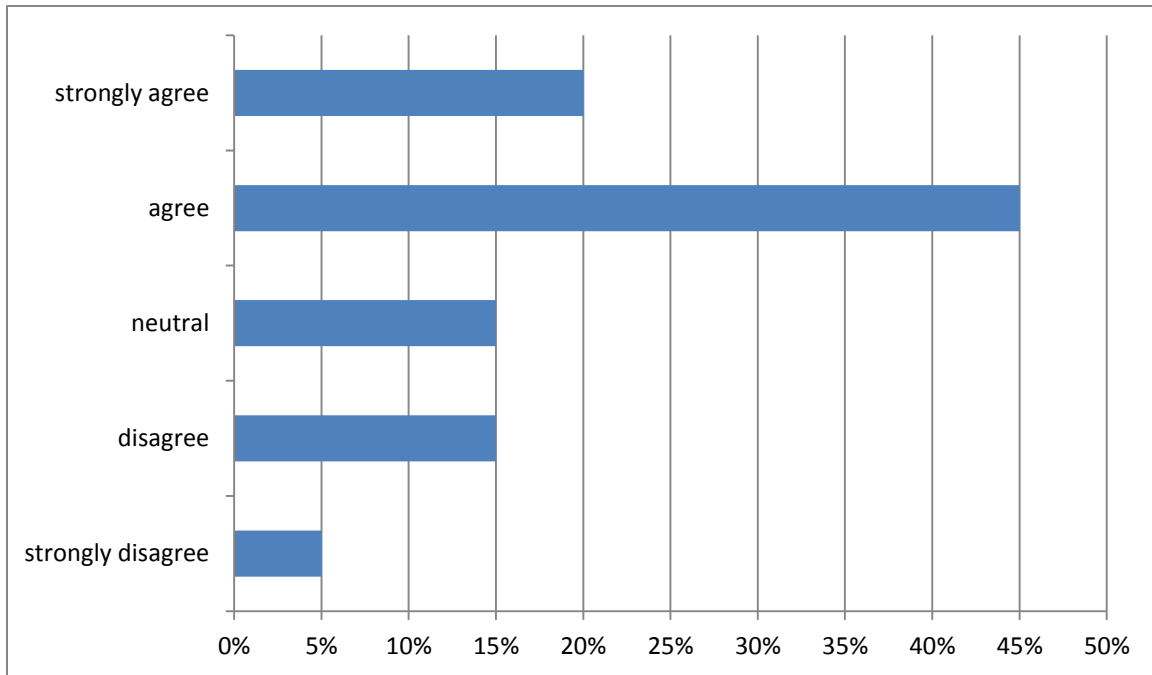
Figure 2.5.Mother tongues impact on Samsungemployees' speaking skills

As shown in the figure above concerning employees view point of their mother tongue influence on their English speaking ,8 employees have gone for the answer that they strongly agree that their own mother tongues have a remarkable impact on their speaking skills , around half of the informants responded by selecting the answer ,which denotes they agree , 6 respondents selected neutral as their answer on the other hand 6 others said they disagree on the assumption that their mother tongues have a noticeable impact on their English speaking skills whereas only 2 of the informants responded that they strongly disagree

Q8: How do you rate your speaking with little or no use of your mother tongue pronunciation and vocabulary?
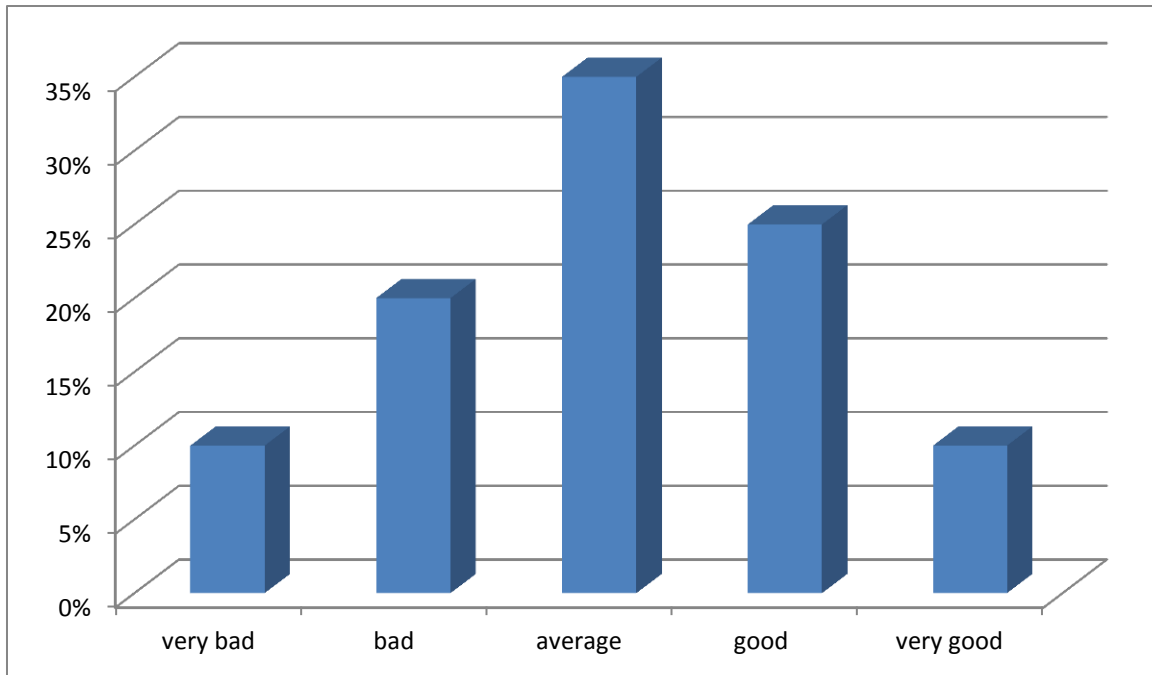
Figure 2.6. Samsung employees English speaking rate with little or no use of neither their mother tongue vocabularies nor pronunciations

As exposed in the figure 3.8 Samsung employees rate of their speaking in English with little or no interference of their mother tongues 'pronunciations and vocabularies 14 of the employees responses were average ,10 responded that their English speaking with little or no use of their mother tongues (Hindi ,Algerian Arabic ,Hangeul and Tagalog)as good 4 informants rate themselves as very good whereas 8 said their speaking with little or no use of their mother tongues' vocabularies and pronunciations is bad and the minority which are about 4 informants responded that their English speaking skill is very bad if they have to neither use their mother tongues ' pronunciations or vocabularies.

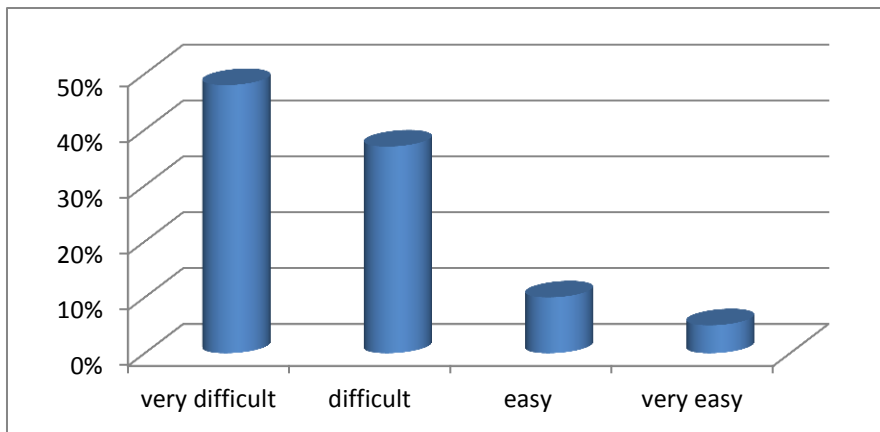Q9. how do you find speaking English like native English speakers?

Figure 2.7.Samsung Employees' Opinions of English Speaking Like Natives

This question aims at getting to know Samsung employees view of speaking like native English speakers.

20 employees said that it is without a doubt very difficult for them to speak like native English speakers and 14 responded that it is difficult, on the other hand 4 selected the answers as easy and 2 which were the minority said that they find speaking in English like native speakers very easy.

Open Ended Questions

Q11: what are the difficulties that you encounter during speaking in English?

Some workers have stated that they have got a lot of difficulties speaking English such as difficulties in finding proper words and vocabulary for every single situation and context whereas others clearly said that they have got problems in terms of grammar and pronunciation besides some of them accentuated that they usually have some psychological barriers such as shyness and anxiety as they attempt to put their ideas into uttered words and expressions

Q12: In what way does your mother tongue affect your English speakingskill?

Some of the questioned informants responded that they usually overgeneralize some grammar rules and they get trapped into fossilization which is getting used to some incorrect language based on their mother tongues 'sentence structures , grammar rules and pronunciation.

Q13: what are some of the techniques that enhance your English speech production at Naama CCPP Project?

The majority of the informants confessed that their English gets enhanced through various techniques such as getting in touch with some of the native English speakers at Naama CCPP Site as well as watching movies ,TV shows ,documentaries and vlogs , others stated that they are exposed to English in many different ways including worksheets ,drawings ,daily reports and documentations that are only written in English .

2.8. Analysis of Samsung employees' interview

Question 1: how long have you been learning or acquiring the English language?

As for the Algerianchosen interviewee who is a mechanical engineer by profession,the answer to this question was that he had been learning English for 7 years including 4 years in the middle school ,3 three years in secondary school,and English was taught as general courses such as grammar ,speech patterns and pronunciations,then5 years in college including English for specific purposes courses that teach students about terminologies that are concerned with their fields of studies.

For the Filipino interviewee who is an HVAC supervisor, he responded that he had been taught English over a period of 14 years as a major subject in both Elementary and secondary school considering that middle school is integrated within elementary school and it is a part of elementary school education within a period of 06 years with 7th grade as optional offered by someschools ,secondary school on the other hand lasts for 4 years and English as stated by the interviewee is a core subject college however is within a period of 4 years and English is a medium of instruction during this phaseand it differs based on different undergraduate degree programs in a wide array of subjects

For Indian interviewee who is an electrical engineer byprofession, the response was that he was taught English over a period of 13 years starting with 3rd grade in elementary school to tertiary with English as a second language taught in from

3rdgrade until tertiary is finished with additional courses that teach tertiary students English terminology for their field of discipline

For the Korean interviewee who is a HSE manager, he answered that The Korean public education structure is divided into three parts: six years of primary school, followed by three years of middle school and then three years of high school. Followed by 4 years university studies for undergraduateswhere English serves as medium of instruction beside Korean with English language taught as a subject starting from 3rd grade with CLT method implemented instead of Audio-lingual method that was implemented earlier .merely to make of Koreans competent communicators of the English language.

Question 2: The interviewees' answers to how often they use English inside Naama CCPP and they basically answered saying that they very frequently use English because it is the only common language used over there amongst this multi-ethno diverse social setting.

Question 3: As a response to this question of how often do these employees use English outside of Naama CCPP,the Algerian interviewee responded that he seldomusesEnglish outside of Naama CCPP site because he is not compelled to do so as well as he answered saying that it is not quite often to be in situation where one is inevitably going to use English on the other hand Filipinos, Koreans ,and Indians claim that English is lingua-franca and there is no other language to be spoken when they are outside of Samsung Site except for English especially when they go out shopping on holidays or go to Oran's airport for either annual or seasonal vacations which means are frequently put into situation where there is no other languages spoken except for English.

Question4: Interviewees' responsesconcerning the major setbacks that encounter their speech production, it issummed up as follows : they have difficulties reminiscing some work related terminologies , it is very hard for them to implement some grammar rules such as word order , plural forms ,verb tenses and the use of quantifiers ,adverbs and adjectives .

Question 5: The interviewees' responses regarding problems in pronouncing some English wordswere similar, they responded saying that, they often confront some English words that are way difficult to pronounce.

1. The Algerian interviewee stated that heusually pronounces some English words as French words, such as the word harness /ˈhɑːnəs/ is usually pronounced /ˈɑːnəs/ where the /h/ is regarded as silent.

2. The Filipino interviewee he said he generally mispronounces the /f/ with /p/ sound such as philosophy /fɪˈlɒsəfi/ would be /pɪˈlɒsəfi/.

3. The Indian interviewee set an example which is the word thermal /ˈθɜrməl/ and it is pronounced by him as /ˈtɜrməl/.

4. Korean interviewee however said that it is quite challenging to pronounce English correctly such as show/ʃ əʊ/ it would be /ʃu/.

Question 6: Interviewees answered that they usually get misunderstood by coworkers especially in conversations via phone calls however it is not the case in face to face conversations they rarely get to a point of misunderstanding due to demonstration of their speeches not only through words, phrases and sentences but also gestures body language hand signals that play an essential role in their daily communications

Question 7: The interviewees' opinions of mother tongue contribution in their speech production that it is hard to deny the fact that prior to talking in English the selected employees take time to process information by translating their desires ideas and messages from their mother tongues to English , most of them emphasized the usefulness of their mother tongues' strong presence meanwhile speaking English and if it were not for translation in their heads ,they would not have able to speak in English and they confessed they end up making some errors interns of grammar sentence structure and pronunciation

Question 8: All of the interviewees had one common answer that is being able to produce correct and properly pronounced sentencesin English have a profound impact on their career and overseas relationships because English is the number one

international language that are used as a medium of communication world wide .and their English gets tested in job interviews as an essential skill additional to their diplomas to get hired for jobs especially for international companies.

All of the above mentioned interviewees learned English not only as general subjects but also for specific purposes based on their fields of endeavor (electrical engineering, mechanical engineering, safety work and HVAC work)

2.9. Data Interpretations of Employees' Questionnaire

After data analysis the data interpretations are summed up as follows.

The findings obtained from the analysis of Samsung CCPP employees' responsesprovide certain indicationsthat the majority of Samsung employees affirmed that their speaking performances are profoundly influenced by their mother tongues, in addiction to that, those Samsung employees confirmed that one's mother tongue influences English language speech production in terms of word order as well as pronunciation.

The results of data analysis affirms that employees who work at Naama CCPP multi-ethno-diverse social setting are aware of the fact that they don't speak English like native speakers , rather they have acquired different andunique accents based on their natural languages ,simply because their vocal cords and tract is physically adapted to what has already been acquired during childhood.

What came as a feedback from the informants denotes that, it is hard if not very difficult to speak like native English speakers as they usually encounter some major difficulties such as not being communicatively competent,additional to some barriers such as anxiety and shyness ,within the same context, it seems that the main setbacks of employees are overgeneralization of their first languages grammatical features such as plural forms ,sentence structures and pronunciations ,finally there are ways by which Samsung employees develop and enhance their English speaking skills , including face to face work related matters with some native English speakers ,

frequent exposure to the English language ,e.g. movies , TV shows   and work documentations that are only written in English

Finally, the findings prove that mother tongue has a profound impact on English speaking performance at Naama CCPP Samsung Project.

2.10. Data Interpretations of Employees' interviews

Based on the analysis of Samsung employees' interviews, the results given indicates that the informant had been taught the English for a period of time ranging between 13 and 14 years in formal education, English is used on a regular basis by the previously interviewed workers , who usually did not emphasize the use of correct grammar rules (sentence structure , verb tenses) . Pronunciation is hard for Samsung employees tomaster.

Thus, misunderstandings are common amongst those employees that they sometimes resort to non-verbal communications

Mother tongue contribution is undeniable based on the data provided by interviewees, as it is deemed to be an integral contributor in terms of internal sentence construction prior and meanwhile speaking , therefore the obtained data affirms the hypothesis , mother tongue has an impact on English speaking skills.

.2.11. Suggestions and Recommendations

Some suggestions are set to help minimize mother tongue influence on Englishspeech performance.

➢ It suggested that English Speaking skills should be emphasized not only during the process of teaching English as foreign language during elementary, middle and high school but also during ESP courses at universities.

➢ It is recommended that English should be dealt with without mother tongue interference during education and instruction, so that I could be looked at as a unique feature that has its own characteristics (pronunciation, sentence structure, grammar rules etc.)

➢ It is suggested that English teaching should be intense and it should cover that which may be challenging especially when dealing with languages that do not share the same properties such as the alphabetical script,Semitic languagese.g. .Arabic and Hebrew , Latin languages e.g. .English and French and some Asian languages involving Japanese , Chinese and Korean , the afore-mentioned languages do not share the same alphabetical script and some sounds may exist in one language but are not found on others .

➢ It is preferable that Teachers and instructors do not share the same natural language with students and foreign language acquirers and learners the less mother tongue is used the less interference would be confronted and the results , that mother tongue influence will be more likely unnoticeable..

2.12. Conclusion

Unlike the first chapter, which is very theoretical and addressed several points of view about mother tongue and English speaking skills the second chapter is purely practical and was concerned by collecting data from the questionnaires and interviews at Naama CCPP Samsung project. This chapter provides the analysis and interpretations of the results that have been accumulated. On the basis of these findings the proposed hypotheses of this research were proved and confirmed.

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Appendices

Appendix One

Questionnaire

Dear informant ;

In order to assess the impact of mother tongue on Samsung's employees speaking skills this questionnaire is designed, therefore you are kindly requested to answer the following questions by putting a tick (√) on the appropriate answer or expressing your opinion when required.

Thank you for your collaboration

Part one:

Age : ………

Nationality: Algerian ☐   Korean ☐   Filipino ☐   Indian ☐

Gender: Male ☐   Female ☐

Part two:

1. Do you like speaking English in Naama CCPP site?

   o Yes ☐
   o No ☐

2. Are you able to respond to your co-workers and employees' questions in English?

   o Yes ☐
   o No ☐

3. How does speaking in English seem to you?

   o Very hard ☐
   o Hard   ☐
   o Neutral   ☐
   o Easy   ☐
   o Very easy ☐

4. Are you able to respond to your co-workers and employees' questions in English?

   o Yes ☐
   o No ☐

5. How often do you speak English with your co-workers?

- o Always ☐
- o Sometimes ☐
- o Rarely ☐
- o Never ☐

6. How often do you practice speaking English outside of Naama CCPP site?

- o Usually ☐
- o Sometimes ☐
- o Rarely ☐
- o Never ☐

7. How do you evaluate your speaking ability?

- o Bad ☐
- o Average ☐
- o Good ☐
- o Very good ☐

8. Your mother tongue has a remarkable impact when speaking the English language?

- o Strongly disagree ☐
- o Disagree ☐
- o Neutral ☐
- o Agree ☐
- o Strongly agree ☐

9. How do you rate your speaking with little or no use of your mother tongue pronunciation and Vocabulary?

- o Very bad ☐
- o Bad ☐
- o Average ☐
- o Good ☐
- o very good ☐

10. How do you find speaking English like native English speakers?

- o very difficult ☐
- o difficult ☐
- o easy ☐
- o very easy ☐

11. Does your mother tongue (Tagalog, Hindu, Arabic, and Korean) affect your English speaking skills?

12. What are the difficulties that you encounter during speaking in English?

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…………………………...

13. In what way does your mother tongue affect your speaking?

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…………………………...

14. What are some of the techniques that enhance your English speech production at Naama CCPP Project?

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……………………………….

Appendix Two

Samsung's Employees interview.

Question1

 How long have you been learning the English language?

Question2

 How often do you use English in Naama CCPP project?

Question3

 How often do you use English outside of Naama CCPP project ?

Question4

 What are some of the major setbacks that encounter you meanwhile speaking in English?

Question5

Do you have some difficulties pronouncing some English words? Justify and provide examples

Question6

 Have you been in an awkward situation, where u had been misunderstood by coworkers for any mispronounced words or phrases? If yes how?

Question7

 Regarding the fact that most of foreign language speakers translate sentence and speech patterns in their mind prior to speaking, that eventually prompts to some errors in terms of sentence structure and Grammar, do you feel like your mother tongue has a strong presence and contribution in speaking the English language? Justify

Question8

 do you feel like being able to produce correct sentences in terms of word order , grammar and properly pronounced sentences in the so called lingua-franca have a great impact on your career and overseas' relationships ? Justify

General Conclusion

Speaking is a fundamental productive skill which entails a set of requirements to be mastered, therefore it is so crucial to high light some of the factors that may hinder or make of learning or acquiring this skill such a difficult task, basically learners face a lot of difficulties during and even after the process of learning the speaking skill.

This research study has been devoted to examine the influence of mother tongue upon the English language speech performance, to see how mother tongue sentence structure and pronunciation impact the oral production of Naama CCPP Samsung employees.

This research work is composed of two chapters. The first specified only for the theoretical part that spotted the previous literature review about this topic. On the other hand the second chapter copes with the practical side of this research that presented the sample of population and the instruments used which are a questionnaire and an interview that have been handed over to 44 Samsung Employees of Naama., the data accumulated from the analysis of the questionnaires and interviews have were analyzed both quantitatively and qualitatively,.

Based on the findings, the proposed hypotheses have been proved and confirmed that mother tongue have a noticeable influence upon the English speaking skills .considering the fact this influence can only be displayed through the speaking skill , rather than other skills such as reading , writing ,listening. Finally, the research topic have got limitations, and it has not covered all the points, and elements due to some difficulties with Samsung administrators confronted prior to research instruments 'submission and conduction, and managements of time because of employees 'full working schedule, thus data presented are not sufficient to provide complete explanations and understandings concerning the subject matter, therefore, further researches can be conducted to tackle the missing points and elements in this research work.