

ASSESSING THE INTERFERENCE OF LEARNERS' MOTHER TONGUE ON ENGLISH LANGUAGE TEACHING IN BENINESE SECONDARY SCHOOLS

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Abstract

This work aims to assess the learners' mother tongue interference on learning English as a foreign language in Benin secondary schools. To reach the goal, we have implemented a contrastive analysis theory to compare English with the native language of the learner's mother tongues (Idaacha, mabi, nago and fon.) in Benin secondary school in Dassa-zoummè and Kèrè secondary schools. To explore such impact of mother tongue on EFL, 130 sheets questionnaire were addressed to EFL students and 25 to EFL teachers and classroom observation were used. The results of different data collection tools have enabled us to evaluate the interference mother tongue of students have on English language. The work approved the hypothesis of the negative interference of mother tongue. The students tend to transfer all that they know or all their previous knowledge in their mother tongue in English. Therefore, the mother tongue interference hamper negatively the acquisition of English language. Some recommendations have been made to help learners, teachers and other researchers who will advocate in the similar field of language learning/ teaching.

Key words: *Foreign, mother, tongue, English, interference*

Résumé

Ce travail a pour but d'évaluer l'interférence de la langue maternelle (Idaacha, mabi, nago, fon.) sur l'apprentissage d'anglais Parlé comme langue étrangère dans les établissements d'enseignements secondaire du Bénin (Dassa-Zoummè and Kèrè). Pour atteindre ce but, la théorie d'analyse critique a été utilisé pour comparer L'influence entre la langue natale des élèves (Idaacha, mabi, nago, fon) . Pour explorer de tel impact, 130 questionnaires, 25 questionnaires ont été adressé respectivement aux apprenants et aux enseignants de la langue Anglaise et des visites de classes ont été faites pour l'observation. L'analyse des résultats nous a permis d'évaluer l'interférence des langues maternelles des élèves sur la langue anglaise. Ce qui approuve l'hypothèse de l'interférence négative de la langue maternelle. Les élèves ont tendance à transférer toutes leurs connaissances antérieures dans leur langue maternelle en Anglais. Des recommandations et suggestions ont été faites dans le but d'aider les élèves, les enseignants, le gouvernement et d'autre chercheurs qui s'intéresseront au domaine similaire de l'enseignement et l'apprentissage de la langue Anglaise.

Mots clés : *Etrangère, maternelle, langue, Anglais, interférence*

Introduction

Teaching English language speaking skill is one of the basic skills that must be paid attention to by the learners and teachers in carrying out the teaching and learning process to achieve better learning purpose especially in English. Speaking is not just to pronounce English word anyhow, but the good pronunciation of what we say must be comprehended. Learners with proper pronunciation skill will be able to participate well in communicative situation. So, speaking skill teaching is a fundamental language skill in which students need to increase appropriate efficiency. Thus, to teach successfully English language in EFL classes, many strategies should be used. The most appropriate way of teaching language is preserving the good pronunciation of word during speaking or reading. To really succeed this, a particular attention should be paid on the influence the mother tongue has on learning English. The main problem is the interference of EFL students' mother tongue in teaching and learning process in Benin secondary school mainly in Dassa-zounmè area.

This study will focus on the problems that both students and teachers face due to mother tongue interference. To reach this goal, I conducted a study through four chapter intituled the introduction to the study, the methodology of the research work; the presentation and the analysis of data collected and discussion conclusion.

1. The Introduction to the Study

This first chapter deals with the statement of the problem, the significance of the study, its purpose, the research questions with the hypothesis and the scope of the study or its limitation.

1.1. The Statement of the Problem

The aim of foreign language teaching and learning is to empower the learners to communicate in the target language. However, many things work to hamper the teaching and learning of English language in Beninese secondary school. One of those things is Beninese EFL students' mother tongue interference on English language speaking and reading skills learning for oral communication. The main impact is the

presence of many local languages or mother tongues words sounding like English words which create more problems of pronunciation and learning and teaching of speaking and reading skills. The interference of mother tongues also hinders the teaching of some language elements like Syntax, Grammar, Phonology of English language teaching. This work intends to focus our attentions on issues impeding the teaching of speaking and reading skills.

1.3 Purpose of the Study

The preparation offered to EFL students like Beninese students in secondary English classes is geared toward academic purposes. Thus, the purpose of this study is to explore “the interference of EFL students’ mother tongue on their capacity to learn efficiently English language and strategies used when editorially exposed to classroom activities and participating in academic discussions in English in a classroom setting in Benin. This study will investigate the differences problems on the acquisition of English language in this area of my research and strategies used by skilled and unskilled teachers to increase awareness of the importance of working on the interference of student’s mother tongue to bring them to work on their pronunciation to better their speaking and reading skills.

1.4 Research Questions and Hypotheses

To investigate the mother tongue interference with learning EFL as regarding the speaking skill, the current study will answer the following questions:

- 1- In which elements of language does the learners’ MT interfere in English?
- 2- Does the MT of the learners, Idaacha, mahi, nago and fon interfere negatively or positively with learning English in secondary school while speaking English?
- 3- Do teachers aid their students to overcome the transfer of their MT in English speaking?

To predict the results, the following hypotheses are advanced:

Hypothesis: There are various elements in which the learners’ mother tongue interferes with learning English language such as Grammar, vocabulary, and Phonology.

Hypothesis two: The learners’ MT interferes negatively in speaking

English as a foreign language.

Hypothesis three: The teachers help their learners to overcome the interference of their mother tongue while learning the target language (TL).

1.5 Limitation of the study

This work reflects the learning and teaching of English in a formal setting like in a classroom where there are teachers and students, a blackboard (...). Although language teaching lays emphasis on four skills like listening, speaking, reading, and writing skill. This work will deal with the development of the speaking and reading skills problems. Thus, it will be interested in the impact of students 'mother tongue on teaching / learning English. So, this research work considers English as second language. The work will take place in Dassa -zounmè area precisely in KERE and Dassa-zounmè secondary two school in Benin. This work will be profitable to government, researchers and anyone who will advocate in the similar field of research work in the future.

2. Theoretical framework

This work relies on some theoretical bases. This means that some theories were developed by scholars and researchers in the similar fields of study which can go with this study.

2.1 The concept of mother tongue, second language, foreign language, and language transfer

Therefore, this paper adopts the following definitions presented by Richards, C. John Platt, and H. Platt (1992):

Foreign language is a language which is not a native language in a country. A foreign language is usually studied either for communication with foreigners who speak the language, or for reading printed materials in the language" and "Native language 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....

First language (L1), mother tongue and native language and will be used as synonymous.

2.2 Language Transfer

According to Ellis (1999) transfer is the process of using knowledge of the first language in learning a second language, it is negative transfer.

Ormrod (1990) has a different point of view. He agrees that transfer is a part of everyday life: individuals encounter new situations and draw on their previously acquired knowledge and skills to deal with them.

2.3 Language Transfer Theories and Views

In the twentieth century, the developments of language transfer research fell into mainly three periods and categories, namely, behaviorist, mentalist, and cognitive view (Ellis, 1994:297-300). Behaviorists regarded language learning as habit formation, it was assumed that the 'habits' of the L1 from the L2 would be carried over into the FL. In cases where the target language differs from the L1 this would result in interference or negative transfer. The notion of transfer is redefined within a mentalist perspective. They consider language acquisition as a creative construction of linguistic rules.

2.4 Behaviorist view of language transfer

Behaviorist view of language transfer was minimized to habit formation, which was a process of stimuli-responses. The theory-controlled language learning and teaching. Research in 1940s and 1950s when behaviorism and structuralism defended that the difficulties in language learning depended on how much the target language was similar, or different from the native language. If two languages were similar or identical, positive transfer from the native language would occur; if they were different, negative transfer from the native language would hinder the acquisition of the target language. Under this belief, Lado (1957:23) put forward the theory of Contrastive Analysis Hypothesis (CAH), he believed that language errors and learning difficulties were mainly or completely due to the interference of the native language.

2.5 Mentalists View of Transfer

In the early 1950s, Chomsky put forward the theory of mentalism, which was also called conceptualism or psychologist. The theory

confirmed that human's language ability was born by nature, and everyone would eventually master language because there was Universal Grammar (UG) in language learning, and it was universal grammar rules that determined the mastery of every language. Besides, Dulay, Burt and Krashen (1982) completely denied native language transfer and believed that language learning ability only depended on UG. Ellis (2000) criticized that their conclusion was without experimental support. Hence, mentalists realized their limitation and started to explore the relationship between the native language transfer and UG in 1980s. Although the mentalists are no longer in a position totally rejecting native language transfer, they are still under criticism for their theory not having much empirical support.

2.6 Cognitive View of Transfer

In the late 1970s, the drawbacks of the mentalist view encouraged the development of cognitive view, which believed that language learning involved the same cognitive systems as learning other types of knowledge: perception, memory, problem-solving, information processing. (Kellerman, 1977: 58-145). In the cognitive view, *"It is generally acknowledged that typological similarity or difference cannot on its own serve as a predictor for transfer but interacts with other (linguistic) factors"*. The author means that the similarity and difference are not enough to imagine the type of transfer.

3. Methodology of the Study

This part of the study is about how I have collected data for my study. It includes the sample population, and (3) the research instruments used during the data collection session on the field. The targeted population of this study is EFL students and teachers, in Dassazounmè and Kèrè secondary schools in Benin Republic.

3.1- The sample population

To carry out this investigation, I have mainly considered the world of the teachers and learners of some selected secondary school in Benin republic. I chose those who could understand the questions and give me reliable information in addition, to know what happens in classes,

the right people to question are students.

One reason of this work is to show the importance and investigate the influence of student mother tongue on English learning. Some English language teachers were asked to find out if this hypothesis works and can be justified through the finding.

3.2-The research instruments

The major instruments I have used in the research process are questionnaires to both teachers and learners in the chosen secondary school. The last instrument used is class observation. This is to see teachers / students' transfer of mother tongues in English classes.

3.2.1-Questionnaires

The goal of this study is to explore interference of mother tongue on English in Beninese secondary. To do this, I administrated questionnaire to some teachers of English and learners from the selected secondary school CEG2 Dassa-zounmè and CEG Kèrè. By using these tools, I assume that the answers of the teachers and the students of English classes can provide me with reliable information as they are involved in the English teaching and learning process. In total, I addressed (130 copies) of the questionnaire to the students of English and (27 copies) to the EFL teachers in the selected secondary school.

3.2.2- Class observation

To reach my goal, I negotiated with some of my colleagues teaching in these schools and we elaborated about what was to be observed during the class teaching.

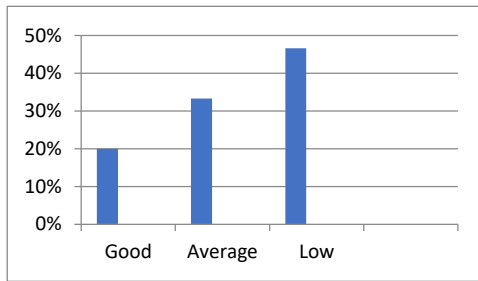
The observation concerned the way learners speak English, the correction of their mistakes, the interference of their mother tongue on English, mother tongue word sounding like English words. I also paid special attention to the aspect of local language influence on the speaking of EFL in class situation. Whenever I paid a visit to selected teachers, they offered me a seat at the bottom of the classroom to set me at ease to perform my work. From where I could see whatever goes on during class sessions.

4. Presentation and Analysis of the Finding of the Results and the Discussion

To explain the results of this work, some tables, and figures were used.

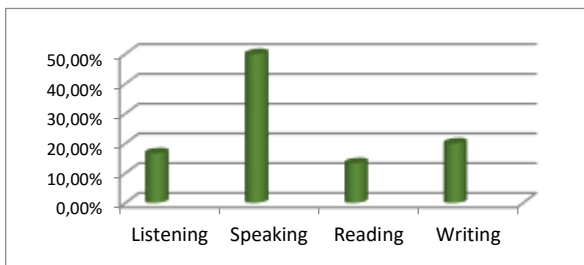
4.1. Data Collected from EFL Teachers

Figure 1: Evaluation of English level of your students



This figure revealed that the teachers evaluated their learners in different ways. It shows that only (20%) of my respondent's teachers evaluated their learners with good level of English. About 33.33% of them evaluated their learners with average level at English and 46.67% of them recognized that their students' level is low.

Figure 2: In which skill did your learners face difficulties.



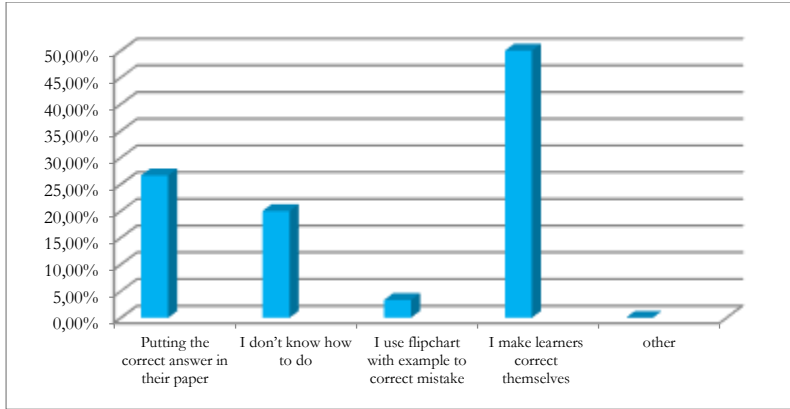
This figure 2 shows that students have difficulties with the language skills. This question revealed that (16.67%) of teacher respondents accepted that their students have difficulties with listening skill whereas (49.99%) of them affirmed that students have problem with speaking skill. But only (13.34 %) recognized that their learners have problem with reading skill. Finally, 20% of my respondents said that their students have problem with writing skill. This result show that students have many hindrances with listening skill .They could not listen and decode words.

Table 1: Influence of Idaacha and other Mother tongue on your learners English

Do you think that Idaacha, fon, nago, mahi tongues influence your learners' English	Frequency	Percentage
Yes	18	60%
No	12	40%
TOTAL	30	100%

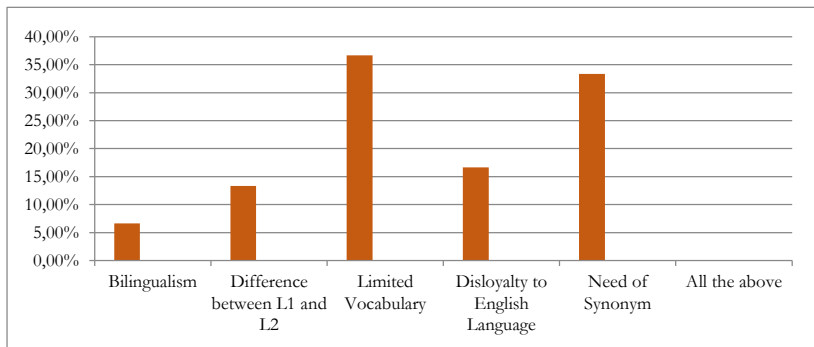
The table 1 shows that the Idaacha and other mother tongues influence on students' English. The respondents who answered yes to this question are 60% whereas those who answered no to that question are 40%. This findings proves that the five mother tongues in this area interfere and have negative impact on EFL.

Figure 3: How do you manage the influence of Idaacha, Fon,Nago,Mahi,(Mother tongue)



This figure 3 explained the way the teachers managed the influence of mother tongues. It shows that (26.67 %) of my respondents accepted that they put the correct answers on their learners' paper. Then, (20%) of them said they don't know how to do. And flipchart with example to correct learners' mistakes. Also (50%) of them accepted that they made students correct themselves. But none of teachers recognized the use of other methods.

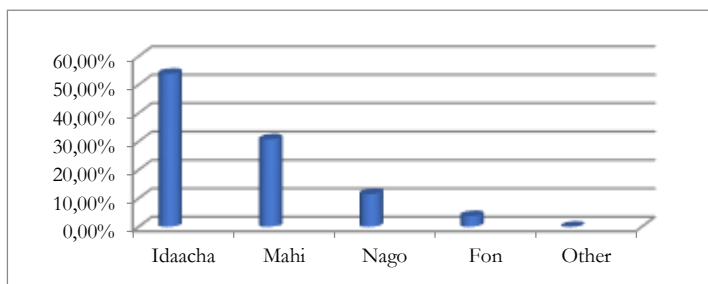
Figure 4: What factors causes interference of MT on EFL



For the factors causing interference, (06.66%) of teachers gave bilingualism as factor, (13.33%) of them said that was due to the difference between mother tongues and English language. But (36.67 %) of teachers recognized the cause as limitation of vocabulary. Then, (16.66%) of teachers responded that the disloyalty to English language is the factor and (33.33%) of them accepted that the need of synonym is the factor ant none of them gave other factors. This means that many factors work to hinders the acquisition of good pronunciation of English language.

4.1. 2 The Presentation and Analysis of the Results of Learners ‘Questionnaire

Figure 5 : Which language are your mother tongue?



This figure 5 gives as result 5 mother tongues like Idaacha, Fon, Nago and Mahi which interfere with English speaking in Benin particularly at Dassa-Zounmè area.

Table 2: Mother tongue words sounding like English words.

Do your mother tongue words sound alike English words	Frequency	Percentage
Yes	90	69.23%
No	40	30.77%
Total	130	100%

This table is about the question on words that sound alike as their mother tongue words. Here (69.23%) of them recognize those words whereas (30.77%) of them did not recognize those words. This result reveals that many local language words sound like English words and cause the difficulties of English pronunciation.

Table3: The List of some mother tongue words sounding like English word.

MT words soundin g english words	Phonetic transcription	English Words
Satidé	'sætərdi1.'sætərd i	Saturday
Bibéli	'baibəl	bible
shuffu	ʃʌp	shop
kuffu	kʌp	Cup
Bloda	'brʌðər	brother
lubba	'rʌbər	Rubber
Aunti	ænt1.ænt 2. ant	aunt
haya	'haɪər1.'haɪər 2.haɪr	hire
lenti	rend	Rend
shumèka	ʃuz 'meɪkər	Shoemaker
sorja	'soʊldʒər, soldier	soldier
guta	'gʌtər	gutter
kona	'kɔrnər	corner
kavinta	'kɑrpəntər	Carpenter
Blèdi	bred	Bread
bölu	bəl	Ball
shōki	ʃʌk1.ʃʌk 2. ʃɔk	Shalk
shōshi	ʃɜrʃ	church
törshi	læmp tɔrʃ	Lamp torch

Table 4: Frequency of speaking English with friends outside school

Frequency of speak English with friends outside school	Frequency	Percentage
Always	05	3.86%
Sometimes	10	7.68%
Rarely	75	57.59%
Never	40	30.78%
Total	130	100%

This table 4 presented the frequency in which the learners speak English with friends out of school. It revealed that (03.84%) of them said they always speak English with friend outside school, (07.67%) accepted they sometimes speak it outside class but (57.59%) of them accepted that they rarely speak English with friends outside the classes and (30.77%) of them said that they never speak English with friends outside school. The language is mastered when its regularly spoken. This result proves that Beninese students do not speak English outside schools. They should start practicing the language everywhere, every day and every time to acquire better communicative competence at English.

Table 5: Teachers correcting mispronounced transfer from English into mother tongue.

Correction of mispronounced words transfer into mother tongue	Frequency	Percentage
Yes	76	58.46
NO	54	41.54
TOTAL	130	100

This table is about the correction of mispronounced words transfer into mother tongue/For this question, (58.46%) of my respondents accepted that their teachers used to correct those mispronunciation whereas (41.54%) of them said they teachers did never correct those mispronounced words for them. This result allows me to say that the

majority of the teachers do not try to correct learners' mispronunciation what would have increased their bad level of the students in Benin secondary schools.

4.1.3 The Report of Class Observation

During observation session conducted with form 5 and Form 6 art, learners of Learners of CEG Dasaa-Zounmè and CEG Keri secondary school, we aimed from the observations of many classes such as the form 5.6 literary stream in march17th, 2024 at 9 am in Kèrè schools and at 11 a.m. at Dassa-Zounmè 2 school to determine whether their mother tongue interference while learning English language. In fact, we concluded that the learners tended to rely on their first language (Idaacha, Mahi, Nago, Fon) when they came to speak, write, or read in English. During that classroom observation, we noticed that a lot of learners were often used to making a direct translation from their mother tongue to English language leading to numerous mistakes because what can structurally and grammatically be correct in one language might be incorrect in another language. This results from the differences between languages. For example, when the teacher in form 5 scientific stream asked her students about accidents happening to children, one of them answered: Children cut the road instead of they cross the road as it is said literally in their mother tongue, Idachaa, Fon, nago, or Mahi. During the observation sessions, we noted that maximum of the learners was often obstructed by their MT while speaking in English.

4.2: Discussion or Interpretation of the Results of the Finding

The impact of mother tongue on mastering a speaking skill of English is the issue on which this work has displayed. It will answer the research question of this study.

4.2.1 The influence of Learners' mother tongue on EFL during Class situation.

In our observation session conducted with form 5 and Form 6 art, learners of Dasaa-Zounmè secondary school2, we aimed from the observations of many classes such as the form 5and 6 literary streams in 2024 at 9 am to determine whether their mother tongue

interference while learning English language. In fact, we concluded that the learners tended to rely on their first language (Idaacha, Mahi, Nago, Fon) when they came to speak, write, or read in English. Thus, when they faced difficulties to express their ideas, sometimes they go back to their previous knowledge related to their mother tongue to surmount their lack of proficiency and sometimes, as being unaware of the differences between their mother tongue and English, they tended to apply their MT knowledge and patterns to English language. The errors of pronunciation were the most committed when they spoke and read, for instance learners mispronounced the following words exactly like in their mother tongue: Saturday ['sæ,tɪ,deɪ] pronounced ['sɑtidé] in the mother tongue, rubber [pronounced ['rʌbər] but in mother tongue they pronounced [lɔbba], the word cup [kʌp] pronounced like [cuffu] pattern [fʊ:] in mother tongue :due to the inconsistency of the stress pattern and spelling system of Idaacha, and nago and mahi language impact. The word Shop [ʃɑp] pronounced [shɔffu] and ant [ænt] pronounced [anti] in the mother tongue. The pronunciation of hire ['haɪər] is pronounced [haya] in the mother tongue. The table 2 of my findings is about the question on words that sound alike as their mother tongue words. Here (69.23%) of them recognize those words whereas (30.77%) of them did not recognize those words. Also, the table 5 presents 21 mother tongue words sounding like English. All this together to justify the interference of EFL students' mother tongues on English speaking. Thus, the negative transfer or interference occurs with Beninese local language on the English.

4.2.2 The EFL learners' correction of their mistakes when their MT interferes with English.

From the observational sessions, we settled that the cycle 1 and cycle 2 in CEG2 Dassa-Zounmè, CEG KERE learners rarely tried to correct themselves. This was due to their unawareness of the errors they committed, and they were corrected by teachers. Another.

In all the sessions we observed, we counted only four times in which learners corrected themselves. According to analysis of finding of learners' questionnaire, the table 5 is about the correction of mispronounced words transfer into mother tongue/. For this question, (58.46%) of my respondents accepted that their teachers

used to correct those mispronunciation whereas (41.54%) of them said they teachers did never correct those mispronounced words for them. This result revealed that the learners and teachers are not aware of the importance of error correcting in teaching and learning process. According to Harmer (1998:68) " *correction helps students to clarify their understanding of the meaning and construction of the language* " Therefore, teachers should be concerned with how to correct students as one way may be appropriate for one but may not be appropriate for another. Finally, this result significate that negative transfer causes many errors that should be corrected, and the teachers have to know how to proceed to correct those errors in class situation to help learners to acquire fluent and accurate language competence.

4.2.4 Teachers' evaluation of learner's general level in English

The analysis and interpretation of the teachers' questionnaire revealed many facts about the learners' mastery of English. As the table which is about the practice of English by learners outside schools revealed many things. It revealed that (24.61%) of them said yes, they practiced it whereas (75.39 %) of them refused that they never practice it outside class. Thus, the absent of regular practice of the language is also a serious hamper to the ability to acquire really the foreign language in the country or in the town where few people can speak that language. Another cause is displayed by the teachers' answers table 4 which stipulated that (26.93%) of learners accepted they are regularly encouraged by their teacher to speak English, (29.24%) of them are often encouraged while (30.77%) of them recognized they are rarely encouraged and (13.84%) of them are never encouraged. The frequency of encouragement revealed the cause of teachers' neglections of learner's encouragement on their levels.

4.2.5 Teachers' assessment of learners speaking skill level.

After we have analyzed the results obtained from the teachers' questionnaire, in CEG2 Dassa-Zounmè and CEG Kèrè, for instance, the class observation session revealed that some students like learning English whereas others did not like it. The percentage of students who has less love to English is still high about (46.16%). This raises the serious question about the acquisition of what language do you like. Also, we noted that more than half of the teachers evaluated their

learners speaking as average and no one considered it as good. *“Even if the teachers took no account of fluency which goes hand in hand with the mastery of the language”* as explained by Murcia (2001:103). Learners struggle when speaking because of the lack of vocabulary which make them having difficulties to express their ideas, their bad. This situation is also since many students neglect English learning in some EFL classes.

4.2.6 Learners’ errors resulting from the interference of their mother tongue.

Many errors occurred resulting from the negative impact that mother tongues or local languages have on English speaking. Some scholars explained these theories of errors and language interference.

Ellis (1999) claims: “Contrastive Analysis needs to work hand in hand with an Error Analysis. First actual errors must be identified by analyzing a corpus of learner language. Then a Contrastive Analysis can be used to establish which errors in the corpus can be put down to differences between the first and second language” (Ellis 1999:24).

According to the result of the questionnaire, all the teachers said that errors occurred with the learners’ speaking skill. Also, with the results in table three, about twenty-one mother tongues words sounding like English words were discovered as responsible for interference. The presence of those English words in the vocabulary of local languages seriously hampers the acquisition of perfect command of this language.

For Behaviorists, they considered *“this interference as the unconscious and unaware use of a previous learned behavior to produce new responses”* Odlin (1989.p:7). For this reason, the learners should be familiar with English language through giving more importance to the differences between their native language. For examples, (50%) of teachers generally remedy to that by asking their learners to repeat to make them review their errors. And (30%) of teachers correct them if they failed to do so. This table 2 about the question on words that sound alike as their mother tongue words. Here (69.23%) of them recognize those words whereas (30.77%) of them did not recognize those words. My work shows that students’ mother tongue has negative interference on EFL students ‘speaking skill. This situation leads learners to many errors while speaking English and this work can help both students and teachers to

solve error making problems if they use accordingly this modest research work.

Conclusion

This research work sets out to investigate learners' mother tongue (Idaacha, Mahi, Nago, Fon) interference in learning English language and in acquiring its speaking skill at the level of first and second cycle students in Benin secondary school particularly in some secondary schools in Dassa-zounmè area in Benin republic. This study works to solve the problems raised by this topic which is related to English language speaking skill and pronunciation caused by local languages impact on English teaching/learning. This study tries to assess the English level of the learners' especially in speaking skill and to explain the errors made in the classroom due to their mother tongue interference. To verify the hypothesis of the research questions of this study, The research methodology has been used which includes the sample population the setting and different data collection instruments used to explore whether the interference occurs between MT and EFL is negative or positive. This study has some theoretical bases developed by many scholars in the fields.

To collect the needed data, two research tools were used, questionnaire to teachers and learners and some class observation sessions. From the results gathered from both research tools, we were able to analyze an answer to the research questions, that mother tongue of the learners interferes with the and interpret the findings which were deeply discussed. The interpretation and discussion session of this work has led us to validate or note the hypothesis raised from the research question in the introductory study. The study approves the hypothesis postulating that the interference is negative considering the qualitative data collected during the class observation session and quantitative data collected with questionnaires to. This work answers also the question about teacher aiding their learners to reduce the mother tongue impact on English acquisition. It also rejects the hypothesis that stipulated that 'secondary school teachers' do not help their learners' to overcome the interference of mother tongue issues in Benin secondary schools particularly and in any EFL schools in general. This work will help both teachers and learners to

know really about those interference problems to work to solve them. It will also help the school authorities and policy makers to favor the presence of didactic or pedagogic materials needed in Beninese secondary schools to ease the teaching and learning of English.

The study will help any EFL target language learners to pay attention to any interference of their mother tongue with the target languages. My study will still motivate the policy makers and governmental leaders to favor the creations of language laboratories and other material needed to facilitate the teaching and learning of English with good pronunciation. Finally, this research work will open opportunities for further researchers in this area of study in the purpose of improving English Language learning in Benin secondary and in worldwide in general.

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