

tongue, the English learner may still have mixed feelings about it. It is be strongly motivated to learn it, because it will put them in touch with more people than any other language (crystal, 2003).

There is not more than few countries speak other language in majority of their mother tongue, so the use of mother tongue cannot give a language global status. To achieve such a status, a language has to be taken up by other countries around the world. They must decide to give it a special place within their communities, even though they may have few (or no) mother tongue speakers (crystal, 2003).

There are two main ways to make a global language become a second language in a country. Firstly, a language can be made as the official language in a country, to be used as a medium of communication in such domains of government, the law courts, the media, and the educational system. To get on in these societies, it needs to master the official language as early as possible in life. Such a language is often described as a 'second language', because it is used to complete a person's mother tongue, or 'first language'. The role of an official language is today best illustrated by English, which now has some kind of special status in over seventy countries.

Secondly, a language can be made a priority in a country's foreign language teaching, even though this language has no official status. It becomes the language which children are most likely to be taught when they arrive in school and the one most available to adults who for whatever reason never learned it, or learned it badly, in their early educational years.

2.1.2 Transfer

Beginning in the post-war years and carrying on into the 1960s, there was a strong assumption that most of the difficulties facing the L2 learner were used by his or her first language. It was assumed that there were differences between the L1 and L2. The learner's L1 knowledge would interfere with the L2, and the L1 and L2 were similar. The L1 would actively help L2 learning. The process that was held responsible for this was called language transfer (Ellis, 1985).

Transfer occurs at the following levels of language: phonology, syntax, lexis, pragmatics, and morphology (Mathias, 2013). Many pronunciation errors are made by second language learners, L2 learners has altered over time. In the 1950s, transfer was the dominating explanation of why errors occur. Transfer could result in either positive or negative transfer which implied that a learner's L1 has an influence in the learning of a foreign language. It could be noticed that negative transfer is mostly referred to as interference (Mathias, 2013). Moreover, the errors that occurred were thought to be linked to the dissimilarities between the L1 and the L2, an assumption based on Behaviorism. However, this came to change in the 1970s when transfer was displaced by the view on that an L2 is taught and learned as an L1. Therefore, the errors came to be explained in reference to the learners' development and not as much in terms of transfer (Odlin, 1989).

A few important factors related to the occurrence and extent of transfer will now be presented. The first factor is linked to the learning setting. For instance, transfer is more likely to occur in a classroom setting as a result of the scarcity of

practice outside the classroom. Secondly, the proficiency level of the learner has an impact considering that errors tend to decline with a higher skill level. Thirdly, the style refers to the material being analyzed. For instance, greater difficulties may arise when the material is not suitable to analyze, such as informal speech. Finally, the learner type or profile is related to students' attitude towards the target language. This could either have a positive or a negative impact on the learning process (Benson, 2002).

Benson explains that transfer either occurs consciously or unconsciously. That is consciously, due to inadequacy of knowledge or for unconsciously, as the knowledge has not learned yet is made automatic. This is caused to the following reasons: First, there is the influence of the interlanguage which is a mixture of a person's L1 and L2. Another reason is that learning is seen as a cumulative process or knowledge is stacked over time. It implies that previous knowledge has an impact on learning a new language. The third reason is related to affective factors such as prestige (Benson, 2002).

The SLA is focusing on positive and negative transfer as well as additional explanations. The first explanation concerns positive transfer which occurs when there are corresponding elements in the target language and the language one already knows. Thereby, transfer does not cause the errors but improve the learning. Another reason is that the learner avoids specific structures, which is caused by the lack of corresponding structures in the L1 and the L2. The third explanation concerns the students' different development rates, which are caused by corresponding or non-corresponding structures in the L2. The fourth is that L1

2.1.6 Phonological Ambiguity

Ambiguity is the property of being “ambiguous”, where a word, term, notation, sign symbol, phrase, sentence, or any other form are used for communication, is called ambiguous if it can be interpreted in more than one way. Ambiguity, however, depends on context, i.e. the same linguistic item, be it a word, phrase, or sentence may be ambiguous in one context and unambiguous in another. Ambiguity to Crystal (1988) is the reference to a word or sentence which expresses more than one meaning and this reference has to do with linguistics. In this regard, several types of ambiguity can be recognized; these include grammatical (or structural) ambiguity in a phrase like “new houses and shops” which could be analyzed as either “new {houses and shops}”, i.e. both are new, or “{new houses} and shops”, i.e. only the houses are new.

Another major type of ambiguity is the semantic (or lexical) ambiguity which might be viewed in a sentence like “Visiting speakers can be awful”, which is interpreted in two different ways. The first interpretation is “It is awful to visit speakers” whereas the second one is “Speakers who visit are awful”. Another definition of ambiguity is forwarded by Hartmann and Stork (1976) who state that ambiguity is a construction which admits more than one interpretation. An instance is “Patent medicines are sold by frightening people” the ambiguity arises due to the fact that we cannot tell whether the sense intended is “Patent medicines are sold by putting fear into people” or “Patent medicines are sold by people who are frightening”.

Saifuddin. He was educated privately and later attended the Victoria Institution in Kuala Lumpur, Malaysia, and the Royal Military Academy at Sandhurst, England. In 1961 Sir Omar named him crown prince, and when Sir Omar abdicated six years later, Hassanal Bolkiah became sultan on October 5, 1967, his coronation taking place on August 1, 1968. For the next decade, however, his father remained the power behind the throne. After the death of his mother in 1979, his father withdrew from public affairs, and the sultan quickly took the dominant role in the administration of Brunei. He made frequent trips throughout the country to listen to his subjects as well as to promote himself as ruler. In anticipation of independence from Britain, he began to create a native bureaucracy, replacing British expatriates in the civil service with Bruneians, and he cracked down on corruption.

After having held Brunei as a protectorate for 95 years, the British formally withdrew on January 1, 1984. Although there were minor disagreements over matters such as the management of Brunei's huge investment portfolio, relations between the two countries continued to be friendly. Sir Omar died in 1986, and on October 5, 1992, the sultan, who also acted as prime minister and as the minister of defense and of finance, celebrated the 25th year of his reign. He continued to rule under a state of emergency declared by his father in 1962. In the 1980s and 1990s the sultan regularly appeared at or near the top of lists of the world's richest individuals, his fortune deriving from Brunei's oil and gas.

