

**People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
University of Ibn Khaldoun – Tiaret  
Faculty of Letters and Languages  
Department of Letters and Foreign Languages  
Section of English**



**The native language influence on the articulation of  
RP English sound system, a case study of first-year  
master students at Tiaret university**

**Dissertation submitted in partial fulfillment of the requirement for the master degree  
in Linguistic**

**Submitted by**

Belarbi Djahida Bouchra  
Abbes Bouchra  
Aroussi Nouria

**Under the supervision of**

DR. HEMAIDIA MOHAMED

**MEMBERS OF THE JURY**

Dr. Sahli Naima	Chairwoman	University of Ibn Khaldoun- Tiaret
Dr. Hemaidia Mohamed	Supervisor	University of Ibn Khaldoun- Tiaret
Dr. Lakhdar Toumi Asma	Examiner	University of Ibn Khaldoun- Tiaret

**2022**

## DEDICATION

---

**After Allah's guidance and blessing  
To my parents  
To my sister and my little brother  
To my favorite two best friends.  
To my former English teacher MR.Hattab**

**BELARBI DJAHIDA BOUCHRA**

\*\*\*\*\*

**In the name of Allah, the most fractious the merciful  
All the praise is due to Allah no alone and provider of the worlds to all hearts that  
carry love and mercy from others, for all who work hard to please god.  
I dedicate this humble work to my mother and father for the special valuable, to my friends,  
my dears, to all those I know and met during my years of studies.**

**Abbes Bouchra**

\*\*\*\*\*

**To all my grandparents ,**

**To my father and mother who have extremely supported me  
in both my studies and my life I hope the efforts I've  
made will make them proud of me . To my sisters and brother  
To all the big family  
To all my friends**

**AROUSI NOURIA**

## Acknowledgment

---

We would like to acknowledge and give our warmest thanks to our supervisor Dr. Hemaidia Mohamed , who made this work possible, his guidance and advice carried us through all the stages of writing our project . We would also like to thank the members of the jury, namely Dr. Sahli Naima and Dr. Lakhdar Toumi Asma for having read our work and accepted to be members of the jury. We thank them for their comments, suggestions, and criticism.

Dedication.....	2
Acknowledgments .....	3
Table of contents.....	4
Table of abbreviations and acronyms .....	8
List of tables.....	8
Abstract.....	9
General introduction.....	10

## **Chapter 1 : Overview of the related literature**

Introduction .....	18
language in Algeria:	
1.2. Language.....	18
1.2.1 Arabic language.....	19
1.2.1.1 Classical Arabic .....	19
1.1.1.2 Modern standard Arabic: .....	20
1.1.1.3 Coloquial Arabic, Algerian dialectal Arabic .....	22
1.2.2 Berber .....	23
1.2.3 French.....	23
1.2.4 English .....	24
1.3. Language contact phenomenon .....	25
1.4 language contact outcomes:.....	26

1.4.1	Diaglosia.....	26
1.4.2	Bilingualism .....	27
1.4.3	Multilingualism .....	28
1.4.4	Borrowing:.....	29
1.4.4.1	Lexical borrowing.....	30
1.4.5	Code switching .....	30
1.4.6	Code mixing .....	30
1.5	language acquisition and language learning:.....	31
1.5.1	second language acquisition .....	32
1.6	Colonization .....	33
1.7	Arabization .....	34
	Conclusion .....	34

**Chapter 2 : English phonetics and Arabic language illustration and learners errors**

	.Introduction.....	38
I.1.1	RP English pronunciation:.....	38
1.1.1	Definition .....	38
1.1.2	Historical back ground.....	38
1.1.3	Pronunciations features:.....	39
1.3.1	Traditional RP.....	39
1.3.2	The contemporary.....	40

2.1	The speech sounds “phonetics and phonology”.....	43
2.1.1	Phonetics definition .....	43
	A. The articulatory phonetics.....	43
	B. Acoustic phonetics.....	43
	C. Auditory phonetics.....	43
2.1.2.	Consonant and vowels .....	44
2.1.3.	phonology definitions.....	45
2.1.3.1.	phonemes .....	45
2.1.3.2	Minimal pair.....	46
2.1.3.3	.overlapping distribution.....	46
II.1.1	About Algeria; .....	47
1.2.	History of French in Algeria .....	48
1.3.	Language used in Algeria.....	48
1.3.1	Modern standard Arabic .....	49
1.3.2	Algerian dialect.....	49
	A. Turkish .....	51
	B. Spanish.....	51
1.3.3	Amazigh language .....	51
III.1.1	Algerian English pronunciation .....	53
1.2	Teaching Rp English pronunciations .....	57
.	Conclusion .....	58

### Chapter 3 : pedagogical implications and recommendations

III.	Introduction.....	61
1.1.	Tools used in gathering data.....	61
1.2.	Situation collection sampling.....	62
1.3.	Observation.....	63
1.4.	Checklist .....	64
2.1.	Questionnaire analyses .....	66
2.2.1.	Description of the questionnaire .....	66
2.2.2.	Analysis's data.....	67
2.2.2.1	Graph Specific gender	
2.2.2.2	Graph specifying age	
2.2.2.3	Graph University level	
2.2.2.4	Graph learning English importance	
2.2.2.5	Graph English accent used	
2.2.2.6	Graph difficulties in speaking English	
2.2.2.7	Graph interest on improving English accent	
2.2.2.8	Graph using English outside	
2.2.2.9	Graph methods of improving English accent	
2.2.2.10	Graph of languages used in watching/reading news	
2.2.2.11	Graph how speakers see speaking fluently	
2.2.2.12	Graph practicing English using phonetics rules	
2.2.2.13	Graph which skills students are more active	
2.3	Analyzing the record.....	85
	Conclusion .....	85

General conclusion.....	86
List of references .....	88
Appendices .....	93

### **Table of abbreviations and acronyms**

AA	Algerian language
EFL	English as a foreign language
MSA	Modern standard Arabic
EA	Error analysis
L2	Second foreign language
FR	French

### **Lists of tables**

Table of the /r/ pronunciation traditional RP .....	43
Table traditional RP phonetics .....	46
Table consonant and vowels .....	48
Table Algerian dialects .....	54
Table of the English and Berber phrases .....	56
Table English pupils speakers errors.....	59
Table errors pronunciation.....	61
Table numbers of pupils and their levels talk RP English .....	66
Table British and American accent pronunciation.....	78



### **Abstract**

This research work seeks to discuss a specific issue, namely the investigation of the impact of the Algerian Arabic sound articulations on the pronunciation of English among the Algerian EFL learners and the analysis of the main the main reasons behind the problems they face when speaking in English. Based on mixed methods, this work includes three methods of investigations, starting with a video recording in which the corpus is a collection of mispronounced sounds taken from students' articulation of selected words. The second method includes an interview with 5 teachers about their opinions on students' pronunciation errors, and a questionnaire administered to 50 students from 1<sup>st</sup> year master. The research findings reveal in accordance with the hypothesis stated above that the incorrectness and deviations of several pronunciations made by EFL students clearly explain the existence of interference from Arabic and French on the productions of English, and hence, they confirm the hypothesis that Algerian regional Arabic varieties affect English language pronunciation.

### **Key words**

Pronunciation- pronunciation errors-phonetics-phonology-Algerian English language-Arabic varieties.

# **General Introduction**

## - Topic

Mastering the language is necessary for our professional life, especially if it is the English language, the language that has dominated all the languages except the Arabic language. English now start being the language of teenagers, the language of economic, technology and the international relations, besides it is becoming language of music,movies,communication,chatting however more than 65 countries has listed English as an official language the English language is spoken by 470 million throughout the world that is mean 98% of peoples in the planet use it as a foreign language ,however learning and teaching English language as a foreign language resorts to base on many structures such as the linguistics branches that study the words, the sounds, the sentences and the meaning those leads learners to improve their reading and writing skills according to tools, and programs that learners and teachers use in their courses learning.

In Algeria pupils start learning English at the middle school, however students still make errors in oral communications, and pronunciation, speaking English in Algeria has created a new language called the Algerian English, due to of many struggles that faced the speakers to speak fluently. The main reason behind this problem may lie in the effect of the mother tongue AA on using the RP English, Besides teachers highlights the writing capacity and the teaching writing skills as essay, composition and how to summarize, but they do not shed the lights on how pupils, students and speakers use the words to pronounce them great without mixing their dialects the Algerian Arabic while speaking Rp English

## - Theme

The English language in various fields has become an important and necessary means of use and exchange of knowledge and skills, however, Algerian students are weak to speak Rp English fluently and they failed at English language performance, especially pronunciation that has been interpreted as a major and important struggle for making errors on speaking, and for the failure of academic achievement in various universities in Algeria, students and English speakers find difficulties in their educational desting,which is largely determined by the difference and similarity between the Arabic and the Rp English system.

Accordingly, there may be some similarities between these of the two languages, some linguistics showed that they differ significantly in the form and pronunciation of these two languages, with the comparison between the two languages resulted in the possibility and anticipation of student's obstacles in pronunciation, however the most effective materials are those that are based on scientific description and language comparison of the materials learns with the learners mother tongue, this current works aims to investigate and address the main causes of spoken errors that students tend to make in the use of the English language, based on the analytical procedure it focus on how to address the impact of the Algerian dialect on the incorrect use and pronunciation of the English language and work to correct these errors among students, this well depends on a variety of dimensions of being able to pronounce well in the second language and their pronunciation strategies because there are wrong conclusion about English pronunciation, the errors analysis methods was used in the study to predict these conclusion and diagnose the different types of errors, their sources, status and classification besides of categories, and nature, that leads to the answer.

#### - **Observations**

This research clarifies the issues related to the errors committed by students in the use and pronunciation of the English language, the errors that were observed in their speaking are mainly in the use of the English language due to their ignorance of the differences in the impact of the Algerian dialect on incorrect English pronunciation, this is the result of their lack of an efficient machine that accomarries them and hinders their performance in pronunciation, most students often translate words, but without hearing how the words are pronounce, the incorrect shift to the use of the English language and errors during speaking show evidence of interactions between the Algerian land the English language as a results of ignorance and lack of respect for the structural differences between the two languages, however in Algeria most of Algerian English speakers can not speak Rp English properly because of the government wants from them to learn the old colonial French so Algeria is a Francophone country "French-speakers", which was ranked 17th in the world in 2016, so they have a limited access to the good Rp English, this will hinder their participation and make their voice heard in a global world that use English as an international language of communication.

### - **Research question**

Examine the issues “English Students speaking errors” by using the empirical and theoretical examination has underling the fact that if educational system obtains teaching phonetics at early stages such as middle schools since Algeria start learning English as a foreign language at 1st year. And with shedding lights on the dialects are used in Algeria and how it is effect the phonology system and due to the lack of studies about this phenomenon in Algeria, a main question is asked:

Is the first language “the mother tongue” the Algerian Arabic is the principal cause of English speakers problems?

This question implies three sub-questions:

1- Is this obstruction due to the differences between the phonological system of Algerian Arabic and the Rp English?

2-Does Algerian Arabic language socio-cultural and educational systems where student learn to speak Rp English have negative effects on their oral and pronouncing performance?

3-Is there any other struggles face speakers on speaking Rp English?

These question are asked to order to

\*Examine the loophole and the sources of the barriers that students face in speaking.

\*Search for the causes and the reasons.

\*Find out some possible solutions and suggest some remedial works to help and leads student to speak Rp English.

### - **Hypothesis**

The first language “Algeria Arabic” is a full of reach that main cause of English speakers have errors in Rp English

1-Educational contexts where students learn to speak English have a negative effects on their pronunciation so if educational system obtains teaching phonetics and phonology at early stages, the Algerian learns will avoid making errors while using Rp English in oral performance.

2-The differences that exist between the phonological system of Algerian Arabic and English is the principal that cause learners make faulty pronunciation.

3-Algerian English language students still have difficulties in phonetics and phonology they mix with some Algerian sounds with Rp English

## - **Methodology**

The investigation method consists of an analytical study of a sample group of students in the middle high school, and first year English students at university of Tiaret, where deficiencies were detected in the way students speak and how to use the English language.

The three investigation methods are

1- A questionnaire directed to intermediate, secondary and undergraduate students at the university Tiaret to shed light on issues related to how they speak Rp English,

2- Audio recording, the aim is to identify, describe and control subtle spoken errors to obtain sufficient evidence to confirm or disprove the above hypothesis.

3- Monitoring for verification a request from teachers, and make interviews whether at university, middle school or the high school, to identify common reasons behind students' poor pronunciation of the English language correctly.

## **\*process\***

This research work consist a general introduction and three chapters: The general introduction: Is consecrate to the goals of the research and to a concise debate of the subjects

### - **Chapter one**

Is the theoretical review, it explores the scope of how language effects on each other's besides, shed the lights on language contact and how it related with learners, and large part of this chapter is about the explication of the errors that describes and identifies the students errors on speaking english it explore the scope errors analyses Algerian English in the target language acquisition, however the methods are used for English learners and the behaviors in learning.

### - **Chapter two**

Is the comparison between Algerian Arabic and Rp English besides make the huge phonology different systems of them, that leads as to describe and identify the both of languages with providing a constructive study of phonology and phonetics structures, besides this chapter will provide an answer to the research question whether if the Algerian Arabic is the principal cause of English speakers problems or not.

### - **Chapter three**

The conclusion form, where the main study and research will set out ending with some concluding remarks and recommendation for solutions.to improve the Rp English pronunciation in Algerian and followed the method to learn and speak Rp English fluently without errors

# Chapter One

# Chapter one

## Overview of the related literature

Introduction.....	18
language in Algeria:	
1.2. Language: .....	18
1.2.1 Arabic language.....	19
1.2.1.1 Classical Arabic .....	19
1.1.1.2 Modern standard Arabic: .....	20
1.1.1.3 Coloquial Arabic, Algerian dialectal Arabic .....	22
1.2.2 Berber .....	23
1.2.3 French.....	23
1.2.4 English .....	24
1.3. Language contact phenomenon .....	25
1.4 language contact outcomes:.....	26

1.4.1	Diaglosia.....	26
1.4.2	Bilingualism .....	27
1.4.3	Multilingualism .....	28
1.4.4	Borrowing:.....	29
1.4.4.1	Lexical borrowing.....	30
1.4.5	Code switching .....	30
1.4.6	Code mixing .....	30
1.5	language acquisition and language learning:.....	31
1.5.1	second language acquisition .....	32
1.6	Colonization .....	33
1.7	Arabization .....	34
	Conclusion .....	34

## **Introduction**

Algeria is one of the countries recognized not only for its geographical and ethnic diversity, but also for its linguistic diversity as a result of successive colonization by foreign nations, this chapter focus on the sociolinguistic situation in Algeria such as Arabic, French and Berber also attempts to introduce the historical background of these languages and the other part of this chapter focuses mainly On introducing various language contact phenomenon such as diaglosia bilingualism multilingualism code switching and code mixing and borrowing. Ending with language acquisition and language shift.

### **1.1. Language**

According to ( Spar 1921 as cited in 1985)is purely human and non-instinctive method community ideas , emotions and desires through a system of voluntarily produced sounds ,However (Bloomfield) view language as the utterance that can made in speech community , He focused on the utterance produced by all the communities people and Hence

According to Saussure language is arbitrary system of sings constituted of signifier and signified in other meaning both objects and expressions used for objects

Language is system of human communication which entails structured arrangement of sounds into larger unites such as morphemes ,words ,and utterances ,it is through this means that the interaction between human beings .it is a crucial part of the animal word ,However other linguists defines language refers to nonhuman systems of communication for example the language of bees .

### **1.2.1 Arabic language**

Arabic is one of the world's major languages with roughly 300 million speakers in twenty two Arab countries, in 1974, Arabic was attested as one of the sixth united Nations official languages alongside Chinese Russian English, French and Spanish, as a Semitic language, Arabic possesses many unique linguistic characteristics, such as writing from the right to the left, the dual number of the nouns which is not Found in English, the two genders, feminine and masculine , beside the root , the most salient feature of Semitic language extensively , Arabic philologists have studied

The Arabic language in relation to the other Semitic languages in a build to show the uniqueness of Arabic as compared to the other Semitic languages .(versteegh 1997) mentions that within the group of Semitic languages, Arabic and Hebrew have always been the most –studied languages with the Arabic language and the relative wealth of data about its history, but also its apparent conservatism , in particular its retention of a declensional system( versteegh 1997).

#### **1.2.1.1 Classical Arabic:**

Classical Arabic is understood to be the language that developed from the varieties of Bedouin tribes in Arabian Peninsula, as recorded in the pre-Islamic poetry Ferguson (1959).due to their Quran was revealed in Arabic. it has sacred and prestigious position not only among the Arabs but rather all Muslims across the world .all museums around the world are required to learn Arabic to be able to carry out their religious acts properly . Fergal in 2012declares that despites its consistency over 1500years , classical Arabic is neither the native nor spoken language of any group ;nor it is the language of the contemporary writing .Ennaji (2002)mentions that “the Muslims fundamentalists go even further to claim that only

classical Arabic is worth teaching and learning because it reflects Muslim tradition ,belief and values “Ennaji ( 2002)he confirms that Arabic is associated with identity , roots , cultural authenticity and tradition .therefore , classical Arabic is regarded by many scholars as the “ real language «whereas the various colloquial dialects of Arabic are distorted forms of this pure language .

it is worth mentioning that revelation of the holy Quran in classical Arabic along with the recognition of Arabic as the “word of God”(kalimatullah) contributed to getting classical Arabic a high sacred status among all Muslims irrespective of their regional affiliations and nationalities .Haeri(2003)reports that the most classical languages disappeared: Sanskrit came to replace by the local regional languages of India such as Hindi ,Urdu ,Bengali ...and Latin eventually gave way to the Europeans vernaculars, generation by generation ,genre by genre ,and domain by domain until even the Vatican stopped required it to be the language of prayers Haeri(2003).

On the contrary , classical Arabic could have retained its purity and linguistic features over 1500years due to its religious status as language of Quran being recited daily and mostly five times a day (in the prayers ) by all Muslims across the world .such constant use of classical Arabic during the frequent religious sermons gave it away to be”eternal”in that it did not die away when speakers ceased to use it in their day to day communication and instead they had recourse to the use of their various regional vernaculars ,Moreover, every Friday all Muslims are required to gather in the mosques of their localities to listen to the weekly –based oration (Xutbah)delivered in classical Arabic .thus ,all factors cited by above have helped Arabic preserve its dynamic practicality over the years .

#### **1.1.1.2. Modern standard Arabic(MSA):**

MSA is considered as modified Edition of classical Arabic by many linguists .it has emerged as a results of Arabs contact with western culture and the dire need of assimilating the new political ,technological and technical terms that had not been included in the Arabic dictionary .it is the most widely used in education ,mass media , religious sermons and official speeches .unlike the vernacular ,”MSA”is practically no one smother tongue ,and good proficiency in MSA requires more than elementary education “Bhatia William(2004).

MSA is the written language used for all Arabic books ,newspapers, street signs,magazines,official documents ,and business –related materials .most educated Arabic speakers are able to use MSA as a” lingua franca”to communicate with one another regardless their nationalities or spoken native dialects .it is almost assimilated and intelligible by all Arabs because most of them have adequate exposure to MSA through media ,printed materials ,religious practices ,and certain work-related or social situations .the Arabic children also have a relative mastery of MSA because of learning this variety in schools as well the frequent exposure to the cartoon films presented in Modern Standard Arabic.MSA is the written Norm for all Arab countries as well as the major medium of communication for public speaking and brooding cadting Ryding (2005).

However the evolution of MSA dates back to the nineteenth century when it dropped some of the more archaic words and phrases and has added new technical and scholarly vocabulary as the times have changed .versteegh (1997)considers the emergence of Modern standard Arabic as are birth of Classical Arabic.

It is no one’s mother tongue ,MSA should be acquired through formal education in schools just like Latin and Sanskrit and would be used in religious sermons ,medium of instruction in schools and universities ,mass media newspapers and official speeches .it could also be said that Arabic is a symbolic feature of Arabs unity .Despites the disputes that may occur among Arab states every now and again ,Arabic is the concerted element that unifies them linguistically being constitutionally the official language of all Arab countries from the ocean to the Gulf .

### 1.1.1.3 Colloquial Arabic (Ca)Algerian Dialectal Arabic(ADA)

Colloquial Arabic is regarded as the moth tongue of all Arabs.it is painlessly and naturally acquired with no need to the schooling or learning grammar as the case with MSA.colloquial Arabic involves different Arabic varieties that are rationally divergent .such verities hold substantial differences among them in terms of Bedouin and sedentary speech, the countryside and major cities, ethnicities ,religious groups , Social classes , gander gender differences , educated and illiterate etc. Colloquial Arabic are the varieties used for the Arabs day to day communication.

ADA is the variety that belongs to MSA which is spoken in Algerian and its periphery this dialect is different from the dialects spoken in the other places of Algeria .it is not used in schools .television or newspaper , which usually use standard Arabic or French , but is more likely , heard in songs if not just heard in Algerian homes and on the street .Algerian Arabic is spoken daily by the vast majority of Algerians .the French loanwords from the period immediately following the conquest reflect this .prince ,for example ,relates to the court ,while the Anglo-Norman adjective general had early ecclesiastical applications. The French newspaper article points to words from similar lexical fields borrowed into English during the same period .we find throne from which English gets throne, another example of courtly vocabulary; as well as saint an ecclesiastical loanword that came into English from Latin, via French .According to DR.B errabeh:

“spoken Arabic in Algeria is spread over four major geographical Ares each with its own linguistic feature western Algerian Arabic used in area which extend from the Moroccan border to tense .central Algerian Arabic spoken in the central zone which extend to Bejia and includes Algeria’s and its setif ,Constantine .Annaba and extends to Tunisian border .sahara Algerian Arabic spoken by aound 100.000in habitants in the Sahara desert “Ethnologies (2004);Queffelec et al ,(2002;35)Taleb Ibrahim (1995:3).

### **1.2.2 Berber**

Berber is the official and national languages In Algeria .is the mother tongue of 25%to30% of the Algerian population. And it is a language Spoken by Amazigh people .Forstag (2008) said that: Relations between Berbers and Arab will probably perpetuate as a Low-intensity political conflict .Berbers will continue to demand equal cultural status in Algeria society and politics?while Arabs will view Any Sub-sanative concession as the devolution of state progress (P.96).

Berber consists of four major languages: Tamashek is the language Of Tuaregs of the sahara, the mozabites and shawiya speak” mzab “and “shawiya .receptively: Kabyles it is significant Berber species . this significance is because the other speakers in Algeria are outweighed by kabyle speakers .it is spoken in the north of Algeria .the kabyl region is composed of tizi ousou ,which is high kabylias capital city ,and bejaia .other urban centers include :bourj bouariridj ,bouira . Who represent about two thirds of the barber phone population ,call their mother tongue “kabyle ort akbaylit . However, other small isolated Berber speaking communities are scattered around the country .the most important being cheneoua spoken in the chenoua mountain region west of Algeria .the Berber dialects are spoken in some parts of Algeria .

### **1.2.3 French**

As a result French colonization, the French language is the most commonly language, and it still used in Algeria as a second language officially and it accrues in code switching situations by the majority of Algerian people ,it has its own writing system The existence of French language in Algeria was in 1830, the date that remarks the French invasion which lasted for 132years .during this painful colonial period , French colonies attempted to eradicate and distort the cultural and linguistic identity of Algerian which is represent most of the native tongue that of Arabic and Berber .to put it in another way ,their attempt was to show that their language and culture is superior to that of Arabic and Berber .

According to Dourari (2003): “socially manifests itself the form of dull, sometimes very tumultuous struggle between Arabists and Franciscans at all levels of the social and administrative hierarchy. Under the guise of linguistic war looms a struggle of the elites to safeguard or improve their status in the administration and for the control of power. Language is no longer seen as a means of communication that fulfills, among other things a specific social function. It has become a criterion of ideological affiliation “ (Dourari, 2003, quoted in Boubaker, 2008:56)

This political dispute was primarily led by the FLN party, which was the dominant group in post-independent Algeria. Indeed they believed that French should be dropped from schools and replaced by Arabic. In addition it is clear that the French colonization war had its traces on the mother tongue of Algerians. Arabic, it consists of several borrowed words from French, indeed some of these borrowed are integrated in the written and spoken form of the language and generally take an Algerian local form (Grandguillaume 2004).

#### **1.2.4 English**

English is the second foreign language in Algeria. English has limited functions in comparison to French and Arabic; it is used mainly in educational institutions and higher education studies. In fact it is considerably clear that the previous language policy reforms such as Arabization and the increasing hostile attitude towards French have contributed to the rise of English in Algeria as a foreign language. According to (2011) 1993 remarks the very first attempt to improve foreign language teaching at the early stage, at that time primary school students were given the chance to choose between English and French as a compulsory subject. However, it stopped at the early beginnings due to the lack of school coverage.

Furthermore, according to what has been said in association with other languages in Algeria as Arabic .one can argue that the demand over English in Algeria is a result of several economic and sociocultural problems as stated by Mililani (2000): in a situation where the French language has lost much of its ground .in addition English is the language to which one can connect to the world and access modernity in all aspects, in this respect DR.Berrabeh said : “ordinary people viewed the introduction of English in elementary schools as another plan adopted by their leaders to deny them the right to access “modernity” via the language of economic power .they considered the durable mechanism of “elite closure” as an expression of this language expropriation .

### **1.3 Language contact phenomenon**

Language contact has attracted the interest of many scholars ,who describe it as a phenomenon where two or more distinct languages come into closest use within same speech community .according to weinreich (1974:1)”two or more languages are said to be in contact if they are used alternately by the same persons “

Language contact refers to the situation in which group of speakers of different languages come into contact with one another .in other terms it occurs when speakers of different language varieties interact and their languages influence each other.

The language contact is the use of more than one language in the same place at the same time .it isn't hard to imagine a situation in which this definition might be too simple :for instance, if two groups of young travelers are speaking two different languages while cooking their meals in the kitchen of a youth hostel ,and if each group speaks only one language ,and if there no verbal interaction between the groups ,then this is language contact only in the most trivial sense .the focus will be on nontrivial language contact that is ,on contact situations in which at least some people use more than one language .Thomason's(2001).

## **1.4 language contact outcomes**

### **1.4.1 Diaglosia**

The term “Disglossia” is originally a Greek word that derives from diaglosia, meaning a state of being bilingual .the term diaglosia was first used by William Marçais in 1930 to describe the diaglossic linguistic situation in Arabic speaking countries including Algeria ,Tunisia and morocco.

Ferguson used the term diaglosia to describe a linguistic situation where two varieties of the same language ,are used for different purposes .according to him, there is a high variety and low one .the dominant variety is used in formal settings and the other variety is used in informal spheres .He describes Diaglosia as follows :

“Diaglosia is relatively stable language situation in which ,in addition to the primary dialects of the language (which may include a standard or regional standard .there is a very divergent .highly codified (often grammatically more complex )superposed variety .the vehicle of a large respected body of written literature ,either of an earlier period or in another speech community , which learned largely by formal education and is used by any sector of the community for ordinary conversation .(Ferguson1959:16).

Ferguson explained and developed diglossia in Arabic speaking countries as well in the German and Greek communities he described diglossia as a kind of bilingualism in a given society in which one language is the high variety "H" and the other, which belongs to the same language, is that low "L" variety he differentiated the two different varieties of the same language. He divided them according to their functions. "H" is considered the high variety as the standard one; which is used in formal situations such as education and formal speech whereas the low variety is used in non-standard situations such as at home or in one's private life. It is the medium of daily spoken and informal communication. Therefore, L is seen as inferior as opposed to "H".

In this context, Ferguson describes the "H" as the superimposed variety, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.

Ferguson distinguished the paired varieties with their different functions. He put forward the specialization of functions of the two different varieties of Arabic.

#### **1.4.2 Bilingualism**

One of the most important definitions was proposed by Bloomfield (1933:55), in which he says that a bilingual speaker is someone who has "the native-like control of two languages». This definition implies equal and fluent competence in both languages. Another definition was given by Weinreich (1953:1), he states that bilingualism is "the practice of alternately using two languages". Following the same line of thought, Mackey (1968:555) defines bilingualism as "the alternate use of two or more languages by the same individual», this means that bilingualism is an individual phenomenon.

Bilingualism is concerned with – at least – two languages. When a speaker comes in contact with people speaking another language, he/she faces a situation of language shift and bilingualism represents one case. The extent of bilingual competency differs from one person to another. The degree of fluency is not the same

for all bilinguals .according to Mackey (1968:555) bilingualism consists in the “the alternate use of two or more languages by the same individual .

Bilingualism is complex concept which comprises many variables, so that every linguistic situation is taken into account .effectively, Algeria constitutes an interesting example of different bilingualism sorts ,where Arabic/French bilingualism is the most common among the big majority of Algerian bilinguals .to give a few examples for both levels ,some traffic signs and administrative documents are given both in MSA and French.

There are two kinds of bilingualism :the active bilingualism who are mainly constituted of intellectuals , student and educated people .they understand both languages ,read and write them .the passive bilinguals understand both languages but cannot speak them correctly and cannot read or write them correctly .However one can say that ,to some extent almost all the Algerians are bilinguals .bilingualism is practiced ,in different ways ,by the majority of Algerians ;either by educated people or by illiterate people .

### **1.4.3 Multilingualism**

Multilingualism is different from bilingualism refers to speaking more than one language competently came from two Latin words namely “multi”means many and “lingua” that means language proficiency.

Multilingualism practice leads to language contact this context may result creation of slangs these slangs are generally caused by urbanization ,it develops strategies like code switching and code mixing .knowledge of more than two languages allows us to communicate with many people in different countries .generally the term multilingualism either refer the language use or the competence of an individual or to the language situation an entire nation or society it also known exclusively to the presence of several languages in a given space independently of those who use them .

#### **1.4.4 Borrowing**

According to Spolsky (1998:49) "the switching of words in the beginning of borrowing which occurs when the new word becomes more or less integrated into the second language "

Borrowing is the process of importing linguistic items from one linguistic system into another ,a process that occurs any time two cultures are in contact over a period of time .Haugen's (1950) article on borrowing marks the beginning of the current interest in the topic .much of the earlier work had dealt with historical linguistics and much of the following work has dealt with other areas of linguistics .the early study of the process of borrowing and its results emphasized items from the linguistic system such as vocabulary ,phonology ,grammar .in the last four decades added emphasis has been given to the study of borrowing of other elements in communication system.

In linguistics the term borrowing describes a process in which one language replicates a linguistic feature from another language ,either wholly or partly .the metaphorical use of the word borrowing to describe this process has some well-known flaws :nothing is taken away from what is termed the donor language ,and there is no assumption that the borrowing or loan will never be returned .in many ways ,the idea of influence would be more appropriate .however the term borrowing has been firmly entrenched in linguistics as the usual term to describe this process since the nineteenth century ,to the extent that most linguists no longer even think of it as a metaphor .

It is observed that when people speaking two different languages varieties are in contact, the two most important effects can result from this situation:

- 1) The first consequences are that speakers from both sides are going to learn how to say some useful words and expression from the other languages.
- 2) The second important effect is that one of the groups in contact is going to include some words from the other group's languages into his language.

#### **1.4.4.1 Lexical borrowing**

In the relation of what has been stated about borrowing ,it is also important to add that lexical borrowing is kind of borrowings that involves the adaptation of single words or larger sentences from the donor languages and incorporated into the recipient language system ,in this regards Holmes (20017)stayed :”Borrowing of this kind generally involves single words –mainly nouns –and it is motivated by lexical need», Holmes added that the reason for borrowing in this case is the absence or the lack of vocabulary in the second language so if one does have enough vocabulary in their second language they are likely to borrow from their mother tongue to express themselves in a sufficient manner .

Another important aspect is that lexical borrowing is one-way process which goes from the most prestigious language (Meyers scotton2006) as in the case of French conquest of England where most of words of English were borrowed from French which was powerful and dominant during this period.

#### **1.4.5 Code switching and code mixing**

Several scholars have attempted to definer code switching and code mixing one of them Hymes defines code switching as “ a common term for alternative use of two or more languages varieties of a language or even speech styles .while Bockama(1989) defines the conceit code switching “mixing of words ,phrases and sentences from two distinct grammatical (sub)system across sentence boundaries within same speech event”

In sociolinguistics ,the concept “ code switching “refers to the use of two different languages ,codes within the same sentence .it is the alternation of words of two languages it is the situation where the speaker uses two district varieties in his discourse .this happens very often among bilinguals who often switch between their two languages in the middle of a conversation .code switching (CS)refers to the mixing , by bilinguals (or multilingual),of two or more languages in discourse ,often with no change of interlocutor or topic .such mixing may take place at any level of linguistic structure ,but its occurrence within the confines of a single

sentence ,constituent ,or even word ,has attracted most linguistic attention it surveys the linguistic treatment of such intra-sentential switching.

The CS is apparently a hallmark of bilingual communities world-wide, it has only begun to attract serious scholarly attention in the last few decades .Researchers first dismissed intra-sentential code switching as random and deviant Weinreich(1953,1968)but are now unanimous in the conviction that is grammatically constrained .the basis for this conviction is the empirical observation that bilinguals tend to switch intrasententially at certain (morpho) syntactic boundaries and not at others .early efforts to explain these preferences proceeded by proscribing certain switch sites , for example ,between pronominal subjects sites were soon reported to figure among the regular CS patterns of some bilingual communities .the first more general account of the distribution of CS stemmed from the observation that CS is favoured at the kinds of syntactic boundaries which occur in both languages .

People switch back and forth between one language or dialect in same conversation, people may have several reasons why switch languages sometimes a particular language might seem more appropriate for the particular topic of the conversation, some switch occurs because the speakers ideas, emotions associated with experiences made in certain language.

## **1.5 Language acquisition and language learning**

Language is important tool for human communication and social interaction, language acquisition is one of the most complex learning tasks imaginable .if an individual not able to be bilingual or master a language of particular speech community he will not be able to communicate with other people in this society specifically in multilingual societies where mastering more than one language therefore children are born naturally with ability to acquire their mother tongue through interaction with their parents and the environment that surrounds them .language acquisition is based on the neuro-psychological processes (Maslo,2007:41) is opposed to learning and subconscious process similar to that by which children acquire their first language (Kramina,200:27).the effectiveness of the

acquisition process is associated with biological factors .in fact that the two neurological scientists Penfield and Roberts (1959) created the concept of the critical period hypothesis ,according to this view individuals are allowed to acquire a language in particular period of time in an easy manner ,this process generally takes place before the age of \_or the justification for this process is that their brain at that age is plastic and after adolescent it becomes more and more rigid and set (Madrid2001),Penfield in this view recommend that for the purposes of learning languages ,the human brain becomes progressively stiff and rigid after the age of nine and that “when languages are taken up for the first time in the second decade of life ,

Language learning is a conscious process ,is the product of either formal learning situation or a self-study programmer(Kramina,2000:27).Hencelanfuage learning is an integral part of the unity of all language (Robbins,2007:49)

### **1.5.1 Second language acquisition**

Second language refers to the efforts of individuals to learn a language other than their first language,second language is different from a foreign language in which the former plays a social and structural role in the society .it is also recognized as known as communicative tool among the community of bilinguals or multilingual (Ellis 1997) on the other hand a foreign language use is limited and is primarily learnt in educational settings such as schools .

In addition ways of acquiring a second language vary from parents and environment to another and from a one person to another in this sense it is commonly believed that people are able learn a second language within natural second language environment or through classroom instruction in this regard Klein (1986) distinguished between what he calls spontaneous and guided acquisition according to him in naturalistic second language the learner focuses on the communicative aspects of the language while in the instructed second language acquisition the learner focuses on one of the effects of the linguistic system (Ellis 1997) .

## **1.6 Colonization**

The Algerian region was already settled during the prehistoric period and the prehistoric civilizations of that time had African characteristics and affinities Julien ,1931,as cited in .it was occupied by various countries and effected profoundly by its cultures .Algeria's people are the Berbers .the Romans called them Numidian's ,their language referred to Tamazight ,is called Berber .despite the fact that Algeria has been under Ottoman rule for 400years ,it appears that neither Arabic nor Tamazight have any influence on Turkish .with the exception of two hundred thirty two terms .the majority are food-related ,such as baklawa and Bourek (bencheneb,1992as cited in zerroug,2010,2010,p.5).after independence gives the Arabic language the character of the state's national language and official language .Algerian spoke Algerian Arabic and Berber as well as Tamazight as well as French after the colonial period .after independence ,the Arabization movement was carried out to restore arabic and Islamic cultures .(Kebli and Boumediene,2017,p5).

## **1.7 Arabization**

Arabization is the extensive use of Arabic in all domains of life :political, social and cultural .since the independence Algeria state the procedures for abolishing the colonial language and replacing it with Arabic or what is known as Arabization ,

Ahmad Ben Bella the president of Algeria initiated the policy of linguistic Arabization in primary schools and ,as early as October 1962,he declared that literary Arabic was to be introduced to the educational system “(Guillaume,2004,p.27as cited in Kebli and Boumedien,2017,p,6).

## **Conclusion**

The current is chapter aimed at delineating the various aspects relevant to the existing languages in Algeria ,while also shedding light on the historical background of Algeria ,as well as the causes of language diversity in this region Furthermore, it offered an analysis of some sociolinguistic aspects such as language diaglosia bilingualism multilingualism ...as well as definitions ,kinds,components.the effect of Algerian dialect on English language pronunciation will be discussed in the following chapter.

# Chapter

# Two

## Chapter 2 :

### English phonetics and Arabic language illustration and learners errors

.Introduction.....	38
I.1.1 RP English pronunciation:.....	38
1.1.1 Definition .....	38
1.1.2 Historical back ground.....	38
1.1.3 Pronunciations features:.....	39
1.3.1 Traditional RP.....	39
1.3.2 The contemporary .....	40
2.1 The speech sounds “phonetics and phonology”.....	43
2.1.1 Phonetics definition .....	43
A. The articulatory phonetics .....	43
B. Acoustic phonetics .....	43
C. Auditory phonetics .....	43
2.1.2. Consonant and vowels.....	44
2.1.3. phonology defnitions .....	45
2.1.3.1. phonemes .....	45
2.1.3.2 Minimal pair.....	46
2.1.3.3 . overlapping distribution.....	46
II.1.1 About Algeria;.....	46
1.2. History of French in Algeria .....	48
1.3. Language used in Algeria:.....	48

1.3.1	Modern standard Arabic .....	49
1.3.2	Algerian dialect.....	49
	A. Turkish .....	51
	B. Spanish .....	51
	Amazigh language .....	51
III.1.1	Algerian English pronunciation .....	53
1.2	Teaching Rp English pronunciations.....	57
.	Conclusion .....	58

## **Introduction**

Chapter two includes the comparison between Algerian Arabic and Rp English besides make the huge phonology different system of them, that leads us to describe and identify the both of languages with providing a constructive study of phonology and phonetics structures, besides this the chapter will provide an answer to the research questions whether if the Algerian Arabic is the principal cause of English speakers problems or not.

### **II.1.1 Rp English pronunciation definition**

Rp stands for Received Pronunciation accent of the Great Britain that used with a Standard English, Besides Rp is defined as the regionally natural middle-class accent England that meant the Rp English pronunciation is not from a particular place. This accent reveals and shows someone's background and what kinds of life they have had so far, but it does not show where they are from in the UK in fact only 2% to 3% population has this accent.

### **1.2 Historical back ground of Rp English pronunciation**

Received pronunciation start to develop at the beginning of the 19<sup>th</sup> century and became a distinguishing language feature among Britain's social elite, it took its features from how the upper class spoke in the London area and in the south of England, then spread across the country and became a social phenomenon rather a regional one in the 20<sup>th</sup> century this type of pronunciation was also often called BBC pronunciation or BBC English, however this pronunciation was the kind that was expected from BBC TV and radio hosts other names include standard Rp and also oxford English although the latter is probably more about language in general rather than pronunciation only so oxford English is also about vocabulary and grammar.

### 1.3 pronunciation features

#### 1.3.1 Traditional Rp

Traditional Rp is a non-rhotic accent, and also is no longer used by many of speakers it still exist in some of modern aristocracy speech or in older English speakers speech this means that when we spell the /r/ letter after a vowel and before a consonant or at the end of the word, we do not pronounce it, however in traditional Rp speakers of traditional Rp will say.

	A	E	I	O	U	EE	EA	OO	OU	AI
without r	/æ/	/e/	/ɪ/	/ɒ/	/ʌ/	/i:/	/i:/	/ʊ/ /u:/	/aʊ/	/eɪ/
with r	/ɑ:/	/ɜ:/	/ɪ:/	/ɔ:/	/ɜ:/	/iə/	/eə/ /ɪə/	/ɔ:/	/aʊə/	/eə/

	A	E	I	O	U	EE	EA	OO	OU	AI
without r	can	pen	bid	stop	cup	feel	mean	took / food	house	day
with r	car	person	bird	fork	purse	beer	bear / fear	door	hour	pair

For example:

The word car pronounced

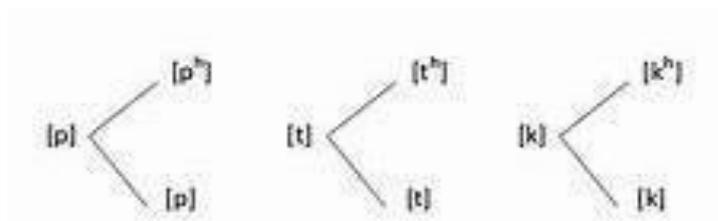
/kɑ:/ not /kɑ:r

In traditional Rp the /r/ consonant is postalveolar approximant, that is means the Rp English speaker do not touch anything without tongue in traditional Rp while pronouncing the consonant /r/, however in traditional Rp there is also a very clear distinction between long and shorts vowels so the hearer will hear the difference in length between: Spot and sport /carp and cup/

The long vowels will actually be long for example (er) in learned.

Another feature of traditional RP is the aspiration of /p/ /t/ /k/.

The aspiration is this additional flow of air that speaker can hear while pronouncing the /p/ /t/ /k/



At the same time the /p/ /t/ /k/ are used after the (s) consonant they lose their aspiration for example:

Spot/stop/ sky

### 1.3.2 The contemporary Rp

This accent mostly are used by the younger speakers of English, contemporary Rp is based on and take its features from the way people speak in the London area and in the south of England, it is often called Standard southern British (SSB) or the modern Rp or general British, moreover contemporary Rp has more to do with education rather than class, the learner and the speaker can actually learn to speak contemporary or any other Rp but it does not meant that it is upper class of something .

The modern Rp is different from traditional Rp,there is a huge changes that have occurred over the last several decades one of them is the( U-fronting) /u:/

It is the long/ u/sound and has become more fronted, many speakers of contemporary Rp will now say

Mood /mu:d/ instead of /mud/

Food /fu:d/ instead of /fud/

And for many speakers of modern English /əʊ / has become a more open sound they will often say

Home /həʊm/ vote / vəʊt/

One more feature is the use of the long /i:/ of the end of words rather than the short /i/

Busy /bizi:/ rather than / bizi/

City/siti: / rather than /siti /

A few decades ago the use of the glottal /t/ (t's) in speech was considered uneducated by speakers of traditional Rp but nowadays speakers of contemporary Rp do use glottal /t/ (t's) , however they primarily use them at the end of words specially of words like “what” , “not” , “about” will often hear speakers of contemporary Rp say

What / wɒ/ instead of /wɒt/

Besides contemporary speakers do not use the glottal /t/ in the middle of a word especially between vowels

For instance they will not say water / 'w ɔ:ʔ ə / instead of / wɔ:t ə /

		Labial	Dental	Palatal	Velar	Glottal
Stop	<i>lax</i>	p	t		k	
	<i>aspirate</i>	p <sup>h</sup>	t <sup>h</sup>		k <sup>h</sup>	
	<i>tense</i>	p'	t'		k'	
Affricate	<i>lax</i>			tʃ		
	<i>aspirate</i>			tʃ <sup>h</sup>		
	<i>tense</i>			tʃ'		
Fricative	<i>lax</i>		s			h
	<i>tense</i>		s'			
Nasal		m	n		ŋ	
Liquid			l			
Glide		w		j		

However SSB speakers will mostly use a lower voice pitch in neutral affricative sentences. In comparison between traditional and contemporary Rp this are not the only changes that have occurred of the last several decades, they have been many changes in vowels and consonants and rhythm and intonation, interestingly the phonetics symbols that are used in big renowned dictionaries today to transcribe British English are no longer a correct representation of what contemporary Rp actually sounds like today, those symbols were proposed in the 1960's by A.C. Gimson then professor of phonetics at university college London, he adopted them from the international phonetic alphabet to reflect the way

people spoke back then contemporary Rp though has been a lot of changes in the way that vowels and consonants are pronounced narrowing the gap between Rp and other regional accents and even general American.

## **2.1. The speech sounds “phonetics and phonology”**

The science of speech sounds of Human language are studied in two fields phonetics and phonology, and most interacting mystics classes start with phonetics and phonology, the most important behind studying it, is that when we think about language we think about speaking that is what we do naturally we produce a variety of sounds using our lips ,tongue , mouth and some bits in our throat, if a speaker want to produce the p sound he will close his lips and then release the air all at once this what phonetics and phonology is about how we produce words.

### **2.1.1 Phonetics definition**

is the essentially the study and classification of speech sounds, that include the international phonetics alphabet chart that is an internationally recognized set of phonetics symbols that was developed in the late 19<sup>th</sup> century, and they are used for the pronunciation of a word in which ever language that are working on. However phonetics includes 3 main areas that are

**-the Articulatory phonetics** deals with how speech sounds are produced.

**-Acoustic phonetics** examines the perception of speech sounds.

**- Auditory phonetics** looks at the physical properties of sound waves such as frequencies.

## 2.1.2 Consonant and vowels

A. **Consonant:** Sounds are distinguished by articulated features:

-manner of articulation

-place of articulation

Voicing (unvoiced or voiced)

THE INTERNATIONAL PHONETIC ALPHABET (revised to 1993)

place →

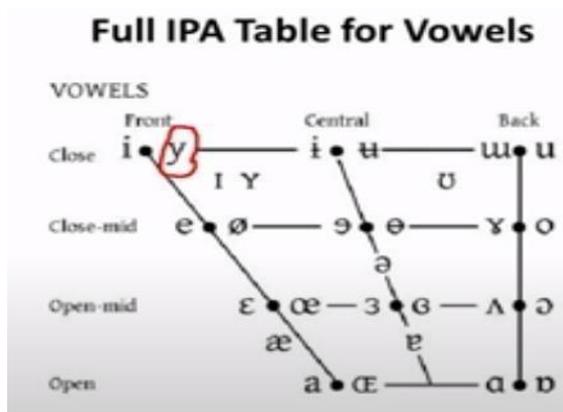
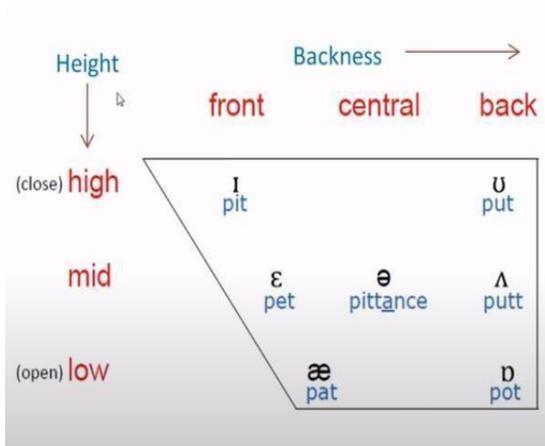
CONSONANTS (PULMONIC)

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill				r					ʀ		
Tap or Flap				ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

manner ↓

IPA: Consonants

B. **Vowels:** the articulated features used are so-called height and backness, in heights we have high, mid, and low, highs also sometimes called close and the lowest sometimes are called open, however in backness we have front, central, back, this kind of chart tries to model where the speaker's sound is produced in his mouth.



### 2.1.2 Phonology definition

Is the studies of the rules governing the structure, distribution, and sequencing of speech sounds besides of the shape of syllables.

**\*phonemes:** are the abstract categories of sounds where sounds of different categories make a distinctive difference, they have to be differentiated in the particular language.

- **Allophones:** the different realizations of one and the same phonemes, different phones that are in one phoneme.

\***Minimal pair:** the pair of two words sharing all but one sound, this are used to decide whether two phones have to belong to different phonemes, however the sounds that differ can be recognized as different phonemes

- pat vs bat

\***overlapping distribution:** this fancy linguistic term means that we find phonetics environments where both phones occur , means the sounds before and after

- [p]and [b]

\***complemental distribution:** is the term for saying that they are not in overlapping distribution, however we do not find such a case where the phonetic environments overlap and then they are typically allophones of the same phoneme

- [p<sup>h</sup>] and [p]

## **II.1.1 About Algeria**

The people's democratic republic of Algeria is an Arab country called the country one and half million martyrs in relation to the number of martyrs who sacrificed their lives to liberate the country from French rules, however Algeria is located in central north Africa bordered to the north by the Mediterranean sea, to the east by Tunisia and Libya, to Mali and Niger to the south, and to the west by Mauritania, western Sahara and morocco. Algeria is the largest Arab African country in terms of area with the area of 2381,741 k m <sup>2</sup>, Algiers is the capital, besides Oran, Constantine, Annaba and Skikda are very important cities.

Islam is the religion of this country; Islamic heritage has made Algeria integral

of Amazigh ( Berbers) it has relevance's to this cultural traditions, the lands were ruled by Arab dynasties until the 16<sup>th</sup> century, when it became a part of the Othman an empire that is now made up the Algeria following the decline of the Ottomans, a brief period of independence ended when France enacted the war of conquest in 1830. The uttered three fourths of the country are Arab origins, great end of the Algerians are also steeped from ancient Berber groups that were jumbled with various invading peoples from the Arab middle east, southern Europe and sub-Saharan Africa, some one fifth of the Algerians consider themselves Berbers, including the tribbles who overrun the mountainous region east of Algeria's, and they constitute the big group, the rest of the other groups are Chaouis who lives peacefully in the Auras mountains, in addition the Mozabites are a sedentary group devolved followers of the ladies who alleviates the northern edge of the desert, and the Tuarge are stationed in the Sahara stones, all European settlers, especially the French and Italians, all left the country.

## **1.2 The history of French in Algeria**

The French forces that occupied Algeria in 1830 faced resistance to achieve control over the country, the agreement of a huge number of forces was not completed until 1847, Algeria was annexed to France in 1842, here the French colonialism conquered the entire country, the French colonizers coveted local rule rather than military authorities and developed a very close association with France, Algeria became an integral part of France with representatives in the French parliament. Early French attempts did not achieve much success in mixed primary and secondary schools between Muslims and French, but after 1920, an improvement was made few of Muslims have passed primary school because only 12 percent of all children go to school and that is in 1958, the rest of Algeria has been under French control for more than a century, after a war that lasted 8 years, Algeria gained its independence in 1962, the only reliable party in Algeria was the national liberation front (FLN), after independence, the policy of arabization, which included replacing the French language with Arabic as the state language, led to schools with the Berber population, who saw the French language as their way to progress.

## **1.2. Language used in Algeria**

The official national language of Algeria has been Arabic since 1990, most Algerians speak one of the dialects of colloquial Arabic, in neighboring regions such as Morocco and Tunisia their spoken dialects are generally similar, modern standard Arabic language is taught in schools, the Berber ethnic Algerians speak the Berber dialects in the Slavic geographical dialects, although most of them also speak bilingually in Arabic, the linguistic situation in Algeria, the linguistic situation in Algeria is complex, its complexity lies due to the co-existence of more than one variety, the different languages characterizing today's Algerian verbal repertoire are (MSA, CA, FR, BER, ARB, TURCK, SPANISH ) we will shed some light on each one of them.

## A. Modern standard Arabic

is the official language and national language in nineteen member states of the league of Arab states, they are used daily in the media and official documents, MSA is not a dead language, but living language that people use in their daily lives. Stet kvetch (1970=116) suggested that MSA is usable functional language it also used in radio, television and Arabic's programs, modern standard Arabic which was never based on a detailed empirical investigation versteeg 1984 described standard Arabic as a highly unified language essentially identical to classical Arabic, we find the same opinion at couran 1970, in addition to Elezabi , he wrote about the Muslims students union «the importance of the written Arabic language indicates the position it occupies in Arabic-speaking countries, it is the language of books and newspapers, and when reading radio stations, for example in news bulletins, after all it is the only language in which everyone shares the view of that MSA is indeed a truly unified language, terrier for example between the view that MSA shows great regional differentiation due to the influence of dialects “ presenter un MSA comme homgene pour tous les pays ara besever in nier linfluence des different des memes languages don't les differences devraient faire varier le MSA ( tarrier 1991=6-7).the notion of standard language is a relatively recent concept of general linguistics the process by which a normative language appears is called standardization, the concept s underlying the definition of standardization are often used without a precise description of the substance, two forms of Arabic are used standard Arabic for the Quran and Algerian dialectal Arabic, standard Arabic is the basis of written Arabic and official discourse throughout the Arab world, the written language is psychologically and socially important as a vehicle for Islam and Arab culture and as a link with other Arab countries, it is a repository for a vast religious, scientific, historical, and literary heritage.

### 1.3. Algerian dialectal

Algerian Arabic known as “Darja” in Algeria is a dialect spoken in northern Algeria derivative from the form of Arabic, it is considered as under resourced language because it is used in informal contexts such as in streets, among family members, and friends, in every day conversations and communication to express our thought and feelings.The Algerian dialects is not always limited to oral use, but some Algerians use it in online chatting and mobile phone SMS, besides it is used in television , examples of the phonological differences in ADA

The consonant ث (i.e θ) has different realization, it is pronounced as either /t/ or /θ/ in cities like Tiaret and Laghuat is uttered ثلثة, ثلثة /θæ ma/ , / θæni/ are pronounced /tæma/ /tæni/ in cities like Oran and Ghardaia.

The Arabic letter ج that corresponds to the English clusters (ge-gi-gy) have also the sit different pronunciations that is /d/ or /g'/, however in the eastern Algerian cities the same letter can be uttered /z/ for instance عجز becomes عزوز and زوج becomes زوز.

The consonant /g/ ق is one of the sounds that deserve special attention, his sound has many varieties of pronunciation in Algerian Arabic dialects that we can find the different regions and cities in Algeria, for instance

/g/ ق or /g/ ق such as the word قطع /gtæc/ this pronunciation is presents in some urban cities like Algerias and Annaba, while the sound /g/ ق is used in some citieslike Tiaret and Oran.

Words	Translation	Borroued words	Origins
الليفون	Phone	Telephone	French
ذرجومة	Athroa	gurjumah	Berber
نقوشير	Socks	Tgashiy	Turkish
نقشة	Party	Fiystah	Italian
سبرديناه	Snickers	spardiynah	Spanish
نرملي	Nurse	Farmliy	French

This table examples of ( FR, BER, TURKISH , ITALIAN,and SPANISH) borrowed words used in ADA, moreover here are some examples of inserted stems from Arabic to ADA:

## **A. Turkish language in Algeria**

During the ottomans era, the ottmanian Turkish language was the official language ruling in the region, however the legacy of the Turkish language is still clear and has influenced many Algerian words and vocabulary an estimated 634 Turkish words are still used today such as

Most of the Turkish Algerian community used to speak Turkish for most of the time, unlike the Algerian Turks who today speak Arabic as their mother tongue , therefore, in the Algerian dialects one sentence can include an Arabic subject and a French verb, and the predicate can be in Berber or Turkish.

## **B. Spanish**

Spain occupied the city of Oran for a long period between 1509 and 1790 and has left some traces in the dialect of that city, also pied- noirs spoke the Spanish language by immigrant Spanish from the mediterrean likewise the Sahrawis who

live in refugee camps in the Tindoaf region speak Spanish, there have been two Cervantes institutes in Algeria and Oran since 2020, promoting the study and teaching of the Spanish language and culture.

## **1.4 Amazigh language**

The Amazigh language also known as the Berber or Kabyle language, it is a branch of the Afro-asiatic language family ,is consists of several closely related languages spoken by the indigenous people of north Africa whose the Berber languages spoken by generations are among the historical languages of Algeria , different parts of the country , especially in remote areas outside major cities and commercial centers, the language was not recognized in the 1963 or 1976 constitution, although the Berber language have an important role in Algeria's past contemporary history, in 2016the Berber language was officially

Recognized as the national language and the country's second, there is a heated debate in the country about race and therefore languages.

Many Algerians consider themselves Arabs today and some view the Berber languages, as well as the Berber identity as a conflicting narrative in this regard that is why it turns out that there is a growing division among Algerians who speak either that language or the other.

Tamazegia languages are a verbal and fundamental standard, although their texts were written in the Arab and Roman line in the past by providing some characters to encourage to the typical barbaric acoustics, the Berber dialect are completely separate although they share some structures and vocabulary , it can be explained to a geographical location , Algerian barbarian languages are tubes in the north the Chaoui is in the northeast Mezab in the northern desert and Touareg language.

<b>English phrases</b>	<b>Berber phrases</b>
<b>A tall building</b>	Alimarat ialane
<b>I read book sometimes</b>	Karakhe laktabe marra
<b>I will never smoke</b>	Ouly ade sakmikhe
<b>My car</b>	Tomobilty
<b>I'm cold</b>	Likhe thoussikhe aged oujrisse
<b>Sorry</b>	Samhite
<b>Really</b>	Nassahe
<b>Congratulation</b>	Ashnime issofrohe rabby

### **III.1.1 Algerian English pronunciation**

English Algerian speakers nowadays has created a new accent which is the Algerian English language, even though English language in Algeria is a standard language however majority of teenagers watch movies, listen to music at English, but at practice they make horrible errors while talking English. Through the train sheep that we have past at high and middle school, pupils does not make the different between the accents the American and the British accent, moreover we have made an interview with 30 pupils at high school and 20 at middle school. Those are the questions we have asked by using an audio recording

- **Could you introduce yourself?**
- **Do you like English language?**
- **What accent do you speak?**
- **Do you participate at class during oral session?**
- **What is the difficulties you face when you speak English?**
- **Do you want to improve your accent?**
- **When you watch movies do you use subtitles?**

Starting with the first year pupil we picked 10 pupils, from 10 speaker there is only two students that use British accent with correct pronunciation, three of students speak American accent, and the rest of them speak Algerian English

This is the audio recording text

A: Hello! How are you?

B: I'm good, how about you?

A: Doing fine thank you, could you please introduce yourself?

B: Yeah sure, my name is B.Abir I'm 16 years old I'm from Tiaret, and I live in Tiaret.

A: Glad to know you Abir , can you tell me, do you have any difficulties when you speak English?

B: yes, I'm so shy, I can't talk when they are looking at me

A: I see, but do you like English language?

B: yes so much

A: what accent you prefer the most American or British accent?

B: I like British accent

A: do you want to improve your accent?

B: yes I wish that.

**The Second pupil interview:**

A: hello! how are you!

B: I'm good, thank you what about you?

A: I'm pretty fine thanks for asking, so could you first present yourself?

B: yeah, I'm J.Mohamed I'm student at Rraid Si Zobir highschool im 15 years old and im from Algeria.

A: glad to know you Mohamed , so do you like English language?

B: yeah of course I do!

A: do you prefer British or American accent?

B: I prefer British

A: could you tell me why you have chosen British?

B: I think it is charming faster than American

A: do you want to improve your accent?

B: yes of course.

A: do you have any difficulties when you practice English?

B: I don't think so

The table below shows the errors that pupils do while speaking English:

<b>Word</b>	<b>Phonetics</b>	<b>Pronunciation</b>
<b>Good</b>	/gʊd/	/gu:d/
<b>Okay</b>	/əʊ'keɪ/	/ŋkeɪ/
<b>No</b>	/nəʊ/	/nɒʊ/
<b>From</b>	/frɒm/	/fr'ʌm/
<b>British</b>	/brɪtɪʃ/	/brɪtɪʃ/ with spelling (r) as( ɔ )
<b>Of course</b>	/əv'kɔ:(r)s/	/əf' kɔ:(r)s/
<b>Looking</b>	/'lʊkɪŋ/	/'lʊkɪŋ/
<b>So</b>	/səʊ/	/sɔ:/

However second year pupils foreign language branch, there is two categories, the first category speak American accent some of them speak fluently and some are not, the main reason behind choosing American rather than British is majority of

teenagers now are obsessed and interested on American movies and music, even though they do not make the difference between British and American accent, asking them what accent they speak they answer British or American but when they start talking the accent is American. In this class from three that we have interviewed them. This is the audio text recording:

A: Hi! How are you?

B: hello! Im fine and you?

A: I'm good, you have said that you like talking British accent?

B: yes I love it

A: could you please present your self ?

B: sure, itch bin, sorry im always do that, I'm Razika I have 16 years old, I love music, swimming.

A: I see! Glad to know you Razika that's cool by the way, so you speak German too, tell me what do you prefer the most German or English

B: I love English a lot, specially British

A:why you love British more than American ?

B: I think it's simple and classical.

A: do you have any difficulties when you speak English?

B: emm, in pronunciation

A:how you have learned the british accent?

B:from movies,and music

A: do you want to improve your accent?

B:yes I really want to

Words	Phonetics	Pronunciation
Swiminig	/swɪmɪŋ/	/swɪmɪŋ/
Pronunciation	/prəˌnʌnsi'eɪʃ(ə)n/	/prə- nənsi'eɪʃ(ə)n/
To	/tu:/	/tə/
Really	/'ri:li/	The (r) sounds spell as (ر)

Second year philosophy class. Pupils were weak at English they can not understand or talk from 20 person only 3 of them understands but can not speak, besides they talk English using Algerian dialect .

The ( r ) sounds like( ر)Before they start speaking english they use the word (ha) for instance: ha miss we did not understand

The mixing between (b) and (p) like “people” they pronounce it beoble

The mixing between the (d) and (t) like “walked” they pronounce it walked with final (d)

## 2.1. Teaching Rp English

Nowadays languages are increasingly recognized in the global village with consideration of the role of the English language, which has an important role in various fields such as media and communication technology, politics, business , sports and all over the world.

The Algerian authorities have designed a new educational system related to the teaching of English for four years in intermediate education and three years in secondary education as it is taught as a specialty in Algeria universities, where teachers contribute to improving student’s pronunciation by providing them with the basics of phonetics, however learners or students also play an important role I the development of their pronunciation of the correct language during study

where they can use multiple strategies such as reading English books without translation of the words, however they should learn how to find synonyms rather than translating the words, listening to English songs and radios, trying to watch movies and news in English without subtitles as well as listening to the way the teacher speaks during the lesson and trying to avoid speaking Arabic or using translation only when it is necessary. However, errors have been analyzed in a recent explanation of dialect interference with respect to understanding the foreign language or in pronunciation, the motivation of learners in psycholinguistics is often justified by their individual differences in teaching strategies. Cognitive research on foreign language learning shows that the performance of students at the

university level cannot be addressed far from their primary education in intermediate education even to secondary education and the fact that the teaching of foreign languages in Algeria is developing recently with steps to progress towards more openness towards foreign language, but it still requires a lot of time, effort and work to obtain a homogeneous system by taking the requirements of higher education and the curriculum since primary education.

## **Conclusion**

The impact of the Algerian Arabic language on second language acquisition has a positive and negative impact, many linguists consider it the most important factor that intervenes when we acquire another foreign language, for example English, there was the establishment of different cultures and languages in Algeria, due to the presence of many conquests and inventions that the country made each linguistic diversity surrounding a specific origin, and therefore the linguistic situation of Algeria seems complex, it is characterized by the use of the different varieties which are MSA, BER, FR, TURK, SPANISH, all the linguistic types are in different areas in the Algerian discourse, dozens of examples that show and reveal the influences of Algerian dialect on RP English pronunciation.

# Chapter

# Three

## Chapter 3 :

### Pedagogical implications and recommendations

III.	Introduction.....	61
	1.1. Tools used in gathering data.....	61
	1.2. Situation collection sampling.....	62
	1.3. Observation.....	63
	1.4. Checklist.....	64
	2.1. Questionnaire analyses.....	66
	2.2.1. Description of the questionnaire.....	67
	2.2.2. Analysis's data.....	67
	2.2.2.1 Graph Specific gender	
	2.2.2.2 Graph specifying age	
	2.2.2.3 Graph University level	
	2.2.2.4 Graph learning English importance	
	2.2.2.5 Graph English accent used	
	2.2.2.6 Graph difficulties in speaking English	
	2.2.2.7 Graph interest on improving English accent	
	2.2.2.8 Graph using English outside	
	2.2.2.9 Graph methods of improving English accent	
	2.2.2.10 Graph of languages used in watching/reading news	
	2.2.2.11 Graph how speakers see speaking fluently	
	2.2.2.12 Graph practicing English using phonetics rules	
	2.2.2.13 Graph which skills students are more active	
	2.3 Analyzing the record.....	85
	Conclusion.....	85

## **Introduction**

This chapter deals with the previews chapter about the results of each both of the questionnaire, and interviews besides the voice recording refers to the research strategy adopted in the development of a research study in less section, we analyze the results of questionnaires dealing with pupils and students attitudes towards the French, Algerian Arabic dialects, Berber and it is the impact on their daily lives, it is very common that when a person begins to learn a foreign language consciously or unconsciously start to absorb their tune in all audio levels and at a later stage they can get rid of this effect learning L2.

The conclusion form, when the main study and research will set out ending with some concluding remarks and recommendation for solutions to improve the RP English 1pronunciation in Algerian and followed the method to learn and speak RP English fluently without errors.

### **III.1.1 Tools used in gathering data**

In this study, three tools have been selected; the questionnaire and the interview besides the audio recording, since our research talk about how the Algerian language effect on learning RP English to create the Algerian English.

The questionnaire, was selected for the English student at ibn khaldoun university highlighting the first year students since it is the base of learning English, even though, the questionnaire do not seems as a strong tool to collect phonetics and phonology data, however we have wanted to make this questionnaire simple without including phonetics and phonology questions.

The interview was made for teachers in high schools to search for reasons that push English learners make errors on learning ,and speaking, the administration allow us for the training this leads us to be more.

The audio recording was selected for the high schools pupils, asking them random question to express themselves and observe their pronunciation, while collecting phonetics and phonology data.

## 1. 2 situation, collecting sampling

The sample of this research was not chosen randomly, we have to make interviews with more than 10 pupils at high school and middle school, with taking permission from the academy of education ministry to do training for one month. We wanted to use it for collecting sampling for our research, we have interviewed teachers and pupils by using voice record.

To begin the tasks we have to choose kind of pupils carefully besides genders, levels and branches which are:

- 1- Mathematic: (MA)
- 2- Technic Mathematic: (TM)
- 3- Science: (SC)
- 4- Economy Management: (EG)
- 5- Foreign Language: (LV)
- 6- latter and philosophy: (lph)

The table below provides the number and gender of students from the six branches including their levels and how many pupils talk RP English .

Branches	Levels	Gender	
		Female	Male
MA	3 <sup>rd</sup> year	2	/
TM	3 <sup>rd</sup> year	2	/
SC	1 <sup>st</sup> year	3	1
EG	3 <sup>rd</sup> year	1	/
LPH	2 <sup>nd</sup> year	2	1
LV	2 <sup>nd</sup> year	5	3

The sample study of this research covers only 10% of the total of pupils and students numbers from 200 pupils we have picked only 20 pupils.

And from the 20 persons 0.2% talks RP English, while 0.5% talk American accent and the rest of them talk Algerian English without following any of phonetics or phonology system.

Through the practice with pupils and observing their accent, the first year students was much better than the others in talking and through the participation, while the second highlighting branch of (LV) ,(LPH) were facing problems at English 75%of them they cannot understand words only if using translations, the 25% of them talk Algerian English, however the third year level were focusing on written more than the pronunciation since they have baccalaureate. Our curiosity have leads us to take a look about the reasons that push teenagers to their taste of music, movies, if they talk or connect with foreigner using English language, their answers was limited American culture has involved in any habit they do, teenager nowadays find American more easier to learn and to use rather than the British accent which they found it hard to use and to learn.

### **1.3. Observations**

The study clarifies issues related to the errors that are made by pupils in high school and middle schools in their pronunciation those errors which are observed mainly at the phonological system refers to their lack of intention through the learning phonetics and phonology rules while learning English as a foreign language besides their ignorance of the RP English putting American accent as a first priority, however most of pupils mixes between the Algerian dialects and the English language while they participate or express their thought inside the lessons, means they ignore the difference between the English language and the Algerian dialect their mother tongue, however the mixing may results changing the meaning that's leads to the non-sense.

## 1.4. Checklist

In the checklist, 7 teachers have picked with their permission to make with them an interview asking some questions about the reasons behind students weakness in English speaking, this is meant to give an answer to the hypothesis.

1- Educational contexts where students learn to speak English have a negative effects on their pronunciation so if educational system obtains teaching phonetics and phonology at early stages, the Algerian learners will avoid making errors while using Rp English in oral performance.

2- The differences that exist between the phonological system of Algerian Arabic and English is the principal that cause learners make faulty pronunciation.

3- Algerian English language students still have difficulties in phonetics and phonology; they mix with some Algerian sounds with Rp English.

The interview that we have made it with the teacher was;

1. In teaching, what are the strategies you use to learn speaking English?
2. Do you correct the pronunciation errors during the course?.
3. Do you find students and learners have difficulties in speaking EN
4. Do you think that phonetics and phonology programs are necessary for 1st?

Year learners?

5. Do you follow and use phonetics and phonology rules in speaking skill?
6. What are the difficulties you find in teaching pronunciation?
7. Do you use any pedagogical materials dealing with speaking courses?
8. Do you have students that speak Rp English?
9. What do you think about the educational system on teaching Rp English?

However the teachers gave us clear answer to each question they have agreed that

1. The best strategies used to learn speaking English is avoiding translations the words and using Arabic or the dialect while teaching, instead of that strategy is better to use miming the words using gestures, or using pictures
2. Correcting the pronunciation is a regularity methods.
3. They can understand but they can not express their thought dew to the fear of spelling the words wrong.
4. Using phonetics and phonological system with first year make it easier for them to learn how to speak rp English language following rules.
5. Spelling the words and correcting them to avoid spelling it in wrong way.
6. Lack of intention, because of their interest on writing more than speaking.
7. Using audio and videos, try to let them listen and repeat after them because listing skills can improve speaking skills.
8. Between 2 classes there will be one pupil talk RP English.
9. Very weak and need to be improved.

The answer of the teachers makes it clear to make the first hypothesis:

1- Educational contexts where students learn to speak English have a negative effects on their pronunciation so if educational system obtains teaching phonetics and phonology at early stages, the Algerian learns will avoid making errors while using Rp English in oral performance.

Are rejected since the educational contexts does not affect the students on their learning, we have noticed that many of teachers use phonetics rules and correct their errors while the students repeat same errors and do not follow the phonology and phonetics system, besides some teachers use RP English while teaching, but students still speak American and Algerian English.

## **2.1. Questionnaire analyses**

### **2.2.1. Description of the questionnaire**

Question 1-3 about background of students.

Question 4-7 is about investigating the interest of pupils towards the English language.

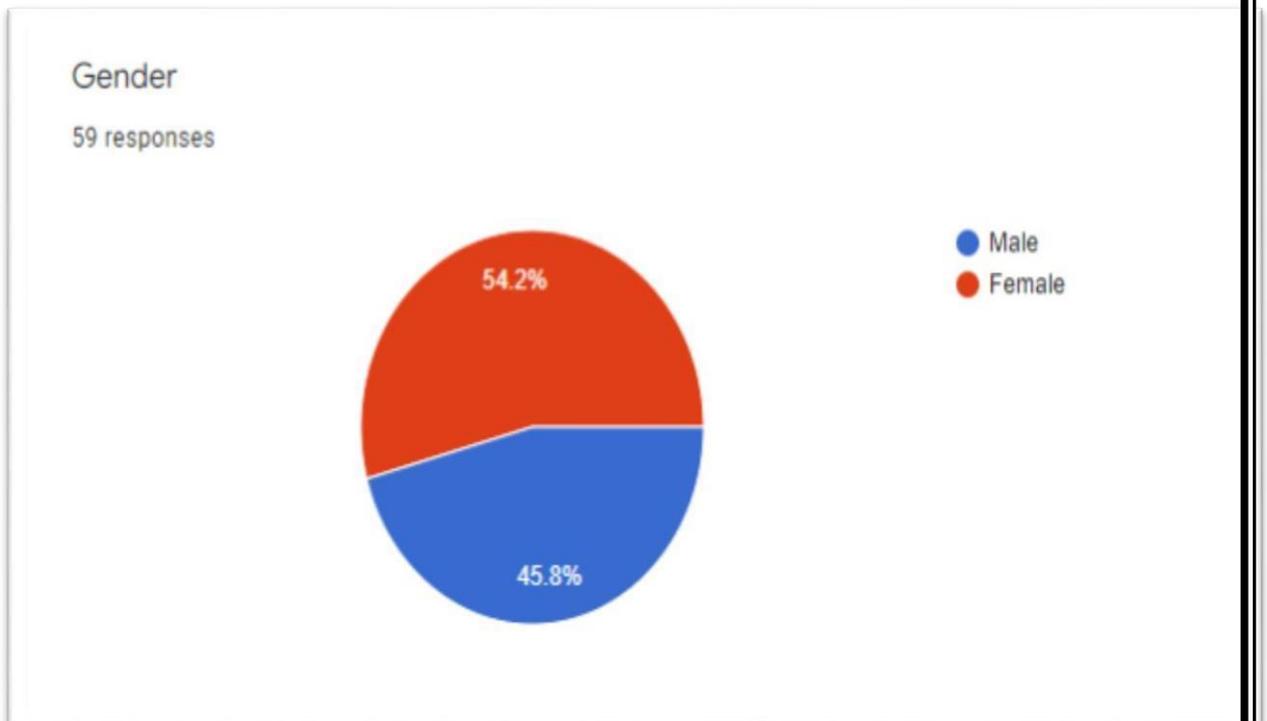
Question 7-12 about knowing if they face difficulties in learning and speaking English.

Question 13-17 investigate confidence of students about their pronunciation.

Question 17-21 checking the skills of students .

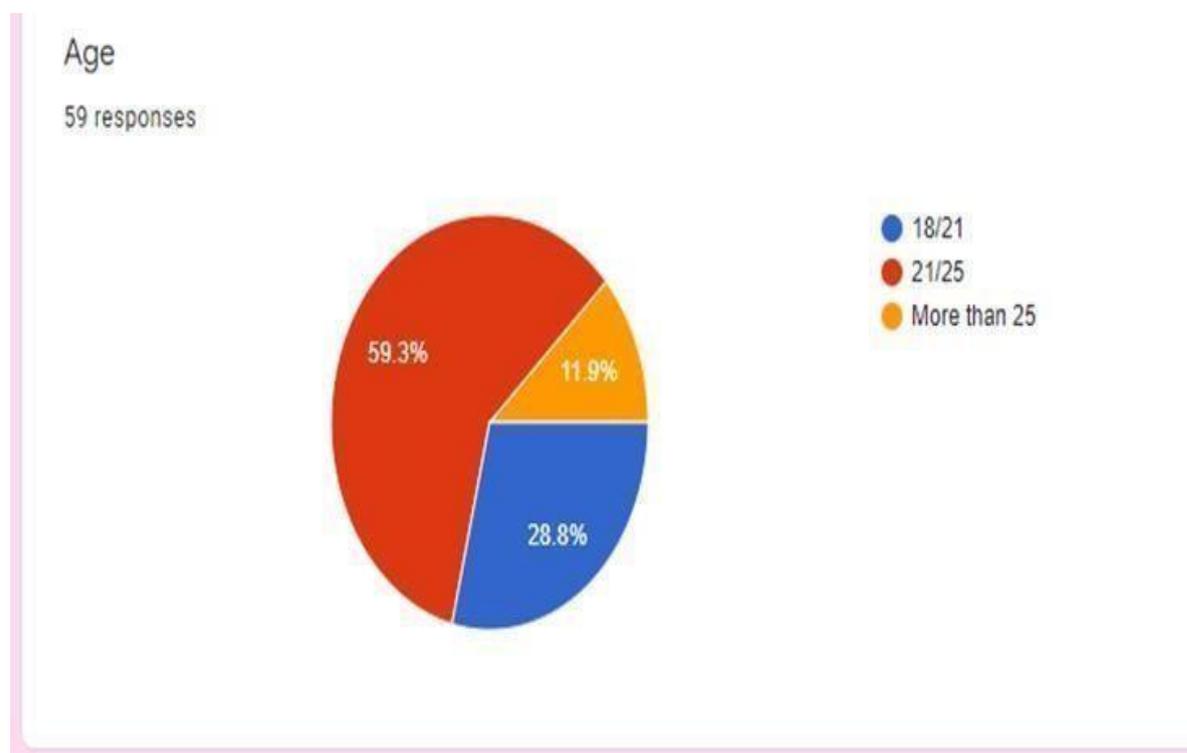
## 2.2. 2 Analyzing data

### 2.2.2.1. Specific gender



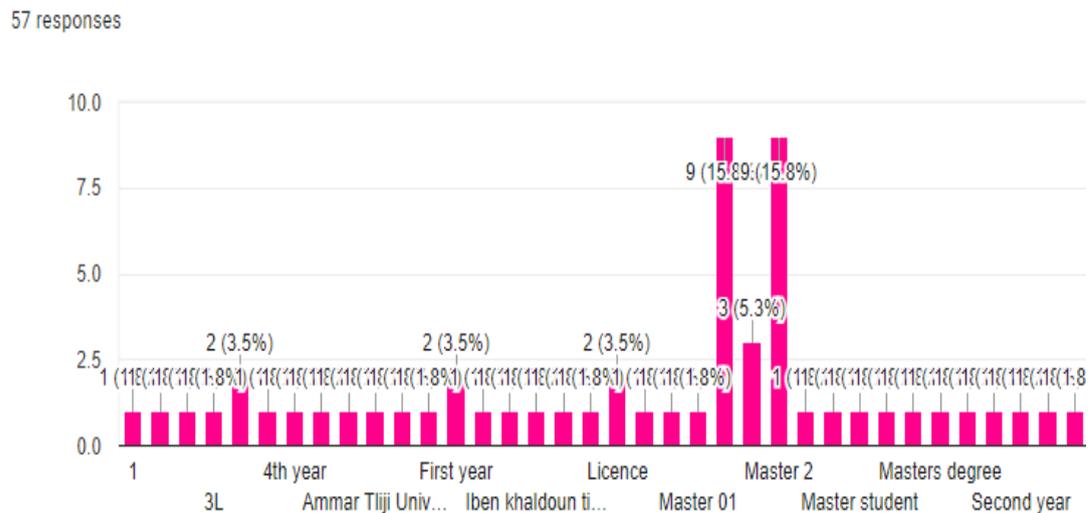
When the informants were asked to determined their gender 54.2% female and 45.8% male was found.

### 2.2.2.2 Specifying age:



In the pie chart below shows the ages of informant 59.3% (21/25) 28.8 % (18/21) and the lowest result is ages between the 25 and more than 25 11.9%

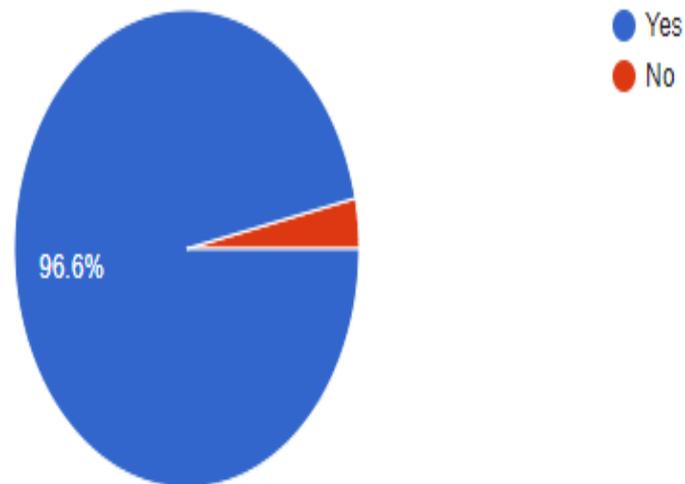
### 2.2.2.3. University level



The informants were selected on English students between all the levels highlighting the first year English students since we have noticing that the first year students choose their accent rather it is a British accent or American accent, the second and third degree was selected besides the master degree including master1 and master2.

#### 2.2.2.4 Is studying English important for you?

59 responses



96.6% of English students are interested on learning English language as a foreign language, means 96.6% of students wants to correct their errors and talk fluently without making mistakes in their pronunciation, the reasons behind their interest was as following :

- Because it's the world languages spoken
- I want to be something in future
- English is a global language
- Because it is an international language
- Because it's simply a necessity in our time
- The first language in the world

- The language of science
- Because it's important
- Bruh
- Because English is the dominant language in business, science...so it's important to study it
- Because
- Because it's the language of technology and it's the most spoken language in the whole world
- developing my skills
- because it's an international language
- Because I want to improve my English
- I love it
- To develop
- The first language in the world and easy
- Because it's an international language
- Universal language.
- Because I've always loved this language
- Because English has opened many doors of self-development for me.
- Because it allows you to communicate
- I'm not sure, I've loved English my whole life
- I love it, it makes me happy
- for traveling
- Why do we have brains if we don't use them to learn and benefit others? + It's something Allah told us to do.

- Cause I love it and right now English become more important
- It's global
- Because it is the most important language
- For travling,studing,working and a lote of things in life
- Because it is life-changing
- I love to learn it
- The english language is vert important because it is considered one of the international language and we also use it for translation with various contries.
- Because,I don't liké her
- Becouse I like it
- Because the English language is the language of the world and a task you urge to communicate
- Improve communication skills
- It opens the doors for new opportunities
- It is my favorite language .
- It is international language
- Acquisition of scientific language
- Because I love that language
- Because it's the most used language in the world
- Just for fun

-Because I am major in it

-Mainly because it's an international language and for academic reasons too.

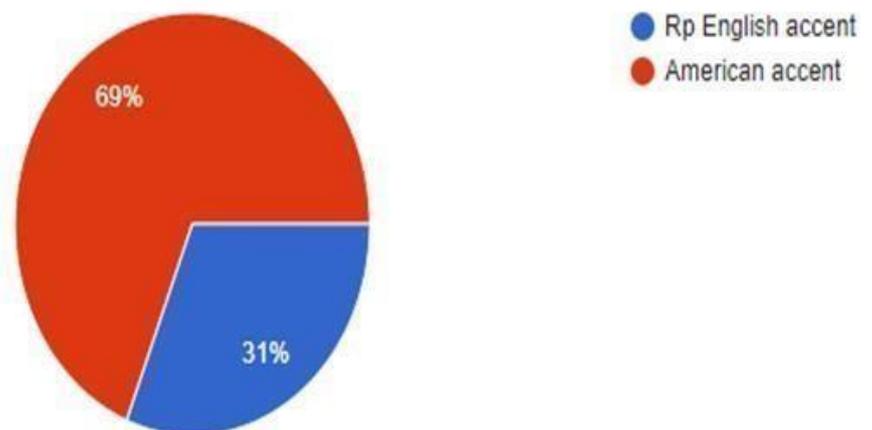
-Because I'm good at it

-To develop myself

Those were their answers why they want to learn English language moreover 3.4% of students are not interested in learning English language

### 2.2.2.5 Which accent do you speak the most?

58 responses

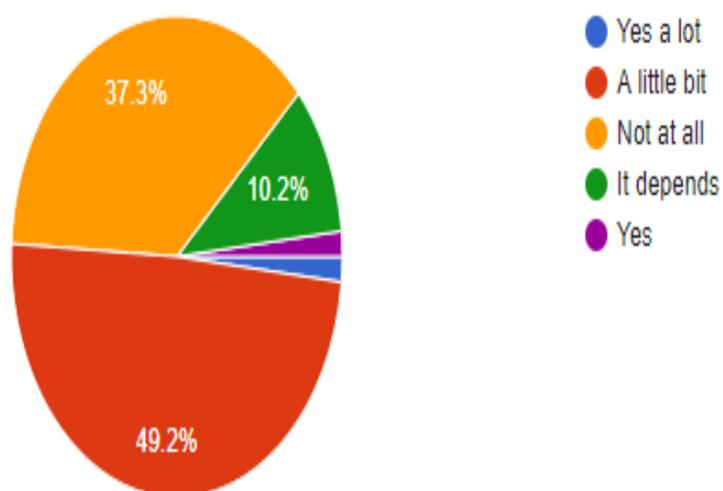


American accent has been used more than the Rp English 69% of students talk American accent while 31% choose the RP English, the lack using Rp English the most having errors, the reasons of choosing American over the British accent is due too they find American much easier than the American in phonetics and phonomigcals rules, the table below shows some of words they prefer pronounce it American because of it is hard in British accent:

words	American	British
Car	/kɑɪ/	/kɑː/
Water	/ˈwɑtəɪ/	/ˈwɔːtəː/
Can	/ˈkən/	/ˈkæn/
Me	/mi/	/miː/
So	/sɒ/	/səʊ/

### 2.2.2.6 Do you find it difficult to speak in English?

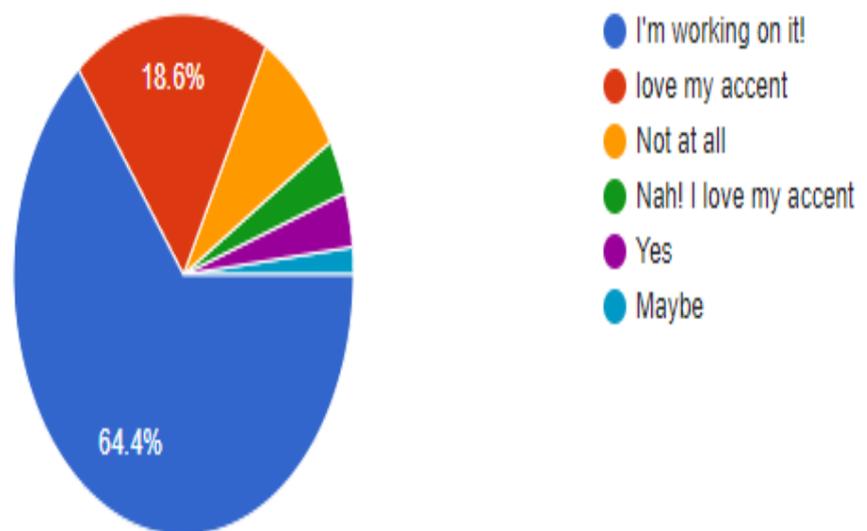
59 responses



The informants face difficulties while talking English language that make them speaking with error in this pie chart 49.2% of students face few difficulties while speaking English however 37.3% of them does not have any problems while talking English

### 2.2.2.7 Do you want to improve your RP English?

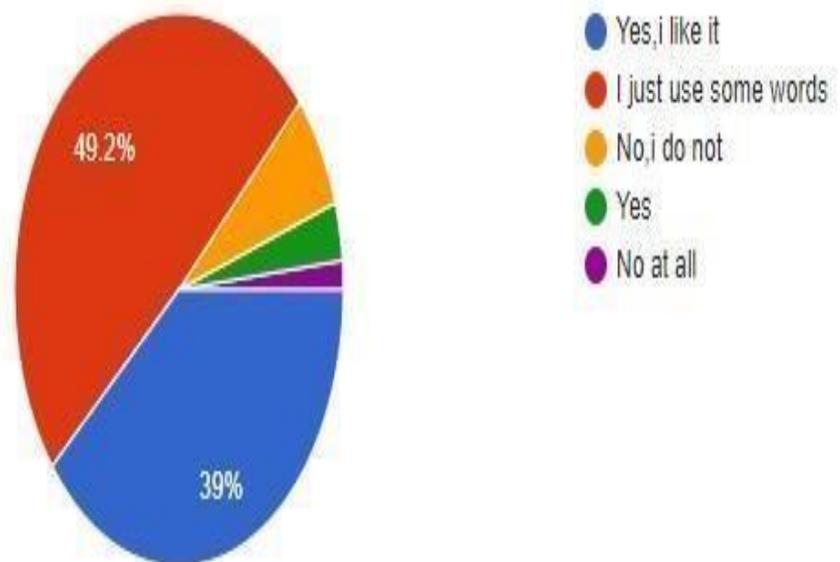
59 responses



This question investigate if the students wants to work on their accent and avoid making errors, 64.4% of them has chosen (maybe),18.6% have chosen (love my accent)means they do not want to change their accent even if it is full of errors,8.5 %refused, while last one 1.7% .

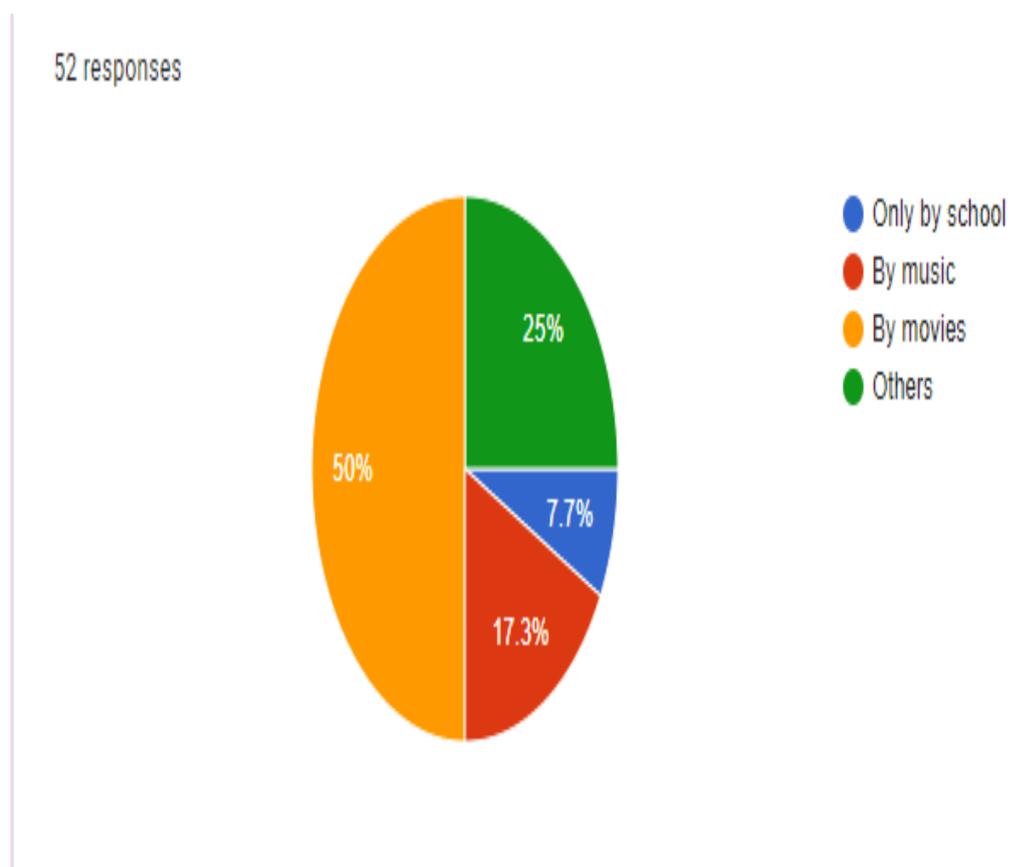
### 2.2.2.8 Do you speak English outside classroom?

59 responses



Practicing the language outside school and college can help to learn it easily and speaking as a native speaker, however 39% of students speak English outside of classes, while 49.2% use some words, 8.5% do not speak English outside .

### 2.2.2.9 How do you think you can improve your English accent?

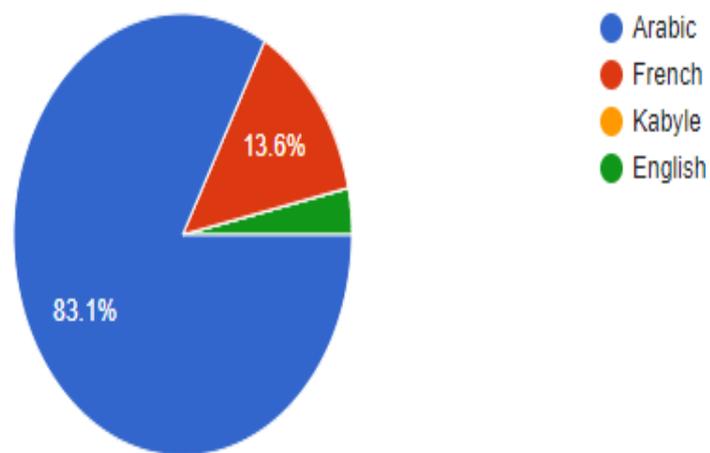


The informants have answered that 50% movies helps them to improve their English, 17.3 use music and 7.7 school help them to improve their accent while 25 have other answers:

- Reading music and watching
- Applications and social websites
- Chatting
- Reading books, watching TV shows, Talking to native speakers, Practicing with some friends...
- Through using learning based videos of different disciplines that are in english
- Litteraly everything i surround myself with is in english
- by talking with native language
- Additionally to the mentioned ones, reading is a good way.
- Books , connecting with people
- Video calls, reading articles, involve myself in English speaking online communities... etc
- Using it at least ten minutes a day
- By taking courses
- Interacting with native speakers
- Maybe by talking to others
- Listen to podcasts or Ted talks
- Reading books
- By speaking with others people who can speak english Fluently
- Nothing
- I know I said movies but I want to add more
- I think I can or anyone can improve their English by listening to podcasts, listen to a lot of English songs, read a lot of books, follow a lot of American people on social media...etc
- By using application and talk with people
- Not only movies and music but also books and other YouTube videos like Ted talks.

### 2.2.2.10 In which language(s) do you watch/read the Algerian news?

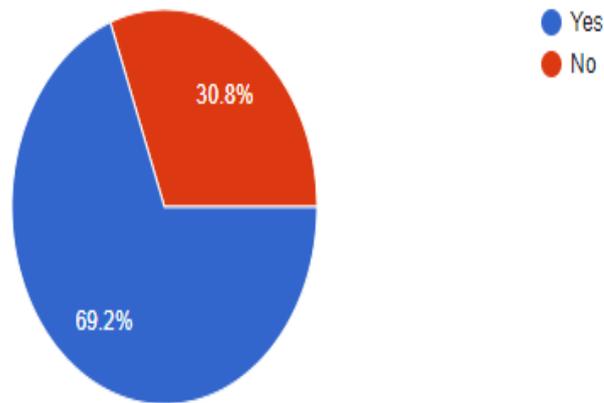
59 responses



The using of Arabic language is very high 83.1% of students watch news in Arabic language while only 13.6% watched at French means that the Arabic language is more dominant than French.

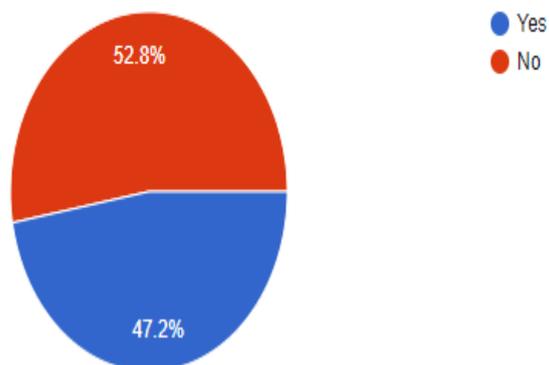
### 2.2.2.11 are satisfies about your pronunciation?

52 responses



If no, do you feel annoyed about it?

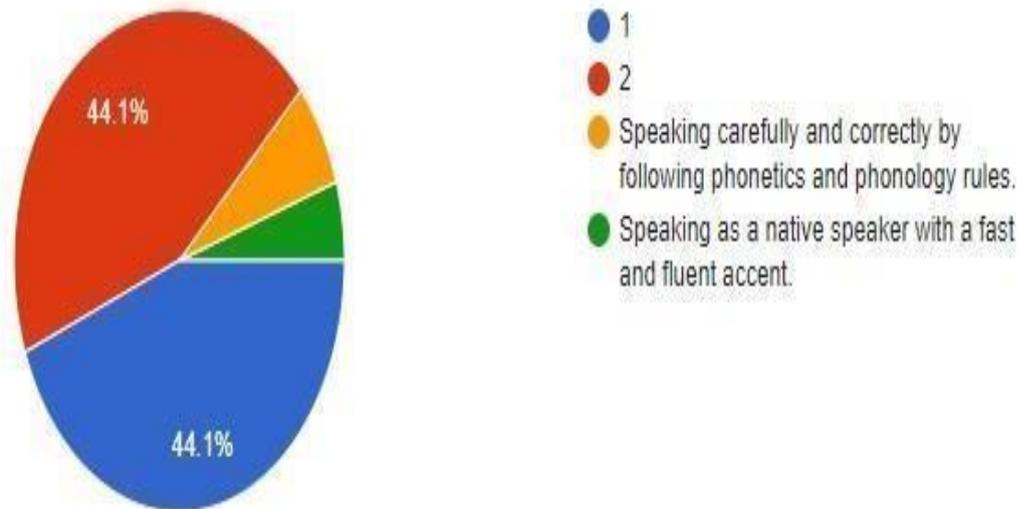
36 responses



The informant have showed that 69.2 of them are satisfied about their pronunciation means they are confident and they trust their abilities, the 30.8 of them the are not,.52.8 of them feel annoyed about their poor language while 47.2 are not bothered.

### 2.2.2.12 Speaking English fluently means?

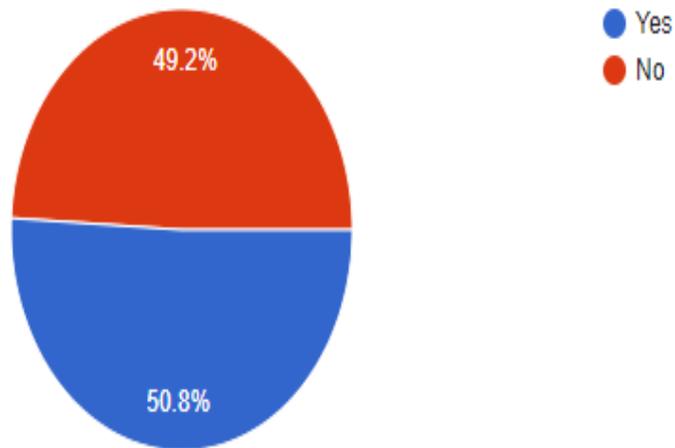
59 responses



In this question we wanted to investigate the interest of student about learning language, how they want to learn and speak English, 49.2 choose that speaking English fluently means speaking as a native speaker with a fast and fluent accent while 50.9 see that speaking English fluently means speaking carefully and correctly by following phonetics and phonology rules.

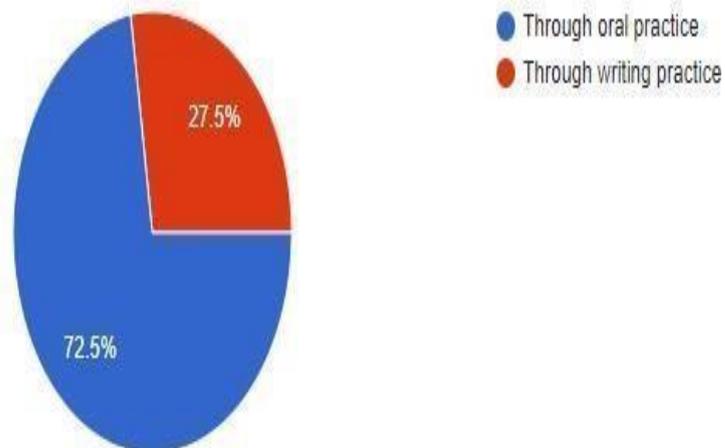
### 2.2.2.13. Do you practice English using phonetics rules

59 responses



If yes, how do you practice it?

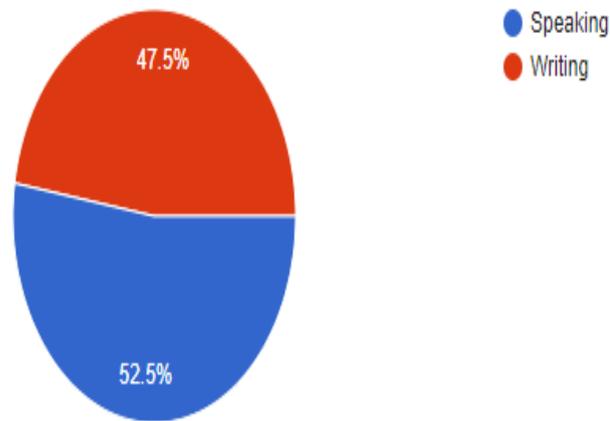
40 responses



Investigating the interest of students about phonetics leads us to ask this question to them, 50.8 of them follow phonetics system when learning English, however 75.5 of students practice it through oral practice this leads us to have an observation that students choose oral session more than writing, 27.5 of them practice it through writing while 49.2 talk English without using any rules.

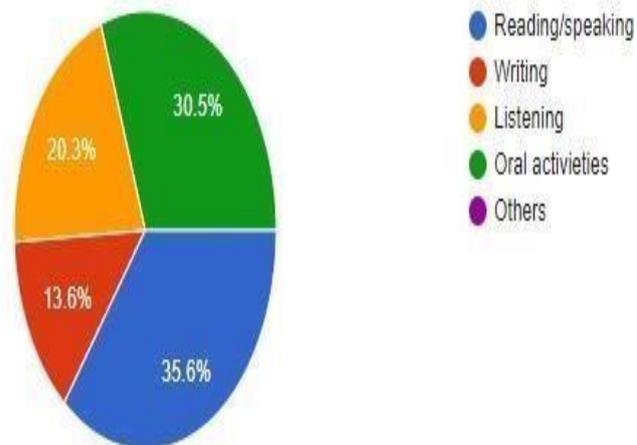
#### **2.2.2.14 In your class you are more active on:**

59 responses



What is your favorite activity during learning courses?

59 responses



In first graph shows where student find themselves active in class, the Speaking skills seems to be more interesting on learning 52.5 of student are more active while 47.5 of them like to be active on writing.in the second graph tis the investigation about which skills student can learn English language 35.6 of them like reading and sparking courses and 30.5 like oral activities which means they encourage the speaking skills while 13.6 of them choose writing which is lower percent.

### **2.4.1 Describing the record**

The informants were pupils at high school we have asked them a random questions express themselves and take some note about their pronunciation,

With taking the permission from the education ministry academic to have a declaration for training at high school and middle school the headmaster and administration of high school \*RAID SI ZOBIR\* and \*MALIK IBN NABI\* allow us for the teaching training ship where we used it for gaining experience and focusing on our research, we have noticing that pupils does not make the difference between the accents the both of American and British accents moreover we have chosen between 200 pupils pick 10% asked them few questions that helps us noticing the errors they made on pronunciation, in the chapter we have discussed about their pronunciation and mention their phonetics error since the chapter investigate about the mixing between the Algerian and the English language.

The two hypothesis are accepted

2- The differences that exist between the phonological system of Algerian Arabic and English is the principal that cause learners make faulty pronunciation.

3- Algerian English language students still have difficulties in phonetics and phonology; they mix with some Algerian sounds with Rp English.

The questionnaire and the audio recorder have investigate the hypothesis and showed that Algerian Arabic effect on learning Rp English while many of the pupils and English speaker mix between the two languages.

### **Conclusion**

As a result of empirical we have done on the influence of dialect on English pronunciation we came to the proposal is the mandatory teaching of acoustics as a separate unit in this chapter, we pointed out that must include the Algerian educational system on the acoustics that help speech and thus become the learners ability to English pronunciation sounds properly, all of these studies are the answer the previously mentioned hypothesis.

# **General Conclusion**

## **General conclusion**

This study created a sociolinguistic profile of the English language in Algeria, the results of the research include a description of the historical background in addition to the contemporary functional uses of the English language in Algeria, besides the English language was determined using the Algerian population segments, and their characteristics and the proficiency of the English language were discussed, the profile aims to describe who uses English in Algeria and for what purpose this paper describes how English is used internally among Algerians to communicate online Algerian music artists have been identified as a thriving group of English language users, which enhances the personal function of the language, the increasing use in the business world outside the oil and gas industry among young people interested in entrepreneurship and entrepreneurship is interesting.

In the end, due to the multiplicity of dialects in Algeria, the research department expanded on their impact on the English language, through this research, it became clear that with the different dialects, they affected in some way the pronunciation of the English language with an attempt to discuss the phonetics characteristics of the Algerian dialect we touched on several different cases represented in dialects, we touched several different cases represented in dialects and how to pronounce several states from the country so that each side of the country has a special dialect capable of affecting the use of the English language, for example, the Algerian east has a specific dialect and the west has a completely different dialect from the aforementioned and this is the result reached through the questionnaire and audio recording that we made with a group of students and teachers.

# **BIBLIOGRAPHY**

## Bibliographie

Abalire. S.A (2006) explaining implicit and explicit methods of teaching phonetics.

Abid - Houcine , S. ( 2007 ) . Enseignement et education en langue etrangere en Algerie  
Lacompetition entre le francais et l'anglais [ Foreign language learning and acquisition in  
Algeria : The competition between English and French ) . Droit et Cultures , 54 , 143-156

ALLEN.R.J (1988): The acquisition of a second language phonology: A linguistics  
theory of developing sound structures: university of Michigan

Alves V.K Magrov (2011) Raising awareness of L2 phonology explicit instruction  
and acquisition of aspirated.

Arab World English journal (AWEJ) special issues on call N° 3july 2016.

Attali , J. ( 2001 ) . Keynote Speech from the Paris Convention : Geopolitique de la langue  
francaise ( Geopolitics of the French language ] French Review , 74 , 463- 477 .

Benadla , L. ( 2013 ) . The competency based language teaching in the Algerian middle school :  
From EFL acquisition planning to its practical teaching / learning , Arab  
World English Journal , 3 ( 4 ) , 144-151

Benrabah , M. ( 1999 ) . Langue et pouvoir en Algérie : Histoire d'un traumatisme  
linguistique a linguistic traumas Paris : Edition Segueie .

Benrabah , M. ( 2013 ) . Language conflict in Algeria : From colonialism to  
post independence . Bristol : Multilingual Matters

Benrabah , M. ( 2014 ) . Competition between four world languages in Algeria . Journal of  
World Languages , 1 ( 1 ) , 38-59 .

Berns , M. ( 1988 ) . The cultural and linguistic context of English in West Germany .  
World Englishes , 7 ( 1 ) , 37-49 .

Berns , M. ( 1990 ) . Contexts of competence : Social and cultural considerations in language  
teaching . New York : Plenum Press .

Berns , M. ( 1992 ) . Bilingualism with English as the other tongue : English in  
the German legal domain World Englishes , 11(2-3) , 155-161

Blame field, I. (1993) *Language*, London, Allen and Unwin LTD

Berns, M. (2005). *Expanding on the Expanding Circle: Where do WE go from here? World Englishes*, 24(1), 85-93

Bernstein, B. (1971). *Class codes, and control* (Vol. 1) London: Routledge & Kegan Paul.  
British Council. (1984). *English teaching in Algeria*. London: British Council.  
Borni, I. E. (2017). *The effects of Algerian culture on EFL students speaking English outside classroom: a case study: Master one EFL students at Mohamed Khider University of Biskra* (Unpublished dissertation)  
BP. (2017). *BP in Algeria*. Retrieved from <http://www.bp.com/en/global/corporate/about-bp/bp-worldwide/bp-in-algeria.html> (14 April 2017.)

Clive, Holes (2004) *Modern Arabic: Structures, Functions, and Varieties* (Georgetown Classics in Arabic Language and Linguistics)

Classical Arabic wisdom literature: nature and scape. D GUSTAS *Journal of American Oriental Society*, 1981-JSTORE

Chaker, S. (2007). *Langue (berbere) [Berber language]*, In G. Camps & S. Chaker (Eds.), *Encyclopédie Berbère XXVIII - XXIX - L7* (pp. 4348-4360), Paris: Peeters Publishers

CIA (2017). *The world factbook*. Retrieved from <http://www.cia.gov/library/publications/the-world-factbook/> (2 November 2017)  
Embassy News, (2013) *US Embassy hosts booth at Algiers International Book Fair*. Retrieved from [http://algiers.usembassy.gov/aila\\_2013.html](http://algiers.usembassy.gov/aila_2013.html) (2 November 2017)

GHLAMALLAH, N.R. (2007). *Phonetics and Phonology of standard English's in the British Isles; the USA, Canada, Australia, New Zealand and South Africa*, unpublished master's thesis: University of Oran 2.

GHLAMALLAH, N.R.: *Can we speak of an Algerian English pronunciation*. WREN, C.L. (1949): *The English language*. London: Methuen.

Jacqueline Bauman-Waengler (2015) *Articulation and Phonology in Speech Sound*

Jacqueline Bauman-Waengler (2015) *Articulation and Phonology in Speech Sound Disorders: A Clinical Focus*.

Language in sociolinguistics by different scholars yme 25,2018/by AZIZ v1 HKIM/linguistics.

MM BADAOUI-cahier d'histoire Mondial, journal of world-1972-search poquets.com  
Modern standard Arabic, A ABDELABI – journal of the American society for formation..., ZADF  
WILEY online library.

SOFifty Magazine <https://web.archive.org/web/20131110152652/https://50fiftydr.com/index.php/about-us> ( 3 November 2017 ).

Mc ARTHUR.T.(2002):The oxford guide to world English unpublished dissertation: university of London

Patricia A. Keating(2010) Phonological Structure and Phonetic Form (Papers in Laboratory Phonology).

Routledge Collins, Beverley, Mees, Inger M. (2013) Practical phonetics and phonology : a resource book for students.

WRENN.C.L (1949): the English language .London: Methuen

# APPENDICES

## APPENDIX 1

People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
University of Ibn khaldoun, Tiaret  
Faculty of letters and languages  
Department of Letters and Foreign Languages  
Section of English

Dear students! We have the great pleasure to invite you to provide us with answers to the given questions, which will help us in going deeply through our research .

Put a cross (X) in the appropriate answer:

**1. Gender :**

- Male
- Female

**2. Age:**

- 18-21
- 21-25
- More than 25

**3. University Level:**

- .....

**4. Is studying English important for you?**

- yes (why)  
.....  
.....
- No (why)  
.....  
.....

**5. Which accent do you speak the most?**

- RP English
- American English

**6. Do you find it difficult to speak in English ?**

- Yes a lot
- A little bit
- Not at all

**7. Do you want to improve your RP English?**

- I am working on it!
- I love my accent
- Not at all

**8. Do you use English outside the classroom?**

- Yes, I like it
- I only use some words
- No, I do not!

**9. How, do you think, you can improve your English accent?**

- Only by school
- By Music
- By movies
- Others .....

**10. In which language(s) do you watch/ read the Algerian news?**

- Arabic
- French
- Kabyle

**11. Are you satisfied about your pronunciation?**

- Yes
- No

**12. If no, do you feel annoyed about it?**

- Yes
- No

**13. Speaking English fluently means?**

- Speaking carefully and correctly by following phonetics and phonology rules.
- Speaking as a native speaker with a fast and fluent accent.

**14. Do you practice English using phonetics rules?**

- Yes.
- No.

**15. If yes, how do you practice it?**

- Through oral practice
- Through written practice

**16. What is your favorite activity during learning courses?**

- Reading/ speaking
- Writing
- Listening
- Oral activities
- Others.....

**17. Which skill are you active at in class ?**

- Speaking
- Writing

*THANK YOU SO MUCH FOR YOUR TIME AND COLLABURATION*

## APPENDIX 2

People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
University of Ibn khaldoun, Tiaret  
Faculty of letters and languages  
Department of Foreign Languages  
Section of English

\*\*\*Dear teachers , we are doing a Master research about The native language influence on the articulation of RP English sound system, we will be grateful to help us for make interview with you as a tool of investigation.\*\*\*

1. In teaching, what are the strategies you use to learn speaking English?  
.....
2. Do you correct the pronunciation errors during the course?  
.....
3. Do you find students and learners have difficulties in speaking EN?  
.....
4. Do you think that phonetics and phonology programs are necessary for 1<sup>st</sup> year learners?  
.....
5. Do you follow and use phonetics and phonology rules in speaking skill?  
.....
6. What are the difficulties you find in teaching pronunciation?  
.....
7. Do you use any pedagogical materials dealing with speaking courses?  
.....
8. Do you have students that speak Rp English?  
.....
9. What do you think about the educational system on teaching Rp English?  
.....
10. Do you support the idea of teaching phonetics and phonology system to student for better pronunciation?  
.....

\*\*\*THANK YOU FOR YOUR TIME AND YOUR COLLABORATION\*\*\*

## ABSTRACT

The native language influence on the articulation of RP English sound system, a case study of first-year master students at Tiaret university.

**Summary:** This research work seeks to discuss a specific issue which is to investigate the impact of the Algerian regional dialects on the pronunciation of English among the Algerian EFL and the analyses the main causes behind the mispronunciation due to the diverse dialects in Algeria, the causes of dialects and the influence of these Algerian on English language pronunciation based on mixed methods, this work focused on the contract of the phonological aspects of both English and Arabic in order to explain pronunciation errors taken from a selection of samples from audiosrecordings of EFL students from university of Ibn khaldoun a mixed methods approach was used in the this regard and in order to collect relevant data, we used audio recording and interview and questionnaire, the research finding revealed in accordance with the hypothesis stated above that the incorrectness and deviations of several pronunciations produced by EFL students clearly explain the existence of interference from Arabic and French on the productions of English, there for, the findings of the research study confirm the hypothesis that the regional dialects affect the English language pronunciation, finally several practical implications and recommendation were prepared to overcome the disagreed errors and interferences.

**المخلص** يسعى هذا العمل البحثي إلى مناقشة موضوع محدد وهو التحقيق في تأثير اللهجات الإقليمية الجزائرية على نطق اللغة الإنجليزية بين اللغة الإنجليزية كلغة أجنبية الجزائرية وتحليلات الأسباب الرئيسية وراء الخطأ اللفظي بسبب تنوع اللهجات في الجزائر ، وأسباب اللهجات. وتأثير هؤلاء الجزائريين في نطق اللغة الإنجليزية على أساس طرق مختلطة ، وقد ركز هذا العمل على عقد الجوانب الصوتية للغة الإنجليزية والعربية من أجل شرح أخطاء النطق المأخوذة من مجموعة مختارة من العينات من التسجيلات الصوتية لطلاب اللغة الإنجليزية كلغة أجنبية من جامعة في هذا الصدد ، استخدم ابن خلدون منهجاً مختلطاً ، ومن أجل جمع البيانات ذات الصلة ، استخدمنا التسجيل الصوتي والمقابلة والاستبيان ، وكشفت نتيجة البحث وفقاً للفرضية المذكورة أعلاه أن عدم صحة وانحرافات العديد من النطق التي تنتجها يشرح طلاب اللغة الإنجليزية كلغة أجنبية بوضوح وجود تدخل من العربي (ج) والفرنسية حول إنتاج اللغة الإنجليزية ، حيث أكدت نتائج الدراسة البحثية فرضية أن اللهجات الإقليمية تؤثر على نطق اللغة الإنجليزية ، وأخيراً تم إعداد العديد من الآثار العملية والتوصيات للتغلب على الأخطاء والتدخلات المخالفة.

**Le résumé** Cette recherche scientifique vise à discuter d'un problème spécifique lequel pur d'enquêter sur l'impact des langage régionaux algériens sur la prononciation de l'anglais chez les principales causes les erreurs et la mauvaise prononciation , les causes des langages et l'influence de ces algériens sur la prononciation de la langue anglaise basée sur des méthodes mixtes, ce travail s'est concentré sur le contrat des aspects phonologiques de l'anglais et de l'arabe afin d'expliquer les erreurs de prononciation tirées d'une sélection d'échantillons d'enregistrements audio d'étudiants étrangers en langue anglais de l'université d'Ibn khaldoun, une approche de méthodes mixtes a été utilisée à cet égard et afin de collecter des données pertinentes, nous avons utilisé un enregistrement audio, un entretien et un questionnaire, les résultats de la recherche ont révélé conformément à l'hypothèse énoncée ci-dessus que l'inexactitude et les déviations de plusieurs prononciations produites par les étudiants étrangers en langue anglaise expliquent clairement l'existence d'interférences d'Arabic et français sur les productions de l'anglais, par conséquent, les résultats de l'étude de recherche confirment l'hypothèse que les dialectes régionaux affectent la prononciation de la langue anglaise, enfin plusieurs implications pratiques et recommandations ont été préparées pour surmonter les erreurs et les interférences en désaccord.

