

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
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**Investigating the Influence of the Algerian Regional Dialects on the
English Language Pronunciation in EFL Context**

The Case of EFL Students in Some Algerian Universities

A dissertation submitted to the Department of Foreign Languages in partial fulfillment of the requirements for

Master's Degree in Sciences of Language

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Academic Year: 2020/2021

Declaration

I, the undersigned, hereby declare that the dissertation entitled **Investigating the Influence of the Algerian Regional Dialects on the English Language pronunciation in EFL Context** is the result of my own original work, and has not been published by another person or university. Unless the sources have been accurately reported and acknowledged.

Author's name: Asma MESROUK

Signature:

Date:

Dedication

Dedicated to the loving memory of my grandmother, the one who always dreamed of seeing me in the highest ranks,

May Allah grant you paradise 'AlJannah'.

To my grandfather the one who always encourages me,

Thank you, May Allah bless, and protect you.

To my mom, there are not enough words to describe just how important you are to me.

And what a powerful influence you continue to be.

To my dad,

who gave me the greatest gift anyone could give another person,

as he believed in me.

To my brothers and sisters.

To my entire family, friends, and loved ones

To anyone who wishes me well and rejoices in my accomplishments.

To my teachers who play a significant role in shaping and guiding my career.

Acknowledgements

In the name of Allah, the Most Merciful and the Compassionate; Peace be Upon Mohammed, His Servant, and Messenger; All praises are to Almighty God, whose mercies and exaltation gave me the strength to complete this work and to sustain my efforts, which at times oscillated. Next to him are my parents, to whom I am greatly indebted for bringing me up with love and encouragement at this stage.

Foremost, I would like to express my special gratitude to my teacher and supervisor, **Mr. Walid AOUNALI** for his patience, motivation, and his efforts to offer possible assistance for the completion of this dissertation.

I would like to express my sincere gratitude and thanks to the board of examiners; namely, **Prof. Saliha CHELLI, Mrs. Nadjet MOUSSAOUI, Mr. Bilal ZENNOU** for their efforts in reading and comments in contributing to the betterment of the final version of the dissertation, as well as for their oral and written feedback.

Special thanks should be extended to the students who agreed to participate in the audio recording.

I would like to express my heartfelt gratitude to the teachers who took the time to complete the questionnaires.

Special thanks to everyone who assisted me in preparing this research, and especially to those who did not hold back with their advice.

Abstract

The objective of the current dissertation is to investigate the impact of the Algerian regional dialects on the pronunciation of English among the Algerian EFL students, It also seeks to explore the main causes behind the mispronunciations due to the diverse dialects in Algeria, the causes of dialects, and the influence of those Algerian dialects on English language pronunciation. Based on a comparative analysis method, this work focused on the comparison and contrast of the phonological aspects of English and Arabic in order to explain pronunciation errors taken from a selection of samples from 12 audio recordings of second year EFL students from six Algerian cities (Alger, Tebessa, Bejaia, Tlemcen, Batna, and Biskra), who were chosen using the purposive sampling methodology. Methodologically speaking, a mixed-methods approach was used, in this regard, and in order to collect relevant data, we used audio recording, and teachers' questionnaire. The research findings 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. Therefore, the findings of the research study confirm the hypothesis that the Algerian regional dialects affect the English language pronunciation. Finally, several practical implications and recommendation were proposed to overcome the diagnosed errors and interferences.

Keywords: analysis, Algerian regional dialects, pronunciation, interference from L1 to L2.

List of Abbreviations

FL: Foreign Language

FLL: Foreign Language Learners/ Learning

EFL: English as a Foreign Language

CLA: Classical Arabic

MSA: Modern Standard Arabic

CL: Colloquial Arabic

SD: Standard Deviation

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1. Study Background

Recently, English has become a universal language. Thus, all countries around the world teach and learn it in their schools as a second or a foreign language. However, in Algeria and some other countries, the English language is still taught as a second foreign language, and it is used just in classrooms and very limited contexts. For example, Algeria prescribes it in its academic curriculum up to middle school, and students are obliged to learn it for a full seven years (four years at middle school plus three years at secondary school). Therefore, English language learners in this country are always facing a big challenge to be good at both productive and receptive skills.

Nevertheless, speaking skills are considered to be one of the most essential skills for learners of English as a foreign language. Yet, English language learners in Algeria struggle to find opportunities to use English outside the classroom because of some specific factors in their culture and historical influence of French. The official languages of Algeria are the Modern Standard Arabic and Tamazight languages in addition to French as a first foreign language but widespread in the North of Algerian and administration spheres. In contrast, the Algerian dialect is a mixture of many dialects from Arabic and Tamazight language, such as the Kabyle dialect and Chaoui dialect..., They all make up the Algerian Daridja dialect from the Arabic language. The latter differs from one region to another.

2. Statement of the Problem

Algerian learners occasionally face some problems when pronouncing English letters and phonemes due to the diversity of their local dialects and accents. Each language, in any part of the world, has its own linguistic characteristics and rules that govern its pronunciation and even word formation, which distinguishes it from the other languages. Modern linguists refer to this phenomenon as a verbal habit, and by the end of a specific stage of a child's

development and puberty, it will become a permanent custom and feature. As a result, subsequent generations inherit these verbal characteristics from their forefathers without having the opportunity to choose a specific linguistic formation. EFL learners, for example, face many pronunciation challenges as they strive to improve their English language fluency, such as introducing or removing new phonemes that do not exist in the target language. The linguistic variations between Arabic and English have a significant influence on how easily a learner can learn to shape the English sounds pronunciation in accordance with orthography.

Generally, Algeria is known by the diversity of its dialects, thus the EFL learners face the problem of being affected by those dialects. This influence would be a reason for changing the meaning of words and thus difficulty in understanding them. Also, it may lead to a lack of fluency in the acquired language. At the level of university, we notice that heeding number of learners are suffering from the reduction of fluency, afraid of making mistakes in pronunciation caused by influence of their original dialects. In this research, we focused on the effects of regional dialects in Algeria on English language pronunciation, and the selected cases are from EFL students from different universities.

3. The Research Questions

This research seeks to answer the following research questions:

RQ1: What are the causes of pronunciation deviance among dialects in Algeria?

RQ2: Do regional dialects in Algeria affect the pronunciation of English as a foreign language? And to what extent do those dialects impact on the English language pronunciation?

RQ3: What is the best solution to eliminate the problem of interference in the pronunciation of English?

4 Research Hypotheses

In order to answer the questions listed above, we suggest three hypotheses as follows:

- **RH1** The reason for the deviance of pronunciation among EFL learners is due to the diverse dialects in Algeria as well as some historical and colonial reasons.
- **RH2** The mother tongue dialect influences the second language and foreign language learning which leads to changes in the pronunciation of the target language.
- **RH3** Algerian learners can overcome the problem of deviance of pronunciation through teaching them phonetics and speaking skills at early stages.

5. Research Aims

The general and most important objective of this study is to discover the contrast between the dialects of EFL students in Algerian Universities and their influence on speaking English fluently.

For more details, this present study aims to:

- Find out the real reasons that led to the emergence of many dialects in Algeria.
- Investigate how the person's native dialect affects his pronunciation in a second language.
- Shedding light on the influence of the Algerian dialects on English language pronunciation, and exploring whether teaching phonetics in early stages is the solution to this problem.

6. Research Methodology

The mixed method approach has been collected that allows the use of qualitative and quantitative data in the same investigation. The goal of using this method is to provide a better understanding of the topic, to confirm the proposed assumptions, and to give more details about the phenomenon under study.

Due to the nature of the study, we used a mixed method approach in our current research, which investigates the Influence of the Algerian Dialectal on the Pronunciation of the English Language in the EFL Context of students from different universities at the English language department. The latter includes two processes; an audio recording for collecting the actual use of the target language to reinforce the investigation into Algerian dialects' influence on English pronunciation, thus discussing the influenced part of the speech of Algerian learners of English. However, a descriptive research method was adopted using a questionnaire distributed to teachers at various universities. The main objective behind the descriptive method is to collect different views to improve the investigation into Algerian dialects and thus address the affected aspects of Algerian learners' pronunciation.

7.1. Population and Sampling

Because of the differences in dialects, we decided to conduct our studies in different Algerian cities from different sides. These cities are: Algiers in the Northern region of Algeria, Bejaia, Tebessa, and Batna in the east, Telemcen in the west, and Biskra in the south. These cities have a large number of students and teachers in their universities. On the other hand, in research methodology, many cases confirmed that when the number is large, the results are likely to generalise, unlike the small number in which the results in most cases are guaranteed; Consequently, we sought to limit the number to 12 teachers after they gave their consent to participate in this study; we have chosen 2 teachers from each university to answer the questionnaire. As for the learners, we chose 12 students with the same previous division; 2 students from each university.

7.2 Data Collection Tools

As for the tools used in that present dissertation, we used a questionnaire. It has been administered to teachers from different universities: Algiers, Tebessa, Telemcen, Bejaia, Batna and Biskra. It aims at collecting different views to strengthen the scrutiny of Algerian dialects' impact on English language pronunciation. An audio-recording of students' speech in English has been performed in order to discover the affected part of the pronunciation of the English language.

In this paper, we introduced the regional dialects in Algeria. We also referred to their relationship with the English language pronunciation. The findings of this study optimistically contribute to this area of study that is sociolinguistics and pronunciation research in the Algerian context. Also, it would be of great significance to foreign researchers interested in Algerian culture and languages, so that they can find the history of Algerian dialects and their effects on their the EFL learners and teachers.

It is also worth noting its role in helping students to use the English language fluently. Then, this dissertation has emphasized the importance of teaching phonetics to beginners. It would help middle and high school teachers who suffer from mispronunciation of utterances by learners.

8. Structure of the Study

This dissertation is organised according to the following outline:

Chapter one is an overview of Algerian Arabic regional dialect, mainly the definition, its origin, the languages exist in Algeria, and the causes of diverse dialects.

Chapter two gives more details about the proprieties of Algerian dialects, and the impacts of those dialects on the English language, and it provides the importance of teaching phonetics to beginners and its advantages.

Chapter three seeks to portray the methodological aspects that this study will be based on, the data will be collected, and which treatment will be implemented.

Chapter four ends with the description and classification of the obtained data in addition to the analysis and interpretation of both qualitative and quantitative findings to make inferences and draw conclusions.

Chapter One: The Foundation of Algerian Dialects

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Introduction

This chapter contains diverse definitions; language, dialect... etc. It also indicates the historical background and various ages that feature the Algerian history, and thus, it introduces sociocultural and the causes of language diversity in the country. Furthermore, this chapter focuses on the tools of verbal communication of Algerian speech, starting with Classical Arabic, Modern Standard Arabic, Colloquial Arabic, then Berber and French, and their different positions in Algerian society. Accordingly, the current chapter discusses the characteristics of the Arabic language, and shows the sociolinguistics in Algeria regarding bilingualism, code switching, and diglossia.

1.1 Definitions

1.1.1 Language

Language is the ability to understand and to form grammatical sentences. Taken in its literal meaning, language is a system of communication used by people living in a particular country (Cambridge dictionary, n.d). In linguistics, it is defined by different scholars in different ways. (Chomsky, 2000, as cited in Azizul, 2018) defines language as a combination of sentences, which are made from a finite collection of elements at each finite length. It can be limited in number or unlimited.

(Sapir, 1921, as cited in Lyon,1981, p.3) Considered language as a method used to express ideas, feelings, emotions. According to this definition, language is primarily concerned with humans and comprised of a sound created by them to communicate. However, (Block & Trager as cited in Lyon 1981.p.4) have another view. They say that "language is a system of arbitrary vocal symbols by means of which a social group co-operates".

We notice that there is a difference between Sapir's definition and the definition given by Block and Trager (1981). The definitions provided earlier do not appeal to the contact

feature of language except indirectly and by implication, it is subjective and restricts language to spoken language directly.

1.1.2 Dialect

Dialect refers to a language variation that is common for the users of this language. The term dialect is sometimes used to refer to a substandard variation in language used by members of a geographical and social community.

Its literal meaning is presented in Cambridge dictionary, n.d as a form of language that people speak in a particular part of a country, containing some different words and grammar. Furthermore, linguists describe a dialect as a variant of a language. distinguished by its pronunciation, grammar, vocabulary, of other variants of the same language.

Dialects are different ways of saying the same thing. Dialects are numerous ways of saying the same thing; they represent social dynamics (class, gender, and origin), and are structures controlled by law, with structural variations from other same language dialects, and are related to linguistic and cultural features of students in the same large linguistic community. In contrast, registers are different ways to say things; they represent social processes, which refer to a language variance defined by usage of a situation or meaning.

Dialect is also a language variation that differs from others in three areas: vocabulary, grammar, and pronunciation. In this context, (Chambers and Trudgill, 1998) present an excellent illustration of such a case: if two speakers state, respectively, I did it yesterday night and I did it yesterday night, we can say that they are speaking distinct dialects.

1.1.2.1 Kinds of dialect

According to Wardrough (2006, p. 49) as cited in Syahreni, the dialect consists primarily of two branches: regional and social dialect.

Firstly, the linguistic basis is regional dialect. This means a dialect that differs due to its location. There can be variations in pronunciation, word selection and syntax.

Second, sociolect or social dialect is a different language (the register) linked to a social class, for instance a social class, an ethnic group, an age group, etc.

1.1.3 Accent

Tjalve (2007, p.21) states that regional influences cause variations in the pronunciation patterns shared between groups of people within the language area. The terminology for groups of individuals and due to regional differences in this definition refers to how speakers are classified into groups based on the dialect spoken in a particular place. The phrase linguistic domain highlights the fact that we are dealing with diversity within a single language, omitting speech with an accent other than the mother tongue. According to this view we can suggest the following definition: Accent = Regional Accent. (Tjalve, 2007).

1.1.4 Bilingualism

Bilingualism is the capacity to use two languages perfectly. Moreover, Thus, they suggested other definitions, including Diebold's 1964 definition (as cited in Hymes). He views that the speaker who can recognize a few phrases using a language in addition to his mother tongue is a bilingual. And this is what (Romaine, 1995, p.11) confirmed in his definition, bilingual means of having at least minimum language power. (As cited in Fornuskova 2011, p.3) Also, (Haugen, 1956 as cited in Salah M. Suleiman. 1985, p. 3) argued that the acquirement of two dialects of the same language, two distinct but mutually understandable, is also a kind of bilingualism. With regard to the concept of bilingualism, it appears that the main factor is that bilingualism is not an absolute but rather a relative phenomenon. (Suleiman. 1985, p. 3)

1.1.5 Multilingualism

“To be considered a bilingual, a person must have the ability to use two different languages, whereas the term multilingualism is usually reserved for individuals possessing the ability to use more than two languages.” (Hornbey 1977, p.3 as cited in Suleiman, 1985, p. 2) Multilingualism is literally at least three or more languages to be used either by citizens of a certain region or nation with certain levels of fluency. It can also be described as being less than native, but can still communicate in two or more languages.

As Sridhar (1996) says:

Multilingualism involving balanced, Native like command of all the languages in the repertoire is rather uncommon. Typically, multi-linguals have fluctuating degrees of command of the different repertoires. The differences in competence in the various languages might range from command of a few lexical items, formulaic expressions such as greetings, and rudimentary conversational skills all the way to excellent command of the grammar and vocabulary and specialized register and styles. (As cited in Wardhaugh, 2006, p.96)

1.1.6 Code switching

Typically, people are asked to select a specific code when they want to talk, and they can also switch from one code, to another or even combine codes in very short terms, thereby creating a new code in a process known as code switching. (Blom & John Gumperz as cited in Gumperz and Hymes, 1972)

Also, it is defined in the Cambridge dictionary as it is the process of changing between two or more languages, dialects, or accents when you are speaking.

Yet, linguists state that a code or system of communication between two or more parties is the specific dialect or language that a person wishes to use on any occasion. They also demonstrate that a speaker has only one code or method to be commanded or used.

1.1.7 Diglossia

According to Merriam-Webster's Dictionary, 1828, diglossia is the use of two different types of language in different social contexts throughout a speech community.

(Suleiman, 1985, p. 2) said that the term diglossia is used for the first time by Ferguson to refer to cases in which the same speakers use two or more language varieties differently in a single geographical region under varying conditions; However, before him, this Greek word was employed as a definition of bilingualism (Al Hariri Al Zahrani, 2017, p.3) Then it was used William Marçais was the first person to identify the diglossic situation in Arabic in 1930 using this French word "diglossia" (Kaye as cited in Al Hariri Al Zahrani, 2017, p.3)

Ferguson (1959) defines diglossia as

“DIGLOSSIA is a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any section of the community for ordinary conversation” (p. 336) (As cited in Suleiman, 1985, p. 1)

Initially, it was used for a society that had two or more internal contact languages understood (Suleiman, 1985, p. 2). Diglossia does not occur only in multilingual cultures, but also in which many dialects, registers or linguistic differences are recognized. (Fishman, 1965 as cited in Suleiman, 1985, p. 1)

1.1.8. Borrowing

Borrowing is a well-known success phenomenon in the history of linguistic science. It refers to the use of language characteristics of one language in another's output (Gass and Selinker, 1983).

Kellerman and Smith (1986) support the point and add that borrowing will take place even when the learner has no knowledge of a language other than superficially. They present two types of "false friends" and "wholesale" borrowing. They should be borrowed. The first refers to the use of a morphologically identical but semantic-diverse word. Lastly, you take over one term unmodified from L1 to L2.

1.2 Languages and Dialects in Algeria

1.2.1 Arabic

Arabic has around 300 million speakers in 22 Arab countries, one of the world's largest languages. In 1974, Arabic, along with Chinese, Russian, English, French and Spanish, was one of the sixth United Nations' official languages. (Al hurari, 1997 p. 28)

Islam's spread is the major factor helping Arabic to go beyond the nomadic tribes which first spoke it. In the seventh and eighth centuries, the first Arabic centres outside the Arabic Peninsula were established. Khrisat and Alharthy, 2005 p.255

1.2.1.1 Modern Standard Arabic

In the pre-Islamic era, poetry was written and documented in the Arabic language, called "Classical Arabic," (CA) The differences between ancient Arabic and classical Arabic are very limited. Whereas, according to Ait Habbouche, 2013, p.16 Modern standard Arabic (MSA) is the version used in most recent written and high-level Arabic journals. Additions to the scientific and technical needs of modern life from foreign languages. (Ennaji, 1991, p.9 as

cited in Ait Habbouche, 2013, p.16) assumed that:

Modern standard Arabic is a standardised and codified to the extent that it can be understood by different Arabic speakers in the Maghrib and in the Arab world at large. It has the characteristics of a modern Language serving as the vehicle of universal culture

The official language of the Arab world is the MSA, and it is based on the language of the Quran, classical Arabic, syntactically, morphologically and phonologically. (Habash, 2010, as cited in Khrisat and Alharthy, 2005, p. 255)

As for Algeria, there are two major Arabic language variants: Standard Arabic (S.A.) and Algerian Arabic (A.A.).

Standard Arabic is used for public discourses, official events, mass media in Algeria, often referred to as modern literary Arabic and formal Arabic. It also acts as a forum for education, literature and science. It is never used in a typical Algerian conversation. (Chebchoub, 1985, p. 7)

The Arabic alphabet comprises 28 letters. All of them are consonants. They are read from right to left. Because of their form, certain letters cannot joint, but nearly every letter in Arabic is combined like handwriting. In the Arabic language, there are no capital letters and small letters are available, typed versus handwritten Arabic is written by hand. (Mohtanic, p. 11)

1.2.1.1.1 Arabic letters

According to Mohtanic, p. 12 The 28 letters are shown on the table below

Table 1.1

Arabic Letters.

ج Jeem (j)	ث Thaa (TH)	ت Taa (T)	ب Baa (B)	أ Aleph (A)
ر Raa (R)	ذ Dhaad (DH)	د Daal (D)	خ Khaa (KH)	ح Haa (H)
ض Daad (D)	ص Saad (S)	ش Sheen (SH)	س Seen (S)	ز Zaa (Z)
ف Faa (F)	غ Ghein (GH)	ع Ein	ظ Dhaa (DH)	ط Taa (T)
ن Noon (N)	م Meem (M)	ل Laam (L)	ك Kaaf (K)	ق Qaaf (Q)
		ي Yaa (Y)	و Waa (W)	ه Haa (H)

1.2.1.2 Colloquial Arabic

Arabic dialects, also known as colloquial Arabic, are speaking forms of Arabic. They are not written, unlike Classical Arabic and MSA. The type is mixed with several variants of these dialects. The gap is great enough between those spoken Arabic variants in the entire Arabic world to make them incomprehensible one to the other. They are influenced both by the old, local languages and by the languages of Europe, including French, Spanish, English and Italian. (Harrat et al., 2017, p.385)

Arabic dialects from the point of view of the East-West dichotomy are often represented by literature:

- Towards the dialects of the Middle-East: spoken Arabic of the Arabian Peninsula (Gulf countries and Yemen) Jordan), the Egyptian dialect of Iraq, the dialect of Sudan.
- Dialects from Maghreb: spoken mostly in Algeria, Tunisia, the Republic of Morocco, Libya and Mauritania. Notice that in Malta most people find a type of Arabic dialect. (Harrat et al., 2017, p.38).

The Arabic symposium has some features such as:

1. There are almost no cases, and verb suffixes are even less.
2. The form of the sentence is very clear. It is very simple.
3. Stress patterns: position of stress is defined by fixed rules approximately.
4. Formality: in greetings, etc., a number of routine or formal sentences are included. (Ouanada and Chebouki, 2014, p. 31)

The vast majority of Algerians speak Algerian Arabic on a regular basis, as the other Arabic dialects simplify the morphological and syntactic laws of the written Arabic. This dialect varies from the dialects spoken elsewhere in Algeria. It is not used in schools, TV, or journals, which usually use standard Arabic or French, but it can be heard in songs, if not just in Algerian homes and on the streets. Harrat et al., 2017, p.385

Harrat et al., p.385 Algeria's Arabic-inspired vocabulary is inherently altered, with substantial Berber substrates in its original words and a lot of new words and loans borrowed from Turkish, Spanish and French. While most of this vocabulary originates from MSA, in most cases the vocalisation is substantially different, and in other cases, some letters are omitted or modified.

Non- Arabic phonemes such as /g/ as in the word فَاغ (all) are included in the ALG consonantal system and phonemes /p/ and /v/ primarily used for word uses. Borrowed from French, such as the word فاليزة (borrowed from the French word" valise" which means a bag). Harrat et al., 2017, p.385

1.2.2 Berber

Tamazight is Algeria's eldest language. It is the mother tongue of Algerian indigenous people. While they adopted the Arabian language and "Islam", Amazigh retained the same language as their home language.

Tifinagh is the Berber writing system assumed to be similar to most ancient Mediterranean semi- and alphabets from phonetic origins. It was written in rocks and caves, and was used only in restricted forms, for instance, personal exchanges, threats and statements of affection.

(Abderrahim as cited in Bourass, 2006, p.19) indicated the four basic dialects of the Berber language, as he mentioned their geographical positions as follow:

- **Taqvailith (Kabyle)** It is a significant Berber species. This significance is because the other Berber speakers in Algeria are outweighed by Kabyle speakers. It is spoken in the north of Algeria. The Kabyle region is composed of Tizi ousou, which is High Kabylia's capital city, and Bejaia. Other urban centers include: Bourdj bouariridj, Bouira and Boumerdes.
- **Tashawit (Chaoui)** In the Aures mountains in the eastern southern part of Algeria Tashawith is spoken. The region consists of many city centers such as Banta, Khenschla and Souk Ahras.

- **Tamahaq (Targui)** In the Ahaggar area and in the Tassili region of southern Algeria, Tamahaq is spoken. The main subbranches represent the Tuareg variety, which is widespread in Mali and Niger in cooperation with Tamashek and Tamajeq.
- **Tamzabit** is the varietal in central Algeria spoken by mzabs.

Also, Ait habbouche, 2013, p.21. mentioned other Berber dialects like:

- **Tachenwit** is spoken in Tipaza and Cherchell cities in western Algeria.

In addition to the above-mentioned significant areas of Berber, there are also other small communities speaking in Berber. Like in Timimoun.

1.2.3 French

(Kebli & Boumediene, 2017, p.8) expressed that although the French did not leave Algeria a long time ago, their language is clearly evident at different levels. In Algeria, French has become the "language of bureaucracy" as the legacy of colonial power:

” Statically, Algeria is the most francophone country among the old colonies” (Calvet as cited in Kebli & Boumediene ,2017, p.8)

Despite the government's concentrated efforts to ride on French, its widespread use in various fields such as education, administration, the press, and family shows that the language is deeply formalized and informalized and remains an important language in Algeria.

From the late 1970s to the early 90s, French was taught from the fourth grade in the primary cycle, as the first compulsory foreign language. In middle school English was a second foreign language (eighth grade). The Ministry of Primary and Secondary Education launched English as a competitor to French as an elementary-school in September 1993,

under the influence of the lobby for pro-Arabisation. But the first obligatory foreign language was the choice of pupils (8 to 9 years) between French and English. (Benrabah, 2007, p. 194).

“In 1969, 81.5% of the population was Arab; 17.9% Berber; 0.4% French and 0.2% other nationalities. Of these, 74.6% were illiterate; 5.5% were educated in Arabic; 8.9% in French; 10.6% in French and Arabic, 0.4% in other languages. Thus, in a country where approximately three quarters of Algerians were illiterate, 20% of the population could write and read French in 1969.” (Hassaini, 2011, p.52).

Until now French is a part of the regular curriculum, and the majority of the population in Algeria knows it. (Boukli and Abdelkader, p.10)

1.3 Causes of Language Diversity in Algeria

1.3.1 Historical causes

Algeria has experienced numerous colonial movements that have shaped Algerian identity, making it difficult to confirm its inhabitants' origins and recognize their linguistic roots. It is important to discuss the two periods before and after French colonialism to explain this uncertainty.

1.3.1.1 Colonization

1.3.1.1.1 Before Colonisation

The Algerian region was already settled during the prehistoric period, and the prehistoric civilisations of that time had African characteristics and affinities Julien, 1931, as cited in. It was occupied by various countries and affected profoundly by its cultures (Phoenicians, Romans, Byzantines, Turks and French). According to Queffélec First Phoenicians invaded it, then the Romans in 46 BC. It entered the Byzantine Empire in 395 A.

Algeria's indigenous people are the Berbers. The Romans called them Numidians, and Imazighen, meaning free citizens, is what they call themselves. Their language, also referred to as Tamazight, is called Berber. The Phoenicians, whose official language was Punic,

established Carthage in 860 B.C. and Berbers were their customers and/or soldiers. (Benrabah, 1999, p. 28).

Furthermore, as it is mentioned in (Benrabah, 1999, p. 29). The Berber-Phoenicians contact, originally from Lebanon, led to the creation of the alphabet of Libyc-Berber which was Tifinagh's source. Whilst Tifinagh is the alphabet of the Berber ethnic Twareg, between the 6th and 4th centuries B.C. Libyco-Berber developed. In addition, Latin became part of Algeria's numerous language environment, which comprised Libyco-Berber, because of the Roman invasion of North African countries. (Benrabah, 1999, p. 29).

At 700 A.D, in Algeria, the first Arabs arrived. Most Byzantines were forced out. In Algeria, the settlement of the Arabs was a significant event in the region's history. The truth is that this settlement had for many centuries bound Algeria to Europe.

After the first successful Arab-Islamic victory in Algeria, in about the seventh century, the Berber Queen Dihya was eventually defeated (Benrabah, 1999, p. 29). Classical Arabic was introduced in the first place. Since then, the power of Islam has gained. As it is known, the language of Islam is the Arabic language. Thus, mosques and missionaries used classical Arabic to convert Berbers to Islam. (Benrabah, 1999, p. 33).

Afterwards, After the Islamic conquests in the Maghreb in general and Algeria in particular, the Portuguese colonization came, and after Spanish colonialism arrived, Algeria sent the Barbarous Turks brothers for assistance, and in 1518 the Turks were able to repel the Spaniards and thus the Turks settled in Algeria until 1830 (McDougall, 2017, P.11)

1.3.1.1.2 During Colonisation

Despite the fact that Algeria has been under Ottoman rule for 400 years, 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, 1992 as cited in Zerroug,2010, p.5); However, French was the only language of

administration and instruction when France took over the whole country. (Queffélec et al., 2002 as cited in Zerroug, 2010, p.5)

From 1830, Algeria was well-known throughout the world as one of the French colonies between 1830 and 1962. As a result, the colons imposed strict and consistent language policies at the expense of Arabic language competence and statute.

During this period, the French wanted to put an end to the use of Arabic. The French language was the one used in schools and administrations. Its use in Algerian society reached practically every aspect. (Ghoul, 2013, p. 7). In July 1962, Algeria achieved independence and became a free and sovereign country. (McDougall, 2017, P.235)

In sum, for the sake of smashing and fundamentally altering the Arab-Islamic identity, the French invaders in Algeria placed a strong French language and culture on all the varieties that existed then in Algeria, but the Revolution of Algeria was contrary to those charts and, as an indication of this cultural revolution was one month prior to independence. (Kebli and Boumediene, 2017, p.5)

1.3.1.1.3 After Colonisation

The constitution of the Democratic and People's Republic of Algeria after independence gives the Arabic language the character of 'the State's national language and official language. 'In the Algerian Constitution since 1963, however, there is no reference to the status of the French language. (Kebli & Boumediene, 2017, p.5)

The Algerians spoke Algerian Arabic and Berber as well as Tamazight (in some local varieties) as well as French after the colonial period. In this policy, the lingua franca: of the Arab Middle East was ignored and denied all status of the languages spoken in Algeria and Literary/Classical Arabic was promoted. After independence, the Arabisation movement was carried out to restore Arabic and Islamic culture. (Kebli & Boumediene, 2017, p.5)

1.3.2 Arabization

Since Algeria became an independent state, the procedures for abolishing the colonial language and replacing it with Arabic or what are known as Arabization had to be initiated. (As cited in Rezig, 2011). Benrabah states:

“Starting from 1962, the Algerian government that inherited the remnants of an education system focused on European content and conducted in a foreign language by foreign teachers, sought to gradually increase Arabic sessions at all levels and all subjects were taught in Arabic.” (Kebli and Boumediene ,2017, p.6)

Algeria’s first president, Ahmed Ben Bella, 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.27 As cited in Kebli and Boumediene, 2017, p.6)).

(Gill,1999 as cited in Rezig, 2011). Arabization project had two sides, namely the new project and the traditional sides. Although the administration and school system were Arabized in the name of development and modernisation, Arabisation was given a 'sacred' sense and goal which was necessary for decolonization. Mouhleb (as cited in Rezig,2011).

(Benrabah 1999 as cited in Rezig, 2011) spoke about the situation of Arabized schools in Algeria in the 1960s, where he said that of the Arabized primary school teachers, 3,500 (27 percent) were non-Algerians in 1966; 2,000 were tutors and only 1,500 teachers. The report argued about the lack of qualifications of these teachers, their lack of confidence in their duties, their disability and their political participation.

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, dialect, accent, bilingualism, multilingualism, code switching, and diglossia, as well as definitions, kinds, components. The effect of Algerian dialects on English language pronunciation will be discussed in the following chapter.

Chapter Two:

**The influence of the Algerian
Regional Dialects on the
Pronunciation of the English
Language.**

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Introduction

This chapter is intended to describe the impact of Algerian Dialects on English language pronunciation. This chapter shows clearly that English is influenced by Algerian dialects. The English language situation in Algeria, is going to be updated first. This chapter, then, presents the proprieties of Algerian dialects in the cases of Algiers, Telemcen, Bejaia, Tebessa, Batna, and Biskra. Additionally, the main advantages of teaching pronunciation in the early stages of education. This chapter finally examines the interference between Arabic French and English.

2.1 English Language Situation in Algeria

English consists of a collection of dialects used by monolinguals, in particular, within a shoreline. It now includes a wide range of standards and non-standards spoken at international level.

According to Ministry of Education figures, nearly 8 million students were accepted throughout the academic year (2017-2018). In basic, middle, and high schools, over 20% of the Algerian population is enrolled. These students must complete all three university cycles over the course of twelve years. They all learn at least two languages in primary school (standard Arabic in the first year, French in the third year, and English in the sixth year). The period of English learning before university is between 750 and 830 hours, and it is taught as an external language for seven of the twelve years (3h–4h/week).

English, whether in the education system, for economic purposes or for foreign relations, is very important in Algeria. The language of science is, first of all, English, which is considered important for bringing civilization and technology to Algeria due to multinational enterprises and international trade. It is also used as an economic framework in business and is also part of our second foreign language educational system.

2.1.1 English Language Phonology

According to (Yule, 2006), Phonology is the study of a language's sound system, including the examination and classification of its phonemes in comparison. Phonetics is the study and description of speech sounds, including their synthesis and interpretation, as well as acoustic research. When we speak English regarding the phonological system, we mean the number of phonemes used and the organization of them.

2.1.1.1 English consonants

Table 2.1

English Consonantal Phonemes

	Bilabial	Labio-dental	Dental	Alveolar	palato-alveolar (post-alveolar)	palatal	Velar	Glottal
Unvoiced (-V)	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V	-V	-V +V
Voiced (+V)							+V	
Stops (Plosives)	p b			t d			k g	ʔ
Fricatives		f v	θ ð	s z	ʃ ʒ			h
Affricates					tʃ dʒ			
Nasals	m			n			ŋ	
Lateral (approximants)				l				
Approximants	w			r		j		

The consonants in the table above are the consonant phonemes of RP (Received Pronunciation) and GA (General American), that is, the meaning-distinguishing consonant sounds (c.f. pat – bat). Phonemes are denoted by slashes //; For example, /t/. Significant variations are explained in the footnotes.

/p/ put, supper, lip	/ʃ/show, washing, cash
/b/bit, ruby, pub	/ʒ/leisure, vision
/t/two, letter ³	/h/, cathome, ahead
/d/deep, ladder ³ , read	/tʃ/chair, nature, watch
/k/can, lucky, sick	/dʒ/jump, pigeon, bridge
/g/gate, tiger, dog	/m/man, drummer, comb
/f/fine, coffee, leaf	/n/no, runner, pin }
/v/van, over, move	/ŋ/young, singer
/θ/think, both.	/ð/, silly, fallthe, brother, smooth
/r/run, carry, (GA car)	/s/soup, fussy, less
/j/you, yes	/z/zoo, busy, use
/w/woman, way	/l/let

2.1.1.2 English Vowels

Vowels can be classified in different ways. The principle of vowel classification is the length: English has 12 vowels, 4 long and 8 short; the former takes more time to articulate, whereas short vowels take less time.

English short vowels are:

/ɪ/ close, front, unrounded, short vowel. e.g., bit

/e/ mid, front, unrounded, short vowel. e.g., edge

/æ/open, front, unrounded, short vowel. e, g: bat

/u/ close, back, rounded, short vowel e.g., put

/ʌ/ open, central, unrounded, short vowel. e.g., Up

/ə/ close, central, unrounded, short vowel. e.g., About

/o/ open, back, rounded, short vowel. E.g., stop (Roach, 1991)

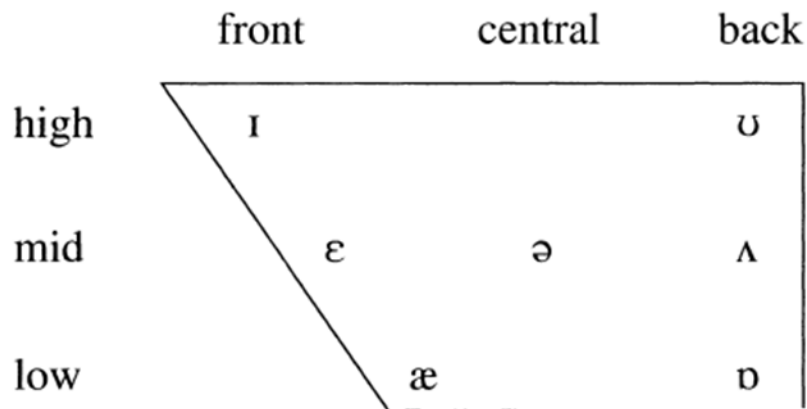


Figure 2.1 The vowel Quadrilateral Including Short Vowels. (Radford, 2009)

English long vowels are:

/i:/ close, front, unrounded, long vowel. e.g., Peace.

/a:/ open, back, unrounded, long vowel. e.g., Half.

/ɜ:/ mid, central, unrounded, long vowel. e.g., Purse.

/o:/ open, back, rounded, long vowel. e.g., board.

/u:/ close, back, rounded, long vowel. e.g., Soon. (Roach, 1991).

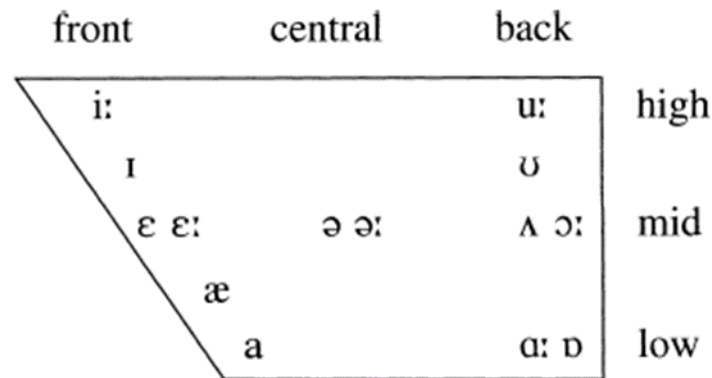


Figure 2.2 The Vowel Quadrilateral with Long Vowels (Radford, 2009)

2.1.1.3 English Diphthongs

English diphthongs are:

There are several diphthongs in BBC pronunciation, which are sounds that consist of a transition or glide from one vowel to another. A pure vowel is one that does not change or glide. Diphthongs are similar in length to the long vowels mentioned above. The most important thing to note about the diphthongs is that the first part is much longer and stronger than the second part; for example, the majority of the diphthong ai (as in the words' eye ' , ') consists of the vowel, and the glide to I becomes apparent only in the last quarter of the diphthong. The loudness of the sound decreases as the glide to I occurs.

2.2 Algerian Dialects Phonological Properties

2.2.1 Geographical Background of Algeria

Algeria covers nearly 2.4 million square kilometres of land, more than four-fifths of which is desert. Algeria is the ninth-largest state in the world and the largest in Africa, almost 3.5 times the size of Texas. The northern boundary extends from Morocco in the west to Tunisia in the east along the southern edge of the Mediterranean Sea. Morocco, Mali, Libya, Tunisia, Niger, Mauritania, and Western Sahara share borders with Algeria. This great

expansion in the region, and the large number of neighbouring countries, is a factor in the variation of dialects in Algeria according to the region.

2.2.2 Proprieties of Algerian Dialects Case of

2.2.2.1 Algiers

According to (Zodiac, 2021), Algiers is the capital and the head seaport of Algeria in Arabic it is Al-Jazāir. It is the country's hub for leadership, industry and culture. On the slopes of the Sahel Hills along the shore of the Mediterranean Sea and about 16 km along the Bay of Algiers, Algiers is constructed. The town facing east and north forms an amphitheatre of gleaming white constructions overlooking the harbour and the bay. The city gets its name from a group of small islands that once existed in the bay, all but one of which were either connected to the shore or obliterated by port works. Pop (2008) 3,364,230; (2007 east.) agglomeration metropolitan, 3,354,000.

Algiers was founded by the Phoenicians as one of their numerous North African colonies. It was known to the Carthaginians and the Romans as Iconium. The town was sacked by the Mauritanian chieftain Firmus in 373 centuries, and was further damaged by the Vandals in the 5th century. In the 10th century, many Muslims and Jews expelled from Spain sought asylum in Algiers.

The European powers' pirates were repeatedly trying to invade Algiers, but in vain, including Holy Roman Emperor Charles V's naval expeditions from 1541 and the British, the Hollands, and the Americans at the beginning of the 1800's. Algiers-based piracy continued until the French conquered the city in 1830. It was much weakened. For their colonial empire in North and West Africa, the French made Algiers a military and administrative headquarters.

2.2.2.1.1 Algiers' Phonological Properties

The Algiers dialect is the dialectical Arabic pronounced in Algiers and its environs. This dialect is distinct from the dialects found in other parts of Algeria. Harrat, et al, 2016, p. 385 say that it should be remembered that the phonemes (ظ) and (ذ) are rarely used; most of the time (ظ) is pronounced /d'/(ض) and /ð/ (ذ) is pronounced /d/. (د). The same holds true for /θ/ (ث), which is pronounced /t/(ت). Also, there is no counterpart for the Arabic pronouns أنتما (second person, dual) and هما (third person, dual). As for the personal pronouns relative to feminine plural أنتن and هن

Table2.2:

Demonstrative Pronouns of Algiers Dialect.

Singular		Plural
Female	Masculine	Female & Masculine
هادي	هادا	هادو
This	This	These
هاديك	هاداك	هادوك
That	That	Those ones

Table : Harrat et al, 2016, p.386

2.2.2.2 Telemcen

Tlemcen is one of Algeria's most historic towns, known locally as "the town of cherries," and a must-see destination in northern Africa for history buffs. Telemcen's culture has been influenced by Berber, Arab, Moorish, Ottoman, and Western influences through the years. Telemcen is a town in north-western Algeria, near the Moroccan border Telemcen is surrounded by the well-watered Tlemcen Mountains and looks out over the lush Hennaya and Maghnia plains. Tlemcen, situated at an elevation of 2,648 feet (807 meters), is far enough

inland to escape the humidity of the Mediterranean Sea coast but near enough to receive refreshing sea breezes in summer. Tlemcen's growth was helped by the resulting temperate climate, which explains its historical significance. (Zodiac, 2021)

2.2.2.2.1 Tlemcen' Phonological Properties

The third singular masculine object-pronoun, with the exception of Tlemcen, Nedroma, and Ghazaouet, is pronounced differently in most Western dialects as (ah) ; For example, /ʃəftah/ (I saw him), but it may also be /ʃəftu/ in other dialects.

There are two key realizations for the phoneme /q/ in Tlemcen speech : /q/ and /a/ which is a unique case in Algeria, but it is present in Egypt, Lebanon, Syria, and Fez as well.

2.2.2.3 Bejaia

Bejaia, formerly known as Bougie, is in northeastern Algeria, between Mount Gouraya (2,165 feet [660 metres]) and Cape Carbon.

remains of the small town of Saldai, to which the ancient Roman warriors belonged, and the Berber (Berber) colony of the Bejaia tribe are still there. During the Middle Ages, Buggy was a pirate stronghold and was contested by many powers. It traded with Europe and introduced the wax candle (French: bougie). The Spanish occupation (1510-1555), the subsequent capture of the city by the Turks, and the control of Algeria over the port led to secondary importance until the French occupation (1833) and the improvement of its port (1905-1909).

Bejaia is a bustling Kabylie market city that exports minerals (iron ore and phosphates), foodstuffs (olive oil and wine) and cork. After 1959, with the arrival of the pipeline from Hassi Messaoud, it became the main port for shipping crude oil from the Sahara. (Zodiac, 2021)

2.2.2.3.1 Bejaia's phonological proprieties

The Berber language is the original language of the inhabitants of the city of Bejaia. That is why when they speak Arabic, you find them using a special dialect that is characterized by the Berber accent on it. Abdelali,2019 claims that Algerian Arabic, also known as Algerian Dialect, has complex linguistic characteristics in Algeria, mainly due to the Arabization processes that led the native Berber population to adapt to the Arabic language.

The Arab and Berber share most of the consonants, and all phonemes of Classical Arabic as pronounced in Algeria with the exception of the stop, which is normally pronounced dad (ض) in Arabic and is not found in Kabyle (Souag,2019, p.288). Unlike the Arabic language, the Kabyle contains the sounds (ch) /[tʃ], / and /dʒ / found in the English language. As for the vowels, all are written short, without exception. For example **إِسْفُغِيْتْ** <isufyit> issufyit 'he got him out'. (Souag,2019, p.290)

2.2.2.4 Tebessa

Tebessa is an Algerian city about 20 kilometers from the Tunisian border that, like other towns, has a long history that can be seen clearly in terms of traditions, customs, and the dialect used in everyday life situations. The name of the city has changed many times, beginning with a town in a north African Barbarian kingdom called Nomedia until becoming a part of the Roman empire in 146 CE, when it was called Thevest, and ending with French colonization in 1851, when it was called Tebessa. In addition to its neighborhood with Tunisia, it is very important because it is connected to roads and railways, which makes it interesting for tourists to visit. (Zodiac, 2021)

2.2.2.4.1 Tebessa's phonological proprieties

Tebessa is actually the neighbour of Tunisia and its dialects are close in terms of intonation

patterns, stress, and rhythm. It is primarily focused on modern standard Arabic transmission of words that have been influenced by later French. Its most distinguishing feature is the collapse of short vowels; for example, the word حلب/hal:b/ in MSA, which means milk, is pronounced /hlib/ in the Tebessa dialect.

2.2.2.5 Batna

Batna is a town in northeastern Algeria. It is located along the Wadi Tilatou on a well-watered plain bordered on the south by the Aurès Massif and on the north by the Batna Mountains. The cedar-forested Mount Toumour (Pic des Cèdres) rises to 6,870 feet to the west (2,094 metres). Batna was established in 1844 as a French military outpost to protect El Kantara Pass and patrol the neighboring mountains between the Atlas Mountains and the Sahara. The original rectangular plan of the town comprises avenues with trees, an eastern walled army quarter and recent changes with less order. The area is situated 7 miles (11km) to the southeast, and the Timgad (Thamugadi) is 17 miles (20 miles) to the east-southwest, and the Roman Ruins are located at Tazoult-Lambese (Lambessa). Zodiac, 2021)

2.2.2.5.1 Batna's phonological properties

According to Abderrahim as cited in Bourass, 2006, p.19; The inhabitant of the city of Batna are of Chaoui Berber origin. Also, they speak Arabic language since Arabic is the official language of Algeria. As the other dialects of Algeria Batna's dialect has its own properties, the users of this dialect pronounce the sound /t/ as the sound (ط)in Arabic.

2.2.2.6 Biskra

Biskra, also known as Beskra after 1981, is a town in northeastern Algeria on the northern edge of the Sahara. It is the heart of the Zab (Ziban) oases, which are located south of a broad, open depression between the Auras Massif and the Tell Atlas Mountains. After the Arab conquest in the 9th century, Biskra flourished. It was the semi-autonomous capital

of the Zab region in the 1100s, but it later fell under the control of the Afids. In 1552, the Turks took over Biskra. In 1844, the French garrisoned it. (Zodiac, 2021)

2.2.2.6.1 Biskra's phonological

Many characteristics derived from speech knowledge levels may be used to differentiate one dialect from another: acoustic/phonetic, phonotactic, prosodic, lexical, and syntactic (Abdelali, 2019). What distinguishes the dialect of Biskra and its neighbouring cities from other Algerian dialects is the pronunciation of the letter **ق** In addition to the 28 consonant phonemes found in the Arabic language (Harrat, et al, 2016, p.385). In addition, the speakers of the Biskra dialect pronounce the letter **ت** like the sound /tʃ/.

2.3 The impact of Algerian Dialects on English Language Pronunciation

Many researchers have been interested in the effect of L1 on L2 acquisition since the 1950s. Lado was the most popular advocate of using an L1 student to clarify and predict L2 pronunciation errors. In 1957 p.2 he said that "... The student who comes in contact with a foreign language will find some features of it. quite easy and others extremely difficult. Those elements that are similar to his native Language will be simple for him, and those elements that are different will be difficult." (As cited in Drummond, 2010 p.22)

Pronunciation is one of EFL's main sub-competences to be effective communicators for students and teachers. Various scholars and researchers define the word "pronunciation."

According to (Burns, 2003 as cited in Chafai, 2009, p.5), pronunciation can be characterized as the meaningful performance and knowledge of phonemes related to a particular language and the way they affect the auditor, or it can be simply defined as the phonology of language. Yates & Zielinki (2009) described pronunciation as the way a speaker blends sounds to assimilate meaning into his or her voice.

The pronunciation of the L2 students is affected by many factors. This means conflict with first-language skills by mother-speaking interference, learner's age, attitude to the learner, psychological attitudes, previous speech and inadequate English phonology and phonetics awareness. English pronunciation plays a very important role in English pronunciation learning and teaching.

Most scholars believe that the first language of the learner affects target language pronunciation and is a major factor in the accounting of international accents. So, called first language intrusion or interference is likely to lead to errors in the target language in aspiration, stress and intonation.

2.4 The Role of Teaching Pronunciation in Early Stages of Education

2.4.1 Pronunciation is one of the most essential skills to be learned by EFL learners and teachers for effective communicators. Various scholars and scientists define the word "pronunciation." The pronunciation may be described as meaningful performance and knowledge of phonemes in a particular language and their effects on the auditor or simply as language phonology. (Burns, 2003, p.5 as cited in Chafai, 2009, p.16)

2.4.2 Phonetics is the research of how speakers transmit, understand and speak sounds in the present phonetics. It is divided into three main sections. First, articulatory phonetics, it is concerned with the study of how the vocal organs function to produce vocal sounds. Then, the acoustic phonetics that explores the basic features of speech sounds. Auditory Phonetics studies how speakers understand and esteem speech sounds (Crystal, 1994, p.236 as cited in Chafai, 2009, p.6)

2.4.3 Results of Teaching Phonetics in Earlier Stages

English pronunciation is very difficult for international students, and since spelling and pronunciation are two separate subjects. In addition, it is doubtful that the sounds of

spoken English are equal to the sounds of the students' mother tongue. There might be differences in placement of word stress, quality and intensity of syllables, speech rhythm, intonation, etc. English sounds are commonly associated with the sounds of their mother language and with the pronunciation of English by other supreme elements of the mother language. However, such assimilation should be avoided and proper segmental and supra-segmental characteristics of the pronunciation should be taught for teaching English pronunciation.

In addition to teaching grammar or vocabulary, the function of pronunciation in schools is very unfavourable. In several countries, this is an English teaching issue. Experienced teachers are not keen on giving pronunciation and say that the instruction in textbooks is not clear enough and that the activities are not isolated. (Griffiths, 2011). Teachers also claim that in their classes there is not enough time to teach pronunciation (Gilbert, 2008) And they teach grammar and vocabulary more confidently. (Datko, 2013). Teachers are also complaining that they are not sufficiently trained in pronunciation methodology.

2.5 Interference Between Arabic, French and English

2.5.1 Differences between Arabic and English Vowel System

(Scott 1962 as cited in Ali, 2007 p.6) notes that the Arabic vowel system and the English one is completely different. English has five vowels a, e, i, o, u. in addition to h and y which sometimes are pronounced as vowels. Arabic has three short vowels: (a, u, and I); and three long vowels.

- ا ('alef) has 3 possible sounds: aa, ou, ei.
- و (waw) has 3 possible sounds : wa, wou, wi.

- ya (ya 'a) has 3 possible sounds : ya, you, yi.

"In a study conducted by Al-Badawi (2012: 537) on Saudi students, he found that" Saudi students substitute the vowels /ə/ for /ɔ/, /ə/ for /ʊ/ and /ɛ/ for /ɪ/. Here are several examples:

1. (how) for (who) 2. (set) for (sit) 3. (bell) for (bill)
2. (boat) for (boot) 5. (books) for (box) 6. (put) for (pot) "

Al-Badawi conducted a study on Saudi students. He found that "Saudi students have replaced vowels /ə/ with /ɔ/, /ə/ with /ʊ/ and /ɛ/ with /ɪ/.

2.5.2 Differences in Spelling

Shabeer and Bughio (n.d.) and Emery (2005) stated that there are three causes of spelling errors which are made by Arabic-speaking learners of English. ESL

1. For each tone, Arabic has one letter, so it is much easier to spell Arabic than English.

2. "Elision": Some English speakers swallow a few sounds while talking.

3. The homophones: Some English words are the same, but have different spelling.

Samuel Johnson in 1761." (Cited in Cook, 2002; Abi Samara, 2003). said that it is very difficult to use two languages familiarly and without one another's contamination,"

2.6 The Influence of Dialects on the English Language Pronunciation

2.6.1 Case of Chinese

Many language experts argue that the acquisition of L2 has many influences. The first language or mother tongue of the learner is one such consideration. Ellis (1985) claimed that "foreign" accents in learners' second language speech provide the best possible support for this notion. A Frenchman, as he speaks English, sounds French in English.

The students try to use a foreign language for contact, according to Hammerly (1991). Since they have been speaking in their mother tongue constantly, this will have a direct impact on their foreign language development. He says:

"When faced with something to learn (the SL) that is similar, something they know and use for the same communicative purposes as the NL, beginners tend to rely on their mother tongue at first. «Thus, there are frequent NL intrusions in their SL output. " (Hammerly,1991p.5).

Schachter (1974) found that English learners in both Chinese and Japanese created and made fewer mistakes than Persian and Arabic learners in relative clauses. The structural similarity in Arabic but the difference from that in Chinese was explained. Also, Ellis (1994, p.308) argued that "It only makes sense to talk of avoidance if the learners know what they are avoiding".

Some Chinese students struggle with English sounds because they are profoundly influenced by similar Chinese sounds; however, they are very different. Therefore, second language teachers can have trouble developing a special sound, which does not exist in their mother tongue, or attempt to substitute it with similar sounds in their own mother tongue. These sounds include consonants and vowels. For example, vowels like /æ/,/u:/ and consonants like /θ/, so it is difficult for learners to recognize these sounds first of all. Thus, they try to find nearest equivalents to replace these new sounds. The case of the replacement of /s/ or /z/ for the /ð/,/ai/ or /e/ for the /æ/ in the word 'that' would be the distinctive case. Sounds also occur in the mother tongue.

2.6.2 Case of Manchester City

There is a large number of inspiring and well-known studies on acquiring a second dialect in the same language (Payne 1980; Chambers 1992; Munro, Derwing et al., 1999; Sankoff

2004). Drummond PhD research explores this subject by examining the degree to which Polish who use the second language English as their local accent are affected by their pronunciation in Manchester. Five phonological characteristics of the Manchester accent were covered in the research: the vowel sound in the words 'STRUT, ' the vowel sound in the words 'BATH, ' the hard /g/ in __ng syllables,' 't' glottalization and 'h, ' but only on the first. Their dialects are often distinguished by the conversion of the sound /t/ into the sound /ts/, as it is in the east of Algeria, like at Constantine. According to the theory of second/foreign language acquisition and mother tongue barrier, their dialects also affect English language acquisition.

Conclusion

The aim of the present chapter was to describe the various aspects of Algerian dialects with regards to their characteristics, phonological characteristics and to mention some cases of Algerian cities, without overlooking the key current relationship between pronunciation and teaching phonetics at an early age. Moreover, it provided a review of the English language situation in Algeria. The following focus will be on providing theoretical background about the chosen approach (methodology) and the rationale for the choices made for this study.

Chapter Three:

The Research Methodology

for this Study

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Introduction

This chapter starts with an overview of the common knowledge about approaches, processes, data collection methods, data analysis and sampling techniques, which form the basis of any systematic research review. Then, it specifies and explains these elements, along with the reasoning of the choices in relation to the intent and methodology of this study. In view of the execution of the under-investigation case study, the present chapter also examines the processes by which the data has been obtained, and the phases of its implementation.

3.1 Research Methodology: Theoretical Background

3.1.1 Research Paradigms in Educational Research

In Greek philosophy, the word paradigm has its radicals, where it means pattern. Kuhn (1970) defines paradigm as "the set of common beliefs and agreements shared between scientists about how problems should be understood and addressed" (as cited in Perera, 2018, slide 5). It was usually developed to put an end to two different, opposing views, namely, positivism (and post-positivism) as one part and interpretation as another. These philosophical stances usually created what is commonly known as "paradigm wars" (Kivunja & Kuyini, 2017, p.29).

For most researchers, the fact that the analysis should not only address a broader range of expertise, but also explain the methodical choices, is extremely elusive, repetitive, and demanding. The selection of the research methodology and methods is discussed generally and by many researchers, although the research model remains vague. The core paradigm aspects of research will be implemented on the basis of the basic assumption that the selection of the paradigm influences the way social research is performed. In particular, the various meanings of the research model, its components and forms will be presented in this section.

3.1.2 Research Approaches

We need a specific research methodology to conduct the research that the researchers go through. Research approaches can be defined as the theory framework of research chosen by researchers depending on the nature of the research. In addition, the research approach is of three types (quantitative approach, qualitative approach, and mixed methods approach). First of all, the quantitative and qualitative methods need not be seen as an alternative or as a separate category yet more like "different ends on a continuum" (Grover, 2015, p. 9). Creswell (2014) distinguishes between certain research types as follow:

First, consider the qualitative approach. Secondly, the quantitative approach and the mixed approach.

3.1.2.1 Qualitative Approach: it is important to note that quantitative and qualitative methods are not diametrically opposite viewpoints or distinct categories, but rather as "different ends on a continuum" (Grover, 2015, p. 9). This means that if a quantitative approach cannot solve a research issue, a qualitative approach should be used, and vice versa. Creswell (2014) says "qualitative approach is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human people" (p.4). To explain, the qualitative research approach is intended to describe, understand or explore a particular phenomenon; However, he defines it in another way.

3.1.2.2 Quantitative Approach: according to Creswell (2014), it is "an approach to testing objective theories by examining the relationship among variables [...] it can be measured [...] using statistical procedures. "To clarify, the quantitative approach addresses test theories or relationships between variables and statistical measurement of results. To support or refute an argument, the researcher may need to deal with quantifiable and numerical evidence. The use of hard data, which includes numbers, estimates, measurements,

and graphs, is central to this approach. This orientation places him/her under the quantitative method. (Symeou & Lamprianou, 2008). Finally, the mixed methods approach.

3.1.2.3 Mixed Methods Approach: too frequently used, and since using a single method to achieve the desired results is not always feasible, the integration of several approaches becomes necessary. This led to the mixed approach, which came under different names in the mid- to late 1900s. (Dornyei, 2007; Doyle, Dublin, & Brady, 2009). The central tenet of this approach is the inclusion of all types of data in a single inquiry (Dornyei, 2007; Doyle, Dublin, & Brady, 2009). According to Creswell (2014), " is an approach to inquiry involving collecting both quantitative and qualitative data [...] and using distinct designs that may involve philosophical assumptions and theoretical framework" "(p.4). To clarify, a mixed methods approach incorporates qualitative and quantitative research approaches. In addition to the use of numbers and statistics, it also addresses people's thoughts and attitudes. Too often and because it is not always feasible to use a single method to achieve the desired results, the integration of different approaches is needed, which gave rise to the Mixed-methods approach. The principle of this approach is the use of both forms of data in one single research. (Dornyei, 2007; Doyle, Dublin, & Brady, 2009).

3.1.3 Research Design(s) / Strategy(ies)

In all research, it is not only the amount of information the researchers gain from the issue, but above all, the awareness about essential steps in the research phase that are confined to the achievement of valid results. One phase is to decide on the research design, which would produce appropriate and comprehensive answers to the research questions if carefully and practically chosen. Often times, the research design is called research strategy. The latter is being explained by Selltitz (1962) as, "A research design is the arrangement of

conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure” (as cited in Kothari, 2004, p. 31).

In addition to the methods of data collection and analysis, a successful research design should show the reasons for and rationale for the choices. The choice of the research design should in particular correspond with the objective of the study and the requirements of the research.

3.1.3.1 Qualitative Research Strategies.

It should be noted that there is a wide range of study designs that are initially embedded within each group. For example, ethnography, grounded theory, case studies, and phenomenology are all intended to be used in qualitative study studies. The case study design in this study is of interest to a wide range of fields, including finance, psychology, political science, medicine, and law. Over all, there have been several attempts to include a consistent single concept of this technique in the field of education.

Qualitative research strategy is qualitative in nature; it may resolve the limits of the quantitative method. If such an in-depth study of social actors' behaviours is given, quantifiable and statistical information would rather be corroborated. (Zainal, 2007; Hayes et al., 2015) affirms that case study design refers to the research study which examines closely, in a limited or protracted period, a limited number of units (subjects). Actually, the cases within their natural real-life background should be examined in the case design (Harrison, Birks, Franklin & Mills, 2017).

3.1.3.2 Quantitative Research Strategies

Since quantitative and qualitative studies are intended for quite different reasons, they will use quite different research designs. Pre-experimentation, quasi-experimentation, true experimentation, single-subject research design, descriptive research, causal-comparative

research design, and correlational research design are all examples of quantitative research designs.

True experimentation, based on statistical and mathematical procedures, is the most credible study design in terms of consistency and accuracy. This is usually intended to test the hypothesis (Rogers & Revesz, 2019). The test design can easily be separated from other designs. These features include the use of one or more control groups, one or more experimental groups, one or more treatments, the allocated control and experimental groups by the random selection of participants, manipulation of only the independent variable, group testing, post testing of groups to see the effect on a dependent variable. (Cohen, Manion, & Morrison, 2007).

This design only uses one group of patients that should be evaluated before the procedure is applied to calculate the dependent variable. Afterwards, the same independent variable, which searches for some discrepancy or measurement between the ratings, should be measured.

3.1.3.3 Mixed-Methods strategies.

Both quantitative and qualitative analysis methods have already been proposed. For the time being, if the essence of the analysis necessitates the use of the Mixed-methods approach, the Mixed-methods research design would be the most practical for the study. In its most basic form, the mixed-methods research design combines the best of both designs, necessitating the use of at least one quantitative design and one or more qualitative designs. As a result of this combination, a variety of data collection techniques may be combined.

If a Mixed-Methods approach is needed for the nature of the analysis, then research designs for Mixed-Methods are most convenient. Because the study design of the mixed

methods produces the best of both designs, requiring the combination of a quantitative design with at least one or more qualitative designs.

3.1.4 Data Collection Methods

The data collection methods are tools used to capture and collect participant data. In general, the qualitative approach employs interviews, focus groups, observations, articles, papers, narrative compilation, think-aloud process and open questionnaires, while the quantitative study approach utilizes tests and close questions. On the other hand, a semi-structured questionnaire may be used for mixed approaches and/or the combination of the instruments from both patterns.

Researchers have access to a variety of statistical tests. However, not all of them serve the same research objective. They will also not be used for the same form of data. According to Miller (1984), the two major factors that decide the suitability of the test are the study design and the existence of the dependent variable. In general, statisticians have implemented two types of assessments, each with its own subcategory. First and foremost, parametric measurements necessitate data measured on interval or ratio scales. The paired t-test, unpaired t-test, Pearson correlation, and one-way analysis of variance are examples of these tests (Miller, 1984). Non-parametric experiments, on the other hand, use data measured on nominal or ordinal scales. The Wilcoxon signed-rank test, Mann-Whitney test, and Spearman correlation are a few examples (Miller, 1984)

The object of the analysis should unquestionably influence the selection of data collection instruments. Following that, it should be consistent with the research strategy chosen. For the sake of the research's integrity and validity, the researcher must understand both the strengths and weaknesses of each instrument.

3.1.5 Data Analysis Procedures

The researcher must identify, classify and summarize the required data in a process after collecting them. Scholars conceptualize data analysis differently, but collectively accept it is the mechanism by which the collected data is explained, understood, evaluated, structured and ordered. (Kothari, 2004).

The collected data was analysed and interpreted by the essence of the questions in tables and diagrams (yes/no or immediate questions). Moreover, in tables accompanied by commentary, the percentage of each question is addressed. Then we address all questions of the section at the end of each section of the questionnaire. Finally, we addressed the hypotheses and concerns from the study, whether or not they would be confirmed.

This process is ultimately completed using a range of particular procedures and methods, which should be selected in accordance with the nature of the analysis, research questions, and data type being collected. As a result, quantitative and qualitative data will be analysed separately using quantitative and qualitative data processing techniques. In this regard, data analysis in the Mixed-methods design will ultimately make use of a combination of both patterns. In other words, data will be analysed quantitatively and qualitatively.

According to (Dornyei, 2007), it is important to note that, while quantitative data analysis uses numerical and mathematical relationships, qualitative data analysis uses textual and verbal data. To analyse quantitative data, a number of statistical analysis methods may be used, but the most basic are descriptive and inferential statistics. Descriptive statistics are not concerned with drawing conclusions, generalizations, or making predictions. Rather, it aims to simply present and report the results, including a “well-rounded summary of the scores.” (Dornyei, 2003, p. 114).

In order to obtain descriptive statistics, the researcher must devise numerous measures.

The above is divided into two groups, the first of which is concerned with measures of central inclination. They are values that attempt to characterize a collection of data by defining its central location. These are the mean, median, and mode (Dornyei, 2003; Kothari, 2004).

In the quantitative approach, researchers tend not to stop at this level while they need to pursue calculating the inferential statistics. The latter is the most crucial phase because it aims at testing the hypothesis, making inferences and predictions, drawing conclusions, and comparing groups. Kothari (2004) maintains inferential analysis is concerned with the various tests of significance for testing hypotheses. Inferential statistics is less valuable and standardised than descriptive statistics because they are relatively imprecise. Both maintain a complementary role, especially in such complicated research studies as surveys and correlational research. Data reduction, organisation, and interpretation should be the ultimate objective of qualitative data analysis. The aim of content analysis, also known as text analysis, is to analyse any written document, whether digital or physical.

This could include everything from media items to interviews. (Cohen et al), describe it as “a systematic sequence of studies, including coding and categorisation,” while Dornyei (2007) defines it as “an empirical method of analysing written texts that includes counting instances of terms, phrases, or grammatical structures that fall into particular categories.” (p,245). Content review is a systematic, well-defined procedure for summarizing, analysing, reviewing, and reporting written data by breaking it down into manageable chunks in the form of categories. This implies that the purpose of content analysis is to organise the text into retrievable sections that would subsequently be coded for themes. These categories should not emerge from the material itself. They should be constructed from the theoretical basis or area of interest prior to the analysis process.

3.1.6 Sampling Techniques

In terms of time, effort, and financial resources, undertaking research on a large scale or utilizing a fully targeted population seems unlikely. As a result, certain objects must be selected. This is referred to as sampling. The above refers to the process of selecting an appropriate small group or subset of the total population for research purposes. Dornyei (2007) believes that a good sample should closely reflect and portray the general characteristics of the entire population, such as age, gender, ethnicity, educational background, and social status.

Two types of sampling are widely used. Sampling probability is a method rooted in probability theory. **Sampling probability** is a method rooted in probability theory. For the production of the sample, the project seeks random selection such that each individual in the population has the same probability of participating in the research. In particular, this sampling type is less frequently used in applied language because it "involves complex and expensive procedures that are usually well beyond the means of applied linguist" (Dornyei, 2007, p. 97). This is a highly chance-based approach that eliminates the bias of the researcher. (Dornyei, 2007; Cohen et al., 2007). Some of the samples are simple random, systematic sample, stratified, cluster, stage and multi-stage samples.

The non-probability sampling refers to the number of technologies that enable the researcher, on the basis of his subjective assessment, to select units from the population and not random selection. The main feature of this is that the choice of equal chances of harvesting is collectively rejected (Kothari, 2004; Dornyei, 2007; Cohen et al.).

3.2 Research Methodology for this Study: Choices and Rationale

3.2.1 Research Paradigms

With regard to the nature of the analysis and since pragmatism permits the application of many methods that allow the investigator to understand better the social phenomenon, this was the most suitable pragmatic paradigm for this study. Therefore, the choice of mixed methods better meets the requirements and intent of the current study.

3.2.2 Research Approach(es)

Since the objective of this study is to explore the effect of Algerian regional dialects on English language pronunciation, and to find out the link between these variables, this study adopted the mixed methods approach because it is suitable for the nature of the study, and it helps to get more detailed and credible responses. More importantly, it gives the opportunity to know teachers' and students' attitudes and ideas towards the role of Algerian dialects in influencing English language pronunciation.

With the existence of the study reflected, either the quantitative or qualitative approach to research questions could not be used. The present investigation was accordingly focused on the combination of the two methods used to collect various kinds of data.

3.2.3 Research Design(s) / Strategy(ies)

The current research was conducted according to mixed methods methodology, using the mixed methods. In particular, a case study design along with the survey employed to provide a detailed overview of the problem of research, including the quantitative and qualitative perspectives.

It was impractical for the current investigation to include a large-scale sample due to time, expense, and participant availability, all of which could have a significant impact on the

credibility of the findings. As long as the case study design examines a small number of units (subjects) over a short or long period of time, it was considered the best qualitative design for this study. Furthermore, since the current research was more feasible if performed in its original setting, which was the classroom, the case study was better suited for this requirement, especially because it advocates exploring the subjects in their natural environment.

The case study design was used to investigate the study's problem and address the third research question. The true experimental design was much less likely to be used in this research, despite its accuracy and precision in determining causal relationships. This is due to the fact that it attempts generalizability, which is more convenient for large-scale studies. To generalize the findings to a wider category or scope, the participants should be studied in a field setting or laboratory where extraneous variables are precisely monitored.

3.2.4 Data Collection

With regard to the current investigation concerned, two methods for the collection of data have been selected. This included audio recording of the students, and the teachers' questionnaire methods.

3.2.4.1 The Teachers' Questionnaire

A questionnaire is a type of data collection tool that consists of a series of questions and/or prompts designed to elicit information from respondents. They are mostly intended for statistical analysis of responses, but they may also be used for data collection. It was one of the instruments for collection of data used in the current investigation to collect the required data to address the research questions. As a source of data, the questionnaire is a commonly used method. There are also a number of questions to gather information about the topic. Bulmer (2004) defines the questionnaire as:

"Any structured research instrument which is used to collect social research data in a face-to-face interview, self-completion survey, telephone interview or web survey. It consists of a series of questions set out in a schedule which may be on a form, on an interview schedule on paper, or on a web page " (p.14)

3.2.4.1.1 Structure and Aim.

The purpose of this tool was to collect succinct and reliable data on the English language status in Algeria. Lastly, it was mainly in terms of the Algerian dialects, the factors affecting the English language pronunciation, and the solutions to achieve fluency by Algerian learners of English as a foreign language.

This semi-structured questionnaire was designed primarily to assess students' knowledge and application of teaching concepts, specifically for the purposes of our research. This questionnaire included three types of data which were simply expressed in questions of reality, behaviour and attitude. Provides the structure and goals of each segment of the questionnaire.

3.2.4.1.2 Piloting and Validation

Piloting and validation are integral to any scientific research project because they ensure the reliability and integrity of the findings of the study. Two teachers who should be field experts have validated the questionnaire. Their remarks on the layout, wording of directions and composition of questions have been taken into account for the attempt to get a logical, smoothly moved questionnaire.

Table 3.1

The Teachers' Questionnaire Sections and their Objectives

Section	Item	Content	Objectives
One	1/4	General Information	To find out who the participants are (for instance in terms of their gender, experience.).
Two	5/20	Teachers' Perceptions of the Students' Pronunciation and Dialects	To discuss the importance of fluency, find some solutions
Three	21	Further suggestions and Recommendation	To discover some solutions of the pronunciation's errors

3.2.4.2 The Audio Records

Audio records have also been used as a data collection tool to achieve the aims of the research, which concentrated to a large extent on analysing the affected part while speaking in English by Algerian learners.

3.2.4.2.1 Structure and Aim

With the guidance of the researcher's supervisor, an audio-recording passage was conducted to test the hypothesis mentioned at the beginning of this study. By recording various students selected randomly from different universities, this move was made to see whether the Algerian dialect of the appropriate places affects the English language pronunciation. The oral performances of the participants were recorded and transcribed for speech production analysis. The mother tongue influence factor was used to evaluate students' oral results. The record was created by asking people to read a paragraph and identify the specific influenced parts.

The choice of the topic was based on the fact that all participants in our sample were English students who originated from the appropriate areas we have chosen. The researcher gave the paragraph to the students and asked them to read it and the students were reading loudly. The researcher listened and recorded. students were informed that they were being recorded. This aims at offering credibility to the work.

The recording was untimed; thus, we could avoid such a change. Since people can, consciously or unconsciously, modify their actions when being observed, observational accounts of their behavior can be inaccurate representations of how they act 'naturally.' One of the main advantages of recording an interview (audio or video) is that it helps the interviewer to focus on the interview rather than taking notes, which can distract both the interviewee and the person (s) asking the questions. Furthermore, an audio recording allows you to listen to the lecture, or parts of it, as many times as you want.

Revisiting difficult sections with the aid of a voice recorder will increase comprehension and aid in memory. Thus, the obvious benefit of audio-recording is that it frees the researcher from taking notes, enabling them to focus on the task at hand: listening to what is being said and prompting for additional answers where necessary. The aim of audio recording in this research is to highlight students' mistakes in pronunciation when reading the words of the paragraph, in order to know the part affected by the students' mother tongue.

3.2.4.2.2 Piloting and Validation

One benefit of undertaking a pilot study is that it can provide early warning about areas where the main research project may fail, where research procedures may not be followed, or where proposed methods or instruments are inadequate or overly complex. The paragraph has been read by two teachers who should be subject matter experts. They made their comments and gave their remarks on it. It is simple and easy.

3.2.5 Data Collection Procedures

Acceptance of the conduction, as well as involvement in the ongoing inquiry, had to be verified using signed informed consent based on legal considerations and study criteria. The latter first addressed the participants who made educated decisions regarding their willingness to participate in this research study as the targeted sample. The letters provided brief information about the study's topic and intent, as well as the necessary tasks and guaranteed rights, particularly those concerning anonymity, privacy, and identity.

Throughout the setting of this study, the environment for this analysis was not static. Rather, it was variable depending on which class was found vacant. This study's design was divided into two phases: an audio recording, and, the process of data collection had been terminated by the conduction of the teachers' questionnaire.

3.2.6 Data Analysis Procedures

In order to comprehend the complexities of the phenomena under examination, a combination of quantitative and qualitative perspectives was needed. Clearly, since the present investigation used the Mixed-methods approach, the data analysis process had to be carried out by integrating analysis techniques from both patterns.

Initially, quantitative data analysis in the context of numerical and mathematical relationships was achieved through the application of descriptive and inferential statistics, which play complementary but distinct roles. That is, descriptive statistics were used to preserve the presentation of the results and the description of the scores we got. However, we found the agreed hypothesis and the conclusions we reached using inferential statistics.

3.2.7 Population / Sampling Technique

Since the aim of our analysis was not to generalize the findings to a larger population, we selected a suitable small group or subset of the total population to perform the research.

Following that, this study's population consists of second-year EFL students and teachers at various universities. In accordance with the study's intent, twelve teachers were purposefully chosen to complete the questionnaire in order for us to gain a more in-depth understanding of the studied phenomenon, especially with regard to teaching practices. To select our intended sample, we used the non-probability purposive sampling technique. This means that we did not use a random sample of participants. Rather, we relied on our own discretion. Within this framework, the total number of 30 students were purposefully chosen as the sample of the current investigation because they have been studying English for more than two years. This highlights the fact that by this age, they should have a solid understanding of the basics of English and literacy skills. Furthermore, they were more likely to deal with and read English paragraphs.

3.3 Study Description and Rationale

The current study attempted to investigate the impact of Algerian dialects as a mother tongue on EFL learners' English language pronunciation. As previously stated, a mixed-methods approach with an audio recording was used to achieve the general and precise aims. Before delving into the educational phenomenon, its application, phases, and procedures, it is important to remember that the sample was instructed by the researcher herself. We tried as hard as we could to create a welcoming, calming, and non-threatening environment during the recording by putting the participants at ease and allowing them the opportunity to choose the timing that worked best for them.

3.3.1 The Educational Phenomenon Description

In terms of treatment implementation, and with the guidance of one of the teachers who is supposed to be an expert, academic and scholar, who has enlightened us with a few tips on how to choose the appropriate paragraph, Because of several constraints, particularly

time limitations, the difficulty of traveling between cities during the Holy month of Ramadan, especially with the quarantine imposed on the country, and the time of recording coinciding with the time of exams in some universities, it was nearly impossible for us to conduct this study over a long period of time. As a result, we had limited the study to a single short paragraph.

Conclusion

This chapter attempted to illustrate the fundamental methodological aspects needed to properly ground every investigation, beginning with testing paradigms and concluding with sampling techniques. Following that, it elicited knowledge about the best methodological choices for this analysis. The current chapter depicted the collection of stages, steps, and procedures that were carried out by the researcher in the process of collecting data and applying the treatment in order to communicate a better representation of the studied phenomenon.

Chapter Four:

Results and Data

Analysis

Chapter Four: Results and Data Analysis

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Introduction

The present chapter aims to report on the results of the current investigation, in particular that it was systematically done in the previous chapter to represent the diverse methodological aspects of this research. This substantially encompasses the numerical, as well as the verbal data that were collected from the students' record, and the teachers' questionnaire. This chapter then attempts a systematic discussion and summary of the findings by returning to the study's original research questions after analyzing the data obtained from each instrument.

4.1 Results of the Study

4.1.1 Results of the Teachers' Questionnaire

Section One: General Information

Item 1. Would you specify your gender?

Table 4.1

Surveyed Teachers' Gender Distribution

Option	Number	Percentage
Male	08	6.7%
Female	04	33.3%
Total	12	100%

This question was specifically designed to generate the distribution of gender in the study under investigation. Table 4.1 indicates that out of 12 participants, 08 (66.7%) were

males and four (33.3 %) were females. This means that the first exceeded the second or that male representation rates are more than females.

Item 2. Would you specify the degree you hold?

Table 4.2

The Teachers' Qualifications

Option	Number	Percentage
Master	00	0%
Magister	04	33.3%
Doctorate (PhD)	08	66.7%
total	12	100%

Since we asked the teachers in charge of teaching the English language as a foreign language purposefully, we thought that asking such questions with regard to their degree and period of teaching would help us to figure out if regional dialects influence their students' pronunciation, and how English language pronunciation is to be learned in the classroom. According to the table above (table 4.2), the majority of teachers (66,7%) have a PhD (doctorate degree), while (33,3%) have a Magister. That is to say that they are more qualified and able to notice if there are differences in the accents of their students, and to give more information about the impact of students' accents on the English language fluency.

Item 3 How long have you been teaching at university?**Table 4.3***Demonstration of Teachers' Experience*

Option	Number	Percentage
Less than 5 years	01	8.3%
Between 5 and 10 years	04	33.3%
More than 10 years	07	58.3%
total	12	100%

The (table 4.3) above indicates that teachers' responses about their career in teaching English are different. Seven teachers taught English for more than 10 years, four other teachers taught English for between 5 and 10 years, and one teacher for less than 5 years at university. This variety of teachers' experience in teaching English language has a positive effect on the researcher's study work, because it shows that the next responses will be gathered from teachers with different experiences in teaching English language. The aim behind this item is to see whether professional experience has to do with opinion about accent inside the classroom.

Item 4 What is your mother tongue**Table 4.4***Representation of Teachers' Native Language*

Option	Number	Percentage
Algerian Arabic	09	5%
Berber	03	25%
Total	12	100%

Taking into consideration the linguistic diversity of the Algerian community. Algerian Arabic is the mother tongue of the majority of the Algerian population. The table shows that nine teachers choose Arabic as their mother tongue, while three teachers choose Berber as their mother tongue; in other words, the majority of teachers' (75%) mother tongue is Algerian Arabic, while (25%) of teachers' mother tongue is Berber language.

Item 5. In your classroom, have you ever, noticed different students accents of Arabic?

Table 4.5*Teachers' Viewpoints on Students' Accents*

Option	Number	Percentage
Yes	10	3.3%
No	01	8.3%
Maybe	01	8.3%
total	12	100%

This item was asked in an attempt to know if different accents are noticed by teachers, and according to the results of the fifth item, ten teachers (83.3%) agreed that they have noticed different accents inside the classroom, this is due to the clear influence of the Algerian dialects on the student's pronunciation. And one teacher said may be, and one another said no.

Item 06. If yes do these accents indicates the regions they come from?

Table 4.6:

Indications of the Algerian Regional Dialects

Option	Number	Percentage
Yes	10	0.9%
No	01	9.1%
total	12	100%

This item was asked whether in their opinion it indicates region, or not. The majority of them, 90.0%, said that accents show the regions they come from. This is due to distinctiveness of each region in Algeria with its own accent (regional dialect). However, just one teacher (9.1%) said that the accent of the student cannot talk about his region.

Item 07. To what extent do you think speaking skill is interesting?

Table 4.7

Demonstration of the Importance of Speaking Skill

Option	Number	Percentage
Very much	11	1.7%
Somehow	01	8.3%
Not much	00	00%
total	12	100%

This question shows the importance of speaking skill. 11 teachers (91.7%) declared that it is very important and one (8.3%) said somehow, but no one said that it is not important. Thus, speaking skill is very important. It allows people to communicate with others and express their thoughts and feelings.

Item 08. Do you think that Algerian regional dialects affect English language pronunciation?

Table 4.8

The Effect of Algerian Dialects on English Language Pronunciation.

Option	Number	Percentage
Yes	07	8.3%
No	02	16.7%
Maybe	03	25%
Total	12	100%

A quick glimpse at the table above reveals that the majority of teachers “60%” claimed that Algerian regional dialects, affect English language pronunciation; This choice

may be related to their teaching experience when students speak in English to participate in classrooms.

Item 09. Do you consider Algeria as a;

Table 4.9

Teachers' Views on the Linguistic Status of Algeria

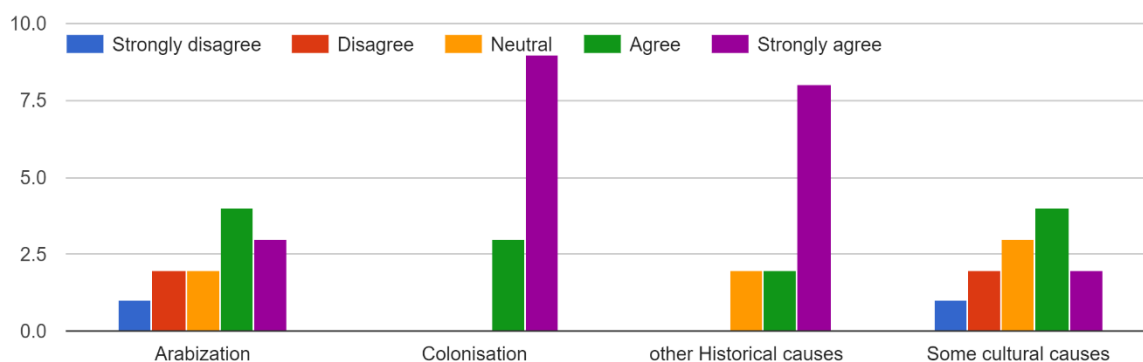
Option	Number	Percentage
Monolingual	01	8.3%
Bilingual	01	8.3%
Multilingual	10	83.3%
total	12	100%

This question was posed in order to gauge the respondents' opinions on Algerian language plurality. Surprisingly, a large percentage of respondents (83.3%) believe Algeria is a multilingual country. Furthermore, 8.3% of respondents believe Algeria is a bilingual country, which is likely due to the fact that they do not consider Berber and Algerian Arabic to be on par with French and standard Arabic. The fact that just one of the respondents said that Algeria is monolingual country.

Item 10. What are the causes of pronunciation deviance in Algeria?

Figure 4.1 *Establish the Reasons of Pronunciation in Algeria*

Q9 What are the causes of pronunciation deviance among dialects in Algeria



This question was asked to know the possible reasons for the diverse dialects in Algeria. (Figure 4.1) show that opinions varied about the fact that Arabization is a reason in diverse dialects in Algeria so that we find just 3 participants strongly agree in this choice and 4 participants said agree, while 2 are neutral and 2 others disagree in addition to a participant strongly disagree. As for colonization, 9 participants strongly agree that colonization is the principal reason for the multiple dialects in Algeria and 3 others agree in that choice, 8 participants strongly agree that there are other Historical reasons and 2 participants said agree whereas 2 participants stay neutral. However, 4 participants agree that there are some cultural reasons and 2 are strongly agree, 3 participants stay neutral may be because they do not know what are those cultural reasons, two other participants are disagree and only one participant strongly disagree. The reasons were many, and opinions differ between one who supports one idea and another who opposes, but colonialism is still agreed as the most common reason. This is confirmed by the answers shown in the figure above.

Item 11. Using English language, as specified in the Algerian constitution, is a striking fact in some domains of the public life is:

Table 4.10*Showing Views About Using English Language in Algeria*

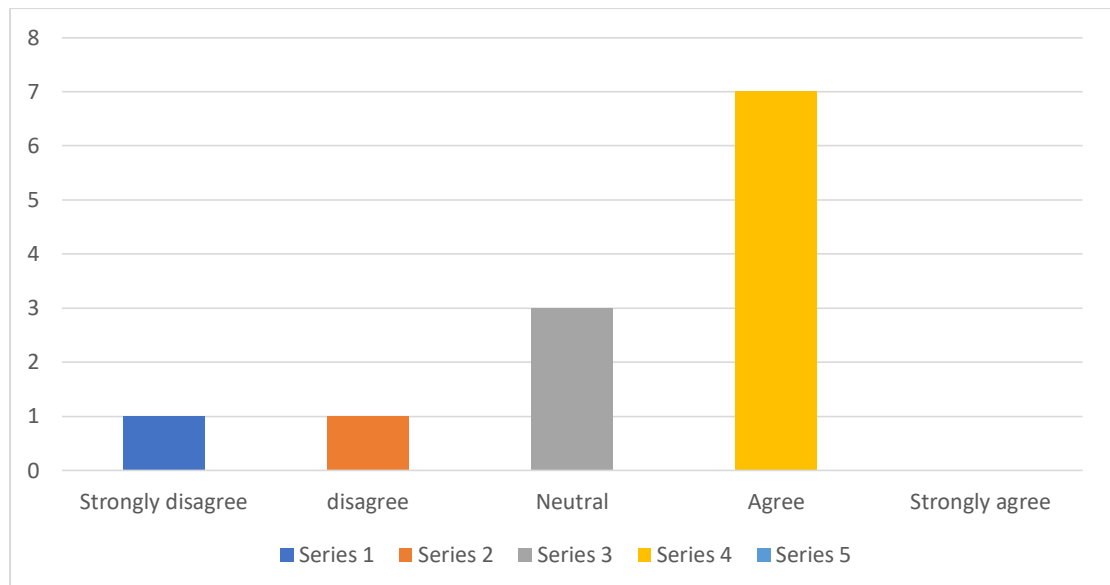
Option	Number	Percentage
Essential	02	16.7%
Useful but not essential	10	83.3%
Useless and should be encouraged	00	00%
Total	12	100%

The table above illustrated the percentage of each question only to specify the percentage of the rightness of the thoughts that we have stated before, which were simply about the use of the English language in some domains of public life. We noticed 83.3% said that the English language is useful but not essential, and 16.7% said that it is essential. However, no one said that it is useless.

Item 12. The mother tongue's influence in second language acquisition can affect the generation throughout the years.

Table 4.11*The Mother Tongue's Influence in Second language Acquisition*

Option	Number	Percentage
Strongly disagree	01	8.3%
Disagree	01	8.3%
Neutral	03	25%
Agree	07	58.3%
Strongly agree	00	00%
Total	12	100%

Figure 4.2 *The Mother Tongue's Influence in Second language Acquisition*

To be more specific, we computed those data into a histogram because it is better for displaying the responses clearly and briefly. The above figure discusses the data of the latter

table. It draws those percentages into vertical axes that grow higher according to percentage rates. Another type of statistic was created to show the percentage of teachers who responded to the question based on their experiences.

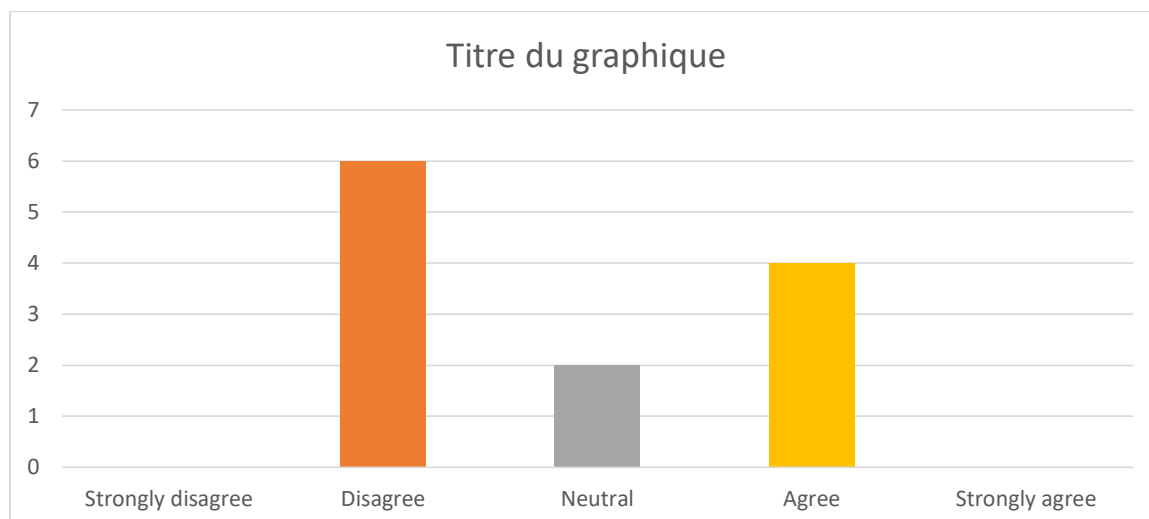
Item12. The spoken language of students with a foreigner accent influenced by regional accent is an error. justify

Table 4.12

Establish the Impact of being Affected by Other Dialects.

Option	Number	Percentage
Strongly disagree	00	0%
Disagree	06	50%
Neutral	02	16.7%
Agree	04	33.3%
Strongly agree	00	00%
Total	12	100%

Figure 4.3 *The Impact of being Affected by other Dialects.*



Four participants consider a speech with the interference of regional accent as an error, arguing that correct pronunciation is part of English. So, students of English should master the right articulation of sounds. However, six informants explained that it is not an error since the grammatical rules are respected and the message is conveyed. Moreover, they added that all students are affected by their regional accents. Nevertheless, the two teachers are neutral.

Item 13. What do you do when you commit mistakes/errors when they talk?

Table 4.13

Teachers Frequency of Making Mistakes when they Speak

Option	Number	Percentage
Always	02	6.7%
Sometimes	07	58.3%
Rarely	03	25%
Never	00	00%
Total	12	100%

This item seeks to determine which types of people the first language affects the second language; that is, whether L1 affects L2 even in advanced stages (teachers). The (table 4.12) shows that 58.3% confirm that teachers make mistakes when they talk. Furthermore, 16.7% said always, and 25% said rarely. However, no one said never, so this confirms that not only beginners make mistakes when they speak in English, but also teachers do.

Item 14. Do you think that there is an interference between Algerian dialects when speaking the English language?

Table: 4.14

The Interference between Algerian Dialects when Speaking the English Language

Option	Number	Percentage
Yes	06	4.5%
No	01	9.1%
Maybe	04	36.4%
No answer	01	00%
Total	12	100%

From the above table, 54.5% thought that there was interference, only 9.1% said that there was no interference, 36.4% answered may be and 1 person had no idea. Here; we see that the majority think that there is an interference between Arabic \rightarrow English, and Berber \rightarrow English since these two languages are the official ones in Algeria, in addition to the French language, which Algerians consider as a part of Algerian cultural identity. French is a part of

the Algerian linguistic environment because it has been present for a long time in society and Algerians have been in contact with it. They speak it every day as their native language.

Item 15. If yes, how? (6 responses)

This question is related to the previous question for the teachers who answered with "yes" to justify how. The answers were as follows:

- Accent and pronunciation.
- Because it is a speaking skill, there must be some interference between English and the Algerian dialects for the simple reason that this is a case of two different systems.
- Negative transfer & pronunciations.
- The Algerian accent may interfere, but it does not affect the English language to this point.
- Interference may occur, but there is no real influence of AA on English learning.
- Pronunciation

Item 16. In your view, what are aspects that represent the Algerian learners' pronunciation of English? (09 responses)

The question above was asked with the aim of knowing the signs that distinguish the learner from others, in order to demonstrate the influence of the Algerian dialects. Nine teachers gave their opinions, and there were three who did not answer. The answers were as follow :

- Pronunciations
- Intonation, unintelligible sounds
- With the interference of dialect accents, we concocted Algerian English.
- Phoneme combination, stress... etc.
- Interference of native dialects thru negative transfer

- There are no specific accents that represent the Algerian learner's pronunciation of English because of the variety of accents spoken in the country.
- This question is not clear.
- The 'r' is sometimes rolled; vowels do not sound English for some learners.
- Vowels

Item 17. According to your experience, does the interference of learners' mother tongue affects their development in:

Table 4.15

The Skills Affected by the Interference of Learners' Mother Tongue

Option	Number	Percentage
Only speaking skill	02	6.7%
Both speaking and writing skill	06	50%
Affects the four skills	04	33.3%
Total	12	100%

This question is related to a previous question for the teachers who answered with "yes". According to (table 4.15), the majority of the participants (83,3%) have used short stories before in their teaching situations; this means that the teachers understand the importance of the short story, especially since they have different experiences in teaching in this study; thus, they understand its role in learning and teaching as well as its effectiveness.

While only (16,7%) of them did not use it as a teaching tool in teaching situations. This choice may be related to the teacher's speciality or the nature of the lectures he/she presents.

Item:18. What are the major standards you think matter to speak an intelligible English accent?

The question above was asked with the aim of knowing the standards a student must follow to speak a native language. There were 11 responses and one did not answer. The answers were as follows:

- Using the New technologies to learn
- more exposure to native talk
- Go back to authentic material in designing syllabi for EFL classes.
- Opting for either British/American Accents, paying attention to the pronunciation of letters/phonemes such as /l/, /t/....., giving importance to the question of stress in English.
- Listening to natives
- Broadly speaking, listening to native speakers and practice are the key to speaking English properly.
- of short forms. making polite requests when addressing others. clever escapes when losing words in the middle of an utterance/a speech/A dialogue correct pronunciation (the dialect is natural and acceptable. For instance, a French person speaks his English with an accent/ A German and a Chinese do this as well. It is not shameful to speak with an accent. What matters is the natural flow of correctly-pronounced words)
- Being taught by a fluent teacher in phonetics.

- What we expect students to achieve is RP English (Standard), but there are some who prefer American English accent. In any case, listening to native speakers is of utmost importance.
- To sound correct
- Listening to native speakers

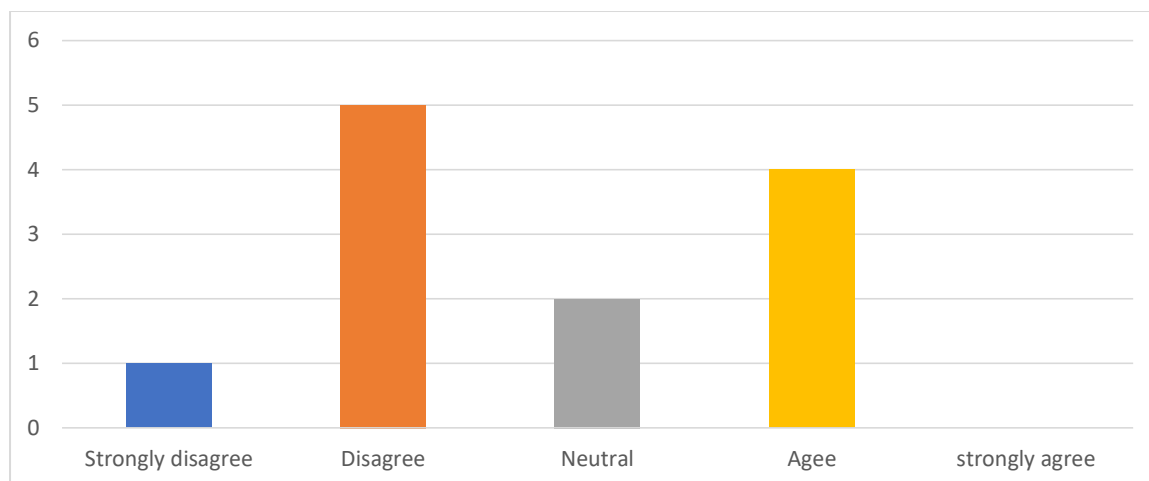
Item 19. Do you think that the new educational reforms concerning the teaching of English language from primary school to university are satisfactory?

Table 4.16

The Time Required to Study English

Option	Number	Percentage
Strongly disagree	01	8.3%
Disagree	05	41.7%
Neutral	02	16.7%
Agree	04	33.3%
Strongly agree	00	00%
Total	12	100%

Figure 4.4 *The Time Required to Study English*



In response to the above question, 41.7% of respondents said no to teaching English in primary school. 16.7% are neutral and 33.4% agree to teaching English from primary school and only 1 teacher (8.3%) strongly disagrees.

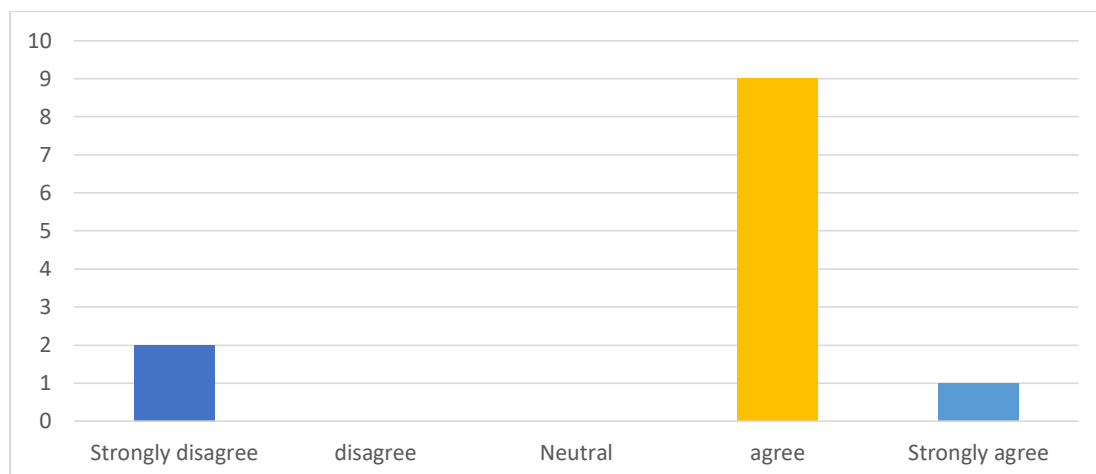
Item 20. Teaching pronunciation from early stages is the suitable solution. (12 responses)

Table 4.17

Teachers' Views on the Advantages of Teaching Pronunciation

Option	Number	Percentage
Strongly disagree	02	6.7%
Disagree	00	00%
Neutral	00	00%
Agree	09	75%
Strongly agree	01	8.3%
total	12	100%

Figure 4.5: *Teachers' Views on the Advantages of Teaching Pronunciation*



We are trying to find out if really learning phonetics from the early stages for Algerian students is the suitable solution to eliminate the poor pronunciation of the English language. Nine teachers (75%) agree that is the best solution. One teacher (8.3%) confirmed his view by saying "strongly agree" whereas, just two teachers (16.7%) said strongly disagree. Since the majority agree, it can be considered as a solution.

Item 21. Would you please suggest any solutions for students' poor pronunciation?

This question aims to find possible solutions to improve the English pronunciation of Algerian students. All twelve teachers answered the question, and each of them proposed a solution as follow:

- Using the New technologies and applications to increase their levels.
- More exposure and total reform of teaching materials and methods.
- Practice makes perfect.
- Make efforts...

- More exposure to native speakers' utterances both formal and informal practice in and out of school.
- Practice, practice and practice.
- much exposure to native speakers. repetitions of utterances and asking for correction from specialized apps and native speakers. much interaction with peers outside class speaking clubs/workshops at university and outside.
- Provide teachers with a native like accent.
- As already suggested, listening to native speech is very important; then it must be followed by speaking practice. The role of teachers is also fundamental in the process.
- listening to authentic materials like BBC channels, podcasts.
- Listen intensively to the BBC radio or channels.
- Listening to native speakers, using video games and Mobile applications.

4.1.2 Results of the Audio Recordings

Table 4.18

The Results Obtained from the Analysis of the Audio Recording of the Native Speaker (1)

Pitch			Pulses				Voicing		
Median	Mean	SD	N. of pulses	N. of periods	Mean period	SD of period	Fraction of locally unvoiced frames	N. of voice breaks	Degree of voice breaks
212.502 Hz	211.720 Hz	5.803 Hz	55	54	4.724769E- 3 seconds	0.171908E- 3 seconds	15.152% (5 / 33)	0	0(0seconds /0seconds)

The information recorded in this table aims to illustrate the native speakers' voice report who read the following sentence: "Hi do you remember me? I am Alice.", with the focus on three elements; pitch, pulses, and voicing, in order to make a comparison between this report and the obtained results from audio recording of Algerian dialect speakers.

Table 4.19.

The results Obtained from the Analysis of the Audio Recording of the Native Speaker (2)

Pitch			Pulses				Voicing		
Median	Mean	SD	N. of pulses	N. of periods	Mean period	SD of period	Fraction of locally unvoiced frames	N. of voice breaks	Degree of voice breaks
188.860 Hz	190.786 Hz	26.207 Hz	575	549	5.2201 46E-3 seconds	0.6723 03E-3 seconds	30.176% (137/ 454)	16	32.124% (1.462011 Seconds /4.551089 seconds)

The data in this table 4.19 also tries to demonstrate the native speakers' voice report, with an emphasis on three elements: pitch, pulses, and voicing, in order to compare this report to the results acquired from audio recordings of Algerian dialect speakers (the second participant of each city). The speaker read this sentence "I am doing some Internet researches on wedding customs in four different countries."

Table 4.20

*The results Obtained from the Analysis of the Audio Recordings of the Participants
(The first Participant from each City)*

<i>Estimation</i>	<i>Statistical pitch</i>		<i>Number of pulses</i>		<i>Number of voice breaks</i>	
	<i>Mean</i>					
	<i>From</i>	<i>To</i>	<i>From</i>	<i>To</i>	<i>From</i>	<i>To</i>
Very High	234.007	235.227	191		3	4
High	237.779		361	363	5	6
Low	141.133		430	433	7	
Very Low	282.545	284.636	564		9	

This table displays the scores of the participants who were substantially assessed on how their dialects influence their pronunciation in the English language. An inspection regarding these scores shows that there is a variation, which is especially apparent in the audio records. Most students in the audio records make mistakes while speaking in English, ending up getting flawed, and incomprehensible language that contains many errors.

Each participant from each city read this sentence “hi do you remember me? I am Alice.” These analyses include pitch (Median, Mean, Standard deviation), pulses (Number of pulses, number of pulses, number of periods, mean period, standard deviation of period), and voicing (fraction of locally unvoiced frames, number of voice breaks, degree of voice breaks).

However, these data reveal that a total number of 12 students (100%), which is significant to be highlighted, are influenced by their native dialects while the participants

approach the results of the analysis of the native speaker's voice. Unexpectedly, it is noticeable that none of the students get the same results as the native speaker. Thereafter, when we observe the pitch results in (table 4.18) and we compare them with the pitch results obtained in (table 4.20) we find that the latter differs completely from them. For example, none of the median pitch of the participants the median pitch value of the native speaker (212.502), and that the closest value is that of participant 1 from Bejaia (227.063).

As for the Mean (211.720) in (table 4.18) there is no equal value to it among the results obtained (see appendix 3), and there is no value close to it in the results. Concerning the standard deviation all represented in the table of results obtained (see appendix 3) were greater than (5.803) which is the value shown in (table 4.18). Furthermore; when we observe the results of pulses, we find that numbers of periods shown in (table 4. 20) are all exceeded 100, this what makes it incomparable with the results of (table 4. 18) in which number of pulses is (55), the same issue with the number of periods is (54) in table 4.18, and it is higher in results of results obtained from the analysis of the voices of all the participants (see appendix 3) while a convergence of mean period value was found between two participants (participant 1 from Bejaia (4.233880E), and participant 1 from Biskra (4.20722`E) out of 12 students compared to the native speaker's mean period (4.724769E) This is a proportion of 0.17 ($2/12 = 0.17 = 17\%$). This stands as an indication that most participants influenced by their dialects. Also, we found a difference in the values of the standard deviation of period (see appendix 3) were all higher than the result of (table 4.18).

When we turned to compare the voicing, first we look at the fraction of locally unvoiced frames which is (15.152%) in (table 4.18) and was much less than the results obtained (see appendix 3), which had a lowest value 19.691% for participant 1 from Bejaia., and it was the closest result among the other values. Second, number of voice breaks which is o breaks in (table 4.18), whereas 3 breaks was the smallest number in (table4.20). Third we

noticed that the degree of voice breaks is from 1.204513% to 38.539% (see appendix 3), and it is noticeable that the degree of voice breaks in (table4. 18) was 0%. These obtained results confirms that there is an influence of all of the Algerian regional dialects on the English language pronunciation.

Table 4.21

*The results Obtained from the Analysis of the Audio Recordings of the Participants
(The Second Participant from each City)*

<i>Estimation</i>	<i>Statistical pitch</i>		<i>Number of pulses</i>		<i>Number of voice breaks</i>
	<i>Mean</i>				
	<i>From</i>	<i>To</i>	<i>From</i>	<i>To</i>	
Very High	217.058	217.954	560	648	17
High	221.067	225.047	542		19
Low	150.697		699		12
Very Low	275.771		317	962	22

(Table 4.21) represents results of voice analysis of each second participant from each city who read this sentence “I am doing some Internet researches on wedding customs in four different countries”.

we compare the results of (table 4.19) with the results of second participant from each city shown in (table 4.21). At first, the pitch findings obtained we can compare them with that in the latter (table 4.19) we find them totally different. For instance, no participant's median pitch value has the average native speaker pitch value (188.860) and the closest value of the

mean (190.786) in (Table 4.19) was that of participant 2 from Tebessa (200.136) (see appendix 3). As for the mean pitch in (table 4.19) does not have an equal value among the results achieved and indicated in (Table 4.21) and the results do not have any close value to the one in (table 4. 19). On the other hand, all reflected standard deviations were more than (28.584) which is the smallest value (see appendix 3), so are all higher than the standard deviation mentioned in (table 4.19) which is 26.207.

Furthermore, we compare the data shown on table 4.21 about pulses with the results of table 4.19. First, we started with the number of pulses in which we found two results near to the native speakers 'pulses numbers which is 575 pulses. These results obtained from the analyses of participant 2 from Algiers (548pulses) and participant 2 from Tebessa (560pulses). Also, the number of periods of the participant 2 from Algiers (529 periods) and the participant 2 from Tebessa (530 periods) (see appendix 3) were the closer to the result listed in (table 4. 19). It is not surprising that none of the participants receive the same results as the native speakers. Afterwards, when you look at the column of mean period in (Table 4.19) and compare it to the column of mean period pitch results obtained from the last analysis, you will see that the results are different (see appendix 3). Next, none of participants' SD of period in the obtained results (see appendix 3) have the same SD period of (table 4.19).

Finally, at level of voicing, at first, we look at the column of fraction of locally unvoiced frames in (table 4. 19). And it does not have an equal value among the results achieved and indicated from analysis of Algerian participant's voice (see appendix 3). As for the number of voice breaks which is 16 in (table 4.19). However, it is from 12 to 22 beaks in (table 4. 21), the nearest number to native speaker's number it those of participant 2 from Algiers and Participant 2 from Biskra which is 17 breaks. Also, we observed a variance in the results of the degree of voice breaks in comparison to that of the table 4.19, which is 37.46%.

All of these obtained findings confirm that there is a great difference between Algerian EFL's pronunciation and the native speakers' pronunciation. This is due to the influence of their regional dialects.

4.2. Discussion and Summary of the Findings

This study began as an effort to improve EFL students' fluency. More precisely, it was conducted to investigate the primary causes of mispronunciation as well as the impact of Algerian dialects on EFL's pronunciation. Furthermore, it attempted to refer to the diversity of dialects in Algeria, and the extent of their impact on learners of the English language.

In this context, and since our analysis was not solely qualitative or quantitative, but rather a mixture of both, pragmatism was chosen as the research paradigm. To answer the research questions, a mixed-methods approach was used in accordance with this paradigm. In this report, three major research questions were answered. These questions, as well as the corresponding built hypotheses, will be addressed in the following section.

RQ1: What are the causes of pronunciation deviance among dialects in Algeria?

In the present study, the first research question explored the primary causes of Algeria's dialect diversity. As a result, the hypothesis considered the possibility that Algeria is a large country, and as we know, the larger the area of a country, the more regional dialects we have, as well as some historical and colonial reasons. A questionnaire (See Appendix 1), which was later analyzed using tabular and graphical displays, was provided to a large number of teachers (12 participants) in order to obtain as many valid responses as possible. In order to elicit informative responses, this questionnaire included traditional open-ended questions in addition to multiple-choice and Likert scale questions.

RQ2: Do regional dialects in Algeria affect the pronunciation of English as a foreign language? And to what extent do those dialects impact on the English language pronunciation?

Nevertheless, the second question examined whether the Algerian dialects have an influence on the English language pronunciation or not, and how those dialects impact on the English language pronunciation. It was hypothesised that the mother tongue dialect influences the second language and leads to changes in the pronunciation of certain words.

The second test, which is the audio recording, is the result of whether the Algerian dialects have a clear influence on the Algerian students of English or not. In other words, it is used to prove our research hypothesis concerning the influence of Algerian dialects on the English language pronunciation.

The audio tape clearly demonstrates the influence of Algerian dialects on English language pronunciation. This test demonstrates that English students at various cities, such as Algiers, Tebessa, Bejaia, Telemcen, Batna, and Biskra, are mostly influenced in some manner by their dialects. For instance; the participants from the University of Batna appeared to be more influenced by her dialect, as she made 29 mistakes in pronunciation, pronouncing /t/ like (ط) instead of /t/(See Appendix 14). They are completely swayed. The participants of Biskra University instead of saying /t/ they say /tʃ/ (See Appendix 16). the same case of learners of English from Tebessa, instead of saying /j/ they say /d/. this reveals that a dialect may influence the English language pronunciation.

RQ3: What is the best solution to eliminate the problem of interference in the pronunciation of English?

This final question was designed to reduce the problem of interference in the pronunciation of English for Algerian students. It was hypothesised that Algerian learners can

overcome the problem of fluency through teaching them phonetics at early stages. And it was confirmed according to the answers given by teachers.

Conclusion

The current chapter attempted to view, identify, and summarize data collected from the previously listed data collection tools. Following that, and in order to communicate the final results in light of the quantitative and qualitative analysis methods, the researcher's collection of steps in order to provide a description for the ratings, analyse the numerical and textual details, and carry out various measures were eventually emphasized. Finally, the mass of collected data was subjected to a thorough discussion and synthesis of the observations, as well as the processes of testing the theory, making inferences, and drawing conclusions.

General Conclusion

General Conclusion

The main goal of this research is to determine whether or not Algerian dialects influence English pronunciation. We looked at the sociolinguistic profile in Algeria and the effects of dialect on English language use through his research.

We made an attempt here to discuss the phonological features of Algerian dialects, using the example of Algiers, Tebessa, Bejaia, Telemcen, Batna, and Biskra. We chose three cases to demonstrate the premise that dialect has a clear influence on English language use in this work. The first is the Manchester case, and the second is the China case. Then the results of the English teachers' questionnaire and audio recording suggest that dialect can influence English language pronunciation.

Striving to provide a deep understanding of the research problem and to gather relevant data on the subject, four two collection methods, namely the students' audio records, and the teachers' interview were utilized. In order to ensure the reliability and credibility of the results, none of these tools were used without piloting and validation, which resulted in a comprehensive and relevant final version of the data gathering instrument.

In order to provide a full analysis of the acquired data, and because the current inquiry used the Mixed-methods approach, quantitative and qualitative analytic approaches were used concurrently. It was revealed, through the tabular and graphical presentations of the audio records results that the main cause of mispronunciation among English language pronunciation is that the students affected by their native dialect. Therefore, these represented the lack of exposure to native speakers' utterances and the lack of practicing the language.

In addition, this experience revealed the influenced parts of the affected parts of the students' pronunciation. Besides the teachers' questionnaire contributed to identifying some possible solutions to reduce the students' pronunciation errors.

Implications and Recommendations

The impact of Algerian regional dialects on EFL was realistically represented in earlier sections, demonstrating that it had a detrimental impact on fluency, notably speaking skill and fluency, are very crucial in learning a foreign language. Inspired by the overall study findings, the following condensed list of recommendations was compiled to highlight some critical issues and guidelines that should be considered in order to enhance pronunciation.

some recommendation will be divided into the English teacher, the classroom teacher, the administration, and the other researchers.

1. For Teachers

- Both teachers and students should be aware of the importance of speaking ability in education in general and in learning English language in particular, so teachers should raise students' awareness on the importance of speaking skill.
- listening to native speech is very important; then it must be followed by speaking practice. The role of teachers is also fundamental in the process.
- It is critical for the English instructor to increase the quality of the English teaching and learning process. He should be more inventive in creating and utilizing engaging media such as games.
- He should frequently offer English instructions, implement various exciting activities such as games, and pay close attention to all student. In doing so, the students will be able to participate in an engaging teaching and learning process. As a result, one of the most significant aspects of learning English will be improved: their English pronunciation.

2. For Students

- They should use the new technologies and applications to increase their levels, and to be more exposure and total reform of teaching materials and methods. using video games and Mobile applications.
- They should have increased exposure to native speakers' formal and informal repetitions of utterances Practice in and out of school and requesting assistance from specialized apps and native speakers. also, it should here be a lot of interaction with peers outside of class speaking clubs/workshops at university and beyond because perfect practice produces perfect.
- They should listen intensively to authentic materials like BBC radio, podcasts, or channels.
- As already suggested, listening to native speech is very important; then it must be followed by speaking practice. The role of teachers is also fundamental in the process.

3.For the Administration

It should provide the necessary materials and the appropriate atmosphere for both teachers and students.

Limitations and Suggestions for Further Research

The limitations of every research project tend to reflect the qualities or concerns that emerge as obstacles during the study, prompting a thorough assessment of their significance. These limits may be related to difficulties such as resource scarcity, generalizability, therapy applicability, and participant inaccessibility. Because the study's limitations may influence the interpretation of the final findings, they may contribute to the issue of developing a more valid set of recommendations for future research.

Although the current investigation's objectives have been met thus far, its flaws must be acknowledged.

The first issue, which turned out to be a real obstacle in the course of implementing the treatment is that this research project took place over a period of only two weeks that is relatively a short span to record data from different cities and analyse them in a precise time.

Another significant limitation was the time frame in which the investigation was carried out. which is in Ramadan, this is made it difficult to move from one city to another.

Additionally, while a small sample size is considered viable when it comes to case study design because it allows for the collection of rich and meaningful data, it is frequently regarded as a weakness when it comes to quasi-experimentation. As a result, especially because the current study did not include a large-size sample, the statistical findings could not be generalized and transferred to a broader size. They could also not be utilized to generate a theory or a law. Another significant drawback was the time frame in which the investigation was carried out.

Based on the limitations stated above, future language and dialects projects should be undertaken over a longer period of time so that the researcher is not in a race against time to record, analyze, and assess the voices. Furthermore, and in order to generalize the findings to a broader context, the current research study can be duplicated with a greater number of participants.

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Appendices

Appendices

APPENDIX 1 : THE TEACHERS ' QUESTIONNAIRE

Dear teachers,

This questionnaire is an attempt to gather information for a master's dissertation. We direct this questionnaire to investigate about the influence of the Algerian Dialects on the pronunciation of English language in an EFL context. We would be so grateful if you could answer the following questions, so please, give us precise answers as you can. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes. Please, put a tick (✓) in the appropriate box, give a full answer whenever necessary, and justify your answer when needed.

Master Researcher: Mesrouk Asma

Academic year: 2020/2021

Section one: Personal Information

Q1. Would you please specify your gender?

a). Female

b). Male

Q2. Would you specify the degree you hold?

a). Master

b). Magister

c). Doctorate (PhD)

Q3. How long have you been teaching at university?

Less than 5 years

Between 5 and 10

More than 10

Q4. What is your mother tongue

Algerian Arabic

Berber

Other, please specify:

Section two: Teachers' Perceptions of the Students' Pronunciation and Dialects

Q5. In your classroom, have you ever, noticed different students accents of Arabic?

Yes

No

Q5.1. If yes do these accents indicates the regions they come from?

Yes

No

Q6.To what extent do you think speaking is interesting?

a). Very much

b). Somehow

c). Not much

Q7. Do you think that Algerian regional dialects affect English language pronunciation?

a). Yes

b). No

dQ.8 Do you consider Algeria as a:

Monolingual country

Bilingual country

Multilingual country

Q9. What are the causes of pronunciation deviance in Algeria?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Arabization					
Colonisation					
Other Historical Reasons					
Some Cultural Causes					

Q10. Using English language in some domains of the public life is:

Essential

Useful but not essential

Useless and should not be encouraged

Q11. The mother tongue's influence in second language acquisition can affect the generation throughout the years.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

Q12. The spoken language of students with a foreigner accent influenced by regional accent is an error.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

Q13. What do you, do teachers commit mistakes \errors when they talk?

Always

Sometimes

Rarely

Never

Q14. Do you think that there is an interference between Algerian dialects when speaking the English language?

a). Yes

b). No

14.1. If yes, How?

.....

.....

Q15. In your view, what are aspects that represent the Algerian learners' pronunciation of English?

.....

.....

.....

Q16. According to your experience, does the interference of learners' mother tongue affects their development in:

only speaking skill

both speaking and writing skills

Affects the four skills

Q16. What are the major standards you think matter to speak an intelligible English accent?

.....

.....

.....

Q17. Do you think that the new educational reforms concerning the teaching of English language from primary school to university are satisfactory?

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

Q18. Teaching pronunciation from early stages is the suitable solution.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

Q19. Would you please suggest any solutions for students' poor pronunciation?

.....

.....

.....

.....

Thank you very much for your cooperation

APPENDIX 2: THE PARAGRAPH PREPARED FOR RECORDING

Dear Students,

You are kindly asked to include an audio recording that will be used as a data collection method for a study titled "Investigating the Influence of Algerian Regional Dialects on English Language Pronunciation in an EFL Context." We would be so grateful if you could read this paragraph as you are accustomed to it in your regular readings. In addition, we will audio record you while you read.

Your data will be kept confidential and will only be used for research purposes.

Prepared by: Asma Mesrouk

Academic year: 2020/2021

Hi do you remember me, I'm Alice I am doing some Internet researches on wedding customs in four different countries. I already found out a lot about customs in India, but i need to find out more about customs in Ethiopia, Japan, and Peru. Mark is in my class and he has the same assignment. At first, he didn't know what topic to research on, but he found me in the library and he talked to me. I gave him some good ideas to think about.

APPENDIX 3:

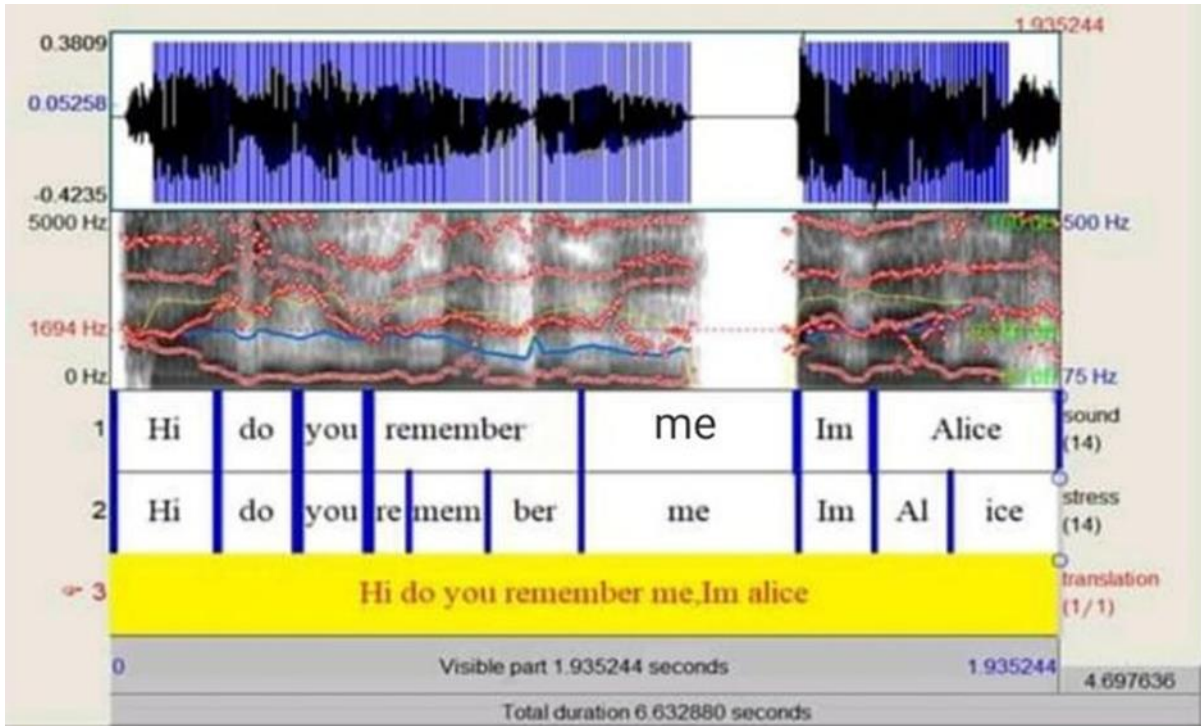
	Pitch			Pulses				Voicing		
Participants	Median (Hz)	Mean (Hz)	SD (Hz)	N. of pulses	N. of periods	Mean period (seconds)	SD of period (seconds)	Fraction of locally unvoiced frames	Number of voice breaks	Degree of voice breaks (seconds)
Participant 01 Alger	232.733 Hz	234.007 Hz	34.511 Hz	361	355	4.287750E-3 seconds	0.629206E-3 seconds	44.984% (139 / 309)	4	38.539% (1.188409 seconds / 3.083684 seconds)
Participant 02 Alger	226.200 Hz	225.047 Hz	28.584 Hz	548	529	4.457352E-3 seconds	0.536158E-3 seconds	48.594% (242 / 498)	17	41.122% (2.045077 seconds / 4.973144 seconds)
Participant 01 Tebessa	294.944 Hz	282.545 Hz	62.992 Hz	363	356	3.564942E-3 seconds	0.979063E-3 seconds	41.870% (103 / 246)	6	30.894% (0.760502 seconds / 2.461666 seconds)

Participant 02 Tebessa	200.136 Hz	217.95 4 Hz	55.875 Hz	560	530	4.594327E -3 seconds	1.034796 E-3 seconds	40.354% (228 / 565)	22	56.212% (3.173649 seconds / 5.645848 seconds)
Participant 01 Bejaia	227.063 Hz	237.77 9 Hz	36.388 Hz	433	422	4.233880E -3 seconds	0.610739 E-3 seconds	38.066% (126 / 331)	5	36.296% (1.204513 seconds / 3.318551 seconds)
Participant 02 Bejaia	220.010 Hz	221.06 7 Hz	36.241 Hz	642	614	4.552676E -3 seconds	0.775903 E-3 seconds	45.177% (281 / 622)	22	48.803% (3.031396 seconds / 6.211440 seconds)
Participant 01 Telemcen	133.241 Hz	141.13 3 Hz	38.138 Hz	191	183	7.129334E -3 seconds	1.622309 E-3 seconds	32.579% (72 / 221)	7	25.105% (0.553507 seconds / 2.204763 seconds)

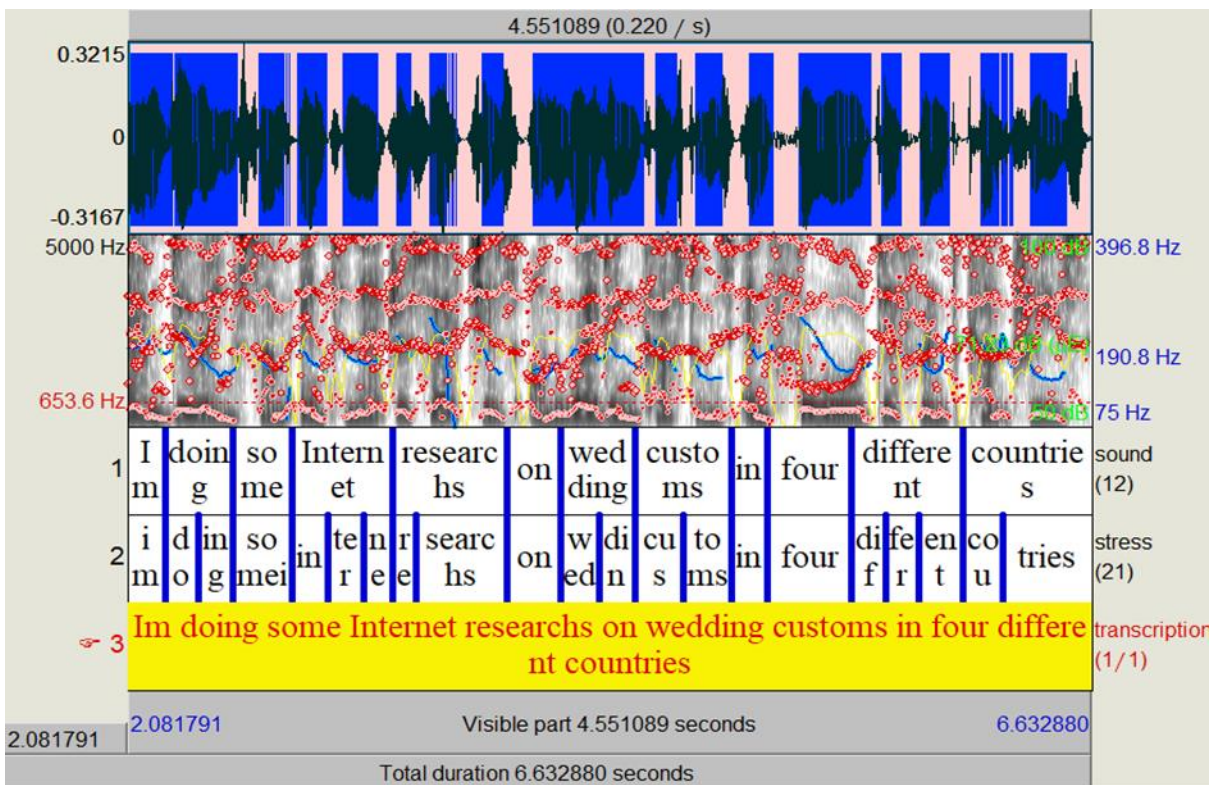
Participant 02 Telemcen	124.835 Hz	150.69 7 Hz	78.299 Hz	317	294	6.700621E -3 seconds	2.501702 E-3 seconds	35.294% (138 / 391)	19	41.497% (1.626211 seconds / 3.918838 seconds)
Participant 01 Batna	280.250 Hz	284.63 6 Hz	38.813 Hz	564	560	3.517932E -3 seconds	0.487797 E-3 seconds	24.453% (67 / 274)	3	12.769% (0.349372 seconds / 2.736069 seconds)
Participant02 Batna	276.915 Hz	275.77 1 Hz	47.844 Hz	962	944	3.649401E -3 seconds	0.860888 E-3 seconds	20.329% (99 / 487)	12	25.335% (1.232824 seconds / 4.866048 seconds)
Participant 01 Biskra	227.091 Hz	235.22 7 Hz	57.571 Hz	430	417	4.207221E -3 seconds	1.145185 E-3 seconds	19.691% (51 / 259)	9	17.860% (0.461922 seconds / 2.586370 seconds)

Participant 02 Biskra	230.293 Hz	217.05 8 Hz	49.924 Hz	699	678	4.627335E -3 seconds	1.489201 E-3 seconds	26.087% (132 / 506)	17	37.046% (1.874395 seconds / 5.059691 seconds)
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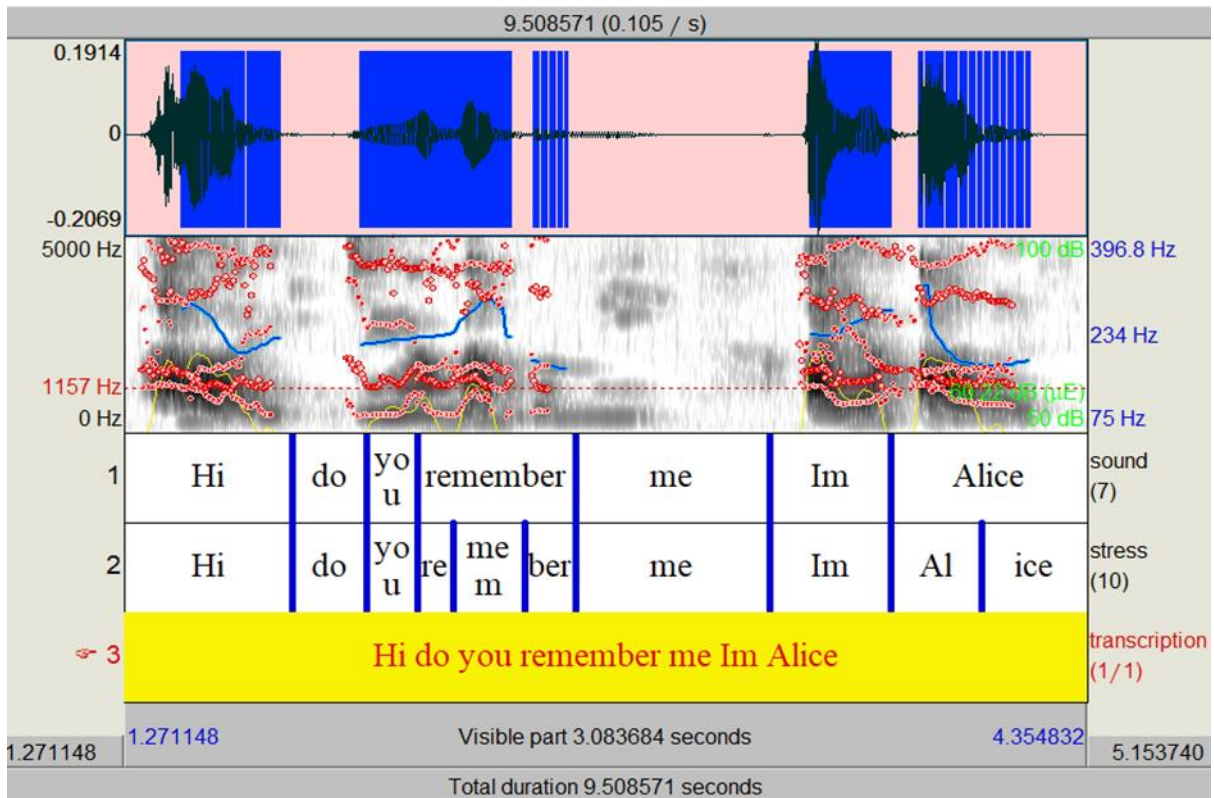
APPENDIX 4: ANALYSIS OF NATIVE SPEAKERS' VOICE (1)



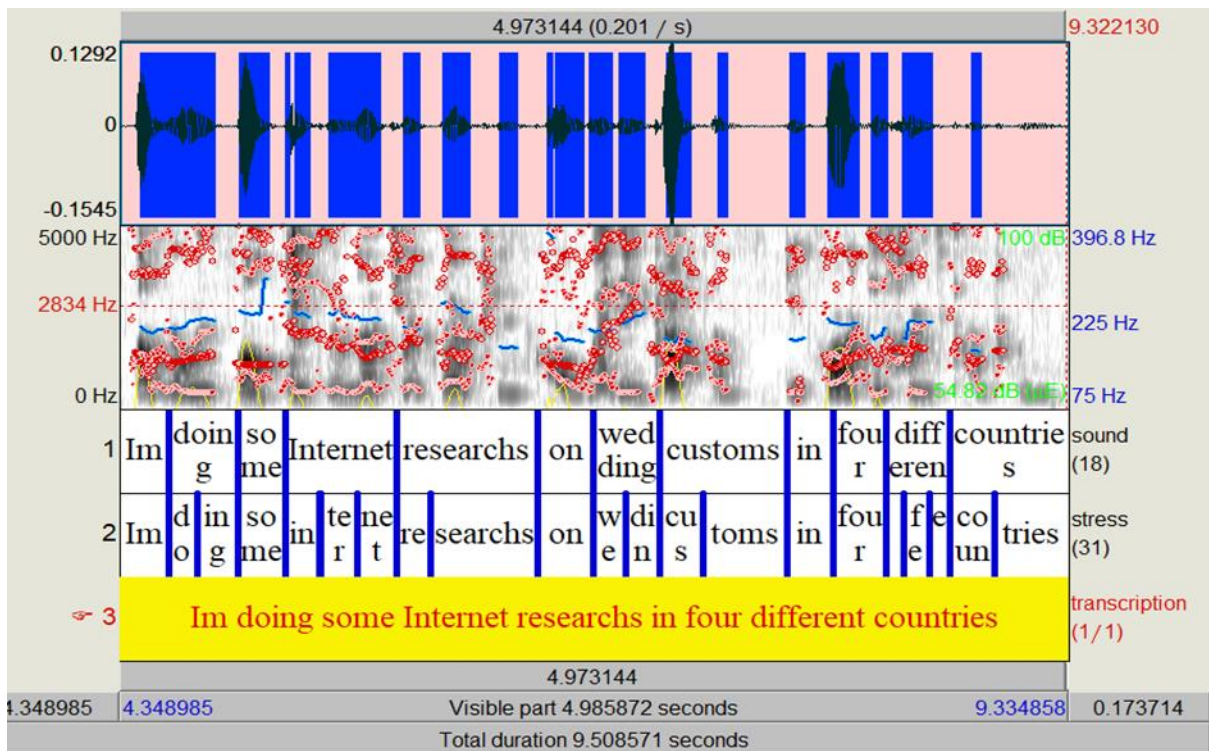
APPENDIX 5: ANALYSIS OF NATIVE SPEAKERS' VOICE (2)



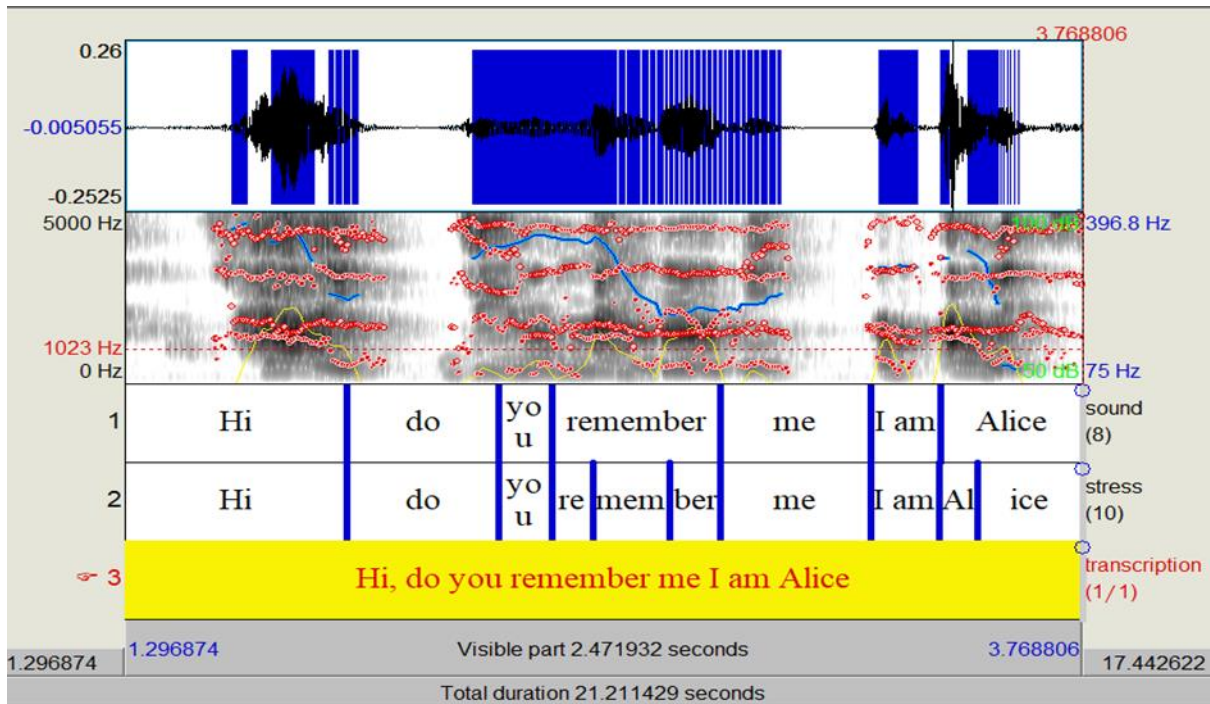
APPENDIX 6: ANALYSIS OF PARTICIPANTS' VOICE FROM ALGIERS (1)



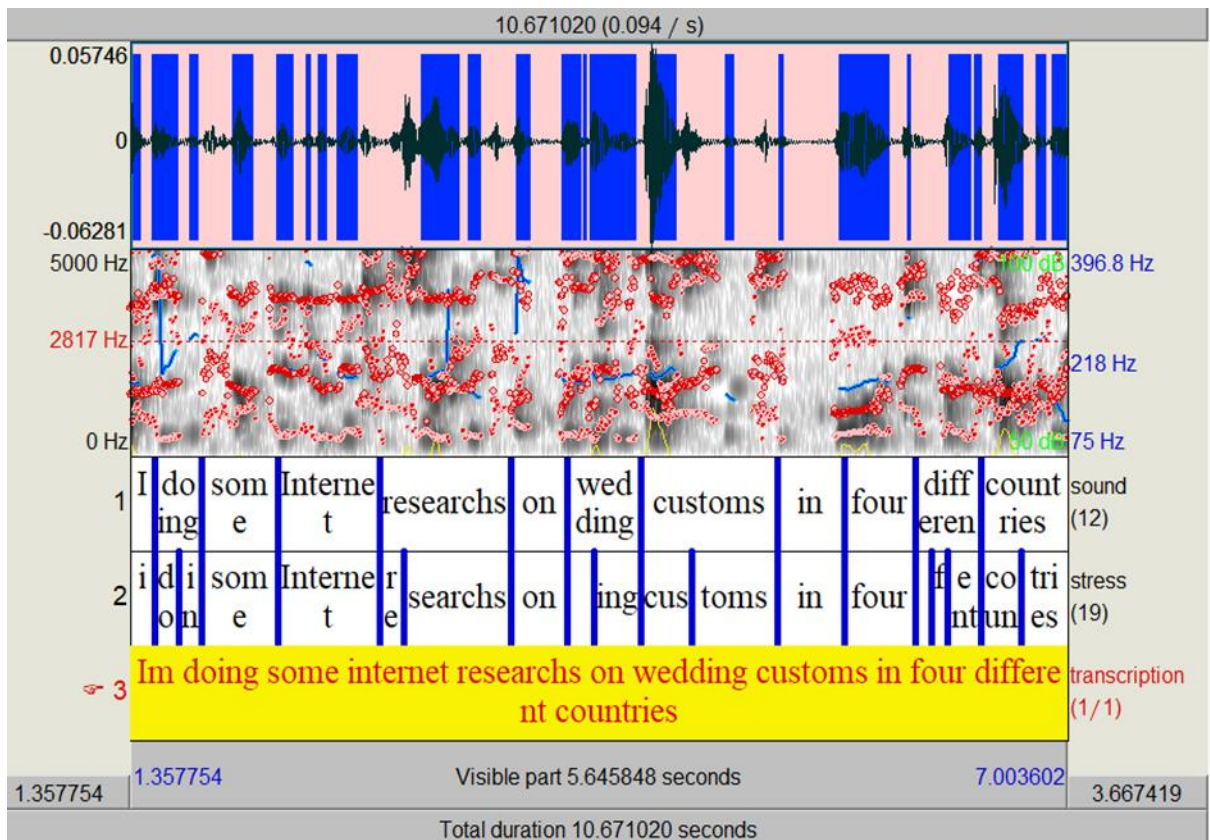
APPENDIX 7. ANALYSIS OF PARTICIPANTS' VOICE FROM ALGIERS (2)



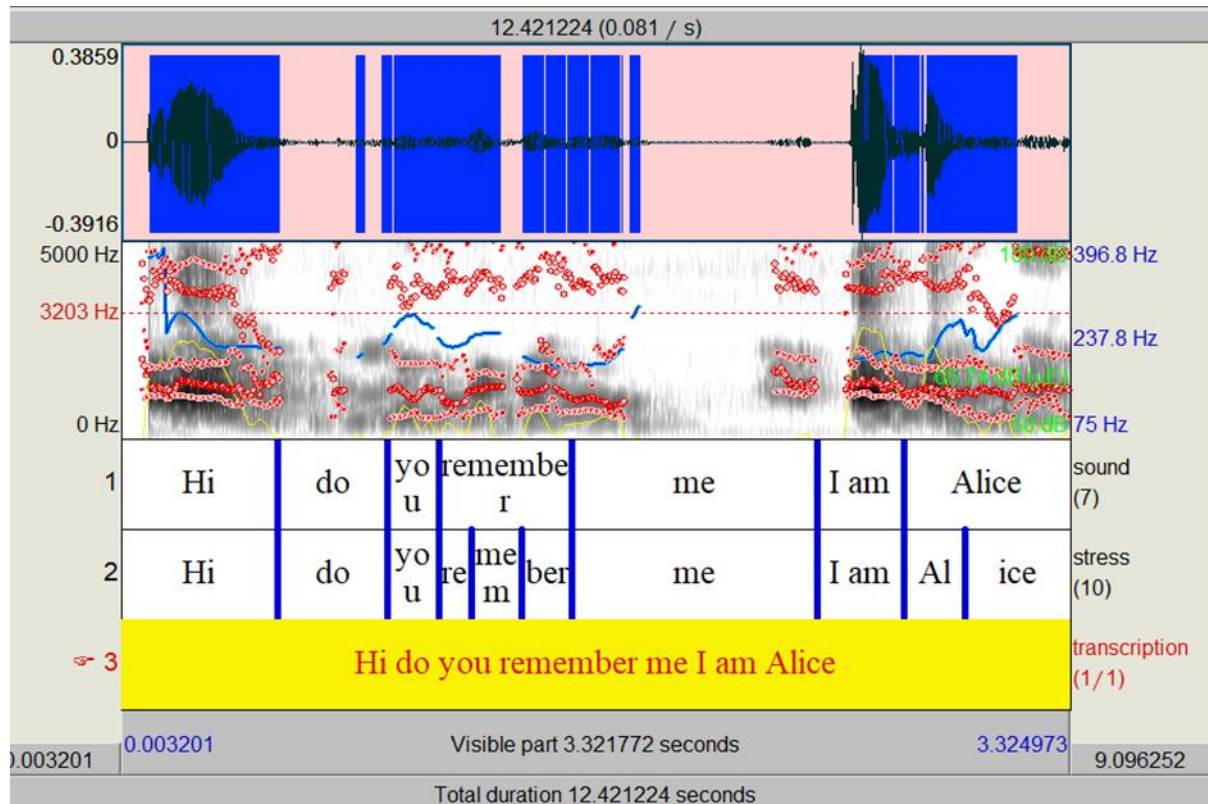
APPENDIX 8. ANALYSIS OF PARTICIPANTS' VOICE FROM TEBESSA (1)



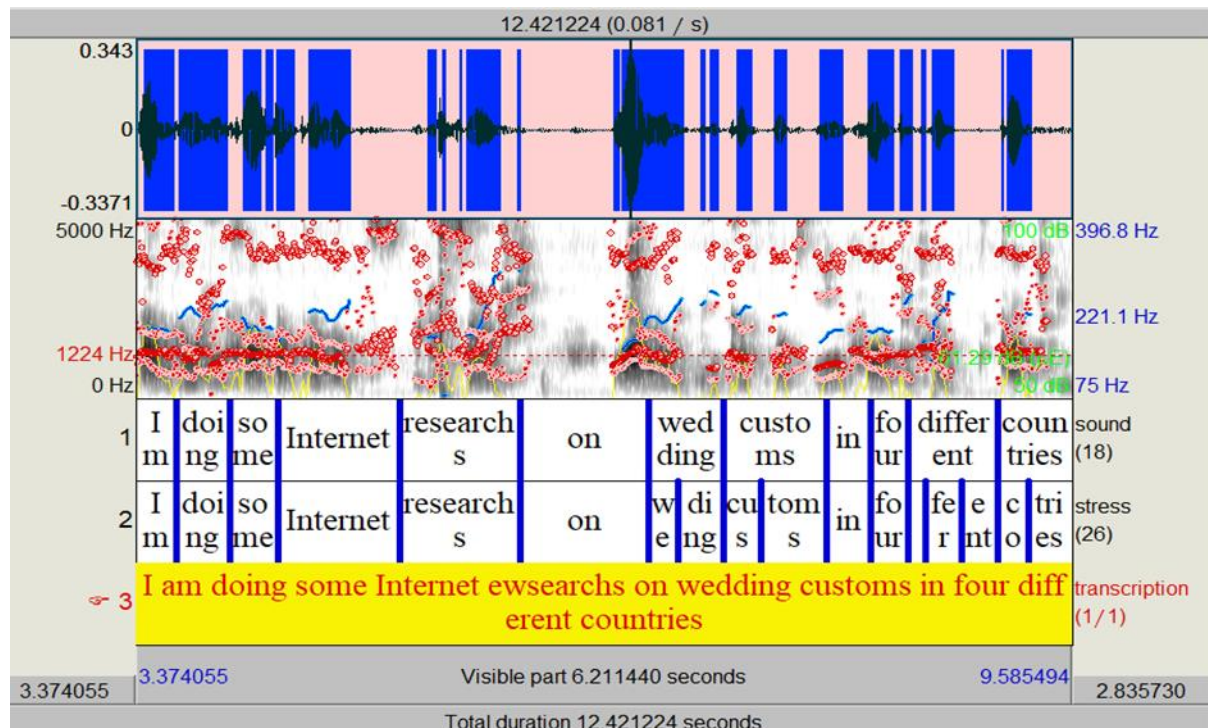
APPENDIX 9. ANALYSIS OF PARTICIPANTS' VOICE FROM TEBESSA (2)



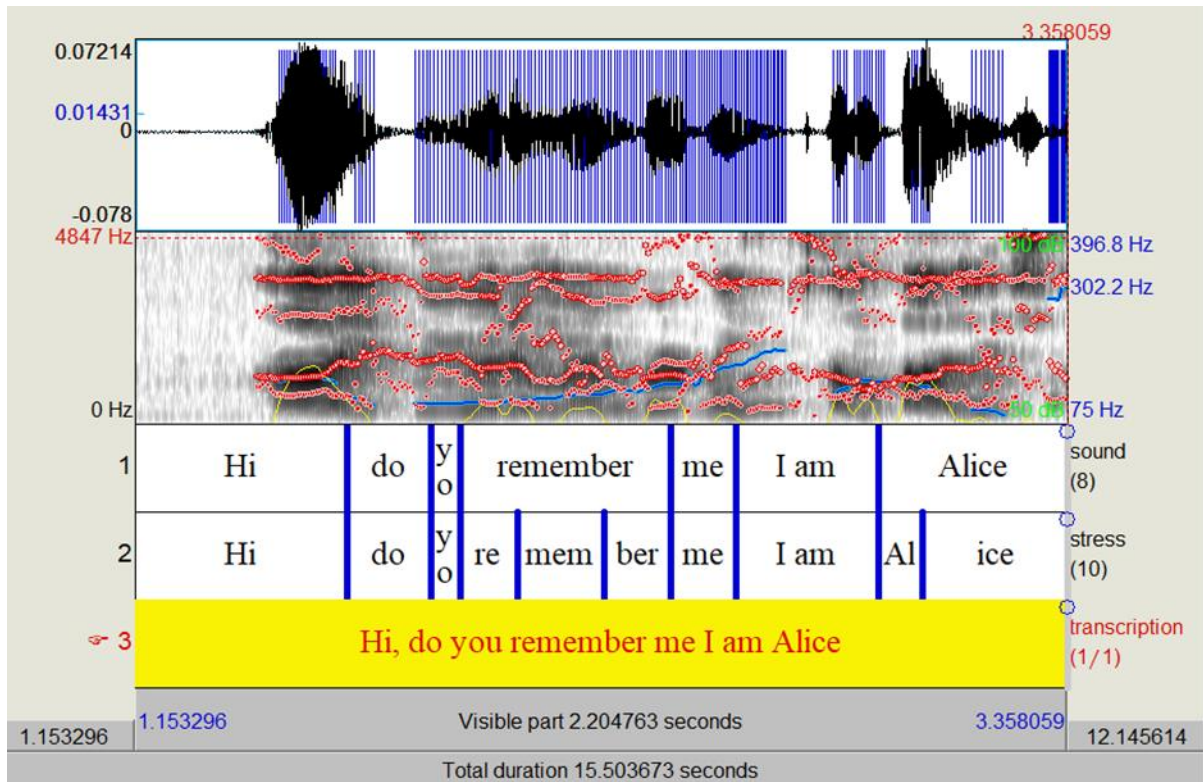
APPENDIX 10. ANALYSIS OF PARTICIPANTS' VOICE FROM BEJAIA (1)



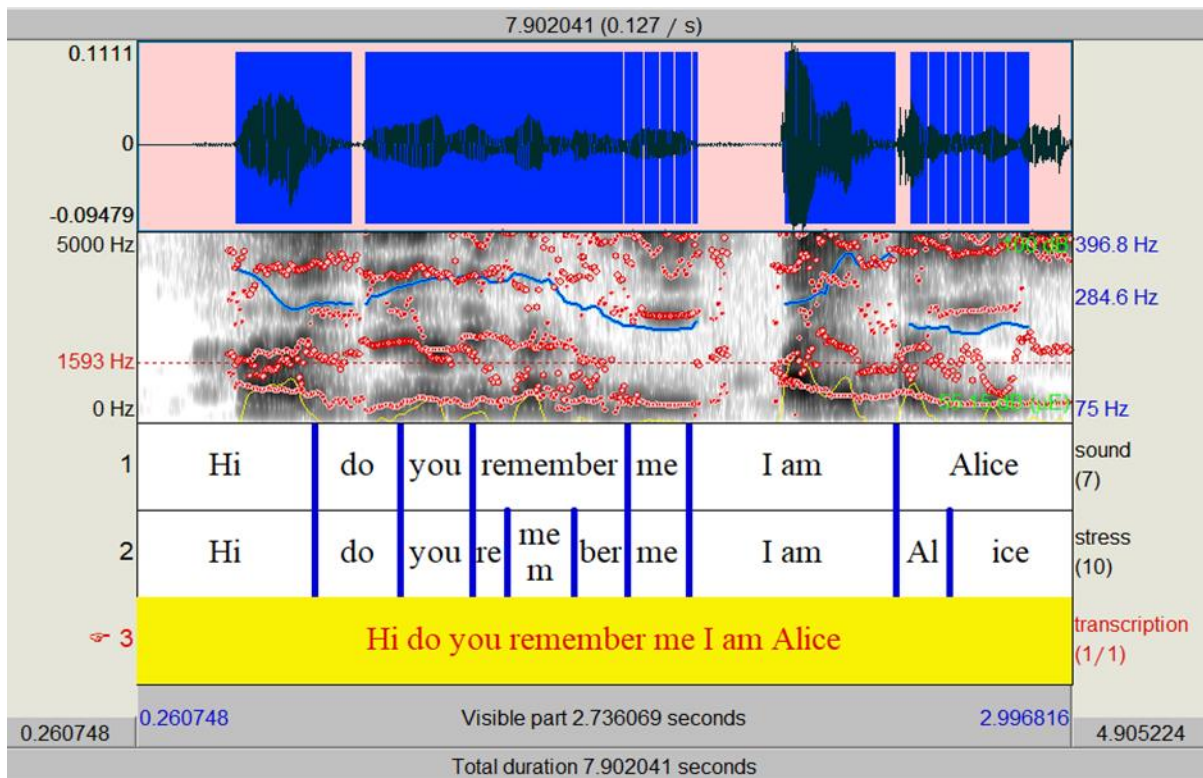
APPENDIX 11. ANALYSIS OF PARTICIPANTS' VOICE FROM BEJAIA (2)



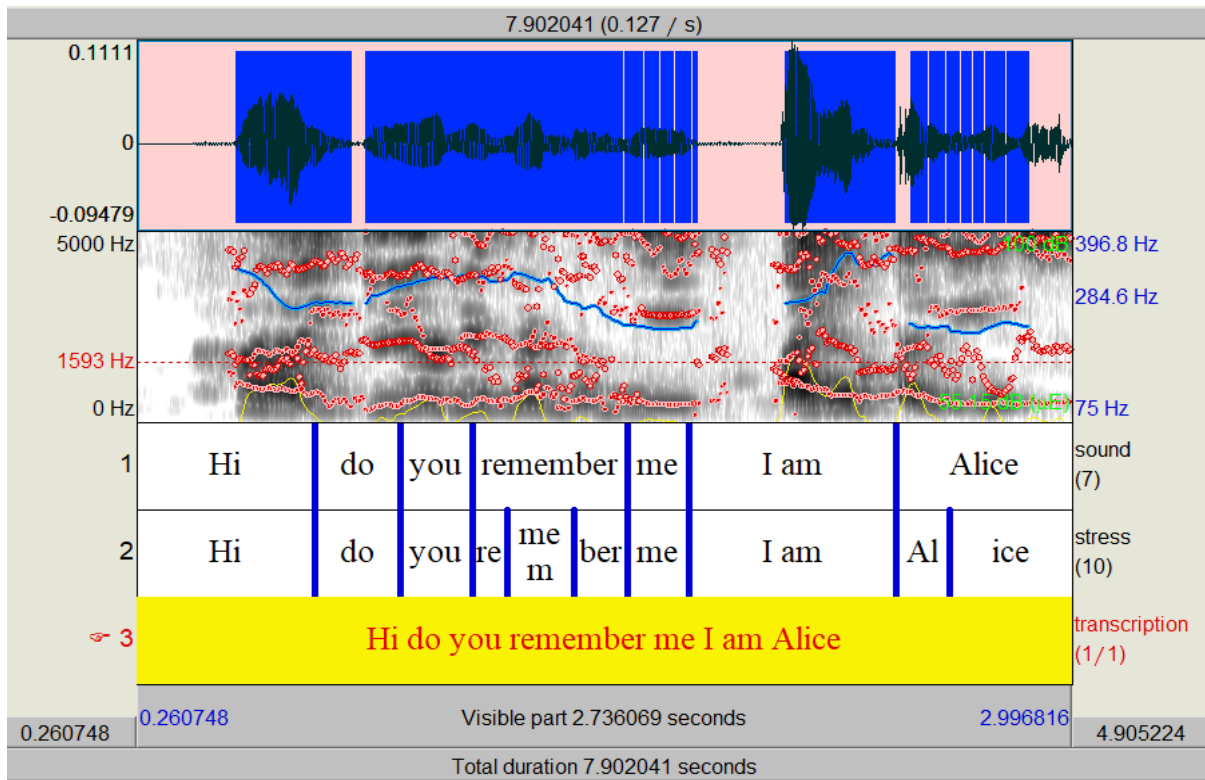
APPENDIX 12. ANALYSIS OF PARTICIPANTS' VOICE FROM TELEMCCEN (1)



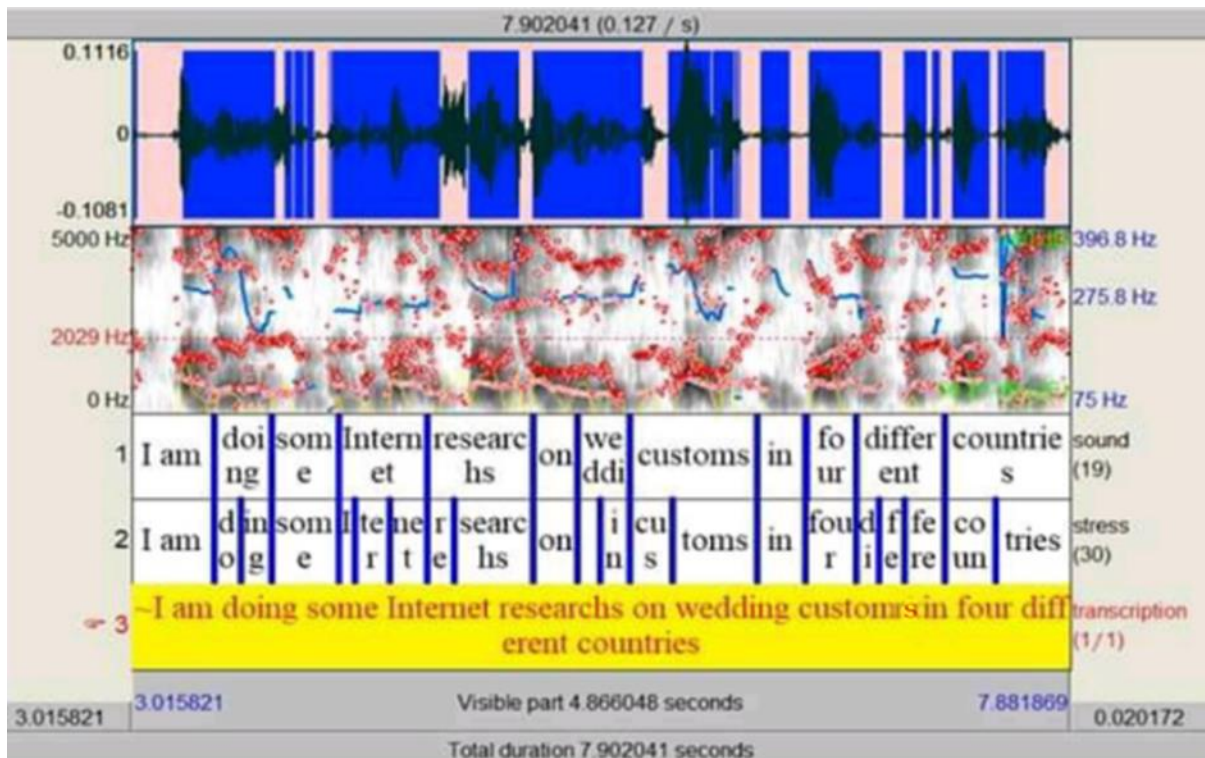
APPENDIX 13. ANALYSIS OF PARTICIPANTS' VOICE FROM TELEMCCEN (2)



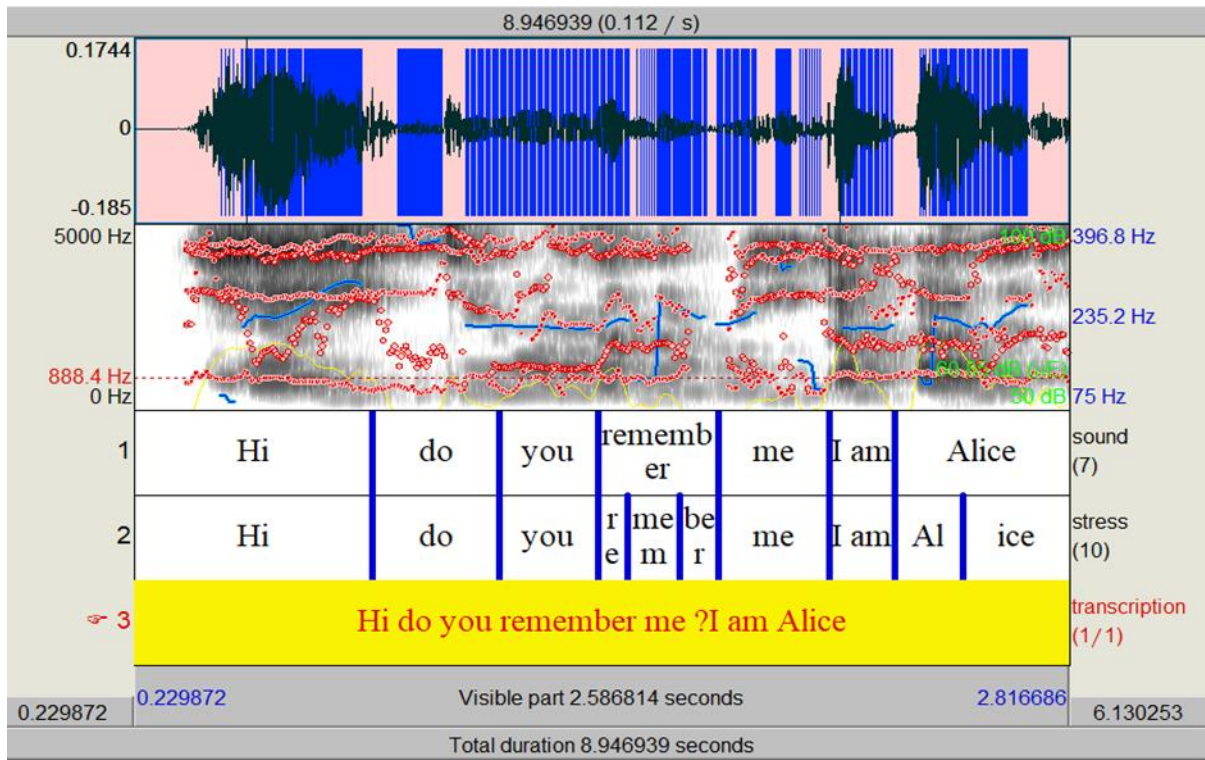
APPENDIX 14. ANALYSIS OF PARTICIPANTS' VOICE FROM BATNA (1)



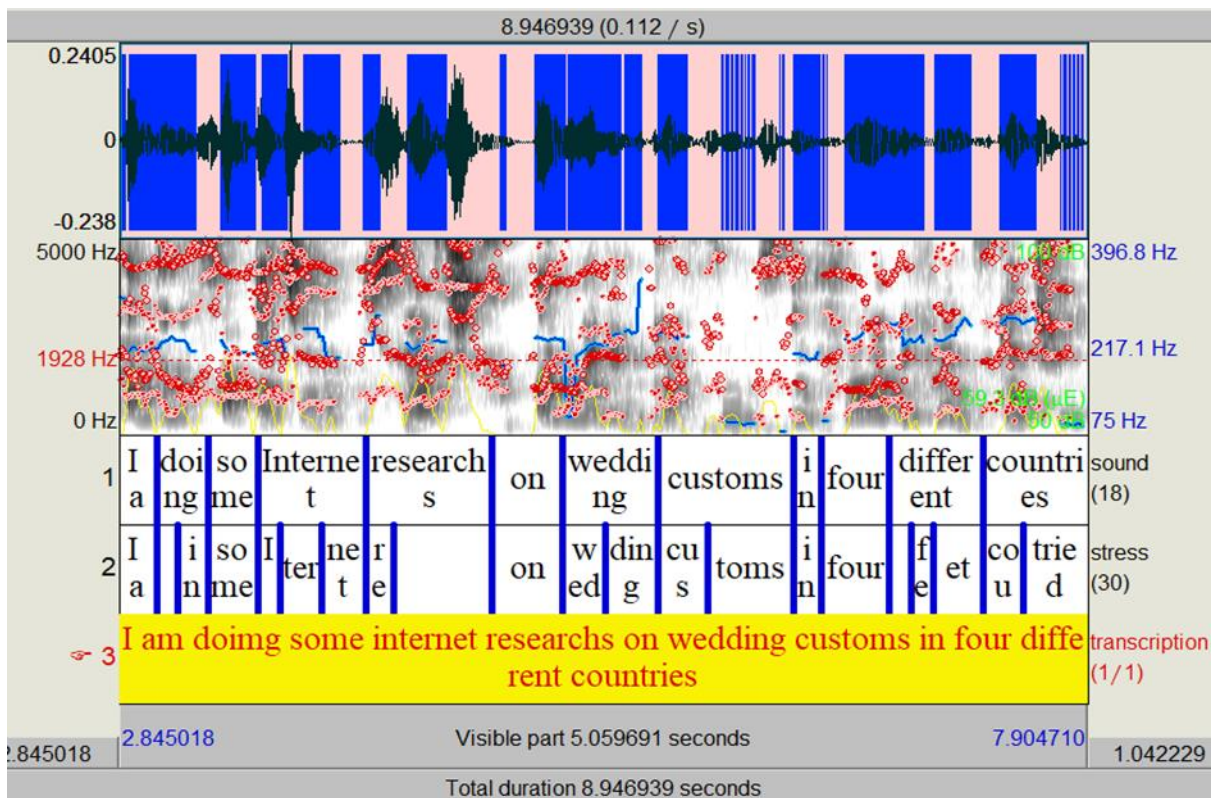
APPENDIX 15. ANALYSIS OF PARTICIPANTS' VOICE FROM BATNA (2)



APPENDIX 16. ANALYSIS OF PARTICIPANTS' VOICE FROM BISKRA (1)



APPENDIX 17. ANALYSIS OF PARTICIPANTS' VOICE FROM BISKRA (2)



ملخص الدراسة

يتفحص هذا البحث الخاص بمذكرة ماستر تأثير اللهجات الجزائرية في النطق باللغة الانجليزية عند الطلبة الجزائريين بالجامعة. معتمدين على طريقة الدراسة المقارنة ، فإن التركيز يدور حول الاختلاف و مقارنة التباين النحوي للغتين الإنجليزية و العربية ، لمعرفة و شرح التركيب غير الطبيعي للكلمات المأخوذة من نماذج تسجيلات صوتية لطلبة سنة ثانية ليسانس من مختلف جهات الوطن (الجزائر، تبسة، بجاية، تلمسان، باتنة، و بسكرة). لهذا فقد تم تبني منهج الأساليب المختلطة، و فيه تم استخدام تسجيلات صوتية واستبيان . النطق الخاطئ للكلمات يفسر بشكل واضح التداخل اللغوي من العربية إلى الإنجليزية ، وذلك بسبب اختلاف اللغتين و هذا ما يدفع إلى تأكيد الفرضية التي تقول بأن اللهجات الجزائرية تؤثر على نطق الطلبة الجزائريين باللغة الإنجليزية.

الكلمات المفتاحية: دراسة مقارنة، اللهجات الجزائرية، النطق، التداخل اللغوي.