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An Investigation into The Effects of Algerian EFL Learners'

Native Dialects on The Pronunciation of English Language

Case of EFL Students at University Of Biskra

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Declaration

I, **REMEICHE** Safa, do hereby declare that this submitted work entitled **An Investigation into the Effects of Algerian EFL Learners' Native Dialects on the Pronunciation of English Language** is my original work and has not previously been submitted for any institution or University for a degree and it has been read and approved by my supervisor **Dr. ASSASSI** Tarek. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information.

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Dedication

The Prophet (ﷺ) said: "He who does not thank the people is not thankful to Allah."

In loving memory of my kind, tender-hearted, and wonderful supporter father **ABDELHAK**, who always dreamed of seeing me get here, but there was not enough time neither to thank him enough nor to say goodbye as we lost him during the Covid-19 pandemic. He is sadly missed along life's way, quietly remembered every day, no longer in our life to share, but in our hearts he is always there. May Allah grant you paradise 'Al Jannah'.

To my kindest and purest heart mother, who has always been there for me by praying, encouraging, and believing in me in times when my efforts and strength oscillated.

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Abstract

The current dissertation's objective is to investigate the effects of EFL students' native dialect on English language pronunciation at Biskra University, it also seeks to discover the influence of Algerian regional dialects on EFL learners' pronunciation, find out how EFL learners' native dialects may affect their pronunciation of English language, and explore the main reasons behind diverse dialects among EFL learners at Biskra University. Based on a thematic analysis method, which involves reading through a data set and transcripts from in depth interviews or focus groups, this work focused on identifying, analysing and interpreting the phonological aspects of students' English pronunciation performance in order to explain pronunciation errors taken from a selection of samples from 24 audio recordings of EFL students from four Algerian dialects (Eastern, Central, Southern, and Chaoui dialect) , which formed four focus groups each group had six students who were chosen by non-probability (non-random) sampling using the purposive sampling technique. Methodologically speaking, a qualitative method approach was used, in this regard, and in order to collect relevant data, the instruments were focus groups interviews for students and a questionnaire for teachers of the department of English language at Biskra University. The research findings revealed, in accordance with the research questions, that the main effects of EFL students' native dialects and errors of pronunciation driven from their native dialects that students try to replace English pronunciation rules with those from their native languages, applying these rules incorrectly would cause mispronunciation of some vocabulary, misunderstanding, and challenges in being productive. These errors are mainly sounds that may not exist in the mother tongue so the student replace it and does not produce it, sounds that exists in the mother tongue but the student does not recognize it, and finally the student have the sounds right but have not learned the stress forms, Moreover, they apply the intonation rules of their native dialects. Therefore, the findings of the research study answered the research questions that the Algerian regional dialects have an effects on the English

language pronunciation. Finally, several practical suggestions and recommendations were proposed to help students and teachers in reducing students' difficulties and enhancing pronunciation.

Keywords: Algerian dialects, analysis, effects, EFL students, English language, native dialect, pronunciation, phonological aspects.

List of Abbreviations and Acronyms

&: and

CL: Colloquial Arabic

CLA: Classical Arabic

EFL: English as a Foreign Language

L1: First Language

L2: Second Language

MSA: Modern Standard Arabic

MT: Mother Tongue

ND: Native Dialect

Q: Question

RP: Received Pronunciation

RQ: Research Question

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General Introduction

Study Background

On the basis of language, history is replete with events and changes that occurred in various parts of the world. Many regions are currently experiencing variation movements that are primarily rooted in languages or dialects variation. Thus, the sociolinguistic situation in Algeria is known for its diversity that is reflected by the existence of several languages and varieties of languages spoken throughout the country, which can be traced back to historical, sociocultural, and geographical factors. The official languages spoken in Algeria are mostly Modern Standard Arabic and Tamazight language. These languages vary to some extent from one region to another, which makes the Algerian dialects a mixture of diverse dialects, such as the Kabyle dialect and Chaoui dialect from Tamazight language, and most Algerians speak one of several dialects of Algerian Arabic.

Recently, the importance of the English language has grown enormously as a global language. Thus, English has been adopted to teach it and learn it as a second foreign language in Algeria. Learning English has some basic skills such as listening, reading, writing, and speaking. Nevertheless, Speaking is the productive skill and considered the most essential for learners of English, and mastering it demands knowing how to produce particular aspects of the language, such as grammar, vocabulary, and pronunciation. Yet, speaking is still practiced only in classrooms and in limited contexts, which makes learners of English as a foreign language in Algeria struggle to find opportunities to use English outside the classroom and face a big challenge to be good at both productive and receptive skills.

Statement of the Problem

Learning a foreign language is considered a complex process because it differs from the learner's native language. Thus, learning English as a foreign language is a difficult and complex process for native Arabic learners, because each language has its own linguistic

characteristics and phonological rules that govern its pronunciation, sound system, and even word formation. Meanwhile, Celce-Murcia (2006) claims that pronunciation is the language feature that most easily distinguishes speakers as non-native. Since pronunciation can detect non-native speakers, there is no need to pronounce the way native speakers do. However, learners must be intelligible while speaking.

Occasionally, due to the diversity of their native dialects, Algerian EFL learners face some difficulties when pronouncing some sounds, letters, and phonemes. At the level of the University, we noticed that EFL students at Biskra University face this challenge of being affected by their native dialects. This effect lies in mispronouncing some words, introducing or removing phonemes that do not exist in the target language. This influence would be further a barrier in fluency and may cause mispronunciation and misunderstanding in the acquired language. In this research, we focused on the effects of EFL students' native dialects at Biskra University on their pronunciation of the English language.

Research Questions

This research seeks to answer the following research questions:

- **RQ1:** What are the main dialects, and the reasons of diverse dialects among EFL students at Biskra University?
- **RQ2:** What are the main effects of EFL students' native dialects on their pronunciation of English as a foreign language?

Aims of the Study

❖ General Aim

The general aim of this study is to investigate the effects of EFL learners' native dialects at Biskra University on their pronunciation of English as a foreign language.

❖ **Specific Aims**

- To discover the influence of Algerian Dialects on EFL learners' pronunciation, and find out how EFL learners' native dialects may affect their pronunciation of English language.
- To discover the reasons behind diverse dialects among EFL learners at Biskra University.
- To find out if teaching phonetics at early stages maybe a solution to the influence of EFL students' native dialects on mispronunciation in the target language.

Research Methodology

To accomplish the research objectives, a qualitative research method will be adopted as it is referred to describe the influence of dialects. The major goal behind the qualitative method is to gather multiple points of view to strengthen the investigation into Algerian dialects and thus address the affected aspects of learners' pronunciation by their native dialects. In particular, a case study design was considered to be the most appropriate qualitative design for this study.

Moreover, the results of this study can be achieved through using the following instruments, a semi-structured questionnaire that will be distributed to teachers of Biskra University; its goal is to collect teachers' points of view about dialects' impacts on English language pronunciation. In addition, Students will be interviewed in focus groups by distributing a semi-structured questionnaire then providing them with a paragraph to read loudly during the interview in which we will test their speaking and determine which parts of their speech are influenced by their native dialects.

Furthermore, the population of this study was the EFL students and teachers at the University of Biskra. We will check and detect the spoken dialects among EFL students at Biskra University. Then we will take a sample of students from each spoken dialect, by Non-probability (non-random) sampling using the purposive sampling technique, in addition, 15

teachers were purposefully chosen. Therefore, individuals will be chosen to be part of the sample with a specific purpose in mind.

Significance of the Study

This study, in the first place gives the reader information and understanding about the dialects and their influence on English language speaking. Besides that, it's critical to investigate the impact of learners' native dialects on their target language pronunciation, so that learners can obtain intelligibility, in which they produce recognized English sound patterns, Comprehensibility which refers to the listener's ability to comprehend the meaning of what is said, and Interpretability which refers to the listener's ability to understand the purpose of what is said. In addition, it would be extremely helpful to researchers interested in Algerian culture and languages, since it would help them to discover about the history of Algerian dialects. In addition, it emphasizes the need for teaching phonetics at early stages.

Structure of the Dissertation

The current study consists of two main parts; theoretical part and the practical part, in which the theoretical part consists of chapter one and two and chapter three for the practical part. Initially, the theoretical part provides a general overview about the foundation of the Algerian dialects, in addition to the influence of native dialects on the pronunciation of English. Moreover, the practical part focuses on analysing, discussing, and summarising data obtained from the instruments. The three chapters are structured as follows:

❖ Chapter One

This chapter emphasizes an overview of the language varieties and the linguistic and sociolinguistic phenomena. It also attempts to represent Algeria's historical background, the

languages and dialects spoken in Algeria, the different causes of language diversity in Algeria, and the phonological properties of some Algerian dialects.

❖ Chapter Two

This chapter addresses the concept of pronunciation, its features, the English language phonological system, and the factors that affect pronunciation acquisition. In addition to the dialect's effect on English language pronunciation and some famous cases around the world. The chapter also tackles the English language status in Algeria, the impact of Algerian dialects on English language pronunciation, and the main phonological and lexical differences between the Arabic and English languages.

❖ Chapter Three

This chapter is devoted to the fieldwork, initially, an overview of the common knowledge regarding approaches, procedures, processes, data collection methods, data analysis, and sampling techniques. In addition to the analysis and the discussion of the obtained data from the two data collection methods, namely, teachers' questionnaire and students' focus groups interviews. Furthermore, this chapter presents a systematic discussion and synthesis of the findings by referring to the study's primary research questions.

CHAPTER ONE:

The Foundation

of the Algerian Dialects

CHAPTER ONE: The Foundation of The Algerian Dialects

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Introduction

Linguistically speaking, the history of Algeria is replete with events and changes that occurred in various parts of the country in which many regions have experienced variation movements that are primarily rooted in languages or dialects variation. The current linguistic situation in Algeria is known for its diversity that is characterized by the coexistence of many languages and varieties, which can be traced back to historical, sociocultural, and geographical factors that made multilingualism prevail from ancient times.

The present chapter aims at presenting the languages and dialects spoken in Algeria and their different geographical positions, it also indicates the different causes of language diversity in Algeria and the phonological properties of some Algerian dialects. Furthermore, the chapter presents some definitions of language varieties such as language, dialect, and accent, and the linguistic and sociolinguistic phenomena that occur when these languages come into contact such as bilingualism, multilingualism, code-switching, borrowing, and diglossia.

1.1 Language Varieties

In sociolinguistics, language variety is a term used by linguists to describe any distinctive form for any of the overlapping subcategories of a language; it is employed as an umbrella term for language, dialect, accent, social dialect, and regional dialect. Richards and Jack (2002, p.557) argued that "language variation refers to the differences in pronunciation, grammar, or word choice within a language, which may be related to regional, social class, and educational background to the degree of formality of a situation in which language is used. "

1.1.1 Language

It is natural to believe that language is the most significant means of communication. Nevertheless, we cannot identify a single definition of language that fully explains the

occurrence, as all attempts by scholars and linguists to determine the exact term have been insufficient. Therefore, taken in its literal meaning "language is the human capacity for acquiring and using complex systems of communication consisting of sounds, words, and grammar by people living in a particular country" (Cambridge dictionary). In linguistics, it is defined differently by different scholars and linguists. According to Sapir (1921, p.7), "language is a purely human and non-instinctive method of communicating ideas, emotions, and desires through a system of voluntarily produced sounds. " Sapir's view defined language as a system of sounds generated by individuals for communication, and it is basically concerned with only human beings. However, according to Bloch and Trager (1942, p. 5) "language is a system of arbitrary vocal sounds through a social group that cooperates". Their view of language is not limited only to human, but also covered kinds of communication performed by other animals in their groups for social cooperation.

Chomsky (2000) defined language as "the inherent capability of native speakers to understand and form grammatical sentences". Chomsky views language as a series of (finite or infinite) sentences, each finite length made up of a limited set of elements, he believes that sentences are the fundamental units of a language and might be limited or unlimited and composed up of only minor components.

Bloomfield (1914) stated that "the totality of the utterances that can be made in a speech community is the language of that speech community". He focuses on all of the community's people's utterances and hence ignores writing. Furthermore, he emphasizes form rather than meaning as the basis of language.

1.1.2 Dialect

The term dialect is usually referred to a language variety. Taken in its literal meaning "dialect is a form of a language that is spoken in a particular part of a country or by a particular

group of people and that contains some words, grammar, or pronunciations that are different from the forms used in other parts or by other groups" (Cambridge dictionary). Therefore, dialect is linked with a specific group or region; it is defined as a subdivision of a language that has its own phonological, lexical, and grammatical characteristics that distinguish it from other varieties of the same language. In linguistics, according to Meyerhoff Miriam (2006, p.27) "Dialect refers to distinctive features at the level of pronunciation and vocabulary and sentence structure. " Dialect is the variety of vocabulary, syntax, pronunciation. Crystal (2008, p.142) stated that a dialect is "A regionally or a socially distinctive variety of language, identified by a particular set of words and grammatical structures. "

The linguist, Edward (2009, p.63) stated that dialects are mutually unintelligible. Mutual intelligibility means that two varieties are considered dialects of the same language if they are mutually intelligible. On the other hand, they are considered two different languages if they are mutually unintelligible. For instance, Dutch and German are dialects of the same language, but they are not mutually intelligible.

1.1.2.1 Types of Dialects

Dialects can be classified in several ways; one way is based on a speaker's social class and geographical background. According to Wardhaugh (2006, p.49) dialect includes two kinds namely regional dialect and social dialect.

- Firstly, regional dialect refers to a dialect that varies according to a geographical area; it is a variety that indicates where a person is from, the differences can be in terms of pronunciation, choice of words, and syntax.
- Secondly, social dialect defined by Peter Trudgill as "a variety which is thought of as being related to its speakers' social background rather than geographical background". It refers to a kind of dialect that identifies the social class of the speaker.

Romaine (2000, p. 2) described the two saying "Social dialects say who we are, and regional dialects say where we come from. "

1.1.3 Accent

The term accent is a phonologically distinct form of a language spoken by a subgroup of speakers of that language. Linguistically, according to Crystal (2008, p. 30), an accent refers to "The cumulative auditory effect of those features of pronunciation which identify where a person is from, regionally or socially". Thus, the term accent is restricted to pronunciation features alone.

Tjalve (2007, p.21) defined accent variation as "differences in pronunciation patterns shared by groups of people within a linguistic area due to regional influences". This refers to how speakers are split into groups based on the accent used in a particular region. The term linguistic area indicates that we are only dealing with variation within a single language, removing non-native accented speech.

There are two different kinds of accents; one is a 'foreign' accent, which occurs when someone speaks one language while applying some of the rules or sounds of another one. The other kind of accent is the certain way a group of people speaks their native language; this is affected by where they live and what social groups they belong to.

1.2 Linguistic / Sociolinguistic Phenomena

1.2.1 Bilingualism

Bilingualism was long considered as the equal mastery of two languages. However, it is difficult to come up with a generally agreed definition of bilingualism as different people define it differently. Definitions of bilingualism range from a basic degree of proficiency in two languages up to an advanced degree of proficiency that enables the speaker to perform and seem

like a native speaker of both languages. Bloomfield (1933, as cited in Mackey, 2000) considers bilingualism as “the native-like control of two languages” (p. 56). Yet, his definition excluded individuals who speak more than one language but do not have 'native like' control of one or both of them. Haugen (1953, as cited in Mackey, 2000) stated that bilingualism is the ability to produce “complete meaningful utterances in the other language”. And this is what Titone (1972, as cited in Harmers & Blank, 2004) confirmed when he defined "bilingualism as the individual's capacity to speak a second language based on the patterns and structures of that language than the patterns of the first one".

(Haugen, 1956 as cited in Salah M. Suleiman. 1985, p. 3) argued that acquiring two distinct dialects of the same language, yet mutually intelligible, is also a form of bilingualism.

With this variation in definitions, it seems that the most crucial fact to notice is that bilingualism is a relative rather than an absolute phenomenon. (Suleiman. 1985, p. 3).

1.2.2 Multilingualism

The term multilingualism is a matter of constant debate; it is a situation that arises at its most basic level, from the need to communicate across multiple speech communities. Richard (1999) explains multilingualism by stating, "It is the use of two or more languages, either by an individual speaker or by a community of speakers." Then multilingualism refers to the capacity of an individual speaker or a community of speakers to communicate effectively two, three or more languages; it is distinct from bilingualism, the use of two languages. In this viewpoint, bilingualism is seen as a special case of multilingualism, instead of vice versa.

Cenoz (2013, p.14) highlights the fact that multilingualism is not “a simple addition of languages but a phenomenon with its own characteristics”. Therefore, multilingualism is an interdisciplinary phenomenon that can be studied from both an individual and a societal standpoint, and they are not totally separated.

Individual multilingualism is a term that refers to an individual's acquisition and use of multiple languages. It is concerned with an individual's capacity to master and use two or more languages proficiently. While societal multilingualism refers to the contexts, situations, order, method, and routines of use of languages in different communities, organizations, and groups.

1.2.3 Code-switching

Code-switching is a phenomenon generally used by bilingual and multilingual people during conversations to make communication more effective and meaningful. A speaker may switch from one code to another consciously or unconsciously. This shift could be from one language to another, dialect to another, or from one style to another for many different reasons in many situations. Moreover, code-switching is often considered as a strategy which relates to its use for reinforcing or weakening speech acts such as requests, denials, switching topics, elaborations or comments, validations, or clarifications in terms of stylistic influence. (Heller, 2007).

Many scholars have defined code switching, Romaine (1992, p.110) defined it as "the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations". This is what Hudson (1980) confirmed by stating that code switching "is the use of different varieties at different times by the same speaker".

More recently, Sebba, et al (2012, p. 68) have provided a far more precise definition of code switching, stating "code-switching – the alternating use of two (or more) languages – is a natural occurrence in the speech of bilingual individuals".

1.2.4 Diglossia

The term diglossia was first coined by the linguist Charles Ferguson (1959) where 'di' means two and 'glossia' means language, and the idealistic translation of the term is 'bilingualism'. Diglossia was used to describe situations in which the same speakers use two or

more language varieties differently under different conditions and within the same geographical area. (Suleiman, 1985, p. 2). Moreover, diglossia is a form of sociolinguistic situation in which the functions of the languages or language varieties used in a bilingual/multilingual community are clearly differentiated. One linguistic variety, the high variety (H-variety) is generally reserved for official functions in more formal speech contexts. The other linguistic variety, the low variety (L-variety) is limited to informal speech contexts.

Ferguson (1959) explained the term 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)

Gumperz (1966) broadens the term to cover variations in dialects and registers, concluding that diglossia exists to some extent in almost all communities, not only in multilingual societies, but also in societies that acknowledge several dialects, registers, or distinct language varieties. Fishman (1965) (Cited in Suleiman, 1985, p. 2).

1.2.5 Borrowing

According to Holmes and Wilson (2017), when speaking a second language, people will frequently use a term from their first language due to a lack of vocabulary in the second language. Sometimes when a word or phrase has emerged from a language and there is no exact equivalent in another spoken language, so people like "borrowing". Borrowing is a consequence of cultural contact between two language communities.

Thomason and Kaufman (1988, p.37) defined borrowing as "the incorporation of foreign features into a group's native language by speakers of that language: the native language is maintained but is changed by the addition of the incorporated features." The term given by Thomason and Kaufman differs slightly from that given by other scholars. Haugen (1950, p.212) defined borrowing as "the attempted reproduction in one language of patterns previously found in another". Furthermore, in a situation of language contact, the borrowing language could attract a variety of foreign elements and the results will be either graphic, phonological, morphosyntactic, or lexical. The main process is lexical borrowing and can be classified as morphological, semantic, and morphosemantic. (Cited in Treffers-Daller, 2010)

1.3 Languages and Dialects in Algeria

1.3.1 Arabic

Arabic is one of the world's dominant languages with around 300 million speakers in twenty-two Arab countries, it is the sixth most widely spoken language in the world and was classified as one of the sixth United Nations' official languages in 1974 along with Chinese, Russian, English, French, and Spanish. The Arabic language is regarded as the defining property of Arabic identity (Suleiman, 1994) as no other language defines the identity of its own people. As a Semitic language, Arabic is characterised by several distinctive linguistic features, including writing from right to left, the dual number of nouns, the two genders, feminine and masculine, and the root, which is the most important feature of Semitic languages.

Moreover, the history of the Arabic language is remarkable and has significant theoretical implications, specifically for the origins of Arabic diglossia (Ferguson, 1959) and the stability of the language (Holt, 1995), after the Islamic conquests, the Arabic language evolved from obscurity to a major world language. (Cited in Farghaly, 2010).

1.3.1.1 Modern Standard Arabic

Modern Standard Arabic (MSA) is the official language of Arab countries and the Arab world's intelligible means of communication. It has been regarded by linguists as a modified version of Classical Arabic (CA) and it is definitely less formal than CA. It came as a result of Arabs' contact with the Western culture and the strong need to assimilate new political, technological, and technical terminology not found in the Arabic dictionary. It is commonly used in oral and written form in formal settings, education, media, religious, and official speeches. (Al-Huri, 2015).

Ennaji (1991, p.9) (cited in Ait Habbouche, 2013, p.16) claimed that:

Modern Standard Arabic is standardized 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.

In Algeria, there are two main Arabic language varieties: Algerian Arabic (A.A.) and Standard Arabic (S.A.)

Algerian Arabic is the mother tongue of the majority of Algerians it represents the language of daily use, which people use to express themselves on a daily basis. AA is different from CA and MSA on the phonological, morphological, syntactical, and lexical levels. It exists in various forms that have come about through the existence of regional varieties. We can recognize three main regional varieties: the eastern, western, and central variety, allowing for intercommunication, yet each region has its own specific dialect. (Baya and Kerras, 2016)

Standard Arabic, often known as modern literary Arabic and formal Arabic, it is used in Algeria for public speeches, official events, and media; it also serves as a forum for education, science, and literature. It is never spoken in a regular Algerian conversation. (Chebchoub, 1985, p. 7).

1.3.1.2 Classical Arabic

Classical Arabic (CA), which holds the most, respected position among all Muslims around the world mainly defined as the language of both the Quran and the literary history of Arabs, also forms the core of much literature up until now. Houghton and Mifflin (1994, p.412) "Classical Arabic is used by approximately one billion Muslims for prayers and scholarly religious discourse." (Cited in Kerma, 2015).

CA could be linked back to pre-Islamic times, when a levelled variant based on the dialect of the people that lived in Mecca, emerged. CA has been standardized and acts as the vehicle for a large collection of classical literature. It has a significant literary history that includes ancient poetry, religious texts, and grammar books. In addition, CA was codified with the rise of Islam, due to the efforts of Muslim grammarians. (Kerma, 2015)

CA is characterized by 28 letters in the Arabic alphabet. They are all consonants and they are read from left to right. There is no such thing as capital letters versus small letters. Vowels are separate marks that go on top or underneath these letters. In addition, morphologically, CA make extensive use of case endings. (Mohtanick, p. 11).

1.3.1.2.1 Arabic Letters

The 28 letters are shown on the table (Mohtanick, p.12)

Table 1.1 Arabic Letters

ج Jeem (J)	ث Thaa (TH)	ت Taa (T)	ب Baa (B)	أ Aleph (A)
ر Raa (R)	ذ Dhaal (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 Zaa (Z)	ط Taa (T)
ن Noon (N)	م Meem (M)	ل Laam (L)	ك Kaaf (K)	ق Qaaf (Q)
		ي Yaa (Y)	ه Haa (H)	و Waw (W)

1.3.1.2.2 Arabic Vowels

According to (Mohtanick, p.23) Arabic vowels are shown on the table below

Table 1.2 Arabic Vowels (Mohtanick, p.23)

◌َ Kasra (E)	◌َ Fat-ha (A)	◌ُ Damma (U)
◌ِ 2 Kasra (EN)	◌ِ 2 Fat-ha (AN)	◌ُ 2 Damma (UN)
يِ Yaa (EE)	آ Aleph (AA)	وِ Waw (UU)
يِ Yaa Leen (EI)		وِ Waw Leen (AW)

1.3.1.3 Colloquial Arabic

Colloquial Arabic, also known as Arabic dialects or vernaculars, is a spoken form of the Arabic language. They are unwritten languages and there are no specific rules for writing them; a single word can have different orthographic forms that are all acceptable since there are no writing rules as a reference, unlike classical Arabic and MSA. In addition to the fact that these

dialects are different from Arabic, these dialects are also distinct from one another. The dialects of the Maghreb, for example, differ from those of the Middle East. They could possibly differ even within the same country.

Colloquial Arabic or Arabic dialects are affected by both old native languages and European languages like French, Spanish, English, and Italian. Thus, regarding the significant variances between dialects, we can classify them as disparate languages based on the geographical location where they are spoken. (Harrat et al., 2016, p.385)

Arabic dialects are discussed by literature from the perspective of the east-west dichotomy:

- Middle-eastern dialects: spoken Arabic of the Arabian Peninsula (Gulf countries and Yemen). Syria, Lebanon, Palestine, and Jordan. Iraqi, Egyptian, and Sudan dialects.
- Maghreb dialects: commonly spoken in Algeria, Tunisia, Morocco, Libya, and Mauritania. Note that, Maltese a dialect of Arabic spoken in Malta. (Harrat et al, 2016, p.385).

In Algeria, Algerian Arabic is commonly used by the vast majority of Algerians to express themselves on a daily basis, it is not used in schools, television, or newspapers, which generally use standard Arabic or French, and it is heard on songs if not just used in Algerian homes and on the street.

As the other Arabic dialects, the morphological and syntactic norms of written Arabic are simplified in Algerian Arabic. Whereas, the salient ones are grammatical differences. Differences in form, as well as differences in use and meaning, are noticeable at the lexical level. Furthermore, at the phonological level, Algerian Arabic has the most features in common with Arabic. (Harrat et al., 2016, p.385).

1.3.2 Tamazight (Berber)

Tamazight language or Berber as known in western literature is the mother tongue and the oldest language spoken by Amazigh people the indigenous inhabitants of Tamazgha. Tamazight was spoken all across the area extending from the Siwa Oasis in western Egypt to the Canary Islands through Libya, Tunisia, Algeria, and Morocco, and from the northern coast of the Mediterranean Sea, stretching southward to Mauritania, Mali, and Niger before the Arabs arrived in the region around the mid-seventh century and enforced significant cultural and linguistic changes, as well as introduced Amazigh people to the Islamic religion. However, the Amazigh people kept their language, which is still spoken in their homes until today.

Berber has its own system of writing, an ancient indigenous system called Tifinagh (Libyco-Berber script) which is an old consonantal alphabet that has survived among the Tuareg, it is thought to have Phoenician roots like the majority of Semitic and ancient Mediterranean alphabets. It was written on rocks and caves, and its use was limited to dedications, expressions of love, and intimate exchanges at that time. (Achab, 2001).

1.3.2.1 Tifinagh Alphabet

Table 1.3 Tifinagh Alphabet ⵜⴰⴳⴷⵓⴷⴰ ⵜⴰⵎⴻⴷⴰⵢⵜ

ⵓ Ya - a [æ]	ⵇ Yab - b [b]	ⵍ Yag - g [g]	ⵎ Yag ^w g ^w [g ^w]	ⵏ Yad - d [d/ð]	ⵑ Yaḍ - ḍ [d ^s]	ⵔ Yey - e [ə]	ⵖ Yaf - f [f]	ⵙ Yak - k [k/ç]
ⵙ yak ^w -k ^w [k ^w]	ⵇ Yah - h [h]	ⵏ Yaḥ - ḥ [ħ]	ⵏ [ʕ]	ⵙ Yax - x [x]	ⵑ Yaq - q [q]	ⵔ Yi - i [i]	ⵖ Yaj - j [ʒ]	ⵙ Yal - l [l]
ⵎ Yam-m [m]	ⵏ Yan- n [n]	ⵔ Yu- u [u]	ⵓ Yar- r [r]	ⵙ Yaṛ- ṛ [r ^s]	ⵖ yagh-gh [ɣ]	ⵔ Yas- s [s]	ⵖ Yaṣ- ṣ [s ^s]	ⵙ Yac- c [ʃ]
ⵜ Yat- t [t/θ]	ⵑ Yaṭ- ṭ [t ^s]	ⵡ Yaw- w [w]	ⵙ Yay- y [j]	ⵙ Yaz- z [z]	ⵙ Yaz- z [z ^s]			

Recently, Tamazight language and culture in Algeria have received a great opportunity and significant attention, perhaps for the first time in history. Berber has progressed from a spoken unrecognized language to a written recognized official language; the inclusion of the Berber language in the Algerian educational system is the most tangible proof of this recognition. (Kerma, 2015).

1.3.2.2 Dialects of Berber Language and Their Geographical Positions

Tamazight is the mother tongue of approximately 30% of the Algerian population, it has generally outlasted in regions that are naturally 'protected.' The areas where it is spoken nowadays are either deserts or mountainous; with the majority of plain areas were Arabized. A significant dialectalization process has resulted from the lack of communication between these regions. However, the dialectical diversity is more phonological and lexical than syntactic (grammatical). (Achab, 2001).

The varieties of the Berber language, along with their geographical positions Achab (2001):

- **Taqvailith (Kabyle)** Algeria's largest Berber speaking group, they are mostly found in northern Algeria's mountainous region, which is one of the most important areas where the language is still spoken. There are four administrative divisions in the Kabylia region; Tizi-Ouzou, Bejaia, Bouira and Boumerdes. It is also spoken in other divisions such as Setif, Bordj Bouariridje.
- **Tashawit (Chaoui)** The chaouia population is around half of the kabylian, they are found in another mountainous region in the southern east of Algeria called Aures specifically Batna and Khenchla, it is also spoken in other areas as Souk Ahras.
- **Tachenwit** It is spoken in the Chenoua region, from Cherchel to Tipasa, in Western Algiers.
- **Tamahaq (Targui)** Algeria's smallest Berber speaking group, they are one of the few Amazigh groups who have maintained the name Tamazight. Among the areas where the Tuareg people live are the Hoggar and Tasili.
- **Tamzabit** they live in the oasis area of southern Algeria, their major region is Ghardaia.

In addition to the aforementioned main Berber speaking areas other small Berber-speaking groups can be found in Ouargla, Bechar, Ain Sefra, and Timimoun. (Ait habbouche, 2013).

1.3.3 French

French is a Romance language that belongs to the Indo-European language family. Like all Romance languages, French originated from the Roman Empire's Vulgar Latin. Weber (1997) listed French as the world's second most influential language, after English, and ahead

of Spanish. French is the official language of 29 countries across the continents, as well as 84 countries that share the official use or teaching of French.

In Algeria, as a result of the French colonization that began in 1830 and lasted over 132 years of attempts to establish a new language and a new culture, until the Algerian War of Independence in 1962, the French language became one language besides Arabic and Berber. It has become the "language of bureaucracy" as an impact of colonial dominance. As it takes an important place and it fulfils many social activities and daily use nowadays. Despite the fact that it is not a French-speaking country, Algeria is considered the world's second-largest francophone country. (Calvet as cited in Kebli & Boumediene, 2017, p.8) "Statically, Algeria is the most francophone country among the old colonies".

After independence, a movement of Arabization was initiated in order to restore the Arabic language and Islamic culture. From the end of the 1970s until the early 1990s, French was taught as a subject and as the first obligatory foreign language, beginning from the fourth grade of the primary cycle, and English was taught in Middle School (eighth grade) as a second foreign language. In September 1993, the Ministry of Primary and Secondary Education introduced English as a competitor to French in primary school under the impact of the pro-Arabization movement. As a result, Grade four pupils (8–9 years old) had to select between French and English as their first foreign language. However, the competition between the two European languages shifted in favour of French, proving the prediction wrong. (Benrabah, 2007, p.194).

Until now, French is a part of the regular curriculum and continues to play a significant role in both the spoken and written domains. Many Algerians are fluent in French and use it in cases where the language is used to convey social meaning.

1.4 Causes of Language Diversity in Algeria

1.4.1 Historical Causes

Algeria's strategic location has always attracted the interests of invaders to settle, and it has been the target of numerous invasions and conquests and witnessed various colonial movements throughout its history, which have shaped Algerian identity. As a result, it is challenging to determine the origins of the inhabitants and hence, understand their linguistic roots because of the establishment of multiple cultures, civilizations, and languages.

Algeria was known as the Barbary Coast originally identified by Berber's presence. As mentioned Algerian history is one of repeated invasions, started by the Carthage civilization that Phoenician traders established and extended small settlements along the North African coast from 900 to 146 B.C. They left their mark in Algeria with their Punic culture, their use of Punic, a Hamito Semitic language. They were followed by the Romans (98-to117 A.D.) then successfully defeated in the Punic wars. Thus, the Romans annexed the Berber region to the Roman Empire. Six centuries later, Vandals crossed into Africa from Spain and substitute the Roman Empire in Algeria, Berber, Latin, and Punic were the languages in use at that time. After a century, Byzantines raided and plundered the Vandal kingdom in 534A.D. Byzantines' control ended when Arab Muslim armies invaded and brought Islam and introduced the Arabic language to the Berbers. By the end of the 15th century, Algeria knew the Spanish settlement that took control of Oran, Tlemcen, Mostaganem, and west of Algiers for nearly two centuries. Therefore, Algerians turned to Turkish Corsairs for reinforcement. The Ottoman Empire assisted Algerians in ending Spanish dominance and preserving Islam. Then, by the mid of 16th century, the Turks took control over Algeria and it became under Turkish protectorate until 1830. (Chaouche, 2006, p.4, 5).

The French (1830 to 1962) occupied Algeria after almost more than 300 years of Turkish rule. French rule was planning to introduce French as a new language and consequently new

culture for the purpose of shattering the Arabo-Islamic identity and severely altering it. The Algerian revolution stood against those charts putting an end to the French colonization in the War of Independence 1962. (Kebli & Boumediene, 2017, p.5)

Therefore, the inhabitants have been exposed to a variety of languages because of the many civilizations that have settled in Algeria, making it a multilingual country.

1.4.2 Arabization

The French colonizers in Algeria tried to impose the French language and culture severely on all the different ethnic groups that existed in Algeria at that time, but the Algerian revolution fought back, and one example of that cultural revolution is that one month before independence, the leadership of the Algerian revolutionary movement committed the future state to a policy of "linguistic Arabization."

After the independence of Algeria 1962, the process of Arabization was initiated in order to erase all remains of the French presence in Algeria and re-establish the Arabic language and Islamic culture. Ben Bella, Algeria's first president, initiated the process of linguistic Arabization in primary schools, neglected the country's linguistic diversity, declaring in October 1962 that Literary Arabic would be introduced into the educational system. (Grandguillaume, 2004, p27). During the period 1963-1964, Arabic teaching became mandatory in all programs and at all levels, and the time spent on French teaching gradually reduced.

Following Colonel Boumediene's military coup in June 1965, Arabization received attention under his presidency (1965-1978). In his speech, president Boumediene (1968) declared, *"Without the recovery of this essential and important element which is the national language, our efforts remain in vain, our personality incomplete, and our entity a body without a soul."*(Bouhania, 1998, p.26) (Cited in Kerma, 2015, p.18).

Due to the influence of late president Boumedienne, 1971 was the year of complete Arabization of Algerian society. Many university departments were progressively Arabized, scientific and literary subjects were taught in Arabic, polytechnic education was established for the first time in Algeria, and several Arabic teachers from Iraq and Egypt were brought to Algeria to implement the policy of Arabization.

The generalization of Arabic was approved by parliament in 1991. As a result, every document written in a language other than Arabic was automatically rejected.

Arabic was generalized to all spheres of Algerian society in 1998. However, despite the slogans of Arabization and the successive laws to achieve it, many government offices still use French as a medium in their regular documents. (Kerma. 2015, p.19).

Table 1.4 Status of Arabization in primary schools (1973-1974) (Grandguillaume, 1983, p.100

Grade	Status of Arabization
1 st	Completely arabized
2 nd	Completely arabized
3 rd	Completely arabized, French is a foreign language
4 th	Completely arabized, French is a foreign language
5 th	1/3 Classes completely arabized, French is a foreign language
6 th	1/3 Classes completely arabized, French is a foreign language

Table 1.5 Status of Arabization in Intermediate schools (1973-1974) (Grandguillaume, 1983, p.100)

Grade	Status of Arabization
1 st 2 nd 3 rd	1/3 of the classes were arabized completely, whereas the 2/3 of the classes remained bilingual. French was used to teach scientific subjects.
4 th	Arabic was used to teach all subjects, except natural sciences, mathematics, and geography.

Table 1.6 Status of Arabization in secondary schools (1973-1974) (Grandguillaume, 1983, p.100)

Grade	Humanities section	Mathematics section
Premiere	Completely arabized	1/3 of classes Arabized, 2/3 bilingual. French was used to teach scientific subjects.
Seconde	Completely arabized	1/3 of classes Arabized, 2/3 bilingual.
Terminals	Arabic was used to teach all subjects, except mathematics, and geography	1/3 of classes Arabized, 2/3 bilingual. French was used to teach scientific subjects, philosophy, and geography

1.5 The Phonological Properties of Some Algerian Dialects

Dialectal variations within languages have always been a favourite linguistic topic in all speech communities and the division of languages into dialects has always been considered as common knowledge, even though it is the linguist's task to describe and distinguish them in a systematic and accurate manner. Dialectology is the term for the field of study that covers this specialization. At the phonological level of study, dialects are defined by their own features,

which they share with other dialects and which are distinct to a particular dialect. (Kaouache 2009).

Indeed, at the phonological level most Algerian Dialects shares in some features, and differ from some specific dialects.

1.5.1 Case of Algiers

Algiers or Al-Jazā'ir in Arabic, Algeria's capital and main seaport and the country's political, economic, and cultural center. Algiers is situated on the Sahel Hills, which parallel the Mediterranean Sea, and it stretches for around 10 miles (16 km) along Algiers Bay. The city forms a vast amphitheater of sparkling white buildings that dominate the port and bay, facing east and north.

Historically, The Phoenicians founded Algiers as one of their many North African colonies, and Icosium was the name given to it by the Carthaginians and the Romans. Mauritanian ruler sacked the town in 373 CE, and the Vandals severely damaged it in the 5th century CE. Early in the 10th century, it was revived as a center of Mediterranean trade under a series of Berber (Amazigh) dynasties. Many Muslims and Jews who had been driven from Spain sought refuge in Algiers in the early 16th century. The European powers tried several times in vain to stop the pirates, including naval campaigns led by Holy Roman Emperor Charles V in 1541 and the British, Dutch, and Americans in the early 1800s. Piracy based in Algiers persisted until the city was occupied by the French in 1830; Algiers became the military and administrative capital of the French colonial empire in North and West Africa. (Encyclopaedia Britannica, 2019)

1.5.1.1 Algiers' Phonological Properties

Algiers dialect is one of Algeria's most important dialects, representing the dialectal Arabic spoken in Algiers and its nearby areas. At the phonological level, the Algiers dialect has

features in common with Arabic except for the Tanween doubled case ends. It uses the Arabic alphabet, which includes 28 letters and phonemes. It includes three non-Arabic phonemes ف/G/ as in the word " قاع " (all), پ/P/ as in the borrowed French word "Pompe" which means a pump پومب , and ف/V/ as "فليضة" "valise" which means a bag. The use of the phonemes ظ and ذ is unusual in the Algiers dialect; often ظ is pronounced /d/ , (ض) and ذ is pronounced /d/ (د) , and /T/ and (ث) is pronounced /t/ (ت) . (Harrat, et al, 2016, p. 385).

It should be noted also that the consonant (ج) /j/ is pronounced /dj/ as in the word "نجاح" ndjaH" 'success'. However, when the consonant (ج) /j/ precedes a (د) /d/ consonant, it is pronounced with the allophone /j/ , as in the word "jdid" 'new'. (Saadane and Habash, 2019, p.72).

The pronouns list is a closed list that includes demonstrative and personal pronouns, the dual does not exist; Arabic pronouns هما and أنتما (second and third person, dual) have no equivalent. As for personal feminine plural pronouns هن and أنتن . (Harrat, et al, 2016, p.386).

Table1.7 Demonstrative pronouns of Algiers dialect

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

Table1.8 Personal pronouns of Algiers dialect

Singular		Plural
Female	Masculine	Female & Masculine
أنا	أنا	حنا
I	I	We
أنتِ	أنت	أنتوما
You	You	You
هي	هو	هوما
She	He	They

1.5.2 Case of Oran

Oran is a city in north-western Algeria. It is also known as Algeria's second capital (after the capital, Algiers). It is located in an open bay on the Mediterranean Sea coast, almost halfway between Tangier, Morocco, and Algiers, at the point where Algeria is closest to Spain.

Historically, Oran was built by Andalusian traders at the beginning of the 10th century as a base for trade with the North African hinterland, and it grew commercially because of its sea connections with Europe. In 1509, it was conquered by the Spanish and it was contested by numerous Mediterranean countries for the following two centuries until it fell to the Turks in 1708. The French captured Oran in 1831, developing it as a modern port and turning Mers el-Kebir into an important naval base. (Encyclopaedia Britannica, 2014).

1.5.2.1 Oran's Phonological Properties

In Algeria's west, the Oranee dialect is the most important and widely spoken, specifically from Ain-Temouchent until the bounds of the city of Ténès (Chlef). Is a dialectal continuum of Hilalian Arabic, marked by Berber and Spanish substrates. However, it is an under-resourced

language. Oranee differs from MSA mostly in phonology and morphology. The Bedouin affiliation of the Oranee dialect has been confirmed in the literature and the presence of Bedouin and sedentary dialect-background migrants in Oran city is the explanation for this genealogical conflict. The key feature of the Bedouin affiliation is that the letter [q] is pronounced as a voiced velar indicated phonetically [g] (ق) for example, "قالي" (Galy, He told me), which is not an Arabic letter. There are two further non-Arabic letters that do not exist and emerge in Oranee Dialect when using a foreign word, these letters are (پ) /P/, (ڤ) /V/, and (ڨ) /G/. Moreover, some letters are not properly pronounced /θ/ (ث, v) and (ذ) are nearly pronounced /T/ (ت, t) and /D/ (د, d). Also, (ض, D) and (ظ, Z) are pronounced /d/ (ض, d) or close to a strong /d/ (د, d). (Mezzoudj et al, 2019, p.7, 8).

Table 1.9 MSA letters' phonetic and their correspondents in Oranee dialect

Letter	MSA (IPA)	Oranee dialect
ق (q)	/q/	[g]
ج (j)	/dʒ/	[ʒ]
ث (v)	/θ/	[t]
ذ (*)	/ð/	[d]
ظ (Z)	/ðʕ/	[dʕ]
ض (D)	/dʕ/	[dʕ]

Table1.10 Samples of Oranee dialect vocabulary

MSA	Oranee dialect	English
نعم	وَاه	Yes
ماذا	لشّوَالَا	What
بنت	شيرة	Girl
ولد	شير	Boy
أرجوك	حَمبوك	Please

1.5.3 Case of Annaba

Annaba is an eastern Algerian city, Mediterranean port, 3rd largest city, and the leading industrial center in Algeria. Annaba is situated near the mouth of the Wadi Seybouse, close to the Tunisian frontier. Its location is between Capes Garde and Rosa on a natural harbor (Annaba Gulf).

Historically, The Phoenicians were attracted to the region early in the 12th century. It was known to the Romans as Hippo Regius and was the residence of the Numidian rulers until the Punic Wars (264–146 BCE). Hippo Regius was sacked by the Vandals in 431, passed to the Byzantines in 533, was recaptured by Arabs almost two centuries later (697), and was conquered by the French in 1832. (Encyclopaedia Britannica, 2016).

1.5.3.1 Annaba's Phonological Properties

Annaba's dialect (AD), the eastern dialect spoken in the city of Annaba that is located in the east of Algeria, over one million people speak it. The major remarkable feature of Annaba's dialect is the collapse of short vowels in some positions, the short vowel is dropped and replaced by *sukun* as in the word كِتَاب *kitab* (book), the short vowel /i/ *kasra* is deleted كِتَاب, *ktab* and replaced by *sukun*. The consonant (ق) is pronounced (ق) as the word قَالَ, Gal.

The Hamza is bypassed and replaced by (ي), like in عائلة or مائدة which correspond to مايدة, عائلة. The Hamza can be kept at the beginning of a word like أدخل *udhul*. However, if it is preceded by an article ال (the) it disappears automatically as لتنين *ltnin* (الأتنين). (Meftouh et al, 2012, p.126, 127).

The vowels are divided into simple vowels and diphthongs; simple vowels are /i/ like the word /*sidi*/, *my master*. /i:/ it is the long equivalent of the previous vowel with more or less the same place of articulation as /*mli*: *h*/, *good*. /æ/a/ like the word /*mjæ*/, *to walk*. /æ:/a:/ it is the counterpart of the previous vowel with more or less the same place of articulation as the word

/bæ: n/, to appear. /u/ like the word /hlu/, sweet. /u:/ is the equivalent of the previous vowel with more or less the same place of articulation as /mu:t/, death. /ə/ like the word /kæskæs/, steamer. /o/ like the word /mazloʃ/, broke. There are four diphthongs /ei/ as the word /meidə/, table. /ai/ like the word /raib/, yogurt. /aʊ/ like the word /zaura/, blanket. /əʊ/ like /əʊ/, i cannot believe it!. (BEGHOUL, 2007, p.50).

Table1.11 Arabic consonants and their dialectal pronunciation, (Meftouh et al, 2012, p.127)

Consonant	Pronunciation
ذ ḍ	د d
ث ṭ	ت t
ظ ẓ	ض ḍ

There are two forms of personal pronouns, pronouns that are separated from the word are used in the nominative form, and suffixes pronouns that are connected with the word are used in the possessive form.

Table1.12 Separate personal and suffixed pronouns and their use in Annaba's dialect.

	<i>Separate personal pronouns</i>	<i>The suffixed pronouns</i>
<i>Singular form</i>	أنا ana, أني ani (I)	ي y is used for (my), كتابي my book
	masc: أنت nta fem: انتِ nti (you)	ك k is used for (your), كتابك your book
	masc: هو, huwa (He) fem: هي, hiya (She)	masc: و u, or ه h is used for (his), كتابه his book, خوه fem : ها ha for (her), كتابها
<i>Plural form</i>	أنا hnaya، احنا ihna (We)	نا na is used for (our), دارنا our house
	نتوما ntuma، أنتم intum (You)	كم kum is used for (your), داركم your house
	هووما Huma (They)	هم hum is used for (their), دارهم their house

Table1.13 the vowels of the Eastern Algerian Dialect, (BEGHOUL, 2007, P.49).

Vowel	Oral	Front	Central	Back	Close	Mid	Open	Rounded
i	+	+	-	-	+	-	-	-
i:	+	+	-	-	+	-	-	-
æ/ a	+	+	+	-	-	-	+	-
a:	+	+	+	-	-	-	+	-
u	+	-	-	+	+	-	-	+
u:	+	-	-	+	+	-	-	+
ə	+	-	+	-	-	+	-	-
o	+	-	-	+	-	+	-	+

1.5.4 Case of Tizi Ouzou

Tizi Ouzou is a north-central Algerian city, one of Algeria's largest cities, and the Kabyle region's second most populous city. Inhabitants of Tizi Ouzou speak Kabyle, Algeria's largest Berber variety. Tizi Ouzou is located in the heart of the great Kabylie mountain region. Its name is inspired by the flowery broom (ouzou) that grows in the pass (tizi) that connects the two valleys; the Wadi Tizi Ouzou valley, which is separated from the Wadi Sébaou valley by mount Beloua. The Turks built Tizi Ouzou, which the French later expanded. (Encyclopedia Britannica, 2012).

1.5.4.1 Tizi Ouzou's Phonological Properties

Kabyle dialect is the most widely used dialect of the Berber language with over seven million Algerian speakers. Abdelali (2019) stated that Algerian Arabic has complicated linguistic features in Algeria, due to Arabization processes that pushed the original Berber

population to adapt to the Arabic language that is why they speak Arabic in a distinct dialect marked by a Berber accent.

The most noticeable feature of the Kabyle dialect is all the phonemes of Classical Arabic exist in Kabyle except the stop /d/, the phoneme /d/ is often pronounced /ḍ/ and written as (ḍād). On the other hand, Kabyle has consonant phonemes that do not exist in CA but are shared with Algerian Arabic; /g/ and /z/. It differentiates between affricates /č/, /ǧ/ and fricatives /š/, /ž/, unlike Arabic. It also differentiates affricates /ts/, /dz/ from both /t/, /d/ and /s/, /z/. The Kabyle dialect has a significant distinction between stops (b, t, d, k, g) and spirants (ḅ, ṭ, ḍ, k, ḡ). Kabyle also has a series of consonants (k^w, g^w, x^w, ɣ^w), with no counterpart in Arabic and sounds /ch/, [tʃ], and /dʒ/ found in the English language. Moreover, the tense set is phonologically long in open syllables when stressed, and shorter elsewhere. Kabyle contrasts one lax vowel /ə/ with three tense vowels /a/, /i/, and /u/. With no exception, all vowels are written short for example, اسْفُغِيْتْ > isufyit > issufyit 'he got him out'. Except in rare cases, all tense vowels are written long for example, اُحْدِيْقْ > 'uḥḍīq > uḥḍiq 'polite', تَزَالِيْتْ > t̄azālīt > tazallīt 'prayer'. (Souag, 2019, p. 286, 290).

1.5.5 Case of Khenchela

Khenchela ancient Mascula is a northeast Algerian city, located in the Aures Mountains, 1200 m above sea level. Berber Chaouis make up the majority of the city's population.

Historically, in the 7th century, Queen Kahina led a decades-long war against the Islamic conquest, and she built a castle there. After an intense battle and fierce resistance, the French army reached Khenchela in 1850 and established a military administration. It was decided to organize the city's work. The first French settlers were allowed from 1878. Farms were built, and plantations were established. Farmers created a way for vegetation in the Wadi Boughegal

valley, which resulted in natural grasslands, allowing cattle to breed and providing fresh dairy products to the people.

1.5.5.1 Khenchela's Phonological Properties

The inhabitants of Khenchela's city are of Chaoui Berber origin. The Chaoui dialect is the second most widely spoken dialect of the Berber language after the Kabyle dialect with over 1.4 to 3 million speakers. The most distinctive feature of the Chaoui dialect is the existence of Pharyngeal sounds / ɣ ʁ z ʕ ʔ ɣ ɣ ʕ ʔ/. Fricatives are generally doubled, such as (Jj), which is pronounced as (dj), and Cc, which is pronounced as (tch). The sound /t/ is pronounced like the sound (ط) in Arabic. (Allaoua, 2016, p.30).

1.5.6 Case of Biskra

Biskra, also called Beskra, is an Algerian city located in the northern edge of the Sahara. Biskra is the heart of the Ziban oases, which are situated south of a large, open depression between the Aurès Massif and the Tell Atlas Mountains.

Historically, Biskra thrived after the Arab invasion in the 9th century. It was the semi-autonomous capital of the Ziban area in the 1100s, although it later fell under the Hāfṣids's control. In 1552, the Turks conquered Biskra. It was garrisoned by the French in 1844. (Encyclopedia Britannica, 2014).

1.5.6.1 Biskra's Phonological Properties

Biskra's dialect has the most Arabic-related features; besides the 28 consonant phonemes of Arabic, consonantal system includes non-Arabic phonemes such as the palatal sound "ق" [g], also when the word contains the consonant (س) /s/ or (ز) /z/ as in the words عَجِيس *'plaster'* become زيس ; and عَجُوز *'old women'* become عَزُوز. The MSA consonant (غ) /ɣ/ is absorbed in a different way according to some groups of speakers, /ɣ/ (غ) is assimilated

to (ق) /q/ as the word /yaAliy غالي 'expensive' is pronounced /qaAliy/. The consonant (ذ) /ð/ has one pronunciation: (ذ) /ð/ as the word نراع 'arm' is pronounced ðraAç. The letter (ت) /t/ is pronounced like the sound /tʃ/. Furthermore, the glottal stop phoneme, which appears in MSA, has several alternative pronunciations. The glottal stop becomes longue as: فأس faAs /fa's/ → /fa:s/ فاس faAs 'pickaxe'. The glottal stop disappears like زرقاء zarqaA → /zarga: / زرقا zargA 'blue. The glottal stop is replaced by a semi-vowel /w/ or /y/ like /Âams/ 'yesterday' → يامس yaAmas. The glottal stop is replaced by the letter /l/ like أفعى /Âafça/ 'snake' → لفعى /lafça/, أرض /ÂaarD/ 'earth' → لرض /larD. (Saadane and Habash, 2015, p.71, 72).

Conclusion

To conclude, Algeria's sociolinguistic situation is delicate and complicated because the Algerian linguistic sphere has been affected by different invasions and many civilizations throughout history, from the Roman to the French. This has favoured the foundation of different cultures and civilizations and hence, various languages and dialects such as Standard Arabic, Algerian Arabic, Berber, and its dialects, and French as a first foreign language. The contact between these languages gave birth to particular linguistic and sociolinguistic phenomena such as bilingualism, multilingualism, code switching, borrowing, and diglossia. The diversity of languages in Algeria affected learning English as a second foreign language, the most influential factor on the acquisition of English is the mother tongue and the native dialect that specifically affect the pronunciation of English. In the next chapter, we will discuss the effects of the native Algerian dialects on English pronunciation.

CHAPTER TWO:

The Influence of the

Native Dialect

on the Pronunciation

of English Language

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Introduction

In the process of human language acquisition, the native dialect is the first language to be acquired, and it has considerable effects on the learning of foreign languages. Especially, in the acquisition of native-like pronunciation, since pronunciation is considered one of the most complicated but significant features of second and foreign language learning.

The present chapter aims at presenting the concept of pronunciation and its features, the English language phonological system, and the factors that affect pronunciation. The chapter also indicates the dialect's impact on English language pronunciation and some famous cases around the world including the case of Manchester, the case of Chinese dialects, and the case of the famous writer Joseph Conrad. Furthermore, the chapter aims at presenting the English language status in Algeria, and the impact of Algerian dialects on English language pronunciation. The chapter will also present the main phonological and lexical differences between the Arabic and English languages.

2.1 The Concept of Pronunciation

The way we speak reveals a lot about ourselves to those around us. Learners who have good pronunciation are more likely to be intelligible, even if they commit errors in other aspects. Pronunciation is how a language or a particular word or sound is pronounced. (Oxford Dictionary). As Roach (2009) stated, "pronunciation is the act of producing the sounds of a language". It cannot be said that there is only one way to pronounce a word right because a word can be uttered in a variety of ways by different persons or groups, based on different factors, including where they grew up, where they live, their ethnic group, social class, their cultural and educational background. (Olivo Tello, 2016).

Thus, pronunciation refers to the production of sounds that people use to make meaning when they speak, it is associated with the specific sounds of a language (segments), and aspects

of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects). (Yates, 2002, p.1).

2.2 Features of Pronunciation

In spoken communication, clear pronunciation is crucial. When learners have good pronunciation and intonation, they are more likely to communicate effectively even if they have slight errors in vocabulary and grammar. Pronunciation includes both suprasegmental and segmental features, although these distinct features are described in isolation, it is crucial to note that they all function together when we speak, thus they are usually best acquired as a whole part of spoken language. (Yates, 2002).

According to Burns (2003, p. 6), the various features that make up the production of sounds are

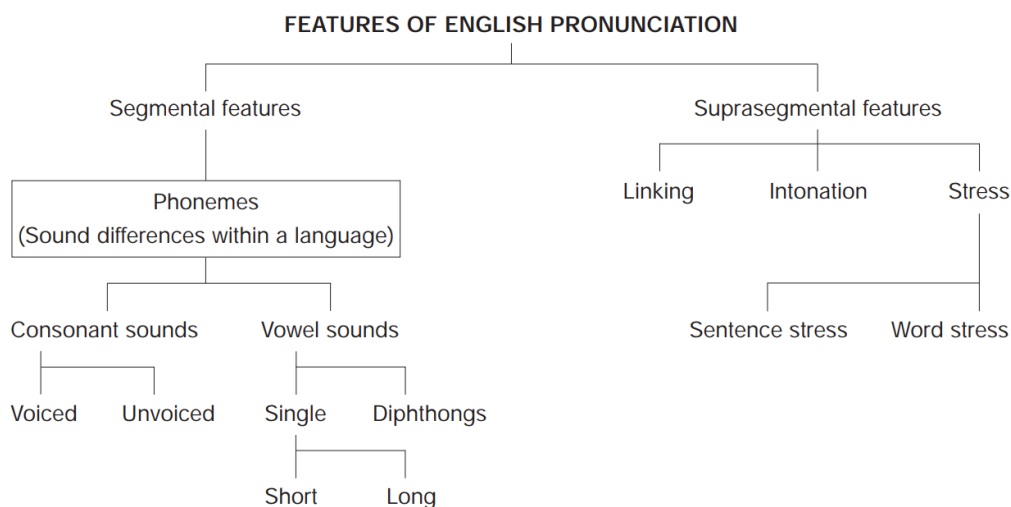


Figure 2.1 Features of English pronunciation (Burns 2003, p. 6)

2.2.1 Suprasegmental Features

Suprasegmental features are associated with sounds at the macro level. According to Richard, et al (1985, p. 281) suprasegmentals are units that extend over more than one sound in

a speech, such as stress and tone. Suprasegmental features, according to Ladefoged (2006), are elements of speech that involve more than single consonants or vowels. Stress, length, tone, and intonation are important features for effective pronunciation at the suprasegmental level. Moreover, Fromkin, et al (2007) indicate that suprasegmental features are beyond the segmental value since "supra" means "above or beyond." Therefore, suprasegmentals are units that control more than one sound in a single utterance. They cannot exist on their own, but they can be found over the segments in words, phrases, and sentences.

2.2.2 Segmental Features

Segmental features are associated with sounds at the micro-level. They include specific sounds within words and they are the smallest linguistic units that allow sound to occur. Segments are also referred to as phonemes, which are the sound systems that include consonants, vowels, and their combinations. Phonemes are sounds that can affect the meaning of a word if they are pronounced wrongly. Thus, we can listen to each phoneme separately, but the phoneme has no meaning on its own. Consonant sounds can be voiced or unvoiced while vowels sounds are articulated as single sounds and they can be short or long. Diphthongs are two vowel sounds put together (Burns, 2003).

Moreover, Ladefoged (2006) informed that vowels and consonants together form the syllables that makeup utterances.

2.3 English Language Phonological System

Phonology is the study of how sounds are structured systematically in a language, how they function in a language, how they are joined to form words, and how they are classified by and interpreted in the brains of speakers. Simply said, phonology is the study of language's sound patterns, and how speakers group speech sounds to communicate. (Erlinda, 2010). According to Pennington (2014), phonology can be described as "the study of the sound patterns

of languages or of the pronunciation patterns of speakers". This is what McMahon (2002), confirmed when he described phonology as "the language-specific selection and organization of sounds to signal meanings". However, phonetics is the objective way of describing and analyzing the range of sounds humans use in their languages (McMahon, 2002). Phonetics aims to describe all the sounds of the language – Acoustic phonetics focuses on the physical properties of the sounds of language – Auditory phonetics focuses on how listeners perceive the sounds of language – Articulatory phonetics focuses on how the vocal tract produces the sounds of language. (Szczegielniak, 2013).

English phonology is a description of the sounds of English, as well as their relationships and differences. When we talk about the phonological system of English, we are referring to the total number of phonemes used in the language, as well as how they are organized. More specifically, the phonology of English, or any other language or language variety, can be thought of as the pronunciation patterns of those who speak it. (Pennington, 2014, p.1).

2.3.1 English Language Consonants

Consonants are sounds that are produced with a certain level of airflow obstruction or with an obstacle in the airstream. Consonants are produced with the articulators more or less close. That is, they are produced with a close articulation, ranging from completely together to only approximating. Consonants are important in English pronunciation, especially when it comes to identifying which organs are involved in sound production. Because consonant sounds are produced by a few obstructions in the oral organs during articulation, the fundamental requirement is to comprehend the organs' involvement to produce sounds that can emerge as a major requirement when pronouncing consonants. Remarkably, certain consonants in the English alphabet share features with vowels. Consonant sounds, in contrast to vowels, are formed by compressing the airflow at different levels of pronunciation. There are 24 consonant

sounds in English, conveyed by 21 letters of the regular English alphabet depending on their pronunciation. (Al Abbasi, 2017).

Consonantal sounds are classified according to three dimensions:

- **Voicing** refers to the activity of the vocal cords, consonants are considered to be voiceless when the vocal cords are wide apart. When they are close together and vibrating consonants are considered to be voiced.

- **Place of Articulation** refers to the area in the vocal apparatus where a sound is produced. The major places of articulation are bilabial, labiodental, interdental, alveolar, palatal, velar, uvular, and glottal.

- **Manner of Articulation** refers to the six ways, which are involved in the production of consonant sounds. They are plosive, approximant, affricate, fricative, lateral, and nasal. (Al Abbasi, 2017).

Table2.1 English Consonantal Phonemes according to (Musk, 2010).

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

Phonemes are written within slashes

/p/	put, supper, lip	/ʃ/	show, washing, cash
/b/	bit, ruby, pub	/ʒ/	leisure, vision
/t/	two, letter ³ , cat	/h/	home, 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	/l/	let ⁴ , silly, fall
/ð/	the, brother, smooth	/r/	run, carry, (GA car)
/s/	soup, fussy, less	/j/	you, yes
		/z/	zoo, busy, use
		/w/	woman, way

2.3.2 English Language Vowels

Vowels are speech sounds produced when the breath flows out through the mouth without being blocked by the teeth, tongue, or lips. For that reason, they are thought to be articulated with an open articulation. Vowels differ from consonants in two significant ways; vowels are articulated without any blockage in the oral cavity. On the other hand, their behavior differs from that of consonants while consonants usually occur in syllable marginal positions, vowels form up the syllable's core, and are occurring in the syllable central position. We know that various elements participate in the production of a sound: vibration and resonance, English vowels are all voiced sounds because they are all produced with vibration of the vocal folds. (Cited in Apartado). Celce-Murcia et al (2010, pp. 114-125) explain that there are different dimensions to consider in describing how a vowel is produced depending on the movement or position of certain parts of the mouth.

- **The height of the tongue** vowels can be high as [i] [ɪ] [u] [ʊ], mid as [e] [ɛ] [o] [ə] [ʌ] [ɔ], or low as [æ] [a].
- **The backness of the tongue** vowels can be front as [i] [ɪ] [e] [ɛ] [æ], central [ə][ʌ], or back [u] [ʊ] [o] [ɔ] [æ] [a].
- **The rounding of the lips** vowels can be spread, rounded, or neutral as [u] [ʊ] [o][ɔ].

Vowels can be classified also according to their length; the length of the vowel defines whether the phoneme is tense or lax, meaning if the muscles engaged in the production are tense or relaxed when the sound is produced.

English short vowels are /ɪ/ /e/ /æ/ /ʊ/ /ʌ/ /ə/ /ɔ/ according to Roach (1991, p.14-15). The following quadrilateral can show the position of the short vowels according to the body of the tongue (Fig.2).

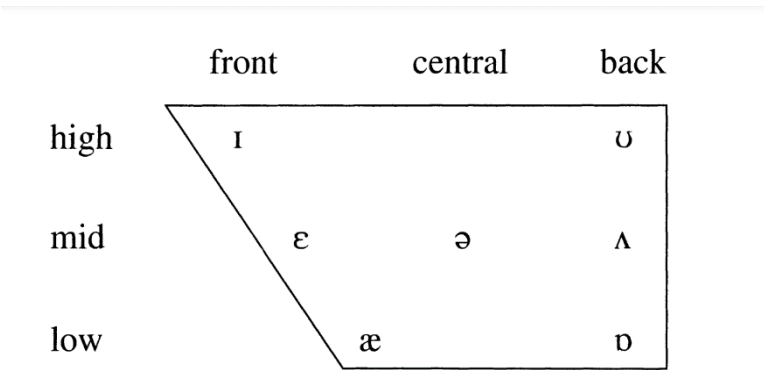


Figure2.2 The Vowel Quadrilateral including Short Vowels (Radford, et al, 2009, p.37).

English long vowels are /i:/ /a:/ /ɜ:/ /o:/ /u:/ according to Roach (1991, p.18-19). The following quadrilaterals can show the long vowels' position according to the body of the tongue (Fig. 3 & 4).

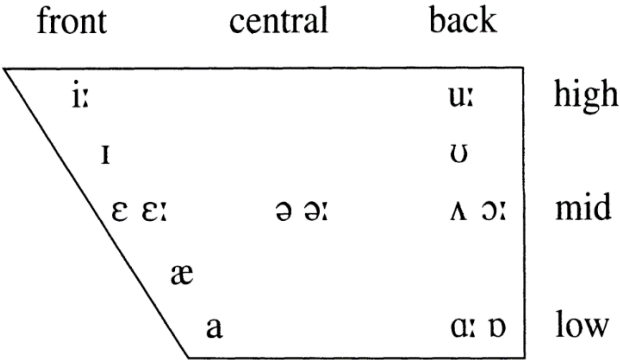


Figure2.3 The vowel quadrilateral with long vowels (Radford, et al, 2009, p.38).

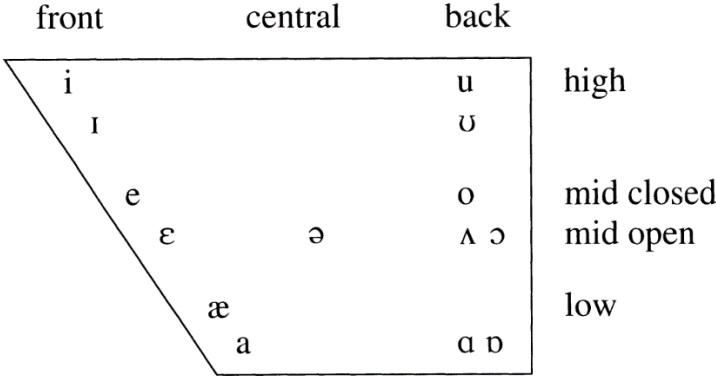


Figure2.4 The vowel quadrilateral, including mid-closed vowels (Radford, et al, 2009, p.38).

2.3.3 English Language Diphthongs

Diphthongs are a type of vowel sound that is made up of a combination of two single vowels or monophthongs within a single syllable; the sound begins as one vowel sound and moves towards another. That is, a diphthong is a vowel sound that involves the movement of the tongue from one position to another. Roach (1991, p.20) stated, "Diphthongs are sounds which consist of the movement or glide from one vowel to another", because diphthongs are the combination of two pure vowels. The English language has eight diphthongs divided into two sections: closing and centering diphthongs (Roach, 1991).

- **Closing diphthongs** are the diphthong sounds that the second vowel is closer than the first vowel because the movement of the tongue is carried out from the position of the open vowel to the closer vowel, these diphthongs are: /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /əʊ/.

- **Centering diphthongs** are the second vowel that are more centered than the first vowels because the movement of the tongue is carried out towards the central vowel, these diphthongs are: /ɪə/, /eə/, /ʊə/.

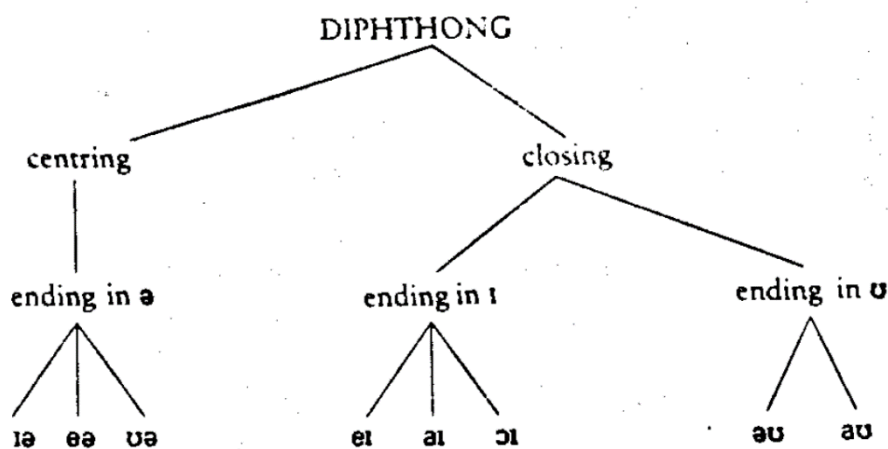


Figure2.5 The Classification of Diphthongs (Roach, 1991, p.20)

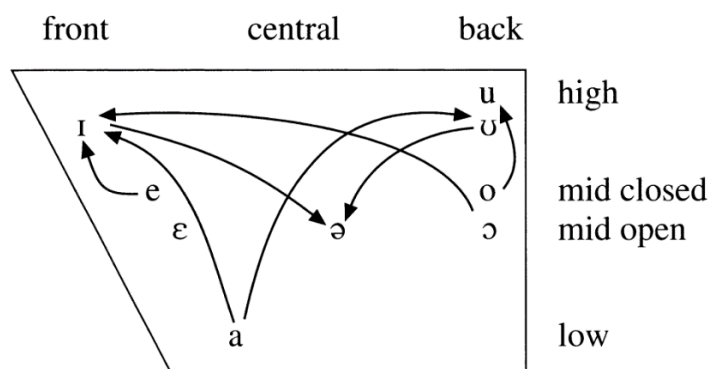


Figure2.6 The diphthongs of English (Radford, et al, 2009, p.39)

Furthermore, the English language has complex vowel sounds that are the Triphthongs. A triphthong is a glide from one vowel to another produced rapidly; they are composed of the five closing diphthongs described above with /ə/ added at the end. (Roach, 1991, p.23).

2.4 Factors That Affect Pronunciation

Celce-Murcia (2006) stated that pronunciation is the language feature that most easily distinguishes speakers as non-native. Since pronunciation can detect non-native speakers, there is no need to pronounce the way native speakers do. However, learners must be intelligible while speaking. Pronunciation is a crucial feature that is important in part of learning English. However, there are several factors affecting pronunciation during second language acquisition. Therefore, it would be worthwhile to consider these affecting factors to make pronunciation-learning effective. Kenworthy (1987) listed the factors that affect pronunciation include native language, age, exposure, innate phonetic ability, identity and language ego, motivation, and concern for good pronunciation.

These factors are classified by linguists into two main types, that is, internal and external factors. (Cited in Zhang, 2009)

2.4.2 External Factors

- **Native Language**, a learner's native language has the greatest impact on the process of acquisition of pronunciation because each language has its own set of phonological features that determine its pronunciation and sound system. It usually has to do with interference from the mother tongue that can lead to errors in aspiration, stress, and intonation in the target language. When learning a new language, the learner usually tries to use existing phonological categories from the native language. Penny (1991) pointed out that learners' errors of pronunciation derive from their native language: First, a specific sound may not exist in the mother tongue; therefore, the learner does not attempt to produce it and instead replaces the nearest equivalent sound that he or she is familiar with. Second, a sound exists in the first language, but not as a single phoneme; that is, the learner does not recognize it as the individual sound that affects meaning. Finally, the learners have the real sounds right but have not learned

the stress forms of the word or group of words, Moreover, they apply the intonation rules of their native to the second language they are learning.

- **Exposure**, has to do with the amount of time that learners spend in a target language context. It depends on how much they use English in their everyday lives, which means that they will improve their English pronunciation by spending more time listening and speaking English. According to Krashen (1982), learners acquire an L2 primarily from input, which learners receive a large amount of comprehensible input before speaking. (Cited in Zhang, 2009).

2.4.1 Internal Factors

Internal factors involve biological factors (i.e., age, ear perception, and aptitude) and individual differences (i.e., personality, attitude, motivation, identity, individual efforts, and goal setting) (Zhang, 2009).

- **Age**, the significance of age as the main factor that affects the pronunciation of English is widely recognized. The prevailing assumption is that when acquiring a new language, the younger the learner is, the more accurate his pronunciation in the target language will be. This relationship of language acquisition with 'age' is known as the Critical Period Hypothesis, which was proposed by Lenneberg in 1967. According to CPH, if a learner does not learn a language at a certain age, he may not be able to acquire a better pronunciation of that language after that age.

- **Ear perception**, it is well known that different people have different degrees of hearing capabilities, some people have a superior ear capacity for learning language, but others do not. Those with good ear capacity can easily distinguish between two sounds and imitate distinct sounds better than others, resulting in a pronunciation similar to native speakers.

- **Aptitude**, is defined as a disposition to be able to do something well, some learners indeed appear to have a natural aptitude for language learning and have better pronunciation than

others. Learners with a more positive attitude toward English language acquisition are better able to learn English pronunciation quickly and improve it significantly. According to Carroll (1962, 1981), four traits constitute language aptitudes, which are phonetic coding ability, grammatical sensitivity, inductive language learning ability, and memory.

- **Personality**, individual personality relates to extraversion, and introversion affects the acquisition of pronunciation. Extroverted personality traits appear to have a positive impact on learning native-like pronunciation, whereas introversion does not. Learners who are sociable, confident, talkative, and usually make friends and join groups are more likely to express themselves and participate actively in all activities. As a result, they have more opportunities to practice their pronunciation. In contrast, an introvert, who is shy, quiet, prefers to be alone, introverted, and prefers to read books to converse with others, will struggle to find opportunities to practice their pronunciation.

- **Attitude, and Identity**, pronunciation is also affected by learners' learning identity and attitudes, Buranavityawut (2000) stated that "The strongly determine the accuracy of learners' pronunciation are a person's 'sense of identity and feelings of 'group affiliation". Each learner has a distinct attitude toward the target language and the target language community, which can help or hinder the development of pronunciation abilities. As Cenoz and Garcia Lecumberri (1999) pointed out, "in many cases, speakers tend to adopt more or less successfully the pronunciation they value as more positive or the pronunciation they identify with for both their first and second language " (Guiora & Schonberger, 1990). (Cited in Zhang, 2009).

- **Motivation**, , if the learner is highly motivated to improve their pronunciation, they will be more willing to participate in activities and pay careful attention to discriminating the sounds of the target language, as well as seizing any opportunity to use it. There are other factors such as self-confidence, intelligence, and goals that play important roles in the formation of

motivation. Therefore, high learning motivation can facilitate language-learning pronunciation, and lower learning motivation can influence language learning pronunciation rate.

• **Individual Efforts and Goal Setting**, for many learners, good pronunciation is difficult to achieve and it requires effort, persistence, and a significant amount of practice time. The more time spent on pronunciation by the learner, the better his pronunciation will become. For many EFL learners, the classroom is their only learning setting. However, we must always keep in mind that teaching does not cause learning; rather, it sets the conditions for learning to occur. Therefore, individual efforts become a crucial factor for L2 learning. The learner's goal is to produce and perceive the native-like pronunciation. It is worth noting that the goal of good pronunciation is to sound native-like and intelligible pronunciation, not a perfect accent. Generally, good pronunciation relates to intelligibility and acceptability, Levis (2005) pointed out that learners should consider the intelligibility principle and understanding as the goal to set up a native-like goal. (Cited in Zhang, 2009).

2.5 The Dialect's Impact on English Language Pronunciation

Most research studies show that the learners' native language has a significant impact on their ability to learn the English language's sound system. That is to say, every language in the world has different dialects and different accents. Avery & Ehrlich (1987, p. 9) stated, "Needless to say, learners of a language speak the target language differently, sometimes slightly different and sometimes highly different than the native speakers' do, which we call foreign accent, the nature of which is determined to a large extent by a learner's native language." Kenworthy (1987) also stated, "The native language is the most influential factor in accounting for learners' pronunciation especially foreign accents." Rod Ellis (1985) stated, "The most absolved support for this notion arrives from 'foreign' accents in the second language speaks of learners."

Many studies attempted to compare the sound systems of the target language and the learners' native language to find differences in the processing of target language pronunciation. The results stated that the sound system of the learner's native language has an impact on the target language, and the more differences in sounds characteristics of the native language and English, the more difficulties the learner will have in pronouncing English.

Moreover, linguists believe that the native language had an essential and negative role in second language acquisition in terms of interference, because learners primarily rely on their native language during the learning process. As Lado (1957) stated it clearly:

Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language – both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and the culture as practiced by natives. (p.2)

According to Hammerly (1991), the learners seek to speak using the foreign language as a tool of communication. As they have been speaking constantly in their mother tongue, this will have a direct impact on their foreign language productivity. He stated, "Beginners tend to rely initially on their mother tongue, thus there are frequent native language intrusions in their second language output" (1991, p.5).

2.5.1 Some Famous Cases Around the World

2.5.1.1 The Case of Manchester

Manchester is a city in the North West of England, UK. The city has a population of 483,800 and is part of the Greater Manchester Metropolitan County, which has a population of about 2.5 million people. The name Manchester originates from the ancient Rome name "Mamucium" or "Mancunium", which is generally thought to be a Latinization of an earlier Celtic name. Manchester has a long history of immigration and settlement due to its significance

as an industrial city, its closeness to the port of Liverpool, and its railway and canal links to the rest of the UK. Its population is made up of layers of migrants, some from earlier generations and others who are new to the country (Schofield, 2007). Migration, as the primary cause of language and dialect contact, has far-reaching consequences for the social fabric of communities and significant sociolinguistic effects (Kerswill, 2006). Nowadays, Manchester is a mixture of many civilizations that passed by throughout the years such as the Roman Fort and the Victorian era. (Cited in Howley, 2015, p.8).

Manchester's history, like its ways of speech, has been heavily influenced by its migration of people. Mufwene (2002, p.52) stated, that the dialects of Manchester and the surrounding areas only exist by virtue of the idiolects identified within individual speakers from whom they are an extrapolation. The existence of these unique variations mean-variance in Manchester's speech, and variation that comes with a highly diversified set of effects given the diversity of Manchester's community (Cited in Howley, 2015, p.31). However, despite being one of Britain's largest and most well-known cities, Manchester's accent has received surprisingly little attention compared to other dialect areas, particularly in terms of large-scale phonetic investigation. Manchester is essentially a Northern English dialect in terms of its vocalic system and Mancunian (or Manc) is the accent and dialect spoken in the majority of Manchester.

According to Hughes, et al (2013, p.116) Manchester English

- Lacks /ʌ/ (*put* and *putt* are homophones, both containing /ʊ/), and /a/ is found in words like *dance* and *daft*, rather than /ɑ:/.
- The vowel in *cook*, *look*, and so on may be /u:/ rather than /ʊ/. The speaker has /ʊ/ in *cookbook*.
- The final vowel of words like *city*, *seedy* or *hazy* is lax, and may be markedly more open than [ɪ]; [ɛ] is a frequent pronunciation.
- /h/-dropping is frequent in spontaneous speech, for example *horrible*, *house*, *hanging*.

- /ŋ/ is usually [ŋg] for example, *thing, along*. But, may also be [n] e.g. *thinking*.
- /l/ is dark [ɫ] in both onset and coda positions, and it may be vocalised e.g. *meal*. In some cases the /l/ is extremely dark in initial position and may be practically vocalised, e.g. *Lake*, in which /l/ resembles [w].
- /t/-glottalling in pre-consonantal and intervocalic positions is very common (*got out of, butties, naughty*).
- A high degree of (th)-fronting. For example, *Smith, thing, another*.
- Manchester English is fully de-rhotacised. /ɹ/ may be tapped, particularly intervocalically but also in word-initial consonant clusters. Examples of [ɾ] as a realisation of /ɹ/; *encourage, outdoor, throw, scariest*.
- /eɪ/ is a narrow diphthong [ei].
- In /ɔ:/ items lacking a historical /ɹ/ the vowel may be as open and unrounded as [ɑ:] e.g. *Paul, caught*.
- The /ɪə/ and /εə/ vowels of *beer* and *bear/fair* are smoothed to [ɪ:] and [ε:], respectively.
- /ɑ:/ is fronted to [a:] as in *half, father, starts*.
- /ɜ:/ is also fronted.
- The unstressed final vowel of words such as *better* or *pasta*, often has a more retracted and lowered quality. It may reach [ɒ]. This pronunciation is one of the principal stereotypes of Mancunian speech. *Summer* is thus [ˈsʌmʌ]. The final vowel of *father, farther* is [ʌ] rather than [ɒ].
- The intonation pattern of Manchester English is a conspicuously nasalised voice quality. (Hughes, et al, 2013).

Furthermore, Drummond's Ph.D. study (2010) examined the impact of the Manchester dialect on English pronunciation by examining the extent to the pronunciation of Polish migrants living in Manchester who speaks English as a second language, which is influenced

by their local accent. Drummond (2008, p.1) indicated that some people do acquire features of the local dialect into their own pronunciation "this acquisition is not a foregone conclusion and, at least at first glance, appears to be inconsistent".

Drummond's research covered four phonological features

- **STRUT** according to Wells (1982, p.131), "The STRUT is a vowel that is relatively short, half-open or slightly opener, centralized-back or central, unrounded voiced". It occupies the area marked by the symbols /ɛ/ or /ɐ/, used in the phonemic representation of the STRUT vowel.

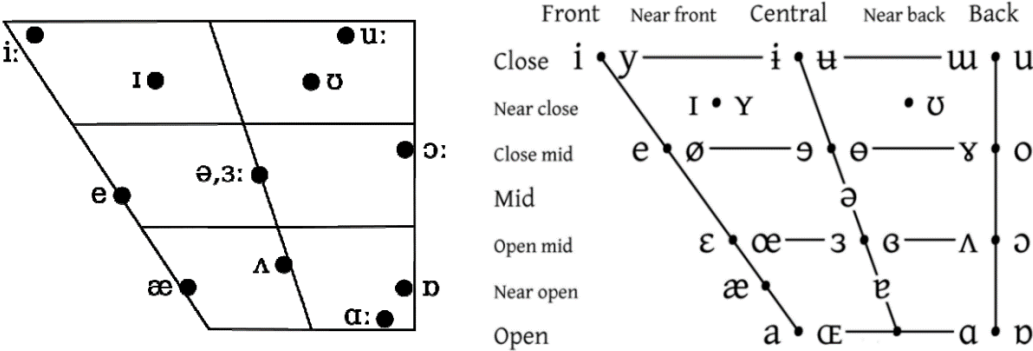


Figure 2.7 SSBrEng Vowel Chart from Roach (2004) and the IPA Vowel Chart (2003)
 (Cited in, Drummond, 2010, p.70)

In fact, there is no phonemic opposition between the STRUT vowel and the FOOT vowel in the North of England as a whole. This absence of the so-called FOOT/STRUT split contrasts sharply with the pedagogical model of English pronunciation used by Polish speakers in Manchester.

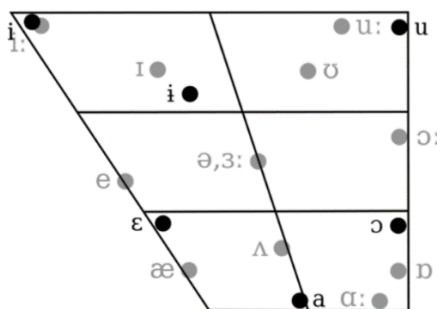


Figure 2.8 Polish vowel chart from Jassem (2003) (Cited in Drummond, 2010, p.71)

- **Glottal variation in /t/** according to Wells (1982, p.260), 'Glottalization' describes a process of preglottalization or glottal reinforcement in which a glottal stop masks the approach phase of the oral closure before /t/ (and /p, k, tʃ/) in certain syllable final environments. He continues to explain t-glottaling, which he defines as the full replacement of oral articulation by [ʔ]. In the PreV (vowel) and PreP (pause) environments, the glottal replacement is applied, and in the PreC (consonant) environment, something other than released /t/ is used. (Cited in Drummond, 2010, p.72).

- **(ing) variation** the variable (ing) has been studied in a wide variety of contexts. The emphasis has been on the pattern of variation between [n] and [ɪŋ] in unstressed syllables; as a result, monosyllabic words like *sing* are always eliminated because there is no variation to notice. The specific details are not the most crucial component, rather it is the observation that 'there are two distinct groups: a verbal and a nominal use of /ing/, which cluster at radically different levels' (Labov, 2001, p.88). Schlee et al. compared (ing) variance in the speech of local and Polish speakers, which is a striking exception to the repeating nominal–verbal finding. They claim that the difficulty of replicating these established patterns makes the (ing) variable a distinct type for L2 speakers. (Cited in Drummond, 2010, p.74).

- **H-dropping** (h-loss) according to Wells (1982, p. 254) h-dropping is 'the single most powerful pronunciation shibboleth in England', refers to the zero realization of [h] at the syllable

beginning position. Closed-set elements like auxiliary verbs (e.g. have, has, had), and personal pronouns (e.g. him, her, his, he) are the most likely context for h-dropping (Tollfree, 1999, p.173). Most parts of the north of England have been observed to exhibit h-dropping in line with the socially stratified patterns found elsewhere (Beal, 2004, p.127). As a result, the Manchester area in the northwest of England is well within the isoglosses indicating the presence of h-dropping. (Cited in Drummond, 2010, p.77).

2.5.1.2 The Case of Chinese dialects

China, officially the People's Republic of China (PRC) is an East Asian country. It has the greatest population of any country in the world and is the largest of all Asian countries with a population of over 1.381 billion. China has 33 subdivisions, consisting of 22 provinces, 5 autonomous regions, 4 municipalities, and 2 special administrative regions, all of which are directly under the central government. Taiwan is an island province that has been administered separately since 1949. (Encyclopedia Britannica, 2022).

China is a country with a long history, and a multinational community of multi-ethnic, multi-linguistic, and multi-cultural components. China has a total of 292 living languages. The most widely spoken languages are from the Sino-Tibetan language family's Sinitic branch. Han is the Chinese language, which combines the important aspects of eight Chinese dialects. Only one stands out as the most well-known: the mandarin from northern China. The other seven dialects are from different areas of China. 70% of the Chinese people speak the northern language, Mandarin, which is generally considered the basic standard of modern Chinese and is accepted as the national language by all Chinese. (Moreno Regalado, 2018, p.21).

Many scholars have undoubtedly investigated the impact of dialects on English learning in a variety of settings. Chinese has a phonological system that is considerably different from English. One of the major differences is that English has many more phonemes and syllables

than Chinese, the categorization of English vowels is more complex than that of Chinese vowels, some English phonemes have no Chinese equivalents and are difficult to learn, and others sound similar to Chinese phonemes but do not have the same pronunciation. Thus, is likely to cause errors in aspiration, stress, vowels, consonants, and intonation in the target language. The number of Chinese vowels is six (i, u, ü, e, o, a) and is just half of that of 12 English monophthongs (:/i/, /i/, /e/, /æ/, /ɜ:/, /ə/, /ʌ/, /ɑ/, /ɔ/, /ɔ:/, /ʊ/, /u :/). (Wu, 2020, p.2). Some Chinese people have difficulty with English sounds because they are highly influenced by similar Chinese sounds. However, they are significantly distinct from one another.

Many researchers have focused on the influence of different Chinese dialects on English pronunciation. Yifan, et al, (2017) claimed that Chinese learners tend to confuse the similar Chinese phoneme and English phoneme, and they find it hard to pronounce the English phoneme which is absent in Chinese. Distinct pronouncing patterns result from different articulating habits in different sub-dialect regions. Therefore, it is clear that Chinese dialects have an impact on English pronunciation. (Yifan, et al, 2017, p.1690).

Moreno Regalado's research (2018) on the impact of Chinese dialect on English language pronunciation and phonological difficulties of Chinese resulted in:

- The English vowels are difficult to detect for the speakers. In comparison to Chinese vowels, English vowels are identical in position and articulation. "The contrast between /i:/ and /I/ has no equivalent in Chinese. Learners confuse pairs such as "eat" and "it", "bean" and "bin".
- /u:/ and /ʊ/, leading to confusion, for instance, between "fool" and "full", "Luke" and "look".
- /æ/ does not occur in Chinese. Learners tend to nasalize it. It may also confuse with /a:/, /ʌ/, or /e/, so that a word such as "cap" might be pronounced /kaep/, "carp", "cup".
- Chinese diphthongs are frequently pronounced with faster and smaller tongue and lip

movements than their English equivalents. As a result, learners shorten these sounds, making insufficient distinctions between the vowels of two components.

- In the three pairs of stops /p/ and /b/, /t/ and /d/, /k/ and /g/, the unaspirated group /b/, /d/ and /g/ are voiced in English. However, in Chinese, they are entirely voiceless. Chinese learners tend to lose the voiced feature in speaking English.
- /v/ is absent from Chinese dialects, it is sometimes treated like /w/ or /f/: "invite" may be pronounced "inwite".
- /θ/ and /ð/ do not occur in Chinese. /θ/ is likely to be replaced by /t/, /f/ or /s/, and /ð/ by /d/ or /z/.for example, "thin" may be pronounced "tin", "fin" or "sin".
- Most Chinese dialects do not have /z/. The usual error is to substitute /s/: "rise" may be pronounced "rice".
- Because Chinese syllables are pronounced more prominently than in English thus, speakers tend to stress the syllables in English mispronouncing them. (Moreno Regalado, 2018, p.50).

2.5.1.3 The Case of Joseph Conrad

Joseph Conrad was a Polish-British writer regarded as one of the greatest novelists to write in the English language. Joseph Conrad was born in Berdyczow, Ukraine, in 1857; he was the son of Polish nobility Apollo Korzeniowski and Ewa Bobrowska, who were deported to Vologda in northern Russia in 1862 due to their anti-Czarist sentiments during the Russian conquest of Poland. As a result, even though Polish was his native language, he learned Russian as a child, although he chose to disregard it as one of his languages, holding a lifelong hatred for the language and its users. Conrad's mother died of TB in 1865, and his father, who was extremely ill with the same disease, was spared and allowed to return to Cracow with his son in 1868. Apollo Korzeniowski had a significant pronounced impact on his son's linguistic progress. He gave Joseph Conrad great literary Polish role models. Conrad later clarified that the Polishness in his writings derived from his father's encouragement to read Mikiewicz and

Slowacki regularly. Korzeniowski made a living as a translator, and via his father's translations of Shakespeare, Hugo, and other writers, Conrad developed an early appreciation of English and French literature. Resulting in balanced bilingualism of Polish and French. Conrad quickly learned German and Latin, which were taught in writing form in school. His fluency in languages led him to learn Italian and Spanish in addition to English. During his travels, he even picked up some Malay.

In 1874, he left Poland for Marseilles; as a result, he developed a southern French accent, which influenced his English later on. The French government established a law prohibiting the employment of young foreigners eligible for military service in their home countries. So he moved westward in 1878 and chose England as a shelter. Following that, Conrad's development in the English language was lightning quick. He passed his second mate exam only two years after his first exposure to the English language. His English language proficiency resulted primarily from his exposure to the written word. (Pousada, 1994).

Themes of multilingualism and cultural adaptation can be found in almost all of his works. Conrad remained essentially a foreigner, an exile, an unassimilated outsider to the English culture and people throughout his entire life, despite an extraordinary grasp of the flow and rhythm of the English language, despite a prodigious vocabulary and luxurious choice of words, despite even his insistent claims. (Pousada, 1994, p.11).

His English pronunciation maintained the distinct Polish accent of his L1 although he authored novels in English that have become classics of English literature. Some linguists believe that Conrad's Polish accent influenced his English because he learned it later in life and that learning a second language must be during a sensitive period, which some specify as the age of ten. Scovel referred to this as the "Conrad Phenomenon" in honor of the Polish-born novelist, and a fluent speaker of the English language, yet with a strong Polish accent. (Abu-Rabia & Kehat, 2004).

According to Pousada (1980, p.11), H.G. Wells wrote in his autobiography that Conrad spoke English "*strangely...not badly altogether*" but he had the habit of pronouncing the final 'e' of these and those (Baines 1960, p.233). Galsworthy (1924, p.2) described Conrad's speech as being in "*a strong but fascinating accent*". Paul Valéry, the French poet, was shocked by Conrad's "*horrible*" accent in English (Valéry 1924, p.663-665). The Countess Eleanor Palffy (1929, p.534-538) noted, "*Conrad spoke English with a guttural Polish twist*". Good was pronounced "gut," and blood "blut." Conrad's colleague Ford Madox stated that:

He spoke English with great fluency and distinction, with correctitude in his syntax, his words absolutely exact as to meaning but his accentuation so faulty that he was at times difficult to understand and his use of adverbs as often as not eccentric. (p.34-35).

2.6 English Language Status in Algeria

In Algeria, the English language has a promising status as it has been rapidly spread. It is recognized as the second foreign language in Algeria. It was introduced with no historical connections between the Algerians and the Anglo-Saxon world. (Benrabah, 2013)

Over the previous decades, the spread of the English language has significantly progressed in stages. According to Belmihoub (2018)

- **The 1950s-70s**, studies on teaching and planning in Algeria highlight evidence of major advancements in the mid-twentieth century. When the first Algerian English textbook was introduced, Hayane's (1989) review of the Algerian English textbooks and teaching manuals provides a useful perspective on the status of English after independence in 1962. His analysis reveals the cultural and pedagogical values, Hayane (1989) discovered that Algerian textbook writers are affected by traumatic experiences with French colonialism, treated English with suspicion, afraid of a neo-colonial experience similar to France's. Thus, they erased the

language of British cultural content and replaced it with cultural information they thought to be Algerian instead.

- **The early 1980s**, the report of the British Council (1984) classified English as a third language in Algeria. English began to spread more widely early 1980s as Algerians participated in international training and technology transfer. In addition, many organizations, including Radio Television Algerians, the Ministry of Defense, and the Institute of Petroleum Studies, taught English to their employees to enable communication with colleagues overseas. The English in Algeria had the British council and the American embassy support, which assisted with teacher training and offered scholarships for study in Britain that encouraged individuals to become more open to the language.

- **Late, 1980s-90s**, Algeria suffered significant economic, political, and social instability as oil prices fell, following the Algerian civil war known as the Black Decade, which resulted in a significant decrease in the presence of English. During this period, the lack of security for their personnel led to a total decline in British and American support. English was only taught in public schools, with no other activities or support. In the mid-1990s, attempts to replace French with English in fourth grade by introducing English as a choice alongside French. Yet, this experimental program failed since most parents chose French over English.

- **The 2000s**, following its decline in the late 1980s, English was returned to the Algerian linguistic sphere in the 2000s to spread and improve relations with the UK and the USA. On one hand, the UK is actively involved in intellectual and cultural exchanges with Algeria and the British government provided many scholarships to Algerian students. On the other hand, the US and Algeria collaborated extensively in the areas of hydrocarbons, promoting English in general and American English in specific. The US Embassy's involvement in cultural and academic exchange programs is one of the motivating forces behind the spread of English in Algeria. (Belmihoub, 2018).

2.7 The Impact of Algerian Dialects on English Language Pronunciation

In Algeria, English is taught for seven years, from Middle School to Secondary School, for a total of 750 to 830 hours. Regardless of whether students adopted a literary or scientific stream, they reach university with an English pronunciation on which a Crosslinguistic Impact from Standard Arabic, Colloquial Algerian Arabic, and Berber could be described. The impact of the learner's native language on the pronunciation of the English language includes more than just phonetic symbols and rules; it also involves the articulation of individual sounds and the distinctive features of sounds like voice and aspiration, voice-setting features and stress, intonation, and rhythm. Thus, these English aspects of pronunciation need to be considered in order to avoid unintelligibility or miscommunication. Some linguists, such as Munro and Derwing, argue that a learner's primary goal is to comprehend and be comprehended in a variety of situations. They claim that while a foreign accent can sometimes obstruct communication, it can never be a complete barrier, "Researchers and teachers alike were aware that an accent itself does not necessarily act as a communicative barrier". (Leather (ed.), 1999, p.285) (Cited in GHLAMALLAH, 2018, p.3). Moreover, according to Heaton, we can speak and be understood even if our English phonology and syntax are deficient, "People can make numerous errors in both phonology and syntax and yet succeed in expressing themselves fairly clearly." (1988, p.88).

Speech sounds are fundamental for conveying the appropriate meaning that speakers are attempting to express. Additionally, since sounds reveal information about the learner's geographical and social background, the English we use might occasionally carry the imprint of our culture and even our Algerian phonological system.

GHLAMALLAH's research findings (2018) on Colloquial Algerian Arabic impact on English pronunciation revealed that informants usually use Arabic syllable structures, as there

is a tendency to place a vowel between English initial consonant clusters. Arabic syllabic structure is usually CV or CVC as in *kataba* 'to write' or *maal* 'money', a word such as *disappear* /,dɪs.ə'pɪə/ which contains the following syllable structures *cvc+v+cv* becomes [,dɪ.zə'pɪ:r] with the following structure *cv+cv+cvc*. Overall, the findings demonstrate that English vowels are the hardest phonetic/phonemic segments to master. Students of English can use the target sound system with some or all important interference of their own phonological /phonetic features. The native language affects foreign language performance because learning entails a new sound structure and new models of articulation that only a few can acquire readily. (GHLAMALLAH, 2018).

2.8 The Main Phonological and Lexical Differences Between Arabic and English

Arabic belongs to the Afro-Asian language family and is a Semitic language. English, on the other hand, belongs to the Indo-European language family as a West Germanic language. There are many linguistic distinctions between the two languages at all levels of linguistic analysis, including phonology, morphology, syntax, semantics, and so on.

2.8.1 Phonological Differences Between Arabic and English

According to Hamad (2014), Arabic language is a consonant language, but vowels letters are more in English language.

- **Plosive Consonants**, the sound /g/ isn't found in classical Arabic, however, it can be found in standard Arabic words like *جمال* . /t/ is an alveolar sound, whereas /ت/ is a dental sound. /t/ has a variety of sounds, it is occasionally voiced when it comes: Between two vowels e.g. (butter). Between/n/ & /y/ e.g. (twenty). Between two voiced vowels (at another). Before syllabic /l/ e.g. (settle). Before stressed vowel and preceded by /l/ e.g. (malted). However, /ت/ in Arabic has the same sound. /dz/ /ʒ/ English letter sounds do not exist in Arabic like (goat) (general).

• **Fricative Consonants**, the /z/ sound is derived from French and is not found in classical Arabic; however, it can be found at the end of some standard Arabic words. In Arabic, the /f/ and /v/ sounds have only one phoneme /ف/, unlike English. /ð/sound stand for ذ & /θ/sound stand for ث. /s/sound can stand for /س/ as in (sun); /z/ can stand for /ص/ as in son.

• **Nasal Consonants**, /m/ stand for /م/, and /n/ stand for /ن/, while /ng/ /ŋ/ sound is not found in Arabic.

• **Lateral Consonants**, clear "l" before a vowel, as in (live) and (leave), and before j, (jelly). Dark "l" is only used before all consonants as (cold) and final as (vessel). Both clear "l" and dark "l" stand for the Arabic letter "ل."

• **Vowels**, English vowels are: "a" "e" "o" "I" "u" but Arabic vowels are: "ا, و, ي". Certain English vowel sounds are replaced by mood in Arabic as َ, ِ, ُ. In Arabic, using /i/, like in bit, is hard. /i:/ is a higher sound in Arabic, as in beat. /ε/ is not found in Arabic, but it can be similar to " ِ". /e/ it is found in Arabic / bed/. /e/, /e:/, /æ/ are distinct in English phoneme not like Arabic same Phoneme /i/. /ʌ/ such as in "cut", it looks like " ِ" in Arabic. /u/ stand for " ُ" in Arabic. /u:/ stands for "و" in Arabic. /ɔ/ is not found in Arabic, as "hot". /ɔ:/ not found in Arabic, as "tall". /θ/ most common sound in English, but it is absent from Arabic. /θ:/ do not exist in Arabic, rather mood is used in Arabic as /a/ َ, /u/ ُ, /i/ ِ. In English, stress is placed in words like "seat," whereas in Arabic, gemination is used " ّ". (Hamad, 2014,p.99-100).

		labial		linguals				Palatal	velar	uvular	pharyn-geals	Glottals
		bilabial	Labiodental	dental	dental alveolars	alveolars	velarized alveolars					
Stops	voiced	b ب		د		d	ض					
	unvoiced	p		ت		t	ط		k ك	q ق		
Frica-tives	voiced		v	ذ δ	ز z		ظ	ج dz	غ		ع	ء
	unvoiced		f ف	ث θ	س s	ش š	ص		خ		ح	ه h
N a s a l s		m م				n ن		n η				
liquids	laterals vd.				ل	l	ل					
	retroflex vd.					r ر	ر					
Semivowels vd.		w و						y ي				

Figure2.9 Classification of Arabic and English sounds (Shomali, 1983,p.9)

2.8.2 Lexical Differences Between Arabic and English

According to Sabbah (2015)

- **Singularity, Duality and Plurality of nouns**, there are two numbers in English nouns: singular and plural, Arabic nouns, on the other hand, have three numbers: singular, dual, and plural. There are also two types of plurals: sound plural (masculine and feminine) and broken plural. Contrary to English, the feminine and masculine nouns in Arabic syntax have singular, dual, and plural forms. There are three genders in English: masculine, feminine, and neuter. Arabic, on the other hand, has only two genders: masculine and feminine. Moreover, English nouns are inflected for genitive cases. In contrast, nouns in Arabic are inflected for three cases: nominative, accusative, and genitive.

- **Definite Article**, the Arabic language contains only one definite article, "the." It is made up of two letters: "al." It appears at the start of nouns and their adjectives.

However, there are no indefinite articles.

- **Prepositions**, Arabic has a limited number of prepositions, min (from), „ila (to), 'an (about), ' alla (on,over), ba/bi (by, with), la /li (of , for), and fi (in, into). Some adverbs can be used as

prepositions in Arabic as: khalfa (behind), amam (in front), bayna (between). Whereas in English, there are approximately 150 prepositions.

- **Adjectives and Adverbs**, adjectives and adverbs in Arabic and English are frequently confused by Arabic-speaking English learners. Arabic adjectives agree in gender and number with nouns. Some Arab English learners may express adverbs with adjectives and nouns. Adjectives come before nouns in English, however, they come after nouns in Arabic.

- **Word Order**, the main word order in classical Arabic is V-S-O where the verb precedes the subject, unlike English sentence word order. Whereas English uses the infinitive, Arabic uses the secondary clause as the object and begins with "that."

- **Pronouns**, there are two types of subject pronouns in Arabic (MSA): an independent detached form and an attached form. The Independent Subject Pronouns in Arabic are: 'ana (I); huwa (he); hiya (she); 'anta (you – masculine singular); 'anti (you – feminine singular); nahnu (we); 'antunna (you –feminine plural); humaa (they – dual); 'antumaa (you – masculine dual); hum (they – masculine plural); 'antum (you – masculine plural); hunna (they – feminine plural). Attached pronouns are those that are added to verbs as prefixes or suffixes to express tense. In English, there are no attached or clitic pronouns. English has subjective, objective and possessive pronouns. The pronoun "you" is the only English pronoun that can be used in the position of subject and object for plural, singular, feminine, and masculine.

- **Lexical Errors**, certain words that have different meanings in English have only one equivalent in Arabic. Students may use unsuitable equivalents because of the literal translation from Arabic like using "stay on" instead of "continue" or "keep on". (Sabbah, 2015).

Conclusion

To conclude, each language has its own set of phonological features and rules that determine its pronunciation, sound system, and even word-formation. Therefore, the sound system of the learner's native language has an impact on the target language, and the more differences in sounds characteristics of the native language and English, the more difficulties the learner will have in pronouncing English. Learners of English could use the target sound system with the interference of their phonological features. The native tongue has an impact on foreign language pronunciation as acquiring pronunciation entails a new sound structure and new models of articulation and perception, which only a few can achieve readily.

CHAPTER THREE:

Field Work and

Data Analysis

CHAPTER THREE: FIELDWORK AND DATA ANALYSIS

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Introduction

The present chapter deals mainly with the fieldwork and the collected data analysis. Initially, the chapter begins with an overview of the common knowledge regarding approaches, procedures, processes, data collection methods, data analysis, and sampling techniques, all of which serve as the foundation for any systematic research review. The chapter identifies the collection of stages, steps, and procedures, by which the data was obtained, as well as the phases of its implementation, in light of the execution of the under-investigation case study, as well as the reasons behind the choices in regard to the study's purpose and methodology. Moreover, this chapter provides a systematic discussion and synthesis of the findings by returning to the study's initial research questions.

3.1 Research Methodology

3.1.1 Research Approach

Research approaches can be described as the theoretical framework of research adopted by researchers based on the nature of the study. Creswell (1994) stated, "Research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation". The research approach is of three types quantitative approach, qualitative approach, and mixed methods approach. On one hand, the qualitative research approach is intended to describe, comprehend, or investigate a certain phenomenon. According to Dornyei (2007)

Qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data, which is then analyzed primarily by non-statistical methods. Typical example: interview research, with the transcribed recordings analyzed by qualitative content analysis. (p. 24)

On the other hand, the quantitative approach focuses on test theories or relationships between variables, as well as statistical findings measurement. According to Dornyei (2007)

Quantitative research involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods. Typical example can be a survey research using a questionnaire, analysed by statistical software such as SPSS. (p. 24)

Finally, a mixed-methods approach combines qualitative and quantitative research approaches. It examines people's views and attitudes in addition to the use of numbers and statistics. According to Dornyei (2007)

The mixed-method approach involves a different combination of qualitative and quantitative research either at the data collection or the analysis levels. Typical examples: consecutive and interrelated questionnaires and interview studies. (p.24)

Furthermore, Williams (2007) also stated that there are three common approaches to conducting research quantitative, qualitative, and mixed methods. The researcher predicts the types of data that will be required to address the research questions.

Leedy and Ormrod (2001) alleged, "Quantitative research is specific in its surveying and experimentation, as it builds upon existing theories". There are three classifications of quantitative research: descriptive, experimental, and causal-comparative (Leedy and Ormrod, 2001). There are three types of exploratory approaches: pre-experimental, true experimental, and quasi-experimental (Leedy & Ormrod) (Cited in Williams, 2007, p.66).

Moreover, Leedy and Ormrod (2001) alleged, "Qualitative research is less structured in description because it formulates and builds new theories". There are five areas of qualitative research: case study, ethnography study, phenomenological study, grounded theory study, and content analysis. (Cited in Williams, 2007, p.67)

Whilst, with the mixed methods approach, researchers combine data collection and analysis methods from quantitative and qualitative research approaches in a single study to understand a research problem. That is, in order to address the research question(s) set for a given research study, researchers gather or analyse not only numerical data, which is typical for quantitative research but also narrative data, which is typical for qualitative research. (Cited in Williams, 2007, p.70).

❖ **Research Approach for This Study**

Since the main aim of this study is to draw general descriptions and discover the effects of EFL learners' native dialects on their pronunciation of English as a foreign language this study adopted the qualitative method approach because it is suitable for the nature of the study to describe the impact of dialects. The descriptive method's main purpose is to collect multiple perspectives and gain a deep understanding in order to strengthen the investigation into Algerian dialects and thus address the features of learners' pronunciation that are affected by their native dialects.

3.1.2 Research Strategy (ies)/ Design(s)

According to Tavakoli (2012, p. 546), "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." In fact, the research design is the conceptual framework within which research is carried out; it serves as the blueprint for data collection, measurement, and analysis. The researcher should be acquainted with the essential steps of the research process that guide all types of research designs while designing any study. In addition, the researcher should be acquainted with a variety of research designs in order to select the most appropriate one for achieving the research objectives. The research designs can be classified into three research

categories: quantitative research designs, qualitative research designs, and mixed-method research designs. (Tavakoli, 2012, p. 546).

On one hand, the qualitative research design is a way of thinking about how to accomplish qualitative research in general. It explains the purpose of qualitative research, the role of the researcher(s), the steps of research, and the data analysis method, either explicitly or implicitly. A qualitative study design is the most adaptable of the different experimental techniques, covering a wide range of well-known methods and structures. The four most commonly used qualitative research designs are phenomenology, ethnography, grounded theory, and case study. (Astalin, 2013, p.118)

On the other hand, the quantitative research design is utilized to produce meaning and new knowledge. It is a very objective study that makes use of statistical tools to analyze and evaluate the data. The goal is to establish, confirm, or validate the relationship, as well as to develop generalizations that contribute to theory. The most commonly used quantitative research designs are experimental (True experimental or Quasi-experimental), and non-experimental research designs (Correlational or comparative). (BASEER)

Whereas, the mixed-method research design is a way of incorporating both qualitative and quantitative research designs into research that will contribute to better explaining the phenomenon under investigation. (BASEER)

❖ **Research Design(s) / Strategy (ies) For This Study**

The current study was carried out using the qualitative research method. In particular, a case study design was used to generate a detailed overview of the research problem. Basically, a case study is an in-depth method that allows researchers to investigate data in depth within a specific context. In its simplest form, case studies investigate contemporary real-life phenomena through extensive contextual analysis of a limited number of occurrences or

conditions, and their relationships. Yin (1984, p.23) defines the case study research design “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.” (Cited in Zainal, 2007, p.2).

Since the present study was more practicable if undertaken in its original setting, which was the classroom. The case study was more suited for this requirement, mainly because it encourages exploring the subjects in their natural environment. Furthermore, due to time, effort, and participant availability, it was not practicable to include a large-scale sample in this investigation, which could have a substantial impact on the findings' reliability. As long as the case study design investigates a limited number of units over a short or long period of time it was considered to be the most appropriate qualitative design for this study.

3.1.3 Data Collection Methods

Data collection is the systematic process of gathering and measuring information on variables of interest in order to answer research questions, test hypotheses, and assess outcomes. The purpose of any data collection is to obtain high-quality evidence that can be used to conduct rich data analysis and construct convincing and credible answers to the questions that have been addressed. (Kabir, 2016, p.202)

According to (Dornyei, 2007) data collection methods in research are organized into three broad categories: quantitative data collection methods, qualitative data collection methods, and mixed-methods data collection methods.

Qualitative data collection methods are mainly descriptive or nominal in nature and are mostly non-numerical. This means that the information gathered is presented in the form of words and sentences. Qualitative data collection methods tend to use unstructured methods, which include unstructured questionnaires with open-ended questions, focus groups, group

discussions, unstructured interviews, and unstructured observations. Generally, their outcomes are not generalizable to any particular population (Kabir, 2016, p.202).

Quantitative data collection methods are mainly numerical in nature and could be measured mathematically. This means that such data often includes measurements of something. Quantitative data collection methods tend to adopt a systematic, standardized approach and use methods including surveys and structured observations, structured questionnaires with closed-ended questions, and structured interviews. Generally, their outcomes are easy to summarize, compare, and generalize to any particular population. (Kabir, 2016, p.203).

Mixed-methods data collection methods are mainly characterized by the incorporation of both qualitative and quantitative research data, procedures, and methods within a single study framework. A mixed-methods study entails multifaceted methods that work together to maximize strengths and reduce the drawbacks that can occur from employing a single research design. The mixed-methods data collection methods tend to use a mixture of quantitative and qualitative data collection methods, which include semi-structured observations, semi-structured questionnaires, and semi-structured interviews. (Kabir, 2016, p.204).

Concerning the current investigation, two data gathering methods have been adopted. This included the questionnaire method for teachers and focus groups interviews for students.

3.1.3.1 The Teachers' Questionnaire

The questionnaire is a common data collection method defined by Bulmer (2004) 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)

A questionnaire is a research tool that consists of a series of questions, which are used for the purpose of collecting data and eliciting information from respondents. According to Cohen, et al. (2007, p. 320) the questionnaire is divided into three types structured questionnaire, unstructured questionnaire, and semi-structured questionnaire. A semi-structured questionnaire that begins with closed questions, with boxes to tick, and ends with open questions for more detailed responses was one of the data collection tools utilized in the current study to gather the information required to answer the research questions. The researcher opted for it in order to obtain the teachers' perceptions and opinions concerning the students' pronunciation and the effects of their dialects.

❖ **Aim (s)**

The questionnaire method is believed to be a viable data collection method as data can be gathered rapidly from a number of respondents. The aim of this instrument was to obtain data about the subject under investigation and gather concise and reliable information to assist in accomplishing the research objective on the English language status in Algeria. Basically, the questionnaire helped the researchers to know the teachers' opinions, perceptions, and attitudes towards the Algerian dialects, the factors affecting the English language pronunciation, the effects of EFL learners' native dialect on their pronunciation of English, and suggestions and solutions to improve fluency by Algerian learners of English as a foreign language.

❖ **Structure and Content**

This questionnaire featured three sorts of data, which were simply expressed in factual, behavioral, and attitudinal questions. Each section is intended to collect data on a specific aspect of the study under investigation. Basically, section one was an introduction to the teacher's general information and consisted of four (4) questions, section two was about teachers' perceptions of the students' pronunciation and dialects and consisted of fifteen (15) questions,

while section three was for further suggestions and recommendations, which consisted of two (2) questions. Furthermore, the questionnaire was a combination of both close-ended questions and open-ended questions beginning with closed questions that required direct answers using yes or no, multiple choices, and checkboxes to tick, and ending with open questions about the respondents' perspectives asking for justifications for more detailed responses.

❖ Administration

At the administration stage, the questionnaire was sent to a sample of 15 teachers at the English department at Biskra University through their email; the researcher received only 13 questionnaire items while two (02) questionnaires items were not received.

❖ Pilot and Validation

Piloting and validation are critical to any scientific research as they ensure the study's findings' reliability and validity. Before the final administration, i.e. before sending the questionnaire to the entire sample, the teachers' questionnaire was pre-used to validate the content in order to obtain the relevant data. In the piloting stage, the researcher sent the questionnaire first to two (02) teachers from the population of teachers in the English department at Biskra University who are believed to be qualified, field experts, and able to notice the phenomena as they have a long experience in University education. The teacher's suggestions were about the questions, they gave remarks regarding questions twelve (12) and thirteen (13), the remark was that it was better to use one question because the two questions require the same answer. Question (12) was about how can EFL students' native dialects affect their pronunciation of the English language, while question (13) was about asking teachers to share some of the main effects they have noticed. The teacher's remarks were taken into account as the researcher combined the two questions, which means the questions were 22 and became 21 questions, in an attempt to get a logical, smoothly moved questionnaire.

The researcher's supervisor provided some useful feedback about the questionnaire. He suggested reformulating the question six (6) in section two as it was unclear, deleting question seven (7) in section two as it was unnecessary, adding question ten (10) in section two to assist in accomplishing the research aims, and adding a part as an introduction to question twenty-one (21) in section three. The supervisor's feedback was taken into consideration and adjustments were made to ensure the achievement of the questionnaire's purpose and to collect and elicit the necessary data from the respondents.

3.1.3.2 Focus Group Interviews

A focus group interview is one of the most effective methods for gathering qualitative data. According to Anderson (1990, p.241), "a focus group is a group comprised of individuals with certain characteristics who focus discussions on a given issue or topic". A focus group is a more specific in-depth group interview with discussion. According to Lederman (Thomas et al. 1995), the focus group is "a technique involving the use of in-depth group interviews in which participants are selected because they are purposive, although not necessarily representative, sampling of a specific population, this group being 'focused' on a given topic" (Cited in Rabbie, 2004, p.655). In addition, the focus group is a guided small group of people, typically six to nine who are brought together by the researcher intended to yield information and investigate attitudes and perceptions about a topic. (Dilshad & Latif, 2013, p.192).

In the present study, the researcher opted for the focus groups interviews as a data collection method. The researcher intended to use the focus groups interviews, as it is believed to provide a deeper insight into the phenomenon under investigation. Dilshad and Latif (2013) claimed that a focus group interview has been one of the significant gathering techniques in qualitative research. Therefore, the researcher opted for the focus groups interviews in order to get deeper data by being in a real situation with participants, in order to check closely how the

native dialects of the students affect their pronunciation of English and what these effects are, in order to achieve the aims of the study under investigation.

❖ **Aim (s)**

The general aim behind the use of the focus groups interviews method was to collect high-quality data, which mainly contributes to the comprehension of the phenomenon, which is the effects of students' native dialects on their pronunciation from the perspective of research participants. Since the researcher lacks substantial information about the subject, focus groups interviews were a valuable research method as it provides a rich and detailed set of data concerning the perceptions of the focus groups members about their pronunciation of the English language. In addition, it concentrated largely on analyzing the affected parts of participants' speech by their dialects while speaking in English.

❖ **Structure and Content**

To accomplish the object of this study and investigate the effects of students' native dialect on their pronunciation of the English language focus groups interviews were used. The process of focus groups interviews went through stages, they are as follows:

- **Planning the focus group**, at the planning stage there are a few factors that the researcher had to take into consideration. The focus group's objective, which is investigating the affected parts of the student's speech by their dialect; must be clearly defined by the researcher, participants should be informed in advance about the activity's purpose, and decide what and how many questions are to be asked.

- **Group composition**, regarding the characteristics of the participants, participants in this research are selected on the criteria that they would have something to say on the topic. Generally, it is believed that participants share some common features; the sample were English students who originated from the appropriate dialects we have chosen, each group speaks the

same dialect so the data gained may be rich and adequate. Therefore, members are not selected randomly.

- **Conducting the focus group**, at this stage the researcher tried to put the participants at ease by engaging them in small talk emphasizing the rules of confidentiality. Then the researcher started talking about the main issue of the focus group and informing about why they were selected for the interview. The researcher then explained the activities that will be done during the interview. First, students were given a paragraph to read aloud, the aim is to determine the parts of their speech that are influenced by their native dialects. Second, a questionnaire was distributed to the students during the interview and provided sufficient time to answer it. The questionnaire was of fourteen (14) questions and three (3) sections; it was semi-structured which means a combination of both close-ended questions and open-ended questions began with closed questions, with boxes to tick, and ends with open questions for more detailed responses. Basically, section one was an introduction to the students' general information and consisted of four (4) questions, section two was about students' perceptions of the impact of their native dialect on their pronunciation of the English language and consisted of eight (8) questions, while section three was for further suggestions and recommendations, which consisted of two (2) questions. Other questions were asked for discussion between the participants and the researcher to obtain further information about the students' perceptions and opinions.

- **Recording the responses**, it is critical to accurately record the discussion in order to analyze the data. The researcher listened patiently and recorded the discussion and students when they were asked to read the paragraph loudly. Students were aware that they were being recorded; this is aimed at giving the work credibility. The purpose of audio recording in this research is to identify students' pronunciation mistakes when reading the words of the paragraph in order to determine which parts are affected by the student's mother tongue. The benefit of recording

an interview is that it allows the interviewer to concentrate on the discussion instead of taking notes, which can be distracting to both the interviewee and the person(s) asking the questions. Moreover, the researcher can listen to the lecture, or parts of it, as many times as needed.

❖ Administration

The focus groups interviews were conducted in the classrooms; they were untimed, each focus group speaking a certain dialect was interviewed individually. The focus groups were four (4); each group had six (6) students of English language at Biskra University from all levels originating from different regions. The detected dialects were the Chaoui dialect, the Central, the Eastern, and the Southern dialect; and on this basis, the groups were formed. First, the paragraph was handed to students to read aloud, and then a questionnaire was distributed to the students.

❖ Pilot and Validation

Pilot and validation are extremely useful and can dramatically improve the data we get. Before tackling the focus group interviews, the researcher piloted the focus groups by contacting two students from two groups and then explaining to them how the interviews will take place to get their impression of this kind of method and questioning that works best for them, and what structure feels most comfortable. Then the researcher sent the questionnaire to these students so that the researcher will be aware of the extent of their understanding of the questions and their ability to answer them. Furthermore, the researcher sent the paragraph that is supposed to be read during the interviews and asked the students to send an audio recording while reading the paragraph aloud, to examine the researcher's ability to identify mistakes in pronunciation and parts of students' speech affected by their native dialects. All the remarks that have been observed during the pilot process have been taken into consideration.

The researcher's supervisor provided some useful feedback. First about the students' questionnaire, in item six (6) from section two, he suggested using numbers from one to five so it becomes easier while analyzing data (beginner, pre-intermediate, intermediate, upper-intermediate, and advanced). In addition, the paragraph has been read by the supervisor who should be a subject matter expert. The supervisor made comments and gave remarks on it, which they have all been taking into account.

3.1.4 Data Collection Procedures

Acceptance of the study and participation in the current investigation are required to be verified by signed informed consent based on legal considerations and research criteria. The latter addressed the intended sample of participants who made informed decisions concerning their interest in participating in this research study. The letters provided brief information concerning the study's purpose and topic, and the required tasks and guaranteed rights, specifically those relating to anonymity, privacy, and identity.

Throughout the setting of this study, the researcher has decided what design the research is going to be based on and how data are going to be collected. Furthermore, data will be collected according to its relevance to the research as well as its effectiveness. The researcher was aware of all potential challenges that may arise during the data collection procedure. Therefore, in order to successfully acquire accurate data, the researcher ensured that she already has clear criteria for selection. It is necessary to take into consideration that in qualitative research the description of data collection procedures is heuristic and synthetic so that the research holds completely accurate, reliable, and consistent data. Finally, this study's design was divided into two phases: focus group interviews and the process of data collection had been terminated by the conduction of the teachers' questionnaire to collect data that suit the research goals.

3.1.5 Research Sampling

When conducting research, surveying every individual of a certain population is generally impracticable due to the huge number of individuals. Sampling is the process that allows investigating a small group of people from a larger group in order to draw conclusions that are likely to be applicable to the entire group as it is not always possible to study a whole group. Therefore, a sample is a subset of a population that is used to represent the entire group as a whole. In general, sampling techniques can be divided into two types:

- **Probability or random sampling** means that each item in the population gets an equal chance of being included in the sample. Probability sampling includes simple random sampling, systematic random sampling, stratified random sampling, cluster sampling, and multistage sampling.

- **Non- probability or non-random sampling**, means that each item in the population does not get an equal chance of being included in the sample. Non-probability sampling includes quota sampling, snowball sampling, convenience sampling, and purposive or judgmental sampling. (Taherdoost, 2016)

❖ Research Sampling for This Study

The population of this study was the EFL students and teachers at the University of Biskra; we chose suitable small groups or subsets of the overall population to conduct the research since the purpose of our analysis was not to generalize the results to a larger population. In accordance with the study's intent, the researcher collected groups of English students at the English department at Biskra University in groups according to the dialects they spoke. The groups were four (4) groups collected after the process of checking and detecting the spoken dialects among the students of English as a foreign language, the sample was six (6) students in each group and each group speaks a certain dialect.

The process of checking and detecting the spoken dialects among EFL students at Biskra University went through steps, the researcher distributed a poll for all levels of English students, where the poll contained Algerian dialects namely Eastern, Western, Central, Southern, Kabyle, and Chaoui dialects. Overall, the total number of participants of all levels was 220 students. The detected dialects were the Chaoui dialect, the Central, the Eastern, and the Southern dialect; and on this basis, the groups were formed.

Table3.1 The spoken dialects among EFL students at Biskra University

Algerian Dialects	Frequency	Percentage
Tashawit (Chaoui)	33	15%
Taqvailith (Kabyle)	00	—
Algerian Arabic (Eastern)	120	54,5%
Algerian Arabic (Western)	00	—
Algerian Arabic (Central)	52	23,5%
Algerian Arabic (southern)	15	7%
Total	220	100%

Therefore, from a population of EFL students at the University of Biskra, the researcher worked with 24 students as a sample selected non-randomly. In addition, 15 teachers were purposefully chosen to complete the questionnaire in order to gain a more in-depth understanding of the study under investigation, the researcher received only 13 questionnaire items. To select the intended sample, we used the non-probability purposive sampling technique, as individuals will be chosen to be part of the sample with a specific purpose in mind.

Purposive sampling is a technique in which particular settings persons or events are selected deliberately in order to provide important information that cannot be obtained from

other choices (Maxwell, 1996). It is when a researcher selects cases or individuals in the sample because they believe that they warrant inclusion. (Cited in Taherdoost, 2016).

3.1.6 Data Analysis Procedures

Once the required data have been collected, the final phase is the analysis of the data collected, in which it is necessary to organize data into a manageable, easily understandable, and analyzable format. A qualitative perspective was needed to comprehend the complexities of the phenomenon under investigation. The analysis of qualitative data usually goes through some or all of the following stages: familiarisation, transcription, organization of data, coding, identification of themes, development of provisional categories, exploration of relationships between categories, and report writing.

In the present study, the researcher opted for the interpretive approach and thematic analysis to understand and analyze the obtained data from the questionnaire, and the data gathered from the focus group interviews to seek in-depth knowledge that is more descriptive to make replicable and valid inferences.

3.2 Results of the Study

This section is concerned with the analysis of data obtained from the teachers' questionnaire and the students' focus group interviews.

3.2.1 Analysis and Interpretation of the Teachers' Questionnaire

This questionnaire aims to investigate teachers' perceptions, attitudes, and opinions about the students' pronunciation of the English language and the effects of their native dialects on their pronunciation. It is addressed to EFL teachers at the University of Biskra. Each question will be analyzed and discussed separately. Thirteen (13) questionnaire items were analyzed since two (02) questionnaires were not received.

❖ Section One: General Information

This section is aimed at collecting information about the teachers' gender, degree, and duration of being a university teacher. In addition to their native language. It includes four (4) questions.

Item 1. Would you specify your gender?

Table3.2 The Teachers' Gender Distribution

Gender	Frequency	Percentage
Male	05	38.5%
Female	08	61.5%
Total	13	100%

This question was designed particularly to determine the gender distribution in the study under investigation. Table3.3 indicates that out of 13 participants, 08 (61.5%) were females and five (38.5 %) were males. This means that the number of female teachers participating has exceeded the number of males, that is, female representation rates are more than males.

Item 2. Would you specify your degree?

Table3.3 The Teachers' Qualification Distribution

Degree	Frequency	Percentage
Master	01	7.7%
Magister	04	30.8%
Doctorate (Ph.D.)	08	61.5%
Total	13	100%

Since we specifically asked the teachers in charge of teaching English as a foreign language, we believed that addressing such questions concerning their degree and qualifications would assist us in determining if regional dialects influence their students' pronunciation. According to the table above (table3.4), the majority of teachers (61.5%) have a Ph.D. (doctorate degree), while (38.8%) have a Magister, and only (7.7%) have a Master's degree. Therefore, we believe that asking about teachers' degrees will enable us to assume their teaching competencies and their ability to notice if there are differences in the accents and any effects on their student's pronunciation due to their native dialects.

Item3. How long have you been a university teacher?

Table3.4 The Teachers' Experience Distribution

Duration	Frequency	Percentage
Less than 5 years	05	38.5%
Between 5 and 10 years	01	7.7%
More than 10 years	07	53.8%
Total	13	100%

This question sought to identify years of teaching the English language, we can notice from the (table3.5) that teachers' responses to their careers as English teachers vary. The majority of the teachers 7 (53.8%) have been teaching English for more than 10 years, which means that those teachers have a long experience. Whereas, 5 (38.5%) have been English university teachers for less than 5 years, which means that those teachers have an average experience. In addition to only one teacher (7.7%) has been an English university teacher for 5 to 10 years, which means that the teacher has above average experience. This diversity of teachers' experiences in teaching English has a beneficial impact on the researcher's study since

it indicates that the following responses will be obtained from teachers with a variety of experiences in teaching English.

Item 4. What is your native language?

Table3.5 The Teachers' Native Language Distribution

Language	Frequency	Percentage
Algerian Arabic	10	76.9%
Berber	03	23.1%
Total	13	100%

Considering the Algerian community's linguistic diversity, the majority of the Algerian population speaks Algerian Arabic as their mother tongue. According to the table3.6, ten (10) teachers choose Algerian Arabic as their native language, while three (3) teachers choose Berber as their native language. Therefore, the majority of teachers' mother tongue (76.9%) is Algerian Arabic, while (23.1%) of teachers' mother tongue is the Berber language.

❖ **Section Two: Teachers' Perceptions of the Students' Pronunciation and Dialects**

This section includes fifteen (15) questions; it is designed to get an insight into the general perceptions and attitudes of teachers towards the students' pronunciation and the effects of their dialects on their pronunciation. Moreover, the section aims at collecting data about teachers' opinions on the reasons behind diverse dialects among EFL students, and the causes of pronunciation deviance in Algeria.

Item 5. To what extent do you think pronunciation is important?

Table3.6 Demonstration of the Importance of Pronunciation

Option	Frequency	Percentage
Very Much	12	92.3%
Somehow	01	7.7%
Not much	00	—
Total	13	100%

This question shows the importance of pronunciation, as the majority of teachers 12 (92.3%) declared that pronunciation is very important, while only one teacher (7.7%) said that pronunciation is somehow important. No one, however, has said that it is unimportant. Thus, pronunciation is crucial, and speakers must be intelligible while speaking in order to convey the correct meaning and avoid misunderstandings.

Item 6. Do you think that pronunciation can distinguish and reveal speakers, whether their identity or where they belong and their mother tongue?

Table3.7 Demonstration of the pronunciation ability to detect speakers

Option	Frequency	Percentage
Yes	10	76.9%
No	00	—
Maybe	03	23.1%
Total	13	100%

From the table3.8 we can notice that the majority of teachers 10 (76.9%) believe that pronunciation can distinguish and reveal speakers, their identity, where they belong, and their

mother tongue. While 3 teachers (23.1%) believe that pronunciation may be able to reveal speakers. No one, however, thinks that pronunciation cannot distinguish and reveal speakers. Thus, pronunciation is the language feature that most easily distinguishes and identifies speakers.

Item 7. Have you ever noticed that the dialects of your colleagues have an impact on their English pronunciation?

Table3.8 Demonstration of the dialect impact on English pronunciation

Option	Frequency	Percentage
Yes	12	92.3%
No	01	7.7%
Total	13	100%

As it is clearly observed from the table3.9 the majority of 12 (92.3%) of the teachers have noticed that the dialects of their colleagues have an impact on their English pronunciation. However, it seems that one teacher (7.7%) did not notice that the colleague's dialects have an impact on their English pronunciation. Thus, the responses confirm that the teachers can notice the influence of native dialects on the pronunciation, and it also confirms to some extent that the native dialect of the speaker has noticeable effects on their pronunciation.

Item8. Have you ever noticed different students' Arabic accents in your classroom?

Table3.9 Demonstration of different student's Arabic accents

Option	Frequency	Percentage
Yes	12	92.3%
No	00	—
Maybe	01	7.7%
Total	13	100%

This question is intended to determine the possibility of teachers noticing different accents among their students in the classroom. As it is observed in the table3.10 the majority of teachers 12 (92.3%) have actually noticed different students' Arabic accents in their classroom. Whilst, one teacher (7.7%) said that maybe there are different students' Arabic accents in the classroom. No one, however, denied that there is no notice of different students' Arabic accents in the classroom. Thus, the teacher's responses demonstrate that there are diverse dialects among EFL students at Biskra University.

Item 9. If yes, do their accents reveal their origins and the regions they come from?

Table3.10 Demonstration of accents' ability to reveal origins and regions

Option	Frequency	Percentage
Yes	09	69.2%
No	04	30.8%
Total	13	100%

A quick glimpse at the table3.11 above reveals that the majority of teachers 9 (69.2%) believe that the different students' accents noticed in the classroom reveal the origins and the

regions that students come from. However, 4 teachers (30.8%) do not think that the students' accents can reveal their origins and the regions they come from. Thus, this is what is confirmed by the responses of the previous item6 (table3.8) about the fact that pronunciation can distinguish and reveal speakers, whether their identity or where they belong and their mother tongue, that is, the different pronunciations of the students by their dialects can reveal their origins and the regions they come from.

Item10. Please share some examples of the origins or the regions you have noticed through listening to your students.

The question above was asked with the aim of finding out the origins and the regions existing among EFL students that were noticed by the teachers. The answers were as follows:

- Students whose native language is 'Shawiya' a variety of Berber language.
- Pronunciation of some phonemes may reveal that the student is from Biskra region.
- I cannot relate students' accents to their origins. The only thing I can notice is the mother tongue interference.
- Berber (chawia) students from Batna and Khenchela region. Also, students belonging to our region Biskra.
- Generally, those who speak Chawi have an accent in English that is near to their native language.
- Students from Batna have a different accent in English
- Chawi and Sahraoui people as Ouargla, Touggourt, and El Oued.
- People from Batna, skikda, and Constantine.
- It is not clear between the Algerian dialects, but between Arabic dialects, yes it is such as the Egyptian, Saudi, or even Iraqi accents.
- While it's very easy to notice the Algerian Arabic accent of students, I think it's very challenging to specifically guess where they come from exactly (I am talking about

Darija here). Regardless, and in rare cases, you might be able to guess their mother tongue (i.e., Chawi, Kabyle, and Darija).

- No answer
- It depends on the students' origins besides the intonation. Some sounds can reveal Biskri students and Chaoui students.
- Berbers

Item11. Do you think that EFL students' native dialect affects their English Language pronunciation?

Table3.11 The Effect of students' Dialects on English Language Pronunciation

Option	Frequency	Percentage
Yes	07	53.8%
No	01	7.7%
Maybe	05	38.5%
Total	13	100%

As it can be clearly noticed in the table above, the majority of teachers 7 (53.8%) claimed that the EFL students' native dialect affects their English Language pronunciation. Whilst, 5 (38.5%) of teachers think that the EFL students' native dialect affects their English Language pronunciation. However, only one (7.7%) teacher does not think that the EFL students' native dialect affects their English Language pronunciation. This decision may be influenced by their teaching experience regarding when students speak in English in the classroom.

Item12. If yes or maybe, how can EFL students' native dialects affect their pronunciation of the English language? Please, share some of the main effects that you have noticed.

This question was addressed to teachers whose responses were yes or maybe to the previous question. The question was asked with the aim of finding out how could EFL students' native dialects affect their pronunciation of the English language and for teachers to share some of the main effects they have noticed. Twelve teachers who said yes or maybe answered. The answers were as follows:

- The interference of L2 on the learned language, English in the case of this study. Intonation.
- Their L1 articulatory system may interfere with their L2 one. Stress placement, the addition of schwa, assimilation of sounds.
- They sound as if they talk in Arabic but with English vocabulary. It often destructs the listener's comprehension. /P/ sound is pronounced /b/, /th/ pronounced /d/.
The intonation in asking questions is Arabic-like or Berber-like.
- In the pronunciation of /b/ also the diphthongs and in the intonation patterns.
- They pronounce some English letters as their native language.
- It is clear the way they are accustomed to pronouncing their dialect sounds and syllables will affect the way they pronounce English.
- "The" is pronounced "thou" by students from Batna.
- When it comes to accentedness, dialects mostly affect the extent to which students sound like native speakers. On the other hand, dialects do not affect intelligibility or comprehensibility as much. Dialects mainly affect accentedness rather than intelligibility or comprehensibility.
- Perhaps, the linguistic (phonemic) system of their native language interferes with the new system (second language) and creates a foreign accent. I can just mention language interference' with all its aspects.

- It affects the pronunciation of some sounds and also the accent and the intonation. The /t/ sound is pronounced /tʃ/ by Biskri students while it is produced /ط/ by Chaoui students. The difficulty to distinguish between /p/ and /b/.
- Through their spelling and intonation.
- It affects the intonation, in that they speak English with their typical original dialect intonation, rather than the regular English intonation we hear when listening to natives.

Item13. Do you consider Algeria as a

Table3.12 Teachers' Views on the Linguistic Status of Algeria

Option	Frequency	Percentage
Monolingual	00	—
Bilingual	00	—
Multilingual	13	100%
Total	13	100%

This question was asked to examine teachers' views concerning Algerian linguistic diversity. Interestingly, the table3.13 shows that all teachers 13 (100%) believe that Algeria is a multilingual country. This is likely due to the fact that they consider Berber and Algerian Arabic to be on par with French and standard Arabic.

Item14. What are the reasons behind diverse dialects among EFL students, and the causes of pronunciation deviance in Algeria?

Table3.13 The Causes of Pronunciation Deviance in Algeria

Option	Frequency	Percentage
Arabization	01	7.7%
Colonization	01	7.7%
Other historical causes	05	38.5%
Cultural causes	04	30.8%
All of them	02	15.3%
Total	13	100%

This question was posed to discover the potential reasons for different dialects among EFL students and the causes of pronunciation deviance in Algeria. Table3.13 shows that the majority of teachers 5 (38.5%) believe that there are historical causes behind the pronunciation deviance in Algeria. Whilst, other teachers 4 (30.8) believe that cultural causes are the reason behind pronunciation deviance in Algeria. Whereas, one teacher (7.7%) believes that colonization is the reason and one teacher (7.7%) believes that Arabization is the reason behind pronunciation deviance in Algeria. However, 2 teachers (15.3%) believe that all the mentioned reasons contributed to the deviation of pronunciation in Algeria. Thus, the pronunciation deviance in Algeria is largely due to historical and cultural reasons, in addition to Arabization and colonization reasons to some extent.

Item15. The influence of the mother tongue on second language acquisition can have a long-term impact on the generation.

Table3.14 The Mother Tongue's Impact on Second Language Acquisition

Option	Frequency	Percentage
Strongly Disagree	01	7.7%
Disagree	03	23.1%
Neutral	01	7.7%
Agree	08	61.5%
Strongly Agree	00	—
Total	13	100%

This question was asked to examine teachers' opinions about the influence of the mother tongue on second language acquisition. As it is clearly shown in the table above, the majority of teachers 8 (61.5%) agree that the influence of the mother tongue on second language acquisition can have a long-term impact on the generation. While 3 (23.1%) teachers disagree and one (7.7%) teacher strongly disagrees. Moreover, one teacher (7.7) was neutral about the influence of the mother tongue on second language acquisition.

Item16. It is an error when students speak the language with a foreign accent influenced by a regional accent. Justify.

Table3.15 The Impact of being Affected by Other Dialects.

Option	Frequency	Percentage
Strongly Disagree	04	30.8%
Disagree	08	61.5%
Neutral	01	7.7%
Agree	00	—
Strongly Agree	00	—
Total	13	100%

The table above shows that the majority of teachers 8 (61.5%) disagree and 4 teachers (30.8%) strongly disagree that it is an error when students speak the language with a foreign accent influenced by a regional accent. Whereas only one teacher (7.7%) was neutral and no one was neither agreeing nor strongly agreeing. Thus, the teachers believe that it is not an error when students speak the language with a foreign accent influenced by a regional accent.

Teachers' justifications

Ten teachers justified their answers, while three teachers did not justify them.

- It is natural. One should not blame anyone for the influence of his/her accent on L2 learning.
- Accents are part of the language.
- It is not an error as long as the meaning is conveyed (effective communication).
- The most important is to be able to communicate efficiently, except it is in an academic situation.
- Because it is not done on purpose.

- New SLA approaches focus on functionality rather than the traditional prescriptivist view of language learning. It is completely acceptable to speak a foreign language with an accent while being intelligible.
- I am neutral because I believe that language mastery is more than pronunciation and having a good accent, but of course, having a native-like pronunciation is an advantage everybody seeks to have.
- The main aim of using a foreign language is to be comprehensible, not musical.
- You cannot manage the accent, it is natural.
- No, it is not an error, unless the communication is hindered. You can speak the language correctly and still have your own accent. Of course, some accents are stronger than others are. However, the ultimate aim of learning and speaking another language is not to copy some native accent (American, British, etc.), but to communicate ideas as clearly as possible to other people. So as long as someone's communication is clear, understood and without equivoques (because of erroneous pronunciation), his/her original dialect transpiring through his/her pronunciation is no issue at all.

Item17. Do you think that there is an interference between Algerian dialects when speaking the English language?

Table3.16 The Interference between Algerian Dialects when Speaking English

Option	Frequency	Percentage
Yes	04	30.8%
No	01	7.7%
Maybe	08	61.5%
No Answer	00	—
Total	13	100%

The table above shows that 8 teachers (61.5%) think that maybe there is an interference between Algerian dialects when speaking the English language. While 4 teachers (30.8%) said that yes there is an interference. However, only one teacher (7.7%) claimed that there is no interference between Algerian dialects when speaking the English language. Thus, the majority believe that there is an interference between Arabic-English and Berber-English as these are Algeria's official languages. In addition to the French language that Algerians considered it an important part of their cultural identity. Since it has been present in Algerian society for a long time and Algerians have had contact with it and had used it on a daily basis, French is a part of the Algerian linguistic sphere.

Teachers' explanation (If yes, how?)

- This appears in the intonation and stress aspects.
- Not all the time
- There is a small interference, but it is marginal. It generally does not affect intelligibility.
- Yes, I think that is possible. This is not very clear in our context. I personally cannot differentiate, but I believe there must be accent variation based on dialect differences.
- Only sometimes.
- In many cases, students think in their original dialect before speaking, resulting in interference.
- The L1 articulatory system may interfere with the L2 one.
- As I already explained the linguistic (phonemic) system of the native language interferes with the new system (second language).

Item18. In your opinion, what are features that distinguish the Algerian students' pronunciation of English?

This question was posed in order to determine the characteristics that distinguish the learner from others, in order to demonstrate the influence of Algerian dialects. Ten teachers gave their opinions, and three teachers did not answer. The answers were as follows:

- It depends on the region and how much the student's English is affected by his mother tongue.
- The intonation in negative, interrogative, and exclamatory forms. Sound shifts (p and b).
- Their intonation and the pronunciation of some sounds and words like the French pronunciation.
- They are purely and absolutely individual some pronounce perfectly because they trained themselves and others do not.
- Having taught both Algerian and international EFL students, I think Algerian students are flexible in learning new pronunciation features compared to other communities.
- The use of intonation.
- The pronunciation of some sounds being influenced by their mother tongue.
- Vowels
- Good pronunciation we just need to be more motivated to speak.
- Because of the diverse variety of dialects spoken in Algeria, there are no distinct accents that represent an Algerian learner's pronunciation of English.

Item19. In your opinion, what are the major standards that matter to speak an intelligible English accent?

This question was posed in order to determine the basic standards for a student to speak a native language. There were 11 responses and two did not answer. The answers were as follows:

- Exposure to an authentic environment and native speakers.
- Good articulation of sounds, and accurate intonation.
- Correct pronunciation (regardless of the accent)
- To speak intelligibly, the student should be exposed to the English language in real situations and by listening to native speakers.
- Being taught by fluent teachers.
- Extensive listening to natives and using English in everyday conversations.
- What matters in pronunciation learning is phonological intelligibility and pronunciation comprehensibility?
- The mastery of all English sounds.
- Received Pronunciation.
- Mastering the rules.
- Clear articulation (no swallowing syllables like natives tend to do).

❖ **Section Three: Further suggestions and Recommendations.**

This section aims at collecting data about teachers' suggestions and recommendations to discover solutions to the influence of EFL students' native dialects on mispronunciation and to improve students' pronunciation and fluency. This section includes two questions.

Item20. Do you think that teaching Phonetics as a module at early stages like middle/high schools may be a solution to the influence of EFL students' native dialects on mispronunciation in the target language?

Table3.17 Teachers' Views on the Advantages of Teaching Phonetics at early stages

Option	Frequency	Percentage
Strongly Disagree	01	7.7%
Disagree	01	7.7%
Neutral	02	15.4%
Agree	05	38.5%
Strongly Agree	04	30.8%
Total	13	100%

This question was posed to find out if learning phonetics from early stages would be a solution to the influence of EFL students' native dialects on mispronunciation and to improve the poor pronunciation of the English language. As the table above shows, the majority of teachers 5 (38.5%) agree and 4 (30.8%) strongly agree that teaching phonetics as a module at early stages would be a solution, while two teachers (15.5%) were neutral and only two teachers disagreed and strongly disagreed. That is, most teachers believe that teaching phonetics as a module at early stages may be a solution to the influence of EFL students' native dialects on mispronunciation, and could improve students' pronunciation and fluency in the target language.

Item21. The issue with pronunciation persists even if some solutions were introduced. Would you please suggest any solutions for students' poor pronunciation?

This question was asked in order for the teachers to suggest and propose solutions for students' poor pronunciation. Eleven teachers answered the question, while two teachers did not answer. The proposed solutions are as follows:

- Rehearsing a lot and exposure to the native language.
- Listening to native speakers using standard accents (RP, Standard American English Pronunciation, etc.) (Movies are to be avoided in that regard, prefer journalists presenting news, speakers, lecturers, academics, etc.).
- If it is personal, we cannot remedy it.
- It is a matter of individual hard work to develop one's pronunciation. I think students should do much effort to improve their English, especially since now the internet facilitates the task for learners and provide a rich source of information.
- Extensive listening to authentic English with its varieties and frequent recording of oneself and comparing the recordings to the English correct models.
- As an English teacher, I do not think pronunciation should be isolated from other aspects of speaking (e.g., fluency, communicative competency). I would suggest that teachers address pronunciation through communicative speaking activities (rather than listening and repeating drills or phonetic transcription). I generally think practice is the answer to most language problems. When it comes to feedback, I also suggest that teachers avoid commenting on accent-related issues (especially with adult learners because they are past their critical period). Instead, it is important that teachers address pronunciation errors that affect intelligibility with implicit feedback. This is to avoid embarrassing students and inhibiting their willingness to speak again.
- Again exposure to natural contexts.
- It is mainly through exposure to authentic language, practicing listening and speaking, and having the will to improve their pronunciation.
- The student should be exposed to the English language in real situations. Listening to native speakers using videos, audiobooks or other means is essential. Organizing trips

to English-speaking countries where they can be immersed in the linguistic bath.
Motivating the students to have English friends.

- Practice makes perfect.
- As I said before, training and listening to natives regularly at home by following channels like BBC.

3.2.2 Analysis and Interpretation of the Focus Group Interviews

3.2.2.1 Analysis of The Student's Questionnaire

This questionnaire aims to investigate students' perceptions about their pronunciation of the English language and the effects of their native dialects on their pronunciation. It is addressed to EFL students at the University of Biskra. Each question will be analyzed and discussed separately. Twenty-four (24) questionnaire items were analyzed.

❖ Section One: General Information

This section is aimed at collecting information about the students' gender, level, native language, and dialect. It includes four (4) questions.

Item 1. Would you specify your gender?

Table3.18 The students' Gender Distribution

Gender	Frequency	Percentage
Male	06	25%
Female	18	75%
Total	24	100%

This question was posed particularly to determine the gender distribution. Table3.19 indicates that out of 24 participants, 18 (75%) were females and 6 (25 %) were males. This signifies that the number of female students participating has surpassed the number of male students, indicating that female participants have higher representation rates than males.

Item2. Would you specify your level?

Table3.19 The students’ level Distribution

Level	Frequency	Percentage
First-Year	01	4.2%
Second-Year	02	8.3%
Third-Year	03	12.5%
Master One	04	16.7%
Master Two	14	58.3%
Total	24	100%

This question was posed to determine the level of students. Table3.20 indicates that the majority of students 14 (58.3%) are master two students, while 4 (16.7%) are master one students, 3 (12.5%) are third-year students, 2 (8.3%) are second-year students, and one (4.2%) is a first-year student. Therefore, having students from all levels may have a positive impact on the study because there will be diversity of perspectives, perceptions, opinions, and knowledge.

Item3. What is your native language?

Table3.20 The students' Native Language Distribution

Language	Frequency	Percentage
Berber (Tamazight)	06	25%
Arabic	19	75%
Total	24	100%

This question was posed to determine the native language of students. Table3.21 indicates that the majority of students 19 choose Arabic as their native language, while 6 students choose Berber as their native language. Therefore, the majority of students' mother tongue (75%) is Arabic, while (25%) of students' mother tongue is the Berber language.

Item4. What is your native dialect?

Table3.21 The students' Native Dialect Distribution

Dialect	Frequency	Percentage
Tashawit (Chaoui)	06	25%
Taqvailith (Kabyle)	00	—
Algerian Arabic (Eastern)	06	25%
Algerian Arabic (Western)	00	—
Algerian Arabic (Central)	06	25%
Algerian Arabic (Southern)	06	25%
Total	24	100%

This question was asked to determine the native dialect of students. The table above shows that the existing dialects among EFL students at Biskra University are Tashawit (Chaoui)

dialect, Algerian Arabic (Eastern), Algerian Arabic (Central), and Algerian Arabic (Southern) dialect. The frequency of students and their percentage is equal because the sample was selected purposefully; on that basis, the focus groups were formed. Thus, there is a diversity of dialects among EFL students at Biskra University.

Please, mention the region (Wilaya).

This question was posed to determine the regions that students originated from.

- Tashawit (Chaoui) dialect, students from: Biskra, Batna (Ghasira), Batna (Aures), Khenchela.
- Algerian Arabic (Eastern), students from: Setif, Taref, Biskra, Msila, Annaba.
- Algerian Arabic (Central), students from: Medea, Djelfa, Blida.
- Algerian Arabic (Southern), students from: Touggourt, Ouargla, El Oued

❖ **Section Two: Students' Perceptions of the Impact of Their Native Dialect on Their Pronunciation of English Language**

This section includes eight (8) questions; it is designed to get an insight into the general perceptions and attitudes of students towards English pronunciation and the effects of their dialects on their pronunciation. Moreover, the section aims at collecting data about the difficulties and challenges that students face in English pronunciation due to the impact of their native dialect.

Item5. To what extent do you think pronunciation is important?

Table3.22 Demonstration of The Importance of Pronunciation

Option	Frequency	Percentage
Very Much	19	79.2%
Somehow	05	20.8%
Not Much	00	—
Total	24	100%

This question posed to determine the importance of pronunciation in the students' view, as the majority of students 19 (79.2%) declared that pronunciation is very important, while 5 students (20.8%) said that pronunciation is somehow important. No one, however, has said that it is unimportant. This shows that students are aware of the importance of pronunciation and that they must have understandable pronunciation in order to communicate the correct meaning to the listener, that is, avoid any misunderstandings.

Item 6. How do you evaluate your pronunciation of English language?

Table3.23 Demonstration of The Student's Level of Pronunciation

Option	Frequency	Percentage
Beginner	00	—
Pre-intermediate	00	—
Intermediate	13	54.2%
Upper-intermediate	08	33.3%
Advanced	03	12.5%
Total	24	100%

This question was asked to determine the student's level of pronunciation. The table3.24 shows that the majority of students 13 (54.2%) believe that their level of English pronunciation is intermediate; while 8 (33.3%) students have an upper-intermediate level, and 3 students (12.5%) believe that their level of English pronunciation is advanced. No one, however, is a beginner or pre-intermediate. This indicates that the differences in students' pronunciation levels is due to the fact that they are from different levels (first-year, second-year, third-year, master one, master two).

Item 7. Have you ever noticed that the dialects of your classmates have an impact on their English pronunciation?

Table3.24 Demonstration of The Students' Dialect Impact on English Pronunciation

Option	Frequency	Percentage
Yes	15	62.5%
No	04	16.7%
Maybe	05	20.8%
Total	24	100%

As it is clearly observed from the table3.25 the majority 15 (62.5%) of the students have noticed that the dialects of their classmates have an impact on their English pronunciation, while 5 (20.8%) of the students said that maybe they have noticed. However, it seems that 4 (16.7%) of the students did not notice that their classmates' dialects have an impact on their English pronunciation. This indicates that students have the ability to notice the effects and they are well aware that the native dialect may have an effect on the pronunciation, which explains why they noticed the influence of their classmates' native dialects on their English pronunciation.

Item 8. If yes/ maybe, can you share some of the main effects that you have noticed?

This question was addressed to students whose responses were yes or maybe to the previous question. The question was asked with the aim of finding out what are the main effects of native dialects that students noticed among their classmates. Eighteen students gave their responses. The answers were as follows:

- Their English pronunciation is affected by their first language.
- By using their dialect sounds that are similar to other sounds in the English language.
- I noticed that people whose native language is Chaoui amplify the /T/ letter and put stress on it.
- The dialect of some Sahraoui people, instead of pronouncing /t/ they say /tch/, and /k/ they say /aaak/.
- I heard some Southern students pronounce the word "apologize = pologaize", and "hello = hallo".
- Especially for the Chaoui people, their native accent appears in their English pronunciation, you would feel like they are talking in Chaoui but English words.
- It generally manifests through breaking some rising and falling intonation rules.
- Heavy pronunciation due to mother dialect heavy letters.
- Mispronouncing some words.
- The letter /th/ is pronounced /z/.
- Not much, sometimes people from a Tamazight background may produce few sounds as /t/, /r/, /l/ in a Tamazight way that I cannot describe but it is noticeable.
- I noticed Kabyle people tend to have a French accent in their English pronouncing.
- The pronunciation of some letters and the literal translation.
- People from Constantine tend to pronounce /t/ in their own way, and Kabyle people tend to add a melody to the pronunciation.
- Some of them mix between / b/ and /p/.

- They pronounce some letters and words differently, according to their dialects.
- I have noticed that Chaoui students pronounce /t/ as /ط/ in Arabic.
- Mixing between mother tongue and English language, producing some sounds with wrong articulation.

Item 9. Do you think that your native dialect has an impact on your pronunciation?

Table3.25 Demonstration of The Students' Dialect Impact on English Pronunciation

Option	Frequency	Percentage
Yes	11	45.8%
No	09	37.5%
Maybe	04	16.7%
Total	24	100%

As it can be clearly noticed in the table above, the majority of students 11 (45.8%) claimed that their native dialect affects their English Language pronunciation. Whilst, 4 (16.7%) of students think that their native dialect maybe affects their English Language pronunciation. However, 9 (37.5%) of students do not think that their native dialect affects their English Language pronunciation. This is probably due to the different levels of pronunciation among students. Most students are fully aware of the impact of their dialects.

Item 10. Do you find it difficult or challenging to pronounce some sounds, letters, and phonemes due to the impact of your native dialect on your pronunciation?

Table3.26 Demonstration of The Challenges and Difficulties in Pronunciation

Option	Frequency	Percentage
Yes	07	29.2%
No	12	50%
Maybe	05	20.8%
Total	24	100%

This question was posed to determine whether students find challenges and difficulties while pronouncing some sounds, letters, and phonemes. The table above shows that 7 (29.2%) of the students said yes, while 5 (20.8%) said that maybe they face this challenge and difficulty in pronouncing some sounds, letters, and phonemes due to their native dialect impact. However, 12 (50%) of the students claimed that they do not find challenges and difficulties in pronunciation. Thus, 50 % of students, including those who answered yes / maybe to the question have difficulty and challenges in pronunciation and they are aware that this is due to the influence of their mother tongue.

Item 11. What are these sounds, letters that you find it difficult or challenging to pronounce, and how do you find yourself pronouncing them or what sounds do you replace them with instead?

The question was asked with the aim of finding out what the sounds, and letters that students find difficult or challenging to pronounce, and how do they find themselves pronouncing them or what sounds they replace them with instead. Twelve students whose responses to the previous question were yes / maybe answered. The answers were as follows:

- I find that my first language (tachaouith) helped me to pronounce many sounds that already existed in the tachaouith dialect. But it affects some sounds.

- There are some areas in Chaoui lands instead of pronouncing the sound /g/ they say /y/ for ex "guitar = yuitar", and instead of the low vowel /ei/ they say long /a/.
- /r/ sound. And I heard some people here they find problems in /u/sound and /o/ sound.
- Words that connect with medicine.
- The final "er" (such as former, corner, etc.) sometimes I pronounce it as /ə/.
- No problem with any letter. However, a friend of mine finds it highly challenging to pronounce the light /t/ sound.
- The letter /x/ when it is at the beginning of the word sometimes I get confused about how it should be pronounced.
- Letter /d/ and /t/.
- /J/ and /z/ sounds. Like "please".
- Mispronouncing the /v/ sound, I replace it with the /f/ sound.
- Adding questioning sound when I ask questions.
- I find difficulty in producing some sounds that do not exist in my native dialect, it takes me time to produce them.

Item 12. Do you think that there is an interference between your dialect and English language, when speaking the English language?

Table3.27 The Interference between Students Dialects and English language

Option	Frequency	Percentage
Yes	11	45.8%
No	08	33.8%
Maybe	05	20.8%
Total	24	100%

The table above shows that 11 students (45.8%) think that there is an interference between their native dialects when speaking the English language. While 5 students (20.8%) think that maybe there is an interference. However, 8 students (33.8%) claimed that there is no interference between their native dialects when speaking the English language. Thus, the majority of students believe that there is an interference between their native dialects and the English language when speaking the English language.

Students Explanation (If yes/ maybe, How?)

Fifteen students from students whose answers were yes / maybe to the previous question explained how.

- Maybe in the speed of the speech, since my dialect is somehow spoken fastly (fast), this impacts the way I talk.
- Sometimes it is helpful, I find words that are difficult to pronounce for other dialects but not for me as my native language have similar pronunciation.
- I searched for the matter and I found the Chaoui dialect and the Tamazight language overlap with the German language. I found that the reason is historical is due to the Germanic occupation of North Africa, as they are coarse languages in pronunciation and almost identical to words and letters exist and same meaning in several words.
- When I pronounce some latter containing the /r/ sound, I cannot keep the English sound. Because they have that soft sound. Therefore, it interferes with the /r/ sound in my dialect. We talk like Russian.
- The sounds, even if it is correct it takes me effort to look like a native speaker.
- It is up to each student to improve his/her pronunciation skills.
- Mixing the two languages.
- Difficulties in pronouncing some letters.

- When I talk in English, they told me that I am not from Biskra because of my dialect when I pronounce some words like, please.
- When speaking English, I always tend to make the last sound in an utterance with a longer note. Intonation.
- The difficulties of thinking and producing words in the native language.
- Of course there is an interference whether we notice it or not, but I guess with practicing and time we will be able to control this interference.
- When I speak English and I cannot find in my dictionary how to say a certain word in English, I resort to my mother tongue because I think it expresses what I wanted to express more than any other language. My mother tongue interferes all the time automatically.
- Thinking in my mother tongue then speaking in English.
- The sound system of the mother tongue interferes with the English language sound system.

❖ **Section Three: Further suggestions and Recommendations**

This section aims at collecting data about students' suggestions and recommendations about the ways and methods that they have used to help them improve their English language pronunciation and fluency and solutions to the influence of their native dialects on mispronunciation. This section includes two questions.

Item 13. Do you think that teaching Phonetics as a module at early stages like middle/high school could have had an impact on your pronunciation now?

- In particular, would it have solved the effect of your native dialect on mispronunciation in the target language?

Table 3.28 Students' Views on the Advantages of Teaching Phonetics at early stages

Option	Frequency	Percentage
Strongly Disagree	00	—
Disagree	00	—
Neutral	06	25%
Agree	07	29.2%
Strongly Agree	11	45.8%
Total	24	100%

This question was posed to find out if learning phonetics from early stages could have had an impact on students' pronunciation; in particular, could it have solved the effect of students' native dialects on mispronunciation. As the table above shows, the majority of students 11 (45.8%) strongly agreed and 7 students (29.2%) agreed that teaching Phonetics as a module at early stages would be a solution and could have had an impact on their pronunciation, while 6 students (25%) were neutral. No one, however, disagreed or strongly disagreed. That is, the students believe that teaching Phonetics as a module at early stages like middle/high school could have had an impact on their pronunciation; it would have solved the effect of their native dialect on mispronunciation, and could improve students' pronunciation and fluency in the target language.

Item 14. Would you please suggest any solutions for poor pronunciation? , or maybe ways and methods you have used to help you improve your English language pronunciation?

Twenty students answered the question, while four students did not answer. The proposed solutions are as follows:

- Watching series and movies (British/American) without subtitles daily and making it a routine, speak it with your friends or native ones better.
- First practice as possible especially the sounds that you have weaknesses in, listen and repeat and use the word in a sentence and read it loud, reading texts loud will help too, and learning phrasal verbs and idioms will help in fluency. And I would like to shed a light on a point that many EFL students pronounce well, however, they miss the accent they do not have, and it may sound like they are not fluent.
- Listening to native speakers on a daily basis, reading aloud, and changing the cell phone language to the target language these tips helped me.
- The best solution is to make the student get used to learning the alphabet and English pronunciation from the preparatory stage because English is an alien to society compared to French.
- I personally improved my own pronunciation by myself through auditory learning: communicating and voice chatting with foreigners from different countries as well as learning from educational channels or accounts on social media including Instagram and YouTube. Educational applications are highly recommended as well such as cake app, which provides us with clips taken from shows.
- I think we can improve this by adding materials that affect people's hearing here. I think the reason for this problem is the lack of hearing or the English accent.
- Start teaching English language from primary schools.
- Increase the number of sessions in middle school programme of teaching English as a second language.
- Listening to native English speakers' conversations /audiobooks in English.
- Practice makes perfect. I believe American English best suits the Chaouian students.
- Learners should listen to native speakers and try to imitate the way they talk.

- The practice of listening should take place many times during the week.
- Learning from native speakers in YouTube.
- Reading books. Watching English movies listening to English songs.
- Simply listening to natives, however, I believe that we do not need to be a native-like in pronunciation it is enough to produce meaningful sentences that people can understand
- Reading out loud and getting exposed to native speakers and imitate them.
- Listening to native speakers/ recording my self-speaking.
- Listening is the most important and beneficial skill to be practiced in terms of enhancing pronunciation, the more we listen to authentic materials in English, the more our pronunciation enhances, and it is better if we make conversations with native speakers, to get the appropriate and real language.
- Practice makes perfect!
- Listening is the most beneficial skill to improve pronunciation, and reading aloud, getting exposed to native speakers and imitating them.

3.2.2.2 Analysis of The Student's Audio Recordings

After gathering the audio recording files which served as the raw data for analysis. The researcher analysed the recordings a thematic analysis after carefully listening to each recording from each focus group individually. The researcher transcribed the paragraph phonetically and divided it into sentences to be easier to analyse. In what follows, are samples of some students from various Algerian dialectal regions. The letters before the examples denote what follows:

- **a.** The performance of the students in the phonetic alphabet.
- **b.** The segments that students made errors in them (correction).
- **c.** The performance of the students in the Latin alphabet.

❖ **Eastern Dialectal Regions**

a. 'kivɪn wɒz ɪ:gzaɪtɪd bɪ'kɛz tə'deɪ wɒz lɪbrəri 'deɪ. Də klɑ:s wʊd gʊ tə də skul lɪbrəri...

b. ε ə ɪk's ðə ə əʊ ð u: 'laɪbrəri

a. ... fɒɪ ən 'aʊər 'ɑ:ftə lənʃ

b. ə r ø t ʌ

c. Kevin was excited because today was library day. The class would go to the school library for an hour after lunch.

a. Deɪ, deɪ kəd ʃkɛk aʊt bʊks, rɪd 'kwɑɪətli tə dem'selvəz, ɔ: ju:z də kəm'pjʊ:təz

b. ðeə ð kʊd aʊt i: tə ðə ɪ ø ðə ə

c. There, they could check out books, read quietly to themselves, or use the computers.

a. 'kivɪn kʊd nɒt weɪt tə ju:z də kəm'pjʊ:tə. wɛn hi gɒt tə də kəm'pjʊ:tə deɪsk,

b. ε ə t tə ðə ə ðə

a. dəʊ, də kəm'pjʊ:tə wɒz nɒt ɒn

b. ð ðə ə

c. Kevin couldn't wait to use the computer. When he got to the computer desk, though, the computer wasn't on.

a. 'kivɪn ɑ:skt deɪ laɪ'breəriən, "waɪ də kəm'pjʊ:tə z nɒt 'wɜ:kɪŋ!" ʃɪ təʊld hɪm, "ɪt'həz dʒəst gɒn tə sli:p,

b. ε ðə ðə ə ɪ t tə

a. wɪʃ mi:nz dət ðeɪ ʃʌt dem'selvəz daʊn tə seɪv 'paʊəɪ ən'tɪl 'sʌmwʌn ni:dz dəm ə'gen

b. ðət d ðə ɪ ø tə r ðə

c. Kevin asked the librarian, "Why the computer isn't working!" She told him, "It has just gone to sleep, which means that they shut themselves down to save power until someone needs them again.

The most noticeable and common misuse of vowels among all students in the previous samples is the replacement of the mid-central unrounded vowel /ə/ by so many vowels from English. As a result of this misuse, many syllables that should be weakened are strengthened, causing significant disruption in the rhythmic flow of language. Another frequent misuse is the

shortening of some long vowels, particularly the vowel /i:/. Words having /ʌ/ such as "lunch" are realized with [a]. The voiced interdental fricative /ð/ is stopped and replaced with the voiced dental stop /d/, which is the most obvious misuse of consonants. Moreover, another consonant that was misused by some students of the previous samples is the insertion of the voiced alveolar retroflex /r/, which is realized as the dialectal voiced alveolar trill /r/. Another consonant that is also frequently mispronounced is the voiced alveolar velarized or dark [ɫ], which is frequently realized as a clear one [l]. Finally, some students made errors in using the voiceless denti-alveolar affricated /tʃ/ and the voiceless interdental stop /t/, which are different from the English voiceless alveolar stop /t/.

❖ Tashawit (Chaoui) Dialectal Regions

a. 'kɛvɪn wɒz ɪk'saɪt'ɪd bɪ'kɛz'tə'deɪ wɒz'lʌbrəri deɪ. ðəʊ klɑ:s wəd gəʊ tə ðəʊ sku:l 'lʌbrəri...

b. ə ɪk'saɪtɪd t ə ðə ɑ: ðə

a. ... fɔː ən 'aʊər 'ɑ:ft'ər lɒŋf

b. ə ø t ø ʌ

c. Kevin was excited because today was library day. The class would go to the school library for an hour after lunch.

a. ðeə, ðeɪ kʊd 'fʃɛk aʊt bʊks, rɪ:d 'kwɑ:ə'tli tə ðəm'selvz, ɔ: ju:z ðe kʌm'pjʊtəz

b. ə ʃ t ɪ ðə ə u:tə

c. There, they could check out books, read quietly to themselves, or use the computers.

a. 'kɛvɪn kʊd nɒt weɪt tə ju:z ðə kʌm'pjʊtə. wɛn hi gɒt tə ðə kʌm'pjʊtə dɛsk,

b. ə ə u:tə ə u:tə

a. ðəʊ, ðə kʌm'pjʊtə wəz nɒt ɒn

b. ə u:tə

c. Kevin couldn't wait to use the computer. When he got to the computer desk, though, the computer wasn't on.

a. 'keɪvɪn ɑːskt ðəʊ laɪ 'brɛəriən, "waɪ ðə kɑːm'pjʊtə z nɒt 'wɜːkɪŋ!" ʃɪ 'təʊld hɪm, "ɪt hæz dʒəst gɒn tə slɪp,

b. i: ɑ: ðə ə u:tə t ə

a. wɪtʃ mi:nz ðæt ðeɪ ʃət ðəm 'selvz daʊn tə seɪv 'paʊər ən'tɪl 'sʌmwaʊn nidz ðəm ə'geɪn

b. ʌ ɪ i:

c. Kevin asked the librarian, "Why the computer isn't working!" She told him, "It has just gone to sleep, which means that they shut themselves down to save power until someone needs them again.

The most noticeable and common misuse of consonants among all students in the previous samples is the amplification of the voiceless alveolar stop /t/, and the placement of stress on it. Some students also realize the voiceless alveolar stop /t/ as the sound /ط/ in Arabic. Another frequent misuse is darkening the voiced alveolar lateral /l/, in situations where it should not be darkened. Moreover, words as / ðə / is pronounced /ðou/ and sometimes / ðə/ by some students. Words having /ʌ/ such as " shut " are realized with [a]. Another frequent misuse is the shortening of some long vowels; this is maybe due to the speed of the speech and elision of sounds, since Chaoui dialect somehow is spoken quickly this impacts the way of producing some sounds.

❖ Southern Dialectal Regions

a. 'kɪvɪn wəz ɪgzʌɪtɪ:d bɪ'kɒz tə'deɪ wəz 'lɪbrəri: deɪ. ðə klɑːs wʊld ɡoʊ tə ðə sku:l 'lɪbrəri

b. ɛ ɪk's ɪ ə aɪ i ɑ: ə əʊ ə aɪ

a. fɔː ən 'aʊər 'ɑːftə lʌnʃ

b. ə r ɑ: ʃ

c. Kevin was excited because today was library day. The class would go to the school library for an hour after lunch.

a. ðeə, ðeɪ kʊld tʃɛ:k aʊt bɒks, 'ri:d 'kwaɪətli tə ðəm'selfz, ə: ju:z ðə kəm'bjʊ:təz

b. ə ɛ ʊ r ə ɪvø ə p

c. There, they could check out books, read quietly to themselves, or use the computers.

a. 'kivɪn kʊd nɒt 'weɪt tə ju:z ðə kəm'bjʊ:tə. wɛn hi gɒt tə ðə kəm'bjʊ:tə desk,

b. ɛ ə ɒ w ə ə p ə ə p

a. θʊ, ðə kəm'pjʊ:tə wəz nɒt ɒn

b. ðəʊ ə p

c. Kevin could not wait to use the computer. When he got to the computer desk, though, the computer was not on.

a. 'kivɪn ɑ:skt ðə lɪ'brɛəriən, "waɪ ðə kəm'pjʊ:tə z nɒt 'wɜ:kɪŋ!" ʃi tɔld hɪm, "ɪt hæz zɑst gɒn t tə sli:b,

b. ɛ ə p aɪ ə p ɜ: ɪŋ əʊ l ə dʒə

a. wɪʃ mi:nz ðæt ðeɪ ʃət ðem'selfz dʌn tə seɪv 'paʊə ən'tɪl 'sɒmwʌn ni:dz ðæm ə'geɪn

b. ə ʌ ə l v aʊ ə l ʌ ə

c. Kevin asked the librarian, "Why the computer is not working!" She told him, "It has just gone to sleep, which means that they shut themselves down to save power until someone needs them again.

The most noticeable and common misuse of consonants among all students in the previous samples is the transfer in the use of consonants from the Southern dialectal varieties, an example of such transfer is the replacement of the voiceless palatal affricate /tʃ/ by the voiceless palatal fricative /ʃ/ in words such "lunch" pronounced as /lunʃ/. Another frequent misuse of consonants is the replacement of English voiced alveolar retroflex /r/ by the dialectal voiced post alveolar /ɹ/. Moreover, another consonant that was misused by some students of the previous samples is the replacement of the voiced palatal affricative /dʒ/ by the voiced palatal fricative /ʒ/; this misuse is due to the fact that the students' dialectal sound inventory includes only the letter /ʒ/. Another misuse is the replacement of the voiceless bilabial stop /p/ by the voiced bilabial stop /b/ or the nearest equivalent amplified sound, and the replacement of the voiced labiodental fricative /v/ by the voiceless labiodental fricative /f/ in words such "themselves". Another clearly noticed error by all the students of the sample is the pronunciation of the silent consonants like the /l/ of "could", "would", and the pronunciation of

the spelling "ng" as "iŋg" in words with final "ing" instead of just "iŋ". Furthermore, some students tend to generalize the pronunciation of some English spelling combinations, /th/ as /θ/ in words such as "though" is pronounced as /θough/. Finally, it was clearly noticed that students were mispronouncing sounds as /o/, /u/, and /r/, which slows down the rhythm of speech; this is thought to be due to the amplified and heavy way of pronunciation in their dialectal sound system.

❖ Central Dialectal Regions

a. 'kivɪn wɒz ɪg'zɪtɪd bɪ'kɔz tə'deɪ wəz 'lɪbrəri 'deɪ. ðə klɑ:s wʊd gʊ tə ðə sku:l lɪbrəri

b. ε ə ɪk's ə aɪ d ə əʊ 'laɪbrəri

a. fəɪ ən 'aʊər 'ɑ:ftə lʌntʃ

b. əɪ

c. Kevin was excited because today was library day. The class would go to the school library for an hour after lunch.

a. ðær, ðeɪ kʊd tʃɛ:k aʊt bʊ:ks, ri:d 'kweɪətli tə ðæm'seɪlvz, ɔ: ju:z ðə klɑm'pju:təz

b. ðeə ə ε ʊ aɪ ə ε ə

c. There, they could check out books, read quietly to themselves, or use the computers.

a. 'kivɪn kʊd nɒt weɪt tə ju:z ðe klɑm'pju:tə. wɛn hi gət tə ðə klɑm'pju:tə deɪsk,

b. ε ə ðə ə ɒ ə

a. ðʊ, ðə klɑm'pju:tə wɒz nɒt ɒn

b. ðəʊ ə ə

c. Kevin could not wait to use the computer. When he got to the computer desk, though, the computer was not on.

a. 'kivɪn æskt ðe lɪ'breəriən, "waɪ ðe klɑm'pju:tə z nɒt 'wɜ:kɪŋ!" ʃɪ təʊld hɪm, "ɪt hæz dʒəst gɒn tə sli:p,

b. ε ɑ: ðə aɪ ðə ə ɪ

a. wɪf mi:nz ðæt ðeɪ ʃət ðəm'sɛlvz daʊn tə seɪv 'paʊər æn'tɪl 'səmwɒn ni:dz ðæm ə'geɪn

b. ðæt ʌ eɪ ə ʌ ʌ ə ε

c. Kevin asked the librarian, "Why the computer is not working!" She told him, "It has just gone to sleep, which means that they shut themselves down to save power until someone needs them again."

The most obvious and frequent misuse of vowels among all students in the previous sample is the replacement of the mid-central unrounded vowel /ə/ "schwa" by vowels from English, as replacing it by the open front unrounded vowel /æ/ in words such /ðət/, which was pronounced by most students as /ðæt/. The replacement of this vowel results either in stress displacement or overstress. Consequently, the inability to manage it leads to excessive articulation, which slows down the natural speed of English and takes more time and energy from the student. Furthermore, because the rhythm of English speech is entirely governed by a pattern of stressed and unstressed syllables, failing to master this essential vowel /ə/ causes a significant break in the natural rhythmic flow of English speech. Another frequent misuse of vowels is the replacement of the low back rounded vowel /ɒ/ by the front unrounded vowel /a/, and hence, a word like /gɒt/ is pronounced /gat/. Another noticeable influence is the tendency by most students to shorten long vowels.

3.3 Discussion and Summary of the Findings

This study began as an effort to investigate the influence of mother tongue on second language acquisition. More precisely, it was conducted to investigate the effects of EFL students' native dialect on the pronunciation of the English language. Furthermore, it attempted to refer to the diversity of dialects in Algeria, the primary causes behind this diversity, and the extent of their impact on learners of the English language.

In this respect, in order to develop a credible piece of research, the investigator used two research instruments to gather the essential data, namely a teacher's questionnaire and a student's focus groups interviews. Therefore, our analysis was solely qualitative; two major

research questions were answered depending on the findings that have been drawn from the analysis of the two data collection methods that were used in the study under investigation.

Initially, the findings obtained from the teachers' questionnaire may be drawn as follows; the study relies on a sample of 13 teachers at the department of English at Biskra University. The questions aims to investigate teachers' perceptions, attitudes, and opinions about students' pronunciation. The results showed that the number of female teachers participated has exceeded the number of males, and the majority of teachers have doctorate degree PhD and have been teaching English for than 10 years, which may have a positive impact on the study since the obtained results are from qualified and field experts' (teachers). Besides, the teachers were from a different linguistic background, their mother tongue were Algerian Arabic, and Berber, which indicates the Algerian community's linguistic diversity. Furthermore, concerning pronunciation, the majority of teachers believe that pronunciation is very important and it can distinguish speakers' identity, belonging, and mother tongue. In addition, the findings revealed that most teachers have noticed different students' accents in their classroom in which their accents reveal their origins and regions they come from. The regions that were noticed by teachers among students are Biskra, Batna, Khenchela, Constantine, Southern regions, and students who's their native language is Berber (Chaoui). Moreover, concerning student's native dialects, the findings showed that most teachers believe that EFL students' native dialects affects their pronunciation of English language, the effects as most teachers said can be manifested in the interference of their first language articulatory system with the second language one. The effects of student's dialect on the pronunciation also as teachers demonstrate lies in the pronunciation of some sounds as /p/ sound is pronounced /b/, /th/ pronounced /d/, /t/ sound is pronounced /tʃ/ by Biskri students while it is produced /ط/ by Chaoui students. In addition to the intonation patterns as in asking questions in Arabic-like or Berber-like, spelling, stress placement, and assimilation of sounds. Concerning the Algerian linguistic situation, the

results showed that Algeria is considered a multilingual country. The reasons behind this diversity is believed to be due historical and cultural reasons, in addition to arabization and colonization reasons to some extent. Additionally, the findings revealed that it is not an error when students speak the language with a foreign accent influenced by their native dialects, as it is completely acceptable to speak a foreign language with an accent while being intelligible and able to communicate effectively. The teachers described the characteristics that distinguish the Algerian learners, as there is no distinct accent that represents an Algerian learner's pronunciation of English because of the diverse variety of dialects spoken in Algeria. Moreover, most teachers believe that teaching phonetics as a module at early stages may be a solution to the influence of EFL students' native dialects on mispronunciation. Teachers suggested that students could improve their pronunciation and fluency by listening to native speakers and exposure to natural contexts to the English language in real situations. In addition to listening to native speakers using videos, audiobooks or other means is essential and organizing trips to English-speaking countries where they can be immersed in the linguistic bath.

In addition to the teachers' questionnaire, focus groups interviews for students is the second tool of collecting data that researcher used to support the results obtained from the teachers' questionnaire. The study relies on a sample of 24 EFL students at Biskra University, the focus groups were four groups in which each group contains six students speaks a certain dialect, the dialects are Eastern dialect, Southern dialect, Central dialect, and Chaoui dialect. The purpose behind using the focus groups interviews is to get insight about the real situation, through interviewing the participants' performance while reading the paragraph, which has been recorded while they were reading. A questionnaire also was distributed to students to get their perceptions, attitudes, and opinions about their pronunciation and the effects of their native dialects.

Firstly, the findings obtained from the students' questionnaire may be drawn as follows; it showed that the number of female students participated has exceeded the number of males, and the majority of students are master two degree students; this may have a positive impact on the study since the obtained results are from students that may be well aware of the phenomena. Moreover, concerning the students' linguistic background, the results revealed that the native languages among the students are Arabic and Berber language, and since the sample of students has been chosen purposefully, the native dialects among students are Eastern, Central, Southern, and Chaoui dialect. Thus, there is a diversity of dialects among EFL students at Biskra University. Furthermore, concerning pronunciation, the students believe that is very important which indicates that students are aware of the significance of pronunciation and the importance of being intelligible while speaking. In addition, more than half of the students consider their level in English as an intermediate level. Moreover, the questionnaire results showed that most of students have noticed that the dialects of their classmates have an impact on their pronunciation; this may indicate that the students are able to notice the phenomena and they are well aware of the effects of mother tongue on second language acquisition. Some of the main effects that the students have noticed among their classmates are; the dialect of Sahraouian students instead of pronouncing /t/ they replace it with /tch/ sound, the students whose native dialect is Chaouia amplify /t/ sound and put stress on it, students from a Tamazight background produce sounds as /t/ /ɾ/ /l/ in a Tamazighian way, students from Constantine tend to pronounce /t/ in their own way, and using their dialect sounds that are similar to English sounds. Furthermore, almost half of the students think that their native dialect has an impact on their pronunciation, they are fully aware of the impact of their dialects. In addition, half of students find it difficult and challenging to pronounce some sounds, letters, and phonemes due to the influence of their native dialects. The sounds that students find difficulties in pronouncing them or they find themselves replacing them with other sounds instead are as follows; some students

who speaks Southern dialects find difficulty in pronouncing /r/ /u/ /o/ sounds, some Chaoui students find difficulty in producing /g/ and replace it with /y/ sound instead, they also find difficulty with t/ sound, some students find themselves shortening long vowels due to the speed in speech in their native dialect, mispronouncing /v/ sound and produce /f/ sound instead, difficulty in pronouncing /d/ /t/ /x/ by students whose speaks Southern dialect, and difficulty in pronouncing /j/ /z/ by students whose native dialect is Eastern dialect. However, some students find that their dialect helped them to pronounce many sounds that already existed in the target language as some students who speak Chaoui dialect. Furthermore, more than half of students believe that there is an interference between the native dialect when speaking the English language, they have explained this interference by intonation patterns, thinking with their mother tongue then speaking in English language, the sound system of their mother tongue interferes with the English language sound system, and the speed of speech. Additionally, all students believe that teaching phonetics as a module at early stages could have had an impact on their pronunciation; in particular, it would have solved the effect of their native dialects on mispronunciation in English language. The students suggested solutions for poor pronunciation and methods they have used to improve fluency in English language pronunciation, the proposed solutions were as follows, listening to native speakers on a daily basis, reading aloud, auditory learning and communicating with native speakers, learning from educational channels, and practicing the language.

Secondly, the findings obtained from the students' audio recordings may be drawn as follows; the findings of the audio recordings of Eastern dialect focus group revealed that students misused the mid-central unrounded vowel /ə/ and replaced it with many vowels from English language, which may cause a significant disruption in the rhythmic flow of language. Moreover, students clearly misused some consonants as replacing the voiced interdental fricative /ð/ with the voiced dental stop /d/, inserting the voiced alveolar retroflex /r/ and

realized it as the dialectal voiced alveolar trill /ɹ/, mispronouncing the voiced alveolar velarized or dark [ɹ] and realized it as clear /l/, and mispronouncing the voiceless denti-alveolar affricated /tʃ/ and the voiceless interdental stop /t̪/ a different realization from the English voiceless alveolar stop /t/.

The findings of the audio recordings of Chaoui dialect focus group revealed that students misused the voiceless alveolar stop /t/ in which they amplified it and placed stress on it, they mispronounced the /t/ sound and realized it as the Arabic sound /ط/, darkened the voiced alveolar lateral /l/ where it should not be darkened, shortened some long vowels and elision of sounds which may be due the speed of speech which prevent the right realization of some sounds.

The findings of the audio recordings of the Southern dialect focus group revealed that students transferred the use of consonants, as the most obvious one is the replacement of the voiceless palatal affricate /tʃ/ by the voiceless palatal fricative /ʃ/, the replacement of the voiced alveolar retroflex /r/ by the dialectal voiced post alveolar /ɹ/, the replacement of the voiced palatal affricative /dʒ/ by the voiced palatal fricative /ʒ/ this may be due to the fact that /dʒ/ sound does not exist in the Southern dialectal sound system, the replacement of the voiceless bilabial stop /p/ by the voiced bilabial stop /b/ or the nearest equivalent amplified sound, the replacement of the voiced labiodental fricative /v/ by the voiceless labiodental fricative /f/, and the replacement of the voiced dental fricative /ð/ by the voiceless dental fricative /θ/. Moreover, students clearly mispronounced /u/ /o/ /ɪ/ sounds in an amplified way; this is thought to be due to the heavy way of pronunciation in their dialectal sound system.

The findings of the audio recordings of the Central dialect focus group revealed that students misused the mid-central unrounded vowel /ə/ in which they replaced it by other vowels as the low front unrounded vowel /æ/, resulting in stress displacement or overstress. Another

misuse of vowels is the replacement of the low back rounded vowel /ɒ/ by the front unrounded vowel /a/.

3.4 Synthesis of the Findings

The obtained findings in both methods' processes demonstrate a gradual progression to the final synthesis. Both methods resulted to similar conclusions toward the effects of EFL students' native dialect on the pronunciation of English language. The distinctions between the tools adopted for this research are in the way they are handled; accordingly, both research instruments answered the two-research questions and achieved the intended aims. These questions, as well as the corresponding built answers will be addressed in the following section.

- **RQ1:** What are the main dialects and the reasons of diverse dialects among EFL students at Biskra University?

In the present study, the first research question explored the main dialects and reasons behind diverse dialects among EFL students at Biskra University. The findings pointed out that the main dialects among EFL students at Biskra University are Algerian Arabic (Eastern dialect), Algerian Arabic (Central dialect), Algerian Arabic (Southern dialect), and Tashawit dialect (Chaoui) (Berber language). The reasons behind this diversity of dialect among EFL students at Biskra University is due to the fact of the linguistic background in Algeria and that it is a multilingual country, the reasons behind the diversity of dialects and the pronunciation deviance is largely due to historical and cultural reasons, in addition to Arabization and colonization reasons to some extent.

- **RQ2:** What are the main effects of EFL students' native dialects on their pronunciation of English as a foreign language?

The second question examined the main effects of EFL students' native dialects on the English language pronunciation. The findings pointed out that the main effects of EFL students' native dialects and errors of pronunciation driven from their native dialects are:

- Firstly, a certain sound may not exist in the mother tongue; as a result, the student does not attempt to produce it and instead they replace it with the closest equivalent sound that he or she is familiar with. For instance, the replacement of the voiced interdental fricative /ð/ with the voiced dental stop /d/ by students whose native dialect is Eastern dialect, the replacement of the /t/ sound and realized it as the Arabic sound /ط/ by students whose native dialect is Chaoui dialect, the replacement of the voiced palatal affricative /dʒ/ by the voiced palatal fricative /ʒ/ by students whose native dialect is Southern dialect, and the replacement of mid-central unrounded vowel /ə/ by other vowels as the low front unrounded vowel /æ/ by students whose native dialect is Central dialect.
- Secondly, a sound does exist in the first language but not as a separate phoneme; that is, the student does not recognize it as the distinct sound that makes a difference to meaning. For instance, shortening some long vowels by students whose native dialect is Chaoui and Eastern dialect, as the /i/ and /i:/ sounds appear, but which one to use depends only on where the sound appears in the word or phrase, not on what the word signifies; and if one is substituted for the other, the meaning remains unchanged.
- Finally, the student knows the real sounds but do not know the stress forms of the word or group of words; additionally, they apply the intonation patterns of their mother tongue to the second language they are learning. For instance, the stress displacement or overstress by the students when replacing the mid-central unrounded vowel /ə/ "schwa" by other vowels as the low front unrounded vowel /æ/. In addition to students'

intonation, in which they pronounce English sounds with their typical original dialect intonation, rather than the regular English intonation.

The final aim intended to find out if teaching phonetics as a module at early stages like middle/high maybe a solution to the influence of EFL students' native dialects on mispronunciation in the target language. The obtained findings from both data collection methods and according to the answers given by teachers and students confirmed that teaching Phonetics as a module at early stages could have had an impact on students' pronunciation and it would be a solution to the influence of EFL students' native dialects on English language pronunciation.

Conclusion

This chapter discussed the fieldwork of the present study. Initially, a theoretical background was presented in order to gain a comprehensive knowledge of the methodology that underlies this research. Following that, and in order to communicate the final results in light of the qualitative analysis methods, the chapter aimed to view, identify, summarize, and describe data obtained from the previously listed data collection methods, and hence, provide answers to the two different research questions and achieve the intended aims.

3.5 Pedagogical Implications and Recommendations

The impact of EFL students' native dialect on English language pronunciation was realistically represented in earlier sections, revealing that it had an impact on fluency, notably speaking ability and fluency, which are extremely important in learning a foreign language. Inspired by the overall study findings, which have positively answered the research questions and achieved the intended aims, some suggestions and recommendations are given below which may help students and teachers in reducing students' difficulties and enhancing pronunciation.

❖ **Suggestions for Students**

- Self-Monitoring, students should be aware that their pronunciation affects communication and endeavor to improve their intelligibility.
- Students should use technology; a smartphone can be an effective language-learning tool. Using it to record themselves speaking and then listening to the recording to evaluate how their English pronunciation sounds to others.
- Students should listen to native speakers, English news broadcasts and songs. Training and listening to natives regularly at home by following educational channels like BBC to learn how to pronounce words. Imitating what they hear to enhance their pronunciation and learn which words in a sentence are stressed.
- Students should read aloud books, newspapers, or magazines out to themselves.
- Students should be exposed to the English language in real situations and make a lot of interaction with peers outside of class speaking clubs/workshops at university and beyond.

❖ **Suggestions for Teachers**

- Teachers should assist students by pretending as they do not understand them when others outside the classroom really do not. It is the students' job to make themselves understood.
- Teachers should not isolate pronunciation from other aspects of speaking (e.g., fluency, communicative competency). They should address pronunciation through communicative speaking activities (rather than listen and repeat drills or phonetic transcription).
- The target pronunciation aspects, as well as their lexical and grammatical contexts, should be determined; appropriate communication tasks, such as dialogues and role-plays, should be designed for practicing the target features.

- Teachers should avoid commenting on accent-related issues (especially with adult learners because they are past their critical period). Instead, it is important that teachers address pronunciation errors that affect intelligibility with implicit feedback. This is to avoid embarrassing students and inhibiting their willingness to speak again.

❖ **For the Administration**

- Administration should provide both teachers and students with the required materials and the appropriate learning environment.

3.6 Limitations of the Study

The limitations of a study are its flaws or shortcomings as no study is totally flawless or comprehensive in every aspect. Therefore, addressing the limitations of this study demonstrates honesty and transparency, and a profound comprehension of the topic. The study's limitations may have an impact on how the final findings are interpreted, as well as how to build a more reliable set of recommendations for future research. Although the present investigation's aims have been accomplished thus far, it must be admitted that it has flaws.

- The first issue is the unavailability of resources about the Algerian regional dialects; they are under-resourced languages despite their large use, these dialects lack basic tools such as corpora, phonological, morphological and syntactic analysers.

- No generalizations can be made from this study nor were they expected, as this is a qualitative study.

- The researcher had obstacles in the process of collecting the sample of students, as the sampling process was purposive, so the researcher had to collect students who conform to the specifications in the researcher's mind. In addition, conducting the focus groups interviews,

contacting students, and gathering them to attend the interviews was also a challenge for the researcher.

- When students were asked to read the paragraph aloud, they were concerned of being evaluated on their pronunciation as they assumed the researcher was there to criticize them. This could have influenced their reading aloud.

- Lack of recording materials, as conducting the recordings is not a simple task. This led to use the researcher's own cell phone to record students. Therefore, the researchers' ability to analyse data was hampered by the use of cell phones as recordings. Thus, researcher had to listen to the same recording numerous times in order to capture each word produced by the students.

General Conclusion

General Conclusion

The main aim of this study was to investigate the effects of EFL students' native dialects at Biskra University on their pronunciation of English as a foreign language, to discover the reasons behind diverse dialects among EFL learners at Biskra university, and to find out if teaching phonetics at early stages maybe a solution to the influence of EFL students' native dialects on mispronunciation in the target language.

The researcher looked at the delicate sociolinguistic situation in Algeria, and the Algerian linguistic field, which has been influenced by several invasions and civilizations throughout history. As a result, diverse cultures and civilizations have emerged, as well as various languages and dialects such as Standard Arabic, Algerian Arabic, Berber and its dialects, and French as a first foreign language. Bilingualism, multilingualism, code switching, borrowing, and diglossia as linguistic and sociolinguistic phenomena resulting from contact between these languages. In addition, the researcher looked at the dialects spoken in Algeria and their different geographical positions; also indicated the different causes of language diversity in Algeria and the phonological properties of some Algerian dialects cases of Algiers, Oran, Annaba, Tizi Ouzou, Khenchela, and Biskra.

Furthermore, the researcher attempted to present the considerable effects of native dialect on the acquisition of native-like pronunciation, in which she introduced the concept of pronunciation and its aspects, the phonological system of the English language, and the elements that influence pronunciation. In addition, the researcher discussed the impact of dialects on English language pronunciation by presenting some famous cases from around the world, such as Manchester, Chinese dialects, and the famous writer Joseph Conrad. The researcher also sought to present the situation of English in Algeria, as well as the impact of

Algerian dialects on English pronunciation. In addition, the key phonological and lexical differences between Arabic and English was also discussed.

Attempting to have a thorough understanding of the study problem and gather the necessary data on the topic, two data collection methods were used, namely the students' focus groups interviews, and the teachers' questionnaire, which has been administrated to EFL teachers at the department of English in Biskra University. The sample of the study were 24 EFL students at the department of English in Biskra University chosen purposively and formed four focus groups in which each group had six students, in addition to 13 teachers. In order to achieve the intended objectives, the study was solely qualitative and none of the data collection tools was applied without piloting and validation to assure the results' reliability and credibility, resulting in a comprehensive and relevant final version of the data collection instruments.

Based on the results obtained from the teachers' questionnaire and students' focus groups interviews, it was revealed that Algerian Arabic (Eastern dialect), Algerian Arabic (Central dialect), Algerian Arabic (Southern dialect), and Tashawit dialect (Chaoui) are the most often spoken dialects among EFL students at Biskra University. The causes for the diversity of dialects and pronunciation deviance among EFL students at Biskra University are mostly related to historical and cultural factors, Arabization and colonization factors to some extent. In addition, it was revealed that the main effects of EFL students' native dialects on their pronunciation of English are mainly a sound that may not exist in the mother tongue so the student replace it and does not produce it, a sound that exists in the mother tongue but the student does not recognize it, and finally the student have the real sounds right but have not learned the stress forms, Moreover, they apply the intonation rules of their native dialects. In addition, this experience revealed that teaching phonetics as a module at early stages like middle/high maybe a solution to the influence of EFL students' native dialects on

mispronunciation in English language. Besides the teachers' questionnaire contributed to identifying some possible solutions to reduce the students' pronunciation errors.

To conclude, some suggestions and recommendations were given which may help students and teachers in reducing students' difficulties and enhancing pronunciation.

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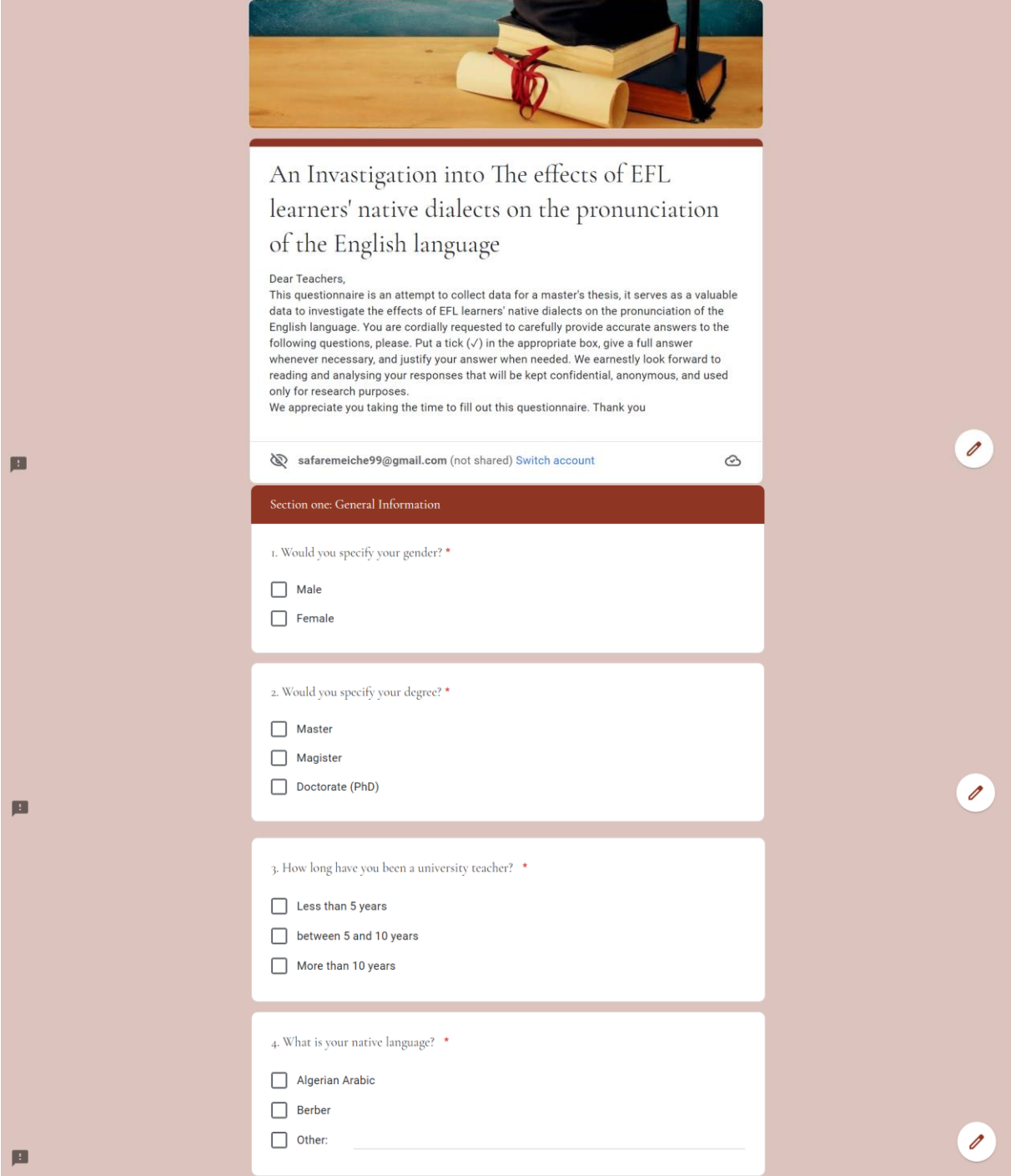
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Appendices

List of Appendices

Appendix 01 Teachers' Questionnaire



The image shows a screenshot of a Google Forms questionnaire. At the top, there is a header image of books and a rolled-up document. The title of the form is "An Investigation into The effects of EFL learners' native dialects on the pronunciation of the English language". Below the title, there is an introductory message from the researcher, safaremeiche99@gmail.com, explaining the purpose of the questionnaire and requesting accurate answers. The form is divided into sections, with the first section titled "Section one: General Information". This section contains four questions, each with multiple-choice options:

- 1. Would you specify your gender? *
 - Male
 - Female
- 2. Would you specify your degree? *
 - Master
 - Magister
 - Doctorate (PhD)
- 3. How long have you been a university teacher? *
 - Less than 5 years
 - between 5 and 10 years
 - More than 10 years
- 4. What is your native language? *
 - Algerian Arabic
 - Berber
 - Other: _____

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

5. To what extent do you think pronunciation is important? *

- Very much
- Somehow
- Not much

6. Do you think that pronunciation can distinguish and reveal speakers, whether their identity or where they belong and their mother tongue?

- Yes
- No
- Maybe

7. Have you ever noticed that the dialects of your colleagues have an impact on their English pronunciation? *

- Yes
- No

8. Have you ever noticed different students' Arabic accents in your classroom? *

- Yes
- No
- Maybe

9. If yes, do their accents reveal their origins and the regions they come from? *

- Yes
- No

10. Please share some examples of the origins or the regions you have noticed through listening to your students. *

Your answer _____

11. Do you think that EFL student's native dialect affects their English Language pronunciation? *

- Yes
- No
- Maybe

12. If yes or maybe, how can EFL students' native dialects affect their pronunciation of English language. *

Your answer _____

13. Can you share some of the main effect you have noticed? *

Your answer

14. Do you consider Algeria as a *

- Monolingual
- Bilingual
- Multilingual

15. What are the reasons behind diverse dialects among EFL students, and the causes of pronunciation deviance in Algeria? *

- Arabization
- Colonization
- Other Historical Causes
- Cultural Causes
- Other: _____

16. The influence of the mother tongue on second language acquisition can have a long-term impact on the generation. *

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

17. It is an error when students speak the language with a foreign accent influenced by a regional accent. Justify. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Please, justify *

Your answer

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

- Yes
- No
- Maybe
- No answer

If yes, How? *

Your answer

19. In your opinion, what are features that distinguish the Algerian students' pronunciation of English? *

Your answer

20. In your opinion, what are the major standards that matter to speak an intelligible English accent? *

Your answer

Section Three: Further suggestions and Recommendation

21. Do you think that teaching Phonetics as a module at early stages like middle/high schools may be a solution to the influence of EFL students' native dialects on mispronunciation in the target language? *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

22. The issue with pronunciation persists even if some solutions were introduced, Would you please suggest any solutions for students' poor pronunciation? *

Your answer



Appendix 02 Students' Questionnaire

Dear Students,

This questionnaire is an attempt to collect data for a master's thesis; it serves as a valuable data to investigate the effects of EFL learners' native dialects on the pronunciation of the English language. You are cordially requested to carefully provide accurate answers to the following questions, please. Put a tick (✓) in the appropriate box, give a full answer whenever necessary, and justify your answer when needed. We earnestly look forward to reading and analysing your responses that will be kept confidential, anonymous, and used only for research purposes.

Section one: General Information

Item1. Would you specify your gender? Male Female

Item2. Would you specify your level?

1st year 2nd year 3rd year Master One Master Two

Item3. What is your native language?

Berber (Tamazight) Arabic

Item4. What is your native dialect?

Tashawit (Chaoui) Taqvailith (Kabyle)

Algerian Arabic (Eastern) Algerian Arabic (Western)

Algerian Arabic (Central) Algerian Arabic (Southern)

Section Two: Students' Perceptions of The Impact of Their Native Dialect on Their Pronunciation of English Language

Item5. To what extent do you think pronunciation is important?

Very Much Somehow Not Much

Item6. How do you evaluate your pronunciation of the English language?

Beginner Pre-intermediate Intermediate Upper-intermediate
Advanced

Item7. Have you ever noticed that the dialects of your classmates have an impact on their

English pronunciation? Yes No Maybe

Item8. If yes/ maybe, can you share some of the main effects that you have noticed?

.....

Item9. Do you think that your native dialect has an impact on your pronunciation?

Yes No Maybe

Item10. Do you find it difficult or challenging to pronounce some sounds, letters, and phonemes due to the impact of your native dialect on your pronunciation?

Yes No Maybe

Item11. What are these sounds, letters that you find it difficult or challenging to pronounce, and how do you find yourself pronouncing them or what sounds do you replace them with instead?

.....

Item12. Do you think that there is an interference between your dialect and English language, when speaking the English language?

Yes No Maybe

If yes / maybe, how?

.....

Section Three: Further suggestions and Recommendations

Item13. Do you think that teaching Phonetics as a module at early stages like middle/high schools could have had an impact on your pronunciation now? In particular, it would have solved the effect of your native dialect on mispronunciation in the target language?

Strongly Disagree Disagree Neutral
Agree Strongly Agree

Item14. Would you please suggest any solutions for poor pronunciation? , or maybe ways and methods you have used to help you improve your English language pronunciation?

.....

Appendix 03 Students' Paragraph

Dear Students,

This paragraph is a step in the data collection process for a master's thesis, it serves as valuable data to investigate the effects of EFL learners' native dialects on the pronunciation of the English language. You are cordially requested to read this paragraph loudly, 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.

Library Day

Kevin was excited because today was library day. The class would go to the school library for an hour after lunch. There, they could check out books, read quietly to themselves, or use the computers. Kevin could not wait to use the computer. When he got to the computer desk, though, the computer was not on. Kevin asked the librarian, "Why the computer is not working!" She told him, "It has just gone to sleep, which means that they shut themselves down to save power until someone needs them again."

الملخص

تهدف الرسالة الحالية إلى استكشاف آثار اللهجة المحلية لطلاب اللغة الإنجليزية كلغة أجنبية على نطق اللغة الإنجليزية في جامعة بسكرة، كما تسعى إلى اكتشاف تأثير اللهجات الإقليمية الجزائرية على نطق متعلمي اللغة الإنجليزية كلغة أجنبية، ومعرفة كيفية تأثير اللهجات المحلية لمتعلمي اللغة الإنجليزية كلغة أجنبية على نطقهم للغة الإنجليزية، واستكشاف الأسباب الرئيسية وراء اللهجات المتنوعة بين متعلمي اللغة الإنجليزية كلغة أجنبية في جامعة بسكرة. استنادا إلى طريقة التحليل الموضوعي، والتي تتضمن القراءة من خلال مجموعة بيانات ونصوص من المقابلات المتعمقة أو مجموعات التركيز، ركز هذا العمل على تحديد وتحليل وتفسير الجوانب الصوتية لأداء نطق اللغة الإنجليزية للطلاب من أجل شرح أخطاء النطق المأخوذة من مجموعة مختارة من عينات من 24 تسجيلا صوتيا لطلاب اللغة الإنجليزية كلغة أجنبية من أربع لهجات جزائرية (اللهجات الشرقية والوسطى والجنوبية والشاوية)، التي شكلت أربع مجموعات تركيز كان لكل مجموعة ستة طلاب تم اختيارهم عن طريق أخذ العينات غير الاحتمالية (غير العشوائية) باستخدام تقنية أخذ العينات الهادفة. من الناحية المنهجية، تم استخدام نهج الأسلوب النوعي، في هذا الصدد، ومن أجل جمع بيانات ذات الصلة، كانت الأدوات عبارة عن مقابلات مجموعات للطلاب واستبيان لمعلمي قسم اللغة الإنجليزية في جامعة بسكرة. كشفت نتائج البحث، وفقا لأسئلة البحث، أن الآثار الرئيسية للهجات المحلية لطلاب اللغة الإنجليزية كلغة أجنبية وأخطاء النطق الناتجة عن لهجاتهم الأصلية هي أن الطلاب يحاولون استبدال قواعد نطق اللغة الإنجليزية بأخرى من لغاتهم الأصلية، تطبيق هذه القواعد بشكل غير صحيح من شأنه أن يسبب خطأ في نطق بعض المفردات وسوء الفهم وتحديات في أن يكونوا منتجين. هذه الأخطاء هي أساسا الأصوات التي قد لا تكون موجودة في اللغة الأم لذلك الطالب يحاول استبدالها ولا يحاول انتاجها، الأصوات الموجودة في اللغة الأم ولكن الطالب لا يتعرف عليها، وأخيرا الطالب لديه الأصوات الصحيحة ولكن لم يتعلم أشكال الشدة، وعلاوة على ذلك، الطالب يطبق قواعد طبقات الصوت من لهجاته الأم. لذلك، أجابت نتائج الدراسة البحثية على أسئلة البحث بأن اللهجات الإقليمية الجزائرية لها تأثير على نطق اللغة الإنجليزية. وأخيرا، تم تقديم العديد من الاقتراحات والتوصيات العملية لمساعدة الطلاب والمعلمين والحد من صعوبات الطلاب وتحسين النطق.

Résumé

La présente thèse vise à explorer les effets du dialecte local de l'anglais en tant que langue étrangère sur la prononciation de l'anglais à l'Université de Biskra, à explorer l'influence des dialectes régionaux algériens sur la prononciation des apprenants de l'anglais comme langue étrangère, à apprendre comment les dialectes locaux de l'anglais en tant que langue étrangère affectent leur prononciation. Basé sur la méthode d'analyse objective, qui consiste à lire un ensemble de données et des textes provenant d'entretiens approfondis ou de groupes de discussion, ce travail s'est concentré sur l'identification, l'analyse et l'interprétation des aspects vocaux de la performance de prononciation anglaise des étudiants afin d'expliquer les erreurs de prononciation prélevées à partir d'une sélection d'échantillons de 24 enregistrements audio d'étudiants ESL de quatre dialectes algériens (oriental, milieu, sud, shawi), sur le plan méthodologique une méthode qualitative a été utilisée, à cet égard, et afin de collecter des données pertinentes, les outils étaient des entretiens de groupe pour les étudiants et un questionnaire pour les enseignants du département d'anglais de l'Université de Biskra. Les résultats de la recherche ont révélé, selon les questions de recherche, que les principaux effets des dialectes locaux des étudiants de l'anglais langue étrangère et les erreurs de prononciation résultant de leurs dialectes d'origine sont que les étudiants essaient de remplacer les règles de prononciation anglaise par l'une de leurs langues maternelles, une mauvaise application de ces règles entraînerait une erreur de parole dans un vocabulaire, un malentendu. Ces erreurs sont essentiellement des sons qui peuvent ne pas exister dans la langue maternelle, donc l'étudiant essaie de les remplacer et n'essaie pas de les produire, des sons qui sont dans la langue maternelle mais l'élève ne les reconnaît pas, et enfin l'étudiant a les sons corrects mais n'a pas appris les formes d'intensité, de plus, l' Par conséquent, les résultats de l'étude de recherche ont répondu aux questions de recherche selon lesquelles les dialectes régionaux algériens ont un impact sur la prononciation de la langue anglaise. Enfin, de nombreuses suggestions et

recommandations pratiques ont été faites pour aider les élèves et les enseignants, réduire les difficultés des élèves et améliorer la prononciation.