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**The influence of Algerian Dialects' Variation on  
English Language Pronunciation.**  
Case Study of Algerian EFL Students in Tizi-Ouzo  
and Tamanrasset Universities .

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## *Dedication*

*In the name of Allah, the Beneficent, The Merciful. Praise be to Allah (The Almighty) for the blessing given to me, so that, I can finally complete this work. Peace and Blessing be upon the lovely prophet Mohammed, Peace be upon Him (PBUH).*

*First and foremost, I dedicate this humble work to my loving family, whose words of encouragement and push for tenacity still ring in my ears. I would never forget their care when I almost was being lost in the midway. A special mention to my guardian angel, my beloved mother, the person who kept supporting and motivating me until all my education ambition become possible.*

*To the shining star in my darkest days, who was a caring sister, a friend and much more than just a teacher. My deep love and profound affection go to my dearest Miss Nadji Selma, to whom I owe a great debt.*

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### Abstract

In the whole world, learners seek to learn and speak English fluently and with correct pronunciation. Algerian EFLL's are not an exception though they often face numerous difficulties such their L1 interference. The present study aims to explore the influence of two Algerian dialects on the English language pronunciation (Targui and Kabyle). The main purpose is to shed light on the levels at which this influence appears and what reasons push the students to use their mother tongue within English classes. Aiming at proving that English language could be affected by Algerian dialects, researcher use online surveys which were submitted to both teachers and EFL learners in Mouloud Maamri University- Tizi Ouzo, and Amin Elokhal Hadj Moussa- University Center of Tamanghasset. The data collected were analyzed both statistically and descriptively .The results of the study revealed that EFL learners tend to code-switch, borrow some L1 words and even lexicalize some others giving them the properties of Algerian English.

**Key words:** English pronunciation- L1 interference-Algerian dialects- EFLL's- mother tongue.

### مستخلص الرسالة

بما إن اللغة الانجليزية أصبحت لغة العالم اجمع, فان الطلاب حول العالم يسعون لتعلمها و نطقها بطلاقة . لا يعتبر الطلاب الجزائريين استثناءا إلا أنهم يتعرضون و بشكل مستمر للعديد من العوائق كتداخل اللغة الأم . تهدف الدراسة الحالية لاكتشاف مدى التأثير التي تحدثه اثنتين من اللهجات الجزائرية ( اللهجة القبائلية و اللهجة التارقية) على النطق الصحيح للغة الانجليزية ثم إن الغرض الرئيسي لهاته الدراسة هو تسليط الضوء على أي من المستويات يمكن حدوث مثل هذه التأثيرات بل و معرفة الأسباب التي تدفع الطلاب لاستخدام لغتهم الأم في حصص الانجليزية . و من اجل إثبات أن اللغة الانجليزية تتأثر و بشكل كبير باللغة الأم, قمنا بإرسال استبيانين عبر الانترنت إلى كل من أساتذة و طلبة اللغة الانجليزية بجامعة مولود معمري - تيزي وزو , و المركز الجامعي أمين العقال حاج موسى تمنراست . تم تحليل البيانات التي تم جمعها إحصائيا و صفيا, كما أظهرت نتائج الدراسة أن طلاب اللغة الانجليزية الجزائريين يلجئون إلى استخدام معجم لغتهم الأم لسد العجز و النقص في اللغة الهدف.

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**Key to abbreviations and Acronyms:**

MT: Mother tongue.

TL: Target language.

L1: First language.

L2: Second language.

F L A: First language acquisition.

SL: Second Language.

NT: Native Language.

E F L: English as Foreign Language.

MSA: Modern Standard Arabic.

E F L Ls: English as Foreign Language Learners.

2<sup>nd</sup> L: Second language.

NT: Native Tongue.

## **Chapter One:**

Language is considered as one of the most powerful communication means in any speech community, and evidently that language varies from one country to another and often within the same nation or region. Nowadays, English becomes a universal language, which occupies and to a great extent a significant place in teaching languages field. In the worldwide, learners seek to learn and utter English correctly and fluently. In English, a well-pronounced speech utterance is advantageous by all sides. But due to the dissimilarity between the English language and one's mother tongue, learners frequently face numerous difficulties and obstacles. Algerian EFLs are not an exception, and since they are not native speakers, and due to the colonial period which entrenched French language habitually use. EFLs encounter various acquisitions' difficulties, and at various levels; structure, grammar, vocabularies and especially pronunciation. The last one is definitely the most prone to be influenced due to the non-existence of some English sounds within the Algerian dialects' phonology. EFLs repeatedly stand unable in producing a fluent and pure English speech, because of the influence of their mother tongue/dialect on the way they are performing. Such influence of dialects vastly hinders the learning/acquiring process and may create an Algerian English parlance.

### **-Statement of the Problem:**

Learning a language depends on the well learning of its punctuation, phonology, jargon and even its way of life. This investigation will handle the L2 obtaining. The issue that will be handle with is the primary language factor in the second/foreign dialect procurement. Researcher will concentrate on the Algerian tongues effect on the English language elocution,

the cases' examination will be understudies from each of Mouloud Maamri University- Tizi Ouzo, and Amine Elokhal El Hadj Moussa University Center of Tamanghasset Universities. Taking in thought, a gathering of instructors from the two colleges .This impact would be a snag in the familiarity of the English elocution and may cause misjudged by the audience.

**-Purpose of the study:**

Aiming at making a little commitment towards the information base of data open on language, especially on MT impact on SLA. The principle center is around semantic ramifications of L1 impedance and language contact on account of the absence of learns about this marvel in Algeria the examination venture targets revealing some insight into this wonder and relating it to that current somewhere else.

**Significance of the study:**

This study is quite essential because it will help us to closely examine this linguistic phenomenon and to know to any extent can the Algerian dialects affect the English language pronunciation, also how students deal with L2 learning obstacles in order to improve their communication competence, their oral fluency. Besides that, it is an appeal to future researchers to deepening researches and studies for better providing EFLL's with a wider and easier opportunities in learning and acquiring.

**Limitation of the study:**

This study was conducted to both teachers and students from Tizi Ouzo and Tamanghasset teaching and studying at the English department, Universities of Mouloud Maamri and Amin EL-okhal Hadj Moussa University center. From the two levels 1<sup>st</sup> and 2<sup>nd</sup>

Year Master. Therefore, any obtained conclusions or results will be generalized a little bit in view of the common dialects properties in Algeria..

**-Structure of the study :**

This scientific work will contain five principle parts. the first will handle the language varieties in Algeria notwithstanding referencing the authentic profile that previously existed .The subsequent section will contain the previous studies in addition to shedding lights on how could L1 influence the L2 securing and the way Algerian tongues impact the English articulation, while the third part will includes only the collecting data procedures and the sample worked with. Forth part will incorporate the acquired outcomes and its examination. In the fifth and last part where researcher conclude and taking in thought the arrangements that are given by instructors.

**-Research Questions :**

- 1- Do Algerian dialects affect EFL's English pronunciation?
- 2- What are the reasons behind such influence and which consequences it may rise?
- 3- To what extent can the mother tongue affect the L2 acquisition?
- 4- Is teaching phonetics at earlier stages is an effective solution?

**-Research Hypothesis:**

1-EFL's pronunciation is influenced by their L1 .

2-Numerous factors lead to English mispronunciation such lack of practice, showing identity, matter of habits and filling L2 gaps.

3- EFL learners consider that their native dialect is an obstacle in acquiring a second language, and they can't perform in English correctly due to their L1 interference.

4-Including phonetics in primitive teaching curricula will enable learners to enjoy fluency and accuracy in their education and facilitate their enunciation.

### **-Research Tools and Methodology :**

In this examination researcher will expect to utilize surveys which will be submitted online to both the educators and students from Mouloud Maamri University-Tizi Ouzo and Amine Elokhal El Hadj Moussa University Center of Tamanghasset as so as to get a more intensive look on the objective vernaculars as such a supporting to arrive at the point of gathering various purposes of perspectives so as to strengthen the examination.

The primary aim of this investigation is presenting some Socio-cultural aspect of Language decent varieties in Algeria which may affect The Algerian EFL learners by denoting the different urgent periods that manufactured the historical backdrop of the nation. Scientist additionally makes reference to the sociolinguistic profile of Algeria, considering expressing the instruments of the verbal collection of the Algerian discourse network, for example, old style Arabic, present day standard Arabic, everyday Arabic, Berber, and French, and the distinctive position given to them. Researcher will likewise handle an overall review on the attributes of the Arabic language .

### **1-LANGUAGE VARITIES**

#### **1.1 -LANGUAGE :**

It is a system of conventional either spoken, manual, or written symbols by which human beings express themselves. Language's function differs, it can

include communication, the expression of identity, play imaginative expression, and emotional release

Edward Sapir in (Edward, 2009, p53)

*'language is a purely human and non instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols'.*

### **1.2-DIALECT :**

Is a set of a language that demonstrates where one originates from. The thought is normally deciphered topographically, yet it additionally has some application comparable to an individual's social foundation or occupation.

Dialect is likewise a difference of a language that changes from others along three zones: jargon, sentence structure and articulation. In this unique circumstance, great delineations are given by (Chambers and Trudgill,1980) as such case: if two speakers state, individually, I done it the previous evening and I did it the previous evening; we can say that they are talking various lingos'.

### **1.3-CODE SWITCHING:**

Skiba, 1997 defined It as the situation when a speaker hold on between at least two dialects (or lingos or assortments of language) in one discussion. One may code switch inside one language by blending tongues or kinds of vernacular, notwithstanding the capacity of blending scholarly talk with road talk, for instance, or slip mid-sentence into child talk. This marvel can be seen in the accompanying models :

- Are we eating chez ta mèredemain? (English + French)

Gracias for the lovely gift. Está awesome! (Spanish + English)

### **1.4-DIAGLOSSIA**

(Ferguson, 1959), the concurrence of two assortments of a similar language all through a discourse network. Frequently, one structure is the artistic or distinction tongue, and the other is a typical lingo spoken by the majority of the populace. Such circumstances exist in numerous discourse networks all through the world—e.g., in Greece, where Katharevusa, intensely affected by Classical Greek, is the notoriety vernacular and Demotic is the mainstream communicated in language, and in the Arab world, where traditional Arabic (as utilized in the Qur'ān) exists close by the everyday Arabic of Egypt, Morocco, and different nations. Sociolinguists may likewise utilize the term diglossia to mean bilingualism, the talking about at least two dialects by the individuals from a similar network, as, in New York City, where numerous individuals from the Hispanic people group talk both Spanish and English, changing from one to the next as per the social circumstance or the necessities existing apart from everything else.

## **2--THE LANGUAGE SITUATION IN ALGERIA :**

### 2.1-The historical background :

Large dominantly Muslim nation of North Africa. From the Mediterranean coast, along where the majority of its populace live, Algeria extended significantly southward into the core of the Sahara, an impenetrable desert where the Earth's most smoking surface temperatures have been recorded and which possess more than four-fifths of the nation's zone. The Sahara and its definitive climate overwhelm the nation. The contemporary Algerian writer Assia Djebar has featured the environs, calling her nation "a fantasy of sand." History, language, customs, and an Islamic legacy make Algeria a basic piece of the Maghreb and the bigger Arab world, yet the nation likewise has a sizable Tamazight (Berber) populace, with connections to that social convention. When the breadbasket of the Roman Empire, the domain presently including Algeria was controlled by different Arab-Tamazight lines from the eighth through the sixteenth century, when it turned out to be a piece of the Ottoman

Empire. The decrease of the Ottomans was trailed by a short time of freedom that finished when France propelled a war of success in 1830. By 1847 the French had to a great extent stifled Algerian protection from the intrusion and the next year made Algeria a department of France. French pilgrims modernized Algeria's rural and business economy yet lived separated from the Algerian lion's share, getting a charge out of social and monetary benefits reached out to not many non-Europeans. Ethnic disdain, powered by progressive legislative issues presented by Algerians who had lived and concentrated in France, prompted an across the board patriot development in the mid-twentieth century. A war of freedom followed (1954–62) that was furious to the point that the progressive Frantz Fanon noted, Negotiations finished the contention and prompted Algerian autonomy, and most Europeans left the nation. In spite of the fact that the impact of the French language and culture in Algeria stayed solid, since autonomy the nation reliably has looked to recover its Arab and Islamic legacy. Simultaneously, the advancement of oil and petroleum gas and other mineral stores in the Algerian inside carried new riches to the nation and provoked an unassuming ascent in the way of life. In the mid 21st century Algeria's economy was among the biggest in Africa. More than three-fourths of the nation is ethnically Arab, however most Algerians are relatives of old Tamazight bunches who blended in with different attacking people groups from the Arab Middle East, southern Europe, and sub-Saharan Africa. Middle Easterner attacks in the eighth and eleventh hundreds of years brought just restricted quantities of new individuals to the district yet brought about the broad Arabization and Islamization of the indigenous Amazigh populace. Somebody fifth of the Algerians currently see themselves as Amazigh, of whom the Kabyle Imazighen (plural of Amazigh), possessing the sloping zone east of Algiers, structure the biggest gathering. Other Amazigh bunches are the Shawia (Chaouïa), who live principally in the Aurès Mountains; the M'zabites, a stationary gathering plummeted from the ninth century Ibādī devotees of 'Abd al-Raḥmān ibn Rustam, who occupy the northern edge of the

desert; and the Tuareg travelers of the Saharan Ahaggar locale. About all the European pioneers—basically French, Italian, and Maltese nationals, who shaped a sizable minority in the frontier time frame—have left the nation. Arabic turned into the official national language of Algeria in 1990, and most Algerians talk one of a few lingos of vernacular Arabic. These are commonly like vernaculars spoken in contiguous territories of Morocco and Tunisia. Current Standard Arabic is instructed in schools. The Amazigh language (Tamazight)—in a few geographic lingos—is spoken by Algeria's ethnic Imazighen, however most are additionally bilingual in Arabic. Algeria's authentic strategy of "Arabization" since freedom, which points to promote indigenous Arabic and Islamic social qualities all through society, has brought about the substitution of French by Arabic as the national medium and, specifically, as the essential language of guidance in essential and optional schools. Some Amazigh bunches have unequivocally opposed this approach, dreading control by the Arabic-talking lion's share. The Amazigh language was conceded the status of a national language in 2002 and was moved up to an official language in 2016.

## **2.2-THE SOCIOLINGUISTIC PROFILE :**

### **2.2.1-Arabic :**

Arabic is a Semitic language that developed right off the bat between the first to fourth hundreds of years (Stefan Weninger et al). As AL-Jallad wrote, Arabic presently is the most widely used language of the Arab world. It is called after the Arabs, a term from the start used to portray people groups living in the territory constrained by Mesopotamia in the east and the Anti-Lebanon mountains in the west, in Northwestern Arabia and in the Sinai Peninsula (Macdonald, Michael) In 2017, Kamusella, Tomasz affirmed that the ISO doles out language codes to thirty assortments of Arabic, which incorporate its standard structure, Modern Standard Arabic, additionally alluded to as Literary Arabic, which is modernized Classical Arabic. This qualification happens essentially among Western language specialists;

Arabic speakers themselves by and large don't recognize Modern Standard Arabic and Classical Arabic, but instead allude to both as al-'arabiyyatu l-fuṣḥā (العَرَبِيَّةُ الْفُصْحَى), "the most flawless Arabic") or just al-fuṣḥā (الْفُصْحَى).

Instructing Arabic is generally spread in schools and colleges and is accustomed to changing degrees in work environments, government and the media. Arabic, in its standard structure, is the official language of 26 states, just as the ritualistic language of the religion of Islam, since the Quran and Hadith were written in Arabic. Arabic is the fourth most-regularly communicated in language on the planet and it is one of the six authority dialects of the United Nations. It is itself part of the more extensive Afro-asiatic phylum including ancient Egyptian, Coptic, Cushitic, Berber, and Chadic.

#### **-Modern standard Arabic**

As Kamusella, Tomasz(2017) published; MSA is a term utilized generally by Western etymologists to allude to the jumpers set of normalized, artistic Arabic that advanced in the Arab world in the late nineteenth and mid twentieth hundreds of years. While it is the speech utilized in books, diaries, and scholarly settings, MSA is commonly not expressed as a native language, similar to Classical Latin or Soutenu French. MSA is a pluricentric standard language instructed all through the Arab world in formal training. It fluctuates adequately incredible from various slang assortments of Arabic that are generally spoken as native languages in the territory; these are just incompletely commonly justifiable with both MSA and with one another depending on their region in the Arabic vernacular continuity .

#### **-Colloquial Arabic**

Numerous linguists pointed out diverse sort of Arabic a long way from the conventions of scholarly settings, political relations, and the media. Everyday Arabic is the Arabic slang determined to every zone and, albeit a large portion of its jargon and syntactic

roots originate from the MSA, it likewise joins its own dictionary because of its chronicled past. In this way, informal Arabic offers ascend to numerous variations in a similar nation and even inside a similar district. That is the reason in every one of the Ahlan schools in Morocco, Jordan and Egypt, notwithstanding, you can likewise take a crack at Colloquial Arabic: Jordanian Colloquial Arabic, fundamentally the same as different tongues spoken in nations, for example, Lebanon and Syria; Egyptian Colloquial Arabic , which contains all generally the entirety of the Arab world because of the nation's productive film and tune creation; and Moroccan Colloquial Arabic .

**2.2.2-Berber:**

are an ethnicity of different countries for the most part indigenous to North Africa and some northern pieces of West Africa.

Berbers name themselves Imazighen, importance to respectable or free conceived. The term 'Berber' gets from the Greek barbario and the Latin barbari from which Arabs determined the term 'barbariy', which means crude or remote. The Berber-talking populace of Algeria comprises a little more than one fourth of the populace and is packed in the basically rugged regions of Kabylia, Aurès, the M'zab and the Sahara(H. Ekkehard Wolff,2013)

Name of the Berber Tribes	Name of the Dialects	Name of the Regions
1. The Kabyles	Kabyle	In Kabylia: mountain east of Algiers
2. The Chaouis	Chaoui	In the Aures, south west of Constantine
3. The Mozabites	Mozabite	Chardaia, northern sahara
• The Touaregs	Targui	In the central sahara, A Haggar Massif

**Table1: Algerian Berber Tribes, Dialectsand Geographic Positions(Abderrahim,1972: 22)**

The Berber culture isn't homogenous. Its current constituent subcultures share moderately little for all intents and purpose outside the regular base of their verbally expressed tongues. About portion of the Berber-talking inhabitation is gathered in the uneven territories east of Algiers – Kabylia – and this territory and its language have been at the focal point of most Berber issues in present day Algeria. After some time the Kabyles have moved in enormous numbers to the urban areas of both Algeria and France looking for business. The second significant Berber gathering, the Shawiya, occupy the rough piles of eastern Algeria. Not many of two Berber people group are the Mozabites of the territory around Ghardaia and the Tuareg travelers of the south. The 12,000 Tuareg, who are roaming Berbers, live solely in the rocky massifs of Ajjer and Ahaggar in southern Algeria. Topographical scattering of Berber-speakers has ruined the rise of a typical character. Kabyles are the most cosmopolitan and are bound to communicate in French than different gatherings. All Berbers, with the exception of Mozabites, are Sunni Muslims.

### **2.2.3 French**

The CIA World Fact book states that French is a lingua franca of Algeria. The Permanent Commission on Geographical Names for British Official Use (PCGN) states: "In reality, French is the lingua franca of Algeria", and that despite government attempts to remove French, it has never discontinued being the lingua franca. Algeria is the second widest Francophone country in the world in terms of speakers. In 2008, around 11.2 million of Algerians ( in the rate of 33%) could read and write in French.

Both constitutions of 1963 and 1976 do not indicate that Berber and French. The PCGN stated:

*"Official attitudes towards both Berber and French have been largely negative". French and Berber are the two languages commonly used in the Kabylie region.*

Malika Rebai Mammri, author of "The Syndrome of the French Language in Algeria," said:

*"French continues to be the dominant language in business and professional circles" and that "certain aspects of normal education and research are still carried in the French language and a great part of the economic and industrial sectors and press still use French extensively."*

French is the most largely studied foreign language in the country, and a greater number of Algerians can understand it and speak it.

Despite the prevalent use of French, Algeria has not joined the Organization Internationale de la Francophonie, which is an international organization of French-speaking countries. Although not a member, they attend for it.

This chapter introduced the Socio-cultural aspects of language varieties in Algeria such as; language, dialect, code switching and diglossia and differentiate between their linguistic concepts. It brings out the civilizations emerged in the country which formed the Algerian history and the successive raiders who settled in Ancient Algeria who immensely helped in shaping the sociolinguistic profile of Algeria. This section points out the used verbal repertoire such classical Arabic, modern standard Arabic, colloquial Arabic, Berber, and French, and the diverse position each one took within the Algerian speech community.

## **Chapter two**

### **2.1-Literary Review on the English Language in Algeria and some Properties:**

In this section researcher will concentrate on the chronicled foundation of English language in Algeria, and its phonological framework. Notwithstanding shed light on the phonological properties of the Algerian tongues; taking instances of "Kabyle and Tuareg " as referenced . At that point we will proceed cautiously to give models concerning the effect of mother tongues on the English language elocution.

#### **2.1.1- Historical background of English in Algeria:**

As indicated in the 1963's constitution for the previous and since 2016's constitution for the last mentioned, the official dialects of Algeria are Arabic and Tamazight (Berber), . Berber has been known as a "national language" by established modification since 8 May 2002. A protected declaration was passed in February, 2016 targeting making Berber an official language close by Arabic. The local dialects of over 99% of Algerians are Algerian Arabic and Berber, with Algerian Arabic which is spoken by about 72% and Berber by 27.4%. French, and even so it has no official status, is utilized to a huge extraordinary in government, culture, media (papers) and training (from elementary school), because of Algeria's pilgrim history. While Kabyle is the most communicated in Berber language in the nation, is educated and halfway co-official (with a couple of limitations) in parts of Kabylie.

Malika Rebai Maamri, author of "The Syndrome of the French Language in Algeria," said:

*"The language spoken at home and in the street remains a mixture of Algerian dialect and French words. Due to the number of languages and complexity involving those languages, Maamri argued that, today the linguistic situation in Algeria is dominated by multiple discourses and positions.*

English in Algeria began to be instructed as the auxiliary necessary unknown dialect for understudies starting in the fourth grade in the center school cycle, from the finish of the 1970s to the mid 1990s. The Ministry of Primary and Secondary Education in September 1993, made both French and English two separate decisions for the principal obligatory unknown dialect; understudies were required to pick one over the other. The Minister of Education said that English was to be advanced on the grounds that it was "the language of logical information"

### **2.1.2. English in education:**

The Ministry of Education declared in 2001 that the instructive Reform and numerous progressions have happened with respect to the circumstance of educating English. While, English is as yet taken in consideration to be the second unknown dialect in the Algerian Educational System after French, it includes got monstrous consideration inside the instructive Reform. From the start, English is instructed at the degree of first year center school (for example at 11 years old). It covers seven years - four of which at the center school and three at the optional school. This as a major aspect of an entire procedure comprising of structuring new schedules, formulating new reading material and going with records. Without a doubt, an as of late created philosophy of work was embraced which is the competency Based Approach. As of now referenced, English is presented as a required course beginning from the principal year center school. Be that as it may, being a second unknown dialect in the instructive framework, and because of authentic and social elements. Training English is basically utilized for instructive reasons as to finish tests. It is generally utilized in the conventional homeroom condition and there are scarcely any chances, other than in school, to utilize it for day by day open purposes.

Languagetaught			Age	Form	Level
English	French	Standard Arabic			
-	-	+	6 to 7	First	Primary School
-	-	+	7 to 8	Second	
-	-	+	8 to 9	Third	
-	+	+	9 to 10	Fourth	
-	+	+	10 to 11	Fifth	
-	+	+	11 to 12	Sixth	
-	+	+	12 to 13	Seventh	
+	+	+	13 to 14	Eighth	
+	+	+	14 to 15	Nineth	
+	+	+	15 to 16	First	Secondary School
+	+	+	16 to 17	Second	
+	+	+	17 to 18	Third	

**Table 2: Merdji, A phonological Study of Arabic / French / English and Implications For Teaching**

## 2.2 the phonological properties of the Algerian dialects :

### 2.2.1: kabyle :

The Kabyle individuals in the north and upper east of Algeria communicate in this berber language. It is spoken for the most part in Kabylie, which is east of the capital Algiers and in Algiers itself, yet in addition by different gatherings close to Blida, for example, the Beni Salah and BeniBouYaqob. Kabyle speakers are evaluated from 5,000,000 to around 7,000,000 around the world, the more prominent number is in Algeria, as per INALCO.

Inside the Afroasiatic family, Kabylie is considered as one of the Berber dialects. Kabyle is accepted to have severed amazingly before from proto-Berber, albeit after the Zenaga language did as such.

Around 33% of Algerians are Berber-speakers, bunched especially close to Algiers, in Kabylia and Shawi, yet with certain networks in the west, east and south of the nation Kabyles are the greatest Berber bunch in Algeria, however may not comprise a dominant part.

Most of inhabitants of Béjaïa (Bgayet), Bouïra (Tubirett) and TiziOuzou (TiziWezzu) locales are Kabyle-speaking. Kabyle is considered as the essentially spoken in the territories of Boumerdès, and just as in BordjBouArréridj, Jijel, and in Algiers where it is created with Algerian Arabic.

Among the Algerian Kabyle-dropped diaspora in European and North American urban areas (predominantly France) Kabyle Berber is likewise communicated in as a local language. The pace of Kabyles live outside the Kabylia district is assessed to the half.

Lion's share of individuals perceive two lingos: Greater Kabylie (west) and Lesser Kabylie (east), yet the truth of the matter is considerably more complicated than that, Kabyle vernaculars establish a tongue continuum that can be partitioned into four principle vernaculars (from west to east)

- Far-western: towns, for example, Tizi-Ghennif, Boghni and Draa el Mizan.
- Western: towns, for example, At Menguellat, At Yiraten, At Aïssi, At Yanni,
  - o Eastern-West: towns, for example, At Mlikeche, Eastern-focus : At Aïdel, At

Khlar

- o Eastern-East: towns, for example, At Sliman.

- Far-eastern: towns, for example, Aokas, Melbou, At Smail. Otherwise called Tasaḥlit and considered as a different language by some as per Ethnologue. Common coherence with Far-western is hard to missing.

**2.2.1.1- Phonological system of Kabyle Language :**

**2.2.1.1.1-Vowels:** Kabyle has three vowels .

**Table3: Tamazight vowel phonemes**

	Front	Central	Back
Close	I		U
Open		A	

⟨e⟩ is utilized to compose the epenthetic schwa vowel [ə] which happens much of the time in Kabyle. Truly it is believed to be the consequence of a skillet Berber decrease or merger of three different vowels.

The phonetic acknowledgment of the vowels, particularly/a/, is impacted by the character of the encompassing consonants; unequivocal consonants welcome an increasingly open acknowledgment of the vowel, for example azru = [azʁu] 'stone' versus amud = [æmud] 'seed'. Regularly/an, I, u/are acknowledged as [æ, ɪ, ʊ]

2.2.1.1.2-Consonants :

		Bilabial		Labio-dental	Dental		Alveolar		post-alveolar		Palatal		Velar		Uvular		pharyngeal	Glottal
		plain	Lab.		plain	Emph.	plain	Emph.	plain	Emph.	Plain	emph.	plain	Lab .	plain	Lab.		
Stop and affricate	voiceless				(t [t̪])	t [tʰ]	tt [ts]	t̪ [tʰ]	č [tʃ]				(k [k])	k [kʷ]	q [q]	q [qʷ]		
	Voiced	(b [b])	b [bʷ]		(d [d̪])		zz [dz]		ğ [dʒ]				(g [g])	g [gʷ]	(q [q])			
Fricative	voiceless			f [f]	t [θ]		s [s]	š [sʰ]	c [ʃ]	c [ʃʰ]	k [ç]	k [çʰ]			x [χ]	x [χʷ]	ħ [ħ]	h [h]
	Voiced	b [β]			d [ð]	d̪ [ðʰ]	z [z]	z [zʰ]	j [ʒ]	j [ʒʰ]	g [j]	g [jʰ]			ɣ [ʁ]	ɣ [ʁʷ]	ʕ [ʕ]	
Nasal		m [m]			n [n]													
Trill					r [r]	r̪ [rʰ]												
Approximant					l [l]	l̪ [lʰ]					y [j]			w [w]				

-table01

### 2.2.1.1.3-Assimilation:

The Kabyle language contains various accents which are the consequence of osmoses (these accents are much of the time splitted into western and eastern Kabyle). A portion of these osmoses are existing among all Kabyle "lingos" and some not. These digestions are not noted recorded as a hard copy, for example,

- *Axxam n wergaz* ("the house of the man") is pronounced either « axxam n wergaz », « axxam bb wergaz » or « axxam pp wergaz ». (N+W=BB)
- *D taqcict* ("it's a girl") is pronounced « tsaqcict ». (D+T=TS)
- Here is a list of some of these assimilations: D/T+T=TS, N+W=BB/PP, I+Y=IG.

Gemination affects the quality of certain consonants, turning semivowels and fricatives into stops; in particular, geminated *y* becomes *qq*, geminated *y* becomes *gg*, and geminated *w* becomes *bb*.

### 2.2.1.1.4-Fricatives vs. stops

Kabyle is commonly made out of fricatives, phonemes which are essentially stops in other Berber dialects, yet recorded as a hard copy there is no change among fricatives and stops. The following is a rundown of fricatives versus stops and when they are articulated (note that gemination transforms fricatives into stops).

**Table5:Fricatives Vs. stops and their pronunciation**

Consonant	B /β/	D /ð/	G /j/	K /ç/	T /θ/
Fricative	[β]	[ð]	[j]	[ç]	[θ]
stop	[b]	[d]	[g]	[k]	[t]
Is a stop after	M	l,n	b,j,r,z,ε	f,b,s,l,r,n,h,c,ε	l,n
Is a stop in the words (and their derivatives)			ngeb, ngeh, ngezwer, angaz, ngedwi, nages, ngedwal		

### 2.2.1.2-Writing System:

The most antiquated Berber works were written in the Libyco-Berber content (Tifinagh). Such works have been found in Kabylie (otherwise called Kabylia) and keep on being found by archeologists.

In the seventh century, Tifinagh letter set vanished ; when Latin turned into the formal and regulatory language in North Africa, as in leftover of the previous Roman realm.

The aggregation of the principal French-Kabyle word reference was by a French ethnologist in the eighteenth century. It was written in Latin content with an orthography dependent on that of French.

All things considered, the Kabyle language really turned into a composed language again in the initiation of the nineteenth century. Underneath the French impact, Kabyle intelligent people began to utilize the Latin content. One of the first Kabyle books composed utilizing this letters in order was "Tamacahutt n wuccen" by Brahim Zellal.

During the time of the time following the autonomy of Algeria, some Kabyle activists endeavored to restore the Libyco-Berber content, which is up to this time utilized by the Tuareg. Various endeavors were made to modernize the composing framework by adjusting the state of the letters and by adding vowels. This advanced variant of Tifinagh has been called Neo-Tifinagh and has been received as the official content for Berber dialects in Morocco. However, the more prominent number of Berber activists (both in Morocco and Algeria) lean toward the Latin content and think about the Tifinagh as a hindrance to education in Berber. Kabyle writing despite everything be written in Latin content, while the use of Tifinagh is restricted to logos.

Another Orthography for the Kabyle language which deflected utilizing French orthography was arranged by Mouloud Mammeri. All Berber etymologists embraced his content, the INALCO, and the Algerian HCA. It uses diacritics and two letters from the all-encompassing Latin letter set: Č č Đ đ Ę ę Ğ ğ Ÿ ŷ Ĥ ĥ Š š Ţ ʈ Ž ž..

### 2.2.2 Tuareg:

Otherwise called Tamasheq, Tamajaq or Tamahaq (Tifinagh: □□□□□□□), is a language or group of firmly related Berber dialects and lingos. It is spoken by the Tuareg Berbers to a great extent in Mali, Niger, Algeria, Libya and Burkina Faso, with a couple of speakers, the Kinnin, in Chad (Monique Jay,1996)

In 1994, Allan R. Bomhard, John. C, Kerns declared that Tuareg tongues is one of the South Berber gatherings and are ordinarily considered as a solitary language. They are perceived basically by some stable shifts (prominently influencing the way to express unique z and h). The Tuareg decent varieties are strangely moderate in certain regards; they keep two short vowels where Northern-Berber dialects have one or none, and have a much lower extent of Arabic loanwords than most Berber dialects.

Traditionally, the Tuareg dialects are written in the local Tifinagh letter set. Though, the Arabic content is usually utilized in certain zones, while the Latin content is authentic in Mali and Niger. As a rule manner, The Tuareg dialects are recognized similar to the most moderate types of Berber discourse (Allan R. Bomhard, John. C, Kerns, 1994).

#### **2.2.2.1-Orthography:**

Sudlow, 2001; The Tuareg dialects might be composed utilizing the antiquated Tifinagh (Libyco-Berber) content, the Latin content or the Arabic content. The Malian national education program DNAFLA has set up a norm for the Latin letter set, which is utilized with alterations in Prasse's Lexique and the administration proficiency program in Burkina, while in Niger an alternate framework was utilized. There is likewise some variety in Tifinagh and in the Arabic script.

In February 1957, Briggs, L. Cabot stated that early employments of the Tifinagh content have been found on rock workmanship and in different mausoleums. Among these are the multi year old stupendous burial chamber of the Tuareg female authority Tin Hinan, where remnants of a Tifinagh engraving have been found on one of its walls.

The use of Tifinagh is currently limited principally to composing mysterious formulae, composing on palms when quietness is required, and in letter-writing (Penchoen,

Thomas G,1973). The Arabic content is for the most part being used by clans progressively associated with Islamic learning, and little is thought about its conventions.

<i>DNA FLA (Mali)</i>	<i>Niger</i>	<i>Tifi- nagh</i>	<i>Perso- Arabic</i>
A	A		
	A		
A	A		
ɛ	ɛ		
B	B	⊖	ب
(b)			
	C		
D	D	ʌ	د
ɖ	ɖ	E	ض
E	E		
	E		
F	F	ʃ	ف
G	G	χ	گ گئ
I	I		
	I		
J	J	ʈ	چ
	ǰ		
ʎ	ʎ	ː	غ
H	H	ː	ه
K	K	ː	ك
L	L	ʁ	ل
!	!		
M	M	ɛ	م
N	N	ɪ	ن
N	N		
O	O		
	O		
Q	Q	ːː	ق
R	R	⊖	ر

S	S	ⵍ	س
š	š	ⵍ	ص
š (j)	S	ⵍ	ش
T	T	ⵏ	ت
t	t	ⵏ	ط
U	U		
	U		
W	W	ⵡ	و
X	X	ⵃ	خ
Y	Y	ⵣ	ي
Z	Z	ⵤ	ز
z	z	ⵤ	ظ
ž (3)	Ĝ	ⵥ	ج
h		ⵇ	ح

**Table6: Representative alphabets for Tuareg.**

Conventional Tifinagh, including various ligatures of t and n. Gemination isn't shown. The greater part of the letters have more than one normal structure. At the point when the letters l and n are adjoining themselves or to one another, the subsequent one is slanted: || l, /nn, ||/ln, //nl, ||//ll, /| nnn.(Sudlow,2001).

### 2.2.2.2-Phonology:

#### 2.2.2.2.1-Vowels

There are 5 long vowels included inside the vowel framework which are,/an, e, I, o, u/, "determined" adaptations of/e, o/, and two short vowels,/ə, ə/. Karl Prasse contended that/e/returns to Proto-Berber, while/o/is gotten from/u/. Relative proof shows that/ə/gets from a merger of Proto-Berber \*/ĩ/and \*/ũ/.

Sudlow classes the "semivowels"/w, j/with the vowels, and notes the accompanying potential diphthongs:/əw/(> [u]),/əw/,/aw/,/ew/,/iw/,/ow/,/uw/,/əj/(> [i]),/əj/,/aj/,/ej/,/ij/,/oj/,/uj/.

Before emphatics, vowels lower, turning /ə/ into [ã], /e, I/ into "insistent" [e], and /u, o/ into "vehement" [o], with some regional variety (with the acknowledge of /I, u/ "less open" than /e, o/).

Sudlow, 2001.

	Labial	Alveolar		Palatal	Velar	Uvular	Pharyngeal	Glottal
		plain	emphatic					
Nasal	M	N			N			
Stop	B	t d	t <sup>s</sup> d <sup>s</sup>	ʃ <sup>[23]</sup>	k g	Q		(?)
Fricative	F	s z	(s <sup>s</sup> ) z <sup>s</sup>	ʃ ʒ	x y <sup>[24]</sup>		(ħ ʕ)	H
Lateral		L	(l <sup>s</sup> )					

**Table 7: Tamasheq consonants**

Sudlow, 2001 affirmed that the consonant stock all in all appears as though Arabic: separated voicing; vulars, pharyngeals (customarily alluded to as emphatics) /t<sup>s</sup>/, /l<sup>s</sup>/, /s<sup>s</sup>/, /d<sup>s</sup>/, /z<sup>s</sup>/; requiring the pharynx muscles to contract and influencing the way to express the accompanying vowel (in spite of the fact that /l<sup>s</sup>, s<sup>s</sup>/ just happen in Arabic credits and /ħ/ just for the sake of Allah).

/ŋ/ is uncommon, /ʒ/ is uncommon in Tadraqa, and /ħ, ʕ/ are just utilized in Arabic words in the Tanəsləmt tongue (most Tamasheq supplant them with /x, y/ individually).

The glottal stop is non-phonemic. It happens at the beginning of vowel-introductory words to fill the spot of the underlying consonant in the syllable structure, however in the event that the word is gone before by a word finishing in a consonant, it makes a contact. Expression last/an/ is additionally trailed by a phonetic glottal stop.

Gemination is contrastive. Ordinarily /yy/ becomes [q:], /ww/ becomes [g:], and /d<sup>s</sup>d<sup>s</sup>/ becomes [t<sup>s</sup>:]. /q/ and /t<sup>s</sup>/ are dominantly matched. What's more, in Tadraqa /g/ is typically matched, yet in Tudalt singleton /g/ may happen.

Voicing osmosis happens, with the main consonant taking the voicing of the second (for example /ed<sup>s</sup>kär/ > [et<sup>s</sup>kär]).

Bunch decrease turns word/morpheme-last / - yt, - yk/ into [-q:] and / - kt, - jt, - gt/ into [-k:] (for example /tämafäyt/ > [tämafäq] 'Tamasheq' (Sudlow, 2001).

### **-Dialectal differences**

Different tongues have somewhat extraordinary consonant inventories. A portion of these varieties can be diachronically represented. For example, Proto-Berber \*h is in general lost in Ayer Tuareg, while it is safeguarded in pretty much every situation in Mali Tuareg. Both of the Iwellemmeden and Ahaggar Tuareg vernaculars are halfway between these positions (Prasse, 1969-Kossmann, 1999). Prasse a. 2003 appointed the Proto-Berber consonant \*z comes out diversely in various vernaculars, an advancement that is somewhat reflected in the tongue names. It is acknowledged as in Tamahaq (Tahaggart), as š in Tamasheq and as basic z in the Tamajaq lingos Tawallammat and Tayart. In the last two, \*z is acknowledged as ž before palatal vowels, clarifying the structure Tamajaq. In Tawallammat and especially Tayart, such a palatalization really doesn't limit itself to z. In these lingos, dentals all in all are palatalized before /I/ and /j/. For instance, tidət is articulated [tidʲət] in Tayart. Different fluctuations can without much of a stretch be followed back to getting. For instance, the Arabic pharynx goals ħ and ʿ have been acquired alongside Arabic loanwords by tongues spent significant time in Islamic (Marabou tic) learning. Different lingos substitute ħ and ʿ individually with x and y.

### **2.2.2.2.3-Grammar**

In the Tuareg, the central word request in is action word subject–object. Action words can be grouped into 19 morphological classes; a portion of these classes can be characterized semantically. Action words convey data regarding the matter of the sentence as pronominal stamping. There is no basic descriptive words existing in the Tuareg dialects; descriptive ideas are communicated by utilizing a relative action word structure generally called 'participle'. Northern Songhay dialects, for example, Sawaq are intensely impacted by the Tuareg language, most speakers are socially Tuareg however speak Songhay; this impact contains indications of phonology and in some cases syntax just as broad loanwords.

### **2.3. Impact of Dialects on English Language Pronunciations according to previous studies:**

SLA term is the activity by which individuals learn dialects in addition to their local language(s). This is used to portray any language whose obtaining starts after youth. The language to be educated is frequently alluded to as the "target language" or "L2", contrasted with the first language,"L1". A few truncations are alluded to second language securing, for example, L2A, L2 obtaining, SLA.

Various etymologists expressed that there are assorted conditions that may impact the L2A.Main factor is the student's first language or the primary language. In 1985, Pole Ellis asserted that the most vindicated help for this idea shows up from 'remote' emphasizes in the second language discourse of students. At the point when a Frenchman communicates in English, his English sounds French.

Jargon and sentence structure levels of any subsequent language is can without much of a stretch be influenced by the student's first language. With regards to obstruction; a tremendous negative effect is brought about by the native language.

Lado expressed intelligibly (1957,2):

*“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”.*

I.e, crucial assumptions in language instruction are that students depend essentially on their NL during the realizing procedure what makes the job of the local language a considerable piece of SLA research

In 1991,Hammerly confirmed that :

*“Faced with something to learn(the SL) that is similar , something they know and use for the same communicative purposes the NL, beginners tend to rely initially on their mother tongue. Thus there are frequent NL intrusions in their SL output.” (Hammerly,1991,5).*

Which means endeavors made by students to use the unknown dialect as a correspondence instrument? Since they have continually been conveying in their primary language, this will straightly affect their unknown dialect master

Tackling the interference is included within the psychological and sociological effect of the native language on the L2:

*“The psychological use of the term interference refers to the influence of the old habits when new ones are being learned, whereas the sociolinguistic use of interference refers to language ‘interaction‘ such as linguistic borrowing and language switching.” (Dulay, Burt and krashen,1982: 98).*

A variance is delineated by some linguists in transfer that is between **diachronic** and **synchronic**. Cook (1992: 580) elucidates diachronic transfer as “...transfer over time...”

and synchronic transfer as "... *transfer at a specific point in time*...". Whereas James states (1994: 182-183), synchronic transfer:

*"...has more to do with language processing, performance and communication. It is used in encoding/decoding messages rather than breaking the code. One is reminded of the ambiguous status of the L1 transfer as either learning or communicative strategy"*.

On the opposite side, a student utilize the diachronic exchange to translate the L2, for example to learn (in the same place.: 182). In this way, diachronic exchange helps learning method of reasoning and synchronic exchange correspondence rule. Indeed, four significant kinds of language move are called attention to: positive, negative, evasion and over-use. Targeting affirming students' presentation, the positive exchange is applied . The primary language propensities that are composed as of late are similar to the old ones which comprise the MT. Thusly, the most recent conduct is equivalent to the former one Ellis (1985: 22) stated:

*"it is quite possible that the means of expressing a shared meaning are the same in the first and second language. In such cases, it is possible to transfer the means used to realize a given meaning in the L1 into the L2 . When this is possible ,the only learning that has to take place is the discovery that the realization devices are the same in the two languages"*.

Taking in consideration Hammerly's illustration (1991:63):

*"Previous knowledge can facilitate learning(positive transfer or facilitation) to the extent that the established knowledge and the "new"(which is not knew since its already known).*

To denote that languages have analogous portion that can further simplify rapid and easy learning. The absence of certain mistakes is not the only case where facilitation can be clearly observed as well during rapid and smooth learning.

In accord with this, Ellis( 1994: 303) argues that :

*“Facilitation is evident not so much in the total absence of certain errors - as would be expected on the basis of behaviourist notions of positive transfer - but rather in a reduced number of errors and , also in the rate of learning.”*

Moreover, a massive distinction is clearly noticed between both avoidance transfer and “interruption” which results in the presence of NL structures in the FL. Within the distinguishing operation between intrusion and avoidance, Ellis( 1994:304) articulates:

*”Learners also avoid using linguistic structures which they find difficult because of differences between their native language and their target language. In such cases, the effects of the L1 are evident not in what learners do (errors) but in what they do not do (omissions)”*.

In 1992, Kellerman highlighted three primary categories of avoidance :  
The principal classification betides when the student foresee that he will confront a trouble with a particular given structure and has a general perspective on what the objective structure resembles. Perceiving the subsequent sort comes when the student realizes the objective structure yet has hardness in utilizing it to explicit conditions where it must be used. As opposed to the past classifications , the third sort happens when the student realizes the objective structure and knows when it ought to be applied yet wouldn't like to utilize it since s/he thinks it not at all like from his/her own conduct standard .

From there on, one reason that lead straightforwardly to shirking is the exorbitant use of move. Various students, fight to perform with no complex of L2 structures, will in general imagine a specific inclination for different terms and structures which they will sum up to a serious degree of settings however that the applied structures may sound right in the broadest zone of circumstances they are utilized to; they are not generally reasonable nor do they represent the best or most exact decision.

2<sup>nd</sup> chapter presented the historical background which is given to English language in Algeria taking in consideration adjustments made in old constitutions. Researcher, also drew attention to which position is taken by English in the Algerian educational system and at which levels it is included as a compulsory course. But, chapter two mainly focused on explaining and discussing the dialectical properties of both Kabyle and Targui dialects which are the chief center of interest in this scientific study, and covered either its phonological system, orthography or grammar. Eventually, 2<sup>nd</sup> section shed light on the influence of those mother tongues on English language and to what extent such affect could be negative.

## **Chapter three**

Native language impact is something that influences an individual's perspective it could be said that he thinks in native language and communicates in English or a L2. The impact of the sound examples of first language prompts the inaccurate way to express words while imparting in English. A L2 student has an oblivious inclination to pass on his traditions from his first language to the objective language. First language sway has become an essential locale and is for the most part alluded to as 'Language Interference'. Each language student goes over this issue. Understudies, in some cases, use words from their parent language while imparting in English because of certain challenges looked by the students of the subsequent language and the reasons for first language impact. Scientist will endeavor to reveal insight into this impact and draw out the approaches to keep away from the overpowered impact of native language.

### **3.1-Procedure:**

Aiming at proving the influence of Algerian dialects on the English language, a questionnaire is given to both English teachers and students in Mouloud Maamri University-Tizi Ouzo, and Amine Elokhal El Hadj Moussa University Center of Tamanghasset

The findings of the questionnaire will constitute the data of our study. Gathered data will be quantified and submitted. This examination is processed to find out possible significant solution concerning the influence of Algerian dialects on the English language pronunciation. . On the basis of the obtained results analyses, some generalizations will be made.

In the data statistical analysis of the data, researcher used two computer software programs, one designed for typing information and Histograms (Microsoft WORD 2007) and the other designed for general statistics (Microsoft EXCEL 2007).

### **3.2-The instruments:**

This investigation is made based on online questionnaires with adding a touch of modification to suit the study purposes. Teachers' questionnaire consists of ten statements; each statement will be answered either by "yes" or "no", except those which require more details. All the statements presented are reflective of the Algerian dialects influence on the English language pronunciation as a mother tongue obstacle in second language acquisition. Whereas the submitted questionnaire to students contains nine statements, in which they will give full response only when necessary, while "yes" or "no" answers will be sufficient according to other statements.

### **3.3-The sample:**

A total number of twenty one (21) teachers from both universities, nine(9) teachers were participated from Amine Elokhal El Hadj Moussa University Center of Tamanghasset, whilst the rest(i.e 12 teachers) are teaching in the university of Mouloud Maamri- Tizi Ouzo .Those teachers were chosen randomly to participate in the study. Yet, researcher picked out sixty two students (62) divided as follow: twenty five (25) were from Amine Elokhal El Hadj Moussa University Center of Tamanghasset while thirty seven (37) were studying at Tizi Ouzo University. The choice of the different Algerian Learners in the study was done for the sake of practicality, and to enforce the study to what extent the mother tongue influence EFL pronunciation.

## Chapter four: Obtained results and discussions.

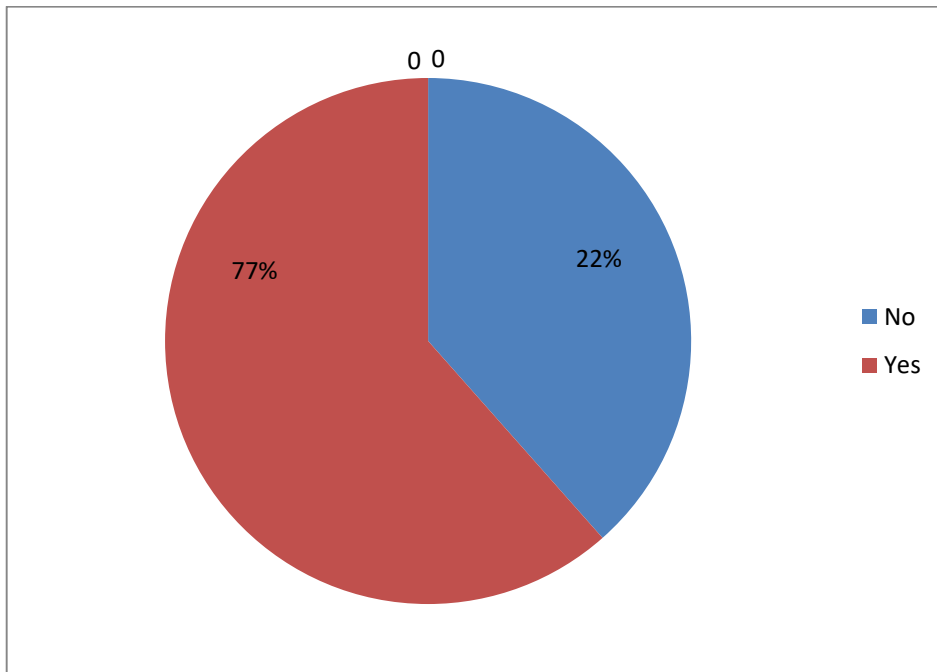
### 4.1-Teachers Questionnaire:

#### 4.1.1-Amine Elokkal El Hadj Moussa University Center of Tamanghasset

As already mentioned before 9 teachers were questioned from Amine Elokkal El Hadj Moussa University Center of Tamanghasset, the obtained results shows that only 2 from those teachers have more than 10 years as a professional experience, whereas the teaching experience of 4 teachers ranged between 5 and 10 years .The rest ( i.e only 3 of them) have less 5 years as working experience .

*Q1-Do you think that Algerian dialects affect the English pronunciation?*

As graphics below shows , 2/9 of teachers answered by “No” ,and the reason could be behind this answer is that English pronunciation could be never affected by learners’ mother tongue thanks to the well learning of its phonological system which is totally different from Algerian Dialectical one . In contrast 7 teachers affirmed their “Yes” answer by stating some factors leading to such phenomena, such as learners’ less motivation to learn the L2 and the over continued use of mother tongue i.e they resort to use the intonations and phonemic inventory into their English speech from their L1. Taking in consideration their ability and aptitude in acquiring and learning languages.



**Figure1: Answers' percentage on Algerian dialect influence.**

2- Do you think that teachers are aware of their pronunciation when talking in natural circumstances?

Percentage of answers	
YES	67%
NO	33%

**Table8: teachers' pronunciation awareness**

As it is shown in the table above a percentage of 33.33% from questioned teachers said that "No" they aren't because it makes no difference. Contrary to a 66.66% who said that "YES" they give an intensive awareness to their pronunciation while talking in natural circumstance.

3- To what extent can the mother tongue influence on a second language acquisition affect students' pronunciation throughout time?

Such inter-language is a result of lack of an intensive teaching of pronunciation and its rules. If both teachers and learners neglect this interference, problem will exacerbate

throughout time. Learners will not hardly trying to utter English words correctly, and they will ignore speaking performing orally in the target language but they will tend to rely on their firstlanguage structures and keep using their accent rhythm and intonations.

4-Do you notice any interference of Algerian dialects while teaching, and did this interference affect the L2 negatively? (If yes , could you tell us how ?)

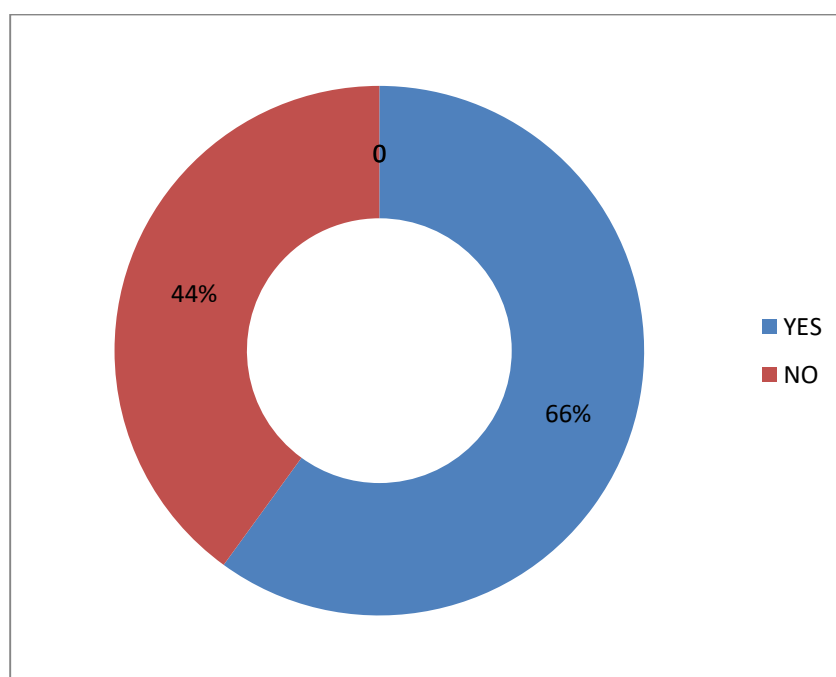


Figure2:Algerian dialect interference percentage.

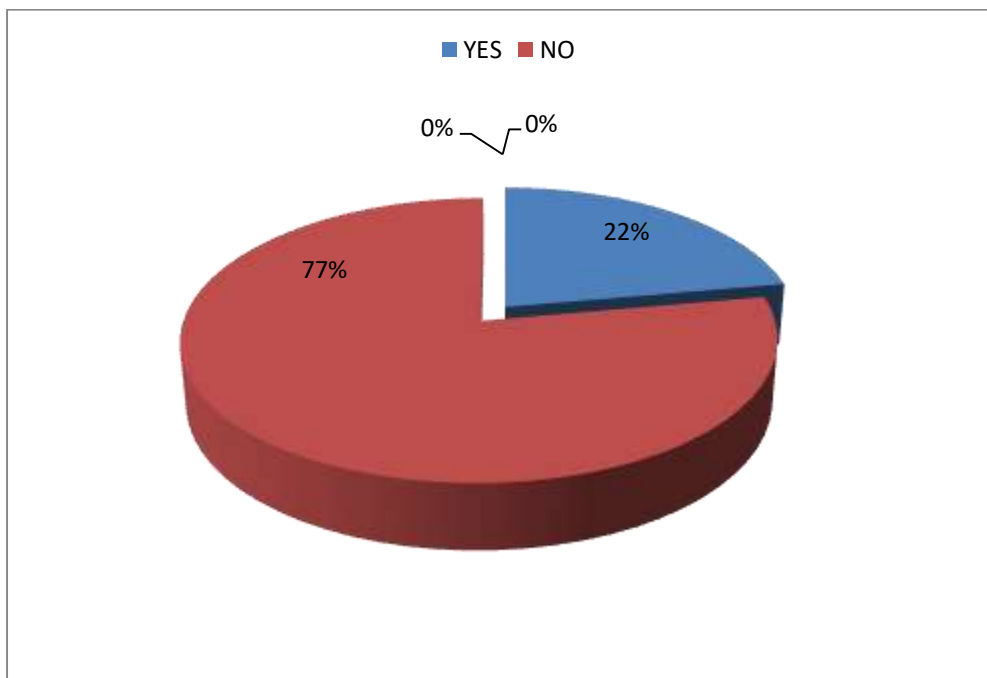
44% of instructors who were questioned answered by “No”, each language has its own sound system which is extremely different. Learners’ pronunciation is purely English although they are not native-speakers but they don’t speak in Algerian English. Teachers think that L2 can’t be negatively affected by mother tongue thanks to the distance between the pre-existing language and the new language one is learning. On the other hand 66% of teachers stated that they frequently notice such inter-language while teaching, and certainly this will affect The L2 negatively especially when their utterance is taking a place in specific contexts which are difficult to be monitored. As long as there is a difference in L1 and L2

phonological systems ,errors are expected to be committed , in way that learners will utilize English's grammar and vocabulary but deliver them with mispronounced language .

*5-According to some teachers, any one has the ability to produce sounds correctly , and if contrary it is matter of showing the identity . Do you agree?( explain your view please ) .*

In this question, two opposite points of view appeared; some teachers are totally disagree , according to them L1 interference is far away from showing identity, is all about learners' pronunciation ability which is affected by various set of factors that Algerian learners are unfamiliar with English sound system and they may face difficulties at the level of phonology, vocabulary and grammar, consequently they are unable to produce a free of mistakes full speech. Whereas, other instructors strongly affirmed that learners have a greater mastery of languages pronunciation thanks to recent technologies and the correct application of instructions that they have learnt before. But they tend to use their own local words and regional accent to be easily for others to point out from which area they came, and their main aim to use such unfamiliar words is to get pride and feel prestigious and different from others.

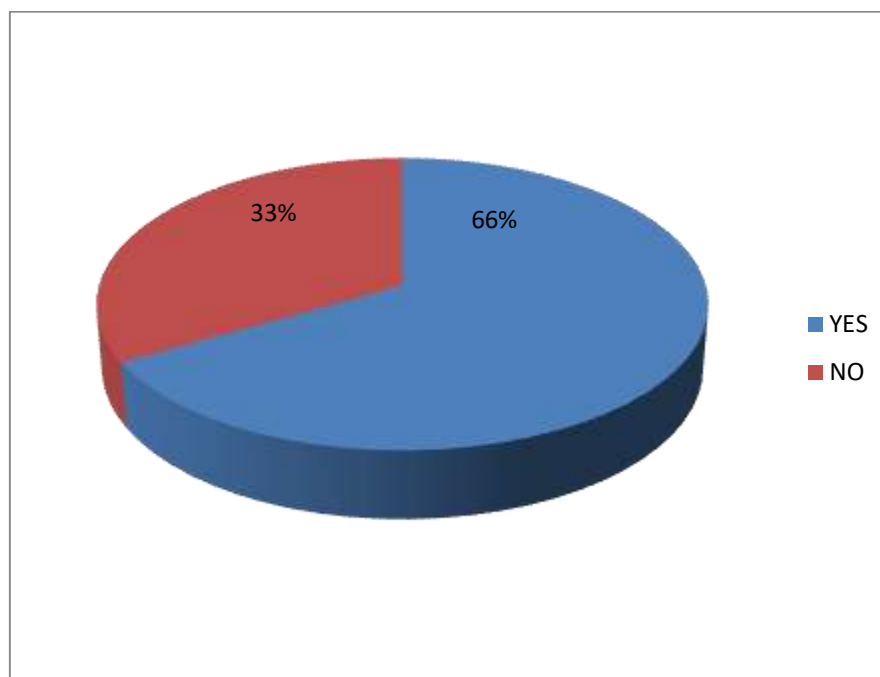
*6-Is the matter of habit one of the factors that leads L2 acquisition been influenced by L1?*



**Figure3: Answers' percentage about L1 habits.**

. As shown in the figure above, only 22% of teachers responded by “YES”, additionally to many other factors, L1 interference is an issue of old habits .English learners have a propensity to transfer their mother tongue forms, meanings and culture to the TL. In contrast to the majority,(I.e 77%) who responded by “NO”, L2 acquisition is influenced by numerous different factors , but MT habits isn't one of them that while acquiring a new language new habits are unconsciously memorized in the brain .

*7-Is teaching phonetics at earlier levels one of the effective solutions to windup this phenomena?*



**Figure4: Answers' percentage about teaching phonetics effectiveness.**

The joined figure above presents that a percentage of 66% (which means the majority) from teachers ensure that including phonetics within the teaching premature years' curricula is one of the most reliable solutions that will help in decreasing such inter-language among Algerian EFL Learners, this step will permit them to improve their spelling ability and avoid mispronounced patterns .Opposing to other teachers who mention that even including phonetics at earliest teaching stages will not solve this problem because of either learners' insufficient practice and application or teacher's lacking interest in the subject.

*8-Do you suggest any other solutions?*

In order to avoid the inter-language, questioned teachers in Amine Elokhal El Hadj Moussa University Center of Tamanghasset, suggested a set of solutions that will reduce L1 interference, researcher picked out some as follow:

\*Competent modeling of a correct pronunciation patterns.

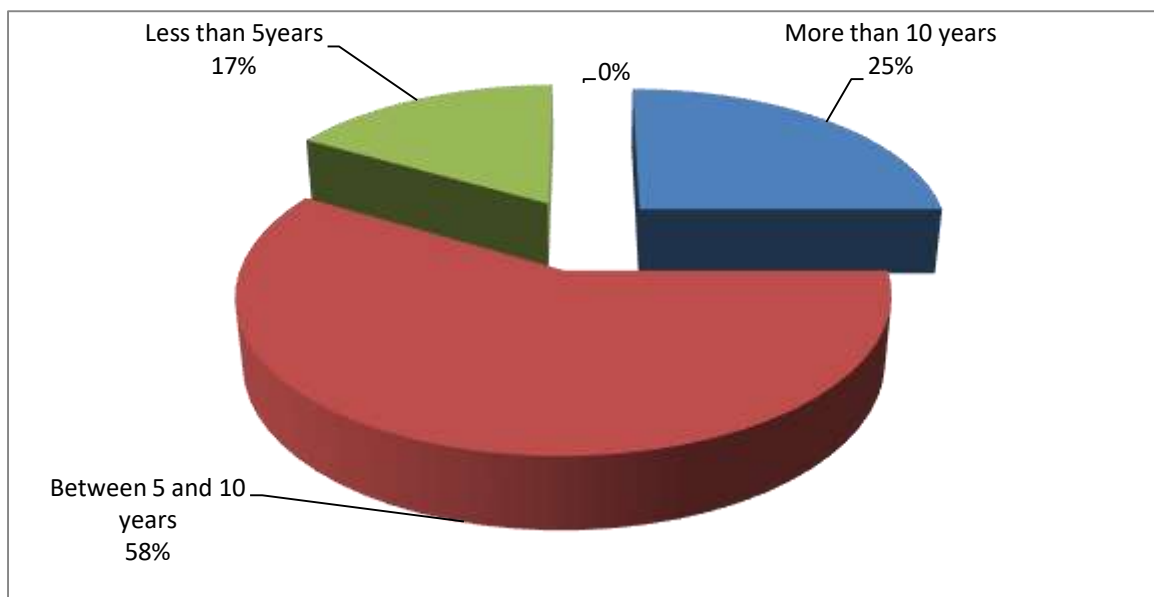
\*Intensive vocabularies' learning

\*Traditional pronunciation drills.

\*Maintaining learners' motivation in acquiring the target language.

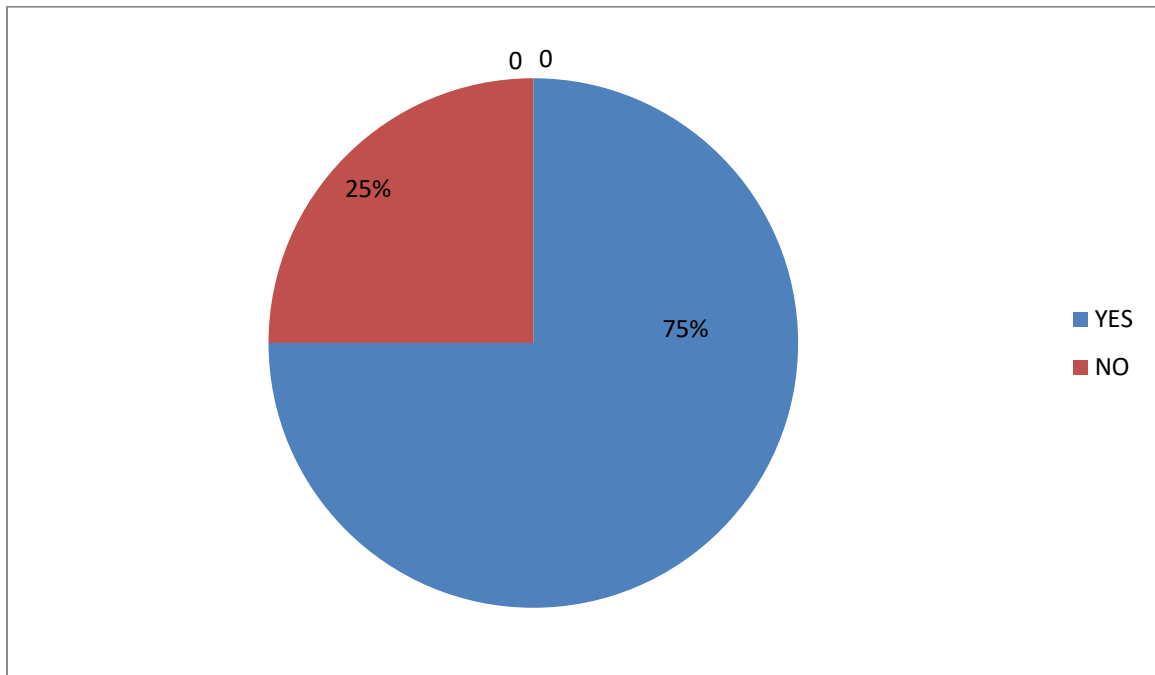
#### **4.1.2-Mouloud Maamri University :**

Figure below shows that a percentage of 25% of questioned teachers have more 10 years as a working experience, while the 58% of instructors, their working career is ranging between 5 and 10 years .The rest of 17% have been worked for less than 5 years.



**Figure5:MouloudMaamri University teachers' teaching experience.**

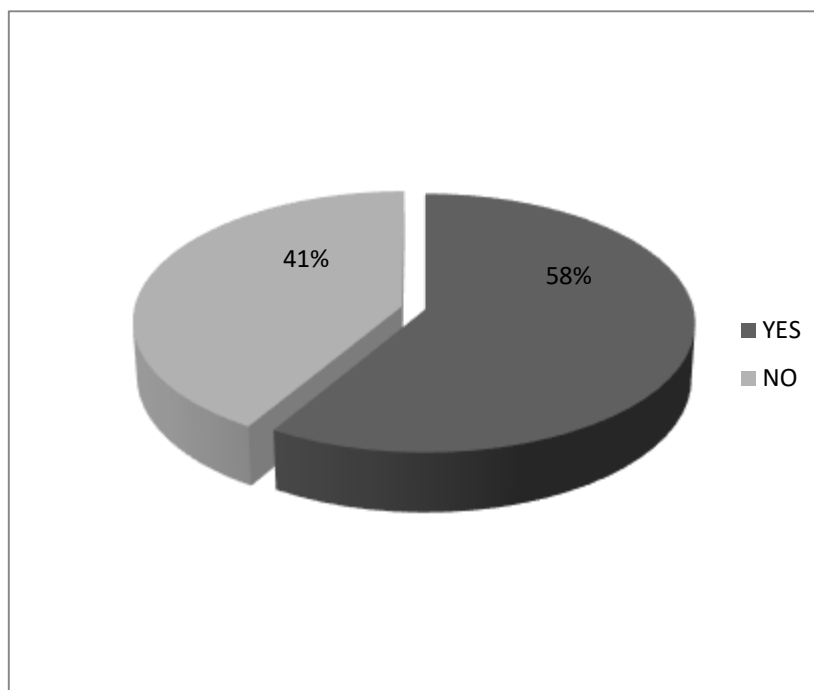
*Q1-Do you think that Algerian dialects affect the English pronunciation?*



**Figure 6: Answers' percentage about Algerian dialects effect on English pronunciation.**

A majority of 75% stated that “YES” English language pronunciation is extremely affected by learners’ mother tongue especially those who are bilingual (Arabic-French) .For instance numerous Kabyle learners are often interfere either from French language or their NT to fulfill the requirements of the situation they are in . A large list of factors that cause such linguistic interference, main ones could be : target language’s vocabulary gap, learners’ age and their personality , their English language fluency ( some learners can’t express themselves freely in English as a result they tend to utilize their mother tongue).In contrast to 25% who negate the fact that English articulation is influenced by L1.

*Q2- Do you think that teachers are aware of their pronunciation when talking in natural circumstances?*



**Figure7: Percentage of teachers' awareness of their pronunciation.**

Obtained responses from Mouloud Maamri University elucidate that 7 teachers(58%) are highly mindful to their English elocution in almost natural conditions .Otherwise only 5 of them(41%) admitted that they are unconscious while speaking because it is hard a bit to keep monitoring speech's pronunciation.

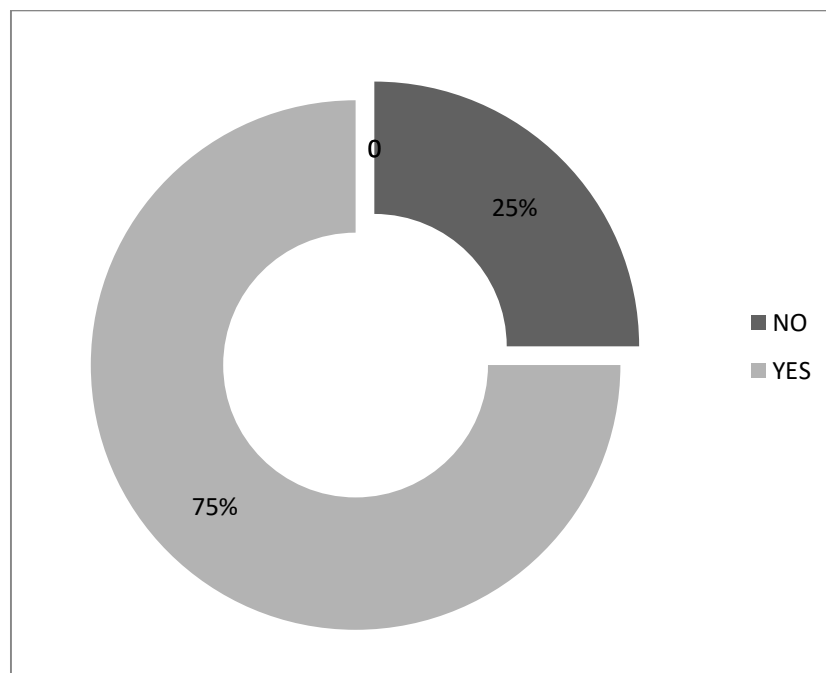
*Q3- To what extent can the mother tongue influence on a second language acquisition affect students' pronunciation throughout time?*

Teachers' opinions is vastly differ in this question, those who said it can cause a real threat to the target language acquisition through time because the excessive use of such linguistic transfer will prevent learners from using L2 correct structure and rely on translating L1 meta-components which lead to hamper the learning process along making very slow progress. On the other side, some informants mentioned that there is no negative affect

through time, learners' interference to their mother tongue is temporary and linked to the necessity they face at a particular time. Those teachers ensured that L1 interference could be used as a learning device to enhance target language acquiring.

*4-Do you notice any interference of Algerian dialects while teaching, and did this interference affect the L2 negatively? (If yes , could you tell us how ?)*

Figure below reveals that the greater number of respondents declared that a noticeable linguistic transfer occurs in their classes, and this negative occurrence menace learners' L2 acquisition. Teachers asserted that when a learner try to utter a new word, his working memory will automatically match that sound with the preexisting phonological representations. This unconsciously matching and uttering will cause a mispronounced speech, and could be misunderstood for audience. Whereas, a minority responded by that they didn't observe any attractive sort of this inter-language. An L1 transfer is not negative as that much, it brings over a quite number of benefits such as facilitating the TL learning process,



**Figure8:Answers' percentage of Algerian dialects interference**

*5-According to some teachers, any one has the ability to produce sounds correctly, and if contrary it is matter of showing the identity. Do you agree ?( explain your view please ).*

In this question, almost all teachers strongly agreed that through studying years, EFL learners have obtained a respectable English Language's mastery ( if not fluency) they are immensely able to use both MT and L2 separately, yet 90% of Kabyle Learners are bilingual , and they show a great degree of a valid English pronunciation. It is all an identity ego issue; they prefer to interfere to their mother tongue for various set of reasons like: superiority and nobility feelings', and the sensation of prestige. Clinging to their native tongue and likewise to their clothing, flag as they are different. In contrast, fewer teachers evinced that English pronunciation is affected by a learner speaking abilities and the phonological variance between the 2 languages, such linguistic behavior is to satisfy learning needs regardless showing identity which may take place outside classes.

*6-Is the matter of habit one of the factors that leads L2 acquisition been influenced by L1?*

Answers' percentage	
YES	66%
NO	37%

**Table9: Answers' percentage of L1 habits**

A rate of 66% from questioned informants presented in their answers that old habits are among main affecting factors which cause inter-language due to transferring the preexisted L1 meta-components. Contrary to 37 % who said that L1 habits doesn't slow the acquisition process, because learners will try to follow TL new habits.

7-Is teaching phonetics at earlier levels one of the effective solutions to windup this phenomena ?

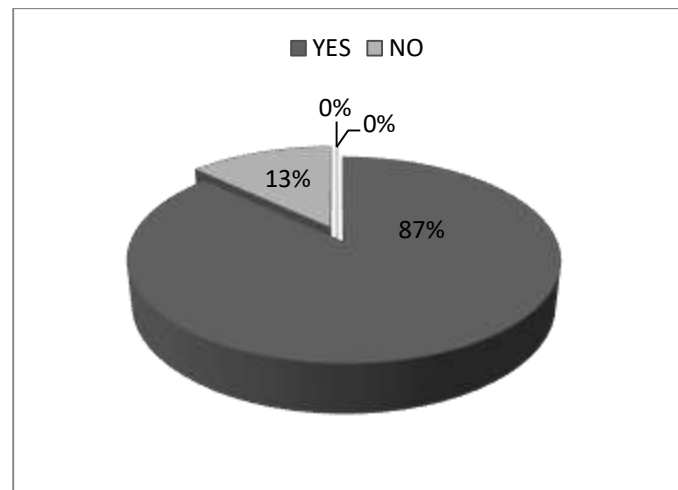


Figure9:Answers' percentage about teaching phonetics effectiveness

In the figure above, it is clearly shown that teachers are extremely agree about include phonetics at very primitive studying courses, this will be a basic step in achieving a satisfactory progress and enhancing learners' pronunciation skills since they will be familiar with the new uttered sounds, Only 13% refused including phonetics in earlier stages' teaching due to the limited acquiring abilities of learners whose first should master receptive skills which will activate speaking as a productive skill. Hence EFL learners produce a proficient L2 utterance.

8-Do you suggest any other solutions?

Mouloud Maamri University Teachers' listed out numerous suggestions in enhancing the L1 interference avoidance. Some of them are chosen to be mentioned below:

\*Providing learners with a sufficient mute period to perceive the L2 phonological features, unfamiliar patterns will lead to increase the l2 oral performance.

\*Expose students to target language culture by covering all its aspects.

\*A wisely rise of learners' awareness toward their MT negative transfer.

\*Creating a trustful and comfortable atmosphere inside the classroom i.e learners won't be judged and teased while committing errors, thus students will feel more confident and L1 inter-language will gradually disappear.

## **4.2-Students' Obtained Data:**

### **4.2.1-Mouloud Maamri University:**

#### **Section One:**

The upcoming analyzed data is gathered from Mouloud Maamri University where a digit of 37 learners cooperated, figures below will present both informants' gender and grade.

*Q1-What is your gender?*

As shown in Figure N°10, a percentage of 59% (which is equal to 22 learner) are males, whereas 41%( i.e15 of them) are females.

*Q2-What is your grade ?*

The inserted figure N°11 reveals that 70% of informants' was M2 students, and only minority of 30% was students of M1.

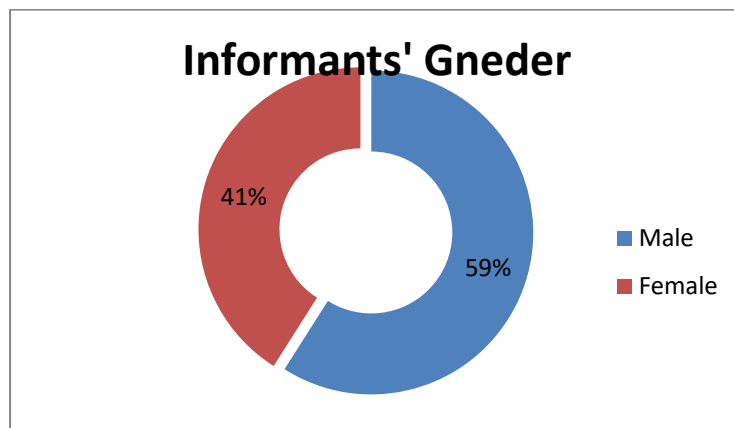


Figure10: Students' gender percentage

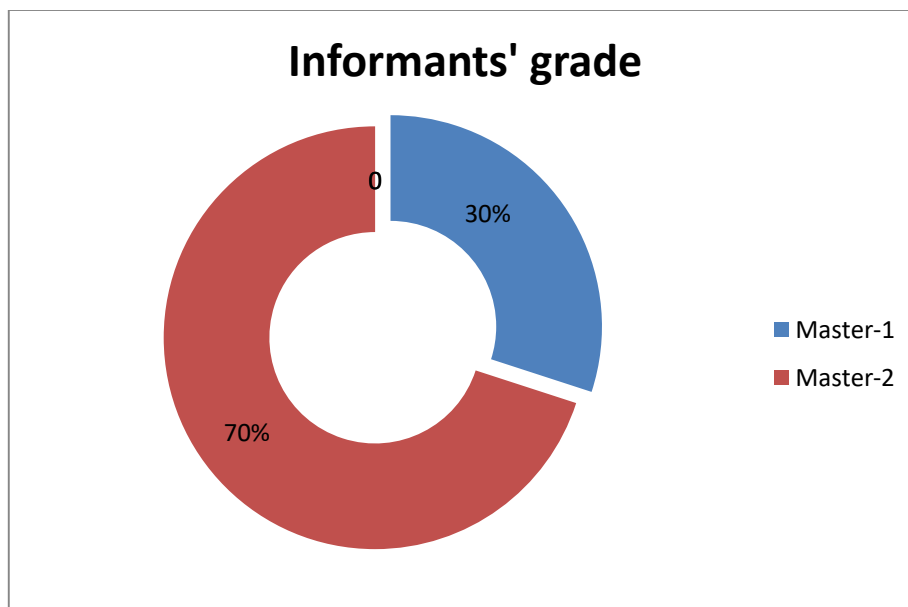


Figure11: Students' grade percentage.

*Q4-Do you consider your level of English:*

English level is the scale by which learners evaluate their language proficiency. As indicated in graphic below, results show respondents' English level respectively: 27% of learners deem that their English level is good. 32% is the answers' percentage of those who consider that their level is average. Less than average takes a percentage of 19%. Whilst, both "bad" and "I don't know" was the answer of the same rate 11%.

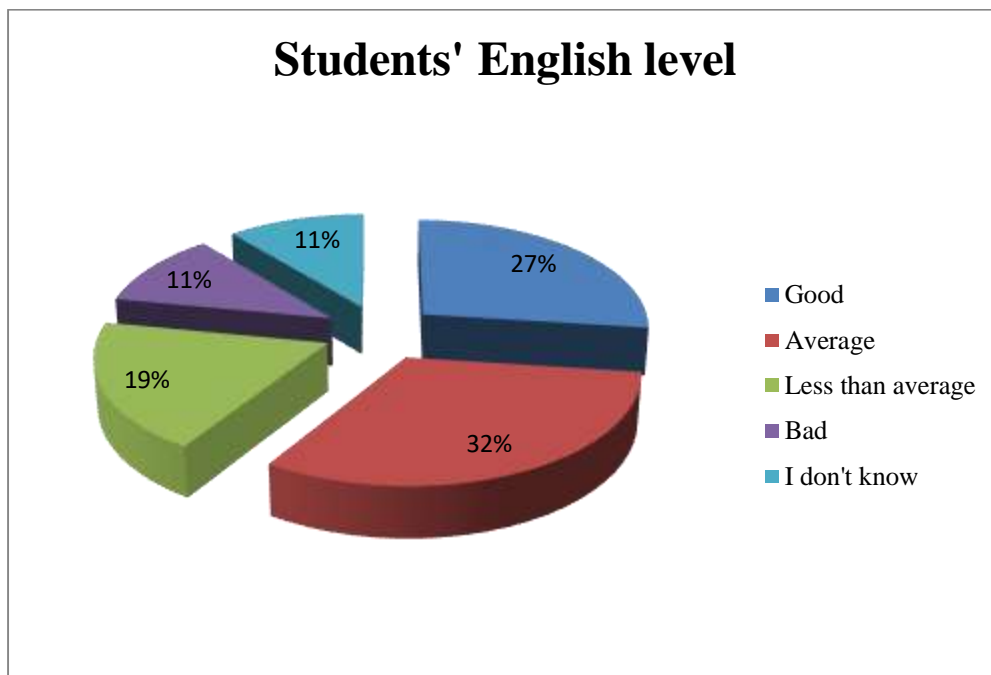
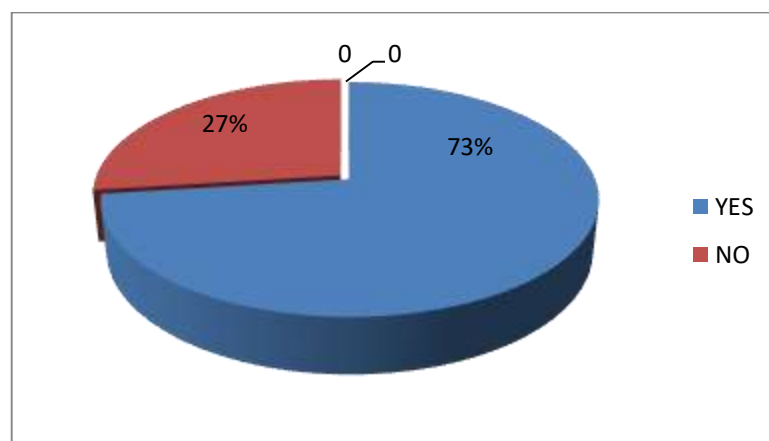


Figure12: Students' English level percentage

**Section two :**

*Q1-Do you use any other language or dialect, frequently? If yes, could you mention it?*

Only 27% of questioned students responded by definitely “no”. In contrast 73% of them asserted that “yes” they keep switching from one language/dialect to another due to the necessity of the situation they are in at that particular moment. Those learners mentioned that they utilize each of their MT, French, Arabic and rarely English language.( as figure below illustrates ).

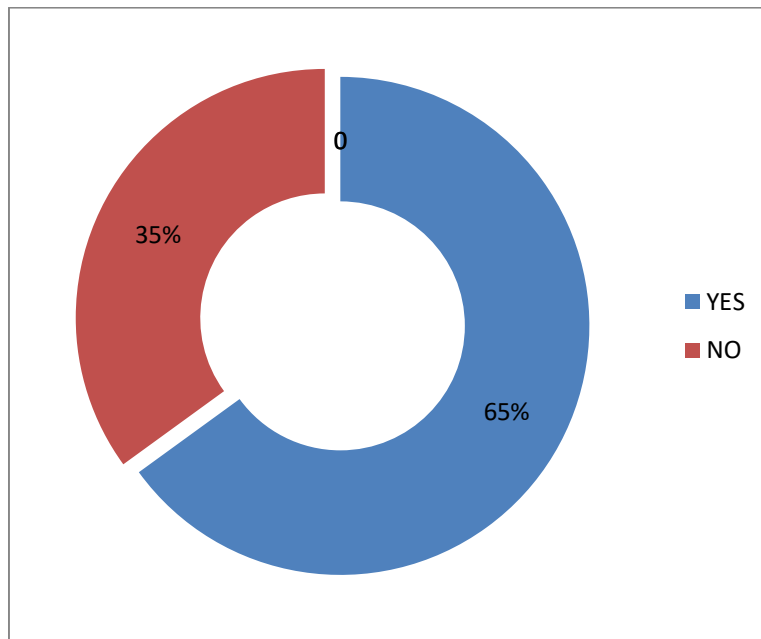


**Figure13: The use of other language/dialect percentage**

*Q2- What are reasons that make you do so?*

Varied reasons are listed by learners, some are selected to be written below; habitual experience, to avert being misunderstood, audience which one is talking to (some Arabic friends can't understand kabyle), to attract and capture attention and lack of register.

*Q3- Do you use the mother tongue inside the class room? if yes, why !*



**Figure14: The use of mother tongue inside the classroom percentage**

As presented here, 35% negate the fact that they utilize their L1 inside the classroom. Contrary to 65% who stated that they bring over their MT due to many reasons such as hiding fluency problems in the target language used in the classroom, the real lexical need or to quoting somebody else.

*Q4- Do you think that the use of the mother tongue is positive/ negative?*

Two different viewpoints elevated in this question. A consensus of 28 students (=76%) said that such use is extremely negative; because it dispenses the need to acquire the TL correctly, and create a dependency attitude which consequently lead students lose

confidence in their English abilities. On the other hand, only 9 students thought that this use is positive to some extent. From their perspective, this utilization strengthen learners' positions when they become unable to perform in English, reduce learners' embarrassment and anxiety, and also it gives rise to a relaxing environment.( as clarified in graphic beneath ).

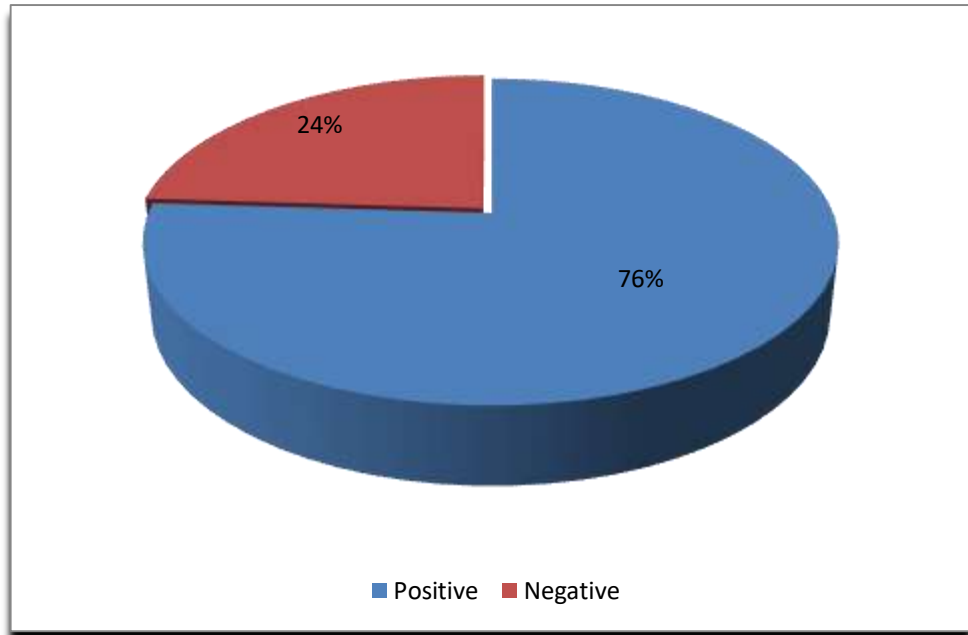
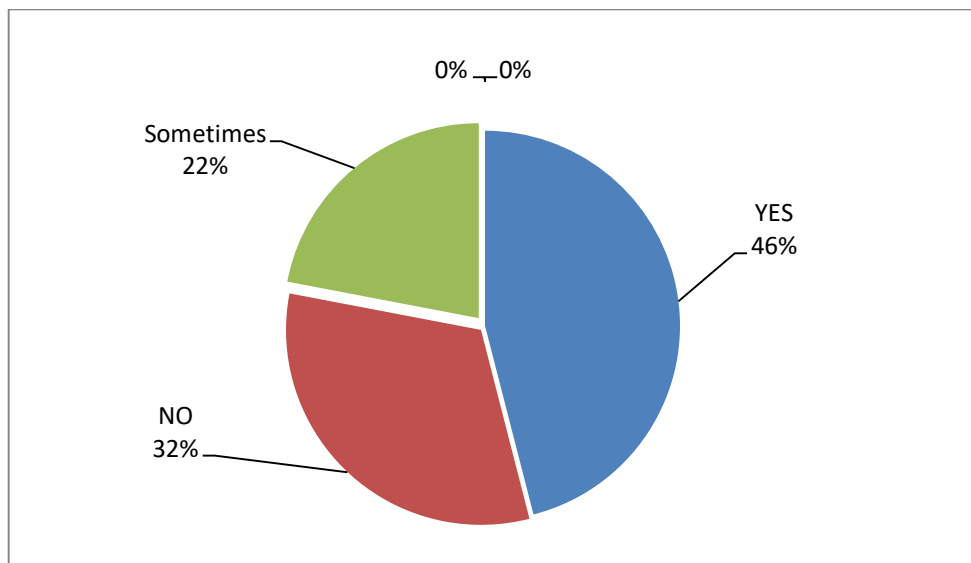


Figure15:Positivity/negativityof mother tongue use percentage.

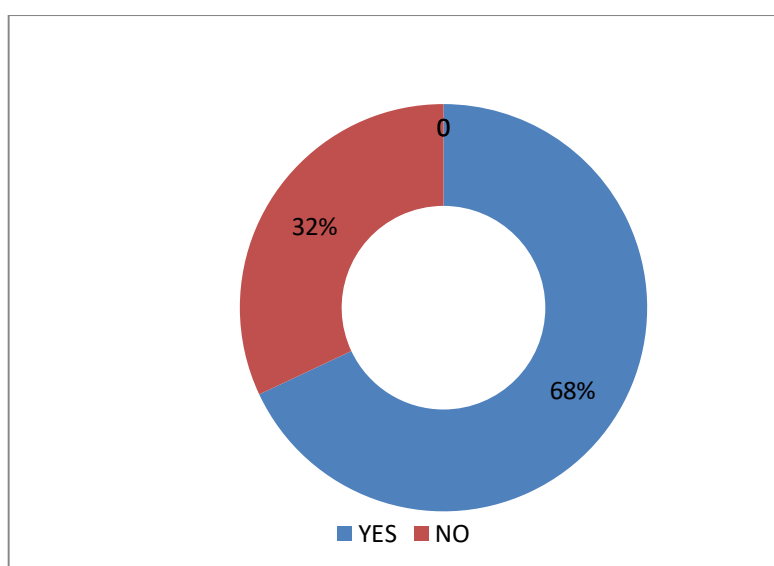
Q5- Do you use English outside class room?



**Figure16: The use of English outside classes percentage**

Joined Figure above clearly show that the majority which estimated of 46% affirmed that, in several daily situations they use English language. Respondents by “no” are covered by a percentage of 32% .Just a small rate of 22% who said that they occasionally tend to speak English outside classes

6-Do you think that your L1 interfere while talking in English? if yes, explain !



**Figure17: L1 interference percentage**

Illustrated graphic above presented that a minority of 32% invalidated the fact that the English language performing could be influenced by MT. Contrary to the majority (68%) asserted that when they speak in English they clearly notice an influence of L1 which is sometimes unconsciously . This influence varies and occurs at all levels: phonology, morphology, grammatical structure depends on students' needs and lacks in the target language

Q7-At which level the L1 has influenced your English language?

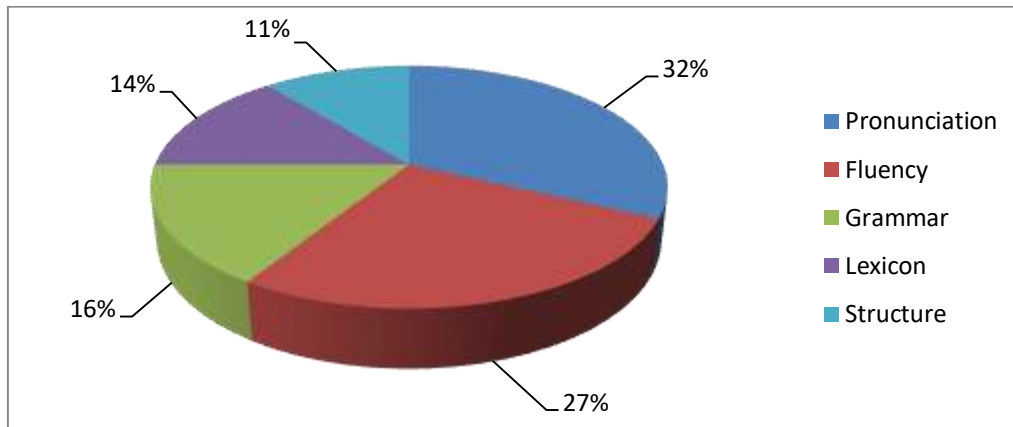


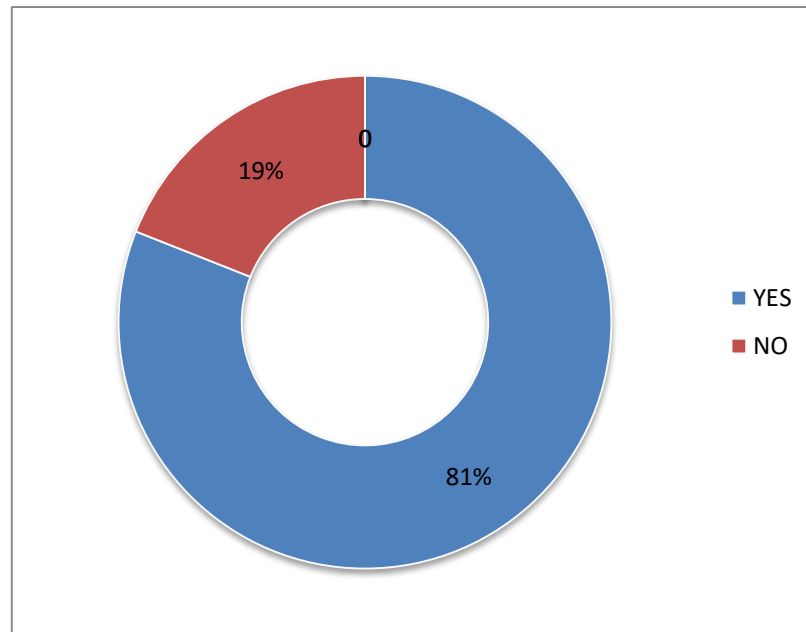
Figure18: Percentage of influenced English levels

Since learners' native language has a great impact on English language, researcher picked out five aspects which are the most susceptible to be influenced. Respondents' answers are descendingly ranked. 32% is the higher percentage which is taken by pronunciation, and the mainly cause behind this effect is the distinct phonological system of both English and Kabyle dialect (and Algerian dialects generally). Fluency covered a rate of 27% due to the lack of practice and fear of performing publicly. Because of the huge difference between the pre-existed grammatical morphemes and the newly acquired ones, 16% of EFLs' grammatical proficiency is influenced by L1. 14% of questioned students answered that their lexicon is immensely affected by their native tongue, mainly one reason could be behind which is neglecting enriching vocabularies' stock and linguistic knowledge. 11% is the percentage of EFLs whose their English structure abilities is vastly influenced by their MT.

*Q8-Do you face before any case in which your English pronunciation has been affected by your mother tongue?if yes, tell us how!*

As presented in the graphic below, the greater number of learners (81%) asserted that they have already faced some cases where their English pronunciation has been intelligibly affected by their Kabyle tongue. They almost agree that they lose unwittingly control on their articulation while practicing a reading task; consequently they produce

dialectal English. Others said that when they interacting or participating in discussions and debates with teachers or classmates, they totally neglect the enunciation and focus mainly on meaning and correct sentence structure. In contrast, 19% responded by “no”, they never face such cases or probably they didn't notice.

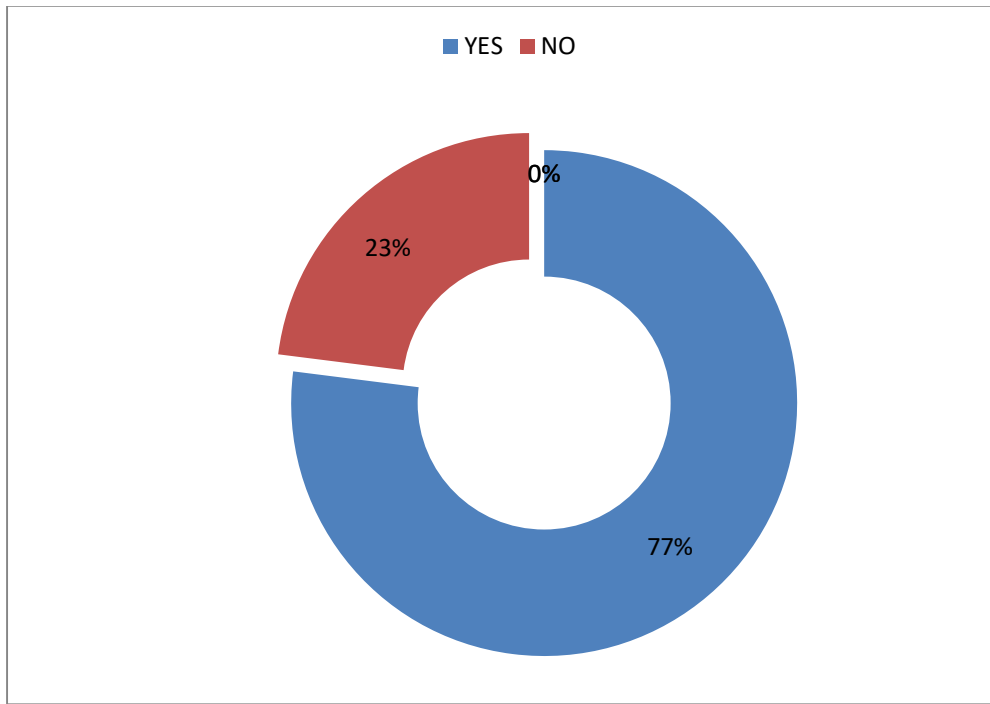


**Figure19: Percentage of L1 influence on English pronunciation**

*Q9-Do you think that L1 stands as a barrier while acquiring L2? If yes, could you give some examples!*

Informants' who said “no” took a percentage of 23%. According to them acquiring a 2<sup>nd</sup> language is based only on learners' motivation, intelligence, age and cognitive ability. Contrary to the major percentage which estimated of 77% who affirmed that undoubtedly L1 is a hindrance that obstructs the L2 acquiring. For example, EFLLs will tend to translate their mother tongue speech to get an equivalent, such attitude reduces their attention to discover new words and enrich their vocabularies' dictionary. The excessive interference of L1 impedes enhancing the productive skills which makes learners less

confident if they are able to express themselves either by writing or speaking. (illustration below).



**Figure20: Answers' percentage about L1 barriers in L1 acquisition**

*Q10-Do you have any suggestions that may help reducing L1 impact on English pronunciation?*

In this question respondents suggest a very several set of solutions that may help in getting rid or at least decrease the L1 impact on English langue enunciation, some are listed below:

\*Shedding more light on reading loudly practices with noting down where errors are committed in order to be treated later.

\*Teachers should provide like-native materials to be listened by learners.

\*EFLs should listen to podcasts and English channels to obtain the correct way of articulation.

**4.1.2-Amine Elokkal El Hadj Moussa University Center of Tamanghasset**

**Section One:**

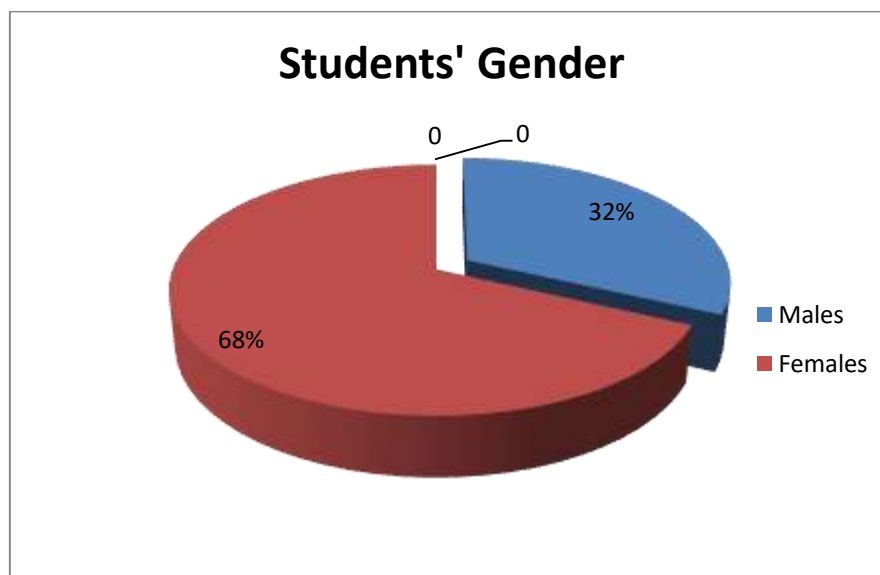
The data analysis written below is gathered from Tamanghasset University Center. Only 25 students collaborated in answering this questionnaire. Joined graphics below will identify both informants' gender and level.

*Q1-What is your gender?*

32% is the percentage of responding males, whereas females occupied a rate of 68%. (As illustrated in the figure N°21.

*Q2-What is your grade?*

Figure N°22 presents that 40% of respondents were Master1 students, whilst Master2 students covered a rate of 60%.



**Figure21: Students' gender percentage**

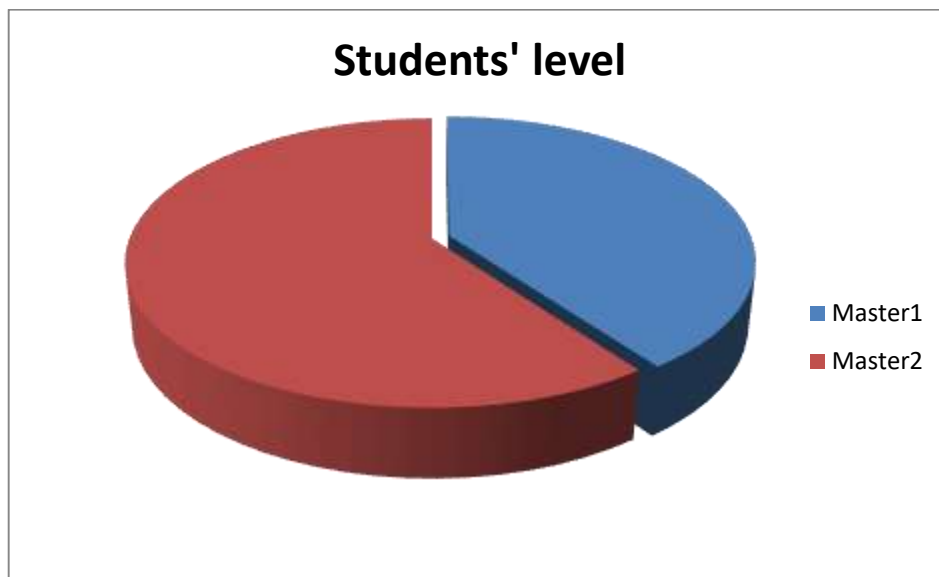


Figure22: Students' Grade percentage

Q4-How do you consider your level of English?

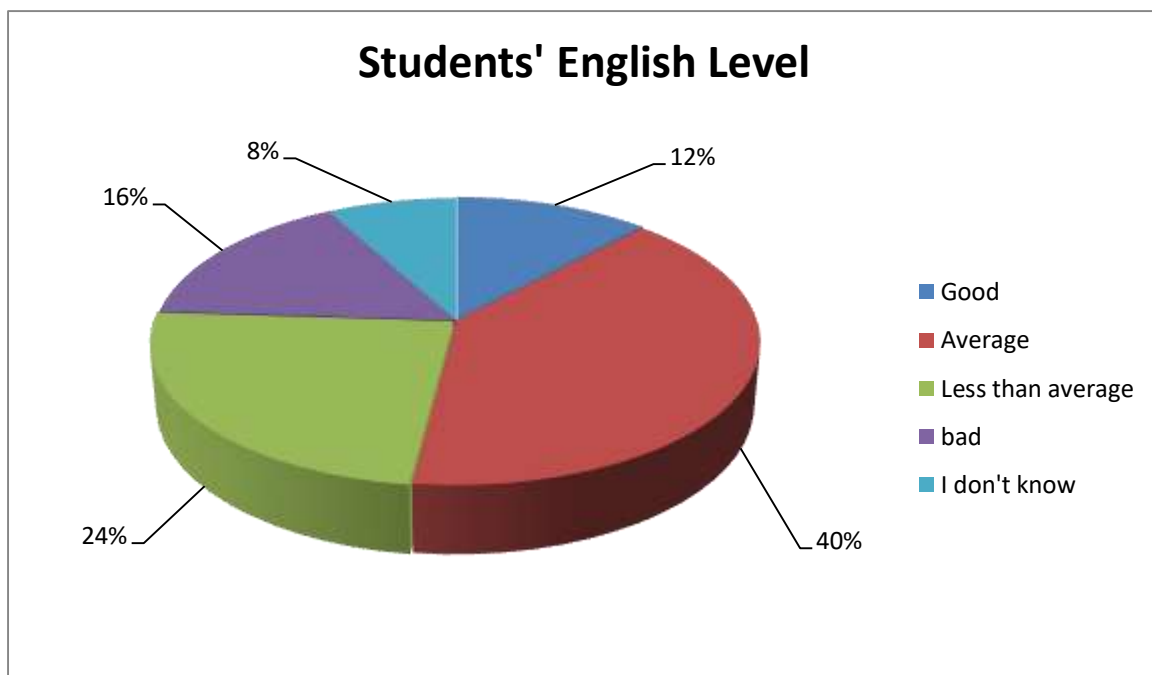


Figure23: Students English level percentage

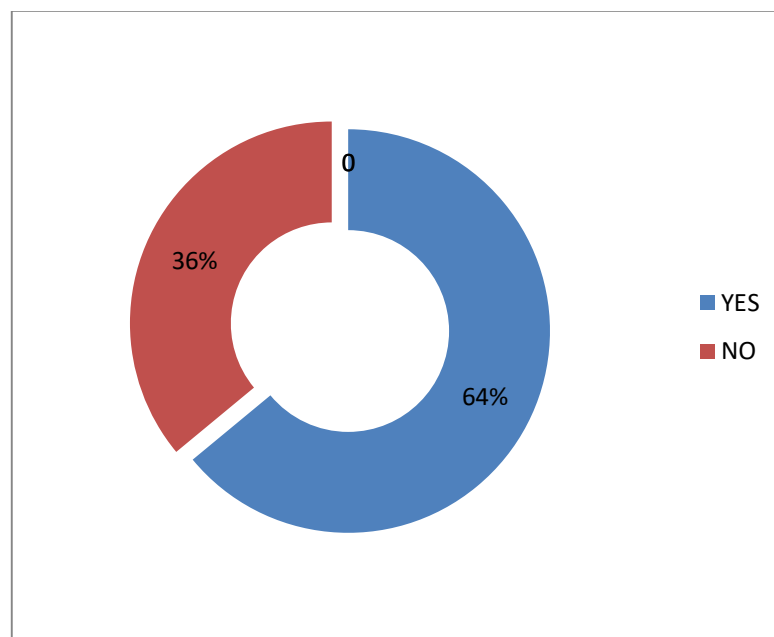
Learners' English level differs and each student evaluates his/her English proficiency depending on his/her skills and abilities. As identified above, only 12% considers their level as good. Whereas average level took the higher rate which is 40%. A percentage of

24% of questioned learners stated that average is their level. 16% of EFLLs show less proficiency, consequently a bad level. The smallest rate estimated of 8% of students responded that they are unable in evaluating their level.

**Section two:**

*Q1-Do you use any other language or dialect, frequently? If yes, could you mention it?*

“NO”, our mother tongue is the only used dialect and it is adequate to express ourselves freely, this was the answer of 36% of questioned learners. In contrast, 64% asserted that they frequently resort to utilize another language such as Arabic and French according to their temporary requirements. (Illustrated graphic shows percentages).



**Figure24: Answers' percentage of the use of an extra-language/dialect**

*Q2-What are reasons that make you do so?*

Learners elucidated some factors behind the use of other dialect/ language. Researcher sheds light on only main factors: speakers' mood, close the status gap, to deliver accurate meanings, to set up goodwill and backing, and other pragmatic reasons.

Q3- Do you use the mother tongue inside the class room?

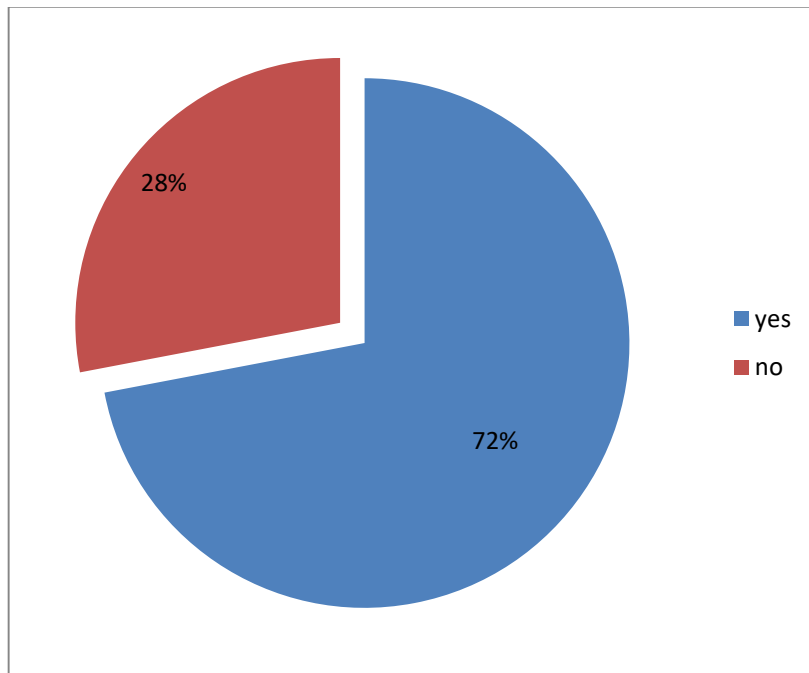


Figure25: Answers' percentage about the use of English language in class

The majority (72%) responded by “yes”, they validate that they tend to use their native language inside classrooms due to different causes such as: feeling more confident and comfortable while talking, defending one’s identity, fulfilling vocabularies’ gap, strengthen one’s arguments by reporting others’ speech.( percentages are identified in figure above)

Q4- Do you think that the use of the mother tongue is positive/ negative? why!

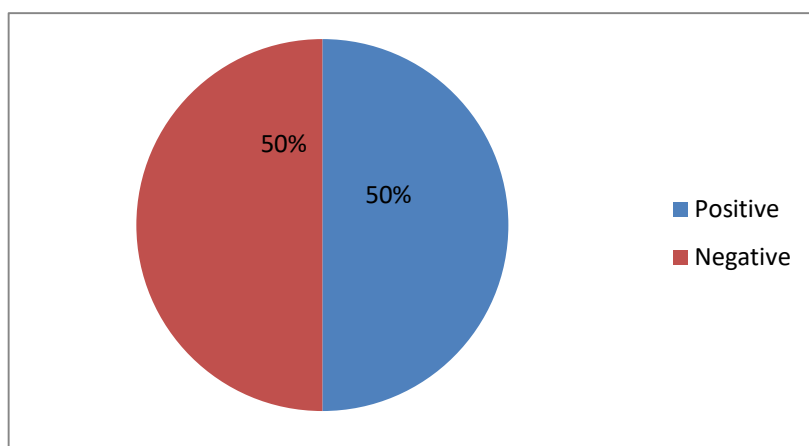


Figure26: Percentage of positivity/negativity of mother tongue use

This question brings over equality in answers' percentage.50% of learners stated that such application of their native dialect/language inside the classroom is positive because it is considered as a useful way of bringing learners' culture background knowledge, ease the understanding checking operation and mollify students' fear of publicly performing, also it maintaining students' contact and interactions. In contrast, the other half (50%) assured that MT use is highly negative, they reinforcing their answer with upcoming arguments: it reduces learners' exposure to the target language, the excessive use of NL by learners is considered as a teaching obstacle for teachers who are not familiar with.

Q5- Do you use English outside class room?

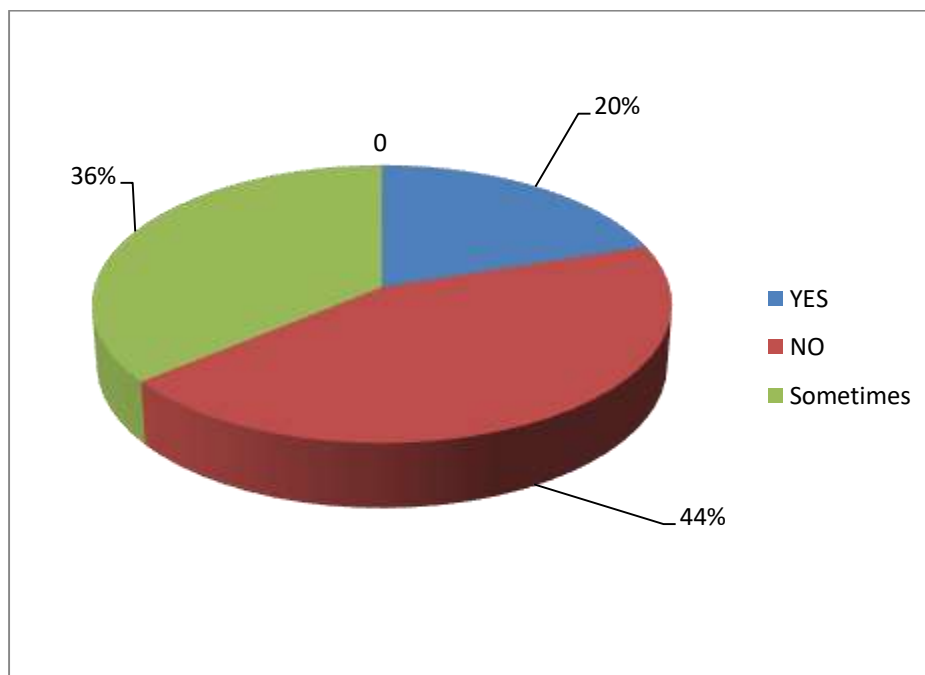


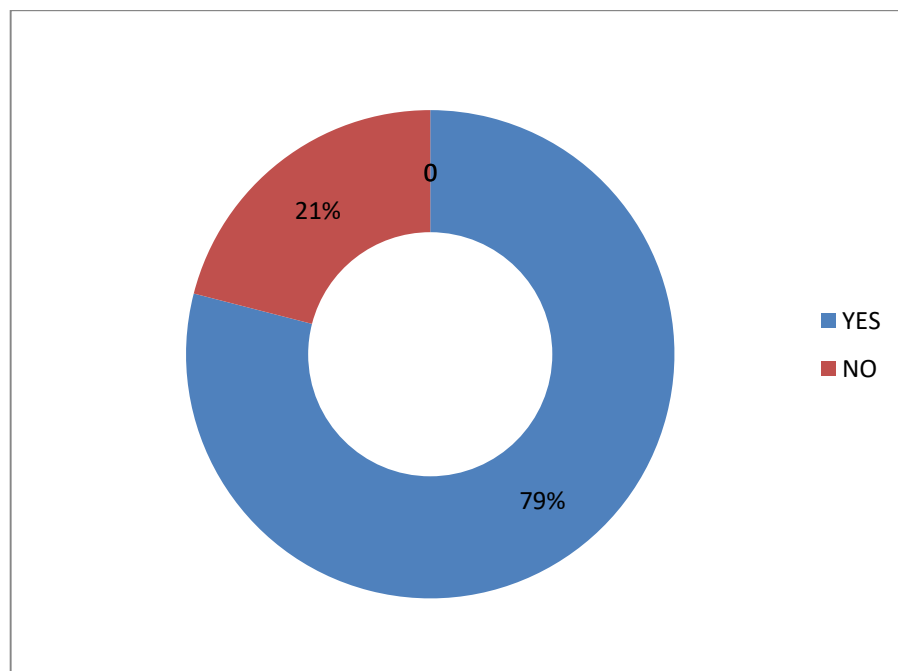
Figure27: Percentage of English use outside class

Figure above identified to how extent EFLLs use English language outside classroom. Results are classified as follow: 44% is the highest percentage is taken by those who definitely negate that they utilize English in their daily conversations. Whereas learners

who responded by “sometimes” cover a rate of 36%. Only a small percentage estimated of 20% from whole questioned students affirmed that they used to speak English regardless where or when they are .

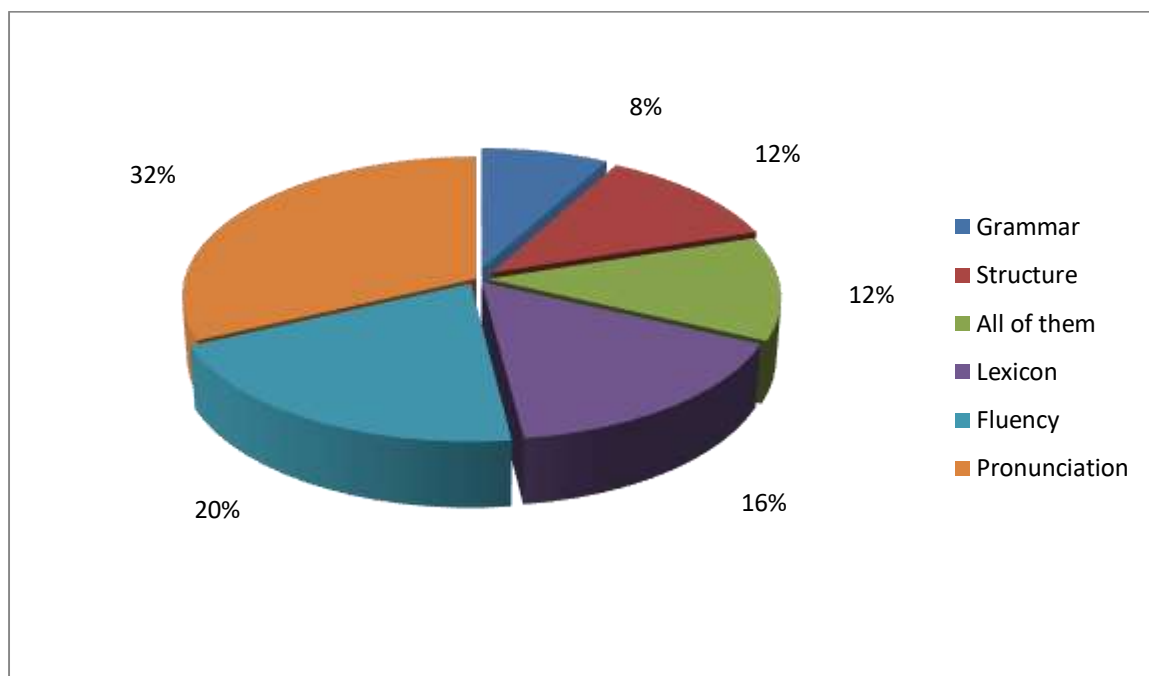
*Q6-Do you think that your L1 interfere while talking in English? if yes, explain!*

While wondering if L1 interfere when learners talk in English and do they observe such inter-language. 21% of informants admitted that either they didn't notice this interference because they attentively emphasize on other meta-components or they really don't transfer back to their mother tongue and maintain an English sufficiency status. In contrast to 79% who strongly acknowledge that there is an obvious interference from their native tongue. They observed such linguistic transfer when they are asked to express their personal viewpoints, or when practicing tasks unrelated to reading specific texts.



**Figure28: L1 interference percentage**

*Q7-at which level the L1 has influenced your English language?*



**Figure29:L1 influence on English language percentages**

As presented above, Grammar abilities of 8% from questioned learners is affected by their NT. While 12% responded that English structure is the most susceptible aspect by Tuareg native language. A percentage of 12% mentioned that L1 affects all English language aspects. Lexicon covers an area estimated of 16%. While 20% of informants said that they observe great influence on English fluency caused by their NT. The greatest rate which is 32% is occupied by pronunciation.

*Q8-Do you face before any case in which your English pronunciation has been affected by your mother tongue? If yes, tell us how!*

44% of answers present that EFLs produce a correct English pronunciation and they didn't face yet any situation when their L1 affect it. On the other hand 66% asserted that they already experienced such cases and many times. Those learners stated that this inter-

language clearly appears when they are asked to speak about their origins, their identity beliefs, geographical affiliations, in addition to in producing new patterns/words which they are unfamiliar with (illustration below).

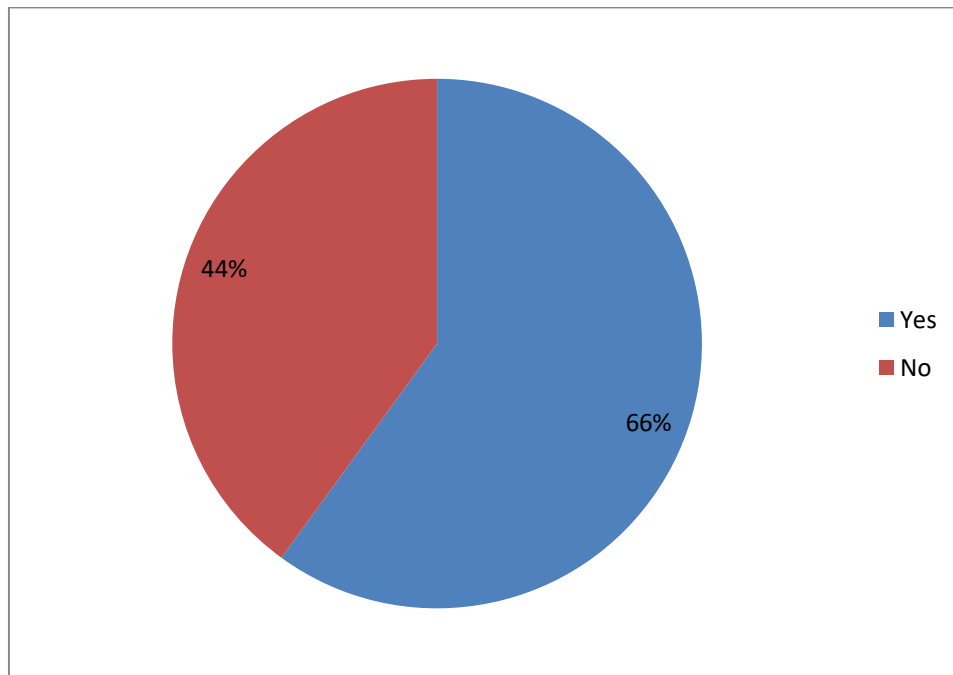


Figure30: Percentage of mother tongue effect on English pronunciation

: Q9-Do you think that L1 stands as a barrier while acquiring L2? If yes, could you give some examples !

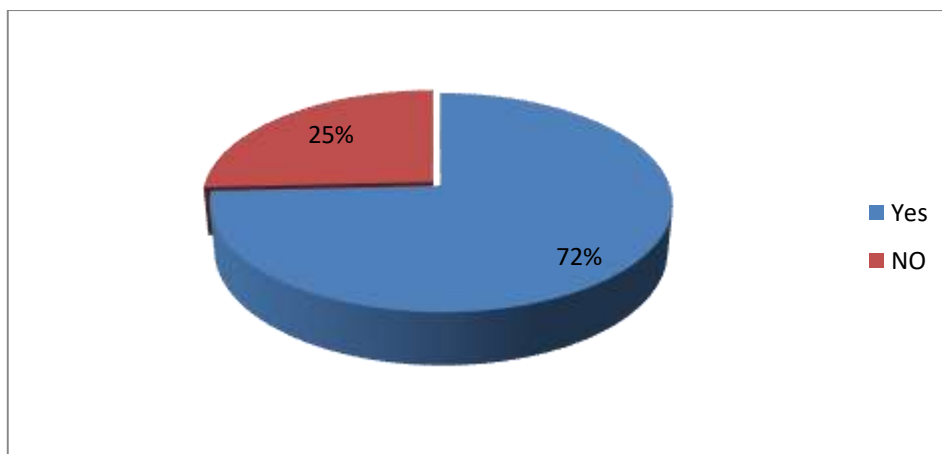


Figure 31: Answers' percentage about native language barriers in 2<sup>nd</sup> acquisition

As graphic illustrates, according to 25% of learners, the acquisition of a 2<sup>nd</sup> language is restricted mainly to learners' attitude, aptitude, personality, and especially to curriculum and teachers instructions but L1 is not one of reasons that prevent the acquisition process. In the other side, 72% asserted that L1 is the chief obstacle that impedes learners from obtaining a satisfactory progress while acquiring a TL. For instance, almost learners will not be able to modify their L1 habits, such as how they pronounce certain letters. While acquiring a 2<sup>nd</sup> language, learners' resort to utilize their pre-existed background and prior knowledge when handling with difficult tasks rather than searching solutions related to the target language.

*Q10-Do you have any suggestions that may help reducing L1 impact on English pronunciation?*

EFLs provide numerous suggestions and solutions; they think it may help in reducing this impact; such as:

\*learners should avoid thinking in L1 and performing in L2, they will unconsciously use L1 phonological sounds and intonations.

\*Providing highly competent like-native teachers will enhance learners speaking abilities.

\*It is preferable for EFLs to get a full immersion into the L2 culture.

\*Clear English song's lyrics is an easiest way for both catch new words and recognizing sounds articulation.

Gathered data assure that learners' English language is quite affected by their native tongue. All most all of questioned teachers from both universities stated that they frequently notice such influence where learners' L1 heavily interfere with the 2<sup>nd</sup> language acquisition process which may impede their acquiring abilities. Teachers mentioned some main factors beyond this inter-language, and drew attention to several suggested solutions which will vastly help in weeding out this linguistic phenomenon. Obtained results from responded students present that they candidly admit they tend to use L1 in order to hind their English fluency gaps and problems, otherwise to maintain their identity's signs, they also pointed out set of efficient solutions.

## **Chapter five:**

### **Conclusion and Recommendations.**

Additionally to the work researcher conducted and in which some of suggestions are mentioned by teachers and learners. Researcher suggested teaching phonetics at very earlier stages as a separate course to enable students produce sounds and patterns' enunciation correctly. Almost all of teachers supported this suggestion and affirmed that it will an advantageous step within the learning process. In the present study, researcher focuses mainly on whether Algerian dialects affect English language pronunciation or not. After looking into the sociolinguistic profile of Algeria, an attempt carried out to shed more light on this linguistic phenomenon, afterwards the choice was made, and two extremely different dialects are selected to be worked on. Those two dialects chosen due to their noticeably influence on the English pronunciation. The conducted work highly proves the hypothesis validity, and obtained results averred to any extent Algerian dialects exert influence on English pronunciation.

### **Pedagogical suggestions and recommendations:**

Numerous linguists consider that learners' mother tongue is a significant issue in acquiring a target language, and consequently it ensues either positively or negatively results. A set of numerous suggestions will be mentioned and which may help learners in achieving a satisfactory progress. Avoid translating the L1 patterns, enhancing students critical thinking to reduce their L1 interference, carefully electing like-native teachers and who show a fluent pronunciation competency. Exposing students to the target language culture such as watching movies, listening to music and reading books. Another effective way which is highly

recommended is teaching students how to think in the target language. Giving learners enough of mute periods in which they will be asked to focus only on listening over and over again.

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# Appendices

## Appendix-A-: Teachers' Questionnaire

Dear Teachers :

This questionnaire tackles the influence of two Algerian Dialects on the English language pronunciation. You are kindly requested to answer the questions by ticking ✓ the appropriate box or by making a full statement whenever necessary.

May I thank you in advance for your collaboration.

\*Professional Experience :

less than 5 years :       between 5 and 10 years        
more than 10 years :

1-Do you think that Algerian dialects affect the English pronunciation ?

Yes       no

1.2- If yes , give us examples that figure out this impact .

.....  
.....  
.....  
.....

2- Do you think that teachers are aware of their pronunciation when talking in natural circumstances ?

Yes       no

3- To what extent can the mother tongue influence on a second language acquisition harms students' pronunciation throughout time

.....

.....

.....

.....

.....

.....

.....

.....

4-Do you notice any interference of Algerian dialects while teaching, and did this interference affect the L2 negatively?

Yes

no

If yes , could you tell us how ?

.....

.....

.....

.....

.....

.....

5-According to some teachers , any one has the ability to produce sounds correctly , and if contrary it is matter of showing the identity . Do you agree ?( explain your view please ).

.....

.....

.....

.....

.....

.....  
.....

6-Is the matter of habit one of the factors that leads L2 acquisition been influenced by L1?

Yes

No

7-Is teaching phonetics at earlier levels one of the effective solutions to windup this phenomena ?

Yes

no

8-Do you suggest any other solutions ?

-.....  
-.....  
-.....  
-.....

**Appendix-B-: Students' questionnaire:**

This questionnaire tackles the influence of some Algerian Dialects on the English language pronunciation . You are kindly requested to answer the questions by ticking  $\surd$  the appropriate box or by making a full statement whenever necessary.

May I thank you in advance for your collaboration.

**Section one: personal background**

1-Gender :

a- Male :

b-Female :

2-Grade:

a-1<sup>st</sup> year master

b-2<sup>nd</sup> year master

3-Are you ?

a- Kabyle :

b-Tuareg

4-Do you consider your level of English:

a- good b-average

c- less than average d-Good

e-I do not know

**Section two:**

1-Do you use any other language or dialect , frequently ? If yes, could you mention it ?

a-Yes

b-no

.....

.....

2-What are reasons that make you do so ?

.....  
.....  
.....

3- Do you use the mother tongue inside the class room:

a-Yes  b-no

4- Do you think that the use of the mother tongue is:

a-Positive  b-negative

-Why.....  
.....  
.....

5- Do you use English outside class room:

a-yes  b- no  c- sometimes

6-Do you think that your L1 interfere while talking in English ?

a-yes  b-no

If yes, explain

.....  
.....

7-At which level the L1 has influenced your English language?

Lexicon

Grammar

Pronunciation

Structure:

Fluency

Others:.....  
.....

8-Do you face before any case in which your English pronunciation has been affected by your mother tongue?

-yes

-no

If yes, tell us how!

.....  
.....

9-Do you think that L1 stands as a barrier while acquiring L2?

-yes

no-

If yes, could you give some examples !

.....  
.....  
.....  
.....  
.....

10-Do you have any suggestions that may help reducing L1 impact on English pronunciation?

.....  
.....  
.....  
.....