

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
Abdelhafid Boussouf University Center - Mila



Institute of Literature and Foreign Languages
Department of Foreign Languages
Branch: English

**The Interlanguage Influence of the Algerian
Colloquial Arabic Accent on the Phonological Well-
Formedness of EFL Students' Performance**
*The Case of EFL Learners at El-Ameed Institute, Mila
Province*

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by:

- 1) Boutheyna BOULGHALEGH
- 2) Chaima BOUZENNOUNE

Supervisor:

Dr. Djalal MANSOUR

Board of Examiners:

Chairwoman: Dr. Souad ALLILI

Supervisor: Dr. Djalal MANSOUR

Examiner: Dr. Amina AGGOUNE

Academic year : 2022-2023

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
Abdelhafid Boussouf University Center - Mila



Institute of Literature and Foreign Languages
Department of Foreign Languages
Branch: English

**The Interlanguage Influence of the Algerian
Colloquial Arabic Accent on the Phonological Well-
Formedness of EFL Students' Performance**
*The Case of EFL Learners at El-Ameed Institute, Mila
Province*

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by:

- 1) Boutheyna BOULGHALEGH
- 2) Chaima BOUZENNOUNE

Supervisor:

Dr. Djalal MANSOUR

Board of Examiners:

Chairwoman: Dr. Souad ALLILI

Supervisor: Dr. Djalal MANSOUR

Examiner: Dr. Amina AGGOUNE

Academic year : 2022-2023

Dedication 1

*My heartfelt gratitude is meant to consider the hope bringers of mine; **mother, father, sisters, and brothers.***

Boulghalegh Boutheyra

Dedication 2

This research project is dedicated to my dear father, who was a wonderful supporter until I completed my research, and to my dear mother, who encouraged and motivated me throughout the process.

My dear brother, sister in law, and sisters deserve a special mention for this project. Moreover, all my nieces, nephews, friends, and those who helped me complete this work are dedicated to me.

Bouzennoune Chaima

Acknowledgments

Dr Djalal Mansour is to be primarily thanked and praised beyond measure for his incomparable supervisory role, matchless mentorship, forbearance, and sustaining support.

We are also deeply indebted to *Mr Mohamed Amine Khenioui, Mr Benmekhlouf Mahdi, Mr Zouaghi Ramzi, Mr Benbeghila Youssouf*, and all the workers at El-Ameed Institute, who generously offered all kinds of help to feed the path of this research.

We are tremendously thankful to the honourable members of the jury for their devotion to the evaluation and enhancement of this work, and our recognition is extended to encompass all of our educators at the University Centre of Mila.

Before everything and above all, to the only infallible and immutable truth in this existence, our Creator and Maker, the Subtle '**ALLAH**', we owe all veneration and praise.

Abstract

The concern of reaching a native-like English accent and bypassing the reflections of the accented speech raises hand in hand with the developmental position the English language is gaining currently in the Algerian linguistic landscape as a global and fashionable language. The overriding purpose of the current research enterprise lies primarily in investigating and examining the range of phonological influences the Algerian dialectal Arabic exerts upon the performance of EFL learners. Accordingly, five research questions have been set up: (1) Does the Algerian Arabic accent apply phonological influences on the pronunciation of EFL learners? (2) What type of language transfer does the Algerian Arabic accent display predominantly in the phonological performance of EFL learners? (3) What are the phonotactic constraints the Algerian Arabic accent imposes on EFL learners' phonological output? (4) What amount of advantageousness does the Algerian Arabic accent overture for EFL learners' pronunciation? (5) Are learners aware of the potential influences their mother accent applies to their English pronunciation? In response to these questions and to achieve the pre-set targets of the study, two research instruments are adopted. A questionnaire is administered alongside a recording test directed to forty EFL intermediate learners. The sample is collected from the private school El-Ameed Institute in Mila. The central research findings disclose that the Algerian Arabic accent applies a considerable set of both positive and negative phonological effects on the pronunciation of EFL learners. Additional results are addressed further. Eventually, the research work supplies an assortment of recommendations for pedagogy and future research with the aim of calling attention to the worth of being aware of the potential adverse/praiseworthy impacts the primary phonetic system addresses to the performance and progression of phonological skills.

Keywords: phonological influences, Algerian Arabic accent, mother accent, English pronunciation, EFL learners.

List of Abbreviations and Symbols

AA: Algerian Arabic

AAA: Algerian Arabic accent

CA: Contrastive Analysis

CS: Code-Switching

CA: Classical Arabic

EFL: English as a Foreign Language

EA: Error Analysis

IL: Interlanguage

L1: First language

L2: Second language

MT: Mother Tongue

MSA: Modern Standard Arabic

SLA: Second Language Acquisition

TL: Target Language

UCLA: University of California Los Angeles

%: Percentage

List of Tables

<i>Table 1.1. The Algerian Arabic consonantal inventory.....</i>	55
<i>Table 1.2. An elucidative table of the disparities between the Algerian Arabic and English consonantal inventories.....</i>	64
<i>Table 2.1. The phonetic transcription of informant one.....</i>	99
<i>Table 2.2. The phonetic transcription of informant two.....</i>	100
<i>Table 2.3. The phonetic transcription of informant three.....</i>	101
<i>Table 2.4. The phonetic transcription of informant four.....</i>	102
<i>Table 2.5. The phonetic transcription of informant five.....</i>	103
<i>Table 2.6. The phonetic transcription of informant six.....</i>	104
<i>Table 2.7. The phonetic transcription of informant seven.....</i>	105
<i>Table 2.8. The phonetic transcription of informant eight.....</i>	106
<i>Table 2.9. The phonetic transcription of informant nine.....</i>	107
<i>Table 2.10. The phonetic transcription of informant ten.....</i>	108
<i>Table 2.11. The phonetic transcription of informant eleven.....</i>	109
<i>Table 2.12. The phonetic transcription of informant twelve.....</i>	110
<i>Table 2.13. The phonetic transcription of informant thirteen.....</i>	111
<i>Table 2.14. The phonetic transcription of informant fourteen.....</i>	112
<i>Table 2.15. The phonetic transcription of informant fifteen.....</i>	114
<i>Table 2.16. The phonetic transcription of informant sixteen.....</i>	115
<i>Table 2.17. The phonetic transcription of informant seventeen.....</i>	116
<i>Table 2.18. The phonetic transcription of informant eighteen.....</i>	117
<i>Table 2.19. The phonetic transcription of informant nineteen.....</i>	118
<i>Table 2.20. The phonetic transcription of informant twenty.....</i>	119

List of Figures

<i>Figure 2.1. Learners' gender</i>	72
<i>Figure 2.2. Learners' age</i>	72
<i>Figure 2.3. Learners' levels of proficiency</i>	73
<i>Figure 2.4. Learners' attitudes towards the significance of pronunciation</i>	74
<i>Figure 2.5. Learners' perspectives on the factors most notably influencing their English pronunciation</i>	76
<i>Figure 2.6. Variations in English pronunciation: Learners' observations in the English classroom settings</i>	77
<i>Figure 2.7. Disclosing the presence of regional variations in the production of English utterances according to learners' reflections</i>	78
<i>Figure 2.8. Assessing the impact of the AAA on English pronunciation: Frequency of impeding comprehension</i>	80
<i>Figure 2.9. Learners' consideration of the influence of Algerian Arabic on English pronunciation</i>	81
<i>Figure 2.10. Learners' consideration of the extent of resemblance between the Algerian Arabic and English phonological systems</i>	83
<i>Figure 2.11. Learners' reflections on the frequency of pronunciation errors driven by the Algerian Arabic accent</i>	85
<i>Figure 2.12. Under-differentiation: The case of /b/ and /p/ sounds</i>	87
<i>Figure 2.13. Under-differentiation: The case of /f/ and /v/ sounds</i>	88
<i>Figure 2.14. The differentiation between /ʃ/ and /tʃ/ sounds</i>	88
<i>Figure 2.15. The differentiation between /tʃ/ and /dʒ/ sounds</i>	89
<i>Figure 2.16. The distinguishability of /ɪ/, /i:/, and /ε/ vowel sounds</i>	90
<i>Figure 2.17. The distinguishability of /ɔ/ and /ɒ/ vowel sounds</i>	91

<i>Figure 2.18. The appropriateness of the English /r/ sound production</i>	<i>91</i>
<i>Figure 2.19. The accurate production of English consonant clusters.....</i>	<i>92</i>
<i>Figure 2.20. Vowels' insertion in English consonant clusters</i>	<i>93</i>
<i>Figure 2.21. The correctness production of the endings '-ed' and '-s'</i>	<i>94</i>
<i>Figure 2.22. The placement of English stress</i>	<i>94</i>
<i>Figure 2.23. Phonological errors and the variations in spelling and pronunciation of English words</i>	<i>95</i>

Table of Contents

Dedication.....	02
Acknowledgements.....	04
Abstract.....	05
List of Abbreviations and Symbols.....	06
List of Tables	07
List of Figures.....	08
Table of Contents.....	10

General Introduction

1. Statement of the Problem.....	16
2. Aims of the Study	16
3. Significance of the Study	17
4. The Research Questions.....	17
5. Research Methodology	18
6. Structure of the Dissertation	18

Chapter One: Theoretical Foundations and Interconnections: Exploring Phonetic

Transfer, the Algerian Arabic Accent, and English Phonology

Introduction.....	20
-------------------	----

Section One: First Language Influence on Foreign Language Pronunciation: Exploring

Phonological Transfer

1.1.1. On the Term ‘Interference’	21
1.1.2. Cross-Linguistic Transfer	22
1.1.2.1. Positive Transfer	24
1.1.2.2. Negative Transfer.....	25
1.1.3. The Contrastive Analysis Hypothesis.....	27

1.1.4. Interlanguage Theory	29
1.1.5. Code-Switching.....	31
1.1.6. Bilingualism and Multilingualism in the Phonological Context.....	33
1.1.6.1. Bilingualism.....	33
1.1.6.2. Multilingualism.....	34
1.1.6.3. Benefits of Bi- and Multilingualism	34
1.1.6.4. Negative Effects of Bi- and Multilingualism.....	35

Section Two: The Algerian Arabic Accent

1.2.1. Arabic Varieties	37
1.2.1.1. Classical Arabic	37
1.2.1.2. Modern Standard Arabic.....	37
1.2.1.3. Algerian Arabic (Colloquial Arabic.....	38
1.2.2. The Algerian Linguistic Reality.....	40
1.2.2.1. Historical Recap.....	40
1.2.2.1.1. Pre-Colonial Algeria	41
1.2.2.1.1.1. The Roman Occupation Era.....	41
1.2.2.1.1.2. The Spanish Colonisation Era.....	42
1.2.2.1.1.3. Algeria's Ottoman Reign	44
1.2.2.1.2. French Colonisation Era	44
1.2.2.1.3. Post- Colonial Algeria.....	46
1.2.2.2. Contact Processes in Place within the Algerian Linguistic Milieu.....	48
1.2.2.2.1. Bilingual Algeria.....	48
1.2.2.2.2. Multilingual Algeria.....	50
1.2.2.2.3. Diglossic Algeria	52
1.2.3. The Algerian Arabic Phonology	53

1.2.3.1. An Administration to the Algerian Arabic Accent	53
1.2.3.2. Phonemic Segmentation.....	55
1.2.3.2.1. The Algerian Arabic Consonantal System.....	55
1.2.3.2.2. The Algerian Arabic Vocalic System	58
1.2.3.2.2.1. Vowels	58
1.2.3.2.2.2. Diphthongs.....	59
1.2.3.2.3. Phonetic Phenomena.....	59
1.2.3.3. Prosodic Features of the Algerian Arabic Accent.....	60
1.2.3.3.1. Stress and Rhythm	60
1.2.3.3.2. Intonational Patterns	61

Section Three: A Comparative Scrutiny of Algerian Arabic and English Phonology

1.3.1. Algerian Arabic and English Phonemic Inventories: In Comparison.....	63
1.3.1.1. Algerian Arabic Vs English Consonantal Systems.....	63
1.3.1.2. Algerian Arabic Vs English Vocalic Systems	64
1.3.1.2.1. Vowels	64
1.3.1.2.2. Diphthongs.....	65
1.3.1.2.3. Triphthongs.....	66
1.3.2. Algerian Arabic and English Prosodic Features: In Comparison	66
1.3.2.1. Algerian Arabic Vs English Stress	66
1.3.2.2. Algerian Arabic Vs English Intonational Patterns.....	67
Conclusion	68

Chapter Two: An Influenced and Influential Correlation between the Algerian Arabic Accent and English Pronunciation: Field Work and Data Analysis

Introduction.....	69
2.1. Description of the Sample.....	69

2.2. Data Collection Instruments	70
2.2.1. The Learners' Questionnaire.....	70
2.2.1.1. Description of the Learners' Questionnaire.....	70
2.2.1.2. Administration of the Learners' Questionnaire	71
2.2.1.3. Analysis and Interpretation of the Learners' Questionnaire.....	71

Section One: Background Information

Item 01: Learners' Gender	71
Item 02: Learners' Age	72
Item 03: Learners' Levels of Proficiency	73
Item 04: Learners' Geographic Belongingness.....	74

Section Two: Attitude, Perspectival, and Deduction-Based Questions

Item 01: Learners' Attitudes towards the Significance of Pronunciation.....	74
Item 02: Feedback on the English Pronunciation: Learners' Experiences with Teachers and Native Speakers	75
Item 03: Learners' Perspectives on the Factors Most Notably Influencing Their English Pronunciation	76
Item 04: Variations in English Pronunciation: Learners' Observations in the English Classroom Settings.....	76
Item 05: Disclosing the Presence of Regional Variations in the Production of English Utterances According to Learners' Reflections.....	77
Item 06: Learners' Examples Illustrating the Afore-Mentioned Phenomenon.....	78
Item 07: Assessing the Impact of the AAA on English Pronunciation: Frequency of Impeding Comprehension	80
Item 08: Learners' Consideration of the Influence of Algerian Arabic on English Pronunciation	81

Item 09: Unveiling the Foundations of Learners' Previous Perspectives' Deduction.....	82
Item 10: Learners' Consideration of the Extent of Resemblance between the Algerian Arabic and English Phonological Systems	83
Item 11: Exploring the Distinct Features in the AAA Contributing to the Facilitation of English Pronunciation as Perceived by Learners.....	84
Item 12: Learners' Reflections on the Frequency of Pronunciation Errors Driven by the Algerian Arabic Accent	85
Item 13: Learners' Standpoints on the Common Pronunciation Challenges Arising from the Algerian Arabic Accent	86

Section 'Three': Phonological Influences

Item 01: Under-differentiation: The Case of /b/ and /p/ Sounds	87
Item 02: Under-differentiation: the Case of /f/ and /v/ Sounds	88
Item 03: The Differentiation between /j/ and /tʃ/ Sounds	88
Item 04: The Differentiation between /tʃ/ and /dʒ/ Sounds.....	89
Item 05: The Distinguishability of /ɪ/, /i:/, and /ɛ/ Vowel Sounds.....	90
Item 06: The Distinguishability of /ʊ/ and /ɒ/ Vowel Sounds.....	91
Item 07: The Appropriateness of the English /r/ Sound Production.....	91
Item 08: The Accurate Production of English Consonant Clusters	92
Item 09: Vowels' Insertion in English Consonant Clusters.....	93
Item 10: The Correctness Production of the Endings '-ed' and '-s'	94
Item 11: The Placement of English Stress	94
Item 12: Phonological Errors and the Variations in Spelling and Pronunciation of English Words.....	95
Item 13: Learners' Views towards the Source of the Pre-Outlined Pronunciation Difficulties	96

2.2.2. The Recording Test.....	97
2.2.2.1. Speech Data Records Protocols	97
2.2.2.2. Analysis and Interpretation of the Recording Test	99
2.3. Discussion of the Findings.....	120
2.4. Implications, Limitations and Recommendations of the Study	123
2.4.1. Implications of the Study	123
2.4.2. Limitations of the Study.....	124
2.4.3. Recommendations for Pedagogy and Further Research	125
2.4.3.1. Recommendations for Learners	125
2.4.3.2. Recommendations for Teachers and Material Developers	125
2.4.3.3. Recommendations for Pedagogical Settings.....	126
2.4.3.4. Recommendations for Future Researches.....	127
Conclusion	127

General Conclusion

List of References	130
--------------------------	-----

Appendix

Résumé

ملخص

General Introduction

1. Statement of the Problem

The speaking performance of an individual can apparently display their cultural background. It is widely believed that accents represent persons, and the way they pronounce words of a particular language indicates their regional belongingness. Likewise, the potency of a language learner to produce an accented speech in a way that reflects their origins is remarkably suggested to be encountered. Consequently, an accent can affect another language's pronunciation and vice versa. Thus, within language learning settings, it is primarily inevitable to work on reducing accents in speech performance to be accent-neutral and to allow for intelligible speech to take place.

The cognitive linguistic and phonological competence of a human brain embracing the co-existence of more than one language differs a great deal from that of a unilingual. Thus, the indicated aspect contributes to the profoundly intricate situation of an Algerian EFL learner, being an exceptional case displaying excessive levels of multilingualism. The latter calls attention to the Algerian English phonological performance and made of the possible phonological influences of a rich accent like the Algerian Arabic on the English phonetic output a thought-provoking issue. Within the same flow, the current study is established with the interest of investigating and examining the adverse and praiseworthy impacts the Algerian phonetic system applies to the performance and progression of English pronunciation skills.

2. Aims of the Study

The central concern of the present research primarily lies in investigating and examining the range of phonological influences the Algerian dialectal Arabic applies to the performance of EFL learners. In particular, the study set out to satisfy the following sub-objectives:

1. To inspect the potential for an Algerian Arabic influence on the English language at the phonological level.
2. To investigate the type of language transfer the Algerian Arabic accent displays predominantly in the phonological performance of EFL learners.
3. To access the phonic impediments applied by the Algerians' mother accent on the English phonetic output.
4. To accentuate the amount of advantageousness the Algerian Arabic accent overture for EFL learners' pronunciation.
5. To delve into Algerian learners' awareness of the potential impacts their mother accent exerts upon their English pronunciation.

3. Significance of the Study

The significance of the present research is mainly derived from its central concern, which is oriented to a vitally functioning aspect in the linguistic environment of an Algerian EFL learner, representing the Algerian Arabic accent. Moreover, the comprehensiveness of this investigation and its focus on accentuating both the positive and negative sides of the phonetic transfer applied by the Algerian learners' mother accent to English pronunciation brings additional value to the current study. In this vein, the research serves as a contribution to heighten the awareness of the Algerian English language instructional milieu about the potential influences their mother accent may address on their phonological performance, especially within the current era of English brilliance in the Algerian linguistic context.

4. The Research Questions

In accordance with what precedes, this research sets out to answer the following questions:

- (1). Does the Algerian Arabic accent apply phonological influences on the pronunciation of EFL learners?

(2). What type of language transfer does the Algerian Arabic accent display predominantly in the phonological performance of EFL learners?

(3). What are the phonotactic constraints the Algerian Arabic accent imposes on EFL learners' phonological output?

(4). What amount of advantageousness does the Algerian Arabic accent overture for EFL learners' pronunciation?

(5). Are learners aware of the potential influences their mother accent applies to their English pronunciation?

5. Research Methodology

Two research instruments are put to use in line with the predetermined aims. The application incorporates a questionnaire and a recording test designated to the same sample of EFL learners, serving as a data-collecting source for the present research.

The questionnaire is administered to forty (40) EFL learners taken from the private school 'El-Ameed Institute' in the province of Mila, with the major purposes of disclosing the potential for an Algerian Arabic accent's influence on the phonological performance of EFL learners, inspecting the amount of advantageousness and disadvantageousness applied by their mother accent on the English pronunciation, and delving into learners' awareness of that impact and its reflections. Similarly, the recording test is applied to ascertain the questionnaire's results and to meet principally the aim of determining these phonological constraints in addition to accentuating the amount of advantageousness exerted by the indicated accent on the learners' phonetic output.

6. Structure of the Dissertation

This research paper is composed of two chapters wherein the first chapter constitutes the theoretical part of the research, while the second is devoted to fieldwork and empirical data analysis. The first chapter displays theoretical insights and foundations throughout three

sections. The first section, entitled ‘First Language Influence on Foreign Language Pronunciation’, involves dealing with the concept of language transfer alongside several theories and linguistic phenomena, with a primary focus on the phonological aspect, which stands for asserting the existence of phonetic transfer employed by the primary phonological system on a foreign counterpart when they contact in a learners’ brain. The second section, ‘The Algerian Arabic Accent’, provides an insight into the Algerian Arabic accent, starting by introducing its intricate linguistic reality and moving to identify its phonology. The third and final section illustrates itself as it offers a comparative scrutiny of Algerian Arabic and English phonologies as a pre-representation of the aspects the second chapter will cover.

The second chapter, entitled ‘An Influenced and Influential Correlation between the Algerian Arabic Accent and English Pronunciation: Fieldwork and Data Analysis’, is devoted to the practical part of the study being investigated. It offers a detailed description and explanation of the research methodology. In addition, great focus is paid to providing deep analysis and interpretation of the main findings obtained through the empirical data the research instruments provide. Towards the end, this chapter concludes with a discussion of the implications and limitations of the study, in addition to recommendations for pedagogy and research.

Chapter One: Theoretical Foundations and Interconnections: Exploring Phonetic Transfer, the Algerian Arabic Accent, and English Phonology

Introduction

Over the last decade or so, the English language has been gaining a brilliant position in the Algerian speech community at the social and governmental levels. In consequence, the exposure of Algerian individuals to authentic English has been raised alongside the desire to attain a native-like pronunciation. However, during the process of acquiring an accurate, appropriate English pronunciation, Algerian learners may encounter several phonetic deviations as well as simplifications, resulting from the diversity of the phonetic systems the two languages apply.

The chapter is divided into three main sections, each addressing a specific aspect of what is related to the Algerian Arabic accent, phonetic transfer, and English phonology.

The first section is entitled 'First Language Influence on Foreign Language Pronunciation: Exploring Phonological Transfer'. It provides a theoretical overview of the influence of the mother tongue on foreign language acquisition, with a focus on how the mother tongue might affect learners' pronunciation of a foreign language. This section aims to demonstrate that the mother tongue can have a considerable impact on different aspects of second language acquisition, especially pronunciation. In other words, it calls attention to the phenomenon of first language phonological transfer.

The second section, 'The Algerian Arabic Accent', focuses on the distinctive characteristics featuring the Algerian Arabic accent. It provides an identification of the Algerian Arabic phonetic features. The main purpose of this section is to provide a basis for further understanding of how can this accent plays the role of the transmitter in the process of learning English pronunciation.

Finally, the third section represents a comparative scrutiny of Algerian Arabic and English phonology. It explores the similarities and discrepancies between the Algerian Arabic and English phonetic systems, which contributes to the clarity of the depiction one may have on the potential influences the contact between the two systems can exert.

Section One: First Language Influence on Foreign Language Pronunciation: Exploring Phonological Transfer

1.1.1. On the Term 'Interference'

The term interference is commonly used to refer to a pair of specific linguistic phenomena in the psychological and sociolinguistic domains. Primarily, interference refers to a mutual and bilateral effect of L1 on L2 and vice versa, but linguists orient focus primarily on the first language influence on the foreign one for several purposes.

Psychologically, according to the American Psychological Association (n.d.), interference is 'the blocking of learning or of memory retrieval by the learning or remembering of other conflicting material. Interference has many sources, including prior learning, subsequent learning, competition during recall, and presentation of other material' (Definition 1). In a way, this conceptualization depicts old learning as a source of distortion to new learning, in which the former obstructs the unprecedented learning process.

In sociolinguistics, interference indicates the interactions between languages that appear when two or more languages are in contact; used alternately by the same person. Weinreich (1968) defined the interference phenomenon as: 'Those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of language contact' (p.1). Apparently, terms like 'mother tongue', 'target language', and 'source language' are not included in Weinreich's definition, as he considers interference as a binary impact that both

source and target languages could be exposed to. In the same vein, Flege (2007) identifies interference as ‘an influence of prior learning on subsequent learning’ (p.363).

Researchers and linguists are still studying interference to gain inclusive and broader knowledge about how languages interact and how bilingual and multilingual individuals process linguistic systems.

1.1.2. Cross-Linguistic Transfer

The notion of ‘transfer’ is defined by behaviourist psychologists as the automatic and subconscious application of old behaviours when trying to perform new responses. Similarly, educational psychologists and educators describe it as the process of using old knowledge in new situations. In the same vein, language transfer is considered a natural process in second language learning. It commonly appears during second or foreign language use when the L1 affects or distracts the target language.

In linguistics, Cross-Linguistic Transfer is a phenomenon that affects bilinguals and multilinguals who speak more than one language. It is also known as language transfer or linguistic transfer. Language transfer is the process by which L1 knowledge affects second or foreign language learning, where first language rules, norms and linguistic features are applied to the target language. It happens as a result of the brain’s attempts to recognize foreign language patterns when learning a new language based on the initial language as the point of comparison. Language transfer is divided into two types: (1) positive transfer which occurs when learners produce correct performances due to the symmetry of old and new language patterns; and (2) negative transfer, which reflects the difficulties faced when using the target language, as a result of the differences between the L1 and the TL.

The role of the first language is represented by the verbal performance of L2 learners, including various aspects such as grammatical errors, lack of positive transfer, judgments in grammatical correctness and avoidance (Dulay et al., 1982). The afore-cited statement

underlies the area of language in which the L1 influence is highly observable, which is in the learner's verbal performance. Thus, pronunciation, with its significance, has a dominant position among the aspects most affected by the transfer of the mother language very markedly, as it is emphasized by Weinreich (1968) that 'The term interference implies the rearrangement of patterns that result from the introduction of foreign elements into the more highly structured domains of language, such as the bulk of the phonemic system' (p.1). The referenced statement displays the consideration of the phonemic system as one of the more highly structured domains of language. Additionally, Dulay et al. (1982) assure that 'the L1 does have one significant influence on the L2, particularly for adults, and that is seen in the learner's pronunciation'. (p.111). Moreover, Broselow (1984), in his investigation of the transfer in second language phonology, emphasizes the role of transfer in second language acquisition, particularly in phonology.

The notion of L1 influence on foreign language pronunciation has gained a high amount of validity through the higher exposure to accented speech and the widespread awareness of various phonological phenomena by a wide slide of speech communities. On the one hand, numerous studies reveal that learners, throughout the SLA process, rely on the L1 phonological system to process the new system patterns. However, this reliance varies among learners as children reduce it gradually until the accent starts to disappear, whereas most adults keep processing the new sound system based on their native, nearly for most of their lives. On the other hand, natural observation and theoretical shreds of evidence demonstrate that people, including non-linguists, show high capability in discovering the first language of L2 learners, as it declared that monolinguals, in particular, are capable of producing various foreign accents successfully. The latter denotes the dominant interference that the NL leaves on second or foreign languages and indicates that language phonology is

much more than a given combination of syllables and phonemes that result in specific meaning. It reflects the users' identities and origins as well.

1.1.2.1. Positive Transfer

Positive transfer results are often less discussed compared to its counterpart, as they are less noticeable. Yet, they can have enormous observable effects on the learner's performance. In other words, learners' awareness of the relation between the native and foreign language also influences positive transfer occurrence in learners' production, besides the resemblance between them. A substantial number of studies highlight the role of positive transfer in boosting foreign language learning, as they reveal that the lack of reliance on the mother tongue may drive learners to commit avoidable errors by merely applying certain consistent rules and structures of their L1 in the TL. The two language systems could be mixed whenever any opportunity is shown for learners to learn in a partially natural environment. Thus, the positive transfer is a valuable tool for language learners. In an attempt to shed light on the positive side of language transfer, Dulay et al. mention that:

The first language is no longer considered an annoying "interference" in a learner's efforts to acquire a second language, and when an individual finally becomes bilingual, the availability of both the first and second languages is recognized as an enrichment of the individual's communicative repertoire. (1982, p.96)

Positive transfer refers to the facilities in language learning that come out of the similarities between the source and target languages. Phonologically, any similarities between the primary sound system patterns and foreign sound patterns will certainly result in a positive transfer, which leads to the improvement of intelligibility and accuracy in speech production. Furthermore, more awareness of the amount of symmetry between the native phonological system and the system of the language being learned is needed for any foreign language learner. However, studying the similarities between the two sound systems is not given the importance that the differences take. The exaggerated focus on the differences will

make language learning seem harder for learners. In contrast, a focus on the resemblance will encourage and accelerate the learning process.

1.1.2.2. Negative Transfer

Negative transfer obstructs learning and hinders foreign language acquisition. It occurs, phonetically, when differences between the native language sound system and the phonological system of the TL lead to errors at the level of the spoken language or pronunciation. In another way, ‘The nature of the phonetic and phonological differences that distinguish any L1-L2 pair is principally responsible for the kind of foreign accent one will hear’ (Flege, 2008, p.17). Additionally, a study conducted by Yeni -Komshian et al. (2000) on pronunciation proficiency in primary and secondary languages of Korean-English bilinguals supports the view that those interactions between the languages of a bilingual individual cause deviations from the native pronunciation. Negative transfer involves different types that encompass various aspects of language such as Substitution, Under-differentiation, simplification and calques. On the other hand, from a phonemic point of view, Weinreich (1968) distinguished four types of phonic interference:

. Sound Substitution

The sound substitution phenomenon is considered a type of interference in the phonemic systems, where the primary system leads to deviations in the secondary system and results in the mispronunciation of its sounds. It happens when a bilingual or multilingual substitutes a phoneme of the foreign system with one of the primary systems because of its inexistence in the first sound system. This phenomenon comes as a result of using the mother phonological system to process and identify the patterns of the new system. To exemplify, English individuals are used to substituting the French sound /r/, which is produced originally in the back of the throat, with the sound /r/ that is used in English.

. Phone Substitution

This term is used to describe a type of speech error. It occurs when the speaker produces a particular phone instead of another. Phone substitution is a phenomenon that can occur also in L1 speech production. It was mentioned by Weinreich that ‘Phone substitution as defined above, that is, the non-customary pronunciation of an identifiable phoneme, is possibly the type of interference least detrimental to intelligibility’ (1968, p.21), as it rarely results in mispronunciation or lead to misunderstanding. Overall, phone substitution is a potential result of the differences between the mother and foreign languages. In a way, it happens because of the inexistence of a particular phone in the primary sound system.

. Under-Differentiation

Under-differentiation can appear as a result of language change or language contact. It happens whenever foreign language speakers face difficulties in distinguishing between sounds that are different in the TL but similar in the mother language. In other words, it occurs when two sounds in the foreign system are not distinguished in the primary system which leads to confusion and mispronunciation. Flege (2007) describes this complex phenomenon as a substantial factor that can prohibit learners to produce certain sounds of the target language.

. Over-Differentiation

Foreign language speakers’ attempts to conform to a specific speech pattern expose them to over-differentiation, which is also known as hyper-differentiation. This linguistic phenomenon refers to a situation where foreign language speakers exaggerate the differences between the sounds in their MT and the sounds of the target language. Thus, foreigners’ attempts to produce native-like sounds will cause an over-differentiation that makes their attempts clearly observable to a unilingual listener, and sometimes leads to producing unintelligible speech or even causes misunderstandings. To illustrate, Arab EFL learners may

over-differentiate the sound /p/ and /b/ and pronounce them unnaturally because they do not have such a distinction between these two sounds in the Arabic sound system, which leads to errors. These efforts are immaterial since the difference does not distort intelligibility. Over-differentiation is considered the result of the L1 learners' interference on their production of the new language sounds.

1.1.3. The Contrastive Analysis Hypothesis

Contrastive analysis, (CA) for short, is a sub-discipline of linguistics interested in making comparisons between two or more languages in order to determine the similarities and the differences between them and predict the areas of difficulty encountered by second language learners. Crystal (2008) defined contrastive analysis as the detection of the structural similarity and differences between two languages or more. This means making a systematic study or comparison between the mother tongue systems and structures and those of the target language to select the difficulties that may face the learner in his learning process.

Contrastive analysis is an approach connected to the behavioristic theory and took its principles from it. Followers of this approach saw language as a habit formation or stimulus-response, thus, acquiring a new language requires an establishment of a new set of habits. In other words, learning a language is a matter of habit formation in which the old habit of the second language learner could interfere with the newly acquired one. So, the learner's mother tongue has a great influence on the second language learning process, where learners tend to transfer their old habits to the target language. In this regard, Lado (1957) said:

...individuals tend to transfer the forms and meaning, and the distribution of forms and meaning of their native language and culture to the foreign language and culture _both productively when attempting to grasp and understand the language and the culture as practiced by natives. (p.2)

In this light, linguists claimed that there are two forms of transfer: positive one, occurs where there are similarities between the mother language and the target one. Those similar features are acquired easily by learners. By contrast, when there are differences between the two languages, it is difficult for learners to acquire the target language features, and is called negative transfer. This was explained clearly by Lado (1957), saying in his book: 'Linguistics Across Cultures': 'the student who comes into contact with a foreign language will find some features of it quite easy and others extremely difficult' (p.2).

In fact, the contrastive analysis hypothesis was announced in three main versions, a strong version or view and a weak version which was proposed by Wardhaugh in (1970), and the last view, which is the moderate one, was proposed by Zaihosseiny and Oller in the same year (1970). The strong version states that the obstacles will be faced by foreign language learners could be predicted by comparing the mother tongue systems with the systems of the foreign language. In this view, Lado wrote:

The plan of this book rests on the assumption that we can predict and describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the language and culture to be learned with the native language and culture of the student. In our view, the preparation of up-to-date pedagogical and experimental materials must be based on this kind of comparison. (1957, preface).

The weak view claims the ability to diagnose the committed errors, which means starting from the learner's errors observed and trying to account for them by comparing the two languages. Richards (1974, p.61) said that 'the weak claims of contrastive analysis is that of accounting for learner behavior'. In addition to the third version which comes to light based on the work of Oller and Zaihosseiny (1970) on spelling errors in the dictation section of the UCLA (University of California Los Angeles) placement test in English as a second language, this version focuses on the nature of the human learning process.

The main aim of contrastive analysis was purely pedagogic; it was used vastly in the field of second language acquisition as a way in which linguists explain why some features of the second language are acquired with more difficulty than others. In addition, CA helps instructors in selecting and choosing the appropriate teaching materials. According to Fries, the materials that are based on a scientific description of the language to be learned and carefully contrasted with a description of the learner's native language are the most effective (1945, p.9).

To demonstrate, Arabic and English are two different languages in terms of their grammar and lexical systems and even their phonological systems. So, many contrastive studies have been done in order to investigate the main differences and similarities that exist among the sound systems of those two languages with an aim to help instructors select the appropriate materials that could help Arab learners of English as a foreign or second language obtain accurate pronunciation that allows them to reach intelligibility. Fries (1945) stressed the importance of mastering pronunciation for learners who aim to acquire a new language by saying that 'the chief problem is not at first that of learning vocabulary items. It is first, the mastery of the sound system' (p.3). Researchers in the field of teaching and learning foreign languages claim that learners face difficulties in pronunciation when they produce sounds that do not exist in the mother tongue. For example, /v/ and /p/ are two sounds that do not exist in the Arabic language. For that, Arab learners may find some difficulties to pronounce them.

1.1.4. Interlanguage Theory

The term interlanguage (IL) is a compound word that is basically composed of the prefix 'inter' which means between and the word language. Thus, the term as a whole means the language between the native and the target language. The interlanguage theory is a markedly significant theory in second language acquisition created by Larry Selinker in 1972, who is an American professor of applied linguistics, to refer to the language produced by

second language learners, which differs notably from the mother system and that of the target language. Selinker defines IL as ‘a separate linguistic system based on the observable output which results from a learner’s attempted production of a target language norm’ (1972, p. 214). Therefore, IL is a system that expresses and reflects the learner’s state of the existing knowledge about the target language. Learners do not acquire the target language immediately, it may take years to reach native-like proficiency. Throughout that time, learners keep trying to acquire the TL despite the errors and mistakes they commit, and this is called interlanguage.

IL reflections varies distinctively from one learner to another, where different learners could make different errors in an identical situation. They do not pass through the same stages and take different time periods, as some learners show the ability to acquire the language faster than others. Selinker believes that interlanguage is based on five fundamental principles, which are: language transfer, transfer-of-training, strategies of second language learning, strategies of second language communication, and the last one overgeneralization of TL linguistic materials. Hence, from the combination of those five processes, a new term had appeared, which is fossilization in IL competence. The term fossilization stands for ‘a process which sometimes occurs in which incorrect linguistic features become a permanent part of the way a person speaks or writes a language’ (Richards & Schmidt, 2010, p. 230). They also explain that when learning a second or a foreign language, certain aspects of pronunciation, vocabulary usage, and grammar may become fixed or fossilized. Fossilized pronunciation characteristics contribute to a person’s foreign accent. Some researchers doubt the existence of aspects of speech, lexicon, and genuine fossilization, which suggests the impossibility of future change. For that, several researchers question whether there is even a potential for real fossilization, and prefer to use the term stabilization instead. Moreover, this stable state of learning before reaching intelligibility could happen as a result of many causes, such as age,

communicative needs, and also inappropriate lessons may cause fossilization and subsequently learners will lose their motivation towards learning the TL.

1.1.5. Code switching

Bilingual and multilingual communities continuously show the potency to switch between languages in conversations. This phenomenon is known as code-switching or code-mixing where the linguistic features of different languages co-appear together in the same speech segment. Code switching or (CS) is defined as ‘the selection by bilinguals or multilinguals of forms from an embedded variety (or varieties) in utterances of a matrix variety during the same conversation’ (Myers-scotten, 1993, p.3). In other words, CS refers to an individual attempt to change or shift codes of two languages, or even dialects of a single language within the same conversation or even within a single sentence. In the same context, Dulay et al. (1982) define the CS phenomenon more precisely as follows:

Code switching, too, is an active, creative process of incorporating material from both of bilingual’s languages into communicative acts. It involves the rapid and momentary shifting from one language into another. This alternation may occur many times within a single conversation and is not uncommon within single sentences (pp. 114-115).

The occurrence of code switching in an individual’s speech is commonly seen as a mis-control over the linguistic systems of the existing languages. Conversely, the opposite is possible, as speakers who are known to be proficient in two languages or more often tend to produce mixed speech. Thus, language alternation is employed differently according to the need the speaker exhibits.

Interlocutors may employ CS intentionally to convey and express the meaning they believe corresponds to the speech act they are performing, and also to accentuate key points in discourse and show their relevance. In language learning settings, foreign language learners tend to apply CS as a strategy to enhance communication and make it more effective

and meaningful. In this case, the language alternation appears as a linguistic gap-filling when students are unable to locate the exact language or expression that properly represents their intentions. Unlike the formerly listed functions, code-switching can occur naturally in a bi-multilingual speech at the subconscious level, where the transfer of linguistic segments is not even realised by the speaker. In this situation, CS indicates a type of influence that language systems' interaction results in.

Code-mixing appears in three different types according to the situation displayed. The first type is (1) inter-sentential switching, which occurs at the beginning or the end of a speech or a sentence, within the boundaries of the sentence. It is the most adopted type by the bilingual mouthpiece. To exemplify, an Algerian speaker may say /rani rayeh lel-marché/ instead of stating the whole French sentence, 'je vais au supermarché'. The second type is (2) intra-sentential switching, which appears in the middle of a sentence with no interruption or hesitation, implying the competence of the speaker to convert between two languages or dialects without any pause. The third type is (3) extra-sentential code-switching. It refers to the action of introducing or inserting a word or a sentence from one language to another, like: /ka:net gentille mʃaja/ (she was nice to me).

As with other linguistic phenomena, CS may exert notable effects on the morphological, syntactical and lexical structure of the speakers' language. It may also affect the phonetic production. One of the studies that investigated the effect of CS on phonetic is the study carried out by Bullock and Toribio (2009), where they compared English-Spanish and Spanish-English bilingual, monolingual voiced onset time or (VOT) production values in each language versus those of their voiceless stops at CS junctures in utterances. The results demonstrate that code-switching has an immediate effect on a bilingual's phonetic production. Within the same context, language alteration seems to preserve all the structural characteristics, including phonological and morphological features of the segment being

shifted. Thus, the phonetic features of that language will be transferred to the other one and function the same as in a unilingual case. The latter contributes to the specifications and confusions appearing in a bilingual's phonological system.

1.1.6. Bilingualism and Multilingualism in the Phonological Context

The modern world imposes increasingly growing linguistic demands among people of various speech communities and a need to function in more than one language, which leads a tremendous number of adults and children to be bilingual or multilingual individuals. Sufficient number of studies assert the benefits and costs of bilingualism and multilingualism on various aspects of an individual's life and foreign language production, including syntax, vocabulary, and, particularly, pronunciation. In what follows, a brief overview of the conceptualization of bilingualism and multilingualism is provided with an oriented focus on their positive and negative effects on foreign language pronunciation.

1.1.6.1. Bilingualism

The notion of bilingualism does not have one constant definition, as it differs from one researcher to another. Bilingualism is defined variously in terms of competence, degree of proficiency and the number of languages mastered by one single person. First, some researchers consider only persons who have equal passive competence in the first and second language as bilinguals; individuals who have equal levels of receptive skills in the two languages, while others theorize that persons with equal productive competence in both languages are bilinguals; individuals who hold a similar level of productive skills in the two languages. Second, several theoreticians relate bilingualism to the individual's degree of proficiency as they use the term bilingual to refer to people with an equal proficiency level in both languages, whereas others hypothesize that individuals who have unequal levels of proficiency in the two languages are bilinguals too, like students of second languages. Third, some researchers consider polyglots or multilingual individuals as bilingual persons, while

others do not. Furthermore, the notion of bilingualism was defined earlier with highly restricted terms, in which a bilingual should be extremely qualified in both languages. However, over time, the term becomes broader in which an individual who has some degree of proficiency in a language skill, in a language that is not their primary language, is described as bilingual (Dewaele, 2015). Weinreich, one of the founding fathers of bilingualism, defined this notion as ‘The practice of alternately using two languages’, as he described the persons involved in this practice as bilingual individuals (1968, p.1).

As mentioned previously, the term bilingualism has a variety of definitions, as it is defined differently by various linguists according to their perceptions and studies. The general perception can be deduced throughout these definitions.

1.1.6.2. Multilingualism

Close to bilingualism, Weinreich defined multilingualism as ‘the practice of using alternately three or more languages’ (1968, p.1). In a sociolinguistic context, Hoffmann (1991) states that ‘Multilingualism comes about when speakers of different languages are brought together within the same political entity’ (p.157). To put it another way, multilingualism comes as a result of language contact. This term describes the individuals’ potency of using more than two languages either individually or by a group of speakers. Weinreich did not make a distinction between bi- and multilingualism in terms of their function and interaction in the individuals’ minds and environments.

1.1.6.3. Benefits of Bi- and Multilingualism

Taking into consideration that all remarks about bilingualism are applied also to multilingualism, as Weinreich (1968) mentioned in his book ‘Languages in Contact’, bi- and multilingualism have numerous positive effects on the individual’s foreign language pronunciation. First of all, according to Grosjean and Soares (1986), bilinguals have the property of producing languages in two different modes; the monolingual mode that is used

with unilingual individuals who speak one of the bilingual's languages, and the bilingual mode that is used with interlocutors who speak two or more languages of the bilingual, both languages are active with a possible occurrence of language-mixing. Thus, being a bilingual or multilingual speaker helps to enhance foreign language pronunciation due to their familiarity with diverse sound patterns, as aids to avoid some forms of linguistic interference, such as phone substitution and over-differentiation because of their capability to distinguish distinctive sounds and produce them naturally. Moreover, multilingual individuals are more knowledgeable than unilingual persons about the rhythm, intonation and prosody of various languages, which improves their intelligibility and accuracy.

1.1.6.4. Negative Effects of Bi- and Multilingualism

A study by Mohammad et al. (2022) about the impact of multilingualism on productive language skills conducted on some Saudi multilingual learners shows that only 7 students, which is a percentage of 26,9% of the total group of students, could achieve a balanced level of proficiency in the languages. In other words, the research reveals that multilingualism has negative effects on learners as it denotes the difficulty to balance between more than two languages and the potency of one to dominate over the others. Additionally, numerous researchers agree that bi- and multilingualism have detrimental effects on linguistic skills, including speaking and pronunciation, as they expose them to confusion due to the variety of phonological patterns and the difficulty in controlling the process of identifying new sound systems. The latter exhibits multilinguals to various types of interference effects. Such confusion is illustrated by Flege (2007) through his analysis of the phonetic interactions of a bilingual's first and second languages. He describes these interactions by introducing two phonetic phenomena, phonetic category assimilation and phonetic category dissimilation. The former occurs when a new foreign phoneme is changed to become more similar to a neighbouring sound that exists in the primary sound system. This

phenomenon basically happens to make an equivalence between the already-existing sound patterns and the new unrecognizable sound, in which the foreign phoneme is assimilated to a nearby sound. It results in the mispronunciation of the L2 phonemes. In contrast, the latter refers to a phenomenon in which a neighbouring sound is changed to become less similar. It leads to the mis-production of those sounds.

Section Two: The Algerian Arabic Accent

1.2.1. Arabic Varieties

1.2.1.1. Classical Arabic

Classical Arabic (CS), also referred to as Quranic Arabic, is the language in which the Holy Quran was composed. It is believed to be the primordial oldest form of Arabic employed in antique Arabic poetry and odes, denominated ‘qasida’ in Arabic. Classical Arabic or ‘Standard Arabic is the Quranic Arabic which also refers to the body of literature written specifically during the pre-Islamic era’ (Bouherar & Ghafsi, 2022. P.18). It is postulated that Classical Arabic was not the mother tongue of any community or society, merely spread and owned its prestige through the spread of Islam. According to Mokhtar (2018), Classical Arabic is the language of lectures, formal discourse, and news broadcasts. The Algerian revolution, which took place between 1954-1962, brought forth a clash between revolutionary leaders and traditional classists in an effort to address the new social needs of illiteracy and unemployment, and Algeria, being an Arabic Islamic country, designated Arabic as an official language as a result. Mokhtar (2018) adds that after this clash, a shift was made and a new variety was brought into the Algerian society, which is Modern Standard Arabic (MSA) to be the prevailing language in the country. But in fact, the most archaic vocabulary, phonology, and morphological components of Classical Arabic are gradually disappearing because they are remarkably disconnected from modern usage and today’s situation. CS is a sacred language that has an enviable reputation as the language of Islam. It is distinguished by its rigid forms, abundant vocabulary, and consistency of grammatical rules.

1.2.1.2. Modern Standard Arabic

Modern Standard Arabic, in short (MSA), or what is called *Alfusha* in Arabic is the official language of all the Arabic countries. Mokhtar (2018) argues that MSA has been

standardized and codified. It possesses a distinctive quality of modern language, serving as a means of international literature that is comprehended by various Arabic speakers throughout the Arab world. Furthermore, Classical Arabic and MSA are mostly used interchangeably by speakers despite the various differences between them in terms of vocabulary, lexicon, and even pronunciation, because they symbolize the written version of two different eras.

In Algeria, MSA is the language advocated by the Algerian leadership, and it is learned by instruction, not transmission. MSA is used for educational and occupational purposes, not for daily social communication, as it varies from what is called Algerian Arabic. For that, Mokhtar believes that Algerian people do not thoroughly master the MSA in a sense they can use ideally in writing or speaking, just like other Arab countries.

1.2.1.3. Algerian Arabic (Colloquial Arabic)

Algerian Arabic or (AA) is the mother language for the plurality of the Algerian population. It is utilized in Algeria for non-official communicative purposes and is also known as Darja or Dziria. Mainly, the Algerian dialectal variety belongs to an Afro-Asiatic, Semitic language family, and follows the Maghrebi Arabic dialect continuum. AA could be considered as a combination of different languages and varieties such as Arabic, French, Ottoman Turkish, Latin, Spanish, and Punic. Bouherar & Ghafsi (2022) assert that Darja is different from MSA, and they are placed in a diglossic relationship, where the former is the low variety and the latter is the high variety. Furthermore, one should highlight the distinctive features of the Algerian dialectal status that differentiate each geographical area, allowing the listener to identify the region from which the speaker comes.

According to Mokhtar (2018), Algerian Arabic is distinct from both Classical Arabic and MSA in the morphological, syntactical, lexical, and even phonological contexts.

First, morphologically, Algerian Arabic is seen to be simpler than MSA. The Algerian morphological implementation can be clearly recognized in /zu: ʒ dræ:ri/ (two boys), where

an absence of the MSA morphological rules is remarked. Pluralisation in AA has different forms, regular and irregular forms. The former originated from Classical Arabic and is known by the insertion of the suffixes *-in* and *-at*, for example, /sə:hl/ (easy) is pluralised as /sə:hli:n/, /ktæ:b/ (a book) is pluralized as /ktæ:bæ:t/. The latter, on the other hand, can be shown by /ku:rsi/ (a chair) and its plural form /kræ:sa/. Additionally, AA is observed by the use of both genders and usually differentiates between masculine and feminine by the insertion of ‘a’, like in /hu:ə mli:ħ/ (he is nice) and /hiyə mli:ħa/ (she is nice).

Second, grammatically, certain features are worth mentioning and are discussed hereunder. Commencing with the syntactical form of sentences, AA is typically acknowledged by the implementation of the SVO form with the existence of both VSO and SVO structures that subsist in MSA as well. To exemplify, /χu:jæ jekhdem ʃi:χ/ (My brother is a teacher). On the use of articles, AA follows the norms of Classical Arabic, where the definite article ‘el’ (ال) is employed to indicate the determined status of nouns of any gender or number. Its status relies on the following letter. When it is one of the solar letters that involve /t/, /θ/, /d/, /ð/, /r/, /z/, /s/, /ʃ/, /sʕ/, /dʕ/, /tʕ/, /ðʕ/, /l/, /n/, the article is assimilated to the first letter of the subsequent noun, like in /et-tæ:ʒ/ (the crown). On the other hand, no assimilation occurs with the lunar letters, which represent the remaining letters, as in /el-ktæ:b/ (the book).

Third, at the lexical level, Algerian Colloquial Arabic is known by borrowings from various languages, with French words being especially predominant. To illustrate, words like /tʕæ:bli'jə/ (apron) and /tʕə;mə:bi:l/ (car) originated from the French words ‘tablier’ and ‘automobile’.

Finally, the phonology of AA contrasts to some degree with that of Classical Arabic. The richness of the Algerian phonemic inventory is a result of its conservation of the phonetics of Classical Arabic and its long-lasting colonial linguistic history. Despite this, the

CA dental consonants /θ/ ث, /ð/ ذ, /ð/ ظ, and the glottal stop (ʔ) ‘ء’ are not used in dialectal Algerian Arabic. In other words, even though they subsist in an Algerian primary system, they become absent whenever the individual has shifted from Arabic into the daily spoken variety. Additionally, the /p/, /dʒ/, /g/ and /v/ consonant sounds have resulted from the influence of foreign languages. They do not exist in CA but rather characterize AA. Concerning vowel sounds, in Darja most MSA vowels are omitted or reduced to a schwa sound /ə/, for example, /rasama/ (he draws) in MSA is produced as /rsam/ in AA. The Algerian vowel sounds repertoire involves the three long vowels /a:/, /u:/ and /i:/, alongside the short vowels /u/ and /ə/. AA is featured also by the deletion of the first and last short vowels in words, which creates a distinction from Classical Arabic.

1.2.2. The Algerian Linguistic Reality

The Algerian sociolinguistic scenario has been considered a thought-provoking issue that has captured the attention of enormous sociolinguistic studies. The linguistic situation in Algeria is complex to a high extent, whereby language contact dominates the linguistic landscape. It represents a competition of a number of codes that subsist to different degrees in the Algerian speech community. Algeria linguistically embraces the coexistence of Arabic as the primary language, French, English, with a growing status, and traces of Spanish, Latin, Ottoman Turkish, and Punic. In that respect, Berger (2002) mentions that ‘The language question is one of the most intricate, conflictual, and enduring aspects of Algeria’s postcolonial politics.’ (p.1).

1.2.2.1. Historical Recap

One of the factors most markedly contributing to the multiple linguistic changes in Algerian speech is the historical mutation. The linguistic plurality in Algeria traces back to antiquity, where it was a place of invasion that witnessed the succession of various civilisations. ‘The linguistic diversity in Algeria is not the result of geographic belonging or

social stratification, but it is a matter of history and myths' (Bessaid, 2022, p.117). Algerians have had and are still experiencing such kind of political language conflict, and they are familiar with the extensive attack on their identity, culture, and language. In this regard, Benrabah (2013) says, 'Before their encounter with French colonialism, they had little experience with intense linguistic struggles and the use of language as a proxy for conflict' (p.22).

To understand the layers of complexity in the linguistics of Algeria, one should go through three main eras marked by the French conquest: (1) pre-colonial Algeria (before 1830); (2) French colonisation era (1830-1962); and (3) post-colonial Algeria (after 1962).

1.2.2.1.1. Pre-Colonial Algeria

Even though the history preceding the French colonization era is enigmatic and conflictual to an extent, one should discuss a number of noteworthy periods that have left a prominent impact on the Algerian community as a whole and tongue, in particular.

1.2.2.1.1.1. The Roman Occupation Era

The Roman occupation (106 B. C- 430) came with the so-called 'Romanization' project that planned to annex the native inhabitants and Romanize them, transforming the indigenous identity of the native inhabitants into a Roman (Chami, 2009). At that time, Algerians were imposed to utilize Latin as the vast dominant used language in formal settings such as courts, organizations, and administrations. The latter caused prominent transformations at the level of the Algerian tongue, and only the countryside and poor inhabitants could preserve the native pure language to an extent. Roman invaders were following a Latinization method to establish Latin as the prevailing language in the African territory as a whole. The afore-cited method included appointing Latin as the language of financial power and the language of the army. Additionally, natives who sought to have Roman citizenship were obliged to convert their native principles, lifestyle, religion,

language, and even names into a Roman. ‘but it would appear that speakers of the language were subject to typical patterns of linguistic Romanization, as can be seen from the adoption of Latin alongside the vernacular language, and the adoption of Roman names’ (Adams, 2003, p. 246).

Thereafter, to achieve a higher impact, the colonizer’s language was employed in religious settings, literature, and for civil practices. The deep-reaching emphasis on the religious role, exceptionally, had a prominent effect and helped strengthen the status of Latin at that period. Bagui (2014) reports that ‘Christianity arrived in the second century. By the end of the fourth century, the settled areas had become Christianized’ (p. 87). In the same vein, Chami (2009) states, ‘The Christian church strengthened the position of Latin, thus achieving through the words of God what the Roman sword had started’ (p. 388). Ultimately, as a result of the imposed language contact, the so-called African Romance language appeared in the Roman African provinces, which is a variety of Latin that was spoken by Roman Africans. Nevertheless, the language currently spoken in Algeria does not demonstrate a strong influence of Roman domination, only a few Latin loanwords are still retained.

1.2.2.1.1.2. The Spanish Colonisation Era

The Spanish colonization (1505-1792) in Algeria mainly depended on military forces to spread the Spanish culture and language over the province. The Spanish invasion was dominantly present, notably in the western and coastal cities, such as Oran, Mostaganem, Tlemcen, Sidi Bel Abbas, Ain Temouchent, and Beni Saf. As they were considered commercial routes for most European traders.

The long-lasting Spain conquest resulted in cultural and linguistic repercussions on the modern-day Algerian community, as Mezzoudj et al. (2019) assert, ‘For historical reasons, the Algerian Oranee Dialect is influenced by the Spanish language’ (p. 6). Numerous

loanwords of Spanish origins are introduced in the Algerian speech. It is necessary to accentuate the copious Spanish terminology that prevails in the Algerian Arabic vernacular. To exemplify, the word 'كرنتيكة' /kerentika/ is derived from the Spanish word 'Calentica', which refers to a kind of food, and the word 'فيشطة' /Fishta/ that is originated from 'fiesta' and means feast in English. More closely, facts about the history, civilization, and religion of the early occupants of a particular place can be deduced from the toponyms; place names. The Spanish impact on Algerian toponyms, primarily in the Western part of Algeria, is proven by /bañaborro/, a beach found in Beni Saf, /gargeta/, which corresponds to 'Plateau of Carguenta' located in Oran and once served as a shopping centre, lastly /farora/ which is a locality in Beni Saf's port, and the list is extensive. Furthermore, many Spanish borrowings are presented as popular epithets in the Algerian speech community, for instance, the word /falso/, which refers to a hypocrite, and the term /nigru/, which refers to a black young man. In the same context, an example of the hybridization in Algerian dialogue is 'Trabendiste', which comes from the combination of the Spanish 'Contrabando' with the French suffix '-iste'. Chami (2018) mentions that 'the Algerian speech has become so deeply characterized by the combination of a Spanish radical and an Arabic or French suffix and vice versa' (p. 20). The Spanish linguistic influence has reached a somewhat rooted level, as it affected the Algerian family names as well, like in /'elmoro/, which is a famous family name in Oran and Tlemcen. The word is originated from the Spanish word 'morro', which means Arabic.

Apparently, the Spanish borrowings have encountered various phonetic deviations, such as vowel changes and phonetic distortions. Likewise, they imposed considerable phonetic changes and distortions on the Algerian phonological system, more dominantly on the Western Algerian one.

1.2.2.1.1.3. Algeria's Ottoman Reign

Algerian Ottoman Rule (1516-1830) is considered a prominent era of Algerian history, seen in its economic, social and cultural evolution at that period. The Ottoman presence in Algeria began primarily in response to requests for help from the citizens of Algiers in an effort to resist and defeat the Spanish forces. Brothers Aroudj and Kheir Eddine Barbarossa, as the chiefs of the Ottoman corsairs, succeeded in ridding the Algerian lands of Spanish colonialism, and later took possession of Algiers and gradually the other parts of Algeria.

Linguistically, Ghalem (2000) indicates that the Ottoman rulers never attempted to 'Teurquiser' the Algerian speech community, i.e., never tried to impose their language on the Algerian people; However, the Turkish language influenced the Algerian Dialectal Arabic, as also Mezzoudj et al. (2019) mention that 'the Algiers' dialect is rather influenced by the Turkish language' (p.6). Turks were not even using Turkish for daily communication with the native inhabitants and in official written documents, 'When interacting with the local populations, Turks used spoken Arabic which even functioned as a written language in popular poetry and official correspondence' (Benrabah, 2013, p.23). The Ottoman era had a fairly slight influence on Algeria's sociolinguistic status, as Taleb Ibrahim (1995) asserts. Yet, it still can be noticed in the Turkish borrowings used in the Algerian speech today. These borrowings are commonly found as surnames or food names, such as the surname 'Bektach', which is originated from the Turkish 'bektaş, 'Beiram', which is derived from the word 'bayram', and Kerrouddji, from the Turkish 'kurucu'.

1.2.2.1.2. French Colonisation Era

The French conquest of Algeria spanned 132 years, from 1830 to 1962. France's cruel practices on Algerian citizens, and its intentions, have been world widely known. The colonialism plan was based on dividing its goal into sub-objectives, as it targeted the

landmarks of the authentic Algerian identity, Islam and the Arabic language in an attempt to damage the essence of Algerian unity. It has worked in various ways to fuel its aim, so military methods and soft strategies were applied as cultural policies were imposed. 'colonial France adopted a methodical policy of deracination and deculturization. But, first, Algerians had to suffer colonial violence and the French army's brutal methods of 'pacification' which lasted almost half a century' (Benrabah, 2013, p.24). Although the French forces failed to eliminate the Algerian identity and transform Algerian norms, principles, and life into French, they have left a deep-rooted influence on Algerian culture and language that is still prominently noticeable in present-day Algeria.

Algeria was considered the second largest Francophone country worldly due to the vast use of the French language and its consideration as the elite language. It has gained a prestigious status in the Algerian community and was used as the language of research, science, and technology. Thus, as Daoudi (2018) says, 'One major effect of colonisation in Algeria was the dislocation of language' (p.464). French colonisation affected profoundly the social and linguistic situation in Algeria when it made the French language an integral part of the daily Algerian speech acts. In their book 'Algerian Languages in Education', Bouherar & Ghafsi (2022) state, 'It could be said that the tension between languages in Algeria to date is due to the hateful linguistic genocidal plans of the French colonisers. Now, Algerian society lives with the consequences of that disgraceful history' (p.25).

Realising the potential sociolinguistic repercussions it may have on the indigenous community, the French colonial mainly concentrated on the educational sphere. By 1880, French forces had completely converted all schools into French schools, which were instructed solely in French, besides French behaviours, doctrines and morals. In response, Algerian families discontinued educating their children in colonial schools in a bid to prevent imperialistic growth and safeguard the Algerian identity. Gradually, when a need for

education has been raised, ‘The Algerians spoke French in schools, with the colonizer, but still used their dialectal Arabic at home and with friends’ (Chami, 2009, p.394). Chami (2009) adds, ‘In spite of all the methods of deculturation, Arabic preserved its prestige as a language of the Holy Koran’ (p.394). In other words, Arabic, being a sacred language, made the French desire unattainable despite all the efforts the coloniser spent for its purpose.

From a linguistic standpoint, this era was well-marked by the ‘Frenchification’ project, which is a language policy that sought to eradicate the native language and impose the coloniser’s language by hard power to feed the purpose of dominating the country and annexing it. It had detrimental outcomes on Algerian’s mother language, Arabic. Consequently, it influenced Algerian Arabic phonology and contributed to the enrichment of its phonetic system inventory. A tremendous number of French borrowings have been deviated according to the Algerian primary system, resulting in an unprecedented form of words. In addition, several foreign phonemes and allophones have been added to the Algerian phonology. To illustrate, the three consonant sounds /p/, /g/ and /v/ are not part of Modern Standard Arabic, but they emerged as a result of European language influence. (Amazouz, n.d.) demonstrates that ‘The AA has in total 29 consonants and two glides /w, j/ with 25 shared consonants with MSA and 3 consonants /p, g, v/ borrowed from European languages’ (p.34).

1.2.2.1.3. Post- Colonial Algeria

The interest of post-colonial Algeria was directed toward the construction of the national identity. Algeria’s independence (1962) came with the central goal of empowering the national identity of Algerians, including religious, cultural, and linguistic aspects. Precisely, to restore Islam and the Arabic language, as the base of the nation, to their authentic position as the country’s official religion and language, in all social, political and educational fields.

Post-colonial Algeria was marked by the policy of ‘Arabization’, which aimed primarily at uniting Algerian individuals politically and linguistically and removing remnants of imperialism (Mokhtar, 2018, p.137). It was introduced to place back indigenous Arabic to its primary status as the national medium and the language of instruction instead of the French language. The policy involved preventing the use of French and Algerian Arabic in official treatments, and rather, generalising the use of Modern Standard Arabic. Mainly, the Arabization project started before independence and was supported by the Association of Muslim Scholars, but has got a central focus after independence. Certainly, President Ahmed Ben Bella, who worked on strengthening the position of Arabic in the political sphere, resulting in the introduction of the first Algerian constitution in 1963 that announced Islam as the country’s religion and Arabic as the only official language of Algeria. By 1965, Houari Boumediene, one of the most prominent symbols of the Algerian resistance, became the new president of the country. The language issue was a priority in the president’s plans. It can be said that real Arabization began under his rule. On the one hand, political discourse was employed to serve the project by framing French as the language of the enemy that must be rejected and eliminated. On the other hand, more focus was oriented on the educational field, whereby schools were completely Arabized at all levels, except for some definite domains at the university level that were Arabized afterwards.

The Arabization project succeeded to a great extent, especially during and after the rule of President Boumediene, to attain its goals and reinforce the national identity. However, present Algeria still struggles with the soft and political practices on its identity and language particularly, that is still creating a continuously changeable and developmental linguistic status.

1.2.2.2. Contact Processes in Place within the Algerian Linguistic Milieu

The multilingual reality of Algeria, and the tension between languages, has generated a variety of communication processes which Algerian interlocutors draw upon to differing levels of intensity. Social contact in Algeria cannot be described as simple, like in most foreign countries. It rather depends on a distinctive linguistic combination, where gradual multilingual states can be noticed, goes between a simple and an intensive contact of languages, depending on the speech event and the interlocutors themselves. The intensive contact between languages results in a linguistic integration, where different codes of various languages co-exist in an individual's system side by side with the primary linguistic system, and integrated partially to eventually occur differently. The following will focus on introducing those dominant contact processes used by Algerian individuals.

1.2.2.2.1. Bilingual Algeria

As previously discussed, the intensive colonialism history that Algeria experienced obviously impacted its linguistics, yet such influence never became adequately developed to be deemed a bilingualism status. Rather, true bilingualism designation emerged following the French colonisation era. In that respect, Bouherar & Ghafsi (2022) state, 'Since the independence of Algeria, history has registered a conflict between the two languages over the retention and dominance of the two languages, Arabic and French' (p.29).

The establishment of Arabic-French bilingualism is a plausible outgrowth of their century-long coexistence. First and foremost, the continuous coexistence of Algerian Arabic and French cultures generates cultural friction, which leads to linguistic friction. The consequences of this friction maintain for a long time after independence. Nevertheless, the 80s and 90s generations demonstrate a decreased capacity to utilize that language proficiently compared to previous generations. Overall, even though the French cultural presence in

Algeria has vanished, the French coloniser creates a linguistic presence in the Algerian speech community that shows varying degrees of subsistence over time.

The maintenance of French after independence and the intensive contact between the two languages form a process of language integration at both the verbal level, resulting in code-switching, and the written level, resulting in bilingual writing. At the spoken level, Algerians display an interdependence of Arabic and French and an aptitude for switching codes smoothly, where French usage is tailored to their Arabic dialect, Bessaid (2020) asserts that 'Almost, you hardly hear an Algerian uttering/ formulating utterance free from French words' (p.107). Whereas, at the written level, the two languages remain autonomous and employed purely because they are regularly used in formal settings, except in limited cases, such as in social media where French letters are used to create Arabic scripts, a phenomenon that is slowly disappearing in present-day Algeria. Thus, the developmental status that French language has taken in the Algerian speech community becomes observable, noted by a shifting from two independent codes to an integrative unified code. The latter is comprehensible for Algerian interlocutors only and not for French individuals.

Algeria demonstrates Arabic-French bilingualism through the use of both MSA and French in social, educational, administrative, economic, and mass-media settings. However, Algerians hold differing opinions regarding this bilingual situation. The majority believe in reducing the use of French in various domains to eventually eliminate it and return to using Arabic exclusively, viewing the presence of French as a symbol of colonialism and loss of identity. On the other hand, a minority of Algerians support Arabic-French bilingualism and see it as a sign of openness and development, typically individuals who have received French education or training. At present, the Algerian government is devoting efforts to diminish the role and position of French, by mandating the use of Arabic in formal administrative documents, in addition to the replacement of French with English in the educational sector.

The linguistic occurrence of Arabic-French bilingualism has contributed to several changes in the Algerian tongue, exceptionally in terms of its lexicon and phonology. As mentioned previously, the intensifier contact between the two languages has led to the incorporation of numerous French loanwords and borrowings into the Algerian vocabulary, which has been gradually adapted to conform to the Arabic rules and norms, and likewise, some indigenous Arabic words have been altered by the French influence. Examples of this include the words /gi:'rra/ for "guerre" (war), /vi:sta/ for "veste" (jacket), and /ri:ska/ for "risquer" (risk). Correspondingly, the indicated case of bilingualism has also contributed to the diversification of the Algerian phonemic repertoire by introducing several phonemes that do not primarily subsist in MSA, such as the consonant sounds /v/, /p/ and /g/, as well as the allophones /m^ʕ/ and /b^ʕ/.

1.2.2.2. Multilingual Algeria

The diversity and plurality of languages in Algeria have already been accentuated. The Algerian linguistic scene suggests two multilingual cases. The first pertains to the presence of a number of languages, albeit in limited form, such as traces of Roman Latin, Spanish, Ottoman Turkish, and Punic. Meanwhile, the second reflects an actual state of multilingualism, with Modern Standard Arabic, Algerian Arabic, French, and English coexisting together. The existence of a multilingual Algeria has primarily emerged due to ideological and political conflicts and the linkage between language and issues of identity, colonialism, decolonialism, and globalization. In what follows, the discussion will not cover the Arabic-French case or the diglossic situation of MSA and AA, but rather, will focus on the occurrence and position of the English language in the Algerian linguistic milieu.

The linguistic clash in Algeria exposes a new battleground between French, being the language of the prior colonisers, and English, as the language of global supremacy, for the position of the primary foreign language. 'Compared with French, it seems that this language

is getting more and more interesting among youngsters possibly owing to its global image as stylish, present-day and leading-edge' (Labeled, 2015, p.242). The emergence and presence of English in Algeria are largely attributed to the process of globalization. The subjection of that language in the domains of economy, business, commerce, technology, science, and in social media platforms, besides the growth of foreign education and study abroad programs, create a growing need for Algerians to learn this language and increase their exposure to it, especially among the younger generations. Rouabah (2022) in this context states, 'French (Fr) continues to dominate the political and economic scenes, with a significant challenge from English (Eng) among the younger generation' (p.24).

English has started to gain ground in Algeria, markedly after Al-Hirak, where the first concrete glimpses of an English subsistence in the Algerian speech community begin to occur. Bouherar & Ghafsi (2022) indicate that:

After Al-Hirak, people's voices to adopt English instead of French were growing rapidly. The new government barely echoed people's demands and started with changing signs of some public institutions such as universities to English, 'university of...' instead of 'université de...'(p.35).

Currently, English is playing a vital role in the Algerian context. It appears to be the language of science and research that Algerians rely on for knowledge accession. It is also present in social networks as a means of communication with foreigners. In addition to the educational field where English marked its presence in the curricula of third-year primary school, middle and secondary school levels and at universities as a separate speciality and as a module for the other specialities. Moreover, it displays a developmental status in mass-media settings. Algerian channels nowadays feature films, songs, and documentaries in English. 'Recently, Algerians start to be more open to learn English and even speak it on TV while it was utterly bizarre to do so in the recent past.' (Bouherar & Ghafsi, 2022, pp. 35-36). It is worth mentioning that different levels of English proficiency exist in the Algerian

language community, ranging from fully and partially proficient speakers to non-English speakers.

1.2.2.2.3. Diglossic Algeria

Bilingualism is known to result in a number of different phenomena, encompassing code-switching, borrowing, and the so called ‘diglossia’. The latter term is basically used to describe the case where two related dialects, that primarily belong to the same language, are employed together in the same speech community for completely different functions, in which one is known to be the high variety (H) while the other is the low variety (L).

The diglossic situation dominates prominently the linguistic scenery of the entire Arab world. It has resulted from the arisen gap between the Modern Standard Arabic (H) and the dialectal Arabic (L), which differs from one Arab-speaking country to another. Algeria as a Northern African Arab country displays an exceptional case of diglossia, embracing two varieties of Arabic that exhibit notable amounts of disparity. As commonly known, the long-lasting colonialism history contributes to the largeness of that gap between the (H) and (L) varieties in Algeria. The two have different functions, in which the high variety represents MSA and is used in formal settings, such as educational institutions, administrations, religious speech, political speech, and scientific conferences. The colloquial variety or the low variety, on the other hand, is employed for daily informal social speech.

Between the separated functions of the high and low varieties in the Algerian context, a possibility raises for the occurrence of a middle variety that opens the space for both to function together in the same conversational passage. In this context, Bagui (2014) states, ‘there exists a variety of intermediary Arabic often called ‘allugha al wusta’ ‘the middle variety’ and described as a result of classical and colloquial fusion’ (p.89). This indicated middle variety is mixed-featured, displaying the features of both varieties with a highly observable domination of the colloquial characteristics.

Within the same respect, an additional phenomenon discerning the Algerian landscape and identifying its sophisticated situation concerns the co-existence of over two varieties. This situation can be referred to as a triglossia between MSA, AA, and French. Here, the roles of the three varieties are interchangeable in accordance with the speech act and the interlocutor. Souag (2005) provides a clear identification for this exceptional phenomenon,

Algeria in general is currently in what could reasonably be described as a situation of triglossia, with two competing learned prestige languages, Modern Standard Arabic (Fusha) and French, operating side by side with the low-prestige dialect of everyday life (Darja). (p.167)

Thus, three types of diglossia are embedded in the Algerian speech community. An intra-lingual diglossia identifies the co-existence of Modern Standard Arabic alongside Algerian Arabic. In addition, an inter-lingual diglossia is demonstrated by the overlap of MSA and French, as well as AA and French.

1.2.3. The Algerian Arabic Phonology

1.2.3.1. An Administration to the Algerian Arabic Accent

The Arabic variety used in the Algerian context differs distinctively from Modern Standard and Classical Arabic, and also from other Arabic varieties. Algerian Arabic (AA) is the colloquial language in the Algerian speech community that is commonly used for communicative purposes and rarely found in written forms. AA, namely also Dziria, Darja, or El'aamia, belongs to an Afro-Asiatic, Central Semitic language family. It is totally used by 40,259,600 speakers all over the world, and by 36,500,000 users in Algeria, according to Eberhard et al. (2022). Due to the historical mutation, Algerian Arabic has been affected by a number of languages, including Punic, Latin, Spanish, Ottoman Turkish, French, and currently English. This contributes significant changes to the Algerian phonology, resulting in a unique phonemic repertoire composed of 31 consonant and 6 vowels.

It is crucial to accentuate that the Algerian Arabic dialect can be discriminated phonologically from one regional area to another, differentiated as follows:

. **Northern Central Algerian Dialect:** is spoken in the Central Northern partsof Algeria and mostly known by the Algiers dialect. Their speech is commonly characterised by smoothness and flexibility, where the emphatic sounds are rarely employed, such as /tʰ/ and /dʰ/. Instead, they substitute them with the nearest sounds in terms of place of articulation. Further, their discourse is dominated by the use of laryngeal sounds.

. **Eastern Algerian Dialect:** is employed in Algeria's Eastern areas and is also featured diversely, depending on each area. However, it is popularly known by substituting the consonant sound /q/ with either the voiced velar /g/, as in Constantine, Annaba, and some regions in Mila, or the voiceless velar /k/, as in Jijel and other parts of Mila. Further, it is apparent by the pronunciation of /t/ as /ts/, and in some locations replacing it with the sound /θ/. Eastern Algerian Arabic is also distinguished by the prominent use of the sound /d/ in speech, which is primarily derived from the French 'de' that signifies possession. Nevertheless, due to the pure use and production of genuine Arabic sounds, it is known to be the closest variety to the authentic Arabic language.

. **Western Algerian Dialect:** characterises the Western parts of Algeria and is mainly marked by the use of emphatic sounds. It is also known by the substitution of the sounds /θ/, /q/, /ð/, and /dʰ/ with the sounds /t/, /g/, /d/, and /ðʰ/ respectively. In addition, the insertion of the glottal fricative /h/ sound to the end of verbs seem to appear regularly, indicating the third singular masculine, like in /gultelah/ (I told him).

. **Saharan Algerian Dialect:** is also called 'Tamanrasset Arabic' and features the Algerian Sahara. It is mostly recognized by the use of /tʃ/, and fairly shares some characteristics with the other Algerian dialects, specifically Western Algerian Arabic.

1.2.3.2. Phonemic Segmentation

The following component parts are focused on the Algerian Arabic phonemic inventory, encompassing both the consonantal and vocalic sounds.

1.2.3.2.1. The Algerian Arabic Consonantal System

Algerian Arabic consonantal repertoire comprises 31 consonant sounds, representing a combination of 25 MSA consonants and the three (3) resultant consonants from European languages' impact, /p/, /g/, and /v/ alongside the glides /w, j/. It should be underscored that MSA consonants are not all employed habitually in daily regular spoken Algerian Arabic.

Table 1.1. The Algerian Arabic consonantal inventory

	<i>Bilabial</i>	<i>Labio-dental</i>	<i>Dental/Alveolar</i>	<i>Palato-alveolar</i>	<i>Palatal</i>	<i>Velar</i>	<i>Uvular</i>	<i>Pharyngeal</i>	<i>Glottal</i>
<i>Nasal</i>	/m//m ^s /(م)		/n//n ^s /(ن)						
<i>Plosive</i>	/b//b ^s /(ب) /p/ (!)		/t/(ت)/t ^s /(ط) /d/(د)/d ^s /(ض)			/k/ (ك) /g/ (!)	/q/ (ق)		/ʔ/ (ع)
<i>Fricative</i>		/f/ (ف) /v/ (!)	/ð/(ذ) /ð ^s /(ظ) /θ/ (ث) /s/ (س) /s ^s /(ص) /z//z ^s /(ز)	/ʃ/ (ش) /ʒ/ (ج)			/χ/ (خ) /χ ^s (ح)	/ħ/ (ح) /ʕ/ (ع)	/h/ (ه)
<i>Affricate</i>				/tʃ/ (!) /dʒ/ (!)					
<i>Trill</i>			/r//r ^s /(ر)						
<i>Approximant</i>	/w/ (و)		/l//l/ (ل)		/j/ (ي)				

(!)=No corresponding letter.

As clearly stated in the above table, AA combines a number of phonological features and shows richness regarding the places of articulation. Thanks to its Arabic origins, the Algerian accent has an affluent inventory of gutturals, which includes the laryngeals /h/ and /ʔ/, the pharyngeals /ħ/ and /ʕ/, and the uvular fricatives /χ/ and /χ^s/. The latter peer presents an exceptionally sound class that allows pronunciation between the larynx and the upper pharynx. Additionally, AA offers the potency to produce the aforementioned non-Arabic letters, p, g, and v, that becomes dialectal characters in Algerian speech alongside the two consonants /tʃ/ and /dʒ/. Moreover, a collection of allophones indicates the Algerian Arabic

consonantal repertoire, giving Algerian speakers more freedom to articulate diverse language utterances.

One should underline that the Algerian Arabic accent (AAA) puts some consonant phonemes in free variations and, in some cases, presents various pronunciations to the same phonemes, where they are produced differently according to the region, speaker origins, and the utterance itself. These mentioned variations are discussed below.

. Dentals

Dental consonants are placed in a fairly intricate status in the Algerian context. The consonant sounds /t/, /d/, and /ð/ and their counterparts /θ/ and /d^s/ can show regular employment in some regions, while no or rare presence in others. To illustrate, Annaba, in the East of Algeria, and some Saharan dialects demonstrate regular use to the /θ/ sound, like in: ثلج /θelʒ/ (snow). While states like Constantine, Algiers, and Oran, from the East, North, and West of Algeria, share the common usage of the /t/ sound instead of /θ/, like: ثلج /telʒ/ (snow). In another case, Western dialects commonly preserve the /d^s/ sound in their speech, like in /yəɣbad^s/ (he holds), while it presents infrequent occurrence in most Eastern and Northern Central dialects. Besides, it is worth mentioning that the emphatic /ð^s/ does not show presence in almost all the Algerian Arabic dialects. Similar situations can describe the status of the other indicated consonants.

In the Algerian speech community, one can notice the free variation position of the interdental /t/ and /d/. The former is employed interchangeably with the /θ/ sound. Examples of that include the words تما /təmma/ or ثما /θəmma/ (over there) and توم /tu:m/ or ثوم /θ:um/ (garlic). Likewise, the latter is used mutably with /ð/, like in: بيذنجال /bi:dənjɜ:l/ or بيذنجال /bi:ðənjɜ:l/ (eggplant) and كداب /ke'də:b/ or كذاب /ke'ðə:b/ (liar).

It is worth mentioning that the /t/ sound is pronounced by some dialects as [ts], notably in Constantine and Dellys. Examples are: تلي تلي /tselitseli/ (a kind of food) and قتلته/gultslu/ (I told him).

. Labiodentals

Even though the two labiodental consonants /f/ and /v/ form minimal pair in some cases in the Algerian speech, they are employed mutably in most other cases. To exemplify, the following words are introduced, /yǝrvǝd/ or /yǝrfǝd/ (he raises) and /vǝ:zǝd/ or /fǝ:zǝd/ (corrupted).

. Sibilants

Algerian Arabic displays the possibility of encountering the old Arabic ‘ji:m’ (ج) in two variant pronunciations, either as a fricative /ʒ/ or as an affricative /dʒ/. This case can be clarified through the following examples, dʒɛdʒ>ʒɛʒ (chicken) and xa:medʒ> xa:meʒ (rotten). Additionally, the consonants /s/ and /ʃ/ also show the potency to occur interchangeably, like in the words /sǝmf/ > /ʃǝms/ (sun) and /ʃjǝr/ > /ʃjǝr/ (trees).

. Qaf /q/

The letter ‘qaf’ (ق) demonstrates various reflexes in the Algerian context, as either a velar plosive voiced /g/, a velar plosive voiceless /k/, or a uvular consonant /q/. The variations in producing this letter depend on the regional area and the word itself. It is pronounced as /g/ markedly in states as Constantine, Oran and Ouargla, and produced as /k/ notably in Jijel. While it is preserved as /q/ in states like Algiers and Blida. In some cases, the three variants exist within the same state, like in Mila. Examples are قبيل qbi:l > gbi:l > kbi:l (priorly), سقسي sǝqsi > sǝgsi > sǝksi (ask), and قال qa:l > ga:l > ka:l (he says).

. /z/ and /r/

The consonantal system of the Algerian Arabic accent introduces two distinct allophones for each of the phones /r/ and /z/. Variations in the pronunciation of these two consonant sounds can be illustrated through the following examples,

ربع /rbaʕ/ (quarter) > ربح /rbeħ/ (win) and زاوش zəwəš (a bird) > زين zi:n (beautiful).

. ha:ʔ (/h/)

The pharyngeal /h/ is not produced in several Algerian utterances, and rather, replaced by either the long vowel /u:/ or the glide /j/, like in the words كراسو /ku'ra:su:/ (his copybook) فاكية /fə:kja/ (fruits), and كاف /kə:f/ (cave). However, it is kept in some cases as in سهل /sa:hel/ (easy) and employed in some Algerian dialects, like the Oranee dialect.

1.2.3.2.2. The Algerian Arabic Vocalic System

1.2.3.2.2.1. Vowels

The Algerian Arabic vocalic inventory is mainly derived from the MSA system. It embraces the existence of six (6) vowel sounds that differ in terms of articulation duration, which are divided into three (3) short vowels /i, a, u/ and (3) long vowels /i:, a:, u:/.

The recognized use of vowel sounds in Algerian speech stands for changeable, unstable, and irregular employment.

First of all, notably in most cases, the short vowels are reduced into a shwa /ə/ that shows varied phonetic realisations. To exemplify, شمس /ʃəms/ > /ʃamsun/ (sun), خبز /χəbz/ > /χubzun/ (bread) and رسم /rsəm/ > /rasama/ (he draws). Notwithstanding, some regions manifest the use of /i/, /a/, and /u/ instead, but most frequently, they employ the short back /u/ as in Oran, Constantine, Annaba and Tebessa. Thereby, various allophones are in free variation with the sound /ə/. To make it clearer, the following examples are displayed: /muʔrəf/ > /muʔruf/ (spoon); /sə'kər/ > /su'kur/ (sugar); /yədɣal/ > /yudɣul/ (he enters); /qə'dəmek/ > /gu'dəmek/ (in front of you).

Additionally, spoken Algerian Arabic is marked by the vocalic habit of vowel deletion in cases where the short vowel sound is either at the beginning or at the end of a word. Besides, the property of foreign phoneme preservation can be noticed in the way Algerian interlocutors pronounce French loanwords, granting them familiarity, and thus, the potency of pronouncing some foreign phonemes appropriately to an extent.

1.2.3.2.2.2. Diphthongs

Diphthongs in AA are generally formed by combining one of the three short vowel sounds /a, ɪ, ə/ with the glide /w/ or /j/.

The two Classical Arabic diphthongs /əj/ and /əʊ/ are typically reduced in the Algerian Arabic dialect into either a long front /i:/ or a long back /u:/, particularly, in modern spoken AA. To serve as an example, عين /ʕəjn/ > /ʕi:n/ (eye), بيت /bəjt/ > /bi:t/ (a room), مروح /mrəʊ'wah/ > /mru:'wah/ (he is departing), and ل فوق /lfəʊq/ > /lfu:g/ (above). Nevertheless, the pre-stated diphthongs are still preserved in some exceptional instances, such as among aged speakers, and some young speakers at the level of certain words, like in عود /ʕəʊd/ (horse), عونهم /ʕəʊnhum/ (help them), واين /wəjən/ (where).

Final diphthongs can also appear at the end of verbs in certain states, as in Algiers, Mila, and Jijel. Yet, in most states, they are reduced to an /ʊ/. To showcase, خليو /χə'li:ʊ/ (leave alone), جيتو /zi:ti:ʊ/ (you came), ما تيركايش! /ma tɪrkəjʃ/ (don't you stop! 'feminine'), and جاو /zəʊ/ (they came). Some of the preceding examples are produced in some states as, خلو /χə'lʊ/ (leave alone), and جيتو /zi:tʊ/ (you came).

1.2.3.2.3. Phonetic Phenomena

Algerian Arabic daily speech displays a variety of unintentional frequent actions at the phonemic level, leading to identifying a number of phenomena shown further down.

. **Assimilation:** is a term employed to describe the phonetic process of changing certain phonemes within a word or between two words to become more similar or identical to

a nearby sound (Levis, 2004, para. 2). To illustrate, تستنى /təstənnə/ > /təssənnə/ (she is waiting), وين باع /wi:n ba:ʕ/ > /wi:m ba:ʕ/ (where did he sell?), /mni:n/ > /mi:n/ (from where?), /ʃəft/ > /ʃətt/ (see!), /dʒəʊk/ > /du:k/ (now), and يرحم والديك /jərħəm wa:ldi:k/ > /jərħəmma:ldi:k/ (may Allah bless your parents).

. **Dissimilation:** is the phonetic process of changing nearby phonemes in a word to become dissimilar (Levis, 2004, para. 3). In AA, this phenomenon commonly arises with the consonant sounds /n/, light /l/ and dark /ɫ/. These examples involve its occurrence, زلزلة /zəlzlə/ > /zənzlə/ (earthquake) and سلسلة /səlslə/ > /sənslə/ (chain).

. **Metathesis:** is basically a phonetic phenomenon that occurs when the positions of two adjacent sounds in a syllable or a word are inverted, commonly due to historical backdrops. Albeit, in the Algerian context, metathesis does not seem to be concerned with adjacent sounds solely. The following can clearly depict how this phenomenon emerges in Algerian speech, أبله /ablah/ > /hbəl/ (mad), الوراء /al wara:ʔ/ > /l-lawr/ (back), /sʕərħə/ > /sʕərħə/ (her childhood), and /sʕəħəbt/ > /sʕəħbət/ (my friend).

1.2.3.3. Prosodic Features of the Algerian Arabic Accent

It is formidable to accurately and invariably identify the Algerian Arabic prosody, owing to its nature as a variety that hosts multiple sub-dialects distinguishing each local area. Nonetheless, the suprasegmental features that make the AAA marked and discriminated prosodically can be accentuated.

1.2.3.3.1. Stress and Rhythm

In their study on the classification of the Algerian Arabic rhythm, Droua-Hamdani et al. (2019) reveal that even though Arabic is allocated as a stressed language, AA is recognized as an intermediate language that is located between stressed and timed languages.

Stress placement in an Algerian Arabic speech does not show a detailed set of systematic rules. It rather seems to commonly follow the norms of stress in Classical Arabic,

where it is constant, simple, and regular. In CA, the letter is pronounced with emphasis and strength, if two identical letters come consecutively, with the initial marked by ‘sukoon’ (consonantal) and the latter vocalic. It can be also determined after the article ‘el’ (ال) according to the type of the following letter, lunar or solar. It is worth stressing that Algerian interlocutors place stress unintentionally, either in their dialectal speech or in the formal use of Standard Arabic, depending on the phonological habits they acquired natively and unconsciously.

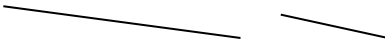
1.2.3.3.2. Intonational Patterns

Once more, attention should be brought to the variations in the intonational peculiarities embedded in the Algerian Arabic variety. However, as suggested by Noureddine Guella (1984), they can be displayed as follows.

. Statements:

A falling intonation pattern features the articulation of statements in the Algerian speech, encompassing the entire tone group’s syllables. To exemplify,

(Salah is fixing the house) /sæla:h ra:h jəχdem/ /el'd-da:r/

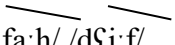


. Commands and exclamations:

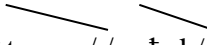
Similarly, a falling intonation pattern marks the production of commands and exclamations in the Algerian context, though a higher falling tone distinguishes commands.

To serve as an example,

(how slim he is!) /kifa:h/ /dʕi:f/



(respect yourself!) /əħta:rəm/ /ru:hək/



. Yes/no questions:

A rising intonation contour characterizes the performance of yes/no questions in the Algerian discursive language. To demonstrate,

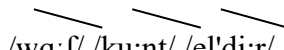
(have you had your medicine?) /frəbt/ /el'dwə/



. Wh- questions:

Wh- questions, on the other hand, are performed with a falling tone, as presented below.

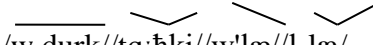
(what were you doing?) /wɑ:f/ /ku:nt/ /el'di:r/



. Requests:

Questions indicating request are featured by a rising intonation pattern, like in the following example:

(now, will you tell what happened or not?) /w durk//tɑ:ɦki//w'læ//l-læ/



Further, a falling-rising intonation is indicative of a speaker who already knows the answer to their question. Meanwhile, the marked intonation pattern of rising-falling is understood to signify assurance and endanger.

Section Three: A Comparative Scrutiny of Algerian Arabic and English Phonology

1.3.1. Algerian Arabic and English Phonemic Inventories: In Comparison

Algerian Arabic and English belong to entirely different language families. Each has its own distinct linguistic features and phonological systems. As set forth formerly, Algerian dialectal Arabic originates from an Afro-Asiatic, Central Semitic language family, and follows the Maghrebi continuum. It embraces a rich consonantal repertoire that is constructed of 31 consonant sounds and 6 vowels. English, on the other side, belongs to the Indo-European Germanic language family and is considered a West Germanic language that is primarily derived from the Old English used by Anglo-Saxons. In discrepancy to AA, it is recognised by a rich vocalic inventory that comprises 20 vowels alongside 24 consonants. It is inevitable to underline that the English phonemic system that this section will be concerned with its identification is based on RP (Received Pronunciation) English. The latter refers to the most publicly spoken English accent, and the one employed intensively in British dictionaries.

Variations between AA and English phonemic systems do not merely lie at the level of the variant phonemes they involve, but concern also their classifications and places of articulation.

1.3.1.1. Algerian Arabic Vs English Consonantal Systems

The English consonantal inventory is composed of 24 consonant sounds classified based on the following three criteria; place of articulation, manner of articulation, and vibration.

Table 1.2. An elucidative table of the disparities between the Algerian Arabic and English consonantal inventories

	<i>Bilabial</i>	<i>Labio-dental</i>	<i>Dental/Alveolar</i>	<i>Palato-alveolar</i>	<i>Palatal</i>	<i>Velar</i>	<i>Uvular</i>	<i>Pharyngeal</i>	<i>Glottal</i>
<i>Nasal</i>	/m/		/n/			(/ŋ/)			
<i>Plosive</i>	/b/ /p/		/t/ /tʃ/ /d/ /dʃ/			/k/ /g/	/q/		/ʔ/
<i>Fricative</i>		/f/ /v/	/ð/ /ðʃ/ /θ/ /s/ /sʃ/ /z/	/ʃ/ /ʒ/			/x/ /χ/	/ħ/ /ʕ/	/h/
<i>Affricate</i>				/tʃ/ /dʒ/					
<i>Trill</i>			/r/	(/r/)					
<i>Approximant</i>	/w/		/ʌ/ /ʌ/		/j/				

(bold)=English-specific phoneme.

bold=AA-specific phoneme.

The comparison between AA and English consonantal systems obviously shows that Algerian Arabic is discriminated by an immense number of consonants compared to the English language. At the foremost level, AA is discerned from English by five (5) unique sounds alongside emphatics. The conspicuous absence of both pharyngeals and uvulars in the English repertoire calls for attention. On the other hand, AA seems to cover all the English consonants except the nasal /ŋ/ sound. Thereby, the two phonological systems share a total of 23 consonant sounds. Nonetheless, changes in the pronunciation of the trill /r/ should be considered, as the two potential articulations indicated in English do not primarily subsist in the habitual spoken Algerian Arabic. The latter mostly employs the Standard Arabic /r/.

1.3.1.2. Algerian Arabic Vs English Vocalic Systems

1.3.1.2.1. Vowels

English, as a Germanic language, is recognised by the richness of its vocalic inventory that covers a number of 13 vowels classified in terms of length into 7 short vowels /ɪ, e, ə, æ, ʌ, ʊ, ɒ/ and 6 long vowels /i:, e:, ɜ:, ɑ:, u:, ɔ:/ (Roach, 1991). Vowels in the English language present a quintessential segment that speakers depend on to achieve meaning.

Additionally, it is worth mentioning that English does not display a one-to-one correspondence between letters and sounds, markedly when it comes to vowels.

It is observably recognised that the English vocalic system is much richer than the Algerian Arabic one. English vowels present deeply identified distinctions that can be hardly discriminated by a non-native speaker. By contrast, AA vowels show clear distinctions that can be easily realised. Algerian Arabic also stands out for the possession of both short and long oppositions in all its vowel sounds. Additionally, it is crucial to highlight that the use of vowel sounds in the Algerian context can be described as irregular and unstable, not only discriminating the regional variations, but also differentiating the use of them by the same speaker. This seems to be divergent from the English language, which allocates special focus to vowels and their employment in speech and depends completely on them to attain meaning. Thus, Algerian Arabic and English show immense disparity in terms of both vocalic patterns and habits.

1.3.1.2.2. Diphthongs

The English sound inventory embraces also a remarkable number of diphthongs constructed out of a movement from one vowel sound to another. English diphthongs are known for the longer periodic time the first vowel takes. They are organised by Roach (1998) according to the ending vowel as follows:

- . Ending in /ə/: includes the diphthongs /ɪə/, /ʊə/, and /eə/.
- . Ending in /ɪ/: involves /eɪ/, /aɪ/, and /ɔɪ/.
- . Ending in /ʊ/: comprises the two diphthongs /aʊ/ and /əʊ/.

Similarly, Algerian Arabic shows a limited vocalic repertoire regarding short vowels, long vowels, and diphthongs compared to its English counterpart. As stressed previously, AA depends for the construction of its diphthongs on combining one of the three short vowels with the glide /w/ or /j/, and they are typically reduced to the long vowel /i:/ or /u:/. In other

words, Algerian interlocutors used to demonstrate several practices concerning the production of diphthongs, denoting an irregular, unintentional use and resulting in unusual occurrences. Consequently, the AA and English phonological systems exhibit an entire controversy regarding the construction of diphthongs and the habitual employment of them.

1.3.1.2.3. Triphthongs

Triphthongs themselves present an exceptional case or quality for the English sound pattern construction. They are mainly produced out of a rapid, non-interrupted movement from one first vowel to a second and then to an ending vowel, [eɪə, aɪə, ɔɪə, aʊə, əʊə].

Apparently, there is no existence of such kind of sound structures in Algerian Arabic phonology.

1.3.2. Algerian Arabic and English Prosodic Features: In Comparison

1.3.2.1. Algerian Arabic Vs English Stress

The Standard Arabic language is classified as a stressed language that fairly stands in distance from the English stress-timed language. However, regardless of its foundational belongingness to MSA, Algerian Arabic seem to share common prosodic stress features with English, as it is classified as an intermediate language that locates between the stressed and stress-timed languages.

The evident difference between the phonetic systems in question, concerning prosodic stress, lies primarily in its placement. The English system provides a complex and systematic set of rules when it comes to placing stress, and its utterances rely to a great extent on the amount of emphasis shown to indicate meaning. On the other hand, as mentioned formerly, AA basically follows the simple and stable stress placement rules of CA. In addition, stress is mostly known for its intuitive and unconscious employment in the Algerian's daily speech performance. Consequently, a problematic issue can arise based on this controversy.

1.3.2.2. Algerian Arabic Vs English Intonational Patterns

Levis (2012) defines intonation as ‘a combination of acoustic parameters, including duration, intensity, and pitch used to communicate discourse meaning’ (para.1). For the English language, it is distinguished by four (4) intonational patterns listed as follows:

. **Rising intonation:** is used in the cases of yes/no questions, requests, and to indicate surprise. It is recognized by the symbol (/) at the beginning of the tonic syllable. Like in:

Are you / happy?

. **Falling intonation:** is commonly applied in statements, open questions, commands, and to indicate an assertive character. It is placed before the tonic syllable with the symbol (\). E.g.:

We live in \ London.

Where are you\ from?

. **Rising-falling intonation:** is used typically to indicate impression and disapproval. In contrast to the other patterns, it is used restrictively.

. **Falling-rising intonation:** is commonly employed to express deep meanings, in which the speaker says something and means to express another. This symbol [V] is used to refer to it in a sentence.

The Algerian Arabic intonational patterns seem to share considerable similarities with those of English. The resemblance encompasses the falling intonational pattern in exclamations, statements, open questions, and commands. It also includes both the rising tone, in close questions and requests, and the falling-rising tone, when expressing knowledge about an inquired issue. The dissimilarities, on the other hand, involve the employment of the rising-falling intentional pattern.

Conclusion

Primordial inspection of the aspects of language contact and the second language acquisition (SLA) process demonstrates and ascertains the likelihood of foreign language learners' pronunciation to be subject to potencies of deviation and facilitation as well, as a result of the primary phonetic system's influence on the foreign counterpart in question. The latter orients focus on the inevitability of language learners to be aware of the possible results linguistic transfer applies to their phonological skills, supported by a clear depiction and background knowledge of the discrepancies displayed by their mother and foreign phonological systems. In addition, the foregoing chapter has processed comparative scrutiny of Algerian Arabic and English phonologies as a pre-representation of the aspects the second chapter will cover. The following practical part will deal with those phonological influences within the boundaries of a definite nature, representing Algerian Arabic in the current research interest.

Chapter Two: An Influenced and Influential Correlation between the Algerian Arabic Accent and English Pronunciation: Field Work and Data Analysis

Introduction

To contextualise the previously presented theoretical backgrounds in a pragmatic template that basically simulates the nature on which this work was established, this displayed chapter is introduced and devoted to the practical part of the conducted work. It is primarily designed to provide a description, analysis, interpretation, and discussion of the results obtained through the collected data about the phonological influences of the Algerian Arabic accent on the pronunciation accuracy of EFL learners, based on investigating and examining a sample of EFL learners at El-Ameed Institute in Algeria's forty-third province, Mila.

2.1. Description of the Sample

The target population of the present research consists of forty EFL learners taken from the private school 'El-Ameed Institute' in the province of Mila. The sample is selected based on its current level of proficiency. Accordingly, forty intermediate learners were exposed to two various research instruments, involving an online questionnaire alongside a recording test presented in the form of a game. It is important to note that the sample of this study is chosen randomly, but with regard to specific criteria, encompassing learners who have never had prior experience living in an English-speaking country and their belongingness to the same intermediate proficiency level. Besides, the learners represent different age groups, genders, and belong to diverse regional areas for the consideration of having comprehensive and broad results that cover multiple segments of the speech community. Nonetheless, it is inevitable to address that due to the learners' moderate level of proficiency, they present the most suitable sample to reflect the first language impact, purely

from elementary errors and free of the highly mastered language that may hide the reflections of the investigated influence.

2.2. Data Collection Instruments

In consistency with the pre-stated aims, two research instruments are put under employment. We used a questionnaire and a recording test allocated to the same sample of EFL learners, serving as a data-feeding source for the present research.

2.2.1. The Learners' Questionnaire

2.2.1.1. Description of the Learners' Questionnaire

The central aim of this questionnaire is focused on generating adequate data in correspondence with the set research questions that mainly revolve around disclosing the influence of the Algerian Arabic accent on the pronunciation of EFL learners. The administered questionnaire is basically composed of three sections, each of which is developed upon certain criteria to meet definite pre-set objectives and includes a mixture of close-ended and open-ended questions.

The opening section seeks to compile and provide an accurate depiction to the participants' profiles and backgrounds in what is related to the process of learning EFL and exceptionally English phonology, including respectively gender, age, English proficiency level, and the learners' definite municipality.

The concern of the second section, on the other hand, can be identified through mentioning three keywords: English pronunciation, Algerian Arabic accent, and frequently remarkable phonological influences. Accordingly, thirteen questions are introduced, inquiring about learners' experiences, perspectives, observations, and awareness in both direct and indirect manners. This section is primarily designed under the consideration of the following purposes; inspecting the potential for an Algerian Arabic Accent's impact on the phonological skills of EFL learners, getting an insight into the type of language transfer

predominately demonstrated by the AAA and inspecting the amount of each, delving into learners' awareness and consideration to the investigated influence, and getting a primordial view on the phonotactic constraints and facilitations the learners' mother accent applies on their phonological performance.

Eventually, the ending section is designed for the aim of determining the pronunciation deviations that Algerian EFL learners, as Arab speakers, regularly and habitually encounter due to their primary sound system. Besides accentuating the qualities that the AAA displays as an Arabic variety, if any. It is formed on two prime bases. The former relates to the most common committed errors by Arab EFL learners stemming from their first language interference, while the second encompasses the apparent variations between the Algerian Arabic and English phonological habits and patterns.

2.2.1.2. Administration of the Learners' Questionnaire

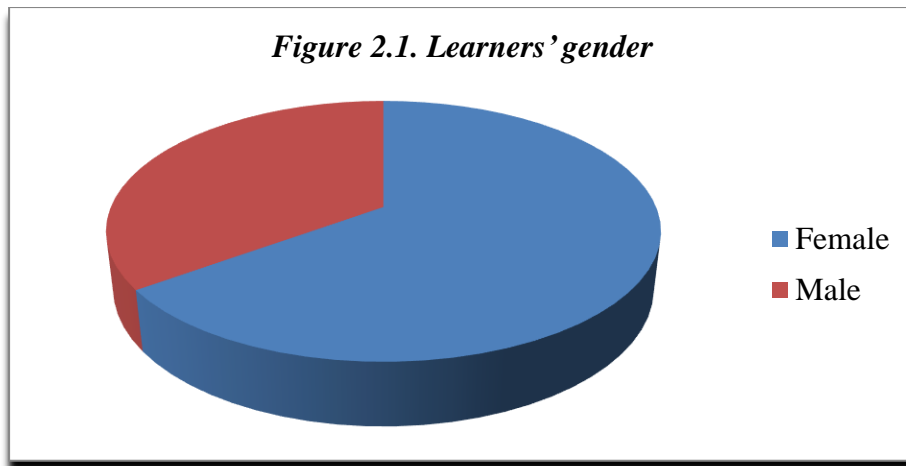
To obtain adequate and accurate data, the questionnaire was administered to the learners online, where they can be free and more focused on the responses they provide. This process lasts for over two weeks.

2.2.1.3. Analysis and Interpretation of the Learners' Questionnaire

Section One: Background Information

Item 01: Learners' Gender

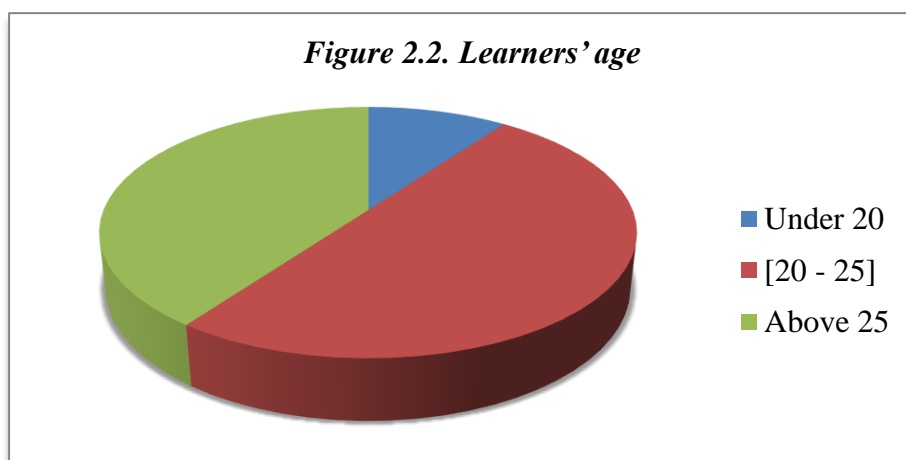
The inquiry regarding the informants' gender is carried out with the aim of compiling data about their backgrounds. It is crucial to clarify that demographic data is not a factor being studied in this research; though, it is included to provide an accurate depiction of the concerned sample and to determine which category is mostly interested in answering our research question.



The results displayed in the graph above show that a remarkable number of the respondents represent females (65%), and only (35%) represent males. This immense variation can be justified by two facts. The first is that the number of females studying foreign languages, particularly English, is huge compared to males, while the second is that females are more attentive in learning foreign languages and in this topic, markedly, than males.

Item 02: Learners' Age

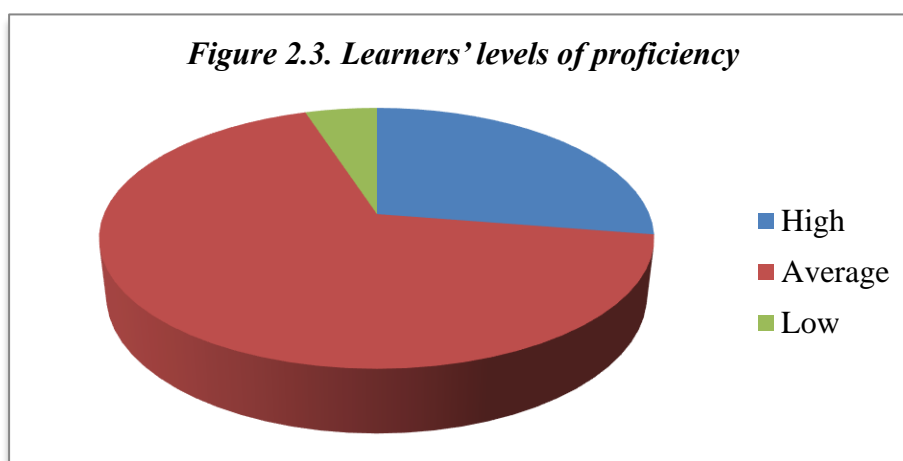
Regarding that age is an influential factor on the second language acquisition (SLA) process as a whole and phonological skills' progression most markedly, the relevant question is designed to collect information regarding the age stages that participants are going through.



According to the survey, merely (10%) of the participants are under 20 years old. (50%) are around 20 to 25 years of age, while the remaining (40%) are adults above 25 years old. This demonstrates that the biggest number of the sample represents the stage of young adulthood, where individuals have more tendency to acquire new languages and higher potency to receive new linguistic input. The second higher percentage reflects the adulthood stage where both tendency and flexibility to acquire new linguistic skills are reduced, compared to their counterparts, and more practice and personal efforts are needed. So, language courses and external help are required for them. The least amount of contribution is attributed to the teenage and pre-teen years, and this can be a consequence of their schooling timelines.

Item 03: Learners' Levels of Proficiency

Even though the sample is chosen on the basis of learners' proficiency level, there still exists a fairly considerable difference among learners of the same level, resulting from various personal and external circumstances. Thus, the question is mainly set to contribute to determining the definite levels of learners according to their own observations.



The graph above shows that the prevalence of the participants, represented by the number 27 (67.5%), consider their English proficiency level as average, and rather 11 learners making up (27.5%) of them perceive it as high. Only 2 (5%) of the learners consider

it low. Therefore, learners perceive their linguistic competence differently, and notable disparities are extant in the sample.

Item 04: Learners' Geographic Belongingness

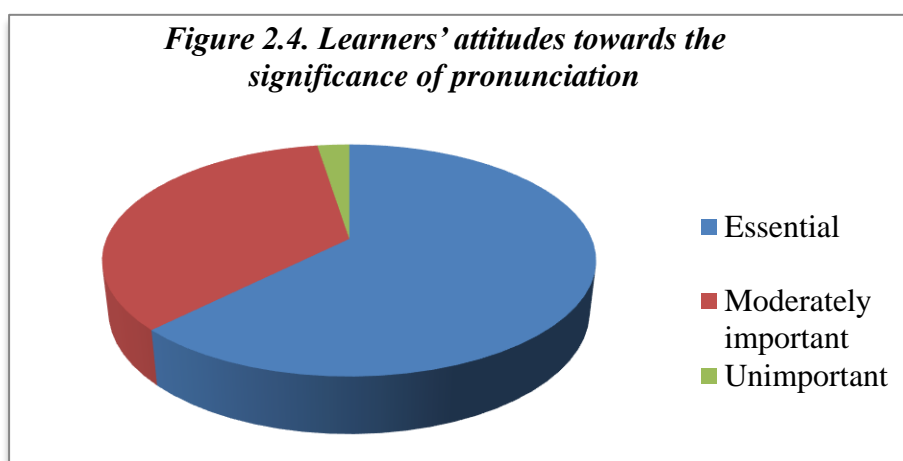
The fourth inquiry requires participants to specify their exact municipality, in order to achieve precise comprehension of their profiles and the varied dialects present in the sample.

The responses of the learners indicate that most of the sample comes from Mila city, with a total of 19 participants. The next most common location was Grarem Gouga, followed by Redjas and Zeghaïa. Additionally, two participants identify Terrai Bainen and Tadjenanet as their municipality, while Rouached and Teleghma are listed by one participant for each.

Section Two: Attitude, Perspectival, and Deduction-Based Questions

Item 01: Learners' Attitudes towards the Significance of Pronunciation

The question seeks to investigate the amount of learners' awareness of the importance of pronunciation, and their perceptions towards the significance of intelligible speech seeing that it influences their phonological progress and their motivation to reach that progress.



The data displayed overhead indicate that a significant amount of the participants with the number 25, making up (62.5%), are aware of the importance of pronunciation as a valuable linguistic skill in the SLA process, while 14 learners (35%) perceive it as moderately important, and only one respondent (2.5%) perceives it as unimportant. Thereby,

it can be said that the learners are somewhat highly aware of the importance of pronunciation and intelligibility in speech.

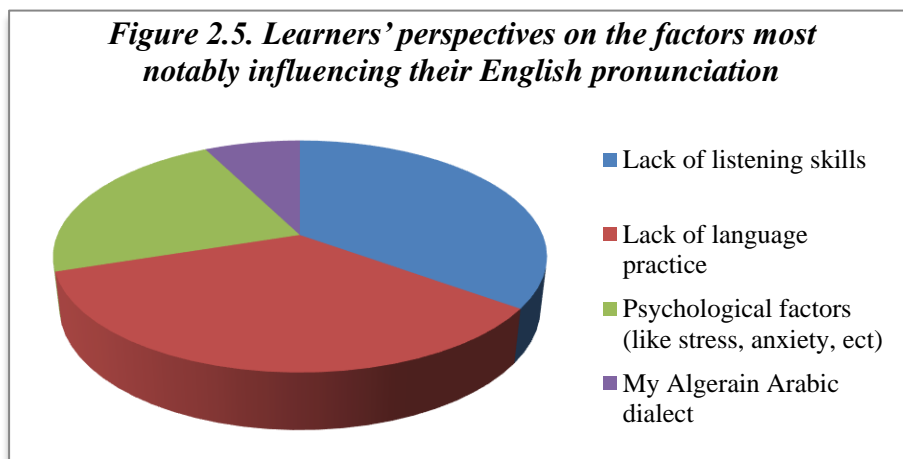
Item 02: Feedback on the English Pronunciation: Learners' Experiences with Teachers and Native Speakers

With the aim of assessing the recognisability of the studied impact, and delving into teachers' awareness and consideration to that influence, the learners were requested to submit the feedback they received on their English pronunciation from a teacher or a native speaker.

None of the learners' responses involves feedback about a particular sound or suprasegmental issue, or a direct mention of their first language interference. Rather, the prevalence majority cover general comments, such as good, clear, adorable, native-like, and needed improvement, while few feedback demonstrate some difficulties in pronouncing long words and spelling some English utterances correctly. A learner provides noteworthy feedback saying, 'Yes, from a native speaker, they were surprised because they thought Algerians can't speak English fluently with a good accent'. Accordingly, the presence of a considerable number of positive feedback can suggest that the influence of the Algerian Arabic accent on learners' English pronunciation may not be substantially observable negatively. However, a possibility arises also for considering the results as a teachers' lack of awareness or consideration regarding this influence.

Item 03: Learners' Perspectives on the Factors Most Notably Influencing Their English Pronunciation

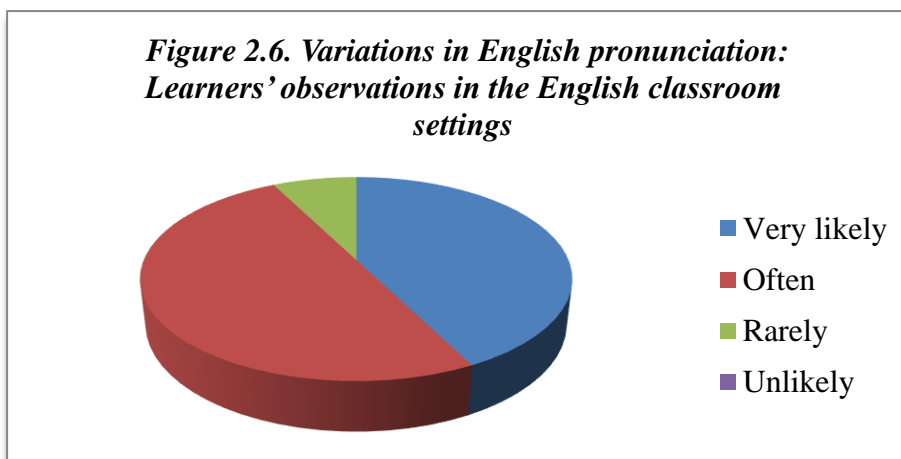
This question seeks to determine whether EFL learners view the Algerian Arabic dialect as one of the most notable variables influencing their pronunciation.



The data displayed above represent that both the lack of language practice factor and the lack of listening skill factor reflect an identical percentage (35%) equals 14 learners, which is the higher one. On the other hand, 9 learners (22.5%) consider psychological factors as the most influential on their English pronunciation, whereas the lowest percentage (7.5%), making up 3 respondents, has been gained by the Algerian Arabic dialect factor. Therefore, it can be deduced that Algerian EFL learners under concern are less conscious of their mother tongue's impact on their English pronunciation proficiency, or it is more advantageous, so negative interference is not noticeable or considerable for them.

Item 04: Variations in English Pronunciation: Learners' Observations in the English Classroom Settings

The question aims to inspect the potential for an Algerian English accent. In other words, its has been used to ascertain the existence of any observably marked impact of the Algerian learners' mother accent at the spoken level.

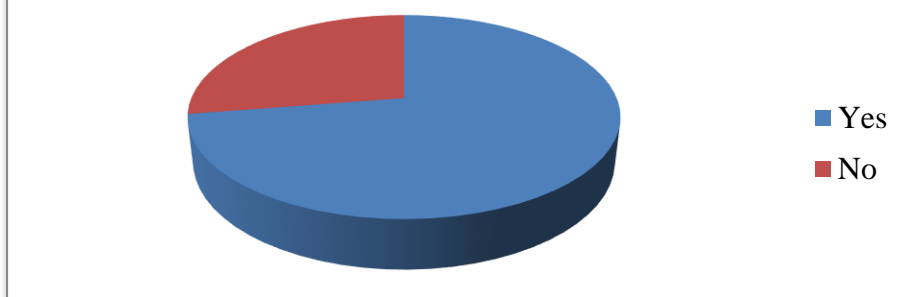


The results shown above demonstrate that half of the sample (50%), with the number 20 learners, often encounter variations in pronouncing English utterances during their English classes, and nearly the other half, represented by 17 learners (42.5%), observe these variations very likely. On the other hand, only 3 participants (7.5%) declare that they rarely face this phenomenon, and none of them selects the 'unlikely' box. Thus, an accented speech is observably present in the Algerian EFL classes, and an influence of the Algerian Arabic accent (AAA) is imposed on the learners' spoken English.

Item 05: Disclosing the Presence of Regional Variations in the Production of English Utterances According to Learners' Reflections

As a supplement to the previously asked question, this question is made to affirm the belongingness of the observed variations to the regional influence, and thus, to the learners' native accent impact.

Figure 2.7. Disclosing the presence of regional variations in the production of English utterances according to learners' reflections



The findings reveal a high percentage of the respondents (72.5%) believe that the variations in pronouncing English utterances indicate the speakers' regions. However, 11 respondents (27.5%) stood in opposition. The formerly concluded result is upheld, and there is a regional influence of the Algerians' primary accent marked on the pronunciation of English speech.

Item 06: Learners' Examples Illustrating the Afore-Mentioned Phenomenon

To put the previous answers in a more pragmatic flow and to determine the items mostly affected by the Algerian Arabic accent (AAA) according to the participants' views and experiences, learners were asked to provide examples picturing these regional variations when pronouncing English utterances.

The answers are diverse, ranging from general to detailed. Each learner provides the most notable effect for them. First, most participants provide general examples by demonstrating their observations of the diversity of English speech according to the region, and their potency at guessing the regional belongingness of the speakers unintentionally when hearing their English language, expressing this phenomenon differently such as an 'interference of dialect' and a 'regional accent'. While others determine the specific regional accent that they commonly observe its impact on the spoken English of its inhabitants, where Grarem Gouga is shown to be the most repeatedly mentioned municipality. A participant also

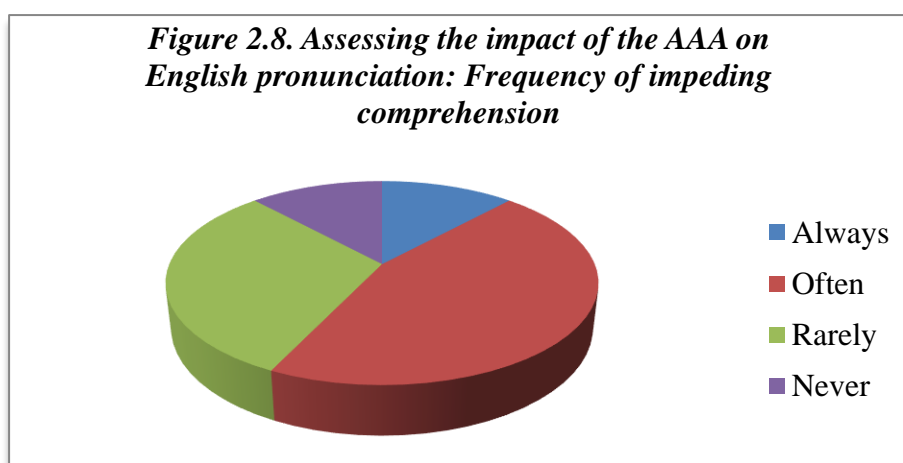
mentions the accent of the inhabitants of Aïn Beïda, which is a city in Oum El Bouaghi, and expresses its noticeable impact. Some address the Shawi accent's impact. Some learners, on the other hand, describe the influence of the French language on their mates' English pronunciation, besides the English of countryside individuals and their struggle with the pronunciation of the 't' and 'k' letters. Second, a number of participants specify the consonants' articulation constraint and describe it, saying that some distinct consonants present a difficult task for a significant number of their classmates, in addition to the problem of hiding some letters and reducing words' pronunciation. The mispronunciation of the /t/ sound is prominently identified by a significant number of learners, as some refer to the way Constantinians pronounce this sound, as a /ts/, while another refers to the problem of mispronouncing this phoneme by Aïn Beïda's inhabitants. Finally, a substantial number of informants highlight the problems of stress, intonation, and tone. One of the learners states that 'Some of the classmates integrate the Algerian intonation strongly', and others make a reference to the tone of Tebessa that is kept when they are speaking English. A learner mentions the tone used by Algerians when asking questions in English, which is considered as easily differentiated. Concerning stress, participants point out the exaggerated and remarked use of stress while speaking English, certainly by Northern Algerians.

From the examples provided above, one should highlight the capability of these learners, as non-linguists and not even profoundly knowledgeable in that field, to observe the accented speech and to determine the regional belongingness of the Algerian English speakers. Thereby, it can be said that the AAA's impact is observable to an extent at the spoken level, and it exists differently and to various degrees in the Algerian speech community. Furthermore, EFL learners who never studied English phonology in depth were able to provide a fairly comprehensive description of some of the Algerian Arabic dialect's

phonological influences on English pronunciation, thus indicating the detectability of the investigated impact.

Item 07: Assessing the Impact of the AAA on English Pronunciation: Frequency of Impeding Comprehension

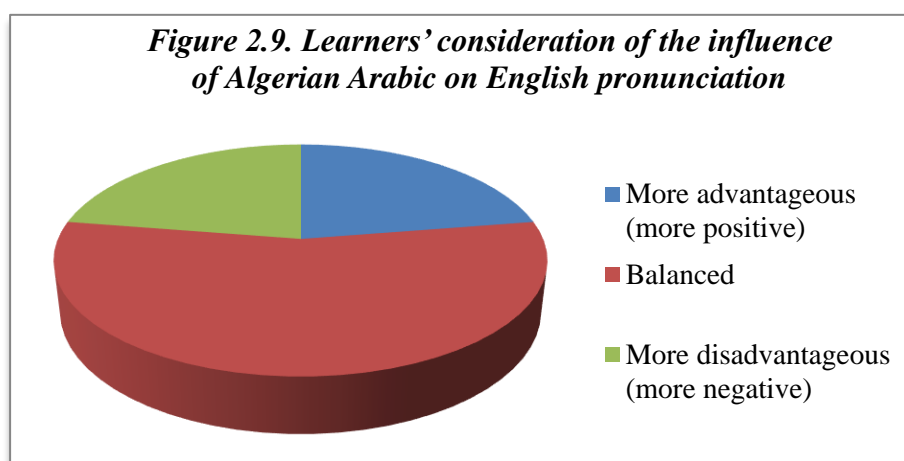
The purpose of the seventh question is to determine the intensity of the AAA's impact. In other words, to assess the extent to which the influence of the Algerian Arabic accent affects the intelligibility of Algerian learners' English speech through considering how much it impairs the listener's comprehension of their English pronunciation.



The results displayed overhead show that the highest percentage (47.5%), making up 19 learners, demonstrate that this regional impact often impedes their comprehension of the learners' articulation, and 5 learners (12.5%) of them declare that the influence always inhibits their understanding of English speech. By contrast, 3 (7.5%) of the respondents show their capability to comprehend the distorted speech, and 13 participants (32.5%) reveal that they rarely encounter this situation of being unable to understand the impacted articulation. Thereby, it can be deduced that the Algerian Arabic accent affects to an extent the intelligibility of English speech, supported by the view of more than half of the sample, represented by a total percentage of (60%), and it results in a significant amount of negative impact.

Item 08: Learners' Consideration of the Influence of Algerian Arabic on English Pronunciation

This question involves a direct inquiry into the participating learners' views on the predominating type of influence that their mother tongue has on English pronunciation, and thus, getting into their awareness of that impact and the amount of positive and negative transfer imposed.



The data displayed in the graph above show that 22 learners (55%) consider the effect of Algerian Arabic on their English pronunciation as balanced, i.e., the negative transfer equals the positive. On the other side, an identical percentage of (22.5%), making up 9 learners, indicate the type of influence as either more advantageous or more disadvantageous. Consequently, one can take into consideration that there is no predominant type of the studied influence and that the positive and negative transfer is equal in the case of the Algerian Arabic accent. Yet, the view of the other half of the sample leaves a space for a slight predomination of one type over the other.

Item 09: Unveiling the Foundations of Learners' Previous Perspectives'**Deduction**

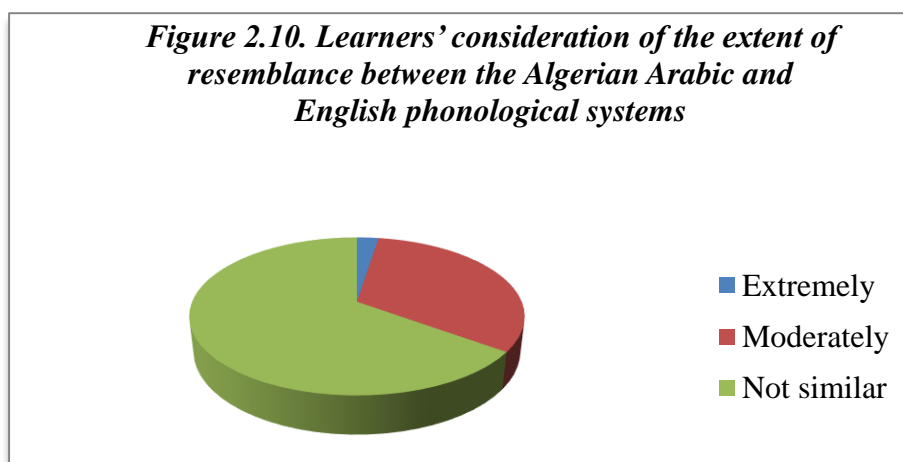
To validate the preceding results and ascertain the linguistic basis that learners employ to answer the previously asked question, the participants were asked to enhance their prior answers and support their perspectives.

Participants present various arguments to support their views on the type of their mother tongue's influence. Those who support the view that the influence is more disadvantageous suggest that the negative impact is due to the inevitability of thinking and relying on the mother language when using foreign languages, code-switching, and the interference of the French language. Some participants believe that the impact of the mother tongue will persist even when the English language is well-learned, and unless the exposure to the authentic English language is highly intensive. On the other hand, some informants describe the prominence of Algerian Arabic in their English pronunciation and recount reactions from other English speakers to their speech. One participant mentions that they encounter difficulties when attempting to pronounce certain English words during discussions, while another expresses the observable impact on their pronunciation of specific words. Supporters of the contrasting view, more advantageous, strengthen their perspectives using two main different arguments. The first is that the mother tongue does not affect the English pronunciation so much and that it depends on how well the learner is trained, not on the country or the area where they live. The second describes the way that the richness of the Algerian Arabic dialect, in terms of sounds and places of articulation, facilitates and enhances their ability to pronounce English utterances appropriately. One of the informants states, 'As Algerian speakers, we manage to pronounce and produce all sounds, which makes it easier for us to master the English sounds (there aren't many new sounds). We are able to imitate any spoken language, including English, due to our mother tongue, in which any existing

sound is already included in ours'. Another participant adds, 'Well, according to my environment, the influence of the Algerian dialect is positive because it facilitates the pronunciations of words'. The remaining view, which describes the type of influence as balanced, is enhanced by two prominent arguments. The former includes learners' ability to understand the impacted speech, which makes the influence balanced for them. In other words, the influence is prominent to an extent but without affecting the meaning. While the second declares that the impact is slight, especially in this technological era. Yet, they still cannot produce a native-like language even with practice.

Item 10: Learners' Consideration of the Extent of Resemblance between the Algerian Arabic and English Phonological Systems

The target of this question is to delve into learners' awareness of the similarities between their primary phonological system and the English phonological system and to measure the probability of positive transfer occurrence.



The results reveal that the majority of the sample (65%), represented by 26 participants, view Algerian Arabic and English phonemic systems as not similar, and 13 learners (32.5%) consider that they are moderately similar. The remaining (2.5%), represented by only one participant, believe they are extremely similar. Therefore, it can be stated, as a result of the learners' views, that the phonological systems of Algerian Arabic and

English are not similar to a substantial extent, with the prospect of encountering a respectable number of similarities. This indicates that the probability of facing a negative transfer is fairly high, compared to the positive one, which shows also a considerable likelihood to crop up.

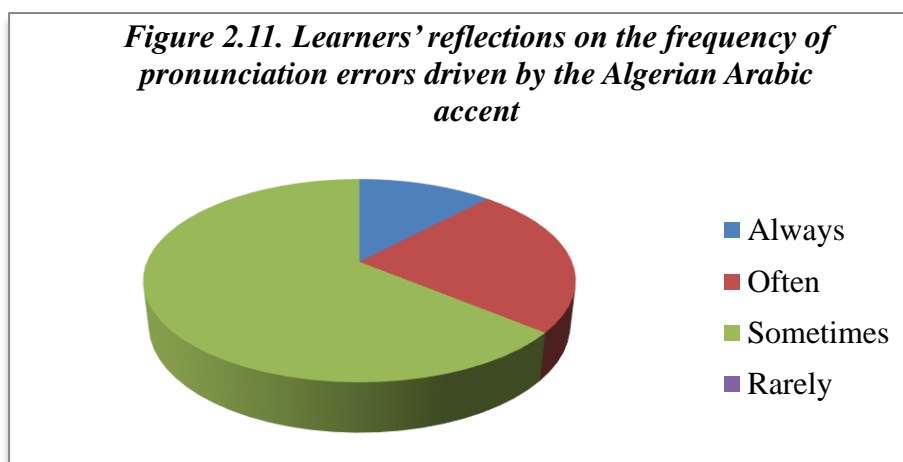
Item 11: Exploring the Distinct Features in the AAA Contributing to the Facilitation of English Pronunciation as Perceived by Learners

The inquiry into learners' perspectives on the distinctive qualities that Algerian Arabic supplies to the enhancement of English pronunciation is used as a means to highlight the extent of positive transfer and identify the most apparent advantageous phonological influences that AA leaves in spoken English.

Learners' answers are expressed in different avenues. Nevertheless, they all revolve around one fact that expresses the richness of the Algerian Arabic phonemic inventory, which involves virtually all English sounds and allows learners to readily adopt, imitate, and pronounce nearly all foreign sounds easily and appropriately. One of the informants specifies the existence of many distinctive features, such as both /p/ and /b/ sounds. The following two learners' statements can clearly describe the sample's conviction. One of them states that 'The Algerian Arabic language does include all the sounds that exist in the English language and more. That is what makes us, as native Arabic speakers, able to pronounce any kind of language', while the other demonstrates, 'My accent gives me the freedom to speak English without any barriers'. Hence, it has been revealed that the diversity of the linguistic environment in Algeria contributes to the richness of its phonemic repertoire, resulting in a distinctive quality that provides a multitude of advantages for Algerian students learning foreign languages. Furthermore, it can be inferred that the Algerian Arabic accent has a considerable extent of positive transfer that encourages the acquisition of English pronunciation skills, thereby facilitating and improving the English language learning process for Algerian learners.

Item 12: Learners' Reflections on the Frequency of Pronunciation Errors Driven by the Algerian Arabic Accent

This question seeks to indirectly inspect learners' awareness of the contrasts between their primary phonological system and the English phonological system and to get an insight into the amount of negative transfer that AA demonstrates on English pronunciation.



The survey indicates that 3 participants (7.5%) attribute all their mispronunciation errors in English to their native language, and 6 of them (15%) assume they often make phonological errors because of Algerian Arabic when producing English utterances. As many as 15 learners (37.5%) consider that their mother tongue rarely causes phonological errors, while the highest percentage (40%), making up 16 learners, believe that it is sometimes the reason for their mispronunciation. It is noted that the percentages are distributed significantly over almost each of the options. Nevertheless, taking into account the intensity expressed by each choice in this question, it can be stated that there is a fairly substantial extent of negative transfer demonstrated in the studied case. Yet, Algerian Arabic does not show that highly intensive negative impact on EFL learners' phonological output.

Item 13: Learners' Standpoints on the Common Pronunciation Challenges Arising from the Algerian Arabic Accent

This question strives to accentuate the extent of negative interference caused by Algerian Arabic on English pronunciation and underline the prominent negative phonetic influences that learners tend to make in English as a result of their primary language being Algerian Arabic.

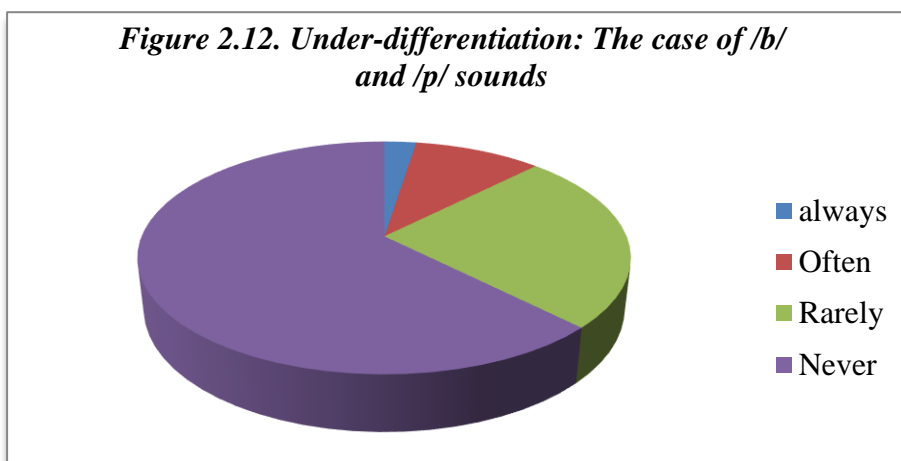
Learners' answers encompass different aspects and phonological segments. According to the data provided by them, the inappropriate pronunciation of /t/ and /r/ sounds is noted to be the more frequent problem faced by EFL learners, with some affirmation on the case of the latter /r/. French language interference is also highlighted multiple times. Participants describe the French manner they used to pronounce English words as a primary constraint that challenges the advancement of their phonological skills. Additionally, the problem of mispronouncing the following consonant sounds is addressed repeatedly, the interdental /d/, the palatal /ʃ/, and the ending '-s', as well as, the under-differentiation between /p/ and /b/ sounds that is mentioned once. It appears also that some learners face difficulties to pronounce vowel sounds appropriately, while others mention the problem of silent letters, such as in 'taught' and 'through'. When it comes to suprasegmental features, stress placement occurs to be a challenging task for many learners, while others mention intonation and tone as problematic areas. One informant states that they used to pronounce English words in a rough tone.

Section 'Three': Phonological Influences

The questions involved in this section are based on two key criteria. The former includes the phonological challenges most customarily experienced by Arab EFL learners, while the latter covers the contrasts between the Algerian Arabic and English phonological habits and patterns. They are all developed with the aim of identifying the phonological

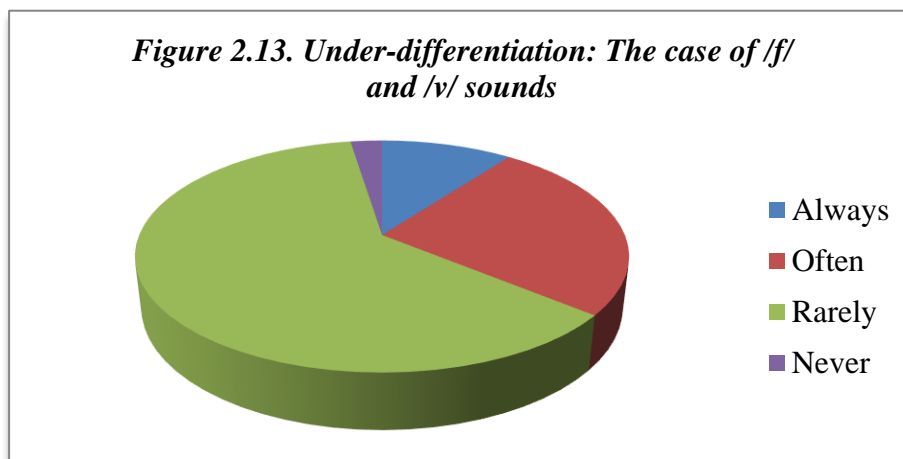
influences markedly encountered by Algerian EFL learners. Besides, inspecting whether Algerian learners, with the linguistic multiplicity featuring their linguistic landscape, face the common basic constraints that most Arabs confront. Though, an exceptional case concerns the final query.

Item 01: Under-differentiation: The Case of /b/ and /p/ Sounds



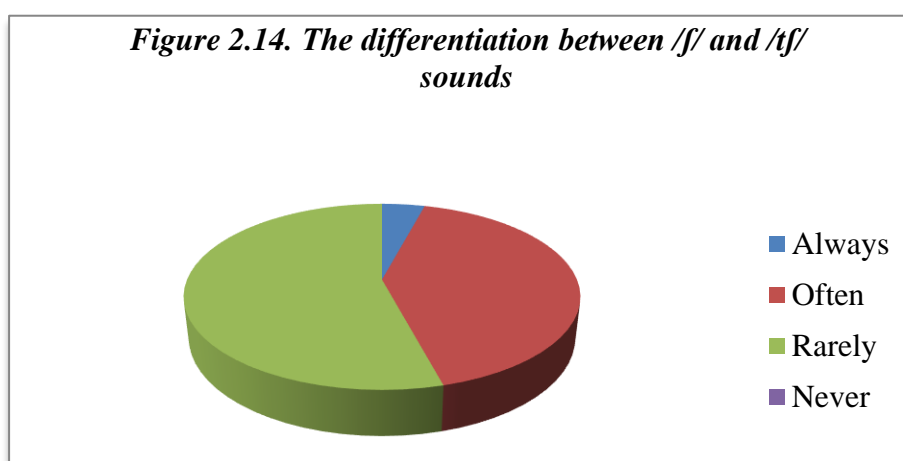
The results show that the majority of the learners (62.5%) do not experience difficulty distinguishing the English bilabial consonants /p/ and /b/, with an additional (25%) reporting rare occurrences. On the other hand, (10%) of the sample indicate that they often struggle with differentiating these sounds, while only one participant (2.5%) consistently faces such difficulty. Thus, the data suggests, based on the overwhelming majority of the sample, that the presence of both sounds in the primary Algerian Arabic phonemic inventory contributes to their ability to differentiate them in English.

Item 02: Under-differentiation: The Case of /f/ and /v/ Sounds



The gathered data demonstrate that the highest percentage (52.5%) of the sample never has difficulty identifying the fricatives /f/ and /v/, and (30%) rarely encounter it. Whereas, (12.5%) of the learners show that they often under-differentiate the two consonant sounds, and only 2 participants (5%) express permanent difficulty distinguishing them. Accordingly, most learners do not possess difficulty discriminating the pronunciation of /f/ and /v/ sounds, as supported by a total percentage of about (82.5%), and this can be attributed to the presence of both consonant sounds in the Algerian phonemic repertoire.

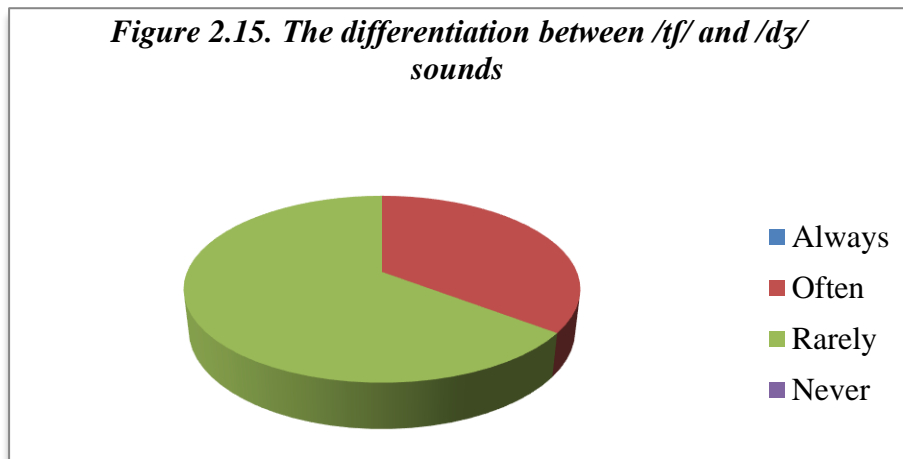
Item 03: The Differentiation between /ʃ/ and /tʃ/ Sounds



As the data show, solely one participant (2.5%) always struggles to discriminate the consonant sounds /ʃ/ and /tʃ/, and 10 participants (25%) often encounter this difficulty.

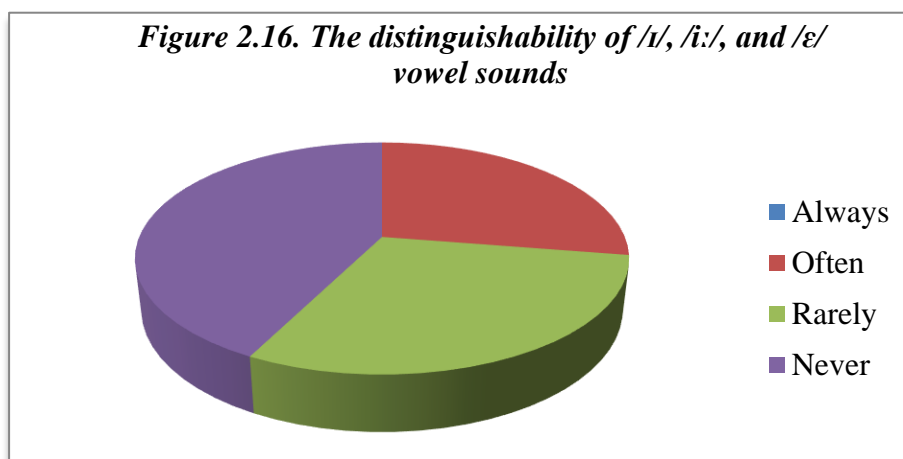
Conversely, (40%) have never confused between the palatal consonants indicated, and (32.5%) rarely face such confusion. Therefore, it can be deduced that the existence of these two phonemes in the learners' primary phonological system aids them to avoid facing this constraint.

Item 04: The Differentiation between /tʃ/ and /dʒ/ Sounds



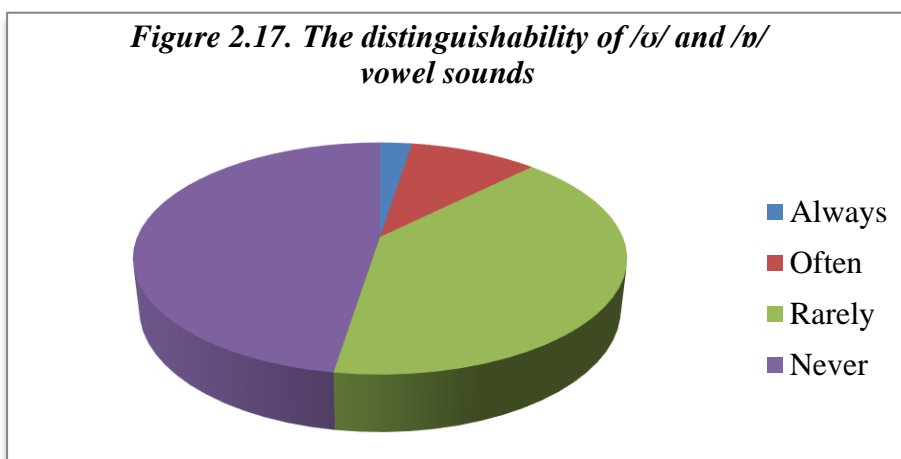
Learners' responses reveal that the percentages (57.5%) and (27.5%) respectively refer to learners who have never been confused between the sounds /tʃ/ and /dʒ/ and those who rarely have been. The residual percentage (15%) indicates the participants who often face difficulty differentiating these English consonant sounds. However, none of the participants shows constant encounters with this phonemic phenomenon. Consequently, one can infer that the similarities between the Algerian Arabic and English phonology, which involve both of the mentioned sounds, suggest the strongest interpretation for this outcome.

Item 05: The Distinguishability of /ɪ/, /i:/, and /ɛ/ Vowel Sounds



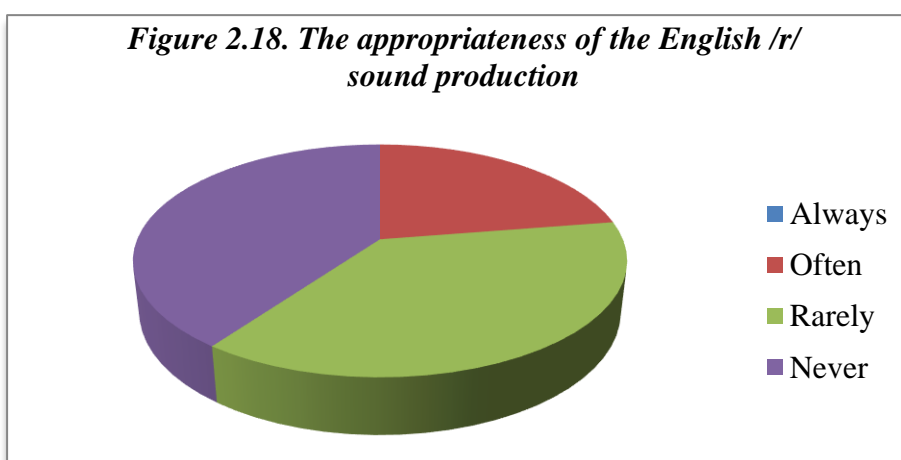
Algerians are often used to demonstrating several practices concerning vowel sound production. In addition, as Arabs, they tend to rely more on consonants than vowels, while in English, vowels play a crucial role in differentiating meaning. Notwithstanding, the results of the study indicate that (42.5%) of the participants have no difficulty varying the vowel sounds /ɪ/, /i:/, and /ɛ/, whereas (30%) report rare occurrences for this phonological difficulty. On the other hand, 11 learners representing (27.5%) report facing difficulties distinguishing the vowel sounds in question frequently, and (0%) mark the option 'always'. This suggests that the majority of the learners have no trouble appropriately pronouncing these vowel sounds, each with its own distinct features. This can be attributed to the existence of these phonemes in the Algerian phonological system, due to the influence of European languages, even though they may not be used regularly and stably in daily speech production.

Item 06: The Distinguishability of /ɔ/ and /ɒ/ Vowel Sounds



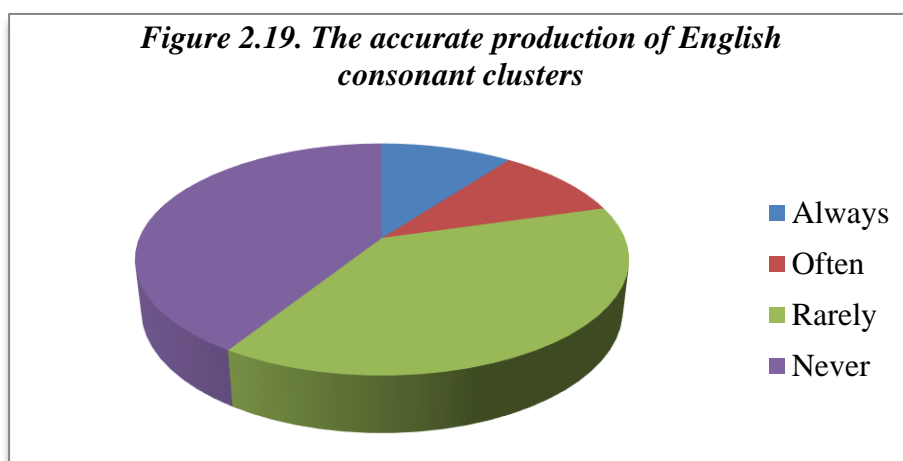
According to the survey, the overwhelming bulk of the learners either never (47.5%) or rarely (40%) face difficulty distinguishing the vowel sounds /ɔ/ and /ɒ/, while the rest either always (2.5%) or often (10%) encounter such difficulty. Apparently, the prevalent majority of the learners do not consider the discrimination of the indicated vowels as a phonemic constraint. The property of foreign sound preservation featuring the Algerian speech community can be the reason behind learners' capability to produce and differentiate the vowel /ɒ/, which is not primarily used in AA. Yet, its usage in French loanwords and borrowings may contribute to that result.

Item 07: The Appropriateness of the English /r/ Sound Production



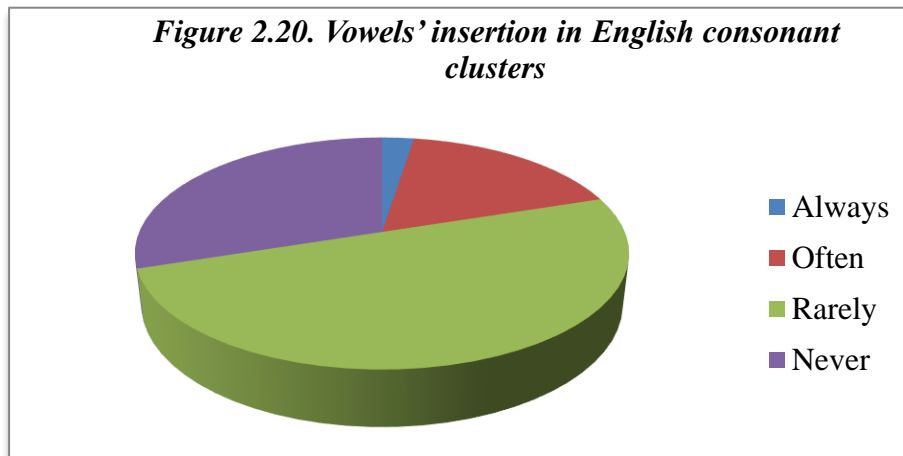
It is imperative to stress that the Algerian Arabic /r/ and English /r/ are phonemes with distinct phonetic realisations, in which the former is a dental consonant, and the latter is either an alveolar or post-alveolar consonant. Nevertheless, the survey's findings denote that most of the sample either never (40%) or rarely (37.5%) find it challenging to utter the appropriate consonant sound /r/, and merely 9 learners (22.5%) declare a frequent challenge to pronounce it appropriately with no participant demonstrating consistent encountering of the mentioned problem. Accordingly, the plurality of the participants faces no regular constraint concerning the appropriate pronunciation of the indicated sound. This can be interpreted by either the influence of European languages or the intensive exposure of this generation to the native English language.

Item 08: The Accurate Production of English Consonant Clusters



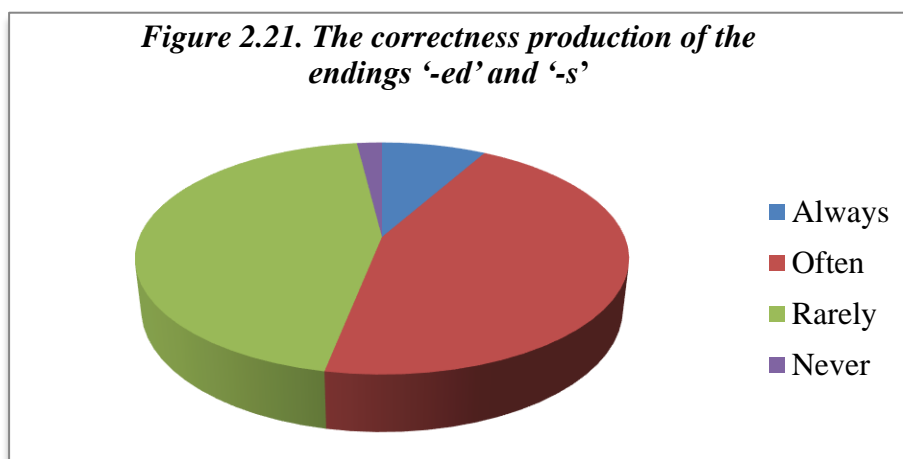
The findings displayed overhead indicate that the substantial majority of the participants either never (42.5%) or rarely (37.5%) view the accurate pronunciation of English consonant clusters as challenging to produce. Summed up, they compose a prevailing majority considering the indicated phonemic constraint a non-regular challenging issue. Nonetheless, an identical percentage (10%), making up 4 participants, represents learners who often and always face difficulty pronouncing English consonant clusters correctly, which remains an underrepresented group.

Item 09: Vowels' Insertion in English Consonant Clusters



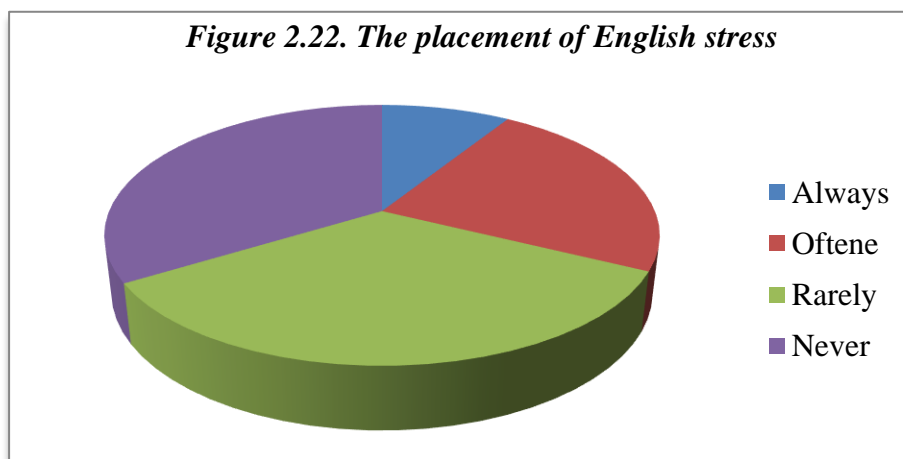
Regarding the vowel sound insertion phenomenon that commonly occurs in the spoken English of Arab learners when producing consonant clusters, due to the interference of their primary system, Algerian EFL learners were asked about their experiences with this phenomenon. The results show (30%) of the participants never insert extra vowel sounds into English consonant clusters, and half of the sample (50%) rarely produces such a phenomenon. This represents an overwhelming majority combined, showing that most learners do not habitually demonstrate the indicated vowel insertion phenomenon in their English speech. Albeit, the remaining percentage either often (17.5%) or always (2.5%) end up inserting extra vowel sounds when pronouncing English consonant clusters, which also remains an underrepresented group. Nonetheless, one should take into consideration the probability that learners were not able to notice the occurrence of this phenomenon.

Item 10: The Correctness Production of the Endings ‘-ed’ and ‘-s’



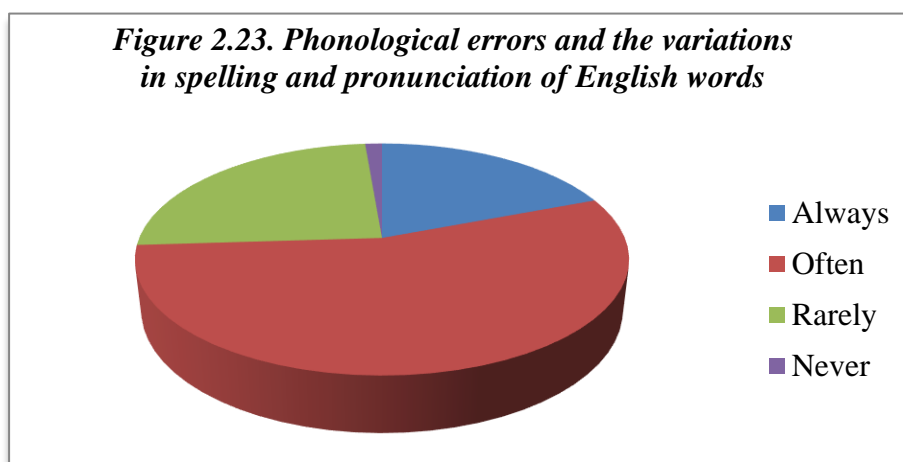
The completely different morphological system of the English language and that of Algerian Arabic, which basically follows the Modern Standard Arabic norms, suggest a prospect for Algerian EFL learners to encounter a phonological constraint concerning the correct pronunciation of the endings ‘-ed’ and ‘-s’. Nevertheless, the results demonstrate that most learners either never (40%) or rarely (27.5%) find it challenging to not pronounce the indicated endings correctly, which represents the majority of the sample. On the other hand, the rest of the sample shows that they either often (27.5%) or always (5%) face difficulty producing the endings ‘-ed’ and ‘-s’ correctly. Consequently, the results denote that most learners do not consider it challenging to produce the aforementioned endings properly.

Item 11: The Placement of English Stress



The complexity of stress placement in English poses a challenge for non-native speakers, especially those who are not familiar with the patterns and rules of English stress. Based on that, the learners in question were asked about the frequency of errors made by them when placing stress in English utterances. The findings show that solely 3 learners (7.5%) never commit errors when placing stress on English words and (47.5%) rarely commit them. Whereas, the remaining percentage represents participants who either often (32.5%) or always (12.5%) produce errors concerning stress placement in English. Accordingly, the highest percentage (55%) does not deem stress placement in English as a regular phonological constraint. However, about the other half of the sample, making up (45%), also suggests that the named issue can pose a challenge for a considerable number of learners.

Item 12: Phonological Errors and the Variations in Spelling and Pronunciation of English Words



Arabic is a phonetic language where each letter represents a particular sound, and its written form reflects pronunciation, while Algerian Arabic has some exceptions, it still follows Modern Standard Arabic in most cases. Therefore, this question intends to discover whether Algerian learners consider the variations in the spelling and pronunciation of English words as a main source for their pronunciation errors. The figured data reveal that the bulk of the respondents consider it as a principal cause for their articulation issues, with considerable

proportions answering often (50%) and always (17.5%). In contrast, the remainder of the sample either never (10%), representing solely 4 learners, or rarely (22.5%), covering 9 learners, view the indicated variations as a primary source for their English pronunciation errors.

Item 13: Learners' Views towards the Source of the Pre-Outlined Pronunciation Difficulties

For the aim of ensuring the source of the previously outlined difficulties according to learners' perspectives, and to check learners' awareness concerning the phonological influences imposed by their mother tongue (Algerian Arabic), an open-ended question was directed to the participants investigating their beliefs regarding the source of the difficulties formerly stated if they encounter at least one of them.

The responses reflect diverse views. Yet, the predominant view covers the lack of practice factor, where learners express the influence of the linguistic environment on their phonological skills' progression and describe the inadequate exposure to authentic English. The second repeatedly noticed view refers to the difficulty that the diverse and unstable status of English phonology poses. Additionally, a limited number of participants consider the interference of their Algerian Arabic dialect and French language as the source of the pre-mentioned phonological challenges. One of the informants provides a noteworthy view saying that the lack of awareness of the contrasts between the English language and the mother tongue causes most phonological constraints. While another describes their inability to control the phonological performance, even with the existence of competence, depicting a *de facto* situation for the interference of first language system, 'Habits? I mean, even though I know how it is pronounced right but out of habit I can't help and still encountering errors'. Ultimately, a number of learners think that the lack of interest and awareness of the importance of pronunciation in addition to the lack of systematic instructional guidance

concerning teaching phonetics and phonology result in inappropriate and incorrect phonetic productions.

Based on the answers provided overhead, one can notice a collection of problems that impede the path of Algerian EFL learners to attain the appropriate English pronunciation proficiency, predominantly the lack of practice. Further, the outcomes also can suggest a shortage of awareness and consideration for first language impact among the learners.

2.2.2. The Recording Test

2.2.2.1. Speech Data Records Protocols

For the purpose of compiling more pragmatic and reliable data and obtaining valid results that imitate the actual and real nature in which the investigated topic functions, the recording test was selected among the instruments employed to serve the present research path. The recording test basically took place in a very calm room and extended for about one week. It required attending a number of separate sessions in the morning and afternoon periods. Additionally, it is crucial to accentuate that the test was designed based upon certain criteria regarding the way it is administrated and the texts it involves.

The recording test was primarily introduced in the form of a game that involved riddles and puzzles the learners were required to solve in order to win. The game format is applied in an attempt to reduce the influence of the extraneous psychological factors on one of the studied variables (English pronunciation) and to set the research atmosphere in a situational and functional status where the participants can provide a natural and real flow to their English speech articulation. In accordance with this context, the sample as a whole was divided randomly into two groups, in which the first half played the role of the articulator and read the scripts that have been recorded, while the other took the role of the receptor that detected the phonological deviations of the articulator based upon the way they perceived it. This division was done to disclose the phonological influences and inspect the learners'

awareness in two different manners, and to analyse them in a view of both an Algerian speaker and an Algerian receptor, and thus, to ascertain the results and make them more accurate, valid and broad.

The audio records were recorded using the Praat software program, which is computer software that is used for scientific analysis of speech and phonetics. The selected sampling rate was 44100 Hz because of its sufficiency to capture the usual human speech frequencies accurately, and that fits with the speech material type adopted and the nature of the present research analysis.

Supplementarily, the used speech material, or the script applied, was also chosen under the consideration of particular criteria. First, the text complexity was taken into regard and the selected material was allocated to meet the learners' proficiency level. In addition, to not distract the learners' focus from the main target, which is pronunciation, learners' familiarity determined the involved vocabulary, and the scripts' length was adjusted to not be either long or too short. Significantly, the speech material took into concern the language authenticity and pronunciation focus, through implementing a functional language that provides a natural exposure to the various pronunciation segmental and prosodic patterns.

2.2.2.2. Analysis and Interpretation of the Recording Test

. Informant One:

Table 2.1. The phonetic transcription of informant one

Informant 01 Script 01	A man who was outside in the rain without an umbrella or hat did not get a single hair on his head wet. Why?
Script's phonetic transcription	ə mæn hu: wɒz ,aʊt'saɪd ɪn ðə reɪn wɪ'ðaʊt ən ʌm'brɛlə ɔ: hæʔ dɪd nɒt get ə 'sɪŋ gl heər ɒn hɪz hɛd wɛt waɪ ?
Informant's phonetic transcription	ə mæn hu: wɒz ,aʊt'saɪd ɪn ðə rɜ:n wɪ'ðaʊts ən ʌmbɾɛlə ɔ:r hæʔs dɪdnɒt gets ə 'sɪŋgl hu:r ɒn hɪz hɛd wɛʔs waɪ ?

The results found, based on the comparison between the informant's phonetic transcription and the correct original transcription, display a combination of a number of phonetic distortions and a significant number of appropriate phonetic articulations. Apparently, the participant's deviations in pronouncing vowel sounds occur at the level of the word 'rain' where the nucleus of that one-syllable word, the diphthong /eɪ/, has been replaced by the long vowel /ɜ:/, in addition to the replacement of the centre of the word 'hair' by the long vowel /u:/. This can suggest a case of mother tongue interference where the learners' system replaces these diphthongs with the nearest sounds found in the primary system due to their absence in the Algerian Arabic phonemic inventory. Furthermore, a case of under-differentiation between the allophone /m^s/ and /m/ appears in the word umbrella, besides the inaccurate pronunciation of the consonant sound /t/, as a /ts/, in the utterances 'without', 'hat', 'get', and 'wet', respectively. The existence of both voiced and voiceless bilabial nasal consonants /m/ and /m^s/ in the learner's phonemic system result in a case of under-differentiation between the two allophones, and the regional property that features Mila Center city of pronouncing the /t/ as a /ts/ can explain the resulted production. Moreover, the

learner demonstrates a case of stress omission in the word ‘umbrella’, obviously because of the immense differences between the two languages regarding stress patterns and rules. Nonetheless, it is worth mentioning that the participant shows also a considerable amount of appropriate phonological production, which is suggested to be a positive transfer from his mother tongue.

The competitor group detected only one phonological deviation in the word ‘rain’, indicating either a lack of listening ability or a lack of phonological knowledge.

. Informant Two:

Table 2.2. The phonetic transcription of informant two

Informant 02 Script 02	In a one-story house at the corner of the road, the bedrooms were yellow, kitchen was orange, the living room was red, the garage was blue, the entry hall was green and the sitting room was purple. what color were the stairs?
Script's phonetic transcription	in ə wʌn 'stɔ:ri haʊs æt ðə 'kɔ:nər ɒv ðə rəʊd, ðə 'bedru:mz wɒz 'jeləʊ, 'kɪtʃɪn wɒz 'ɒrɪndʒ, ðə 'lɪvɪŋ ru:m wɒz rɛd, ðə 'gærɑ:ʒ wɒz blu:, ði 'entri hɔ:l wɒz grɪ:n ænd ðə 'sɪtɪŋ ru:m wɒz 'pɜ:pl. wɒt 'kʌlə wɒz ðə steəz
Informant's phonetic transcription	in ə wʌn 'stʰɔ:ri haʊs æt ðə 'kɔ:nər ɒv ðə rəʊd, ðə 'bedru:mz wɒz 'je'lə:ʊ, 'kɪtʃɪn wɒz ɒ'rɛndʒ, ðə 'lɪvɪŋ ru:m wɒz rɛd, ðə gæ:ra:ʒ wɒz blu:, ði ɒntri hɪl wɒz grɪ:n ænd ðə 'sɪtɪŋ ru:m wɒz 'pɜ:rpul. wɒt 'kʌlə wɒz ðə steəz

The data labeled above show a higher number of phonetic deviations and also a considerable amount of appropriate production. The second informant demonstrate two cases of sound substitution in the words ‘story’, substituting the phoneme /t/ by /tʰ/, and ‘hall’, replacing the long vowel /ɔ:/ with /ɪ/. The former can be justified as a case of phone substitution resulting from the French language influence on the Algerian Arabic itself, whilst the latter can be attributed to his unfamiliarity with the /ɔ:/ sound. It should be accentuated that this long vowel does not primarily subsist in the AA phonemic repertoire, but rarely employed in the French loanwords only. Besides, a noticeable interference of French has been reflected on the learner’s pronunciation of the words ‘entry’, ‘garage’, and ‘color’.

Furthermore, a detectable misemployment of English stress is observed in the words ‘yellow’, ‘garage’, and ‘orange’, and a phenomenon of vowel insertion at the level of the consonant cluster in the coda of the utterance ‘purple’.

On the other hand, the other group of participants was able to detect correctly the mispronunciation of the two words ‘orange’ and ‘purple’. This reflects only a limited number of phonetic deviations compared to the total one denoting a fairly high lack of either listening skill or phonological awareness.

. Informant Three:

Table 2.3. The phonetic transcription of informant three

Informant 03 Script 03	Anna and Hannah are twin sisters. One is always lying, and one always tells the truth. The teacher was not sure which one was which, and she asked one of them, ‘Does Anna lie?’ And she replied ‘yes’. The teacher immediately knew with which girl she was talking. Do you?
Script’s phonetic transcription	'æɪnə ænd 'hæɪnə a: twɪn 'sɪstəz. wʌn ɪz 'ɔ:lweɪz 'laɪŋ, ænd wʌn 'ɔ:lweɪz tɛlz ðə tru:θ. ðə 'ti:ʃə wɒz nɒt sʊə wɪʃ wʌn wɒz wɪʃ, ænd ʃi: ɑ:skt wʌn ɒv ðem, "dʌz 'æɪnə laɪ? ænd ʃi: rɪ'pləɪd "jes". ðə 'ti:ʃə rɪ'mi:diətli nju: wɪð wɪʃ ɡɜ:l ʃi: wɒz 'tɔ:kɪŋ. du: ju:?
Informant’s phonetic transcription	'æɪnə ænd 'hæɪnə a:r twɪn 'sɪstəz. wʌn ɪz 'ɔ:lweɪz 'laɪŋ, ænd wʌn 'ɔ:lweɪz tɛlz ðə tru:θ. ðə 'ti:ʃə wɒz nɒt sʊə wɪʃ wʌn wɒz wɪʃ, ænd ʃi: ɑ:sked wʌn ɒf ðem, "dʌz 'æɪnə laɪ? ænd ʃi: rɪ'pləɪd "jes". ðə 'ti:ʃə rɪ'mi:diəθli nju: wɪð wɪʃ ɡu:rl ʃi: wɒz 'tɔ:lkiŋ. du: ju:?

The informant ‘three’ is a female from the city of Mila. In her speech, a number of phonetic distortions occur beside a considerable number of intelligible productions. A case of sound substitution appears repeatedly in several words. First, in the words ‘tells’ and ‘immediately’, where she substitutes the phoneme /t/ with /θ/ reflecting an influence of her mother accent. In this case, one should highlight the over-employment of the /t/ sound instead of /θ/ that features the speech of some regional areas in Mila. Second, the participant replaces the diphthong /aɪ/ by /əɪ/ in the word ‘replayed’, and the long vowel sound /ɜ:/ by /u:/ in ‘girl’. The learner also produces a wrong pronunciation of the ending ‘-ed’, in asked, and pronounces the silent letter /l/ in the word ‘talking’. This might have resulted from the

differences between the English language, being a non-phonetic language, and the Algerian Arabic, as a phonetic language where each letter in it represents a particular sound and all letters are pronounced. Ultimately, the substitution of the /v/ sound with /f/ in the preposition ‘of’ is suggested to be a triggered off by the same pre-mentioned reason, in other words, due to the transfer of first system habits.

The competitor group solely proposes one suggestion, which describes the phonological distortion of the /t/ sound in the word ‘tell’. Again, the learners do not show a higher ability to detect the mispronounced sounds, reflecting either a lack of listening ability or phonological awareness.

. Informant Four:

Table 2.4. The phonetic transcription of informant four

Informant 04 Script 04	It takes 10 minutes to fry a steak- five minutes on each side. Two steaks can fit in the pan. What’s the least amount of time needed to get 3steaks fried in the pan?
Script’s phonetic transcription	it teiks 10' mɪnɪts tu: fraɪ ə steɪk- faɪv 'mɪnɪts ɒn i:ʃ saɪd. tu: steɪks kæn fɪt ɪn ðə pæn. wɒts ðə li:st ə'maʊnt ɒv taɪm 'ni:dɪd tu: get 3steɪks fraɪd ɪn ðə pæn?
Informant’s phonetic transcription	it teiks 10' mɪnɪts tu: fraɪ ə stɪk- faɪv 'mɪnɪts ɒn i:ʃ saɪd. tu: stɪks kæn fɪt ɪn ðə pæn. wɒts ðə li:st ə'maʊnt ɒv taɪm 'ni:dɪd tu: get 3stɪks fraɪd ɪn ðə pæn?

The fourth informant is a female from Mila. She succeeds in producing an intelligible speech. In the fourth case, the mispronunciations lie only at the level of the word ‘steak’, where she replaces the diphthong /eɪ/ by an /ɪ/. In this case, the sound /eɪ/ could be influenced by the phonetic and phonological properties of the Algerian Arabic, which has a relatively simple vowel system and lacks the /eɪ/ diphthong. The latter reason makes it more difficult for Algerian learners to perceive and produce this sound accurately in English.

The opposing team was unable to identify any error, and this can be possibly explained by either a lack of sufficient knowledge of English phonetics, or a low auditory skill.

. Informant Five:

Table 2.5. The phonetic transcription of informant five

Informant 05 Script 05	In one room there are three bulbs and in the other room three switches. How will we know which switch turns on which light bulb, if from the switch room we can't see into the room with the bulbs, and we can only once move from one room to the other?
Script's phonetic transcription	ɪn wʌn ru:m ðeər ɑ: θri: bʌlbz ænd ɪn ði 'ʌðə ru:m θri: 'swɪtʃɪz. hʌʊ wɪl wi: nəʊ wɪʃ swɪʃ tʃ: nɪz ɒn wɪʃ laɪt bʌlb, ɪf frɒm ðə swɪʃ ru:m wi: kɑ:nt si: 'ɪntu: ðə ru:m wɪð ðə bʌlbz, ænd wi: kæn 'əʊnli wʌns mu:v frɒm wʌn ru:m tu: ði 'ʌðə?
Informant's phonetic transcription	ɪn wʌn ru:m ðeər ɑ: r tri: pʌlpz ænd ɪn ði 'ʌðə ru:m θri: 'swɪʃɪz. hʌʊ wɪl wi: nəʊ wɪʃ swɪʃ tʃ: nɪz ɒn wɪʃ laɪt pʌlp, ɪf frɒm ðə swɪʃ ru:m wi: kɑ:nt si: 'ɪntu: ðə ru:m wɪð ðu pʌlpz , ænd wi: kæn 'əʊnli wʌns mu:v frɒm wʌn ru:m tu: ðu 'ʌðə?

The fifth informant is a female from Grarem Gouga. Based on her speech articulation, a number of phonetic deviations can be identified. This is shown in the word 'three' where she substitutes the sound /θ/ with /t/, driving us to accentuate the Eastern Algerian dialects' feature of phonetic energy preservation that forms the most pragmatic interpretation for this result. In addition to the mispronunciation of the word 'bulbs', the participant changes the consonant /b/ by /p/, as the Algerian regular speech does not include such combinations of sounds in one single speech segment encounter in a case of under-differentiation, although the Algerian consonant repertoire involves both /b/ and /p/ sounds the learner's unfamiliarity with such patterns result the indicated articulation. Therefore, this participant substitutes the sound /əʊ/ by /aʊ/ in the word 'know'. This might have come about due to the differences in the sound system of the two languages. Additionally, in Algerian Arabic, there is no distinction between these two diphthongs, as both are pronounced as /aʊ/. This may lead to

confusion while producing English utterances. So, as the /əʊ/ diphthong is not present in the Algerian language, learners may replace it with the closest sound in their mother language system, which is the /aʊ/ diphthong but this should not prevent us from highlighting the significant amount of her correct pronunciation appearing in her phonetic output.

It is worth mentioning that the receptor group was able to suggest one correct answer which is ‘bulbs’, in addition to one wrong guess which is ‘only one’. This can be justified by lack of attention or inadequate phonological knowledge.

. Informant Six:

Table 2.6. The phonetic transcription of informant six

Informant 06 Script 06	four cars come to a four- way stop each coming from different direction. They can not decide who get there first, so they all go forward at the same time. All four cars go. But none crash into each other. How is this possible?
Script’s phonetic transcription	fɔ: kɑ:z kʌm tu: ə fɔ:-wei stɒp i:ʃ 'kʌmɪŋ frəm 'dɪfrənt daɪ'rekʃn. ðeɪ kən nɒt dɪ'saɪd hu: get ðeə fɜ:st, səʊ ðeɪ ɔ:l gəʊ 'fɔ:wəd æt ðə seɪm taɪm. ɔ:l fɔ: kɑ:z gəʊ. bʌt nʌn kræʃ 'ɪntu: i:ʃ 'ʌðə. haʊ ɪz ðɪs 'pɒsəbl?
Informant’s phonetic transcription	fɔ:r kɑ:rz kəm tu: ə fɔ:r-wei stɒp i:ʃ 'kʌmɪŋ frəm ə 'dɪfrənt daɪ'rekʃn. ðeɪ kən nɒt dɪ'saɪd hu: get ðeər fɜ:st, səʊ ðeɪ ɔ:l gəʊ 'fɔ:wəd æt ðə seɪm taɪm. ɔ:l fɔ:r kɑ:rz gəʊ. bʌt nɔ:n kræʃ 'ɪntu: i:ʃ 'ʌðə. haʊ ɪz ðɪs 'pɒsəbl?

This entrant is a female from Mila city. She demonstrates a number of correctnesses, while other utterances show some vocal impairments. The first mispronunciation occurs in the word ‘come’ where she replaced the short vowel /ʌ/ by /ɔ/. This may be interpreted as that the vowel sound /ʌ/ is not clearly present in the Algerian language. For that, Algerian EFL learners tend to use the closest vowel sound which is /ɔ/ instead. Second, the learner pronounces the word ‘each’ as /i:ʃ/ instead of /i:tʃ/; she substituted the unvoiced consonant /tʃ/ by /ʃ/. This may be due to the influence of the French language on the Algerian learners, because the sound /tʃ/ is not used in French and the sound /ʃ/ is used in its place. So, when

Algerian learners speak English, they may substitute the French sound /ʃ/ for the English sound /tʃ/. Third, she used the long vowel /ɔ:/ instead of the short vowel /ʌ/ while producing the word ‘none’ as /nɔ:n/. This may also be due to the influence of the mother language or specifically the French language that does not contain the sound /ʌ/, Algerian learners used the closest vowel sound /ɔ:/ instead of it leading to the previous pronunciation. The last word is ‘crash’. She changed the sound /æ/ by the sound /e/ because of that /æ/ sound is not commonly used in the Algerian Arabic and rather employed only in French loanword. Thus, the unfamiliarity of this learner with this sound can interpret the indicated production. On the other hand, the competitor group was able to indicate only one mispronunciation.

. Informant Seven:

Table 2.7. The phonetic transcription of informant seven

Informant 07 Script 07	you walk into a room and see a bed. On the bed, there are two dogs, five cats, a giraffe, six cows, and a goose. There are also three doves flying above the bed. How many legs are on the floor?
Script's phonetic transcription	ju: wɔ:k 'ɪntu: ə ru:m ænd si: ə bɛd. ʌn ðə bɛd, ðeər ɑ: tu: dɒgz, faɪv kæts, ə dʒɪ'rɑ:f, sɪks kaʊz, ænd ə gu:s. ðeər ɑ: 'ɔ:lsəʊ θri: dʌvz 'flaɪɪŋ ə'bʌv ðə bɛd. haʊ 'meni lɛgz ɑ: ʌn ðə flɔ:ʔ
Informant's phonetic transcription	ju: wɔ:lk 'ɪntu: ə ru:m ænd si: ə bɛd. ʌn ðə bɛd, ðeər ɑ:r tu: dɒgz, faɪv kæts, ə dʒɪ'rɑ:f, sɪks kaʊz, ænd ə gu:s. ðeər ɑ:r 'ɔ:lsəʊ θri: dʌvz 'flaɪɪŋ ə'bəʊv ðə bɛd. haʊ 'meni lɛgz ɑ:r ʌn ðə flɔ:rʔ

The seventh participant represents a female from Mila Centre. As shown by the previous learners, a considerable amount of correct articulations is displayed in the participants' phonetic output, collected with a small number of phonological deviations. Again, the pronunciation of the silent letter 'l' in 'walk' appears in this case as well. Besides, substituting the nucleus of the word 'bed' with the short vowel sound /æ/ three times, signifying a regular error, and the sound /ʌ/ with the diphthong /əʊ/ in the utterance 'above'. This can strongly stand for the reflection of mother tongue interference in English language

pronunciation. The first is supposed to be a result of the learner's unfamiliarity with the diverse English pronunciation pattern, where she transfers the Algerian pronunciation habits indicating a case of negative transfer. On the other hand, the second and third errors can refer to the limited vocalic system of Algerian Arabic compared to English, where closer vowel sounds appear to be completely distinct. In other words, the two cases of sound substitution can be explained by the learner's inability to discriminate both vowel sounds /ε/ and /Λ/ being unaccustomed with the employment of such variant vowels in the primary language, which leads to replacing it with the closest available sound.

The receptor group shows a very limited result by indicating only the case of pronouncing the silent letter /l/ in the word 'walk'.

. Informant Eight:

Table 2.8. The phonetic transcription of informant eight

<p>Informant 08</p> <p>Script 08</p>	<p>My grandfather went for a walk, and it started raining. He forgot to bring an umbrella and did not have a hat. When he got home, his clothes were soaking wet, but not a hair on his head wet. How was this possible?</p>
<p>Script's phonetic transcription</p>	<p>/maɪ 'grænd, fɑ:ðə went fɔ:r ə wɔ:k, ənd ɪt 'stɑ:rtɪd 'reɪnɪŋ. hɪ fə'gɒt tə brɪŋ ən ʌm'brɛlə ənd dɪd nɒt hæv ə hæʔ. wen hɪ gɒt hæʊm, hɪz kləʊðz wɜ: 'səʊkɪŋ wet, bʌt nɒt ə heər ɒn hɪz hed wet. Haʊ wɒz ðɪs 'pɒsəbəl ?/</p>
<p>Informant's phonetic transcription</p>	<p>/maɪ 'grɒnd, fɑ:ðə wɒnt fɔ:r ə wɔ:lk, ənd ɪt 'stɑ:rtɪd 'ræɪnɪŋ. hɪ fɔ:rgɒt tə brɪŋ ən ʌm'brɛlə ənd dɪd nɒt hæv ə het. wen hɪ gɒt hæʊm, hɪz kləʊtes wɜ:r 'səʊkɪŋ wet, bet nɒt ə heər ɒn hɪz hed wet. Haʊ wɒz ðɪs 'pɒsəbəl ?/</p>

The informant '08' is a female from Rouached. Her speech reflects a fairly significant number of phonetic distortions, which are listed as follows. First, she substitutes the vowel sounds /æ/, in 'grand' and /ε/, in 'went', with the phoneme /ɒ/ leading to suggest a case of French language interference in the former, being an integrated part of the Algerian dialect, and a case of over-differentiation in the latter, where the learner generalizes that certain English patterns and applies them inaccurately. In addition to the replacement of the vowel

sounds in ‘but’, ‘hat’ and ‘raining’ with the sounds /ɛ/, /ɛ/ and /æɪ/, respectively, supposing a case of under-differentiation, probably because such vocalic distinctions does not jappen in the Algerian Arabic accent. Second, one can easily notice the under-differentiation between the consonants /ð/ and /θ/ in the word ‘clothes’ that can be justified by the convergence of these sounds in terms of their places of articulation, besides the mispronunciation of the ending ‘-s’. Third, the participant mis-stresses the word ‘forget’, as a result of replacing the sound /ə/ with the long vowel /ɔ:/, where it can be supposed that the differences between the pronunciation systems of English and Algerian Arabic lead to the indicated mis-production. Lastly, the learner pronounces the silent letter ‘l’ in ‘walk’, reflecting one of her primary system habits, being a phonetic language.

The receptor group, on the other hand, suggests merely one appropriate deviation in the informant’s speech (raining), reflecting a very limited number compared to the total mistaken productions.

. Informant Nine:

Table 2.9. The phonetic transcription of informant nine

Informant 09 Script 09	I look flat, but I am deep. hidden realms I shelter. Lives I take, but food I offer. At times I am beautiful. I can be clam, angry, and turbulent. I have no heart, but offer pleasure as well as death. No man can own me, yet I encompass what all men must have. What am I?
Script’s phonetic transcription	/aɪ lʊk flæt, bʌt aɪ æm di:p. 'hɪdn rɛlmz aɪ 'fɛltə. lɪvz aɪ teɪk, bʌt fu:d aɪ 'ɒfə.æt taɪmz aɪ æm 'bju:təfʊl. aɪ kən bi kɑ:lm, 'æŋgri, ənd 'tɜ:bjələnt. aɪ hæv nəʊ hɑ:t, bʌt 'ɒfə 'plɛzər æz wɛl æz dɛθ. nəʊ mæn kən əʊn mi:, jət aɪ ɪn 'kʌmpəs wɒt ɔ:l mæn mʌst hæv. Wɒt æm aɪ?/
Informant’s phonetic transcription	/aɪ lʊk flɛɪt, bʌt aɪ æm di:p. 'hɪdn rɛlmz aɪ 'fɛltər. lɪvz aɪ teɪk, bʌt fu:d aɪ 'ɒfər.æt taɪmz aɪ æm 'bju:təfʊl. aɪ kən bi kɑ:lm, 'æŋgri, ənd 'tɜ:rbjələnt. aɪ hæv nəʊ hɜ:rt, bʌt 'ɒfər 'plɛzər æz wɛl æz dɪθ. nəʊ mæn kən əʊn mi:, jət aɪ ɪn 'kəʊmpəs wɒt ɔ:l mæn mʌst hæv. Wɒt æm aɪ?/

Informant '09' is a female from Terrai Bainen. Based on the data labelled in the above table, the learner in question only demonstrates four phonological deviations. On the one hand, a probable case of over-differentiation occurs at the level of the words 'flat', 'heart', and 'encompass', shown by changing the vowel sounds /æ/, /ɑ:/, and /ʌ/, respectively, for the sounds /eɪ/, /ɜ:/, and /əʊ/. This can be a result of the limited vocalic system of Algerian Arabic compared to English, where most English vocalic distinctions are not discriminated, besides the learner's unfamiliarity with English pronunciation patterns. On the other hand, a possible reflection of French language interference, which forms a part of the Algerian dialect, appears in the replacement of the vowel /ɛ/ with /ɪ/ in the word 'death'.

On the other side, the competitor group only discovers one phonetic disparity, in the word heart, out of the total four, also showing a restricted total.

. Informant Ten:

Table 2.10. The phonetic transcription of informant ten

<p>Informant 10</p>	<p>You stand in front of two doors. A guard stands next each door. You knew the following things: one path leads to paradise, the other leads to death. You cannot distinguish between the two doors. You also know that one of the two guards always tells the truth and the other always lies. You have permission to ask one guard one question to discover which door leads to paradise. What question would you ask to guarantee you enter the door to paradise?</p>
<p>Script 10</p>	<p><i>/jʊ stænd in frʌnt əv tu: dɔ:z. ə gɑ:d stændz nekst i:ʃ dɔ:.. jʊ nju: ðə 'fɒləʊɪŋ θɪŋz: wʌn pɑ:θ li:dz tə 'pærədəɪs, ði 'ʌðə li:dz tə dɛθ. jʊ 'kænɒt dɪs'tɪŋgwɪʃ bɪ'twi:n ðə tu: dɔ:z. jʊ 'ɔ:lsəʊ nəʊ ðæt wʌn əv ðə tu: gɑ:dz 'ɔ:lweɪz telz ðə tru:θ ənd ði 'ʌðər 'ɔ:lweɪz laɪz. jʊ hæv pə'mɪʃən tu a:sk wʌn gɑ:d wʌn 'kwɛstʃən tə dɪs'klʌvə wɪʃ dɔ: li:dz tə 'pærədəɪs. wɒt 'kwɛstʃən wʊd jʊ a:sk tə 'gærən'ti: jʊ 'entə ðə dɔ: tə 'pærədəɪs?/</i></p>
<p>Script's phonetic transcription</p>	<p><i>/jʊ stænd in frɒnt əv tu: dɔ:rz. ə gɑ:rd stændz nekst i:ʃ dɔ:r. jʊ nəʊ ðə 'fɒləʊɪŋ θɪŋz: wʌn pɑ:θ li:dz tə 'pærədəɪs, ði 'ʌðər li:dz tə dɛθ. jʊ 'kænɒt dɪs'tɪŋgwɪʃ bɪ'twi:n ðə tu: dɔ:rz. jʊ 'ɑ:lsəʊ nəʊ ðæt wʌn əv ðə tu: gɑ:rdz 'ɔ:lweɪz telz ðə tru:θ ənd ði 'ʌðər 'ɔ:lweɪz laɪz. jʊ hæv pər'mɪʃən tu a:sk wʌn gɑ:rd wʌn 'kwɛstʃən tə dɪs'klʌvər wɪʃ dɔ:r li:dz tə 'pærədəɪs. wɒt 'kwɛstʃən wʊd jʊ a:sk tə 'grænt jʊ 'entə ðə dɔ:r tə 'pærədəɪs?/</i></p>
<p>Informant's phonetic transcription</p>	<p><i>/jʊ stænd in frɒnt əv tu: dɔ:rz. ə gɑ:rd stændz nekst i:ʃ dɔ:r. jʊ nəʊ ðə 'fɒləʊɪŋ θɪŋz: wʌn pɑ:θ li:dz tə 'pærədəɪs, ði 'ʌðər li:dz tə dɛθ. jʊ 'kænɒt dɪs'tɪŋgwɪʃ bɪ'twi:n ðə tu: dɔ:rz. jʊ 'ɑ:lsəʊ nəʊ ðæt wʌn əv ðə tu: gɑ:rdz 'ɔ:lweɪz telz ðə tru:θ ənd ði 'ʌðər 'ɔ:lweɪz laɪz. jʊ hæv pər'mɪʃən tu a:sk wʌn gɑ:rd wʌn 'kwɛstʃən tə dɪs'klʌvər wɪʃ dɔ:r li:dz tə 'pærədəɪs. wɒt 'kwɛstʃən wʊd jʊ a:sk tə 'grænt jʊ 'entə ðə dɔ:r tə 'pærədəɪs?/</i></p>

Informant ten represents a male from Mila Centre city. Through his speech, a few instances of mistaken phonological productions occur alongside a significant number of accurate productions. The mistaken production of the words ‘front’ and ‘also’ appears as a result of substituting the sounds /ʌ/ and /ɔ:/ with the vowels /ɒ/ and /ɑ:/. As demonstrated, the learner produces the sounds depending on their written form, which can be explained by either the differences between pronunciation patterns of Algerian Arabic and English, or by the French language interference. Additionally, the participant’s mispronunciation of the utterances ‘knew’ and ‘guarantee’ suppose three possibilities, either case of over-differentiation, or a lack of knowledge of the English phonological system patterns, or a lack of concentration. Lastly, it is crucial to accentuate that the average of phonological deviations appeared in the tenth case creates a minuscule amount compared to its appropriate counterparts.

On the other side, the receptor group detects one of the learner’s deviations wrongly (permission), denoting a potential lack of adequate phonological knowledge when it comes to the English language.

. Informant Eleven:

Table 2.11. The phonetic transcription of informant eleven

Informant 11 Script 11	One night, a man runs away from home. He turns left and keeps running. After some time, he turns left again and keeps running. Later, he turns left one more time and runs back home. But when he gets home, he finds a man in a mask. Who was the man in the mask?
Script’s phonetic transcription	/wʌn naɪt, ə mæn rʌnz ə'wei frɒm həʊm. hi tʰ:ɪnz left ænd ki:ps 'rʌniŋ. 'ɑ:ftə sʌm taɪm, hi tʰ:ɪnz left ə'gen ænd ki:ps 'rʌniŋ. 'leitə, hi tʰ:ɪnz left wʌn mɔ: taɪm ənd rʌnz bæʃk həʊm. bʌt wen hi gets həʊm, hi faɪndz ə mæn ɪn ə mɑ:sk. hu: wɒz ðə mæn ɪn ðə mɑ:sk/
Informant’s phonetic transcription	/wʌn naɪt, ə mæn rʌnz ə'wei frɒm həʊm. hi tʰ:ɪnz left ænd ki:ps 'rʌniŋ. 'ɑ:ftə sʌm taɪm, hi tʰ:ɪnz left ə'gen ænd ki:ps 'rʌniŋ. 'leitə, hi tʰ:ɪnz left wʌn mɔ:r taɪm ənd rʌnz bæʃk həʊm. bʌt wen hi gets həʊm, hi faɪndz ə mæn ɪn ə mɑ:sk. hu: wɒz ðə mæn ɪn ðə mɑ:sk/

The eleventh informant is also a male from Redjas. It is crucial to highlight that no one phonological deviation is marked in the learner's English speech, involving both segmental and suprasegmental features. This can suppose a number of explanations, including the first language positive transfer that contributes to reducing the likelihood of committing noticeable phonetic mistakes. In addition to the extensive exposure to native English language, or the individual aptitude and practice, in which the speaker acquires a high discrimination auditory skill. Moreover, the competitor group as well suggests no phonetic distortion.

. Informant Twelve:

Table 2.12. The phonetic transcription of informant twelve

Informant 12 Script 12	I am a five-letter word and people eat me. If you remove the first letter I become an energy form. If you remove the first two letters, I am needed to live. Scramble the last three letters and I am a drink. What word am I?
Script's phonetic transcription	/aɪ æm ə faɪv 'letə wɜ:d ænd 'pi:pl i:t mi:. ɪf jʊ rɪ'mu:v ðə fɜ:st 'letə aɪ bɪ'kʌm ən 'enədʒi fɔ:m. ɪf jʊ rɪ'mu:v ðə fɜ:st tu: 'letəz, aɪ æm 'ni:dɪd tə lɪv. 'skræmbəl ðə lɑ:st θri: 'letəz ænd aɪ æm ə drɪŋk. wɔt wɜ:d æm aɪ?/
Informant's phonetic transcription	/aɪ æm ə faɪv 'letər wɜ:rd ænd 'pi:pul i:t mi:. ɪf jʊ rɪ'mu:v ðə fɜ:rst 'letər aɪ bɪ'kʌm ən 'enədʒi fɔ:rm. ɪf jʊ rɪ'mu:v ðə fɜ:rst tu: 'letəz, aɪ æm 'ni:dɪd tə laɪv. 'skræmbul ðə lɑ:st tri: 'letəz ænd aɪ æm ə drɪŋk. wɔt wɜ:d æm aɪ?/

This female from Mila city is the informant 12. The analysis of her speech articulation shows four cases of mispronunciation. First, the over-differentiation phenomenon has been introduced in the verb 'live', by replacing the short vowel /ɪ/ with the diphthong /aɪ/, showing a probable generalization for the pronunciation pattern of the noun 'life' due to the learner's unfamiliarity with such distinctions. Second, the inappropriate pronunciation of the consonant sounds in the words 'three', substituting the /θ/ by /t/, and 'word', replacing the English post-alveolar trill /r/ with the Arabic dental trill /r/, can indicate a case of first language transfer. In this context, one should call attention to one of the Eastern Algerian dialects' specifications

of changing the /θ/ sound in daily speech to /t/. Third, the vowel insertion phenomenon in the words ‘scramble’ and ‘people’ denote a problem with the pronunciation of English consonant clusters that most Arabs encounter as a result of transferring primary system’s phonetic habits.

The receptor group does not show any suggestion concerning the mistaken production appearing in the informant’s speech, which can obviously reflect a shortage of phonological awareness most particularly in the first and fourth deviations, shown in the words ‘live’ and ‘three’, where the deviation is clearly noticeable.

. Informant Thirteen:

Table 2.13. The phonetic transcription of informant thirteen

<p>Informant 13</p>	<p>A woman is sitting in her hotel room and hears a knock at the door. She opens the door to see a man whom she is never met before. He says, ‘I am sorry, I have made a mistake, I thought this was my room’. He then goes down the corridor and into the elevator. The woman goes back into her room and calls security. What made the woman so suspicious of the man?</p>
<p>Script 13</p>	<p>What made the woman so suspicious of the man?</p>
<p>Script’s phonetic transcription</p>	<p>/ə 'wʊmən ɪz 'sɪtɪŋ ɪn hɜ: hæʊ'tel ru:m ənd hɪəz ə nɒk ət ðə dɔ: . ʃɪ 'əʊpənz ðə dɔ: tə si: ə mæn hu:m ʃɪ: ɪz 'nevə met bɪ'fɔ:. hi seɪz, “aɪ æm 'sɒri, aɪ hæv meɪd ə mɪs'teɪk, aɪ θɔ:t ðɪs wɒz maɪ ru:m.” hi ðen ɡəʊz daʊn ðə 'kɔ:ɪdɔ:r ənd 'ɪntə ðɪ 'elɪveɪtə. ðə 'wʊmən ɡəʊz bæɪk 'ɪntə hæ ru:m ənd kɔ:lz sɪ'kjʊərəti. wɒt meɪd ðə 'wʊmən səʊ səs'pɪʃəs əv ðə mæn?/</p>
<p>Informant’s phonetic transcription</p>	<p>/ə 'wʊmən ɪz 'sɪtɪn ɪn hɜ:r hæʊ'tel ru:m ənd hɪəz ə nɒk ət ðə dɔ:r . ʃɪ 'əʊpənz ðə dɔ:r tə si: ə mæn hu:m ʃɪ:z 'nevər met bɪ'fɔ:r. hi seɪz, “aɪ æm 'sɒri, aɪ hæv meɪd ə mɪs'teɪk, aɪ θɔ:t ðɪs wɒz maɪ ru:m”. hi ðen ɡəʊz daʊn ðə 'kɔ:ɪdɔ:r ənd 'ɪntər ðɪ 'ælɪveɪtər. ðə 'wʊmən ɡəʊz bæɪk 'ɪntə hæ ru:m ənd kɔ:lz sɪ'kjʊərəti. wɒt meɪd ðə 'wʊmən səʊ səs'pɪʃəs əv ðə mæn?/</p>

Informant number thirteen is a female from the city of Mila. Based on her speech articulation, which is labelled above, one can notice five mistaken phonemic productions. The first is concerned with the substitution of the sound /ŋ/ with /n/, supposedly for the absence of this sound in the Algerian Arabic consonantal system. While the second postulates a case of over-generalization at the level of the verb ‘says’, where the learner generalizes the case of pronouncing the letter ‘a’ as /eɪ/ resulting in an inappropriate production. Third,

particular vowel sounds have been substituted in the words ‘corridor’, ‘elevator’, and in the last article ‘the’. Respectively, the sounds /ɒ/, /ɛ/, and /ə/ have been replaced with /ɔ:/, /æ/, and /ʊ/, contributing to suggest the significant variations between the AA and English vocalic systems as the leading source for the cases of under-differentiation in the indicated phonetic output. Nonetheless, it is clearly observable that the amount of accurate phonological production can be attributable to the first system’s positive transferred habits, the individual aptitude and practice.

On the other side, the receptor group identifies two issues in the learner’s speech articulation, one of which is correct (elevator) while the second is not (woman), comprising a limited result.

. Informant Fourteen:

Table 2.14. The phonetic transcription of informant fourteen

<p>Informant 14</p>	<p>A California farmer owns a beautiful pear tree. He supplies the fruit to a nearby grocery store. The store owner calls the farmer to see how much fruit is available for him to buy. The farmer knows the main trunk has 24 branches. Each branch has exactly 12 boughs and each bough has exactly 6 twigs. Since each twig bears one piece of fruit, how many plums will the farmer be able to deliver?</p>
<p>Script 14</p>	<p><i>/ə kælə'fɔ:niə 'fɑ:mər əʊnz ə 'bjʊ:təfʊl peə tri:. hi sə'plɑiz ðə fru:t tu ə 'niəbɑi 'grəʊsəri stɔ:. ðə stɔ:r 'əʊnə kɔ:lz ðə 'fɑ:mə tə si: hæʊ mʌʃ fru:t is ə'veiləbəl fə him tə bɑi. ðə 'fɑ:mə nəʊz ðə meɪn trʌŋk hæz 24 'brɑ:nʃɪz. i:ʃ brɑ:nʃ hæz ɪg'zæktli 12 baʊz ənd i:ʃ bɑʊ hæz ɪg'zæktli 6 twɪgz. sɪns i:ʃ twɪg bi:z wʌn pi:s əv fru:t, hæʊ 'meni plʌmz wɪl ðə 'fɑ:mə bi 'eɪbəl tə dɪ'livə?/</i></p>
<p>Script's phonetic transcription</p>	<p><i>/ə kælɪfɔ:niæ 'fɑ:rmər əʊnez ə 'bjʊ:trɪ'fʊl peər θri:. hi sɪ'plɑiz ðʊ fru:t tu ə 'nɛrbɪ 'grɒsri sθɔ:r. ðə sθɔ:r 'əʊnər kɔ:lz ðʊ 'fɑ:mər tə si: hæʊ mʌʃ fru:t is əvɑɪləbəl fɔr him tə bɑi. ðə 'fɑ:rmər nəʊz ðʊ meɪ n trʌŋk hæz 24 'bræŋʃɪz. i:ʃ bræŋʃ hæz ɪgzæk'teli 12 bɔfz ənd i:ʃ bɔf hæz ɪgzækte'li 6 twɪgz. sɪns i:ʃ twɪg bɑ:rz wʌn pi:s əv fru:t, h aʊ 'mɪni plɒmz wɪl ðʊ 'fɑ:rmər bi 'eɪbəl tʊ dɪ'livər?/</i></p>
<p>Informant's phonetic transcription</p>	<p><i>/ə kælɪfɔ:niæ 'fɑ:rmər əʊnez ə 'bjʊ:trɪ'fʊl peər θri:. hi sɪ'plɑiz ðʊ fru:t tu ə 'nɛrbɪ 'grɒsri sθɔ:r. ðə sθɔ:r 'əʊnər kɔ:lz ðʊ 'fɑ:mər tə si: hæʊ mʌʃ fru:t is əvɑɪləbəl fɔr him tə bɑi. ðə 'fɑ:rmər nəʊz ðʊ meɪ n trʌŋk hæz 24 'bræŋʃɪz. i:ʃ bræŋʃ hæz ɪgzæk'teli 12 bɔfz ənd i:ʃ bɔf hæz ɪgzækte'li 6 twɪgz. sɪns i:ʃ twɪg bɑ:rz wʌn pi:s əv fru:t, h aʊ 'mɪni plɒmz wɪl ðʊ 'fɑ:rmər bi 'eɪbəl tʊ dɪ'livər?/</i></p>

Case fourteen displays the phonological performance of a male participant from Mila city. The learner’s performance reveals a substantial amount and various types of phonetic deviations compared to the total number of utterances involved in the script. However, the

highly repeatedly recurrent phenomenon is shown to be the vowel sound substitution, in which the learner substitutes the shwa sound with either /ɪ/, five times, or /ʊ/ four times. He also markedly replaced respectively the diphthongs /ɪə, aɪ, əʊ, eɪ, aʊ, eə/ with /ɛ, ɪ, ʊ, aɪ, ʊ, a:/, in addition to the replacement of the long vowel /ɑ:/ and the short /ʌ/ with the sounds /æ/ and /ɒ/. Hence, this represents a highlighted issue with the appropriate production and employment of English vowel sounds, which can lead to referring to the limited vocalic inventory and the diverse practices featuring both the AA phonemic system and the phonetic habits of using vowels in daily Algerian speech. Additionally, the informant identifies a second problematic issue regarding stress placement, in which he demonstrates five misstressed cases going between omission and addition. Moreover, concerning consonant sound production, the participant used to replaced the /t/ and /tʃ/ sounds with /θ/ and /ʃ/ in almost all cases. The two cases of sound substitution can refer to his primary phonological habits, in which one should highlight that the indicated participant uses the /θ/ instead of /t/ even in his regular daily speech. More deviations encompass the following issues, the appropriate pronunciation of consonant clusters and the pronunciation of silent letters, possibly denoting also a case of transferring first system habits and a problem in the realisation of the new system patterns.

The receptor group, on the other side, determines five errors. Four of them concern vowel sound productions and only one identifies the substitution of the consonant sound /t/. Compared to the total number of distortions; this still represents a minor percentage. On the other hand, accurate detections can raise the possibility of suggesting a fine amount of phonological awareness and a fairly good auditory skill.

. Informant Fifteen:

Table 2.15. The phonetic transcription of informant fifteen

Informant 15 Script 15	A man is found unconscious in front of a store at two in the morning. His head is bleeding and there is a brick laying next to him. When the police arrive, they carry the man to jail. Why did they arrest him?
Script's phonetic transcription	ə mæn ɪz faʊnd ʌn'kɒŋʃəs ɪn frʌnt əv ə stɔːr ət tuː ɪn ðə 'mɔːnɪŋ. hɪz hɛd z 'blɪːdɪŋ ənd ðeə ɪz ə brɪk 'leɪŋ nekst tə hɪm. wɛn ðə pə'liːs ə'raɪv, ðeɪ 'kæəri ðə mæn tə dʒeɪl. waɪ dɪd ðeɪ ə'rest hɪm?
Informant's phonetic transcription	ə mæn ɪz faʊnd ʌn'kænsjuːz ɪn frʌnt əv ə stɔːr ət tuː ɪn ðʊ 'mɔːrɪŋ. hɪz hɛd z 'blɪdɪn ənd ðeər ɪz ə brɪk 'leɪm nekst tə hɪm. wɛn ðə pɔːlɪs ə'raɪv, ðeɪ 'kæəri ðʊ mæn tə dʒeɪl. waɪ dɪd ðeɪ ə'rest hɪm?

Case fifteen represents a female participant from Mila. Her speech articulation displays five phonetic deviations. On the one hand, the substitution of the vowel sounds /ʌ/, /iː/, and /ə/ with the sounds /ʊ/, /ɪ/, and /o/ occurs respectively in the words 'front', 'bleeding', and the articles 'the'. The results manifest a problematic issue at the level of vowels' pronunciation, giving rise to the potential of a first language phonetic transfer that is related to the limited Algerian Arabic vocalic repertoire. The latter cannot basically process and recognise the English deep-identified vocalic distinctions easily, and results in confusions. On the other hand, the way the participant produces the words 'police' and 'unconscious' reflects a French manner. In that respect, one should mention that French represents an integral part of the Algerian linguistic and phonology. In spite of that, one should call attention to all the other utterances that the learner produces easily and accurately.

It is worth stressing that the receptor group shows an ability to detect all the deviations that appeared in the informant's speech. This reflects higher phonetic recognizability. Nonetheless, taking into consideration the former realisations, this case can rather indicate the learners' familiarity with the utterances involved in the script.

. Informant Sixteen:

Table 2.16. The phonetic transcription of informant sixteen

Informant 16 Script 16	My first is in chocolate but no in ham. My second is in cake and also in jam. My third at tea-time is easily found. Altogether, this is a friend who is often around. What is it?
Script's phonetic transcription	maɪ fɜːst s ɪn 'ʃɒkəlɪt bət nəʊ ɪn hæm. maɪ 'sekənd z ɪn keɪk ənd 'ɔːlsəʊ ɪn dʒæm. maɪ θɜːd ət tiː-taɪm z 'iːzɪli faʊnd. , ɔːltə'gəðə, ðɪs ɪz ə frɛnd huː z 'ɒfn ə'raʊnd. wɒt s ɪt?
Informant's phonetic transcription	maɪ fɜːst s ɪn 'ʃɒkəlɪt bət nəʊ ɪn heɪm. maɪ 'sekənd z ɪn keɪk ənd 'ɔːlsəʊ ɪn dʒeɪm. maɪ θɜːd əts tiː-taɪm z 'iːzɪli fəʊnd. , əltə'gɔ̃r, ðɪs ɪz ə frɛnd huː z 'ɒfn ə'raʊnd. wɒt s ɪt?

Participant number sixteen is a male from Mila. First, this learner mispronounces only four words whereas the rest of the sentence was correct. The first two mispronounced words were 'ham' and 'jam', where the learner used the diphthong /eɪ/ instead of the short vowel /æ/. This can be explained as an influence of the French language on his mother accent, which does not have a vowel sound that corresponds to /æ/: instead, the nearest vowel sound is the French influenced sound /ɛ/, which is similar to the English diphthong /eɪ/. As a result, when Algerian learners encounter words, such as 'ham' and 'jam' with the sound /æ/, they may accidentally substitute them with the diphthong /eɪ/. Second, he also substituted the diphthong /aʊ/ with the short vowel /ʊ/ in the word 'found'. This can be ascribed to the differences in the phonetic inventory of the Algerian Arabic and English. As the Algerian language does not have a phoneme corresponding to the English diphthong /aʊ/, yet the Algerian Arabic has a closer vowel sound to the English sound 'u' which is used by Algerian speakers as a result of the French language influences on their native language. The French language uses the sound 'u' that is close to the pronunciation of this sound in English, the learner substituted this sound by the nearest sound found in his mother system. This

difference in phonetics can lead to an interference in pronunciation. The last mispronounced word is ‘altogether’. He replaced the sound /ɔ:/ by /ə/ leading us to confirm that Eastern Algerian dialect’s feature of phonetic energy preservation could be drawn upon to interpret the indicated result.

It is worth noting that the competitor group was able to detect all the mispronounced words. This can be explained in terms of their valuable knowledge of the English phonetics as well as their sharp attention.

. Informant Seventeen:

Table 2.17. The phonetic transcription of informant seventeen

Informant 17 Script 17	A prisoner is called to be questioned by the guards. The guards tell the prisoner: ‘If you tell a lie, we will hang you and if you tell the truth, we will shoot you’. What did the prisoner say to save himself?
Script’s phonetic transcription	ə 'prɪznə z kɔ:ld tə bi 'kwɛstʃənd baɪ ðə ɡɑ:dz. ðə ɡɑ:dz tɛl ðə 'prɪznə: 'ɪf jʊ tɛl ə laɪ, wɪ wɪl hæŋ jʊ ənd ɪf jʊ tɛl ðə tru:θ, wɪ wɪl ʃu:t ju:.' wɒt dɪd ðə 'prɪznə seɪ tə seɪv hɪm 'self?
Informant’s phonetic transcription	ə 'prɪznər z kɔ:ld tə bi 'kwɛstʃənd baɪ ðə ɡɜrdz. ðə ɡɜrdz tɛl ðə 'prɪznə: 'ɪf jʊ tɛl ə laɪ, wɪ wɪl hæŋ jʊ ənd ɪf jʊ tɛl ðə tru:θ, wɪ wɪl ʃu:t ju:.' wɒt dɪd jʊ ðə 'prɪznə seɪ tə seɪv hɪm 'self?

The result shown above, based on the comparison between the phonetic transcription of the produced sentence by the learner number seventeen who lives in Mila and the correct phonetic transcription of this sentence, reflect a significant amount of accurate pronunciation in addition to a few phonetic deviations occur in her speech. Apparently, this deviation appeared while producing the word ‘guards’. In this case the phenomenon of phonetic energy preservation clearly appeared where the learner substituted the long vowel /ɑ:/ by the short vowel /e/. In addition to that, the learner added a word which is not included in the sentence which is ‘you’. This may be due to her lack of focus and attention. In addition to that, the

second group shows the ability to recognize one correct distortion, which is ‘guards’ alongside one wrong guess, which is ‘prisoner’.

. Informant Eighteen:

Table 2.18. The phonetic transcription of informant eighteen

<p>Informant 18</p> <p>Script 18</p>	<p>A spy was in Canada trying to steal insider information on how to set up new Maple Syrup factories in their country. He was introduced to the operations manager of the biggest factory in Canada. However, the manager was suspicious and decided to test him with a question before he trusted him. So he asked, “What would you be sure to find in the middle of Toronto?” The spy thought fast and came up with an answer for the manager. What was his answer?</p>
<p>Script’s phonetic transcription</p>	<p>ə spaɪ wəz ɪn 'kænədə 'traɪɪŋ tə sti:l ɪn 'saɪdə ,ɪnfə'meɪʃn ɒn haʊ tə set ʌp nju: 'meɪpl 'sɪrəp 'fæktərɪz ɪn ðə 'kʌntri. hi wəz ,ɪntrə'dju:st tə ði ,ɒpə'reɪʃnz 'mæɪnɪdʒər əv ðə 'bɪgɪst 'fæktəri ɪn 'kænədə. haʊ'evə, ðə 'mæɪnɪdʒə wəz səs'pɪʃəs ənd dɪ'saɪdɪd tə test ɪm wɪð ə 'kwɛstʃən bɪ'fə: hi 'trʌstɪd hɪm. səʊ hi ɑ:skt, “wɒt wəd jʊ bi ʃʊə tə faɪnd ɪn ðə 'mɪdl əv tə'rɒntəʊ?” ðə spaɪ θə:t fɑ:st ənd keɪm ʌp wɪð ən 'ɑ:nʃə fə ðə 'mæɪnɪdʒə. wɒt wəz ɪz 'ɑ:nʃə?</p>
<p>Informant’s phonetic transcription</p>	<p>ə spaɪ wəz ɪn 'kænədə 'traɪɪŋ tə sti:l ən'sɑ:dər ,ɪnfə'meɪʃn ɒn haʊ tə sət ʌp nju: 'meɪpl 'sɪrəp 'fæktərɪz ɪn ðə 'kʌntri. hi wəz ,ɪntrə'dju:st tə ði ,ɒpə'reɪʃnz 'mæɪnɪdʒər əv ðə 'bɪgɪst 'fæktəri ɪn 'kænədə. haʊ'evə, ðə 'mæɪnɪdʒə wəz səs'pɪʃəs ənd dɪ'saɪdɪd tə θesθ ɪm wɪð ə 'kwɛstʃən bɪ'fə: hi 'θrʌsθɪd hɪm. səʊ hi ɑ:skt, “wɒt wəd jʊ bi ʃʊə tə faɪnd ɪn ðə 'mɪdl əv tə'rɒntəʊ?” ðə spaɪ θə:t fɑ:st ənd keɪm ʌp wɪð ən 'ɑ:nʃə fə ðə 'mæɪnɪdʒə. wɒt wəz ɪz 'ɑ:nʃə?</p>

Based on the audio analysis of the riddle spoken by the participant number eighteen, who lives in Grarem goga, it is possible to identify a number of phonetic disorder. First this learner substituted the short vowel /ɪ/ by /ə/, and the diphthong /aɪ/ by the long vowel/ɑ:/ in the word ‘insider’, in addition to that, she employs the Arabic apical-alveolar trill /r/ instead of the English /r/, besides to the replacement of the sound /ɛ/ by /ə/ in the word ‘set’, this is due to the influence of phonetic patterns of her native language on her English pronunciation. Second, the participant replaced the alveolar stop sound /t/ by /θ/ in both words ‘test’ due to the French interference, and ‘trusted’ due to the influence of the Algerian accent where there is no exact equivalent sound to the English /t/ sound when it is coming at the beginning of a

stressed syllable. So, it is often replaced by the dental fricative sound /θ/. It is worth noting that she was correct in pronouncing the rest of the sentence. As for the opposing team, a satisfying result demonstrated in their ability to identify all the mispronounced words.

. Informant Nineteen:

Table 2.19. The phonetic transcription of informant nineteen

Informant 19 Script 19	If you paint a brown house white it will become a white house. If the stoplight changes from red to green, then the light is green. So, if you throw a white shirt into the Red Sea, what will it become?
Script's phonetic transcription	if jʊ peɪnt ə braʊn haʊs waɪt ɪt wɪl bɪ'kʌm ə waɪt haʊs. ɪf ðə 'stɒplʌɪt 'ʃeɪndʒɪz frəm red tə gri:n, ðen ðə laɪt s gri:n. səʊ, ɪf jʊ θrəʊ ə waɪt ʃɜ:t 'ɪntə ðə red si:, wɒt wɪl ɪt bɪ'kʌm?
Informant's phonetic transcription	ɪf jʊ pənt ə braʊn haʊs waɪt ɪt wɪl bɪ'kʌm ə waɪt haʊs. ɪf ðə 'stɒplʌɪt 'ʃeɪndʒɪz frəm red tə gri:n, ðen ðə laɪt s gri:n. səʊ, ɪf jʊ θrəʊ ə waɪt ʃɜ:t 'ɪntə ðə red si:, wɒt wɪl ɪt bɪ'kʌm?

This participant is a female from Zeghaia. She was able to produce an intelligible speech where she mispronounced only one word, which is 'paint'. This learner replaced the diphthong /eɪ/ by the vowel /ə/ this is can be explained by the fact that this word is used by Algerians in their daily lives because of the influence of the French language on their mother tongue. Thus, it can be considered as a case of mother tongue interference.

The opposing team was not able to identify the mispronounced word. On the contrary, they gave two wrong suggestions which are: 'stoplight', and 'shirt'. This may also, as was indicated in previous cases, an insufficient or limited phonetic knowledge, or simply because of the limited deviations occurred in the speech.

. Informant Twenty:

Table 2.20. The phonetic transcription of informant twenty

Informant 20 Script 20	Sally lives in a place where six months of the year is mild summer and the temperature drops significantly the other six months. She owns a lake where there is a small island. She wants to build a house on the island and needs to get materials there. She doesn't have a boat, plane, or anything to transport them to the island. How does Sally solve this problem?
Script's phonetic transcription	'sæli livz in ə pleis weə siks mʌnθs əv ðə jɪə z maɪld 'sʌmər ənd ðə 'tempɹəʃə drɒps sig'nɪfɪkəntli ði 'ʌðə siks mʌnθs. ʃi əʊnz ə leɪk weə ðə z ə smɔ:l 'aɪlənd. ʃi wɒnts tə bɪld ə haʊs ɒn ði 'aɪlənd ənd ni:dz tə get mə'tɹɪərlz ðeə. ʃi dʌznt həv ə bəʊt, pleɪn, ɔ:r 'eniθɪŋ tə 'trænsɹɔ:t ðəm tə ði 'aɪlənd. haʊ dəz 'sæli sɒlv ðɪs 'prɒbləm?
Informant's phonetic transcription	'sæli livz in ə pleis weər siks mʌnθs əv ðə jɪə z mɪld 'sʌmər ənd ðə 'tempɹəʃʊər drʊəps sig'nɪfɪkəntli ði 'ʌðə siks mʌnθs. ʃi əʊnz ə leɪk weə ðə z ə smɔ:l ɪzlənd. ʃi wɒnts tə bɪld ə haʊs ɒn ði ɪzlənd ənd ni:dz tə get mə'tɹɪəl ðeə. ʃi dʌznt həv ə bəʊt, pleɪn, ɔ:r 'eniθɪŋ tə 'trʊənsɹɔ:t ðəm tə ði ɪzlənd. haʊ dəz 'sæli sɒlv ðɪs 'prɒbləm?

The last participant is a female from Grarem gouga. During her reading of the script, some sound distortions occurred, and this appeared in the words: 'mild' where she substituted the diphthong /aɪ/ by the short vowel /ɪ/. This might be taken to reflect the influence of the learner's native language because the Algerian variety does not include a diphthong that corresponds exactly to the English /aɪ/. However, Algerian learners may use similar sounds to pronounce that sound because of the influence of the French language. So, it can be considered as a mother tongue influence. In addition to the words "temperature" and 'transport', where she replaced the vowel /ə/ and the short vowel /æ/ by the diphthong /ʊə/ respectively. In this case, the influence of both French and Algerian Arabic appeared because both words are used in the Algerian language as an influence of the French language. Consequently, this learner may unconsciously be influenced by her mother tongue. Furthermore, the participant pronounced the silent letter 's' in the word 'island'. This may be due to that in the Algerian language nearly all the written letters are pronounced not the same

with English. That is why the learner produced this sound. In addition, the learner mispronounces the word 'materials' because she omitted the final plural 's' that can be interpreted as a lack of attention. However, despite all her phonetic deviations, she was able to pronounce many words correctly.

The competitor group was able to detect three out of five mispronouncing words which are: 'mild', 'temperature', 'island', 'materials', and 'transport'. This can be due to their awareness of the phonetic system of the target language. In addition to their correct answers, this group gives two wrong suggestions which are 'lives' and 'month'.

2.3. Discussion of the Findings

In regard to the phonological characteristics counted for the Algerian Arabic dialect, as an Arabic variety, alongside the demonstrated contrast and resemblance between both of AA and English phonetic systems, combined with the results obtained through analyzing the learners' responses, perspectives, comments, and their phonological performances. One can reliably state that the Algerian Arabic accent offers a considerable amount of advantageousness that encourages the pronunciation of EFL learners, without hesitating mentioning the definite distinguished phonological constraints that the differences between the two systems' habits and patterns apply on the learners' phonetic output.

Upon the analysis and interpretation of the questionnaire's results, a number of findings are identified. First, based on the numbered items, 02, 03, 04, 05, 06 in the second section, and 13 in the last section, alongside the result shown by the item 01, that reflects a considerable amount of awareness towards the significance of pronunciation, one can conclude that a fairly observable impact of the Algerian Arabic accent is apparent at the learners' pronunciation. Meanwhile, a lack of awareness concerning that impact is revealed at the level of Algerian English classes. Second, it should be accentuated that the type of first language influence on foreign language phonetic production cannot be accurately determined.

Yet, the extent to which both first system negative and positive transfer occurred can at least be identified, since they do not operate systematically. The results obtained from the items 07, 08, 09, 10, and 12, in the same section, indicate that the Algerians' mother accent shows a fairly balanced and recognizable extent of both types of transfer. Third, the questions 11 and 13 demonstrate the most marked results of both sides of transfer. On the one hand, positive transfer results are shown to encompass the facilitations that the rich phonemic inventory of AA and its richness in terms of places of articulation provide to EFL learners, particularly lies in the discrimination of the /p/, /v/, and /g/ consonant sounds that do not primarily subsist in MSA. On the other hand, negative transfer results encompass prominently the constraints of pronouncing the vowel sounds appropriately, and very commonly, /t/, /r/, and /ŋ/ sounds at the consonantal level, alongside the pronunciation of the ending '-s', and silent letters in addition to the problem of stress placement and the habitual use of Algerian Arabic intonation in the spoken English. Likewise, the results of the third section, except the final item, define the variations between the pronunciation and spelling of English utterances as a main constraint.

According to the results obtained through the analysis and interpretation of the learners' phonological performances in the recording test, a number of disadvantageous and advantageous phonological influences applied by the Algerian Arabic accent are apparent in the learners' phonetic production of English utterances.

In regard to the segmental features, a remarkable problematic area dealing with the appropriate production of English vocalic patterns, covering short vowels, long vowels, and diphthongs, occurs intensively at the level of learners' performances, high notably the misemployment of both short shwa /ə/ and long shwa /ɜ:/ sounds. Learners seem to either substitute short vowels, rarely long vowels and diphthongs, with a shwa sound or vice versa. In addition to the under-differentiation between the /e/, /ɪ/, /i:/, and /æ/ sounds alongside the

over-employment of the long /u:/ sound. This clearly leads to refer to the limited vocalic inventory of Algerian Arabic compared to its English counterpart. Furthermore, limited problematic consonantal practices are performed by EFL learners, encompassing the substitution of the English /t/, /r/, /ŋ/ and /m/ sounds. The former is commonly replaced with either /θ/, /tʃ/, or /ts/, according to the regional belongingness of the speaker and to the word itself, while the second and third are frequently substituted with the Arabic trill /r/ and /n/ respectively. Supplementarily, the latter reports occurrences of under-differentiation with the Algerian Arabic allophone /mʕ/. Problematic issues arise also in the pronunciation of the endings ‘-ed’ and ‘-s’ and the English consonant clusters. Besides, the drawback of silent letters pronunciation that highlights the variations between the Algerian Arabic and English phonetic habits and patterns that distinguish the former as a phonetic language from the latter. Conversely, it is critical to point out the considerable amount of positive transfer outcomes on Algerian EFL learners’ phonological production, which discloses the potency of learners to pronouncing varied phonemes. The advantageous effect mostly occurs in the articulation of consonant sounds, such as /p/, /v/, and /g/, which represents a regular phonetic constraint for the majority of Arab EFL learners.

Concerning the suprasegmental features, in accordance with the findings, there are many negative and positive phonetic transfer outcomes that can make it either more challenging or straightforward for Algerian learners to produce an appropriate phonetic output. On the one hand, stress placement predominantly appeared to pose a real challenge for Algerian EFL learners. On the other hand, even though the intonational influence is not accurately measured, the observations from the recorded speech demonstrate that Algerian Arabic intonational patterns generally display a positive role, except in some cases.

Upon comparing the empirical data gathered through the learners’ questionnaire and the recording test, a number of controversies noticed in relation to the phonological effects of

the Algerian Arabic accent on English pronunciation. The analysis of the speech recordings exposes multiple constraints that, according to the learners' responses, do not seem to be problematic, signifying a deficiency of awareness not only in relation to the first system influence but also in regard to the pronunciation errors generated in their speech articulation.

2.4. Implications, Limitations and Recommendations of the Study

2.4.1. Implications of the Study

The learners' questionnaire and recording test have yielded some consequential implications at the theoretical and practical levels.

The findings of the current study disclose the need for learners to be aware of the potential advantageous and disadvantageous influences of their mother accent (Algerian Arabic) on English pronunciation, and thus, reveal the significance of learners' consciousness of the contrast and resemblance between their primary and foreign phonological systems. The value of that awareness lies in precluding avoidable phonological errors that can be bypassed if the positive transfer process is operational, taking into consideration that the possibility for its occurrence raises in accordance with the amount of consciousness.

The first attempt to overcome errors lies on the identification of the motives behind them. Based on that, the present research can help Algerian EFL and phonetic teachers to predict learners' possible phonetic deviations arising from their first language interference, and accordingly develop means to eradicate them. In addition, it helps them to assess more accurately the effectiveness of the applied teaching method, by distinguishing the phonological errors that the mother tongue is responsible for. Furthermore, it provides EFL material designers with specific guidelines and standpoints that aid them in constructing lesson plans.

The present research further provides contributions to raising both Algerian learners' and teachers' awareness of the impact of their mother accent on the proficiency of English pronunciation thereby amplifying its positive effects and mitigating its negative constraints.

2.4.2. Limitations of the Study

It is crucial to mention that no research path can go wholly and readily without the possibility of encountering certain restrictions that the researcher attempts to overcome. Similarly, the present study passed over a number of limitations in the way of its conduction.

First of all, the study dealt with a non-resourced language which represents a challenge in and of itself. The Algerian Arabic is a dialectal variety that undergoes both linguistic and political conflict. Consequently, through collecting data about its linguistic and phonological construction, a considerable amount of controversies faced, which made the identification of such variety carrying a diversification of accents a deeply demanding task.

Further, a broader sample from different states and locations in Algeria could serve as a more representative sample. Nevertheless, several reasons obstructed the capability to compile that large and diverse sample. Besides, the traditionalistic nature of the Algerian society made it challenging and time-consuming to convince the sampling number to record their speeches.

For the purpose of providing the learners' speech articulation with more natural and spontaneous flow, and to prevent additional extraneous psychological factors from influencing the research variables, learners were supposed to not be informed that their speeches are going to be recorded. However, for ethical purposes, this could not be applied.

2.4.3. Recommendations for Pedagogy and Further Research

According to the interpreted data and the findings revealed, a specific set of recommendations for learners, teachers, instructional material developers, pedagogical settings, and future researches are listed in what follows.

2.4.3.1. Recommendations for Learners

First of all, most Algerians, particularly teenage EFL learners, currently treat English as the fashionable language, and are markedly interested in acquiring a native-like English accent. This research paper recommends a shortcut avenue for English learners to overcome the phonological impediments they experience and boost their pronunciation proficiency through placing emphasis upon gaining more knowledge about the Algerian Arabic and English phonological systems, as well as delving into the disparities and commonalities between them. Disclosing the two systems will make learners conscious of the qualities they possess as Algerian speakers and will certainly motivate them to learn English pronunciation. In addition, it contributes to erasing the fear that Algerian EFL learners commonly hold towards the complexity of English phonology.

In addition, Algerian EFL learners can do extra-curricular exercises to self-develop their pronunciation skills and overcome the constraints imposed by their primary phonological system, through building up familiarity with the English new phonetic habits and patterns. Proposedly, they can have online tests, offer themselves available sources allowing auditory exposure to the authentic English language, and register in educational programs or English-speaking corners.

2.4.3.2. Recommendations for Teachers and Material Developers

Teachers of English in Mila, or some Eastern regions in Algeria, are encouraged to gain insight into the phonological influences determined through the research findings since they are more likely to fit their learners' cases.

EFL teachers are required to focus interest on raising Algerian learners' awareness of their primary language impact and the potential results each type of first language transfer displays on their pronunciation skills.

Additionally, teachers and material developers should take into consideration developing specific strategies and language materials that are accustomed to the size of Algerian learners, rather than adopting foreign strategies that are primarily designed to fit certain groups of learners with different needs, lacks, and wants. These strategies would help them to distinguish the phonological habits and patterns of both English and AA, and will assuredly speed up and facilitate their learning process.

They are highly encouraged to teach these variations between the two AA and English phonological constructions explicitly or to support learners to separate the functions of the two systems by driving them to think within the language independently instead of using translation. In addition, highlighting the similarities between them will encourage positive transfer results.

Teachers are also recommended to apply communicative tasks and sharpen certain situations that imitate the real functional use of the English language to enable themselves and learners as well observing the definite articulatory problems and help to them to handle it.

2.4.3.3. Recommendations for Pedagogical Settings

Algerian pedagogical settings do not show a highly supporting environment for encouraging the development of pronunciation and learning of phonology. In correspondence, offering language laboratories that provide audio and audio-visual exposure to the authentic English language would certainly serve to raise Algerian learners' awareness and interest in learning phonology and contribute to effective and satisfying results.

2.4.3.4. Recommendations for Future Researches

The current study focused on disclosing the phonological influences the Algerian Arabic accent exerts on the pronunciation of EFL learners. Even though the study applies a dual method to achieve valid and reliable results, further research can come to highly accurate and profound findings if the sample is more representative and encompass broader and diverse cases, at least from each of the North, South, East, and West of Algeria. Additionally, prolonged time will effectively contribute to a better comprehensive depiction of the studied influences, due to the diversity, multiplicity, and complexity of the Algerian linguistic and phonological situation that requires time to precisely identify.

Conclusion

The addressed chapter is concerned with the practical part of the conducted research which aims principally to investigate and examine the impact of the Algerian Arabic accent on the pronunciation of EFL learners. It displays all the steps taken to uncover the pre-determined research questions, from data collection instruments to interpretation and analysis of the results, and finally the findings. The latter reveal, based on the learners' questionnaire, that the Algerian Arabic accent has a fairly observable impact, displaying considerable amounts of both positive and negative phonetic transfer. In addition, the results attained through the questionnaire primarily highlight the phonemic richness and the characteristics of the Algerian Arabic accent, as an Arabic variety, that contribute to the encouragement of positive transfer. On the other hand, the recording test basically unveiled the phonological constraints Algerian EFL learners encounter due to the negative phonetic transfer, underlining both the English vocalic patterns and stress placement as the prime obstacle inhibiting the appropriate pronunciation of English utterances. The comparison between the obtained results from the questionnaire and the recording test discloses a lack of awareness regarding the studied influence among Algerian EFL learners.

General Conclusion

The phonological influence of the Algerian Arabic accent on the pronunciation proficiency of EFL learners is the prime focus around which the present research revolves. The work sought out to primarily investigate and examine the potential impact the Algerian Arabic accent has on EFL learners' pronunciation, highlighting both conceivable positive and negative outcomes resulting out of transferred phonetic habits and patterns of the Algerian Arabic accent to the learners' English phonological production. Besides, the addressed target of delving into the learners' awareness and consideration of the investigated influence.

In that respect, two research instruments were devoted to achieving the pre-stated goals, involving a questionnaire and a recording test. Both tools were administered and applied to a sample of forty (40) EFL learners studying at 'El-Ameed Institute', a private school in the province of Mila.

The major findings obtained through the analysis of the empirical data revealed a significant set of phonological constraints interfering with the appropriateness of Algerian EFL learners' phonetic output. The latter lies predominantly in the proper functioning of the English vocalic patterns at the segmental level in addition to stress placement at the prosodic level. Further, a considerable amount of advantageousness resulted from the positive transfer the Algerian Arabic sound system overture. The findings also disclosed a lack of awareness among Algerian EFL learners regarding the influence their mother accent applies to their phonological performances.

Close to the end, it is worth noting that this research paper can be a subject of discussion as well as critiques from experts in the field. Yet, it can provide valuable contributions to other researchers and primarily EFL learners who are interested in developing their phonological skills, by overcoming the obstacles engendered by the Algerian Arabic accent on their English pronunciation. Besides, making them aware of the points of

similarity that the two sound systems share and consequently bring up to the encouragement of positive transfer process occurrence and the facilitation of the learning process.

List of References

- Adams, J. N. (2003). *Bilingualism and the Latin language*. Cambridge University Press.
- Al-Dawoody, M., Salameh Al Hawamdeh, B., & Hal, A. (2022). The impact of multilingualism on productive language skills: Modelling some Saudi multilingual learners. *World Journal of English Language*, 12(8).
- Amazouz, D. (n.d.). Linguistic and phonetic investigations of French-Algerian Arabic code-switching: Large corpus studies using automatic speech processing. [Doctoral thesis, Université Sorbonne Paris Cité].
- American Psychological Association. (n.d.). Interference. In *APA dictionary of psychology*. Retrieved Mars 23, 2023, from <https://dictionary.apa.org/interference>
- Avis, W. S. (1957). Linguistics across cultures: Applied linguistics for language teachers, by Robert Lado, Ann Arbor: University of Michigan Press, 1957. *Canadian Journal of Linguistics/Revue Canadienne de Linguistique*, 3(2), 85-87. <https://doi.org/10.1017/S0008413100025196>
- Aziz, Z. A., Daud, B., & Yunidar, S. (2019). Second language interference towards first language use of Japanese learners. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 4(1), 159. <https://doi.org/10.21093/ijeltal.v4i1.410>
- Bagui, H. (2014). Aspects of diglossic code switching situation: A sociolinguistic interpretation. *European Journal of Research in Social Sciences*, 2(4), 86-92.
- Belfarhi, K. (2019). Languages' interaction in Algeria: Dialectical text and French graphic. *Open Journal for Studies in Linguistics*, 2(2), 51-58. <https://doi.org/10.32591/coas.ojsl.0202.02051b>

- Bengrait, N. (2020). Analysis of Algerian students English intonation deviations with the employment of speech analyzer and Praat programmes. 3. 27-65.
- Benrabah, M. (2013). *Language conflict in Algeria: From colonialism to post-independence*. Multilingual Matters.
- Berger, A. E. (2002). *Algeria in others' languages*. Cornell University Press.
- Bessaid, A. (2020). The quest for Algerian linguistic independence. *Arab World English Journal For Translation and Literary Studies*, 4(2), 105–119. <https://doi.org/10.24093/awejtls/vol4no2.8>
- Bouherar, S., & Ghafsi, A. (2022). *Algerian Languages in Education: Conflicts and Reconciliation*. Springer International Publishing.
- Broselow, E. (1984). An investigation of transfer in second language phonology. *IRAL: International Review of Applied Linguistics in Language Teaching*, 22(4), 253–269.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5 th ed.). Longman.
- Bullock, B. E. & Toribio, A. j. (2009). The role of prior exposure in bilingual speech.
- Chambers, J. K. & Trudgill, P. (1998). *Dialectology* (2 nd ed.). Cambridge University Press.
- Chami, A. (2009). A historical background of the linguistic situation in Algeria. *Almawaqif Journal*, 4(1), 387-395.
- Chami, A. (2018). The socio-cultural impact of the Spanish borrowings on the Algerian Western coast (cultural borrowings vs core borrowings). Université Mustapha Stambouli de Mascara. *Laboratoire Des Recherches Sociologiques et Historiques*, 9(1), 5-30.
- Chen, C. (2020). A Study on positive transfer of native language and second language teaching methods. *Theory and practice in language studies*, 10(3), 306. <https://doi.org/10.17507/tpls.1003.06>

- Chomsky, N. (1965). *Aspects of the theory of syntax*. MIT Press.
- Corder, S. P. (1967). The significance of learner's errors. *IRAL*, 5(4), 161-170.
- Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics* (6 th ed.). Oxford: Blackwell.
- Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children.
- Daoudi, A. (2018). Multilingualism in Algeria: Between 'soft power', 'Arabisation', 'Islamisation', and 'globalisation'. *The Journal of North African Studies*, 23(3), 460-481. <https://doi.org/10.1080/13629387.2017.1391962>
- Dewaele, J.-M. (2015). Bilingualism and multilingualism. Birkbeck College at the University of London, UK. <https://doi.org/10.1002/9781118611463/wbielsi108>
- Dewaele, J.-M., & Davies, A. (2001). An Introduction to applied linguistics. From practice to theory. *The modern language review*, 96(1), 295. <https://doi.org/10.2307/3735848>
- Droua-Hamdani, G., Selouani, S. A., Boudraa, M., & Cichocki, W. (2019). Algerian Arabic rhythm classification. 37–40. <https://doi.org/10.36505/ExLing-2010/03/0010/000130>
- Droua-Hamdani, G. & Selouani, S. A. & Boudraa, M. (2010). Algerian Arabic speech database (ALGASD): Corpus design and automatic speech recognition application. *Arabian Journal for Science and Engineering*. 35. 157-166.
- Dulay, H., Burt, M. & Krashen, S. (1982). *Language Two*. New York: Oxford University.
- Eberhard, David M., Gary F. Simons, and Charles D. Fennig (eds.). 2022. *Ethnologue: Languages of the World*. Twenty-fifth edition. Dallas, Texas: SIL International. Online version: <http://www.ethnologue.com>.
- Ellis, R. (1994). *Error and error analysis in second language*. Oxford University Press.
- Feng, X. (2017). A Study of Language Transfer in the Process of Second Language Acquisition. *Proceedings of the 2017 International Conference on Innovations in Economic Management and Social Science (IEMSS 2017)*. 2017 International

- Conference on Innovations in Economic Management and Social Science (IEMSS 2017), Hangzhou, China. <https://doi.org/10.2991/iemss-17.2017.202>
- Fishman, J. A. (1982). Sociolinguistic foundations of bilingual education. *Bilingual review/ La Revista Bilingüe*, 9(1), 1-35.
- Flege, J. (2007). Language contact in bilingualism: Phonetic system interactions. *Laboratory Phonology*, 9.
- Flege, J. (2008). The phonetic study of bilingualism. *Ilha do Desterro A Journal of English Language Literatures in English and Cultural Studies*.
- Fries, C.C. (1945). *Teaching and Learning English as a Foreign Language*. Ann Arbor, MI.
- Ghalem, (2000) in Remaoun, H. (2000). *L'Algérie: Histoire, société et culture*. Casbah.
- Grigore, G., & Bițună, G. (Eds.). (2016). *Arabic varieties: Far and wide: Proceedings of the 11th International Conference of AIDA, Bucharest, 2015*. editura universității din bucurești.
- Grosjean, F., & Soares, C. (1986). Processing mixed language: Some preliminary findings. *Language processing in bilinguals: Psycholinguistic and neuropsychological perspectives*, 145-179.
- Guella. N. (1984). *On Syllabication, Stress and Intonation in an Urban Arabic Dialect*.
Department of European Languages and Translation, College of Languages and Translation (C.O.L.T.), King Saud University, Riyadh, Saudi Arabia.
- Harrat, S., Meftouhy, K., Abbas, M., Hidoucix, K.-W., & Smaili, K. (2016). An Algerian dialect: Study and Resources. *International Journal of Advanced Computer Science and Applications*, 7(3). <https://doi.org/10.14569/IJACSA.2016.070353>
- Hoffmann, C. (1991). *An Introduction to Bilingualism*. Royaume-Uni: Longman.
- Labeled, Z. (2015). Multilingualism in Algeria: The case of appellation of Algerian TV channels.

- Lado, R. (1957). Linguistics across cultures: Applied linguistics for language teachers. *Ann Language and Cognition*, 12(3), 363-377.
- Levis, J. (2004). Assimilation and dissimilation. Iwa State University.
- Levis, J. (2012). Suprasegmentals: Intonation. 1-7.
- Mezzoudj, F., Loukam, M., & Belkredim, F. Z. (2019). Arabic Algerian Oranee dialectal language modelling oriented topic. *International Journal of Informatics and Applied Mathematics*, 2(2), 1-14.
- Mokhtar, K. (2018). The linguistic friction in Algeria. *Sociology International Journal*, 2(2), 134-140. <https://doi.org/10.15406/sij.2018.02.00041>
- Muysken, P. (2000). Bilingual speech: A typology of code-mixing. Cambridge University Press.
- Myers-scotton, C. (1993). Dueling languages: Grammatical structure in code-switching.
- Oller, J.W.& Ziahossieny, S. M. (1970). The Contrastive Analysis Hypothesis and Spelling Errors in Language learning. 20. pp 183-189.
- Richards, J. C. (1974). Error analysis: Perspective on second language acquisition.
- Richards, J. C. & Schmidt, R. (2010). Longman dictionary of language teaching and applied linguistics (4 th ed.). Pearson Education Limited.
- Roach, P. (1991). *English Phonetics and Phonology*. New York: Cambridge University Press.
- Rouabah, S. (2022). Multilingualism in Algeria: Educational policies, language practices and challenges. *Journal of the British Academy*, 10(4), 21-40. <https://doi.org/10.5871/jba/010s4.021>
- Raoud, N. (n.d.). Dialectal change in a Northwestern Algerian city: The case of Sidi Bel-Abbes. *The International Journal of Arabic Linguistics (IJAL) Vol. 2*. pp. 151-187.
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics in Language Teaching*, 10(1-4), 209-231.

- Souag, L. (2005). Notes on the Algerian Arabic dialect of Dellys. *Estudios De Dialectología Norteafricana y Andalusí*.
- Slimani, K., Jisheng, Z. (2017). Assimilation in the Djelfa dialect of Algerian Arabic: An OT account. *Linguistics and Literature Studies* 5(3): 213-223.
- Taleb Ibrahim, K. (1995). *Les algériens et leur(s) langue(s): Éléments pour une approche sociolinguistique de la société algérienne*. Editions el Hikma.
- Ulaiwi, W. A. & Betti, M. J. (2018). Stress in English and Arabic: A contrastive study. Canadian Center of Science and Education. *English Language and Literature Studies*. 8(1).
- Wardhaugh, R. (1970). The contrastive analysis hypothesis. *TESOL Quarterly*, 4, pp. 123-130.
- Weinreich, U. (1968). *Languages in Contact: Finding and Problems*. The Hague: Mouton
- Yurtbaşı, M. (2016). Contrastive suprasegmental features on English and Arabic IPA transcription of Surah Al Ya Sin. Bayburt University, Faculty of Education, ELT Department, Turkey. *International Journal of Arts Humanities and Social Sciences (IJAHSS)*. 1(2).
- Yeni -Komshian, G.H., Flege, J., & Liu, S. (2000). Pronunciation proficiency in the first and second languages of Korean-English bilinguals. *Cambridge University Press*, 3(2), 49-131.

Appendix

The Learners' Questionnaire

Dear Student Participants,

Our appreciation is extended for acquiring your responses and outlooks to achieve scholarly goals and fulfil the public interest. The present questionnaire primarily aims to gather data on the phonological influences of the Algerian Arabic accent on EFL learners' pronunciation. Your responses will be treated confidentially and will be used for research purposes only. Please, read each question carefully and answer honestly to the utmost of your capability. There are no right or wrong answers, and we value all perspectives.

Section One: Background Information

1. Specify your gender (*mark only one oval*).

- Female
- Male

2. How old are you? (*mark only one oval*).

- Under 20
- [20 - 25]
- Above 25

3. How do you describe your level of English? (*mark only one oval*).

- High
- Average
- Low

4. Where are you living (specify your municipality)?

Note: the word ‘municipality’ refers to the name of the city or town where you live.

Section Two: Attitude, Perspectival, and Deduction-Based Questions

1. How important do you think it is for an EFL learner to be intelligible in English pronunciation?

- Essential
- Moderately important
- Unimportant

2. Have you ever received feedback on your English pronunciation from a teacher or a native speaker? If yes, what was the feedback?

3. What influences your English pronunciation, mostly? (*mark only one oval*).

- Lack of listening skills
- Lack of language practice
- Psychological factors (like stress, anxiety, etc)
- My Algerian Arabic dialect

4. In your English class, have you ever noticed different English accents (variations in pronouncing English utterances)? (*mark only one oval*).

- Very likely
- Often
- Rarely

- Unlikely

5. If yes, do these variations indicate the speakers' regions? (*mark only one oval*).

- Yes

- No

6. Provide examples that picture this phenomenon.

7. How frequently does this kind of imposed regional influence on their English pronunciation impede your comprehension of their articulation? (*mark only one oval*).

- Always

- Often

- Rarely

- Never

8. How do you consider the effect of your mother tongue (Algerian Arabic) on your English pronunciation? (*mark only one oval*).

- More advantageous (more positive)

- Balanced

- More disadvantageous (more negative)

9. On what basis did you deduce this perspective? (Enhance your prior answer).

10. To what extent do you think your mother tongue (Algerian Arabic) and English phonological structures are similar? (*mark only one oval*).

- Extremely
- Moderately
- Not similar

11. What unique qualities do you think your native Algerian Arabic accent brings to your English pronunciation? (How your native accent enhances your English speech?).

12. How often does your Algerian Arabic accent drive you to commit pronunciation errors? (*mark only one oval*).

- Always
- Often
- Sometimes
- Rarely

13. Mention the kind of pronunciation errors that you regularly make because of your Primary language (Algerian Arabic).

Section 'Three': Phonological Influences

Choose the most appropriate answer according to your own experience.

1. As an EFL learner, it happens to you that you pronounce /b/ instead of /p/.

(mark only one oval).

- Always
- Often
- Rarely
- Never

2. As an EFL learner, it is difficult to distinguish between the sound /f/ and /v/.

(mark only one oval).

- Always
- Often
- Rarely
- Never

3. As an EFL learner, do you usually get confused and mix between the sound /ʃ/, as in shoe, and /tʃ/, as in chew? *(mark only one oval).*

- Always
- Often
- Rarely
- Never

4. As an EFL learner, do you usually get confused and mix between the sound /tʃ/, as in batch, and /dʒ/, as in budge? (*mark only one oval*).

- Always
- Often
- Rarely
- Never

5. As an EFL learner, do you find it difficult to distinguish between the sound /ɪ/, as in sit, and /i:/, as in seat, and /ɛ/, as in set? (*mark only one oval*).

- Always
- Often
- Rarely
- Never

6. As an EFL learner, do you find it difficult to distinguish between the sound /ʊ/, as in cook, and /ʌ/, as in cock? (*mark only one oval*).

- Always
- Often
- Rarely
- Never

7. As an EFL learner, it is challenging to pronounce the appropriate /r/ sound, as in stir, bird, and term. (*mark only one oval*).

- Always
- Often
- Rarely
- Never

8. As an EFL learner, does the accurate pronunciation of English clusters, like in risks, wasps, and tests, pose a challenge for you? (*mark only one oval*).

- Always
- Often
- Rarely
- Never

9. As an EFL learner, do you usually find yourself inserting extra vowel sounds into English consonant clusters, such as those in asked, purple, and world? (*mark only one oval*).

- Always
- Often
- Rarely
- Never

10. As an EFL learner, do you find it confusing and difficult to pronounce the ‘-ed’ and ‘-s’ endings correctly? (*mark only one oval*).

- Always
- Often
- Rarely
- Never

11. As an EFL learner, how often do you commit errors when placing stress on English words? (*mark only one oval*).

- Always
- Often
- Rarely
- Never

12. As an EFL learner, do you consider that variations in the spelling and pronunciation of English words are a main source of pronunciation errors? (*mark only one oval*).

- Always
- Often
- Rarely
- Never

13. What do you believe to be the source of the difficulties previously outlined if you encounter at least one of them?

Résumé

Le souci d'atteindre un accent anglais de type natif et de contourner les reflets du discours accentué va de pair avec la position importante que la langue anglaise gagne actuellement dans la scène linguistique Algérienne en tant que langue mondiale. L'objectif primordial de cette recherche réside principalement dans l'étude et l'examen de la gamme d'influences phonologiques que l'arabe algérien dialectal exerce sur la performance des apprenants EFL. En conséquence, cinq questions de recherche ont été définies : (1) L'accent arabe algérien exerce-t-il des influences phonologiques sur la prononciation des apprenants EFL ? (2) Quel type de transfert de langue l'accent arabe algérien affiche-t-il principalement dans la performance phonologique des apprenants EFL ? (3) Quelles sont les contraintes phonotactiques que l'accent arabe algérien impose à la production phonologique des apprenants EFL ? (4) Quel avantage l'accent arabe algérien présente-t-il pour la prononciation des apprenants EFL ? (5) Les apprenants sont-ils conscients des influences potentielles que leur accent maternel applique à leur prononciation anglaise ? En réponse à ces questions et pour atteindre les objectifs prédéfinis de l'étude, deux instruments de recherche sont adoptés. Un questionnaire est administré parallèlement à un test d'enregistrement destiné à quarante apprenants intermédiaires EFL. L'échantillon est prélevé à l'établissement privé « Institut El-Ameed » à Mila. Les principaux résultats de la recherche révèlent que l'accent arabe algérien applique un ensemble considérable d'effets phonologiques positifs et négatifs sur la prononciation des apprenants EFL. Des résultats supplémentaires sont abordés prochainement. Finalement, le travail de recherche fournit un assortiment de recommandations pour la pédagogie et les futures recherches dans le but d'attirer l'attention à la valeur d'être conscient des impacts négatifs/louables potentiels que le système phonologique primaire adresse à la performance et à la progression des compétences de prononciation.

Mots clés: influences phonologiques, accent arabe algérien, accent maternel, prononciation anglaise, apprenants EFL.

*EFL – Anglais comme langue étrangère

ملخص

إن الاهتمام بالوصول إلى لهجة إنجليزية شبيهة بالإنجليزية الأم وتجاوز انعكاسات الخطاب الصوتي يثير جنباً إلى جنب مع المكانة التوسعية التي تكتسبها اللغة الإنجليزية حالياً في المشهد اللغوي الجزائري كلغة عالمية وعصرية. يكمن الغرض الأساسي للبحث الحالي في اكتشاف وفحص التأثير الذي يمارسه النظام الصوتي لل لهجة العربية الجزائرية على أداء طلبة اللغة الإنجليزية كلغة أجنبية. لهذا الغرض تم وضع خمسة أسئلة بحثية: (1) هل تطبق لهجة العربية الجزائرية تأثيرات صوتية على نطق متعلمي اللغة الإنجليزية كلغة أجنبية؟ (2) ما هو نوع النقل اللغوي الذي تظهره لهجة العربية الجزائرية في الغالب في الأداء الصوتي لمتعلمي اللغة الإنجليزية كلغة أجنبية؟ (3) ما هي القيود الصوتية التي تفرضها لهجة العربية الجزائرية على المخارج الصوتية لمتعلمي اللغة الإنجليزية كلغة أجنبية؟ (4) ما مقدار الفائدة التي تقدمها لهجة العربية الجزائرية لنطق متعلمي اللغة الإنجليزية كلغة أجنبية؟ (5) هل يدرك المتعلمون التأثيرات المحتملة التي تطبقها لهجتهم الأم على نطقهم باللغة الإنجليزية؟ استجابة لهذه الأسئلة ولتحقيق الأهداف المحددة مسبقاً للدراسة، تم اعتماد أداتي بحث حيث أجرينا استبياناً جنباً إلى جنب مع اختبار صوتي مسجل مع أربعين متعلماً ذوي مستوى متوسط في اللغة الإنجليزية. تم جمع العينة من مدرسة اللغات الخاصة "معهد العميد" بميلة. تكشف نتائج البحث المركزية أن لهجة العربية الجزائرية تؤثر بشكل معتبر -سواءً بالإيجاب أو بالسلب- من الناحية الصوتية على نطق المتعلمين للغة الإنجليزية كلغة أجنبية. في الأخير، يقدم هذا العمل البحثي مجموعة من التوصيات الأكاديمية لما سيليه من أبحاث بهدف لفت الانتباه إلى قيمة إدراك الآثار السلبية و الجديرة بالثناء التي يظهرها و يطبقها النظام الصوتي الأساسي على أداء وتحسن وتقديم مهارات النطق.

الكلمات المفتاحية: التأثيرات الصوتية، لهجة العربية الجزائرية، لهجة الأم ، نطق اللغة الإنجليزية ، متعلمي اللغة الإنجليزية كلغة أجنبية.