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**Phonological Interference of Kabyle over French
Sounds Pronunciation: A Case of Tiaret Speech
Community.**

*A Dissertation Submitted in Partial Fulfillment for the
Requirement for Master Degree in Linguistics*

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Dedication

In the Name of Allah, the Most Gracious and the Most Merciful

All the Praise is due to ALLAH alone the Sustainer of all the worlds.

To:

Every member of the families FEDJKHI and HAMDI;

Our dearest and wonderful parents for their unconditional help and support;

Our precious Grandmothers;

Our lovely sisters and dearest brothers;

Our dearest nieces, nephews; Mohamed, Adem, Abd-el-nour, Sadjaa;

Our uncles and aunts;

Our cousins Amel, Ali, Fadoua, Sonia, Yacine;

Our Friends; Ayoub, Koussaila, Amir, Farouk, Wissem, Maroua, Sara;

All those who love us, believe in us and pray for our success;

We dedicate this humble work.

Belkis FEDJKHI & Souhab HAMDI

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Abstract

This study aims at investigating the phonological interference of Kabyle variety in speaking the French language in Tiaret speech community. It attempts to cast the light on the influence of Kabyle variety as mother tongue on the pronunciation of French language, and explores the mispronounced French sounds by the Berber speakers. In fact, this research adopted mixed methods of research, both quantitative and qualitative paradigms, in which a questionnaire was designed for thirty Berber speakers in Tiaret speech community, as well as a video record of three Berber people. After interpreting the collected data, the main findings of this study show that the majority of Berber speakers rely on the phonological system of their mother tongue when speaking French. In addition, the result indicates that most Berber speakers use Kabyle accent when they speak French, which leads them to mispronounce certain French sounds.

Key words: Phonological interference, Kabyle variety, French language, mother tongue, accent, Berber speakers.

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List of Abbreviations

ADA: Algerian Dialectal Arabic

CA: Classical Arabic

CS: Code Switching

IL: Interlanguage

L1: The First Language Acquired

L2: The Second Language Learned or Acquired

MLA: Modern Literary Arabic

MSA: Modern Standard Arabic

NL: Native Language

TL: Target Language

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General Introduction

General Introduction

Like any bilingual or multilingual society, language interference is most of the time unavoidable. In the Algerian context, due to the maintenance of French and its role in the Algerians' life, it is observed that there is an intensive transfer between the French language and the Kabyle variety. This transfer occurs, particularly, at the phonetics and phonological level. As it is observed, this usually leads the Kabyle people to make some errors in pronouncing the French language.

However, educationally speaking, this area remains uninvestigatable. Therefore, to make a contribution for further studies, we chose this research in order to scrutinize the phonological interference of Kabyle variety on the French language pronunciation. More importantly, our attempt was to know to what extent the influence of Kabyle variety, as mother tongue, had on the pronunciation of French language.

Research Questions

In order to have reliable answers two research questions were formulated:

- Does the phonological interference of Kabyle variety lead Berber speakers to mispronounce the French sounds?
- What examples can be illustrated to demonstrate the interference of the Kabyle variety in the French language at the phonological level?

Hypotheses

The above mentioned questions led to structure the following hypotheses:

- We assumed that the phonological interference of Kabyle variety lead Berber speakers to mispronounce certain French sounds.
- When Berber people speak French language, their pronunciation of oral vowels sound to be influenced the most by their Kabyle variety.

Research Methodology and Design

To answer the research questions and assess the validity of the hypotheses, an investigation was carried out in Tiaret speech community, where a sample of thirty (30) Berber speakers were selected to be a part of this research, and the data were collected from a pair of research tools, viz., a questionnaire and video record.

Delimitation of the Study

The research is delimited to the issue of linguistic interference within Tiaret speech community. The research would have had more scientific validity and credibility if the research was held in the city where the Kabyle variety is mostly used like TiziOuzzou or Bejai in order to analyse this phenomena with more Berber samples.

Limitation of Study

The research had some limitations. First of all, this academic year which is characterized by the global disease (COVID 19) that influences us not to get the reactions of our target population well toward this issue on one hand and the hardship that we have faced to find our representative sample on other one. In the second place, 10 questionnaires were rejected because the informants did not respond to all the questions and left open-ended questions empty. Furthermore, this study should involve more participants in order to generalize the results. The lack of references in the contextualization of linguistic interference has also influenced us to proceed our research theme.

The Structure of the Dissertation

The research displays an outline divided into three chapters. The first chapter tends to present overviews about definitions of the most important concepts in the subject matter including the two notions language and dialect, language contact with its outcomes and language interference within its types and aspects.

The second chapter deals with the sociolinguistic situation in Algeria. It sheds light on the historical background of Algeria; it also discusses the linguistic situation

in the country while providing an overview of the three languages: Arabic, Berber and French. Additionally, it deals with the linguistic interference of Arabic on the French language.

The third chapter outlines the methodology used in this research, identifies the sample population, describes the data collection tools, and finally, followed by the analyses of the obtained results.

Chapter One:

The Literature Review

1.1 Introduction

Language as a powerful medium of communication is an essential component in any society. The present chapter is devoted to provide clear definitions of the notions language and dialect. Also, it discusses the sociolinguistic phenomenon of language contact with its broad types, as well as the outcomes including bilingualism, borrowing, and code switching. In addition, it sheds light on one of the crucial discussions on language learning: which is language interference. Moreover, it highlights the types, and aspects of language transfer. Furthermore, it tries to cover the different factors that lead to interference.

1.2 Language

Linguistically speaking, it is difficult to provide a clear and common definition of the concept 'language'. In fact, numerous scholars and researchers tried to define language, since it may mean differently to different people in different contexts; that is why, there have been various definitions.

One of the major definition is that of Wardhaugh (1972) who states that "*Language is a system of arbitrary vocal symbols used for human communication*" (p.3). In this quotation, Wardhaugh mentions all most important aspects within and about language. First, he believes that language is a 'system' that means language is constructed on a highly perfect system of structures and rules. Then, he indicates 'Arbitrary', which is the lack of logical relationship between the word and the thing it represents, the relation between them is arbitrary. After that, he mentions the 'vocal symbols' in all languages, which means the spoken form of the language has the priority over the written form. Generally, he asserts that language is a means of human communication. Along the same line of thought, Crystal (1987) defines language as "*the systematic, conventional use of sounds, signs or written symbols in a human society for communication and self expression*" (p.40).

Another relevant definition of language is that of the well-known linguist Noam Chomsky (2002) who claims that "*from now on I will consider language to be a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set*

of elements” (p.2). This means that a learner can construct easy or complex sentences and each sentence has a number of elements such as a subject, a verb.

1.3 Dialect

Dialect is variety of language which has not been standardized or codified. It is the native and the spoken variety of a particular speech community acquired in early childhood. Spolskey (1998) argues that a “*dialect refers to varieties which are grammatically as well as phonologically different from other varieties*” (p.39). It is assumed that a dialect is a geographical variety of language that has its specific linguistic items which are different from other geographical varieties of the same language. This definition is also shared by Edward (2009, p.63), who says that dialect is variety of language that is different from other varieties at the level of vocabulary, grammar and pronunciation (accent).

Dialect is a distinct form of a language which is related with a recognizable regional, social or ethnic group. According to Crystal (1994) dialect refers to “*a regionally or socially distinctive variety of language*” (p.114), whereas Trask (1999) claims that it is “*a more or less identifiable regional or social variety of language*” (p.75). In the light of these definitions, there is an agreement among scholars that there are two types of dialect; it can be regionally or socially.

1.4 Language Contact

Language contact is a thorny issue that has attracted the interest of many scholars, who describe it as a situation in which two different languages or more are used together by individuals or speech communities. According to Weinreich (1953) who was apparently the pioneer linguist who brought modern contact linguistic to the fore with the publication of his book in titled ‘Languages in Contact’. He states that “*Two or more languages are said to be in contact if they are used alternately by the same persons*” (p.1).

Yusuf (1999) declares that “*language contact should be seen in the broad sense of contact between two cultures that can be as a result of conquests, wars, migration,*

colonization, etc.”(p.159). He describes language contact as interactions of two cultures as result of several reasons.

Thomason (2001) in her part says that “*language contact is the use of more than one language in the same place at the same time*” (p.1). She refers to language contact as situation in which two languages or more come into closet contact within the same speech community.

1.4.1 Types of Language Contact

Whenever there are contacts between languages, the following broad types of contact situation are likely to take place:

1.4.1.1 Language Shift

Language shift refers to the process of shifting or replacing one variety by another. Degree of shift differs according to the level of influence that the source language may have on the recipient one.

1.4.1.2 Language Maintenance

It is the result of language contact where a dominant ethno linguistic group is successful in saving its native language despite of the pressure admonished on it by the dominant linguistic group.

1.4.1.3 The Creation of New Language

Language contact leads to the creation of new languages. When a group of speakers interact with each other but they do not share the same language here the correspondence will be constrained and that prompts the production of what it is called pidgin which may be developed to be creole.

1.4.2 Outcomes of Language Contact

The contact of coexisting languages and dialects in a particular context unavoidably generates outcomes that vary according to the

degree and period of contact, religion, age, sex, race and educational level. Therefore, several factors affect and determine the linguistic result of such a phenomenon as it shall be considered in what follow:

1.4.2.1 Bilingualism

Bilingualism is that sociolinguistic phenomenon which is considered as the major outcome of language contact. Generally, bilingualism refers to the use of two languages by either an individual or by group of speakers. Although, no universal definition of the concept bilingualism is provided, different scholars suggest some definitions.

To start with, Bloomfield (1933) defines bilingual as “*the native like control of two languages*” (p.55). This definition implies equal mastery in both languages. Following the same line of thought, Haugen (1953, p.7) considers bilingualism as the capacity of a bilingual to produce utterances in the other language.

Another definition is given by Weinreich (1953) in which he refers to bilingualism as “*the practice of alternatively using two languages*” (p.5). Similarly, Mackey (1968, p.555) defines bilingualism as the ability of an individual to use more than one language.

Bilingualism differs among individuals in terms of degrees of proficiency and competency. According to Wardhaugh (2006) who claims that “*People who are bilingual or multilingual do not necessary have exactly the same abilities in the languages (or varieties) in fact that kind of parity may be exceptional*” (p.96). This means that not all bilinguals can be proficient in both languages.

Bilinguals can be classified as being passive or active depending on their mastery of the four basic skills of a language. Active bilinguals explain the state if they own the receptive and productive skills of both languages, whereas the passive bilinguals possess only one or two of both receptive and productive skills in L2.

1.4.2.2 Borrowing

One of the sociolinguistic phenomena which is define as the process of the integration of new words into the phonetic and grammatical system of the recipient language. In other term, it is the process of importing linguistic items from one linguistic system into another. Gumpers (1982) says:

Borrowing can be defined as the introduction of single word or short, frozen, idiomatic phrases from one variety(i.e. language), into the grammatical system of the borrowing language and they are treated as if they are part of lexicon of that language and share the morphological and phonological system of the language.(p. 66)

Moreover, Rajend et al. (2009, p.270) define borrowing as a specialised term for the mixing items from one language to another. These items could be word, syntactic component or sounds.

1.4.2.3 Code Switching

Code switching (henceforward CS) is a linguistic phenomenon which is mainly used among bilinguals, it occurs when speakers of two languages or language varieties started shifting back and forth from one code to another. Haugen (1956) refers to code switching as a process “*which occurs when a bilingual introduces completely unassimilated word from another language to his speech*” (p.40). Gumperz (1982, p.59) considers code switching as phenomenon of passing from one language to another or from one variety of the same language to another. He emphasises on the fact that code switching takes place not only between languages, but also between dialects of the same language.

Poplack (1980) distinguishes three types of code switching. First, there is Intersentential code switching, the switches in this type occur at the sentence boundaries. As one sentence is in one language and the other in another language.

The second type of code switching is intrasentential code switching, it is also called by Poplack as “flag code switching”, which refers to the switching that occur inside the same clause or sentence and contains elements of both languages.

The third type is called tag switching. It is simply the insertion of a tag in one language in an utterance which is entirely in the other language.

1.5 Interlanguage

The term ‘interlanguage’ has great impact on the field of L2 acquisition. ‘Interlanguage’ as mentioned by Ellis (2000, p.33) was coined by the American linguist Selinker (1972) who claims that it is *"the existence of a separate linguistic system based on the observable output which results from a learner's attempted production of a TL norm. This linguistic system we will call ‘interlanguage’ (IL)"* (p.214). Selinker considers the concept interlanguage as linguistic way, which is used by learner to communicate in the TL.

Brown (1994) refers to Interlanguage as *"a system that has a structurally intermediate status between the native and TLs"* (p.203). That it is to say, interlanguage is neither the system of the NL nor the system of the TL, but a system which falls between the two. The concept of interlanguage describes how L2 acquisition takes place, the type of language produced by L2 learners who are in the process of learning a language. Richards & Schmidt (2002, p.267) refer to ‘interlanguage’ as a different system from both the mother tongue and the target language.

1.6 Language Interference

Language transfer (also known as L1 interference, linguistic interference, and cross meaning) refers to speakers or writers applying knowledge from their native language to a second language. The term interference is firstly used by Weinreich (1953) in his book ‘Languages in Contact’ in which he says *"those instances of deviation from the norms of either language which occur in the speech of bilinguals as result of their familiarity with more than one language, i.e. as result of language*

contact, will be referred to as interference phenomena” (p.1). This means that, language influences as an effect of language contact in its use by bilingual speaker causes deviation. This deviation identified then in the term of interference.

Dulay, Burt, & Krashen (1982, p.98) claim that interference takes place automatically when language learners use the structure of the native language in the target language. This due to the mastery of the mother tongue more than the second language.

Ellis (1997, p.51) describes interference as ‘transfer’, in which he says the impact the learner’s first language applies over the acquisition of the subsequent language. Furthermore, interference is defined by Odlin (1989) as “*the influence resulting from similarities and differences between the target language and other language that has been previously (and perhaps) imperfectly inquired*”(p.7).

Based on the definition above, it can be conclude that interference is a linguistic phenomenon that emerges because of language contact as result of bilingualism. Interference takes place whenever an individual goes back to his/her mother tongue, in order to understand or to use the foreign language.

Allen and Corder (1975) mention that transfer can be negative (impedes the acquisition of new learning tasks), as it can be positive (helps to acquire new learning tasks).

1.6.1 Negative Transfer

According to Lee (1986) “*the prime cause, or ever the sole cause of difficulty and error in foreign language learning is interference coming from the learner’s native language*” (p.180). When learning a foreign language learners use the system of L1 in the production and understanding of L2 .This means the influence is exerted by learners using L1 over L2. When the influence of the mother tongue leads to errors in learning the target language, then the negative transfer occurs. The greater differences between L1 and the target language, the more negative transfer takes place. Richards (1992) states that making an error and using wrongly the rules of L2 is due to the

application of L1 rules on L2. It means that when the L2 learners rely on their mother tongue, then a deviation from the target norm of the second language will appear what is termed as a "negative transfer".

Negative transfer takes place when there are no similarities between L1 and the target language. That is to say, the differences between the structure of individual's native language and the language he/she is learning make some difficulties in learning that target language, and this lead to the production of errors in that language.

1.6.1.1 Phonological Interference

Weinreich (1953, pp.14-47) divides interference into three kinds, which are phonological, grammatical and lexical interference. Weinreich (1968, p.14) says that the phonological interference or sound interference occurs when a bilingual speaker identifies a sound system of second language to the sound system of first language. In order to produce a sound of second language, speakers will use sound system of native language. Phonological interference is due to differences between the phonic systems of the L1 and L2.

Lekova (2010,p.321) says that the improper pronunciation of phonetic sounds in the second language is affected by phonetic interference, which is due to the existence of different phonetic structures of mother tongue or the first foreign language. It means because of the differences between L1 and L2, the speaker makes a mispronunciation of some words in delivering the second language.

When learning L2, the learner very often transfers the phonological system of the source language. This transfer includes L1 phonemes, variants, stress and rhythm patterns as well as intonation patterns and their interaction with other phonemes. Therefore, the learner violates a sound that creates a deviation leading to a misrepresentation in L2 pronunciation. This especially happens when L2 sounds are not part of the sound system of L1, i.e. in the phonemic inventory of L1, and thus the difficulty in this case is more persistent (Lado, 1957, p. 12)

1.6.1.2 Lexical Interference

Weinreich (1968, p. 47) says that lexical interference can occur when one vocabulary interferes with another. It is seen as the transfer of morpheme or word of first language into second language usage, or it can also appear as the expansion of first language's simple word, that is expanding the existing meaning so get new word, or it can take place as combination of both (Yusuf, 1994, p. 76).

Moreover, Hatch (1983) claims that *"when our goal is communication, when we have little of the new language at our command, it is the lexicon that is crucial. The words will make communication possible"* (as cited in Gass, 1987, p.130). This kind of transfer across languages is found in learners who have little exposure to, or have a limited proficiency in L2.

1.6.1.3 Grammatical Interference

Grammatical interference is defined as the first language influencing the second in terms of word order, use of pronouns and determinants, tense and mood. Grammatical interference occurs when the language learners identify the grammatical pattern from their first language and applied in the target language.

In the process of L2 learning, at any given point in the development of a learner's Interlanguage (IL), the learner promotes a kind of grammar which might be similar to the one of L1. As the distribution of words is not in the same way for all languages, i.e., word structure does not occur in the same environment, the L1 grammatical structures tend to be transferred to L2. The sentence forms, modification devices, the number, gender, and case patterns are tended to be transfer by learner's native language (Lado, 1957, p.58).

1.6.2 Positive Transfer

Positive transfer in second language learning occurs when L1 and the target language share linguistic features—such as an alphabetical system, particular grammatical categories, and rhetorical conventions. It means that learners will transfer rules of L1 that they already know to what they discover in L2. Ellis (2000) maintains

that “*If the two languages were identical learning could take place easily through ‘Positive Transfer’ of the native language pattern*” (p.300). That it is to say, when the L1 is comparable to the L2, this may simplify the process of learning the L2.

Yule (2006) states that “*if the L1 and L2 have similar features (e.g. marking plural at the ends of nouns), then, the learner may be able to benefit from the positive transfer of the L1 knowledge to the L2*” (p.167). The learners can develop their learning of L2, when both languages L1 and L2 have similar features. The similarity in features can facilitate the acquisition of the second language.

1.6.3 Factors that Cause Language Interference

Language transfer can take place because of many causes. In fact, linguists give different factors that can lead learners to transfer in learning languages. According to Weinereich (1970) “*interference is a general problem that occurs in bilingualism. There are many factors that contribute interference*” (pp.64-65). He distinguishes four factors.

a) Speaker bilingualism background

Bilingualism is the major factor that can lead to interference, because the speaker is influenced by both the source language and the target language.

b) Disloyalty to target language

This will cause disobedience to the target language structure. In other words, this factor lead learner to be unfaithful for the target language structure and this by applying the structure of L1 in the second language.

c) The limited vocabularies of target language mastered by a learner.

In fact, the lack of vocabularies of the target language lead learners to use their native words in second language sentences on purpose when they cannot find the right words in the target language.

d) Prestige and style.

This factor is about the use of unfamiliar words by the foreign language user, which will become the style of that user to get a pride. However, this usage leads to interference and this is because there are certain words even the receiver probably cannot get the real meaning.

1.7 Conclusion

This chapter has been dedicated to give general definitions related to language and dialect. It is followed by a discussion of language contact including its types and outcomes. The chapter has equally shed light on language interference which is one of the major issues in learning second language, beside the notion of interlanguage that has great impact in the learning process.

To sum up, this chapter aimed at representing the positive as well as the negative types of language interference, and its aspects including phonological, lexical and grammatical. Finally, it dealt with reasons that cause language interference. The next chapter will be about the sociolinguistic situation in Algeria.

Chapter Two:
The Sociolinguistic Situation
in Algeria

2.1 Introduction

As a result of its particular history, Algeria has developed a complex linguistic profile. The current chapter aims at presenting some aspects of the sociolinguistic situation in Algeria. It highlights the different periods which denoted the history of the country, and the role of the various invaders who participated in forming the sociolinguistic profile of Algeria. It additionally points out the components of the verbal repertoire of the Algerian speech community: Arabic and its varieties, Berber with its varieties and French.

2.2 A Brief Historical Background of Algeria

Throughout different period of its history, Algeria witnessed various invasions and conquests which favoured the foundation and establishment of many cultures, civilizations, as well as different languages.

Algeria was initially dwelled first by Berbers, followed by the Carthagi civilization which was established by the Phoenician traders who came to North Africa. After being defeated by Romans in the Punic war, Carthag declined and Romans took control of the area. Later on, the Romans started getting so weak because of its internal conflicts. Ramdan (2016) states” *Directly after the fall of the Roman Empire, Algerian lands were assailed by some 80,000 Vandals, a Germanic tribe, crossed into Africa from Spain in 429 AD, invaded Algerian lands .they brought major decline to roman dominance of Algeria*”(p.5).Six centuries later, Vandals replaced the Roman Empire in Algeria. Berber, Punic and Latin were the languages used at that time.

After a settlement of over a century, the Vandal Empire was defeated by the invasion of the Byzantines. Few years later, the Arabs put an end to the Byzantines domination, aiming at introducing the Islamic religion and the Arabic language. In the late fifteenth century, Spain was another conqueror that settled in some coastal cities of Algeria. After period of time, the Ottoman conquest came to save Islam and put Algeria under the control of the Turkish protectorate for more than 300 years.

The Turkish rule was finished by the French who colonized Algeria for the period going from 1830 to 1962, within which they affected the Algerian society both at the cultural and linguistic level. As result of different civilizations set up in Algeria, the original inhabitants were presented to different languages. Among all the above cited languages only three still have a deep influence on the Algerian society: MSA and dialectal Arabic, Berber with its varieties, and French.

2.3 Today's Algeria Verbal Repertoire

Similarly to most Maghreb's nations, Algeria has consistently been described by the presence of many linguistic varieties. The languages of today's Algeria may be categorised as follow:

2.3.1 Arabic

The Arabic language is one of the great languages in the world and known as the richest one in term of its vocabulary. It belongs to the Semitic sub group of the Afro-Asiatic group of world languages. Arabic is the most widely spoken language in the world. It is spoken by more than 400 million speakers in the Arab countries as their mother tongue, in other words, it is perceived as a national official language in more than twenty-two countries.

Broadly speaking, the term Arabic refers to the speakers of the Arabic language in the Arabian Peninsula and North Africa. It is the sixth spoken language in United Nation since the late of 1970s and the start of the 80s. For religious purposes, Arabic language is the language of the Holy Quran; it is spoken by more than 1.5 billion speakers counting Arab and Arabised (non Arab) individuals in all around the world for reading and reciting Quran and praying to Allah.

Within the Algerian context, the term Arabic refers to the language varieties that exist within the community, each variety is used for specific function. These varieties can be divided into two major classes:

2.3.1.1 Modern Standard Arabic

Modern Standard Arabic (MSA) or Modern Literary Arabic (MLA) is simplified and modernized form of the Classical Arabic (CA) that it is regarded as the language of the holy Quran. Holes (2004) defines MSA as “*the modern descendent of classical Arabic, unchanged in the essentials of its syntax but very much changed and still changing in its vocabulary and phraseology*” (p.5). It means MSA is grammatically and phonologically based on the Classical Arabic with many changes at the vocabulary level.

In Algeria MSA is considered as the prestigious, valued and official language used in formal context in general and it is used for religious and educational purposes. MSA used in literature to refer to the variety of Arabic used in the written form as Cown (1986, p.20) asserts that Modern Standard Arabic is defined as form of Arabic used basically in all writing of Arabic and the form used in formal spoken discourse such as broadcasts, speeches and sermons.

2.3.1.2 Algerian Dialectal Arabic

Algerian Dialectal Arabic (El ammiya or Eddaridja), is a colloquial language variety that it is said to be originated from MSA. Algerian Dialectal Arabic is the language of the majority of the Algerian population as Chemami (2011, p. 228) says that Algerian Arabic is the primary language of Algeria. It is utilized by 70_80% of the population as their native language. This variety is restricted to oral use in informal setting by the Algerians in their daily conversation to communicate and express their thoughts and emotions. On this basis, Kaye (1970, p.67) states that the colloquial varieties number in the hundreds, being spoken and not written they are recognizable from traditional Arabic because of a linguistic rearrangements in structure with less syntactic classification.

Algerian Dialectal Arabic has its specific phonological, lexical, morpho-syntactic, and semantic features that make it different from MSA and other Arabic dialects. In this vein, Rachedi (1991) says:

What is, in fact, Algerian Arabic? It is an Arabic that is stripped of its absolute declensions, its useless dual case endings, its heavy constructions, its frozen expressions, its syntax from another age, its antediluvian terminology. It is a spoken, lively Arabic, which bears the mark of the creative genius of Berber, of rural and urban Algeria, which integrates foreign terms harmoniously [...]. (Quoted in Saad, 1992, p. 18)

In this quotation, Rachedi characterized precisely what is Algerian Dialectal Arabic and portrays its imperativeness and flexibility with time and place changeability.

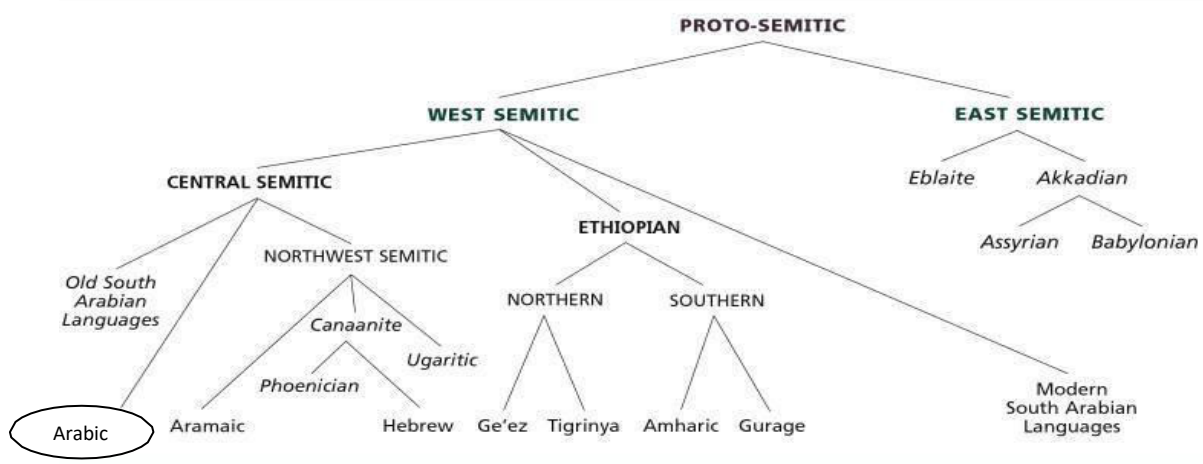


Figure.2.1. Proto-Semitic Family

(cited in <http://www.axl.cefan.ulaval.ca/monde/origine-langues.htm>)

The figure shows the derivation of Arabic language from the Proto-Semitic's origin and their contact with other language family.

2.3.2 Berber

According to Bktach (2013, p.33) Berber has two names, Berber and Tamazight. The term Berber is derived from Greek word “*Barbarus*” that was used by Romans to refer to people who were refractory to the Roman civilization. Tamazight is descendent from the Hermitic branch of language family, and it has its own written

Chapter Two : The Sociolinguistic Situation in Algeria

system called “*Tifinagh*” which can be considered as one of the oldest systems in the world. However, today for more practical reasons Tamazight is written with Latin alphabet (Nait Zerrad, 1995, p.17). Berber or Tamazight is used in a great number of African countries such as: Mali, Niger, Mauritania, Morocco and Algeria. It is acknowledged historically, Berber is the indigenous language spoken by the first inhabitants of Algeria before the Arab expansion. In Algeria, Berber also exists as a native language, but unlike the Algerian Dialectal Arabic, it is spoken by a minority of Algerians. In this respect, Oakes (2008) states “*about 20% of the Algerian population speaks Berber as the first language and many of these do not use Arabic at all, preferring French as their second language*” (p.18)..

Berber was recognized as a national language in 2002. It is used in TV and radio programs; there is a national channel and radio station which daily broadcast in Berber. In December 2017, new laws were introduced to make Tamazight as an official language, and finally in 2018, the Algerian constitution identifies it as the official language. This issue became and still arguable by linguists and also politicians in Algeria.

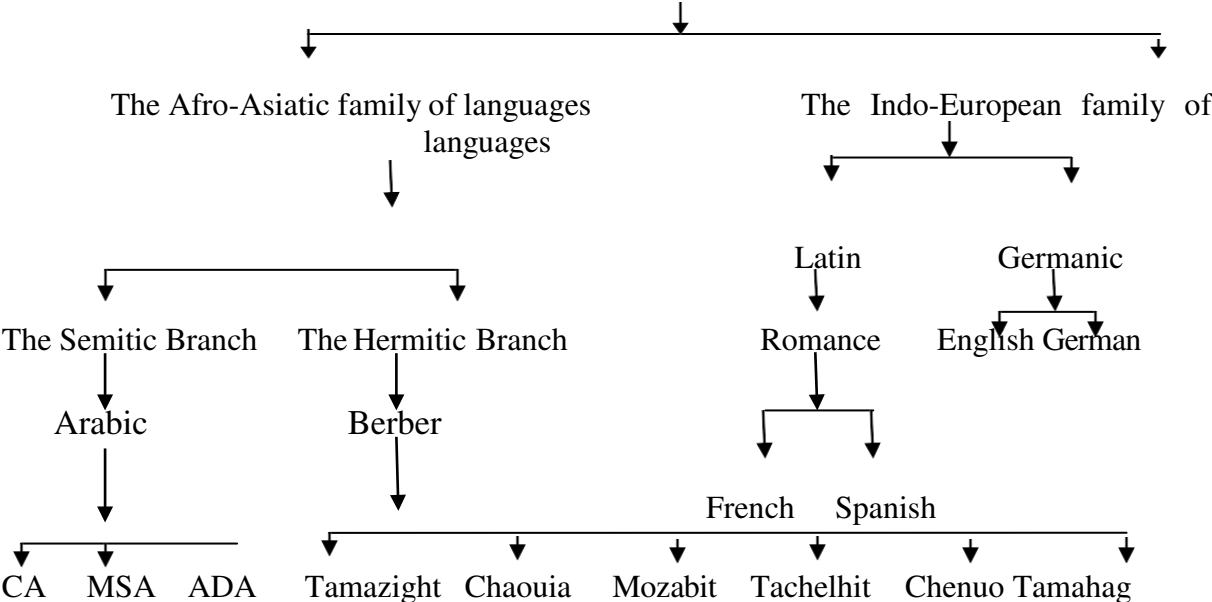


Figure2.2 Language Origins, Arabic and Berber and Their Varieties (Adapted from Ali Berrabah’s Magister Dissertation, 2014)

2.3.2.1 Kabyle (Taqbailit)

Kabyle is considered as the most ancient variety that exists in Algeria, which is written in the Latin alphabet (Chaker, 1998). The kabylians form numerically the largest Berber-speaking group in Algeria. Taqbailit is significant in the sense that two quarters of the total number of Berber speakers in Algeria are Kabylians (Chaker, 1991, p.238). They are found mainly in coastal mountain regions of northern Algeria. The area is referred to as Kabylia, situated approximately 92Km from the capital Algiers. The Kabylia region is comprised of Tizi Ouzou being the capital city of Great Kabylia, and Bejaia, representing the main centre of Small Kabylia, in addition to other urban centres such as Boumerdes, Bouira and Bordj Bouariridj.

Kabyle is the only variety that has a writing system, a dictionary and its own alphabet. In nowadays there is an increasing amount of schools teaching this variety.

2.3.2.2 Chaouia (Tashawit)

The Chaouia population is generally estimated to be half the size of the Kabylian. It is spoken in the Aures mountains region in the eastern south of Algeria. This area is made up of different urban centres such as Batna, Souk Ahras, khenchla, Setif , Tbassa and Oum-el-bouaghi.

The Chouia are known to be much closed, individual society. They are tightly knit together by certain commonly held beliefs, customs and values which have been carefully preserved through generations.

2.3.2.3 Mozabit (Tamszabit)

The Mozabites also called Beni M'ezab, are estimated between 80.000 and 100.000. The Mozabit variety is spoken mainly in Ghardaia the main city and Berriyan. They are found in relatively small numbers in every town in Algeria, where they own business or keep stores.

2.3.2.4 Tamahaq

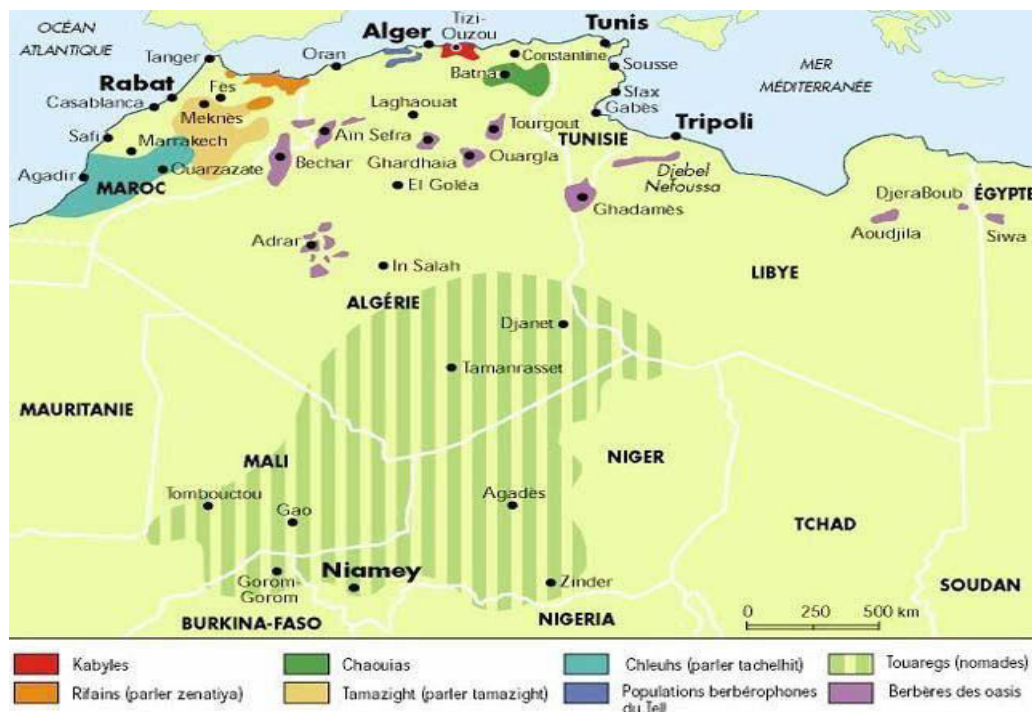
Tamahaq variety is used by the Touaregs in the Ahaggar and the Tassili territories in the south of Algeria. Tamahaq is considered as a significant variety of Tamazight by specialists of Berber as the variety which has been best preserved from the impact of contact with other languages such as Arabic (Chaker, 1996, p.225).

2.3.2.5 Chenoua (Tchenwit)

It is spoken in small patches all over the north western part of Algeria in the province of Tipaza, Chelf and Ain Defla.

2.3.2.6 Tachelhit

It is spoken in south of Algeria. The spread of Berber in Algeria is not exclusive to the above cited Berber speaking areas. Actually, a considerable number of Berber speakers live in different Arabic speaking areas of the country.



Map 2.1 Geographical Dispersion of Berber Groups (cited in <http://www.mcb-algerie.org/langdonn.htm>. Accessed 9 December 2005.)

2.3.3 French

The presence of the French language in Algeria is due to the French colonialism which lasted for about 132 years. During this long period, the French wanted to spread their language, culture and religion in the Algerian society. Zechary (2004) reports that “*the French believed that if properly taught the French language and French values, Algerians would slowly evolve and become French*” (in Djennane, 2016, p. 119). The France’s policy aimed at spreading French language in order to be at the forefront of their political and economic control over the country. During the colonial era, French was the only official language in Algeria. After independence, French was declared as a first foreign language.

The French language is deeply implanted at both formal and informal levels and remains a significantly important language in Algeria; this language plays a prominent position in the Algerian society and shares with standard Arabic a high status. In that respect, Baker and Prys Jones (1998) state that:

French still enjoys a high status in Algeria. It is a major foreign language and is still widely read and spoken by many educated Algerians. National radio has a French station. The only TV channel is in Arabic with some French material. The majority of newspapers and magazines are in French. French is widely used in higher education; scientific material in school and university text books is almost exclusively in French (p.355)

French could remain as one of the languages of education in Algeria, since scientific and technological university studies such as medicine and architecture are taught in French. The rich specialized registers it has make of it the language of modernity and give it a considerable prestige and value in society.

The presence of French language in Algeria can be also seen in the mass media through significant number of newspapers in French such as “Le Quotidien d’Oran” and “El Watan”, and the national TV channel “Canal Algerie”, as well as the radio

station “Alger Chaîne 3” which broadcast in French.

2.4 Conclusion

This chapter was devoted to the sociolinguistic situation of Algeria as a complex one, which has been extremely affected by the different invasions and conquests which favoured the presence of many languages and language varieties including; Arabic and Berber with its varieties in addition to French. The next chapter addresses the research methodology used in this dissertation. It deals with the sampling procedures, instruments used for the data collection and finally analyses the result both quantitatively and qualitatively.

Chapter Three:
Research Methodology and
Data Analysis

3.1 Introduction

This empirical chapter explains the functional framework of the research. It attempts to describe the research methodology adopted to come up with the results which answer the research questions of this study. Besides, it displays the two research instruments used for collecting data: questionnaire and video record. Finally it gives an analysis and interpretation of the main results.

3.2 Research Design and Methodology

For the sake of the research field subtlety, an investigation has been conducted during the academic year 2019-2020. This study addressed thirty Berber speakers from Tiaret speech community. This research is conducted in form of case study and used both qualitative and quantitative research approaches, which is combination of research methods and instruments, since researchers have shown the effectiveness of the mixed method approach as it provides different data sources that describe diversities and gives research certain degree of validity and reliability.

3.3 Population Sampling

Our target population are Berber speakers from Tiaret speech community. The selected informants in this research are thirty Berber speakers; eighteen female and male, their ages range from 20 years old and more.

3.4 Research Instruments

The choice of research instruments was a matter of time and some particular factors, where the subject of research should determine the instruments used to conduct this research and collect the needed data in short time with a low costs. Therefore, in the current research, it is based on detailed questionnaire and video record.

3.4.1 Description of the Questionnaire

The questionnaire is the most common instrument for collecting data in most researches, and it is considered as a valuable tool as Nunan (1992) stated “ *a*

questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from the subjects” (p.231). This tool has been used because it covers a large number of informants and it is standardised and easy to be analysed since it provides the researcher with numerical data.

The questionnaire is designed for thirty (30) Berber speakers. It is a combination of open-ended, close-ended questions, and multiple choice questions in order to collect maximum useful data about how Kabyle variety influences the pronunciation of French language. The questionnaire is divided into three main sections which are:

Section 1: it is devoted for personal information. It attempts to gather personal information about the participants. It involves five (5) questions including sex, age, hometown, degree and mother tongue.

Section 2: it endeavours to identify the respondents’ use of French language. It is composed of (7) items with yes/no questions, multiple choices.

Section 3: it seeks to gather data about the influence of Kabyle variety on the pronunciation of French language. It includes (6) items in a form of yes/no, multiple choices, and open-ended.

3.4.2 Description of the Video Record

In qualitative method, we have opted to choose the tool of video record which aims to gather data from a relatively small sample of people about the research problem .it was a dialogue between three Berber speakers who used a mixture of two languages, Kabyle variety and French language in duration of 2.37mn.They give us their permission to record their dialogue for practical part's reasons.

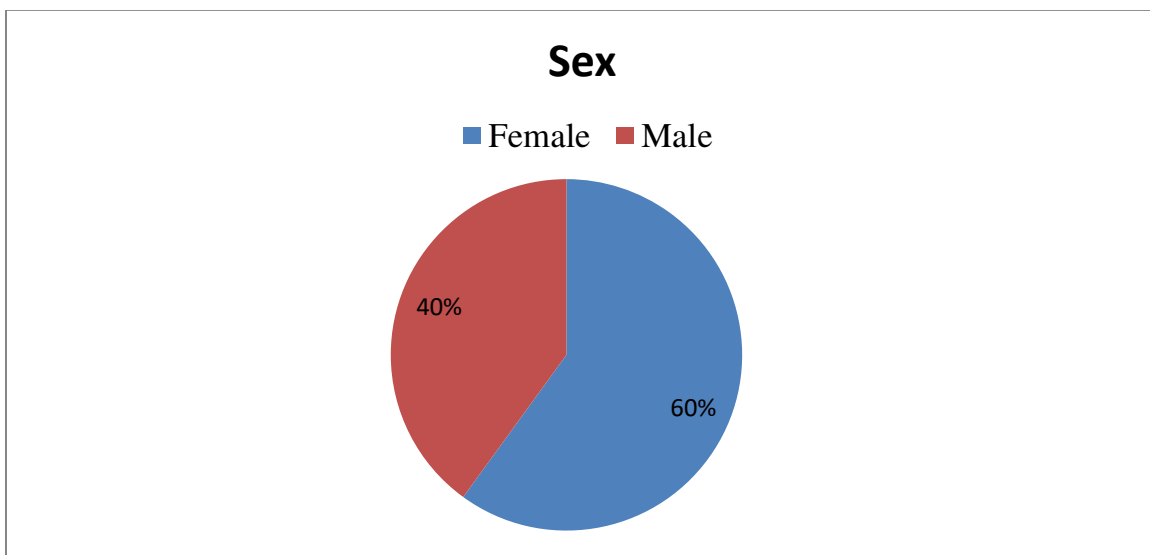
3.5 Data Collection and Analysis

3.5.1 Berber Speakers' Questionnaire Analysis

Section one: Informants' Personal Data

Like all instruments in any research, the first section deals with the background information of the participants. In fact our questionnaire consists of few questions about significant data about the participants including: sex, age, hometown, degree and mother tongue.

Item01: Sex

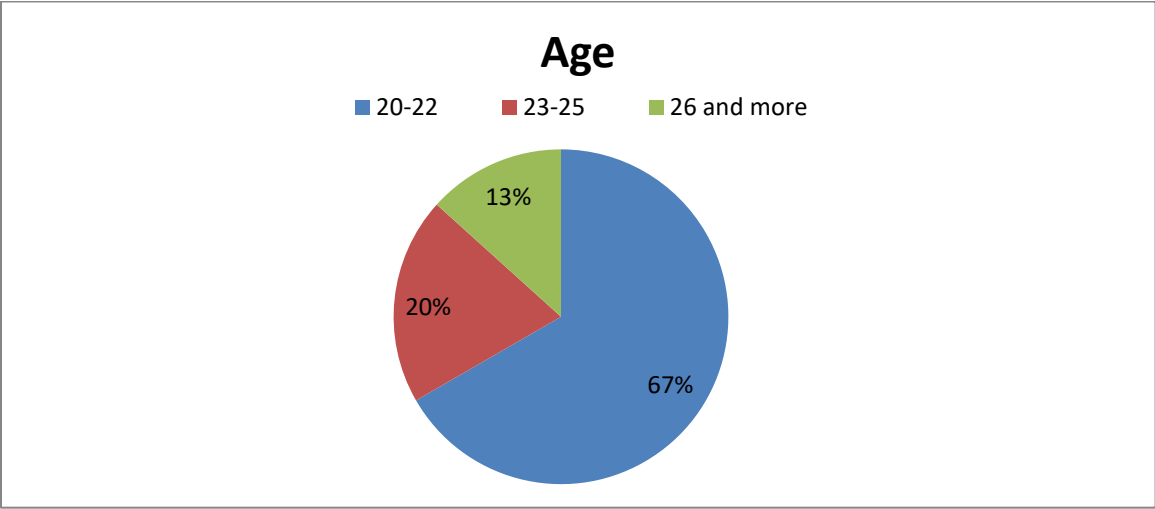


Graph 3.1 Participant's Sex

Graph 3.1 represents participant's sex. Male represents 40% and females represent 60% from the whole participants.

Female's number are outnumbered than males and this imbalanced division can be due to the females interests in learning and speaking languages more than males do who are more likely attracted in studying scientific subject matters, as the result of the stereotypical assumption.

Item 02: Age

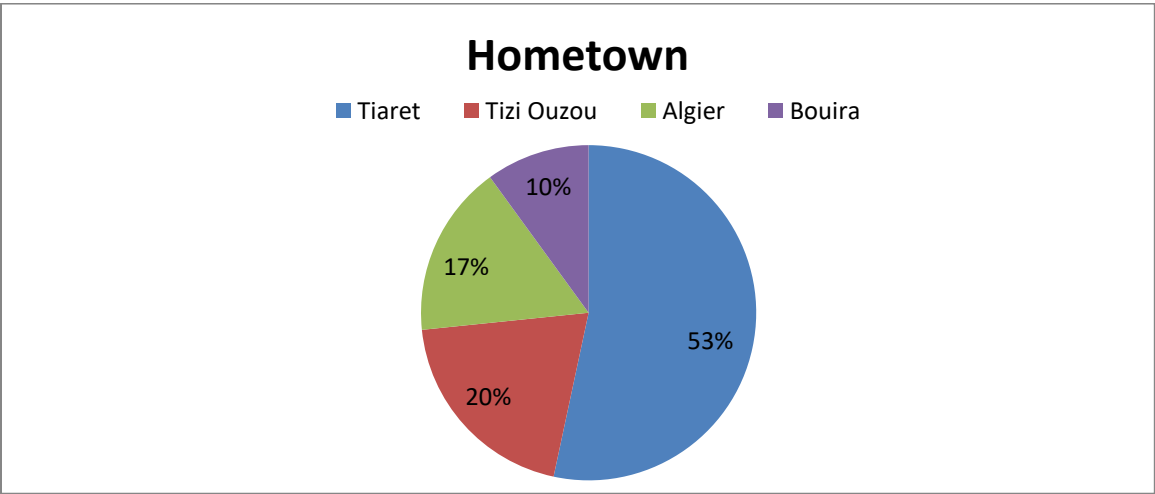


Graph 3.2. Participants' Age

Graph 3.2 is intended to present participants' age. It is distributed into three age ranges. The age between 20-22 years represents 67%, 23-25 years represents 20% and the last category represents 13% of the respondents aged more than 26 years old.

From the data above, we can notice the different ages of our participants, those who are aged between 20-22 years, their dominance is clear because of their recent success of the Bac examination and their choice of the foreign languages.

Item03: Hometown

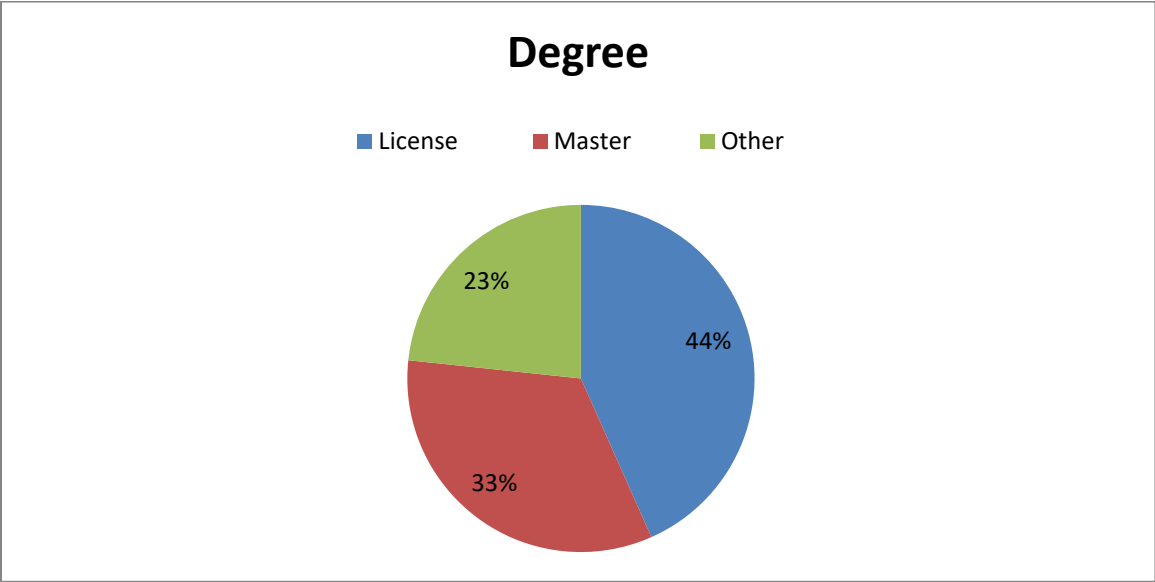


Graph 3.3 Participants' Hometown

The item above clarifies that the half of our participants respond that Tiaret is their hometown via 53%. Tizi Ouzou is the second dominant choice of the participants background with 20%, while 17% of them answer that Algiers is their hometown, and the remaining 10% are born in Bouira.

From the aforementioned statistic one can deduce that there is diversity at the level of the hometown between the participants which is due to the spread of Berber people in Algeria.

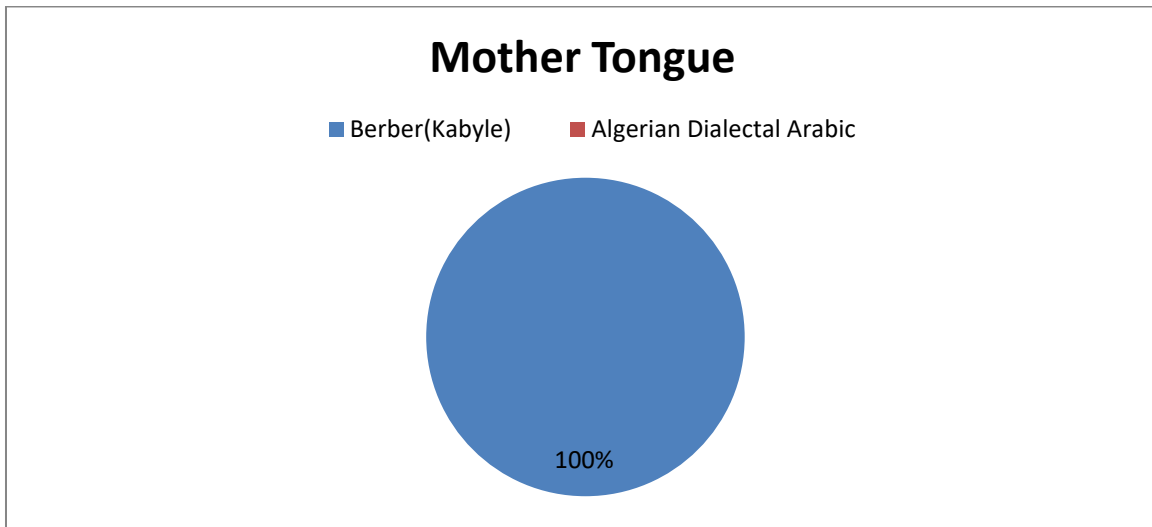
Item04: Degree



Graph 3.4 Participants' Degree

The graph 3.4 displays participants' level in percentages. License students are about 44%, while master students represent 33%, and other are 23%.

Item05: Mother Tongue



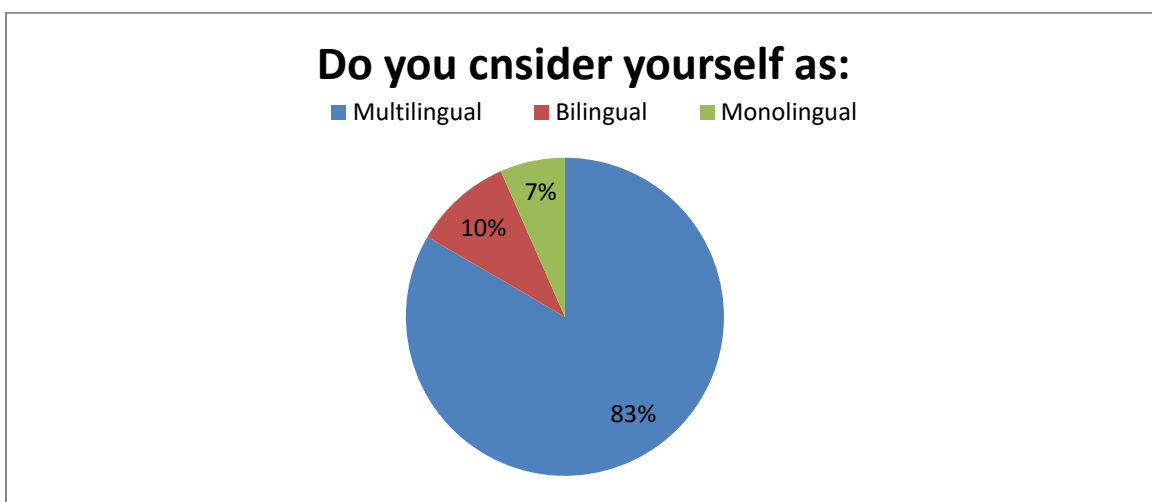
Graph 3.5 Participants' Mother Tongue

Referring to the numerical data above, it can be seen that 100% of the participants answered that Berber (Kabyle) is their mother tongue, while there is no one who consider Algerian Dialectal Arabic as their native language. Yet, Berber speakers can acquire this variety for the contextual needs.

Section two: The Informants' Use of French Language

The questions in this section are interpreted as follow:

Item01: Do you consider yourself as:

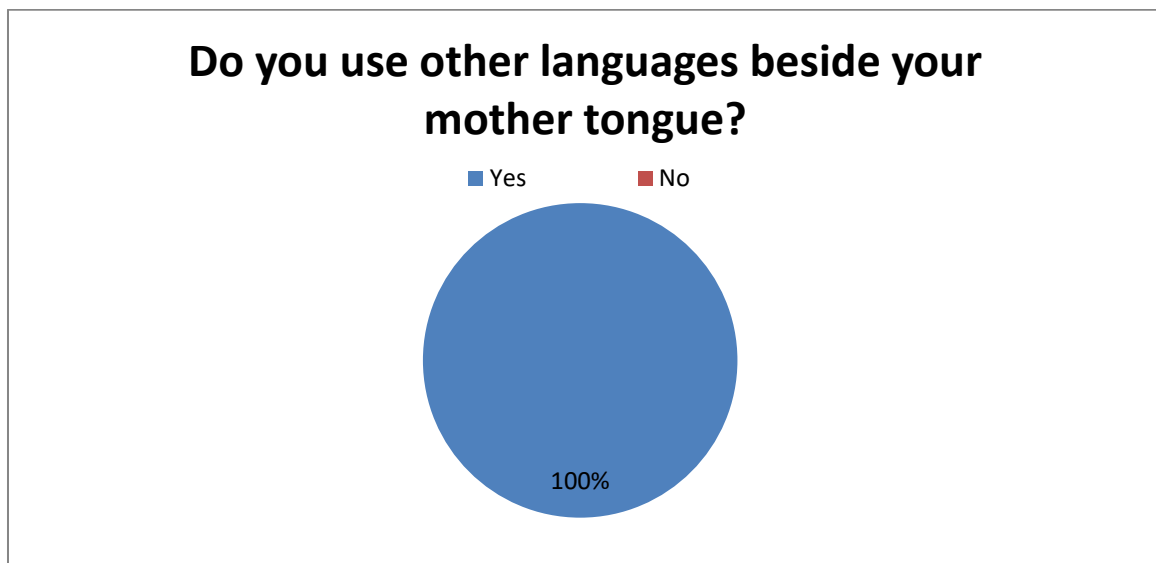


Graph 3.6 Linguistic Baggage

The statistical data in the graph 3.6 above shows that 83% of the participants consider themselves as multilinguals, while 10% of them stipulate that they are bilinguals and only 7% of the respondents confirm that they are monolinguals.

The above answers show that the majority of the informants respond that they are multilinguals. The choice of multiple languages might be due to the presence of many languages in the Algerian speech community.

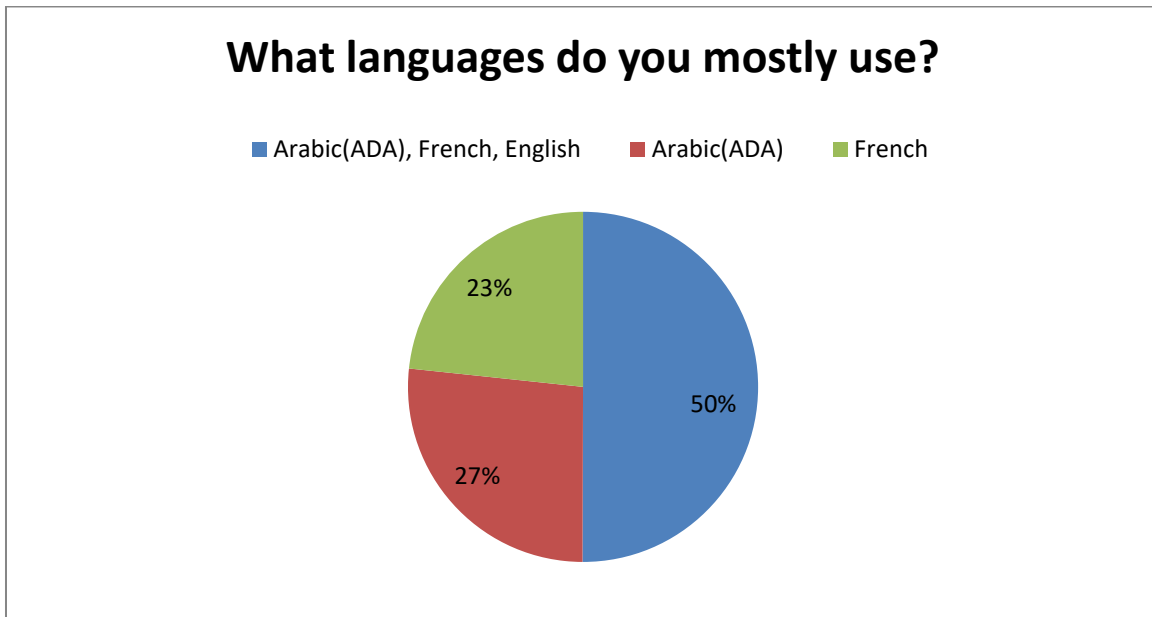
Item02: Do you use other languages beside your mother tongue?



Graph 3.7 Languages Use beside the Mother Tongue

According to the result obtained, 100% of the participants use other languages beside their mother tongue. This means that the respondents are obliged sometimes to use different languages beside their native language in order to communicate and express themselves in a good way.

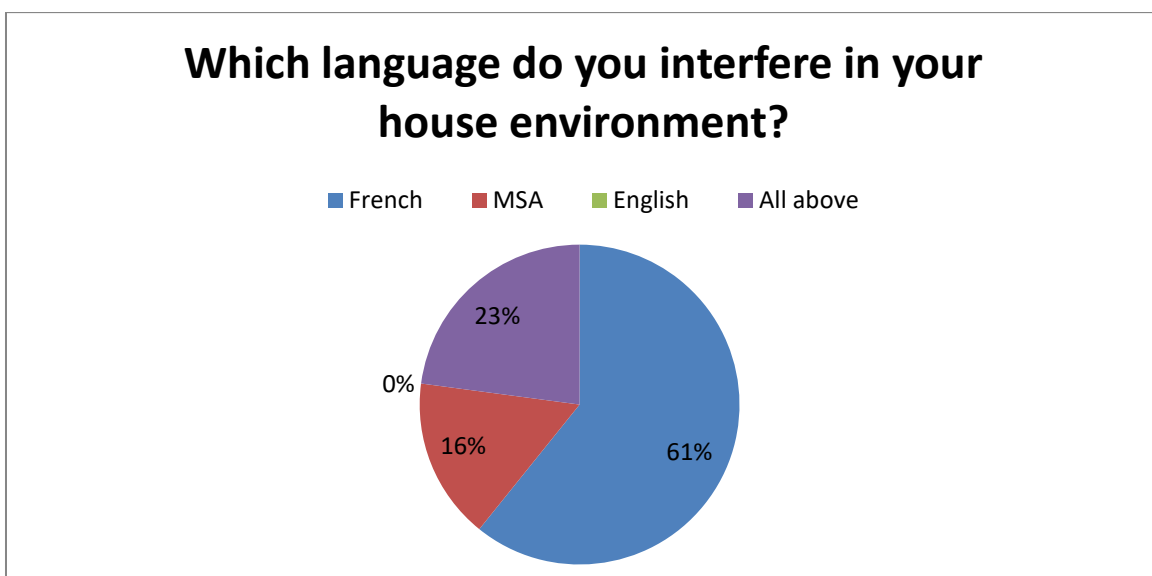
Item03: What languages do you mostly use?



Graph 3.8 Most Languages Used

The result shows that 50% of the respondents use Arabic (ADA), French and English beside their mother tongue, while 27% use Arabic (ADA) only, and the rest 23% use French. So, we conclude that the half of the participants prefer to use Arabic (ADA), French and English beside their mother tongue.

Item04: Which language do you interfere in your house environment?

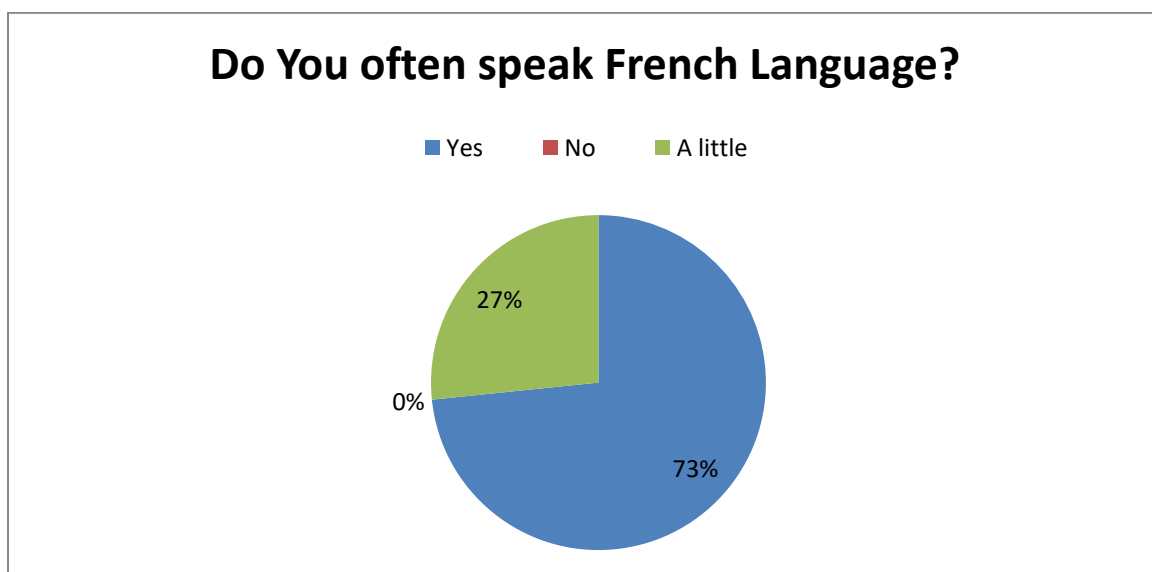


Graph 3.9 The Foreign Languages Interference

Having a closer look at the data on graph 3.9, we can notice that 61% of the respondents interfere French language in their house environment, while 23% of them interfere French, MSA and English, and the rest with 16% interfere MSA only.

Historically speaking, Algeria has been colonized by the French colonization approximately more than 100 years, so French language lived among our utterances via what it is called in sociolinguistics CS and borrowing. It can be also for its status of the first foreign language in Algeria for its use in scientific branches in the tertiary context. Besides to its utility for Algerian daily conversation, it is assumed that those who speak this language are highly ranked socially and regarded as learnt people. To sum up, we can say that the majority of our respondents interfered French in their house environment, as for it plays prominent position in their life.

Item05: Do you often speak French language?

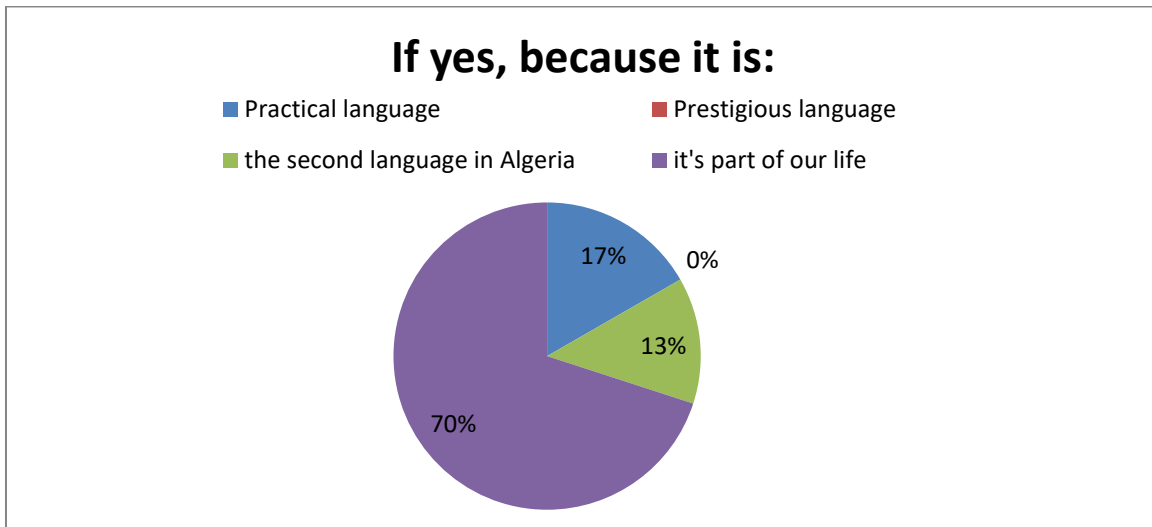


Graph 3.10 The Frequency Use of French Language

The graph 3.10 indicates that 73% of the informants answer that they often speak the French language, while 27% respond with a little.

The reason that could be invoked to explain this high score is that these participants live in a context where they are biased to speak French unconsciously in everyday speech.

Item06: If yes, because it is:

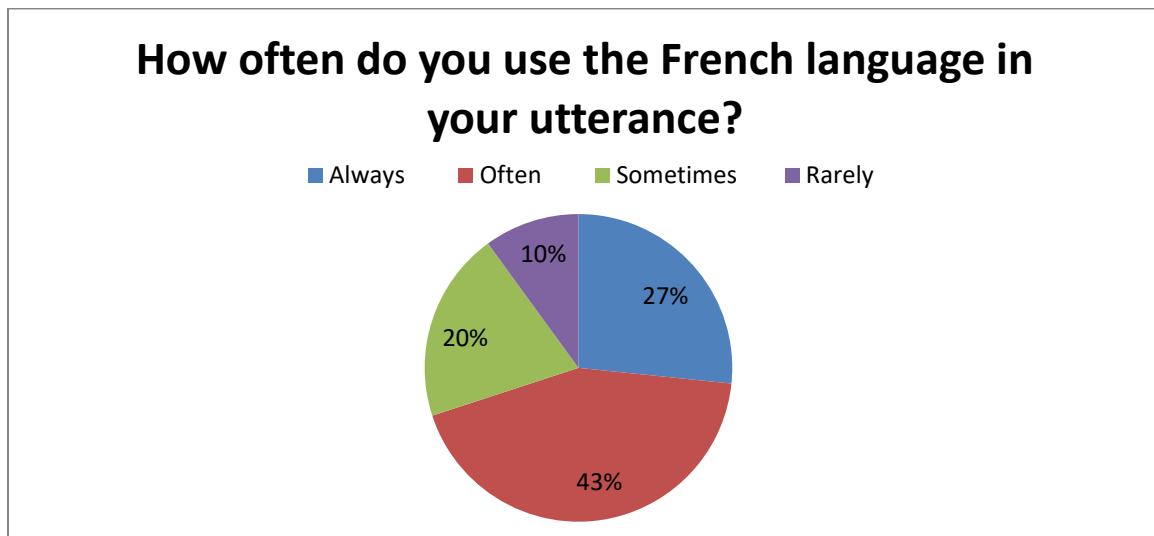


Graph 3.11 The Reason behind Speaking French

The graph 3.11 illustrate that 70% of the informants speak French language because it's part of their life. 17% of them said that it is practical language; however 13% claim that it is the second language in Algeria, while no one considers it as a prestigious language.

According to the majority of participants, they claim that French is a part of their life because of our utterances which is full of the French borrowing words, so we use it unconsciously within our speech.

Item07: How often do you use the French language in your utterance?

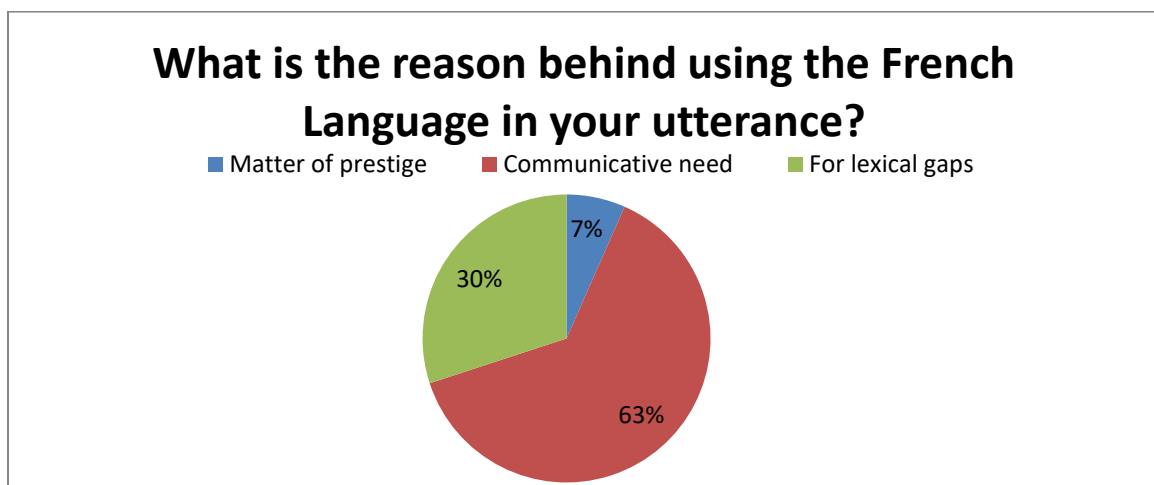


Graph 3.12 The Use of French Language

According to the collected data, 43% of the respondents often use French language in their utterance, 27% of them use it always, while the rest use it sometimes or rarely.

We can notice that 43% of the informants often use French in their utterance. This score may go back to the fact that those who often use French language in their utterance are more familiar with it, and it is present in their everyday speech.

Item08: What is the reason behind using the French Language in your utterance?



Graph 3.13 The Reason behind Using French Language

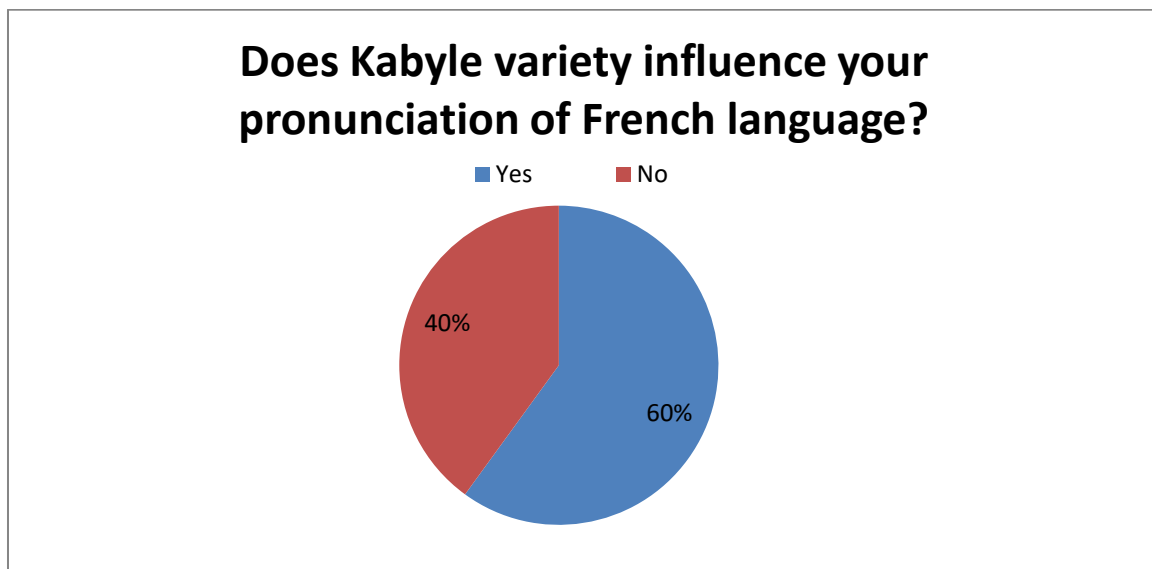
The results in graph 3.13 demonstrates that 63% of our participants use French language in their utterance for communicative need, 30% of them use it for lexical gaps, and 7% use it as matter of prestige.

In this case, we can state that among the reasons that might stand behind using French language for communicative needs is its wide spread.

Section Three: The Linguistic Interference Data

This section endeavours to question participants about the influence of their mother tongue on the pronunciation of French.

Item 01: Does Kabyle variety influence your pronunciation of French language?

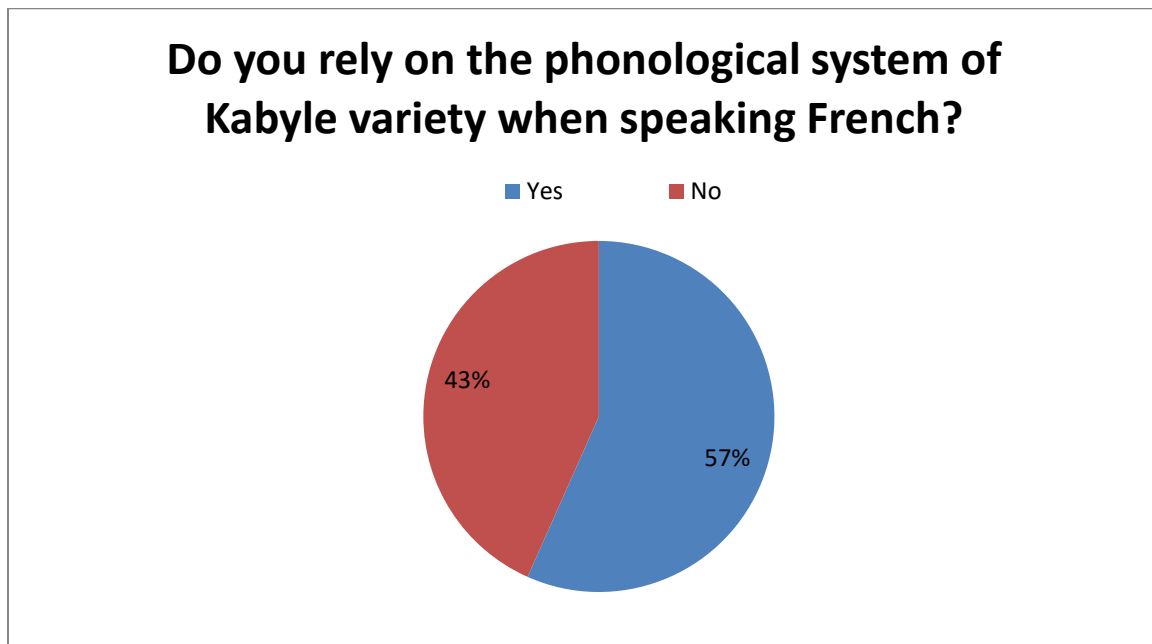


Graph 3.14 The Influence of Kabyle Variety on the Pronunciation of French

According to the data in the above graph, 60% of the informants agree that Kabyle variety influences their pronunciation of French language, while 40% refuse this claim.

The majority of our informants respond that their mother tongue influences their pronunciation of French. This influence may be because they interfere the phonic system of Kabyle variety while speaking French and this interference is due to a habit of the surface structure of the Kabyle variety onto the surface of the French language.

Item 02: Do you rely to the phonological system of Kabyle variety when speaking French?

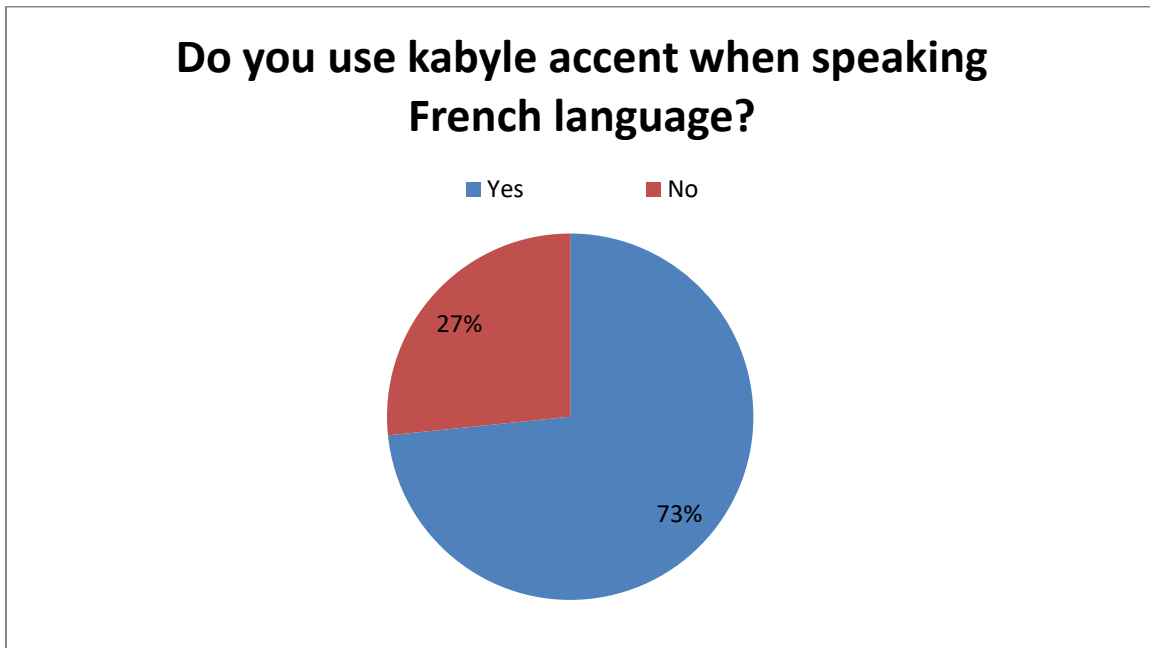


Graph 3.15 Participant’s Reliance on the Phonological System of Kabyle

As it is clearly shown in graph 3.15, 57% of the respondents rely on the phonological system of Kabyle variety when speaking French, while 43 % don’t.

According to the result above, large number of our participants rely on the phonological system of their mother tongue when speaking French, and this was explained by them that when they find it hard to articulate certain French sounds namely those which do not exist in Kabyle. Hence, they substitute them by the closet one from their native language. This substitution may include both vowels and consonants.

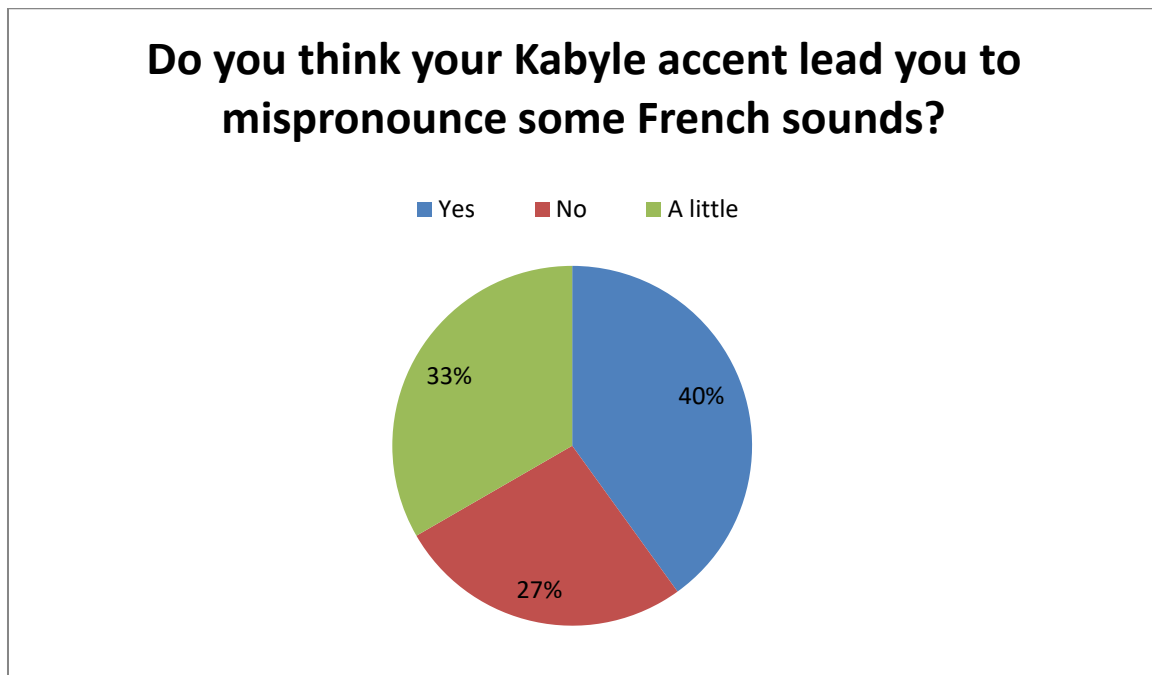
Item 03: Do you use Kabyle accent when speaking French language?



Graph 3.16 Speaking French with Kabyle Accent

As it can be seen in Graph 3.16, most of our respondents 73% agree that the accent of the mother tongue interferes when they come to perform in the target language -French- , and 27% of them state that they do not notice such an interference when speaking French.

Item 04: Do you think your Kabyle accent lead you to mispronounce some French sounds?

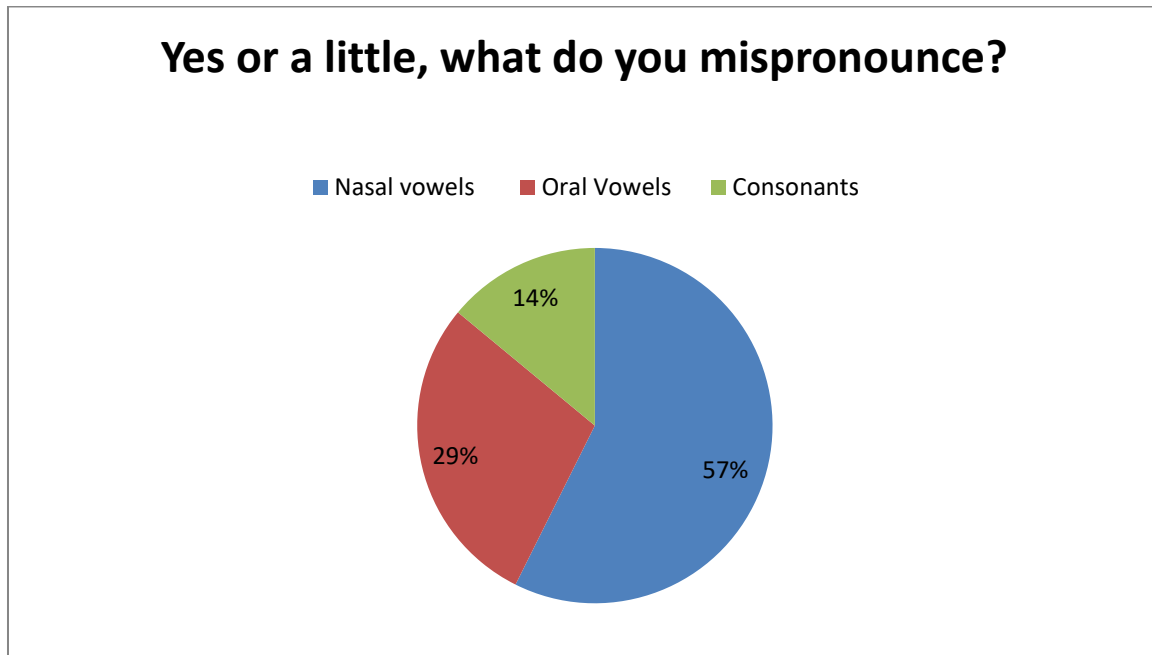


Graph 3.17 The Effect of Kabyle Accent on the French Sounds

In taking a closer look at the graph 3.17, 40% of our sample population believe that their Kabyle accent lead them to mispronounce some French sounds, and 33% say a little, while the remaining 27% don't believe.

In view of that, we can notice 40% of the informants respond that the accent of their mother tongue leads them to mispronounce some French sounds. Since the accent of their mother tongue interferes when they speak French; therefore, they will violate a sound that creates a deviation leading to a misrepresentation in the French pronunciation.

Item 05: Yes or a little, what do you mispronounce?

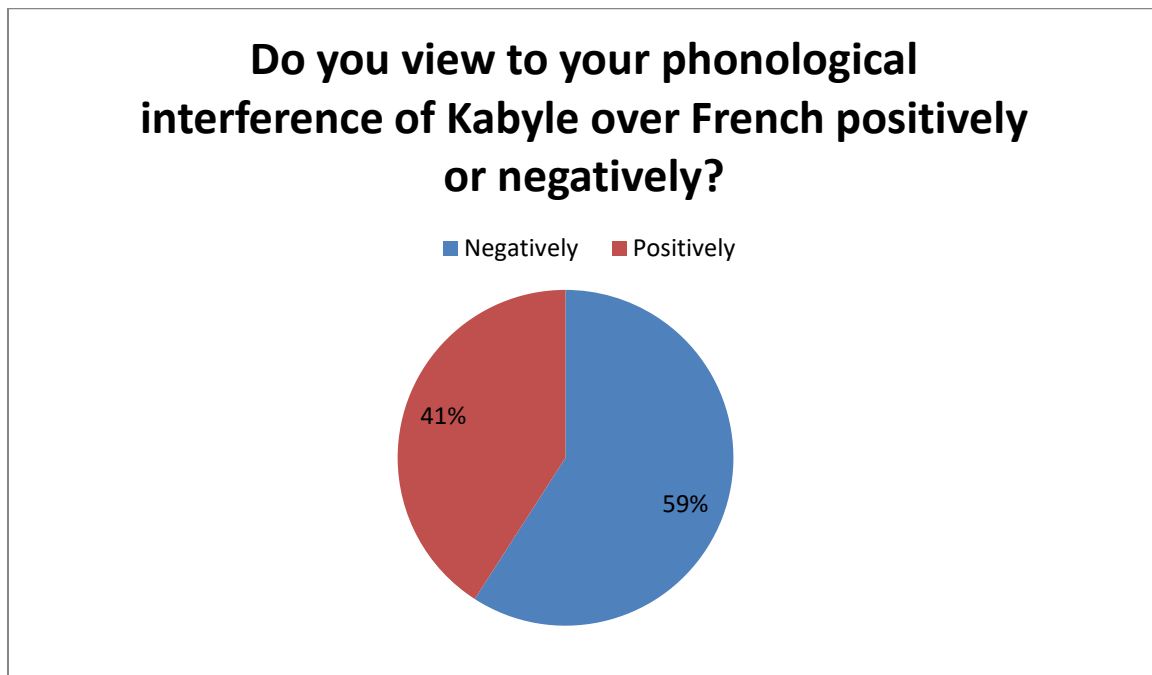


Graph 3.18 The Mispronounce Sounds

The above question is answered by 22 over 30 of our respondents. 57% respond that they mispronounce the French oral vowels, while 29% of them say nasal vowels, and the rest 14% claim that they mispronounce consonants.

The majority of the informants respond that they mispronounce the oral vowels. It is acknowledged that the vowel sound system of Kabyle is made up of three main vowel sounds; which are /i/, /a/ and /u/ (Elmedlaoui, 2002,p.105),while the vowel sound of French is rich in term of nasal and oral vowels. So, this mispronunciation of the oral vowels can be justified with the absence of these sounds in their mother tongue.

Item 06: Do you view to your phonological interference of Kabyle over French positively or negatively?



Graph 3.18 Participant's View to the Phonological Interference

The graph 3.18 intended to present the view of our participants toward the phonological interference of Kabyle over French. 59% of the informants view the phonological interference of their mother tongue over French negatively, while 41% of them claim that such interference is positive.

We can notice that a large number of our participants view the phonological interference over French negatively, and this may be because it influences their pronunciation of French.

3.5.2 The Video Record Analysis

3.5.2.1 The Transcription of Video Record

A: Ih9a. A Younes amk le stage ni inak ça va?

B: ça va athan aysedou.

A: Yelha kan.

Chapter Three : Research Methodology and Data Analysis

B: Très bien.

B: Amk ihi les étudiants ça va aak illan ?

B: Les élèves des fois surtout wigadh ni 4 année tazridh amk d la massacre.

A: Fkanekd les premières années ahaath?

B: Eeh les premières années achkithan.

A: Tazridh beli les examens 9arvened.

B: Oui mazal une semaine angh a rebi.

A: Eh amk athkhmem les examens as réviser nagh amk?

B: Nk agdinigh sah la periode agui fkighs aak i stage.. avant les examens en tout cas nekkini avant les examnes ihemlgh ad réviser ehh enfin ed résumer imb3d la veille.

A: Thousyewend normal ouwedoussiyara bizarre c'est incroyable anfagh s le stage direct les examens

B: Nekini oudoussara incroyable par ce que l'année i3adan noukni nella machi fin de siècle c'est pour ça netwali lhala normal.

A: Ehh dessah wlh ar akken... sakham asrohem sakham nagh ala.

B: Minakfa l stage ath3adigh.

A: Akhatr la cité st9al9iyi ousfghara lw9th adghraagh bien alaise et tout.

A : Même goukham thoura aka outhesfdhara asghradh ça fait donc asilidh tjamdh a famille et tout donc masrihadhas9imadh akuth la famille inak.

B: Nk ouzmirghra je fais rien marohagh sakham.

A: Besh comme même .l3vth goukham iguesli alaise dagui chwiya kan, Agidinigh sah saah nk ouzmirghara adghragh goukham , ehh c'est différent nk yithak... nighak le stage anda ithkhadmadh a3ni ?

Chapter Three : Research Methodology and Data Analysis

B: A9yih d Bier.

A: Nighak tachikhs ni inak oughour trohadh.

B: Bien bien tachkhs ni cool t'encadriyagh bien genre tfkayaghd ayan il9an.

A: Noukni wlh sévère tachikhs ni ... Kechini amk anidha ithkhdldadh l stage inak ?

C: Nekkini d paster nekini hugh classe les élèves sont bien éduqué même prof masha'allah.

A: Très bien!

C: Athdough yuthas avantadakfogh l stage agui adrohagh sakham.

A: Très bien nk wlh civaire chwiya tachkhs nii tazridh, Younes akan akhir mtela sévère adrdhadh ataas lchghal ghoures, Nighas au moins akhdhaj l journée tangarith jeudi nii asnrivisi i l exmens.

C: nk iguvghas jeudi ath9imag en tout cas nk ad3digh thoura .

A: Bon courage.

C: Sahit bon courage a toi aussi prend soin de toi

A : Bien sahit bon courage

The word in French	The right pronunciation	The wrong pronunciation	The Word in English
Semaine	[səmɛn]	[sumɛn]	Week
Elève	[elɛv]	[ilɛv]	Pupile
Etudiant	[etydjã]	[itydjã]	Student
C'est	[sɛ]	[si]	This is
Différent	[difɛrã]	[dɛfɛrã]	Different
Eduqué	[edyke]	[ydyke]	Educated
Réviser	[ɾevize]	[ɾivizi]	Revise

Résumer	[ʁezyme]	[ʁuzyme]	To summarise
Courage	[kɔʁaʒ]	[kɔʁaʒ]	Courage
Jeudi	[ʒødi]	[ʒydi]	Thursday

Table 3.1 The Mispronounced French Words

After the results that we got from the record, it appears that the chosen sample in this study confirm the findings of the previous questionnaire. That is to say, Berber speakers mispronounce some oral vowels. This is discovered from the record in which Berber speakers mispronounce words that contain the following sounds /e/, /ɛ/, /u/, /ø/. Probably, this back to the no existence of this vowel sounds in their mother tongue. Consequently they tend to produce the sounds nearest to them, and this happens subconsciously.

Moreover, it appears that Berber speakers use Kabyle accent when speaking French. We can notice that they cannot get rid from their accent. Regarding the stress issue, it is acknowledged that all consonants sounds of Berber are stressed (Sadiqi, 1997, pp.43-46). While French has lexical stress falling on the last syllable of each word although these stresses may be reduced in certain context (Peperkamp and Dupoux, 2002, pp.203-240).The video record manifests the effect of the stress placement of the Berber speakers performance in the target language-French-. It is highly observed that Berber speaker stressed the initial syllable of the word which is not the case in the French language.

From the record, we conclude that Berber speaker very often transfer the phonological system of their native language. This transfer includes L1 phoneme and stress, so they infringe a sound that creates mispronunciation in the French language. Thus, we can say that when Berber speaker relies on their mother tongue while speaking French, negative transfer will takes place, which is due to the differences between the phonological systems of both languages.

3.6 Interpretation of the Main Findings

The results of the present study showed that the majority of Berber speakers very often transfer the phonological system of their mother tongue – Kabyle variety- when speaking French language. In addition, they use their Kabyle accent when they come to perform in French, and it is highly observed that they cannot get rid of it. This use of Kabyle accent leads its native speakers to mispronounce certain French sounds.

This mispronunciation includes both vowels and consonants; however, most of them mispronounce the oral vowels. The cause is that these sounds do not exist in their mother tongue, so they substitute them with the closet one from their native language. This transfer do not include only L1 phoneme, but also the stress in which we noticed that most Berber often stress the French consonants sounds. Therefore, they identify the stress system of their mother tongue when they speak French.

Briefly speaking, the results obtained from the collected data confirm our assumption that the phonological interference of Kabyle variety lead Berber speaker in Tiaret speech community to mispronounce certain French sounds. Furthermore, the French oral vowels are the most influenced.

3.7 Conclusion

To go over the main points, then, this chapter is devoted for the research design, methodology, which is based on a quantitative method by means of questionnaire that is handed to thirty (30) Berber speakers following a selected sampling together with a qualitative method that is video record. Afterwards, this chapter attempts to analyse and interpret the collected data.

General Conclusion

General Conclusion

Linguistic interference or language transfer is the applying of knowledge from the mother tongue to the target language. Therefore, errors may occur as the outcome of such interference. In relation to this notion, this research work intended for investigating the phonological interference of Kabyle variety in speaking French language in Tiaret speech community. To conduct this research, two methods of data collection are used, viz., census questionnaire and video record. The corpus consists of questionnaire directed to thirty (30) Berber speakers, and video record of three Berber speakers.

To outline a clear idea about this investigation, the following design was followed. First, it contains some definitions stated by linguists toward language, dialect and language contact with its outcomes; meanwhile, much focus was put on the linguistic interference with its types and aspects. While in the second chapter which deals with sociolinguistic situation in Algeria and its coexistence languages and varieties, the last chapter is concerned with the practical part which contains analyzing and interpreting the collected data.

The generated data reveal that the majority of Berber speakers rely on the phonological system of their native language when they come to perform the French language. The findings also showed that most Berber people use Kabyle accent while speaking French, what lead them to mispronounce certain French sounds especially the oral vowels, which do not exist in their phonic system, so they substitute them with the nearest one from their native language. Yet, this mispronunciation that face Berber speakers was due to the differences between the phonic system of their mother tongue and the French language; accordingly, the negative transfer takes place.

The above findings demonstrate that the hypotheses, which were couched in the general introduction, are true and valid. The first hypothesis is well-founded and evidenced, thus, it has revealed that Kabyle variety leads Berber speakers to

mispronounce certain French sounds, especially when it comes to the oral vowels. This means that the second hypothesis is also valid.

Any research in the current studies might not be complete and perfect as it is claimed in the academic issue at the level of place and sample which can be handled with another context. Further studies will always be essential to investigate more with the linguistic interference's issue. We recommend other researchers to conduct further studies and detailed on this linguistic phenomena in order to get insightful knowledge, revealing and conducting this issue in the context where this language/ variety are mostly used by more participants.

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Appendices

Appendix 1

Berber Speakers' Questionnaire

Dear participant,

The questionnaire, in-between your hands, is about the influence of the Kabyle variety in speaking the French language in Tiaret speech community, and in order to confirm or disconfirm our hypothesis; we would like you to be a part of our investigation via answering these following questions. We would be so grateful if this questionnaire is returned in due time. Take your time and your answers will be kept anonymously. Thanks in advance.

➤ Section one : Informants' Personal Data

Please! Answer these questions by ticking '√' the suitable box.

1. Sex: Male Female
2. Age: 20-22 23-25 26 and more
3. Hometown:
4. Degree : Licens Master PhD other
5. Mother Tongue :
 ADA¹ Berber (Kabyle)

➤ Section two: The Informants' Use of French Language

Please! Tick (√) the right box (es) that fit (s) your opinion

1. Do you consider yourself as :

Monolingual Bilingual Multilingual

¹ ADA Algerian Dialectal Arabic

2. Do you use other languages beside your mother tongue?

Yes

No

a. If yes, what languages do you mostly use?

.....
.....

3. Which language do you interfere in your house environment?

French

English

MSA

All above

4. Do you often speak French language?

Yes

No

A little

5. If yes, because it is...

Practical language

Prestigious language

The second language in Algeria

It's part of our life

6. How often do you use the French language in your utterance?

Always

Often

Sometimes

Rarely

7. What is the reason behind using the French Language in your utterance?

Matter of prestige

Communicative needs

For lexical gaps

a. If others, state them, please

.....
.....

➤ **Section Three: The Linguistic Interference Data**

8. Does Kabyle variety influence your pronunciation of French language?

Yes

No

9. Do you rely on the phonological system of Kabyle variety when speaking French?

Yes

No

a. If yes, explain

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

10. Do you use Kabyle accent when speaking French language?

Yes

No

11. Do you think your Kabyle accent lead you to mispronounce some French sounds?

Yes

No

a little

12. Yes or a little, what do you mispronounce?

Nasal vowels

Oral vowels

Consonants

13. Do you view to your phonological interference of Kabyle over French positively or negatively?

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

Thank you for your cooperation!

Appendix 2

The Video Record

A: Younes, how are you doing with your internship blocked? I hope it is going well?

B: Yes, I am doing well....

A: How are students with you?

B: Students ... you know especially the fourth class.

A: Did they give you the first class to teach them?

B: Yeah, they did...

A: You know that the exams are close?

B: Yes, one week left.

A: How are you going to do with the exams? are you going to revise or what ?

B: Honestly, I spent all my energy on the internship during this period, but I like to revise before the exams, so I prefer to prepare a summary the day before.

A: I find it harsh, we finish the internship and suddenly, we start the exams...

B: We were quiet the previous year, that's why I find it normal.

A: Ohh yes, that's it, so when you will go home?

B: When I finish the internship.

A: I don't feel comfortable at the campus; I don't find time to study.

B: Even at home you will not find time for revision.

A: Indeed, we must take advantage of staying at the campus.

B: Even when you go home you will find yourself missing your family, so you will spend most of your time with them, I actually do nothing at home.

A: But, we will be comfortable at home....where did you pass your internship?

B: El Biar.

A: And how is your teacher?

B: Honestly, she is great, she helped us a lot.

A: For me ..., the teacher was severe.

B: And what about you where did you pass your internship?

C: Pasteur, the students were well educated there, even the teacher was great.

A: cool...

C: I talked to her and I asked her if I can go home, and she accepted.

A: Ahh, that's good, I also asked my teacher to give us Thursday as free day in order to revise for exams, but she refused.

C: Ohhh I am sorry for you, any way good luck take care of yourself.

A: Thanks, you too.

B: Good luck.

الملخص

الهدف من هذه الدراسة هو البحث عن التداخل الصوتي للغة الأمازيغية عند تحدث اللغة الفرنسية في ولاية تيارت. كما يلقي هذا البحث الضوء على تأثير اللغة الأمازيغية الأم على نطق اللغة الفرنسية. بالإضافة إلى اكتشاف الأصوات الفرنسية التي تلفظ بطريقة خاطئة من قبل المتحدثين الأمازيغيين. في الواقع يتبين هذا البحث أسلوب مختلط يجمع بين نماذج الكمية و النوعية حيث تم تصميم استبيان لثلاثين (30) من المتحدثين باللغة الأمازيغية في ولاية تيارت ، بالإضافة إلى تسجيل حوار لثلاثة أشخاص أمازيغيين. بعد تفسير البيانات المتحصل عليها، تظهر النتائج الأساسية لهذه الدراسة أن غالبية المتحدثين باللغة الأمازيغية يعتمدون على النظام الصوتي للغتهم الأم عند التحدث باللغة الفرنسية. بالإضافة إلى ذلك ، تشير النتائج إلى أن معظم المتحدثين باللغة الأمازيغية يستخدمون اللهجة القبائل عندما يتحدثون الفرنسية ، ما يؤدي بهم إلى سوء نطق بعض حروف العلة الشفوية للغة الفرنسية. **الكلمات المفتاحية :** التداخل صوتي ، اللهجة القبائلية ، اللغة فرنسية ، اللغة الأم ، اللهجة ، المتحدثين الأمازيغيين.

Abstract

This study aims at investigating the phonological interference of Kabyle variety in speaking the French language in Tiaret speech community. It attempts to cast the light on the influence of Kabyle variety as mother tongue on the pronunciation of French language, and explore the mispronounced French sounds by the Berber speakers. In fact, this research adopted a mixed methods of research; both quantitative and qualitative paradigms, in which a questionnaire was designed for thirty (30) Berber speakers in Tiaret speech community, as well as a video record of three Berber people. After interpreting the collected data, the main findings of this study show that the majority of Berber speakers rely on the phonological system of their mother tongue when speaking French. In addition, the result indicates that most Berber speaker use Kabyle accent when they speak French, what lead them to mispronounce certain French sounds.

Key words: Phonological interference, Kabyle variety, French language, mother tongue, accent, Berber speaker.