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Exploring the Influence of the American Dialect on High School Pupils

Spoken Production.

Case of Baccalaureate Pupils in Tiaret.

A Dissertation Submitted to the Department of English Language in Partial Fulfillment of Master
Degree in Linguistics

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Dedication

*To our moms , there are not enough words to describe just how important
you are to us . And what a powerful influence you continue to be .*

To our dads ,

*who gave us the greatest gift anyone could give another person, as they
believed in us .*

To our brothers and sisters .

*To our entire families , friends, and loved ones To anyone who wishes us well
and rejoices in our accomplishments . To our teachers who play a
significant role in shaping and guiding our career*

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Abstract

The objective of the current dissertation is to investigate the impact of the influence of American dialect on high school pupils' spoken performance. It also seeks to explore the main causes behind the use of specific English dialects by pupils and the influence of those dialects on the education system. Methodologically speaking, a mixed-methods approach was used in this regard, and in order to collect relevant data, we used interviews. Which allows us to gather in-depth qualitative data from teacher's observations and experiences, while questionnaires will enable us to collect quantitative data from a larger sample of EFL learners. Therefore, the findings of the research study confirm the hypothesis that the American dialect affects EFL pupils' English acquisition. Finally, several practical implications and recommendations were proposed to overcome the errors and interferences.

Key Words: American variety , British variety , EFL Pupils, Spoken performance .

Table of Contents

Dedication	2
Acknowledgments	3
Abstract.....	4
Table of Contents.....	5
List of Acronyms	9
List of Tables	10
List of Figures.....	11
General Introduction	12

Chapter One : English Language Varieties And It's Influence

1.1. Introduction.....	18
1.2 Variation within the same language	18
1.3 Accents And Dialect	19
1.4 The Social Evaluation Of Language Varieties	20
1.5 The Influence Of English Varieties Use On Education.....	21
1.6 Dialects In Schools	22

1.7 The Spread of English Language Around the World	23
1.7.1. English Language Spread in The New World	23
1.7.2. English Language Spread in Canada	24
1.7.3. English Language Spread in Australia	24
1.7.4. English Language Spread in New Zealand	24
1.7.5. English Language Spread in Africa	25
1.7.5.1. English Language Spread in South Africa	25
1.7.5.2. English Language Spread in West Africa	26
1.7.5.3. English Language Spread in East Africa	27
1.7.5.4. English Language Spread in North Africa	27
1.7.6. English Language Spread in Asia	28
1.8. The Differences Between British And American	28
1.8.1. Pronunciation	28
1.8.1.1 Vowels	29
1.8.1.2 Consonants	33
1.8.1.3. Diphthongs Differences	36
1.8.2 Spelling	38
1.8.3. Vocabulary	43
1.8.4. Grammar	46
1.9. Conclusion	50

Chapter Two : The linguistic Situation Of English In Algeria

2.1 Introduction.....	52
2.2 The Status Of English In Algeria.....	52
2.3 English Language Attitude	53
2.3.1 Negative Attitude	53
2.3.2 Positive Attitude.....	54
2.4 Objectives Of EFL Teaching And Learning In Algeria	54
2.5 English Role In Algeria's Education	55
2.6 Syllabus of English.....	56
2.7 Problems With Schools And Language Planning In Algeria	57
2.8 Multilingual Acquisition	58
2.9 The Rivalry Between French And English	59
2.10 Conclusion.....	60

Chapter Three : The Research Frame Work

3.1 Introduction.....	62
3.2 Population and sample.....	62
3.2.1 Pupil's profile	62
3.2.2 Teacher's profile.....	62
3.3 Research Instruments.....	63
3.3.1 Pupils' Questionnaire Description	63

3.3.2Teacher’s Interview Description	64
3.4 Data Interpretation	65
3.4.1 Pupils’ Questionnaire Interpretation	65
3.4.2 teacher’s Interview Interpretation	77
3.5 General Data Interpretation	81
3.6 Conclusion	83
General Conclusion	84
Bibliography	87
Appendix ‘A’ Pupils’ Questionnaire	97
Appendix ‘B’ Teachers’ Interview	99
Summary.....	101

List Of Acronyms

USA: United State of America

UK: United Kingdom

AmE/ AE: American English

BrE / BE : British English

EFL: English as Foreign Language

GA : Generale American

RP: Receives Pronunciation

BBC : British Broadcasting Corporation

LF : Lingua Franca

LOI: Language Of Instruction

List Of Tables

Table 1.1: Change of vowel [ɒ] to [ɑ:] and [ɔ:].....	30
Table 1.2: Pronunciation Differences of /r/	33
Table 1.3: The Pronunciation of /j/.....	34
Table 1.4: Pronunciation Change of /ʃ/ to /ʒ/	34
Table 1.5: The Change of the Suffix “ile”	35
Table 1.6: The Change of Suffixes ary- ery- ory in BBC and GA Pronunciation.....	35
Table 1.7: ‘or’ vs ‘our’	39
Table 1.8: ‘er’ vs ‘re’	40
Table 1.9: ‘ize’ vs ‘ise’	41
Table 1.10: ‘e’ vs ‘oe’	42
Table 1.11: ‘ence’ VS ‘ense’	43
Table 1.12: Differences between American and British English	44
Table 1.13: The Preferred Form of Verbs	47
Table 1.14: Tenses in Both Varieties	48
Table 1.15: The Use of ‘have’ and ‘take’ in Both Varieties.....	49
Table 1.16: The Position of Adverbs in Both Varieties	50
Table 3.1:Pupils’ Gender Distribution.....	65
Table 3.2: Pupils’ Personal Information.....	67
Table 3.3: Pupils’ English use outside the classe	68
Table 3.4: Pupils’ watching movies in English	69
Table 3.5 :Pupils’ reading books in English.....	70
Table3.6: Pupils’ awareness of the difference between british and American English.....	71
Table 3.7 the easiest variety for Pupils to understand	72
Table 3.8 Pupils’ preferred variety to speak with.....	73
Table 3.9 Accent Used by Classmates.....	74
Table 3.10 accent used by teachers.....	75
Table 3.11 preferred variety to be used in teaching.....	76
Table 3.12 Teachers’ Gender and Experience	77

List of Figures

Figure 3.1:Pupils' Gender Distribution	66
Figure 3.2: Pupils' Personal Information.....	67
Figure 3.3: Pupils' English use outside the classe	68
Figure 3.4: Pupils' watching movies in English.....	69
Figure 3.5 :Pupils' reading books in English.....	70
Figure 3.6: Pupils' awareness of the difference between british and American English	71
Figure 3.7: the easiest variety for Pupils to understand.....	72
Figure 3.8: Pupils' preferred variety to speak with	73
Figure 3.9: Accent Used by Classmates	74
Figure 3.10 : accent used by teachers	75
Figure 3.11 preferred variety to be used in teaching	76

General Introduction

The dialects That pupils speak represent a type of diversity that can influence many elements of their academic experiences. In this study, we examined the influence of speaking a stigmatized dialect on academic experiences for high school pupils . This qualitative study was aided by quantitative sociolinguistic methods used to identify and describe learners speech patterns to be valuable since it provides insight into individual perspectives on language, which serves as essential for comprehending communication in diverse environments that students perceived their dialect to have on academic experiences.it can also influence participation in class, degree of comfort in course perceive them as intelligent or scholarly based on their speech. This study has implications for the consideration of English language diversity of variety in fostering welcoming academic environments The knowledge gained from this study is useful among otheer language instructors and those who design education curriculum.

Literature Review

learners occasionally face some problems when pronouncing English letters and phonemes due to the diversity of their local dialects and accents. Each language, in any part of the world, has its own linguistic characteristics and rules that govern its pronunciation and even word formation, which distinguishes it from the other languages. The linguistic variations in English have a significant influence on how easily a learner can learn to shape the English sounds pronunciation in accordance with orthography. Generally. This impact would be a reason for changing the meaning of words and thus difficulty in understanding them. Also, it may lead to a lack of fluency in the acquired language. In this research, we focused on the effects of American dialect on English language pronunciation, and the selected cases are from different schools. The influence of education and educators on the linguistic pathways of bilinguals who develop competence in a language outside the home is similarly described in other minority languages (Aguilera & Lecompte, 2007; Carty, 2014; Cenoz, 2008; Vila i Moreno, 2008), including Irish (Harris, 2008; Walsh, O'Rourke, & Rowland, 2015).

However, educators are also purveyors of linguistic models. Because genuine opportunities to interact in the target language outside the classroom can be rare for many language learners (especially learners of minority languages), educators may represent learners' only meaningful source of contact with the language.

Aims and scope of the study

The study was designed to find out to what extent male and female pupils in secondary school use British or American English, and if they are aware of their usage. Specifically, it will describe variations within the same language use and its influence on education, deficit and difference views the impacts of using dialects in education on students' learning and achievements. we have chosen to focus on differences in vocabulary and pronunciation, The study is expected to raise students' and teachers' awareness of the negative effects of inhibition on students' speaking performance and give recommendations. Ultimately, language teachers' orientations toward target language varieties have implications for language learner motivation, and for the standing of new speakers who develop language proficiency through schooling. Issues such as how teacher ideologies and target varieties interact with officially designated models, with learner ambitions and with broader ideologies on variation, are important to fully understand the dynamics underlying the successes and failures of language education provisions.

Problem

It is argued that learning is better and more successful when conducted in the variety spoken by students. In addition, it is claimed that the use of pupils variety in education enables them to use their own potential and helps them to achieve 'deep learning.' Besides, the use of pupils target dialect in education enhances the social, cognitive, emotional and linguistic development of learners' in and out of school. For these reasons, it is argued that students need to be educated through their own variety. However, in multidialectal society,

the issue of dialect and education in general and the issue of choosing the variety to be used as a Language of Instruction (LOI) in particular has been a great concern to linguists, educationalist and researchers for a long period of time (Giacometti, 2007). For these reasons, the incorporation of dialects in educational system is questionable and contentious. therefore, intended to describe the use of dialects in education. The study attempted to address the following research questions:

RQ1. What are pupils' attitudes toward different varieties of spoken English?

RQ2. Which variety do pupils like to use more?

RQ3. Do teachers influence the choice of spoken variety selected by pupils?

Research hypotheses

In order to solve the problem listed above, we suggest some hypotheses as follows:

RH1 There is a greater prevalence of negative attitudes towards British English than American but the levels of positive attitudes towards both versions are equal.

RH2 American English was selected by pupils significantly and more frequently.

RH3 Teachers imposed a great impact on student perception to a specific variety .

Structure of the study

The present work is organized into three chapters; the first chapter presents the theoretical framework that this study is based on. It presents the influence of American dialect around on high school pupils around the globe. The second chapter focused the Algerian educational system. On the other hand, the third chapter is a practical part of this research, it aims at collecting, analyzing and interpreting data. This section is mainly devoted to confirm or disconfirm the hypothesis via questionnaire submitted for learners and interview for teachers in order to recognize the impact of American dialect on high school students.

Chapter One

English Language Varieties and It's Influence

1.1	Introduction.....	18
1.2	Variation within the Same Language.....	18
1.3	Accents and Dialect.....	19
1.4	The Social Evaluation of Language Varities.....	20
1.5	The Influence Of English Varieties Use On Education.....	21
1.6	Dialects In Schools.....	22
1.7	The Spread of English Language Around the World.....	23
1.8	The Differences Between Bitish And American.....	28
1.9	Conclusion.....	50

1.1 Introduction

In the field of second language acquisition, English as a lingua franca, being referred to as English among speakers with different first languages have been the subject to most research during recent years and has affected English language learners' attitudes toward nativeness. It is appreciated because of so many reasons. Such as, raising the awareness to the use of English in communication, enabling communication across linguistic and geographic boundaries, and bringing speakers a sense of advantage while communicating leading to the ELF. However, it has many varieties in different parts of the world. Different varieties differ in accent, vocabulary, grammar, discourse, sociolinguistics, and have its respective characteristics in pronunciation, tone, intonation, spelling and so on. Therefore, it is important for English language learners to observe the differences in language use.

The first chapter contribute to synthesize current understanding of the differences between British English and American English and the impact of culture on language use. It will also provide insights into the challenges and opportunities of learning and using English as a second language in a globalized world where English is the lingua franca along the line the factors that steered to favor the influence of American English on the world English in the educational field.

1.2 Variation within the same language

There are infinite sources of variation in speech these varieties of English can exhibit significant differences in terms of accent, pronunciation, grammar, vocabulary, and even cultural references. Lehmann (1976:275) wrote that "young speakers have their own special speak patterns, and in many societies, there are considerable differences among the speech patterns of various social classes." To get case in point, younger people may use more slang or popular expressions compared to older people who may prefer more formal language. Women may use different linguistic features than men and people from different

ethnic backgrounds may use specific language patterns that reflect their cultural identity. Similarly, individuals from different social classes may use different vocabulary and grammar structures for instance English, t it is not a single variety; but it exists in several varieties it is important to get a clear understanding of what British English and American English are. In a broad sense, British English and American English refer to the two representative varieties of English language used by countries and regions as their native language, second language or one of the foreign languages. The linguistic variation that accompanies the geographical distribution and functional range of English is at least diversified dialectally” for example, African English may incorporate local words and phrases, while Australian English may differ in pronunciation and vocabulary compared to British English. The differences may be subtle or distinctive depending on the region, social class, and education level of the speaker. The study of these variations is known as sociolinguistics, which explores the relationship between language and social structures such as gender, ethnicity, age, and social status. Language is not a static entity that exists in isolation but evolves and adapts to the social and cultural contexts in which it is used.

English, as a global language, has assumed a variety of forms and functions, each reflecting its regional and cultural diversity. Understanding these variations is essential for effective communication skills and cross-cultural understanding. Therefore, language learners should be aware of the different varieties of English used around the world and be able to adapt their language use according to different social situations and contexts.

1.3 Accents and Dialects

It is important to separate accent from dialect, accent is the way in which a person speaks a language, thus is based only on pronunciation which reflects the individuality of speakers and are an important aspect of language diversity. Accents may also carry social judgment and can have an impact on how people are perceived by others. That it is usually

influenced by their geographical location, education, or social background, whereas a specific dialect is distinguished by the phonological sounds, grammatical- and lexical difference moreover speaking with an accent or dialect does not indicate a lack of proficiency or knowledge of standard English. In fact, many speakers who use non-standard varieties can quite fluent in standard English and use it in certain contexts. Research by coggle and schneider (2007) has shown that exposure to different varieties of English through media can influence accent choice. For example, exposure to American English media may result in a student speaking with an American accent.

Personal preference may also play a role, as some students may simply prefer the sound of a certain accent over others. However, there can still be social judgment and prejudice towards those who speak with non-standard varieties, which can restrict their opportunities in education.

1.4 The Social Evaluation of Language Varieties

Attitudes towards languages are reflections of the views people have about those who speak the language and built on social connotations rather than objectively measured facts. This social value assigned to language varieties can have significant impacts on individuals and communities' regarding humans are social creatures and tend to want to blend in with their group rather than stand out. Those who speak a socially prestigious variety are often viewed as more educated and intelligent, on the other hand, those who speak a socially stigmatized variety may face discrimination in areas such as education and employment (Milroy, 2007).

Furthermore, the social value of language varieties can also impact language maintenance and endangerment. If a language variety is stigmatized, speakers may feel pressure to abandon it in favor of the socially prestigious variety, thereby contributing to language shift and potential language loss. Moreover, as technology advances, it is essential

to acknowledge and incorporate the different linguistic variants of a language in language models to ensure that they are inclusive and accessible to all users.

1.5 The Influence of English Varieties Use on Education

Thoughts and reactions toward language forms or dialects have a profound effect on every one of us. According to Pyles and Algeo (1993:212), the reason why BrE is frequently regarded as more prestigious in Western Europe is "based in part on its use as the language of the former British Empire and in part on its centuries of cultivated products, including great works of literature." Some teachers forced their students to conform to a BrE interpretation of the language by letting their students know that AmE was less valued in comparison to BrE and that BrE was the educational standard (Söderlund and Modiano 2002:147). the type of variety chosen also appears to depend on specific vocabulary items, some of which are "school" related and as a result molded by British English, and others of which are "non-school" related, exposed mostly through media, and shaped foremost by American English (Mobärg 2002:127). Many students had highly favorable opinions about BrE. The Variety was characterized for being more charming, professional, and on target with "beauty and pleasantness of its sound." On the other hand, the widespread perception of AmE was that it was connected to "incorrect, slangy, and sloppy" English. AmE was praised for being "more relaxed," "less posh and snobbish," and "sounding better" since it was less "strict than BrE" (Söderlund and Modiano 2002:142–143).

However, in the speech of learners a combination of British and American English is more common. In 2000, Margareta W. Axelsson conducted a study on students' views and usage, and the results revealed that the students blended features from these two types when they were reading aloud. Another intriguing conclusion from her study is that school was only mentioned as the third largest effect on pronunciation. The process via which a language is either taught or acquired, appears to be of vital significance. Learning and

acquisition can be contrasted, according to Stephen Krashen's acquisition-learning hypothesis. We build up language as we are exposed to it, similarly to how children gather up their first language—without paying any reflective attention to speech pattern—while we learn through "conscious attention to form and rule learning" (Lightbown and Spada 2006:36). A similar explanation is put forward by Mobärg (2002:126), who asserts that "the learning of individual words in specific circumstances" is what dictates whether a word is pronounced in the BrE or AmE manner.

1.6 Dialects in Schools

Hedge (2000:269) argues that teaching a native speaker accent is not always necessary or even desirable. Instead, the goal should be to teach a standard form of English that is understandable to other speakers. This may involve choosing a variety of English that is widely used and accepted, such as American or British English. However, it is important to keep in mind the social and cultural context in which the students are learning, as this may affect their motivation and ability to learn a particular accent or variety. However, it is important to keep in mind the social and cultural context in which the students are learning, as this may affect their motivation and ability to learn a particular accent or variety. It is also important for teachers to be aware of their own biases and preferences when it comes to pronunciation, and to strive for neutrality and objectivity in their teaching. Ultimately, the goal of teaching pronunciation should be to help students communicate effectively with others, regardless of the accent or variety they use.

In broad terms, the use of standard dialect in school can have negative impacts on students from non-standard dialect backgrounds. They can be unfairly assessed and disadvantaged on tests due to their dialect, leading to misunderstandings and lower academic achievement. Additionally, the cultural biases within tests can create further barriers for

these students. It is important for schools to recognize and address these issues to ensure equitable education for all students.

1.7 The Spread of English Language Around the World

According to Crystal (2003), during the 5th century, the Angles, Saxons, and Jutes - three Germanic tribes - invaded Britain, replaced the Celtic language spoken by the inhabitants with a new language: English. Crystal goes on to state that English is now the dominant or official language in more than 60 countries and is represented on every continent as well as in the Atlantic, Indian, and Pacific Oceans. Therefore, the term "World Language" can indeed be applied to English's widespread presence (Crystal, 2003, p. 106). The English Language has earned recognition as the International Language due to various factors, such as British Campaigns and the emergence of the United States of America (USA) as a dominant country (Crystal, 2003).

1.7.1 English Language Spread in the New World

Jamestown was established in 1607 by British colonists, marking the first permanent settlement in the New World. From 1607 to 1720, other colonies were established, with immigrants arriving from various parts of the British Isles. The influx of these immigrants led to the mixing of diverse dialects and accents, resulting in a unique blend. By 1890, the population exceeded 50 million, spread across the continent and using a pronunciation similar to current-day American English (Crystal, 1995).

Immigration to the continent continued, with the First Great Immigration Stream identified between 1820 and 1889, primarily comprising individuals from western and northern European countries. From 1890 to 1924, the Second Great Immigration Stream consisted mostly of those originating from southern and eastern European countries. In addition, the Third Great Immigration Stream began in 1945 and continues today, with people from Latin American and Asian countries immigrating to the continent. Despite

linguistic differences, these diverse people had to converse in one language: English. Crystal (1995) refers to this as a melting pot of different linguistic backgrounds.

1.7.2 English Language Spread In Canada

Canada was originally a French colony, but after Queen Anne's War in 1702 and the French and Indian War in 1754, it became a British colony. The change in ownership led to the deportation of thousands of French people, who were replaced by new settlers from England, Ireland, and Scotland (Crystal, 1995).

In 1776, the United States of America was formed following the Declaration of Independence. Consequently, many British supporters known as "Loyalists" found it challenging to continue residing in their former country. Therefore, they migrated to Canada (Crystal, 1995).

1.7.3 English Language Spread in Australia

Australia, like Canada, was a British colony. The first settlement was founded in present-day Sydney. In order to unclog the prisons, approximately 130,000 prisoners were deported to this new settlement. By 1850, the population had grown due to new British settlers, and by 1900, close to 4 million people inhabited Australia. All new settlers originated from the British Isles, leading English to become the dominant language in the country (Crystal, 1995).

1.7.4 English Language Spread in New Zealand

Australia was considered an optimal location to propagate and disseminate the English language. The propagation began with Christian missionary efforts in 1814, yet the first colony did not emerge until 1840, following the treaty between the British Crown and Maori Chiefs, the native people. European immigration surged, increasing to 25,000 in 1850 and 750,000 by 1900. Consequently, New Zealand embraced a mix of people who spoke English

with British accents, while others aimed to preserve their identity by incorporating New Zealand vocabulary. In addition, the Maori people started using their unique words in New Zealand English (Crystal, 1995).

1.7.5 English Language Spread in Africa

The spread of English in Africa can be traced back to the colonial period, when European powers, particularly the British, established colonies and trading posts throughout the continent. English was introduced as a language of administration and commerce, and it gradually became the language of the educated elite. Today, English is one of the official languages of many African countries, and it is widely spoken as a second or third language across the continent. It is estimated that there are over 700 million English speakers in Africa, making it the continent with the highest number of English speakers after Asia.

The spread of English in Africa has been facilitated by a number of factors, including:

Education: English is taught as a subject in many schools across the continent, and many universities use English as the medium of instruction.

Globalization: The increasing globalization of the world economy has made English an important language for business and commerce, and this has contributed to the spread of English in Africa.

Media: English-language media, particularly television and the internet, are widely accessible in many African countries, and this has contributed to the spread of the language.

Despite the spread of English, there are still many indigenous languages spoken in Africa, and efforts are being made to promote and preserve these languages. Some countries have even adopted policies to promote the use of indigenous languages alongside English.

1.7.5.1 English Language Spread in South Africa

In 1820, the British Crown founded the first legal settlement and distributed land to around 5,000 British individuals in the eastern Cape. English was declared the official

language in the region in 1822. Additional settlements were established by 1850, while the discovery of gold and diamond areas saw around half a million settlers immigrating to the region in 1870. Numerous efforts were made to Anglicize the African population, with English being employed as the medium of instruction in schools and governance, resulting in it becoming a second language for African speakers. According to Crystal (1995), "many black people perceive English as a way of having an international voice and linking with other black communities" (100).

1.7.5.2 English Language Spread in West Africa

English became widespread on the West African coast due to the demands of the British Empire's economy during the Industrial Revolution in the late 18th and early 19th centuries. The British engaged in trade with West Africa during this time, which increased contact between the European traders and the African locals. As a result, the English language was disseminated along the coastline as the primary medium of communication between the British traders and the West African kingdoms. Additionally, the abolition of the Atlantic slave trade in Britain, which led to the establishment of British naval stations along the West African coast, brought English to a more extensive audience in the region. These naval stations served to defend against illegal slaving activities and also fostered the adoption of English as a key language in official and administrative duties in the region. Moreover, Christian missionary activities in the 19th century led to the spread of English usage as a religious tool, resulting in the language becoming even more ubiquitous in West Africa. Presently, English is one of the most widely spoken languages in the region.

Commerce and anti-slave-trade activities facilitated the spread of the English language across the entire West African coastline by the early 19th century (Crystal, 1995).

1.7.5.3 English Language Spread in East Africa

The British campaigns in this area are associated with the "Scramble for Africa," a period when European powers competed to colonize the continent. Britain, as a dominant power at the time, established colonies across many regions of Africa, including present-day Ghana, Nigeria, Kenya, Zambia, and Zimbabwe, among others. These British colonies eventually gained independence in the 1960s, and several of them, including Ghana, Nigeria, Kenya, Zambia, and Zimbabwe, adopted English as their official language. Today, English remains a widely spoken language in many African countries, including those that were previously British colonies. In some cases, English has replaced indigenous languages, while in others, it functions as a secondary or auxiliary language.

Beginning in the 1850s, the British launched their main campaigns in this region, which included various other countries. Britain had a number of colonies, and five of these granted English official status following their attainment of independence in the 1960s (Crystal, 1995).

1.7.5.4 English Language Spread in North Africa

English spread across North Africa due to a combination of factors, including British colonialism, globalization, and education.

During the late 19th and early 20th centuries, Britain colonized a number of North African countries, including Egypt, Sudan, and Libya, among others. The British introduced English as the language of administration, education, commerce, and law, which helped the language gain currency in these regions.

Furthermore, the spread of globalization and the increasing importance of international trade and commerce made English an essential language for communication with the Western world. Additionally, the growth of English-speaking Western businesses in North Africa led to an increase in the number of North Africans who have learned the language.

In recent years, the rise of social media, television, and the internet has further increased exposure to the English language in North Africa. English is now widely taught in schools, and many universities offer programs that teach courses and conduct research in English. Consequently, English is becoming an increasingly vital tool in the professional world, and proficiency in the language is often a requirement for obtaining employment in fields such as business, tourism, and technology. Dolatyar, N., & Naeni, L. M. (2015).

1.7.6 English Language Spread in Asia

India is recognized as the third-largest English-speaking country globally, with other countries such as Bangladesh, Pakistan, Sri Lanka, and Nepal also having English speakers. This form of English is commonly referred to as South Asian English. The spread of the English language in South Asia can be attributed to the formation of the British East India Company, a trading firm established in 1600. During British rule between 1765 and 1947, the English language was widely used in administration and education across the region (Crystal, 1995).

1.8. The Differences between British and American English

British English and American English are two of the most widely spoken forms of the English language in the world. Although they share many similarities, there are also some key differences between them that can cause confusion for non-native speakers. In this presentation, we will explore the main differences between British and American English, including pronunciation, vocabulary, grammar, and spelling.

1.8.1. Pronunciation

One of the most noticeable differences between British and American English is the pronunciation of certain words. For example, in British English, the letter 'r' is often silent at the end of a word, while in American English it is pronounced. Additionally, British English

tends to have more regional accents than American English, which has a more standardized accent.

However, it is important to note that these differences are not absolute and there is a lot of variation within both forms of English.

1.8.1.1 Vowels

There are some differences in vowel pronunciation between British and American accents. Here are a few examples:

"a" sound: In American English, the "a" sound in words like "cat" and "trap" is pronounced with an open sound, similar to the "a" in "father." In British English, this sound is typically more centralized and closer to the "a" in "cat."

"o" sound: In American English, the "o" sound in words like "cot" and "lot" is pronounced with a short "ah" sound. In British English, this sound is typically pronounced with a more rounded and elongated "oh" sound.

There are several ways to pronounce the letter o in English. Here are some concrete examples of this diversity: Love [lv]; corn [kn] in the RP but [kɹn] in the GA; continuation [kntn.ju]; moon [mu:n]; coast [kst] in the RP but [kɔst] in the GA; and home [has]. In American English, the so-called "short o," which frequently occurs in stressed syllables with one letter o, such as in dog or model, experienced a shift. This sound is spoken in British English as an open-backed, rounded short sound [ɒ], as in hot [hɒt], or maybe [ps..bl]. In American English, it is either pronounced as an open-mid back rounded long vowel [ɔ] or as an open-back unrounded long sound [oʊ], as in hot[hɒt], like dog [dɒg]. In contrast to American English, which always favors a lengthy sound, British

English Favours a short sound. Several terms are displayed in both pronunciations in Table

(British English VS American English Vowels – Blog for Education. Masbejosite. <https://masbejosite.wordpress.com/2016/06/27/british-english-vs-american-english-vowels>)

Table 1.1

Change of vowel [ɒ] to [ɑ:] and [ɔ:]. Adopted from (British English VS American English Vowels – Blog for Education. Masbejosite. <https://masbejosite.wordpress.com/2016/06/27/british-english-vs-american-english-vowels>)

Word	British English	American English
Box	[bɒks]	[bɒks]
Chocolate	[tʃɒklət]	[tʃɑ:klət] or [tʃɔ:klət]
Clock	[klɒk]	[kla:k]
Cost	[kɒst]	[ka:st]
Dog	[dɒg]	[dɔ:g]
Gone	[gɒn]	[gɔ:n]
Got	[gɒt]	[ga:t]
Hot	[hɒt]	[ha:t]
Job	[dʒɒb]	[dʒɒb]
Lot	[lɒt]	[la:t]
Not	[nɒt]	[na:t]

Off	[ɒf]	[ɑ:f] or [ɔ:f]
Possible	[ˈpɒs.ə.bl]	[ˈpɑ:s.ə.bl]
Sorry	[sɒrɪ]	[sɑ:rɪ] or [sɔ:rɪ]
Want	[wɒnt]	[wɑ:nt] or wɔ:nt]

"r" sound: In American English, the "r" sound is pronounced more prominently, especially at the end of words or syllables. In British English, the "r" sound is often not pronounced at the end of words or syllables, giving it a softer and more subtle quality.

"u" sound: In American English, the "u" sound in words like "cut" and "luck" is pronounced with a more rounded and centralized sound. In British English, this sound is often pronounced with less rounding and may have a more back vowel quality

This transition did not occur in Eastern New England, as seen by the Boston accent and New York City. This is consistent with the notion that explains why speakers from those regions don't rhyme.

This alteration is explained in light of the numerous vowel changes that took place in the 17th and 18th century. Father-both merger and lot-cloth split are two phonological occurrences that caused the vowel [ɪ] to transform to vowels [i] and [e]. A split occurs when two formerly identical sounds occasionally have distinct pronunciations; typically, both sounds coexist.

The system handles sound in AmE in the same way as it does in BrE. Both utilize the same symbols to represent the same phonemes.

The Mnophthongs of AmE

/i:/ beat

/u:/ boot

/ɔ:/ bought

/ɑ:/ father

Despite the fact that both BrE and AmE have these vowel phonemes, the words that contain them in each language are not precisely the same. Additionally, /ɜ:/, who seems to be disappeared, is not actually gone. In BrE, this sound only appears in words with a r in the spelling. The /r/ is pronounced in AmE.

The long vowels of AmE

/i:/ beat

/u:/ boot

/ɜ:/ bird

/ɔ:/ bought

/ɑ:/ father

The short vowels in BrE that is also occur in AmE,

/ɪ/ hit

/e/ bet

/ə/ about

/ʊ/ cook

/æ/ bat

/ʌ/ but

In other words, all the short vowels in of BrE also occurs in AmE except for /ɒ/. Words with the vowel /ɒ/ in BrE have either /ɔ:/ and /ɒ:/ in AmE.

The short vowels of AmE

/ɪ/ hit

/ʊ/ cook

/e/ bet /ə/ let a /ə/ letter
 /æ/ bat /ʌ/ but

British English VS American English Vowels – Blog for Education. Masbejosite.

<https://masbejosite.wordpress.com/2016/06/27/british-english-vs-american-english-vowels/>

1.8.1.2 Consonants

The consonantal systems of BBC and General American pronunciation are similar. The consonant phonemes in the two common accents are the same. Their distribution and phonetic manifestation serve as the basis for the distinctions. The distribution of /r/ is where the two accents' consonants most significantly diverge from one another. As a non-rhotic accent, BBC English exclusively uses this consonant before vowels. In General, American, a rhotic accent that is spoken everywhere (before a vowel, after a vowel, and in front of another consonant), there is no such restriction on its distribution. The following table explains this: i.e., /r/ is:

Table 1.2

Pronunciation Differences of /r/.

Word	BBC Pronunciation	General American
Cry	/kraɪ/	/kraɪ/
Car	/kɑ:r/	/kɑ:r/
Fear	/fɪər/	/fɪr/

Note.adopted from Abderrahim, S. (2015. P13.14).

On the other hand, many General American speakers do not pronounce the sound /j/ in stressed syllables after the alveolar consonants /t, d, n/, for example:

Table 1.3

The Pronunciation of /j/.

Word	BBC Pronunciation	General American
Tune	/tju:n/	/tu:n/
Due	/dju:/	/du:/
Student	/'stju:dnt/	/'stu:dnt/

Note.adopted from Abderrahim, S. (2015. P13.14).

In addition, the consonant / / is pronounced as / / in several words, for example:

Table 1.4

Pronunciation Change of /f/ to /z/.

Word	BBC Pronunciation	General American
Excursion	/ɪk'skɜ:ʃn/	/ɪk'skɜ:rʒn/
Version	/'vɜ:ʃn/	/'vɜ:rʒn/
Asia	/'eɪʃə/	/'eɪzə/

Note.adopted from Abderrahim, S. (2015. P13.14).

There are also other variations in suffixes, where the vowels are pronounced differently in the two standard accents. The "ile" suffix frequently follows harsh, flimsy, or pointless words. to be pronounced / l/ or in /l/ in general American; to have a weak vowel or a syllabic consonant, for example:

Table 1.5

The Change of the Suffix "ile"

Word	BBC Pronunciation	General American
Hostile	'hɒstəl	hɑ:st,l
Mobile	məʊbəl	moʊb,l
Fragile	'frædʒəl	frædʒ,l

Note.adopted from Abderrahim, S. (2015. P13.14).

In GA, the suffixes "-ary, -ery, -ory, -mony" typically have a strong vowel compared to a weak one in BBC Pronunciation, for example:

Table 1.6

The Change of Suffixes ary- ery- ory in BBC and GA Pronunciation.

Word	BBC Pronunciation	General American
Dictionary	/'dɪkʃənəri /	
Monastery	/'mɒnəstəri/	/'ma:nəstəri/
Territory	/'terətəri/	/'terətɔ::ri/

Note.adopted from Abderrahim, S. (2015. P13.14).

Diphthongs Differences

Gliding vowels, or diphthongs, are produced when a speaker shifts from one vowel sound to another. In the English language, the first vowel is often longer and more powerful than the second. For instance:

The vowel sound in the first syllable of the word "house" in English, /a/ is a diphthong. It begins with the vowel sound /a/ and transitions to the vowel sound //. Since the transition between the two vowel sounds creates the diphthong, it is regarded as a single vowel sound.

Here is another diphthong example:

A diphthong is //. It is the 'oi' sound found in words like "boy," "toy," and "coin."

Say the last three words out loud slowly. Do you notice how your lips adopt a rounded and a spread wide form when making the vowel sound? Additionally, observe how your lips do not come into contact as you switch from one mouth shape to another, showing how one vowel flows into another.

Three diphthongs, here, there, and poor, are used in BBC pronunciation. There are no distinct phonemic diphthongs that finish in // in general American. The vowels in the first three words are respectively pronounced as I+r, e+r, and +r. However, in BBC pronunciation, // is frequently swapped out for //. *Note .adopted from Abderrahim, S.*

(2015. P14.15).

For example:	BBC Pronunciation	GA Pronunciation
Near	nɪə	nɪr

Beard	b ɪ ə d	b ɪ r d
Care	keə	ker
Where	weə	wer
Pure	pjʊə	pjʊr
Europe	jʊərəp	jʊrəp
Poor	p ɔː	pʊr

Note .adopted from Abderrahim, S. (2015. P14.15).

In words like "no," "go," and "don't," the diphthong has a primary beginning point in BBC pronunciation. Although it varies somewhat in GA, the beginning of this diphthong is often more backward and rounded (/ a /).

Note .adopted from Abderrahim, S. (2015. P14.15).

For example:	BBC Pronunciation	General American
No	n əʊ	n aʊ
Go	g əʊ	g aʊ
Note	n əʊt	n aʊt
Home	həʊm	haʊm
Don't	dəʊnt	daʊnt
Photo	fəʊtəʊ	faʊtaʊ

Note .adopted from Abderrahim, S. (2015. P14.15).

1.8.2 Spelling

Even Brits occasionally make mistakes when it comes to the variances between British English and American English spelling. The primary distinction is that terms borrowed from other languages, mostly French and German, are nonetheless spelled in British English. While spellings in American English are mostly determined by how a word sounds when uttered.

The British colonizers brought English to what is now America in the 17th century. Since then, several waves of immigration to the USA have affected the language's evolution.

In what is regarded as one of the most renowned dictionaries in the world, Samuel Johnson established the spelling of British English terms. Johnson and six assistants worked on the 40,000 words that were included in "A Dictionary of the English Language," which was published in 1755, for slightly over eight years.

Similar to how 'A Compendious Dictionary of the English Language' popularized American English spellings that were replacing British English spellings of terms, such color instead of colour, in America, it was originally published in 1806.

The creator of the second dictionary, "An American Dictionary of the English Language," published in 1828 and including more than 70,000 entries, was Noah Webster.

America 'or' vs. British 'our'

The majority of British terms ending in -our end in -or in the US. Derivatives exhibit this distinction as well.

Table 1.7*'or' vs 'ur'*

AE	BE
Arbor	Arbour
Favor	Favour
Behavior	Behaviour
Color	Colour
Labor	Labour
Parlor	Parlour
Tumor	Tumour
Rigor	Rigour
Humor	Himour
Neighbor	Neighbour
Succor	Succour
Honor	Honour
Vapor	Vapour
Vigor	Vigour
Enamor	Enamour
Armory	Armoury

Note. Adopted from: BOUZEGAOU Ismail and SI ZIANE Mohamed (2018/2019 P11 /12/13/14)

American 'er' vs British 're'

The majority of terms in the UK ending in -tre come from French and finish iter in the US. Derivatives also show this distinction.

Table 1.8

'er' vs 're'

AE	BE
Center	Centre
Fiber	Fibre
Caliber	Calibre
Liter	Litre
Luster	Lustre
Meter	Metre
Miter	Mitre
Philter	Philtre
Specter	Spectre
Theater	Theatre
Cider	Cidre
Centerfold	Centrefold
Saltpeter	Saltpetre

Note. Adopted from: BOUZEGAOU Ismail and SI ZIANE Mohamed (2018/2019 P11

/12/13/14)

American 'ize' vs British 'ise'

In American English, the final 'ize' is usually added to British English verbs that can be written with either 'ize' or 'ise':

Table 1.9

'ize' vs 'ise'

AE	BE
Apologize	Apologise
Organize	Organise
Recognize	Recognise
Characterize	Characterise
Capitalize	Capitale
Criticize	Criticise
Emphasize	Emphasis
Liberalize	Liberalie
Realize	Realise
Naturalize	Naturalise
Equalize	Equalise

Note. Adopted from: BOUZEGAOU Ismail and SI ZIANE Mohamed (2018/2019 P11 /12/13/14)

The AE 'e' VS BE 'oe'

In American English, nouns that are spelt with the double vowels ae or oe in British English often merely have an e. Despite the fact that there are certain outliers.

For instance, although archaeology is spelled similarly in British and American English, it is wrong in the UK.

Table 1.10

'e' vs 'oe'

AE	BE
Leukemia	leukaemia
Maneuver	manoeuvre
Estrogen	oestrogen
Pediatric	paediatric
Anemia	Anaemia
Edema	Oedema
Estrus	Oestrus
Hemorrhage	Haemorrhage
Fecal	Faecal
Cesarean	Caesarean
Hemophilia	Haemophilia

Note. Adopted from: BOUZEGAOU Ismail and SI ZIANE Mohamed (2018/2019 P11 /12/13/14)

THE BR_ence VS AE_ens

In American English, certain nouns that finish in "ence" in British English are spelt "ense" instead:

Table 1.11*'ence' VS 'ense'*

AE	BE
Defense	Defence
License	Licence
Offense	Offence
Pretense	Pretence

Note. Adopted from: BOUZEGAOU Ismail and SI ZIANE Mohamed (2018/2019 P11 /12/13/14)

The differences in British and American spelling - Oxford International English Schools.

Oxfordinternationalenglish. <https://www.oxfordinternationalenglish.com/differences-in-british-and-american-spelling/#:~:text=The%20main%20difference%20is%20that,sounds%20when%20it%20is%20spoken>

1.8.3 Vocabulary

Another major difference between British and American English is vocabulary. While the two forms of English share many words, there are also many words that are unique to each form.

There are also many words that have different meanings in British and American English.

Adopted from: BOUZEGAOU Ismail and SI ZIANE Mohamed (2018/2019 P 15/16/17)

Table 1.12*Differences between American and British English*

AE	BE
Check cloakroom	Tag
Check restaurant	Bill
To check in	To book in
To check out /hotel /	To leave
Clipping /newspaper	Cutting, clipping
Corporation	Company
Downtown	Centre of the city
Dumb, stupid, silly	Stupid, silly
First floor	Ground floor
First name, given name	Christian name
Fix	Repair
Flashlight	Torch
French fries, French friedpotatoes	Chips
Freshman	First year student
Game	Match, game
Garbage man	Dustman
Gas, gasoline	Petrol
Ground wire	Earth wire
Grounded	Earthed

Hand-me-down	Reach-me-down
Highway patrolmen	Mobile police
High school, secondary school	Secondary school
Mail, post	Post
Mail-box	Letter-box
Mail car	Postal van
Mailman, postman	Postman
Engine	Motor
Policeman, cop	Bobby, constable policeman, cop
Potato chip	risp
Principal /school	Headmaster
Public toilet, restroom	Public convenience
Publisher /newspaper	Proprietor, publisher walk over
Recess /school	Break
Schedule	Time-table
Section /of a city/	District
Senior	Fourth year student, finalist
Telegrapher	Telegraphist
Track /railroad	Line, platform
Trillion	Billion
Truck	Lorry

Vacation, holidays	Holidays
Vacationer, tourist	Holiday maker, tourist, tripper
Water heater	Geyser
Weather bureau	Meteorological office
Movie	Film
Storey	Floor
Soccer	Football
two weeks	Fortnight
Purse	Handbag
Sweater	Jumper
Grades	Marks
Freeway	Motorway
Stove	Cooker

Note. Adopted from: BOUZEGAOU Ismail and SI ZIANE Mohamed (2018/2019

P 15/16/17)

1.8.4 Grammar

Irregular verbs

In the past simple, many verbs can either be regular or irregular. The most often used forms differ between the US and the UK, nevertheless. When two forms are listed below, the first is the one that is used most frequently. You may see that in British English uses the irregular forms, whereas American English often favors the regular

Table 1.13*The Preferred Form of Verbs*

Verbs	AE	BE
To burn	Burned, burnt	burnt, burnt
To dive	Dived, dove	Dive
To dream	Dreamed, dreamt	dreamt, dreamed
To learn	Learned, learned	Learnt
To smell	Smelled, smelt	smelt, smelled
To spill	Spilled, spilt	spilt, spilled
To spoil	Spoiled, spoilt	spoilt, spoiled

Note. Adopted from: BOUZEGAOU Ismail and SI ZIANE Mohamed (2018/2019

P18)

Fit, Quit, and Wet are standard verbs in British English, however they are irregular in American English.

AE

Fit-fit-fit

Wet-wet-wet

BE

fit-fitted-fitted

wet-wetted-wetted

Unless have got is used as an alternative to have, which is the same as in British English, the past participle of get in American English is either gotten or got.

AE

His tennis has gotten

(Or got) much better

I've gotten to know

him over the years

I've got a terrible headach

BE

his tennis has got

much better

I've got to know him

over the years

I've got a terrible headach

Tenses;

Whereas in British English, only the present perfect can be used in certain circumstances, these two tenses are frequently interchangeable in American English. For instance, the present perfect is frequently used when a past action has a current outcome (as in the first example below).

When discussing a period of time that continues to the present, other frequent

examples include the use of the terms just, already, and yet, as well as ever and never.

Table 1.14*Tenses in Both Varities*

AE	BE
I've lost my keys. Have you seen them? Or I lost my keys. Did you see them	I've lost my keys. Have you seen them?
John isn't here. He's gone to the bank. or John isn't here. He went to the bank	John isn't here. He's gone to the bank.

I'm not hungry. I've just had breakfast. or I'm not hungry. I just had breakfast	I'm not hungry. I've just had breakfast.
You can't speak to him. He's already left. or You can't speak to him. He already le	You can't speak to him. He's already left

Note. Adopted from: BOUZEGAOU Ismail and SI ZIANE Mohamed (2018/2019

P 19/20)

Expressions with 'have' and 'take'

British English favors have to US take in a select few phrases.

Table1.15

The Use of 'have' and 'take' in Both Varieties

AE	BE
All I want is to take (or have) a shower and go to bed.	All I want is to have a shower and go to bed.
Why don't you take a bath now and then?	Why don't you have a bath now and then?

Note. Adopted from: BOUZEGAOU Ismail and SI ZIANE Mohamed (2018/2019

P 19/20)

Position of adverbs

Adverbs like "sometimes," "always," "never," "often," "definitely," and "certainly" are examples of mid-position adverbs, which are often used between auxiliary verbs and other verbs.

In American English, the adverb is usually placed before the auxiliary, even when there is no intention to accentuate; but, when we intend to highlight the auxiliary verb, we put most mid-position adverbs before it.

Table 1.16

The Position of Adverbs in Both Varieties

AE	BE
She probably has arrived by now. (normal)	She has probably arrived by now. (normal) She probably has arrived by now. (emphatic)
It probably will lead to a vote, (normal)	It will probably lead to a vote, (normal)

Note. Adopted from: BOUZEGAOU Ismail and SI ZIANE Mohamed (2018/2019

P 20)

1.9 Conclusion

In conclusion, while British and American English share many similarities, there are also some key differences between them that can cause confusion for non-native speakers. These differences include pronunciation, vocabulary, grammar, and spelling. However, it is important to remember that both forms of English are valid and widely used, and that there is no right or wrong way to speak or write English.

By understanding these differences, we can better appreciate the richness and diversity of the English language, and communicate more effectively with people from different parts of the world

Chapter Two

The linguistic Situation of English in Algeria

Chapter Two : The Linguistic Situation of English in Algeria

2.1 Introduction	52
2.2 The Status of English In Algeria	52
2.3 English Language Attitude	53
2.4 Objectives Of EFL Teaching And Learning In Algeria	54
2.5 English Role In Algeria 's Education	55
2.6 Syllabus of English.....	56
2.7 Problems With Schools And Language Planning In Algeria	57
2.8 Multilingual Acquisition.....	58
2.9 The Rivalry Between French And English.....	59
2.10 Conclusion.....	60

2.1 Introduction

The sociolinguistic profile of the Algerian society is worth studying because of its diversity and complexity. It is a fertile terrain for any research. Despite the fact that English does not particularly play an important role in the national and social life of the Algerian people. As it (English) is not one of the historical components of the Algerian cultural identity, people do not seem to need to resort to it to live their social life.

Thus, this chapter is devoted to cover “THE linguistic Situation in Algeria”. It tackles the status of English in Algeria and how it contributed to the current attitudes towards English language. Language policy and planning is also explored in this chapter. In addition, the major concepts; multilingualism are discussed in relation to the Algerian scene. The chapter also emphasizes coverage of competition between languages over functions: between French and English. Hence, it explores the position that English language possesses in the current sociolinguistic scene of Algeria

2.2 The Status of English in Algeria

In Algeria. In the 21st century, it became highly necessary to cope with the outside world. and access to the English language as it is the international language, a global language and a lingua franca. In Algeria, English does not enjoy the same prestige and functions as an international language enjoys in other countries.

Nowadays, in Algeria, English has noticeably jumped over the school fences to start invading streets and people’s daily life. really gained an important status. According to Benrabah (2002) "The English language has become dominant in a number of fields such as economic and political foreign relations, science. English, which is considered important for bringing civilization and technology due to multinational enterprises and international trade.

in addition, some new changes were made in the education system. (Rezig, 2011). Thus, the Minister of Education intended to introduce English as second foreign language in primary schools Hence, most of the Algerian students and even their parents are becoming more conscious of its importance as an international language.

2.3 English Language Attitude

Again, in Algeria, one can easily notice that students are much influenced by different sources of attitudes. Parents, for instance, are felt to be a significant driver in determining sentiments. Their positive attitudes towards the target language encourage and motivate their children, but their negative attitudes do not. In some areas, parents and grandparents relate foreign languages to historical events. English and mainly French are still considered by some people to be the languages of enemy. This can be understood through some individual's reaction and answer, "It is not my language" when one asks them why they do not succeed in learning French or English. Students are not influenced only by their parents but also by their teachers. Most of them experience positive attitudes towards teachers who, for instance, insert the first language, from time to time, in their teaching, believing that these teachers are closer to them. This fact makes the students feel at ease and more confident with these teachers than with those who use only the target language. The attitude towards learning English in Algeria seems to be mixed, with some learners embracing it with enthusiasm and others seeing it as a challenge.

2.3.1 Negative Attitude

The decision to include English in school's curriculum was controversial, that French was essential for the country's identity and survival. It's believed that French gave Algeria a competitive advantage in the global marketplace, as well as a connection to its former colonial power. When The conflict between proponents of French and Arabic continues,

with the role of English language education often overlooked. there are still some who view it as a burden and don't see the value in investing time and effort in mastering the language. the case of Algeria shows that language policies are not solely about language, but also about power dynamics and political ideologies. Language can be used as a tool for oppression or resistance, depending on how it is managed and implemented. It is not enough to simply impose a certain language without taking into consideration the linguistic diversity and cultural identity of the population. This can lead to a backlash and rejection of the language policy.

2.3.2 Positive Attitude

The positive attitudes of the Algerians towards these languages are mainly driven by economic and educational reasons, and also by the cultural and historical relations. In addition, the media and technology have played a significant role in popularizing English in Algeria. The internet, social media platforms, and cable TV have exposed Algerians to English-speaking cultures and provided them with access to a vast amount of information and entertainment in English. This has made English more appealing, especially to the younger generations, who are more tech-savvy and tolerant to different cultures. the recognition of the importance of English as a global language. As a result, the number of Algerians using English is likely to continue to grow, and it will be interesting to see how this trend impacts the country's social and economic landscape in the years to come.

2.4 Objectives of EFL Learning and Teaching in Algeria

The three primary goals of teaching English in high school are linguistic, methodological, and cultural. The linguistic goal focuses on language acquisition, the methodological goal on fostering the growth of methods and abilities, and the cultural goal on raising students' awareness of various historical periods. (Ammour,2006)

the Algerian official syllabuses highlight the importance of developing cross-cultural competences and multicultural awareness in order to prepare learners for effective communication in a globalized world. This includes fostering tolerance, respect, and appreciation for diversity, as well as developing the capacity to adapt to different cultural contexts and communicate effectively with individuals from various linguistic and cultural backgrounds. the aim of English language teaching in Algeria is to empower learners with the linguistic and communicative skills, as well as exchange knowledge, necessary to participate effectively in today's globalized society and economy.

2.5 English Role in Algeria's Education

The education system in Algeria has also contributed to the spread of English, as it is taught as a foreign language in schools and universities. However, the quality of English teaching and learning is still a matter of concern, as it is often deemed insufficient to meet the needs of the learner backgrounds. According to official papers and "directives" from the Algerian government (June 1999), the English language curriculum aspires to give Algerian students the language they need to communicate efficiently in a typical interpersonal and/or corporate setting, both orally and in writing. Both those who integrate the job market and those who continue their education with the goal of earning a degree in English language. Therefore, it is important for the Algerian educational system to address this issue and revise the English language syllabuses to include more reading activities and materials. This can be achieved by providing teachers with appropriate training and resources to design and implement effective reading programs that meet the students' needs and interests, and by creating a supportive and motivating learning environment that encourages reading as a pleasurable and enriching activity. The vast majority of educators are aware that students' levels of preparation for learning vary when they enter the classroom.

2.6 The Syllabus of English

Concerning what type of English is the standard in the Algerian educational programs, British English is the variety that is taught at both public and private schools. Similarly, reference and course books are written in British English. However, there is no obligation on the teachers or the learners to only conform to British English. British English is the standard variety taught in Algerian schools, but the pronunciation and intonation may be influenced by the French language. This, in turn, has led to the creation of an Algerian variant of English, which is still considered a variety of English and not a separate language but rather a variety of English. This is because it still follows the general grammatical rules of English, and the vocabulary used is still predominantly English. However, the pronunciation, intonation, and even certain grammar structures might differ slightly. Moreover, Algerian learners of English may also be exposed to other varieties of English, such as American or Canadian English, through media and popular culture. In higher education, academic journals and textbooks may also use American English. Therefore, Algerian learners need to have a basic understanding of the different English varieties to develop their communicative competence in English.

The academic program also aims to enable learners of English to understand and analyze different types of texts. An emphasis is placed on reading comprehension, writing skills, and analysis. Additionally, the curriculum includes lessons on myths, legends, and significant elements of the English language, which helps to broaden the learners' knowledge and appreciation of the language. If the teacher knows how to monitor his classroom and deliver his content beautifully to increase his learners' motivation, the EFL syllabus during the four years of the educational reform established to enable the learners to study English effectively (Benadla,2012).

2.7 Problems with Schools and Language Planning in Algeria

The teaching of languages should not be used as a tool for political gain or as a replacement for a language that is already deeply rooted in society. Instead, it should be approached as an opportunity for learners to expand their horizons and improve their skills in a globalized world. There is no doubting that the government has worked very hard to improve Algerian education since the country gained its independence. The reforms, however, did not achieve the desired goals, and the results are not encouraging. This failure is caused by a variety of circumstances and is impeding the development of the educational system in the country, for instance, the numerous issues that instructors and students frequently face and that obstruct an effective educational system.

Without forgetting that language policy planners opted to promote the "one language - one nation" concept (Arabization) rather than take into account the country's linguistic reality and the sentiments of the populace about the problem. Governments should listen to the needs and desires of their citizens and work to develop a language policy that is inclusive and effective. This explains why schools perform poorly, as shown by the following indicators: A great deal of the time, the teacher is forced to work in schools without essential resources, which makes learning incredibly challenging. For instance, pupils are required to attend overcrowded classes with more than 40 people. In addition, there aren't enough resources available for learning, Teachers should also focus on developing pedagogies that are evidence-based and engage learners in the learning process, rather than simply pushing them towards a particular political agenda.

Effective language planning should acknowledge the value of the nation's linguistic heritage and revitalize minority languages by developing a system that is strong enough to protect them. Planners should make judgments in a multilingual setting that have long-term

objectives and consider the effects they may have on future generations; they should never advance through tyranny or eradication. The one language, one nation concept was promoted at the expense of the national vernaculars in Algeria, where language planners forbade the standardization of the spoken languages or dialects.

Ultimately, the goal of language education should be to provide learners with the tools and knowledge they need to succeed in a diverse and interconnected world, rather than to serve the interests of a particular government or party (Miliani, 2000).

2.8 Multilingualism Acquisition

Due to its long and complicated history of colonization and resistance, Algeria, which is located in North Africa, has a diversified linguistic environment. Many people in Algeria, especially in the Kabylie region, continue to speak Berber languages, also known as Tamazight, which have been spoken throughout North Africa for thousands of years. The Arab invaders brought Arabic to Algeria in the seventh century, and it eventually took over as the official language in the eleventh. Contrarily, French was brought to Algeria during colonialism, which lasted from 1830 to 1962, and was adopted as the official language of the colonists as well as the language of government the widespread use of English may help to reduce tensions and create a sense of inclusivity among the different linguistic communities in Algeria.

Benefits of adopting English as a LF include improved access to global information and opportunities for economic development (Phillipson, 2009; Piller and Cho, 2013). While there are concerns that the promotion of English may lead to the marginalization of local languages and cultural identities. It is important to recognize the value of linguistic diversity and the role that multilingualism can play in promoting cultural richness and social cohesion. Therefore, any efforts to promote the use of English in Algeria must be done in a way that

respects and celebrates the country's linguistic and cultural diversity. Additionally, schools could organize events where students can showcase and celebrate their multilingualism, such as language fairs or festivals. Teachers could also incorporate literature and media from different parts of the world to expose pupils to diverse perspectives and challenge their preconception

2.9 The Rivalry between French and English

Many scholars have become aware of how the English language is gradually gaining foothold in the linguistic landscape of Algeria and of the Maghreb in general, an area that has long been a territory of the French language. French is in danger of losing more of the territories where it used to be the dominant language. There is a desire to be totally independent and less reliant. While English is being referred to as the global language of the world, French is still holding some sway, particularly in the world of business. Algeria's government saw the need to align with the global community and attract foreign investment, which meant adopting a language that was widely spoken and recognized in international business. Furthermore, the historical ties with France made it difficult for Algerians to fully embrace English, which was associated with their former colonizers.

Despite the challenges, Algeria has made significant efforts to promote English education and proficiency among its citizens. English language schools and courses have been established, and the government has established aside regulations to encourage the use of English in various sectors, such as tourism and technology. This has resulted in a growing demand for English speakers in the job market, especially in multinational companies and international organizations. Overall, while French remains an important language in Algeria, the increasing popularity of English among the younger generation and the government's push for English proficiency point towards a shift in language preferences. It is likely that

English will continue to maintain importance in Algeria and the rest of North Africa, though French will still play a significant role in the region's cultural and historical identity.

2.10 Conclusion

In this chapter, we discussed some of the aspects that characterize Algerians. As well highlighted the impact of English domination on non-native English-speaking countries, including the limitation of access to information to non-English speakers in the global economy. The discussion also touched on learner's attitude towards English in Algeria, and the structure of system in education. The focus then switched to the dominant role of English in knowledge creation. The presentation sparked a debate on the importance of promoting multilingualism and inclusivity in education, and the need to recognize the value of local languages in teaching and learning.

Chapter three

Research Frame Work

3.1 Introduction	62
3.2 TheSample Population.....	62
3.3 Research instruments	63
3.4 Data Interpretation.....	65
3.5 General Data Interpretation.....	81
3.6 Conclusion.....	83

3.1 Introduction

This chapter's goal is to evaluate the results and provide basic explanations for the research paper's primary questions. As research tools, two basic approaches were employed. Pupils in high schools were given an interview and a questionnaire.

3.2 The Sample Population

In research methodology, many cases confirmed that when the number is large, the results are likely to generalize, unlike the small number in which the results in most cases are guaranteed; Consequently, we sought to limit the number to 9 teachers after they gave their consent to participate in the interview, as or the questionnaire we have chosen 171 pupils.

3.2.1 High School Pupils' Profile

A total of one hundred seventy-one participants were chosen at random from various high schools. They have studied the English Language for at least six to seven years starting from middle schools till today. And most of them small bit knowledgeable of the varied types of the English language notably British and American.

3.2.1.2 High School Teachers' Profile

From several different high schools, nine participants were chosen. Their years of teaching experience range from three months to twelve. Most of them hold both English bachelor and master's degrees. Which are in charge of of teaching Writing, phonetics, vocabulary ;grammar and oral expression courses.

3.3 Research Instruments

The quantitative approach was used in the current study to measure the correlation between the variables under study, and the qualitative approach was used to conduct a more in-depth analysis of the primary variables and to provide a clear picture of the contextual factors that the primary variables were influenced by. Additionally, the methods utilized to gather data about the current research include a questionnaire and an interview prepared for high school pupils in numerous high schools as well as an interview is offered to certain instructors of English in high schools. We were able to respond to the study questions thanks to the students' questionnaire and interview. Additionally, the teachers' interview aims to elicit responses that aid in solving the research's problems.

3.3.1 Questionnaire

A questionnaire is a set of common printed or written questions used to gather information about a certain research topic. According to Seliger and Shonamy (1989), it is "Printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously" (p. 172). The survey has two different kinds of questions: open-ended ones that let respondents express themselves freely and provide qualitative data. The second form of question is one that has only two possible answers, or a closed-ended question. The surveyor can quickly assess and collect quantitative data from the latter.

In our questionnaire eleven fundamental questions are covered. It is intended to test students' understanding of the many English dialects and their proficiency in using the language across a range of contexts, with a focus on the British and American variants. Additionally, it seeks to uncover the preferences of 171 pupils regarding the

accent they wish to employ and learn from. There are open-ended questions for people to freely respond to and alternatives for closed-ended questions, such the accent they like.

3.3.2 Interview

The interview is a widely employed method of collecting information from people in person. In our study, we conducted interviews teachers from multiple high schools in Tiaret . Interviews can be broadly classified into three categories. The first category is the structured interview, in which the researcher asks prepared and organized questions. The second category is the semi-structured interview, in which the researcher prepares the questions beforehand. The third category is the unstructured interview, in which the interviewer poses a question and allows the interviewee to respond freely. Our study used a structured interview approach that included two types of questions to elicit reliable, authentic information on the influence of the American dialect on high school pupils' EFL speaking proficiency and teachers' attitudes towards such impact. Additionally, for the faculty interviews, we had planned in-person conversations that were recorded over the phone.

In actuality, there were nine questions asked of the teacher during the interview. First, I asked them how long they had been teaching English in high school and about their experiences with teaching the English language. The second query was to find out which English variety was used in the classrooms for instruction. Additionally, the third inquiry is to assess or rate the students' performance from one to ten. The fourth question concerned which English dialect their kids used while speaking. The fifth and sixth questions concerned whether or not pupils make mistakes when chatting of this kind. If so, what sort of faults do they commit? The eighth query was whether the teacher should correct his

students' grammar or usage mistakes when speaking or writing in English. The ninth one discussed what kind of English variety students and teachers should use when speaking in class.

3.4 Data Interpretation

The interpretation of the questionnaire and interview will be included in this part. The responses were unique and intriguing at the same time.

3.4.1 The Interpretation of Pupils' Questionnaire

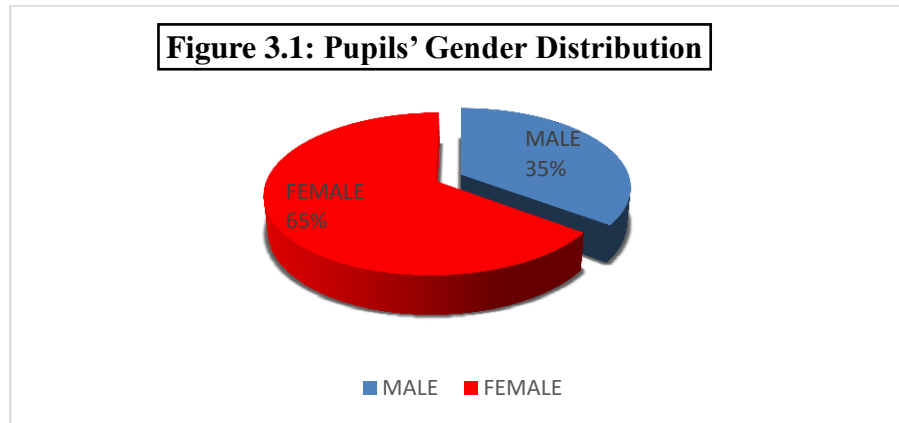
Table 3.1

Pupils' Gender Distribution

Gender	Number	Percentage
Male	60	35%
Female	111	65%
Total	171	100%

Figure 3.1

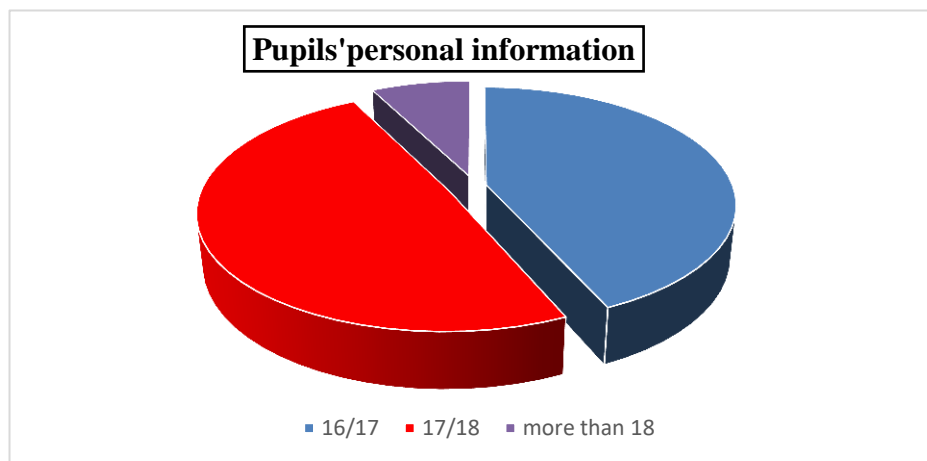
Pupils' Gender Distribution

**Comment:**

The pupils that received this questionnaire totaled one hundred seventy-one . 60 (35%) pupils are male and 111 (65%) are female pupils respectively. This is a straightforward illustration of the fact that women are more inclined to learn foreign languages, especially English. The findings are displayed in the table and pie chart below.

Table 3.2*Pupils' Personal Information*

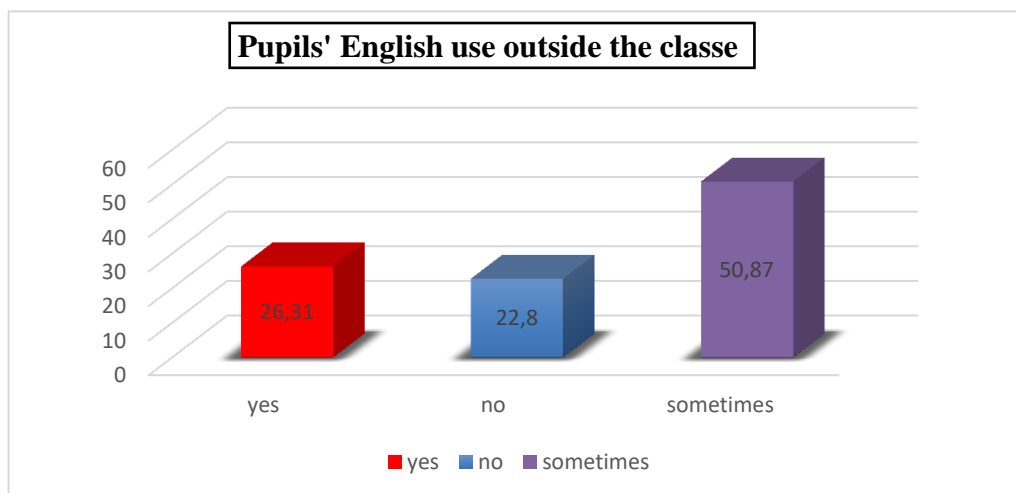
Ages	Numbers	Percentage
16/17	74	43%
17/18	84	49%
More than 18	13	8 %
Total	171	100 %

Figure 3.2*Pupils' Personal Information*

This item was added to the questionnaire in order to determine whether the respondents are of the same age. There are 171 respondents in all. Additionally, the preceding table and figure clearly reflect the age of pupils. Accordingly, the findings reveal that 84 (49%) of the informants are between the ages of 17 and 18, 74 (43%) are between the ages of 16 and 17, and only 13 (8%) are older than 18 years old.

Table 3.3*Pupils' English use outside the classe*

English use	Numbers	Percentage
Yes	45	26%
No	39	23%
Sometimes	87	51%
Total	171	100%

Figure 3.3*Pupils' English use outside the class*

The aim of this question was to know the use of English language outside of the classroom. 171 pupils answered this question; the majority, 87 (51%), answered sometimes, while some of them, 45 (26%), said yes, they use English outside the classroom, and the rest of them, about 39 (23%), said no, they do not use English only if they were in the classroom.

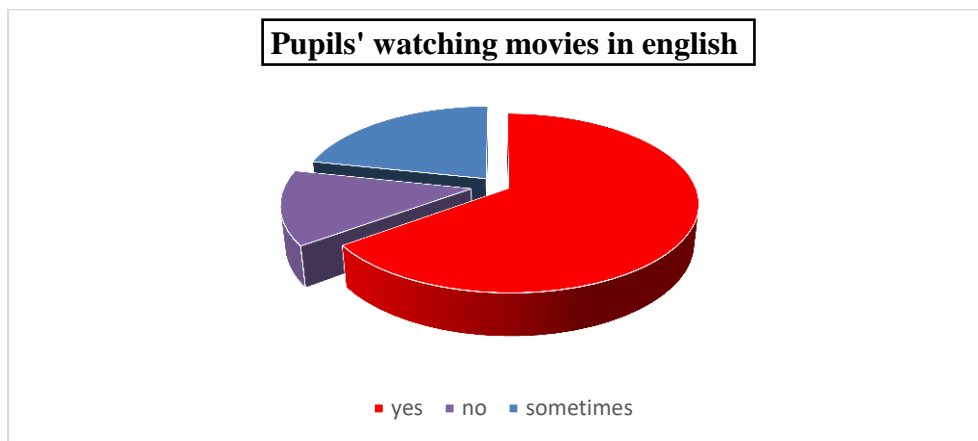
Table 3.4

Pupils' watching movies in English

Watching movies	Numbers	Percentage
Yes	111	65%
No	23	13%
Sometimes	37	22%
Total	171	100%

Figure 3.4

Pupils' watching movies in English



This item was added to the questionnaire in order to determine whether the respondents watch movies in English or not. There are 171 respondents in all. Additionally, the preceding table and figure clearly reflect the answers of the pupils. Accordingly, the findings reveal that 111 (65%) of the informants said, and some of them, 37 (21%), answered

sometimes, and the rest, between 23 (13%), answered no. They do not watch movies in English.

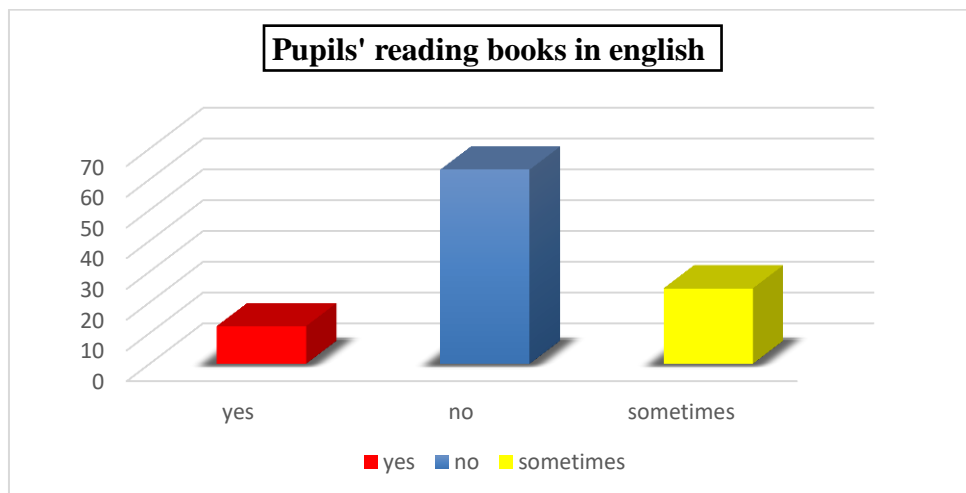
Table 3.5

Pupils' reading books in English

Books reading	Numbers	Percentage
Yes	21	12%
No	108	63%
Sometimes	42	25%
Total	171	100%

Figure 3.5

Pupils' reading books in English



The aim of this question was to know or check if the pupils read books in English or not. 171 students answered this question; the majority, 108 (63%), answered no, while some

of them, 42 (25%), said sometimes they read books in English, and the rest of them, about 21 (12%), said no, they do not read English books.

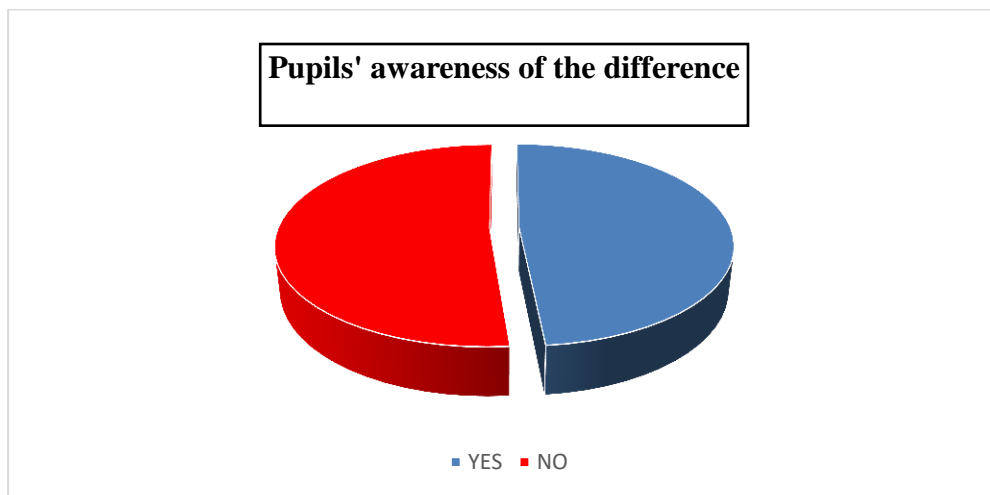
Table3. 6

Pupils’ awareness of the difference between British and American English

The differences awareness	Numbers	Percentage
Yes	83	49%
No	88	51%
Total	171	100%

Figure 3.6

Pupils’ awareness of the difference between British and American English



The same coin with two sides. Two inquiries with the same goal. to get the most information feasible.83 (49%) individuals gave unfavorable responses. They are ignorant of the distinctions between American and British English. They highlighted differences in

language, spelling, grammar, emphasis, and speech patterns. Some of them discussed the non-rhotic /r/ for the British and the rhotic /r/ for Americans. They said that Americans communicate quickly and informally. British speakers, on the other hand, employ the glottal stop and talk properly. The remaining 88 pupils (51%) were not aware of the variations.

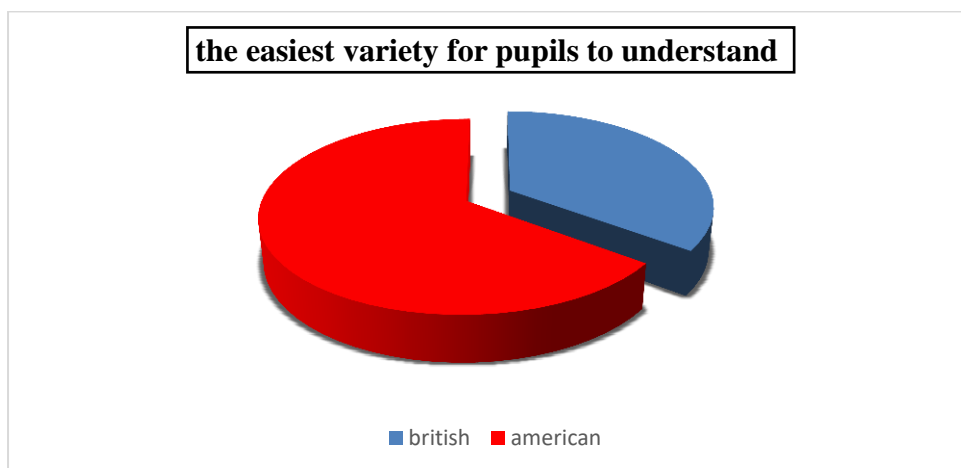
Table 3.7

the easiest variety for Pupils to understand

Varieties	Numbers	Percentage
British	60	35%
American	111	65%
Total	171	100%

Figure3.7

the easiest variety for pupils to understand



This item was added to the questionnaire in order to determine whether the American or British varieties are easier to understand. 60 (35%) participants reported that they understand the British variety better. They find it easy, prestigious, and academic. Whereas the last of

them, 111 (65%) participants, said otherwise, that they find American varieties easy to understand because it is a well-known and clear language.

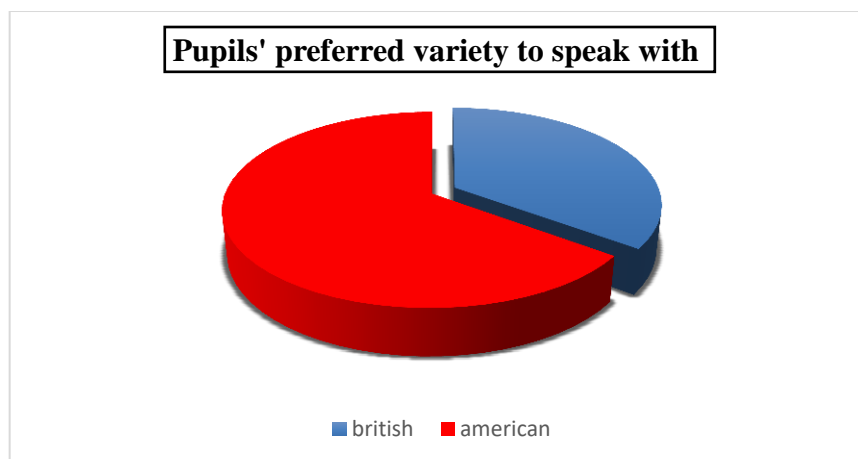
Table 3.8

Pupils' preferred variety to speak with

Varieties	Numbers	Percentage
British	60	35%
American	111	65%
Total	171	100%

Figure3.8

Pupils' preferred variety to speak with



Out of one hundred seventy-one participants, 111 (65%) reported that they preferred American English. whereas 60 (35%) students prefer the British accent. We find that the majority prefer American variety for two obvious reasons. The first one is that American English is considered more practical The second reason is the existing influence of the American culture and mass media and the rest prefer British English because it is more

academic and formal. And it is the variety that we are supposed to use. Because it is part of the curriculum.

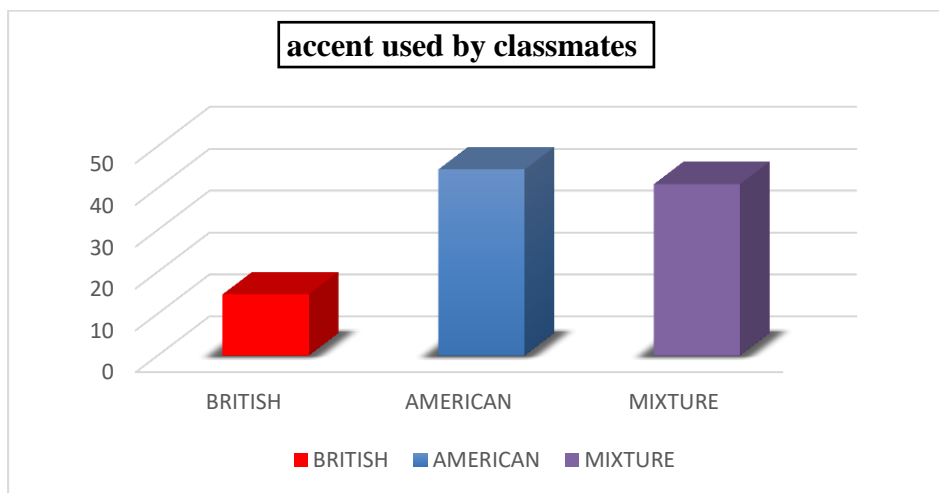
Table 3.9

Accent Used by Classmates

Accents used by classmates	Numbers	Percentage
British	25	15%
American	76	44%
Mixture	70	41%
Total	171	100%

Figure 3.9

Accent Used by Classmates



Out of 171 respondents, 70 (41%) said that their peers utilize a combination of the two types. However, 76 (44%) of them reported that their coworkers have an American accent. 25 (15%) of the pupils also said that their peers have British accents. Here, a recurring pattern

can be seen: most pupils employ an American accent, while the majority of the remaining students combine the two accents. The following table displays the outcomes.

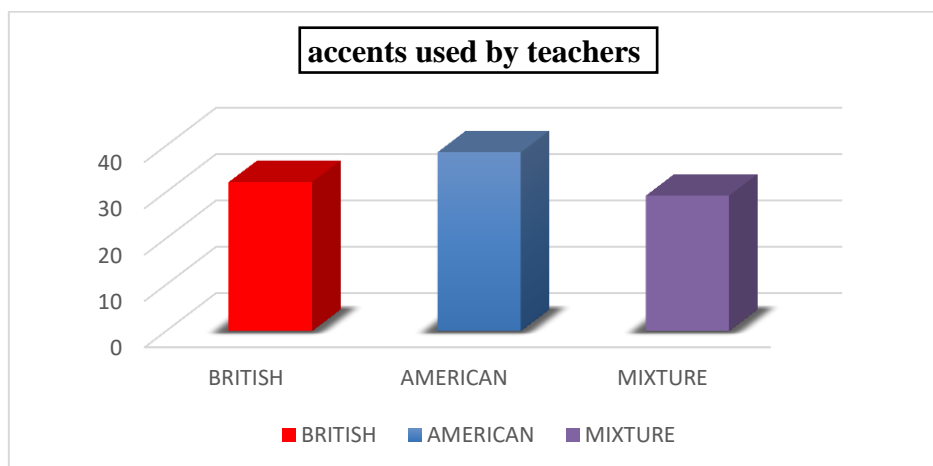
Table 3.10

accent used by teachers

Teachers' accents	Numbers	Percentage
British	55	32%
American	66	39%
Mixture	50	29%
Total	171	100%

Figure 3.10

accent used by teachers



66 (39%) pupils said that their professors interacted with them in an American way. Contrarily, 55 (32%) participants said that their lecturers spoke with a British accent. The majority of respondents stated that instructors mostly employ the American accent when

instructing, whereas just 50 (29%) said that their professors utilize a combination of both sorts. This may persuade students to take the same actions. As a result, they are forced to employ one type of accent in their lectures while others use a diversity

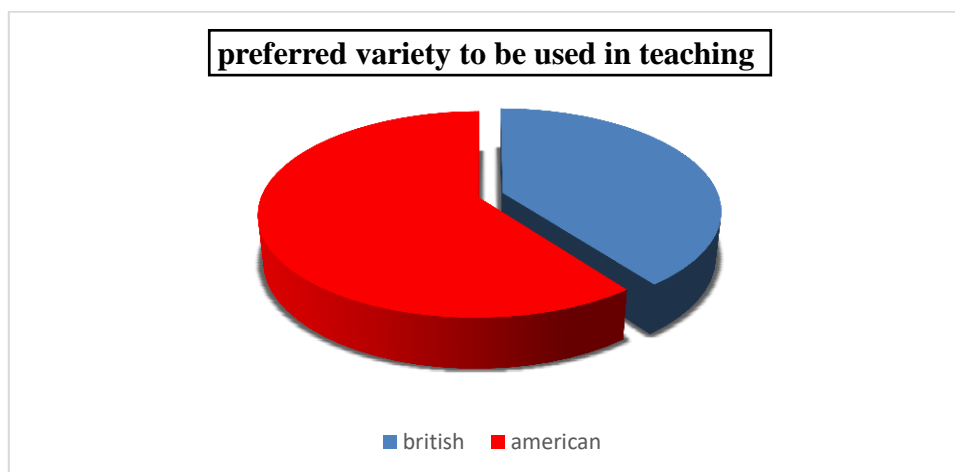
Table 3.11

preferred variety to be used in teaching

Variety	Numbers	Percentage
British	68	40%
American	103	60%
Total	171	100%

Figure3.11

preferred variety to be used in teaching



Participants 103 (60%) show that they would rather learn American English. It is simple for them to comprehend. They claim that it is a widely spoken language all across the world. Due to its straightforward pronunciation, it makes learning the English language

easier. However, 68 (40%) of the interviewees indicate that they would rather learn in British English. They view it as an academic language that is more formal. Their interest is piqued by its lovely style and pronunciation. American English is preferred by students while being taught. They also comprehend it more well. The two remaining participants stated that it is not a top priority and that they would rather learn in either variety or both.

3.4.2 The Interpretation of Teachers' Interview

Table 3.12

Teachers' Gender and Experience

Gender	Teaching experience		
	3m -1y	2-5y	6-12y
Male	1	2	4
Female	1	1	0
Total	2	3	4

Comment:

The table above represents the gender and teaching experiences of each teacher, it shows that (7) teachers are males while just (2) of them are females. Besides that, the teaching experiences differ from one teacher to another (2) teachers one male and one female their teaching experience is between (3m-1y), while (3) teachers (2) male and (1) female their teaching experience is between (2-5y), and (4) teachers male their teaching experience is between (6-12y). This indicates that most of teachers have a great level in the

teaching experience which plays an important role concerning students' learning process and especially their accent proficiency .

Q2: Which English variety do you use as a language of instruction in the classroom?

By this question we wanted to know which variety teachers use, as this later can affect pupils' accent in terms of proficiency as well as which variety to use at the first place. Four teachers admit that they use Standard English in order for pupils to understand them better; three teachers use American English since it is much easy to understand, while just two teachers use British English. This suggest that most of teachers themselves avoid using a particular variety which influence students accent choice, proficiency and even their awareness about the differences between the two varieties.

Q3: from 1 to 10 how would you rate your students' speaking performance?

By this question we wanted to know teachers' attitude towards their students and specifically their speaking performance as this later reflect their accent proficiency. According to them there are different kinds of pupils, there are some pupils who are competent and there are who are not. One teacher said that she gives them 6 out of 10; besides, two teachers gave them 5 out of 10, which reveals the positive attitude and the other teachers (6) said that they would give them less than the average from 3 to 4. Overall, it is clear that most of teachers have negative attitude towards their learners, which is due to the negative speaking performance of students. This later can be interpreted by the fact that students face difficulties while conversing in the classroom which influence their accent.

Q4: which English variety do your students use while conversing?

This question aims to recognize what is the most variety used by students. All of teachers argue that the majority of students use an Algerian English accent, which indicates that they are affected by their native identity, while others tend to converse in an American

English since they are aspired by the American English spoken on movies and cinema in general “Hollywood English”.

Q5: do they make errors while conversing using such variety?

This question was intended to know whether teachers notice that their students have difficulties regarded the accent they choose to use or not. Accordingly, most of teachers (six) admit that they do not notice that, and that they focus on the target meaning instead. On the other hand, only three teachers answered (yes).

Q6: what kind of errors do they make?

This question goes in pursuit for knowing whether the teachers notice that their students make errors while conversing or not. Eventually, four teachers claimed that most of students speak in an informal language, which can be regarded as a prove attest our hypotheses that high school students are aspired by the American Dialect or “Hollywood English” as we mentioned earlier. While three teachers noticed that most of the time their students mix up between the two accents, this reveals the lack of awareness regarded the two varieties. However just two of them argued that their students face difficulties in pronunciation.

Q7: Now imagine that you are in the classroom conversing with one of your students. While converse you noticed that he is making errors (pronunciation errors, mix up between the two varieties or he simply rely on dialect), how would you react? (Do you correct him?)

The aim of this question is to put the teachers in a realistic situation in order to know their attitude towards their students’ errors. Two teachers said that they would correct him, since they believe that this is the best way by which students learn from their mistakes to. However, the rest of teachers believe that one of the teaching techniques is that the teacher should not correct the students because they are not supposed to master the accent; in fact, it is natural that students make such mistakes. Besides that, it affects the learners’ willingness

to participate especially when the pupils makes efforts and the teacher stops him to correct him, they will not speak once again.

Q8: What solutions or strategies would you suggest so that pupils avoid making errors while conversing in a particular English variety?

This question was designed to allow the teachers to suggest solution or strategies in order to overcome making errors while conversing in a particular English variety. Most teachers argue that the mastery of a given English variety is certainly being challenged even for them, and as for students, they do not have to master the accent as much as the language its self. However, they answered by giving various solutions that may reduce this phenomenon. We can mention the following:

1. Focus on clearly pronunciation and slowly speaking instead of thinking about which accent to use.
2. Use the language they have learned in real world scenarios.
3. Watch daily videos of native speakers (vlogs, podcasts, movies).

Q9: According to you what is the most appropriate model of English variety should students and teachers use while conversing in the classroom?

By this question we wanted to know what is the appropriate model of English variety regarded the teachers' opinion. Most of teachers (five) agree that there is no appropriate English variety that teachers and students must use since both of them are not natives; instead, they must use correct sentences to understand each other better, whereas the rest of them (four) agree that Standard English is the best to communicate with in any foreign language teaching and learning process.

3.5 General Data Interpretation

This chapter includes the data gathering process as well as the key findings from the questionnaire and interview with the students. The majority of pupils, according to our research, are somewhat aware of the distinctions between British and American English in terms of vocabulary, spelling, syntax, and pronunciation. This provides an answer to our initial research question and supports the notion that pupils are aware of the disparities.

Certainly, we can elaborate on the topic of language varieties and their impact on language learning. Here's a more comprehensive and detailed paragraph on the subject:

Varieties of English have been a topic of interest in language research for many years. The differences between the British and American varieties have often been discussed and analyzed. One area where these distinctions can be particularly relevant is in language learning. The results of many studies have shown that exposure to different varieties of English can have a significant impact on language acquisition. In a recent study, researchers examined whether the British or American variety of English is more preferred by students. Surprisingly, the findings revealed that the majority of students favored the American variety. They expressed a strong desire to master it, and this result confirms the both hypotheses (2/3)

That American English was selected by students significantly and more frequently and the other one which it is that Teachers imposed a great impact on pupils perception to specific variety .

The study also demonstrated that pupils use a mixture of both British and American varieties in their speech. Pupils were captivated by the beauty of the American variety, but they were also under the influence of British culture and its widespread use of the language. Teachers also used a combination of both varieties, which may have influenced the pupils use of both British and American English. The findings of this study suggest that pupils'

social and cultural contexts, as well as their teacher's methods and materials, can play a significant role in shaping language preferences and acquisition.

Moreover, learning the American variety of English has several advantages. One of the benefits is its wider use in international business and academic settings, particularly in communication with institutions in the USA and the Commonwealth. Additionally, it is considered the form of English used in literature, music, and the arts, which can provide pupils with exposure to the cultural context of the language. Furthermore, understanding and using different varieties of English can improve pupils language flexibility and make them more adaptable to different situations, contexts, and audiences.

In conclusion, these findings highlight the importance of considering language varieties in language learning. Teachers and curriculums should take into account the influence of different varieties, as well as the unique features and advantages of each variety. By providing diverse language learning opportunities and incorporating various varieties of English into the curriculum, pupils can become more well-rounded and effective communicators in the globalized world.

Recommendation

At last, some recommendation can be drawn from this study. These are as follows:

For teachers

- In an attempt to increase student linguistic and cultural awareness, teachers should place more emphasis on conducting activities through the presentation of real materials.
- To improve pupils speaking skills and foster a favorable attitude toward English language varieties, teachers must use various native-like interaction patterns throughout all of the sessions.

- To build pupils confidence to speak a chosen variety, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely.
- To balance and manage their pupils attitudes toward the target variety, teachers should give learners more opportunities to debate the differences between English language varieties .
- Finally, in order to create a stimulating and demanding learning environment, teachers must be innovative.

For learners

- Pupils are urged to practice speaking in situations other than the classroom.
- It is important to be exposed to different varieties in order to develop vocabulary about different topics and acquire fluency.

3.6 Conclusion

In summary, the third chapter of this study introduced the sources of data collection, both pedagogical and human. The researcher provided details regarding the context and group selected for the study, with the goal of gathering as much information as possible. The results obtained from the study were analyzed and interpreted to answer the research questions initially posed.

General Conclusion

First of all, it is essential to review the related literature which was presented in the first two chapters., the purpose of these chapters was to lay stress on concepts and ideas that the present research work was based on.

Chapter three described the fieldwork accordingly. In that it highlighted the sample before addressing the two research tools' descriptions and handling, it touched on the research methodology review that came first. However, it focused on summarizing, analyzing, and discussing the findings from both the student survey and the teacher interview.

So, what has this survey's findings disclose? as anticipated, the majority of the students in the current experiment preferred AmE over BrE, and a distinct gender difference is evident, with the guys favoring AmE significantly more than girls. Unexpectedly, British English was the main objective for the pronunciation model even though the majority of the students spoke American English. This might be explained by the fact that British English still enjoys a higher status than American English in education. Despite the social impact of American culture. More people feel negatively about British English than American English, yet the amount of people who feel positively about both versions is the same.

However, a lot of students stated that they wanted to master both kinds if it meant that they could apply them in both official and informal settings. Since many of the pupils desired to learn both American and British English, having an instructor with a varied dialect would only be beneficial. No matter which version of English one speaks natively, a teacher needs to be more receptive to other varieties. The pupils would feel more engaged by discussing differences, similarities, and variations.

To sum up the results, most of the pupils in the survey preferred and spoke American English, although equally large parts spoke either a mix of both American and British English

.The majority of the pupils had made no conscious choice to speak the particular variety and most of them believed that outer influences such as films and TV, media had an effect to speak that variety.

Generally speaking, the study ended up with an in-depth discussion of the study results and the findings in order to answer the research questions and to confirm our research hypothesis. Students agreed on the importance of the exposure and distinguish between both varieties of English language ,American English and British English .Teachers continue to place a high value on accents in the meanwhile. This appears to be a result of both a broad belief that one can effectively instruct learners towards a formation of English language varieties which contradicts the third Hypothesis.

It would be interesting to replicate this research to find out whether the pupils attitudes will change in adulthood. For those who show changes in their attitudes or/and accents, it could be interesting to find out why this happened. For those who had no changes, what is the reason for this?

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Appendices

Appendix 1 :Pupils Questionnaire

Dear pupils

We would like kindly invite you to be a part of our research , and contribute in collecting data by asking you kindly to answer our questionnaire concerning foreign language learning . this research is conducted by master two student at the university of Tiaret to better

- Gender :

Male female

- Age :

1_ 16 /17 2_17/18 3_ more than 18

- Do you use English outside the classe ?

Yes No Sometimes

- Do you watch movies in English ?

Yes No Sometimes

- Do you read books in English ?

Yes No Sometimes

- Do you know what is the difference between American and British English ?

Yes No

If yes !

Explain :
.....

- Which variety you find easy to understand ?

British American

- Which accent do you prefer to speak with ?

British American

- Which accent your classmates mostly use to communicate with you ?

British American Mixture

- What is the accent used by your teacher ?

British American Mixture

- Which accent you prefer you be thought English with ?

British American

Why ?

.....
.....

THANK YOU AGAIN

Appendix 2: Teachers' Interview

The aim of this interview is to better understand the influence of American dialect on high school pupils conversation in the classroom. The interview should take about 10 minutes, divided on 10 questions, using voice recorder by phone. Shall we begin?

- 1) How long have you been teaching English in high school?
- 2) Which English variety do you use as a language of instruction in the classroom?
- 3) From 1 to 10 how would you rate your students speaking performance?
- 4) Which English variety do your students use while conversing?
- 5) Do they make errors while conversing using such variety ?
- 6) What kind of errors do they make?
- 7) Now imagine that you are in the classroom conversing with one of your students. While converse you noticed that he is making errors (pronunciation errors, mix up between the two varieties or he simply rely on dialect) , how would you react?

(Do you correct him?)
- 8) What solutions or strategies would you suggest so that students avoid making errors while conversing in a particular English variety?
- 9) According to you what is the most appropriate model of English variety should students and teachers use while conversing in the classroom?

Thank you for your help and support.

ملخص

من المعروف أن اللغة الانجليزية لها تأثير كبير على الأفراد الشباب خاصة المجتمع الطلابي، ارتأينا من خلال هذا البحث الى استقصاء تأثير الالكنة الأمريكية على تلاميذ التعليم الثانوي من منطقة تيارت. يركز البحث على عينة من التلاميذ هم في ذروة تطورهم اللغوي ، تم اختيارهم عشوائيا، في ملأ الاستجواب، واجريت مقابلات مع اساتذة اللغة الانجليزية . أثبتت النتائج عن تفضيل التلاميذ للكنة الامريكية دون البريطانية لاعتبارها اسهل نطقا و فهما حسب اجاباتهم.

الكلمات المفتاحية : الكنة الامريكية , الكنة البريطانية , الانجليزية كلغة أجنبية , الاختلافات الموجودة بين الكنة

الامريكية و البريطانية

Résumé:

L'anglais est connu pour avoir un impact significatif sur les jeunes, en particulier la communauté étudiante, nous avons considéré dans nos recherches que l'effet de l'accent Américain devrait être étudiée . Par des élèves du secondaire de la région de Tiaret, Aléatoirement sélectionnés, chacun a participé à l'interrogatoire, Entrevues avec des enseignants en anglais. Les résultats ont prouvés la préférence des élèves de parler en accent Américain au lieu de l'accent Britannique car il est plus facile à prononcer et à comprendre selon leurs réponses.

Mots Clés : Accent Américain , Accent Britannique , EFL , Les Différences Entre les Accents Américain et Britannique.

Summary:

English language is widely known to have a significant impact on young adult especially the student community, we have considered in our survey the effect of the American dialect . By high school pupils from the region of Tiaret . Based solely on a sample of students randomly selected to answer questionnaire, and teachers of English participated in interview. The results have confirmed the pupils' preference to use the American accent on the expense of the British one for they find it easier to pronounce and to understand according to their answers.

Key Words: American variety , British variety , EFL , difference between British and American .