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**The Reflection of the Algerian Arabic
Articulated Sounds on the Phonological System
of RP English**

A Dissertation Submitted
In Partial Fulfillment for the Requirements of the Master's Degree in
Linguistics

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Declaration

We hereby declare that the substance of this Master dissertation is entirely the result of our investigation and that due reference or acknowledgements are made whenever necessary to the work of other researchers.

Dedicate

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ الْحَمْدُ لِلّٰهِ
وَالصَّلَاةُ وَالسَّلَامُ عَلَى النَّبِیِّ الْمُصْطَفِیِّ وَعَلَىٰ آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ أَمَا بَعْدُ

With a deep affection, I dedicate this present work to my beloved and sweet parents whose love and encouragement and prays help me to accomplish this work.

To my dear sister and her daughters. To my best brothers Redhouane, Abdelatif and to his small family

And lastly, I want to dedicate this work to all my family members, especially my cousins and sisters. To all my friends.

Dedicate

I dedicate this work to:

My beloved mother and father .

My precious sisters Fatima, Nour, and Linda .

My lovely friends: Abir, Khadija , and Ahlem .

To my family members. To My grandmother

(May she rest in peace), my grandmother and my grandfather.

*All people who encourage me and give positive energy to continue
this work during difficult times.*

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List of Abbreviations and Acronyms

AA :	Algerian Arabic.
AAV :	Algerian Arabic variety.
RP:	Received Pronunciation.
IAP:	International Phonetics Alphabet.
CA :	Classical Arabic.
MSA:	Modern Standard Arabic.
L1:	First language.
L2:	Second language
H:	High.
L:	Low .
: :	Vowel length of English .
‘ :	Primary Stress.
EFL:	English as a foreign language.

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Abstract

Most Algerians have a reading knowledge of English, because the educational sector of the country puts the focus on morpho-syntactic structures and lexical-semantic units more than on phonetic realisations. EFL students, who often face "speaking difficulties and pronunciation errors" which prevent them from attempting to publish or convert in English. Thus, this study is set to investigate a small sample of EFL second-year students at Ibn Khaldoun University, in particular, their English speech errors and whether their native tongue "Algerian Arabic variety (AAV)" has an effect on English pronunciation. It is sought to obtain both qualitative and quantitative data, so a mixed-method that is reflected through the use of "a printed questionnaire and audiotape interview" is opted 75 students are used as a sample. The results demonstrate that their issue isn't a matter of psychological but incorporates a physical aspect. Moreover, English bear the stamp of our culture and even that of our AAV phonological framework so it is very possible to have an "Algerian English ". The objective of this research is to understand and assist EFL learners to avoid cases of unintelligibility and miscommunication and to explore the correct sound system and method of learning proper RP English pronunciation.

Keywords: RP English, EFL second-year students, AAV, Algerian English variety, Phonetics, Speaking Difficulties, Pronunciation

General Introduction

Language is a means of expressing thoughts and transferring messages, and communicating with others. In today's world, the English language is considered as an international language and the most important tool in technology, science, politics, and in other different fields. Moreover, it is the global language since it is mutually intelligible by the majority of people all over the world. Even though English is a foreign language for the Algerian people, much light is shed on it due to its status in improving major domains. Thus, the Algerian EFL students are seeking for the implementation of this language as an official one. Learning this foreign language is learning its vocabulary, grammar, mainly its phonological system, that is to say knowing about the concept "phonetics"; is one of its main elements that means being aware of how their sounds are produced (place & manner of articulation, the organs used in the production) in order to articulate sounds correctly or having a good pronunciation. Being unfamiliar with the (L2) sound system may lead to mutual intelligibility among foreigners because they are two different varieties, which mean they differ at the phonological level.

EFL Algerian students at Tiaret University of Ibn Khaldoun find that is essential to learn English for different purposes, but they face many difficulties in learning this language, mainly in speaking. However, they are taught the basics of this language, despite the (L1) impact on the (L2) learning at different levels, especially on the sound system.

This work aims at investigating the reflection of the Algerian Arabic articulated sounds on the phonological system of RP English, by explaining and predicting the difficulties faced by second year English language students at _Tiaret- University in speaking RP English, as well as find out and suggest solutions for these difficulties. It seeks if AAV sound system represents an obstacle for the students' speaking skill, and tests the idea of having an Algerian English. In this regard: why EFL students at Ibn Khaldoun university face troubles in speaking English and does AAV dialect affect their English pronunciation? Based on this problem many other sub-questions are asked:

- ▶ Does AAV dialect affect their English pronunciation?
- ▶ What sorts of problems or difficulties hinder EFL students' speaking skills?
- ▶ Is teaching phonetics at an early stage is a reliable solution for this problem?

This research is built up to test the following hypothesis:

- ▶ The main cause of EFL learners' poor speaking skills is the effect of their mother tongue (AAV), perhaps it leaves inflexible oral motor skills.

► Differences in sound articulation that stand as a barrier between students and their correct English pronunciation, or it blocks their cognitive abilities to produce comprehensible communication or a delay caused by a mental state of the translation.

► The ability to transmit a correct language entails competence and performance not only in grammar and vocabulary but also in phonology and phonetics.

In an attempt to find answers and testify our hypothesis two different tools a questionnaire and audiotape recordings are used to collect data and validate this research. A questionnaire was administrated to EFL students at the faculty of foreign languages, English department- Tiaret -, to know their views about the obstacles faced in RP English speaking. An audiotape recordings in which students are asked to reread a passage already uttered in RP English by native speakers, to find out the changes that take place from AAV to RP English sounds.

This work is divided into three chapters, the first deals with the literature review, in which it discusses and describes the Algerian language varieties as well as, the country's cross-linguistic situation, and identifying their historical background. It shed lights on the varieties of Arabic and its features .This chapter identifies the status of the English language in Algeria.

The second chapter offers a theoretical background on the concept of phonetics with its main components (phonology & phoneme). An overview and definition of speaking skills and its four elements "fluency, vocabulary, grammar, and pronunciation». This chapter is meant to describe the two different varieties' articulated system.

The last chapter includes three sections: the first one discusses the methodological part of this investigation including: the sample, research tools, and the analysis design. The second part deals with the description of the results of the two investigating tools "questionnaire and audiotape recording". The last part presents the findings of this research work.

Chapter One

Literature Review

1. Introduction

This chapter is an attempt to describe and inform certain notions and elements regarding the Algerian language varieties and the country's cross-linguistic situation. It highlights the various eras that have shaped the country's past. And the role of different socio-historical and cultural circumstances in the formation of the Algerian socio-linguistic profile. It states the varieties of Arabic. We will also include some general knowledge about the characteristics of the Arabic language. Furthermore, we will discuss the socio-linguistic situation in Algeria briefly, with the inclusion of some background information on the status of the English language in Algeria.

1.2. Sociolinguistics and Language Varieties

We cannot talk about language varieties without referring to “sociolinguistics”, which is a branch of Sociology that examines how language use influence the linguistic codes that are appropriate for social interaction in a given society. It demonstrates how such social variable divide different classes in a society. Also, language varieties that are commonly known as "LECT" in Sociolinguistics, which is a particular type of language or language cluster, as well as a general term of any distinguished form of language or linguistic expression. In that, A Language, dialects and other variants of language may be included, as well the standard variety. Additionally, the use of the term “variety” means the various forms which ignore the use of the term language, which most people associate with the standard language likewise, Hudson (1971:30) stated that: «a variety of language is a set of linguistic items with similar distribution.” Hence, Language variety is a catch-all term used by linguists to describe any overlapping subcategories of lexical variation.

Dialect on the other hand is associated with the non-standard varieties. Overall, in ambiguous cases, “LECT "avoids determining if two variants are distinct languages or dialects of a single language.

1.3 Language vs Dialect

1.3.1. Language

Edward Sapir (2009, p. 53) stated that language is a purely human and non- instructive method of communicating ideas, emotions, and desires utilizing a system of voluntarily produced symbols., and Pink Johnson (2005, p. 8) defines language as a system with two main components: Words and Grammar, a finite (through extensible) set of symbols, giving us “the infinite use of finite means.” Language has been defined by some linguists as a system of human communication that involves the organized arrangement of sounds into broad units

(words, morphemes, and utterances). It is via this medium that humans communicate with each other, and it is a tool for uniting or dividing people. That is to say, It gives them the ability to use language shifts, dies, and it is not passive rather a vital feature of human intelligence that differentiates them from the animal world. Similarly, other linguists said that language also refers to the non-human process of communication. Moreover, Good enough (1981, p. 5) defines language as

A set of standards and organizing principles for a paper speech behavior .The standards comprising every known human language may be seen as ordered into several systems or levels of organization: the phonological, morphological, syntactic, semantic and Symbolic.

The language is always related to a standard values based on its written form in particular, which means it has its own vocabulary, grammar, and pronunciation Taught in schools.

1.3.2. Dialect

Dialect is a term used to describe a language variety, and it is linked to a specific community or region. Dialects are linguistic structures that are mutually intelligible within the same speech community but vary in systematic ways. Each community or social group ought to have at least one dialect, and every person has their own idiolect. Moreover, it is not a weakened or inferior language but a type that has no formal use or standard rules like grammar, or books accordingly with the famous Linguist saying

“A language is a dialect with an army and navy. ". Addetionlly, other linguists defined it as

(Donald G. Ellis, from language to communication date 1999).

A variation in grammar and vocabulary in addition to sound variations. Forexample, if one person utters the sentence 'John is a framer' and anotherays the same thing except that he/she pronounces the word Farmeras" fahmuh", then the difference is one of accent. But if one personsays something like “you should not do that”, then this is a dialect difference because the variation is greater. The extent of dialect differences is a continuum of speech. Some dialects are extremely different and other less so.

To sum up, Dialect is a broad concept; is the collection of the characteristics (phonetics, Phonology, syntax, morphology, and semantic) that distinguish one group of speakers from another of the same language. Thus, Dialect is a user-related variation that includes differences in vocabulary, pronunciation, and grammar.

1.4. Language Contact

Language contact is the use of several languages simultaneously at the same place. This fact is due to social disorder caused by conquests, wars, migration, and colonization. As the case of Algeria, that occurs at various times throughout the country by including various languages and dialects, such as the more than 130 years of contact between the French and the Algerian population, as well as Turkish and Spanish contact resulting in the big number of different varieties is consisting the Algerian dialects, besides Modern Standard Arabic and Classical Arabic. However, the French variety has a great influence on the Algerian dialects. Furthermore, many recent studies have focused on the outcomes of language contact “The outcomes of languages in contact: a case study students university of Saida by (Bellil.I.H.2016). While there has been much research on its impact on other languages (The case of Manchester and Chinese dialects by Ouanada . N, Chebouk. L 2013). And PhD thesis (Code variation among Algerian students university by Sid House .A. 2008). These recent studies have mentioned how and to what extent the outcomes of language contact can influence other languages, a concrete example of this phenomenon is that Algeria becomes a “Diglossic” country.

1.5. The Linguistic Situation in Algeria

1.5.1. Historical Background

Algerian's past is littered with invasions. In the fifth century. The vandals invaded Algeria and occupied the country for one hundred years before being driven out by the Byzantine Army. The Arab conquest of North Africa in the seventh century stymied Byzantium's expansion and permanently altered the face of the continent. The Berber defied the Arab invasion in the first place to eventually embrace Islam. The dominant Arabo-Berber empires of the Almoravids and Almohads ruled the Maghreb and Andalusia at the same time, and Algeria becomes part of them. In the 16th century, the Ottoman Turkish coined the term "Algeria" to describe the region administrated in the first place by the regency of the Algerian colony. Despite public opposition, Algeria was annexed to France later on. French authorities sought to eliminate and suppress the local identity of Algerians, keeping in mind the idea of a "French Algeria". All secrets a rich cocktail of languages in the country.

1.5.2. Algeria's Sociolinguistic Profile

It is known that the North African Maghreb region has a rich linguistic diversity, where Algeria belongs in order to have a better understanding of the sociolinguistic situation in Algeria, a brief historical overview of Algeria's language varieties is presented as follow:

1.4.2.1. Arabic

Everyone needs to communicate and express their thoughts and emotions in a way so others can understand, and all of this is done through the use of language. In the world, Arabic is the four most widely Spoken language where it belongs to the Afro-Asiatic phylum, which also includes Ancient Egyptian, Coptic, Cushitic, Berber, and Chadic. Also Arabic is one of the six official languages in the United Nations, because Arabic language range extends from the Atlantic to the banks of Indus throughout the former Islamic state. As a result, the rise of Islam marked a watershed moment in the history of the Arabic language. In the 18th and 19th century, significant imprints on the Arabic language were left by the contacts between the Arabic world and Modern Europe. However, Arabic today stems largely from ancient dialects of central and north Arabia which is divided into three classes by classical Arabic grammarians, Hijaz, Najd, and the language of tribes in adjoining areas. Hence, the Arabian Peninsula's original homeland for speakers from the central and northern parts. In twenty-five countries, Arabic is the official language which are Morocco, Algeria, Mauritania, Tunisia, Libya, Egypt, Sudan, Djibouti, Somalia, Saudi Arabia, Kuwait, Bahrain, Qatar, Oman, the United Arab Emirates, Jordan, Palestine, Yemen, Syria, Iraq, Lebanon, Tanzania. It is also spoken in the Southwestern corner of Iran, in some regions in Turkey, in South Sahara, and some territories of the central, the spread of Arabic in Algeria alone and due to its vast intelligible distances have secrets few known verities which are as follow .

First, **Modern standard Arabic (MSA)** is considered the official language of 3200 million citizens in the 22 Arab countries that make up the Arab League. According to both fischer (1997:188) and Ryding (2005:4) in the eighth century, grammatical norms helped the literary Arabic or Modern Standard Arabic achieve a standard form. In this period, the Arabic language was relevant with the idea of universal education, the start of journalism, as well as exposure to Western writing styles such as short stories and novels. MSA is derived from classical Arabic. In this regard, many linguists argue that classical Arabic and MSA vary in style and vocabulary since each one reflects the writing traditions of various historical and cultural ages. Both classical Arabic and MSA have similar linguistic structure. In addition, the language is a language of diplomacy and official contact between Arab countries, it is widely used in the press and other forms of media such as print, Electronic media, formal speeches,

TV, and radio news. MSA comes in two varieties: writing and speaking. The first variety is essentially the same worldwide. On the other hand, the spoken form can vary depending on geographical location, and Regional dialect. Moreover, the new variety is being observed not only in Algeria but also across all Maghreb countries, although this new variety is becoming increasingly visible in the Algerian linguistic profile. In term of phonemics, sentence structure, Word structure, and vocabulary, Modern Standard Arabic differs from ethnic and social colloquial Arabic varieties.

Second, **Classical Arabic (CA)** has the added significance of being God's words. It was none's mother tongue. Even the word "Arabiya" derives from Quran, which refers only to the holy book and nothing else. Elgibali (1996:8): "to presume that classical Arabic was the native language of any speaker either immediately before or after at the time of inception of Islam is, at Best, a gross misrepresentation. «Classical Arabic is seen as a vital part of Arab's culture. Having lasted several centuries. It is the language of education and religious instruction, and most importantly it is a Muslim Arabic identity reference and Symbolic device. Algeria, in addition to its religious functions it is regarded as an Arab Muslim country, with Arabic as its official language. Arabic is used by Administrations in Educational Systems. In addition, CA differs from Modern Standard Arabic, according to Sibawayh and other classic grammarians see that they vary due to the final grammatical features that are added at the end of the Words.

Lastly, the **Ccolloquial Arabic or the Algerian Arabic** which According to Talebe Ibrahim (1995:33):

«These Arabic dialects constitute the mother tongue of the majority of the Algerian people (at least who are originally Arabic- speakers), the language of the first socialization of the basic Community. It is a through it that imaginary and the effective universe of the individual is built up. "

Colloquial Arabic is the mother tongue of the Algerian population approximately 83 %. This variety is a spoken language, and it is a part from their daily life, in other sense is the common language in the Algerian society; it is an informal variety, used in informal situations. Algerian Arabic is always being a weakened language neither used in technological or scientific fields nor been taught at schools .however, it contains and includes different varieties, with the impact of the local languages; such as the foreign languages “French, Turkish, Spanish ...”That having a great impact on the Algerian dialect, as well as the mixture of the borrowed words, and the adoption of the foreign sound systems for the Algerian dialect speakers. As a

result, in the colloquial Arabic speech intentionally or unintentionally the existence and the use of various codes in different contexts. But the Modern Standard Arabic and Classical Arabic are two common and uniformly varieties in the entire Arab world.

The Algerian Arabic is characterized with its simple sentences. All most the Algerian dialect includes formal , ceremonial words , and greetings .the AAV speakers don't respect the grammar rules ,as it open all the time for changes and the adoption of new words .

1.5.2.2. Berber

North Africa citizens were named "Berbers". This word comes from the Greek word "Barbarians" was used for the "Maghrib" people , also it was taking on by Europeans , Romans, and Arabs .Berber is a variety with no written form , in fact they used "Tifinagh" as a means to write their language .the Algerian Berber communities choose the concept "Imazighan"; is meant the "Free and Noble Men ".it refers to the language of oral traditions , in other words it belongs to the Chamito-Semitic family.

The original language of Algeria was "Berber", and it is characterized by its different variations in the country. Algeria is the most second largest Berber population after Morocco, therefore the number of Berbers in Algeria is about 20% of the Algerian population.the Moroccan and the Algerian Berbers used" Arabic Script" to write their language .for instance "Myzab " in Algeria .

Berber varieties are existed in certain places in the world, especially in mountains areas.

There are the main Berber groups which are found in: "Mountains of Kabyle: Tizi-Ouzou, Bouira, Bejaia, Boumerdes, and Bordj Bouairirdj ". As well in "Mountains of Aures" like Chaoui dialect, including towns such as Batna, Biskra, Oum El-Bouaghi, Aïn Mila, and Ain Beïda. North Sahara: M'zab is a variety spoken by the citizens of Ghardaia and other Ibadite cities. Another dialect is the south Algerian one; . Tuareg is the purest of the Berber languages, with a few loan words from Arabic and french. There are three major subdialects of Tuareg which are "Tamahaq (Algeria), Tamasheq (Mali), and Tamajeq (Niger). (Andrew savage, 2008:5:3). (Abderrahim, 1972:22).

Additionally, all Berbers and Tamazight varieties in the central Algeria's cities. Are in a battle with the Arabic dialects, particularly the French variety, which is a part of AAV. this competition is happening because these varieties increase the use and the status of "Berber" .however, terms from this variety are founded in Arabic spoken dialects ,in contrast French words are existed in Tamazight as well ,especially words with no Berber equivalents .

During 1980s, Mouloud and Chaker; scholars of the development and codification of Berber language, in which they reacted against the creation of a standardized grammar for “Tamazight”. Thus, the current situation of their language was not adopted by its speakers, by emphasizing on the idea of that Tamazight has an official status, and with the purpose of making their variety a national language to gain freedom to use it in the public life. After all their efforts, Tamazight is now used in two significant fields; it is implemented and being taught in schools and universities, also it is acknowledged in media, where it allows the creation of “Tamazight” TV, radio channels and other programs. The stability and the long term standing of this variety was assumed by these positive efforts.

Additionally, all Berbers and Tamazight varieties in the central Algeria's cities. Are in a battle with the Arabic dialects, particularly the French variety, which is a part of AAV. This competition is happening because these varieties increase the use and the status of “Berber”. However, terms from this variety are founded in Arabic spoken dialects, in contrast French words are existed in Tamazight as well, especially words with no Berber equivalents.

1.5.2.3. French

Algeria was conquered and occupied by the French from 1830 to 1962, when they arrived they tried to eradicate the indigenous culture by forcing people to learn French. The French's arrival in Algeria had a significant impact on both indigenous and non-indigenous people's language and culture, but it also defined the state's boundaries. It is frequently stated that French simulation was the foundation of colonialism: The major transformation of French Society, cultural values and language. “When the country gained independence, Arabic was declared as the official language after seven years and a half of war. It is the most invading of all invaders, the most significant and lasting conquests by Muslims and French.” (Holt (1994:26). Furthermore, the majority of Algerians spoke French with varying degrees of fluency, but this situation has changed dramatically. French is mostly taught in schools. It appears to be the appropriate language for technological and scientific terminology. The use of French has increased in recent years, with the rise of private schools; the number of students has increased. There are the ones that use French as the letter of the Alphabet, unlike public schools, where it is limited to a subject taught, private schools make it a priority for a finite amount of time. French on the other hand, continue to have a strong presence in the country. It is characterized primarily by economic, social, and educational levels. In addition The French language continues to have an important position in publishing and distributing books. Despite several attempts to encourage Arabic language books, since French language books readers still outnumber Arabic readers. After independence and Arabization. Fifty years have passed,

France's status has not weakened; in fact, it has strengthened. In Algeria, the French have maintained their reputation and prestige, especially in the fields of Science and Technology. The Algerian speakers use the French variety in their daily life. As a result, French is associated with the upper crust, and it competes the classical Arabic in Many fields." it has, historically, a great presence in society and, today through the Press in French, widely read, and through the French satellite television programs" Dourari (1997:19)_

¹. French still exist in Algerian Society in various renowned French newspapers, with loyal readers for example: "Quotidien d'Oran", "liberté" and many others. French television Channel as TF1, and TV5, continue to record a significant amount of viewers from Algeria. It is also worth mentioning the "Internet" as a means of communicating in French, which makes its dissemination easier.

1.5.2.4. English

The English language is regarded as a second foreign language; it has a bright future in Algeria. Its status has taken a difficult turn since 2000 when the most common education system in the United State was implemented by the government. The most significant shift is that the English language is taught in Middle School in the first grade. Many factors contributed to the introduction of this system and the elevation of English to such a position; the Arabization policy has caused a generation of untrained teachers in foreign languages. Since it tries to increase the amount of time spent in teaching Arabic at the coast of teaching English and French.

In short, Today, English is the most principal method for Algerians to function in important sectors, such as gaining employment in foreign businesses in their country. English has a major role in Algerian today's communication and use, but English is not an official or national language, it often cases that people from different ages attempt to learn more about this global language, because of its relevance in most aspects and areas of life According to (Crystal (2003:03) who said: "A language achieves a genuinely global status when it develops a special role that is recognized in every country." This means that English is the first global language.

1.5.2.5 EFL in Algeria

Algeria's official languages are two, Arabic; the government's primary language, and Tamazight which is the Berber language. In Algeria, Arabic is the most widely spoken language, as it is spoken according to the latest sources of a trade by nearly 98% of the population. It was the first really international language. It is a language that for the most part, it is used as a second language by the majority of people, such as in Algeria, for a general education without a specific purpose. English is taught as a foreign or third language. English is becoming more widely used around the world.

In Algeria, the most common commercial languages are French and Arabic, but as foreign companies become more important and as Trends in the global Marketplace continue to develop, this is gradually changing, and the value of communicating in English is becoming more apparent. From the late 1970s to the early 1990s, Algerian students were required to learn English in the fourth grade of the Middle School cycle, as a Secondary Foreign language. The ministry of primary and secondary education in September 1993 adopted two separate choices (English and French) as the first mandatory Foreign Language; the minister of Education stated that the English language should be encouraged since it is the language of science. According to Hamdi (1990:13)

the Algerian authorities are aware of that fundamental need for English, at a time when Algeria may be called upon to play a leading role in international affairs, we have only to examine the shift from French to English as a subject in the educational curricula, or the ever- increasing number of students are registering in the English Departments of the universities.

That is to say, Algeria has been striving since its independence for a system of Education adapted to the needs of the population in 1962, because of its historical ties with France; the French language has been regarded as a cultural imperative to the late 1970s. Following 1971 the Arabization policy and the global socio-economic changes within a globalized Algeria, the use of English as a means of communication began to gain traction so that the differences in the use of French were shown to melt away the roadside, living a greater space for English teaching. Since the establishment of French in schools, the English language has been part of the Algerian system; also the widespread adoption of this language has made it a permanent part of the system. The study of English in Algeria is given a great deal of weight. As the rest of the world, Algeria has developed the use of English to improve communication for students, and researchers... The level of French and English learning has changed according to Benrabe

(2007), in 2004; the two foreign languages became learned in grades two and seven instead of four in primary school and eight in Middle School. English has spread more quickly than French in the post-colonial world, is due to the choice of learning and acquiring the ease with which the English language can be studied.

1.6 The cross-linguistic Situation in Algeria

The language is affected by many social factors, but in the Algerian society its language use was affected by the outcomes of languages contact that is “Diglossia “; that is a state in which two different varieties of the same language are used within the same speech community. This term was defined by Ferguson as a “language situation where two varieties of the same language are used in the same speech community each having its definite role and used for different purposes “. According to Ferguson definition, we mentioned that the language has the” High” and “Low” varieties, and each one had its own function. He stated that the “H” is a prestigious variety and it is used for literature purposes. In contrast, the “L” variety is used for ordinary conversation. (Ferguson in Sridhar 1996:54). The “H” and the “L” varieties differ in five areas: function, prestige, literary heritage, acquisition, standardization, stability, grammar, lexicon, and phonology (Ferguson, 1959:328-335). Since Algeria is the diglossic community, MSA is regarded as the “H” variety, while AAV takes the “L” status. As it is mentioned before about the status of MSA that is the official language of Algeria, it is used for formal and literary purposes, in formal speeches, schools, and administrations As well, it is seen as a correct, stable, standard, and more prestigious one. However, the “L” variety is used for vernacular speech or being a dialect. It is seen as an informal one used in folk literature, caricatures, at home ... Furthermore, it is considered the language of all Algerians since it is appropriate for transmitting their messages .the MSA and AAV are switched baked and forth in Algeria in order to fill the gap. As AAV lacked a scientific, literary terms, and so on. In fact, besides MSA and AAV Algeria has other varieties “Berber and French “, that compete in different fields for different purposes. In some cases, French may be the “H”, for instance at university, and AAV is the “L”. Also Berber is an official language; it represents the “H”, thus AAV and French as the “L” variety because they are used in daily communication.

1.7 An Overview about related works:

The influence of AAV on the second language phonological system has been well researched. Although some research findings outline the impact of dialects on second language at the phonological level, a number of study demonstrate this concept. For example,

a study of « the influence of the Algerian dialects on the English language pronunciation », by Ouanad.N, Chebouk .L (2013). After a long research that is based on a descriptive analytical method, found that the dialect affect negatively the English language use. Similarly, Sid Haoues. A (2008) conducted a research namely « code variation among Algerian university ». Its study requires the use of a comparative analytical study, to prove that the dialect is influenced by other factors. These recent studies have argued that (L1) has an impact on (L2) use.

1.8Conclusion:

The term “language variety” refers to several modes of communication and use standards that are unique to a specific group. This introductory chapter clarifies that the sociolinguistic situation of Algeria, as shown above, it is impossible to untangle all of the consequences of its engenders because it is so complicated at the level of sociology and politics. Although only one official language exists, numerous codes exist; they create an impact on the social level. Unlike Standard Arabic, which is known as the country’s language. AAV is spoken informally in the country, while educated spoken Arabic is used for formal situations, with varying degrees of success. French is still widely spoken; considered a prestigious language. In the 1970s, its significance appeared to be diminishing as big as previously TV channels with satellite. The Berber language throughout the four varieties, their socio-linguistic and political importance is growing in regional varieties. The link between these varieties might take a number of different shapes. Various relationships emerged based on the status of each language. In Algeria, the English language is classified as a Foreign Language. For Algerian students, Learning appears to be of tremendous advantage, since it allows them to participate in communication with others on mediation and Tolerance for cultural diversities.

Chapter Two

Theoretical Background

2.1. Introduction

Chapter two shed lights on the notion “phonetics” with its components phonology and the phoneme .than moving to the identification of speaking skills, and its four elements "fluency, grammar, vocabulary and pronunciation." this chapter is meant to describe AAV and RP English phonological systems (consonants and vowels), in order to identify the similarities and differences between them. We will also mention the impact of AAV on RP English. The last part will discuss the reflection of learning RP on students’ language.

2.2. Aspects of phonetic and phonology

Phonology represents the study of a sound system that belongs to a language or languages; it deals with the function of sounds in a specific language or cross languages. And analyzing all the phonemes; which are its smallest unit. Whereas, Phonetics is one of the sub-branches of Linguistics that is concerned with human speech sounds by studying their physical aspects, and how their sounds are produced physiologically. It disassociates the word into separates units. (Paul Skandera and Peter Burleigh, 2005:4-5). According to them, this sub-branch has three types which are:

- 1- **Articulatory Phonetics:** it identifies the organs that are used in the sound production; the shape, the position, and the movement of articulators.
- 2- **Acoustics Phonetics:** it deals with the physical properties of the sounds; it studies the sound waves; the duration, frequency, intensity, and quality of the sounds.
- 3- **Auditory Phonetics:** it is concerned with the process through which sound go from the ear to the brain.

2.3. General Concepts in Phonology

2.3.1. Phoneme

It is a concept in phonology. It is a meaningful and a smallest unit in the language sound system , it has no physical reality .thus it has a contrastive function, thanks to this concept we can differentiate between words meanings, and according to Wells, John (1982 p. 179)

In phonology and linguistics, a phoneme /'founi:m/ is a unit of sound that can distinguish one word from another in a particular language. For example, in most dialects of English, with the notable exception of the West Midlands and the north-west of England

2.3.2. Consonants

Based on Oxford dictionary (2021) consonant is “a basic speech sounds in which the breath is at least partly obstructed and which can be combined with a vowel to form a syllable. Contrasted with vowel.” Chiefly, in articulatory phonetics, a consonant may be a speech sound that is articulated that's enunciated with total or fractional closure of the vocal tract. For illustrations [p], articulated with the lips; [t], articulated with the front of the tongue; [k], pronounced with the back of the tongue; [h], articulated within the throat; [f] and [s], articulated by constraining discuss through a contract channel (fricatives); and [m] and [n], which have discuss streaming through the nose (nasals). Differentiating with consonants and vowels.

2.3.3. Vowels

According to few Oxford Dictionaries; vowel is a speech sound which is created by comparatively open arrangement of the vocal tract, with vibration of the vocal cords but without an audible friction in other words is not capable of being heard, and which is a unit of the sound system of a language that shapes the core of a syllable contrasted with consonant. Furthermore, vowels are one of the two central classes of speech sounds, the other being the consonant. And they tend to change in quality as well as in uproar in matter of amount. They are as a rule voiced and are closely included in prosodic variety such as tone, intonation and stress. Moreover, Vowels are broadly categorized by the region of the mouth in which they are created, but since they are created without a constriction within the vocal tract their exact portrayal depends on measuring acoustic connects of tongue position. The area of the tongue amid vowel generation changes the frequencies at which the depression resounds, and it is these resonances known as formants, which are measured and utilized to characterize vowels.

2.3.4. Lexical Stress

Lexical stress or word stress is the **stress** set on a given syllable in a word. The position of lexical stress in a word may depend on certain common rules appropriate within the language, but in other languages, it must be learned for each word, because it is largely unpredictable. In phonology, stress or accent is the relative emphasis or prominence given to a certain syllable in a word or to a certain word in a phrase or sentence.

That accentuation is regularly caused by such properties as expanded loudness and vowel length full articulation of the vowel, and changes in tone.

“The terms stress and accent are often used synonymously in that context but are sometimes distinguished. For example, when emphasis is produced through pitch alone, it is called pitch accent, and when produced through length alone, it is called quantitative accent. When caused by a combination of various intensified properties, it is called stress accent or dynamic accent; English uses what is called variable stress accent” (Fry, D.B. 1958)

2.2. Speaking Skill

Speaking is an as interesting skill as other language skills. Apart from this great importance, it is necessary to deal with what a good Foreign Language speaker can do initially. As a result, it is widely considered that the capacity to speak fluently is always linked to the presence of particular qualities in the speaker. This skill is complicated than the others; it needs the integration of multiple types of knowledge, as well as a strong command of specific skills. When we are speaking we are producing sounds, in here we are talking about phonetics, which is derived from the Greek verb "Phonem", it is meant by this "to speak", and it is related to "phôné", which is a "sound", the term phonology was adopted at the end of eighteenth-century, with giving interest for studying sounds of different languages. Phonology became a separate field of study. Without talking about phonetics we cannot speak about Phonology, they are two terms referring to each other.

One of the four language skills is “speaking”. It is an important aspect of human relationships since it is the only way for people to communicate, achieve their purposes, and express their views, ideas, and emotions. According to the Oxford English dictionary “speaking is the act of conveying information or express one’s feelings in speech”.

Harmer (2001:56) states that:

“Speaking happens when two people are engaged in talking to each other and they are sure that they are doing it for good reason. Their reason may be that they want to say something, they have some communicates purposes, and they select from their language store.”

Baily (2000:25) saw that: " speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.» Speaking is the opportunity to interpret one’s self in spoken form; it is the process of putting thoughts into

words, simply for the reason that facilitating the understanding of your message from the others.

2.3. Elements of “Speaking Skill”

2.3.1. Fluency

Fluency refers to the extent that you feel confident, satisfied, and comfortable while speaking and your audience can listen to you without getting bored. It means that you are naturally using language without thinking. This is according to Brumfit said that fluency «to be recorded as natural use.” (1984: 54) mentioned Fillmore’s four fluency skills that are related to four characteristics: speed and continuity, coherence, text sensitivity, and creativity, then he said that these characteristics are related to another four the " basis sets of abilities "which are psycho-motor, cognitive, affective and aesthetic. Hatman and Stork (1976:86) clarified that:

“The person is said to be a fluent speaker of a language when he can use its structure accurately whilst concentrating on content rather than form, using the unit and patterns automatically at normal conversation speed when they are needed.”

According to Harmer and stork, we cannot say that person is fluent in a certain language without giving importance to the right structure of the language; this means that shedding lights on the content and being competent in mastering the linguistic features (units, patterns...) rapidly.

2.3.2. Grammar

Harmer (2001:12) defined grammar as the: Description of how words can change their forms and can be combined into a sentence in that language.” also, Nelson (2001:1) said that "Grammar is the study of How words combined to form sentences». From the statements above, we can say that Grammar is a means of combining words to create a sentence. The grammar's purpose is to organize the right meaning of the sentence, by following its rules. The main role of grammar in the language is that preventing its meaning from non-intelligibility. And without Grammar rules, the utterances will become incorrect with no sense, as it is stated by (Batko, 2004:24)" grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper’s forms of words."

3. Vocabulary

Turk (2003:879): defined vocabulary as;

“ The appropriate diction or the most important thing in language especially in speaking, knowing many vocabularies will be easier to express our ideas, feelings and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and it is used in everyday conversation to understand the spoken Discourse. “

The most vital aspects of speaking any language are having a large vocabulary; power words are the guide to successful communication. A good speaker means your vocabulary must be riched, as is mentioned by Richard and Schmidt (2002: 580) vocabulary is a set of lexemes including single words compound words, and idioms. "Having many vocabularies facilitate the expression of thoughts, ideas, and feelings with being familiar with the meaning of each word you know."

2.3.4. Pronunciation

Is one of the four interesting elements of speaking skills. This skill is necessary for students since it introduces the right production of sounds, utterances while speaking. Kline (2001:69) stated that: “pronunciation is the way for students to produce the utterances, World clearly when they are speaking. Even with a limited vocabulary and grammar, the students cannot speak without having a good and the right pronunciation and being the award of the pronunciation rules including segmental articulation, rhythm, intonation, phrasing, and even gestures, body language should be taken into consideration. The mispronunciation of sounds can be an obstacle for students’ communication, also it can cause a misunderstanding by a speaker of other languages. Paying more attention to pronunciation, guarantee successful communication and understanding.

2.4. Algerian Arabic or AAV Sound System Description

In Algeria, written Arabic is not the same as spoken one. It has a unique vocabulary derived from Arabic. However, the inventive terms have been phonologically altered, with borrowed words from "Spanish, Turkish, and French." The AAV is used in informal situations, as at home or with friends. It is an everyday occurrence for Algerians .AAV sound system consists of 31 consonants, and 6 vowels, sharing the same features of Arabic. In order to describe any sound system of any language, we refer to IPA “International Phonetics Alphabets “; it provides suitable phonetic symbols for sounds of any language.

2.4.1. Consonants

The Algerian Arabic have 31 consonantal phonemes in 9 places of articulation, besides the consonants of Arabic, the consonantal system of AAV includes the non-Arabic phonemes such as, /p/, /v/ and /g/; they are used in the Algerian dialects, inspired from French. The following table indicates the consonants of AAV

Table 1: Phonetic features of consonants in AAV.

Consonants	Symbols	Description	examples	Meaning	Phonetic transcription
(ب)	/ b /	Voiced bilabial	باب	Door	/ bæ:b/
(ف)	/ f /	Voiceless labio-dental	فاميليا	Family	/ fæmɪljə /
(م)	/ m /	Voiced bilabial	مقص	Scissors	/ mɔs/
(ت)	/ t /	Voiceless alveolar	تريسيستي	Electricity	/ trɪsɪ:ntɪ:/
(د)	/ d /	Voiced alveolar	دوا	Medicine	/ dwa/
(س)	/ s /	Voiceless alveolar	سلسلة	Chain	/ senslə/
(ن)	/ n /	Voiced alveolar	ناس	People	/ næ:s/
(ز)	/ z /	Voiced alveolar	زوج	Two	/ zu:dʒ /
(ث)	/ θ /	Voiceless dental	ثما	There	/ θema/
(ذ)	/ ð /	Voiced dental	ذهب	Gold	/ ð heb/
(ش)	/ ʃ /	Voiceless post-alveolar	شالي	Chalet	/ ʃalɪ/
(تش)	/ tʃ /	Voiceless post-alveolar	تشينة	Orange	/ tʃ ɪ:na/
(ج)	/ ʒ /	Voiced post-alveolar	جامع	Mosque	/ dʒ æ:meʃ/
(ج)	/ dʒ /	Voiced post-alveolar	دجاج	Chicken	/ dʒædʒ /
(ر)	/ r /	Alveolar	راجل	Man	/ ra: dʒel/
(ل)	/ l /	Alveolar	ليل	Neight	/ l ɪ:l/
(ك)	/ k /	Voiceless velar	كاس	Glass	/ kæs/
(ق)	/ g /	Voiced velar	قريب	Close	/ grɪ:b/
(خ)	/ χ /	Voiced uvula	خريف	autumn	/ χ ɪ:f /
(غ)	/ ɣ /	Voiceless velar	غراب	crow	/ ɣrab/

(ق)	/q/	Voiceless uvula	قاضي	judge	/qa: d ɪ /
(ح)	/h/	Voiceless pharyngeal	حرب	war	/ħarb/
(ه)	/h/	Voiceless glottal	مهبول	Med	/ mehbu:l/
(و)	/w/	Voiced bilabial	والو	Nothing	/wæ:lu/
(ي)	/j/	Voiced palatal	دنيا	Life	/denjə /
(ع)	/ʕ/	Voiced pharyngeal	عربي	Arab	/ʕarbi/
(ء)	/ʔ/	Glottal stop	يتيم	Orphan	/ ʔitɪm/
(ص)	/ʃ/	Voiceless alveolar	صحاب	friends	/ ʃha:b/
(ض)	/d/	Voiced valorized	ضرب	Hit	/dɾab/
(ط)	/t/	Voiceless valorized	طابطة	Table	/ tɒbla /
(ظ)	/ð/	voiced valorized	ظلم	injustice	/ ðolm /

The Consonantal phonemes of AAV are characterized by changing the sound pronunciation of the same phoneme, all this is due to the regional variation, such as the sound /q/. (ق) can be produced as /q/, /g/, /ʔ/or /k/. We take the word "قتل" /q ta l / he killed as an

example:

- Uvula : /q/ = / qta l /
- Palatal: /g/ = / gta l /
- Glottal: /ʔ/ = /ʔ ta l /
- Velar: /k/ = / ktal /

The consonants /j/. (ج) can also be produced /dj/ such as the word "نجاح" /najah/ success, realized as / nadjah /.the consonants /θ/ (ث) Is an inter dental phoneme ,is pronounced differently from /θ/ (ث), to /t/ (ت) such as in the word « ثوم » / θ u:m/garlic :

- /t/ (ت) alveolar: توم /t u:m/

Most of the AAV consonants changed due to regional variation.

2.4.2. Vvowels

There are 12 vowels in the AAV sound system ;3 long vowels / I :/, / u:/, /a:/, with 3 short vowels / I /, / u/,/a/, The AAV vowels maintain a lot of characteristics of Classical Arabic

sound system, by the existence of the 3 long vowels, and the short close vowel /u/ in their speech production.

Table 2: Phonetic Features of AAV Vowels

Short vowels	Description	Example	Meaning
/a/	Central, unrounded, short	/gʌrɑːʒ/	Garage
/u/	Back high rounded short	/hlu/	Sweet
/ɪ/	Front high short	/nɪf/	Nose
long vowels	Description	Example	Meaning
/ɑː/	Back mid-open unrounded, long	/ðæq/	To taste
/uː/	Back high rounded, long	/mæhb u:l/	Mad
/ɪː/	Front high long	/fɪ:l/	Elephant

2.5. RP English Sound System Description

RP (received pronunciation) Paul Skandera and Peter Burleigh (2005:3) "is associated with the dialect spoken in the south-east of England." RP is also the accent used in practically all British dictionaries and introductory textbooks". As it is stated above RP English is the most widely used accent all over the world. When we are referring to the RP English sound system, we are talking about the phonemes used in this language and their way of organization. RP English Sound System consists of 24 consonants with 20 vowels (short /long).

2.5.1. Consonants

The 24 consonants are listed with the identification of their 9 place of articulation and providing them with examples:

/ b /	(Voiced bilabial)	: bay	= / baɪ /.
/ f /	(Voiceless labio-dental)	: few	= / fjʊ: /.
/ m /	(Voiced bilabial)	: moon	= / mu:n /.
/ t /	(Voiceless alveolar)	: teeth	= / ti:θ /.
/ d /	(Voiced alveolar)	: dot	= / dɒt /.
/ s /	(Voiceless alveolar)	: sit	= / sɪt /.
/ n /	(Voiced alveolar)	: near	= / nɪə /.
/ z /	(Voiced alveolar)	: zoo	= / zu: /.
/ θ /	(Voiceless dental)	: think	= / θɪŋk /.
/ ð /	(Voiced dental)	: Thus	= / ðʌt /.
/ ʃ /	(Voiceless post-alveolar)	: Sure	= / ʃʊə /.
/ tʃ /	(Voiceless post-alveolar)	: teach	= / tɪ:tʃ /.
/ ʒ /	(Voiced post-alveolar)	: version	= / vɜ:ʒ ə /.
/ dʒ /	(Voiced post-alveolar)	: gender	= / dʒ ɛndə /.
/ r /	(Alveolar)	: red	= / rɛd /.
/ l /	(Alveolar)	: like	= / laɪk /.
/ k /	(Voiceless velar)	: kind	= / kaɪnd /.
/ g /	(Voiced velar)	: good	= / gu:d /.
/ v /	(Voiced labiodental)	: vote	= / vɔ:t /.
/ ŋ /	(Voiced velar)	: ring	= / rɪŋ /.
/ h /	(Voiceless glottal)	: hot	= / hɒt /.
/ ʔ /	(Glottal stop)	: smart	= / sma:ʔt /.
/ w /	(Voiced bilabial)	: low	= / ləʊ: /.
/ j /	(Voiced palatal)	: yet	= / jɛt /.

There are 24 consonants in RP English; are pronounced by an obstruction of an airstream even in the pharynx, or in the vocal tract. (Paul Skandera and Peter Burleigh, 2005: 20). Consonants are distinguished by their place of articulation.

2.5.2. Vowels

vowels are produced without any obstruction of air. RP has 12 vowels and its classification is based on its length "short and long"; there are 4 long vowels and 8 short vowels. (Peter Roach, 1998: 14-18-19).

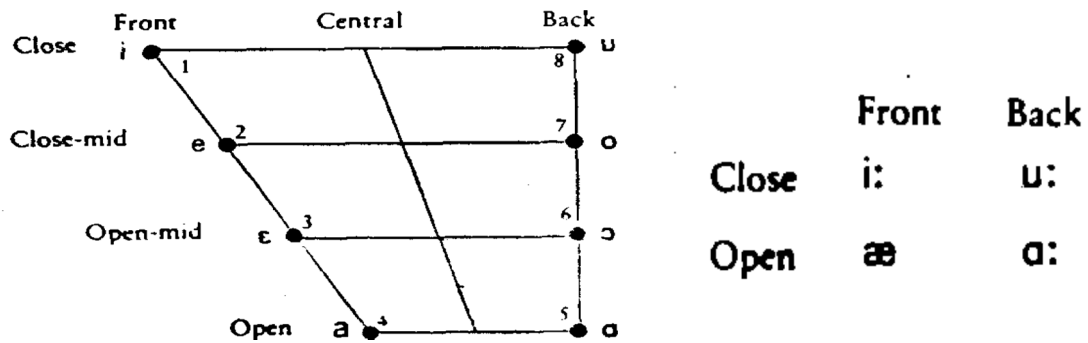


Figure 1: Extreme Vowels Positions

2.5.2.1. Short Vowels

The Short Vowel / I/: is realized with a part of the tongue nearer to the center than to the front raised just above the half-close position; the lips are loosely spread; the tongue is lax, with the side rims making light contact with the upper molars.

☞ Examples: with = / wɪð /. City = / sɪtɪ /.

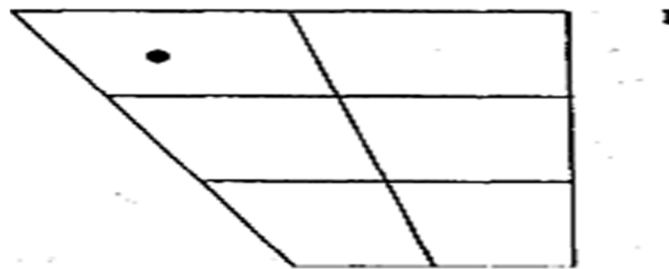


Figure 2: The Short vowel / I/ Diagram

The Short Vowels / ɜ /, / e/: is produced as the front of the tongue is raised between the half-open and half-close position; the lips are loosely spread and are slightly wider apart than for / I/; the tongue may have more tension than in the case of / I/, the side rims making light contact with the upper molars. Concerning / ɜ / is a central vowel with a neutral lip position, having in non-positions a tongue raising between half open and half-close.

☞ Examples: / e/ = many / meni/. / ɜ / = worse / wɜs/.



Figure 03: The short Vowel /e/, /ɜ/Diagram

The short vowel /æ/: is realized by a slighted mouth more open for /e/; the front of the tongue is raised just below the half-close position, with the side rims making very slight contact with the back upper molars; the lips are neutrally open. Examples: rash / ræʃ/. Land / lænd/.



Figure 4: The short vowel /æ /diagram.

The short vowel /ʌ / : /: is articulated with a considerable separation of the jaws and with the lips neutrally open; the center of the tongue is raised just above the fully open position; no contact is made between the tongue and the upper molars. Examples: cut / kʌt/. Does /dʌz/.

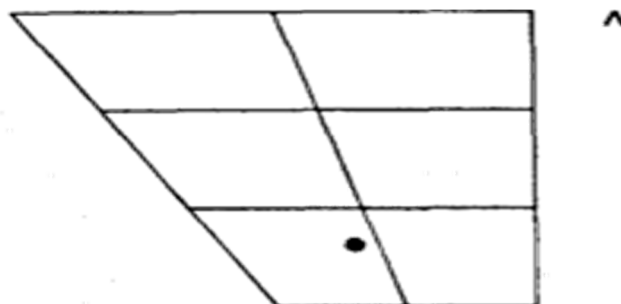


Figure 5; The short vowel / ʌ / Diagram

The short vowel /u/: is articulated with part of the tongue nearer to center than to back raised just above the half close position ; the tongue is laxly held with the tenser /u: / .no firm contact between the tongue and the upper molars. Examples: wool /wul/. Sugar / fʊgə /.

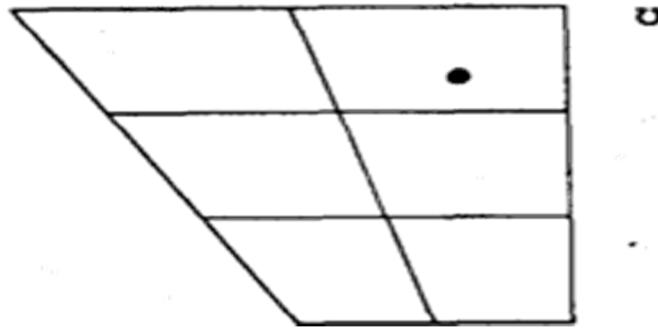


Figure 6: The short vowel /ʊ/ diagram

The short vowel /ʊ/ is produced with wide open mouth jaw and slight, open lip rounding ;the back of the tongue is in the fully open position; no contact being made between the tongue and the upper molars.

☞ Examples: What /wɒt/ gone /gɒn/.

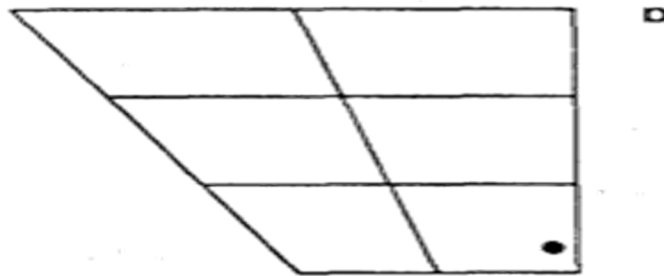


Figure 7: The short vowel /ɒ/ diagram

2.5.2.2. Long Vowels

The long Vowel /i:/ is produced by raising the front of the tongue to a height slightly below and behind close front position ; the lips are spread ;the tongue is tense ,with the side rims making a firm contact with the upper molars.

☞ Examples: be /bi:/. Field /fi:ld/.

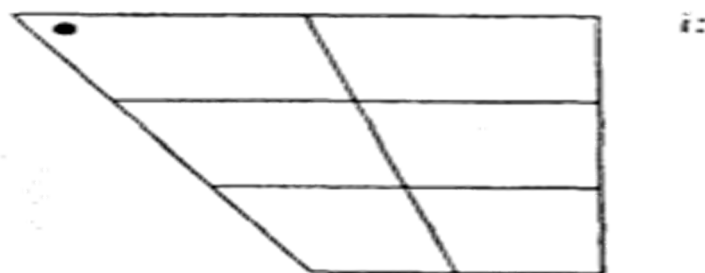


Figure 8: The long Vowel /i:/ diagram

The long vowel /ɜ:/ is articulated with the center of the tongue raised between half close and half open , no firm contact being made between the tongue and the upper molars; the lips are neutrally spread. Examples: first /fɜ:st/ Serve /sɜ:v/.

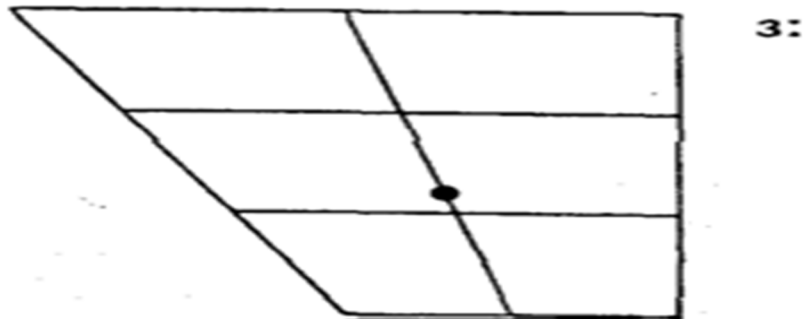


Figure 9: The long vowel /ɜ:/ Diagram

The long vowel /ɑ:/ is articulated with a considerable separation of the jaws and the lips neutrally open; a part of the tongue between the center and the back is in the fully open position; no contact being made between the rims of the tongue and the upper molars.

☞ Examples: Calm /kɑ:m/. Heart /hɑ:t/.



Figure 10: The long vowel /ɑ:/ diagram

The long vowel /u:/ is a back close vowel but the tongue raising is relaxed from the position and is somewhat advanced from true back; its articulation being tense compared with that of /u/, though no firm contact is made between the tongue and the upper molars. The lips tend to be closely rounded and centralized.

☞ Examples: blue /blu:/ / Shoe /ʃu:/.



2.5.2.3. Diphthongs

RP has a large number of Diphthongs. It consists of a movements or glide from one vowel to another. The most significant thing is that their first part is longer than the second one.

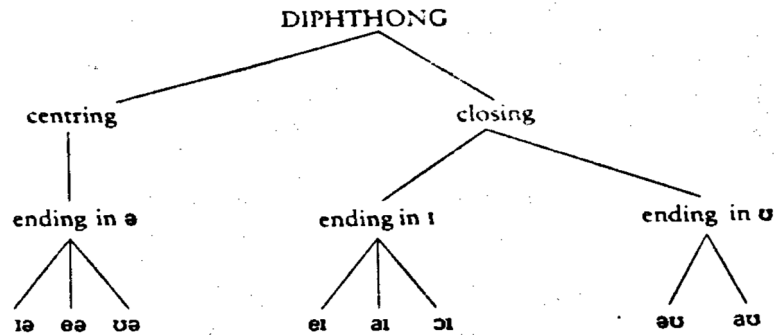


Figure 11: Diphthongs diagram (Peter Roach, 1998: 20)

Centering diphthongs glide to / ə / (schwa) vowel. :

- / ɪə / as in “ dear ” = / d ɪə / , ”weird” = / w ɪə d /.
- / ɛə / as in “ care ” = / k ɛə / , ”wear” = / w ɛə /.
- / ʊə / as in “ pure ” = / p j u ə / , “ tour ” = / t u ə /.

Closing diphthongs towards / ɪ / :

- / e ɪ / as in “ rain ” = / r e ɪ n / , ” they ” = / ð e ɪ /.
- / ɔ ɪ / as in “ high ” = / h ɔ ɪ / , “ write ” = / r ɔ ɪ t /.
- / ɔ ɪ / as in “ boy ” = / b ɔ ɪ / , “ noise ” = / n ɔ ɪ z /.

Closing diphthongs towards / u / :

- / ə ʊ / as in “ home ” = / h ə ʊ m / , “ know ” = / n ə ʊ /.
- / a ʊ / as in “ out ” = / a ʊ t / , “ town ” = / t a ʊ n /.

All the closing diphthongs are with a glide ending, since its second part is weak ;in this case they are unable to arrive at the close position.

2.5.2.4. Triphthong

According to Peter Poach (1998:23):”triphthongs is a glide from one vowel to another and then to a third, all produced rapidly without interruption.” And it can be looked on as being composed of the four closing diphthongs described in the last section with / ə / added at the end;

$$/əʊ/ + /ə/ = [əʊə]$$

$$/ɔɪ/ + /ə/ = [ɔɪə]$$

$$/aʊ/ + /ə/ = [aʊə]$$

$$/aɪ/ + /ə/ = [aɪə]$$

$$/eɪ/ + /ə/ = [eɪə]$$

☞ Examples:

[ɔɪə] as in “royal” = /lɔɪəl/.

[aɪə] as in “fire” = /faɪə/.

[eɪə] as in “player” = /pleɪə/.

[əʊə] as in “lower” = /ləʊə/.

[aʊə] as in “flower” = /flaʊə/.

2.6. Main Differences between RP and AAV

The AAV and RP English are two different varieties, with two different phonological systems. RP is an accent spoken in the world and it is used by more than 3 to 4 % to the British citizens. (Paul Skandera, Peter Burleigh, 2005:6), it is used in all British dictionaries and in introductory text books. While AAV is the mother tongue of the Algerian population (taleb Ibrahim, 1995:33). It contains a lot of foreign borrowed words, thus it is used in formal places and cases, since the AAV varies from one region to another. RP have 26 letters and 44 phonemes, while AAV have 31 letters, and 37 phonemes. The 24 RP English consonants are described through the use of features; voicing (Voiced or voiceless), and the nine place of articulation which are:

- Bilabial consonants: /p, b, m, w / = the lower lip with upper lip.
- Labiodentals consonants: /f, v/= lower lip and upper teeth.
- Interdental/ Dental consonants: / ð, θ /= Blade of Tongue with upper teeth.
- Alveolar consonants: /t, d, s, z, n, l / = front of tongue with the alveolar ridge.
- Post- Alveolar :/ tr, dr, r/= part of tongue with the part behind the alveolar ridge
- Palato-Alveolar: / ʃ, ʒ, tʃ , dʒ / = tongue rims- rims with Central palate.
- Palatal consonant: /j /= back of the tongue raised against the central palate.
- Velar consonants: /k, g, ŋ / = back of the tongue with soft palate.
- Glottal: / ʔ, h/= glottis.

In contrast, the AAV consonants phonemes are quite similar to RP English, except the phonemes :

/χ/(خ) (Voiced uvula) .

/x/ (ح) (Voiceless velar).

/q/(ق) (Voiceless uvula) .

/ħ/ (ح) (Voiceless pharyngeal).

/ʕ/ (ع) (Voiced pharyngeal)

True Emphatics:

/ ʃ /ص) (Voiceless alveolar).

/ t / (ط) (Voiceless valorized).

/ d / (ض) (Voiced valorized).

/ ð / (ظ) (voiced valorized)

English is a 12 vowel system (5 long, 7 short), with 8 diphthongs vowels, and it has a typical vowel sequence consisting of 3 sounds; which are triphthongs. While AAV is a 6 vowel system, with 3 long vowels and 3 short vowels, in addition to that, it is known that the vowels' production is done without an air obstruction.

2.7. The Impact of AAV on RP English

H. Douglas Brown (2000:1) stated that:

“Whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, a Total Physical, intellectual and emotional responses are necessary to successfully send and receive messages in the second language”.

RP English seems to be a foreign language (L2) for Algerian learners. As stated above, Learning another language is challenging for him to move on to a new variety, new features, new concepts, and new aspects. As well, learning a second language is an acquisition of information or skill and is a change in Behavior (H. Douglas Brown, 2000:7). Many factors influence L2 learning. The first factor is the L1; it has a big negative influence on L2 learning as is stated by (labo, 1957:2). Individuals tend to transfer forms, meanings, and the distribution of forms and meanings of their native language and culture to the Foreign Language, both productively when attempting to speak the language and to act in the culture, then receptively when attempting to grasp and understand the language, also the culture is practiced by natives. The Learner unintentionally interferes with the mother tongue's features of both language and culture, which leads to a misunderstanding from Foreigners. On the other hand, the phonological system of L2 may be affected by the L1 system. In our case the Algerian learner interferes with their AAV sound system by the inclusion of their phonemes and its variants, this may change the manner and place of articulation of sounds, which cause a mispronunciation of the Word, with the changing of its real meaning. Most Algerian learners confront obstacles and difficulties in the production and articulation of some English phonemes, this happened, when these phonemes are not included in the AAV sound system, they replaced them with the closest one from their variety. For instance:

The monophthong /ɪ/ vowel in the word "is" /ɪz/ the Algerian learner may say /I:z/ and this change is due to the pronunciation of the Arabic word "إن", also in pretty /Priti/, he can say /priti/. In "honest" /hɒnist/ instead of /ɒnist/ because the phoneme /h/ (هـ) belongs to AAV. At the level of consonants, it exists some phonemes similar to RP, but in AAV, the context they may change from one region to another as the sound /ث/ is similar to RP, but in the AAV system this phoneme may be as realized as /t/, this is an Algerian example: The word "ثعلب" /θ æʃlab / it becomes /tæʃlab /, in contrast in the Foreign word such as "three" /θri: / => /tri:/ it change the meaning of the word from tree. As a result, the AAV (L1) sound system has a big negative impact on RP English (L2) one, either by modifying the meaning as in /wɪʃ / wish, instead of /wɪtʃ / which. Or given no sense to the world and causing a kind of non-intelligibility.

2.8. The Reflection of Learning RP on the Students' Learning

RP seems to be a foreign language (L2) for students. In addition, learning (L2) offers a lot of features to learners including acquisition processes, memory system, recall, conscious and subconscious learning styles and strategies, theories of forgetting, reinforcement, and practices. Thus learning (L2) has an impact on the students' language in various areas:

- It has a positive impact on the development of General cognitive skills, is the unique system of human thinking; processing, producing, and understanding ideas, which are beneficial for improving this skill.
- It improves the grammatical knowledge and the awareness of sound system and sentence structure of L2.
- It serves for the development of Learners' language.
- The L2 Learners have an enhanced spelling ability, with a high reading comprehension.
- It improves the communicative abilities.
- It helps the development of cultural identities; by contributing in increasing its connection.
- It improves the creative ability to solve problems, and having a creative thinking.
- It enhances the ability to tolerate ambiguity, and the understanding of various point of view and practices.
- The students show that they are aware of innovative scientific and technological developments.
- It improves self and other critical knowledge.

Thus, RP is considered as the prestigious accent, according to Paul Skandera and Peter Burleigh (1995:6) "the most prestigious accent of standard British English." learning RP is an important element for the learners, The students having in mind the idea of that RP English is the accent of higher classes, for educated and cultured people, in other terms the accent of "rich persons." in that sense, the students see RP as an important aspect that can give them status, and improve their position in society. As well, RP is the basis of English for them, since RP was first described by the British phonetician "Danielle Jones" (1881-1967) in his English dictionary in 1917, which means it is used in all British dictionaries. Learning RP English reflects on the students' language positively by improving and promoting their language.

2.9. Conclusion

The second chapter was set up to clarify the concept of speaking skills, it belongs to the four productive skills, from the four language learning skills (Reading, Writing, listening, and speaking). It is a significant skill that allows people to express their thoughts and feelings, with shedding light on the four basic elements of speaking; each element has its role in speaking. This chapter deals with a description of the phonological system of the two different varieties, AAV and RP English. Most of the phonemes are phonetically similar but the sound system and rules are different. From this point, we made a comparison based on mentioning consonants and vowels of both varieties, by listing, supporting, and illustrating each phoneme with its phonetic transcription, and its place of articulation to clarify things in order to depict similarities and differences between them. Therefore, we point out special interest in the impact of AAV on RP English at the level of the phonological system, to valid this impact we have a chosen examples which reveal this concept. As a final part, we present some points concerning how can learning RP reflects on students' language.

Chapter Three

Data Analysis and Discussion

3. Introduction

In an effort to know and discuss the reasons behind 2nd-year students failure in English speaking skill especially in making “speech and pronunciation errors” at Ibn Khaldoun University, Tiaret, Algeria, as well as investigating the possibility of AAV interference in RP sounds articulation. This chapter represents the application part of our paper and foremost our participants' answers that we obtained via a questionnaire and a small recorded interview. Therefore, we will divide this chapter into three sections. In the first section, we will present our methodology which includes the sample targeting strategy, identifying our data collection instruments, procedures, and most importantly introducing our analysis design. The second section is data analysis that includes giving the characteristics of the sample, description of both the questionnaire results and audiotape recording experiment. In the last section, we will discuss our findings where a process of re-synchronization data and making inferential statistics are at play and all linked to our initial research questions.

3.1. Statement of The Problem

English is no doubt the world's Lingua Franca, and in our modern time, English is a necessity more than a privilege. English though it is known to be of a secondary or third class in Algeria yet it is quickly trending and expanding its use within the country's society. Consequently, EFL learners are showing great interest to not only learn the language but to master it, and if we gave an overview about English in Algeria we would say that the language varies significantly in value accordingly with learners age, gender, and level of education. In other words, youngsters or peoples for instant may view English as the language of art, cinema, and science but students at college view it as an opportunity to work, travel and overall have a successful career since it literally can open new horizons for young success craving individuals. With it big demand in the market. However, English proficiency is not an easy task, learners need to develop their entire four skills in speaking, writing, listening and reading and be aware of the socio-cultural implications that come along with those structures. Furthermore, in our present research and based on thorough subjective observation we noticed that EFL students at Ibn Khaldoun university may share a common weakness or neglect towards the spoken part of English which can lead to poor language acquisition that might impact its future in Algeria. Also, English in a cross-linguistic community may be the root cause of such problem, the probability that says learners speak English with a complete influence of AAV variety, additionally; it is quite common that the act of successful oral communications demands awareness about English correct pronunciation. Therefore, knowledge about phonetics and phonology are also a factor because they are important to

avoid unintelligible or incomprehensible communication. Consequently, our research problem can be sum up on why EFL students at Ibn Khaldoun university face troubles in speaking and does their native AAV dialect affect their English pronunciation even though they were taught phonetics in their first year at college?.

3.2. Research Questions

We reckon above in chapter one and two that we talked about the cross-linguistic situation in Algeria and what effect has on acquiring the listening skill of English. Additionally, the differences and compares between RP English and Algerian Arabic verity (AAV) on a detailed phonological level, all of which push us to tackle few research questions as in:

- ▀ Does AAV dialect affect their English pronunciation?
- ▀ What sorts of problems or difficulties hinder EFL students' speaking skills?

Is teaching phonetics at an early stage is a reliable solution for this problem?

3.3. The Hypothesis

We believe that the main cause of EFL learners' poor speaking skills is the effect of their mother tongue AAV, perhaps it leaves inflexible oral motor skills. That is to say:

- ▀ The main cause of EFL learners' poor speaking skills is the effect of their mother tongue (AAV), perhaps it leaves inflexible oral motor skills.
- ▀ Differences in sound articulation that stand as a barrier between students and their correct English pronunciation, or it blocks their cognitive abilities to produce comprehensible communication or a delay caused by a mental state of the translation.
- ▀ The ability to transmit a correct language entails competence and performance not only in grammar and vocabulary but also in phonology and phonetics.

3.4. Objectives behind the Study

The context of this study is finding the root problem that faces EFL students in their English communicative skills, particularly their pronunciation of the language as well as shedding light on the possibility of having an Algerian English version of the language, in other words, the potential of having an English verity that is spoken in an Algerian way. Thus, the incentive behind this study is set to conduct an investigation and inquiry not only to give a valued insight but even to create several practical solutions that will be the start of a bigger change. Chiefly, we can sum up our objectives as follow:

- A desire to explain and predict the difficulties faced by English language students at the University of Ibn Khaldoun, Tiaret in speaking RP English as well giving solutions towards those difficulties.
- The value of teaching phonology and phonetics to EFL students at the first year of college and how it is reflected on their English performance.
- Finding whether AAV articulation system is the main barrier behind the intelligible and incomprehensible English communicative performance by EFL students and how to prevent it.
- Confirming or denying the theory of having an Algerian English accent or variety.

3.5. Methodology

In this research, we sought to use a form of mixed methods in order to see our topic which is “The reflection of the Algerian Arabic articulated sounds on the phonological system of RP English” through participants multiple perspectives and levels. That is to say, gaining different views and shaping a more comprehensive look at the subject. Henceforth, we first employed a two quantitative methods which are a "printed questionnaire and audiotape recordings" to gather enough facts and statistics concerning our topic so as to establish a rich contextual exploration that will have great value and meaning, and most importantly adding a state or criteria of reliability. Furthermore, we also used a qualitative touch mainly in the content of the questionnaire so to determine the context of understanding like how this topic exists, built and where it is heading. Moreover, we choose this mixed-method because it will allow us not only to find the most suitable approach to answering our research questions but to integrate our theory which is the possibility of having an Algerian English accent or variety.

3.6. Procedures of Data Collection

Our research is mainly a descriptive representation of the data, however, we wanted to collect both quantitative and qualitative piece of information so to confirm our hypothesis and likewise, we will explain the data in the same matter. Chiefly, we self-administered a printed questionnaire that contained 15 different types of questions and distributed them to second-year students at Ibn Khaldoun University during a classroom session in (23/03/2021). Additionally, shortly after we administered an audiotape recording, to four randomly chosen participants out of the 75 students and also recorded 2 natives in British variety of English which were done as an enquiry into how second-year students pronounce certain English words differently compared to native speakers and what are the reasons behind those

differences. moreover, in the process of collecting the essential information about our subjects we did not face any disapprovals from the students or natives alike, in fact, they welcome it and were happy to be a part of our study, and most of our participants felt at ease and comfortable filling up the questionnaire and being recorded, also, we did not face any other paradoxical obstructions that mean we were unbiased and objective about the process of selecting and questioning. In concern to, phonetics and phonology aspects of this research we asked the help of an expert “Dr Hamadia” in telling the difference between non-native and native pronunciation so as to avoid any kind of paradox or unnecessary mistakes.

3.7. Sampling Strategy

We deliberately selected second-year English language students at Tiaret, University of Ibn Khaldoun because most of them unlike other advanced classes they have actually dealt with, and possess some basic knowledge in phonology and phonetics based on preliminary observation. However, we did not plane the size of participants neither their age nor gender but the total number that met our regulation was 75 students, we could say that we have obtained a “convenience sample”, and based on that we believe that results will be random and divers, in order to avoid any bias Leading data of course. The sample size is 75 students in Total and all of our participants are currently secondary level “freshmen”. However, the sample varies in gender, where females leading with 63% compared to 37% of males, and most of the students are under 20 years of age, to be exact 73% of them. In short, they were selected in purpose as a part of our study so as to avoid any margins of misleading or irrelevant data, also the sample is quite feasible and approachable.

3.8. Instruments of Data Collection

A questionnaire and an audio recording interview were administrated to our subject in this study with some minor modification and adjustments to fit the study’s goal and purpose.

3.8.1. Questionnaire

3.8.1.1. Definition: Questionnaires are an important tool when examining

People’s opinions, feelings and behaviours on a problem that may concern them directly or indirectly. And that what we exactly have done, we aimed to collect information that is related to EFL students’ English pronunciation difficulties, in addition, a set of key and objective research questions and sub-questions were put to investigate on our theory Algerian English accent or verity.

3.8.1.2. Settings: In Mars, 23, 2021 at Ibn Khaldoun University.

3.8.1.3. Design: our printed questionnaire contained different types of questions subsequently, we built and divided it into three different parts. The first part were demographic questions or general information which are basically close-ended questions that collect information about the responders themselves, here we employed questions that offer simple alternatives such as ‘Yes’ or ‘No’, multiple choices, and importance scale. The second part was the attitude and behavioural questions or aspects that concern our subjects, it mainly involved a group of closed (or multiple choices) questions, where we ask the respondent to tick or circle the answer that closely represents their viewpoint. The last part is entitled the effect of the Algerian Arabic variety or dialect AAV on RP English pronunciation, this part is strictly dedicated to confirming our hypothesis and theory which involved both close and open-end questions to diversify our data for more validity and reliability.

3.8.2. Audiotape recordings

3.8.2.1. Definition: For our second data collection instruments, we decided to engage in a small experiment, the subject of this experiment was to record four random chosen second-year students at the university and 2 native British speakers a man and women that we contacted and invite to participate in our research via social media, all to achieve a sort of comparison between the two subgroups at the level of sound and pronunciation.

3.8.2.2. Settings: In Mars, 23, 2021 at Ibn Khaldoun University

3.8.2.3. .Design: The experiment content was to make all six participants orally pronounce or simply "read allowed" a small paragraph that has 42 words. While being recorded in the process.

The paragraph was:

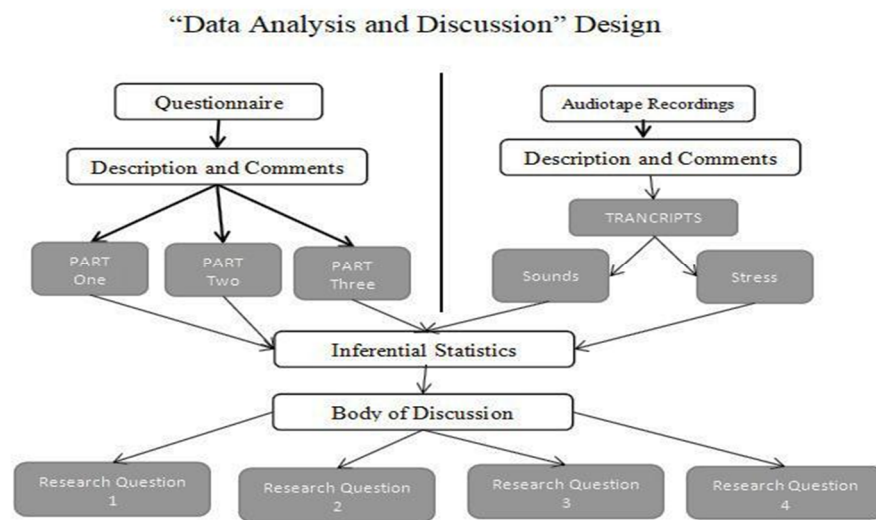
“Hello, I Feel That English Is an important Language in our time which has great power and great interest, and it’s so good when you learn it! Rreally English is such a nice and easy language that anyone can learn” .

The paragraph correct phonological transcript

” he'ləʊ, aɪ fi:l ðæt 'ɪŋɡlɪʃ ɪz ən ɪm'pɔ:tənt 'læŋɡwɪdʒ ɪn 'aʊə taɪm wɪθ hæz greɪt 'paʊə ənd greɪt 'ɪntrɪst, ənd ɪts səʊ gʊd wen ju: lɜ:n ɪt! 'rɪəli 'ɪŋɡlɪʃ ɪz sʌf ə naɪs ənd 'i:zi 'læŋɡwɪdʒ ðæt 'enɪwʌn kæn lɜ:n” .

The selection of those words was not based on what the informants had believed to have been difficult to assimilate but instead on what they had assumed to have been easily and well pronounced. In fact, the selected words were those the participants had believed to be not hard. This experiment aimed to compare between native and non-natives “EFL students” pronunciation and classify and categorize the differences that may happen to see whether AAV play a role in that or not.

Data Analysis & Discussion Design



3.9. Data Analysis

The quantitative data from the questionnaire were analyzed using descriptive. The qualitative data collected from the test were also analyzed through a descriptive, comparative and inferential statistics. The data collected from the questionnaire were correlated with students’ oral performance in the audio-recorded interview later on in the discussion.

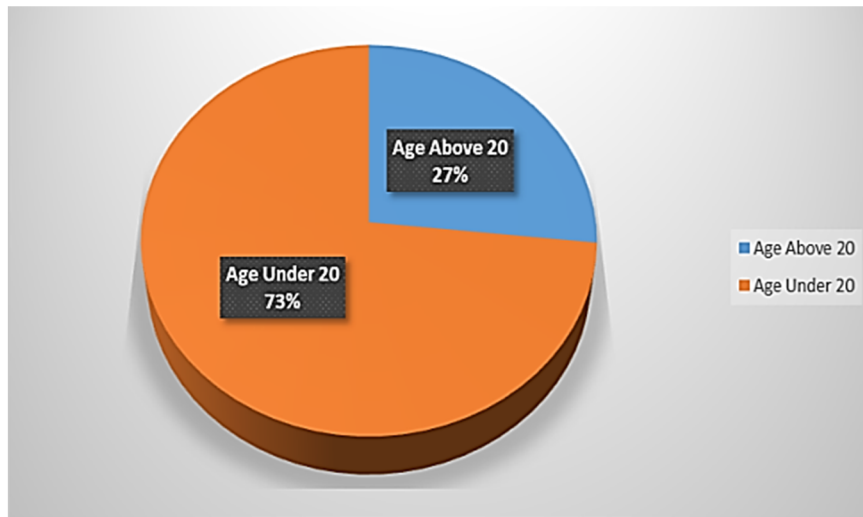
3.1.1. Description of the Questionnaire Results and Comments

I. Part One: Demographic Questions

The aim of this section or part is to gather enough background information about our survey participants their age, gender, and level are among the questions that we decided to ask since they are not recognized as potentially sensitive pieces of information. Our choice of the questions is set to build out the main context for our collected data its "base", will also facilitate categorizing and identifying any possible variables between participants’ responses in the upcoming analysis.

1. Q01: Age

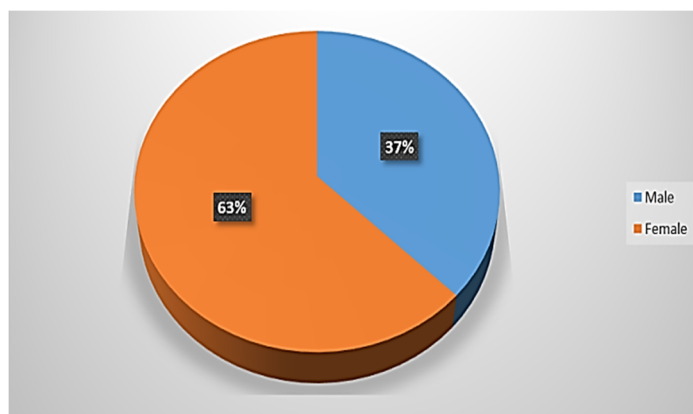
The results demonstrated below in the graph shows that a big number of students estimated by (73.3%, n=55) are over 20 years old, and only (n=20) of them are under twenty which equal (26.7%). These results indicate that students are near “very” as in “not very different from each other in age ” based on that alone we expect that the data will be candid and unbiased when it comes to age variables.



Graph 1: Informants' Age

2. Q 02: Gender

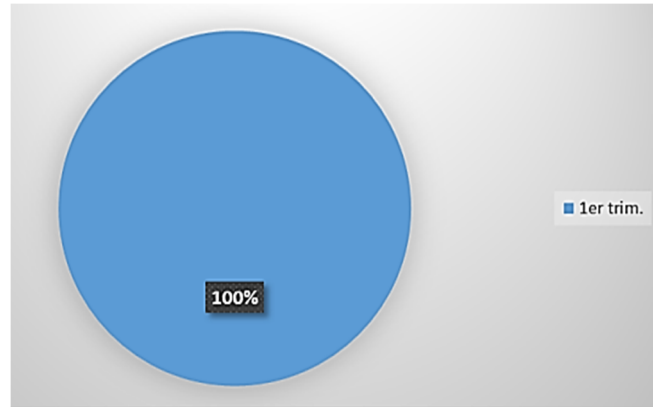
According to the survey out of 75 students, the total number of participants, females are at the lead by (63%, n=47), and Males come second with only (36%, n=28) this indicates that females are more attracted into EFL learning and possibly prone to suffer from pronunciation errors than men do.



Graph 2: Informants' Gender

3.Q 03: The informants' scholarly level

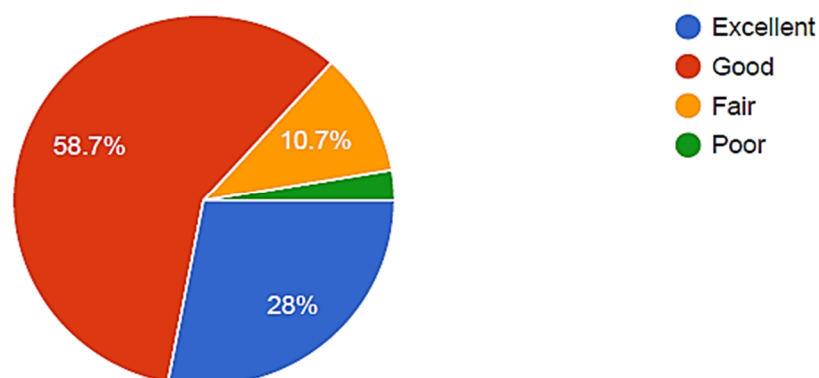
We must restate again that we deliberately choose to run an investigation on second year students of Ibn Khaldoun University, so this question is just a contingency to confirm our initial choice.



Graph 3: The informants' scholarly level

4. Q04: How would you describe your English performance?

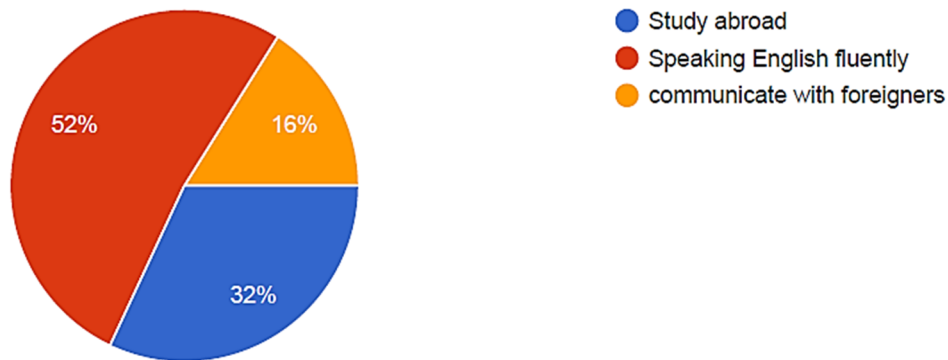
In this question, the results obtained show that the largest number of students (n=39) which represents a percentage of (58, 7%) proclaim that their level of English is good, and 25 students estimated by (28%) emphasis that their level is excellent. whereas, (10.7%, n=10) of them say that they have a fair and only one claims that his level is rather poor. This shows the big amount of confidence that 2nd-year students have in their English communicative skills.



Graph 4: How would you evaluate your English level?

Q05: Why did you choose to study English as a specialty?

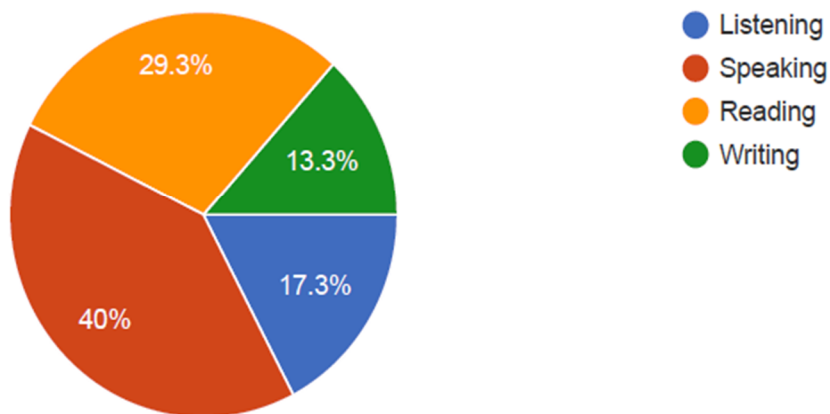
According to the table and chart below we can see that more than half of the responses (52% n=39) answered that their closest motive behind studying English is to reach native-like fluency, and the second largest percentage estimated by (32%, n=24) were seeking to study abroad and only n=12 students approximately 16% preferred to engage their speaking skill with foreigners, this indicates that English represents much value to its learners than just simply being a language perhaps an opportunity to change a person's life.



Graph 5: Why did you choose to study English as a specialty?

6. Q06: In which language skill do you manage well?

The biggest response was (40% n=30) that said that their strongest skill is in speaking while (29.3%, n= 22) choose reading, whereas, the lowest two different sub-groups (17.3%, n=13) answered listening and (13.3%, n=10) answered writing, here we can deduce that students seem to be active in English when speaking and have a passive understanding when reading, but low performers in writing and listening which is unbalanced passive/active variables, a clue to a poor cognitive intake to the language which can create a lot of issues.



Graph 6: In which language skill do you manage well?

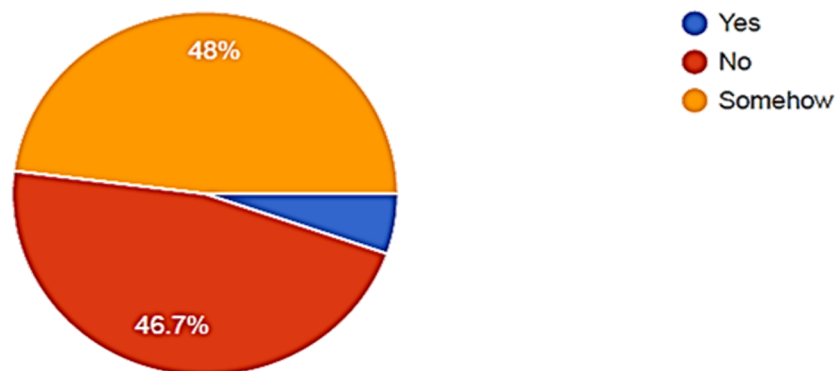
II. Part Two: Attitude and behavioral Questions

This part is dedicated to determining both participants position and opinion towards the topic of the study, in other words, we set ourselves to gather the information that shows participants reactions, preferences, and attitude towards the idea of an English variety pronounced in an Algerian way, the purpose was to build an accurate evaluation and see if our data can be predictable and how it will impact the results later on in the discussion process

Here based on the graph and table below a high number (48%, n=36) responded in “Somehow” which can indicate unsureness, while nearly the same previous amount (46.7%, n=35) are self-confident in their speaking skill, and in contrast only 4 responded by “Yes” a low number estimated by 5.3%, it is highly probable that both “yes and somehow” are In the same direction which might indicate an overall poor competence in speaking by 2nd-year students. Or in contrast modesty.

7. Q07: Do you find it difficult to speak in English?

Here based on the graph and table below a high number (48%, n=36) responded in “Somehow” which can indicate unsureness, while nearly the same previous amount (46.7%, n=35) are self-confident in their speaking skill, and in contrast only 4 responded by “Yes” a low number estimated by 5.3%, it is highly probable that both “yes and somehow” are In the same direction which might indicate an overall poor competence in speaking by 2nd-year students. Or in contrast modesty.

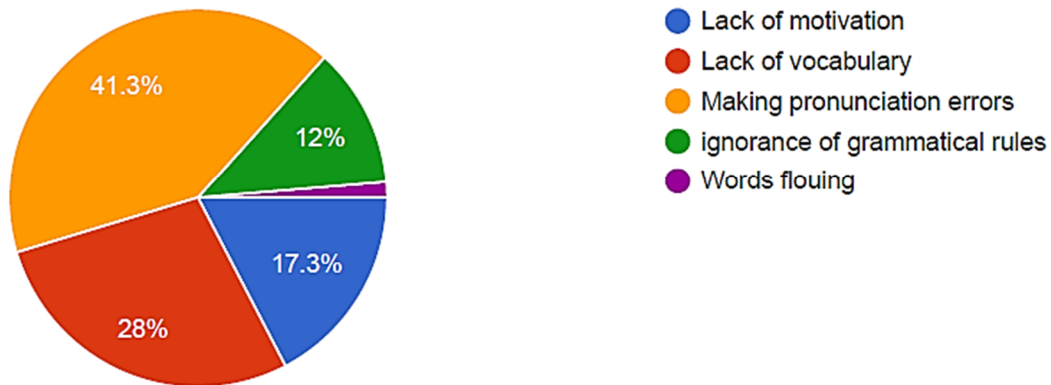


Graph 7: Do you find it difficult to speak in English?

6. Q08: If yes, what kind of difficulties that you face?

In this question, we asked students to choose from several answers hoping that they will choose the closes to respond to the difficulty that has the strongest impact expectably a large percentage(41.3%, n=31) answered “pronunciation errors”, the second largest one chose

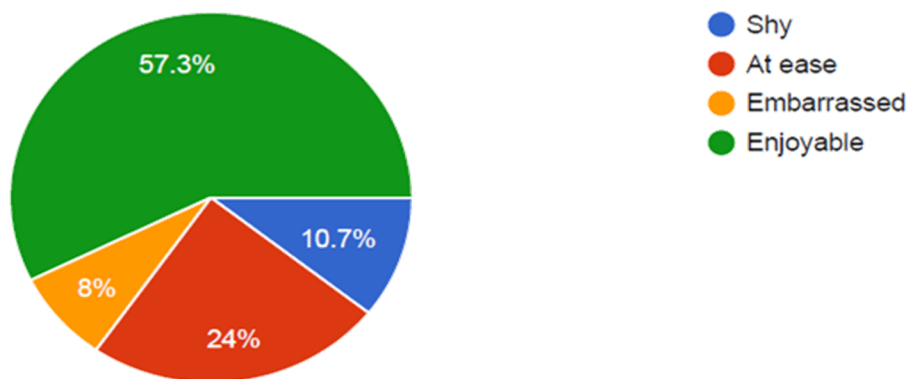
“lack of vocabulary” about (28%, n=21) of them, the other two lowest results are (17.3%, n=13) who choose motivation and just one (n=1) answered with “words flowing” which represent only 1.4%. Seeing this kind of numbers proves our initial observation “pronouncing English is a difficulty that regularly faces EFL students” subsequently a lack of vocabulary can be a reason of ignorant to the socio-cultural structures of English.



Graph 8: If yes, what kind of difficulties that you face?

9. Q09: How do you feel when you speak in English?

We can see that more than half of the students (57.3%, n=43), do enjoy talking in English, and (24%, n=18) feel comfortable expressing themselves in the language. Whereas, (10.7%, n=8) feel shy and only (8%, n=6) are totally embarrassed. Seeing this kind of numbers we can say that English pronunciation difficulties are not entirely psychological but it has more physical and performance dimension or aspect to it.



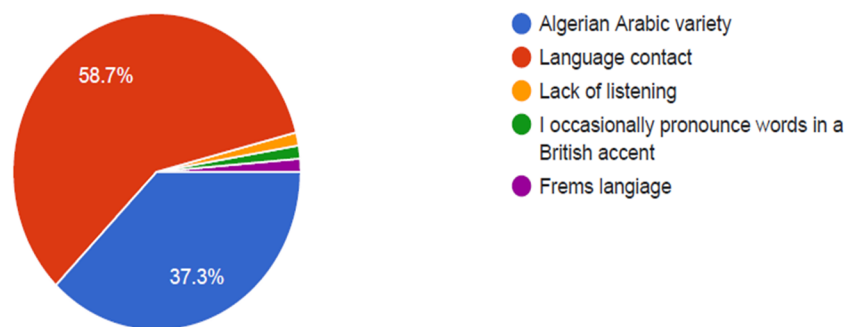
Graph 9: How do you feel when you speak in English?

III. Part Three: The Effect of AAV on RP English Pronunciation

Here we asked participants to answer few direct questions that are built on the context of our research, questions that are closely related to our main problem statement and research questions as well hypothesis

7. Q (10): What affects your English language pronunciation?

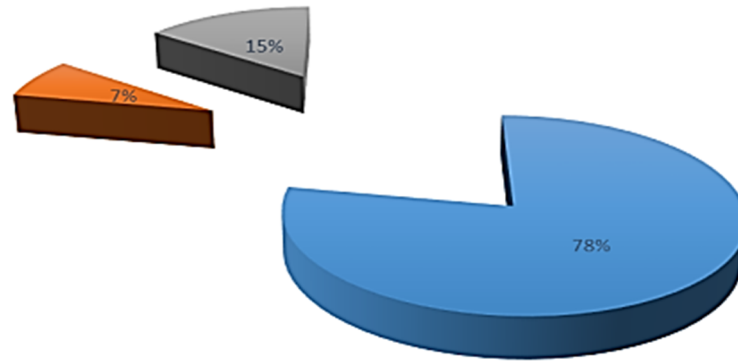
The most noticeable answer is (58.7%, n=44) students who stated that the primary influence in English pronunciation is simply the outcome of “language contact” that is to say, the multilingual situation in Algeria could represent a huge barrier that prevents Algerian from speaking English correctly, The second biggest choice is the effect of “Algerian Arabic dialect AAV” where (37.3%, n=28) students claim that it has a secondary big influence, but only (4%, n=3) answered the neglect of listening skill. It is not unexpected that most students chose language contact over AAV because Algeria is a multilingual country where French or Berber can be of significant role as well.



Graph 10: What affects your English language pronunciation?

11. Q (11):6. Do you think that learning phonetics is important for EFL students?

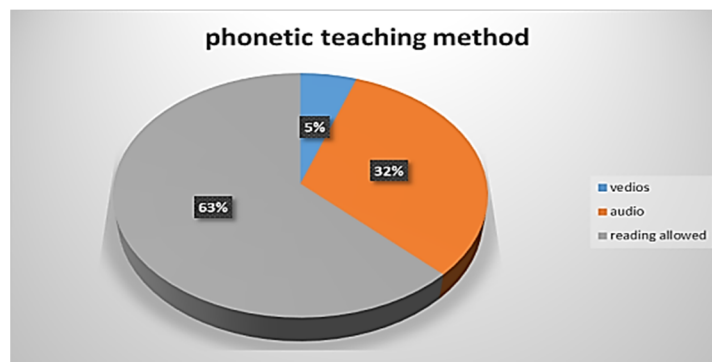
Most of our participants (78%, n=59) agree that phonetics and phonology are needed because they play a vital role in English teaching, while (15%, n=11) stated that it not really important, and only five (7%, n=5) are unsure about it purpose, we deduce that phonetics have a performance value more than meaning to an extended point link this to questions about fluency.



Graph 11: Do you think that learning phonetics is important for EFL students?

12. Q (12): Which method is usually employed by phonetics teachers?

Most of the students (62.7% n=47) answered “Reading allowed” and (n=24) students that represent (32%, n=24) said “Audio lessons” and only 5.3% that equals (n=4) answered “Video lessons” we see that reading is perhaps an ideal a most appropriate mother to improve speaking skills and get ride off pronunciation mistakes.

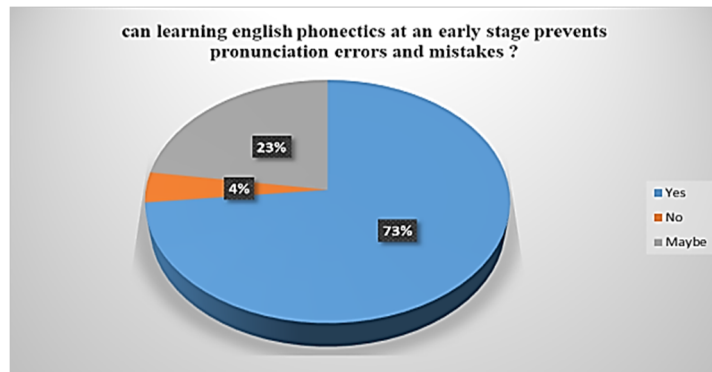


Graph 12: Which method is usually employed by phonetics teachers?

8. Q (13): In your opinion, learning phonetics at an early age can solve your speaking problem?

When asking about phonetic importance a high number of participants (73%, n= 55) stressed the value of teaching “phonetics” at an early stage. Whereas, (22.7%, n=17) disagreed and only (4%, n=3) are unsure. This may indicate the effectiveness of the need for such knowledge, but the students who disagree are not wrong per se, since the act of

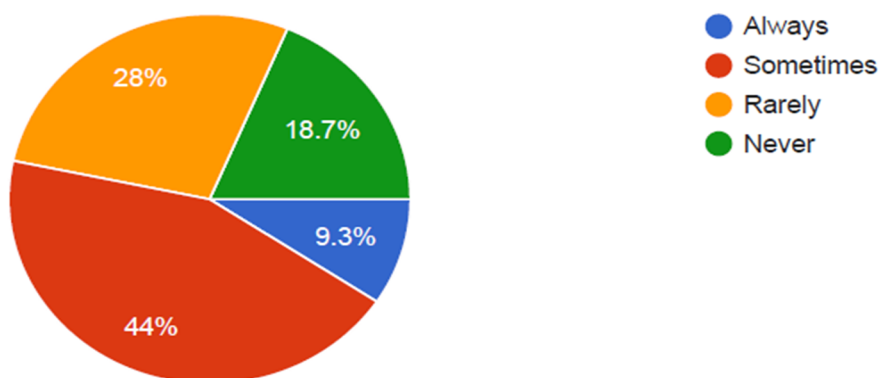
transmitting a comprehensible message does not necessarily entail being aware of phonetics as we going to discuss it, latter on in more details.



Graph 13: In your opinion, learning phonetics at an early age can solve your speaking problem?

9. Q (14): When speaking, how often you think about your mother tongue in the process of speaking English?

A big amount of responses ($n=33$) estimated by 44% stated that they sometimes cognitively engage their mother tongue which is AAV right before speaking in English while (28%, $n= 21$) students said rarely and ($n=14$) students by the percentage of 18.7% they denied any use of AAV to self-translate or think about what to say in English, and only (9.3%, $n=7$) chosen "Always". Based on these numbers we suspect that AAV may have a big effect both mentally and physically in English pronunciation.



Graph 14: When speaking, how often you think about your mother tongue in the process of speaking English

15. Q (15) Is it possible to have an Algerian English verity, hence English is spoken in an Algerian way? We made this question optional so we got only four relevant replies

Informants' answers

Informant (A). Why not, it is possible with the globalization effect and all.



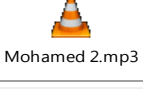

Informant (B). No there are too many verities of AAV along in Algeria so English will not be adopted as a verity.

3.9.2. Analyzing the audiotape recordings

After having recorded the informants' pronunciation we decided to transcript each one so we can easily spot the differences in sounds in terms of vowels, consonant, and lexical stress between the natives and the EFL students. Thus, the analysis of the results was set as follow; first, a comparison between the two sub-groups. Second, sounds that were both pronounced and transcribed similarly were identified. Third, similar deviations in pronunciation and transcription were filtered and outlined according to their being the result of the colloquial AAV. In short, we will analyze the data from the recordings in terms of pronouncing vowels and stress in certain words and place the data in three different tables which are the center of our focus.

Recordings of EFL Students

Table 3: Recordings

Student(A) "Bouchra"	
Students(B) "Marouaa"	
Students© "Mohamed"	
Students(D) "Abdallah"	

This table contains 2nd year EFL students recordings, and each tape has a duration of approximately 13 seconds. Additionally, we tried to balance the data, thus we choose two males and two females as participants along with two other natives male and a female.

Table 4: Sound Differences

The Words	Rp Native speaker	Student A	Student B	Student C	Student D
Improtant	ɪm'pɔ:t(ə)nt	ɪm'pɔ:rtnt	ɪm'pɔ:t(ə)nt	ɪm'pɔ:t(ə)nt	ɪm'pɔ:rtnt
Great	greɪt	greɪt	greɪt	greɪt	greɪt
Intereset	"ɪntrəst	"ɪntrəst	"ɪntrəst	"ɪntrəst	"ɪntrəst
So good	səʊ gʊd	səʊ gʊd	səʊ gʊd	səʊ gʊd	səʊ gʊd
Learn it	lɜ:rn ɪt	lɜ:rn ɪt	lɜ:rn ɪt	lɜ:rn ɪt	lɜ:rn ɪt
Language	læŋgwɪdʒ	læŋgwɪdʒ	læŋgwɪdʒ	læŋgeweɪ	læŋgwɪdʒ

Central vowels seem to be the last to be acquired among all English vowels, and words having /ʌ/ such as money are either realised with [a] if the transfer is from Arabic or [o] if the transfer is from French. Other productions of central vowels might reveal to be front as in no /əʊ/ that is realised as [e:ʊ] where the lips are slightly relaxed. Front vowels, however, such as /e/ or the diphthong /eə/ are produced as [ɛ:] as in hair in which the front quality /e/ is articulated below and behind its presupposed position. Then, diphthongs such as /əʊ/ as in most /məʊst/ are, sometimes, changed into [ew] [mewst] where the second vowel becomes a consonant; becoming, thus, a rural Algerian diphthong.

Table 5: Differences in Syllable Stress

The Words	Rp Native speaker	Student A	Student B	Student C	Student D
Improtant	IMPOrtant	IMPOrtant	IMPOrtant	IMPOrtant	IMPOrtant
Intreset	INTreset	INTreset	INTreset	INTreset	INTreset
anyone	anyONE	anyONE	anyONE	anyONE	anyONE
Language	LANguage	LANguage	LANguage	LANguage	LANguage
Really	REAlly	REAlly	REAlly	REAlly	REAlly

Concerning syllable structures, the informants mostly apply Arabic syllable structures, as there is a tendency to insert a vowel between English initial consonant clusters. Arabic syllabic structure is usually CV or CVC as in *kataba* 'to write' or *maal* 'money', a word such as *disappear* /,dis.ə'piə/ which contains the following syllable structures *cvc+v+cv* becomes [,di.zə'pi:r] with the following structure *cv+cv+cvc*.

3.10. Discussion of the findings

In this part of the chapter, we will attempt to discuss our data in the form of an "essay" that starts by mentioning general background, then in the body, it discusses the data accordingly with our research questions. Moreover, the data will be all mixed and reformulated in a way to serve the context of our research.

Algeria is a culturally and linguistically diverse country which make it a highly linguistic competitive environment and indeed many varieties whether the Algerian dialect, Berber, or French are in constant conflict, in other words, the already existing language varieties in the country have created a difficult and complex situation for spreading any new language. Consequently, Since 1984 based on a comprehensive socio-linguistic study English stands as a third language (British Council, 1984) and French is the second and most used language in all of the country's vital sectors, yet English presence is getting more vibrant in time and enjoys a tremendous favour among Algerians especially with the increased market demand like jobs opportunities or the growing technological influence as in science and academic world that in itself demands English to catch a wider view of readers, all of which encourages the mastery and fluency of English. However, the acquisition of a good pronunciation in the target language is commonly held to be the most difficult of all tasks in language learning (Paulston and Bruder 1976). Thus, this section is an attempt to discuss the «pronunciation errors and speaking difficulties» that usually occurs by 2nd year EFL learners at Ibn Khaldoun University, Tiaret. Perhaps, due to AAV (students mother tongue) interference and influence on the English language sound system. This pushed us to think and figure out a way to first understand the cause and the effect behind the problem, then discuss the current and present alternative solutions. In this line of reasoning, a few instruments of the investigation were deployed, we have initially done a small survey or printed questions that were made off three different parts and interview audiotape recordings to a small group of students.

■ **Research Question One:** In the first part of the questionnaire, we collected informants' general data, where the total number of participants is 75, with females being more than males by (63%), and all students age can be considered as a stable variable with the highest percentage of (73%) under the age of 20. Hence, the demographic norms like level and age will not change the results in a big way, but the gender gap is tremendous which is more than enough to tilt the results to the feminine perspective. Nevertheless, in question **Q06** (40%, n=30) student claim that their strongest skill is speaking and their lowest is writing if we combine this with **Q7** where (46.7%, n=35) said that they do not face problems in speaking, this entails that most students do not notice or they are not fully aware of their pronunciation errors. However, when we directly asked them about their difficulties (69%) of them answered "pronunciation errors and lack of vocabulary" this proves that their problem is not a matter of psychological but has a physical aspect, to further make sure we added **Q9** were only 8 students are embarrassed to talk in English. English spelling is not a strictly regular alphabetic system. There is no one-to-one correspondence between letters and sounds. Sound substitution links between words. The use of stress.

■ **Research question Two:** Moreover, in **Q8** only 12% of students said they face grammar difficulties if we link this to a bigger spectrum that says Algeria' English teaching tends to target morpho-syntactic structures and lexical-semantic units more than phonetic realisations. With our enquiry about the role of phonetics in **Q11** were (78%, n=59) of students recognized its need. In that, they supported teaching phonetics and we can safely say that they have a solid point, because Proficiency in English entails competence and performance not only in grammar and vocabulary but also in phonology and phonetics. Chiefly, some aspects of pronunciation, for example, stress or intonation should be considered and followed to avoid unintelligibility "incoherence" accordingly with Kenworthy (1994:13) definition; "Intelligibility is being understood by a listener at a given time in a given situation". However, we cannot ignore the secondary percentages (15%, n=11) who stated that it is not really important, and (7%, n=5) who are not sure. Thus, we deduce that meaningful communication does not necessitate perfect pronunciation "People can make numerous errors in both phonology and syntax and yet succeed in expressing themselves fairly clearly." (1988: 88). So phonetics is not that important for communication but simply an ideal solution to "pronunciation errors". Furthermore, **Q (12)** concentrates on the role of teachers in teaching mouth positions for those sounds which do not exist in RP English (62.7% n=47) agreed that oral reading. That is to say, practise supra-segmentals in longer stretches of discourse by

reading them. It is through these method more extended examples of genuine language that the relationship between suprasegmentals and meaning turns out to be so obvious.

■ **Research Question Three:** According to Weinreich (1967), "Interference arises when a bilingual identifies a phoneme of the secondary system with one in the primary system and, in reproducing it, subjects it to the phonetic rules of the primary language. That is to say it highly possible that English is affected by the student mother tongue AAV because learning enfolds a new sound structure and new models of articulation and perception (James 1988). that are not familiar to students and there may be interference of student's native language in the acquisition of English resulting in "production errors" and it simply takes effort and flexibility to adjust from an already fixed sound system, for example, we noticed that students tend. productions of central vowels might reveal to be front as in no /əʊ/ that is realised as [e:ʊ] where the lips are slightly relaxed such as /e/ or the diphthong /eə/ are produced as [ɛ:] as in hair in which the front quality /e/ is articulated below and behind its presupposed position here we can notice a bit the reflection of AAV also in the stressing words like. During the experiment, /θ/ – /ð/ is used when the reading is slow. However, when the participants were trying to read the words rapidly they tended to pronounce [t] and [d]. If an English learner does not stress one syllable more than another or stresses the wrong syllable, it may be very difficult for the listener to identify the word. Experiments showed that n.

Research Question Four: In concern to our theory an "Algerian English verity" we first administered one open-ended question and we have got different views. in that, one says "**is highly possible**" and another says "**it is impossible**", but if we look at the fact that English is now well on the way to becoming a world language; and this means many types of English, many pronunciations and vocabulary-groups within the English language will emerge (Wrenn, 1949: 185) likewise, many new Englishes have also been created such as those produced in India, Nigeria or in the Philippines. It happened before. So, Algerian English is a real prediction. however, those who said no "it is unlikely that Algeria has its own English" are not entirely wrong Algeria is practically a multilingual language if we just took a good look at how AAV is spread where 99% of Algeria understand it but each community possesses a sub varieties of it as an example the far east of the country like **Tébessa** are unintelligible to the far west of **Tlemcen** even though both speak AAV so it will be challenging to have one unified English variety because the more expansion English obtains, the more diverse it becomes and the more complicated its inventory will be. Not to forget other languages influence the like French and Berber. Moreover, we noticed that from our recordings that students do not really share one accent in speaking English although there are

similar sounds and mistakes made, therefore, one of AAV benefits according to our perspective and due to living in a cross-linguistic environment is having a flexible articulation system that allows us as Algerians to pronounce and acquire different language nearly native-like. We also noticed that even though student claims that they are learning RP English they make an unconscious error where they pronounce certain words in American English, it shows the lack of awareness in a part of 2nd year EFL students, perhaps ignorance about the RP and American accent differentiation. Such a phenomenon can hinder the identification of any particular variety as being the norm to teach English we use as well as it can sometimes bear the stamp of our culture and even that of our Algerian phonological system becoming, thus, to some extent ‘**Algerian English**’.

3.11. Conclusion

Algerian educational system should give more attention to teaching EFL learners “how to speak English properly and accurately” so as to avoid miscommunication or poor acquisition of the language, In this chapter, we sought to describe, interpret, and discuss our informants' answers in an effort to find the main causes behind second-year English speaking's difficulties, especially in their “pronunciation errors”. In this regard, we believe that we have successfully dealt with and presented solid and neat answers to all of our research questions, To begin with, we have proven that Teaching phonetics at an early stage is important to reduce any pronunciation problems faced by 2nd-year EFL students, it also can prepare them mentally, because they are considered to be future teachers so they ought to be a model for correct speaking in class since learners are expected to be introduced to the pronunciation of words in English by their teachers during day-to-day interactions. yet it's lack or absence does not cause a big problem unless we are in a professional setting that is to say a person can transmit a meaningful message even if he neglects stress ton and intuition in his discourse, then we discussed and illustrate our hypothesis that is the reflection of AAV on RP English sound system in that we found that there is an interference in the level of stress and Vowels but it doesn't only touch AAV since there are signs on which French and American articulation are at play, lastly, we discussed the possibility of the existence of an English Algerian accent we can't deny or confirm it but some linguist the likes of Kachru (1978, 1990) stated that a sub-variety of that educated variety exists and can be named either "Berglish or Derjish". According to the region and dialect.

General conclusion

The present study is conducted to investigate Second-year EFL students' reflection of their first language (L1) AAV articulated sounds on the RP English phonological system at Tiaret "university. In that, we wanted to conduct a study about EFL' speaking difficulties and find out the major reasons behind it .We sought to describe, identify and solve EFL students English speaking problems by investigating the role of teaching phonetics, as well as, discussing AAV interference in RP English pronunciation along with students awareness of the two languages sounds differentiation. In the process, we also worked to test our theory that says that Algerian spoken English can accrue or it already exists.

In light of this study and in an attempt to create a neat and valid piece of work ,we decided to cover up all aspects, concepts and elements that censure our subject directly or indirectly, where the main question that we wanted to tackle is "why EFL students at Ibn Khaldoun university face troubles in speaking English and whether AAV dialect affect their English pronunciation ?"(chapter3, p.37). Consequently, we divided thisis research paper into three different chapters, to begin with, chapter one presents some essential facts about the linguistic situation of Algeria which involves describing some concepts the likes of language change and diglossia, and presents small reviews about the Algerian existing language varieties that co-exist in the country, namely "MSA, CA, AAV, Berber, French," and of equal importance, introducing the history of English in Algeria. Then, after a long preliminary observation, which allowed us to notice that EFL students speak RP with a complete influence of AAV sounds, and based on that, the second chapter was strictly dedicated to presenting both AAV and RP English phonetic and phonological systems, where we put many "figures, tables, and shapes" to identify and deferential between the two. In addition, we made a small definition to the various phonological and phonetic related concepts, as well as defining "speaking skill" along with its core elements. The last chapter was entirely dependent on our informants' answers Thus, it solely included analysis and discussion of the various data that we have collected.

Moreover, in this research, we tried to use a form of a hybrid or mixed approach to view our topic through multiple perspectives and levels of our participants. Subsequently, we adopted two quantitative methods "printed questionnaires and audiotape interview» and in order to establish a rich contextual exploration with great value and importance, we added a qualitative touch that mainly concern and serve our theory «Algerian English ". Our choice of this mixed-method was to find the most suitable way to both answering our research questions and integrating our theory.

At the end of this dissertation, we can safely say that we have successfully attempted and answered our research main questions, which ranged from emphasizing the importance of teaching phonetics to finding small but concrete evidence that proves the influence of AAV on EFL students' pronunciation. To making valued insights about our theory. Additionally, we believe that our research despite the lack of more necessary empirical research and due to the fact that it is quite difficult to extend these findings beyond the borders of our university, we paved the way to other works, and gave a rich content that will hopefully increase researchers interest in this kind of subjects.

Limitations and Recommendations for Further Research

Our study is merely descriptive research that needs more empirical investigation, besides the physical limitations as in the restricted timeline, hard access to restored data, and it is difficult to reach the subjects of our study especially with the current pandemic lockdown. Subsequently, our lack of knowledge towards the science and the basis of phonetics along with data validity issues like "it was not balanced gender-wise," all push us to admit that our study needs further correction. Furthermore, we wanted to see AAV influence but we end up finding that some student speak American variety instead and others mistake it as RP English, and the influence of French is more noticeable than of AAV this can take us back to the root problem that is more likely generated from middle school where English is taught after French where teachers neglect telling the differences of the alphabetic sounds. Hence, mixing French and English consonants, or greater issue where teachers transmit their poor speaking skill because they focus more on grammar than engaging in conversations (a teacher in that age should reflect a correct model of speaking), so we suggest some research as follow:

- Making a comparison study where the researcher observes students' pronunciation and compares it with their views on the accent they claim to speak"
- Investigating students' perspectives about different accents' exposure.
- Inquiry about the phenomenon of negative sound transfer of RP English in middle school
- Investigating factors that affect teachers' perceptions of pronunciation teaching and practice.
- Investigating the possibility of teaching phonetics as a separate module in middle schools/ high school.

In regards, to our theory, we cannot spread our findings to include all of Algeria, since AAV alone has many sub varieties that differ, as such we recommend more valuable research that takes all langue varieties in Algeria into consideration since everyone has a bit of influence on

RP English sound system, we also suggest a study that includes all levels of education to determine the proper solutions for such serious issue "EFL students speaking difficulties"

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Appendices

APPENDIX 1

Students' Questionnaire

The reflection of the Algerian Arabic articulated sounds on the phonological system of RP English

I. Part One: Demographic Questions

1. Q01: Age

- Under 20
- Above 20

2. Q02: Gender

- Male
- Female

3. Q03: The informants' scholarly level

- Only second year students

4. Q04: How would you describe your English performance?

- Excellent
- Good
- Fair
- Poor

5. Q05: Why did you choose to study English as a specialty?

- To Study abroad
- To Speak English fluently
- Communicating and conversing with foreigners
- other:

10. Q06: In which language skill do you manage well?

- Listening
- Speaking
- Reading
- Writing

II. Part Two: Attitude and behavioral Questions

11. Q08: Do you find it difficult to speak in English?

- Yes
- No
- Somehow

12. Q08: If yes, what kind of difficulties that you face?

- Lack of motivation
- Lack of vocabulary
- Making pronunciation errors
- Ignorance of grammatical rules

Other:

13. Q09: How do you feel when you speak in English?

- Shy
- Embarrassed
- At ease
- Enjoyable

III. Part Three: The Effect of AAV on RP English Pronunciation

14. Q(10): What affects your English language pronunciation?

- Algerian Arabic variety
- Language contact
- Lack of listening skill

Others:

15. Q(11):6. Do you think that learning phonetics is important for EFL students?

- Yes
- No
- Somehow

16. Q(12): Which method is usually employed by phonetics teachers?

- Videos
- Audios
- Recording
- Reading Allowed

17. Q(13): In your opinion, does learning phonetics at an early age solve your speaking problem?

- Yes
- No
- Somehow

18. Q (14): When speaking, how often you think about your mother tongue in the process of speaking English?

- Always
- Sometimes
- Rarely
- Never

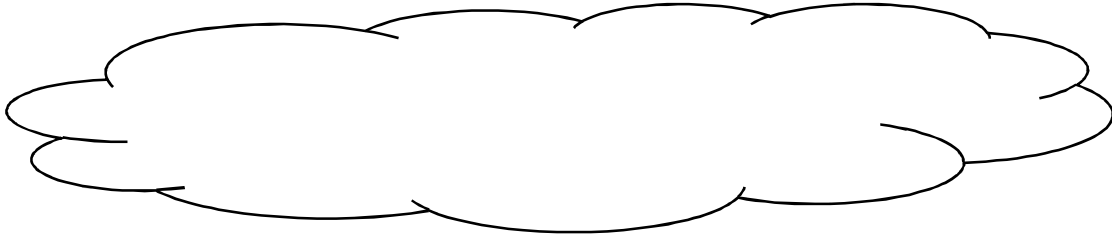
Q (15) Is it possible to have an Algerian English verity, hence English is spoken in an Algerian way?

Short, answer:

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

Dear Students

Thank you for taking the time to complete and submit this questionnaire. Your insight and information are very valuable to us. Use the space below to provide additional comments on how we might improve our job.



If you have any farther Questions or comments about the questions, please contact us at the following Email: Glm.djamila@gmail.com .

Thank you.

APPENDIX 2

Students' Recorded Passage

“Hello, I Feel That English Is an important Language in our time which has great power and great inerest, and it’s so good when you learn it! Rreally English is such a nice and easy language that anyone can learn”.

Abstract

Most Algerians have a reading knowledge of English, because the educational sector of the country puts the focus on morpho-syntactic structures and lexical-semantic units more than on phonetic realisations. EFL students, who often face "speaking difficulties and pronunciation errors" which prevent them from attempting to publish or convert in English. Thus, this study is set to investigate a small sample of EFL second-year students at Ibn Khaldoun University, in particular, their English speech errors and whether their native tongue "Algerian Arabic variety (AAV)" has an effect on English pronunciation. It is sought to obtain both qualitative and quantitative data, so a mixed-method that is reflected through the use of "a printed questionnaire and audiotape interview" is opted 75 students are used as a sample. The results demonstrate that their issue isn't a matter of psychological but incorporates a physical aspect. Moreover, English bear the stamp of our culture and even that of our AAV phonological framework so it is very possible to have an "Algerian English ". The objective of this research is to understand and assist EFL learners to avoid cases of unintelligibility and miscommunication and to explore the correct sound system and method of learning proper RP English pronunciation.

Keywords: RP English, EFL second-year students, AAV, Algerian English variety, Phonetics, Speaking Difficulties, Pronunciation

ملخص

يتملك معظم الجزائريين معرفة قراءة باللغة الإنجليزية ، لأن قطاع التعليم في البلاد يركز على الهياكل التركيبية الصرفية والوحدات المعجمية الدلالية أكثر من الإدراك الصوتي. طلاب اللغة الإنجليزية كلغة أجنبية ، الذي غالباً ما يواجهون "صعوبات في التحدث وأخطاء في النطق" تمنعهم من محاولة النشر أو التحويل باللغة الإنجليزية. وبالتالي ، تم إعداد هذه الدراسة للتحقيق في عينة صغيرة من طلاب السنة الثانية من اللغة الإنجليزية كلغة أجنبية في جامعة ابن خلدون ، على وجه الخصوص ، أخطاء النطق الإنجليزية لديهم وما إذا كانت لغتهم الأم "الجزائرية المتنوعة العربية (AAV)" لها تأثير على نطق اللغة الإنجليزية. يسعى للحصول على كل من البيانات النوعية والكمية ، لذلك يتم اختيار طريقة مختلطة تنعكس من خلال استخدام "استبيان مطبوع ومقابلة شريط صوتي" يتم استخدام 75 طالباً كعينة. توضح النتائج أن مشكلتهم ليست مسألة نفسية ولكنها تتضمن جانباً مادياً. علاوة على ذلك ، تحمل اللغة الإنجليزية طابع ثقافتنا وحتى إطار عملنا الصوتي AAV لذلك من الممكن جداً أن يكون لديك "إنجليزي جزائري". الهدف من هذا البحث هو فهم ومساعدة اللغة الإنجليزية كلغة أجنبية. المتعلمين لتجنب حالات عدم الفهم وسوء التواصل واستكشاف نظام الصوت الصحيح وطريقة تعلم نطق اللغة الإنجليزية RP الصحيح.

الكلمات الرئيسية: RP English ، EFL طلاب السنة الثانية ، AAV ، مجموعة متنوعة جزائرية في اللغة الإنجليزية ، الصوتيات ، صعوبات التحدث ، النطق

Résumé

La plupart des Algériens ont une connaissance de la lecture de l'anglais, car le secteur éducatif du pays met l'accent sur les structures morpho-syntaxiques et les unités lexico-sémantiques plus que sur les réalisations phonétiques. Les étudiants EFL, qui sont souvent confrontés à des « difficultés d'élocution et des erreurs de prononciation » qui les empêchent de tenter de publier ou de convertir en anglais. Ainsi, cette étude vise à enquêter sur un petit échantillon d'étudiants de deuxième année d'EFL à l'Université Ibn Khaldoun, en particulier, leurs erreurs d'élocution en anglais et si leur langue maternelle "variété arabe algérienne (AAV)" a un effet sur la prononciation de l'anglais. Il est recherché pour obtenir des données à la fois qualitatives et quantitatives, de sorte qu'une méthode mixte reflétée par l'utilisation d'un « questionnaire imprimé et d'un entretien sur bande audio » est choisie 75 étudiants sont utilisés comme échantillon. Les résultats démontrent que leur problème n'est pas un problème question de psychologique mais intègre un aspect physique. De plus, l'anglais porte l'empreinte de notre culture et même celle de notre cadre phonologique AAV donc il est tout à fait possible d'avoir un " anglais algérien ". L'objectif de cette recherche est de comprendre et d'assister l'EFL aux apprenants d'éviter les cas d'inintelligibilité et de mauvaise communication et d'explorer le système sonore correct et la méthode d'apprentissage de la prononciation correcte de l'anglais RP.

Mots clés : RP Anglais , étudiants de deuxième année EFL, AAV, variété Anglaise Algérienne, phonétique, difficultés d'expression orale, prononciation