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**STEREOTYPED ACCENT OF STUDENTS FROM SOUGUEUR  
AT THE DEPARTMENT OF ENGLISH IBN KHALDOUN  
UNIVERSITY-TIARET**

A Thesis Submitted to the Department of English in Partial Fulfilment of the Requirements for the Master Degree in Linguistics .

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## Dedication

I dedicate this humble work to my beloved parents , to my dear sister and brother, and to my precious Teacher Mahi Sofiane .

I dedicate this graduation to the source of my ambition, my father: Mohamed ,And to my mother Zohra (May Allah bless them )Who supported me and stood by my side, and had it not been for her patience in my rebellion, To my sister fatima El-Zohra whose patience boosted my motivation to successfully fulfill this task ; to my brother and my other sisters who were continuously handy ;To the most beautiful friends, the most faithful advisors, and the kindest ,Louisa Amal ,Chahrazed, Khadidja and Djahida ,to all who know me.

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## ABSTRACT

The present work examines stereotyped accent among students of different regions ,of Tiaret at the Department of English University of Ibn Khaldoun . The study attempts to focus on the connection between accents , stereotypes, prejudices , attitudes , and linguistic discrimination . The research aims at identifying the sociolinguistic reasons behind the stereotyped accent of English in the suburbs of Tiaret ,particulary Sougueur , in order to measure the acceptability of this accent , and to investigate whether students consider their stereotyped accent as a linguistic enrichment or insecurity .The data were collected using different approaches : Qualitative and Quantitative, realized by means of a census questionnaire administered to both student and teachers . Data collection helps us a lot in understanding the reason behind stereotyping students' speech , and the reaction to such linguistic phenomenon .The findings show that student from Sougueur are linguistically discriminated by others in terms of their accent , but they think of it as a linguistic enrichment rather than insecurity .As for teachers , they consider regional accent' inteference in speaking English as a learning error .

*Keywords : Accent , insecurity , linguistic enrichment .*

## Key to abbreviations and acronyms

- MSA : Modern Standard Arabic
- CA : Classical Arabic.
- CA : Colloquial Arabic.
- ESA : Educated Spoken Arabic.
- AA : Algerian Arabic .
- L : Low.
- H : High.
- L1 : First language .
- L2 : Second language .
- SVO : subject -Verb- Object.
- VSO : Verb- subject-object .

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## **General Introduction**

Language is one of the powerful mediums of communication in any speech community. It has always attracted the attention of researchers, and linguists, who adopted different methods to investigate complexity. It is inevitable that language varies from one country to another, even within the same country, or region itself. A number of regional varieties at the level of writing and speaking can be found. This is explained through sociolinguistics as language variation, or what is commonly known as dialect .

Language is an integral part of shaping person's identity , as the way we speak Reveals something about who we are, and how we want to be perceived Also, it shapes the way we perceive others. People make judgments based on one spoken language that is different from theirs.Variation of accents carries social meanings and so can bring different attitudinal reactions. People usually tie up their attitudes towards language use to attitudes that they basically have about groups of people, reacting either positively, or negatively.

Therefore, accent has the main components from pronunciation and intonation, it is considered as the tool of language that informs about the degree of resemblance among speakers and listeners. Due to its salience, people tend to make baseless assumptions, associate value and reach conclusion concerning the person speaking with an accent. This is clearly reflected in jokes and funny stories about some pronunciations and efforts made in the imitation of regional accents, which create a kind of inferiority complex to most of the speakers of the stigmatized accent. People tend to evaluate these variants as right or wrong, good or bad , beautiful or ugly, and so on .

## **Statement of the problem**

Every student has his own way of speaking or pronouncing utterances. The way we speak determines our belonging to a certain geographical group ( a group that belongs to a certain geographical area ) , specifically a social group ( individuals belonging to a society, who are interrelated ) in which our identity is attached .Student of English Departement of Ibn Khaldoun University use English inside the classrooms , and sometimes outside, but each one is influenced by their native language accents , and their region. Student will reach a stage in which they judge each other's accent, based on identifiable characteristics ; this is what we call stereotype. This judgments would lead students to behave in a certain way towards the group with an accent, these latter , could be linguistically discriminated or enriched, since student use the speech of others as a clue to both linguistic and non-linguistic information about them, such as their social background and even personality traits like intelligence .Student of sougueur are the sample of the present research through which the objective of the study is to find the major stereotypes student fom Tiaret think about them, and see whether these latter accept it or not for other solutions .

## **Objectives of the study**

Stereotyped accents, mainly linked to the negative judgment, creat problems within student and affect their relationships. Hence,the objectives of the research study are to :

- Concentrate on the connections between the accent and linguistic stereotypes .
- Identify the reason behind the stereotyped accent of English by souguteurs speakers by Tiaret speakers .

- Measure the acceptability of the regional accent i.e., the accent of a specific region or place, in our case the region is Sougueur .
- Investigate whether a stereotyped accent is a linguistic enrichment or results in linguistic insecurity .

### **Research questions :**

is Sougueur's English accent stereotyped by Tiaritian speakers ?

are Sougueur's English students integrated in society regardless of their stereotyped accent ?

is Sougueur's English accent would be linguistically enriched if they keep it ?

### **Research Hypotheses**

- \_ Students of Sougueur would be linguistically discriminated, if their English accent is stereotyped.
- \_ Students of Sougueur would integrate in the society, even if their accent is stereotyped .
- \_ Students of Sougueur would be linguistically enriched ; if they keep their English accent.

### **Research Design Methodology**

There is a myriad of appropriate methodologies for the study of different educational problems. The selection of one and the avoidance of others is not a simple task at all. The nature and purpose of the investigation and the population involved will help the researcher to which method to be dealt with .

In our present research which investigates the stereotyped English accent of

English students from Sougueur at the English departement, University Ibn khaldoun , A descriptive research method was adopted . The main objective behind the descriptive method is to elicit feeling, and attitudes of english language student and teachers about the stereotyped accents. The data is collected using questionnaires as a research tool .

The questionnaire shows the different reasons behind the steretypes in the accent of students from Tiaret, and investigate how they are treated vis-a-vis their accent and reaction towards such stereotypes.The sample consist of University student of both sexes from the English Departement. The sample was taken randomly according to students' availibility from two levels :3<sup>rd</sup> Year Licence and 1<sup>st</sup> Year Master .

### **Population and sampling**

Population refers to the group of people to whom the researcher applies his/her findings. The target population is the one from whom the researcher wants to obtain information and apply the results .Throught sampling,which is the process of listing all the accessible members of the population,information will be collected .

Thus, our current research study consists of two types of target population. The first consists, of all N250 of students from 3<sup>rd</sup> Year Licence and 1<sup>st</sup> Year Master at the English departement, University of Ibn khaldoun The sample is selected on the basis of the students' availibility, in which the method followed in this research is taking only 30% of the population. The second data gathering tool for the descriptive method is the questionnaire destined to ten (N10) teachers of English . The reason behind its use , is that it is a reliable means to elicit their feelings,beliefs , experiences , perceptions , and attitudes concerning the topic under investigation. Moreover, the questionnaire was chosen rather than the intevieiw because of its economy and uniformity of questions .

### **Limitations of the study**

This study was conducted to students from Tiaret and Sougueur studying at the English department, University of Ibn khaldoun From the two level 3<sup>rd</sup> Year License and 1<sup>st</sup> Year master. Also, to teachers from the English Department. Therefore, any obtained conclusions or results will apply to them only .

### **Organization of the study**

This work reported in this research is composed of three chapters . The first chapter entitled the sociolinguistic situation of algeria, in which the linguistic and sociolinguistic profile of the algerian landscape is discussed, through a historical and geographical perspective. The second chapter is an overview on accent, in which different definitions are given . It focuses on the different terms linked to accent, like : dialect, accentology, and dialectology. Also, it deals with the relation between accent and second language acquisition , language teaching , linguistic prejudices and stereotypes , in which an overview is discussed about the different terms of stereotypes, attitudes , prejudices, and linguistic discrimination, in order to differentiate between them . The third chapter , focuses on the overall analysis of the data based on the responses of the questionnaire. The latter highlights the informants' attitudes towards the linguistic differences of their classmates' accent .



## Chapter One

### The Socio-linguistic Situation in Algeria.

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## **Introduction**

The present chapter introduces both the Algerian sociolinguistic situation, in addition to some theoretical insights of the present research. The first part of the chapter starts with a very brief overview of the history of Algeria. This history influences tremendously Algeria's present sociolinguistic situation. Then it highlights the Algerian sociolinguistic situation by introducing the languages that constitute the Algerian linguistic repertoire: Arabic with its varieties (Classical Arabic, Modern Standard Arabic, Algerian Arabic and Educated Spoken Arabic), Tamazight, French and English. It also introduces the various contact processes displayed by the Algerian language groups, i.e. diglossia, bilingualism, and code switching.

### **1. Historical Perspective**

It is well-known that Algeria was a place of invasion and crossroad of civilizations that made the linguistic plurality reign among its speakers since antiquity. From the Berber (Tamazight), the Romans, the Arabs, the Spanish, the Turkish, to the French respectively which affected the present languages used in Algerian society. The number of individual languages listed for Algeria is 18; all are living languages. Through, the main languages in Algeria are four (04) genetically unrelated spoken ones, namely Modern Standard Arabic (MSA); Algerian Arabic (AA), French and Berber (Tamazight), thus, it is a multilingual situation. (ethnologue.org)

The first inhabitants of Algeria were the Imazighen (plural of amazigh), who spoke different varieties of Tamazight, a semito-hamitic language (one of the branches of Afro-Asiatic languages), what is called "Berber". This latter is the original language of the country. By 46 B.C, Algeria became a Roman province, who brought with them Latin language. In

the 7<sup>th</sup> century AD, along with the whole of North Africa, Algeria was colonized by French who reigned for nine centuries. In this period, Arab language was introduced, and adopted by the inhabitants as they also embraced Islam.

Then, in 1518, the country was under the supremacy of The Ottomans<sup>2</sup>, where people borrowed some words from the Turkish language and used them in their examples. However, according to Taleb Ibrahimi, and Grandguillaume (1997) Turkish did not have a big influence neither for Arabic nor for Tamazight languages. Most of them are related to food. In 1830, France occupied the Algerian territories and lasted 132 years (1830-1962). As a consequence, French language represented a new whole phase for the Algerian linguistic situation. In 1848, Algeria was declared a French territory and Arabic held the second position, whereas, French was taught in schools as the first language. This created a dilemma since Arabic was banished from the educational system and it was limited within few members of the society.

After the independence, the Algerian government managed to adopt a totally different linguistic policy through Arabization, which was the starting point in changing the Algerian linguistic situation. Standard Arabic became the first language in this multilingual nation where Berber, French, and Algerian Arabic were already present, and French became the first foreign language and not the second language in the country with a prestigious status in the society. The impact of the French colonization seemed to be very strong linguistically, as the government faced many problems in applying Arabization. Nowadays, French continues to enjoy a privileged position in Algeria despite the "Arabization programmes". Thus, the linguistic situation in Algeria is characterized as diglossic, bilingual, and multilingual.

## **2.The Arabization planning**

The processes of Arabization were linked to efforts of the post-colonial government to legitimize their status as the liberators from French domination. During the colonial period, it was difficult for Algerian to receive any other education than in French. The term “Arabization” is the extensive use of Arabic in all domains of life : social, and cultural ; i.e., it refers to the promotion of Arabic as a medium of interaction in public and private sectors (Grandguillaume , 1997)

In the late 60s, President Houari Boumediene<sup>1</sup> initiated a complete Arabization process, mainly, as a national goal and began the first steps to advocate Standard Arabic within administration and schools. He for instance, made the knowledge of standard Arabic an employment requirement for administrative jobs. Arabization was brought in slowly in education, starting with primary schools as well as in social sciences and humanities. However, it was only in the 1980s that Arabic was introduced as the language of instruction at the secondary level.

## **2. The sociolinguistic Profile in Algeria**

The linguistic situation in Algeria is diversified and complex in the sense that several varieties are used today namely Classical Arabic, Modern Standard Arabic, Colloquial Arabic or AA, Educated Spoken Arabic (ESA), Berber and its dialectal varieties : Kabyle, Shawia, Mozabite, and Tamashekt – the mother tongue of Touaregs, Fench, and lately English particularly in the field of commerce, science and technology. Accordingly, Algeria is characterized by the phenomenon of multilingualism which affects the socio-cultural life of the Algerian people, and gives rise to sociolinguistic needs that must be taken into account in education and language planning. (ethnologue.org)

Since 1963, Standard Arabic, the language of the Quran became the only official language of Algeria. It is the language of education and administration. Dialectal Arabic or

Colloquial Arabic is the mother tongue of nearly 81% of the population and is, to a great extent, different from the Dialectal Arabic varieties that are spoken in many other parts of the Arabic world. It has greatly influenced by, respectively, Berber, Turkish and French from which it borrowed a great number of words. French, however, became the first foreign language taught in school and universities but still occupies an important place in interpersonal communication.

As in any other country, Algeria is enriched by linguistic variation. Almost each province (Wilaya) has its own regional variety, as well as its own accent. People can recognize others' region only through specific lexis, syntactic structures and pronunciation. Speakers from Sougueur do not talk like those from Tiaret, Saida and Ghelizan. The dialect spoken in Algiers is different from that of Oran, Telemcen, or Laghouat. Indeed, it is most importantly a question of pronunciation – accent - but it may also be a matter of vocabulary and structure. It is worthy to note that such linguistic phenomenon does not only take place in Algeria but in many other Arabic countries as well. For example, the regional varieties of Arabic in Kuwait, Egypt, Tunisia, Morocco and many other countries are totally different at the lexical, syntactic, and prosodic levels.

### **3.1. Arabic**

Arabic has been classified into three categories: Classical Arabic (CA), Modern Standard Arabic (MSA), Educated spoken Arabic (ESA) and the vernacular variety. CA and MSA are both called "El-fusha", however, CA is considered as high-style of language. Its superiority is linked to the Quran, as it is considered to be a model of linguistic excellence and the key to a prestigious literary heritage. It is a language with a long literary tradition and a closely guarded sense of grammatical and rhetorical correctness. CA was simplified and evolved into MSA after the 19<sup>th</sup> century. Arab Renaissance labored to modernize CA, and make it

more effective to meet the demands of modern life .Today in algeria, MSA is officially recognized as the country's and official language, aside with the Tamazight Language.

As for grammar and lexicon of a given standard language, Feguson (1959) argues that :  
“In diglossic communities the high style may have striking differences in grammar and in word order, and in the area of the vocabulary the high style may have a much more learned and classical lexicon than the low.” (p. 33). In a diglossic situation, each language variety has very specific functions. High (H) and Low (L) are strictly divided according to their respective functions. Thus, the H variety is employed for writing , formal speech and education. The L variety is intended for private life. It is acquired as the mother tongue and is not subjected to any normative control. In Nigeria, MSA is considered as high style, however, the low variety is the Algerian Arabic and it is not written, thought, it has varied pronunciation, grammar and lexicon.

Vernacular Arabic is the language of every day communication in the family and the street. It is the native language of Arabs. Differences between the vernacular and the written form are manifested in morphology, syntax, the lexicon, and the complex system of case endings.

The vernacular in this case is the Algerian Arabic (AA) which is the language of communication in our daily life. In other words, it is the mother tongue of the majority population of Algeria. It is known as the “El-Derjja” (dialect), and it is different from the Modern Standard Arabic morphologically and syntactically, and also different from other dialects in other Arab countries. However, it has rich vocabulary with the mixture of Arabic, Berber, Turkish, and French words.

Algerian Arabic is inevitably part of the “Maghreb” dialects as they share quite the same historic development. It is a linguistic continuum, since Algerians at the eastern borders

use a variety which is similar to Tunisian Arabic and others speak a variety which fades with Moroccan Arabic near the western borders. However, it is not uniform because it differs from a region to another. And it is also the case for accents. Algerians do not share the same accent across the country .

### **2.1.1 Modern Standard Arabic vs. Classical Arabic**

Modern Standard Arabic is different from Classical Arabic are primarily in style and vocabulary, since they represent the written traditions of very different historical and cultural eras, from the early medieval period to modern one. Mary catherine Bateson in her *Arabic language handbook* (1956 ;2003) (p. 84) identified three kinds of changes that differentiate MSA from CA (1) “a series of ‘acceptable’ simplification” in syntactic structures, (2) “ a vast shift in the lexicon due to need for technical terminology.”and (3) “ a number of stylistic changes due to translations from European language and extensive bilingualism.”

### **3.1.2 Modern Standard Arabic vs. Algerian Arabic**

AA is different from MSA on the level of phonology, morphology, syntax, and lexicon. Phonologically, AA has more simplified vowels because they are mostly restricted to “schwa sound /ə/”, for instance, in MSA we say /laʕiba/ (لعب) but in AA we say /lɪʕəb/, in MSA we say /rabiha/ but in AA we say /rəbəh/. Moreover, Algerian Arabic shares more features than MSA. Algerian Arabic includes non-Arabic phonemes.

In addition to the 28 consonants phonemes in both CA and MSA, like / g / as in the word قال/gal/, besides the phonemes /p/ and /v/ which are mainly used in words borrowed from French, like the case in the word “بومبة” (adapted from the French word “pompe” which means a pump). Also, the word “قالبزا” (Adapted from the French word “valise” which means a bag). Also, it should be noted that the use of the phonemes /ظ/ and /ذ/ can be

used differently, as in some regions it is pronounced /d/. The same case is observed for (ث) which is pronounced /t/ (ت).

Morphologically, AA most of the time is much simpler than MSA because of the absence of case-marking inflections, the dual and feminine plural inflections, for example ; in MSA we say /binta:n/ (two girls) but in AA we say /zouj bnat/, however, the use of duality in AA is prominent only in time, for instance we say / ʕami:n/ (two years) or /marti:n/ (two times). Syntactically, both VSO and SVO are used in AA, but SVO is dominant in AA. And, lexically, AA is famous with borrowing.

### **3.1.3. The Spoken Arabic by Educated people**

Due to the divergent aspects that characterize the situation of language in the country, Algeria represents a suitable environment for sociolinguists. Algeria is what Fishman (1968) describes as nation type 'B' :

Type B nations are characterized by the typical presence of one indigenous Great Tradition at the national level sustained by one national language of classical origin. There is no need of attempts for socio-cultural integration in these nations as there already exists that kind of situation. But there is the need of language modernization to meet the challenges of modern form of discourse. (Pp.491-498)

Fishman's <https://www.facebook.com/enbalux.zihaural> features, law, government, religion, history which is shared by the nation and can serve to integrate the members of the state into a cohesive body. Such a great tradition usually has one of its manifestations and its major vehicle of expression, a language which very often is the appropriate choice for adoption as the national language or the official language. Type B policy is adopted in endoglossic – an indigenous language that is used as the first or official language in a country or community – countries where the elite acknowledge the existence of a great



tradition with a related language of expression.

According to Fishman, type B nations are uni-modal, the indigenous language with the literary tradition in the case of Algeria is the Algerian Arabic, and this variety of language it could be evolved and modernized through time ;i.e, many new vocabulary can be added, or adopted from other languages, like French and English. In order to render it more functional for the purpose of national well-being in the modern world, and to become a language of wider communication. Furthermore, the sociolinguistic profile of Algeria is more complex than it seems .

According to El-Hassan (1977,p.115) "there is a code switch between what Ferguson call high and low varieties, and this situation is present in Algerian parliament, mass- media, mosques and schools. He confirms that: "A speech in Parliament or a political speech elsewhere (Ferguson H) is usually given in Educated Spoken Arabic, and sometimes in pure colloquial (Ferguson L).

A third level of Arabic is appearing as suitable medium of communication. This level is labeled differently as : middle Arabic, or Educated Spoken Arabic. It is an intermediate form of language as Ferguson identifies. As it is supposed to lessen the linguistic tension between the educated and the non-educated people in Algeria. ESA plays a major role in the spoken dialect of a community, as people speech reflects their educational level. The idea of ESA was developed in the mid-70 by Frederick Mitchell in his. It is the variety of Arabic composed of elements from both MSA and the dialect spoken typically by educated people .

### **3.2.Berber**

Arabic and Berber are distantly related languages – categorized by linguists respectively as Semitic and Hamitic branches of the Semio-Hamitic language group, or family. Nowadays there are more commonly referred to as the Afro-Asiatic languages.

Linguists used to define all African languages as belonging to the Hamitic family, but modern studies usually operate with five languages in the Hamitic group. Among these are the North African Berber languages (Versteegh, 1997).

Afro-Asiatic languages according to Katzne (1977) " (p.32). are : "spoken by people of vastly different racial, religious, and cultural origin These languages are spoken in North Africa, mostly in Morocco and Algeria, and to a lesser extent in Niger, Mali, and other countries. The Berber languages are so similar to each other that some authorities speak of a single Berber language .The Tamazight language originated from a very old language called the Libyan.

Berber language (BR) existed as an oral standard, although Berber texts were written in Arabic and Roman scripts during the past by means of adding few characters to symbolize typical Berber phonemes. All BR varieties lack written form except the Touaref dialect (Tamashek) which is the only variety that maintains ancient script called Tifinagh .

Even though they shared some structures and vocabulary, the Berber dialects are totally separate. According to Ennaji (2005) there are twelve different Berber dialects in Algeria Thaqbaylit, Shawiyya, Tamazight, Thashelhit, Thumzabt, Thaznatit, Thamahaq, Shenoua, Tamazight Tidikelt, Tamazight Temacine, Thagargrent , and Thadaksahak.

### **3.3.French**

In Algeria, French (F) was inherited from the colonial period and became the language of bureaucracy. Statistically, Algeria is the most Francophone country among the old colonies (Calvet, 1974). By the end of the 90s, it became statistically the second largest French-speaking community in the world after France. French is spoken with more or less fluency by the majority of Algerians, but this situation has considerably changed .

It is mainly learnt at school as a second language. Besides, it is regarded as a language for

studies in scientific disciplines in higher Education and technology. In recent years, French language use has been expanding with the proliferation of private schools where it is used as the language of instructions as opposed to public schools where it is reduced to a subject taught with limited number of hours.

However, French still occupies a prominent place within the Algerian society mostly at the economy, social and educational levels. In the domain of publication and distribution of books, French language continues to benefit from a significant status. Despite the many efforts made to promote books in Arabic, French books' readers are more and more numerous. More than fifty years passed since independance, and yet the Arabization policy is not well established in Algeria and French language position is not withdrawn. On the contrary, it has gained more space and power within the entire society as it is still used formally and informally by a lot of people. Within this framework Akila (2001) "(p.01) claims that : "Le Français est devenu une langue élitiste, symbole de la réussite sociale et reste omniprésente dans les secteurs de la banque, de l'économie et de l'ouverture sur l'universel. Elle n'en reste pas moins la langue de l'ancien colonisateur.

"French has become an elitist language, symbol of social success and remains omnipresent in the fields of the banks, of economy and the opening up on the universe. It remains nevertheless the language of colonizer."

### **3.4.English**

In Algeria, English is taught as a third foreign language of general educational purposes with no specific aims. It is mostly used in formal classroom environment. However, there are few opportunities, other than in school where it is used for daily communicative purposes. Since its independance, Algeria has been struggling in establishing an educational system that meets a targeted population needs. Considering the historical

connection with France, Algeria has always looked at French language as cultural imperative until the late seventies. After the Arabization policy in 1971 and the socioeconomic changes taking place worldwide, the use of English as a communicating vehicle started to gain more space within the whole country.

Consequently, things have changed and the situation of English language became totally different from the previous one through several reforms. During the French colonization, English was taught as second languages (FL2). By the time they finish school, pupils would have studied English for 7 years. After the independence, English was considered as a foreign language after French. From 1962 to 1993, it was taught for 5 years (2 years at the intermediate level and 3 years at the secondary level). However, from 1993 to 2004, pupils had the opportunity to choose and learn either French or English for nine years (3 years at the primary school, 3 years at the intermediate level, and 3 years at the secondary school). Nowadays, English is taught for 7 years (4 years in the intermediate school, and 3 years in the secondary school).

The presence of English in Algeria has been enhanced by globalization, movies, and the international status that it holds as a language of science, technology, diplomacy, entertainment, travel, business, mass media, and scientific research. In addition to that, it is spoken by about 1.5 billion people. This has added another dimension to variation, as many new words have entered the linguistic repertoire, which has given dominance to English in different contexts .

Nowadays, the necessity to know language is increasingly Recognized , as the world joins together in a 'global village' . English is gaining place with both French and Modern Standard Arabic in several domains, and notably in higher educational levels, commerce, etc.

It is highly respected in Algeria, because it is more related to technological and

economic matters. Thousands of new words and expressions infiltrated the verbal speech of the Algerian people to meet the needs of the new communicative requirements.

#### **4.Code- Switching**

Code Switching might be defined briefly as the alternate use of two or more languages within the same conversation. This process is very common in bilingual situations involving bilinguals who switch between two or more distinct languages or varieties of a language at some place in their interactions.(Brown,2007).

Code Switching is different from code mixing, The former can be switching from one language to another, for instance a person who lives in a bilingual area needs to switch a language to another. However, the latter, is transferring linguistic element from one language to another ; a speaker begins a sentence in one language, then uses words or grammatical features from another. Code Switching occurs in all situations within both written and spoken language word group(s) (sentences- clauses or phrases ) as the Algerian Context involves bilingual situation with Arabic, French, Tamazight, and English . Code Switching in Algeria involves all the possible language of the linguistic repertoire of the Algerian population. (Ayeomoni,2006) .

#### **4.1.Bilingualism**

Bilingualism is one of the most important and complex processes of language contact which occurs when speakers of different language interact and these languages influence each other. It may be simply defined as the use of two languages by same individual or by the same language group (Trudgil,1978). This might be related to the fact that being bilingual triggers many factors, and making a definition that includes all of these factors seems to be a very difficult task . Examples of these characteristics include the degree of mastery in the language, the way that the two languages were acquired or learnt, the effect

of these languages on each other and vice versa .

Bilingualism is divided into individual and societal bilingualism. Individual bilingualism or bilinguality, refers to the ability to alternate between two or more codes in day-to-day interaction. However, societal bilingualism or multilingualism is characterized by a group of people or a community or a particular region, and is created by contextual factors such as international migration, colonization, and the spread of international languages. Pohl (1965) recognizes three types of societal bilingualism :

1. Horizontal bilingualism : is obtained in situations where two genetically unrelated languages have the same official and cultural status in a speech community, e.g., Arabic and French.

2. Vertical bilingualism : is obtained in communities where a standard language coexists with a distinct but genetically related dialect .

3. Dialogonal bilingualism : occurs in communities where speakers use a non-standard language together with a non-related language .

Societal bilingualism is often referred to as "diglossia " (Fishman, 1967), thus, leaving the term bilingualism to refer to the presence of two or more languages within the same individual, but this is not the only difference between the two concepts. Perhaps the main difference between bilingualism and diglossia is that the former is the use of two languages by the same individual to fulfill the same functions whereas the latter is characterized by specialization of function .

Bilingualism is present in Algeria in the four existing languages with varying degrees.

The different types of bilingualism that obtain in the Algerian speech community are :

- Standard Arabic/Algerian Arabic : vertical bilingualism.

- Standard Arabic /French :horizontal bilingualism .
- Standard Arabic /Tamazight : horizontal bilingualism .
- French/Algerian Arabic : diagonal bilingualism .
- French/Tamazight :diagonal bilingualism .
- Tamazight/Algerian Arabic : diagonal bilingualism .

However, a new type is appearing as profound linguistic changes are taking place in Algeria, as a result of advances in the field of sciences, technology and communications. According by (Grandguillaume,2004), besides that, English gained some more importance in the 1990s, when it was introduced to replace French, even though only 10% of parents who had the option of choosing English for their children in fourth grade did end up choosing English. Its presence in Algeria was enhanced by movies,music,globalization, as well as the international status it holds as a language of science, technology, business, cyberspace, and research. This has added another dimension to variation, and to the situation of bilingualism in Algeria, where students of English mix between Arabic and English while speaking, which create a new type of bilingualism .

#### **4.2.Diglossia**

Diglossia according to Oxford Dictionary (2010) is : “a situation in which two languages (or two varieties of the same language) are used under different conditions within a community, often by the same speakers. The term is usually applied to languages with distinct ‘high’ and ‘low’ (colloquial varieties)”. Charles A. Ferguson (1959) (p.75) was the first scholar to introduce the notion of diglossia. He defines it as :

A relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent,

highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.

Therefore, according to Ferguson (1959) diglossia is the existence of a dialect alongside the standard language from which it descends. One form, the standard, has high prestige and is referred to as the high (H) variety, and the vernacular has low prestige and is referred to as the low (L) variety. In the case of Algeria the H is MSA and the L is AA which includes multiple regional dialects and accents.

However, Fishman (1967) extended the term and the scope of diglossia to cover situations where the high and low varieties are genetically unrelated. Romaine (1994) (p.48) states that : " The notion of diglossia is also extended to include more than two varieties or languages which participate in such a functional relationship. Algeria represents not only the case of classical diglossia, but also depicts an extended diglossia, as French is used as high variety in some faculties and scientific streams along with the Algerian as Low variety .

In Algeria with the existence of more than one code due to colonization, the linguistic situation becomes more complicated as the Algerian speakers switch from one language to another (French and Arabic), or mix the two languages at the same time. Such a phenomenon is a speech behavior that has led to an intricate Algerian situation occurring as an outcome of language contact.

## **Conclusion**

Chapter one examined both the Algerian linguistic and sociolinguistic situation, in terms of its historical background that played a prominent role in shaping the actual image of



sociolinguistics of the country. This language contact led to the extensive code-variation among Algerians. This linguistic Variation led to diversity at the level of both Languages and regional dialects, which make Algeria a multilingual community .

## Chapter two

### Socio-linguistic conceptual presentation

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## **Introduction**

Accents are more about difference in pronunciation according to the speakers geographical area they belong to. The study is about the influence of certain features in regional accent on speaking English as a foreign language.

This chapter discusses the term "accent" which is interdisciplinary as it comes over a wide range of disciplines of interest. Accent can be defined in some core area of linguistics such as phonetics, sociolinguistics, psychology, second language acquisition, and language teaching. It also deals with the definition of concepts that have a relation to accent like speech community, language variation, dialectology and accentology and the differences between accent and dialect shown in the acceptance and investigation of accent.

### **1. Speech Community**

Speech community is a group of people who share a set of linguistic norms, and expectations regarding the use of language. It is a concept mostly associated with sociolinguistics and anthropological linguistics. A society involves different groups of speakers who share the same linguistic behaviour, the same language, dialect or variety.

They are commonly referred to as members of the same of the speech community, a term that is widely used by sociolinguistics. (Hudson 1996). Corder (1973) (p53) states that: "A speech community is made up of individuals who regard themselves as speaking the same language".

Another definition is brought by Merriam Webster = A speech community is a group of people sharing characteristic patterns of vocabulary, grammar and pronunciation, the term is greatly useful as another definition is brought by Merriam Webster = A speech community is a group of people sharing characteristic patterns of vocabulary, grammar and pronunciation, the term is greatly useful and even crucial for the study of language variation and dynamics: for example, a person travels to a different place and if he found himself in a situation with a variety of in-group or out-group peers, he would like to modify his speech to appeal to speakers of all the speech community

represented at that moment.

There has been also a debate on the exact definition on the concept. but in an attempt at evaluating the various proposals ,Hudson(1996) summarizes all the previous definitions as follows:

How do we evaluate these different definitions? They are all correct since each allows us to define a set of people who have something in common linguistically a language or dialect interaction by means of speech.

A variety of language is a set of linguistic items with similar social distribution the defining characteristic to each variety is the relevant relation to society, that is by whom ,and when the items concerned are used ,

## **2.Dialect differences within a country**

One of the main factors of the rise of dialect differences is the impact of historical background and geographical frontiers of a given country is key.In case of Algerian,as mentioned chapter one has long history of colonization. The geographical barriers do not only separate two or more communities keep them apart,but will create differences in language use as well as language usage.Well thus differences in dialects are contributing in the way speech sounds distributed within a community.

'Dialect geography' is term that regard to their geographic distribution, as well as how their distribution may be affected by geography.It term that designates the geographical barriers , in which performs as a tool through drawing lines which delimit areas showing certain features and, also, separate this areas from others displaying different features. Robin (1979) claims that:'when these lines connect phonetic boundaries they are called" isophenes."(p42) yet, when they connect lexical or grammatical boundaries they called "isoglosses". However linguists use isoglosses as common term for both kinds of lines.these terms are adopted from geographical terms like 'isotherm' which means w line which marks areas of equal temperature and 'isobar' a line that marks areas of equal atmospheric pressure.

Labov(1972) pioneer studies, which brought new innovation linguistic methods , there has been a movement from descriptive or traditional dialectology towards more variation-based approach with more focus on

empirical data and speakers performance .Dialectologists switched their focus to social dialects, language variation. This shift in interest from rural to urban and from focus on geographical distribution of different accents and dialects. The two concepts are often used interchangeably, as if they mean the same thing

### **3. Differences between accent and dialect**

It is necessary to differentiate between the two concepts "accent" and "dialect" because of the existence of stereotyped accent within a speech community. This concepts people tend to confuse, they are not interchangeable and quite different. Dialect differs from the standard variety of language ,it is characterised by variation in grammar,pronunciation, or vocabulary, whereas ,when the difference is only in pronunciation ,then it is accent.

After this, accent is a specific manner of pronunciation, so an accent is a subordinate part of dialect while a Dialect is subordinate part of language Accent deals with the phonology of the language, it is a way of pronouncing words thats occurs among people in oarticular region or country. For example, Someone from Alabama ,in the south. of US would have southern accent this means that the way he or she pronounces the way is different from the way a northern would pronounce. Gill (1994) .(p348) illustrates the difference between accents and dialect s as follows:

Although accents and dialects are often used synonyms the former traditionally refers to regional variations in language and latter refers to differences among national groups (...)For example, the differences in sound between Bostanian and lowan would be a matter of dialect , while differences between a New Zealander and an American would be a matter of accent.

Thomas(1995) also distinguished between accent and dialect,she considered speaking in a regional accent as pronouncing the words in an associated a manner with identifiable geographical area whereas dialect refers to grammar and ocabulary.whilst Eisenson (1997) (p184)defines dialect as:

The language system is related to a special cultural group or to an identifiable geographic area. Despite differences,language is almost always mutually comprehensible to other dialect speakers.

Every one has an accent, just as everyone speaks a dialect. It may also occur that someone speaks the same dialect as someone else while using different accents.

The distinction between a dialect and accent shows that it is possible to speak a foreign standard language, in the present case standard English, with the interference of a given regional accent. In other words, accent represents people it is their way of pronunciation that indicates where they come from rather than grammar or vocabulary. All of us speak the standard English or any language with our regional accent.

Over and above, on the perception of accented speech from the sociolinguistic standpoint, Cargile (2000) argues that accents are usually classified into two main categories as either standard or nonstandard accent are usually associated with higher status, power and media: while nonstandard accents are usually related to lower levels of socioeconomic success.

### **3-1 Dialectology and accentology**

Dialectology is the study of dialects variation most commonly occurs as a result of relative geographic or social isolation and many affect vocabulary, grammar or pronunciation (accent). Dialectology as a discipline began in the 19th century with the development in western Europe of dictionaries and grammars of regional dialects. Much of the work of dialectology has consisted of gathering information about the types of variation that occur in different dialects and the construction of linguistic atlases showing patterns of distribution for a series of varying features within a language.

Later, modern dialectology emerged as a reaction to the traditional one, in which dialectologists turned their attention to social dialects, language variation and language change. i.e., investigation of social factors in the different dialects and accents.

Accentology, however, according to the Merriam-Webster, is the study of accentuation in language a system of accentuation in particular language, How to use accentology in a sentence.

### **3-2 Variation of dialects and accents**

There are many ways of speaking and each way of speaking is a variety .In more precise manner, a variety may be similar social distribution . And there are two types:

### **3-3 Regional dialects and accents**

Or Regiolect represent that you can notice while traveling through a wide geographical area, where a specific language is used.Linguists also use this term to describe separate geographical distribution linguistic features of language. Geographic or regional dialect are the most widespread type of defferentiation.

#### **3-1-1 Social dialects**

Or sociolect represent differences that you can notice in speech associated with the class of the speakers or with social group from speakers of the other social group.In other words, regional dialect demonstrate separation by the physical location of the speaker and tell where speaker come from, while the social dialects show the separation by social conditions of speaker and tell who we are .

### **4. Accent**

The term of "Accent" is inter disciplinary as it comes over a multiple range of disciplines of unterest in this respect, accent can be defined in some core areas of linguistics such as phonetics, sociolinguistics psycholinguistics,second language acquisition,and language teaching.

#### **4.1 General definition**

According to Merriam-wevster dictionary (2016),an accent a distinctive manner of expresssion. such as: a way of speaking typical of particular group of people and especially of the native or residents of a region or an individual's distinctive or characteristic inflection, tone or choise of words usually used in plural .According it is the noticeable feature and the manifestation of a person's way of articulating sounds while speaking .

#### **4-2 Accent in phonetics**



As subfield of linguistics that studies of a speech, phonetics defines accent as means expending extra breath on a particular syllable in word or particular word within a phrases when this prominence is produced through greater dynamic force, typically signaled by a combination of amplitude volume. Syllable or vowel length,ful articulation of the vowel and non distinctive change in pitch. The result is colled stress accent, dynamic accent or simply stress : when it is produced through pitch alone ,it is called pitch accent: and when it is produced through length alone it is called quantitative accent. Accent is very imortant to make your speech intelligible.

### **4.3 Accent in sociolinguistics**

Accent is manner of pronunciation to particula individual, location ,or nation. Accent may be identified with the locality in which its speakers reside(a regional or geographical accent) The socioeconomic status of its speakers, their ethnicity (an ethnolect), their caste or social class (a social accent) or influence from their first language(a foreign accent).

Accent typically disder in quality of the the voice .pronunciation and distinction of vowels and consonants, stress and prosody. Although grammar ,semantics, vocabulary, and other language characteristics often vary concurrently with accent, the word "accent" may refer specifically to the differences in pronunciation, whereas the word 'dialect' encompasses the broader set of linguistic differences .Often "accent" is a subst of dialect.

Podberesky, Deluty, and Fledstein (1990) (Pp. 53-54).state that:

Speech cues are sometimes used by listeners to make inferences regarding an individual's personal characteristics (e.g., age, gender, intelligence, interpersonal skills, and task performance), social group membership (e.g., regional, ethnic, occupational), and psychological state (e.g., need for social approval, anxiety, depression).

Dialects and accents can be divided into two types: regional and social. The former,

on one hand, are studied by dialectologists, in which, the diversity of accents and dialects develops by separating people from each other geographically; i.e., regional dialects and accents can reveal where they come from. On the other hand, social accents and dialects, are spoken by a particular social ethnic group. A social accent or dialect is characterized by its restricted use. Nevertheless, the social code can be a symbol of group affiliation and ethnic identity. In other words, speakers choose consciously their own accent in order to display their belonging and membership.

## **5.Accents in Second Language Acquisition**

Humans are born with the capacity of both producing and perceiving all sounds of all human languages. The older you get, the harder it becomes to learn the sounds that are part of a different language. Adults tend to speak the acquired language with a “foreign accent” since they are not able to master the sound patterns of this second language with much greater ease than children. An important theoretical concept concerning the study of foreign accent includes the intelligibility and comprehensibility of non-native utterances. In this field, Derwing (2003) distinguished between these three dimensions:

'Accentedness' the degree to which the listener believes an utterance differs phonetically from native speaker utterances. 'Comprehensibility

difficulty the listener reports in attempting to understand the utterance. And

'Intelligibility' the extent to which a particular utterance is actually understood.

According to Scovel (1969) (p.554) the fact that children can learn to speak a second language fluently where adults cannot, is scientifically the nature of the human brain, The onset of cerebral dominance, which seems to occur around the age of twelve, inhibits the ability of a person to master the sound patterns of a second language without an impinging foreign accent. Although adult learners often far surpass their younger counterparts in learning vocabulary items, syntactic rules, and stylistic variations, they never seem able to rid themselves of a foreign

accent. Ioup (2008) concludes on the basis of research that has studied late onset learners' L2 accent (Broselow, 1984; Munro, 1998), that people who have started learning an L2 later on in their lives will be likely to have L1 features in their L2 pronunciation.

Munro (1998) defines a foreign accent as: "non-pathological speech produced by second language learners that differs in partially systematic ways from the speech characteristics of native speakers of a given dialect" (p.139). Therefore, listeners are able to detect the foreign accent of the interlocutor, since the latter, breakthrough sounds from L1 into the target language.

## **6. Accent in Language Teaching**

Accent can be categorized in two areas of interest, and from the perspective of the teacher and of the learner. The role of the teacher, besides other goals, is usually to improve the learners' pronunciation skills through the application of various methodological techniques in order to ameliorate non-native speakers' pronunciation skills (Iones, 1997).

However, from the perspective of learners about the issue of accented speech, it revolves around how learners view or judge each other's performance while speaking the foreign language, and comparing themselves.

## **7. Accent and its relevance to society**

According to the "Collins English Dictionary (2005), accent is defined as "someone who speaks with a particular accent pronounces the words of a language in a distinctive way that shows which country, region, or social class they come from. In other words, people can detect a different accent quickly and its prominence also denotes the speaker's communicative intentions. Likewise, physical appearance. Hearing a different accent may arise negative connotations that contribute to prejudice and stigmatize its speakers.

In short, accent is about the difference between the one's speech and the

others, and the impact that it has on both, speaker and listener (Derwing & Munro, 2015). Thus, it is very important in the society because it specifies whether an individual is from just another region or from a total other country (Bresnahan, Ohashi, Nebashi, Liu, & Morinaga Shearman, 2002 ;Derwing & Munro, 2015; Moyer, 2013), a fact that has been creating imaginary boundaries among people since centuries ago.

## **8. The influences of accent acceptance**

There are several factors that influence the accent; For example, age, length of residence in the L2-country, gender, instruction, motivation or the amount of L2 use in both cases, foreign accent or regional accent (Piske, MacKay, & Flege, 2001). Also, it depends on the asymmetry between the regions, and the features appearing in speaking L2. Another element is fluency, being fluent means the speaker can adapt him/herself to any conversation, by expressing easily and articulating sounds properly (Flege, 1988; Moyer, 2013; Scales et al., 2006), Loup (2008) says that other variables than age that influence pronunciation ability include the amount of L2 use.

However, disfluency; i.e., hesitant pauses and patterns, slow tempo speech, and slips of the tongue, negatively affect accented speech and intelligibility irrespective of the talker's L1. But one of the most important aspects that affects accent is "familiarity" (Bresnahan et al., 2002); which, at the same time, affects comprehensibility defined as the effort the listener has to make to understand the sentence. It is also affected by vocabulary errors, phonology, non-native hesitation patterns, lexical richness or grammatical accuracy (Trofimovich & Isaacs, 2012).

## **9. Investigating Accent-marked Speech**

This study does not seek to achieve an examination of accents as a whole, but it aims at investigating attitudes to non-native accents of English used by students from Sougueur at the department of English. According to Crystal (1992) (p. 198), a non-native accent is characterized as: "The cumulative auditory effect of those features of pronunciation which identify where a person is from, regionally or socially" (p.2). Accordingly, a non-native accent has a perceivable feature which is markedly differentiated from the native speaker's way of speaking.

For this purpose, Richards, Platt, and Platt (1992) define the linguistic attitudes as:

The attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language.

In addition to investigating the accented speech in terms of L1 speech features interference in L2, another objective is to find whether attitudes towards students with accented speech are making them feel intimidated or enriched. However, it also meant to add some new dimensions in view of the research methodology, the research instrument.

## **1. Stereotypes**

### **1.1 the history of stereotypes**

The term stereotype comes from the French adjective *stéréotype* and derives from the Greek words *stereos* (stereos), "firm, solid" and *typos* (typos), impression, hence "solid impression on one or more ideas/theories."

The term was first used in the printing trade in 1798 by Firmin Didot, to describe a printing plate that duplicated any typography. The duplicate printing plate, or the stereotype, is used for printing instead of the original

Outside of printing, the first reference to "stereotype" was in 1850, as a noun that meant image perpetuated without change. However, it was not until 1922 that "stereotype" was first used in the modern psychological sense by American journalist Walter Lippmann in his work *Public Opinion*.

According to Lippmann (1922) (p.81), in which he introduced the concept and discussed it separately in a portion of his book *Public Opinion*. He considers stereotype as a general cognitive process that does not have to be negative, it can be even accurate at times. Lippmann refers to stereotype simply as pictures or images created in a person's mind about a group, a thing, a person, an event, or a system, and they are not based on personal experience, but rather embedded in the culture one is raised and live. As he says in his own words:

For the most part we do not first see, and then define, we define first and then see. In the great blooming, buzzing confusion of the outer world we pick out what our culture has already defined for us, and we tend to perceive that which we have picked out in the form stereotyped for us by our culture.

Stereotypes can emphasize a person's group membership in two steps: Stereotypes emphasize the person's similarities with ingroup members on relevant dimensions, and also the person's differences from outgroup members on relevant dimensions. People change the stereotype of their ingroups and outgroups to suit context. Once an outgroup treats an ingroup member badly, they are more drawn to the members of their own group. This can be seen as members within a group are able to relate to each other through a stereotype because of identical situations. A person can embrace a stereotype to avoid humiliation such as failing a task and blaming it on a stereotype.

After Lippmann's studies, Katz and Braly (1933) focused on stereotyped traits ascribed to ethnic and national groups. They assumed that people associate specific ethnic groups to specific attributes. They asked students of Princeton University to choose the most typical trait for each group from an 84 words list describing ethnic groups (Americans, Jews, Germans, Africans, etc). The results showed that the traits with a high degree of consensus for a particular group were seen as stereotypic. 78% of the respondents believed that Germans were 'scientific minded', while 84% thought Afro-Americans were superstitious.

Katz and Braly (1933) identified prejudice and attitudes toward groups as

attitudes toward gender, ethnic, culture and socioeconomic status. These prejudices in turn reflect the culturally derived stereotypes or images about people representing those groups.

Stereotypes, prejudice, and discrimination are understood as related but different concepts. Stereotypes are regarded as the most cognitive component and often occurs without conscious awareness, whereas prejudice is the affective component of stereotyping and discrimination is one of the behavioral components of prejudicial reactions. In this tripartite view of intergroup attitudes, stereotypes reflect expectations and beliefs about the characteristics of members of groups perceived as different from one's own, prejudice represents the emotional response, and discrimination refers to actions

Although related, the three concepts can exist independently of each other. According to Daniel Katz and Kenneth Braly, stereotyping leads to racial prejudice when people emotionally react to the name of a group, ascribe characteristics to members of that group, and then evaluate those characteristics.

### **1.2. Definitions of the Term Stereotype**

According to Kuper and kuper(1996): Stereotypes are generally described as "relatively fixed and oversimplified generalizations" in practice, they focus on negative, unfavorable features. Positive overgeneralization can be for example, "all black people are good athletes". However negative overgeneralization might be, " all arabs are terrorists". The most simplified definition of stereotypes is brought by Lippmann (1922) he describes it as: "Pictures in our heads'

Stereotypes have been defined as a false classificatory concept to which as a rule a strong emotional feeling tone of likes or dislikes, approval or disapproval is attached. According to Lippmam, stereotypes are individual attitudes so strongly inter conditioned by collective contacts that they become highly standardized and uniform within the group.

He also held that a stereotype is a composite of idea or attitudes that make up the picture of our heads or the "apperceptive mass" which means that all the experiences acquired in the past determine our perception about the object at a particular moment.

In other words, one's behaviour, perception and judgement about others as well as about the self is determined by the pattern of stereotype we acquire from our culture. It largely determines what group of facts we shall see and what light and what shadow we will reflect on them.

According to Allport (1954) whether favourable or unfavourable, a stereotype is an exaggerated belief asserted with a category .

Vinacke has defined stereotypes as "A collection of trait names upon which a large perception of people agree as appropriate for describing some sort of individuals". The process of stereotyping, therefore, appears as a tendency to attribute generalized and simplified character to groups of peoples in the verbal levels.

Since, the attempt to see all things freshly and in detail, bit by bit is time taking and exhausting overgeneralization of facts is made through already existing mental pictures and ready made facts.

In this connection, Lippman says "we do not first see and then define, we first define and then see. In the great blooming and budding confusion of the outer world, we pick out what our culture has already defined for us".

Due to overgeneralization or false generalization people are classified into different types without taking time to see actually what they are. "We are told about the world before we see it. between these two there is big gap, but it is one of degree and not of kind."

Kupuswamy observes that stereotypes are socially standardized concepts concerning other groups. They make it possible for the members of the group to communicate with each other quickly and efficiently about the other groups.

Baron and Byrne (1988) hold that stereotypes are negative schemata for social groups. They are a type of cognitive framework for interpreting and studying social information. It strongly affects the incoming information and information processing. Information relevant to a particular stereotype is



processed and accepted more quickly than information not related to that stereotype.

Further, those informations consistent or equivalent to the stereotypes are attended to first and speedily. If someone has the stereotype that Indians are lazy people, at once, he will accept if he receives such an information from the environment. But the reverse he may not easily accept .

Even strong stereotypes may lead the person to make determined efforts to refute it. We usually remember those information which are consistent with our stereotypes and forget the rest because informations consistent with one's cognitive frame work readily fits into it.

The stereotype is, therefore, to a large degree self confirming inducing the individual to bring supporting information to mind. Evidences for the operation of such negative schematas have been reported by Dovidio, Evans and Tyler (1986) and Greenberg and Zeynski (1985).

Sherif and Sherif (1969) have said that group stereotype is a popular term referring to agreement among members of a group on their image of another group and its members. They have operationally defined it in terms of the proportion of group members agreeing on levels or attributions for another group and its members. They further observe that a stereotype may be said to exist when a high proportion agrees on the image of the out group.

Psychologically, the phenomenon of stereotype or group stereotype is not fundamentally different from the concept of prejudice or attitude. Sherif and Sherif hold that their distinctiveness is derived from the nature of the stimulus situation to which they refer (intergroup relations). not from the psychological principles governing concept and attitude formation or their change.

According to Bird "Stereotyped responses are perceptions of meaningful arrangement of ideas having their origin primarily in feelings and emotions rather than in some characteristics of the stimulating circumstances." In

stereotypes the thoughts and perceptions are mutually entangled.

### **1.3.The Process of Stereotype Formation**

Hewstone and brown (1986) identified the three key aspects of stereotypes:

Firstly, people are put into categories, usually on the basis of easily identifiable characteristics such as sex or ethnicity. Secondly, a set of characteristics is attributed and generalized to all members of a category. Thirdly, that same set of characteristics is attributed to individual members of a category.

Stereotype formation may be based on the exaggeration of real group differences (category accentuation) or the misperception of group differences that do not exist (illusory correlation). This research sought to account for both phenomena with J. K. Kruschke's (1996, 2001, 2003) attention theory of category learning. According to the model, the features of majority groups are learned earlier than the features of minority groups. In turn, the features that become associated with a minority are those that most distinguish it from the majority. This second process is driven by an attention-shifting mechanism that directs attention toward group attribute pairings that facilitate differentiation of the two groups and may lead to the formation of stronger minority stereotypes. Five experiments supported this model as a common account for category accentuation and distinctiveness-based illusory correlation. Implications for the natures of stereotype formation, illusory correlation, and impression formation are discussed. According to vassiliou, triandis , vassiliou and McGuire (1972). Stereotypes fall into two categories: normative and non-normative. Stereotype is away of thinking about a group of people that is learned from movies, television, books, historical events, and education Hewstone (1986) claims that: Stereotyping is the result of our tendency to overestimate the degree of association between group membership and psychological attributes David frum; stereotypes create expectations regarding how members of other groups will behave. He says our stereotypes constrain others patterns of communication and engender stereotypes confirming communication.

The Researchers Hewstone and Giles (1986) found that there is a tendency to

remember unfavorable information about people who do not belong to one's group. The individual will tend to extend the inscription of the projected attitudes, beliefs, and norms onto that person.

#### **1.4. Social Categorization of stereotype**

In all cultures of the world, people are categorized according to their occupation, ethnicity, and gender etc. People tend to shape prototypes the set of members of a category based on what is believed to be typical examples of those categories.

Stereotypes and social categories help people organize their perceptions of other people and give them clues and speedy access to a wealth of information (e.g., other people's characteristics and expected attitudes) about people they have never met. In other words, stereotypes help us know what to expect from people we do not know (we know them only through categorization).

The problem with stereotyping people is that we often over generalize the traits of the stereotype, believing that all members of a group are the same. This tendency to see the members of an out-group as all being alike, Kassin and Brehm (1990) say that stereotyping people is a bias. They say we often over generalize the traits of the stereotype, believing that all members of an out-group are the same.

#### **1.5. Stereotype-Based Expectancies**

Stereotype formation leads to stereotype-based expectancies that affect communication. Stereotypes affect how others are perceived and vice-versa, according to Hamilton, Sherman, and Ruvulo (1990).

Hamilton, et al (1990) claim that: "Stereotype-based expectancies operate as initial and tentative hypotheses that are then to be assessed to be confirmed or disconfirmed in light of subsequent information" (p. 143). But, these expectancies or hypotheses shape the type of information a perceiver seeks to validate or negate. Self-fulfilling prophecy processes permit people to approve negative beliefs for others.

There was an experiment on interviewers made by Neuberg, Judice, Virdin, and Carrillo (1993).

an interview set, interviewers' expectancies and interaction goals were manipulated. As anticipated, "no goal" interviewers were somewhat unfriendly and challenging to their 'negative-expectancy applicants; as a result, these applicants performed less favorably, and steady with interviewer expectancies. However, "liking goal" interviewers were likely to be friendly and non-threatening toward their 'negative-expectancy applicants'; as a result, these applicants performed favorably, and disconfirming interviewer expectancies. Then the perceiver is less likely to hold fast to the primary expectancy.

On the basis of previous experiment, in Australian workplaces Hill and Augoustinos (2001) created an anti-racist educational course, in which staff attended a training programme in order to minimize the prejudices towards the aboriginals.

The results revealed that at a group level, participants from both the stereotyped and a more 'mainstream' group could be successful in changing the attitudes and stereotypes held against the stereotyped group. For this to be successful, if a change of a stereotype occurs, stereotype disconfirming information must be dispersed. So, when mass media consistently represents any group stereotypically, they are actually confirming and upholding stereotypes.

## **2. Prejudice**

Prejudice is an unreasonable dislike of a particular group of people or things, or a preference for a one group of people or things over another. Prejudice is an unfavorable or negative attitude directed towards other groups of people. This attitude is often based on false evidence about these groups. It is often an attitude towards a group, not towards an individual. It should be noted that not all negative attitudes towards a group are necessarily prejudices.

Prejudice is an assumption or an opinion about someone simply based on that person's membership to a particular group. For example, people can be prejudiced against someone else of a different ethnicity, gender, or religion.

Gordon Allport's landmark book. The nature prejudice, defined the field of

intergroup relations for social psychologists as the study of prejudice and its effects on group interactions. He organized existing knowledge about societal group and personality determinants of prejudice acquisition and persistence in a way that suggested new directions for research. Moreover he brought the subject of ethnic stereotyping into the mainstream of behavioral science by treating this phenomenon as special case of ordinary cognitive functioning. The cognitive approach has since become the dominant theoretical perspective in research on prejudice and discrimination. Allport was impressed by the apparent non reversability of ethnic stereotypes; his pessimism about the prospects for immediate prejudice reduction in the United States remains a prevalent point of view among investigators. On the optimistic side, he discerned the inherent conflict in the American mind between two strongly held value frames, social stratification and social equality, as a psychological condition favoring attitude change as the status of racial minorities improved. Forty years of social psychological research have not provided strong support for Allport's assumption that prejudice causes discrimination nor an explanation of substantial long-term movement in the majority's racial sentiments and beliefs.

## **2.1. Development of prejudice**

All types of prejudice develop through three related mechanisms by Tajfel and Turner (1979):

- First, "categorization" which is the process in which different groups identify themselves and individuals of these groups are classified as belonging to one group or another.
  
- Second, "accentuation" which is the process that follows categorization and where differences between groups become exaggerated. In this stage members belonging to other groups may be stereotyped, or regarded as being all the same.

- Third, "intergroup conflict" that emerges in conditions of social rivalry especially in periods of economic difficulties. In this stage, the groups enter in direct competition with one another, and rivalry between social groups can reach its highest level

### **3. Types of prejudice**

#### **3.1. Psychological**

Some psychologists suggest that the basis of social prejudice is the formation of certain individuals' personalities. Some people are more favorable than others to hold prejudicial attitudes towards "out-group" people, they say, will socialize into the prejudicial culture of their parents, teachers, and social members. This conformity may lead to the production of a cautious character, which means that these people will find clumsy situations difficult to cope with.

#### **3.2.Cultural**

The culture of a society has inevitably great influence on people's prejudices. When one group in a given society enjoys privileges and the other does not, those who are privileged may feel defensive, while those who are not will be frustrated and envious.

#### **3.3.Social**

In real life, social groups differ from one another in relative power, prestige, and status. People in their society compare their own group with others, and try to find good reasons why their group is 'better'. This may lead them to denigrate those who are different 'According to Tajfel and Turner (1979), this type of intergroup prejudice develops through three related mechanisms: Categorization, accentuation, and intergroup conflict.

### **Conclusion**

What a group of people perceives about another group's language, culture, and attitudes, in other words stereotypes, is what these people have been

conditioned by their own culture to see, and the stereotypical models already built around their own, leads to prejudices and discrimination. This chapter dealt with the stereotypes, prejudices.

### **Chapter Three : Methodology and Data Analysis**

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## **Introduction**

Chapter three describes the methodology employed in this study. It presents both qualitative and quantitative procedures that would enable a deep understanding and testing of the hypotheses. In addition, a functional framework for analyzing the data is presented to explore the general findings. By choosing stereotyped accent as a target subject in this research, the aim is to explain and discuss this phenomenon in the Algerian society, aiming Sougueur students and attempt to know how students from Sougueur at the English Department of ibn khaldoun react to their stereotyped speech.

### **1. Methodology**

#### **1.1.Data Collection techniques**

In analyzing language use in relation to social variables, a number of hypotheses have to be formed. In order to test them, participants are assigned to different techniques of data collection which may confirm or refuse these hypotheses. Different data collection techniques have been employed in sociolinguistic research, each with varying degrees of success. In the present research a questionnaire is used as both a quantitative and qualitative methods, because it is a reliable means to elicit students' experiences. The questionnaire was chosen rather than the interview because of its economy and uniformity of questions.

Quantitative research is defined by Burns and Grove (1997, as cited in Cormack (1991.p.140) as: "a formal, objective, systematic process in which numerical data are utilized to obtain information about the world". It is thought to be objective because its analyses, interpretations, and conclusions are based solely on numbers. Also, its results can be generalized if conducted properly with appropriate sampling techniques, relevant methods, and, among others, appropriate data analysis tools.



### 1.1.1.The Questionnaire

The data are collected by means of two questionnaires administered to both students and teachers, made up of open ended and closed ended questions. The students' questionnaire consists of seventeen (17) questions, divided into three (03) sections: personal information, students of English and their regional accent, and students' stereotyped English accent. However, the teachers' questionnaire consists of fourteen (14) questions, divided into three (03) sections: general background, regional accent, and regional accent and English as a foreign language instruction.

In the students' questionnaire, the first section aims at depicting the respondents' gender, age, grade, and where they were born, raised and for how long. The second one is composed of six (06) questions investigating students' regional accent and how they respond to other different accents.

The third section consists of four (04) questions that investigate the stereotyped English accent.

In teachers' questionnaire, the first section, consists of three (03) questions aiming at specifying their gender, age, and professional experience. The second section is composed of SIX (06) questions investigating the traits that a person can depict from a given accent. Then, the third section consists of five (05) questions, revolving around the interference of regional accent when speaking English.

A valid and reliable questionnaire would be designed in such a practical and time saving way. For this reason, both questionnaires are of two formats: open and closed questions. In the first kind of questions, students had the opportunity to express their opinions in a free-flowing manner, whereas, in the latter format of questions, respondents have to choose one item that reflects best their answer among a number of possibilities. As such, the answers are before the informants, which help them answering the questionnaire efficiently.

It seeks information on the following:

- Perceptions and attitudes towards Accents.
- The prominent stigmatized features.

- The reaction of students towards the stereotyped accents.

In having the advantage of getting reliable data and avoiding the observer's paradox, the data were anonymous for the respondents, which give them a certain freedom in answering naturally. Since the informants are students and teachers at the English Department in Tiaret , and the aim of the study is to focus on the prominent features from the dialect in speaking English, the questionnaires were written in English.

## **2. Population and Sampling:**

The whole population is (N260), n 180 are third year students, ( n70 ) Master 1 students, and n10 of teachers who belong to the same Department of English, at the University ibn khaldoun Tiaret . The reason of choosing these levels is that they have more experience in Ibn khaldoun Tiaret studying and interacting with each other. It is worthy to note that the students are from different regions. Master 2 students were not included because of their unavailability during the second semester when the questionnaire was administered.

The sample is selected on the basis of the students' availability, in which the method followed in this research is taking only 30% of the population. So, the study is based on a sample population of N82 informants of different genders, ages, and different levels of education since the participants were both students and teachers. The students represent (N75) and teachers (N7). Though, for teachers, 10 questionnaires were given but only 7 returned it back.

## **3. Analysis of the Results:**

### **3.1. Analysis of Students' questionnaire:**

#### **Personal Information**

As it is mentioned above, the goal of the questions in this section was to know the exact number of male and female informants, their age, place of birth, and where they do actually live, and for how long. As illustrated in figure 1, the overwhelming majority of respondents are females.

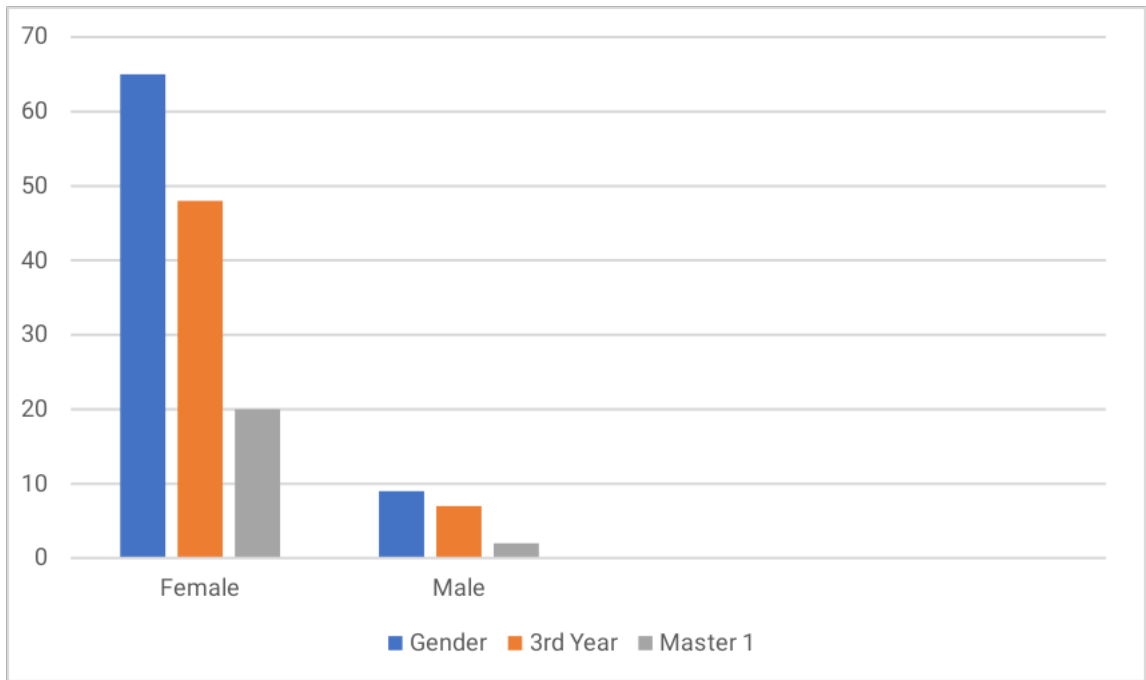


Figure 01. Informants' gender and grade .

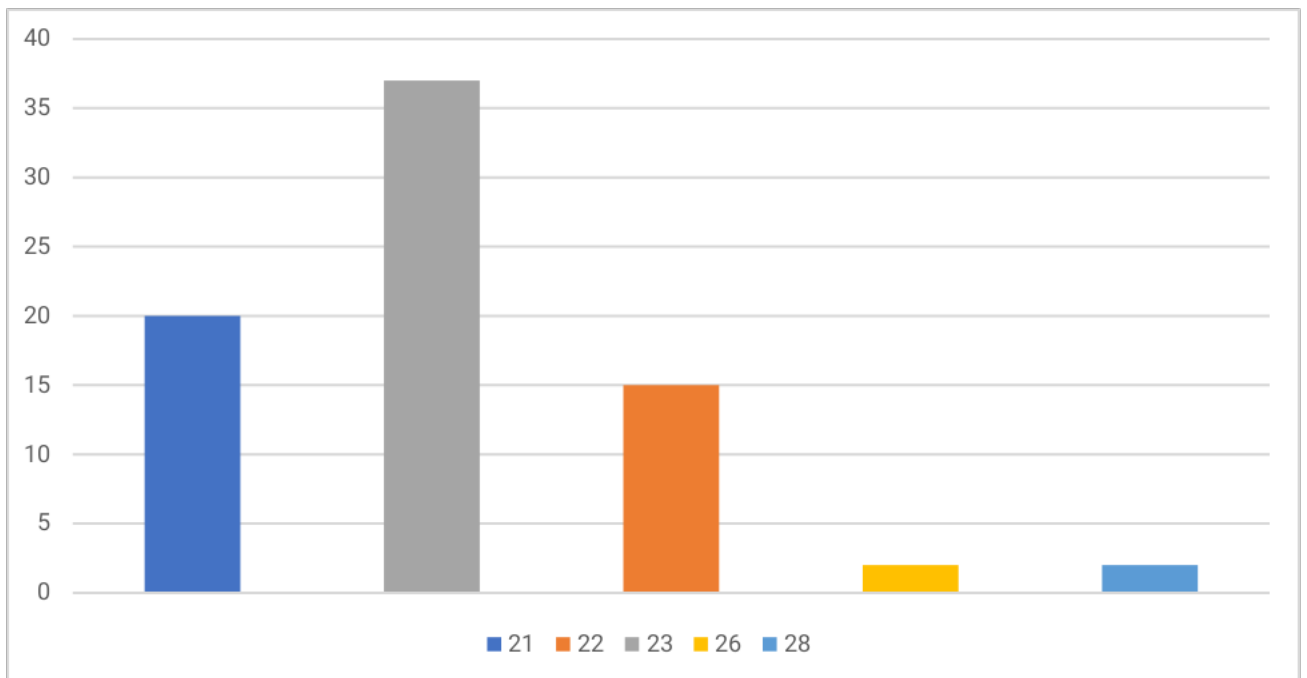


Figure 02. Informants' age.

In dealing with Age, the results shows the majority of student n37 are 22 years old. Along with (n20) are 21, (n15) are 23, one participant is 26, and (n01) is 28 years old .Another important part of section one is the informants' birth place, current residency, and where they lived before their current place, and if so, for how long.

According to the questionnaire, a very large group of participants were both born and live in Tiaret, along with the other participants who were from Sougueur and other different regions.

Table 01

Informants' Place of birth, Residency, and other Residencies

Number of Participants			
Born in	Sougueur	26	35%
	Tiaret	37	49%
	Other	12	16%
Live in	Sougueur	28	37%
	Tiaret	45	60%
	Other	2	03%
Lived somewhere else	Yes	14	19%
	No	61	81%
For how long	Less than 3 years	2	
	More than 3 years	13	

### Students of English

*Question 1:* Do you believe that you have special Arabic regional accent that is different from the one you hear around ?

The aim behind this item is to see whether students are aware of their regional accent. Responses obtained from the first question indicate that most of students (n50) are aware they Have special regional accents, especially students from Tiaret, Since n28 answered 'Yes'. However, (n10) answered "no",and only one student from

souguer answered so.(Figure 03).

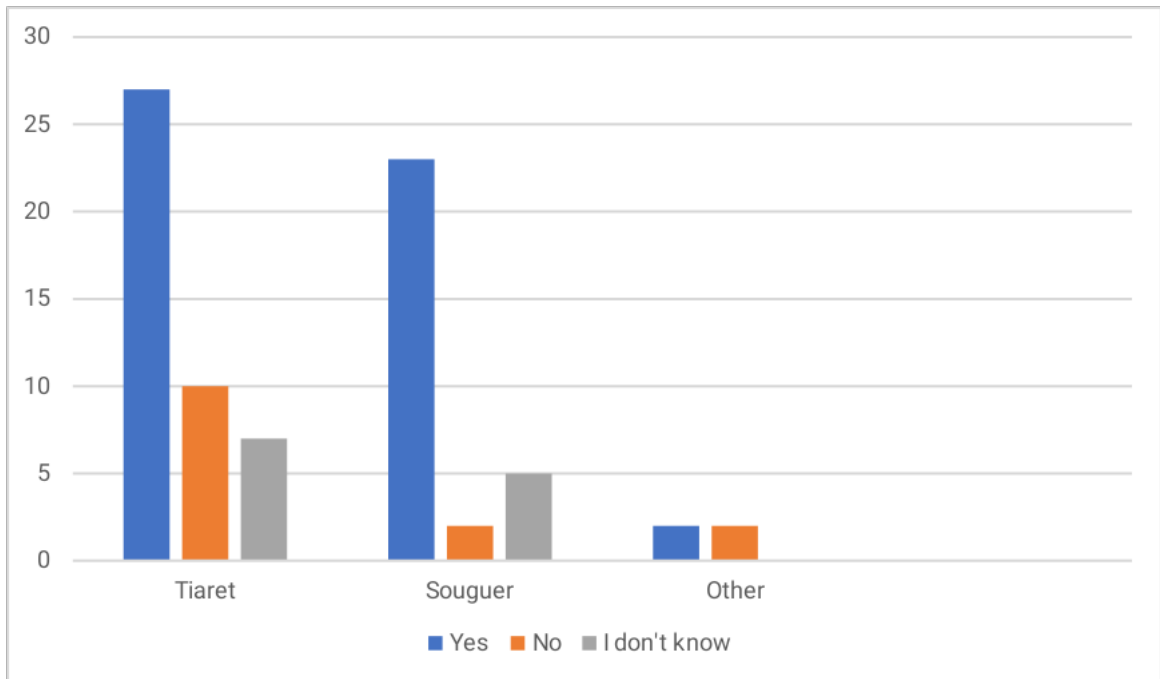


Figure 03. Informants' Arabic accent.

*Question 2:* Do you believe that students at the department of English have special English accents ?

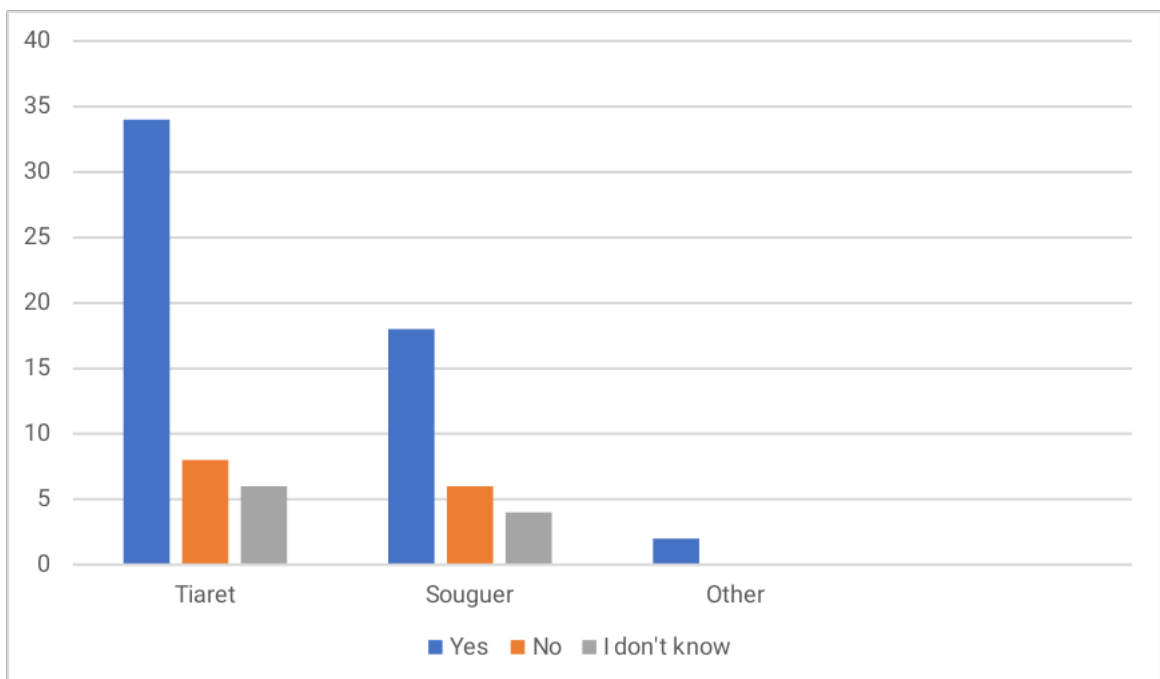


Figure 04. Informant's English accents.

According to the results linked to the 2nd item, respondents from Tiaret (n33) think strongly that students at the department of English have a special English accent, along with is students from Sougueur who think the same. This item aims at knowing whether students tend to notice the different features in their classmates' speech while talking English.

*Question 3:* When traveling, do you think people would notice something in particular about your speech or accent ?

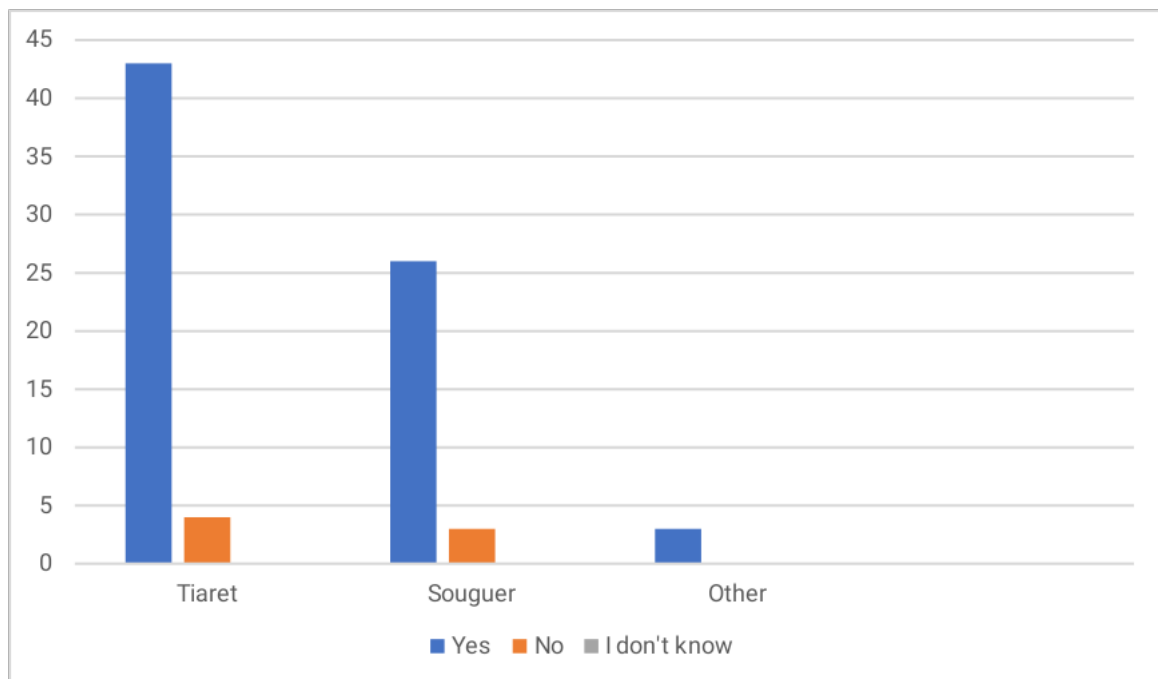


Figure 05. Informants' accents while traveling.

The purpose behind this question is to see whether students are conscious about the outstanding features in their speech in case of travelling outside the region, or meeting up other people from other regions. According to the participants, (n43) of students from Sougueur answered "Yes' people would notice something in particular in their accent, however, only (14) said 'No'. Students of Tiaret, (n26) answered 'Yes', but only two of sougueur them said 'No'. Yet, the two participants who live in other Wilayas answered 'Yes'.

*Question 4:* Have you ever tried to change your accent when travelling meeting people from other regions ? say why

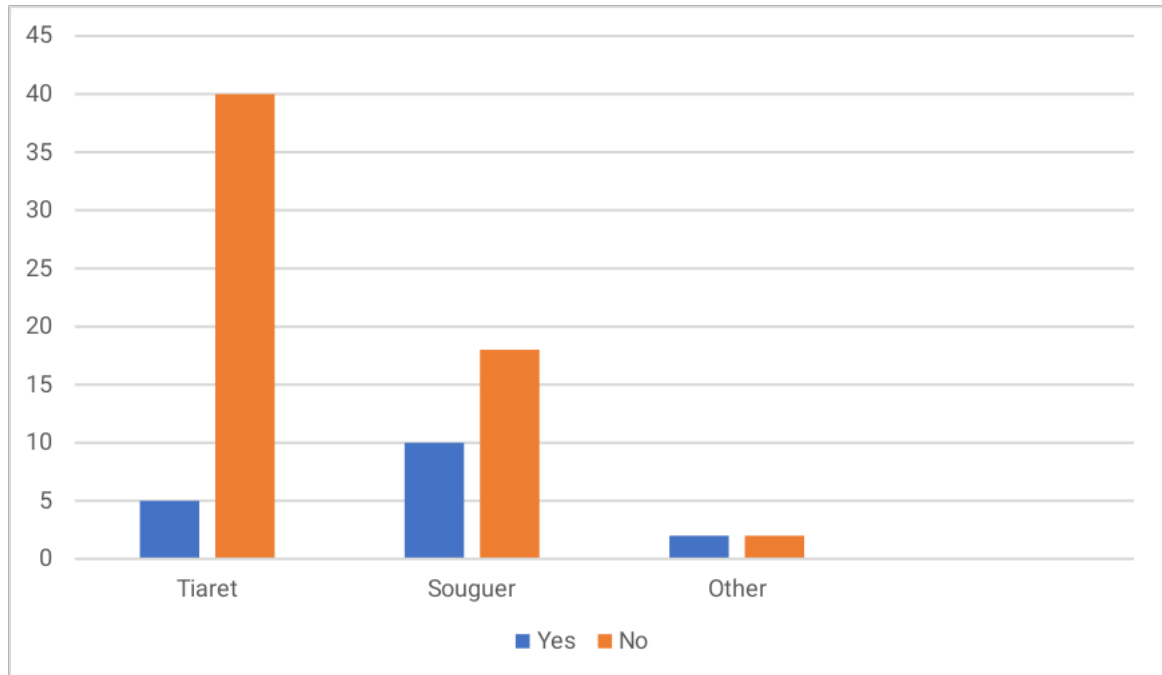


Figure 06. Informants' accent changing.

The aim of this question is to find out if students at the English department are intimidated by their accent or not, and how they consider their foreign accent. The results of the questionnaire indicate that most of the students from Souguer (n18) and Tiaret (n40) do not change their accents whenever they do not change it, and let others discover it.

The most common arguments for those who answered 'no' are that their accent is understood, clear, and there is no need to change it. Also, some of the respondents said that they are proud of it, it is special and they want to let others discover and know their accent. Other participants argued as follows :

- My Accent represents the person.
- People should accept me as I am,
- Introduce my accent to others. And,
- It is difficult to change.

However, the students who answered that they would change their accents

argue that people cannot understand their accent, and this makes them adopt others' accents instead. Even though other arguments were special, for instance one participant added that: "They can't understand me, or others can laugh at me because of my accent, or to hide my identity." in addition, here are some of the other answers:

- I change my accent to have more prestigious one, and people would accept me.
- Imitate them and try to become like them.
- In order to be more close to people I meet.
- To make it better.
- Enjoying changing accents.

Question 5: Do you accept your accent? Say why.

The above question aims at knowing whether students do accept their regional accent or not. Hence, all participants (n75) answered that they accept their accent. Their arguments are that they like their accent, as it is part of their identity and shows the region they come from. In addition, they say that it is not really their choice as they were born and acquired it. However, some of the participants tend to accept their accents because as they say, "my accent is better than other's accents."

*Question 6:* Do you think that Regional Arabic is better than other regional accent ? Say why .



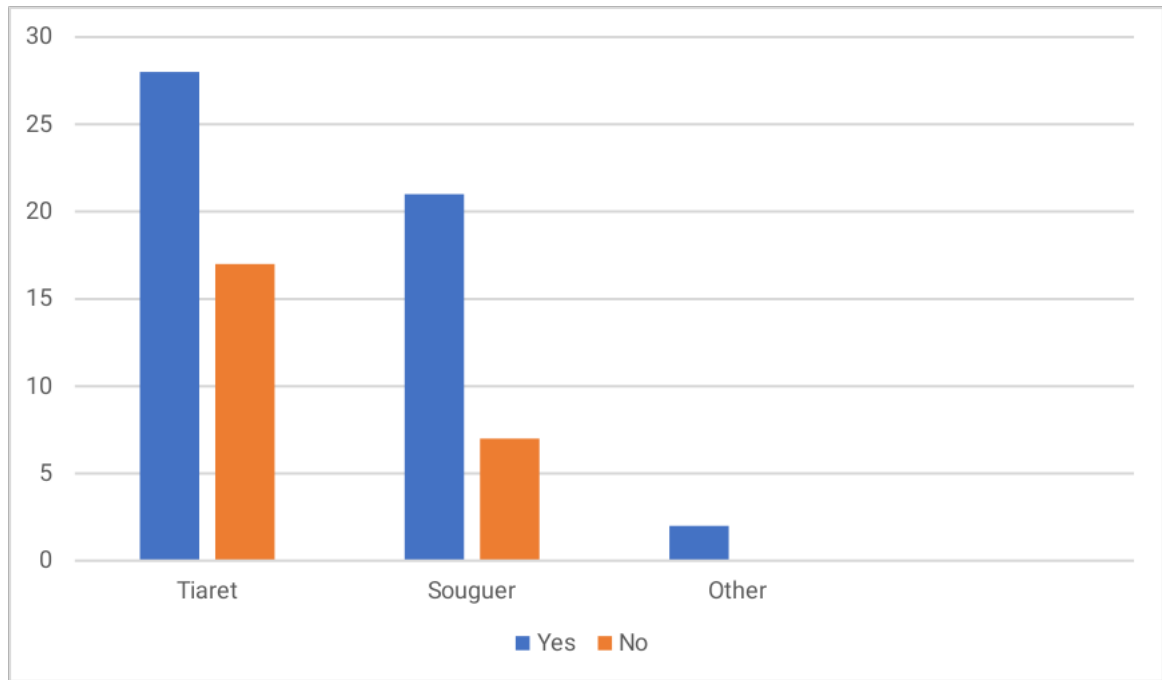


Figure 07. Informants' regional Arabic superiority.

This item aims at indicating if students from a given region feel superior compared to others from different regions. According to the results, the majority of students do feel superior to other groups. For instance, most of the students from Tiaret (n28) who answered 'yes', argued that their accent is the best as opposed to others which are boring and not special. One comment that was distinct is: "Because others' accents, for example, those from Sougueur their accent is bad, and their English accent is somehow Arabized English."

However, those who answered 'no' (n17) think that other accents are better than theirs, and it is a matter of diversity, since each one would like his/her accent over other's.

Students from Sougueur (n21), also, had the same arguments and comments as participants from Tiaret , but one special comment is: "Because compared to the accent f Tiaret, we pronounce /ð/ sound correctly."Although informants who answered 'no' (n07)

Do not think their accent is better than others, as they replied : "others have better accents."

They stated that each accent has something special, and that each person prefers his/her own accent. Participants who live outside Sougueur and Tiaret argued

that their accent is better because it is unique.

### Section three : Student's stereotyped English Accents.

*Questions 1* : Do you think that your English Accent is better than other English accent used by your classmates ?

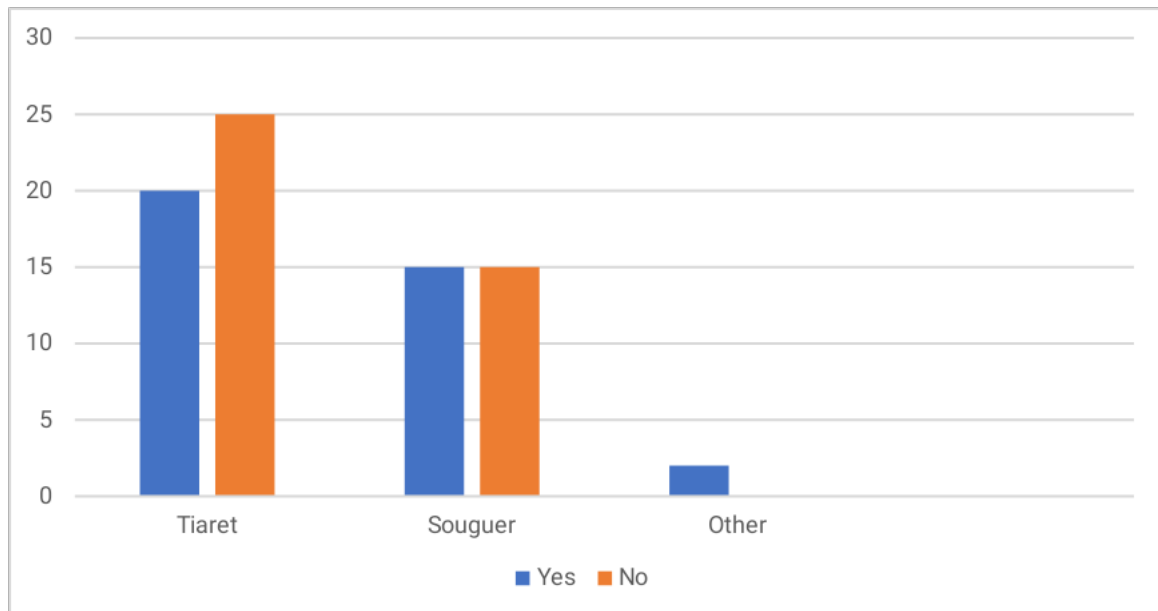


Figure 08. Informants' English accent superiority.

The above question aims at investigating of students while talking English feel Superior compared to others. The findings show that the majority of students from Tiaret (n25) consider their English accent as less better than the one of their classmates because they pronounce perfectly. While (n20) think that they do have an accent better than others.

However, students from Sougueur are divided equally, (n14) of them answered "Yos and (n14) 'No'. The arguments in common between the two groups who answered 'No' were that :

- They suppose others have better English accent.
- Because of their L1 interference while speaking English. And,
- They believe that they do have the same accent with no superior or inferior accents.

Yet, some respondents from Tiaret say that their accent is much better. They argued that “there are students, whose Arabic accent affects their English accent especially those from Sougueur.” Also, others believe that “students from Sougueur while speaking English, especially when pronouncing /t/.” The participants from Sougueur, think the opposite, as some of them added that students from Tiaret do not pronounce all soundstionet correctly. For example, instead of pronouncing the sound /// they pronounce it /d/.

Question 2: Do you think that your English accent is worse than other English Accent ?

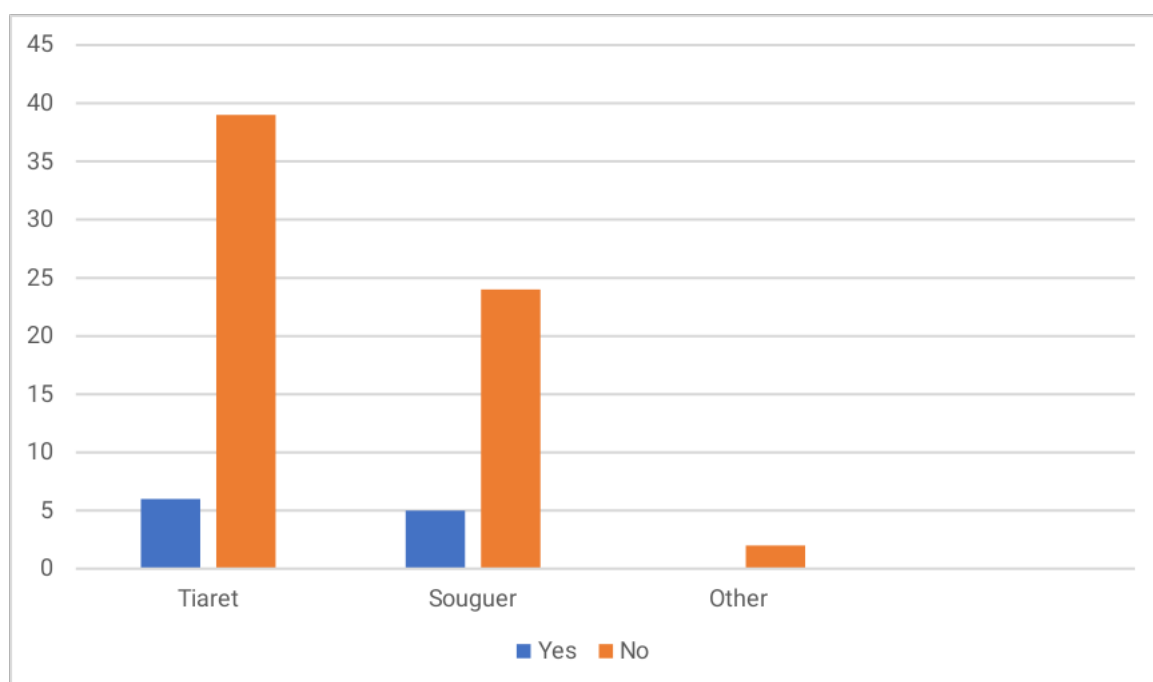


Figure 09.Respondents' English accent inferioretty.

The Results show, on one hand, that (n39) students from Tiaret ,and (n23) from Sougueur agree that their English accent is not the worst. They contended that it is good since it is understood by others. However, some resod by others. However, some respondents from Tiaret added that their because those from Sougueur pronounce differently, which would make their accent difficult to understand. On the other hand, only (n06) participants from Tiaret ,and (n05) from Sougueur think their English accent is bad. They believe that other students do pronounce better. Whereas, the two participants who live outside Tiaret and Sougueur think that their accent is acceptable.

*Question 3.* Do you think people would judge you on the basis of your English Accent ?

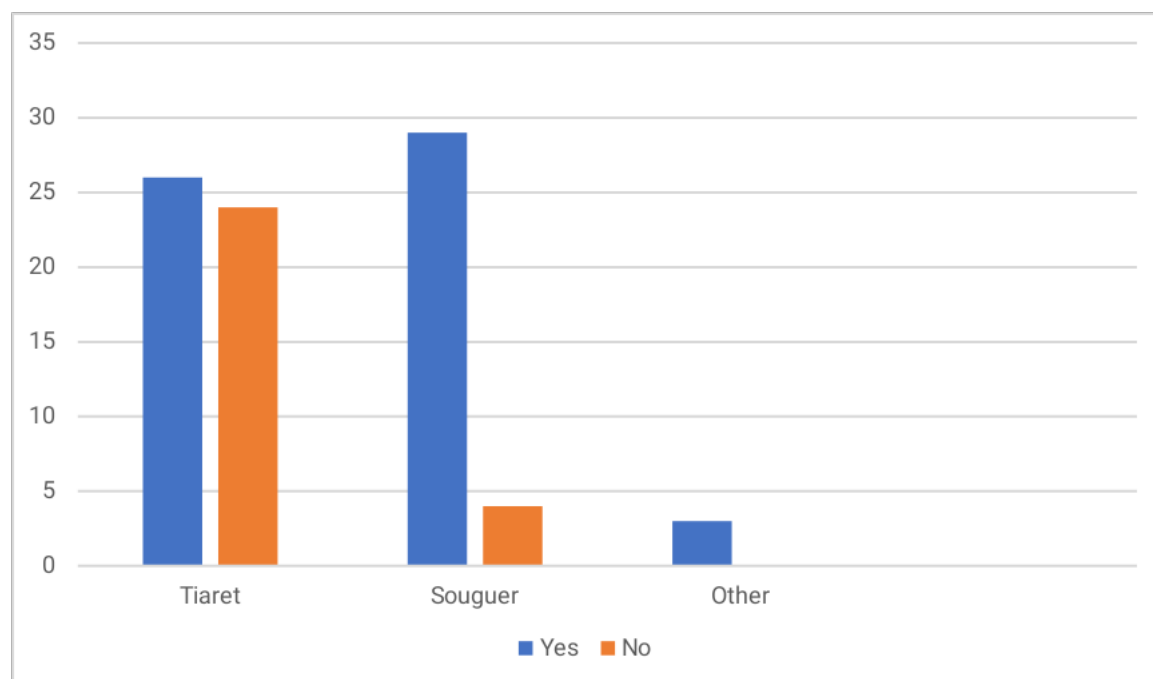


Figure 10. Informants' judgments on their English accent.

The results of the above question show that in both groups, (n23) students from Tiaret and (n24) from Souguer think that they are judged on the basis of their accent, arguing that they pronounce differently, making others judge them. Some students from Tiaret said that others judge them because they pronounce the sound /ð/ as /d/. However, students from Souguer said that their pronunciation of the sound /t/ as /tʃ/ and /d/ as /dʒ/ make people judge them. This question purpose is to see whether students from Souguer are stereotyped, but surprisingly, it appears that also student from Tiaret, are subject to such phenomenon.

*Question 1:* Have you ever experienced the following?

Table 02:

Respondents Experiences

	Souguer	Tiaret	Other
Being treated rudely Because of your accent	7%	7%	0%
Being ignored	15%	13%	0%
Being treated as stupid	0%	3%	1%
Being laughed at	20%	27%	0%
Being intimidated	3%	8%	0%

The table that most students from both Sougueur and Tiaret experienced the fact of "being ignored" (15%), (13%) and "being laughed at" (20%), (27%). So accordingly, not only students from Sougueur do experience such behaviors. In other words, both of them are linguistically discriminated.

All in all, the majority of students from Sougueur and Tiaret aware they have different, noticeable regional and English accent and they accept it as it is without changing it while travelling. In other words, they consider it as enrichment when integrating society.

However, most of students feel superior and judge each other. Students from Tiaret claim that the accent of students from Sougueur is bad, since they pronounce the sound /t/ and /d/ Differently. And students from Sougueur argued that those from Tiaret do not pronounce the sound / ð / . students from both groups are linguistically discriminated .

### 3.2. Analysis of the teacher's questionnaire results :

#### Section One: General background

As it has been previously mentioned, the questionnaire was answered by exactly seven (n7) teachers. The three items of the first section were about teachers' gender, age as well as their professional experience. Table 03, shows that the majority of respondents are women (n7).

Table 03

#### *Informants' gender*

Gender	Number	Percentage
Male	1	14%
Female	6	86%

In dealing with age, most of the informants (n5) are less than 30, one teacher is between 30 and 40, and one other teacher is between 41 and 50. (Table05).

Table 04

#### *Informants' age.*

Age	Number	Percentage
Less than 30	5	72%
Between 30 and 40	1	14%
Between 41 and 50	1	14%
More than 50	0	0%

The table above shows that (13) participants have been teaching for a short period (less than 5 years), along with others w

others who have more experience more than 10 years) This can be intricately linked to the item about the age reinforcing out the most of them are behind this item is to see if there is a link been professional experience and their opinion about accent inside the classroom.

Table 5.

*Informant's professional Experience.*

Professional Experience	Number	Percentage
Less than 5 years	3	42%
Between 5 and 10	2	29%
More than 10	2	29%

The table above shows that n3 participants have been teaching for a short period (less than 5 years), along with others who have more experience (more than 10 years). This item can be intricately linked to the item about the age, reinforcing that most of them are less than 30. The aim behind this item is to see whether professional experience has to do with opinion about accent inside the classroom.

**Regional Accent**

*Question 1:* Have you ever, in your classroom, noticed different students' accents of Arabic? And if yes, do these accents indicate the regions they come from? And if do these accents indicate their social class?

This item was asked in attempt to know if different accents are noticed by teachers and if so whether in their opinion it indicates region, along with their social class or not.

According to the results of the first item, all informants n7 agreed that they have noticed different accents inside the classroom, and all of them said that accents show the regions they come from. However, 3 of the informants disagree on the idea that accents also tell about a person's social class, as opposed to 4 participants who actually agree.

*Question 2:* Do accents indicate students' success ?

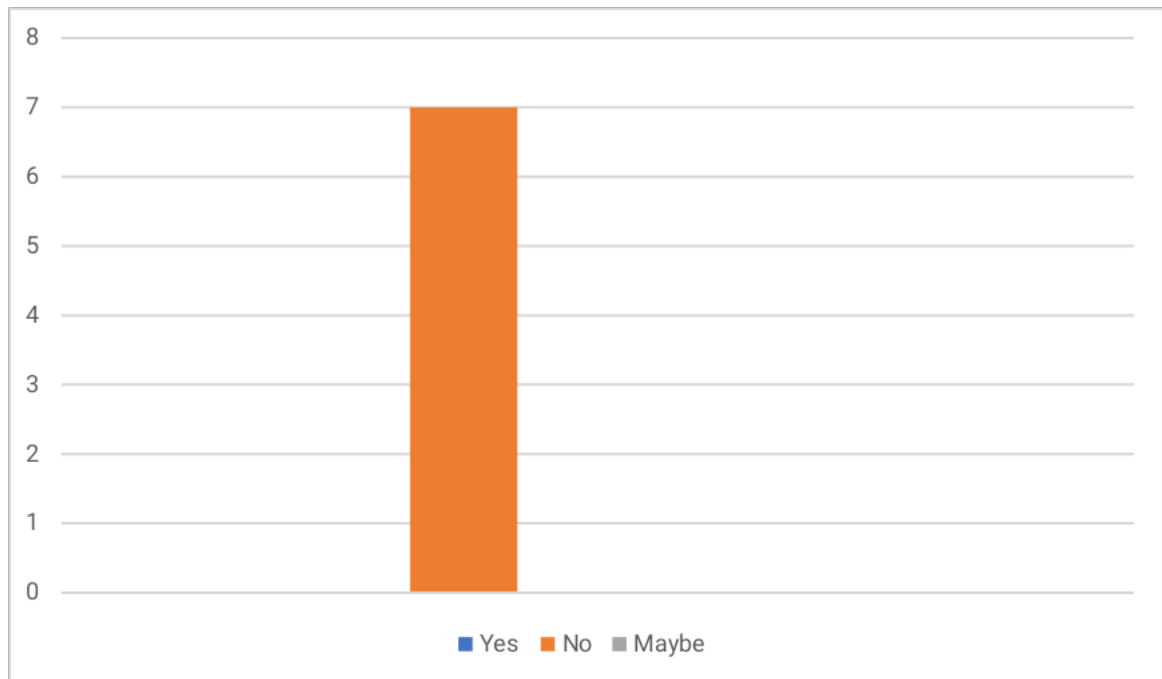


Figure11. Informants' opinion on accents and success.

The graph above show that all seven informants disagree on the idea that accents can indicate students' success.

*Question4* .Do accents indicate students' personality ?



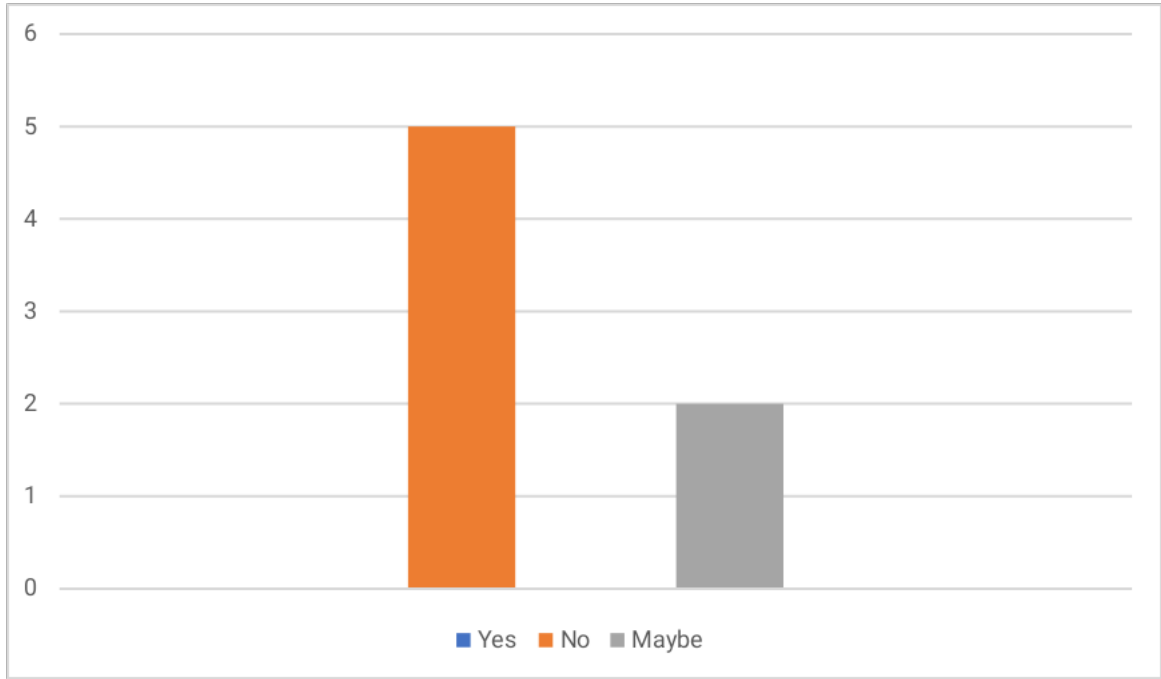


Figure13. Informants' opinion on accents and personality.

The graph above show that (n5) the participants do think that accents indicate students' personality, whereas (n2) were sceptical.

*Question 5* : Do you think that accents influence physical traits ?

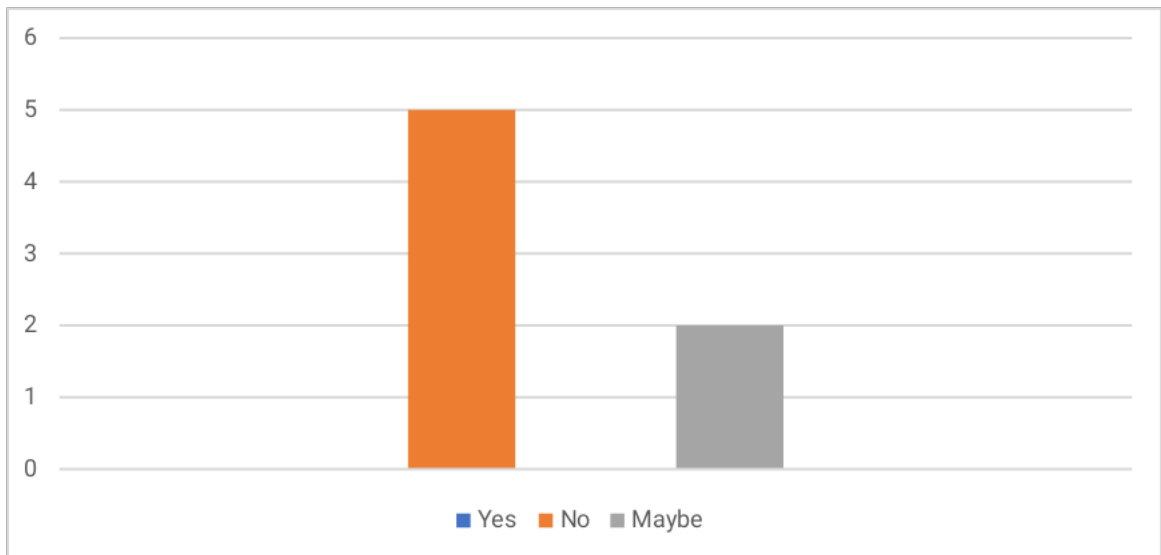


Figure14. Informants' opinion on accents and physical traits.

*Question3* :Do accents indicate students' intelligence ?

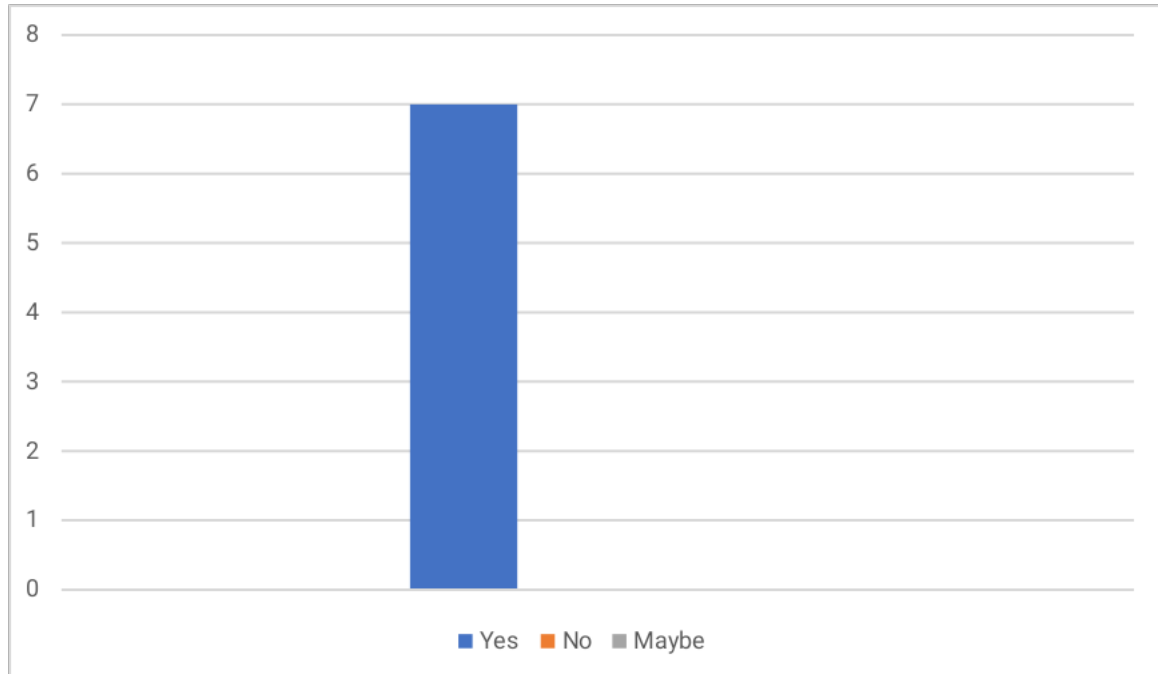


Figure 12. Participants' opinion on accents and intelligence.

The graph above show that all informants (n7) disagree on the idea that accents can indicate students' intelligence.

*Question 2*: Do you consider the speech of a student with the interference of regional accents as an error ? why ?

Four participants do consider that a speech with the interference of regional accent as an error, arguing that correct pronunciation is part of English. So, students of English should master the right articulation of sounds. However, three informants explained that it is not an error since the grammatical rules are respected and the message is conveyed. Moreover, they added that all students are affected by their regional accents. Nevertheless, one teacher considers it as "a deficiency because of the phonological differences between English and students' regional accent".

*Question 3:* Do you think, when learning English, students judge each other on the basis of their English accents?

The question above was asked for the purpose of knowing whether students stigmatize each other in terms of their different English accents. Surprisingly, all participants (n7) said 'yes'. Students do judge each other regarding their English accents.

*Question 4:* Which factors do you think give a student's accent greater prestige than others?

This item aims at defining the criteria that makes one's accent more prestigious than others. The results reveal that the most important factors are: correct articulation and pronunciation of English sounds by avoiding LI interference, confident public speaking, and the ability to make correct and clear utterances.

*Question 5:* What are the major standards you think matter to speak a native like English accent?

The question above was asked with the aim to know the standards a student must follow to speak a native like language. The answers were as follows: the 7 teachers agreed on the fact that students should listen extensively to natives' articulation and production of sounds, and, by imitating them.

Overall, the findings reveal that teachers' professional experience has no relation with their opinion about the students' different accents. Moreover, Teachers think that physical traits, success and intelligence have nothing to do with accent. However, they assume that accent indicate students' regions they come from, along with personality. Furthermore, most of them consider regional accents' interference in speaking English as an error, arguing that a correct articulation is a must to speak a native like, and this could be possible by extensive listening to native speakers and imitating the articulation of sounds.

## Conclusion

A census questionnaire was administered to n75 students and n7 teachers, in order to investigate stereotyped accent of students from Sougueur at the English department, University of Tiaret. The findings reveal that students from Tiaret consider their times different accent as a linguistic enrichment even if they are linguistically discriminated by others especially while pronouncing the /t/ sound. Although, the results show that students from Tiaret appeared to be also discriminated because of their accent, and more specifically, on how they pronounce / ð / sound. Teachers, on the other hand, emphasized on the importance of correct articulation, like a native speaker, and that the interference of regional accent in speaking English is evaluated as an error.

# **General conclusion**

## General Conclusion

This study has examined accents in terms of stereotyping among University students. In sociolinguistics, the communicational differences that are found in accents are interrelated to stereotyping. Stereotype can be either a positive or negative characterization or a depiction formed in one's head involuntarily about the speech of a particular social group. It is a natural effect of the communication process; since any time we categorize others the stereotype is activated. This socially diagnosed accent would evoke attitudes towards its users. The connection between accents and stereotypes is the core subject matter of this research portraying students of Sougueur the Department of English (Ibn khaldoun University). It took into account the judgments made by accent hearers towards students with accents.

The analysis of the questionnaire that was administered to N260 students and N10 teachers at the English department from both sexes. The study has three hypotheses, and the results of the study support the first hypothesis, which basically speculates that if students are linguistically discriminated because of their stereotyped accents. The results show that not only students from Sougeur are discriminated, but also students from tiaret. Most of Student from both groups are being ignored and laughed at because of their accents, even students from other regions.

Moreover, some students responding to the questionnaire from Tiaret added that others judge them because of their pronunciation of the sound / ð / as /d/. However, students from Sougeur said that their pronunciation of the sound /t/ as /tʃ / and /d/ as /dʒ/ make Sougueur people judge them while speaking English.

The second hypothesis assures that students from Sougueur are integrated into society even if they are stereotyped. The findings show that the majority of students accept their different accents, and are integrated in the society, because they embrace their accent and do not see it as an obstacle.

The third hypothesis revolves around the reaction towards the stereotyped accents:

whether students from Sougueur consider their different accent as linguistic enrichment or insecurity. This hypothesis is confirmed. The findings show that most of students from Sougueur consider their different accent as a linguistic enrichment even if they are linguistically discriminated by others especially when pronouncing the /t/ sound. In addition, students from Tiaret do, also, consider their accent differences as linguistic enrichment rather than insecurities. As for the teachers' questionnaire, the findings revealed that most of teachers agree on the idea that having an accent is important to master the English Language, though accents do not really indicate most of the traits except the region they came from. Also, the majority of them witnessed some students' disagreements because of their accents.

Overall, students from Sougueur and Tiaret even when they are judged based on the significant features in their speech, they do integrate to society, their differences are accepted, and make sure that other people from other regions know and discover them.

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# appendices

**Appendices**

**Appendix One :**

**Teacher's Questionnaire**

Dear teacher,

This questionnaire is part of a sociolinguistic research study. It aims at getting your opinion regarding the potential links between speakers' stereotyped regional accents and their social characteristics. In other terms, it collects the perceptions and attitudes of students towards their classmates' accents.

You are kindly requested to answer the questions by ticking ✓ the appropriate box or by making a full statement whenever necessary.

May I thank you in advance for your collaboration.

**Section One : General background**

1-Gender	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
2 Age	Less than 30	<input type="checkbox"/>	Between 30 and	<input type="checkbox"/>
40		<input type="checkbox"/>	More than	<input type="checkbox"/>
50	Between 41 an 50	<input type="checkbox"/>		
3- Professional Experience	Less than 5 years	<input type="checkbox"/>	Between 5	<input type="checkbox"/>
and 10				
	More than 10 years	<input type="checkbox"/>		

Why.....

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

3- Do you think, when learning English, students judge each other on the basis of their English accents ?

- a- Yes
- b- No

4. Which factors do you think give a student's accent greater prestige than others ?

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

5. What are the major standards you think matter to speak a native like English accent ?

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

5. Do you think that accents influence physical traits?

- a- Yes

b- No

c- Maybe

6. Have you ever witnessed disagreement between students over their different accents of Arabic?

a- Yes

b- No

If yes, say please how do you feel about it

.....

.....

.....

.....

**Section Three: Regional accent and English as a foreign language instruction**

1- To what extent do you think it is important to maintain a native like English accent with students?

a- Very important

b- Slightly important

C- Not important

2- Do you consider the speech of a student with the interference of regional accent as an error?

a- Yes

b- No

**Section Two: Regional accent**

1. Have you ever, in your classroom, noticed different students' accents of Arabic ?

a- Yes

b- No

If yes, do these accents indicate the regions they come from?

a- Yes

b- No

If yes, do these accents indicate their social class?

C- Yes

d- No

2- Do accents indicate students' success?

a- Yes

b- No

C- Maybe

Do accents indicate students' intelligence?

a- Yes

b- No

C- Maybe

4- Do accents indicate students' personality?

a- Yes

b- No

C- Maybe



6. Have you ever lived somewhere else before?

Yes

No

If yes, where ? .....

7. How long have you lived there?

.....

### Section Two: Students of English and their Regional Accent

1- Do you believe that you have special Arabic regional accent that is different from the one you hear around you?

Yes

No

I don't know

2- Do you believe that students at the Department of English have special English accents?

Yes

No

I don't know

3- When travelling, do you think people would notice something in particular about your speech or accent?

Yes

No

4- Have you ever tried to change your accent when travelling or meeting people from other regions?

Yes

No

Say why

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

5. Do you accept your accent ?

Yes  No

Say why

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

6- Do you think that your regional Arabic accent is better than other regional accents?

Yes  No

Say why

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

**Section Three: Students' Stereotyped English Accents**

1. Do you think that your English accent is better than other English accents used by your classmates?

Yes  No

Say why

.....  
.....

.....  
.....

2- Do you think that your English accent is worse than other English accents?



Yes

No

Say why

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

3- Do you think people would judge you on the basis of your English accent?

Yes

No

Say Why

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

4. Have you ever experienced the following ?

Being treated rudely because of your accent

Being ignored

Being treated as stupid

Being laughed at

Being intimidated

Other

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

## Résumé

Le présent travail examine les accents stéréotypés chez les étudiants de différentes régions au département d'anglais, Université Ibn khaldoun Tiaret. L'étude tente de se concentrer sur les liens entre les accents, les stéréotypes, les préjugés, les attitudes et la discrimination linguistique. La recherche vise à identifier les raisons d'un accent stéréotypé des étudiants de Souguer, afin de mesurer l'acceptabilité de cet accent et d'étudier s'il est considéré comme un enrichissement ou une insécurité linguistique. Les résultats ont été recueillis en utilisant les approches qualitatives et quantitatives au moyen de deux questionnaires administrés aux étudiants et aux enseignants du même département. La collecte de données nous a aidés beaucoup à comprendre les raisons de la réflexion stéréotypée sur la parole des étudiants et les réactions envers un tel phénomène. Les résultats ont montré qu'en terme d'accent, les étudiants de Tiaret et de Souguer sont discriminés linguistiquement; mais ils pensent qu'il s'agisse d'un enrichissement linguistique plutôt qu'une insécurité. Quant aux enseignants, ils considèrent l'interférence de l'accent régional comme une erreur d'apprentissage de l'anglais.

*Mots clés : Accent , insécurité , enrichissement linguistique*

## ملخص

يدرس هذا البحث الصور النمطية بين طلاب من مناطق مختلفة في قسم اللغة الإنجليزية، بجامعة ابن خلدون تيارت ويحاول التركيز على الصلة بين اللكنات والصور النمطية والتحيز والمواقف و التمييز اللغوي. كما يهدف البحث إلى التعرف على الأسباب الكامنة وراء الصفات النمطية في لكنة ط لاب سوقر و من اجل قياس مدى قبول هذه اللكنة، والتحقيق في ما إذا كان الطلاب ينظرون إلى اللكنة النمطية باعتبارها إثراء أو لا أمن لغوي. تم جمع البيانات باستخدام طرق مختلفة من بينها التقنيات النوعية والكمية، تتمثل في توزيع استبيان على كل من الطلاب والاساتذة. يهدف جمع البيانات إلى فهم الأسباب الكامنة وراء تكوين الصور النمطية لخطاب الطلاب، وردود الأفعال نحو هذه الظاهرة. وهكذا تظهر النتائج أن الطلاب من كلا مدينتي تيارت و سوقر يتعرضون لتمييز لغوي من قبل الآخرين بسبب لكنتهم،

ولكنهم يعتبرونها إثراء لغوي بدلا من لا أمن اللغوي. اما بخصوص الأساتذة، فأغلبيتهم يرون أن تدخل و تأثير اللكنة المحلية لطلبة اللغة الانجليزية يعتبر خطأ تعليميا.

الكلمات المفتاحية: اللكنة ، عدم الأمان ، الإثراء اللغوي

