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Investigating Second Language Acquisition amid Subsaharan Students in Algeria: A Case Study of Subsaharan Students at Ibn Khaldoun University of Tiaret

A Dissertation Submitted to the department of Letters and Foreign Languages in Partial Fulfilment of the Requirement for the Degree of Master in Linguistics

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Dedication

This modest work is lovingly dedicated to;

The sun and the moon, mom and dad

My beloved brother Khaled

My dear sister Soumia and my brother-in-law Hicham

My little sisters Sara, Khawla and Hiba

Mohamed my dearest

The apple of my eye, my nephew Islem

To my second family, my friends who has been always there for me in times of need, my precious Assala, Dalil, Sarah, Sekoura, Tamany and Hala.

Special thanks to my uncle Elhadj

Thank you for being in my life, I cannot be more grateful

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Dedication

*This study is wholeheartedly dedicated to my beloved parents:
Belkacem and Halima, who have been my source of inspiration
and gave me strength when I thought of giving up, and who
continually provide their moral, spiritual, emotional, and
financial support.*

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ABSTRACT

This study investigates Language Acquisition hindrances that Subsaharan Students from Ibn Khaldoun University might face while acquiring ADA. The aim of this investigation was to reveal the main obstacles that Subsaharan Students faced while acquiring ADA and hence to measure whether pronunciation can be affected by each of student's background and mother tongue. Therefore, it sought to find possible solutions to facilitate ADA acquisition amid Subsaharan students. To achieve these objectives, a total of 11 Subsaharan Students were interviewed through audio-recordings and also using participant observation (PO) method. The results obtained revealed that Subsaharan students faced obstacles during the ADA acquisition including: pronunciation, lack of practice, and interference of mother tongue (L1) and other languages. To overcome the limitations of our research we suggest scheduling a preparatory year that includes teaching standard Arabic including a class that demonstrates the difference between the local codes, and suggests involvement of students in outdoor activities to integrate with the local community.

Keywords: ADA, Language Acquisition, Local codes, Mother tongue, Subsaharan students

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List of Acronyms

ADA   Algerian Dialectal Arabic

Ber   Berber

CA   Classical Arabic

Fr   French

L1   first language

MSA   Modern Standard Arabic

PO   Participant Observation

SLA   Second Language Acquisition

TDA   Tiaret Dialectal Arabic

Phonemic Symbols

Consonants

Symbols	In Arabic
/dʒ/	ج
/ḍ/	ض
/ħ /	ح
/j/	ي
/ʃ/	ش
/ṭ/	ط
/χ/	خ
/ʕ/	ع
/ɣ/	غ

Vowels

Symbols	In Arabic
/a:/	ا
/i:/	ي
/æ/	ا
/ə/	ا
/u:/	و

The overall area of the present study is in roots of language, and its acquisition. In any speech community, language differs from one setting to another; including a number of local varieties and even within individuals. In here, an individual expressing his/her thoughts using one's usual spoken variety, and mother tongue language is present. In fact, the role of culture especially when it concerns communicating with a foreigner who not only uses a different language, but also shares a different culture and distinctive life perception cannot be neglected. For foreign students, the need for communication is crucial, not just within the language spoken in their area of studying but within the locals. However, language proficiency cannot be guaranteed, some of them have to acquire the language of another group of people living in their surroundings to facilitate interaction; some have migrated to deal with challenges of everyday life.

The present study addresses Subsaharan Students ADA Acquisition, their choice of language usually influenced by the interests of the individual and/or their plans for the future in an effort to make use of the language acquired. Furthermore, this research will have the potential utility of further understanding the type of words/expressions a foreign student can acquire, and use in or outside the learning environment. Part of this, pronunciation of each word or expression acquired can be influenced by the Students' mother tongue and identity, which can cause an obstacle for them to acquire more for ease of communication. The existence of previous studies in the field highlights that such a topic needs to be explored in order to provide a sense of awareness, and suggest possible solutions to tackle the issue of ADA Acquisition among Foreigners.

For the purpose of investigating ADA Acquisition process and the hindrances faced by the Subsaharan Students throughout the acquisition period and the implementation, this study aims to shed light on the various obstacles faced throughout the acquisition of ADA. Furthermore, we need to focus on how each student's identity and background can influence ADA pronunciation. Thus, knowledge of such influence can be a turning point somehow thorough understanding of hindrances and how they can be solved.

In the Algerian context, specifically in Tiaret speech community, Subsaharan Students tend to learn ADA to seemingly cope with locals. Meanwhile, when conducting the study, we have noticed that these acquired words/expressions are influenced by a number of barriers. As a result, the problem that is tackled in this work paves the way to raise the following questions:

- ■ What are the impediments confronted by the Subsaharan students during the Acquisition of ADA?
- ■ Why do Subsaharan African students acquire ADA?
- ■ How do Subsaharan students practice ADA?

The current study on Subsaharan Students proposes three hypotheses that are as follows:

1. Problems in phonetics constitute a major issue for foreign Subsaharan students in learning Algerian Dialectal Arabic.
2. Subsaharan students acquire ADA simply to adapt to real life communication.
3. Subsaharan students practice ADA by selecting the relevant words or expressions and utilize them in daily life communication.

In this vein, our objectives are:

a. To provide a deeper understanding of our topic: how these students develop ADA.
b. To reflect upon the characteristics of each individual, and the state of ADA acquisition procedure amid the Subsaharan students.
c. To demonstrate knowledge of "socio-cultural", and "ideological" factors in regard to second language acquisition.

This work discusses distinctive points and each chapter deliberates knowledge about the study:

1. The first chapter tackles the sociolinguistic situation in Algeria including the language varieties that exist, and each code's function in the Algerian speech community. Moreover, it addresses the sociolinguistic situation in Tiaret, the local codes and some of the features of the local dialect.
2. The second chapter is devoted to a thorough examination of the relevant literature concerning the concept of "Language Acquisition", particularly its definitions, the chronological order of the concept of Language Acquisition, and previous research and findings on the subject. As a result, the literature is divided into main headings and sub-headings and examined.

3. The final chapter is dedicated to the research methodology adopted in this study. It adopts descriptive analytical method and uses audio-recording, in addition the participant observation that addresses note taken from the Foreign African Students

daily life conversations and interaction with locals inside and outside the campus, in order to collect the relevant data to investigate how these students developed ADA. The recording directed to Subsaharan Students from the faculty of Ibn Khaldoun, Tiaret are called for and are presented in numbered, entitled tables, graphs, and statistical figures.

It is worth mentioning that the process of our research encountered a number of obstacles that limited our findings. The first was the problem of finding a location to schedule the interviews, in addition to the primary issue that we faced since our sample was supposed to be the African refugees; however, we found out that the authorities deported most of them, the reason that obliged us to switch to the Subsaharan Students instead.

1.1.   Introduction

Algeria constitutes a complex landscape for sociolinguistic studies; this complexity lies in the co-existence of various languages and language varieties as well as the interaction between them. In addition to French, there is Classical Arabic, Modern Standard Arabic, Colloquial Arabic, Tamazight and its variations (Chawi, Mzabi, Tergui, etc.)

Algeria's complex past gave birth to its linguistic conditions; here is a brief account of the country's several conquerors, as vividly stated by Benrabeh: "Berbers came under the yoke of the Phoenicians, who imposed their Carthaginian authority for around seven years, followed by the Romans for around six centuries, and the Vandals and Romanized Byzantines for another six centuries. Each approximately a century For almost four centuries, the Islamo-Arabo-Berbers dominated the region, followed by the Turks about three centuries, and the French, who ended Turkish dominance for more than a century along with a quarter Between 1505 and 1792, Spaniards occupied enclaves around the Mediterranean coast on an irregular basis". (Mohamed benrabeh, 2014: vol1, issue 1) Taylor and Francis

1.2.   The History of Languages in Algeria

According to documented history, the Imazighen, who spoke various dialects of Tamazight, were the first inhabitants of North Africa, including Algeria. For a long period of time, these people had interaction with many conquerors and traders who settled in North Africa successively. The Phoenicians, Romans, Byzantines, Arabs, Turks, Spanish, and French all left are varying degrees of influence in the region.

It is worth mentioning that Before the Arab conquest, the Tamazight-speaking community attempted to keep their linguistic heritage and cultural identity by refusing to accept the invaders' languages and religions. Following the arrival of Arab nomadic communities such as the Banu Suleim, Banu Hilal, and Banu Ma'quil in the 11th century, substantial interaction between Berber tribes and Arabs occurred as a result of Berber Islamization and the use of Arabic as a study language. Algerians, like other North Africans, have been greatly influenced by Islam.

Through conversion to Islam and religious practice, the new faith allowed the Arabic language to pervade all aspects of society. Berber was, nevertheless, still spoken in several highland areas. It was still the language of commerce and everyday conversation. One of the causes that hindered the Br language from establishing a codified form is the expansion of

Arabic, particularly in its written form. Tamazight, the oral indigenous language, has been spoken and passed down the generations for many years. Depending on the social and regional environment of the household, people in Berber-Arab marriages would adopt either one of the languages or both.

Algeria was well-known throughout the world as a French colony from 1830 to 1962. During this time, the French sought to eliminate the usage of Arabic. As a result, the colonial rulers enforced strict and consistent language policies to the disadvantage of Arabic language proficiency and status. The French language was used as the exclusive means in formal settings like the administration and instruction. It was used in nearly every aspect of Algerian society.

1.3.   The Linguistic Situation in Algeria

The status, domains of use, and functions of the four major varieties (Standard Arabic, Algerian Arabic, Berber and French) will be the emphasis of this section.

1.3.1.   Modern Standard Arabic

Modern Standard Arabic is a widely recognized name for the standardized variation of Arabic used in formal settings for written and spoken purposes. MSA is an official language in approximately twenty countries, ranging from Morocco and Mauritania across the Atlantic Ocean in the west to the Arabian (Persian) Gulf States in the east.

However, there is no community of native speakers of MSA if we define mother tongue as the language learned at home without formal instruction. It is the language of religion, instruction, and culture all at the same time. In general, a popular distinction has been made between two types of MSA, namely the classical and modern forms. However, the distinctions between the two varieties are minor, and the latter generally adheres to the same rules as the former. For Arabic speakers, the two forms are indifferently called `al`arabiyya alfus'ha i.e., eloquent Arabic.

On the one hand, classical Arabic (CA) is the codified and mostly written version of Arabic that is inextricably linked to Islam, as it is the language in which Islam's holy book, the Qur'an, was revealed and spread throughout the world, including North Africa. Oral and written recitation of the Qur'an is still one of the most common ways to use CA today. As a result, it is frequently referred to as a "sacred" or "pure" language.

Furthermore, Classical Arabic(CA) is limited to religious functions and settings. It is the language of prayer for all Muslims, regardless of their native tongue. Despite this, due to its high level of lexical and syntactic codification, only a few people are fluent in it, to the point where when someone says he doesn't speak Arabic well, he usually means the classical form (Murphy, 1977,p.4).

CA has been highly valued and respected because of its divine function and religious aspect. It holds a prominent and prestigious position among Arabic-speaking Muslim communities around the world, as well as non-Arabic Muslim communities.

Fleish (1964) explained why CA is regarded as the prestige language "Classical Arabic has the prestige, an immense prestige which is multiplied by two because it is twofold: the prestige of a great language of culture… and that of a language of religion" (p.3).

Modern Standard Arabic, on the other hand, is a simplified version of CA that emerged in the nineteenth century. Efforts have been made, primarily at the lexical level, to "modernize" the latter and make it effective enough to meet the demands of modern life. It is now thought to be more useful and understandable than CA. Ennaji(1990) stated that:

> *Modern Standard Arabic is standardized and codified to the extent that it can be understood by different Arabic speakers in the Maghreb and in the Arab World at large; it has the characteristics of a modern language serving as the vehicle of a universal culture". (as cited in Benali-Mohamed, 2007,p.28)*

Versteegh (1996) stated that "new methods for creating new vocabulary were used in the language's modernization, such as borrowing foreign words, morphologically and/or phonologically integrating others, translating foreign words and extending the semantics of existing words, and using analogy to extend existing roots", that is language modernization adopted new techniques to enhance language proficiency and boost lexical modernity, yet, MSA was derived from CA and became the language of prestige as a result of lexicon reform and style modifications. As Benrabah define it, it is referred to as "Literary Arabic" or "Journalist Arabic". A written form of Arabic readily associated with the modern media which was developed in the 19 century as part of the cultural Revival, or Nahda, in the Middle East (Benrabah, 2007,p. 46).

There is also Middle Arabic, Inter-Arabic /al luaalwuSTa/, also known as Educated Spoken Arabic, in addition to CA and MSA. This form of Arabic serves as a bridge between the high variety (MSA), which may be incomprehensible to many illiterate Algerians, and the low variety (ADA), which is frequently stigmatized and spoken by educated speakers. Educated Spoken Arabic is thus used in formal or semi-formal contexts, such as on radio or television, by educated speakers. It is a halfway point between written and spoken Arabic.

1.3.2. Algerian Dialectal Arabic

Despite the fact that Arab countries consider Arabic as a unifying factor and a symbol of Arab identity, one could argue that Arabs are not linguistically cohesive in terms of the spoken variety utilized in everyday life for colloquial reasons and personal relationships. It's worth noticing that the spoken variants of Arabic diverge more from one another, and their mutual intelligibility decreases as one travels further away from any one site of origin. As a result, Iraqi and Moroccan Arabic are nearly incomprehensible to one another; Chejne (1958) observes that "the Arabic spoken in the different Arab   countries shows a disparity in the use of language as great as any of the divisive elements which separate the Arabs in the political, economic and governmental systems" (p.9).

There are two types of spoken Arabic: Eastern and Western, because "there are marked differences between the linguistic situation in the Middle East countries and that in the North African countries" (Bouamrane, 1986,p. 4). Moreover, "there are points of vocabulary which place the Arabic dialects of the Maghrib in the clearest, if not the deepest, contrast to those of the Middle East" (Marçais, 1958,p. 580).

Furthermore, ADA is the most commonly used variety among Algerian speakers; what is called Darija/ Amiya. In fact, the bulk of the people speak Algerian Arabic as their first language. It shares several characteristics with MSA that reflects upon a shared history; nonetheless, there are enough distinctions between them on the lexical, phonological, morphological, and syntactic levels that they can be considered two separate languages.

Spoken Arabic in Algeria [...] is dispersed over four major geographical areas, each with its unique linguistic peculiarities.

The variety of Arabic spoken in the western region of Algeria by people living in an area that stretches from the border of Morocco to Tenes. Central Algerian Arabic is the dialect that is spoken in the central zone of Algeria, which reaches as far as Bejaia and which

encompasses Algiers and its neighbouring areas. Arabic from Eastern Algeria is spoken in the High Plateaus near Setif, Constantine, and Annaba, and it reaches all the way to the border with Tunisia. Around 100,000 people call the Sahara Desert home, and they speak a dialect of Algerian Arabic called Saharan.

Despite the fact that ADA is not a codified language, it is not usually limited to oral communication; some people write it in Arabic or Latin character. This is frequently the case in internet chat rooms and text messaging on mobile phones. As the formal version (SA) lacks the natural use in spontaneous discussions and cannot be claimed to be anyone's native language, the speakers view AA to be less prestigious and informal. Despite this, they use it on a daily basis in practically every circumstance.

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

1.3.3. Berber

In addition to ADA, a minority of Algerians speak Berber as their first language. For nearly four centuries, this language has been spoken throughout North Africa. Berber (Ber) has never been recognized as an official language in any North African country, despite its lengthy history and considerable cultural presence. Ber was designated as a "national language" but not an official language by the Algerian government until recently.

The Berber language, along with Arabic, is a subgroup of the larger Hamito-Semitic (or Afro-Asian) language family. Bereber is thought to be sprung from a very old language known as Libyan. However, as Haddadou (2000, p. 210) put it, "there has been substantial discussion as to whether this latter was a single language or a set of languages". Benali(2007)

> *Present Berber descends from Libyan, a language which was spoken in North Africa since high antiquity. Ancient Greek and Latin authors signaled this language, which was distinct from that of the Phoenician colonizers, but unfortunately, no one of them [the authors] described it. In the 5th century, St Augustine noted that the indigenous tribes of North Africa spoke one language; however, we do not know if he hinted at the unity of the Libyan language of which he had known different spoken varieties, or a particular dialect*

> *whichwas widespread in his time or spoken in certain regions of the country. (p. 38)*

1.3.4. French

French colonial authorities attempted to reconstruct Algerian society according to Western notions of modernity and economic progress during the twentieth century. They implemented anti-Arabic, pro-French language policies that gave symbolic importance to these languages: Arabic's prestige was undermined since it was viewed as inferior and random, whilst French was presented as modern, prestigious, and attractive. Furthermore, if the French were to succeed in their colonial purpose, the first item to eliminate was Algerian cultural identity. This identity, like that of the rest of the Arab world, was shaped in great part by two key elements: religion and language. As a result, they wanted to eliminate the use of Arabic as the medium of Islamic instruction.

Their purpose, in fact, was to propagate French in order to maintain their political and economic dominance over the country. This was accomplished by implementing the French educational system in Algerian schools, an approach best summarized by Gordan (1962): "when the Portuguese colonized they built churches; when they British colonized, they built trading stations; When the French colonize, they build schools" (p.7)

Some of these consequences are being present today. Arabic was not only dominated by French in schools, but also in the public sector. The official language of all government institutions and public services relating to the various ministries was French. To obtain a recognized career and advance to a more respected place in society, it was necessary to master this language.

Thus, French became ingrained in the language vocabulary of Algerian intellectuals and leaders, and its use continued after independence. It has been preserved as a significant means of expression and education. Today, this language holds an important place in Algerian culture and shares a high status with MSA, although being used in various but often overlapping fields, such as private and higher education, science, technology, business, tourism, and the media. Regarding the latter, it should be noted that there is a radio station (Chaine III) and a television channel (Canal Algerie) that transmit primarily French-language programming, in addition to a substantial literary production: French-language novels, periodicals, and newspapers. In this vein Evano (1994) concluded:

"In fact, a lot of Algerians have some notions of French, receive French programmes by television and have relationships with emigrants settling in France. On another hand, a lot of teachers and institutors learnt in French and French universities still accept Algerians". (p. 103)

As a result of the coexistence of French (Fr) and Arabic (MSA/ADA) in Algeria, speakers frequently and/or unintentionally switch between these two languages in both formal and informal contexts. This has been a regular element of their dialogue. Bencherfa (1987) note:

"By examining closely the different types of speech such as: political speech, the conversations on official or scientific subjects, the plays, personal letters from one person to another, courses given at University, at the college or at school and finally the conversation within the family, we notice in the majority of cases the alternation of passages in Algerian Arabic, passages in Modern Standard Arabic and in French". (p. 123)

In contemporary Algeria, scientific and industrial fields continue to work in French, which is viewed as a tool to spread current ideas and achieve respect. In many aspects, the French language offers Algeria with linkage to modernity and Western models of economic, scientific, and technological success — ties that are vitally important for a country with a significant need for economic development. According to Sebaa (2002):

"...speakers of French are perceptibly more numerous than forty years ago. Barely some thousands at independence, they are now nearly 9 million...the independent national and Arab authority has done more for French than French school and administration united during the colonial period". (p. 61)

Nonetheless, French receives no legal or institutional recognition; in other words, it is neither a national nor an official language in the Algerian Constitution. Additionally, its functions have changed as a result of the huge implementation of the strategy of Arabisation, which began in Algeria immediately after independence, and, more recently, the development of English as the "world language" (Bouhadiba, 2002:16).

1.4. Tiaret Sociolinguistic Profile

Numerous historical events in Tiaret have resulted in changes on multiple levels, including the linguistic level. How diverse is Tiaret's speech, and what dialectal characteristics does it possess? In other words, what caused language variation in the region?

1.5.   Historical and Geographical Background to Tiaret

At an elevation of 1,083 meters, on the border between "Tell" and the highlands, on the southern hill of Guezoul, Tiaret has long had a vital position for humans; numerous civilizations have traversed the area. It has played an important role in the Algerian history.

The region has traditionally had a warm and humid environment, which has created excellent conditions, especially since this extraordinary place "Balcony of the South" or "Gate of the Sahara" is situated at the intersection of the two primary natural routes of movement and traffic in the entire country. Sersou and the mountain ranges to the south and north are part of the central Maghreb, whose highest peak is Ouarensenis. This hilly region's northern portion is slashed by deep valleys, nourished by numerous wadis, and ideally suited to all cultures. It provides enormous pastures for the raising of countless herds in the south.

It is therefore not surprising that this town was always the focus of the demands of various people, who in turn contested North Africa's possession. The cut flints found everywhere, but especially in Bénia du Nador, demonstrate the prehistoric existence of humans. Dolmens, Menhirs, and the so-called "sacrificial" stones attest to the existence of a people with a certain level of civilization at the time the Romans arrived to conquer the land. The latter occupied the land and created various defensive structures, with the city of Tiaret, most likely Tingartia, serving as the primary thoroughfare.

1.6.   Dialects in Tiaret

In the city of Tiaret and its surroundings, two languages are predominant: a dialectal Arabic distinguished by loanwords and a French language where French and Arabic idioms alternate. The Amazigh language is spoken by a minority segment of certain populations and households speaking a dialect of Kabyle, Chaoui, or Mozabite. The linguistic variants have no formal status.

The linguistic speech community of Tiaret consists of a collection of languages and dialects. There is a number of varieties, including classical Arabic, dialectal Arabic, Tamazight, and French language. Arabic has multiple names like "Daridja or El Amiya". There are some for whom dialectal Arabic is considered as a non-standard variety since, according to the proponents of this notion, it lacks the codified rules of grammar, does not

have a significant literary legacy and is different regionally, hence, it cannot be regarded as a language of its own; in addition, its largely oral appearance prohibits it from being a scientific language of knowledge and science.

The reputation of a language is proportional to the number of its speakers; thus, dialectal Arabic is no exception. Since it is spoken by the majority of the Algerians it would definitely be counted as a prestigious tongue.

Classical Arabic is not and has never been a native or a maternal tongue, while dialectal Arabic is. According to Elimam (2001): " the mother tongue is the basis for all access to knowledge; to take it into account is to facilitate access to all other knowledge" (p. 117).

1.7.   Dialect Variation in Tiaret

Geographical factors have always influenced linguistic variety. Phonology, grammar and lexicon are the three main bases on which linguistic features are shaped according to their geographical occurrence. As Bouhadiba (1988) argue on western Algerian dialectal phonology and morphology, despite devoting a greater interest to Oran's dialect, it remains a considerable reference for the western dialect topic. In addition to Oran, Aïn Temouchent, Mascara, Mostaganem, Relizane, Saïda, Sidi Bel Abbes and Telemcen, Tiaret province belongs to "the big Oranie". Another rich reference source to elucidate the topic is the work of Bouamrane (1991, 1993) on lexical diversity in Algeria; it contains essential methodological information that could provide adequate understanding of the Algerian sociolinguistic situation.

1.8.   Phonological Features

Tiaret Dialectal Arabic (TDA) encompasses an extraordinary diverse phonetic repertoire. Due to the number of the misleading sounds in TDA, even locals within the same speech community get occasionally misunderstood. The region has witnessed numerous historical events. All the way from prehistoric times, passing by the Rostomid nation, to the Ottoman rulers, to the Spanish and the French colonial periods. This sequence of events has produced a richly multicultural reality; therefore, under this linguistic richness, languages fought, coexisted, and even spawned new ones.

Regarding its phonological profile, TDA vowel system is characterized by an abundance of variation such that, for instance, short vowels from old classical Arabic /a,u,i/

totally differ from those of Tiaret's dialect in terms their place of articulation and pitch prominace. (Bouhadiba, 1988).

Short vowels /a,u,i/ in the TDA have their long counterparts /a:,u:,i:/. However, the mid central vowel /ə/ lacks a long version, we consider the examples below:

/mbaka/   (مبكر)   "someone who is early"   /ba:b/   (باب)   "a door"

/ʈubsi /   (طبسي)   "a dish"   /ʃu:f/   (شوف)   "look!"

/kursi   (كرسي)   "a chair"   /ɣsi:l/   (غسيل)   "washing"

The bolded sounds, demonstrate that going from a short vowel to a long vowel has no meaning in TDA which makes it phonetically entrusted i.e. irregular. This irregularity is apparent in most of its linguistic variables. TDA rules are what make it more complex in terms of grammar in comparison to the standard Arabic's repertoire. This irrelevance can be the result of the poor amount of research done on the area.

1.9.   Morphological Features

TDA is also associated with the preservation of MSA dual form realization, particularly in rural regions. There an endless amount of the morphological characteristics.

The speech community in Tiaret frequently employs the dual marker /ejən/ in small amount of numbers, and it is pronounced the same way as its counterpart /:n/. This is seen as a unified realization of the dual forms in nouns for most Tiaretians in both urban and rural areas. However, these forms are almost always employed with time measurement nouns. Only a limited number of nouns in TD may accept this duality form.

/næwʕa:n/ (نَوْعَان) / or /næwʕæjən/ (نَوْعَيْن) , realized as /nuːʕːn/ (نُوْعَيْن) / or /nəwʕæjən/ (نَوْعِيْن)

/jæwma:n/ (يَوْمَان) /   or /jæwmæjən/ (يَوْمَيْن) . realized as/ ju:mi:n/ (يُوْمَيْن) / or /jæwmæjən/ (يَوْمَين)

There is also the usage of /zu:dʒ/   (زوج) "the number two" in most of the cases, which is the main and most official morphological trait that distinguishes the dialect's dual forms. It is worth noting that the usage of this form implies that there is no alternative form of duality for the majority of circumstances. Tiaretians consider this form to be more comfortable, despite the fact that it is longer than the above mentioned suffixations. The following examples demonstrate this point:

/zu:dʒ bi:bæn/ "two doors" (زوج بيبان)

/zu:dʒ ktu:ba/ "two books"   (زوج كتوبا)

/zu:dʒ xa:wa/ "two brothers" (زوج خاوا)

What one can notice about this form (zu:dʒ + N) is that the noun is used in its plural form instead of the singular one.

1.10. Grammatical and Lexical Features

TDA, like any other language variant, has a distinct sentence structure. Verbs, nouns, adverbs, adjectives, articles, and prepositions are all classified as Bedouin or sedentary grammatical variables. This is also true lexically.

When discussing variations in Algerian dialects, it is unavoidable to include the main variation actors in the Algerian sociolinguistic landscape; borrowing, calque, and interference. Since childhood a student has cemented all of his language habits in his mind by using his mother tongue, which is the most natural mode of communication. Language is tied to people's thinking that starts at a young age.

Furthermore, because of the foreign languages' different language systems, the learner will use several sorts of interference (phonetic, lexical, morphosyntactic, etc) to compensate for his language deficit.

The elements' transfer occurs at the level of the two articulations, on one hand in terms of lexicon and syntax and on the other in terms of phonetics. The lexical unit's assimilation into "borrowing" language may be hampered to variable degrees on one or more linguistic levels (phonological, semantic, and morphological).

Hence, the integrated unit's passage can maintain to a certain extent. The pronunciation and morphology are the same as in the original language. When talking about "loan words" the word is used in its original sense to bridge the gaps in the receiving language. However, in this scenario, a phonetic displacement near the source language was detected.

Some characteristics of the original language are preserved, such as the suffix "ien" in /mikanisia/ (ميكانيسيا) "mécanicien" meaning " a mechanical"; total replacement of the lexical unit in the host system at every linguistic level.

As the dominant code, dialectal Arabic impacts French in the speech of the Algerian speakers, who adapt it to their language demands by assigning to it, the morpho-syntactic and phonetic qualities of the source language. The high frequency of interference distinguishes "code-mixing", like in practically in every Algerian linguistic context. Meanwhile, the act of code-switching necessitates a variety of structural mechanisms that must be mastered. Code-switching when practised, is required for the objective of communication. It is through this that it obtains the status of the multilingual speakers' linguistic approach.

Borrowing is a process that impacts all codes due to the interactions that occur between them. It is the result of either geographical contact between adjacent countries or colonial invasions. It addresses phonetics, syntax, and vocabulary in general.

1.11. Borrowing in Tiaret speech community

"Algerian" is the language spoken on a daily basis in Tiaret. It is a combination of three languages: Arabic dialect, French, and kabyle. As in the rest of Algeria, the TDA imports several French vocabularies. Here is a list of French loanwords as they currently are uttered by the local speakers, to provide a record of the pronunciation; we give the phonetic transcription of the words.

Table 1. 1Borrowing Cases in TDA

The word as pronounced in TDA	The word in French	The word in English
/ṭa:blo/ (طابلو)	Tableau	Board
/dʒurna:n/(جرنان)	Journal	Newspaper
/bəntu:ra/(بنتورا)	Peinture	Painting
/mi:kro/(ميكرو)	Microphone	Microphone
/borta:j/(بورطاي)	Portail	Gate
/bloṭa/(بلوطا)	Ballon	Ball
/bi:du/(بيدو)	Bidon	Can

In order to adapt them to Arabic phonetics or because they were adopted at a time when the majority of the Algerians were illiterate, these and many more terms are occasionally used with small phonetic modifications. Moreover, we observe that the borrowed phrases are interwoven into lexical morphology of the host language system, the Arabic dialect, that they are no longer perceived and regarded as strange terms, but rather a daily component of the language.

1.12. Conclusion

After studying Algeria's linguistic landscape, it's clear that the country's colonial past has left its stamp on each of the country's constituent languages, giving them a strong socio-cultural position. All of Algeria's major languages; Berber, SA, AA, and French are intertwined and contribute to the country's multilingualism, which can be seen throughout the country.

In the second part of this chapter we discussed the most significant components that sum up the linguistic situation of Tiaret which are the three languages, Arabic, French, and Berber, Placing the region among the multilingual speech communities. These language variants are not employed indiscriminately, yet are assigned specific political, social, and pedagogical positions.

2.1. Introduction

The second chapter is devoted to examine profoundly the relevant literature related to the concept 'Language Acquisition', and its definitions particularly. The literature will be arranged according to two procedures: the chronological order of the concept of language acquisition, and the previous research and findings on the topic. Therefore, the literature into the main headings and their sub-headings are considered correspondingly, To state it differently, we will shed light on the concept of Language Acquisition, its theories, functions to be focused on so as to embody the concept in developing language acquisition and language learning among refugees worldwide and in an Algerian context in particular.

2.2. Dialect vs. Language

The Oxford Dictionary offers a definition which states that a dialect is a regional variety of language distinguished by features of vocabulary, grammar, and pronunciation from regional varsities constituting together with a single language. For David Crystal, Dialect is the sub-division of language that is every language that exists has its own dialect which originates from divided ethnic groups.

2.3. Language Acquisition

This section is devoted to examine the concept of Language Acquisition and investigates the reasons for the call to focus on First Language Acquisition and Second Language Acquisition by highlighting the drawbacks of its origins. Furthermore, it identifies the chronological order of coining the term Language Acquisition. Moreover, it provides Language Acquisition theories throughout stages. Ultimately, the chapter ends with a review of what is Language Learning and what can be demonstrated to differentiate between Language Acquisition and Language Learning.

2.3.1. Language

Everyone knows the answer but no one has given any standard definition that fully explains the term language, this debate has occupied the center stage in linguistics, philosophy, and cognitive science, and will certainly continue to do in the field of research. In order to explore the concept of language, there is a need to highlight its development in defining the concept. On this view, scholars, authors, and linguists in the field believe that

There is an infinite capacity to say something different, and all attempts to define language proved inadequate. In brief, here are some of these definitions in accordance with the study:

For Noam Chomsky (1957), a human language is by all means approaching what some might call the human essence, the distinctive qualities of mind that are, so far as we know, unique to man . In his first book, Syntactic Structures, published in 1957, Chomsky declares that knowing a language means being capable to produce an infinite number of sentences never spoken before and understand sentences never heard before. He thus, refers to this ability as the "creative aspect" of language. In addition, language is the method of expressing individual's ideas, thoughts and emotions in a form of signs and symbols, which means to encode and decode given information.

Linguistic communication is generally successful when an individual understands other's pronunciation or handwriting, agrees on what words refer to, and shares common comprehension of grammatical relationships in the sentences an individual speak and write. Thus, any other language, in addition to the mother tongue, whether learned or acquired is known as the second language.

Language for Chomsky can be investigated by analysing it into its constituent elements. He states that when equipped with a set of grammar rules and a set of terms, individuals are able to produce an infinite number of sentences. For Steven Pinker (1988) they have an ability to memorize vocabulary, internalize rules regarding their native languages grammar and syntax, and remember irregular forms as well as acquire required pronunciation (Pinker & Prince, 1988).

2.3.2. Language Acquisition

Before studying how any language can be acquired, a clear, operational definition of what is, in fact, meant by the term acquisition. Acquisition can be defined as subconscious process of picking up a language through exposure Krashen (1981).Yet from Krashan's perspective; it is possible for any individual to acquire a Language. For other linguists such as Bickerton (1981), acquisition can be a part of any learning process, here it is necessary to say that there is possibility to acquire a language, whether the first language or the second language, to normal, native-like levels, people are able to acquire new associations that can affect how they behave and respond in settings differently.

2.4. First Language Acquisition

It is commonly known that acquiring the mother tongue takes time. It is a well-organized process where the infants, strikingly with no effort, acquire their first language/ dialect. At this phase, the infants begin to learn the targeted language without any prior knowledge. In fact, Chomsky (1957) state that "children are born innately with the sense of knowing the grammatical rules of any language they face". Furthermore, this process is when children start out solely with innate capacity for language acquisition. In doing so, acquisition itself goes under several stages.

2.5. Theories to Language Acquisition

The following table summarized theories to Language Acquisition, and each theory central idea, and are discussed in details in the next subtitle:

Table 2. 1: Theories to Language Acquisition (n.d.)

Theory	Central Idea	Individual with Theory
Behaviourism	Children imitate adults. Their correct utterances are reinforced when they get what they want or are praised	B.F. Skinner 1957
Innateness	A child's brain contains special language-learning mechanisms at birth.	Noam Chomsky 1957\ Pinker 1994
Cognitive	Language is just one aspect of a child's overall intellectual development.	Jean Piaget 1920
Interaction	This theory emphasizes the interaction between children and their care-givers.	Jerome Bruner 1976 Colwyn Trevarthen

Other contributions related to the study have been provided by linguists such as Skinner and Chomsky who explained the process by which children learn to understand and speak a language. Numerous theories were developed in terms of coining the term and implementing it in linguistic studies.

2.5.1. Behaviourism

In Skinners theory (1957), a child imitates the language of his her parents or any one surrounding, yet these attempts when imitating their parents can be rewarded because an adult who recognizes a word spoken by a child will praise the child by, for example, giving him/her what they may be asking for

2.5.2. Innateness

In Noam Chomsky's thoughts, and as a reaction criticism of the Behaviourist Theory in (1957), he focused particularly on the impoverished language input children receive. Adults do not necessarily speak in grammatically complete sentences. The child's natural ability to learn language is triggered by hearing speech and interpreting what s/he hears according to the underlying principles. This natural faculty has become known as the Language Acquisition Device (LAD).According to Chomsky:

> *Language faculty has innate knowledge of numerous linguistic norms, constraints, and principles; this innate knowledge is called language faculty's 'initial state.' It gives rise to a new system of linguistic information, namely, knowledge of a specific language, when it interacts with one's earliest experiences of language, that is, when one is exposed to what Chomsky refers to as 'primary linguistic data'. One's linguistic competence is defined as the 'attained' or 'final' state of one's language faculty, which includes knowledge of one's language's grammar.*

According to Chomsky, this knowledge is crucial to our ability to speak and understand a language and remains at the centre of the debate about language acquisition. However, it has been modified, both by Chomsky himself and by others.

2.5.3. The Cognitive Theory

In contrast to the work of Chomsky, Jean Piaget (1920) placed acquisition of language within the context of a child's mental or cognitive development. He presented that a child has at the beginning to understand a concept before moving to the acquisition process of a particular language. For Piaget, cognitive development is a continuous process and all

children during the process of moving through one stage to the next, cognitive ability changed qualitatively (Sigelman & Rider, 2012), even in different environmental contexts and cultural diversity around the world, children remain the same in terms of sequence of cognitive development.

2.6. Input or Interaction theory

Bruner (1976) presented the term Language Acquisition Support system or LASS in response to Chomsky's LAD. In the same line of work, Trevarthen (1995) studied the parent's interaction towards their babies who were too young to speak. He states that language exists for the aim of communication and can only be learned in the context of interaction with people around who we want to communicate. Integrationists such as Jerome Bruner who states that the language behaviour of adults when addressing children (known as Child-Directed Speech or CDS) is specially adapted to support the Language Acquisition process. Therefore, it is often described as scaffolding for the child's language learning. Hence, since the nature of language exists for the purpose of communication the interaction theory may be served as a corrective to Chomsky's early position (1957) and agreed likely that a child may learn more quickly with frequent interaction, as it can facilitate the usage of new words in second language because it helps to promote more output in the form of communication.

2.7. Second Language Acquisition (SLA)

In a broad sense, language acquisition refers to a systematic study of how an individual can learn a language; it is a process by which people learn a second language in addition to the native language. It is mainly a subconscious process which happens while communicating and interacting with surroundings.

In the art of teaching, learners were taught a classical language in terms of translation and routine learning of grammar rules, where the use of the mother tongue as a medium of structure is necessary to understand the second language.

The initial 20[th]century Swiss linguist Ferdinand de Saussure carried on a series of studies related with the notions of 'langue' and 'parole' in the realm of first language acquisition development. Later Bloomfield (1933) methodically put across these systematic approaches in his famous work 'Language.

Second Language Acquisition mainly seeks to investigate the acquisition of a new language beyond ones mother tongue or as known as L1. "Second Language Research is a far

wider sub-branch than first language acquisition research since it comprises, all the aspects of the L2 user's language enclosed in other areas of linguistics and psychology" (Cook, 2002, Dornyei, 2013).

For Myles (2010) Second Language Acquisition theories have initiated "as an adjunct of language teaching pedagogy supported by behaviourism," the leading and pioneering theory in psychology.

Second Language Acquisition (SLA) is considered as a main phase of any applied linguistics studies, which is well-known by the research and practices in other disciplines like Linguistics, Psychology, and Sociology. It refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. A wide range of studies on SLA have been done across the academic institutions and still in a progressing stage, and as we are far from a complete theory of SLA, but there is development (Krashen, 2018; VanPatten, 2017).

2.8. Second Language Acquisition Theories

Krashen (1982)laid a series of theories of second language acquisition, which had a large impact in all areas of second language research and teaching, and that has been described as follows:

2.8.1. The Natural Order hypothesis

Second Language Acquisition received a push forward in the 80s with Stephen Krashen's Natural Order Approach based on his Acquisition-Learning hypothesis. He maintain that children and adults can "acquire" languages naturally. One does not need to "learn" and master grammatical structures and vocabulary, nor does one need to imitate, memorize and repeat exhaustingly chunks of the foreign language in order to attain proficiency in it. Instead, a foreign language can be less frustratingly acquired within the context of human interaction and through exposure to the target language, in the same vein, Stephen Krashen quote that "Acquisition requires meaningful interaction in the target language natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding." (as cited in Language Acquisition vs. Language Learning, 2011, p.9).

2.8.2. The Monitor hypothesis

Bahrani (2011) assert that the monitor hypothesis put its focus on the influence and relationship that learning and acquiring have on the other. The monitor is require to hold what he\she learned until the learner is ready to use the language. In here, the monitor, holding the learned information is used when there is adequate time for the individual to think about the content already taught, learners have been taught the rule that relates to what he or she is attempting to apply in production, and the emphasis is on using the correct form of the language, and hence, the focus is on using correct form of the language, and the learner. For Abu khattala (2012), it is conceivable that learners may over use, or appropriately uses the monitor depending on their confidence of their acquisition.

2.8.3. The Input hypothesis

The input hypothesis is likely the most influential and crucial hypothesis in Krashen's paradigm, because of the importance that he placed on comprehensible input. It is explained as the information that should be understood and referred to as comprehensible input. Krashen (1982)underlined that speaking and writing skills improve and evolve when continuous intelligible input is provided through one's receptive skills of listening and reading. The input hypothesis is mainly concerned with why there will be a natural "silent time" during acquiring a language but does not produce any output (Bahrani, 2011). Accordingly, Krashen believes the silent phase is vital for individuals to feel competent in their newly acquired language before employing it in any context.

2.8.4. The Affective Filter hypothesis

This hypothesis embodies a number of affective variables' including: self-confidence, anxiety, motivation and personality traits. For Krashen(1982), learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are equipped for success in second language acquisition. It emphasizes that learners in order to absorb new information, targeted language to reach one's language acquisition device and results in complete acquisition of the knowledge, must be open and willing to receive it (Abu khattala, 2013). One's affective filter is centered on one's mood about learning a new language, and it can be lowered or raised by elements such as motivation, self-confidence, self-image, and anxiety. In Bahrain's thoughts when the affective filter goes up, the input (even if comprehensible) will not be internalized because of the "mental block" that has been put up in one's mind (Bahrani, 2011).
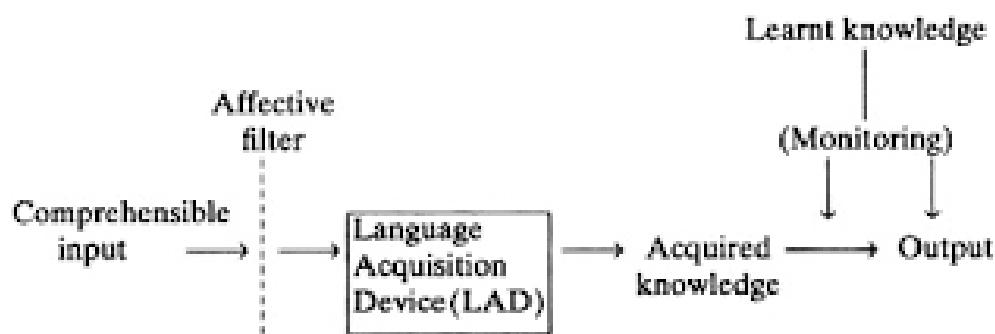
The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)

Figure 2. 1: Second Language Acquisition Theories (Krashen's Comprehension Hypothesis Model of L2 Learning, Taken from Cook (1993))

2.9. Language Learning

Learning is a complex process of discovery, collaboration, and inquiry facilitated by language. Composed of interrelated and rule-governed symbol systems, language is a social and uniquely human means of representing, exploring, and communicating meaning. As well as being a defining feature of culture, language is an unmistakable mark of personal identity, and is essential for forming interpersonal relationships, understanding social situations, extending experience, reflecting on thought and action, and contributing to a democratic society. Language is the primary basis of all communication and the primary instrument of thought.

Learning is strongly based on the intellectual level, cognitive ability, perception, personality, and attitude of a learner. A lot of factors affect the learning of a person, yet they are bound to get influenced by social arena, cultural habits, and willingness of a person to adopt change.

Additionally, Language Learning is roughly defined in the growing literature on the subject as an active process that begins at birth and continues throughout life. Individuals learn a language as they use it to communicate their thoughts, feelings, and experiences, establish relationships with members of their society, and strive to make sense of their world. In the same line Bahrani (2011) defined learning as a process that requires conscious effort on the individual's part to learn a specific language and focus on structure.

Likewise, language enables individuals to develop metacognition to reflect upon and control their own thinking and learning processes. (Language and Language Learning S2

English Language Arts). All in all, Language learning refers to the analysis and study of the language as a system, primarily in its written form. The objective is to understand the structure of the language and produce knowledge about it.

2.10. Language Acquisition vs. Language Learning

The search for the synergy between language acquisition and language learning involves identifying both concepts "language acquisition" and "language learning", and indicating how it differs from using informal linguistic environment for second language acquisition, or supporting classroom syllabus to acquire a language.

The human brain is biologically programmed to learn language, so language faculty is innate (Chomsky, 1965,p. 8). For him, mind works during the course of learning a language.

During the first half of the twentieth century, a great evolution appeared to reject behaviourism, which favoured the Stimulus-Response Theory of language learning. This paradigm shift in the history of linguistics is recognized as Chomsky's Revolution.

According to the Maslo (2007) view on Language Acquisition, LA can be demonstrated as an acquisitioned phenomenon which is primarily footed on the essentials of what he termed as "neuro-psychological processes". Whereas Language learning is recognizable to the public as a mechanism by which children inherit and acquire their mother tngue without any deliberate efforts from a very early stage of their infancy (Kramina, 2000, p. 27).

In this respect, Robbins (2007) provided evidence for the notion that LA is of the essence and the indispensable fraction of all the lingua franca of the globe being acquired in one way or another.   Distinctively enough Language Learning is a course which is the intentional, deliberate and pre-planned product that is predetermined to acquire proficient at a given language either by formal enlightening situations or self-directed exertion (Kramina, 2000, p. 27).

Acquisition of language is natural, subconscious, mandatory and innate faculty, while Language learning is entirely conscious, optional and a process that require intentional exertions. The difference can be chatted as follows:

a. Conscious vs. Subconscious

Language Acquisition marks its emergence as a progression in which the speaker is more concerned with communication rather than the usage of syntactical patterns. Contrarily,

Language learning is a premeditated activity in which a learner's concern is on the form, rules and is mindful of the procedure, where the prime features of any sort of language learning are mainly errors, practice, and imitation.

b. **Aptitude vs. Attitude**

Language Learning is dependent on the attitude of the learner as it is a process that is highly reliant on the learner's attitude if a learner has the attitude and dedication to learn a language with a positive mental state. Contrastingly Language Acquisition stands on the aptitude of the speaker itself. His talent and capacity of acquisition are noticeable.

c. Motivation vs. Natural System

Motivation is involved in culturing a language as it is a critical factor that regulates how far a learner can maintain it and conversations, and how much devoutness and dynamism is being devoted by the learner to acquire and practise a language. While acquiring a language is a natural process and innate system that acquirer accomplishes, she\he doesn't prerequisite to have any sort of motivation or labour involved in LA.

d. Theory vs. Practice

The use of etymological configurations consistent with the sense of equipping primarily to interconnect or interact with the social order is related with LA, and the practice or genuine usage of the language within the predetermined set of circumstances is thus the centre of discussion. Alternatively, LL is reliant on the norms and regulations of the language being learned and developed; hence the focus of this point is on the language theory.

e. Social vs. Cultural Transmission

Learning any language along the syntactic and semantic structures of that specific language means to absorb its style, dialect and it can't be learnt without being in contact or in line with the culture where that specific language is being spoken. While culturing a language, cultural diversity and variations are essential because certain words may have different connotations while the language acquirer initiates interacting with his/ her environment. This may foster his or her socialization, which prepares him / her for language acquisition.

f. Imitation vs. Correction

Language is assimilated by Language Learning. LL yields knowledge whereas LA generates ability. In contrast, it is substantial to note that during the process of LL children commit errors that is normal and essential. It is mainly because if a child doesn't attempt for fear of being wrong or incorrect , he\she will surely miss the process of correction which will create a huge barrier or hindrance in LL.

2.11. Conclusion

In this chapter, the concept Language Acquisition is deeply explored in order to trace back its foundation, and the theoretical background that backed it up. The main stages that shaped Language and its acquisition, particularly offers insight into the linguistic process of the human mind, and ,therefore is valuable to second language learning. Gradually, this chapter examines the available literature towards the term language and acquisition, and in the way an individual can acquire a language.

3.1.   Introduction

In this research study our main objective is to identify the Acquisition of ADA by Subsaharan students in Tiaret, and uncover the reasons and motivations for doing so. The research effectively reflected the characteristics of each individual, the state of the ADA acquisition procedure, as s well as the identification of the external and internal factors that account for how the participants acquired ADA. The obtained data will specifically address the research question of this thesis. We adapted a descriptive analytical method including the use of audio- recording (i.e. recording Subsaharan students answering questions about their age, gender, nationality and mother tongue).Thus, in order to collect the relevant data to investigate how these students acquired ADA, the use of observation, and recording directed to Subsaharan students from the faculty of Ibn Khaldoun, Tiaret, which are   presented in numbered, entitled tables, graphs, and figures.

3.2.   Research Methodology

The current study aims to explore Subsaharan Students ADA Acquisition, and investigate effectively reasons behind acquiring this language variety, and point out the obstacles they faced throughout the acquisition. The researchers employ employed audio recording to collect relevant data on the types of words and expressions they while being in Tiaret, how they acquired these words and for what purpose. Furthermore, we tried to represent the   students' percentage of the factors that helped them during the acquisition process, and unveil obstacles they faced. Secondly, observation aims at examining and analyzing their behaviour in connection to the social factors of the speech community of Tiaret. Our proof of this linguistic behaviour originates from our observation of the phenomenon, and to reach the objective of the present study, significant data have been gathered.

3.3.   Participant Observation

Milroy and Gordon (2003) claimed that "the principal benefits of participant observation are (a) the amount and quality of the data collected, and (b) the familiarity with community practices gained by the investigator" (p.68). Thus, observation is an effective research tool that serves a profounder understanding of the community under investigation and allowed more access to data needed to every objective of the present research. The genuine sociolinguistic observations, attest the presence of certain linguistic structures which

are unattainable in both recorded interviews and administered questionnaires. As the researcher takes part of the speech community under examination, it has somehow been easy to gather a sufficient amount of information via taking notes from direct communication and contact with Subsaharan Students and people in the campus. They are easily aware or the linguistic behaviours of Tiaret speakers, and tend to acquire vocabulary they may need on daily basis to integrate easily.

3.4. Audio Recording

To gather reliable data, recording is considered another method of data collection that we have used in our research to maximize research feasibility and trustworthiness. This audio recording takes into consideration the holistic nature of individuals' behaviour towards the language he/she acquired in order to guarantee an effective result. The primary aim of this was that by its end the researcher would be able to communicate and integrate with locals using ADA.

3.5. The Target Population Profile

Participants included in this research were selected purposefully, who were Subsaharan Students from Ibn Khaldoun University. The selection was based on their language acquisition experience as they were at an advanced level that enabled them to be aware of what they needed to achieve behind learning ADA. Meanwhile, the reason behind choosing adults was due to their relative experience with it in the span of their years of studying at Tiaret environment. Thus, theoretically they are good measurements as to whether Language Acquisition could largely be influenced by the students' background identity, and mother tongue.

Table N° 3.1 below represents the biographical details of respondents that participated in answering the questions.

Table 3. 1: Participants Profile

Level	Third year bachelor's degree and first year master's degree
Number of Students	11
Females	5
Males	6
Age	Ranges from 20 to 29
Sample	Subsaharan Students from Ibn Khaldoun University

3.6. Findings and Data Analysis

In this phase, the researchers' task after collecting all data needed was simply to spot ADA acquisition among Subsaharan students in Ibn Khaloun University.

❖ **Section one** : Biographical Details of Respondents

The first section of this audio- recording tool encompasses the biographical details of respondents
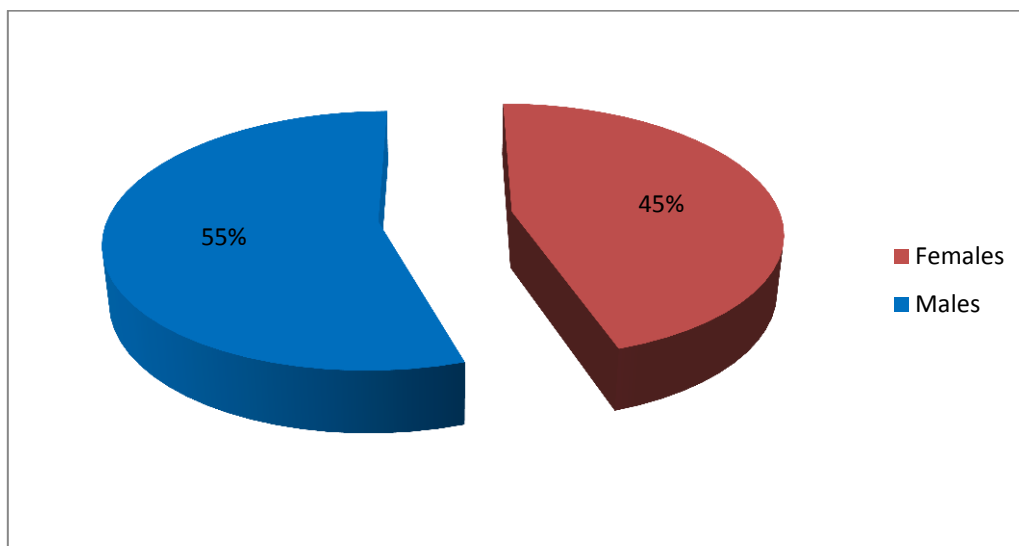
✎ **Question 01:** Students' Gender

Figure 3. 1: Gender distribution

The results in graph 3.1 demonstrate that both genders (females and males) from Subsaharan students in Ibn Khaldoun University covered the current study conducted to explore Subsaharan Students ADA Acquisition, to investigate effectively the reasons that stood behind acquiring the language, and to point out the obstacles they faced throughout the acquisition.
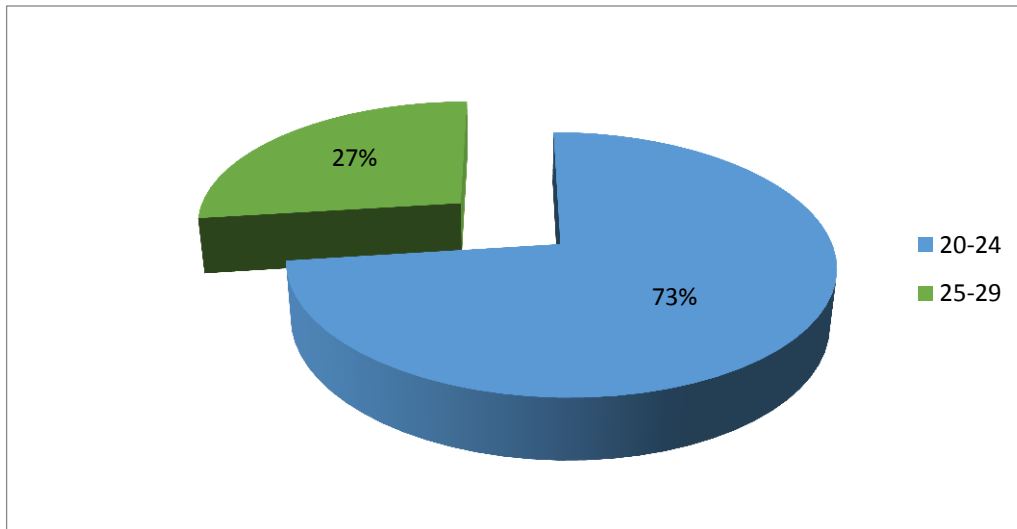
Figure 3. 2: Participants' Age Distribution

According to the global number of the sample, (73%) of participants' age as shown in the graph 3.2 ranges between 20-24. (27%) the students aged between 25-29. Diversity in student's age improved exposure to collect distinctive points of views about the study.

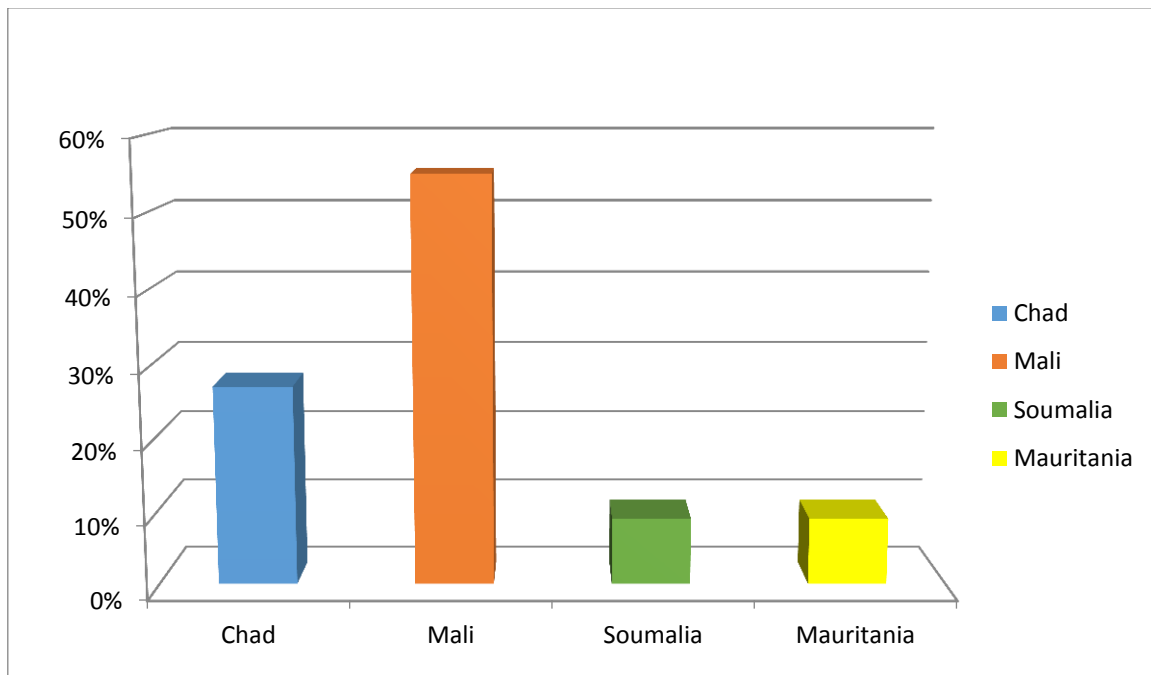✧ **Question 03:** Where do you come from?

Figure 3. 3: Students' Nationalities

Graph 3.3 clearly shows that the students involved in answering the questions were from different countries, (55%) of students from Mali,(27%) from Chad,(18%) from Mauritania and Somalia. This variety of backgrounds and cultures present in this study,

helped gain a more comprehensive understanding of the subject matter. It also demonstrated how a student's language acquisitions was developed, and allowed collecting a wider range of data.

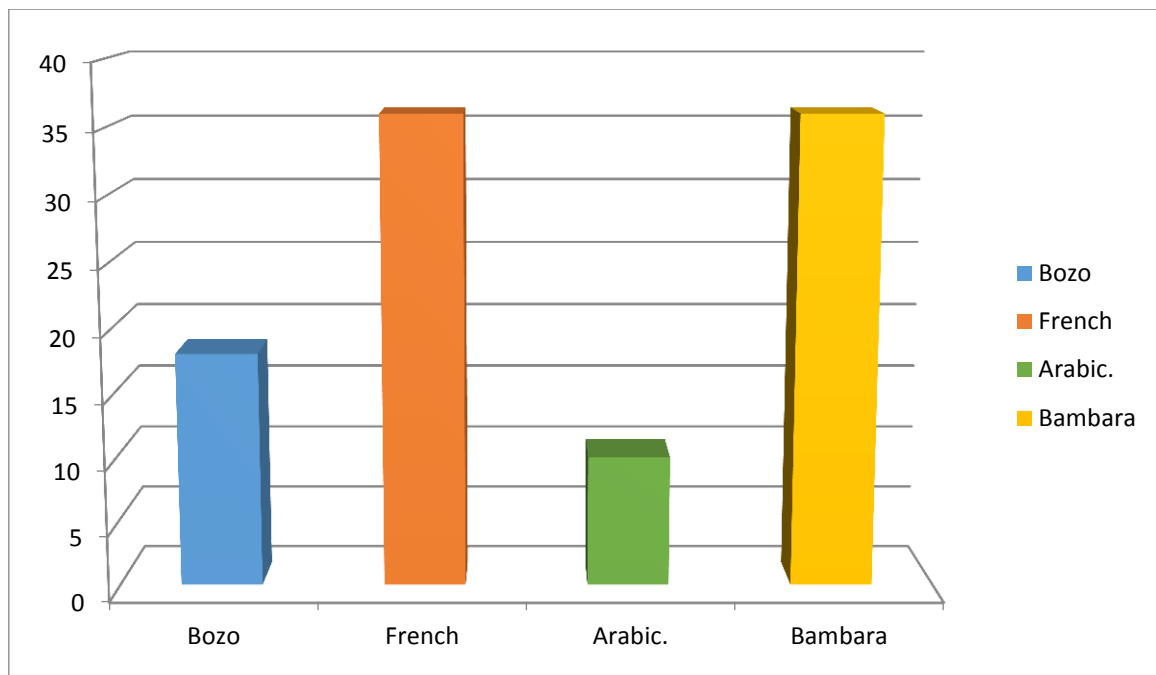**Question04**: What is your mother Tongue Language?

Figure 3. 4: Students' Mother Tongue

This question attempted to reveal students' mother tongue, it helped give a definite shape to feel their personal, social and cultural identity, and how it could be reflected in this language acquisition.(36%) of respondents considered French as a mother tongue language, while (36%) spoke Bambara. (18%) of respondents claimed that Bozo was their mother tongue . Only (10%) of students consider MSA as their mother tongue . Supporting language diversity in this research strengthened to identify how it could reflect foreign African students' Language Acquisition.

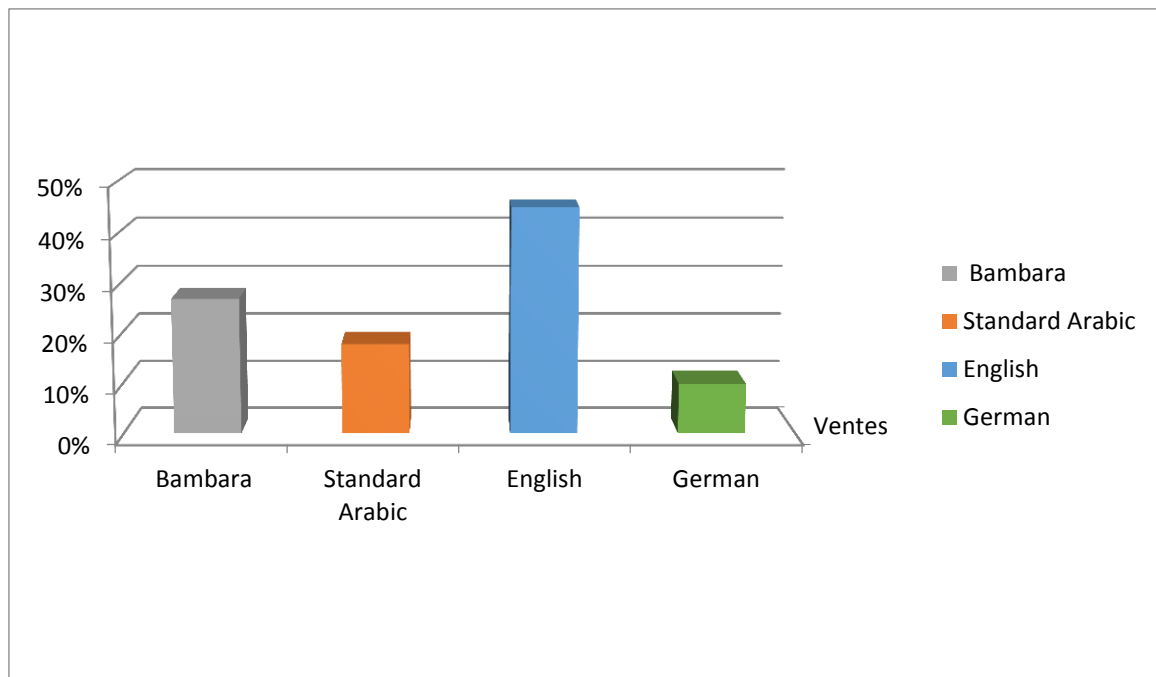✐ **Question05 :** Students' Languages Skills

Figure 3. 5: Students' Languages Skills

In figure 3.5, nearly half of respondents speak English, (27%) speak Bambara. Only few of them speak Standard Arabic and German. Knowing Students languages skills and abilities to acquire can develop breadth knowledge about their cognitive development, and provide more positive attitudes towards other languages and cultures, thus, the question asked aimed at exploring Subsaharan student's capacities.

❖ **Section Two**

The second section focuses on knowing how Subsaharan student acquired TDA the dialect of Tiaret, what obstacles and challenges they faced, and what type of words or expression they focused on to develop.

✐ **Question01 :** When did you come to Algeria?

All of the Subsaharan students settled in Tiaret nearly simultaneously, the dates ranged between 2018-2020.Some of the students at the early beginning of the advent landed in distinctive states in Algeria, then they shifted to Tiaret to merge with the community of Tiaret.

✐ **Question02:** How long have you been in Tiaret?

2 to 4 years was the answer of the Subsaharan students' concerning the period of their residence in Tiaret. These years were characterized by the maintenance of the daily life in Tiaret, the acquisition of the local dialect, and the incorporation of new language aspects.
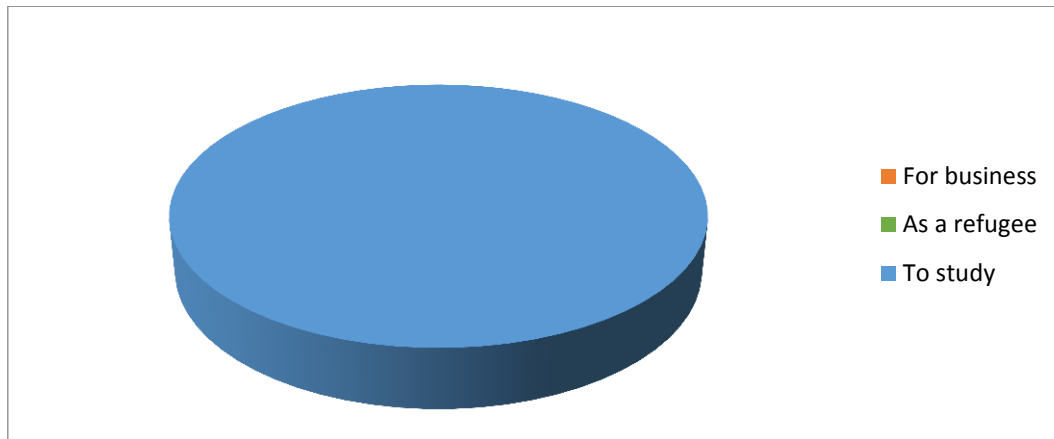
⬠ **Question03:** Why did you come to Algeria?

Figure 3. 6: Students' Reasons behind coming to Algeria

The aim behind asking this question was to reveal what the main reasons stood behind Subsaharan students coming to Algeria, and it was obvious from the results shown in Figure 3.6 that (100%) all the respondents assumed that studying was the main reason for the to come to Algeria, and specifically to Tiaret.

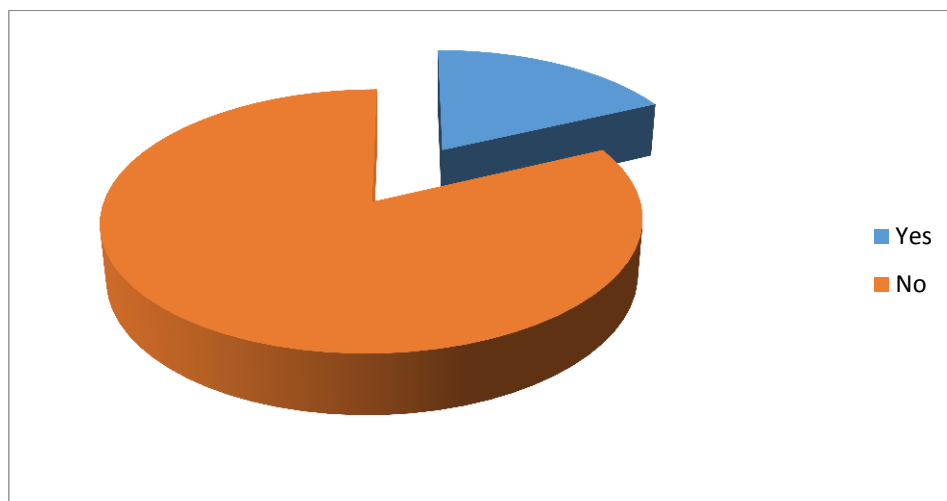⬠ **Question04:** Do you speak Arabic?

Figure 3. 7: Students' Ability to speak Arabic

Figure 3.7 indicates that (82%) of respondents could not speak Arabic. While only (12%) of them spoke Modern Standard Arabic, and generally these students were from

Mauritania. This can summarize the mispronunciation of the majority of respondents and their unfamiliarity with Arabic.
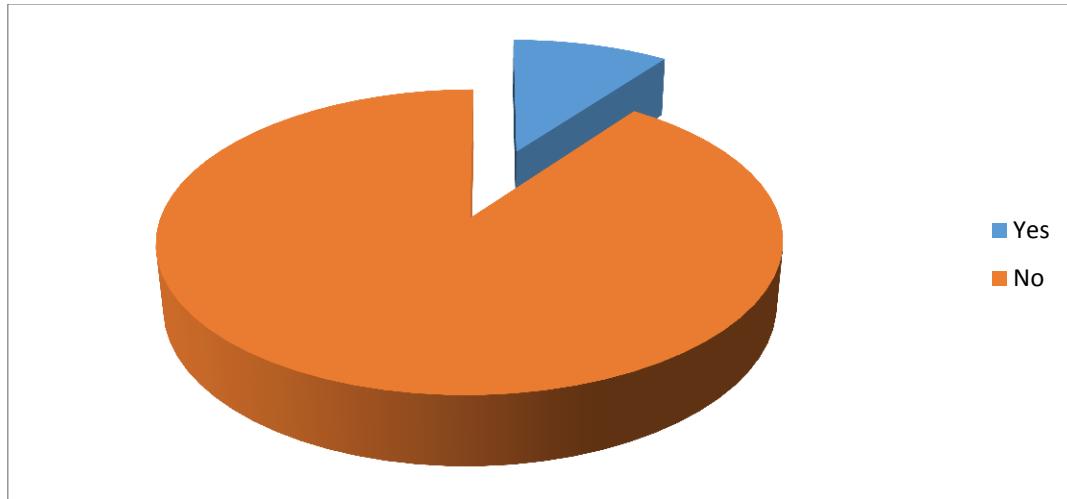
✧ **Question05:** Was Arabic easy to acquire?

Figure 3. 8: Students' acquiring Arabic experience

This question aims to check Subsaharan students' experience while acquiring Arabic. Students' responses showed clearly that (90%) of students found Arabic not easy to acquire or acquire. For Subsaharan students some of the sounds used in Arabic were unfamiliar and did not exist in their languages including sounds made in the back of throat such as the sound خ/χ/ ;therefore, they simply replaced them by the sound /k/.

✧ **Question06:** How long have you spent to acquire it?

The purpose behind including this question was to reveal how long does it take for Subsaharan students to acquire Arabic or TDA in general. According to them it remains a challenge to strike a balance between learning Arabic and studying at the same time in French. Most of the respondents acquired only what they needed in real life communication or some useful expressions to interact with people from Tiaret speech community especially in the campus .

✧ **Question07:** What were the obstacles that you faced while acquiring Arabic?

Arguably, while acquiring a language, there are some obstacles any learner can face, which can have a huge impact on how a language is spoken and phrased in day-to-day communication. In this study, Subsaharan Students admitted that pronunciation was a major problem while acquiring the dialect of Tiaret, such as stressing the wrong words in a sentence

or pronouncing certain consonant sounds incorrectly. Most of respondents substituted /θ/ for /t/ or   for /d /. For them these sounds were so easily confused because their only difference was "whether or not you use your voice to produce them."

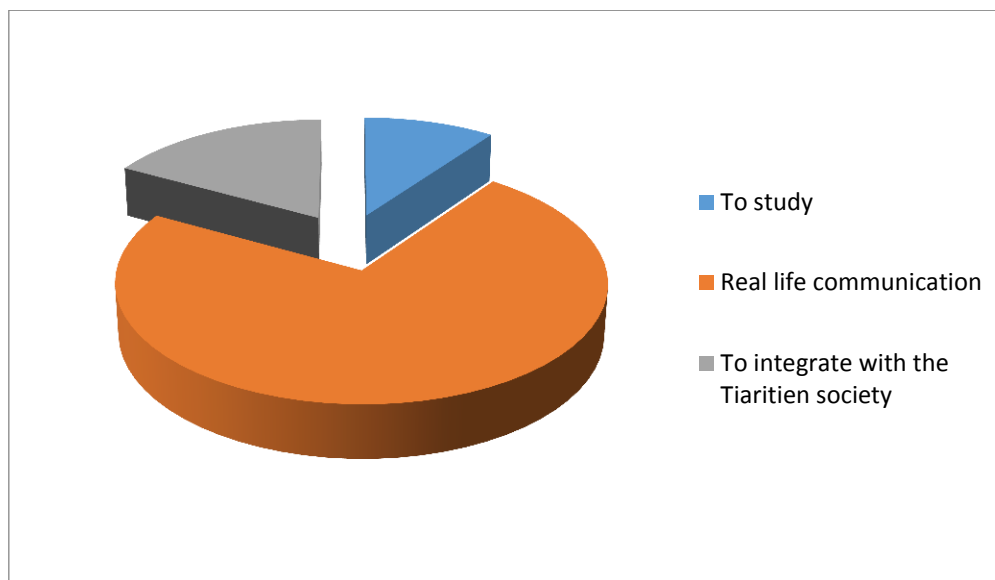♐ **Question08:** Why did you acquire Arabic?

Figure 3. 9: Students' Reasons behind Learning Arabic

The advantages of learning foreign languages have the ability to set any learner up for success in nearly every aspect of his/her daily communication life. It is worth noticing that more than (73%) of Foreign African Students were interested in learning Arabic to communicate with people from Tiaret speech community around them inside or outside the campus, while 17% of students indicated that learning Arabic could help them integrate with people from Tiaret society. Only (10%) claimed that they learned Arabic to study.

♐ **Question09:** What are the most frequent words/expressions that you acquired?

This question seeks to unveil the types of words and expressions that Foreign African students learned or acquired while being in Algeria, mainly in Tiaret. It is clear from the results that nearly (90%) of these words were used in daily life communication whether in the street or at the campus where they spent most of their time; thus, these words and expressions are divided into 4 tables, each table includes TRT phonetic transcription, and the mispronunciation of these words influenced by students' background identity and mother.

tongue language. It is worthy to note that this phase does not take pronunciation as a main focus, but how African students acquired and pronounce these words and expressions influenced by their mother tongue language.

A. Sample 'A' Students from Mali

Table 3. 2: Words\Expressions acquired by Subsaharan Students from Mali

TRT words learnt by African Students and its PhonemicTranscription		Mispronounced Words Transcription	Gloss
/ʕætini:/	(عطيني)	/ætini:/	give me
/smaħli/	(سمحلي)	/smali/	Excuse me
/ χ u:k/	(خوك)	/ku:k/	your brother
/dɑrwək/	(ضروك)	/dɑrwik/	Now
/farmasjɛ:n/	(فرماسيان)	/farmasi:/	Pharmacist
/zu:dʒ/	(زوج)	/zu:d/	Two
/buʃta:/	(بوشتى)	/post/	Post office
/banka/	(بانكا)	/bank/	Bank
/dʒa/	(جا)	/da/	he came

The official language spoken in Mali is French, and it is considered as the primary language of instruction in schools , yet only (10 %) of the population masters it. In addition to tribes' level in Mali, each of the individuals belongs to an indigenous language sub-group. Bambara (also known as Bamanakan or Bamanan) is the language for half of the population and the most widely spoken. Hence, students from Mali are influenced by both French and Bambara; it is worthy to notice that most of the words they acquired are completely pronounced with reference to French characters, for example the word Post office /buʃta:/ in TDA   is being pronounced in French\post\. Moreover, for Bambara native speakers, the pronunciation is different with /smaħli/ (excuse me)   being /smali/ and /χu:k/ (your brother) being /ku:k/. Thus, the reason behind the mispronunciation of TDA lexical terms is that these languages have some prosodic features different from Standard Arabic, not widely discussed in the literature. When speakers of these languages come to learn Arabic or any other

languages, they confront pronunciation difficulties which might hinder their intelligibility. Figure 3.10 bellow represents brief explanation of language spoken in Mali.

Figure 3. 10: Figure3.10 Language Map of Mali

B. Sample 'B' Students from Chad

Table 3. 3: The Phonemic Transcription of Words\Expressions acquired by Subsaharan Students from Chad

TDA words learnt by Subsaharan Students and its Phonemic Transcription		Mispronounced Words Transcription	Gloss
/jæbəs/	(يابس)	/jæbəs/	Solid
/saħi:t/	(صحيت)	/sait/	Thank you
/salam/	(سلام)	/salim/	Hello
/kəməlt/	(كملت)	/kamel/	I finished
/ χ radʒ/	(خرج)	/kradʒ/	He is outside
/ʃħal/	(شحال)	/ʃal/	How much
/ʃu:f/	(شوف)	/ʃuf/	Look
/ʕæsæs/	(عساس)	/æsæs/	Guardian
/zi:d/	(زيد)	/zid/	More

Among the more than 100 languages spoken in Chad, French and Arabic are the official languages. In this case study all the students from Chad ,who were a part of this research, were French native speakers. Yet, as shown in Table 3.12, for example, there is no distinction between long and short vowels as seen in /zi:d/ being /zid/.Thus, the vowel /æ/ is produced instead of the consonant /ʕ/ . In addition, the schwa sound /ə/ in /kəməlt/is pronounced as a full strong vowel and being /kamelt/.The absence of such vowels and consonants in Students mother tongue language caused mispronunciation and affected the quality of vowels. Figure 3.11 bellow represents brief explanation of the languages spoken in Chad.
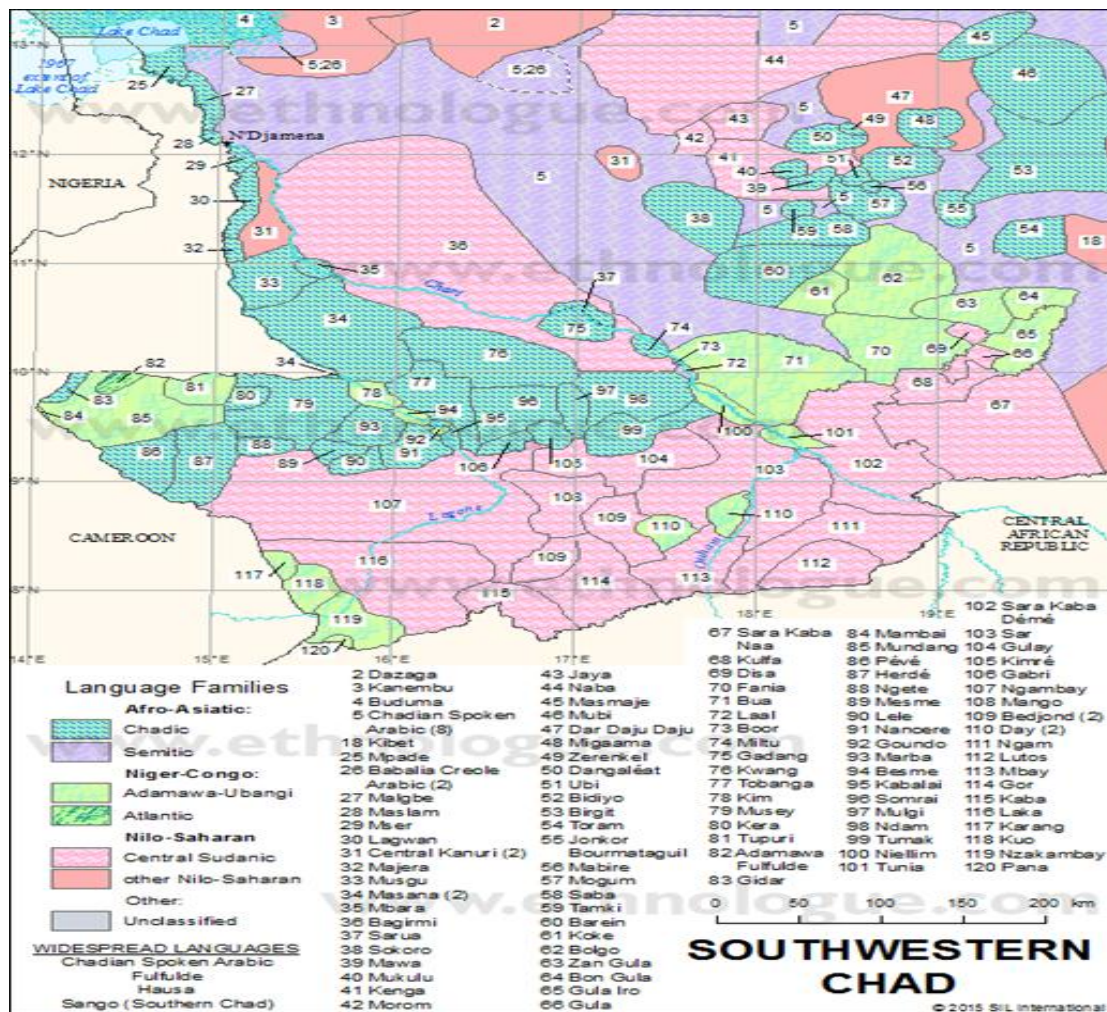

Figure 3. 11: Language Map of Chad

C. Sample 'C' Students from Somalia

Table 3. 4: Words\Expressions acquired by Subsaharan Students from Somalia

TDA words acquired by Subsaharan Students and its Phonemic Transcription		Mispronounced Words Mispronounced Words Transcription	Gloss
/labas/	(لاباس)	/labas/	Good
/bæzaf/	(بزاف)	/bidʒaf/	Too much
/rabʕæ/	(ربعة)	/raba/	Four
/dʒadʒ/	(جاج)	/dʒaedʒ/	Chicken
/χobz/	(خبز)	/kobdʒ/	Bread
/taxi/	(طاكسي)	/taxi/	Taxi

Somali is the official language of Somalia. It is spoken by the largest ethnic group living in the country. The Somali language is an Afro-Asiatic language that belongs to the Cushitic branch of languages. Somali syllables typically end in a vowel or single consonant, consonant clusters do not occur in the beginning or at the end of words. In dealing with students from Somalia, words were nearly pronounced right, however, as shown in Table 3.13 the sound /æ/ in /bæzaf/ pronounced as a /i/.The Somali Latin alphabet uses all letters of the English Latin alphabet except p, v and z , and this can explain the mispronunciation of the word /bæzaf/ being /bidʒaf/.
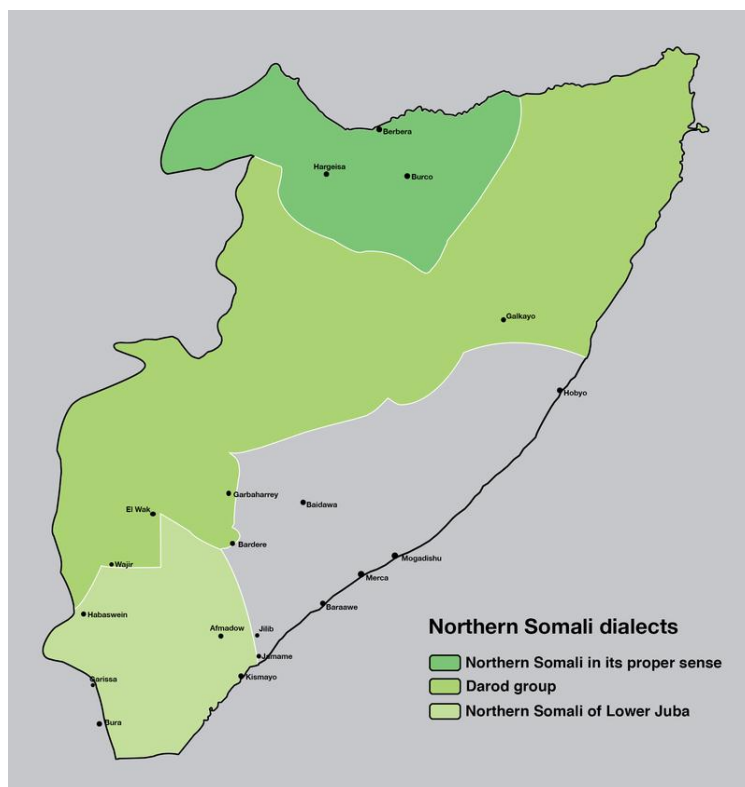
Figure 3. 12: Language Map of Somalia

D. Sample 'D' Students from Mauritania

Table 3. 5: Words\Expressions acquired by Subsaharan Students from Mauritania

TDA words acquired by the Subsaharan students and its Phonemic Transcription		Mispronounced Words Transcription	Gloss
/match/	(ماتش)	/match/	Match
/wa:h/	(واه)	/wah/	Yes
/draħæm/	(دراهم)	/draħæm/	Money
/wasalni:/	(وصلني)	/wasalni/	Drive me

Modern Standard Arabic is recognized as the official language of Mauritania. French is spoken as a foreign language in the country. Hence, this explains why Mauritanian students manage to pronounce correctly the words they acquired, yet there is a slight mispronunciation in long /i:/ in /wasalni:/ being /wasalni/, and this is due to the different dialects influence on pronunciation.
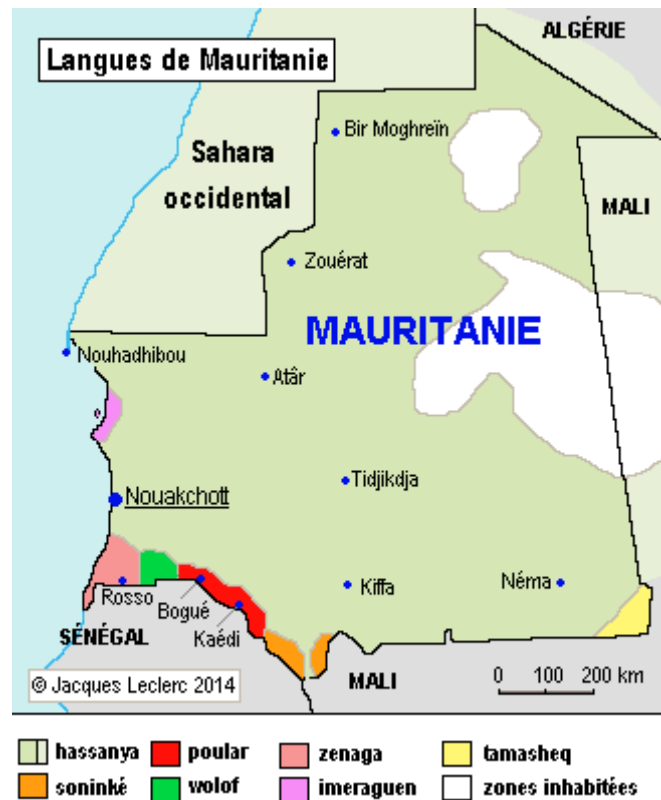
Figure 3. 13: Language Map of Mauritania

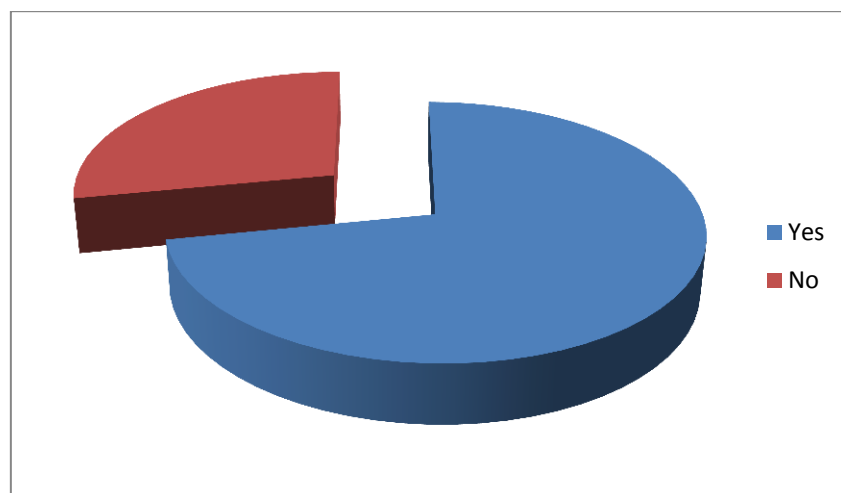☞ **Question10:** Did you attempt to improve your linguistic levels ? why?

Figure 3. 14: Students Attempts in Improving linguistic levels

The question asked aimed at knowing whether Subsaharan students attempted to improve their linguistic levels and ADA acquisition, the majority (82%) did, but claimed that the lack of materials and sources hinders the process. While the minority (18%) claimed that they did not since they were not going to stay for so long in Tiaret community.

3.7. Discussion of the findings

The obtained results from the audio-recording and participant observation conducted in this study demonstrated that the overriding majority of Foreign African Students faced a wide range of obstacles while acquiring ADA and pronunciation is no exception.

First and for most, most acquired words and expression reflect why Subsaharan Students tend to acquire ADA; thus, the acquisition is successfully realized to seldom fulfil their needs and facilitate communication with locals in and outside the campus. On one hand, ADA Language Acquisition for respondents is one possible reason to integrate with locals and to take part in daily life communication, and on the other hand to serve themselves to guarantee an understandable conversation when addressing people from Tiaret speech community.

Most of the results indicate that errors that may be committed in ADA Language Acquisition are more likely related to each individual's background identity and language. In this regard, each student first language acquisition affects pronunciation and the learned words and expressions, that is for the majority most of ADA characters and sounds do not exists in their mother tongue such as /ð/,/ ħ/,/ʕ/,and /θ/.

Moreover, the respondents informed us that unavailability of materials and sources can significantly decrease their mispronunciation and lack of practice of ADA. However, from Subsaharan students' responses, the majority expressed willingness to improve ADA acquisition to approach their needs and sharpen their skills towards personal and professional life

3.8. Recommendations

To overcome the limitations and the shortcomings of our research propose a number of procedures could be taken into account including:

- Scheduling a preparatory year that includes teaching classical Arabic to foreign students, including a class that demonstrates the difference between the local codes, standard Arabic, as well as the phonetically features of ADA. This year includes several general and basic language modules; and yet provide Subsaharan Students the required time and knowledge to decide how and what type of language they are willing to learn or acquire. Basically, these programs should provide Foreign Students with an effective and technology-based education that meets their needs. The curricula

of the program should be designed to assure provision of the technical under-standing and problem-solving skills including problem analysis, investigation, design, and communication. The duration could be scheduled in summer semester, or even during the year program may also be taken by students. Furthermore, it is highly recommended that these students may go through a Preparatory Year Students' questionnaire that includes several questions that may go as follows:

- o The nature of language and area they are going to take part of and enrolled in to pave the way to enhance their presence and facilitate their real life communication.

- o Academic-consulting questions of what are they going to study.

- o What are type of activities and skills they will be able to practice in their daily life integration.

- ▪ This procedure creates the opportunity for a significant career improvement.
- ▪ Designing online platforms to practice ADA, since e-learning environments incorporate new ways to learn and practice including: videos, audio, interactive correction tools, automation, chat boards, instant messaging, webcams and much more. These platforms can enhance Subsaharan Students performance and provide sources easily for them to develop their language acquisition process.
- ▪ Generating outdoor activities to integrate with the local community. We all know that moving to a new country can be both exciting and challenging ; thus, keeping company with locals paves the way to observe the manner locals talk and interact with one another, and also by getting an idea of what is socially acceptable and unacceptable and this may significantly expand the sense of belonging in the local community. When hanging out with locals you can pay attention to the way they talk: Do certain words always come up? Do locals gesture with their hands?

3.9. Suggestions for Further Research

This is very much the key component in future attempts to overcome the Language Acquisition hindrances regarding the foreign Subsaharan Students. Therefore, future researches should be conducted in more realistic circumstances.

3.10. Limitations of the study

The following demonstrates a few limitations that the research has dealt with. First, one of the main tools of research has been audio recording, and although effective in gathering the data, there have been problems in terms of location of the recording process, as it has been conducted in a sub optimal location. Thus, there were slight issues in regard to noise. Furthermore, our sample was supposed to be the African refugees; however, we found out that the authorities deported most of them, the reason that obliged us to switch to the Subsaharan Students instead. Moreover, the original intent was to expend the case study to other states to conduct the same procedures in order to form a more generalized conclusion to a larger span. However, access to Subsaharan campus has been restricted at the time the research has been conducted.

3.11. Conclusion

This chapter includes discussion and interpretation of the results that are represented in the figures and the tables in the previous chapter to verify the research hypotheses as answers to the conducted study. Each tool used focuses on exploring ADA Acquisition among Subsaharan Students being in Tiaret speech community, and the obstacles they faced while acquiring the language. Deliberately, this study grounds Subsaharan Students' pronunciation affected by their mother tongue. Thus, we suggest a number of implications and recommendations that may provide a sense of awareness to facilitate ADA Language Acquisition for foreign students, and avoid problematic complexities that they may face.

Language Acquisition investigations have always scrutinized how a certain speech group or a category of individuals learn or acquire a certain code. Therefore, our dissertation aims to shed light on the way the African Foreign students here in Ibn Khaldoun/ Tiaret learn ADA, whether they learn it at all in the first place, and the mechanisms and motivations behind that. Rather than viewing Subsaharan students as distinct from other types of foreign students, we sought that Subsaharan students are a special case of foreign students regarding the wide disparities between the different mother tongues they have and ADA, linguistics wise. And that the process of incorporating Subsaharan Students in Tiaret society is similar to the integration of other kinds of foreign students.

Most of the Foreign Students arrive to Algeria with little knowledge about Arabic language, except those who have an Islamic background. In both categories, the difficulties were frequently on the phonetic level. As our participants stated the pronunciation of Arabic letters was hard, so we tended to compare the participants pronunciation with the correct pronunciation of the words identified by our sample, using audio-recordings of the interviews and participant observation

In our research we have tried to scrutinize ADA acquisition portraying the hindrances and the driving of learning so as to find out the stimulating remarks regarding this particular acquisition process. and the following facts are a summary of the present research work findings.

The participant observation method has somehow been easy to gather a sufficient amount of information via taking notes from direct and natural communication and contact between Subsaharan Students and Tiaret's people in campus. The audio-recordings takes into consideration the nature of individuals' behaviour towards the language acquired. The selection of the words and expressions in ADA is the first step that Subsaharan students went through in acquiring ADA. The research revealed that the migrant Subsaharan Students in Tiaret opposed problems phonemically including: the incorrect articulation of ADA sounds such as /ʕ/ that it was mispronounced as/æ/, /χ/ sound was articulated as a /k/and many more sounds. The motives behind this acquisition timed out to be enhancing integration with the Tiaret community, as well as to adapt to real life communication.

The main conclusion that can be drawn is that even the motives of the Subsaharan students here in Tiaret to learn ADA were few, there were considerable efforts to do so. Hence, we suggest a better policy when it comes to handling the linguistic situation of the

foreign students that come from a non- Arabic speech community, by applying the suggested recommendations such as; creating a preparatory year to teach Arabic language where a distinction between MSA and ADA is made.

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Appendices

Interview Questions

This interview is being conducted to measure and describe the Arabic language learning and acquisition by the African students studying here in Tiaret

Age:

Gender:

Country:

Mother tongue:

Other languages or language varieties:

Level of instruction if there was:

Any diploma…

1- When did you come to Algeria?

2- How did you come to Algeria?

3- How long have you been in Tiaret?

4- Why did you come to Algeria?

  A- For business B- As a refugee C- To study

Others (specify)…………………………………………………………………

5- Do you speak Arabic?   A- YES   B- NO

6- Why was Arabic easy to acquire?

7- How long have you spent to learn/acquire it? Where?

8- What were the obstacles that you faced while acquiring Arabic?

9- Why did you acquire Arabic?

  A- To communicate with the locals or local people.

  B- To be able to find a job.

  C- To maintain with the daily life here in Tiaret.

  D- To get educated.

  Others (specify)………………………………………………………………

10- What are the most frequent words/expressions that you acquired?

Examples?

11- Did you ever attempt to improve your linguistic levels? Why?

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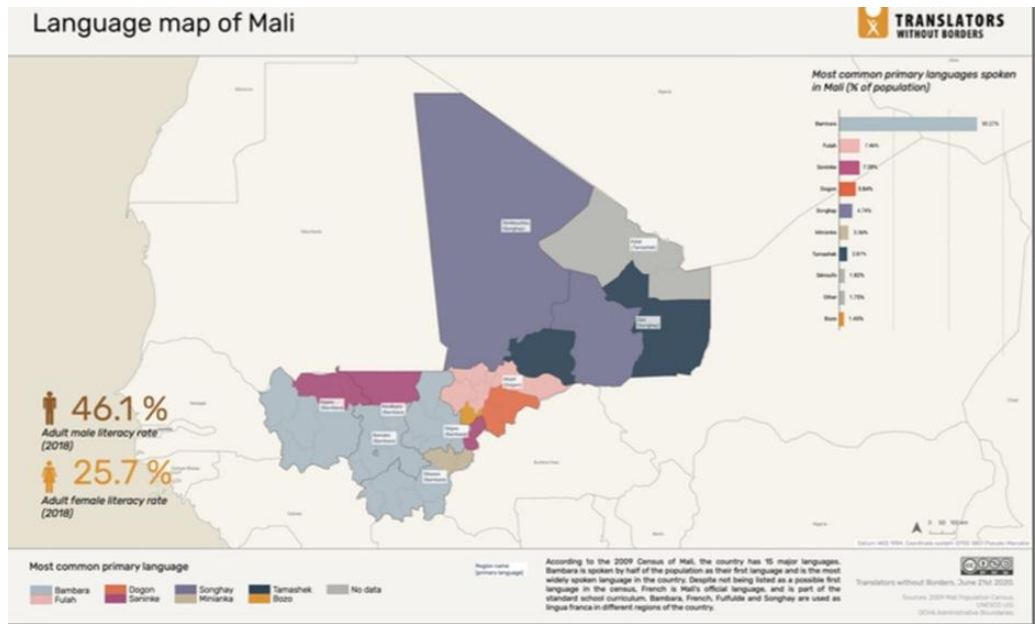
List of Maps
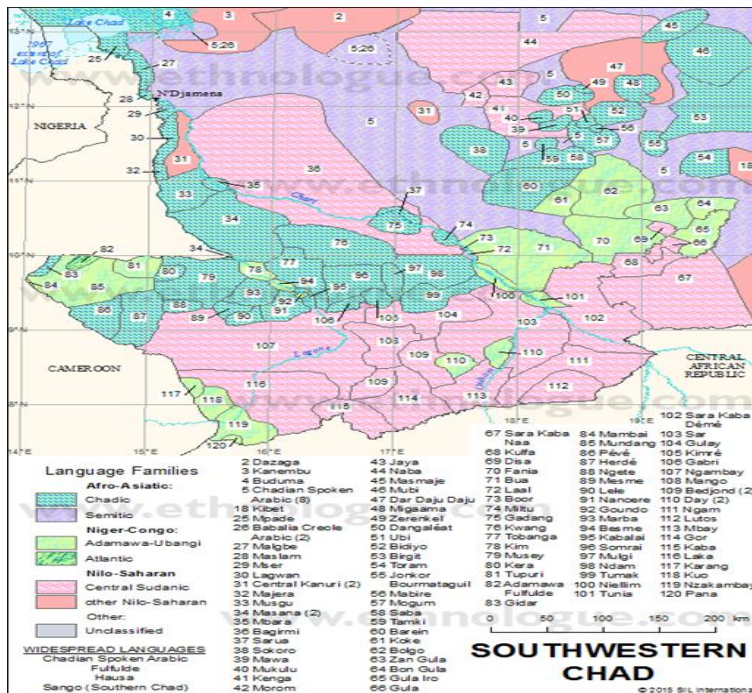

Figure3.10 Language Map of Mali
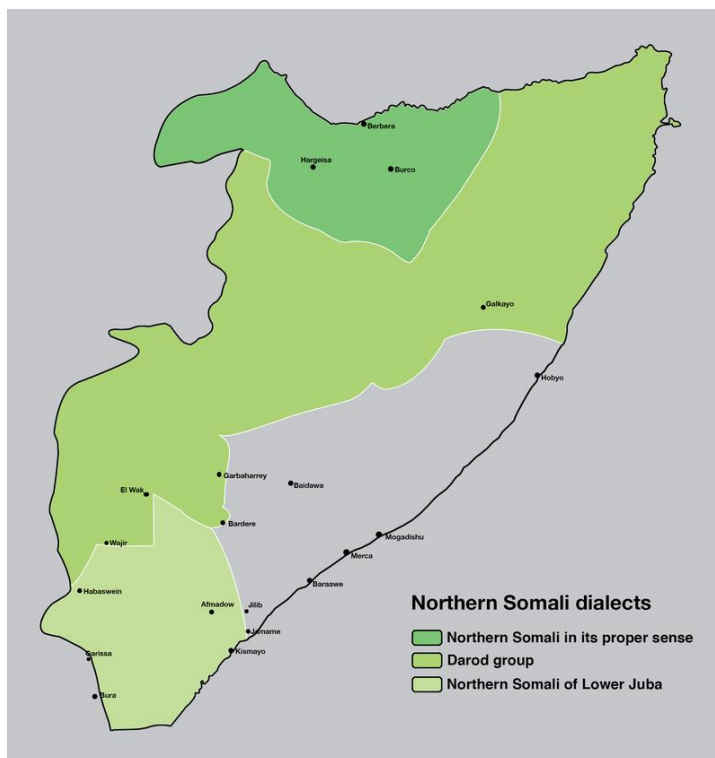

Figure3.11 Language Map of Chad
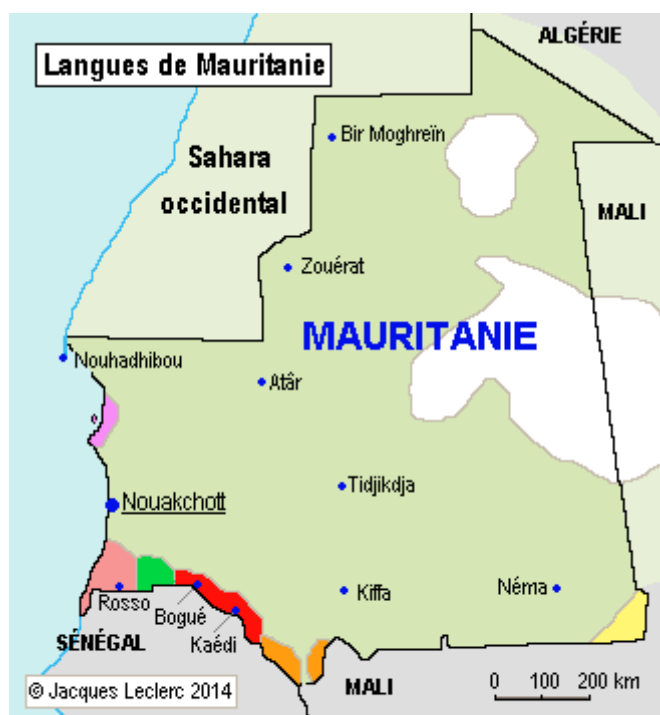
Figure.11 Language Map of Somalia

Figure3.12 Language Map of Mauritania

ملخص

تستكشف الدراسة التالية عقبات اكتساب اللغة التي يواجهها الطلاب الصحرواويين الاجانب في جامعة ابن خلدون اثناء اكتسابهم للهجة العربية الجزائرية و إبراز الدور الحاسم للنطق في تعزيز اكتساب اللهجة العربية الجزائرية في مجتمع تيارت و كيف يمكن تطويره ، فإن الهدف من هذا التحقيق هو الكشف عن العقبات الرئيسية التي تحدث للطلاب الصحراويين الاجانب أثناء اكتسابهم للهجة العربية الجزائرية ومن ثم قياس ما إذا كان النطق يمكن أن يتأثر بخلفية كل طالب ولغته الأم. لذلك ، يسعى هذا البحث عن طرق لإيجاد حلول ممكنة لتسهيل اكتساب اللهجة العربية الجزائرية بين طلاب الصحراء الاجانب والسكان المحليين.

الكلمات المفتاحية :   اكتساب اللغة ، الطلاب الصحراويين الاجانب ، اللهجة العربية الجزائرية

Summary

The following study explores Language Acquisition obstacles that Subsaharan students from Ibn Khaldoun University face while acquiring ADA. Foregrounding the crucial role of pronunciation to enhance ADA acquisition at Tiaret speech community and how it can be developed. Hence, the aim of this investigation is to reveal what are the main obstacles that occur for Subsaharan students while acquiring ADA and hence to measure whether pronunciation can be affected by each of student's background and mother tongue. Therefore, it seeks ways to find possible solutions to facilitate ADA acquisition amid Subsaharan students and locals.

Keywords: Acquisition, ADA, Subsaharan students

Résumé

L'étude suivante explore les obstacles à l'acquisition de la langue auxquels sont confrontés les étudiants sahraouis étrangers à l'Université Ibn Khaldoun lors de leur acquisition du Dialecte Arabe Algérien et met en évidence le rôle critique de la prononciation dans la promotion de l'acquisition du Dialecte Arabe Algérien dans la communauté de Tiaret et comment il peut être L'objectif de cette enquête est de révéler les principaux obstacles que rencontrent les élèves Sahraouis étrangers dans leur apprentissage du dialecte Arabe Algérien, puis d'évaluer si la prononciation peut être influencée par l'origine et la langue maternelle de chaque élève. Par conséquent, cette recherche cherche des moyens de trouver des solutions possibles pour faciliter l'acquisition du Dialecte Arabe Algérien parmi les étudiants étrangers du Sahara parmi la population locale.

Mots clés : L'acquisition de langue , Dialecte Arabe Algérien, Etudiants Sahraouis Etrangers