

People's Democratic and Republic of Algeria
Ministry of Higher Education and Scientific Research
Ibn Khaldoun University of Tiaret
Faculty of Letters and languages
Departement of Letters and Foreign Languages
English section



**The Reflection of Algerian Articulated Sounds on the
Phonological System of RP English amongst EFL
Students “Towards the Making of an Algerian English”**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Master Degree in English Language**

Submitted by:

- Miss. Sabine CHERIET
- Miss. Lina GUETTAF

Under the supervision of:

Dr. Mohamed HEMAIDIA

Board of Examiners:

Dr. Founes Oussama	Examiner	University of Ibn Khaldoun- Tiaret
Dr. Hemaidia Mohamed	Supervisor	University of Ibn Khaldoun- Tiaret
Dr. Lakhdar Toumi Asma	Chairwoman	University of Ibn Khaldoun- Tiaret

Acknowledgements:

First and foremost, we would like to express our heartfelt gratitude to **ALLAH almighty** for providing us with the strength and patience that enabled us to complete this work. Then, we would like to thank Dr. HEMAIDIA Mohamed, our supervisor, for his support and guidance during this study. We are quite thankful to the jury members for having evaluated our work and accepted to be members of the jury. We are also indebted to all of our teachers at Ibn-Khaldoun University -Tiaret. We would also like to thank the second-year LMD students for answering the questionnaire and providing us with valuable ideas, which contributed to the accomplishment of this research work.

Dedications:

To our families the CHERIETS and the GUETTAFS

To our parents

To our adored siblings

To our friends Assma, Hadia, Numidia, Hayate, and Ilyes

Abstract:

The aim of this study is to shed light on the topic of mother tongue interference, emphasizing its impact on EFL students' English pronunciation and the fact that it is the main cause behind their predictable speech production errors. This study focuses on the negative impact that the Algerian Arabic sounds had on 1st and second year EFL students in the English section of foreign languages at Ibn-Khaldoun University – Tiaret. To confirm our hypothesis, this study relied on a questionnaire designed for 80 students from second year asking them for the different difficulties they faced while speaking English and the reasons behind them. As well as reviewing the exam marks of phonetics of first year students which provided an insight on their knowledge about the English phonetic system and their awareness of it . The results however, may confirm that their poor pronunciation is mostly due to the interference and the differences between Algerian Arabic sound system and the RP English sound system. It may also confirm the existence of an Algerian English.

Key works and expressions: Errors, interference, differences between AA and RP English. Algerian English

List of Tables:

Table 2.1: Places of Articulation of both Classical Arabic and English consonants....	49
Table 2.2: Manner of Articulation of both Classical Arabic and English consonants..	50
Table 2.3: Vowels of English.....	50
Table 3.1: Respondents' ages.....	56
Table 3.2: Respondents' language preference.....	57
Table 3.3: Respondents' level of English pronunciation.....	58
Table 3.4: Respondents' opinion.....	59
Table 3.5: The difficulties faced by the respondents while speaking English.....	60
Table 3.6: The respondents' opinion on the effect of the subject of phonetics on their pronunciation.....	61
Table 3.7: The respondents' opinion.....	62
Table 3.8: Students' awareness about their errors.....	63
Table 3.9: Respondents' procedure before producing orally in English.....	63
Table 3.10: Most common errors according to the respondents.....	64
Table 3.11: Efficient ways to reduce the effect of the interference.....	65
Table 3.12: Respondents 'opinions on having other factors except the interference that impact their pronunciation negatively.....	66
Table 3.13: Other factors with negative impact on students' pronunciation.....	67
Table 14.3: Exam pass and fail rate.....	69
Table 3.15: Students' exam marks.....	70

List of Figures:

Figure 3.1: Respondents' gender.....	56
Figure 3.2: Respondents' ages.....	57
Figure 3.3: Respondents' language choice of interaction.....	57
Figure 3.4: Respondents' level of English pronunciation.....	58
Figure 3.5: Respondents' opinion.....	59
Figure 3.6: The difficulties faced by the respondents while speaking English.....	60
Figure 3.7: The respondents' opinion on the effect of the subject of phonetics on their pronunciation.....	61
Figure 3.8: The respondents' opinion.....	62
Figure 3.9: Students' awareness about their errors.....	63
Figure 3.10: Respondents' procedure before producing orally in English.....	64
Figure 3.11: Most common errors according to the respondents.....	65
Figure 3.12: Efficient ways to reduce the effect of the interference.....	66
Figure 13.13: Respondents 'opinions on having other factors except the interference that impact their pronunciation negatively.....	67
Figure 3.14: Other factors with negative impact on students' pronunciation.....	67
Figure 3.15: Exam pass and fail rate.....	70
Figure 3.16: Students' exam marks.....	71

List of Abbreviations and Acronyms:

MSA: Modern Standard Arabic

SA: Standard Arabic

AA: Algerian Arabic

L1: First Language

L2: Second Language

EA: Error Analysis Approach

CA: Contrastive Analysis Approach

EFL: English Foreign Language

List of Content:

Acknowledgements.....	VII
Dedications.....	VII
Abstract.....	VII
List of Tables	VII
List of Figures	VII
List of Abbreviations and Acronyms.....	VII
List of Content	VII
General Introduction.....	12
Chapter one: The Sociolinguistic Profile of The Algerian Society	
1. Introduction.....	18
2. Linguistic situation in Algeria.....	19
2.1. National language.....	19
2.2. Official language.....	19
2.3. Foreign language.....	20
3. A Chronological History of Algeria’s Linguistic Situation.....	20
3.1. The Arabization policy.....	22
4. The most common varieties in Algeria.....	25
4.1. Algerian Arabic Darja.....	25
4.2. Modern Standard Arabic.....	26
4.3. Tamazigh.....	26
4.4. French.....	27
5. English use amongst Algerians.....	27
5.1.The oil and gas industry as a driver of demand for English by Algerian users.....	27
5.2. Government as a driver of English demand by Algerian users.....	28
5.3. University students.....	28

5.4. Scientists.....	29
5.5. Journalists.....	30
5.6. Administrators and government officials.....	30
6. Language attitudes in Algeria.....	31
6.1. Positive attitudes.....	31
6.2. Negative attitudes.....	31
7. Language roles in Algeria.....	33
8. Conclusion.....	34

Chapter Two: Interference and Errors

1. Introduction.....	36
2. Language Contact, Transfer and Interference.....	37
2.1. Language Contact.....	37
2.2. Transfer.....	37
2.2.1. Positive transfer.....	37
2.2.2. Negative transfer.....	37
2.2.3. Types of Negative Transfer.....	38
2.2.3.1. Substitution.....	38
2.2.3.2. Underdifferentiation.....	38
2.2.3.3. Simplification.....	38
2.2.3.4. Calques.....	38
2.3. Phonological transfer.....	38
2.3.1. Systematic transfer.....	39
2.3.2. Non-systematic transfer.....	39
3. The Notion of Errors in Linguistics.....	39
3.1. The difference between errors and mistakes.....	40
3.2. Intralingual and Interlingual Errors.....	40
3.2.1. Intralingual Errors.....	40
3.2.2. Interlingual Errors.....	40
4. Approaches to the study of Errors.....	41
4.1. Contrastive analysis.....	41
4.1.1. Criticism of CA approach.....	42
4.2. Error Analysis Approach.....	42

4.2.1. Criticism of the EA approach.....	43
5. Differences between both theories.....	44
6. Psycholinguistics views on phonological awareness and transfer.....	44
6.1. Speech production steps in psycholinguistics.....	44
6.2. Phonological awareness.....	45
6.3. Phonemic awareness and interference.....	46
7. The common phonological errors caused by the phonological transfer or interference.....	47
7.1. Sound replacement	47
7.2. Sound omission.....	47
7.3. Sound addition.....	47
7.4. Sound distortion.....	47
8. The impact of the spelling system on the phonological performance of learners.....	48
9. Differences between Algerian Arabic sound system and English.....	48
9.1. English VS Arabic sounds.....	48
9.1.1 Differences between English and standard Arabic Consonants...48	
9.1.2 English vs. standard Arabic vowels.....	50
9.2. Differences between English and Arabic intonations.....	51
9.3. Differences between Syllables in English and Arabic.....	51
9.4. Differences between Stress in English and Arabic.....	51
10. The “Algerian English” variety.....	52
11. Conclusion.....	53

Chapter three: Field work

1. Introduction.....	55
2. Research design.....	55
3. Sample.....	55
4. The description of the questionnaire.....	55
4.1. Design of the questionnaire.....	55
5. Analysis of the students’ questionnaire data.....	56
6. Discussion of the students’ questionnaire.....	68
6.1. Summary of the findings.....	68

6.2. Interpretation of the questionnaires' findings	69
7. Results of students' exam marks.....	69
7.1. Discussion of the Results.....	71
8. Conclusion.....	72
Implications and recommendation.....	X
General Conclusion.....	X
References	X
Appendix.....	X
Abstract.....	X

General Introduction

Topic:

The aim of the syllabus designed for EFL students in the Algerian universities is to guide them through the process of developing the main four skills of the English language: speaking, listening, writing and reading.

In Algeria English is taught from the first year of middle school; contrary to Arabic and French which are first taught at the primary school. This has been proven to cause a struggle to EFL students, especially when it comes to the listening and speaking skills .The confusion that the English phonetic sound system presents to students is due to its difference from the Algerian Arabic sounds.

Given the status of English as a foreign language in Algeria and the diversity of the Algerian Arabic varieties ,the field study of this research is to linguistically compare and investigate the differences between the two languages' sound systems and determine the Arabic negative transfer on the performance of EFL students .In hope to avoid the common difficulties that the students may face and help them reach the proper pronunciation of RP English, an action research is made on the subject.

Motivation:

The main inspiration of this research is to understand and highlight the different obstacles of pronunciation that occur in Algerian universities and help EFL students to overcome them by studying the similarities and differences between Algerian Arabic and English phonetic sound systems, then include our findings in other fields of research.

Theme:

There is no denial that Algerian Arabic variety is the result of huge cross-cultural influences of French, Tamazigh, Turkish, and classical Arabic. Nowadays, English is used increasingly as a way to convey information and report in different fields and domains (media, medicine, science ...etc.).

Previous researchers point out that although there are a lot of similarities between Algerian Arabic sound system and that of RP English.EFL Students tend to make the

same predictable errors. Starting with the most common error which is the pronunciation of English words in the same way they are pronounced in French .Moreover, the interference of Arabic and the effect that it may exert on acquiring English, where students might not be able to distinguish between some sounds from Arabic to English, causing big articulation problems such as in the case of/P/and/b/.Besides, the complex system of spelling in English blocks the students 'understanding of what is being said.

The purpose of this research is to investigate the main cause behind the wrong pronunciation of English utterances amongst EFL students at the university of Ibn Khaldoun -Tiaret .Following the constructive analysis procedures, where both varieties' sound systems are compared and contrasted phonetically ,the findings lead to fix the gaps in the academic syllabus and make students more aware of the learning methods they should follow, and understand the nature of their difficulties and hence differentiate between specific sounds . Algerian Arabic is different from standard Arabic variety (CA/MSA) taught at schools; the Algerian pronunciation of English is also valid and existent in Algeria.

Because of the international status of English, such as its use in all domains, the Algerians are slowly favoring English over any other language .However, the academic curriculum of Algerian universities has proven to be inadequate in assisting EFL students to develop their abilities in terms of pronunciation. This is why this research is important. It can be used as a base foundation for other researchers featuring other domains and sciences.

Observation:

The study clarifies issues related to the obstacles of EFL students 'correct pronunciation of English, and the errors that are spotted in their spoken form, especially when they use AA sounds in the articulation of English sounds.They,thus commit errors related to their negative transfer .

Spoken Arabic in Algeria differs from the written one .It has certain vocabularies stimulated from Arabic but the innovative words have been changed phonologically ,

with some Berber sounds substitutions and many other borrowed French , Turkish and Spanish words ..

As EFL students , we have observed that most students very often do not produce English sounds correctly , the main reason behind it is their ignorance of the phonological rules of RP English .Most of Algerian Arabic sounds are realized in different ways from English .There are sounds which do not exist in the sounds inventory of English and vice-versa .The latter causes the students' substitution of English sounds by those of Arabic , that means they commit what we refer to as negative transfer .

Research questions:

The examination of the impact of Algerian Arabic variety on the pronunciation of English leads us to investigate the source of their common pronunciation errors and suggest ways to enhance their speaking skills.

To set forth in a coherent study of the above mentioned phenomenon a main research question is asked

Is the interference of Algerian Arabic variety the main cause of EFL students pronunciation problems?

This question requires two sub questions:

- 1) Are the common pronunciation errors among the Algerian EFL students a result of the differences that exist between both Algerian Arabic variety and English phonetic sound systems?
- 2) To what extent do the Algerians' pre-requisite sounds in Algerian Arabic lead them to create what is referred to as Algerian English?

These question are asked in order to:

-find out the main causes behind the obstacles that make EFL students unable to produce the proper RP English phonetic sounds.

-suggest any possible solutions to overcome this problem.

The following hypothesis has been suggested as answers to the previous research questions.

Hypotheses:

Algerian Arabic interference is, to a large extent, the main cause of student English pronunciation problems that occur among Algerian students of English.

- 1) The differences that may exist between AA and English is the main cause of EFL students' pronunciation problems.
- 2) The students' AA prerequisite sounds have big impacts on the correct pronunciation of English, and the Algerian students create a sort of Algerian English.

Methodology:

To investigate the pronunciation phenomena amongst EFL students in the English section of Ibn Khaldoun university and to verify the hypotheses, a group of students are used as participants in the realization of:

- An evaluating observation where a comparison is made in students' marks at phonetics (1st year) subject.
- A questionnaire administered to 80 students from 2nd year to ask them about different issues related to their speaking skill.

Process:

This research work contains a general introduction and three chapters.

General introduction: to state the goals and motives behind this research and introduce our field of study.

Chapter 01: it contains literature review about the linguistic situations in Algeria, and a historical review about The Algerian Arabic variety .This chapter will also highlight some differences and similarities between both Algerian Arabic and English sound systems.

Chapter 02: this chapter will focus on the notion of language contact and interference, as well as, the phonological errors that are caused by the latter. In addition to that, it focuses on the different approaches that emerged to analyze errors.

Chapter 03: contains the experimental investigation, and the field work to collect the data. This chapter covers the translation of the data to statistical pieces of information as well, through tables and graphs. Its purpose is to give a solid ground to find out and describe the problems they face accurately .This chapter can answer our research question number 01.Finally, it contains the research conclusion where we confirm or reject our hypothesis. Possible recommendations are suggested to help the EFL students obtain the right assistance to reach a better understanding of the real RP English pronunciation .It also highlights the limitation of the study.

Chapter One: The Sociolinguistic Profile of The Algerian Society

1. Introduction

Algeria has always been a bilingual country, owing to its long history of colonization by many invaders, including the Romans, Phoenicians, French, and others. The French, on the other hand, were the most common colonizers in Algeria, as they used a nationalizing process to impose their language on the population. This has had a significant impact on Algeria's spoken language, with French serving as the country's official language for many years.

Because of the aforementioned factors, Algeria's linguistic situation has become rather complicated. As a result, the country speaks and coexists in a variety of languages. French Standard Arabic, Algerian Arabic, or "Daija," the language of Algeria's indigenous people, is a dialect of Arabic. It is also known as Tamazight, and it is still spoken in many regions of the country. It coexists with all other Algerian dialects, is widely spoken throughout the country, and plays an important role in the political, social, and educational sectors. Algeria has been affected by the global proliferation of English.

The government began to explore whether it should be included in the compulsory school curriculum, citing the fact that English has become an international language and is also the language of science and technology as justification. Policymakers asserted that it should be included in the educational program alongside Standard Arabic and French as a foreign language to be taught in schools. IN 1993, Algeria made the choice to incorporate English as a subject in its school curriculum. However fourth -graders in schools around the country were given the opportunity to select between French and English as a second language for the first time (Benrabah, 2007:10), arguing some members of the government and educational officials were not pleased with the decision to replace French with English as early as fourth grade. That it was just an attempt to entirely Arabize the country after Algeria's independence from France, with the goal of eradicating any evidence of French colonialism, including the language, through a process known as "Arabization" .As a result to it, the proposal of adopting English as the country's official second language wasostly regarded as yet another attempt to accelerate the Arabization process. They also feared

that this move was made solely to boost connections with English-speaking countries in the Middle East.

2. Linguistic situation in Algeria:

The mother tongue, also known as the native language, is a child's first language. It is usually influenced by the child's environment and is learned without any specific instructions on concepts such as grammar (Fäke, 2014:100). There are cases where a child learns more than one language that might be considered his or her mother tongue, especially in multilingual countries, as is the case in many Algerian households. Algeria's mother tongues are Algerian Arabic (AA) and Tamazight. Many Algerians learn AA as their first language; in certain cases, they learn both AA and Tamazight and regard both languages to be their mother tongue. In a few Algerian households, French is the mother tongue, but this is rare.

2.1. National language:

The national language is the language of the community, it is actively connected to the people and represents the identity of the country. It can also be an official language in some countries if it enjoys a certain level of recognition (Ait Daba, 2011:65). In the case of Algeria, all the languages that are used by the population are considered national languages, i.e., both varieties of Arabic: Classical Arabic, Modern Standard Arabic (MSA), Algerian Arabic and Tamazight as mother tongues, and even French. The position with French is complicated, and while it is not often acknowledged as such, it is a national language for a large number of Algerians.

2.2. Official language:

The official language is the language used in government and legal settings. It is the language used in formal settings such as government, parliament, and the courts, as well as educational institutions (Ait Daba, 2011: 35). Minority languages have official status as well, in order to preserve them from tyranny or extinction (Ait Daba, 2011:10). Modern Standard Arabic has official status in Algeria, as mentioned explicitly in the constitution. Tamazight has also been designated as an official language following heated arguments and riots, despite the fact that it does not perform

all of the functions associated with an official language. French, on the other hand, is primarily all that characterizes an official language, despite its widespread use in official and administrative settings.

2.3. Foreign language:

A foreign language is defined as any language that does not belong to the country's linguistic profile. It is a language that is unfamiliar to the native people and must be learnt and used for purposes other than those of an indigenous language. That would include English, German, Spanish, plus a few other languages mastered for personal gain in Algeria. However, French is also recognized as a foreign language, which is not entirely accurate due to its unique situation in Algeria, which cannot be defined as a foreign language. This will be explained later in the research.

3. A Chronological History of Algeria's Linguistic Situation:

Throughout history, Algeria has created a complicated linguistic system. It has been invaded by numerous countries, making it a true sociolinguistics research laboratory; it has an unusual diglossic, bilingual, and even multilingual scenario. Some linguists consider the cohabitation of three languages, Arabic, French, and Tamazight, to be a difficult scenario. There are two types of Arabic: dialectal Arabic (AA), which is the mother tongue and is used for everyday communication and casual talks, and standard Arabic (SA).

The first official language is Modern Standard Arabic (MSA), which is utilized for educational purposes. French is the country's second official language, and it is spoken in schools, administrative organizations, industry, social life, and a variety of other settings. Despite widespread Arabization efforts, Tamazight is not widely spoken or used (Mouhadjer, 2012:15). Many countries invaded Algeria, leaving a significant cultural and linguistic imprint on the populace. Tamazight was the first language spoken in Algeria, and it was also spoken widely throughout North Africa. That happened at an era when the Phoenicians were conquerors in North African territory, settling in Carthage (now Tunisia) around 860 BCE (Kaplan & Baldauf Jr, 2007:33). It was also a time when Christian Berbers fought each other.

Algeria was conquered by Arabs in the 7th century, which was the most significant invasion in Algerian history. The Arabs brought their language and a new religion with them. North African region gradually turned to Islam, and by the 12th century, the majority of the countries had become Muslim (Kaplan & Baldauf Jr, 2007: 22). In many ways, this had a great impact on the population. It marked the start of the Arabic language shift, as Tamazight speakers increasingly abandoned their language, Arabized their speech, and accepted Islam as their religion (Queffélec, et al., 2002:13). Two types of Arabic were introduced: an urban variant used by army forces and a rural variety spoken by nomadic tribes who lived in the area.

Another form of Arabic that was introduced was classical Arabic, which is the language of the Quran. It was used mainly for written communication. In 1517, Algeria was ruled by the Ottoman Empire, an invasion that lasted for four centuries. The Ottoman Empire reinforced Islam as the one religion in the country; however, the Turkish language had little influence on the Algerians since their main interest was gaining military control (Aitsislemi, 2001:18). The next important invasion that had a major linguistic impact on the country was that of the French. The French colonization that lasted from 1830 to 1962 influenced all the main domains in the country in a dramatic way.

For a long time, Algeria was considered a territorial extension to France; hence, the French administration implemented a policy of suppressing both religion and the local language, instead they employed French as the official language in all the main domains including education, the economy, and the political sphere (Queffélec, et al. 2002:80). The French believed that the most efficient way to completely dominate Algeria was to make French the sole language employed in all domains. Arabic and Tamazight were only used at home and in daily conversations. The situation was not approved by the Algerian population, they tried to fight it but later they had no choice but to succumb to it. After gaining independence in 1962, Algeria had serious linguistic issues in addition to the economic and political problems it faced. The main task was to regain a national linguistic situation, but it proved to be exceedingly difficult to achieve because the heavily colonized history in Algeria made it a nation of many languages that had to somehow coexist.

3.1. The Arabization policy:

The French colonialism in Algeria lasted for over a century and had major effects on the Algerians both culturally and linguistically. The French adopted a policy of suppression of every piece of tradition that was linked to the Algerian identity. As a result, a big part of the population was illiterate, but most teachers and administrators were educated in French. It was the national language and Algeria was considered a French colony. Hence, all signs of previous civilizations were to be erased (Berger, 2002:65). Language is often equated with national pride and honor; it is a symbol of unity and prestige. For these reasons, it was important for the Algerians to get back to what they believed was stolen from them by the French. They believed that by giving Arabic back its importance and role as the language of the Algerians instead of French, they would restore their lost identity and be completely detached from the French, not only physically but also culturally and linguistically. One of the measures that would help to achieve that was through an extensive campaign of Arabization that was launched to fight illiteracy, make schools accessible to everyone, and spread awareness regarding the importance of getting rid of all that is linked to French, including the language, thereby emphasizing the importance of learning the language of Islam.

After gaining independence in 1962, Algeria was a trilingual country independent yet damaged by war with destroyed economic and cultural foundations. It was important for the political leaders at that time to promote the use of Arabic; the task was not easy since, after all, French was the language of modernity and science and the vehicle of democratic and universal ideals (Berger, 2002:43). But at the same time, and this was the argument that the leaders relied on, French was the language of the enemy, causing damages to the identity of most Algerians, it was the language of religious intolerance, and massive destruction. Thus, to continue using French as a means of instruction, would constitute a national shame.

President Boumediene, who was one of the strongest defenders of Arabization, believed that the only way to the reconstruction of a national identity was by promoting the national language of the country which is Arabic as the sole language of the Algerians. He claimed:

“Without recovering that essential and important element, the national language, our efforts will be in vain, our personality incomplete, and our unity a body without a soul.” (Tilmatine, 2015: 7).

Therefore, Arabic was declared as the national language of the country, repressing French but also Tamazight, which did not please the Berber community and that made the task of re-establishing Arabic even more difficult.

The government imposed the Arabic language as the sole official language, claiming that it was the only one that represents the authentic identity and culture of the Algerians. They had popular support and many people believed in the same claims, most of whom were mainly Arab-Muslim conservatives and were called Arabophones or “Arabisants”. However, there was another group of people that was not in favor of making Arabic the national language. They were unable to free themselves from the French impact and were called Francophones or “Franciscans.” This group contained mainly educated people who were educated in French and favored the western conception of thoughts in society. They also believed that Arabic would only harm the country, from an economic point of view, compared to French which was an international language and provided access to the modern world. Besides, women associated the French language and culture with modernism and equality whereas Arabic for them was a symbol of frustration and inequality (Hassaine, 2011:69). Ideologically, both groups shared the same nationalist belief against French attempts to control the country even after its independence, and the main objective of both was to build a modern and independent Algeria (Berger, 2002:19). It is important to mention that even those who were in favor of the policy of Arabization were educated in French and were Francophone leaders. But, for the mentioned reasons, they believed that Arabic was the only language that could express the culture and the identity of the Algerians. Adding to the conflict between the Arabophones and the Francophones, there was the opposition between Arabs and the Berbers or “Berberophones.” This conflict started way back in the 7th century when the Arabs had the power in Algeria and imposed their culture and language on the Berber community, which only constituted a minority at that time. However, Tamazight survived despite all the attempts to suppress it by the Arabs and some Berbers who had been Arabized mainly for religious reasons. Their struggle to preserve their language continued even after

independence, as the so-called Arabized Algerians refused to acknowledge both the importance of the Berber community in the country and Tamazight as a language. By doing so, they repressed the ethnic diversity that the country had carried over from ancient times and added to the national conflict (Berger, 2002: 55). The use of Arabic as the sole language became such a charged issue imposed by the leading

Regime (FLN) during the 1960s that, as the revolutionary intellectual Mostefa Lacheraf stated, the Arabic language became the “hostage of nationalism” (Berger, 2002:27). Measures were taken to Arabize the nation: Education in schools and universities was carried out by teachers who came from the Middle East, and writers, artists, and other intellectuals were called upon to express the necessity of learning Arabic, and the importance of abandoning the language of the enemy. All these measures contributed to cutting off the Berberophones and the Francophone franchises, leading to more political struggles. In the late 1970s and the 1980s, the “Islamization” movement gained momentum, which was even keener to impose Arabic, citing the religion as its main argument. This further separated secular Arabophones from their fellow citizens. All these developments contributed, significantly, to the violence that the country has been through (Berger, 2002:75). The FLN regime played an important role during the war and ruled the country for a long time right after it gained independence. It tried to rewrite the history of Algeria by completely erasing any sign of the French colonial period. This was not an easy task since a major part of the economic and industrial sectors, as well as research and formal education, were still carried out in French. Unfortunately, by striving to erase such elements, it also was an attempt to erase the ethnicity and the linguistic differences and other multicultural expressions that represented the reality of Algeria, which is a community that includes people of various ethnic origins, who have lived in harmony together for a long time and are the reason for the cultural richness of the country (Berger, 2002:130). Successive governments continued to deny the cultural diversity of ethnic minorities that existed in the country, specifically the Berber community. They imposed a linguistic purification that was the reason for marginalizing significant segments of the country, which in turn caused a linguistic and cultural crisis.

Their myth of modern Algeria had three basic elements: an independent Algerian country, Arabic as the national language, and Islam as the sole religion (Berger,

2002:29). Even though most Algerians were in favor of removing the traces that the colonization caused, many believed that Algeria had a linguistic diversity that was anchored and had to be acknowledged. Taleb Ibrahim, the former minister of education, stated that it was important to have an identity and have a national language that unites the nation, but we should not destroy what the nation acquired as knowledge from the colonizer and try instead to make the most of it (Hassaine, 2011:48). There is no harm in being nationalist, but it is necessary to point out that the Arabization policy had numerous flaws in the way it was implemented. It was imposed abruptly on the Algerians, and the way it was carried out in schools and universities would give them time to adapt to a completely new era, it was based on a blind nationalist ideology, which needed to be realized gradually, and not let politics instead of pedagogy determine the pace and the method of Arabization. It was also unfair to suppress other important ethnic groups in the process and deny the linguistic diversity of the country and harshly impose one language (Berger, 2002:86). It only generated resentment among the Algerians, and lead to many conflicts inside the country that, to this day, still exist. Many linguistic debates are still heated between the different groups, each favoring one language over the other, a situation that does not seem to have a solution even today (Taleb Ibrahim, Khaoula, 1995:57).

4. The most common varieties in Algeria:

4.1. Algerian Arabic Darja :

Algerian Arabic (AA) is also called “Darja” (day to day) or “Wattani” (Arabic of the Algerian nation). It is the L or the “low” variety of the standard Arabic with no written form, although many Algerians do use Arabic or even Latin script in some written texts on various social media platform chats (Mokhtar, 2018:19). There are many differences between AA and MSA, besides the difference in functions and status, they also have plenty of morphological, phonological, syntactical, and lexical differences, and it is also a language that is in a state of constant change, mainly because it has no codified scripture (Mokhtar, 2018:22). It is the mother tongue of the majority of Algerians and is used to communicate among the Arabic-speaking communities. As a result, AA is required for oral communication and daily interactions (Mokhtar, 2018:35). It is referred to as “home language” (Bouhadiba, F, n.d.), whereas MSA is the “school language” in Algeria and is utilized in writing and official contexts

(Bouhadiba, F, n.d.). Besides, there is no unified version of AA; in fact, it consists of several dialects spoken in different parts of the country.

The dialectical Arabic spoken in Algiers and its environs is known as Algiers dialect (ALG). This dialect is distinct from those spoken in other regions of Algeria. It is not used in schools, television, or newspapers, which normally employ conventional Arabic or French, but it is more likely to be heard in Algerian homes and on the streets, if not in songs.

4.2. Modern Standard Arabic:

MSA (Alfus'ha in Arabic) is a dialect of Arabic that has been preserved as the official language and a common language in all Arab countries. It is essentially a modern variant of classical Arabic. Standard Arabic in various language levels: Phonological differences between Classical Arabic and spoken Arabic are moderate (compared to other pairs of language-dialect), whereas grammatical differences are the most striking ones. At lexical level, differences are marked with variations in form and with differences of use and meaning. Indeed, at phonological level, ALG (naturally) shares the most features related to Arabic. In addition to the 28 consonants phonemes of Arabic, ALG consonantal system includes non Arabic phonemes like /g/ as in the word قاع which means all and the phonemes /P/ and /V/ used mainly in words borrowed from French like the case of بومبية adopted from the French words pompe which means a pump, also it should be noted that use of the phone /ظ/ is very rare most of the times is pronounced /d/ the same thing is observed for ث which is pronounced /T/

4.3. Tamazight:

Tamazight was the first language spoken in the Maghreb region of North Africa, particularly in Algeria. According to the country, it is known as Amazigh in Morocco and Tunisia, Tamazight or Kabyle in Algeria, Tamacheq in Libya, and so on (Leclerc, 2017). Berber is derived from the Greek word "barbaroi" and the Arabic word "barbar." The invaders used it as a disparaging term to describe the Berber people, portraying them as chaotic and uncivilized (Bentalab & Chabou, 2016:44). Following numerous debates in the media and on social media over Berber identity,

sociolinguistic experts eventually semantically valorized the phrase, it is now used as a description of the free man which is also the meaning of the word “Amazigh” (Bentalab & Chabou, 2016:46).

4.4. French:

French is Algeria’s first foreign language, and it has a long history with the country, which explains its significance in the current linguistic situation. It is still spoken by a large portion of the people and has an official status that allows it to be utilized in a variety of official contexts. With nearly eighteen million speakers, Algeria is the world’s second-largest francophone country. Nearly one-third of Algerians can speak and write French (Amine chemami, 2011:51). The French language is used in a variety of important areas of public life; it is regarded as an important medium of communication and is used in government, administration, and the media.

5. English use amongst Algerians:

5.1. The oil and gas industry as a driver of demand for English by Algerian users:

As noted above, the towns of Hassi Messaoud and Hassi R’mel in the Sahara Desert in the south of Algeria are home to a great deal of advanced English users, most of whom work in the oil and gas industry. In fact, among all industries nationally that demand the most English proficient users, the oil and gas industry produces an astounding 96.5% of the demand. Major companies in this industry, where English is important, include Sonatrach (Algerian company), Anadarcho (American company), and Total (French company). Only 5% of companies surveyed from many industries indicated that they require fluent English, 36% require intermediate, 25% require what they deemed to be good English, and 34% require a basic level (Euromonitor, 2012). Outside of the oil and gas industry, English users of large companies with such professions as secretary, manager, and director tend to earn more than non-English users for the same job (Euromonitor, 2012), but English is not as necessary as it is in the oil and gas industry.

5.2. Government as a driver of English demand by Algerian users:

Aside from the oil and gas business, government investment in the quality of English instruction is another factor driving up the number of English users. In public K-12 schools, students now begin learning English in the sixth grade rather than the eighth, and the authorities are providing human resources to support the transition. Furthermore, numerous English education programs are supported by private language centers, the US Embassy, and the British Council support of various English education programs, contribute to the rise in the number of users since the end of the civil war of the 1990s. Facilitated by the Algerian government's Communications Ministry, the advent of the Internet and mobile technology has also facilitated access to online resources and platforms for English learning and use thereby driving up the number of Algerian youth using English.

5.3. University students:

Borni (2017:33) investigated the use of English by Algerian students outside of the classroom. According to the author, 89 percent of 30 English Master's students agree or strongly agree that learning English is beneficial for Algerians. The author goes on to say that 70% of people speak English at home, while the rest don't, owing to the fact that they prefer Derja and don't know anyone else who speaks English. The author goes on to say that 70% of people use English at home, while the rest don't, owing to the fact that they prefer Derja and don't know anyone else who does. While 53% of respondents do not use English with 'native speakers,' 46% do so on occasion, which is still a significant portion by Algerian norms. The vast majority of participants (70%) set their phones to English and use it in public. When it came to feeling capable of speaking about daily tasks, 76 percent said they could. In terms of French, 96 percent of participants believe it is dominant due to colonialism, and 86 percent agreed or strongly agreed that if English were to be designated as a primary foreign language, it would be a good thing. If English were to gain the status of primary foreign language, Algerians would use it more than French.

In Algeria, 56 percent said that speaking English in public or with family would be disrespectful, which may explain why some people are hesitant to do so. Culturally, 76 percent of all respondents are unconcerned about losing one's identity as a result of

using English. Also, at a time when some have argued for an Islamic English (Mahboob, 2009:38), 53% of the largely Muslim respondents do not believe that the language belongs to non-Muslims. Furthermore, an increasing number of students, an important segment of the Algerian population of English users, join language centers to learn English, believed to open doors to study abroad, travel abroad, and enjoy better living standards. While 84% of Algerian students study in France and 2% in Canada (mostly in French speaking Quebec), 14% study in other countries, including the US and Malaysia (Euro monitor, 2012:66).

5.4. Scientists:

According to Slougui (2009:77), Algerian scientists confront linguistic barriers when attempting to publish in English, in addition to financial concerns, brain drain to Western countries, and a lack of diverse material resources.

The use of English as a tool for study and research in Algeria and elsewhere necessitates user competency in the language. In fact, 681 (48 percent) of the 1,410 national projects published in Algeria between 1998 and 2003 were in English, followed by 528 (37 percent) in French (Slougui, 2009). Despite the fact that English is the language in which most scientific papers by Algerian scientists are written, a large number of Algerian scientists can only read in English, making writing more difficult for them. It is worth noting, however, that despite the trivial number of scientific publications (1,410 between 1998 and 2003), these numbers show the importance of English among Algeria's scientific community. To put this in perspective, while French dominates heavily in business and even as an instrument of conveying scientific knowledge in classrooms, English is the language Algerian scientists end up using to publish the most professionally. Thus, Slougui (2009:74) argues that there is work to be done to meet Algerian scientists' discourse and language needs in English so that they can reach their full potential and publish in English internationally.

Bringing these scientists huts to the higher end of the bilingualism cline so that they can publish as comfortably in English as many are capable of in French requires continued support by all parties involved in English education.

5.5. Journalists:

Algerian journalists primarily use MSA and/or French, with some English thrown in for good measure. The Algerian Press Service, for example, is the government's official press agency and employs English-speaking journalists. Reading the English news items they publish, it is clear that the journalists' writing skills are improved. It is unclear whether English native-speaking expatriates are employed as well by the agency, but it seems most likely that Algerian journalists are employed in the context of such an Algerian government job. Private newspapers using MSA also tend to employ journalists with an intermediate to advanced English proficiency to run an online version of their newspapers in English. Echourouk and Enahar newspapers are prominent in this area. Although the journalists from these two publications frequently share British Council content for learning English, news items produced in English are infrequent, and the English web sections are either not routinely updated or altogether unavailable at times.

5.6. Administrators and government officials:

While most Algerian administrators use MSA or French as official languages respectively in their profession, some use English. For example, the administrators in the Algerian consulate in New York and the Algerian Embassy in Washington DC use English. Despite their ability to use English around, in my estimation, the central point of the bilingualism cline, the officials sometimes respond in French or Algerian Arabic on the phone. I sometimes even use Algerian Arabic, Berber, English, and French in the same phone conversation with an Algerian consular official in New York. Further, due to the international status of English, it is possible that Algerian officials in many foreign countries use English when neither party knows the language of the other. It is also likely that even officials in administrative offices located in Algeria use English when interacting with foreigners without another shared language or while on business trips abroad, outside of Francophone regions.

6. Language attitudes in Algeria:

6.1. Positive attitudes:

Tamazight is more than a language to them. It is a unique identity that must be safeguarded, maintained, and recognized. They have been campaigning for the language to be raised to the rank of an official language since independence. Algerian authorities had been refusing such rights, resulting in numerous confrontations and even violent demonstrations, until they finally agreed to make it an official language alongside Standard Arabic. Work remains to be done in order for the Berber population to properly integrate into society. One of the advantages of having positive attitudes towards a language is the feisty fight these people are willing to have to ensure that this language is acknowledged in the country (Belmihoub, 2012:86).

The Algerians have mostly positive attitudes towards the two foreign languages English and French. Both languages are necessary to ensure a better future. Because of its international importance, the English language has recently begun to acquire traction in the country. As a result, the Algerian government began incorporating other languages into the school system from an early age. This demonstrates that the government is willing to accept different languages and abandon its Arabization strategy. For emotional reasons, Modern Standard Arabic (MSA) is as vital as the other two languages, and it is impossible to entirely abandon foreign languages (Belmihoub, 2012:73). Algerians' willingness to learn foreign languages in addition to MSA, which they consider their official language, demonstrates their positive attitude toward multilingualism, which is the best method to deal with the country's historically troubled linguistic position.

6.2. Negative attitudes:

The post-independence Arabization policy, which aimed to restore national identity through the monolingual principle, was a huge ruse. The concept of imposing a single language and culture while neglecting the other languages, French and Tamazight, exacerbated Algerian issues and disputes. The authorities enforced the Arabization policy after independence to unify the nation by a single language and a single culture, but it did create an unhealthy environment and constant conflicts between the different linguistic groups (Briggs, 2010:92).

The consequences of the policy adopted by the Algerian government created negative attitudes towards each of the used languages and divided the country into conflicting linguistic groups. There are many negative attitudes towards the French language and those who chose to continue writing in French. Based on the linguistic nationalism principle, and the fact that the Algerian authorities believed that what should follow political independence is cultural and linguistic independence. It was unacceptable to continue to write in French, the language of the enemy and once colonizer and was wrongly considered as a betrayal of the Algerian revolution (Briggs, 2010:100).

A linguistic hierarchy was created due to the application of the Arabization policy. The Standard Arabic was the sacred language and the official language of the country, ignoring and even oppressing not only French but also Tamazight, which was not the language of the colonizer as they would argue about French. Tamazight for the Arabization supporter was barbarian. The Berber community and those who support the Tamazight language were also considered enemies of the Arabization policy (Briggs, 2010:110). Hence, many speakers of the Algerian Arabic and supporters of the Arabization policy had negative attitudes towards Tamazight, and for an exceedingly long time were against even the idea of recognizing Tamazight as a national or official language.

After many years of only promoting the Standard Arabic, and completely rejecting the idea of using Tamazight on the national level, the authorities not only forbid its use but also portrayed it as divisive and a threat to the unity of the country (Belmihoub, 2012:112). Whenever the Berber community claimed the recognition of their language, and sometimes they had to riot to make their voices heard, the government would accuse them of being separatists and wanting to divide the country. Somehow this idea of associating the claim of the Tamazight linguistic rights with threatening the unity of the country got stuck in people's minds. Even though it recently finally got recognized by the authorities as an official language, people still have negative attitudes towards Tamazight.

7. Language roles in Algeria:

Given Algeria's unique history in Africa, the Maghreb, and among Arabic-speaking countries, it is a fascinating case study for those interested in language policy and the effects it has on the country's future. Authorities implemented strict rules to address the country's long-standing language problems, both during and after colonization (Benrabah, 2005:69).

Algeria is the only country in the world that has been colonized by the French for more than 123 years, and due to the French's assimilationist control, it was extremely necessary for the Algerian authorities to reclaim their lost identity and language. Ephraim and Mala Tabory explained.

“The Algerian situation is complex, since it is at a crossroads of tensions between French, the colonial language, and Arabic, the new national language; Classical Arabic versus vernacular Algerian Arabic; and the numerous Berber dialects versus Arabic” (Ephraim and Mala)

Tabory & Tary (1987:64) added that “States designing their linguistic, educational, and cultural policies may find it advantageous to apply lessons learned from the Algerian scenario to similar situations.”

In Algeria, dealing with linguistic concerns has resulted in numerous clashes and riots. Authorities began progressively putting policies in place to overcome the country's fragile situation until the early 2000s, after several internal wars and civil war (Benraba, 2005:28). Languages play a vital part in helping to figure out how to best cope with the country's long-running identity dilemma, whether in education, business, or the media.

Algerian Arabic and Tamazight play key roles in Algerians' private lives, although French and Modern Standard Arabic (MSA) play a larger role in areas such as school, business, and the media (Belmihoub, 2012:29). There is also English, which is emerging and is gaining prominence in the Algerian population, whether privately or in other vital areas of the country (Belmihoub, 2012:30).

8. Conclusion:

The main conclusion of this chapter is that English is now widely spoken in Algeria, that it is expanding in popularity and use, and that it is now competing economically with French. It is currently being promoted by the government as the language that will eventually replace French and will aid the country's development.

Many Algerians applauded this choice, but as we've already established, aiding the country's development is a more complex undertaking than simply switching from one language to another. The findings also showed why such a choice could be another failed attempt to eradicate French from linguistic reality, as well as why it is not the ideal answer for reducing tensions in the country's linguistic concerns. The studies also reveal that English has become a necessity in Algeria, which is one of the primary reasons Algerians are becoming more interested in learning it.

Another important finding is that Algeria's sociolinguistic profile is constantly changing, owing to biased language policies that have resulted in identity issues, shifting language attitudes, conflicting language groups, and a hierarchical language system that promotes some languages while oppressing others. Also, what can be concluded from the study is if a language policy promotes a language that was long oppressed and degraded, attitudes can improve and that is the first step to national recognition. This also demonstrates that if a policy is led by politics and is using languages, for other objectives than what they should fulfill, it is in most cases doomed to failure and is at the same time damaging to the development of the country. An additional important finding is: Algeria is a multilingual country where the population uses many languages for different functions and is open to learning new ones.

Algerians support multilingualism and welcome English into their linguistic profile; if they are well informed, guided, and educated, they can and will accept their linguistic reality.

Chapter Two: Interference and Errors

1. Introduction:

Linguists agreed on the fact that language is purely human and its purpose is to facilitate human interactions and satisfy their social needs as sociable creatures. Their life nature made them explore what is behind their geographical place in order to learn about their culture, and their way of living and most importantly their languages.

Second language learning is a really complex process that could take place in different contexts. Sinha (2009:177) explains that a second language is usually an official and cultural assertive language, as in the case of English. This variety is required for education, work, and other fundamental purposes. However, researchers in the field of language contact note that the first language of the learner has a huge impact on his/her learning process of the second language, namely interference. This concept of interference has been a subject of study for decades, where it has been reassessed numerous times. Furthermore, there has been debates about whether this phenomena affects learners' performance positively or negatively, especially their speaking skill and their phonological awareness, where a lot of confusion and misunderstanding happens as a result of the differences between both L1 and L2 phonological sound systems. These differences are looked at as the main source of errors of pronunciation.

The significance of the learning process of L2 and the field of foreign language teaching in general have been studied and debated heavily in the 1940's. In addition to that, the discipline of applied linguistics flourished and researchers questioned the role of errors, as in The case of EFL students in Algeria. Linguists would argue that errors are necessary to ameliorate the learning process, while others think that errors indicate the learners' incompetency and deviate them from reaching a higher performance level therefore, learners create their own "Algerian English" variety.

This chapter contains a theoretical report about the notion of "the interference" and its impacts on phonology. It highlights the most important concepts related to the concept of "error". It cites some phonological errors amongst foreign languages students'. In order to find out the reasons behind this linguistic phenomenon among EFL learners, different points are discussed according to what different linguists theorize about it.

2. Language Contact, Transfer and Interference:

2.1. Language Contact:

According to Thomason (2001:1), this phenomenon occurs as a result of utilizing two or more languages, implying close contacts between speakers of various languages. . Iain Salatiga (2015:38) states that “language contact has been common throughout much of human history”.

Language contact occurs because of various factors, such as mixed marriages, emigration and wars. Where people try to reach mutual intelligibility, yet result in various linguistic practices such as code switching and borrowing ...etc.

2.2. Transfer:

It is also referred to as language bleeding. It is a product of language contact, where bilinguals assign elements and characteristics of one language to another language. This concept in linguistics was first initiated by behaviorism in the 1940's. Brown (2006:109) explains that its impact on the process of acquiring a second language leads us to the distinction of two types of transfer, positive and negative transfer.

2.2.1. Positive transfer:

Ellis (1997:30) claims that it includes the similarities between both L1 and L2 that simplify second language learning, making its process more efficient.

2.2.2. Negative transfer:

It is commonly known as the interference. It refers to the contrasts and differences between the two languages' structures that create confusion while learning second language. Ellis (1997:51) asserts that it is the main factor behind the systematic errors that learners face. Beebe and Seliger explain that when attempting to speak a foreign language, second language learners and bilinguals tend to transfer the forms, meaning, and culture of their own mother tongue to the foreign language. Indicating that, learning the habits of L2, comes simultaneously with transfer in L1 habits, resulting in errors (as cited in, Derakhshan, 2015:2113) .

2.2.3. Types of Negative Transfer:

2.2.3.1. Substitution:

It is the replacement of a missing sound in L1 by a similar sounding element in L2 because of the difficulty of its replication. For instance, the case of Europeans who cannot pronounce the sound /ħ/ and replace it with /h/.

2.2.3.2. Underdifferentiation:

It is the inability to differentiate or point out the distinctions made in the second language, as in the case of Arab English learners using the terms “like” and “love” as synonyms.

2.2.3.3. Simplification:

It is the reduction of the foreign linguistic structure of L2 and hence producing grammatically wrong sentences, as in “here” instead of “I am here “.

2.2.3.4. Calques:

It is copying some elements and structure of L1 and performing it in L2, as in the case of Arabs saying “was the weather good.” Replicating the Arabic form " كان الجو جميلا " ".

2.3. Phonological transfer:

The impact of language transfer can occur at different linguistic levels such as the morpho-syntactic structure or the rules of pragmatics. However, the most challenging and outward one is the impact that occurs at the level of phonetics. Eugène.J.Brière explains the phonological transfer stating that

“The higher the degree of similarity between the native and target languages’ phonological categories, the easier it is for the speaker to learn the target language phonological category .and the converse has been held to be true”

(Eugène.J.1966:768)

Fleg (1987: 2005) asserts that, connecting phonetic features of phonemes that are comparable in both L1 and L2 might have an influence not only on the learned language but also on the mother tongue language.

According to Shormani and AlSohbani (2015:135) studies have distinguished between two kinds of phonological transfer

2.3.1. **Systematic transfer:**

It is when one feature is being carried over from the L1 to the target language, either in the manner or place of articulation or voicing. For instance, it shows in the articulation of the following plosive consonant /p/ as /b/ in the word problem, which is phonemically transcribed as /prɒplem/ amongst Arabs except Algerians.

2.3.2. **Non-systematic transfer:**

This type is concerned with describing the carrying over of several phonetic features or even phonemes from L1 to L2. It is also illustrated in the case of Arabs pronouncing the velar nasal sound /ŋ/ as /ng/ in the word writings which is realized as /rartingz/.

3. The Notion of Errors in Linguistics:

Errors are a natural phenomenon that has been defined in applied linguistics as the unintentional detour from the rules of a linguistic variety which are usually made by L2 learners and bilinguals. Linguistically speaking many debates have discussed the positive and negative aspects of errors.

On one hand, Chomsky views it as a productive way of learning and raising the learners' awareness towards their weaknesses. Hedge (2000:338) asserts that errors are "an inevitable and positive part of language learning as the learner gets creative in the construction process". (Dulay, Burt, Krashen, 1982:138) claim that "people cannot learn a language without first systematically committing errors". Furthermore, Corder (1967:165) explains that errors are significant because they reflect the basic norms of linguistics. Other points of view explain that errors are a continuous procedure that provides an insight on the social and cultural situation of the learners.

On the other hand, Maicusi (2000:168) claims behaviorists view errors as a negative indicator that suggests insufficiency of teaching strategies. Therefore, they result in blocking the learning process. As a result, errors should be avoided in order to learn a second language efficiently.

3.1. The difference between errors and mistakes:

Brown (2007:165) states that “they are technically two very different phenomena”. A mistake in linguistics means a behaviour caused by lack of attention or interest of the learner. However, an error is generally a product of incomplete knowledge that can result from different factors such as the interference, inadequate learning and hyper correction.

Ellis (1997:17) describes two methods to differentiate between errors and mistakes. The first is the ability to self-correct the deviation, and the second is the consistency of that deviation. He goes on to explain that mistakes can be fixed and that learners frequently use the proper forms, but errors cannot be self-corrected and learners seldom use the correct form. James (1998:83) asserts that errors are like habits that cannot be self-corrected or “unlearned”, unlike mistakes which can be addressed if the divergence is pointed out to the speaker.

3.2. Intralingual and Interlingual Errors:

3.2.1. Intralingual Errors:

They are errors made when learners are not familiar with L2 structure and rules. Therefore, this type of errors is not related to interference. Richard (1974) explained that there are four kinds of intralingual errors:

- **Overgeneralization:** which means the use of certain rules in different areas of L2.
- **Incomplete application of rules:** it indicates that the L2 learner communicates information in a simplified structure, due to their incomplete knowledge of rules.
- **False concept hypothesized:** it is usually a result of false teaching or the misconception of the rules by L2 learners.
- **Ignorance of rule restrictions:** it is the incapacity to maintain a correct performance because of the misuse of the L2 rules in some formations.

3.2.2 Interlingual Errors:

This kind of errors are originated from the interference of L1 on L2 .Scovel (2001) defined this concept as

“...the confusion language learner experiences when confronting patterns within the structure of a newly acquired language, irrespective of how the target language patterns might contrast with the learners’ mother tongue.”

(as cited in Lufeyo, 2021:13).

4. Approaches to the study of Errors:

4.1. Contrastive analysis:

This approach saw the light in 1940’s by Robert Lade and Charles Fries. Several linguists discussed the definition of CA. Fisiak (1978:5) states that Contrastive analysis can be broadly characterized as the methodical study of two or more languages, defining all contrasts and similarities that exist between those languages in all linguistic components. Ellis (1997:36) adds that CA is “a set of procedures for comparing and contrasting the linguistic systems of two languages in order to identify their structural similarities and differences.” .Robert Lado explains that

“We assume that the student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him, and those elements that are different are difficult.” (Lado, 1957:2).

It is largely adopted by linguists to assist the interlingual transfer in the process of learning foreign languages. Moreover, it is inclusive considering the different levels of language structure. It is used in various fields in linguistics as in translation, sociolinguistics, pragmatics and other cultural related fields. This approach provides predictions and explanations to the common errors and difficulties that learners of L2 will face because of their mother tongue. It aims to investigate the best teaching methods in order to clear up the ambiguities of the presence and absence of the rules that gather the language components and the different features of both languages and explain its importance in facilitating or hindering the L2 acquisition process. Betti (2021:46) mentions three steps in making a contrastive study

- The description of the chosen language component in the first language
- The description of the chosen component in the second language

- The confrontation and the comparison of the chosen component in both languages to find the similarities and differences.

4.1.1. **Criticism of CA approach:**

Despite the initial excitement for CA, a number of applied linguistics researchers have questioned its use. There was no evidence in the 1970s to attribute all errors in second language acquisition to interference. Furthermore, despite correct descriptions of errors, the CA technique is unable to provide accurate predictions to all errors. In addition to that, Johansson (1973: 77) claims that the CA hypothesis is unnecessary since teachers are more interested with learning about the issues students confront than with theoretical predictions. Furthermore, current research has shown that CA is most reliably predictive at the phonological level rather than the complex syntactic level. Moreover, no language system has been fully compared to another, and what the CA hypothesis considers to be predictions of these errors in theory are not necessarily the case in practice. It also disregards other elements, such as the learners' communication styles. Fisiak (1981:7) explains that the usefulness and relevance of contrastive analysis resides in its capacity to highlight probable regions of interference and mistakes," Fisiak says. Interference does not cause all mistakes. Errors are formed as a result of psychological and pedagogical elements, as well as other non-linguistic ones.

4.2. **Error Analysis Approach:**

It is the most well-known approach in applied linguistics in analyzing the Errors made by L2 learners. This theory was entrenched in the 1970's by Stephen Corder, and it aims at providing an explanation and a description to the students' errors by performing a set of procedures.

Academics like as Brown (2000) and Crystal (1992) define this approach as the process of observing, understanding, and identifying the change in rules created by non-native speakers. He adds that EA arose as a result of the contrastive analysis (as cited in Hemaidia, 2016:45).

Ellis explains that, in order to investigate the errors that L2 learners or bilinguals make, EA theory must be carried on according to a group of systematically organized steps

- **Collection of a sample of learner language:** It is important because it can be controlled (narrowed down or broad) where they can specify the type of participants required for the study.
- **Identification of errors:** It consists of systematic comparison of the participants' performance and the correct performance of the native speakers excluding any matching results to the native sample and focusing on the different samples.
- **Description of errors:** This stage focuses on the elements of the surface structure, where according to Dulay, Burt, and Krashen (1982:138), Surface structure taxonomy is reliant on the ways surface structure is transformed into erroneous utterances.
- **Explanation of errors:** The purpose of this stage is to answer questions in order to determine the cause for the previous discovered errors, and to offer a source for the challenges the learners are experiencing with a particular emphasis on errors that impact communication between the learners.

4.2.1. Criticism of the EA approach:

Despite its huge contribution and importance in nowadays L2 learning approaches, error analysis has always been hampered by methodological issues.” Weaknesses in methodological procedure, theoretical problems, and limitations in scope” (Ellis, 2008 as cited in Kihansi (2012:6). To begin, it is frequently hard and misleading to accurately recognize the kind of error a learner is making and to determine the cause of that error. It might be difficult to determine if a learner is making an error due to overgeneralization or L1 transfer. Then, error analysis is only effective concerning the learner's production (speaking and writing), not the learner's reception (listening and reading). Furthermore, EA cannot account for learners' use of communicative tactics, as in the case of avoidance, in which they simply choose not to speak because they are aware of the possibility of making errors during that communication.

5. Differences between both theories:

Both approaches vary in many ways: contrastive analysis provides an explanation based on the comparison made between both languages' systems; therefore having predictions of what errors the learners would make .Meanwhile, error analysis approach focuses on the errors made by learners and analyzes them tracing them back to their origin.

CA is concerned with interlingual errors, while EA studies both intralingual and interlingual errors; indicating that it sheds light on the complexity of the learning process, not just because of the nature of its rules but also including the efforts that the learners make during the process of learning. The learner is regarded as a participant in the creation and updating of hypotheses about second language rules, resulting in providing feedback to linguists, particularly those who are psycholinguistically oriented.

Kihansi (2012:1027) claims that

“EA unlike CA provides data on actual attested problems and so it forms a more efficient basic for designing pedagogical strategies” adding that “EA is not confronting with the complex theoretical problems like the problem of equivalence encountered by CA .“.

In other words, CA hypothesis is more pedagogically oriented, with a focus on practice, input, and inductive learning, as well as the study of transfer errors. EA approach, on the other hand, is more scientifically oriented, it focuses on learners' linguistic and cognitive processes, which covers a wide range of errors.

6. Psycholinguistics views on phonological awareness and transfer:

6.1. Speech production steps in psycholinguistics:

Franz (2002:13) explains that “the production of speech is a highly complex cognitive process” .Levelt (1989:5) sums “speech production process” in three steps

- Conceptualization: in this stage the speaker develops his/her ideas and focuses on the intentions behind the communication

- **Formalization:** it consists of selecting the right words to use in order to convey the concept (lexicalization). This step includes grammatical and phonological encoding.
- **Articulation:** It is the actual performance of the sounds that is composed of the previously formulated utterances.

6.2. **Phonological awareness:**

It is thought to be an unnatural process that consists of abilities or skills that allow students to improve their capacity to read and deal with sounds by exposing them to that language's sound system. According to Rubba (2003), there are four stages of word awareness in phonology (as cited in Fakhir, 2014:102)

- **Word awareness:** At this stage, the student should be tested until they have mastered the recognition and manipulation of substantial and huge elements of language, such as words. In utterances, for example, they may distinguish between right and inappropriate word use.
- **Syllable awareness:** At this level, students will be able to segment words into distinct syllables and discern between them in order to manipulate them. They consider this to be the easiest level, especially when dealing with one or two syllable words.
- **Onset-rime awareness:** Syllables are made up of onset and rime (Fakhir, 2014:103). However, to yule (2006:47), onset refers to the first consonant or consonant group before the vowel and rime. Therefore, in order to acquire onset-rime awareness skill, learners are instructed to concentrate on recognizing, detecting, and producing syllable rhymes.
- **Phonemic awareness:** Students must be able to think about and deal with specific phonemes in spoken words at this level, which includes mixing sounds, stretching and segmenting words into sounds, modifying and manipulating sound in the utterances.

6.3. Phonemic awareness and interference:

James Emil Flege and Robbert Port (1981:126) explain that phonetic interference is caused by the cross-language implementation of segmental phonetic features. Therefore, it has been stated that interference distorts the learners' phonemic awareness. Based on Chomsky's theory about the innateness and the language acquisition device, previous research in the field of psycholinguistics explained the ideology of "phonemic awareness" in relation to interference by stating that avoiding the previously acquired phonetic segmental features of L1 from showing during the speech is a rocky process. Simply because our cognitive mind and language acquisition device which is subconsciously accustomed to these phonemic features that are considered as habits and norms. As a result, there are two categories of learners when it comes to oral and phonological production:

- **Learners that think in L1 then speak in L2:** according to cognitive psycholinguistics, it represent a huge number of learners. With a distorted phonological awareness, this type of learners conceptualize in the their native language, then formulate and articulate the concepts in the target language. It is observed that these learners have a lesser chance to reach the correct pronunciation and face more difficulties in comparison to others, as they tend to copy the word order and the syntactic rules of L1 to L2.
- **Learners that think in L2 then speak in L2:** which usually represent a small number of learners, and for this type of students all three stages of speech production happen in the target language. Baljit (1999) encourages foreign language students to instinctively become this type of learners and explains that it is the best way to correctly acquire a second language and improve the phonological awareness skill. It involves incorporating it in everyday situations. He adds that using a foreign language helps to imitate sounds and articulate them correctly.

7. The common phonological errors caused by the phonological transfer or interference.

Researchers note that L2 learners, in general are influenced by interference which in turns results in some phonological behaviors among them, including sound replacement, sound omission, sound addition and sound distortion.

- 7.1. **Sound replacement:** which is the most common transfer as previously mentioned and it means opting for a similar sound in L1 to replace a missing sound in L2 as in the case of some Arab English learners substituting the sound /P/with/b/in words like “park” or “pool”.
- 7.2. **Sound omission:** it is the omission of certain sounds necessary for articulation, as in Hanafi (2014:34) which explains how the non-initial [h] sound is omitted in the word alcohol [ˈalkool].
- 7.3. **Sound addition:** It is the articulation of extra sounds that should not be in the original word, as when EFL students produce the silent sound /P/ in the word “psychology”.
- 7.4. **Sound distortion:** it is mispronouncing vowels and consonants resulting in unrecognized sounds, the case of children who try to read in a second language for the first time.

It has also been proved that learners tend to add their tones and intonations adding and misplacing the stress to the parts of speech unintentionally, forming a similar manner of articulation to their L1. Berthelsen, Horne, Shtyrov and Roll (2021:3) explain that

“It is possible to directly compare general acquisition abilities (segmental features) to potentially transfer-affected acquisition (suprasegmental features) within the same words”.

To conclude, previous researchers agree on the fact that being exposed to a second language at a young age might help to reduce the effects of the interference of their mother tongue on their L2 pronunciation.

8. The impact of the spelling system on the phonological performance of learners:

Previous study has been conducted on the relationship between a language's phonological representation and its spelling acquisition process. It has been stated that inadequate phonological representation might lead learners to struggle with both reading and spelling. Dyslexia, for example, is described by the phonological deficit theory as a result of deficiencies in the auditory system or as the result of faulty auditory perception, which results in improper spelling and reading. However, in the domains of second language acquisition and teaching, the opposite has been demonstrated. Khansir claims that

“Pronunciation is occasionally affected by the way in which a word is spelt, and spelling may gradually be modified in accordance with Language changes in the phonological system. Perhaps because writing is visible and permanent and because it is formally taught in schools, many people object to changes or variations in spelling, although they may fail to even notice parallel changes in pronunciation” (Khansir, 2015: 58-59).

It has been mentioned that the closest the spelling system of L2 is to the native language, the less likely students are going to face problems in articulating the sounds. Meaning that, all these above mentioned errors are not only the product of the differences of both L1 and L2 sound system but also the orthography between them, which confuses the learners leading them to articulate words just as they are written, taking as an example the complex spelling system of English. EFL learners tend to mispronounce words like “chaos” or “schedule”. Furthermore, most EFL Learners face difficulties with respecting the silent letters in words like “knowledge” simply because they are not familiar with such system in their native language.

9. Differences between Algerian Arabic sound system and English:

9.1. English VS Arabic sounds:

9.1.1. Differences between English and standard Arabic Consonants:

There are many differences between standard Arabic and English consonants sounds. The latter contains 24 consonant sounds, while the former has 28 consonant phoneme.

Alshan (2020:2) claims that, on one hand, there are 8 Arabic consonant sounds that do not exist in English which are: /ç/, /ð/, /ð/, /ʃ /, /t/, /χ/, /ʁ/, /q/, /ħ/, and /ʔ/. On the other hand, there are 6 English sounds that do not exist in standard Arabic which are: /p/, /tʃ/, /dʒ/, /f/, /ŋ/, and /v/. The table below will summarize the differences between both varieties' consonants in relation to their places of articulation :

Place of articulation	English	Classical Arabic
Bilabial	/b/, /p/, /m/ and /w/	/b/and /m/
Labiodental	/f/and /v/	/f/
Dental	/ð/ and /θ/	/t/, /t/, /d/, /d/, /z/, /n/, /l/, /s/ as dental consonants in addition to /ð/ , /θ/which are interdental
Alveolar	/d/, /t/, /s/, /z/, /l/, /n/ and /r/.	/d/, /t/, /ð/ and /θ/, /s/, /z/, /l/, /n/ and /r/.
Palato-alveolar	/ʃ/, /ʒ/, /tʃ/ and /dʒ/	/ʃ/
Velarized alveolar	No sounds	/ʃ /
Palatal	/j/ /dʒ/and/g/. Those two are considered as allophones	/j/
Velar	/k/, /g/, and /ŋ/	/k/, /g/
Uvular	No sounds	/ʁ/ and /x/
Pharyngeal	No sounds	/ħ/and /ç/
Glottal	/ʔ/ and /h/	/ʔ/ and /h/

Table 2.1: Places of Articulation of both Classical Arabic and English consonants

According to Kopczynski, (1993, n .p) consonants in both varieties have different manners of pronunciation .He explains these differences as shown in the table below:

Manner of articulation	English	Classical Arabic
stop	/p/ ,/b/, /t/ , /d/, /k/and /g/	/b/, /t/, /t /, /d/ , / d /, /q/ and /k/
fricative	/f/ , /v/, /θ/ , /ð/, /s/ , /z/, /ʃ/ /ʒ/and /h/	/f/, /θ/, /ð/, /s/, /ṣ /, /z/, /ʃ/, /x/, /, g/, /ħ /, and /h/
affricates	/tʃ/ and /dʒ/	/ʒ/
nasals	/m/, /n/, and /ŋ/	/n/
lateral	/l/	/l/
glides	/w/ and /j/	/w/ and /j/
thrill	Not found in English	/r/

Table 2.2: Manner of Articulation of both Classical Arabic and English consonants

9.1.2 English vs. standard Arabic vowels:

Classical Arabic contains six vowel sounds .Three short vowels: /a/, /u/ and /i/, and three long ones/ā/, /ū/ and /ī/, with some deviations like the diphtongue /aw/. However in English there are twenty, as shown in the table below. In addition to, triphthongues which basically consist of diphtongues plus schwa sound.

Short vowels	/ɪ/, /e/, /ʊ/, /ɛ/, /ʌ/, /a/and/ɒ/.
Long vowels	/i:/, /u:/, /ə:/, /ɔ:/, /ɛ:/and /ɑ:/.
diphtongues	/ɪə/, /eɪ/, /əʊ/, /aʊ/, /ɔɪ/, /aɪ/and /eə/

Table 2.3: Vowels of English

9.2. Differences between English and Arabic intonations:

In Arabic we use falling intonation in the end of: declarative statements, commands and direct questions. Meanwhile, we use rising-falling intonation at the end of yes/no questions, vocatives and requests. However, in English rising-falling intonation are used at the end of simple assertions, commands and (Wh...) questions. Then, we use rising intonations at the end of yes/no questions, requests and utterances of surprise expressing “surprise” (Betti, 2005:15)

9.3. Differences between Syllables in English and Arabic:

In Arabic all syllables start with consonants (C), as opposed to English which start with vowels (V). Anis (1961) states that Standard Arabic has five structures of syllables. Three closed syllables, and two opened syllables: CV (light syllable), CVC and CVV (heavy syllable), CVVC and CVCC (super heavy syllables) and CVVCVC like in the word “راغب” (as cited in Adil and Majid, 2005:25).

However, Singh and Singh (1977:190) explain that English has different syllable types: V, CV, VC, CVC, CCV, VCC, CCVC, CCCVC, CCCVCC, and CCCVCCC, CVCC, CCVCC and CVCCC.

9.4. Differences between Stress in English and Arabic:

In English we have four levels of stress: primary, secondary, tertiary and unstressed. However in Arabic we have: primary, secondary, middle and weak (Betti, 2018:48). Moreover, English stress placement follows certain factors: the origin of the word, its grammatical category, and the number of syllables in the word. However, in Arabic stress placement is mainly reliant on the syllable structure of the phonological word. In addition to that Arabic rules of stress placement are applied to unlimited words. Unlike English, stress placement rules can only apply to a number of noun-verb pairings. Then, in English stress is variable, which is not the case of Arabic stress. In Arabic, we cannot use stress to determine word class, but in English it is valid. For example, if stress is on the first component of a compound word, that word is a noun. In Arabic stress is used to differentiate between vowels and consonants, to demonstrate the function of verbs, and to communicate certain meanings. It can appear on a standalone pronoun or on auxiliary verbs. Betti (2018:50) sums that in English, stress

is regulated by syntactic, morphological, and phonological elements, but stress in Arabic is determined by the quantity and kind of existing syllables.

10. The “Algerian English” variety:

It should be emphasized that, as a result of French colonialism, Algerian English speakers do not suffer the bulk of the disparities mentioned above. Despite the fact that they speak classical Arabic, which is from the Semitic language family, their variety is highly impacted by French, which is from the same Indo-European language family as English. However, according to Ghlamallah (2018, 10) a lot of similar deviations were recorded amongst Algerian EFL students. She also adds “the quality of the vowels along with consonants, undergoes CLI from French first, Standard Arabic second and Colloquial Algerian Arabic third.”

Previous research shows that English vowels are the most difficult for Algerian EFL students to pronounce. Some students were unable to tell the difference between the vowel sounds /ɪ/ and /i:/. Then, they failed to replicate most central sounds as /ʌ/ which they often substitute with the sound / a/.

Consonants like /ð/ and /θ/ also create confusion for students, especially in Oran because of their inexistence in Oranese colloquial Algerian variety. Therefore, these sounds are replaced by /d/,/t/. Another typical deviation includes the sound /s/, where it is substituted by the sound /z/ in words like “disbelief”.

To summarize, while it is difficult to generalize that all Algerian students pronounce English in the same way, there is no denying that the transfer of French, classical Arabic, and colloquial Algerian Arabic results in some deviations in the learners' English pronunciation, resulting in "Algerian English."

11. Conclusion:

As a conclusion, this chapter discusses the fundamental themes in regard to language bleeding or "transfer," which has been a central subject of research in many fields, including second language acquisition. According to Ellis (1990:19), mother tongue has a significant impact in second language learning. Then, this chapter addresses the notion of "errors", which is one of the most typical misconceptions induced by negative transfer or "interference" of the mother tongue.

Errors can occur at different levels .However, this chapter's interest are the predictable phonological errors: sound omission, sound addition, sound distortion and sound replacement. In addition to that, it discusses the different views concerning the role of errors, highlighting their distinction from "mistakes". Moreover, this chapter contained a review about the approaches used to analyze errors known as "contrastive analysis and error analysis" that emerged during the 1940's and the late 1950's.It also provided different procedures that each approach follows and the differences between them, along with some criticisms about their efficiency to enhance second language learning.

This chapter covered the theory of "phonological transfer", identifying its two types "systematic and non-systematic phonological transfer". Furthermore, we included an explanation concerning the relationship between the spelling system and the performance of the sounds. In addition to that, we defined the phonological awareness of learners and mentioned the process of speech production according to psycholinguistics.

The causes of the previously stated errors vary from a learner to another, according to their social background and their exposure to the target language. These errors occur whenever L2 learners are faced with difficulties where they usually rely on their L1 knowledge. Then, this chapter discusses some differences between classical Arabic and English phonological system. It also reviews emergence of "Algerian English" amongst EFL students .To conclude, the next chapter would be dedicated to the field work that investigates the impact of this interference on EFL students at the university of Ibn-Khaldoun, Tiaret.

Chapter Three: Field Work

1. Introduction :

The goal of this research is to investigate the impact of the interference of the sound system of the Algerian Arabic variety on the pronunciation of English amongst EFL students. In order to test our hypothesis and answer the research questions, this chapter will deal with collecting and interpreting data by the questionnaire administered for EFL students at the university of Ibn-Khaldoun (Tiaret). In addition to that, it contains an analysis of their marks in the subject of phonetics.

2. Research design:

The purpose of this study is to highlight the pronunciation difficulties and errors made by the students because of their L1 interference. As previously mentioned, the research tools used to collect data are a questionnaire designed for students and an analysis of their first semester exam marks in the subject of phonetics.

3. Sample:

This study is concerned with first and second year bachelors 'degree students. These students are required to study the subject of phonetics and get introduced to the proper RP phonetic sound system during their first two years at the university.

For the questionnaire 80 second year students were selected to answer it, while the exam marks analysis is concerned with first year students.

4. The description of the questionnaire :

4.1. Design of the questionnaire:

Second year students were asked to answer a questionnaire that contained 11 questions, the latter are simple, direct and clear questions that include multiple choice questions and "yes" or "No" questions. In addition to two open questions, the purpose behind them was to investigate the different difficulties the respondents face while talking in English and the reasons behind them. The questionnaire contains three sections and a small introduction. However, the distribution process of the questionnaire took more time than expected. The respondents were asked to report to us in case of any ambiguity.

5. Analysis of the students' questionnaire data:

Gender and age:

Students were asked about their age and gender to find out the relation between these personal data and their English pronunciation level .Out of eighty students, 42 of the respondents are female students (53%), and 38 of them were male students (47%). It is represented in the pie chart below .

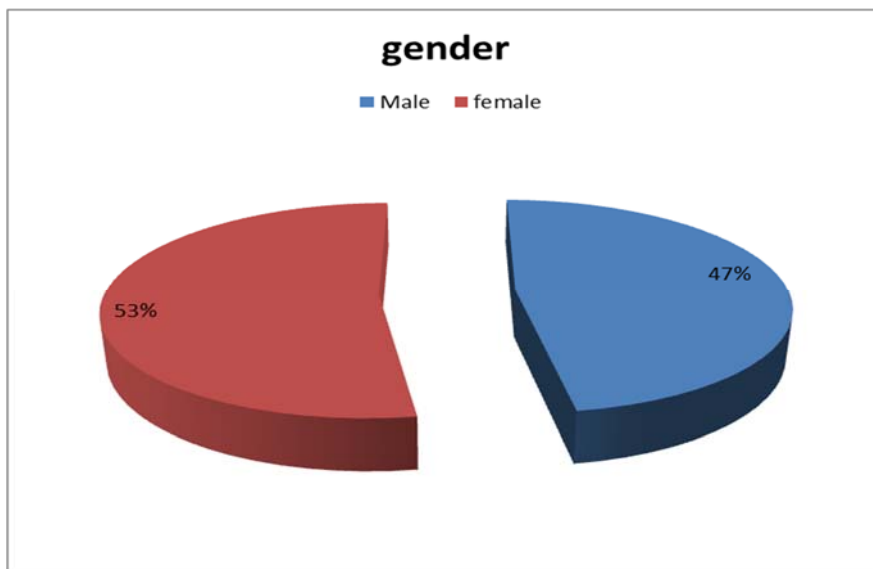


Figure 3.1: Respondents' gender

Their ages range from 19 and 20 years old to 36 years old as shown in the table and pie chart below:

Age	Number of students	Percentage	Gender
19 years old	23	28,75%	19 females and 4 males
20 years old	23	28,75%	10 males and 13 females
21 years old	14	17,5%	9 males and 5 females
22 years old	7	8,75%	1 male and 6 females
23years old	5	6,25%	3 males and 2 females
27years old	1	1,25%	1male
31years old	1	1,25%	1 male
32 years old	1	1,25%	1 female
36years old	2	2,5%	2 females

Table 3.1: Respondents' ages

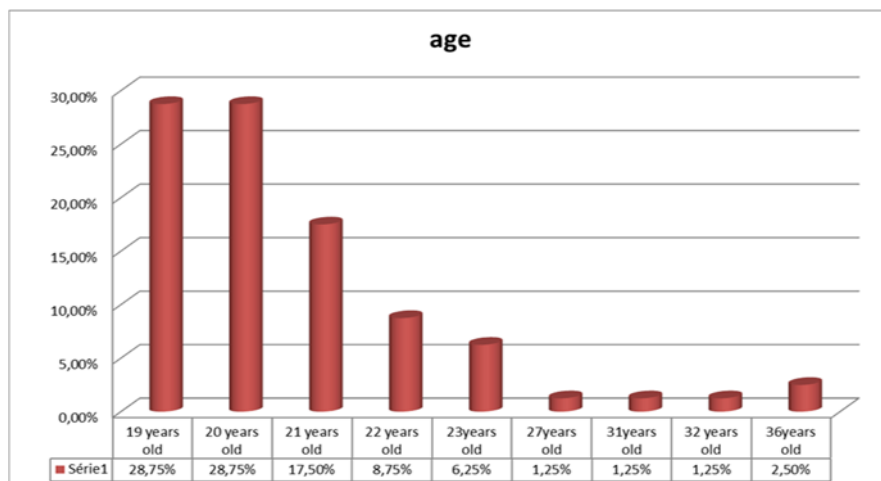


Figure 3.2: Respondents' ages

Question one:

“Which language do you prefer to use to interact with your colleagues?”

The respondents were required to choose between three varieties “English” “Algerian Arabic” and “French”. The results are shown in the table and the pie chart below

Variety	Number of students	Percentage
Algerian Arabic	55	69%
French	16	20%
English	9	11%

Table 3.2: Respondents' language preference

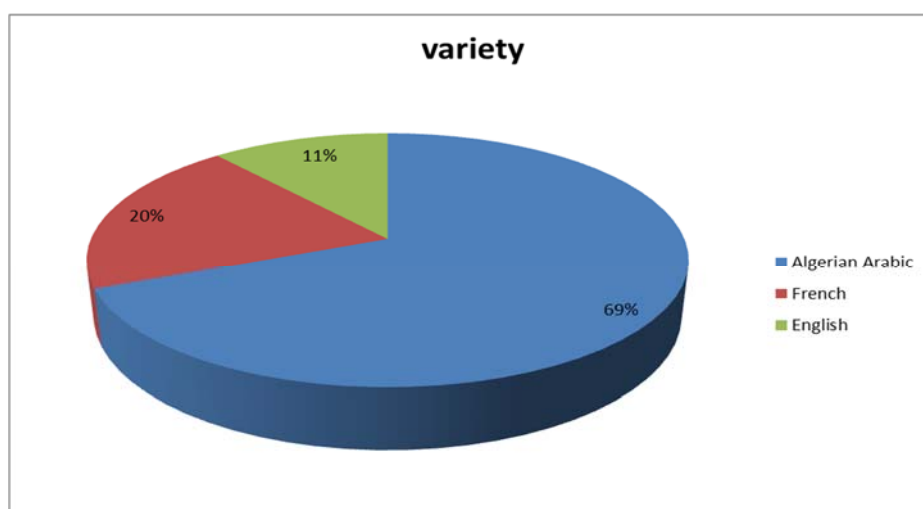


Figure 3.3: Respondents' language choice of interaction

In this question the results show that most students (69%) prefer to interact with their colleagues in Algerian Arabic meaning it is the most commonly used variety in the English section .however, English is the least used one with only (11%) of students using it .it is also found that French is also present according to 20% of the respondents.

Question two:

“How do you rate your English pronunciation level?”

Students were given three choices to answer this question about their pronunciation level. Their answers are represented in the table and figure below

English pronunciation level	Number of students	Percentage
Sufficient	58	72, 5%
insufficient	16	20%
excellent	6	7, 5%

Table 3.3: Respondents’ level of English pronunciation

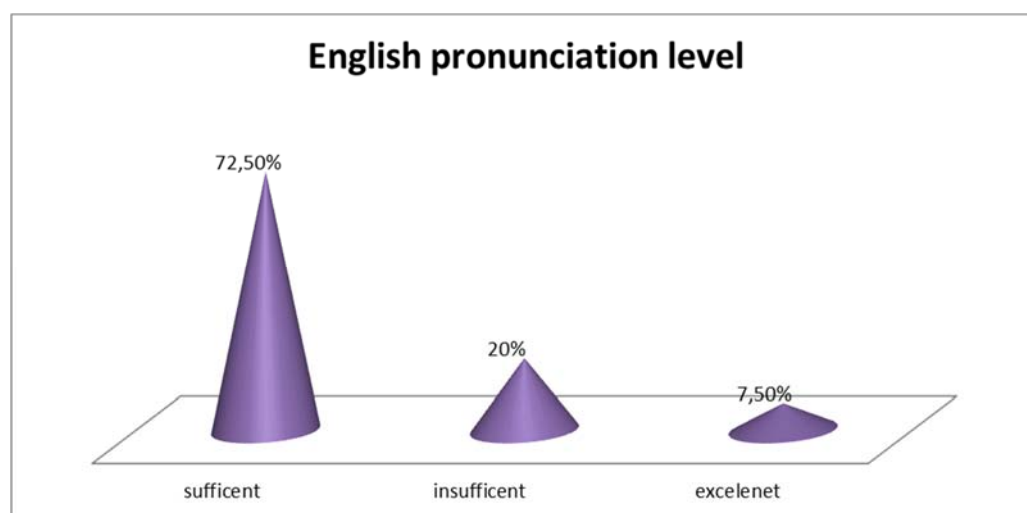


Figure 3.4: Respondents’ level of English pronunciation

The results show that the majority of the students (72, 5%) consider their pronunciation to be average, while only 7, 5% claim to master the correct English pronunciation .the rest of the respondents (20%) think that their pronunciation is weak.

Question three:

“Do you think EFL students in Algeria face the same difficulties in speaking English?”

For this question, students were required to answer with “yes” or “no”. Their answers are shown in the table and the figure below

answer	Number of students	percentage
yes	60	75%
no	20	25%

Table 3.4 : respondents opinion

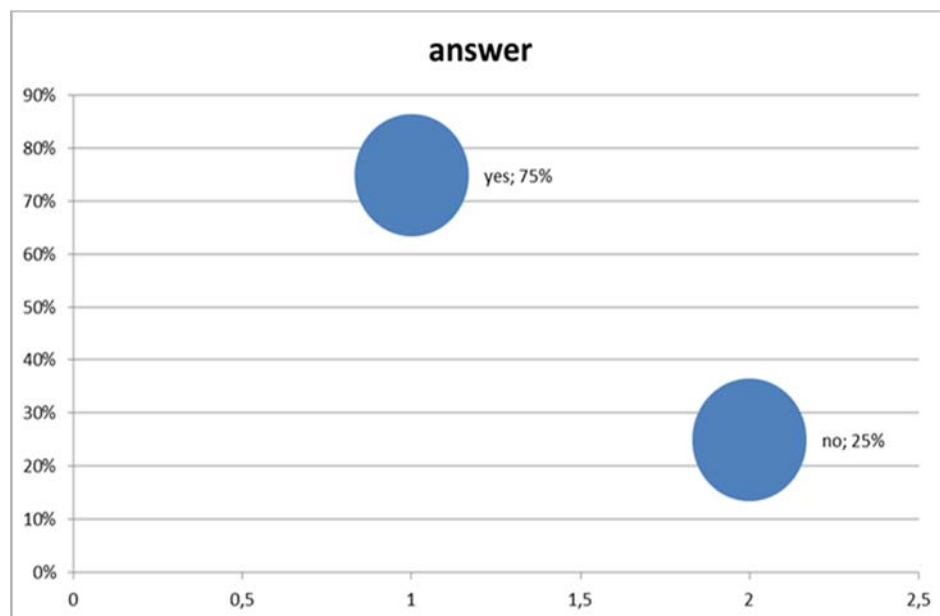


Figure 3.5: Respondents' opinion

As shown above the majority (75%) agree that all Algerian EFL student have the same pronunciation difficulties, while 25 % of the respondents disagree with that .The latter show that each student face different pronunciation difficulties according to their own knowledge and experience with the learning process.

Question four:

“What kind of problem have you faced when talking in English?”

It is an open question that investigated the difficulties the respondents face while speaking in English. 72(90%) from all the respondents cooperated, these students provided a variety of answers as shown in the table and the figure below.

The difficulties	Number of students	Percentage
Lack of vocabulary	15	20,83%
Inability to formulate the ideas into correct utterances	30	41,66%
Fear of making mistakes and errors	8	11,11%
Unfamiliarity with the right pronunciation of words	19	26,38%

Table 3.5 : The difficulties faced by the respondents while speaking English

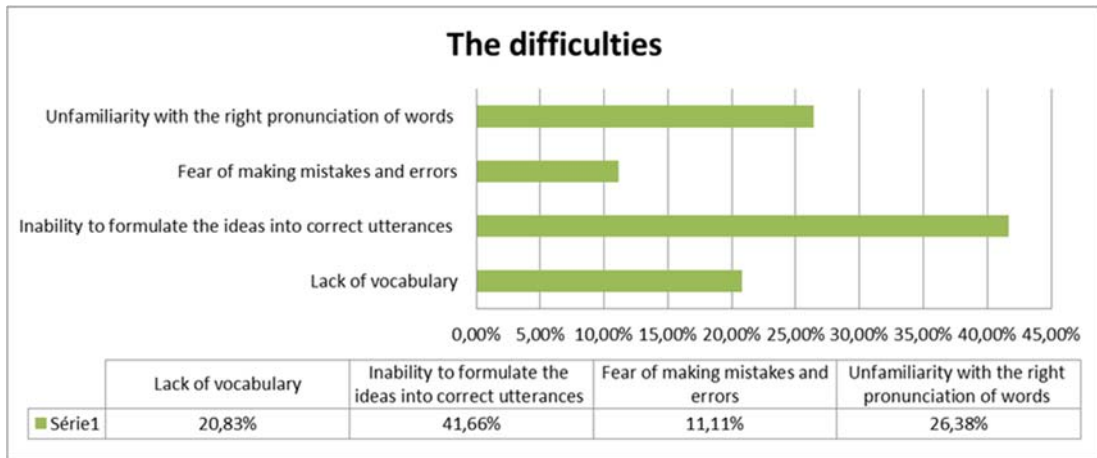


Figure 3.6: The difficulties faced by the respondents while speaking English

As shown above, according to 41, 66% of the respondents found difficulties with putting the ideas they want to convey into the correct form of utterances. However, only 11,11% of the respondents claim that their biggest problem was fear of making mistakes and errors .Then, the results also show some other problems like lack of vocabulary(20,83%) , and their unfamiliarity with the right pronunciation of words (26,38%).

Question five:

“Do you think that the subject of phonetics helps you to improve your English pronunciation?”

In this question Students were given three choices “yes”, “no” and “somehow”. Their answers are provided in the table and figure below.

Answer	Number of students	percentage
yes	43	53, 75%
somehow	29	36, 25%
Not at all	8	10%

Table 3.6 : The respondents opinion on the effect of the subject of phonetics on their pronunciation

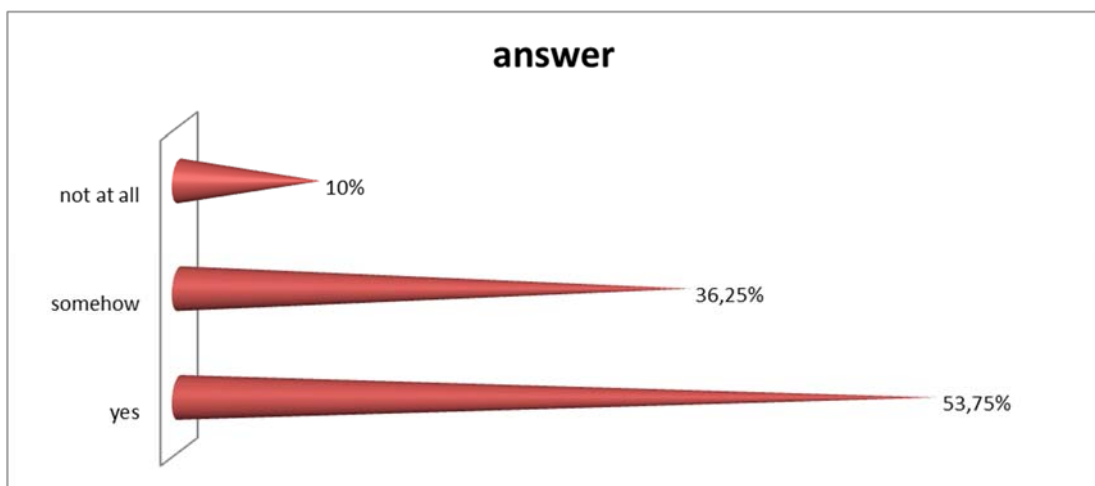


Figure 3.7: The respondents’ opinion on the effect of the subject of phonetics on their pronunciation

The results show that 53, 75% from the respondents agree that the phonetic session had a huge impact on improving their pronunciation, while 10% of them denied that. However, 36, 25% of the students claim that the phonetic sessions somehow helped them in the process of improving their English.

Question six:

“Do you think student’s use of Algerian Arabic sounds while speaking English results in serious negative impacts on the correct articulation of English sounds?”

In this question the respondents were asked to answer with “yes” or “no”. Their answers are represented by the table and pie chart below

answer	Number of students	Percentage
Yes	57	71%
No	23	29%

Table 3.7: The respondents’ opinion

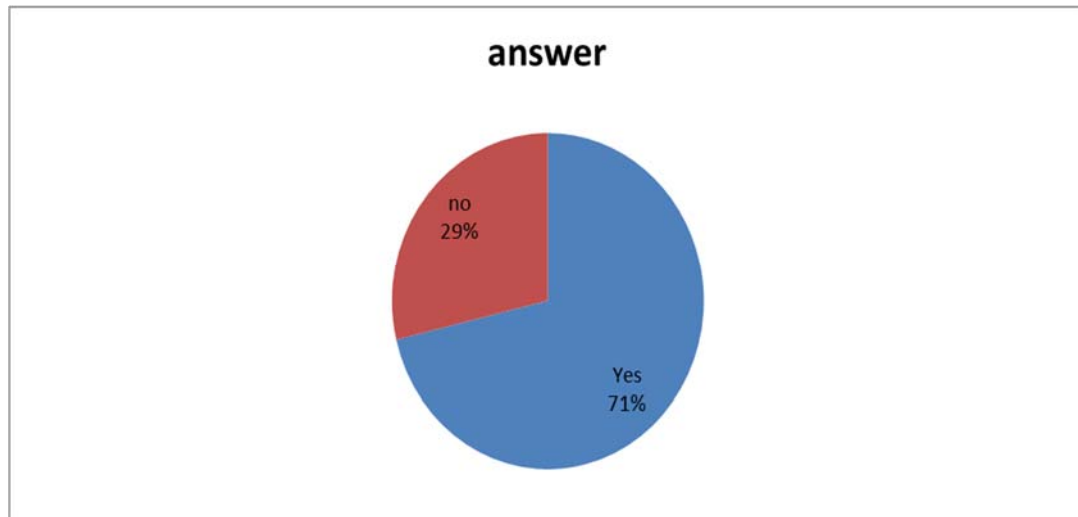


Figure 3.8: The respondents’ opinion

The results show that on one hand, the majority of the students (71%) agree that the usage of Algerian Arabic sounds interfere with their English sound articulation negatively. On the other hand 29% of the respondents disagree with that idea.

Question seven:

“Do you think that students are aware of the pronunciation errors they make?”

The students were asked to give their opinion answering with “yes” or “no” they make. Their answers are stated in the table and by the figure below

Answer	Number of students	Percentage
yes	15	18,75%
no	65	81,25%

Table 3.8: Students' awareness about their errors

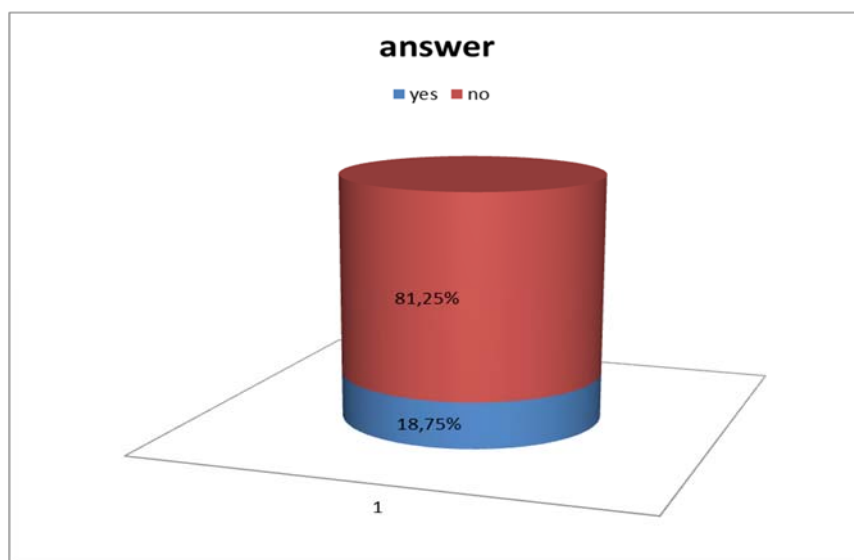


Figure 3.9: Students' awareness about their errors

According to 81, 25% of the students, EFL students are unable to recognize their pronunciation errors .However, 18, 75 of the respondents disagree with them.

Question eight:

“What do you do when you want to produce something orally in English ?”

In this question students were asked to select between three choices. Their answers are as shown in the table and figure bellow

answer	Number of students	percentage
Think in Algerian then speak in English	50	62, 5%
Think in French then speak English	24	30%
Think in English then speak English	6	7, 5%

Table 3.9: Respondents' procedure before producing orally in English

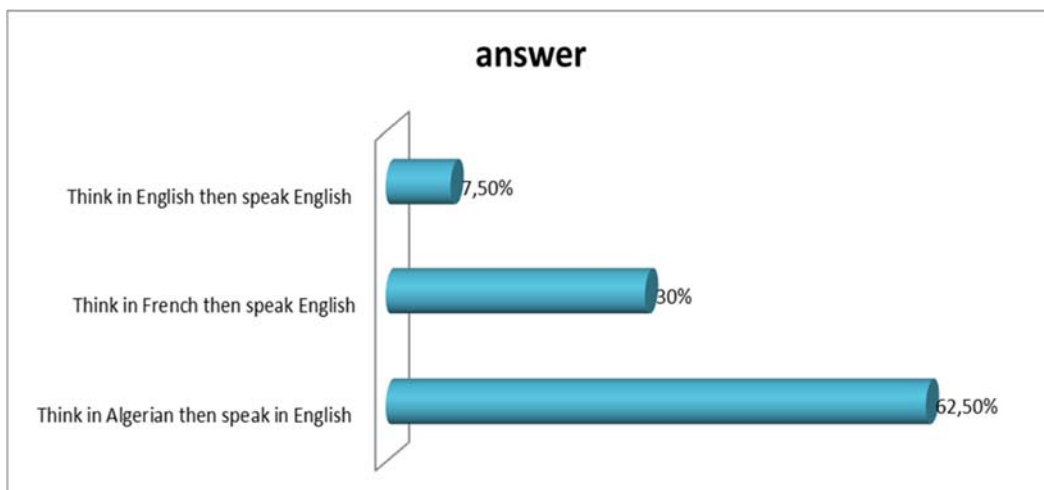


Figure 3.10: Respondents’ procedure before producing orally in English

The results show that a great number of the participants (62, 5%) think in Algerian before producing English utterances .It also shows that only 7,5% of them think in English before speaking it. However, there are also 30% of the respondents that think in French before speaking English.

Question nine:

“According to you what are the most common errors that students make in their pronunciation?”

This question was a multiple choice question where students were asked to select from 6 of the most occurring mistakes between EFL students in their section .Their responses are shown in the table and the figure below

Type of error	Student that agree	Percentage
Sound addition	45	56,25%
Sound omission	19	23,75%
Sound substitution	60	75%
Misarticulating(distortion) of sounds	78	97.5%
Misusing intonation and stress	80	100%
Using L1 knowledge to articulate	80	100%

Table 3.10: Most common errors according to the respondents

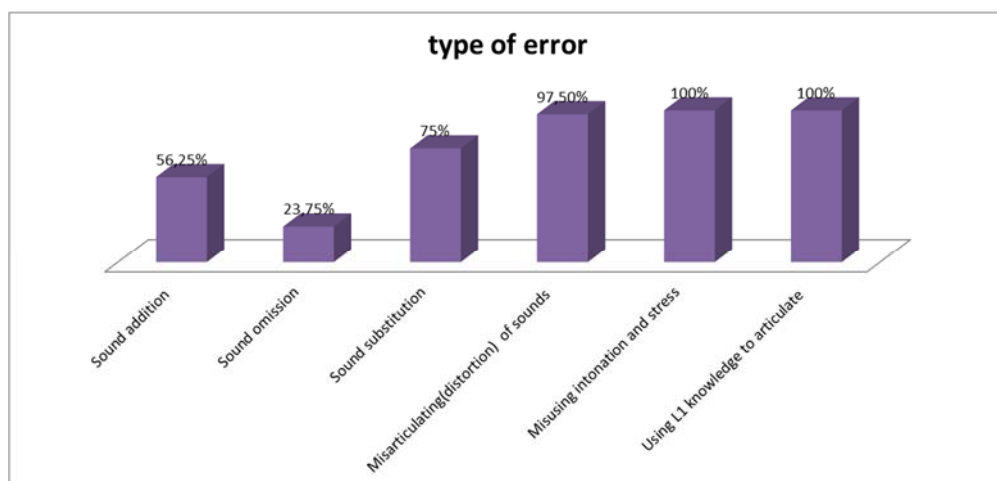


Figure 3.11: Most common errors according to the respondents

The results show that 100% of the respondents agree that the most common error between EFL students is using L1 knowledge in the articulation in addition to misusing intonation /stress. The least occurring one is sound omission (23, 75%). However, 97, 5% of them highlighted sound distortion, 75% of them chose sound replacement and 56, 25% noticed sound addition.

Question ten:

“What do you think could be an efficient way to reduce the effect of the interference?”

In this multiple choice questions, students were required to select one from 4 easy methods their responses are shown in the table and the pie chart below

The method	Students that agree	Percentage
Adding more phonetic sessions	24	30%
Teachers highlighting students’ errors	6	9 %
Eliminating the use of Arabic in the classroom	16	20%
Encouraging the exposure to the target language and communication with native speakers	34	41%

Table 3.11: Efficient ways to reduce the effect of the interference

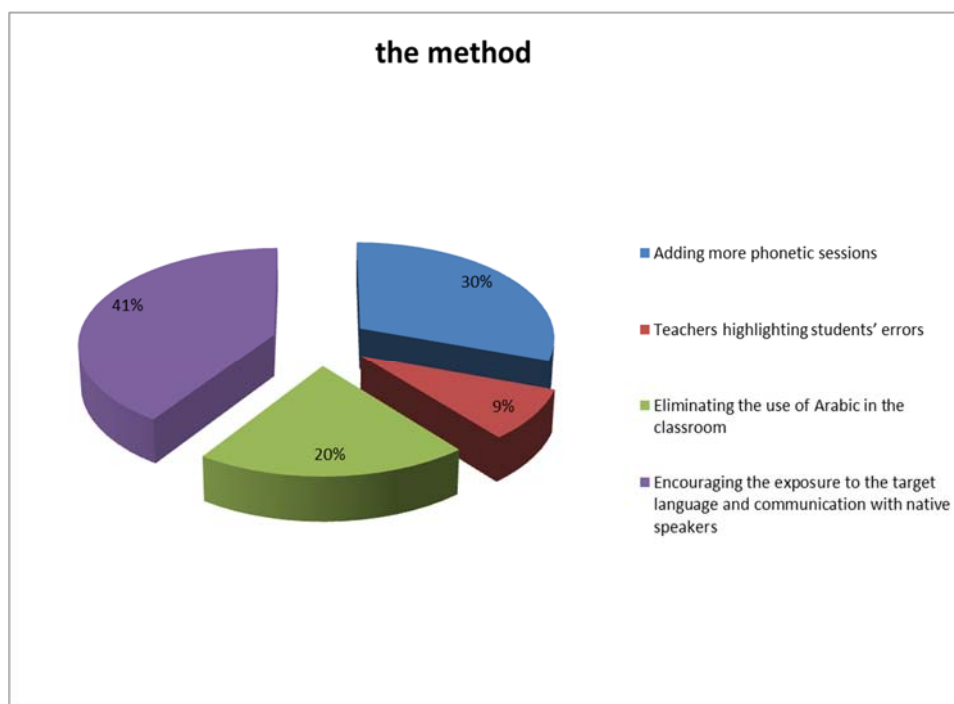


Figure 3.12: Efficient ways to reduce the effect of the interference

According to 41% of the participants, the best method to reduce the effect of the interference is to communicate with native speakers and to encourage the exposure to the target language. The less effective one is for the teachers to highlight their errors (9%). In addition to that, 30% of the students selected adding more phonetic session, and 20% selected eliminating the use of Arabic in the classroom.

Question Eleven:

“According to you do you think that there are other factors except the interference that prevent student to reach a correct pronunciation of English?”

This question has two parts .The first part requires the students to answer the above question with “yes” or “no” .the results are shown below.

answer	Number of students	Percentage
no	56	70%
yes	24	30%

Table 3.12: Respondents’ opinions on having other factors except the interference that impact their pronunciation negatively

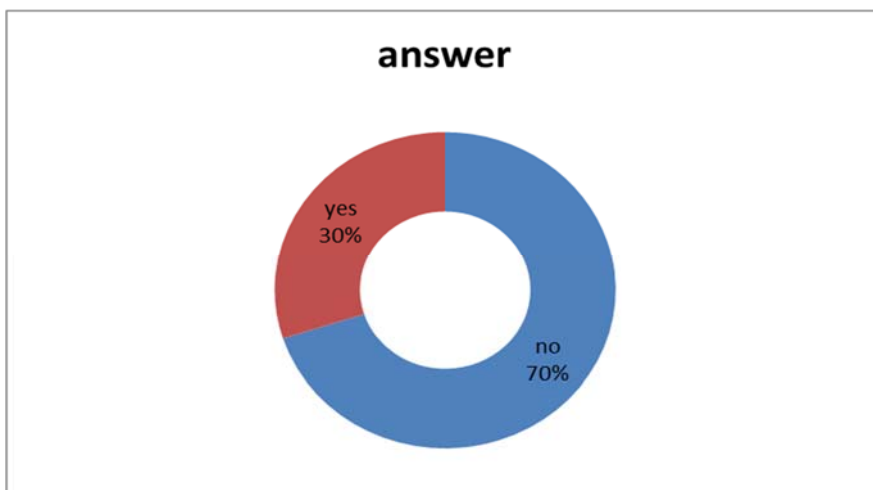


Figure 13.13: Respondents' opinions on having other factors except the interference that impact their pronunciation negatively

The second part was open where students that answered with yes were required to elaborate. The latter students cooperated, providing three main factors as shown in the table below

Answer	Number of students	Percentage
Inadequate teaching	6	25%
Learning anxiety	8	33,33%
Lack of interest	10	41,66%

Table 3.13: Other factors with negative impact on students' pronunciation

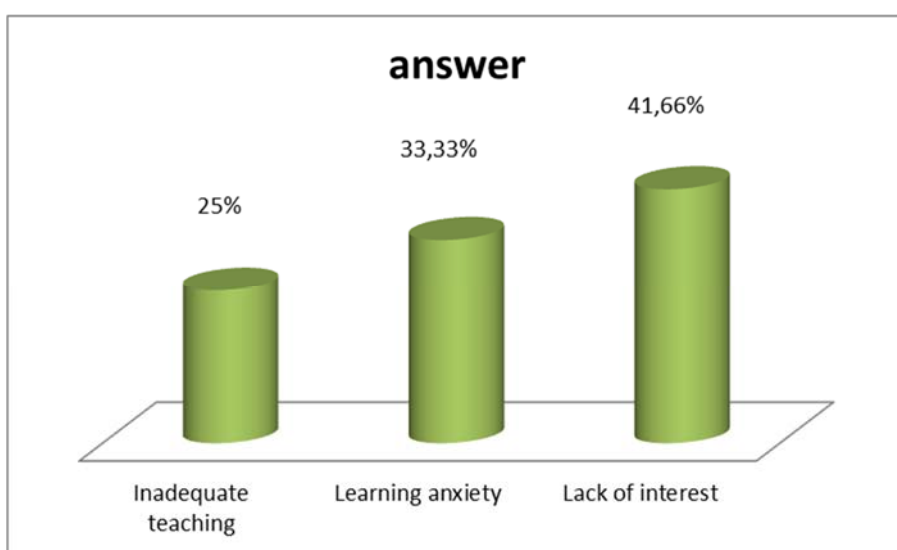


Figure 3.14: Other factors with negative impact on students' pronunciation

The majority of the students (70%) agreed that the interference is the main cause of all errors .while 30% of them claimed that it is not the only factor behind the students' pronunciation errors. These students provided 3 other factors 41, 66% answered with lack of interest ,while 25% answered with inadequate teaching and 33,33% mentioned second language learning anxiety .

6. Discussion of the students' questionnaire:

6.1. Summary of the findings:

From the analysis and interpretation of the results of the data gathered by the questionnaire, it is apparent that 57(71%)of the respondents agree that students' pronunciation is negatively impacted by the interference of Algerian Arabic sounds .In addition to that ,the majority,55(69%) admitted to preferring to interact with their colleagues in Algerian Arabic .On the other hand, only 9(11%) use English for that purpose .even though 58(72,5%)consider their English level to be sufficient ,60(75%) acknowledge that Algerian EFL students face the same predictable problems in their pronunciation. Then, 15(18, 75%) state that EFL students are not aware of their pronunciation errors.

However, 43(53, 75%) of the respondents stated that the subject of phonetics helped them to improve their pronunciation, and only 8(10%) that disagreed with that .In the process of investigating their oral production, 50(62, 5%) claim that they Think in Algerian Arabic before talking in English and only 6(7, 5%) of them think in English when they are having conversations in English. Then, they provided the difficulties they face while talking in English. The most repeated one is the inability to formulate the ideas students want to convey into correct utterances 30(41, 66%).However, the least mentioned one was the fear of making mistakes in front of their colleagues8(11,11%) . In addition to that, there was the lack of vocabulary 15(20, 83%) and not knowing the right pronunciation of the words19 (26, 38%).

Students also were asked to select the most common pronunciation errors they witnessed between their colleagues .80(100%) selected using ll knowledge to articulate sounds and misusing intonations and stress, However, only 19(23, 75%) selected sound omission which seems to be le least occurring error between EFL

students .Furthermore the other error that occur are sound distortion 78 (97, 5%), sound substitution 60(75%) and sound addition 45(56, 25%).

According to EFL students who selected the best ways to eliminate the impact of the interference is to encourage the exposure to the target language and communication with native speakers 34(41%), and the worst method is the for the teachers to highlight the students’ errors 6 (9%). The other methods that are important to overcome their errors are adding more phonetic sessions 60(75%) and lastly Eliminating the use of Arabic in the classroom 40(50%).To conclude, students agree on the impact of the interference and how it results in errors of pronunciation .However, 24(30%) claim that there are other factors that result in errors in students’ pronunciation .The most common one according to them is lack of interest 10(41, 6%). the least common one inadequate teaching 6(25%) .Then, 8(33, 33%) second mentioned learning anxiety.

6.2. Interpretation of the questionnaire’s findings:

The obtained results show that second year students deal with different pronunciation problems such as: misarticulating or distorting sounds, misusing stress and intonations, adding and omitting sounds .these errors are a result of using their L1 knowledge and thinking in their mother Algerian Arabic variety before speaking in English or in other words “interference” .However, it also shows that there are other factors that play a huge role in their errors, such as their attitudes towards that language , and inadequate teaching which leads to over generalization and ignorance of rules .

7. Results of students’ exam marks:

This tool consists of analyzing first year EFL students first semester Exam Marks at the University of Ibn Khaldoun in the subject of phonetics the results are as shown in the table and pie chart below

The marks	Number of students	percentage
Below average marks	218	53%
Over average marks	190	47%

Table 14.3: pass and fail rate

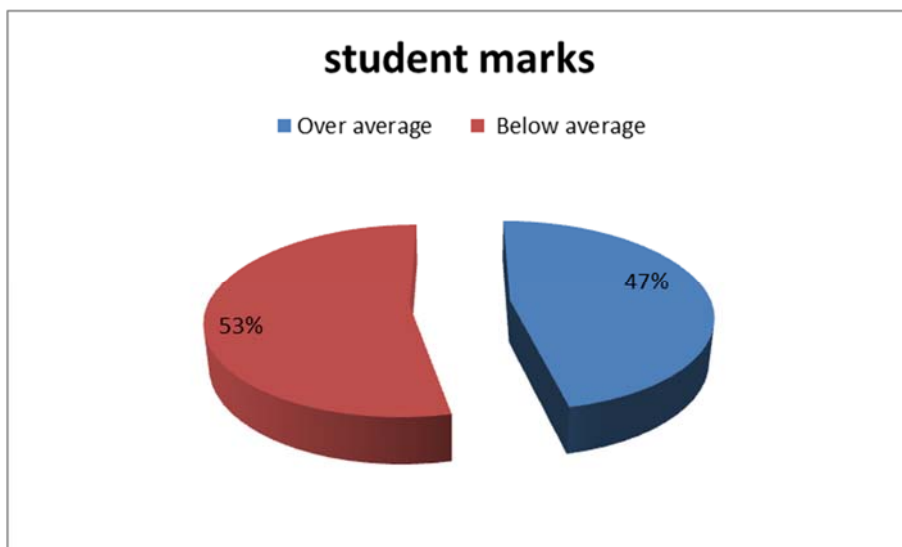


Figure 3.15: Exam pass and fail rate

According to Strager's law, students, marks has been divided to 9 intervals. The results are shown in the table and figure below.

Marks	Number of students	Percentage
0-2	30	7,35%
2-4	6	1,47%
4-6	58	14,21%
6-8	74	18,13%
8-10	50	12,25%
10-12	112	27,45%
12-14	45	11,02%
14-16	17	4,16%
16-18	16	3,92%

Table 3.15: students' exam marks

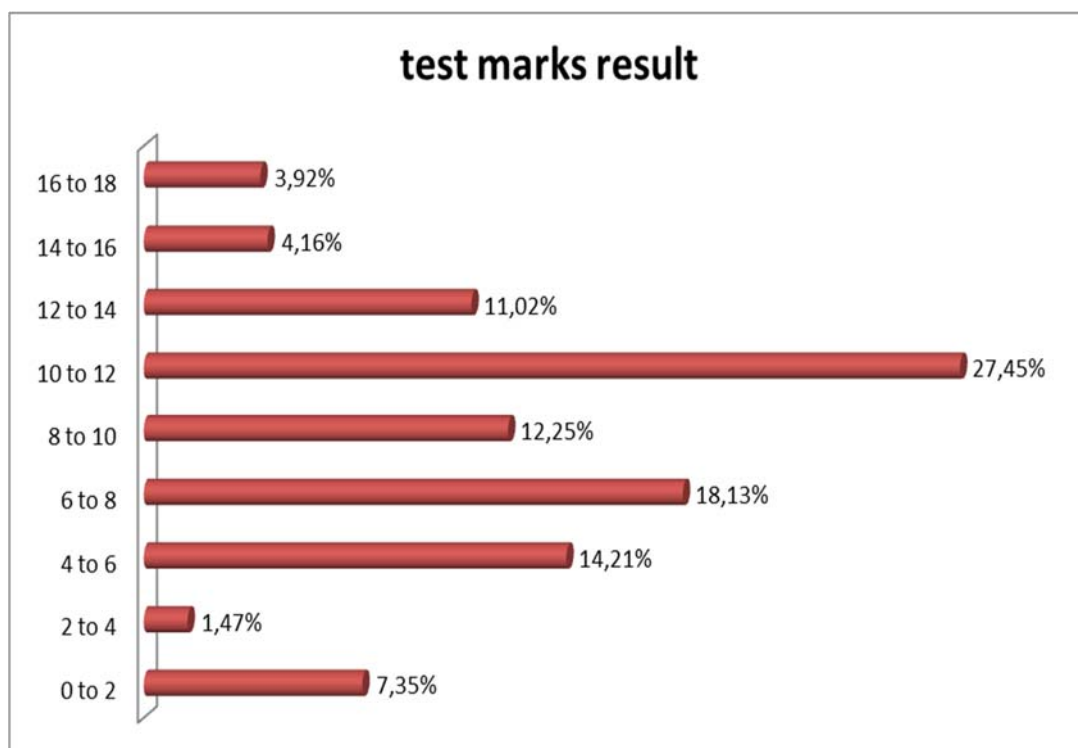


Figure 3.16: students' exam marks

7.1. Discussion of the Results:

The results show that (7,35%) had the lowest mark which is 00 and the highest mark is 17,5. However, a total of 218 students (53%) failed their exam. 74 students (18,13%) scored from 6-8 which is considered “weak”, and only 6 (1,47%) students scoring from 2-4 which is considered as “very weak”. However, 190 students (47%) passed their exams. 112 students (27,45%) got from 10-12 which are considered “average” and 16 (3,92%) students got from 16-18 which is considered as “excellent”. To sum up the results show that the majority of the students are facing difficulties learning a different sound system from theirs meaning that they are unable to differentiate between the sounds and use them correctly. Therefore, deviating the correct pronunciation of RP English

8. Conclusion:

This chapter confirms that first and second year EFL students' pronunciation and phonemic awareness is highly affected by the interference of the Algerian Arabic sounds. The results of the questionnaire confirm that the main cause of their English pronunciation errors is the interference. In other words, the differences between both varieties sound system result in what we know as interlingual errors which are the most common errors between Algerian EFL students. However, the questionnaire also confirmed that there are intralingual errors that are caused by different other factors such as "ignorance of rules" and "overgeneralization" ...etc. However, intralingual errors are not as common as interlingual errors. These errors are made in different areas of phonetics as in "place and manner of articulation" and "tones and intonation"... etc. The results of analyzing the students' exam marks confirms that there are a lot pronunciation deviations amongst them. It support the idea that states using your L1 knowledge leads to creating a new Algerian English variety.

Implications and recommendation:

The current study intended to shed light on the influence of EFL learners' mother language interference on their English pronunciation. The findings of this study clearly suggest that student pronunciation errors are closely associated to mother tongue interference, which supports the current study's hypothesis. This study has recommends several approaches for both students and teachers based on these findings. First, errors are a best way to help teachers plan and select the most effective teaching methods for their students. They may use error analysis as an effective approach to identify their students' pronunciation difficulties and provide an appropriate assistance. Second, teachers should encourage their students to engage with as many conversations with native speakers as they can. That way, students will be familiar to the correct pronunciation of English. Third, teachers must know the importance of error correction on the students' learning process.

As for the students, according to the results of the questionnaire, this study recommends them to avoid thinking in their mother tongue before speaking in English. The latter affects their ability to formulate and articulate the utterances and sound correctly, as well as reading to familiarize with the complex spelling system of English. Reading would also help to enrich their vocabulary since the questionnaire revealed that a great number of them are unable to speak English because of the lack of vocabulary. Lastly, they are highly recommended to stay in contact with native speakers to develop their listening skills.

General conclusion:

The goal of this study is to investigate the impact of the interference of Algerian Arabic sounds on EFL students' pronunciation. It aims to explain their different pronunciation problems and errors. The current work consists of three chapters. The first two chapters are theoretical and devoted to provide literature review about the different related concepts to our theme. The third chapter is practical. It includes the field work and the analysis of the data collected by the research tools (the questionnaire and the exam marks). The latter are designed to answer our research questions and test the hypothesis.

It has been confirmed that Algerian EFL students make two different types of errors. The first type of errors are related to the interference, where students use of the Algerian Arabic sound affect their English pronunciation (intralingual errors). These errors are caused because of the differences that exist between the Algerian Arabic sound system and the RP English sound system. In addition to that, there are other errors unrelated to the interference "interlingual errors" which can be caused by a number of other factors such as ignorance of rules and inadequate teaching. These results are gathered from the submitted questionnaire. In other words, It answers the first question which is "Are the common pronunciation errors among the Algerian EFL students a result of the differences that exist between both Algerian Arabic variety and English phonetic sound systems?" and confirms our first hypothesis "The differences that may exist between AA and English is the main cause of EFL students' pronunciation problems."

The analysis of the students' exam marks confirmed that most EFL students in Algeria are not familiar with the RP English phonetic sound system. It also asserts that Algerian Arabic sounds have a huge negative impact on their English pronunciation. Moreover, the analysis confirmed that there are a lot of English sound deviations among Algerian EFL students. Therefore, answers our second research question "to what extent do the Algerians' pre-requisite sounds in Algerian Arabic lead them to create what is referred to as Algerian English?" It confirms our second hypothesis "The students' AA prerequisite sounds have big impacts on the correct pronunciation of English, and the Algerian students create a sort of Algerian English."

In order to reduce the impact of the interference, the syllabus must include more phonetic sessions emphasizing the different sounds and pronunciations. Teachers should also know the importance of error correction and its effect on the student and the effectiveness of the learning process.

This study can help the students to know the origin behind the different errors they make and guide teachers to know the significance of errors to the on the different methods they should follow to approach this occurring phenomena among them.

Bibliography

- Abboud.P.F.(1970): Spoken Arabic.Curent trends in linguistics .
- Burt ,M . Dulay ,H . Krashen,S .(1982) . Language Two. New York-Oxford .P 138
- Bourabah,S. Ghenoumat,Y .(2018). Mother Tongue Influence on Learners'Formation of the Correct Sentence Structure in Writing A Case Study of Third Year LMD students of English at Ibn Khaldoun University in Tiarep25.
- Bruno.L. (1950) Introduction à l'arabe maroociane . Paris .Maisonneuve .PP 10-20.
- Chlamallah.N.R.(2007).Phonetics and phonology of standard English in the British Isles , the USA , Canada , Australia , New Zealand and South Africa . Unpublished Magister Thesis .University of Oran 2.
- Ellis, R. (1994).The Study of Second Language Acquisition. Oxford University Press.pdf. (1997). Second language Acquisition. Oxford University Press. p 8.
- Fledge, J. Port ,R . 1981. Language and speech.Cross Phonetic Interference.vol:24. Indiana. p 126.
- James.A. (1988).The acquisition of second language phonology. A Linguistic Theory Developing Sound Structures.Germany .Verlag Tübünger .p 103.
- James.E.(1998) Errors in Language Learning and Use . Exploring errors analysis. Lodon .Longman. pp 112-116.
- Heaton.J.B.(1988).Writing English Language Tests .pp 12-44.
- Hedge, T. (2000) .Teaching and Learning in the Language Classroom. Oxford: Oxford University Press. P 338.
- Hedge, T. (2000) .Teaching and Learning in the Language Classroom. Oxford: Oxford University Press. P 338.
- Hedge, T. (2005).Writing. Oxford University Press. P 106.
- Hemaïdia, M. (2016). Algerian Arabic Varieties Speakers' Errors in English "a Contrastive Errors Study" .University of Oran 2. p 45.

- Lado, R. (1957) *Linguistics across Cultures: Applied Linguistics and Language Teachers*. University of Michigan Press, Ann Arbor. P 2.
- Leather.J. (1999).*Phonological Issues in Language Learning* .Massachusetts. p 22.
- Saada.E.(2011).*The pronunciation of Arabic vowels by second language learners (English) and heritage speakers of Arabic*. University of Illinois.P 44.
- Roberston.J.(2007).*English is an International Language* Asian EFL Journals .
- Roll ,M .Yury, S .(2021). *Microstructures of Learning: Novel methods and approaches for Assessing Structural and Functional Changes Underlying Knowledge Acquisition the Brain*. Lund University. P 2.
- Yule, G. (2006). *The Study of Language*. 3rd edition. Cambridge University Press.

Appendix 01 :

QUESTIONNAIRE:

Dear respondents

This questionnaire is a part of a master2 research work about the impact of the Algerian Arabic variety on English pronunciation of 2nd year students at the university of Ibn khaldoun- Tiaret. You are kindly invited to answer the questions bellow .It will be highly confidential and anonymous.

Thank you for your participation.

Section one:

Please put a tick mark in front of your answer

Gender:

Male Female

Age:

Section two:

1. Which language do you prefer to use to interact with your colleagues?

English French Algerian Arabic

2. How do you rate your English pronunciation level?

Sufficient insufficient excellent

3. Do you think EFL students in Algeria face the same difficulties in speaking English?

Yes No

4. What kind of problem have you faced when talking in English?

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

5. Do you think that the subject of phonetics helps you to improve your English pronunciation?

Yes somehow not at all

Section three

6. Do you think student's use of Algerian Arabic sounds while speaking English results in serious negative impacts on the correct articulation of English sounds?

Yes No

7. Do you think that students are aware of the pronunciation errors they make?

Yes No

8. According to you what are the most common errors that students make in their pronunciation? (select one or more)

Type of error	Select
Adding sounds that are not in the original words.	
Omitting sounds that are present in the original words.	
Misarticulating vowel and consonant sounds.	
Replacing sounds in English that do not exist in our variety with a similar one in our Algerian Arabic.	
Articulating words according to their knowledge of the spelling system of French and Arabic.	
Misusing intonations and stress, replicating them according to the rules of our Algerian Arabic to convey the meaning.	

9. What do you do when you want to produce something orally in English? (Select one).

- Think in Algerian Arabic and then speak English
- Think in French then speak English
- Think in English then speak in English

10. What do you think could be an efficient way to reduce the effect of the interference? (select one)

Method	Select
Having more phonetic sessions included in the curriculum.	
Highlighting and correcting the students' errors by their teachers.	
Encouraging the exposure to the target language and the communication with native speakers.	
Eliminate the use of Algerian Arabic in the classroom.	

11. According to you do you think that there are other factors except the interference that prevent student to reach a correct pronunciation of English?

Yes

No

If yes elaborate

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

Summary

The main goal of this research is to understand the effect of the Algerian Arabic sounds on the Algerian EFL student English pronunciation .This study provides a comparison between both varieties sound system .It also provides an insight on the different types of pronunciation errors and their sources in which “interference” plays a huge role.

Key words and expressions: pronunciation errors, interference, Algerian EFL students.

Résumé

L’objectif principal de cette recherche est de comprendre l’effet des sons arabes algériens sur la prononciation anglaise de l’étudiant algérien EFL. Cette étude fournit une comparaison entre les deux variétés de système de sonorisation. Il fournit également un aperçu des différents types d’erreurs de prononciation et de leurs sources dans lesquelles « l’interférence » joue un rôle énorme.

Mots-clés et expressions : erreurs de prononciation, interférences, étudiants algériens de l’EFL.

ملخص

الهدف الرئيسي من هذا البحث هو فهم تأثير الأصوات العربية الجزائرية على نطق الطالب الجزائري للغة الإنجليزية كلغة أجنبية . تقدم هذه الدراسة مقارنة بين كلا النوعين من النظام الصوتي . كما يوفر نظرة ثاقبة على الأنواع المختلفة من أخطاء النطق ومصادرها التي يلعب فيها "التدخل" دورا كبيرا

الكلمات والتعابير : أخطاء النطق ، التدخل ، طلاب اللغة الإنجليزية كلغة أجنبية