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Faculty of Letters, Languages, and Social Sciences  
Department of Letters and English Language

**The Impact of the Beni-Safian Mother Tongue on Pupils' English Sounds  
Pronunciation: The Case of "Foreign Languages" Pupils at Ben Aissa  
Attar secondary school.**

*An Extended Essay Submitted in Partial Fulfilment of the Requirement for a  
Master's Degree in Linguistics*

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## Dedication.

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In the name of Allah, most Gracious and most Merciful ...

At the outset, I should express my sincere and deep Gratitude to Almighty Allah; He who without his help, this research dissertation would never appear in its current form.

I want to offer my humble gratitude, respect and my special thanks to my beloved, and dear parents “**Kada Benabdallah Abdel-kader**”, and “**Ben Diaf Rahma**” who kept motivating, and supporting me ...so, words cannot be enough to express, what I can say is thank you for your unconditional love, sacrifices, support, unlimited blessings, and prayers.

As I want to expand my love, gratitude, and thanks to my two beautiful sisters

“**Ilham**” and “**Iman**”.

Much of love

*Fatima*

## Acknowledgement.

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*First and Foremost, I am extremely pleased, and I would like to express my respect, and offer my special thanks to my supervisor “Dr. Benghalem Boualem” for his assistance at every stage of the current research work; for his unwavering and continuous support, for his patience, for his belief in me, and for his precious pieces of advice and insightful comments and suggestions. I got many fruitful ideas from his acute efforts in the field of teaching, and research.*

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I am deeply grateful to all my teachers from each stage in my educational life, because each of them gave me a push forward; without them may be I would never be the person whom I am today, including the positive side as well as the negative one since each one of them contributed in unleashing something of my personality as a human being and as a learner.

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As for the faculty of Letters and Languages at Belhadj Bouchaib University for the facilities they offered during the five years of my studies at the English department.

And to all person who contributed in the elaboration of this modest work. ...

## Abstract.

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Each person, each native Beni-Safian pupil or English learner has the right to pronounce English language's sounds correctly, and accurately, to reinforce his sounds' output and to reach his purpose of becoming a fluent speaker of the English language, but the growing impact of the Beni-Safian mother tongue on pupils' English pronunciation has contributed to rising the degree, and increasing the number of mispronounced sounds that native Beni-Safian learners encounter as a barrier of carrying on that objective. The possible explanation for the aforementioned issue is more likely to refer to the impact of the dialect as previous researchers have primarily confirmed the theory that each new learner of any foreign language is more likely to rely, and refer to their mother tongue. This research study focuses on the impact of the Beni-Safian mother tongue on pupils' English sounds' pronunciation by using Ben Aissa Attar secondary school pupils of Foreign Languages as the sample population of the study. For validity and reliability reasons, three research tools were used in this mixed model which is quantitative and qualitative study: A questionnaire for pupils, another one for high school teachers and an audio-recording interview. The study findings revealed that the majority of pupils mispronounced English sounds, and the reason was the impact of their mother tongue.

## List of Abbreviations and Acronyms.

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- ✓ BD → Beni-Safian Dialect
- ✓ EP → English Pronunciation
- ✓ P. → page
- ✓ AA → Algerian Arabic
- ✓ SA → Standard Arabic
- ✓ CA → Classical Arabic
- ✓ MSA → Modern Standard Arabic
- ✓ I.E. → that is to say
- ✓ USA → united states of america
- ✓ ESP → English for Specific Purposes
- ✓ ATD → Ain Temouchent Dialect
- ✓ E.G. → Example.
- ✓ Cell-phone → Cellular telephone.
- ✓ EFL → English as a Foreign Language.
- ✓ Hrs. → Hours.
- ✓ Min (s) → Minute (s).
- ✓ NB → Native Beni-Safian
- ✓ Cons → Consonants
- ✓ Vwl (s) → Vowel (s)
- ✓ EPA → English Phonetic Alphabet

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# General Introduction

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## General Introduction.

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English is taught as a foreign language in Algeria as it is widely spoken in the world. Learning English can be attainable however, some barriers such as pronunciation, or some mispronounced meaningful bits of language (English sounds) can be a foible that can affect the fluency, and the accuracy of students' whole speech and the main reason behind that is dialect use impact.

This issue of dialect impact on English pronunciation created a whole discussion and a debate between researchers for many years and it was seen from a strictly linguistic perspective. The case of secondary school pupils can be a database, since though they speak English in English speaking settings, they face many obstacles that hinder them from speaking with good and fluent language; and this can be remotely linked to dialect impact.

Learning a language is a mirror that reflects learning the four basic and fundamental skills: listening, writing, reading and speaking. However, learners of a foreign language focus in general on how to communicate, how to understand by decoding a message, and be understood while encoding it i.e. the speaking skills since the spoken version started before the written one. Yet, in a way or another when a pupil mispronounce the sounds because of dialect use impact, this problem can eventually affect the other three basic components of learning a foreign language i.e. to read, to listen, and to write. The problem that is punctuated in this research and that pupils are confronted with is the impact of the mother tongue (mainly dialect) on the pronunciation of English as foreign language. This dissertation sheds light on the Beni-Safian dialect influence –in particular- on the English language pronunciation, the case of “Ben Aissa Attar” third year secondary school Foreign Languages pupils.

The impact would be further an obstacle in the fluency and the eloquence of pupils' English pronunciation and may cause a misunderstanding between the interlocutors. It is when the speaker encodes his message in a form of sentence –for instance- to mean a specific idea with mispronounced sounds. This would definitely cause a misunderstanding in the side of the listener because of the mispronounced sounds.

The fundamental and basic purpose of this research is to show with clear evidence the extent to which pupils in secondary school are facing the issue of mispronouncing English sounds, caused by their dialect impact with the recourse of “Ben Aissa Attar” pupils as a sample. Thus, the aim is to detect which English sounds pupils mispronounce because of their Beni-Safian dialect mentioning the main factors behind that, and suggesting some effective, practical, and applicable solutions to overcome the dilemma of dialect impact on English

## General Introduction.

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pronunciation. In addition, make the data collected from third year secondary school pupils a base of information.

Because of the lack of studies about this phenomenon in Beni-Saf city despite the other cities of the country where strong views have been shown and expressed by other pupils from a variety backgrounds, or in many districts. This research project aims at pointing out this phenomenon, and discusses it deeply in this city and relating it to other similar existing studies.

Based on the concepts given, a number of research questions are raised:

- ✓ How does the Beni-Safian dialect influence pupils' English pronunciation?
- ✓ Which English meaningful bits (sounds) are mispronounced by pupils because of Beni-Safian dialect impact?

In the light of the previously mentioned questions, the following hypotheses are formed:

- Beni-Safian dialect has a direct link to pupils' English mispronunciation.
- The Beni-Safian dialect affect pupils' English pronunciation in which many sounds are substituted by their equivalents in the place of articulation, the manner of articulation, and the voicing, maybe the main ones are: /ð/,/θ/,/t/,/ dʒ/,/tʃ/...etc. respectively by the followings: /d/,/t/,/t<sup>s</sup>/,/ʒ/, /ʃ/. Also many vowels like the /ɪ/, /ɑ/, are substituted by the (ɪ) and the /ɑ/ of French and so forth.

In the present research project, it is intended to use a couple of research tools including a questionnaire, and an audio-recording interview. The former is addressed to both English teachers of "Ben Aissa Attar secondary school" , and another one addressed to the third year secondary school pupils since they are considered as the case study. This is designated for a particular purpose is to collect different views and opinions to strengthen, fortify, and reinforce the investigation, and gather detailed inquiries and questionings about the Beni-Safian dialect impact on pupils' English pronunciation in order to view matters from different angles. The second research tool is an audio-recording interview addressed to pupils, carried out in order to examine the practical side (speech), and detect the main meaningful bits of English language (sounds) that are affected by Beni-Safian dialect use. Both tools are used to give clear evidence showing the impact of Beni-Safian dialect on pupils' English pronunciation, and proving the practicality, and the reliability of the solutions suggested to the dilemma under study.

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This dissertation is divided into three chapters. Chapter one, which is a descriptive theoretical part about literature review. It covers the sociolinguistic situation in Algeria –in general- focusing mainly on Beni-Saf; and it highlights the historical profile of Beni-Saf (historical background). It tackles also the phenomenon of Beni-Safian dialect impact on pupils' English pronunciation detecting the main English sounds that pupils are facing difficulties in pronouncing them. The second chapter presents the methodology employed in the study: which includes a questionnaire, and an audio-recording interview; both addressed to English teachers of “Ben Aissa Attar secondary school” and third year secondary school pupils. Then, it describes the sample and instruments, elaborates the procedures of data collection before presenting the procedures for the data analysis of the research tools.

Whereas, the third and the last chapter is totally devoted to, or set apart for fieldwork (field experience) including the statistics, and data gathered from observation, questionnaires, and recordings and it provides some implications as well as tentative recommendations devised about the main solutions to the problem of mispronunciation of English



# Chapter One: Literature Review

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### 1.1 Introduction

Speaking the English language as a pure native speaker with forming coherent, cohesive, and meaningful utterances and correct pronunciation is not an easy task to be done without realizing the influence of the mother tongue on mispronouncing the English sounds. Many studies have been conducted, and a number of research projects were built upon the basis of improving pupils' English pronunciation and detecting which English sounds are forming an obstacle, or a counteract for them to make a step forward, and develop their English speaking skill, or competence. This chapter is devoted to introduce the historical background of Beni-Saf city starting by Algeria –to mark the country's history- . This part also aims at shedding some light on the tools of the verbal repertoire (the codes used) of the Algerian speech community mainly: Arabic, Berber, French ...etc. Moreover, this section is going to highlight, and discuss the sociolinguistic situation in Algeria with reference to the subject of Multilingualism, and Borrowing; additionally it points out the relation between Beni-Safian Dialect (BD hereafter) and English Pronunciation (EP hereafter) moving through some studies and theories constructed in this regard.

### 1.2 The Historical Background

Algeria was a fertile stage for many countries and empires that were targeting it and trying to include it among their areas of influence, regarding its geographical area which was a strategic map and a vantage point to control –especially the Mediterranean Basin. For this reason, Algeria and its districts had a long, deep, and a wealth colonial history.

#### 1.2.1 Algeria

Considering its long history that was dug in the folds of time; Algeria was among the powerful countries that had an important role and an international standing especially on the Mediterranean. <sup>1</sup>Its power expanded by the 17<sup>th</sup> century when it completed its institutional construction as an officially sovereign state and realized its territorial and political sovereignty. Even its inhabitants sheltered under the shadow of a single rule; which helped it to reinforce its power and to play a noticeable and civilized role in the Maghreb region –in particular- and the Islamic world –in general-. However, this power, authority, and sovereignty made of Algeria a victim of torture for centuries, a targeted country, in which it was the focus of attention for

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<sup>1</sup> Quoted from the third year middle school book of *History* (P 98) *translated*.

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many European countries that worked hardily, and unyieldingly to integrate it within their areas of influence.

Though it was not an easy goal to achieve, but they did. In which Algeria was under the domination of many authorities; because of that it is one of the <sup>2</sup>Multi-cultural societies in present days including respectively: Phoenicians, Romans, Byzantines, and Berber; but the most important ones that left a remarkable touch there are: French conquest, Spanish expansionist policy, and Turkish –mainly the Ottoman Empire- .

At the outset, after getting free from the Phoenicians, Romans, Berber and Byzantines; Algeria confronted with the Spanish conquest. In 1504, the Spanish monarchy invaded Algeria targeting many parts and regions of the country, especially the big cities (i.e. <sup>3</sup>willayas in Algerian Arabic (AA hereafter)) mainly *Oran* in May 1509, after occupying and putting under the control of the Spanish Empire *El Merssa el Kebir* in 1505. That was insufficient, that the Spanish Empire army led to *Bedjaia* and *Algiers* a year after *Oran*'s invasion in 1510 to settle in the country for centuries; until Algeria asked for the protection of the Ottoman Empire which was a powerful authority at that time. During that period, Algeria was a homeland for the Ottoman Empire, but at the same time it regained its power, its position, and authority again especially in the Mediterranean Basin. Until the entrance -or more precisely- the organized attack of France on the coasts of Algeria to penetrate, and control the entire country from its territories; followed by declaring Algeria as an official part of France. This declaration was under the intention of blurring the Algerian's identity especially by putting the French language as the best alternative of Arabic in Algerian schools (an official language) on behalf of civilization. Until now, this idea is still after centuries stuck in the Algerians' minds that French is the language of civilization.

Mainly, much of the Algerian history takes place during the French conquest. Especially by the remarkable touch that is shown until now in the Algerian society after numerous years of independence; particularly the language impact, that most Algerian words are taken from the French language. This is not denied the trace left by Spanish and even Turkish languages, because many linguistic terms of Algerian dialect today are of Spanish and Turkish origins.

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<sup>2</sup>**Multi-cultural:** *Adjective* relating to, or constituting several cultural or ethnic groups within a society (*Merriam Webster Dictionary*).

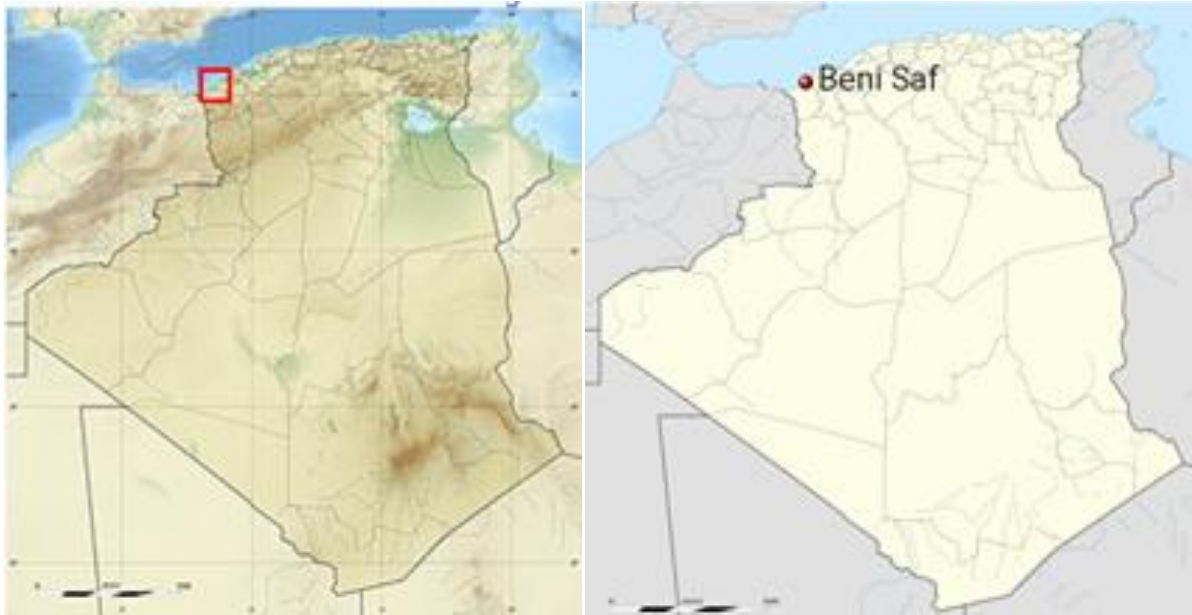
<sup>3</sup>**Willayas:** it is a concept used in Algerian Arabic referring to a city, or a district.

### 1.2.2 Beni-Saf

<sup>4</sup>Beni-Saf (Ain-Temouchent, Algeria): Beni-Saf is a small Algerian coastal town which is related administratively to *Ain Temouchent* district. Beni- Saf is situated on the west coast of Algeria, about 80 kilometres southwest of *Oran* with a total area of 61.3 square kilometres and about 45 thousand people as a total population.

#### Figure 1.1

*The Location of Beni-Saf City within the Algerian Country*



*Note: Adapted from*

[https://upload.wikimedia.org/wikipedia/commons/fff/Algeria\\_relief\\_location\\_map.jpg](https://upload.wikimedia.org/wikipedia/commons/fff/Algeria_relief_location_map.jpg).

Last edited on 23 December 2020, at 07:42.

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<sup>4</sup> (The information about Beni-Saf city) quoted from: <https://worldmisc.com/read/city-beni-saf> (28/12/20).

**Figure1.2**

*The Location of Beni-Saf within Ain Temouchent Province*



*Note: Adapted from*

[https://upload.wikimedia.org/wikipedia/commons/fff/Algeria\\_relief\\_location\\_map.jpg](https://upload.wikimedia.org/wikipedia/commons/fff/Algeria_relief_location_map.jpg).

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In this regard, the book of Cambridge University press entitled “*The History of Algeria*” (McDougall, 2017:01) introduces the first chapter by describing this city stating:

*<sup>5</sup>Beni Saf is a fishing port on the steep cliffs of the Algerian coastline that climbs north-eastwards from the Moroccan border: a collage of multi-coloured, cubed houses-blue, ochre and yellow- superimposed upon each other against a green hillside above the bay.*

The history of this city goes back to the periods of colonialism where it was founded as a shipping port for Iron ore and many other raw materials. In the presence of all these qualities, many Europeans settle there; in which this small city witnessed heritage, and civilizations’ stories over decades of invasion shown through archaeological milestones that narrate several

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<sup>5</sup> Downloaded from <https://www.cambridge.org/core>. IP address: 154.121.19.37, on 21 Dec 2020 at 20:31:54, subject to the Cambridge Core terms of use, available at <https://www.cambridge.org/core/terms>.

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stories about Berber, Phoenicians, Romans, Byzantines, Spanish, Turkish, and lastly French Empires. This city represents one of many pulsatile artery of Algerian history.

Each civilization left a noticeable touch and a print remained until present days. For this reason it is remarkable that Beni-Safi city is a vessel where many cultures and civilizations melt up, and a city that remember all the history records. This city has given a great importance during the period of colonialism because it was rich of raw materials including: Zinc, Marble, and Onyx.

Considering the traditions, the customs, the lifestyle (architecture for example), we cannot deny the remarkable impact of the several cultures on Beni-Saf city focusing on language and daily conversations, the effect is noticeable through the way of speaking, the accent, and even the selected linguistic terms during any conversation.

The prosperous and rich colonial history, culture, and civilization of Beni-Saf city as part of Algeria push thousands of visitors that were captivated by its beauty to make from it their touristic destination. In this respect:

*The local deposits of iron ore that for a century provided employment in mining have been exhausted since the mid-1980s, and the port's famous sardines are becoming rarer and more expensive, but in midsummer the town attracts families and groups of friends who rent houses and spend their short holidays by the sea. (ibid)*

### 1.3 The Linguistic Profile of Algeria

The Algerian speech community is a sophisticated mixture of languages, in which it puts in use many codes including: French, Berber, Arabic ...etc. in the light of this, Tabory (1987: 65) claims:

*The Algerian situation is complex, as it is at a crossroad of tensions between French, the colonial language, and Arabic, the new national language, classical Arabic versus Colloquial Algerian Arabic; and the various Berber dialects versus Arabic. The lessons from the Algerian situation may be usefully applied to analogous situations by states planning their linguistic, educational and cultural policies.*

### 1.3.1 Standard Arabic (SA hereafter)

Algeria is featured by the co-existence of multiple codes that are used in the Algerian society; mainly: Arabic, and French which has until present days a crucial role in both spoken and written forms. However, the use of the Berber language in some districts of the Algerian speech community by the side of other foreign languages included Algeria to become among the Multilingual societies (more than two linguistic codes are used).

Algeria is an Islamic country, and since the Holy Quran is written in Arabic, the Arabic language has been part of their linguistic profile. Hence, it is the language of their belief, of their religion, and of their Prophet. In this regard, Rouzdjia (1991) reports that the Arabic language is an integral part of Islam and vice-versa i.e. they are tightly related to each other. And he adds that Arabic as a language has “a privileged position” and it is shared by Muslims worldwide since it is the language of the holy book Quran and of the Prophet. Cited in Benrabah (2007:67).

#### 1.3.1.1 Classical Arabic (CA hereafter)

Classical Arabic is tightly related to religion (Quran language), it was used by religious people, or authorities like the ones in <sup>6</sup>“Al Azhar”...etc., Ennaji (1991: 7-8) approves this view stating that the classical Arabic is: “[...] *the language of Islam. It is codified and the vehicle of a huge body of classical literature...It encompassed in ancient poetry, grammar books and mainly in the Koran, in which Classical Arabic was revealed and it is still preserved.*”

It is a pure Arabic without any influence, or foreign borrowed words; simply saying, it is the formal version of Arabic language Holes (2004) describes the classical Arabic from the angle that the Muslims see the Arabic language referring to the Holy book “Quran”. In the same vein, Marçais (1960: 566) defines CA as the code that:

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<sup>6</sup> **Al-Azhar:** literally *al-Azhar* means “most luminous” (an allusion to the *Prophet Muhammad’s* daughter *Fatima*, nicknamed *al-Zahra*, the eponymous ancestor of the *Fatimids*). Al- Azhar is the world’s oldest mosque university and *Sunni* Islam’s foremost seat of learning. It is situated in *Egypt* but it does not form a cultural and Islamic heritage for Egyptians only but for the entire Muslim world. Quoted from:

....Quoted from: <https://www.encyclopedia.com/environment/encyclopedias-almanacs-transcripts-and-maps/al-azhar>



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*[...] had an extremely rich vocabulary, due partly to the Bedouins' power of observation and partly to poetic exuberance; some of the wealth may be due to dialect mixture. It was not rich in forms or constructions, but sufficiently flexible to survive the adaptation to the needs of a highly urbanized and articulate culture without a disruption of its structure.*

Though this version of Arabic is the language of religion and Quran, it did not form a barrier to the entrance of another variety known as the Modern Standard Arabic.

### **1.3.1.2 Modern Standard Arabic (MSA hereafter)**

CA is the language of religion, but with the Industry Revolution, the globalization, and the progress that the entire world witnessed, this gives birth to many linguistic items that have been originated in response to that process. In which a set of lexical items have been added, and others omitted with some borrowed vocabulary, in order to fit the development and most importantly the needs of modern life such as: the daily progress in the field of science, and technology. All these facts are the outcome of Modern Standard Arabic which is also known as Modern Literary Arabic, or the simplified version of Arabic. Holes (2004:5) confirms that the MSA changed many lexical terms (through substitution, borrowing, dropping, and adding words i.e. lexis), but it preserved its essential core mainly its syntactic structure. In the same light, Ennaji (1991:9) states: *“Modern Standard Arabic is standardized and codified to the extent that it can be understood by different Arabic speakers in the Maghreb and in the Arab world at large. It has the characteristics of a modern serving as the vehicle of a universal culture.”*

The MSA is the one used in the official status i.e. it is used in Schooling, Newspapers Articles, History, News, Formal Political Speeches, Poetry and Prose (for Literature).

### **1.3.1.3 Algerian Arabic (AA)**

Algerian Arabic, or colloquial variety of Arabic, is the language that is used far away from the formal status (informal Arabic), or simply “El Daridja” it is usually used as a spoken language i.e. in daily conversations (interactions with people). In the light of this, Taleb-Ibrahimi (1995:33) mentions that the number of Dialects in Algeria reflects the mother tongue i.e. the spoken language that is usually used for socializing (daily life speech and conversations). Thus, it is only used for interactions with people –verbally- far away from any written form (it has a spoken form and not a written shape).

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In the same vein, Kaye (1970:67) punctuates:” the colloquial varieties number in the hundreds, being spoken and not written, they are distinguishable from classical Arabic as a result of a grammatical simplification in structure with fewer grammatical categories.”

Around the 48 willayas of the Algerian country, numerous dialects are spoken, yet the difference between them lies on the vocabulary used i.e. the lexis. And due to the rich colonial history of Algeria which went through three main colonisers: French, Spanish, and Turkish, their vocabulary is highly remarkable in AA. The case of Beni-Saf region as part of Ain Temouchent province is the same case as the other cities of the country.

### 1.3.2 Beni-Safian Dialect (BD)

Beni-Saf as part of the Algerian country is an integral part of its long colonial history as well in which it witnessed the Spanish colonialism, the Turkish settlement in Algeria, as well as the French conquest, because of that its local variety i.e. Dialect, or Mother tongue is a sophisticated mixture of several languages i.e. in addition to the pure lexis used in the BD, it is not denied the existence of many common words that exist in both the Turkish language and the BD due to the Ottoman Empire settlement’s period in Algeria that makes the two codes come into contact with each other, and among the words that are commonly used in BD we mention:

**Table 1.1**

*The Common Words between Turkish Language and BD.*

<i>The Turkish word</i>	<i>BD pronunciation</i>	<i>The word in English</i>	<i>The meaning in Arabic</i>
Belki /belki/	Balak	Perhaps	ممکن
Acaba /'ʌ.dʒʌ.ba:/	Ajab	Strange	عجبا
Asıl /æsəl/	Asal	Origins	أصل
Aslında /æsləndæ/	Aslan	In reality	في الحقيقة
Cumle /dʒʊmlə/	Jumla	Sentence	جملة
Fincan /fɪndʒɑ:n/	Finjal	Cup	فنجان/كوب
Kahve /kʌhve/	Qahwa	Coffee	قهوة
Kitap /kɪtʌp/	Ktab	Book	كتاب
Vakit /vʌ'kɪt/	Wakt	Time	وقت

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Vilayet /vilæyet/	Willaya	City	ولاية
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But most words are integral part of the standard Arabic such as: Mutfak (مطبخ) /mut'fak/ due to the existence of the Ottoman Empire in Algeria despite of some words of meals like: Baklava /'bæklavə/ (بقلاوة) , Kebap/kebap/ (كباب)...etc. These words are integrated in Algerian dialects in general, but mainly in Algiers' Dialect since it was the centre of the Ottoman Empire like: Kahveçe (قهوجي) /kəhvedʒi/ ...etc. it exists until now. Hence, there is no big Turkish influence that is touched in BD despite some words. However, the insertion of words from French and Spanish are highly remarkable.

Also, the BD came into contact with the French language during the French conquest that many words enrol the BD from French origins and among them:

**Table 1.2**

*French Borrowings in the Beni-Safian Dialect.*

<i>The French Word</i>	<i>BD pronunciation</i>	<i>The word in English</i>	<i>The meaning in Arabic</i>
Téléphone /telefɔn/	Tilifoun	Cell-phone	الهاتف النقال
Normale /nɔrmæl/	Normal	Normal	عادي
Jamais /zæme/	Jamais	Never	أبدا
Stylo /stilɔ/	Stylo	Pen	سيالة/قلم
Cava /sava/	Cava	Good	جيد
Sac /sæk/	Sac	Hand bag	حقيبة
Cartable /kærtæbl/	Cartable	School bag	محفظة
Sacher /sæʃe/	Sachiya	Bag	كيس
Cahier /kæye/	Cahier	Copybook	كراس
Jupe /zúwp/	Jippa	Skirt	تنورة
Veste /vest/	Vista	Jacket	معطف
Crèche /kX(r)ɛʃ/	Crèche	Child Custody	حضانة/روضة
Tablier /tæbliye/	Tabliya	Uniform	مئزر

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In the same vein, with reference to the historical background; and in addition to the French impact, the most remarkable language that has an impact on the Beni-Safian speech community is the Spanish language, regarding the amount of words that are integrated in BD from Spanish origins including:

**Table 1.3**

*Spanish Borrowings in Beni-Safian Dialect.*

<i>The Spanish Word</i>	<i>BD pronunciation</i>	<i>The word in English</i>	<i>The meaning in Arabic</i>
Escuela /eskʊələ/	Sakwila	School	مدرسة
Bolsa /bɔlsə/	Boursa	Bag	كيس
Cocina /kɔθinə/	Couzina	Kitchen	مطبخ
Fiesta /fiɛstə/	fefta	Party	حفلة
Playa /plæyə/	Playa	Beach	الشاطئ
Rojo /rɔʒɔ/	Roujou	Red	أحمر
Negro /negrɔ/	Nigro	Black	أسود
Semana /semənə/	Simana	Week	أسبوع
Pulpo (a famous name of fish)/pɔlpɔ/	Poulpo	Octopus	إخطبوط
Marina /mærinə/	Marina	Marine	البحرية
Botella /bɔteya/	Boutiya	Bottle	برميل
Ampolla /æmpɔlə/	Lampoula	Lamp/light	مصباح

In brief, the linguistic interference between BD and Turkish, French, and Spanish languages is the outcome of historical –mainly colonial- reasons.

### 1.3.3 Berber

In addition to the AA which is the first native language in Algeria by a number of speakers of 80%, there is the Berber language, or “*Tamazight*” which is also spoken in some willayas of the country by 20% of the Algerian population. In this vein, Oakes (2008:18) mentions: “about 20% of the Algerian population speaks Berber as the first language and many of these do not use Arabic at all, preferring French as their second language.” But, Berber

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language differs moving from one area to another considering the Dialect of <sup>7</sup>*Tizi Ouzou* which differs from that of <sup>8</sup>*Beni Mzab*, and the two differ from that of <sup>9</sup>*Shawia*. Still, all populations of the three districts are considered as indigenous population of the area with Tamazight language which was established and flourished to stand up as an official code in Algeria, receiving a political and social support; with graphic symbols (scripts) i.e. system of writing <sup>10</sup>“Tifinagh” Regarding the smooth expansion of Tamazight to reach the Algerian primary schools, and the Mass Media (Television channels’ programs, radio broadcasts....etc.).

In this regard, Beker and Prys Jones (1998:355) state that Berber spreads with political backup through media including the existence of two newspapers in Berber and two television news programs a day. And they add saying that the Berber culture and language have been advanced to be part of the teaching process.

Though the two codes are native official languages in Algeria; Arabic and Tamazight came into contact, that they exchanged many words. And that had an impact on Beni-Safian dialect as well considering many words and among them:

**Table 1.4**

*Berber Borrowings in Beni-Safian Dialect.*

<i>The Berber word</i>	<i>BD Pronunciation</i>	<i>The word in English</i>	<i>The meaning in Arabic</i>
Lamkasse /lɔmqɑ:s/	Lamkasse	Scissors	مقص
Akhadmy/?Xɔdm i:/	Lkodmy	Knife	سكين
Tkashare /tqæʃər/	Tkashire	Socks	جوارب
Takkate /tæqt/	Takka	Window	نافذة

<sup>7</sup> Tizi Ouzou: or *Thizi Wezzu* is an Algerian city, the most popular district in the kabyli region, their official language is “*Tamazight*”.

<sup>8</sup> Beni Mzab: an ethnic Berber Algerian group (Willaya of *Guardaia*)

<sup>9</sup> Shawia :an ethnic Berber Algerian group

<sup>10</sup> Tifinagh: it is the alphabet (graphic symbols), or the system of writing used by Berber (*Amazigh*).

### 1.3.4 French

Though it has no official status, French language is highly considered in Algeria as a basic language from colonialism period -when they did not accept it and consider it as the language of violence and colonialism and it is just imposed on the Algerian society; in this light Taleb Ibrahimi (1997:42-43) reports:

*Le Français, langue imposée au peuple Algérien dans la violence, a constitué un des éléments fondamentaux utilisés par la France dans sa politique de dépersonnalisation et d'acculturation à l'égard de l'Algérie. –*

*The French language imposed on the Algerian people by acts of violence has constituted one of the basic and fundamental elements used by France in its policy of depersonalization and acculturation with reference to Algeria  
Translated by the researcher.*

Until present days; regarding its value in all fields or domains including Media in which many Television channels present the national news using the French language, and some of them present all the television programs of the day in French language like: “*Canal Algérie*”. Additionally, many printed newspapers are in French from years ago such as “*El Moudjahid*” until now including: “*Le Quotidien d’Oran*”, “*El Watan*”, “*Le Soir*”.

It is also remarkable in the educational process that children study French as the first foreign language in early stages “primary school”; even students from all University faculties especially the scientific ones like: *Medicine, Pharmacy, Biology, Science and Technology, Chemistry, Architecture, Mathematics and Informatics ...etc.* are getting higher studies’ lectures using French as a basic language. Even the administrative and official transactions are prepared, and printed in French. Baker and Prys Jones (1998:355) state:

*French still enjoy a high status in Algeria. It is a major foreign language and is still widely read and spoken by many educated Algerians. National radio has a French station. The only TV channel is in Arabic with some French material. The majority of newspapers and magazines are in French. French is widely used in higher education; scientific material in school and university text books is almost exclusively in French.*

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So, French occupies a large space in all domains of Algerian society: Schooling, Administration....etc.

All in all, after a century of colonialism, still the French engagement in the Algerian country standing in each administrative, educational, economic ...detail; consequently the French language is no more the language of discrimination, of torture, of colonialism, and of falsification, instead it is considered as the language of education, and prestige. However, the rise of English as a global language nowadays decreases the value of French, since it is considered as the language of globalization.

### 1.3.5 English

English language in Algeria has a foreign language status, in which it was promoted as an international language used in many countries, and spoken by many people though they are not native speakers. Hence, in some countries this code is considered as the mother tongue such as: *England, USA, Canada* ...etc., numerous other countries consider it as a second language used after their native language including: *Germany, Spain, Italy, India, South Africa* ...etc., and a set of other countries use it as a Foreign Language and *Algeria* is among them in addition to *Tunisia* and many African countries. In this matter, Martin Hewings in his book entitled “*English pronunciation in use*” (*Advanced*) (2007:10) mentions:

*The widespread use of English as an international language means that much of the interaction in English that now goes on around the world is between speakers who don't have English as a first language. For example, when German and Spanish politicians meet to discuss policies of the European Union, their chosen language of communication might well be English. The same might apply when Saudi Arabian and Japanese people meet to do business.*

In the same light, Wrenn (1949:185) punctuates: “English now is well on the way to becoming a world-language: and this means many types of English, many pronunciations and vocabulary groups within the English language.”

Thus, the English language is spreading worldwide and used even in the international settings, this involves many pronunciations and accents of English over the globe.

### 1.4 Algeria's Sociolinguistic Profile

Regarding its rich and complex colonial history that was built upon a series of events, Algeria was an opened door for multiple languages that have been put in use in Algerian society, and set up a certain touch, and contact with each other which itself gives birth to many sociolinguistic phenomena that among them: Borrowing, and Multilingualism.

#### 1.4.1 Borrowing

Generally speaking, many people use different words in their daily conversations in order to transmit their needs and wants; and they use in this process several ways to achieve their goals of sounding understood in the part of the listener. This would be typically done through Borrowing.

Such phenomenon reflects people's use of an idea, a linguistic term, or a certain concept whose suitable equivalent might not be existed in their mother tongue i.e. the word is imported from one language into the speaker's Mother tongue. In this regard, Hornby (2005:69) states that Borrowing is: " *a word, a phrase, or an idea that somebody has taken from another person's work or from another language and is used in their own*".

For Gumperz (1982:66):

*Borrowing can be defined as the introduction of single word or short, frozen, idiomatic phrases from one variety (i.e. language), into the grammatical system of the borrowing language and they are treated as if they are part of lexicon of that language and share the morphological and phonological system of the language.*

Since the English language is considered as a poor language in terms of vocabulary, Borrowing was the main source of English language new lexis in which it is the process of adding new words to the language, in this case: English i.e. the loan word becomes an integral part of the recipient language. As the idiomatic expression of James Nicoll states: "we don't just borrow words; on occasion, English has pursued other languages down alleyways to beat them unconscious and rifle their pockets for new vocabulary" that is, English always seek to broaden its vocabulary through many ways and Borrowing is one crucial element in the process.



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Borrowing is also known as *lexical Borrowing*, i.e. it is one of the language contact outcomes which involve mixing up the systems of languages which particularly means the words that are borrowed, are going to be among the recipient language's lexical body in terms of phonetic and even grammatical systems. Taking a certain term from language "A" "the source language" and puts it in use in language "B" means that the term itself becomes part of "the recipient language" "B" (Winford, 2003). This phenomenon is further defined and illustrated by many linguists; for Rajend *et al* (2009:270) Borrowing is "a technical term for the incorporation of an item from one language into another. These items could be words, grammatical elements or sounds".

For many scholars, the most common motive behind using borrowed words is the sheer necessity; in which speakers may need some terms that their suitable equivalents do not exist in the speaker's Mother tongue to refer to some unfamiliar objects, or concepts i.e. to fill the lexical gaps in their native language, however Mayor Scotton (1993) disagrees with this point of view mentioning that there are many motives behind borrowed words other than necessity, and one crucial one is prestigious connotations.

This process of borrowing from a certain language could be done either directly, or indirectly. The former means to take a word directly from its source language i.e. it is a native word in the language from which it was borrowed.

Force, Bureau, Genre, Hotel....etc.; all these linguistic terms are imported directly from French into English as a result of the Norman Conquest. Whereas the later means that the borrowed word is taken from a language into another through another language for instance: the word "*algebra*" was integrated in English language from Spanish which itself borrowed it from Arabic; so the term "*algebra*" was borrowed from Spanish into English through Arabic i.e. indirectly.

Algeria is one of several countries, and another case where there are plenty of borrowed words from other foreign languages mainly: Turkish, Spanish, and French in its native language. And this phenomenon due to its long colonial history which allows the Algerian Arabic to be a mixture of languages in which in a single conversation, it is found several words that are not of the mother tongue's origins.

### 1.4.2 Multilingualism

At the outset, Multilingualism is a sociolinguistic phenomenon which means the ability of the individual person to speak several languages, or it could lightly be drawn upon the effective communication of a speaker in three or more languages <sup>11</sup>(polyglot). It is either used by the individual speaker, or by social group (group of speakers). In this light, (Sridhar 1996:50) mentions:

*Multilingualism involving balanced, Native like command of all the languages in the repertoire is rather uncommon. Typically, multilinguals have varying degrees of command of the different repertoires. The differences in competence in the various languages might range from command of a few lexical items, formulaic expressions such as greetings, and rudimentary conversational skills all the way to excellent command of the grammar and vocabulary and specialized register and styles.*

In the same vein, Multilingualism was defined by Cenoz and Genesee referring to it as “*the process of acquiring several non-native languages*” (1998: 2), this term “Multilingualism” was equally explained by *Merriam-Webster dictionary* as: “able to speak and understand several languages” and it adds: “Using, or able to use several languages especially with equal fluency. *Multilingual translators*”

There are various countries worldwide that are raised, or grown up with the use of three or more languages in their speech community that among them:

- ✓ Nigeria (South Africa): English, Yoruba, Hausa, Igbo languages.
- ✓ Singapore: English, Chinese, Malay, Tamil.
- ✓ Madagascar: English, Shoto, Malagashy.

### 1.5 English in Education

Before getting free from the French colonialism, Algerian educational system was sheltered under one shadow is the one and only of the French language in which it was the only linguistic system used in schooling, and education in general. So, Algeria was looking to the French language from the eye of: Economy, Education, International relations...etc.; i.e. it was considered as the axis, or the centre of every single detail in the Algerian country. However,

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<sup>11</sup> Polyglot: is someone who is able to use several codes to communicate i.e. multiple languages.

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after the independence, though still the French language was occupying a large area as the first foreign language, this was not a barrier for the integration of other languages.

Nowadays, the English language occupies a large space from the Algerian educational system in which it is taught as a second foreign language in Middle, and secondary schools. Foreign languages' pupils consider it as a fundamental subject in their field of study. Additionally, many University scientific fields, their language of studies have been substituted from French into English in response to the remarkable development, and the international standing that this language totals in a short duration; like the case of the field "*Mathematics and Informatics*". Since English is the language of the rapid informational and technological development, the whole system works using this language; so it was obligatory for students of this specialty to learn this language in order to understand i.e. they study <sup>12</sup>English for Specific Purposes (ESP hereafter), for one purpose is to fit their needs.

Thus, in response to the daily changes and developments, especially in the economic and the scientific domains, the adoption of the English language was obligatory since it was promoted as a global language used worldwide in international seminars and meetings as a <sup>13</sup>lingua franca. In this matter, Martin Hewings in his book entitled "*English pronunciation in use*" (*Advanced*) (2007:10) gives an example confirming this view:

***For example, when German and Spanish politicians meet to discuss policies of the European Union, their chosen language of communication might well be English. The same might apply when Saudi Arabian and Japanese people meet to do business.***

As a result, the reputation of the French language in the Algerian society started to fade away, leaving further space and an empty room for the reception of a new linguistic code in the educational system which is the English language. Consequently, the English language becomes an integral part of the Algerian educational system with much importance.

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<sup>12</sup> ESP: it is the acronym of *English for Specific Purposes*. Its definition could be drawn upon a field of English study, (a specific genre of English) in which learners study English for academic or professional purposes i.e. they study English to fulfill their needs for the sake of work or study.

<sup>13</sup> Lingua Franca: it is a spoken/chosen language by two individuals in a certain situation or two different groups of people that cannot understand each other's language; to be a common language between them so that they can understand, and interact with each other.

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Another way to describe studying a foreign language is the term skills; so after including English as a fundamental subject in the Algerian educational system.-taught as a second foreign language- the ministry of education puts under the control of teachers a whole syllabus including the four basic skills of English language i.e. Reading, Writing, Listening, and Speaking. In the teaching and learning process, the teacher needs to refer, or address each of the previously mentioned skills. And whenever possible he should use some activities that integrate all the four skills because each one reinforces the other and gives a chance to improve pupils' competence and even performance. Thus, pupils build their language with its four main pillars.

In Algerian schools, teachers use some instruments in order to help pupils develop their skills; for instance: they provide them with audio-visual documents –videos- in order to develop their listening skills, in addition to the book scripts that the teacher reads in the classroom, and for the students to listen attentively, and find the required answers for the questions given. The same case for the other skills, they give a chance to students to read texts in the classroom whenever possible as well as they ask them to write a set of lines targeting a certain subject in relation to the given lesson, and reading it in front of their classmates. Applying these activities, allows the teacher to hit two targets with one arrow.

Speaking skill has a crucial importance among the four ones, even pupils focus mainly on it, since it is the one they need to communicate and to interact with people, to express their needs, and wants, their feelings, their likes and dislikes, in this respect Brown (2001:140) mentions in his book *“Language Assessment Principles and Classroom Practices”*

***Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.***

Thus, speaking skill refers to the ability of the individual person to produce, or to put in use words verbally in order to build relationships, to discuss subjects i.e. to socialize, or simply communicate using words, using language. In this sense, Jack C. Richard (2008: 22) defines speaking skill stating:

*Speaking is a productive skill which needs a lot supporting factors like knowledge, confidence, self esteem and enthusiasm. Speaking a second language, particularly, brings about its own prerequisites, Exposure, consolidation, motivation as well as acknowledgment. It means that speaking is an industrious ability which needs a lot supporting factors.*

The role of teachers in this stage is very important as it is in any other learning process, because they should teach their pupils, or -more precisely- motivate them to listen carefully, and then speak in order to have adequate and correct pronunciation; because pronunciation is an essential and integral part of learning English as a foreign language.

### **1.6 English Pronunciation (EP)**

Speaking a foreign language involves many other basic skills to come in the front including: correct grammar i.e. putting the verbs in the right tense while speaking depending on the action the person is talking about, and the situation he is in. In addition to the well selection of the types of sentences, and so on; also it requires a rich vocabulary because it is not denied that we can find speakers with poor lexis. As well as intonation, accent and so forth.

Pronunciation is one of the most essential basics that a speaker of a foreign language should pay attention to. It is virtually synonymous to the fields of phonetics, and phonology i.e. it refers to the right production of the smallest meaningful bits of language mainly segments (morphemes and phonemes) i.e. speech sounds. Yates (2002: 01) states that:

*Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.*

Pronunciation is the main factor or the key by which a speaker can achieve many communicative goals that among them: comprehension, in which if he pronounces well the vowels, the consonants (the sounds in general) he is going to be understood i.e. his input is going to be accurate, clear, and understandable. Yet, if he mispronounces the sounds, this fact will lead to many issues for instance: misunderstandings, miscommunications in which the

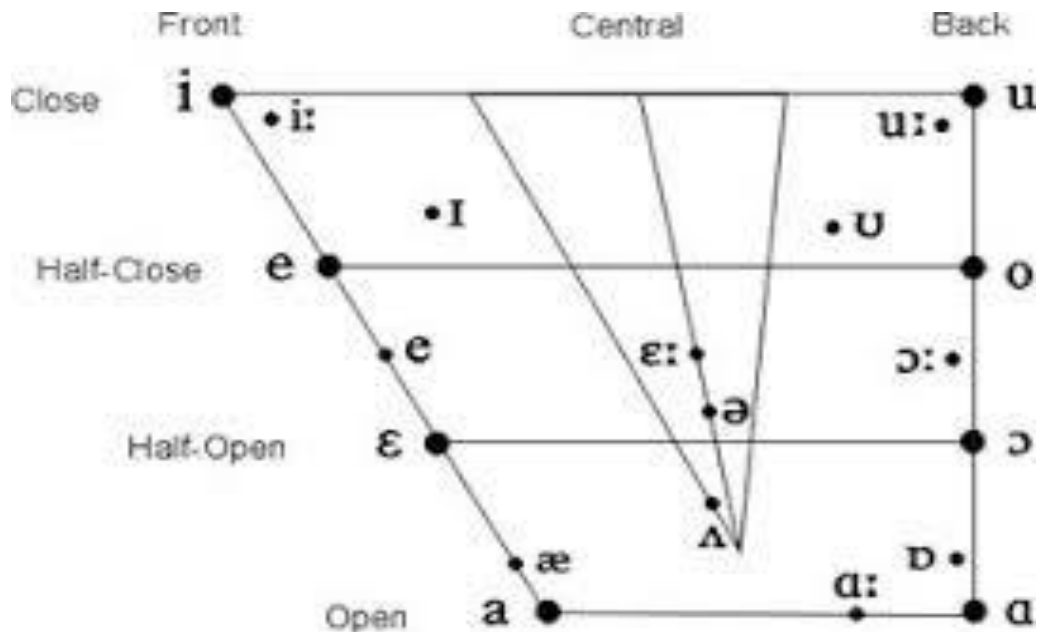
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individual speaker will not reach to the ability of engaging in oral conversations accurately, and effectively because the individual's whole speech is mispronounced.

The English language Algerian speakers in general and pupils in specific may encounter this issue by messing their communicative competence and performance because of mispronounced sounds and words; so the pupil should find where the difference lies between the minimal pairs of language i.e. sounds (consonants and vowels), but this may be a bit difficult for them because the educational system programs in Algerian secondary schools are not strong enough, and rich to overall this phenomenon. The following chart and table illustrate the correct pronunciation depending on some measures:

**Figure 1.3**

*English Phonetic Cardinal Vowels*



**Note: Adapted from:** <https://neoenglish.wordpress.com/2010/12/16/vowels-and-their-description-with-the-cardinal-reference-chart/>

This chart or scheme shows the adequate articulation of English vowels depending on three factors: the length of the vowel (if it is long or short vowel), the side rims of the tongue that works while articulating i.e. the centre, the front, or the back of the tongue, as well as the shape of the lips while pronouncing (if they are closed, half-closed, half-opened, or opened)

**Table 1.5**

*The English Consonants*

Voiceless consonants on the left, voiced on the right

	Bilabial	Labiodental	Dental	Alveolar	Post-alveolar	Palato-alveolar	Palatal	Velar	glottal
Plosive	p   b			t   d				k   g	
fricative		f   v	θ   ð	s   z		ʃ   ʒ			h
Affricate						tʃ   dʒ			
Nasal	m			n				ŋ	
Lateral				l					
Frictionless Continuant	w				r		j		

*Note: Adapted from:* <https://www.esl-lounge.com/pronunciationindex.php>

This very table represents the correct articulation of consonant sounds of English, depending on the place of articulation, the manner of articulation, and the voicing (if the vocal cords come together and vibrate (the air make them shake): voiced; or not: voiceless).

However, the first step to cure a disease, and to find a remedy for it is to know about it, and accept it, to know its roots; and the main problem in this case is that they commit errors while pronouncing the English sounds, and the influential factor that it is affecting pupils' accurate and proper pronunciation, and forming a barrier for them though they put efforts, hard work and they devote hours targeting learning the English language to speak it fluently, and correctly is the Mother Tongue, or Dialect impact.

### 1.7 The Impact of Dialect on English Pronunciation

The foreign language learner puts always his own touch while trying to speak a foreign language, as an outcome to his culture's and mother tongue's influence. Many researchers have devoted hours to study this dialect impact on English pronunciation –in particular-; considering the Indian, and the Chinese cases as the most remarkable societies that confront with this very issue while trying to speak English fluently.

Researchers deduced that this problem of mother tongue impact on English pronunciation is because speakers –in general- and learners –in particular- link between similar sounds in their mother tongue, and the target language.

### 1.7.1 The Case of Chinese Dialects

The case under study (Chinese Dialect) is highly considered by majority of scholars that it is one of the remarkable cases where speakers confront with mother tongue's impact when pronouncing English sounds. When Chinese students try to speak English language, it can clearly be seen that their dialects are an influential factor that they are facing while pronouncing, in which they find many troubles pronouncing correctly the English sounds because they are unconsciously affected by similar sounds in their Dialect, though they are different.

Enshi Dialect is one example in which many sounds in English are substituted by their equivalents in Enshi Dialect; Chen Shi in (2016) covers this phenomenon in the regard of the Enshi dialect shedding some light on many examples that illustrates the Chinese Dialect impact on English pronunciation through the Enshi mother tongue; the following examples can be an image that reflects such impact:

- Students, whose mother tongue is Enshi, face an issue of confusion between /l/, and /n/ so instead of calling their teacher “nǎo shī” they say “lǎo shī”. And this can deeply affect their English pronunciation in which they may wrongly pronounce for instance: “light” and “night” referring to the same thing which brings a difficulty for the listener to understand which one the speaker refers to in his speech.
- Another pair which creates confusion is the substitution of /f/ by /h/; hence they may pronounce “family” as /hæməli/.
- In the regard of vowels, the Chinese students “don't pronounce the long vowels long enough and when they pronounce short vowels, they tend to lengthen the pronunciation.” So in words like: need, food ...etc. though they contain long vowels, the Chinese students pronounce them with less length. As well as the diphthong / **au**/ in words like “our”; it is most of the time substituted by the equivalent in their Dialect “奥” (ào). So, though they seem to be pronounced in the same way, they are different.

In sum, the Enshi Dialect is one of the Chinese dialects that reflects the extent to which they are an influential factor in mispronouncing English sounds, and forming a barrier for



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Chinese students to speak correctly the English language, in which the phonetic English alphabet, and symbols vary from that of Chinese though they seem similar in some placements, in which Chinese students substitute the segments by their equivalents in their mother tongue which makes it very hard for the listener to grasp the meaning.

### 1.7.2 The Case of Indian Dialects

Another case where dialect impact is noticeable, and touched in speaker's English pronunciation is the Indian case, in which India as any country in the world is trying to catch up making English language as an integral part in the Indian society in response to globalization; even though, they are among the countries where English has left on a special print, and a permanent trace that still until present days.

In the learning context, it is visible that majority of native Indian students mispronounce the sounds of the target language that is English when trying to speak fluently due to their dialect impact, and this linguistic issue can be touched in many sounds i.e. consonants as well as vowels where students substitute them by their equivalents in their mother tongue.

There are many phonetic alphabets in the Indian mother tongue that do not exist in English language like: /t<sup>h</sup>/ which is most of the time replacing /t/ sound of English; also many native speakers substitute the /w/ by /v/ and this phenomenon which is noticeable in Indian speech can appear in many words such as: woman / **w**omən/, what/ **w**ət/, weird /**w**iəd/, well /**w**el/ in which they are respectively pronounced: woman / **v**omən/, what/ **v**ət/, weird /**v**iəd/, well /**v**el/.

Additionally, a huge number of people –mainly students- find troubles pronouncing long vowels and diphthongs like: walk /**w**ɔ:k/, go /**g**əʊ/, so/**s**əʊ/, know/**n**əʊ/ substituting them by/ɔ/: walk/**v**ɔ:k/, go/**g**ɔ/, /sɔ/, know /**n**ɔ/.

As well as the /t/sound which is substituted by /t<sup>ʰ</sup>/in many words that among them talk/ **t**ɔ:k/ → /t<sup>ʰ</sup>ɔ:k/, time /**t**aɪm/ → /t<sup>ʰ</sup>aɪm/.

Thus, India is one of the areas where the English language spread widely, and it is highly regarded in their society leaving a deep trace, and a remarkable impact due to their long period of British colonialism; but their pronunciation and sound's articulation should be consciously taken into consideration to find where the difference lies between spelling symbols in English and Indian mother tongue; because the errors made by the Indian students as non-native speakers in articulating consonant clusters, vowels... i.e. English sounds in general can

be clearly seen and noticed in Indian's speech and this was agreed by many researchers and linguists.

### **1.8 The Impact of Algerian Dialects on the Pronunciation of the English Language**

Considering the case of Algeria as a non-native country of the English language, its speakers are more likely to mispronounce some English sounds that do not fit with their mother tongue pronunciation; in which many factors can integrate in mispronouncing the English language including: intonation, accent...etc.; but the most influential one is the mother tongue factor since each region has a specific dialect, even Algeria though it is one country,<sup>14</sup> the dialects differ from one area moving to another and each one puts its own touch when pronouncing a foreign language –particularly English- like the one of Tebessa, Constantine, Annaba, and Ain Temouchent.

#### **1.8.1 Constantine**

As any other city of the Algerian country, Constantine confronted with colonialism and it was a homeland for several colonisers as part of the history of Algeria.

The first and the most remarkable issue that pupils face is the impact of the /ts/ sound - used in their dialect- on the English sounds' articulation, which can be detected in many English examples where it is replacing the /t/. Another issue that show the interference of the mother tongue on the learner's English articulation is the /θ/, and the /ð/ sounds which are substituted respectively by the /t/, and the /d/.

Also, they lengthen while pronouncing the vowel sounds (long or short vowels), and this is another factor that illustrates that learners rely basically on their Mother Tongue during the learning process-mainly when pronouncing-.

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<sup>14</sup> Regional Dialect: is a variety of language, and a type of Dialect which refers to the mother tongue spoken in a specific region (the region where the individual speaker lives) because regional separation has a crucial impact on the creation of several and new dialects.

### 1.8.2 Annaba

Regarding its location in the east of Algeria near the Tunisian borders, and its colonial history as part of Algeria (Phoenicians, French ...etc.), Annaba's city dialect is also unique in its own way as any other spoken dialect in Algeria; influenced by many factors including the colonial ones. And since its dialect is as similar as Tunisian one referring to the accent, the intonation...etc., their English pronunciation includes some errors when articulating the English sounds which cause problems for others to grasp the meaning. And this issue is mainly because of Dialect effect. It can be seen that Annaba dialect is affecting the English articulation through many mispronounced sounds for instance it can be touched in the /ð/ sound that appears in many words including: they /ðei /, them/ ðem /...etc., these examples are mispronounced as follows: / **dei** /, and / **dem** /.

In addition to that, when they pronounce short vowels, they tend to lengthen them since they are influenced by their dialect, and for instance when they call someone instead of saying: "Mohammed!!" they say "aaaa Mohammed aaaa!!" So, this very phonological property influences the pronunciation of short and long English vowels. Furthermore, Annaba English speakers use a lot of pauses while speaking and it is another barrier caused by their dialect.

### 1.8.3 Tebessa

The same as Annaba's case, Tebessa is the neighbour of Tunisia because of that it is clear how their dialects are as similar and as closer as much. The Tebessa dialect depends on MSA words to transmit their needs and wants, affected by some foreign borrowed words from French -especially- since as any other dialect in Algeria it is an outcome of several colonial events. Thus, there are many sounds that are mispronounced from English including the /θ/, and the /ð/ sounds which are usually substituted by the /t/, and the /d/ in many English words.

Additionally, native speakers of Tebessa lengthen vowels' articulation and this trouble is because of the geographical area (near the Tunisian borders) that their dialect is highly influenced by the Tunisian one.

In this case, it is clearly shown that pupils' mother tongue affects their second language learning referring to the pronunciation competence.

Subsequently, the three Algerian dialects: Tebessa's, Annaba's, and Constantine's are affecting the English sounds' pronunciation unconsciously; and as it can be seen they share many mispronounced sounds in common, since their geographical area is convergent, yet each

one of them is unique in its own way in terms of some smallest segments, accent, intonation...etc.

### 1.8.4 Ain Temouchent (ATD)

Ain Temouchent dialect's case differs from that of Constantine, Tebessa, and Annaba; however they share many common points despite the difference. So, as any Mother Tongue in the Algerian country; Ain Temouchent dialect is an outcome of a series of events, mainly historical and colonial ones which led to issues in the linguistic level (a remarkable influence) on the Mother Tongue; which in its turn affect learning a foreign language pronunciation - English pronunciation-.

At the outset, Ain Temouchent is characterized by many phonological phenomena like: code switching ...etc. one important phonological phenomenon is Substitution, and Omission: these examples can illustrate the case:

**Table 1.6**

*The Main Substituted Sounds in ATD*

The English sound	The substitution (ATD articulation)	Examples
/θ/	/t/	Think /θɪŋk/ → /tɪŋk/
/ð/	/d/	That /ðæt/ → /dæt/
/g/ in “ing”	/ŋ/	Ing /ɪŋ/ → /ɪŋg/
/eɪ/	/æ/	Capable /keɪpəbəl/ → /kæpæbəl/
/aɪ/	/ɪ/	Kite /kaɪt/ → /kɪt/

- Generally speaking, many Ain Temouchent Dialect native speakers substitute the sounds /θ/ and /ð/ by /t/ and /d/ and this phenomenon can appear in many linguistic terms such as: think; that ...etc.

- The same case for the English diphthongs /eɪ/ and /aɪ/ which are substituted by /æ/ and /ɪ/ in words such as: capable, kite...etc.

- The case of mispronouncing the /ŋ/ by the end in “ing” is also remarkable in ATD where it should be pronounced /ŋ/instead of /ɪŋg/.

So, regarding its geographical area, Ain Temouchent dialect differs from that of Tebessa, Annaba, as well as Constantine. However, though it is related administratively to Ain

Temouchent, Beni-Saf is one case that differs in pronunciation from Ain Temouchent Mother Tongue. Thus, it is special and unique in its own way.

### 1.9 Beni-Safian Dialect versus English Pronunciation

There are not many available studies in the regard of this part i.e. Beni-Safian Dialect in comparison to English language; however the researcher took upon herself to combine the Beni-Safian dialect into the English pronunciation.

Broadly speaking, each pupil get influenced by his own culture; the same case is applied on Beni-Safian pupils who get affected by their culture, which is a mixture of several civilizations due to the series of colonial events through which it went. Hence, the pupils' English pronunciation has a pure and unique Beni-Safian touch and it is shown in many English sounds and words that among them:

- **/θ/** sound which is usually substituted by the **/t/**. And this can be seen in many examples such as: three **/θri:/**, thrown **/θrəʊn/** respectively as follows: **/tri:/**, **/trəʊn/**.
- **/ð/** sound that is so often substituted by **/d/**. For instance a Beni-Safian pupil tends to pronounce words like **/ð/** (the) **/də/**, or **/deɪ/** instead of **/ðeɪ/** (they).
- **/t/** sound that a Beni-Safian pupil may pronounce as the Arabic **/tˤ/**. For example time **/taɪm/**, or talk **/tɔ:k/** may be pronounced like **/tˤaɪm/** and **/tˤɔ:k/**. (The impact of Spanish borrowings).
- **/dʒ/** sound: the palato-alveolar affricate voiced consonant which is most of the time substituted by the voiced palato-alveolar fricative consonant **/ʒ/**. For instance the verb “judge” **/dʒʌdʒ/**, that a Beni-Safian pupil may pronounce it **/ʒʌʒ/**.
- **/tʃ/** sound the palato-alveolar affricate voiceless consonant that may be substituted by the voiceless palato-alveolar fricative consonant **/ʃ/**. For example chocolate **/tʃɒk(ə)lɪt/** it is pronounced **/ʃɒk(ə)lɪt/**
- Another example which is remarked is the long vowel **/i:/** which is most of the time substituted by the short vowel **/ɪ/**. For example an English Beni-Safian pupil may say see **/sɪ/** instead of see **/si:/**.

Thus, the researcher's aim is to prove the relation between BD and English pronunciation, by detecting which smallest segments or sounds -including vowels and consonants- in the English language are mispronounced due to the Beni-Safian mother tongue impact.

### 1.10 Conclusion

The current chapter was divided into two sections; the former was an opened door to spotlight on various concepts that are tightly related to the subject of Beni-Safian mother tongue impact on the English language articulation. At the outset, it pointed out the historical background of Beni-Saf city moving through Algeria; then it covered the verbal repertoire of Algeria, or the linguistic codes used in the Algerian speech community mainly: Arabic, Berber, French, and English. Furthermore, this part was an attempt to discuss the sociolinguistic profile of Algeria referring to Borrowing, and Multilingualism.

The later was devoted to overall the several studies that have been conducted in the regard of Dialect impact on English Pronunciation, shedding light on some international studies done upon the case of India and China; in addition to some which were conducted in the regard of Algerian dialects mainly the cases of: Annaba, Constantine, Tebessa, and Ain Temouchent moving to Beni-Saf. The following chapter paves the way to shed some light on the nature of the study focusing on the methodology required (research methods).

# Chapter Two: Research Methodology

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### 2.1 Introduction

This specific chapter aims at describing the research methodology in general. It is an attempt to which the mixed-method approach which is adapted to conduct this research study is going to be defined and explained in response to the nature of the study. Additionally, this chapter is an opened door that paves the way to consider the instruments required to conduct properly and reliably this research project; including the questionnaire that is addressed to both teachers and pupils, as well as the audio recording structured and organized interview, which is prepared to target pupils only. This study is carried out within a specific targeted population in secondary school particularly the second and third year “Foreign Languages” speciality, during EFL (English as a Foreign Language) classroom session. So, in this part, there is a clear, detailed explanation of the sample instruments including questionnaires, and the interview as well as the description of the target population.

### 2.2 Research Methodology

*Robson and McCartan* introduce his second chapter saying:

*There are many approaches to carrying out social research and a bewilderingly large set of ways of labelling these approaches. The first point here is to restrict the field to approaches which can reasonably viewed as scientific.* (Robson and McCartan, 2016:14).

I.e. while deciding about a certain strategy of data collection to be used for the study, the researcher should focus on the data he needs, or he would be using or collecting so that it fits with his study to be seen as scientific research; thus he selects accordingly one method of data collection.

In the current research study, the researcher purposefully does her utmost to put in use the Mixed Model as an approach, or a procedure of investigating (Thus, collecting data); since the nature of the study at hand requires this specific research strategy i.e. it was suitable, or pertinent to the craft of the study. Additionally, using the Mixed Method as a research methodology paradigm to answer the questions built, upon a high level of reliability was to capture the different views of participants as well as to investigate the phenomenon under study from different dimensions, and perspectives. Thus, acquiring and gathering reliable and objective data to broaden the range of information, it was necessary to combine both

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qualitative and quantitative methods getting what is called Mixed Method. In this regard *Robson and McCartan* mention:

*[...] research where qualitative and quantitative approaches are combined in the same project becoming increasingly popular. Commonly labelled mixed method research, it is referred to here as multi-strategy research... (ibid, 2016:30)*

I.e. Mixed Model allows the researcher to grasping information from several sources, or see matters from multiple angles as well as providing her with many opportunities melting up the Quantitative approach with qualitative. And they add in the same vein:

*The rise of multi-strategy research is, at least in part, attributable to weariness with qualitative/ quantitative hostilities; the appreciation by practising researchers that it was actually possible to do research with both quantitative and qualitative elements without dire consequences; and the realization by both practising researchers and methodologists that pragmatism provided a highly compatible theoretical underpinning to mixing the two types of method in the same project (ibid, 2016: 30).*

So, mixing between the two research methods i.e. quantitative and qualitative to put them both into practice among the same project that what the mixed model is all about; *J.W. Cresswell & Plano Clark* explain in this regard what mixed model is; saying:

*Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases of research process (Cresswell & Clark, 2007: 05)*

The former –mainly quantitative method- tackles the data gathered via structured techniques like questionnaires, surveys...etc., where it relies on the fact of calculating the responses of informants; i.e. statistics (numerical data). The latter, however, the qualitative model is also useful regarding the detailed descriptions and explanations the researcher may gather from; As it has numerous benefits that among them broadening the view of the researcher and focus his attention on many matters that may not be interesting for him at first insight uncovering: explanations, interpretations, definitions....etc. In this respect, *Vanderstoep & Johnston* (2009) compare between the two; claiming:” **Quantitative research**

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*specifies numerical assignment to the phenomena under study, whereas qualitative research procedures narrative or textual descriptions of the phenomena under study“.*

As a result, the Mixed Model research paradigm is a fertile and productive strategy for collecting data in such kind of research studies mainly gathering quantitative as well as qualitative data about the extent to which the BD is affecting pupils' English Pronunciation.

Overall, regarding its wide range of advantages that help the researcher widen her analysis, and broaden her view to matters as well as deeper her understanding of the simplest things concerning the phenomenon under study. Mixed Model which is featured, or stands upon two basic pillars quantitative as well as qualitative was highly recommended; thus necessary. Furthermore, the data collected were arranged and gathered in response to a designed, organized questionnaire, which is targeting both teachers, and pupils and an audio recording interview, which was addressed to pupils only to have an opportunity gathering the efficient amount of information upon which reliable conclusions will be deduced.

### **2.3 The Sample Population (The Target Population)**

The participants with whom the researcher engaged over two to three weeks period, for approximately two hours per week to conduct the research study in hand are second and third year “Foreign Languages” pupils in “*Ben Aissa Attar secondary school*”, which are about forty-four (44) pupils as a total number of both classes; during EFL classroom sessions amid the academic year 2020/2021 in which an organized, structured questionnaire is addressed to the whole members of the class targeting, or seeking to collect as much information as possible upon which the findings are going to be deduced. Under the study of the extent to which their Beni-Safian Dialect is affecting their English sounds and words Pronunciation.

An archetypal sample of twelve pupils from the same general sample population is randomly selected to participate in the audio recording interview, to carry on the investigation depending on their degree of fluency, and accuracy while pronouncing the English sounds; more precisely when each member of the target population is individually asked to read a given material (a document) as needed to clarify and provide insight into specific conversations and particularly specific sounds are mainly required. Equally, another questionnaire is addressed to teachers, who are considered as a second sample population. Moreover, the school consists of four (04) English teachers for whom the researcher provides a questionnaire to all of them; though they are not all teachers of the second and third year

“Foreign Languages” this year (first target population), they used to engage with the previous years, -since they are not novice teachers-. Therefore, their answers to the questions as respondents (participants) first, and as practised, and experienced teachers second, are valuable to strengthen and fortify the study as well as collecting multiple views, and seeing matters about this phenomenon from each teacher’s angle or point of view i.e. different perspectives. Teachers were so cooperative, which facilitates for the researcher public access i.e. the interaction and the contact with pupils.

### 2.4 The Research Instruments

Every research study is linked to what is known as research instruments through which the data are going to be grasped; they are measurements upon which the researcher obtains data apart from his effort on the research work. The research understudy required typically the use of a couple of instruments that facilitate reliable data collection which will be later analysed; this process however is designated for a particular purpose is to collect different views and opinions to strengthen, fortify, and reinforce the investigation, and gather detailed inquiries and questionings about the Beni-Safian dialect impact on pupils’ English pronunciation, and carried out to examine the practical side (speech), and detect the main meaningful bits of English language (sounds) that are affected by Beni-Safian dialect use. *Robson and McCartan* in this regard say: **“Questionnaires and interviews are very widely used social research methods of collecting data from and about people. Competence in their design and implementation can reasonably be expected from a real world researcher.”** (*Robson and McCartan*, 2016: 243).

#### 2.4.1 Description of the Questionnaire

Every research study is systematically based on its questionnaire, which is a crucial pillar in the current research study, and it is the source of quantitative data collected; that is numerical data mainly; as *Macintyre* (2000) says defining a questionnaire as: **“[...] survey of different opinions from a large number of people who provide anonymous replies. The questions are standardized, i.e. each respondent receives the same number and kind.”**

This technique or instrument is very fruitful and popular in data collection comparing it to other research instruments, and it serves especially with large samples whose results can be more dependable, reliable, credible, and authentic; yet it can be done in several ways including online questionnaires, mailed questionnaires (the ones done via e-mail), and printed questionnaires.

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Pupils' questionnaire is introduced via a short introduction to explain the objective behind doing this very questionnaire, targeting this very sample population. It consists of twelve questions not too long, or too wordy, of multiple kinds including <sup>1</sup>Open-ended, <sup>2</sup>Dichotomous, <sup>3</sup>Mixed, <sup>4</sup>Multiple choice, and <sup>5</sup>Rating scale questions; arranged within three sections mainly: '*General Information*' that seeks to check the origins of pupils i.e. if they are native Beni-Safians or not (their background), and another question to check their level in English. This section paves the way for a series of questions targeting the main point under the title '*Questions about BD impact on English pronunciation*' and the final section is a set of '*Questions about the solutions*'. Equally, it targets, or much more cover an exact object of the enquiry, which is mainly the degree of BD influence on pupils' English pronunciation.

The questions of this research instrument are prepared and organized far away from any ambiguity, obscurity or confusion. They are mainly straight to the point, comprehensible, and understood with simple, clear terms (general English) to all participants without containing words of vague sense. So, regarding its multi-structured questions' types, the respondent is not obliged to be biased or driven towards one answer. That is the researcher gave enough free area for the respondent to answer in a quite comfortable way, thus an adequate, authentic way. Subsequently, the recipients of the printed form of the questions are supposed to read them carefully, and mention their answers and replies, or points of view in the space given, and which was designed according to the quantity of information required.

The same thing for teachers' questionnaire which introduces the objective of the study as a whole and the questionnaire in specific via a short, organized, precise introduction to move directly to the series of questions which were arranged into two main sections entitled

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<sup>1</sup> Open Ended questions: are kinds of questions that allow the respondents to answer in their own way, and express freely their views. They are useful because through them the researcher can reach to the respondent's mind and gain insight into his thoughts and opinions.

<sup>2</sup> Dichotomous questions : are another kind of questions that invite the respondent to answer generally by "yes", or "No" and it may come on the "Agree", or "Disagree" format.

<sup>3</sup> Mixed questions: they are the type of questions that involve mixing the first and the second part of the question. For instance: yes, or No and why (in which the respondent is going to answer the yes/ no question justifying his choice).

<sup>4</sup> Multiple choice questions: these questions consist of mutual categories, or choices from which the researcher asks the respondent to select one choice, or several answers.

<sup>5</sup> Rating scale questions : this type of questions give the opportunity for the researcher to evaluate, or assess a certain issue; E.G. evaluating their level in English by giving gradual negative, and positive choices.

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“*Questions about the BD impact on pupils’ English pronunciation*”, and “*Questions about the solutions*”; In addition to a general question at the outset asking about the origins i.e. if the teacher is a native Beni-Safian, or not; to eliminate the ones who are not natives.

As a result, though the tight schedule was imposed on teachers as well as pupils because of the pandemic “COVID 19”, both the school headmaster and teachers were so cooperative; this facilitates for the researcher collecting data and the public access as well i.e. contacting pupils. Apart from the questionnaire, and in response to what the nature of this study requires, the researcher put in use another research instrument to gather more suitable data, and higher the degree of credibility, and reliability using the Audio-Recording interview ( see Appendix C)

### **2.4.2 The Description of the Interview**

The Audio-Recording interview carried out is typically and purposefully done as a next phase in the research study in hand, to check and review as well as seeing the extent to which the researcher may valid the hypotheses built at the head of this research work that is in the general introduction.

The interview is going to be conducted by providing a structured, organised document (i.e. text) entitled “*The following phase*” designed by the researcher herself. This text per se includes a couple of not too long, differently shaped paragraphs, carry in their folds short declarative sentences with simple, clear words far away from any ambiguity, obscurity, or words of vague sense; through which a list of words, with specific sounds, have been selected by the researcher upon which she is going to base her analysis starting from the participants’ spontaneous reading. The group of terms, and sounds presented in the text provided (check Appendix C) are reflective of BD impact on pupils’ English language pronunciation, as an obstacle that stands in the way of the adequate, accurate, correct, and fluent pupils’ English sounds articulation.

Considering the understanding of the sample population, the researcher illustrates the document by providing some pictures that portray, and sketches the text’s main points, or much better the text’s general idea, which tackles and provides some of the benefits, and the advantages that learning an additional language can offer to people in general, and pupils in specific-; and give these images the value of a stimulus for participants to involve them and capture their attention and make them interested in reading the text provided. Additionally, the interview is untimed because once the participants are limited by time, this can ostensibly

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add more pressure, and stress to the way they behave, or to their performance while reading the text which will be erroneously, and untruthfully read; for this reason, it was reckoned that the text would be motivational, vivid, easy, and flexible for participants to understand, and engage in reading it smoothly.

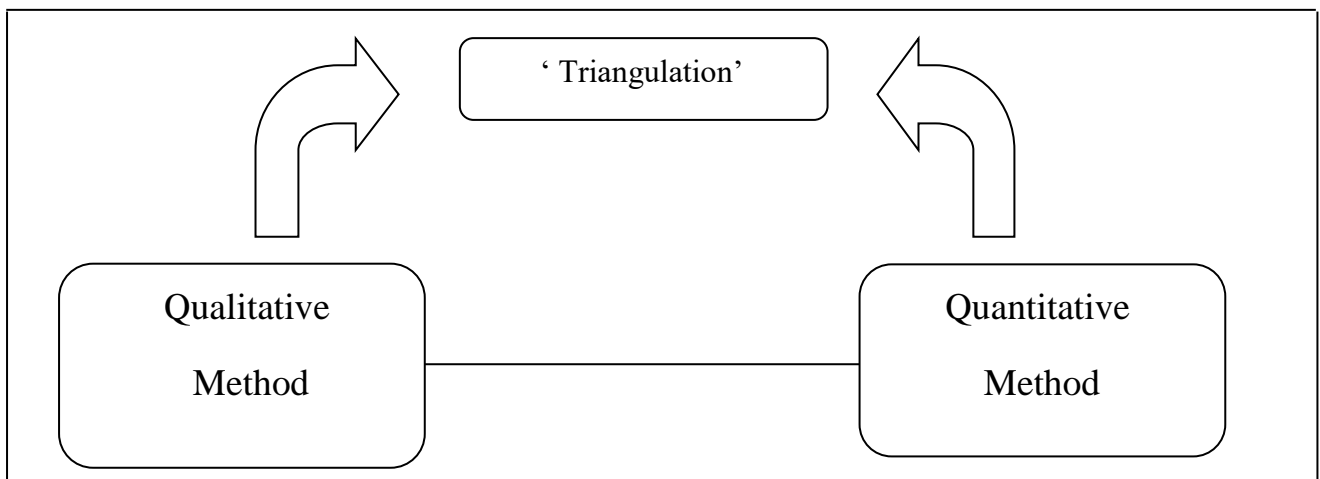
The randomly selected members from the whole sample population of the first research instrument i.e. pupils from the second and third year are going to participate in an oral-verbal performance in response to the stimulus provided by the researcher i.e. the text which will be systematically recorded using standardized techniques of recording mainly the sound recorder application in the cell-phone; to be later on transcribed for analysis.

### 2.4.3 Triangulation

Regarding the diversity of sources, or the use of multiple methods of data collection through the designed questionnaires (addressed to pupils, and teachers as well as the audio-recording interview) that are used in the current scientific investigation lies on one point, or one basic term which is called: ‘Triangulation’ that was defined basically by Mathison saying that triangulation “[...] is essentially a strategy that will aid in the elimination of bias and allow the dismissal of plausible rival explanations such that a truthful proposition about some social phenomenon can be made” (Mathison,1988:13). Thus, Triangulation is a procedure or a baseline upon which the researcher assures or guarantees to overcome any bias that the use of one method may give birth to; Blaikie (1991) makes a combination between both quantitative and qualitative methods that reflect the key paradigm i.e. ‘Triangulation’ which are pictured in the following diagram:

**Figure 2.1**

*Basic ‘Triangulation’ Research Model.*



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In the same vein, Norman Denzin focuses on “the combination” concept saying that Triangulation is *“the combination of methodologies in the study of the same phenomenon”* (1978:291); So as a path towards increasing credibility and substituting any sort of manipulation by giving more validity to the research findings, reinforcing the evidence, and adding balanced explanations i.e. enrich the research, the researcher finds the necessity for having access to what is called Triangulation. It is a clear reflection of trustworthiness, the authenticity and reliability of the study. In this regard, Mathison discusses the main aim of “Triangulation” mentioning:

*The value of triangulation is not as a technological solution to a data collection and analysis problem, it is a technique which provides more and better evidence from which researchers can construct meaningful prepositions (italicized in the original book) about the social world. The value of triangulation lies in providing evidence such that the researcher can construct explanations of the social phenomena from which they arise* (1988:15).

Therefore, triangulation is the covering key that makes the eventual findings of the current study more logical and assured.

### **2.5 Data Collection Procedure**

The researcher chooses Mixed Model as the best research approach paradigm for her data collection, to deepen and cover more data about the phenomenon under study basing it on multiple data that is quantitative, and qualitative data which in its turn helps to avoid straightforward questions’ answers, rather it helps to spread and widen the researcher exegeses to unleash her curiosity and ask different questions. In essence, this method per se enhances the researcher’s overall findings.

There is always a theoretical side, or point to start from; so far, away from this side, which was the shortcut towards the practical side, the researcher chooses to apply and to make her study i.e. the fieldwork in *“Ben Aissa Attar secondary school”*; Engaging with the second, and third-year *“Foreign languages pupils”*, and EFL teachers at the same academic and educational area addressing the two different questionnaires for both teachers, and pupils, which was the suitable research instrument, required for the study.



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On a par with the questionnaire addressed, a written, structured, organized document i.e. text is also required to reinforce, and enhance the findings of the topic under study that treats the impact of Beni-Safian mother tongue on pupils' English pronunciation; and support them with more credibility, and authenticity. It is submitted to randomly selected members of the same sample population.

### **2.5.1 Administration of the Questionnaire**

The first research tool used to collect data in this study is the questionnaire was first prepared, structured academically, and organized into three interrelated sections including a group of questions that allow the respondent to answer questions related to the main point gradually i.e. the impact of the Beni-Safian Dialect on sounds and words articulation of second and third year "Foreign Languages" pupils.

After ending up, the questionnaire has been mailed to the supervisor to be corrected, examined, to be afterwards addressed to the sample population in the right manner. Moreover, after having the final version, which was modified at the level of some points in a set of questions, and adding other questions to the original version of the questionnaire, a pilot study has been conducted for the sake of including more reliability to the work.

#### **2.5.1.1 The Pilot Study (Questionnaire)**

At the outset, a pilot questionnaire has been conducted to test the reliability, and validity as well as the complexity, and ambiguity of the questions provided. A printed version of the questionnaire was designated to one randomly selected pupil from the sample population under study (one from the second year, and another from the third year) to give his feedback, and interpretation; equally to find ambiguities and ask if it needs translation or any simplification.

The printed version –as aforementioned- consists of three sections among which a group of questions of different kinds including multiple-choice, Open-ended, Rating scale questions are arranged. These questions attempt to gain insight into the impact of the Beni-Safian Dialect impact on pupils' English pronunciation, and how teachers are systematically dealing with these pupils inside the EFL classroom session. It also attempts at seeing what solutions can be taken into account and can be provided by teachers as well as pupils to overcome this issue and help pupils improve their English sounds, and words articulation, and pronounce English if not fluently, at least accurately, and most importantly correctly.

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All in all, the aftermath of the questionnaire's pilot study lies on carrying out the questionnaire without making adjustments, or modifications, or even adding questions, and it was clear in terms of vocabulary i.e. the words were clear, simple, and understandable thus it did not need any translation; hence it was ready to be provided to the target population to fulfil the study in hand.

### 2.5.1.2 Pupils' Questionnaire

After the final correction and the supervisor's approval on the last version, it was sent to the target population which were forty-four (44) pupils including both classes at Ben Aissa Attar secondary school. The researcher engaged with them during the first hour because as "Foreign Languages" pupils they are supposed to study the English language for a period of two hours (2hs), considering it as a fundamental subject in this speciality. So, the teachers were collaborative enough to allow the researcher taking her time to get to the floor and contact pupils while distributing the printed version of the questionnaire for them after introducing herself, and the purpose behind her fieldwork, as well as the nature of her study in general.

Thus, while submitting the questionnaire, the researcher encountered some pupils who asked for clarification and for translation of some words to understand the overall meaning of the given questions, so the researcher took upon herself to do that, turning around the rows to check whether someone requires any sort of explanation. Then, the researcher individually collects the questionnaire after giving pupils about twenty minutes for answering the questions; which was pretty much and enough time for them to complete it, and express themselves freely considering the respondents' anonymity, and give it back for analysis.

### 2.5.1.3 Teachers' Questionnaire

Teachers' questionnaire –as aforementioned- consists of two main mutually related sections entitled "*Questions about the BD impact on pupils' English pronunciation*", and "*Questions about the solutions*"; In addition to a general question at the outset asking about the origins i.e. if the teacher is a native Beni-Safian, or not to eliminate the ones who are not natives, headed by a short introduction in which the objectives and the nature of the study are clearly explained.

As for the teachers' questionnaire, it has been provided by the researcher to the four (4) English teachers in the same academic setting, after being mailed and corrected by the supervisor. Teachers were kind enough to fill it in a short time and give it back to the

researcher, which facilitates the smooth compilation of the research study, and most importantly, it helps at saving time.

### **2.5.2 The Administration of the Interview**

To bridge the doubts' gap and give more credibility, and authenticity to the study; the questionnaire as a research instrument was not enough for such kind of study; for this reason, an audio recording interview has been purposefully done to give more significance to the research study while obtaining the data. Hence, the researcher designed a document (text), (check Appendix C) that was not too long focusing on a group of words, and specific sounds arranged within declarative, simple sentences. Supported by some images that were a reflection of the main points in the text, they were purposefully done to help the researcher understand the text smoothly far away from any ambiguities.

The two differently shaped paragraphs contained the chosen words as aforementioned; yet before submitting and putting the document into practice; a pilot study has been done after having the corrected version from the supervisor, who had some constructive comments about the size of the text, as it needed to be reduced. Following the supervisor's guidance, the size has been modified and sends back to the teacher to approve it and put it in use.

#### **2.5.2.1 The Pilot Study (The Interview)**

Before engaging with pupils in the face-to-face interview, a pilot study has been conducted upon the organized documents to test its validity, its understanding, and whether the text contains some words that need an explanation or any other terms of vague sense. A randomly selected pupil from both classes has been chosen to give his feedback on the provided text including its shape, its size, its content, its topic, and the way it was organized.

During the face-to-face interaction, the researcher gave them enough time for the participant to observe the text as the first step, and give his comments on the form; then move directly to read the content. Subsequently, examining the pilot study by the researcher-led to satisfying results in which pupils -from the first insight- comment on the pictures, which attract their attention, and allow them to have prior knowledge or idea about the content of the text. While reading the content of the text they claimed that it is clear and simple.

The pilot study of the interview then anchored to fulfil the study and engage in doing the audio recording interview without making modifications, or including any adjustments to the intended text.

### 2.5.2.2 Pupils' Audio-Recording Interview

After having the supervisor's approval on the final version of the text intended, it was directly sent to the target population. The Audio-Recording interview is devoted to second and third year "Foreign Languages" pupils at "Ben Aissa Attar" secondary school; hence it was built to be administrated to ten (10) pupils from each class to measure how much they are mispronouncing the English sounds, and to which extent their Beni-Safian mother tongue is contributing to that process, and this very interview attempts to cover almost all data required to compile this research work.

The researcher dealt with the ten (10) second-year pupils in addition to ten (10) pupils from third-year who were randomly selected. The pupils attend the interview session one after the other, and they were informed that they are being recorded before starting for one purpose is to give more truthfulness, credibility, and reliability to the study.

Pupils were kindly invited to read the text individually in which the researcher did not interfere, interact with them during the recordings for the sake of correcting or even explaining. The Audio-Recording interview was untimed; the researcher preferred to give enough time for pupils to not be stressed, or under the pressure of limited time which may lead to the change of performance i.e. while reading the text that could create a defect in terms of credibility. However, it did not take more than ten minutes (10 min), or twelve minutes (12 min) maximum for each individual; to finish with them and move to the next phase for analysis.

## 2.6 Data Analysis

*Robson and McCartan* (2016) states:

*After data have been collected in a project, they have at some stage to be analysed and interpreted. The traditional model in fixed design research is for this to take place after all the data are safely gathered in. It is, however, central to flexible design research that you start this analysis and interpretation at an early stage of the project. Analysis, at whatever stage, is necessary because, generally speaking, data in their raw form do not speak for themselves. The messages stay hidden and need careful teasing out.* (Robson and McCartan, 2016: 404-405).

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So, as a bridge between planning, and data collection, and writing the research report, there is the data analysis stage which is considered as a transitional phase in the research work; upon which accurate, reliable, and productive conclusions are going to be built including either the confirmation, or the rejection of the constructed hypotheses; also it answers the defined, measurable, and concise questions designed by the researcher.

The current research study is based on a systematic way of analysis; the information gathered from the instruments used is going to be transcribed in form of tabulations, charts, and graphs to present the numbers and percentages which are going to be manually and automatically calculated (using a pivot table in Excel being considering as a calculation program or software).

### 2.6.1 Questionnaire Analysis

Considering the questionnaire as a first research instrument used, and regarding its valuable role in collecting numerical data i.e. quantitative data –generically-, the tool that is used in analysing the results is going to be nothing more than a simple mathematical equation (the triple process) where the whole number of the sample population represents forty-four (44) i.e. 100%. The researcher calculates the percentage of the possible choices by multiplying the number of possible replies (Basic- Beginner- Intermediate- Advanced) by 100% and divided it by the total number of respondents. However, the total number of the population is going to be reduced while excluding the ones who are not native Beni-Safian pupils.

$$\frac{X * 100}{44} = \dots \%$$

It will be done manually without the help of any calculation software. The same mathematical equation is going to be followed for teachers' questionnaires.

As for the charts and the graphs, the Excel software's page is going to be automatically opened to include the data needed to be shown in the graph; then it will be automatically inserted.

### 2.6.2 The Audio-Recording Interview Analysis

The audio-recording interview data are going to be analysed depending on the words that have been selected by the researcher to base the study-particularly- the analysis on, and which are included on the organized text provided to participants. Yet, for each intended word, the researcher is going to apply manually the triple process which is a simple mathematical equation that facilitates the researcher finding the percentage of pupils pronouncing correctly, and those who commit errors of articulation i.e. mispronouncing the sounds.

Thus, the results are going to be based on multiplying the number of pupils mispronouncing the intended word –mainly the sound- (X) on (100), divided on the total number of participants: twenty (12) as follows:

$$\frac{X * 100}{12} = \dots \%$$

As for the graphs, the same thing aforementioned in the questionnaire, the Excel software is going to be automatically opened to mention the data required in the graph; and then it inserts the chart or the graph in an organized manner.

### 2.7 Conclusion

The chapter in hand's main objective was to present a detailed description of the methodology mapped out to carry out the current study. It attempts first at providing an analytical explanation on the research methodology applied in collecting data, which was the link-up of both quantitative and qualitative approaches. Moreover, it described the sample population with whom the researcher engaged, as well as it gave a detailed description of the research instruments that were used in the fieldwork that is: the questionnaires, and the audio-recording interview; which were carried out in the academic setting of "*Ben Aissa Attar secondary school*" with the second and third year "*Foreign Languages*" pupils. Equally, this very chapter dealt with the process that will be followed in analysing and interpreting the data collected and that will deeply, and in a detailed manner be stand in the following chapter. This was a brief, smooth pathway, or coverage of a wide range of interpretations, and analyses that are going to take place in the next phase.

# Chapter Three: Data Analysis and Interpretation

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### 3.1 Introduction

This very chapter carries in its folds a wide range of information (discussions and interpretations), as well as multiple figures that are a systematic, and an analytical study of the data gathered from the aforementioned instruments –mainly the pupils’ and teachers’ questionnaires, as well as the audio-recording interview that was done for pupils. The current section of the research study in hand examines and investigates in a detailed manner the hypotheses presented in the head of this study i.e. the general introduction, about the main point that covers the main sounds that second and third-year secondary school Beni-Safian pupils at “Ben Aissa Attar”, may find difficulty pronouncing them correctly in the academic and educational setting-the EFL classroom session-; which fundamentally causes a barrier for them to move on and develop their English language fluency. On a par of the aforementioned steps, the chapter lists out the main limitations that stood in the way of the right path of this research work. Nevertheless, it provides some practical suggestions and recommendations to overcome the dilemma of dialect impact on English pronunciation for both teachers and pupils that may develop the learner’s articulation, as well as the pedagogical content knowledge, and most importantly the pedagogical implication.

### 3.2 Results of the Questionnaire

The previously described and addressed questionnaire in the previous chapter is devoted to forty-four pupils, in second and third-year levels “Foreign Languages” pupils at “Ben Aissa Attar” secondary school in Beni-Saf city. This questionnaire is addressed for one purpose is to investigate the extent to which the Beni-Safian Dialect is affecting pupils’ English sounds’ articulation, and seeks to check their competence, and ability to recognize this affection by providing the main tips they usually use to develop their fluency; additionally provide some practical solutions that may contribute in reducing this phenomenon – from their angle. Teachers’ questionnaire is built up upon the same pillars to question about the main problems they are often facing when dealing with these pupils in this very levels in the regard of Beni-Safian Dialect impact on pupils’ English sounds pronunciation. In short, the detailed results of both questionnaires are collected by the researcher as follows:

### 3.2.1 Pupils' Questionnaire

Pupils' questionnaire followed an organized and structured design of three sections, so as the case of the one given to teachers which contained two ones that are going to be analysed, discussed and interpreted separately.

#### *Section One:*

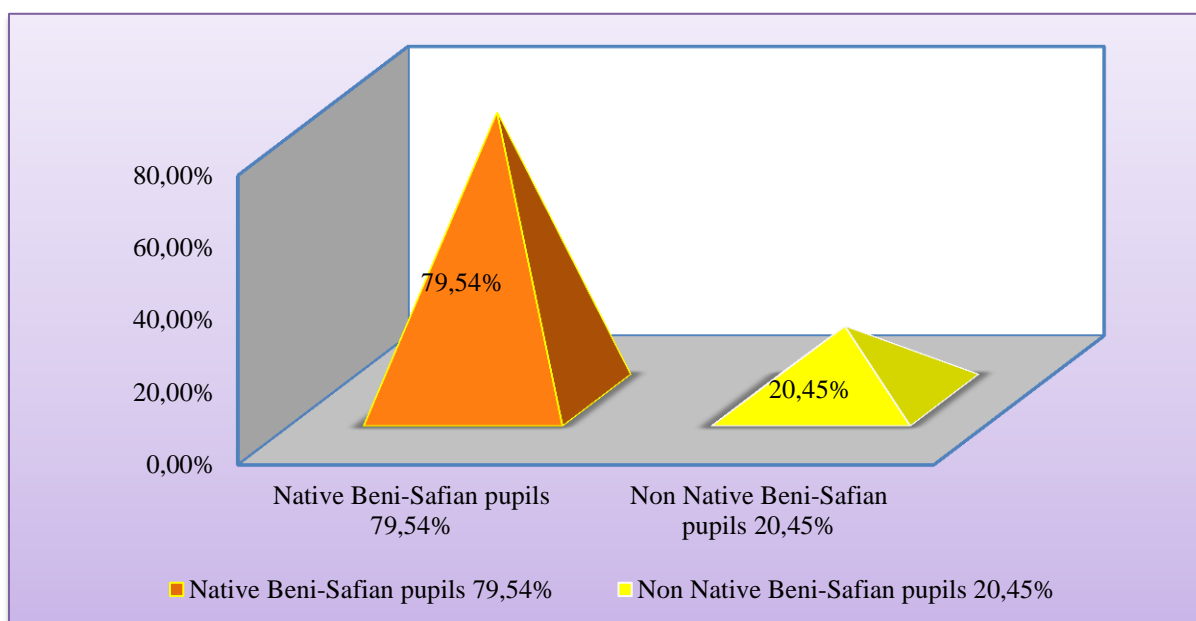
It covered general information about pupils, and which was needed to check their origins (whether they are native speakers of the BD or not, as well as their parents' origins, in addition to their level in English.

#### **Question 01:**

In the regard of getting reliable data and authentic results that confirm the aforementioned hypotheses, the researcher based this question on, or paved the way for pupils to provide information about their origins (whether they are natives or not). Thus, it aimed to measure how many native Beni-Safian pupils participated in the study investigation. Among which 35 pupils that represent over 79.54% of the total number of the sample population are native Beni-Safians, and another 9 pupils that are represented in 20.45% claimed that they are not natives. The results are pictured in the following graph:

**Graph 3.1**

*The Beni-Safian Origins of Pupils.*



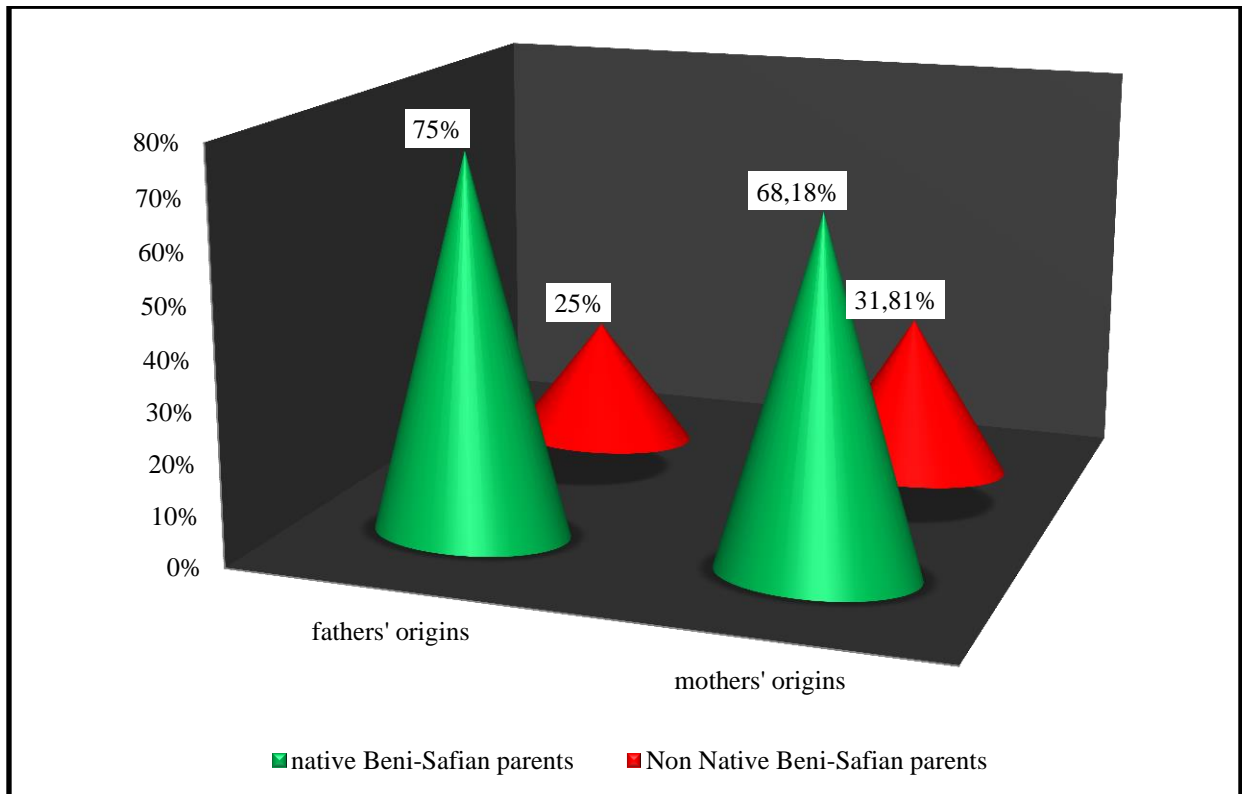
*Note. Total number of pupils=44 (including native and non-native Beni-Safians).*

### Question 02:

To fortify and give solid results and credible ones, the second question was represented to reflect the origins of pupils' parents. Hence, the results indicated that the majority of pupils (**75%**) have native Beni-Safian fathers, and another **25%** of the informants responded negatively, mentioning that their fathers are not natives. As for mothers, about **68.18%** of the total number of participants has native Beni-Safian mothers, and **31.81%** are not natives. Thus, the previously mentioned results are shown in the bi-chart:

### Graph 3.2

*The Beni-Safian Origins of Pupils' Parents.*



*Note: non-native Beni-Safian pupils are mainly from non-native Beni-Safian Parents.*

### Question 03:

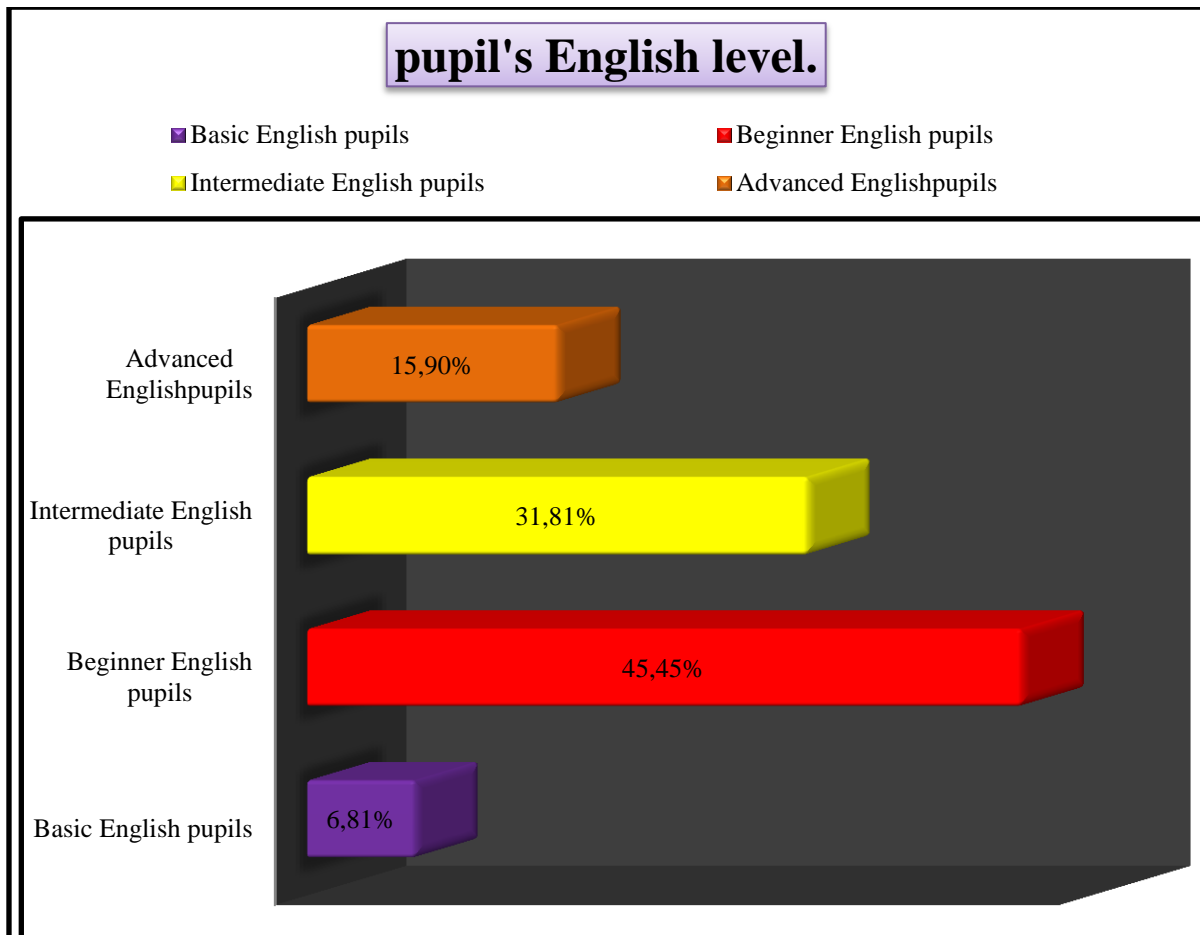
In terms of making a self-evaluation to their level in English that was a multiple-choice question, in which the answers were confined between four choices which were arranged, and listed as follows (Basic, Beginner, intermediate, and advanced). **06.81%** of participants assessed themselves as **basics**; however **45.45%** evaluated their level as

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**beginners** and another **31.81%** valued themselves in terms of **intermediate** pupils; the last group that stands for **15.90%** marked a tick in front of the last answer to appraise their English level as **Advanced**. All these data are detailed and captured in the following graph:

**Graph 3.3**

*Pupils' English Level Self-Assessment.*



### ***Section Two:***

In the current section, which dealt with the main point in this research investigation entitled “**questions about the BD impact on English pronunciation**”, the researcher has forsaken the questionnaire’s answers of pupils who identified themselves as *Non-Natives* in the first questions (1-2) which were arranged within the first section (section 1) “**General Information**” (check Appendix (A)). And those pupils who are Non-Natives are mainly from Non- Native parents; thus the number of the sample population has been reduced from forty-four (44) to thirty-five (35); hence the mathematical equation have been also changed at some

## Chapter Three: Analysis and interpretation of the Data collected.

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level (the total number of the target population has been modified after the elimination, so instead of (44), it became (35) as follows:

$$\frac{X}{35} * 100 = \dots\%$$

So, to higher the degree of credibility and reliability of this research work, the researcher chose to base the investigation on Native Beni-Safian (NB) pupils only as a sample population. This section, however, included as previously mentioned a set of questions (about five (05) questions) that examined the central idea or issue of this research investigation “**The influence of the Beni-Safian mother tongue on pupils’ English sounds pronunciation**”.

### **Question 01:**

As a general or introductory question that paved the way for other deeper questions to appear, the researcher put in use the first question in this phase which elicited pupils’ pronunciation competency level. In which it was a multiple-choice question, to check pupils’ level in pronouncing English sounds. So, about **22.85%** claimed that English speakers do not understand them at all while interacting with them, since the English sounds are incorrectly articulated, another **42.85%** put a tick in front of the second answer to indicate that they are hardly understood i.e. with focus, or concentration from the part of the listener, and for the **34.28%** left, they said that they are smooth, and easily understood. These results are classified in a detailed way in the following table:

**Table 3.1**

*The Classification of Participants According to the Degree of English Speakers Understanding.*

<b>Pupils’ replies</b>	<b>The number of Answers.</b>	<b>The percentage of Possible answers.</b>
<b>English speakers do not understand you</b>	<i>08</i>	<i>22.85%</i>
<b>English speakers do Understand you with Concentration</b>	<i>15</i>	<i>42.85%</i>

English speakers do

Understand you easily

12

34.28%

---

*Note: the number of pupils= 35 (After eliminating non- native Beni-Safian ones).*

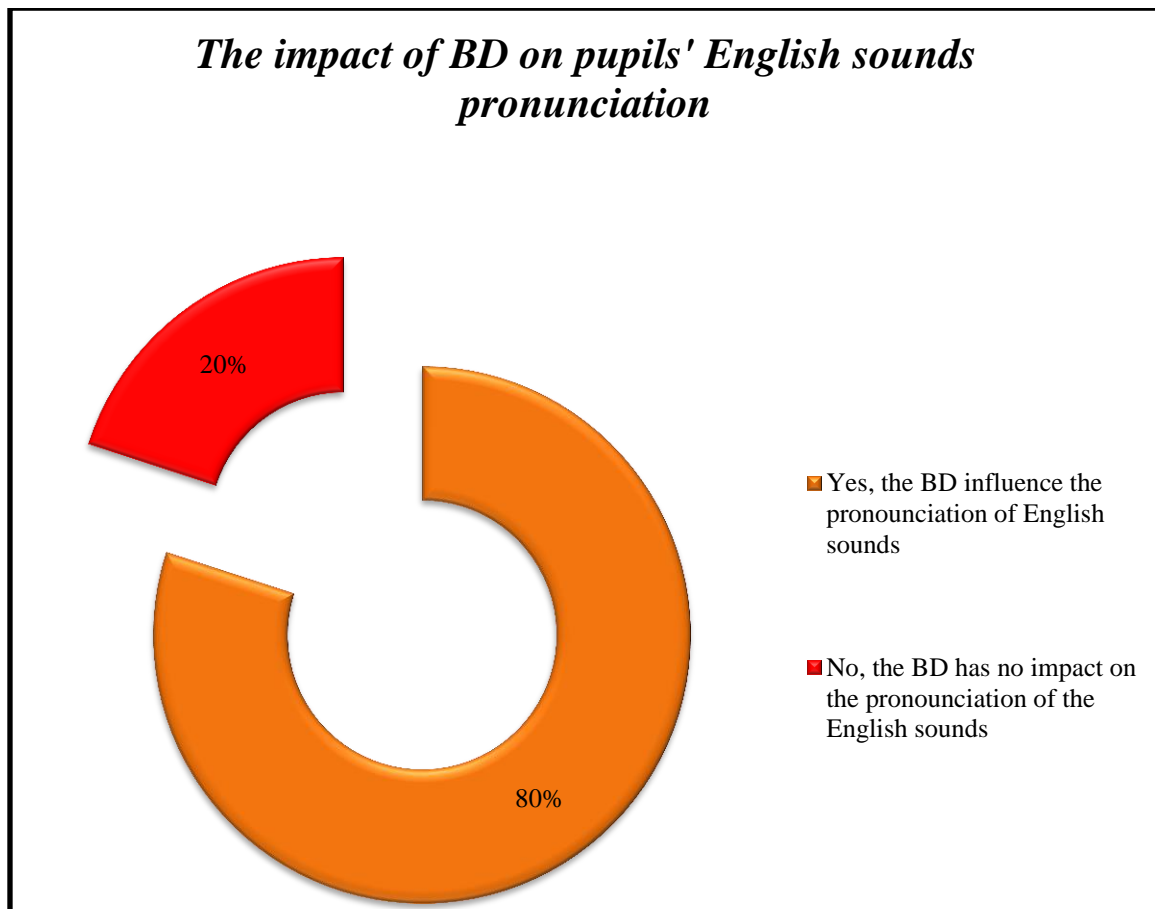
**Question 02:**

To ask about pupils' points of view, whether they can see, and touch an influence of their mother tongue BD while articulating English sounds or not, the current question has been put in use through which **80%** (twenty-eight 28) among the informants replied positively to the impact of BD on EP, and another **20%** (seven 07 pupils) said "No".

The chart below clarifies the results obtained from informants' answers:

**Graph 3.4**

*Pupils' Points of View towards the Impact of the Beni-Safia Mother Tongue on their English Sound Pronunciation.*

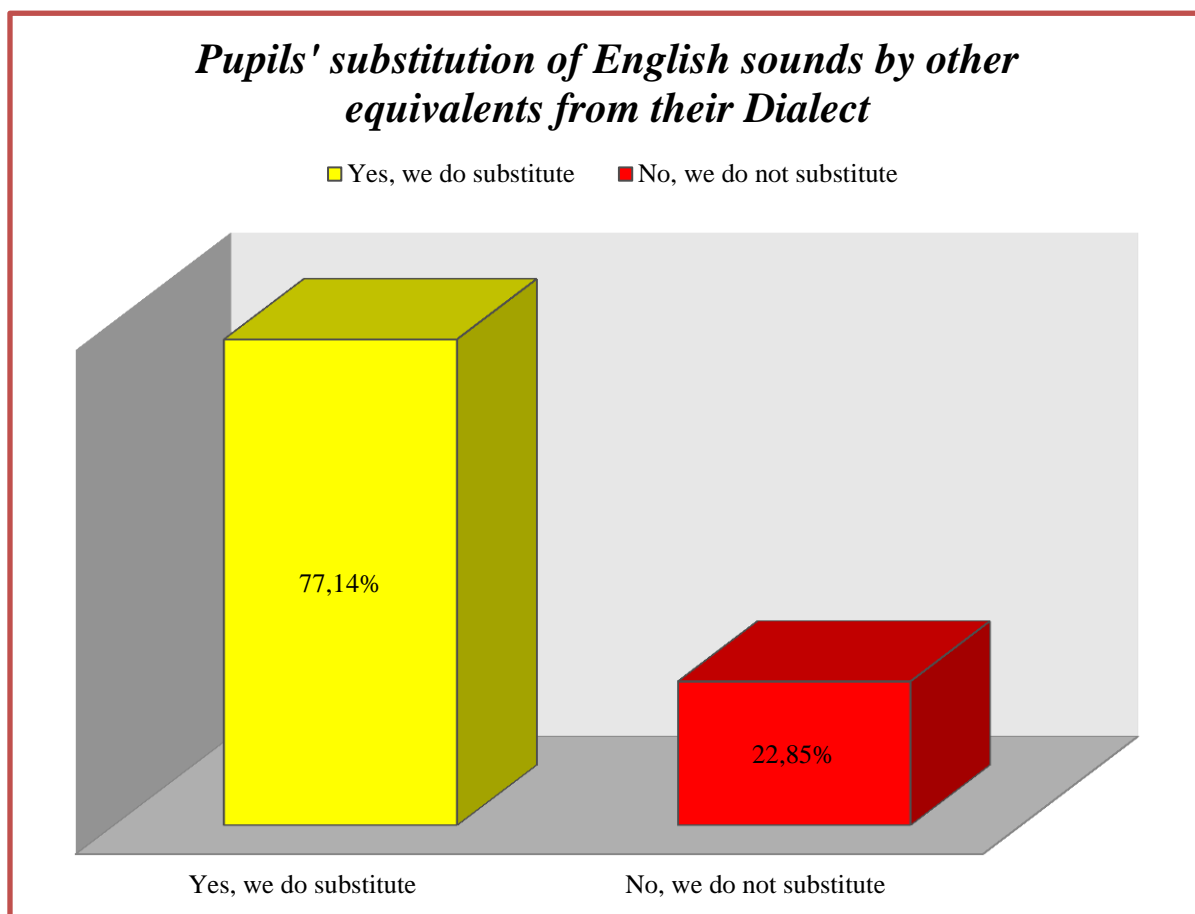


### Question 03:

Regarding alternation and substitution; **77.14%** of the total number of the sample population proved that they substitute while articulating English sounds using instead some small bits from their Beni-Safian Dialect. Yet, some participants (**22.85%**) alleged to not substitute while speaking; the subsequent chart includes all the results obtained from pupils' answers:

### Graph 3.5

*Pupils' Substitution of the English Small Bits (Sounds) by their Equivalents in their Beni-Safian Mother Tongue.*



➤ The second part of the question required to be opened for pupils to express themselves freely; it allowed them (those whose answers were Yes) to provide their opinions supported by examples from their own, and that picture such substitution. The majority amongst **77.14%** (twenty-seven 27 pupils) gave similar responses, they affirmed to have problems while articulating /θ/ and /ð/ sounds, to be automatically, and unconsciously substituted

## Chapter Three: Analysis and interpretation of the Data collected.

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respectively by the /t/ and the /d/ sounds; they additionally mentioned some words as examples to illustrate where they usually, and mostly commit such kind of errors while pronouncing including *Thank you, The, They...* i.e. the common terms that are often used in everyday English speech. Another group of pupils emphasized the sound /t/ to be substituted by /t̥/ sound and they underlined the word “**Time**” as the central word which is usually pronounced with such kind of substitution.

Yet, some other pupils reported that they have problems with the /t/ sound which is pronounced as /f/ to be substituted by /s/ sound as in the French language, and they pictured the aforementioned issue providing the example “**National**” /'næʃ (ə) n (ə) l/ to be articulated as “**national**” \na. sʃə.nal\, hence others identified the vowel sounds or the diphthongs to be much more precise especially (a) /eɪ/ and (o) /ɔə/ which are usually substituted by the French vowels (a) /æ/, and (o) /ɔ/.

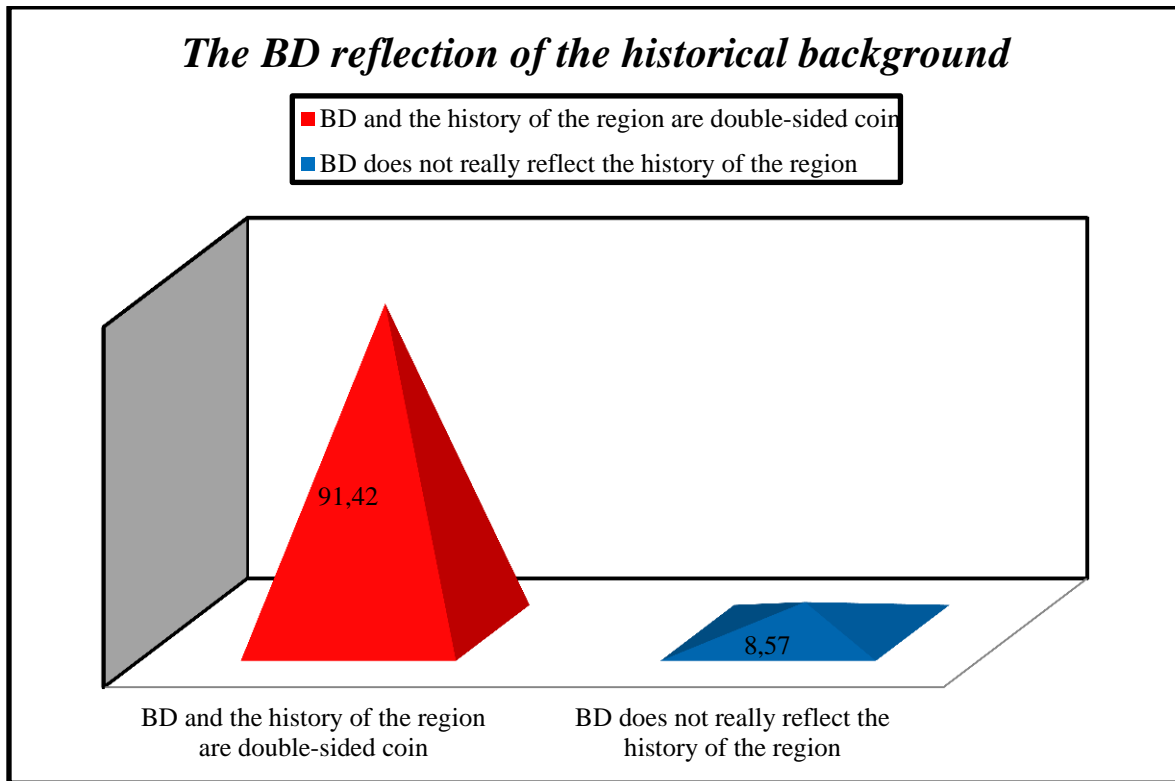
### **Question 04:**

To check whether the mother tongue or the BD is a mirror that reflects the historical background of the district, this very question was addressed to pupils in which, **91.42%** supported the idea that identified BD, and the region’s history as a double-sided coin; Whereas **08.57%** doubted about the same idea providing a negative answer. The outcome of the previously mentioned data is classified as follows in the next chart:



Graph 3.6

*The BD Reflection of the Historical Background of the Region.*

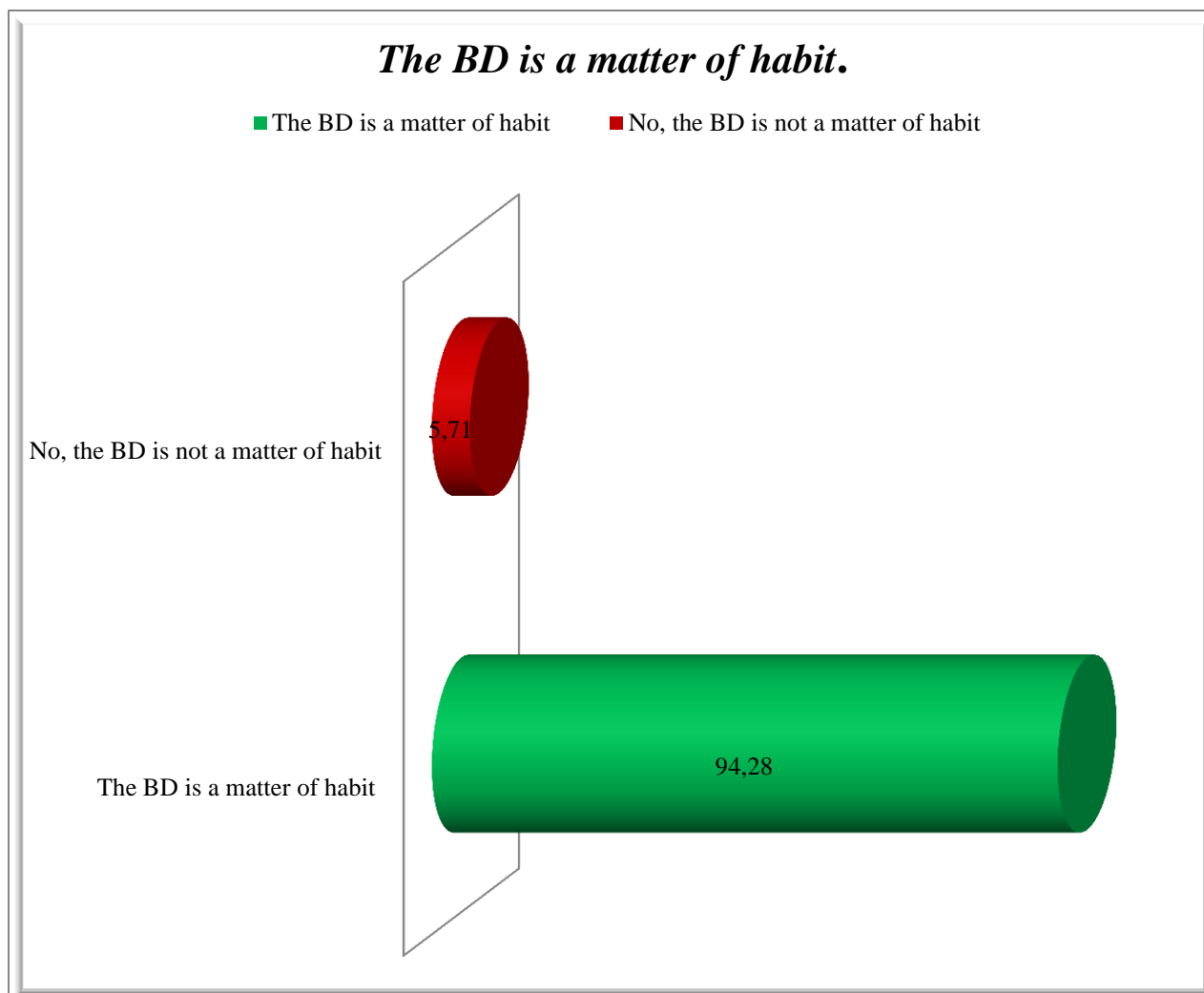


**Question 05:**

In the regard of indicating whether the Beni-Safian Dialect is a matter of habit, or not thirty- three (33) pupils that represent about **94.28%** of the total number of the target population claimed that their mother tongue is a matter of habit; however, two (02) pupils that represent **05.71%** expressed their negative position mentioning “NO” as an answer; the informants’ answers are represented in the following graph:

**Graph 3.7**

*Pupils' View towards Considering Their Mother Tongue as a Matter of Habit.*



### ***Section Three:***

The third and the last section of the addressed questionnaire contained a set of questions that covered and investigated the solutions that could be considered and suggested by pupils to overmatch the dilemma or the issue of Dialect impact on the pronunciation of the English sounds.

#### **Question 01:**

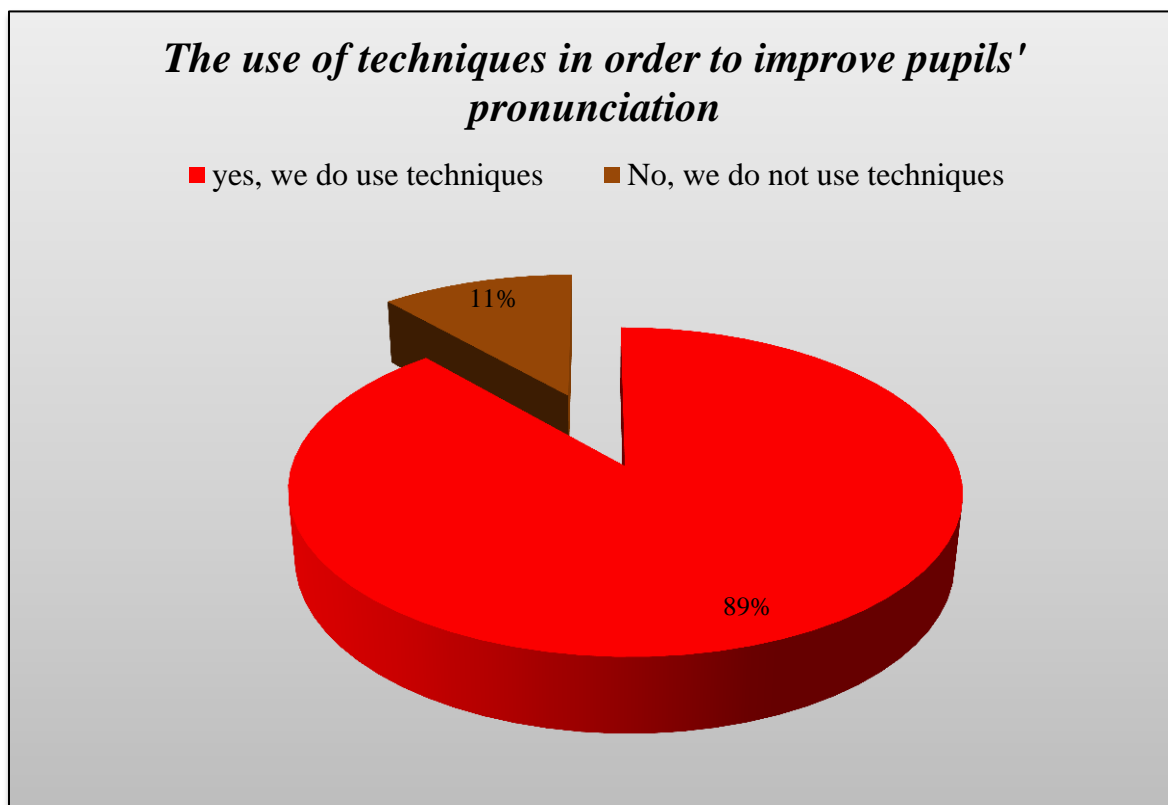
The first question attempted to investigate which useful techniques or devices are used by pupils to higher their speaking fluency, and to develop their English level articulation; in which **88.57%** claimed that they use methods to improve their English Pronunciation, yet

## Chapter Three: Analysis and interpretation of the Data collected.

11.42% said that they do not put in use any technique. The chart below summarizes the results which were covered from the participants' answers:

### Graph 3.8

*Pupils' Use of Some Techniques to Develop their English Articulation Level.*



### Question 02:

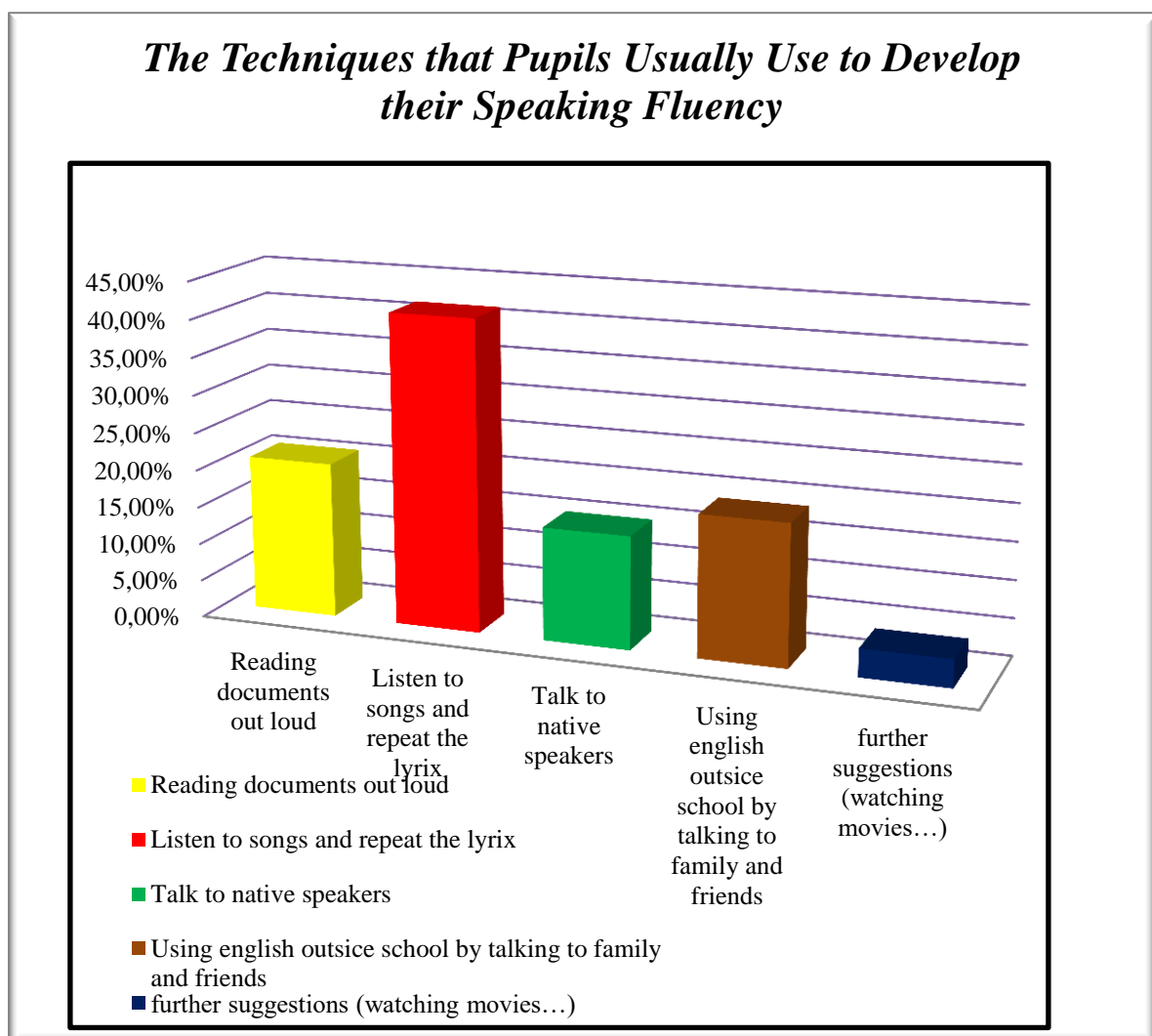
In the same vein as the previous question, some techniques have been provided so that the pupils can select which strategy they usually use in their way to reach fluency, and correctness in articulating while speaking English. In which the number of possible answers, in this case, have been divided by **53** because pupils were asked to select more than one answer if needed without including the four pupils who answered by “NO”, thus the total number of the answers was **53**. In consequence, **20.75%** selected the first answer to be the technique which they usually use “*Reading documents out loud*”, and another **42.28%** claimed that they use songs as their way of developing their pronunciation in which they *listen to music (English songs and they repeat the lyrics)*; yet **15.09%** found it easy to develop their pronunciation by talking to native speakers, which contributed in improving their way of speaking, thus correctly articulating, another **18.86%** said that the last option is their path towards reaching fluency “*Using English outside school by talking to family and friends*”.

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Furthermore, a last group of people that represents **03.77%** added further suggestions mentioning that they improve their speaking skills, and they develop their English sounds' articulation through searching for videos in YouTube, also via Multi-media language that is used in Social Media; additionally, they shed light on watching English series and especially movies to enrich the vocabulary from one side, and develop the English pronunciation from another. All that has been mentioned previously is classified in details in the following graph:

### Graph 3.9

*The Possible Strategies that "Foreign Languages" Pupils Usually Prefer to Use to Develop their English Pronunciation.*

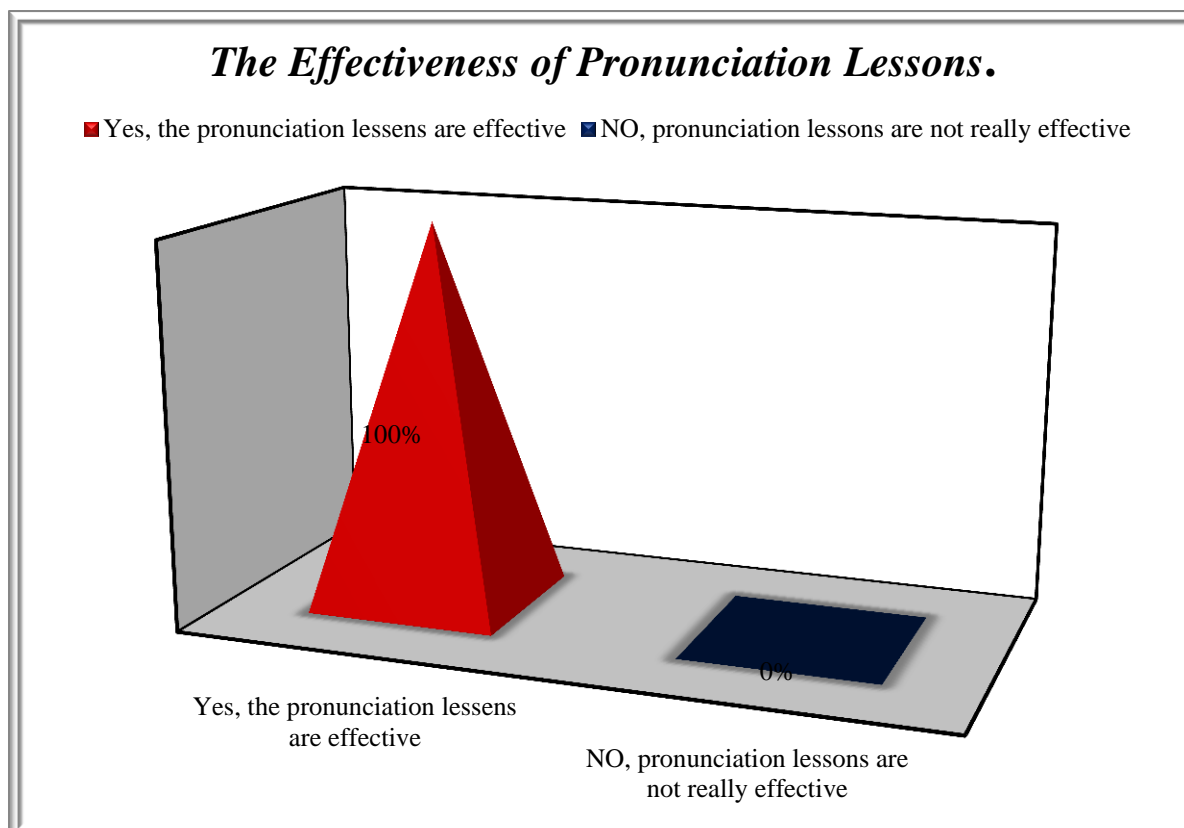


### Question 03:

The third question of the third section attempted to check whether the pronunciation lessons provided and explained by the teacher in the academic context i.e. English institution, and which are arranged in the syllabus beneficial and constructive or not, for pupils to move forward and develop their English sounds' articulation. Consequently, the results grasped from the questionnaire revealed that (35 pupils) **100%** i.e. all pupils, claimed that the pronunciation lessons played, and still an important and crucial role in developing their English articulation, yet none of them classified it as being not effective. The second part of the third question was an open-ended question that invited pupils to respond to the question “**HOW?**” i.e. the way by which these lessons were effective for them. They said that through the pronunciation lessons they learnt how to pronounce and articulate correctly the English sounds and thus words. Additionally, they knew the length of vowels like long /**u:**/ and short /**ʊ**/. Also, the teacher as a controller, a resource of information gave a helping hand via these lessons to guide them to reach more correctness and fluency while pronouncing English sounds and words. And these lessons also reduced the degree of difficulty that was encountered while speaking in English and gave more strength, and confidence to their speech i.e. speaking skills. As a consequence, the following graph provides much better clarification of the results obtained:

### Graph 3.10

*Pupils' Points of View towards the Effectiveness of Pronunciation Lessons.*



### Question 04:

The last question of the questionnaire aimed to give the opportunity for pupils or “Foreign Languages” pupils as the sample population upon which the research study is based, to propose and to posit practical solutions to overcome the problem of Dialect impact on English pronunciation. Hence, the majority of pupils focused their attention on the academic setting, urging them to concentrate with the teacher while speaking and explaining the lesson inside the classroom, and emphasizing every word “especially long words” like circumstances, characterization, totalitarianism,...etc. and trying to pronounce them correctly i.e. practising inside the classroom; Also by reading the texts and scripts provided in the English book, as well as interacting and discussing with the English teacher using the correct English language.

As for outside the educational setting i.e. the classroom, pupils suggested Reading as the best choice to develop the speaking skills and eliminate the dialect impact on their English sounds articulation; they proposed many options that among them: (Reading magazines’

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articles, short stories ... etc.) at least thirty 30 minutes a day. Other than reading, they postulated watching English serials, and movies (documentary ones for instance) and listening attentively and carefully to their correct and fluent speech as a very beneficial method.

Additionally, they proposed listening to native speakers' speech and try to imitate it (British, American accents), and trying to create an opportunity to communicate with them if possible. Furthermore, they claimed to use the environment where they live and their surroundings to develop their English articulation and to drive off the shadow of dialect impact that sets up on the Beni-Safian pupils' English pronunciation, by debating and communicating with family and friends "key pals" especially outside the classroom.

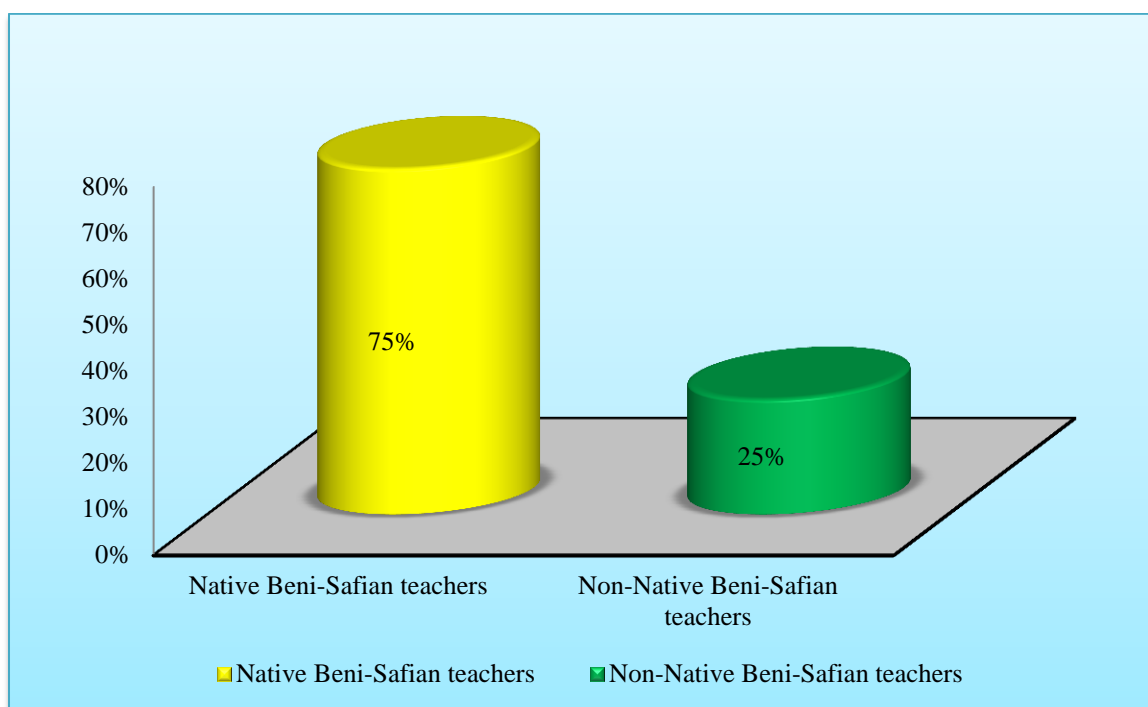
### 3.2.2 Teachers' Questionnaire

Similarly to the pupils' questionnaire, the teachers' questionnaire carried in its folds a set of structured questions that were arranged within two sections, despite the first one which was addressed to know the origins of teachers (whether they are natives or not), to eliminate the ones who are not; for the sake of adding more credibility, reliability, and authenticity to the work. The four teachers of the academic setting answered the questionnaire, and their replies are presented in details in the following graphs and diagrams.

- The first question was considered as introductory, or general question to indicate the teachers' origins (whether they are native speakers of the Beni-Safian mother tongue or not) in which three **(03)** teachers among four **(04)** ones who represented **75%** claimed that they are of Beni-Safian origins (Native speakers), yet one teacher only said that she is not of Beni-Safian origins (**25%**), the results are shown in the graph below:

**Graph 3.11**

*Beni-Safian Origins of Teachers.*



*Note: the number of teachers= four (04).*

### **Section One:**

The current section of the teachers' questionnaire covered and investigated the central issue of the research study in hand entitled **“questions about the Beni-Safian mother tongue impact on pupils' English pronunciation”**; among which five (05) purposeful questions were arranged. However, only three teachers' answers have been considered regarding their native Beni-Safian origins, and the teacher who is not native, her answers have been rejected to give more reliability to the study; hence the mathematical equation has been modified as follows:

$$\frac{X * 100}{03} = \dots\%$$

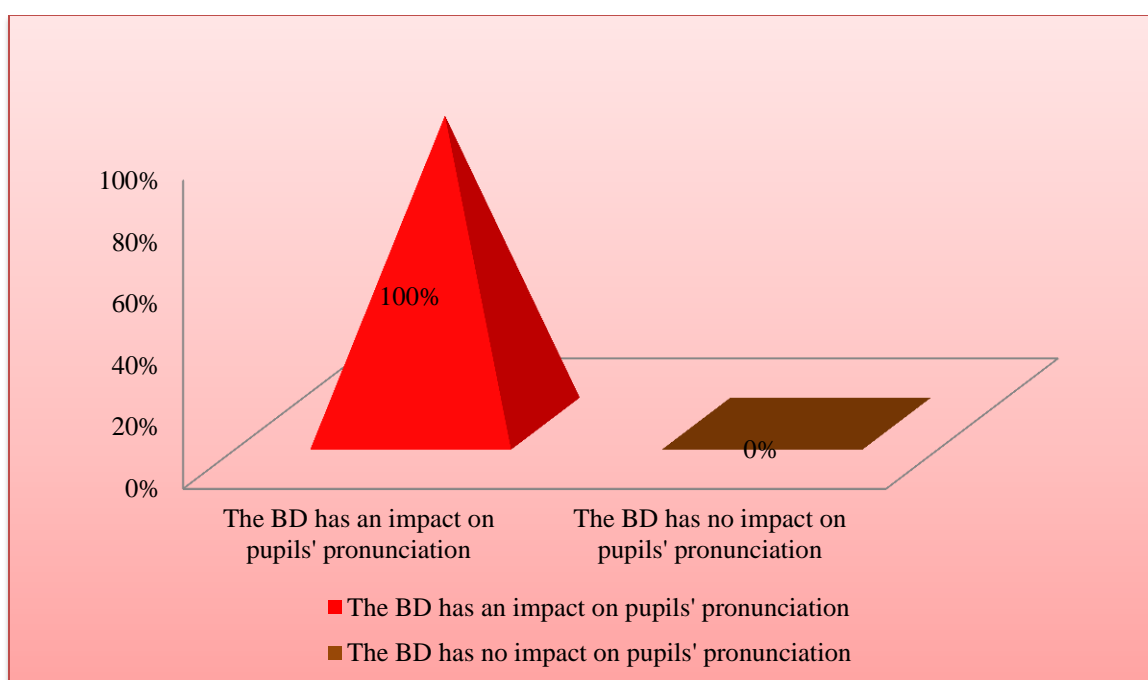


### Question 01:

In terms of checking teachers' opinions towards the influence of the Beni-Safian mother tongue on their pupils' English pronunciation as teachers of long experience; **100%** answered by "YES" i.e. all teachers had a positive view towards their pupils' English pronunciation which was affected by their dialect. The results are represented in the following graph:

### Graph 3.12

*Teachers' Points Of View towards the Impact of the Mother Tongue on Their Pupils' English Pronunciation.*



*Note: the number of teachers became three (03) after eliminating the non-native teacher.*

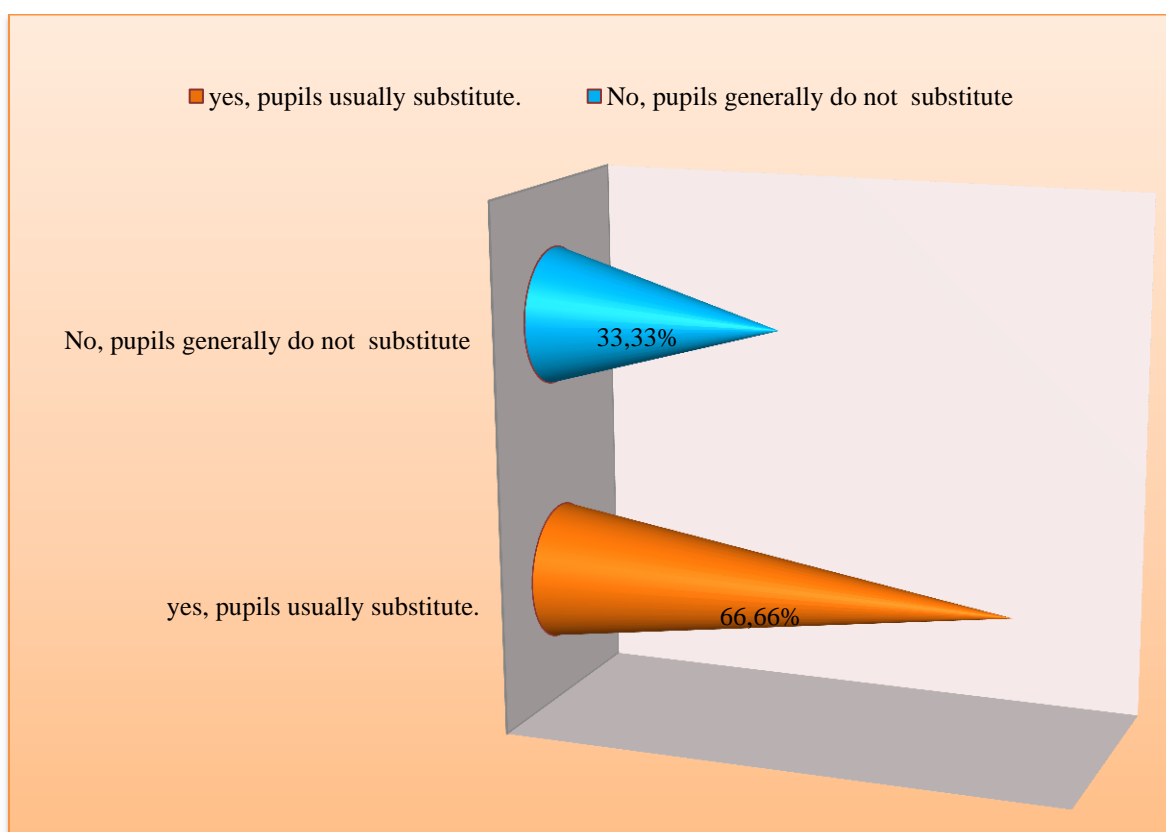
The second part of the question was fundamentally concerned with the main motives that stand for this issue. The informants mentioned many reasons or factors that contributed to such issue, including the historical background of the region, and the lack of interest, and motivation of pupils towards learning the English language i.e. laziness; as well as their mother tongue's ego, adding the age as a crucial factor. They bring up also getting the habit of using their dialect as one reason.

### Question 02:

The current question opened door to measure, and scrutinise teachers' views in terms of their pupils' English sounds substitution. In general, the majority of teachers (**66.66%**) had a positive opinion and confirmed pupils' substitution of English sounds by their equivalents in their mother tongue, and they supported their answers by providing some examples that pictured the substitution as a response to the second part of the second question. The researcher tried to classify the examples given by the informants as follows: the sound /ʃ/ in the word “**international**” /**ɪntə'neɪʃ(ə)n(ə)l**/ for instance, they do usually substitute it by /s/ as in French. As well as the sounds /tʃ/ and /dʒ/ which pupils pronounce respectively as: /ʃ/ and /ʒ/, mentioning “**chocolate**” /**'tʃɒk(ə)lət**/, and “**language**” /**'læŋgwɪdʒ**/ as examples, and they say /**'ʃɒk(ə)lət**/, and /**'læŋgwɪʒ**/. As for the **33.33%** of teachers, they denied English sounds substitution as an error committed by pupils in the educational setting mainly EFL classroom. The results of the informants are summarized in the bar chart below:

### Graph 3.13

*Teachers' Opinions towards Their Pupils' Substitution of Some English Sounds by Their Equivalents in Their Mother Tongue.*

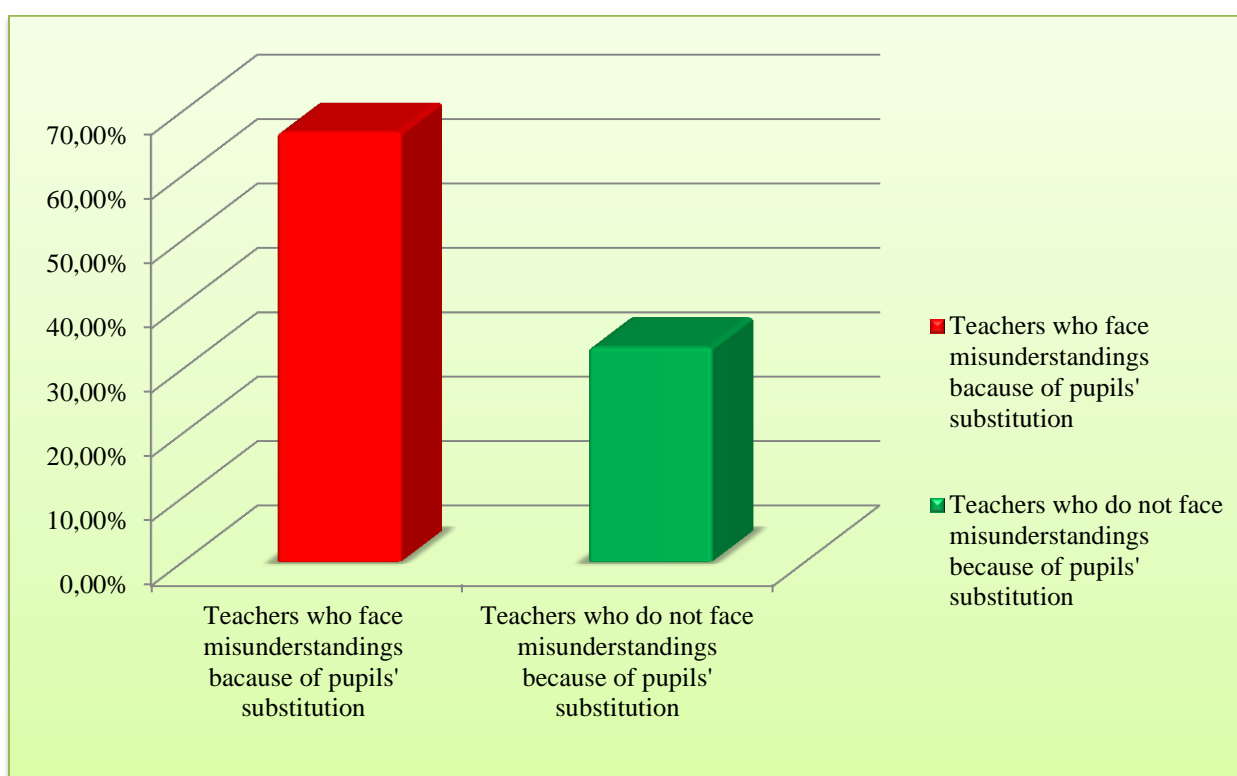


### Question 03:

Concerning checking the problems of misunderstandings that teachers usually face in the classroom as a negative result of mispronunciation of the English sounds; **66.66%** of informants claimed that they encounter each time such problems with pupils, yet **33.33%** said that they do not face such issue. The results are captured in the following chart:

**Graph 3.14**

*Teachers' Experience with Misunderstandings Because of Pupils' English Sounds Substitution.*

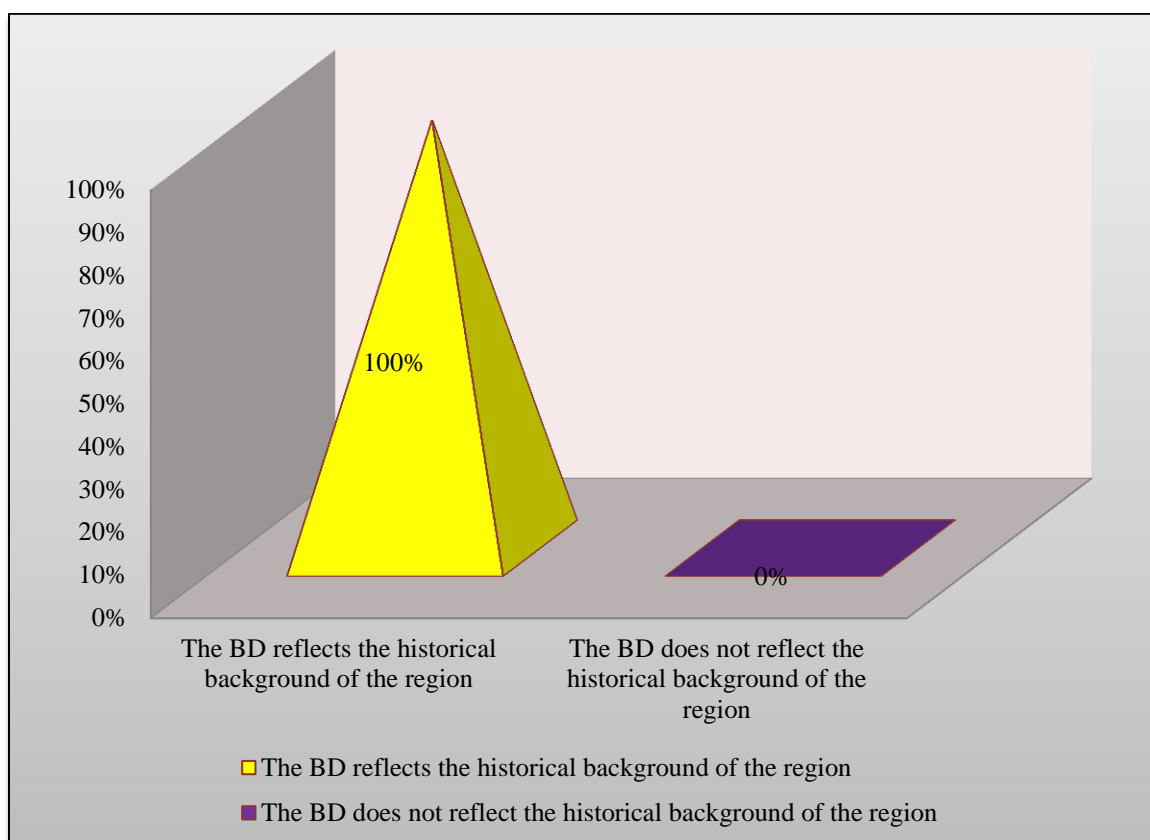


### Question 04:

When the participants were asked whether the mother tongue used by people in general and pupils in specific is a mirror that reflects the historical background of the region; similar replies were given by all teachers in favour of this question, in which **100%** responded positively on this question, and none of them provided a negative response; the following graph provides the detailed answers of participants:

**Graph 3.15**

*Teachers Views towards the Beni-Safian Dialect Reflection of the Historical Background of the Region.*

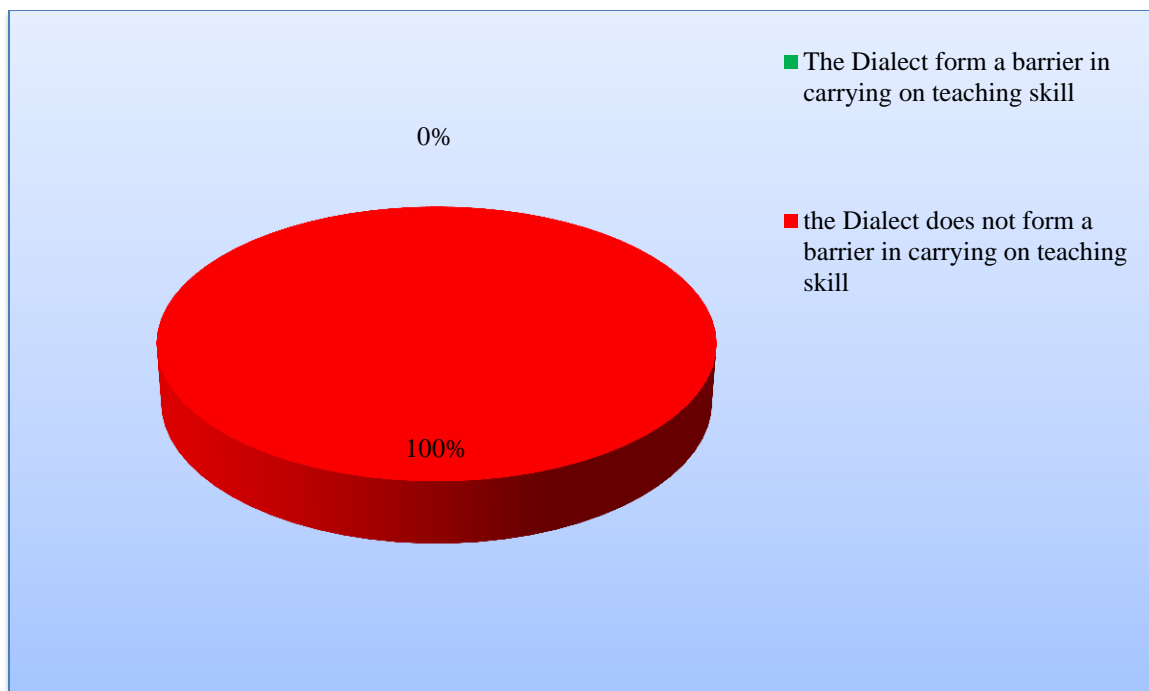


**Question 05:**

The question in hand witnessed only negative replies in which **100%** of teachers said “NO” to having a dialect as a barrier, or an obstacle in the English session that hamper the teacher from carrying on his teaching skill. Since they try to correct directly the mistake done, and move on in the lesson; as a consequence, the outcome of the teachers’ replies are mentioned in the following chart:

**Graph 3.16**

*Teachers' Opinion towards Having the Dialect as a Barrier during the English Session.*



### ***Section Two:***

This specific section was devoted to seeking some practical and reliable solutions, that teachers may mention as a response to the set of question provided by the researcher to avoid mispronunciation problems because of dialect impact.

### **Question 01:**

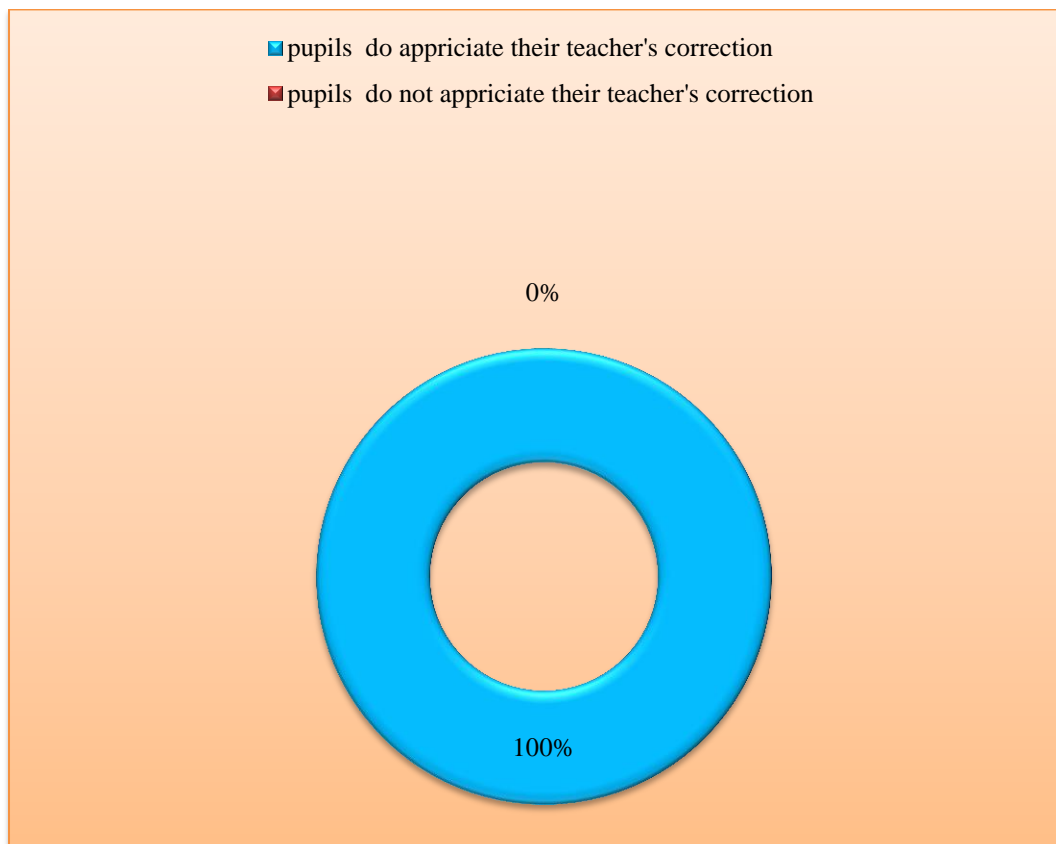
As a comment, or a response to the given statement ***“anyone can pronounce correctly”***; each one of the teachers showed their pessimistic, motivational, and positive view towards the subject mentioning that: as far as motivation, and support from the teacher is right there, as well as practising how to speak, if not fluently at least correctly the language; every single pupil has the ability, the competence, and a higher degree of possibility to develop his way of articulating, thus speaking. And as long as the teacher is giving his helping hand, and the pupil from his part is showing interest, perseverance, and most importantly love towards the language, she/ he would automatically enhance and improve his capacities to pronounce sounds and words correctly.

### Question 02:

In terms of errors' correction, all teachers replied positively **100%** saying that their pupils do appreciate and accept the teacher's correction while making any mistake in pronunciation –as part of his job-, yet none of them showed a negative attitude from the part of the pupil while correcting; the results are classified in the graph as follows:

### Graph 3.17

*Pupils' Attitudes towards Teachers' Correction of Pronunciation Errors.*



### Question 03:

As a part of the previous question, all teachers showed their methods identifying examples as the best way to correct pupils' pronunciation mistakes. Apart from examples, one teacher mentioned that she usually uses methods depending on the situation she is in, but generally speaking, she used to do so by trying to clarify the words and correct them immediately using illustrations, rules, and examples as well.

**Question 04:**

**Table 3.2**

*Teachers' Attitude towards Teaching English Phonetics at Early Stages*

Teachers' replies	Teachers' number	The percentage
<b>Teaching Phonetics at an early stage will be a good choice to develop pupils' English sounds articulation.</b>	<b>03</b>	<b>100%</b>
<b>Phonetic lessons are not a good choice to make a progress in pupils' English sounds articulation.</b>	<b>00</b>	<b>00%</b>

On the part of the current question which endeavoured at finding out if it worth to teach, and learns English phonetics at early stages to give pupils a solid background of English pronunciation, all teachers **100%** showed their positive attitude, or view towards teaching English phonetics at an early stage (Middle School) as a reliable solution that contributes in the progress as well as the development of pupils' English pronunciation. The above table (Table 3.2.) Categorized, and showed in details teachers' attitudes towards including phonetic lessons in the pupils' syllabus from early stages i.e. middle school.

**Question 05:**

The last question was to elicit dependable solutions to avoid future mispronunciation problems caused by dialect impact; as for teachers, it was an opened door for them as experienced instructors to provide some practical strategies, or solutions to reduce, or make an end to the dilemma of BD impact on pupils' English pronunciation; in which they related, and linked speaking correctly to listening, then practising through learning how to articulate each sound in a right way, as it should be pronounced, i.e. give each small bit in the language its full right; that is practising the language via many techniques that are pretty available nowadays and easier to get access to (The use of social media as an example, connecting with

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key pals... etc.); adding that reading books is an excellent strategy to improve one's pronunciation skills, which starts with the first step which is loving reading; thus, improving one's skill i.e. speaking skill via putting in use other skills mainly listening and reading were suggested by teachers as sufficient solutions to enhance pupils' English pronunciation skills.

### **3.3 Results of the Interview**

In the way of boosting, and increasing the reliability and the credibility of the data gathered from both questionnaires of teachers and pupils, the audio recording interview was set up for 12 native Beni-Safian pupils in the same educational setting "Ben Aissa Attar secondary school" who were randomly selected by the researcher as participants among those who responded to the questionnaire provided.; i.e. second and third year "Foreign Languages".

The audio-recording interview which was in a form of a written document (see Appendix C) included a variety of words that contained several sounds that pupils were more likely to mispronounce, and substitute them with similar sounds from their dialect, the results of the audio recording interview are meant to provide a solid background about the equivalent sounds that Foreign Languages pupils are mispronouncing because of their mother tongue; these letters are classified in the table (consonants (cons hereafter) and vowels (vwl hereafter)).

#### **3.3.1 Mispronunciation of Consonant Sounds**

Some phonetic consonant sounds in the English language are nearly similar to Beni-Safian dialect phonetic alphabet –in pronunciation- or at least, pupils consider them as such; so that many Foreign Languages pupils substitute these sounds by their equivalents in their mother tongue, and the document provided to pupils in the audio-recording interview reflected deeply this case; the Table 3.3. Shows the outcome of the audio-recording results:



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**Table 3.3**

*The Substitution of the English Consonant Sounds by their Equivalents in the BD*

<i>The word</i>	<i>The target Cons sound</i>	<i>The actual sound (the equivalent )</i>	<i>The number of students with correct pronunciation</i>	<i>Percentage</i>	<i>The number of pupils with incorrect pronunciation</i>	<i>Percentage</i>
Knowledge } Language } Change } generically }	<b>/dʒ/</b>	<b>/ʒ/</b>	<b>03</b>	<b>25%</b>	<b>09</b>	<b>75%</b>
			<b>00</b>	<b>00%</b>	<b>12</b>	<b>100%</b>
			<b>00</b>	<b>00%</b>	<b>12</b>	<b>100%</b>
			<b>05</b>	<b>41.66%</b>	<b>07</b>	<b>58.33%</b>
Change } Chance }	<b>/tʃ/</b>	<b>/ʃ/</b>	<b>05</b>	<b>41.66%</b>	<b>07</b>	<b>58.33%</b>
			<b>02</b>	<b>16.66%</b>	<b>10</b>	<b>83.33%</b>
Through } Everything } Worth }	<b>/θ/</b>	<b>/t/</b>	<b>00</b>	<b>00%</b>	<b>12</b>	<b>100%</b>
			<b>01</b>	<b>08.33%</b>	<b>11</b>	<b>91.66%</b>
			<b>00</b>	<b>00%</b>	<b>12</b>	<b>100%</b>
Other } Than } Mother }	<b>/ð/</b>	<b>/d/</b>	<b>00</b>	<b>00%</b>	<b>12</b>	<b>100%</b>
			<b>00</b>	<b>00%</b>	<b>12</b>	<b>100%</b>
			<b>00</b>	<b>00%</b>	<b>12</b>	<b>100%</b>
Tongue } Astonishing }	<b>/t/</b>	<b>/tʰ/</b>	<b>04</b>	<b>33.33</b>	<b>08</b>	<b>66.66</b>
			<b>01</b>	<b>08.33%</b>	<b>11</b>	<b>91.66%</b>
Potentials } Additional }	<b>/ʃ/</b>	<b>/s/</b>	<b>05</b>	<b>41.66%</b>	<b>07</b>	<b>58.33%</b>
			<b>06</b>	<b>50%</b>	<b>06</b>	<b>50%</b>

*Note: the total number of pupils was twenty (20) from both classes, but it has been reduced to twelve (12) after eliminating the ones who are non-natives.*

After the recordings' results shown in table 3.3., and grasped from participants' English pronunciation; it appeared that the sample population was chosen in this research work i.e. English Beni-Safian pupils encountered issues in articulating the aforementioned sounds, mainly consonants; in which the majority of pupils, around 100% faced difficulties in

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pronouncing words containing some consonant sounds including: /dʒ/, /θ/, and /ð/ in words like “Language”, “Change”, “Through”, “Worth”, “Other”, “Than”, “Mother” respectively. Likewise, another number of participants, around 58% to 83% faced difficulty articulating the /tʃ/ sound in several words such as “Change”, “Chance”; as for another group of participants they come across mispronouncing the /ʃ/ sound which appeared in words like Additional potentials (around 50%), as well as the consonant sound /t/ in the examples provided: “Tongue”, “Astonishing”. It was noteworthy that the English pupils were not only mispronouncing the English consonant sounds, but they were substituting them by their equivalents in their mother tongue mentioning: /ʒ/, /t/, /d/, /ʃ/, /tʃ/, and /s/ respectively. And this issue is because of many factors.

### 3.3.2 Mispronunciation of Vowel Sounds

On the part of English vowels, many of them were also more likely to be mispronounced, and substituted by their equivalents in the BD; in which Foreign Languages pupils find it easy while articulating. The detailed results of the recordings (mispronounced vowels) are classified in Table 3.4.

**Table 3.4**

*The Substitution of the English Vowel Sounds by their Equivalents in the BD.*

<i>The word</i>	<i>The target vowel sound</i>	<i>The actual sound (the equivalent)</i>	<i>The number of students with correct pronunciation</i>	<i>Percentage</i>	<i>The number of pupils with incorrect pronunciation</i>	<i>Percentage</i>
Cultures	/ʌ/	/y/	02	16.66%	10	83.33%
Shortcut			02	16.66%	10	83.33%
Pure			00	00%	12	100%
Capable	/eɪ/	/a/	04	33.33	08	66.66
Civilizations	/aɪ/	/ɪ/	01	08.33%	11	91.66%
Mind			10	83.33%	02	16.66%
Minority			05	41.66	07	58.33%

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Intelligence	}	/ɪ/	/ɛ̃/	03	25%	09	75%
Importance		01	08.33%	11	91.66%		
Inferior		00	00%	12	100%		

By far, this issue was not encountered in consonant sounds only, but the same problem was remarked while pupils pronounced the vowel sounds. In which from the selected words' pronunciation from the document (Appendix C), the majority of English learners (between 85%, 91% to 100%) have serious problems pronouncing words that contain short vowels: /ʌ/, /ɪ/ like: “Intelligence”, “Importance”, and “Inferior”, “Cultures”, “Shortcut”, “Pure”; Substituting them by the French sounds /ɛ̃/, /y/. Additionally, pupils misarticulated words with the diphthongs /ei/, and /ai/ varying them by /a/, and /ɪ/ in words such as: “Capable”, “Civilization” by a percentage of 66% and 91%.

### 3.4 Analysis and Discussion

In the current study, the instruments used explored and investigated whether the BD has an influence and a remarkable impact on pupils' English pronunciation or not. The results of both questionnaires (one of teachers and pupils), and the audio-recording interview showed the sounds that pupils usually mispronounce and the reason was more likely to be their mother tongue. The aforementioned results in the previous section are used in this very part to prove and confirm the hypotheses in hand, concerning the impact of Beni-Safian dialect on the English language pronunciation of second and third-year foreign languages pupils.

#### 3.4.1 The Analysis of the Questionnaires (Section One)

After spending six years of studying the English language between middle and secondary schools (four years in middle school, and two to three other years in high school), the majority of native Beni-Safian pupils believed that they were still beginners, (that were not supposed to be) which showed clearly and neatly that they need to improve and make more efforts to achieve fluency, and correctness -if not perfection- in pronouncing English; while their teachers should find new ways, new techniques, and -why not- new materials that help, motivate and facilitate for their learners to develop their way of articulating English sounds correct and fluently.

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The influence that Beni-Safian Dialect had, and still on pupils' English pronunciation was investigated through teachers' and pupils' questionnaires in which about **22.85%** claimed that English speakers do not understand them at all while interacting with them since the English sounds are incorrectly articulated, another **42.85%** put a tick in front of the second answer to indicate that they are hardly understood i.e. with focus, or concentration from the part of the listener, and for the **34.28%** left, they said that they are smooth, and easily understood. These results are commendable and opened a large door for discussion and interpretation; so though pupils had enough amount of pronunciation lessons in their curriculum, and syllabi for the six to seven years studies, that was supposed to be very efficient, and positively influential on their English sounds articulation, but it was not the case since a minority of pupils pointed out as previously mentioned that they can be easily understood by English speakers; rather they are hardly understood (they are not clear in the part of the listener), or understood with a focus which shows clearly that their English is not correct enough at the level of pronouncing the sounds to be understood from the part of the listener, and they need more practice, more motivation and focus (the four skills of language), and of course more materials (tools) to fortify their English pronunciation background and make it solid and strong for more correctness, accuracy and fluency. So, though the phonetic lessons which they used to deal with for many years in their English studies, pupils are still in need of many others to approve their English articulation.

In essence, pupils were convinced that their dialect is the major factor that is contributing strongly to their incorrect way of pronouncing English sounds, and the majority of them pointed out that the reason is more likely to be their mother tongue which is no more than a habit that is associated strongly and tightly to their way of articulating and which is a barrier or an obstruction that hinder them from making a path forward to achieve fluency, accuracy, and correctness while pronouncing.

It was commendable also that native English teachers of "Ben Aissa Attar secondary school" in their responses to the questionnaire -particularly question one- "Do you think that pupils' mother tongue (Beni-Safian dialect) is affecting their English pronunciation?" and question four "Do you think that a dialect is a reflection of the historical background of the region?" in which **100%** answered by "YES" i.e. all teachers, had a positive view towards their pupils' English pronunciation which was affected by their dialect, mentioning many factors that are actually contributing in pupils' sounds mispronunciation because of dialect impact; which reflected clearly their points of view on the subject that Beni-Safian mother

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tongue influence the correct English sounds' articulation of pupils, because of the historical background that can be considered as the chief factor, and the mirror of colonialism mainly; including the "Spanish", "Turkish", and "French" conquest which had a tremendous and a remarkable impact on the Algerian population speech in general, and Beni-Saf in specific. As they have seen such impact the other way around i.e. as a reflection of the historical background of the Beni-Safian region which instilled in pupils the habit of using borrowed words in their mother tongue from different origins (Turkish, Spanish, and French) in response to their colonial empires which were built up in Algeria for centuries; ending up with the critical issue that most pupils in secondary school consider it as an obstacle despite their long track in studying English as a primary and fundamental subject and language in the field of "Foreign Languages". Additionally, they mentioned "age" as a factor contributing to the impact of the Beni-Safian mother tongue on English pronunciation in which pupils in a certain age, do not focus on studies that much, to make a difference between pronouncing correctly, or incorrectly English sounds since their only interest, and concentration is on the mark (getting good marks and graduate) which is important at some extent, the thing that cannot be denied, but not as the importance of having a good basis in the four skills of the foreign language itself. So, they are mark-centred pupils –if we might say-, and getting good marks is synonymous to written form, neglecting completely the oral form (speaking skills) which leads evidently to English sounds mispronunciation; that is why age and level play a crucial role while mispronouncing sounds according to English teachers. As well as the lack of motivation, and interest towards the English language since, though pupils are from a "Foreign Languages" speciality which gives them more advantage to focus on English as a fundamental subject in their field, they do not care and if pupils do not care, they will not improve much or at all. Fortunately, since teachers and pupils are not native speakers of the English language; they could easily understand each other inside the classroom, and they did not face misunderstandings' problems.

It worth stressing that the aforementioned results and the overall conclusions revealed that pupils could understand that their native language was influencing their way of pronouncing English; since the majority of participants believed that their mother tongue (Beni-Safian dialect) formed the biggest impediment that hinders them as foreign languages pupils to make a constructive path forward to develop, and strengthen their fluency while pronouncing English. Furthermore, those participants claimed to apply their own mother tongue's sounds and knowledge on studying a foreign language particularly English i.e. they

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substitute the target language's sounds by their equivalents in their dialect mentioning consonants and vowels.

Some English phonetic alphabet sounds are nearly similar in pronunciation to Beni-Safian dialect sounds; so in their way of learning English pronunciation, native Beni-Safian pupils (secondary school pupils (Foreign Languages)) are deeply influenced by their mother tongue while articulating English sounds including:

- /t/ which is most of the time substituted by /t̥/ like in examples such as “time” /taim/ → /t̥aim/, astonishing /əst'ʌnɪʃɪŋ/ → /əst̥'ʌnɪʃɪŋ/ ...etc.
- As well as the sounds /tʃ/, /dʒ/, /θ/, and /ð/ which Beni-Safian native pupils substitute them by their equivalents in their dialect respectively as follows: /ʃ/, /ʒ/, /t/, and /d/, and this issue could appear in examples such as: They /ðei/ → /dei/; Three /θri:/ /tri:/, judge /dʒʌdʒ/ → /ʒʌʒ/, chocolate → /'tʃɒk(ə) lət/ → /ʃɒk (ə) lət/

The second part of the third question (section two) in the pupils' questionnaire (Appendix A), consisted of examples provided by pupils and pour in the same content of mispronounced sounds, the question required to be opened for pupils to express themselves freely; it allowed them to provide their opinions supported by examples from their own, and that picture such substitution. The majority amongst **77.14%** (twenty-seven 27 pupils) gave similar responses, they affirmed to have problems while articulating /θ/ and /ð/ sounds, to be automatically, and unconsciously substituted respectively by the /t/ and the /d/ sounds; they additionally mentioned some words as examples to illustrate where they mostly commit such kind of errors while pronouncing including *Thank you, The, They, Them...* I.e. the common terms that are often used in everyday English speech. Another group of pupils emphasized the sound /t/ to be substituted by /t̥/ sound and they underlined the word “**Time**” as the central word which is usually pronounced with such kind of substitution.

Likewise, some other pupils reported that they have problems with the /t/ sound, which is pronounced as /ʃ/ to be substituted by /s/ sound as in the French language, and they pictured the aforementioned issue providing the example “**National**” /'næʃ (ə) n (ə) l/ to be articulated as “**national**” \na. sjɔ.nal/, hence others identified the vowel sounds or the diphthongs to be much more precise especially (a) /eɪ/ and (o) /ɔə/ which are usually substituted by the French vowels (a) /æ/, and (o) /ɔ/.

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At this very point, the results from both questionnaires, as well as the audio-recording interview are approving and confirming the first hypothesis that was built at the very beginning upon one basis pointing out that Beni-Safian Dialect has a direct and a tight link to pupils' English sounds mispronunciation. However, the aforementioned results are compatible to some extent with the results of Benouali and Houria Afafe (2017) which revealed that Ain Temouchent Dialect interferes with the English pronunciation of Ain Temouchent students in a complicated way; equally the findings, the results, and then drawn up conclusions are harmonious and concordant with Miss. Ouanada, and Chebouki (2014) in which they reflect clearly how Tebessa's, Annaba's, and Constantine's Dialects are influencing the articulation of the English sound of English learners in general, and form a barrier for them. Furthermore, on a larger scale Chen Shi's results (2016) -which treated the extent to which Enshi dialect has an impact on learners' English pronunciation (Negative transfer)- were also consistent, and harmonious to the aforementioned results, and the drawn up conclusions of the current research study. All in all, this fact of pupils' English pronunciation due to dialect impact cannot be avoided, because, in a way or another, pupils can fall into the trap of getting their mother tongue as an obstacle in their way of pronouncing correctly the English Sounds

### **3.4.2 The Analysis of the Questionnaires (Second Section), and the Audio-Recordings**

The influence of the Beni-Safian Dialect on pupils' English pronunciation is evidently and stated via the audio-recording interview; which is in its turn linked up to some specific questions in the previously analysed questionnaire, particularly questions from section two in both teachers' and pupils' questionnaires (check Appendix (A) and (B)), in which it is shown that the small bits of the English language were probably and usually mispronounced, and the reason is more likely to be the Beni-Safian mother tongue which is -in fact- a mixture of multiple Dialects, and languages which are melted up with each other to form the Beni-Safian Dialect cocktail. Hence, this complication, or mixture, or mispronunciation is found according to the previously mentioned results in both consonants and vowels.

#### **❖ On Consonants:**

Many English pupils don't focus on the phonetic alphabet while reading a text, or any written document in the English language, so they don't remark that there are some English Phonetic Alphabet (EPA hereafter) that share the same characteristics mainly pronunciation as their mother tongue, though they are not complete, and identically the same but they show

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some similarities i.e. equivalence that pupils fall into the trap of substitution unconsciously, and without bearing in mind that they are mispronouncing the English sounds, because of that many small bits in the words presented in the audio-recorded document provided to pupils have been incorrectly pronounced -or much better- substituted by their equivalents in the Beni-Safian mother tongue. -The case of many other dialects around the world which share some common sounds that could be interchangeably used while pronouncing English sounds which lead evidently to many mispronunciations, and misunderstanding problems between the interlocutors-.

a. Several sounds in the Beni-Safian dialect are much like the English consonants. Therefore, they usually melt-up by native Beni-Safian pupils and alternated by their native sounds, for instance, the sound /θ/, and /ð/ which exist in the standard Arabic, but most pupils pronounce it as /t/, and /d/ in words such as other /'ʌðə(r)/, mother /'mʌðə (ɪ)/ which are respectively pronounced by Beni-Safian pupils as /'ʌdə(r)/, and /'mʌdə (ɪ)/. This issue is mainly because of the French conquest in Algeria in which, unlike the English language, French does not have in its alphabet letters the two sounds /θ/, and /ð/ instead of /t/, and /d/, and since Beni-Safian Dialect is a complicated mixture of many languages that the French language is crucial, and an integral part of it, they are tremendously affected by them, and their way of pronouncing i.e. Algerian pupils in general and Beni-Safians, in particular, grasped the French way of pronouncing, and which was inherited until now (no more than a habit that is associated and tightly related to the Beni-Safians' tongues).

b. The same case when pupils come across pronouncing the /tʃ/, and /dʒ/ in words like judge /dʒʌdʒ/, language/'læŋgwɪdʒ/, chocolate/'tʃɒk (ə) lət/, chance/'tʃɑ:ns/ ...etc. in which they are most of the time wrongly pronounced, respectively as follows: /ʒʌʒ/, /'læŋgwɪʒ/, /ʃɒk (ə) lət/, and /ʃɑ:ns/. This issue would be more likely to bring the French conquest and its impact on Algerians in general, and Beni-Safians in particular into the front since there is neither /tʃ/ nor /dʒ/ in the French language, there is rather /ʃ/, and /ʒ/ as in examples like juger /ʒy.ʒe/, Changement /ʃā.ʒə.mā/, and chocolat /ʃɒkɔla/ in way of illustrating.

All these mistakes in pronouncing can be frequently and usually found in the native Beni-Safians pupils' speech as a response, or a reflection of the impact of their mother tongue on their correct, and fluent way of pronouncing English sounds.



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c. Therefore, many Beni-Safian pupils lack the correct pronunciation of the /t/ sound which is most of the time substituted by /tʰ/ in examples like “time” /tʰaɪm/ /tʰaɪm/, astonishing /əst'ʌnɪʃɪŋ/; /əstʰʌnɪʃɪŋ/ ...etc. which can be considered as particularity to the Beni-Safian region in response to the Spanish conquest of this specific district and the tremendous impact that it traced on their speech mainly. /tʰ/ sound is frequently used by Spanish people that Beni-Safian pupils get the habit of using it in their mother tongue; consequently it influenced their way of pronouncing English correctly. While asking pupils in their questionnaire whether they substitute English sounds by their equivalents, the majority of them claimed that they do alternate English sounds by their equivalents in their mother tongue, and they provided the aforementioned sounds as examples. (77.14%) of the total number of the sample, the population proved that they substitute while articulating English sounds using instead some small bits from their Beni-Safian Dialect. Yet, some participants (22.85%) alleged to not substitute while speaking that their speaking skills while reading the audio-recorded document provided showed the contrary; which means that they are unconsciously alternating.

d. On the par of teachers' questionnaire, the same question was provided and they confirmed what pupils assumed adding the sound /ʃ/ as an example which is found most of the time in words like national /'næʃ(ə)n(ə)l/ ...etc. substituted by the /s/ sound approving the French impact on the Beni-Safian mother tongue; which in its turn influence the correct English sounds articulation. In essence, the recordings set up this issue clearly while pupils mispronounce the words “potentials”, and “Additional” respectively as follows: /pə'tenslz/, and /ə'dɪʃənl/.

### ❖ On Vowels

The pronunciation of the English vowels, and diphthongs –on the other hand- differ in the shape of the mouth (lips (rounded, closed...etc.)), the length of the sound (short or long vowel), as well as for the voicing; in which Beni-Safian pupils vary a lot while pronouncing vowels, and diphthongs influenced by French, and Spanish pronunciations mainly; which had a great impact on Beni-Safian pupils' speech (mother tongue) which affected the correct pronunciation of the English sounds (mainly vowels), and the examples mispronounced by pupils during the session of audio-recording interview confirmed that issue as follows:

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➤ The vowel /ʌ/ in “cultures” /'kʌl tʃər/; “shortcut” /'ʃɔ:t.kʌt/, and /j/ in “pure” /pjʊə/ were substituted by the French sound /y/ (U). Likewise, the short vowel /ɪ/ was substituted by the nasal sound /ẽ/ in words like: “intelligence”, “inferior”, and “important”. As for the diphthong /eɪ/; and /aɪ/ in words like “capable”, “civilizations” were substituted by: /a/, and /ɪ/ respectively. Which cannot be identical, they are pronounced with some subtle distinction as previously mentioned in the length of the sound, the shape of the mouth, and the position of the tongue.

The overall results and the drawn up conclusions revealed that secondary school “Foreign Languages” pupils assumed that they did mispronunciations, and they did substitute English sounds (cons and vovls) by their equivalents in their mother tongue, and the aforementioned examples that were mispronounced by pupils are the best example to illustrate such substitution.

In way of conclusion, pupils tried most often to pronounce English sounds (consonants and vowels), depending on their mother tongue. In this case, mistakes, errors, and mispronunciation cannot be avoided; they will occur in speedy speech.

In essence, to this extent the second hypothesis has proved that Beni-Safian pupils in secondary school –particularly- “Foreign Languages” do substitute English sounds by their equivalents in their dialect; that what has been shown via the examples previously mentioned in the recordings, and the questionnaire’s third question (section two) for pupils’ questionnaire; and the second question (section two) for teachers’ questionnaire (check Appendix A, and B).

The results of the recordings are compatible to a certain extent with the study of Houria Afafe and Benouali (2017), in which they mentioned nearly the same English sounds proving that Ain Temouchent students substitute them by their equivalents in their dialect, despite the /t/ sound, which is not substituted by /tʰ/ while pronouncing English. So, apart from the last result which was not favourable to the current study, the research work is frequently harmonious with the findings drawn up previously.

The results are equally compatible with the results of “Chen Shi” (2016) since they found nearly the same results, that some sounds in the English language are always substituted by their equivalents in their mother tongue; including vowels as well as consonants; likewise, the current study which revealed that pupils of secondary school

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“Foreign Languages” speciality are always alternating, and replacing English sounds (vowels and consonants) by their equivalent sounds in the Beni-Safian mother tongue, which put the study in harmony, and consistency with the aforementioned results.

Equally, the study is compatible with the study of “*Miss. Ouanada*” and “*Chebouki*” (2014); though they are not identically similar in terms of all sounds, at some level they are harmonious since they have identical angles from where the whole subject is viewed. Hence, they are harmonious, and compatible in the main point about the subject investigated mentioning: how the dialect is influencing the English sounds pronunciation of pupils; in a detailed way: pupils of the middle, and secondary schools, as well the students of the university in Constantine, Annaba, and Tebessa are highly influenced by their dialect responding by mispronouncing English sounds and varying them by their equivalents in their mother tongue.

### **3.5 Recommendation and Pedagogical Suggestions**

Since the influence of the Beni-Safian Dialect on pupils’ English pronunciation has been proved, some reliable, and dependable solutions should be put in the front to avoid this problem; So, based on the data collected from the questionnaire, both teachers and students agreed to solve this problem inside, as well as outside the educational setting i.e. using the teacher as a source inside the classroom and depend on oneself outside. Thus, both of them shed some light on an important point which is teaching phonetics and phonology in early stages i.e. starting from middle school which is considered as one way to control the issue of dialect impact on pupils’ English pronunciation. Moreover, the teacher should be asked to correct pronunciation errors immediately by giving examples to make the problem more and less complicated. All in all, both teachers and pupils focused on using the educational setting one hundred per cent to overcome their pronunciation problems. As for outside the classroom, communication and practising with friends, using the English language is always the best choice to be taken into account, in addition to listening to English songs (music) which are considered in a way or other native speakers of the English language so that pupils can imitate at least their correct way of pronouncing English. Another way provided by both teachers and pupils is reading documents (books, magazines ...etc.) out loud so that the pupil can listen attentively to himself and detect his pronunciation errors, and mistakes by himself and -why not- searching for the correct pronunciation.

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From another angle, or the researcher's point of view, she added some extra suggestions, and solutions for this very issue, dividing the task into two: from the teachers' part, as well as from the part of the learner.

### 3.5.1 Teacher's Side

The researcher thinks that the English classroom should be always motivational for learners i.e. the teacher should always be creative i.e. to create an adequate environment, an exciting, supportive atmosphere to attract his learners and keep them away from the boring routine of following the teacher explaining without understanding the basic points of the lesson. This is the first path towards getting pupils with correct English pronunciation because as far as the pupil is motivated and excited for the lesson, he will be always on the line of searching, of giving, of driving himself from the better to the best i.e. he will keep attached. Furthermore, the teacher should always have a clear objective (clear goal) in his mind especially when talking about pronunciation lessons which are to have his learners by the end of the lesson able to pronounce correctly the given sounds (throughout a correct system) that is practising the sounds via words and sentences. That is if the ministry of education includes phonetics, and phonology as a main, and fundamental subject of practice in middle school, pupils will be able to recognize how to pronounce correctly and \_why not\_ fluently with an organized system and clear arranged methods which would be enough to overall this issue of mispronunciation caused by dialect impact.

Moreover, after putting pupils in the right atmosphere, the right lesson zone, he should give as much help as required inside the classroom; so whenever the pupil come across committing a pronunciation mistake, the teacher should immediately correct the mistake by explaining and illustrating and which will be more than effective.

Another point which has been neglected in English classrooms nowadays, is giving the chance to pupils expressing themselves in English i.e. giving the pupil his own free space to breathe and unleash his oral capacities, and his speaking skill in the classroom in front of his classmates and teacher during the reading session for instance to check, monitor pupils' progress in reading and by the way, their way of pronouncing; as well as allowing him to be integrated into groups (teamwork, or group work) inside the classroom where classmates can discuss the topic given using the English language and correcting each other's mistakes during which the cooperative spirit of the group will develop, in which the role of the teacher, in this case, will be a facilitator, and the classroom will be a learner-centred.

### 3.5.2 Learners' Side

As for learners, the researcher sees that they have also a part of responsibility inside and outside the classroom. It is always said that the first and best way of acquiring a language is practice; but before everything, the learner should be put in the right zone, and atmosphere of learning a foreign language in which he should have interest, and ability to be integrated into the process of language learning; he has to react in an active way searching, helping himself, and strengthening his way of pronouncing English which will surely help him to overcome the various difficulties that he is encountering while articulating English sounds.

Nowadays, there are a lot of ways of communicating and contacting "Social Media" which will have a great significance, and importance for non-native English learners to develop their way of pronunciation i.e. pupils can use Multi-device in a constructive, educative, teachable way through getting access to multiple platforms, websites, networks from where they can learn many things that can develop their way of articulating English sounds away from their mother tongue.

Audio-visual tools which are an outstanding convenient in recent days can be of huge importance since it offers opportunities to learners having discussions with native speakers, and getting experience and why not imitating their correct pronunciation (listening to standard English); which can be very useful, and effective because getting the habit of pronouncing adequately the English language is not something easy at all, as it is not something impossible because everything can be possible if the person wants to do it. Thus, listening and speaking are not limited to just the previously mentioned matters, but it exceeds that to listening to different types of English music (POP, JAZ, BLUSE...etc.) with correct English pronounced lyrics, during which pupils create an opportunity for themselves to achieve their goals of reinforcing and developing their way of pronouncing.

Another efficient way is watching English movies and learning from their speedy, and correct way of articulating which learners find at first as a barrier that can never be broken, but the idea is that one's decision to achieve something should be above all.

Reading works as a tool for developing one's way of articulating. So, reading a lot of books, documentary articles, short stories ...etc. will be a huge path towards a correct English pronunciation and a path away from referring to one's mother tongue while learning the new language mainly English. As well as using dictionaries (electronic and printed versions)

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which include phonetic transcription of words whenever necessary would be a very convenient tool –no doubt-.

Apart from reading a lot of literature, the researcher believes that the best, the effective, and practical way to grasp a true and correct English pronunciation away from the impact of the mother tongue; what learners can do is to start thinking in English because as far as their mind is stick to their mother tongue they will never make any progress in the process of learning a foreign language correct pronunciation.

In the way of conclusion, one may say that achieving fluency, correctness in pronouncing the English sounds is a long-term activity that needs a lot of hard work, perseverance, concentration, and much effort. It is a mission that will never be accomplished if the learner gives up from the very beginning; so the more serious and patient the learner is the easier, and smooth his task will be.

### **3.6 Limitations of the Study**

During the process of conducting the actual research that treats the issue of Beni-Safian dialect impact on pupils English sounds articulation; several obstructions come across the good continuity of it mentioning the following:

Regarding the situation that the whole world was and is still living in focusing on the medical side and precisely Coronavirus pandemic; “COVID19” has tremendously affected the educational system, so besides the widespread closures of schools, and Universities ...etc. the pandemic made the world especially –the educative world- embrace online contact with teachers as the best alternative, and this was the case in response to the pandemic and the quarantine. Hence, the studies have been frozen for a pretty much period i.e. no face to face interactions or contact between teachers and students; though some points in the extended essay’s plan of work and development need to be discussed in details and some other matters need to be elaborated or take place in face to face contact. Thus, the online interaction has its issues and as students, it was to communicate with the supervisor via E-mails.

COVID19 has tied up also to many issues that the researcher faces while going to the educational setting of the sample population “secondary school” in which it was hard a little bit to get access to them despite some specific hours, since they were divided, and they were studying by groups. So, COVID has tremendously affected collaborative researches and collaborative head spaces i.e. to team up in which the researcher can no more have the amount of usual face to face research meetings and discussions with the supervisor; in which

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everything was shifted to online interaction: mainly E-mail, though many things need the researcher to sit, and brainstorm which was somehow challenging for some activities that would have been done physically.

As for the content, or the conduction of the content of the research work, the researcher found many difficulties in translation because many resources have been found in other languages apart from English which needed translation; some in Arabic and some others in French. Likewise, the researcher encounters difficulty also finding resources related to the topic in hand mainly about the Beni-Safian district.

By far, though the few limitations and the obstacles that come across this research, it was fortunately overwhelmed with valued information in the respect of the topic studied, and investigated and which reached a targeted point to heal a linguistic disease that most native Beni-Safian pupils were and still suffering from.

This research work was one opened door, or a small path towards increasing and giving practical solutions to over math the dilemma of Dialect impact of the Beni-Saf city on Beni-Safian pupils, as a starting point for other research works –why not- to treat other sounds that are mispronounced in other settings mainly willayas of the Algerian country; considering it from one angle as a continent, and not a country regarding the diversity of cultures, and mother tongues used in Algeria.

### **3.7 Conclusion**

In way of conclusion, it worth stressing that the aforementioned ideas and information, cited in this paper analysed, discussed and interpreted the results of the instruments used in the current research study: mainly “teachers’ and pupils’ questionnaires” as well as “the audio-recording interview”, about the difficulties that secondary school English pupils may encounter in their process of pronouncing English sounds. These errors in articulating are inevitable, and cannot be avoided; only because of pupils mother tongue’s impact; that is, native Beni-Safian pupils believed that English and Beni-Safian dialect sounds may overlap (they are tied up) i.e. mispronunciation, and substitution are intertwined.

Thus, the previously built up hypotheses were confirmed through the analysis of the results. It is also a noteworthy emphasizing on some points, or constructive, reliable, and practical solutions, that may overcome this issue of dialect impact on English sounds’ pronunciation; as well as the limitations that would be referred to as the major setbacks, or obstacles that the researcher faced during her process of conducting her research paper.

# General Conclusion

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## General Conclusion.

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It is known that good pronunciation, and the correct way of articulating sounds during the process of learning a foreign language, is an integral and indispensable part of any human interaction. However, some issues that are interfering, or obstructing the correct output of the sounds' pronunciation will create mispronunciation, and misunderstanding problems that make the whole communication fragile because of sounds' incorrect way of articulation i.e. the small meaningful bits' pronunciation are going to be a foible for the whole circle of communication.

The English language is an essential part of this issue since many English learners do mispronounce English sounds, and the chief factor behind that problem is mainly Dialect impact, the thing that has been confirmed and approved through the research study in hand. For many native Beni-Safian pupils, their mother tongue is a huge barrier in their way of achieving fluency and reaching the accurate, and the correct way of articulating English sounds; as they affirm that a good, -or much better- correct pronunciation is necessary when personal, as well as professional interactions are required to take place during the communication.

There is no doubt, that the English pronunciation of native Beni-Safian secondary school "Foreign Languages" pupils is greatly, deeply, and affected, and influenced by their dialect. Nevertheless, mispronunciation problems caused by their dialect are also intertwined to substitution; in which it was found that many English sounds are almost similar and nearly identical to Beni-Safian phonological small bits, that pupils find it easy to alternate between the two replacing English sounds by their equivalents in their dialect.

This issue has been investigated by many pieces of research, focusing on several dialects which have their impact on the English language correct sounds' pronunciation; hence it is the common point; including that of Chen Shi (2016), who treated and analysed the negative transfer of Enshi dialect on English learning, especially the influence of Enshi dialect on the pronunciation of the English language.

This paper summarized and investigated whether or not secondary school "Foreign Languages" pupils of "Ben Aissa Attar" mispronounce some English sounds, and whether or not they are linking this issue to substituting these sounds with their equivalents in their Beni-Safian mother tongue. So, the reason why to choose this topic entitled "The impact of the Beni-Safian Mother Tongue on pupils' English Pronunciation" is to clearer the blurry outlook in the regard of this particular topic i.e. to show with clear and flexible evidence the

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extent to which pupils –mainly- secondary school pupils “Foreign Languages” are encountering the issue of mispronouncing English sounds because of the Beni-Safian mother tongue. With applying the study on “Ben Aissa Attar” secondary school pupils as the sample population of the research study in hand to test, and verify the validity and the reliability of the build-up hypotheses and questions; which came to the front to determine the problem of pronouncing English sounds that pupils are facing while learning English, and the number of sounds that they do usually substitute by their equivalents, and the reason is more likely to be their mother tongue.

The main objective that drives this topic forward, is to mention the fundamental reasons behind this very problem highlighting that such issue was and still considered as the biggest obstacle for many pupils that they should make a huge path forward following some recommendations to avoid it or throw it away, and who intend to reach a certain degree in speaking correct English and for those who are planning is to build a career which is linked to the field of the English language.

Furthermore, the study was divided into three main parts through which an entry to the sociolinguistic, as to the linguistic profile of the Algerian country, and the Beni-Safian city have been presented. Moreover, a discussion and interpretation of the main data collected about the topic conducted have been made to test the validity of the hypotheses built-up, following the designed shortcut through the research methodology which facilitated, and paved the way for this research work to be conducted, and most importantly to be carried out. The same thing is applied to the research instruments used in this research study which helped, and was an attempt to easily get access to the sample population’s points of view, and reactions towards the subject in hand, focusing on the phonological aspects via the printed versions of teachers’ and pupils’ questionnaires as well as the audio-recording interview.

The results upon which the conclusions were deduced, approved and revealed that BD has a direct and a tight link to pupils’ English sounds mispronunciation, and the issue was tied up to substitution, in which native Beni-Safian pupils do substitute consonants and vowels relying on their equivalents in their mother tongue. Hence, their pronunciation errors, and committed mistakes cannot be avoided, and they would be clearly shown in their speedy speech. The following examples could be mentioned in way of illustrating:

When pupils express themselves using the English language, the majority amongst them have problems, and fall into the trap of misarticulating /θ/ and /ð/ sounds, to be

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automatically, and unconsciously substituted respectively by the /t/ and the /d/ sounds; they mostly commit such kind of errors while pronouncing: *Thank you, The, They, Them...* I.e. the common terms that are often used in everyday English speech. Another group of pupils mispronounce the sound /t/ to be substituted by /tʃ/ sound and the word “**Time**” could be a central word that is usually pronounced with such kind of substitution. Likewise, some other pupils come across the problem of mispronouncing the (t) letter which is supposed to be pronounced as /f/ to be substituted by /s/ sound as in the French language, and the aforementioned issue could be pictured in the example “**National**” /'næʃ(ə)n(ə)l/ to be articulated as “**national**” \na. sjɔ.nal\, hence the problem is always present and could be identified also in the vowel sounds or the diphthongs -to be much more precise- especially (a) /eɪ/ and (o) /ɔə/ which are usually substituted by the French vowels (a) /æ/, and (o) /ɔ/.

Through this research work journey, the researcher brings several meaningful small bits in the English language that majority of pupils are misarticulating and substituting them by their equivalents in their dialect in line, with academic standards; likewise, the chief aim also via this research work was fundraising some practical strategies for overcoming this dilemma of dialect impact on English pronunciation; which is in the interest of the learner as it cannot neglect the key role of the teacher in this situation, he is the vantage point –if one may say- since he is the controller, the facilitator, and the source of knowledge inside the educational zone, and the academic atmosphere. Thus, there should be more effort done from both sides in terms of improving pupils’ English adequate, fluent, -and most importantly- correct pronunciation using the right tools and academic materials in the right conditions inside and outside the academic setting.

In the long run, this research paper is not a closure to this research work, but it is a starting point for many others to encourage cross-fertilisation of ideas, and reinforce and support constructive feedback that flow in the interest of the researcher, it is an opened door for other researches to be conducted, and other purposes to be achieved, it is the first path for many researchers to consider this research work as the starting line for data-base that may give birth to other subjects, and ideas. *Isaac Newton’s* famous letter to *Robert Hooke* includes the following verse: “if I have seen further, it is by standing on the shoulders of giants” but in the same context, one may say that accumulating, and adding knowledge, spreading knowledge for the benefit of people in society is an integral part that has a crucial role in the

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scientific dogma, i.e. conducting certain research should always be opened for any empirical verification, that gives chance for other researches to come alive. That is the research of someone is the database of another, but each one has its touch and trace that is shown in his way of presenting his ideas, not as Isaac Newton pictured it –the other way around-.

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# Appendices

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## Appendices.

### *A. Pupils' Questionnaire*

Dear pupils,

We would be so grateful if you could answer the following questions, since this questionnaire is part of my Master research project carried out for the sake of collecting data about the extent to which the Beni-Safian dialect impact is contributing in the mispronunciation of the English sounds.

Please mark a tick in the corresponding Box, and make full statements wherever necessary.

#### *A) Section 01: General information:*

1- Are you a native Beni-Safian?

Yes  No

2- Are your parents native Beni-Safian?

a) mother Yes  No   
b) Father Yes  No

3-How do you evaluate your level in English?

Basic  Beginner  Intermediate  Advanced

#### *B) Section 02: questions about the Beni-Safian Dialect impact on English pronunciation:*

1- How do you consider your level in pronouncing English?

- **English speakers do not understand you.**
- **English speakers understand you with concentration.**
- **English speakers understand you easily.**


2-Do you think that your mother tongue (Beni-Safian Dialect) is forming a barrier for you while pronouncing English sounds?

Yes  No

3-Do you substitute some English sounds by their equivalents in your Dialect?

Yes  No

- If yes, give some examples that picture this substitution (some English sounds that you usually substitute).

.....  
.....

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4-Do you think that the Dialect represents the historical background of the region?

Yes

No

5-Do you think that the mother tongue (Beni-Safian Dialect) is a matter of habit?

Yes

No

### ***Section 03: Questions about the solutions:***

1- Do you use some techniques to develop your speaking fluency?

Yes

No

2- If yes, what kind of techniques?

- Reading documents out loud
- Listening to English songs and repeating the lyrics
- Speaking with native speakers
- Using English outside school by talking to friends or family


Further suggestions:.....  
.....  
.....

3-Do you think that pronunciation lessons are developing your speaking skill?

Yes

No

If yes, how? .....  
.....

If no, why? .....  
.....

4- As a “Foreign languages” pupil, what other solutions could you provide to overcome the dilemma of Dialect impact on English pronunciation?

- .....
- .....
- .....

***Thank you for your help.***

## Appendices.

### *Teachers' questionnaire*

Dear teachers,

This questionnaire is devoted to investigate EFL teachers' experience with pupils' mispronunciation of the English language because of the Beni-Safian Dialect impact. Therefore, we would be so grateful if you could answer the following questions. Please, mark a tick in the corresponding box, and make full statement wherever necessary.

1- Are you a native Beni-Safian teacher?

Yes

No

#### ***A) Section 01: Questions about the Beni-Safian Dialect impact on Pupils' English pronunciation:***

1-Do you think that pupils' mother tongue (Beni-Safian Dialect) is affecting their English pronunciation?

Yes

No

If yes, what factors do you think are contributing to that?

- .....
- .....
- .....

2-Have you confronted with substitution problems (pupils substitute some English sounds by their equivalents in their Dialect)?

Yes

No

If yes, what examples could you give to picture this phenomenon (some sounds that have been substituted).....

.....

3-Have you faced problems of misunderstanding with pupils in the classroom because of mispronunciation of some English sounds?

Yes

No

4-Do you think that a Dialect is a reflection of the historical background of the region?

Yes

No

5-Do you have any specific incident in the class where pupils' Dialect becomes a barrier for teaching English?

Yes

No

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If yes, describe briefly.

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

### ***B) Section 02: Questions about the solutions:***

1-What comment could you give on the saying “anyone has the capacity to pronounce correctly”.....  
.....  
.....

2-Do your pupils appreciate your errors’ correction in class?

Yes

No

3-How do you do that usually?

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

4-Do you think that teaching phonetics at an early stage (Middle school) can be a reliable solution that contributes in the development of pupils’ English pronunciation?

Yes

No

5-What other solutions do you suggest as a teacher to overcome the dilemma of Dialect impact on pupils’ English pronunciation?

- .....
- .....
- .....
- .....

*Thank you for your help*

*The confidentiality of your answers is guaranteed*

C. THE AUDIO RECORDING INTERVIEW



THE FOLLOWING PHASE...

Mankind is always eager for **knowledge**. So, Boosting the brain's **potentials** to be able to learn an **additional** language **other than** the person's **mother tongue** is a privilege; a **chance** to improve his first **language** which was **generically** inherited by the human's brain, it is a **shortcut** to make him **capable** of unleashing his capacities as a learner and keep his brain vigorous, sharper, and productive; and an entry to discover new **cultures**, and **civilizations through** which he can deepen, and broader his view to the simplest matters.



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Studying an additional language **changes** the person's view, and reinforces his belief that no language is **inferior**, or amongst the **minority** languages... rather, all languages are of equal **importance**. It is a **pure** gift that opens new horizons for oneself to get access to multiple perspectives, in which he is going to

create somebody with a different kind of **intelligence**, with an improved performance, and with an opened, flexible **mind** that does not take **everything** for granted, a mind with an **astonishing** amount of constructive ideas. That is why studying a new language really **worth** it.

*Note: the intended words are the ones written in bold.*



## Résumé :

Chaque personne, chaque élève d'origine Béni-Safienne ou apprenant de la langue anglaise a le droit de prononcer correctement les sons de la langue anglaise, pour renforcer la production de ses sons et atteindre son but de devenir un locuteur qui parle couramment la langue anglaise, mais l'impact croissant de la langue maternelle Béni-Safienne sur la prononciation anglaise des élèves a contribué à augmenter le degré, et d'élever le nombre de sons mal prononcés que les apprenants Béni-Safiens natifs rencontrent comme un obstacle à la réalisation de cet objectif. L'explication possible de la question susmentionnée est plus susceptible de se référer à l'impact du dialecte que les recherches précédentes ont principalement confirmé la théorie qui dite que chaque nouvel apprenant de toute langue étrangère est plus susceptible de s'appuyer, et se référer à sa langue maternelle. Cette étude se concentre sur l'impact de la langue maternelle Béni-Safienne sur la prononciation des sons anglais des élèves en utilisant les élèves de Ben Aissa Attar du secondaire -des langues étrangères- comme la population échantillon de l'étude. Pour des raisons de validité et de fiabilité, trois outils de recherche ont été utilisés dans ce modèle mixte qui est une étude quantitative et qualitative : un questionnaire pour les élèves, un autre pour les enseignants du secondaire et une entrevue audio-enregistrement. Les résultats de l'étude ont révélé que la majorité des élèves ont mal prononcé les sons anglais, et la raison en était l'impact de leur langue maternelle.

## الملخص:

غالبا ما يواجه تلاميذ وطلبة اللغة الإنجليزية مشكلة في النطق الصحيح للأصوات و السبب عادة ما يكون التأثير السلبي للغتهم الأم بمعنى اللهجة العامية, إلا أن هذا لا يمنع أي تلميذ أو طالب للغة الإنجليزية خاصة في منطقة بني صاف- من حقه في نطق هذه الأصوات بشكل صحيح و دقيق, و هذا لتعزيز مخارج أصواته الإنجليزية و الوصول إلى هدفه الذي يكمن في أن يصبح لسانه ناطق طليق لهذه اللغة. إن التأثير المتزايد و المتواصل للغة الأم في بني صاف على نطق التلاميذ للغة ساهم في زيادة عدد الأصوات المبهمة و الغير واضحة النطق التي عرقلت السيرورة الصحيحة اتجاه الهدف المذكور آنفا. و من المرجح أن يشير التفسير المحتمل للمسألة السابقة الذكر إلى النظرية القائلة بأن كل متعلم جديد لأي لغة أجنبية-من الشيء الجلل- أن يعتمد على لغته الأم في النطق. تعالج هذه الدراسة البحثية تأثير اللهجة العامية لمنطقة بني صاف على نطق التلاميذ للأصوات اللغة الإنجليزية استعانةً بتلاميذ مؤسسة بن عيسى عطار الثانوية -شعبة اللغات الأجنبية- كعينة سكانية تطبق عليها الدراسة. و لأسباب متعلقة بالثبات, الموثوقية و المصدقية في الدراسة , استخدمت ثلاث أدوات بحثية في هذا النموذج و المتمثل في الدراسة الكمية و النوعية: استبيان للتلاميذ و آخر لأساتذة المؤسسة الثانوية المذكورة آنفا, بالإضافة إلى مقابلة تسجيل صوتي و التي كشفت الدراسة من خلال نتائجها أن أغلبية التلاميذ أخطأوا في النطق باللغة الإنجليزية على غرار البعض و السبب في ذلك هو التأثير السلبي للغتهم الأم.