# Investigating Cross-Linguistic Influences and Pronunciation Challenges in Algerian EFL Learners: The Roles of Arabic and French

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## Abstract

This study investigates the cross-linguistic influences and pronunciation challenges faced by Algerian learners of English as a Foreign Language (EFL). Specifically, it explores how Arabic and French linguistic backgrounds impact English pronunciation among Algerian EFL learners. The research utilises PRAAT software to analyse phonetic patterns in 10 students, conducts interviews with 15 students, and gathers insights from 40 teachers through questionnaires. The study identifies key phonological errors, including consonant substitutions and incorrect stress placement, and examines the role of sociocultural factors, linguistic exposure, and language attitudes in shaping pronunciation patterns. The findings suggest that targeted pedagogical strategies, such as focused pronunciation practice and increased exposure to native English, can effectively address these challenges. This research provides valuable insights for educators and policymakers aiming to enhance English language teaching in Algeria, highlighting the importance of addressing cross-linguistic influences in pronunciation training. Future research is recommended to explore the effectiveness of various teaching methods and the potential benefits of technological tools in improving pronunciation proficiency.