People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of 8 Mai 1945. Guelma   جامعة 8 ماي 1945 / قالمة

Faculty of Letters and Languages   كلية الآداب و اللغات

Department of Letters and English Language   قسم الآداب و اللغة الانجليزية

Option: Linguistics

The Spread of English in Algeria: Uses and Attitudes

A Case Study of Guelma City

A Dissertation Submitted to the Department of Letters and English Language in

Partial Fulfilment of the Requirements of Master's Degree in Language and

Culture

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2019 – 2020

DEDICATION

To all those who supported me and believed in the accomplishment of this work;

I dedicate this humble dissertation to you.

To my dear parents, sisters, and brothers.

To my beloved Sami, Halla, and Djohaina who accompanied me in this journey.

Thank you all for being there, by my side… or across the seas.

To myself.

Imane BENYAGOUB

DEDICATION

"A Miracle is Another Name of Efforts," this is a sentence from one of my favorite

Korean Drama and miraculously, it was the same sentence that my father and

grandfather gave me as a life-lesson.

To the most precious people to my heart, to the persons who gave me strength and hope,

to the memory of my father, grandfather and grandmother.

No words would describe my indebtedness to my mother whose love and devotion have

been my allies against all the constraints I encountered during my work on this research.

I would also like to thank my sister, my brothers, my aunties, my uncle, and every

member of my endlessly big family whose interest in this dissertation provided me with

the greatest motivation to go forward.

To the greatest partner and best friend a person could ever dream of, Imane

To my ounies: Boutheyna and Djohaina.

To my cheonsa: Germs

To EXCLUSIVE.

Hala SEBTI

ACKNOWLEDGEMENTS

ABSTRACT

It is acknowledged worldwide that English is the lingua franca of a world that had become a small village. English is the global language used by millions of native speakers and non-native speakers in all different fields. In this respect, this research intends to shed light on the place and uses of English in Algeria. This latter has witnessed different historical events that led to a complex sociolinguistic scene. These reasons raise questions and hypothesis about whether the worldwide spread of English as a global language would show in Guelma-Algeria. Thus, the present study aims at investigating the spread and use of English language in the sociolinguistic landscape of Guelma, the domains witnessing this spread, and individual's attitudes towards it. In order to investigate this feature, two research tools were used, a questionnaire that was administered to students from Guelma-Algeria and a corpus analysis on shops signs and advertising boards texts. The findings gathered in this study confirmed the set hypothesis.

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AA: Algerian Arabic

B.C: Before Christ

BCE: Before the Current Era

CA: Classical Arabic

CE: Current Era

CM: Code Mixing

CNRSE: National Commission for the Reform of the Educational System

CS: Code Mixing

H: High

L: Low

LP: Language Planning

LPLP: Language Planning and Language Policy

MENA: Middles East North Africa

MSA: Modern Standard Arabic

FL: Foreign Language

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General Introduction

Language is a tool for communication, used to share thoughts and ideas, and to build economic and cultural relationships. The previous years have witnessed a shift of political and economic power that led to the growing of English as the international language/ lingua franca. International language, global language or universal language is the language opted for as a medium of communication among people speaking different languages.

English may not be the language with the highest number of native speakers in the world, however, it is the official language of many countries, and millions of people across the globe speak it as their native language or as a second language. Regardless of the many factors that led to this change, the main factor to be considered is globalization. It has made English enjoy many functions, like social media, education, business and science.

Algeria is one of hundreds of countries teaching English as a foreign language in their schools. However, the 132 years of French colonization, gave the French language an influential and more privileged status in Algeria. French is the first foreign language taught in Algerian schools and is the language enjoying many important functions in the country, including the ones enjoyed by English worldwide.

1. Statement of the Problem

English has emerged as the first international language, gaining grounds at a rapid pace in the last decades. It has established this solid and dominant position in the world due to the growth of the United States of America as a geopolitical first power, and the increase of the interdependence of national economies, otherwise known as

globalization. The labels "Global Language", "International Language", "Universal Language" or "Lingua Franca" associated with English are owing to the very fact that it is the language widely spoken across the globe. The estimated total number of speakers of English extends between one and one and a half billion people. The number of speakers who have acquired English as a second language with near native fluency is estimated to be between 350 and 400 million (Baugh & Cable, 2002). Moreover, studies report that English is used in different domains to reach and serve a worldwide audience, such as in the international organizations (UN, UNESCO, WTU, etc.), university and scientific research and publications, technology, arts and culture, and advertising and marketing, etc.

Despite the fact that English is the language widely spoken and used in different domains, the case in Algeria is quite different. Algeria is a multilingual society, where many ethnic groups co-exist and speak different languages and varieties. Among these, Arabic and Tamazight are the first official languages of the country. While French is the first foreign language taught in schools at an early age, and spoken by Algerians in day to day communication. French, being the language of the former colonizer, enjoys a prestigious status in Algeria. Despite the attempts to eradicate French from public life, it still enjoys all the domains that English enjoys in other countries, such as higher education and research, technology, advertising, branding, etc. Accordingly, the following questions are raised:

Could English, as a global language, influence the sociolinguistic landscape of Algeria? Could it gain some grounds that have been/are enjoyed by the other languages spoken in the country?

2. **Aims of the Study and Research Questions**

The current study is investigating the growth of English in Guelma-Algeria with a twofold aim. It first attempts to explore the different domains and contexts of use of this spread. Second, it sheds light on the attitudes that Algerians, more precisely Guelmi students, possess towards English language and its spread in their country. Therefore, the present study attempts to tackle the following questions:

- Is English gaining grounds in the sociolinguistic landscape of Guelma-Algeria?
- If yes, what are the contexts and domains witnessing this spread?
- How do people perceive the spread of English in Guelma and Algeria?
- What future do Algerians have for the use of English in the country?

3. Research Hypothesis

The current research investigates the spread of English in Algeria. Hence, it is hypothesized that:

H_1: If the use of English as a global language was spreading worldwide, it would spread in Algeria.

The null hypothesis entails that no relation exists between the two variables.

H_0: If the use of English as a global language was spreading worldwide, it would not spread in Algeria.

4. Research Methodology and Design

4.1. Research Method

The present study uses a mixture of research methods combining both quantitative and qualitative analyses in the study of the growth of English as a global language in the Algerian sociolinguistic scene.

- A quantitative method is used through administering a questionnaire to display data about the different attitudes of Guelmi students towards English and its uses in the city of Guelma.

- A combined quantitative and qualitative method is used through documenting texts from shop signs and shop advertising boards in order to examine the presence of English in the sociolinguistic scene of Guelma-Algeria and the extent to which it is present.

4.2. Sampling and Population of the Study

The population of the study consists of students from the city of Guelma, of all levels and all fields, and from both sexes. A questionnaire is administered online using social media platforms such as Facebook and Gmail. The questionnaire is posted in Facebook groups and pages created by and for university students. University students have already studied English for four years in middle school and three years in secondary school. Therefore, they are supposed to possess the necessary experience and awareness in regard to the use of English in Algeria. Moreover, after being enrolled in different disciplines at university, it is worth examining the attitudes they have towards English. Consequently, they serve as the most suitable sample.

Documenting and saving texts from different shop signs and advertising boards that made of English the medium of communication. The speech community examined is the city of Guelma. The reason for this choice is to narrow the scope of the research.

4.3. Data gathering tools

Data are gathered through two different primary sources. The questionnaire is the first primary tool used to gather data about students' level in English and their views about and attitudes towards English and its future in Algeria. The second tool is linguistic occurrences observations: collection and analysis of text samples from shop signs, and advertising boards from the city of Guelma.

5. Structure of the Dissertation

The current dissertation is composed of a general introduction, three chapters, and a general conclusion. Chapter 1 is entitled "The Spread of English". It explores the reason behind associating the term "Global" to English, and the factors that led to this. Furthermore, the chapter investigates the usage of English in different settings around the world. Chapter 2 is devoted to cover "The Sociolinguistic Situation in Algeria". It tackles the history of Algeria and how it contributed to the current sociolinguistic landscape of the country. In addition, the major concepts of sociolinguistics, multilingualism, diglossia and code-switching are discussed in relation to the Algerian scene. The chapter emphasizes coverage of competition between languages over functions: between Algerian dialect and Modern Standard Arabic, Modern Standard Arabic and French, Tamazight and Modern Standard Arabic, and recently between French and English. Chapter 3 is the field of investigation that includes a description of all aspects related to the population under study. It presents data gathered from the different data gathering tools employed, along with the analyses, summary, and

interpretation of findings. It concludes with some pedagogical implication and set of proposed recommendations.

CHAPTER ONE: THE SPREAD OF ENGLISH

Introduction

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Introduction

In 1950, any thought of English as world language was nevertheless a diminish hypothetical chance encompassed by the political vulnerabilities of the Cold War. However, David Crystal (2003) stated that English now has been commended as the best language ever, with 1,500 million speakers around the world (p.10). The 1990s were a progressive decade made an undeniably open acknowledgment of the worldwide situation of English. Hence, English has turned into the language of political dealings and universal business. It has become the worldwide language of science and medicine. It is also the major foreign language instructed in many schools all around the world, and the official language of more than seventy-five nations including Great Britain, Canada, the United States, Australia, and South Africa. Individuals regularly talk about English as a worldwide language with almost 350 million individuals around the globe communicate in English as a first language and around 430 million speak it as a second language (Hurn & Tomalin, 2013, p. 63).

1.1. Global Language

1.1.1. Definitions

English as a Global Language, English as an International Language, English as a World Language, English as a Lingua Franca, were some labels that scholars suggested to talk about English and its role in the present day. According to Merriam-Webster (2020) the different adjectives associated to English are defined as follows:

a. International: Of, relating to, or affecting two or more nations.

b. Universal: Including or covering all or a whole collectively or distributively without limit or exception. Present or occurring everywhere.

c. World: Of or relating to the world. Extending or found throughout the world.

d. Global: Of, relating to, or involving the entire world.

It is clearly noticeable that there is no significant difference between these definitions. They are all associated to English language to describe the fact that it is, as language, related to or involves a greatest portion of the world's countries and the world's people. In light of this fact and because this spread of English was mainly the result of globalization, which is defined as "a situation in which available goods and services, or social and cultural influences, gradually become similar in all parts of the world" (Cambridge Online Dictionary, 2020), the term global language is the one opted for in this research. Global language is a language that is found and spoken universally. It is represented not only by the quantity of its local and second language speakers, but also by its land distribution and its usage in global associations and strategic relationships; global language is a late 20c term that represents a language that achieves a genuinely global status by establishing a specific job perceived in each nation (Crystal, 2003, pp. 3-6).

1.1.2. Advantages and Disadvantages of a Global Language

Today, the world had become a small village and communication is much easier. Where, possibly, a global language will build up an elite monolingual class. Perhaps the people who had such a language accessible to them will be logically prepared to think and work quickly in it, and to control it better than the people who don't have it (Crystal, 2003, pp. 14-15).

However, the global language has numerous disadvantages. Language is a piece of every culture. If everybody would communicate in one language, the other local languages will vanish bit by bit. At that point, there would be no cultural diversity. One of the primary reasons that pull in visitors to different nations is the cultural differences, and, if everyone has the same culture, there is no need in visiting different places. This would later affect the tourism industry in a negative way (Pennycook, 2001, p. 56).

Another drawback is that others can transform the global language without consulting with the native speakers as an "authority", for example, American speakers may complain that they cannot comprehend somebody from India who likewise grew up as a native speaker of English, and British speakers may look around and state "look what the Americans have done to English". In addition, it is possible that a global language will make people lazy about learning different languages. Or then again, perhaps it will rush the disappearing of minority languages, or make each and every other language has no meaning (Crystal, 2003, pp. 16-25).

1.2. World Englishes

English today is one of the most rapidly changing languages on the planet. New speakers of the language are not just absorbing it blindly, but rather effectively forming it and reproducing different varieties of it, different Englishes.

1.2.1. Classifications of English

Manfred Görlach (1997, pp. 18-19) discussed the spread of English based on three groups of users in which English is:

a. A native language (ENL), i.e. the fundamental language of a nation, like in the United States, the United Kingdom and Australia;

b. A second language (ESL), i.e. an additional language used for world communication and different aspects of life in multilingual regions like in Pakistan, India, Nigeria, and Singapore;

c. A foreign language (EFL), used uniquely for worldwide communication like in Japan.

1.2.2. Circles of English

The most powerful model of the spread of English is Braj Kachru's model of World Englishes. In this model the spread of English was caught on three Circles: the Inner Circle, the Outer Circle, and the Expanding Circle (see figure 1). These circles denote "the type of spread, the pattern of acquisition, and the functional domains in which English language is used across cultures and languages" (Kachru, 1985, p. 12).

The Inner Circle alludes to English as it initially came to be and was spread over the world in the first diaspora. In this phase, speakers from England conveyed the language to Australia, New Zealand and North America. The Inner Circle in this manner shows the traditional, historical and sociolinguistic bases of English in places where it is currently utilized as an essential language: the United Kingdom, the United States, Australia, New Zealand, Ireland, anglophone Canada and South Africa, and a portion of the Caribbean domains. English is the native language or mother tongue of the vast majority in these nations (Al-Mutairi, 2019, p. 2).

The Outer Circle of English was created by the second Diaspora of English. Great Britain spread it in Asia and Africa through imperial expansion. In these places, English is not the native language; however, it plays a role of a lingua franca. Higher education, the governing body and legal executive, national trade, for instance, are contexts in which English may be used. This circle involves India, Nigeria, Bangladesh, Pakistan, Malaysia, Tanzania, Kenya, non-Anglophone South Africa, the Philippines and others. Singapore, which is part of the Outer Circle, might be floating into the Inner Circle as English turns out to be the more frequently utilized as a home language (Al-Mutairi, 2019, p. 3).

Finally, the Expanding Circle includes nations where English has neither historical nor legislative role; the language is only used for communication purposes. This

involves a significant part of the rest of the world which was not classified above, including China, Nepal, Russia, Japan, non-Anglophone Europe (particularly the Netherlands and Nordic countries), South Korea, and Egypt (Al-Mutairi, 2019, p. 3).

Holmes (2013) slightly adapted Kachru's (1985) model of the three circles of English as follows:

Figure 1

Kachru's World Englishes Model
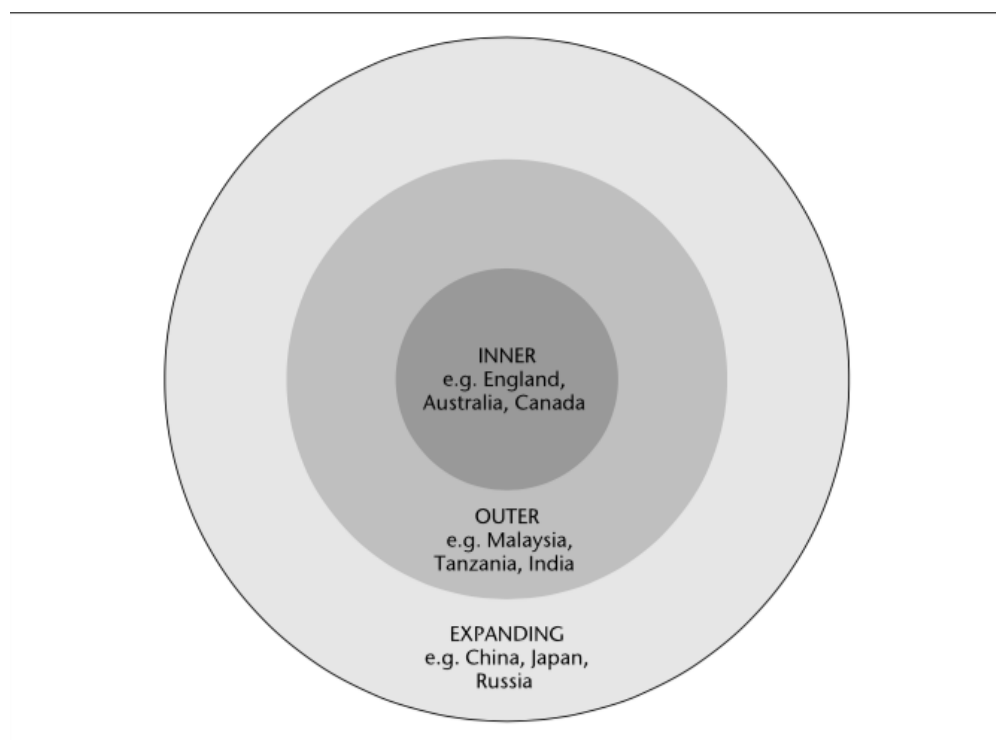
Note: *Inner, outer, and expanding circles of English adapted from Homes (2013)*

Daniel Schreier (2010, pp. 19-20) pointed out that the exploration on English as a global language has focused on 'inner circle' varieties. In this regard, Schreier investigated the 'lesser-known' varieties of English which share various qualities: (1) they are regularly spoken by minorities and narrowed to small societies implanted into a bigger populace environment; (2) a significant number of them were initially inherited by the colonists or embraced by recently shaped social societies that developed after the colonial period; and (3) they were established by procedures of dialect and/or language.

Based on contextual investigations from North America, the Caribbean and the South Atlantic, he claimed that the study of English around the globe will profit from studying the varieties that have not been examined until now.

1.3. The Emergence of the English Language

1.3.1. History

Nobody can tell exactly the date of birth of any language, but it is safe to say that the English language has resulted from the fusion of the dialects of the Germanic tribes who came to England; the Angles, Saxons, and Jutes. They attacked the British Celtic tribe in the 5th century and thus their union with that tribe brought a new language: the Anglo Saxon (the ancient name of English). English is a West Germanic language that began from Anglo-Frisian dialects brought to Britain between fifth and seventh century by Anglo-Saxon pilgrims based on what is currently called northwest Germany, west Denmark and the Netherlands, uprooting the Celtic dialects that recently prevailed (Habeeb, 2017, p. 2).

The Old English of the Anglo-Saxon period was formed into Middle English, which was spoken from the period of the Norman Conquest to the late fifteenth century. A noteworthy impact on the forming of Middle English originated from contact with the North Germanic languages spoken by the Scandinavians who colonized parts of Britain during the eighth and ninth century. Another significant impact originated from the conquering Normans, who spoke Old Norman, which was formed into Anglo-Norman. In this period, numerous Norman and French loanwords entered the language (Habeeb, 2017, p. 23).

According to Gooden (2011), Early Modern English – the language utilized by Shakespeare – is dated from around 1500. It used numerous loan words from Latin and Ancient Greek, just as it borrowed from other European languages, including French,

German and Dutch (pp. 95-98). English contained words of Latin, French, Spanish, Arabic, Persian, Sanskrit, and so many other Asian languages. The present day English was set up by the late seventeenth century. It came to be sent out to different parts of the world through British colonization, and is currently the prevailing language in Britain and Ireland, the United States and Canada, Australia, New Zealand and numerous previous colonies like India and parts of Africa. Mostly because of the United States' impact, English progressively assumed the status of a worldwide most used language in the second half of the twentieth century. This is particularly evident in Europe, where English has, to a great extent, assumed control over the previous roles of French and Latin as a typical language used to conduct business and diplomacy, and share scientific and technological data. The efforts of English-speaking missionaries have brought English to turn into a global language and enhanced the value of the English varieties/ dialects (pp. 168-189).

Those dialects across the globe are suggested to be the result of migration, but DeCamp (1969) stated that:

> [T]he origins of the English dialects lie not in pre-migrational tribal affiliations but in certain social, economic, and cultural developments which occurred after the migration was completed. This does not imply that the continental Germanic dialects are irrelevant to the genesis of English dialects ... Only those influences, however, which were felt after the migrations were relevant to formation [sic] of the English dialects (p. 232).

1.3.2. Fields in which the English Language Is Used

In the twenty-first century, the whole world has become linear, sharable and recognizable to all individuals as English is used as a global language even if there are some differences of lifestyles, beliefs, customs, and regions. The fact of becoming

Global Language made English gain important roles to play. It was allocated significant functions worldwide.

1.3.2.1. Business and Economy

Success in business depends on communication and in order to communicate with the whole world and spread your products, you need to use one language; in this case, it is English. Individuals considered English as the global business currency, and it's clearly apparent when foreign trade exchange grows every year. (Habeeb, 2017, pp. 1-5) Research from across the world demonstrated that business communication is more commonly done in English and several foreign businesses demand workers to be fluent in English. In Beijing, multinational firms such as Airbus, Nokia, Renault, Samsung, and Microsoft have declared English as their official language of operation (Rao, 2019, p. 70).

1.3.2.2. Scientific Research

English is "by far the most important language of scientific and scholarly conferences"(Ammon, 2001, p. 260). Also, the European Science Foundation's working language is English and its journal Communication is solely in English. Over 90% of the data contained in persuasive databases, for example, the Science Citation Index (SCI) is derived from English papers (Truchot, 2002, p. 10).

Much of the technical terminology of science and medicine are based on English words, and basically most of the journals and research reports published the latest developments and discoveries from around the world in English, no matter whether the scientists who wrote them are from China or Norway. And, of course, individuals nowadays are required to have good conversational English in order to make important contacts at conferences and seminars. What is more, the move from German into English in Germany has raised worries that a once powerful European lingua franca is

being diminished to a sub-variety, utilized distinctly in limited local domains (Görlach, 2002, p. 16).

1.3.2.3. Education

More than thirty percent (30%) of the academics at top British universities like Oxford and Cambridge come from countries other than the UK. In non-English speaking countries, there are plenty of universities that offer some or all of their courses through English, not just to draw the attention of the international students, but also for the advantage of their local students, who want to learn and develop their language skills through English. India is a true model; English there is the standard language in which more than one million individuals speak it. In addition, a lot of younger students in the Philippines and Japan started learning English at an early age (Sharifian, 2009, pp. 34-35).

Another reason for the high rate of learning English is all the free scholarships offered by the USA, UK, and the Australian governments. Furthermore, you can stroll into any book shop in Singapore and you will be stood up to by a variety of material recognizable to anybody from an English-dominant nation, from Enid Blyton to Barbara Cartland, from business manuals to computer journals (Sharifian, 2009, pp. 37-40).

1.3.2.4. Day-to-day Communication

In some regions, English is also used in everyday conversation. According to Asmah Haji Omar (1987):

[A]t the unofficial level, English is spoken in almost every aspect of Malaysian life, particularly in the urban areas. In private and multinational firms, it seems to be the language of the management group. English is spoken widely in the shopping centers although the variety that is used is mostly Malaysian English" (p.164).

1.3.2.5. Media

The arrival of social media in 1995 resulted in a strong need for a Lingua Franca which is English and not only social media, but the media in general. Jimma (2017) argued that the constant growth of social media use would likely lead to a rise in the number of English speakers who come from different countries (p. 5). She conducted a survey at the University of Iceland and the results supported the affirmation, as a large majority of the respondents believed that English is the lingua franca of social media. She also claimed that the different media groups which have created channels in English like France 24 and CGTN are rising the possibilities of interaction between people of different backgrounds (pp. 43-44).

Ozog (1990) reported that English is the language of the internet. An estimated 565 million people use the internet every day, and an estimated 52 percent of the world's most visited websites are displayed in the English language. Many of the world's top films, books and music are published and produced in English. If you speak English, then you won't need to rely on translations and subtitles anymore (p. 310). Moreover, he confirmed that English is the predominant language in media and it is widely utilized on TV. He claimed that it 'is the language of - the officially frowned upon, yet growing - Western pop culture' (p. 312).

In spite of the fact that the dissemination of the English language newspapers, all over the world, was third in 1983 at 813,000, contrasted to 1,521,000 for Chinese and 1,163,000 for Malay (and 189,000 for Tamil), the English newspapers assume a significant role by educated, urban and in better-paid employments (Citravelu, 1985, pp. 62-68).

1.3.2.6. Branding, Product Naming, and Advertisement

Bulawka stated that Polish publicists and advertisers use Polish mixed with English as a linguistic technique to attract the clients' attention and to increase their craving to purchase new products. The existence of English has been seen in every single area of advertisement. Most of the code-mixed writings abuse the enthusiastic intrigue of the global language by utilizing it in the names of their products. A nearby assessment of the products' names in the locally built messages, contained in her research, demonstrates that 84 % of the Polish products carry English or English-sounding names. These include ads for cosmetics, medicines, vitamins, diet supplements, clothes, cellular phones, food and washing detergents (2006, pp. 21-23).

1.4. Future Perspectives

Many scenarios have been advanced about English's future status as the global language: if it is to stay as the global language then it will either ultimately fragment into a large number of varieties/languages (Englishes), or it will converge so that differences across groups of speakers are largely eliminated (Kirkpatrick, 2007, p. 15). As proof that English may in the end offer route to another language (or languages) as the world's most widely used language, David Crystal (1997, p. 90) refers to internet information:

> When the internet started it was of course one hundred percent (100%) English because of from where it came, but since the 1980s that status has started to fall away. By 1995, it was down to about 80 percent (80%) present of English on the internet, and the current figures for 2001 are that it is hovering somewhere between 60 percent (60%) and 70 percent (70%), with a significant drop likely over the next four or five years.

Then again, there are around 1500 languages present on the web now and that figure is probably going to rise. Therewith, Crystal (2003), on one hand, predicted that English will hold its predominant nearness. On the other hand, given that the power that USA own came to be the significant contributor in the process of making English a global language, the future of English must be bound somewhat with the eventual future of that nation. All things considered, there is a nearby connection among language and power. If anything somehow happened to disestablish the military or economic power of the USA, there would be inescapable ramifications for the global status of the language (pp. 127-40). Moreover, Scholars were divided into two groups; those who rejected English and those who are in its favor.

1.4.1. Rejection

Crystal (2003) acknowledged that some individuals would feel so opposing about English that they would dismiss the alternative to give it a favored status, either as an official language or as a foreign language. It is inescapable that, in a post-colonial time, there ought to be a solid reaction against proceeding to use the language of the previous colonial power. Those individuals would prefer to use their own mother tongue, to see it survive and develop, and they do not take it easy when the language of another culture is forced on them. In spite of the recognized qualities which the language of that culture can bring, the reality remains that English has a miserable colonial past in the psyches of many, and a history where local languages could undoubtedly be treated with disrespect (2003, pp. 124-27).

Ngugi Wa Thiong'o was one of the those who opposed the use of the colonists' language. In his book "Decolonizing the mind", he addressed the "language problem" faced by African authors. He focused on questions like whether the African writer should write in one's indigenous language, or use a hegemonic language such as French

or English (1986, pp. 2-3). He argued that in order to call an African literature as an African literature, it should be written in African language. Obi Wali and Abiola Irele agreed with the ideas of Ngugi; they were afraid of the colonists' texts which would brain wash the young minds. Thus, it is better to use their native language to preseve their cultures and traditions (1986, pp. 4-15).

Regardless of those who accept English, Gooneratne contended that "there is still deep-seated resentment against English, especially in countries such as India, Pakistan and Sri Lanka, perhaps Africa too, but certainly in regions that possess an ancient and written literature, and a creative literary tradition of their own" (as cited in Bailey, 1991, p. 40).

1.4.2. Acceptance

There was proof that new varieties of English in Africa and the Indian subcontinent have grown imaginatively to create new African and Indian literary works in English (Kirkpatrick, 2007, p. 23). In both Africa and the Indian subcontinent, people are accepting the utilization of English as a local language. Some of the famous African authors who have concluded that English can carry African cultures involve the Nigerian scholars, Chinua Achebe, Wole Soyinka and Ken Saro-Wiwa. As Achebe stated, "The writer should aim at fashioning out an English which is at once universal and able to carry his personal experience" (as cited in Killam, 1973, p. 171).

In this new worldview, English spreads and adjusts as indicated by the linguistic and cultural preferences of its users in the Outer and Expanding circles. Many scholars look into code-switching and code-mixing as important mechanisms of linguistic change in contemporary and recent varieties of English. If English is the language of 'others', at that point the center of the language is practically sure to move toward the 'others' (Kirkpatrick, 2007, p. 25).

For instance, the Philippines adopted English as the language for both private and public offices, as well as in many other aspects of daily life. Today, English is the medium of instruction in all schools and universities. It is used in the government and in private business, and alongside other Philippine dialects in the mass media. The use of code-switching and code-mixing between English and Filipino in the Philippines has led to a distinct variety of English called Philippine English (Gregorio, 2000, p. 2).

Conclusion

The English language evolved significantly over the centuries since it first arrived from northern Europe on the shores of Britain, then expanded beyond it. It has continued to evolve in various contexts that we no longer talk about a single English. Through time English became the global language and it was basically used as a means of communication, but nowadays its functions has diversified. Citravelu (1985) summed up the situation of English as a global language, explaining that it is for its excessive use in domains like higher education, communication and diplomatic relations, research, science and technology, trade and advertisement.

Consequently, some languages lost their status and for that a group of people rejected English standing against those who have accepted it. Still, English did not stop from spreading and planting its roots all around the world. For English to play a more positive role in the future, it should integrate more with other disciplines that promote human development.

CHAPTER TWO: THE SOCIOLINGUISTIC SITUATION IN ALGERIA

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Introduction

Sociolinguistics, as a term, was coined in the 1950s. It brought together the different views of linguists and sociologists in an attempt to understand the role languages play in society, and to tackle the observable facts of language variation and change (Romaine, 2000). Sociolinguistics is generally referred to as the study of language in relation to society. Being at the core of applied linguistics, Llamas et al. (2007) noted that sociolinguistics has concrete implications for "education policy, government spending, social affairs, constitutional arrangements, international relations and debates on ethnicity, nationalism, multiculturalism and cultural value".

Thus, this chapter is devoted to cover "The Sociolinguistic Situation in Algeria". It tackles the history of Algeria and how it contributed to the current sociolinguistic landscape of the country. Language policy and planning is also explored in this chapter. In addition, the major concepts of sociolinguistics; multilingualism, diglossia, code switching and code mixing are discussed in relation to the Algerian scene. The chapter also emphasizes coverage of competition between languages over functions: between Algerian dialect and Modern Standard Arabic, Modern Standard Arabic and French, Tamazight and Modern Standard Arabic, and recently between French and English. Hence, it explores the position that English language possesses in the current sociolinguistic scene of Algeria.

2.1. General Context

2.1.1. Geographical Location

Algeria is officially designated locally as Al Jumhuriyah al Jaza'iriyah al Dimuqratiyah ash-Sha'biya (the People's Democratic Republic of Algeria). It is situated in North Africa in what is known as the Maghreb region. It is halfway down the Mediterranean coast, surrounded by the Mediterranean Sea to the north, Morocco and

Western Sahara to the west, Mauritania and Mali to the south-west, Niger to the south-east, Libya to the east and Tunisia to the north-east. Algeria is the largest country in Africa with an area of 2,381,741 square kilometers.

2.1.2. Historical Background of the Country

2.1.2.1. The First Inhabitants: The Berbers

Ilahiane (2006) argued that Amazighs, also known as Berbers, are the autochthonous people of North Africa. Currently the majority of Berbers live in Morocco, Algeria, and Libya, while smaller minorities are scattered across Tunisia, Burkina Faso, Mauritania, Mali and Niger, and a significant diaspora lives in France. The language spoken by the Berber communities is known as Tamazight language. It includes different varieties that are, according to Boukous (2012), spoken by about thirty million people globally (p. 18). Berber speakers are estimated to represent approximately 20–25% of the population in Algeria (Maddy-Weitzman, 2011, p. 1).

The word "Berber" in itself does not come from Berber origins. According to Ilhaine (2006): "The word "Berber" is derived from the Greek word *barabaroi*, Latinized *barbari*, which denoted people who spoke neither Latin nor Greek or to refer to non-Phoenicians within the Carthaginian state". Nevertheless, the name commonly used among the Berber populations to refer to themselves is "Imazighen" the plural of "Amazigh". This word means "free men and women" and it refers to the free spirit of the Amazigh individual. Throughout history, Amazigh people have survived many invasions mainly by the Phoenicians, Romans, Vandal, Byzantines, Arabs, the Ottomans, and the French. Berbers today are still struggling to preserve their culture, language, and heritage because they represent a minority that is subjugated to a stronger majority.

2.1.2.2. Pre-Islamic Conquest

Around 900 B.C, Phoenician merchants landed on the North African coast. They settled near modern Tunisia and in many other trading posts along the Mediterranean coast and established Carthage around 800 B.C. (Metz, 1993, p. 7). Kissi Sebbah (2014), explained that during that period, the North African inhabitants spoke Berber dialects in the rural areas and the Punic language in the cities (p. 12). The latter is an extinct Semitic language variety of the Phoenician language formerly spoken in this area.

During the second century BCE, the Romans destroyed Carthage and occupied all of North Africa. Many Punic-speaking Carthaginians fled to other cities and rural areas and the language went with them. Benabou (1975) reported that the languages spoken in "Roman" Algeria were Latin, spoken by Romans and used exclusively in towns, Punic remained at the outer sides of the country, and the *Mauri* used by monolingual Berber speakers living in mountainous areas (as cited in Benrabah, 2005, p. 392).

In 429 CE, the Vandals, an East Germanic tribe, invaded North Africa and Algeria and destroyed the late Roman Empire (Kissi Sebbah, 2014, p. 12). However, their presence in Algeria did not last long. As a result of this, their cultural and linguistic influences were not significant. Benrabah (2005) stated that the vandals celebrated their heretic religious doctrines in the Gothic language but maintained the Roman customs and Latin as the language of legislation and diplomacy (p. 392). The sociolinguistic situation in Algeria back then was complex as many people from different backgrounds lived there and spoke different languages. The Vandals could neither handle nor accept such diversity and this was one of the reasons that led to their decline.

The Byzantines were the next to be in North Africa and ended the existence of the Vandals. Kissi Sebbah (2014) mentioned that the Berbers were obliged to live under the imperial rules of various dominions, during which they survived as dispersed tribes in the mountains and deserts, preserving their languages and cultures (p. 13). In 647/648 CE, the Byzantines were defeated by the Arabs who came from the east to spread Islam.

2.1.2.3. The Arabs

By 641 CE, Arabs controlled Egypt. Then, it had taken over five decades for Arabs to conquer Algeria (Leigh Keuter, 2019, p. 16). The expansion of this conquest had developed a strong Islamic community in North Africa (Wara, 2015, p. 1). The Arab conquest to Algeria is the one that influenced the country the most. Wara (2015) argued that the Arab conquest had contributed to the destruction of lives and properties that ensured demographic change in the Maghreb. It led many Berber tribes to be scattered, as most of them left the area in fear of the Arab incursion (p. 3). This would explain one of the reasons why there is still a dispute today between Arabs and Berbers over the question of identity in Algeria. The Arab conquest to Algeria has long lasting results that can be seen in the Algerian sociolinguistic landscape today. Little by little, the Amazigh people accepted "Islam", the religion that the Arabs brought with them, and slowly converted to it. As for the language, the majority of Berbers gradually displaced the different Tamazight varieties by the Arabic language, besides a minority that maintained speaking Berber dialects.

2.1.2.4. The Ottomans

The Ottomans came to the region because Algerians called for their help in order to defeat the Spaniards who entered the country and began their control. McDougall (2017) stated that the Spanish 'crusade' encroached on the central shores of Maghribi after the collapse of Granada. The great natural harbor to the west of Oran, Mers el

Kebir, was taken in 1505, Tenes was taken in 1508, Oran itself and Bejaïa were taken in 1509 (p. 10). The Ottomans fought the Spaniards and controlled North Africa until 1800s. Algeria was under Turkish rule until 1830 when the French came in.

The sociolinguistic situation of Algeria under the Turkish rule was rich and diverse. As far as the languages' status is concerned, Benrabah (2013) explained that Turkish was the official language for the Ottomans. Arabic was used in religious ceremonies, official correspondences, and as a medium of interaction between the indigenous people and the Turks. Concerning the Algerian variety spoken at that time, it was used as a medium of interaction between townspeople and Tamazight speakers (p. 23).

2.1.2.5. The French

A dispute between the ruler of the Ottoman Regency of Algiers, Hussein Dey, and the French Consul escalated into a naval blockade that later led France to seize possession of Algeria and starts its reign. France's occupation of Algeria lasted one hundred and thirty-two years (1830-1962). The French were the harshest among other conquerors of Algeria, as they aimed at eradicating the Algerian identity. The French departed from Algeria but left their language and lifestyle in the society. The latter was an inevitable consequence of living under the assimilationist colonial policies since the 1848 Constitution declaration of Algeria as a French department (Moatissime, 1992, p. 24). The long period the French spent in Algeria and the frequent contact with the indigenous people with them explain why the French language has gained popularity and prestige in the Algerian linguistic landscape since the time they were gone.

2.2. Language Planning and Language Policy: Overview

Language planning has a long history. However, language planning and language policy (LPLP), as a recognized theme of academic research and as a recognized academic course in universities, emerged after the Second World War, and real

academic research of language planning started roughly in 1960s (Wright, 2004, p. 8). During those years, many newly independent nations were trying to re-establish themselves. Most of those countries were linguistically rich where many languages were spoken there to perform different functions. It was recommended then that indigenous languages should also develop to perform some of those roles.

Lo Bianco (2010) asserted that there is no universal approval or standard definition of language planning (LP) (p. 3). Language planning refers to "the actual language planning practices, which is more often than not done by governments, institutions or organizations, etc." (Hao, 2018, p. 288). Kaplan and Baldauf (1997, p 15) stated that "Language planning is a body of ideas, laws and regulations (language policy), change rules, beliefs, and practices intended to achieve a planned change (or to stop change from happening) in the language use in one or more communities". In simpler words, LPLP is an act done by authorities in order to make a change in regards to language use or to prevent a change from taking place.

Cooper's definition, the most quoted one when addressing the topic of LPLP, states that "Language planning refers to deliberate efforts to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their language codes" (1989, p.45). In his definition, Cooper covered most of the items used to describe LP. That is, LP is the measures taken by authoritative powers to make changes in regards to language and language usage. In general, LPLP form the set of decisions and the application of those decisions in regards to language. They help enforcing political, cultural, economic ideas and ideologies that the government wants to apply.

2.2.1. Language Planning and Policy in Algeria

Language planning in multilingual communities such as Algeria is not simple. The language issue in Algeria is more problematic because the languages largely spoken by the people are considered dialects (Rachid, as cited in Tabory & Tabory, 1987, p.64). In order to describe the complexity of the situation in Algeria Tabory and Tabory (1987) explained that:

> The Algerian language 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. (p. 64)

The Algerian situation is worth studying for being rich and plural. The community had already been polyglot, then enriched by widespread use of the language of the former colonizer.

2.2.1.1. Colonized Algeria

One of the major turning points in the history of Algeria is the French colonization. France had occupied Algeria for a long period of time (1830-1962). During that time, the colonizer had to look for effective ways to colonize not only the land, but also the minds of the indigenous people. In this regard, Maamri (2009) argued "the French controlled education, government, business, and most intellectual life for one hundred thirty two years" (p. 77). Arabic was given less importance by the French government because their aim was spreading French at any expense.

During the times of the French presence in Algeria, France worked to establish a French Algeria (Algérie Française). Eventually, it worked on the assimilation of

Algerians with the French. The new orientation of schooling, Maamri (2009) believed, erased the Arab and Islamic origins of the captured land in order to create a man free from religion, easy to control (p. 79). The French presence was intended to put an end to the significant position played by the Algerian educational institutions. Thus, Arabic was considered a foreign language and French was declared the only official language of the country (Djabri, 1981; Sayhi, 2014).

The French were determined to separate Arabs from Berbers through language plans. They adopted the policy of "Divide and Rule" among Algerians, through the implementation of a strong francophonizing policy in the Berberophone areas. Djabri (1981) pointed out that the Kabyles became the most open Berber community to the French program of assimilation and school experience. Indeed, it is seen today in Algeria that Kabyle areas still value the French language. To conclude, during its presence in Algeria, France had set a clear language policies that followed some basic principles; only Europeans and the elite of the native people were allowed to be educated, the medium of education was French, limitation of the usage of Arabic, in addition to the maintenance and support of Arabic/Berber division.

2.2.1.2. Post-colonial Algeria

After it gained its independence from France in 1962, Algeria found itself in a very critical situation in regard to language. A large portion of the population spoke French, and the other portions spoke either Algerian dialect or the different Berber varieties. Nationalist leaders wanted to unify the Algerian people under one language, one religion, and one belonging and to establish an Arabic speaking educational system. At the same time, the French language was needed in some fields like science and technology. Hence, keeping bilingualism and making a balance between Arabic and French was a necessity in order to prevent any problems that might occur.

The first step that was made on the aftermath of independence is to declare Arabic as the only official and national language of the country. Chebchoub (1985) argued that Algerians were expected to restrict their usage of the French language and bilingual people educated in French were supposed to change their attitude towards this language from positive to negative (p.16). She further added that the main objective of the government was to restrict the use of French with the aim of entirely eradicating it in the future (p.16). According to revolutionary nationalists, ''[The role of the Revolution] is above all [...] to restore to Arabic – the very expression of the cultural values of our country – its dignity and its efficacy as a language of civilisation'' (Gordon, 1978, p. 149).

The declaration of Arabic as the sole official and national language is what is known as the policy of Arabization. The implementation of this policy in Algeria was at the expense of other languages, mainly French, a language used as a medium of education and administration for many decades, and Tamazight, the first language of a portion of the population. The Arabization policy denied Tamzight its right of allocation of any status or functions. The fact that led to protests and political unrest especially in the region of Kabilya and the Kabyle minority in France.

The first period of political protests against the eradication of the Berber identity is what is known as "The Berber Spring" in 1980. A second period of protests broke up again in 2001 to 2002 that came to be known as "The Black spring". This latter led the Parliament, in April 2002, to declare Tamazight as the second national, but not official, language in the Article 3 of the Constitution (Benrabah, 2013, p. 69).

During the rule of Abdelaziz Bouteflika (1999-2019) the issue of language and identity was discussed aloud. He once declared that "it is unthinkable to…spend ten years studying pure sciences in Arabic when it would only take one year in English" (Le

Matin, as cited in Benrabah, 2005, p. 381). This statement fundamentally says that the policy of Arabization has failed to reach its goals, and it reflects the acceptance of multilingualism by the Algerian president.

Indeed, when first came to office, President Bouteflika spoke both Arabic and French publicly. In March 2001, the CNRSE (National Commission for the Reform of the Educational System) proposed that French should be brought back to be taught starting from the second grade in primary school. The CNRSE also recommended that scientific disciplines should be taught in French instead of Arabic in secondary schools (Sebti, as cited in Benrabah, 2007, p. 227). This shows the readiness of the Algerian authorities to accept bilingualism in Arabic and French after decades of forcing monolingual education and life. The French language was no longer taught at a late stage and as a subject, but instead, it was reintroduced as the means of instruction for scientific disciplines.

Following the Berbers' demands to accept Tamazight as, not only a national language, but also an official language of the state, Tamazight was introduced to schools in different regions of the country and not only the Kabyle ones (Benrabah, 2005, p. 448). In the Arabophone regions, pupils of middle school were given the choice whether to study Tamazight or choose another discipline (music, arts, computer science). Following, the recent Constitutional reforms of 2016 officially declared it as a national and official language of Algeria. Today, the presence of Tamazight in the Algerian language scene does not only show in its introduction to schools, but also in a national TV channel (that was created in 2009) and radios (in which case the very first was created in 1948) that broadcast in Tamazight. Daoudi (2018, p. 471) added that Tamazight is introduced in the Assia Djebar Prize for Best Fiction and novelists are

producing literature written in Tifinagh. This proves that Tamazight can be written down.

Nowadays, in primary education, pupils study in Arabic starting from their first grade and French is introduced as a subject starting from the third grade. In the middle school, students are introduced to English and to Tamazight (by choice as mentioned above) in their 1st year. For high school, if students choose the languages stream, new foreign languages are to be introduced and students should choose a language from Spanish, Italian, etc. Therefore, in general, Algerian students study Arabic for 12 years (from first year), French for 10 years (from third year), English and Tamazight for 7 years (from sixth year), and an additional foreign language for students who follow the languages stream for 2 years. In higher education, the scientific disciplines are taught in French, humanities are taught in Arabic. As for Tamazight, a department of Amazigh language and Culture was established in four different universities across Algeria (University of Mouloud Maameri in Tizi Ouzou, University Abderrahmane Mira in Bejaia, University Akli Mohand Oulhadj in Bouira, and University Hadj Lakhder in Batna), and other departments that teach other foreign languages (Turkish, Italian, Spanish, German, Russian.) are also established in different universities across Algeria.

2.3. The Sociolinguistic Landscape in Algeria

The linguistic and sociolinguistic situation in Algeria is particular and complex. Each language or a variety of language spoken by a group of people is linked to the history of Algeria and to the identity of the Algerian individual.

2.3.1. Multilingualism

Some scholars use the terms "multilingualism" and "bilingualism" interchangeably. However, in this study it is preferable to use the term multilingualism, as our case study is Algeria and Algeria is characterized by the existence of more than two languages in

its linguistic surface. There are many definitions of multilingualism, for example, Li and Moyer (2008) defined a multilingual person as "anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)" (p. 4). Romaine (2017) argued that multilingualism is not a small phenomenon as the number of languages that exist in the world is much higher than the countries that exist. Therefore, it is natural that people in one country speak more than one language (p. 541). The case for Algeria is that many languages and dialects are spoken by its people, mainly Arabic, Algerian dialect, Tamazight with its varieties, and French.

2.3.1.1. Arabic

Arabic is one of the World's major languages with roughly 300 million speakers, granted the status official or co-official in twenty-two Arab countries including the MENA (Middles East North Africa) region (Al-Huri, 2015, p. 28). Arabic is a Semitic language, which is a member of a broader group of languages, named Afro-Asiatic (Ryding, 2005, p. 1). Al-Huri (2015) stated that the first emergence of Arabic as a world language dates back to the seventh century CE (p. 29). Nowadays there exist two types of Arabic: Classical Arabic (CA), which is the language of poems and the Quran. Mokhtar (2018) explained that CA is used for prayers by Muslims all over the world. (p. 134). The other type is Modern Standard Arabic (MSA), which is the standardized form of Arabic used mostly by all Arabic-speaking nations in official documents, media, literature, and in schools.

2.3.1.2. Algerian Dialect

Algerian Dialect is the colloquial variety of Arabic used in Algeria. It is the mother tongue of the majority of Algerians (70-75% of the population). Baya Essayahi and Kerras (2016) argued that Algerian is similar to, but not the same as, Arabic as this

language has been influenced by Berber, Turkish and French from which it has many borrowed words (p. 143). Further, it is just a variety of Arabic that is spoken in everyday conversation and it is not codified.

2.3.1.3. Tamazight

Tamazight (Berber) is a member of the Afro-Asiatic language family (formerly named Hamito-Semitic) (Lafkioui, 2018, p. 1). It is, according to Boukous (2012), spoken by about thirty million people globally (p. 18). Berber encompasses many varieties such as Taqbaylit, spoken in Kabylia region, Chaoui, in the Aures region south-east of Kabylia, Tamzabit, Znati, Tachenouit, and Tamesheq. (Maddy-Weitzman, 2011, p. 1). Blanco (2014) claimed that Tamazight has been transmitted over generations orally. Yet, it has a native writing system, which is Tifinagh (p. 9). However, Tamazight has not yet been fully codified or standardized (Sayahi, 2014, p. 17).

2.3.2. Diglossia

Charles A. Ferguson (1959) introduced the term diglossia to refer to a situation where two varieties of a language exist side by side in a community, with each having a certain role to play. However, this may not always be the case, as Fishman suggested, diglossia might be expanded to include even cases where two (or more) genetically different or at least culturally separate language varieties exist within the same speech community in what is known as extended diglossia (Schiffman as cited in Djennane, 2014, p. 52). Simply, diglossia means the existence of two linguistic systems whether genetically related or not in the same community. Sayahi (2014) argued that the status of high variety (H) is assigned to one system, while the status of low variety (L) is assigned to the other. The H variety is used in more formal domains, while the L variety is usually limited to informal oral communication (p.1).

In Algeria, both forms of diglossia exist i.e. the Ferguson's Classical diglossia and Fishman's extended diglossia. The former is represented in the existence of Modern Standard Arabic (MSA) representing the H variety and Colloquial Algerian Arabic (AA), representing the L variety. MSA, being an official language of the state, enjoys a solid ground. It is used in schools and universities as the medium of education, administration, literacy and in literature, broadcasting news, and so on. Nevertheless, MSA is the native tongue of no sector in the society (Djenane, 2014, p. 53). AA (or Algerian dialect), on the other hand, is allotted to informal usage. It is the spoken language of the majority of Algerians, used in casual communication and daily interaction. Djenane (2014) added that it is also used in folk literature, radio and informal TV programs, in captions and caricatures on tabloid political cartoons, and even in ads.

The extended diglossia is represented through the French language, which enjoys the H variety, vis à vis AA which constitute the L variety. Even though French does not have a constitutional stand in Algeria, it is used in several domains such as administration, and as a medium of instruction in higher education for scientific fields. On the other hand, AA is, as already mentioned above, used for casual conversations between individuals. It should be noted that when we compare MSA to French, both languages enjoy the same prestige and importance in Algeria, therefore, they are both considered H variety (Djenane, 2014, p. 53). In this case, bilingualism is attested.

Another form of extended diglossia comprises Tamazight vis à vis MSA and/or French. Despite the fact that Tamazight is a national and official language of Algeria, it does not yet enjoy the same status and prestige MSA and French do. It is mainly used for day-to-day communication between its speakers. As for formal uses, Tamazight is hardly taught as a subject in a very few schools throughout the territory. On the other

hand, MSA and French are used in administration, government institutions, and education. Thus, Tamazight represents the L variety and MSA and French represent the H varieties.

2.3.3. Code Switching and Code Mixing

Code switching (CS) and code mixing (CM) are among the phenomena that characterize a bilingual or a multilingual community. Some scholars argue that there is no cut between CS and CM, however, others do not agree with this view. CS is defined by Cambridge Online Dictionary as "the act of changing between two or more languages when you are speaking" (2020). Hymes (1974) defined CS as a common term for alternative use of two or more languages, varieties of a language or even speech styles according to the situation (p. 103). On the other hand, Meyerhoff (2006) argued that CM is generally the alternation between varieties, or codes, across sentences or clause boundaries (p. 116). In other words, CM is the use of a different language, or code, when the person is not able to find words or expressions in the language s/he is currently using in a conversation, or when the interlocutors are fluent bilinguals.

In Algeria, both CS and CM exist, as Algerians tend to switch between languages in different situations, according to social rules, or according to the circumstances; as well as to mix certain codes with the language they are speaking in the same conversation whenever necessary or not. Meghaghi (2016) argued that the alteration and mixing of all varieties of Arabic and Berber in some areas with French has become an inherent feature of the linguistic behavior of Algerian speakers (p. 30). He explained that French is used by many people in everyday interaction either in its own or mixed with the other component languages (MSA, AA and Tamazight), while MSA is not used in a natural spontaneous way (p. 30). In Arabophone regions, people mix between AA, MSA, and French with or without necessity in a single conversation. In Berberophne regions,

people switch between Tamazight and French in different situations, and sometimes they mix the utterance with Arabic expressions (MSA or AA). In schools, for example, the medium of instruction is MSA but when pupils talk to each other, they use Tamazight.

2.3.4. Borrowing

Borrowing is another sociolinguistic phenomenon that characterizes the Algerian society. It is defined by Gumpers (1982) as the introduction of single words or short, frozen, idiomatic phrases from one variety (i.e., language), into the other. The borrowed items are fully integrated into the grammatical system of the borrowing language and they are treated as if they are part of the lexicon of that language and share the morphological and phonological systems of that language (as cited in Haoues, 2009, p. 100).

In simpler words, borrowing is when a word or a phrase from a given language or a variety becomes integrated within the linguistic system of the borrowing language. The loanwords or phrases get phonologically and morphologically adapted to the structure of the second language. In Algeria, borrowing from other languages has always been a very common practice. AA that is considered as a variety of Arabic contains, in addition to its Arabic words, words that are originated from a number of languages mainly from Tamazight and French, but also from Spanish, Turkish, and English. To illustrate, the word "balo", or "ballon" meaning "ball" are borrowed from French and are used in the regions that were colonized by France. The word "bola", however, is borrowed from Spanish and is used in Oran, which was under Spanish occupation for a long time. Finally, the words "selfie" and "Facebook" are borrowed from English due to it being a global language.

2.4. English in Algeria

In the 21ˢᵗ century, it became highly necessary to cope with the outside world. The English language nowadays is the key to communicate with foreigners and access information worldwide, as it is the international language, a global language and a lingua franca. In Algeria, English does not enjoy the same prestige and functions that English as an international language enjoys in other countries. In fact it is the French language which possesses a prestigious position and enjoys the functions of language of science and technology, advertising, branding and product naming, etc. and is the first foreign language of the country since independence. However, over time, there have been some calls for the replacement of French by English. There are many reasons behind this, but mainly because of the negative attitudes that some Algerians have towards French being the language of the former colonizer, and the positive attitudes that they have towards English for being the language of technological development and globalization, in addition to it not carrying any colonizing history with Algeria.

Grandguillaume (2005) argued that supporters of Arabization opted for choosing English to be taught as the first foreign language in grade four of basic education instead of French (p. 6). In 1993, authorities suggested that English would replace French as the first mandatory foreign language introduced in primary school (Benrabah, 2014, p. 51). Nevertheless, the vote came in favor of French. Nowadays, English is taught starting from the 1ˢᵗ year in middle school (grade 6). Besides, it is also present in higher education as many departments in Algerian universities are specialized in the teaching of the English language and culture.

What really helped the spread of English in Algeria are TV channels broadcasting movies and series in English such as Saudi-owned MBC group (Middle East Broadcasting Center) broadcasting from London and Dubai, especially after it was

perceived positively by most Algerians (Medjahdi, as cited in Sarnelli & Kobibi, 2017, p. 4). The internet has also facilitated access to TV shows, movies, and songs in English and helped Algerians learn the language more easily. In addition, what helped the spread of English are the various programs launched by the American Embassy in Algiers and the British council that support the teaching of English and encourage Algerians to be engaged in exchange programs to learn more about the American or the British culture (Belmihoub, 2016, pp. 5-6).

Programs granted by the U.S embassy in Algiers encourage Algerians to learn English and to know more about the American culture. Such programs include scholarships and cultural exchanges to the U.S, such as the Global Undergraduate Exchange Program (UGRAD), the MEPI Student Leader Program, The American English E-Teacher Program that offers 8-week, online university-level courses in Teaching English to Speakers of Other Languages (TESOL) developed by U.S. educational institutions, etc. ("Exchange Programs and Deadlines | U.S. Embassy in Algeria", n.d.). In addition to the different American centers in Algiers, Oran, Constantine, and Ouargla, that "provide authoritative, up-to-date information to the Algerian audience on U.S. policy, and to promote public awareness, and facilitate mutual understanding of political, economic, trade, cultural and environmental issues" ("American Cultural Center Algeria | U.S. Embassy in Algeria", n.d.). The American International School of Algiers that is also "honored to be able to provide an exciting American elementary program for English speaking students living in Algiers" ("Welcome - The American International School of Algiers", n.d.).

Recently, the previous minister of Higher Education and Scientific Research said, "French does not lead anywhere". He, therefore, ordered the rectors to write the headers of the administrative documents in Arabic and English, as of July 21, 2019, replacing

French (Bouzghaia, 2019). The current Algerian president Abdelmadjid Tebboune in an interview in El Bilad TV stated that the first foreign language that Algeria in his term would focus on would be English, as it is the language that enables us to connect with the world (El Bilad, 2019). In the current context of globalization, it is only natural that English enjoys a consistent and growing influence when French seems to be losing ground. The future Algeria will witness even more heated debates on whether to replace French by English or not.

Conclusion

This chapter shed light on the historical events that Algeria witnessed and that led to the current complexity of its sociolinguistic situation. Language planning and policy were also tackled in this chapter by defining the two concepts and exploring how they were managed by Algerian authorities during the French colonization and after. Multilingualism, diglossia, code switching and code mixing are all components of the Algerian sociolinguistic scene. Hence, this chapter addressed the definitions of those concepts and explained how and when each one of them is used in Algeria. Finally, the situation of English in Algeria was also investigated.

CHAPTER THREE: FIELD INVESTIGATION

Introduction

Section One: Students' Questionnaire

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3.3.1. Shop Signs and Advertising Boards

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Conclusion

Introduction

This chapter is dedicated to present the results obtained from the statistical analysis of students' questionnaire. It is followed by statistical and qualitative analyses of data collected from shop signs and advertising boards in the main shopping streets of Guelma city.

Section One: Students' Questionnaire

3.1. Methodology

The present study uses a mixture of research methods combining both quantitative and qualitative analyses in the study of the growth of English as a global language in the Algerian sociolinguistic scene.

- A quantitative method is used through administering a questionnaire to display data about the different attitudes of people from Guelma-Algeria towards English and its uses in their city.

3.2. Students' Questionnaire

3.2.1. Population and Sampling

The population targeted in this study for the students' questionnaire was composed of students from Guelma city. A sample of 461 students was selected randomly of students who accepted to complete the questionnaire. The questionnaire was administered online, on different Facebook pages and groups related to university and studies. The reason behind choosing to include all the students of different ages, levels, and fields of study was based on the consideration that all of them have completed at least seven years of studying English as a subject in middle school and high school. Therefore, most of the students have developed some knowledge about and attitudes towards the English language.

3.2.2. Description of Students' Questionnaire

The questionnaire's questions were based on literature about the use and functions of English as a global language, on one hand; and on the sociolinguistic landscape of Algeria, on the other hand. It was written in English and in Arabic; so that every student would be able to take part of the study. The questionnaire is semi-structured consisted of twenty-two (22) questions that were organized into three sections. Most of the questions were multiple-choice questions in which the respondents were required to choose from the options, and in some parts, followed by expressions for clarification such as "please, justify" or "please say why". Few other questions were open-ended questions that aimed at knowing students' opinions regarding a given matter. The last question was open ended in order to give the respondents the freedom to write their recommendations, suggestions about the topic.

The first section "Background Knowledge" aimed at gathering background information about the population. It consists of five (05) questions asking students about their age, gender, educational level, field of study, and place of residence in order to make sure that all of the respondents are students from Guelma city.

Section 2 "Language Use" consists of six (6) questions. It aimed at eliciting information about the participants' mother tongue(s) and the other languages they speak, their capacity in the different languages they speak and in which contexts/situations they use them.

Section 3 "Students' Attitudes Towards English" is formed of eleven (11) items to investigate students' attitudes towards English. It aimed at knowing which languages they opt for when watching videos for entertainment, their current level in the different languages and how they would want it to be. It also aimed at eliciting their opinions in

regard to which language they want it to be the first foreign language in Algeria and in which level and grade it should be taught. For the full list of questions, see Appendix A.

3.2.3. Administration of Students' Questionnaire

The students' questionnaire was posted on Facebook pages and groups related to university studies, from June 30th, 2020 until July 18th, 2020. Only students from Guelma city were asked to fill it out. The participants took about 10 minutes in order to answer the online questionnaire. It should be noted that some students were not cooperative because they were not interested in answering the questionnaire. Thus, it was difficult to have this number of participants. It is also worth mentioning that irrelevant answers were not taken into consideration.

3.2.4. Analysis of the Questionnaire Findings

Section One: Background Knowledge

Question One: Age

Figure 2

Students' Distribution According to Age
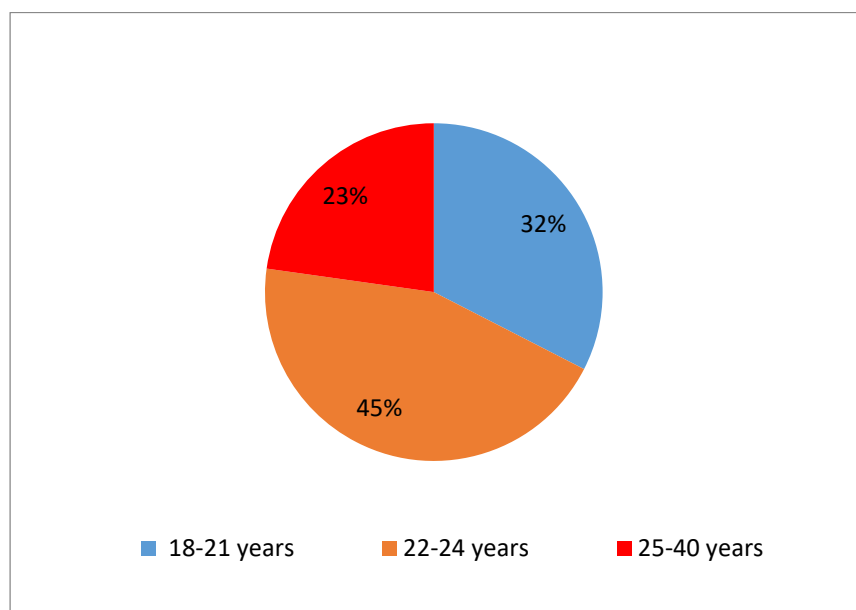
Figure 2 shows that the sample under investigation belongs to different age categories. 150 (32%) respondents' age ranges between (18-21), 206 (45%) between

(22-24), and only 105 (23%) of the population's age is above 25 years. This implies that the population of the study is diverse, and consists of both youth and older people who have different opinions and attitudes towards language use in Guelma (Algeria). Therefore, the sample is suitable to our research since students are mature enough to have solid attitudes about the languages.

Question Two: Gender

Figure 3

The Students' Gender
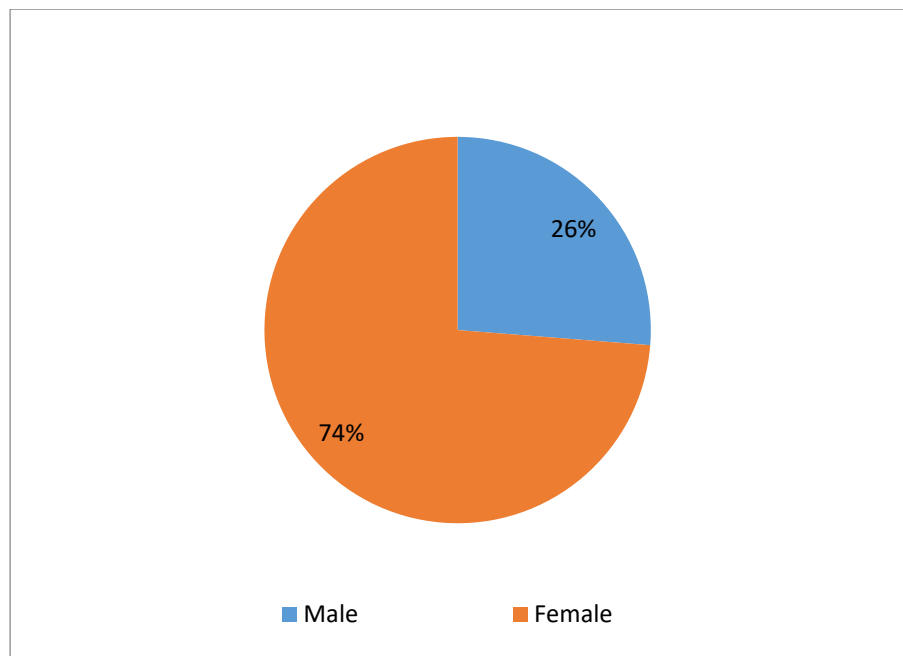
Figure 3 demonstrates that 340 (74%) of the respondents are females whereas only 121 respondents (26%) are males. These rates indicate that females represent the majority of the respondents to this questionnaire.

Question Three: Field of Study

Figure 4

Students' Medium of Instruction at University
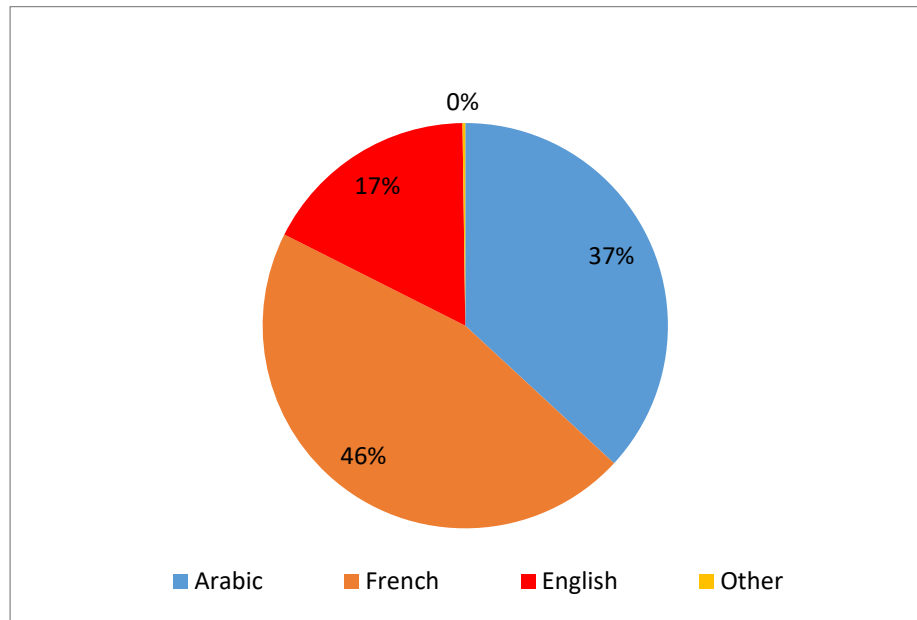
Students were asked about their field of study in order for us to know which language is used as the medium of instruction. The results reveal that the majority of students 210 (46%) have French as a medium of instruction for fields such as mathematics, physics, biology, computer sciences, medicine, engineering, etc., or the field of letters and French language. Whereas 170 students (37%) have Arabic as the medium of instruction for the fields of letters and Arabic language, humanities, social sciences and law. However, only 80 students (17%) have English as the medium of education, and they are the students who major in letters and English language. Only one student studies in Italian because s/he majors in Italian language.

Question Four: Level of Education

The respondents were asked about their level of education to make sure that they were all students enrolled in higher education. It was confirmed that all the respondents

were university students who range from first year bachelor to PhD students. In addition to students from other fields that do not follow the LMD system.

Question Five: Place of residence

This question was added to make sure that all the respondents are residents of Guelma city. The responses of students who were not from Guelma were excluded.

Section Two: Language Use

Question Six: Which language (s) do you speak?

Table 1

The Languages Spoken By the Students

Language	Number	Percentage
Algerian dialect	434	94.14%
Arabic	391	84.82%
Tamazight	18	03.90%
French	315	68.33%
English	297	64.43%
Other	49	10.63%

Table 1 demonstrates that the majority of students 434 (94.14%) speak Algerian dialect, followed by 391 (84.82%) who speak Arabic. Moreover, 315 (68.33%) speak French, and 297 (64.43%) of the sample can speak English. Whereas, only 18 (03.90%) of the respondents speak Tamazight and 49 (10.63%) speak other languages mainly Turkish, Italian, Spanish, German, Korean, and Japanese.

Question Seven: Grade your capacity in the following languages:

Table 2.1

Students' Self-Assessment of Language Capacity (Algerian Dialect, Arabic and Tamazight)

	Algerian Dialect		**Arabic**		**Tamazight**	
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
Very good	409	88.70%	257	55.80%	00	00.00%
Good	48	10.40%	173	37.50%	04	00.80%
Average	04	00.90%	31	06.70%	27	05.90%
Bad	00	00.00%	00	00.00%	170	36.90%
Very bad	00	00.00%	00	00.00%	18	03.90%
Do not speak it	00	00.00%	00	00.00%	242	52.50%
Total	461	100%	461	100%	461	100%

Table 2.2

Students' Self-Assessment of Language Capacity (French and English)

	French		**English**	
	Number	**Percentage**	**Number**	**Percentage**
Very good	52	11.30%	81	17.60%
Good	147	31.90%	161	34.80%
Average	204	44.30%	163	35.40%
Bad	46	09.90%	47	10.20%
Very bad	10	02.20%	03	00.70%
Do not speak it	02	00.40%	06	01.30%
Total	461	100%	461	100%

In regard to Algerian variety, 457 (99%) of the respondents claim to be 'good' to 'very good' at it. Whereas, 430 (93.30%) of the students claim to be 'good' to 'very

good' in Arabic. However, only 257 (55.80%) of the students are 'very good' in Arabic, while 409 (88%) are 'very good' in Algerian Dialect. This difference stems from the fact that Algerian dialect is the first language of Algerians, however Arabic even when it is taught since very early age, it is not their mother tongue. As for Tamazight, 242 (52.50%) of the students do not speak it at all, while 04 (0.80%) of them claim to have a 'good' command of it and 27 (05.90%) of them are 'average'. These results do not match the previous question in which only 18 (01%) of them claim to speak it. Considering French, 199 (43.20%) of the students' capacity ranges between 'good' to 'very good', while 204 (44.30%) of the students are 'average'. Whereas, 242 (52.40%) of the students claim to be 'good' to 'very good' in English, and 163 (35.40%) to be 'average'. French is the foreign language introduced first in education and at early age, and used in the different walks of life including day-to-day communication, while English is the foreign language introduced second in middle school only. Nonetheless, the students with a good/very good command in English are more than the students with a similar level in French. Further details about the students' capacities in the different languages are found in Table 2.1 and Table 2.2.

Question Eight: What is/are your mother tongue(s)?

Table 3

Students' Mother Tongue(s)

Language	Number	Percentage
Algerian dialect	334	72.45%
Arabic	334	72.45%
Tamazight	14	03.03%
French	30	06.50%
English	14	03.03%
Other	02	00.43%

Table 3 shows the confusion that exists in the minds of Algerian students regarding their mother tongue. It should be noted that students were able to choose more than one option in this question. The same number of students 334 (72.45%) chose Arabic and Algerian dialect to be their mother tongues. Although grown speaking the Algerian dialect, (72.45%) seem not to know what is a mother tongue or the difference between a mother tongue and a national/official language of the country. 30 participants (06.50%) chose French as their mother tongue, 14 (03.03%) chose Tamazight, 14 (03.03%) chose English and 02 (0.43%) students chose other languages. Those results show the confusion of students in regard to the meaning of a mother tongue.

Question Nine: What is the language that you feel comfortable using in expressing yourself?

Figure 5

Students' Comfortable Language to Use to Express Themselves
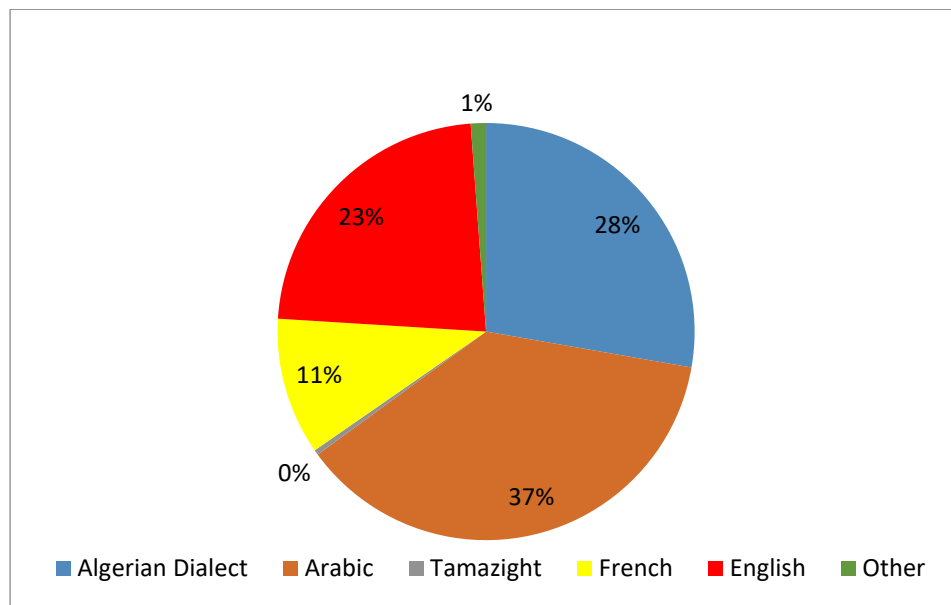
When asked about the language they feel comfortable using to better express themselves, 189 (37%) of the students chose Arabic, followed by 141 (28%) who chose Algerian dialect, 116 (23%) chose English, and only 54 (11%) chose French. While 6 (01%) chose other language(s) mainly Turkish, Italian, and Spanish.

Students were requested to justify their answers. Those who preferred Arabic said that it is a rich and diverse language. In addition, they claimed that the poetic nature of Arabic got them used to express themselves freely, especially when it comes to writing. Students who were in favour of Algerian dialect explained that it is their mother tongue and the language that they are used to speak with everybody in their community. Students who favoured French said that they just like the language for what it is, or that they use it the most so they are used to it. Students who favoured Tamazight answered that they belong to one of the Berber groups and they use it with their families in everyday communication. In addition, they said that it marks their "belonging" to that given ethnic group. The rest of the students who chose other languages said that they just like them. Following are some of the students' answers:

"Because I'm Arab and Arabic is the language of Quran"

"Because the Algerian Dialect is the language that i always speak so it's so easy to find the appropriate terms related to any situation"

"I speak my mind using English cause it does not have limits or taboos unlike Arabic or the Algerian Dialect most of the time I think before I speak."

"I think English the only language that I can use to express myself without using code switching since the mother tongue is not pure Arabic but rather it has many French terms. So I guess English is the best choice as it's also considered as the global language."

"Because it's the language that I use in my work, I read a lot in French too"

"puisque j'ai des compétences envers elle."

"Je la trouve extraordinaire."

Question Ten: What is the language that you use the most in the following places and with the following people?

Table 4.1

Language Use in Informal Settings

	Home		Street		Shops	
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
Algerian Dialect	431	93.50%	422	91.50%	412	89.40%
Arabic	07	01.50%	14	03.10%	16	03.50%
Tamazight	05	01.10%	01	00.20%	01	00.20%
French	12	02.60%	16	03.50%	28	06.10%
English	06	01.30%	08	01.70%	04	00.80%
Total	461	100%	461	100%	461	100%

Concerning language use in informal settings, 431 (93.50%) students use the Algerian dialect at home, 07 (01.50%) of them use Arabic at home, 05 (01.10%) use Tamazight, 12 (02.60%) use French, and 06 students (01.30%) use English. In the streets, the majority of 422 students (91.50%) use Algerian dialect, 14 (03.10%) use Arabic, only 01 student (00.20%) uses Tamazight, 16 students (03.50%) use French, and only 08 respondents (01.70%) use English. In shops, the majority of 412 (89.40%) use Algerian dialect, 16 (03.50%) students opt for Arabic, and 28 students (06.10%) use French. It could be said that the majority of students use Algerian dialect as the language of communication in informal settings because it is the majority's mother tongue. Besides, in a diglossic situation like Algeria, it is the L variety that functions in normal settings.

Table 4.2

Language Use in Formal Settings

	School		Administration	
	Number	**Percentage**	**Number**	**Percentage**
Algerian Dialect	106	23.00%	215	46.64%
Arabic	156	34.00%	115	25.00%
Tamazight	00	00.00%	00	00.00%
French	118	25.60%	124	27.00%
English	81	17.40%	07	02.00%
Total	461	100%	461	100%

In regard to language use in formal settings, 156 (34%) of the respondents use Arabic at school, 118 (25.60%) use French, and 81 (17.40%) use English. It should be highlighted here that in Question Three only 80 students claimed that they study in English. This uncovers the misunderstanding of the question by some students. In most of the cases, the medium of instruction is decided by higher authorities, yet, 106 (23%) students claimed that they use Algerian dialect in schools. This suggests that some students tend to switch to Algerian dialect maybe to facilitate communication with their peers or with their teachers.

In the administration, the majority of students 215 (46.64%) said that they use Algerian dialect. This indicates that even when MSA and French are the languages of documents, most people communicate with workers in Algerian dialect because it is their mother tongue. Yet, there are 124 (27%) students who said that they use French and 115 (25%) use Arabic. none of the students opted for Tamazight either at school or in the administration. Those results stem from the fact that Guelma is not in an amazighophone region.

Table 4.3

Language Use with People

	Friends		Classmates		Teachers	
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
Algerian Dialect	353	76.60%	304	65.90%	62	13.40%
Arabic	08	01.70%	34	07.40%	143	31.00%
Tamazight	03	00.70%	00	00.00%	00	00.00%
French	24	05.20%	61	13.20%	174	37.80%
English	73	15.80%	62	13.50%	82	17.80%
Total	461	100%	461	100%	461	100%

The results obtained from Table 4.3 show that when talking to friends, 353 (76.6%) of the respondents use Algerian dialect, followed by 73 (15.80%) students who use English. 24 (05.20%) use French, 08 (01.70%) use Arabic, and only 03 of them (00.70%) use Tamazight. Similarly, when talking to classmates, the majority of students 304 (65.90%) use Algerian dialect, 62 (13.50%) use English, 61 (13.20%) use French, and only 34 (07.40%) use Arabic. However, none of the respondents uses Tamazight in this case. On the other hand, when talking to teachers, the responses reveal that the majority of students 174 (37.80%) use French, 143 of them (31%) use Arabic, 82 (17.80%) use English, and only 62 (13.40%) students use Algerian dialect. Those results explain that when talking to someone who is in the same position as the students, either a friend or a classmate, students tend to communicate in their mother tongue. Nevertheless, when addressing someone of a higher status (teachers), students tend to use the language that is most suitable for the situation and they generally choose the H variety.

Question Eleven: What is the language that you use the most in performing/ conducting the following activities?

Table 5.1

Language Use for Formal Activities (Education and business)

	Education		Business	
	Number	**Percentage**	**Number**	**Percentage**
Algerian Dialect	31	06.70%	135	29.30%
Arabic	174	37.70%	132	28.60%
Tamazight	00	00.00%	00	00.00%
French	156	33.80%	137	29.70%
English	100	21.80%	57	12.40%
Total	461	100%	461	100%

In regard to education, the majority of students 156 (33.80%) claimed that they use French. Next, 174 of them (37.70%) said that they use Arabic, and 156 (33.80%) use English. This implies that the standard languages are the languages used for educational purposes. However, 31 (06.70%) students said they use Algerian dialect. This result suggests that even when Algerian dialect is not a medium of education in Algerian schools, it is still used by students and teachers inside the classrooms.

When it comes to business, the results were approximate. 137 (29.70%) students use French, 135 (29.30%) use Algerian dialect, and 132 (28.60%) use Arabic. A few students 57 (12.40%) opted for English. The results indicate that the students opt for the language that they can use for business and economy purposes. As shown in Table 5.1, none of the respondents opted for Tamazight neither in education, nor in business.

Table 5.2

Language Use for Conversation (political, romantic, swearing)

	Political Talk		**Romantic Talk**		**Swearing**	
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
Algerian Dialect	171	37.01%	245	53.20%	304	66.00%
Arabic	222	48.20%	44	09.60%	28	06.10%
Tamazight	00	00.00%	06	01.30%	06	01.30%
French	41	08.90%	52	11.30%	24	05.20%
English	27	05.80%	114	24.60%	99	21.40%
Total	461	100%	461	100%	461	100%

Table 5.2 demonstrates that when talking about politics, students tend to use Arabic, with a majority of 222 students (48.20%), 171 (37.01%) use Algerian dialect, 41 (08.90%) use French, and only 27 (05.80%) use English, while none of them uses Tamazight. Such a choice of language to discuss political topics is governed by the students' competence in the language for politics.

When having a romantic talk, the majority of students 245 (53.20%) use Algerian dialect. This is because it is their mother tongue and they feel more comfortable using it to express emotions. A number of 114 (24.60%) students use English to have a romantic talk. Those students feel more comfortable expressing their feelings in English even when it is not their mother tongue. Similarly, 52 (11.30%) of the respondents feel more comfortable in using French in romantic talk, 44 (09.60%) use Arabic, and only 06 people (01.30%) use Tamazight. In this regard, it is claimed that languages spoken early in life tend to have a stronger emotional influence than languages later learned, which seem to have a weaker emotional grip on the person (Dewaele, 2004, p. 207).

In regard to swearing, the results display that the majority of the respondents 304 (66%) swear using Algerian dialect, 99 (21.40%) use English, 28 (06.10%) use Arabic, 24 (05.20%) use French, and only 6 students (01.30%) use Tamazight. The results show that the majority of the participants use swearwords in their mother tongue because they have more emotional strength than in a different language. Dewaele (2004, p. 205) explained that students who opt for using a foreign language to swear do so because the impact those words have in a different language is not as powerful as they have when said in one's mother tongue.

Table 5.3

Language Use for Social Media and Internet (posts, comments, chats and googling)

	Posts		Comments	
	Number	**Percentage**	**Number**	**Percentage**
Algerian Dialect	56	12.10%	164	35.60%
Arabic	192	41.60%	130	28.20%
Tamazight	03	00.70%	05	01.10%
French	70	15.20%	57	12.30%
English	140	30.40%	105	22.80%
Total	461	100%	461	100%

	Chats		Googling	
	Number	**Percentage**	**Number**	**Percentage**
Algerian Dialect	298	64.60%	13	02.80%
Arabic	36	07.80%	134	29.10%
Tamazight	00	00.00%	05	01.10%
French	52	11.30%	154	33.40%
English	75	16.30%	155	33.60%
Total	461	100%	461	100%

In what concerns social media posts, the majority of the respondents 192 (41.60%) reported that they use Arabic. Followed by 140 students (30.40%) who post in English, 70 (15.20%) students post in French, and 56 (12.10%) students post in Algerian dialect. In regard to commenting on social media posts, 164 (35.60%) students answered that they comment in Algerian dialect, 130 (28.20%) students comment in Arabic, 105 (22.80%) students use English and 57 (12.30%) comments in French. As far as private chatting in social media is concerned, the majority of students 298 (64.60%) chat in Algerian dialect, 75 (16.30%) of the participants chat in English, 52 (11.30%) chat in French, while 36 (07.80%) use Arabic. As for Googling, or searching online, the results reveal that students use more English and French to search for information with the numbers of 155, 154 students and the percentages of (33.60%) and (33.40%) respectively. 134 students (29.10%) use Arabic, and 13 (02.80%) students use Algerian dialect.

When comparing the results obtained from Table 5.3, it is seen that for posting on social media platforms, students tend to use standard languages such as Arabic, English, and French because of their high status vis à vis Algerian dialect or Tamazight. Nonetheless, when commenting on social media posts, students switch to Algerian dialect probably because it is their mother tongue through which they can express themselves better. Students also tend to use Algerian dialect when they wish to establish a more personal type of communication via private messages. Hence, it is believed that language use on social networks largely reflects the language of the real-world communities (Lee, 2014, p. 100). On the other hand, students use more English and French in order to search for information and this could be due to the availability of information in popular languages such as English and French (Albalooshi et al., 2011, p. 378). While they use Arabic at a lesser extent because of the several challenges they

face in the different search engines. Albalooshi et al. (2011) explained that due to the specificity of Arabic character, it is hard to find information in Arabic. Besides, the translations available from other languages are not accurate and do not convey the meaning intended by the original source (p. 379).

Table 5.4

Language Use for Technological Devices Setting

	Computer Settings		Mobile Settings	
	Number	**Percentage**	**Number**	**Percentage**
Algerian Dialect	00	00.00%	13	02.80%
Arabic	45	09.80%	134	29.10%
Tamazight	06	01.30%	05	01.10%
French	260	56.40%	154	33.40%
English	150	32.50%	155	33.60%
Total	461	100%	461	100%

The results obtained from table 5.4 show that more than half of the students 260 (56.40%) use French as the language of their computer settings. Meanwhile, 150 students (32.50%) reported that they use English, and 45 (09.80%) students said they use Arabic. 06 (01.30%) students, however, answered that they use Tamazight. On the other hand, 155 (33.60%) students reported that they use English in their mobiles' settings. Closely enough, 154 (33.40%) students use French, while 134 of them (29.10%) use Arabic. The rest of the students who claimed that they use Algerian dialect 13 (02.80%) and Tamazight 05 (01.10%) they either did not understand the question or they did not answer seriously.

Section Three: Students' Attitudes Towards English

Question Twelve: State the last three movies you watched.

Figure 6

Students' Language Preferences Based on the Movies They Watch
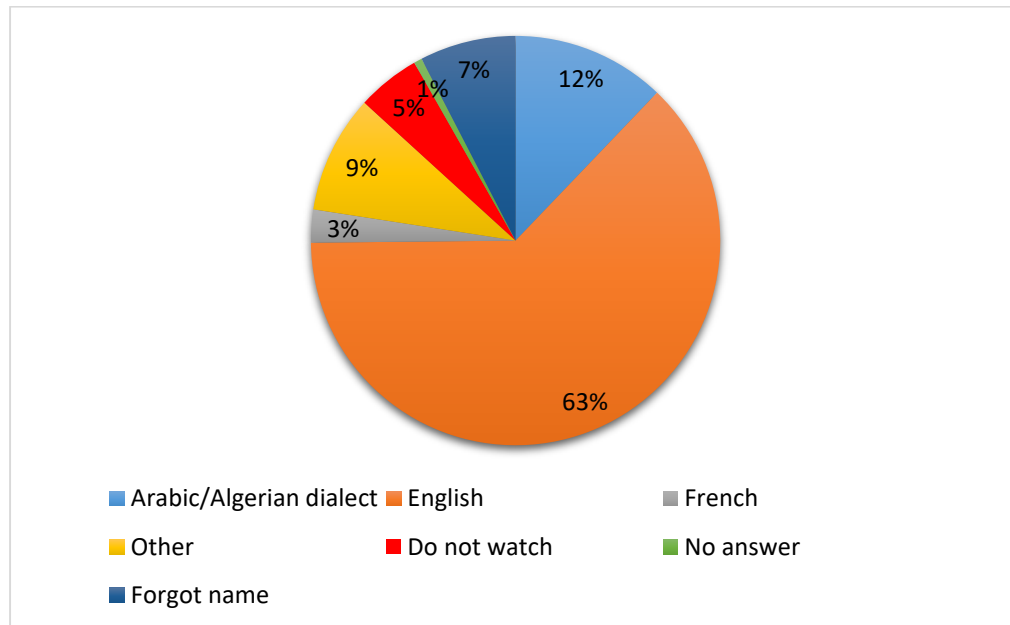
Based on students' answers, it is shown that the mass majority of the respondents 289 (63%) watch movies in English. 56 (12%) students stated that they watch movies in either Arabic or Algerian dialect, 43 (09%) ones watch movies in other languages such as Turkish, Korean, Spanish, and Indian. Only 12 students (03%) watch movies in French. This shows that most of the students prefer to watch movies in English.

Question Thirteen: State three TV shows you like the most

Figure 7

Students' Language Preferences Based on the TV Shows They Like
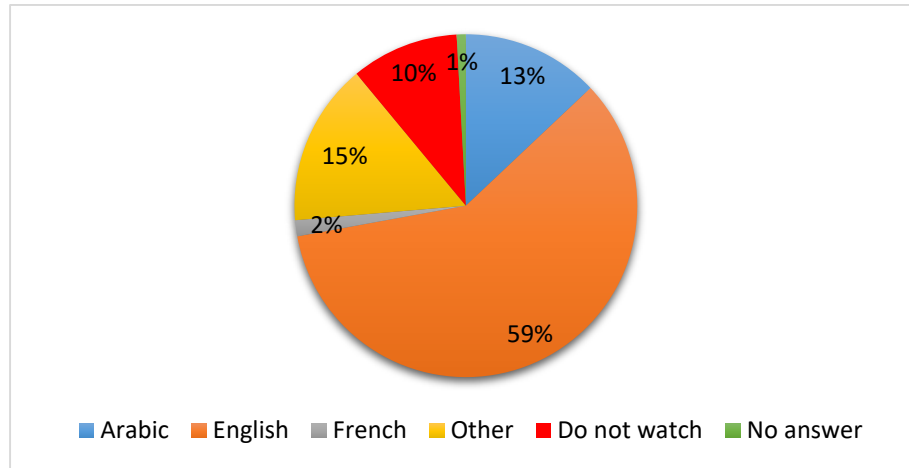
This question highlights students' choices in regard to the TV shows they like the most in order to deduce their attitudes towards the different cultures and languages represented in the TV shows. Similarly, to the findings of the previous question, the majority of students 274 (59%) reported that they watch TV shows in English. Following, 71 students (15%) watch TV shows in other foreign languages mainly Turkish, Korean, and Spanish ones. Next, 60 (13%) students watch TV shows in Arabic, and only 07 students (02%) watch TV shows in French. It should be noted here that some students do not differentiate between a TV show and a movie.

The students' interest in American movies and TV shows is due to the fact that the American TV shows and movie industry is the most spread worldwide. In this regard, Llerena Medina & Rodríguez Hurtado (2018) argued that Hollywood movies play a role in spreading American culture worldwide, and when people consume American movies they learn more about American culture and language (p. 3). Thus, the respondents' interest in American movies and TV shows would create in them interests in the Amercian culture.

Question Fourteen: Order the following languages according to your mastery (1: highest-5: lowest- 6: not spoken at all).

Table 6.1

Order of Languages According to Students' Capacities (Algerian Dialect, Arabic, and Tamazight)

	Algerian Dialect		Arabic		Tamazight	
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
First	410	88.90%	176	38.20%	12	02.50%
Second	32	06.90%	220	47.70%	05	01.10%
Third	07	01.50%	31	06.70%	11	02.40%
Fourth	02	00.50%	07	01.50%	47	10.20%
Fifth	03	00.70%	21	04.60%	55	12.00%
Sixth	07	01.50%	06	01.30%	331	71.80%
Total	461	100%	461	100%	461	100%

Table 6.2

Order of Languages According to the Students' Capacities (French and English)

	French		English	
	Number	**Percentage**	**Number**	**Percentage**
First	40	08.60%	69	15.00%
Second	81	17.60%	104	22.60%
Third	180	39.10%	137	29.70%
Fourth	102	22.10%	105	22.80%
Fifth	45	09.80%	38	08.20%
Sixth	13	02.80%	08	01.70%
Total	461	100%	461	100%

As it is noticed in the Table 6.1 and Table 6.2, the students did not answer this question accurately, in which case they classified more than one language in the same ranking. As a result, the numbers are not accurate, yet the proportions of languages in relation to each other are significant. The tables show that the majority of students ranked their proficiency in Algerian dialect first. This implies that most of the students are proficient in Algerian dialect as it is their mother tongue. The second language that the participants master after Algerian dialect is Arabic. In which case a significant percentage ranked it first while the majority ranked it second. This points out that students are proficient in Arabic as being the medium of instruction from primary school to high school, yet they are not as much proficient as they are in their Algerian native tongue.

Contrarily to the previous two local languages, Tamazight is a local language but it is not spoken by the majority of the sample. This could be because the teaching of Tamazight in Algeria is very limited to a very few regions.

As far as the French language is concerned, the majority of students ranked their proficiency in French in the third place. French is the first foreign language in Algeria. It is taught in primary school starting from the third grade, and is used in the daily life of Algerians. This explains why the majority of students speak French but are not as proficient in French as they are in Arabic.

English, on the other hand, is ranked by close enough proportions as second, third and fourth. The proportion of the students that ranked French third is larger than the proportion of the students who ranked English third, yet the proportions of these languages in first and second rankings suggest the students are more proficient in English than they are in French despite the fact that English is the second foreign

language in Algeria after French. This fact stems from their interest in American movies and TV shows, in addition to the status of English as a global language.

Question Fifteen: Reorder them according to how you would like them to be (1: highest-5: lowest- 6: don't want to learn it).

Table 7.1

Reorder of the Languages According to the Students' Desires (Algerian Dialect, Arabic, and Tamazight

	Algerian Dialect		Arabic		Tamazight	
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
First	276	59.70%	312	67.70%	55	11.90%
Second	73	15.90%	86	18.70%	28	06.10%
Third	29	06.30%	35	07.50%	48	10.40%
Fourth	46	10.00%	17	03.70%	54	11.70%
Fifth	17	03.70%	05	01.10%	75	16.30%
Sixth	20	04.40%	06	01.30%	201	43.60%
Total	461	100%	461	100%	461	100%

Table 7.2

Reorder of the Languages According to the Students' Desires (French and English)

	French		English	
	Number	**Percentage**	**Number**	**Percentage**
First	145	31.50%	252	54.70%
Second	93	20.20%	87	18.90%
Third	91	19.70%	67	14.50%
Fourth	61	13.20%	35	07.60%
Fifth	39	08.50%	11	02.40%
Sixth	32	06.90%	09	01.90%
Total	461	100%	461	100%

This question was asked to students with the aim of knowing whether they would keep the same order of their language proficiency or they would want to be proficient in languages following a different order. Similarly to the previous question, students did not answer it correctly. Nevertheless, the results obtained from Table 7.1 and Table 7.2 reveal that a significant proportion of students still want Algerian dialect to be ranked first. This implies the attachment that the students have to their mother tongue. However, the largest proportion show their aspiration for being most proficient in Arabic. This means that most of the students consider Arabic more important than Algerian dialect. Algerians' high appreciation and positive attitudes towards Arabic come from its association to the holy book as expressed many of them in answering Question Nine and Question Sixteen.

In regard to language proficiency in Tamazight, different proportions want to speak it in different degrees of proficiency between first to fifth (as shown in table 7.1). However, a mass majority of 201 students (43.60%) reported that they do not want to learn Tamazight at all. The results indicated in Table 7.1, when compared to Table 6.1, imply that students' linguistic proficiency in Algerian dialect, Arabic, and Tamazight are similar to how they would want them to be.

According to the results displayed in Table 7.2, the students who want to be more proficient in English are two times more than the students of want to be more proficient in French. Those results indicate that students who have positive attitudes towards English are more than the students with positive attitudes towards French. The other findings represent smaller proportions of students ranging from first to fifth rank in both languages. Details on numbers and percentages are found in tables 7.1 and 7.2.

Question Sixteen: In the future, which language (s) do you want your children to master?

Table 8

The Future Languages for Children to Master

Language	Number	Percentage
Arabic	430	98.17%
English	389	88.80%
French	73	16.66%
Other	210	47.94 %

Note. Each student provided more than one option.

Based on the results obtained, the mass majority of respondents 430 (98.17%) reported that they would want their children to master Arabic. A significant number of respondents 389 (88.80%) asserted that they would want their children to master English. Few students 73 (16.66%) mentioned French. Many students 210 (47.94%) opted for choosing different languages for their children to master in the future, among which: Chinese, German, Turkish, Spanish, and Japanese.

Students were asked to justify their answers. The students who answered that they want their children to master Arabic stated that Arabic is their mother tongue, the national and official language of their country, in addition to it being the language of their religion "Islam" and the language of the holy Quran. Students who favored English appreciate it for being a global/ international language and a lingua franca. They believe that English opens the doors of this world to the people who master it, as it is the language of science and technological development. Most of them said that people who are proficient in English get more job opportunities and they can travel easily. Students who want their children to master French in the future justified their answers by considering the fact that French is important in Algeria as it is used in different

occupations. In addition, some stated that they want their children to "give that impression of being a highly educated person" (from a student's answer). Other students who have chosen other languages, mainly Chinese, German, Spanish, Turkish and Japanese explained that they are widely spread, competing with English in technological development, or simply they consider them beautiful languages. Following are quotes from the respondents' answers:

"Arabic: Because of its beauty, and it's the thing that unit us as Muslim Arabs .... English: Because it's the world language, and for any other language; the more you learn the more it's better for you."

"Arabic is a language that holds our past and our religion, while English is the language of the present and the future, it's the language of current science and knowledge."

"English as it is the first language spoken by most people all over the world and i think it is going to be the second language in Algeria so maybe official documents will be written in English and i want them to learn French as a second choice since it is the second language in Algeria and in case if it will last forever the second."

"Spanish is paving its way towards the international status."

Question Seventeen: What opinions do you have concerning the following languages?

Table 9.1

Students' Opinions Regarding Languages (National, Official, and Identity)

	National		**Official**		**Identity**	
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
Algerian Dialect	258	55.97%	25	05.42%	141	30.59%
Arabic	255	55.31%	427	92.62%	336	72.89%
Tamazight	57	12.36%	42	09.11%	124	26.90%
French	35	07.59%	53	11.50%	22	04.77%
English	34	07.38%	64	13.88%	24	05.21%
No language	16	03.47%	11	02.39%	17	03.69%

Table 9.1 indicates data about students' opinions regarding which language is national, official, or a language linked to their identity. As far as national languages are concerned, data reveal that 258 (55.97%) of the respondents consider Algerian dialect a national language, 255 (55.31%) of them consider Arabic a national language. Only 57 students (12.36%) consider Tamazight to be a national language. A small number of respondents said that no language among them is a national language. The obtained results reveal that only few students know what are the national languages recognized by the state. The majority of them believe Algerian dialect and Arabic are the sole national languages of Algeria, and only a minority of them are aware that Tamazight is also a national language.

Concerning the state of official language, the majority of students 427 (92.62%) believe that Arabic is an official language of the state. Surprisingly, only 42 of them (09.11%) answered that Tamazight is an official language of Algeria. In addition, 25

(05.42%) respondents claimed that Algerian dialect is an official language. The results insinuate that the majority of students know that Arabic is an official language of Algeria. A big number of them, however, do not know or refuse to accept that Tamazight language is the second official language recognized by the state in Algeria.

Concerning the languages that represent identity for the respondents, A large number of them 336 (72.89%) said that Arabic is their language of identity. This could be because they associate this language to their religion, and because it is the first language they learn at school. A considerable number of them 141 (30.59%) claimed that Algerian dialect represents identity to them. This is understandable due to the fact that it is the language spoken by the majority of Algerians on an everyday basis. Interestingly, 124 of them (26.90%) consider Tamazight as a language that holds their identity. This suggests that some students are aware that Tamazight is a constituent of the Algerian culture and identity. Few students opted for French and English 22 (04.77%) and 24 (05.21%) respectively as languages of their identity. 17 students (03.69%) considered no language to represent their identity.

Table 9.2

Students' Opinions Regarding Languages (World and global)

	World		Global	
	Number	**Percentage**	**Number**	**Percentage**
Algerian Dialect	07	01.52%	05	01.08%
Arabic	94	20.39%	73	15.84%
Tamazight	01	00.22%	03	00.65%
French	62	13.50%	30	06.50%
English	400	86.77%	388	84.16%
No Language	12	02.60%	25	05.80%

As far as world languages are concerned, English was chosen by 400 (86.77%) students to be a world language. This insinuates that the majority of students are aware of the role played by English worldwide. Arabic and French were chosen by 94 (20.39%) and 62 (13.50%) respectively to be world languages. This displays that the majority of the students are not aware that, besides English, Arabic and French are also world languages. The fact that uncovers that most of the students have mistaken views in regard to the definition of a world language. Moreover, Table 9.2 suggests that the students do not know the difference between a world and global language. Their views about the different languages in relation to the factors of world and global languages are close enough. The mass majority of students 388 (84.16%) agreed that English is a global language.

Table 9.3

Students' Opinions Regarding Languages (modernity and not a language)

	Modernity		Not a Language	
	Number	**Percentage**	**Number**	**Percentage**
Algerian Dialect	31	06.72%	132	28.63%
Arabic	83	18.00%	08	01.74%
Tamazight	04	00.86%	220	47.72%
French	55	11.93%	28	06.07%
English	315	68.33%	06	01.30%
No Language	49	10.63%	141	30.59%

As indicated in Table 9.3, the vast majority of the respondents 315 (68.33%) asserted that English is a language of modernity. A few of them 83 (18%) considered Arabic to be a language of modernity, while only 55 students (11.39%) considered French a

language of modernity. Those results clearly indicate that almost all the sample of this study believe that English is a language of modernity.

Concerning the other part of the Table 9.3, a large number of students 220 (47.72%) claimed that Tamazight is not a language. This implies that the students lack knowledge about what is a language and what is a dialect. A large number of students 132 (28.63%) did not consider Algerian dialect to be a language. This is understandable as most of the students consider it the colloquial form of Arabic that is used in Algeria only for communicative purposes between people.

Table 9.4

Students' Opinions Regarding Languages (needed and not needed)

	Needed		Not needed	
	Number	**Percentage**	**Number**	**Percentage**
Algerian Dialect	69	14.97%	60	13.02%
Arabic	259	56.18%	11	02.39%
Tamazight	31	06.72%	227	60.09%
French	142	30.80%	115	24.95%
English	318	68.99%	07	01.52%
No Language	19	04.12%	94	20.39%

As shown in table 9.4, 318 (68.99%) students consider English to be a needed language. This implies that most of the students are aware of the place of English in the world as the global language. More than half of the respondents 259 (56.18%) consider Arabic a needed language. This might suggest that a considerable number of students consider Arabic important for being a marker of identity, and a national and official language of the country. Concerning French, 142 (30.80%) students consider it a needed

language. Their opinion is based on the fact that French is still used in many formal and informal walks of life in Algeria.

As far as the "not needed" languages are concerned, the majority of the respondents 277 (60.09%) claim that Tamazight is not needed. The reasons for such an opinion are different. First, those students do not speak this language, second, they are not aware that it is the language of communication of 25% of the Algerians, and third, they are not aware that it is or they do not accept it as a marker of the Algerian identity. 115 (24.95%) students considered French 'not needed' because they believe it is not widely spoken in the world. Those results uncover the negative attitudes students have towards Tamazight and French.

Table 9.5

Students' Opinions Regarding Languages (widely used and not widely used)

	Widely used		Not widely used	
	Number	**Percentage**	**Number**	**Percentage**
Algerian Dialect	82	17.79%	84	18.22%
Arabic	146	31.68%	44	09.54%
Tamazight	17	03.69%	317	68.76%
French	102	22.13%	115	24.95%
English	337	73.10%	31	06.72%
No Language	24	05.21%	52	11.28%

Table 9.5 shows that the vast majority of students 337 (73.10%) insisted that English is widely used. However, only 146 (31.68%) students indicated that Arabic is widely used, and 102 (22.13%) students claimed that French is widely used. The results uncover the students' misconceptions about the number of speakers and distribution of Arabic and French.

In regard to the other part of Table 9.5, it was aimed to confirm the choices of the students regarding the first part. Once more, the vast majority of them 317 (68.76%) agreed that Tamazight is not widely used and French was said to be not widely used by a considerable number of the respondents 115 (24.95%).

Question Eighteen: What is the language that you want it to be the first foreign language used in the different walks of life? (Education, public signs, official documents, administration, etc.)

Figure 8

First Foreign Language to be Used in Algeria
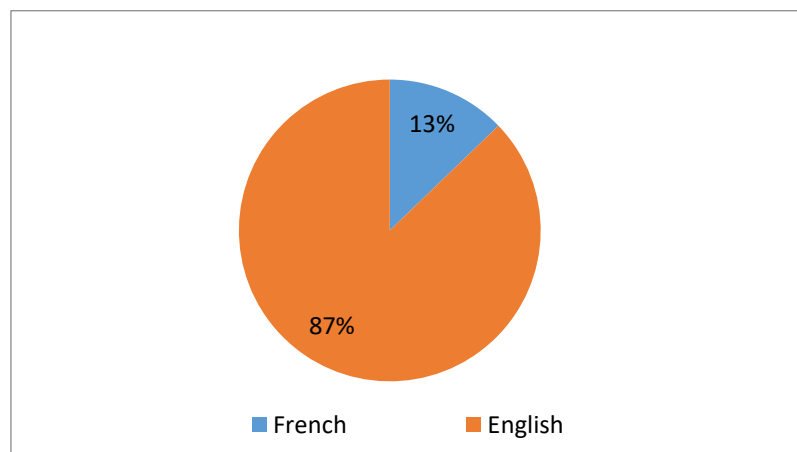
As shown in Figure 8, a large number of students 402 (87%) opted for English to be the first foreign language used in the different sectors of life in Algeria. This suggests that the majority of the respondents are in favor of English. Only 59 respondents, which represent a small percentage (13%), chose French to always be the first foreign language in Algeria. This implies that those students have positive attitudes towards French for being proficient in the language or for being studying French.

The respondents were asked to justify their choices. The majority of those who were in favor for English explained that it is the language of the world. They described it in different terms among which: international, global, and lingua franca. They explained that they want their country to develop and follow what is trending in the rest of the

world. Besides, they argued that they are not in favor of French because it is the language of the ex-colonizer, only few people in the world speak it (in comparison to English), and some described it (mistakenly) as a dead language. Following are some quotes from students' answers favoring English:

"Let's be clear Only France and some other small countries in Europe speak it, so why am i supposed to speak a dead language like French."

"French is a bit hard + it is only used in few countries unlike English + i hate it."

"Simply because we fed up from French, English would be the best option. At least, less translation would be required for official documents needed abroad. Since the most are issued in French."

On the other hand, students who were in favor of French claimed that it is difficult to change the situation as Algeria has been using French for decades. In addition, some argued that French is part of Algerian culture. One of respondents said:

"I just like french, i don't want algeria to lose it's old self due to political hate, i want it to still be having the french culture as a part of its history, a part or its long brave story (a good part after all), french is becoming a rare spoken language due to its difficulty to be learned so algeria can take this advantage for its own good, beside i find french language very rich and beautiful."

Question Nineteen: At what level you would like these foreign languages to be introduced in the Algerian schools?

Table 10

The Appropriate Level to Start Teaching French and English

	French		English	
	Number	**Percentage**	**Number**	**Percentage**
Primary	81	17.60%	396	85.90%
Middle	134	29.00%	65	14.10%
Not to be taught	246	53.40%	00	00.00%
Total	461	100%	461	100%

It is observed that only 81 (17.60%) students are interested in teaching French starting from primary school and 134 (29%) of them who propose it to be taught in middle school, whereas the majority of them 246 (53.40%) claimed that they do not want French to be taught at all. On the contrary, the majority of students 396 (85.90%) were interested in teaching English starting from primary school and only few of them 65 (14.10%) wanted it to be introduced in middle school. Surprisingly, no student was against teaching it. The results indicate that most of the students have negative attitudes towards French while they have positive attitudes towards English. These findings match the results From Question Seven regarding the first foreign language to be used in the different walks of life.

Question Twenty + Question Twenty-one: Based on what you have answered in the previous question, in which grade you would want French and English to be introduced?

After examining the students' responses, the majority of them claimed that they do not want French to be taught in Algerian schools. Whereas, a good percentage of them declared that they would want the teaching of French to be delayed until first year in middle school. A small number of them agreed on teaching French starting from grade 4 in primary school. Students were asked to explain why they opted for those choices. The majority of them claimed that French was replaced by English as the language of science and technology and that it is no longer necessary to be learned. Some of them explained that French is hard and complicated as a language to be taught to young children. They, however, suggested that children need to master Arabic first, then English, and then French.

As for English, the majority of students agreed on teaching it starting from grade 3 in primary school. This implies that they wish to replace the teaching of French by the teaching of English. Some of them chose first or second grade in primary school, while a few of them said that they would want the teaching of English to remain as it is taught now i.e., starting from first year in middle school. Students explained that teaching English nowadays became a necessity and a priority. Therefore, they agreed that it should be introduced to Algerian children at an early age, just after Arabic. Following are some students' responses regarding the teaching of French and English.

"French in first year of high school or middle school and it would be much better if students had the choice to study it or other languages. Meaning it would be nicer if one had the option of studying it or not."

"At middle school, coz English should have the priority to be taught at primary school, meanwhile, a pupil aged 8 or 9 Y.O can't grasp three lges at the same time regarding the condensed program. Consequently, middle school is much better for them"

"When learning the global language in primary school, it becomes entrenched in the pupil's mind. There is no harm in learning French in middle school, so the student needs English more than s/he needs French."

Question Twenty-two: If you want to propose something for the future of Algeria in regard to language, please write it in the space below.

This was an open question for students to give recommendations regarding the future of languages in Algeria. Only 53 students from 461 did not add suggestions. Students' recommendations can be summed up as follows:

"Making English the first foreign language in Algeria and introducing it in third grade in primary school since it is an international language that is used in many fields";

"Teaching French should be delayed or left to pupils' choice";

"Change the old methods of teaching languages because they are not making any influence; pupils need a method that motivates them to learn new languages";

"Learning languages is important and it opens opportunities for Algerians if they master them";

"Raising parents' awareness in regard to learning languages. They always focus on scientific modules and ignore languages."

3.2.5. Summary of the Questionnaire Results and Findings

Results revealed from the analysis of the students' questionnaire can contribute and add value to the current study. To start with, it should be noted that a fair number of students are not aware of the difference between the Arabic language and the Algerian dialect. They do not distinguish between the variety that is their mother tongue and the standard variety that is a second language used in formal situations. Yet, both of them are constituents of the Algerian identity. In addition, most of the students do not

differentiate between a world language and a global language. They are not aware that Arabic and French are world languages spoken by many people across the globe.

Results also indicate that respondents have negative attitudes towards Tamazight and French. Despite the fact that a significant number of them recognize that Tamazight is part of the Algerian identity but the majority of them do not accept it as a national and official language and do not consider learning it. French is also perceived negatively by the respondents as the majority of them associate it with the ex-colonizer of Algeria. They also argued that French does not have a place in today's world. Hence, they suggested that this language should remain optional to be learned or not and should be therefore replaced by English.

Moreover, the results gathered from the students' questionnaire reveal that the respondents have positive attitudes regarding Arabic and English. All of them considered Arabic to be the most important language to be taught to pupils and to be used in the different sectors in Algeria. Their positive attitudes towards Arabic stem from the fact that it is the language of Islam and the holy Quran and a marker of identity. Consequently, it should be given much more attention. Students also acknowledge that English is now an international language and the language of the world. Thus, they support the teaching of this language at an early age. They agreed that the mastery of this language became a necessity for individuals to be updated and to keep up with the developed countries, with scientific research, and with technological development.

Section Two: Corpus Analysis

3.3. Description of Shop Signs and Advertising Boards

For the purposes of this study, linguistic data from signs and advertising boards from shops in the main shopping streets of Guelma city were collected. Those shops represent different types of business such as fast food restaurants, restaurants, bakeries, groceries, greengrocer, jeweler, cosmetics stores, travel agencies and many others. The shop signs and advertising boards were written in different languages ranging from French, Arabic, English, to other languages mainly Italian and Spanish, to a mixture of those different languages together.

3.3.1. Shop Signs and Advertising Boards

According to Landry & Bourhis, "the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration" (1997). Shop signs and advertising boards are forms of communication between the seller and the buyer. Thus, the main goal of advertisers is to draw the attention of individuals and convince them to purchase the goods or the services offered.

Proper language usage helps people recognize the nature of the goods and remember them. This is why the naming of shop signs and advertising boards is of vital importance. Abd-el-Jawad (1986) argued that the primary objective of naming is to provide a symbolic system of identification. He added that "the choice of names in Arab culture is often a careful mental process which is influenced by linguistic, social, psychological or cultural considerations" (p.81). Mebarki (2016) explained that the advertising language should use words that are easy to recall and are pleasant to hear. Overall, in naming the signs, one should consider the cultural and linguistic background

of the population of that given area, and should choose words that are trendy and catchy.

3.3.2. The Corpus/ Data Collection

The second data gathering tool of this study are texts collection of shop signs and advertising boards in the major shopping streets of the city of Guelma in order to investigate the language choice in naming and advertising for those shops. The study considered all the shop signs and advertising boards in selected streets. The streets selected were the main shopping streets that are located in the city center of Guelma, most vivid and visited by many people on an everyday basis. All shops of the different types were considered reaching 157 shops. In a first phase, the language choice in advertising for and naming the shops was investigated throughout the entire corpus (157 signs). In a second phase, the shops, which were named after famous brands, chains, or retailers, were removed in order to study the language choice and the word selection/ creation in the names that were constructed by shop owners themselves. In a third phase, a categorization of the shop signs was made based on the product they sell. The 157 shops were divided into six (6) categories:

1. Clothing shops: include all the stores that sell clothes and shoes for males, females, and children.

2. Eating venues: that includes Fast Foods restaurants, restaurants, and pastries; i.e. all the stores that sell cooked food (Tacos, pizza, donuts, grills, pastry, etc.).

3. Foods: this category includes (butchers, bakeries, supermarkets, greengrocers)

4. Accessories and cosmetics: this one includes stores that sell accessories, jewelries, cosmetics, and the different beauty products.

5. Technology: included stores that sell and repair phones, computers, and other technological devices.

6. Other: this category includes all remaining stores that could not make a separate category by themselves. It includes travel agencies, tobacconists, spare parts shops, launderette and pharmacies.

3.3.3. Statistical Analysis of Shop Signs and Advertising Boards

In the first part of the shop naming and advertising findings, the analysis is statistical. The aim of the latter is to investigate the language choice by shop owners in naming their places, as well as the proportion of the business names/advertisement in each language.

Table 11

Languages Used in the Shop Signs in Guelma's Main Shopping Streets

Language	Number	Percentage
Arabic	13	08.28%
Arabic & English	03	01.91%
Arabic & French	13	08.28%
Arabic, French & English	02	01.27%
English	48	30.57%
French	62	39.49%
French & English	08	05.09%
Other	08	05.09%
Total	157	100%

The data show that French is the dominant language in writing the shop signs with a proportion of 62 (39.49%) signs written in French on its own, 13 of the signs (08.28%) in French together with Arabic, 08 (05.09%) signs in French and English, and 02 of the signs (01.27%) in French together with Arabic and English. French is opted for in 85 shop signs in total (54%). The dominance of French in shops naming and advertising could stem from the fact that French is still considered by Algerians to be a language of

modernity and prestige, or a continuation of a practice since the French colonization. 48 shop (30.57%) signs are written in English only, 03 (01.91%) signs are written in English together with Arabic, 08 (05.09%) signs in English altogether with French, and 02 of the signs (01.27%) in English together with French and Arabic. English appeared in 61 of the shop signs (39%) in total. Unexpectedly, English which is a foreign language that is not associated with the national identity of the country neither with its history, is the second language opted for with a proportion that is not far from the French one. Therefore, English, being a global language, started to gain ground in the streets of Guelma city as many shops are named in English or contains English. Arabic comes in the third place with a number of 13 (08.28%) signs written in Arabic on its own, 13 (08.28%) signs written in Arabic and French, 03 shop signs (01.91%) include Arabic altogether with English, and 02 of the signs (01.27%) in Arabic together with French and English. Arabic is therefore used in 31 shop signs (20%). Despite being a local language that is related to the national identity of the country, Arabic is not widely used, and in many cases, it is accompanied with French. This fact would confirm that the linguistic practice in shop signs is a continuation of the practice during the French colonization. Mebarki (2016) claimed that words selected in shop signs should be trendy and catchy. This would explain the dominance of French followed by English in naming shops, as most Algerians still view French and English as languages of modernity (Errington, as cited in Chakrani, 2013, p. 434). Whereas Arabic is mostly viewed as a marker of identity but not a language of modernity and prestige, consequently, cannot be trendy nor catchy. The next portions of signs are devoted to those signs written in mixed languages. 08 signs (05.09%) were written in French-English, Arabic-English together were used in 03 shop signs (01.91%), and 02 signs (01.27%) were written in Arabic, French & English. The remaining 08 signs (05.09%)

are devoted to shop names which were written in other languages mainly Spanish and Italian.

Table 12

Languages Used in the Shops Naming in Guelma's Main Shopping Streets

Language	Number	Percentage
Arabic	13	09.35%
Arabic & English	03	02.15%
Arabic & French	13	09.35%
Arabic, French, & English	02	01.43%
English	40	28.77%
French	54	38.84%
French & English	08	05.75%
Other	06	04.31%
Total	139	100%

In this second analysis, the shops that were named after famous brands, chains, or retailers were removed and only those names that were formed by shop owners were considered. While the previous step shows the proportions of shop signs in English and in the other languages, the aim of this step is to show the language choices made by shop owners to name their shops. In this regard, the total number of shop signs was reduced to 139. The results are slightly different. French is still the dominant language with 54 signs (38.84%). That is very much close to the proportion of (39.49%) of shops in the first analysis. The total of shop signs in French together with those containing French words is 69 signs (49.64%). Another slight difference is noticed in shop signs written in English. 40 shops signs (28.77%) were written in English (For the full list of photographs of shops written in English, see Appendix B), in comparison to 48 (30%) when trademarks were part of the corpus. The signs which were written in Arabic are

still 13, now representing (09.35%) of the total shop signs. Similarly, there still are 13 signs in Arabic-French representing now (09.35%) of the total signs, and again 08 signs (05.75%) were written in French-English. It is also seen that a small number of signs 03 (02.15%) were written in Arabic-English. Only 02 signs (10.43%) were written in Arabic, French, and English. The remaining 06 signs (04.31%) were written in other languages mainly Spanish and Italian or mixing them with either French or English.

Considering the results, it can be said that the majority of shop owners opted for French to name their shops, followed by English, and then Arabic. Despite the fact that shop owners are more competent in their first language (Arabic) and maybe in French in many cases than in other languages, it is still can be seen that they used French and English to name their shops. This signifies that shop owners believe that French and English should be used in advertisement because they are catchy and trendy, besides them being languages of modernity that fit the requirements of today's world.

Table 13

The Categorization of the Shops' Types

Category	Number	Percentage
Accessories & Cosmetics	13	09.35%
Clothing shops	49	35.25%
Eating venues	25	17.98%
Food	18	12.94%
Technologies	12	08.63%
Other	22	15.82%
Total	139	100%

Based on Table 13, we can see that the category of clothes holds the largest portion among other categories with 40 shops (35.25%). The category of eating venues (fast

foods restaurants, restaurants, and pastry) comes next with of 25 shops (17.98%). The category of foods holds 18 shops (12.94%) from the total number of shops. Accessories and cosmetics shops represent 13 shops (09.35%) from the total number. Shops specialized in different technology devices represent 12 shops (08.63%). Lastly, the rest of shops that could not make separate categories by themselves are put in "other" category and they represent 22 shops (15.82%) from the total number of shops.

In the following step, language choices in writing the shop signs and advertising boards are investigated of in each category in order to look for the reasons behind the naming of shops and see whether the language choice is more influenced by some types of businesses rather than the others.

Table 14

Language Choices in the Category of Accessories and Cosmetics

Language	Number	Percentage
Arabic & French	02	15.38%
English	05	38.46%
French	05	38.46%
Other	01	07.69%
Total	13	100%

The results reveal that English and French are the major languages used in writing the shop signs in the category of accessories and cosmetics with the number of 05 shops for each language, i.e. (38.46%) of the shop signs for each. Corporal beauty is very much valued in modern society, the fact that made popular opinion associate consumption of beauty products with modernity. It is the ideology of modernity that affects Algerians' attitudes towards English and French. They view French as the language of modernity, as already mentioned, together with English for being the global

language. Micu & Coulter pointed out that "advertising in English would lead to a product's being associated with a young, dynamic, and international lifestyle" (p. 70). This fact explains the choices that cosmetics and accessories shop owners made in naming their shops in English or French. Another reason for this would be the fact that French and English are attractive and catchy. Clearly, Arabic by its own is not used at all and it is always accompanied with French in 02 shops (15.38%). 01 shop (07.69%) opted for mixing Italian and English.

Table 15

Languages Choices in the Clothing Category

Language	Number	Percentage
Arabic	02	04.08%
Arabic & English	01	02.04%
English	21	42.85%
French	19	38.77%
French & English	02	4.08%
Other	04	8.16%
Total	49	100%

Clothing or fashion and beauty have always been closely linked. Popular opinion associate, as aforementioned, beauty and fashionable with modernity. This association explains the obtained results of the domination of English and French in naming clothing shops. The majority of shops selling clothes and shoes either for women, men, or kids, 24 (42.85%) selected English names, or names that contain English; 02 signs (04.08%) are written in French-English and 01 shop sign (02.04%) is written in Arabic-English). Webb (2001) pointed out that ''the use of English adds a level of status and worldliness and a feeling that this is a global brand, even for a local rice farmer'' (as

cited in Micu & coulter, 2010, p. 68). Furthermore, it is not necessary that consumers understand the words written in foreign languages in advertisements as long as they can associate them with cultural stereotypes of the country with which the language is linked to. In this case, English is perceived as a symbol ''of globalism, of youth, of progress, and modernity'' (Kelly-Holmes, as cited in Micu & coulter, 2010, p. 68). Next, 19 shop signs (38.77%) opted for French to name their shops. This confirms again that French is still linked to modernity and prestige. However, only 02 shops (04.08%) are written in Arabic. The remaining 04 shops (08.16%) are written in other foreign languages mainly Spanish, Italian or mixed with French.

Table 16

Language Choices of the Eating Venues Category

Language	Number	Percentage
Arabic	02	08.00%
Arabic & French	02	08.00%
Arabic, French, & English	01	04.00%
English	05	20.00%
French	12	48.00%
French & English	02	08.00%
Other	01	04.00%
Total	25	100%

Table 16 shows that the majority of signs 12 (48%) in this category are written in French owing the fact that this category holds pastry, which is French culture. Therefore, almost all the shops specialized in pastry are written in French. Restaurants specialized in Algerian food are also written in French. Besides, many words such as burger, pizza, and fast food are borrowed from English and included in the French

language. As a result, the naming of fast foods is also, by majority, in French. Only 05 shops (20%) in this category are named in English. This stems from the idea that some shop owners are aware that the culture of fast food is American. Therefore, they name their shops in English to attract the attention of people, especially youngsters. 02 shop names (08%) are in Arabic but transliterated into Latin alphabet, and 02 shops are written in Arabic-French. This manifests the mixing of French with Arabic in naming the shops, which is a very common language practice amongst Algerians in general. French-English mixing also appears in the shops specialized in fast foods and pastry with 02 shops (08%).

Table 17

Language Choices of the Foods Category

Language	Number	Percentage
Arabic	05	27.77%
Arabic & French	02	11.11%
Arabic & English	01	05.55%
English	02	11.11%
French	07	38.88%
French & English	01	05.55%
Total	18	100 %

The results show that the majority of the shop signs 07 (38.88%) are written in French and 03 (16.66%) shops contain French words. 05 (27.77%) shop signs are written in Arabic and 03 (16.66%) signs contain Arabic words. The reason for this is that those shops sell products that include groceries, bread, meat, vegetables and fruits. Such products are not associated with beauty, lifestyle, or modernity, but they are products of humans' basic needs. Therefore, in naming their shops, owners did not opt

for trendy and catchy words, but for the languages that can communicate the product they sell and reach the majority of Algerians. French is a language that is spoken/understood, at different degrees, by the majority of Algerians and Arabic is a local language (Djenane, 2014, p. 53). Yet, 02 shop signs (11.11%) are written in English, and 02 signs (11.11%) contain English words. As for the remaining shops, 02 of them are written in Arabic-French, 01 shop (05.55%) is written in Arabic-English, and one shop is written in French-English. The choice of English in such a category may aim at being unique in the area, or stem from having some positive attitudes towards English language and culture.

Table 18

Language Choices of the Technologies Category

Language	Number	Percentage
Arabic	02	16.66%
Arabic & French	02	16.66%
Arabic, French & English	01	08.33%
English	03	25.00%
French	03	25.00%
French & English	01	08.33%
Total	12	100%

Table 18 demonstrates that in the technologies category the proportions of the different languages are close to each other. 03 (25%) shop signs are written in French, 04 (33.32%) shop signs contain French words, while 03 (25%) signs are written in English, and 02 (16.66%) shop signs contain English words. The fact is that shop owners consider both languages to be the languages of sciences and technological development. It could be argued that English is acknowledged worldwide to be the

language of technology. Yet, in Algeria, it is French that holds this position. 02 (16.66%) shop signs are written in Arabic and 03 (24.99%) shop signs contain Arabic. Those shops are mainly specialized in repairing phones and they write their advertising boards with either Arabic by its own or Arabic-French because those languages are the most common among the majority of people, in which the type of business is better communicated. Only 01 (08.33%) shop sign in this category is written in French-English. This is due to the belief that both languages are equally important. Likewise, 01 (08.33%) shop sign is written in the three languages: Arabic, English and French.

Table 19

Languages Choices of the "Other" Category

Language	Number	Percentage
Arabic	03	13.63%
Arabic & French	05	22.72%
Arabic & English	01	04.54%
English	04	18.18%
French	07	31.81%
French & English	02	09.09%
Total	22	100%

The gathered results display that the shop signs written in French represent the majority of the signs with a number of 07 shops from the total number and a percentage of (31.81%). The number of signs written in Arabic are 03, representing (13.63%). Only 04 (18.18%) signs are written in English. 02 shops (9.09%) are written in French-English, 05 signs (22.72%) are written in Arabic-French, and only 01 shop sign (4.54%) is written in Arabic-English. The shops in this category could not make a separate category. Therefore, they were placed all together under this category.

3.3.4. Analysis of the Shop Names

In order to understand the presence of English broadly, a qualitative analysis is required at this stage. In fact, the quantitative analysis gives account about the proportion of signs in each of the languages present in the city. Yet, such an analysis does not answer questions about, for instance, the text of the sign, the context from which the sign names are derived, or how the language is arranged, etc. Thus, for these reasons and for a broader analysis, a qualitative study is to be undertaken. In this vein, Scollon & Scollon (2003) explained that the qualitative analysis of pictured material of signs contribute to the understanding of that sign. Therefore, the qualitative analysis focuses on the text and context of signs and looks thoroughly at the complexity of the linguistic landscape and the problematic of the classification of signs for the quantitative analysis.

By reason of investigating the spread of English, this part will be devoted to analyzing the shop signs and boards that are written in English or those that contain English words. The analysis considers the possible grammatical and spelling mistakes and language problems, word selection (the type of English words used), and the reasons behind such uses.

The quantitative analysis displays that the shop signs and advertising boards written in English in the city of Guelma come in the second place after shops that were written in French. In general, the English that is used in the signs is simple and easy to understand by anyone with a basic level in English. Moreover, most of the words that are used are simple words, common, and known in the type of business, we state: shop, smile, style, phone, fashion, fast food, chic, love, kids, boys, and girls, etc. Thus, the clientele with a basic level in English would know the meaning of such words of the sign, and would recognize easily its type of business. In addition, some of those words

are repeated in naming the different shops such as shop, fashion, style, girls, boys, and kids; depending on the products they sell.

Concerning the category of clothes, it can be seen that the word fashion is repeated many times. The reason for such a word choice is twofold. First, the word "fashion" became known to Algerians because it is an English popular word, a French loanword, and is used in different domains to show that the products being sold are up-to-date. Second, the meaning of the word itself that would attract clientele. According to Cambridge Online Dictionary, the word fashion demonstrates "a style that is popular at a particular time, especially in clothes, hair, make-up, etc." (2020). This word is frequently used in naming shops that sell clothes and is usually accompanied with a proper name that makes the particularity of that shop, for instance: "Babi Fashion", "Aya Fashion", "Sousou Fashion", "Rj Fashion", "New Fashion". Moreover, the word "style" is also used frequently in naming shops specialized in clothing. The reason for this comes from the meaning of the word and its popularity elsewhere in the world. "Style" is the way of doing something, and in clothing, we usually say "someone is stylish" to mean that s/he has a unique way of dressing that we like. Examples: "Italian Style", "New Style". It is also observed that there are many shops specialized in selling clothes for children that name their shops similarly using the word "kid". Obviously, this choice aims at showing the type of business. Examples of the signs are: "Kids", "Kids Store", "Kidy". The word "store" is used only once in the entire corpus, while the word "shop" is more repeated. It can be seen that the word "Kidy" is misspelled, however, we cannot assume whether or not the shop owner was mistaken in naming the shop or did it on purpose to show the uniqueness of his shop.

In the category of eating venues, i.e. fast foods and foods, it is noticed that the words "food", "fast food", and "burger" are repeated many times in shops specialized in

selling ready-to-eat meals. That is, the shops that sell pizzas, tacos, and the different types of burgers. Fast food restaurants came from the American culture, therefore, in naming them the use of these English words is very common. Such a choice makes the type of business clear and attractive to the clientele. Examples: "Kaizen *Food*", "Baha *Food*", "Pizza *Food* Omega", "Texas *Burger*", "L'AS *Burger*", etc. Some shop owners use the word "fast food" with a French structure, because the concept ,together with the word, were borrowed from English to the other cultures and languages. Example: "*Fast Food* Maouna", "Le Prince *fast food* & pizzeria". Another type of food that is American culture is donuts. We can see that shops specialized in this type of food use English in naming the shop and in their advertising boards. Example: "Omega Donuts Delicious, Eat, Fresh, Sweet, By Omega Food".

In the category of Accessories, cosmetics, and makeup, shop owners use a variety of names that are different from each other, but still easy to understand by anyone with basic knowledge in English. Examples: "Queen", "Family Shop", "Chic Now", "Blue Diamond". Whereas, in the category of shops specialized in the different technologies, shop owners use different words, ranging from simple ones like "New Phone" to complex ones like "Geek Shop". The latter, i.e. the word "geek", requires advanced knowledge in English specific to technologies in order to understand it as it is not a common nor a simple word.

Other names that are given to certain shops were chosen based on the concept of the activity that those shops provide. Some examples are: "Dry Clean" which is a concept based on cleaning clothes with chemicals without the use of water. Similarly, the shop "Show Room" is based on the concept itself that is defined in Cambridge Online Dictionary as "a large shop in which people are encouraged to look at the goods that are on sale before buying them" (2020). Concerning naming travel agencies, shop owners

used different names. The particular one that captured our attention is "The One and Only Tourism". This idiomatic expression is famous in English. Anyone who is interested in English movies and songs would be able to think of and recognize this expression as it is used a lot.

One striking finding is using two different languages in shop naming. The languages used the most are Arabic and French. Yet, there are still a few shops that used those languages with English. In this regard, Arabic and French appearing together in one shop sign is very common among shop names, while using English and Arabic is not that common. Examples from the few shops that used Arabic with English are: "Benchikha Sports" which is also written in Arabic in the same board " محلات بن شيخة للرياضة", "Turkish food" which is translated into Arabic in the same board as " مأكولات تركية", "Yahia Shopping" which is transliterated in Arabic alphabet as "يحي شوبينج". Other shops that opted for names using both French and English include: "Mini market" also written "Mini Superette", "VoyaGo" which is a combination of the words "voyage", which could be a French word that means "travel", or it could also be from English and means the same, and "Go".

As for grammatical and spelling mistakes, there were no mistakes in the naming of signs except for the shop "Kidy" which, as mentioned previously, that could be a mistake or written like that on purpose. The reason behind the absence of mistakes is in the names themselves that used simple structures and simple words. The fact that prevents the occurrence of any mistakes.

3.3.5. Summary of Results and Findings

The results gathered from the corpora demonstrate that there is a tendency for using French and English in the naming of shops in the streets of Guelma city. English is opted for in shops that sell clothes and beauty products, together with French, for being

the languages associated with modernity. Besides, they both contain common words that are used to advertise for a given product and known by the majority of Algerians. Therefore, when attempting to choose trendy and catchy names, shop owners go for either English of French. English and French are also opted for when naming eating venues because they attract the attention of clients, in addition to them being linked to the cultures from which the concept of the shop originates. Arabic is mostly used in the naming of shops that sell products of human basic needs such as groceries, meat, and bread. Thus, shops owners picked Arabic names that communicate the type of activity of their shops with the aim of being clear and understood by all Algerians. It should be noted that the English used in the shop signs and advertising boards is simple English with simple structure and common words known to most individuals with basic knowledge of English.

As a result and based upon all the previous gathered data from the questionnaire and shop signs corpus, our hypothesis is confirmed; English, the global language that had spread worldwide, started to gain grounds in the Algerian sociolinguistic landscape.

GENERAL CONCLUSION

The current dissertation has primarily investigated the growth of the English language in the city of Guelma. Thus, this work took Guelma as a case study and the students from Guelma city as its population. For such purpose, two data collection tools were used. First, a questionnaire that targeted investigating students' uses and attitudes towards the different languages of the country. Second, linguistic data from shop signs and advertising boards in the main shopping streets of Guelma city, to investigate any spread of English in the city. The choice of the two research tools was the appropriate one to confirm or refute the hypothesis of this thesis. Therefore, and in order to provide a holistic picture of the spread of English in Guelma, three chapters were set down to deal with the problematic.

The first and second chapters were the theoretical base of the dissertation. The first chapter gave at first brief definitions of the terms used to describe English and the one that is adopted in this thesis is global language. It also worked as a lens to clarify many notions regarding the origins of English and some of its advantages and disadvantages as a global language. In addition, the chapter included the different types of English circles, the fields in which English is used and some views regarding the future of English. The second chapter aimed at giving a brief theoretical account on the sociolinguistic situation of Algeria. It tackled the history of Algeria and how this later helped in shaping the sociolinguistic landscape of the country. It also dealt with the language planning and policies adopted in the country after independence and the place of English language in Algeria, as contrasted with other languages.

The third chapter stood as the empirical platform of the dissertation. It accounted for the analyses of the results and findings carried out via triangulation; which means that the results were gathered through two tools, which are students' questionnaire and

corpus analysis. The analysis of the respondents' answers showed some information regarding the spread of English in Guelma. To sum up, Students' proficiency level in English is higher than their proficiency level in French despite the fact that English is the second foreign language in Algeria and French is the first FL, and despite the fact that French is also used in the day to day communication. The majority of students have positive attitudes towards English; they aspire to achieve developed proficiency levels in English, and to introduce it at early age in school. Moreover, the fact that Algerians now access internet in English as well, not only through French language show the importance of English. In addition, students are interested in English speaking communities' culture through their interest in English speaking TV shows and movies. Furthermore, the results gathered from shop signs and advertising boards supported the results obtained from the questionnaire and highlighted how shops owners choices for trendy and catchy names in English is a result of the attitudes and views Algerians have towards and about English.

Hence, the analyses of findings from the data gathered from the students' questionnaires and the shop signs corpus confirmed the research hypothesis; Algeria is no exception of the worldwide spread of English as an international language. Furthermore, chapter three highlighted some implications and suggestions regarding the future of English in Algeria. In addition to some recommendations that emphasize language-related issues and possible solutions to them. Interestingly, those recommendations would guide the city and its citizens to evolve helping constructing a solid base for the next generations.

Conclusions and Implications

On the basis of the findings of this study, multiple implications can be made. First, it is so important to provide Algerians with learning and basic knowledge about languages and related basic linguistic notions, such as what are the World languages, which languages are largest in size of languages. Second, it is substantial to raise the Algerians' awareness about the status of languages in Algeria such as the difference between official languages and national languages, and the reason behind granting such status to particular languages. This later could be introduced in the course of civic education. Third, we suggest to raise the Algerians' attitudes about the advantages of multilingualism and multiculturalism to see diversity as richness and not divisive issue. Fourth, Algerians should work on developing positive attitudes towards the different languages and cultures, and mainly towards the different local/national languages in Algeria: Arabic (colloquial and standard), Tamazight and different varieties. Also, they should develop awareness about the rights of languages to survive and to be used and the right of people to speak their first languages; languages are markers of identity, constuents of people's culture and vehicle of culture.

Another suggestion is that people should be aware about French for being a World language, large in size, and rich in cultural and literary heritage, not to mention that it is also important as it is still used in many domains like in day to day verbal practices. Moreover, the government should reconsider the teaching of foreign languages in Algeria and the age of introduction of these languages, especially English. It is the international language and lingua franca, the language of science and technological development, and Algerians have positive attitudes towards it, so the introduction of English in school should be reconsidered, for instance introducing it earlier in primary school.

Finally, we recommend, for further research, to conduct similar studies on different communities; Guelma is an interior small city, so students may consider studying the spread of English throughout the whole territory in the different types of cities, coastal cities, bigger cities, and the capital. Furthermore, they may consider investigating the attitudes of populations towards the different languages for more generalisations of conclusions and for more representative results. Another suggestion is that they may investigate the use of English in other domains such as advertising, branding, and product naming.

Limitations of the Study

As the case of many researches, this study involves limitations. First, the results cannot be representative because Guelma is a small interior city while in Algeria there are bigger cities, coastal ones, and the capital. Second, the covid-19 crisis prevented us from conducting interviews with shop owners to understand their attitudes and their motives behind using English in naming their shops, on one hand. On the other hand, it did not enable us to conduct a comparative study, as it was planned for, between a small interior city (Guelma) and big coastal city (Annaba) to enrich this research; it would have enabled us to investigate the spread of English and individuals' attitudes towards the language in small city and big city and contrasting the results to derive points of similarity and difference. Third, some shop owners made it very difficult on us to take pictures of the signs of their shops. Finally, the lockdown has postponed our field study and also hindered appropriate collaborations between us both as we could not meet and work regularly.

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APPENDIX A

STUDENTS' QUESTIONNAIRE

Dear Student,

This questionnaire is part of a research work carried out in the Department of English at the University of 8 Mai 1945, Guelma. Your viewpoints provided will remain confidential. The collected data will serve as a reliable source for the researchers. So please try to provide truthful and sincere answers. Tick (✓) for the appropriate box and elaborate a full statement when necessary. We would really appreciate your cooperation.

Thank you

Ms. Imane BENYAGOUB

Ms. Hala SEBTI

Department of English language

University of 8 May 1945-Guelma

SECTION ONE: Background Knowledge

1. Age.

………………. years old

2. Gender.

a. Male

b. Female

3. Area of Study.

 …………………………………….

4. Level of Education.

 …………………………………

5. Place of Resicence.

………………………………..

SECTION TWO: Language Use

6. What language (s) do you speak?

a. Algerian Dialect ☐

b. Standard Arabic ☐

c. Tamazight ☐

d. French ☐

e. English ☐

If you speak other language (s), please mention it/them ……………………………..

7. Grade your capacity in the following languages.

	Very Good	Good	Average	Bad	Very Bad
Algerian Dialect					
Standard Arabic					
Tamazight					
French					
English					

8. What is your mother tongue?

a. Algerian Dialect

b. Standard Arabic

c. Tamazight

d. French

e. English

f. Other …………………………………………………………………………...

9. What is the language that you feel comfortable using in expressing yourself?

…………………………………………………………………………………….

Please say why ……………………………………………………………………

10. What is the language that you use the most in the following places and with the

following people?

	Algerian Dialect	Standard Arabic	Tamazight	French	English
At home					
In the streets					
In shops					
At school					
At the administration					
With Friends					
With Classmates					
With Teachers					

11. What is the language that you use the most in performing/conducting the following activities?

	Algerian Dialect	Standard Arabic	Tamazight	French	English
Education					
Business talk					
Political talk					
Romantic talk					
Swearing/ Cursing					
Social media posts					
Social media comments					
Social media private chats					
Computer settings					
Mobile Settings					
Googling (searching for information)					

SECTION THREE: Attitudes towards English

12. State the last three movies you watched.

a. …………………………………………………………………………………..

b. …………………………………………………………………………………....

c. …………………………………………………………………………………..

13. State three TV shows you like the most.

a. …………………………………………………………………………………..

b. …………………………………………………………………………………..

c. …………………………………………………………………………………..

14. Order the following languages according to your mastery (1: highest – 5: lowest – 6:

not spoken at all).

a. Algerian Dialect ☐

b. Standard Arabic ☐

c. Tamazight ☐

d. French ☐

e. English ☐

15. Reorder them according to how you would like them to be (1: highest – 5: lowest –

6: don't want to learn it).

a. Algerian Dialect ☐

b. Standard Arabic ☐

c. Tamazight ☐

d. French ☐

e. English ☐

16. In the future, which language(s) do you want your children to master?

…………………………………………………………………………………

Please say why ……………………………………………………………………….

17. What opinions do you have concerning the following languages?

	Algerian Dialect	Standard Arabic	Tamazight	French	English	Not one of them
National language						
Official language						
World language						
Identity						
Global language						
Modernity						
Not a language						
Needed						
Not needed						
Widely used						
Not widely used						

18. What is the language that you want it to be the first foreign language in the different walks of life? (Education, public signs, official documents, administration, etc.)

a. French

b. English

Please explain why……………………………………………………………………..

19. At what level you would like these foreign languages to be introduced in the Algerian schools?

	Primary school	Middle school	Not to be taught
French			
English			

20. Based on what you have answered in the previous question, in which grade you would want French to be introduced? (put a zero if you don't want it to be taught at all)

…………………………………………………………………………………………

21. In which grade you would want English to be introduced? (Put a zero if you don't want it to be taught at all)

…………………………………………………………………………………………

Please justify your choices……………………………………………………………..

22. If you want to propose something for the future of Algeria in regard to languages, please write it in the space below.

…………………………………………………………………………………………

…………………………………………………………………………………………

Thank you a lot for your cooperation and help

استبانة موجهة لطلبة جامعة 8 ماي 1945 قالمة

عزيزي الطالب،

هذه الاستبانة جزء من عمل بحثي تم إجراؤه في قسم اللغة الإنجليزية بجامعة 8 ماي 1945 قالمة. وجهات

نظرك المقدمة ستبقى سرية، ستكون البيانات التي يتم جمعها بمثابة مصدر موثوق للباحثين لذا يرجى محاولة تقديم

إجابات صادقة ومخلصة. ضع علامة (✓) في المربع المناسب وقم بوضع بيان كامل عند الضرورة.

شكرا على تعاونكم

القسم الأول: البيانات الشخصية لعينة الدراسة

1. العمر:

.... سنة

2. الجنس:

ا. ذكر

ب. أنثى

3. التخصص الدراسي:...

4. المستوى التعليمي:..

5. مكان السكن:...

القسم الثاني:

6. ماهي اللغة/اللغات التي تتحدثها؟

الدارجة الجزائرية

اللغة العربية

اللغة الأمازيغية

اللغة الفرنسية

اللغة الإنجليزية

إذا كنت تتحدث لغة أخرى، رجاء أذكرها..

7. قم بتقييم قدراتك باللغات التالية:

	جيد جدا	جيد	متوسط	سيئ	سيئ جدا	لا تتحدثها
الدارجة الجزائرية						
اللغة العربية						
اللغة الأمازيغية						
اللغة الفرنسية						
اللغة الإنجليزية						

8. ماهي لغتك / لغاتك الأم؟

الدارجة الجزائرية

اللغة العربية

اللغة الأمازيغية

اللغة الفرنسية

اللغة الإنجليزية

9. ماهي اللغة التي تجد نفسك مرتاحا أثناء التحدث بها؟

....

رجاء وضح لماذا

....

10. أين ومع من تستخدم هذه اللغات؟

اللغة الإنجليزية	اللغة الفرنسية	اللغة الأمازيغية	اللغة العربية	الدارجة الجزائرية	
					في البيت
					في الشارع
					في المحلات
					في المدرسة

				في الإدارة
				مع الأصدقاء
				مع الزملاء
				مع الأساتذة

11. ماهي اللغة التي تستخدمها بكثرة أثناء قيامك بالأنشطة التالية :

اللغة الإنجليزية	اللغة الفرنسية	اللغة الأمازيغية	اللغة العربية	الدارجة الجزائرية	
					التعليم
					محادثات العمل
					المحادثات السياسية
					المحادثات الرومانسية
					الشتم
					النشر في مواقع التواصل الاجتماعي
					التعليق في مواقع التواصل الاجتماعي
					المحادثات الخاصة في

					مواقع التواصل الاجتماعي
					إعدادات الكمبيوتر
					إعدادات الهاتف
					البحث عن المعلومات في قوقل

القسم الثالث:

12. اذكر آخر ثلاثة أفلام شاهدتها:

ا. ....

ب. ....

ت. ....

13. اذكر افضل ثلاث برامج تلفزيونية لديك:

ا. ....

ب. ....

ت. ....

14. رتب اللغات التالية حسب مدى إتقانك لها (1: الأعلى – 5: الأدنى – 6: لا تتحدثها):

الدارجة الجزائرية

اللغة العربية

اللغة الأمازيغية

اللغة الفرنسية

اللغة الإنجليزية

15. أعد ترتيبها وفقا لكيف تريدها أن تكون (1: الأعلى – 5: الأدنى – 6: لا تريد تعلمها):

الدارجة الجزائرية

اللغة العربية

اللغة الأمازيغية

اللغة الفرنسية

اللغة الإنجليزية

16. ماهي اللغة/اللغات التي تتمنى أن يتقنها أطفالك في المستقبل؟

....

رجاء وضح لماذا؟..

17. ما هو رأيك في اللغات التالية؟

	ولا واحدة	اللغة الإنجليزية	اللغة الفرنسية	اللغة الأمازيغية	اللغة العربية	الدارجة الجزائرية
لغة وطنية						
لغة رسمية						
لغة عالمية						
الهوية						
لغة العالم						
الحداثة						
ليست لغة						
ضرورية						
غير ضرورية						
مستخدمة على نطاق واسع						
غير مستخدمة على نطاق واسع						

18. ما هي اللغة التي تريدها أن تكون اللغة الأجنبية الأولى المستخدمة في مختلف مجالات الحياة في الجزائر؟

(التعليم ، اللافتات العامة ، الوثائق الرسمية ، الإدارة ، إلخ.)

ا. اللغة الفرنسية

ب. اللغة الإنجليزية

رجاء وضح لماذا؟...

19. ماهو الطور الذي تراه مناسبا لإدراج تعليم هذه اللّغات الأجنبيّة في المنظومة التربويّة الجزائريّة؟

	الطور الابتدائي	الطور المتوسط	لا أريد إدراجها
اللغة الفرنسية			
اللغة الإنجليزية			

20. بناءَ على ما أجبت عنه في السؤال السابق، في أي صف ترغب في إدراج تعليم اللغة الفرنسية؟ (ضع صفرًا إذا كنت لا تريد تعليمها على الإطلاق).

....

21. في أي صف ترغب في إدراج تعليم اللغة الإنجليزية؟ (ضع صفرًا إذا كنت لا تريد تعليمها على الإطلاق).

....

رجاء علل اختياراتك ....

22. إذا كنت تريد اقتراح شيء لمستقبل الجزائر فيما يتعلق باللغة، يرجى كتابته في المساحة أدناه:

....

شكرا

APPENDIX B

SHOP SIGNS

This appendix includes all the shop signs and advertising boards written in English or that include English words.

CATEGORY OF ACCESSORIES AND COSMETICS

CATEGORY OF CLOTHING SHOPS

Dyna Love

Glamour Girl

Hamada Shoes

Italian Style+

ITALIAN STYLE

GUELMI SHOPPING

QUALITE . ET . PRIX   TEL : 05.50.83.09.56   Page facebook : Guelmi shopping

GUELMI SHOPPING

NEW STYLE

محلات بن شيخة للرياضة
BENCHIKHA SPORTS

Promotion
50 %

Sousou Fashion

CATEGORY OF EATING VENUES

L'AS BURGER
Hamburger & pizza

LE PRINCE
FAST FOOD & PIZZERIA

ME GUSTA
PIZZA
FAST FOOD

BIENVENUE

PIZZA
TACOS
SOUFFLE

Donuts
DELICIOUS
nutella
by Omega FOOD
SWEET

MEGA DONUTS
DELICIOUS

OMEGA
DONUTS
EAT FRESH

PATISSERIE
GOLDEN ROSE

PATISSERIE

PIZZA FOOD OMEGA

TACOS
& MAKLOUB

Turkish Food — La Tulipe — مأكولات تركية

FAST FOOD Texas — Burger CHEZ SLIMAN

CATEGORY OF FOODS SHOPS

CATEGORY OF TECHNOLOGIES SHOPS

CATEGORY OF "OTHER" SHOPS

RÉSUMÉ

Il est reconnu dans le monde entier que l'anglais est la lingua franca d'un monde devenu un petit village. L'anglais est la langue mondiale utilisée par des millions de locuteurs natifs et non natifs dans tous les domaines. Cette recherche entend faire la lumière sur la place et les usages de l'anglais en Algérie. L'Algérie a été témoin de différents événements historiques qui ont conduit à une scène sociolinguistique complexe. Ces raisons soulèvent des questions et des hypothèses quant à savoir si la diffusion mondiale de l'anglais comme langue mondiale se manifesterait à Guelma-Algérie. Ainsi, la présente étude vise à étudier la diffusion et l'utilisation de la langue anglaise dans le paysage sociolinguistique de Guelma, les domaines témoins de cette propagation et les attitudes des individus à son égard. Afin d'étudier cette caractéristique, deux outils de recherche ont été utilisés; un questionnaire administré aux étudiants de Guelma-Algérie et une analyse de corpus sur les enseignes de magasins et les textes des panneaux publicitaires. Les résultats rassemblés dans cette étude ont confirmé l'hypothèse établie.

الملخص

من المعروف في جميع أنحاء العالم أنّ اللُغة الإنجليزية هي لغة مشتركة لعالم أصبح قرية صغيرة. اللُغة الإنجليزية هي اللُغة العالميَة المستخدمة من قبل الملايين من المتحدثين الأصليين وغير الناطقين بها في جميع المجالات المختلفة. تهدف هذه الدراسة إلى تسليط الضوء على وضعية اللُغة الإنجليزية في الجزائر ومجالات استخدامها. لقد شهدت الجزائر أحداثًا تاريخيّة مختلفة أدت إلى تعقيد الوضع الاجتماعي للبلد. تثير هذه الأسباب أسئلة وفرضيات حول ما إذا كان الانتشار العالمي للُغة الإنجليزية كلغة عالمية سيظهر في قالمة-الجزائر. وبالتالي، تهدف الدراسة الحالية إلى التحقق من انتشار واستخدام اللُغة الإنجليزية في المشهد اللُغوي الاجتماعي بولاية قالمة، المجالات التي تشهد هذا الانتشار، بالإضافة إلى مواقف الأفراد تجاهها. من أجل التحقق من هذه الفرضية، تم استخدام أداتي بحث، استبانة تم إرسالها إلى طلاب جامعيين من قالمة-الجزائر إضافة إلى تحليل مجموعة من لافتات المحلات ونصوص لوحات إعلانية. أكدت النتائج الّتي تم التوصل إليها في هذه الدراسة الفرضية المقدمة.