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INVESTIGATING THE LINGUISTIC LANDSCAPE OF TIARET SPEECH COMMUNITY IN THE ERA OF ENGLISH LANGUAGE GLOBALIZATION

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Dedication

In the memory of my grandfather whom I will never forget, I dedicate this dissertation, asking the Almighty Allah to bless his soul and dwell him in his vast paradise.

This work is dedicated to my precious parents; my lovely father, the source of my inspiration; my beloved mother, who supported me the whole time. I would never thank you enough for what you did for me.

To my wonderful unique sister, Assia

To my wonderful hero brothers; Azzedine, Abderrahmane and Mohamed

To my little sweet nephews; Ilyes, Youcef and my beautiful niece Hiba

To my dear sister in-law, Anna

To all my friends and relatives without exception

Fatima Zohra.

Dedication

In the name of Allah, Most Merciful and the Most Gracious, Praise be to ALLAH

With a deep affection, I am grateful to my family, friends and all the people surrounding me, you have been with me every step of the way

This dissertation is dedicated to

My wonderful parents who have raised me to be the person I am today. Thank you for all the unconditional love, guidance, and extensive support that have always been ever-present through good and tough moments of life.

My sweet twin sister even though there is 2 year-age gap between us the merciful Lynda «Lilou», and my lovely brother Bayazid.

My close cousin Amina, the best both listener and adviser

To the long list of my friends;
    I love you all

In the memory of my grandparents and two uncles; Rabah and Mohamed, may almighty Allah accept their chaste souls in Jannatul Firdaus, ameen

Ryma Aicha

Acknowledgments

Abstract

The present examination investigates the extension of English use in Algeria through analyzing the spread of the English language and its impact in forming the Linguistic Landscape of Algeria (Tiaret speech community), accordingly influencing the linguistic situation in Algeria. This research work attempts to determine the features affecting Algerians to utilize English in their daily communication, and in business areas; as a result, affecting directly and indirectly the Algerian languages and language practices and attitudes within society. The motivating factors for the display of English are addressed using *Spolsky's theory of Language Choice.* To this purpose, both qualitative and quantitative tools were used, i.e., a questionnaire was posted online for all Tiareti citizens, and on all the groups of Ibn Khaldoun University, all the shop and building signs labelled in English were photographed. The pictures were supplemented with an interview conducted with some shop owners who use English on their shop signs to gain an in-depth understanding about the real reasons behind the use of English in sings. Despite the small number of its speakers, the residents of Tiaret show a great tolerance and acceptance towards English. The results reveal that the majority of signs labelled in English are of a subjective nature and the spread of English in Algeria is an offshoot of globalization. The end is planned to open further research and conversation associated with the field.

Key Words: Linguistic situation, Linguistic Landscape, Language Choice, English Language, signs labelled in English.

List of Acronyms & Abbreviations

ADA: Algerian Dialectal Arabic

CA: Classical Arabic

MSA: Modern Standard Arabic

CM: Code Mixing

CS: Code Switching

CLI: Cross Linguistic Influence

H: High Variety

L: Low Variety

GDP: Gross Domestic Product

LL: Linguistic Landscape

LLS: Linguistic Landscape Study

LS: Linguistic Sign

PS: public space

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General Introduction

General Introduction

The current language situation in Algeria is mostly the result of various historical occasions, the geographical and the original diversity that portrayed the country. The linguistic situation of Algeria includes different languages and varieties. First the Arabic language and this latter is divided into Standard Arabic, Algerian Arabic, and Berber. Second there are French and English languages. As far as English is concerned, it is getting more and more visible through the Linguistic Landscape in the Algerian context i.e. in commercial signs, especially in urban public signage, as an offshoot of globalization.

Algeria, as the rest of the globe developed the use of English to ensure better communication, as well as better access to knowledge for students, workers, researchers and so forth. The English language is neither an official nor a national language, but it has a great role in nowadays Algerian communication and use. It has a promising status in Algeria. It is considered as the second foreign language. Its position took a challenging way since 2000, where the government introduced the educational reform that was most supported by the United States. The main change in this reform is that English is now taught at the first grade in the middle school. Most of the citizens, from different ages, are trying to learn this global language because of its importance in almost all fields of life.

In today's world, English and globalization go hand in hand. In Algeria, this fact is confirmed to be true as English is making inroads in the streets. This tolerance towards English is shown in the Algerian Linguistic landscape. Henceforth, one of the many ways to account for the increasing influence of English in Algeria is through conducting a Linguistic Landscape research. This Latter offers an understanding towards the sociolinguistic preferences of the inhabitants, that concern mainly which language or languages are allotted the position of prevalence.

"Far from the informative nature of publicly exposed signs, the selection of the language that vehicles their meaning mirrors a symbolic significance" (Spolsky, 2009). This research tries to establish a correlation between the use of English in publicly displayed signs in Tiaret, in comparison with its linguistic standards, by adopting the theory of *language choice in public signage* (Spolsky and Cooper, 1991). The theoretical framework proposed by Spolsky offers means to study some facets of the socio-linguistic ecology of public spaces, as it takes into account the choice of language, particularly English, in LL. Indeed, this approach describes the actual use of the language, and looks for further minutiae about the language management resolutions.

The main shopping areas, which have a good combination of commercial and residential use, were selected for the aim of investigating the presence of English on commercial signs. What makes these places motivating to conduct a study of this nature is the fact that the inhabitants of this area speak colloquial Arabic or Berber, and sometimes French, but seldom English. Thus, it is thought-

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provoking to know why some shop owners have favored English in labelling the name of their shops, rather than the languages they actually speak

English enjoys a new status within the local linguistic landscape. This research seeks to examine English occurrence and visibility in Algerian streets. The data to be analysed, therefore, includes all the commercial signs inscribed in English and are perceivable to the public eye in Tiaret. The chief aim of this research is to depict the presence of English signs and their role in the construction of a new "Linguistic Landscape", providing thus valuable insights about the prominence of English in a "Non-English-speaking community". Besides, it attempts to examine the awareness of Algerians about English visibility in open spaces.

Questions and Hypothesis

Research Questions

The main aim behind this study is to examine the dissemination of English in Algeria, in Tiaret province specifically, and the promising status it is gaining through the local Linguistic Landscape. To achieve the purpose of this study the following questions are addressed.

The First Question: Could the English language as the language of globalization substitute other languages such as Arabic or French in social communication in Algeria?

The Second Question: Why do some shop-owners favour English in advertising their shops over Berber, Arabic or French?

Research Hypotheses

As an attempt to predict answers to the research questions, the following hypotheses are advanced:

The First Hypothesis: English is gaining ground at the expense of the three other languages (Berber, Arabic and French)

The Second Hypothesis: There are subjective factors that motivate shop-owners to use English over Arabic, French or Berber, such as a sense of modernisation and prestige.

Research Methodology and Design

The use of both descriptive-interpretive method, relying on a pair of research tools, viz., questionnaires and semi-structured interview in addition to photography, seems to be exclusively the most convenient in this research work. The research is divided into two parts where descriptive review

is on the theoretical frame with first two chapters, while an explicative approach is devoted to the practical data on the third chapter.

The Choice of the Methodology

The current research lends itself to investigate the spread of English within the Algerian society. The origin of such investigation is due to the remarkable dissemination of English, mainly within the Linguistic Landscape in the Tiareti context. So, both descriptive and explicative methods are used to achieve the purposes of this research.

Research Techniques and Methodology

Data are collected by means of digital photography which is the most effective tool that will be used mostly for the data collection phase to keep record and track of all these displayed signs. Just after taking the needed pictures, semi-structured interviews will be held and recorded with owners and designers of the signs. A questionnaire is designed and addressed to Tiarety citizens. Both qualitative and quantitative approaches (i.e. mixed method) will be used to measure the relevance of the main research questions.

Limitations

The CoViD-19 pandemic was confirmed to have spread to Algeria in February 2020. Algeria has banned all types of gatherings of more than two persons, including all cultural, sporting and commercial events are suspended. All Algerian schools, universities, public transportation, restaurants and cafés were immobilized and the Universities have closed their doors. Algeria has imposed curfew in Tiaret from 7pm to 7 am. Due to the reasons mentioned above, it was really difficult to conduct such an imperical study, for instance the interviews were difficult to be held under such crucial conditions.

The Structure of the Dissertation

The current research lends itself to analyze and explore the impact of english language on the Linguistic Lanscape of Tiaret speech. This dissertation will be detailed in three interrelated chapters.

The first chapter highlights a historical background of Algeria that led to the current linguistic situation which consists of four main languages (Berber, Arabic, French, and English). The contact between these different varieties gave birth to different linguistic phenomena namely diglossia, code-mixing, code-switching, borrowing, bilingualism and multilingualism.

The second chapter tackles the status of English language in Algeria among its Linguistic Landscape, as English is making inroads in the streets due to many reasons, such as, globalization. One of the many ways to account for the increasing influence of English in Algeria is through conducting a Linguistic Landscape research.

The third and final chapter the last chapter will include the practical part of the study, i.e., the analysis of the results of the questionnaire and the interviews conducted.

Chapter One

Literature Review: The Algerian Sociolinguistic situation

Introduction

Algeria's linguistic profile is the result of several invasions, starting from the Romans' to the Arab-Islamic conquest around the seventh century, and finally to the French settlement in 1830 (Benrabah, 2014). However, English has a unique history of its own; its presence is rather de-ethnicized. The linguistic situation in Algeria is very interesting as it can be safely labeled a multilingual nation. Presently, Up to four main languages (Berber, Arabic, French, and English) make up the Algerian linguistic landscape, which caused a language conflict in Algeria. The contact between these different varieties gave birth to different phenomena namely diglossia, code mixing, code switching, borrowing, bilingualism, etc. As a result, different language policies took place in order to overcome the linguistic conflicts in the country.

I.1. Algeria

Algeria is a north African country, known for its traditional, cultural and mainly linguistic variation, since it involes mainly four different languages; Modern Standar Arabic, Berber and its varieties, French and English.

I.1.1. Geographical Situation

Strategically, Algeria is positioned on the Mediterranean border between Morocco and Western Sahara, on the southwest by Mauritania and Mali, on the southeast by Niger, and on the east by Libya and Tunisia, with access to both Europe and the Middle East. Its geographical location has always aroused invaders' interests to settle on its land and exploit its natural resources. The country knew, therefore, a series of ceaseless invasions from different parts of the world.

Algeria is the largest country in the Maghreb. It covers a total area of 2,381,751 square kilometers. The northern part of the country is the most populated with its fertile coastal cities that are located on the shores and ports of the Mediterranean Sea, Europe (France to the north and Spain and Portugal to the north west of the Mediterranean Sea) Algeria is divided into 48 *wilayas* (provinces) with a population estimated at 43.85 million, making it the 33rd most populous country.

Map 1: The Location of Algeria – World Atlas.com

I.1.2. Historical Background

According to Queffélee (2002), Algeria was invaded by different dynasties and it was influenced by their civilizations and culture (Phoenicians, Romans, Byzantines, Arabs, Turkish, Spanish, and French). The first invaders were the Phoenicians, and then it was invaded by the Romans in 146 BC. Six centuries later, Vandals came to replace the Roman Empire in 499 AD. Although the Byzantines put an end to the Vandals domination in 533 AD, they were unpopular; however, they were defeated by new conquerors of the Arabs in 646AD, who came from the east to spread Islam in Algeria, along with the north African countries, as aconsequence of that North African countries inhabitants, in general, and Algerians, in particular, adopted the Arabic language and embraced Islam (Camps, 1987). It lasted almost three centuries before the country came under Ottoman supremacy in 1518. It was governed by the Ottoman 'Dey' and his subordinates. Although Algeria came under a direct Ottoman influence for three centuries, the Turkish linguistic impact was inexistent in the countryside.

In 1504, the Spanish entered Algeria and many towns and outposts were conquered and occupied; Mers El Kébir in 1505, Oran in 1509, Algiers and Bejaia in 1510. Algerians asked

for the protection of the Ottoman Empire. Algeria continued to be an outpost of the Ottoman Empire until the invasion of French forces to Algeria in 1830. The tracks of Spanish and Turkish languages that are found nowadays in Algerian Arabic (henceforth AA) contain some borrowed words.

The French took their places in Algeria. By 1848, Algeria was declared as a French territory. Later on, they passed a law declaring Arabic as a foreign language, and banishing it from the educational system. French became the official language; they further added that these laws prevented the Quranic schools and Zaouias from studying the Quran (Hadj Ali, 1963). French lasted one hundred and thirty-two years until Algeria gained its independence.

I.1.3. The Sociolinguistic Profile of Algeria

Algeria's current linguistic profile is a result of different invasions that took place in the country through the history, most notably:

I.1.3.1. The Ottomans

By 1554, Algiers became the center of Ottoman authority in the Maghrib. Subsequently, with the institution of a regular Ottoman administration, governors with the title of Pasha ruler Turkish was the official language, and Arabs and Berbers were excluded from government posts.

I.1.3.2. Islam and the Arabs

Islam has had a great impact on Algerians, along with other inhabitants of North Africa. According to Camps (1987, p.135), The Berbers embraced Islam in less than two centuries; yet, thirteen centuries after the first Arab conquest they were still not completely arabised.

I.1.3.3. The French Invasion

The colonization and the occupation of Algeria constituted an important part in French history; the fact that Algeria was no longer seen as a colony but as a part of France after 1848 is an example how this country was given a special treatment by the French politicians.

Between 1830 and1962, Algeria was well-known to the world as being one of the French colonies. During this period, the French wanted to put an end to the use of Arabic. The colonial authorities had therefore implemented firm and continuous language policies to the detriment of Arabic language competence and status. The French language became the only

language of administration and instruction. Its use reached into practically every field in the Algerian society.

The colonial authorities imposed a policy of cultural imperialism intended to suppress Algerian cultural identity and to remold the society along French lines. Local culture was actively eliminated, mosques were converted into churches, and old *medinas* (Arab cities) were pulled down and replaced with streets. Prime farming land was appropriated for European settlers. Whit French settlers controlled most of the political and economic power, and the indigenous peoples became subservient. Under French dominion for well over a century, Algerian independence came in 1962 after an eight-year.

I.2. Sociolinguistic Situation in Algeria

The sociolinguistic diversity in Algeria reveals the presence of different languages and varieties of languages, diversity due to historical, social, economic and geographical events. Modern Standard Arabic is the official language of the country, used in formal settings, while Dialectal Arabic is the mother tongue of almost all Algerians except for some scattered parts in the country where Berber is spoken. Consequently, different languages and cultures have coexisted for centuries, in addition to other foreign languages such as English, Spanish, German, etc.

While Algeria's linguistic situation has always been a complex one, it is a fascinating and instructive example. In this linguistic situation, five languages have been involved in one way or another since 1962: Algerian Arabic, Berber, Modern Standard Arabic, French and later (1980s-1990s) English. In addition to English, other foreign languages such as German, Spanish, and Russian of course existed during this period, but their involvement has not been as significant as English's.

I.2.1 Arabic Language

Arabic is a Southern-Central Semitic language spoken in a large area including North Africa, most of the Arabian Peninsula, and other parts of the Middle East. More than 280 million people speak it as a first language. It is spoken by more than 330 million people in 60

countries in the world. The roots of the Arabic language are linked with the revelation of the Qur'an to the Prophet Muhammad :

> *"And We sent not only a Messenger but with the language of his people, in order to enlighten them. Then Allah misleads whom He wants and guides whom He wants. And He is the All-Mighty, the All-Wise." (The Holy Qur'an, S.14, V.4).*

Among Semitic languages, Arabic has been described as the most widely spoken with a number of over 330 million speakers according to the CIA report for 2008 besides being the sacred language of more than a billion Muslims around the world. It is the sixth most widely spoken language in the world and one of the six official languages of the United Nations, the others being English, French, Spanish, Russian and Chinese.

Of the 330 million native speakers of Arabic, many millions are Christians and few are Jews. However, the great majority of Arabic speakers are Muslims. Arabic is spoken not only in one variety but rather in different varieties across the Arab World.

The Semitic language family tree
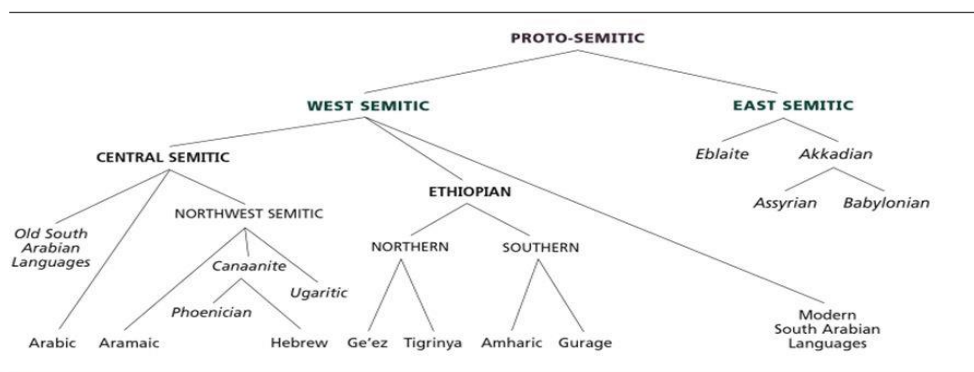
Figure 1 : The Semitic Language Family Tree

Trading and migration, created a big size of opportunities of contact between Arabs and non-Arabic speakers in areas such as Iraq, Nile Delta in Egypt, Syria, and Palestine. It could be said that such a kind of contact established a strong base of familiarity with Arabic in such

areas. Moreover, the spread of Islam in different parts of the world had far-reaching consequences for the development of Classical Arabic. In the wake of the spread of Islam,

Arabic turned from being exclusive only to the Arabian Peninsula to be a dominant language of the Middle East and North Africa (Comrie, 2008).
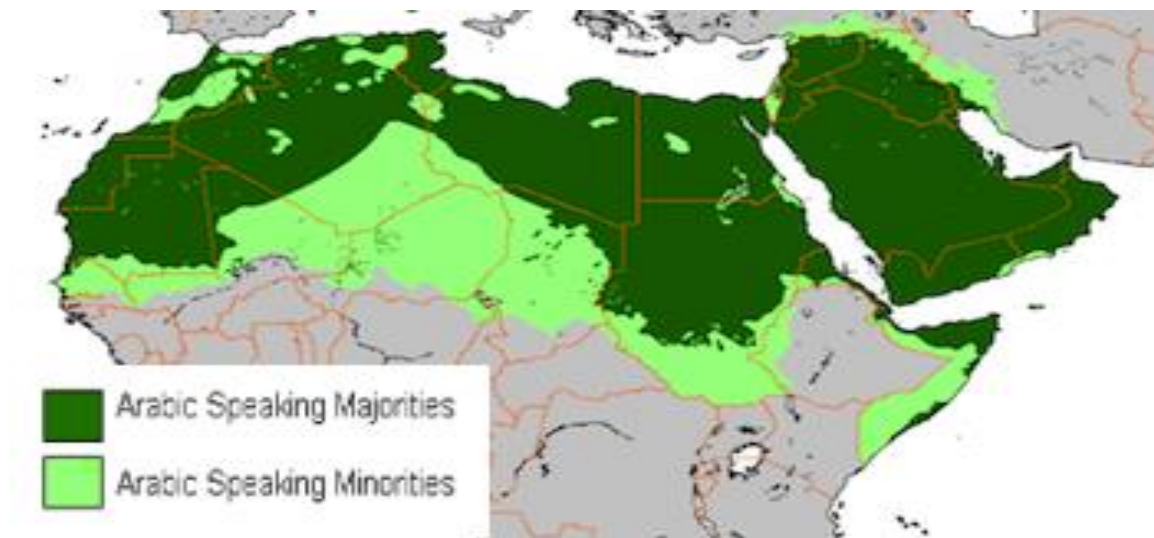
Map 2: The Spread of Arabic Language around the World – The Glossika Blog

Over the centuries of its existence, the Arabic language has adopted words from other languages including Hebrew, Aramaic, Persian, Greek, English and French. It has also influenced other languages as well including Turkish, Bengali, Hindi, Indonesian and Tagalog.

Arabic is also becoming a popular language to learn in the Western world even though its grammar is sometimes very hard to learn for native speakers of Indo-European languages. Many other languages have borrowed words from Arabic, because of its importance in history. Some English words that can be traced to Arabic are sugar, lemon, cotton, magazine, algebra, chemistry, alcohol, etc…

I.2.1.1. Varieties of Arabic Language

Three popular varieties of Arabic coexist *"side by side for each has a definite social usage"* (Ferguson, 1959). They are as follow:

Classical Arabic (CA), which holds the most prestigious position among all Muslims across the world due to its religious and historical status being the language of both Quran and literary heritage of Arabs. Undoubtedly, Arabic has an abundance of colloquial forms across the Arab World. All such varieties are originally derived from Classical Arabic.

Consequently, a wide range of similarities has been noted between Classical Arabic and these different varieties in all linguistic levels.

Modern Standard Arabic (MSA), which has been viewed by linguists as a modified edition of classical Arabic. It has emerged as a result of Arabs' contact with the Western culture and the dire need of assimilating the new political, technological and technical terms that had not been included in the Arabic dictionary. It is the official language of all Arab countries, most widely used in education, mass media, religious sermons and official speeches. Unlike the vernaculars, "MSA is practically no one's mother tongue, and good proficiency in MSA requires more than elementary education" (Bhatia and William, 2004).

Dialectal Arabic is often referred to as colloquial Arabic, or vernacular it is the spoken varieties of Arabic language which is used in public places and situations of informal communications. In contrast to classical Arabic and MSA, they are not written. These dialects have mixed form with many variaties. They are influenced both by the ancient local tongues and by European languages such as French, Spanish, English, and Italian. Differences between these variants of spoken Arabic throughout the Arab world can be large enough to make them incomprehensible to one another. Local dialects vary considerably, for instance an Iraqi might have difficulty understanding an Algerian, even though they speak the same language.

Middle-east Dialects: include spoken Arabic of Arabian Peninsula (Gulf countries and Yemen), Levantine dialect (Syria, Lebanese, Palestinian and Jordan), Iraqi dialect Egyptian and Sudan dialect.

Maghreb dialects: Spoken mostly in Algeria, Tunisia, Morocco, Libya and Mauritania. They are very close to each other and almost the same. They are a bit hard to be understood by other Arabs because they have been largely influenced by the French language since the French colonialism.
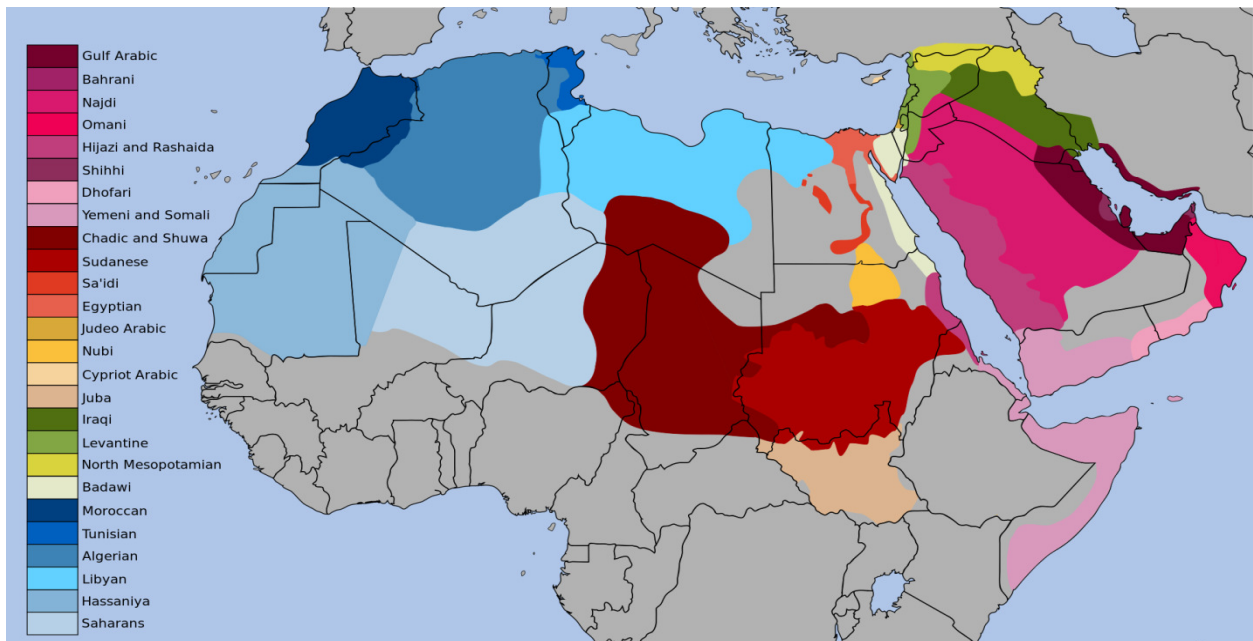
Map3: The Different Dialectal Arabic Varieties - Wikipedia

I.2.1.2. Modern Standard Arabic

Throughout the years, the official Classical Arabic started to develop an easier and lighter version called Modern Standard Arabic (henceforth MSA). It is practically the same as the Classical Arabic but with some simpler words and less grammatical complications.

MSA is used in all Arabic countries, but only in a formal way. It is a means of communication between Arabs who speak very different dialects. And it is used in modern books, newspapers and in Arabic Media like news broadcasts, commercial ads, speeches and conferences, and lectures in schools and colleges. Actually, it is the official language of Algeria since 1962.

MSA is the written language used for all Arabic books, newspapers, street signs, magazines, official documents, and business-related materials. Most educated Arabic speakers are able to use MSA as a "lingua franca" to communicate with one another regardless their nationalities or spoken native dialects. It is almost assimilated and intelligible by all Arabs because most of them have adequate exposure to MSA through media, printed materials, religious practices, and certain work-related or social situations. The Arab children also have a relative mastery of MSA because of learning this variety in schools as well as the frequent exposure to the cartoon films presented in MSA. The latter is the written norm for all Arab countries as well as the major medium of communication for public speaking and broadcasting (Ryding, 2005).

However, the evolution of MSA dates back to the nineteenth century when it dropped some of the more archaic words and phrases and has added new technical and scholarly vocabulary as the times have changed. Versteegh (1997) considers the emergence of MSA as a rebirth of Classical Arabic. Because it is no one's mother tongue, MSA should be acquired through formal education in schools just like Latin and Sanskrit and would be used in religious sermons, medium of instruction in schools and universities, mass media, newspapers and official speeches.

I.2.1.2.1. MSA in Algeria

Arabic advocated by the Algerian rulers is not CA as it may be seen, but it is a modern literary form derived from it to meet social and linguistic needs. This contemporary variety of Arabic, which is definitely less formal than CA, has a higher rate of frequency.1 A huge number of foreign words and expressions was introduced into Arabic during the 19th century. Hence, they gave birth to MSA. The label MSA has been applied to the written language of contemporary literature, journalism, some political speeches, television and radio newscast, administration and diplomacy. It serves as the vehicle for current forms of literature, and seen as a resource language for communication between literate Algerians. So it is that variety of Arabic that is found in contemporary books, newspapers, and magazines, and that is used orally in formal speeches, public lectures, and television." MSA is a streamlined, modernised form of CA. It is the official language of all Arab countries, and the understandable means of communication within the Arab world. MSA is standardised and codified to the extent that it can be understood by different Arabic speakers in the Arab World at large. It has the defining characteristic of a modern language serving as the vehicle of a universal literature. A great deal of scholarly attention has been paid in Western countries to the study of Arabic in its many forms from a linguistic point of view. Linguists attempted to describe the results of the operation of some of the factors; lexical and syntactical, native and foreign which influence MSA and attempted to specify some of the features which distinguish it from CA.

I.2.1.3. Algerian Dialectal Arabic

Algerian Arabic is an Arabic dialect spoken in Algeria characterized by the absence of writing resources and standardization; hence it is considered as an under-resourced language. It differs from MSA on all levels of linguistic representation, from phonology and morphology to lexicon and syntax.

I.2.1.3.1. Definition

Algerian Arabic is the main language of Algeria. It is used by 70- 80% of the population as their mother tongue. Tamazight on the other hand, is practiced orally by 20 - 30% of the population. Tamazight is the oldest language of Maghreb (Montagnon, 1998: 21).

In Algeria, as elsewhere, spoken Arabic differs very substantially from written Arabic; Algerian Arabic has a much-simplified vowel system, a substantially changed vocabulary and does not have the case endings of the written Arabic. Algerian Arabic does not necessarily stem from written Arabic. Within Algerian Arabic itself, there are significant local variations.

ADA belongs to the Maghrebi Arabic language continuum and is partially mutually intelligible with Tunisian and Moroccan. Like other varieties of Maghrebi Arabic, Algerian has a mostly Semitic vocabulary. It contains Berber and Latin (African Romance) substrates and numerous loanwords from French, Andalusian Arabic, Ottoman Turkish and Spanish.

Words	Translation	Transliteration	Origin
فكرون	a tortoise	*Fakruwn*	Berber
شلاغم	Moustache	*šliɣam*	
قرجومة	a throat	*Qarjuwmaħ*	
تقاشير	Socks	*tqaAšiyr*	Turkish
سكارجي	a drunkard	*sukaArjiy*	
زردة	Feast	*Zardaħ*	
فيشطة	Party	*fiyšTaħ*	Italian
زبلة	Foul	*Zablaħ*	
صوردي	Money	*Suwrdiy*	
سيمانة	a week	*siymaAnah*	Spanish
سبردينة	Snickers	*Spardiynaħ*	
سُكويلة	a school	*Sukwiylaħ*	
طابلة	Table	*TaAblaħ*	French
تيليفون	Phone	*Tiyliyfuwn*	
فرملي	Nurse	*Farmliy*	

Table 1: The origin and the meaning of some borrowed words used in ADA

I.2.1.3.2. Algerian Arabic: Historical Overview

Historically, Berber was the native language of the population of the Maghreb in general and Algeria in particular before the Islamic conquest, which introduced Arabic in all aspects of life. Centuries of various foreign powers introduced vocabulary from Turkish, Spanish and finally (and most dominantly today) French. French colonization tried to impose

the French language as the only way of communication during its 132-year control of Algeria. This situation caused a significant decline in the Arabic language, characterized by increased French influence and the introduction of some other languages like Italian and Spanish due to migratory flow from Europe (Ibrahimi, 2006). The influence of these languages on ALG realizes in frequent code switching without any phonology adaptation in daily conversations, particularly from French, e.g., "*lycée*", "salon", "*quartier*", "*normal*", etc.

Table 2: Loanwords in ADA from French/ English

Algerian Arabic	French loanword	English meaning	Algerian Arabic	French loanword	English meaning
Feršiṭa	Fourchette	Fork	**Pur**	Port	Port
Tay	Thé	Tea	**Utal**	Hôtel	Hotel
Lappulis/El-bulisiyya	Police	Police	**Frijidar**	Réfrigérateur	Refrigerator
Karṭa	Carte	Card	**Bumba**	Bombe	Bomb
Tilifun	Téléphone	Phone	**Duntist**	Dentist	Dentist
Ṭabla	Table	Table	**Paṣpur**	Passport	Passport
Ṭrunspur	Transport	Transportation	**Riska (v)**	Risquer (v)	Risk (v)
Jerda	Jardin	Garden	**Blaṣa/Plaṣa**	place	Place/seat

ADA is the language used in press, television, social communication, internet exchanges, SMS, etc. Only in official communications, both reading and writing ones, where ADA is not used. Furthermore, we note that ADA is enriched by the languages of the groups colonized or managed the Algerian population during the history of the country. Among these

group's languages we can cite: Turkish, Spanish, Italian and more recently French. This enrichment, materialized by the presence of foreign words in the dialect, has contributed to create many varieties of ADA from one region to another one, with a quite complex linguistic situation resulting from this language mixture. Indeed, this language mixture has been studied by many socio-linguistic like (Morsly, 1986; Ibrahimi, 1997; Benrabah, 1999; Arezki, 2008). They described the linguistic landscape of Algeria as 'multilingualism' or "poly-glossic" where multiple languages and language varieties coexist. In other words, the ALG is a suitable example of a complex sociolinguistic situation (Morsly, 1986).

I.2.2. Berber

Before, during and after Phoenician settlers' arrival, Berber remained spoken throughout ancient Algeria (Numidia), as later attested by early Tifinagh (or Libyco-Berber) inscriptions, and as understood from Latin and Greek historical sources. Despite the presence or growth of Latin, and later Arabic, in some urban areas, Berber remained the majority language of Algeria since ancient times until well after the French invasion in 1830. *"Since antiquity the Berbers lived in Algeria and all the countries of North Africa. The Romans called them Numidians and they call themselves Imazighen, which means free men. Their language is called Berber, also known as Tamazight"*. (Benrabah, 1999, p. 28).

They spoke different varieties with varying degrees of mutual intelligibility. Such varieties had been affected by different languages of the conquerors. Since the seventh century the region has been largely dominated by Islam and Arabic. Algeria, like its neighbour Morocco and Tunisia, fell later a rigid French colonialism which was ended by 1962. After the Independence, Algeria has followed a language policy based on the principle of Arabisation. This has simultaneously resulted in the emergence of an Amazigh movement fighting for recognition of their native language which was felt to be marginalized in its indigenous land. In February 2016, the Amazigh demands were realized through the endorsement of Tamazight as a co-official language in Algeria.

Present time Berber speakers are a minority in North Africa, and they are randomly distributed throughout this territory. Ennaji (2005) distinguished four major Berberphone groups; 15 million people in Morocco, more than 6 million people in Algeria, 1 million people in Libya and Touareg (namely Mali and Niger), and some minorities represent 140,000

people scattered in Tunisia (about 100 000). In Algeria, the Imazighen represent 25% from the Algerian population (Chaker, 2008). They live in different parts of the country.

I.2.2.1. Berber Varieties in Algeria

The Tamazight of Arzew (Arzew): barely 2000 people continue to speak the local variant of Berber in the Arzew region. If nothing is done, the language will inevitably become extinct.

Tayurayt (Cherchell): The Tayurayt language is one of the most vulnerable, spoken by 15,000 people in the Gouraya region and surrounding area.

Tasnucit (Tlemcen): The Berber language of BeniSnous is severely endangered, according to UNESCO's classification. In this region of Tlemcen, considered a Berber island in western Algeria, local speech is sometimes related to the Rifain, and more particularly to BeniIznassen. Today, only elderly people still speak Tasnucit. According to UNESCO estimates, there are around 1000 speakers left.

Zenatiya (Tissemsilt): In the Ouarsenis and Tissemsilt regions, around 50,000 people still speak Zenatya, one of the variants of *Zénète*.

Tamzabit (Ghardaïa): Vulnerable language, according to UNESCO's classification. It is spoken by 150,000 people, mainly in Ghardaïa, in the Mzab Valley, El Ateuf and Berriane and Guerrara. The Mozabite language, however, seems to be well "spoken from birth to death", though restricted to family environments.

Taznatit (Timimoun): *Zénète*, or Taznant, is spoken by almost 80,000 inhabitants in the region of Touat out of a population of nearly 400,000 inhabitants. The Gourari, a local Arabic vernacular, has gradually overtaken the ancestral language.

Tidikelt (In Salah): Spoken in Ain Salah and in some surroundings

4 Publications of the United Nations Educational, Scientific and Cultural Organization (UNESCO) A detailed report on Amazigh languages and dialects that are subject to extinction.

Tamacheq (Tamanrasset): It is vulnerable according to UNESCO experts. Around 120,000 people still speak this language, mainly in Tamanrasset (KelAhaggar) and Djanet (KelAjjer). Nevertheless, the Tuareg variants are the only Berber variants to have preserved the written form of the Libyan-Berber alphabet, called Tifinagh (or rather "Neo-Tifinagh" to be more precise), adopted by Algeria and Morocco in their attempt to make Tamazight official

Touggourt (Touggourt): The Touggout language from which the region took its name is spoken by a little over 8,000 people, according to UNESCO.

Taggergrent (Ouargla): This language dates back to more than 6,000 years and is concentrated in the age-old Ksar region after which it is named.

Tachenouit (Tipasa): Classified as vulnerable by UNESCO, the name "Tachenwit" or *Chelha* comes from Mount Chenoua, which sits on the Mitidja. The Chenouis distinguish themselves by a number of original features, particularly language and traditions.

2.2.1.12 Chaouia: (also called Tachawit, Chawi) in the Aurès, maybe 2 million speakers.

2.2.1.13 Tamazight of Blida: traditionally spoken in the wilaya of Blida .
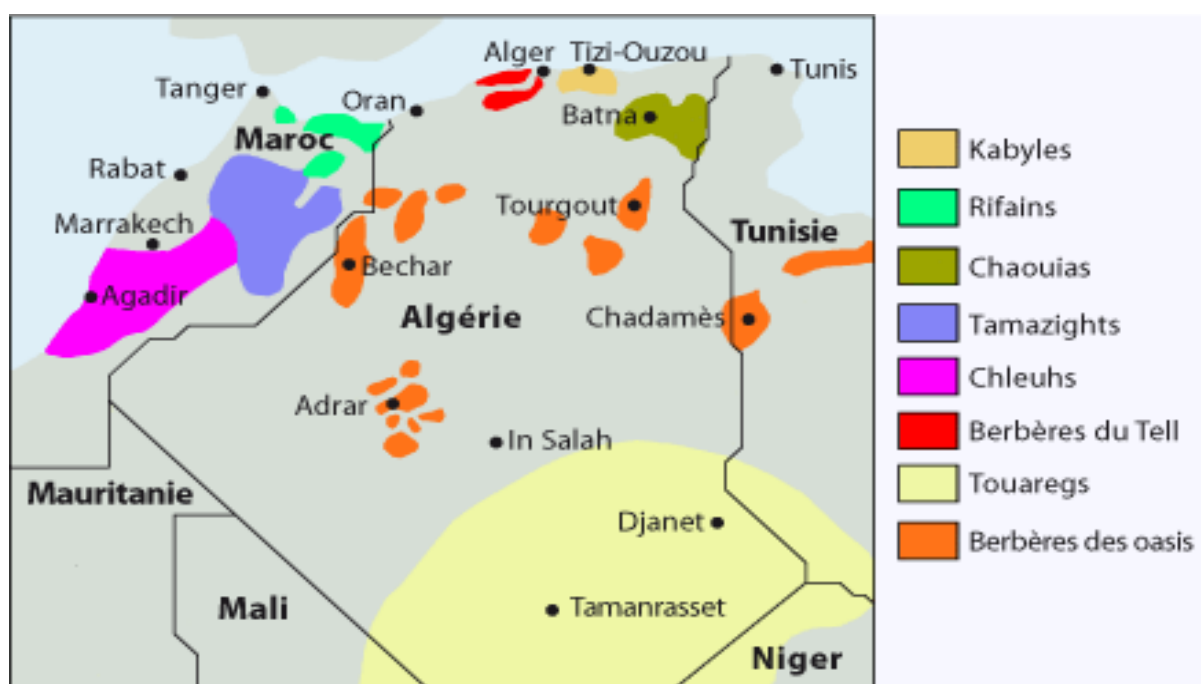
Map 4: The Location of Berber varieties in Maghreb United

I.2.2.2. Etymology of 'Berber' and 'Amazigh'

The etymology of 'Berber' and 'Amazigh' was well detailed and explained by Jabali and Messaoudi (2013).

I.2.2.2.1. Berber

Jabali (2013) came with another view, in which he attributes the origin of the term 'Berber' to the Arabic term 'Al-barbar', which was used by the medieval Arabic-speaking Muslim writers to refer to the speakers of foreign languages. Jabali's view is supported by the words of Ibn Battuta (1304-1368AD). Or it may mean those who do not speak neither Latin, nor Greek.

I.2.2.2.2. Amazigh

Messaoudi (n.d) in his article The etymology of Amazigh observes that on the basis of the studies of F. Nicolas in 1950 and taken up again by K. Prasse in 1972 and S. Chaker in 1991, 'amaziɣ' / 'amajeɣ' would come from the Berber verb 'jjeɣ' which means in the dialect of Touareg "to walk boastfully". This view is pretty close to how Touareg refer to themselves as 'tamaheqt', 'majegh', or 'amajegh' which means 'Nobel'. As such, 'noble' is the most credible etymology to the word Amazigh. Jabali (2013) is also with the idea that 'noble' is the most likely the origin of 'Amazigh', contrary to Leo Africanus' definition "free man" and linking Amazigh to Mazigh (a son of Ham).

I.2.3. French

Despite its refusal to integrate the 'Francophonie', Algeria is the second French-speaking country in the world when the craze for English language is expressed by a large segment of the Algerian society (Abid-Houcine, 2007:152). In fact, many Algerians are aware that the Arabic-French bilingualism and the mastery of English are appropriate ways to acquire formal knowledge.

I.2.3.1. History of French in Algeria

Before 1830, Algerians attended religious schools (also known as Madrassa) where the Koran was used to provide literacy; subjects such as Geography, Astronomy, Medicine and Math were also offered for some (Benrabah, 1999, p. 47-48).

Algeria has a special link with the French language. Historically, when the French settled in Algeria, starting from 1830, they progressively introduced their educational system and the French language as a way to establish their domination, suppressing Madrassas which were accused of fanaticism (Benrabah, 1999, p. 47).

Today, the French language is taught from the second year of elementary school. French has its place in secondary education, as a second language and in higher education, especially in science fields. This language is used in many private schools. French is considered necessary to pursue higher education, especially abroad, or to find a job. Its knowledge is related to young Algerians hope to immigrate into Europe and Canada (Lacoste, 2006: 231). For the economic sector, it only works in French or in English (Kateb, 2005: 89).

I.2.3.2. French Status in Algeria

The existence of the French language in Algeria is seen as the result of the French colonialism which lasted for about 132 years. During this long period, the French wanted to spread their language, culture and religion in the Algerian society. Many French schools were established. Zechary (2004) reports that: *"the French believed that if properly taught the French language and French values, Algerians would slowly evolve and become French."* (in Djennane, 2016, p. 119). A key characteristic of France's policy was the imposition and spread of the French language in the subjugated community. During the colonial era, French was the only official language in Algeria.

After independence, French was declared as a foreign language. However, Algerians did not cease to use whether officially or colloquially. French remains *"alive and kicking and continues to fulfill important linguistic tasks in the social life of Algerians. It is present in a variety of prestigious domains, like health, finance and administration."* (Djennane, ibid., p.121). It is the dominant language of instruction in sciences and technology in the Algerian university. It is also used in daily social interaction in the street and the home. Algerians are known for their ability to code switch between Arabic and French. French borrowings also constitute an interesting part of Algerian Arabic.

Benrabah said that from a quantitative point of view, today's Algeria is the second largest French-speaking community in the world" and that *"Arabization, or the language policy implemented to displace French altogether, failed."* In 1990, 6,650,000 people in Algeria spoke French, with 150,000 being native speakers and 6,500,000 being secondlanguage speakers. In 1993, of 27.3 million people in Algeria, 49% spoke French. At the time, studies predicted that 67% of the Algerian population would speak French by 2003. The Abassa Institute polled 1,400 Algerian households in April 2000 about their language use. Of them, 60% spoke and/or understood the French language. The institute used its findings to represent the 14 million Algerian citizens who were of the age 16 or older.

The CIA World Factbook states that French is a lingua franca of Algeria. The Permanent Committee on Geographical Names for British Official Use (PCGN) states *"In reality, French is the lingua franca of Algeria."*, and that despite government efforts to remove French, it has never ceased being the lingua franca. Algeria is the second largest Francophone country in the world in terms of speakers. In 2008, 11.2 million Algerians (33%) could read and write in French.

French is a part of the standard school curriculum, and is widely understood (18 million Algerians can write and read French, which is 50% of the population, and the figure is higher if those who can only speak and understand it are included; Ethnologue estimates indicate that 10 200 people in Algeria speak it as their native language. Some two-thirds of Algerians have a "fairly broad" grasp of French, and half speak it as a second language. French is widely used in media and commerce. French is widely used and spoken in everyday life in Algeria's larger cities, in diglossic combination with Algerian Arabic. Malika Rabai Mammeri, in her "The Syndrome of the French Language in Algeria," said "French continues to be the dominant language in business and professional circles" and that "certain aspects of formal education and research are still carried in the French language and a great part of the economic and industrial sectors and press still use French extensively."(2009, *p.7)*

Figure 2: Bilingual French-Arabic sign in Tiaret.

I.2.4. English

English is the first choice of foreign language in most other countries of the world, and it is that status that has given it the position of a global lingua franca.

I.2.4.1. English Language

English language is a West Germanic language of the Indo-European language family that is closely related to Frisian, German, and Dutch languages. English originated in England and is the dominant language of the United States, the United Kingdom, Canada, Australia, Ireland, New Zealand, and various island nations in the Caribbean Sea and the Pacific Ocean. It is also an official language of India, the Philippines, Singapore, and

many countries in sub-Saharan Africa, including South Africa. It is estimated that about a third of the world's population, some two billion people, now use English

I.2.4.2. English in Algeria

English in Algeria has a Foreign Language status, it is taught from Middle School to Secondary School for seven years, a period ranging between 750 and 830 hours. Whether learners have followed a literary or scientific stream, they reach university with an English pronunciation, upon which a Cross-linguistic Influence (CLI) from Standard Arabic, Colloquial Algerian Arabic, Berber and French could be depicted.

In Algeria, the perception some teenagers have of English may vary according to age, gender, level of education or field of interest. At school, English may represent the language of songs, movies, modernity and sciences. At university, however, English may express a means to success, job opportunities and openness to new horizons. Besides, there seems to be a change of attitude and aptitude towards English in social media platforms. During the last decade, there was also an emerging tendency to watch different Arabic channels on which shows and movies are broadcast in English. In addition to such an overview, English is becoming more and more attractive to the new Algerian generations, and that can be observed in clothes, advertisements, the names of shops and popular culture choices.

I.3. Lanuage Policies in Algeria

In 1993 in Algeria, fourth graders in and around the capital city Algiers had, for the first time, the option of choosing English, the other option being French, to fulfill their foreign language requirement (Benrabah, 2007a, p. 76). The government argued that English was an international language, a language that allowed access to science and technology and, thus, it needed to be offered as early as fourth grade (Benrabah, 2007b, p. 194). Opponents of the government's move to promote English argued that the move was just another step toward the complete Arabization of Algeria, reinforcing ties with English-speaking Middle Eastern countries, eradicating French and alienating Algerians (Benrabah, 2007c, p. 194).

It is argued from a macro-level, that the Algerian government adopted English to respond to top-down forces of influence reflected in a global politico-economic system that uses English language as the lingua-franca; and from a micro-level, the government adopted English to respond to the influence of the Algerian people's will to turn a page in history by throwing out the French colonial language and adopting English, a language with no colonial connotations.

Among the most serious problems Algeria faced after its independence was the problem of language. It was a very hard issue for a country that lived under the French colonization for 132 years to remove the colonial system and recover its identity which is most embodied in language. The linguistic richness created real complexity for the Algerian policy makers, According to Tabory and Mala:

> *"The Algerian situation is complex, as it is 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 situation by states planning their linguistic, educational, and cultural policies".(1987: 64).*

Several scholars have explored Algeria's linguistic situation since the country's independence from France in 1962. Specifically, scholars have addressed the policy of Arabization, which has dominated Algeria's linguistic policies for decades. Thus, many have written about the motivations and consequences of this policy.

Algeria adopted in its pre-independent era policy called 'Arabization'. The policy lasted from the late 1960s to the late 1990s and its main concern was the spread use of Arabic at the expense of French and other local language because the Arabic language presents for the Algerians the most important component of their identity. But by the coming of the 2000s Algeria witnessed a whole reform of the schooling system.

I.3.1. Arabisation Policy

By 1962, the Algerian government implemented a language reform which aims to reintroduce Literary Arabic in education and public administration. This Arabisation policy is motivated by three elements. First, the Arabic language represents the cultural side of independence: French is the language imposed by the colonizer. Secondly, the Arabic is the language of Islam: Islam was a shelter during colonization when Algeria had not an identity. Finally, Arabic is the language of the Arab nation. (McDougall, 2006: 338).

This process, which even official discourse has been describing as assimilationist, involves the eradication of local languages (Algerian Arabic and Berber) and French, the colonial language. Various authors have written about the objectives of Arabization. For example, Benrabah's work suggests that *"just like colonial linguistic policies that promoted French at the expense of local languages, Arabization has aimed at imposing MSA at the detriment of Algeria's linguistic diversity."* (2007c: 46).

The Arabisation policy has been weakened by its link with the Islamist movement. The majority of the Egyptian and Syrian teachers recruited since 1964 by Algeria to ensure the teaching of Arabic language were members of the Muslim Brotherhood who were more interested in the ideological indoctrination of the students than the teachings (Saad, 1992: 60).

According to Benrabah:

> "Arabization is more of a political than a linguistic policy. It was introduced to legitimize an undemocratic regime. Because most Algerians are Muslims, and because Classical Arabic is closely linked to Islam, the regime chose to promote it to legitimize its autocracy. Furthermore, elites used Arabization for their social advancement, at the expense of lower social classes. For instance, while the children of the people were obliged to attend Arabized public schools, the children of Algeria's political elite go to bilingual (MSA-French) schools." (2002, p. 73-74).

In Algeria, the Arabization policy took place in order to get rid of the colonial dependency, and to create a new identity far from the French colonialism.

I.3.1.1. Steps of Arabization

Under the influence of the late president Boumedienne, 1971 was the year of complete Arabization of the Algerian society. Scientific and literary subject matters were taught in Arabic. Polytechnic education was introduced for the first time in Algeria, and many university departments were gradually Arabised. Besides, many Egyptian and Iraki teachers of Arabic were brought to Algeria to implement the Arabization policy. In 1991 the generalization of Arabic was voted in Parliament. Accordingly, any document not written in Arabic was automatically rejected. Besides, a higher Council for Arabic was created through a presidential decree to implement the use of Arabic in Algeria. These measures were backed up by a presidential decree, issued in 1998, to generalize Arabic to all spheres of the Algerian society. In spite of the slogan of Arabization and the successive laws to implement it many public offices still use French as a medium in their daily written documents. The post-office and the bank are striking examples. Similarly, private institutions use French in their daily transactions. Arabization was introduced to serve the purpose of administration, schooling, and the mass-media to unite the medium of communication within the Algerian society. But to the best of our knowledge, Arabization is a source of conflict and disagreement among the Algerian people. Therefore, Arabization necessitates a strong will on the part of the civil servants.

The Arabization attempts faced many difficulties and criticisms. Most of my respondents believe that "Arabic" is complex and difficult to learn. This fact is well noticed in their speeches, where a special register is used, i.e. a mixture of MSA, AA and some French to meet the communicative needs of modern life. Younger informants (Table 1.3) consider that limitation to one level of Arabic, i.e. MSA is a disadvantage and gave reasons of the type:

a. Arabic is an old-fashioned language

b. Making bad impression

c. Problems with the opposite sex

I.3.1.2. Reactions to Arabization

Independence was a turning point in the linguistic history of Algeria. By stating that "Arabic" is the National and Official language of Algeria", the legislators of the new Algerian Republic (proclaimed on July 5, 1962) brought to the surface the strong political and cultural movement towards Arabization that existed with ups-and-downs before independence.

Two kinds of difficulties may be singled out: social and technical. The Algerian rulers imposed MSA in Algeria. Hence, Arabization could not be easily achieved. MSA has no speech community since it lacks vitality. Besides, large semantic differences between MSA and AA are real obstacle to the spread of MSA into the different levels of the Algerian society. Arabization did not receive the approval of the whole educated elite. Grandguillaume11 states that students are against it at 80% in 1967.

The 1996's Arabization Law was, and still is, at the origin of political conflicts. Harsh debates were launched, particularly through newspapers showing strong disapproval of the Arabization policy. In 1997 a journalist said: (Please, when you are addressing people use a simple language, a language that could be understood by everybody, use an Algerian Arabic) Le quotidian d'Oran (1997:4) One of my respondents said that: *"My spoken variety is Algerian Arabic, the language of everyday life, business and socialisation, etc."*

Furthermore, a Member of Parliament urged people to go on strike, and show their disapproval through demonstration in the streets. Accordingly, Arabization created a split between advocates of "Arabic" and their antagonists.

Most of my informants showed little or no interest in the Arabization process. Only 8 out of 40 respondents showed their concern about Arabization

The Arabization policy has reached one of its aims at school, i.e. replacing French by "Arabic" but it has not succeeded at the social levels. Local varieties, i.e., AA and Berber and its varieties are the essential means of communication in Algeria. Besides, French still reigns supreme in the realms of science, tourism, management and arts.

I.3.2. Educational Reform Policy

The main themes of the reform policy in Algeria since the year 2000 concerns the low level of teachers and improving their socio-economic development, revision of curriculum content and the status of foreign languages. In this perspective, the National Commission for the Reform of Education System was created in March 2000 (CNRSE). This scientific panel consists of 153 teachers and scholars. The aim is to diagnose the components of the educational system, vocational training and modernize the entire education sector. Following the tragic events of September 11, 2001, the Algerian authorities decided to include the educational reform policy as part of the global war on terror (Karmani, 2005: 262). The president, Abdelaziz Bouteflika stressed that the school reform is a challenge for the Algeria

In addition, the fact is that many students are incompetent in Modern Standard Arabic. According to Benrabah (2009b), students in Arabic-speaking countries suffer from linguistic insecurity. This is particularly true in North African countries, where the linguistic distance between the H (MSA) and the L (e.g. Algerian Arabic) is important, making it tough to learn MSA as a child.

The consequences of a forceful, hasty and hegemonic Arabization policy are multiple. Public education is the sector that most reflects the failure of this policy. In mid-November 2005, the Minister of Higher Education declared that 80% of university-level first-year students fail their final exams because *of linguistic incompetence* (Benrabah, 2007b, p. 226). It is not exactly clear which language the minister was referring to, but he probably meant French which is the main language of instruction in STEM fields. Because Arabization targeted the elimination of the colonial language (French) by deemphasizing the language in education, students are neither well-prepared for college-level work in medical, scientific and technical fields nor are they ready for employment in a French-dominated private sector.

I.4. Language Contact Phenomenon

Language contact is the social and linguistic phenomenon by which speakers of different languages (or different dialects of the same language) interact with one another, leading to a transfer of linguistic features.

Language contact is a major factor in language change, according to Stephan Gramley, *"Contact with other languages and other dialectal varieties of one language are a source of alternative pronunciations, grammatical structures, and vocabulary."(1977, p.22)* Prolonged language contact generally leads to bilingualism or multilingualism. *"Language contact is the use of more than one language in the same place at the same time."* Sarah G, Thompson, "Language Contact" (2001).

Uriel Weinreich (1953) and Einar Haugen (1953) are commonly regarded as the pioneers of language-contact studies. Weinreich was the first to note that those who learn second languages see linguistic forms from their first and second languages as equal.

I.4.1. Causes and Reasons for Language Contact

Languages can come into contact in a variety of ways. Basically, there are two types: the first is direct contact in which speakers of one language turn up in the midst of speakers of another (because of invasion, emigration, mixed marriages etc.). The second is where the contact is through the mediation of literature or nowadays television and radio. This is the case with the contact between German and English at the moment; the former type can be illustrated clearly with examples from history such as Scandinavian or French contact with English.

So in the direct contact the speakers of different languages are intermingled while in the indirect contact there is no mixing of speakers which means that each situation of contact has its own linguistic effect.

Direct contact can cause: lexical loans, new pronunciations, structural transfer in closed classes (morphology/ syntax)

E.g: Scandinavian and Late Old English.

Indirect contact can cause: lexical loans only (cultural borrowing)

E.g: Central French and Middle English.

I.4.2. Types of Language Contact

Various are the types resulted by contact between different languages, or even language varieties.

I.4.2.1. Language Shift

Weinreich defines language shift as "*... the change from the habitual use of one language to that of another.*" (1953, p. 68). In the same vein, Fishman (1972a) uses the term to refer to "*the situation when a community gives up entirely its language in favour of another one.*" He later on used it to describe the process in which minority populations switch from the mother tongue to another language in everyday use. Fasold (1984) argues that "*language shift is the long-term results of a community's language choice.*" He notes that when a new language comes into a community, people decide whether to maintain the old language or shift to the new one.

I.4.2.2. Language Death

In explaining 'language death' Crystal (2000) says that "*a language dies when nobody speaks it anymore.*" He adds that "*a language is really alive only as long as there is someone to speak it to.*" (Ibid. p. 2). The dead language usually has effectively died long before the death of the last speaker of that language. This generally means that when a language no longer has any native speakers the term *language death* is used. In other words, language death refers to the complete disappearance of a language. Only in extreme cases will the death of a language be the result of the sudden death of a whole community of speakers. More often, language death comes by in a situation of languages in contact and shifting bilingualism (Fishman, 1991).

I.4.2.3. Language Maintenance

In describing the term *maintenance,* De Vries notes that:

> Language maintenance is not merely the absence of language shift. The term
> is used to refer to the situation where a speech community continues to use
> its traditional language in the face of a host of conditions that might foster a
> shift to another language. (1992, p. 214).

Language maintenance is defined by Baker as: "*relative language stability in the number and distribution of its speakers, its proficient usage by children and adults, and its retention in specific domains (e.g., home, school, religion).*" (2011, p. 72).

According to Benrabah (2004), language maintenance is the continuous use of the mother tongue, regardless of the cultural pressures from a more prestigious or politically more dominant language. Language maintenance is needed to face the threat of a language shift.

In a broader perspective, and in a less alarmist sense, Sercombe conceptualizes the terms *maintenance*, *shift* and *death* in the following description, *"the study of language maintenance and shift deals with the extent of change or retention of language and language features among a group that has more than one code for communication both within and outside the group."* (2002, p. l). He adds that the emerging overall term *language death* which generally includes the notions of maintenance, shift and loss, is closely linked with language viability. The implication is that language shift and loss go hand in hand. The two processes reinforce each other with the ultimate result of language death, when no other community speaks the language in question.

I.4.2.4. Language Conflict

Throughout history contacts between different languages have inevitably resulted in conflicts between speakers of those languages. The presence of many languages in the same area easily causes conflict. Language conflict arises from the confrontation of different values and attitude structures of two or more groups which are in contact within the same society.

Language conflict appears when two or more languages that are clearly different confront each other in the social and political field. Language competition is then, driven by individuals organised as groups of language speakers who start having agreements by adopting certain language and rejecting another. Two types of language conflict are generally distinguishable, viz., Ethnic and Political Language Conflicts.

I.4.2.4.1. Ethnic Language Conflict

Before analysing the term ethnic language conflict, we should point out that the term ethnic groups are communities whose members share a collective identity based on cultural values. Language is then, a symbolic feature of an ethnic group, in the sense that every ethnic group is deeply attached to his tongue; symbol of identity. Liebkind declares *"when ethnic group identity becomes important for individuals, they may attempt to make themselves favorably distinct on dimensions such as language"*. (1989, p.143)

According to Gurr (2000), two types of ethnic language conflict are distinguished; internal ethnic language conflict, and external ethnic language conflict or ethno-Political language

conflict. The former traditionally exists between linguistic minorities, which differ in norms and values; whereas the latter refers to a conflict which exists between minorities and majorities. Gurr defines ethno-political conflict as *"conflicts in which claims are made by a national or minority group against the state or against other political actors"*. (Ibid., p. 65). The Berber question in Algeria is one of these cases.

I.4.2.4.2. Political Language Conflict

One major source of political language conflict is closely related to the unequal distribution of social roles assigned to languages in competition. The dominant language generally tends to reserve certain areas of interest closely related to government, education, economic institutions and media, whereas, the other languages are excluded from the state national agenda. This type is the result of the incompatibility of language attitudes shown between population groups of different socioeconomic structures. Nelde says:

> *The height of a political language conflict is reached when all conflict factors are combined in a single symbol, language, and quarrels and struggles in very different are as [politics, economics, administration and education] appear under the heading language conflict. (1987, p. 35)*

Moreover, according to Krebbs (1985), language conflict can operate in two main ways; exploitation conflict and interference conflict. The former refers to an indirect interaction between different groups involved in the conflict. This conflict is characterized by an unstable tension between the conflicting parties without having recourse to violence. The linguistic conflict exists between French and English in public life in Canada. While the latter, refers to a direct interaction also called a violent conflict in which the conflicting parties are in a perpetual state of armed confrontation. (CAII, 1997)

I.4.2.4.3. Language Conflict in Algeria

Mohamed Benrabah surveys nearly two centuries' worth of language politics and linguistic culture in Algeria, from the eve of the French colonial conquest of 1830 until 2012. He calls his book a study of 'The Use of Language as a Proxy for Conflict' (p. 14), and examines three periods. These are, first, the era of France's colonial subjugation of indigenous Algerians (1830-c. 1954), when nationalists agonized and argued about the country's future;

and third, the postcolonial period (1962-present), when Algerian regimes tried to fashion Algeria into an 'Arab' nation-state by promoting Arabic literature.

Before France invasion in 1830, the Ottoman Empire had claimed Algeria as its Western most territory while ceding considerable autonomy to local Muslim elites. Against the context of this loose imperialism, pre-1830 Algeria was the site of many languages: Ottoman Turkish, literary or classical Arabic, local Arabic colloquials, Berber variants, and, on the coast, even *sabir*, a 'medieval Mediterranean pidgin', that blended elements of Arabic, Spanish, Provençal, and other Mediterranean languages (Ibidem, p. 23). But then the French showed up and used language like a cudgel. In 1897, the French Minister of Education acknowledged the ongoing effort to conquer Algeria 'by the School', in order to assert French language over all other 'local idioms', to 'replace ignorance and fanatical prejudices', and in the process to convince Muslims that France was superior (Ibid., p. 31). The hierarchical system of French education in Algeria generated Francophone Algerian Muslim elite while leaving ninety percent of the population [2]illiterate by the time of decolonization (p. 48).

When France lost Algeria in 1962, the anticolonial backlash hit French immediately. Algerian nationalists began to champion Arabization – promoting literary Arabic, instead of French, in schools and government offices, while ignoring local forms of Algerian Arabic and Berber. Benrabah calls what resulted in a linguistic 'war with diversity' (ibid. p. 51). But the postcolonial Arabizers were both zealous and sloppy. For example, in the mid-1960s, when they asked Egypt to supply the Arabic teachers that they needed for their programs, and when Egypt's President Nasser informed them, in response, that Egypt could not meet their full demand, the Algerian envoy reportedly told Egypt to send teachers 'even if they were greengrocers' (p. 56).

I.4.2.6. Pidgin and Creole

The word *pidgin* refers to a language used as a means of communication between people who do not share a common language. The term "Pidgin English" was first applied to the commercial lingua franca used in southern China and Melanesia, but now *pidgin* is a generic term that refers to any simplified language that has derived from two or more parent languages. According to Crystal, pidgin is *"A term used in sociolinguistics to refer to a language with a markedly reduced grammatical structure, lexicon and stylistic range, compared with other languages, and which is the native language of no one." (2008, p. 369)*

When a pidgin develops into a more complex language and becomes the first language of a community, it is called a *creole*. Yule defines it as *"a variety of a language that developed from a pidgin and is used as a first language by a population of native speakers". (2010, p. 268).* Creoles typically arise as the result of contact between the language of a dominant group and that of a subordinate group, as happened as the result of European trade and colonization. The vocabulary of a typical creole is supplied for the most part by the dominant language, while the grammar tends to be taken from the subordinate language.

A pidgin is nobody's natural language; a creole develops as a new generation grows up speaking the pidgin as its main language. The grammar of a creole usually remains simpler than that of the parent languages, but the new language begins to develop larger vocabularies to provide for a wider range of situations.

It is important to note that pidgins don't always become creoles. If a second generation of speakers picks up aspects of the pidgin as a second language, it's still generally considered to be a pidgin. Additionally, if the society doesn't provide an environment where the language can continue developing in relative isolation, the pidgin will often disappear, along with the need for it.

I.4.3. Outcomes of Language Contact in Algeria

The contact between many languages: Arabic and its three varieties CA, MSA, AA, Berber and its varieties in addition to French created a particular sociolinguistic situation which gives birth to different phenomena such as: diglossia, bilingualism, code switching, and borrowing.

I.4.3.1. Diglossia

Diglossia is a sociolinguistic phenomenon that refers to a situation where twovarieties exist in the speech community. It was first introduced by Marçois in 1930 to characterize the use of two varieties of Arabic in different settings, though he did notmention explicitly the specialized functions of each variety when he stated that theArabic language is presented in two different aspects namely; a literary language and spoken dialects.

Ferguson states:

> *Diglossia is a relatively stable language situation in which, in addition to*
> *the primary dialects of the language (which may include a standard or*

regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposed but it is not used by an sector of the community for ordinary conversation.(1959: 336).

Ferguson (1959) dealt with four diglossic situations Arabic, Modern Greek, Swiss German and Haitian Creole. Accordingly, the superposed variety is called 'High' variety which represents CA in the case of Arabic, he contrasted its use with the 'Low' variety which the colloquial Arabic. Ferguson stated that each variety has specific uses in different social situations. Within this framework

I.4.3.1.1. Criteria of Diglossia

In order to characterize the diglossic phenomenon, Ferguson has stated nine criteria:

1- Function: H and L are used for different functions; H variety is used in formalsituations and L variety is used in less or informal situations. In Algeria, for instance, Algerian do not use CA in everyday communication, it is mainly used in religion, official settings, TV news, and education, whereas the L which represents AA is used in daily conversation and in informal settings.

2 –Prestige: In most diglossic situations, the H variety is regarded as highly valued andmore prestigious. Thus, in the Algerian situation, Algerians have positive attitudestowards CA.

3- Literary Heritage: According to Ferguson, a large body of written literature is in theH variety; however, the L variety is used only orally. This can be seen in Algeria whereCA is used in the written form unlike the Algerian dialects which have only a spokenform.

4- Acquisition: In most diglossic languages, L variety is acquired first; it is the mothertongue, whereas the H variety is learned through schooling process. The same thing isin Algeria; children acquire AA at home and learn CA via formal education.

5- Standardization: For Ferguson, the H variety is standardized, thus, it has books ongrammar, and dictionaries, while the L variety is full of variations in vocabulary, pronunciation, and grammar. In Algeria, for instance, CA is the standard one, whereasAlgerian dialects have no settled orthography and there is wide variation inpronunciation, grammar, and vocabulary.

6- Stability: According to Ferguson, diglossia is a lifelong phenomenon; it may persistfor several centuries.

7- Grammar: The grammar of H variety is more complex than the grammar of Lvariety, H has grammatical categories not found in L and an inflectional system ofnouns and verbs which is much reduced or totally absent in L.

8- Lexicon: In the view of Ferguson, most of the vocabulary is shared by the H and Lvarieties with some variations in the form and with differences of use and meaning, wemay find terms found in the H which have no equivalent terms in L and vice-versa.

9-Phonology: According to Ferguson, the two kinds are discerned. One is where H andL share the same phonological elements, but H may have more complexmorphophonemic or H is a special subset of the L-variety inventory.

I.4.3.1.2. Diglossia in Algeria

In Algeria for instance, the Algerian speaker may use either Arabic or French as a H variety for educational and more prestigious domains, however, he uses the AA as L variety for informal and everyday communication.

I.4.3.2. Bilingualism

Bilingualism is one among the possible outcomes of language contact. It refers tothe ability of speaking two languages. In other words, it is the practice of the alternateuse of two languages and the involved person is called "bilingual" (Weinreich, 1968).

Such phenomenon is defined differently by different scholars. Some linguists consider bilingualism as the perfect mastery of two languages. In this sense, Bloomfield (1933: 56) defines bilingualism as: *"The native like control of twolanguages."* In the same vein, Haugen (1953: 07) considers bilingualism as the ability toproduce: *"complete meaningful utterances in the other language."*

Due to language contact, speaking more than one language becomes a natural phenomenon. In this framework, Milroy and Muysken (1995: 1) suggest that: *"The phenomenon of language revival and the economically motivated migration of people, have led to wide spread of bilingualism in the modern world."*

I.4.3.2.1. Bilingualism in Algeria

If we apply this fact to Algeria, it is found that this latter is characterized by theco-existence of two unrelated languages; Arabic with its three varieties MSA, CA and AA and French.

However, the use of Berber in some areas makes it considered as multilingual society. The fact that the existence of three languages makes Algeria amultilingual society does not mean that all the Algerians master the three languages. In this sense, Wardhaugh (2006: 96) states: *"People who are bilingual or multilingual donot necessary have exactly the same abilities in the languages (or varieties) in fact thatkind of parity may be exceptional."*

Arabic French bilingualism in Algeria is the result of the long period of Frenchcolonization with the existence of Arabic; however, bilingualism became a logical resultof that situation. According to Mouhadjer, Algerian bilingualism is:

> *An outcome of historical then educational strategy and social specificity. It is co-ordinate bilingualism which emerges in the country due to the fact that it is taught at school alongside with Arabic. However, the learner develops two systems of meaning of words; onesystem for the words he knows in the first language and the other is for the words that are known in the second language. (2004)*

Figure 3: Multilingual Sign in Algeria- Wikipedia

I.4.3.3. Code-Switching

The existence of two or more languages in a speech community makes speakersfrequently switch from one language to another. In this framework, Sridhar states that*: "When two or more languages exist in a community, speakers switch fromone language to another. This phenomenon is known as code switching."* (1996: 56). The term code-switching has been defined differently by different scholars.

According to Gumperz, code-switching is: *"The juxtaposition within the same speech exchanges of passages belonging to different grammatical systems or subsystems."* (1982: 59). Accordingly, code switching does not involve only languages but also dialects of the

same language. In the same vein, Trudgill defines code the term as being: *"The process whereby bilingual or dialectal speakers switch back and forthbetween one language or dialect and another within the same conversation."* (1996: 16). In other words, code-switching is the alternative use of two or more languages in the same conversation (Milroy and Muysken 1995). Myer-Scotton defines code-switching as: *"Alternations of linguistic varieties within the same conversation."* 1993b: 11).

I.4.3.3.1. Types of Code -Switching

Poplack (1980) has identified three types of code switching. Firstly, '*Tag codes witching*'; it is related to the inclusion of a tag (you know, I mean, or right?) in one language into a sentence which is otherwise in the other language. Such a tag is easily included in an utterance and does not violate its syntactic structure. Such situation is found in Algeria, when the conversation is in AA and suddenly the speaker initiates a French tag.

Second type is '*Intersentential code-switching*' which means the switching between language varieties at the sentence boundary, as a result one sentence can occur in one language and the following part is in another language.

In this framework, Myer-Scotton writes:

> *Intersentential code- switching involves switches from one language to the other between sentences: a whole sentence (or more than one sentence) is reduced in one language before there is a switch to the other language(s) in use in the conversation. (1993b: 3)*

The last type is known as 'Intrasentential code-switching'. According to Myer-Scotton, *"intrasentential switches occur within the same sentence or sentence fragment. In other words, this type of switching is found within the same clause or sentence which contains elements from both languages."* (1993.p.4)

I.4.3.3.2. Code-switshing in Algeria

To apply such situation in Algerian context, it is found that the existence of French in Algeria for a long period makes its people switch between ADA and French or between Berber and French. The conversation may sometimes start with the native language either ADA or Berber and finishes with French or vice versa.

In addition to Arabic-French code switching, students who pursue their studies in Arabic especially those who are specialized in Arabic literature tend to switchbetween AA and MSA. Such situation is different from diglossia where the use ofstandard language and

dialect depends of the functions according to the situation. The switching occurs unconsciously when dealing with topics related to the students' specialization (Haoues 2009).

I.4.3.4. Borrowing

Borrowing is a term used to cover the words that have been introduced to a certain language and have become an integral and permanent part of the recipient language. Sometimes, the donor language is seen as prestigious or more socially valued than the recipient language.

It is distinguished between two types of borrowing; adapted, and none adapted borrowing. The former refers to that type that consists of words which are phonologically and morphologically changed to fit within the base. However, French words are adapted into AA according to a continuum that shows the degree of assimilation and they are adapted into the system of Arabic so that they seem to have an Arabic origin. For instance; in the French words "poste" and "valise", the phonemes /p/ and /v/ become /b/ and /f/ respectively; the sufix {-a} is added in the morphological assimilation of the feminine French.

Thus, the words have been completely assimilated into the Arabic system and are indistinguishable from the Arabic words. The latter contains a set of words that are imported from French language and kept intact both phonologically and morphologically. Such type includes terms that have no equivalent terms in AA, like: names of machines and imported equipments: *video, portable, ordinateur* (video, mobile phone, and computer) which have been called cultural borrowings (Myer-Scotton1993).

I.4.3.4.1. Borrowing in Algeria

However, in Algeria, if it is taken into consideration the widespread of French in the world and the number of its speakers, in addition to the literary and scientific works written in French within this definition of prestigious language AA is much less prestigious than French; it is not written.

It is assumed that borrowing is an outcome of language contact. Thus, in Algeria, due to historical reasons, a great number of borrowed words from different languages are introduced in Algerian dialect (Guella, 2011).

Borrowed Words	Words' Origin	English Words
tabsi	Turkish	Plate
table	French	Table
tiki	French	Ticket
tipana	French	Loaf of bread
Quahwaji	Turkish	Cafe boy
Bogado	Spanish	Lawyer
Spardina	Spanish	Snickers
Falta	Spanish	Mistake
Bashmak	Turkish	Sandal
Kuzina	French	Kitchen
Silun	French	Prison
Miziriya	Spanish	Misery
Gosto	Spanish	Desire
Zerda	Turkish	Feast
Mangoush	Turkish	Ear ring

Table 3: Borrowed words in ADA from different languages. (Guella, 2011)

According to Haoues (2009), the long period of the French colonization has made French deeply rooted in the daily life of Algerians and a large number of French words are used as if they are part of Algerian dialect. However, AA often contains French words which are adapted phonologically and morphologically.

Conclusion

To sum up, the history of Algeria has influenced a lot the linguistic situation of the country. This chapter has shed some light on the history of Algeria and the languages used in the country; Berber, Arabic, French and the different statuses given to them. Then, it deals with the language policies process and the sociolinguistics situation in Algeria, and language phenomena such as: diglossia, bilingualism, code switching, and borrowing.

Chapter Two

Context of the Study: English as a Global Language within the Local Linguistic Landscape

Introduction

The linguistic situation in Algeria is very interesting as it can be safely labelled as a multilingual nation. As far as English is concerned, today it is getting more and more visible through commercial signs, especially in urban public signage, as an offshoot of globalization. It is making inroads in the streets. This tolerance towards English is shown in the Algerian Linguistic Landscape. In today's world, English and globalization go hand in hand in addition to the spread of the English language as a lingua franca of the 21st century which affects the local linguistic situation in Algeria. In this chapter, we will explore the occurrence and visibility of the English language in Algerian streets.

II.1. Globalization

Globalization refers broadly to the process of international integration, as a result of the interchange of ideas, products and views.

II.1.1. Definition of Globalization

It is not easy to find a specific definition to the word "Globalization". It is a widely used concept that we found in different fields and domains. According to Eriksen, (2007, p.9) *''Globalization is a buzzword of the moment.''* It is a keyword widely used in various domains which means the connectivity of world's economics, culture, and politics. It involves the wide exchange of information and the use of technology in communication.

Globalization refers broadly to the process of international integration, as a result of the interchange of ideas, products and views. Actually, globalization as a term has been used since 1980. But as a phenomenon, it has long existed with our ancestors in the ancient times through the interaction between people for trading.

II.1.2. English Language and Globalization

There are a lot of factors that make a language globe widely spread; its intrinsic structural properties, the size of its vocabulary, its great literature, its great culture and religion, and these factors motivate people to learn that language. But none of them alone or in combination can ensure a language's spread. A language becomes an international language for only one chief reason, i.e., the power of its people specially their political and military power. British political imperialism had sent English around the globe, during the nineteenth century, so that it was a language on which the sun never sets.

The English language is being widely spread around the world for a century, starting with the days of the British Empire, and continuing as the United States became a political and cultural superpower. With the recent increased pace of globalization, and the resulting profound changes in many types of connections that exist between nations and peoples. In different parts of the world, English has become even more of a world language due to historical tradition, political expediency, and the desire for economic, cultural and technological contact.

English now is the language that is most widely taught as a foreign language, and in most countries. It is emerging as the chief foreign language to be encountered in schools, often displaying another language in the process.

There are also links between language dominance and economic, technological, and cultural power, and this relationship will become increasingly clear as the history of English is related to globalization. Two major views conducted this relationship:

A first view regards the spread of English as one of the outcomes of globalization based on the prevalent idea that there must be a language to work as lingua franca, or common language, to communicate. Moreover, English was the language of economic superpower and leader of world globalization it was expected to play that role.

Another view advocates that globalization was promoted by English and this latter makes economic, political and social interaction possible. So, English paved the way to the globalization era.

According to Tsui and Tollefson (2007, p.1), globalization is *"effected by two inseparable meditational tool, technology and English; proficiencies in these tools, have been referred to as global literacy skills."* They both claim that people who do not use technology and do not speak English are classified as illiterate.

Today, any job involving computer programming is in English so it is essential for people to know the language. If one wants a good job one needs to speak English. Job applicants are automatically expected to know it. In many cases, students who know English have a definite advantage over those who do not. Overall, English allows people and companies to communicate and transmit their messages.
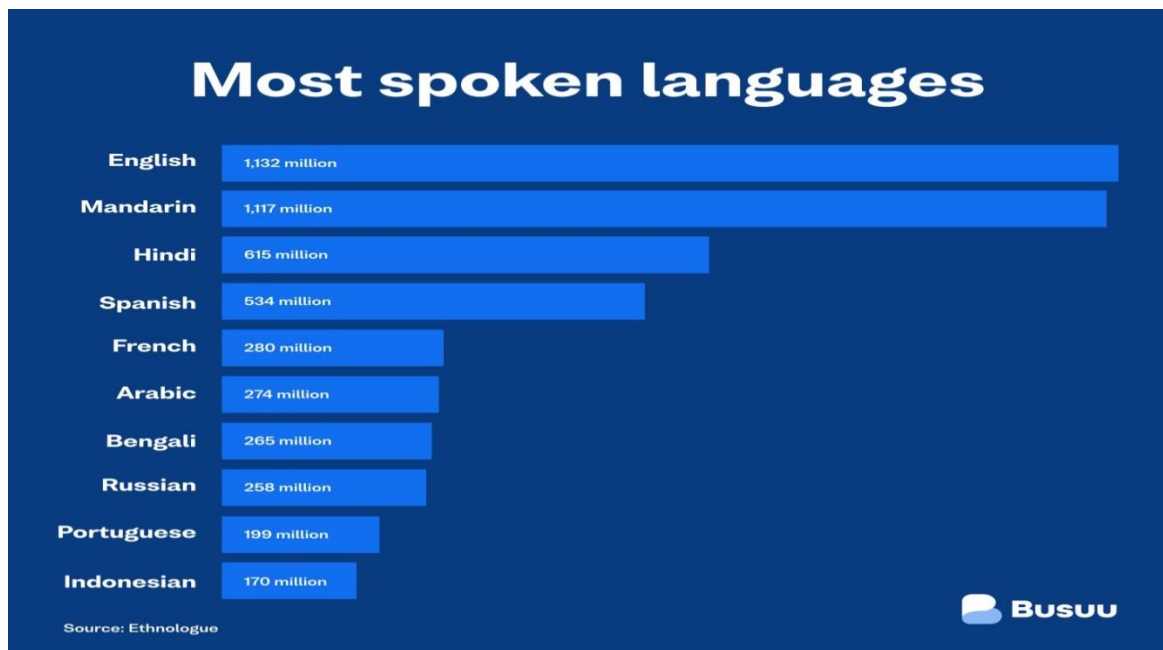
Figure 2.4: Most spoken languages in the world 2020-Busuu Blog.

II.2. English Language

English language is a West Germanic language of the Indo-European language family that is closely related to Frisian, German, and Dutch languages. English originated in England and is the dominant language of the United States, the United Kingdom, Canada, Australia, Ireland, New Zealand, and various island nations in the Caribbean Sea and the Pacific Ocean. It is also an official language of India, the Philippines, Singapore, and many countries in sub-Saharan Africa, including South Africa. English is the first choice of foreign language in most other countries of the world, and it is that status that has given it the position of a global lingua franca. It is estimated that about a third of the world's population, some two billion people, now use English.
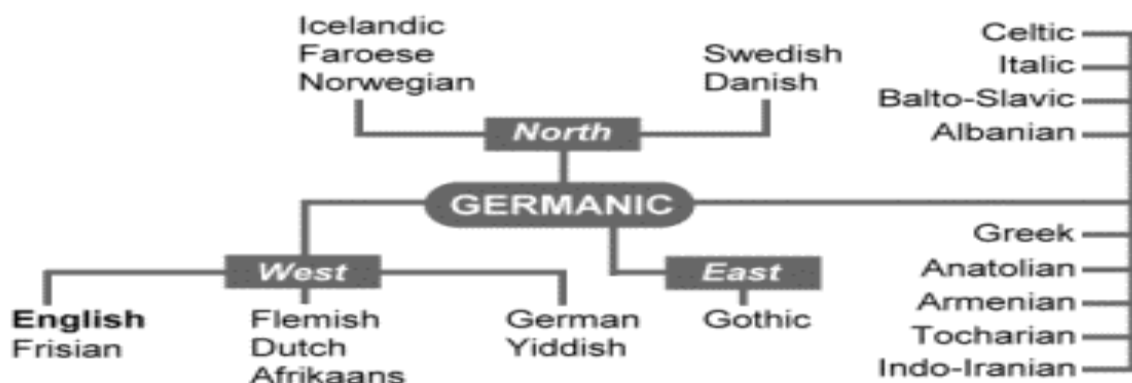
Figure 2.5: The Germanic Family of Languages - doclecture.net

The figure shows the derivation of English language from the Germanic family and its contact with other language family.

II.2.1. The Development of English Language

The English language went through three main phases, there are three remarkable varieties which are: Old English, Middle English and Modern English.

II.2.1.1. Old English (450-1100) AD

The history of the English language started with the arrival of three Germanic tribes who invaded Britain during the 5th century AD. These tribes, the Angles, the Saxons and the Jutes, crossed the North Sea from wha t today is Denmark and northern Germany. At that time the inhabitants of Britain spoke a Celtic language. But most of the Celtic speakers were pushed west and north by the invaders –, mainly into what is now Wales, Scotland and Ireland.

The invading Germanic tribes spoke similar languages, which in Britain developed into what we now call Old English. Old English did not sound or look like English today. Native English speakers now would have great difficulty understanding Old English. Nevertheless, about half of the most commonly used words in Modern English have Old English roots. The words *be*, *strong* and *water*, for example, derive from Old English.

II.2.1.2. Middle English (1100-1500) AD

It started with the coming of the Viking invasion, after that the French invasion by 1000 AD.

II.2.1.2.1. The Viking Invasion

With the Viking invasions (Vikings were a tribe of Nordic people that ransacked their way through Northern and Northwestern Europe 1,000-1,200 years ago), Old English got mixed up with Old Norse, the language of the Viking tribes. Old Norse ended up giving English more than 2,000 new words, including "give" and "take", "egg", "knife", "husband", "run" and "Viking".

II.2.1.2.2. The French Invasion

Although English was spoken widely on the British Isles by 1,000 AD, the Norman invasion established French as the language of royals and of power. Old English was left to the peasants, and despite its less glamorous status, it continued to develop and grow by adopting a whole host of Latin and French words, including everyday words such as "beer", "city", "fruit" and "people", as well as half of the months of the year. By adopting and adapting French words, the English language also became more sophisticated through the inclusion of concepts and words like "liberty" and "justice". For a period there were a kind of linguistic class division, where the lower classes spoke English and the upper classes spoke French. In the 14th century English became dominant in Britain again, but with many French words added.

II.2.1.3. Modern English (1500-1800) AD

It includes Early Modern English and Late Modern English.

II.2.1.3.1. Early Modern English

Towards the end of Middle English, a sudden and distinct change in pronunciation (the Great Vowel Shift) started, with vowels being pronounced shorter and shorter. From the 16th century the British had contact with many peoples from around the world, and the Renaissance of Classical learning, meant that many new words and phrases entered the language. The invention of printing also meant that there was now a common language in print. Books became cheaper and more people learned to read. Printing also brought standardization to English. Spelling and grammar became fixed, and the dialect of London, where most publishing houses were, became the standard. In 1604 the first English dictionary was published.

Increased literacy and travel facilitated the adoption of many foreign words, especially borrowings from Latin and Greek from the time of the Renaissance. In the 17th century, Latin words were often used with their original inflections, but these eventually disappeared. As there are many words from different languages and English spelling is variable, the risk of mispronunciation is high, but remnants of the older forms remain in a few regional dialects, most notably in the West Country. During the period, loan words were borrowed from Italian, German, and Yiddish. British acceptance of and resistance to Americanisms began during this period.

II.2.1.3.2. Late Modern English

The main difference between Early Modern English and is vocabulary. Late Modern English has many more words, arising from two principal factors: firstly, the Industrial Revolution and technology created a need for new words; secondly, the English-speaking world was at the center of a lot of scientific progress, scientific advances went hand-in-hand with the evolution of the language.

Early Modern English and Late Modern English, also called Present-Day English (PDE), differ essentially in vocabulary. Late Modern English has many more words, arising from the Industrial Revolution and technologies that created a need for new words, as well as international development of the language.

II.2.2. World Englishes

Previously, English was composed of a collection of dialects used in particular by monolinguals within a limited shore. Now it consists of a wide range of non-standards and standards varieties, which are spoken at an international level, *"English is now well on the way to becoming a world-language: and this means many types of English, many pronunciations and vocabulary-groups within the English language.*" (Wrenn, 1949, p. 185).

Kachru (1986) divided English into three types called 'English circles':

First, *Inner Circle Englishes* which includes older Englishes such as British, American, Canadian, Australian, New Zealand, and South African Englishes. They are usually equated with native-speakers

Second, *Outer Circle Englishes*, it is where English has been introduced by a colonial system as in India, Ghana, Nigeria, Malaysia, Philippines, and Zambia.

Third, *Expanding Circle Englishes* includes the English taught at school in countries having no colonial link with Britain, among those countries China, Japan, Russia, Brazil and so forth. In these countries, the norms are directly taken from Inner Circle Englishes. India and Malaysia adopted British English whereas the Philippines American English because of different historical reasons. In addition to British and American Englishes being the norm, a third choice is put ahead, specifically Australian English, *"Now the choice is getting wider, and South-East Asian countries are faced with an easily justified third choice Australian English."* (James, 1998, p. 40).

According to some linguists, such as Kachru & Smith, the phrase '*World Englishes*', "*symbolizes the functional and formal variation in the language, and its international acculturation, for example, in the USA, the UK, Australia, Canada, and New Zealand.*" (1985, p. 210). Englishes have developed their own standard and codified varieties, even if the idea of standardisation contradicts that of 'international language continuum'. Each English-speaking country has developed its own codified reference books (of English grammar, vocabulary, or pronunciation).

II.2.3. Varieties of English

There are several varieties, and what renders the situation more complicated is the fact that many non-native speakers use English. Such phenomenon hardens the identification of any particular variety as being the norm to teach. It is complex because several non-native speakers are increasingly using English as a means of communication. Indian English, for instance, which does not belong to the Inner Circle, is becoming an authentic norm for Indian teachers who are hired at schools (James, 1998, p.40).

From around 1600, the English colonization of North America resulted in the creation of a distinct American variety of English. In some ways, American English is more like the English of Shakespeare than modern British English is. Some expressions that the British call "Americanisms" are in fact original British expressions that were preserved in the colonies while lost for a time in Britain. For example, *trash* for rubbish, *loan* as a verb instead of lend, and *fall* for autumn; another example, *frame-up*, was re-imported into Britain through Hollywood gangster movies. Spanish also had an influence on American English (and subsequently British English), with words like *canyon*, *ranch*, *stampede* and *vigilante* being examples of Spanish words that entered English through the settlement of the American West. French words (through Louisiana) and West African words (through the slave trade) also influenced American English (and so, to an extent, British English).

Today, American English is particularly influential, due to the USA's dominance of cinema, television, popular music, trade and technology (including the Internet). But there are many other varieties of English around the world, including for example Australian English, New Zealand English, Canadian English, South African English, Indian English and Caribbean English.

The British Empire at its height covered one quarter of the Earth's land surface, and the English language adopted foreign words from many countries. British English and North American English, the two major varieties of the language, are together spoken by 400 million people. The total number of English speakers worldwide may exceed one billion. The English language will almost certainly continue to evolve over time. With the development of computer and online environments (such as chat rooms, social media expressions, and apps), and the adoption of English as a worldwide lingua franca across cultures, customs, and traditions, it should not be surprising to see further shortening of words, phrases, and/or sentences.

II.2.4. The Uses of English on the International Level

Crystal reports that about 85% of the international organizations now use English as working language. (1997). It is also a major language of financial institution.

1. English is the working language of international organizations and conference.

2. English is now "the international currency of science and technology".

3. English is the language of international banking, economic affairs trade.

4. It is the language of advertising for global brands.

5. It is the language of audio-visual/cultural-products (e.g. film, TV, popular music).

6. It is the language of international tourism.

7. It is the language of tertiary education.

8. It is the language of international law.

9. It is a "relay language" in interpretation and translation.

10. It is the language of technology transfer.

 11. It is the language of internet communication

2.3. English Language in Algeria

The English language is neither an official nor a national language, but it has a great role in nowadays Algerian communication and use. Most of the citizens, from different ages, are trying to learn this global language because of its importance in almost all fields of life.

Algeria, as the rest of the globe, developed the use of English to ensure better communication, as well as better access to knowledge for students, workers, researchers and so forth. Despite the fact that the language of instruction in Algeria is either Arabic or French,

Algerian decision-makers try to implement the use of English at all levels of education due to its vital role played and held in almost all the fields. Zughoul argues*:*

> *In Arab North Africa, and despite the fact that French has had a strong foot hold in Tunisia, Algeria and Morocco, it has been retreating and losing a lot of ground to English. In fact, the tendency of what can be termed a shift from French to English in thus countries cannot be cancelled.* (2003, p. 122)

According to Benrabah (2007), the grades of learning French and English is changed in 2004, instead of grades four in primary school and eight in middle school French and English language became learnt in grades two and seven. For him, the major reason why English has spread so much faster than French in the post-colonial world is because of the selection of the learning grade and the ease of studying the English language.

English in Algeria plays a vital role in the process of acquiring knowledge that is not accessible in other languages, it fosters linguistic peace and contributes to social and political stability, and it has a role in increasing access into economic opportunities in order to improve the socioeconomic condition of Algerians. Also, English plays a role in promoting mutual understanding and friendship between Algeria and the rest of the world.

II.3.1. The Uses of English in Algeria

English in Algeria is used for different purposes such as: in business, politics, media, etc.

II.3.1.1. The Oil as a Driver of Demand for English by Algerian Users

Algeria has rich sources of petroleum and natural gas, as well as iron, phosphate, uranium, lead and zinc, oil and gas, construction, and agriculture are therefore key industries contributing to the total GDP.

The oil and gas industry is one of the most important industries in Algeria, and one where proficiency in English is highly valued. As this industry is one of the key contributors to GDP (Gross Domestic Product), there is a strong economic imperative for improved English-speaking skills in the workforce. This drives demand for English education, and is a key motivation for many young Algerians to take up English education to improve their chances of employment with multinationals that offer better salary levels. The average gap between non-English speakers and English speakers is close to 10% in Algeria.

II.3.1.2. Government as a Driver of Demands for English by Algerian Users

In addition to the oil industry, another area that prompts an increase in the number of users of English is government investment in the quality of English instruction. Pupils now start learning English from 1ˢᵗ year middle school in public schools and human resources are provided by the authorities to support the change. Furthermore, private language centers, the US Embassy, and British Council support of various English education programs, contribute to the rise in the number of users since the end of the civil war of the 1990s. Facilitated by the Algerian Government's Communications Ministry, the advent of the Internet and mobile technology has also facilitated access to online resources and platforms for English learning and use thereby driving up the number of Algerian youth using English.

II.3.1.3. The Internet as a Driver of Demand for English by Algerian Users

The Internet today is a bottom-up platform for Algerian English users to reach the higher ends of the cline. The advent of such social media spaces as Facebook and YouTube offers a platform for Algerian youth to express themselves in English and become users of this language in an unprecedented fashion.

II.3.1.4. The Educational System as a Driver of Demands for English by Algerian Users

The Algerian Ministry of Education has reached an agreement with The British Council to train school teachers and inspectors in English in a bid to raise the level of English language courses in the country. The government has also accepted help from the US under the programme "Direct American Support" to improve Algeria's educational system. As a result of this programme, the Universities of Annaba and Ouargla are now hosting partnership programmes supporting doctoral programmes and career development centres. In accordance with this, English training is also provided for teachers through the Universities of Annaba and Ouargla.

II.3.1.5. English among Administrators and Government Officials

While most Algerian administrators use MSA or French as official languages respectively in their profession, some use English. For example, the administrators in the Algerian consulate in New York and the Algerian Embassy in Washington DC use English. Despite their ability to use English

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II.3.1.6. English among Algerian Scientists

Slougui (2009) argues that, brain drain toward Western countries, and a lack of various material resources in Algeria, Algerian scientists face language difficulties when attempting to publish in English.

Due to the use of English as an instrument for scholarship and research in Algeria and beyond, user's proficiency in the Language is required. In fact, out of 1,410 national projects published in Algeria between, 1998 an, 2003, 681 (48%) were published in English, followed by French with 528 (37%) (Slougui, 2009). However, despite English being the language in which most scientific publications by Algerian scientists are produced, a great many Algerian scientists have a reading knowledge only in English, and writing is more difficult to them.

II.3.1.7. English among Journalists

Algerian journalists predominantly use MSA and/or French, and in a few instances use English. For example, the *Algerian Press Service*, the government's official press agency, employs English-using journalists.

Private newspapers using MSA also tend to employ journalists with an intermediate to advanced English proficiency to run an online version of their newspapers in English. Echourouk and Ennahar newspapers are prominent in this area. The journalists from these two newspapers tend to share British Council content for learning English, for example.

II.3.1.8. English among Music Artists

Algerian artists are also English users. For example, an Algerian group of rappers call their band *Desert Boys*. A YouTube channel is called *Blidian [Algerian city] Thugz*.

The users capitalize on the prestige of English and the cool image associated with American rappers among their Algerian audience to reach Algerian youth with an Algerian national message, including such topics as poverty and politics in Algeria.

II.3.2. The Presence of English in the Academic Setting in Algeria

In Algeria, English is taught from Middle School to Secondary School for seven years, a period ranging between 750 and 830 hours. Whether learners have followed a literary or scientific stream, they reach university with an English pronunciation, upon which a Cross Linguistic Influence (CLI) from Standard Arabic, Colloquial Algerian Arabic, Berber and

French could be depicted. In Algeria, the perception some teenagers have of English may vary according to age, gender, level of education or field of interest.

At school, English may represent the language of songs, movies, modernity and sciences. At university, however, English may express a means to success, job opportunities and openness to new horizons. Besides, there seems to be a change of attitude and aptitude towards English in social media platforms. During the last decade, there was also an emerging tendency to watch different Arabic channels on which shows and movies are broadcast in English. In addition to such an overview, English is becoming more and more attractive to the new Algerian generations, and that can be observed in clothes, advertisements, the names of shops and popular culture choices.

French has significantly been losing reputation paving the way for a gradual taking over of English. On its own right, education is now turning a soft cheek towards English; even the domains which have long been dominated by French are of prospective changes to making a turn of events in favor of English as a language of science and technology. Students in the technical, scientific and medical fields (which are instructed in French) occur more inclined towards using references of an English language production. One auspicious case in point indeed is the noteworthy fact that the module of French that was taught independently in virtually every stream and specialism in higher education has along the recent years progressively been substituted for a unit of English, mainly ESP.

Algerian learners of English are using whatever technological resources available inorder to enrich their vocabulary repertoire and get their messages across. As a result, their Algerian Dialectal Arabic is constantly changing over time, not only in terms of code switching but also in terms of lexicalization, a notion that was once exclusive to the use of French words, borrowed from the first foreign language in Algeria, French. Nowadays, Algerian EFL learners, especially those learning English with gusto, tend to use English words in their dialectal conversations. They keep the original root of the word and adapt it to the grammatical norms of their Algerian dialectal Arabic, giving birth to new lexical items in the Algerian Dialect. To illustrate, speaker 'A' asks her/his friend what she/he thinks about her/his new pair of shoes, the latter responds: /wallah laɪkɪ**tu**/ (I really liked it). In this example, the English verb 'to like' abides by the morphological rules of the Algerian Arabic Dialect, wherein the Algerian Arabic suffix /tu/, that denotes both the speaker 'I' and the object 'shoes', is added to the original English root: /laɪkɪ**tu**/.

II.3.3. Attitudes towards English in Algeria

A proposal by the Algerian minister of higher education to promote English as an official language of teaching and administration at the country's universities has received a mixed response from students and professors.

Tayeb Bouzid, who was appointed minister of higher education in April 2019, published his proposal on his Facebook page on August 20, 2019, at the conclusion of a national conference of Algerian universities:

> *Hope that my graduate research next year will be in English. I believe that English is the future in Algeria. English is spoken and understood by a quarter of the world's population. More than 95 percent of scientific research is conducted in English, and trade, cinema and telecommunications are all in English, so the move could be very positive.*

He declared that "*the French language does not get us anywhere*" and ordered the country's 77 universities and higher education institutes to use English rather than French.

> "*Within the framework of the policy to encourage and strengthen the use of English to give better visibility of education and scientific activities in the higher education system, I urge you to use both Arabic and English in official documents.*" Bouzid wrote to university rectors.

Abdel Raouf Mezghash, a professor of management at the Faculty of Economic Sciences at the University of Annaba, in eastern Algeria, favored the use of English in higher education, but believed that Tayeb Bouzid's proposal was a political move, intended to attract support for an unloved government. *"It comes as a response to the ongoing popular movement (el Hirak), and is an attempt to please people who hate the French language because of the historic background of the colonial period that lasted for more than 130 years,"(2019)*

Making the transition from French to English would be difficult for many students and professors because most Algerians have been educated in French from primary. For instance, medicine in Algeria is taught entirely in French, the training of new students in medical schools and in English from the beginning will have a positive impact on the specialty of medicine, because most of the scientific research and explorations are in the world in English:

"The French language is not limited to cultural space, as the minister implied. Algeria is part of a French-speaking environment. France is our main partner in several fields and our neighbours Tunisia and Morocco use French," said political writer Makhlouf Mehenni.

Some cultural and political figures argue, however, that Algeria as a mature country must look the situation in a new light.

Before the decision to encourage English use at universities, it had been making progress in Algeria following economic and social dynamics. Some ministries, such as defense and energy, encouraged employees to learn English to interact with foreign counterparts. Wide access to the internet has helped spread English.

II.3.4. Learning English in Algeria through French Based-background

With globalization leading to an ever-increasing connectedness of the world, learning a foreign language has become a requirement rather than an indulgence. Yet, learning a second and/or a third language may present a challenge and the issue in Algeria is no exception. In addition to the mother tongue (Arabic or Berber in some regions), French is the second most spoken language in the country, and thus, its relatedness with other Western languages facilitates the learning of English as a third language. Already acquired, not only in the primary school process but also in the community's linguistic practices, French helps learners to develop proficiency in English through the transfer of their French-based background, in particular the typological (syntactical and lexical) similarities between French and English. L2 may be a facilitator to learn an L3.

In the case of Algeria, an Arabic speaking country, it is possible to create a learning environment where English is taught by means of French. The relatedness of French with English may facilitate the learning of the latter as a third foreign language. Thus, due to the similarities and cross-linguistic influence of French and English, we assume that English can best be taught through French.

II.4. Linguistic Landscape

Language is all around us in textual form as it is displayed on shop windows, commercial signs, posters, official notices, traffic signs, names of buildings, streets and shops, instructions and warning signs, etc. Most of the time people do not pay much attention to the 'linguistic landscape' that surrounds them. However, in recent years an increasing number of

researchers have started to take a closer look and study the language texts that are present in public spaces.

The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.

II.4.1. Definition of Linguistic Landscape

The term *Linguistic Landscape* was first used by Landry and Bourhis in a paper published in 1997, when they defined it as *"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."* (p. 25). The definition implies that LL includes administrative signs (public signs of regional, national or municipal levels) and both private (signs on shops, banks, billboards, means of transport) and spontaneous signs (graffiti, café menu boards), which reflect the multilingual character of a territory.

Shohamy and Gorter (2008) have since widened the scope of the definition to include: *"...language in the environment, words and images displayed and exposed in public spaces, that is the center of attention in this rapidly growing area referred to as* Linguistic Landscape *(LL)."*

According to Gorter, the concept of LL could be used to account for the linguistic situation in a given country, or for the presence of certain languages in a larger geographical location (2006, p.1). For him, LL is simply concerned with '*the usage of language in its written form in public spheres*' (Gorter, 2006, p. 1). In fact, Gorter's account broadens the scope of LL to such a degree that it comprises all the textual items which are publicly displayed. LL, whatever ways it is defined, lies upon two basic elements, namely *the linguistic sign* and *public space*.

II.4.2. Linguistic Landscape Study (LLS)

The studies of linguistic landscape are concerned with the use of language in its written form in the public sphere. It refers to language that is visible in a specified area

(Bourhis & Landry, 2002). The linguistic landscape (henceforth LL), on one hand refers to the literal study of the languages as they are used in the signs, and on the other hand it refers to the representation of the languages, which is of particular importance because it relates to identity cultural globalization, to the growing presence of English and to revitalization of minority languages.

The languages used in public signs indicate what languages are locally relevant, or give evidence of what languages are becoming locally relevant (Hult 2009; Kasanga 2012). The study of language in post-war and conflict-ridden areas has also attracted the interest of scholars who applied the Linguistic Landscape approach as a method to explore how language use in the public space represents ethnic groups, reflects territorial conflicts, expresses statehood and projects ideologies and socio-cultural identities.

LL is a historical phenomenon conditioned by social changes in the structure and hierarchy of communities and languages. Research into LL was promoted by the appearance and development of new technologies presenting texts in space, by increasing globalization, migration processes and international contacts.

II.4.2.1 Defining the "Linguistic Sign" (LS)

Bakhaus proposes a definition of a linguistic sign (henceforth LS) as being "*any piece of written text within a spatially definable frame. The underlying definition is physical, not semantic.*" (2007, p. 66). This implies that the LS includes all what is written, even what could seem meaningless, unimportant and minor, like a random quote or words inscribed on a custom-made T-shirt, a logo on a shopping plastic bag, a welcome expression on a door mat, etc.

II.4.2.2. Defining "public space" (PS)

What comes into one's mind upon hearing the expression "pubic space" (henceforth PS) is a garden, a café, shopping centres, etc. Habermas (1991) emphasizes that the notion of the public is related to the notion of the common. Indeed, as the name suits the deed, a PS is an area accessible to the public. i.e., everyone without exception. (Efroymson et *al.,* 2009). This definition excludes the gendered PS which are subject to cultural conceptions. For instance, coffee shops in Algeria are strictly considered to be frequented by men only.

In LL research, public spaces are considered to be a "*negotiated and contested arena*[s]" (Shohamy & Waksman, 2009, p. 9). Given the fact that there is a great language bulk in urban settings overt to the mass, a '*negotiated*' arena would signify that any language

displayed in any particular PS is worked out to fit the sign owner's choice, intentions and desires. While, a *'contested arena'* refers to the fact that PSs have become the new field of linguistic competition and, sometimes, reflect a linguistic rivalry or even ideologies. That is perhaps why LL research mostly makes use of public spaces for the study of the linguistic situation in any given territory, and for inferring the political and social issues in any society (Shohamy & Gorter, 2009, p.9).

II.4.2.3. Overview about Linguistic Landscape Research

The term "Linguistic Landscape" seems to be first employed by Landry and Bourhis (1997) in a paper they wrote on French-speaking high school students' perception of public signs in Canadian provinces. From then on, scholars from different fields started to pay more attention to the notions that define LL. Primarily, the pedestal consolidating LL is any sort of language that imposes its visibility upon the visual field of people (Shohamy & Gorter , 2009). Additionally, LL research is not pinned down to only one field of research, but rather it:

> *[...] touches various fields and attracts scholars from a variety of [...]*
> *disciplines: from linguistics to geography, education, sociology, politics,*
> *environmental studies, semiotics, communication, architecture, urban*
> *planning, literacy, applied linguists, and economics.* (Shohamy & Gorter ,
> 2009, p. 1)

Ever since the term LL was coined in 1997, the appeal to contribute in the field is growing significantly in size as studies about the common use of English on shop signs around the world have been attracting so many researchers (Shohamy & Gorter, 2009, p.1). In 1997, Ross wrote an article in which he examined the presence of English on shop signs in his district in Milan, Italy (1997). Griffin (2001) claimed that English is remarkably noticed in advertisement signs in Sofia, Bulgaria. He also examined the conspicuousness of English in 17 the streets of Rome in 2004. Schlick (2002) made an account of the English words in shop windows in three different geographical locations: Austria, Italy, and Slovenia. Friedrich (2002) studied the motives of the Why and the wherefore of English consolidation into brand labels and advertising in Brazil (cited in Shohamy & Gorter, 2009, p. 36).

In Algeria, Kahlouch (1997) was the first to conduct a LL research emphasizing mainly on language conflict in public signage between Berber, Arabic and French in the naming of shops in Tizi-Ouzou, wherein French dominated the landscape by 55 percent. Today, as part of a research programme, a LL research was inaugurated by Fodil (2016), in which he analyses the social status

English is gaining through the examination of shop signs written in English, in Tizi-Ouzou as well. To the present-day, the list of researchers undertaking this kind of study is still wide open, but the aim is common, that is to analyse the growing significance of English through analysing the LL where it occurs. Indeed, Shohamy and Gorter stress enough on the valuable data that LL furnishes by saying that:

LL items (whatever ways they are defined) offer rich and stimulating texts on multiple levels—single words with deep meanings and shared knowledge, colorful images, sounds and moving objects and infinite creative representations. These displays shape the ecology in local, global and transnational contexts and in multiple languages. (2009, p. 1)

By the same token, it is equally important to learn about LL dynamics, that is how LL is constructed? by whom? and to whom? (Ben-Rafael, et al., 2006). Ben-Rafael grasps the LL as a *"gestalt"*, 'observations of different phenomena understood as elements of one structured setting' (2009, p.43). This means that LL as a whole is constructed of several parts. The latter constitute the actors. According to Edelman and Gorter (2010), five elements can decide on the shape that LL takes:

a- Authorities: streets names, signs stating regulations and rules like traffic signs and so on

b- Businesses: the aim of the sign is to advertise products. It is not surprising that most signs are of a commercial nature.

c- Designers: this includes the graphic designers who decide on the message that the sign should portray, and the different strategies to reach a particular audience. For example, the choice of language, colours, and drawings on signs can be performed by designers.

d- Private persons: This includes non-commercial signs, such as graffiti, customized T-shirts, quotes on cars of private use, etc.

e- Passers-by: to whom the sign is addressed, the audience.

Spolsky, on the other hand, accounted for a condensed version in which only three actors can decide on the structure and the shape that LL takes, and these participants can only be '*the initiator or the sign owner, the sign maker, and the reader*' (2009, p. 70).

II.4.2.4. Previous Researches about LL

The cultural, socioeconomic and political circumstances in the cities and the countries in which the studies were located, are quite divergent. On the one hand, multimillion cities are included such as Bangkok and Tokyo, on the other hand are small cities such as Ljouwert - Leeuwarden (less than 100,000 inhabitants) and Donostia-San Sebastian (around 200,000 inhabitants). At the same time the effect of globalisation, which might also be referred to as McDonaldisation of the linguistic landscape (Heller, 2003), has affected each case, which is reflected in the increasing space of the English language.

The paper by Ben Rafael, Shohamy, Amara and Trumper-Hecht compares patterns of linguistic landscape in a number of Israeli cities and small towns, and in East Jerusalem.

Of the eight localities, some are homogeneous and others mixed in terms of the groups that were studied. The study focuses on the degree of visibility on private and public signs of the three major languages: Hebrew, Arabic and English. There are different patterns in the various communities: Hebrew/ English signs prevail in Jewish communities; Arabic/Hebrew in Israeli- Palestinian communities and Arabic/English in East Jerusalem.

Further analysis also gives expression to differences between public (top- down) and private (bottom-up) signs. Taken together the linguistic landscape is not a true reflection of the diversity of Israel's languages. Three sociological perspectives are used to develop a number of research questions. It is hypothesised that the linguistic landscape should be explainable in terms of power relations between dominant and subordinate groups. Further those identity markers of communities would imprint themselves strongly on the linguistic landscape and finally, that different languages vary in attractiveness to different audiences. It is in this perspective that they speak of linguistic landscape in terms of symbolic construction of the public space.

Bangkok, a major city in Thailand, South East Asia, is the background of Huebner's study. He examines questions of language mixing and language dominance. He studies the linguistic landscape of 15 different neighbour- hoods. By comparing the various neighbourhoods he makes visible the linguistic diversity in a large metropolitan area like Bangkok. He also provides a linguistic framework for the analysis of different types of code-mixing. English as a global language turns out to have an important influence. Heoffers evidence of a shift from Chinese to English as the major language of wider communication in the city. From a linguistic perspective, the paper documents the influence of English on Thai, the state language, not just in the form of lexical borrowing, but also in aspects of

orthography, pronunciation and syntax. At the same time, his study supplies proof of an emerging Thai variety of English. From an applied perspective, the data presented raise questions about the effects of the pervasiveness of English in the linguistic landscape of Bangkok on the language proficiency, both Thai and English, of its youngest citizens.

Also in Asia, but in quite a different socioeconomic context, the paper by Backhaus deals with multilingual signs in Tokyo, the Japanese capital. In his empirical study special attention is given to the distinction between official and nonofficial multilingual signs. He wants to shed some light on the relationship between two types of multilingual signs in Tokyo. It is demonstrated that the two types of signs show different characteristics with regard to the languages used and how they are arranged on the signs. The notions of power and solidarity are used to interpret the differences. Official signs do mainly express and reinforce existing power relations in Japan, but nonofficial signs make more use of foreign languages, mainly English, to communicate solidarity with non-Japanese things. Backhaus explicitly establishes links between his study of the linguistic landscape in Tokyo and the growing corpus of linguistic landscape research around the world.

The final paper by Cenoz and Gorter compares two regions in Europe. The authors examine the linguistic landscape in Friesland (the Netherlands) and the Basque Country (Spain). An analysis is given of the use of the minority language (Basque or Frisian), the state language (Spanish or Dutch) and English as an international language. Their study focuses on two streets in two multilingual cities where the minority language, Frisian or Basque, is in use. They compare both situations for the presence of the minority languages in the linguistic landscape as it relates to differences in language policy, as well as to differences in the spread of English. The data of language signs are analysed to determine the number of languages used, which languages are on the signs and the specific characteristics of bilingual and multilingual signs. Their findings show that the official language policy regarding minority languages is reflected in the linguistic landscape, but at the same time that there are important differences between both regions.

II.4.3. Features of the LL

There is general agreement that language use in the LL falls into one of two categories, *top-down* (public signs, created by the state and local government bodies) and *bottom-up* language use (created by shop owners, private businesses, etc.), as is summarized in the table below:

Category	Type of item
Top-down	1.public institutions: religious, governmental, municipal-cultural and educational, medical
	2.Public signs of general interest
	3.Public announcements
	4.Signs of street names
Bottom-up	1.Shop signs: e.g. clothins, food, jewellary
	2.Privare business signs: offices, factories, agencies
	3.Private announceents: 'wanted' ads, sale or rentals of flats or cars

Table 2.4: The Difference between Top_down and Bottom _up LL (Ben-Rafael, Shohamy, Amara and Trumper-Hecht, 2006)

II.4.4. Functions of LL

LL performs several functions: informative, symbolic, cultural, historical, educational, social etc.

II.4.4.1. The Informative Function

It is viewed as providing information of the linguistic diversity of a specified area and the level of the area involvement in globalization processes. Thus English plays a significant part in the names of cafes, restaurants, etc. When international events are held   English becomes an official language in signage, catering spheres etc. Secondly, signs in minority languages define geographical and administrative borders of the minority language areas.

II.4.4.2.The Symbolic Function

It is connected with the status of the language, the demographic and institutional power of the ethnic group. This function has to do primarily with signs on administrative buildings.

II.4.4.3. The Social Function

It is connected with the local and national identities and it reveals the attitude of social groups to the problem of signage. The choice of the language indicates social problems and interethnic relations in society.

II.4.4.4. The Psychological Function

It is described through the attitude the subjects of LL experience at the vision of elements of LL and describe them as (un)pleasant, beautiful, ugly, (in)correct, etc.

II.4.5. Spolsky's Theory of Language Choice

In fact, Spolsky uses language policy and language management interchangeably. However, the main interest of this study is language choice in public signage. This latter is approached with the same model used for language policy in general – *a description of actual practice, an attempt to infer beliefs, and research into specific language management decisions* (Spolsky, 2009, p. 72).

From a language management standpoint, *"public signs are the culmination of a process with several participants – the initiator or the sign owner, the sign maker, and the reader."* (Spolsky, 2009, p. 70). This approach comprises three basic conditions, which seek to describe the actual use of the language, and looks into details about the language management resolutions. According to Spolsky, these conditions are as follows:

> *The first condition, a necessary one, is to write a sign in a language you know [...] The second rule captures [...] [the] "presumed reader's condition": prefer to write a sign in a language which can be read by the people you expect to read it. [...] The third rule accounts for [...] [the] "Symbolic value condition": prefer to write a sign 21 in your own language or in a language with which you wish to be identified [...] These three conditions [...] will be the major part of a theory of language choice in public signage. (2009, p.69)*

The first condition, clarifies why signs are not written in languages which do not have a writing system, like in the example Spolsky provided, the case of colloquial Arabic; the signs are in fact written in the classical one. This rule also justifies the common spelling errors (Spolsky, 2009).

The second condition, which is the ''*presumed reader's condition*'', takes into consideration to whom the sign is destined. The sign should be written in a language that the potential audience manages to read (Spolsky, 2009,). For example, people walking down the streets of Tiaret, who are considered to be the prospective audience, are not expected to speak,

read or understand languages other than ADA, Arabic, or French.Since the sign is created for the sole aim of advertising goods and services, shop keepers should take into consideration the linguistic commands of the speech community in which the sign is displayed.

The last condition, which is the *"symbolic value condition",* concerns generally multilingual communities. For Spolsky, *"it accounts for the order of languages on multilingual signs."* (2009, p. 69). For instance, the hierarchy of languages on any particular sign would tell us to which languages priority and importance were given. As an example, someone who chooses to label his or her shop name in Berber possibly signifies that the person views this language in some sort of admiration and belonging, and potentially communicates his or her ideology. This theory, which primarily was found to analyze the spoken language, offers a complementary frame to the analysis of the written language use in public spaces.

II.4.6. The LL in Algeria

The LL relates to the manifestation of language use in public spheres within a particular geographical space. Algeria illustratively is vastly characterized by a multilingual situation where more than one language may be daily employed. History has played a great role in bringing different races and civilizations into contact within this territory at the same and/ or different time periods. The Amazigh are seen as the indigenous population who survived co-habitation successively with the Phoenicians, the Romans, the Vandals, the Byzantines, and then the Arabs with whom they admitted large fusion and intermarriage under the umbrella of one religion namely Islam. The Amazigho-Arabs went through other later settlements under the headship of the Spanish, the Turkish and last but not least the French who undertook a long-term language policy in favor of French placement in Algeria before independence. The rise of globalization, on the other hand, reinforced the display of world languages in the country, and more particularly English, a language which is importantly gaining social, economic and technological ground within this territory. As a consequence, contact has risen between the different languages leading to cultural exchange. Being multilingual has increased familiarity with diverse cultures in the present community to give rise to a highly multicultural visibility among the Algerians. The overlapping between the different processing phenomena of globalization, multilingualism and multiculturalism has inevitably affected a large variety of arenas including the Algerian linguistic landscape.

As things stand, four languages characterize the Algerian linguistic landscape: Arabic, which is subdivided into two varieties, standard Arabic (the national and the sole official

language of the country) and dialectal Algerian Arabic, Tamazight (an indigenous language that has been recognized and promulgated as national since a decade and a half, and has thus been taught in public schools as an optional subject ever since) which includes several varieties; and French, the ex-colonizer's language. However, these are not the only languages present in the scene. The Algerian linguistic panorama consists of quite an array of languages varying in their degree and commonness of use; these are: English, German, Spanish, Italian, Turkish, Russian, and Chinese.

It comes into sight that preference for English is rising remarkably despite efforts to preserve French its prestigious status and prevalent rank as the second language; actually, in the face of today's more Anglicized globe, it is important to be inclined towards teaching and learning English more than any time before. French (which has considerably lost its importance since independence) and English constitute the first foreign languages in Algeria: they are used in higher technical and scientific education.

Figure 2.6: Trilingual Sign in Algeria

II.4.6.1. The Role of English as a Global language in Shaping the LL in Algeria

The appearance of English-language public signs in the countries where English does not have any official status reflects language globalization trends, spread of brand names and involvement in the global markets. The use of a particular language in LL is conditioned by different factors, among which E. Shohamy mentions a rational choice, representation, private and collective identities, power, rights, globalization and multilingualism. The comparative

analysis of administrative and private signs provides a clear picture of a relative status of different linguistic codes in a given territory. To sum up, language communities use LL as a means of communication and interaction with globalization processes in the modern world. LL reflects social, political, cultural, and economic, and language phenomena in modern society.

Language policy in Algeria since independence is a combination between different perspectives. Nowadays, globalization and the spread of the English language as a lingua franca of the 21 century affects the local languages situation in Algeria and language policy is a new challenge for the Algerian society and decision makers. The issue of the relationship between globalization and language policy involves a new approach to study how societies affect each other in the light of current globalization. The domination of the English language is the result of USA being the world power. Linguistic globalization is most embodied in the prevalence of one language at the expense of other languages, this phenomenon affects directly and indirectly the Algerian language policy, and language practices and attitudes within society.

Algeria proved to be a relevant example to language planning between the former colonial language (French), and the native languages (Tamazight and Algerian Arabic). The Algerian policy makers gave the priority to foreign languages to accompany the world with fuller participation in national and international life. The younger generations use more the English language as a lingua franca in chatting online, listening to songs and watching TV, which shows the impact of globalization and English spread in shaping the Algerian language policy directly or indirectly, and introduces the possibility that the English language as the language of globalization substitute other languages such as Arabic or French in social communication in Algeria.

Conclusion

The purpose of this chapter was to provide an appropriate data base for the study. It has started by exploring globalization as a key word that is widely used in various domains, then providing a historical view about the English language. This chapter tackles the relationship between English and globalization and shows how they are walking hand in hand, then the presence of the English language in Algeria. Finally, a special focus is devoted to the LL where the English language is used in public spheres within a particular geographical space.

Chapter Three

Reaserch Design, Methodology and Analysis

Introduction

This chapter is concerned with the practical part of the research process, it involves the methodology used to reach answers to the research questions, so interviews and questionnaire were held in addition to digital photography which guarantees the inclusion of both qualitative and quantitative data. The current chapter deals with the methodology, analysis and interpretation of the collected data.

III.1 Research Aims

The main aim behind this research is to investigate the presence of English language in the tiarety speech community out of the academic sectors, and to what extent it is widespread, so this research aims at :

➢ Investigating the Linguistic Landscape in tiaret Province and analyzing the languages present in its territory on both top-down and bottom-up sectors.

➢ Investigating the spread of English and identifying its uses for different purposes, i.e., on shop signs.

III.2. Description of The Surveyed Area

This study is conducted in the town center of Tiaret province which is a major city in central Algeria, it lies south-west of the capital of Algiers in the western region of the Hautes Plaines, in the Tell Atlas, and about 150 km (93 mi) from the Mediterranean coast, with 851,426 inhabitants over an area of 13,480 km². The population density of the Tiaret Wilaya is therefore 63.2 inhabitants per km. the city center has a good combination of urban and commercial use. The different bureaucratic services in the town attract people from 42 different municipalities. These urban amenities range from civic administrations, hospital institutions in addition to the university that attracts students from other provinces. The linguistic state of the town landscape today is a miscellany of languages. Interestingly, English was completely absent from the scenery some fifty years ago. Today, this foreign language has started to gain an important status in shaping the linguistic landscape of the Algerian context. As a result, a linguistic competition can be inferred from the languages put on display in public spaces.

III.3 Research Design Methodology

For the sake of the research field subtlety, an investigation has been conducted during the academic year 2019-20. The participants,123 tiarety people who responded to the questionnaire, in addition to 2 graphic designers and 5shop owners with whom an interview was held.

The procedures of data collection in order to gain a holistic image about the presence of English in the Algerian LL are the following: the major streets of Tiaret were walked, and pictures of any shop name bearing English captions were taken. Furthermore, interviews were held in order to capture the role of languages in marketable businesses, and the attitudes towards the presence of English in Algerian streets, as well as the factors motivating shop owners to label their shops in English. Besides, a questionnaire was held with the tiarety inhabitants.

The aim behind this choice was to investigate the awareness of Algerian people to the importance of t he English language, and their tolerance towards the existence of this foreign language in the Algerian context.

The questionnaire, split up into three distinctive but complimentary sections, has been responded to by 123 Tiaretian people. Including the questions written in both Arabic and English, since not all people are competent in this foreign language. The questionnaire mainly consists of open and close-ended questions for which options are offered. The first section investigates the participants'personal and professional data, including gender, age and educational level. While the second section deals with the informants' language varieties use. Throughout this section, the participants were solicited to answer a set of questions related to the linguistic profile in Algeria, and about their language use in everyday communication. The third one focuses on the English language and its status in the Algerian context and throughout the local Linguistic Landscape.

3.4 Quantitative Method

Quantitative data focuses on the quantity of things, i.e., How many are there? What are the statistical patterns ? It generally takes the form of numbers, and their analysis involves counting or quantifying these to draw conclusions. Larger sets of data will be involved than is the case with qualitative research, and statistically rigorous techniques are used to analyse these. Quantitative data often provide a 'macro' view, in that they involve large samples.

In this research we opted to choose questionnaire and digital photography as quantitative method to count and to analyse the choice that have been selected by the

participants. It also includes a combination of quantitative and qualitative methods in order to endow the scientific validity and credibility of the research through a sequential data gathering starting with quantitative one (a questionnaire and photographs) then qualitative data (interviews).

III.5 Qualitative Method

Qualitative research mainly focuses on the quality of things, what their nature is, what they are like, and how they can be described. It often involves the views or internal worlds of participants, and may include data generated through the use of interviews, focus groups, etc. Qualitative research often gathers data from relatively small samples of people, and can provide a 'micro' view of whatever issues you are examining. The relatively small amount of data does not; however, make the researcher's job easier. Because qualitative data often take the form of words, narratives and descriptions, which are not easy to analyse, thus the researcher must do a lot of intelligent interpretation of these data to identify relevant themes and to make these understandable and credible for the reader. The more interpretation involved in the analysis of the data the greater the need for explanation and justification of the decisions in the methodology section.

In qualitative method, semi-structured interviews were held with some shop owners who use English on their shop signs, and with graphic designers.

A semi-structured interview is a method of research used most often in the social sciences. It allows the participants to bring new ideas during the interview as a result of what the interviewee says.

III.6. Population Sampling

The target population involves Tiareti inhabitants. This is meant to ensure representativeness; a cogent constituent for scientific validity for the study.

For the purpose of this research, Cohen (2000) clarifies that *"a valid sample is very important as it represents the whole population in question."* For that reason, the study includes a sample of approximately 120 tiarety respondents from different genders, ages and educational level, to the questionnaire. In addition to the interview participants who are the shop owners and the graphic designers, a number of 7 participants.

III.7. Data Collection and Analysis

To collect data for this research, a questionnaire which was submitted to the target sample of population (Tiarety people from different genders, age and educational level) and

two interviews (one with shop owners and the other with graphic designers) are designed, the whole sample population includes 123 participants.

III.7. Data Analysis and Interpretation

In this part, we will analyze and interpret the obtained data.

III.7.1. Questionnaire Analysis and Interpretation

Questionnaire Analysis and Interpretation

The questionnaire used in the current research was divided into three different yet complimentary sections.

Section one: Informants' Personal information

This section deals with the personal data of the respondents, viz., age, gender and level.

Age	The rate of recurrence of the informants				Total numbers and percentages.	
	Males	**Percentages**	**Females**	**Percentages**		
19 <	1	0.8%	0	0%	1	0.8%
19-25	35	28.4%	59	47.9%	94	76.4%
26-35	7	5.6%	14	11.3%	21	17.07%
35 >	2	1.6%	5	4.06%	7	5.6%
Total	45	36.6%	78	63.4%	123	100%

Table 3.1 The Distributions of Informants according to Age and Gender.
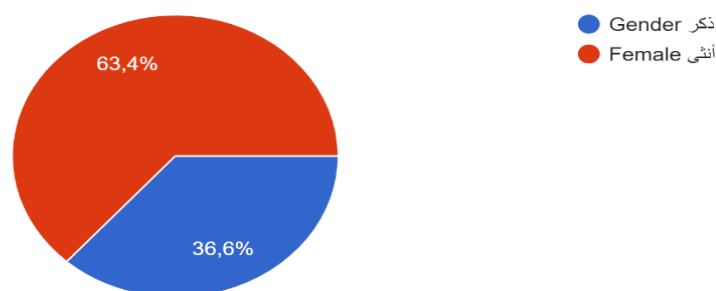
Graph 3.1. Distribution of Participants accordions to Gender

How old are you? كم عمرك
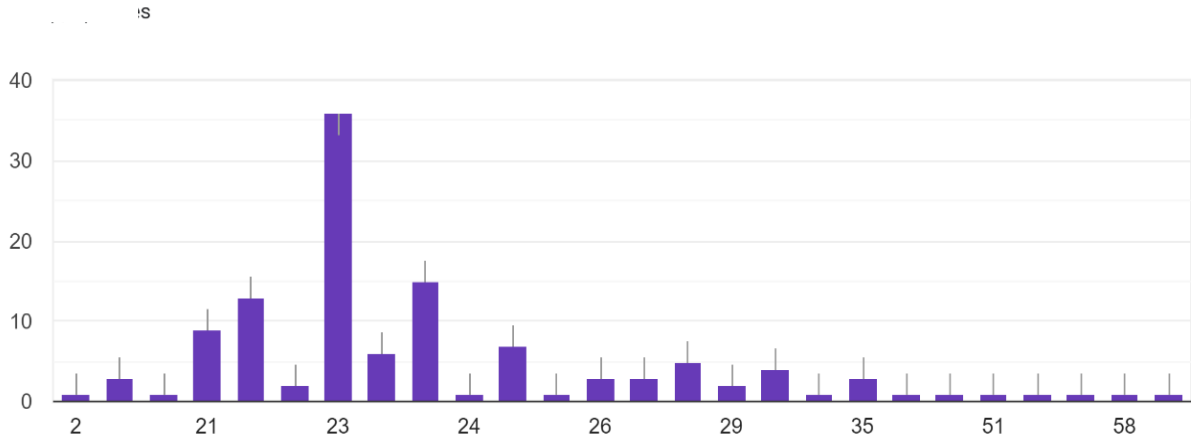
Graph.3.2. Distribution of Participants according Age

The total number of participants reached 123 respondents. Although the questionnaire was posted online, so everyone had the ability to respond and provide us with his point of view, yet we notice the most interested category is the youths aged between 19 and 25 with the highest percentage of 76.42%, later participants aged between 26 and 35 with a percentage of 17.07%, whereas the elders aged more than 35 where 7, and finally only one person aged less than 19.

Concerning the gender of our respondents, we notice that females were more cooperative than males with a percentage of 63.4% (78), while males represent only 36.6% (45) of the total number (123).

المستوى Level

؛
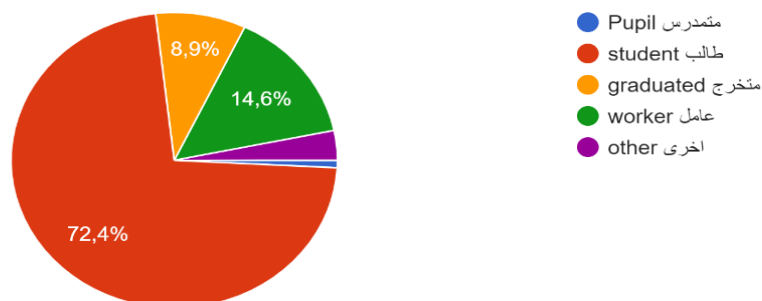
Graph 3.3. Distribution of Participants according to level

University students represent the majority of the respondents with a number of 89(72.4%) and 11 graduated (8.9), and only 1 pupil. While 14.6% are workers, however 3.3% might be jobless or housewives.

Section Two :

This section aims at investigating the sociolinguistic situation in Algeria, in addition to examining the status of English within the Algerian context.

Question-item 1

The results obtained were summarized in the following graph.

اي من اللغات الاتية مستعملة بكثرة من قبل الجزائريين ؟ Which language do you think Algerians use the most?

Graph 3.4.: Respondents' Answers as regards Language Use in Algeria

Concerning languages used more often by Algerians in their daily communication, Algerian Dialectal Arabic is found to be the most used variety used by Algerian according to 101 respondents (82.1%), since it is the mother tongue of most Algerians. The Algerian dialects vary from an area to another, these dialects can be mutually unintelligible sometimes. Followed by French which is referred to as the first foreign language in Algeria, selected by 16.3% of respondents, this selection might be done due to the important status French has in Algeria, due to historical reasons mainly and its status as the second language learned in social settings. Only 0.8% selected Modern Standard Arabic, although it is the first both national and official language in Algeria, however the usage of this last is limited to the Academic setting only, similarly to Berber, which is not widely spread within the Tiarety community as ADA. Whereas none of the respondents think that English is used by the Algeria in their daily communication.

Question-item 2:

Which of the followings foreign languages is being more often used recently by Algerians ? :أي من
اللغات الأجنبية التالية اصبحت مستعملة من قبل الجزائريين في الآونة الأخيرة؟
123 réponses

Graph 3.5. Respondents' answers as regards Foreign Languages use in Algeria

Respondetns were asked about the foreign languages that have been more frequently used in Algeria, English was the most selected language with a percentage of 90%, which shows the awareness of the Algerians to the importance of English and to which extent they are tolerant toward the use of this language. Algeria, as the rest of the globe, developed the use of English to ensure better communication, as well as better access to knowledge

In addition to many other foreign languages that started to gain ground within the Algerian context such as Turkish (9.8%), Spanish (3.3%), German (1.6%) يعث due to cultural influence.

Question-item 3

الإنجليزية؟ اللغة في مستواك تقيم ك sess your level in English?

- ضعيفWeak
- متوسطMedium
- advancedجيد
- very advanced جيد جدا

30,9%   15,4%   10,6%   43,1%

Graph 3.6. Respondents' Level in English

Respondent's level	Weak	Medium	Advanced	Very Advanced
Numbers	13	53	38	19
Percentages	10.6%	43.1%	30.9%	15.4%

Table 3.2. Respondents' Level in English

The data above reveal that only 10.6% of the respondents assess their levels to be weak in English, while 43.1% have a medium level, and 30.9% of the sureveyed population have an advanced level. Whereas 15.4% have a very advanced level. The respondents had different educational levels, yet most of them have had some knowledge in English, which proves the fact that most Algerians are aiming at enhancing their level in English, since they are aware to its importance as an international and global language.

Question-item Four
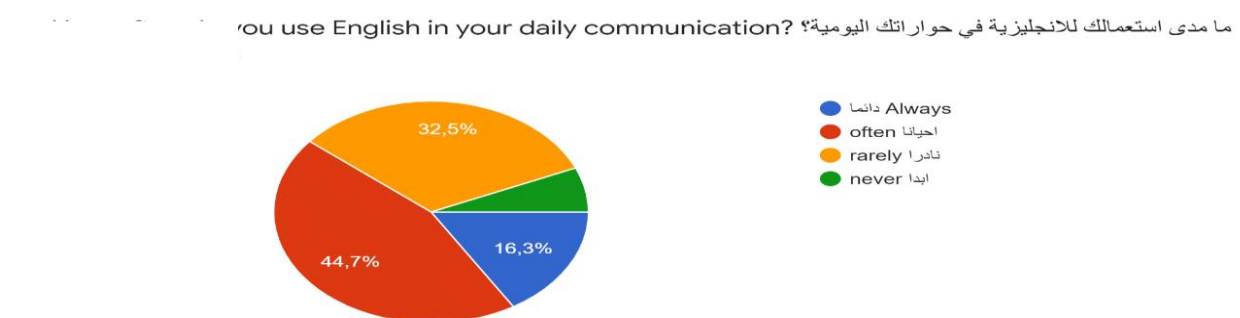
Graph 3.7. Respondents' Answers as regards English Usage Frequency

When asked about their frequency use of English in their everyday conversation, 44.7% of the respondents said often, while 32.5% rarely use it and 16.3% use it always, however 6.5% never use English. This demonstrates the important status English language is gaining within the Algerian society, and in forming the sociolinguistic situation of Algeria since most of the respondents use English in their speech. Surprisingly 16% always use it in their speech, which is a high rate for a Non-Native English-speaking community, the youths are the category who use English the most in their speech.

The English language is neither an official nor a national language, but it has a great role in nowadays Algerian communication and use. Most of the citizens, from different ages, are trying to learn this global language because of its importance in almost all fields of life.

Question-item Five:

In your opinion, what is the most efficient way to learn the English language في رايك ما هي الطريقة المثلى لتعلم اللغة الانجليزية

123 réponses

- افلام Movies
- الاستماع للاغانيListening to English songs الانجليزية
- قراءة كتب انجليزيةReading English books
- التعليم الالكتروني E-learning
- اخرىOther
- التعلم الالكتروني E-learning

20,3%	
8,9%	
22,8%	
10,6%	
36,6%	
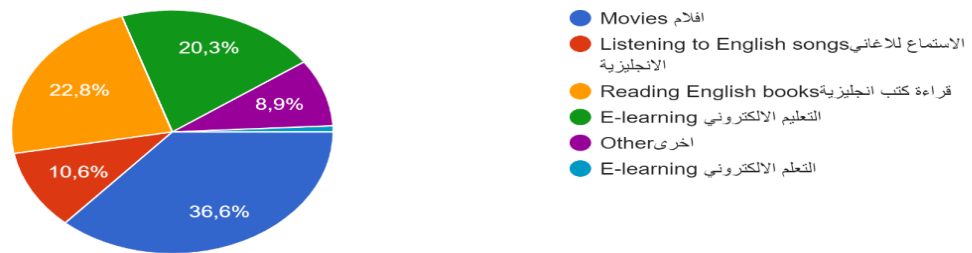
Graph 3.8. Respondents' Answers as regards the Most Efficient Way to Learn English

The statistical data above reveal that 56.9% of the respondents find that E-learning is the most efficient way to learn English, while 22.8% prefer reading to learn. However, 18% go for watching movies and listening to music which are entertaining and educational tools at the same time. For the rest, i.e., 8.9% uses other methods to learn. These answers show that nowadays people learn by themselves, and not depending only on the academic sector as years ago.

Question-item 6

English language has a strong status all around the world due to: تحتل اللغة الانجليزية مكانة قوية عالميا بسبب

120 réponses

- اقتصادEconomy
- العولمة globalization
- التكنولوجيا technology

45%	
10,8%	
44,2%	
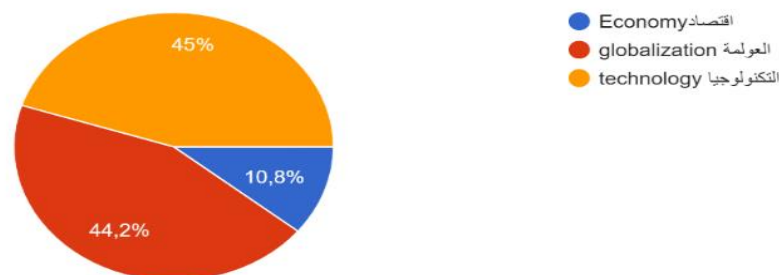
Graph 3.9.: Respondents' Answers as regards the Reasons behind English Strength

Based on the respondents' answers, technology (45%) and globalization (44.2%) are the main reasons behind English language spread and strong status all over the world, while only (10%) relate it to economy. The global spread of the English language makes it the lingua franca of the 21th century. Global interdependence, cultural integration and world organizations paved the way to the English linguistic domination.

Question-item 7

In your opinion, why is the English language being widely used in the Algerian society? لماذا برأيك تستخدم اللغة الإنجليزية بشكل واسع في المجتمع الجزائري؟

- Global\international language لغة العصر
- Keep up with technology مواكبة التكنولوجيا
- Attract attention جذب الانتباه
- Others اخرى

38,3%

11,7%

48,3%

Graph 3.10 : Respondents' Answers as regards the Reasons behind English Use in the Algerian Society

English in Algeria, as in the rest of the globe, is making its way within the local linguistic situation, so 48.3% of the respondents assume that reason behind this usage is due to the fact that English is an international/global language, while 38.3% find that it to keep up with technology, however 11.7% say that it is being used only to attract attention.

English has a great role in nowadays Algerian communication and use. It has a promising status in Algeria. It is considered as the second foreign language. Most of the citizens from different ages, are trying to learn this global language because of its importance in almost all fields of life.

Section Three: Respondents' Reflection on the Billboard and Signs

Question-items 8 (A & B)

Have you ever noticed signs (billboards) written in English on the Algerian streets? هل واجهت لوحات إعلانية مكتوبة باللغة الإنجليزية في الشوارع؟

Do you think that these English written signs are used more by: هل تعتقد أن هذه العلامات المكتوبة باللغة الإنجليزية تستخدم أكثر من قبل

- نعم Yes
- لا No

45,8%

54,2%

- Private sectors/القطاع الخاص
- governmental sectors/القطاع العام

7,5%

92,5%
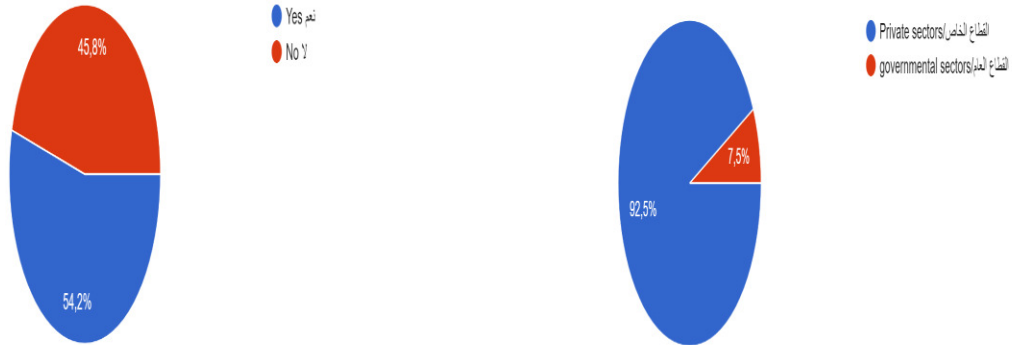
Graph 3.11. Respondents' Reflection upon English Signs used within the Algerian society

Have you ever noticed signs written in English?	Yes		No
Percentages	54.2%		45.8%
Used by:	Private sectors	Governmental sectors	
Percentages	92.5%	7.5%	

Table 3.3. Respondents' Reflection as regards English Signs Use within the Algerian Society

The question-items above were asked to test to what extent people are aware about the languages used in open spaces (signs, billboards...), specifically English which is being employed for different purposes within the Algerian streets, for instance: advertisements, shop signs, billboards, etc. The results reveal that 54% of the participants have notice English-written signs while 46% have not.
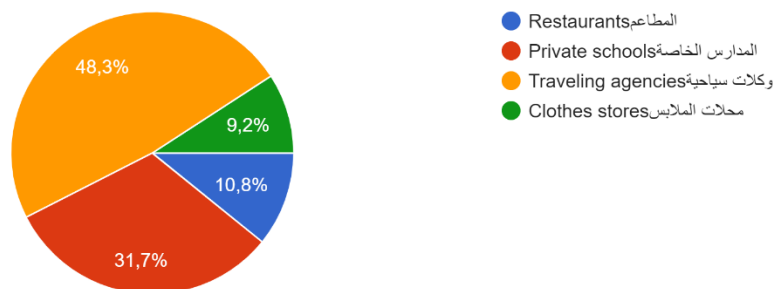
Indeed, English is gaining ground in Algeria at the expense of Berber, Arabic, and French, that's why many businessmen or shop owners decide to label their shops in English like Restaurants, private schools, clothes shops and travel agencies; in order to attract more attention.

Those who have noticed English-written signs were asked about whether these signs are used by private sectors or governmental sectors,92.5% find that they are used by the private sectors, 7.5% see it within the governmental sectors.

Today, English presence is evolving to pervade the Algerian streets, English seems to be really visible despite its status as a second foreign language. Note should be taken that almost all signs are private signs. Mention should also be made that the proportion of the shops labelled in English on private shops differs depending on the field of use.

Question-item 9

With regard to the private sector, in which field is English used the most? في أي فيما يتعلق بالقطاع الخاص، مجال تستخدم اللغة الإنجليزية أكثر؟

● Restaurantsالمطاعم
● Private schoolsالمدارس الخاصة
● Traveling agenciesوكلات سياحية
● Clothes storesمحلات الملابس

48,3%   9,2%   10,8%   31,7%

Graph 3.12.: Respondents' Answers as regards the English Use by the Different Sectors

When asked about the sectors in which English signs are observed the most within the private sector, 48% of the respondents have chosen traveling agencies. Due to the strong relation this sector has with tourism, English is used the most used language since it is a lingua franca of the 21 century, so when traveling, it would be a necessity to use English nowadays. Besides 31.7% of the participants notice English in private schools, which shows the growing interest of people from different ages to learn English because of its importance these days.

Many of the occurrences of English on shop signs are found in the clothing and food sectors (20%), this can be related to economic reasons and globalization.

The first traces of English presence in Algeria manifested after the Second World War in the form of simple entertainment products, such as fashion and clothes, cinema, etc. Today, English presence is evolving to pervade the Algerian streets, it seems to be really visible

despite its status as a second foreign language. Note should be taken that almost all signs are private signs.

Question-item 10

Could you please provide us with examples of billboard/signs written in English? هل يمكنك أن تزودنا بأمثلة عن لوحات إعلانية/لافتات مكتوبة باللغة الإنجليزية

The objective was to examine the Algerians awareness of the visibility of English in open spaces, and to see whether participants notice billboards or signs in English on the streets or no. ndeed, English is gaining ground in Algeria at the expense of Berber, Arabic, and French. As a matter of fact, the LL research represents one facet for the investigation of English expansion in Algeria.that's why many bussnissmen or shop owners decided to label their shops in English like restaurants, private schools, clothes shops and travel agencies in order to attract people's attention.

Here are some examples provided by our sample of population:

Food sector : Fast Food- Celtics- Prince Food and Coffee- Burger Space- Big Mama-

Clothing sector : Originals Only- Profoot- Prime Store- Bride Kingdom-

Advertisements : Oppo Camera Phone,

Billboard indicating cities : e.g. Welcome to Algiers

Schools and markets : Open Mind School- Family Shop

Wall arts : WHERE YOU LIVE IS YOUR FUTURE, KEEP IT NICE.

JUST DO IT. / YES YOU CAN. / STAY AT HOME.

However, few respondents only said that they haven't noticed any.

Question-item 11

In the long run, why may English be more beneficial than French in Algeria?

Reason why English is gaining ground at the expense of French in Algeria	Numbers	Percentages

A gate that leads Algeria to integrate global economy access to crucial knowledge, skills	64	54.7%
A necessity to keep up with information-driven society	38	32.5%
A gateway to get rid of colonial dependency	21	12.8%

Table 3.4. Respondents' answers as regrads the reason why English is gaining ground at the expense of French in Algeria

Concerning the reason why English is gaining ground at the expense of French in Algeria, 54.7% (n=64) of the participants consider English as a gate that leads/enables Algeria to integrate global economy, access to crucial knowledge and skills. For 32 persons, i.e., 32.5%, believe that it is a necessity to keep up with information-driven society, whereas 12.8% (n=21) said that it is a gateway to get rid of colonial dependency.

Question-item 12

List some English words that are frequently used in Algerian society, at least three examples, please. أذكر بعض الكلمات الإنجليزية التي يكثر استخدامها في المجتمع الجزائري، على الأقل ثلاثة أمثلة، من فضلك

This question was asked to examine Algerian's knowledge and the baggage they have as regards this foreign international language, and 100% of the respondents from different ages and level of knowledge in English were able to provide us with examples and could easily exceed the number of examples required.

The respondents were very innovative and variant in the examples they provided:

Widely used words : welcome -sorry -yes- no…

Expressions : what's up -how are you -are you ok -see you- I miss you-- I love you- come on --thank you- no way -not bad…

English slangs (abbreviations/ acronyms): bro-ok -sup -omg -ok -lol-yep…

Nouns : love -camera -phone- peace…

Verbs : come- go- eat-cook-dance-listen…

Adjectives : good- beautiful- cute-nice- cool-colours (red-black-white…) …

Greeting : hi- hello-good morning- good night -bye…

Question-item 13

In the next question, participants were asked about their opinion of adopting English as a first foreign language instead of French 95% of the participants were FOR, however 5% only were against.

Respondents' answers were very positive and supportive to the idea of the adaptation of English as a first foreign language instead of French for different reasons, and here are some comments provided by them:

1. It is important since it is the language of the world and you need it in all domains.

2. Its gonna be a great step or change for algeria while english language is the universal language and its easy to learn and to use

3. i think that adopting english as a first foreign language is very helpfull caus it's an easy language to learn and it's the language that most of the world use it specialy in traveling and studying , countries which use english as a first foreign language are develloped or in path of evolution , we have to use english in our society to gateway to get rid of colonial dependency

4. For me, i think we should adopt English as a second * foreign language after Arabic language (اللغة الفصحى), because it International language , it is already an "official" language in 35 countries where is it not the primary language . So adopting it is necessary for the sake of the ability to communicate and coexist with the world.

5. It's a good way to get rid of French dependence. Therefore, it's new way to adapt the globalization.and for me as i love english i wish it to be used in schools rather than french.

6. WE must learning english because it integrate Algéria to the global economy, access to crucial knowledge, skills

7. It is a great step to change and to develop our country because nowadays English is the language of science and technology and economy.

8. It would be the best choice in order the get the country to the next level and to support tourism

9. Its gonna be a great step or change for algeria while english language is the universal language and its easy to learn and to use

10. ضرورية من اجل البحث العلمي (It is necessary for scientific research)

   انا مع إعتماد الإنجليزية خاصة و ان الجيل الجديد يبدو أنه متجه نحو الإنجليزية اكثر منه الفرنسية التي فرضت بسبب الإستعمار(I am for adopting English, certainly that the recent generations seem mor interested in English than in French which was Imposed by colonialism).

11. رهان استراتيجي (A strategic bet)

What is noticed about the answers provided by those who are against this decision is that ALL of them wrote their answers in French, which can be related to the French dominance and its strong effectiveness within the Algerian context:

1. Against on peut pas

2. chui contre impossible

3. I'll answer in French, je suis contre car je suis francophone

4. Je crois que ça va prendre beaucoup de temps (environs de deux générations) meme si je suis contre.

Respondents' attitude towards the adoption of English instead of French within the Algerian context were very supportive and they supported their view points with different arguments, which can be devided into three main categories. Some find this decision important for the sake of getting rid of French colonialism, which still exists till nowadays and it appears through the Algerians'use of French in their daily speech. Others argue that English is very important in higher education certainly in the process of scientific research. However, the rest support the presence of English due to its importance throughout the world as an international and global language, so this choice would be helpful in the process of developing the country.

III.7.2. Interview Analyses and Interpretations

Interviews were conducted with five shopkeeprs and two graphic designers.

III.7.2.1. Shopkeepers Interview Analysis and Interpretation

With no regard to gender and age differences, 4 shop keepers and an owner of a private school were interviewed about the reasons behind labelling their shops in English. All the respondents live and run their business in the province of Tiaret.

The location of the shop

All the shops are located in Tiaret province.

Question-item 1: The Service offered /Level in English

Shop keeper	The service offered	Level in English
1	Private school	Advanced
2	Donuts shop	Medium
3	Donuts Market	Medium
4	Fast Food	Medium
5	Clothes Shop	Weak

Table 3.5. The Service Offered by the Shop /level in English

The three respondents claim that they have a medium level of the language saying that they can understand few words in English but cannot speak. The one who has an advanced level said that he can speak English fluently, that's why he decided to open a private school in order to give the chance to the people to improuve their skills in languages, especially English. Indeed, the interviews with the shop owners reveal that English seems to be valued by the majority of Algerian non-English speakers. The last one admitted that he has a very poor mastery of English, and regrets not having learnt English at a young age.

Question-item 2: What is the meaning of the shop name/label?

The Answers to this question vary from personal to marketing-related purposes.

Question-item 3: Why did you label your shop name in English?

Two of the shop owners agree on the international status English possesses, saying: "in order to attract people, we need to use the English language.'' The other shop keepers decided to simply name his shop with the brand label of the company with whom they deal like Mini donuts. The last one said that English is a prestigious language as it gives a chic sounding to their shops.

Question-item 4: Who do you think can read your sign?

The answers differ from one shop owner to another.

Two of them affirmed that they used the signs that people hear very often even if they do not speak nor understand English like 'Donuts' and 'Sport', which means that the targeted audience can have biased judgements about the language a vendor chooses to use to advertise his or her goods and services. Most shop managers affirm that their signs can be understood by almost all of their clients. The others said that they want to attract students since the majority of them master English.

Question-item 5: Do you think that an English shop name attracts more customers?

The interviewees confirmed that labelling a shop in English plays a major role in attracting more clients. All of them argue that next to an English shop name, reputation, quality of the service, hygiene, etc… are complementary conditions that affect the customer's appeal.

For instance, through the drawing of a donut, the shop sign can be recognized, thus read easily by everyone. That is to say, the presumed reader's condition can be affected by other factors; such is the case of this sign and the picture. The common knowledge and experiences that people have through watching this sign allows for more than just reading the sign but also recognize it.

Question-item 6: A) Do you receive any comments of the use of English for your shop ?

All of them said yes

B) What are they?

(This question was asked to all of them since they answered with "yes")

The interviewees' answers were similar. They said that their clients are better informed about the quality of their products and services through their shop signs. Hence, the shop name indicates that their business meets the international etiquette.

Question-item 7: Do you think that English should be more used on signs in Algeria?

Their answers reveal that all of them prefer to see more English in the streets because it is a global language. For them, Tiaret is expected to reach a commercial zone and why not a tourist destination.

3.7.2.2. Graphic Designers Interview Analysis and Interpretation

The process of creating signs starts at the graphic design store. Graphic designers are fundamental actors responsible for designing graphics used in advertising and signage. Two graphic designers in Tiaret town center are interviewed about their clients' language preferences and demands. Their answers are used for the sake of supplementing the already generated results from the interviews with the shopkeepers.

Question-item 1: What languages are your customers the most interested in?

One graphic designer affirmed *"there is no fixed answer to this question."* Most of advertisement signage uses up to three languages. In his opinion Arabic, French, and Eglish are used equally. The other one claims that French and Arabic hold a position of dominance around the area. When he was asked about English, he confirmed that he had also designed signs in English but in fewer occasions.

Question-item 2: What do you consider to be the most predominant language of advertising and signage in the area of Tiaret?

The two designers asserted that English is now holding a new spot. They confirm that people tend to use more English, especially when it comes to private businesses; French and Arabic are not in demand compared to how they used to be in the past. In their words, there is no single predominant language, but there are three which co-exist simultaneously instead.

Question-item 3: In which language was your most successful design, in your opinion?

The first graphic designer claimed that the one in Arabic, since it is the mother tongue of Algerian, while the other one assumed that the one written in foreign languages, i.e., French or English since they attract more attention.

Question-item 4: When was the last time you designed a sign in English?

Both of the interviewees affirmed that they receive demands on English signs all the time, and they confirmed the fact that the command on English signs is increasing recently. This is simply for the reason that people nowadays are aware of the English language importance. In

fact, it has become an international language that its spreading reached all the different sectors.

Question-item 5: Do you think that labelling a shop in English will attract more customers?

Both of them agreed that English signs would be more attractive, especially for the new generations since they are more interested in English and use it more often.

The interviews conducted have supported the data gained from the questionnaire analysis, revealing the importance English language is gaining in Algeria, and within its citizens due to its international and global status. Out of the world's approximately 7.5 billion inhabitants, 1.5 billion speak English — that's 20% of the Earth's population. However, most of those people aren't native English speakers. About 360 million people speak English as their first language. In addition to being widely spoken, English is by far the most commonly studied foreign language in the world, followed by French at a distant second.

III.7.3. Photography Analyses and Interpretations

In Algeria, generally, and Tiaret, particularly, English has started to gain ground in addition to the other varieties (Arabic, Berber and French), this existence can be captured in the linguistic landscape of the country, since English is noticed on signs, billboards, advertisements, etc. However, the high frequency of English display is seen in some sectors and not in others. Indeed, English in Algeria is increasing in value regardless of the actual number of its speakers.

III.7.3.1. Insightful Perusal of the Top-down Signs

Signs placed by government agencies in English are uncommon compared to private signs. As mentioned in chapter I, in theory, Standard Arabic and Berber are the two official languages of the country but in practice Arabic and French are the two main languages used mostly by the government, education and media. For that reason, government signs in most cases include a limited number of languages. In Algeria, the signs incorporate texts in either Arabic, or French, and sometimes Berber; often these same signs constitute translations of each.

III.7.3.2. Insightful Perusal of the Bottom-up Signs

From the results obtained, the language of private signs is more diversified than the language of government signs. It can be, thus, safely affirmed that the Algerian government does not impose restrictions for language choice on private signs. Shopkeepers seem to use

creative forms when it comes to the naming of their stores. These kinds of innovations are of direct relation to being exposed to the English and French cultures.

Many of the occurrences of English on shop signs are found in the clothing and food sectors. Indeed, the owners of the English labelled signs wanted to manifest unpronounced intentions through their sign. Although English is not the language of these shopkeepers, its use symbolizes linguistic openness, tolerance, and an in-vogue appearance. In this study, English appears as a means showing the sign owner's peculiarity and uniqueness.

III.7.4. Reasons behind English Spread in Algeria

There has been found that there are different factors that may influence directly or indirectly the selection of English to advertise certain goods and services. These factors range from personal to business-related intents. Most of the English signs found in the streets in this current study belonged either to international chains, or to small independent businesses.

III.7.4.1. Signs Belonging to Global Chains and Brands

There is a respected number of signs found in the streets of Tiaret belonging to global brands groups; for instance, LG (Life's Good), Kia Motors, samsung, Flormar, Adidas, etc. Nevertheless, it is important to note that there are other signs which belong to global brand groups but which are not part of them. For instance, KFC Food, Ralph Lauren, Gucci, D&G, Zara men, etc. These names are all inspired form known brand labels.

III.7.4.2. Foreign Investments

One of the basic factors that lead to the expansion of English use in Algeria happens to be the different foreign investments in the country. Globalization has permitted for different companies and organizations to establish corporations and networks in several countries; Algeria Gulf Bank for instance.

III.7.4.3. Small Private Businesses

For most shop owners, this new tendency to name their shops in English seems to have the potential to attract more customers, and give a peculiarity to their commerce. Others relate their use of the English language to the factors of globalization and the international status

that English has gained. However, some argue that English is more prestigious, beautiful and fluent than the local languages as it connects more to the youth.

Conclusion

This foregoing chapter was devoted to the practical part of the investigation. It mentioned the issue under study, then presenting the research tools used in collecting data. The last part is dedicated to the analysis and interpretation of the generated outcomes.

General Conclusion

General Conclusion

Along with modernization, the English language has managed to transcend the geographical boundaries around the globe all the way to reach Algeria. It has been proven that the majority of English occurrences are of direct relation to the position and power that English-speaking nations have gained over the years, thus, yielding an impression that English is a prestigious language. Over the years, Globalization has heavily affected the Algerian policy, economy, and today, it is affecting its languages and culture. Indeed, English is gaining ground in Algeria at the expense of Berber, Arabic, and French. As a matter of fact, LL research represents one facet for the investigation of English expansion in Algeria. Indeed, through the results, it is confirmed that English is perceived as being trendier, more prestigious and tuned with the latest innovations, which makes us assume that its presence will be growing in size in the near future.

The study has consisted in an investigation about the presence and visibility of English use in Algerian public streets. The research took place in the main shopping areas, which have a good combination of commercial and residential use, in the inner city of Tiaret. The work has also attempted to determine the role of English signs in the construction of a new LL. It has focused mainly the reasons behind the infiltration of English into a non-English speaking society, namely, Algeria.

This dissertation laid three major objectives. The first objective was to account for the frequency of English signs in the city of Tiaret. The second objective was to detect the reasons behind the infiltration of the English language, as well as examining the awareness of Algerians about its visibility in open spaces. The third and last objective was to discover the major factors motivating shop owners to label their shop names in English.

The first chapter explores the Linguistic situation in Algeria since independence and its current linguistic situation. The second chapter tackles the Linguistic Landscape, and globalization and its impact on language and the spread of English, whereas the last chapter includes the practical part of the study i.e. the analysis of the results of the questionnaire and the interviews conducted.

General Conclusion

In order to gain a holistic image about the presence of English in the Algerian LL, the major streets of TIARET were walked, and pictures of any shop name bearing English captions were taken. Furthermore, interviews were held in order to capture the role of languages in marketable businesses, and the attitudes towards the presence of English in Algerian streets, as well as the factors motivating shop owners to label their shops in English. Questionnaires were published online 'Facebook' in different popular pages of tiaret including groups of Ibn Khaldoun University. It is a deep analysis from different individual's perspectives about the linguistic landscape and its impact on the spread of the English language.

Today, English presence is evolving to pervade the Algerian streets. Relying on the data analysis, English seems to be really visible despite its status as a second foreign language. Note should be taken that almost all signs are private signs and only few English sign is issued by a government agency. Mention should also be made that the proportion of the shops labelled in English on private shops differs depending on the field of use. Many of the occurrences of English on shop signs are found in the clothing and food sectors.

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Appendices

Appendix 1

Questionnaire

Investigating the Dissemination of English Language in Algeria and its impact on the linguistic landscape; case study: Tiaret Speech Community.

We would like to ask you to help us by answering the following questions concerning the Investigation of the Dissemination of English Language in Algeria, and its impact on the linguistic landscape. This research is conducted by Second Year linguistic Master students of Ibn Khaldoun University. Confidentiality and anonymity of the participants are honored. Thank you very much for your help.

استبيان

استبيان انتشار اللغة الانجليزية في الجزائر وتاثيرها على المشهد اللغوي (كل ما له علاقة بالاعلانات,اللوحات والاشهارات)

نود ان نطلب منكم مساعدتنا من خلال الاجابة على هذه الاسئلة التي تتعلق انتشار اللغة الانجليزيةفي الجزائر (مدينة تيارت بالضبط)وتأثيرها على المشهد اللغوي (كل ما له علاقة بالاعلانات.اللوحاتوالاشهارات). هذا البحث قام بإعداده طلبة سنة ثانية ماستر لغة انجليزية بجامعة ابن خلدون .نحن مهتمون برايك الشخصي لان هذا الاسلوب يضمن نجاح التحقيق.هذا الاستبيان يضمن سرية المشاركين وعدم الافصاح عن هوياتهم

شكرا جزيلا على مشاركتكم

Section One: Personal data   القسم الأول: البيانات الشخصية

Q1: Gender   س 1: الجنس

Male ☐ ذكر   Female ☐ انثى

Q2: How old are you? _____   س 2: كم عمرك؟

Q3: Level   س 3: المستوى

Pupil (ة) متمدرس ☐   student (ة)طالب ☐   graduated(ة)متخرج ☐   worker(ة)☐
other اخرى : _____

Section Two: Inquiring about the languages used in Algeria

القسم الثاني: الاستفسار عن اللغات المستعملة في المجتمع الجزائري

Q: Which language do you think Algerians use the most?

س : اي من اللغات الاتية مستعملة بكثرة من قبل الجزائريين ؟

Algerian Dialectal Arabic (ADA) الدارجة ☐   Modern Standard Arabic (MSA)حى☐

Tamazight الامازيغية ☐   French الفرنسية ☐   English الانجليزية ☐

Q2: Which of the followings foreign languages is being more often used recently by Algerians?   س:أي من اللغات الأجنبية التالية اصبحت مستعملة من قبل الجزائريين في الآونة الأخيرة؟

الالمانية German ☐   الاسبانيةSpanish ☐   التركية Turkish ☐   الانجليزيةEnglish ☐

Others: _____   اخرى

Q3: How do you assess your level in English?   س: كيف تقيم مستواك في اللغة الإنجليزية؟

جيد جدا very advanced ☐   جيد advanced ☐   متوسط Medium ☐   ضعيفWeak ☐

Q4: How often do you use English in your daily communication?

ما مدى استعمالك للانجليزية في حواراتك اليومية؟

دائما Always ☐   احيانا often ☐   نادرا rarely ☐   ابدا never ☐

Q5: In your opinion, what is the most efficient way to learn the English language?

س: في رايك ما هي الطريقة المثلى لتعلم اللغة الانجليزية ؟

افلام Movies ☐   الاستماع للاغاني الانجليزية Listening to English songs ☐

Reading English books قراءة كتب انجليزية ☐   التعلم الالكتروني E-learning ☐

Others (mention please) اخرى اذكرها من فضلك: _____

Q6: English language has a strong status all around the world due to: _____

س: تحتل اللغة الانجليزية مكانة قوية عالميا بسبب

Economy اقتصاد ☐   globalization العولمة ☐   technology التكنولوجيا ☐

Q7: In your opinion, why is the English language being widely used in the Algerian society?

س: برأيك لماذا تستخدم اللغة الإنجليزية بشكل واسع في المجتمع الجزائري؟

Global\international language لغة العصر ☐   Keep up with technology بة التكنولوجيا ☐

Attract attention جذب الانتباه ☐

Others اخرى: _____

Section Three   القسم الثالث

Q1: Have you ever noticed signs (billboards) written in English on the Algerian streets?

س : هل واجهت لوحات إعلانية مكتوبة باللغة الإنجليزية في الشوارع؟

Yes نعم ☐   **No** لا ☐

Q2: Do you think that these English written signs are used more by:

س 12: هل تعتقد أن هذه العلامات المكتوبة باللغة الإنجليزية تستخدم أكثر من قبل:

☐ القطاع الخاص/Private sectors   ☐ governmental sectors/ القطاع العام

Q3: With regard to the private sector, in which field is English used the most?

س: فيما يتعلق بالقطاع الخاص، في أي مجال تستخدم اللغة الإنجليزية أكثر؟

☐ Restaurants المطاعم   ☐ Private schools المدارس الخاصة

☐ Traveling agencies وكلات سياحية   ☐ Clothes storesمحلات الملابس

Others اخرئ : _____

Q4: Could you please provide us with examples of billboard/signs written in English?

س: هل يمكنك أن تزودنا بأمثلة عن لوحات إعلانية/لافتات مكتوبة باللغة الإنجليزية؟

_____

_____

Q5: In the long run, English may be more beneficial than French in Algeria because it is

_____

س 5: على المدى الطويل، قد تكون الإنجليزية أكثر فائدة من الفرنسية في الجزائر لأنها

A gate that leads Algeria to integrate global economy, access to crucial knowledge, skills   ☐
بوابة تقود الجزائر إلى الاندماج في الاقتصاد العالمي ، والوصول إلى المعرفة والمهارات الحاسمة ، إلخ

A necessity to keep up with information-driven society   ☐
ضرورة مواكبة المجتمع القائم على المعلومات

A gateway to get rid of colonial dependency   ☐
التخلص من التباعية الاستعمارية

Q6: List some English words that are frequently used in Algerian society, at least three examples, please.

س 16: أذكر بعض الكلمات الإنجليزية التي يكثر استخدامها في المجتمع الجزائري، على الأقل ثلاثة أمثلة، من فضلك

Appendices

_____

_____

_____

القسم الرابع معلومات شخصية   **Section Four: Personal Oppinions**

Q1: What do you think of adopting English as a first foreign language?

س: ما رأيك في إعتماد اللغة الإنجليزية كلغة أجنبية أولى؟

_____

_____

_____

Appendix 2

Interview questions

Shop keepers' sample interview questions

The questions we are about to ask will be purely used for a scientific research. First and foremost, you need to know that we do not have any ties with any commercial or governmental organization of any sort. The purpose of the study is to determine how and why English is gaining ground in Algeria. We will be taking pictures of your shop name, and we would like to ask for some clarification questions mainly concerned with the language choice of your shop/ building sign. There is no intended risk or discomfort to you, and the recordings are strictly confidential.

We really appreciate your participation.

Q1- The Location of the Shop:

Q2- The name of the Shop:

Q3- the Service offered/ items sold:

Q4- What is your level in English?

Q5- What does your shop name mean?

Q6- Why did you label your shop name in English?

Q7- Who do you want to read your sign? Who do you think can read your sign?

Q8- Do you think that labelling your shop in English attracts more customers?

Q9- Do you receive any comments about the use of English for your shop?

Q10- Would you have labelled your shop in English if it were located in a rural area? Why?

are purely intended for a scientific research as we have no ties with any sort of commercial or governmental organizations. The questions will not take much time.

We really appreciate your collaboration.

Appendix 3

Pictures

Top –Down Category

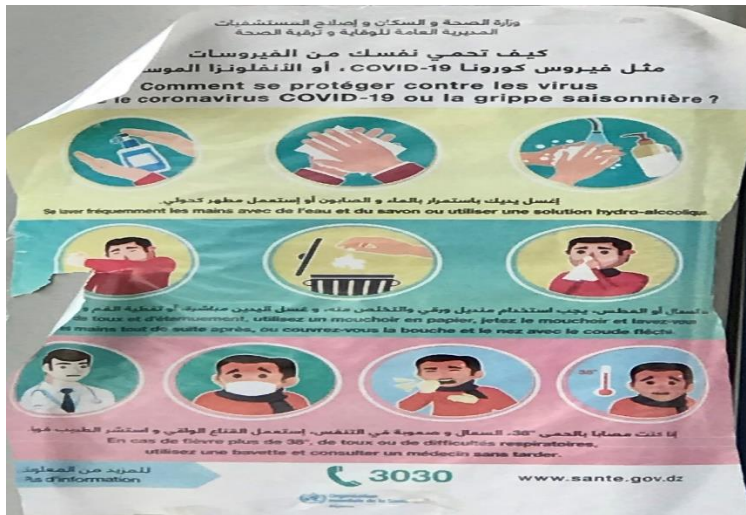**Monolingual governmental signs (MSA)**

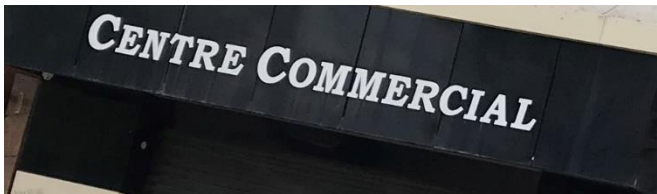Monolingual sign (French)

Bilingual governmental sign (MSA/Berber)

Appendices

Bilingual signs (MSA/French)

2.4.6.1.2 Bottom-up Category

Monolingual signs (French)

Bilingual sign (MSA/French)

Bilingual Sign (Chinese/ English)

Appendices

English Signs Examples (Tiaret Province)

Clothes shop signs

Food Shop Signs

Appendices

private Schools Signs

Travel agency sign

Advertisement Sign

Appendices

Résumé

Le recherche présente étudie l'extension de l'usage de l'anglais en Algérie en analysant la diffusion de la langue anglaise et son impact dans la formation du paysage linguistique de l'Algérie (Province deTiaret), influençant ainsi la situation linguistique en Algérie. Ce travail de recherche tente de déterminer les caractéristiques qui affectent les Algériens à utiliser l'anglais dans leur communication quotidienne et dans les domaines des affaires ; en conséquence, affectant directement et indirectement les langues qui existent en Algérie et les pratiques et attitudes linguistiques au sein de la société. Les facteurs de motivation pour l'affichage de l'anglais sont traités à l'aide de la théorie de Spolsky sur le choix de la langue. À cette fin, des outils à la fois qualitatifs et quantitatifs ont été utilisés, c'est-à-dire qu'un questionnaire a été mis en ligne pour tous les citoyens de Tiaret, et sur tous les groupes Facebook de l'Université Ibn Khaldoun, toutes les enseignes de magasins et de bâtiments étiquetées en anglais ont été photographiées. Les photos ont été complétées par une interview menée avec certains commerçants qui utilisent l'anglais sur leurs enseignes afin de mieux comprendre les véritables raisons de l'utilisation de l'anglais dans les chants. Malgré le petit nombre de ses locuteurs, les habitants de Tiaret font preuve d'une grande tolérance et acceptation envers l'anglais. Les résultats révèlent que la majorité des signes étiquetés en anglais sont de nature subjective et que la diffusion de l'anglais en Algérie est une ramification de la mondialisation. La fin est prévue pour ouvrir d'autres recherches et conversations associées au domaine.

Mots clés: situation linguistique, paysage linguistique, choix de la langue, langue anglaise, signes étiquetés en anglais.

ملخص

يهدف هذا البحث الى دراسة استخدام اللغة الإنجليزية في الجزائر من خلال تحليل انتشار اللغة الإنجليزية وأثرها في تشكيل المشهد اللغوي للجزائر (ولاية تيارت) ، وبالتالي التأثير على الوضع اللغوي في الجزائر. يحاول هذا العمل البحثي تحديد الميزات التي تؤثر على الجزائريين لاستخدام اللغة الإنجليزية في اتصالاتهم اليومية وفي مجالات الأعمال ؛ نتيجة لذلك ، تؤثر بشكل مباشر وغير مباشر على اللغات والممارسات اللغوية الجزائرية واتجاهات المجتمع. تتم معالجة العوامل المحفزة لعرض اللغة الإنجليزية لاختيار اللغة. لهذا الغرض ، تم استخدام الأدوات النوعية والكمية ، أي تم نشر استبيان باستخدام نظرية على الإنترنت لجميع مواطني تياريتي ، وفي جميع مجموعات جامعة ابن خلدون ، تم تصوير جميع لافتات المحلات والمباني المكتوبة باللغة الإنجليزية. تم استكمال الصور بمقابلة أجريت مع بعض أصحاب المتاجر الذين يستخدمون اللغة الإنجليزية على لافتات المحلات الخاصة بهم للحصول على فهم متعمق للأسباب الحقيقية وراء استخدام اللغة الإنجليزية في الغناء. على الرغم من قلة عدد المتحدثين بها ، فإن سكان تيارت يظهرون تسامحًا وقبولًا كبيرًا تجاه اللغة الإنجليزية. تكشف النتائج أن غالبية العلامات المكتوبة باللغة الإنجليزية ذات طبيعة ذاتية وأن انتشار اللغة الإنجليزية في الجزائر هو فرع من فروع العولمة. تم التخطيط للنهاية لفتح مزيد من البحث والمحادثات المرتبطة بالمجال.

الكلمات المفتاحية: الوضع اللغوي ، المشهد اللغوي ، اختيار اللغة ، اللغة الإنجليزية ، العلامات المكتوبة باللغة الإنجليزية.