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**Deconstructing the English Linguistic Practices in EL HAKAK's
Slogans; Bi/Multi-lingual Requisite or Plurilinguals Proficiency:
Tiaret Speech Community as a Case Study Critical Discourse Analysis**

A dissertation submitted to the department of foreign languages in partial fulfilment of the requirements
for the master's degree in linguistics

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“We are entering a phase of global English which is less glamorous, less news-worthy, and further from the leading edge of exciting ideas. It is the ‘implementation stage’, which will shape future identities, economies, and cultures. The way this stage is managed could determine the futures of several generations.”

(David Graddol)

Dedication

In the Name of Allah, the Most Gracious and the Most Merciful
All the Praise is due to ALLAH alone the Sustainer of all the worlds.

To:

Every member of the family MEDJAHED;

My beloved parents for their encouragement and support during my life. My lovely
sister and dearest brothers;

My nephew Ashraf

A specific teacher “Ali BERRABAH”;

My friends with whom I spent the best moments “Mohamed KOUIDER” And “Amina
ABDELWAHEB”;

All my classmates;

All those who love me, believed in me and prayed for my success;

I dedicate this humble work.

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List of Abbreviations and Coding Conventions Used in the Dissertation

ADA : Algerian Dialectal Arabic

Ber: Berber

CA: Classical Arabic

CM: Code Mixing

CNR: The National Commission for the Reform of Education System

CS: Code Switching

DA: Dialectal Arabic

ELT: English Language Teaching

Eng: English

ESP: English for Specific Purposes

Fr: French

H: High Variety

L: Low Variety

L1: Mother Language

L 2: Second Language

MSA: Modern Standard Arabic

SC: Speech Community

TSC: Tiaret Speech Community

CDA: Critical Discourse Analysis

Abstract

The ultimate objective behind the current research is an attempt to deconstruct and decode the implicit messages behind the English linguistic practices used in Algerian Al-Hirak's slogans. This work seeks to find the factors and the reasons that push these protesters to use such slogans in English besides to French and Arabic. Moreover, it investigates whether this phenomenon reflects a Bi/Multi-lingual requisite or plurilinguals proficiency. It also aims at examining how Al-Hirak movement reflects people attitudes towards English as lingua franca and the impact of globalisation. Furthermore, it examines the sociolinguistic situation in Algeria, which is a heterogeneous society. In order to conduct this study, a mixed method is adopted, viz., qualitative and quantitative investigation tools. In fact, owing to the imposed sanitary measures, the questionnaire, encompassing 19 questions was put online. Besides, a structured interview was disseminated via social media. The gleaned data consist of fifty-four (54) questionnaires and five (5) interviews. It is worth highlighting that the interviewees are specialised in psycholinguistics and sociology working at Ibn Khaldoun University. The findings reveal that those who use English written slogans, mottos, banners, etc. in Al-Hirak movement are plurilinguals rather than bilingual individuals regarding to the status of foreign languages in the Algerian sociolinguistic sphere (French and English are neither national nor official). Moreover, the motives behind the English linguistic practices might be due to personal, political and, especially, the hegemony of the English language in all spheres of life within the impact of Globalization. In so doing, the Hirakists want their protests to reach maximum number of people around the world. It is quite significant to say that mass media played a fulcrum role in bringing to a large number of world people notice of the Algerian protests.

Key words: Al-Hirak movement, Bilingualism, Multilingualism, Plurilingualism, Slogans, Tiaret Speech community

General Introduction

General Introduction

On February, 22nd.2019, the emergence of the Algerian manifestations; known as Al-Hirak. What is noticed is that many youth were holding some signposts and slogans written in English .This attracted our motivation and made us ask the following questions why Algerians result to English instead of French and Arabic. This study sets the floor to future researches. It is an original theme in the region of Tiaret Speech Community. Other researcher could conduct other researches on the bases of this modest study but from different perspective and other variables where more gaps can be perceived to be the starting point of new research problem or interesting area that deserve to be scrutinized empirically . For instance; one may conduct it from gender perspective; other one can do it from pragmatics perspective, etc.On February 22nd, 2019 Algerian people took the streets.

What was particularly observed about these particular protests; was the fact that Algerian from all levels of society from civil society all the way to ordinary Algerians on the streets, who basically were fed up with the president Boutaflika and his government who had been in power for more than twenty years and wanted to see a genuine reforms, they wanted to see a government that was from the people for the people. Demonstrations in Algeria started peacefully, many people carried signs with slogans. Through them Algerians expressed their despair and disillusionment towards the corrupt regime and limited opportunities for the youth. They took the streets demanding change. What was particularly noticeable and our study will investigate is that of the slogans which were written in English. Throughout this study our main concern is about the sociolinguistic situation of Algeria speech community and the English practices, furthermore to see whether those people who carried such slogans written in English are reflecting a BI/multilingual society or it is just plurilinguals proficiency.

Research questions

To discover what is the intended meaning behind such English practices.in this regard three-research questions are raised:

General Introduction

- How can the sociolinguistic profile of Algeria be characterised? I.e. is there a bilingual, multilingual or diglossic situation in Algeria?
- To what extent do these slogans in such manifestations reflect people's speech acts in Tiaret speech community in a particular and Algeria's speech community as a whole.
- What are the reasons behind such linguistic practices?

Trying to find reliable answers to the aforementioned questions, the following hypotheses are put forward:

Research Hypotheses

- It is assumed that there is a misconception concerning the distinction between multilingualism and plurilingualism by sociolinguistics in Algeria.
- It is hypothesised that those who use English are plurilingual rather than bilingual individuals regarding to the status of foreign language in the Algerian sociolinguistic sphere.
- The impact of globalisation on speech communities to use English via social media as an example.
- English has a prestigious impact on both Tiaret SC in particular and Algeria SC as a whole.
- SC in Algeria is eager to master English

Research Aims

Like any other researches, our present work aims at analysing the issue of the English practices in Al-Hirak's slogans within Tiaret speech community at Ibn Khaldoun University on the basis of the following objectives:

- To put some clarifications different concepts related to the topic under investigation and identify the sociolinguistic sphere .
- To explore peoples 'intention behind using English beside to Arabic and French
- To identify the direct and even the indirect reasons and aims behind using English in Al-Hirak movement.

Motivations

As far as we know it is an original topic which has never been tackled before, it deals with the Algerian reality of Al-Hirak protestors beside it is a topic in the field of linguistics studying the diversity of languages in the Algerian society during a specific period of time and particular circumstances (Al-Hirak movement).

The structure of Study

Like most other academic researches, this research displays an outline divided into three chapters. The first chapter has been devoted to the Literature review and the key related concepts to the topic, it has two sections, in section one, we start from giving multifarious definitions to language, its function, and design features, then we moved to language contact, definition, causes and reasons, types, outcomes and globalization and English. However, in section two we dealt with Critical Discourse as definition, Political Discourse, Ideology Discourse, models of CDA (Fairclough's Socio-Cultural Approach, Van Dijk's Socio-Cognitive Approach, Wodak's Discourse-Historical Approach), Discourse as Action (Speech Acts) then we conclude by The Slogan as a Political Discourse.

The second chapter is about the Features of the Sociolinguistic Environment in Algeria, it is divided into two sections. The first dealt with Algeria's Speech Repertoire (Linguistic Practices). While in second section, it deals with The Algeria's Popular Movement 'Hirak'.

Unlike the previous chapters which are theoretical, the last chapter is practical. It is devoted to the research methodology and analysis of results. In this regard, mixed methods were used to collect data viz., combination of both quantitative and qualitative methods. On the one hand, the quantitative one was used to enumerate the respondents' answers through designing a well detailed questionnaire to the target sample population, who were selected randomly. On the other hand, the qualitative method was based on the observation, which provides the researcher with a clear and inclusive picture about the English practices in Al-Hirak at Tiaret speech community.

The aim behind such approaches is to confirm or deny the potential aforementioned hypotheses. Moreover an interviews with teachers from Ibn Khaldoun University specialized in psycholinguistics and sociology.

Suggestions for further Studies

This study sets the floor to future researches. It is an original theme in the region of (TSC). Other researchers could conduct other researches on the basis of this modest study but from different perspectives and other variables where more gaps can be perceived to be the starting point of a new research problem or interesting areas that deserve to be scrutinized empirically. For instance, one may conduct it from gender perspectives; other one can do it from pragmatic perspectives, etc.

Limitation of the Research

It is also desirable to use other qualitative methods in order to obtain valid data from several sources. The research might have some difficulties; the design of the current study has encountered a number of limitations at the level of the practical phase.

The first one might be the results and findings are applied on particular sample of students in the section of foreign languages at Tiaret University. As a result, for that the findings cannot be over generalized on the theoretical population (Algeria) as the variables which can vary from one context to another.

The second main limitation is this pandemic year which is characterized by Covid19. It enables us to find our representative sample. Since, the whole country was under quarantined, many obstacles have hampered our study. Unfortunately, a lot of students and even teachers refused to help us answering the questions for the lack of interest toward Algerian politics.

Chapter One

Chapter One

The Relevant Literature Review

Section One

Language: Definitions, Functions, Contacts, and Outcomes

Introduction

I.1. Language Multifarious Definitions

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Conceptual Apparatus from Critical Discourse Analysis Theory

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- Conclusion

Section One**Language: Definitions, Functions, Contacts, and Outcomes****Introduction**

In this chapter, we are going to review all the important aspects needed in order to fully understand the upcoming theoretical background of the present study. It will be divided into two sections. The first is about language contact in general starting from the definition of language,. Whereas the second section is about introducing different key element related to discourse analysis and critical discourse analysis.

I.1. Language Multifarious Definitions

Remarkably language is the primary means of communication. Its powerful social role goes beyond delivering the information. It conveys both personal and social characteristics of the speaker. No one denies that language is man- made and attitude based and is one of the most important elements to shape the geographical and political borders of a nation. Every language defines its speech community and is efficient for those who use it in their communicative activities. For these basic reasons every society needs at least a common powerful, reliable, and evolutionary language .yet its choice and use depend on the requirements and needs that are manifested by the users. In fact; we live in a world of cross-cultural communication where the feeling of involvement and belonging has grown and passed from the tribal group, the city, the state, and the nation to the concept of the universal. And because the world is transformed into a society which is pluralistic culturally, politically, economically, and linguistically, to be on the safe side from whatever may result unexpectedly from such a contact, every society should not only develop and preserve its own means of survival, among which language occupies a major place but give importance to other manifestly worldwide languages to have access to knowledge expressed in such languages. It is within here that raise the need for national language policy and national language policy in general. Language as a subject matter has been studied from different perspectives. In the second half of the ninetieth century new field of knowledge has emerged that is sociolinguistics by a circle of linguists who believe that a language can never be studied in a total isolation from its social context. Sociolinguistic, as subfield of the general linguistics studies language in relation to society and, of course, deserve to be an independent field of knowledge in its own. From a linguistic point of view, it is difficult to provide a clear and common definition for the concept ‘language’. In fact; it has been defined differently by various scholars, of course, in different disciplines. Some linguists built their definitions on the focus on the language system. That is to say, they concentrated on the

component of language from the tiniest parts to a whole discourse .This covers all aspects of language including; phonetics, phonology, morphology, syntax, and semantics. However, others built their definitions on the use of language as a means of communication in a particular society, of course, on their different views on language resulted in countless number of definitions about it.

Sapir (1921)stated that “*language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols*”.(p.08). Accordingly, language is purely a human means of communication amongst people in order to express their thoughts, feelings and emotions by using a well structured system of sound and words. Thus, through using language; its users produce infinite number of utterances to express themselves. However, for Wardhaugh, (1972) “*Language is a system of arbitrary vocal symbols used for human communication*”. In this definition, Ronald covered all most important aspects within and/or about language .First, he believes that language is a ‘*system*’ that means language is built on a highly perfect system of structures and rules. Then, he mentions ‘*Arbitrary*’, which is of course about the lack of logical relationship between the words and the things (signified and signifier) they refer to i.e. the relationship between them is arbitrary. Thus, people agree to call those things that way that is, there are sorts of convention amongst them. After that, he also refers to the ‘*vocal symbols*’ in all languages. He believes that the spoken form of Edward Sapir (1884-1939) was a German anthropologist-linguist, who is widely considered to be one of the most important figures in the early development of the discipline of linguistics. Specially, the famous hypothesis of Sapir-Whorf. Language has the priority over the written structure of language. In general, he confirms that language is a means of human communication. Similarly, Crystal (1987) defines it as “*the systematic, conventional use of sounds, signs or written symbols in a human society for communication and self expression*”. (p.40)

I.2. Language Functions

Roman Jakobson, in his famous article, Linguistics and poetics (1960) sites that language has six functions which are still of great importance

- Referential : to convey message and information
- poetic : to indulge in language for its own sake
- Emotive : to Express attitudes, feelings, and emotions
- conative : to persuade and influence others through commands and entreaties
- phatic : to establish communion with others
- Metalingual : to clear up intention , words and meanings These functions correspond to such communication elements as :

- referential = context
- Poetic = message
- Emotive = addresser
- Conative = addressee
- Phatic = context
- Metalingual = code

However, Michael Holliday (1994) proposes a theory of metafunctions of language. It means that language has three metafunctions:

- Ideational function: to convey new information, to communicate a content that is unknown to the hearer.
- Interpersonal function: embodying all use of language to express social and personal relationships.
- Textual function: referring to the fact that language has mechanisms to make any stretch of spoken and written discourse into a coherent and unified text and make a living passage different from a random list of sentences.

I.2.1. The Design Features of Language

All human languages have certain characteristics in common and linguists have identified these characteristics as defining properties of human language that distinguish it from any animal system of communication, these features are :

- Arbitrariness: there is no rational relationship between a sound or sign and its meaning.
- Cultural transmission: any language is passed from one language user to the next consciously or unconsciously.
- Discreteness: language is composed of discrete units that are used in combination to create meaning.
- Displacement: language can be used to communicate ideas about things that are not in the immediate vicinity either spatially or temporarily, or both.
- Duality: language works on two levels at once, a surface level and a semantic (meaning) level.
- Metalinguistics : ability to discuss language itself
- Productivity and creativity: A finite number of units can be used to create an indefinitely large number of utterances

Contact between people speaking different languages can have a wide variety of outcomes. In some cases, only few words borrowed. In others, whole new language may be formed. The results of such contact (language contact) differ according to several factors, including the length and intensity of contact between the groups, the types of social, economic, and political relationship between them must serve, and the degree of similarity between the languages they speak.

I.2.2. Language Contact (LC)

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 linguistic features. According to Sarah G, THOMASON 'Language contact' (2001) 'language contact is the use of more than one language in the same place at the same time'. Sarah THOMASON in her book said that languages have been in contact for thousands of years, and probably since the beginning of humankind or at least very close to the beginning. As soon as human kinds spoke more than one language, no specific date can be given to this point.

I.2.3. Causes and Reasons for Language Contact

Languages can come into contact in a variety of ways. Basically, there are two types: the first is indirect contact in which speakers of one language turn up in the midst of speakers of another (because of invasion, emigration, mixed marriage 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 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 pronunciation, structural transfer in closed classes (morphology / syntax). Whereas the indirect contact can cause: lexical loan only (cultural borrowing).

I.2.3. Contact Linguistic

Contact linguistic is the interdisciplinary study of the ways in which languages influence one another when people speaking two or more languages (or dialect) interact.

The term contact linguistic was introduced in 1979 at the first World Congress on language contact and conflict in Brussels.

I.2.4. Types of Language Contact

The type of contact between two speech communities speaking different: language varieties are one important factor affecting the pattern of acquisition of the varieties by sub-groups within each community. This contact lead to a transfer in the linguistic features, we have Language shift, death, interference, and second language acquisition.

I.2.4.1. Language Shift (LS)

The process by which the language of one community is replaced by the language of other communities. Differently couched, language shift is the process by which a speech community in a contact situation (i.e. consisting of bilingual speakers) gradually stops using one of its two languages in favor of the other. The causal factors of language shift are generally considered to be social, and researchers have focused on speakers' attitudes (both explicit and unstated) toward a language and domains of language use in the community, as well as other macro social factors.

I.2.4.2. Language Death (LD)

The phenomenon of language death is probably as old as language itself. Not differently from other cultural and social products, languages rise, develop and eventually die, following the fate of the social groups who speak them. When all the people who speak a language die; their language dies with them. Language death is a linguistic term for the end or extinction of a language. In linguistics, language death occurs when a language loses its last native speaker. ... Language death is a process in which the level of a speech community's linguistic competence in their language variety decreases, eventually resulting in no native or fluent speakers of the variety. Examples of dead languages: Latin, ancient Greek, and Sanskrit

I.2.4.3. Interference

The language that retreats or disappears often leaves behind a very noticeable trace in the languages that take over. That languages that take over, the superstrate languages, are subject to interference from the language that retreat or disappear, the substrate languages. Interference from substrate language is a result of incomplete acquisition of the superstrate language. When

a speech community begins to shift from one language to another, the first generation meets with all the well-known problems of second language acquisition. Most notably, their native language will influence the way they speak the acquired language.

I.2.4.4. Language Maintenance (LM)

Language maintenance denotes the continuing use of language in the face of competition from regionally and socially powerful language. It refers to a situation when members of a community attempt to keep the language they have always used.

I.2.4.5. Language Change

It is the phenomenon by which permanent alterations are made in the features and the use of a language over time. Types of language change include sound changes, lexical changes, semantic changes, and syntactic changes.

I.2.4.5.1. Sound Change

Change in phonological system. Examples: Great Vowel Shift altered the position of all the long vowels; the original / i: / became / ai/ - so a "long i" vowel in modern English is now pronounced / ai/. Pronunciation of schwa; in practice the schwa was not always pronounced. It was usually omitted in common words such as ev(e)ry; fact(o)ry - spelt evry, fctry, nursry - two syllables only.

I.2.4.5.2. Vocabulary/lexical Change

Lexical change refers to a change in the meaning or use of a word, or a generational shift in preference for one word or phrase over another. The vocabulary people use depends on area, age, education level, social status and other factors. In fact, this lexical change encompasses two distinct phenomena. The first involves changes in the semantic structure or meaning of the signifier, the area traditionally known as semantic change. Lexical change also includes the demise of lexical items with the passage of time, as well as the addition and incorporation of new vocabulary into the lexicon. Most neologisms result from inter-linguistic borrowing or from processes of internal derivational morphology.

I.2.4.5.3. Semantic change

Semantic change is a form of language change regarding the evolution of word usage—usually to the point that the modern meaning is radically different from the original usage.

in words meaning. It refers to the addition of a new meaning to the already existing meaning(s) of a word and then this new meaning is lexicalised (innovative semantic change), or one of the already lexicalised meanings is no longer used and becomes extinct (reductive semantic change) (cf. Blank 2001: 70). Campbell states that “*Semantic change deals with change in meaning, understood to be a change in the concepts associated with a word [...].*” (1998: 255).

I.3. Language Creation

Language contact can also lead to the development of new languages when people without a common language interact closely. Resulting from this contact a pidgin may develop, which may eventually become a full-fledged creole language through the process of creolization.

I.3.1. Pidgin

Pidgin, originally, a language that typically developed out of sporadic and limited contacts between Europeans and non-Europeans in locations other than Europe from the 16th through the early 19th century and often in association with activities such as trade, plantation agriculture, and mining. Typical pidgins function as lingua franca, or means for intergroup communication, but not as vernaculars, which are usually defined as language varieties used for ordinary interactions that occur outside a business context. Pidgins have no native speakers, as the populations that use them during occasional trade contacts maintain their own vernaculars for intragroup communication. It is a mixed or combined language used by people who speak different languages for restricted purposes such as trading. Pidgin arose a result of mixing two languages such as Chinese dialect and English, an African dialect and French etc. Some of the pidgins that have survived for several generations are also spoken as vernaculars by some of their users, including Nigerian Pidgin, Cameroon Pidgin, Tok Pisin (Papua New Guinea), and Bislama (Vanuatu), all of which are based on a predominantly English vocabulary. Such vernaculars have developed systems as complex as those of related creoles and are called expanded pidgins. However, some linguists who assume that creoles are erstwhile pidgins that were nativized and expanded by children tend to lump both kinds of vernaculars as creoles.

I.3.2. Creole

Creole is a pidgin that has become the primary language of a speech community, and is acquired by the children of that community as their mother language. The historical transition between pidgins to creole is called creolization. Decreolization is the process by which a creole language gradually becomes more like the standard language of the region. The language that

provides a creole with most of its vocabulary is called the lexifier language. For example, the lexifier language of Gullah (also called Sea Island Creole English) is English.

I.3.4. Outcomes of Language Contact

Contact between people speaking different languages can have a wide variety of outcomes. In some cases only a few words are borrowed; in others whole new languages may be formed. The results of such contact differ according to several factors, including the length and intensity of contact between the groups; the types of social, economic, and political relationship between them; the functions which communication between them must serve; and the degree of similarity between the languages they speak.

I.3.4.1. Borrowing

One of the sociolinguistic phenomena which refers to the process of integrating words from other languages into the system of a recipient language and become part of the host language i.e. the morpho- phonological adoption of a single isolated word from another language such as pizza, la poste, hamburger fast food .Gumpers (1982) confirms in his definition of this term as:

Idiomatic phrases from one variety (i.e. language), into the grammatical system of the borrowing language and they are treated as if they are part of lexicon of that language and share the morphological and phonological system of the language. (p. 66).

It is also defined by Rajend *et al.* (2009) as: “*a technical term for the incorporation of an Item from one language into another. These items could be words, grammatical elements or sounds*” (p.270).

I.3.4.2 Code Choice: Code Switching and Code Mixing

Code switching is an umbrella term that covers both code switching and code mixing which means the morpho- phonological adaptation. According to Trudgill (2003) “the process in which the bilingual speaker shift back and forth between one language or a dialect and another language or dialect, within the same conversation “Example: if you meet her, tell her elle me manque .Code switching is linguistic phenomenon which has attracted many scholars’ attention. It occurs when speakers of two languages or language varieties started shifting back and forth from one code to another. Code here means a language or varieties of language spoken by individuals as well as the whole speech community. This sociolinguistic phenomenon has been defined by Gumperz (1982) as “*the juxtaposition within the same speech exchange of passages belonging to different grammatical systems or subsystems*” (p.59). This definition indicates that ‘code switching’

is a linguistic behavior of passing from one language to another or from one language variety to another in a spoken or written discourse. In this regard Myers-Scotton (1993) defines the same term as “*alternations of linguistic varieties within the same conversations*”. (p.01)

This phenomenon is mainly used among bilinguals as Haugen (1956) refers in his definition as a process “*which occurs when a bilingual introduces completely unassimilated word from another language to his speech*”. (p.40)

Poplack (1980) has identified three types of code switching. First, there is intersentential code switching, where the switch occurs at the sentence boundaries .As one sentence is in one language and the other in another language , just like an Arab- French bilingual who says “*we did not study French yesterday. Le professeur n’est pas venu*” (*we did not study French yesterday. The teacher did not come*).

The second type of code switching is intersentential code switching, which has been characterized as the complex type in comparison to the others since the speaker has to be competent in both languages. It has been called by Poplack as “flag code switching”. It occurs within and inside the sentence or the clause. For instance we say, *Ibarah roht l department, mais mala9it hata wahed.* (*Yesterday, I went to the department, but I found no one*).

The third one is called ‘tag switching’ .It refers to the occurrence of certain phrases of one language into the utterance .For example, we say: *rbaht, c’est pas vrai* (*you succeeded that is not true*). Whereas CM happens at an intra- sentential level (at the level of words, clauses, phrases). It refers to the behavior of bilingual speaker who imports words or phrases from one of his/ her languages into the other one within the same discourse. Example: sometimes I start the sentence in English, and y termino in Spanish (Adapted from Ali Berrabah’s Magister Dissertation, 2014).

I.3.4.4. Diglossia

Diglossia is a sociolinguistic situation whereby two different language varieties are used for specific purposes and fulfill different functions. Usually one is called “high” referred to as “*H*” variety and the other one is “low” referred to as “*L*” variety. It was first introduced by Charles Ferguson in his article in (1959) which was the first attempt into the sociolinguistic literature that marks the beginning of Arabic sociolinguistic. He states that:

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 standard) , 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 early period or in another

speech community , which learned largely by formal education and is used for most written and formal spoken purposes but it is not used by any sector of the community for ordinary conversation .(Ferguson, 1959 p.16)

From this definition, we deduce that the two varieties are totally different from each other at different levels namely; standardization, prestige, usage, functions etc. This has been confirmed by Trask, (2007) who advocates that:

There is a clear difference in prestige between the two language varieties: one , called High or(H), enjoys great prestige, while the other, called Low(or L), enjoys little or no prestige; in extreme cases, speaker may deny the very existence of L . In all cases, L is the mother tongue of all or most speakers, while H is learned only through formal education. Speakers of limited education may have a very inadequate command of H, and they may even have trouble understanding it. (p.73-74)

I.3.4.5. Extended Diglossia

In the community, situations differ. That is why the choice of using either High or Low depends on them. In other words, in some situations the use of High is appropriate, whereas in other situations, using Low is more suitable (Romaine, 1989). The two sets of situations can overlap. For example, when someone reads an article in a newspaper or in a magazine, he can use the High variety, as the article is written in it, however, in order to explain or discuss this article, the reader will use the Low variety. When looking at Ferguson's definition, one can clearly notice that it is specific on many points in which he indicated that both High and Low varieties should belong to one language. On the other hand, there are others who have extended the term diglossia such as Fishman, Gumperz who "include any society in which two or more varieties are used under distinct circumstances" (1996:50). If we take the Arabic speaking diglossic community where there is the existence of different local versions of Arabic, one dialect may differ from another to a large extent, so that it becomes incomprehensible, taking into consideration an important factor which is education. 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 purposes but is not used by any sector of the community for ordinary conversation.(Hudson, 1996; www.Nilep,2010). 9 Children, for example are taught at school to read and write. Here, it is the Standard language and not the local vernacular. In diglossic societies, there is no acquisition of High as a mother tongue because the spoken variety is 'Low'. That is, 'Low' is the sole variety which is used at home and in their everyday communication. The appropriate way to acquire a High variety in such societies is by going to schools. In contrast, in the English-speaking societies

all people have the chance to acquire both languages in parallel simply because people in such societies use both varieties in formal and informal situations. There are five different areas noted by Ferguson and put by Fishman in (Romaine, 1989; Kaouache, 2008) in which High and Low varieties differ.

♣ **Function:** Both High and Low varieties function differently, that is each variety is used in its special domain that is why the use of High variety instead of Low variety where this latter is needed will be odd.

♣ **Prestige:** High is more prestigious than Low as the former is used in religion, education, literature, whereas the latter is used with friends, in street and everyday conversation.

♣ **Literary Heritage:** Both prose and poetry in diglossic languages are in High variety, while in Low variety is not written.

♣ **Acquisition:** The first variety which is acquired is Low variety as it is the mother tongue; High variety comes the second as it is learned at school. ♣ **Standardization:** Native grammarians set up dictionaries and grammar books for High variety, that's why it is standardized. Low variety is not standardized.

♣ **Stability:** Diglossia is a stable phenomenon; it doesn't change for centuries.

♣ **Grammar:** High variety may have more complex grammar than Low variety.

♣ **Lexicon:** One variety may have vocabulary that lacks in the other variety, and vice versa.

♣ **Phonology:** The phonological systems of High and Low can't be easily separate from each other because they are not known.

I.3.4.6. Bilingualism

Bilingualism is one of the main sociolinguistic phenomena and one of the outcomes of language contact. Generally, bilingualism refers the mastering of two languages by individuals and/or the whole society. In other terms, it is the ability to use two different languages in communication with the same proficiency.

Actually, up till now, no universal definition of the concept "bilingualism" has been provided. Thus, it is a relative concept, meaning differently to different researchers in different fields of studies. As results, a kind of disagreement has raised among researchers upon the exact definition of this concept. In this regard, we shall provide some definitions suggested by different scholars and discuss them in details.

Weinreich (1953) defines bilingualism as “*the practice of alternatively using two languages*” (p.5). This definition is also shared by Mackey (1968), in which he says “*the alternate use of two or more languages by the same individual*” (p.555). So, bilingual(ism) here means the ability for an individual to perform linguistically more than one language in different domains. In this sense, Sayad (1984) adds:

The concept of bilingualism, in its wider acceptance, covers multiform linguistic realities, starting from light sabir, less respectful of the grammar and the morphology of the borrowed vocabulary, to the most accomplished bilingualism which supposes according to the necessities of the discourse, a self-confident, correct and distinct practice of the two languages. (p.215)

Another definition was proposed by Bloomfield (1935) who defines bilingual as “*the native like control of two languages*” (p.56). This implies the perfect mastery of two languages. In the same line of thought, Haugen (1953) considers bilingualism as the ability to produce: “*complete meaningful utterances in the other language*” (p.7). This definition emphasizes on the linguistic competence which is used to produce utterance in the other language.

Bilingualism differs among individuals in terms of degrees of proficiency and competency, according to their motivation, interest, attitude, etc. In this regard Myers-Scotton (2006) states “*being bilingual does not imply a complete mastery of two languages*”. (p.3)

This view also shared by Wardhaugh (2006) who declares “*People who are bilingual or multilingual do not necessary have exactly the same abilities in the languages (or varieties) in fact that kind of parity may be exceptional*” (p.96). Thus, on this basis, individual bilingual are classified according to the following categories:

- **Balanced:** are people who have equal proficiency in two languages, master the four skills, that it listening, speaking, reading and writing.
- **Dominant:** are people who can understand the two languages, but having the capacity of speaking, reading, and writing only in one language.

I.3.4.6. Types of Bilingualism

Sociolinguistics and language contact studies is to know and recognize different type of bilingualism.

I.3.4.6.1. Individual vs. Societal Bilingualism

Societal bilingualism is a situation where two languages or more are used within the same speech community. For Appel and Muysken “*societal bilingualism occurs wherein a given society two or more languages are spoken, but they can differ with regard to the degree or form of bilingualism.*” (2005, p. 1). However, individual bilingualism refers to the use of two languages by an individual.

I.3.4.6.2. Additive vs. Subtractive Bilingualism

These two types of bilingualism were identified by Appel and Muysken. Additive bilingualism refers to a situation when individuals acquire a second language; and they maintain their native language. Conversely, subtractive bilingualism takes place when the acquisition of L2 leads to the loss of L1. passive or active depends on their mastery of the four basic skills of a language. They are considered to be passive (recessive) if they possess only one or two of both the receptive and productive skills in L2. However, an ‘active bilingual’ explains the state if they own both the receptive and the productive skills of both languages.

I.3.4.6.3. Compound, Coordinate and Subordinate Bilinguals

Weinreich (1953) has distinguished between ‘*compound, coordinate and subordinate*’ bilinguals. The first means that the bilingual speaker learns two languages in the same context and way. Thus, he/she has one mental representation and/or unit of meaning with two units of sound images; whereas, a ‘*coordinate bilingual*’ is an individual speaker who learns the two languages in separate contexts i.e. each word is stored with its own meaning. ‘*Subordinate bilinguals*’ have a stronger language and a weaker one and they express the latter through the former.

I.3.4.6.4. Elite Bilinguals vs. Folk Bilinguals

‘*Elite bilinguals*’ are educated bilinguals who learn L2 in official settings. In contrast, ‘*folk bilinguals*’ are those who learn L2 as a result of contact with it involuntarily and it is characterized with its low status

I.3.4.6.5. Simultaneous vs. Sequential Bilingualism

‘*Simultaneous bilingualism*’ refers to the state when an individual acquires two languages at the same time and environment. ‘*Sequential*’ (*successive*) bilingualism is a situation in which bilinguals acquire their mother language first and later on in a different context they learn L2. It is conceived that the concepts ‘*simultaneous*’ and ‘*sequential bilingualism*’ are interchangeably used to mean ‘*early*’ and ‘*late bilingualism*’ respectively.

I.4. Multilingualism

Multilingualism is a linguistic phenomenon that has received much interest in the wide literature in recent years. Some scholars tend to use the term interchangeably with bilingualism; while, the majority use it to refer to the use of several languages within a speech community or an individual. According to the Council of Europe (2007) “*multilingualism refers to the presence of several languages in a given space, independently of those who use them*” (p.17) (Quoted in Kivinen, 2011). Multilingualism is common in Malaysia; Israel, Singapore; etc.

I.5. Plurilingualism

According to the Council of Europe (2007) “*it refers to an individual repertoire of linguistic competence*” (p.17). (Quoted in Kivinen, 2011) Therefore, ‘*plurilingualism*’ is solely personal. In general, research in the field of foreign language learning show socio-economic, cultural and educational benefits for the individual and the society. In fact; People who have the command of more than one language show better performance than monolinguals. They show openness and understanding of cultures. Plurilingualism may be considered as a potential source of power giving opportunity to learners to have access to the other. Though this process may come into conflict with the internal ideological need, it is politically desirable to synchronize between national language policy and language policy in general (foreign languages) to cope with the outer world and secure the inner world as far as the national language is concerned.

Plurilingualism and multilingualism are contentious concepts in terms of their ascribed definition(s) among researchers. Some take them as synonymous terms, while others tend to attribute them slightly different significations. However, generally, these two notions refer to a simultaneous presence of more than a couple of languages.

The effect of globalization is today deeply felt all over the world and bi/multilingualism is becoming more and more a common language phenomena. Competence in only one language is no more advantageous and being proficient in foreign languages is rather a requirement than a pleasure.

As far as we are concerned with the English practices in Alhirak’ slogans, we should give a brief background about globalization and about English as being a lingua franca.

I.6. Globalization and English

Globalization is the process of interaction and integration among people, companies, and governments worldwide. ... Globalization has grown due to advances in transportation and communication technology. With the increased global interactions comes the growth of

international. English has become the world's lingua franca is due to the fact that is the common language or mode of communication that enables people to understand one another regardless of their cultural and ethnical backgrounds. It makes communication a lot easier and understanding one another has become efficient. Crystal (2003:3) states that "*a language achieves a genuinely global status when it develops a special role that is recognized in every country*". Based on this criterion, English is the first global language, and it becomes the main language of most international institutions and bodies as indicated in the following list developed by Graddol (1997:8) and quoted in Zoughoul (2003:116-117):

Crystal (1997) reports that about 85% of the international organizations now use English as working language. 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.

Section Two

Conceptual Apparatus from Critical Discourse Analysis Theory

Introduction

Critical Discourse Analysis (henceforth CDA) has offered educational researchers ways of investigating language use within social contexts. By questioning the taken-for-grantedness of language and enabling explorations of how texts represent the world in particular ways according to particular interests, CDA provides opportunities to consider the relationships between discourse and society, between text and context, and between language and power (Fairclough, 2001b, Luke, 1995/1996, 2002).

Understanding how people communicate is actually a process of interpreting not just what speakers say, but what they intend to mean (imply).thus in section two we are going to define the main concepts which are relevant to critical discourse analysis.

1.2. Definition of Discourse

Since we shall analyze slogans from Critical Discourse Analysis perspective, it would better to know how the meaning of slogan, like any type of discourse, can be ideological. In order to understand this, we have to define discourse first.

By way of definition, what is discourse? There are several definitions related to discourse, and in its simplest way, discourse, according to Cambridge Dictionary, is a speech or piece of writing about a particular subject. In a similar vein, linguists and educators such as Widdowson, 1973, Yule and Brown, 1983, Schffrin, 1994, Cutting, 2002, among others, use discourse to refer to both written and spoken language in a social context. This means that any produced statement, written or spoken, is discourse.

The concept of discourse can be understood from some language analysis methods as well. For instance, the field of discourse of analysis is defined as the study of utterance in context or the study of language beyond the sentence. From this angle, discourse is defined as the individual's utterance or the context that surround the sentence such as the participants, place, and time. So far, discourse is viewed as a mechanism by which individuals use to express their feelings and thoughts. From critical discourse analysis (henceforth CDA), such definitions are too simple, however. A suitable definition should be explained with reference to CDA.

At its broad social theoretical context, discourse is viewed as a social practice (Foucault, 1972; Van Dijk, 1993 and Fairclough, 1992), or, what we do in, with and through language. In using the phrase "language as social practice", discourse is viewed as "a social force which ... determines how the world can be seen and what can be known and done within it... explaining how the social subject is positioned and limited" (Foucault, 1994, p. 176). This is almost similar to Fairclough (1992, p. 458) who looks at discourse as an institutionalized way of speaking that determines not only what we say and how we say it, which include "representations of how things are [...], of how things might or could or should be". Connecting discourse power and ideology, Van Dijk (1993, p. 259) views discourse as "(re)production of power results from social cognitions of the powerful".

As far as can be seen, discourse is viewed as neither an innocent nor neutral; instead, it is seen as one of the mechanisms/ strategies that influence society. An apparently simple sentence can be used to regulate and reproduce that society, i.e., to regulate the behavior of the others – to decide what is right and what is wrong – to dictate what should be done and what should not.

In this version, the common view holds that the discourse perspective is fundamental to understanding certain aspects of the crisis in the human conflicts.

1.3. Critical Discourse Analysis

From the onset, it should be noted that CDA, as Van Dijk (1993) notes, is far from easy to define. This is because CDA is an interdisciplinary approach derived from different theoretical backgrounds (functional linguistics, pragmatics, conversational analysis, etc). CDA differs from other methods, which tend to descriptively focus merely on how individuals use and interpret meaning in discourse, i.e., sentence meaning, implied meaning, turn-taking in conversation, topic control, and the like - without explaining how discourse influences society.

Therefore, CDA comes to the ground to explain other issues influenced by discourse taking into account of intricate relationships between text, talk, social cognition, power, racism, ideology, inequalities, gender, society and culture, and the like (Van Dijk, 1993). Fairclough (1989, 1992), one of the forerunners of the discipline, argues that individuals are constrained by social conventions and thus have no equal control in interactions, because of inequalities of power. Thus CDA attempts to associate linguistic text analysis with a social theory of the functioning of language in political and ideological processes (Fairclough, 1992).

For instance, looking at the speech act of requesting, Fairclough (1989) observes that there are many social factors that influence the use of indirect speech acts of request in terms of power relations, and he concludes that the discourse types dictates the conventions of speech acts and that the conventions reflect the participants ideology and social relationship.

Thus, as CDA views language as a social practice (Foucault, 1972; Van Dijk, 1993 and Fairclough, 2012), which explained earlier, CDA is used “more critically to examine issue relating to power, inequality and ideology” (Baker and Ellece 2011, p. 32). Along the same thought, Holmes (2004, p. 393) makes the point that CDA is mainly “concerned with investigating how language is used to construct and maintain power relationships in society; the aim is to show up connections between language and power, and between language and ideology”.

Therefore, in this version, when we study language (discourse), we need to examine its influence on society. Under this umbrella, interest goes to study possibilities of human conflicts like ideology, power, racism or sexism. Therefore, the aim of CD is to approach language meaning in order to unmask some of the hidden values, positions as well as ideologies embedded in every day communicative events. That is, by examining the use of discourse in relation to social and cultural issues, such as race, politics, gender, ideology, identity and asking why the discourse is used in particular way and what the implications are of this kind of use, we are attempting to reveal ideological bias, hidden power relations, sexism, racism, identity, etc and how these are reflected in particular text.

The central tasks of CDA can be summarized as follows from its main scholars:

- a) To account for the relationships between discourse and social power (Dijk, 1996: 84).
- b) To addresses social problems and shows power relations (Fairclough & Wodak, 1997)
- c) To reveal ideological bias, hidden power relations, sexism, racism, identity, etc and how these are reflected in particular text.
- d) It does ideological work where the link between text and society is mediated (Fairclough & Wodak, 1997).

In nutshell, the CD analysts are particularly interested with the ways discourse is used to achieving a particular goal of either maintaining or changing a status quo in society.

1.3.1. Political Discourse

CDA primarily studies the way social- power abuse, sexism, racism, and inequality are expressed, reproduced and legitimated by text and talk in the social and political context (Horkheimer, 1991). Thus it made its way to draw consequences for political action from critical theory which is the aspiration of those who have serious intentions, and yet there is no general prescription unless it is the necessity for insight into one's responsibility (Horkheimer, 1991). The reason why CDA may be characterized as a social movement of political discourse analysis is that It ultimately wants to expose social inequality expressed in the discourse of politicians(Van Dijk,2001). However .politicians are not the only the only participants in the domain of politics. So, discourse analysis also looks at the public, the people, the citizens or the viewers (Media Discourse) with which the politician interacts with since it happens that sometimes those people have their word in what is being said on the stage.

1.3.2. Ideology Discourse

Since CDA is concerned on how discourse influences society, ideology is a crucial part in CDA. Ideologies are the basic social representations of any social group (Van Dijk, 1993). Such social presentations include the set of ideas or beliefs shared that are essentially socially shared by members of a group who develop a common frame that allows them to act as members of such a group (identity, aims, values, etc). Accordingly, since language is a mechanism by which people express their ideas, beliefs and attitudes, the relationship between the concept of discourse and ideology is inherently significant.

Fairclough (1995) believes that ideology resides in text, and thus discourse is the means by which ideology is communicated in society.

Van Dijk (2002) explains that because there is a link between discourse and society, ideologies are part of societies where various ideologies are manifested, interact, and are ferociously competed over (p. 22). The basic assumption, put simply, is that language does not

operate in vacuum. It does exist in society, belonging to certain people who use it to achieve a specific end. This means that language can oftentimes aim at serving an ideological agenda, and simultaneously ideology is employed (whether in the social, political, or another domain) in order to achieve a specific end. For such reason, Van Dijk (1993) and Fairclough (1995) stress the fact that ideologies are acquired, learned and reproduced by language through a number of discursive structures and strategies.

In the light of this view, Van Dijk (1993) stresses the need to consider the diverse forms of social representations such as attitudes, ideologies, norms and values, which are expressed in everyday discourse (in text and talk) such as political and media discourse, news and scientific reports, academic textbooks, and the like, where we frequently gain our knowledge about the world and events surrounding us, our values, our ideologies, and our socially shared attitudes towards things. According to Van Dijk,

Much of our discourse, especially when we speak as members of groups, expresses ideologically based opinions. We learn most of our ideological ideas by reading and listening to other group members, beginning with our parents and peers. Later we 'learn' ideologies by watching television, reading text books at school, advertising, the newspaper, novels or participating in everyday conversations with friends and colleagues, among a multitude of other forms of talk and text. Some discourse genres, such as those of catechism, party rallies, indoctrination and political propaganda indeed have the explicit aim of 'teaching' ideologies to group members and newcomers (2000, p. 9).

This quote explains how much ideology influences societies, which in turn influenced by discourse - how people acquire, learn or change ideologies. It also explains that ideology features the guiding principle that systematizes that attitudes shared by the members of a group. For example, a racist's ideology may organize an attitude towards others or things through socially acquired principles. Yet, as Van Dijk maintains, ideologies are not always bad. They can be good or bad "depending on the consequences of the social practices based on them. Ideologies may thus serve to establish or maintain social, dominance, as well as to organize dissidence and opposition". Therefore, though conversely, one can assume that, from the protestors' point of view, the slogans written in English during "Al-Harak" were aiming at positive change.

1.3.3 Models of Critical Discourse Analysis

As multidisciplinary, there are several of approaches used in CDA. Yet, in this study, we shall outline the three most often cited and applied in the field: Fairclough, Van Dijk, and Wodak.

1.3.2.1. Fairclough's Socio-Cultural Approach

Fairclough's (1989, 1995) model for CDA consists of three interrelated processes of analysis which are tied to three interrelated dimensions of discourse. These three dimensions are: 1) Text Analysis (description); 2. Processing Analysis (interpretation); 3. Social Analysis (explanation).

1.3.2.2. Van Dijk's Socio-Cognitive Approach

CDA is regarded as an umbrella term that covers diverse approaches. During its beginnings, the frame work of analysis that that is used by the CDA practitioners was the systemic-functional linguistics .Some concepts and categories were also borrowed from other different disciplines: Stylistics, Text Linguistics, and Social Cognition, Social Psychology, conversation Analysis, Rhetoric and Discourse Analysis

Van Dijk's Socio-Cognitive Approach to CDA is a very important one since it affirms that the role of cognition does not only work as one but is based mainly on culturally and socially shared knowledge and ideologies oh the human beings . He explains how one shall affiliate to different social groups depending on the points of views of the person and the way he expresses his idea and knowledge. Thus Van Dijk advanced that when doing a dicoursal analysis, one should include what he calls "The Discourse -Cognition-Society Triangle "(Van Dijk, 2016). Accordingly the content of this triangle all shall be dealt with during the analysis .When saying society, he means both the individual lives in and the whole humans' society and the cultures it involves .Thus, discourse is the text and talk, and then, we have cognition which is defined by the Oxford Online Dictionary as "The mental action or process of acquiring knowledge and understanding through thoughts, experiences, and the senses." This can be mental process that we will be able to discover the cause and effect relationship of power to dominance and social inequality (Van Dijk, 1993).When connecting it to CDA , cognition refers to how the information is processed , how it is received and sent to the others , and the intention of doing so . (Van Dijk, 1990-as cited in Vodak&Michael, 2001).

1.3.2.3. Wodak's Discourse-Historical Approach

The DHA is characterized by various principles which have evolved over time. Wodak (2015) identifies ten of the most important principles which are briefly summarized below.

- The approach is interdisciplinary. With regard to its interdisciplinary feature, Amoussou & Allagbe (2018) note, the description of the object of investigation of CDA is carried out from a widely differing perspective. Wodak (ibid) explains that interdisciplinary involves theory, methods, methodology, research practice, and practical application.
- The approach is problem-oriented. The DHA, like any other theoretical and methodological approach, is relevant as long as it is able to successfully study relevant social problems such as sexism, racism, and other forms of social inequality.
- Various theories and methods are combined wherever integration leads to an adequate understanding and explanation of the research object.
- The research incorporates fieldwork and ethnography (study from “inside”) where this is required for a thorough analysis and theorizing of the object under investigation.
- The research necessarily moves recursively between theory and empirical data. As emphasized by Meyer (2001), “data collection is not a phase that must be finished before analysis starts but might be a permanently ongoing procedure” (Meyer, 2001, p. 18).
 - Numerous genres and public spaces as well as intertextual and interdiscursive relationships are studied.
 - The historical context is taken into account in interpreting texts and discourses. In this regard, Wodak (2011: 628) states that the DHA enables the systematic, explicit and transparent (thus retroductable) analysis of the historical (i.e. intertextual) dimension of discursive practices by exploring the ways in which particular genres of discourse are subject to change over time, and also by integrating social theories to explain context. It follows from this that the historical orientation implies the reconstruction of how recontextualization functions as an important process linking texts and discourses intertextually and interdiscursively over time.
- Categories and tools are not fixed once and for all. Their framing for each analysis is outstandingly determined by the specific problem under investigation.
- “Grand theories” (also called “General social theories”) often serve as a foundation. They try to conceptualize the relations between social structure and social action and thus link micro-and macro-sociological phenomena. In the specific analyses, however, “middle-range theories” frequently supply a better theoretical basis. “Middle-range theories”, Wodak (2009) highlights, focus either upon specific social

phenomena (e.g. conflict, cognition social networks) or on specific subsystems of society (e.g. economy, politics, religion).

- The application of results is an important target. Results should be made available to and applied by experts and should be communicated to the public.
- In the light of those principles, one is tempted to seek to know the different areas or fields DHA embraces in the modern life. The answer to this concern will be provided in the coming subsection.

1.4. Discourse as Action: Speech Acts

As noted hereinabove, CDA view language as a social practice, and when we look at the dictionary for the word ‘practice’, we find, in *the Online Webster Dictionary*, the following: “carry out, apply, to do or perform, to do something customarily, to take advantage of someone”. This means that viewing language as a social practice indicates that language is a sort of action. This idea is based on the Speech Act Theory, which was first established by John Langston Austin’s (1962) *How to Do Things With Words* and later further developed by John R. Searle’s (1969) *Speech Acts*. Austin and Searle argue that most utterances are created not to ‘describe’, but to perform action. That is, the speech act theory is not concerned with “What a sentence means”, but it is concerned with “what kind of act we perform when we utter a sentence”. To put it another way, Austin (1962) and Searle (1969) view that in order to know the certain functions of the said words, instead of asking what the speaker trying to say we should *ask* what the speaker is trying to “do”. However, what happens when we say something?

According to Austin (1962), in speech act analysis, we study the effect of utterances on the behavior of the speaker and the hearer, using a threefold distinction: A locutionary act is the literal meaning of the actual words (the actual words we are saying). Illocutionary act refers to the intention of the speaker when uttering those words ((asking, offering, answering, promising, etc). The perlocutionary act refers to the effect the speaker’s utterance upon the hearer, bringing about a effect upon beliefs, attitudes, feelings, actions, thoughts, etc, of the hearer.

Improving Austin’s (1962) Speech Acts Theory, Searle (1979) gave more detailed categorization on the illocutionary of speech acts as follows: representatives, directives, commissives, expressive, and declarations.

1. Representatives/Assertive: Utterances used to describe some state of affairs (Stating, telling, informing, predicting, notifying).

Examples:

- The earth is round.

- There will be rain tomorrow.
- It belongs to my brother.

2. Directives: Utterances used to get the hearer to do (or not do) something. They express what the speaker wants (Requesting, ordering, forbidding, advising, suggesting, insisting, recommending).

Examples:

- Give me a cup of coffee.
- Hand me the book
- Would you please close the door?

3. Commissives: Utterances used to commit the speaker to do some act. They express what the speaker intends. They can be performed by the speaker alone, or by the speaker as a member of the group (Promising, threatening, volunteering, offering, guaranteeing, refusals, and pledges).

Examples:

- I'll be there tomorrow.
- We'll tell your parents.
- I'm going to fix it next time.

4. Expressive: Utterances used to express the emotional state of the speaker. They express psychological states and can be statements of pleasure, pain, likes, dislikes or sorrow. They can be caused by something the speaker does or the hearer does, but they are about the speaker's experience (Apologizing, thanking, congratulating, condoling, welcoming).

Examples:

- I'm so sorry
- This is beautiful
- Congratulations!, Thank you, etc.

5. Declarations: Utterances used to change the state of some entity. The status of the entity changes by the mere uttering of the words. In order to perform a declaration properly, the speaker has to have a special institutional role (power) in a specific context, Naming, appointing, resigning, firing, marrying, divorcing.

Examples:

- Priest: I now pronounce you husband and wife.
- Referee: You're out!

Within political slogans, speech acts can be grouped into the five categories – informing, ordering, promising, expressing and declaring – are speech acts of communication that perform a specific role in everyday discourse (i.e., political slogans). The informing speech act is used to inform and describe how the world looks like, the ordering speech acts express what the protestors want, the

expressive acts express the psychological states (content or discontent) of the protestors, and the declaration speech acts used to change a situation. In this regard, political slogans are social action – intended for doing.

In brief, based on Speech Act theory, it can be said that political slogans as illocutionary acts are associated with the perlocutionary act of persuasion, whose objectives are to get the people in charge or whoever to accept a series of ideas. Thus, the Speech Act theory is one of CDA strategies in analyzing in-depth the linguistic and sociolinguistics features of slogans.

1.5. The Slogan as a Political Discourse

As noted hereinabove, political discourse is a place of conflict between different power groups who fight teeth and nails, at any cost, to win public acclaim. As language is not always innocent, political discourse is always ideological. As Van Dijk (2006) key-notes the various political power groups are ideologically conscious thereupon, and ergo they often resort to an assortment of strategies to maintain their interests (the group in power) or claim others (the group in opposition).

The political slogans have long been used politically as a form of strategy for achieving political and ideological intentions. In this respect, McGee (1989) regards political slogans as an effective tool of persuasion, viz., expressing political goals, organising certain cultural attitudes, raising political consciousness and the like.

In fact, many researchers have been carried out looking at how slogans impacted political discourse (Denton 1980, Urdangs and Robbins 1984, Condit and Lucaites (1993) among others). For example, to look at how social and political ideologies are embedded in political slogans, Condit and Lucaites (1993, p. viv) consider that the analysis of slogans helps us to “gain an insight into how social and political problems are constituted and negotiated through political discourse”.

During the 2019 AL-Harak, for instance, slogans were used essentially to endorse to achieve specific social and political demands. Yet, an interesting case in question is the English slogans carried by the protestors witnessed during ‘Al-Hirak’ (الحراك). It might be argued that such slogans are ideological messages to establish not only a social change but more importantly an educational one.

Thus, the ideological loading and discursive strategies of such slogans require the focus of research. For doing so, the theoretical bases should be put at empirical trial, which shall be discussed in chapter three.

Conclusion

Through this chapter, in the first section we have striven to spotlight on the theoretical and conceptual framework of the topic being investigated; starting from demonstrating the basic notions that are prominently relevant to language contact , starting from giving Multifarious Definitions to Language , then its function , its design features , then we moved to language contact, definition, cases and reasons, types, outcomes(including ; Borrowing; bilingualism , diglossia , multilingualism; code switching and code mixing; plurilingualism).Furthermore we talked about globalization and English. However in section two a great deal of interest; undoubtedly, has been devoted to the related concepts to CDA .in which we introduced the notions ; discourse; critical discourse analysis; political discourse analysis; ideology discourse , models of CDA ; discourse as an action then we conclude by the slogan as a political discourse .

Chapter Two

Chapter Two

Features of the Sociolinguistic Environment in Algeria

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Section one

Algeria's Speech Repertoire (Linguistic Practices)

This section is devoted to the explanation of the linguistic practices of the country in extremely broad senses.

Introduction

This chapter provides an overall synopsis of the context of investigation. It contains two sections, in which both Algeria and the Wilaya of Tiaret will be introduced briefly; the focus is going to be on the most important geographical, historical, and social aspects that contribute in creating a sort of a linguistic diversity in the Algerian society. In the sense that Algeria witnessed significant historical events that brought various linguistic outcomes. The current chapter attempts to give broad descriptions of language contact in Algeria (as diglossia, bilingualism, code switching, code mixing, and borrowing). On the other hand, it spotlight the different language varieties used by the Algerian namely Classical Arabic, Modern Standard Arabic, Colloquial Arabic, Berber and its varieties, i.e., Chawi, Mzabi and Tergui, French, some Spanish, and lately English, particularly in the field of commerce, science and technology. We will also elucidate the language policies that have been already applied within the Algerian governmental system leading to the establishment of other foreign languages within the Algerian speech repertoire, such as: French, English, etc. Besides, it discusses their status among the different social, administrative, communicative and educational matters .furthermore we will describe briefly the wilaya of Tiaret, the context in which our study takes place .Whereas the second section it is devoted for the description of the Algerian popular movement which known as Al-Hirak considering its aims and the practices of English in its slogans. It will be deeply discussed through critical views and opinions

II.1. A Brief Historical Background of Algeria

According to Queffelec et al (2002), over history Algeria was occupied by diverse dynasties and it was influenced by their culture and civilizations (Phoenicians, Romans, Byzantines, Arabs, Turkish, Spanish, and French). To begin with, it was attacked by the Phoenicians, and after that moment trespassers were the Romans in 146 BC. After Six centuries, the Roman Empire was supplanted by vandals in 499 AD. In spite of the fact that the Vandals dominance was halted by the Byzantines in 533 AD, they were unpopular, they were conquered by new invaders the Arabs in 646, who came from the middle east to spread Islam as a new religion in Algeria, alongside with all north African countries, as a result of that North African nations populations, in general, and Algerians, in specific, adopted the Arabic language and embraced Islam religion (Camps1987). It proceeded nearly three centuries before the

nation came under Ottoman supremacy in 1518. It was ruled by the ottoman ‘dey’ and his subordinates ‘bey’. Indeed in spite of the fact that Algeria came under a direct Ottoman supervision for three centuries, the Turkish linguistic effect was in existent in the rural areas. In 1504, the Spanish arrived to Algeria and several towns and stations were occupied and conquered; Mers ElKébir in 1505, Oran in 1509, Algiers and Bejaia in 1510. Algerians asked for the assurance of the Ottoman Empire. Algeria sustained to be an outpost of the Ottoman Empire until the conquest of French army to Algeria in 1830. The tracks of Spanish and Turkish languages that are found nowadays in AA (Algerian Arabic) contain some borrowed words. The French people took their places in Algeria. By 1848, Algeria was stated as a French region. Later on, they passed a law proclaiming Arabic as a foreign language, and ejecting it from the educational programs. French got to be the official language; they further added that these laws denied the Quran schools and zaouias from studying the Quran (Hadj Ali 1963). French remained one hundred and thirty two years until Algeria gained its independence by 1962. All of these past occasions have abnormally affected the linguistic situation of the country. The linguistic profile in Algeria is believed to be constrained into four major languages, and all of these languages have diverse prestige on the country socially and politically. There are: 1) Classical Arabic (literary Arabic) as the official language but being replaced by –Modern Standard Arabic MSA-, 2) French as the language of scientific research and teaching, 3) Algerian Arabic as the mother tongue of the majority of speech community and the most used in the repetitive daily speech, 4) Tamazight with its different vernaculars from the top north to the south regions of country.

II.1.2. The Ethnic Composition in Algeria

According to Metz (1994, p. xviii), the Algerian population is made by a blend of Arabs and indigenous Berber, largely with little or no social stratification along racial or ethnic lines, and several other ethnic groups are presented in small numbers. Arabs constitute about 80% of total number.

In this concern, the Algerian population is basically recognized as being made up by a combination of Arabs and Berber ancestry with notably other ethnic groups who have contributed to the ethnic makeup of Algeria like Turkish, and other European population who became known as *Pied-Noirs*. They were primarily of French, Spanish and Italian origin. Historians agreed upon one fact that of Berbers were the first population who lived in North Africa; and they formed a largest ethnic group in Algeria as it was mentioned by Humbarci

(1966) that “*The Berbers, apparently, are one of the oldest races in the world, no one seems able to trace their origin.*” (Quoted in Djabri, 1981, p.15). The ethnic Berbers are divided into many groups with varying languages. The largest of these are the Kabyles, who live in the Kabylie region east of Algiers, the Chaoui of North-East Algeria, the Tuaregs in the southern desert and the Shenwa people of North Algeria.

However, most of them are identified as Arabs due to the Arab conquests which were dated back to the seventh and the eighth century. Consequently, the Arabs took over the region from the Romans and Greek occupiers to introduce Islam and Arabize Berbers. Even in spite of the fact that Berbers were the predominant population which represented the indigenous people in Algeria and later on Arabized by the Arab conquerors, no noticeable social stratification is observed between the two groups considering race, religion, and gender. In essence, the degree of ethnic diversity is restricted in Algeria among its populace and the majority Arab-Berbers overpowers the other minority groups.

II.1.3. An Overview of the Arabic language

Arabic is an official language in more than 22 countries. The estimated number of Arabic speakers is about 300 million. However, a greater number of speakers have a passive knowledge of Arabic since it is the language of instruction in Islam. Recent approaches in language and speech processing categorize the Arabic language as Modern Standard Arabic (MSA) and Modern Colloquial Arabic (MCA). Modern Standard Arabic is the form of Arabic that is used in education, media, and formal talks. Colloquial Arabic is what is spoken in everyday conversation and varies considerably not only across countries, but also within the same country. We must distinguish between three Arabic varieties: Classical Arabic, Modern Standard Arabic, and Colloquial Arabic.

II.1.3.1. Classical Arabic (CA)

Classical Arabic is commonly referred to as the language of Qur'an and it reflects the Islamic civilization and culture, this language is more valued for Muslims because of the fact that it is the language of the holy Quran

Which the Holy Book of Islam “Qur'an” mentions that in the following verses:

”وَكَذَلِكَ أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا وَصَرَّفْنَا فِيهِ مِنَ الْوَعِيدِ لَعَلَّهُمْ يَتَّقُونَ أَوْ يُحْدِثُ لَهُمْ ذِكْرًا“ (سورة طه ، 113)

(Thus have we sent this down as an Arabic Qur'an, and have given there in warnings in various ways, perhaps these people may be saved from perverseness or that this may help arouse understanding in them) 1Taha (verse 113)¹

And in:

”وَكذَلِكَ أَوْحَيْنَا إِلَيْكَ قُرْآنًا عَرَبِيًّا لِنُنذِرَ أُمَّ الْقُرَى وَمَنْ حَوْلَهَا وَنُنذِرَ يَوْمَ الْجُمُعِ لِأَنَّ فِيهِ فُرْقَانٌ فِي الْجَنَّةِ
وَفُرْقَانٌ فِي السَّعِيرِ“ (سورة الشورى، 07)

(Thus have We sent by inspiration to thee an Arabic Quran: that thou mayest warn the Mother of Cities and all around her,- and warn (them) of the Day of Assembly, of which there is no doubt: (when) some will be in the Garden, and some in the Blazing Fire.)² El Choura (verse 07)²

Since the Holy Book is written before the sixth century, there must be a difference between this variety and the other Arabic varieties existing today.

II.1.3.2. Modern Standard Arabic (MSA):

Modern standard Arabic is a modernized form of the CA, that is to say, it is a descendent form of Classical Arabic. Since CA is no longer used, the MSA comes to be used because it consists of a simple grammar and vocabulary contrasting with CA which is too complex in terms of vocabulary and grammar. MSA is classified as a high variety as it contains a lot of normalization and standardization. It is generally considered as a prestigious, valued and official language; hence it is used for training (media and education). MSA enjoys its formal status as written as well as spoken variety used in official settings. In fact, this variety started being used due to the development occurring in the previous century. It is characterized by modern terms, either through internal word creation or by borrowing words from other languages, which have been in contact for various reasons since Arabic language, nowadays, failed to coin new terms by itself especially in the scientific fields.

II.1.3.3. Algerian Dialectal Arabic (ADA)

Far from formal and official settings, Algerians around the country speak a local variety of Arabic commonly known as "Al Darija" and often referred to as "Algerian

Arabic" (Saadane & Habash, 2015). This local language mostly employs an Arabic lexical body but is distinguished from MSA with its significant borrowing from the indigenous language Tamazight and French vocabulary due to the ethnic and cultural diversity and geopolitical history of the country (Selouani & Boudraa, 2010). Despite its status within the Algerian society, Al Darija is not officially taught or used in schools. This is mainly because Algerian policy makers and language planners, as explained in Saadane and

Habash (2015), consider Al Darija as an under-resourced language due to its lack of writing resources. Algerian dialectal Arabic differs from Modern Standard Arabic on all levels of linguistic representation, from phonology and morphology to lexicon and syntax. MSA differs substantially from the Algerian spoken dialects. Indeed, approximately 72 % of inhabitants daily use the Darija which is the Algerian Arabic dialect and 28% of them; have a second mother tongue called Tamazight, which is a Berber language. These two native languages constitute the basis of oral communication between Algerians. When we refer to dialects, we mean regional variations of spoken Arabic. As a core subject, these two varieties are practiced interchangeably in a complementary distribution but they pursue different operations as stated by Ferguson (1959) that “*This two varieties Classical and Colloquial, exist side by side in the Arabic speech community in a Diglossia8 relationship.*”

In this concern, Benghida (2006) has shaped the intralingual diglossia by suggesting the following diagram:

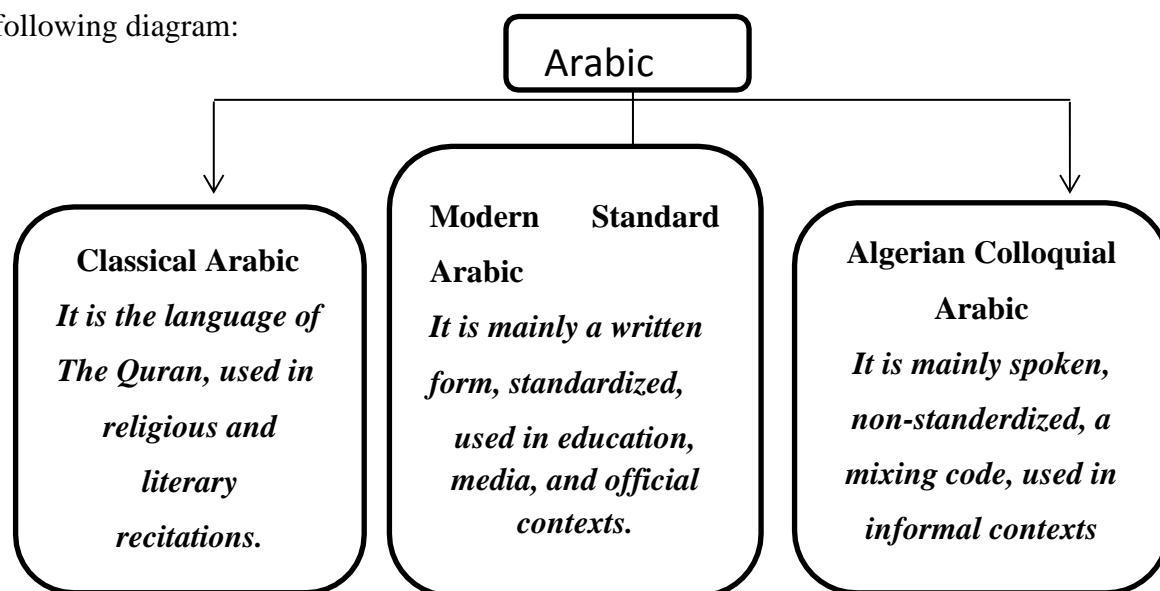


Figure2.1 Intralingual Diglossia in Algeria (Quoted in Mahdad,2006,p.41)

The Berber Language and its Varieties

II.1.3.4. The Berber Language and its Varieties

It is acknowledge historically that the region of north Africa and Algeria in particular was a regions dwelled first by Berbers and their presence in the region is recorded as early as the Romans, Greeks and even the Ancient Egyptians .The region was conquered and invaded several times by different invaders ,of course with different reasons ; however, in the 7th century there was a new kind of conquest; a religious one, leaded by the Arabs in what is called the Arab conquest that aimed at wide-spreading Islam in north Africa.

The local dweller , Berbers, and their language Tamazight, is a descendent Hermiticbranch).It is written in Tifinagh alphabet .Its main sub varieties are Kabyle, (mainly spoken in Algiers, Bejaia, Tizi-ouzou, Bouira and Boumerdes),Chaouia (mainly spoken in the east of Algeria in Batna, Khanchla Setif, souk ahras tbessa and Oum-el-bouaghi) , Mozabit (mainly In Ghardaia, Beriyan, spoken in the region of Mizab) Tachelhit(It is spoken in south of Algeria) Chenuoa (west of Algiers in the provinces of Tipaza, Chlef and Aïn Defla) and Touareg (in Hoggar mountains region).At first, Berbers fought Muslims back in severe wars .This frightening battles took long period of time, which eventually ended by the spread of Islam as a new faith in the region. In addition to that, the region became arabized and Islamized. In return, Berber converted to Islam, and started acquiring both languages simultaneously Arabic and Berber up till the recent days. Berber started spreading Islam and Arabic afterwards. As Berbers confess that, ‘‘we are Berbers Arabized by Islam.’

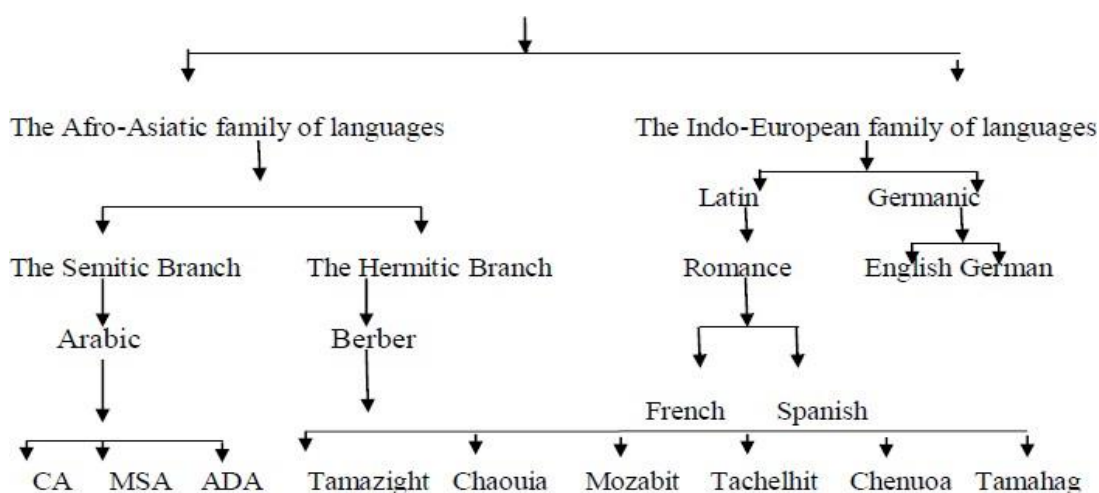


Figure2.2 Language Origins, Arabic and Berber and Their Varieties (Adapted from Ali Berrabah’s Magister Dissertation, 2014).

The official languages of Algeria are Arabic and Tamazight (Berber), as specified in its constitution since 1963 for the former and since 2016 for the latter. Berber has been recognized as a "national language" by constitutional amendment since 8 May 2002. In February, 2016, a constitutional resolution was passed making Berber an official language alongside Arabic. Kabyle, the most spoken Berber language in the country, is taught and partially co-official (with a few restrictions) in parts of Kabylia.

II.4. Language Policies in Algeria

Language policy in Algeria since independence is a combination between different perspectives. 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. Two main language policies are distinguished in Algeria. The former was that of the Arabization Policy (1962-2002); and the latter concern the Educational Reform Policy since 2003.

II.4.1 The Arabization Policy

By 1962, a language reform was implemented by the Algerian government known as '*Policy of Arabization*'; *this language policy came in order to strengthen the position of classical Arabic in different fields of public life*. It aims at re-introducing the literary Arabic in education and all the other domains. Three main reasons were behind the implementation of such policy. First, the Arabic language represents the cultural aspects of independence and Fr is the language imposed by colonizer. Second, Arabic is the language of Islam. Third, Arabic is the language of the Arab nation. (McDougall, 2006). Respectively, the government of Houari Boumediene started promoting Arabic in administrations and education under a complete Arabization Process. On May 14th, 1975, the president Houari Boumediene assigned French as a foreign language, he claimed that:

...La langue Arabe ne peut souffrir d'être comparée à une autre langue, que ce soit le Français ou l'Anglais, car la langue française a été et demeurera ce qu'elle a été à l'ombre du colonialisme, c'est-à-dire une langue étrangère et non la langue des masses populaires...la langue arabe et la langue française ne sont pas à comparer, celle-ci n'étant qu'une langue étrangère qui bénéficie d'une situation particulière du fait de considération historique et objectives que nous connaissons.(as quoted in Mahdad, 2012, p.41)

The Arabic language cannot stand being compared to another language, whether it is French or English since the French language was and will be what it was under the shade of colonialism, that is to say a foreign language is not a language of the large number of population ...the Arabic language and the French language cannot be compared, the last was just a foreign language that benefits from a particular situation because of historical consideration and objectives that we know. (Our translation)

In this respect, the previous president claimed that in spite of the fact that French has prevailed in Algeria because of colonialism, it is still considered as a foreign language that can never be as valuable as Arabic. As a matter of fact, the Arabic language was first introduced in primary schools; then, it started to be the language of instruction of some subjects in the secondary level. However, at universities, the French language has been used as a main language of teaching and learning since it represented a medium of modernization and technology. Moreover, it helped the access to the economic development and to the Western commerce.. There is no doubt that the decision to promote Classical Arabic as the official and national language of Algeria stems from the role it plays in ideally unifying the Algerians within a geographical and religious space. Consequently, this politically motivated impetus finds itself strengthened with a policy of Arabisation. As a choice it is politically convenient and bears the idea of generalising the use of CA. It is a strategy for its development and conquests of the most important domains of use mainly science and technology. Appel and Muysken (1987:46) highlight some of the language planning processes especially in the third world or recently independent countries. According to them, *“they have to choose a national language, they have to further develop or cultivate it to make it more useful for various communicative needs, they have to foster its spread...”* (Efurosibina, 1994: 140)

II.4.2. The Educational Reform Policy

The main reason to the Reform Policy was to improve the socio-economic advancement, to re-examine the content of the educational program and to re-evaluate the status of the foreign languages in Algeria.

It is worth considering, The National Commission for the Reform of Education System (CNRSE) that was established on May 2000. (Benrabe, 2013, p. 77). This Reform Policy aimed at diagnosing the components of the educational system, vocational training and

modernizing the entire regulation of education. The school reform was a challenge for Algeria as announced by the Republic president Abd El Aziz Bouteflika in 2000. The system was planned to re-introduce French into the second grade in primary schools and the main changes are that English would be taught in the sixth grade, two grades earlier than in the past (Fundamental School). Some other subjects would be partly taught in French (Lakhal Ayat, 2008).

II.5. Language Contact Phenomena in Algeria

The location of Algeria in North Africa and near to the European continent resulted not only military campaigns within the region, but also different contact linguistic and sociolinguistics outcomes. These outcomes influenced the language spoken as well as the way how people live especially from the French who remained in the region for a period expanded for more than one century. In this section, we are going to present different sociolinguistic phenomena in Algeria.

II.5.1. Bilingualism

Bilingualism is a phenomenon that is found all over the world because of different reasons that differ from one place to another. It has also different forms and aspects that are determined by the areas it is located in. In Algeria, bilingualism prevails in different part of its territory, but the degree of its application differs from one place to another. Its main form is through the use of Arabic (CA/ADA) and French or Berber and French. We see that French is a piece of all these bilingual circumstances. The common use of French is due to the period of French colonization that Algeria seen from 1830 to 1962. The French people attempted and did their best to integrate the French language, culture, in order to eradicate the Arabic language and the Algerian identity in return .So, the French language was implemented at school, and became the language of instruction. This act obliged the Algerian people to learn the French language, and by this means they became bilingual .That is, having the same competence as the natives (French people). Therefore, bilingualism in Algeria takes the form of Algerian Dialectal Arabic and French language bilingualism. This sociolinguistic form is highly used in big cities like Algiers, Oran, Constantine, Annaba and other cities.

There are two types of bilingualism in Algeria, balanced bilingualism and unbalanced bilingualism .The first one refers to an equal proficiency in both languages .In pre-independent period, the Algerians were considered as balanced bilinguals since they perfectly mastered the Arabic and French languages; though, the latter refers to the unequal proficiency in the two languages, and it characterizes the Algerian bilingual after the pre-independent period. The phenomenon of bilingualism was a subject of debates' for sociolinguists for a long period of

time, during our study we realized that this phenomenon appeared due to several causes like history, commerceetc. We can say that our country is one of the international locations where many language contacts can be observed or studied as did Ferguson who studied the varieties existing in Algeria.

II.5.2. Diglossia

The co- existence of MSA and ADA beside each other in the Algerian context results a diglossic situation. The former (MSA) is the high variety; it is called “AL-Fusha”, used in all formal settings such as the academic setting including teaching and learning. Besides, it is used for religious purposes, in poetry, newspapers, etc. It is both spoken and written. In addition to that, it is a variety that enjoys high prestige; while, the other, ADA, is the low variety. It is acquired as a mother tongue. It is just a spoken variety that has neither written form nor a body of literature. It has a little or no prestige but not an official status. It is used in informal settings such as at home, street, between friends and as a means of daily life conversations. We understand that the two varieties are completely different from each other at different levels namely; standardization, prestige, usage, functions etc. This has been confirmed by Trask, (2007) who advocates that

There is a clear difference in prestige between the two language varieties: one, called High (or H), enjoys great prestige, while the other, called Low(or L), enjoys little or no prestige; in extreme cases, speaker may deny the very existence of L . In all cases, L is the mother tongue of all or most speakers, while H is learned only through formal education. Speakers of limited education may have a very inadequate command of H, and they may even have trouble understanding it. (p.73-74)

In fact, people in Algeria select the appropriate variety that suits the purpose and domain such as the MSA in official settings and academic fields, in addition to the French language which represents the high variety, while ADA and Berber are used in casual places. However, the Algerians most of the time tend to mix between the above-mentioned varieties that result a new linguistic phenomenon called “*code switching*”

II.5.3. Code Switching

Within the Algerian context, code switching is a clear phenomenon which has become part of the Algerian daily language behavior. Since the French language is deeply rooted in the

Algerian culture, it came into contact with the Arabic language specially ADA. As a result, most people switch back and forth between ADA/MSA and French/ ADA /Berber as well, and rarely when we find one speaks French alone or Arabic alone. As an example, one may say (Desole mabgalich lcredit, demain sbah inchaallah n3ayatlk gn8) (Sorry I do not have enough credit, I will call you tomorrow morning. good night). This example is a clear enough to describe the Algerians' code switching practices; the speakers can use three languages (Arabic, French and Berber) in one simple sentence.

II.5.4. Borrowing

Another common result of language contact is borrowing. Gumperz (1982) has defined it as:

the introduction of single words or short, frozen, idiomatic phrases from one variety into the other. The items in question are incorporated into the grammatical system of the borrowing language. They are treated as part of its lexicon, take on its morphological characteristics, and enter into its syntactic structures. (p.66) (Quoted in Benyelles, 2011, p.19)

In view of that borrowing is the morpho-phonological adoption of single isolated words from another language. Ultimately, these words become part of that recipient language. In Algeria and due to the near contact between Arabic language and other languages, not only the French, new terms come to be used in people daily life. In fact, this contact is due to many reasons such as mixed marriage, immigration, trades, technology, and globalization impact in the last decades. Broadly speaking, Arabic language borrowed extensively from other languages especially French due to historical reasons. These borrowed words started to be a part of the Arabic language in Algeria like the word "hamburger" from German , "pizza" from Italian , "daftar" from Persian, etc.

Trask, (2007) argues that: *"Sometimes these words retain their foreign pronunciation and connotation; sometimes they are thoroughly assimilated. Innovation in politics, science, technology, education, culture, emigration and so on."* (p.34)

Actually, Arabic has failed to invent or to bring new terms by itself particularly in the scientific field. So, those loanwords are fundamental to meet the function in all fields of life .The borrowed words become part of the Arabic language with its meanings as well as its pronunciations. Nowadays, Borrowing is necessary in the scientific field, due to the development in the western nations .They controlled all important domains and borrowing becomes a "must".

II.6. Foreign Languages in Algeria

In Algeria there is not only Arabic, French, and Berber but also there are other languages which they are official languages in official exams, in the secondary schools in the foreign languages stream. Pupils are taught two other different languages, German and Spanish; these languages are optional, pupils choose to study one of them in the second and third year. They study them five hours a week. They will be examined on the chosen one in the baccalaureate exam. These days, the Ministry of Education suggests adding the Italian language in the secondary school side by side with German and Spanish. Moreover, the Algerian universities also taught other languages, in most of foreign languages departments, like: the Russian, German, Spanish, Italian, Turkish, etc. These languages have become more important in the field of translation, as well as with foreign companies which started to invest in Algeria. Students of these languages can pursue higher studies in Algeria as other official languages French and Arabic. In general, the educational system and higher education is a multilingual .That is, Algeria adopts multilingual education programmes.

II.7. Linguistic Landscape

Linguistic Landscape, as an interdisciplinary field informed by and informing the fields of sociolinguistics, language policy and planning, and language and identity, has traditionally focused on regions witnessing heightened linguistic conflicts (Spolsky and Cooper, 1991; Suleiman, 2004), and on stable public linguistic representations (Shohamy and Gorter, 2009). Although the dynamic nature of linguistic landscapes is acknowledged within a stable linguistic landscape in that it may change over months or years; Hananuer (2012) argues for transitory linguistic landscapes ‘that are temporary in nature and last anywhere from a few minutes to a few hours at most’ (pp. 139–140). In fact, such transitory linguistic landscapes may reflect a dissonance between overt language policy and covert language practices and can, in this sense, be representative of the power struggle between speakers of different languages or how people claim their rights in public spaces in different languages.

II.7.1. The Linguistic Landscape in Algeria

Historically speaking , Algeria has been invaded by many, it is the fact that made it a multilingual society .invaders have left a considerable influence on culture, society and language, extra or less, have shaped its sociocultural history as well as its sociolinguistic profile. In which both genetically related and unrelated language varieties are combined up.

The fact of being a multilingual society is referred to that people need to use more than two languages, at home and at schools without necessarily being competent and literate in both languages. (Hall, 2001) (Quoted in Chemani, 2011, pp. 227-234)

Therefore, the linguistic landscape in Algeria is multilingual due to the existence of more than four languages visibly written in the public space functioning as an informational and a symbolic marker. (Landry and Bourhis, 1997). 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 is made up of several geolects; 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. 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.

From a sociolinguistic perspective, it is sufficient evidence that multilingualism and plurilingualism have found their way over Algeria in different domains.

II.7.2. An Overview of the World Languages in Algeria

The existence of international languages is an engaging issue in Algeria since they have become a means to modernization in developing countries. In this concern, the president Abdelaziz Bouteflika has once said that *“let it be known that an uninhibited opening up to other international languages [...] does not constitute perjury. [...] This is the price we have to pay to modernize our identity.”* (Benrabeh, 2013, p. 77). In view of that, the president Bouteflika has attempted to reach modernization by applying international languages in the Algerian society pointing at having a status of a developed country.

II.7.3. The Status of the World Languages in Algeria

From a literary point of view, the notion '*World languages*' can be explained from two distinctive sides. First, according to Crystal (1997, pp.359-360; 2003 p., 22; 2003 b, pp. 105-109) (Quoted in Benrabah, 2014, pp.41-44) and Graddol (2006, p.9 & p.12), English is referred to be the only 'world', 'global' language with no other language deserving this label. Second, the label 'world' can be given to numerous ex-colonial languages namely; English, French, Russian, and Spanish. Languages that can be served as *lingua francas*; i.e., language spoken by non-native population ethnically different from the nationality of those languages, and they function as languages of business, trade and scholarships. (Salikoko Mufwene, 2013, pp.42-43) Regarding Algeria, the World Languages are, with a great concern, Fr and Eng, and their status in the country depends not only on the cultural preferences but moreover on the country's modern history and the political alliances.

II.7.4. The Status of French in Algeria

Due to the historical background of the French language in Algeria, Fr has largely been implemented in the Algerian society. As a result, Algeria remains the second French speaking country in the world, with nearly eighteen million speakers. Today, this foreign language is taught from the third grade in primary schools. It has also its position in the middle and secondary levels; and it is considered as the second foreign language in higher education, especially in the scientific fields. Moreover, it is taught in many private schools to fulfil the aim of pursuing higher education, especially abroad, or to find a job. For the economic sector, it only works in French or English (Kateb, 2006). This language has no official status and it is considered as the language of modernity, social promotion, etc. In this respect Baker, C. & Prys Jones, S (1998) advocate that:

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

Commenting on the previous quotation, indeed all government institutions and public services related to various ministries use the French language. So, to get a respected job or to

move up to a respected position in society, one has to master this language. Today, this language plays a prominent position in the Algerian society and shares with standard Arabic a high status. It is taught from the primary school and it is used in different fields particularly in private and higher education, science, technology, tourism, and media. Scientific domains and industry are operating in French which is the tool that brings modern ideas and prestige, as it helps the country in economic and technology developments. In addition, French is not present in the Algerian constitution, neither as a national nor as an official language. Its role has been changing due to the Arabization policy which started in Algeria right after the independence and recently due the spread of English as the international language.

II.7.5. The Status of English in Algeria

English, as a second language in Algeria is gaining more importance. Evidently, a new education system was introduced. This system got some support from USA. As regards to English as a subject. English is now being taught for four years at the middle school stage. Arabization that took place before 2000 was the reason behind training a generation of teachers who seem less and less good at learning foreign languages, more teaching was devoted to Arabic in comparison with French or English. According to Benrabe (2007), by 2000 there was an apparent shift to a worldwide pedagogy and the free market economy, besides; the USA and Canada did not hesitate to give free hands to help adapt a new education system in Algeria. Currently, English is being used in crucial sectors as working opportunities in foreign companies investing in the country. A social point of view, Algerians widely use the social network such as Facebook, contributing to the spread of English, and use in their conversation the English language to communicate with different people around the world. At university level, English is introduced in different curriculum at different departments, either as a main subject the English department and by which students are required to attend the following modules: Literature, Civilization, Linguistics, phonetics, Oral Expression, Written Expression, ESP, or simply as an additional but 'compulsory' module at all other departments, and their students are required to follow ESP courses depending on their area of research and their needs, as well. In brief, 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.

II.8. Uncontrolled Usage of the Non-Native Language Varieties in Algeria

In Algeria, the need to learn new foreign languages is growing more and more. Citizens who have become more informed about other languages such as: French, Spanish,

German, Turkish and even Chinese are more mindful of being updated to the outside world due to globalization and the introduction of other ways of living. That can be advantageous because the country is opening on other cultures, flourishing and developing; while the need does not, however, have the same benefits if the use of such non-native varieties is to disregard one's mother tongue, social association, or national origin. The idea of becoming prestigious motivates people to become addicted to these foreign varieties and their cultures behind the neglect of their national heritage portrayed by the CA, which is the key marker of the Islamic civilization. Consequently, the irresponsible usage and adoption of these non-native varieties may well create a diverse society and probably to a gradual language death.

II.9. Tiaret SC: the Current Context

Herein, we will refer to TSC as being the real context where in the current investigation takes place. We would like to give a brief description about this province as well as its sociolinguistics situation.

II.9.1. The Geographical Location and Etymology of the Term 'Tiaret'

Tiaret is a major city in central Algeria that gives its name to the wider farming region of Tiaret Province. Both the town and region lie south-west of the capital of Algiers in the western region of the high hills, in the Tell Atlas, and about 150 km (93 mi) from the Mediterranean coast. It is served by Airport. The name means "Lioness" in the Berber language, a reference to the Barbary lions that lived in this region. (Arabic: / تيارت تلوت; Berber: Tahert or Tihert, i.e., "Lioness»). The city covers a total area of 111,45km². It is bounded from Relizane and Tissemsilt by the north. Aghouat and El Bayadh surround it to the south. Mascara and Saida border the town to the west. It is also surrounded by Djelfa and Medea to the east (cf., map 3). The borders of Tiaret are best represented in the graph that follows:

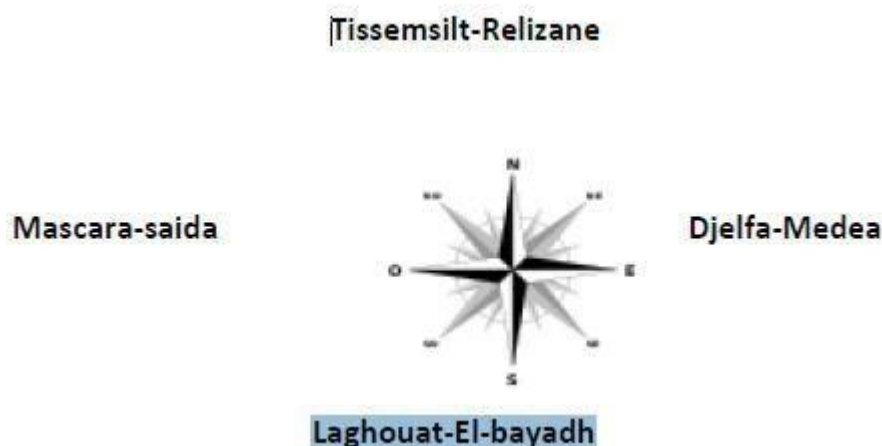


Figure2.3 Neighboring Provinces of Tiaret

The administrative division

The province is divided into 14 districts (*daïras*), which are further divided into 42 *communes* or municipalities. Such division is clearly illustrated in table that follows:

Daïras	Number of communes	Communes/ municipals
AinDeheb	3	AinDeheb- Chehaima-Naima
Ain Kermes	5	AïnKermes • Madna • Medrissa • Djebilet Rosfa • Sidi Abderrahmane
Dahmouni	2	Dahmouni • AïnBouchekif
Frenda	3	Frenda • Aïn El Hadid • Takhemaret
Hamadia	3	Hamadia • Bougara • Rechaiga
KsarChellala	3	Ksar Chellala • Serghine • Zmalet El Emir Abdelkader
Mahdia	4	Mahdia • AïnZarit • Nadorah • Sebaïne
MechraaSfa	3	MechraaSafa • Djillali Ben Amar • Tagdemt
Medroussa	3	Medroussa • SidiBakhti • Mellakou
Meghila	3	Meghila • Sebt • Sidi Hosni

Oued Lilli	3	Oued Lilli • Sidi Ali Mellal • Tidida
Rahouia	2	Rahouia • Guertoufa
Sougueur	4	Sougueur • Faidja • Si Abdelghani • Tousnina
Tiaret	1	Tiaret

Table 2.1. The Administrative Division of Tiaret

II.9.3. The Linguistic Situation

From a sociolinguistic point of view, Tiaret is a province whereby the whole majority of population is Arabs, and the other minority groups like: Berbers and Mozabits, who live in the region for a long period ago. Their number is not precised. Subsequently, in Tiaret there are distinctive varieties spoken including; Arabic (ADA/MSA), French, Berber and its varieties mainly Kabyle and Mozabit.

II.10. Section Two

II.10.1. The Algeria's Popular Movement "Hirak"

On 22nd February 2019, tens of thousands of Algerians took the streets to oppose President Boutaflika running for a fifth term. This unprecedented movement in Algeria, the Hirak, is in many respects particular; it is pacifist, rooted in popular neighborhoods, and dominated by a young generation of activists. After years of the regime's disdain of the marginalized, of youth, and of political opponents, and spontaneous and peaceful glimmer of hope suddenly immersed. During these protests, Algerian youth have shown incredible creativity in expressing their political demands despite having always been excluded from the formal political sphere and having themselves despised and rejected politics writ large. They have invented complex metaphorical slogans to express their indignation and anger toward the corrupt regime. The Algerian Hirak (Movement) started on February 22 in opposition to President Abdelaziz Bouteflika's announcement of his intention to run for a fifth term. On every Friday after that date, millions of citizens demonstrated across the country. A new verb emerged: vendredire (from the French vendredi—Friday, plus dire—speaking), as this day of the week is now inextricably linked with this public expression of dissent. In response, the Algerian political order slowly began to crumble, and Bouteflika was eventually forced to resign on April 2. Yet the Hirak has not stopped, and Algerians continue to protest against "the System" (nidham or Système), which they say still has to be uprooted. As in several other Arab countries, longstanding political and economic grievances contributed to this protest movement. But Algeria's latest has been remarkably cohesive and durable, even after the

president was removed from office. This Brief argues that the Hirak is a revolutionary movement that draws its political strength from its ability to connect the current situation to the Algerian war of liberation waged against the French (1954–62). The history of independent Algeria is presented as a succession of usurpations and betrayals. The movement deployed nationalist discourses inherited from the war of liberation, as well as more recent strategies of non-violent resistance, and portrayed the regime as a form of internal colonialism that had confiscated the country's independence and its public wealth—two inheritances from the earlier struggle.¹ By reviving the political sanctity that had been associated with the people during the anticolonial struggle, the Hirak unified disparate groups and framed the struggle as one between “the people” and “the System.” This revival of the populist legacy of the first Algerian revolution helps explain the continuation of the protests despite both the president's resignation and attempts by the military to engineer a rapid transition. But while this refusal to compromise in order to achieve genuine independence has allowed the movement to last for more than one year, it may also limit political possibilities in the future.

II.10.2. Slogans

The 22 February movement has succeeded in creating cohesion between different social groups and categories of Algerians .its slogans demand a return of power to the people and independence from a corrupt regime and its elites. It is crucial to consider that these slogans may not just be humoristic and simple ways to express disagreement. They could well be the foundation of a concrete political project. Our main concern is the slogans written in English, so why do Algerian people result to English instead of French and Arabic? Nowadays, globalization and the spread of The English language as a lingua franca of the 21st century affects the situation of local languages by Algeria and language policy are a new challenge for Algerian society and decision-makers. The question of the relationship between globalization and language policy implies a new approach to study how Algeria, as the rest of the globe, should develop 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 in all levels of education especially after people call for it in Al-Hirak, (except of primary school, yet they are working on that) due to its vital role played and held in almost all the fields. This is decision is one of the positive fruit of Al-Hirak at the level of education. As a result of all this, the Algerian society was divided into two groups, the first group were for the shift from French to English and the second group were Francophone who were against the

implementation of English as being the first language instead of French they criticized this decision believing that French is important for Algeria,; given the fact that French was the language of access to modernity. Whereas those who were for the implementation they believe in the fact that the English language is undisputedly the world's prime international language. It is the language of inter-national diplomacy and business negotiations, of academic conferences and scientific research. Global air-traffic and maritime control is carried out in English. This worldwide recognition could also be explained in terms of overall balance of world power and the extent to which language is found outside its original setting. (Farah Hassaine, 2014; p.9).

Conclusion

To go over the main points, then this chapter attempts to bring together the current sociolinguistic works on language contact in Algeria. Algeria has passed through many civilizations, and its inhabitants were exposed to many numerous languages and dialects. As a result, the linguistic situation of the country has remarkably been influenced. Four fundamental language varieties have formed the linguistic profile of Algeria in which all of them have distinctive political and social status. To begin with, the literary Arabic as an official state language alternatively called the Modern Standard Arabic (MSA). Second, French as the first foreign language in the country which is used as the language of the scientific research and teaching. Third, the Algerian Dialectal Arabic (ADA) which represents the mother tongue of the majority and it is largely used in their daily conversations. Fourth, the Berber language and its different varieties that are spoken by the minority groups have an important historical and social position since they mark the identity of the indigenous people of Algeria. Besides, other foreign language varieties like: English, Spanish, And Turkish and Chinese, etc. are competing to pick up a certain social status in the country. First, an overview of the country will take the initial part including; then a brief historical background, ethnic composition. Then we talked about the language policies that have been already applied within the Algerian governmental system leading to the establishment of other foreign languages within the Algerian speech repertoire, such as: French, English, etc. Besides, it discusses their status among the different social, administrative, communicative and educational matters and their contribution in the development of a multi/bilingual society. Then we described the Wilaya of Tiaret, the context of our current research study; considering its etymology, geographical location, and the administrative division. Along with in section two we discussed A-Hirak movement, and the English practices in its slogans.

Chapter Three

Chapter Three: Data Collection Procedures, Findings, and Discussion

Introduction

3.2. Research Methodology

3.2.1. Observation

3.2.2. Questionnaire

3.2.3. Interview

3.3 Target Population (Description of the Department of English at Tiaret)

3.3.1. Population Sampling

The Analysis of the Questionnaire Findings

Graphical Presentation of the Collected Data

3.12 Conclusion

Appendices, Bibliography, Maps, and Illustrations

Introduction

This chapter is devoted to data collection, their analyses, and interpretations. Therefore, we endeavor in this stage to bridge the gap between the theoretical framework and the practical side of our research work. More to the point, we will interpret the data we collected from our participants in relation with the existing knowledge about the subject under investigation (English practices in Al-Hirak ‘slogans). The chapter will deal with the methodology pursued in our research work to obtain reliable, useful, and usable data to confirm or refute our hypotheses. To attain this, both our participants’ personal and professional information along with describing the data collected from the distributed questionnaires and the interview with experts (teachers of psycholinguistic or sociology) will be taken into consideration. Briefly this chapter attempts to describe the research methodology, procedures, population, and instruments of data collection. Finally, it gives an analysis and interpretation of the main results.

3.2. Research Methodology

Every scientific research must follow certain procedures to have reliable and valid data. Thus, relying only on one single method is not sufficient enough to confirm the accuracy of data and having a better understanding of the research problem. For this reason, the methodology used in conducting such enquiry is based on mixed methods. That is a combination of both quantitative and qualitative methods. In the light of this idea, Creswell and Clark (2011) define mix method as:

As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone (p.12).

The quantitative method refers to “*a formal, objective, systematic process which uses numerical data to obtain information about the world.*” (Burns and Grove cited in Cormack, 1991, p. 140), it is based on a questionnaire survey method; while, the qualitative one places emphasis upon exploring and understanding .It helps the researcher to have a clear picture about the issue under investigation in its natural setting. It is based on the observer’s paradox.

This has been confirmed by Denzin and Lincoln (1994) who report that:

Qualitative research is a multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring them. (p.2)

The data obtained from this method take the form of explanations, stories, events in which the analysis of their results is considered as being difficult to control and organize in comparison to the quantitative method. Therefore, the researchers should provide a clear and inclusive picture about the phenomenon under investigation putting aside any subjective judgments in order to have reliable results by the end.

3.2.1. Observation

The Al-Hirak raised banners include slogans written in English besides to Arabic and French. Fifty (50) pictures were collected and selected randomly from Al-Hirak in TSC and other speech communities, to be used as an illustration.

3.2.2. Questionnaire

The questionnaire comprises four sections. It was written in English and translated into French and Arabic. The first section sought personal information about our participants. The second tried revealing their linguistic competence. In section three, we designed questions that elucidate the reasons and motivations behind using English particularly in their daily life. As a core subject matter, the last section included questions which deal with the most pertinent part of the study to our research that is the real intentions behind the English practices in Al-Hirak movement. The aim of the questionnaire is to collect detailed data about the subject matter under investigation (English practices in Al-Hirak slogans)

3.2.3. Interview

The aim behind using this instrument is that it gives an immediate and a sincere answers about the subject matter .Therefore it helps to guarantee a certain objectivity.in this respect another group of teachers (5 teachers) who are specialized in psycholinguistic and sociology are the main members of my interview.

3.3 Target Population (Description of the Department of English at Tiaret)

People who participated in Al-Hirak in Tiaret speech community and even those who are interested in Al-Hirak.

3.3.1. Population Sampling

Since our investigation considers the English language students and teachers at ibn-Khaldoun University as its case of study, we shall first give a brief overview of the circumstances of creating the section of English at Tiaret. It was established only in few years ago, exactly in 2012, by agreement with Abdelhamid Ibn Badis University of Mostaghanem. In 2019, the Department of English has been in development regardless the obstacles that both teachers and students find themselves confronted to. Currently, there are two different MA specialties; linguistics and didactics in addition to three BA grades. The number of students who are subscribed in our department exceeds one thousand (1000) students from different regions in Tiaret as well as from other neighboring wilayas. Due to the differences at the level of regions that are in this department at various levels, we found ourselves so motivated to conduct such research.

Concerning the questionnaire the participants are random student and teachers of foreign languages they participated in Al-Hirak , or even they are interested in Al-Hirak that is to say they noticed the phenomena of English practices in Al-Hirak slogans .whereas the interviewees are teachers(experts) of psycholinguistic and sociology.

3.4. The Analysis of the Questionnaire Findings

The analysis of the gathered data will be done on the basis of the graphs obtained through the most useful statistics software packages within sociolinguistic studies; (SPSS), i.e., through frequency tables, cross tabulation, bar graphs, etc. Significantly; the interpretation of the findings will be discussed in the light of the research aims and hypotheses.

Section One: Respondents' Personal Information

Like all instruments in any research, the first section deals with the background information on the participants. Indeed, our questionnaire consists of few questions and/or

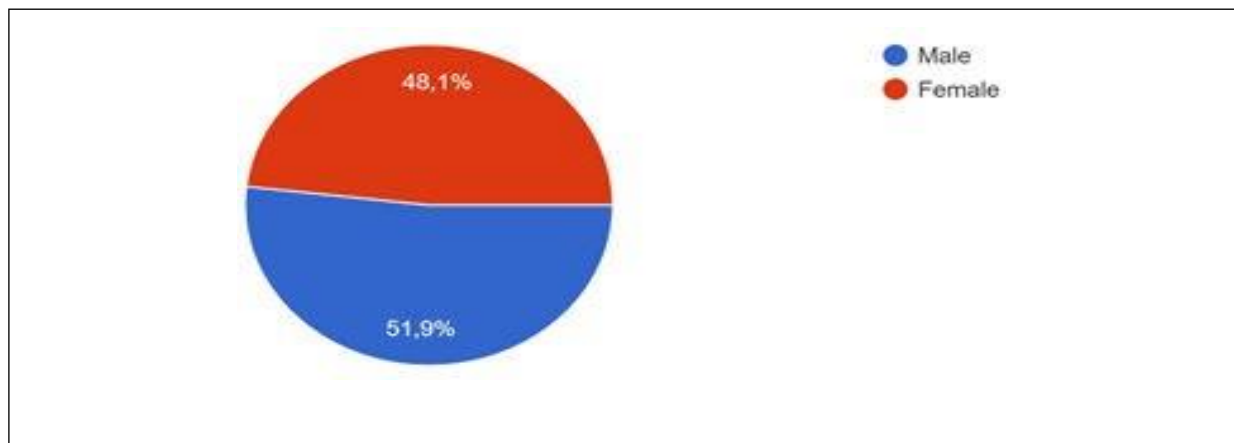
Chapter Three: Data Collection Procedures, Findings and Discussion

statements about important information about them: including gender, age, level, specialty, , etc.

Question-item 1: What is your gender?

Males	Females
28	26

Table 3.1: Respondents' Distribution according to Gender



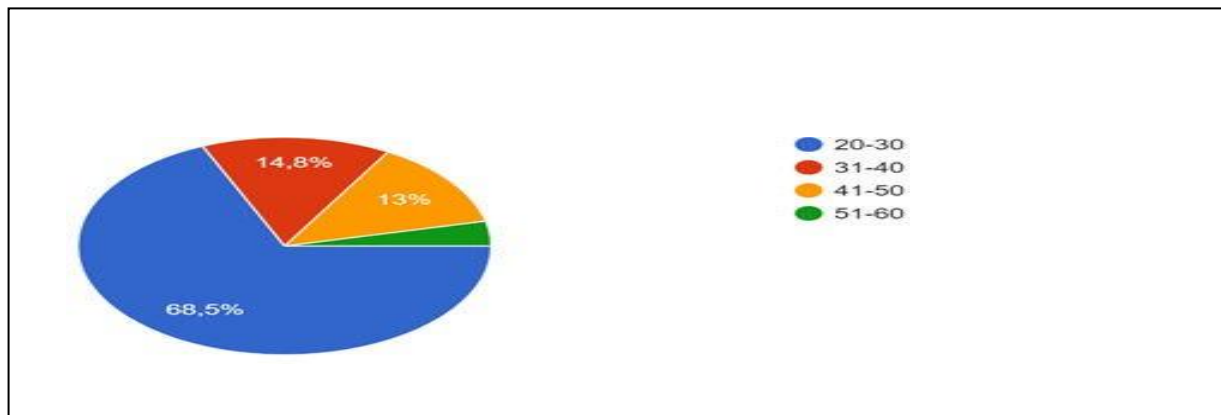
Graph 3.1: Respondents' Distribution according to Gender

The numerical data above show that the number of the respondents is nearly fairly shared between males and females. In fact, twenty-eight are males, representing 51.90%, and twenty-six are females, representing 48.10%.

Question-item 2: What is your Age?

Age-bands	Number	Percentage
20- 30	37	68,5%
31- 40	08	14,8%
41- 50	07	13%
51-60	02	3,7%
Total	54	100%

Table 3.2: Respondents' Distribution according to Age Ranges



Graph.3.2: Respondents' Distribution according to Age Ranges

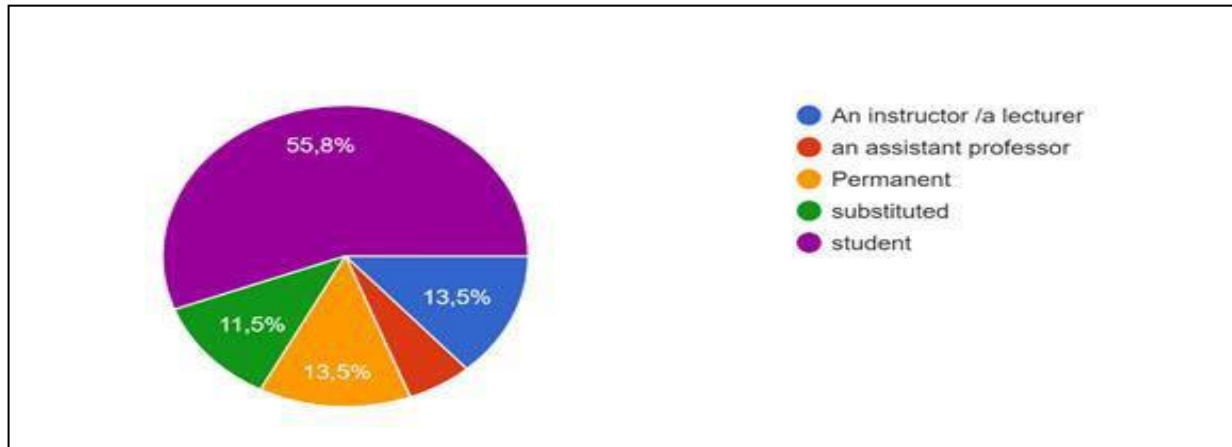
The data gleaned from question-item 2, concerned with age, reveal that the respondents' age ranges from twenty to sixty. In fact, sixty-five point eight (65.8% n= 37) have an age varying between 20 and 30. Fourteen point eight (14.8%) are aged between 31 and 40, and thirteen per cent (n=7) are between 41 and 50 years old. The rest of the respondents, Three point seventy (n=2), are aged between 51 and 60 years old.

Question-item 3: a) What is your current professional status?

- a) Instructor/Lecturer b) Assistant Professor c) Permanent
 d) Substitute e) Student

Professional Status	Number	Percentage
a) Instructor/Lecturer	07	13.50%
b) Assistant Professor	03	05.70%
c) Permanent	07	13.50%
d) Substitute	06	11.50%
e) Student	30	55.80%

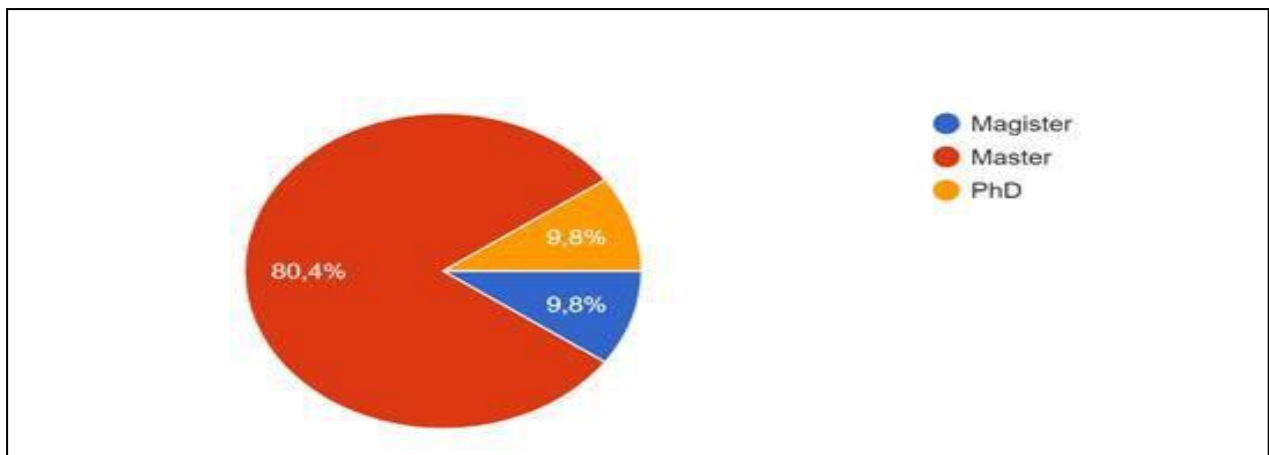
Table 3.3: Respondents' Distribution according to Professional Status



Graph 3.3: Respondents' Distribution according to Professional Status

As regards respondents' status, the Graph 3.3 exhibits that lecturer and permanent statuses share the same percentages, i.e., 13.50% (n=7) for each. 5.7% (n=3) of them are 'assistant professors', and 11, 5% are substitutes. While the majority of our respondents are 'students' representing 55.8 % (n=30).

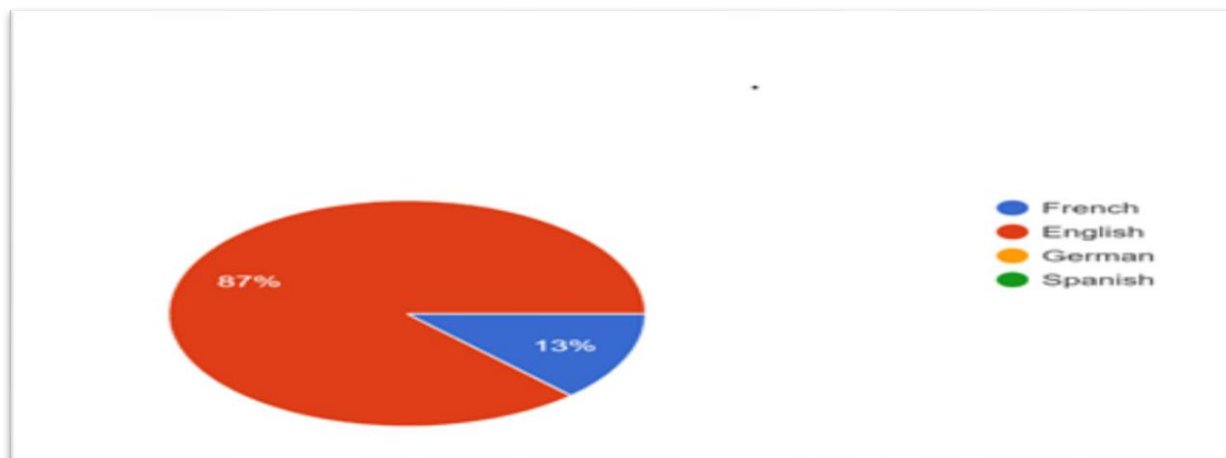
Question-item 3: b) What is your higher degree?



Graph 3.4: Respondents' distribution according to Academic Qualifications

With regard to respondents' scientific qualification, the above numerical data show that the heavy majority, i.e., 80.40% (n=43) holds a 'Master degree, PhD and Magister holders share the same percentage, viz., 9.80% (n=6) each.

Question-item 3: c) What is your specialty?



Graph 3.5: Respondents' Distribution according to their Specialty

Question-item five is asked to depict respondents' specialties. In fact, the gleaned data plainly displayed in the graph above demonstrate that 87% (n=47) of the respondents are teachers and student of English. The rest, i.e., 13% (n=7) are teachers and students of French.

Section Two: Participants' Linguistic Competence

Throughout this fraction of questionnaire, we intended to obtain the linguistic qualifications of our so that we can make logical interpretations of the findings as well as establish relations between the different variables that are strongly pertinent to identity.

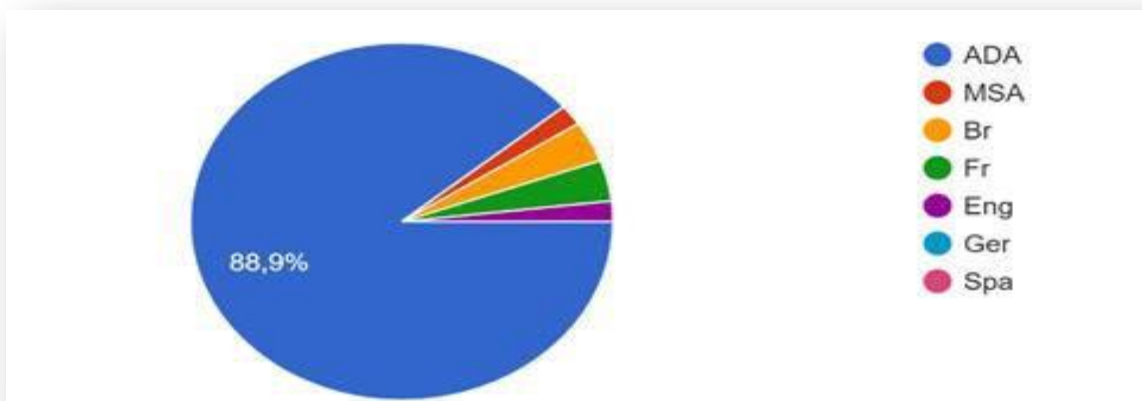
Question-item 6: What is your mother tongue?

Language variety	Number	Percentage
ADA	50	90,7%
Berber	4	9,3%

Table 3.6: Respondents' Mother Tongue

For the sake of identifying the respondents' mother tongue variety, the responses to question-item 6 reveal that the heavy majority, i.e., 90.70% (n=50), are ADA speakers. Whereas, only a meager minority, i.e., 9.30% (n=4) is Berber phone.

Question-item 7: Which language variety do you use most in your daily communication



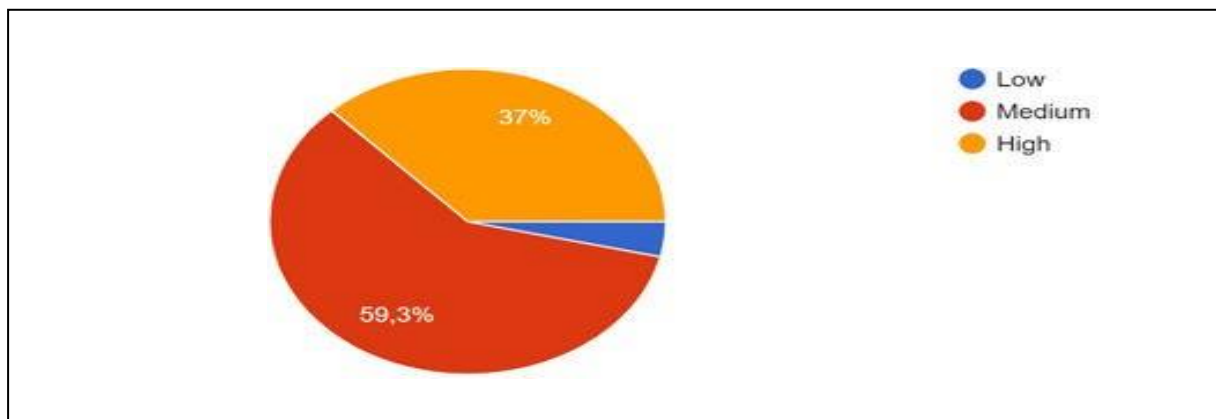
Graph 3.6: Respondents' Most Used Language Varieties in Daily Communication

Similarly, 88.90% of the respondents attest that the language variety the most used in the daily interaction is ADA. The rest of the languages, viz., MSA, French, English, German and Spanish share 11.10%. The ADA language takes the lion's share as it is the most spoken variety.

Section Three: Reasons and Motives behind English Language Use

Question-item 8: How can you describe your level of mastery of English?

- a) High b) Medium c) Low

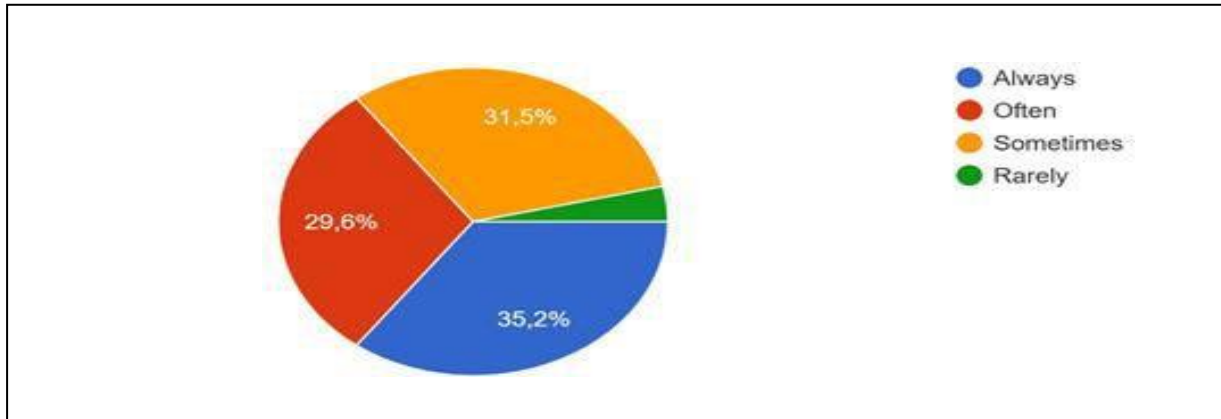


Graph 3.7: Respondents' Level of Mastery of English

To identify the respondents' level at English, the data above demonstrate that more than the half of the respondents (59.30%) attests that their level is medium. For the rest, the level is share between high and low, 37% for the first and 4.90% for the second.

Question-item 9: How often do you use English in your daily speech?

- a) Always b) often c) sometimes d) rarely



Graph 3.8: Respondents' English Language Usage Frequency

Question-item 9 is asked with the intention to check the frequency of the English language use in daily interactions. The statistics above (cf. Graph 3.8) reveal that 35.2% (n=19) of surveyed sample always use English in their daily life. For 31.50% (n=17) of them, English is sometimes used in discussions. Besides, 29.60% (n=15) of the targeted population affirm that English is often used in their daily talks. However, 3.7% (n=2) assert that English is never used in their speeches.

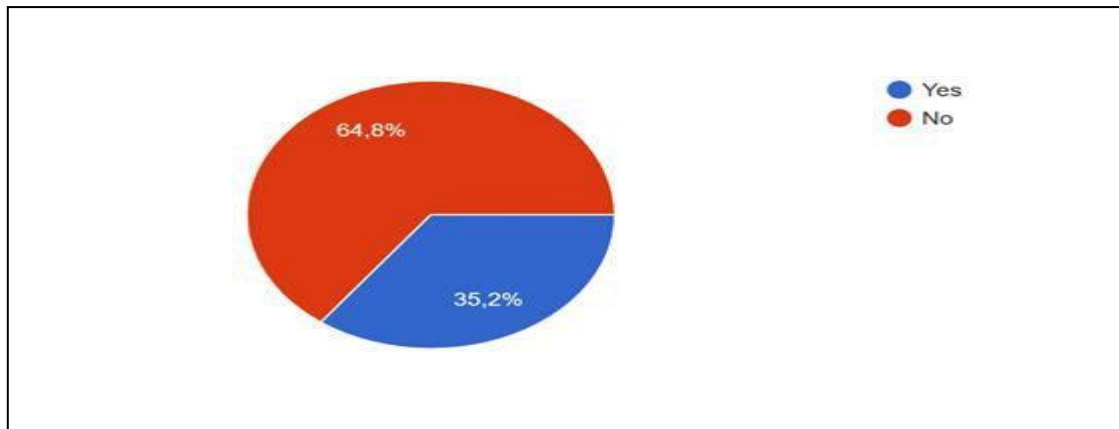
Question-item 10: If your choice is a foreign language, what would it be? Why?

To gauge respondents' expectations with respect to foreign languages choice, the data collected from question-item 10 disclose that the great majority of the respondents give the thumbs up in favor of the English language integration.

This confirms both the deep impact of English as a universal language on the participants of Al-Hirak and it also explains the interest of the same members in English as a prestigious and sophisticated language to, transmit their demands.

Section Four: English practices in Al-Hirak movement

Question-item 11: Have you ever participated in Al-Hirak Movement?

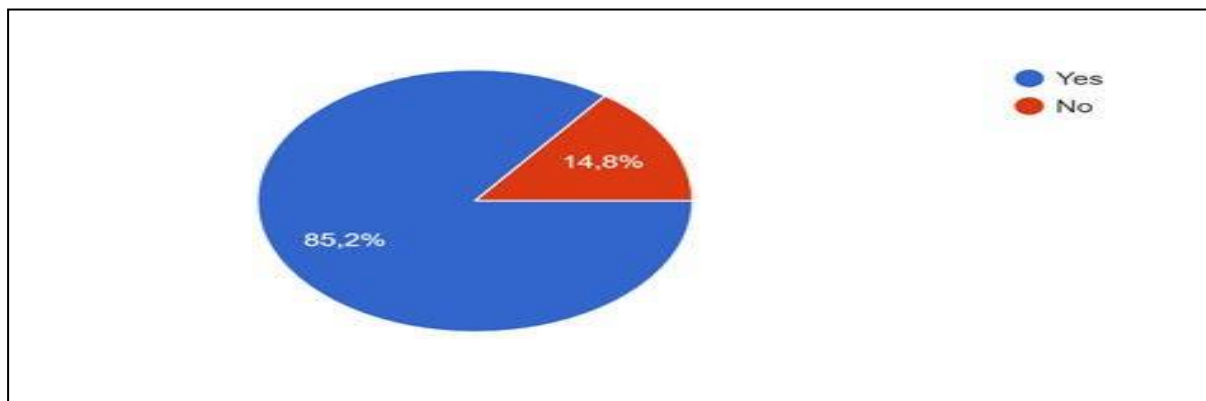


Graph 3.9: Respondents' Participation in Al-Hirak Movement

The responses to question-item 11 disclose that 64.80% (n=35) of the surveyed sample have taken part in the Hirak movement. The rest, i.e., 35.20% (n=19) affirm they have not participated in that passive popular movement.

Question-item 12: There were English written slogans during Al-Hirak movement, did you notice that?

a) Yes b) No

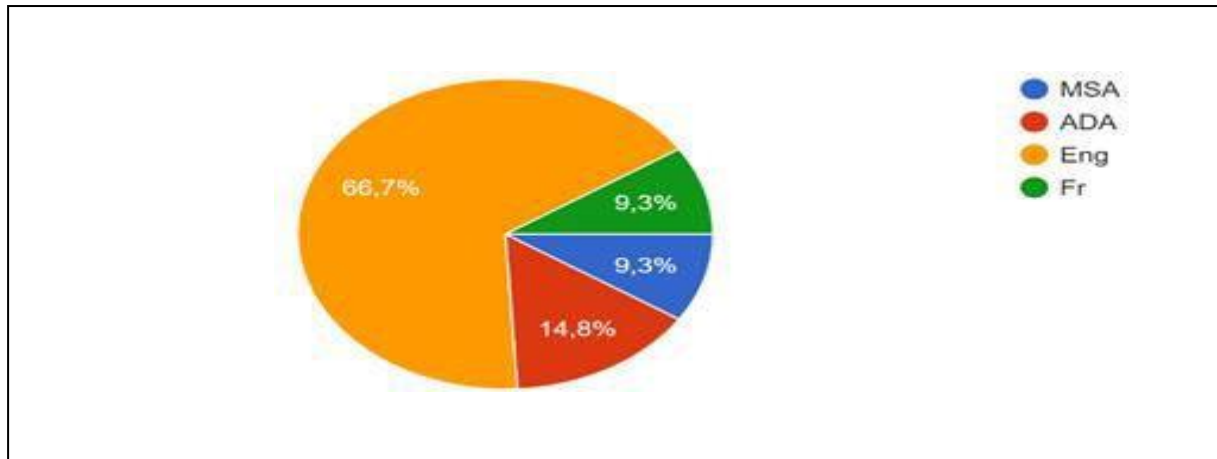


Graph 3.10: Slogans Notification

The twelfth question-item was meant to check if English language written slogans/banners were noticed and attracted the demonstrators' and onlookers' attention. In fact, 85.20% (n=46) attest that they observed some during AL Harek protest movement. Yet, nearly 15% (n=8) report that they did not notice such things.

Question-item 13: Which among the following language varieties do you expect to be dominant in Algeria in the future?

- a) MSA b) ADA c) English d) French



Graph 3.11: Respondents' Foreign Language Preference

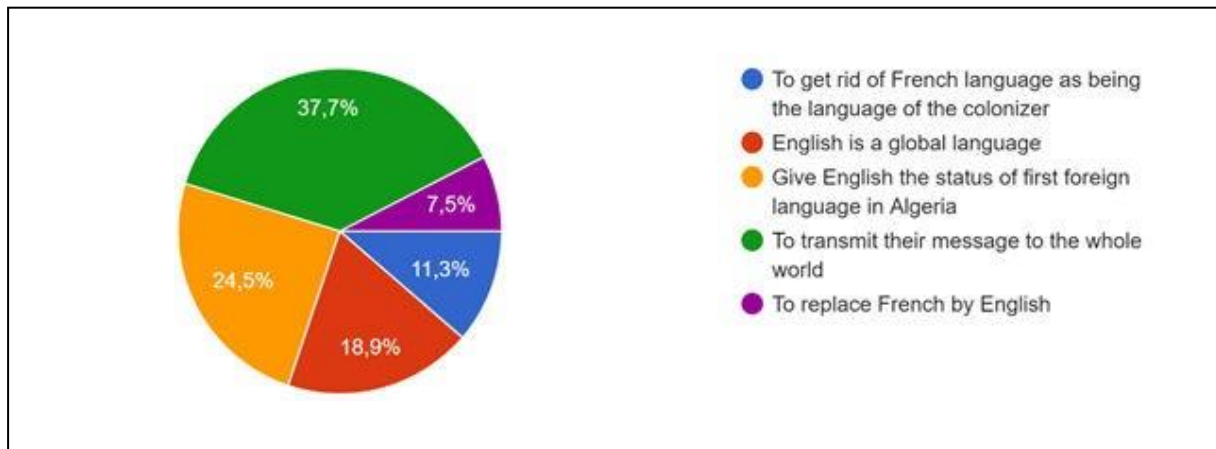
As displayed in graph 3.11, the participants were asked another question about the dominant prospective foreign language in Algeria. More than the half, i.e., 66.70% (n=36) of the respondents' responses biased towards the English language as the most prospective foreign language in Algeria. For 14.8% of the respondents ADA is the most dominant future language for Algerians. MSA and French share the same percentage, i.e., 9.30% (n=5).

Though lacking scientific founding, these data remain virtually quite possible owing to the swift spread of the English language usage especially in powerful fields of economy, politics, scientific research, technology, mass media,...etc. In fact, it has even outpaced national languages in European countries. Besides, these answers deeply reflect their ambitions not only to learn English but also to be part of their daily practices inside and outside educational context.

Question-item 14: What do you think are the intentions behind such English practices in El-Hirak movement?

- a) To get rid of French as being the language of the colonizer
- b) English is a global language
- c) Give the English language the status of first foreign language
- d) To transmit their protests to the whole world

e) To replace French by English



Graph 3.12: Protesters' Intentions behind English Language Written Banners

The above data (cf. Graph 3.11) reveal that 37.7% (n= 20) of the surveyed sample believe that the main intention behind the use of English written banners is to convey their disenchantments and dissatisfactions across borders. For 24.50% (n=13), the use of the English language is to displace French language and substitute it by English as a first foreign language. For the rest, the answers are shared among 'getting rid of French for being the language of ex-colonizer' with 11.30%, English is a global language, with 18.90%, and to replace French by English, with 7.50%.

3.5. The analysis of the interview

Questions of the interview:

- How do the psychological linguists explain the use of English in Al-Hirak's slogans?
I.e. what are the hidden reasons behind this linguistic phenomenon?
- To what extent do the use of English in Al-Hirak movement reflect the adoption of the linguistic globalization?

The interviewee's answers

Teacher1:

Due to the effects of globalization within the advent of the new information and communication technologies (NICTs), especially social media websites, unprecedented changes have been taking place at all levels. All these swift alterations have transformed the

Chapter Three: Data Collection Procedures, Findings and Discussion

world into a small village. Therefore, it is impossible to isolate Algeria from the global context which English language controls.

Teacher 2:

The end of the guardianship of France in Algeria and negative trend against France and feeling of hatred

Teacher 3:

Addressing the foreign media conveying an image of the Algerian protest movement, that is to say that the speech is not directed locally but to the international media, crossing national borders.

Teacher 4:

English is the language of science and research and it is academic language.

Teacher 5:

The primacy of the English language in expression and delivering the information as global language compared to French.

The analysis

All interviewees' answers can be explained as following:

All the above answers alluded to the impact of NICTs on people's easy communication especially through English. Being a global language, English plays an important role in communicating globally. In the era of such globalization, the term generalized, globalization (which obviously comes from the word "globe") is the "big idea" of 20th century, which contains the process of international integration arising from the exchange of worldwide views, products, ideas, and other aspects of culture and life. Besides the occurrence of certain processes which allow the spread the information and experience around the world nowadays, which is, of course, tightly connected to the new era of information and quickly developing new technologies. Undoubtedly, the new era of globalization provides us with loads of new opportunities to share and exchange our knowledge, findings, experience or ideas with anyone from another part of the globe. Against a background of rapid technological change, globalization and resulting cross-cultural interaction in recent decades has dramatically impacted the types of communication skills needed.

- The impact of technology on people's means of communication (English is the dominant language of communication).
- Using English which is best to be understood by International media.
- Personal motive: the belief that English is the most prestigious and the most sophisticated language.
- Practicing English as a rival to French.

In whole, the interviewees' answers express multidimensional explanations to the research questions. Therefore, one cannot adapt a definite assumption to fully explain the use of English in Al-Hirak movement. Consequently we take all interviewees' (experts) answers to account for a trial to understand the use of English in such context 'Al-Hirak).

Conclusion

To go over the main points, then, this chapter is devoted for the research design, methodology which is based on a quantitative method by means of a detailed questionnaire to students and teachers from Ibn Khaldoun University, following a random sampling together with a qualitative method that is interview with sociologists and psycholinguistic teachers from the department of Arabic, French, and English from Ibn Khaldoun University. This chapter attempts to analyze and interpret the collected data from an empirical point of view. More to the point, it demonstrates that those who use English are plurilinguals, rather than bilinguals regarding to the Algerian sociolinguistic sphere, and the main reason behind that, the general findings reveal that English plays an important role in communicating globally the belief that English is the most prestigious and the most sophisticated language, Practicing English as a rival to French.

General Conclusion

General Conclusion

General Conclusion

To go over the main points, Algeria as being a heterogeneous society in which Arabic is the official language of the country but the reality is totally different since different languages co-exist in the Algerian society such as: Berber and its varieties, French and English, which gives birth to many linguistic phenomena like bilingualism, code switching and code mixing, borrowing, diglossia. This research has given a consideration to the phenomenon of English practices in the Al-Hirak movement. Most of the time people revolt to change things, the old figures, the language, at different levels and domains (economy, education, administration ...). As far as we are concerned with the Algerian popular movement Al-Hirak and the use of English linguistic practices in its slogans beside to Arabic and French, this leads us to investigate this topic in order to discover the direct and even the indirect reasons behind such linguistic practices. It also sets out to identify the Algerian sociolinguistic sphere.

As far as the last result is concerned, in terms of society Algeria is a bilingual country, in which both Arabic and Berber language have the official and the national status. However at the level of individuals we have

- Monolingual individual
- Bilingual individual
- Plurilinguists

Those who use English in Al-Hirak are plurilinguists (plurilinguists proficiency) rather than bilingual individual regarding to the status of foreign languages. In the Algerian sociolinguistic sphere (English and French are neither official nor national).

The general findings reveal that the main intention behind the use of English written banners is to:

- Convey their disenchantments and dissatisfactions across borders.
- The use of the English language is to displace French language and substitute it by English as a first foreign language.
- English is the language of science and research and it is academic language.
- The primacy of the English language in expression and delivering the information as global language compared to French.

General Conclusion

- The impact of technology on people's means of communication (English is the dominant language of communication).
- Using English which is best to be understood by International media.
- Personal motive: the belief that English is the most prestigious and the most sophisticated language.
- Practicing English as a rival to French.

Due to the effects of globalization within the advent of the new information and communication technologies (NICTs), especially social media websites, unprecedented changes have been taking place at all levels. All these swift alterations have transformed the world into a small village. Therefore, it is impossible to isolate Algeria from the global context which English language controls.

To conclude, In whole, the interviewees and the respondents' answers express multidimensional explanations to the research questions. Therefore, one cannot adapt a definite assumption to fully explain the use of English in Al-Hirak movement. Consequently we take all interviewees' (experts) answers to account for a trial to understand the use of English in such context 'Al-Hirak).

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Thomas Serres is a lecturer in the Department of Politics at the University of California, Santa Cruz and associate researcher in the Development & Societies Research Unit, Paris-Sorbonne.

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Appendices

Appendix I

The questionnaire, in-between your hands, is a part of our on-going MA dissertation that is meant to collect data about the English practices in Al-Hirak slogans. Thus, we honorably ask you to answer the questions below, which will take only few minutes. Your personal opinion will surely help us getting valuable results.

NB:

Tick (✓) the **most** suitable answer **or** use provided space!

Abbreviations and acronyms:

► Algerian Dialectal Arabic (**ADA**), Modern Standard Arabic (**MSA**), Berber and its varieties (**Ber**), French (**Fr**), English (**Eng**), Spanish(**Spa**), German (**Ger**)

Section one : Participant’s Personal Data

1) **Gender:** Male Female

2) **Age:** 20→30 31→40 41→50 >50

3) Scientific Qualification

a) **Are you:**

An instructor /a lecturer an assistant professor Permanent substituted Student

b) **What is your higher degree?**

Magister Master PhD

Others (Specify):

c) **Domain:**

French English German Spanish

Other (Specify):

d) **What is your specialty?**

Section Two: Participant’s Linguistic Competence

4) What is your mother tongue?

ADA Ber

5) Which language variety do you use most in your daily communication?

ADA MSA Br Fr Eng Ger Spa

Other (Specify):

6) How often do you use the other varieties?

[Titre du document]

Always Often Sometimes Rarely Never

Section Three: Reasons and Motivations for English Language Use

7) How do you consider the fact that someone who often mixes between English and Arabic?

Positive negative indifferent

8) In which language do you prefer to watch movies; listening to music, and using the Internet?

Fr Eng ADA

Other (Specify):.....

9) To what extent do you use English in your daily speech?

Always Often Sometimes Rarely

10) In which language do you set your computer, tablet, or cell phone in?

MSA Fr Eng

Other (Specify):

11) Do you frequently contact friends via the internet? Yes No

12) What is the language that you use when chatting with friends in the social media websites?

MSA Ber Fr Eng

Others (Specify):

13) How can you describe your level of mastery of English?

Appendices

Low

medium

high

14) If your choice is a foreign language, what would it be? Why?

.....

Section Four: English practices in Al-Hirak movement

15) Have you ever participated in Al-Hirak Movement? Yes No

16) A) There were slogans written in English during Al-Hirak movement, did you notice that?

Yes

No

B) If yes, what do you think about using English in such manifestations?

Positively

negatively

indifferent

17) As you know that among the most popular slogans in the world is the one of Barak Obama "YES WE CAN." Do you think that writing slogans in English in Al-Hirak movement is imitation or linguistic diversity?

Imitation

linguistic diversity

18) What do you feel about other communities' positive response on the demands of members of EL-Hirak?

.....

.....

19) A) Do you think that English influences that response?

Yes

No

B) If yes, why?

.....

.....

20) What language variety do you expect to be dominant in Algeria in the future?

Eng ADA MSA Fr

21) What do you think are the intentions behind such English practices in El-Hirak movement?

- a) To get rid of French language as being the language of the colonizer
- b) English is a global language
- d) Give English the status of first foreign language in Algeria
- e) To transmit their message to the whole world
- f) To replace French by English

Others:.....

Appendix II

هذا الاستبيان الذي بين يديك الان جزء من مذكرة تخرجنا الخاصة بالماستر الهادفة إلى جمع بيانات حول الالافئات المستعملة في الحراك والمكتوبة باللغة الإنجليزية, ولهذا واعتمادا على ما سبق, يشرفنا أن تجيبوا على الأسئلة أدناه التي لن تأخذ من وقتكم سوى بضع دقائق للإجابة عنه. أجوبتكم ستساعدنا في الحصول على نتائج قيمة.

ملاحظة: ضع علامة صحيح (√) بجانب الإجابة أو الخانة المناسبة.

الأسماء المختصرة:

اللهجة الجزائرية العربية (ل,ج,ع), اللغة العربية الحديثة (ل,ع,ح), اللغة الأمازيغية وفروعها (ل,أ,ف), فرنسية (ف), إنجليزية (ن), إسبانية (س), ألمانية (ل)

القسم الأول: معلومات الشخصية للمشارك

(1) الجنس : ذكر أنثى

(2) العمر : من 20 إلى 30 من 31 إلى 40 من 41 إلى 50 من 50

(3) الكفاءة العلمية:

(أ) هل أنت ؟

مدرس / محاضر أستاذ مساعد مستمر طالب بديل

(ب) ما هي درجتك العليا ؟

الماجيستر باستر دكتوراه

شيء آخر (حدده):

(ج) مجال:

فرنسية إنجليزية ألمانية إسبانية

شيء آخر:

(د) ما هو تخصصك؟

القسم الثاني: الكفاءة اللغوية للمشارك

4) ما هي لغتك الأم؟

ل,ج,ع ل,أ,ف

5) ما هي اللغة التي تستعملها في محادثاتك اليومية؟

ل,ج,ع ل,ج,ع,ح ل,أ,ف ف س ل

شيء آخر:

6) كم مرة تستخدم الأصناف الأخرى؟

دائما غالبا أحيانا نادرا ابدا

القسم الثالث: أسباب ودوافع استخدام اللغة الإنجليزية

7) كيف تنظر إلى شخص ما يمزج بين اللغتين العربية والإنجليزية؟

إيجابي سلبي غير مبال

8) بأي لغة تفضل مشاهدة الأفلام ؛ الاستماع إلى الموسيقى واستخدام الإنترنت؟

ف ن ل,ج,ع

شيء آخر:

9) ما هو مدى استعمالك للغة الإنجليزية في محادثاتك اليومية؟

دائما غالبا أحيانا نادرا

10) ما هي اللغة التي قمت بضبطها في حاسوبك, هاتفك, لوحتك الرقمية؟

ل,ع,ح ف

شيء آخر:

11) هل تتصل بالأصدقاء بشكل متكرر عبر الإنترنت؟ نعم لا

12) ما هي اللغة التي تستخدمها عند الدردشة مع الأصدقاء في مواقع التواصل الاجتماعي؟

ل,ع,ح ل,أ,ف

شيء آخر:

13) كيف يمكنك وصف مستواك في إتقان اللغة الإنجليزية؟

ضعيف متوسط عالي

14) إذا كنت ستختار لغة أجنبية ، فماذا ستكون؟ ولماذا؟

.....

القسم الرابع: ممارسات اللغة الإنجليزية في حركة الحراك

15) هل سبق لك أن شاركت في حركة "الحراك"؟

نعم لا

16) (أ) كانت هناك شعارات مكتوبة باللغة الإنجليزية اثناء حركة "الحراك" ، هل لاحظت ذلك؟

نعم لا

(ب) إذا كانت الإجابة نعم، فما رأيك في استخدام اللغة الإنجليزية في مثل هذه المظاهرات؟

إيجابي سلبي غير مبالي

17) كما تعرفون أن من بين الشعارات الأكثر شعبية في العالم هو شعار باراك أوباما "نعم نستطيع". هل كتابة الشعارات باللغة الإنجليزية في حركة "الحراك" هي تقليد أم تنوع لغوي؟

تقليد التنوع اللغوي

18) ماذا تشعر حيال الاستجابة الإيجابية من المجتمعات الأخرى لمطالب أفراد "الحراك"؟

.....
.....

19) هل تعتقد أن اللغة الإنجليزية تؤثر على هذه الإجابة؟

نعم

إذا كان نعم إذا كانت الإجابة نعم، فلماذا؟

.....
.....

20) ما هي اللغة التي تتوقع أن تكون مهيمنة في الجزائر في المستقبل؟

لغة فرنسية لغة انجليزية

21) ما هي النوايا الخفية التي تدفع لاستعمال اللغة الانجليزية في الحراك؟

Appendices

أ) التخلص من اللغة الفرنسية كونها لغة المستعمر.

ب) اللغة الإنجليزية هي لغة عالمية.

د) إعطاء اللغة الإنجليزية مكانة اللغة الأجنبية الأولى في الجزائر.

ه) لنقل رسالته إلى العالم بأسره.

و) استبدال اللغة الفرنسية باللغة الانجليزية.

شيء آخر:

Appendix III

Questions of the interview:

- How do the psychological linguists explain the use of English in Al-Hirak's slogans?
I.e. what are the hidden reasons behind this linguistic phenomenon?

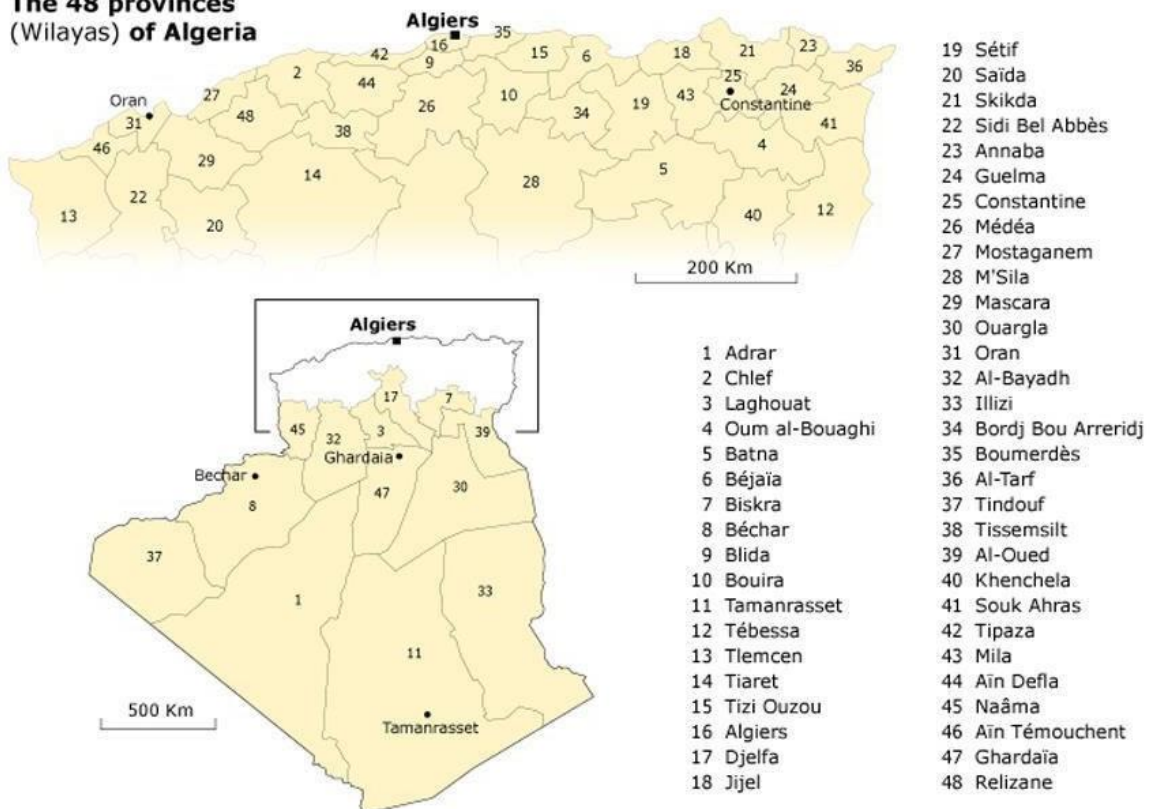
- To what extent do the use of English in Al-Hirak movement reflect the adoption of the linguistic globalization?

Maps



Map1 The Geographical Location and Borders of Algeria

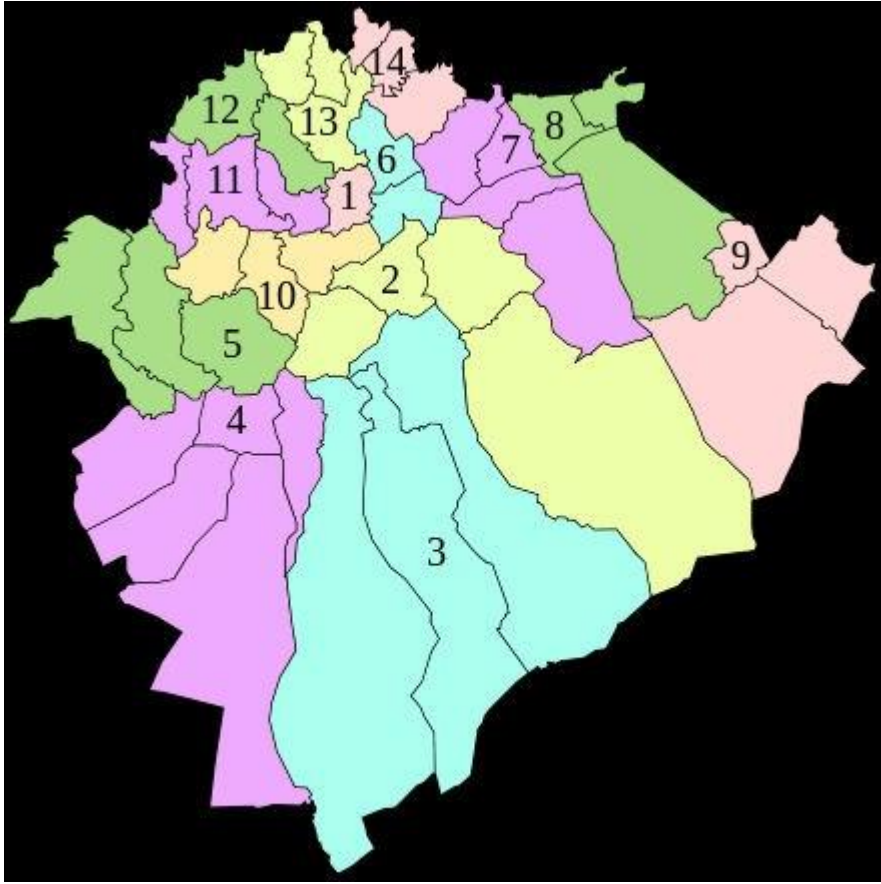
The 48 provinces (Wilayas) of Algeria



Map 2 The Administrative Division of Algeria division



Map 3 A Map of Algeria Highlighting Tiaret



Map 4 The Administrative Division of Tiaret



Algerians Stage Largest Protest Yet, Rejecting President's Offer



Tens of thousands of people filled the streets of Algiers on Friday to denounce President Abdelaziz Bouteflika. It was the largest gathering in four weeks of protests.
Zohra Bensemra/Reuters

By Adam Nossiter

March 15, 2019



ALGIERS — Tens of thousands of Algerians packed the streets of the capital on Friday in the largest protest yet against the rule of President Abdelaziz Bouteflika, a clear sign that they had rejected as insufficient his offer not to seek a fifth



International

The New York Times

Algerians Protest a President 'Taken Hostage by a Mafia Band'

Seeking a Fifth Term While Ill and Absent

By Andrew Ross

ALGERIA'S President, Abdelaziz Bouteflique, is seeking a fifth term in office, despite his illness and absence from the country, according to a report by a prominent Algerian newspaper.

The newspaper, *Le Quotidien*, reported that Mr. Bouteflique had been seen in the capital, Algiers, for the first time in several months. It said that he had been seen in a private hospital, where he was being treated for a long-standing illness.

The report also said that Mr. Bouteflique had been seen in a public square, where he was surrounded by a large crowd of supporters. It said that he had been seen in a private hospital, where he was being treated for a long-standing illness.

The report also said that Mr. Bouteflique had been seen in a public square, where he was surrounded by a large crowd of supporters. It said that he had been seen in a private hospital, where he was being treated for a long-standing illness.



Algerians are protesting against the president's bid for a fifth term, saying he is being held hostage by a mafia band.

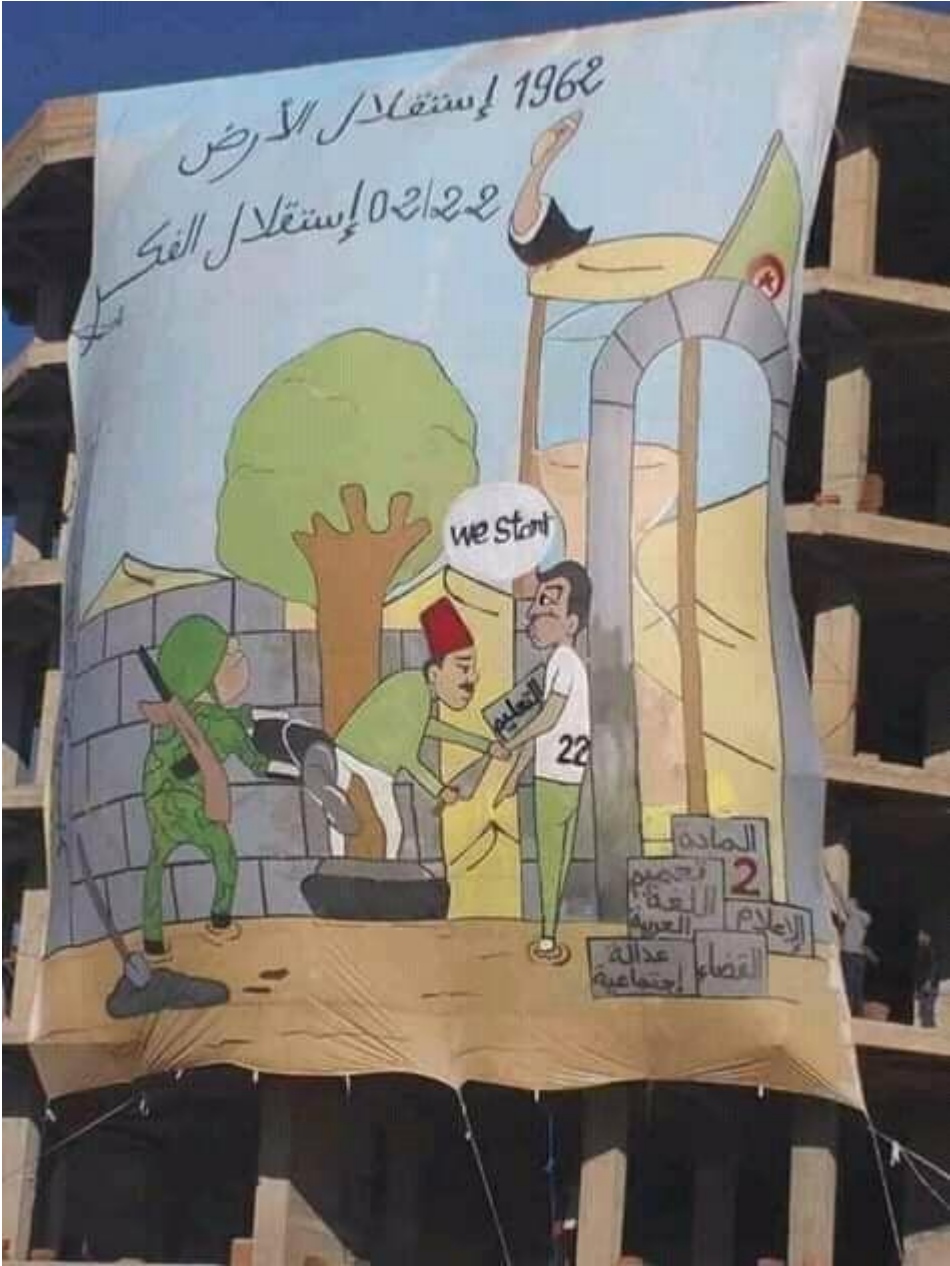
Algerians are protesting against the president's bid for a fifth term, saying he is being held hostage by a mafia band.

Algerians are protesting against the president's bid for a fifth term, saying he is being held hostage by a mafia band.

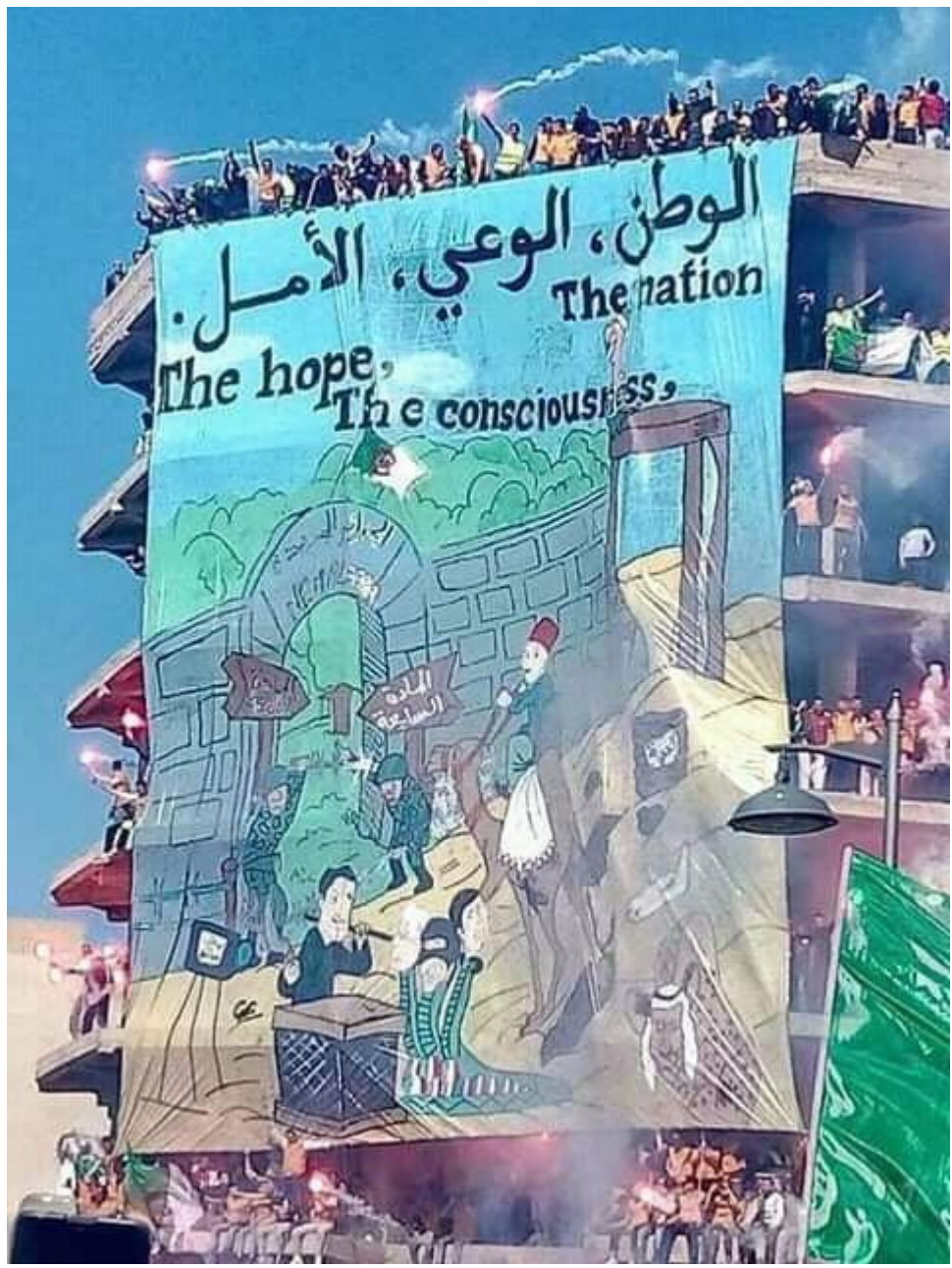
Algerians are protesting against the president's bid for a fifth term, saying he is being held hostage by a mafia band.

Algerians are protesting against the president's bid for a fifth term, saying he is being held hostage by a mafia band.

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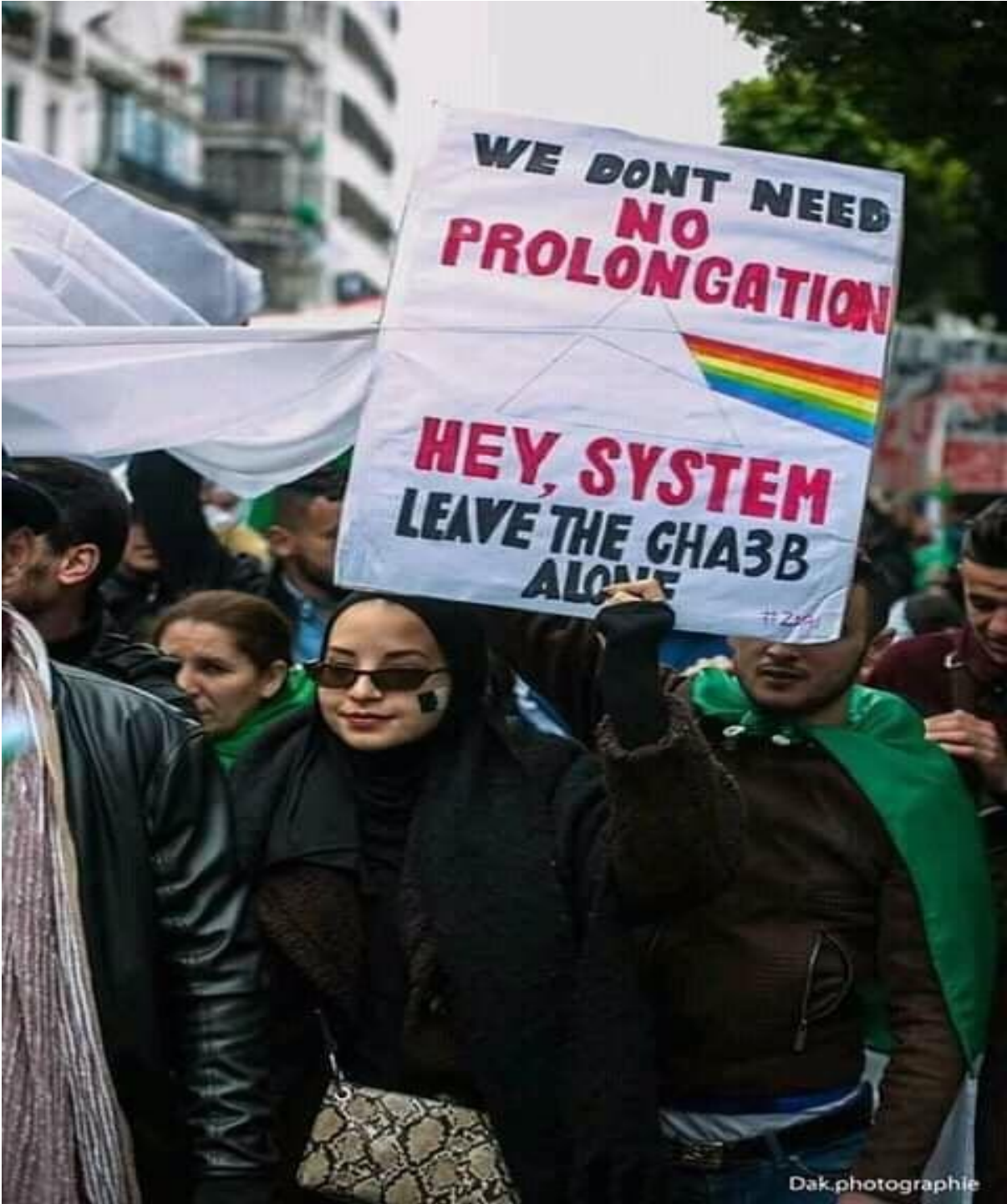












Dak.photographie









UPDATE
FACEBOOK,
S GOOD

INDUSTRY REBORN
A REVIVAL BUILT
ON CARDBOARD



FILLING THE CANVAS
BATTING CANCER, AN
MORE PROLIFIC THAN

The New York Times

INTERNATIONAL EDITION | THURSDAY, MARCH 10, 2011

Europe in power all prey?

...diffusion
...ing...



With burden lifted, Truman seems set to keep fighting

NEWS ANALYSIS
By David E. Sanger

President quickly dismissed indications as Democrats are put on the defense

...approach
...the concept of a
...30 years of
...this increasingly
...ing the part of
...critical given to
...subsidies
...speculation in
...attractive debt
...outlets.

'It's time to break the chains'

Feed up with corruption, Algerians want president and his entire system out

BY ANTON BONDREVA

Algeria's 52-year-old president, Abdelaziz Bouteflika, sits in a wheelchair — once paralyzed, barely able to climb his stairs. Overrun by a flurry of students and family members, he has not stirred a single word in public, much less given a speech or interview, since a stroke in 2003.

Twenty miles away in the capital, Algerians, tens of thousands of demonstrators fill the streets every week, loudly demanding his departure and that of the extensive, ill-defined entourage around his chair. Algerians call simply the "power" the when of high-ranking officials, wealthy businessmen and military officers who actually run the country.

The demonstrations, the largest in over 20 years, have grown larger every week and seem unstoppable. Algeria,

the largest country in Africa and a major power of the Arab world, now faces an uncertain future.

The government demands are specific: Bouteflika, 80, must resign by the end of the year.

"We feel the we've been trapped for 20 years," said Foad Moukoko, a 27-year-old doctor standing outside the modernist national library on a sunny Wednesday day. "It's time to break the chains."

While it remains far from clear what happens next, a sense that change is inevitable is sweeping the country.

The protest has caught on across the country and among all classes of society, from teachers to fathers to truck drivers to teachers to workers in academies. "It is extraordinarily diverse," said "Hassan" Djab, a sociologist.

An offer by Mr. Bouteflika that he would not run for a fifth term, which the government portrayed as a major concession, was widely scoffed at. The protesters became a bit short of their demands that he step down immediately and because it appeared to leave him in office indefinitely. The episode seemed only to energize them.

The government and the security



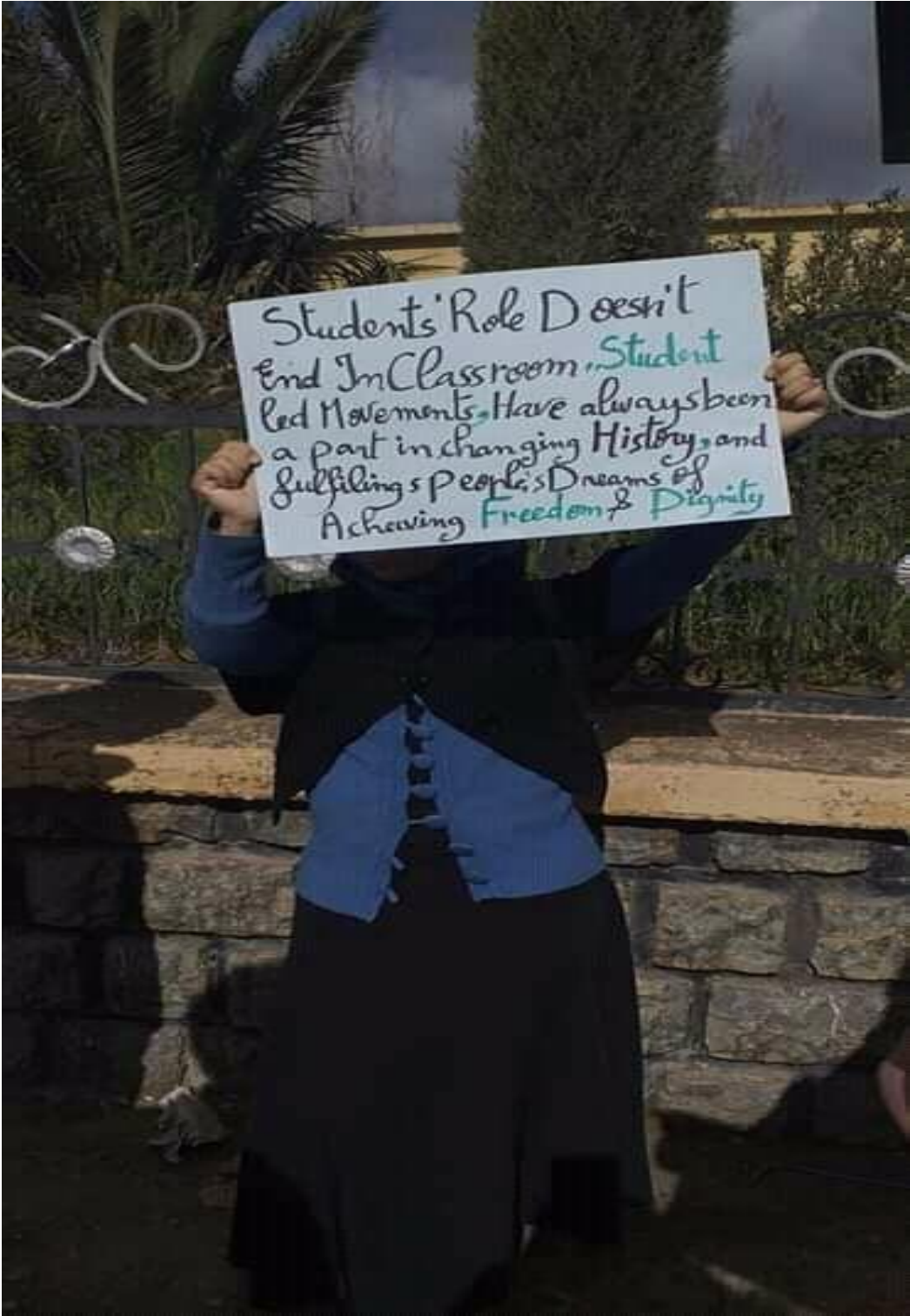
The Algerian president, Abdelaziz Bouteflika, in 2007. After a stroke in 2003, he barely able to speak, though his officials could be in charge of speaking for him.

...approach
...the concept of a
...30 years of
...this increasingly
...ing the part of
...critical given to
...subsidies
...speculation in
...attractive debt
...outlets.

Terminal 2?

October
Interest





Students' Role Doesn't
End In Classroom, Student
Led Movements, Have always been
a part in changing History, and
fulfilling People's Dreams of
Achieving Freedom & Dignity







POND
TEND
CH

Free Algeria
WE WANT TO RETURN HOME

THE PEOPLE WANT TO TOPPLE THE REGIME IN ALGERIA

I CAN KEEP CALM





THE USUAL SUSPECTS



- 1 : Faux syndicaliste
- 2 : Faux frère
- 3 : Vrai CON
- 4 : Faux monnayeur
- 5 : Faux jeton
- 6 : Faux espoir
- 7 : Faux samblaent

Non aux fausses solutions !







Algerians demand ousting



















Kill them with success

and bury them with a smile





If you can't find the sunshine ...
Be the sunshine



-Dima-
Nedjine

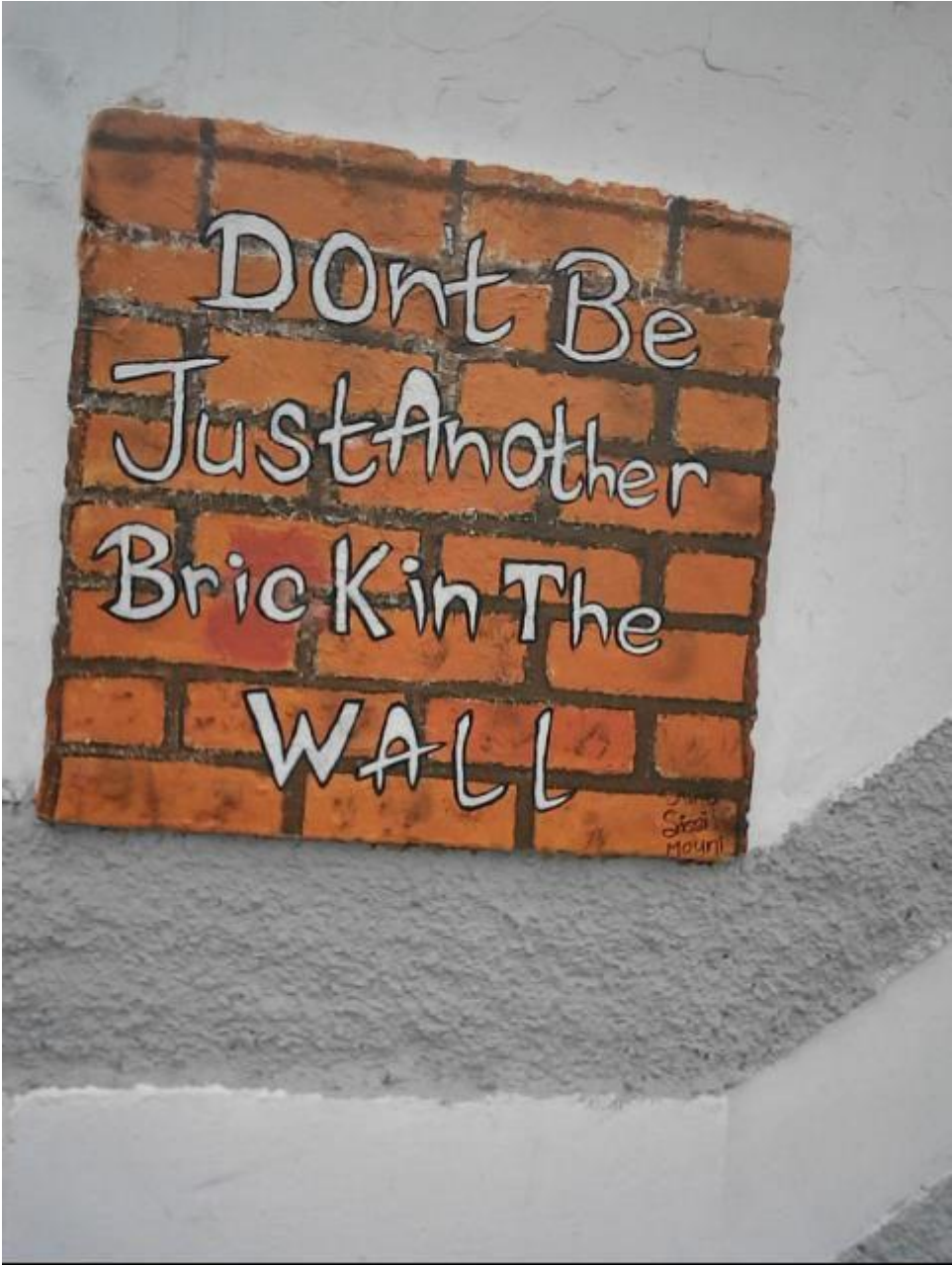
♥ faith is in the hearts ♥
N.E. ♥



-Dima-
Nedjine

Dima
Nedjine





Dont Be
Just Another
Brick In The
WALL

Strain
Mount















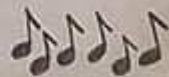
Government government

"yes papa"

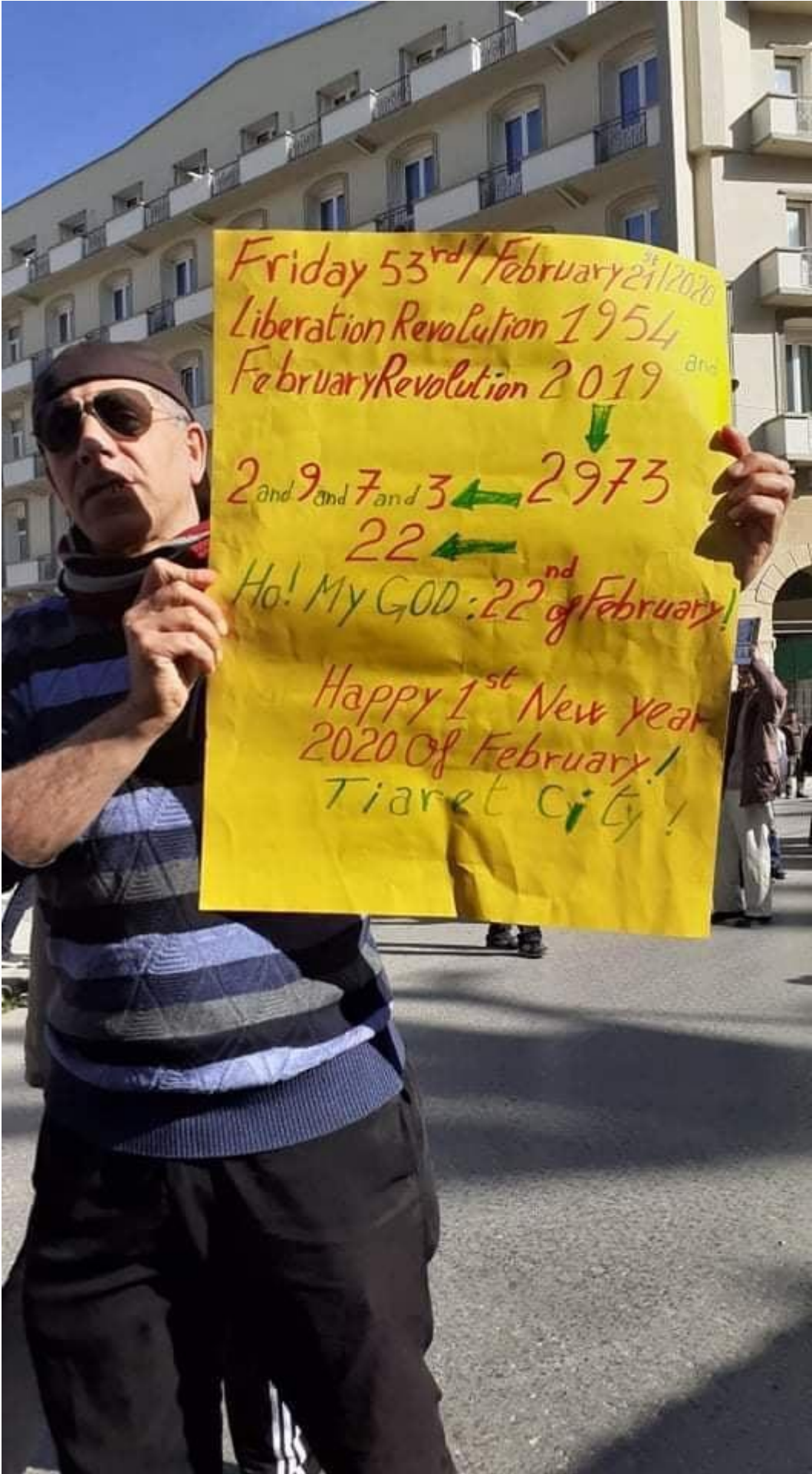
Stealing money "no papa"

Telling lies "no papa"

Open your files "hahaha"







Friday 53rd / February 21st 2020
Liberation Revolution 1954
February Revolution 2019 and

2 and 9 and 7 and 3 ← 2973
22 ←

Ho! My GOD: 22nd of February!

Happy 1st New Year
2020 of February!
Tiarat City!





Algerians demand ending



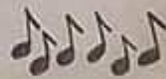
Government government

"yes papa"

Stealing money "no papa"

Telling lies "no papa"

Open your files "hahaha"













Résumé :

L'objectif ultime de la recherche actuelle est une tentative de déconstruire et de décoder les messages implicites derrière les pratiques linguistiques anglaises utilisées dans les slogans algériens d'Al-Hirak. Ce travail cherche à trouver les facteurs et les raisons qui poussent ces manifestants à utiliser de tels slogans en anglais en plus du français et de l'arabe. De plus, il cherche à savoir si ce phénomène reflète une compétence bilingue / multilingue ou plurilingue. Il vise également à examiner comment le mouvement Al-Hirak reflète les attitudes des gens envers l'anglais en tant que lingua franca et l'impact de la mondialisation. En outre, il examine la situation sociolinguistique en Algérie, qui est une société hétérogène. Afin de mener cette étude, une méthode mixte est adoptée, à savoir des outils d'investigation qualitatifs et quantitatifs. En effet, en raison des mesures sanitaires imposées, le questionnaire, comprenant 19 questions, a été mis en ligne. En outre, une interview structurée a été diffusée via les réseaux sociaux. Les données glanées se composent de cinquante-quatre (54) questionnaires et cinq (5) entretiens. Il convient de souligner que les personnes interrogées sont spécialisées en psycholinguistique et en sociologie travaillant à l'Université Ibn Khaldoun. Les résultats révèlent que ceux qui utilisent des slogans, devises, bannières, etc. en anglais dans le mouvement Al-Hirak sont des plurilingues plutôt que des individus bilingues en ce qui concerne le statut des langues étrangères dans la sphère sociolinguistique algérienne (le français et l'anglais ne sont ni nationaux ni officiels) . De plus, les motivations des pratiques linguistiques anglaises pourraient être dues à des raisons personnelles, politiques et, surtout, à l'hégémonie de la langue anglaise dans toutes les sphères de la vie sous l'impact de la mondialisation. Ce faisant, les hirakistes veulent que leurs manifestations atteignent un maximum de personnes dans le monde. Il est tout à fait significatif de dire que les médias de masse ont joué un rôle de pivot en attirant un grand nombre de personnes du monde entier sur les manifestations algériennes.

Mots clés: Mouvement Al-Hirak, Bilinguisme, Multilinguisme, Plurilinguisme, Slogans, Communauté de Tiaret , discours.

المخلص:

الهدف النهائي وراء البحث الحالي هو محاولة تفكيك وفك رموز الرسائل الضمنية وراء الممارسات اللغوية الإنجليزية المستخدمة في شعارات الحراك الجزائرية. يسعى هذا العمل إلى معرفة العوامل والأسباب التي تدفع هؤلاء المتظاهرين لاستخدام مثل هذه الشعارات بالإنجليزية إلى جانب الفرنسية والعربية. علاوة على ذلك ، فإنه يبحث فيما إذا كانت هذه الظاهرة تعكس شرطاً ثنائياً / متعدد اللغات أو إجادة تعدد اللغات. كما يهدف إلى دراسة كيف تعكس حركة الحراك مواقف الناس تجاه اللغة الإنجليزية كلغة مشتركة وتأثير العولمة. علاوة على ذلك ، يدرس الوضع الاجتماعي اللغوي في الجزائر ، وهو مجتمع غير متجانس. من أجل إجراء هذه الدراسة ، تم اعتماد طريقة مختلطة ، أي أدوات التحقيق النوعية والكمية. في الواقع ، بسبب التدابير الصحية المفروضة ، تم وضع الاستبيان الذي شمل 19 سؤالاً على الإنترنت. إلى جانب ذلك ، تم نشر مقابلة منظمة عبر وسائل التواصل الاجتماعي. تتكون البيانات المجمعة من أربعة وخمسين (54) استبانة وخمسة (5) مقابلات. وتجدر الإشارة إلى أن من تمت مقابلتهم متخصصون في علم اللغة النفسي وعلم الاجتماع في جامعة ابن خلدون. تكشف النتائج أن أولئك الذين يستخدمون الشعارات المكتوبة باللغة الإنجليزية ، والشعارات ، واللافتات ، وما إلى ذلك في حركة الحراك هم أشخاص متعدّدو اللغات وليسوا ثنائيي اللغة فيما يتعلق بوضع اللغات الأجنبية في المجال اللغوي الاجتماعي الجزائري (الفرنسية والإنجليزية ليستا قوميتين ولا رسمية) . علاوة على ذلك ، فإن الدوافع الكامنة وراء الممارسات اللغوية الإنجليزية قد تكون راجعة إلى الشخصية والسياسية ، وخاصة هيمنة اللغة الإنجليزية في جميع مجالات الحياة في ظل تأثير العولمة. وبذلك ، يريد أتباع الحراك أن تصل احتجاجاتهم إلى أكبر عدد ممكن من الناس حول العالم. من الأهمية بمكان أن نقول إن وسائل الإعلام لعبت دوراً محورياً في جذب انتباه عدد كبير من شعوب العالم للاحتجاجات الجزائرية.

الكلمات المفتاحية: الحراك ، ثنائية اللغة ، تعدد اللغات ، الشعارات ، خطاب.