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**Investigating the Motives Behind English Language Use in the
Algerian Society
Commercials Sign Spots in Tiaret City as a sample.**

This Dissertation is submitted in Partial Fulfillment of the Requirement for the
Degree of Masters in *Linguistics*

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Dedication

All work is due to Allah the most gracious the most merciful

This dissertation is dedicated to “Our Parents”

For their endless love, support throughout our life and encouragement.

Thank you for giving us the strength to reach for the stars and chase our dreams.

To our beloved brothers, sisters, family and friends.

Through good and through moments of life

Their kindness and extensive support

Have been ever-present in this important time of our life,

for which we are eternally grateful.

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Abstract

The act of displaying one's native tongue in public is a tradition that extends back before written history. This kind of behavior or action has just recently received attention. Thus, the current research investigates the expansion of the English language in Tiaretian public and commercial settings, in addition to, the more widespread use of English in Algeria. The purpose of the study is to investigate the reasons behind the prevalence of the English language in professional contexts. This subject is investigated using a variety of research approaches. The respondents were given a questionnaire, and 10 faculty teachers from Ibn Khaldoun University and ENS were interviewed using a semi-structured format. The respondents were conveniently chosen. An examination of signage in Algeria, as well as, those in other countries across the world reveals that the vast majority of English-language labels are designed with financial gain rather than linguistic precision in mind (*lingua franca*).

Keywords: Algerian traders, Globalization, Global language, *Lingua franca*, Linguistic Landscape, Shop/restaurant names, Tiaretian Commercial signs

List of Acronyms

- ✧ ADA: Algerian Dialectal Arabic
- ✧ CA: Classical Arabic
- ✧ MSA: Modern Standard Arabic
- ✧ CM: Code Mixing
- ✧ CS: Code Switching
- ✧ EFL: English as Foreign Language
- ✧ HV: High Variety
- ✧ IL: Inter-Lingual
- ✧ LV: Low Variety
- ✧ LL: Language Landscape
- ✧ FLA: First Language Acquisition
- ✧ SLA: Second Language Acquisition
- ✧ STEM: Science, Technology, Engineering, and Mathematics
- ✧ TL: Target Language
- ✧ NATO: North Atlantic Treaty Organization

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General Introduction

General Introduction

Algeria is a multi-diglossic country, which means that there are many different dialects being spoken. Up to four significant languages and dialects (Tamazight, ADA, French, MSA and English), all of which are currently competing with each other on the streets of Algeria, make up the linguistic landscape of the country at the present time. However, according to the information provided by Fodil in his personal letter, the English language did not exist in the country seventy-four years ago. As a result of globalization, commercial signs are becoming increasingly widespread, particularly in the public signage of metropolitan areas.

The region that is now known as Algeria was home to the Berber people for a significant amount of time. Beginning with the Romans and continuing through the Arab-Islamic invasions of the seventh century and France's colonization in 1830, a number of different conquerors have left their imprint on the linguistic make-up of Algeria over the course of its history. There is a distinct history to English, which has been substantially de-ethicized as of Benrabah came up with a term to characterize it that refers to an English dialect that has nothing to do with the history of British colonialism or English-speaking nations.

Language is constantly flowing in urban contexts, which contributes to their vibrancy and health. Even though it can look simple to someone who isn't familiar with how languages are presented in public contexts, there is actually a very involved procedure that goes on behind the scenes to make this happen. English is becoming increasingly important in an increasingly globalized world, and this trend is likely to continue. There is evidence of this in Algeria, where the general population is beginning to speak English in an increasing number of instances. Algeria's many different languages reflect the country's tolerant attitude toward the English language. Research on the "Linguistic Landscape," or LL for short, is one of the methods that can be utilized in order to provide an explanation for the growing influence of English in Algeria. This latter, which focuses on whether language or languages are given the most emphasis, reveals the residents' sociolinguistic preferences. These preferences are disclosed based on whether language or languages are given the most prominence.

In order to carry out this LL investigation, the researchers proceeded to the city center of Tiaret, which is located in the northwest part of Algeria. It was determined to investigate the extent to which English is used on business signage in the primary shopping districts, which are characterized by a healthy combination of retail and residential

Development. For the purpose of the project, we chose to work with 49 different retail outlets spread across the city. The vast majority of Algerians are forced to live with L1 as a daily need. Because ADA is the primary code used in this region, along with French and English as backups. These locations are therefore ideal for this type of study that is being conducted. As a consequence of this, it is intriguing to speculate on the reasons why some proprietors of businesses opt to name their companies in English rather than in the languages that they are fluent in themselves.

Ross (1997) and Griffin (2004) researched the presence of English on store signs in Italy in order to understand the reasons that shop owners use English to sell goods. In particular, they were interested in the reasons that English was used on store signage. This study aims to provide answers to the same questions as the previous one. Even though the sociopolitical and economic environments of Algeria and Italy couldn't be more different from one another, the English language is regularly used on store signs in both countries. The goal of this research is to determine the reasons behind the decision made by business owners to write their storefront signage in English. Our investigations into a phenomenon are, regardless of how far away in time and location they may be from one another, centered on the same topic. In addition, the initiative intends to bring attention to the status, prominence, and presence of the English language on the streets of Algeria, which is generally thought of as a town in where English is not spoken.

1. Research Aims & Significance

As a result of the fact that it is considered to be a "Lingua Franca," the English language is often considered to be the language that is spoken by the most people all over the world. Despite the fact that "French" is a de facto first foreign language, the constitution of Algeria recognizes MSA and Tamazight as the country's two official languages. Although the English language did not become widespread in Algeria until after World War II, it may be seen in a number of public places, including on street signs, in store windows, and in other areas. The primary emphasis of our research is an empirical investigation into the extent to which English is used in public spaces and shops throughout Tiaret and Algeria. Furthermore, its primary objective is to show that English signs do exist and that they play a role in the construction of a new "Linguistic Landscape," providing a substantial insight into the existence of English in a "Non-English speaking zone." This will be accomplished by demonstrating that English signs exist and that they play a role in the construction of a new

"Linguistic Landscape." In addition to this, it investigates the level of familiarity Algerians have with the use of the English language in a variety of public settings. One of its extensions is to explain how and why English got so ingrained in Algerian culture, thereby putting the colonial language traditions that had been established in the region in jeopardy.

Even if informing the general public is the most important purpose of the signs, the words that are employed to transmit the information contain also have a significant symbolic meaning. This decision may be one of several that humans must make at any one time, and it may suggest either the overt or the hidden intentions of the persons who are making this decision. Decisions regarding which varieties should be shown in any given city-land cannot be made arbitrarily.

2. Research Questions

This research is conducted to answer the following questions:

1. What are the motives behind English use in the Algerian commercials and public signs?

Few questions were added to shed more light on the problematic; here are the sub-questions as follows:

2. To what extent are the Algerian society's commercial and public sign being affected by globalization?

3. How far can globalization cause the substitution of French language by English in commercial places?

3. Research Hypothesis

H1- Store owners' use of English may be for prestige in order to attract the client's attention.

H2-Recently, the Algerian commercials and public are being highly affected by globalization especially the new generation; as it is noticed that English is gradually dominating in storefronts and commercial signs over French.

H3- English as a global language (lingua franca) may replace French as means of communication especially with the coming of the new digital generation.

4. Research Method, Instruments & Sampling

The current study makes use of a variety of research method. During the investigation of this issue, two different research methods are utilized. A questionnaire was distributed to participants (N=), after they were selected in the most practical way possible (convenient sample). In addition, ten EFL teachers from Ibn Khaldoun University and ENS were questioned about the phenomenon of the predominance of the English language in the Algerian commercial field.

5. Delimitation of Research

The present study concentrates on a rather small cross-section of the advertising landscape in the city of Tiaret. Because of this, the findings cannot be generalized to the whole country.

6. Structure of the Dissertation

This study's primary objective is to describe Tiaret's linguistic use by emphasizing on the use of English as a foreign language in commercial signs by a variety of stores and their owners. Additionally, this dissertation is divided into three chapters. The first chapter is dedicated to outlining Algeria's sociolinguistic profile, which included historical, socio-cultural, political, and economic factors that have led to Algeria's linguistically complicated and diversified condition. In chapter two, the study's theoretical emphasis is on defining concepts such as globalization, language landscape, linguistic signals, and English as a lingua franca. The third and last chapter included detailed information on data collecting, processing, and presenting of the study's primary findings.

Chapter one: Sociolinguistic Background of Algeria

Chapter One: The Sociolinguistic Background of Algeria

I.1 Introduction

The Maghreb, with reference to its geopolitical location has been in the cause of history, in continuous contact with a diversity of cultures, languages and civilization. Throughout the history, Algeria has witnessed many civilizations, Islamic conquest and lately the French colonization. In fact, due to this historical and linguistic contact among Ottoman Empire, Modern Standard Arabic, Spanish and French language, Algerian Dialectal Arabic has been diachronically and synchronically influenced by many foreign languages. For these reasons, this chapter is devoted to identify the Algerian sociolinguistic profile via highlighting the different languages and dialects that co-existed in Algerian context.

It is well-acknowledged that by virtue of globalization and its effects, such linguistic reality occurs because of the contact of users from different languages and dialects. In the same vein, Sarah Thomason (2001) states that languages in contact are everywhere, there is no evidence that any language will develop in total isolation. In fact, when languages and dialects come into contact, several linguistic outcomes will emerge, viz., Borrowing, Code-switching, Code-mixing, Bilingualism, Multilingualism, linguistic interference and so on and so forth.

I.2 Algeria Before 19th century

North Africa has long been a melting-pot for various cultures and civilizations such as the Phoenician, Carthaginian, Ottoman and Roman. Thus, Algeria in particular, was targeted by numerous invasions and conquests. The most influential period among the invasions was the Carthaginians, who occupied Algeria for over seven centuries. Around 900 B.C., Phoenician traders arrived on the North African coast and established in Carthage. The Punic civilization of the Carthaginians really marked their presence in Algeria via using the Punic language and belonging to Hamito-Semitic languages. The Carthaginian state resisted then fell as a result of successive Roman victories in the Punic wars. Subsequently, Rome invaded Carthage and seized control of some of its territory for almost six centuries. The Vandals in 429 A.D followed the Romans; Latin, Punic and Berber were the languages in use at that time. After more than a century of peace, the Byzantines ended Vandal dominance in 534 A.D. After a centuries-long settlement until the Arab invasion, the new conquerors sought to implement and spread the Arabic language and Islam. This civilization lasted over seven centuries. For nearly two centuries, Spain settled in some coastal cities of Algeria in the

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late 15th century. In 1509, Spain took control of Mers el Kebir Oran; and one year later, they invaded Tlemcen, Mostaganem, and the west of Algiers. This explains why, in Oran, for example, many words borrowed from the Spanish language are still used by Oranian people.

The Algerians then turned to Turkish Corsairs (particularly the Barbarossa brothers) for assistance. The Ottoman Empire aided the Algerians in ending Spanish dominance and saving Islam. By the mid-16th century, the Turks had taken control of the Algerians. As a result, Algeria became a Turkish protectorate for more than 300 years, until 1830. Many civilizations settled in Algeria, thus, the inhabitants were exposed to languages other than North African dialects. Algeria is now a multilingual country as a result of this fact.

I.3 Berber and its Varieties

According to many historians, Berbers are the native dwellers of the North African region. Berber is a Greek word that means 'bearer'. It was a term used to describe the people of North Africa, and it was derived from the Hemitic. The Romans and the Arabs both retained the use of this term. Algeria's Berbers are the country's first recorded inhabitants, dating back thousands of years. Prior to the arrival of Arabic-speaking invaders, the indigenous population spoke Berber as their primary language.

Tamazight is originally from a Hamito-Semitic language. It is the unified phrase to design the Berber dialects. Several Berber dialect groups are diagnosed in Algeria then again the integral groups are the Kabyles of the Kabylie Mountains, east of Algiers, precisely in TiziOuzou and Bejaia. It is used in two remarkable scripts, Latin, Tifinagh and the Chaouia of the Aures. But subsets to these two dialects, there are many local and regional dialects. Chenoa or Chenwiya belongs to the phonological and lexical variations of the Kabyle. It is spoken spherical Mount Chenoua, near Cherchell and Tipaza. Rifi or Tharifit is spoken close to the Moroccan borders. Besides, Mozabit, which is currently spoken dialect in Ghardaia and its surroundings

In addition, there is the Chaouia of the Aures. Furthermore. There are numerous local and regional dialects that exist alongside with these two main dialects. Chenoa, also known as Chenwiya, is one of the phonological and lexical variants of the Kabyle language. It is spoken throughout Mount Chenoua, in the vicinity of Cherchell and Tipaza. Rifi, also known as Tharifit, is a Berber spoken dialect which is found in Moroccan. Mozabi, is a dialect that is mainly spoken in Ghardaia, South of Algeria.

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Algerian dialectal Arabic (hereinafter ADA) (also known as 'Derija' or 'El Amiyya') is a colloquial variant that represents the mother language of the majority of the Algerian people, in addition to Berber and its dialects.

Some older Berber speakers, particularly those living in rural Berber areas may lack competence using Arabic and its varieties, face difficulties whenever ADA or MSA are required. As a consequence, using Arabic in spontaneous speech seems unnecessary in such contexts since Berbers can understand one another using their native language i.e. Tamazight without facing any barriers, except for the use of CA and/or MSA in religious contexts.

I.4 The Sociolinguistic Situation in Algeria (After the 19th century)

There is widespread recognition of the multilingualism that exists in Algerian society. ADA is the majority's dialect; Modern Standard Arabic (MSA) is the official language; French is the language of science and technology at the tertiary education; and Tamazight is the language of a significant minority group who speak this variety as their mother tongue (about 20 % of the Algerian population according to the National Census). The Kabyle, Chaouia, Tamacheq, and Mozabi are the four most common Berber dialects, and they account for the majority of the population of Morocco. A few Algerian-speaking varieties of Arabic are spoken in Algeria, and they are all related to one another. The dialects and accents of each region are distinctive, yet because they have been classified into regional varieties; it is simple to comprehend one another.

Besides, French is a language that is relatively apparent in people's daily interactions. Despite the fact that it is the country's official language, no one uses it in their regular conversation in the country. Consequently, several Algerians are able to talk in two distinct dialects of Arabic as a result of the current circumstances. ADA and/or Tamazight is spoken in casual situations, such as among friends, at home, and in everyday life, but MSA is used in formal contexts, such as at the office or in professional settings such as business meetings. Many Algerians are also fluent in French, According OIF (l'Organisation internationale de la francophonie) almost 15 million Algerians speak French As a point of reference: (according to Benrabah, p. 194, 2007). It is estimated that Algeria used to have the second-highest concentration of native French speakers in the world, after France.

Furthermore, Algerians use English as a second foreign language after French, but despite a recent increase in interest in the language, it is still not frequently spoken. Despite

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the fact that the government has taken initiatives to encourage the use of English, it is highly likely that English will be the language of choice. It wasn't until the 1990s that English became widely used as a substitute for French.

I.5 Algeria's Current Linguistic Situation

Since independence, four languages have played a role: MSA, Tamazight, French, and, later (1980s-1990s), English. Certain other languages, such as German, Spanish, and Turkish, existed alongside English; nevertheless, their participation was not as substantial as English's.

I.5.1 Classical Arabic CA

Classical Arabic (CA) is a linguistic excellence model that retains a prestigious place since it has always been valued for its strong link with Qur'an, the Holy Book of Islam, the Arab-Islamic identity and culture, as well as with the language of the Prophet's oral traditions. CA is also seen as a medium that unites Arab speaking communities since it is the official language of all Arab governments and has maintained its longstanding position as the language of prominent poetry and literature, ancient and current.

I.5.2 Modern Standard Arabic MSA

Modern Standard Arabic (MSA) is the updated version of Literary Arabic (LA). It is termed Literary Arabic (LA) or Modern Standard Arabic (MSA). It is the updated and simplified form of Classical Arabic. It is utilized in the media, notably in TV news and programs. It is the language of teaching. It isn't used as often in speech as Algerian Arabic, which hails from the same area. Arabs live in a mixed-up condition. Literary Arabic, the high form (H), is learnt in schools all across Algeria. Algerian Arabic, the low form (L), is used by all Algerians in their everyday life (Medjdoub, 2011).

I.5.3 Algerian Dialectal Arabic ADA

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Belarbi states that all Arabs identify colloquial Arabic as their mother language. It is gained effortlessly and organically, without the necessity for education or grammatical instruction, as is the case with MSA. Colloquial Arabic is a collection of geographically distinct Arabic dialects (ibid). These variants range significantly in terms of Bedouin and Sedentary speech, rural and urban areas, ethnic groupings, religious groups, socioeconomic classes, gender disparities, educated and illiterate populations, and so on. Colloquial Arabic is the dialect spoken by Arabs in their daily conversation.

ADA is a vernacular variant derived from classical Arabic; it represents the mother language of the majority of the Algerians who employ it in their daily life interactions. It is also called “Daridja”, the latter is a melting pot of different languages which have lived on the Algerian territory

Schools, television, and newspapers often use the more classic Arabic or French, so the participants are more likely to hear it in songs and on the street in Algeria than in any of these other places. Algerian Arabic is spoken daily by the large majority of Algerians.

I.5.4 Berber / Tamazight

Throughout the 1980s, several attempts were undertaken in Algeria to develop, standardize, and codify Berber. One might point to Salem Chaker and Mouloud Mammeri, who attempted to standardize Tamazight's grammar.

Thereafter, Algeria's independence, the Kabyles revolted against the central authorities in April 1980, demanding recognition of their language and culture, and it was not until April 2002 that the government declared Berber a national language (Benrabah, forthcoming; El Aissati 1993, 92; Lewis et al., 2013; Maddy-Weitzman 2001, 37). Years later, the Choui Berbers joined the rebellion, requesting that their language be honored, and it wasn't until 2016 that Tamazight, which refers to a standard form, was awarded official recognition.

Nowadays, Moroccan Berbers record the numerous Berber varieties using the Arabic script. The Berbers of Algeria, on the other hand, have chosen the Latin alphabet as a means of expressing their opposition to the Algerian government's Arabization program.

I.5.5 French

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The prevalence of the French language in Algeria is a result of the more than 130-year-long colonial period. During that time, the invaders forced their language on the indigenous Algerians by proclaiming French the official language of the country and Arabic a foreign language. Although French is considered a foreign language in Algeria and has no official status, it is extensively used in various areas such as education, government, media, and the business.

When discussing the prevalence of the French language in Algeria, it is important to remember that the French immigrants attempted to integrate the Algerians by introducing them to their culture and language. They created significant improvements in educational and social levels. The first move they took was to take control of Algeria's educational system by eliminating several of the Quranic schools that were prevalent before the French invasion. Furthermore, they established French the exclusive language of teaching and the country's official language. As a result, the Arabic language has lost its respect and significance. The goal of the French colonisers' harsh policy was to propagate illiteracy among Algeria's indigenous population, so that they would never demand their rights.

Despite Algeria's Arabisation process, the French language continues to play a significant part in Algerian society in a variety of fields, and it is still recognized as the language of modernity and progress.

I.5.6 English

The English language's widespread use as a worldwide lingua franca explains its existence in Algeria. Because it embodies the most recent advances in science and technology, it has evolved into a global language. Several years ago, the Algerian government created and implemented new educational systems to promote English and restrict and minimize the effect of French. Today, English is taught since the first year of the middle school. However, only a limited minority of Algerians speak English, particularly the younger generations.

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1.6. Language Contact

This type of linguistic reality is commonly understood to be the outcome of the contact of users speaking diverse languages and dialects as a result of globalization and its consequences. In a similar vein, Sarah Thomason (2001) claims that while languages in touch exist all over the world, there is no indication that any language would develop completely in isolation from others. Indeed, when languages and dialects interact, a range of linguistic consequences can occur, including borrowing, code switching, code mixing, bilingualism, multilingualism, and linguistic interference, to name just a few examples. Because philologists have recognized that no language is completely free of foreign elements and that languages interact on a variety of levels, they have taken a keen interest in language interactions over the years.

Historically, the majority of linguists' inquiries on language contact began with a structural approach, in which they attempted to explain all of the subtle relationships that existed between two language systems. The profile of contact linguistics has altered drastically over time, favoring a more intricate approach involving a range of disciplines that are directly relevant to the problem of language interactions rather than a more straightforward approach. Sociology, anthropology, ethnology, and psychology are just a few of the subjects that must be studied in order to gain a complete grasp of the events that are taking place right now. The sociolinguistic viewpoint on contact linguistics has shed new light on a range of previously undiscovered difficulties in the field of languages in contact or linguistic borrowing that had previously gone unnoticed by researchers.

Numerous phenomena could not be explained solely by comparing the structural features of two colliding languages; however, linguists were able to obtain more precise data and provide precise answers to previously unanswerable questions by incorporating rather complex sociological, cultural, and other factors into their analyses of the languages. With this new perspective, it became evident that element transfer required far more than just phonological, morphological, and semantic adaptations to be successful. The integration of foreign elements into the receiving language is influenced by a variety of other factors, all of which should be thoroughly researched. Before one can have a complete picture of the issue, it is necessary to answer questions such as who is borrowing the word, where they are borrowing it from, why they are borrowing it, and how they are borrowing it. In view of globalized trends in all domains of study, present research in contact and conflict linguistics has a different set of goals than prior research.

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The word "language contact" or "linguistic contact" refers to the interaction between genetically related variants or between languages that are not connected to one another in terms of their language. According to Weil Wenrich, it is the simultaneous use of a large number of languages in a single place. He asserts further that:

In linguistic interference, the problem of major interest is the interplay of structural and non-structural factors that promote or impede such interference. The structural factors are those which stem from the organization of linguistic forms into a definite system, different for every language and to a considerable degree independent of non-linguistic experience and behavior. The non-structural factors are derived from the contact of the system with the outer world, from given individuals' familiarity with the system, and from the symbolic value which the system as a whole is capable of acquiring and the emotions it can evoke.

(1953: 5)

1.6.1. The Outcomes of Language Contact

The true reason for Algeria's linguistic complexity is the presence of many languages in continual contact, which results in the creation of linguistic phenomena such as bilingualism and subsequent code switching, code-mixing, and borrowing, in addition to the occurrence of diagglossia.

1.6.1.1. Diagglossia

The study of two dialects of the same language is called diagglossia. One version is seen as superior, while the other is regarded as inferior. As previously indicated, Algeria's official language is Classical Arabic. Additionally, there are several regional variations. Each region speaks a distinct dialect. However, nearly no one in Algeria speaks CA, which is considered an official version of Arabic spoken in formal circumstances, whereas Algerians used to communicate in dialectal Arabic. The term 'Diagglossia' was coined in 1930 by William Marçais to characterize the linguistic situation in Arabic-speaking regions. He asserts that:

Arabic language appears under two perceptibly different aspects : 1) a literary language so called written Arabic or regular or literal or classical, the only one that had always and everywhere been written in the past, the only one in which still today are written literary or scientific works, newspaper articles, Judiciary acts, private letters, in a word,

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Everything that is written, but which exactly as it is, has perhaps never been spoken anywhere, and which in any case, is not spoken now anywhere; 2) spoken idioms, patois... none of which has ever been written... but which everywhere and perhaps for a long time are the only language of conversation in all popular and cultural circles.

(Marçais,

1930:401)

Marçais mentioned two dialects of Arabic: the written form and a nearly orally-spoken dialect. Indeed, CA was not written down until the "Djehilya," or pre-Islamic times. Due to the fact that it was written after the Prophet Mohammed's (peace be upon him) death, it might be deemed pre-Islamic. The Quranic history begins with Othman Ibn Affan's oldest copy of the Quran. "Diaglossia," according to Ferguson, is a word that refers to a scenario in which two dialects of the same language are employed for separate reasons. According to him, diversity may be classified into two categories: "high" and "low" variety. In formal settings, one style is favored, while the other is chosen in more informal settings. He refers to it as "Diaglyphia."

Diaglossia is a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which 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: 16)

Ferguson explained and developed Diaglossia in Arabic-speaking countries, as well as in German and Greek communities. He defined Diaglossia as type of Bilingualism in a given society in which one language is the high variety "H" and the other, which belongs to the same language, is the low "L" variety. He distinguished two dialects of the same language. He classified them according to their functions. He regarded the wide variety as the standard, which is used in formal settings such as education and formal speech. The low variety is used in non-standard situations such as at home or in one's personal life. It is the medium of spoken and informal communication on a daily basis. As a result, "L" is regarded as inferior to "H." Ferguson describes the "H" in this context as the "Superimposed variety, [...] which is

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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. (Ferguson, 1959:245)

Classical Arabic CA, in contrast to colloquial Arabic, which lacks established standards, is a highly controlled form of the Arabic language. However, although classical and colloquial forms exist alongside one another and are spread in tandem, they serve separate functions in the language world. He continues, pointing out that: «These two varieties, classical and colloquial, exist side by side in the Arabic speech community in a Diaglossia relationship. » (Ferguson, 1959:359) High and low varieties differ from each other in a number of aspects:

- **Grammar:** The high form includes grammatical characteristics that the low form lacks because it lacks a standardized grammar, the low variety cannot be taught in schools.
- **Lexis:** It appears that the two forms share a lexis, with some disparities in usage and meaning. That is, there are some expressions that are not present in the high but are present in the low and vice versa.
- **Phonology:** Both varieties' phonological systems are indistinguishable. As a result, speakers fail to keep the two systems apart.
- **Stability:** It might be supposed that diaglossia is highly unstable, tending to change into a more stable language situation.
- **Standardization:** In all the defining languages there is a strong tradition of grammatical study of the H form of the language. By contrast to the low variety
- **Prestige:** The speakers regard High variety as superior to Low variety. That is, the high variety is considered more educated, more sophisticated, more logical, and better able to express important thoughts than the low one.
- **Literary heritage:** There is a substantial body of written literature in H in each of the defining languages that is highly regarded by the speech community.
- **Acquisition:** Low varieties are used by both adults and children when speaking to one another and to adults. As first languages, Low varieties are acquired. The main method used to actually learn the High variety is through formal education. Not acquired in the first place. The high variety is not their mother tongue.

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- **Function:** It is normal for people to switch between H/L varieties, where the high variety is used in formal contexts and low variety is used in informal contexts.

1.6.1.2. Bilingualism

Bilingualism is a sociolinguistic term that refers to the ability of a person or group of people to communicate in two languages. The term "bilingual" may be used to refer to a variety of distinct individuals. Bloomfield (1933) defined bilingualism as a “*native-like control of two languages*”. The same notion has been conceptualized by Haugen (1953) as the situation that “begins when the speaker of one language can produce complete meaningful utterances in another language”. Bilingualism is the practice of conversing in more than one language. When a speaker gets into touch with others who speak a different language, he or she is presented with a language shift situation, of which bilingualism is one example. The degree to which someone is bilingual varies from person to person. All bilinguals do not have the same level of fluency. According to Mackey, the definition of bilingualism must be based on four factors (1967)

- Degree (level of competence)
- Function (the two languages' uses/roles)
- Alternation (extent of alternation between the two languages)
- Interference (separate or fused uses of the two languages)

I.7 Code-Switching

As far as the expression ‘code switching/mixing’ (hereafter CS/CM) is concerned, these two outcomes refer to the simultaneous use of two or more language varieties, or codes in different social contexts. It is the juxtaposition of words from two different languages that is called a fusion. . A circumstance in which we converse using two different codes. The use of a second language during a conversation is common among bilinguals who often shift between the two languages they speak. CS is a rather prevalent linguistic phenomenon in Algeria, and it happens on a regular basis regardless of the kind of speech community being spoken. According to Gumperz, code switching is best described as: “The juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems.” (Gumperz, 1982:59)

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CS may occur during conversations between bilingual or multilingual speakers, depending on the situation, when a speaker uses more than one language variety at the same time in the same speech or discussion. According to Hamers and Blanc, it is defined as follows:

The term of Bilingualism includes the one of Bilinguality, which refers to a state of an individual but is also applied to a state of a community in which two languages are in contact with a consequence that two codes can be used within the same interaction and that a number of people are bilingual (societal Bilingualism).

(Hamers and Blanc, 1983:21)

In both languages, Hamers and Blanc illustrate code-switching as a sort of ineptitude. When the speaker doesn't know a term in one code, he or she switches to another. Many individuals disagree with them since code-switching can occur as an outcome of the collision of two languages. There is a linguistic change occurring, as well as an impact. According to Hymes, it is as follows: "Used as a strategy of communication to compensate his lack of competence by using sometimes one language, sometimes the other to maximize the efficiency of the communication" (Hymes, 1968: 200).

I.7.1 Forms of Code Switching

According to the literature, there are three types of code switching that may be used: intra-sentential switching, inter-sentential switching, and intra-sentential switching and switching. We'll go through these in better detail on.

Three levels of code switching have been identified by Poplack (1980). To begin with, tag switching is concerned with the incorporation of a tag (you know, I mean, or right?) from one language into a sentence written in another. A tag like this is simple to add in a sentence and does not violate its grammatical structure. Secondly, inter-sentential code switching refers to the process of changing between languages at the conclusion of a sentence. Using this technique, you may write the first portion of a statement in one language and the second part in another. The last level is code switching inside a single sentence. According to Myer-Scotton (ibid), intra-sentential switches are those that take place inside the same

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sentence or sentence fragment. This level of switching, in other words, takes place within the same clause or sentence that contains elements from both languages.

I.7.2 Code Mixing

The process in which speakers switch between two languages with such rapidity and density, even within words and phrases that it is impossible to tell which language they are speaking at any given time. Code mixing differs from code switching in certain aspects, although it's difficult to tell the two apart. When people blend two separate types, two different codes, "Code mixing" is the term used to describe this process. The act of incorporating a phrase or object from a different language into something that was originally written in a different language is known as mixing code. Simply put, it refers to the situation in which two distinct languages are spoken at the same time. During the same discussion, some words come from one language, while others come from another and are mixed together. In certain circumstances, a mixed code might signal a person's status as a member of a higher social class, a religious affiliation, or a professional level.

I.8 Borrowing

Borrowing is the process of importing linguistic components from one language system into another, which occurred whenever two cultures interact through time. The conceptualization of the current interest in borrowing can be traced back to Haugen's (1950) article on the subject. Much of the previous work was in the discipline of historical linguistics, while the majority of following work has been in the field of linguistics more broadly. Early studies on borrowing and its results aid much emphasis on language systems such as vocabulary, phonology, and grammar, as well as on the consequences of borrowing. During the last four decades, there has been a significant amount of attention paid to the research of borrowing other elements in communication systems. In the field of historical linguistics, and much of the subsequent work was in the field of linguistics in general. The early study of the borrowing process and its outcomes focused on linguistic systems such as vocabulary, phonology, and grammar.

Over the last four decades, there has been a strong emphasis on the study of the borrowing of other elements in communication systems. Borrowing is a concept used in linguistics to describe a process in which one language fully or partially duplicates a linguistic

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characteristic that has been borrowed from another language. Among the numerous well-known limitations of using the metaphorical word "borrowing" to express this process are the following: Nothing is withdrawn from the donor's native tongue, and there is no expectation that the "borrowing" or "loan" would ever be returned. The concept of impact would be more applicable in many ways. However, since the eighteenth century, the term 'borrowing' has been deeply established in linguistics as the standard phrase for describing this process, to the point where most linguists no longer consider it a metaphor.

It has been discovered that when persons speaking two distinct linguistic varieties come into touch, the following two major consequences can occur:

- The first effect is that speakers on both sides will learn several helpful lexical items in the other language.
- One of the most important second effects of cross-cultural encounters is the incorporation of terminology from the other group's language to describe new goods, ideas, or activities that have emerged.

1.8.1 Reasons for Borrowing

According to academic study on borrowing, there are a range of reasons why individuals take words from other languages and use them in their own. However, we will not go over all of them here. Instead, we'll focus on the two most important: the prestige motive and the need- filling motive.

1.8.1.1 The Prestige Motive

Different languages may come into contact with one another at any time and in any location. In these situations, one of these languages gains a greater level of recognition than the others. This renowned language, on the other hand, will have an influence on the other languages that are used or spoken in its immediate vicinity. As a result, speakers of less prestigious languages are eager to demonstrate their grasp of the prestigious language by incorporating some of the words or phrases from the prestigious language into their own speech, which is known as appropriation. For example, during and after the French occupation of our country, the French were treated with more deference than the Arabs. As a result, a considerable number of French terminology and phrases have made their way into Algerian Arabic.

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1.8.1.2 The Need-Filling Motive

The need-fulfilling motive is the second most important kind of motivation. Specifically, it is concerned with technological innovations, modern teaching practices, scientific discoveries, and commercial opportunities. When new experiences, practices, and objects are introduced into a language, they contribute new vocabulary into the system. As a result, speakers will be obligated to take advantage of the newly established lending arrangements. There are several examples from our daily lives that may be discussed, such as the photocopier, the airport, the computer, and the dining room table (the photocopying machine, the airport, the computer, and the blackboard).

1.8.2 The Process of Borrowing

The many sorts of borrowing are explored in terms of the original model or pattern. An import is a model-like item; a substitution is a subpar version of the original, i.e. speakers of the original language would not recognize it. In the study of borrowing, the most common words refer to the process rather than the outcomes.

1.8.2.1 Lexical Borrowing

The most common sort of language transference, according to most academics, is lexical borrowing. The simplest form of impact that one language can exert on another is the "borrowing" of words, as Sapir (1921) points out. When we define "lexical," we're talking about the use of content units like nouns and verbs from one language (the donor language) in another (the recipient language) We have three main types of lexical borrowing based on the distinction made between "importation" and "substitution" .The formal criteria defined by E. Haugen (1950), namely the degree of change in the lexical units of the model language, were used to evaluate the results. The other main types of lexical borrowing are as follows: entail borrowing of meaning rather than word form, and can be simply referred to as semantic borrowing, which is the phrase used to explain the meaning of single borrowed words in the donor language. In some circumstances, the structure of a donor language term is duplicated by a new borrowing language word.

1.8.2.2 Loan Translation (Calque)

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A loan translation is a unique type of loan. "Loan translations are easier to understand than loanwords," Yousef Bader explains, "since they employ existing elements in the borrowing language, whose expressive ability is thereby expanded." The borrowing of vocabulary from one language to another is a common occurrence. This can take the form of loan translation in the case of structurally complex lexical elements. The literal form of a lexical item is translated bit by bit into another language in this type of translation. It can happen when using derivative words. During the conversion of the English to Christianity, the word thriness (threeness) was loan translated from Latin trinitas.

1.8.2.3 Loanwords

This kind is characterized as a lexeme's direct transference, which comprises In order to transmit both meaning and form, morphemes are utilized to convey meaning and form, and there is no alternative for the original term used. Depending on the recipient language, it's conceivable that loanwords may need to have their phonology adjusted in order to fit in, while others can be used as is. Words borrowed from one language (the donor language) and used in another (the recipient language) are known as loanwords. Cognates, which are words that have a same etymological origin, are the exception rather than the rule, which require translation.

A loanword differs from Calques which are words or phrases that have been learned from another language and have been translated into the receiving language's existing words and word-forming sources; they are a kind of borrowing (or loan translations). For instance the word money in English is derived from French (monnaie). Surprisingly, the term "origin" did not originate in English! The word 'origine' was derived from the old Latin word 'origo' and was pronounced differently in French. While it's easy to believe that the French term 'moderne' was adopted from the English, which is incorrect. This one was inspired by the Middle French term 'moderne', which arrived in English through Latin

I.8.3 The Assimilation of Borrowing

Assimilation is the process of adapting in Phonetics and Lexicology. In etymology, assimilation is defined as the partial or total conformance of a learned word to the phonetic (graphic and morphological) and morphological standards and the semantic system of the receiving language.

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Assimilation may be categorized into three types:

1.8.3.1 Phonetic Assimilation

The process through which the phonetic structure of a borrowed word is adapted to the destination language's phonetic system. Loan words that have not been phonetically absorbed, such as chalet, psychology, and moustaches, maintain their foreign sound.

1.8.3.2 Grammatical Assimilation

The process through which a borrowed term is adapted to the morphological conventions of the receiving language. Grammatically assimilated foreign words gain English grammatical categories and paradigms, as in the case of count-counted-counting. Loan words that are not linguistically assimilated maintain their foreign grammatical forms, such as many Latin nouns that retain their original plural inflexions.

1.8.3.3 Lexical Assimilation

An affirmation of a borrowed term in the lexico-semantic system of the recipient language indicates that a borrowed word may contribute to the production of new words and the development of semantic structures. A borrowed word may have a new meaning in the new language. For example, the English word palate (the roof of the mouth) now means taste, inclination, and interest, and the new words palatable (tasty) and so on have been added to the language.

1.9 Conclusion

Language contact situations are not negative phenomena that result in heterogeneous societies over others in the world, but rather positive facts that result in a homogeneous group of speakers. Language contact situations result in the emergence of new linguistic practices, which may open up a field of investigation into such linguistic processes to be exploited and/or addressed by potential researchers, students, and sociolinguists, each according to his or her cup of tea.

Chapter Two: Globalization and its Fall-outs

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1.1. Introduction

The current acceleration of globalization had truly shrunk the globe affecting nations and peoples alike. It has changed the world in many ways, beginning with historical traditions, political expediency, economic desire, culture, and technological advancements, but its greatest effect was the spread of English as a world lingua franca. However, no one knows which came first; that is, English could be the cause of globalization, as the two are intertwined so closely. Henceforth, this chapter will discuss globalization and its fallouts in effort to give a very detailed explanation on how globalization influences the language, place and peoples' culture, subsequently; we will divide this chapter to three different sections. First, we will talk about globalization in general, as well as, mention its pros and cons. In the second section, we will discuss both the English language, its link to globalization, context of Algeria, and its significance in modern education. The last section will include definitions of some important concepts, such as; the relation between geographical space and language known as "linguistic landscape", first language acquisition FLA or 1LA, second language acquisition SLA or 2LA, and there different theories.

1.2. Globalization and its Fallouts

Thanks to advancements in communication technologies and over-expanding fast transportation that humanity has witnessed over the last centuries, the world is shrinking into a small village where people from various backgrounds, cultures, and places can interact in real-time or reach any location in the world. This shrinking perspective of the globe is largely due to the phenomenon of globalization, which primarily means integrating and connecting people from diverse cultures, belief systems, and places. The globalization process symbolizes the running engine that pushes the world to a new destination, since is no doubt that this increase in global interactions led to international trade growth, and the exchange of ideas, beliefs, and cultures that lifted humanity's perspective and innovation. In a way, globalization gave plenty of resources to new ways of being human in this fast-changing world for instance a simple TikTok challenge can go viral in minutes across national boundaries.

Furthermore, it is argued that globalization had a form of colonization. Not long ago in history, England, for example, concurred half of the world, and parts of its culture can still be seen in India, the Middle East, and America, and vice versa, it brought some of its colonies

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Culture back home. That type of globalization mechanism worked by bringing raw materials from the colonized countries to the colonizing countries, where industrial manufacture was undertaken. However, instead of spreading destruction, establishing settlements, and exchanging goods, it is believed that globalization can involve modernization, beginning with the enlightenment age around the 18th century and the end of bipolar powers that saw the rise of an unregulated, uncontested world with the fall of the Soviet Union. Communism has witnessed the appearance of technological development because of an unparalleled sociopolitical shift.

Thus, the advent of information technology (IT), especially the Internet, has contributed to the intensification of global contracts. The process of globalization was facilitated by technology that has given the freedom to people from being limited by time and space boundaries, and led them to a world where the future and the past coexist. Chiefly, according to (The Hill, n.d) another era of globalization began in the 1990s when the Information and Communication Technology (ICT) revolution triggered a "second unbundling." The cost of exchanging ideas and information has decreased drastically, enabling remote management of complicated tasks. The offshoring/outsourcing phenomenon and the creation of global supply chains have resulted in the rise of various countries such as China, India, and other so-called rising economies, allowing for a "great convergence." And coverage of the expansion of the global economy contributed as both a cause and an effect to the globalization phenomenon.

Economic globalization is a reference to the fiscal and monetary policies of national governments that are governed by movements in international financial markets that reduce the economic autonomy of nations. That is to say, Globalization treats the whole world as a single economic unit and the market as its instrument. The economy in a globalized world is characterized by an open, free market with fewer regulatory barriers. It is marked by international investments and instant capital flows. National economies transcend economic boundaries and integrate with the world's international trade and financial markets connected by an instant computer link. The speed and extent of foreign direct investment and instantaneous capitals flow in different regions of the world mark economic globalization. (Martin Feldstein, 1999)

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Moreover, there is a clear relationship between economic growth and development, in that, both concepts have changed over the years and show progress as well as extensive discussion of their impact around the world (Adelman, 1965) because many economies have made positive transitions towards greater economic development thanks to globalization. At this point, it is necessary to understand that the economy is aiming for significant economic growth that will lead to economic development, but in both cases, the country is affected by a variety of internal and external factors. Globalization is currently an external impact. However, it can have serious domestic and national implications.

Furthermore, according to **Jonathan Friedman** (1994: 210-211) asserts that globalization is the product of cultural fragmentation, because they are strongly related, in a way, the impact of globalization on culture transcends racial and demographic boundaries. From Europe to the Americas to Africa, globalization continues to give new meaning to their cultural identities, because globalization involves an increase in cultural connections around the world, mainly due to the mass media, but also to flows of migration, tourism and economic institutions, and global politics lead to similar lifestyles in different parts of the world. Globalization opens up local cultures to alternative ways of life and offers alternatives. Local cultures are exposed to ideas such as human rights, democracy, the market economy, as well as new production methods, new consumer products, and new entertainment habits. All of this “*creates new understandings about culture, country, the world itself, what it is to be a foreigner, what it is to be a citizen, how people participate in politics and many other aspects of social life*”. (Nash. Kate 2000, p.53)

In brief, according to Friedman, “*Globalization is the integration of markets, finance, and technology in a way that shrinks the world from medium to small and allows each of us to reach the world farther, faster, and cheaper than ever before.*” (1999. p. 110). Like all previous international systems, it directly or indirectly shapes the domestic politics, economic policy, and foreign relations of most countries. Subsequently, globalization is understood as the process by which countries strengthen and establish their bonds and relationships, creating an environment of deep cooperation and interdependence (Woods, 1998) as it was cited by (Torres-Franco, M. 2021). In addition, globalization was first viewed as a significant economic phenomenon; yet, over time, it has altered social, political, and cultural interactions, as well as places where people have less involvement. As noted by (AlRodhan, 2006), it is regarded to be a phenomenon that provides no take. (Torres-Franco, M. 2021)

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1.3. Advantages and Disadvantages of Globalization

Globalization is a double-edged sword; it has both positive and negative potentials as well as dangerous consequences. Similarly, it has thrilling opportunities but could herald extraordinary miseries. As such; we will discuss globalization advantages and disadvantages in the following;

1.3.1. Globalization Advantages

We reckon above, that Globalization refers to several different concepts all rolled into one term, in that same line of meaning the advantages of globalization can touch all kinds of fields starting from making the world a smaller place, in that, humanity has never been that close to each other ever before. Even though the earth's size is constant, a computer or mobile device shortens distances in the sense that we can speak with anyone in the globe with a touch of a button. In addition, globalization was beneficial for science, medicine, and other purposes such as Innovations because it allows brilliant people from all over the world to be heard and facilitates conventions. For instance, in the pandemic era of 2022, many scientists collaborated and gathered to provide vaccinations. Additionally, globalization contributed to the development of the global economy by promoting free trade. Hence, open Borders have eliminated any restrictions on the free movement of goods and services. An example of this is “the taxes and duties payable on goods imported from the United States when purchased in Canada. These taxes apply to luxury goods and other high-value items.”(Louise Gaille. 2018 para 8) and it also provides jobs, since the fewer obstacles in importing and exporting the lower the cost of products consumers will benefit from lower prices, and provide a lot of labour to increase production ratio and overall creating an environment that is more innovation, creativity and participate at all levels of society. Lastly, the benefits of globalization on a social scale, such as tackling other countries' political policies, seem to have unjust laws, which have been challenged by international law. For example, the Nuremberg Courts established the principle that where there are international rules protecting humanitarian values that conflict with state law, as long as individuals can exercise ethical choices, they are morally obligated to violate the laws of the state. (Gaille. L 2018)

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1.3.2. Globalization Disadvantages

Globalization has drawbacks, for example, Employers benefit from low-cost labor since there are more jobs than employees do; additionally, one might be fired for making a minor mistake; and, while globalization benefits the economy, it frequently causes currency fluctuations. (Positive and Negative Effects of Globalization 2022). Moreover, globalization raises expectations through media and advertising, generating a false image that deceive people, as a consequence, there will be a growth in transnational institutions, migration, and tourism. Overall this can have a significant impact on any country's cultural identity, for instance; due to globalization, People and cultures from all corners of the world now can share the same physical terrain; this is observable In the US, Canada and other multiracial countries (melting-pots). Furthermore, even though globalization made the world a much smaller place by bringing global culture, it has created a tense conflict between local values and nation-states where the latter threatens the authenticity of certain speech communities by overwhelming foreign influence. Also, as can globalization spread awareness it also can spread Environmental damages in that there is convection on human-made disasters the likes of acid rain, global warming, and deforestation that can only be addressed on a global scale.

1.4. English Language

The English language currently is the most popular and most used language in the globe in fact as of 2020, there are 1.27 billion English speakers in the world. Where more than 50 countries have officially declared English as their official language. English is the most spoken language in the world largely due to the effect of globalization; as a result, English has become a bridge between different speech communities that do not share a native language or dialect. Additionally, unlike any other Germanic language, English script is derived from Latine and a lot of its vocabulary is originally deduced and influenced by both Latine and Old Norman French. Yet the true origin of English it is from West Germanic language, which was spoken by the inhabitants of early medieval England (originated from the Old English word **Engla-land**, which means “the land of the Angles”) (oxford dictionary) the likes of the Jutes, Saxons and Angles. According to Crystal (2003) English came to the area of England bythe Germanic people who migrated from Anglia, a peninsula on the Baltic Sea (not to be confused with East Anglia). Furthermore, the English language that we know and learn today has gone through a lot of changes before it reached its current status and shape, because the

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British people spoke many different dialects related to the Celtic language throughout history, subsequently, there have been a number of stages that marked the evolution of the English language, starting from the invasion of Germanic tribes to western Britain by the 5th century (who sought new lands to conquer) to the modern global English the 21 century knows, as such we will mention three distinctive types of English that witness its developed across centuries.

Old English the Anglo-Saxon, also referred to the earliest form of the English language, after the settlers who brought the language to the country, it was spoken in England and southern and eastern Scotland during the early Middle Ages. Starting from the 5th Century, old English has witnessed several changes where it went from being a kind of hard and fast Anglo-Frisian or Ingvaeonic dialects spoken through Germanic tribes the Angles, Saxons and Jutes To the point in which it was merged with Roman Britain: (Common Brittonic, a Celtic language; and Latin, added to Britain through Roman invasion. (Baugh, Albert. 1951). The final period of Old English was in the 11th century due to the Norman invasion of England. This period ended with the dramatic development of the English language into Middle English.

Middle English, upon the start of the 11th century following the conquest of Norman (1066), Middle English as a form of English during the period (11th to the 15th century) underwent distinct variations and developments after the old English period where it has seen significant changes in vocabulary, grammar, pronunciation, and spelling. As a result, changes in grammar with particular attention to syntax have caused English to move from a "highly mutable language to an extremely analytic ".(Baugh, Albert. 1951 In other words, they work to develop the arrangement of words and phrases to produce well-formed sentences in a language, resulting in the loss of most of the Old English vocabulary and 'additional thousands of French and Latin words. However, even though the British government and its wealthy citizens Anglicized the language, Norman and French remained the dominant influences until the 14th century.

Modern English, The industrial revolution between the 18th, 19th, and early 20th centuries saw the expansion of the English language, in both terms of use and statue, primarily because the advances and discoveries made in science and technology during the industrial revolution showed no need for other languages besides the roots of

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English Greek and Latin. When it came to creating new words, expressions, and concepts to describe these ideas and inventions. Moreover, according to Oxford History of English, the British thought they will spread their culture to the world by means of colonization, little did they know that English walked away with a large number of foreign words that are now an integral part of the English language. For instance; shampoo, candy, cot and many others originated in India!, moreover, modern English grammar has become extremely refined to the point that no one can detect similarities between Modern English and Old English. English of 21st century is the most dominant language in all fields of intellectuality, where according to Romaine (2006, p. 586) some of the newly created countries with multiple indigenous languages will continue to use modern English as the official language to avoid the political difficulties.

1.5. English Language in Algeria

Algeria's geographical place and diverse population have alluded it to be a melting pot of languages. Till now it is a linguistics conflicted country largely due to its long history, that witnessed several civilizations making settlements and shaping the essence of this area. The most recognizable effect indeed came from the France colonization that lasted for 132 years, that had the sole purpose of eradicating the previous cultural heritage of Algeria, despite not been very successful, France left Algerians upon the independent looking for their identity. This identity crisis, which continues today, manifested in doubts about which language or languages Algerians should use; to read, write, think, talk in public, study science, pray to God, or even whisper to their lover. Most authentically, or most legitimately (Haddad, p. 78), as we have mentioned earlier Algeria linguistic atmosphere consists of two official language MSA and Berber, then as a second language there is French. In the third place, we have English yet the colloquial dialect is the most dominant as it represents the native tongue of 90 per cent of the Algeria population making it a multilingual country.

English gained ground in Algeria around 1980 as an important language to study in Algeria, and its growing popularity has been visible in recent years, particularly among young people. It is taught in schools from an early age and is the second most significant foreign language after French. Chiefly, most Algerians “*regarded it as a more congenial foreign or ‘world’ language than the French of the colonial oppressors.*”(Heather J. Sharkey 2014). **that, according to** Souad Sahraoui (2020)If English has taken so long to find a place in

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Algeria's linguistic profile, it is because French speakers in an attempt to maintain dominance, in jobs and any important positions that use French in formal settings.

According to Benrabah (2007), English is taught in secondary schools, high schools, and higher education, while French is taught in elementary schools. Chiefly, in 2004, the grades for learning French and English were altered from grades four in primary school to grades eight in middle school. According to him, the choice of learning grade and convenience of studying the English language are the main reasons why English has expanded so much faster than French in the post-colonial globe. However, intellectuals believe that English will not cause a strong threat to a language that has been spoken and taught for years

However, French dominance in Algeria has begun to fade due to the effect of globalization because the latter has brought many factors that reinforce the English position in the country. That is to say, English today represents, in some ways, access to modernity, which is capable to change a country by strengthening its economy and paving an entry to the contemporary world. For instance, according to (Benrabah b, 2009) Algeria is an oil and gas- rich country, with the tenth greatest oil resource and the seventeenth-largest gas reserve in the world. Consequently, Multinational corporations in this field are in desperate need of local staff who can also communicate in English. Moreover, other scholars asserted that it is the language to learn if you want to be open to the world and be up to date on current events since various social media networks, such as Twitter and Facebook, mostly employ English as the medium language, aided in the growth of interest in this language significantly. (Benrabah b, 2009) In 2009, 13.5 per cent of Algerians (47,0000 persons) accessed the Internet, and the percentage continues to rise (Cordel, 2014).

Moreover, according to (Benrabah b, 2009) Algerians are well aware of the importance of this language in gaining access to modernity. Perhaps the growth of English in the country in recent years has been a breath of fresh air and a method to reconcile with the country's linguistic status. He also added that young people are interested in learning the language, perhaps because it is not imposed on them, or because it is not seen as terrible or good, or as a betrayal of any segment of the country.

1.6. Education as a Drive in Demand for EFL Studies

English status is high to the point that almost everyone in this modern world needs a basic knowledge of the language so as to study, work, and travel. For an example most

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academic resource, such as articles, books, or scientific works are either written or translated into English. Also, English is recognized as an official language in 67 countries and 27 non-sovereign organizations. It is also a prominent commercial language and the official language of a number of key international organizations, including the United Nations, NATO, and the European Union. (Lingoda, 2022). Besides, nowadays due to the effect of globalization English it even complements many areas of our daily lives such as Google browsing, reading IT instructions, communication...etc. Thus, it became one of the primary focuses in education in the world. Where several schools voluntary or not include English as a model or as a mediating language in learning other fields, despite a large number of positive arguments in favour of the use of native languages, for instance, learning engineering, medicine “*Doctors need English to speak with foreign patients and study international medical journals.*” (Matthew Perry, 2018), demands a limited knowledge of English terminologies. Furthermore, English can be a means of conducting business. For instance trading with foreigners. In short, according to (The history of English, 2011). English is widely utilized in numerous disciplines, including education, economics, science, politics, and commerce. Therefore, EFL or ESP studies are highly in demand across the globe.

1.7. English Role as a World Lingua Franca

English has a primary role as the language of the globe since it is the language of the most powerful advanced countries such as the USA and the UK. Globalization is truly manifested in media, and if we look at the fact that English is widely used in film and music and artists and singers opt to sing or act in English for higher sales, commercial success, and the possibility to be recognized around the world. . Thus, studying English has become necessary to get access to the emerging world and to excel in a variety of fields, including commerce, economics, and many others (The History of English, 2011) Besides, English is important in building relations between civil society and the world. It contributed to knowledge democratization by making academic and scientific works in a mutual language, acquiring knowledge that is not accessible in other languages. Also, it is the language of many big humanitarian and political institutions such as UNICEF which contribute to social and political stabilities. Moreover. English is the language of the economy it helped in improving access to economic possibilities to enhance several countries' socioeconomic situations. Also,

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English has introduced a critical pedagogy that aids in the education and promoted international friendship and understanding making the world a global culture.

1.8. Linguistic Landscape

Language is usually identified within the physical world when it is written, printed, or engraved, on a piece of paper or other surfaces or when it is spoken. Thus, language can be visually represented and layered in a multilingual society by taking the form of semiotic signs, such as images, colors, logos, graphics, and other vital signs, which are commonly seen in commercial signs, shop signs, building names, and many other public spaces, and this state of existence is referred to as linguistic lands.. First, its literal meaning can be linked to the word room or extension; second, a landscape can be seen as a background view of an image, like the inner natural landscape in a photograph or a portrait. Subsequently, language or linguistic landscape can literally be anywhere. However, the type of language is what determines its regional borders. Moreover, according to Landry and Bourhis linguistic landscape is the "visibility and salience of languages on public and commercial signs in a given territory or region."(1997. P23) Consequently, the term linguistic landscape or as commonly abbreviated (LL) refers to all the semiotic signs that are visible in public spaces. In addition, this set of semiotic signs forms the linguistic context of a given locality. Nevertheless, some linguists argue that not all sort of visual language displayed is part of LL; for instance moving objects like printed T-shirts or stickers on buses may not be taken into consideration, Furthermore, the linguistic landscape is also a reference to a new field of study that investigates the usage of language in its written form in public spheres. (Gorter, 2006, P.1) Chiefly, Jan Blommaert argues that LL research has great importance since it provides the first diagnosis of language status in a particular area (street, village, building, land, online environment). This can include multilingualism, language dominance, and language policy issues. Language landscape analysis, Therefore, LL can identify certain statistics and answer several questions. Such as; the number and type of languages used to sign a particular public space, what type of language is more dominant?, Are different languages used in different content and different domains?, What about languages from a normatively perspective: spelling, handwriting practices, lexicons, syntax, literacy levels...etc. (Blommaert, J. (2013).

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In brief, linguistic landscape research has emerged as a formidable approach to examining the role of public signs within social life, in different speech communities.

1.9. Linguistic Signs

Language is usually conveyed in the forms of speech, writing, or gesture but the true essence of language are those abstract structures and components that make up its linguistic system. By definition, according to Ferdinand de Saussure, a language is a system of signs, and “*a linguistic sign must have a form, component (whose elements are phonological units), a grammatical component (whose elements are grammatical units), and a meaning component (whose elements are semantic units).*” [De Saussure 1983; Hervey 1979; Pollard and Sag 1994]. Chiefly, linguistic signs can be described as a part of the social and psychological communication system known as language, which has a mechanism that works by replacing things in reality with signs that represent them. In other words, the case of replacing verbal language, with signs that we can perceive through the senses, then decode and interpret to find an original message. However, Bakhaus has narrowed the linguistic signs and defined it as any piece of text, written in a spatially definable frame. In that, he discarded the other forms that can categorize the linguistic signs and put the basic definition as “*a physical one, not semantic*” (2007, P.66). That is to say, everything that has any kind of text is included in the glossary of “*sign language*”; this even includes meaningless and unimportant terms or expressions, such as quotes or words written on t-shirts or logos on plastic bags...etc. Moreover, According to Peirce, there are three different types of linguistic signs, which indicates the type of relationship shared between the object and its interpreter: first **Indexes** sign has a logical, cause-and-effect relationship, close to its real reference. For example, a dog's tracks on the ground refer to the animal's presence. Second **Icons**. In this case, the sign resembles what it represents, that is, it has a mimetic or similar relationship. For example an onomatopoeia of the sound of an animal. Third **Symbols**. In this case, the sign is the same as what it represents, i.e. it has a pseudo or similar relationship. For example an onomatopoeia of the sound of an animal. Third icon. These are the ones that exhibit the most complex subject-object relationships because they are purely cultural and arbitrary. For example, religious symbols, flags and coat of arms.

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Image01: linguistic sign

1.10. Public Spaces

The word public generally refers to the people of the community as the state in which things like facilities, places, services are provided by the state or the government for the public in contrast to private, independent organizations, such as commercial companies that serve certain individuals, and the word space often indicates a certain geographical area or region, thus, the concept of public spaces are regarded as places that are accessible for everyone, and places that provide reachable services for people to use in a limited extent for example; roads (including the pavement), public squares, parks and seashores. In addition, public spaces can include governmental buildings though they have a tendency to have constrained areas and increased limits upon use. Such as public libraries.

Moreover, public spaces along with private spaces usually shape the infrastructure of a certain area, which can have an effect on the public visible landscape, for example, by means of advertising signs, visual art, and urban houses designs. According to Caves (2004) Public spaces have frequently been valorised as democratic spaces of the congregation and political participation, where organizations can vocalize their rights. In other words, people to organize political demonstrations and protest against political matters can use public spaces.

1.11. Public Signs

As made clear earlier, the landscape of a language is wherever people leave visible signs of text. Subsequently, those visible signs are exposed to the public and they are usually displayed in the form of billboards, traffic, and instruction signs, shop windows, maps,

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posters, flags, banners, graffiti and more. Hence, the definition of public sign can refer to the state on which a sign is erected, constructed, or placed within the public eyes. By or with the approval of the governmental agency or ownership of the right of way or public property. Thus, public signs are symbolic in nature and they are displayed either to inform or give instructions (Spolsky,2009, P.29), such as safety signs, danger signs, **breach** signs, traffic signs, memorial plaques, historical interest **signs**, and other similar **signs** including signs designating **hospitals. Built-in**, libraries, schools, **airports**, other **facilities** or places of public interest.

Moreover, Cenoz and Gorter claim that the information sign as the first type of public signs draws the boundaries of a number of language groups with an indication of the languages used among them. While the second type, symbolic signs refer to the value and status provided for one or more languages in the speech community (Cenoz & Gorter, 2009). Additionally, public signs are not bonded to the physical world, they can exist virtually within online platforms such as Facebook, Twitter, Instagram, blogs, websites...etc. Forming a linguistic landscape that has public signs. However, an important difference between signs found in the physical world and signs found on the web, is that the latter can be fake. They may be made for internet entertainment only without referring to actual locations in the offline world. For instance a. An image can contain multiple signs on the web and a sign can be captured in multiple images at the same time in the real world (offline vs. online).



Image 02: Public Signs

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1.12. Acquisition VS Learning

According to T (Tricoli, 60, 1979). The differences between language acquisition and language learning. Is that human can learn a second language in one of two ways: acquisition or learning? Children on the other hand, have just one path to take: acquisition. Learning is a conscious process that follows a systematic way, whereas acquisition is a subconscious one and innate depends on children not having mental or speech disabilities.

1.13. First Language Acquisition FLA

All human beings, excluding those with special physical or mental disabilities possess an innate ability to acquire language (Noam Chomsky, n.d) therefore. There have been numerous studies on how humans acquire their first tongue or language, According to Sureshkumar (2002), the most famous scholars who attempted to provide an answer to this question were both Chomsky and Krashen who stated that first language acquisition is related to children, in that, it begins when children say their first words. Chiefly, to explain this phenomenon scholar's shift their attention to how language is developed in children minds from mumbling to fully mastering it at the age of six. In the process, they revealed that Children might acquire not just one but two or more "first languages", depending on their environment, For example, children who grow up with a family that uses only one language English they will have just one mother language "monolingual". While, those who have been brought up in a "multilingual" family tend to be bilingual. Moreover, studies have also differentiated between the process of acquisition and learning. The first takes place passively and unconsciously in the minds of children without having to follow certain systematic instructions, which seems like grasping a language in the same way they learn how to roll, crawl, and walk. Unlike the second "learning" which needs some intellectual abilities, in other words, children do not need to learn their first language it happens naturally. Furthermore, language acquisition as a field of study in itself has many theories, but two major theories stand out, which are known as "behaviorism" and "mentalism". The behaviorist theory suggests that learning is just a product of experience and our environment affects all of us equally, in contrast, the Mentalist suggests that everyone has an innate ability

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to learn a language, in order to emphasis more, we briefly defined the two theories as follows.

1.14. Second Language Acquisition SLA

Almost everyone is able to learn an additional language besides his first language, which is usually categorized as the second language SLA, SLA learning requires the person to be in his or her teen and above. Unlike the first language, a person has no choice but to have since they brought up to an environment without their control, nevertheless, an individual can choose his second language yet this choice is governed by certain conditions. For instance: someone who wants to study English literature must learn English, or in the case of Algeria were some university are still teaching in French thus forcing students to learn the language, furthermore, SLA depends on the context, that an individual is situated within. Moreover, for a further explanation, we will mention two outstanding theories that best describe second language acquisition.

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1.15. Conclusion

English with the help of globalization has truly brought humanity to one global scale, and globalization can be described as a complex connection, or rapidly expanding interconnectedness and interdependencies that defined modern social life, international social linkages that bind distant places together in such a way that local people benefit. Events occurring thousands of miles distant shape current events, and vice versa. (Giddens, 1990. p. 64). Thus, we believe that in this chapter, we gave very insightful definitions that concerns the relation between the phenomenon of globalization, lingua franca, as well as language acquisition and how they manifest to create a linguistic landscape.

Chapter Three:
Data Analysis & Discussion

3.1 Introduction

This Chapter represents the application part of our research study, which is titled investigating the Motives behind English Language Use in The Algerian city of Tiaret, with a focus on commercials, public signs, billboards, and other forms of advertising in Tiaret as a primary sample. Subsequently, this chapter is dedicated to data analysis and discussion of both the questionnaire and interview results, which are then used to examine the city's linguistic landscape in order to determine the impact of English. Consequently, this chapter will be divided into three sections. In the first section, the researchers shall remind the reader of the study's purpose by describing the methodology, processes, and data instruments. In the second section, there will be an analysis and interpretation of the results to explain the possible causes and outcomes of their occurrence. The final section is devoted to discussion, in which findings will be connected to the research questions and objectives. Finally, a conclusion will be provided regarding the main issues discussed by summarizing the insights that we want to explore.

3.2. Methodology

Despite the descriptive nature of our topic, this study will employ a mixed methodology consisting of both quantitative and qualitative findings. This mixed approach is chosen primarily to achieve a comprehensive knowledge of the topic, which explores the impact of English as a global lingua franca on the linguistic environment of Tiart city, Algeria. the choice of this mixed methodology was driven by the need to gain a comprehensive grasp of the research problem by addressing the topic from the perspective of our participants, as well as to collect sufficient statistics and feedback. The mixed-method will be useful in constructing a context that lends credibility to this investigation.

3.3. Target Sample

In this study, taking in mind that a language landscape is usually spotted in the number of pubic signs and commercial boards that are viewed in the surroundings of a certain region. As a result, the researchers approached the commercial and trade establishments' community as the first sample, which consisted of 47 conveniently selected shops and storeowners of various types across the city of Tiaret. There were no selection criteria, and in order to obtain quality responses, it was decided to add another sample to the interview which is mostly formed of 10 experienced teachers of English at Ibn Khaldoun university of Tiart d

Ens, Algiers. Who is also acquainted with the city and its language, as well as, its commercial atmosphere?

3.4. Data Collection instruments

The tools that have been used to collect the study data are a printed questionnaire that was translated (to make it more understandable) and delivered to 47 proprietors of workplaces, or various types of business establishments, located across Tiaret's main city. The purpose of this tool was to gather data that has numerical statics for quantitative reasons. For the second instrument, the researchers conducted semi-structured interviews with ten teachers in order to obtain high-quality responses relevant to the topic.

3.4.1. Describing the Questionnaire

The questionnaire consists of 16 separate questions divided into three sections. The first segment consists solely of multiple-choice questions (such as age and education level) and a dichotomous question (gender). The second section consists of eleven questions about the attitudes and behaviors of participants toward our issue. The majority of multiple-choice, dichotomous, conditional, and open-ended brief responses. One open-ended question was included in the final section, which was devoted to gathering respondents' perspectives and thoughts on how multilingualism in Algeria could affect the commercial and trade aspects.

3.4.2. Describing the Interview

The researchers conducted a face-to-face interview with ten different teachers over the course of two days in May 2022 in order to collect qualitative data. After a proper self-introduction and explanation of the nature and purpose of the interview, the student provided each interviewee with a set of five pre-prepared and semi-guided questions. Also allowed them to expound on their ideas by exchanging longer responses. Consequently, the interview consisted of two distinct phases, the first of which consists of collecting personal information, including experience, gender, and occupation. The second section comprises open-ended and situational questions closely related to the topic.

3.5. Data Collection Producers

Both of the study data collection instruments had no sensitive questions included. However, it should be noted that the pandemic is not the only hindrance; time restrictions compelled the researchers to approach a small proportion of the two samples, which is not even close to the desired number of participants. In spite of this, the researchers investigated every piece of information that was obtained thoroughly, taking notes and discarding every argument, explanation, and notion that was encountered in order to relate them to the main topic.

3.6. Data Analysis and Discussion Plan

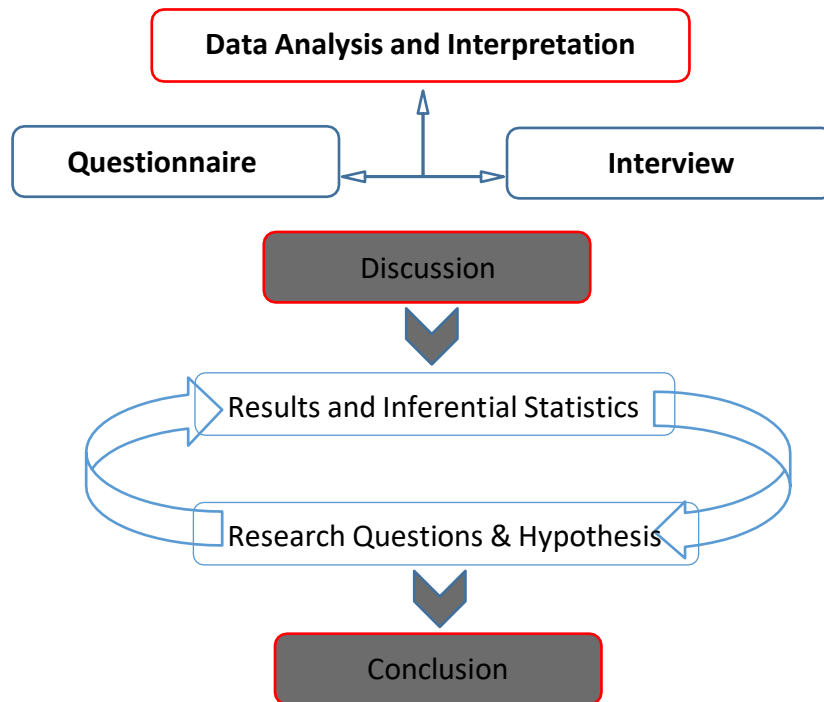


Figure3.1: Data Analysis & Discussion Plan

3.7. Data Analysis and Interpenetration (Questionnaire & Interview)

I. Part One: Demographic Questions

- **Question01:** Participants' Gender

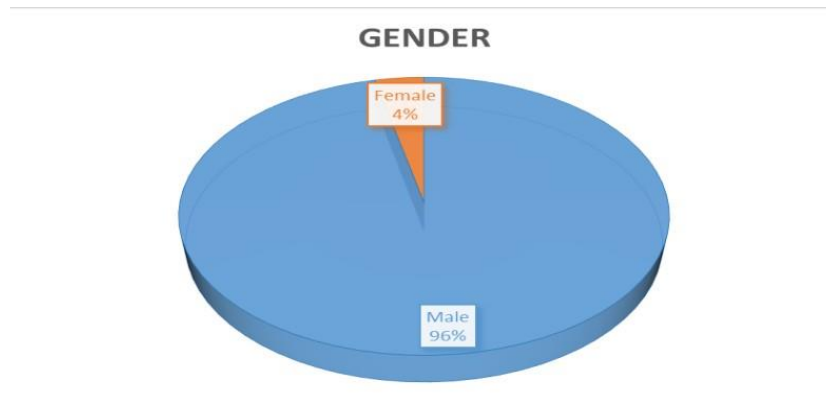


Chart 3.1: Participants' Gender

In the chart and table above, it is clear that male participants outnumber female participants by roughly 96 percent (Numb=41) to only 12.8 percent (Numb=6) of the total number of participants. Keeping in mind that all of our participants either are owners or have a connection to stores of various types. We can extrapolate from the findings that trading and commerce is a man-dominated field, although only to a limited extent in Tiaret.

- **Question02:** Participants Age

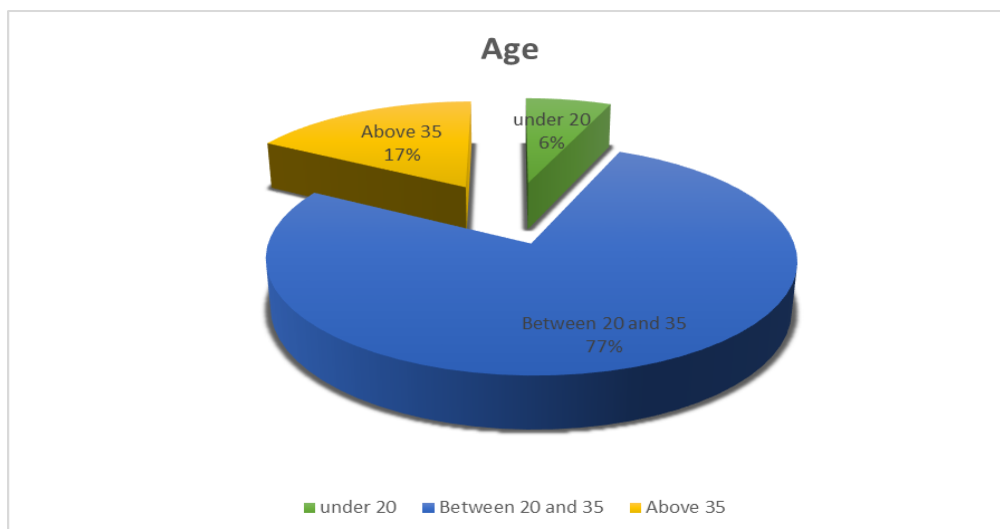


Chart 3.2: Participants Age

Participants' ages are represented in the table and pie chart above; the results show that nearly three-quarters of the participants are between the ages of 20 and 35 (number=36). The second-largest group is made up of 17% (number=8) of participants who are all over 35 years of age, while the lowest group is made up of only three people under the age of 20 that accounting for only 6%.

It can be noticed that the majority of participants are in their early 20s or 30s and own a business; nevertheless, only three people under the age of twenty own a firm (stores, shops...). This can be explained if we consider the Algerian society's belief that opening a shop or store while still in your teenage years is especially challenging.

Question03: Participants Level of Education

Participants' Level of Education	Number of Participants	Percentage
Primary School	2	4.2%
Middle School	2	4.2%
High School	12	25.5%
University	31	66%

Table 3.1: Participants Level of Education

The intention behind this question was to choose a convenient sample from Tiaret city, but it has ended up with a semi-convenient sample in which the bulk of the participants (almost three-quarters of the total) are university students or graduates (number=31). The second largest group 26% (number=12) have only a high school education. Two middle school students and two elementary school level make up the last two categories, each receiving a 4.2 %.

Those who have had a good education and have an interest in business and trade are more likely to have a higher degree of linguistic competence than those who have not received such an education or have such an interest.

II. Part Two: participant's attitude towards the use of foreign languages in the commercial space

- Question04: Do you use social media in your Daily Life?

Participants' Usage of Social Media in Their Daily Activity



Chart 3.3: Participants' Usage of social media in Their Daily Activity

When asked about participant access to or use of social media sites or applications, 95.7 % (number= 45) said they use it on a daily basis, while only two participants 5.3% claim they do not use it at all. When it comes to age and education level, the majority of the participants are young and well educated.

Owing to this, the vast majority of our participants is motivated to utilize social media platforms due to the fact that they are members of the present generation (digital addict). One more thing to take into account is that the latter can advertise their company on the internet, which is one of the available options nowadays.

- **Question05:** When you are scrolling through social media, what language do you utilize the most?

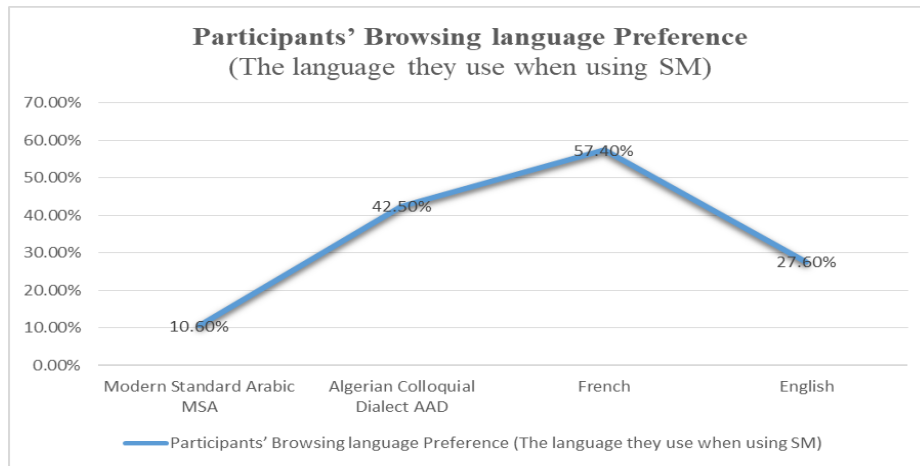


Figure 3.2: Participants' Browsing Language Preference

The Corpus Pharmaceuticals reflects participants' language preferences when browsing or scrolling through social media, and the researchers' can see that the blue line reaches its highest point at 57.4 %, indicating that more than half of the participants (number=27) use French, compared to only 10% who use modern standard Arabic (number= 5). In addition, the Algerian colloquial language is used by 42.5 % (number= 20). English came in third place with only 27.50 % (number= 13).

French is the foreign language that is spoken in Algeria the most frequently, followed closely by English in terms of usage. This is because the majority of Algeria's people is native speakers of ADA. This makes little sense, considering that MSA is the version of Arabic that is supposed to be used by the media as the standard version of the language.

- **Question06:** Are you interested in Learning Foreign Languages?

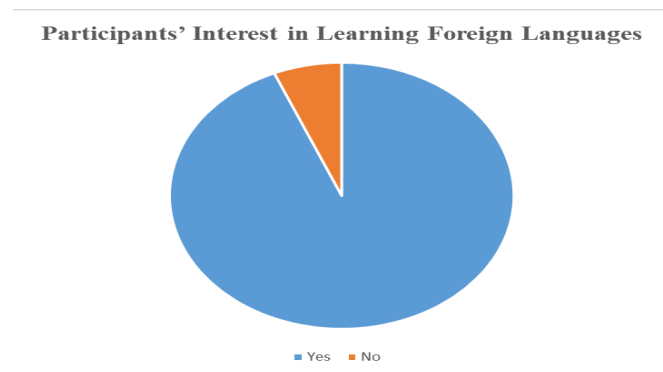


Chart 3.4: Participants' Interest in Learning Foreign Languages

As seen above, 93.6 % (number=44) of the participants are interested in learning other languages, while only three are not.

Algeria is a multi-diglossic society, and its citizens are eager to acquire a wide variety of languages. The languages that Algerians choose to study simply reflect this desire. Alternately, it's possible that our participants perceive it as a method to promote their own projects, which would be beneficial to them in the long run.

- **Question06:** Which of these languages do you wish to learn? (French, English, dutch. others)

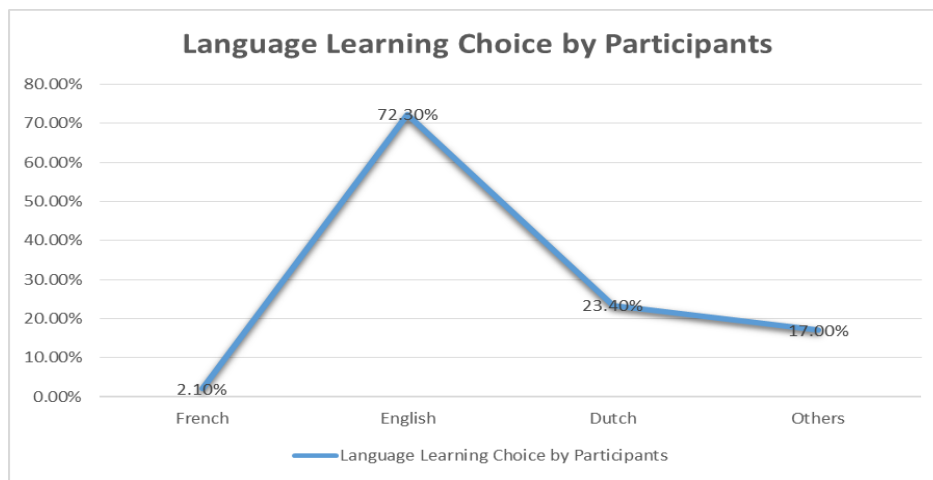


Figure 3.3: Language Learning Choice by Participants

The data presented in the table reveals that 72.3% of participants (numbering 34) had an interest in learning English, which exemplifies Algeria's growing interest in learning this language. Participants who want to learn German make up the second-largest category, with a percentage of 23.4% (number of participants = 11). Tiaret, with its rich history as a vacation spot for German-speaking families, was a more appealing option for our group, so we decided to stay there. There are currently eight participants in this activity, which represents a proportion of 17.6 percent, who have expressed an interest in learning various foreign languages such as Spanish, Japanese, and Russian. There were just 2.10 percent of people in the final group who wanted to study French who had signed up for the class.

It is evident from these figures that inhabitants of Tiaret are interested in learning a foreign language, at least among those who participated in the survey. This is the case regardless of whether or not they actually do so.

- **Question07:** Are you interested in learning English?

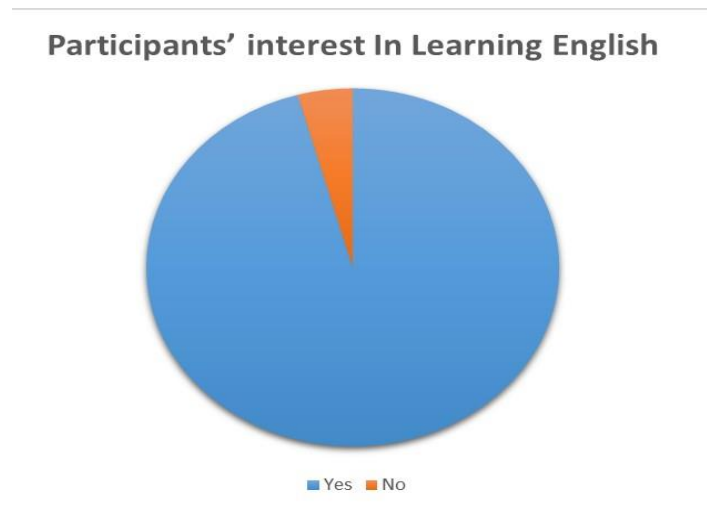


Chart3.5: Participants' interest In Learning English

As it can be seen in the table above, a large percentage of the participants 95.7% (number=45) are interested in learning English, while only two (4.3%) are not.

This preference for learning English may have something to do with the status of English as the lingua franca (global language) and the usefulness of the language in the contemporary world; especially that trade and business. The second chapter makes the point that becoming fluent in this language might actually throw open a plethora of doors and chances.

● **Question08: What is the name of your place of work or business?**

	English		French	Arabic and Ada
Names of stores, or business establishments	Berlin Store.	I love it.	Pimkie.	14 Darna shop
	Original only.	Modernity.	Platane Market	Omego shop
	Quick food.	Traveling	Noble parfumerie.	Anis shop.
	Burger space.	Infinity.	Aylins	H. F. Store.
	Vintage Store	Sport Locker.	Esthétique	Lina Shop.
	Promark.,	Fourten	Ritesy Lingerie Tiaret.	zaghloul
	Prime for Men.			Emir shop.
	Pro foot	Dounts.	Rosa chic Tiaret	Dounts king
	Magic Queen.	Super Store.		Zaatar Men shop.
	Fashion Shop	Benz Phone		Nounou Telecom
	Black and White.	Kaki Phone.		
	The boss.	Phone house.		
	Glass Phone.	Superstore.		
	Smile.	Broaster chicken.		
	Glame.	Lilas creation.		
	Red phone	Farmasi Makeup.		
	Koulali Vet.	Celtics.		
	. yalla kid			
Total	30	6	11	

Table3.2: The Names of Participants’ Business Establishments (the names were organized according to which language they belong to)

- **Question09:** What were your motivations for adopting such a name for your business?

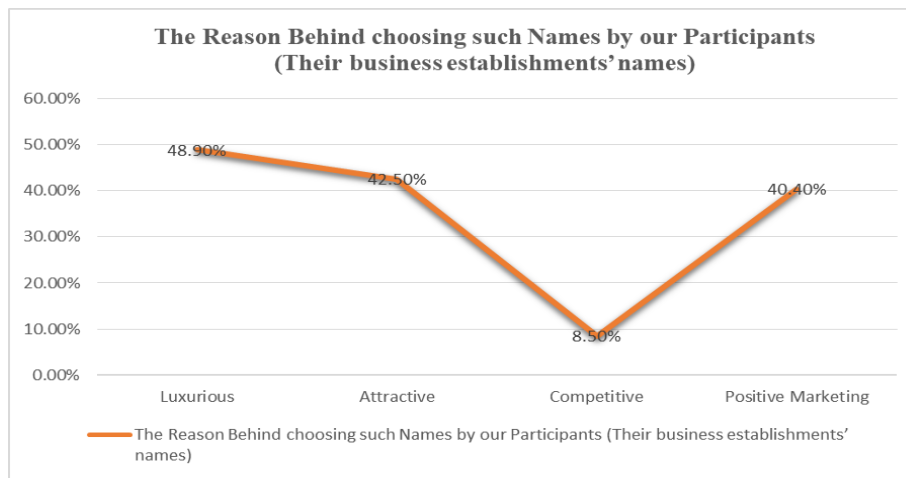


Figure 3.4: The Reason behind choosing such Names by our Participants (Their business establishments' names)

Nearly half of those who participated in the survey (48.9 percent) said that the reason behind choosing these names (shop appellation) for their businesses was because of the prestige associated with them. There are two other groups of participants that believe that the names can attract customers by 42 percent (number 20) and that they are a good marketing tool by 40.4 percent. These two groups are as follows: (number 19). Within the fourth group of participants that filled out the survey, there were four people who claimed that their names were competitive. This represents 8.5% of the total. Finally, hardly a single respondent stated that they contribute to the expansion of existing revenue streams.

It can be said that the general public has an impression of foreign names being smart, alluring, and luxurious.

- **Question10:** Do you think that naming stores, shops, restaurants, and others with foreignnames can attract more costumers?

Participants' Attitude Towards Naming their Business Establishment in Foreign Languages



Chart3.6: Participants' Attitude towards Naming their Business Establishment in Foreign Languages (Whether they attract customers or not)

The results of the survey are presented in the table above, which shows that 89.4 percent of respondents believe that using foreign names for their business helps in attracting customers. When asked this question, a total of 10.6 percent of respondents answered that they did not have any prior experience working on contracts. This represents the five people that responded with a negative answer.

- **Justify your previous choice?**

Participants who responded "yes" to the statement "that foreign names help to attract customers" offered a variety of justifications, such as "Because clients in Tiaret, especially young people, are influenced by western culture, for example, they prefer shooting photos inside or outside my restaurant," and "People trust foreign names." Another participant stated, "Because clients in Tiaret, especially young people, are influenced by western culture, for example, they prefer shooting photos inside or outside my restaurant." People all over the world consider this tongue to be "the language of modernity" and use it to communicate. In addition, we can draw the conclusion that Algerian consumers, in particular, are drawn to products that stand out from the crowd. "Other languages are more popular in Algeria," and "western companies are more popular overall" due to the superior experiences they provide. In addition, according to one of the claimants, "Because the complete business is in English, including instructions and rules, everything is in English," the language of the entire enterprise is English.

● **Question11:** How can foreign language names can develop your business?

As a result of the overwhelming amount of responses to our open-ended inquiry that were the same as one another, it has been decided to place more emphasis on the remarks that are the most pertinent to our subject. Despite this, the majority of our respondents had an upbeat outlook regarding this phenomena, providing illustrative examples similar to what some business owners feel. «Residents of Tiaret favor imported goods above those made in their own country." One of the participants stated that customers have faith in foreign names because they provide the impression of being unique and luxurious to the things they sell. Primarily, one person noted, "It gives my goods respectability because I normally offer products that were created in the United States." In addition, names are appealing in that "they improve the image of my store because they are trendy and snappy," which is one of the reasons why they are appealing. (parC) Aside from that, "buyers are always interested in fashion, films, and celebrities that utilizes foreign things," says the market research company. (parC) In addition, some people utilize them for more pragmatic reasons, such as the fact that, as one participant pointed out, "foreign names are easier for customers to pronounce and remember." Lastly, some participants think it's helpful for communication, as evidenced by the fact that two of them stated things like "I operate an internet store; therefore, I use English to attract other foreign clients." As an additional point of interest, "My restaurant is a branch of an American one that wishes to spread their food in Algeria." (parC)

● **Question12:** Do you believe English is the dominating language for naming business or trade facilities in Tiaret?

English Dominantes in Terms of use in Naming Different Business Establishment

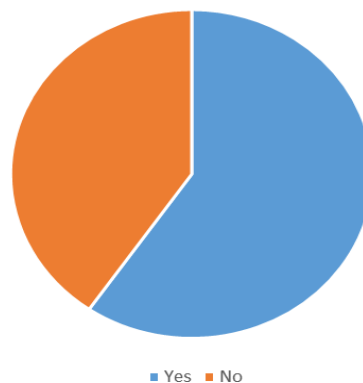


Chart3.7: English Dominates in Terms of use in Naming Different Business Establishment

The participants' responses to the statement that "English dominates in Terms of use in Naming Different Business Establishments" were to close as follows: 59.6 percent (number=8) agree that English dominates in the naming process; however, not too far away we have people who said No estimated to the tune of 40.4 percent (number=19).

- **Question13:** Do you think that English is capable of replacing French as second language in Algeria?

Participants' Answer	Number of Participants	Percentage
Yes	23	49%
No	24	51%

Table3.3: The Possibility of English Replacing French use in Algeria as a Second Language

In spite of the fact that this was a close question, 51% of those who participated (number = 24) voted "no" to the idea that English could replace French, while the other 49% (number = 23) did not. There is a possibility that this is due to the fact that Algerian elites utilize French in official settings.

- **Question15:** What are English greatest strengths or factors?

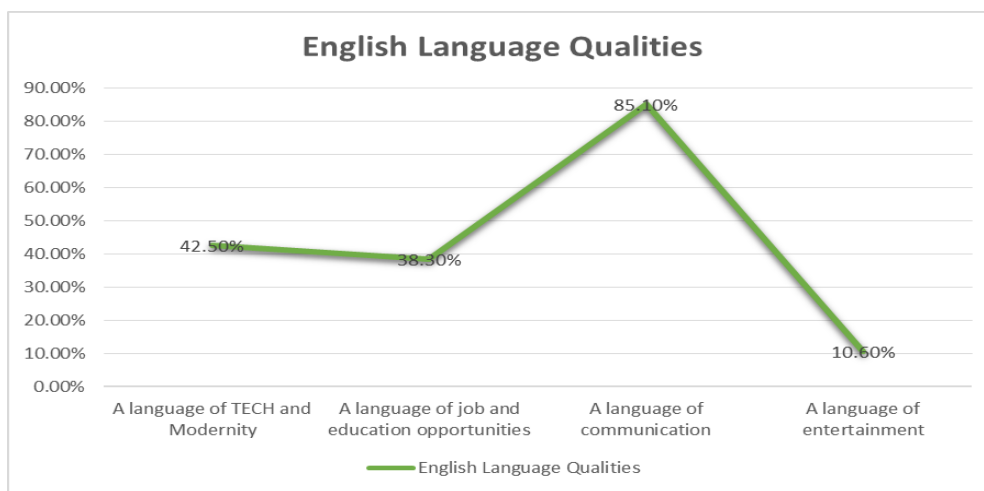


Figure 3.5: English Language Qualities

According to the findings presented up above, 85.1 % (Number=40) of respondents agreed that speaking English is the most effective approach to communicating with individuals from different nations. The second component is that forty-two and a half percent of the persons who took part in the study (that is, twenty people) agreed that using English as a medium conveyed a sense of modernism and technological development. The third component is the perception held by 38.3 percent (Number = 18) that proficiency in English opens doors to employment and opportunities for further study. Although just five people went with this option, over a dozen others picked English as their language of choice for a source of pleasure (11.5 percent).

III. Part Three: Participants Point of View

- **Question16:** What are your thoughts on Algeria's language diversity in terms of commercial and trading factors?

It was mentioned by more than one person that the utilization of linguistic resources from other countries was a positive thing. Another individual chimed in and said, "I believe so, too. It will help the countries diversify their economies and become more receptive to a greater variety of cultural perspectives. «To give you some background: Some people believe that we should do this because we currently live in an increasingly worldwide society. Another participant remarked, "It is a positive development that will be of use to us in Algeria in the years to come." As a consequence of these comments, it would appear that the growth of marketing in Algeria will be beneficial to the economy of the country by attracting customers who fall into a wider demographic category. That is to say, the availability of a variety of language options appeals to a greater number of clients from throughout the globe. Some people think it's a nice idea, but it wouldn't work in practice because they believe that the usage of French in Algeria will always be in competition with other languages. Others think it's a fantastic idea, but it wouldn't work in practice. The Algerian business community, on the other hand, does not yet consider English or any other foreign language to be a viable alternative to French.

The Interview Analysis

- **Question01:** Do you recognize Algeria as a multilingual country?

Others simply concurred, while others provided further explanation as to why Algeria is a multilingual society. One instructor, for instance, referred to "Algerian Arabic," which is the variety that is utilized most frequently; "Classical Arabic," which is reserved for more formal settings such as mosques; and "Media Arabic." French is spoken by a relatively small percentage of the overall population, with the majority of those speakers residing in metropolitan areas. The French dialect known as Berber is spoken by significant populations across the country, including those of the Kabylia, Chaoui, Mezaby, and Touareg peoples. English is spoken on occasion in the classroom and among students, although it is not used very regularly." This demonstrates that the multilingual component is represented by language differences that occur in response to social and contextual factors, as stated in (Hmaidia Ghoulamallah). "

According to the findings of yet another Algerian educator, the dialectal forms of Arabic and French continue to enjoy more usage. (Khadija Chergui is responsible for this work.) On the other side, it is the ADA and French language that are responsible for maintaining this country's linguistic diversity and keeping things fresh. Another aspect that was brought up by English language teacher Ali Outaleb was the assertion that "the majority of students are aware of the importance of foreign language, thanks to technology." The desire of Algerians to learn a new language, as well as the dissemination of a number of languages inside Algerian culture, was made easier by technological advancements.

- **If NO it is because;**

According to the interviewees who stated that there is no multilingualism in Algeria, multilingualism cannot be generalized to the entire country nor can it be equated to being multilingual. Imene Mansouri claims that there are only a few social groups in Algeria that speak French as a second language, and that dialectal variation does not mount for Algerian languages. It is possible to refer to Algeria as bilingual if the ADA and Berber dialects are included; if they are not, however, the country cannot be considered bilingual since you need to comprehend what is meant when someone claims it is a multilingual country. It seems to me that a monolingual situation exists there given that Arabic is the predominant language spoken by the majority of the population. Throughout the course of my life, I've gained this particular understanding.

- **Question03:** What do you think of the use of foreign languages in the Algerian context?

Among those who were polled, the vast majority expressed agreement that the topic at hand is being utilized, for instance. According to one of the interviewees, Algerian dialects are a combination of the Arabic and Berber languages as well as a variety of European languages such as French, English, Spanish (including dialects from Italy), Turkish, and Italian. Algerian Dialectal Arabic is the name given to this blend of languages. It is for these reasons that I am of the opinion that other languages are components of our overall language." To put another way, the employment of foreign terms and phrases in our everyday conversation is regarded to be a symptom of the existence of other languages in our discourse, as was proved by one interviewee. There is little reason to doubt that English, due to its status as a worldwide language, will be in a position to exert some kind of influence in the years to come. Algeria is a multilingual country, and Algerians are proficient in a broad variety of languages. Algerians can speak French, English, Arabic, classical Arabic, German, Spanish, and Turkish, among other languages. This is due to the fact that English is growing popularity in Algerian society. There is a huge selection of different languages that can be used." Because so many Algerians are interested in acquiring new dialects, another interviewee contends that the influence of foreign languages cannot be disproved and that this fact alone demonstrates its irrefutability.

- **Question04:** What about English? What do you think of the use of English in the Algerian commercial space?

Some of those who were interviewed stated that the number of business transactions that are conducted in English in Algeria is increasing at a rapid pace, such as the comment that was made by one of those who were interviewed. They have begun writing symbols in English, but this is just the beginning of their efforts. However, according to the observer, "English is gaining space in this field compared to other languages because I supervised groups on the linguistic landscape which is about commerce two years ago, and we found that English is a little bit everywhere." This is due to the fact that "English is gaining space in this field compared to other languages because I supervised groups on the linguistic landscape which is about commerce and we some individuals have the opinion that it is strange and that it is only used occasionally. As one more person pointed out, the French language is utilized almost exclusively in the commercial sector of Algeria. In addition to it, there is a significant emphasis placed on Arabic. Even if English is going to be used, it could be a few years before it becomes the predominant language. Even the ministry itself, particularly the English

Department, makes extensive use of French; this is evident by the presence of a number of signage in French outside the building. Several times over the course of the presentation, there are points at which announcements are shown in Arabic, French, and English. These sections are presented in English. According to one user, "I feel that it is rarely used except in specialist businesses like petroleum, things linked to oil and petroleum domain." Another user echoes this sentiment. "I feel that it is rarely utilized."

- **Question05:** What, in your opinion, is the optimum language strategy for a government to implement in a highly francophone environment?

One of the people who was interviewed believes that French should not be used as the major language of instruction in primary schools because it hinders the growth and development of the country. Instead, English should be used. An interviewee who was asked their opinion provided an alternative point of view when they said, "I feel that they must analyze the topic and make a conclusion." Those who want to study in another country or actually achieve something with their education will now be required to always communicate in English. Because many publishers are having difficulties with their publications, they usually seek the assistance of our translation services." On the other hand, according to "the linguist's advice," "they may build a strategy by adding it in primary schools," "you try and educate people mentally to accept it, and that is how I believe things will go in the proper manner," and "some teachers believe it is only a political decision," the inclusion of gender neutral pronouns in primary schools may be part of the plan. According to two educators, the Algerian government ought to initiate language exchange programs such as "providing scholarships to students, particularly at university," or "sponsoring the development of free language camps and summer schools for individuals, particularly children," in order to expand the use of English in the country. These programs should be geared toward children. It's possible that they'll air English-language shows on the national television network in order to cultivate an atmosphere where English is spoken everywhere, including homes "a statement made by one of the interviewees.

3.9. Discussion

The modern world of the 21st century has shrunk into a global village where all countries and cultures interact, and one can now observe that tourists around the world use English as a globally shared language, which has been attributed to globalization, in that, it has become the most widely spoken language among speakers of various language backgrounds. Globalization can be identified by the number of multilingual signs in a region or country, including public road signs, advertising billboards, street names, place names, commercial shop signs, and public building signs. As we came to know in earlier chapters, the investigation or detection of multilingualism in a particular location typically involves the study of the linguistic landscape. Similarly, our topic was to explore the linguistic landscape of Tiaret city in order to get insight into the region's multilingualism, language policy, and the role that English and globalization play in fostering this linguistic diversity. Also, To determine how globalization influences language shift, which involves English replacing French as Algeria's second language.

As a means of getting our discussion off the ground, the researchers investigated the myriad of demographic aspects that were contained within the available data sets. People in their early 20s or early 30s who run their own businesses and are the primary source of crime in Tiaret make up the vast majority of Tiaret's linguistic landscape. These individuals are also the predominant source of crime in Tiaret. The initial sample comprised 47 individuals whom all had a strong desire to be a part of the commercial and business community that exists in Tiaret city. This was especially true for individuals who were business owners of retail establishments. The data from the fourth quarter shows that 95% of them are active on social media. The second set of 10 educators, all of whom have been working in education for at least six years and three of whom are female. The question now is, what are we hoping to learn from this preliminary research inquiry? «For starters, why do some Tiaret businesses choose to communicate in languages other than their native tongues, and which of these languages is spoken by the majority of the population? Since the answers to Question 8 indicated that thirty names we obtained contained English words, and Question 6 revealed that seventy-two and a half per cent of the respondents expressed a desire to enhance their English language skills, we can deduce the following: In response to question 8, 72.3% of respondents have stated that they are interested in enhancing their command of the English language. According to the findings of Q12, which suggest a significant presence of English, Tiaret's language landscape is dominated by the use of English. This is indicated by a

Significant presence of English (59.6 per cent). It was found that the majority of educators are of the opinion that French is more widely used than English in terms of everyday communication and usage. According to the people who took part in this survey, the reason why English is used so frequently in the Tiaret setting is that it is associated with affluence, sophistication, and the present day. In question 10, it was suggested that names from other languages, such as English, are realistic and simple to pronounce or remember. In addition, a significant number of our attendees are of the opinion that being able to communicate effectively in English is an asset for nations that do not speak English and are striving to become popular tourist destinations among foreign visitors. Because of this, the economy of the nation stands to benefit, as being able to communicate effectively in English paves the way for entry into new markets all over the world. According to the responses that were given to Question 7 by the participants.

In order to get an answer to our second research question, which is, "To what extent is globalization transforming the commercial and public indications of the Algerian community?" The data that was obtained needs to be evaluated in great detail. From question 6 onwards, we are able to see that 93.6 percent of the people who participated in the poll indicated an interest in acquiring a second language. According to the findings of question 4, it is quite evident that our respondents are hopelessly addicted to social media. When this question is considered alongside questions 2, 3, and 4, it becomes abundantly evident that the study of a foreign language has a substantial influence on students. According to what a teacher had to say about the ADA dialect in an interview, the language has a number of international loanwords that are used on a regular basis. In addition, social media platforms such as Facebook groups and Twitter play a significant role, as outside influence targets not only the actual landscape of Tiaret but also its virtual one. In spite of the fact that the government takes a hard line against the presence of foreigners, it is reasonable to infer that Algeria is reiterating its status as a country that speaks more than one language in light of all of this. The people of Algeria have a great preference for studying English as well as other foreign languages. This is evident in the streets of the country, which are strewn with signs in a number of languages conveying a wide range of different ideas.

In addition to this, taking into consideration the third research question, "If the answer to the previous question is yes, then the question becomes, "Is it possible that English will overtake French as the country's primary foreign language as a result of globalization? If the answer is yes, then what steps should be taken to prevent this from happening?" As a

result of globalization, the question that needs to be answered is as follows: Is it possible that English will someday replace French as a second language? First, we directly questioned a group of people and asked them if English could replace French. Only one person responded negatively to this question. It is possible to deduce the reasons for French's predominance in government from the responses to question 16, in which some of the respondents believe that the elite of government, such as politicians, speak French. In addition, there are more responses to the fourth question than I initially thought. The interviewees believe that the use of English is uncommon in comparison to the usage of French. This is demonstrated by Mr Walid's comments on the foolishness and complexities of speaking French; the other interviewees share the same views. The need that students who intend to complete their studies outside of the country to become proficient in the English language are one illustration of this principle in action. On the subject of how English might take the place of French, the comments that were found to be the most correct were from a language policy and linguistics specialists, also known as English teachers. It is generally agreed upon that recognizing English as a driving force in the world is the most effective approach to elevate the standing of the English language. This dispute, in the opinion of educators, is essentially political in nature due to the fact that the government ought to initially incorporate English into primary education. In addition, there should be programs for language exchange between countries that speak English and countries that speak another language. Conclusion: In spite of the instructors' conviction that transitioning to English is achievable on account of the declining popularity of French and the growing reliance on English, the majority of participants, including the instructors, agree that making the changeover to English is challenging.

The success can be measured by the fact that the researchers were able to disprove two of the three hypotheses. Globalization has had a significant impact on Algerian advertising and consumers, particularly those in their early twenties. As a result, the language of choice in Algerian stores and commercial signage is English rather than French. The mentality of Algerians has been significantly altered as a result of the influence of social media. Second, it is true that utilizing English in a business to draw the attention of customers is both believable and prestigious, which indicates that the study hypothesis is supported. Last but not least, although English is spoken all over the world, it is not yet capable of taking the place of French as a language of communication.

4. Conclusion

In conclusion, the study may have achieved its objectives by describing the linguistic landscape of the state of Tiaret, which will hopefully raise readers' awareness of the multilingualism of the city. In addition, it was discovered that the ability to communicate successfully in English provides the path for access to new global markets, and Algerians have a strong preference for learning English and other foreign languages. In addition, the majority of participants, including the teachers, agree that the transition to English is difficult due to the prevalence of French in the country. Moreover, of equal importance, when investigating multilingualism, the globalization effect, and language policy, the study of linguistic landscapes is vital overall.

5. Limitations

Similar to any other survey, this investigation has its own limitations. The first is Covid-19, which limited human mobility and engagement. Second, it was exceedingly challenging to do an unstructured online interview owing to the lack of a human touch. Third, the criticism-accompanied with Refutation of specific advertising to respond to the questionnaire.

General Conclusion

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Algeria's linguistic status is intriguing, as it may possibly be classified as a diagglossic society. Nowadays, the Algerian linguistic situation is characterized by the coexistence of several genetically related and unrelated languages/ dialects, which are used in different social context. In fact, both Arabic and Berber and their varieties are used interchangeably across the country, which resulted in a change of the linguistic atmosphere. Subsequently, each variety competes for its place and factors that determine these variations, which are usually related to the differences in the speakers' social traits and components of the surrounding linguistic context. The latter encourages or obstructs the usage of specific structures in a language; for instance, Arabic alone has three variations as mentioned in the first chapter, and they much likely vary accordingly to formal versus informal situations, subsequently, in order to study the existence of these variations, notably, the foreign language existence one has to go and observe language use in the streets of a certain region or a community of practice in what is called "linguistic landscape LL. Moreover, in regards to Algeria's LL, is worth noting that, in terms of the English language implementation and out of globalization, the latter was utterly introduced seventy-four years ago. Due to globalization's outcomes, it is becoming pretty apparent that English language has generally arisen in the world commercial signs and especially in Tiaretian commercial signage.

Henceforth, the purpose of this study was to describe Tiaret's linguistic landscape, with much emphasis on the usage of English language on commercial signs by various stores, and shop owners. As well as the sociolinguistics aspect concerns, it is well-noted that the choice of these English names and how it varies might be due to the outcomes of language contact with regard to social, regional or contextual factors. Consonantly, this research was divided into three chapters, beginning with a general introduction and ending with a general conclusion; the first chapter provided a linguistic description of Algeria as a country, highlighting its historical background and describing the status and background of each language. The second chapter has a more theoretical aspect, involving the definition of globalization, language landscape, linguistic signs, and English as a lingua franca. Finally, the practical component of our study examined the gathered data from questionnaire and interview.

General Conclusion

The gleaned data revealed that several factors that influence the language choice and use in commercial areas, which include the domination of foreign languages especially English in Tiaret's commercial landscape. It has been shown that being able to communicate well in English opens doors to new worldwide markets, and Algerians have a strong preference for learning English and other languages. Furthermore, due to the prominence of French in the country, the majority of participants, even teachers, think that the shift to English is easier said than done. Thus, the store names may be subjected to social or contextual variations; for instance, many claim that the primary reason why they chose particular names is that they attract clients with that signage. Lastly, when looking into diagglossia, multilingualism, plurilingualism, the globalization effect, and the Algerian language policy, the study of linguistic profile is quite significant to differentiate these concepts separately.

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Appendices

Questionnaire

أعزائي المشاركين،

تم التخطيط لهذا الاستطلاع كمحاولة لأطروحة الماجستير. الغرض منه هو التحقيق في الدافع وراء استخدام اللغة الإنجليزية في الفضاء التجاري. لذلك نرجو منكم التفضل بالإجابة على هذا الاستبيان. نقدر تعاونكم كثيرا. عند الإجابة، يرجى وضع علامة (✓) أمام الإجابة المختارة.

القسم الأول: البيانات الشخصية

السؤال الأول: الجنس

ذكر أنثى

السؤال الثاني: العمر

تحت 20 بين 20 فوق 35

السؤال الثالث: المستوى التعليمي

ابتدائي
متوسط
ثانوي
جامعي

القسم الثاني: أفكاركم حول مدى استعمال اللغات الأجنبية في الفضاء التجاري

السؤال الرابع: هل تستخدم منصات التواصل الاجتماعي؟

نعم لا

السؤال الخامس: ما هي اللغة التي تفضل استخدامها على منصات التواصل الاجتماعي؟

اللغة العربية الفصحى اللغة العربية الجزائرية الفرنسية الانجليزية

السؤال السادس:

(أ) هل أنت مهتم بتعلم اللغات الأجنبية؟

نعم لا

(ب) ما هي اللغة الأجنبية التي تريد أن تتعلمها؟

الفرنسية الانجليزية الألمانية لغات أخرى

السؤال السابع:

(أ) هل أنت مهتم بتعلم اللغة الإنجليزية؟

نعم لا

ب) إذا اجبت بنعم، لماذا؟

السؤال الثامن:

أ) ما هو اسم متحرك / مطعمك؟

ب) لماذا اخترت هذا الاسم؟

أسباب مرموقة (luxe)

جذب الزبون

أسباب تنافسية

التسويق الإيجابي

أرباح عالية

..... أسباب أخرى

السؤال التاسع:

أ) هل تعتقد أن تسمية المحلات / المطاعم باللغة الأجنبية تجذب المزيد من الزبائن؟

لا

نعم

ب) لماذا؟

ج) كيف يمكن أن تساعدك هذه الأسماء في تطور و ازدهار عملك؟

السؤال العاشر:

أ) هل تعتقد أن اللغة الإنجليزية تهيمن على المجال التجاري التيرتي؟

لا

نعم

ب) إذا أجبت بنعم ، فاشرح السبب

السؤال الحادي عشر: هل تعتقد أن اللغة الإنجليزية يمكن أن تحل محل الفرنسية في الفضاء التجاري التيرتي؟

نعم

السؤال الثاني عشر: ما رأيك في مزايا اللغة الإنجليزية؟

لغة التكنولوجيا و الحدائة

اللغة التي تتيح فرصًا للعمل أو الدراسة بالخارج

القدرة على التواصل بشكل فعال في جميع أنحاء العالم



توفر سهولة الوصول إلى وسائل الترفيه

القسم الثالث: آراء المخبرين فيما يتعلق باستخدام التعددية اللغوية في الجزائر

السؤال الثالث عشر: ما رأيك في اللغات الأجنبية المختلفة في الفضاء التجاري الجزائري؟

.....

Interview

Personal information:

- Name:
- Gender:
- Actual occupation
- Years of experience:

Interview questions:

1. Which language is the most prevalent in your daily activities?
2. Which language is dominant in the classroom?
3. Do you recognize Algeria as a multilingual country?
4. What do you think of the use of foreign languages in the Algerian context?
5. What about English? What do you think of the use of English in the Algerian commercial space?
6. Do you think that English can be taught paralely with French and other foreign languages?
7. What policies can the government take to encourage the spread of English in a highly francophone atmosphere?

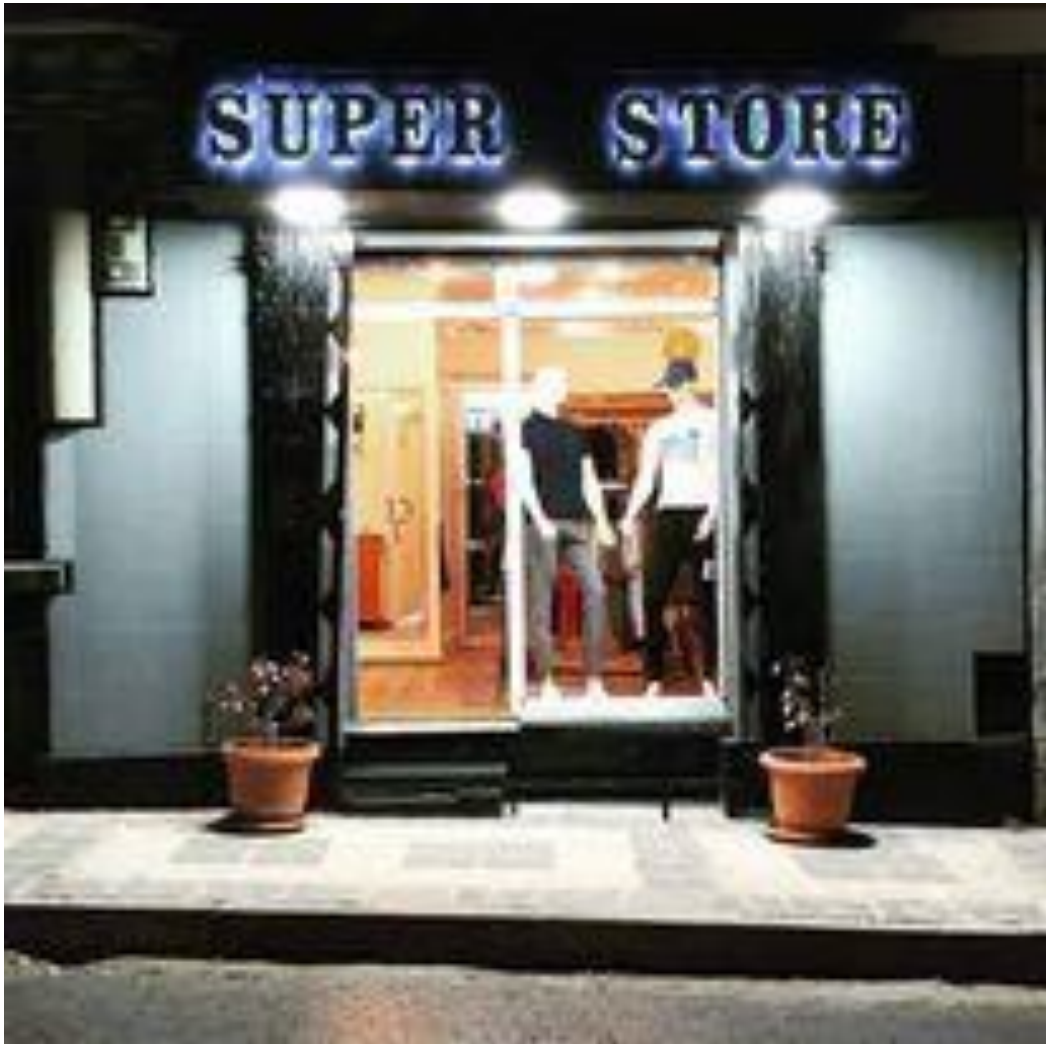


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“We are entering a phase of global English which is less glamorous, less news-worthy, and further from the leading edge of exciting ideas. It is the ‘implementation stage’, which will shape future identities, economies and cultures. The way this stage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

(David Graddol)

ملخص

في الجزائر ، يتحدث الناس مجموعة متنوعة من اللغات واللهجات ذات الأصول التي تتراوح بين ذات الصلة وراثيا وغير ذات الصلة. حدث تغيير في السياق اللغوي نتيجة للاستخدام الواسع للغات / اللهجات المختلفة في العامية اليومية. كتأثير للعولمة وتداعياتها ، ازداد استخدام اللغة الإنجليزية على نطاق واسع في أشكال مختلفة في ظل سياقات مختلفة مثل عملية التدريس / التعلم والاستخدام التكنولوجي والأدوية وخاصة في المجالات التجارية في جميع أنحاء العالم. في الواقع ، لقد ثبت أن القدرة على التواصل الفعال باللغة الإنجليزية تفتح أبوابا لأسواق جديدة حول العالم ، وهذا هو السبب في أن التجار الجزائريين يستخدمون هذه اللغة كوسيلة للدعاية من ناحية وجذب العملاء وكسب الفوائد من ناحية أخرى.

Résumé

En Algérie, les gens parlent une variété de langues et de dialectes avec des origines allant de génétiquement liées et non liées. Un changement dans l'atmosphère linguistique s'est produit à la suite de l'utilisation généralisée de différentes langues/dialectes dans la langue vernaculaire quotidienne. En tant qu'impact de la mondialisation et de ses retombées, l'utilisation de la langue anglaise a largement augmenté sous diverses formes dans différents contextes tels que le processus d'enseignement/apprentissage, l'utilisation technologique, les médicaments et en particulier dans les domaines commerciaux partout dans le monde. En fait, il a été démontré que la capacité de communiquer efficacement en anglais ouvre des portes sur de nouveaux marchés à travers le monde, c'est pourquoi les commerçants algériens utilisent cette langue comme moyen de publicité d'une part et attirent des clients et obtiennent des avantages d'autre part.

Summary

In Algeria, people speak a variety of languages and dialects with origins ranging from genetically related and unrelated. A change in the linguistic atmosphere has occurred as a consequence of the widespread use of different languages/ dialect in the daily vernacular. As an impact of globalization and its fallouts, the usage of the English language has widely increased in various forms under different contexts such as teaching/learning process, the technological use, medicines and especially in the commercial areas all over the world. In fact, the capacity to effectively communicate in English has been shown to open doors to new markets around the world, which is why Algerians traders use this language as a means of advertising on one hand and draw clients and gain benefits on the other one.