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**The impact of technology on language shifting towards the
creation of linguistic sub-culture**

**The Case of Master 1 Students of English at Ibn Khaldoun
University of Tiaret**

**A Dissertation Submitted to the Department of Foreign Languages as Partial
Fulfillment for the Master Degree in linguistics**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Dedication

We dedicate this work to:

Parents

Sisters & brothers

All our teachers and Special gratitude is due

To all those people who have stood by our side in every moment.

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Praise to Allah for giving us the ability to complete this work.

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Abstract

Within a sociolinguistic scope, technology has a big role in shifting the way people communicate. The present study investigates whether technology is given importance by university students at Ibn Khaldoun university of Tiaret and seeks to examine how does technology Impacts language shifting toward the creation of linguistic sub-culture. To attain such objectives, qualitative data were obtained throughout questionnaires addressed directly to a sample of 40 students from the department of English studies in the university of Ibn Khaldoun. The accumulated data from the questionnaires showed the impact of technology on language in various ways we were not aware of. This academic research will unveil a lot about language and culture, as well as how the latter relates to technology and the resulting impact inside a speech community.

Keywords: Technology - linguistic sub-culture - language shifting – culture.

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List of Acronyms

EFL: English as foreign language.

EG: English.

LG: Language.

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General Introduction

General Introduction

It has been seen that language is much more than the external expression and communication of internal thoughts formulated independently of their verbalization. In demonstrating the inadequacy and inappropriateness of such a view of language, attention has already been drawn to the ways in which one's native language is intimately and in all sorts of details related to the rest of one's life in a community and to smaller groups within that community. This is true of all peoples and all languages; it is a universal fact about language. Anthropologists speak of the relations between language and culture. It is indeed more in accordance with reality to consider language as a part of culture. Culture is here being used, in the anthropological sense, to refer to all aspects of human life insofar as they are determined or conditioned by membership in a society. Culture covers a very wide area of human life and behavior, and language is manifestly a part, probably the most important part of it. Language seems to have two principal functions; it is of course an instrument of communication, but it can also constitute a means of asserting one's identity or one's distinctiveness from others. A common language may be the ideal vehicle to express the unique character of a social group, and to encourage common social ties on the basis of a common identity.

Considering how current and mainstream our daily use of technology has become, we have to address the co-evolving dynamic relationship between culture and technology and how it impacts the speech community using it, whether we can view and perceive the impact it can make on our lives through different scopes. Technology changes the culture that gave it birth. When a technology spreads to another culture, the cultural context affects the speed or the way in which the technology is adopted and how it is used. The diffusion of technologies to other cultures changes those other cultures as well. The changes in culture that one technology creates may then influence the development of another or different technology in an inter-changeable sort of way.

Another important point of our research is “language shifting”, which is a dynamic phenomenon of social change, and is therefore a topic of sociolinguistics. Although language shift can and does occur at the level of the individual speaker, it is a shift at the level of an entire community that is associated with widespread language. There is no general theory of its causation that is universally accepted. It is set within a general framework of change in language-using populations. Language shift means the process, or the event, in which a population changes from using one language to another. As such, recognition of it depends on being able to see the prior and subsequent language as distinct; and therefore, the term excludes language change which can be seen as evolution, the transition from older to newer forms of the same language. Language shift is a social phenomenon, whereby one language replaces another in a given society.

In light of the setting, we have built so far, we seem to have a triangulated situation in which we deal with Language, Culture and Technology. This combination of elements breeds the creation of linguistic sub-cultures in an environment of language shifting. Which begs the question, what is the relationship between these elements? And what is the reaction of society toward it? and most importantly, what are the reasons and stages of the creation of this linguistic sub-culture?

Significance of the Study

The study of the impact of technology on language shifting towards the creation of linguistic sub-culture can be a revelation to how much language affects our way of thinking, and how language itself is affected by our pattern of thinking. Which manifests in the way we create new technologies and implement them in our daily life to a point where our tools of establishing communication are changed, evolved and taken to new frontiers to enhance our human use of language? The conduct of this study requires strict procedures and a clairvoyant vision as it deals with very important aspects of human life. And the fruit to be reaped off this research would play a huge role in developing our knowledge of the very complex

relationship between language and culture, it is also a very exclusive peek into sociolinguistics for a far greater understanding of our human linguistic behavior especially in the case of our study that takes place in modern day ALGERIA, with master 1 students in the department of English studies. The sample taken into consideration is full of young promising students. A large portion of these students if not most of them have acquired English as a second language through extensive use of technology, observation of different speech communities and friction with other cultures through different mediums of technologically driven medias.

This study is conducted to fulfill three major aims and answer these following Research questions:

- How does technology connect and impact language and culture?
- How does language shifting occur within a particular speech community?
- What are the reason and the stimuli that create this language shift and how can we catalyze this phenomenon for the benefit of better language understanding and quicker and more efficient language learning?

Research Hypotheses

- We assume that technology as a whole plays a huge role in the rise and development of civilizations by leaving an impact on many different aspects of human life. This impact is inevitable because technology in itself is the product of the culture and language. Therefore, it is embedded in a closed circle where each element impacts the other.
- Language shift occurs when members of a community in which more than one language is spoken abandon their original vernacular language in favor of another.

In the case of our study, this process of language shift is immensely driven by technology through the impacts it creates day by day in our speech community.

- Social media and many other forms of entertainment are the main cause for the creation of language shift. we should culminate such effects and focus on the wide spreading of technology in an ethical way by implementing technology in our teaching curriculums and adopting technologically advanced ways of learning.

Research Design

The design of this research will primarily follow the descriptive route of research methodology as we are dealing with a social linguistic phenomenon within a specific group in our speech community, English master students in this case. The descriptive method of research to be applied in our academic quest requires us to follow a strict procedure. First we will start by collecting the necessary quantitative data to get an overall idea on our study and get a glimpse of the phenomenon we're dealing with. This information will be collected through surveys, questionnaires and tests for the students of English department. followed by identifying and underlining the problem we're dealing with. The next step would be analyzing the data at hand and drawing observation and remarks to come up with a hypothesis concerning our research.

Suppositions and Implication

We wouldn't go as far as saying that this work is a challenge to previous studies, but this project sheds light over many crucial aspects of the sociolinguistics and does a remarkably good job at clearing various misconceptions about language, culture and technology. This research would be of great value to future researchers and students, especially in the department of English studies in Ibn khaldoun university. We hope that this work can be a reference to be followed when faced with problems and dead-ends in language

teaching & understanding. This academic work builds a strong foundation by giving out major insights into the field of sociolinguistics, in which we deal with an important correlation that is language and thoughts, how our language affects the way we think and how our use of technology has reshaped our linguistic behavior in many different ways.

Problems this Research can Fix

This research will be able to fix some problems and misunderstandings about our linguistic behavior as humans. This work will expose how most of us perceive language as a mere tool of communication, whereas it is mandatory for us as students of English studies to take this concept to further boundaries and bring it to a full disclosure to reveal that language is much more than just an auditory channel of sending and receiving signals.

Moreover, this academic work will prove that technology plays a critical role in our linguistic behavior and language acquisition as it created an ever-lasting supply of mediums that provoked and catalyzed friction between different communities and cultures which eventually led to the creation of various linguistic sub-cultures.

Research Structure

The dissertation is divided into three main chapters;. Chapter one deals with the language shifting, it attempts to define some basic concepts associated with language including the definition of language shifting, culture and technology.. Chapter two This chapter gives more details about the relationship between language and culture, in addition to how did technology created language shifting and how did this impact effected culture. The third chapter deals with data analysis. It provides detailed analysis students questionnaires in forms of tables and figures to illustrate the data in a clearer way other than the written way. It will help us to see whether the results go in favor of our hypothesis or not .

Chapter One
Literature Review

Introduction

The relationship between language and culture has long interested linguists. A language are often studied from different angles, researchers find its subject interesting and price investigating. In sociolinguistics, researchers check the various sorts of language people use and why there are linguistic differences among different groups and different generations. Sociolinguists believe that individuals interact with one another and have interaction themselves in various sorts of verbal exchanges creating systems of communication which are supported rules of language and also on their knowledge of the social context. This chapter deals with the language shifting, it attempts to define some basic concepts associated with language including the definition of language shifting, culture and technology.

1.1. Language and culture

The word culture has several related senses, they are important to be mentioned. These senses can be briefly explained as follows: There is, first of all, the sense in which culture is more or less synonymous with civilization and, in an older and extreme formulation of the contrast, opposed to 'barbarism'. This is the sense that is operative, in English, in the adjective 'cultured'. It rests ultimately upon the classical conception of what constitutes excellence in art, literature, manners and social institutions. Revived by the Renaissance humanists, the classical conception was emphasized by thinkers of the eighteenth-century Enlightenment and associated by them with their view of human history as progress and self-development.

It is interesting to note, in this connection, that the expression 'language de culture (literally, "language of culture") is commonly employed by French-speaking scholars to distinguish what are held to be culturally more advanced from culturally less advanced languages. 'Kultursprache' is similarly used in German. Although there is no accepted equivalent in English, the attitude on which the use of such expression rests is no less common in English-speaking societies. Most linguists nowadays take the view that there are

no primitive languages. However, it is worth looking at this question again with particular Reference to what one might call the classical conception of culture.

Briefly speaking, it can be concluded that there is a very close relationship between language and culture in general, and a specific language and its culture in particular. That is, culture has a direct effect on language. In fact, the two issues are closely correlated and interrelated. Language is the symbolic presentation of a nation or a specific community. In other words, language is the symbolic presentation of a culture.

1.1. Language Definition

The significant thing that recognizes people from other citizenry is Fundamentally our ability to talk with each other use language, since people are the most creatures on earth that are furnished with this endowment of communicating during a language. Numerous definitions are proposed to offer a particular meaning of Language. The most common concept which will be taking from these definitions is that language is only human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produce symbols (Sapir 1921). Thus, it are often said to be the essential medium of communication and expression of human thoughts, feelings and emotions However, consistent with different opinions language is quite just a group of emotions, Gorodenough (1981:5) defines language as a set of standards and organizing principles for a correct speech behavior“, meaning a language is always associated with standards but it's many aspect; language are often considered as a social fact, mental state, variety of structures, or a series of results. During this respect, language can either be a typical or vernacular.

1.1.1. 1 Standard Language

Standard language may be a sort of language utilized in government, law, court, school, media and international communication. Such variety features a written form and is

taken into account as simpler and socially acceptable than other varieties. Accordingly, Haugen cited in Hudson (1996:33), a standard language will have skilled the subsequent processes: a. Selection This stage is said to the selection of a specific language variety as a standard tongue and therefore the decision is to be taken by government, the variability chosen will gain prestige among people. b. Codification It refers to the stabilization of the chosen variety to offer a proper code, developing an article system, choosing the principles of grammar and identifying the vocabulary. c. Elaboration of function It covers all aspects related to government and in writing like law and education. d. Acceptance It matters of implementing the function of the chosen variety, to be either accepted or rejected by the state alleged to use it, usually because the tongue of the country.

1.1.1.2. Vernacular Language

Such language usually refers to the language of a specific community that's acquired from childhood. Holmes, on the opposite hand, points call at (2001:74) that the term vernacular is employed during a number of the way; it generally refers to a language which has not been standardized and which doesn't have official status. That is, a language which has not skilled the stages of codification being standardized.

1.2. Language shifting

With the obvious exception of those situations where the death of an entire group of speakers through human or natural tragedy has caused the death of a language, language death is the culmination of a process whereby a speech community moves from primary use of one language to another in a process that is known as language shift. Fishman (1991) defines it as a “process whereby intergenerational continuity of the heritage language is proceeding negatively, with fewer ‘speakers, readers, writers, and even understanders’ every generation” (Fishman 1991:1).

1.2.1. Factors Contributing to Language shift

Language-shifting is a complex and affected phenomenon, motivated and stimulated by accumulative force of historical, cultural, economic, Social and psychological factors. All these factors are interrelated and cannot be analyzed in isolation.

1.2.1.1. Economic factor

Obtaining work is the most obvious economic reason for learning another language. In English-dominated countries, for instance, people learn English in order to get good jobs. This results in bilingualism. The high demand from industries for employees with fluent English has successfully encouraged job seekers to equip themselves with English. In fact, being competent in English leads to well-paid job

1.2.2.2. Social factor

Language shift occurs when the community sees no reason to take active steps to maintain their ethnic language. When a community of speakers moving to a region or country whose language is different from theirs, there is a tendency to shift to the new language. Every time an immigrant learns the native language of the new country and passes it down to children in place of the old country language. For example, when a migrant minority group moves to a predominately monolingual society dominated by one majority group language in all the major institutional domains – school, TV, radio, newspaper, government administration, courts, work – language shift will be unavoidable unless the community takes active steps to prevent it.

1.2.2.3. Political factor

A rapid shift occurs when people are anxious to ‘get on’ in a society where knowledge of the second language is a prerequisite for success.

1.2.2.4 Demographic factor

Resistance to language shift tends to last longer in rural than in urban areas because rural groups tend to be isolated from the centers of political power for longer. The rural people can meet most of their social needs in the ethnic or minority language. For example, Ukrainians in Canada who live out of town on farms have maintained their ethnic language better than those in the towns because of their relative social isolation.

1.2.2.5 Attitudes and values

Language shift tends to be slower among communities where the minority language is highly valued. When the minority group support the use of the minority language in a variety of domains, it helps them to resist the pressure from the majority group to switch to the majority group language.

1.3. Culture

Some concepts are somehow easy to discuss and to handle in a casual conversation or in a school assignment for students, and the response towards them is like that of a simple “Wh” question. In other words, there are some subjects that one can directly deal and tackle from many angles and perspectives at once without any constraints or doubts; however, it is not the case for culture. It is a tricky, twisted, trap notion that puzzled practitioners and scholars. Culture is not neither a scientific hard object that is concrete and measurable, nor a mathematic equation that could be either proved or denied, rather, an abstract intellectual concept in the mind that could not be seen or touched. It is also that sum of acquired regulations and codes that specify a given community. Simply put, culture is not a group of buttons to click on in order to make the system operates, or a series of directed arrows to follow. It is so much more than that, it is “a moral understanding and the essence that makes life generates and pushes people to function” or as Kim Ann Zimmermann stated” Culture is

the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts". In addition, it is sensed in every day details from greeting at morning to meeting friends in the class to dealing with teachers and headmasters. Generally speaking culture shapes the society, so the answer to a question such as "what is culture?" is not likely to be brief or concise, because of the large topic and the several ideas that come to mind. The Center for Advance Research on Language Acquisition goes a step further in defining culture as "shared patterns of behaviors and interactions, cognitive constructs and understanding that are learned by socialization, thus, it can be seen as the growth of a group identity fostered by social patterns unique to the group. Culture in general may be divided into two main groups: material culture that includes all the concrete things that were created by man, such as houses, clothes, instruments etc. and non-material culture which is the quality concerning human mind, concepts, philosophy, religion etc". The world is not as it used to be, it has modernized, developed, globalized, and became more complex, so the educational system should keep up and match these fast changes by implementing modern techniques, new methods and most of all new thinking. Therefore, teaching culture in EFL classes is greatly important and has become a necessity before being an accessory, it is an interesting idea and an active force that may be the solution for taking educational system to the next level; it may also be the effective way to obtain the results wanted. In addition, bringing cultural context to the situation of study in hand will make the students more involved and exited to interact and to be aware of classroom activity, Culture is very related to us because it gives a sense to life and embraces each and every facet of daily activities even unconsciously. Damen, L. (1987) "Culture: learned and shared human patterns or models for living; day- to-day living patterns, these patterns and models pervade all aspects of human social interaction, culture is mankind's primary adaptive mechanism" (p. 367).

1.3.1. The Anthropological Definition of Culture

Anthropology is a global discipline where humanities, social, and natural sciences are studied in relation to one another and since Edward B. Taylor's time 1871 and on, the concept of culture has become the central focus of anthropology. It is widely known that culture is not an easy concept to be put in one global comprehensible definition however, far from this conflict and struggle of defining it on one general level, anthropologists agree that culture is "the full range of learned human behavior patterns and the way of thinking, believing, behaving, feeling that imported to members of a group in the society". Anthropologists have also argued that culture is "human nature". The pioneer English Anthropologist Edward B. Tylor in his book, *Primitive Culture*, published in 1871 said that culture is "that complex whole which includes knowledge, beliefs, arts, laws, morals, customs, and any other capabilities and habits acquired by man as a member of society." Furthermore anthropologists assert that cultures are not the product of lone individuals, they are the products of people interacting with each other and cultural patterns such as language and politics make no sense except in terms of the interaction of people, like the interaction happens in education among teachers and students. Therefore if you were the only human on earth, there would be no need for language or culture. And since people live in different places under different circumstances they would develop different cultures. Anthropologists have also pointed out that through culture people can adapt to their environment in non-genetic ways, so people living in different environments will often have different cultures. Lionel Trilling (1965) further states that «When we look at a people in the degree of abstraction which the idea of culture implies, we cannot but be touched and impressed by what we see, we cannot help being awed by something mysterious at work, some creative power which seems to transcend any particular act or habit or quality that may be observed. To make a coherent life, to confront the terrors of the outer and the inner world, to establish the ritual and art, the pieties and duties which make possible the life of the group and the individual-these are cultures, and

to contemplate these various enterprises which constitute a culture is inevitably moving” (p. 91-2). Culture is a multi edged aspect that is lived, known, existed but not sensed or touched

1.3.2. The Socio-Cultural Definition of Culture

Most widely used notions in sociology. Cultural sociology involves “the analysis of cultural phenomena which include many social aspects such as language, rules, tools, technologies, products, organizations, and common institutions like the family, education, religion, work, and health care”. Therefore, sociologists insist very much on the social aspect of culture and they declare that culture and society are deeply related. It is through culture that people and groups define themselves, conform to society's shared values, and contribute to a society’s culture. For Georg Simmel, culture referred to “the cultivation of individuals through the agency of external forms which have been objectified in the course of history”. Then, culture in the sociological field is analyzed as the ways of thinking and describing, the ways of acting, and the material objects that together shape a people's way of life. In addition cultural sociologists look for how people make meaning in their lives out of the different cultural elements that surround them. Sociologists are interested in what effects do social relationships have on cultures and, at the same time how culture informs interaction and social structure. For Pierre Bourdieu “cultural sociology has a clear recognition of the social and the economic as categories which are interlinked with, but not reducible to, the cultural”. Culture is a fuzzy set of attitudes, beliefs, behavioral conventions, basic assumptions, and values that are shared by a group of people and that influence each member’s behavior and each member’s interpretations of the meanings of other people’s behavior

1.4. The relationship between Language and Culture

The relationship between language and culture has spoiled much of ink and has been a food for thought subject to researchers, it is of two important edges and much has been

said and written about it, one cannot make a clear distinction or understanding of the one without the knowledge of the other because it is like the thin phantom line that separates the linked borders of two neighbored countries. Claire Krumsch “Language is the principal means whereby we conduct our social lives. When it is used in contexts of communication, it is bound up with culture in multiple and complex ways”. Languages on the one hand, present the cultures of societies and carry meanings and cultures on the other hand, hide in languages, and to interact with a language means to interact with its culture. Claire Krumsch further stated that “the people express facts, ideas or events that are communicable because they refer to a stock of knowledge about the world that other people share. In other words, language expresses cultural reality”. So they both are intertwined like the two sides of the same paper, in addition language and culture walked a long way together and they shape what it means to be human like what AK Kroeber (1923) said “culture, then, began when speech was present, and from then on, the enrichment of one means the further development of the other” So, we can say that language symbolizes cultural reality. For foreign language learners, an understanding of the relationship between language and culture must be deduced, because it frequently comes to mind as a question that raises confusion and loss, on one hand, learning a second language is actually learning a second culture because they have evolved together and they influence one another and on another hand, teaching a second language is in itself teaching a second culture, because culture is the product of human interaction. So second language teachers are at once second culture teachers, furthermore, cultural competence is as needed and important as any other linguistic competences like grammar, syntax, and phonology because it is never enough to possess linguistic tools and rules far away from cultural competence, because this latter is indispensable in education and it goes in hand with its language, and learners will not be fully competent in a language without its culture. So for any approach to succeed in teaching, language and culture must go in pair, otherwise the failure shall be inevitable. In addition children learn their language from their societies, and

during the process of learning a language they consequently learn their culture, according to Buttjost “culture learning is actually a key factor in being able to use and master a foreign linguistic system”. And also, we can know what people are interested in by just observing the language they choose to use, and even speech acts like greeting, thanking or congratulating and daily behavior is ruled by the culture one belongs to, in apology for instance, Japanese people may take more time and more expressions to express how sorry they are than English or American people may do, thus, our thinking and behavior are influenced and governed by the language we speak and the culture we live in. Feung Gao further states that “the integration of language and culture by using language as a medium for the continuing socialization of students is a process which is not intended to imitate and replicate the socialization of native speakers teachers but rather, to develop students’ cultural competence from its existing stage by changing it into intercultural competence” and the decay of a culture will be certainly followed by the decay of its language. The relationship between language and culture after all cannot be inclusively understood by only giving a definition for each concept, the reason why various studies are being still conducted and carried out to reach a conclusive understanding.

1.5. The Theory of Linguistic Relativity

Sapir and Whorf Hypothesis is a hypothesis built up and expanded by Benjamin Lee Whorf (1897 – 1941) and derived from linguistic approach of his teacher, Edward Sapir (1884 – 1939). This hypothesis, in fact, suggests that a language determines and resolves the thought and perception of its speakers. In the sense that, no language can subsist except it is in the context of culture and reciprocally, the culture which does not have at its centre the structure of a standard and ordinary language cannot survive (Edward Sapir, 1921; et al 2008). Whorf himself called this view the “linguistic relativity principle”. Consequently, Sapir – Whorf hypothesis is, indeed, a theory of the relationship between language and

culture, this hypothesis is also known as the theory of the linguistic relativity. The main idea in this hypothesis is that every human being views the world by his own native language. In other words, just as time, space, and mass, according to Einstein, can be defined only in terms of a system of relationships. Human knowledge similarly arises only in relation to the semantic and structural possibilities of natural languages. We can summarize the relationship between language and culture by saying that language on one hand is a key component of culture. It is the primary medium for transmitting culture, without language, culture would not be possible. Children learning their native language are learning their native own culture; learning a second language also involves learning a second culture. On the other hand, language is influenced and shaped by culture. It reflects culture.

1.6. Technology

Mish (2001) defined technology as the body of knowledge devoted to creating tools, processing actions and extracting of materials. Technology is wide and everyone has their own way of understanding the meaning of technology. We use technology to accomplish various tasks in our daily lives, in brief; we can describe technology as products, processes or organizations. We use technology to extend our abilities, and that makes people as the most important part of any technological system. In a general sense, Andrew (1997) defines it: “Technology is not something that suddenly appears. It is an integral part of human activity; technology is the systematic application of various branches of knowledge to practical problems” (p.8). In addition, technology refers to advancements in the methods and tools we use to solve problems or achieve a goal. In the classroom, technology can encompass all kinds of tools “from low-tech pencil, paper, and chalkboard, to the use of presentation software, or high-tech tablets, online collaboration, and conferencing tools and more”. The newest technologies allow us to try things in physical and virtual classrooms that were not possible before. Mish goes on arguing that technology is used in education when referring to the manner of accomplishing a task especially using technical process,

methods or knowledge. Furthermore, technology refers to interactive, computer applications that allow people to communicate ideas and information with the digital and print element. A good case in point, professionals in the field use computer software to develop and manage online graphics and content. The work that technology specialists produce is used in various media, for instance; training programs, web pages, and news sites (Mish, 2001).

Conclusion

To conclude this chapter which aims at giving the theoretical background of the investigated topic by presenting definitions and theories regarding the concept of language ,culture and technology , a specific interest is given to language shifting in accordance with extra factors contributed to it (such as economic , attitudes , social and political).

Chapter two:
Language, culture and technology

Introduction

This chapter gives more details about the relationship between language and culture, in addition to how did technology created language shifting and how did this impact effected culture; first of all, we will talk about Language and culture then we will move to the process of language shift and its relation with technology.

2.1. Language and culture

As there are various definitions about culture, it's better to say our polestar definition at first so that we understand its relationship with language. Culture is a part of cognition that enter the people's common mentality or society or in universal people's living. The meaning of cognition it's not just refer to pictorial confirmation or mental awareness, but it's general definition that includes feeling, emotions, attitudes, believes and habits and traditions, Culture includes those kind of believes, knowledge, values, norms and habits and traditions that transmitting by teaching and training and show themselves in plural form According to the Whorf and Sapir's viewpoint, language makes and forms the main core of the culture. Actually, language is fundamental instrument for understanding human behavior, and we can realize that how humans see, describe and interpret their environment, that's why cultural anthropologists can acquire more (information) about nation's culture, the way that they think and their ideology just by studying their language and analyze and interpret it better. Otherwise, we can acquire information about nation's culture and the way that they thought just by analyzing their language and surveying its impact on the language. He believes that the realizations and conceptions that we have are based on language authority that we speak. So the people that speak differently understand the world differently. Actually, language can reflect differences that known as culture (Gharai Moghadam, 2003). Language and culture have a straight connection and relation together, because language is an instrument for transmitting culture so no language can exist in the lack of culture. The person's ability of learning language is strongly based on their realizing level and their domination on culture. If

someone has rich information in the field of language learning but neglect from cultural matter, this negligence cause awkward mistakes in learning language. The language cannot exist without culture (Hayati, 2011).

2.1.1. Language and Identity

Language based on culture is one of the most important and history making and a tool for transmitting experiences, knowledge, human intelligence and a vase for saving thoughts of previous generation and ancestor's culture (Falk, 1994). Language is the most dominant instrument in the reciprocal action process of human learning (Bathi, 1995). In contemporary era, the language portion n plural genesis of human identity was studied and assisted seriously in such a way that arouses different opinions. The most dominant property of language is to put out republication correlation and also one of the matters that makes human's personality. (Bigdeli, 1997).

Although there are some partial differences, all of theoreticians emphasize on the role, registration, declaration of plural experience and writing historical memories of nations, because language is not only a neutral instrument in human's relation but has cultural. And political importance (Gidenz, 1995).

Language as a solidarity power has a special effect on the bedder of cultural growth and genesis and come off local and national identity, but being succeed in learning a language is depend on creativity, cultural creativeness and yet fluidity, mobility, adaptability and coordination are its fundamental elements (Godarzi, 2005).

Language carries the identity meaning burden by itself, act like transmission channel for other identity elements just by creation and transmitting apprehensible semantic system, as we often know about our ancestor's attempt for saving national identity, historical identity, other values, myths and cultural and social habits just through the language, so the human as a self-conscious and social creature transmit their thought to their addressee and other generations by using the basic function of the language (Berger, 1996).

2.1.1.1 Language and social communication

In social and cultural studies, language is an instrument for social communication and relation, actually it's one of the most important needs of human societies that the members of society can communicate and cooperation inevitably, so that they can solve each other's needs. in this way. Such a skill is "the most important property of humans..., language is the greatest and most complex achievement of humanity. Language is usable for both physical needs. It allows people to create culture, collect experience and transmit equal behavior from a generation to another". Language is one of common cultural elements of society and a kind of communicating symbol, actually absorption of cultural elements or other communicating symbols happen by language. Language is the most organic instrument that humans have and use for communicating in society, so it possible the expression of particular speech in society for humans, language is not visible but it has properties that is prior than that. Such a symbolic and social connection can conjunct human's present to their future and cause knowledge collection and transmission from past to present and from present to the future, and this collection is possible in both written and oral form of language (Ghanadan and Co workers, 1996). The written and speech like forms of language can provide new facilities for cultural collection and prompt the cultural and social condition development (process) of a society. According to this "human's symbolic connection happen in three styles. First one is speech like language that includes vocal patterns with meaningful (structures).

It simplifies the communication teaching. The second kind of communication style is written language that include recording speech picture, it teaches how to save cultural heritages. The third kind of physical (language) that is obtained from vulgar politesse that means communicating with hand, face or totally with physical cues. Action and social interaction function of language can be found in human communication that all the members of society transmit their social message just by some arbitrary symbols and cues call alphabetical script, According to the language structure and its quality, it acts like an

instrument or social communication symbol, this role and effect can be checked with colloquial language (Koen, 2003).

2.1.1.2 Language and Society and Technological Changes

People that live in society with rather stable language and totally they have a regular social behavior can normally transmit their passages, thoughts and feeling with common language. The social quality of language, links it with other phenomenon's, processes and many other social-cultural factors and this correlation is so (deep) that some people describe language as a mirror that reflect events and any other social-cultural alteration in society.

But totally, the language and society have a bilateral relation together. They are always in changing and alteration process but without same speed. Overall, social changes are so faster than language changes but generally they change permanently.

Speech style of language is faster than its written mode so it's obvious that the changes in speech style are reflected so faster than written mode. Language as a social entity and organ needs stability to act in communication role beside it needs to change with social alteration and adapt with moment needs. Industrial developments and evolutions in a society are the most important events that have a wide effect on language. Daily extension of science, different industries, production of different earthen phenomenon and crops, thoughts and new attitudes in a society can alter the language words normally (Saboktekin and Khosrojeri,1998).

2.2. Language shifting and culture

Language and culture are corresponsive together. One's ability in learning language is depending on him/her domination and realization level of culture. There is no language without society and people always use language for communicating, and their language has combination of cultural qualities by itself. Different social conditions devote different cultural backgrounds, the sight extent increscent of person's (in learning new language) can help them to open their mind and learn about other nation's culture, that is the main reason of learning a

language, so for the sake of domination on a language, learner should know about "details in object language culture and aware about the differences between his/her (nation) with other nations". Many linguisticians believe that teaching a language is not only about linguistics knowledge but also teaching culture.

Teaching a foreign language is normally teaching culture and its purpose is to increase communication ability of language learners for the sake of extending friendship and mutual understanding of different countries but is not this cultural extension, new Imperialism purpose that is to universalize by cultural extension or the matter that call it cultural invasion in recent years? Because imperialistic critics, Humi Bahabaha and Edward said that one of the new methods Hegemoni (superior Domination) in cultural domination include process that person think that the object language culture is superior than him/her and so an alienability process happen that is a kind of cultural alienation (Hayati, 2011).

Using the words like cultural record, cultural disability and cultural pluralism in linguistics, and in the field of teaching language, is notifying that learning new language process as a first language or second has a reciprocal effect on culture. Even sometimes said that teach new language encourages cultural pluralism. Cultural pluralism is used when a person or a group of people have more than one assortment of cultural believes, values, habits and a teaching program that extent pluralism is known as multicultural teaching that show the effect of language on culture. Samuel Huntrington, American best known theoretician, believes that culture is one of the main elements of language (Razavi, 2013).

Language and culture are two essential categories, and in teaching process, learners were familiar with related culture and its various components. About language and culture relation, classic populationists believe that language and its Structures are impacted by its cultural environment They believe that humans have a flexible mental structure that can accept any kind of culture. without attending the existed and genetic limitations. But nowadays, populationists and 1 sociologists don't believe only in cultural absolute domination on

language in these two categories, but this matter is emphasized that language is a communication instrument and culture determines the foundation of this communication. Culture determines who communicate with whom but also that's the culture that determines what they speak about and how this speaking should be done. Also culture determines that in what situation, content and form two persons should use (haji Rostamlu, 2006).

3.3. Mutual Effect of Language shifting on Culture

Culture and language have mutual effect on each other. Culture influence language through the matters that may be important for the members of particular society and have marked name or named by national and public covering or even language names are very important for adaption of a culture, not only a name but may be several names in a culture for comprehending, felling and surveying the personal differences that speakers of a language saying. Language shift also influence the culture so that language more than reflecting the cultural processes, it forms the processes.

Language reflects the culture of a society because humans react against motions and persons that be important for them; but according to some masters of theory belief, that's the language that make culture flexible. Although it's not absolute, different language speech style cause different ways of thinking, because there aren't proven witnesses that show the concurrent development of both language and culture and also witnesses on social structural processes by language qualities, and this matter cause language alteration or borrowing some elements from speech assemblies.

Overall, according to affection and impressibly, language terms reflect both material and immaterial categories of society culture and people use them depend on their cultural condition, and adapt themselves. with culture and cultural language govern society. Although they differ in usage way but people use some words and terms in a culture that may be different in other cultures. So we should refer to this mutual effect between language and culture (Ardabili, 2012).

2.4. Language and technology

Since the spread of the internet in the early 1990's, it became a very significant component in the process of globalization and the widespread of the English language. In fact, the internet also works to preserve the slowly dying languages and dialects of the world in smaller societies. Today the use of technology or the internet represents the newest, broadest and fastest means of exchanging information all over the world. The English language is one of the important means of exchanging various information among different communities.

Therefore, social media or electronic communication technology has revolutionized the process of composing English writing and speech. Communication technology reflects a several number of electronic communication forms. Such forms are normally associated with the internet nowadays access through both computers and mobile phones. They include e-mail, chat rooms, forums, instant messaging devices, social networking sites, gaming networks, and Web-logs (blogs). According to Omar and Miah (2012), more than four in ten teens (45 %) have both a computer and a cell phone. These devices enable their users to make phone calls and send text messages. The effect of this process is obvious in the daily conduct of young people and in their educational system.

The influence of technology and internet on English language is clearly seen and touched in various ways and means. First, it adds lots of "jargon vocabulary". Second, it provides meaning to existing words and terms, such as the meaning of 'mouse' and 'keyboard' and so on. Moreover, it produces words on unifying the utterance of people all over the world as they meet each other via social media although they are from remote places. In addition, technology can lead to special linguistic "memes" faster and much further than ever before. For example, the word 'Cloud' stands for Nebulous group of people working on computers in a universal use.

David Crystal (2015) argues that new technologies function to facilitate new pursuits by developing new styles of the English language. Hence, the influence of a certain technological

medium is considered to be very interesting. It is, for Crystal, a relatively temporary phenomenon that it takes a very long time to be actually recognized as a prominent change. Using some social media, like twitter, can change what people write by affecting the ways they write. The English language is more or less exactly the same as it was 20 years ago.

It is argued that technological change, to some extent, tends to provoke linguistic and cultural change. That's why dictionaries are permanently ready to add new and typically very trendy words. In this respect, Dewey (2015) and Al-Kadi (2017) believe that old words that have gotten new meanings are more interesting than new words. For instance, the words "cloud", "tablet" and "catfish" are interesting examples of old words with new meanings. She wonders if the internet is ruining proper English. For her, the answer is that looking at the idea that dictionaries. Com's 20th birthday is more interesting than most.

2.4.1. Effect of technology on English language

Due to the fact that the access to technology doesn't cause any threatening to business and social interactions, it is now easily reached and doesn't face any struggle. Almost all native speakers of English as well as foreign learners use the internet and those who go online tend to have some multiple times throughout the day. It is natural that all live languages shift over time, the internet has offered a new medium for these changes to happen. As the internet has become a public device and a means of communication available everywhere, English spelling, vocabularies, pronunciation, and grammar have changed as well.

There have been conflicting views of debating researchers about the changes taken place by the influence of the internet. Ali (2012) and Kern (2006) consider the new changes of the English varieties caused by the effect of the internet are a threat to the standard varieties of English. These arguments are attributed to the fact that the English of the social media used these days often does not conform to the standard varieties. In the late of the eighteenth century, there was an attempt to set an order, identity and stability for the English language

style (McCrum et al., 1992). There were also other researchers who demand to protect the language from shift. Considine (2014) argues that the English language differs from other languages in that it isn't a language academy tasked with regulating some official version.

Additionally, Goring (2005) elaborates the English should be fixed and all posterity must be considered as the founder, and the English dictionary as the corner stone. There were also an adoption of unifying grammar rules, so some researchers like Considine, 2014; Goring 2005; Jackson, 2013) sought to find a single book of grammar as the demand grew for a uniform grammar. On the other hand, other researchers, such as David Crystal (2001,2005, 2011) believe that technology has established a linguistic revolution. To Crystal and other linguists like Herring (2011), these shifts in English form and usage have introduced a new form of linguistics called Internet Linguistics. In some academic institutions Internet Linguistics is widely discussed within the field of digital communication or the term computer mediated discourse analysis (CMDA).

This type of discourse resembles other discourse in which people interact and communicate. Here the interaction takes place by exchanging messages over network linked computers both verbally and written. Using such branch of discourse, social and economic factors affect online or email style. Cho (2010) states that email English is characterized by informality than other varieties of written communication. Yates (1996), on the other hand, concludes that "CMC is more akin to writing than speech in terms of range of vocabulary". In their study, Kadir, Maros, and Hamid (2012) finds that the linguistic features used in text messages tend to include shortenings, acronyms, initialisms, homophones, accent stylization, non-conventional spellings, and chippings.

2.4.2. The impact of technology on shifting language

The excessive use of technology or internet has wrought significant changes in the daily use of the English language; most of these are good or bad, merely different. So, people may ask about the ways technology has shifted the way they speak and write, both online and offline. Focus will be on the changes that have taken place in the written pieces of the internet users. Consequently, the shifts in the English writing of the language of the internet are found in the new vocabularies, new spelling and punctuation, and grammar.

Despite of the fact that the use of the internet is English- based network that takes place easily, their users almost encounter problems online because of cross-cultural differences. These problems could be easily solved as they help the users of the internet understand each other. The internet language is viewed as a set of different genres and registers used in different situations.

The internet language has some features connected to speech and writing, e.g., phonetic and phonological ones. In addition, it is seen a fully formed language style, with its own vocabulary, abbreviations, spelling and punctuation, grammar, slang and all other features that define a real language style. As Crystal (2001) states, the internet users have the ability to communicate faster and send short text messages to each other. All the abbreviations, acronyms included in the internet language make up most of Net speak's vocabulary along with lists of coined words and phrases. In particular words, the new vocabulary manipulated in the electronic communication provide a fascinating insight into how quickly new words. Can be appeared and then abandoned. It could be argued that each a few years some new words have become outdated and others come to be picked out. This usage is frequently associated with the needs of the internet users.

2.4.2.1. Vocabulary and abbreviations

One of the most obvious and prominent features is the lexicon that belongs Exclusively to the

internet. This lexicon does not contain the terminology related to computer science and other relevant subjects. A great number of new words other than technical terms like cable, disk, bit binary, have emerged to reflect particular situations, operations, activities and so on. A popular way of creating internet terminology is to combine two separate words to form a new word, e.g., mousepad, one-click, double-click. In the process of analyzing the vocabulary used by the internet users, it was found that, for example, the word at, often shown as @ comes to have an increasingly prefixed function: atcomman, atsign, @-party. @ Address. This use has come to be influential in non-internet settings.

a. Internet Acronyms And Text Messaging

SMS language or internet acronyms are the abbreviated language and slang words commonly used with mobile phone text messaging, email and instant messaging (online chat application, such as Messenger from Facebook, Instagram, Twitter). In the analysis of text messaging, it was found that these messages don't use formal English and have many abbreviations. Texts are supposed to be instant, so the use of abbreviations is considered easier and faster than full forms. Therefore, the various types of abbreviations found in chat-groups, text messages, and blogs have been one of the most distinguished features. Acronyms are so common that they normally stand for new full forms of words, e.g., acronyms like BBS (bulletin board system), BCC (blind carbon copy), CID (consider it done), CIO (check it out) and FAQ (frequently asked questions) are frequent abbreviations found in the daily usage of the language of the internet. The various kinds of abbreviations found in the writings of the internet users have been one of its most remarked features. Acronyms are used frequently that they regularly receive comments and replies.

Acronyms found the language of the internet are no longer a combination of letters. They stand for full meaningful and pronounced as words. Below are examples of various common acronyms.

Acronyms	Meanings
2F4U	Too fast for you
4YEO FYEO	For your eyes only:
2MORO	Tomorrow.
2NTE	Tonight
AFAIK	As far as I know
AKA	Also known as
ASL	Also known as
OIC	Oh, I see
BFF	Best friends for ever
BTW	By the way
IDK	I don't know
NC	No comment
DIY	Do it yourself
SFLR	Sorry for late reply
GR8	Great
FAQ	Frequently asked questions
CU	See you
F2F	Face to face

Table 2.1: Common acronyms used in the internet language

b. Spelling and Punctuation

Distinctive graphology is also a remarkable characteristic the language. For example, the status of capitalization is used distinctively and varies greatly. Most of the instances found in the use of capitals are not case-sensitive which tend to follow a random use of capital letters or no capitals at all. Sentences including letters beginning with small letters in different position are usually acceptable. For example: -Jack are you travelling to paris next month In the above sentence, the message wholly in capitals is considered to be "shouting" and always avoided. On the contrary, words with full capitals add some extra emphasis to be recognized

. -She is VERY beautiful.

-This is a VERY important point.

Spelling is also distinctive in the electronic English language. New spelling conventions have been used and emerged, such as the case of replacing plurals by z in Particular words like download, serialz, gamez, filez. Theses pelling errors are frequently used in the electronic writing. But they are not an indication of lack education. Instead, they are purely typical examples of email language.

c. Grammar

As it has been explained earlier the most general features of the internet language distinctiveness are mainly found in graphology and lexicon- the levels of language where it can easily produce innovation and deviation. In related words, grammatical variation or distinction is less frequent Few instances have been counted in the usage of Netspeak. Particular cases which express verb reduplication take place in some chat-groups but these are not frequent or universal. For instance, a verb is used twice in immediate succession to refer to a group of functions, such as the expression of pain, happiness, pleasure and so on. -I deleted your message, Lose, lose [I'm stupid] How about that! Win, win [the program has performed successfully]

Conclusions

To sum up, this chapter aimed to know how technology created language shifting and how did the results of this shift affected the culture. For more information we are going to explain the research methodology in addition to analyze and interpret the data gathered in the next chapter.

Chapter Three

Fieldwork

Introduction

This chapter is designed to analyze the findings obtained from the questionnaires through investigating the topic to what extent do technology impact language shifting, and what are the factors contributing. Since the students are the main variables of this study, their views and opinions are highly important and necessary to put the stated hypothesis under the test. The most appropriate tool for this investigating is through addressing students with questionnaire. Hence, we have chosen to work on first year Master students from department of foreign languages in Ibn khaldoun university of Tiaret.

3-1 The Fieldwork: Participants and Procedure

3-1-1 Description of the Sample Population

Our data is collected from a sample of the forty (40) students who responded to the questionnaire. The chosen sample is from the Master 1 Students at the University of Tiaret. The selection of such sample was based on the consideration that first year Master students have already experienced and studied 3 years of (L.M.D) culture and civilization courses. Moreover, they know about the importance of technology in their studies as they are well accustomed to use it in different ways through their daily quest for acquiring information and knowledge in the university courses.

3-1-2 Methods of Data Collection

The inquiries we will examine to what extent does technology impact language shifting towards the creation of linguistic sub-culture, and what are the factors contributing in this shifting. For doing so, we have solely used questionnaires to conducted this collection of data with both male and female Students, in the University of Tiaret.

3-2 The Questionnaire

The questionnaire is divided into three sections and consists of twenty-three (23) questions, which are arranged in a logical way. The first section of the questionnaire is dedicated to asking the students about their view towards the English language in general, and whether their interest in English is tangible or merely superficial. The second section of the

questions is an attempt to try and understand how students see English and how was their overall acquisition of the language. The third section's questions are about how technology creates language shifting, and whether the questioned sample can relate to how the relative effect is happening.

In fact, the questionnaire is an important tool the investigator has at his disposal as it enables him to collect information in a short time. The type of questionnaire administered during the fieldwork contained two types of questions: open-ended and closed questions

- **Open-ended questions:** The questions are asked but no answers are provided, the informants may answer by 'yes', 'no', 'sometimes', 'Never'...or by answering the question 'why' with precisely stating their Choice or arguing it.

- **Closed questions:** In this kind of questions, the subject is provided with a Choice of answers for a particular question.

3.2.1. Administration of Questionnaire

The majority of questionnaires were handed to students directly between the 26th and the 27th of April 2022 in the Department of English at Tiaret University. All the students (40) who participated in this questionnaire were studying the English language in the science of languages division.

3-2-2. The questionnaire Layout

When preparing the questionnaire, we gave importance to the following points:

- **The aim of the questions:** The questions were destined to achieve a specific Purpose which is answering the research issues.

- **The order of the questions:** The questionnaire consisted of a series of questions that the students had to answer. Then the answers were checked for their completeness and accuracy. They were found to be largely complete except for a few of them. So, they were not taken into consideration and did not affect our research since from the beginning we gave a sufficient number of questionnaires for each one.

2.3. Data analyses and interpretation

3.3.1 The Questionnaire analyses

1. Student's Choice of English:

-Was studying English at the university your first choice?

Option	Number of students	Percentage
Yes	29	72%
No	11	28%
Total	40	100%

Table 3.1: Student's choice of English

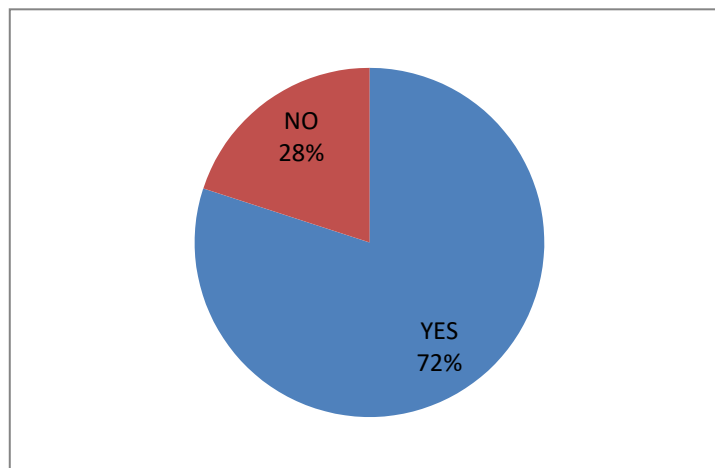


Figure 3.1: Student's choice of English.

We notice that the number of students that the English language was their choice is approximately three times the numbers of students were not. They represent 72% of the sample; whereas the students who the English language was not their choice are 28%.

02: Learning culture at secondary levels:

Did you study the English culture at middle and secondary levels?

Option	Number of students	Percentage
Yes	26	65%
No	14	45%
Total	40	100%

Table3.2: learning culture at secondary levels

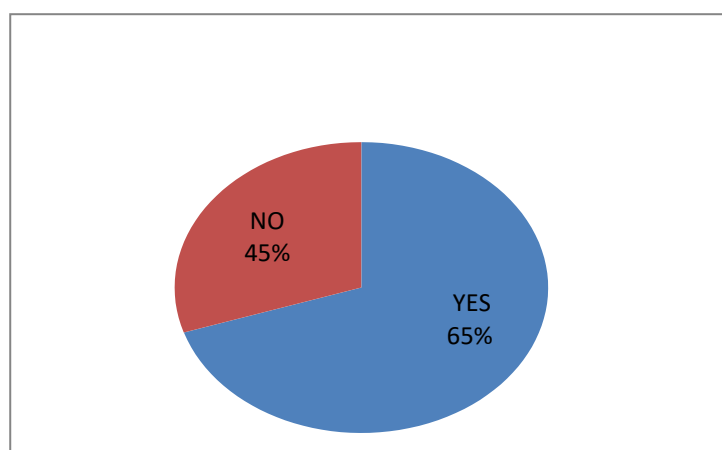


Figure 3.2: learning culture at secondary levels.

As it is shown in the table and the figure above, most students (65%) have been studying English culture indirectly during their secondary level in their book activities and texts; However, still (45%) asserted that they didn't study or they were not exposed to culture during the secondary level

03: Student's focus in learning English

-What has your English study focused on so far?

Option	Number of students	Percentage
Writing skill	10	25%
Reading Skill	07	17%
Listening Skill	04	10%
speaking Skill	19	48%
Total	40	100%

Table 3.3: student's focus in learning English

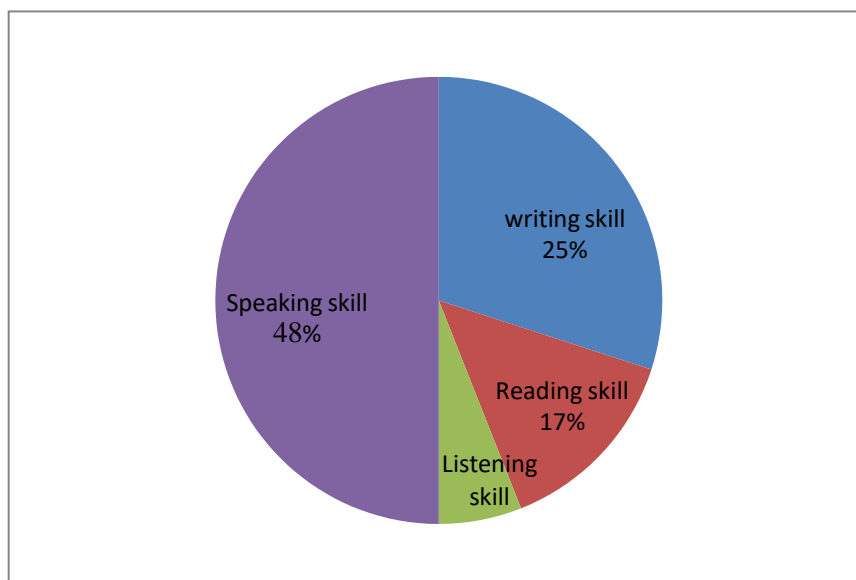


Figure 3.3: Student's focus in learning English language

The results in the table and the above Figure show that majority of students 48 % have a significant difficulty to speak thus the most important priority resides in making learners communicate easily. The second constraint is their writing skill with percentage of the (25%).And the Third skill that by the students according to their answers is the reading skill with a total percentage (17 %). The lowest percentage is for the listening skill.demonstrates 10%.

04: Student's motivation while studying English

Do you feel motivated while studying English culture?

Option	Number of students	Percentage
Yes	31	77%
No	09	23%
Total	40	100%

Tabel3.4: student's motivation while studying English culture

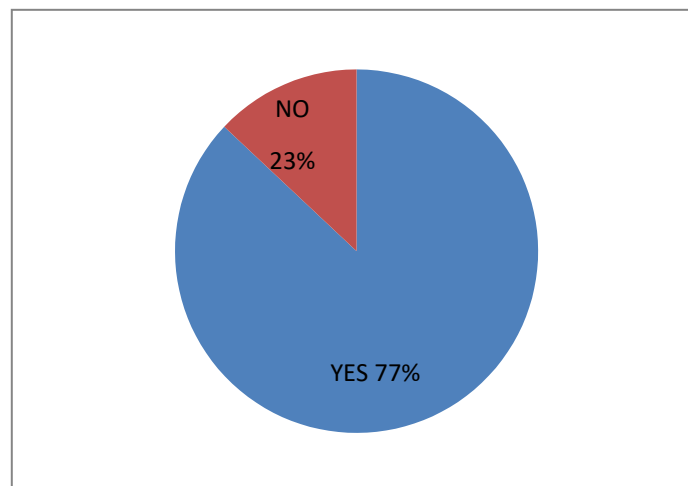


Figure 3.4: Student's motivation while studying English culture

As it is demonstrated above, (77 %) of the students, feel motivated that they are studying the English language at the university; however, only thirteen percent (23%) are not motivated .then, we can assume that students have a positive attitude towards the English language and consequently towards its culture. On the other hand, in an attempt to discover the source of the absence of motivation,

05: Reasons for lack of motivation:

If your answer to the previous question is (No), is it because?

	Option	Number of students	Percentage
A	You think you can use the English language Without its culture.	00	0%
B	You have a negative attitude towards the English culture.	1	25%
C	There is a huge difference between your culture and the English Culture.	02	50%
D	Of the teaching Strategies that the teacher uses during the course.	01	25%
E	Other	00	0%
TOTAL		04	100%

Table3.5: Reasons for lack of motivation

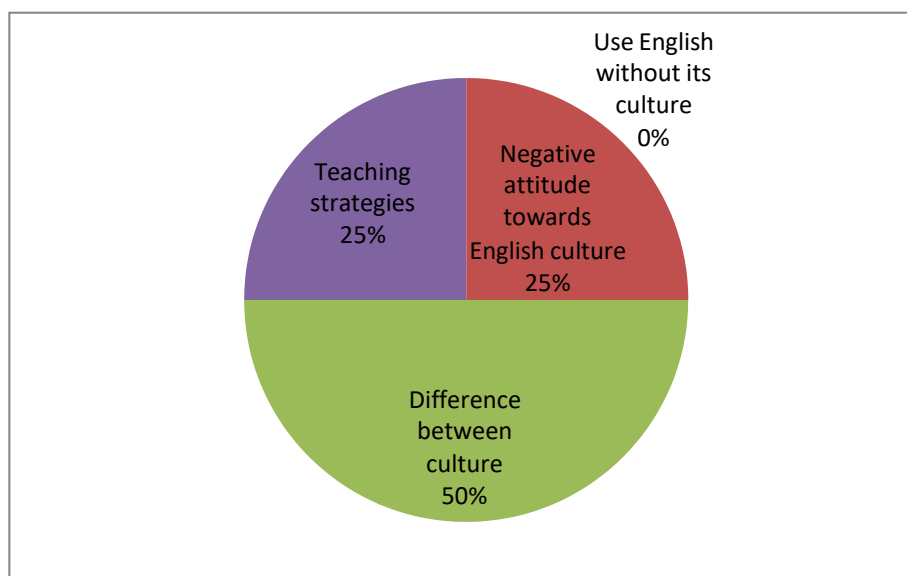


Figure 3.5: Reasons for lack of motivation

As table above shows, the reason most often chosen was (C) “difference between your culture and the English culture” with a percentage of 50%, reasons (B) “a negative attitude towards the English culture” chosen by 25% of the participants and (D) “the teaching strategies that the teacher uses.” with 25% and a percentage of 0% for those who think that they can use English without its culture.

06: The English use.

-How do you consider your level in using English?

option	Number of students	Percentage
Very good	06	15%
Good	17	43%
Average	13	32%
Poor	04	10%
Total	40	100%

Tabel3.6: The English use

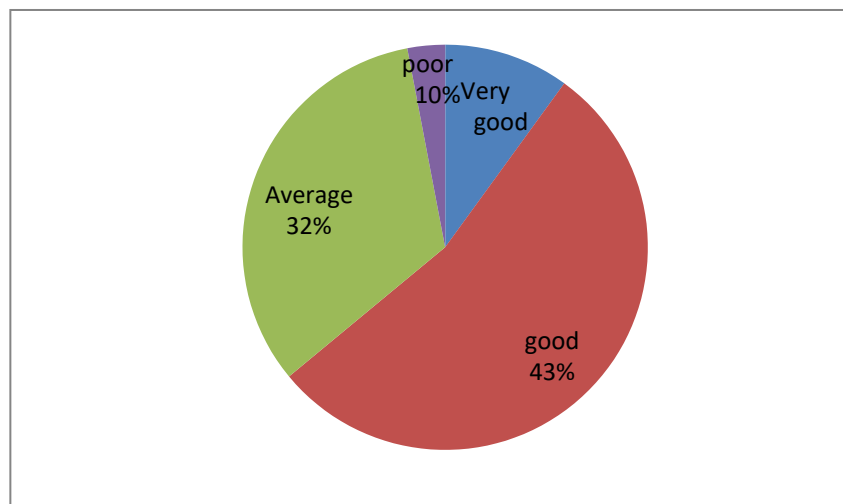


Figure 3.6: The English use

Students’ responses to this question item vary to include (42.5%) of them whodeclared that their level in English is “good”. In addition, the “Average” answer was represented by (32.5%) of the students. Moreover, the “Very good” participation which has been marked by (15%) of the respondents. the “poor” answer was represented by (10%) ofthe students, which is the least proportion of percentage.

07: Student's fluency in English.

Do you communicate effectively using English?

option	Number of students	Percentage
Yes	20	50%
No	20	50%
Total	40	100%

Tabel3.7: Student's fluency in English

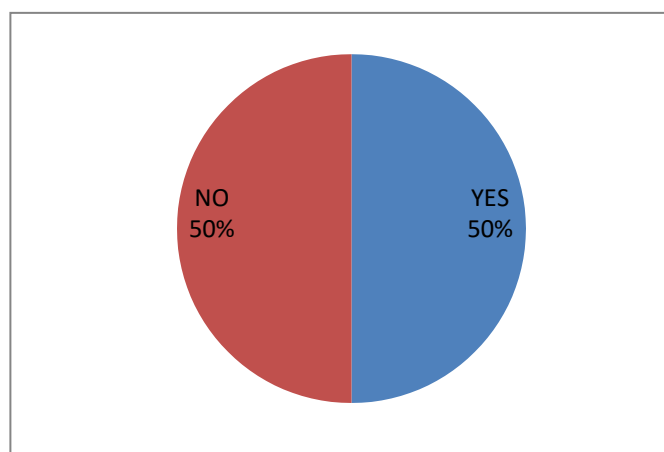


Figure 3.7: Student's fluency in English

As table 07 above shows, the option most often chosen was (B), “NO” with a total percentage of (50%), which means the majority of EFL students consider themselves not fluent in English .However, the other (50%) of students have chosen “yes” which means they do communicate effectively in English.

08: Reasons for the lack of fluency. If no, is it because of:

	option	Number of students	Percentage
A	Inability to use appropriate linguistic forms	04	27%
B	Lack of self-confidence	04	27%
C	Lack of cultural knowledge	07	46%
	Total	15	100%

Table 3.8: Reasons for the lack of fluency

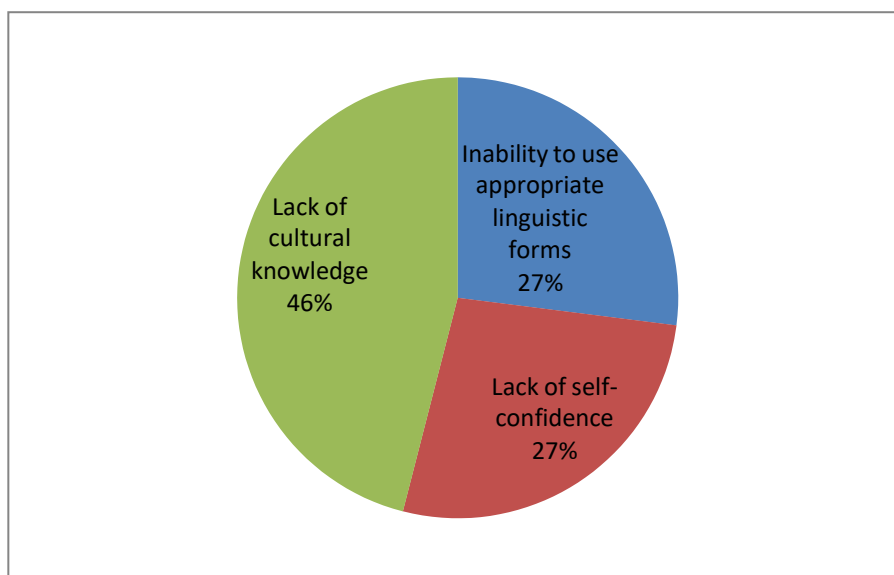


Figure 3.8: Reasons for the lack of fluency

As table 08 above shows, the reason most often chosen for the lack of fluency in English was (C) “lack of cultural knowledge” with a total percentage of 46%, Moreover the second reasons that have been chosen by the responders in “A” that is related to “Inability to use appropriate linguistic forms” with a percentage of 27% .The last reason was chosen by (26%) of students which is related to the “Lack of self-confidence”.

09: Student’s knowledge concerning the English culture.

Are you knowledgeable about English culture?

option	Number of students	Percentage
Very good	05	12.5%
Good	15	37.5%
Average	18	45%
Poor	02	05%
Total	40	100%

Table3.9: Student’s knowledge concerning the English culture.

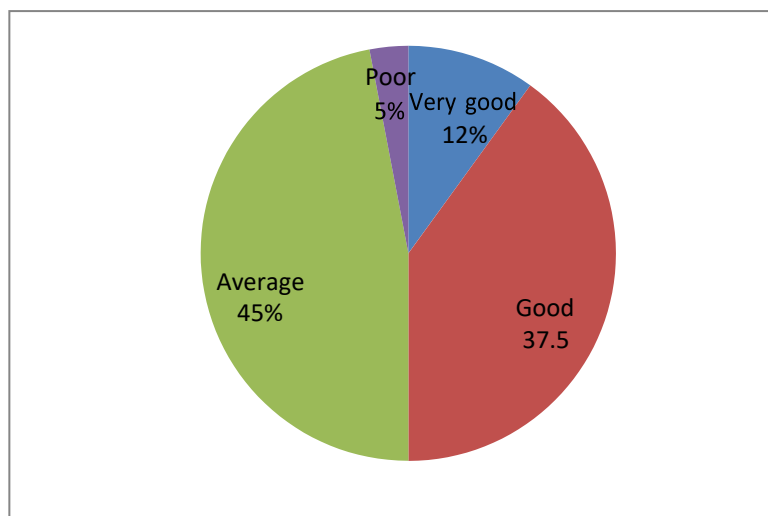


Figure 3.9: Student’s knowledge concerning the English culture.

As far as the student’s answers are concerned (45%) of students consider their knowledge ‘average’ concerning the English culture. In addition, another (37.5%) of students consider themselves knowledgeable at a ‘good’ level, (12%) of the students consider their knowledge ‘very good’ and the last (5%) of students consider their level in knowing the English culture ‘poor’.

10: Student's ability in handling conversation with native speakers.

-How do you consider your level while attempting to communicate with nativespeakers?

Option	Number of students	Percentage
Weak	00	00%
Beginner	05	13%
intermediate	17	46%
Advanced	11	25%
Expert	07	16%
Total	40	100%

Tabel3.10: Student's ability in handling conversation with native speakers.

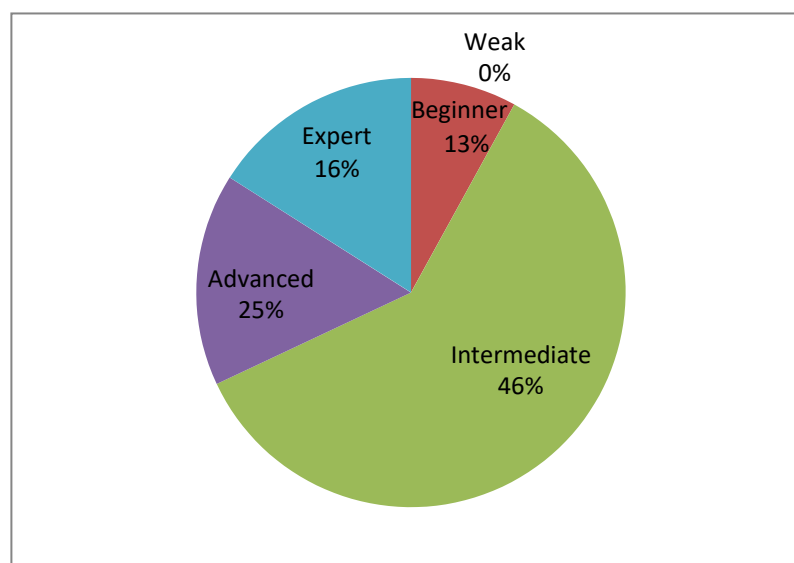


Figure 3.10: Student's ability in handling conversation with native speakers.

As it can be observed from the table and the Figure shown above, there is not much difference in the students' opinions about the level of handle conversation with native speakers. "Advanced" in handling conversation with native speakers was the most to receive percentage; (16%), the "Intermediate" which has been ranked the second getting (46%) of the percentage. Similar to the "Expert" has been chosen by (25%) of students. and "Beginner" level was chosen by (13%) not surprisingly, the lowest percentage was found in the "Weak" (0%)

Section two: The impact of technology on culture

1-Student’s opinion about general culture

-Do you like studying English culture?

option	Number of students	Percentage
Yes	35	87%
No	05	13%
Total	40	100%

Table3. 1: student’s opinion about the general culture

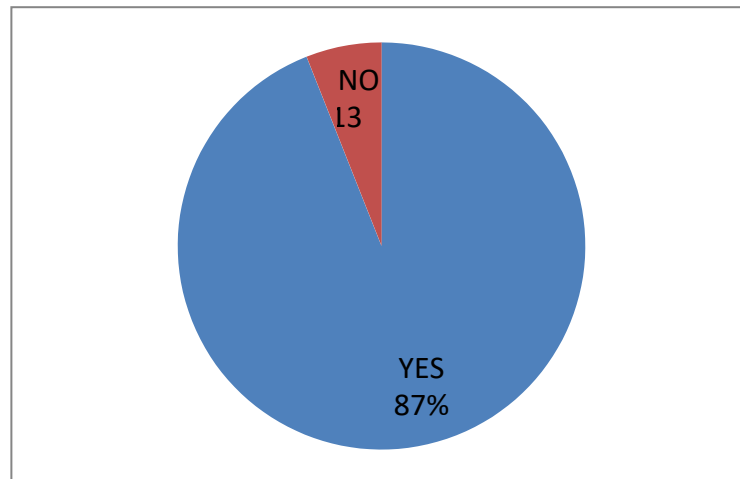


Figure.3. 1: student’s opinion about the general culture

It is clear from the table above (87%) of the respondents claimed that they like general culture, which means that it is an essential part of learning the foreign language. while, only (13%) of the respondents have asserted that they do not like studying English culture courses.

2-Students' knowledge of technology

-Do you know what technology is?

option	Number of students	Percentage
Yes	30	75%
No	10	25%
Total	40	100%

Table3. 2: students' knowledge of technology

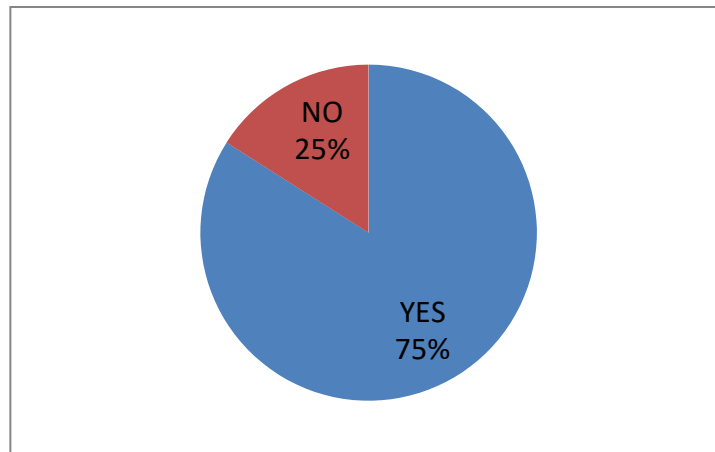


Figure3. 2: students' knowledge of technology

The table and the Figure above show that (75%) students said that they know technology on the other hand only (25%) of them said that they don't know what technology is. Therefore, we can say that most of students know what technology is.

3- The importance of teaching/learning language along with The English culture.

-Do you think that teaching/learning English language has to be done along with English culture?

Option	Number of students	Percentage
Very important	25	63%
Important	15	37%
Not important	00	0%
Total	40	100%

Table3. 3: the importance of teaching English culture along with English language

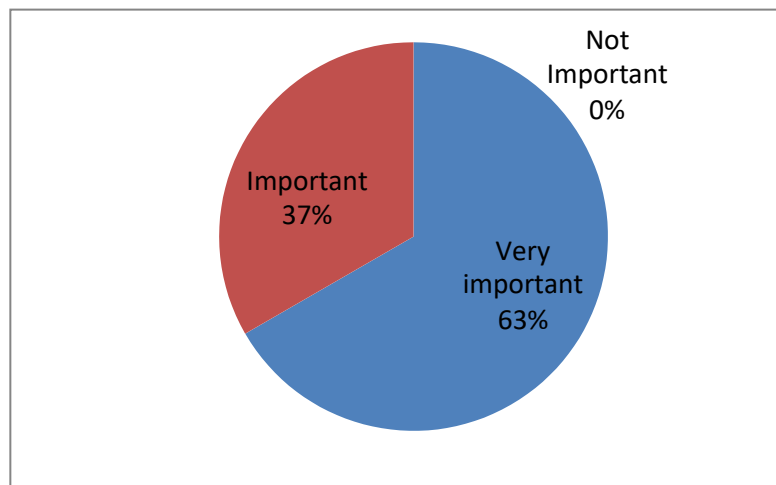


Figure3. 3: The importance of teaching culture along with the English language.

Culture learning is regarded as very important for (63%) of the respondents; however, (37%) of them think it is important. And (0%) for “not important” We can say that the whole students are aware of the importance of learning culture.

4. The use of technology in EFL classes

-Have you ever used technology tools in English culture?

Option	Number of students	Percentage
Never	17	43%
Rarely	12	30%
Sometimes	05	12%
Often	04	10%
Always	02	05%
Total	40	100%

Table3. 4: The use of technology tools in EFL classes

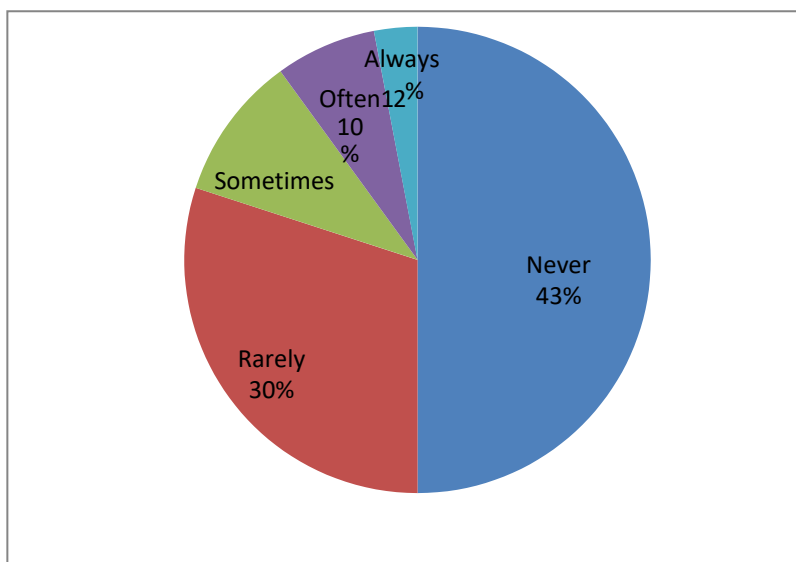


Figure3. 4: The use of technology tools in EFL classes

Students' answers to this question item vary to include (42%) of them who declared their answers "never" their use of technology. In addition, the "always" answer was represented by (5%) of the students. Similarly, (12%) percentage appears in the Option "sometimes". However, with the "rarely" participation has been marked by (10%) of the respondents. The last proportion was "often" and it is answered by (10%) of the respondents.

5- The sources of acquiring cultural competence

-Where have you acquired most of your cultural competence?

Option	Number of students	Percentage
Attending cultural courses	17	17%
Social On-line sites (twitter, face book...)	33	83%
Others	00	00%
Total	40	100%

Table3. 5: The sources of acquiring cultural competence

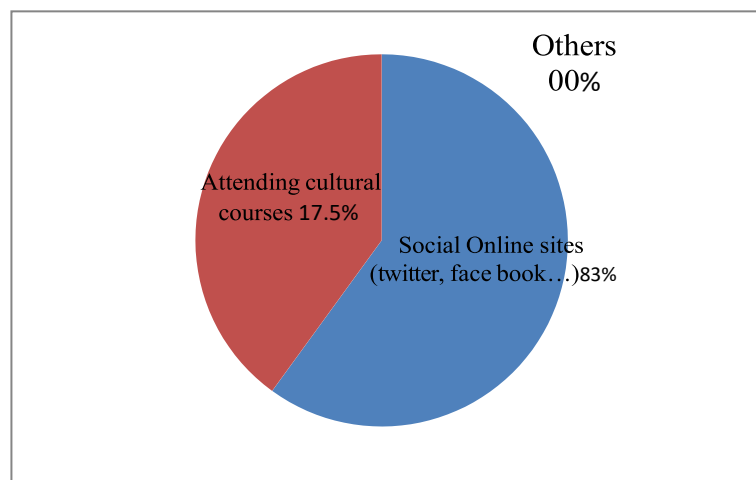


Figure3. 5: The sources of acquiring cultural competence

The above table suggests that the biggest half of the students (83%) have acquired most of their cultural competence from social on-line sites, and some of them acquired it by attending cultural courses (17 %), whereas the rest of the students have acquired most of their cultural competence from other sources (00%).

6- The use of Handouts

-Do you use only handouts in studying English culture courses?

Option	Number of students	Percentage
Never	0	00%
Rarely	0	00%
Sometimes	07	17%
Often	06	16%
Always	27	67%
Total	40	100%

Tabel3. 6: the use of Handouts

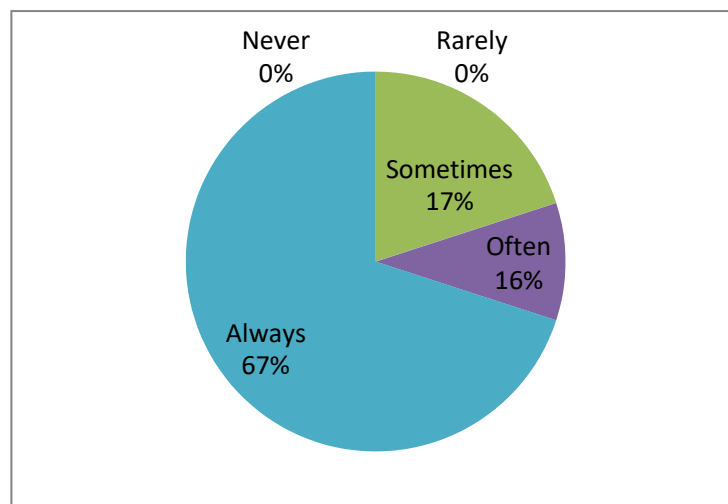


Figure3. 6: The use of Handouts

As its shown, most of the participants' answers (67%) said that "always" use technology tools .In addition; (17 %) asserted that "sometimes" use technology. The (often) was represented by (16%) percent of students .And for "Rarely" and "Never" is (0%) According to the answers of the students, we can say that the use of technology is never used in culture courses.

7- Student's preferred type of learning tools

What kind of tools do you prefer your teacher use in your study?

Option	Number of students	Percentage
Television show	07	17%
Web sites	08	20%
Photographs	0	0%
Magazines	06	16%
Mobiles	19	47%
Total	40	100%

Table3. 7: The Student's preferred type of learning tools

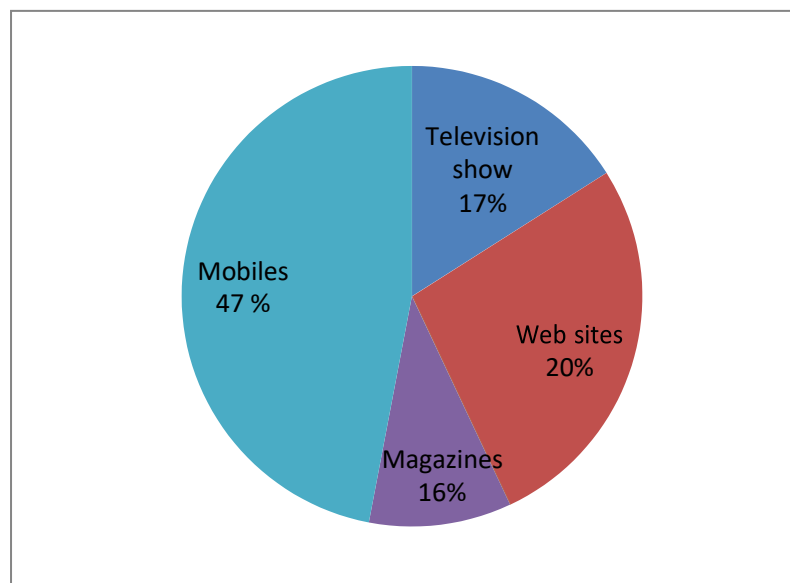


Figure3.7: Student's preferred type of learning tool

Almost the half of the sample (47 %) preferred to use mobiles as a teaching tool. (20%) of students have chosen web sites and it is also considered as a good source for teaching culture. (17%) of students prefer to be taught with television show. (16%) preferred to use magazines as a tool to study culture. And no one wants to be taught with photographs (0%).

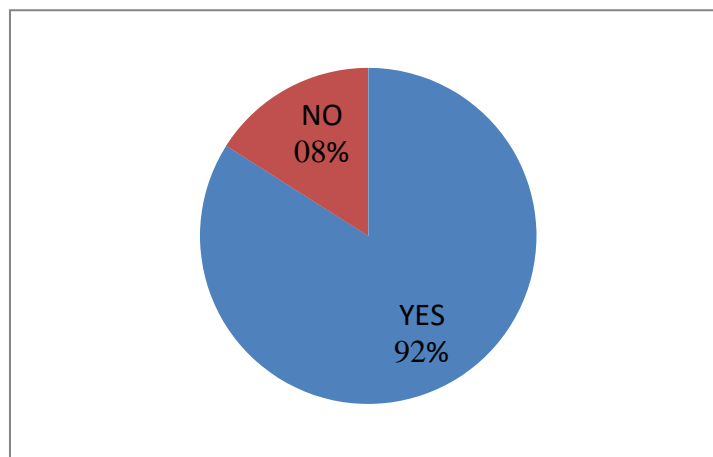
Section three: technology and language shifting.

1- Students' Use of technology

-Do you use technology in classroom?

option	Number of students	Percentage
Yes	37	92%
No	03	8%
Total	40	100%

Table 3.1 Students' use of technology



Figur3.1 Students' use of technology

This question aimed to know whether the students used technological tools in classroom or not. It was noticed that almost all the respondents shared the same viewpoint and therefore had the same attitude while only (3) of them did not use it.

2- The student's use of technological tools in the class

- Do you use technology such as online dictionaries phone/tablet as support strategy in your class?

option	Number of students	Percentage
Yes	31	75%
No	09	25%
Total	40	100%

Table3.2 The student's use of technological tools in the class

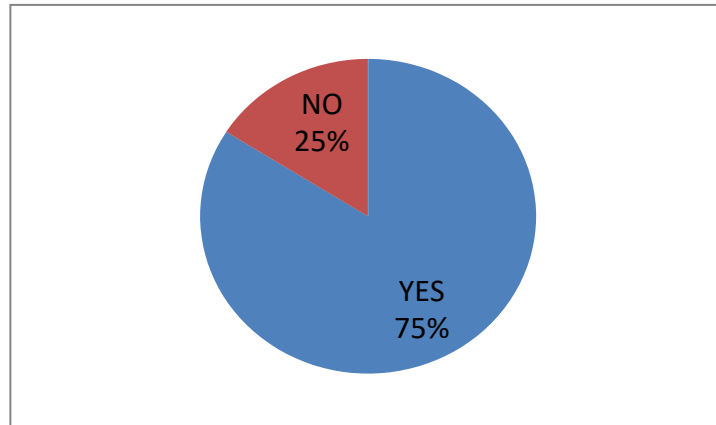


Figure3.2 the students' use of technological tools in the class

The aim of this question was to investigate whether the students used their own technological tools in the class or not. The majority of the students (31), representing (75 %) of the population, said that they used their own technological tools in the class whereas nine (09) students, representing the percentage of (25%), stated that they did not use it.

3- Technology and language skills

-Do you think using technology would improve your language skills?

option	Number of students	Percentage
Yes	32	77%
No	08	23%
Total	40	100%

Table3.3 Technology and language skills

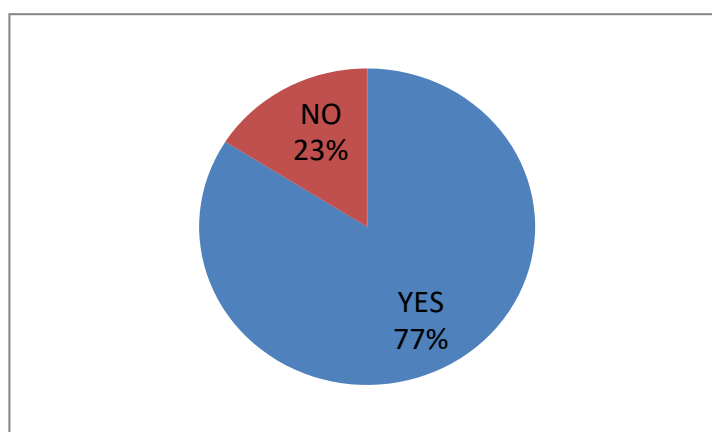


Figure 3.3 Technology and language skills

The learners were supposed to explain why the use of educational technology was important for them. Thus, the results obtained demonstrated that thirty-two (32) students, (77 %) of the total number of the respondents, believed that it enhanced their language skills. On the other hand, eight (08) students, representing (23 %) claimed that the use of technology did not enhance their Language skills.

4- Technology and the development communication skills

-Do you think that technology promotes the development of your communication skills such as (presentation skills)?

option	Number of students	Percentage
Yes	27	68%
No	13	32%
Total	40	100%

Table 3.4 Technology and the Development of Communication Skills

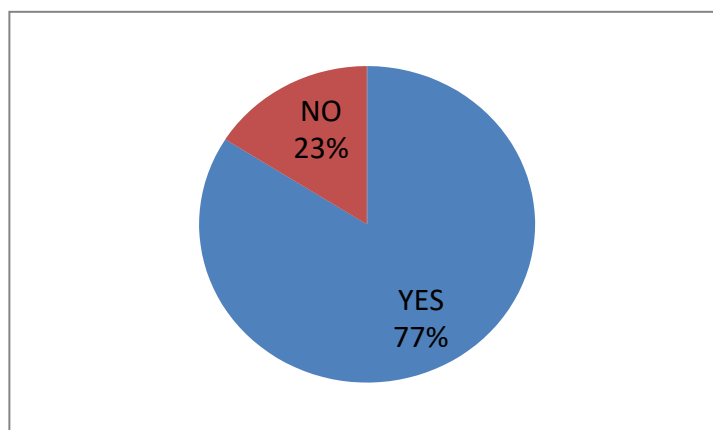


Figure 3.4 Technology and the Development of Communication Skills

As table above shows, the option most often chosen was, a strong percentage of 68% answered yes, while 32% of student's answered no. That means they communicate effectively in English.

5- Impact of technology on speaking and writing

-Did technology change your way of speaking and writing?

option	Number of students	Percentage
Yes	27	68%
No	13	32%
Total	40	100%

Table3.5 Technology change way of speaking and writing

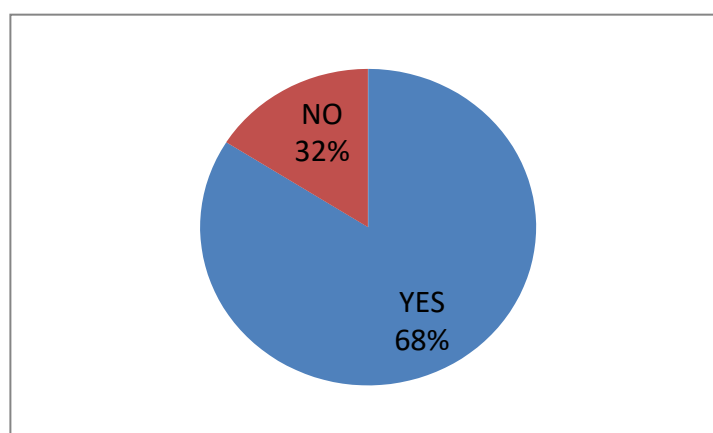


Figure 3.5 Technology change way of speaking and writing

The aim of this question was to investigate whether technology has changed their way of speaking and writing in classroom or not. The majority of the students (27), representing (68 %) of the population, said that technology has changed their way of speaking and writing whereas thirty (13) students, representing the percentage of (32%), stated that it did not.

6- The student's Use of abbreviations

- Do you use abbreviations in your text messages?

option	Number of students	Percentage
Yes	37	92%
No	03	08%
Total	40	100%

Table3.6 The student's Use of abbreviations

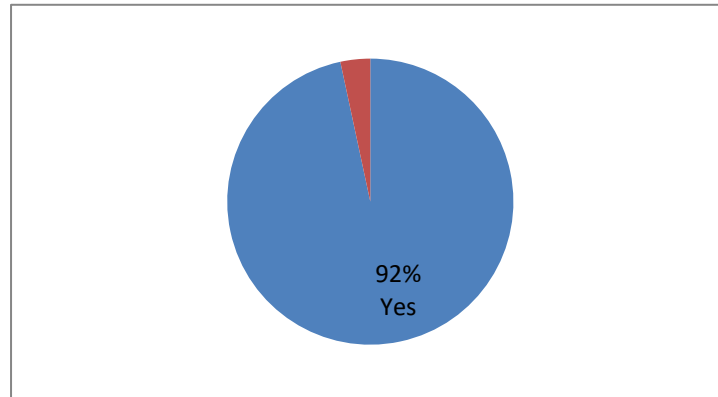


Figure 3.6 the student's Use of abbreviations

As it is shown in the table and the Figure above, most students (92%) use abbreviation in their text messages; However, still (08%) asserted that they do not use them.

- If yes. From where did you get them?

Most of the students stayed that they get the abbreviation they use from social media among them Facebook and Twitter.

3.3.2. Interpretation of the Results

The main aim of the questionnaire is to examine how did technology created language shifting and what are the factors contributing this process. First of all, the selected sample in this study reveals that majority of students studying English as foreign language was their choice the other it's the opposite studying English was not their choice. The percentage reveals the majority of students have a positive attitude about learning English as foreign language; it will help them in their study.

We also asked about their background study whether they studied culture in the intermediate or secondary level or not their answers have chosen that most of students did culture the other answer that they did not. This difference is May because of the changes of the education system in Algeria changes every year. On this study, we also relied on knowing which skill the students want to develop the most their answers were different, since the half of students claimed that their aim is to develop their speaking, which is not surprising due to the fact that learning a language is considered as a synonymous with speaking the language. Moreover, the purpose of learning any language is to be able to communicate effectively.

However, the lowest degree was for the listening skill; the majority of students consider themselves as good listeners. They Declare that majority of students feel motivated while learning English, However, the other only few of them feel the opposite.

This difference in the percentages reveals that the majority of students love the English language. However, those who answered “no” are due to the difference in their culture and the target culture. Students are asked about their level in using the English language. More than half of students consider themselves “good” in English.

In addition, this is what has been revealed. since half of students consider themselves not fluent in English; in order to be a fluent speaker in English language it necessitates to be aware of the cultural aspects of the language too. Students are asked to give reasons for the lack of fluency in English that in fact give more evidences to the questions since the highest percentages was given to “Lack of cultural knowledge” with a total percentage Furthermore, Language and culture are inseparable. Some questions are concerned with the student’s level in the English culture there was remarkable percentage between good and average. Most of students consider their level intermediate and some of them consider their level advanced and no one is weak and just few of students feel they are beginners when they attempt to communicate with natives.

The second section of the questionnaire was designed to examine how students the impact of technology on culture. The results of the questionnaire reveal that all students like culture courses with. This is an expected result of the majority of students recognize the importance of culture most students asserted that they know what technology is. in fact; this is positive since students are able to know the different types of tools that their teacher may use during the session. Using technology has many advantages in the processes of teaching English as foreign language.

They also were asked about the importance of technology, the majority of students affirmed that technological tools are important for teaching any foreign language since students know that it provide genuine exposure to English language. In addition, the students were requested to inform us whether they have used technology in the classroom and their answers was expected, it were few of them asserted “Never” and some of them asserted “Rarely”. They were asked about the use of handouts in fact the most of them answered “always” use handouts that means that their teachers do not use technology rather than handouts.

Culture is an essential part of the English Language teaching. Therefore, by using the different types of technology tools in teaching; they will be able to know the cultural aspect of the language and it would easier to speak. The students were asked about the preferred type that their teacher use during their culture courses. The most preferred type that “Mobiles apps” and “websites” are the best tools for learning culture since they cannot have a direct contact with native speakers; teachers may use them in their courses because they provide an opportunity to have a real updated connect with the English language.

The third section of the questionnaire was about how did technology create language shift for doing so a set of questions were asked to know how did technology shifted language .the students were asked if technology helped them to improve their speaking and writing

skills so the most of them claimed that technology tools have improved their speaking and writing skills through online dictionaries and videos of native speakers. They also were asked if they developed their communicative skills via technology so as expected the majority of them claimed that the technology was the best way to develop the communication skills. Then to tend to know if they use abbreviation in their daily messages and emails most of them affirmed that they use them .and they get them from social media.

Conclusion

This chapter has attempted to find answers to the research questions. We commenced the chapter by describing the aim and the population. Then, we presented a description of the data collection techniques and tools, in the second part of the chapter; we discussed the results obtained from the collected data that we have used in this study. Moreover, we analyzed and interpreted the questionnaire answers.

General Conclusion

General Conclusion

The goal of this investigation is to examine to what extent does technology impact language shifting, Furthermore, the study investigates students 'insight towards using technology and its impact on their way of speaking and writing After conducting a research based on description and data analysis of the submitted questionnaires, the results clearly shows that the technology has a big impact on language as it enrich their cultural knowledge, and induce them to develop their communicative competence.

In the first chapter, the researcher provides some definitions and deals with the language shifting, it attempts to define some basic concepts associated with language including the definition of language shifting, culture and technology Also, investigates the relationship between language and culture, Furthermore, the researcher.

The second chapter gave more details about the relationship between language and culture, in addition to how technology created language shifting and how this impact affected culture it started with Language and culture and the relationship between them; then he moves to how technology affected language shifting.

In the third chapter which constitutes the fieldwork, it started by explaining the research methodology used in this study, then, we analyzed and interpreted the data gathered from the questionnaire.

The analysis of the data provided has resulted in showing that Users of the internet and other technological media were interested in employing a variety of language in their text messages, emails, chat groups, and blogs, as seen by the use of acronyms and abbreviations. Additionally, spelling variations that seem as spelling errors were discovered. New language words, acronyms, spelling errors, and punctuation are likely to appear and be used more regularly in the future. These new forms, in particular, help to shift the English language but at the same time should not change the essence of language.

To conclude, we can say that Language shift occurs when members of a community in

which more than one language is spoken abandon their original vernacular language in favor of another. This impact is inevitable because technology in itself is the product of the culture and language. Therefore, it is embedded in a closed circle where each element impacts the other. In the case of our study, this process of language shift is immensely driven by technology through the impacts it creates day by day in our speech community. Finally, from the result obtained, it is crystal clear that the setting hypothesis which the study turns around is confirmed.

Recommendations

To close this study, we state some suggestions and recommendation that will hopefully be useful and helpful for both teachers and students on a long term:

Teachers are recommended to bring the cultural aspect of the language to the forefront of discussion with students whenever possible.

It is suggested for Teachers to make their lessons sound more interesting and stimulating by choosing attractive topics and updated matters to talk about in the classroom.

For students try to use technology in logical way .

The limitation of the Study

The current study is limited in time and population., with first year LMD students of English in the English division at Tiaret University as the case study, for the academic year 2021-2022.

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Appendices

Dear student

We are Master 2 students conducting research about technology, and its impact on language and culture. The research aims at finding how technology has shifted language to create linguistic subculture at the Foreign Languages Department at ibn khaldoun University of Tiaret. We would appreciate if you could give your opinions about it. Your point of view and linguistic behavior as an English learner is what we really seek to investigate. **To answer put a cross (X)**

Section one: language and culture.

1- Was studying English at the university your first choice?

Yes

No

2- Did you study the English culture at intermediary and secondary levels?

Yes

No

3- What has your English study focused on so far? (You can tick more than one box)

A. Writing skill

B. Reading Skill

C. Listening Skill

D. speaking Skill

4- Do you feel motivated while studying English culture?

Yes

No

If yes explain why?

.....
.....

5-If it is (No), is it because?

A-You think you can use the English language without its culture.

B-You have a negative attitude towards the English culture.

C-There is difference between your culture and the English culture.

D- because of the teaching strategies that the teacher uses during the course

E- Other.....

6-How do you consider your level concerning the English?

A- Very good

B- Good

C- Average

D- Poor

7-Do you communicate effectively using English?

Yes

No

8-If no, is it because of:

A. Inability to use appropriate linguistic forms.....

B. Lack of self-confidence.....

C. Lack of cultural knowledge.....

9-Are you knowledgeable about English culture?

A -Very good

B -Good

C -Average

D -Poor

10- How do you consider your level while attempting to communicate with native speakers?

- A- Weak
- B- Beginner
- D-Intermediate
- E- Advanced
- F- Expert

11- If you consider yourself weak. Why?

.....

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Section two: The impact of Technology On culture.

1- Do you like studying English culture?

- Yes No

If no explain why

.....

.....

2- Do you know what technology is?

- Yes No

3- Do you believe that teaching/learning English language has to be done along with English culture?

- A- Very important
- B- Important
- C- Not important

4 -Have you ever used technology tools in English culture?

A-Never

B- Rarely

C- Sometimes

D-Often

E- Always

5-Where have you acquired most of your cultural competence?

A- Attending cultural courses

B-Social On-line sites (twitter, face book...)

C- Others

Please, - mention them:

.....

.....

.....

6-Do you use only handouts in studying English culture courses?

A- Never

B- Rarely

C- Sometimes

D- Often

E- Always

7-What kind of tools do you prefer that your teacher use in your study? You can

use more than one option:

A- Television show

B- Web sites

C- Photographes

D- Magazines

E- Mobiles Others.....

Section three: technology and language shifting.

1- Do you use technology in classroom?

A- Yes

B- No

2-Do you use technology such as online dictionaries phone/tablet as support strategy in your class?

A- Yes

B- No

3-Do you think using technology would improve your language skills?

A- Yes

B- No

4-Do you think that technology promotes the development of your communication skills such as (presentation skills)?

A- Yes

B- No

5- Did technology change your way of speaking and writing?

A- Yes

B- No

6-do you use abbreviations in your text messages?

A- Yes

B- No

-if yes. From where did you get them?

.....
.....
.....

7-Did technology change your way of speaking and writing or even reading?

A- Yes

B- No

Thank you for your co-operation

Summary

Within a sociolinguistic scope, Technology, therefore, has a big role in shifting the way people Communicate. The present study investigates whether technology is given importance by university students at Ibn Khaldoun university of Tiaret and seeks to examine how does technology Impacts language shifting toward the creation, of linguistic sub-culture, To achieve such objectives, qualitative data were obtained throughout the method using a questionnaire addressed directly to a sample of 40 students at Ibn Khaldoun university of Tiaret.

Key-words: Technology - linguistic sub - culture - language shifting - culture

Résumé

Dans un cadre sociolinguistique, la technologie a donc un grand rôle à jouer pour changer la façon dont les gens évoluent. Communiquer. Pour être plus précis, la façon dont les gens parlent aujourd'hui est presque la même qu'ils parlaient avant qu'Internet ne devienne ce qu'il est, mais avec un vocabulaire enrichi. Cependant, ce qui est largement différent, c'est la façon dont les élèves écrivent aujourd'hui. C'est le domaine où la technologie a eu le plus grand impact. La présente étude examine si la technologie est considérée comme importante par les étudiants universitaires de l'université Ibn Khaldoun de Tiaret et cherche à examiner comment la technologie affecte le changement de langue vers la création d'une sous-culture linguistique, Pour atteindre de tels objectifs, des données qualitatives ont été obtenues tout au long de la méthode à l'aide d'un questionnaire adressé directement à un échantillon de 40 étudiants de l'université Ibn Khaldoun de Tiaret.

MOTS-CLES : Technologie – sous-culture linguistique – changement de la langue

الملخص

ضمن النطاق اللغوي الاجتماعي، تلعب التكنولوجيا، بالتالي، دورًا كبيرًا في تحويل طريقة كلام الناس.. لكي نكون أكثر تحديدًا، فإن الطريقة التي يتحدث بها الناس اليوم هي نفسها تقريبًا التي كانوا يتحدثون بها قبل أن يصبح الإنترنت على ما هو عليه، وإن كان بمفردات غنية. ومع ذلك، فإن الأمر المختلف إلى حد كبير هو الطريقة التي يكتب بها الطلاب اليوم. هذا هو المجال الذي كان للتكنولوجيا فيه التأثير الأكبر ، تبحث الدراسة الحالية فيما إذا كانت التكنولوجيا قد أعطيت أهمية من قبل طلاب الجامعات في جامعة ابن خلدون في تيارت وتسعى إلى دراسة كيف تؤثر التكنولوجيا على تحول اللغة نحو خلق ثقافة فرعية لغوية ، ولتحقيق هذه الأهداف ، تم الحصول على البيانات النوعية من خلال الطريقة باستخدام استبيان موجه مباشرة إلى عينة من 40 طالبًا في جامعة ابن خلدون بتيارت .

الكلمات المفتاحية: التكنولوجيا- الثقافة الفرعية اللغوية - تحول اللغة - الثقافة