

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
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**Investigating the Visibility of Foreign Languages on
Commercial Signs in Tiaret: A Comparative Study between
French and English
The Case Study of Sougueur**

A Dissertation Submitted to the Department of English Language in Partial
Fulfillment of the Requirements for the Master's Degree in Linguistic

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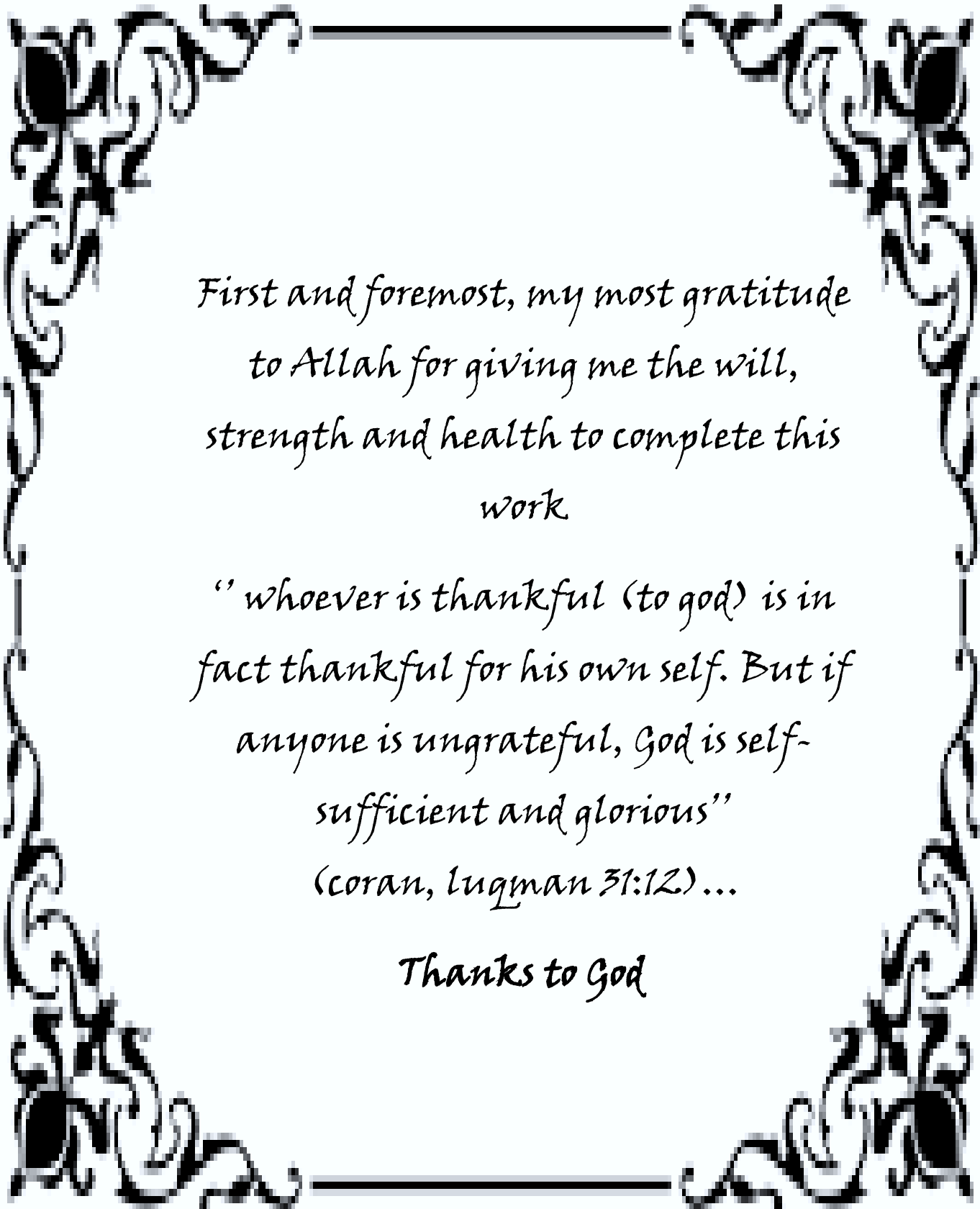
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**Academic year:
2021/2022**



*First and foremost, my most gratitude
to Allah for giving me the will,
strength and health to complete this
work*

*“ whoever is thankful (to god) is in
fact thankful for his own self. But if
anyone is ungrateful, God is self-
sufficient and glorious”
(coran, luqman 31:12)...*

Thanks to God



Acknowledgment

No act of intellectual activity is ever achieved in isolation. All work is collaborative.

For us this dissertation should be dedicated to an infinite web
of teachers, family, colleagues and friends.

To achieve this project, respectful teachers had a major impact on it.

We are particularly grateful to our supervisor, DR *Amina Abdelhadi*, who offered constant support and showed enthusiasm to supervise this research work. She believed in us and supported us constantly without pressure. Her unwavering faith in us gave us strength, confidence and determination and her perspective and critical eye shaped the course of our research and completely switched our vision toward English language teachers.

All appreciations go to examiners, for their time to correct our work. We are honoured and grateful to Dr. *Oussama Founess* for his critical reading and Dr *Hiba Bensalah* for the help and explanations to enrich this work. We will not also forget our gratitude to all our previous teachers whoever taught us a word.

Finally, we want to acknowledge any mistakes in this dissertation. Despite all our efforts, it is only a 'humble human work'. The faults that lingered in it are exclusively our responsibility.

Abdelkader Adlaoui & Imen Horr

Dedication

I dedicate this work to My beloved parents
ADLAOUI MOHAMED and MOSTEFAOUI MBARKA,

My supportive sisters, brothers, and all my kinsman

I am particularly grateful to my wife, who offered constant support during five
years

My sons Mohamed and Omar that I consider as friends and brothers

MY Lovely angels and gorgeous daughters Khadija and Sarah

Thank you for being such helpful, supportive and beloved family; and
for the unconditional love, encouragement and support that you provide.

Abdelkader Adlaoui ✍

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Abstract

In an attempt to better understand attitudes toward the use of foreign languages in Algeria, this dissertation, attempts to investigate the use/usage of French and English languages as a means of advertisement. the study at hand opts for a mixed method that combines qualitative and quantitative approaches which includes on the one hand, data from both a questionnaire addressed to fifty female and male customers and, interviewing six traders through a random selection, the research, sets itself as the task of describing Tiartians' attitudes toward the presence of English and French languages in the commercial public sphere (public signs),used as a means of advertising and interaction On the other hand, the analyses of captured pictures. In addition, the review of attitudes toward English as a global language, multilingualism in Algeria and similar contexts. The findings of this research reveal that the French language dominates the commercial spaces as a means of advertising and interaction. It is also found that people do not pay attention to the written forms of public signs. This research ends up with recommendations and implications for further research.

Keywords: foreign languages, French, English, global language, advertisement, interaction, public signs, linguistic landscape

General introduction

Algeria, like many multilingual countries in the world, is characterized by a complex linguistic situation. The presence of diverse languages and varieties, which may create some sociolinguistic issues, reflects the long colonial experience. French language, after independence, has continued fulfilling many linguistic tasks in the social life of Algerians and, therefore, it may have been more visible through the linguistic landscape of Algeria. As far as foreign languages are concerned many social and linguistic make-ups of the population, and the readiness to accord the international language demands. Due to the globalization, nowadays, English is significantly popular however, as a response to the widespread perception of English as an international language of business, it is common to see English words on Algerian commercial signs. Needless to say, English language allows companies to reach the largest number of customers. Hence the present study reported here, addresses this situation by exploring the linguistic landscape of Sougueur. It compares the displacement of French and English languages on the shopping centers signs the field which, we think, witnesses most this spread in Tiaret region. Besides, the research work probes into Algerian individuals' (sellers and customers) attitudes towards this issue.

1. Research Motivation

The incentive behind conducting the present research is mainly our interest in the visibility and salience of foreign languages in Algerian flashy advertisements, boards, names of buildings, streets, shops, instructions signs, and other public spaces. In fact, this is a motivating factor to investigate how English and French as foreign languages are displayed in particular spaces, more closely, commercial ones.

2. Research Aims

The research work at hand, with a comparative view, attempts to explore the motives, perceptions and attitudes towards the use of different forms of foreign languages displayed on commercial signs. To this end, this research sheds light on the dominant language in the domain of business in Sougueur city, that allows commercial companies and shops to reach the largest number of customers.

3. Research Significance

Considering that the study of linguistic landscape is worthy of attention, the findings of this research can be significant in this area of investigation. This study may provide additional evidence for the influence and the future of English language as a global language of business in Algeria. It can also provide insights and provoke debates about language planning in Algeria.

4. Research Questions

To meet the aims of this study, the following three main questions are addressed:

1. Which foreign language dominates the Algerian commercial centers?
2. Why is this correlation between the language used most on commercial signs and the targeted customers?
3. How do Algerian people perceive the use of English language on public commercial signs?

5. Research Hypotheses

The following hypotheses have been put forth as anticipated answers to the research questions above :

1. We think English language dominates the commercial centers.
2. May be because English language is associated with fashion and sophisticated life styles
3. People may welcome it as it can be a positive step for an international language of business in Algeria.

6. Research Methodology

In order to check the validity of the set of hypotheses and achieve the objectives of the research, we have opted for a mixed methodology that combines quantitative and qualitative approaches. For the quantitative approach, a structured questionnaire is addressed to a random sample of fifty female and male consumers. For the qualitative approach, a semi structured interview directed to six traders, and an analysis of twenty captured images of commercial signs, selected based on some criteria, are used.

7. Research Structure

This dissertation is divided into two parts: the theoretical and practical parts. The theoretical part consists of two chapters. Chapter one is devoted for a brief review of the linguistic situation in Algeria. The second chapter is allotted to the status of English as an international language of business in Algeria. The third chapter shows the characteristics of the target population, the data collection instruments used in this research, the data analysis and the discussion of the findings. It also recommends some implications, stresses the limitations of the study, and further research suggestions.

This dissertation ends with a general conclusion which synthesizes the various procedures being opted for during the conduction of this research. In addition to the general conclusion, a list of references and appendices are provided. At last, it is worth mentioning that the whole work is written following the APA style 6th edition.

Chapter one

Foreign Languages in Algeria

Status and Attitudes

1. Introduction

The Algerian society acquired and developed a different identity that is characterized by some linguistic variables, and which could be observed through comparing language use in society. Advertisement becomes one of the crucial things that should be done in the business field. It has a power to build image ideology of product. Then, it also uses sign systems or language which has relationship with moral values. To establish plausible diagnostics about the actual linguistic project; a bulk number of factors, including the economic ones, needs to be considered. In this context, the chapter at hand sheds light on the terms 'language, business and advertising'. So, while language system has a power because there is an ideology which is always hidden in it; in this chapter, we try to get a look at sign's system or language Ideology in advertising.

1.1. A Historical Background on the Linguistic Situation in Algeria

"...The Algerian linguistic background is very rich and complex too. It makes of Algeria a particular Arab nation with the number of languages taught and used either in academic or non-academic contexts" as described by Ephraim and Mala Tabory, (1987).

"..The Algerian situation is complex, as it is at a crossroad of tensions between French, the colonial language, and Arabic, the new national language; Classical Arabic versus colloquial Algerian Arabic; and the various Berber..." (Rezig . (2011)).

The Algerian situation gives lessons that may be usefully applied to analogous situations by states planning their linguistic, educational and cultural policies. (Tabory&Tabory, 1987) The presence of this variety created a language crisis, either political or educational, and gave rise to outcries where everyone claimed monopoly on the language issue: Arabization, French-Arabic bilingualism, the English language status, never reaching consensus (Lakhal-Ayat, 2008).

Moreover, the entire education system appears to be called into question, based on criteria such as examination results and educational wastage as stated by Benyahou in an interview with *Le Matin*: "Serious shortcomings can be identified at two levels: the level of performance and what one might call the "quantitative" aspects, and the level of the system's overall architecture, organizational structures and operation" (Grandguillaume, 2004).

A national education reform planned the reintroduction of the foreign language (French) into the second grade of primary school in 2002. The main changes in this reform are that English would be taught in the sixth grade (intermediate school), two grades earlier than in the past. Some subjects, as Sciences and Mathematics would be partly taught in French (Lakhal Ayat, 2008).

The higher education system of Algeria started introducing the LMD reform in the 2004/2005 academic year; it is a new university system initially called the B.M.D issued in the Executive Decree 04-371 of November, 21st 2004 on the creation of a new bachelor degree.

Lakhal Ayat (2008) states:

...Initially designed in the Anglo-Saxon countries, it (The LMD) is spreading nowadays everywhere, and Algerian authorities decided to apply it in partial replacement of the current system. This degree changes the length of the studies, too: it reduces the degree from four to three years. The instructors want to deploy it aiming at students' mobility and recognition of the degree in every part of the country and even abroad. The LMD designed three main grades: The license, granted after three years of study. Master's degree conferred after two years of study. The doctorate conferred after the completion of research for at least three years and defending a thesis... Rezig Nadia / *Procedia - Social and Behavioral Sciences* 29 (2011) 1327 – 1333

In this view, another positive change is clearly seen in higher education where major importance is given to technical and scientific branches and huge budgets are dedicated to scientific research through the National Research Projects with encouragement of university teachers to benefit from scholarships abroad. The implementation of these reforms faces already many constraints, among which we can cite the fact that the Arabisation policy applied since the independence entailed huge numbers of teachers with an Arabised education who do not have a good mastery of foreign languages either French or English because the policy had increased the Arabic language teaching hours on the expense of French and English.

On the other hand, the educators (primary, middle and secondary schools) are applying these reforms with a big difficulty since they were not formed to cope with such alterations as it is the case of university teachers with the application of the LMD system.

The reinforcement of foreign languages in the last reforms implies the government's tendency visibly against Arabisation to which many researchers attribute the educational flaws or more exactly to the linguistic policy adopted by the authorities.

To explain the origin of the constraints that can hinder the application of these reforms we found it necessary to give an overview on university English learners educational background which underwent since 1962 the long term policy called « Arabisation » and find out its effect on teaching English in Algeria as a third language.

Mohamed Benrabah (1999) divided the development of the Algerian history into three main phases: “The first: of which is the dominance of the educational system in Algeria by the French colonization, the second lasted from independence to the 1990's were a problem of policy language Arabisation, and the third began in the early 2000 characterized by the transition to globalized pedagogy or the free market economy.” It is true that during the French colonization, Algerians were obliged to learn French as a national language while Arabic was redefined as a foreign language in 1938.

Rezig, (2011) argues: Arabic and the different dialects spoken at that time were not taught at schools but were symbols of identity and nationalism even though French was an imposed language, and originally designed for French students. The majority of pupils were French only 30 % and 10 % of the students, respectively, were Algerians. The French colonization had marked the Algerian culture and French became part of the everyday spoken dialects, even more, there are regions in Algeria where people talk every day using academic French until the present day. Algeria is considered as the second largest speaking French country after France and after the independence when the Arabisation started the only language recognized was Arabic , and this was totally logical because of the government and people tendency to drop all what could represent the 130 colonization years.

1.2.1. 1950s-70s English Language Teaching, Policy and Planning

Research on policy, teaching and planning in Algeria provide illustrations of key developments in the mid-twentieth century. A useful perspective on the status of English after independence in 1962 is Hayane's (1989) analysis of English textbooks and teaching manuals. He used textbooks published in France from, 1962 to 1975, when the first Algerian textbook appeared. Comparison of the French-produced and Algerian-produced manuals highlights their writers' respective cultural and pedagogical values. Hayane (1989) found that the Algerian textbook writer, stung by their painful memories of and experience with French colonialism, seemed to view English with suspicion, for fear of a neocolonial experience similar to that of France. Thus, they stripped the language of British cultural content and inserted cultural information they deemed to be Algerian instead.

Students about this move, he learned that students denied wanting their culture to be reflected in English textbooks. Rather, they indicated that they wished to see a comparison of the Algerian and British cultures. Hayane (1989) concluded that political factors such as tinkering with the cultural values to be reflected in the textbook should not interfere with pedagogical considerations.

1.2.2. Early 1980s: The Vibrant Presence of English

In the British Council's 1984 report, a comprehensive sociolinguistic profile of English in Algeria described English as a third language (British Council, 1984). The profile was needed for those involved in overseas training, technology transfer, and to a lesser extent primary and secondary education. Some fields in higher education required a reading Knowledge. At that time, there were many teachers who were British expatriates and the Algerian government wanted to recruit more. This effort was met with such problems as transfer of Algerian currency to the UK, lack of multiple exit visas, and university requirements for a PhD degree. Besides formal education, many organizations taught English to their employees to facilitate communication with colleagues overseas

such as Radio Television Algerian, Ministry of Defense, and Institute of Petroleum Studies. The British Council also reported that some individuals, including Franco phones, argued for making English the primary foreign language to be taught. English as a first foreign language is believed to have the potential to help raise the quality of education in Algeria and promote social progress, since English was recognized as the language of science and technology. English in Algeria enjoyed British and American support in the 1980s. The former ran a Direct Teaching of English Operation in Algiers through the British Council, which also helped with teacher-training and provided scholarships for study in Britain.

Also, Radio Television Algerians broadcast *follow me and on we go*, two British TV productions. America's embassy operated the American School and a Cultural Center that had a library. At the time, two Fulbright lecturers were teaching English in Algeria, and Algerians were awarded scholarships for study in the US every year. Even now in 2016, after a break in the 1990s due to a civil war.

1.2.3. Late, 1980s-90s: The Oil Slump and the Algerian Civil War

In the late, 1980s, when oil prices fell dramatically, Algeria experienced severe economic, political, and social unrest. Today, 60% of the budget comes from oil revenues (CIA, 2017) and the heavy reliance on oil is not new. When oil prices fell in the 1980s, known as the Black Decade, uncertainty about the future set in. This time is marked by a period of civil war and a dramatic reduction of the presence of English. British and American influence waned, possibly in part because of a lack of safety to their personnel.

Even though classroom instruction time remained the same, the presence of English was confined to public schools. All other support and activity disappeared due to the war. Despite this decline, the government, according to Benrabah (1999), attempted in the mid-1990s to replace French with English in fourth grade in some schools by offering English as an option alongside French.

However, this experimental program failed as most parents chose French over English. Benrabah (1999) speculated that; one reason for parents' rejection of English was their perception that French was easier to acquire in Algeria and was more useful for

socioeconomic prosperity. The impetus for the government's move could be seen as a compromise with religious conservatives, to whom English serves as a tool to show solidarity with the Arabic-speaking Middle East.

1.3. Language Attitudes in Algeria

In an attempt to better understand attitudes towards the use of English for science and technology, first and second year Algerian engineering students at an institution of higher education were examined. In addition, relationships between English and other languages are described, along with relationships between language user groups (i.e., *Derja* and Tamazight native speakers). A widespread statement in Algeria is that promotion of English enables technology transfer from technologically advanced countries to Algeria and improves Algeria's access to international knowledge. (Benjamins, 2018). Highlighting the attitudes these students have toward English as a main language of instruction in higher education institutions for science and technology is deemed a pertinent exploratory endeavour, providing meaningful insight for future systematic research on English language attitudes in Algeria and their language policy implications. Despite the government's insistence that English should be the primary tool to help increase access to the latest scientific and technical knowledge, little scholarship discusses how the students who are asked to learn English to facilitate this access feel about it. This paper suggests that Algerian language policy makers could consider expanding the National Institute for Electrical and Electronic Engineering program, in which English has an instrumental function, to other universities, depending on student attitudes. Such a move could also be accompanied with a multilingual approach (Belmihoub, 2018).

1.3.1. Attitudes Towards Multilingualism

According to Bentahila (1983), bilingualism is characterized in most of the Maghreb region. For example, in neighbouring Morocco, Berber-Moroccan Arabic bilingualism is widespread. Only children and the elderly who live in the desert or the mountains tend to be Tamazight monolinguals. Language shift has occurred at the expense of Tamazight toward dialectal Arabic, while rural areas are character¹. Language attitudes in Algeria are characterized by additive multilingualism in which Arabic is learned as a second language. Moroccan Arabic and French bilingualism are also very common.

Language users mix the two languages, and incorporate French words into their dialectal Arabic for prestige. Usually in cities, people use French a great deal. French is viewed as a language used to increase access to science and technology and to improve one's socioeconomic status, among other purposes. A widely discussed aspect of bilingualism in the region is the low standard of proficiency in modern standard Arabic and French. In fact, Bentahila (1983) preceded Miliani (2000) and multiple other language scholars in the Maghreb in humorously characterizing this phenomenon as "bilingual illiteracy." In this regard, Gellner (1973) stated that, "I believe the impact of French culture in North Africa to be profound and permanent. In his heart, the North African knows not merely that God speaks Arabic, but also that modernity speaks French" (as cited in Bentahila, 1983). Various factors influence Moroccans' language choices, which I believe largely to apply to the Algerian context as well. A variety of surveys were conducted by Bentahila (1983) with a diverse range of Moroccan populations. The findings indicated that respondents were more likely to use French with doctors and employers. In addition, they preferred French media over Arabic media for a variety of reasons, including the notion that French material has a kind of intrinsic value. At the same time, Arabic content is justified by external and patriotic factors. Respondents were found to dislike code switching, a common linguistic practice in the Maghreb region. The author stated: "They feel that it is better to abandon Arabic and not speak it at all than mix it with French" (p.114). This attitude is characteristic of Arabic-speaking countries, according to Bentahila (1983), who argued that Arabs "waste time" discussing how to use Arabic properly instead of simply using it (p.139). The paradox is that, on the one hand, Arabs want to safe². The original author does not specify which type of Arabic, and when an author does not make that distinction, I assume that it is not relevant for the point the author is making. Kamal Belmihoub guard Classical Arabic, thereby rejecting code switching and Moroccan Arabic, while at the same time they want to use it for modern scientific communication.³ In Algeria, discussing Arabization prior to addressing attitudes toward English can facilitate the understanding of these attitudes. The policy of Arabization, promoting MSA and an Arab-Islamic Algerian identity, has influenced all facets of public life, including the educational, sociolinguistic, and socio-political landscape, and has been widely studied (Benchehida, 2001; Benrabah, 2002, 2004; Djite, 1992; Grandguillaume, 2002, 2004; Mostari, 2004; Sirles, 1999; Zoulikha, 2002). This policy was widely deemed a failure by

most educational and language scholars because no account was taken of the sociolinguistic reality of the country. By sociolinguistic reality, I mean that (1) dialectal Arabic and Tamazight languages are the native languages of Algerians, both of which have been continually marginalized under Arabization; (2) French is still a dominant language in many domains of use, a situation that continues to be divisive; and (3) the real and natural bilingual situation described above has been continuously demeaned. Bentahila's (1983) survey supports findings by Benrabah (2007, as cited in Chemami 2011) in Algeria and by Ounali (1970) in Tunisia. All three surveys found that respondents reject complete Arabization and instead favour multilingualism. Although many of the respondents may support the ideals of Arabization, such as Arab nationalism and Islamic unity, they also understand all too well the advantages of French (Bentahila, 1983, p.158). Thus, there seems to be a large consensus that the policy of Arabization has failed in Algeria due to its failure to reconcile these realities. For example, according to Bentahila's study (1983), the diglossic situation would have to be resolved before successful Arabization could be achieved and MSA could be a language of science, thus reconciling MSA with its local variety. As long as MSA is associated with Islam and Arab nationalism, and dialectal Arabic associated with ignorance rather than seen as a natural linguistic phenomenon, it is difficult to implement a successful Arabization policy (Bentahila's, 1983). It is worth noting, however, that successive education reforms since the early 2000s in Algeria reduced the impact of Arabization and favoured multilingualism in general and English in particular (Benrabah, 2007).

1.3.2. Attitudes towards English Language

In Morocco, a fairly recent survey of language attitudes (Marley, 2004) was conducted among teenagers and their teachers in public schools. Among the pupils, 67.9% of 156 participants viewed English as more useful than French in the world. At the same time, of 25 teachers, 60% believed that science and technology should be taught in French – though 68% recognized that English is more useful than French in the long run. In terms of teaching foreign languages English and French early, 68% felt no concerns over potentially impeding the acquisition of MSA. Finally, 36% of teachers believed that English and French should both be encouraged, while 24% stated that French should be the only language encouraged. Similar to concerns raised by this exploratory pilot study,

general language usefulness, and medium of instruction in science and technology were also discussed in Marley (2004). Only a few studies have considered attitudes toward English versus other languages in Algeria, and these studies have rarely devoted a significant focus on English. For example, Benrabah (2007), in describing the language-in-education policy of Algeria since independence from France in 1962, focused on attitudes toward various languages, including English. Surveying secondary school students, he found that the majority (58.6%) prefer the combination of Arabic, English, and French as the most appropriate set of languages for upward social mobility. Respondents also supported the notion of additive multilingualism, i.e., adding English to Arabic and French rather than replacing French with English (p. 244). After describing the larger context, Chemami (2011) presented results of a survey he conducted, showing that students learn French because, among other things, they have a desire to do so and it is easily acquired in Algeria. He explained the results by previous findings suggesting that French is, for example, useful in romantic contexts to overcome taboos (Benmesbah, 2003, p.13, as cited in Chemami, 2011). In terms of attitudes toward learning English in Algeria, Chemami (2011) stated that survey respondents in their first year of studying English in middle school prefer a diversification of writing activities and encouragement of reading to improve their English communication.

1.3.3. Attitudes toward English Speakers

In terms of attitudes toward English speakers, what follows is an online post by an Algerian user of English that might suggest negative attitudes: “if they give me 1 million dollars and ask me to live in the USA i will refuse, devils country.” In response, a user declares: “The USA is not a poor man’s country, With a million dollars and a smart investing mind, You’ll do just fine Because, let me remind you, the country you’re living in currently Is no angel’s den.” Interestingly, cursing in English is quite common even among English learners in such online contexts. Consistent with Kasztalska’s (2014) findings, shame and pessimism about one’s country seem prevalent in Algeria too, as seen in the response quoted here. The ambivalent attitudes of a general dislike of the US but in some specific respects admiring inner circle English native speakers’ achievements is quite common in my interactions with fellow Algerians. For instance, when it comes to hateful attitudes toward English as an impact of the US Mid East policy, 13% perceive a

relationship, 30% are neutral, and 33% disagree that US policy has anything to do with any hate toward English (Borni, 2017). While the anecdotal and survey-based observations in this paragraph are about the US, I could see them applying in other contexts. However, anyone who uses English in Algeria is either ridiculed for bad English or admired for being intellectually sophisticated. The ambivalent attitude is pervasive and arbitrary.

1. 4.French Position

The establishment of French and later its position as the language of power during the French colonial period (1830-1962), then the introduction of French as the language of education, business, and job opportunities reduced the presence of Arabic in many areas. Gordon (1966) notes in this respect: 'The quest for cultural independence involves both a return to an alienated identity and the fulfilment of a personality in large part molded by the colonial experience itself. This double aspiration ... is particularly complex for the Algerians. This is so because Algeria's alienation has been so great, and on the level of her elite, she has moved so far into the culture of the colonial power and into the culture of the modern west' (p. 161). Weinstein; (1983) consolidates the same view through the Arabization movement initiated in Algeria since early independence: "Arabization had progressed only at the expense of the powerless, namely ... the poor Arabs and Berbers. University students coming from poor rural families without much prior exposure to French, go into Arabic medium classes of the university instead of the French or Bilingual stream" (pp. 122-123). Once either poor Arabs or Berbers receive their university degree, they find that they cannot get the best jobs or even hope to get them eventually because French is still the language of administration. In the same vein, French, spread to all areas of public life to be, even the official language. Saad (1992) adds: 'The conflict between French and Arabic in the workplace is perceived as having access to better jobs than their Arabophone colleagues. Most have been obliged to teach Arabic courses. (p.8). In an article in the French periodical *Le français dans le monde*, Akouaous (1984) writes: "La tension qui domine les rapports entre le français et l'arabe risque encore de durer et, à moins d'une planification linguistique plus cohérente, l'équilibre ne sera pas atteint tant que les contradictions qui pèsent sur l'institution scolaire (car la langue, c'est aussi une façon de voir, de penser, d'agir) persisteront" (p. 28). (The tension which dominates the relations between French and Arabic may last a long time and, barring more coherent language

planning, a balance will not be reached as long as the contradictions which weigh on the school institutions (because language is also a way of looking at things, of thinking, of acting) persist). Moreover, the French language had a 'bad' influence on the cultural identity of Algerians; a Kabyle remarks: ' Ils disent que le français entraîne une perte de l'identité culturelle, que l'Algérie ne sera véritablement indépendante qu'une fois que l'arabe aura repris sa place de la langue première du pays'. (They say that French language use leads to a loss of cultural identity, that Algeria would not be independent until Arabic regains its place as the first language of the country) AWEJ, May 2020 The Quest for Algerian Linguistic Independence. Saad (1992) adds in this respect; Abdelmadjid Medarci, (1987) another French-educated sociologist complained about his feeling as being alienated because he was an Arabophone and he considered the French language as a relic of colonialism. ' On nous somme, en quelque sorte, de nous déclarer étrangers à notre pays ... je conteste formellement quiconque m'interpelle sur le plan du patriotisme, l'Algérie c'est aussi moi, cadre formé dans une école française, cela je n'y peux rien'. (p.8). (We are summoned, as it were, to declare ourselves strangers in our own country I formally refuse anyone the right to question my patriotism, Algeria is also me, elite educated in a French school; that, I cannot help).

1.4.1. The Algerian Dialects and the French Language

The relationship between the Arabic language and its French counterpart in Algeria is chiefly attributed to the length of the colonial era. The consequent fall of the latter in the Algerian daily use is either through the use of Arabic or Berber depending on the speaker's ethnic belonging on the one hand, and his engagement for the technologically developed world and various scientific fields, and then French language as a criterion for development on the other hand.

Almost, you hardly hear an Algerian uttering/ formulating utterance free from French words. Bouhadiba (1998) asserts in this context: "A great number of French borrowings, both adapted and non-adapted, can frequently attest in everyday speech, particularly in urban areas where French got to hold more firmly than in rural ones. The Algerian society has so deeply been influenced by French that we virtually cannot hear a conversation without at least a few French lexical items or expressions" (pp. 1-2). Hence, it is patent that you hear sentences mixed in French; e.g., 'C'est OK, c'est fait? Ça y'est?

C'estfini? Questions likewise had corresponding retrospective answers mixed with French language expressions like 'ça va hamdo lillah' [Ok, thanks to God].

1.4.2. French Colonialism Impact

French colonialism did not only affect language and culture in Algeria, but it went beyond that to change the doctrine of the French colonial policy and rules (assimilation concept of repentance), where independence was seen to train and get used to the French culture by intellectuals; however, it remained a traditional life-pattern. Despite this apparent difference mainly in West Africa, there was a form in the use of similar words by the French authorities in Algeria in the 1850s. Prince Napoleon Jerome, who did not visit Algeria before, approved the absorption of the entire Muslim population. Hobsbawm (1990) reveals: “we are confronted by a hardy perennial, a strongly rooted national identity which must be eradicated by assimilation”. (p.3). In contrast, in the early years of French colonization to Algeria, the eyes were addressed to the repression of the country's culture rather than the consolidation of French culture for Algerians. Gordon states that the percentage of education at the beginning of colonialism was between 40% and 50%, and this does not mean that there were newspapers or means to teach Quran. On the contrary, it was traditional. A French source, De Reynard, the founder of the 'Arab Bureaus' (Les Bureaux Arabes) affirms (1836): Education in Algeria was not different from that spread in France. Tocqueville (1847) claims in this respect: “we have cut down the number of charities, let schools fall into ruin, and closed the colleges. Around us, the lights have gone out, the recruitment of men of religion and men of law has ceased. We have, in other words, made Muslim society far more miserable, disorganized and brutal than ever was before it knew us” (p.4). After the Republic Revolution in 1848, Algeria became a part of France with the French language inauguration as an official language as France stopped subsidies and donations, endowments, or 'Habbous' (Islamic Religious Affairs) which was the source of financial support for education including the Arabic language. Consequently, without this support, the educational system collapsed. In fact, 'Assimilation' meant many things in both France and Algeria; in France, it meant; the expansion of the rights and privileges of the Arabs with equal rights with the French citizens. Ageron (1991) comments: “Assimilation in Algeria was designed not only to give the French their full share of privilege but to create what Lyautey later called 'overblown or'super-citizens,'

with rights in exes.... This fundamental mistake as to the true meaning of assimilation in the country lasted throughout the whole history of French in Algeria” (pp. 48-49). In Algeria, instead of treating Muslims as French, the analogy came to mean the passage of the indigent 'law of indigenous' (Code de l'indigénat) in 1881, which introduced a special law for such category of people to reach adoption of sanctions including imprisonment without a trial. The policy of attacking the structure and the foundation of the Algerian society began with the division of large families and the creation of a cease-fire with military tribes(AWEJ 2 May 2020) by the end of The Quest for Algerian Linguistic Independence and, that was through the establishment of an Islamic legal regime that was administratively affiliated to the French Judiciary. Moreover, the scholars continued administratively to eliminate 'French Medersas' (French schools). The French administration was seeking to resist active forces in the clergy. The same relationship between the church and the state was contrary to the French law, which separated the two in 1905. On the contrary, the code was used to persecute the civil Muslims and then the Arabic language. In this respect Patai conveys; 'In the Kabyle area,' a policy of divide and rule was installed, only allowing education in French schools and closing all Quranic ones. Some even went so far as to justify this by claiming that the Kabyles were descendants of the Gauls.

The policy of segregation of education had left the state in a complicated relationship with the majority of the population. Then it knew the culture of 'the core of one's identity'. But France became the French national identity tool in its broad sense, although some ethnic tribes denied this, and this was not the case in Algeria that was under the policy conducted by the French speaking ethnic tribes. In the meantime, there was a gap expanding between the European economy and the Muslim one. Such a fact represented the essential components of the development of the Algerian identity. Minogue (1967) points out: 'It is a political movement depending on a feeling of collective grievance against foreigners' (pp. 25-26).

Holt (1990) adds, 'Nationalism represents the common interest against particular interest and the common good against privilege. He claims that the masses are usually the last group to be affected by nationalism. Such was the case in Algeria; the general discontent generated by deteriorating economic position, the sense of outrage caused by all

was to view privilege and the feeling of cultural alienations that were channelled in the 1920-s and 1930s into specific nationalist ideologies by different prominent intellectuals and scholars' (p. 32). However, they had been convinced that the majority in Algeria speak Arabic or Berber. It was vital for them to be confident that Classical Arabic; the language of Islam and symbol of the nation, became easy through: a- The French government's confession of the emergence of the Algerian state as Muslims, Arabs, Berbers and the establishment of an exclusion policy which excluded them from economic benefit of the modern state, then exclude them from the educational, and judicial system through issuing the feudal law that was; however, based on language and religion. b- Politicians' belief of the big habit and which give legitimacy and credibility of those nationalists demanding originality of the language and culture; Islam's message and holly book is in Arabic, and consequently whatever authority and law were written in Arabic, and this helps to perform/apply the task; the more the habit is large, the easier the mission is. c- Muslims in the cities gave great impetus to literary writings in the sense that the linguistic issue in Algeria was politicized in contemporary history(Bessaid 2020).

The Arabic language was used as an umbrella of national identity. It is a fashion, at least for those days, to talk about sovereignty, which means convincing and not forcing the masses to follow the elite's ideology. In the history of official languages of this matter, it means to convince people that the tone of the elite is the most appropriate and must be considered as an official language (Bessaid 2020). Nowadays, we can quickly note that French still has its privilege in Algeria.(Saad, 1992) confesses, “French continues to enjoy a privileged position in all three countries of the Maghreb despite governmental Arabization Programs. Massive numbers still speak French. In fact, "twenty times more children learn French than during the time of French Algeria.... Algeria is the second most francophone nation in the world”.

1.5. Conclusion

It is highly conjectural to try to explain the linguistic situation in Algeria. It is not a perilous phenomenon; basically, Algerians became baffled due to the long period of French colonialism and the presence of different varieties of languages such as Turkish, Spanish, Italian, French and classical Arabic that has created a specific Algerian means of interaction. However, language in social contact and its outcomes is a very large sphere that have received much attention of specialists from different disciplines, particularly bilingualism and related phenomena, without taking into account, at the same time, the individual and social motivations for such language behaviour. So, to understand why such language phenomenon exists, factors such as the spread, function, degree and adaptation of specific forms must be taken into consideration.

Chapter two

English Language in the Era of Globalisation: Evolution, Needs and Use

2.1. Introduction

Language is a means of communication and connection to other cultures. Possession of language makes you a local, no matter where you are. Bilingualism refers to the ability to use two languages in everyday life. Bilingualism is common and is on the rise in many parts of the world, with perhaps one in three people being bilingual or multilingual (Wei, 2000). You will be formed by communities, you will foster lifelong friendships. You will be humbled by the kindness of strangers. You are going to see the need of learning languages for years. As English has got the common qualities, it has been accepted as the global language among the speakers of thousands of different languages. Thereupon, we try in this chapter, on the one hand; to illustrate some key words related to the globalization; its evolution, need, and use and, on the other hand, to elucidate the planned foreign languages programs and stereotypical side in using foreign languages.

2.2. English Language and Globalisation

Given that English has become the lingua franca of the world, and the universal language of communication, the pace of life has been accelerated due to advances in technology. In the Arab world, the spread of English is clear at all levels including: the preparatory, primary, secondary, higher educational institutes, and universities. Therefore, people everywhere need to learn this language. It's hard to pinpoint exactly how many English speakers are out there, simply because the numbers keep growing! A recent report by Ethnologue, a research center for language intelligence, shows a chart that clearly places it at the top of the largest languages list. The general estimate is that there are currently over 1.132 billion total English speakers in the world, including both native speakers and non-native speakers.

This last detail is a key. English would not be the most spoken language in the world if we were only counting native speakers. In fact, Mandarin Chinese is the language with most native speakers, followed by Spanish, with English falling only in the third place. This effectively means that more people have learned English as a foreign language or second language than as their mother tongue.

2.2.1. Global Language as a Concept

There is no official definition of "global" or "world" language, but it essentially refers to a language that is learned and spoken internationally. It is characterized not only by the number of its native and second language speakers, but also by its geographical distribution, and its use in the international organizations and in diplomatic relations. Furthermore, a global language acts as a “lingua franca”, a common language that enables people from diverse backgrounds and ethnicities to communicate on a more or less equitable basis **Mastin (2011)**. However, David Crystal’s explanation makes it quite obvious: “A language achieves a genuinely global status when it develops a special role that is recognized in every country” (Crystal 2003b: 3). However, he himself admits that this is not precise enough; a ‘special role’ can mean many things. The concept usually refers to political aspects, like, for example, the status of the language of the state defined by law, or the language being the only one in some states for historical reasons (cf. Crystal 2003b: 66).

2.2.2. Evolution of Global Languages over the Centuries

Perceptions of linguistic superiority or inferiority are based on several variables including power, class, and social status. Historically speaking, languages that were swept in with strong political, economic, or religious backing (Latin, Greek, Sanskrit, Hebrew, Arabic, Persian, and Chinese in the Eurasian core), they were held to be the oldest, the holiest, and the most perfect in structure, their “classical” status cemented by the received weight of canonical tradition. By the 19th century, the imperial nation-states of Europe were politely shunting them off to the museum and imposing their own equivalents: newly standardized “modern” languages like English and French (Kowner, 2008).

Thus, languages may become global depending largely on the speaker. Complexity of grammatical construction or ease of learning has nothing to do with it. For example, Greek became an important language in Middle East 2,000 years ago because of the military command of Alexander the Great and his expansionist policies. Latin spread over Europe as a result of the supremacy of the Roman Empire. Arabic became widespread in

northern Africa and Middle East due to the spread of Islam. In the same context, English rose with the industrial revolution and colonization of the British Empire, and the economical productivity and prosperity of the USA (Hudson, 2011).

2.2.3. Needs of Global Languages

It is often argued that the modern “global village” needs a “global language”, and that in a world of modern communications, globalized trade and easy international travel, a single lingua franca has never been more important. With the advent of large international bodies such as the United Nations and its various offshoots - the UN now has over 50 different agencies and programs from the World Bank, WHO and UNICEF, running throughout the world, hence the pressure to establish a worldwide lingua franca has never been greater (Crystal, 1997). As the world has been experiencing language globalization, and in this transition, the English language has been playing a prominent role, where so many people in the world whose mother tongue is not English have been trying to master the skills of the English language (Rao, 2019). Because English is widely spoken, it has often been referred to as a "world language", the lingua franca of the modern era, and while it is not an official language in most countries, it is currently the language most often taught as a foreign language (Gohil, 2013). Sectors such as education, employment, business, the internet, travel and tourism, press and media, and entertainment depend heavily on this lingua franca for survival, hence elevating the English language to a position which makes it a vital tool of communication for users from a plethora of disciplines. The English language, also known as the language of the web, has, therefore, undoubtedly become a window to the world, with the 21st century witnessing English transform into a dominant global language (Gohil, 2013). As a global language, English serves the purpose of the needs of multi-national companies and is being increasingly used as a tool of communication between one business organization and the other (Rao, 2019) where English is the language ink knitting a global workforce. Most multinational companies require a certain degree of English proficiency from potential employees, and, in order to get a position with a top company, more and more people are learning English (rao, 2019). Further, the English language has taken on the role of a bridge, whereby it attempts to eliminate all communication boundaries worldwide by bridging cultural and language

barriers (Dunton-Downer, 2010). One important argument in *International Journal of Research in Business, Economics and Management*

favour of English as a global language is its effectiveness, and although there are significant language barriers between people of different countries, if more people learn English, these barriers could be broken.

2.2.3.1 What Makes a Global Language?

A language can achieve its role as a “global language” when it reaches a special status which is accepted in every country. The need to master it is an imperative in order to survive in these societies. Crystal (1997) expands on that a language can be made ‘global’ in two main ways:

Firstly, by making the language the ‘first’ or ‘second’ language of a country, thereby ensuring that it is used in different forms of communication, in the academic field, in technology, science, and media and in government. He further adds that a language can also have an ‘official’ role or a ‘semi-official’ role, or it can stand as a foreign language, by “being used only in certain domains, or taking second place to other languages while still performing certain official roles”(Crystal 1997:4)

Secondly, Crystal (1997) enunciates that a language can be given global status by attaching and aligning it with education priority. Here, the language is taught in schools and universities as a compulsory subject.

Thus, Crystal (1997) sums up his argument by explaining that a “language is called a “global language” when it achieves the official status and education priority in almost every nation, and, as a result, that language will eventually come to be used by more people than any other language.” Thus, according to Crystal (1997)“....In making a language global, there needs to be a strong power-base, where a language cannot exist independently without a strong power-base (economic, military, politic). Language exists only in the brains and mouths and ears and hands and eyes of its users. When they succeed, on the international stage, their language succeeds. When they fail, their language fails. The essential reason to make a language ‘global’ or ‘international’ is the power of its people. The power here includes the power of military, politics and economic.” (Journal of Research in Business, Dec 2021) .

2.2.3.2. English as a Global Language

Becoming the international language of science, medicine, business organizations, the internet and also, in higher education, and tourism sectors; English is the common language that enables people from diverse background and ethnicity to communicate

It is the device of political negotiations and international affairs. In countries where many languages are spoken, English is often used as a *Lingua Franca*.

So, why has English language become so popular? Where did it come from? Traveling back in time, about five thousand years, in the Black Sea in South-eastern Europe, may help us to answer these questions.

“ Experts say the people in that area spoke a language called Proto-Indo-European. That language is no longer spoken. Researchers do not really know what it sounded like. Yet, Proto-Indo-European is believed to be the ancestor of most European languages. These include the languages that became ancient Greek, ancient German and the ancient Latin. Latin disappeared as a spoken language. Yet it left behind three great languages that became modern Spanish, French, and Italian. Ancient German became Dutch, Danish, German, Norwegian, Swedish, and one of the languages that developed into English” (Habeeb, 2017).

The English language is a result of invasions of the island of Britain over many years, by people called ‘Angles’. The first invasions were about one thousand five hundred years ago. The invaders lived along the northern coast of Europe. “The Angles were a German tribe who crossed the English Channel. Later two more groups crossed to Britain. They were the Saxons and the Jutes. These groups found a people called the Celts, who had lived in Britain for many thousands of years” (Britannica.com).

The Celts and the invaders fought. After a while, most of the Celts were killed, or made slaves. Some escaped to live in the area that became Wales. Through the years, the Saxons, Angles and Jutes mixed their different languages. The result is what is called Anglo-Saxon or Old English. Old English is extremely difficult to understand. Only a few experts can read this earliest form of English. Several written works have survived from the Old English period. Perhaps the most famous is called *Beowulf* (Habeeb, 2017).

It is the oldest known English poem. Experts say it was written in Britain more than one thousand years ago. The name of the person who wrote it is unknown. Beowulf is the story of a great king who fought against monsters. He was a good king, well-liked by his people. A new book by Seamus Heaney tells this ancient story in modern English. Listen as Warren Scheer reads the beginning of this ancient story. The next great invasion of Britain came from the far north beginning about one thousand one hundred years ago. Fierce people called Vikings raided the coast areas of Britain. The Vikings came from Denmark, Norway, and other northern countries. They were looking to capture trade goods and slaves and take away anything of value. In some areas, the Vikings became so powerful they built temporary bases. These temporary bases sometimes became permanent (learning English. August, 2008)

Later, many Vikings stayed in Britain. Many English words used today come from these ancient Vikings. Words like “sky,” “leg,” “skull,” “egg,” “crawl,” “lift” and “take” are from the old languages of the far Northern countries. The next invasion of Britain took place more than nine hundred years ago, in ten sixty-six. (Learning English. August, 2008)

History experts call this invasion the Norman Conquest. William the Conqueror led it. The Normans were a French-speaking people from Normandy in the north of France. They became the new rulers of Britain. These new rulers spoke only French for several hundred years. It was the most important language in the world at that time. It was the language of educated people. But the common people of Britain still spoke Old English.

Old English took many words from the Norman French. Some of these include “damage,” “prison,” and “marriage.” Most English words that describe law and government come from Norman French. Words such as “jury,” “parliament,” and “justice.” The French language used by the Norman rulers greatly changed the way English was spoken by eight hundred years ago. English became what language experts call Middle English. As time passed, the ruling Normans no longer spoke true French. Their language had become a mix of French and Middle English. Middle English sounds like modern English. But it is very difficult to understand now (Habeb, 2017).

Many written works from this period have survived. Perhaps the most famous was written by Geoffrey Chaucer, a poet who lived in London and died there in fourteen

hundred. Chaucer's most famous work is "The Canterbury Tales," written more than six hundred years ago. "The Canterbury Tales" is a collection of poems about different people traveling to the town of Canterbury.

Listen for a few moments as Warren Scheer reads the beginning of Chaucer's famous "Canterbury Tales." Now listen as Mister Scheer reads the same sentences again, but this time in Modern English. English language experts say Geoffrey Chaucer was the first important writer to use the English language. They also agree that Chaucer's great Middle English poem gives us a clear picture of the people of that time. Some of the people described in "The Canterbury Tales" are wise and brave; some are stupid and foolish. Some believe they are extremely important. Some are very nice, others are mean. But they all still seem real(Habeeb, 2017).

The history of the English language continues as Middle English becomes Modern English, which is spoken today. Some people suggest that English has become ubiquitous due to its "flexibility" or especially "lucidity to learn", but a glance backwards suggests that this is irrelevant. Despite a devilishly complex case system, Latin was Europe's most influential language for over a thousand years (and its descendent are still going strong). People learned Latin then for the same reasons they learn English now: to get ahead in life and have access to knowledge. Now Latin is only spoken by priests and scholars. Languages and borders change over time, but English is likely to remain the world's number one language during our lifetimes (History of English, Wikipedia (*February 2013*))

People often talk about English as a global language or lingua franca. There are English speakers in most countries around the world, with more than 350 million people around the world speaking English as a first language and, more than 430 million speaking it as a second language (English live, 2018)

So, why is English so popular, though? And why has it become a global language?

People often call English the international language of business, and it is increasingly true as international trade expands every year, bringing new countries into contact. Many of the best programs are taught in English, so speaking it well can put you in a position to get the best training and credentials. (Demons, 2020).

Most multinational companies require a certain degree of English proficiency from potential employees, so people learn English language in order to get a position in a major company. If your ambitions lie in science or medicine, you cannot neglect English language either. Much of the technical terminology is based on English words, and if you want to learn about the latest developments and discoveries from around the world, you'll read about them in journals and research reports published in English, no matter whether the scientists who wrote them are from China or Norway. And, of course, with good conversational English, you'll be able to network and make important contacts at conferences and seminars.

Western universities are attracting more and more visiting scholars, It gives you the opportunity to study with the top scholars of course, if the best program in your field is in an English-speaking country.

Students and professors from all around the world, and their common working language is English. As well as studying and teaching, attending international conferences and publishing in foreign journals are some of the key steps to success in academia. In order to speak at these conferences or publish in these journals, excellent English is essential. Journalists and writers around the world are finding a good command of English to be an increasingly useful skill. Even if you're writing your articles and doing interviews in your own language, with good English you can get background material from international wire services and papers and magazines from around the world. You can interview foreign businessmen, diplomats and maybe even get sent to cover overseas stories (EF English Live, 2018)

Language proficiency means that you are not reliant on translators and can work faster and more accurately with English information sources. If you want a career in travel, English is absolutely essential. As the international language of different fields such as: medicine, aviation, pilots, and cabin crew... all need to speak English. Even if you're not up in the air, speaking English accurately will ensure you are able to communicate with clients and suppliers all over the world (Habeeb, 2017).

With all the resources available on the internet and so many other English speakers around the world to practice with; there has never been a better time to start learning English. So, what is stopping you from learning this global language? Pick up a book,

learn a few words, or even start a course today and take your first steps towards becoming one of nearly 800 million English speakers in the world (Habeeb, 2017).

2.2.3.3. English as the Lingua Franca of the World?

As the world has become more interconnected, particularly with quick international travel, modern communications, and globalized trade, the argument for a “global language” is often used. Arguably now more than ever, a global language or single lingua franca has never been more important. There are many international bodies such as the United Nations, World Bank, and UNICEF, which create a certain amount of pressure to establish a worldwide global language.

In the past, there have been many constructed languages to try and provide a solution to the need for a new global language. Esperanto was the most well-known artificially created language, a simplified language with just sixteen rules, no definite articles, and no illogical spellings. One of the aims of developing and creating a new universal language was the idea that a single world language would lead to a more peaceful and unified world. These languages, however, have only had limited success and never gained global popularity.

Historically, in Europe, Latin was the lingua franca of its time as it was the language spoken by the powerful leaders and administrators of the Roman Empire and Roman Catholic Church. Latin was spoken by the people who wielded the most power despite the language only being a minority language within the Roman Empire. Arguably, a particular language dominates only when its speakers dominate.

2.2.3.4. English as a Global Language of Business

English is the current lingua franca of international business, science, technology and aviation. It has replaced French as the lingua franca of diplomacy since World War II. The rise of English in diplomacy began in 1919, in the aftermath of World War I, when the Treaty of Versailles was written in English as well as in French, the dominant language used in diplomacy until that time. The widespread use of English language was further advanced by the prominent international role played by the United States and the

Commonwealth of English-speaking Nations, in the aftermath of World War II, particularly in the establishment and organization of the United Nations (Mehtiyev, 2010)

English is one of the six official languages of the United Nations (the other five being French, Arabic, Chinese, Russian and Spanish). The seating and roll-call order in sessions of the United Nations and its subsidiary and affiliated organizations is determined by alphabetical order of the English names of the countries. United States, Commonwealth of official languages of the United Nations (Mehtiyev, 2010).

When the United Kingdom became a colonial power, English served as the lingua franca of the colonies of the British Empire. In the post-colonial period, some created nations which had multiple indigenous languages, opted to continue using English as the lingua franca; to avoid the political difficulties inherent in promoting any one indigenous language above the others.

The British Empire established the use of English in regions around the world such as North America, India, Africa, Australia and New Zealand, so that by the late 19th century its reach was truly global. In the latter half of the 20th century, widespread international use of English was much reinforced by the global economic, financial, scientific, military, and cultural pre-eminence of the English-speaking countries.

More than half of all scientific journals are published in English, while in France; almost one third of all natural science research appears in English, lending some support to English being the lingua franca of science and technology. English is also the lingua franca of international Air Traffic Control communications and Scientific journals. (Universityaffairs.29 Nov. 2017)

2.3. The Relationship Between Language and Advertisement

... A modern human being lives in a world governed by different brands of goods and services consumption which literally become a religion of our time. This ideology is created through various promotional techniques designed to convince us that if we consume certain products, our life will be better, happier and more successful. Nowadays everyone is influenced by advertising and we do not even realize how it affects us...
Svetlana (2014:58)

The term advertising has originated from a word of Latin language “advertise” which has the conception of “to turn to”, but the dictionary explains the meaning of this term as “to give public notice or to announce publicly”. It is also thought that it came from the word “advertere” which means to turn the mind towards.

Danesi, (2015) has declared that the term advertising has derived from the Medieval Latin language verb ‘advertere’ which means “to direct one’s attention to” an idea, product or service by announcing an oral or written message in common public. Advertising may be the paid form of non-personal communication to spread business information in target audience via some medium.

According to the American Association of Marketing (AAM) “advertising is any paid form of non-personal presentation and promotion of ideas, goods and services by an identified sponsor”. It is “the art of getting a unique selling proposition into the heads of the most people at the lowest possible cost” (Reeves, 1961).

Advertising is impersonal communication of information about products, services or ideas through the various media, and it is usually persuasive by nature and paid by identified sponsors (Bovee, 1992).

The standard definition of advertising includes seven main elements:

1. Paid form of communication.
2. The presence of an identified sponsor.
3. Distribution through the media.
4. The presence of a specific audience for treatment.
5. Lack of personalization of distributed information.
6. Aimed action.

From this it follows that advertising is usually a non-personalized form of communication, paid by an identified sponsor, implemented in a certain way through the media and other legal means and aimed to familiarize with some products and its further acquisition by possibly large audience of consumers.

Advertisement can also be defined as below: Advertising is a means of communication with the users of a product or service. Advertisements are messages paid

by those who send them and are intended to inform or influence people who receive them, as defined by the Advertising Association of the UK

The definition of advertising by Federal Law of the Russian Federation “about advertising” from 13.03.2006: Advertisement is the information distributed in any way, in any form or by any means, addressed to an uncertain number of people and aimed at attracting attention to the subject of advertising, the establishment or maintenance of interest in it and its promotion on the market. Advertising has the following advantages: Advertising reaches customers living far apart. Its public presentation shows to the buyer that the product is not contrary to social norms and the law. It allows doing multiple announcements and when the addressee gets the message, he/she can compare the product with other competitive firms. A wide ranging promotional activity, run by the company, is some kind of evidence of company’s popularity and success. Advertisement is very expressive - it allows a company to present its product clearly and effectively via text, sound and colour. On one hand, advertising helps to form a long-term sustainable image of the product. On the other hand, it stimulates sales. (Kotler, 2010) However, there are disadvantages as well: Advertising is impersonal, and therefore it lacks persuasiveness compared to a real person maintaining face to face communication. Advertising is mostly a monologue that does not obligate to pay attention and reaction. Advertising can be very expensive. Some of its types, such as an ad in the newspaper or on the radio, do not require much money, where other forms of advertising, such as television, require significant funding. (Kotler, 2010) Each country has its own regulations concerning advertising. Advertising can define a wide number of different aspects, such as placement, timing, and content. For example, in Russia you will not see advertising of alcohol on the TV after 9 pm, and in Sweden and Norway it is totally prohibited. There are countries that do not allow commercials directed to children under the age of 12, and there cannot be any advertisements five minutes before or after children’s program. In the United Kingdom it is forbidden to promote tobacco on television, billboards or at sporting events. The law of advertising usually describes: - General requirements for advertising - List of products, advertising of which is not allowed - Public service advertising (PSA) - Ways of advertising distribution - Special advertising of certain goods - Government control and responsibility for the violation of the legislation.

2.3.2. Classification of advertisement

Since advertising is a sophisticated product for a variety of consumer groups, and is used to implement a wide range of functions, it is not so simple to classify it. According to Sveltana (2014), it is possible to divide advertising into 8 main categories:

1. By target market segmentation:

In this case, it should be clarified that the segmentation is a division of the consumer audience on segments by typical social, professional and other features. The more specific product or service is the narrower is the segment of the audience, among which they can be advertised.

2. By target impact commercial (goods and services) and non-commercial (political and social): Commercial advertising is used to create, maintain and increase the demand of certain products, creating the best conditions for sale. Non-commercial advertising can be used to attract attention and create a positive image of an entrepreneur or an enterprise.

3. By distribution area - global, national, regional, and local:

Global advertising is a rapid development of economic globalization in general; interactive videos, world radio and satellite TV, the Internet and other latest communication tools. Three 8 other types of advertising aimed at the population within the boundaries of a particular state, region, city, town or district.

4. By the way of transmission - printed, electronic, outdoor advertising.

5. By the method implementation - textual, visual:

Textual advertising is divided into simple and complex, and visual into statistical and dynamic. Simple text advertising is a regular wall advertisement. Complex text advertising includes a set of basic components - title, subtitle, main text module, slogan, etc. As an example of statistical advertising can be an appropriate photographic image or picture, and dynamic advertising such as video, computer animation.

6. By the method of impact - direct and indirect:

Direct advertising is an advertising that places us in front of the fact: this is the product, please buy it. Here is the price, phone number, etc. Indirect advertising is a phenomenon of a different kind. It operates almost on a subconscious level. So we do not even notice that we absorb the advertising information gradually.

7. By the method of addressing – an impersonal and personalized:

Personalized advertising is represented by well-known personalities or experts of the advertised product, or consumers themselves.

8. By the method of payment – paid or free:

Free advertising is rare. In the most cases it is a public or social advertising, not for commercial purposes.

2.3.3. Main Types of Advertisement

We can select seven types of advertising according to Svetlan (2014):

1. Brand advertising – it is usually visual and textual advertising. Such advertising is intended primarily to achieve a higher level of consumer recognition of specific brands.

2. Commerce and retail advertising - advertising of this type focuses on the specific production organization or product sales: it can be a service company or a shop. The main task of the commerce and retail advertising is to encourage the inflow of potential buyers by informing them about the place and the main terms of the provision of certain goods or services.

3. Political advertising - one of the most prominent and the most influential types of advertising. A positive image of the politician is formed.

4. Advertising with a feedback – this type involves an exchange of information with potential customers. Most common way is a direct mail to specific recipients that has the greatest interest for advertisers as a possible buyers (e.g. in the form of catalogs).

5. Corporate advertising - such advertising almost never contains advertising information (in the conventional sense of the word), and serves for the preparation of the public opinion (a certain segment of buyers) to support the point of view of the advertiser.

6. Business advertising - professionally-oriented advertising, intended for distribution among groups formed by their belonging to a particular occupation. Such advertising is spreading mainly through specialized publications.

7. Public or social advertising - unlike business advertising, it is oriented to the audience, united mainly by people social status - for example, single mothers, childless couples, teenagers, etc.

2.3.4. Functions of Advertisement

There are four main functions of advertisement:

1. **Communicating function:** Advertising is also one of the specific forms of communication. It is designed to perform an appropriate communicating function, 11 linking together advertisers and consumer audience by the means of information channels (Kotler, 2002).

2. **Social function:** Advertising information has a significant impact on the formation of the consciousness of each individual. When advertising is addressed to consumers, besides the promotion of a product, it also • helps to form ideological values of the society and at the end has an effect on the character of social relations • causes consumer instincts, encouraging people to improve their financial state • improves the culture of consumption. Comparing different products and services, the consumer, in any case, tends to get really the best (Kotler, 2002).

(These two functions [1], [2], are the most significant to our research)

3. **Economical function:** The nature of the economical function of advertising is first of all to stimulate sales and increase the volume of profits from the sale of a certain product for a certain unit of time. Advertising informs, creates the need for a product or service, and encourages people to purchase. The more people have responded to the ad, the better it is for the economy and the economical wellbeing of society (Kotler, 2002).

4. **Marketing function:** Advertising is an important component of marketing. Advertising entirely connected to the tasks of marketing, whose final aim is the full satisfaction of customer needs concerning goods and services (Kotler, 2002).

. Language is very important; it has a strong power that can change social phenomena. So, people should pay attention to the choice of words. ‘‘Let us aim at meaning what we say and saying what we mean. It is true that advertisement aims to persuade to buy. But we have to remember that in persuading people to buy a product, we need to choose the diction well. We can see that those choices of words are not appropriate enough. It is better if the advertisement maker considers it in order that it can be accepted by audience and hinder from problems. in making advertisement’’. (Slamet Riyadi 2015).

Through language, someone creates reality and arranges it. Language lift to surface of the hidden things therefore becomes reality. Language is also used to depict experience of someone. Experience talks about an event, processes, people, objects, abstractions, quality, situation, and social relations around. In language, we do not only talk about symbol system in culture of human whom in the form of written language and or oral language. But also it talks about social phenomena of broader culture in society, like clothes, food menu, ritual, and others

Advertisement uses transactional language which prioritizes the content of communication. Language also can be conceived as interactional language which has the priority in interrelationship between addresser and addressee. In the simple paper, the writer wants to explain about the role of language in mass media's advertisement which is able to affect the readers, the listeners, and the audience. Language has a powerful role and it is sharper than knife. Language, if it is used by someone who does not have ethics mouth, represent an action which is difficult to be traced. Because, language is graphical sound aspect language and sign then it is capable to make someone falls and badly suicides. In language, there is a hidden strength which is called communications. Language is able to move the world with the supreme awful power and we can find the power of language in advertisement which is capable to affect the people (Slamet, 2015)

Here, advertising is also as a media to spread capitalistic consumerism ideology to society. The power of language which has brought the colonization of human cultural symbolic in advertisement, actually, is one of prove that the friction of language represent of one potency which can poison the existence of civilization at the present and the future. As Stanley Baldwin (in Kasiyan, 2008: 144) stated that although the use of words may be abused and the fight for their honour may at times seen hopeless, we must never give up the struggle to use them solely in the service of truth.

In the world of advertisement, language also has an important role. Language is considered as mediation equipment in advertisement production process, as Tarigan (1993:23) said that there are four purposes of language usage, they are oneself expression, exposition, art, and persuasion. Language in advertisement uses transactional language, which prioritizes the content of communication. Language can also be conceived as an interactive tool that has priority in the context of the interrelationship between the sender and the addressee.

Levi-Strauss (in Kasiyan, 2008:133) stated that language symptom is not only limited to the meaning of written language or oral language, but also all social phenomena of broader culture in society, such as clothes, food menu, ritual and others. In this case advertisement discourse in mass media is also seen as one of language phenomena. In the beginning, the function of language is as a tool of communication naturally, to build collective social understanding in society. Then, the existence of language is known as cultural text and will give a description of socio-cultural reality. Language is no longer limited about meaning as a reflection of social reality, but having ability (power) to form or to construct social reality. As Jessica Murray (in Kasiyan, 2008:134) stated that there is few people who observes that language has a big impact to our perception and point of view about something. In its development, language is not solely as a means of communication or a code system toward values which refer to one of monolithic reality meaning. Socially, language continuously is constructed in a certain social setting. As the representation of certain social relations, language always forms subjects, strategies, and certain discourse themes. Language is visual which is in the form of visual picture or symbol and has a power to construct certain ideology which will also affect and form subjectivity and our awareness. Visual language is as also very effective as written language and oral language. In advertisement, language has a role to reflect the neutrality of use value toward product commodity or service which are advertised. Here, language is also as a media to spread capitalistic consumerism ideology to society. The power of language which has brought the colonization of human cultural symbolic in advertisement, actually, is one of prove that the friction of language represent of one potency which can poison the existence of civilization at the present and the future.

4. The Use of English in Algeria: A stereotypical side

The communication of social-category information can occur at various levels at the lowest level of information; speakers refer to a specified individual showing a specific behaviour in a specific situation (e.g., that rocket scientist solved the Riemann Hypothesis yesterday evening). By contrast, at the highest level of information, speakers refer to generic traits of a social category as a whole (e.g., rocket scientists are smart), thereby separating the description from both specified individuals and behavioral situations. (Beike & Sherman, 1994).

Thus, communication patterns about a social category can vary in two important ways:

- (a) in target references (e.g., from specific categorized individuals to the social category as a whole)
- (b) In the ways in which behaviours, traits and/or characteristics are described (Beukeboom & Burgers, 2019a).

Thus, (Beukeboom & Burgers, 2019a) explains how variations in both linguistic labelling and behaviour descriptions are crucial in the sharing of social-category information.

Next to linguistic labels, the way specific behaviour of group members is described can affect stereotype formation. Research on linguistic bias demonstrates that speakers systematically vary their language use when describing stereotype-inconsistent and stereotype-consistent behaviour. In short, these variations typically frame stereotype-consistent behaviour as expected and due to the category member's immutable essence, while stereotype-inconsistent behaviour is framed as an unexpected one-time event and due to situational circumstances. (Collins & Clément, 2012).

5. Conclusion

As English has got the common qualities, it has been accepted as the global language among the speakers of thousands of different languages. Since science and technology is progressing, there are colossal changes taking place in the lives of the human beings everywhere in the world. As a result, the whole world has become a global village and the people have to maintain good relationship with the others. Moreover, business, trade and commerce have become international and most of the business organizations have their offices in most of the countries. In order to maintain international relationship in science, technology, business, education, travel, tourism and so on, English serves the purpose as overhauler again.

Chapter three

Research Methodology: Data Analysis, And Interpretation

3.1. Introduction

As far as the visibility of English and French languages on public commercial signs is concerned, the chapter at first attempts to present the context of the study. It explains in detail the research methodology, including more precisely the research design, the sampling strategies used, the participants' features and the different instruments of investigation opted for to gather the data required. Moreover, this chapter describes the data collection procedures, such as questionnaire interviews and the analysis of captured pictures and the process of the data analysis to finally, reach the interpretation and ends with a synthesis of the findings.

3.2. Research Design

A research design is a strategy for answering the research question using empirical data (Kothari, 2004). Creating a research design means making decisions about:

- a. The overall aims and approach;
- b. The type of research design used
- c. The sampling procedures or criteria for selecting subjects;
- d. The data collection strategies ;
- e. The procedures followed to collect data;
- f. The data analysis methods.

A well-planned research design helps ensure that the methods match your research aims and that you use the right kind of analysis for your data. Thus, given the context and nature of the present study, it was essential to follow a specific plan that may best serve deducing adequate conclusions.

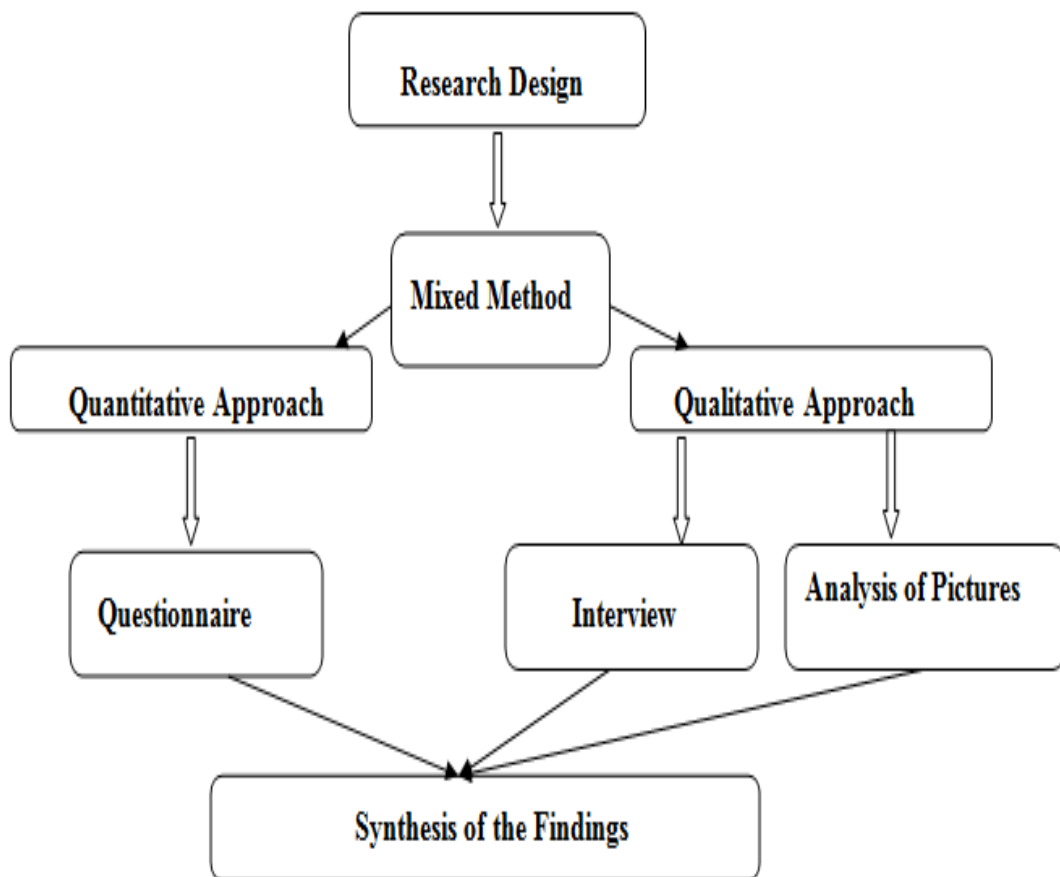


Figure 3.1. The research design of the present study

3.2.1. Triangulation

Various research instruments help enhance the quality of data collection and the accuracy of our interpretations. Triangulation as a term may refer to the use of multiple theories, data sources, methods or investigators within the study of a single phenomenon (Heal and Forbes, 2013). In other words, two or more than one method may effectively investigate any given phenomenon. On this basis, a variety of tools are employed in this study under what is known as the 'mixed method'

3.2.2. Mixed Method: Qualitative and Quantitative Approach

Mixed methods are examples of triangulation; they are as varied as there are research studies (Heal and Forbes, 2013). Johnson and Ownegbuzie (2004) as cited in Creswell (2003:20) defined mixed method research as using different ways to collect data at the same time or sequentially in order to make the research problem clear. This, in the case of our study, entails combining quantitative and qualitative approaches.

As the name implies, for Creswell (2009), quantitative research deals with the collection of numbers where the quantity of data and mathematical calculations are focused. Quantitative research allows testing objective theories through the examination of the relation among variables which are then measured for the purpose of analysing the numbered data using statistical procedures. On the other hand, qualitative research via questionnaires and interviews means collecting the type of data which are not in numerical form. Seliger and Shahomy (1989) describe the latter as to be usually in the form of words in oral or written words. The qualitative data helps move from collected data into some kind of explanation and interpretation.

3.3. Context of the study: Setting, Population, and Sampling

3.3.1. Setting

Simply defined, the setting or site of research refers to the physical, social and cultural area where the study has taken place. Our study is conducted at the level of SOUGUEUR city in Tiaret. Sougueur, in Arabic refers to toponymic (Ain sougour or Ain soukour) in relation to falconry. Sougueur region is also called "Djbel el Nador". This agriculture-based city is the largest daïra in the wilaya of Tiaret with an area of more than 257 km² and a population of 180,000 inhabitants, that is to say, almost 209 inhabitants/km².



Figure 3.2. *The Daira of Sougueur*

3.3.2. Population

Dornyei, (2007) states that the concept ‘population’ refers to the group whom the study is about. In this regard, our target population consists of two groups of customers and traders selected randomly in the Sougueur city, located in the Wilaya of Tiaret.

3.3.3. Sampling

Sampling has much importance in mixed research similar to any other type of study (Fraenkel.et al, 2011). Accordingly, a random sample group of 60 customers and 10 sellers have been addressed. We assume that the selected sample ensures the representation of the whole population. Random sampling, occurs when a research ensures every member of the population being studied, has an equal chance of being selected to participate in the study (West, 2016).

3.4. Data Collection Instruments

Data collection is a section of great importance for any scientific research. According to Sajjad Kabir (2016), it can be a process that follows a certain systematic method that must be correctly handled to sustain consistency and congruency of research. As it is already stated, the current study adopts descriptive mixed method which involves both qualitative and quantitative methods and, by implication, combines a variety of techniques including: a structured questionnaire, a semi structured interview and an analysis of captured pictures.

3.4.1. Customers' Addressed Questionnaire

A questionnaire is a research instrument consisting of a series of questions (or other types of prompts) for the purpose of gathering information from respondents through survey or statistical study (Brown, 1983). Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data (Beiske, 2002). However, such standardized answers may frustrate users as the possible answers may not accurately represent their desired responses. Questionnaires are also sharply limited by the fact that respondents must be able to read the questions and respond to them. Thus, for some demographic groups conducting a survey by questionnaire may not be concretely feasible (Omar Ahmed, 2012).

Asking questions, seems at first glance easy task, however, during the survey we realize that formulating only one question was uneasy, what made nine questions heavy ballast. The questionnaire is developed on the basis of the concerned questions. Considering the native language of the selected sample, it was first developed in Arabic language then translated to English.

The questionnaire portioned into three distinctive but complimentary sections; including thirteen questions, both (structured) open-ended and closed- ended questions. The first section is dedicated to the personal information of the samples; the second section is devoted to foreign languages in Algeria while the third section is about the global language of business and Algerian language policy. The informants have the freedom of offering a range of answers; however, closed-ended questions require the respondents to choose one or more choices as given by the questionnaire.

3.4.2. Traders' Addressed interviews

Interviews can be unstructured, free-wheeling and open-ended conversations without predetermined plan or prearranged questions. One form of unstructured interview is a focused interview in which the interviewer consciously and consistently guides the conversation so that the interviewee's responses do not stray from the main research topic or idea, particularly in qualitative studies that aim to investigate

participants' identities, experiences, beliefs, and orientations toward a range of phenomena (Alvesson, 2003). In marketing research for example, the interview is used as a tool that a firm may utilize to gain an understanding of how consumers think (Catilhos, 2014) which in fact reflects the context of our study.

Many studies show that interviews are the most used form of data collection in qualitative research (Frances et al, 2009),

After a long palaver with our supervisor, we agreed on eight questions that may illustrate and resolve the research hypotheses, or at least clarify a parcel of the research problem. The semi structured interview, we prepared, allows the participants to share their views about the topic investigated in the present study.

3.4.3. Public Commercial Pictures

After having the permission and consent of the shopkeepers and traders in “Amir Abdelkader “street, city “El Harach”, and boulevard “Colonel Amiroch”, we have captured more than 30 pictures of commercial public signs, that we think it reflect the visibility of foreign languages in the landscape currently under study.

3.5. Data Analysis and Interpretation of the Finding

3.5.1. Analysis of the questionnaire

Part One : Male Participants

1. Section one : Personal Background

Gender	Number	Age	Instructional level	Location
Male	18	Less than 30 : 12 More than 30 : 6	Pupil:7 Student:5 Graduate:6	Urban

Table3.1: Male Participants' personal background

It can be easily noticed that four variables are given importance in the results displayed in the table 1, namely: gender, age, instructional level and location. For the gender variable, we have 18 male participants. For age variable, we can say that two thirds are less than 30 years old while one third is more than 30 years old.

The instructional levels of the male participants' are diverse: pupils, students and graduates. As far as the location is concerned here, it is shown in the table 01 that our samples are from urban spaces (100%).

Section Two: Public Attitudes towards Foreign Languages in Algeria

Q2. What is your favourite language?

English	55.5%
French	11.11%
Arabic	33.34%
Other	/

Table3.2: Male Participants' favourite language

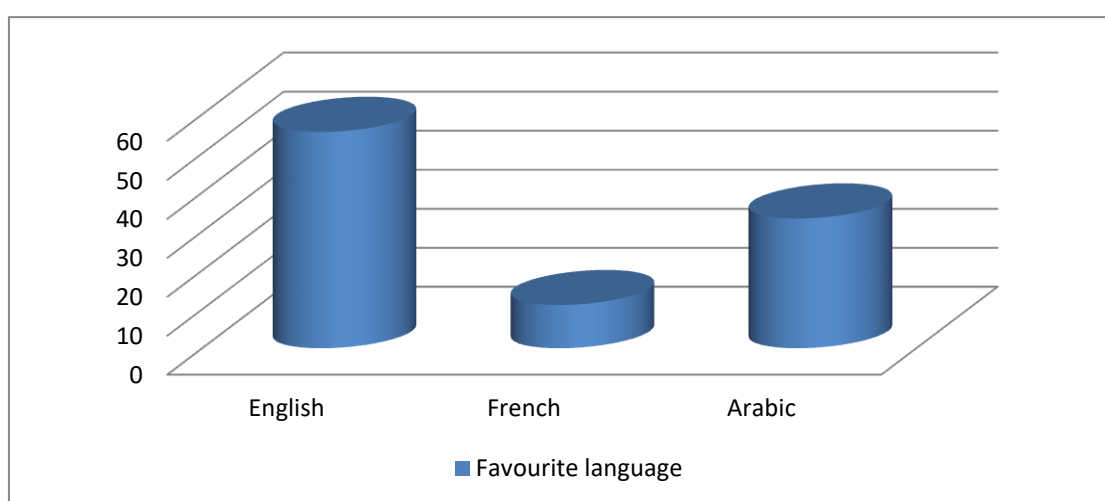


Figure 3.3: Male participants' favourite language

Having a look at figure 3.3, it can be easily observed that English is the favourite language for our male participants, followed by Arabic, and then French came in the third position.

Q3. How do you rate your level in Foreign Languages?

	Low	Modest	High
English	55.5%	44.4%	/
French	55.5%	44.4%	/

Table 3.3: Male Participants level in English and French

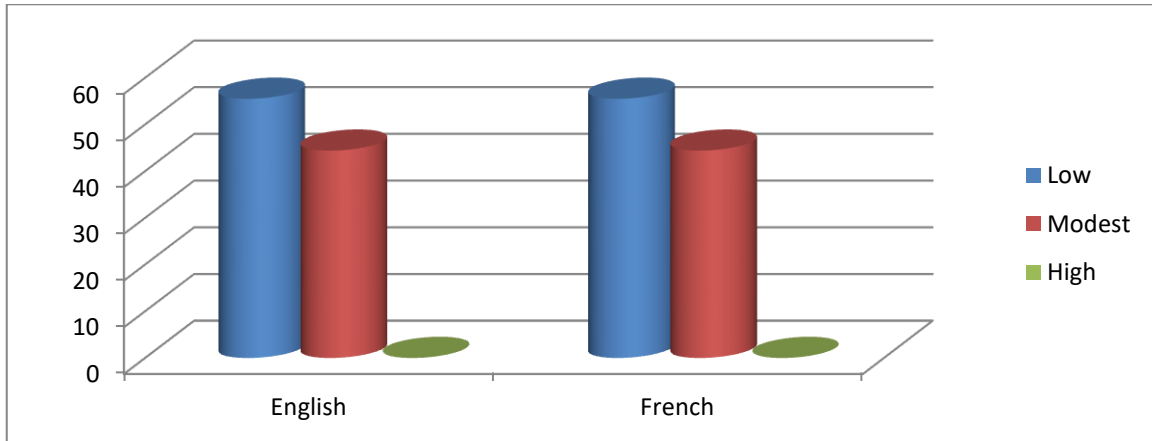


Figure 3.4: Male Participants level in English and French

The instructional levels of the studied samples varied between low and medium grades. It should be noted here that no participant stated that his level in these foreign languages is high, and this may be due to many reasons and their views deserve further research.

Q4. Which language do you think is widely used on Algerian commercial signs?

French	33.3%
English	00
Other, specify please	Arabic : 22% Bilingual(Arabic\French): 44%

Table 3.4: The widely used language on Algerian commercial signs

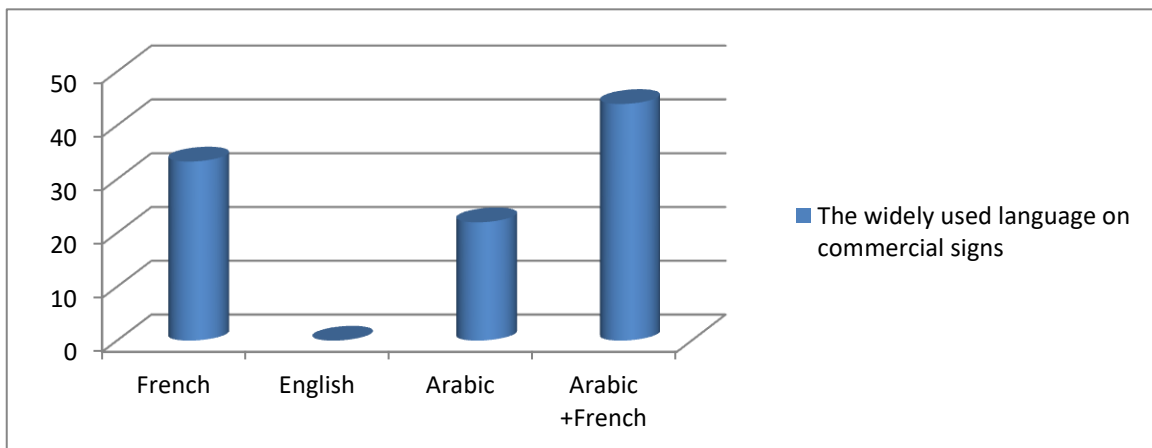


Figure 3.5: The widely used language on Algerian commercial signs

The obtained data in figure 3.5 shows that Arabic and French languages govern the commercial platform as bilingual public signs (66.6%), followed by French (33.3%) then Arabic (22%) as the visible unilingual foreign language. It is worth noting that 0% of the target sample identified English language as being the language most displayed on commercial signs. Results in support of this claim, I would like to point out that the term “usefulness” was not defined for participants. The research question did not specify in what sense English was useful, but answers to it did reflect generally less favourable attitudes toward local languages and French, and a more positive attitude toward English.

Q5. Have you noticed commercial signs written in English in the Algerian stores?

Yes	44.44%
No	55.55%

Table 3.5: Noticing Commercial signs written in English in the Algerian stores

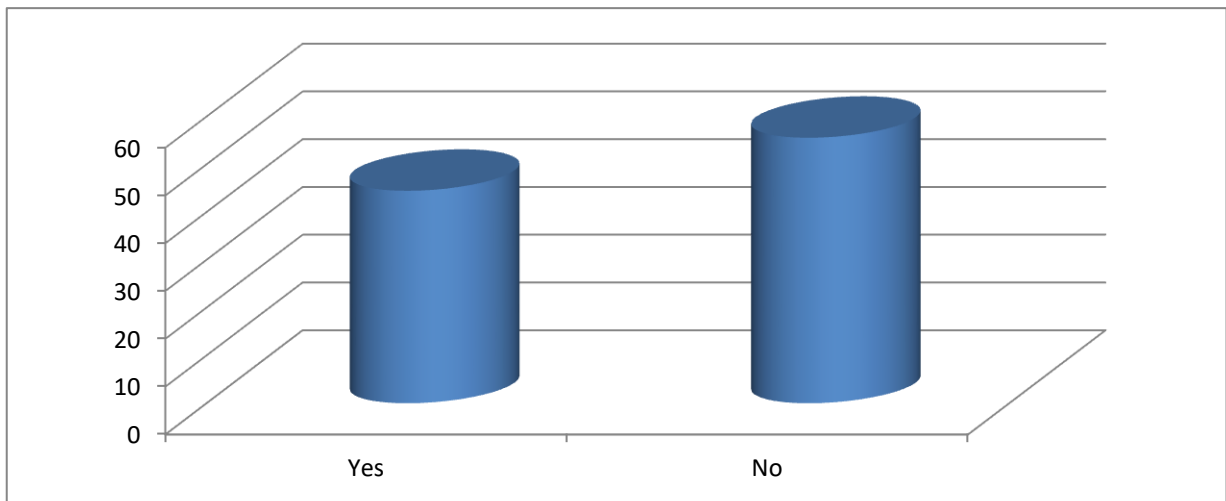


Figure3.6: Noticing Commercial signs written in English in the Algerian stores

This question was formulated to know whether the customers pay attention to the commercial public signs, those written in English in particular, or not. More than half of the participants (55, 55%) do not notice English as used on commercial public signs while (44,44%) report the contrary.

Q6. Why do you think English is used on Algerian commercial signs?

A. global language of business	77%
B. attracts attention	67%
C. helps reach the large number of customers	55%
D. Others?	50%

Table3.6: Reasons behind using English language on commercial signs

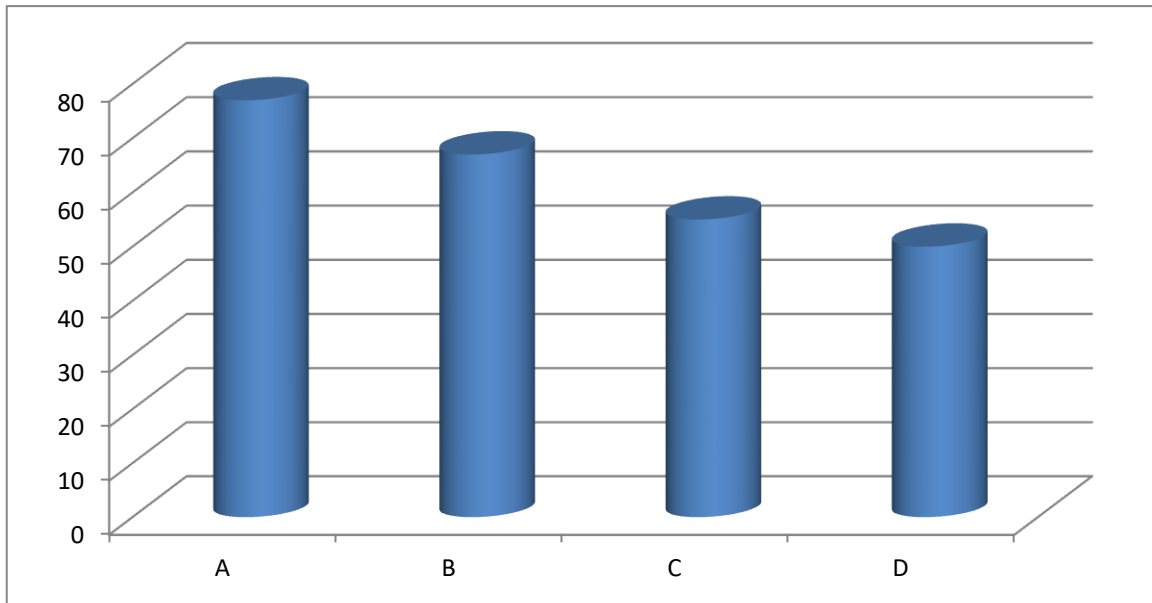


Figure 3.7: Reasons behind using English language on commercial signs

According to figure 3.7, it is found that there are different points of view toward the use of English on commercial signs. While the majority of the informants (77%) believe that English is a global language of business, more than half of them (67%) claim that it attracts attention. In the same context, (55%) of the whole sample share the view that English helps reach the largest number of customers. For the option ‘other reasons’, it was ticked by the participants but no one of them mentioned some.

Section Three: The global language of business and Algerian language policy

Q 7 .Do you think that French has slowed down the emergence of English in the Algerian economic activities?

Yes	100%
No	0 %

Table 3.7: The effect of the use of French language on the spread of English in Algeria

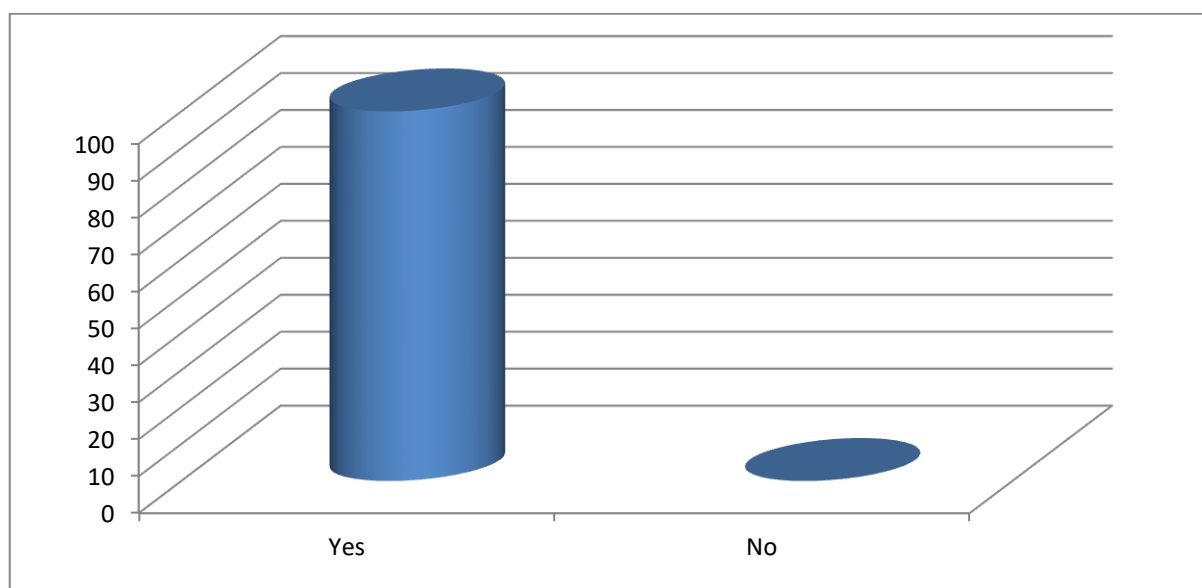


Figure 3.8: The effect of the use of French language on the spread of English in Algeria

As shown in figure 3.8, all the participants (100%) ticked the option ‘yes’ assuming that the use of French has slowed down the spread of English in Algeria.

Q8. Are you in favour of the use of English instead of French in Algerian economic activities?

Yes	83.33%
No	16.66 %

Table 3.8: Being in favour of the use of English instead of French in Algerian economic activities

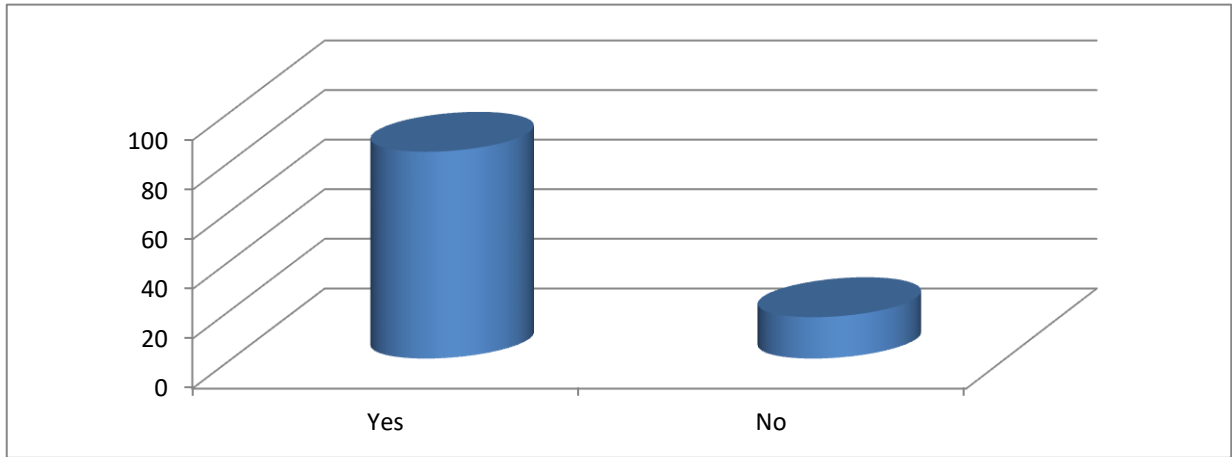


Figure 3.9: *Being in favour of the use of English instead of French in Algerian economic activities*

Concerning the question 8, the figure 3.9 above reveals that while only (16..6%) of the total sample are against the use of English language instead of French when doing business, almost all the participants (83.33%) are in favour of this activity.

Q9. Do you think English is more important than French for the Algerian economy? Say why, please?

Yes	66.66%
No	33.33%

Table 3.9: *The importance of English as compared to French language in the Algerian economy*

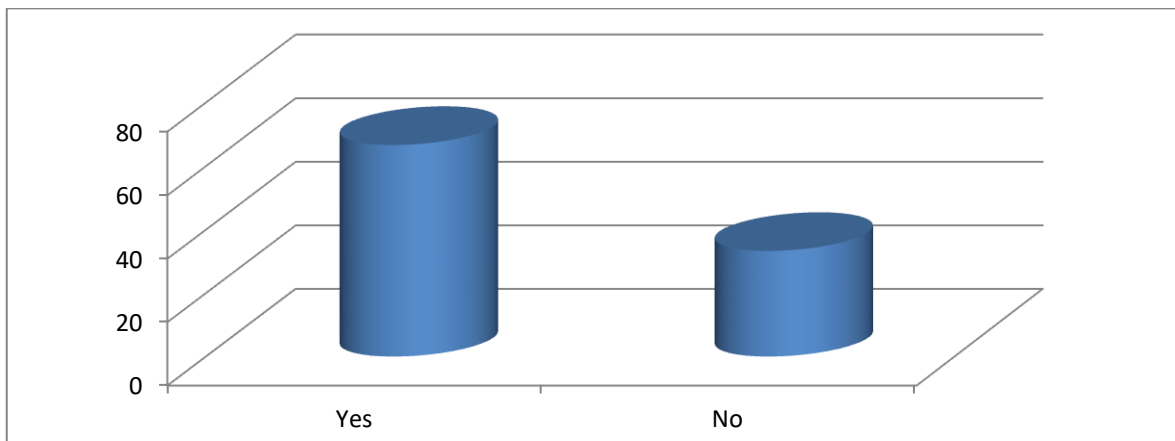


Figure3.10: *The importance of English as compared to French language in the Algerian economy*

As an answer to the question 9, (66.6%) of the informants ticked the option 'yes' while (33.3%) of them selects the option 'No', claiming that English is not important than French for the Algerian economy.

When asked the question why they ticked one of the suggested options, they mention the same reasons cited in questions 6 (the global language of business, attracting attention,...)

Q10. With regard to the global language of business, what is your opinion about the Algerian language policy?

For this open-ended question, most of the selected respondents said that the Algerian language policy is not convenient with no reasons mentioned while the minority of them thinks since they are familiar with the French culture, may be it becomes difficult to introduce new measures.

II. Part 02: Female Participants

1. Section one : Personal Information

Gender	Number	Age	Instructional level	Location
Female	42	Less than 30 : 26 More than 30 : 16	Pupil:7 Student:24 Graduate:11	Urban

Table 3.10: Female Participants' personal background

In comparison to our male respondents, it can be remarkable that the number of the females is higher (42); it may shows that females are more willing than males to help in scientific research. Female sample is also diverse as males with different age , instructional level and location as shown in table **3.10** of the second part of our study.

In the results displayed in the table **3.10**, Four variables are clearly given importance, namely: gender, age, instructional level and location. As for the male participants' location, it is shown in the table that our samples are from urban spaces (100%).

Section Two: Public Attitudes towards Foreign Languages in Algeria

Q2. What is your favourite language?

English	35.7%
French	28.5%
Arabic	35.7%
Other	/

. Table3.11: Female Participants’ favourite language

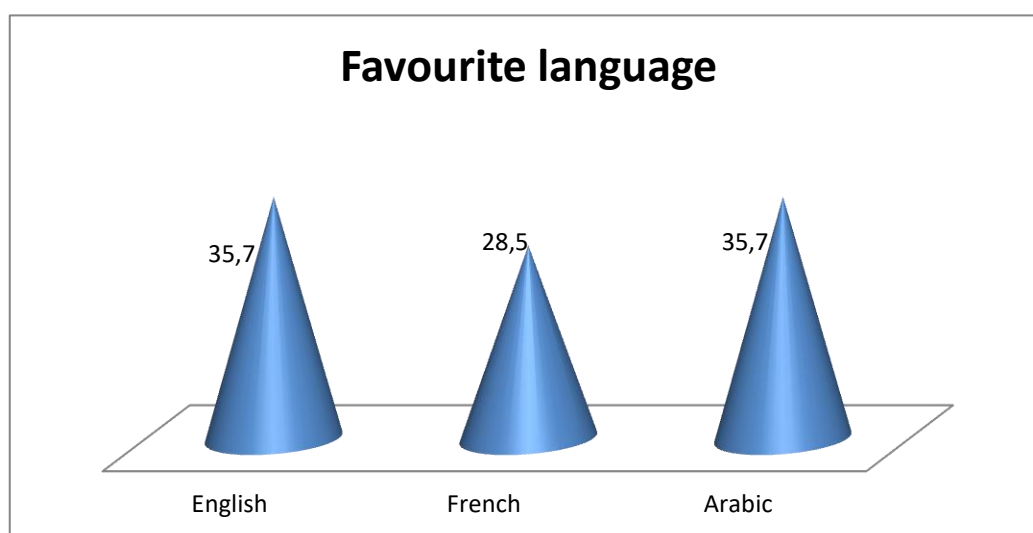


Figure 3.11 : Female participants’ favourite language

The findings reveal that the values are prorated in convergent proportions for our female participants.

Q3. How do you rate your level in

Foreign languages	Low	Modest	High
English	38.09%	61.9%	/
French	40.47%	52.38%	/

Table 3.12: Female Participants’ level in English and French

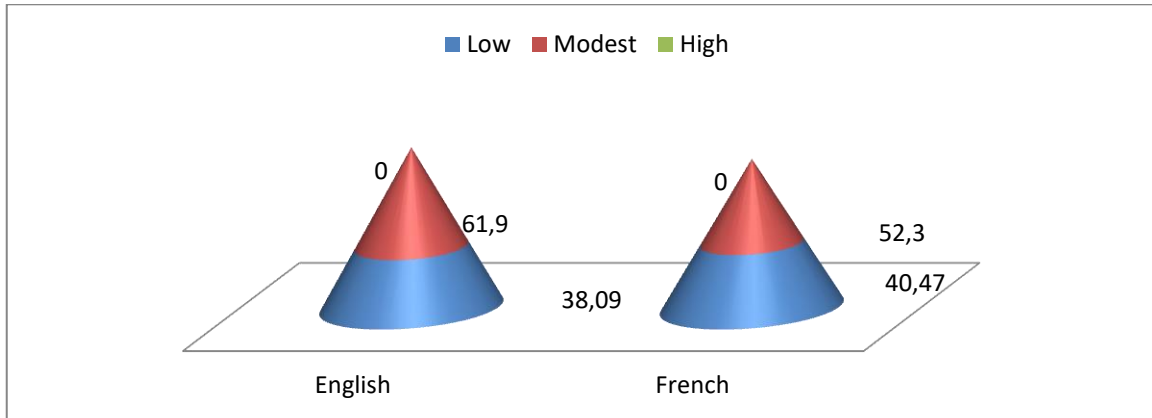


Figure 3.12: Female Participants' level in English and French

Our customers' instructional level is stranded between low and modest grade. It is estimable of mention here that no participant declared that his level of these foreign languages is high, this is may be due to many reasons and their perspectives that merit further investigation.

Q4. Which language do you think is widely used on Algerian commercial signs?

French	50%
English	00
Other, specify please	Arabic : 2.83% Bilingual(Arabic\French): 47.61%

Table 3.13: The widely used language on Algerian commercial signs

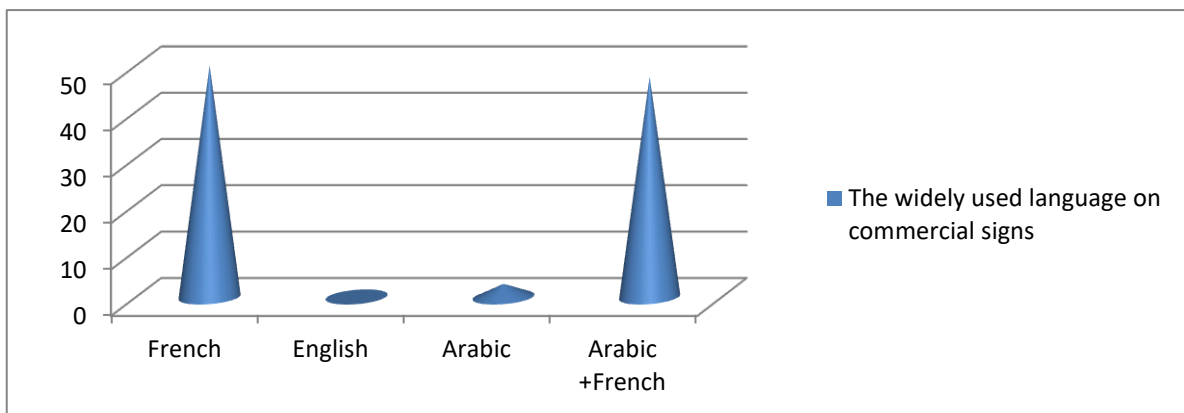


Figure 3.13: The widely used language on Algerian commercial signs

In order to facilitate and clarify the results, the data obtained and presented in tables 3.13 as well as figures 11, shows that French languages govern the moiety of the commercial platform as monolingual public signs, followed by Bilingual(Arabic\French)47.61%,then Arabic with only 2.83%.It is worth noting that 0% of the target sample identified English language as being the language most displayed on commercial signs.

Q5. Have you noticed commercial signs written in English in the Algerian stores?

Yes	38.09%
No	61.9%

Table 3.14: Noticing Commercial signs written in English in the Algerian stores

As well as the male the responses’ for this open-ended question, a big part of the selected respondents said that the Algerian language policy is not convenient with no reasons mentioned while the minority of them thinks since they are familiar with the French culture, may be it becomes difficult to introduce new measures.

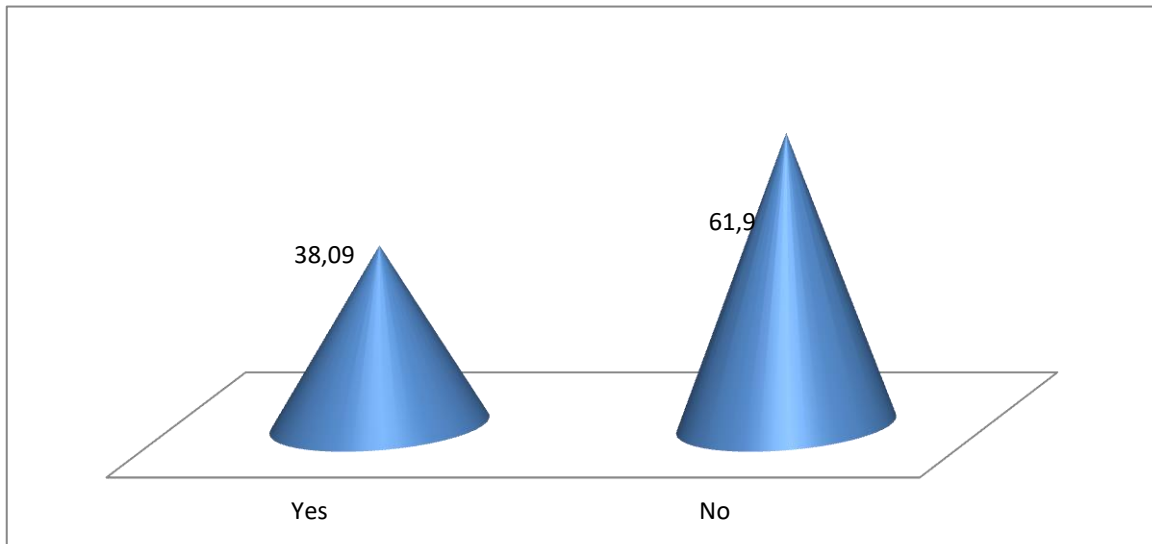


Figure 3.14: Noticing Commercial signs written in English in the Algerian stores

This question was formulated to know whether the customers pay attention to the commercial public signs, those written in English in particular, or not. More than half of the participants (61,90%) do not notice English as used on commercial public signs while (38,09%) report the contrary.

Q6. Why do you think English is used on Algerian commercial signs?

A. global language of business	14.28%
B. attracts attention	47.61%
C. helps reach the large number of customers	0%
D. Others?	38.09%

Table 3.15. Reasons behind using English language on commercial signs

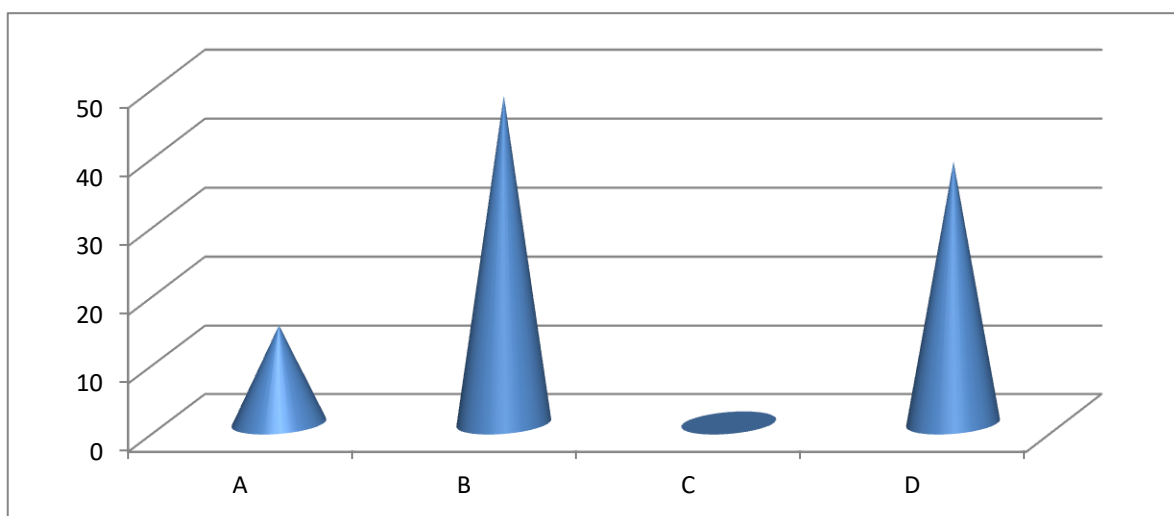


Figure 3.15: Reasons behind using English language on commercial signs

Concerning the use of English language on commercial signs, Figure 3.15 reveals, that there are multiple points of view. While the majority of the informants 47.61%, claim that it attracts attention, 14.28% believe that English is a global language of business, in the same context, 38.09% of the whole sample have completely different opinion against the use of English in the commercial sphere.

Section Three: The global language of business and Algerian language policy

Q 7 .Do you think that French has slowed down the emergence of English in the Algerian economic activities?

Yes	90.47%
No	9.52%

Table 3.16: The effect of the use of French language on the spread of English in Algeria

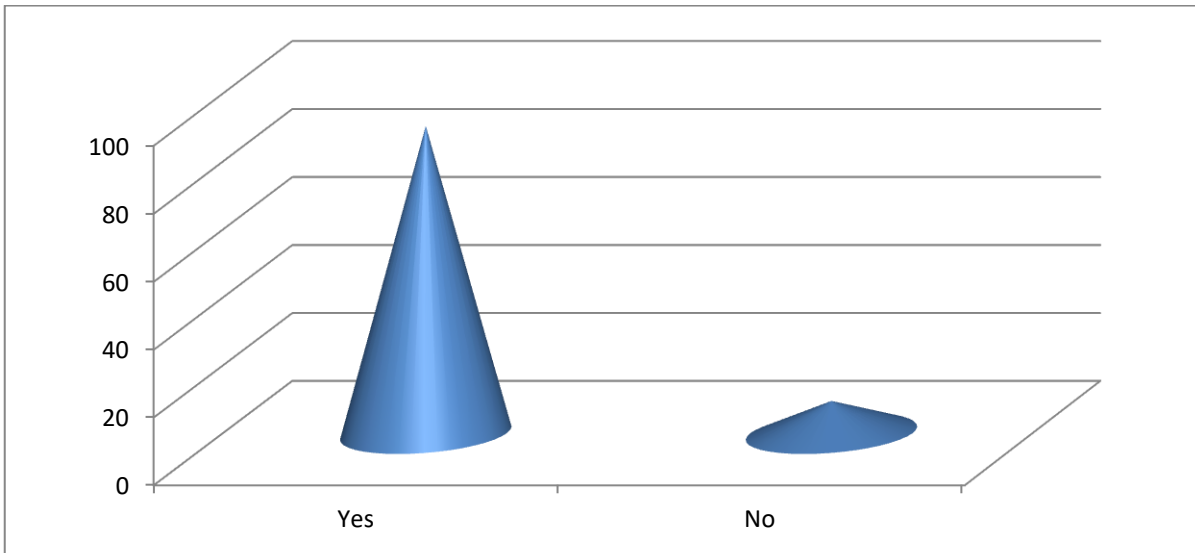


Figure 3.16: The effect of the use of French language on the spread of English in Algeria

As shown in figure 14, a huge part of the participants (90,47%) ticked the option ‘yes’ assuming that the use of French has slowed down the spread of English in Algeria.

Q8. Are you in favour of the use of English instead of French in Algerianeconomic activities?

Yes	80.95%
No	19.04 %

Table 3.17: Being in favour of the use of English instead of French in Algerian economic activities

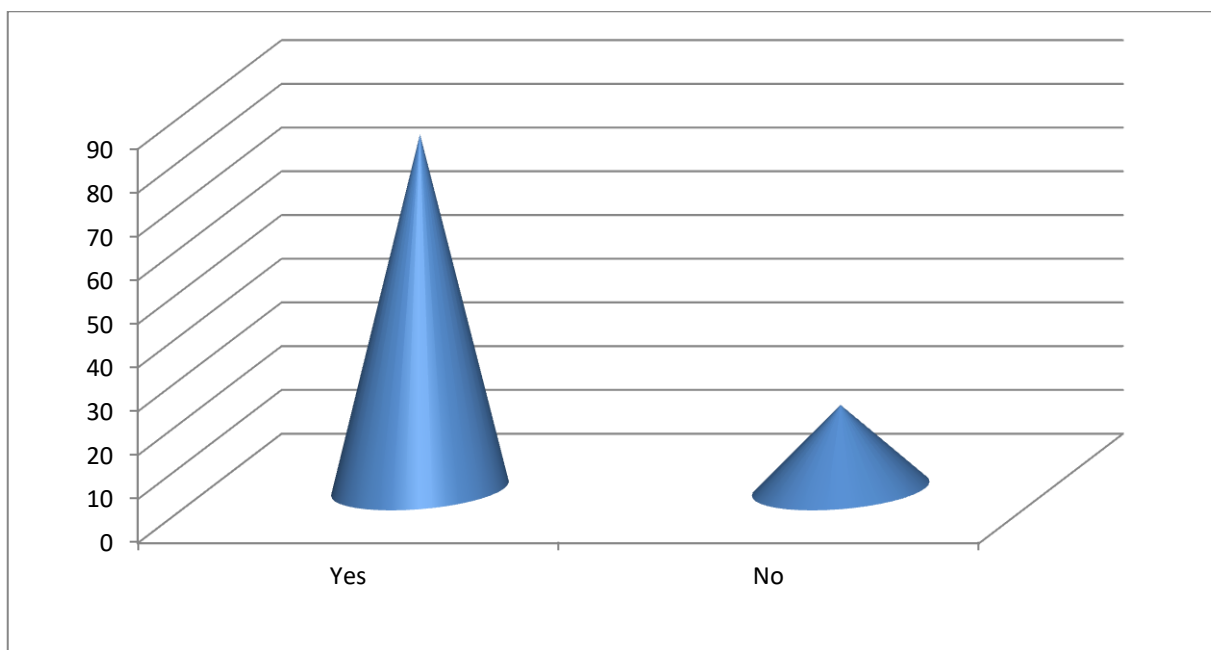


Figure 3.17: Being in favour of the use of English instead of French in Algerian economic activities

According to figure 3.17, it is found that there are two different points of view concerning the question 8 toward the use of English on commercial signs. While the majority of the informants (80.95%) are in favour of the use of English instead of French in Algerian economic activities, a modicum, 19.04 %, disagree, and reject the idea.

Q 9. Do you think English is more important than French for the Algerian economy? Say why, please?

Yes	71.42%
No	28.57%

Table 3.18: The importance of English as compared to French language in the Algerian economy.

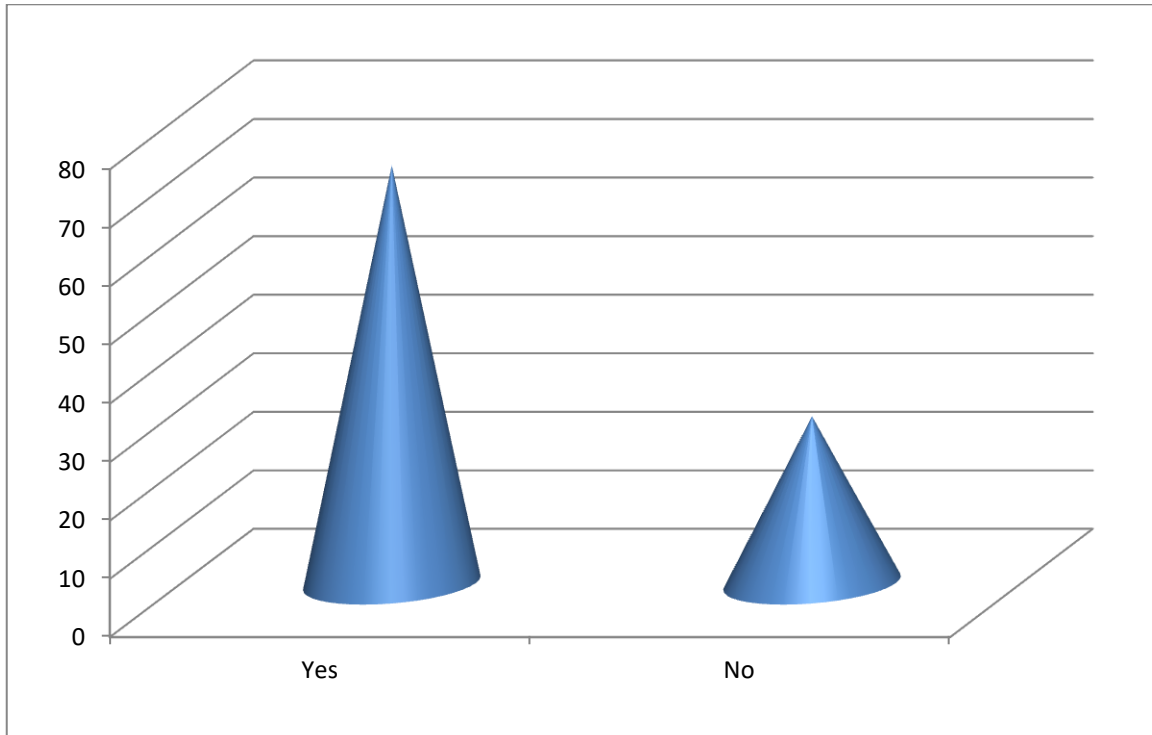


Figure 3.18: *The importance of English as compared to French language in the Algerian economy*

71.42% of the customers ticked the option ‘yes’ while 28.57% of them selects the option ‘No’ , claiming that English is not important then French for the Algerian economy.

When asked the question “why” to clarify, they ticked one of the suggested options, they mention the same reasons cited in questions 6 (the global language of business, attracting attention, helps reach the large number of customers...)

Q 10. With regard to the global language of business, what is your opinion about the Algerian language policy?

For this open-ended question, the landslide respondents have said that the Algerian language policy is not convenient with no reasons mentioned while, the minority think, we are familiar with the French culture, therefore, it’s difficult to introduce new measures

3.5.2. Interpretation of the questionnaire Obtained Results

The aim of this questionnaire, as a necessary basic research instrument used to obtain quantitative data, is to collect data for the present research work, and answer the research questions already formulated in the general introduction. The participants helped to fill out the questionnaire and gave us data of great importance related to their views about the favourite language that traders and customers hope to use as a means of interaction. The data obtained were presented in tables as well as figures, and that is in order to facilitate and clarify these results for the readers. The figures presented above showed several points, including the different reasons behind the choice of English as the suitable language in the Algerian economy and the ambition of people to have some changes in the language policy. It is also found that the Algerian dialect, which is a mixture of different, languages outstay the linguistic forecourt.

3.5.3. Analysis of the interview

Traders' answers

Q1: How do you estimate your customers visit

Answers: a- Low: 03 from 10\ b- Sufficient: 06 from 10 \ C- High: 01 from 10

Q2: Do you think the store layout affect your customers' visit and purchase (boosting sales)?

Trader 01: Of course! It draws the customers' attentions. Decoration with fairness plays role.

Trader 02: I could not care less, if you don't marshal your products ,you will fall down on the job .

Trader 03: Nowadays, it's dropped aught. Previously, our business was money making, however, the invaluableness has stopped the shopping; people are prepossessed by the sustenance's problems.

Trader 04: Yes, it is attractive, the viewfinder as we say! Even, lightness with mobilization captivates the clients. From my part when I see a store well organized, I believe that the products are of great marks

Trader 05: No doubt. Whenever the client comes, from the first glance, he is attracted, and guided by the store organisation and presentation because every product has specific arrangement.

Trader 06: Indeed, it has an occupational role, however, nice and cool deal out are more valuable than the layout store organisation.

Comment: The first question as well as the second is presumed as preamble and prefatory in order to break the ice and temperate the ambiances

Q3: Do you think the use of foreign language on commercial signs attract many customers to your store?

Trader 01: I don't think so, I use Arabic language.

Trader 02: May be, there is someone who don't understand those languages, doubtless, I will perturb him. For examples, if you say to someone " do you like dish vary?"(Plat varier), he will not get the idea, shortly I say, ' نجييلك melange"(Mixed dish),? that's all. I talk Arabic to be mutual.

Trader 03: Nope! Arabic language, Algerian dialect. Its colloquial speech, that makes us in harmony, the major part of our customers use it as a means of interaction

Trader 04: of course, :It's a matter of educational and cultural level, an intellectual trader and an uncultivated trader are not alike, for example, according to my knowledge and culture, I know all the details concerning my products, and this is not the case of someone who use a vernacular form, or as we say an argot the outside and the house stores are quite different

Trader 05: Yes, it captivate the customers' attention, as the products are promoted with foreign languages, and some clients are French's letterless, it's good initiative to promote your merchandise

Trader 06: :Indeed, it has an occupational role, however, nice and cool deal out are more valuable than the layout store organisation.

Comment 02: The aim of this question is to clarify the vision of both traders and customers toward the use of foreign languages on commercial signs. It can be deduced that more than half of the interviewees do not think foreign languages are attractive while the major part of our interviewees think the use of a foreign languages on commercial signs attract customers, the quarter are ambiguously responding, and have an enigmatic vision toward the foreign languages as a means of interaction. In the same context, only a smatter group reckon the attractiveness of foreign languages in the commercial field,

Q4: Which language allows you to reach the largest number of customers and helps products sell ?

Trader 01: Here, in Sougueur? The major part use French

Trader 02: whether you speak French or English the outcome is null, you are obliged to use the intelligible dialect

Trader 03: The major part of customers speak Algerian dialect, because the cultural echelon is low

Trader 04: : Citizens use the French language, but the marketing on the major part of the products is written in English, as the products are Chinese and the inscriptions are English! The customers read it as it is written on the cover, for example he says: “ عطيني شار جار fast charging ” not “fast charge”

Trader 05: you have to speak Algerian dialect, it is the most convenient.

Trader 06: English, all the technical words used in our domain have English origins

Comment 04: this question was the most important. It shows two remarkable elements, the beloved language of our samples in the first flight, and the backgrounds that motivates those persons to use foreign languages.

Q5: Do you think English is your customers focused language?

Answers:

Trader 01: Seemingly, it's Arabic language .

Trader 02: English and French languages can be used in the capital, but here we talk the Algerian dialect with funny still .

Trader 03: Normally, it's a cultural space.

Trader 04: Merely terminological vision, that's all .Because they need those words, for example, if he get a look on the notice that concerns the Bluetooth, all reference and notion are written in English, but he focuses only on what he needs (the distance, the battery duration...)

Trader 05:It depend on the client's culture

Trader 06:In my humble opinion, it need a long time period, we need to ameliorate our English culture

Comment 05: This question seeks to discern and grasp the traders /customers means of interaction.

Q6: Is it important for you to learn English in order to learn about new products in the global market?

Trader 01: Sure, it's prerequisite.

Trader 02: yes it's a needful for the future due to the globalisation; it will enhance the business at 100%. Apropos, we hope to omit the French language and start speaking only classical Arabic and Algerian dialect.

Trader 03: :Clear headed, English is the leader language, and it is a kind act to acquire it. It's a need wherever you go.

Trader 04: :Of course, but!! The international market, not the global, the local is not important, wherefore, it's a need in the global market, for example I have some friends from china, and Germany then, our communication is only in English. Concerning the marketing all the publication are in English, corollary, if you ignore English language, you can't communicate, and you will be blocked.

Trader 05: seeing that, the landslide imported goods are from china and these products are exhibited in English, yea, however the clients utilise the French language. The trader is obligated to be cultivated in order to interprets the different details of products and help the customers.

Trader 06: For sure, it's an obligation, especially; the English language. Concerning the French language the interpretation is not adequate; the spare parts distributions are in English whenever you try to interpret it to French, you lose the meaning, and the transposition will be subverted.

Comment: Asking such a question is to determine whether people seek to learn English or not.

Q7: Do you think English can help enhance the Algerian commerce /business fields?

Trader 01: It's the global language wherever you go .

Trader 02: Inadequate! It's a restricted municipality; you can say that we don't need it at all. May be only to dislocate the colonial heritage, not for the love of the English language! Concerning our clients, we always use our dialect graciously with smile.

Trader 03: Of course, indubitableness

Trader 04: For sure, for sure.

Trader 05: Yes, it's the key.

Trader 06: Not in the short range!, in my humble opinion, it need a long time period, we need to ameliorate our English culture

Comment:The aim behind this question is to explore the different opinions of traders against English in the business field. While the big part of traders sees it as the global language and the key to enhance the Algerian commerce, others, have said that we don't need it at all. And others think that we need to ameliorate our English culture.

3.5.4. Interpretation of the Interviews' Results

From a discourse-analytic perspective, we notice some common contradictions in the attitudes of our samples. This concerns the authentic seventh question about ‘the importance of learning English language as means of commercial interactions’; while a good portion of the informants consider it as a good initiative to update the worldwide convoy, the majority of the chosen sample deems that we are still French settlement and we are deeply affected by the French culture, as well as the objective reality question four ‘the attractive language’, a persistent objection concerning the emergency of learning English language and use it as means of social interaction; however, the Algerian dialect is the prevalent code. These objections may be based upon the conceptions of the educational system, psychological, and social vocation, also the spirant with the precedent generation. The third and fourth questions were pivotal and categorical; they show that there is a weak correlation between the local business and the foreign languages. Concerning the attractiveness of foreign languages in question four, this phenomenon may vary in different situations with different traders that were seen in the question four in particular. With regard to the replies on question five, there is a concordance of the major part of traders, more than half of the interviewees, believe that the local jargon is the key of the commercial plain dealing. The regional vernacular is full with captivating and toothsome words that make the trader \ customer’s dealings smoothly accessible regardless of the instructional level of both. Furthermore, the sixth question accentuates the linguistic reality of our society.

3.5.5. Analysis of the Captured Images

3.5.5.1. Pictures with English language

Typesetting, and figuration of the English words are designed in big size, glimmering, and of good quality see pictures

PictureN°:01



Picture N°:02



Picture N°:03



Picture N°:04



We notice that the unilingual English shop signs were not as common as bilingual, but could be found in other places.

3.5.5.2. Pictures with French language

- Figuration designed in French words, See pictures below:

Picture N°06



Picture N°07



Picture N°08



Picture N°09



Picture N°10



Picture N°11



- It can be noted that the typesetting and figuration of French words are of high quality, designed in big size, and glimmering.

Unilingual French public signs are in abundance, that reflects the culture of the landslide

3.5.5.3. Pictures with Arabic, French and English language

Picture N°13



Picture N°14



Picture N°15



Multilingual public signs are not as common as the bilingual, however, the quality is good and of selected forms

3.5.5.4 Bilingual Pictures with Arabic and French language

pictureN:16picture N:17picture N:18picture N:19

We can notice that the bilingual signs exist in different size, shapes, and values, from cheap, to priced and even, valueless.

3.5.5.5. Pictures of Valueless signboards

Valueless signboards are well-worn, and without the luxury of materials. See pictures N°: 20, 21, 22, and 23.

Picture N:20



pictureN:21



picture N:22



picture N:23



3.5.5.6. Discussion of the Captured Images

Even though most English words had their original orthography, it should be noted that some French words were written in Arabic letters as ‘بازار’, or ‘كريدي’ in almost all signs that contained the word.

Signs depended on business type. All shop signs of cosmetic, and gift shop contained French words and expressions (100%), followed by foodstuffs, spare parts, boutiques or clothing stores, and restaurants with bilingual signs.

In a nutshell, the results suggest that French is the most dominant foreign language in shop signs in Sougueur. The distributional pattern showed that French is the most prominent foreign language of our landscape while Arabic ranked second in the signs observed. However, a big part of the signs are bilingual (French\Arabic) at 20%, this may be due to gentrification and an educational policy that has enabled French to become more popular

However, the anglicized shop signs were found on stores that belong to cultivated traders. The degree of presence of English elements in shop signs depended on the traders ‘level of instruction, business types, fashion and entertainment businesses being particularly likely to be Anglicized.

3.5.6. Synthesis of the findings

Research into the many possible relationships, intersections and tensions between language and public signs is diverse. It crosses disciplinary boundaries, and, it is through language that members of a specific culture communicate with each other and create bonds with each other. Language is a way that others identify specific cultures, be it based on a geographical regional culture, or a social culture based on ideology. The culture develops its own language, and has nuances accompanied by forms of group body language. One of the basic postulates of modern linguistics is that language is systematic, each language having its unique system of sounds, forms, and syntactic patterns. The building blocks of French are different from those of English.

1. Language Affects Content

The importance of language extends past just product descriptions and marketing campaigns as it will affect content across all dais. Content is how you're going to relate to people and get them to visit your store. While you might have a good idea of what you want your language content to look like. That involves more than just vocabulary, but also terms, colloquial phrases, and even various phrasal verbs. By localizing your language, you're more likely to form a lasting relationship with all sorts of different customers.

The importance of signage for your business will never go out of style. This kind of advertising is the best way to increase footfall with just a one-time investment. What is the purpose of signage? Primarily, it creates a positive impression and thereby fosters the authority of your brand. Bold and tasteful signage attracts customers and inspires them to shop.

2. Language affects people

2.1. Customers and traders attitudes toward languages:

Language attitudes are evaluative reactions to different language varieties. They reflect, at least in part, two sequential cognitive processes: social categorization and stereotyping. Language attitudes are organized along two evaluative dimensions: status (e.g., intelligent, educated) and solidarity (e.g., friendly, pleasant). Past research has primarily focused on documenting attitudes toward standard and nonstandard language varieties. Standard varieties are those that adhere to codified norms defining correct usage in terms of grammar, pronunciation, and vocabulary, whereas nonstandard varieties are those that depart from such norms in some manner (e.g., pronunciation). Standard and nonstandard varieties elicit different evaluative reactions along the status and solidarity dimensions. Status attributions are based primarily on perceptions of socioeconomic status. Because standard varieties tend to be associated with dominant socioeconomic groups within a given society, standard speakers are typically attributed more status than nonstandard speakers. Solidarity attributions tend to be based on in-group loyalty.

Language is an important symbol of social identity, and people tend to attribute more solidarity to members of their own linguistic community, especially when that community is characterized by high or increasing vitality (i.e., status, demographics, institutional support).

As a result, nonstandard language varieties can sometimes possess covert prestige in the speech community in which they are the speech norms. Language attitudes are socialized early in life. At a very young age, children tend to prefer their own language variety. However, most (if not all) children gradually acquire the attitudes of the dominant group, showing a clear status preference for standard over nonstandard varieties around the first years of formal education and sometimes much earlier. Language attitudes can be socialized through various agents, including educators, peers, family, and the media. Because language attitudes are learned, they are inherently prone to change. Language attitudes may change in response to shifts in intergroup relations and government language policies, as well as more dynamically as a function of the social comparative context in which they are evoked. Once evoked, language attitudes can have myriad behavioral consequences, with negative attitudes typically promoting prejudice, discrimination, and problematic social interactions (While, females have an artistic and stylistic vision, males' vision is more linguistic and materialistic).

3.5.7 Concluding Remarks and Suggestions

Shop signs contribute to the richness of the linguistic landscape. Among the languages found in this landscape, French was dominant, a pattern that closely resembled current trends in the general commercial nomenclature of the country. The degree of presence of elements of English and French in shop signs in Sougueur is comparable to that of several larger cities in Algeria. Research on linguistic landscape reveals the complexities of multilingualism in terms of competing values ascribed to languages, the embedded multimodal features of public signs reflecting conditions of the community, the instructional level, as well as the sentiments of the makers of these public signs; which is not the case of our sociolinguistic reality. Neither customers nor traders do really pay attention to the public signs, the linguistic and typological studies doesn't exist in our society

Finally, although some concerns have been raised about the increasing demand of English in different media and advertising, the findings suggest that the incidence of English elements in the shop signs in SOUGUEUR is not so dusty, but it was not established whether this incidence means that English has infiltrated the Tiartian dialect in the business domain. Further investigation should therefore focus on: how English in shop signs affects the population at large; whether it is used only to mark and symbolize prestige, opulence, modernity, and globalization; and whether its purpose is to target particular groups of consumers, or the entire population.

“Culture is a broad concept with many implications. It may refer to our way of life as it includes beliefs, concepts, principles, behavior patterns, habits, and everything we learn to do. Culture embraces all aspects of human life such as knowledge, art, traditions, history, religion, customs, norms, and values. In the field of foreign language (FL) the relationship between culture and language emerges as a topic of debate and discussion, because of the correlation between language and culture, and an understanding that one is necessary for an understanding of the other. Culture plays a vital role in determining acceptance or rejection of a particular language. Therefore, the importance of cultural context in language use cannot be denied.” (Montasser Mohamed Abdelwahab Mahmoud Imam Abdul Rahman bin Faisal University)

3.5.7.1. Why do we need signs?

An interesting psychological insight is that people often base their choices on Unconscious factors. The majority of time, we buy based on previous memories and moments of awareness. This is another major factor in understanding why signage is important.

Signs have a great psychological impact on consumers, provoking an emotional response that leads to impulse purchases. A single sign can change behaviour by simulating the consumer's desires. In turn, this will influence their intentions to buy

3.5.7.2. Comparison between the local and western visions of commercial signs importance?

I. Western Vision

.The Importance of Signage from a Branding Point of view

Accidents shop from stores with signage that's familiar and able to grab their attention. Signs promote the purpose of a brand. They create a recognizable image with visuals that serve for as long as you need them.

Branding is a means to create an identity, visual imagery represents the promise of your brand; it tells a story and distinguishes you in a sea of competition. Signs depict your philosophy; and transform places into destinations that customers rely on. . The reaction of customers depends on the quality of your sign. They either portray your uniqueness or create a strong appeal or they turn customers away. That's why signage is important – a sign serves to bolster your presence and thus, your reputation.

.The Purpose of Signage from a Personalization Point of view

Firstly, it's in highlighting your identity with custom solutions that strike your fancy. From minimalistic to futuristic trends, you can test out different features that resonate with your brand's character. Consequently, this helps you stand out and connect with a target audience. Secondly, Visuals are a reflection of the quality of your business. People correlate the quality of branding tools with the products and services you offer. Underwhelming features will turn clients away towards a more tasteful competition so make sure that's you.

Impact shopping behaviours

People make impulsive purchases from time to time. It's called emotional shopping and is based on momentary reasons and reactions. These influences can include the need for stress relief, celebration, instant gratification and many others.

II. Locals' vision

The importance of sign boards is that, they advertise your brand on a permanent basis. They should reflect your brand and its philosophy regardless of the season with timeless designs that won't go out of the style any time soon, and to ensure that they're made of top-quality sign materials' that will endure through a variety of weather conditions and keep a fresh look, which is not the reality of our society. When interviewing traders and asking customers, we have realised on one hand that, both of them (the major part) don't pay attention to the linguistic content of the public signs. What down in the mouth, is that some graduated traders ignore the lingo that their signs are drawn with. On the other hand, the signboards are made out of dirt cheap materials.

3.6. Conclusion

The present chapter describes the practical part of the analysis. It offers an interpretation of the data collected from the questionnaire, the interview and the analysis of the selected captured images. Yet, it must be said that no matter how much one analyses and describes a field, something of its essential nature remains unsaid. Then, language system has a power because there is an ideology which always hidden in it.

We hope therefore, that those who read this chapter will be more able to question the existence of English as a global language of business in Algeria

3.7. General Conclusion

The present study investigated the attitudes and perception of both traders and customers towards the use of French and English languages as a means of interaction and advertising. Therefore, it examined whether or not foreign languages can be considered as a facilitator tool. In addition, through the current work we hypothesized that English

language dominates the commercial centres on the one hand, Besides, the second suggestion was whether People may welcome it or not as a positive step for an international language of business in Algeria

After carrying out a presumptive research process in the field of using foreign languages as a means of social and commercial communication In most fields In the municipality of Sougueur in the state of Tiaret, In this study we shed light on the positive effect of these languages on both traders and customers. This project is composed of three chapters; two for the theoretical part and one for the practical part. The first chapter is concerned with Status and Attitudes of people towards The Foreign Languages in Algeria. Whereas, the second chapter represents the evolution of English its need, use and what makes it as a Global language. The practical part contained only one chapter “data analysis”. This latter is concerned with the analysis of the obtained data collected from questionnaire for customers and interviewing a group of traders. Their main aim is to collect more and various information about the research topic. It turned out that the French language dominates commercial transactions in most fields. The reason, according to most of the samples, is due to the colonial heritage and the depth of the French language in the Algerian culture. Some of the samples who were questioned preferred the French language over others, but the vast majority expressed their welcome and willingness to replace the French language with English And, applying it as a means of social communication in all fields and demarcating it in the academic program. To conclude, The obtained results confirmed that the majority of traders and customers had a positive attitude towards the English use. They agree that French is a colonial heritage and Most of them did not deny that the French language dominates the social interactions; however, they hope to see some changes in the immediate future.

limitation

3.7. Limitations

When the questionnaire, was being written, collecting data seemed easy. However, that was not the case. The obtainment of an interview with traders was the real and big former in the beginning. Traders didn't accept to be interviewed, may be due to the lack of experience, or in particular, absence of the culture of being interviewed. However, after restoring confidence with traders, we were in the ambiguity of translating some Algerian dialectal words that do not have equivalent even in the classical Arabic such as (رانا نسلكو-المعيشة تلقاط) and many others.

Questions can be tabulated and graphed, but open-ended questions are different. It produced a flood of data it allowed for individualized answers which cannot be quantified and must be reviewed by a human. Some people may be careless when filling out the questionnaire and the data so collected may not be completely accurate. Thus the data obtained cannot be said to be completely reliable.

people may be hesitant to provide a written record of information such as their income and personal habits. This can happen even if the people are assured that the data will be anonymized and their identities protected.

Many people when filling out the questionnaire do not provide answers to all the questions. They might answer some questions and leave other questions blank. Sometimes the answers provided are inconsistent, that's why many questionnaires and interviews were omitted.

The most important remark that was noted is that, people are not interested at all and, do not pay attention neither on public signs nor on the language of interaction.it does not matter, whether you are talking with him in French, German, or even Hindi Instead, they are attracted and, grasped by cheapness.

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Questionnaire addressed to Customers

Dear Customers,

You are kindly requested to fill in the following questionnaire that serves as data collection tool for our academic research titled ‘Investigating the Visibility of Foreign Languages on Commercial Signs in Algeria: A Comparative Study between French and English’’. Your cooperation and contribution are highly appreciated.

Section One: Personal Background

- 1. **Gender:** Male Female
- 2. **Age:** Less than 30 More than 30
- 3. **Level of Instruction:** Student Graduate Pupil

Section Two: Public Attitudes towards Foreign Languages in Algeria

- 4. **Favourite language:** English-- French---- Other
- 5. **How do you rate your level in:** Low Modest--- High---
- a. **English**
- b. **French:** Low Modest High--
- 7. **Which language do you think is widely used on Algerian commercial signs?**
English French
Other, specify please?.....
- 8. **Have you noticed commercial signs written in English in the Algerian stores?**
Yes No

9. **Why do you think English is used on Algerian commercial signs?**

- a. global language of business
- B. attracts attention
- c. helps reach the large number of customers
- Others?.....

Section three: The global language of business and Algerian language policy

- 10. **do you think that French has slowed down the emergence of English in the Algerian economic activities ?** Yes No
- 11. **Are you in favour of the use of English instead of French in Algerian economic activities?** Yes No
- 12. **Do you think English is more important than French for the Algerian economy?**
Yes No Say why, please?.....
- 13. **with regard to the global language of business, what is your opinion about the Algerian language policy?**

Interview addressed to traders

Dear sellers,

We will be extremely grateful if you take a part to this interview that is served as a data collection tool for a Master's dissertation on **“Investigating the Visibility of Foreign Languages on Commercial Signs in Algeria: A Comparative Study between French and English”**. Your collaboration and contribution can be reliable data for our research. Please answer these questions taking into consideration your experience in order to ensure the credibility of this investigation.

1. How do you estimate your customer visit?

a. low	<input type="checkbox"/>	b. Sufficient	<input type="checkbox"/>	c. High	<input type="checkbox"/>
--------	--------------------------	---------------	--------------------------	---------	--------------------------

2. The rate of your clients :

3. Do you	MALE	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	FEMALE	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

think the store layout affect your customer visit and purchase (boosting sales)?.....

4. Do you think the use of a foreign language on commercial signs attract many customers to you store?.....

5. Which language allows you to reach the largest number of customers and helps products sell? French... English... Other...
why?.....

6. Do you think English is your customers focused language? Please say, why?

7. Is it important for you to learn English in order to learn about new products in the global markets

8. Do you think English can help enhance the Algerian commerce?

مقابلات مع التجار

أخي التاجر:

في اطار القيام بدراسة أكاديمية , سأكون ممتنا لك ان أجبت على مجموعة الأسئلة, التي ستكون كبيانات مدرجة في مناقشة علمية للدفاع عن أطروحة شهادة الماستر تحت عنوان :

- " التحقيق في وضوح اللغات الأجنبية على لافتات الاعلانات التجارية , الفرق بين اللغتين الفرنسية والإنجليزية " .

ان خبرتك في الميدان لها قيمة في تكملة البحث الجاري , لذا فإظلا منك وليس أمرا الاجابة على الأسئلة التالية :

1- كيف تقدر نسبة زبائنك:

2- نسبة المتعاملين :

مرتفعة	كافية	متواضعة
--------	-------	---------

10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

رجال :

نساء :

3- هل تعتقد أن تصميم وتهيئة المتجر تجذب الزبائن وتزيد من مداخلك؟

4- في ظنك, هل استعمال لغة أجنبية في الإشهار التجاري يجذب الزبائن الى المحل؟.....

5- ماهي اللغة الاكثر جاذبية للزبائن والتي تساعدك على تسويق بضاعتك

○ الفرنسية ○ الانجليزية ○ أخرى

يرجى التوضيح:.....

6- هل تعتقد أن اللغة الانجليزية محط أنظار زبائنك.....؟ كيف ذلك؟.....

7- هل من الضروري تعلم اللغة الانجليزية لمواكبة السوق ومعرفة اخر المستجدات فيما يخص مختلف السلع؟.....

8- في رأيك , هل بإمكان اللغة الانجليزية تنشيط وتنمية الأسواق الجزائرية؟.....

استمارة أسئلة موجهة للزبائن

- سأكون شاكرا لك أخي المحترم ان قمت بملء هذه الاستمارة الموجهة للقيام بدراسة علمية

أكاديمية والتي ستكون كعينة من البيانات مدرجة في مشروع بحث علمي متعلق بشهادة الماستر

في اللسانيات لغة إنجليزية تحت عنوان : " التحقيق في وضوح اللغات الأجنبية على لافتات الاعلانات التجارية , الفرق بين اللغتين الفرنسية والإنجليزية " .

الفقرة الأولى: معلومات شخصية

- | | | | |
|-----------------------|--------|-----------------------|--------------|
| <input type="radio"/> | الصفة: | <input type="radio"/> | رجل |
| <input type="radio"/> | السن: | <input type="radio"/> | أقل من 30 |
| <input type="radio"/> | السكن: | <input type="radio"/> | المدينة |
| <input type="radio"/> | | <input type="radio"/> | امراة |
| <input type="radio"/> | | <input type="radio"/> | أكثر من 30 |
| <input type="radio"/> | | <input type="radio"/> | خارج المدينة |

الفقرة الثانية: المستوى الدراسي والثقافي :

المستوى الدراسي

- | | | | |
|-----------------------|--------|-----------------------|----------|
| <input type="radio"/> | ثانوية | <input type="radio"/> | متوسطة |
| <input type="radio"/> | جامعي | <input type="radio"/> | بكالوريا |

- | | | | | | |
|-----------------------|------|-----------------------|--------|-----------------------|---|
| <input type="radio"/> | عالي | <input type="radio"/> | متوسط | <input type="radio"/> | المستوى في :- اللغة الإنجليزية : متواضع |
| <input type="radio"/> | عالي | <input type="radio"/> | متوسط | <input type="radio"/> | - اللغة الفرنسية : متواضع |
| <input type="radio"/> | أخرى | <input type="radio"/> | فرنسية | <input type="radio"/> | اللغة المتحكم فيها : : انجليزية |
| <input type="radio"/> | أخرى | <input type="radio"/> | فرنسية | <input type="radio"/> | اللغة المفضلة : انجليزية |

الفقرة الثالثة: نظرة وطموح الزبائن أثناء التسوق:

- | | | | | | | | |
|-----------------------|------|-----------------------|----------|-----------------------|--------|-------|--|
| <input type="radio"/> | أخرى | <input type="radio"/> | انجليزية | <input type="radio"/> | فرنسية | | -اللغة الأكثر جاذبية: |
| <input type="radio"/> | أخرى | <input type="radio"/> | انجليزية | <input type="radio"/> | فرنسية | | - المعاملات اليومية : |
| <input type="radio"/> | لا | <input type="radio"/> | نعم | <input type="radio"/> | | | -الرغبة في تغيير اللغة : |
| <input type="radio"/> | أخرى | <input type="radio"/> | انجليزية | <input type="radio"/> | فرنسية | | - ماهي اللغة التي يفترض أن يستعملها التجار في الترويج و التعامل : فرنسية |

لماذا.....

- من الجانب اللغوي كيف ترى التعاملات الاجتماعية مستقبلا :

.....

.....

Interviews Destiné Aux Vendeurs

- Dans le cadre d'une étude académique, je serais ravi de vous présenter plusieurs questions qui seront incorporées dans une discussion scientifique pour la soutenance du master sous le titre « la visibilité de langues étrangères sur les panneaux publicitaires publique de commerce ; (étude de comparaison entre la langue française et anglaise) ». votre expérience dans le domaine suscité a une valeur dans l'accomplissement de mes études . pouvez-vous répondre svp a ces questions :

1 Le Taux de clientèle? :

Modest		b. Suffisant		c. ELEVE	
--------	--	--------------	--	----------	--

2. le pourcentage de vos clients :

-Homme:

10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

-Femme:

10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

3. Croyez-vous que l'achalandage de votre magasin peut-il attirer plus de clientèle et faire en sorte d'augmenter votre chiffre d'affaire ?

4. Pensez-vous que l'utilisation d'une langue étranger peut-elle attirer plus de clients chez vous ?

5. Quelle est la langue la plus attirante et qui peut élever les ventes ?

Française		Anglaise		AUTRE	
-----------	--	----------	--	-------	--

Veuillez préciser pourquoi ?.....

6. Pensez-vous que la langue Anglaise a plus d'impacts sur vos clients ? comment et de quelle façon ?.....

7. Pour vous, e ce qu'il est important d'apprendre l'anglais pour être au courant de nouveauté sur le marché ?.....

8. A votre avis, la langue anglaise peut-elle influencée le marché Algérien ?

Questionnaire Destiné Aux Clients

- Nous vous prions ,de bien vouloir remplir les formulaires qui seront utilisées en temps que données de base, dans la recherche scientifique, et académique sous le titre « la visibilité des langues étrangères sur les panneaux publicitaire publique .

(comparaison entre la langue française et anglaise .)

Section un : informations personnel :

4. **Genre:** **homme** **Femme**
5. **Age:** **moins de 30** **plus de 30**
6. **Location:**..... **Urbain** **Rural**

Section deux: culture, instruction, et expérience :

1. **niveau d'instruction :** **Moyenne** **Lycéen ...**
Universitaire **Bachelier ..**
2. **Langue Favorite:** **Anglais...** **Française..** **Autre..**
3. **Grade d'Anglais:** **Modest..** **Middle....** **High...**
4. **Grade de Français:** **Modest..** **Middle...** **High...**
5. **Langue maîtrisé :** **Anglais ..** **Français...** **Autre...**

Section trois: la langue dans le commerce:

- 1. **la langue attractive :** **anglais.....** **français..** **autre....**
- 2. **interaction quotidienne :** **anglais.....** **français..** **autre....**
- 3. **L'envie de changement :** **Oui** **Non**
- 4. **La langue qui doit être utilisé dans le marketing :**
Anglais.. **Français...** **autre....**

Pourquoi ?.....

-5. **dun point de vue l'linguistique comment voyez-vous le future du langage Algérien ?**

الملخص

يهدف هذا البحث الأكاديمي الى التحقيق في الفرق بين استعمال اللغتين الإنجليزية والفرنسية

كوسيلة للإشهار والترويج لمختلف المحلات التجارية من جهة والتواصل في المعاملات التجارية الداخلية من جهة اخرى ولجمع البيانات اللازمة لتأكيد النظريات المطروحة تم الاستعانة بطريقة بحث مزدوجة تجمع بين اسلوب بحث كمي يتمثل في 50 استبيان منظم موجه للزبائن ومجموعة من الحوارات المباشرة المسجلة على ارض الواقع مع التجار في المنطقة قيد الدراسة دائرة السوق (تيارت). جدير بالقول ان نتائج الدراسة كشفت رغبة المواطنين في اجراء تعديلات على البرنامج اللغوي الوطني بتبني اللغة الانجليزية كلغة ثانية بدلا من اللغة الفرنسية ونتائج اخرى تم تبينها

الكلمات الأساسية: البحث الاكاديمي، اللغة، استبيان، حوارات مباشرة، التجار، تعديلات، البرنامج اللغوي، فرنسية، انجليزية

Résumé

Cette recherche académique vise à étudier la différence entre l'utilisation des langues anglaise et française. Afin de faire connaître et promouvoir les différents magasins d'une part, et de communiquer dans les transactions commerciales internes d'autre part, et de collecter les données nécessaires pour confirmer les théories avancées, une double méthode de recherche a été utilisée qui combine une recherche quantitative méthode représentée dans 50 questionnaires structurés adressés aux clients et un ensemble de conversations directes enregistrées sur le terrain avec les commerçants

Dans la zone étudiée, la commune de Sougueur (Tiaret). Il faut dire que les résultats de l'étude ont révélé la volonté des citoyens d'apporter des modifications au programme de langue nationale en adoptant l'anglais comme langue seconde au lieu du français, et d'autres résultats ont été clarifiés.

Mots-clés : recherche académique, langue, questionnaire, dialogues directs, marchands, modifications, programme de langue, français, anglais

Summary

This academic research aims to investigate the difference between the use of the English and French languages .

As a means of publicizing and promoting the various shops on the one hand, and communicating in internal commercial transactions on the other hand, and to collect the necessary data to confirm the theories put forward, a mixed research method was used that combines a quantitative and a qualitative research method represented in:

50 organized questionnaire directed to customers and a set of direct dialogues recorded on the ground with merchants in the area under study, the Sougueur City(Tiaret). It is worth saying that the results of the study revealed the citizens' desire to make amendments to the national language program by adopting English as a second language instead of French, and other results have been clarified.

Keywords: academic research, language, questionnaire, direct dialogues, merchants, modifications, language program.

