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The Influence of English on the Arabic Dialect Performance
Case of 1st Year Master EFL Students at the University of Tlemcen

*Dissertation Submitted to the Department of English as a Partial Fulfilment of
The Requirements of the Master's Degree in Language Studies*

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DEDICATIONS

I dedicate this dissertation to my family and friends

special feeling of immeasurable gratitude goes to

my Mother.

BENMEKKI Hamza

I dedicate this work to all who supported me

.....

My parents , my brothers , and my husband

....

And my friends

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ABSTRACT

This work is a part of the sociolinguistic studies. It aims to discover the ways in which English language knowledge can influence EFL Algerian learners' dialect in English department, Tlemcen university. The main purpose is to shed light on the levels at which this influence appears and what reasons push the students to use English within dialectal conversations. The investigation incorporates both quantitative and qualitative methods namely recordings, interviews and questionnaires. The results of the study revealed that EFL learners tend to code-switch, borrow some English words and even lexicalize some others giving them the properties of Algerian dialect. Likewise, the results further showed that this influence tend to be less prominent outside the walls of university

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List of Acronyms

L1:	First Language
FL:	Foreign Language
L.M.D:	Licence Master Doctorate
E.F.L:	English as a Foreign Language

General Introduction

In recent times, the importance of English as a global language has grown enormously. This, in fact, was a major factor that led many people to pull a lot of attention in studying it. Those people who speak different languages are in contact with a new language. Therefore, their linguistic background is subject to influence and be influenced.

Algerian students, just like many other students around the world, started to have more and more interest in learning English in order to be synchronized with the worldwide technology. Thus, they are using whatever technological resources available to enrich their vocabulary repertoire which may lead to a constant change in their Dialectal Arabic through sorts of code switching and using some borrowed words.

Unlike the use of English in classroom situations, students of English tend to communicate with teachers and classmates outside the class. They use Algerian Arabic in other cases. If one digs deeper and observes intensively the situation, he can notice a kind of effect of English knowledge on their linguistic performance.

This work is divided into three chapters with a general introduction and a conclusion. The first chapter is allocated the theoretical part which contains a set of definitions of the concepts related to the topic in addition to the previous works that dealt with the influence of a foreign language on a native language. The second chapter describes the sociolinguistic situation in Algeria and the influence of the previous languages on its dialect, i.e., Algerian Arabic, in addition it gives a description of language contact phenomena that can be found within the Algerian speech community.

The third chapter on the other hand aims to provide the reader with a description of the methodology used in research. It also explains the different approaches and research tools used for data collection. Moreover, it attempts to analyse the research findings and gives answers to the research questions.

As for the general conclusion it summarizes the research findings and give answers to the research questions it also provides the reader with the limitations faced and points out to the domains which lack investigation.

The current work attempts to investigate whether or not the contact between English and Arabic has an influence on the latter. The intention is to figure out the nature of this influence in a real situation of contact, that is English department. A general question was asked: What might be the influence of English knowledge on Algerian Dialect performance?

As for the methodology followed in the most part of this piece of research is a case study where the researchers' objectives are:

- To measure the degree of influence of English on dialectal behaviour of Algerian learners of English.
- To figure out at which level lies the influence.
- To discover whether or not the influence exceeds the context of English department

Three research questions were asked:

Q1: To what extent is Algerian Arabic spoken by EFL learners influenced by English?

Q2: What aspects of English influence the Algerian Arabic?

Q3: Does the influence appear in the students' daily life behaviour?

To investigate the research question, the researches put forward the following hypothesis:

H1: The English language seem to have a great effect on the students' use of Dialectal Arabic.

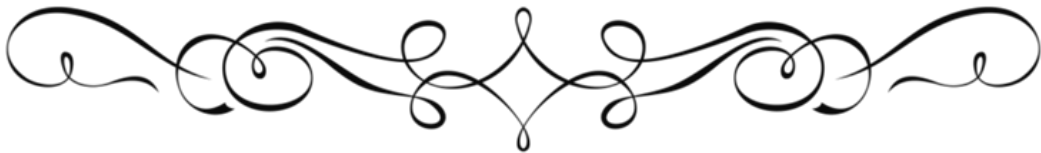
H2: Lexicon maybe the most influential aspect of English on Algerian Arabic.

H3: The influence appears mainly in the students' daily life performance in Social Media.



CHAPTER ONE

Interaction between Foreign Language and Mother Tongue



1.1. Introduction

This chapter attempts to mention the current theoretical frameworks which studied the nature of relationship between foreign and native languages. It also provides the reader with a variety of definitions of the theoretical concepts related to the topic.

In the first part, the researchers introduce the concept of language in contrast with dialect. They highlight the components of language such as: Language fluency and language repertoire. In the second part they attempt to give an overview of some sociolinguistic patterns of language. The chapter is concluded with a contrast between native and foreign languages illustrated with a set of previous studies.

1.2. Language VS Dialect

Language and dialect are two distinct concepts in sociolinguistics. In fact, making the difference between them is not easy as it seems since the criteria that are used to differentiate between them are not always linguistic, but also sociocultural and even political.

Language in the first place is a term that has never carried a single definition. It was regarded differently according to the scholars' perspectives. Sapir (1921) considers language as a human specific ability that is not random but comes through a process. It enables the person to externalise what is inside of his mind.

According to Chomsky (1975:13), language is an unlimited number of sentences that are composed of a limited number of units. What is noticeable in these two definitions is that the first which represents the behaviourist view regards language as a behaviour which is developed through the process of stimulus / response, whereas the latter reflects the structuralist orientation of the scholar.

Hall (1968) defines language as *“The institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols.”* (As cited in Lyons, 1981, 4) Thus, the focus here is on arbitrariness of language as well as its communicative function. Bloch and Trager (1942) note that language is a medium of communication by means of a vocal system.

Dialect on the other hand is said to be a subdivision of a language that is characterised by its own phonological, lexical and grammatical aspects which make it different from the other varieties of the same language. In this respect, Crystal (2008:142) mentions that a dialect is *“A regionally or socially distinctive variety of language, identified by a particular set of words and grammatical structures.”* Therefore, a dialect has its linguistic features that give an idea about the person’s social and cultural belonging. In here, two types of dialects should be mentioned: regional and social dialect, while the first is said to be a variety that indicates where a person is from, the latter refers to a kind of dialect that identifies the social class of the speaker.

According to Sadiqi (1992), the distinction between a language and a dialect seems clear in some cases since mutual intelligibility and possession of literature as linguistic criteria are enough. As far as possession of literature is concerned, a language has its own literary heritage including: books, dictionaries, poetry and so on. However, this criterion is not adequate due to the fact that even primitive varieties whether written or not, possess their own literature. Mutual intelligibility implies that if two varieties are mutually intelligible, they are considered to be dialects of the same language. On the other hand, they are said to be two different languages if they are mutually unintelligible. Mandarin and Cantonese for instance are dialects of Chinese but they are not mutually intelligible.

These examples among many others show the complexity of making a clear-cut distinction between a language and a dialect only after coming back to the socio-political reasons. In this respect, Atkinson et.al (1982:347) remind us that: *“The opposition between language and dialect bears on prestige and is usually associated with political or, at any rate, ethnic affirmation.”* Thus, the difference between a language and a dialect in a broad sense is mainly political rather than linguistic.

Nonetheless, the term dialect in itself is relative since a language can be regarded as a dialect if it lacks political reinforcement and prestige, and a dialect can be raised as an independent language due to some reasons. Ennaji (1992) notes that dialects may be regarded by a layman as inferior versions of the language but a linguist treats them equally since they both have grammar, structure and phonology.

1.3. Aspects of Language

Language is built on four skills: speaking, reading, writing and listening. These latter are tightly related to language fluency and vocabulary knowledge or best known as language repertoire.

1.3.1. Linguistic Repertoire

According to Gamperz (1964), a linguistic repertoire can be clearly defined as the complete mastery of skills and vocabulary by a particular person who is allowed to understand and be understood when communicating with others.

On one hand Finegan (2004) says that a linguistic or verbal repertoire is *“the set of language varieties used in the speaking and writing practices of a speech community”*. In the light of this quote, we conclude that any linguistic structure which a person utilizes to communicate is considered to be a linguistic repertoire.

On the other hand, Bell reminds us that a linguistic repertoire is *“the communicative competence of the user”*. In this quotation, Bell

claims that linguistic repertoires do not include only the knowledge of vocabulary, but also using it in the appropriate context. Even though a linguistic repertoire of an individual can consist of more than one language or a variety of a language, mainly his mother tongue, multilinguals with multiple languages and dialects included in their linguistic repertoire can be found.

Linguistic repertoires are generally studied under the umbrella of microsociolinguistics which in return investigates the individual's language variation, whereas macrosociolinguistics studies the function of language in the social environment.

1.3.2. Language Fluency

According to González (2008, p673) Language fluency is *“one of a variety of terms used to characterize or measure a person's language ability”*. In the light of this quotation, one can say that it is doable to tell if a person is fluent or not just by paying attention to his use of language, whether it is fluid and natural or slow and hesitant. Language fluency is often characterized as the competence of delivering a meaningful statement with being understood.

One must bear in mind that *“Language fluency is often used in conjunction with accuracy and complexity”* (Rod, 2005) which means that people tend to contrast language fluency with language accuracy or the correctness of language use, and complexity which refers to the surrounding knowledge of vocabulary and discourse strategies. Based on this idea, fluency, accuracy, and complexity are discreet terms but interrelated under the umbrella of language.

There are four types of language fluency that are mostly discussed among scholars, according to Hae-Young, (1998) she suggested the following types :

Reading fluency refers to the link between the identification of words while reading in terms of speed and accuracy. For achieving reading fluency, readers must have knowledge of the elements of the language as well as the vocabulary being used. Though there exist some interventions designed to help kids to learn how to read fluently with sort of repeated readings, this may not work all the time since there are some children with learning disabilities like dyslexia.

Oral fluency: is an evaluation of both production and reception of speech. It is agreed on that a fluent speaker must be able to comprehend and to answer others in conversations. The Spoken language is typically characterized by apparently non-fluent standards such as fragmentations, pauses, false starts, hesitation, and repetition.

To what extent somebody is orally fluent can therefore be understood in terms of perception, in addition to whether these qualities of speech are perceived as expected or not.

Oral-reading fluency: is often distinguished apart from Oral fluency, Oral reading fluency refers to the ability of reading words accurately and at a certain speed while using good vocal expressions and phrasing.

Written or compositional fluency: it is measurable at many ways. Researchers have measured by length of the composition which refers to the body of the most important features, words produced per minute, sentence length and words per clause. They have been historically most valid and reliable.

Though these types are interconnected they do not necessarily develop in tandem or linearly, which means that one can expand his fluency in some specific types and can be also less fluent or non-fluent in others.

1.4. Language choice

One of the frequent concepts in multilingual societies is language change; it actually refers to the selection of one alternative over another depending on the concept.

In the speech communities where more than one language is used, people find themselves in situations where they have to pick one code or even a word or an expression over another. This selection is controlled by a set of factors namely, the addressee, the context, and the topic. According to Holmes (2013), it is peoples' decision to choose a linguistic form or a code and not the other way around. Their language choice is influenced by the context, participants, setting, topic as well as the purpose of the discussion, in other words, choosing a language over another can be advantageous especially when talking about taboo subjects and if they speakers intent to either exclude or include anyone.

According to Sadiqi (1992), language choice is tightly related to the domain of use as well as the function. Language according to Ferguson (1966) and Fishman (1970) has eight functions which are: official(o), diglossia(d), education (e), religion(r), wider communication(w),international(i) ,group and vernacular. The following table gives an idea about the choice of languages in the Maghreb according to their functions

Languages	Functions							
	V	o	w	I	g	e	r	d
Classical Arabic	-	+	-	+	-	+	+	+
Standard Arabic	-	-	-	+	-	+	-	+
Dialectal Arabic	+	-	+	-	-	-	-	+
Berber	+	-	-	-	+	-	-	-
French	-	-	-	+	-	+	-	-
Spanish	-	-	-	+	-	+	-	-
English	-	-	-	+	-	+	-	-

(+) applicable

(-) inapplicable

Table 1.1: The languages and their functions in the Maghreb adopted from (Sadiqi: 1992:97).

As noticed in the table, each language has a different function in the society. Thus, the linguistic choice will differ each time to suit the context.

1.5. Language Contact and its Outcomes

The term “contact” in sociolinguistics refers to a situation of influence and interaction between two varieties whether dialects or languages they are. According to Weinreich (1974), using two varieties alternatively by the same speaker means that they are in a case of contact. Yusuf (1999:159) says: *“Language contact should be seen in the broad sense of contact between two cultures that can be as a result of conquests, migration, colonization, etc.”*

In other words, contact between languages is not a purely linguistic phenomenon but also cultural in the sense that the language carries a new culture. Crystal (2008) points out that several outcomes, namely code switching, borrowed words and mixed forms are initially due to an interaction between two languages or dialects.

Although a lot has been said about languages in contact by the end of the 19thC, no investigations were systematised yet. The scholars based their results on intuition and they did not have well defined methods and tools. By the beginning of the 50s, four major works appeared on the scene. They paved the way for further investigations: Werner Leopold's speech development of a bilingual child (1939-1949), Uriel Weinreich's languages in contact (1953), Haugen's The Norwegian language in America (1953) and William Mackey's article "Towards a Redefinition of Bilingualism." (1956).

1.5.1. Bilingualism

Bilingualism is one of the major aspects of language contact. Its definition and application has been a matter of disagreement among sociolinguists. They could not come to a unified definition of the term due to their different perspectives and environments of study.

Scholars developed two approaches that regard bilingualism differently: the maximalist approach and the minimalist approach. Bloomfield who is a representative of the maximalist approach states that "*Bilingualism is the native-like control of two languages.*" (Bloomfield, 1933:1) It is clear in this definition that Bloomfield considers only those who master the four skills and have knowledge about the social and cultural norms of both languages to be bilinguals.

Haugen (1953) mentions that bilingualism can be defined as the point at which a person is able to form meaningful sentences in the other language. The minimalist approach on the other hand represented by

Diebold, he believes that bilingualism is a broad concept that comprehends even those who have a passive knowledge in the second language. Crystal (2008) claims that those definitions of bilingualism are just a mirror of the person's proficiency level i.e. the level that he should reach to be called bilingual. Canada, Belgium and some North African countries are said to be the best examples of bilingualism. Morocco and Algeria are considered as multilingual countries with regard to the fact that Classical Arabic, MSA, Tamazigt (Berber), and French are used.

Many a scholar attempted to propose types of bilingualism which reflect either the age of acquisition or the skills.

1.5.1.1. Types of bilingualism

Scholars proposed different types of bilingualism. While some classified them in terms of age of acquisition, others based their classification on the mastery of skills.

Early bilingualism is considered to be a mastery of two languages in an early stage in life. Some Algerians are said to be early bilinguals due to the fact that they acquire French at an early stage in addition to their native language.

Successive bilingualism on the other hand refers to the fact of acquiring two languages at distinct points of time. As an example, Algerians are successive bilinguals of English language because they start studying it at the level of middle school.

Passive bilingualism is the fact of understanding a language without being able to read it or to write it. Some Algerians are said to be passive bilinguals of French since they can read or write in French, but they are not able to understand it.

Dormant bilingualism is a case where a bilingual has no or less opportunities to practise one of the two languages he masters. Arab

immigrants in France are said to be dormant bilinguals of Arabic since they have little opportunities to practice their Arabic as a foreign language.

Scholars made another classification of bilingualism in terms of its users .Two types are to be mentioned here: individual and societal. While the first is defined as using two languages by the individual, the second denotes bilingualism that comprehends the whole society. As far as societal bilingualism is concerned, three types were suggested by Pohl (1965):

- Horizontal bilingualism is about two languages that are genetically unrelated and which are equally regarded by the society. The best example to be given here is that of French and English which have the same cultural and official status in Canada.
- Vertical bilingualism is noticed in communities where a language coexists with another distinct variety and they are genetically related.
- Diagonal bilingualism is said to be a kind of societal bilingualism that is used in a community where people use two genetically unrelated languages but one of them is standard and the other is not standard.

Bilingualism is often contrasted with the term Diglossia, despite the fact that they are common in the point that two varieties are used, they differ when it comes to specialisation of functions (Kadem 2014).

1.5.1.2. Bilingualism in Algeria

Algeria, just like the other Maghreb countries, is said to be the place where several sociolinguistic phenomena take place namely, Bilingualism, Diglossia, Code Switching and Borrowing.

Bilingualism in Algeria is represented in three languages which are: Standard Arabic, French, Tamazight (Berber). In this respect, Miller and Caubet mention that the linguistic situation in North African countries and particularly Algeria is a matter of conflict between languages and varieties at both formal and informal levels. While the first includes Arabic and French, the latter concerns Arabic versus Tamazight. They also

emphasise on the fact that French still occupies a significant role in both scientific discourse and modern culture. However, Arabic is still greatly respected as the language of identity, religion and historical background.

Based on these views, several kinds of bilingualism are encountered in Algeria and they are as follow: horizontal bilingualism between Standard Arabic and French on one hand, and Arabic along with Tamazight on the other hand.

1.5.2. Code-switching

It is one language contact phenomenon that is said to be common among bilinguals. It refers to the shift from one language to another in the same conversation. This switching may occur in the same sentence as it can take place in one sentence of a discourse.

According to Romaine (1992), code-switching implies the utilisation of more than one variety be it a language or a dialect in the same sentence or discourse. Gumperz on the other hand regards it as two varieties which are placed close together in an utterance or a speech (1982:59). He emphasizes on the idea that code switching is not necessarily between languages but also varieties of the same language, or even a language and a dialect. Myers-Scotton (1993:1) shares the same point of view of Gumperz as far as alternation is concerned. In this respect, Haugen (1973:505) defines code switching as *“The use of two languages in which an unassimilated or isolated word is introduced as phrase or more in the context of the other languages.”* Therefore, a single isolated word is included in a sentence of a different language.

What should be mentioned here is that in spite of the studies that are done to define code-switching, no homogeneous definitions were given, Jacobson (1990:1).

1.5.2.1. Types of code-switching

Hudson (1999:52-53) distinguishes two types of code switching which are: situational and conversational code switching.

Situational code-switching: This kind of code-switching occurs when a person switches according to the situation. In this case, he takes in consideration the topic and addressee. In this respect, Hudson reminds us that code-switching is a choice of utterances that is tightly controlled by the social norms which becomes gradually part of the linguistic knowledge of the person.

Conversational code-switching: It is defined as a state in which the speakers switch during the conversation without any change in the situation. According to Gumperz (1982), conversational code-switching is a change of topics and subject matters rather than a change of social situation.

There are other types of code-switching to be mentioned. They are classified according to the place of switching in the sentence or the discourse.

Intra-sentential code-switching: It refers to an alternation between two varieties within a sentence with no interruption that indicates a shift. Usually, this kind of switching does not require the speakers' awareness of the process. As an example, a French student of English may switch from French to English in one sentence, like: *Je compte faire un break.*

Inter-sentential code-switching: The alternation which is done in this case occurs at sentence boundaries or in a whole sentence of a discourse. This kind of switching seems to be a common behaviour among fluent bilinguals. For example, an Algerian student of French may say: *səɲɛ:ni ,j'arrive.*

Extra-sentential code-switching: It also called tag switching. According to Muysken (1987:118), this kind of switching involves the use of a tag that is from one language at the end of an utterance of another language or the use of some boundary words such as I mean, so, and ok in English. As an example: an English person living in France may say: we will meet tomorrow, d'accord?

1.5.3. Borrowing

It is a language contact phenomenon that gains interest since the establishment of language contact as a new research field. It is for the simple reason that this phenomenon is frequent in the languages of the world. However, this concept was treated in many different ways. This is of course according to the period of them scholars lived in as well as their background and social environment.

Giving an appropriate definition to borrowing then is itself a problematic. Scholars had different views and terminologies to explain and define this concept. Haugen (1950:212) defines it as a try to reproduce patterns previously utilized in other languages. What is striking about this definition is that Haugen used the term “pattern” which remains vague and does not precise neither the nature of the patterns nor the level of integration.

Thomason and Kaufman (1988) point out that borrowing implies the fusion of foreign features in a native language of a group of people which results in a change in that language by the addition of those features. They also argue that borrowing does not include only lexical items but may also grow to comprehend phonological and structural features as well as syntactic elements inflectional ones (1988:37). Crystal (2008:58) mentions that borrowing includes linguistic forms that are taken from a language and integrated in the other.

In this respect, Gumperz (1982:66) says:

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

Therefore, borrowed words take the grammatical and sometimes even phonological features of the borrowing language and are treated as being part of the language itself.

1.5.3.1. Classification of Borrowings

Scholars namely, Bloomfield (1933), Haugen (1950, 1953), Poplack (1995) and others attempt to classify borrowings according to either the nature of borrowed aspects or the degree of assimilation.

Bloomfield is said to be the first to classify lexical borrowings, in fact he differentiated between cultural and dialect borrowings. He considered the first to be features that are adapted from another language that carries a different culture or simply features that introduce a new culture to the borrowing language such as “spaghetti” which refers to Italian pasta, whereas the latter is referred to as borrowed features of the same language and the same area.

Borrowed words can be also classified also according to their degree of assimilation. In here, three types are to be mentioned:

Completely assimilated borrowings include all the adopted words that are integrated phonologically, grammatically and semantically to be similar to the original words of the recipient language. As an example, the

French word “sport” is completely assimilated in English .It takes the plural form “s” and pronounced as being an English word.

Partly assimilated borrowings are said to keep one characteristic or more in the recipient language such as “Sari” which is not assimilated semantically since it denotes a dress that is particular to India, or the word “data” which is a Latin word that is not assimilated grammatically in English. Non-assimilated borrowings on the other hand are patterns which keep the characteristics of the donor language such as the French preposition “vis-à-vis” which is used in English.

Adopted patterns can also be classified according to the borrowed aspects. Four types are to be mentioned:

Phonetic borrowings or loan words proper are words which are borrowed and pronounced first the same way as they used to be in the donor language, then they undergo through assimilation process such as table, people and so on.

Translation borrowings expressions that are translated “word for word” during the process of borrowing as “living space” from German. In some cases, the meaning of the borrowed notion is expressed in the native lexical units.

Semantic borrowings on the other hand occur when a word of the donor language has another meaning in the recipient language. As an example, semantic borrowings are said to be frequent between English and Scandinavian language.

Morphemic borrowings are adopted morphemic structures such as affixes and prefixes taken from another language such as the affix “ful”. There is another classification of borrowings in terms of their frequency and recognition provided by Poplack, Meechan and others.

Nonce borrowings on one hand are defined as “Lone other-language items” which are not used by the whole society .This frequency of use does not have a link with the degree of linguistic integration. (Poplack 1990:74)

Established borrowings on the other hand are patterns that are adopted syntactically, morphologically and often phonologically and recognised by the whole society.

1.5.4. Code-switching and Borrowing in Algeria

According to Miller (2010), Algeria is considered as a de facto multilingual country. As a result, it is said to be among the countries where the largest scale of references to language are found.

Algerians use code-switching in all places and practically all situations. They usually alternate to fill a lexical gap or for being prominent or even to show their degree of proficiency. The following examples are good illustrations to the situations:

/ʏedwə netlæqəw ɒkɪ ? / Tomorrow we will meet, okay?

/ranɪ ħabae ndʒi mɛ ʒə pa le tã / I want to come but I do not have time.

/lbaræħ ʒə pxi ɛ vɔl lʏedwə/ Yesterday, I booked a flight for tomorrow.

1.5.5. Lexicalization

It is defined as the operation of joining words, phrases or patterns to the language. It is a process of making a word to express a concept. In this respect, Quirck et al (1985) note that lexicalization is a creation of new words for a thing or a notion without using a whole expression for the sake of being concise. According to Cabrera (1998:214), idioms are the best examples of lexicalization.

Bauer (1983:50) distinguishes five types of lexicalization which are phonological, morphological, semantic, syntactic and mixed lexicalization. These types are common in the point that they are not predictable.

1.5.6. First language VS Foreign language

It is commonly agreed upon that native and foreign languages are among the crucial concepts in the field of contact linguistics and contrastive analysis, however, their connotations were always a matter of debate among scholars and specialists of the field.

The concept of native language on one hand is regarded in most cases as the code that a person acquires first .It is used interchangeably with the terms: mother tongue, first language, L1 and arterial language. In this respect, Bloomfield states that *“the first language a human being learns to speak is his native language; he is a native speaker of this language.”* (1933:43). In this definition ,Bloomfield makes a link between first language and native language as interchangeable concepts .He assumes that the age of learning is a fundamental factor in language learning giving reference to the native speaker as the best model. David Crystal (2003) claims that the term “native language” was developed through time to such an extent that it carries humiliating connotations.

Foreign language on the other hand is defined as the language of another nation .In other words, the language that has no direct relation with the person’s environment .It is also the language that the learner has limited opportunities to communicate with outside the classroom.

Richards and Schmidt (2002) remind us that a foreign language is a language which is not a one’s native language. They also argue that it may be used in school as a medium of instruction but not widely treated as a medium of communication in the government. They note that a foreign language is usually used at school for the sake of communicating with foreigners. Crystal (2008) states that the difference between a native

language and a foreign language is widely recognized but the distinction between this latter and a second language is not widely agreed upon especially in the USA.

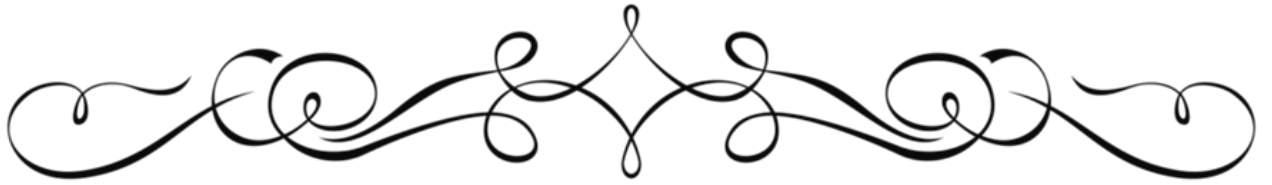
The relation between a native language and a foreign language coined much interest after the spread of technology and international communication .While some studies focused on the impact of a native language on a foreign language, others tackled the invert situation ,i.e., The influence of the foreign language on the native language.

As far research about a native language influence on the foreign language, a current study was done on two different groups. The first includes English students of Spanish while the second involves English students of Mandarin. The aim was to figure out the effect of knowing two different languages on English language performance taking in consideration the similarities and the differences between the two languages. The results showed that a foreign language experience can influence a native language performance, and can facilitate it or reduce it according to the properties of the foreign language.

Caskey-Sirmons and Hickson (1997) argue that the meanings that words carry in L1 can be influenced by FL. As an example, Korean monolinguals use the word *panan sekj* (in English green) to refer to something greener, but then, Koreans who speak English lose this capacity of using a word to describe a different degree of colour intensity. On the other hand, Vygotsky states that: ***“the child’s strong points in a foreign language are his weak points in his native language.”*** (1962:109). Based on this idea, one may assume that the intensive foreign language learning can affect the linguistic background of the native language.

1.6. Conclusion

In the first chapter, the researchers tried to define the concepts that are in a direct relation with the topic. They also provided the readers with a variety of investigations that dealt with interaction between native and foreign language. The second chapter is about the sociolinguistic situation in Algeria and English in the Algerian educational system.



CHAPTER TWO

The Sociolinguistic Situation in Algeria



2.1. Introduction

This chapter is about the sociolinguistic situation in Algeria .It attempts to shed light on the linguistic components of the Algerian dialect in relation to the historical background of the country. It provides an overview about the status of native languages as well as that of foreign languages with a particular interest in English .In addition; it tackles the situation of English in relation to globalisation and its accounts in the Algerian educational system.

2.2. Languages in Algeria: Historical Background

The Algerian linguistic sphere has been influenced by several civilisations across history, from the Romans to the French, the Algerian dialect became a kind of a mixture of many dialects and languages, such as Tamazight, Phoenician, Arabic, Spanish, Turkish, and French which made the linguistic plurality reign from the antiquity.

2.2.1. Tamazight (Berber)

Algeria's first inhabitants were the Amazigh, who the Greeks and the Romans indicated under the term Berbers, and Libyc was their language as Elimam (2004:32) stated: *“During the Neolithic era, the principal elements of the Berber culture were already in place: a Libyc language, means of communication”*.

According to Chaker (1980:31) he describes Tamazight being: *“certainly of Phoenician origin in its essence and structure”*, in the light of this quotation one can say that the script or the writing system was developed from ancient Lybico-Berber language as for Chaker (1980) he also reported that the actual name given by the Tuareg to the Tamazight alphabet called Tefinagh derived from the root (FNQ /fnqh/ which means Punic). The history of Tamazight is still hidden due the absence of the manuscripts as Mercier (1888: 310) stated:

“Unfortunately, almost all the past of this Berber language, or, if one wants, Libyc entirely escapes to us. A few hundreds of inscriptions known as Libyc, which date from the time of the Numidia” kings and, precisely, the Roman domination. They are written in an alphabet that presents a narrow resemblance with that of the Tuareg”.

2.2.2. Arabic

The Arabic invasion of Algeria dates back to the first decades of Islam 642 A.C the Muslims came from the Middle East to the Maghrebian coast in the goal of spreading the religion of Islam since for the Muslims language and religion are strongly related as Morthad (1970) states: *“in the early age when the Arab conquerors came to North Africa their intention was not to spread Arabic but their goal was purely religious and to inform people of North Africa of the principles of Islam”* One can state that if the Arabs did not immigrate to the Maghreb, the Arabic language would not have any impact in the region and to be used like it is used in the actual days with all its functions and policies.

The Majority of the Amazigh converted to Islam during the 8th Century, and although they quickly adopted this religion, they resisted for more than 35 year against the Arabic conquest. When the Arabs took over the region, they started taxing the Amazigh heavily with treating converts as second class Muslim and even to enslave them. After some revolts led by the Amazigh from 739 to 740, they succeeded in driving the Arabs out of Algeria but only for a short period of time. The region of Algeria was then ruled by various Amazigh dynasties called Rustumid, Fatmid, Almoracid, Almohad, and Zayanid. During this period of time there was a wide migration of Arabs coming from the Middle East and Egypt since

Islam was spread almost all over Algeria and became part of the Algerian identity.

2.2.3. Spanish

In the 13th of September 1505 and after the invasion of Cardinal Ferdinand Xemenès and during more than three centuries the Spanish occupation of Algeria was more military than social. In other words, the forces allowed certain assimilations with the Amazigh-Arabic population into a Spanish atmosphere. Knowing that the society was not greatly influenced since only some regions in the western most of Algeria still use some Spanish origin words and among these regions some can be mentioned like: Oran, Tlemcen, Ain Temouchent and Bel Abbas...

As Taleb Ibrahim (2000:65) states, *“The effects of the Spanish language on the regions previously mentioned is still present and used in the daily life speech of the inhabitants in addition to some French borrowed and loan words”*. Another point that should be mentioned is the Spanish who fled the civil wars of 1936 and took refuge in the western coast of Algeria, adding to this the fact that the city of Oran was occupied by the Spanish during three centuries and the migration of the Spanish workers in the time of the French colonization which also strengthened the melting of the Spanish language into the Algerian repertoire, most of the refugees were handicrafts and workers.

2.2.4. Turkish

Despite the fact that the Turks dominated Algeria for three centuries starting from the 16th and after the call of help upon the forces of the Ottoman empire from the inhabitants of Algiers against the Spanish forces that attempted to attack the Algerian coast, there is very little attention given to their influence over the linguistic sphere on Algeria’s speech community. Yet two important events are to be mentioned during the Turkish period, it was at that time that Algeria received its actual frontiers and the fusion of the Amazigh people with the Arabs population of Algeria in terms of marriage and interracial compromises. As Vatin (J.C. 1974) stated *“The Turkish dominated as well most of the Algerian land owned by*

wealthy Turkish people” in the light of the this quotation we can tell that there were small groups of Turkey’s population and their tasks were concentrated only on the political side, nevertheless all of the important administrative positions were occupied by the Turkish and only few were left to the Algerians.

2.2.5. French

Before the invasion of the French only two languages were spoken in Algeria, Tamazight and Arabic, though the former was spoken only in some regions and specially those which did not have any contact with the Arabs, Arabic on the other hand was spoken in the other regions.

During the colonial era the French sought control of government, education and most of the intellectual life for a hundred and thirty years, As far as the French language is concerned is was positioned as the dominant language over Tamazight and Arabic this had for a reaction a significant effect on how people learned, lived and worked, the dislocation of language resulted as a reason of the eradication of the Algerian identity and its linguistic expressions. It is worth mentioning that despite the fact that the French government did all its best to destroy the Algerian identity by fighting the religion and the language, Algerians resisted and fought back military, and literary by creating small religious colleges called Madaris.

2.3. The Current Linguistic Situation

Nowadays, Algeria is a scene of linguistic conflict between native and foreign languages. The situation goes further to include conflicts between native languages themselves.

Arabic is the official language of the country along with Tamazight. The latter rose as an official language in 2016. These two languages are used by 99% of the Algerians. On the other hand, French is widely recognized at the level of the administration and the government in spite of the fact that it does not carry an official status. It plays a role of second language but it is named a first foreign language for political

reasons. However, this recognition is endangered since many voices are calling for introducing English as a co-official language instead of French.

2.3.1. Domain of Native Languages

The original languages of Algerian people are Arabic and Tamazight. Arabic on the one hand was selected as an official language of the country right after independence to strengthen the Arabo-Islamic identity. However, there was a challenge that faced the decision makers which was the gap between the standard form and the dialect resulting in what is called Diglossia. In this respect, Wardaugh (1987:178) mentions that the process of Arabization in Algeria was never completed. Tamazight on the other hand was first granted a status of a national language in 2002. It raised as an official language in 2016.

2.3.1.1. In society

Algerian Arabic which is a regional variety of standard Arabic is the mother tongue of the majority of Algerians. It is used by both Arabic speaking-groups and most Berbers who learn it when interacting with non-Berbers. Standard Arabic often referred to as Literary Arabic, Classical or Quranic Arabic, is used in formal settings by education sectors, religious leaders, Arabic speaking media outlets as well as political elites. In spite of the fact that Standard Arabic is not widely used in speech, most educated Algerians can read and write it.

Tamazight is used by various ethnic groups such as: Kabylis, Shaouias, Tuareg, Mzabite and so on. Studies showed that around 25% of the Algerian population uses a dialect of Tamazight. After the officialisation of Tamazight, many Algerians will be able to learn it and make use of it.

2.3.1.2. In Education

Since the implementation of the Arabization process, MSA has become the medium of instruction throughout the primary, middle and secondary school. However, it was slow down at the level of higher education. Only literary streams, such as law, sociology, psychology and history are taught in Arabic. Scientific and technical fields use mostly French as a language of instruction and research.

Tamazight, on the other hand, was allowed to be taught in the Algerian schools. Nevertheless, this decision was not applied all over the country but only in cities where Berbers are located in. In 2017, the government promised that by 2018, Tamazight will be taught in all the Algerian wilayas. At the level of university, two departments of Berber were created, one in Bejaia 1991 and a second in 2002 in the cities of Tizi-Ouzou, Batna and Bouira. .

2.3.1.3. In media

Standard Arabic is used in the Algerian media along with Tamazight and French. It is the language used in two government-owned newspapers as well as private press, such as Echorouk and El Massae. It is also the language of the Public TV channel and more than 15 private channels such as: Ennahar, El Jazairia and so on.

In 1990, the Algerian television started broadcasting news in Tamazight. It was the first time when Tamazight was given interest and used in a national channel. In 2004, Tamazight channel was introduced. It broadcasted news, programmes and cartoons in Tamazight. It is the language of one national radio station and more than four regional stations.

2.3.2. Status of French

Officially speaking, French is said to be the first foreign language of Algeria. Despite the process of Arabization that was intended to eradicate French and replace it by Arabic after the independence, the

French language survived and the number of its speakers grew increasingly, thus, it still occupies a significant role as a language of scientific research.

According to CIA World Factbook (2008), French is considered as a lingua franca of Algeria. It is the language that more than 33% of the Algerians are able to read and write. In this respect, Benrabah (2007) states that Arabization of process which aimed at eliminating French failed since Algeria is now regarded as the second largest French-speaking country. Maamri (2009), on the other, hand claims that starting from 2009, the Algerians have access to French more than ever because of the variety of French channels that they are exposed to. She notes that the government reintroduced French in the official contexts and the political speeches in spite of naming it a first foreign language. However, many governmental offices like Algerian Post recently announced that they will use only national languages in their future documents.

2.3.2.1. French in Education

French is taught throughout the primary, middle, and secondary school. It is also the medium of instruction in some higher education streams. At the level of primary school, French was first taught from the fourth year. However, the reforms of 2004 led to some changes. Pupils now study French starting from the third year.

These reforms did not comprehend only the primary school, but also the middle and secondary school. An additional year was added at the level of middle school. As a result, the students study French for four years. Concerning the secondary school, French is taught throughout the three years in all specialties. At university, some specialties are taught only in French such as: medical studies, mathematics, applied studies, technology, biology and so on. In other streams, it still exists but only as a secondary module of instruction.

2.3.2.2. French in Administration

French is still regarded as a de jure working language in the Algerian administration despite the fact that Arabic is widely used also. As for the official documents, they are published in both Arabic and French. Birth, death, dwelling and marriage certificates are delivered in Arabic, but the names are written in French at the end of the paper. This is also the case of identity cards and passports. The bills of telephone, water and electricity are written in French and Arabic.

In other sectors, French is the mostly used medium. The best example to give is the domain of health where prescriptions written by doctors are only in French. This is due to the fact that they carry their higher studies in French. They may even use it with people during the consultation, except illiterates, to whom they speak Algerian dialect. The official papers of insurance as well as banks are only in French whereas the forms are written in both languages.

2.3.2.3. French in the Media

For many Algerians, the use of French is a fashionable matter. As a result, it is acceptable to make use of French in media. In this respect, Eveno (1994) mentions *“In fact, a lot of Algerians have some notions of French, receive French programmes by television and have relationships with emigrants settling in France.”* Therefore, French is present in Algerian media with one television channel “Canal Algérie”, one radio station “The 3rd Channel”. In the local channel, American films are translated into French because Algerians are more familiar with it. In the field of journalism, about 35 magazines and newspapers are printed in French. Two of them which are “Al Watan” and “Al Moudjahid” are government-owned. As far as internet is concerned, many Algerians prefer to use French when texting. It is estimated that in 2014, 76% of Algerian Facebook users posted in French while in 2016, the number decreased to be 68%.

2.4. Status of English as a Linguistic Impact of Globalization

The Contemporary society has been influenced by the on-going processes of globalisation. This influence comprehends various phases of their daily life, among these phases there exists the linguistic aspect. The societies of the globalised world are in a pressing need for a common language that would make it possible to control intercultural and inter-lingual barriers and therefore integrate the world in the same economic, linguistic and cultural area.

Due to its widely accepted use in the world, English has become a global language. It is the language that its speakers as a second language exceed its native speakers. Thus, it gains status of a lingua franca of communication. According to Mauranen (2009, p1): *“The English language has without doubt established itself in a position of a global lingua franca. Along with this status, it has become a symbol of our times together with globalisation, social networking economic integration and internet.”*

Besides, Gural and Smokotin note that English became one of the significant aspects of globalisation which led to numerous attempts by scholars to figure out peculiarities that made it universally accepted.

Nevertheless, Dor (2004) mentions that even though globalisation process has undoubtedly reached linguistic consequences, the latter have less to do with the spread of English. This is of course cannot underestimate its role as a global language.

In Algeria, English is considered to be a second foreign language. Its implementation in the educational system has been a necessity to keep up with the international development. Technically, French is in competition with English starting from the first grade of middle school. However, at the level of higher education, French is the language of instruction in scientific streams.

Simply put, high cooperation between Algeria and some English speaking countries such the USA and Britain will probably lead to new educational reforms. This means that English may be taught at the level of primary schools.

As for education and due to the colonisation of Algeria, the French language occupied a great status in the educational system. But after independence, the decision-makers wanted to maintain the Arabo-Islamic identity. As a result, Arabic was selected to be the official language of the country i.e. the language used in administration, education, and so on. This process of Arabization, however, was undertaken gradually. At the beginning, only lower levels of education were conducted in Arabic, but by the beginning of the 1980's, it was extended to comprehend higher levels. Since then, Arabic came to be considered as the official language accompanied by the Berber language in 2002, French on the other hand as the first language and English as the second foreign language.

As far English is concerned, its existence in the educational system has become an inevitable choice with regard to the great importance that it has as a language of global communication and technology. It is introduced in the first year in the middle school and taught throughout the following levels till the last of secondary school. It is taught three hours per week in the middle school and from two hours to four in secondary school depending on the level and the stream.

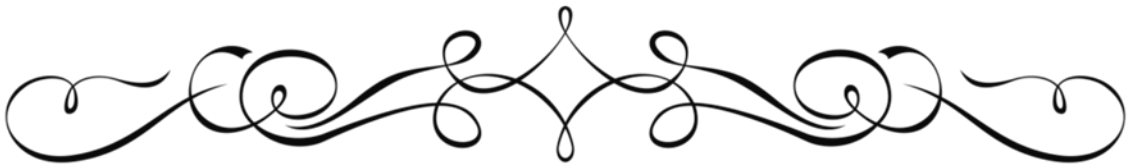
ELT in Algeria has gone through prominent development in terms of roles, methods and syllabi. At the very beginning, it was a grammar-translation method which was used to teach English. It was used because at that time accuracy was the priority and not fluency. By the beginning of the 1970's fluency became the prior objective of ELT. Hence, the audio-lingual method was introduced. The four skills were taken into consideration with the different orders; i.e. listening and speaking then reading and writing.

After years of a teacher centred approach, it was the turn of competency-based approach which has been implemented in the middle school first and starts to be adopted in the secondary school. This approach aims principally to make the students interact, interpret and to produce oral and written messages.

At university studying English as a major became the interest of many baccalaureate holders. Hence, the number of English students increases year after year which in return paved the way for new specialisations in addition to language studies and literature namely didactics and culture.

2.5. Conclusion

In this chapter, the focus, in fact, was on the sociolinguistic condition in Algeria. It was attempted to shed light on the linguistic historical background of the country. They highlighted the presence of several languages, namely Tamazight, Arabic, Turkish and French. In the second part of the chapter, attention was put on the status of native and foreign languages in terms of their use in education, media as well as administration. A particular interest was given to the status of English in Algeria as an outcome of globalisation and its significance in the Algerian educational system.



CHAPTER THREE

Methodological Review and Analytical Findings



3.1. Introduction

As mentioned in the preceding chapter the sociolinguistic situation in Algeria was comprehensively discussed. In the following one, the researchers will shed light on the methodological process of data analysis as well as the results obtained after it; As a first step, the researchers will start with an intensive description of the elements of the research, namely the setting, the sample, and the methods, and then they will give an overview about the tools that they used during their work.

As a second step, they will subsequently show the results and the analysis of the investigation

3.2. English Language Department: Brief Overview

This investigation is undertaken in Tlemcen University, most precisely in the department of English during the academic year of 2017/2018. The latter has gone through different organizations and changes, from 1989 to 2014, it was an important section of the department of foreign languages .Recently, English section raised as an independent department including translation.

English department offers three major specialities which are: Language Studies, Literature and Civilisation, and Didactics, taught by 63 fulltime teachers and studied by 1232 students.

The educational system adopted in this department is the same as all universities of Algeria: L.M.D system .This latter is based on three degrees which are: License, Master, and Doctorate. It is based on credits that refer to a certain degree which the students should reach in order to pass. Otherwise, they will be indebted even if they pass to the next year. It is known of “Teaching Units” that should be agglomerated by the end of each semester.

Students of English department come from different parts of the country. They are baccalaureate holders who belong to different streams: Mathematics, Humanities and Foreign Languages, Literature and Natural Sciences. English department prepares those students during three years for a “License degree”. The purpose is to provide them with the sufficient background to be future teachers. Master students on the other hand are required to choose between three major specialties which are: Language Studies, Literature and Civilisation in addition to Didactics. At this level, students are prepared in two years and provided with knowledge and pedagogical training to be able to write a Master’s dissertation.

3.3. English Students’ Profile

It is of great necessity to mention that one of the crucial steps in the research is in fact selecting an appropriate sample. Once done the subject of populations is chosen, the researcher will be able to gain time and effort. However, this sample may not always be representative if the researcher does not take into consideration the criteria of representativeness.

In the current research, the researchers used random sampling which implies the selection of a smaller size population randomly from a larger one, this type of sampling allows the researchers to be unbiased, thus, avoid incorrect conclusions. It also gives equal chances to the informants to be selected.

The researchers focused their work with first year LMD students at the level of the English department at Tlemcen University, 102 students were randomly chosen, these students belong to the three existing specialities, Didactics, Literature and Civilisation, and Language Studies. They are in the age of 20 and 25; they have studied English for 10 years, 7 years prior to entering university. They carry different backgrounds with at least two languages, Their mother tongue is Arabic or Tamazight, their first foreign language is French, English became their second foreign language which they acquired as an additional background after three years

of studies that are taught only in English, these students are influenced by English language at various levels and with different degrees.

3.4. Methodology of Research

Methodology of research refers to the way of doing something, it is a set of steps and procedures taken into account when accomplishing any kind of academic work, According to Kothari (2004.8) "*Research methodology is a way to systematically solve the research problem...*" and within the research methods, the researchers opted for the case study method which provides description and analysis of the studied subject, the case study involves focusing the research on one single unit or situation, it makes a detailed investigation and gives rich data and helps generalisation regarding the sample, the research instruments that are mostly used within this method to collect data are, the questionnaire, the interview, and observation.

In this work, the researchers opted for the case study method, in which they tackled the influence of English knowledge on the Performance of the Algerian Arabic within the students of Master one at the level of the English department of Abu Bakr Belkaid Tlemcen University. This Method allowed them to determine the research questions, to select the case to investigate, to collect the data needed, and the techniques for the analysis.

3.5. Data Collection Methods

Data collection methods, or as generally called research instruments, are tools used to collect data from the studied sample or the chosen population put under focus, these tools help the researchers acquiring information about the sample and offer them different kind of data whether qualitative or quantitative, while the former is based on description the latter is based on statistics depending on the problematic of the research and the results aimed by the researcher.

3.5.1. Questionnaire Design

The questionnaire is a research tool used to collect both qualitative and quantitative data, it is a form of written questions filled in by respondents alone, and it can be either handed out or sent by email and later collected or sent back by email or filled in Google forms, it should be designed to be as simple and clear as possible, as for the questions they must be precise and direct targeting the needs of the researcher.

The mixed questionnaires contain structured questions with multiple choice questions, or open-ended questions in which the respondent is encouraged to answer at length and choose their own focus. The questionnaire is employed where the informants are literate and some of them may not even return it with all the questions answered. Yet, the questionnaire helps the researcher collecting huge amount of information in less time, the data can be easily collected and be used successfully within a variety of people targeting several topics.

3.5.2. Interview Description

The Interview is a conversation which takes place between the researcher and the respondent, the main purpose behind it is to collect data about people's attitudes and opinions, it often includes open ended questions to discuss the respondents' interpretations and express how they think of a certain subject or a situation, an interview should be prepared beforehand if the researcher is willing to limit the scope of the interview if not, the respondents will answer freely.

The researcher has to make the interviewee feel at ease by greeting him, makes the questions clear and well formulated, the interviewer is supposed to have the ability of discussing and listening to collaborate in the conversation, the interview can be advantageous in conducting research because it allows the researcher to check again and access the recordings he has made with the respondents, they can control the sample, have more insight since they can redirect the respondents if he

loses the track. As shortcomings the interview takes more time compared to the questionnaire since it imposes on the researcher to be present interviewing every respondent, and it may introduce subjectivity and so on give unrealizable information.

3.6. Data Analysis Procedures

In this research, a questionnaire and an interview were chosen by the researchers to collect primary sources from the respondents in order to effectively achieve this task and investigate the research questions and hypotheses, two types of data were then collected, quantitative and qualitative data. This mixture of approaches is mostly set as a basis to carry out research within an analytic-deductive design.

3.6.1. Quantitative Data

Quantitative data analysis a strong research form that it is often linked with large scale research, yet it can also be used within small scale investigations, the aim behind using this approach is explain phenomena by collecting numerical and statistical data which are later on analysed using mathematically based methods, this method helps the researcher making generalisations about the research results.

3.6.2. Qualitative Data

The qualitative method is mostly used among the fields of humanities and social sciences; it is used to describe human behaviour within any context that allows such a task without affecting the natural behaviour of the respondents.

The qualitative method has as a shortcoming that the findings cannot be generalised on wider populations keeping the same extent of certainty as it is the case in the quantitative method.

3.7. Data Processing and Interpretation

After analysing the obtained data, the researchers could hopefully provide answers for the research questions. It was found that EFL learners showed a medium degree of influence by English knowledge. This influence in turn is related to their level in English and how often they use it. Additionally, they found that EFL learners tend to code switch back and forth from Algerian Arabic to English; they often borrow English words and lexicalise the words that are from English original giving them properties of Algerian words. Furthermore, the results showed that lexicon is the level at which students are influenced.

However EFL learners tend to be less influenced by English outside the walls of English department. Some of them on one hand want to preserve the pure dialect whereas others fear judgments. The results of the research imply that those students who use English outside university use it generally in settings where everybody speaks English.

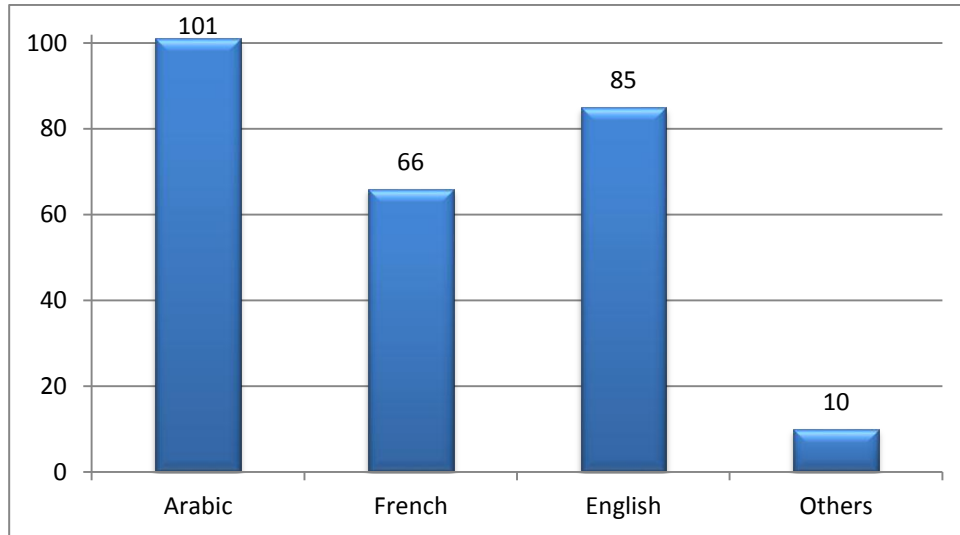
3.7.1. Questionnaires Analysis

The field questionnaire was composed of 13 questions that are related to the different aspects of research. They are represented in three rubrics which comprised informants' profile including, age, languages spoken and levels of fluency in English in addition to their linguistic knowledge and performance.

The questionnaire was distributed to 102 respondents of Master 1 English students who were chosen randomly. Among them, one was not concerned with the questionnaire since his mother tongue is not Algerian Arabic. A part of this questionnaire was answered in the presence of the researchers whereas the other part was given back after one day.

Question 01: Languages spoken: English, French, and Arabic.

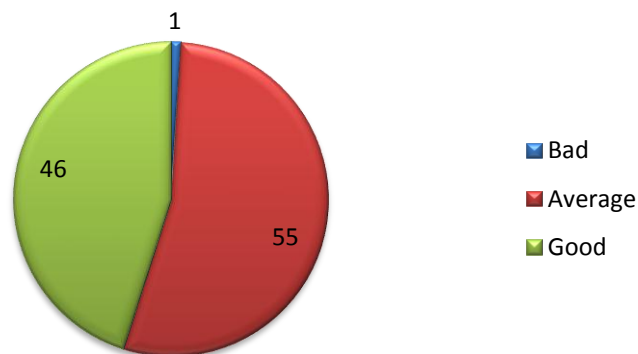
This question was asked to have an idea about the linguistic background of the sample.



Graph 3.1. : Languages Spoken

In fact, the question revealed that 99% of the informants speak Algerian Arabic as a mother tongue, while 64% of them speak French as a second language. Besides, 83% speak English and 9% speak other languages.

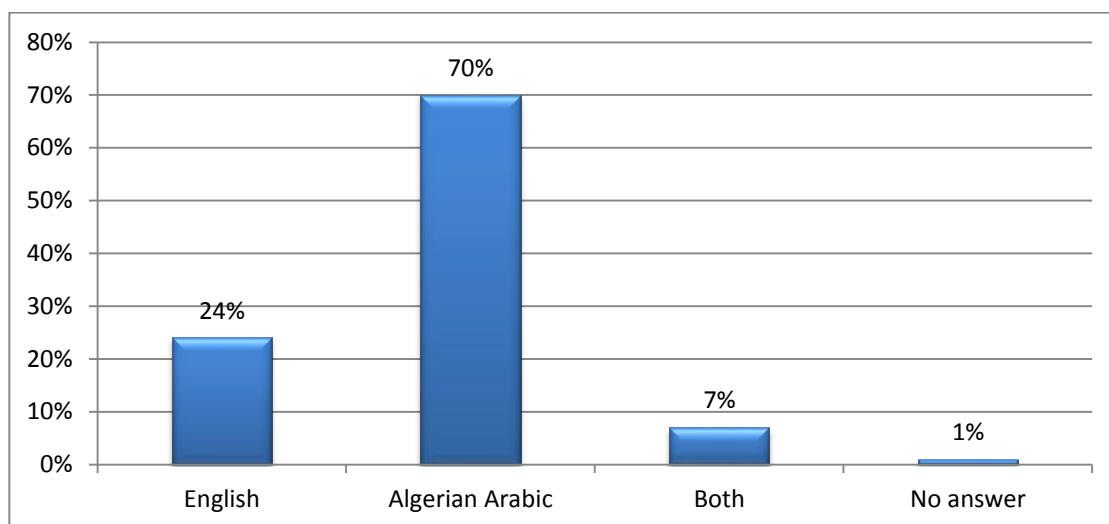
1. Question 02: Levels of Fluency of English: Bad, Average, or Good.



Graph 3.2. Levels of Fluency in English

This question revealed that 53% of the students have an average level of fluency in English. 45% of them on the other hand have a good level whereas 0.9% actually has a bad level.

Question 03: In which code do they better express themselves? English ,or Algerian Arabic.

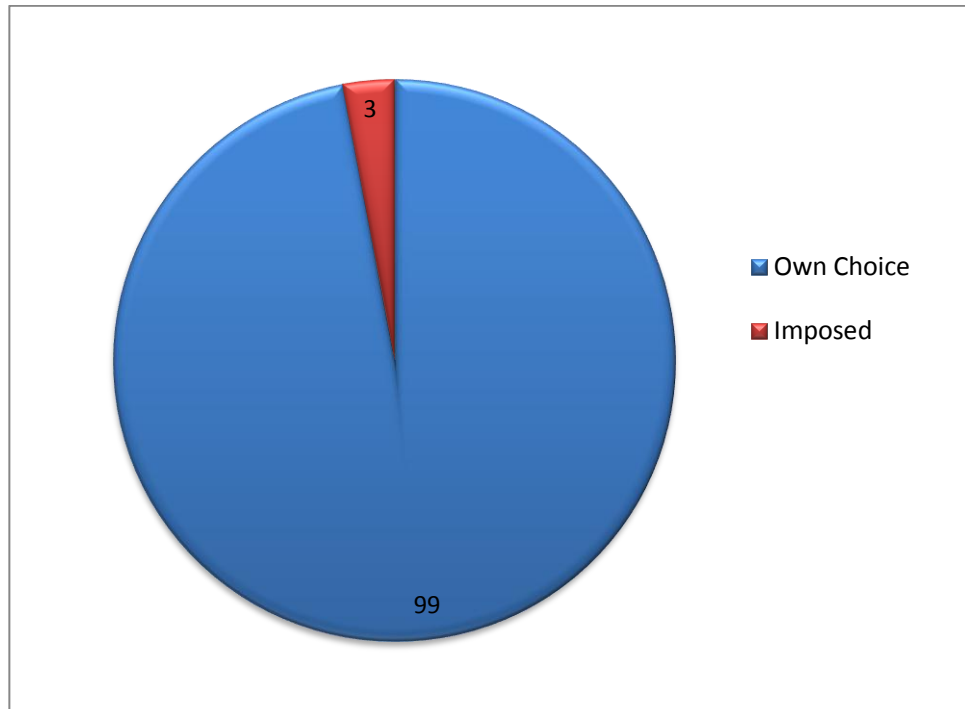


Graph 3.3. Languages used to better express oneself

This question demonstrated that 70% of the students better express themselves in Algerian Arabic as it is their mother tongue and their medium of interaction in daily life. On the other hand, 24% of the informants said that they better express themselves in English. Moreover, 7% express themselves in both languages, and only one student did not answer the question.

Question 04: Was studying English their own choice or imposed?

The aim behind this question was to see whether the choice of learning English has a relation with its influence on the students or not, the following pie chart clearly shows the results.



Graph 3.4 English as a choice

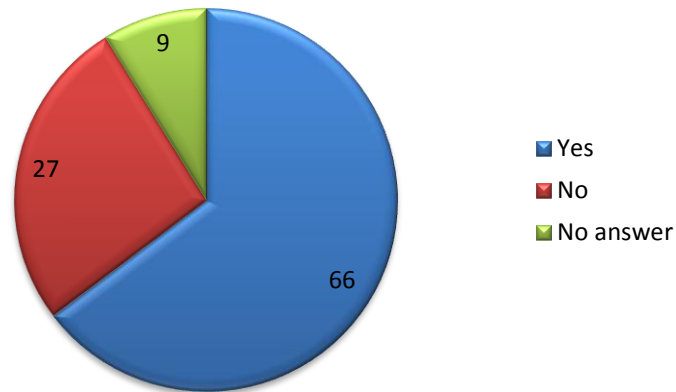
They showed that 97% of the students study English by choice whereas 2.94% of the sample study English as an imposed speciality.

Questions 05: How long have they been learning English?

This question was qualitatively analysed, it aimed to figure out if there is any link between the period of learning English and the influence of the latter on the students. It revealed that those students have studied English from 10 to 12 years.

The second rubric of the questionnaire aims to test the students' background in English.

Question 06: Does it happen to them to use English terms over the dialectal ones? Examples were asked to be added.



Graph 3.5. Substitution of dialectal words by English words in daily life speech

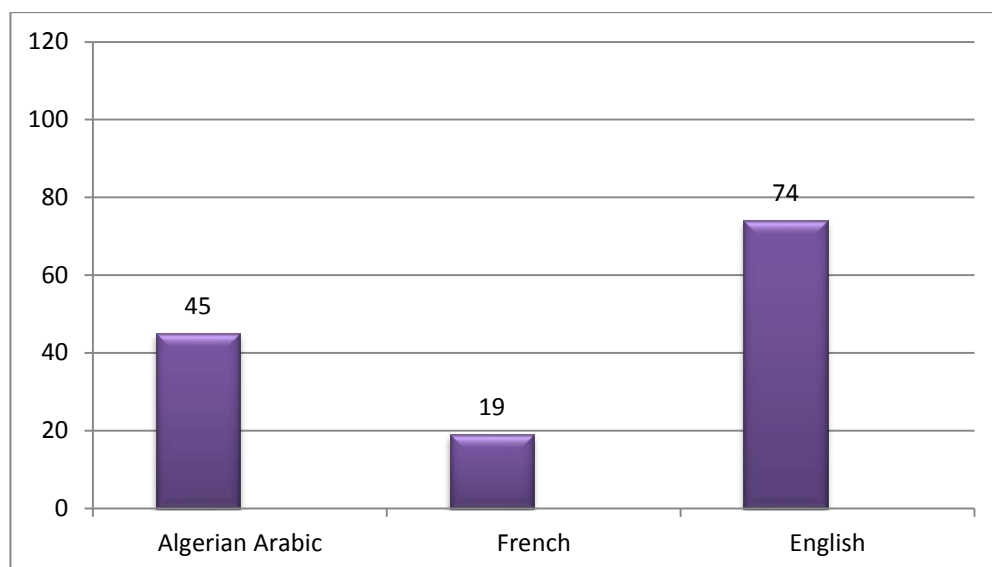
It revealed that 65.70 of the students tend to substitute dialectal words by English words during the conversation. While 26.47% of them said that they do not use English words over the dialectal ones whereas 0.8% did not answer this question.

The students who said yes justified their answer with a set of words that they use such as, cool, good, Ok, sorry, what's up, ngivik, nwatchi, nliker.

Question 07: Do they use any particular English expressions to express their anger and happiness? Examples were asked to be added.

The question revealed that the students tend to use some English words and expressions to express their anger and happiness like: Yes!! - 'I'm pissed off' - 'I'm happy' - 'Shut UP! '.

Question 08: In which code do they often use when talking to English students?
English, French , or Arabic.



Graph 3.6. Language used when talking to English students

It exhibited that 72% of the informants use English as a medium of communication when talking to an English student whereas 44% of them use Algerian Arabic and 8% use French.

Question 09: Which code do they use in the following contexts?

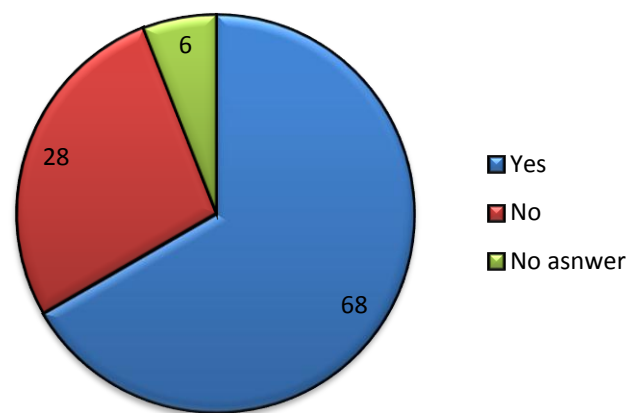
At university, home, when texting a friend, and when doing research on the internet
English, Arabic or French

The purpose of this question was to discover the choice of English in different situations. It showed that 81% of the students use both English and Algerian Arabic when they are at university whereas 15% use only English, besides, 3 students said that they use only Arabic.

59% of the students said that they use Algerian Arabic at home, while 39% stated that they make use of both Algerian Arabic and English in the same setting.

When texting 70% of the respondents use both Algerian Arabic and English, whereas, 18% use only English, and 7% use only Arabic. 94% of the students said that they use English when researching on the net, the others did not choose any of the options proposed, and it may be because they make use of French.

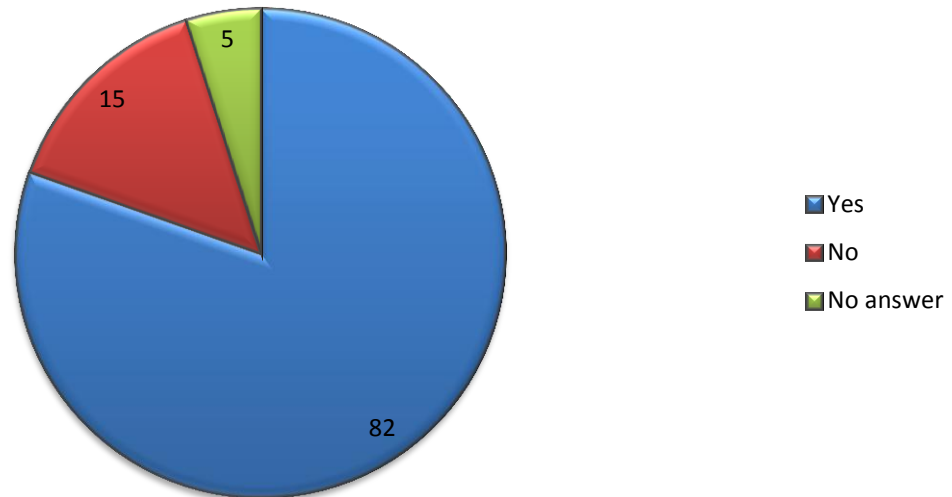
Question 10: Do they usually code-switch from, Algerian Arabic to English when it comes to taboo subjects?



Graph 3.7. The use of English in taboo subjects

This question revealed that 66% of the students tend to switch from Algerian Arabic to English when it comes to taboo subjects, whereas 27% of them do not switch to English in this situation. Yet, 6 students did not answer.

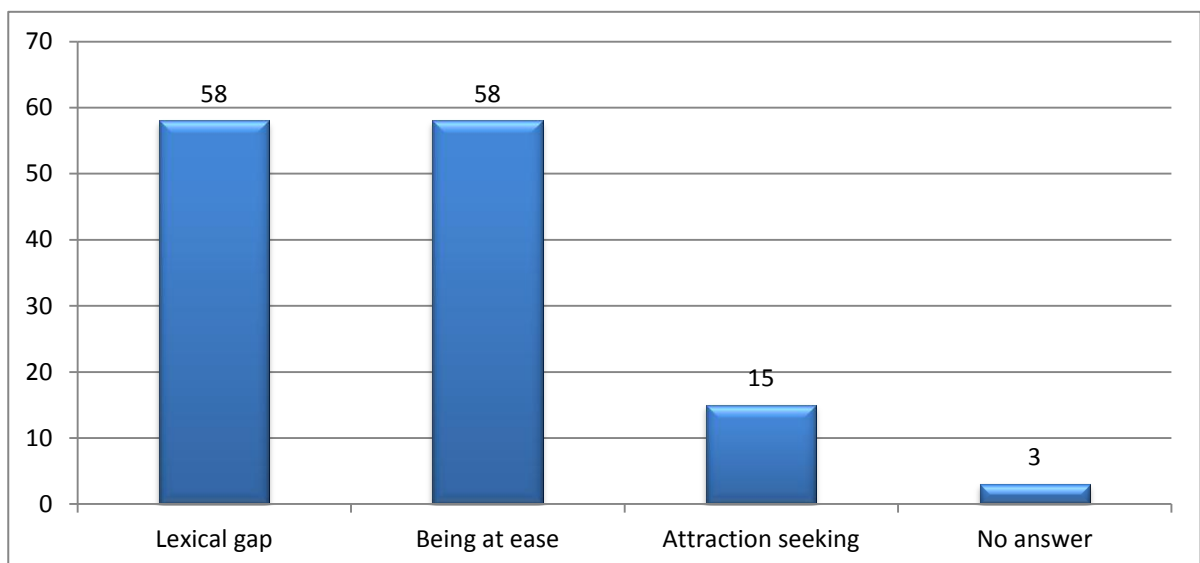
Question 11: Do they switch to English for a better comprehension while talking to their classmates?



Graph 3.8. Integration of English words during conversations

It showed that 80% of the students integrate some English words for a better comprehension, 14% of them on the other hand do not use any English words because they did not fall in such situations, whereas 5 students did not leave any answer to this question.

Question 12: What are the reasons behind their code-switching ?



Graph 3.9.Reasons behind Code-switching

This question showed that 56% of the students switch to English during their conversation to fill a lexical gap. 56% also switch to feel at ease when talking, whereas 14% of them switch to attract attention. 3 respondents did not answer this question.

Question 13: At which level English has influenced their Algerian dialect?

This question revealed that 55% are influenced by English at the level of lexicon, 46% of them on the other hand are influenced at the level pronunciation, and while 30% are influenced at the level of fluency, 24% of the respondents mentioned that they are influenced at the level of structure

Table 3.1. Levels in which English influenced the students' performance

level	Lexicon	Grammar	Pronunciation	Structure	Fluency
percentage	55%	16%	46%	24%	30%

3.7.2. Interview Analysis

To give the research more reliability, the researchers used another method of data collection which in The Interview. It contained five questions through which the interviewers wanted to analyse, qualitatively the levels at which English language may influence the students' dialect, thus, a structured interview was undertaken to get clear answers and to be capable of comparing the obtained results. Therefore, five students were randomly selected.

This interview lasted from 4 to 6 minutes to each student, the interviewer started with a small introduction of the research work in addition to the purposes behind the interview; the conversations were only in English since the informants from themselves comfortable with it.

The interview showed different degrees of influence among the interviewees while some students said that there is no influence of English on their dialect, others on the contrary approved the opposite and in fact they unveiled a certain degree of influence of English on their Algerian Arabic.

Respondent 1: according to this interviewee, English has no influence on her dialect outside the walls of university. However, this does not prevent her from using some English words within the dialect.

The student stated that she usually uses Arabic when talking to the teachers during the break time, but also with other teachers who want to talk in English, she also mentioned that there is a rare integration of English words within the dialect since she tends to replace some French words with their equivalent in English in her daily speech. Furthermore, she argued that her use of English as a means of communication outside the context of university is not frequent; she also explained that switching from Algerian Arabic to English outside the walls of university does not make the language richer but rather makes it lose its purity.

Respondent 2: This student appeared to be more influenced with English than the previous one; this interviewee argued that she uses English with teachers even during the break time. She also mentioned that she integrated English words within the dialectal discourse, adding to that, that she often substitutes French borrowed words with English ones such as , computer and phone.

She replied that her use of English exceeds the walls of university when talking to those who are able to understand English like her brothers. This only means that she does not avoid talking in English in her daily life except with those who do not understand it.

She also explained that switching from Arabic to English among English students is a double edged sword since it is counted as an element of richness and a danger on the pure dialect at the same time.

Respondent 3: According to this student, the influence of English on her dialect is not that visible since she uses English in specific contexts, She stated that she uses English as a means of communication when talking to the teachers during the break time, She also added that she rarely integrate English words within the dialect because she already uses French as an alternative.

The interviewee also mentioned that she does not use English outside University due to the fact that she is afraid of being judged. At the end, she explained that switching from English to Arabic makes the dialect richer since it already contains French, Spanish, and Tamazight words.

Respondent 4: According to this student, English has no visible effect on her dialect, yet it is her medium of communication with the teachers since it gives more formality to her speech and she also uses some English words within the dialect to fill lexical gaps. However she explained that she avoids talking in English because she feels afraid that people will think that she is showing off. She added at the end of the interview that using English words within the dialect will make it richer since it fills lexical gaps.

Respondent 5: For the interviewee, English is the language he uses when talking to teachers during the break time since the discussions are all about studies, and not about personal stuff. He mentioned that he usually integrates some English words when speaking Algerian Arabic.

He added that he uses English even outside University since he is part of some organizations that involve English students. He said at the end that switching from English to Algerian Arabic within the same discourse will make the Algerian dialect richer.

The results obtained in this interview show that the influence of English on the students' dialect differs from one interviewee to another according to their use of English outside university. All in all, one may say that this influence is little and may be summarized in some sorts of borrowings and code-switching.

3.7.3. Discussion and Interpretation

After analysing the obtained data, the researchers could hopefully provide answers for the research questions. They can be summarized in the following points:

- EFL learners showed a medium influence by English knowledge, i.e., an influence that is not prominent in the dialect of the majority of students.
- The influence of English on EFL learners lies in borrowed words and sorts of code-switching.
- Lexicon is the level at which EFL learners are more influenced.

EFL learners however tend to be less influenced by English when they are outside the walls of university because it is not used outside and also because they fear judgements.

3.8. Suggestions and Recommendations for Further Research

Within every research there will always be some limitations to the researcher, as far as the current work is concerned, not all the students were at ease with being interviewed and recorded, and not all the questionnaires were handed back to the researchers, this has lowered the number of respondents which pushed the researchers to generalise the results on a bigger scale.

On the far side of this investigation, there are still other areas of research that need to be taken into consideration and to be studied, as for language influence and languages in contact within the Algerian speech community, many research works can be done to clarify and investigate all the existing phenomena.

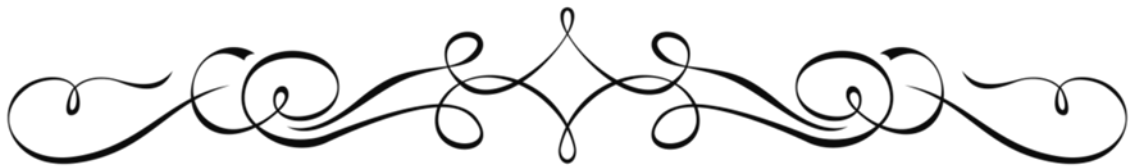
The results attained in this research work strongly recommend leading further research concerning the status of English in Algeria, despite the fact that it is only taught starting from the middle school, English started to grow as a language in the Algerian society for all the facilities it brings, academically and socially.

Based on this research process, the researchers would like to propose some topics for further research namely, the officialization of Tamazight language and its impact on the linguistic situation in Algeria, the lexicalization of English words by EFL learners, and language war between French and English in Algeria.

3.9. Conclusion

In this chapter, the researchers tried to throw some light on the settings where this investigation was undertaken, defining the English language department of the university and giving a brief overview about the students' profile providing the reader with an idea about the background of the research work, they also tried to clarify the methodology used mentioning the chosen research instruments along with the description of the findings.

The researchers attempted to display the results and the analysis of the questionnaire, and the interview in order to prove whether English does have an influence on the Algerian Arabic performance of learners of English or not, to close their research work they encouraged further studies to be taken giving some suggestions and recommendations.



GENERAL CONCLUSION



The present research work was done to see whether English to some extent has influenced the performance of Algerian Arabic spoken by students of English or not.

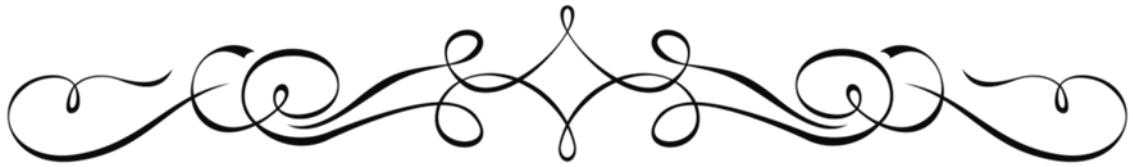
The study has determined that there is a little influence which was unveiled during the interview since some respondents do speak English outside university for personal and professional matters, the influence was noticed regarding the terms used, and how often learners switch from Algerian Arabic to English, or as stated in the interview analysis, how often they substitute some French that were adopted in the Algerian Arabic by their equivalent in English.

As far as the first chapter is concerned, being a critical review of the literature, it tries to draw back to all the relevant literature defining the key-concepts used in this work, highlighting the nature of relationship regarding foreign and native language, the researchers tried to shed light on everything related to the topic.

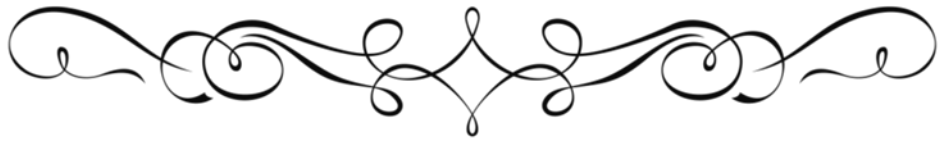
The second chapter strived rather to give a brief description of the sociolinguistic situation in Algeria, targeting history and the linguistic status of languages in the country ,alongside, the situation of English and its relation with globalisation and accounts in the Algerian educational system.

The researcher opted for two research instruments including the use of questionnaire and the interview to check to what extent the influence of English on their mother tongue i.e. Algerian Arabic.

The third chapter aimed at analysing, quantitatively and qualitatively the results obtained, and their interpretations, to sum up the whole study and draw the final conclusions from this research work, the researchers recommend further investigations to be conducted to better study the case of language influence within the Algerian society which represents a mixture of languages and a good representative of many language contact phenomena.



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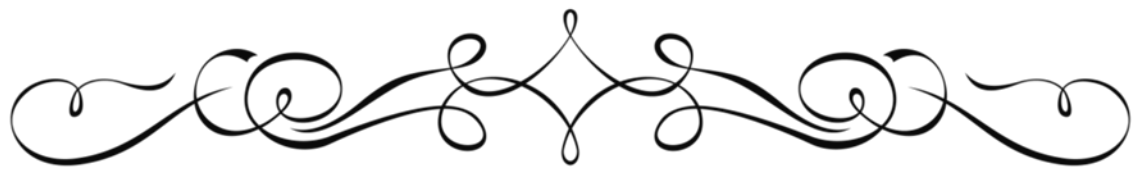
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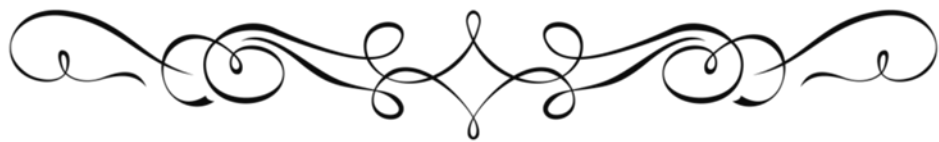
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APPENDICES



APPENDIX A

Students' questionnaire

Dear students this work investigates the impact of English language frequent use among EFL learners on their Algerian dialect performance. So, you are kindly invited to answer the following questions. Thank you !

Personal Information:

1. Languages spoken:

English French Arabic
Others...

2. Levels of Fluency :

English Bad Average Good

3. In which code do you better express yourself?

English Algerian Arabic

4. Was studying English : Your own choice Imposed

5. How long have you been learning English?

Linguistic knowledge:

6. Does it happen to you to use English terms over the dialectal ones?

If yes, give examples

7. Do you use any particular English expressions to express your anger and happiness?

Examples

Linguistic Performance:

8. Which code do you often use when talking to English students?

English French Arabic

9. Which code do you use in the following contexts:

a) At university:

English Algerian Arabic Both

b) At Home :
English Algerian Arabic Both

c) When texting a friend :
English Algerian Arabic Both

d) When doing research on the internet :
English Arabic French

10. Do you usually code-switch from Algerian Arabic to English when it comes to taboo subjects? Yes No

Why?

11. Do you switch to English for a better comprehension while talking to your classmates?

Justify

12. What are the reasons behind your code-switching?

A- Lexical gap

B- Being at ease

C- Attraction seeking

13. At which level English has influenced your Algerian dialect?

Lexicon:

Grammar:

Pronunciation:

Structure:

Fluency:

Others

APPENDIX B

Students' Interview

This interview is a part of an investigation that is intended to determine the impact of English learning on the students' dialect. Therefore, you are kindly invited to be interviewed; your identity and personal information will be anonymous.

- 1) Which code do you use when talking to the teachers during the break time?
- 2) Does it happen to you to integrate English words to the dialect?
- 3) Do you tend to substitute French words by English ones when using Algerian Arabic?
- 4) Do you avoid speaking English outside university? Why ?
- 5) Do you think that switching from Algerian Arabic to English makes the dialect rich/ lose its purity?