

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research



University of Sidi Bel Abbas
Faculty of Letters, Languages and Arts
Department of English

The Impact of Linguistic Globalisation The Case of Technology Master Students at the University of Sidi Bel Abbès

*Thesis submitted to the Department of English in Candidacy for the Degree of
"Doctorat" in Sociolinguistics*

Submitted By:

- Mrs. Linda Chahinez BEN-YELLES

Supervised by:

- Prof. Mohamed MELOUK

Board of Examiners

Prof. Belabbes OUERRAD	President	University of Sidi Bel Abbès
Prof. Mohamed MELOUK	Supervisor	University of Sidi Bel Abbès
Prof. Fewzia BEDJAOUI	Internal examiner	University of Sidi Bel Abbès
Prof. Faiza SENOUCI	Externalexaminer	University of Tlemcen
Prof. Nouredine MOUHADJER	External examiner	University of Tlemcen
Prof. Nawel BENMOSTEFA	External examiner	University of Tlemcen

Academic year

2020-2021

Dedications

In loving memory of my brave father who made me who I am today,

To my beloved mother for her encouragements and prayers,

To my husband, to my children and to my family whose love and support continue to uphold me at every stage of my life's journey.

Acknowledgements

I owe a special gratitude to my supervisor, Prof. Mohamed MELOUK, for his engaging help and constant support.

I would also thank the members of the jury, namely Prof. Belabbes OUERRAD, Prof. Fewzia BEDJAOUI, Prof. Faiza SENOUCI, Prof. Nouredine MOUHADJER and Prof. Nawel BENMOSTEFA for their acceptance to evaluate this thesis.

I am further indebted to our defunct scholar Prof. Mohamed BENRABAH whom I had the opportunity to meet and to profit extensively from his books and articles and whose extensive comments on the structure of my thesis were valuable.

I would like also to extend my thanks to all the teachers and the students who contributed to the completion of this thesis.

Abstract

Despite the apparent widespread perception that English is an international and global language, relatively considerable influences on practices in all domains have been gathered. English is taught as a compulsory subject matter even in scientific departments or faculties to help Master students to equip them with fundamental language skills and to cope with terminology relevant to their disciplines in order to be able to write articles, participate in scientific events and read books to enhance their knowledge and communicate to some extent. Therefore, the purpose of this work is to investigate the impact of English on Technology and Electrical Engineering Master students at the University of Sidi Bel Abbès. It addresses three main objectives. The first one is to identify Master Technology students' attitudes as well as their motivational orientations towards learning English as the language of technology and engineering. As to the second one it tries to investigate and to characterise Anglicisms found in Master students' dissertations. The third one aims at measuring teachers' perceptions in incorporating and using these Anglicisms in their written or spoken communication. To reach this end, the mixed-method is used where a structure questionnaire is administered to 182 Master students seeking to examine the first objective' aspects and structured interviews are conducted with six teachers as parts of the qualitative aspects of the study to detect their perceptions behind Anglicisms. A corpus analysis in which five Master dissertations are analysed and anglicisms are identified and categorised afterwards. The findings of the empirical investigation reveal that Technology and Electrical Engineering Master students are highly motivated and possessed favourable attitudes towards learning English because of its instrumental values. Anglicisms have also been identified where loan word proper and acronyms constituted the totality of English borrowings. Finally, after measuring teachers' attitudes towards Anglicisms, the researcher concludes that teachers hold different opinions regarding the necessity to use these Anglicisms.

Keywords: Anglicisms, Electrical Engineering, Master students, Technology.

List of Acronyms

AA: Algerian Arabic

ALWP: Assimilated Loanwords Proper

AP: Adjective Proper

CA: Classical Arabic

CEIL: Centre for Intensive Language Teaching

CNRSE: National Commission for the Reform of the Educational System

DLU: DjillaliLiabes University

EFL: English as a Foreign Language

ELT: English Language Teaching

ELWs: English Loanwords

ESL: English as a Second Language

EST: English for Science and Technology

Las: Lexical Anglicisms

LWP: Loanwords Proper

MSA: Modern Standard Arabic

ST: Sciences and Technology

List of Figures and Diagrams

Figure 1.1 World Language System (Adapted from De Swaan 2001)	28
Figure 1.2 Three Types of English Speakers	36
Figure 1.3 Top Ten Languages on the Internet (Adopted from: internet worldstats.com	42
Diagram 1.1 Borrowing Classification (according to Haugen 1950, Hock & Joseph 1996, Myers-Scotton 2006, and Winford 2003).	51
Diagram 1.2 Stages of the Borrowing Process (adapted from the work of Myers Scotton 2006).	55
Figure 2.1 The Profile of Spoken Languages in Algeria Adapted from Euromonitor International, 2012 from CIA World Factbook, (2011).	71
Diagram 2.1 English for Specific Purposes Adapted from Swales (1988) EAP Subcategories.	83
Figure 2.2 Number of Students Enrolled in French and English Departments at the University of Sidi Bel Abbès 2015/2016, 2016/2017, 2017/2018.	84
Figure 2.3 Number of Students Enrolled in CEIL French and English sections at the University of Sidi Bel Abbès 2014/2015, 2015/2016, 2016/2017	86
Diagram 2.2 Algerian Attitudes towards English.	88
Diagram 3.1 Research Steps and Tasks (Bijeikienė, Tamošiūnaitė 2013)	102
Diagram 3.2 Faculty of Technology and the Faculty of Electrical Engineering	107
Diagram 3.3 Research Design for Method 2	122
Figure 3.1 Word Count Tool	128
Figure 4.1 Sonix Transcript Software	184

List of Tables

Table 2.1 Foreign Loanwords used in the Algerian Dialect.	68
Table 2.2 Hourly Volume of English at the Middle School in 2017 – 2018.	77
Table 2.3 Hourly Volume of English at the Secondary School in 2017- 2018.	78
Table 3.1 Distribution of the Content and the Time Volume Allowed to English for Master Students	111
Table 3.2 Survey Study	114
Table 3.3 Registered Master II Students for the University Year 2017-2018 at DLU (Source: Administration of the two Faculties)	119
Table 3.4 Dissertations Selection	125
Table 3.5 Corpora Selection	126
Table 3.6 Selected Interviewees According to Age, Gender, Speciality and Work Experience	131
Table 4.1 Sample Distribution According to Department and Gender	140
Table 4.2 Students' Self-Evaluation of Proficiency in English	143
Table 4.3 Master Students Motivations for Learning English	145
Table 4.4 Students' Answer whether they like to improve their Proficiency Level in English	151
Table 4.5 Prevalence of LAs in Master Dissertations	161
Table 4.6 Frequency of LAs by type	162
Table 4.7 Distribution of the Total Number of LAs Found in the Five Dissertations	164
Table 4.8 English Nouns Proper Found in the Dissertations	170
Table 4.9 English Adjectives Proper Found in the Dissertations	171
Table 4.10 Assimilated Loanwords Proper Found in the Dissertations	174
Table 4.11 English Neologisms found in the Dissertations	175
Table 4.12 Acronyms Found in the Dissertations	178

List of Graphs

Graph 4.1 Sample Distribution According to Age	139
Graph 4.2 Sample Distribution According to Gender	141
Graph 4.3 Most Used Languages.....	142
Graph 4.4 Instrumental Motivation Reasons	146
Graph 4.5 Integrative Motivation Reasons	148
Graph 4.6 Personal Motivation Reasons	150
Graph 4.7 Master Students Attitudes Towards Learning English	152
Graph 4.8 University Syllabus	154
Graph 4.9 Frequency of LAs by type	162
Graph 4.10 The Distribution of the Total Number of LAs Found in the Dissertations	164
Graph 4.11 Assimilated loanwords/Adjectives Proper	165

Table of Contents

Dedications	I
Acknowledgements	II
Abstract.....	III
List of Acronyms	IV
List of Figures and Diagrams	V
List of Tables	VI
List of Graphs	VII
Table of Contents	VIII
General Introduction.....	1
Chapter One: Review of Literature	
1.1 Introduction	10
1.2 Globalisation.....	10
1.2.1 Globalisation Genesis and Theories.....	11
1.2.1.1 Classical Period: The Sceptical approach.....	12
1.2.1.2 Modern Period: The Hyperglobalist Approach.....	13
1.2.2 Trends of Globalisation.....	14
1.2.2.1 Economic Dimensions of Globalisation.....	14
1.2.2.2 Political Dimensions of Globalisation.....	16
1.2.2.3 Cultural Dimensions of Globalisation.....	17
1.2.3 Attitudes towards Globalisation.....	19
1.3 Linguistic Globalisation as a reflection of Cultural Globalisation.....	22
1.3.1 Language, Culture and Identity.....	23
1.3.2 Language and Cultural Identity	25
1.4 Measuring the Power of English	27
1.4.1 Historical and Military Strength	31
1.4.2 Numerical Strength	34
1.4.2.1 Different Models of English: English Varieties Throughout the World.....	35

Table of Contents

1.4.3 Political Strength.....	38
1.4.4 Economic Strength.....	39
1.4.4.1 English in the Information Age.....	40
1.4.5 Cultural Strength.....	43
1.4.6 Language Contact.....	46
1.4.6.1 Borrowing Process.....	49
1.4.6.2 Principles of Adaptation in the Recipient Language.....	52
1.5 Anglicism.....	56
1.5.1 Neologism and the Classification of Anglicisms in Terms of Assimilation.....	57
1.6 Conclusion.....	59

Chapter Two: Linguistic and Sociolinguistic Distribution of English in Algeria

2.1 Introduction.....	62
2.2 History of Languages Contact in Algeria.....	62
2.3 Current Linguistic Situation in Algeria.....	65
2.4 Domains of English Use in Algeria.....	71
2.4.1 English in Education.....	73
2.4.2 Spread of English since the 2000s.....	76
2.4.2.1 English in the Algerian University System.....	81
2.4.2.2 English in Algerian Media.....	86
2.4.2.3 Algerian Attitudes towards English.....	88
2.4.2.4 Analysing Functions and Motivations of English in Algeria.....	91
2.4.2.5 Characteristics of English Loanwords in Algeria.....	95
2.5 Conclusion.....	98

Chapter Three: Methodological Issues and Data Collection

3.1 Introduction.....	101
3.2 Methodological Considerations in Sociolinguistics.....	101
3.2.1 Epistemological Framework.....	103
3.2.1.1 Research Design.....	104
3.2.1.2 Research Site.....	106

Table of Contents

3.2.1.3 English as a Lingua Franca of Science and Technology.....	108
3.2.1.4 English in the Faculty of Technology and Electrical Engineering	109
3.2.1.5 Research Community.....	112
3.2.2 Methodology	112
3.2.3 Techniques	114
3.2.3.1 Technique 1: Questionnaire Research on English language Motivation and Attitudes.....	115
3.2.3.1.1 Aim of the Questionnaire.....	117
3.2.3.1.2 Administering the Questionnaire.....	119
3.2.3.2 Technique2: Corpus Analysis.....	121
3.2.3.2.1 Aim of the Corpus Analysis.....	125
3.2.3.3 Technique 3 Interviews	129
3.2.3.3.1 Aim of the Interviews.....	131
3.4 Limitations and Delimitations of the Study	133
3.5 Conclusion.....	134
Chapter Four: Data Analysis and Interpretations of the Findings	
4.1 Introduction	137
4.2 Part One: Questionnaire Analysis	137
4.2.1 Section A: Demographic and Linguistic Backgrounds.....	138
4.2.1.1 Students Age.....	138
4.2.1.2 Gender and Specialities	139
4.2.1.3 Students' Linguistic Backgrounds	141
4.2.1.4 Students' Competence in English.....	142
4.2.2 Section B: Master Students Motivations for Learning English	143
4.2.2.1 Instrumental Motivation Reasons.....	145
4.2.2.2 Integrative Motivation Reasons	147
4.2.2.3 Personal Motivation Reasons.....	149
4.2.2.4 Students Improvements of English.....	151
4.2.3 Section C Master Students Attitudes Towards Learning English.....	151
4.2.4 Section D: University Syllabus	154
4.2.5 Interpretation and Discussion of Technique 1	155

Table of Contents

4.3 Part Two: Corpus Analysis.....	159
4.3.1 Quantitative Analysis of the Corpus	160
4.3.1.1 Prevalence of LAs in French Master Dissertations: The Non-Assimilated forms	160
4.3.1.2 Frequency of English Lexical Anglicisms by Type	161
4.3.1.3 The Distribution of the Total Number of LAs Found in the Five Dissertations	163
4.3.1.4 Assimilated Loanwords/Adjectives Proper.....	165
4.3.2 Qualitative Analysis of the Corpus	166
4.3.2.1 English Nouns Proper	166
4.3.2.2 English Adjectives Proper	170
4.3.2.3 Assimilated Loanwords Proper	172
4.3.2.4 English Neologisms.....	174
4.3.2.5 Acronyms.....	176
4.3.3 Interpretation and discussion of Technique2	179
4.4 Part Three: Interviews Analysis	183
4.4.1 Necessity of the Use of Anglicisms	184
4.4.2 Anglicisms Examples.....	186
4.4.3 Role of Anglicisms in the Enrichment of French	186
4.4.4 Anglicisms and Other Linguistic Situations	187
4.4.5 Interpretation and Discussion of Technique 3	188
4.5 General Synthesis	192
4.6 Conclusion	192
General Conclusion	194
Bibliography	201
Appendices	221
Appendix (A)	221
Appendix (B).....	223
Appendix (C).....	227
Appendix (D)	232
Appendix (E).....	234

General Introduction

General Introduction

Today, the world is claimed to be economically and politically more globalised than ever before. This concurrent evolution has directly led to increased cultural influences across national boundaries where different cultural flows including various interconnection dynamics have emerged and affected the most different aspects of life across societies.

Discussions on issues related to the cultural globalisation process cannot be completed without a reference to language influence. The increased contact between individuals and communities as a result of economic, political globalisation trends and information age, has involved people to base on a common language to fulfill their communicative need. Undoubtedly, English becomes the defining characteristic of linguistic globalization and therefore a contributor to globalisation.

The notion of “linguistic globalisation” reflects a completely new phenomenon, though it refers to the implementation of a one world linguistic order through the reinforcement of the status of English as an international and a global language. English has without doubt established itself in the position of a hypercentral language. A condition associated with technological advancement, economic integration, commercial expansion and international communication. Alongside with this status, there is an undeniable fact that more and more people from different countries and across linguistic barriers are communicating and exchanging ideas with each other using one unique language that is English. The latter has then spread both numerically and geographically and within various international networks. It is now spoken by more people around the globe. It has gained an unprecedented importance never reached by any language before and where it serves as a gateway to the globalising world. This expansion is also driven most by people who develop positive attitudes towards the language and recognise its Q-value

and hyper-collective quality, and therefore to mark their participation in these global networks and flows.

As global as English has been claimed to be, the expansion not only implies the use of English as a “lingua franca” of wider communication among people who use it as either first, second or foreign language, but it also outlines the theory of incorporating different linguistic elements named as Anglicisms¹ from English into other languages. The planetary extension of English is not envisaged solely from the perspective of the increasing hegemony of the language but also about the dispersion of English items over lexicons. Indeed, the dispersion and the influx of English borrowing is more and more entering languages’ lexicons.

Effectively, the rise of English as an important dimension of globalisation vector has exponentially accelerated the phenomenon of borrowings for the last decades. The theory of incorporating different linguistic elements named as loanwords from English into user's language vocabulary has soon come to core as a complex result of language contact and cultural pressure exerted by the Anglo-American world. During the twentieth century, much of world languages developed a closer interaction with English as a result of the indirect contact which has mostly taken place via the Internet, television, cinema, the press and the process of learning and teaching English (Dörnyei 2006).

The growing world supremacy of English and its expansion across the globe, have led many societies to adopt it in their linguistic landscapes and Algeria is not an exception to this process, where an increase number of local population has found the need and interest in learning and using English to catch up this rapid universal trend. In relevance, with the spread of modern technologies and communications, beside the economic and political influence

¹According to Onysko (2007), an Anglicism as every item taken from the English language which defines an object, idea or concept forming constituent parts of the English culture and which has been imported, adapted and integrated into the system of the receptor language and acquired the status of loanwords.

of the English-speaking countries, the United States have all together facilitated the expansion of English into the Algerian sociolinguistic scene. Many Algerians in this respect start to acquire the foreign language to meet both global and local needs. This use is remarkable in their language practice where we can notice the incorporation of different English items and expressions even in daily life, or here being on EFL setting.

This thesis aims to bring to the forefront the issues of multilingualism, situations of language contact, and specifically, the influence of English on different Algerian societal domains. It provides a more accurate description of the actual position of English in the Algerian University and more precisely among Technology and Electrical Engineering Master students and teachers at the University of Sidi Bel Abbes. Exploring this particular community of language users is done for these main objectives:

- To examine which of the three types of motivation, namely: instrumental, integrative and personal construct could be the primary source of Technology Master students' motivation to learn the English language.
- To determine the attitudes that Technology and Electrical Engineering Master students have towards the English language.
- To investigate the nature of English inclusions found in Master dissertations, through a close analysis of a collected corpus, which is attributed in order to identify, to collect, to categorise and then to analyse these anglicisms.
- To measure teachers' perceptions towards incorporating and using English items in their spoken and written language.

Moreover, the current research work aims to give a description of the sociolinguistic distribution of English in a defined context. Therefore, the evaluation of this thesis will be chiefly descriptive in nature, analytical and comparative at the same time.

Otherwise, as an EFL researcher and teacher in the field of linguistics and sociolinguistics, the field worker has always been attracted by every issue related to language change and evolution. But, beyond her academic motivation, she has particularly been interested in globalisation and its impact on language since it was her research subject in the time, she was a 4th year student which was devoted to study English in the 21st Century. These two main reasons pushed her to deepen her knowledge in this inspiring problematic of languages which remains of topicality.

This research reports a study to investigate how Algerian Master students in the Faculty of Technology and Electrical Engineering are influenced by English in their studies. It aims firstly at exploring the motivations and attitudes of university Engineers towards the English language and at identifying linguistic features due to the contact with English, namely the phenomenon of borrowing. The study attempts to scientifically and objectively answer the following Research Questions:

1. What inferences can be derived on the basis of Technology and Electrical Engineering Master students' motivation and attitudes towards the English language?
2. What English borrowing types can be identified in Master dissertations and what is the ratio of these English Loanwords in students' language?
3. Does the proportion of ELWs differ across Technological disciplines?
4. What attitudes do teachers have towards the use of ELWs in their written texts and oral communication?

As dubitable answers to the cited research questions, the following hypotheses are suggested:

1. Technology and Electrical Engineering Master students have relatively positive attitudes towards learning English led to instrumental motivation.

2. Master students of Technology and Electrical Engineering use specific type of ELWs named as Lexical Anglicisms, though the inclusion is supposed to be moderate.
3. It is very likely that a specialty among these disciplines may emerge in relation to the use of ELWs.
4. It is quite possible that the attitude towards the incorporation of ELWs in written and oral communication may differ from one teacher to another.

To test the above hypotheses and in order to provide more reliable results and to be able to have a consistent framework for the present study, two forms of methodology are followed in the collection and the analysis of the data. These are quantitative and qualitative ones selected simultaneously as an effective way to understand the researcher's defined sociolinguistic profile. It is also known as mixed methods approach and by which a researcher opted for three techniques, namely a questionnaire, with the survey completed by 182 Master students to identify attitudinal and motivational factors towards learning English. In addition to the questionnaire, the researcher employed another data-gathering technique called Corpus Analysis. The researcher here sought to investigate and to characterise the use of ELWs in five Master dissertations chosen as a corpus study, and from different departments (department of Hydraulics, Mechanics, Electro-Technique and the department of Electro Mechanics and Telecommunication). Besides, six interviews were set up to measure teachers' perceptions towards incorporating and using English items in their spoken and written language. The researcher opts for these mixed quantitative and qualitative methodologies and these appropriate instruments in order to help her to collect, and interpret the obtained data.

To justify this research and its results, the researcher relied on different bibliographic sources, such as: books, dictionaries, journals, and the Internet references. In order to back up this research, other studies that have been done to determine if the Anglicisms exist in other written ways which were also

helpful. It is worth mentioning that the investigator met a multitude of difficulties due to the lack of prior research studies on the fieldwork of Anglicisms in Algeria. The researcher did not succeed to find scholarly papers addressing this issue.

As for the organisation of the research work, four inter-related chapters make up the construct of this thesis. At the beginning of the first chapter, the researcher has exposed a clear definition of globalisation, its origin and then analysing it through its major fields namely, Economics, Politics, and Culture. The second part lays out some terminology relevant to linguistic globalisation as the principal reflection for cultural globalisation process. It firstly tends to focus on the main parameters that constitute relevant elements in the globality of English. Five major predictors affecting language spread are considered here: historical facts, numerical or demographic predictions, economic and political considerations and lastly cultural implications. Along with these criteria, different linguistic literature is used to help us to sort out the facts about the actual spread of English are also exposed. Secondly, it includes general definitions of borrowings with a special focus on Anglicisms and neologisms.

The second chapter discusses the linguistic situation in Algeria, with a more particular emphasis on the status and the spread of English. It chiefly provides an insight into the functions of English in Algeria. The major focus is the education system where the teaching and learning of English operate as a primary means of mediation between the language and society. The chapter also deals with the role of English in Media, societal and individual attitudes towards the language and finally, the use of borrowings from English is explained with examples.

As far as the third chapter is concerned, it outlines the methodology used in this work and explores selected linguistic impacts which have resulted from the process of Linguistic Globalisation on Technology students at the university of Sidi Bel Abbes. The main traits retained are: firstly, to gain

General Introduction

information on Master students' motivation and attitudes towards English, then to identify and to analyse English loanwords in students' corpus and lastly to detect teachers motives behind the use of these English items. To clarify these posts, this chapter outlines primarily the overall methodological considerations of the study. It starts with the research design opted for this study and reviews the fieldwork methods (qualitative and/or quantitative) and different appropriate techniques followed for the interpretation of the methodology. While chapter four exposes the research results and findings of the empirical gathered data, it first presents the interpretations of the quantitative data and then the analysis of the qualitative data. As this study is based around three techniques, three subsequent analysis parts are included in this analysis. This chapter is also intended to answer the research questions raised above, and to validate, or nullify, the associated hypotheses that had been put forward. The general conclusion will open some paths of research related to the doctoral theme.

Chapter One

Review of Literature

Chapter One: Review of Literature

1.1 Introduction	10
1.2 Globalisation.....	10
1.2.1 Globalisation Genesis and Theories.....	11
1.2.1.1 Classical Period: The Sceptical approach.....	12
1.2.1.2 Modern Period: The Hyperglobalist Approach.....	13
1.2.2 Trends of Globalisation.....	14
1.2.2.1 Economic Dimensions of Globalisation.....	14
1.2.2.2 Political Dimensions of Globalisation.....	16
1.2.2.3 Cultural Dimensions of Globalisation.....	17
1.2.3 Attitudes towards Globalisation.....	19
1.3 Linguistic Globalisation as a reflection of Cultural Globalisation.....	22
1.3.1 Language, Culture and Identity.....	23
1.3.2 Language and Cultural Identity	25
1.4 Measuring the Power of English	27
1.4.1 Historical and Military Strength	31
1.4.2 Numerical Strength	34
1.4.2.1 Different Models of English: English Varieties Throughout the World.....	35
1.4.3 Political Strength.....	38
1.4.4 Economic Strength.....	39
1.4.4.1 English in the Information Age.....	40
1.4.5 Cultural Strength.....	43
1.4.6 Language Contact	46
1.4.6.1 Borrowing Process.....	49
1.4.6.2 Principles of Adaptation in the Recipient Language	52
1.5 Anglicism	56
1.5.1 Neologism and the Classification of Anglicisms in Terms of Assimilation	57
1.6 Conclusion.....	59

1.1 Introduction

The current chapter lays out some terminology relevant to linguistic globalisation as an important dimension of globalisation and therefore the principal reflection for the cultural globalisation process. English as a defining characteristic of linguistic globalisation on the one hand, is considered not only as the “lingua franca” of wider communication, but also as a “sine qua non” condition associated with various cultural issues, technological advancements, economic developments and commercial expansions. Discussions on issues related to linguistic globalisation on the other hand, cannot be completed without a reference to language influence and change. In fact, this reach has also reinforced the theory of incorporating numerous linguistic elements named as “borrowings” from English into users’ language.

This chapter starts by providing some broad generalities about globalisation and its processes. It explains then a primary interpretation of the linguistic globalisation concept and the factors that have contributed to the apogee of English. Meanwhile, the second part is devoted to highlight definitions and classification of linguistic borrowings as well as those for neologisms and anglicisms.

1.2 Globalisation

Globalisation is one of the most recurrent topics across various disciplines in our contemporary times. As a cover term, it is used to refer to as multi-way political, economic and cultural processes, which impact both on individuals and societies. Since its pluralistic nature, several contributors from numerous fields of interest have suggested fundamental definitions that determine the strength of the globalisation process and its international standing. One of the definitions chosen in synthesising various globalisation levels and outcomes is that proposed by Scheuerman (2008) who stated that:

covering a wide range of distinct political, economic, and cultural trends, the term “globalization” has quickly become one of the

most fashionable buzzwords of contemporary political and academic debate. In popular discourse, globalization often functions as little more than a synonym for one or more of the following phenomena: the pursuit of classical liberal (or “free market”) policies in the world economy (“economic liberalization”), the growing dominance of western (or even American) forms of political, economic, and cultural life (“westernization” or “Americanization”), the proliferation of new information technologies (the “Internet Revolution”), as well as the notion that humanity stands at the threshold of realizing one single unified community in which major sources of social conflict have vanished (“global integration”) (Scheuerman, 2008 as cited in Ricento 2013: 123).

On the basis of the definition made above, Scheuerman (2008) first gives an expansive definition of the concept and proposes its different formulas principally employed in social, economic, political, cultural and technological spheres. We can also understand that globalisation is conceived as a theory of implementing one world order (Mufwene 2013), a chain of an expanding scale and deeper impact that provides multi-way and diverse processes, largely connected to different social currents, and which directly impact on the transformation of time and space (Harvey 1989, as cited in Holton). These flows have increased across national boundaries, through the world wide diffusion of information and goods.

In spite of its entrenchment, globalisation theories have known contradictory posts and divergent discourses. At that level, it would be interesting to have a close look at its different theories, and stages of its development to understand its complexity.

1.2.1 Globalisation Genesis and Theories

In current debates on Globalisation genesis, many investigators as Held et al., (1999), Scholte (2000), Mafwene (2013) developed divergent views about its exact first dating, where and when it has started and how it has reached its international standing. In other words, several academic

contributors contest its origin, on the one hand, those supporting the classical or the traditional theory, named the skeptical approach, and on the other hand, others applying for the modern one or the “Hyperglobalist” (Held et al., 1999). Strategically, we can talk about two major periods regarding this process, relevant to classical and modern times.

1.2.1.1 Classical Period: The Skeptical approach

Deeper in historical depth, the era of European discoveries, explorations and colonization (point at the period of European great explorations of the fifteenth century) are regarded as the first influential agencies in the creation and the elaboration of some globalisation tools, namely: agriculture, trade, communication and migration. (Lindert & Williamson, 2001; Scholte, 2000; Mufwene, 2013) This argument has been supported by the sceptics who see that globalisation is an old phenomenon starting as earlier as explorations, and reject totally the notion of a newly process. Along with this notion, they agree that globalisation and colonisation seem equivalents, Mufwene (2013) says that **"colonization in different eras and contexts meant transnational expansion of economic, military and cultural sorts"** (Mufwene, 2013 as cited in Coupland, 2013: 1). According to this quote, colonisation in all its levels is regarded as the most primitive forms of globalisation, under the control of socio- economic life of the colonised territory. One may also regard that primitive forms of globalisation have always accompanied human life, what is new on it, is in modes and kinds of production that has been updated thanks to modern communicative technologies and information infrastructures. At the cultural level, we may say that the global spread of the English language can be linked to linguistic imperialism, in particular (Philipson 1992), where English has always been associated with the British colonial empire, who conquered the world.

1.2.1.2 Modern Period: The Hyperglobalist Approach

In contrast to the latter view on the historical dating of globalisation, modern contributors deny totally the skeptical thesis. For them globalisation has not appeared as closely as has been indicated, but rather it is a new phenomenon emerging more recently. In this respect, scholarly researches do not include the exact starting point of globalisation, but the majority of neo-investigators state the world has experienced three major cycles.

Initially, the end of the eighteenth century is considered by some scholars (Huwart & Verdier, 2012) as the first truly historical phase of globalisation, which witnessed the emergence of the United States from the British Empire and the Industrial Revolution which marked the advent of mechanics in several fields, mainly transportation and communication. Subsequently, the production considerably increased and accelerated. New needs arose and new sectors were created in the four corners of the globe.

Within the colonial expansion of a capitalist world (Wallerstein, 2004) and the hegemony of western American leadership as a world economic power, the second phase of Globalisation has started in post Second World War (Crystal, 2003), through the creation of economic structural institutions like the international Monetary Fund (IMF) and the World's Bank in 1940s

As far as the contemporary phase is concerned, embodiment of Globalisation takes part once the fall of the Berlin Wall and the collapse of the Soviet Socialism Empire in the 1990s (Benmoussat, 2003). Consequently, rapid Globalisation has reconfigured the whole world to a single polar system of political economy, more known as neocapitalism, affecting all sorts of social borders, mainly political, commercial, ideological and cultural.

On the light of what has been said, it is clear that the two theses (modern versus classical) seem to be true; scholars propose varied opinions which depend largely on what particular aspects of globalisation is to focus on. On the one hand, the Skeptical approach, a historical fact which started as earlier as

man movements and explorations, and on the other hand, the Hyperglobalist approach which tended to say that Globalisation is a new phenomenon which brings large social opportunities. This is chiefly based on technological and scientific progress which has led to a beneficial effect on world's citizens (Blommaert, 2010).

Thus, between the two views, a new theory has arisen called the **Transformationalist Approach** which represents intermediary and more balanced position between skeptical and hyperglobalist approaches. In this respect, transformationalists do not claim that we are entering a newly global age nor a traditional fact, but rather adopting the idea that Globalisation as a social phenomenon has known a significant change and shift over time and place. It has been stretched from smaller-scale, less complex economic and cultural links involving small groups, to today's highly complex global relationships.

Therefore, between historical precursors and today's planetary scale, it is legitimate to say that globalisation as a phenomenal social process has contributed through time to the circulation of massive commercial, political and cultural goods. In order to understand this hegemony, it would be interesting to explore the following trends.

1.2.2 Trends of Globalisation

Globalisation has an inter-disciplinary nature, which affects our contemporary world. Given its complexity, it is necessary to link its gradual development to different disciplines namely Economics, Politics and Culture. These subdivisions are considered as typical characteristics and patterns involved in the discussions about Globalisation.

1.2.2.1 Economic Dimensions of Globalisation

From the stand point, globalisation has affected almost social sectors. Though, a good number of researchers seek support for the position that

globalisation has taken first its links from economics, as cited in Green (1999: 56) who argues that **“economic globalisation theory is on the safest ground.** **“Along this quote, the phenomenon of global economy or the implementation of one world economic order "operate in a global network of interaction that transcends national and geographic boundaries" (Castells, 1996: 102).** The latter is based on the hegemony of Capitalism and through which it embedded complex networks of trade, financial flows, international investment and international cooperative organisations.

The historical findings of world economic activities can be attached with two kinds of processes; the prime as explained by (Mufwene, 2013) can be associated with different historical settlements in the sense of a political and economic domination of territories. The colonial power has entailed an economic system based on complex and incredible transformation of the colonies (Ibid). As to the second, it is associated with the Industrial Revolution which affected the world's economic wealth, thanks to the mass circulation of goods and services throughout the world. As a matter of facts, economic consequences have grown rapidly from the fifteenth to the nineteenth century.

By the next century and more especially after the Second World War, most European national economies had to be rebuilt. Many pro western block governments had then realised that international co-operations are necessary, including exchange of goods and services. Throughout time this process has gone above and beyond local, regional and national economy to encompass the entire planet. Consequently, the process has substantially diminished countries trade barriers and open up to a one huge global market.

Among various emerging multilateral institutions based on Capitalism principles. One can mention the International Monetary Fund (IMF) founded in 1946, followed shortly thereafter by the establishment of the General Agreement on Tariffs and Trade (GATT) and the World Bank in 1947. That process also witnessed the emergence of the Organisation of Economic Co-operation and Development (OECD) in 1961, and more recently the World

Trade Organisation (WTO) in 1995 associated to neo capitalism influence whose principal activity is to increase and to intensify international financial co-operations and flows.

Needless to recall, that this phenomenal process is primarily based on the advancement in sciences and information technologies. Economic development as a matter of fact, has been fuelled by successive technological innovations especially those around telecommunicated networks, information systems and communication processes, as mentioned by Hutton and Giddens (2001: vii) thus defined globalisation as **“the interaction of extraordinary technological innovation combined with world-wide reach that gives today’s change its particular complexion”**. On the other hand, global economy plays an increasing important role in improving the quality of human life. Bell (1987) refers to this idea as follows:

Economic Development is a field of economics which is related to the process of development. It not only focuses on ways of enhancing structural change and economic growth but also improving the potential of the mass of the population; for instance, through education, health and workplace conditions. (p. 819)

In this respect, economic development refers not only to financial and trade transactions. It is also related to health facilities, quality education and decent employment. Clearly that globalisation is an economic phenomenon, but it would be wrong to restrict it to this Economic dimension since in reality it is just as much about the economy as about politics. Indeed, politics is considered as a predominant factor in the global management of capital factors. It plays a regulatory role in the exchange of goods and wealth without worrying about state boundaries.

1.2.2.2 Political Dimensions of Globalisation

In spite of its fuzzy nature, political globalisation refers to the implementation of a unique political governance throughout the world. This

latter has risen from the intensification and expansion of an interconnected global organisation across national borders (Steger, 2013).

As cited earlier, political globalisation takes its first steps in economic principles mainly "**with network and flows, [...] and new relationship between the individuals, state and society**" (Ritzer; 2007: 415). This policy has further passed the barriers of nation-state, hence removing their responsibilities from all international economic regulation and giving the way to a global management under international organisations. As a result, distinctive nations and individuals fade away over time for one dominant social structure.

This strategy becomes more and more obvious with the expansion of many international agreements and organizations, and the United Nations is probably the most renowned one of today's life, through which its main goal is to solve issues related to democracy, education, poverty, security and the protection of human rights. At this standpoint, various political activities have increasingly taken place at the global level through which many international political relations and treaties have been undertaken.

Globalisation is not limited to its obvious economic and political aspects; it also integrates the world of symbols which are becoming planetary (Szende, 2014). Contemporary societies are becoming increasingly composite, more particularly due to the movements of cultural globalisation.

1.2.2.3 Cultural Dimensions of Globalisation

One of the defining features of globalisation is the increasingly complex interactions of human social constituents and culture is none an exception. The term cultural globalisation in this respect refers to "**the emergence of a specific set of values that are largely shared around the planet**" (Castells 2009: 117). Accordingly, the spread of cultural principles has been noticeable via different symbolic variables that constitute the relevant culture or cultures (Steger 2013). From this standpoint, we can say that cultural globalisation is a

social process of transmitting and exchanging certain ideas and interests across the globe.

Besides, the intensification and the expansion of cultural flows across the globe have chiefly flourished with the developments in information, communication and transportation technologies (Steger, 2013). Cultural flows in this respect include the various interconnections dynamics founded with cultural globalisation and to which Appadurai (1996: 54) identifies five types including:

- Finanscapes cultural globalisation which takes place from significant economic relations, development of trade networks, markets exchange as well as finance investment.
- Ethnoscapes use to map the landscape of social agents, such as travel, movements from south to north, migration and tourism, which have flourished especially within modern transportation flow.
- Ideoscapes imply when western cultural Globalisation contributed to the spread of many ideological thoughts, images and symbols associated to freedom, modernity and democracy.
- Mediascapes refer to mass media and images infrastructure that facilitate the distribution of media products and information flows, including books, music, cinema, magazines and TV programmes.
- Technoscapes have been thrived due to huge technological innovations and telecommunication networks, involving computers, internet, mobile phone, e-mail, satellite TV.

Along with these dynamics, the world wide cultural expansion finds its origin within some concepts, namely “Heterogenisation” and “Homogenisation” of the global culture. The former could be understood as hybridity or cultural mixing which refers to variation and diversity of cultures. Cultural globalisation is then considered as the coexistence of local and foreign cultures in the same space, and through which their different ways of life, and social

practices converged. This is understood as the emergence of what we have come to call one dominant global culture, characterised by the rapid hegemony of its different cultural commodities such as books, films, media, clothing and food, etc. over regional cultures (Jay, 2001).

Considering these previous cited facts, global cultural flow has come over national boundaries and thus articulating sociocultural differences and prejudices, in a way one can agree that the spread of cultural globalisation is associated with Westernisation and Americanisation (Giddens 1999, Mufwene 2013) synonymous to the assertion of cultural imperialism across the globe. Thus, cultural globalisation is neither imposing one cultural order, nor producing a cultural disequilibrium. On the contrary, it simultaneously creates **"shared cultural identities and social spaces, in which an intermingling of ideas, knowledge, values, life styles and so on takes place"** (Giddens, 1999: 42-43). Therefore, these interactions may be viewed as a positive process, which leads to enrichment and expansion of local cultures. New cultural spaces can also be formed where shared beliefs and values are developed (Jay, 2001).

1.2.3 Attitudes towards Globalisation

Today, it is evident that globalisation is an irresistible process, which has brought some positive sides in our life such as media exchange and cultural flow, but many people on the other hand, argue that this shift has also negative effects, obviously found in the social fields. Along this direction, different ideological movements of anti-globalisers, animated by different ideas have qualified the process as exploring regional spaces, local human and natural resources. These facts can therefore induce direct consequences like impoverishment, inequality, injustice, degradation and poverty. (Galtung, 1971).

This worldwide socio-economic expansion has led to the development of two contrasting paradigms to name: the interdependence between countries (Held & McGrew 1998), and the imperialism or **"the proliferation of western**

styles, products, and tastes” (Jay, 2001: 39). The challenges that promote a new mainstream socio-economic, political, and other cultural connections among people in the world, have in fact engaged the universe to a monopolar system clearly based on the Americanisation of values.

Among the many controversial insights of the globalisation process, there is the economic growth considered by Blommaert (2010), Coupland (2013) as the central cause of several social lacunas which inevitably promoted inequalities between nations and people. Economic wealth operates only from the part of richest countries which still dominate the world trade at the expense of developing countries. Hence, the volume of capital flows and economic exchanges have rapidly led to maximise profits for some global companies to the detriment of local employers and their labour conditions Ritzer (2007). This socioeconomic uniformity and the disequilibrium in international economic activities can be the sources of different monetary deficits and other financial incidents, that can engender worldwide economic recession which has affected both developed and developing countries, as respectively Germany and Algeria.

By the same token, the second potential problem driven by economic rules is the one related to political dimensions. The implementation of one political world order has in fact given birth to a heavy system of interconnectedness between countries **"linked to a monopolar world system under American dominance"** (Ritzer, 2007: 185). As a result, the global western governance has then reduced the power of nation-state, a **"process through which sovereign nation-states are (...) undermined by transnational actors"** (Beck, 2001:101). Consequently, the sovereignty and autonomy of nation-states all over the globe are controlled and banished through various international and transnational institutions. Another potential which goes along the detriment of regional-state is that Political globalization which has fragmented the world into smaller autonomous regions, in which

each region has developed its own ethnicity, culture, language and policy, as in the case of the Catalan language in Spain.

On the cultural level, globalisation is considered as a central element for the diffusion and the transfer of certain exaggerated modernising western values, considered as threats to national cultures. Featherstone (1990), Barber (1996) and Mufwene (2013) associate the concept of global culture to variables like colonisation, acculturation and assimilation. According to them, this hegemony has been festered because of an unequal and unplanned use of mass media and communication technologies, which have consequently succeeded in dissolving local cultures and national identities through exceeding national borders (Clark & Knowles, 2003).

Moreover, social researchers have even gone so far as to predict that national cultures are under assault. Besides, in some cases, divergent attitudes can be the source of serious confrontations between different cultural groups (Harrison and Huntington 2000). Thus, many discussions turn around convergence and divergence in relation to globalisation as a multi-dimensional process. This phenomenon denotes the implementation of various economic, political and cultural dimensions but with various levels of integration. These changes have been intensified because of the communicative technologies which have transformed the world into a small village (Ricento 2013). They create, then, a global control over communities on the one hand, and freeways for the mass export of different economic activities, financial flows and cultural elements like language, food, clothing, music, films, books, and television programs on the other hand.

To end these general considerations, it is worth mentioning that discussions on issues related to the globalisation process cannot be completed without a reference to language influence, the process that has in fact impacted at diverse of mankind levels. Language is, then, not an exception for change.

1.3 Linguistic Globalisation as a reflection of Cultural Globalisation

Educators and scholars throughout the world are expressing great interest in the study of linguistic Globalisation since this relatively new phenomenon seems to hold promise for a more effective and genuinely position and influence of the English language. Linguistic globalisation in this respect refers to the implementation of a one world linguistic order through the reinforcement of the status of English as an international and global, a sine qua non condition associated with technological advancement, economic development and commercial expansion (Blommaert 2010). In very practical terms, Sonntag (2003: 113) says **“global English is a defining characteristic of linguistic globalization and, furthermore, it is an important dimension of globalization”**. Such a definition places the hegemony of English as another consequence of Globalisation trends. In fact, the language has attained the top level of communicative practice. It implies the use of English as a “lingua franca” of wider communication among people who use it as either first, second or foreign language. It also outlines the theory of incorporating different linguistic elements named borrowings from English into user's language (Bourdieu 1991, Phillipson 1992). At this level, English has acquired its status as a linguistic vehicle for globalisation, because of the considerable global dimensions that have all contributed to its international reach and therefore increased its use globally and locally.

In order to understand these posts, the researcher will firstly clarify how English as a mirror of cultural globalisation, plays an accurate reflection of western culture and its components. To further appreciate the topic, let explain first the correlation between language and culture and their entrenchment¹ is explained to some extent.

¹ The section which will be proposed here is essentially based on the view which advocates that language and culture are deeply intertwined

1.3.1 Language, Culture and Identity

Many relevant research approaches fall under the heading of the relationship between language and culture, where all have recognised their interdependence. Such recognition has been cultivated by different scholars namely, Brown (1994: 165) who says **“a language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture”**. Hence in order to discuss this point we must firstly have some understanding of what culture means and how language is related to culture.

To begin with, the concept of culture as a collective term has been the concern of both humanistic and anthropological views. The humanistic concept of culture captures the **‘cultural heritage’ as a model of refinement, an exclusive collection of community masterpieces in literature, fine arts, music** etc, whereas the anthropological sense includes a **group’s dominant and learned set of habits, as the totality of its non biological inheritance involves presuppositions, preferences and values**. (House 2005: 8). From this citation, we can understand that culture refers to a multitude of representations that can arguably be relevant to social cultural values and group's cultural values. The former denotes the state of a society' shared heritage and sees the latter as a group of learned principles. In line with these two levels, it could be possible to say that culture is **“the symbolic and learnt aspects of shared life in a community, including language, customs and conventions”** (Benmoussat, 2003:1).

Accordingly, the word culture is an umbrella term used to include a variety of different elements basically learned, shared and transmitted horizontally or vertically. It covers values, habits, language, assumptions and attitudes. It thus appears that language no only serves as a function in communication, nor only as a process of learning or using the target language system called phonology, grammar and semantics, but also as the principal

agent interpreting, learning and transmitting different cultural norms. As a close stare to this interconnection, it would be interesting to consider the relevant studies that have been put forward. The early influential treatise was the one related to Linguistic Relativity also named to as the “Sapir Whorf Hypothesis”, based on the idea that certain cultural norms, including language, can affect speaker’s mind or cognition. In this respect Lee (2006: 73) says that “the Sapir Whorfian Hypothesis” states that **“there is a close relationship between the way in which members of a culture perceive their world and the way in which they use their language to communicate their perceptions”**. The researcher submits that the “Sapir Whorf hypothesis” postulates that language plays an important role in the formation of thought patterns for the transmission of cultural norms and from one generation to another (Whorf, 1956). The syllogism used by Whorf (1956) was initially adopted as a cognitive approach found within first language acquisition, and that culture has a part of individual self perception and view of the world. Yet, later, the same hypothesis has also been the focus of second or foreign language acquisition (Fishman 1985).

From other perspectives, important linguistic and anthropological studies developed by Fishman (1985) and Kramsch (1998), have discussed more fluently the relationship between language and culture. Fishman (1999, 2010) has long cited the relationship between language and culture, through which he distinguishes three interrelated points:

1. language is a part of culture: it considers language as an inevitable cultural transmitted process which enables users to learn aspects of the target culture.
2. language is an index of culture: it refers to the power of a language in reflecting our way of thinking and assuming the world.
3. language as symbolic to culture: It is linked to as a symbolic feature of a specific community, in the sense that individuals are deeply attached to their language symbol of their identity. By the same token, Kramsch

(1998: 3) emphasises that language is determined by culture following three processes:

1. language expresses cultural reality as the case of different individuals living within the same cultural community and using a mutual comprehensive language to exchange their ideas, beliefs and attitudes.
2. language embodies cultural reality. In this part, creativity is considered as an important part of human behaviour used through different communicative aspects, which can be understandable to the members of the same cultural setting.
3. language symbolises cultural realities. In this sense, language no more serves for communicative function, but as an integral part for the establishment and the maintenance of one's identity (Bayley et al 2013).

From these citations, and inspite of distinguished theories, we can notice equivalent views between the linguists. For example, Fishman's second assumption is indirectly linked to the Whorfinian hypothesis based on the recognition of language as a powerful tool in understanding one's thoughts. By the same way, Fishman (1985) and Kramersch (1998) have proposed different appellations with convergent opinions especially for the theory which explains that language plays a role in identifying one's belonging. This point brings us to another central thesis in understanding the role of language as a reflection to one's identity.

1.3.2 Language and Cultural Identity

Under this label, language which is certainly the basic means of human interaction, not only serves in communicative functions and in the cultural shape but is also considered as an ideal means in identifying speakers' relationships. This point is clarified by Fasold (1990: 1) who says that "**when people use language, they do more than just try to get another person to understand the speaker's thoughts and feelings. At the same time both**

peoples are using language in subtle way to define their relationship with each other".

As to Identity, it focuses on the way in which people construct themselves in a society and refers to **"as collective, shared history among individuals affiliated by race or ethnicity and that is considered to be fixed or stable"** (Hall, 2003: 233). It gives us an idea about our position in a social group. This membership is marked with associated values, beliefs and attitudes which take part with a particular linguistic resource. Language plays a significant role in making our connection to a surrounding social context, because **"it helps set the rules, norms and conventions by which social life is ordered and governed"** (Hall, 1997: 1). In other words, language marks the way of who we are and to whom we belong, and therefore constitutes a prominent part in our identity and a sense to it.

As a result to above accounts, language, culture and identity have all been recognised as to have a strong connection (Kramsch 1998). They are intrinsically intertwined. Their correlation constitutes a group's cultural identity which generates all individuals' patterns, behaviours and social structures formed and maintained as a stable collective treasure of a specific community (Hall 2003).

In spite of what has been cited in the previous paragraphs, the marker of cultural identity on the other hand can be a subject of influence and change because of external currents that can explicitly or implicitly modify its components. Such an influence is not necessarily related to a specific period of time, nor does it have to be restricted to a specific age or group. To understand this hypothesis, it would be interesting to consider that under the current rate of technological advancement, economic strength and international communication, cultural identity is constantly changing, the process of globalisation within its new opportunities and challenges has increased the distribution and the movement of various cultural elements beyond national barriers among foods, literature, music and languages. Effectively, the ease of

cultural movement has been facilitated by the transnational role of English under the conditions of Globalisation, which has consequently allowed culture to cross faster within the globe (Pennycook 2013). As a result, these transformations in communicative practices that accompanied cultural flows allow to the emergence of anew cultural identity (Bhatt 2013). This new additive cultural identity represents an acculturation process by which a group adopts another group's cultural and linguistic traits, without necessary loosing their native cultural identity (Benyelles 2011) Now that a sketch of the interrelation between language, culture and identity has been offered, we can begin to address the factors relevant to English global standing.

1.4 Measuring the Power of English

The following section endeavours to analyse the role of English in the globalisation process and to understand it as "**both a consequence and a contributor to globalization**" (Fishman 1999: 27). In fact, the increasing contact between individuals and communities as a result of Economic, Political and Cultural globalisation trends, has involved people to concentrate on a common language to fulfill their communication and interaction needs. English in this respect becomes the epitome language "par excellence".

The acceptance of English as a vector of globalisation tendencies on the other hand, has directly reinforced its status in the globe. Now in an effort to provide a more accurate description of the actual status of the English language, numerous discussions among academia discourse suggested a vast range of labels, definitions and ideologies. They are put forward by prominent linguists who tried to discuss the world language dominance.

In a recent exploration of world languages' classification, the Dutch sociologist Abraam De Swaan (2013) proposed the "theory of world language system", a dynamic framework which represents a relative position of world languages and their relation to one another. According to him, the global language system or constellation includes some of 7000 languages, and

“constitutes surprisingly efficient, strongly ordered hierarchical network” (De Swaan 2013: 56). The author proposes in this perspective a hierarchy or a planning chart that organises and classifies languages into different levels of importance. The same path has been set out differently by Cordel (2014). He has referred to the image of a galaxy to account for the positions of world’s languages and their relationships while their distribution can be observed at four concentric circles ranging from the peripheral to the nucleus as shown in the figure below:

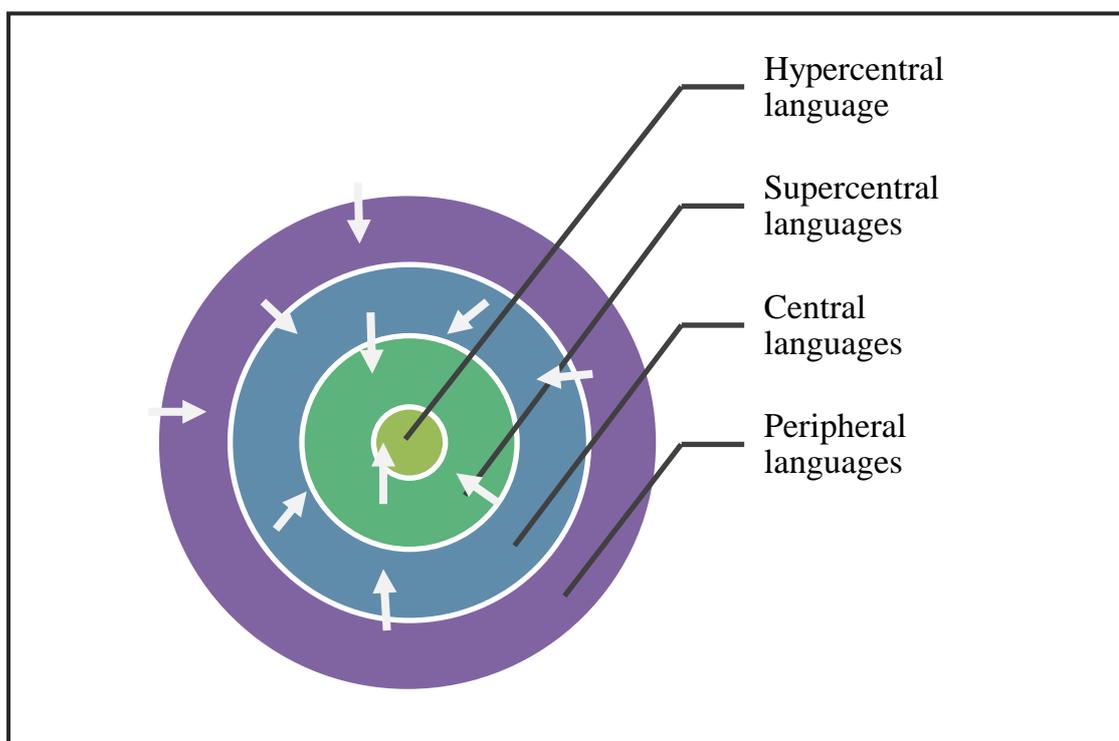


Figure 1.1 World Language System (Adapted from De Swaan 2001)

This figure represents four concentric circles of the world’s languages distribution. The primary circle includes the “peripheral languages” which represent the vast majority of languages in today’s world. According to Benrabah (2014), out of 6000 peripheral languages, whose number of speakers is close to 10 percent of the total world's population are estimated to cover 98 percent of world languages and which function as oral languages of local communication. These languages survive in quite a marginal position vis à vis the other languages because of their limited functions. Along the same line, the

speakers of one of these peripheral languages generally tend to acquire another more useful language that functions as a tool of communication with other linguistic communities. It is a “central language” which is positioned in the second circle right to the hub (De Swaan 2001). In today’s world, some of 150 languages that occupy a central position in the language constellation are recorded as national languages used in schools, newspapers, parliaments, etc. (De Swaan 2013). Speakers of these central languages on the other hand, are interconnected through the acquisition of supercentral languages which enable them to communicate effectively at the international level.

At the turn of the twenty first century, a dozen of languages occupies the supercentral position. Among them, we can find **Arabic, Chinese, English, French, German, Hindi, Japanese, Malay, Portuguese, Russian, Spanish and Swahili** (Benrabah 2014: 42). Each language whose number of users is around one billion serves as “**purposes of long-distance and international communication**” (De Swaan 2013: 57). Supercentral languages are linked to each other thanks to their plurilingual speakers who master English. Clearly, at the hub of the linguistic galaxy, English holds the hypercentral position because of its concordance with its global function.

From this theory, De Swaan (2013) has not only shown how languages are distributed and interact in a well organised structure, but he has also sustained Calvet’s (1999) paradigm which qualifies the process of second language acquisition as always being ascendant. In this context, De Swaan notes:

Native speakers of the central language [...] are less likely to acquire the peripheral languages. Apparently, language learning occurs mostly upward, in a 'centripetal' way: they often choose to learn the languages that are at the high level in the hierarchy. This reinforces the global language hierarchy. (De Swaan, 2001: 5).

Accordingly, second language acquisition is adopted in a centripetal or a vertical line (Calvet 1999) because a bilingual speaker always tends to

acquire a more powerful and useful language(s) (Cordel 2014, Benrabah 2014). Undoubtedly, English with its strategic position is common to be considered as the most powerful language in the constellation. This position has never been occupied by any other language in the world before.

In another precedent linguistic classification, one term associated with English and its spread is the Global language, a label that gained popularity because of its connection with the process of Globalisation. Therefore, English is presented as the language which accompanied this process. Scholars, among them Crystal (1997), Graddol (2006), Mufwene (2013) prefer to use this label because **“it explicitly acknowledges or asserts the planetary reach of the language”** (McArthur 1998:86). Accordingly, English is the world language because of its functions as a “lingua franca”¹, a status acquired since the US became the dominant economic and military power. (Mufwene 2013)

In a broader sense, Ammon (2013), linked the term Global English to that of Global status and Global function. The former corresponds chiefly to one indicator in his four-label descriptive formula. This includes “political strength” normally associated with multinational and intercontinental language, and incidentally to other labels, namely numerical, economic and cultural strength. Meanwhile, the latter means language “use for global communication” which can be “international” when interlocutors from different nations as Australia share the same (multinational) language as L1 or L2, or “interlingual”. This can occur when the two sides do not have the same linguistic background and use the language as an additional language (L3, and so on). (Ammon 2013 as cited in Benrabah 2014:41). English has become a world language in both senses of the term, international, as a medium of literary and other forms of cultural life, mainly in countries of the former British Empire as India. It has also become interlingual, as a co-genitor of the

¹According to Halliday (2006) this term indicates the use of English everywhere, in whatever form, by both native-speakers and nonnative speakers.

new technological age, the age of information, mass media advertising, news reporting, and all the other forms of political and commercial propaganda" (Halliday, 2006, as cited in Phillipson & Skutnabb-Kangas 2013: 83).

To understand the entrenchment of English worldwide and in an effort to provide a more accurate description of how English has acquired its actual status, it is important to understand the factors that have contributed to its world position. Indeed, different criteria have been reported by many authors in political, sociological and sociolinguistic disciplines to measure the strength of a language and its international reach. Sociolinguistically speaking, English is prevalent in relationship to many types of parameters. These formulas have been proposed principally by Ammon (2003) and Mackey (2003) who argue that **"language expansion is often attributed to some decisive factor like military domination, economic power, technical and scientific superiority and the like"** (Mackey, 2003: 69). In a similar way, Ammon (2003) has been the pioneer in synthesising the concept of "basic indicators" through which four parameters are chosen to measure the number of its speakers, economic and political power as well as cultural implication. On the basis of these interrelated indicators, the choices made by these authors seem to be very useful when studying the apogee of English worldwide. So, the following section examines Ammon's different parameters that sort out major contributors about the actual spread of English.

1.4.1 Historical and Military Strength

The present-day strength of English is a direct consequence of British expansion throughout the world since 1492 and of successive waves of colonisation which contributed to economic, political and military might. This fact has been articulated as soon as USA achieved its independence and became the "Rising Empire" (Roberts, 2008, as cited in Kangas and Phillipson, 2013: 79).

Effectively, when one first catches sight of its records, English established its position as a world language because of its unique and remarkable history, which has been developed in three distinct periods and with different results. In fact, the initial period can be divided into two phases: the first part traced back to the Middle Ages. It started from English island birth place, including Wales, Scotland and some areas of Ireland. This phase allowed English to spread and to become the national language of the British Isles. As far as the second part is concerned, and due to series of conquests, trade and massive settlement, the English language grew up in contact with many other people from three main areas: Southern Africa in the late fifteenth century, Northern America from the sixteenth till the seventeenth century and Australia and New Zealand in the eighteenth century (Benrabah 2009). The first two phases are characterised by internal or external people movements and settlements, and which laid the ground for English to be established in communities using the language as mother tongue of the inner circle (Kachru 1986).

The second period is most notably associated with the foundation of the colonial period in the nineteenth century. At that time, the British Empire -like many other European powers which have directly or indirectly expanded and established their colonial languages outside Europe-, required for more flexible rules which apparently never fostered massive English education, but rather a bilingual one. However, French colonial assimilationist linguistic policies imposed by force both their language and culture to the occupied territories. Effectively, colonial strategies were engaged in teaching English considered as a standard language which provided access to superiority and knowledge, while devaluating local languages and cultures (Bhatt 2013), as explained in the following quotation: "**The colonial linguistic ideology designed to downgrade the cultural capital and values of the colonized**" (Bhatt, 2013: 521). The author seeks to use Bourdieu's (1977) concept of cultural capital a concept which will be explained to design a social space which can be used to transmit

and to invest individuals or societies in order to obtain other resources (Bourdieu 1991).

Consequently, British ideology promoted school considered as an important arm over **"the reproduction of English symbolic capital, since schools had a monopoly over the reproduction of the market on which the value of linguistic competence depends"** (Bourdieu 1977, as cited in Bhatt 2013: 522). As a matter of fact, the latter consolidated the world position of English in many areas of Asia, Africa and Southern America. Nowadays, seventy-five independent territories grant the language a special dominant position in their countries. This is set to what Kachru (1986) calls the "Outer Circle" (Benrabah 2009).

Finally, the last period corresponds obviously to that position which will give English a global dimension never reached by any language before (Benrabah 2009). This situation started with the dissolution of the British Empire at the end of the second World War (Crystal 2003), and the prominence of the United States as **"the sole superpower, with a dominant economic, cultural and military position in the global order"** (Giddens, 2000, 33). The project of establishing English as the language of the rising empire was soon been associated with the **"imperial Globalisation based on military dominance"** (Engler 2008, as cited in Kangas and Phillipson 2013: 80). Therefore, the United Nations increased their role as "the world's policeman". This policy was established for the purpose to ensure security in the world and to maintain and preserve Capitalist interests. Crystal (1997) further explained these historical pathways by stating:

British political imperialism had sent English around the globe, during the nineteenth century, so that it was 'a language on which the sun never sets'. During the twentieth century, this world presence was maintained and promoted, almost single-handedly, through the economic supremacy of the new American superpower. And the language behind the US dollar was English. (Crystal 1997:8)

Clearly, English has always been associated with Anglophone empires through time. It has been a considerable asset to export and to impose the language worldwide. As a result, English emerged as a first rank used language in the globe.

1.4.2 Numerical Strength

The other basic indicator chosen to measure the spread of a language is in its demographic prediction, determined by the number of people who use it (Mackey 2003). Ammon (2003) linked this indicator **"to the total number of people who are proficient in the language studied as L1 or L2 speakers"** (as cited in Benrabah 2014:40). To justify this hypothesis, he said that a language could reach a nucleus world position, because of its vast geographical surfaces. Hence **"the native language of a large community has a better chance of becoming an international language than the native language of a small community"**(Ammon 2003: 234). As a result, this numerically powerful language has more chance to be adopted by other speakers as an additional language used as a tool of contact and communication than any other language¹. Perhaps, the most observable feature in this hypothesis is the fact that the English language totally met these conditions. It obviously outranks all other world languages by the total number of its speakers and their large territories, across inner and outer circles large territories (Kashru 1985).

The researcher submits that, in this case the importance of a language as L1 and L2 has directly encouraged other speakers, mainly the foreign ones, to adopt it as a means of interaction, by the middle of the twentieth century. English has emerged outside its homelands and within populations others than its native speakers. This induces to meet a total number of 1 billion foreign speakers using it as a lingua franca (Mufwene 2013).

¹An important emphasis of "Madarian Chinese" the world's foremost major language (Mufwene 2013: 42), which cannot be determined through Ammon numerical strength parameter, because its users are limited to China and parts of the Chinese Diaspora.

On the other hand, overlooking multiplication in English speakers' number is also linked to **"an enormous increase in the displacement of persons....refugees, immigrants, tourists, long and short-term resident workers, business people and foreign students"** (Mackey 2003: 69). It thus appears that what made English the foremost world language is in fact linked to its different types of users and their communicative needs. It is this recognition that has led some scholars to characterise different varieties of English.

1.4.2.1 Different Models of English: English Varieties Throughout the World

English was transformed and subverted into several and distinctive varieties. This plurality was increasingly visible in the post-colonial area. The diffusion of the language embraced the emergence of various kinds of English, developed outside the source home lands, namely UK and USA, and which can be **"representing different ways in which the language has been acquired and is currently used" around the world**" (Crystal, 2003:59).

In order to provide a more accurate description of this label, various appellations have been put forwards by prominent linguists. They have tried to show the multiplicity of the language in different parts of the world.

The early study of English diversification has been conceptualised according to Kachru's work, considered as one of the foremost experts on the study of English throughout the world, under his prominent theory labeled as World Englishes Circles (Kachru 1985). The author proposes the term to symbolise **"the functional and formal variations, divergent sociolinguistic contexts, ranges and varieties of English in creativity, and various types of acculturation in parts of the Western and non-Western world"**(Mufwene2013:44). This model consists of different plural forms of English called the three concentric groups: the inner, outer and expanding circles. They represent **"the types of spread, the patterns of acquisition and the functional domains in which English is used across cultures and**

languages" (Kachru 1985b:12). Clearly, the inner circle refers to the native bases of English and includes: the United Kingdom, the United States, Canada, Australia, New Zealand and South Africa.

The outer circle symbolises the spread and the involvement of English in non-native settings. It majorly includes some African and Asian countries from the former England and United States colonies, and where the language shares a prominent part in the society and plays an important status of second language (ESL).

The expanding circle consists of those countries using English as a foreign language (EFL), and through which the language has emerged and rapidly spread out of the colonial past. English in these nations is away from any domestic institutions. It generally plays a utilitarian means in multilingual settings. The distribution can be best explained in the following figure:

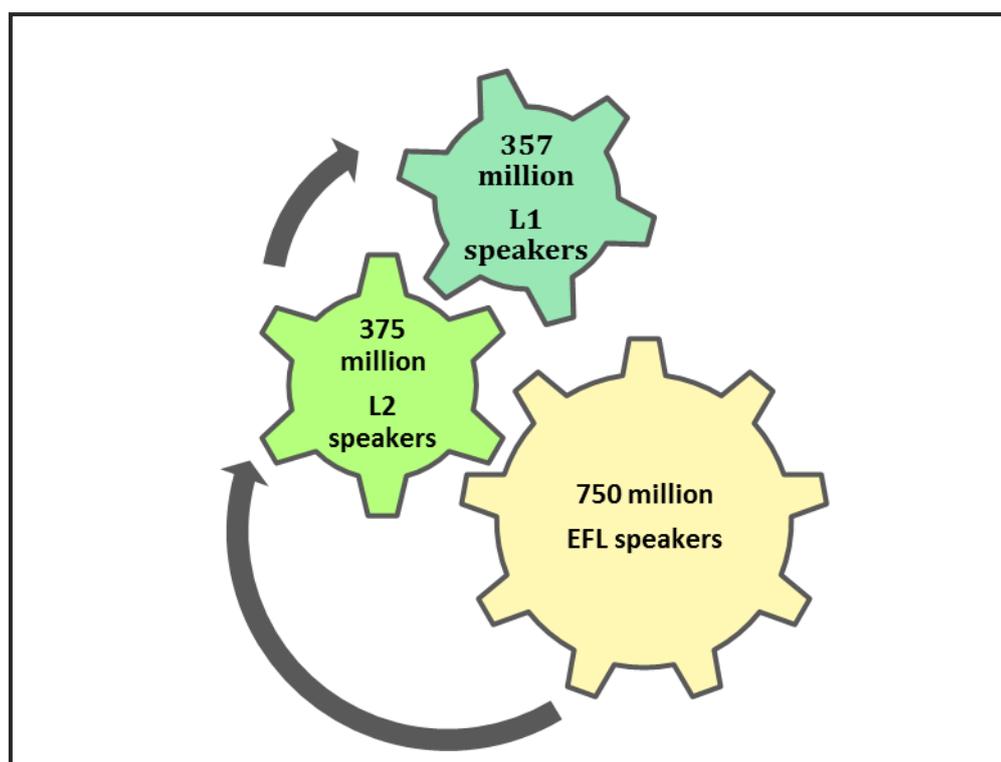


Figure 1.2 Three Types of English Speakers

The figure shows the dispersal of English speakers in the world according to Kachru 1985. The expansion of English, in both the inner and outer circles, represents environments of the coloniser and the colonies. It includes **"75 territories in which English has held or continues to hold a special place as an official or co-official language, and where it is used as a first or second language"** Ricento (2013: 127). The last circle is understandable as the greatest potential for the continued spread of English.

In the same line, Kachru's model seems quite similar to that of Phillipson's (1992) distinction between core and periphery English-speaking countries. In his framework, the core English-speaking countries refer to the inner circle. On the other hand, the periphery English-speaking countries embraces two types: the former refers to countries in which English was imposed in the colonial era and then transplanted as a dominant language for internal communication, whereas the latter, refers to those countries in which English has an important communicative function as an international link language (Tollefson 2000).

In another linguistic classification, Leith (2007) and Mufwene (2013), argue that the first two kinds of English-speaking community (Kashru 1985b), result from different colonial processes. Thus Mufwene (2013) proposes a similar L1 and L2 constructions which is a fairly representative structure and includes:

1. Native Englishes spoken in the UK, North America, Australia, and New Zealand. English remains as it was found and developed in its original homeland and in the settlement colonies where populations of European descent have become demographic majorities.
2. Creole/pidgin¹Englishes, which developed especially in the Caribbean and on the islands of the Pacific.

¹An important difference between Pidgin and Creole has been put forward by Crystal 1997:9 who says "when communities begin to trade with each other, they communicate by adopting a simplified

3. Indigenized/nativized Englishes, which evolved in India and in other former exploitation colonies. (Mufwene 2013: 44).

The choices made by these linguists show that there are often convergent lines between selected varieties; this touches upon the very core of the political power. The heading of the next part will explain English worldwide geographical expansion to some extent.

1.4.3 Political Strength

According to Ammon's (2013) "Second Indicator", the political strength of a language to be considered global is when it develops a recognisable role in different countries around the world (Crystal 2003). This consideration can be inferred to two sources: the first criterion is linked to the total number of sovereign countries that use the language as L1 or L2. Along with this assertion, Benrabah (2014:40) posits that **"a language that is official or co-official in two or more states is known as a "multi-national" language."**

The rise of English cannot be understood solely in the context of multi-nations' users. In fact, the second criterion, on the other hand, refers to that situation of full extent. It gives English the hegemonic power over world languages. This position according to Benrabah (2014: 40) cannot be measured only from **"a multiplicity of states geographically localized, but also from their universal dispersion over at least two continents"**. This entrenchment offers a language geopolitical power which gives it the status of an "inter-continental" language (Breton 2003, 72). A central argument for the internationalisation of English is the well-orchestrated scheme as a consequence of the expansion of the language through multinational and intercontinental lines.

¹language, known as a pidgin which combines elements from their different languages, and which can even become a native language or creole for some speakers"

Now English is considered as the best-selling product found everywhere and at any time, exceeding then the five other multinational and intercontinental languages in the world namely; Arabic, French, Spanish, Portuguese, and Dutch Afrikaan (Benrabah 2013).

1.4.4 Economic Strength

Under economic globalisation, English functions effectively as a common linguistic medium which goes hand in hand within a growing economic wealth. Ammon (2003: 235) explain that **"an economically strong language is attractive to learn because of its business potential; its knowledge opens up an attractive market"** (Ammon 2003, as cited in Benrabah 2014: 40) In fact, the vast economic and financial increase is associated with the long lasting Britain world's leadership in industrial and trading affairs during the eighteenth and the nineteenth century, and with the US successful apogee since the twentieth century. These points have been considered as an essential boom to the export and the implementation of English worldwide. English has then shifted from being the language of the British or American empire to a **"language that is marketed as essential for participation in the economy"** (Fishman 1996: 87). This situation has pushed different individuals to learn the language, for its association with rich countries and therefore access to more attractive and lucrative markets and business. Nowadays, English is commanding great economic activities all over the world. It is wanted for reasons of international cooperation, financial flows and complex networks of trade as well as successful business activities.

On the other hand, it is important to add at this level that the spread of English in the information age which is viewed as the linguistic counterpart to the process of economic globalization. The language becomes a convenient "lingua franca" of trade, scholarship and communication in continental Europe and in many places elsewhere even those have not been colonized by England or the United Kingdom (Mufwene 2013).

1.4.4.1 English in the Information Age

With the upshot development of information technologies and the paradigm of time and space restraint, there is an undeniable fact that more and more people from different countries and across linguistic barriers are communicating and exchanging ideas, with each other. They use one language which is English. The latter is recognised as a prime mediator of global information circulation around the globe.

During the last decade, English has been shaped by the rapid advances in the industry of communication technologies. It is a world which has been transformed by extraordinary global communication infrastructures which have facilitated global information flows. The most important infrastructure is undoubtedly, mass media which has proved snow ball effect on the number of English users in relationship to the field of communication. An important aspect linked to the process of transferring and receiving information and entertainment through broadcast, print or electronic media. Therefore, it no doubt constitutes one of the **"key social domains for language use in a globalizing world"** (Coupland 2003, as cited in Androutsopoulos 2013: 203).

Diverse mass media products are regarded as essential factors behind the increasing use of English. The language has then **"traveled to virtually every corner of the globe, through music, film, sports and entertainment"** (Ricento 2013: 129). This massive expansion has risen since the growing importance of various communications technologies like satellite, computer, digital networks, mobile devices and internet. Today, the presence of English has been rapidly gaining grounds in this sensitive sector. This fact has contributed to the spread and the paramountcy of English over other languages. Consequently, media appears to be the flagship of world communication reach, a central place in the media exchange of social posts across time and space references. According to a study carried out by Crystal (2003), the top five newspapers in terms of influence on a world scale are all in English: **New York Times, Washington Post, Wall Street Journal, The Times and The Sunday**

Times (as cited in Ricento 2013: 129). Similarly, the most influential international channels are available in English, notably the BBC, Fox TV, CNN, MTV.

This discussion on the English status could not be completed without a reference to internet influence. English has been also established as an international “lingua franca” deeply used in electronic media and communications, Crystal (1997; 2001) observes that the total dominance of English on the net is viewed as the ultimate demonstration of just how pervasive the spread of global English is.

Internet plays a central point under the hegemony of English with an estimated 536 million users of the English language, constituting 27.3% of all Internet users. According to Graddol (2006) this challenge is linked to two major references: English speaking countries who dominate over 90% of the world's connection and English as a medium for 80% of the information stored in the world's computers. In an estimation done in 2010 and according to (Ananiadou, Mc Naught &Thompson 2011: 1)

There were an estimated 536 million users of the English language Internet almost daily. This makes the English Internet the most used in the world; the Chinese Internet comes anywhere close, with 445 million users. As far as the third most popular language on the Internet is Spanish, with about 153 million users. It is important to emphasise that the status of English as the language of the internet, has overlapped Mandarin Chinese; the world's major L1.

The internet appears to be a real time monitoring and a perfect communication tool for information’s transmission. The following figure shows the last estimate for internet users by language¹.

¹Retrieved from www.internetworldstats.com

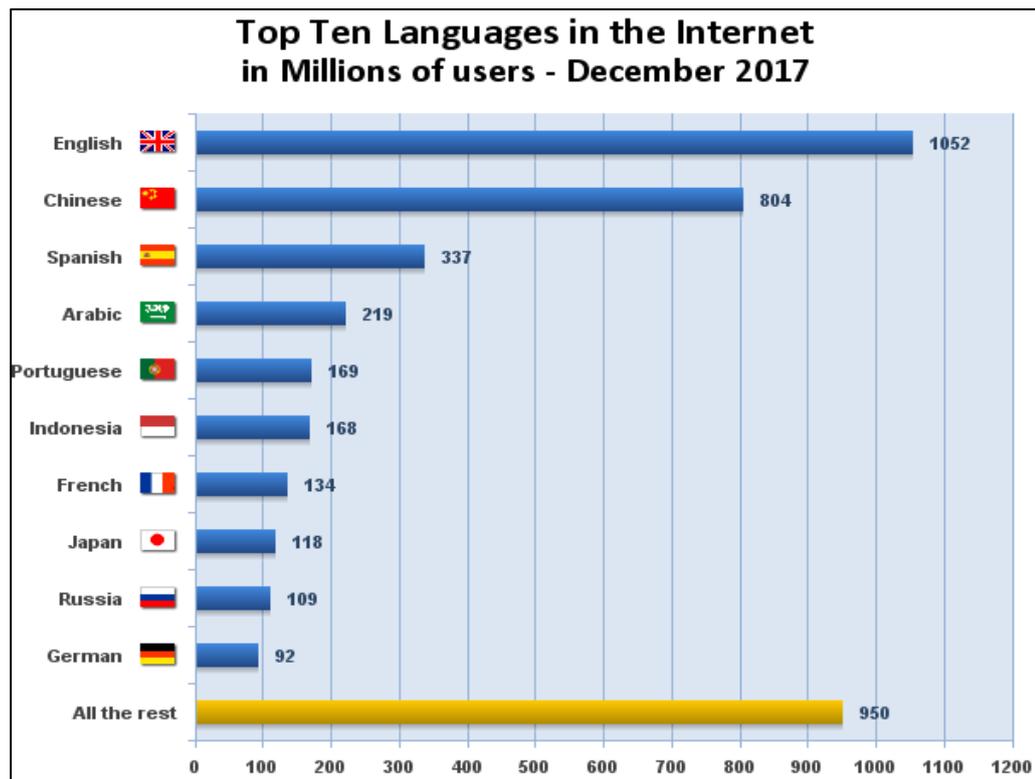


Figure 1.3 Top Ten Languages on the Internet (Adopted from: internetworldstats.com)

The figure appears for the estimated total internet users for the most used world languages. On the basis of these interrelated conditions, we can now define a language as being exclusively the world “lingua franca”. The term “lingua franca” refers simply to a language used for communication between individuals, across linguistic barriers. Because of international interactions in cultural and economic goods, speakers across time have always urged upon systems of communication to facilitate their exchanges; in the sense of languages spoken as vernaculars outside their homelands and by populations other than those ethnically or nationally associated with them (Mufwene 2013: 42). This has been the case of Greek, Latin, Arabic and recently English. Out of the latter, English has emerged as a pre-eminent world “lingua franca” commonly used between individuals **"who share neither a common native tongue nor a common national culture, and for**

whom English is the chosen foreign language of their communication" (Firth 1996: 240). The presence of English has spread both numerically and geographically and within various international networks, mainly global trade, marketing, media and education. Held & al (1999) sums up this chronicle in the following citation:

It is English that stands at the very centre of the global language system. It has become the lingua franca par excellence and continues to entrench this dominance in a self reinforcing process. It has become the central language of communication in business, politics, administration, science and academia; as well as being the dominant language of globalised advertising and popular culture. (Held et al 1999: 346)

On the one hand, considerable facts have been proposed till now about the discussion of English apogee and its global and international use as a “lingua franca”. This discussion on the other hand, is ceaseless without its cultural implications.

1.4.5 Cultural Strength

According to Ammon’s (2003) “Last Indicator”, the cultural strength of language is clearly observable through linguistic issues. Language draws its powerfulness from its linguistic universal dispersion along with cultural flows. By the same way, the ease of cultural hegemony has facilitated English movement over multinational and intercontinental spaces. This entrenchment is firmly noticed through different linguistic traits which have emerged since the symbolic power of English in the global market.

To understand these elements, it is possible to say that over the past two decades, various works have been set up to consider the present occupied position of English among world languages in terms of its cultural strength. The most obvious research to be considered is the theory proposed by Kachru (1986a) and later developed by De Swaan (2001, 2013) concerning the

language as a collective cultural good. But before analysing these posts, one should firstly understand Bourdieu's (1991) term named the capital.

Individuals interact in a speech community called a market; a well-structured social space through which diverse positions, structures and interests are found as a capital. The latter includes three principal forms: the economic capital which creates and maintains wealth and which is immediately convertible to money and property. There is also the cultural capital such as educational qualifications, which entails accumulated knowledge and skills which are potentially convertible into economic capital. Then we can mention the social capital which is **“made up of group membership, social obligations or group connections, is also potentially convertible into economic capital”** (Chew 2010: 83). In other words, economic capital refers to material wealth; cultural capital is related to knowledge and skills while social capital is majorly linked to symbolic values.

Along with the cultural capital, a language has a symbolic power on the market, i.e. each user for example switches to a particular language in his linguistic exchange. This can determine his relational position in this social space. The choice of language is measured through its speakers' number and its communicative values (Bourdieu 2001). Within these definitions, Bourdieu has used the synthesis of language as a cultural capital product to denote investigations found within the same speech community. According to him a language can acquire this symbolic power because of its demographic and communicative predictions.

Now, it is an important accomplishment to manage Bourdieu's "Cultural Capital" in macro setting, to understand the reach of English from a global scale. Effectively, the position of English has been reinforced as a result of an unprecedented growth of international communication during the globalisation process. As a result, a growing number of individuals starts to learn English as an international "lingua franca" to mark their participation in the global networks and flows. As a matter of fact, English is now entering different

individuals and societies' repertoires across the globe (Hall 2003). This situation has been widely noticeable even in expanding the circle **"though they do not have a history of colonization by the inner circle, nor have they given English any special administrative status."** (Crystal 1997: 54)

For a better clarification, De Swaan (2001, 2013) introduces concepts like "Hypercollective Good" and "Q-value" to demonstrate the linguistic power of the particular world language, and how the latter can favour economic and social capital. Effectively, people opt for a hypercollective language, and

The language selected will be the one that is most prevalent in the relevant language constellation, offering an opportunity for direct communication with the largest number of people in it" and it is its utility "which can be expressed in terms of its communication values. (De Swaan 2013: 58).

Nowadays, with the global spread of English and its world position as a "lingua franca", people seek to acquire it as a linguistic power because it is perceived to be economically and socially valuable. Indeed, **"each day, all over the world, tens of millions of students are busy learning English, in the process improving their own position in the world language constellation and, unwittingly, improving the value position of all other English speakers"** (ibid 2001:52). In addition to its influence in the economic, political and cultural arena, English is also considered as part of the recent trend within scientific and technological spheres where various transactional processes and structures are discussed through the same language.

Along with what has been mentioned, the world is more and more multilingual because of English Q-value in economic developments and in intercommunicative practices. This situation leads many countries to acknowledge the necessity of using English for local practical purposes in their communities. As a result, different designated regulations have been planned by national governments to promote the use of English locally in different social spheres, mainly in administration and education. Accordingly, using

English for local practices may directly refer to as “*Glocalisation*” (Robertson 1992), which means the way in which globalisation dynamics have been expressed and reinforced locally (Tomlinson 2003). This may thus entail a heterogeneous co-existence of languages incorporated and integrated into one community and which eventually covers distinctive functions. At a linguistic level, the transition from monolingual to multilingual setting and the recognition of English as a suitable local need constitute a reliable link to a significant change in motivation and attitudes and to languages roles in distinct social functions and in different sets of circumstances.

On the other hand, the compression of cultures and heterogeneity of languages which come into contact have been considered as the major contributors of the late state of linguistic globalisation and its monumental increase in the adoption of English words. The recognition of the phenomenon has thus led to the undergoing easy influence of English vocabulary upon other languages lexicon, which eventually comes into contact with (Rosati 2004)¹. The beginning of the 21st century marked a new phase on the pervasive impact of British and American English on certainly every language in the world. Accordingly, worldwide communication via internet, globalisation and commercial television with its advertisements and videoclips has led to a flood of English lexical loans. This language has left its traces on many languages and in all fields of life.

1.4.6 Language Contact

As has been indicated in the previous section, linguistic borrowing is a feature of language contact between two or more languages, an interdisciplinary branch of multilingualism research. The language contact situation has been the focus of different fields of inquiry to cite: Sociolinguistics (Labov 1972), Sociology of Language (Fishman 1971) and Ethnolinguistics (Gumperz 1962) whose described it as the interaction of two

¹ Translated from the original article

or more languages resulting from several factors and through which have been classified under: **political or military acts, religion, culture, economic and improvement of social life, education and knowledge, information and communication technologies** (Crystal 1987 and Baker & Jones 1998 cited in Wei 2000: 3-4).

Traditionally, the phenomenon of language contact is “**the use of more than one language in the same place at the same time**” (Thomason 2001: 1). But nowadays, the phenomenon does not have to imply the coexistence of two languages within one state, the phenomenon can occur without direct contact or geographical closeness between speakers of the two languages. When linguists speak of a close contact situation, they are usually thinking about convergence between cultures too. Languages are not isolated but they are constantly changing due to external forces brought by cultural currents. In today global world, it is common for individuals to navigate day long with two or more distinct cultures. In fact, the hegemony of English for example as a result of broadening international relations, impacts of scientific and technological revolutions and development of the media, have created “*English loans boom*” deeply detectable in the languages of the world since the middle of the 20th century (Keresztes 2013).

Language contact “inevitably leads to bilingualism” (Appel and Muysken 1987:1). The term applies to “**the practice of alternately using two languages**” (Weinreich 1974:1). It is an umbrella term used to cover wide range of linguistic consequences rising from the languages contact situation. It is therefore described as a phenomenon where two distinct languages come into closest use with the same individual or the same society.

Topics on bilingualism have come to the front in many linguistic researches, various definitions have been suggested to explain this linguistic phenomenon and its prerequisite consequences. But significant numbers of studies have basically argued that Weinreich’s seminal (*Languages in Contact*) and Haugen work (*The Norwegian Language in America*) in 1950s are

considered as the most pioneering studies on analysing bilingualism in terms of forms, functions and results. The Swiss-American and Norwegian researchers emphasised in their works on the first basic treatments of language contact that have inspired authors lately to discuss the outcomes of their socio-cultural environments.

Language contact and bilingualism result in language change¹. All languages under contact situation constantly undergo alternations. The function of each language and the degree to which the bilingual mastered both languages as well as the attitudes of a bilingual towards languages will determine the amount of alternation (Wei 2000). Under the label of language alternation, Myers-Scotton (2002) examines the nature of major contact and bilingualism phenomena mainly: borrowing, code switching², grammatical convergence, interferences and many other linguistic results. These different sociolinguistic manifestations **“have arisen from a confluence of both external and internal facts”** (Thomason 2001: 89)

Researches on Language contact phenomena have tremendously increased in the last decades due to the large interaction of diverse languages and people around the world. As indicated before, language contact nowadays does not necessarily imply a geographical closeness of the two languages but it can develop as a result of an indirect contact which mostly takes place via the Internet, television, cinema, the press and the process of learning and teaching the target language (Dörnyei 2006). The process is manifested in the appearance of loanwords mostly, with the more prestigious language being the donor. Thus, in terms of the present chapter, the borrowing in this field will be crucial to examine, mainly Anglicisms and Neologisms as elements affecting the lexical level of a language.

¹ Language Change encompasses variant alternations that are made in the features and the use of a language over time (Romaine 1995).

² Code Switching is a sociolinguistic phenomenon where different codes are alternately used within the same conversation. This chiefly described as a normal part of the L2 user's language repertoire and whereby the two systems are used in the same string of speech by bilinguals in any setting and who « constantly balance the two languages in terms of grammar, vocabulary and pronunciation » (Cook & Singleton 2014 :11).

Yet, while talking about the borrowing in general, the researcher will note that Linguistic borrowing is a very common and an intensively observable outcome of language and culture contact situation. It needs the importation of a linguistic form from one system to another. It is therefore useful to assess the subsequent implications in speaker's deviation from the norms that may affect virtually any component of his native language structure.

The borrowing of words¹ on the other hand, is linked to the transfer and the use of these linguistic units in a language other than the one where they originated and is taken over different loan processes. One may agree that not all words are modified because they represent the same features as the recipient language. Some others are translated or transferred by meaning. So, before talking about these facts and in order to provide a more accurate description of this phenomenon, it is essential firstly to embark on an exploration of borrowings as a sociolinguistic condition.

1.4.6.1 Borrowing Process

As important as language change, the study of linguistic borrowing as a process began with Bloomfield's typology of borrowings in 1933, which was elaborated later by Haugen's work "The Norwegian Language in America" in 1950. The latter has been considered so far to the investigation of borrowing and its taxonomy. In his work, Haugen (1950: 212) defines the process of borrowing as **"the attempted reproduction in one language of patterns previously found in another"**. A similar definition is found in Gumperz (1982) which explains that **"the introduction of single word or short frozen idiomatic phrases from one variety into the grammatical system of the borrowing language"**. Quite naturally, the speaker adopts an element from another language as a result of interactions between these languages.

¹ The borrowing of words especially the lexical items is the most primitive and frequent form in human linguistic exchanges.

While these definitions suffice as a general overview of borrowing, the result of this phenomenon is called loanword. This concept is related to an element from a foreign origin which has been borrowed in all its forms. It is a morphemic importation of both phonetic and semantic components (Myers Scotton 2006).

In order to draw a clearer understanding of the term borrowing, it is therefore useful to assess the orientations that linguists have subsequently contributed to the presentation of different typological classifications and clarifications. The heading of this part has to do with the recognition of Haugen's (1950) typology as the most influential study. It includes three general processes of borrowing: loanword, loan blend and loan shift¹. Following Haugen's typology in discussing the degree of borrowing morphemic substitution, prominent linguists among them (Richards & Schindt, 2002, Winford 2003, Myers Scotton 2006, etc) have proposed a more detailed characterisation of borrowing. However, these categories are not universally used and just serve to demonstrate the variety of different loan processes that exist:

- Loanwords also called Lexical borrowings (Richards & Schindt, 2002) are by far the most frequent, since the easy and the complete transfer of lexeme' form and meaning. Additionally, Myers Scotton (2006) divided loan words into two parts: cultural borrowings and core borrowings. The former sticks to those **“words that fill gaps in the recipient language's store of words because they stand of objects or concepts new to the language's culture”** (Myers Scotton2006: 212). Cultural borrowings are then a set of new words which are actually unfamiliar to the recipient language, and through which they are associated to new cultural waves. As far as Core borrowings are concerned, this process denotes the adoption of new item which have their equivalent in the native language and **“duplicate elements that the recipient language already has in its word store”** MyersScotton (2006: 212)

¹This presentation shows a variety of different borrowings and adaptations based on Haugen 1950 typology and enriched by other studies.

• Loan blends also refer to the borrowing of morphological elements from the donor to the recipient language; but is generally divided into two parts: Compound Blend, which is closely associated to compound word with an imported stem and a native stem. Derivational blend is related to those lexemes composed of a native stem and foreign affix. (Winford 2003)

• Loan shifts which according to Hock & Joseph (1996) are divided into: Semantic loan also called loan meaning which denotes the process of importing only the semantic meaning from the source language for an existing lexeme in the receptor language. Loan translation also referred to calque is **“a word or expression which has been formed by translation of a corresponding word or expression in another language”** (Matthews 2005: 45). From this citation we can understand that a calque is either a single word or a phrasal expression that was created through a word by word translation from the donor to the receiver language (Haspelmath 2009). The following figure represents the classification synthesis of borrowing proposed by different linguists.

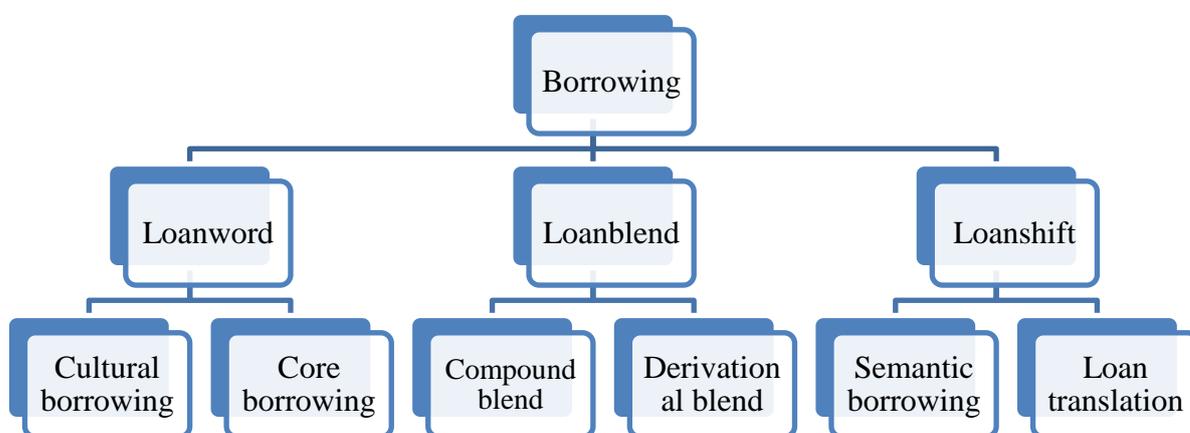


Diagram 1.1 Borrowing Classification (according to Haugen 1950, Hock & Joseph 1996, Myers-Scotton 2006, and Winford 2003).

The figure outlines an illustrated typology of linguistic borrowing. What is particularly interesting about the figure is the fact that the word borrowing has been used “as a general term for all kind of transfer or copying process

(Haspelmath 2009). So, the loanwords¹ are the most important types of material borrowing. The latter consists of a relatively imitation of the form and meaning of a foreign lexeme. There are loan shifts as other important types of structural borrowing and loan blends or hybrid borrowings which consist of partly borrowed material and partly native material (Haspelmath 2009).

Because of the constant demand for new words, individuals tend increasingly to use borrowings to describe new concepts, new expressions and even new items, which can generally be linked to two factors, namely need and prestige (Hock & Joseph 1996). At that level, whenever users of one language come in contact with **“new cultural items, new technical, religious concepts, or references to foreign locations, fauna, flora, there obviously is a need for vocabulary to express these concepts or references”** (Hock & Joseph 1996: 271). Alternatively, individuals opt for adopting certain foreign words because there are no exact equivalent lexemes in their own language. Secondly, the higher prestige of the donor language is also a motivating tool for borrowing. Individuals for instance, use borrowings not only for the United States political, economic and technological achievements, but also for the dominant role of English in terms of success, modernity and power. (Myers-Scotton 2006). Loanwords on the other hand do not fit better into the system of the recipient language until undergoing different changes of phonological, orthographic, morphological and syntactic properties, in other words, Borrowings **“are cited as established by definition, conventionalized loanwords and completely recognised as parts of the language”**²(Haspelmath 2009:41).

1.4.6.2 Principles of Adaptation in the Recipient Language

At the heart of this phenomenon, major loanwords often lead to further alterations in the recipient language. In order to fit the new linguistic context

¹ The terms borrowings and loanwords are used synonymously in this thesis to quote all results of borrowing process.

²This definition is put forward in distinction to nonce borrowings which are often non established borrowings

and rules, a loanword has to overcome certain barriers and experience a range of stages of accommodation in the receiving language. In order to draw attention to this point, adequate specifications are required to discuss the ranks or degrees of adoption. For this purpose, it seems useful to discuss terms like importation, substitution, adaptation and integration or nativisation (Haugen 1950).

A concept of borrowing which is useful for our purpose would be firstly based on importation which necessitates to borrow a foreign element and to use it in one's native language. The second step of paramount importance concerning the borrowing of words is related to its degree of adaptation with varying extent according to the recipient language structure. Since the process is not limited to the simple transfer of features from one language to another, the borrowed element can undergo slight, moderate or heavy adjustment. In regarding these posts, we should acknowledge that **“Importation refers to the adoption of a foreign form and/or meaning, while substitution refers to the process by which the recipient language sounds or morphemes are substituted for those in the source language”** (Winford, 2010: 173). Other researchers refer to these facts as adoption and adaptation (Campbell, 2013: 59). For example, when an English word finds its way into another language, the word loses or changes its meaning(s) or develops new meanings in the receiver language.

Within the same token, another way of explaining situations of borrowings integration, is the distinction between direct and indirect borrowings (Thomason and Kaufman 1988, Myer-Scotton 2006). A direct borrowing refers to situations where a donor word is received as it is by the host language in its original model without any orthographical, morphological or semantic change. It is the case of a foreign word, or as a loanword when the transfer from the source language is done with minimal lexical substitution. In describing examples of foreign terms in German linguistic system, Onysko (2007: 11) points out that foreign words are set of **“lexemes ...which are**

borrowed from a foreign language and are used in German without any orthographical, morphological or semantic change and whose foreign origin is clearly and easily recognizable”. In this respect, these guest or foreign words have kept their original pronunciation, spelling and meaning. We can take examples as coach, weekend, stop, meeting, smart, which are marked as English in their spellings, pronunciations and morphology. By time, these examples became virtually assimilated in the recipient language and now recognised as loanwords. A loanword is then **“similar to a foreign word as it is also a word borrowed from a foreign language, but it has been adapted phonologically and/or morphologically and/or orthographically to the borrowing language”** (Ibid). It is worth mentioning that foreign words cannot be called loanwords until they come into wide usage by the main part of the recipient society. At that moment, they become conventionalized, or adopted with no or little substitution (Hoffmann 2011).

In addition, a significant further distinction related to the level of substitution or what may be called by Myers-Scotton (2006) the indirect borrowing which involves alterations of the donor word. The parts of modifications take place in the substitution from the norms of either language as an attempt to reproduce an equivalent or nearly equivalent linguistic element in the recipient language. These instances of modification and deviation from the norms of either language are called interferences (Thomason & Kaufman 1988). Interference is therefore another explanation to the term adoption described as a necessary rearrangement of patterns during the transfer of items from one language to another.

According to the works of Breiter (1997), Görlach (2003) and others, the integration process actually occurs at three linguistic levels, which are as follows:

- **Phonological integration:** refers to phonological interference. The first stage in borrowing is reached when a speaker introduces into his native language a sound of the source language in the recipient language

following the phonetic rules of the latter (Myers Scotton 2006). This reproduction at first strives to be as close in sound as possible to the original sound of the lending language.

- **Morphological integration:** other loanwords can undergo stronger integration into recipient language, and morpheme replacement plays an essential role. Significant changes in terms of their morphemic structure are more frequent. Morphological assimilation implies that borrowed words are simplified into indivisible roots, then are used according to the recipient language's rules.
- **Semantic integration:** in addition to the incorporation of new units into the speech of bilinguals, there is the introduction of new semantic structures.

Consequently, whatever a borrowing scale is postulated to a slight structural borrowing, through moderate structural borrowing to heavy structural borrowing (Winford 2010), new lexical elements are accommodated and assimilated in the standard language and finally integrated in its new language vocabulary. The following figure represents stages of the borrowing process:

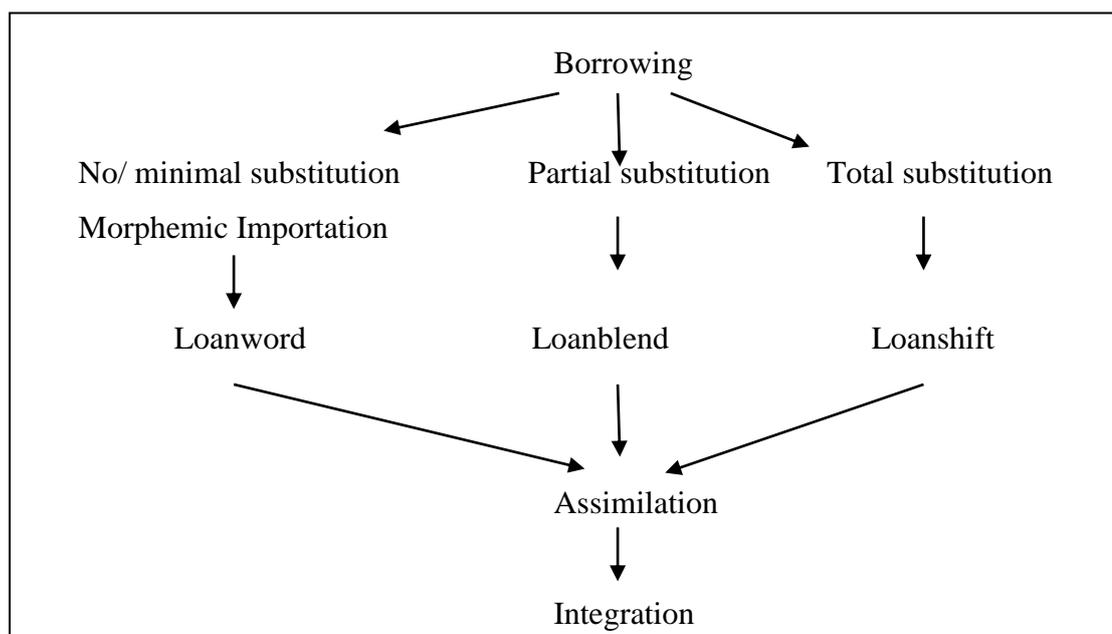


Diagram 1.2 Stages of the Borrowing Process (adapted from the work of Myers Scotton 2006).

This figure covers the stages of the borrowing process where cross categories are devised. Studies on language borrowing have gained momentum especially on the second half of the twentieth century with the apogee of English. Indeed, this new doctrine turned out to be a landmark in the study of English loans influence on world languages. Various studies in this respect have been undertaken by different scholars (among Picone 1996, Onysko 2007, Fischer 2008) to express their concern about these growing numbers of English loanwords. These linguists have proposed different orientations in the treatment of these items ranging from a general description of the phenomenon to a more specific one and from its initial stage till its last phase of integration.

1.5 Anglicism

The rise of English as an important dimension of Globalisation vectors has exponentially accelerated the phenomenon of borrowings for the last decades. The theory of incorporating different linguistic elements named as loanwords from English into user's language vocabulary has soon come to core as a complex result of language contact and cultural pressure from English. Indeed, the dispersion of borrowing and the influx of English terminology also referred to Anglicism¹ are more and more entering languages' lexicons. Onysko is the author of *Anglicisms in German*, published in 2007 defines an Anglicism as every item taken from the English language which determines an object, idea or concept forming constituent parts of the English civilisation and which has been imported, adapted and integrated into the system of the receptor language and acquired the status of loanwords. He often used the term to refer to as **“a generic name to describe the occurrence of English language elements in other language”** (Onysko 2007:10).

The occurrence of English elements in languages' vocabularies is not a new phenomenon. Diachronic studies have shown that languages have been for a long-time subject of foreign items 'adoptions. During the Middle Ages,

¹ The term Anglicism is used to encompass all English loans from all varieties of English language, mainly those from England and the United Nations (Fischer 2008)

Greek and Latin have been the major donors; followed by French who has undergone the same process throughout the 17th and 18th centuries. It is only much later that foreign languages started to borrow English words. This was at least part of the British expansion throughout the world in the 19th century and USA rising empire in the twentieth century (Crystal 2010). **“Today the term is commonly associated with the increasing influx of English borrowings from WW II onwards, related to the international role of mainly the United States, and to English as a lingua franca”** (Fischer 2008 :8). English definitely figures just below Latin, Greek and French on the list of proffered lending languages in terms of scientific and technical terms.

The contemporary period showed unprecedented English influence which manifests directly on the promotion of Anglicisms for referential and communicative needs. This lexical enrichment has been widely accelerated within the globalisation shift and the role of English as a “lingua franca” used in foreign language teaching, mass media, economic expansion and technological inventions. English on the other hand has become the primary donor language because of **“the globalizing character of English and its consideration as the language of power, success and modernity”** (Myers-Scotton 2006: 212).

As a result, the impact of the English language which can be credited principally to Anglophone imperialism has helped the expansion of the language across borders. American brands and products are now the major contributors in the infusion of English lexicon to many corners of the world. Every year, languages are celebrating an influx in meaning and lexical inventory through music, films, social mediums, science and technology.

1.5.1 Neologism and the Classification of Anglicisms in Terms of Assimilation

As indicated earlier, every language is susceptible to the process of importing words from other linguistic systems as a result of language contact

phenomenon. These items start to figure in its new receptor language following different stages and intensities. Clearly, any borrowed element in its first stage that presents a new notion which does not exist in the recipient language is referred to as a neologism. According to Picone (1996:3), the concept is linked to “**any new word, morpheme or locution and any new meaning for a pre-existent word, morpheme or locution that appears in a language**”. Clearly then, any borrowed element from English that constitutes a new word, morpheme or locution is not only an Anglicism in French or Spanish for example but is also, by accepted definition, a neologism. Therefore, any new borrowed element from English is associated to as neologism and accepted as an Anglicism. Furthermore, neologisms are generally for three types. A newly coined lexical unit invented to satisfy a linguistic demand of a speech community, old words with new senses, and nonce formation neologism a word coined on the spur of the moment to cover some immediate need. This type may never become institutionalised or accepted as a regular lexical item (Onysko, 2007).

As far as the types of Anglicisms are concerned, the general literature has made of various way distinctions among the anglicisms: Lexical Anglicism refers to the process of “**when a new word, morpheme or locution of Anglophone confection accompanies a new entity or concept into the recipient [...] language**” (Picone 1996:4). According to the same author, this type is commonly recognised to be widespread primarily for pragmatic reasons based on both in cultural realities and in the general properties. Additionally, this item is also autonomous, as it can be easily extracted from the English system and be part of the receiver language. (ibid).

Apart from the definition of Lexical Anglism, Assimilation processes are also used to classify anglicisms. In terms of the phonological representation of Anglicisms, the distinction is between zero transphonemic for no substitution and partial transphonemic for partial sound substitution (Onysko 2007). Example of the use of English borrowing ending: the velar nasal /ŋ/ in

footing and *parking*. On the level of morphological assimilation, Filipovic (1996) applies similar categories as he distinguishes between zero transmorphemisation, and simple anglicisms found in receiver languages that have the same form as their English source words as for *team* and *box*, and transmorphemisation where an English unit as a suffix is replaced by its equivalent linguistic category of the receiving language. This classification includes also pseudo-Anglicism¹ when a locution is a native confection but composed of English constituents as *lifting* or *self-service* and hybrid is the combination elements of native and English as *speakring*, *top modéle*. Semantic Anglicism is a word or locution that was introduced using all native constituents, but arranged in meaning according to the recipient language. The word may have different senses, each of which has various connotations. In French the verb *réaliser* traditionally means “to bring about”, but under the influence of English, the verb means also now “to become aware of”.

Nowadays and in response to great rapid changes, widespread scale of communication technologies and growth in lexicon creativity, it is pragmatically impossible that Anglicisms undergo stages of integration when they enter languages' lexicons.

1.6 Conclusion

This chapter has introduced the theoretical background to the study, presenting a literature review of linguistic globalisation and trying to give an insight into the various disciplines that are dealt with in the thesis. In the same way, basic concepts have been sketched, mainly the main parameters that were relevant factors in the position of English as a hypercentral language. Another section was addressed to linguistic borrowing as a prerequisite consequence of language contact and the bilingualism phenomenon. The concepts of Anglicisms and Neologisms have also been reviewed as consequences of linguistic globalisation.

¹ An important difference between Pseudo Anglicism and Hybrid lies in the fact that the latter is actually a subtype of Pseudo Anglicisms.

Prior to describing these parts, general consideration, and some general views about the theory of globalisation and its principle trends were discussed. The following chapter is an attempt to provide a synopsis of the domains of English use in Algeria.

Chapter Two
Linguistic and
Sociolinguistic
Distribution of English in
Algeria

Chapter Two: Linguistic and Sociolinguistic Distribution of English in Algeria

2.1 Introduction	62
2.2 History of Languages Contact in Algeria.....	62
2.3 Current Linguistic Situation in Algeria	65
2.4 Domains of English Use in Algeria.....	71
2.4.1 English in Education	73
2.4.2 Spread of English since the 2000s	76
2.4.2.1 English in the Algerian University System.....	81
2.4.2.2 English in Algerian Media.....	86
2.4.2.3 Algerian Attitudes towards English.....	88
2.4.2.4 Analysing Functions and Motivations of English in Algeria.....	91
2.4.2.5 Characteristics of English Loanwords in Algeria.....	95
2.5 Conclusion	98

2.1 Introduction

The English language has affected nearly every speech community in the world. Algeria is none an exception as the prominence of the language in different domains has increased recently. To understand the position of English in the Algerian language repertoire, it is necessary to address its functions in the society as well as the degree and nature of influence behind language contact phenomenon. To explore these elements, this chapter explains the history of English contact in Algeria and the present position of the language in the society. It outlines primarily the presence of English in Algeria through the description of the overall sociolinguistic context of the country which is a fundamental step to the understanding of the diffusion of English in Algeria because it determines the methods of implanting this global language in a defined local environment. The second part tackles different social arenas affected by English, namely education and mass media and discusses both individual and societal attitudes towards English. The last part discusses the increasing influence and spread of English borrowing phenomenon.

2.2 History of Languages Contact in Algeria

The language scenario in Algeria illustrates a prevalent pluralistic nature based mainly on historical as well as ideological and cultural factors that have directly influenced the country's variability and polyvalence. This situation has contributed so far to the construction of one of the most culturally and linguistically rich countries in the world. This language plurality is therefore characterised by the presence of various languages mainly, Berber, Arabic, French and English. Each language has its own history and principles, and therefore plays a prominent position and role in the society.

When we measure the importance of the country's linguistic diversity from a diachronic perspective, we first notice that because of its geographical position on the Mediterranean border. Algeria has been the home of series of invasions mainly from Europe and the Middle East. In fact, the whole territory

of the Maghreb was occupied by its native inhabitants called the Numides. These tribal people used one of the indigenous Berber varieties (Benrabah 2007a) and those people have been since the early ages in contact with different series of influences who have intricately brought different cultural and linguistic norms ranging from the Phoenicians, the Romans, the Vandals, the Byzantines, the Arabs, the Ottomans, the Spanish and much recently the French (Benrabah 2007a: 229).

Benrabah (2014: 43) made a synthesis of these different historical driving forces by citing that **“Several invaders more or less shaped the sociocultural history of Algeria, as well as its sociolinguistic profile”**. He firstly talked about the Berbers who came under the yoke of the Phoenicians who imposed their Carthaginian rule for about seven centuries, subsequently Romans for about six centuries, the Vandals and the Romanized Byzantines for about a century each. The Islamo-Arabo dominated the region for about four centuries, the Turks for about three centuries, and finally **“the French, who brought Turkish domination to an end, for more than a century and a quarter. Spaniards occupied enclaves along the Mediterranean coast intermittently between 1505 and 1792”** (Ibid)

Meanwhile, the most pervasive and influenced impact was made by the Arabs and the French who had conquered the land namely for proselytising and military-economic reasons. Effectively, the process of Arabisation took place within two major periods. The first one was associated with the earliest waves of Arabs who entered the region during the seventh century for purely ideological influences. The conqueror started to exert the local population to espouse religion which access to faith. Due to the strong link between language and the religion, Arabic soon emerged in a privileged position. Since then limited indigenous population started to acquire it by reading and listening to the Holy Quran.

The same fact happened during the second wave, with namely Banu Hillal, Banu Maaqil and Banu Suleiman conquerors, who at that time, made a

profound impact and a deep transformation on the local people (Benrabah 2007). During this period, the Arabs as a dominant group, asserted and maintained the establishment of an Arabo-Islamic territory which resulted in the spread of Arabic over vast areas. This new faith permitted to the language to infiltrate progressively in all Algerian spheres. Although the hegemony touched practically major Algerian cities, the countryside and some southern areas remained predominantly under the Berber rule up to the French colonial period (Benrabah 2007d). Algeria became a French colony (1830), an occupation through which is considered as the most salient one in the Algerian history. When the French officially occupied Algeria in 1830, their colonial policy was explicitly designed to impose both the French language and culture on the local people originally composed of Berber autochtons and Arab invaders (Benrabah 2007a). Effectively, French assimilationist linguistic policy has succeeded in imposing by force their language on the occupied territories. As a matter of fact, French became the language of administration and school instruction and Arabic was cut off from the Algerian spheres. The aim of the French colonial policy was not only to impose French to the detriment of Arabic, but also to destroy the rich Arabo-berber values and heritage. Indeed, within this strategy, the colonist intention was to crush the very important components of the Algerian identity, namely Arabic and Islam that would lead to a national awakening that the colonial authorities were determined to fight heavily. Immediately after gaining its independence in 1962, Algeria restored its Arabic national identity and Islamic values, through the process of the Arabisation policy (1970s). Arabisation became thus "synonymous to healing, the return to authenticity and the recovery of Arabic identity which can be achieved only by the restoration of Arabic language" (adapted from Taleb Ibrahim 1997). Consequently, Arabic was recognised in the institution as the only national and official language of the independent Algeria, trivialising then all other languages.

2.3 Current Linguistic Situation in Algeria

In spite of its several invaders who have more or less influenced its sociocultural history, the current sociolinguistic scene in Algeria is not very different from how it was during the first years that followed its independence in 1962. Today's geographical distribution of languages is characterised by the existence of three main language groups. The national language: Modern Standard Arabic is the vehicle used for formal, literary and educational purposes along with a number of foreign languages, such as French and English, while Dialectal Arabic and Berber are used for local communication.

Arabic is a Semitic language that holds a pertinent position as one of the supercentral languages in the global language system (De Swaan 2013), with an overall number of more than 200 million native speakers in the Arab region, and as a heritage language spoken by several other millions in North America, Europe, Australia, and other parts of the world (Albirini 2016). It is also the official language or one of the official languages of more than twenty countries of the Arab League including Algeria. In the latter, Arabic is recognised as the national and the official language of more than 75% of the total population (Benrabah 2014). As it has already been mentioned, the sociolinguistic distribution of Arabic in Algeria or in any other Arabic speaking country has always been marked by the existence of multiple varieties that converge or diverge based on geographical and genealogical factors (Albirini, 2016: 9).

Accordingly, Arabic is an umbrella term used to encompass the two language varieties: Modern Standard Arabic and Dialectal Arabic that are used simultaneously for written or spoken purposes and within formal or informal settings throughout the Algerian society. This linguistic convergence reflects a diglossic¹ relationship between Modern Standard Arabic as a high variety and

¹The term diglossia was first used by the German linguist Karl Krumbacher (1902) and then by the French orientalist William Marçais (1930). However, Ferguson's work (1959) is considered as the most comprehensive model for approaching the relationship between MSA as high variety and DA or QA as low variety are complementary distributed in terms of contexts of use (Albirini 2016).

Algerian Dialectal Arabic as the low variety, and through which they fulfill distinct functions (Dendane 2007)

Modern Standard Arabic is the standard variety of Arabic. It is the official language of the Algerian government, education, administration and media. This variety has been closely related to Classical Arabic which is often identified as the language of the Holy Quran, the Islamic sciences, Hadith and all Islamic Jurisprudence (Albirini 2016). Along these lines, Classical Arabic has received different transformations, especially on the lexical and stylistic levels because of it continually exposures to linguistically diverse Arab and foreign populations. As a result, this situation led to important socio-cultural and literary codifications where new scientific, economic and political words and expressions have infiltrated into the language. Classical Arabic started then to diverge gradually from its original forms and through time a new emergent variety named MSA “which was coined to reflect the changes that CA was undergoing while coping with concurrent changes in the Arabic sociocultural and historical scene » (Albirini 2016: 12). With actual socio-economic world changes, mass media, digital technologies and scientific processes, many new concepts and expressions are daily adopted in this standard variety.

Dialectal Arabic, on the other hand, refers to a number of Arabic dialects that are used by local speakers daily and do not have any official status or standardised orthography. They represent the low and local varieties used in conversations and other informal communicative exchanges. The existence of multiple varieties of Dialectal Arabic has naturally risen from their common ancestor named Classical Arabic. According to Ferguson (1959) Arabic dialects are on the whole derived from CA but with more flexible linguistic rules. These derivatives are primarily the result of cultural and social contacts that the standard form has been confronted (Ferguson 1959, cited in Derni 2009). Algerian Arabic is among the Arabic Western dialects or the Maghrebi

Arabic¹ that includes many other dialectal forms found in different regions and spoken by the majority of Algerians who have any of the Berber varieties as their native tongue. Algerian Dialectal Arabic is then used within families and friends as a medium of everyday interactions. The most striking feature of Algerian dialects is the phenomenon of language interference that remains present within the whole society. This is almost certainly due to the wave of invasions, the rapid urbanisation and movement of people which were responsible for this diversification (Benrabah 2007a). The use of various forms within the same utterance is mainly established through the occurrence of both internal and external mixture. This enables us to postulate that the Algerian Arabic dialect may contain some inclusions from a genealogically related variety as MSA or from none genealogically related varieties. As far as combinations of these linguistic systems are concerned, the first type coincides with some switches between the standard language (MSA) and Algerian dialect as a reduced prototype of Arabic diglossic situation by which “an utterance may fall anywhere on a continuum of linguistic variation between High [MSA] and Low [AA] (Albirini 2016: 19), or by the use of external combinations which are primarily associated with cases of interferences, especially from those languages that have marked the history of Algeria as Berber and French but also Turkish, and Spanish. Below are instances of certain loanwords² taken from different origins and used in Sidi Bel Abbes Algerian Dialect:

Borrowing	English Gloss	Borrowing	English Gloss
Berber origin		French origin	
fərnān	Corkwood	Rafitajma	Provisions

¹According to one common classification system, Arabic dialects may be divided into Eastern dialects and the Western dialects, corresponding respectively to the dialects spoken in the Mashreq/Middle East (including Egypt) and the Maghreb/North Africa (Albirini, 2016: 30)

²Some of these instances are taken from the work given by Guella (2011)

ʃlāyəm	Moustache	loʃo	Car
falu:s	Chick	bi:sri	Grocery
səkkūm	Asparagus	du:mi:n	Rates office
Turkish origin		Spanish origin	
Lamiri	Town hall	Leɣija	Bleach
tabʃi	Plate	kaɣakelo	Snail
fərtu:na	Disorder	bri:ka:	Lighter
Zerda	Feast	baʃura	Rubbish
baʃmāk	Sandal		
Tkāfi:r	Socks		

Table 2.1 Foreign Loanwords used in the Algerian Dialect

This table illustrates some of the foreign loanwords found the Algerian dialect. The second language varieties spoken in Algeria are Berber languages, “these varieties are in fact one language with different dialects despite their internal variation” (Sayahi 2014:17). According to linguists Benrabah (2007a), Albirini (2016), Berber languages are the indigenous languages spoken by the first inhabitants of the Maghreb before the Arab expansion.

Meanwhile, the majority of the Berber speakers are localised in Algeria and Morocco. In Algeria, the total number of these users has been estimated to 33 percent of the Algerian population (Euromonitor 2012). Different Berber varieties exist in the country. Such varieties include: the Kabyle or Tamazight as called in Berber and is spoken in the Kabylia region. The Chaoui in the Aures mountains, Mزاب in and around Ghardaia and Touareg in the South of

the country (Derni 2009, Sayahi 2014). Parts of these varieties are mutually intelligible while others present more divergent forms. In recent recognition, Tamazight which constitutes one of the most fundamental components of Algerian identity (Préambule de la Constitution 1996) has been recently named the second national and official language in Algeria after Arabic (the newly constitution 2016). Today, the variety is taught as an optional subject in all levels and its usage has a steady shift, especially in mass media and among younger Berber generation.

While the presence of Berber varieties is confined to certain areas in Algeria, French is found to a greater extent in various parts of the country. This situation started when colonial France had implemented its violent methodological policy that had profoundly affected the Algeria's cultural and linguistic profile (Benrabah 2014). After independence, the language has continued to spread and enjoy a high prestige position in the sociolinguistic scene "as the language of education, modernity and social mobility" (ibid).

Although the Arabisation policy (1970s-1990s) has been implemented to displace French, the language still holds a saleable position in the media, education, government and administration. Indeed, French is present in the spheres of everyday life for the Francophones, who represent 60 percent and who are often Arabic-French or Arabic Berber-French bilinguals (Euromonitor 2012). It is also used as a second language along Arabic in the majority of public administration and as a compulsory subject from the third grade in primary education until university where it is often the medium of teaching scientific and technical disciplines. With regard to information revolution, the position of French is spreading further, especially in mass media and internet. Given that French enjoys an outstanding position in Algeria. Today, a large number of newspapers are daily published in this language. Besides, a national radio and television channels broadcast various programmes in French, and internet use in French that has heavily gained additional advantage in public space (Sayahi 2014).

A discussion of the Algerian sociolinguistic situation is incomplete without considering the role of English which has started to claim its space in the Algerian society. Indeed, along the current socio-political atmosphere brought by globalisation processes, the integration of societies in the global system and their adaptation to global trends can be considered as a key in favour upon the implant of English in the world and along the Maghreb countries as Algeria. Clearly, the presence of English in this region started gradually after these countries gained their independence and initiated the Arabisation policies within some societal spheres (Albirini 2016). Albirini also points out that:

The global status of English, the spread of modern technologies and communications, and the economic and political influence of the English-speaking countries, particularly the United States, have necessitated the reinception of English into the Arab sociolinguistic scene for the purposes of global communication, economic competitiveness, use of new technologies, and national development in general. (Albirini 2016:41)

In the light of these incentives and in spite of the influence of French in various parts of the Algerian sociolinguistic arena, the government has felt the necessity to introduce English (2000) as a crucial factor for social improvement. Since then the position of English in Algeria started to gain greater visibility across the Algerian society, especially in certain domains, namely education, employment, mass media, and commercial exchanges. The sociolinguistic profile of the spread of English in Algeria diverges from other expanding environments where arguably English occupies the position of a 2nd foreign language. Clearly, the presence of English in Algeria and its connection with English language nowadays, does not have to imply the coexistence of two languages within one state. In fact, English–Arabic contact, may mostly take place via the Internet, television, cinema, the press and the process of learning and teaching English (Dörnyei 2006). The following figure shows the

profile of spoken languages in Algeria including references about Algerian Arabic speakers.

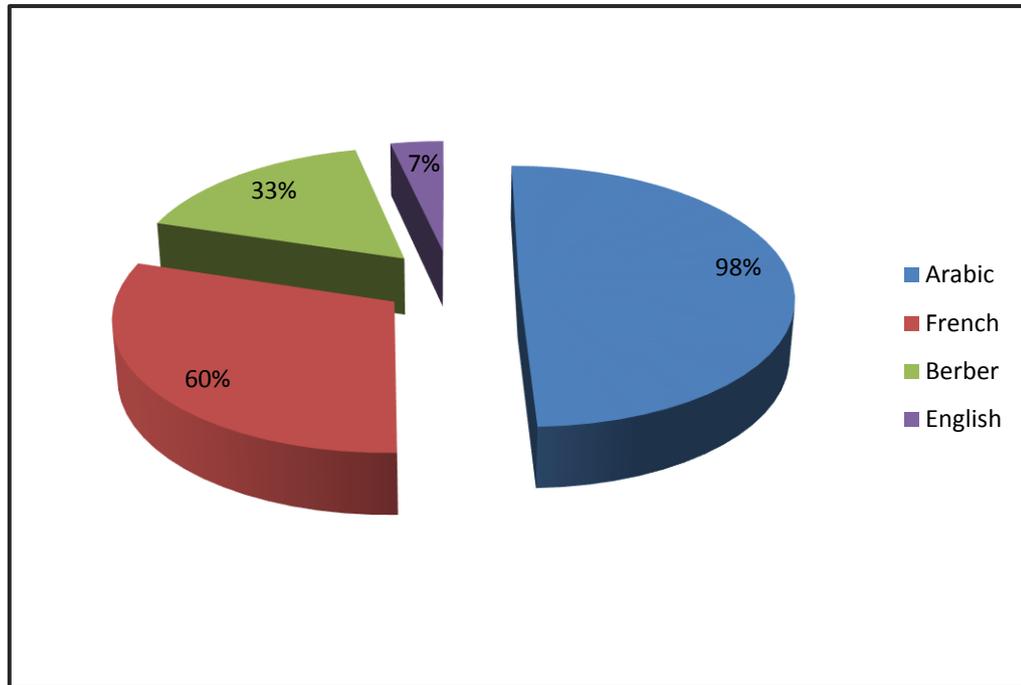


Figure 2.1The Profile of Spoken Languages in Algeria Adapted from Euromonitor International, 2012 from CIA World Factbook, (2011)

The figure outlines an illustrated portrait of spoken languages in Algeria

2.4 Domains of English Use in Algeria

In an attempt to visualise the presence of English in Algeria and its domains¹ of use, one can firstly argue that unlike French, English does not have a colonial legacy in the country. Effectively, the newfound language has been introduced in the society and marked a light presence after the country gained its independence and initiated the Arabisation policy within some societal domains (cited in Albirini 2016). The status of this foreign language at that time represented a mere use in comparison with French which has been maintained and substantially increased since independence (Benrabah 2007). But along these years of reconstruction, the foreign language has started to

¹ The concept of « domain » is applicable to how language is distributed within the social sphere.

impact progressively the various social arenas. In an effort to understand the initial steps in the implementation of English in Algeria, one can say that the language has established its position according to two phases: the first contact goes back to the middle of the 1970s when Algeria decided to nationalise its oil companies with the help of the Americans, along with the adoption of the liberal ideology at the beginning of the 1990s when American energy companies settled in southern Algeria (Malti 2012). Immediately, young Algerians have to acquire some qualifications in English as a fundamental criterion to join these foreign companies. As a result, English language proficiency levels have spread considerably among graduates in these southern areas because of its instrumental value, linked principally to employment opportunities.

The second phase had grown up in relevance with the spread of modern technologies and communications, and the economic and political influence of the English-speaking countries, particularly the United States which have all together facilitated the expansion of English into the Algerian sociolinguistic scene **“for the purposes of global communication, economic competitiveness, use of new technologies, and national development in general”**(Albirini 2016: 41). Currently, the English language started to impose its position and popularity among Algerians, who seem widely to welcome the language because of its instrumental value as a key to the outside world and global economy. In an effort to provide a more accurate description of the actual position of English in the Algerian linguistic landscape, the next parts will offer a sociolinguistic account of the domains of use of English in Algeria. The phase here is applicable to show how language is distributed within the social sphere and more precisely to represent the socio-interactive situations in which language plays a role. The idea was first developed by Fishman (1964) and later used to cover the other sociolinguistic profiles of English in Europe and in the world. One of the principal taxonomies of domains of language includes: family, work, religion, literature, the media, the military, the court, and education (Fishman 1964). In our case, the researcher

will make use of some of them and others that deemed suitable to the social reality of the country. To reveal the domains of use of English in Algeria, the first part will discuss its role in national and higher education policies, then to visualize its place in the media, and after to take a look at both societal and individual attitudes towards the presence of English, and finally to examine the use of the borrowings from English by the Algerians with examples¹.

2.4.1 English in Education

Perhaps the most important predisposition concerning the promotion of English in modern societies in the past 50 years is the gradual spread of ELT industry which is considered as one of the major growth industries around the world (Crystal 1997). The international utility of English in terms of language education has not only been restricted to the inner and the outer circles, but it has expanded to include the majority of EFL settings where English is used as a tool for wider communication. Along this idea, it is argued that some of the primary issues involved along the discourse of teaching/learning English as an international language is the Teaching of English to Speakers of Other Languages. As a result, recently the teaching of English has increased significantly and Algeria is no exception to this trend.

In order to regard the pervasive position of English in the Algerian education, it is hence necessary to draw a useful perspective on its historical development. To understand these posts, let remind that Algeria's experience with the English education policy can correspond to two major periods; the Socialist period (1962–the beginning of the 1980s), the Economic –Liberal period (late 1980s - present). Each period represents a socio-political model that Algeria has adopted and which has had an impact on English language education (Benrabah 2013).

¹Let say that parts of the different cited reasons behind the eventual expansion of English in Algeria have been already discussed by Professor Benrabah (2013).

In establishing a diachronic analysis of English language teaching in Algeria during the first years that followed the independence, it can be noticed that this phase was considered as a prelude in the teaching of the foreign language in general. At that time, there was a government directed radical move towards the establishment of the Arabisation policy. The teaching of English (as for all the other foreign languages) has denied any status planning. Nevertheless, the language was taught as an optional subject at school. Hayane (1989) revealed that Algerian educators used English textbooks and teaching manuals that were eventually published in France (Hayane 1989 cited in Belmihoub 2018b). By the beginning of the 1970s, a new reform came to the core when the Algerian public authorities have institutionalised the teaching of the English language by the introduction of English in the ninth grade (Abid-Houcine 2007) and by creating a general inspectorate of English. This institution instituted vocational training cycles to form English teachers. By the same time, they elaborated the first Algerian textbooks in English for all levels and teacher booklet with guidelines for the teaching of English (Belmihoub 2018b).

During the late 1970s, the Algerian government advocated the necessity to value the teaching of English in the schooling system. English was then taught as the second foreign language after French and was introduced in Middle School (eighth grade) (Abid-Houcine, 2007, Benrabah, 2007). Along the same time and in collaboration with local authorities, many national institutions as Sonatrach and foreign companies as Schlumberger started to organise training cycles for their employees, especially for those who were in contact with British or American expatriates or were on a mission abroad. As for higher education, the universities of Algiers, Oran, Constantine and Annaba were forerunners in the teaching of English in Algeria offering the degree of BA in English, and 60% of the teaching staff was composed of Nationals while 40% were Expatriates (Bouhadiba 2015).

The second period started from the late 1980s and corresponded to the era of world modern drastic changes. Algeria had progressively adopted a new socio-economic ideology implying the shift from a directed economy to a market economy. The latter was characterised by substantial socio-cultural openness towards the world and therefore recognised the world socio-cultural diversity. Since then, the state had adopted a series of policies aimed at introducing the teaching of the foreign language at primary, secondary and tertiary levels. At the same moment, different English foreign institutes had been mushrooming in Algeria, especially in the main cities as Algiers and Oran, to cite: the British Council, the American School and the American Cultural Center. Their aim was to help the quality of education in Algeria through the promotion of English, the language of science. In a report made by Belmihoub (2018) and in order to reveal their realisations, the British Council offered “Direct Teaching of English Operation in Algiers, which also helped with teacher-training and provided scholarships for study in Britain”. (Belmihoub2018: 4)

Another major experience in the teaching of English was implemented in September 1993 when the Ministry of National Education introduced English in the primary school (Miliani 2000). Benrabah (2014) stated that out of two million Algerian pupils at grade four of the primary school had to choose between French and English as an additional language. This measure did not last long as it was firstly applied in some pilot schools to be generalised in all primary schools and finally to be abandoned two years later. The Ministry of Education revealed that 71.07% of parents chose French while only 28.72% were for English (Belmihoub2018a). Along the same line, Benrabah (2014) concluded in a report that the total number of those who chose English was varying between 0, 33% and 1, 28% (Benrabah 2014: 51). This experimental policy failed as most parents chose French. Benrabah (2013) related this failure to the reality of the Algerian society which remained attached to French as more useful for Algeria’s socio-economic prosperity (Belmihoub 2018a).

2.4.2 Spread of English since the 2000s

During the first decade of the 21st century, Algeria experienced more changes and challenges than any other period of time in English language education. Effectively, a new step was taken as a turning point in the recognition of the foreign language education considered as a commodity in the globalised world. The period began in the early 2000's and corresponded to the era of total transition to the free economic market as cited in Benrabah (2007: 226).

A closer look at English development in Algeria revealed that much greater prominence was the focus of education since the 2000s by the promotion of CNRSE (National Commission for the Reform of the Educational System) which was assigned to restructure the educational system and to value the teaching of foreign languages and more particularly to solve the different identified problems in the teaching of English. In reference to the declaration of Ministry of National Education in 2003¹ which adopted a new attitude vis à vis the teaching of English, an English Education Reform Cell was set up by the commission in the late 2004, with duties of changing and improving English education in middle and secondary schools. In order to achieve these goals, a number of foreign language policies had been developed, formulated and implemented, including: pupils'/ students' curriculum, teacher training and language infrastructures.

In deference to CNRSE proposals, the Algerian government declared first the end of the fundamental school system to fill the place for a new structure comprising three stages: primary school which lasted five years,

¹ The Minister of National Education declared on 2003 that "Le but de l'enseignement de l'anglais est d'aider notre société à s'intégrer harmonieusement dans la modernité en participant pleinement et entièrement à la communauté linguistique qui utilise cette langue pour tous types d'interaction. Cette participation, basée sur le partage et l'échange d'idées et d'expériences scientifiques, culturelles et civilisationnelles, permettra une meilleure connaissance de soi et de l'autre. On dépassera ainsi une conception étroite et utilitariste de l'apprentissage de l'anglais pour aller vers une approche plus offensive où l'on ne sera plus consommateur mais acteur et agent de changement. Ainsi chacun aura la possibilité d'accéder à la science, la technologie et la culture universelle tout en évitant l'écueil de l'acculturation". (Algerian Ministry of National Education 2003 cited in Cordel, 2014: 232)

middle with four years and secondary comprised three years of instruction. Through the English curriculum revision, Benrabah (2007b) said that from 2004, the teaching of English in public school has shifted from grade eight to grade one at the middle school till the last year of secondary school.

Thus, shifting the introduction of EFL from secondary to primary schools sought to provide a longer exposure to the foreign language and therefore to increase pupils interest and motivation towards the English language. In terms of intensity, the number of English classes at middle and secondary schools increased. Pupils in the middle school had 2h30 (instead of 2h) English classes per week at grades 1 and 2, and 3h30 (instead of 2h) classes at grades 3 and 4. As for the secondary school, the hourly volume of English lectures had attained 5h per week at grade 3. The revised curriculum had led to make also a multitude of changes that had gradually affected the content of English textbooks. The objectives of these new manuals were to expand the basic linguistic and communicative skills necessary for the development of learners' capacity in the target language. The following tables show respectively the hourly volume of English lectures in middle and secondary schools.

	First year		Second year		Third year		Fourth year	
English	Weekly	Annually	Weekly	annually	weekly	Annually	Weekly	Annually
lecture	2h30	80	2h30	80	3h30	112	3h30	105

Table2.2 Hourly Volume of English at the Middle School in 2017 – 2018

The first table reviews the hourly volume of lectures allowed to English lectures in middle school.

	First year		Second year					Third year						
	ST	L	Phi	FL	Math	GE	S	TM	Phi	FL	Math	GE	S	TM
English lecture	3h		4h	5h	3h				4h		3h			

Table2.3 Hourly Volume of English at the Secondary School in 2017- 2018

This subsequent table shows the hourly volume of lectures allowed to English lectures in secondary school. The second reform of great emphasis was attributable to the important role of English teacher as a facilitator of the learning process. The new strategies were proposed to meet both pupils and teachers social and global needs through the enhancement of teacher language proficiency and teaching skills. Teachers were exposed to take on a wider range of responsibilities, including helping pupils develop communicative performance, and promoting positive values and attitudes towards English language learning. To ensure this, the government had promoted this development by offering special trainings and plannings for the sake of creating an atmosphere of communication and coordination between teachers and inspectors. The aim was to develop curricula and methods of teaching English as a foreign language and also to progress in this field and to discover the weaknesses and the challenges experienced when teaching this language. Another major aim was to provide opportunities for Algerian English language teaching professionals to exchange teaching experiences and input on innovative teaching approaches and techniques.

During the first years that followed the implementation of CNRSE, a great importance was attributed to English language teacher development. For the implementation of this innovative policy, the Ministry of National Education gave higher priority to teacher development initiatives. In order to facilitate dissemination of curriculum innovation, the English Education

Reform Cell established the In-service English Language Teacher Training and Development Units in the largest cities to organise seminars, and conduct in-service training workshops for middle and secondary teachers of English language. A great deal of the budget was spent on these intensive in-service teacher trainings. This had an influence on the curriculum of the middle and secondary teacher training schools. It provided student teachers at the Training Institute for initial teacher training for teaching English at the primary level. Teachers' manuals for middle and secondary English education were authorised by the government and distributed to each school. Intensive in-service teacher training was provided through 16 local offices of education across the country.

The government also collaborated with local associations as the Algerian Association of Teachers of English or the Algerian English Language Teachers' Professional Network which were implemented to encourage mutual supports and co-ordinations. Foreign institutions also were engaged in academic training with Algerian teachers, indeed, through cooperation with the British Council, the United States Information Agency and the American English Institution in the Middle East and North Africa in collaboration with British and American Embassies, to help facilitate the implementation process of the curriculum reform. Since the 2000s, the British Council was involved in various local seminars in different cities focusing on updating teaching methodology and aspiring teachers of English who had little or no teaching background. The English Access Micro Scholarship Program was a recent initiative offered by the USIA as by AMIDEAST which aimed to provide English language instruction for teachers who wished to upgrade their knowledge and skills. Teachers were also given opportunities to go to English speaking countries for language improvement and better teaching.

In November 2017, the Minister of National Education signed a cooperation agreement with the Ambassador of the United Kingdom and Northern Ireland for the improvement of the teaching of English. This focused

at improving didactics of English language education, training of inspectors and teachers and educational research¹. Mr. Noble stressed, for his part, having held several meetings with the Minister of National Education with the aim of improving the teaching of English in Algeria through the training of inspectors and teachers, estimating that the agreement signed " will offer a new framework for cooperation in the field of education".²

Another aspect of English language education in Algeria concerns foreign language centres. As the use of English is increasing day after day in different forms, the number of language institutes considerably increased. English became the focus of language education and policies in different areas in the world and Algeria in particular. Many institutions (whether public or private) undertook different EL teaching in their education as a paving way to global and professional reach. According to a recent data published by Huffpost Algérie (2016), Algeria included more than 47 centres³ based principally in Algiers but also in other cities as Hassi Messaoud, Oran and Annaba offering programmes in Basic English, General English, Business English and Technical English.

The ambition to learn the foreign language became possible thanks to the introduction of these foreign languages' centers that regrouped Algerians at different time volumes and from various levels. In the British Council's 2017 report, a comprehensive sociolinguistic profile of English in Algeria described the country to have one of the best re-registration rates in the MENA region. Every year, more than 3,300 distinct adults, adolescents and young learners and close to 10,000 students obtain the Cambridge qualification degree. The former also run direct teaching of English operations since 2008 with the Ministry of National Education and the Ministry of Higher Education and Scientific Research to support throughout the Algerian territory the learning of the English language and its curriculum. Their statistics showed that they reach

¹Retrieved from <http://www.aps.dz> (3 nov 2017)

² Same source <http://www.aps.dz> (nov 2017)

³ Among the most important foreign language institutions

more than 5 million learners each year with English language content through the Echorouk newspaper, along with two British radio and TV productions Word on the Street TV program on BBC Arabic and English series Obla Air on JiL FM. They added to have half a million Algerian fans on Learn English in MENA Facebook pages and 350,000 users of English-language sites which was the country's largest participation in the MENA region¹.

2.4.2.1 English in the Algerian University System

Despite the strong Arabisation policy imposed by Algerian successive governments on public sphere, French remained a prominent language in important fields of higher education (Science, Technology, Engineering, and Medicine). In this context, Benrabah (2007a) noted that in universities **“95% of post-graduate courses in sciences and 95% of undergraduate courses in Medicine and Technical disciplines are taught in French”** (Benrabah 2007a: 233). Along the academic year 2004 - 2005, Algeria adopted a new higher education system known as the LMD (Licence, Master and Doctorate)². This reform was introduced to follow the requirements imposed by the new socio-economic globalisation facts. In its origin, the new scheme, based on Europe's Bologna Agreement was chiefly intended to increase research cooperation between European countries. Its objectives were:

- To facilitate the mobility of teachers and students in the European area as well as the integration of students in the European labour market.
- To improve the international recognition of qualifications through a gradual convergence towards a common framework of qualifications and cycles of degrees.
- To promote lifelong learning (Mami 2013)

To meet these incentives and under globalisation influence, English became synonymous with success. English in this respect was established as the first

¹www.britishcouncil.dz(accessed: October 2017)

² Established in some universities and was later to cover all Algerian universities

foreign language in almost European higher institutions. It was concluded that English is the language of science. That is the language we have to use if we wish to prepare our students for international career in a globalizing world.

Following the preconditions established along the Mediterranean border, Algeria soon experienced its rapid and significant need. The introduction of the LMD system in the Algerian universities was manifested to improve successful learning, better teaching/learning environment, academic standard and market demands. To meet these incentives, fundamental changes were taken place in Algeria to improve higher educational systems and to consolidate the scientific research. One of the important challenges was the substantial interest in foreign languages, especially English. As a matter of fact, “new methods in language teaching and linguistics have shaped the new curricula as far as English teaching and learning is concerned (Mami 2013: 910). Under the demand of the education decision taken towards the teaching of English, the reaction of the Algerian government came to the core. In this respect, a series of measures were implemented to consider more ELT at Algerian universities.

However, the above-language policy was not accompanied with concrete measures. French is still the language of instruction in medical, scientific and technical institutions and English is not a mandatory subject. Nevertheless, English now enjoys an unprecedented role in higher education. It is taught as an additional module in all social, technical and scientific institutions. Indeed, the university has given an unequivocal interest in teaching the language for specific purposes. This branch focuses mainly on training students in their specific domains of English to accomplish specific academic and professional tasks. In these courses **“language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments”** (Ricento 2013:125).

English started to be taught in different fields of specialism, e.g. English for Science and Technology (EST), English for Medical Purposes (EMP), or

English for Business Purposes (EBP), in order to help students to develop their curricula and therefore to encounter the society's social, economic and cultural development. ESP is divided into two main categories; English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). As for the academic purposes, the following diagram includes all its subcategories.

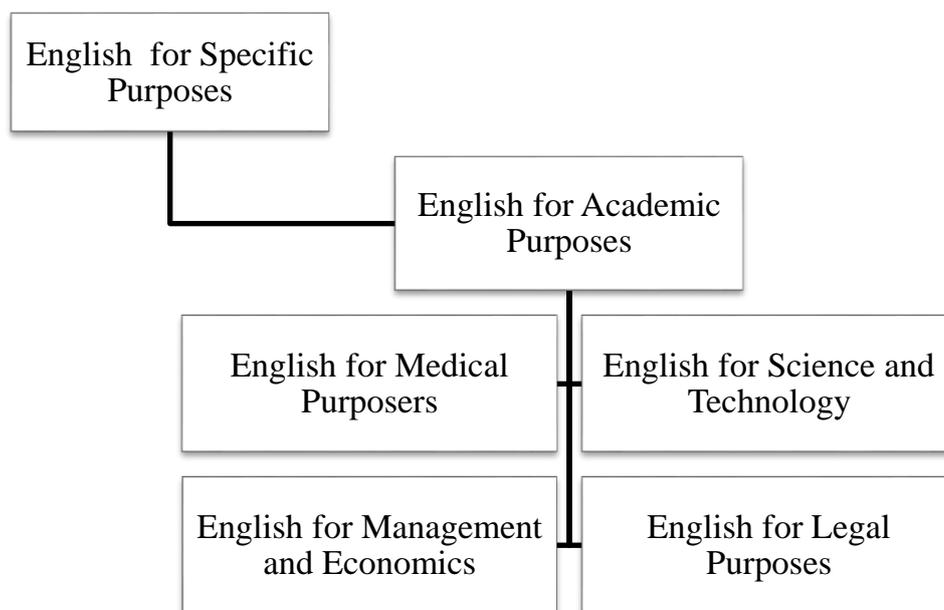


Diagram 2.1 English for Specific Purposes Adapted from Swales (1988) EAP Subcategories.

The figure covers ESP subcategories. At the university level, English is also present in the Department of Foreign Languages within Anglophone studies. The ambition to carry English studies in this department was considerably increased. A recurrent example to illustrate this point was the number of students enrolled in French and English Departments at the University of Sidi Bel Abbès during the last three years. For example, in 2015-2016 the total number of students inscribed in the French Department was 301 with 391 students in the English Department. In 2016-2017 a total of 334 students were recorded in French Department while English enrolled 449 registered. For this academic year 2017-2018 the French Department counted 192 students and 333 students who chose English as their medium of

instruction. These numbers showed the enthusiasm of students for the English language compared to French. The following diagram shows the number of students enrolled in the French and English departments at the University of Sidi Bel Abbès in 2015/2016, 2016/2017, 2017/2018.

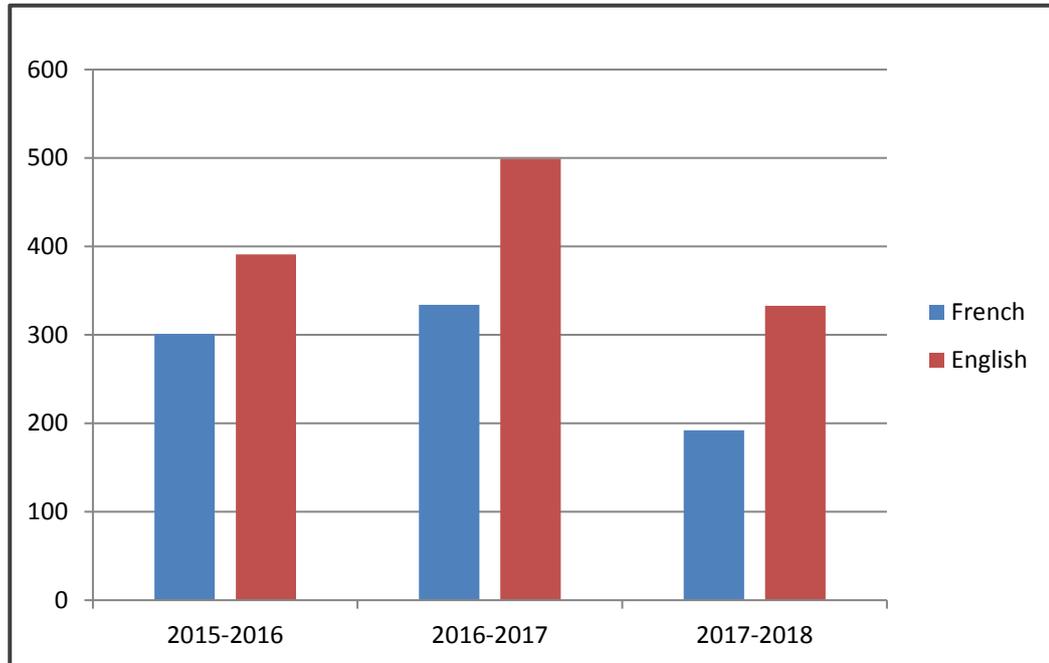


Figure 2.2 Number of Students Enrolled in French and English Departments at the University of Sidi Bel Abbès 2015/2016, 2016/2017, 2017/2018

This figure shows the total number of students enrolled in both French and English Departments during three sequential academic years. The United Kingdom was also engaged in academic and cultural exchange with Algeria. For example, according to the Huff Post Algérie (2014), eight of the prestigious Chevening scholarships were granted to outstanding Algerian students for MA programs in British universities. One of the goals was to build a professional network and promote development in Algeria. Some of the most encouraged specializations include economics, politics, and various engineering programs. Great Britain also planned to prepare 500 Algerian PhD in British universities between 2015 and 2020. (Belmihoub 2018b).

Another important infrastructure is the Centre for Intensive Language Teaching (CEIL)¹ which has the primary mission to promote the learning of foreign languages in general and English in particular as a major issue of globalisation tendencies. The centre is part of the RACEIL, Algerian Network of Intensive Language Teaching Centres, itself a member of the World Forum of Language Centres (HERACLES) and partner of the Association of Directors of University Centres of French Studies for Foreigners. The first CEIL was created in 1981 at the University of Algiers to ensure the generalisation of the Arabic language as part of the Arabisation policy. It thus ensured other foreign languages starting with French in the late 1980s and English along the end of the 1990s to cover later other languages. Algeria now counts various para university centres that have developed in parallel with the university shift and thus providing foreign languages education to students enrolled in graduate and post-graduate studies and whose research work required knowledge of a foreign language. As part of the policy of promoting scientific research and English language education, CEIL launched since 2007 special efforts to meet students' needs to perform their knowledge in English. It helped those enrolled in different technical and scientific disciplines understanding their academic and scientific concerns. This driving demand for English education was a key motivation for many young Algerian students to take up English education not only to improve their language use, but also to improve their chances of employment with multinationals or with oil and gas companies that offer better salary levels. The following diagram represents the number of students enrolled in French and English sections in CEIL at the University of Sidi Bel Abbes along the three last academic years. This presentation gives us a concrete view about the growing students' interest in learning English in comparison to French.

¹ Ceil.uni-alger.dz

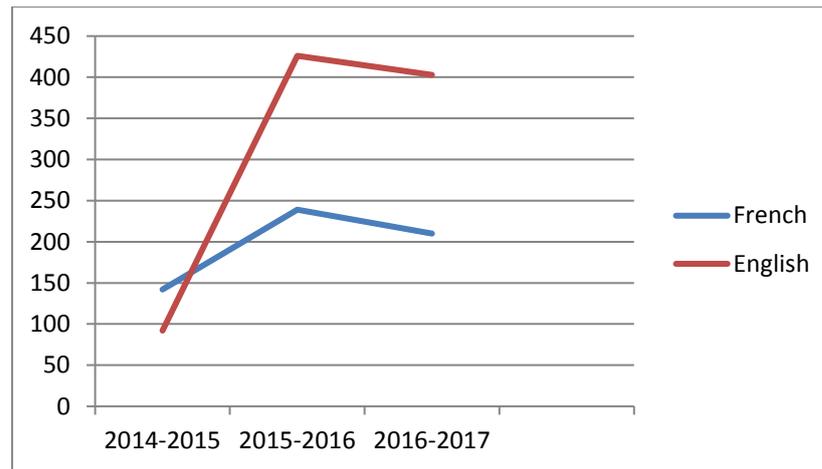


Figure 2.3 Number of Students Enrolled in CEIL French and English sections at the University of Sidi Bel Abbès 2014/2015, 2015/2016, 2016/2017.

The figure represents a comparative number of Students Enrolled in CEIL in French and English Sections at DLU during the three academic years 2014/2015, 2015/2016, 2016/2017.

2.4.2.2 English in Algerian Media

The second field in which the spread of English is acutely observed concerned the diffusion of English and Algerians' growing exposure to the media. This issue is undoubtedly present whether with print, electronic media or new age media including advertising, many forms of youth culture and entertainment. The presence of English in the Algerian media can be described as sporadic in comparison to French and Arabic. Indeed, although English is present in some television or radiographic broadcasts, its field remains very restrained with only some newspapers and few educational programmes. Along with a development study of the Print Media Sector in Algeria, a finding carried out by the National Ministry of Communication in 2012¹ gave no data concerning the press in English and qualified it as insignificant with the presence of only three newspapers, namely: North Africa Journal (Algeria), Algeria Daily and Algeria Interface (English version). This is put forward in comparison with French which has confirmed its position among the Algerian

¹ MPTTN 2016

speech community in the sector of print media where the number of newspapers issued in French everyday outnumbers those published in Arabic with 880.000 copies in contrast to just 30.000 copies in Arabic (Benrabah 1999). Aside from the statistics, two private newspapers Echorouk and Ennahar tend to share British Council sections for learning English on their online pages (Belmihoub 2018b).

The same observation is also noticed in the audio-visual sector. Radio listeners can listen to news in English broadcast half an hour per day on International Algerian Radio or to the voice of BBC world on some local FM frequencies. As to television, it is hard to estimate the part of English programmes given a lack of study where English is totally absent in this audio visual paradigm. Algerians can have access to channels broadcasting in English thanks to the rapid development of telecommunications and satellite TV which have facilitated the diffusion of English in various international channels for free where many of them are English and even Arabic speaking channels, as Eurosport, CNN, Fox, and MBC Groups among others.

Another domain in which the presence of English seems important is today recent developments in technological communication, and the use of diverse mass media organs (whether high-tech gadgets, space satellites, computers or mobile devices) which have all actualised the increasing influence of English in Algeria. In his writings, Benrabah (2013) connects media and especially youngsters' exposure to the media as another key driver for the expansion of English in Algeria, including Information and Communication Technologies (ICT) and through very a high rate of mobile telephone usage. Yet, these new age media are considered as other major sources of English input in Algeria, especially among young people who are estimated to cover 38.2 users per 100 inhabitants in 2017¹(with only 12.5 in 2010 and 5.8 in 2005). After the researcher has spread out the most significant

¹ World Statistics Pockets 2017; Department of Economic and Social Affairs; SeriesV, No 41. United Nations Publications. New York

functions of English, mainly, in education and media, it essential to consider then the attitudes of the language in Algeria.

2.4.2.3 Algerian Attitudes towards English

In a recent study, Cordel (2014) summarised very efficiently the Algerian attitudes towards English where she identified two major incentives that were responsible for the actual spread of English in Algeria, namely the global and local dimensions. On the one hand she stated that the spread of English was chiefly associated to the English position in the world along with its global function (internationality) or/and its global status (Globality)¹. On the other hand it is due to its local sphere which covered all the components of the Algerian society, mainly languages, history of the country, potential language conflicts and language policies. These two global and local points constitute a theoretical basis for understanding the attitudes of Algerians towards the global language.

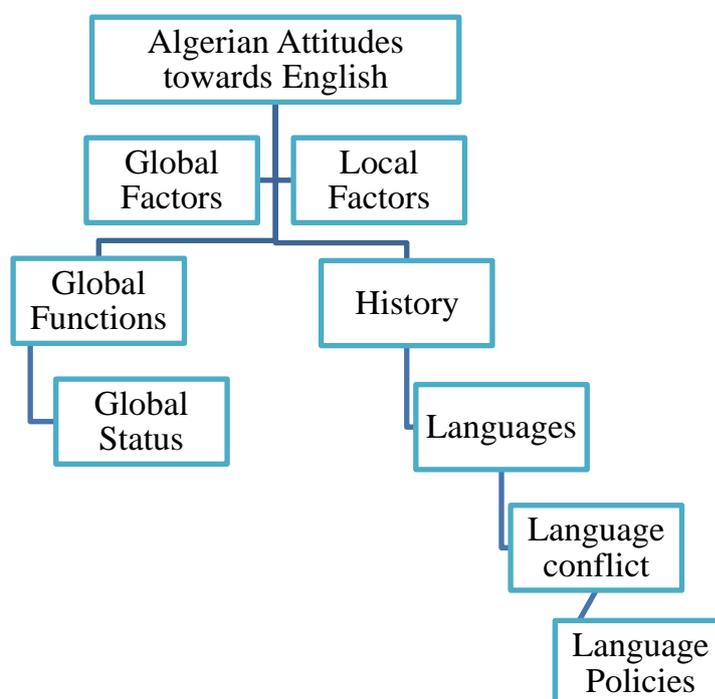


Diagram 2.2 Algerian Attitudes towards English.

¹ Ammon concepts (2013)

The diagram summarises Algerian attitudes towards English in terms of global and local factors. To start with, it is necessary to understand that English spread in Algeria as in other expanding contexts, and is initially driven most by the need to open up to the western world for technological development and international communication. Therefore its recognition as the most important and functional foreign language can help the Algerians to integrate the world system, economic dynamism, modernisation and social needs. Although its restricted range of functions which can only be observable in certain socio-economic institutions of the country, a growing number of Algerians start to learn the international “lingua franca” because of its Q-value and hypercollective quality and therefore to mark their participation in these global networks and flows.

On the other hand, Cordel (2014) associates the expression of English in Algeria to the sociolinguistic profile. As it has been mentioned by Benrabah (2014: 43) **“Algeria is a multilingual country and this linguistic situation comes from its complex history”**. In contemporary Algeria, three main language groups dominate its present linguistic repertoire, namely: Arabophones, Berberophones and Francophones. The position and use of these languages are largely the product of history in pre/post-independence and to different policy measures dressed after the independence.

Effectively, immediately after gaining its independence, Algeria was obliged to restore its Arabo-Islamic identity through a process of establishing a linguistic policy referred to as Arabisation. The government institutionalised Literary Arabic variety as the sole national and official language of the country. This measure was established for “political and ideological commitment to de-Frenchify Algeria” (Benrabah 2014: 44). The policy at this time became then “synonymous to healing, a return to authenticity, and a recovery of Arabic identity..., a recovery of a dignity trampled by the colonisers” (Adapted from Taleb-Ibrahimi 1997). Through this language policy the government had

paradoxically chosen to borrow a monolingual ideology by imposing an exclusive language to the detriment of the linguistic diversity of the country.

Consequently, this initial condition generated some ideological divergences in Algeria. Arabisation as an exhaustive process transformed the society from one extreme to another, from a multilingual state to a monolingual one, excluding then the linguistic plurality of the country. All Arabisation policies provided for the prohibition of the use of French and its eviction from schools, administrations and socio-economic sectors. Consequently, Arabic was deeply rooted in the Algerian society to the detriment of French and the other mother tongues. Though its use was clearly observable among a thick proportion of Algerians, French and the mother tongues ended up by being marginalised from the societal sphere.

Along the same ideology, in today open market economy and the expansion of telecommunication media in our modern globalised world, the Algerian authorities openly declare the recognition of the use of foreign languages, hoping to favour English rather than French, “mistakenly” believing that English would be a substitute for French as the first foreign language (Benrabah 2014). This fits well with the premonitions of an Algerian writer in the 1960s who declared “**In ten to fifteen years**”, he said, “**Arabic will have replaced French completely and English will be on its way to replacing French as a second language. French is a clear and beautiful language, [...] but it holds too many bitter memories for us**” (Gordon 1966 cited in Benrabah 2014:46). Consequently, English becomes increasingly significant especially from the part of youths and graduates who are driven by perception that it improves better educational, employment opportunities and career prospect. It is important to mention, that Algerians since the 2000s started to perceive English as a prestigious language despite their little knowledge of the language. For example, in a survey given by Benrabah (2007d) on testing Algerian high school students on their language attitudes, more than 58% of the respondents believed that English along MSA and French were relevant pieces

for social advancements. A consequent number of students demonstrated positive attitudes towards MSA-English teaching bilingualism. The same perception was tackled in another survey conducted to analyse Algerian youngsters' attitudes towards English in 2012, which estimated that 57 % of this young generation used English and the most strongly motive behind this increasing use was probably linked to employment opportunities and career prospects (Euromonitor 2012).

Along the same line, Benrabah (2013) set a survey to measure Algerian youths' perception of today's global language system: 204 Master students from three different departments in the University of Mascara were asked to consider the most important language in today's world. Out of the total number of responses, 188 chose English- that is over 92% (Benrabah 2014:52). The same result was given in a study conducted by Borni (2017) on English master's students which indicated that 89% strongly agreed that it was important for Algerians to learn English (Borni2017 cited in Belmihoub 2018). Cordel (2014) displayed the actual factors responsible for the spread of English in Algeria, and aside from its local and global issues, another most exciting area for the growing English use is in fulfilling other functions of English in the Algerian context.

2.4.2.4 Analysing Functions and Motivations of English in Algeria

Algeria has a relatively low penetration of English compared to other North African countries. Its use remains at an embryonic state with only 7% of the total Algerians who use it, and with a position in the sixty seventh rank on the scale of 72 countries and 10th/13 in the Middle East and North African countries. Morocco stands in the forty fourth position and Tunisia in the Fifty second place¹. Many Algerian scholars (Abid-Houcine 2007; Benrabah 2009; 2013;2014; Belmihoub 2018a, 2018b) argued that the use of English in Algeria starts to be quantified in a society where French is strongly implanted. The

¹An investigation of rank statistics about English proficiency in EFL countries made by English Proficiency Index 2016. Retrived from <http://www.ef.dz/epi> october 2017

status of English as a global language is therefore a reality to which Algerians are confronted in their integration into the international system.

There are in addition, important further social functions and motivations for the cursory expansion of English. These functions are relevant in understanding how Algerians have developed interest towards the British and American life, interest in foreign languages in general, attitudes towards learning English, instrumental and integrative orientation. In this respect, Belmihoub (2018a) summarises very clearly these functions and motivations, where he lists three types, namely: Interpersonal, Instrumental and Innovative functions.

To start with, one of the main reasons for learning English includes the use of mass media and internet. The World Wide Web in this respect has drastically veered Algerian users' habits in almost every field. The Internet has been accompanied by a pervasive use of English as its "lingua franca". Algerians use English in online interaction for international and national communication. There is a rising online social activities in English in Algeria. We keep seeing numerous English social media groups, Facebook pages or video blogging on Youtube emerging everyday, whether they are concerned mainly with entertainment, fun or self-education. In fact, English Youtube videos, educational images and writings by Algerians are rolling now. Algerians not only use English for weblogs, chats and video games but also to display many social issues, such as religion romance, friendship and sport. An interesting manifestation of widespread online presence of English language in everyday Algerians is the study done by Bounader (2013) on the utility of e-mail for the study of English among EFL students at the University of Oran. The content analysis showed that of a total of 95 respondents 89% argued that they used English in their e-mails and 94% of the same target population considered e-mail as one of the prompting environments for the promotion of English language learning (Bounader2013).

As for the prestige, the position of English in Algeria is gaining attention because of a growing concern that the encroachments of the language with certain values like modernisation and idealised life style (Belmihoub 2018a). The language in this respect serves as a way to convey a linguistic sophistication or a membership in an elite group or even an interest in British and American life, their cultural values and therefore their linguistic practices. Being famous or international, English is proudly used not only by the youth who cover 54%¹ of the total population in Algeria, but it is also disproportionately high among academics and scientists who use English to teach, read, publish and present their work internationally.

The dominating influence of English in Algeria is applicable for professional use as well. The current knowledge of English is directly related to instrumental reasons and better career opportunities. The language is gaining interest among Algerians who are motivated by the perception that it enjoys a sine qua non condition for a successful career in the economic sector and in virtually any industrial field. The knowledge of this language is seen by Algerians as a real asset to gain access to a well-paid job in a multinational company. English has become a pledge of socio-professional success.

Belmihoub (2018b) supports that

English in Algeria is used as a link language for international and local diplomatic and business communication. Although French dominates local communication in the business world in Algeria, English is widely used by American and British multinational oil and gas companies in the south of Algeria to accomplish work-related tasks. (p. 12)

Nowadays, any of economic trends and specific employment sectors, such as industry which accounts for 13.7% mainly based on oil and natural gas exploitation, multinationals, tourism, and all areas re on new technologies as

¹Retrieved from <http://www.l'expressiondz.com/actualite/295215-l-algerie-est-toujours-jeune.html> (Accessed: November 2018)

for the modernisation engine, solicit the use of English along with French as their working languages.

By way of illustration on the actual spread of English in the economic sectors, the implementation of Foreign Energy Companies and Multinationals has increased by necessity the knowledge of English. In the world of business, trade and oil exploration, import export and management, employers also advertise that candidates need to have some knowledge of English and at times a good level of English language proficiency. In the survey conducted by Euromonitor International (2012) to identify linguistic skills required in job offers disseminated by agencies in Algeria, English has come to be seen as one of the basic skills after French in job requirement in the country. As indicated by the same source, the use of English begins to appear in the requirements of companies as 34% of the offers involved English language proficiency as L1 and 4% as L2. Interviews with businesses and employment agencies showed that 40% of respondents thought that English was a required LE on the job market (Euromonitor International 2012).

Another domain where the ubiquitous spread of English is observed in business discourse is the practice of shop signs. In this respect, many business places have adopted English lexical items as their names. or adopting the hybrid signs where the lexical items are adopted from French and English. Examples of this category are included in (Appendix A)¹. This situation is not limited to business names but includes window displays, signs of commercial entities, billboards as well as advertising posters. Having regard to the kind of shops that more frequently employ English elements, fashion, cosmetics, restaurants, and telecommunications and new technologies are found to be the most permeable settings to the foreign influence.

Actually, many Algerian customers adopt an English name for public desire. The interest in foreign languages and in particular of English brands

¹ Noted down that instances of English language use in shop names were taken from the district of SidiBel Abbès.

creates an attractive context. The distribution of English cannot be equated to French shop names. Many of the English words used in business discourse are actually limited, whereas French loanwords cover a wide spectrum of different areas.

To summarise the role of English in Algeria, we can say that English carries three principal functions. The most significant function is its instrumental use and status in Algerian national, private and higher education. On an interpersonal level, it is used for online interaction for both international and local communication, while also providing a code that symbolises modernisation and idealised life style. The language also plays an essential place in job requirements and better career opportunities. As far as the creative function is concerned, English has succeeded penetrating the ecological sphere, mainly within business discourse through naming practices of shop signs. Although most extensive empirical studies done on the attitudes and motivation of Algerians towards English show positive motivational intensity and great interest in learning the foreign language for both instrumental and integrative or interpersonal orientation, it can be argued also that attitudes towards English would vary depending on the individuals investigated, while many youths would still learn English, others are likely to perceive English as a threat for the national culture and a sort of American dominance.

A discussion of the spread of English in Algeria is incomplete without considering the influence of English that is becoming more and more evident as many loanwords are used daily.

2.4.2.5 Characteristics of English Loanwords in Algeria

The increased access to global communication networks in today's "global village" has led to the partial Anglicisation of the lexicon of many languages in the world and Algeria is no exception in these matters. In the country, expressions such as *business*, *online*, *like*, and *coach*, are used instead of their local counterparts. A closer consideration of the borrowing examples

just provided, seems to reflect a culture influenced by the everyday lifestyle of the Anglophone society and more especially from US as the rising empire. The fact, that most of these words are based on English; although in some cases they have their equivalents in the host language, gives a strong indication of the status English occupies as a contact language in the linguistic environments of most societies today.

English borrowings have occurred and the frequency use of these items has increased in Algerian speech community in the last years, particularly in the realms of technology and communication, western culture and entertainment. These borrowings are consequently spoken and understood by younger interlocutors and speakers who use and need English. So, to understand the phenomenon of Anglicisms in Algeria, we first shed a look on the way Anglicisms have penetrated into multilingual Algeria. The analyses will focus then on special features of Anglicisms in Algeria, their use and their different types.

In considering the historical background, long before English was introduced, Algerian linguistic repertoire was prominently influenced by the French culture and language. The next major wave of contact with the West came after World War II through the importation of Western values and culture, most directly from the United States. This period could be considered as the genesis in the use of Anglicisms¹ where we could notice the first scraps of these among intellectuals, diplomats and local employers in American and British multinational oil and gas companies in the south of Algeria. By the beginning of the twenty-first century, Algeria experiences a period characterised by an intensification of its relationships with the predominantly English-speaking world, which also brings with its lexical borrowing. The use of words with foreign origin and more precisely English ones becomes more

¹ The term Anglicism is used as a superordinate for all borrowings from English (whether from British English or American English) to another language. They are perceived as commonly used words or expressions and all other language elements generated from the English language that enter the recipient language.

and more conspicuous in the speech of youth Algerians, just like it does for speakers of nearly any language in today's world. The influx of such words has a number of reasons, first of all the process of globalisation, where English plays the major role, as well as the success of new technologies such as computers, phones and the Internet, virtually accessible to mostly everyone and everywhere. The use of English expressions and idioms in advertisements, music and youth-related activities has been corroborated since earlier times until today. Young Algerian people (though not exclusively) are very frequently bound to Anglo-Saxon music, movies and serials, thus exerting a direct influence on their linguistic expression and creativity. If serials, movies, fashion, and music are massively produced by Anglo-Saxon industries, people with such hobbies become inherently familiar with their language, which in most cases is in English.

To discuss the situation of Anglicisms in Algeria, we proceed that there are external as well as internal reasons for the integration of these items into the Algerian repertoire. For example with political, economic and cultural global opening of the world as well as the presence of international institutions, the Algerian society does not have sufficient power to face the flux of English language elements. The researcher may add that among the most notable changes that are happening today is the effect of communication technologies that are encouraging the entrance of huge political and sociocultural lexical items into everyday communication. On the other side, using English terms instead of the native language is very often a way of lifestyle and trendiness. Since Algerians connect the language with certain values like modernisation and prestige, so they tend to use these items to appeal modern, fashionable, dynamic and international. In other cases, in certain domains the native terminology is obsolete and using the English terminology to describe things or items and situations seems more accurate.

The position of English continues to increase in many fields. In the sector of editing and journalism for instance, the influence is remarkable. This

phenomenon is the result of a co-existence and mixture between two linguistic backgrounds, including borrowings and adapted French words. It leads to lexical innovations, gradually reinforcing its status in Algeria even though they behave differently from native words, regarding spelling and/or pronunciation. The development of modern technology, communication and information diffusion has further helped in some sort English to become one of the useful languages in Algeria. In the most recent ‘wave’ of borrowing, the successful proliferation of loans from English in the Algerian repertoire has been in the fields of technology, marketing, sports, media and culture. In this respect, two distinguished types of Anglicisms are recorded, namely regular and brand. The former is categorised based on type: integral anglicisms, pseudo anglicisms, neologisms, while the latter includes utilitarian nouns or expressions such as brand names, commercial titles, company names (Appendix2). As far as the first type is concerned, these English loanwords are in majority integral lexical Anglicisms, i.e. nouns that are well-established in the Algerian discourse. For examples of *le leader*, *un challenge*, *le week-end*, *l’e-mail*, *le fast-food*, *un coach*, *le budget*, *un think-tank*, *le ready-made*, *le stress*, *le lobby*, *un record*, *un sketch*, *un score* and *les raids* and many other instances. Pseudo Anglicisms on the other hand refer to a certain form of ‘corrupted’ and simplified English used by Algerians. These are used to describe a mixture of English and Algerian Arabic or English and French, some examples include natation [nəteɪʃən] swimming, freshka [frɜːʃka] fresh, neslimi [nəslimi] to make something slim, neflashi [nəflæʃi] to reset, neclashi [nəklæʃi] to attack someone verbally. With regard to the integration of neologisms into Algerian communication, these units were coined on the spur of the moment to cover some immediate need. Instances like google, Facebook, internet, spam are daily used by Algerians, especially by youths who are impressed by the language.

2.5 Conclusion

In this chapter a sociolinguistic account of the functional range of English has been exposed by discussing first the sociolinguistic situation of

languages in Algeria, namely the status of Arabic, Berber, French and with a special focus on English. The chapter has examined in some details the role of English in different levels of national education before and after the 21st century, including its role in the university. It then discussed the role of English in media and how the latter have attracted the Algerians to acquire this language. Societal and individual attitudes towards English and its role in workplace were also explained. Finally, the researcher has tried to visualise a panoramic view on the use of Anglicisms in Algeria and how these concepts are present and employed by Algerians in their daily conversations.

While this chapter has exposed the different social aspects of English in Algeria, the next one will be devoted to the methodology developed to understand the presence and the use of English in a micro setting.

Chapter Three
Methodological Issues and
Data Collection

Chapter Three: Methodological Issues and Data Collection

3.1 Introduction	101
3.2 Methodological Considerations in Sociolinguistics	101
3.2.1 Epistemological Framework	103
3.2.1.1 Research Design.....	104
3.2.1.2 Research Site	106
3.2.1.3 English as a Lingua Franca of Science and Technology.....	108
3.2.1.4 English in the Faculty of Technology and Electrical Engineering	109
3.2.1.5 Research Community.....	112
3.2.2 Methodology	112
3.2.3 Techniques	114
3.2.3.1.1 Aim of the Questionnaire.....	117
3.2.3.1.2 Administering the Questionnaire.....	119
3.2.3.2 Technique2: Corpus Analysis.....	121
3.2.3.2.1 Aim of the Corpus Analysis.....	125
3.2.3.3 Technique 3 Interviews	129
3.2.3.3.1 Aim of the Interviews.....	131
3.4 Limitations and Delimitations of the Study	133
3.5 Conclusion	134

3.1 Introduction

The current chapter seeks to shed light on the methodological approaches used in the present research. It explores the linguistic impact which has resulted from the process of Globalisation on Technological and Scientific Studies, namely among Master ST students at the university of Sidi Bel Abbes. The main traits retained are: firstly, to gain information on students' attitudes towards English, then to identify and analyse English loanwords in students' Master Dissertations and lastly to detect teachers' perceptions behind the use of these English loanwords. Yet, the chapter outlines primarily the overall methodological considerations. It starts with the research design opted for this study and reviews the fieldwork methods (qualitative and/or quantitative) and different appropriate techniques selected for the interpretation of the methodological techniques results.

3.2 Methodological Considerations in Sociolinguistics

To start with, Sociolinguistics is an area of linguistics concerned with the scientific study of the relationships between language and society. The study of Sociolinguistics is often perceived to be quintessentially engaged with theoretical and methodological use of the language in the social context. The chapter begins with some attempts to define the concept field of Sociolinguistics.

Research methodology in the scientific study of the relationships between language and society is a very rich field because of the multidisciplinary nature of sociolinguistics which has “developed partly out of anthropology, ethnography, sociology, dialectology” (Hernández-Campoy 2014:5). The benefits from the adoption of these disciplines seem to be useful in the analysis of data from different perspectives and contexts.

For an effective investigation on the interrelation between language and human social characteristics, theorist depends fundamentally on the objective of a study under enquiry. Therefore, it is appropriate to develop firstly “good”

research questions, then to choose an “appropriate” research method and “reliable” research techniques which may help the researcher to achieve coherent understanding of his study. Undoubtedly, research methodology in Sociolinguistics is probably one of the richest investigations dealing with the use of language in different environments and which in turn involves a series of activities following a certain order:

- a. Choosing a topic.
- b. Getting familiarized with the literature on the selected topic.
- c. Raising a research question (problem statement) or hypothesis.
- d. Selecting a theory, a method or a combination of methods for gathering the data.
- e. Collecting the data.
- f. Data processing and analysis.
- g. Presentation of results. (Bijeikienė, Tamošiūnaitė 2013: 20)

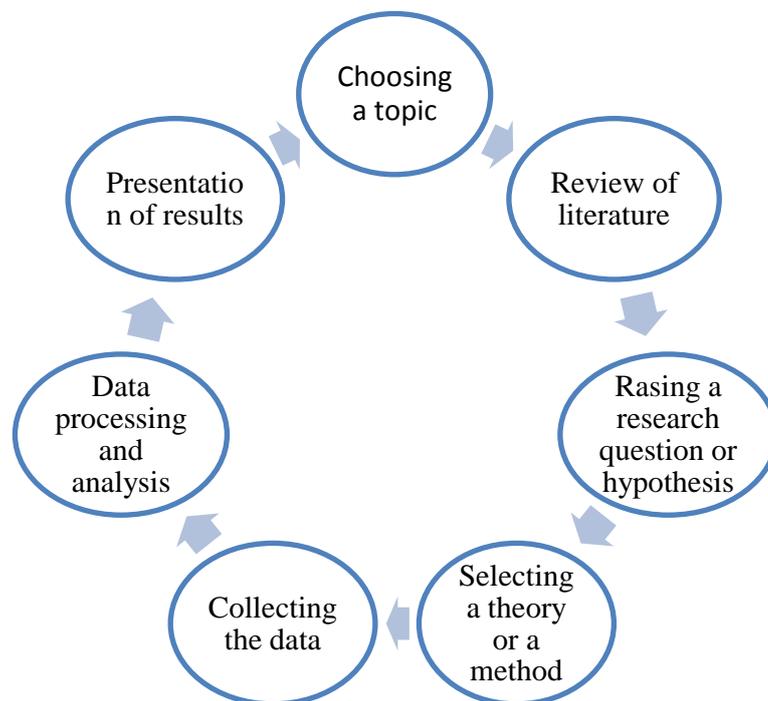


Diagram 3.1 Research Steps and Tasks (Bijeikienė, Tamošiūnaitė 2013).

This presentation explains the different research steps and tasks that a researcher should follow in sociolinguistic study.

To achieve these goals, the researcher may principally opt to follow a set of universal guidelines that have appeared in several works among Creswell (2003), Albirini (2016). These step by step processes are the following:

a. Epistemology: in this important part, the first step in conducting sociolinguistic field work becomes an epistemological interest or the field work concerned with researcher's interests and goals. This component "reveals a researcher's assumptions about how they will learn and what they will learn during their inquiry" (Creswell 2003:6). In other words, it focuses on exposing the research questions and selecting the population for study.

b. Methodology: once the researcher has set up at least with some preliminary research questions and planning form, the next component of the research is methodology which may include quantitative research, qualitative research, and mixed methods (Creswell 2003 cited in Albirini 2016). The latter provides specific direction for procedures in a research design.

c. Techniques: the last component refers to the methods that must enable the researcher to collect the data and to fit his/her research questions. This part often entails a critical step in the interpretation of the methodology, the researcher in this respect considers the appropriate instruments that can help him/her at the end to collect and analyse and present data.

These three guide principles are interdependent in the sense that they form coherent process in designing and conducting a field research in Sociolinguistics.

3.2.1 Epistemological Framework

Language is a social practice and cannot be abstracted from the socio cultural and political contexts where it takes place (Crystal 2003). The thesis which aims to investigate one particular aspect of the sociolinguistic implications of English in Algeria, reports on a basis that English has affected nearly every societal sphere and among them scientific and technological

studies. The influence has increased and is still increasing due to the global digitalization and the “lingua franca” it entails. The present study is an exploration of Master students from the three departments of the faculty of technology and the five departments from the attached institution, namely the faculty of Electrical Engineering at the University of Sidi Bel Abbès. Additionally, this thesis also provides detailed information on the type of English loanwords found in the students’ Master dissertations as well as teachers’ changes of the attitudes towards these loanwords based on their ages, specialties and professional experience.

Globally, this study aims to reveal the perceptions behind the use of ELWs in technology studies on the plane of the current expansion of English, considering the attitudes towards English in this context. In order to achieve these aims, it seeks to answer the following research questions:

1. What inferences can be derived on the basis of Technology and Electrical Engineering Master students’ motivation and attitudes towards the English language?
2. What English borrowing types can be identified in Master dissertations and what is the ratio of these English loanwords in students' language?
3. Does the proportion of ELWs differ across Technological disciplines?
4. What attitudes do teachers have towards the use of ELWs in their written texts and oral communication?

In order to provide answers to research questions, relevant data will be acquired by means of different techniques.

3.2.1.1 Research Design

In any sociolinguistic study, the field work is one of the most challenging aspects of obtaining data sufficient to reveal the researcher’s particular interests and goals. This design is initiated as a set of guidelines that help the researcher throughout his/her investigation to follow a strategic and

methodological work that can be suitable to clarify a particular sociolinguistic situation. (Schilling-Estes 2007)

From the different types of research in the intersection of language and society, and in order to gain data and to reveal the role and the influence of a particular language in any speech community, the researcher followed a research framework known as a sociolinguistic profile. This type of design originated from the work of Ferguson (1996) and later developed by Kachru (1983b) is used to provide an overview on the position of a particular language in a community. **“This framework takes into account both the users and the use of the language and brings together its historical context, domains of use, role in educational system, influence on the media, levels of proficiency and attitudes towards it among learners and users”** (Edwards 2016: 24).

To explore these elements, the use of the sociolinguistic profile has gained momentum, especially during the last decades where greater insights have been proposed to consider the actual occupied position of English in the world and how the latter has influenced world speech communities' schemes. Indeed, recent studies in sociolinguistic profile highlight different situations of World Englishes, and how the language has been introduced and used in these ESL and EFL communities (Kachru & Nelson 1996, Edwards 2016). It is then designated to provide an overall understanding of the position of English, its functions and community opinions towards it.

To manage these facts on a particular sociolinguistic profile of English in Algeria¹, we have opted for a micro-sociolinguistic study of the impact English has on Master' students at the faculty of Technology and its attached institution namely the Faculty of Electrical Engineering and to reveal the influence of the language on Engineering studies. In order to understand these hopes the researcher first delimits the research site.

¹ The researcher has already talked in chapter two about the functions of English in Algeria

3.2.1.2 Research Site

The University of Sidi Bel Abbès is one of the major higher education institutions in Algeria made up of nine (09) faculties promising multidisciplinary training in Law and Political sciences, technology, Human and Social sciences, Letters, Languages and arts, Science, Nature and Life sciences, Electrical Engineering, Economic and Commercial sciences and Medicine. Each faculty consists of different departments that provide courses in both graduation and post-graduation studies.

The faculty of Technology comprises five major departments: Department of Sciences and Technologies, Civil Engineering and Public works, Mechanical Engineering, Hydraulic Engineering and the Department of Electrical Engineering which has been transformed into a separate faculty in 2015 and which in turn includes five other departments: Electronic engineering, Electro-Technical engineering, Electromechanical engineering, Automatic and Telecommunication. During their two first years, students are offering preliminary studies at the Department of Sciences and Technologies (Enseignement de base en Sciences et Technologie).

The program equips first and second year students with basic principles, concepts and methods of the field in general. Up in their studies, third year students are called to continue their studies choosing one of the specialties in Civil engineering and Public works, Mechanical engineering, Hydraulic engineering and Electrical engineering along with its sub specialties in Electronic engineering, Electro technical engineering, Telecommunication, Automatic and Electromechanical engineering. These remaining institutions allow graduate students (from third year till Master2 level) to pursue successful study career in interdisciplinary fields, acquiring technical skills, using systems and methods and to make suitable measures to communicate solutions and results. The following figure presents the different institutions that construct this faculty.

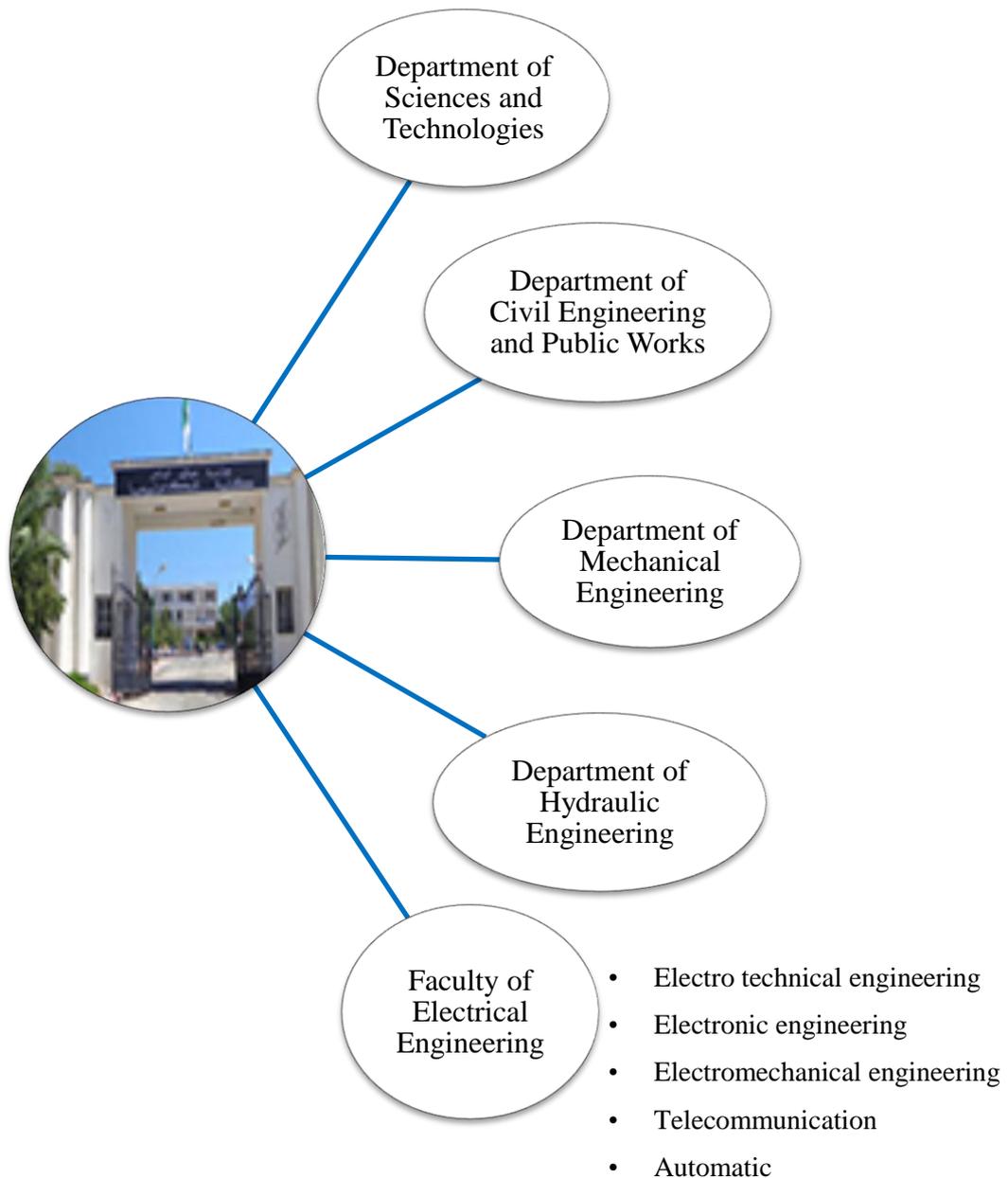


Diagram 3.2 Faculty of Technology and the Faculty of Electrical Engineering.

This diagram gives the structure of the main departments constituting the faculties of Technology and Electrical Engineering. The selected faculty is an institution in which French is the medium of instruction and all its departments ensure education with LMD system or the three-cycle degree system. The Licence corresponds to three years course after the baccalaureate, the Master covers an additional of two years course, while the Doctoral parts of

the post graduate studies terminate the university curriculum. The choice to undertake studies in this multidisciplinary institution is based upon good averages in physics, chemistry and mathematics. Once at the University, first year students are therefore confronted to pursue their higher studies in French as their language of instruction. At this level, French has a dual status, on the one hand, it is a vehicular language since all the modules are taught in French, on the other hand and under the need to ensure sufficiently competent students in French, the language is taught as a course. The latter aims at improving students' language skills. To understand this fact, officials have set up a language policy system which aims at enhancing the teaching of French as a subject in all scientific and technological institutions through the implementation of preliminary language lectures used at the beginning of students' curriculum.

3.2.1.3 English as a Lingua Franca of Science and Technology

It is acknowledged internationally that English is not just an international language of communication but the predominant in academic and scientific research (Crystal 2003). In the earlier part of the twentieth century, the four most used European languages, namely German, French, English and Russian held all together prominent positions in the field of science. Every language, in this respect, was associated to its main core; German and Russian for medical, biological and chemical areas. Similarly, juridical and political sciences were linked to French, whereas, economic fields and geology constituted the realm of English (1998). Thereafter, this symmetrical distribution lost in favour of English. It surpassed all other languages and becomes the one "par excellence" used in scientific discourse and publication. This fact has been possible since the rise of US as a leader in socio-economic and political sectors and furthermore an inevitable by-process of globalisation (Ricento 2013: 129).

The concentration of English increased over time, "**science is the terrain where English has become and has been noticed to be, especially prominent or even dominant**" (Ammon 2013:113). In the past 50 years, English has become the overwhelmingly language naturally connected with technology progress, especially with the advent of the internet. It is now monopolising numerous influential studies in international academic communication, including prestigious international journals, as Artificial intelligence, NASA Tech Briefs, main databases, citation indexes and scientific findings. By the end of the twentieth century, English- language publications accounted for almost 91% of the total. At the same time, publications in the humanities were about 83% in the English- language (Edwards 2011:177).

The position of English, on the other side, is also noticeable in scientific and technological vocabulary where English terminology starts to nibble the position of Latin and Ancient Greek. English scientific coins have been used either to name recent technology boom or created by taking a word with a rather general meaning from Latin and Ancient Greek and conferring upon it a very specific meaning for the purposes of modern scientific discourse (Crystal 2003).

At present, English is the most widespread "lingua franca" of the western world use in science and technology, and among them in engineering where new terms appear a daily basis and many countries adopt these new terms because they have difficulties in finding appropriate equivalents.

3.2.1.4 English in the Faculty of Technology and Electrical Engineering

Despite the fact that English for specific purposes has gained a particular status among specialists and researchers through either academic or occupational discourse, integrating English for special needs has developed to include other field-specific models. Among these subfields English for science and technology (EST) or English for Engineering and Technology are other

forms of teaching English for academic purposes that coordinate effectively with learners' academic and professional environments.

The growing need for teaching ESP in higher scientific and technical education in Algeria has urged many faculties to adopt this measure. In various faculties in Sidi Bel Abbes University, teaching English as a technical language starts to have an obvious impact, especially on Engineering studies. Accordingly, the English language competence has become one of the major challenges of Engineering students and graduates' professional development since its participation in international academic and scientific discourse that enables engineers to communicate on an international level with professional English.

To illustrate the widespread of English as the facto international language for science and technology or for Engineering and Technology, it is necessary to understand how English is taught within the Faculty of Technology. What is common for all the enrolled students the faculty of Technology, is that English is taught as a compulsory course inside the university curriculum. For example, during their two first years of common core, students receive compulsory general courses not only in Mathematics, Physics and Chemistry but also in English. In this respect, subjects like Phonetics, Morphology, Written expression and Grammar are given to these students. After these two years, students are called to choose one of the different specialities offered by the faculties (Faculty of Technology, Faculty of Electrical Engineering). During the two semesters of their third year, English is not taught. Regarding their Master level, the occurrence of English course is not harmonised. In fact, Civil Engineering Master students attend English course during all the four semesters. This department proposes three different modules in English: Structure en Batiment (Structure in Building) for first year Master students, Conception et Calcul des Structures (Design and Calculation of Structures) and Construction Civile et Industrielle (Civil and Industrial Construction) are proposed to the remaining semesters in Master studies. As for

the Mechanical Department, English is taught along the Master semesters both as lecture and as tutorial lesson, while an additional module in English translation is also given. In the Department of Hydraulics, English is taught only for second year Master students. As far as the attached faculty, English is taught in all its branches during the two years as inscribed in the Master Curriculum.

As for the post graduate studies, English is taught as an obligatory foreign language in all the specialities and during the three academic years. This compulsory language course will allow Doctoral students to develop effective communication skills in English and enable them to participate in more meetings, discuss their structures and productive designs, to use books and journals available in English and to succeed in their academic and professional careers. To illustrate this, the researcher tried to represent the content and the time volume allowed to English for Master students at the faculties of Technology and Electrical Engineering in the University of Sidi Bel Abbès.

	Disciplines	English Course	Volume
The Faculty of Technology	Civil Engineering	EST+ gle English	3.00
	Mechanical Engineering	EST	1.30
	Hydraulic Engineering	EST	1.30
The Faculty of Electrical Engineering	Electro- technical Engineering	EST	1.30
	Electronic Engineering	EST+GeneralEng	3.00
	Electro-mechanical Engineering	EST	1.30
	Telecommunication	EST+GeneralEng	3.00
	Automatic Engineering	EST	1.30

Table 3.1 Distribution of the Content and the Time Volume Allowed to English for Master Students.

3.2.1.5 Research Community

The community is one of the main concerns in conducting a field work. The researcher has to clearly define the target population which will depend on her particular interests. It is necessary then to review two fundamental, interrelated concepts encountered when dealing with community, namely random sampling and judgement sampling. Random sampling is based on the idea that **“anyone within the sample frame has an equal chance of being selected”** (Milroy & Gordon 2003 cited in Bijeikienė & Tamošiūnaitė 2013: 47).

Subsequently, a judgement sample involves **“using one’s judgment to decide in advance what types of speakers to include in the study and then obtaining data from a certain number of each type of speaker”** (Schilling-Estes 2007: 169). In general terms, the researcher employs random sampling as the name suggests where the study participants are chosen randomly. Hence this random sampling can be stratified according to several social factors, like gender, age, social class, etc. This stratified random sampling is called judgement sampling, in which the researcher identifies in advance the types of speakers to be studied, including different social variables. The target judgement sample in the current study covers both Master students and teachers in the Faculty of Technology and the one of Electrical Engineering.

3.2.2 Methodology

In order to provide more reliable results and to be able to have a consistent framework for the present study, two forms of samplings are undertaken in the collection and the analysis of the data. These are quantitative and qualitative samplings used simultaneously as an effective way to understand the researcher’s defined sociolinguistic profile. These approaches are more known as mixed methods design.

The mixed methods research design, in its simplest definition, refers to the combination and application of more than one sampling method for data

collection through the integration of both a quantitative and qualitative research data set in a single study for the purpose of obtaining enriched results (Creswell, 2003)

As to the quantitative sampling, it is a set of methodology based on quantification or measurement and that employs statistical, mathematical and computational techniques. The qualitative approach aims to gather an in-depth understanding of the patterns of a linguistic phenomenon. The quantitative approach evolved over the past five decades as a discipline that integrates social and linguistic aspects of language. In this context, variationist¹ sociolinguistics that grew out of the linguists' interest in variation that exists in language, especially its correlation to the social life are more interested in data processing systems that involve statistical data.

On the other side, while the quantitative research is deductive, the qualitative one is usually inductive. In this respect, the qualitative method aims to answer questions *how* and *why*, rather than *what* and *how many*. It generally works on smaller rather than larger samples. Over the past decades ethnographic description became one of the most important field methods in Sociolinguistics that aims to discover how people use language, what they believe about language and why do they believe so (Heller 2013: 250). In other words, the ethnographic research tradition emphasises that speakers' beliefs, cultural norms and expectations influence their discourse interactions.

The idea to work with two distinct methodologies has somehow the aim to analyse steadily the process of variation in students' attitude and motivations towards English as a technical "lingua franca", to identify English loanwords used in their dissertations and also to determine the factors which are attributed to the use of English loanwords. The suggested measures are to be used in order to draw a comprehensive and valuable scope of the research project.

¹As the word "variationist" implies, sociolinguists working in this tradition are interested in different linguistic variants (variables) used in our everyday speech. In other words, they investigate different existing ways of saying the same thing and look for explanations for such a use in our social life.

The latter has to do with the research goals, to outline the specifications about the research instruments and the various theories selected to interpret data and therefore to come with logical conclusions, and give conclusive and satisfactory answers to the research, to some extent.

3.2.3 Techniques

In sociolinguistic research, the investigator may often combine different types of tools as questionnaire, interviews, observation, notes, etc, and the data obtained from the surveys can provide the readers with a general picture of language use in a given community. The techniques chosen for exploring the impact of Linguistic Globalisation on Technology Master Students at the University of Sidi Bel Abbes are, namely: a questionnaire for Technology Master students, Corpus analysis to define the frequency and the nature of English loanwords in Master dissertations and structured interviews with Science and Technology teachers. The methodology as well as the techniques used in this research can be observed in the table below.

Mixed Method Approach		
Questionnaire	Corpus Analysis	Interviews
Quantitative	Qualitative	Qualitative
	Quantitative	

Table 3.2 Survey Study.

This table represents the methodology followed in this thesis as well as the various techniques employed.

3.2.3.1 Technique 1: Questionnaire Research on English Language Motivation and Attitudes

Research in the field of Technology and Engineering studies reveals that the English language is a primordial means to go through professional and academic practices in local and global scene. The importance of English is captivating and many Technology/Engineering students to acquire it. Motivation plays a decisive constituent that influences language acquisition. Gardner and Lambert (1972), divide motivation into two types: instrumental and integrative. The instrumental motivation is about learning the language for utilitarian purposes, but the integrative motivation is about developing certain interests towards the language and its culture. Meanwhile, Cooper and Fishman (1977), introduce a third type called personal motivation related to one's personal fulfilment (Bobkina et al 2003).

Besides motivation, learners' attitude is another important constituent in language acquisition. An outstanding view about language attitude is related to psychological needs which directly favoured any motivation towards such a language. In this respect, attitudes form an integral part in language learning as it determined to a large extent individual motivation towards the acquisition of that language. Della Chiesa (2012: 41) stated that **“motivation to learn languages can be hypothesised as driven by representations such as values and beliefs that shape an individual's worldview”**. This assumption seems to underlie much of the discussion on language attitudes, which are important because they are often tied to the perspectives and dispositions of directing individuals who are part of a community to learn or use a language. This suggests a direct causal relationship between language attitudes and motivation. In his definition Edwards (2011) mentioned that Attitudes as a psychological construct remains commonly used among people to show their opinions, preferences and prejudices towards different elements. This definition is taken in a broader sense to include **“a disposition to react favourably or**

unfavourably to a class of people, events, objects and so on” (Edwards 2011: 47)

Language attitude here constitutes an integral element in understanding language in its social context. It may tentatively be defined “as the socio-psychologically evaluative reactions to a certain language or to the speakers of that language” (Albirini 2016:77). Along this line, one can say that attitudes as an important “**socio-psychological construct**” (ibid) interact with a number of linguistic and sociolinguistic areas namely in language policy and planning, first, second and foreign language acquisition, language maintenance, language choice, language change, language behaviour and language identity. This area of research has flourished in depth and breadth over the years. Various surveys and several scholars have investigated language attitudes in their communities (Baker, 1992; Cooper & Fishman, 1974; Fasold, 1991; Garrett, 2010; Labov, 1966, 1972; Walters, 2006). In the Arab context, language attitudes have also been the focus of many scholars (Benrabah 2007, 2009, 2014 – Ennaji 2007, Albirini 2014b) who have discussed language attitudes mainly in relation to different social phenomena as diglossia, social identities and bilingualism.

In his work entitled Principles of language learning and teaching, Brown (1994) says that attitude has to be narrowly linked to three theoretical approaches: the behaviourist approach, the mentalist approach and the affective one. Under the behaviourist perspective, attitudes are found in the responses people have to social situations, thoughts or beliefs. Brown (1994) states that learners show more enthusiasm in studying and acquiring a language that seems useful for their life. As for the mentalist, attitudes are viewed as an internal, mental state, and all the aspects of learners’ beliefs about the knowledge they receive, and which may give rise to certain affective forms as feelings and a disposition to act in a certain way. As such, the learning process is also an emotional process, i.e. a strong correlation between the students and the teachers’ emotional activities underlines the affirmative attitudes and high enthusiasm towards the acquired language (Eshghinejad, 2016).

3.2.3.1.1 Aim of the Questionnaire

This study was intended to find the motivational and attitudinal features in foreign language learning among Technology Master students at the University of Sidi Bel Abbès. The objective is two-fold:

1. To determine the main motives Technology and Engineering Master students have for learning the English language.
2. To confirm the favourable attitude of Technology and Engineering Master students have towards learning the English language.

As for the technique required, the questionnaire is regarded as the first and the most suitable tool that the researcher considered when undertaking such an investigation, as the study's objective therefore is to suitably design research questions and objectively and quantitatively collect answers. Many related studies on attitudes measurements were given by many Algerian scholars, namely Benrabah (2007c, 2010, 2012) who states that a questionnaire remains a practical and economic way for collecting attitudinal reactions of local people towards Algeria's linguistic pluralism, namely between MSA, Dialectal Arabic, Tamazight, French and English.

There were two reasons for choosing the questionnaire: first, its popularity in the field of research due to the relative ease with which one can easily collect information in a highly way, i.e. the questionnaire is very efficient means of collecting data from a large sample of informants in a relatively brief amount of time. Second, because it is the optimal technique when the investigation is on analysing people beliefs and thoughts.

Once the initial idea for research is established, the researcher needs to come up with the type of questionnaire to use. Therefore, an important issue that arises when trying to understand a questionnaire is whether the latter will be chosen structurally or not. Accordingly, one may come across two principal types: structured and unstructured questionnaire. The former may be organised with concrete and standardised questions and a fixed scheme and to be

prepared in advance to accumulate data from definite respondents. The latter does not require much planning and is more flexible for applying in many areas and with a large number of indefinite respondents varying in age, gender, occupation, community, ethnicity, etc.

The next step in designing the field research project is selecting a subset or “sample” of community members for recording and analysis. The researcher has chosen a community of a study called a judgement sampling¹ from whom he tried to get data from a survey questionnaire sets up to understand attitude and motivations towards the use of English as a tool of linguistic Globalisation for science and technology. The informants involved in this questionnaire as cited earlier, are Master students. The Licence degree is a prerequisite to continue their studies in the faculty of Technology or to join the one of Electrical Engineering. These students are distributed in different departments of the two faculties at Sidi Bel Abbes University. Needless to recall that during Master studies, students in both settings continue specialisation in the specialty chosen during their 3rd year Licence. However, at the level of the Master, further sub-specialties are proposed to the students in the domains chosen during the Licence. Therefore, the specialisation undertaken during the Master Degree can bear the name of the one started during 3rd year Licence, or the name of one of its sub-divisions. Master students were chosen as a sample in this research work because they are more aware of their needs and conscious of the fundamental role that the English language plays in today’s world.

Table 3.3 shown below indicated the registered number of all Master II students distributed in the faculty of Technology and the Faculty of Electrical Engineering.

¹ The researcher opts for a judgement sampling rather than random sampling for more practical and theoretical reasons.

Faculty of Technology		Faculty of Electrical Engineering	
Department	Number of Students	Department	Number of Students
Civil Engineering	171	Electro-Technical Engineering	119
Mechanical Engineering	80	Electronic Engineering	74
Process Engineering	21	Electro-Mechanical Engineering	35
Hydraulic Engineering	22	Telecommunication	26
Aeronautics	18	Automatic Engineering	No inscribed students.
Energetics	32		

Table3.3 Registered Master II Students for the University Year 2017-2018 at DLU (Source: Administration of the two Faculties).

3.2.3.1.2 Administering the Questionnaire

The sample of the study was composed of 182 Algerian Master students studying Technology in the Faculty of Technology and its connected filled the Faculty of Electrical Engineering. 83 participants out of 182 were drawn from the different departments of the Faculty of Technology, and 99 students were from the Faculty of Electrical Engineering. The design of this technique was quantitative in nature, descriptive and inferential as well. Thus, an adapted questionnaire was employed as a measuring instrument. The participants were required to answer all the items that comprise this technique.

The study was undertaken over a period of three-months between October and December 2017 where an online survey was done via web pages. Through the administration staff of both faculties, the questionnaire was put online at the disposal of the students where they can easily access the faculties' sites web, namely www.uni-sba.dz/fst and www.univ-dba.dz/fge. With the help of the administrations of both sites, the technique has been explained and clarified to the participants before. Respondents were reminded that their participation will be kept confidential and used for research purposes only. The questionnaire included different items which were created to explore the relationship between participants' attitude, general beliefs, motivations and their demographic and linguistic backgrounds. The survey was done through the creation of system via Facebook and email through Google form, a free online survey service. Besides, it finds the middle ground of various questions which are related to students' views and the acceptance or possibility of English. The survey is a tool of data gathering which is meant to give the researcher the benefit and possibility to have a large amount of various information within a short time and with less effort, mainly online surveys under the following address URL <https://www.facebook.com/groups/593881507330146/search/?query=rachad%20Beny>

The researcher opted for self – administered questionnaire written in French where it was designed specifically to be completed by the respondents without the intervention of the researcher. This technique is filled in by informants in writing and returned immediately on line either by mail or web surveys. The survey questionnaire also includes the use of likert scale as one of the most fundamental and frequently used techniques in the quantification of attitudes in social and educational researches.

The questionnaire was made up of four sections A, B, C and D. In section A, four items were used to collect information regarding Master students' demographic and linguistic backgrounds. The second section consisted of two parts which included items to identify respondents' motivation

to learn the English language. The researcher adapted the three motivational types namely instrumental motivation (items 1,2,7,8 and 13), integrative motivation (items 3,4,9,10 and 14), personal motivation (items 5,6,11,12 and 15). In the second part of section B, the respondents were asked to answer a yes/no question on whether they are interested in improving their proficiency in the English language.

Section C of the questionnaire was developed to elicit information regarding the Master students' attitudes towards the English language. The rubric was administered through proposing nine items, which were mostly devoted to have data regarding views towards nowadays spread of the English language by globalisation in general, and the importance of French and English in Technological studies. This analysis was qualified using multiple choice-grids ranging from total agreement, favourable agreement, disagreement and no response. Finally, section D was devoted to gather information on the type of ESP syllabus Master students would like to have.

As to the other techniques employed in this study, they were broadly identified as the application and combination of two research methodologies in the study of the same phenomenon. The study was designed to characterise the use of English loanwords in Master students' dissertations. It has two main objectives namely: a) a systematic review of Anglicisms appearing in students' written texts; b) a survey designed to assess the perceptions of teachers on the use of English loanwords in French written and spoken communication. These two components were designed to assess current understanding of the role of Anglicisms among technological students. The next sections will describe the procedures referred to achieve these two goals.

3.2.3.2 Technique2: Corpus Analysis

In addition to a questionnaire, the researcher employed another data-gathering technique called Corpus analysis. This data collection tool characterising empirical research is viewed as a recent method obviously used

in social sciences and which enables the researcher to test the hypothesis about language use (Bijeikiene and Tamosiunaite, 2012). It is beneficial at the time it allows the researcher to measure the frequencies and the nature of linguistic patterns. As such, corpus analysis is a way of doing a linguistic analysis more associated with both quantitative and qualitative research. In order to adhere to a particular linguistic paradigm on the impact of English in technical studies, the researcher followed a type of analysis named as corpus linguistics. A simple definition of corpus linguistics is provided by McEnery and Wilson (1996:1) who defines the approach as “**the study of language based on examples of real-life language use**”. A textual analysis is applied to examine any piece of writing or recorded communication basis for pursuing linguistic research designed to examine the content, the meaning or the structure of the texts. For the current study, the researcher sought to investigate and to characterise the use of ELWs in selected Master students’ writings. Under this method, five Master dissertations were chosen as a corpus study, and from different departments (department of Hydraulics, Mechanics, Electro-technique and finally the department of Electro Mechanics and Telecommunication). These theses are written in French and focused on technological and scientific themes used in technological studies. The details of the systematic review procedures are presented below.

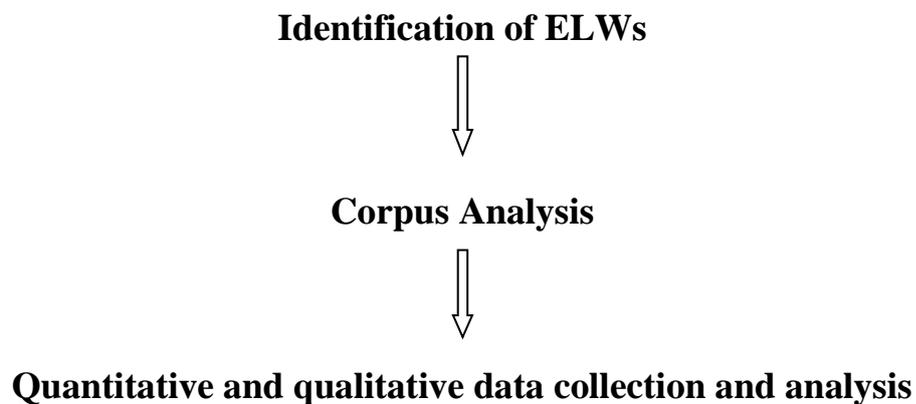


Diagram 3.3 Research Design for Method 2.

This figure explains the different systematic procedures followed in the identification and classification of ELWs. To provide a comprehensive view, it was found necessary to make a clearer understanding of this methodology under investigation which depended crucially on what broadly one wished to analyse. In other words, the purpose of designing this corpus was to permit the systematic study of the various linguistic structures of written English, namely ELWs.

To understand why corpus linguistics is a methodology, it was first of all necessary to define it. In this respect, **“most linguists doing corpus analyses consider corpus a collection of texts or parts of texts upon which some general linguistic analysis can be conducted”** (Meyer 2002: xi). In the course of this technique, a few terms and definitions shall be provided in order to create an understandable image for every reader. As already mentioned earlier, the concern of this 2nd research purpose is mainly to be located within the field of Anglicisms¹. As the 2nd important aim of this thesis is on detecting the representations and description of Anglicisms in selected Master dissertations. It seems imperative to take a closer look at the definitions of lexicography, lemma and etymology.

According to Hartmann (1985:4-5) **“lexicography is concerned with the description and explanation of the vocabulary of a language or language variety”**. Lexicography forms the basis the present analysis since it indicates the meaning of English loan detected in the dissertations. Another item which clearly requires definition is the term lemma (or lemmata in its plural form). Crystal (1997: 217) states that the term is **“the item which occurs at the beginning of a dictionary entry, more generally referred to as headword”**. Therefore, each term of English origin ordered and arranged in the

¹The term Anglicism is put forwards in distinction to foreignism and internationalism. The former denotes a word which was taken over into someone’s mother tongue from a foreign language. Such a word has not yet been changed phonetically and morphologically. Whereas the latter, is an expression or a word which occurs in exactly the same or a similar form in several languages. An example would be the word Airport: French Aeroport, Spanish Aeropuerto, Italian Aeroporto. (Onysko 2007)

reference books refers to English lemma. The last term to be explained ought to be that of etymology. As a branch of linguistics, the field is “traditionally used for the study of the origins and history of the form and meaning of word” (ibid 140-141). On the whole, it can be said that the researcher ought to introduce these explanations due to the empirical analysis applied in the study.

It is quite common to use corpora¹ to investigate and to obtain information on the structure and usage of many different words, items and grammatical constructions under discussions. The most common use of corpora provides detailed study of a particular use and structure of many different kinds of grammatical constructions, but additionally contain extensive numbers of examples from corpora to illustrate the grammatical constructions under investigations. Most used references include Collins COBUILD Project (1987), Greenbaum’s Oxford English Grammar (1996). Biber et al’ Longman Spoken and Written English Corpus (1999) that **“provide extensive information not just on the form of various English structures but on their frequency and usage in various genres of spoken and written English”** (Meyer 2002: 14).

Another important reference on corpora is to obtain valid information on vocabulary items. The most influential linguistic corpus in recent time is “the Bank of English Corpus which as of October 2000 totaled 415 million words” (Meyer 2002:15), a large corpus that is not static and fixed but rather constantly being updated with new words and meanings in English. This project is similar to other corpora that use other types of dictionaries and references as the Cambridge Language Survey or Longman Publishers.

With the rise of digital technologies like computer, dictionaries are now automated and available in a readable form. The researcher may use a relatively piece of software called Concordancing Program to analyse the corpus. In a matter of seconds, the program can count various kinds of information about words, their meaning, pronunciation, etymology, part of speech, status and their frequency. During the last two decades, the English

¹ The word corpuses is accepted as the plural of corpus but corpora is much more used.

language has imposed itself as the “lingua franca” in science and technology. That is why, it seems to be natural that English items have strengthened their dominance and influence upon other languages.

3.2.3.2.1 Aim of the Corpus Analysis

The students’ writings represent the most real picture of the presence and the usage of the ELWs in the students’ language writing. This method gives the possibility to determine the frequency of the use of the ELWs as well as to slot these elements into its corresponding categories. Among the several dissertations considered for this study, five were randomly and ultimately retained:

Year	Dissertation Title	Speciality
2016	Etude et Conception d’un système de contrôle de température à base de pic 18FA5K22 (Study and Design of a peak-based temperature control system 18FA5K22)	Electrotechnique
2010	Etude d’un DSP (Study of a DSP)	Electromechanical
2015	Etude et Realisation d’un outil à pion amovible (Study and realisation of a tool with removable pegs)	mechanical engineering
2016	Simulation de rupture d’un barrage via logiciel HEC-RAS (Simulation of dam failure via software HEC-RAS)	Civil engineering
2015	Etude et simulation de la voix sur IP (VOIP) (Voice simulation on IP (VOIP))	Telecommunication

Table 3.4 Dissertations Selection.

The table proposes the five Master dissertations reviewed for the categorisation of Anglicisms. Collectively, the selected dissertations were available both in electronic and written copy-format in the libraries. Because of the nature of this study, we used both of them. After selecting these writings, every paper was read through manually and all English words were counted and listed per paper. To decide whether a word could be considered as part of English lexicon, the researcher undertook different references.

Year	Book	Author
	Collins' Etymological Dictionary	Unknown author
1985	A New Dictionary of Scientific and Technical Terms	Ahmad SH. AlKhatib
1996	Anglicisms, Neologisms and Dynamic French	Michael D. Picone
2001	A Dictionary of European Anglicisms	Manfred Gorlach
2005	Dictionary of Energy, Efficiency, Technologies	Michael F. Hordeski
2010	Oxford Advanced Learner's Dictionary 8 th Edition	A S Hornby

Table3.5Corpora Selection.

The table shows the different references used for the evaluation. In addition to the dictionaries and the referential entries, the researcher used a couple of web sites¹ to analyse and categorise data collected from master dissertations. The use of these different references is based on three factors: most widely used ones (by the teachers themselves), most prestigious and updated sources, and finally, their availability during the research. When the references indicated that a word originated from English, it was considered as an English Loanword (Anglicism). The prime aim of this research was to identify English features in the students' dissertations. So, the involved

¹ <http://www.thefreedictionary.com> – <http://www.meriam-webster.com>

assessment of the types of ELWs appearing in Master dissertations includes all types of Anglicisms.

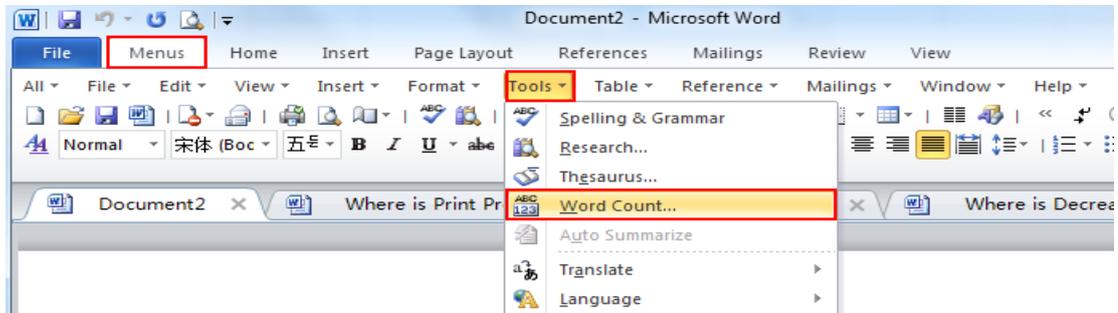
This investigation is specifically concerned with both linguistic and sociolinguistic characteristics. So, to attain its aim, the researcher resorted to the use of both quantitative and qualitative methods, analytical and comparative at the same time. The quantitative method follows the enumerative inquiry to analyse and set down the percentage and the frequency of Anglicisms whereas the qualitative one is used to identify the borrowed elements and to categorise the obtained features. As for the analytical research, it is useful for in depth descriptions and explanations of the phenomenon, while the comparative one involves the study of different micro level contexts, starting with the description of differences and similarities builds on classification.

Review of dissertations and abstraction of ELWs was done in a period between 2 and 4 months depending on the researcher availability and willingness. The reviewer here selected only the body texts. Any ELWs appearing in the abstract, general introduction and general conclusion were ignored and they were not included in the extraction procedure. Thus, using any form of software to electronically select these loans and do counts was impossible except to count the total words number found in each dissertation, where the reviewer used a selected tool in Microsoft Word. The overall data were included in a column to show both the total number of French words found after the analysis of texts and the total number of the excerpted English loanwords.

In order to count words, the computer has to know what words the researcher wants to count. This information is given by highlighting the text in question. For the case of investigation, it was the entire document, so the investigator precedes the following steps:

1. to press the **Ctrl** key and the **A** key at the same time. This will highlight the whole text.

2. to remove your fingers and the text will remain highlighted.
3. to click **Tools** menu then to choose **Word Count** in the drop-down menu.



4. by the end to move to the Status Bar and find out the Word Count there. The following picture shows its position. Just click it and you can also see the Statistic pop-up window.

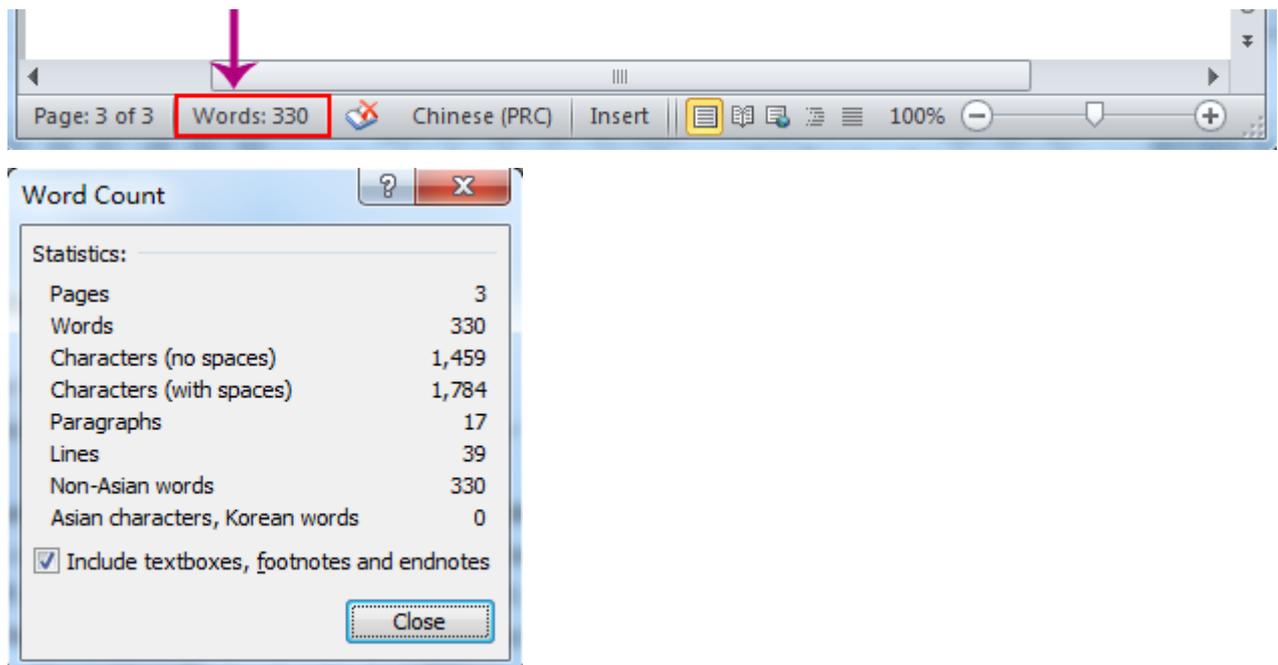


Figure 3.1 Word Count Tool.

These figures explained the word count tool processes retained for word counting. Moreover, the researcher built a table template in Microsoft Excel application to write down these loans, to provide a category name for each

dissertation, then to estimate and record the total number of words per page. The final activity was to count all the ELWs per dissertation.

The overall data from each dissertation were included in a table to show the total number of words found after the analysis of texts and the total number of the excerpted ELWs. These results were also completed with a graph showing the ratio of the English loanwords to the rest of the words of the texts.

At the end, and in order to establish whether there was a significant difference between the dissertations in terms of the number of loanwords used, a general graph showing the ratio of the ELWs was also designed. This procedure allowed the researcher to consider how far the studies influenced students' use of loanwords, and to examine where more English loanwords occurred in terms of different disciplines and topics.

3.2.3.3 Technique 3 Interviews

For the sake of triangulation of data in order to provide answers for the research questions set, another tool was used by the researcher in this study, the interview. This instrument was set up to measure the sample's perception towards incorporating and choosing English items in their spoken and written language through the use of the interview. This technique has locally important linguistic and social meanings, in the way it does not consist of only life in the community under practice, but to involve careful field notes and systematic observation of social and linguistic practices that come away with the data needed for qualitative sociolinguistic study. In other words, this data collection instrument is another fundamental part of qualitative methods since it helps the researcher to get in a direct contact with the participants and to elicit as much natural conversational speech from the interviewee as possible. In this line of thought, Codo (2008) defines the interview as:

A fairly versatile technique for gathering data on multilingualism. It can be employed to obtain both linguistic productions from bi-/multilingual speakers and

content data. In this second case, researchers aim to gather biographical and other relevant contextualizing information from language users together with their views, values, and attitudes towards their own and others' linguistic practices. (Codo,2008: 159)

Research methods in social sciences have shown three principal types of interviews. The “classical” sociolinguistic interview (used by Labov or Trudgill) can be defined as a semi-structured interview. Researchers prepare specific questions in advance (as, for instance, Labov and Trudgill did) and during the interview they move from one question to another (or from one module to another, if we refer to Labov’s conversational network). “A semi-structured interview allows the researcher to offer topics that participants can talk about and lead them to have more dynamic discussions between themselves” (Meyerhoff et al., 2015). Thus, the researcher does not take a full control over the conversation and this helps to create a more relaxed atmosphere during the recording.

In structured interviews (e.g. questionnaire-based) participants do not self-select questions for further discussion. The researcher has the control over the interview and elicits all of the required information. This type is the most organised one in terms of predetermined objective direct questions. If the researcher interviews many people using structured or the standard interview where the same questions are asked to all interviewees, this data becomes comparable between respondents. The third type is the unstructured interview through which a greater flexibility and freedom are offered. There is no need to follow a detailed interview guide. Each respondent has a different interview.

As far as the total sampling is concerned, for practical reasons, it was not possible to rely on all the participants for all the techniques. Each sample differed in size in accordance to the data collection technique employed. A questionnaire, which is less costly in time and effort, was administered to a larger students’ sample with the aim to meet more responses. On the contrary,

interviews administered to teachers were conducted with relatively small samples, as discussed below.

3.2.3.3.1 Aim of the Interviews

The sample size is limited to only six University Teachers for qualitative objectives only and because of the time limits of this investigation. For this part, the table below exposes the six interviewees in terms of age, gender, speciality and work experience.

Age	Gender	Speciality	Work Experience
40-50	Male	Mechanical Engineering	+15
	Male	Civil Engineering	+15
	Male	Civil Engineering	+15
	Female	Chemical Engineering	+15
	Female	Physics	+15
+50	Male	Electro-Technical Engineering	+25

Table 3.6 Selected Interviewees According to Age, Gender, Speciality and Work Experience.

This table reviews the retained female and male interviewees. The language of the interview is French because this is the linguistic form everyone masters, since it represents their language of construction, the form that ascertains spontaneity in conversations. Note that the interviewer already explained to the interviewees the general purpose of the investigation, giving them the opportunity to understand the concept of Anglicisms. In fact, the topic attracted the attention of the teachers as they are highly concerned with this linguistic issue within technological studies.

The period of the interview varied from one respondent to another depending on what they revealed and subsequently the number of follow-up questions. In general terms, the period varied between 10 and 15 minutes per person. The results of this section were presented and discussed in an attempt to characterise the attitudes that Engineering teachers may have towards the use of ELWs in the French language. In spite of the teachers' profile, the interview turns around four (4) main points (See Appendix D):

Topic one: Usefulness of ELWs

This part starts with an opening direct question about the value of the use of Anglicisms in Technological studies. The main concern is to check the extent to which the teachers are aware of the importance of this linguistic issue. The question should provide answers to the extent to which teachers understand the necessity of incorporating these loans.

Topic two: Examples of Anglicisms used in written and spoken courses.

The teachers are required here whether they use these loanwords during their French lectures and also to give some examples in both their written texts and oral communication or when the situation is really requiring.

Topic three: Assertions concerning the French language

This part draws on the interviewees' attitudes towards the use of Anglicisms and whether they consider this linguistic issue as beneficial for French or not. This question is built on the basis of the researcher investigation to examine whether ELWs deform the French language and therefore contribute to lose its international standing or completely become a necessity.

Topic four: Status of Anglicisms in comparison to other linguistic situations

The interviewees are required to clarify how they find the situation beyond the use of ELWs in today globalised world. The interviewer must examine here the teachers' view whether they are convinced with the practicality of these loanwords and therefore showing eagerness and enthusiasm towards the fact that whether these Anglicisms will one day be able to be dominant in technology and engineering as the case of the words from Latin and Greek origin.

In the analysis, the procedures offered by Fairclough (1995) were followed, i.e. the method based on three components: description, interpretation and explanation. The analysis of the recorded and transcribed data had three main phases. The first phase of data analysis involved transcribing and coding the data. Coding was done by adding comments to the transcript. Then data were grouped according to the four main aspects described in the above section, and interpreted, focusing on the major questions. Then an explanation for the interpreted data was formulated.

3.4 Limitations and Delimitations of the Study

It is worth mentioning that delimitations and limitations are encroached on virtually all research projects. Concerning the present study, the researcher met a multitude of difficulties. One of the first problems is the lack of prior research studies on the fieldwork of Anglicisms in Algeria. She did not succeed to find scholarly papers addressing this issue.

In spite of ceaseless requests at the national and international level near the qualified persons in data processing and computational linguistics, the researcher did not succeed in putting the hand on a data-processing program which would help her to detect the ELWs on a definite text in an automatic way. Consequently, the analyser has been obliged to carry out long and tiring manual research. In addition, despite the good reception on the part of the administrative staff of both faculties (Technology and Electrical Engineering) the researcher encountered hindrances in getting in touch with the students,

first, and the teachers who could be willing to take part in such a research. Lastly, few strains were faced to render comprehensible the aim of the interview and what was expected from the interlocutors. Although the repetitive clarifications with the same persons, few teachers by the end accepted to complete and to record the interviews where they brought useable answers.

3.5 Conclusion

This chapter provides a general account of the methodology and the research design aspects. The investigation was undertaken in the two faculties of Technology and Electrical Engineering at Sidi Bel Abbes University in Algeria. Such research sites represent institutions where French is the medium of instruction but where the studies are deeply influenced by English. The target judgement sample comprises Master students and teachers since they are both concerned with the expansion of English. The aim is to investigate the impact of English on Technological and Engineering studies, considering both the attitudes generated towards the position of English and the use of ELWs in this context.

As to the methodology, the researcher followed a mixed method design, quantitative and qualitative samplings were used simultaneously as an effective way to understand the researcher's defined sociolinguistic profile by means of a questionnaire for Technology master students, Corpus analysis to define the frequency and the nature of English loanwords in Master dissertations and structured interviews with Science and Technology teachers. Therefore, the analysis of the data in the subsequent chapter will be built on both quantitative and qualitative aspects.

Chapter Four
Data Analysis and
Interpretation of the
Findings

Chapter Four: Data Analysis and Interpretations of the Findings

4.1 Introduction	137
4.2 Part One: Questionnaire Analysis	137
4.2.1 Section A: Demographic and Linguistic Backgrounds.....	138
4.2.1.1 Students Age.....	138
4.2.1.2 Gender and Specialities	139
4.2.1.3 Students' Linguistic Backgrounds	141
4.2.1.4 Students' Competence in English.....	142
4.2.2 Section B: Master Students Motivations for Learning English	143
4.2.2.1 Instrumental Motivation Reasons.....	145
4.2.2.2 Integrative Motivation Reasons	147
4.2.2.3 Personal Motivation Reasons	149
4.2.2.4 Students Improvements of English.....	151
4.2.3 Section C Master Students Attitudes Towards Learning English.....	151
4.2.4 Section D: University Syllabus	154
4.2.5 Interpretation and Discussion of Technique 1	155
4.3 Part Two: Corpus Analysis.....	159
4.3.1 Quantitative Analysis of the Corpus	160
4.3.1.1 Prevalence of LAs in French Master Dissertations: The Non-Assimilated forms.....	160
4.3.1.2 Frequency of English Lexical Anglicisms by Type	161
4.3.1.3 The Distribution of the Total Number of LAs Found in the Five Dissertations	163
4.3.1.4 Assimilated Loanwords/Adjectives Proper.....	165
4.3.2 Qualitative Analysis of the Corpus	166
4.3.2.1 English Nouns Proper	166
4.3.2.2 English Adjectives Proper	170
4.3.2.3 Assimilated Loanwords Proper	172

4.3.2.4 English Neologisms.....	174
4.3.2.5 Acronyms.....	176
4.3.3 Interpretation and discussion of Technique2	179
4.4 Part Three: Interviews Analysis	183
4.4.1 Necessity of the Use of Anglicisms	184
4.4.2 Anglicisms Examples.....	186
4.4.3 Role of Anglicisms in the Enrichment of French	186
4.4.4 Anglicisms and Other Linguistic Situations	187
4.4.5 Interpretation and Discussion of Technique 3	188
4.5 General Synthesis	192
4.6 Conclusion.....	192

4.1 Introduction

While chapter three outlines the overall methodological design of the study, this chapter exposes the research results and the interpretation of the empirical gathered data. It first presents the interpretations of the quantitative data and then the analysis of the qualitative data. As this study is based around three techniques, three subsequent parts are included in this analysis. Thus, the chapter consists of three different sections of evaluation. Each section is closed by discussion derived from the results of Master students' attitudes towards English, the identification and categorisation of ELWs and the analysis teachers' motivations towards incorporating and using these Anglicisms. As to the last section, it provides an overall conclusion on the results obtained with the three methods.

4.2 Part One: Questionnaire Analysis

The questionnaire Analysis section intensely exposed the full range of results and the practical insights of the study. It attempted to afford the outcomes obtained from the gathering data regarding Master students 'motivation and attitudes towards the English language in a multilingual country with the combination of French, Modern Standard Arabic and local Algerian dialects and the modest practice of English. Once data collection was achieved from different main springs over and done with the intermediary of a research's tool including an online survey, the responses were analysed and debated. Congruently, this first part is devoted to the dealings of data analysis, and the interpretation of the results assembled from our research tool. It further spots light on the main findings and conclusions drawn from this case study after their exploration.

As mentioned in chapter three, a questionnaire was distributed electronically to 182 students to test the perceptions of Technology and Electrical Engineering Master students concerning the importance of English in their studies. Throughout the questionnaire, the researcher has tried to give an

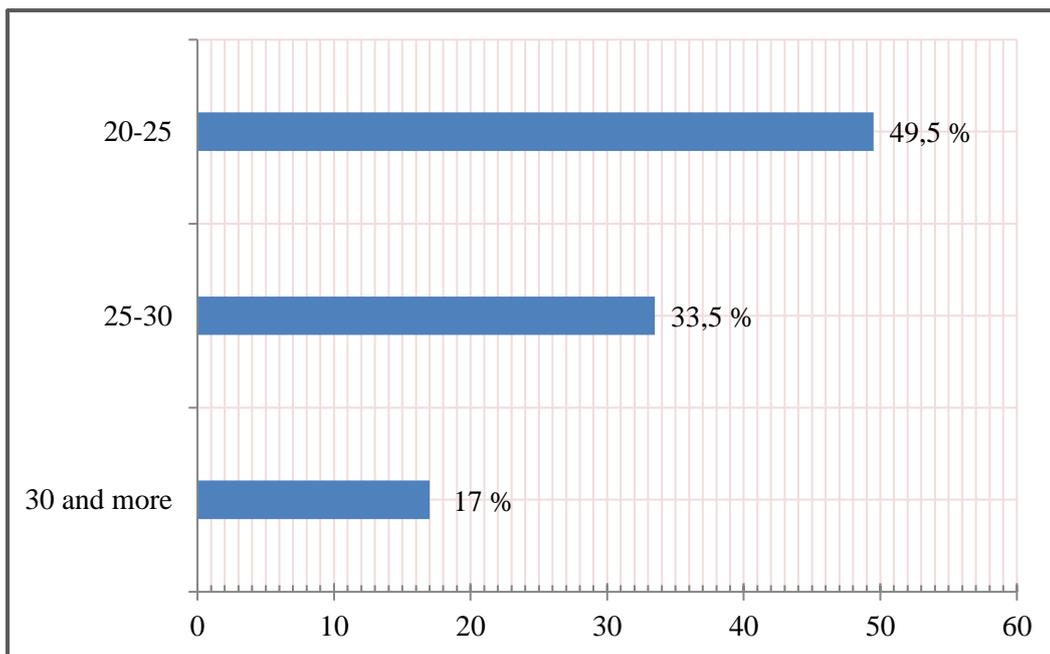
“adequate” answer to the first research question which addresses the students’ motivation and attitudes towards the English language as a “lingua franca” of Engineering. Needless to recall that this research instrument is divided into four sections A, B, C and D. The first one focused on the participants’ age, gender, specialty and their linguistic background; the second part of the questionnaire insisted on investigating students’ general motivations for learning English and to answer a yes/no question on whether they were interested in improving their proficiency in the English language. The third one was about measuring Master students’ attitudes towards English in general, and in comparison, to French. The ending section presented some suggestions that seemed helpful for the improvement of student’ level and the development of students’ language skills in English.

4.2.1 Section A: Demographic and Linguistic Backgrounds

The first part of the questionnaire was designed to provide answers about Master students’ sociolinguistic variables like age, gender and their linguistic backgrounds.

4.2.1.1 Students Age

The age is an important parameter in Sociolinguistics and Linguistics studies, mainly when it comes to attitudes since opinions and beliefs vary from sex to another and from teenagers to adult as identity maturity, perceptions where the personalities are skilled and perceptions, social cultural and linguistic backgrounds change too. Dealing with the Algerian population, it is important to have a varied sample study which contains different kinds of age population: that is to say to ask both teenagers, younger and adults seems very interesting than relying on only one range of ages for the study.



Gaph 4.1 Sample Distribution According to Age.

This figure represents the distribution of respondents according to age. Yet, the participants were selected according to three categories. So, 90 of the students were aged between 20 and 25 years old ($\approx 49.5\%$), followed by 61 students belonging to the second category. Their ages varied between 25 and 30 years old ($\approx 33.5\%$) whereas the last category included those aged from 30 and more, represented by 31 students ($\approx 17\%$).

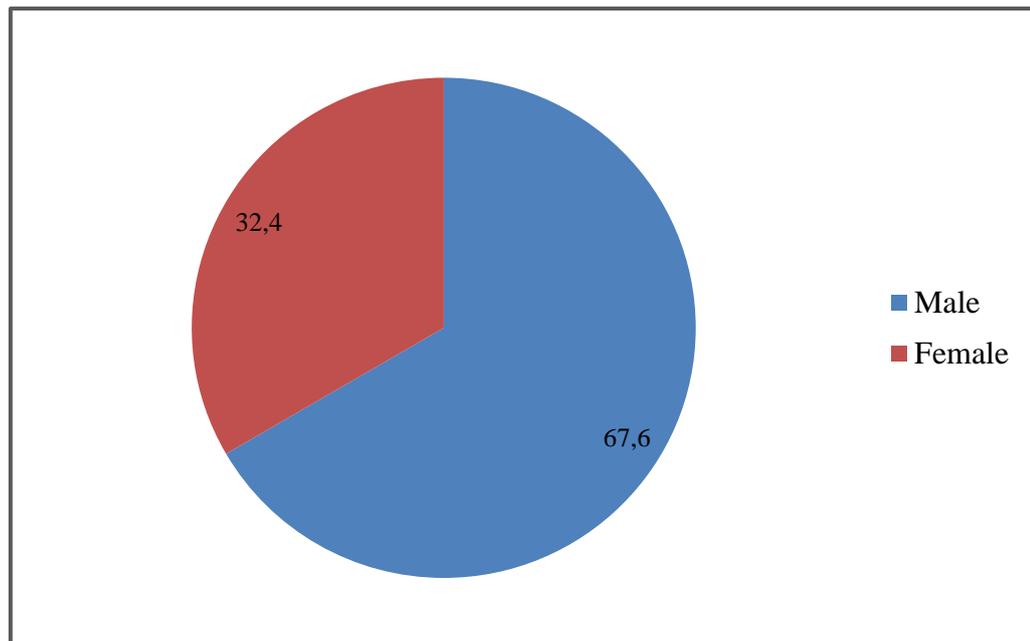
4.2.1.2 Gender and Specialities

The first two years are preparatory academic years and therefore studying the specialities only starts in the third year of the Licence degree until the second year of Master. The target students were distributed according to the different Departments of both Technology and Electrical Engineering institutions. The following table shows the sample distribution according to departments and Gender.

Faculty	Department	Males	Females	Total
Technology	Civil Engineering	18	11	29
	Process Engineering	2	/	2
	Mechanical Engineering	12	6	18
	Aeronautics	4	2	6
	Hydraulic Engineering	13	9	22
	Energetics	5	1	6
Electrical	Electro-technical Engineering	21	8	29
	Electronic Engineering	12	8	20
	Electro-mechanical Engineering	10	7	17
	Telecommunication	23	10	33
	Automatic Engineering	/	/	/

Table 4.1 Sample Distribution According to Department and Gender.

This table shows the distribution of respondents according to gender and specialities. Regarding the sample distribution of departments and gender, the male targeted students were first majoring with 120 participants representing 67.6%, followed by 62 female participants \approx 32.4%. As far as the specialisation is concerned, the male students are forerunners in both faculties covering a total of 54 students in comparison with 29 female students in the Faculty of Technology and with 66 male participants in the Faculty of Electrical Engineering with only 33 Female participants.

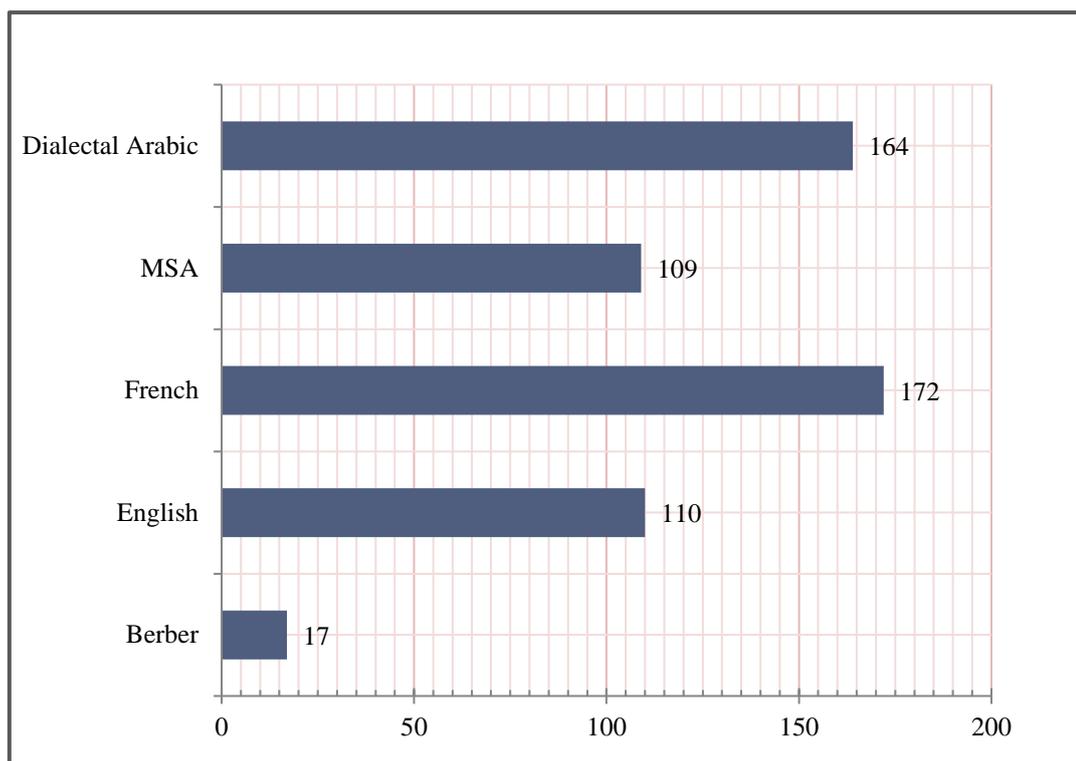


Graph 4.2 Sample Distribution According to Gender.

This figure reveals the distribution of male and female participants. Gender is an important point to refer to once it comes to attitudes and beliefs of language usage as it is known in Linguistics that the female speech is different from the masculine one based almost on social, cultural, religion norms but also distinctive behaviour. Mostly, it is evident that opinions and attitudes change from one sex to another and for the reliability of the study, it is worth to have a heterogeneous varied population for the sake of avoiding the maintenance of only one gender attitude.

4.2.1.3 Students' Linguistic Backgrounds

In this part of the research, the investigator has tried to cope with the distribution of respondents according to the most used languages, taking into account the pluralistic linguistic repertoire in Algeria.



Graph 4.3The Most Used Languages.

The figure represents the distribution of the most used languages among Master students. The researcher's aim was to identify the Engineering students' language' repertoire, keeping in mind that they were the same group of students on which the researcher undertook her experiment. So, when analysing the result of this rubric, the researcher found that out of 165 \approx 90,2% of the students used Dialectal Arabic and 109 \approx 59,6 % used Modern Standard Arabic followed by 17 \approx 9,3 % used one of the Berber Dialects. As far as foreign languages are concerned, French is the most used language with 172 \approx 94% since it represented their language of instruction, whereas 110 \approx 60% of them used English.

4.2.1.4 Students' Competence in English

The ensuing result offers a judgement made by the respondents about their English language abilities.

Very good	14.2%
Good	25.1%
Average	47%
Low	13.7%

Table 4.2 Students' Self-Evaluation of Proficiency in English.

The table exposes responses to the questionnaire items that deal with self-evaluation of respondents' proficiency in English. Looking at the results, the majority of participants 47% claimed to have an average level in English, whereas about 25.1% said to have a good command of the language. Others revealed to possess a very good level in English but represent only 14.2%, while 13.7% posited that their English is weak.

In sum, the result shows that Master students own different controls of English although the majority mentioned their average level. It is worth mentioning that some of them proclaimed to have a good or very good control over English. These two groups could simply develop significant competence through the years of learning English as a subject during their educational curriculum or they might have been exposed to different English support like media.

4.2.2 Section B: Master Students Motivations for Learning English

In the first part, Master students of Technology and Electrical Engineering were asked series of questions related to different types of motivation. They were requested to indicate the most important reasons for enhancing their learning of the English language. The analysis of the data concerning motivations was based on the students' responses to fifteen statements, for which they were required to tick one of the four options: 1.

totally agree 2. Agree 3. Disagree 4. neutral. The results of this section in number are presented in the following table.

Reasons for learning English	1	2	3	4
Instrumental Motivation Reasons				
- English is necessary for your studies	128	47	4	3
- English is important for your professional career	102	47	29	4
- Most of laureates master English	109	53	11	9
- Replacing French with English as the language of instruction will be beneficial	97	51	15	19
- To get a well-paid job	116	60	6	00
Integrative Motivation Reasons				
- To integrate the Western Culture	13	10	141	18
- To be up to date with scientific and cultural news	70	45	36	31
- To read reports, books, magazines	77	61	25	19
- To communicate easily in academic and cultural contexts	123	49	10	00
- To be able to participate in scientific and cultural manifestations	109	47	19	07
Personal Motivation Reasons				
- To use internet	107	63	10	02
- To live in an English-speaking	52	39	37	54

country				
- To learn new things	82	65	30	05
- You like learning foreign languages	132	50	00	00
- Because of its world position	118	54	10	00

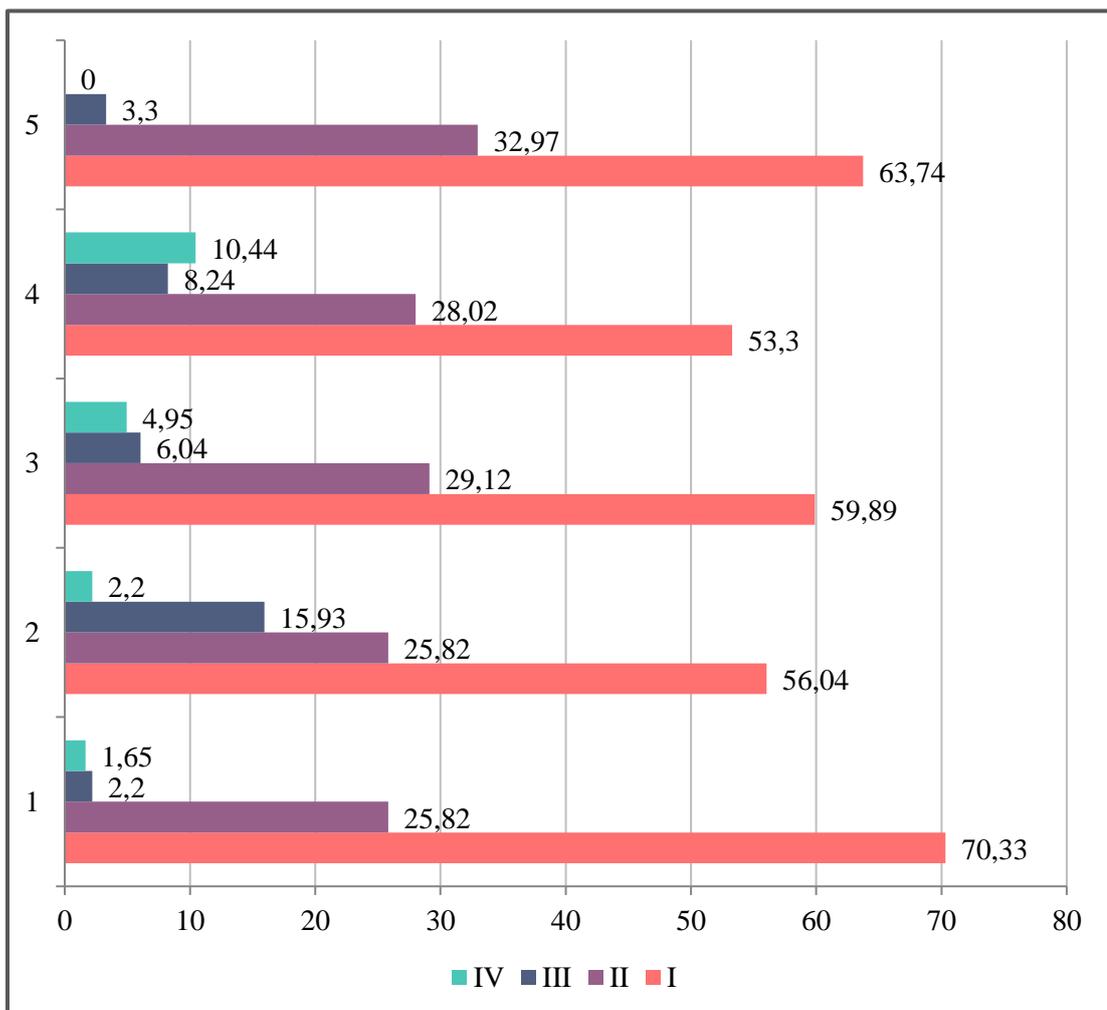
Table 4.3 Master Students Motivations for Learning English.

This table shows the general results gathered from the principal motivations for learning English. This section is followed by other subsidiary subsections. Each subsection is required to approve the obtained data from the three motivational constructs: instrumental, integrative and personal motivations that have been the focus of this part of the study. The results of each subsection are sketched below.

4.2.2.1 Instrumental Motivation Reasons

According to the data obtained from table 4.3 this sub section requires specific consideration. This is probably the cornerstone of the questionnaire as it measures instrumental motivation reasons for learning English and recognising its importance in their studies. As far as the first item is concerned, regarding the benefit of English courses in comparison to French, a sizeable number of students are conscious about the strong impact of the language of instruction on their studies, 128 respondents totally admit, and 47 of them show positive agreement. The other remark feature is that 4 respondents do not really think that it is helpful for them, while 3 of them keep neutral. As for English is important to fit professionally, the number of students who expressed total agreement is 102 and for 47 students that agree while it is not for 29 who do not see it in the same way, and 4 respondents stay without favouritism. The findings of the third item demonstrate that 109 students among 182 think that most of Engineering laureate master the English language with total agreement

and 53 of them with agreement, while 11 of them do not accord that point and 9 keep neutral. Regarding the fourth item, the data display that 97 respondents completely agree and 51 are for replacing French with English as the language of instruction which will be beneficial. This is not the case for 15 students who show their clear disagreement on that. What should be noticed by the end of this item is that 19 respondents are impartial. The results of the last item have exposed a great deal of consistency as far as the respondents' instrumental motivations are concerned. The results (≈ 116) totally affirmed that the knowledge of English would help them to get a better paid job. The same results marked that a good proportion of 60 students heavily agree on that, for only 6 respondents who approved their disagreement. The information is summarised in the figure 4.4 below:



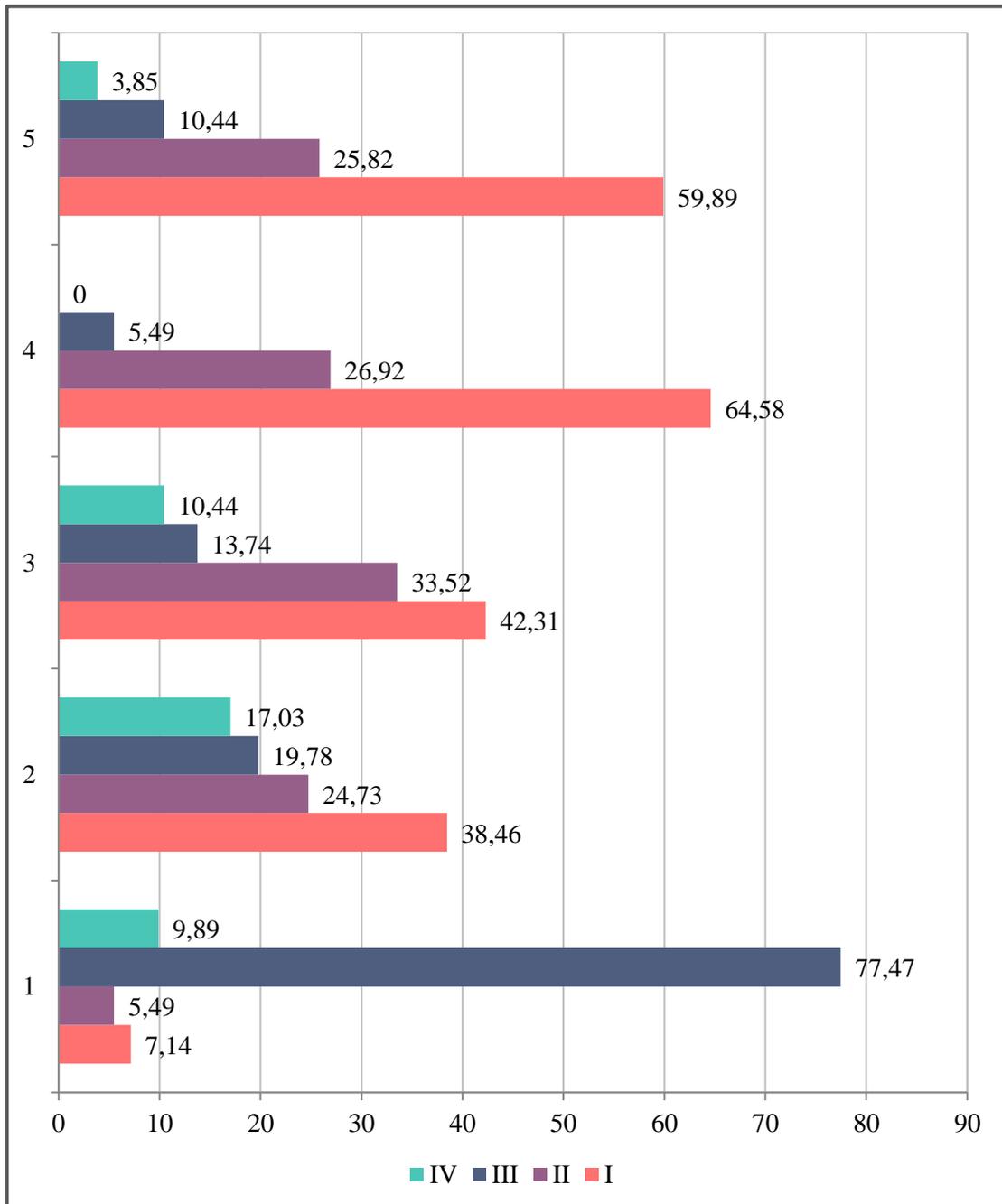
Graph 4.4 Instrumental Motivation Reasons.

The graph exposes Master students' responses to instrumental motivation reasons. The findings are more instrumentally motivated for learning English which in turn emphasised on the value and the necessity of English for their Studies (70.33%) and future professional achievement (63.74%). In other words, from the three motivational constructs: instrumental, integrative (Gardner and Lambert 1972) and personal motivation (Cooper and Fishman 1977), this contrastive study is intended to measure and analyse Technology Master students degree of interest in terms of instrumental motivation. The latter type fits more to the sample aspect and is closely related to some utilitarian goals as an academic and professional requirement.

4.2.2.2 Integrative Motivation Reasons

According to the data obtained from table 4.3 concerning the Students integrative motives for learning English, the results obtained are as follow: item 1 scored the high approving rate, with a total of 141 respondents who show their strong disagreement that they use English to have a hand in integrating the western culture. However, 13 respondents firmly support it, and 10 of them did perceive such a role, while 18 of them have no idea. Besides, for the sake of being up to date with scientific and cultural news, the results of this second item showed that the great majority of students enthusiastically supported the idea. Between 70 and 45 who manifested either complete agreement or agreement, and with 36 of them who disagreed on that implication and those 31 nonpartisan respondents. As far as item 3 is concerned, agreement remains very significant. The point with such two items' results is that a better control of English might be necessary to read reports, articles and magazines with respectively 77 and 61 respondents who followed the wave of total agreement and agreement. Though the situation might be unlike for those who disagree with such a benefit for them (≈ 25), or those who remain indifferent (≈ 19). Along the same line, the position of the majority who give consent to the statement that in order to communicate easily in the academic and cultural contexts English is widely fruitful: for 123 students and 49 other respondents

agree too, but not for only 10 of them. As for item 5 which goes around the easiness access to participate in international scientific or cultural events, English is fundamental, 109 students indicated their total agreement with an average of 47 respondents who posited their approval too. This is not the case of 19 respondents who opposed the fact that the use of English is one of the means that facilitates their integration in scientific events. The information is summarised in the figure 4.5 below:

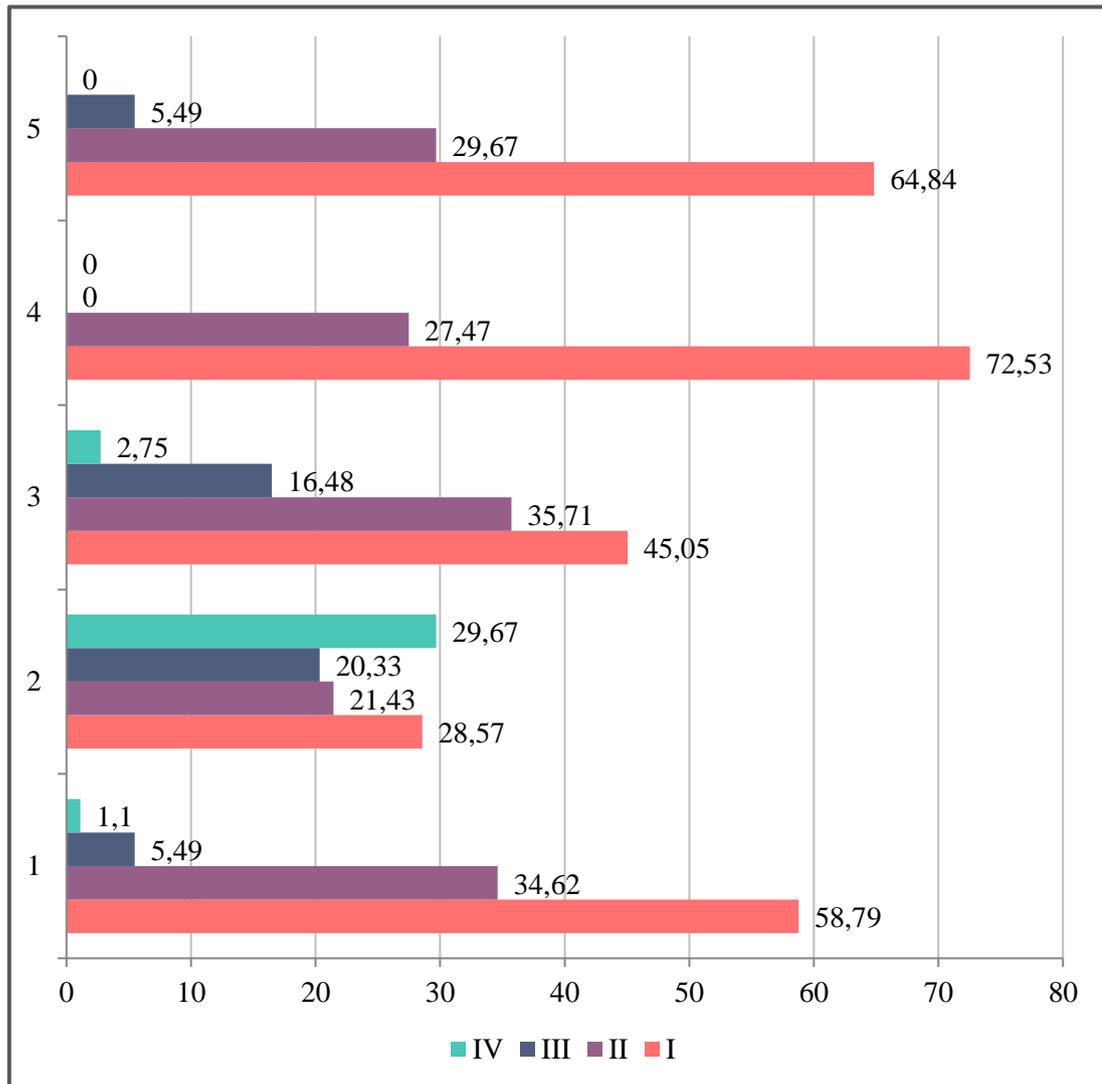


Graph 4.5 Integrative Motivation Reasons.

The previous graph shows respondents' integrative motivation reasons. Integrative factors are related to the learner's wish to identify himself part of the language's society (Gardner 1985). Therefore, the results indicate that this had the less impact on the Master student's motivation.

4.2.2.3 Personal Motivation Reasons

In reference to the above table, the English language is used for many motives among these is the accessibility to information via internet where 107 students among 182 strongly report that they use English in order to adhere web research and around 63 agree on that while only 10 of them disagree on such a purpose and 2 students have no idea. Still, the results obtained can be considered rather positive, 52 respondents totally affirmed that they would like to live in an English-speaking country. Yet, 39 of them determine that they agree with its worth. On the other side, 37 respondents disagree with that fact though 54 others do not know really whether it is necessary or not. As far as the second item is concerned, 82 respondents would like to learn new things with total agreement and 65 of them with agreement. While, 30 of them do not accord that point and 5 respondents remain unbiased. Meanwhile, the results for items 4 and 5 reveal significant enthusiasm in students' personal motivation which remained largely positive towards learning English. Clearly, the majority of the respondents (≈ 132) reported especially strong interest in learning foreign languages, and 50 of them show neutral positive agreement. Moreover, the task was also achieved in the item 5 with the worldwide position of English. These students which represent the noticeable majority of respondents are either totally agreeing with 118 or simply approving that with a total of 54 views. While only 10 of them do not follow that point. The information is summarised in the following graph:



Graph 4.6 Personal Motivation Reasons.

This figure illustrates Master students reply to personal motivations. After instrumental reasons, personal motives come in the second rank. The importance of Personal motivation in enhancing students learning is also undeniable. Keresztes (2013) points out that many personal factors may also influence individual language learning including activities related to personal developments and satisfaction. Master students reported special interests for learning English to use internet (58.79%), and because they are interested in learning foreign languages (72.53%) or because of its hypercentral position (64.84%).

4.2.2.4 Students Improvements of English

In this second part, the respondents were further asked to specify their own opinions to the idea of improving their proficiency in English. The results in table 4.4 below:

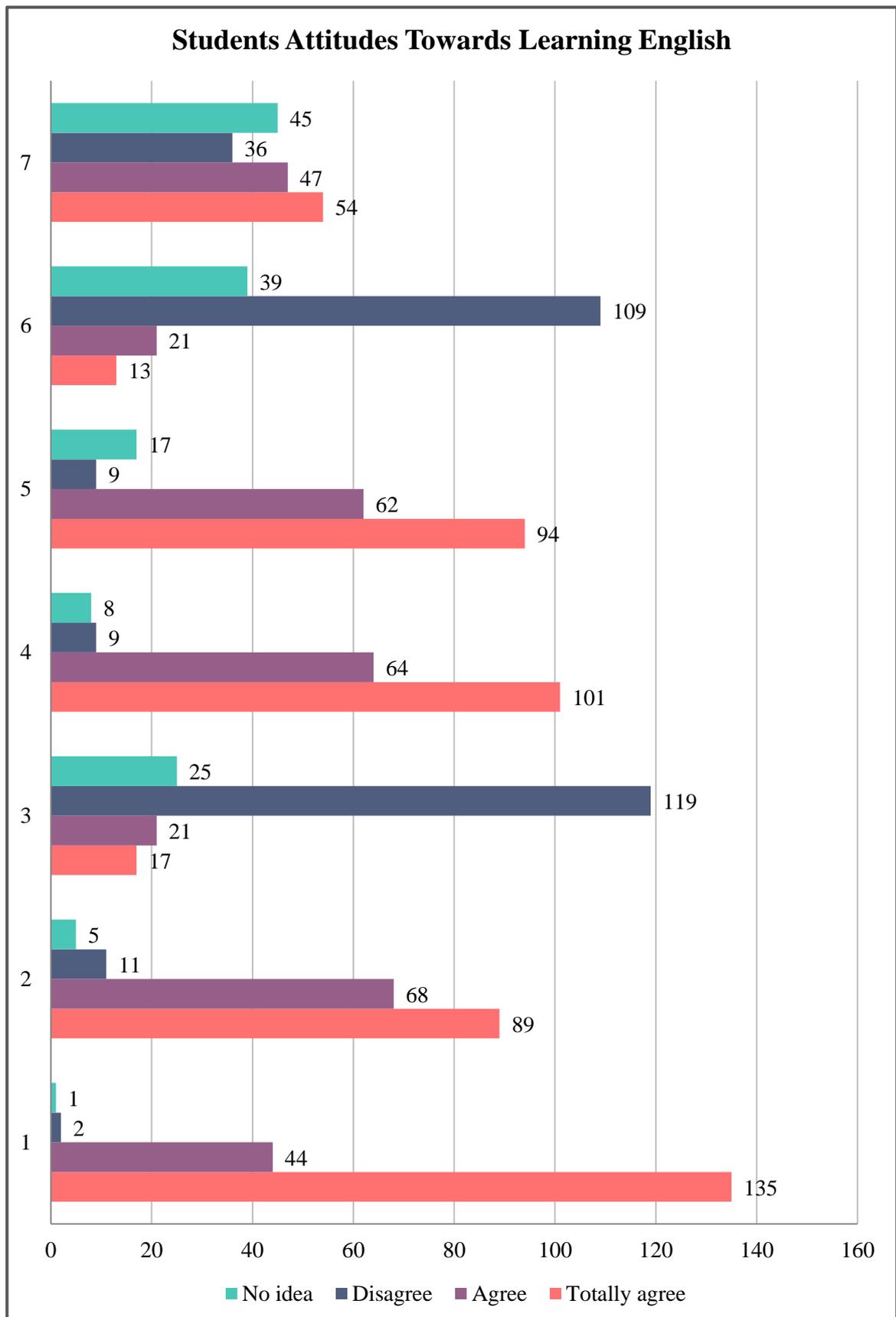
Questionnaire Item	yes	No	Neutral
Would you like to improve your proficiency in English	94.50	3.30	2.20

Table 4.4 Students' Answer whether they like to improve their Proficiency Level in English.

The preceding table indicates the information obtained on whether they want to improve their English proficiency or not. The results show that the majority of respondents (≈ 172) are conscious about the importance of the language in their studies and therefore aware about improving their performances in English.

4.2.3 Section C Master Students Attitudes Towards Learning English

Learner's attitude is a fundamental factor in language acquisition. The students' motivation to learn a first, second or a foreign language is determined by their attitudes towards the target language and vice versa. This subsection is intended to find Master students attitudes about English. Students were then required to indicate their own degree of agreement or disagreement about the place attributed to English as graphically presented in Graph 4.7



Graph 4.7 Master Students Attitudes Towards Learning English.

Figure 4.7 indicates Master students' retaliations to attitudes survey towards learning English. Certainly, in reference to the findings of the online survey and according to figure 4.5, the majority of male and female respondents enrolled in the two faculties (Technology, Technical Engineering) ranked the importance of English. So, 135 students totally agree and find English as a primordial means of communication followed by 44 who perceived that it is necessary in the world nowadays. Of the 182 respondents only 2 disagree with that point. This is a strong indication that students have an issue of high concern about the importance of English.

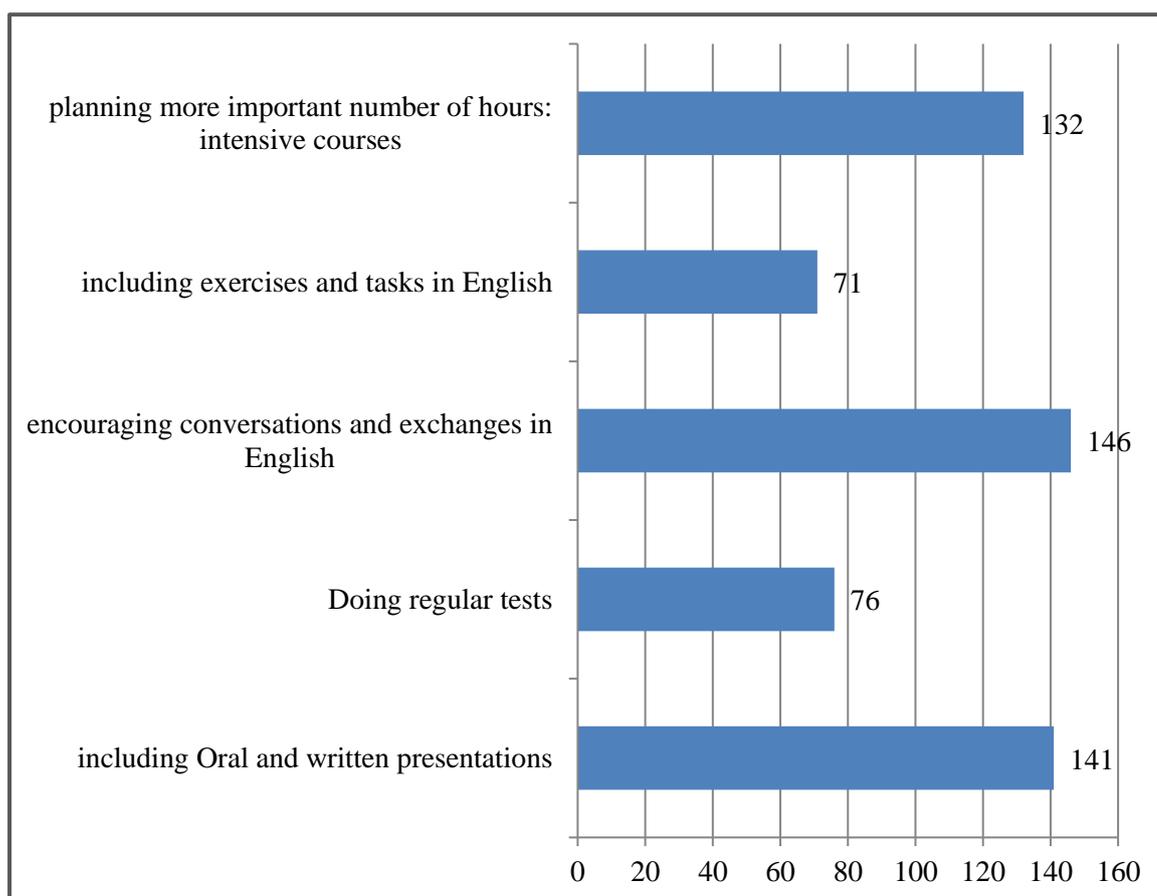
Regarding the point that English does not occupy the place in the Algerian society, 89 students totally agree, i.e. 68 of them admit and only 11 disagree and believe that English is not neglected by the Algerian society. Moreover, 119 participants do not acknowledge that English influences negatively our society. According to the same issue, the results demonstrate that a small number of respondents totally did not hesitate to avow that English has impacted our societies, while 25 respondents do not really know whether English influences our community or not. Furthermore, 101 of the population studies totally agree that English is the language of science without any doubt and 64 of them agree that it is without competitive language the first in the world of science and researches. Yet 9 respondents disagree and 2 do not really know may be because they still believe that French is the language of Science and Technology.

The most "astonishing" result came on the part of the respondents concerning the spread of English: 94 of the respondents' view that English will become the first foreign language in Algeria with total agreement and 64 of them with agreement. Yet, 9 of Master students persist that French will stay the first foreign language in Algeria and 17 they do not visualise yet whether it will be or not. What is more, regarding the importance of English, 109 of the students strike down that English is not important and 39 of them do not see it. As far as the results obtained from the 6th issue, 21 students regard that the

English language is not important and totally admit on that, and 13 of them only acknowledge on the same point of fact. In the concern of the last point on the fact that the Algerian government could encourage English learning or not. The responses split into the half where 57 students totally agree and 47 of them only agree while 36 of them disagree and do not believe that the Algerian government will welcome the English language as it did for French. In the same light, 45 of the informants do not think and they are not sure about it.

4.2.4 Section D: University Syllabus

The point will discuss what types of syllabus should be implemented in order to improve students' performances in English. The results are presented in graph 4.8 below.



Graph 4.8 University Syllabus.

This figure discusses what types of syllabus should be implemented in order to improve Master' students Proficiency level in English. Obviously, among 182 responses, 141 students reported that they need the inclusion of oral and written presentations in English in order to ameliorate their level of English while 132 of them express that the planning of more hours and giving intensive courses in English are more helpful for the improvement of their level and the development of language skills. Indeed, 146 of students claim that encouraging conversations and exchanges in English is the remedy for their weaknesses. Moreover, 71 of them think that including activities and tasks in English are very useful for their help to have a good level of English. Besides, 76 of the respondents have confidence in that doing regulars tests boost their abilities of English and their language proficiency.

4.2.5 Interpretation and Discussion of Technique 1

The discussion of the present results would take account of the value of English in Technological and Engineering studies. Hence it would broadly rely on motivation and attitudes of Master students towards this phenomenon. To start with, when dealing with judgement sampling, it was imperative to have a sample study which was wide ranging and covering different respondents, that is to say to enquire both gender and age differences which appeared very attention grabbing since these two parameters are imperative elements in Sociolinguistic and Linguistic researches. Clearly, it is evident that opinions and attitudes hang on both gender and age, especially when the concern comes to outlooks and views of language practice. These two significant factors may result distinctive performance. Frequently, it is evident that opinions and attitudes sift from gender and age for the consistency of the work. It is worth to have heterogeneous diverse respondents for the sake of evading the upkeep of only one gender responses and only one interval of ages for the investigation.

Based on the findings, foremost the languages spoken by Master students at the Faculty of Technology and Electrical Engineering, including

different fields are all the time Dialectal Arabic, then French comes to the second claim. The students use rarely Modern Standard Arabic and speak very little Berber, limited to those coming from Berber regions. As far as English use is concerned, the language is selected and found important only by students who recounted its use in their regular life. It is worth mentioning that almost if not the totality of Algerians still use French in their speech community by side of Algerian Dialects as their mother tongues. English is used among Algerians due to Algerian curiosity and interest in not being up out-of-date. Most of them are charmed too by this international language seeking for improving their life in terms of many opportunities.

As for the practice of English , the results elucidate that Algerians Master students have some control over English and practice it in any academic or social purposes. They reported that they are good in English though a little propotion specified that there mastery of English is tiny and they are weak. In fact, the mastery of English differs from one student to another rendering to their motivation , willingless and their autonomy in learning and practicing English alongside the noteacible deficiency of teaching intensive course in Algerian government in comparison with French.

As far as the questionnaire first objective, the study was done in order to determine which of the three types of motivation could be the principal source of Technology and Electrical Engineering Master students' motivation for learning English. The findings revealed that Master students were highly motivated in both instrumental and personal orientations, but with a greater emphasis on instrumental motivations reasons. Bestowing to the 182 responses, students show that they completely agree with the need and requirement of English in higher education though other claim that they agree with its value and that it is time to turn down French colonialism results on the Algerian educational systems. Mostly in higher education English is a requirement for international communications, publications, up to date resources, mainly for scientific fields. Really, only few displayed that they do not recognise whether

it is wholly necessary or not. The findings prove that students think that most of Engineering laureate Master English language with total agreement. Concerning English courses, they believe that they are beneficial. Moreover, English becomes indispensable to succeed in studies and it is essential to fit professionally.

The results of this investigation attest the framework of Brown (1994) claiming that the need of engineering students as far as English is concerned, is to reach professional career, educational purposes and financial goals. Indeed, the acquisition of such a language is commonly related to higher earnings or rewards in the labour market and with better conditions for economic participation in general.

Together with instrumental reasons, personal motivational orientations came as the second source of motivation. Certainly, the findings of the online survey underline English as a necessity in the world at the present time because of its prestigious world position. The English language is largely a language of facilitation and enhancement in any study because of the many roles and advantages in comparison with other languages, as French or Spanish. According to our findings, the English language is used for many purposes where students indicate the role of English in the access of information via internet. In addition, the results show that almost all the students were interested in foreign languages. Respondents are eager to the knowledge of foreign languages since it leads to a better social status, more successful socialisation and benefit in one's professional career.

For the integrative type of motivation, respondents show their interests for the sake of being up to date with scientific and cultural news. Above and beyond, to participate in international scientific and cultural events, English is fundamental to read and understand reports, books, magazines, etc. In addition, in order to communicate easily in the academic and cultural context, English is widely fruitful. Those replies seem logical and evident and present only a small proportion of what English can bring to its users largely.

Concerning respondents' English language attitudes, and in reference to the questionnaire second objective. Interesting findings were obtained where Master students have positive attitudes towards the English language. On the subject of that English does not occupy the place it merits in the Algerian society, Master students totally agree, whereas others believe that English is not neglected by the Algerian society. Moreover, students think that English influences positively rather than negatively our society. Furthermore, the judgement sample is aware on the fact English is the language of engineering without doubt and that it is without any competitive language the first in the world of technology and researches. Yet, some still believe that French is most suitable to these matters and they still stuck with old fashionable educational system. Regarding the spread of English, by foreshadowing the future of English in Algeria, students view that English will turn into being the first foreign language in Algeria. Yet others persist that French will preserve its status. What is more, vis-à-vis the importance of English, students strike down that English is relevant. However, other view that the English language has no significant impact and entirely agree on that point of fact. In the worry of the point that states: should encourage English learning or not, here the responses split into the half. Those who do not have faith in the Algerian state, think that the government will never welcome the language as they did for French. Those who believe on the prosperous future of the language, especially in education need more awareness, strategies and long thinking plans. By swapping French with English as the language of instruction, students will take advantage from a better training. Too, the hourly volume of the English language teaching is not sufficient and students are not satisfied and according to them still lacks time and schedules. For that, the state could review the planning of English teaching and to revisit up its time volume.

The study findings can also be used as a beginning point for providing some pedagogical implications that should be taken into consideration. The way of teaching English has direct implication in students' level and

proficiency. It is important here to improve English teaching in our higher education for a better effectiveness covering all the fields concerns to satisfy students' needs. The assessments methods and tasks performances are very influencing, adding to the hours devoted to English practice. Noticeably, students reported that they want the enclosure of oral and written presentations in English in order to enhance their level of English while others precise that the allocation of more hours and giving intensive courses in English are more effective for the progress of their level and the growth of language skills. Moreover, students indicate that encouraging conversations and exchanges in English is the therapy for their weaknesses. What is interesting, they think that counting activities and tasks in English are very beneficial for their assistance to have a good level of English. Also, the respondents have self-confidence in that doing regular assessments increase their aptitudes of English and their language proficiency.

4.3 Part Two: Corpus Analysis

In this second part of the analysis, five Master dissertations were retained in order to identify ELWs. Mostly based on the evaluation of data and following the typology proposed by Haugen (1950), Hock & Joseph (1996), Myers-Scotton(2006), and Winford (2003) given in Chapter One, the following category was used for the evaluation named lexical borrowing including:

- Loan word proper
- Loan adjective proper
- Assimilated Loanwords/adjective proper
- English neologisms
- Acronyms.

As Method 2 involved the research of the written dissertations drawn up in French to name: Etude et Conception d'un système de contrôle de température à base de pic 18FA5K22 (2016), Etude d'un DSP (2010), Etude et Réalisation d'un outil à pion amovible (2015), Simulation de rupture d'un barrage via

logiciel HEC-RAS (2016), Etude et simulation de la voix sur IP (VOIP) (2015), the semantic borrowings: loan-translation (calques) are not included in the evaluation; since the vast majority of English terms found in the dissertations reveal themselves as lexical borrowings only. These English items are recognised foreign because of their orthography or spelling patterns¹. The total majority of examples collected from the corpuses belong to the core vocabulary of Technology and Engineering. The evaluation of this part, as was indicated in chapter 3, will be done both quantitatively, qualitatively and analytical and comparative at the same time. Details and “deep” interpretation will be presented at the end of the given method.

4.3.1 Quantitative Analysis of the Corpus

The study was designed to characterise the type or the nature of English Loanwords in selected Master dissertations. The quantitative analysis has two main components, namely: 1. a quantitative review of the non assimilated forms to cite: loanwords proper, loan adjectives proper, English neologism and Acronyms. 2. A quantitative review of the assimilated loanwords proper and adjectives proper.

4.3.1.1 Prevalence of LAs in French Master Dissertations: The Non-Assimilated forms

The following table shows the total word count for each dissertation and the frequency of LAs found². A total number of 40 to 45 pages were reviewed for each of the dissertation (as indicated in Chapter Three; Abstract, General Introduction and General Conclusion were excluded from the analysis).

¹According to Görlach (2002: 1): “an Anglicism is a word or idiom that is recognizably English in its form (spelling, pronunciation, morphology, or at least one of the three), but is accepted as an item in the vocabulary of the receptor language »

²The prevalence of LAs will be done without those assimilated forms.

Title and year	Total words counted	Total number of English Lexical anglicisms	Estimated number of English Lexical anglicisms per page
Etude et Conception d'un système de contrôle de température à base de pic 18FA5K22 (2016)	28374	20	≥ 1
Etude d'un DSP (2010)	25026	16	≥ 1
Etude et Réalisation d'un outil à pion amovible (2015)	32240	17	≥ 1
Simulation de rupture d'un barrage via logiciel HEC-RAS (2016)	30705	28	≤ 1
Etude et simulation de la voix sur IP (VOIP) (2015)	28061	52	≤ 1

Table 4.5Prevalence of LAs in Master Dissertations

As shown in the Table 4.5 above which reviews word count for each dissertation and the frequency of LAs, a total of approximately total of approximately 144, 406 words counted from the five dissertations accounted for about 133 LAs. The documented words were all types of lexical Anglicism. On the average, the reviewer observed between 0, 1 and 2 LAs per page. As for the evaluation, she used the symbol \geq , \leq to indicate that the dissertations contain no LAs or at least 1.

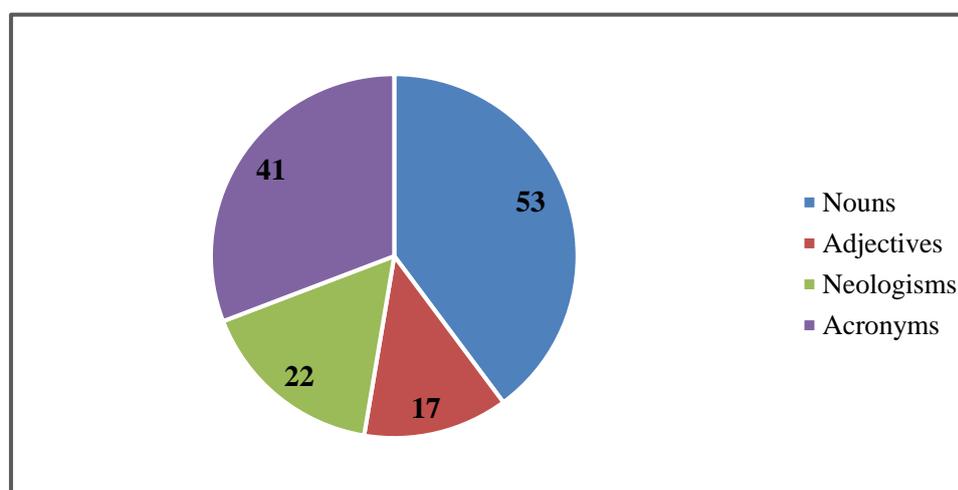
4.3.1.2 Frequency of English Lexical Anglicisms by Type

As explained before a total of 133 LAs were extracted. These LAs were grouped into proper nouns, proper adjectives, neologisms and acronyms. The table below indicates their frequency and distribution.

LAs Type	Frequency %
Nouns	39.85
Adjectives	12.78
Neologisms	16.54
Acronyms	30.83

Table 4.6 Frequency of LAs by type

Table 4.6 shows types of LAs and their frequency. The majority of the LAs in the just mentioned table were identified as integral nouns. The reminder borrowings were grouped under neologisms and acronyms. The nouns categorised as “technical” (although the majority of these words were from Latin origin) included both names for technical concepts, I.T products; but also, some scientific names and programmes. The brand category consisted of loanword proper, neologisms, and acronyms used to designate specific entities. The category also includes few examples of loan adjective proper and assimilated loanwords proper. So, these LAs were categorised as lexical Anglicisms and which are sub-classified as nouns (53), adjectives (17), neologisms (22) and acronyms (41). The frequency of LAs by type can be also observed in the graph below.



Graph 4.9 Frequency of LAs by type

As far as the figure above concerned with the analysis of the results about the nature of LAs, the researcher noticed that the overwhelming majority of these LAs were nouns (39%) followed by acronyms (30.83%) and then neologisms represented by (16.54%) and finally the adjectives which counted (12.78).

4.3.1.3 The Distribution of the Total Number of LAs Found in the Five Dissertations

The following data represent the distribution and the total number of ELWs in the five dissertations by specialty, as shown in Table 4.7, then converted into a figure to expose clearly the obtained results.

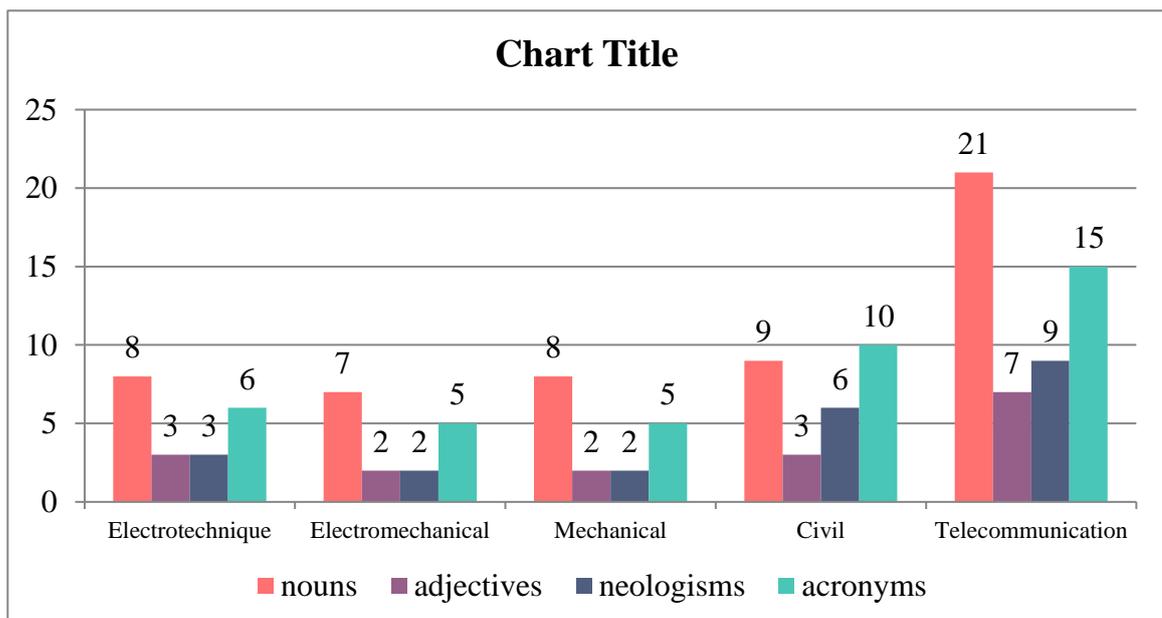
Specialty/ Title and year	Nouns	Adjectives	Neologisms	Acronyms	Total
Electrotechnique					
Engineering :					
Etude et Conception d'un système de contrôle de température à base de pic 18FA5K22 (2016)	8	3	3	6	20
Electromechanical					
Engineering: Etude d'un DSP (2010)	7	2	2	5	16
Mechanical					
Engineering : Etude et Réalisation d'un outil à pion amovible (2015)	8	2	2	5	17
Civil Engineering:					
Simulation de rupture d'un barrage via logiciel HEC-RAS (2016)	9	3	6	10	28
Telecommunication:					
Etude et simulation de la	21	7	9	15	52

voix sur IP (VOIP)
(2015)

Table 4.7 Distribution of the Total Number of LAs Found in the Five Dissertations

The present table covers the total number of LAs retained from students' dissertations. In reference to the data exposed in table 4.7 above and figure 4.10 below, the reviewer noticed divergent results in the distribution of LAs. Among the 20 LAs encountered in Electrotechnical Engineering; 8 LAs are grouped as nouns, followed by 6 acronyms, adjectives and neologisms are alike. As for Electromechanical Engineering and Mechanical Engineering, it revealed that the results are similar regarding the distribution of adjectives, neologisms and acronyms except for nouns counted 7 and 8 in their respective specialities. Looking at the results concerning the distribution of LAs in Civil Engineering, 9 LAs are categorised as proper nouns, 10 as acronyms, 3 as adjectives and 6 as neologisms.

The most astonishing result came from the distribution of LAs found in telecommunication, proper nouns scored the high approving rate with a total of 21 LAs, followed by 15 acronyms then 9 neologisms and 7 proper adjectives.

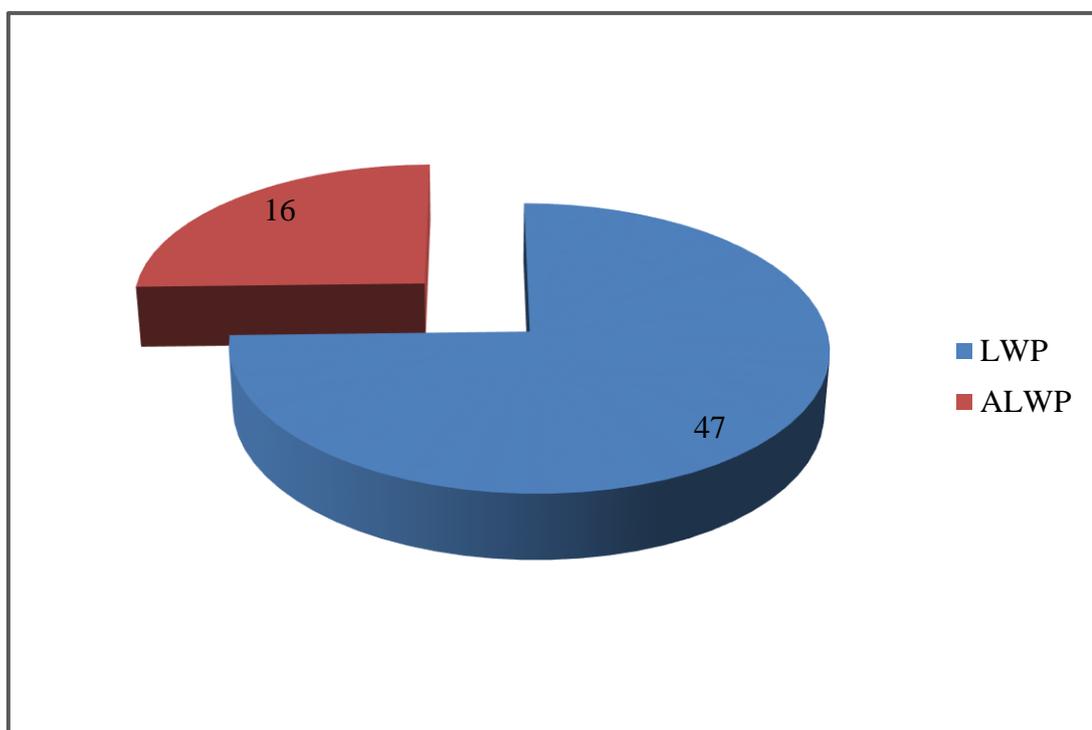


Grah 4.10 The Distribution of the Total Number of LAs Found in the Dissertations

The previous graph shows LAs dispersal by type and specialty.

4.3.1.4 Assimilated Loanwords/Adjectives Proper

The frequency of ALWP was defined on the total number of English LWP. A figure was provided below to show their prevalence whose phonological and morphological assimilation were the fundamental determinants. The numerative discussion will include the 16 ALWP excluding those redundant forms.



Graph 4.11 Assimilated loanwords/Adjectives Proper

The present figure generates a comparison diagram to compare two number of LWP and ALWP retained from the dissertations. This part related to the quantitative result presents the total number of ALWP ≈ 16 in comparison to the non assimilated ≈ 47 found in the corpora. It might be requested that certain identified as assimilated ELWs were flagged, but also showed some morphological and / or phonological adaptations of the recipient language :French as the word *qualité* while others are examples of integral

borrowing as “le monitoring” or le “kit” that are well established in the French language.

4.3.2 Qualitative Analysis of the Corpus

In reference to the qualitative analysis of the collected data of the overwhelming LAs, the discussion will include the 97 LAs excluding those redundant forms (appendix3). In these theses, the discussed LAs that are transferred from English to the French language and which are easily identified due to their orthography, are categorised according to four types, nouns proper (section 4.3.2.1), adjectives proper (section 4.3.2.2), neologisms (section4.3.2.4) and acronyms (section 4.3.2.5). Each the three first sections includes a short etymological description, followed by discussion on the described the English language borrowing. As to section (4.3.3), it provides an overall interpretation on the results obtained with method 2.

4.3.2.1 English Nouns Proper

47~ loanwords proper have been identified in the dissertations and which include 40 nouns and 7 adjectives. Therefore, the analyser has to distinguish between two groups: English Noun proper are given in Table 4.8 and English Adjective Proper in Table 4. 9.

Borrowed Term	A Short Etymological Description	Meaning
Energy	French origin <i>energie</i> , English word by the mid 16thC	the strength or power derived from the use of physical or chemical sources.
System	French <i>systeme</i> or late Latin <i>systema</i> , English word 17th C	DEFT says that it is a set of procedures, parts of a mechanism or a network
Chillers	Anglicism	Pl.n chiller a machine for cooling

		something
Monitoring	Latin origin <i>monit</i> , English word in 16th C	DEFT gives 2 matches for the word Ongoing process of observing project or program activities to determine the rate.
Power	Anglo-Norman French <i>poeir</i> , English word used in middle English	The ability or supply with mechanic or electrical energy
Quality	Old French <i>qualité</i> and late Latin <i>qualitas</i> , English word in Middle English	A distinctive attribute possessed by something
Cell	Old French <i>celle</i> or late Latin <i>cella</i> , English cell (old English)	A small structural and functional unit of an organism
Data	Latin origin <i>datum</i> , English data in the 17th C	Qualities, symbols which may be stored and transmitted in the form of electrical signals
Management	Italian origin <i>maneggiare</i> , English word in the 16th C	The organisation and coordination of technical activities
Converters	Anglicism 1867	Pl.n device for altering the nature of an electric current or signal
Gasification	Anglicism	A process of transmitting carbon-based material
Networking	Anglicism 1887	The linking of computers to allow

		them to operate interactively
Graft	Old French <i>grafe</i> or Late Latin <i>graphion</i> then Middle English <i>graff</i> , graft (1865)	In engineering is a design conceived for planning
Walls	Latin <i>vallum</i> , Old English <i>vallus</i>	A structure defining an exact area
Box	Latin <i>buxis</i> and Greek <i>puxos</i> , Old English : box	A container, a case or a receptable
Input	Anglicism : Energy supplied to a device 1902	A device through which energy or information enters a system
Size	From Old French <i>sise</i> , English word in Middle English	A measurement
Output	Anglicism : quality of material put out 1839	A place where power or information leaves a system
Feet	Germanic Origin, Old English <i>foet</i>	Foot is a unit of measurement
Scan	Latin origin <i>scandere</i> , Middle English scan	The process of analysing a real world object
Service	Latin origin <i>servus</i> and Old French <i>servise</i> and service in Old English	Services in engineering include analysis, statistics, trends, data.
Cogeneration	Anglicism : the production of electricity	The generation of electricity and useful heat jointly
Steam	Germanic origin, Old English <i>steem</i>	The vapour into which water is converted when heated
Voltage	Anglicism : electromotive force 1882	An electromotive force or potential difference expressed in volts
Storage	Old French : <i>estorer</i> , Middle English <i>store</i>	The retention of retrievable data on a computer or other electronic systems

Programing	Greek <i>prographein</i> , <i>programma</i> and late Latin <i>programme</i> , used in English in 17th C	The process of writing computer programs
Level	Old French <i>livel</i> , English word in Middle English	A position on scale of amount
Process	Latin <i>procedere</i> , <i>processus</i> , Old French <i>proces</i> , parts of English in Middle English	In engineering, it focuses on the design, operation control and intensification of chemical and physical processes
Modem	Anglicism :blend of modulator 1950's	A combined device for modulation and demodulation
Channel	Latin origin <i>cannas</i> , <i>canalis</i> , Old French <i>chanel</i> , Old English <i>cane</i> , parts of English in Middle English	A band of frequencies used in transmission
Insulation	Latin Origin <i>insula</i> English <i>insulate</i> (Middle English)	It covers pipes, boilers
Windows	From Old Norse <i>vindauga</i> , English word in Middle English	One of the work areas that the screen can be divided into
Rate	From Old French and Medieval Latin <i>rata</i> , English word in Middle English	A measure, quality or frequency
Kit	1958	A set of activities or equipments
Web	Germanic origin , Old English <i>webb</i> : woven fabric	A complex system of interconnected elements
Loading	Germanic origin, Old English <i>lad</i> , English word in the 15th C	The application of a mechanical load or force
Entrainment	From French	The process of making

	entrainerEnglish word in the 1560s : a term used in chemistry	
Team	From Old English <i>teem</i>	A professional engineering group
Branch	From late Latin <i>branca</i> , Old French <i>branche</i> , English word in Middle English	A discipline that applies scientific theories and mathematical methods
Mapping	Latin origin <i>mappa</i> , English word in the 16th C	An operation that associates each element of a given set with another

Table 4.8 English Nouns Proper Found in the Dissertations

This table illustrates the total number of Noun Proper identified in the dissertations. If the researcher traces back the etymology of the English nouns proper found in the dissertations, she found out that the majority of these Anglicisms are probably of Latin or Romance origin. These words are listed as English loanwords or a borrowing taken over from Latin via English. Others are examples of Patent Anglicisms which refer to those instances which obviously derive from Germanic roots or are not based on either Latin or Romance roots. Other examples of this phenomenon collected from corpora belong to the core vocabulary of technology (e.g. *output*, *voltage*, *gasification*).

4.3.2.2 English Adjectives Proper

This part presents the analysis of the 7 English Adjectives Proper that were identified in the extraction. It might be noticed that the qualitative analysis of these elements was based on the quantitative section.

Borrowed Term	A Short Etymological Description	Meaning
Ancillary	Latin origin	Providing necessary support to the

	<i>ancilla/ancillarism</i> mid 17th C	primary activities or system
Amorphous	Greek origin <i>amorphos</i> and Modern Latin <i>amorphus</i> mid 18th C	Not apparently crystalline (of a solid)
Hot	Germanic origin, Old English <i>hat</i>	Having a high degree/high temperature
High	Germanic origin, Old English <i>Heah</i>	Great quality, size or intensity
Low	Germanic origin, Old English <i>Lie</i>	Below average in amount or intensity
Standard	Old French <i>estendert</i> , Middle English	Accepted as normal or average
Digital	Latin origin <i>digitalis</i> , English word in 15th C	Digital engineering is the art of creating, capturing and integrating data

Table 4.9 English Adjectives Proper Found in the Dissertations

This table proposes the list of English Adjectives Proper found in the dissertations. The data in this study doesn't constitute a large corpus to make any conclusions, but it reveals an interesting trend that is worth discussing. The Table above also constitutes some examples students added to their list as ELWs. As can be observed, these examples are either of French, latin or Germanic origin that have been borrowed into English at some point in the history of the English language. The phonological and the morphological assimilation of some of the above discussed loanwords proper are shown in table 4.10 in a summarised form.

4.3.2.3 Assimilated Loanwords Proper

As cited in the first chapter, ELWs may or may not retain their original forms in the recipient language; and the degree of integration may depend on the original form of the borrowed word. Traditionally, rules in the recipient language determine how a borrowed word may be used.

It is worth mentioning that some of the words cited below have been found by the researcher in both English (loanwords proper) and in French as assimilated loanwords proper in different parts of these dissertations.

Loanwordproper	Phonological Assimilation	Morphological Assimilation	Semantic changes
Energy	+	+	∅
System	+	+	∅
Digital	+	∅	∅
Chillers	∅	∅	∅
Monitoring	+	+	∅
Power	∅	∅	∅
Quality	+	+	∅
Cell	∅	∅	∅
Data	∅	∅	∅
Management	∅	∅	∅
Converters	∅	∅	∅
Gasification	+	+	∅
Networking	∅	∅	∅
Graft	∅	∅	∅
Walls	∅	∅	∅
Box	∅	+	∅

Input	∅	∅	∅
Size	∅	∅	∅
Output	∅	∅	∅
Feet	∅	∅	∅
Scan	∅	∅	∅
Service	+	∅	∅
Cogeneration	+	∅	∅
Steam	∅	∅	∅
Voltage	+	∅	∅
Storage	+	∅	∅
Programing	∅	∅	∅
Level	∅	∅	∅
Process	∅	∅	∅
Modem	+	∅	∅
Channel	∅	∅	∅
Insulation	∅	∅	∅
Windows	∅	+	∅
Follow up	∅	∅	∅
Rate	∅	∅	∅
Kit	∅	+	∅
Web	∅	+	∅
Loading	∅	∅	∅
Entrainment	∅	∅	∅
Team	∅	∅	∅
Branch	∅	∅	∅
Mapping	∅	∅	∅

Ancillary	∅	∅	∅
Amorphous	∅	∅	∅
Hot	∅	∅	∅
High	∅	∅	∅
Low	∅	∅	∅
Standard	+	∅	∅

Table 4.10 Assimilated Loanwords Proper Found in the Dissertations

This table explains the use of Assimilated Loanwords Proper. As it is illustrated in the table above, all these assimilated loanwords (written in bold) belong initially to the English Language and have been gradually assimilated and definitely integrated to the French language. These assimilated elements are consistent with their original English meaning, but they show considerable amount of orthographic features that may characterise their level of phonological and morphological assimilation. Another important issue to mention is that as we may notice all these assimilated loanwords are technical words used in different technological fields.

4.3.2.4 English Neologisms

English technical neologisms are very frequently transferred into the French language of Engineering. Therefore, the below list contains English neologisms found according to the corpora.

Borrowed Term	A Short Etymological Description	Meaning
Aluminium	1812 coined by English chemist Humphry Davy	A chemical element/ atomic number 13

Thermodynamics	1840 coined by the American biophysicist Donald Haynie	Relation between heat and other forms of energy
Microsoft	1975 by Bill Gates	Graphical processing program
Software	Anglicism: the computer itself 1953	Program used by a computer
Technology	1987	
Stream	Germanic origin, middle English <i>streem</i>	Steady flow of something
Internet Protocol	2012 part of communication protocol	A method or protocol by which data is sent from one computer to another
Internet/ Intranet	Compound 1995	Interconnected network
Superlattice	Compound 1810	An ordered arrangement of certain atoms in a solid solution
High tech	Compound 1980	A style of interior design using features of industrial equipment
Design	1965	A concept used to create an object
Planning	1940	A process of permitted building developments
Drive	Germanic origin and Old English <i>drifan</i> then an anglicism (digital storage medium)	The means by which force, power is transmitted in a mechanism
Cellular phone	Compound 1964	telecommunication device that uses radio waves over a networked area

Table 4.11 English Neologisms found in the Dissertations

The previous table reveals the qualitative description of English Neologisms found in the corpora. It appears that neologisms consist of relatively frequent terms and words that are entering common use.

4.3.2.5 Acronyms

Acronyms compared to LWP are relatively of the same number. These elements are given in the table 4.12 with their associated meaning.

Borrowed Term	Defining Acronyms	Meaning
PIC	Peripheral Interface Controller	A type of microcontroller component used in the development of electronics
IP	Internet Protocol	The principal communication protocol in the internet
AFCs	Alkaline Fuel Cells	Use hydrogen and oxygen as fuel
CES	Cycle Energy System	A very large insulated storage tank of water
BCS	Building Control Software	A software used for programming and monitoring
BMS	Building Management System	Can meet most control needs including problem areas in an existing building to a total system
DDC	Direct Digital Control	A system or a control process that displaced older schemes for temperature control
ESS	Electronic Ballasts	Are a newer technology that operate at higher frequencies
PCMs	Programmable Control Modules	Provide direct digital control and monitoring

IR.C	Infrared Control	IR Technology can be embedded into portable devices such as notebook, computers, etc
ILC	Intelligent Lighting Control	A system that allows workstation computers to control fixtures
VQ	Voltage Quality	Electric system operating with the size of the generator and the capacity of the circuit
KFC	k-Factor Calculation	A method of calculating the additional heating
KES	Kinetic Energy Storage	Primarily used for load isolation and conditioning
DESS	Dynamic Energy Storage System	A motor generator used in international computer power
CN	cellular Network	A cellular adapter connects a standard modem to a cellular phone
ES	Energy System	A distinct heating and cooling system used to collect and concentrate energy
LES	Large Eddy Simulation	A mathematical model for turbulence
HEC-RAS	Hydrologic Engineering Centers River Analysis System	A computer program for modeling water
VOIP	Voice Over Internet Protocol	A method and group of technologies used in communication and multimedia
CSs	Cogeneration Systems	An effective systems to conserve energy
CCP	Combined Cycle Power	The conversion of coal to a gaseous fuel

LCD	Liquid Crystal Display	A type of a monitor
CRT	Cathode-ray tube	CRT technology is used in the typical monitor and typical television
DSP	Digital Signal Processing	The use of digital processing such as by computers
EMS	Energy Management Software	It addresses the areas impacting the indoor environment
GLP	Green Lights Program	A program aimed at reducing the air pollution
LED	Light Emitting Diode	LED technology may be used in track lighting
PAFC	Phosphoric Acid Fuel Cell	One of the fuel cell technologies used in several power generation projects
PSs	Photovoltaic Systems	Solar panels that use energy from the sun to generate electricity
SPFC	Solid Polymer Fuel Cells	Proton exchange fuel cell that requires hydrogen and oxygen
TPF	Total Power Factor	A circuit / the ratio of the real power
MS	Modulation Scheme	A moving digital data
WT	Wireless Technology	The ability to communicate over distances without the use of wires or cables
NACA	National Advisory Committee for Aeronautics	An agency established to promote aeronautical research
RES	Reynolds Stress Model	The most complete classical turbulence model

Table 4.12 Acronyms Found in the Dissertations

The previous table mentions all the acronyms found in the dissertations. Numerically acronyms formed the largest group of borrowings after the LWP in corpora. Certain of these acronyms are used to name standardized programs for describing models, processors, systems.

4.3.3 Interpretation and discussion of Technique2

This part of the thesis deals with the impact of Linguistic globalisation on Technology studies resulted from the adoption of vocabulary features from English in students Master written dissertations. The contact between the French and English languages may induce the incorporation of any type of English language feature into students' dissertations. The influence of English affects all linguistic levels. Lexical borrowing is **“common form of cross-linguistic influence which involves a direct importation of words under contact situation”** (Keresztes 2013 :199)

During this analysis, the researcher notices the usage of particular chemical and technical concepts present in all the corpora. These words belong to international scientific vocabulary. The name of ISV refers to scientific and technical words, formulas and symbols that are almost universally understood by scientists¹. Accordingly, these items are not only from an English origin but majorly from Greek and Latin and they can operate in many languages. **“English definitely now figures just below Latin, Greek and French on the list of preferred lending languages whose resources languages vocabularies in terms of scientific and technical terms”** (Picone 1996 cited in Keresztes 2013: 64).

According to the data obtained, some lexical categories appear to be more hospitable than others. The data analysis shows that nouns clearly outnumber the other categories used in the evaluation. The result seems similar to a previous study which confirms that nouns form the largest class of loanwords in English borrowing. “in Romance languages...the great majority

¹ <http://www.wordreference.com>

of Anglicisms belongs to the class of nouns (80% as calculated for French)” (Rodriguez Gonzalez 2012 & al cited in Nunez Nogueroles 2017 :18). Within this evidence, prominent linguists among Sankoff & al. (1988), Treffers-Daller (1999) and Myers Scotton (2002a) have noticed that nouns are more easily borrowed than other word classes. The insertion of English LWP is less disruptive as opposed to other parts of speech, because they are reflecting the high percentage of naming objects and concepts (Treffers-Daller 1999). These borrowed nouns and neologisms are adopted by the receiver language basically in order to describe new invention or a new phenomenon.

As found in the qualitative results, the majority of the English LWP and AP are of Latin and Greek origin. Latin and Greek roots are the chief source for English words in science and technology: about 80 percent of the entries in any English dictionary are borrowed, mainly from Latin. The figure rises to over 90 percent of as English scientific vocabulary was coined on the basis of Latin precedent (Treffers-Daller 1999). During the Middle Ages, Latin and Greek were used almost exclusively as the languages of science and technology and most significant researches and theories were recorded in these two languages. This role was overtaken later by French during the 17th century just after the French Revolution and then to predominantly German in the 19th century. Only in the mid 20th century English becomes the lingua franca of science and technology (Keresztes 2013). Nowadays, technical borrowings mostly refer to new realities in technological shift. As a consequence, the number of Anglicisms retaining the English form in specialised discourse is continuously rising. Furthermore, and due to their common purpose of communication among professionals, anglicisms preserve their original spelling due to their power of suggestion and to their expressive force.

Every language borrows words and many other linguistic features from different languages. This demand has been chiefly used to accomplish the need, especially in scientific, technical and socio-economic levels. Engineering terminology has traditionally assimilated vocabulary among European

languages, mainly Latin and Greek, but with the contemporary growing influence of English in all social areas, different lexical items are now entering languages' repertoire to describe new concepts and new terminologies. “The English technical terms can often be attributed to the written medium. They are only used occasionally and do not belong to the common word stock of a language. In addition, **“English colloquialisms tend to occur in advertising, in journalism and in youth language, carrying a certain prestige in these discourse types”** (Fischer 2008: 2).

Another obvious result is the use of neologisms. This terminology evolves due to the needs of engineering Master student to communicate with precision and brevity. The appearance of these new words is an indispensable part of any language functioning as new notions occur due to political, economic and technological changes. These neologisms are especially found in Telecommunication. A very dynamic field where new terms sprout up on a daily basis. According to Mc Donald (2005) “Telecommunication and technology are by far the most prolific sources of neologisms in recent times” (cited in Nunez Nogueroles 2017 :12). Accordingly, in Electrical Engineering, especially its branch of Telecommunication science, includes a relatively high number of news words which indicates rather a very dynamic field. It comprises more neologisms which is illustrative of more development of telecommunication and quick appearance of new terms. These neologisms often denote subjects and professions in the sphere of computer programs and technologies, communication and transmission lines. As far as the other branches are concerned, a limited number of neologisms has been extracted. It includes names of different sciences, scientific terms and concepts, processes, investigations and results. To sum up, neologisms found in master dissertations represent changes and advancements in Technology, Engineering and Telecommunication. The sociolinguistic study of neologisms showed that the abovementioned fields are developing producing new inventions and useful technologies.

One of the results shows that among English loanwords found in students' writings are acronyms. In technological prose, acronyms are often an indispensable way in communication. These elements not only represent just a short form of communication "initialisms", but also an expression of shared knowledge and communication practice. There are several ways of introducing acronyms, and they are used to name standardized programs for describing models, processors or systems.

While the majority of the ELWs are consistent with their original English meaning and structure, they also show considerable amount of orthographic features that may characterise their level of assimilation in the recipient language. Generally, morphological and phonological elements are considered to be solid indicators that a foreign item is assimilated (Keresztes 2013). Before describing how the ELWs are assimilated, it will be important to reiterate the procedure used for this analysis. The first stage consisted of searching the ELWs in a prominent academic French monolingual dictionary le Petit Robert (2013). The entry dates and source were examined with the intention of identifying ELWs that are dictionary attested in the French language. It was found that these ELWs belong to, but with a certain significant level of assimilation in the French Language.

The second stage consisted of examining the morphological properties of the ELWs to determine if they are similar or if they deviate from the linguistic patterns of the French language. The majority of nouns in this corpus are adapted to parallel the native morphological rules unless there are other factors such as the presence of masculine or feminine gender that has been assigned as in (une énergie, un système, une égalité, un storage, un modem). Other forms are considered feminine by virtue of their suffix -ion, as in une gazéification, une cogénération.

Another pattern may be related to the pronunciation corresponding to the orthography. Most of the ELWs identified in this corpus have retained their original spelling, but a small group of them appeared in different

orthographical forms that may be different from their original versions. Some of these examples were identified as in energy, digital, storage and voltage which are pronounced with the English affricate /dʒ/ where in the French language they are pronounced with the French fricative /ʒ/ ,the English plosive+approximant /kw/ with the French plosive /k/ and the English close vowel /i/ with the French close-mid /e/ as in quality, the English central vowel schwa /ə/ with the French front vowel /a/. The bound morpheme –tion with the English pronunciation /ʃən/ and the French /sio/ as in gasification and cogeneration. The motivations behind such variations may perhaps be due to normal assimilation process related to orthography when ELWs are fully established forms in French language. Another possible explanation is that writers and speakers are not certain of the right spelling of these words in the donor language and hence use the French pronunciation.

4.4 Part Three: Interviews Analysis

In this current study, six university teachers from Science and Technology and Electrical Engineering Departments were asked through a vocal audio about their motivations towards incorporating and using English borrowing while teaching science and technology inside Algerian universities; and whether English is needed or not. The transcribed audio was done after the collection treated by Sonix transcripts convertor from video to text available online under the link. The software transcript permits an exact transcription of the speech in few times for the sake of the research.

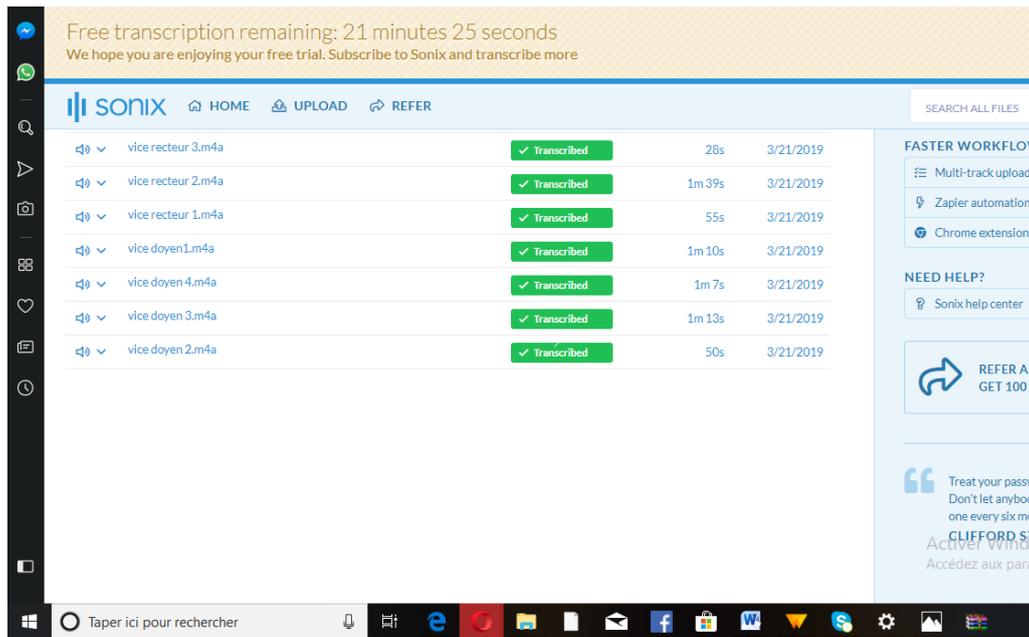


Figure 4.1 Sonix Transcript Software

The present figure shows an image of Sonix software used to transcribe, organise audio files. In this part, the interview results obtained from University teachers are to be deliberately interpreted for the sake of having a “clear” view concerning the teachers’ perceptions about the use of Anglicisms in science and engineering. Besides, the analysis of the interviews is divided into four sections.

4.4.1 Necessity of the Use of Anglicisms

This part is about understanding the value of incorporating technical Anglicisms in technological studies. The answers rely on the necessity or the contingency of integrating these loans.

Starting with a male teacher from the Department of Mechanical engineering whose teaching experience is fifteen years, he declared: “I am confident about the importance and the necessity of incorporating these ELWs in scientific fields and more precisely in mechanical engineering”. Regarding scientific research he added: “the majority of nowadays investigations are done and developed by Anglophones’.

Along the same ligne, the second interviewee responded this way: “undoubtedly, my answer is positive. I think this should be taken from the part that we have no choices, especially in technical studies”. He did not hesitate to add “since we are facing the Occidental hegemony, so we are in some sort obliged to accept these words”.

The two female interviewees, excitedly welcomed such a question. The first female teacher from the Faculty of Technology teaching the module of Chemistry acknowledged: “I think that it is necessary to use these words because there are many foreign students who possess more competence in English rather than French”. She added: “sometimes, we give the word as it is pronounced in English to properly explain the phenomenon ». According to her “the use of English word gives a punch or an originality to the context”. Still another female teacher from the same faculty, a physician having the same age experience reported the following: “yes, the use of Anglicisms is necessary in our field of research (Materials’Physics) since the majority of articles and manuscripts are in English”. She recognised “instead of translating these words, we do prefer to use them directly in order to give more significance and real impact on the meaning as the majority of loan translations are not correct”. Another male teacher from the Department of Civil Engineering having had more than fifteen years of experience affirmed: “I totally agree with the fact that many English words are used in French because there have no equivalents in that language”.

The last teacher is a lecturer at the Faculty of Electrical Engineering whose teaching experience is more than twenty five who said: “the use of Anglicisms is not necessary, it is something that was imposed by the nature of things”. He claimed: “some terms are not ready for use but we feel obliged to use them”.

4.4.2 Anglicisms Examples

The ensuing part is to give examples of Anglicisms that teachers use in their oral/written performances while teaching. Here the majority of teachers proposed examples that they encountered in their research domains. The first teacher claimed: “I think that there are several examples that I frequently use while teaching”. He proposed examples of acronyms like *NACA*: national advisory committee for Aeronautics used in Aerodynamics’ profiles, *MESH* and *FLUENT* as two simulation softwares, or *LES*: large eddy simulation used as a turbulence model to simplify aerodynamics’ equations. The second teacher mentioned that he did not possess a definite list of English loanwords. However, he proposed examples as listing, challenge, to customise, management, etc. As for the female’ response, she proposed examples as « thematic, metabolism, doctrine, clature, alkaloid, data and workshop ». The other female said: “there are a lot of words as algorithm, superlattice, boieng, bound of sets, data, low, down, feedback, etc”. She affirmed: “these words have more impact”. Accordingly, “students are accustomed to these ELWs and do prefer regular over French” because she said: “the majority of them like originality. They understand English better than French, they do ever prefer to use sources in English rather than French”. Another informant mentioned that there are many Anglicisms but they always have their equivalents in French. While the last lecturer illustrated two types of Anglicisms, those used regularly by citizens as SMS, Flexy, Twitter and others that have no equivalents in French used within technical fields, mainly in Electronics and Telecommunication disciplines as ink, widest network, content, etc.

4.4.3 Role of Anglicisms in the Enrichment of French

This succeeding part treats how these anglicisms can enrich the French language. A convincing discussion of the teachers’ attitudes towards English terminology and whether these Anglicisms contribute to the enrichment of French. As an illustration, the first teacher entrusted that « these

loans eventually enrich French and the fact that we are at the heart of new scientific investigations and researches majorily developed by anglophones, scientists tend to use English to name and to explain these scientific and physical phenomena”. He also replied: “the evolution of science is linked to two doctrines, the traditional one which has long been dominated by Latin and therefore the adoption of Latin loan words. The recent waves of evolution deeply ingrained by English”.

The second teacher could not justify his stand with more than positive attitudes towards the endowment of French. The third informant mediated eagerness towards this fact. She said “language follows science and today science is dominated by English”. According to her “the majority of manuscripts are in English and rarely in French, this is why we push our students to initiate in English more than in French to succeed”. Support for the enrichment of French was also justified by another respondent who insisted on the fact that “Anglicisms can enrich French since all nowadays discoveries, new sciences and technologies are found in English. She said “English will feed French or rather enrich its dictionaries with new technical and technological terms”. Regarding the fourth respondent, the result demonstrates an attitudinal change compared to the other responses. In support to what he said in the second question, he clearly opted for the fact that: “I did not encounter any type of Anglicisms in my writings and even if they exist, the French Academy would have found their equivalents. The fifth informant said : “mainly because these terms are imposed automatically, so they fit into the enrichment of French”.

4.4.4 Anglicisms and Other Linguistic Situations

This part discusses the possibility if the phenomenon of Anglicisms could be compared to other linguistic situations as the case of Latin. The concluding question was meant to know whether Anglicisms would have the opportunity on the prevalence of Latin terms in the issues of technological

studies. Though such a question might seem important for the future use of technical Anglicisms, it could actually provide some expectations.

As for this last question is concerned, the first teacher said: “yes, today’s hegemony of Anglicisms could be compared to the dominance of Latin loans that still dominate the world scientifically for a long time now”. He acknowledged “it is quite possible that in the near future and especially in this digital age of information technologies, new generations will be highly confronted to Anglicisms than Latin terminology. Along the same thought, the female respondent also agreed. She replied “the hegemony of English can be compared to other languages’ situations. Traditionally, it was Latin that got control over science, but things have reversed”. She added “language goes along with development in science and technologies. So the pole that dominates these progresses is the same that dominates language”. The next interviewee shared the same point of view. She cited the example of Arabic when it used to be the language of science during the Islam Golden Age (traditionally dated from the 8th century to the 14th century), then it was the time for Latin (from the 15th century to the end of the the 16th century) and now English starts to be positioned as the sole medium. The same view can also be recognised with the fifth respondent who replied: “if English continues to maintain its position in science and to be a reference for the whole world, it would come a day when the language would hold certainly the highest level”. From another core, the last interviewee added “even the French people tend to use English words like bug, buzz, and many other examples especially in media”. He thought that the incorporation of these loans creates more fashionable and valuable atmosphere.

4.4.5 Interpretation and Discussion of Technique 3

When results are compared among the respondents’ opinions regarding the necessity to use Anglicisms, it is interesting to note that the majority of

interviewees consider ELWs as necessary. The two reasons that would have perhaps better supported the need theory are as follows:

- a. English is an international language.
- b. No French equivalents to these English terms.

The recurring first reason in the above comments seems to indicate that the use of ELWs has become identifiable. This widespread phenomenon is part of a larger language process influenced by globalisation and the dominance of the English language in the fields of science and technology. So, when respondents were asked about the usefulness of these loans in technological studies, it could be assumed that the majority of the respondents may show positive attitudes towards these loans because English has become the language symbolising the up to datedness about novelties in the modern technologically developed world. Especially with the advent of the internet, the English language has strengthened its dominance and influence upon other languages. So usually these Anglicisms denote new objects or concepts. This trend seems to support the second reason. When results are compared between the respondents regarding the opinions that motivate them to use ELWs, the rating is quite interesting because very often these words do not have French equivalents, especially in engineering and telecommunication, new terms appear a daily basis and many languages have difficulties in finding appropriate equivalents.

As it can be observed, the emotions seem to have been explicitly articulated through attitudinal inscriptions highlighted by some of the respondents. The use of ELWs seems to carry positive values that are consistent across many contexts. It could be argued that in our accelerated world, English loans are often favoured over attributed equivalents. Therefore, the adoption of these terms gives more significance and real impact on the teaching situation.

Another important point is the intention of the speakers to make the context more expressive by quoting that English is more precise than French. Apart from their technical meaning, these loans can express special shades of originality because of their attractive novelty. Along the same line, one respondent agrees that the use of ELWs looks fashionable, modern and sophisticated. This trend seems to underscore the power of English and its use as probably due to prestige.

The above priorities may indicate that English is more accepted and more valued. Science and Technology are fields that require being regularly in researches. A lot of actuality, international collaboration, resources, manuscripts are all available in English than rarely in French. In the earlier part of the twentieth century, the four most used European languages, namely German, French, English and Russian held all together prominent positions in the field of science. Every language, in this respect, was associated to its main core: German and Russian for medical, biological and chemical areas. Similarly, juridical and political sciences were linked to French, whereas economic fields and geology constituted the realm of English (Ammon 2003). Thereafter, this symmetrical distribution lost in favour of English. It surpassed all other languages and becomes the one “par excellence” used in scientific discourse and publication. This fact has been possible since the rise of US as a leader in socio-economic and political sectors and furthermore an inevitable by-process of Globalisation (Ricento 2013: 129). The concentration of English increased over time, **“science is the terrain where English has become and has been noticed to be, especially prominent or even dominant”** (Ammon 2013:113). It is now monopolising numerous influential studies in international academic communication, including prestigious international journals, main databases, citation indexes and scientific findings. By the end of the twentieth century, English- language publications accounted for almost 91% of the total. At the same time, publications in the humanities were about 83% in the English- language (Edwards 2011:177).

Back to technical English vocabulary based on the interview the majority of scientific terms are derived from Latin that make them similar from French to English and do not change in morphology or sense. Yet, speaking or writing style may differ and it is more flexible through Anglicism. Teachers find that it is better to know English than translating all the time. Also, Anglicism affects French gradually by substituting that language in science through time and gradually, and by making experts aware of the necessity of the change towards English in the world of Science and Technology (Siguan 2001).

Apart from the analysis proposed here, age variable is considered for the possible impact on teachers' attitudes. All participants indicated that they have at least fifteen years of teaching apart from the oldest one and whose experience is more than twenty-five years responded that they did not agree that the use of ELWs is a necessity. He agreed rather with the following: the use of English loans has become a form of obligation and imposition. This is due to a generational question; he appeared even more attached to the French language and culture.

Another variable that was also taken into account was gender. This variable did not seem to show any distinctive patterns in terms of attitudes. The two females' comments were positive towards the use of ELWs, just like the majority of males' group. Moreover, it could be inferred that female teachers reinforced the well – documented argument that younger generations or even foreign students who came majorly from African francophone countries, as Mali are more positive about the use of English than adults. All these participants recognized English as influential language on the world of Technology and Engineering, and as such, found the use of ELWs and therefore the enrichment of French as a necessary and normal phenomenon.

4.5 General Synthesis

To conclude with the findings of the three research techniques used in this dissertation, the results reveal instrumental motivations constitute the push factors to study English, both for educational and professional perspectives beside getting high paid jobs. The interest shown towards learning English demonstrated through their positive attitudes vis à vis the English language even if their knowledge size is limited to memorize concepts linked to their scientific disciplines and anglicisms or loanwords. Yet, Master students are deeply aware that possessing some relevant English knowledge is a 21st skill associated with technology literacy to cope with the labour and educational demand in and outside Algeria.

4.6 Conclusion

This thesis investigated, in the most general sense, the reasons for and the consequences of English language use in Algerian technological discourse. For this purpose, the researcher constructed three research techniques including questionnaire, text analysis and sampled interviews. The present chapter reveals that the sample is aware about the fact that English is the language of engineering without doubt. The findings of the online survey underline English as a necessity in the world at the present time though only few find it not primordial for them. Among the motivations for learning English is its prestigious world position. Indeed, the acquisition of a language is commonly related to higher earnings or rewards in the labour market and with better conditions for economic participation in general.

The findings of this investigation also attest the framework of Nunez Nogueroles (2017) claiming that nouns form the largest class of loanwords in English borrowing. Another obvious feature of technical English is the use of acronyms. This terminology evolves due to the needs of Engineers in the field to communicate with precision and brevity. Another interesting point is also the presence of some neologisms and assimilated loanwords proper. Besides, it

shows that Electrical Engineering, especially its branch of Telecommunication science, includes a relatively high number of English words which indicates rather a very dynamic field.

Another crucial result of the present research is that the majority of interviewees consider ELWs as necessary. Indeed, the use of these loanwords is associated with the position of English as an international language, or to the fact that there are no French equivalents to these English terms.

General Conclusion

General Conclusion

This doctoral thesis intitled “The Impact of Linguistic Globalisation. The Case of Technology Master Students at the University of Sidi BelAbbès” presented a sketch map of the contemporary discourse on the inevitable linguistic consequence of the process of globalisation, which concentrates mainly on the spread of English all over the world. Effectively, the expanding network of exchange of people, goods, services, ideas, etc across vast distances as a result of Globalisation have increased the scattering of English in different speech communities. English has shifted from being the language of the British or American Empire to become a linguistic consequence and a contributor to globalisation.

The phenomenal growth of English has established its domineering status as a « linguistic Globalisation ». The notion is not only used to indicate its international and global status, or its Q- value and its hyper collective quality but also to explore the linguistic change under contact conditions. Indeed, the use of English as a « lingua franca » leads to a growing familiarity with that language, which has a positive effect on the spread and the integration of English words into the receiver language.

Certainly, Algeria represents one of those countries where the influence and omnipresence of English start to be observable and hence undeniable. This embryonic impact of the English language is assuredly due to its global and local needs. Algerians are now confronted with English words in everyday speech, on television, on the radio and even in conversations with family and friends, terms used in French or Arabic such as weekend, good, cool, etc.

This thesis tended to examine the actual position of the English language at the Algerian University and more precisely in the Technological fields. The main intention of this work, however would be the investigation and analysis of the presence and the use of English among Technology master students and

teachers at these institutions, as English is used for specific purposes, notably research.

As already stated, the core objectives were to determine the attitudes and motivations that Technology Master students held on learning the English language, to examine the type of English words found in their Master dissertations and finally to hold teachers' perceptions towards incorporating these elements.

To accomplish a "good" understanding of the procedures undertaken, the first chapter was divided into two sections. On the one hand, the researcher gave a general understanding of Globalisation and its related dimensions. She added narrow definitional issues related to the consequences of linguistic Globalisation, and then discussing probable factors in the supremacy of the English language. A contrastive study of Abraam De Swaan (2013) the "**theory of world language system**" deserved much attention. Additionally, the researcher engaged in a very interesting topic where she showed Ammon's different parameters that sort out major contributors to the actual spread of English.

On the other hand, terms and definitions were provided in order to create an understandable thesis for every reader. In fact, the influence of English as an international phenomenon has increased the inclusion of borrowings. Certainly, due to the progress of various fields of technology, English linguistic items are traveling around the world and entering the majority of lexises. Arabic, French or Spanish represent examples of those languages where the omnipresence and the number of English items is clearly observable. Undoubtedly, these borrowings are affecting all communities' social spheres. These foreign elements which are explicitly of English origin are called Anglicisms.

To discuss the occurrence of Anglicisms in a particular society, some light was thrown onto the phenomenon of language contact as well as with reference to bilingualism. Furthermore, linguistic borrowing in its overall sense

was discussed and scrutinized. Later, a general concept of Anglicisms was becovered, and projects on English loanwords and, specifically, on neologisms and assimilated Anglicisms, were brought into focus.

Afterwards, the broad influence exerted by English on the Algerian society was tackled. The researcher started her work by an overview of the linguistic landscape of Algeria by explaining the evolution of the English issue in Algeria, as English is the expanding lingua franca with only a tiny population having a communicatively efficient competence in that language. Even if the percentage is low, the main contributor to language proficiency is the educational system. The researcher started by explaining the evolution of the English status in the Algerian educational system, then showed the effect of English strategic and planning policies in the educational fields.

Another interesting area that reflected the introduction of the English language into the Algerian society was the higher education system which also encountered the omnipresence of English. Nowadays the amount of studies with English – based curricula is higher than even before signaling a predominance of this language in comparaiso to other foreign languagesas Spanish or German.

In addition to the presence of English in the educational sector, the influence exerted by the English language nowadays pervades almost every aspect of the Algerian society. The mass media are another area to consider in relation to the topic dealt with in this thesis. Finally, with regard to interpersonal communication, the academic setting and the workplace as areas in which the English language is performing have a more and more important role at present. As a further consequence of the processes of globalisation and increased interconnectedness, the researcher investigated the different attitudes that Algerians hold about the actual spread of English in terms of global and local incentives. After this explanation, the author moved on to the analysis of different aspects that surround Algerians' daily communication, namely the use of Anglicisms where she presented a classification of the different forms of

linguistic borrowing she has found in Algeria. To be precise, two types of uses of the English language were observed: (i) only English words, and (ii) hybrid mixtures (Algerian Arabic / French root + English ending in the same word). In addition to the presence of Anglicisms in daily communication in Algeria, the influence exerted by the English language nowadays pervaded also the practices of shop-signs and stores that adopted English lexical items for their names.

The third chapter was intended to answer the research questions raised above, and to validate, or nullify, the associated hypotheses that have been put forward. In relation to the methodology implemented, it could be underlined that the researcher tried to present a structured study which was undertaken in the Faculties of Technology and Electrical Engineering at DLU, Sidi Bel Abbès University, following a descriptive approach and providing a collection of relevant and very useful data on the subject matter. She outlined its structure, emphasizing the extremely useful thematic guidelines used in sociolinguistics.

For the first step, the investigator was carrying out a sociolinguistic study on the extent to which linguistic attitudes and motivations are used by sample of Master technology students from the two Faculties hold towards English. A questionnaire was filled in by them. She delivered a survey consisting of four sections to the 182 informants. Interestingly, she provided a series of reasons why these social groups are interested about English.

Furthermore, to make it even more attractive and valuable, the researcher adopted a sociolinguistic perspective in approaching the analysis of English Loanwords in the list. The analysis emerged with the goal of identifying, studying and analysing the kind of Anglicisms found in the Master dissertations, both from quantitative and qualitative perspectives. Several references have been dealt with the treatment of these extracted Anglicisms. In order to ascertain perceptions and attitudes of teachers regarding the use of ELWs, interviews were administered to six participants to hold their points of view and to freely add their opinions whenever necessary.

After reviewing a range of steps dealing with the research methodology and data collection tools, a step further was undertaken where concrete viewpoints of all the three methods have promoted a better understanding of the objectives of this research. The results have been compared and to the extent possible integrated: results gained from method1 provide the opportunity for generalisation, whereas results collected with methods 2 and 3 gave a better understanding of the context.

Regarding the first hypothesis, the findings of the questionnaire demonstrated greater emphasis on the current need of Engineering students as far as English is concerned. The results of this investigation attest the framework of Pendergrass & al (2001) claiming that English is an essential tool in the engineering education and integrating this language into these studies may be an effective way to improve engineering students' performance. In fact, from the three motivational constructs, namely instrumental, integrative and personal motivation, the instrumental ones received the highest mean scores. Technology Master students highly favoured learning English because of its importance and its pervasive use as the language of sciences and technologies. Therefore, learning the English language can guarantee the availability of opportunities to success, employment and scientific improvements.

As it was hypothesised, Master students of Technology and Electrical Engineering use different forms of borrowed English items in their writings. The position of the English language as the « lingua franca » in Technology does not only have an influence on the attitudes, but it also has an impact on the lexical features. Nouns proper and acronyms form the largest groups of the English language features in the five Master dissertations. These loanwords have been categorised according to their orthographic structure. Heavy lexical borrowing may be due to the need of vocabulary to name new ideas or name technological properties or involving prestige associated with most users. It could be noted that it was confined only to overt lexical Anglicisms, i.e., those nonassimilated as well as those assimilated to the French language of

General Conclusion

Technology, and even words derived from them, those forms always betray their foreign origin, while semantic Anglicisms and calques have been left aside.

In addition to these aforementioned results, arguments advanced from the linguistic analysis support the idea that one specialty among technology disciplines dominates the others. The results obtained allow the researcher to corroborate the general hypothesis posed at the beginning of her work: the employment of Anglicisms in specialised technological and informative discourses is a complex phenomenon which depends both on functional and communicative variables. Terminology and guidelines of certain specialties as Telecommunication Engineering are defined by international communication. Each detail of unification, terminology is described in English and for example new discoveries identified materials which are given an English labelling.

On the grounds of her findings, the researcher concluded that respondents' attitudes towards ELWs did not seem to follow a specific pattern, attitudes fluctuated depending on questions and the intention of the speakers. Respondents recognised English as having become international language whose pervasiveness cannot be reversed, and yet the use of ELWs seem natural. The most important point is to make the context more expressive by quoting that English is more precise than French. Apart from their technical meaning, these loans can express special shades of originality because of their attractive novelty. Hence the use of ELWs looks fashionable, modern and sophisticated. This trend seems to underscore the power of English, the use of English as probably due to its prestige.

Being an EFL researcher and assistant teacher in Linguistics and Sociolinguistics, at the Department of English in DLU, the field worker found it interesting to study the impact of English learning on Students as they need it for researching / writing articles and participating in international conferences. Their lack of background knowledge, low vocabulary size as well as inefficient

General Conclusion

reading strategies, probably push them to use English loanwords, as they do not possess the required language skills.

In conclusion, this thesis has aimed at presenting the link between Technological / Engineering studies and linguistic globalisation. Due to the process of globalisation, the spread of English and the invasion phenomenon of Anglicisms grew. The description used in this study appears to be as a rich data source to study a sociolinguistic phenomenon. Firstly, it attempted to find the motives behind the English spread by preparing the attitude survey with Master Technology students. This part of the study appeared that attitudes are influenced by newly linguistics tendencies where they indicated their general positive views. Although the obtained quantitative research requires larger corpus size and higher number of respondents, the results seem similar to previous studies (Bounader 2013, Benrabah 2013,2014, Belmihoub 2018a, 2018b). Therefore, it would be an opportunity to conduct the same study using the same designed tool on a larger scale with representative samples and to further investigate students' attitudes to help, and formulate a « succesful » language policy which meets teachers and students needs and requirements in such scientific fields, as Engineering, Mathematics or Medical Sciences.

+

Bibliography

Bibliography

- Abdellatif Mami, N. (2013) 'Teaching English under the LMD Reform : The Algerian Experience', *International Journal of Social, Behavioural, Educational, Business and Industrial Engineering*, 7(4), pp. 910-913. Available at: <https://doi.org/10.5281/zenodo.1081679> (Accessed: January 2017).
- Abid-Houcine, S. (2007) 'Enseignement et éducation en langue étrangère en Algérie: La compétition entre le Français et l'Anglais', *Droit et Cultures*, 54(2), pp. 143-156. Available at: <https://journals.openedition.org/droitcultures/1860> (Accessed: May 2018).
- Albirini, A. (2014b) 'Toward understanding the variability in the language proficiencies of arabic heritage speakers', *International Journal of Bilingualism*, 18(6) pp. 730-765. Available at: <https://doi.org/10.1177/1367006912472404> (Accessed: May 2019).
- Albirini, A. (2016) *Modern arabic sociolinguistics: Diglossia, variation, Codeswitching, Attitudes and Identity*. London & New York: Routledge.
- Al-Khatib, A.S. (1985) *A new dictionary of scientific and technical terms: English-Arabic with illustrations*. 6th edn. Librairie du Liban.
- Ammon, U. (2003). 'The international standing of the German language', In *Languages in a globalising world*. Maurais, J. and Morris, A.M. (Eds.) Cambridge: Cambridge University Press, pp. 231-249.
- Ammon, U. (2013) 'World languages: Trends and futures', In *The handbook of language and globalization*. Coupland. N. (ed), United Kingdom: Wiley Blackwell, pp. 101-122.

Bibliography

- Ananiadou, S. McNaught, J. and Thompson, P. (2011) *The English language in the digital age*. Rehm, G. and Uszkoreit, H. (Eds.). New York & London: Springer.
- Androutsopoulos, J. (2013) 'Localizing the global on the participatory web', in Coupland, N. (ed) *The Handbook of Language and Globalisation*. United Kingdom: Wiley Blackwell, pp. 203-231.
- Appadurai, A. (1996) *Modernity at large: Cultural dimensions of globalisation*. Minneapolis: University of Minnesota Press.
- Appel, R and Muysken, P. (1987) *Language Contact and Bilingualism*. Amsterdam: Academic Archive.
- Baker, C and Jones, S.P. (1998) *Encyclopedia of Bilingualism and Bilingual Education*. Multilingual Matters.
- Baker, C. (1992) *Attitudes and language*. Clevedon: Multilingual Matters.
- Baldauf, R.B. (1998) 'Jakarta: Indonesian Australian language foundation. English for special purposes' 17(3), pp. 317-320 in Crooks, T. and Crewes, G. (Eds.) *Review of language and development*. Retrieved from <http://www.academia.edu> June 2017
- Bayley, R. Lucas, C. Cameron R. (2013) *The Oxford handbook of sociolinguistics*. Oxford: Oxford University Press.
- Beck, U. (2001) 'What is globalization?' In Held, D and McGrew, A (eds.), *The Global Transformations Reader*. Malden, MA: Polity Press.
- Bell, C. (1987) 'Development Economics', in John Eatwell, M.M. *The New Palgrave: A Dictionary of Economics*. Lindau, Germany: Palgrave Macmillan, pp. 818-825.
- Bell, R.T. (1976) *Sociolinguistics: Goals, approaches and problems*. London: Batsford Academic and Educational Ltd.

Bibliography

- Belmihoub, K. (2018a) 'Language Attitudes in Algeria: Language problems and language planning', *Benjamins Publishing Company*, 42(2), pp. 144-172. Available at: <https://doi.org/10.1075/lplp.00017.bel> (Accessed: April 2019).
- Belmihoub, K. (2018b) 'English in multilingual Algeria', *Wiley Online Library* (37)2, pp. 207-227. Available at: <https://doi.org/10.1111/weng.12294> (Accessed: May 2019).
- Ben Yelles, L.C. (2010) *Language Contact and Language Conflict*. Magister dissertation, University of Tlemcen. Available at: <http://dspace.univ-tlemcen.dz/handle/112/221>
- Benmoussat, S. (2003) *Mediating language and Culture: An Analysis of the Cultural Dimension in the Newly Designed E.L.T Textbooks*. Ph.D Thesis. University of Tlemcen. Available at: <http://dspace.univ-tlemcen.dz/handle/112/4481>
- Benrabah, M. (2007a) *Language-in-education planning in Algeria: From colonialism to post independence*. Bristol, England: MultilingualMatters.
- Benrabah, M. (2007c) 'Language Maintenance and Spread: French in Algeria', *International Journal of Francophone Studies*, 10(1-2) pp. 193-215.
- Benrabah, M. (2009a). *Devenir langue dominante mondiale: un défi pour l'arabe*. Genève-Paris: LibrairieDroz.
- Benrabah, M. (2013) *Language conflict in Algeria. From colonialism to post-independence*. Bristol, England: Multilingual Matters.
- Benrabah, M. (2014) 'Competition between four world languages in Algeria', *Journal of World Languages*, 1(1), pp. 38-59. Available at: <https://doi.org/10.1080/21698252.2014.893676>
- Bhatt, R.M. (2013) *Unraveling post-colonial identity through language*. In Coupland, N. (ed) *The Handbook of Globalization*. United Kingdom: Wiley Blackwell, pp. 520-539.

Bibliography

- Bijeikiene, V. and Tamosiunaite, A. (2013) *Quantitative and qualitative research Methods in sociolinguistics: study guide: a resource book for students*. Kaunas, Lithuania: Vytautas Magnuas University.
- Blommaert, J. (2010) *The Sociolinguistics of Globalization. Cambridge Approaches to Language Contact*. Cambridge: Cambridge university press
- Bloomfield, L. (1933) *Language*. Illinois: University of Chicago Press.
- Bobkina, J., Romero, E.D. and de Caleyá Dalmau, M.F., (2015) Motivation and attitudes towards english language learning tertiary education: a contrastive approach to undergraduate response to english as a core subject in the engineering and humanities degrees. *Revista Iberoamericana para la Investigación y el Desarrollo Educativo*, ISSN: 2007-2619, (10).
- Borni, I.E. (2017) *The Effects of Algerian Culture on EFL Students' speaking English outside Classroom in Biskra University*. Master dissertation, University of Biskra. Available at: <http://archives.univ-biskra.dz/handle/123456789/8610>
- Bouhadiba, F.A.N. (2015) 'The Implementation of the CBLT in Algeria: from Euphoria to Bitter Criticism' in *Arab World English Journal*. Bejaia University, International Conference Proceeding. pp 3-16.
- Bounader, M. (2013) *Is English there? Investigating language Use among young Algerian users of Internet*. Ph.D thesis, University of Oran. Available at: <https://theses.univ-oran1.dz/document/42201340t.pdf>
- Bourdieu, P. (1977) 'The economics of linguistic exchanges', *Social science information*, (16)6, pp. 645-668. Available at: <https://doi.org/10.1177/053901847701600601> (Accessed: November 2016)
- Bourdieu, P. (1991) *Language and Symbolic Power*. Cambridge: Polity
- Breton, R. (2003). *Atlas des langues du monde. Une pluralité fragile*. Paris: Editions Autrement

Bibliography

- British Council. (2016) English in the world. (Online) Retrieved from: <http://www.britishcouncil.org/annualreport2015-2016> (Accessed: October 2017).
- Brown, H.D. (1994) *Principles of language learning and teaching*. 3rd edn. Englewood Cliffs, NJ: Prentice Hall Regents.
- Bussmann, H. (1996) *Routledge dictionary of language and linguistics*. London: Routledge.
- Calvet, L. J. (1999). *Pour une écologie des langues du monde*. Paris :Plon
- Campbell, L. (2013) *Historical Linguistics: An Introduction*. 3rd edn. United Kingdom: Edinburgh University Press.
- Castells, M. (1996). *The rise of the network society*. Oxford: Blackwell Publishers.
- Castells, M. (2009) *Communication Power*. New York: Oxford University Press.
- Chew, G.L.P. (2010) 'Linguistic Capital, Study Mothers and the Transnational Family in Singapore', In Vaish, V. (Ed.) *Globalization of language and culture in asia the impact of globalization processes on language*. England: Bloomsbury Publishing.
- Clark, T and Knowles, L, L. (2003) 'Globalmyopia: Globalization theory in international business. *Journal of International Management*, 9(4) pp. 361-372. Available at: <https://doi.org/10.1016/j.intman.2003.08.007> (Accessed: May 2018).
- Codo, E. (2008) 'Interviews and questionnaires', in Wei, L and Moyer, G. (Eds.) *The Blackwell guide to Research Methods in Bilingualism and Multilingualism*. pp. 158-176. Oxford: Blackwell publishing.

Bibliography

- Collins' etymological dictionary: Containing Roots and Deviations and Embracing the Most Recent Words.
- Cook, V and Singleton, D. (2014) *Key topics in Second Language Acquisition*. England: MultilingualMatters.
- Cooper, R.L., and Fishman, J.A. (1974) 'The study of language attitudes', *Bilingual Review / La Revista Bilingüe*, 4(1-2) pp. 7-34, Available at: <https://www.jstor.org/stable/25743707> (Accessed: May 2016).
- Cordel, A.S. (2014) *Diffusion de l'anglais dans le monde*. Ph.D Thesis, University of Grenoble. Available at: <https://tel.archives-ouvertes.fr/tel-01560885/document> (Accessed: September 2018).
- Coupland, K. (2014) 'Social Context, Style, and Identity in Sociolinguistics', in Holmes, J and Hazen, K. (Eds.) *Research Methods in Sociolinguistics: A Practical Guide*. United Kingdom: Wiley Blackwell. Pp. 289-304.
- Creswell, J. (2003) *Research design: Qualitative, quantitative, and mixed method approaches*. 3rd edn. London. Sage
- Crystal, D. (1997) *English as a global language*. Cambridge: Cambridge University Press.
- Crystal, D. (2003a). *English as a global language*. 2nd edn. Cambridge: Cambridge University Press.
- Crystal, D. (2010) *The Cambridge encyclopedia of language*. 3rd edn. Cambridge: Cambridge University Press.
- De Swaan, A. (2001) 'English in the social sciences', in Ammon, U. (ed.) *The dominance of English as a language of science: effects on other languages and language communities*. New York: Mouton de Gruyter. pp. 72-83.

Bibliography

- De Swaan, A. (2001) *Words of the World: The Global Language System*. Cambridge and Malden, MA: Polity and Blackwell.
- De Swaan, A. (2013) 'Language system', in Coupland, N (ed) *The Handbook of Globalization*. United Kingdom: Wiley Blackwell, pp. 56-76.
- Della Chiesa, B., Scott, J. and Hinton, C. (2012) *Languages in a global world: Learning for better cultural understanding*, Paris: OECD Publishing.
- Dendane, Z. (2007) Sociolinguistic Variation and attitudes towards language behaviours in an Algerian context: The Case of Tlemcen Arabic. Ph.D thesis, University of Oran. Available at: <https://theses.univ-oran1.dz/document/TH3956>
- Dorni, A. (2009) *Ecolinguistic Implications in Language Change: Towards a New Paradigm in the Study of Lexical Variation in Ghazaouet Spoken Arabic*. Unpublished Ph.D thesis, University of Tlemcen.
- Dörnyei, Z. (2006) 'Individual differences in second language acquisition', in Dörnyei, Z. and Bardovi-Harlig, K. (eds.) *Themes in SLA Research* 19(1) pp. 42-68. Available at: <https://doi.org/10.1075/aila.19.05dor> (Accessed: October 2017).
- Duranti, A. (1997) *Linguistic anthropology*. Cambridge: Cambridge University Press.
- Edwards, A. (2016) *English in the Netherlands: Functions, forms and attitudes*. Amsterdam: John Benjamins Publishing Company
- Edwards, J. (2011) *Challenges in the social life of language*. Palgrave Macmillan.
- Encyclopedia of Bilingualism and Bilingual Education. Baker, C and Jones, S.P. (1998) *Multilingual Matters*.

Bibliography

- Engler, M. (2008) *How to rule the world. The coming Battle over the global economy*. New York: Nation Books.
- Ennaji, M. (2005) *Multilingualism Cultural Identity in Morocco*. Boston, MA: Springer.
- Ennaji, M. (2007) 'Arabic sociolinguistics and cultural diversity in Morocco', in Benmamoun, E. (Ed) *Perspectives of Arabic Linguistics*. Pp. 267-276. Amsterdam: John Benjamins. Available at: <https://doi.org/10.1075/cilt.289.18enn> (Accessed: May 2018)
- Eshghinejad. S. (2016) 'EFL Students attitudes towards learning English language: the case study of Kashan University students. Curriculum & teaching studies', *Cogent Education*, 3(1), pp. 2-13. Available at: <http://doi/abs/10.1080/2331186X.2016.1236434> (Accessed: October 2018).
- Euromonitor International (2012) *The Benefits if the English language for individuals and societies; Quantitative indicators from Algeria, Egypt, Iraq, Jordan, Lebanon, Morocco, Tunisia and Yemen*. London: Euromonitor International.
- Fairclough, N. (1995) *Critical discourse analysis*. Boston: Addison Wesley.
- Fairclough, N. (2006) *Language and Globalization*. London: Routledge.
- Fasold, R. (1991) *The sociolinguistics of society*. Oxford: Blackwell.
- Fasold, R. W. (1990) *The Sociolinguistics of language: Introduction to sociolinguistics*. Oxford: Blackwell.
- Featherstone, M. (1990) *Global culture: Nationalism, globalization and identity*. Thousand Oaks, CA: Sage Publications.
- Featherstone, M. (1990) *Undoing culture, globalization, postmodernism and Identity*. London: Sage

Bibliography

- Ferguson, C. A. (1996) *Sociolinguistic perspectives: Patterns on language in society*. Oxford: Oxford University Press.
- Ferguson, C.A. (1959) *Diglossia*. Oxford; Taylor & Francis.
- Firth, A. (1996) 'The discursive accomplishment of normality: on 'lingua franca' English and conversation analysis'. *Journal of Pragmatics*, 26(2), pp. 237–259. Retrieved from [https://doi.org/10.1016/0378-2166\(96\)00014-8](https://doi.org/10.1016/0378-2166(96)00014-8) (Accessed: September 2016)
- Fischer.R. (2008) 'Cognitive and Semantic Approaches to Anglicisms in Europe: Linguistic Diversity', in Fischer.R, and Pułaczewska. H. (eds.) *A global context*. Cambridge: Cambridge Scholars Publishing
- Fishman, J. (1977) 'The social science perspective'. In *Bilingual education: Current perspectives: Social science*. Arlington, VA: Center for Applied Linguistics. pp. 1-49.
- Fishman. J, A. (1985) 'Macrosociolinguistics and the Sociology of Language in the Early Eighties', *Annual Review of Sociology* 11, pp. 113-127. Retrieved from <https://www.jstor.org/stable/2083288> (Accessed: May 2017).
- Fishman. J, A. (1999) 'Sociolinguistics', In Joshua, A and Fishman, J. (eds.) *Handbook of Language and Ethnic Identity*, pp. 152-163. New York: Oxford University Press.
- Fishman. J, A. (2010) 'Bilingualism and Biculturalism as Individual and as Social Phenomena', *Journal of Multilingual and Multicultural Development*, 1(1) pp. 3-15. Available at: <https://doi.org/10.1080/01434632.1980.9993995> (Accessed: November 2016).
- Galtung, J. (1971) 'A Structural theory of imperialism', *Journal of Peace Research*, 8(2), pp. 81–117. Retrieved from <https://doi.org/10.1177/002234337100800201> (Accessed: June 2016).

Bibliography

- Gardner, R. C.(1985) *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Garrett, P. (2010) *Attitudes to Language. Key Topics in Sociolinguistics*. Cambridge: Cambridge UniversityPress
- Giddens, A. (1999) *Runaway world: How globalisation is reshaping our lives*. London; Profile Books.
- Giddens, A. (2000). The great globalization debate. (Online). Retrieved from <http://www.ceip.org/programs/info/giddens.htm>(Accessed: March 2016).
- Gordon, D.C. (1966) *The passing of French Algeria*. London: Oxford UniversityPress.
- Görlach, M. (2001) *A dictionary of European anglicisms*. Oxford: Oxford UniversityPress
- Görlach, M. (2002). *English in Europe*. New York: Oxford University Press.
- Görlach, M. (2003) *English words abroad*. Amsterdam: John BenjaminsPublishingCompany.
- Graddol, D. (2006) *English next: Why global English may mean the end of English as a foreign language*. London: British Council.
- Green, A. (1999) ‘Education and Globalization in Europe and East Asia: Convergent and Divergent Trends’. *Journal of Education Policy*, 14(1), pp. 55-71. Available at: <https://doi.org/10.1080/026809399286495> (Accesses: May 2018).
- Guella, N. (2011) ‘Emprunts Lexicaux dans des dialectes Arabes Algériens’, *Synergies Monde Arabe*, 8 pp. 81-88. Available at: www.onlinelibrary.wiley.com(Accessed; April 2017).

Bibliography

- Gumperz, J. J. (1962) 'Types of Linguistic Communities', *Anthropological linguistics*, 4(1), pp. 28-40. Trustees of Indiana University. Available at: <https://www.jstor.org/stable/30022343> (Accessed: May 2018).
- Gumperz, J.J. (1982) *Discourse Strategies*. Cambridge, UK: Cambridge University Press.
- Hall, K. (2003) 'Exceptional speakers: Contested and problematized gender identities', in Holmes, J. and Meyerhoff, M. (eds) *The Handbook of Language and Gender*: Oxford: Blackwell.
- Hall, S. (ed.) (1997) *Introduction in Representation: Cultural representation and signifying practices*. London: Sage.
- Halliday, M.A.K. (2006) 'Written language, standard language, global language', in Kachru, B.B, Kachru, Y. and Nelson, C.B. (eds) *The handbook of world Englishes*, pp. 349-365. Malden, MA and Oxford: Blackwell.
- Hamel, R. E. (2008) 'The dominance of English in the international scientific periodical literature and the future of language use in science', *AILA Review*, 20(1), pp. 53–71. Available at: <https://doi.org/10.1075/aila.20.06ham> (Accessed: May 2018)
- Hamers, J.F. and Blanc, H.A. (2000) *Bilinguality and bilingualism*. Cambridge: Cambridge University Press.
- Hamers, J.F. and Blanc, M.H (2000) *Bilinguality and bilingualism*. 2nd edn. Cambridge: Cambridge University Press.
- Harrison, L. E. and Huntington, S. P. (2000) *Culture matters: How values shape human progress*. New York: Basic Books.
- Hartmann, R, R, K. (1985) 'Contrastive Textology: Towards a Dynamic Paradigm for Interlingual Lexical Studies', *Language & Communication*, 5(2)

Bibliography

- pp. 107-110. Retrieved from [https://doi.org/10.1016/0271-5309\(85\)90003-5](https://doi.org/10.1016/0271-5309(85)90003-5) (Accessed: November 2016).
- Haspelmath, M (2009). 'Lexical borrowing: Concepts and issues', in Haspelmath, M, and Tadmor, U. (Eds.), *Loanwords in the world's language: A comparative handbook*. Berlin: De Gruyter Mouton.
 - Haugen, E. (1950) 'The analysis of linguistic borrowing'. *Language*, 26(2), pp. 210-3. Available at [http:// www.semanticscholar.org](http://www.semanticscholar.org) (Accessed: January 2017).
 - Hayane, O. (1989) *L'Enseignement de la Langue Anglaise en Algérie depuis 1962*. Alger: Office des Publications Universitaires.
 - Held D, McGrew A., Goldbert D. and Perraton J. (1999). *Global transformations. politics, economics and culture*. Cambridge: Polity Press.
 - Held, D. and McGrew, A. (2002) *Globalization and anti-globalization*. Oxford: Blackwell Publishing
 - Heller, M. (2013) 'Language as Resource in the Globalized New Economy', in Coupland, N. (ed) *The Handbook of Globalization*. United Kingdom: Wiley Blackwell. pp. 56-76
 - Hock, H. H. and Joseph, B. D. (1996) *Language history, language change, and language relationship*. Berlin: De Gruyter Mouton.
 - Hoffman, C. (2001) 'Towards a description of the trilingual competence', *International Journal of Bilingualism*, 5(1), pp 1-17. Available at: <https://journals.sagepub.com/doi/10.1177/13670069010050010101> (Accessed: march 2017).
 - Holton, R. J. (1998) *Globalization and the nation-state*. UK: Macmillan Education.
 - Honna, A. (2012) 'English as a multicultural language for international communication in Asia', *Languages in a Global World: Learning for Better*

Bibliography

- Cultural Understanding*. Della Chiesa, B., Scott, J. and C. Hinton (eds.), OECD Publishing. pp. 247-256.
- Hordeski, M. F. (2005) *Dictionary of Energy Efficiency Technologies*. Lilburn, Georgia: The Fairmont Press.
 - House, J. (2005) 'What is an intercultural speaker', in Soler, A. and Jorda, S. (eds) *Intercultural language use and language learning*. New York: Springer. pp. 7-22.
- Hutton, W. and Giddens, A. (2001) *On the edge. living with global capitalism*. London: Vintage.
- Huwart, J.Y and Verdier, L. (2012) *La Mondialisation économique, origines et conséquences*. OECD. (Online) Retrieved from <https://doi.org/10.1787/9789264111929-fr> (Accessed November 2018).
 - Internet World Stats. Internet World Users by Language: Top 10 Languages. (Online) Available at: <http://www.internetworldstats.com/stats7.htm.2010> (Accessed: May 2016)
 - Jay, P. (2001) 'Beyond discipline? globalization and the future of English', *PMLA*, 116(1), pp. 32-47. Available at: <https://www.jstor.org/stable/463639> (Accessed: October 2017)
 - Kachru, B. (1986) *The Alchemy of English: The spread, Functions, Models of non-native Englishes*. Oxford: Pergamon.
 - Kachru, B.B (1986b) 'The power of politics of English', *Journal of World Englishes*, 5(2-3), pp. 121-140. Available at: <https://doi.org/10.1111/j.1467-971X.1986.tb00720.x> (Accessed: June 2018).
 - Kachru, B.B, and Nelson, C.L. (2001) 'World Englishes'. In Burns, A. and Coffin, C. (Eds), *Analysing English in a global context: A reader*. London: Routledge, pp. 9-25.

Bibliography

- Kachru, B.B. (1996) 'World Englishes: Angony and Ecstasy', *Journal of Aesthetic Education*, 30(2), University of Illinois Press. pp. 135-155. Available at: <https://doi.org/10.2307/3333196> (Accessed: February 2018).
- Kachru, Y. and Nelson, C. (2006). *World Englishes in Asian contexts*. Hong Kong: Hong Kong University Press.
- Kaplan, R.B. (2001) 'English the accidental language of science On the unity of language and the plurality of languages', In Ammon, U. (ed.) *The dominance of English as a language of science: effects on other languages and language communities*. New York: De Gruyter Mouton. pp. 3-26.
- Keresztes, C. (2013) *English language contact-induced features in the language of medicine: An investigation of Hungarian cardiology discharge reports and language attitudes of physicians and patients*. Bern, Switzerland: Peter Land.
- Kramsch, C. (1998) *Language and culture*. Oxford: Oxford University Press.
- Labov, W. (1972) *Sociolinguistic patterns*. Pennsylvania: Pennsylvania University Press.
- Le Petit Robert: *Dictionnaire alphabétique et analogique de la langue Française*. Edition 2013.
- Lee, E. R. (2006) *Globalization, language and culture*. New York: Infobase Publishing
- Leith, D. (2007) 'English: Colonial to Postcolonial', in Graddol, D., Leith, D., Swaan, J., Rhys, M. and Gillen, J. (eds) *Changing English*, pp. 117-152. London: Routledge.
- Lindert, P.H. and Williamson, J.G. (2001) 'Does globalisation make the world more unequal?', *Working Paper No. 8228, National Bureau of Economic Research*. Retrieved from

Bibliography

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=266198(Accessed: October 2016).

- Mackey, W.F. (2003) Forecasting the fate of languages. in Mauris, J. and Morris, M.A. *Languages in a Globalising World*, pp. 64-81. Cambridge University Press
- MacSwan, J. (2000) ‘The architecture of the bilingual language faculty: Evidence from intrasentential code switching’, *Bilingualism. Language and Cognition*, 3(1), pp. 37-54. Available at: <https://doi.org/10.1017/S136672890000122> (Accessed: march 2017).
- Malti, H. (2012) *Histoire secrète du pétrole Algérien*. Pris: Editions la découverte.
- Matthews, P.H. (2005) *The concise Oxford dictionary of linguistics*. Oxford: Oxford University Press.
- Mc Arthur, T. (1998) *The English Language*. Cambridge: Cambridge University Press.
- McDonald, L. (2005) ‘The meaning of e-: Neologisms as markers of culture and technology’, in *Intersections Conference Journal Committee*. Ryerson University, Ontario, Canada. International Conference Proceeding. pp 82-90.
- Meyer, C.F. (2002) *English corpus linguistics: An introduction*. Cambridge: Cambridge University Press.
- Meyerhoff, M., Scheleef, E. and Mackenzie, L. (2015) *Doing sociolinguistics: A practical guide to data collection and analysis*. England: Routledge
- Miliani, M. (2000) ‘Teaching English in a Multilingual Context: The Algerian case’, *Mediterranean Journal of Educational Studies*, 6(1), pp.13-29. Available at: <https://eric.ed.gov/?id=EJ631840> (Accessed: December 2016).

Bibliography

- Milroy, L and Gordon, M. (2003) *Sociolinguistics: Methods and Interpretation*. Oxford: Blackwell.
- Mufwene, S. (2013) “Globalization, global English, and world English(es): myths and Facts.” In Coupland, N. (ed.) *The Handbook of Language and Globalization*. Oxford: Wiley-Blackwell. pp. 31–55
- Myers-Scotton, C. (2002) *Contact linguistics*. Oxford: Oxford University Press.
- Myers-Scotton, C. (2006). *Multiple voices: An introduction to bilingualism*. New Jersey: Wiley-Blackwell.
- Nunez Nogueroles, E.E. (2017), ‘An up-to-date review of the literature on Anglicisms in Spanish’, en *Diálogo de la Lengua*, 9, pp. 1-54. Retrieved from <http://www.researchgate.net> (Accessed: May 2017)
- Onysko, A. (2007) *Anglicisms in German: Borrowing, lexical productivity and written codeswitching*. Berlin: De Gruyter.
- Hornby, A.S. (2010) *Oxford Advanced Learner’s Dictionary of Current English*. Oxford: Oxford University Press.
- Pendergrass, N.A., Kowalczyk, R. and Dowd, J. (2001) ‘Improving first year engineering education’, *Journal of Engineering Education*, 90(1), pp. 33-41. Retrieved from <https://doi.org/10.1002/j.2168-9830.2001.tb00564.x> (Accessed: June 2017).
- Pennycook, A. (2013) *Language policies, language ideologies and local language practices*. Amsterdam: John Benjamins Publishing Company.
- Phillipson, R. (1992) *Linguistic Imperialism*. Oxford: Oxford University Press
- Picone, M.D. (1996) *Anglicisms, neologisms and dynamic French*. Amsterdam: John Benjamins Publishing Company

Bibliography

- Pinnavaia, L. (2001) *The Italian borrowings in the Oxford English Dictionary; Lexicographical, linguistic and cultural analysis*. Rome: Bulzoni Editore.
- Poplack, S. (1980) 'Sometimes I'll start a sentence in English y terminoenEspañol: toward a typology of code-switching', *Linguistics*, 18(7-8), pp. 581- 618. Available at: <https://doi.org/10.1515/ling.1980.18.7-8.581> (Accessed: June 2017).
- Pride, J. (1982) *New Englishes*. Rowley, Massachusetts: Newbury House.
- Ricento, T (2013) 'Language policy and globalization', in Coupland, N. (ed.) *The handbook of globalization*. Oxford: Wiley Blackwell. pp. 123-141.
- Richards, J.C. and Richard S. (2002) *Longman dictionary of language teaching and Applied Linguistics*. 3rd edn. Harlow: Longman Publishing Group.
- Ritzer, G. (2007) *The Globalization of Nothing*. 2nd edn. London: Sage
- Roberts, A. (2008) *A history of the English-speaking peoples since 1900*. New York: Harper Perennial
- Robertson, R. (1992) *Globalization: Social theory and global culture*. London: Sage.
- Rodriguez Gonzalez, F., Pulcini, V. and Furiassi, C. (2012) *The anglicization of European lexis*. Amsterdam: John Benjamins Publishing Company.
- Romaine, S. (1995) *Bilingualism*. Oxford: Oxford University Press.
- Rosati, F. (2004) *Anglisms in Italian lexicon of economics and finance*. Rome: Arcane Editore.
- Sankoff, D., Miller, C. and Poplack, S. (1988) 'The Social Correlates and Linguistic Processes of Lexical Borrowing and

Bibliography

- Assimilation', *Linguistics*, 26(1), pp. 47-104. Available at: <https://doi.org/10.1515/ling.1988.26.1.47> (Accessed: June 2018).
- Sankoff, G. (1980) *The social life of language*. Philadelphia: University of Pennsylvania Press.
 - Sapir, E. (1985) *Culture, language and personality: Selected essays by Edward Sapir*. Berkeley: University of California Press.
 - Sayahi, L. (2014) *Diglossia and language contact: Language variation and change in North Africa*. Cambridge: Cambridge University Press.
 - Scheuerman, W.E. (2008) 'Globalization', in Zalta, E. (ed.) *The Stanford encyclopedia of philosophy*. California: Stanford University.
 - Scholte, J. A. (2000) *Globalization: A critical introduction*. New York: Macmillan
 - Siguan, M. (2001) 'English and the language of science: On the unity of language and the plurality of languages', in Ammon, U. (ed.) *The dominance of English as a language of science: effects on other languages and language communities*. New York: Mouton de Gruyter. Pp. 59-70.
 - Sinclair, J.M (1987) *Collins COBUILD project in lexical computing. English language dictionary*. England: Birmingham University.
 - Skutnabb-Kangas, T and Phillipson, R. (2013) 'The global politics of language: markets, maintenance, marginalization or murder', in Coupland, N. (ed) *The handbook of language and globalisation*. Oxford: Wiley Blackwell. Pp. 77-100
 - Smith, S. Young, P. D. (1998) *Cultural anthropology: Understanding a world in transition*. Boston and London: Allyn & Bacon.
 - Sonntag, S, K. (2003) *The local politics of global English: Case studies in linguistic globalization*. Oxford: Lexington Books.

Bibliography

- Steger, M. (2003) *Globalization. A very short introduction*. Oxford: Oxford University Press.
- Steger, M. (2013) *Globalization: A very short introduction*. 3rd edn. London: Oxford University Press
- Swales, J. (1988) *Episodes in ESP*. New Jersey: Prentice Hall.
- Szende, T. (2014) *Second culture teaching and learning. An introduction*. Bern, Switzerland: Peter Lang.
- Taheerdoost, H. (2016) ‘Validity and Reliability of the Research Instrument: How to Test the Validation of a Questionnaire/Survey in a Research’, *International Journal of Academic Research in Management*, 5(3), pp. 28-36. Available at: <http://dx.doi.org/10.2139/ssrn.3205040> (Accessed: June 2018).
- Taleb Ibrahim, K. (1997) *Les Algériens et leurs langues. Element pour une approche sociolinguistique de la société Algérienne*. Alger: Dar El Hikma.
- Thomason, S. and Kaufman, T. (1988) *Language contact, creolization, and genetic linguistics*. Berkeley, CA: University of California Press.
- Thomason, S.G. (2001) *Language contact: an introduction*. Edinburgh & Washington DC: Edinburgh University Press & Georgetown University Press.
- Tollefson, J.W. (2000) Policy and ideology in the spread of English; in Hall, J.K. and Egginton, W.G. (eds.) *The sociopolitics of English language teaching*. England: Multilingual Matters.
- Tomlinson, J. (2003) ‘Globalisation and cultural identity’, in Held, D. (ed) *The Global Transformations Reader: An introduction to the Globalization Debate*. Cambridge: Polity. Pp. 29-277.

Bibliography

- Treffers-Daller, J. (1999) 'Borrowing and Shift Induced Interference: Contrasting Patterns in French-Germanic Contact in Brussels and Strasbourg', *Bilingualism: Language and Cognition* 2(1), pp. 1-22. Available at: <https://doi.org/10.1017/S1366728999000115> (Accessed: May 2018).
- Trudgill, P. (1983) *On dialect*. Oxford: Blackwell Publishers
- Wallerstein, I. (2004). *World-systems analysis: An introduction*. Durham, NC: Duke University Press.
- Walters, K. (2006) Language Attitudes. In Versteegh, K., Eid, M., Elgibali, A., Woidich, M. and Zaborski, A. (Eds) *Encyclopedia of Arabic Language and Linguistics*. Leiden: Brill. pp. 650-664.
- Wei, Li. (2000) *The bilingualism reader*. London: Routledge.
- Weinreich, U. (1953) *Languages in contact*. Paris: The Hague Mouton.
- Weinreich, U. (1974) *Languages in contact: Findings and problems*. Berlin: De Gruyter Mouton.
- Whorf, B. L. (1956) *Language, thought, and reality*. Cambridge: MIT Press.
- Winford, D (2003) *An introduction to contact linguistics*. Oxford: Blackwell Publishing.
- Winford, D. (2010) 'Contact and borrowing', In Hickey, R. (ed) *The handbook of language contact*. United Kingdom: Wiley Blackwell. Pp. 170-187.

Appendices

Appendices

Appendix (A)

English Shop Labels





Appendix (B)

Students Questionnaire

(Original version)

Chahinez Ben Yellès enseignante et chercheuse de l'Université de Sidi Bel Abbès, mène une étude intitulée « l'Impact de la globalisation Linguistique. Le Cas des étudiants de Master à la Faculté de Technologie à UDL ». Elle cherche à examiner la motivation et les attitudes des étudiants envers la langue Anglaise. La participation à cette étude consiste à répondre à un sondage en ligne qui prendra environ 20 minutes.

Veillez cocher la réponse appropriée

Section 1 Informations Démographiques et Linguistiques

1. L'Age

- Entre 20-25
- Entre 25-30
- Plus de 30 ans

2. Le Genre

- Féminin
- Masculin

3. Indiquez les langues que vous parlez

- Arabe
- Arabe Standard
- Berber

Appendices

Français

Anglais

4. Précisez votre spécialité

.....
.....

5. Évaluez votre niveau en Anglais

Bien

Bien

Moyen

Bas

Section 2: Motivations pour Apprendre l'Anglais

A. Veuillez indiquer votre position par rapport aux motivations pour apprendre l'Anglais

Motivations	Entièrement d'accord	D'accord	Pas d'accord	Neutre
L'Anglais est nécessaire pour vos études				
L'Anglais est important pour s'insérer professionnellement				
Pour s'intégrer dans la culture occidentale				
Pour être à jour avec les nouveautés scientifiques et culturelles				
Pour accéder aux informations via internet				

Appendices

Pour pouvoir vivre dans un pays anglophone				
La plupart des lauréats maîtrisent l'Anglais				
En remplaçant le Français par l'Anglais vous bénéficiez d'une meilleure formation				
Pour pouvoir lire les écrits, les livres et les magazines				
Pour pouvoir communiquer aisément dans les contextes académiques et culturels				
Pour apprendre de nouvelles choses				
Vous aimez apprendre les langues étrangères				
L'Anglais est bénéfique pour décrocher un travail bien rémunéré				
Pour pouvoir participer aux manifestations scientifiques et culturelles internationales				
La position de l'Anglais par rapport aux autres langues				

Appendices

B. Précisez votre avis sur l'idée suivante

Opinion	oui	non	Neuter
Souhaitez vous améliorer vos compétences en Anglais ?			

Section 3 les Attitudes envers l'Apprentissage de l'Anglais

Veillez indiquer votre position par rapport aux attitudes envers la langue Anglaise

Attitudes	Entièrement d'accord	D'accord	Pas d'accord	Neutre
L'Anglais est nécessaire dans le monde d'aujourd'hui				
L'Anglais n'occupe pas la place qu'il mérite dans la société Algérienne				
L'Anglais influence négativement notre société				
L'Anglais est la langue de la science				
L'Anglais aspire à devenir la première langue étrangère en Algérie				
L'Anglais n'est pas important				
L'Etat dit encourager l'apprentissage de l'Anglais				

Section 4 : Que doit faire l'université pour que vous puissiez améliorer votre Anglais ?

Ci-après des suggestions de réponses. Prière de bien vouloir choisir parmi les présentes suggestions

1. introduire des présentations orales et écrites
2. passer des tests réguliers
3. encourager des conversations et des échanges en Anglais
4. introduire des exercices en Anglais
5. prévoir un volume horaire plus important

Merci pour votre Collaboration

Appendix (C)

Students Questionnaire (Translated version)

Chahinez Benyelles, the Principal Investigator from the University of Sidi Bel Abbès, is conducting a study called “The Impact of Linguistic Globalisation. The Case of Technology Master Students at DLU”. She wishes to find out about Master Students Motivation and Attitudes towards the English Language. Taking part in this study involves completing a web survey that will take about 20 minutes.

Please, tick where appropriate.

Section I Demographic and Linguistic Backgrounds

1. Age

- Between 20-25
- Between 25-30
- More than 30 ans

2. Gender

Female

Male

3. Indicate the Languages you speak :

Arabic

Modern Standard Arabic

Berber

French

English

4. Specify your Speciality :

.....
.....

5. Evaluate your level in English :

Good

Very good

Quite low

Low

Section 2 : Motivations Towards Learning English

A. Please indicate your position regarding the Motivations Towards Learning English

Motivations	Strongly agree	Agree	disagree	Neutral
-------------	----------------	-------	----------	---------

Appendices

English is necessary for your studies				
English is important for your professional career				
To integrate western culture				
To be up to date with scientific and cultural news				
To use internet				
To live in an English speaking country				
Most of laureates master English				
Replacing French with English as the language of instruction will be beneficial				
To read reports, books and magazines				
To communicate easily in academic and cultural contexts				
To learn new things				
You like learning foreign languages				
To get a well paid job				

Appendices

To be able to participate in international scientific and cultural manifestations				
Because of its world position				

B. Specify your opinion to the following idea

Opinion	yes	no	Neutral
Would you like to improve your proficiency in English?			

Section 3: Attitudes Towards Learning English

Please indicate your position regarding Attitudes Towards Learning English

Attitudes	Totally agree	Agree	Disagree	Neutral
English is necessary in the world nowadays				
English is neglected by the Algerian government since it does not occupy the place it merits				
English influences negatively Algerian society				

Appendices

English is the language of science				
English will become the first foreign language in Algeria				
English is not important				
The Algerian government could encourage English learning				

Section 4 what types of syllabus should be implemented in order to improve students' performances in English?

1. Including oral and written presentations
2. Doing regular tests
3. encouraging conversations and exchanges in English
4. including activities and tasks in English
5. planning of more hours and giving intensive courses in English

Thank you very much

Appendix (D)

List of Non-Assimilated Loanwords

AFCs	DDC	Input	MS	Standard
Aluminium	Design	Insulation	NACA	Steam
Amorphous	DESS	Internet Protocol	Networking	Storage
Ancillary	Digital	Internet/ Intranet	Output	Superlattice
BCS	Drive	IP	PAFC	System
BMS	DSP	IR\C	PCMs	Team
Box	EMS	KES	PIC	Technology Stream
Branch	Energy	KFC	Planning	Thermodynamics
CCP	Entrainment	Kit	Power	TPF

Appendices

Cell	ES	LCD	Process	VOIP
Cellular phone	ESS	LED	Programing	Voltage
CES	Feet	LES	PSs	VQ
Channel	Gasification	Level	Quality	Walls
Chillers	GLP	Loading	Rate	Web
CN	Graft	Low	RES	Windows
Cogeneration	HEC\RAS	Management	Scan	WT
Converters	High	Mapping	Service	
CRT	High tech	Microsoft	Size	
CSs	Hot	Modem	Software	
Data	ILC	Monitoring	SPFC	

Appendix (E)

Interview Recordings

Summary

This thesis investigates the impact of English as a vector of Globalisation on Technology and Electrical Engineering Master students at the University of Sidi Bel Abbès. This study employs a concurrent mixed-methods design integrating both quantitative and qualitative aspects. So, for the purpose of achieving the above mentioned aims three types of techniques are chosen. The structured questionnaire is selected to collect and to analyse the quantitative data of 182 Master students' attitudinal and motivational aspects. To provide more reliable results, the researcher opts for another technique used for investigating both quantitative and qualitative methodology, namely Corpus Analysis in which five Master dissertations are analysed and Anglicisms are identified and categorised. Structured interviews are conducted with six teachers as parts of the qualitative aspects of the study to detect their perceptions behind the Anglicisms. The findings of the empirical investigation reveal that Technology and Electrical Engineering Master students are highly motivated and possessed favourable attitudes towards learning English because of its instrumental values. Anglicisms have also been identified where Loan word proper and Acronyms constituted the totality of English borrowings. Finally, after measuring teachers' attitudes towards Anglicisms, the researcher concludes that teachers hold different opinions regarding the necessity to use these Anglicisms.

Résumé

Cette thèse examine l'impact de l'Anglais comme vecteur de la globalisation sur les étudiants de Master en technologie et en génie électrique à l'Université de Sidi Bel Abbès. Cette étude utilise une méthode mixte simultanée intégrant à la fois des aspects quantitatifs et qualitatifs. Ainsi, pour atteindre les objectifs mentionnés ci-dessus, trois types de techniques sont choisis. Le questionnaire structuré est choisi pour collecter et analyser les données quantitatives. Cette technique, qui est administrée à 182 étudiants en Master, a cherché à examiner leurs aspects attitudinaux et motivationnels. Afin de fournir des résultats plus fiables, le chercheur opte pour une autre technique utilisée pour l'étude de la méthodologie quantitative et qualitative, à savoir l'analyse du corpus dans laquelle cinq mémoires de Master sont analysés et les anglicismes sont identifiés et catégorisés. Quant à la dernière technique, des entretiens structurés sont menés avec six enseignants dans le cadre des aspects qualitatifs de l'étude afin de détecter leurs perceptions derrière l'utilisation des anglicismes. Les résultats de l'enquête empirique révèlent que les étudiants de Master en Technologie et en Génie Electrique sont très motivés et ont une attitude favorable à l'apprentissage de l'anglais en raison de ses valeurs instrumentales. Les anglicismes ont également été identifiés. Les emprunts lexicaux et les acronymes constituaient la totalité des emprunts en anglais. Enfin, après avoir mesuré l'attitude des enseignants vis-à-vis des anglicismes, le chercheur conclut que les enseignants ont des opinions différentes quant à la nécessité d'utiliser ces anglicismes.

ملخص

تبحث هذه الأطروحة في اللغة الإنجليزية بوصفها لغة العولمة و مدى تأثيرها على طلاب الماستر في التكنولوجيا و الهندسة الكهربائية لجامعة سيدي بلعباس. تعتمد هذه الدراسة استخدام منهجا متعدد و مائلا يدمج الجوانب الكمية و النوعية، و عليه من أجل تحقيق الأهداف المذكورة أعلاه وقع الاختيار على ثلاثة أنواع من التقنيات، حيث يتم اختيار الاستبيان المنظم لجمع و تحليل المعطيات الكمية. كما تسعى هذه التقنية المطبقة على 182 طالبا في الماستر إلى فحص جوانب مواقفهم و تحفيزاتهم من اللغة الإنجليزية. و لتقدم نتائج موثقة يقوم الباحث باختيار تقنية أخرى مستخدمة لدراسة المنهجية في الكم و النوع. و في تحليل المتن تم أخذ خمسة مذكرات ماستر يتم من خلالها تحليل الملامح و الخصائص. و ذلك من خلال إجراء مقابلات منتظمة مع ستة أساتذة في إطار الجوانب النوعية لدراسة و اكتشاف تصوراتهم من خلال استعماهم للإنكليكانية. تكشف نتائج الدراسة التجريبية أن طلاب ماستر التكنولوجيا و الهندسة الكهربائية يمتلكون دوافع جد عالية و مؤهلات إيجابية تجاه تعلم اللغة الإنجليزية و هذا بسبب قيمتها الأساسية (الأدائية). كما تم تحديد الإنجليزية، إذ تشكل الكلمات المستعارة المعجمية و المختصرات مجمل الإقتراضات الإنجليزية. أخيرا و بعد قياس مواقف الأساتذة تجاه الأنجليزية خلص الباحث بأن الأساتذة لديهم آراء مختلفة حول ضرورة استخدام هذه الإنجليزية.