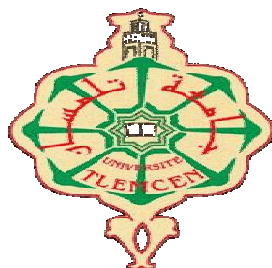


PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

University of Tlemcen



Faculty of Letters and Languages

Department of English

**The Impact of English Language on Arabic Daily Speaking:  
The Case of 1<sup>st</sup> year EFL Students at Tlemcen University**

Dissertation Submitted to the department of English as a Partial Fulfillment for the  
Requirements of the 'Master' Degree in  
Language Studies.

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## Dedication

With all my love I dedicate this work to  
The light of my eyes my dear father Morad and mother Faiza for their engorgement  
To my dear brother Reda and my sister Nesrine

My beloved sisters Bouchera & Wafae

&

All members of the family Billami, Tebbal and Hakim Larabi

&

My sweeties Adem, Ziad and djoud

&

My dear lovely cousins

&

My dear friends Assia Bensenouci & Abdellaoui Imen,

*To all whom I know*

BILLAMI Fatima Zohra

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Gratitude, Respect & Honor are addressed to

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## Abstract

The present research work aims at studying and analyzing the impact of English language on the Arabic daily life discussions. It attempts to investigate the students' use of the English language, i.e., it tends to discover the problems why students and teachers do not use English out-side the University. Also, it defines the Arabic and English status in today's world. It takes into consideration a sample including some English learners at Tlemcen University as a case study. In order to collect data, several research tools were used. Including questionnaire directed to students of First Year EFL Student, and an interview administered to teachers. The obtained data were analyzed quantitatively and qualitatively. The findings show that the English wave swims particularly through all languages even Arabic. Finally the results were discussed to have further ideas about the research work.

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## **List of Acronyms and Abbreviations**

**CA:** Classical Arabic

**CIA:** The Central Intelligence Agency

**COL A:** Colloquial Arabic

**EFL:** English as a foreign Language

**L2:** Second Language

**MSA:** Modern Standard Arabic

**UK:** United Kingdom

**UNESCO:** the United Nation Educational, Scientific and Culture Organization

**USA:** United States of America.

**LMD:** License, Master, Doctorat





# General Introduction

## General Introduction

The Algerian linguistic situation is very complex, a complexity that lies in the coexistence of several languages and language varieties and the interaction between all these codes. What makes the language setting so complex is the use of Arabic with its different varieties, often mixed with French and English languages. That why our research includes multilingualism. One of the main remarkable facts about the linguistic situation in all Arabic-speaking societies in general, and in Algeria in particular, is co-existence of two varieties of the same language.

The aim of this research work is to investigate the use of English beside Arabic among students in the English Department, Tlemcen University, which has led us to ask a number of questions about this phenomenon, then particularly to focus our concern on whether the students use English outside the university. The researcher has chosen this topic due to the students' interest in English but unfortunately their neglecting the importance of using that language outside the barrier of University.

The number of people interested to learn English is increasing each year. To this end, the use of English has a direct influence on the daily speech of many first-year students inside University” EFL Departement”. This has resulted in era of conflict between the native language “mother tongue) i.e. Arabic and the foreign one i.e. English.

In this light, the problem statement of this research work could be structured in the form of the following questions:

1. What are the status of English in today's world?
2. What are the results of English and Arabic interaction within the same speech community?
3. How does English impact daily 1<sup>st</sup> year EFL students speech?

In order to find answers to these questions, the following hypotheses have been put forward:

- The status of English language is a Global Language.
- The Multilingualism beside code-switching are said to be a result of English and Arabic interaction within the same speech community
- English language impact daily 1<sup>st</sup> year students in a positive and in a negative way.

To answer the above mentioned questions and verify the hypotheses, the data needed for this investigation is collected by means of questions and interview to students and teachers. The present dissertation is divided into two chapters. The first chapter provides a general literature review around the sociolinguistic situation of English in Algeria. It attempts to define some basic concepts including the definitions of the two languages. For the English language as a most common second language in the world beside her status as a Global language, international language, lingua franca. In addition to the historical background of English in Algeria. . Also this chapter gives a brief definition about the Arabic language. In addition to the Arabic varieties. Without forgetting the importance of both languages in today's world. This chapter also tackled us the interaction between Arabic and English. In addition to all of this, it studies the impact of English on Arabic daily speaking at the level of borrowing and bilingualism and multilingualism, and code switching/code mixing. Before concluding the chapter the researcher mentions some impact of English on the Arabic language

The second chapter deals with the empirical work about the data collection and analysis. It gives information about the case study including the purpose of the research. The second chapter deals with the use of English inside and outside the English department of student and for teachers. For this the researcher had randomly chosen teachers and students from the English department at the University of Tlemcen. The aim of this research is to determine where and when student and teachers use The English language.

# **Chapter One: Definitions Of The Main Concepts**

## Chapter one: Definitions of the Main Concepts

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# Chapter One: Definitions of the main concepts

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## 1.1 Introduction

The present chapter is a set of context of the study. It provides some definitions of a set of key-concepts related to our study. It investigates the impact of the English language on the Arabic language. The researcher has attempted to come up briefly with some aspects of the incorporation English as a Global Language beside to its status in the Algerian Educational System, and a brief examination of the Arabic language. The chapter deals with a general review about some language contact phenomena between the interaction of Arabic and English language. Moreover, the purpose of this chapter is to contextualize some of the most theoretical approaches to inquire in the field of language attitudes. Definitions, theories, measurements methods are discussed.

## 1.2 Definition of Language

Language is a set of symbols mainly used for human communication, and also to express thoughts, beliefs, and feelings, in fact, the use of language differs from one person to another and from place to place, from one speech community to another . Even in the same region, each person uses the language differently according to his age, level of education, and economic status. Delhunty and Garvey state that “Fortunately, we cannot read each other’s minds. So, if one wants to allow someone access to what we are thinking, we must provide them with clues that they can perceive. Language is a system that connects thoughts, which cannot be heard, seen, or touched, with sounds, letters, manual signs, or tactile symbols”.(2003,p5), the given definitions give a detail information about language.

Linguists have defined language as the system of human communication which entails structured arrangement of sounds into larger units such as morphemes, words, and utterances. In this light,Sapir once states that: “Language is purely human and non-instinctive method of communicating ideas, emotions, and desire by means of a system of voluntarily produced symbols” (2009, p 53). It is through this means that the interaction between human beings takes place. It is a crucial part of the life of human



## Chapter One: Definitions of the main concepts

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knowledge that distinguished him from the rest of the animal world. However; other linguists said that language also refers to the nonhuman systems of communication for example the language of bees, the language of dolphin...etc.

### 1.3. The English Language

English may not be the most spoken language in the world, but it is the official language of 55 countries and spoken by around 450 million people across the globe. Being able to speak English is not just about being able to communicate with native English speakers; it is the most common second language in the world. If you want to speak to someone from another country then the chances are that you will both be speaking English to do this. In this context Horobin(1972) stats that ” English today is spoken by approximately 450 million people all over the world. But the language used by its many speakers varies, in pronunciation, spelling, grammar, and vocabulary, to such an extent that it seems necessary to ask whether these people can all be considered to be speaking English”.

Besides being one of the most spoken Language in the world Algeo states that: “English has become the most Widespread language in the world, used by more purposes than any other language on Earth” (2005, p2). Here the writer wants to mean that English is the language of science, of aviation, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job in a multinational company within your home country or for finding work abroad. It is also the language of international communication, the media and the internet, so learning English is important for socializing and entertainment as well as work!.

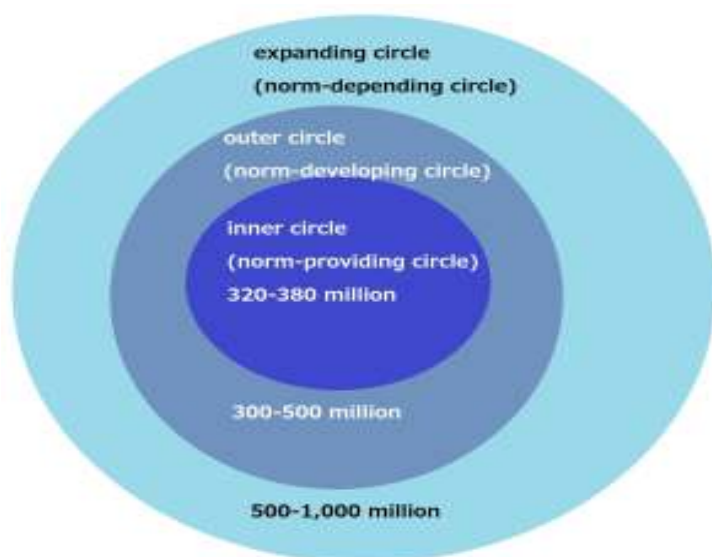
#### 1.3.1The Status of the English Language in Today’s World

The rapid spread of English as a language of communication has raised heated debate about the status of English in its varieties. Throughout the history of English experts have proposed many models to try to classify its speakers one of these models was proposed by Kachru’s (1985) which is considered as the most influential model The Inner Circle: Refers to the communication where English is the mother tongue or

## Chapter One: Definitions of the main concepts

the primary language of its speakers. Some of the countries that confirm the Inner circle are USA, UK and Canada. The Outer Circle: represents the places where they speak official non-native varieties of English because of their colonial history or simply those who use English as an L2 such as India, Pakistan and Egypt.

The Expanding Circle: is made up by EFL speakers where English is not usually spoken. For those who use it as an FL. In this circle, the speakers have to follow the rules established by the Inner Circle and developed by the Outer one. Some examples of countries that belong to this circle are Algeria, China, Russia and Brazil



**Figure1.1** The three “World English «circle by Braj kachru’s.p54

Nowadays, English has become universal language according to many factors and reasons, and the national language of many countries. Global language, lingua franca, international language and globalization. These are the statuses of English that show how far it spread nowadays. The study of this status will tries to find answers to the question why English among the many languages in the world is so influential ?.

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Global Language: A Language achieves a genuinely global status when it develops a special role that is recognized in every country. No one can deny that the English language is the most famous Language among global Languages. According to Crystal “to achieve such a status, a Language has to be taken up by other countries around the world” (Crystal, 2003; 4) that means that the language should be widely used among people whose English is not their mother tongue, and English has successfully achieved that goal.

‘Why is English the global language, and not some other?’ There are two answers to the question: one is geographical-historical; and the other is socio-cultural. The geo-historical answer shows how English reaches a position of pre-eminence. And the socio-cultural answer explains why it remains so. The combination of these two stands has brought into existence a language which consists of many varieties, each distinctive in its use of sounds, grammar and vocabulary.

The International Language: About one hundred years ago many educated people learned and spoke French when they met people from other countries. Today, most people speak English when they meet foreigners. It has become the new international language. Houghton in his contexts that English is an international language “English does not have any single role, but is rather an important component of numerous contrasting processes within the international system” There are more people who speak English as a second language than people who speak English as a first language Is it good that English has spread to all parts of the world so quickly?. It's important to have a language that the people of the earth have in common. Our world has become very global and we need to communicate with one another.

Lingua Franca: this term has emerged as a way of referring to communication between speakers with different mother tongue. Lingua fracas also goes by names like trade languages, contact languages, or global languages. However, the term itself comes from a real-world example. Today, English operates as the dominant lingua franca worldwide.

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Lingua franca is a term for a language used in business or other forms of contact between people of different cultures with different native languages. A native language is the primary language a person learned first and uses most often. In many cases, this means two communicating parties use either one of their native languages, a third language which is not the native language of either party, or a language formed from more than one language for the purpose of aiding communication.

Globalization is increasing integration and interdependence among countries resulting from the modern flow of people, trade, finance and ideas from one nation to another. Globalization becomes an increasingly used term with technological innovations-most significantly the World Wide Web or internet, as improved communication networks brought far-flung businesses together. Hylland said that “globalization is a central topic in sociology, political science, geography, anthropology, media studies, education, law and so on”(2007.p5) it also brought different culture together expanding the concept of globalization which now interests the media, ideas, politics, the arts and other social artifacts across the planet .

Globalization today interconnected various parts of the world. It can be agree that there is something new to the present world. The word globalization was scarcely used before the late 1980s, even in academic circles, but today you can hardly open a newspaper without encountering the term.

### **1.3.2. The Importance of English in Today’s World**

It is estimated that there are 350 million native speakers of English, in addition to 1,900 million competent speakers around the world, which would mean: almost a third of the world’s population is already fluent or competent in English (Crystal, 1997; Wardhaugh, Phillipson, & Crystal, 2003) English is the most important language in the world because it is the most useful language among many countries in the world.

There are many reasons why English has become so popular. One of them is the internet; the majority of websites are written and created in English. Also, it is the primary language of the press: more newspapers and books are written in English than

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in any other language another important reason is that popular American culture (like movies, music, and McDonald's) has quickly spread throughout the world. It has brought its language with of the most powerful nation USA.

In addition to that English is also essential to the field of education. In many countries, children are taught and encouraged to learn English as a second language. Even in countries where it is not an official language. Also with good understanding and communication in English, you can travel around the globe. Because it is the international language for foreigners, its easy to get assistance and help in every part of the world. Moreover English skills will also help you in any business venture you choose to follow. If you visit some offices, companies, governmental organizations, or even math or engineering companies, you will see the importance of English.

### **1.4. The Arabic Language**

Language is the means of communication by which a person expresses his thoughts, and feelings in such a way that they can be understood by others. According to Uroosa “Arabic holds an eminent position among the Semitic languages. While most of the Semitic languages have slowly faded out, Arabic, owing to its dynamic nature, is alive and still growing”. (2010). Indeed, Arabic is considered as the most developed semitic language because it is marked by restricted vocalic system and a rich consonantal system it has a rich vocabulary. Today, Arabic is considered as one of the most essential languages of the world. There are three forms or Varieties of Arabic; classical Arabic, modern Arabic and colloquial Arabic.

#### **1.4.1. The Status of Arabic Language**

Classical Arabic: the language of the Qur'an – was originally the dialect of Mecca in what is now Saudi Arabia. Is valued for Muslims due to the fact that is the language of Qur'an and it is used in reading and reciting the Islamic holy text. CA is a language that did not change; it has remained intelligible, functional and widely used throughout the last fifteen centuries and is currently the official language of twenty two states. Also, it is the words of God and the language that survived through many

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centuries. Farghali said that “Classical Arabic is the most prestigious variety because it is the language of the Quran” It is regarded as a crucial part of the culture of the Arab .it is based on the medieval dialects of Arab tribe. It is also the source of both modern Arabic and others colloquial.

Modern Standard Arabic: it is based on classical Arabic; according to Benguedda” Basically, Modern Standard Arabic has Developed out of the classical language, this variety of Arabic was elaborated from the classical one to satisfy speaker’s needs and demands”(2017,p78) MSA is a modernized forms it with some lexicon reforms and modifications both in speaking and writing styles including borrowed words that cope with the demands of the modern life. Most Arabic speakers consider the two varieties to be two registers of one language, is used in books, newspapers, on television and radio, in the mosques, and in conversation between educated Arabs from different countries (for example at international conferences).MSA is learned only through formal education in schools and universities.

Colloquial Arabic: each Arab country has its own dialect that differs from the standard form grammatically, phonologically, and also in vocabulary. Hence, in the Arab world, there are two major groups; Eastern dialect and Maghreb dialect. Differences between various spoken Arabic can be large enough to make them incomprehensible from one region to another one Co A has some characteristics a Moroccan might have difficulty understanding an Iraqi, even though they speak the same language.

### **1.4.2 The Importance of the Arabic Language**

Arabic is one of the great languages in the world. It has a rich vocabulary, script and style which make it unique. It belongs to Semitic languages of the Afro-Asiatic group of the world language. The Arabic language is at present the most widely-spoken Semitic language with the number of Arabic speakers in the Middle East approaching 330 million according to the CIA 2018. It is the sixth most widely

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spoken language in the world and one of the six official languages of the United Nations. In addition to that many linguistic words in Semitic language use word of Arab origin which has contributed to the enhancement between Arabic and other world languages.

Since the middle of the twentieth century, the international interest in Arabic has begun to appear in 1948, when UNESCO decided to adopt Arabic as its third official language after English and French. Exactly in 1960, the role of Arabic language in making world publications more influential.

### 1.5. English and Arabic Interaction

The study of the speech community characterized by language contact phenomena has been an interest topic which gained a considerable interest during the last decade. Well if two different varieties meet, naturally they search for a language outcome for mutual intelligibility reason. According to weinreich (1967; p.1) “two or more languages are said to be in contact if they are used alternately by the same persons”. That is to mean one it entails between distinct language either through written form or through direct social contact between speakers.

#### 1.5.1Borrowing:

Bill Bryson had observed one of the most common sources of new words in English which is the process of borrowing. This process occurs when one language adds a word or morpheme from another language to its own lexicon. It often happens in situations of language contact/multilingualism, when speakers of different languages regularly communicate. Hornby define borrowing as: “a word, a phrase, or an idea that sb (somebody) has taken from another person’s work or from other language and is used in their own”. (2005: 69).

In other definitions borrowing is the process of importing linguistic items from one linguistic system into another, for example a process that occurs any time two cultures are in contact over a period of time. Also is the process by which a word from

## Chapter One: Definitions of the main concepts

one language is adapted for use in another. The word that is borrowed is called a borrowing, a borrowed word, or a loanword.

D. Attari said “My attention on why do Arabs still use foreign terms, even though Arabic provides them with terms to express concepts?”(2010) In fact it is true that many foreign terms (English, French, Spanish, etc.) are widely used in Arab societies as Arabic terms to this day and their use is normal while the use of terms or words in their original language is rare. In the table bellow we will find some borrowed word.

Table1.2 Arabic word originated from English language

Arabic word	Origin from English
Masrif	Bank
Jihaz morakaba	radar
Sayarat oujra	taxi
mowafaka	Ok
Maa salama	by

Table 1.3 English word originated from Arabic language

English word	Origin from Arabic
coffee	Qahwa
sugar	Sukkar
Cotton	qutn
Alcohol	Al-kuhul
sofa	suffa

There are many aspects that encourage borrowing, for instance, the speaker finds himself in a situation where they need to borrow in order to completely different opinions, they believe that borrowing is used for prestigious purposes (cited in Romaine, 1989:52).

### 1.5.2. Bilingualism and Multilingualism

A large proportion knows and uses more than one language on a regular basis; one studying the structure and the development of the two languages in called bilingualism, while multilingualism is the norm, more than 140 languages are spoken in Manchester.

Thus bilingualism as an individual attribute: a psychological state of an individual who has access to two language codes to serve communicative purposes,



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bilingualism as a social attribute ”is when two languages are used in a community and that a number of individuals can use two languages”.

Multilingualism is the ability of an individual speaker or a community of speakers to communicate effectively in three or more languages. contrast with monolingualism, the ability to use only one language. A person who can speak multiple languages is known as a polyglot or a multilingual. Li define a multilingual individual as ‘anyone who can communicate in more than one language, be it active “through speaking and writing” or passive “through listening and reading” (2008, p.4)Simply, Multilingualism is the use of at least three or more languages either by inhabitants of a particular region or nation with some degrees of fluency and literacy.For many countries of the world, societies, institutions, group, and individuals speaking more than one language become a very natural phenomenon and a kind of prestige.

### 1.5.3. Diglossia

The term diglossia (from the Greek for "speaking two languages") was first used in English by linguist Charles Ferguson in 1959. In sociolinguistics, diglossia is a situation in which two distinct varieties of a language are spoken within the same speech community. It simply , the coexistence of two varieties of the same language throughout a speech community. Often, one form is the literary or prestige dialect, and the other is a common dialect spoken by most of the population. Such a situation exists in many speech communities throughout the world—e.g., in the Arab world, where classical Arabic (as used in the Qur’ān) exists alongside the colloquial Arabic of Algeria, Egypt, Morocco, and other countries. In Algeria most people do not master very well the standard from Arabic. More importantly, Diglossia is also used to signify a bilingual situation of two unrelated varieties.

Diglossia is one of the social factors that affect language change, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation. It is not obvious to make a clear distinction between “bilingualism” and “diglossia” due to the fact that these two terms are very similar in significance and can be confused in certain contexts the main difference between them is not necessary or causal, other one is that bilingualism is two languages of an individual while diglossia is two languages in society.

### 1.5.4. Code switching/Code mixing

Language mixes and changes in different ways and when different linguistic groups-come into a direct or constant contact, they have a natural tendency to seek ways to bypass the language barriers facing them. Code-switching (also called code-

## Chapter One: Definitions of the main concepts

mixing) is a change by a speaker (or writer) from one language or language variety to another. It can occur in conversation between speakers' turns or within a single speaker's turn, commonly in everyday speech with regard to levels of style, as when speakers mix formal and informal styles is the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations (Romaine, 1992:110).

The term switching has been first introduced by Haugh in 1953, Code switching is a well-known even in bilingual communities. It refers to use of two languages in a mixed manner, generally in oral interaction. There are two types of code-mixing, the first one is inter-sentential switching refer to code-mixing is to use sentence from two languages following each other, and for the other one is intra-sentential switching which involves the use of a word or an expression from one language in a sentence whose structure belongs to another language. By now, most studies of code switching worldwide and in Algeria have focused on its use in informal, oral settings, but writing examples also occur. Sridhar (1996) points out that: "contrary to what is often claimed, code mixing is not confined to speech: it is also found in formal writing" (Sridhar, 1996:59). Language mixes and changes in different ways. Arabic speakers often use more than one variety of Arabic within a conversation or even a sentence. This process is referred to as code-switching.

### 1.6. Historical Background of English in Algeria

Algeria has two co-official languages: Arabic, the chief language of government, and Tamazight, a Berber language. Arabic is the most commonly-spoken language in Algeria, with close to 98% of the Population speaking it according to the most recent trade sources. It becomes the first truly global language. Arabic is used by the most as their mother tongue. For the majority, it is used as an everyday second language, and it is by far the language most learned as a first language. Algerian Arabic is somewhat different to the Arabic commonly spoken in other parts of the world. The language has been greatly influenced by other languages, Berber, French, and Turkish for example some of the town in the east they speak Algerian dialectic which is influenced by the Tunisian Arabic, also in the west of Algeria we have Tlemcen and Oran 150km 2hours of road but in tlemcen they speak using the glottal stop /ʔ / For example the word /qalb/ "the heart" pronounced as /ʔalb/.while in Oran the same word is pronounced /galb/.

## Chapter One: Definitions of the main concepts

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French and Arabic are the most frequently used business languages in Algeria. However, after the Second World War and with the present advance in importance of foreign companies, as well as growing trends in the global marketplace, this is slowly altering and an understanding of the benefits of communicating in English is becoming more appreciated overall.

### **1.6.1 English as a Foreign Language in Algeria**

English is taught as a foreign language or third language for a general educational aims that is with no specific purposes. English language is used to an ever-increasing degree all over the world. In 1970, English started to be taught in Algerian secondary fourth grade in the middle school cycle but in 1993/1994 the Ministry of primary and Secondary Education made French and English two separate choice for the first mandatory foreign language; the students were required to pick one the language dominant (French) or the language necessary while over the other the Minister of education said that English was to be promoted because it was “the language of scientific knowledge”.

The programme of English as a second foreign language (2003) advocates the use of English within the speech community in order to fully participate on a worldwide scale in “sharing and exchanging ideas as well as experiences in the fields of science, culture and civilization” (ibid 2003:2), which English language has started to incumbent across the civilization and globalization movement .

The Algerian policy makers regard English as a central part of the development movement 1962 to 1975. That is to say that the Algerian government met

## Chapter One: Definitions of the main concepts

more effort on requiring a reading knowledge in the formal education and the believing to facilitate communication and to raise the quality education.

### 1.6.2 English in Algerian education (from middle school to high school)

English occupies the status of second language in the Algerian education system in both primary and secondary schools. The education in Algeria is free and compulsory from the age of 6 up to the age of 16. Algerian students have been exposed to English language as a second foreign language from seven year in fundamental school, as will be shown in the following table:

**Table 1.3** English as a Foreign Language in the Algerian Educational System

Language taught			age	form	level
English	French	Standard Arabic			
-	-	+	6 to 7	First	Primary school
-	-	+	7 to 8	Second	
-	-	+	8 to 9	third	
-	+	+	9 to 10	fourth	
-	+	+	10 to 11	Fifth	
+	+	+	11 to 12	seven	fundamental school
+	+	+	12 to 13	eighth	
+	+	+	13 to 14	nineth	
+	+	+	14 to 15	ten	
+	+	+	15 to 16	first	

## Chapter One: Definitions of the main concepts

Language	taught		age	form	level
+	+	+	16 to 17	Second	Secondary school
+	+	+	17 to 18	third	

### 1.6.3 English in Education Case of Algerian Tlemcen University.

The University of Aboubakr Belkaid is a university located in the west of Algeria in the state of Tlemcen. It was first created in 1974 as a university center. The current specialties are: faculty of letters and foreign language, faculty of law and political science, faculty of humanities and social science, faculty of medicine, faculty of technology, faculty of science, .....and faculty of nature live and life science-earth and the universe.

English is one of the most important departments in the faculty of Letters and foreign languages. From the foundation of the faculty in 1989. IT has been restricted and in 2014 the English section has become an independent department. Since 2004, the Algerian system of University degree is currently under the LMD reform in which the degree framework is similar to the one in Europe via the bologna process, well the system of LMD applied in Algerian University in based on the French model.

**Table1.4** English in Algerian university

Years	degree	Diplomat
1 year	Baccalaureate +	License
2 year		

## Chapter One: Definitions of the main concepts

Years	degree	Diplomat
3 year / license	3 years	License
Master one	License +	
master two	2 years	Master
Doctorate in 3 years	Master + 3/ 4 years	Doctorate

The LMD system offers more compatible university courses and credit programs which are more compatible with those around the world. And that what the department provides English course designed for students to undergraduate and postgraduate degree level studies at university.

### 1.7. The Impact of English on Arabic Language

Nowadays, English has gained its position and become a power because of the people who speak it. This power in the industrial, political, historical, medicine, economic and socio-cultural... gives to this dominant language a persisting through years and years. In Algeria spread of English language is noticeable especially in the last years which attracted the young people in the level of social media, music, and computer. And not just them even for the other part of the community.

In Algeria, the status of the English language as the most important foreign language taught after French but one cannot neglect the strong position of French in

## Chapter One: Definitions of the main concepts

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Algeria. On the other hand, a negative effect of the spread of English as a global language could be the death of other languages. In a linguistic context, language death equates to the lack of speakers of a language, remarks that a language dies every two weeks. That what makes the standard Arabic in danger of being dead Language. The spread of English as a general language speaks reflect the dangers for other languages. In settings where a gathering of individuals does not have a similar first common language, a general language, for example, English, can make correspondence conceivable. Then again, since English is regularly the language of the world, different dialects that contrast from English can be viewed as pointless, which thusly adds to the loss of dialects, particularly minority dialects. The spread of English both had advantages and damages to the worldwide network by encouraging relationship, an enormous number of English speakers and showing English as a subsequent language.

### 1.8 Conclusion

This chapter covered a general definition about the English language in order to deep in the English status in today's world, and her importance. Then, the researcher provides a general overview of the Arabic language and her tree forms. After that, the researcher emphasized on some aspect of language contact phenomenon, i.e, Arabic and English interaction among the Algerian diglossic community.

Another interesting point in this chapter is the historical background of English in Algeria, and when English was opposed as a foreign language. Also it deals with English in the educational system for middle school to university. At the end of this

## Chapter One: Definitions of the main concepts

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chapter we stressed on the impact of the English on the Arabic language toward the positive and negative those interactions of these two languages are cause.





# **Chapter Two: Data Collection and Analysis**

# Chapter Two :Data collection and Analysis

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### **2.1. Introduction**

This chapter will tackle on the use of English language inside and outside the department as well as the impact of the language on the Arabic daily speaking; it studies how educators pass the information to their student therefore, the researcher has taken questionnaire for student and interview with teachers' as research instrument. Data collection are analyzed both quantitatively and qualitatively

This chapter consists of two phases; phase one is a description of the situation under study. Moreover, it provides a description of both teacher and students' profile and provides information about the research instrument. Phase two deals with the data analysis and interpretations of the results obtained from the teachers' interview and students' questionnaire. Finally, the gathered results were discussed in a final step in order to assess whether the students' use English outside university or not.

### **2.2 Research Objectives**

This research is designed for the sake of achieving a deep understanding of relationship between Arabic and English language. It tends to determine where and when teachers and students use language. To reach this these objectives, a group of English teachers and learners were addressed by putting them under a set of precise and concise questions. All the questions revolves around the use of English for the questionnaire as for the interview and each question will be analyzed individually, the result(s) obtained in this sample will deal with on the impact of English language on the Arabic daily speaking

### **2.3 The Sample**

In the current study, both students and teachers were solicited to participate during the process of data collection. The respondents that were taken in this research were teachers and learners of Abou Bakr Belkaid University at Tlemcen during the academic year 2018/2019, they were selected according to the aim of this study, that for they were required to answer the questions. The research has chosen a

## Chapter Two :Data collection and Analysis

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sample of 8 Teachers and 37 students. This sample has the variety of gender from males and females.

### **2.3.1 Students' Profile**

The students profile survey is to help the researcher understand more about the background and characteristics of the students. The researcher has taken 37 Algerian English learners (Males and Females) from the class of first year EFL student; they have studied English as a second foreign language.

### **2.3.2 Teachers Profile**

The researcher had randomly chosen 8 Algerian EFL teachers (male and female) at the University. Concerning these teachers' the interview aimed at knowing the teachers' point of view about the learners' use of English.

## **2.4 Data Analysis:**

After collecting data by using questionnaires, the types of data implemented in this analysis were quantitative and qualitative

The Qualitative research is a method of inquiry that develops understanding on human and social sciences, to find the way people think and feel. It is a research that provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research

Quantitative research is a form of research that relies on the methods of natural sciences, which produces numerical data and hard facts. It aims at establishing cause and effect relationship between two variables by using mathematical, computational and statistical methods. The research is also known as empirical research as it can be accurately and precisely measured.

An ideal research is one, which is conducted by considering both the methods, together. Although, there are some particular areas which require, only one type of research which mainly depends on the information required by the researcher. While qualitative research tends to be interpretative, quantitative research is concrete. In this

## Chapter Two :Data collection and Analysis

light BENSABA “Unlike quantitative research who often seeks causal determination, prediction, and generalization of findings, qualitative researches look for illumination, understanding and extrapolation “While the qualitative research relies on verbal narrative like spoken or written data, the quantitative research uses logical or statistical observations to draw conclusions.”(2015.p73)

### 2.5. Data Collections Procedures

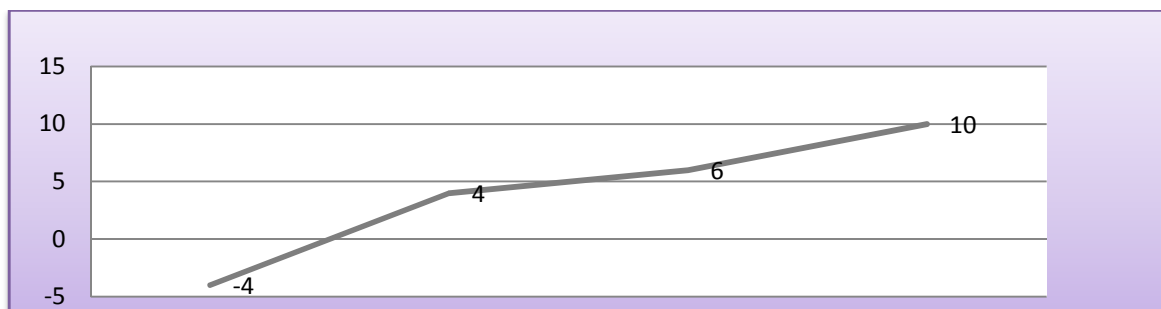
The research tools used in this study are questionnaires and interviews for both 1<sup>st</sup> year students and teachers to gather data about their opinions and point of views concerning the use of English besides its impact on Arabic daily speaking.

#### 2.5.1 The Interview with Teachers

Basically, an interview is a conversation between two people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee. The interview can take a number of forms these are some basic types of interview styles: Structured and unstructured interview, stress, panel, behavioral and case interview. The present research use the structured or direct interview while the questions and acceptable responses are specified in advance

The researcher interviewed eight teachers’ (males and females) with different degrees of experience from the University of Tlemcen. The interview was undertaken a research on” the impact of English language on Arabic daily speaking”. Teachers’ were kindly requested to answer the questions and the results are bellow:

**Question one:** How long have you been teaching English?



**Figure 2.1** Experience of teachers in the domain of teaching

## Chapter Two :Data collection and Analysis

**Question two:** Do you use other languages with first year students (Arabic, French), why?

**Table2.1** the use of other language beside English

answer	number	Percentage
No and never	1	12%
Sometimes	1	12%
yes	6	75%

In this question, the interviewer intended to have an idea if teachers use the other language (Arabic and French) with their first year students, the answer was positively with the percentage of 75% that yes they use other language and they justified by 'saying that it help's students and make it clear', other said that 'because my field (literature) requires that'.

**Question three:** What are the difficulties you faced with first year student to make them speak English?

English is currently the language worldwide communication. Thus, the work of English teacher as second foreign language is increasing. Teaching is not an easy task and teachers face difficulties and some of the answers from the interview with teacher at Tlemcen University come as neglecting roles, luck of motivation, affective issues (shyness, stress).

**Question for:** What are the strategies used with first year students to make them speak English?

It should be made clear from the onset that the respondents are experts in language teaching. Therefore, they provide proposals that some of them suggest the group work, audio visual aids, games, oral presentation and impose reading. While, others suggest to encourage them for speaking, to use grammar translation approach in teaching, also to provide debate with social subjects, or to use the direct interaction.

## Chapter Two :Data collection and Analysis

These are suggestions by the teachers' to push student to speak English and give them the motivation to learn the language.

**Question five:** What do you think about imposing Arabic as an essential module?

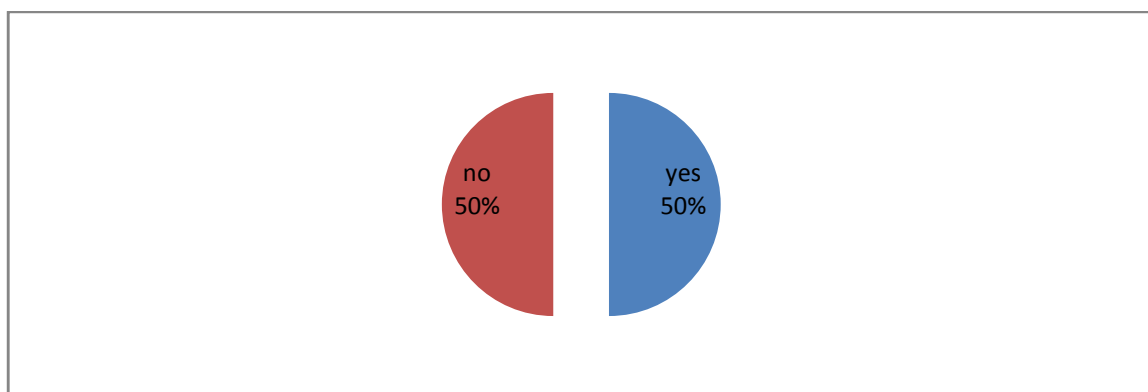
The aim of this question is to focus on the Arabic language; Arabic (classical Arabic) is usually ranked among the top six of the world's major languages. Since Arabic is the mother tongue, it is important to prevent students from forgetting their native language, that what most of the interviewee think besides being a helping the country to be well developed.

**Question six:** For you, what are the main important modules that help first-year student to learn English?

Asking this question, the researcher tried to know the important modules that help first year students to learn English in the eyes of their teachers. We all agree that all modules are significant. However, modules related to the scientific side of English are important to learn a language, generally the module that all teachers agree on was the oral production beside the written expression adding to them phonetics and literature.

**Question seven:** Do you use English outside university?

In this question, the interviewer intended to have an idea about if teacher uses English outside the university, the result is that half of teachers use it outside while the other half do not use it justifying by the fact that nobody understands them.



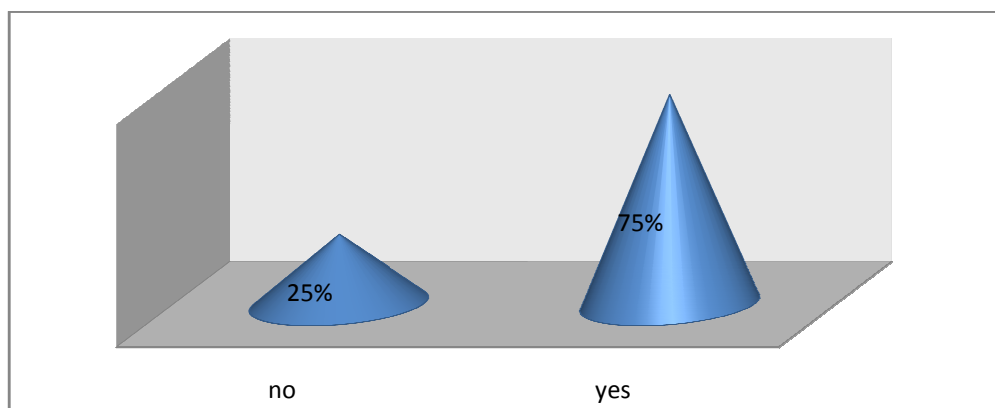
**Pie chart 2.1** the Use of English outside University

## Chapter Two :Data collection and Analysis

- 4 teachers use English outside university, with the percentage of 50%
- 4 teachers do not use English outside university, with the percentage of 50%

**Question eight:** Do you think one day English will replace French in Algeria?

The purpose of asking this question is to see if the teachers have the desire to see English replacing French. And the result was positive as the bar graph below will indicate:



**Bar graph 2.2** If English will replace French in Algeria

The results implied that a high percentage was positive, one day English will replace French in Algeria. Two informants, representing, 25%, said that they do not think English will replace French.

**Question nine:** do you have any suggestions to help students learn English?

The result obtained from the interviewees reveal different suggestions: One of them said that by watching English movies and TV shows, another one said by reading books, talking to native speakers and also by trying to talk, and a one said :‘practice makes perfect’.

### 2.5.2 The student Questionnaires

Questionnaire is defined as a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent; it consumes less energy and the researcher collect big number of data in a short period. These questions typically used for research purposes which can be both quantitative as



## Chapter Two :Data collection and Analysis

well as qualitative. In this context, the researcher used three types of questions; Close-ended, multiple-choice items and open-ended questions.

- Close-ended questions: are defined as question types that ask respondents to choose from a distinct set of predefined response, such as 'yes/no'. For example: do you speak English outside classes?

Yes

No

- Multiple-choice questions: ask the respondents to choose one item or more, it provides him with multiple answer opinion for example:

Why are you learning English?

1. \_\_\_\_\_ just for fun
  2. \_\_\_\_\_ because my parents force me to learn English
  3. \_\_\_\_\_ because I want to understand native speakers
- Open-ended question: the informants express themselves freely by using a long answer

The student questionnaire contained thirteen questions moving from general to specific, and it was divided in to three Rubrics. The first rubric was on general information on what it means the English language for the students, the second rubric concerns with the use of English, and the last one with the use of English outside the department.

It investigates the data collection from the learners' questionnaire. Each question will be analyzed separately. But before starting the questions, the researcher wanted to know the gender of the learners and the result is:

The first Rubric is about a background Information concerning the pupils

## Chapter Two :Data collection and Analysis

**Table 2.2** students' profile

gender	Number	percentage
male	15	40.54%
female	22	59.45%
total	37	100%

**Question one:** Did you choose to study English or it was imposed on you?

The first question it is a close-ended (yes/no) question about if they choose to study English or not. The majority of the student were responsible for their choice, that is to say 35 students have chosen the answer yes, it was my choice, and 2 of the student have been imposed on them to choose English, their answers are provided in the following table:

**Table 2.3** the choice of studying English

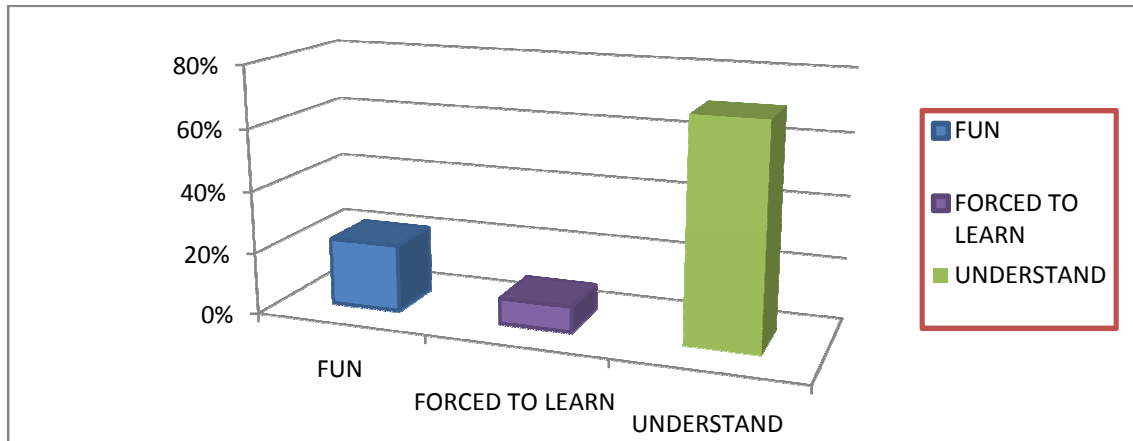
opinions	gender		percentage		General %
	Male	female	male	female	
					=37
Yes	15	20	100%	90.90%	94.59%
No	0	2	0%	9.09%	5.40%

Generally, most of the student (94.59%) have the choice of choosing the language that they like which is English.

**Question two:** why are you learning English?

Through this question, the researcher wanted to know what the purpose behind learning the language, what made them learn English and what motivate them to learn such a language

## Chapter Two :Data collection and Analysis

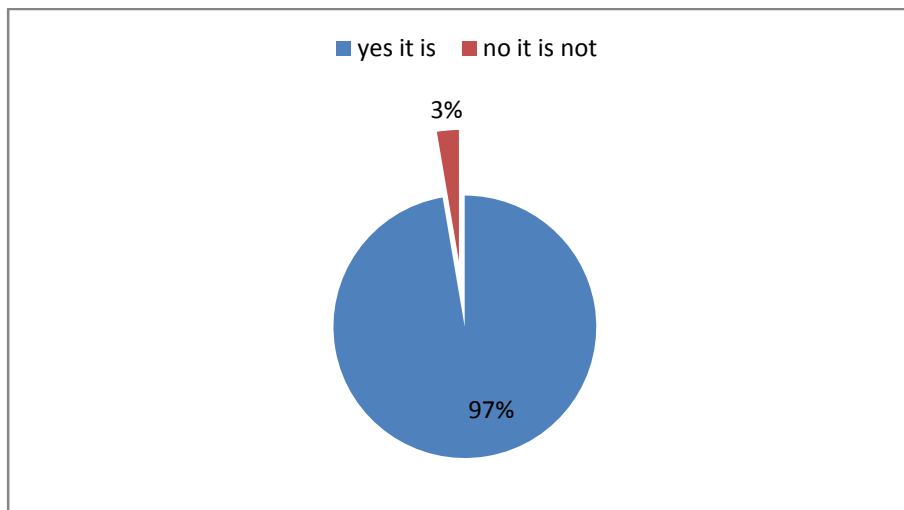


**Bar graph 2.3** The Purposes of Learning English

It is found that 26 students of the sample population are interested to learn English and find that it is interesting to understand the native speakers

**Question three** :Do you think learning English is important for your future ?

A lot of students responded to this question by telling that English is important for their future which is correct because this language nowadays has an important role in our daily life. It is the massive means of communication.



**Pie chart 2.2** The Importance of English for Learners Future

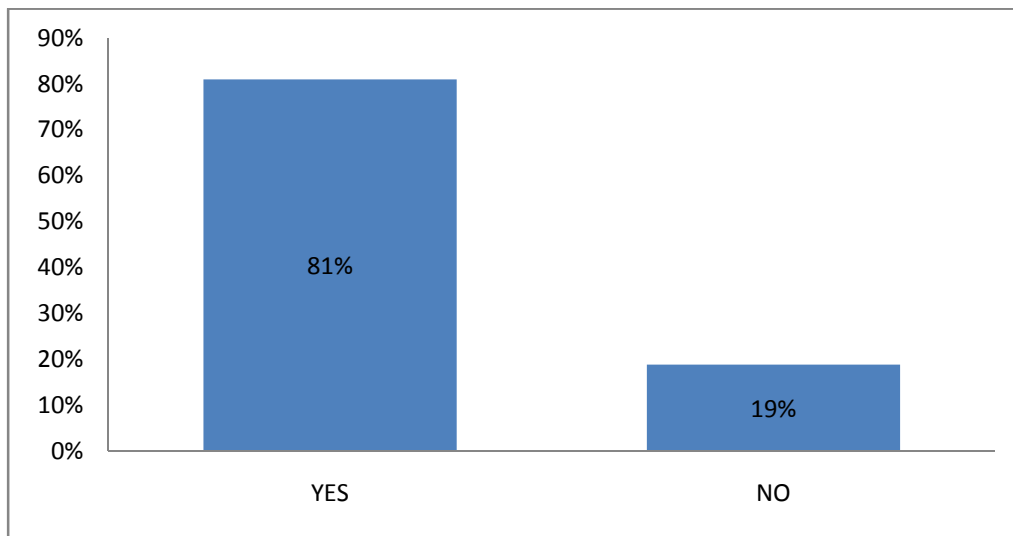
As for the results, a high percentage of learners claimed that English is very important for their future, because English is the first language. While 3% do think that it is not important for their future just because they do not live in an English speaking country

## Chapter Two :Data collection and Analysis

In the second Rubric which is actually directed to the use of the English language

**Question for:** Do you speak English inside classes?

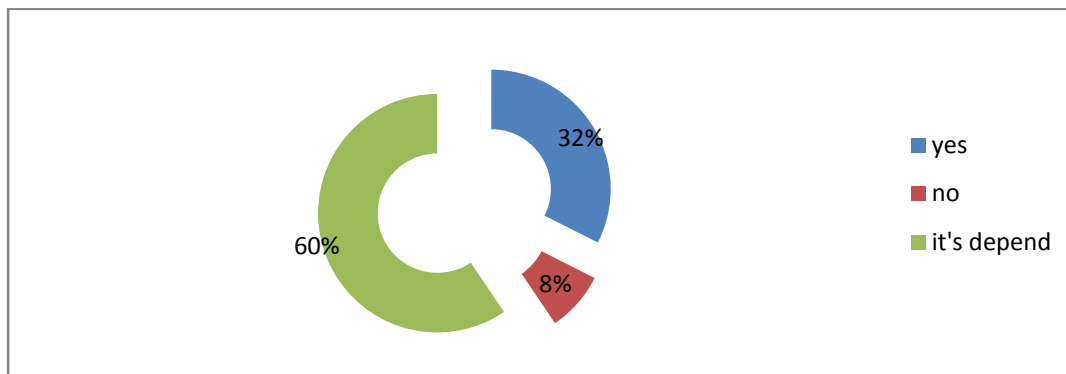
The main target of this question was to see if the students use English inside classes the purpose of this question is actually a preparation for the next question to see if the student uses the language inside classes which motivate them to use it outside their zone of comfort



**Bar graph 2.4:** Amount of English language used inside classes

**Question five:** Do you speak English outside classes?

Through this question, the researcher wanted to know if students use and practice the English language outside the classes. Their answers are provided in the following figure:

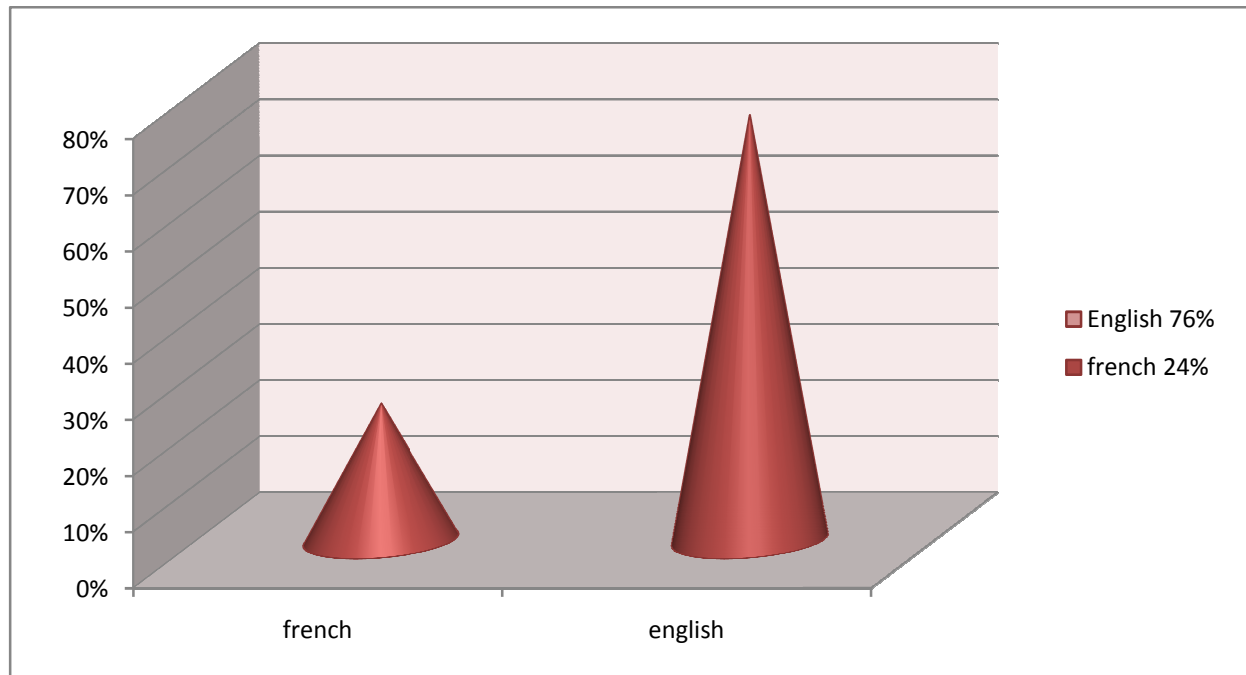


**Pie chart: 2.3:** Amount of English used out-side classes

## Chapter Two :Data collection and Analysis

**Question six:** which foreign language you master?

The question tends to have an idea about which language student master between French and English because in Algeria, French is considered as the first foreign language while English come after her. I the second foreign language and the answer chosen by the student comes in the Bar graph below:



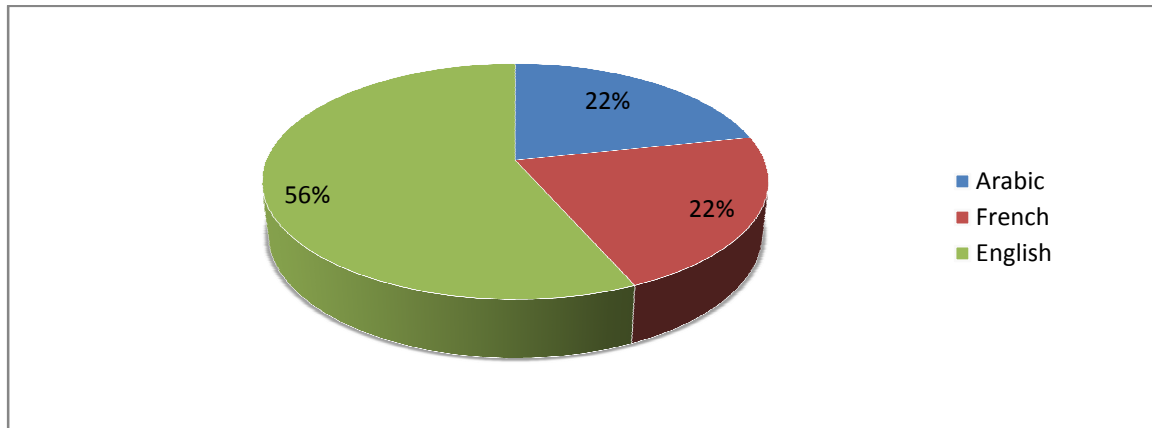
**Bar graph 2.5** the language(s) that student master

- 24.32% of students master French less than 50%
- 75.67% of students master English more than 50%

**Question seven:** which language is more prestigious?

Through this question, the researcher wanted to know the language that students found it more prestigious between Arabic, French and English. Their answers are provided in the following pie chart

## Chapter Two :Data collection and Analysis



**Pie chart 2.4** the language that is more prestigious

As for a result 4, males and 4 females have chosen the Arabic as a language of prestige taking of that the percentage of 21.62%. While for the French language 2 males and 4 females for the percentage of 21.62%, and for the English take the most of the population choice with the percentage of 70.27% for 9males and 12 females. As a result, the English language is the language of prestige according to pupils

**Question eight:** which language do you prefer to use beside your mother tongue?

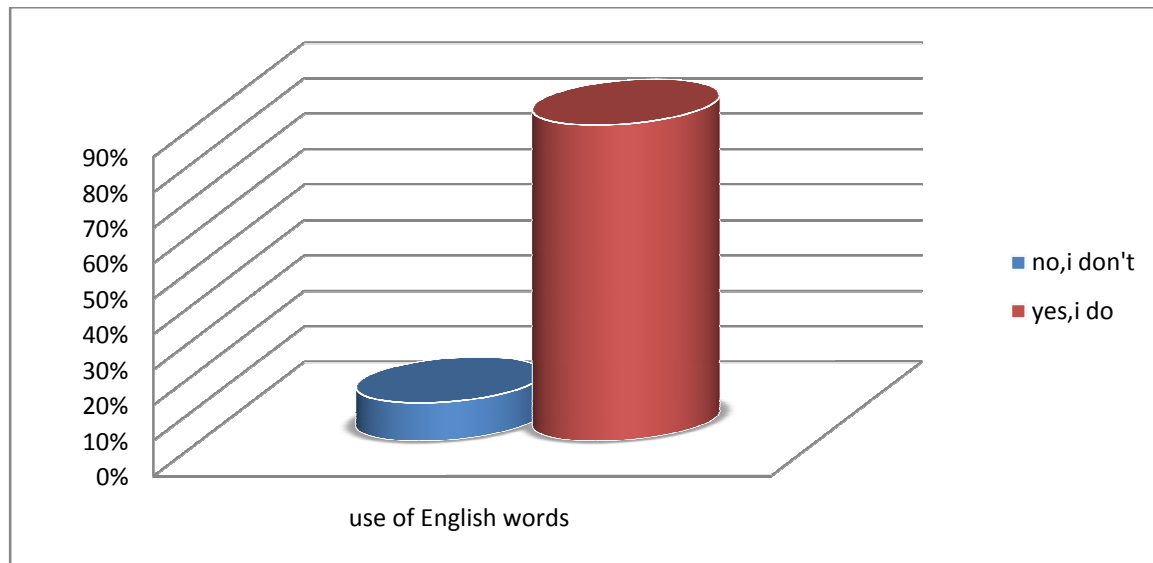
In this question, the majority of students' answer that they prefer to use English beside their mother tongue (Arabic). However, minority of student answers that they do prefer the French language as it will be explained in the table below:

**Table 2.4** the language used with the mother tongue

language	number	Percentage
French	5	13.51%
English	32	86.48%

## Chapter Two :Data collection and Analysis

**Question Nine:** Do you use English words in your daily speaking?



**Bar graph 2.6:** Use of English Words in your daily speaking.

**Question Ten:** What are the main difficulties you faced when you speak English?

The answer obtained from this question reveals that pupils face difficulties in the lack of vocabulary because they come across difficult situations, also others face the problem the lack of confidence which give both of them the percentage of 73% . In addition, some of them have problems with pronunciation above 24%

The following table explain the above results:

**Table 2.5** problems that face student when speaking English

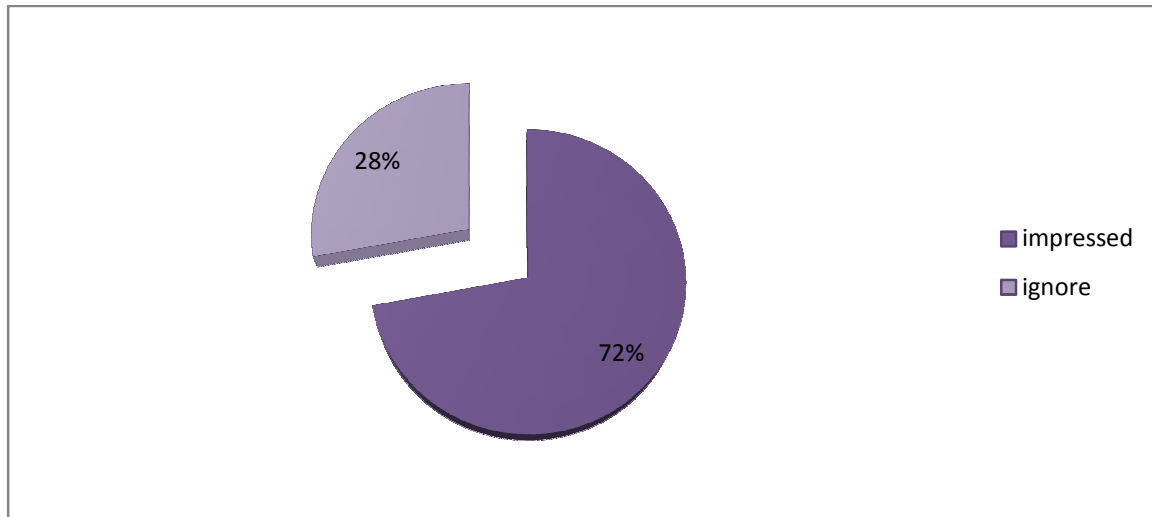
problem	Number		Percentage
	male	female	
Pronunciation	4	5	24.32%
Lack of confidence	5	8	35.13%
Lack of vocabulary	5	9	37.83%

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The third Rubric is about the use of English outside the department

**Question eleven:** When you speak English outside department how people react?

As for a results, the problem that faces student when speaking English out-side the department according to students will be explained as follow



**Pie chart 2.5** Reaction of People When Speaking English outside the Department

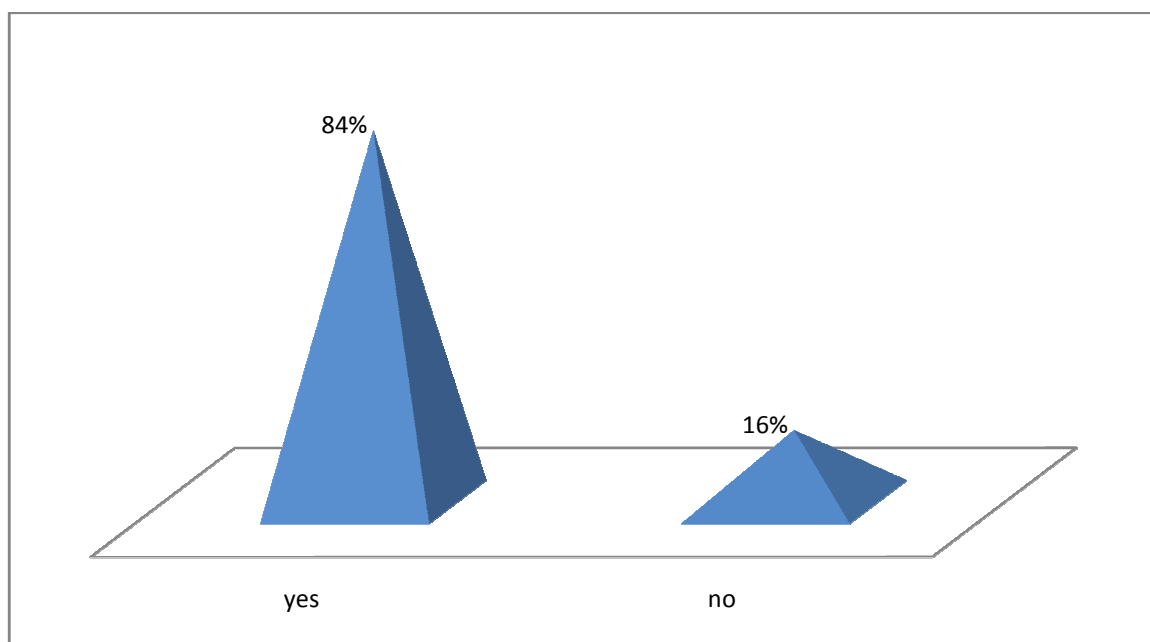
- ❖ 11 males and 12 females claimed that people will be impressed when they speak English outside the department at the percentage of 72%
- ❖ 2 Males and 10 females claimed that people will be ignore them when they speak English outside the Department at the percentage of 28%

**Question twelve:** When you tell people that you study English, did they ask you to help them in learning English

In fact, this question is a preparation for the next question to see if people outside the EFL classroom start to interest to learning English

The result is:





**Bar graph 2.7** people ask for teaching English or not

**Question thirteen:** Do you think that one day English will replace French in Algeria?

**Table 2.6** English will replace French in Algeria

ANSWER	number	percentage
YES	36	97.29%
NO	1	2.70%

The main target of this question was to see if Students are ready for replacing the French language by the English Language because in 6/2019 the government had officially replaced the French language by the English language at the Universities

### 2.6 DISCUSSION OF THE MAIN RESULTS

The overall objective of the present research investigates students' perceptions of the impact of their use of English on their use of Arabic in diverse contexts such as Algeria. Also it examined students' and teachers' attitude(s) towards

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the use of English. To implement the study, I used two research methodologies the questionnaire for student and the interview of the teachers

Teachers interview was composed of 9 questions are related to the research, some of the questions were directed to the methods that the teacher use in teaching, on Q1.2.3 the language used while teaching the difficulties and strategies that make student speak English

For the student s' questionnaire I used three Rubrics moving from general to specific the first three questions were addressed to the student background information(s) on what it mean for them the English language as an English student, the gender of the student we found that it was for 37 students, 15 males and 22 females, for the Q1 was asked to know if student choice to study English or it was imposed on them, then the second Rubric is about the use of the English language, in this part i tried to investigate where the researcher use English and generally the result was in side the university, the third Rubric was the investegation about English outside the university how people react, if they ask for English courses.

There was two questions repeated in the interview and the questionnairE, the first one is bout the use of English, the result was depending with home using that language. And the second question was about seeing english replacing Arabic and for this question the result obtain was positive even after exposing the research instrument the government has imposed English in the place of French.

### **2.7 conclusion**

The analysis and interprtations of the data obtained in the present study using different instruments and techniques point out that there is an impact of the English language on the Arabic in term of using the language. This study also indicates that this combination between bouth languages have a positive impact on the Arabic laguage. Thus, in order to answer the above-raised problematic, three reearch questions have been formulated,as sketched below:

1. What are the statuses of English in today's world?
2. What are the results of English and Arabic interaction within the same speech community?

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### 3. How does English impact daily 1<sup>st</sup> year EFL student speech?

In order to find answers to these questions the following hypotheses have been organized orderly. For the first question, the statuses of English language are: lingua franca, universal language, first language, International language and global language. Here the hypotheses successfully answer the question. For the second question there is a connection between the two languages in the level of bilingualism, diglossia, Borrowing, multilingualism in addition code-switching; those are said to be a result of English and Arabic interaction within the same speech community. The result created by the data analysis of the last question has revealed that the English language impacts daily 1<sup>st</sup> year students in a positive and negative way

# General Conclusion

### GENERAL CONCLUSION

This study was designed to investigate student' perceptions of the impact of their use of English on their use of Arabic in a diverse countries such as Algeria. Also, it examines students' and teachers' towards the use of Arabic and English. To implement the study, the researcher tested three questions: what is the impact of English on Arabic daily speaking?. When student and teachers use Englis?. Which language do they prefer French or English? Quantitative data of survey from students and teachers were used for each question.

The official languages of Algeria are Arabic and tamazigh(berber).French, though it has no official status, is widely used in government, culture, media and education due to colonial history. But, because of its status as a language among the global lingua francas English is taught from the middle school years onward.and for that it start to impose her place in the Algerian society

Infact, the study aimed at examining the use of English language at tlemcen University. More precisely, this phenomenon has attracted my attention to focus my intresset on when student and teachers use the language where and how ,these questions attempmts to investegate the causes that stand behind this linguistic behaviour

Therefore, the study is organized in to two chapters. The first chapter is a theoritical part. It tries to define some basic some basic sociolinguistic concept like language, Arabic and English language. And then it deals with a brief history about English language in Algeria. Also it provide difinitions of berrowing, diglossia and code-switching. The chapter also give a general review about english in algerian education . The second chapter deals with data collection and analysis. It describes the methodology undrlying both quantitative and qualitative methods for the analysis of the data collection. At last, it deal with interpretation of the gathered information as well as the discussion of the main result

## Conclusion

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In this research, we have basically identified a limitation is that some informants refused to answer all the questions while others did not give relevant answers to some questions of the questionnaire

It is hoped that this reseach will benefit researcher, educateur, and English teachers through the result provided by this study. In fact, the neccessity for further research in this particular region is on how English as an international language is being used, and also to address the student s' needs in today's teaching market.



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# Appendices

## Appendix A

### Teachers' Interview

**Dear Teacher.**

We are currently undertaking a research on « the impact of English language on Arabic daily speaking », you are kindly requested to answer the questions. The responses given will remain confidential and will be used only for the present research.

**Question1:**

How long have you been teaching English?

**Question2:**

Do you use other language with first year students (Arabic, French), why?

**Question3:**

What are the difficulties you faced with first year students, to make them speak English?

**Question4:**

What are the Strategies used with first year student to make them speak English?

**Question5:**

What do you think about imposing Arabic as an essential module?

**Question 6 :**

For you what are the main important modules that help first year students to learn English?

**Question 7:**

Do you use English out-side the University?

No

Yes

**Question 8:**

Do you think that one day English will replace French in Algeria?

NO

YES

**Question 9:**

Do, you have any suggestions to help students to learn English?

Thanks for your Collaboration

## Appendix B

Student's questionnaire

### Student questionnaire

You are kindly invited to fill in the following questions. Please respond to the questions by ticking  to the corresponding item, to contribute information on the impact of English language on Arabic daily speaking.

#### Rubric one: background Information's.

##### Gender:

Male

Female

**Question 1:** Did you choose to study English or it was imposed on you?

Yes, it was my choice

No, it was imposed on me

**Question 2:** Why are you learning English?

1. \_\_\_\_\_ Just for fun

2. \_\_\_\_\_ Because my parents force me to learn English

3. \_\_\_\_\_ Because I want to understand the native speakers

**Question 3:** Do you think learn English is important for your future?

1. \_\_\_\_\_ I don't think English is important for my future, because I don't live in an English speaking country

2. \_\_\_\_\_ Yes, English is very important for my future, because English is the 3<sup>rd</sup> language

#### Rubric 2: the use of English

**Question 4:** do you speak English In-side classes?

Yes, I do

No, I don't

**Question 5:** do you speak English out-side classes?

- Yes, I do       No, I don't       it depend with whom I m speaking

**Question 6:** which foreign language do you master?

- French       English

**Question 7:** which language is more prestigious?

- Arabic       French       English

**Question8:** which language do you prefer to use beside your mother tongue?

- French       English

**Question 9:** Do you use English words in your daily speaking

- No, I don't  
 Yes, I do (please sit 3 of them or more ).....  
.....

**Question10:** what are the main difficulties you faced when you speak English?

- Pronunciation       luck of confidence       luck of vocabulary

**Rubric 3 : English out-side The Department**

**Question11:** when you speak English out-side department how people react?

- Will be impressed on you       ignore you

**Question12:** when you tell people that you study English, did they ask you to help them in learning English

- Yes       No

**Question13:** do you think that one day English will replace French in Algeria?

- Yes, it will be great       No, it is a bad idea