People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
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Faculty of Letters and Languages
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Exploring the Use of English on Social Media and the Perception of EFL Teachers in Tebessa: A Conscious Step towards Nativization or an Unconscious Stage of Language Transfer

A Dissertation Submitted to the Department of English Language and Literature in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences

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2024/2025

Acknowledgements

In the name of Allah, the Most Gracious, the Most Merciful

All praise belongs to Allah.

We extend our heartfelt gratitude to our esteemed supervisor, **Chaïma BRAHAM,** for her unwavering guidance, valuable insights, and boundless patience throughout our journey. Despite the many challenges we faced along the way, it was her steadfast support and encouragement that gave us the strength to remain determined. Her guidance helped us stay resilient and committed, even in the face of stress and difficulty. She continuously reminded us of our potential and inspired us to keep pushing forward. Thanks to her belief in us, we were able to overcome every obstacle and complete this work with pride and purpose. We are profoundly grateful for her dedicated assistance and exceptional leadership.

We thank our dear classmates for their support and we extend heartfelt appreciation to the board of examiners, Dr. Manel MIAB and Dr. Zineb ABID, for their diligent evaluation and valuable feedback, which greatly refined our work. We are grateful for every piece of advice and prayer. May Allah reward you all abundantly.

Dedication

In the Name of Allah, the Most Gracious, the Most Merciful

To my loving parents, whose constant support and love have been the light leading my way.

To my beautiful mother, **Karima Ziadi,** who bore my worries with grace, and whose boundless patience and unconditional love sustained me through every moment of this journey. Without her sacrifices and prayers, I would never have come this far. To my father, **Hassan**, my pillar and my shield in life. Your presence has always meant safety, and every step I took toward this goal was carried by your patience, and your silent prayers. This achievement is yours as much as it is mine. May Allah grant you both long lives.

To my beloved siblings: **Hiba Errahmane**, **Belkis**, **Ayet Errahmane**, and **Ahmad Dhia Eddine**. Thank you for sharing my successes, joys, and laughter. You have always been my companions in life, the first to dream and celebrate with me. May Allah protect you, grant you success and happiness.

To my gentle and kind-hearted maternal grandmother, **Fatima**, may Allah bless you and grant you a long life.And to those who have passed away, your memory lives on in my heart.

To my dear friends who stood by me throughout my academic journey: **Rayane**, **Bouthaina**, **Assil**, **Wissal**, **Ghoufrane**, **Ikram Zina**, **Ilham**, and **Lamisse**, who offered support, and encouragement: Thank you. You made this journey unforgettable.

A special dedication to my friend **Amina Naceur**, whose help and generosity meant so much.

To the **Students of Gaza**, whose lives were taken before their stories could be completed and their names called on graduation day. Peace be upon your pure souls.

And finally, to **Ishaq**, my partner in this academic journey. Thank you for your effort, your insight, your resilience and collaboration in completing this work. I sincerely wish you a life full of success, peace, fulfillment, and divine guidance throughout your life.

Anfel BOUZGHAIA

Dedication

"When you arise in the morning, think of what a precious privilege it is to be alive, to breathe, to think, to enjoy, to love. The impediment to action advances action. What stands in the way becomes the way."

- Marcus Aurelius

"You may abandon your own body, but you must preserve your honor. The way is in training. This is the truth: the path to understanding is in diligent practice. There is no difference between the sword and the brush. Study both."

- Miyamoto Musashi

To my mother, father, and younger brother. I am at a loss for words that could ever do justice to the love, sacrifices, and encouragement you've given me, not only throughout this thesis, but throughout my entire life. You've believed in me more than I have believed in myself at times, and that belief has quietly carried me through more than you know. This accomplishment is as much yours as it is mine.

To my friends, both near and far, thank you for your encouragement, patience, and the moments of lightness that helped me push through.

To Anfel Bouzghaia, my thesis partner, my co-thinker, and my constant source of clarity, I am deeply grateful for your support and presence throughout this process. You brought consistency when things felt overwhelming and calm when deadlines were loud. I have learned a great deal from your resilience, and I genuinely could not have made it through this without you.

Ishak BOUSSAHLA

Table of Contents

Acknowledgments……..i

Dedication 1……iii

Dedication 2……iv

Table of Contents v

List of Abbreviations, Acronyms, and Symbols x

List of Tables xi

Abstract 2

General Introduction 3

Background of the Study 3

Statement of the Problem 5

Significance of the study 6

Aim and Objectives of the Study 7

Research Questions and Assumptions 7

Methodology 8

Structure of the Study 9

Chapter One: Literature Review 11

Introduction 11

Section One: The Status of English Globally and Locally 12

English as a Global Language 13

English Across Global Domains 13

The Role of Globalization and Digital Communication in the Spread of English 15
English as a Lingua Franca 18
World Englishes and Kachru's Three Circles Model 20
Multilingualism in Algeria 22
The Integration of English in Algeria 24
A Brief Postcolonial History of Algeria: Dominance of Arabic and French Post-Independence 24
The Emergence and Growing Presence of English in Algeria 26
Algerians' Use of English in Digital Spaces and Social Media 27
Algerian attitudes towards English 28
Emergence of Algerian English as a Localized Variety 29
Section Two: An Overview of Nativization and Language Transfer 31
Nativization 31
Definition of Nativization 31
Strategies of Nativization 33
Extension of Productive Processes from Established Varieties. 33
Transfer of Features from Other Languages. 34
Phonological Transfer and the Marking of Identity 34
Discourse Transfer and Marking of Style 35
The Motivations of Nativization 35
Sociocultural Adaptation and Identity. 36
Linguistic Contact and Multilingualism 36

Functional Necessity 37

The Media. 37

Literary and Creative Expression 37

The Implications of Nativization 38

Impact on Education. 38

Linguistic Diversity and Attitudes. 39

Legitimization of New Norms 39

Language Transfer 40

Definition of Language Transfer 40

Types of Language Transfer 41

Positive Transfer. 41

Negative Transfer 42

Interlingual Transfer 42

Intralingual Transfer 43

The Consequences of Language Transfer. 43

Underproduction. 43

Overproduction. 43

Error Production 44

Misinterpretation 44

The Difference Between Nativisation and Language Transfer 44

Definitions and Core Concepts.. 44

Direction of Influence and Linguistic Agency. 45

Sociolinguistic vs. Psycholinguistic Perspectives 47

Implications for Language Teaching and Evaluation 48

Related but Different Linguistic Phenomena 50

Code Switching. 50

Code Mixing. 50

Borrowing.. 51

Lexical Innovations. 52

Linguistic Hybridization. 53

Emperical Studies 55

Studies on the Nativization of English 55

Studies on the Nativization of English in Digital Spaces 57

EFL Teachers' Perceptions of Nativized English Varieties as Mere Language Transfer. 60

Chapter two: Methodology, Data Analysis, and Discussion 65

Section One: Research Methodology 65

Research Design 65

Population and Sampling 67

Research Instrument and Data Source 68

Secondary Data 68

The Questionnaire 70

Data Collection Procedures 71

Data Analysis Procedures 71

Section Two: Data Analysis 74

Data Obtained from the Content Analysis 74

The Analysis of EFL Teachers' Questionnaire 83

Section Three: Discussion of the Results 106

Discussion of Content Analysis 106

Discussion of the Teachers' Questionnaire 109

Limitations of the Study 112

Implications of the Study 113

Recommendations for Further Research 114

General Conclusion 116

References 120

Appendices 132

Résumé 149

الملخص 150

List of Abbreviations, Acronyms, and Symbols

AA: Algerian Arabic

CA: Classical Arabic

EFL: English as a Foreign Language

ESL: English as a Second Language

L1: First Language (Mother Tongue)

L2: Second Language

M: Mean

N°: Number

SD: Standard Deviation

SPSS: Statistical Package for Social Sciences

$\bar{x}$: The Sample Mean

%: Percentage

List of Tables

Table 1: Phonological-level deviations observed in Algerian English speech (Including transfer and nativization features)……..75

Table 2: Morphological-level deviations observed in Algerian English speech (including Transfer and nativization features)……..…….77

Table 3: Lexical-level deviations observed in Algerian English speech (including transfer and nativization features)…….…….……..78

Table 4: Syntactic-level deviations observed in Algerian English speech (including transfer and nativization features)…….…….80

Table 5: French transfer from L2 to L3 in Algerian English speech……..…….80

Table 6: Language errors and mispronunciations in Algerian English speech……..……..81

Table 7: The analysis of linguistic features in comments in Algerian English speech…...…82

Table 8: Participant gender composition…….…….....83

Table 9: Participant age distribution……....84

Table 10: Participant educational background…….84

Table 11: Years of English teaching experience……..85

Table 12: Previous institutions…….....86

Table 13: Perception of L1-influenced deviations in English use…….....87

Table 14: Observation of language deviations……..……...87

Table 15: Levels of language deviations……..…...88

Table 16: Qualitative analysis of examples……89

Table 17: Occurrence of L1-influenced deviations in classroom settings……89

Table 18: Contexts of L1 influence in classroom interactions……90

Table 19: Levels of language deviations observed in classroom contexts……91

Table 20: Qualitative analysis of classroom examples……92

Table 21: Classification of deviations……93

Table 22: Motivations for producing localized English forms……94

Table 23: Use of localized English for classroom comprehension……95

Table 24: Qualitative analysis of localized English examples in classroom contexts……95

Table 25: The explanation of the mean ranges……96

Table 26: Teachers' perceptions towards the localization of English……97

Table 27: Perceived potential for English integration into the Algerian linguistic context...102

EXPLORING THE USE OF ENGLISH ON SOCIAL MEDIA AND THE PERCEPTION OF EFL TEACHERS IN TEBESSA: A CONSCIOUS STEP TOWARDS NATIVIZATION OR AN UNCONSCIOUS STAGE OF LANGUAGE TRANSFER

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A Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of Master in Language Sciences

Department of English Language and Literature

Faculty of Letters and Languages

At the University of Larbi Tebessi, Tebessa, Algeria

Abstract

This dissertation investigates how English is used by Algerian youth, focusing on whether this use reflects a conscious process of nativization or an unconscious stage of language transfer through the glance of TikTok. It also examines how EFL teachers in Tebessa perceive these emerging linguistic forms and whether they view them as traces of interference or legitimate adaptations, thereby addressing both linguistic behavior and pedagogical perspectives. Rooted in a sociolinguistic and pedagogical framework, the study draws on mixed-method research, combining content analysis of TikTok videos with questionnaire responses from EFL teachers. Content analysis focuses on English utterances by Tebessian youth, and it identified influence from Algerian Arabic primarily at the phonological, lexical, morphological, and syntactic levels, with phonological transfer being the most salient. Notably, instances of French-to-English transfer also emerged, highlighting Algeria's unique multilingual context. However, deliberate nativization is less common, supporting the view that nativization is a slow, context-dependent process shaped by sustained use and cultural integration. Questionnaire results reveal that teachers' perceptions are mixed; some viewed these language practices as interference, while others recognized them as evolving expressions of identity. The Findings suggest that language transfer dominates over nativization in the analyzed content, yet they do not exclude the gradual development of localized English in Algeria. These findings underscore the need to reconsider rigid pedagogical norms and engage more critically with the realities of English use in digitally mediated, multilingual contexts.

Keywords: Algerian Arabic, Algerian youth, EFL teachers, Language transfer, Nativization, TikTok.

General Introduction

This dissertation explores the use of English by Algerians, with a particular focus on its use on social media platforms and how this evolving linguistic practice is perceived by Algerian EFL teachers. It further examines whether such usage reflects a conscious towards the nativization of the English language within the Algerian sociolinguistic context, or whether it entails an unconscious stage of negative language transfer. The purpose of this introduction is to present the subject and contextual background of the study, define the central research problem, outline the research questions, and articulate the aims and objectives of the investigation, along with a brief overview of the dissertation's structure.

Background of the Study

English, though historically peripheral within the Algerian linguistic context and hierarchy, is becoming a prominent element across multiple fields. Classical Arabic holds religious and formal prestige. Algerian Arabic dominates daily communication. French maintains dominance over administration, education, and science. In the education system, for example, it is gaining visibility as an international language, most notably through Algeria's recent language policy which introduced English instruction at the primary level starting from the 2023 academic year, a shift that reflects broader national efforts to reduce reliance on French and align more closely with global linguistic trends (Bouabdesselam, 2022). It is additionally becoming popular due to its increasing value in global communication. It is gaining a quick visible presence on digital platforms, particularly social media, often appropriated by all manner of individuals who use it to share different interests.

As Jacquemet (2015) argues, new media technologies foster transidiomatic practices in which language is not merely transmitted but transformed across modes, languages, and audiences. As a result, this visibility gave rise to a new form of English that is different from the standard one. As Kachru (1985, 1992) emphasizes in his three circles model, English

evolves quickly within each sociolinguistic context, giving rise to new localized varieties. These varieties are not mere corruptions of native English, but legitimate linguistic systems shaped by the cultural and communicative needs of their users. As such, the Algerian context is ideal for studying the nativization of English, which can be observed at multiple linguistic levels, including pronunciation, vocabulary, grammar, and discourse patterns. This is especially evident in informal digital communication, where English is frequently adapted to fit local speech norms, sociolinguistic preferences and multilingual contexts in Algeria, a postcolonial nation known for its multilingualism.

The possible emergence of new forms of English in Algeria cannot occur without reason. In many cases, especially among learners and casual users, the language is shaped not only by sociolinguistic factors, but also by psycholinguistic ones. The influence of Arabic or French often appears in lexical choices, syntax, and pronunciation. This does not always happen as a case of cultural adaptation, but sometimes as a cognitive extension of the speaker's first language. This is known as language transfer, which is a process whereby elements from a speaker's native language unconsciously influence their use of a second language (Odlin, 1989). In informal digital communication contexts, it becomes difficult to draw a clear boundary between conscious, localized adaptation and unconscious transfer. What appears to be a creative nativization of English may, in fact, stem from deeply embedded linguistic habits rather than deliberate innovation (Selinker & Gass, 1992; Ellis, 2008). This ambiguity challenges the way scholars and teachers interpret non-standard English usage and whether it is evidence of a new variety in the making, or a sign of interlanguage development shaped by transfer.

The pedagogical implications of the increasing use of nativized and potentially transfer-influenced English by Algerian social media users remains underexplored. Algerian EFL teachers are often trained and confined within a framework that privileges standardized

English, giving primacy to native-speaker norms (House, 2002; Marlina & Xu, 2018). The growing separation between this instructional model and the English being used and reshaped online raises pressing issues regarding the perception of teachers towards these localized uses of English, and whether they consider them as legitimate expressions of linguistic identity, or as threats to formal proficiency. These issues highlight the need to bridge the gap between these habits and rigid pedagogical standards.

While research into World Englishes has highlighted the legitimacy of non-native varieties (Kachru, 1992; Cogo, 2008), less attention has been paid to how such varieties emerge online within contexts like Algeria. Furthermore, little empirical work has been carried out on how teachers may interpret these shifts, particularly in societies where English is still seen as a foreign language rather than a lingua franca. By exploring both the digital nativization of English and EFL teachers' perceptions, this study seeks to offer a nuanced view of language change in contemporary Algeria, one that accounts for both innovation and resistance, creativity and constraint.

Statement of the Problem

Social media platforms such as TikTok have recently emerged as strong means of communication, cultural exchange, and language spread, particularly among the young generations. These platforms are not simply spaces for entertainment, but also influential contexts in which language patterns are nativized, shaped, and modified.

In Algeria, a multilingual country with a diverse linguistic landscape, the growing use of social media has resulted in the adoption of foreign languages, mainly English, which is either used creatively in a way that goes beyond mere linguistic borrowing and instead represents a process of nativization, or used in a localized form that signals a process of language transfer; i.e., the process of linguistic adaptation of English among Algerian users, especially in underrepresented regions like Tebessa, show how global forms of the language

can blend with local norms, suggesting either a conscious step towards the nativization of English or an unconscious stage of language transfer shaped by existing linguistic repertoires. Which of these two processes is the reality of how English is treated in social media used by Algerians discourse remains unclear.

This ambiguity raises significant questions about how English is evolving in Algeria and how such variations are perceived by EFL teachers, who are often trained to uphold standardized, native-speaker norms. Although the development of English varieties has been widely studied in out-circle contexts, the nuanced dynamics of English use in non-native, foreign-language settings, especially via daily digital interaction remain underexplored. Investigating how English is employed by Tebessian social media users on platforms like TikTok offers an opportunity to understand not only how global languages are localized, but also how this localization navigates the boundary between innovation and interference.

Significance of the study

This study addresses a gap in the literature by shedding light on a sociolinguistic area which explores how social media platforms such as TikTok influence language use, particularly focusing on the nativization of English among Algerian Tebessians. Additionally, the research helps in understanding how EFL teachers perceive the influence of localized forms of English on language learning. This study investigates teachers' attitudes toward the use of localized English forms on social media and their integration into the classroom.

Furthermore, the study advances research in sociolinguistics and World Englishes by addressing a gap in the literature on English in Algeria, and providing empirical evidence on how global languages evolve through digital interaction.Overall, its insights have the potential to understand how English is changing, guide teachers to be more aware of students' language use, and add to discussions on how languages mix, how globalization affects language, and how language connects to identity. This research is essential not only for sociolinguists

studying World Englishes and digital language practices, but also for educators and policymakers seeking to respond to evolving language use among Algerian youth.

Aim and Objectives of the Study

Our research aims to explore the nativization of English in the social media discourse of Algerian Tebessians on TikTok, as well as to examine the perceptions of Algerian EFL teachers towards this phenomenon and its implications for language teaching and learning. This overarching goal comprises the following objectives:

1. to consider whether these linguistic patterns reflect a conscious process of nativization or an unconscious stage of language transfer, shaped by the influence of Arabic within a multilingual setting;
2. to analyze how English is being adapted and localized in the digital communication of Algerian Tebessians on TikTok;
3. to explore Algerian EFL teachers' perceptions toward the use of localized or non-standard English forms by learners on social media platforms and in the classroom;
4. and to assess whether they interpret these forms as legitimate expressions of emerging linguistic identity or as the unintended byproduct of language transfer that may hinder formal language acquisition.

These objectives aim to offer a thorough analysis of the intersection between social media, English language nativization, language transfer, and the perception of EFL teachers in Algeria.

Research Questions and Assumptions

The questions of our research are the following:

1- Which levels of language reflect the influence of Algerian Arabic on English as produced by Tebessian youth on TikTok?

2- Does the presence of Algerian Arabic in English as produced by Tebessian youth on TikTok signal a negative transfer or a nativization process?

3- What are the perceptions of EFL teachers towards the presence of Algerian Arabic in English on social media and in the classroom?

The assumptions underlying the research questions are:

1 - It is assumed that English produced by Tebessian youth on TikTok reflects the influence of Algerian Arabic across various linguistic levels, including phonological, lexical, morphological, and syntactic.

2 - It is assumed that the presence of Algerian Arabic in English reflects both negative transfer and emerging signs of nativization, depending on context and usage.

3 - It is assumed that EFL teachers hold mixed perceptions, viewing the presence of Algerian Arabic in English as either interference or a sign of linguistic adaptation.

Methodology

The research design adopted for this dissertation is descriptive in examining the perceptions of EFL teachers regarding the presence of Algerian Arabic in English, both on social media and in the classroom, and exploratory in examining the extent and nature of Algerian Arabic's influence on English across different linguistic levels;(lexical, phonological, and syntactic), in addition to exploring whether this influence represents a case of negative language transfer or signals an ongoing process of nativization in the TikTok content of Tebessian youth.

For data collection, two instruments are utilized: a questionnaire and a corpus of secondary data. The questionnaire is distributed to EFL teachers at Echahid Cheikh Larbi Tebessi University, to gather data on their perceptions toward the use of nativized English forms by language users on social media and in the classroom.

The questionnaire also aimed to explore teachers' perceptions on the educational impact of these localized English forms. This instrument is designed to gather statistical data, offering a broad overview of teachers' views and experiences together with qualitative insights. On the other hand, the corpus is analyzed qualitatively through content analysis to examine social media discourse, focusing on posts and video-taped interactions by Tebessian young adult users. This age group is known for their frequent and active engagement with social media platforms, making them key participants in the possible nativization process of English.

The sample for the exploratory research follows a convenience sampling technique, as it is based on what could be accessed and found on social media platforms. Content analysis aims to identify patterns in how English is adapted, localized, and used in various social contexts on TikTok. This is a mixed-method approach, combining both quantitative and qualitative methodologies to provide a comprehensive understanding of either the nativization of English among Algerian Tebessian social media users or the language transfer process they encounter.

Structure of the Study

This study comprises two main chapters. In the opening chapter, the study establishes a theoretical framework by conducting a comprehensive literature review of the pertinent research variables. It is structured into two sections, aligning with the delineated themes. The first section explores the evolving global and local status of English, beginning with a comprehensive overview of its spread across international domains and the accelerating role played by globalization and digital communication. The section further situates English as a lingua franca and uses Kachru’s Three Circles Model to contextualize its global distribution. This global focus is then localized through a detailed examination of Algeria’s postcolonial linguistic history, the country’s multilingual landscape, and the increasing integration of

English alongside Arabic and French. This section concludes with a particular attention paid to the emergence of English within Algerian digital spaces, the attitudes of Algerians toward English, and the development of Algerian English as a localized variety.

The second section turns to a focused review of the concepts of nativization and language transfer, outlining their definitions, processes, and sociolinguistic implications. It introduces major theoretical models and motivations for nativization including sociocultural identity, functional necessity, and media influence, while highlighting the ways nativized forms can impact language education and linguistic diversity. The section also details types of language transfer (positive, negative, interlingual, and intralingual) and their typical outcomes such as error production and misinterpretation. A comparative lens is used to distinguish nativization from language transfer in terms of directionality, agency, and pedagogical consequences. Finally, this section examines related linguistic phenomena such as code-switching, borrowing, and hybridization, and concludes with a survey of empirical studies including those focused on the nativization of English in digital spaces, and EFL teachers' perceptions of localized English forms setting the groundwork for analyzing Algerian English as it appears in digitally mediated speech.

The subsequent chapter is practical in nature and is subdivided into three sections. The first section includes the methodology employed in the research. The second section presents the gathered data alongside its analysis. Lastly, the third section entails a discussion of the research findings. The dissertation concludes by offering recommendations for future research endeavours, reflecting on the research limitations, and discussing its implications.

Chapter One: Literature Review

Introduction

In a world that is increasingly shaped by linguistic exchange, highlighted by a noticeable haste and immediacy in communications facilitated by digital platforms, the status of English has shifted from that of a seemingly static model and mere colonial remnant from former colonial powers to a global tool with deeply localized implications. English is no longer confined to the contexts in which it first emerged; it moves fluidly across borders, rapidly changing as it is shaped by new social needs and cultural necessities. This evolution is especially evident in multilingual contexts, where English is not simply adopted but adapted and reshaped by local environments and realities, often repurposed for a plethora of communicative reasons. These transformations seldom solely require a reevaluation of what English is, but also of what it means to teach, learn, and use it in various spaces.

The literature explores the multiple discussions that exist around global English, English as a lingua franca, and the emergence of World Englishes. These frameworks highlight a clear tension between inherited linguistic norms passed down through history and the growing opinion that English now exists in diverse and plural forms gaining momentum. In multilingual contexts like Algeria, this tension is particularly conspicuous, seeing as that English competes with a colonial language deeply integrated into society, indigenous tongues, and shifting educational priorities. The language simultaneously functions as a symbol of prestige and modernity, granting its speakers an understanding of global matters and access to them, while also being shaped by local users who infuse it with new meanings, forms, and functions. From educational settings to digital environments, Algerian users of English are actively involved in its constant change.

Alongside this linguistic diversification, the question of pedagogical authority is especially prominent; who determines what counts as correct use of the language, what is

taught, and what is dismissed as redundant. This study further explores how teacher perspectives and educational ideologies either reinforce standard norms or allow local innovation. It also delves into how learners interact with English across informal domains, especially social media, where linguistic creativity thrives and is often encouraged. These digital platforms offer a lens with which one can gaze into how English is being nativized, as Algerian users blend it with French, Arabic, and local expressions to craft a form of English that belongs to them.

This chapter engages with these notions by exploring how English is infiltrating and penetrating societies, as if being built by its users into a home it settles into. It looks at how teachers respond to these shifts, how learners may engage with the language outside institutional boundaries and how popular global trends provide a window that provides a view into the Algerian context. Through this discussion, the chapter lays the foundation for understanding nativized English in Algeria, not as an anomaly, but as part of an already existing movement on a larger scale where it is constantly being reinvented by its users.

Section One: The Status of English Globally and Locally

This section delves into exploring how English has evolved into a global language. It has become a dynamic linguistic resource that reflects the diversity of cultural identities in various contexts, becoming the primary tool for global communication. The emergence of English as a lingua franca and the concept of World Englishes have created new regional variations, influenced by specific social and cultural factors. It additionally covers how the historical dominance of Arabic and French in Algeria after the postcolonial era helped to create a complex and multilingual linguistic environment, and how English is having a new opportunity in the Algerian society and a new status as a language of learning and a means of communication among its people. This has led to a shift in attitudes among Algerian English speakers, and its increased use in Algeria has impacted daily interactions. This section also

focuses specifically on how social media platforms such as Facebook, Instagram, TikTok, and Discord have become a turning point for language and communication, using language contact, code-switching, code-mixing, borrowing, linguistic hybridization and a place for lexical innovations**.** It also explains the important aspect of how English is not only a flexible language that easily adapts to social media platforms, but also show the plausible emergence of its nativization, the process of linguistic localization, through which English can possibly be modified to fit the Algerian linguistic context, leading to the emergence of what is known as Algerian English as a unique, socially and culturally rooted new linguistic variety.

English as a Global Language

Crystal (2003) asserts that recent perspectives on the English language often carry themes and ideas of globalization, with headlines that depict English as the dominant and growing global language gaining attention internationally. Such articles suggest its spread is also tied to cultural identity, even as former colonial powers lose their political influence over their colonies. Despite this loss, ideological influence is still prevalent as power over these colonies is still maintained in other forms on larger and differing scales. English holds a global language status not solely because of the number of its speakers, but also due to the historical, cultural, and economic power wielded by its native speakers during key periods of global influence. Historically, the expansion of English was primarily driven by the British Empire, which spread the language to vast territories, and later by the United States, whose economic and technological influence reinforced the position of the English language internationally.

English Across Global Domains. English has embedded itself as the standard language used across various domains that shape the world into what it is. Diplomatically speaking for example, English is considered the lingua franca of international politics, not because it is inherently superior in any way, but because it has been institutionally integrated

over a long period of time. Organizations like the United Nations, the European Union, and the World Trade Organization rely heavily on English to draft treaties, often conducting negotiations and discussions using it. Phillipson (2009) argues that this linguistic dominance is more than a matter of convenience; it signals a consolidation of geopolitical power that favors historically English-speaking nations. Warschauer (2000) adds that the reliance on English in diplomatic settings also reinforces asymmetries, where fluency confers authority and shapes outcomes, sometimes subtly disadvantaging non-native speakers even before substantive debates begin.

This linguistic hegemony carries over into science, where English now functions as the de facto language of research. It is estimated that over 90% of all scientific journal articles are published in English, regardless of where the research originates (Ammon, 2010). This trend affects both the dissemination of knowledge and the participation of scholars worldwide. Non-native English-speaking scientists often face the dual burden of conducting rigorous research and navigating language barriers to meet publication standards set by anglophone gatekeepers. Flowerdew (2013) noted that this contributes to a phenomenon of linguistic injustice, where intellectual contributions are sidelined not due to their content but because of linguistic delivery. Moreover, the very structure of scientific discourse is increasingly shaped by English-language norms, privileging certain ways of framing problems and arguments over others, as Tardy (2004) observed in her analysis of academic writing across cultures.

Media is another great indicator of the hold English has on all domains. It has achieved a kind of cultural omnipresence. From Hollywood films and series to global news outlets and music charts, all forms of content are continuously produced in English. Nearly all major social media platforms also use it as the main language with which posts, comments, and communications are made. This dominance extends far beyond entertainment. As

Salomone (2022) argues, English media functions as a vehicle for soft power that shapes all manner of values, aesthetics, and political attitudes across borders. It is not just that people consume media in English, it is that English has become the medium through which reality is interpreted, narrated, and shared. Even in countries with strong local media corporations, English platforms like the BBC and CNN often serve as the authoritative sources in times of crisis or global events, reinforcing a media hierarchy. This saturation influences how people talk, write, and even think as cultural ideologies and linguistic patterns bleed into local expressions.

The Role of Globalization and Digital Communication in the Spread of English.

The global prominence of English today cannot be properly understood without addressing globalization and digital communication, which are deeply interwoven and are major forces in the strong grasp English has on the world. Together, they have not only accelerated the reach of English but also transformed its role from the language of empire to the language of connection. This shift has redefined what it means to participate in the world socially, economically, and intellectually. Globalization, at its core, is about interconnectedness. It brings people, ideas, goods, and cultures into contact in ways that were once thought to be impossible or incredibly difficult, but contact requires communication, and communication requires a shared medium. English has become that medium, not because it was chosen democratically, but because historical and economic momentum carried it into nearly every corner of global life.

As Hjarvard (2004) puts it, English did not just spread because of colonial residue; it became enmeshed in the very structure of global institutions, trade networks and media conglomerates that drive modern society. Across all fields, the dominance of English has become self-reinforcing. Block (2004) points out that the globalizing forces of neoliberal economics and transnational policy-making essentially require English to function. Whether it

is a Spanish engineer collaborating with a Turkish startup or a South Korean scholar publishing in a European journal, English is not just helpful, it is necessary. This necessity is reinforced by the language policies of international institutions and the operational norms of multinational corporations, many of which default to English as a working language. However, it is not globalization alone that propels English. The internet, mobile technologies, social media, and streaming platforms have created not only new channels for using English but also new reasons to learn and adapt it.

According to Rahmani and Karimi (2025), the integration of modern technology into everyday life has elevated English from a learned language to a lived one. Young people across the globe now engage with English in organic ways: watching YouTube tutorials, commenting on Instagram posts, chatting in gaming forums. These are not top-down educational experiences but bottom-up, socially motivated engagements with language that reconfigure English as a tool for belonging and influence. The early architecture of the internet was largely built in English-speaking countries. Programming languages, interface commands, and core protocols were developed in English, setting a linguistic precedent that continues today. Wu and Ben-Canaan (2006) observed that because English was the language of the internet's origin, it became entrenched as the default code of digital literacy. As a result, English proficiency began to carry with it access, not just to content but to knowledge production, global conversation, and economic opportunity. This access is not equally distributed.

Dovudbek and Gulirano (2024) argue that while globalization has widened the reach of English, it has also deepened linguistic inequalities. Those who are fluent in English can participate fully in global markets and digital culture. Those, who do not, remain on the periphery, even when they are connected by the same technologies. Digital spaces may seem democratic, but their language hierarchies often mirror the offline world. What makes digital

communication particularly powerful in the spread of English is its interactivity. Unlike traditional forms of media, digital platforms allow users not just to consume English but to create it. Jacquemet (2015) explored how digital users across the globe engage in what he calls glocal communication, blending local languages and cultural references with English to build new forms of identity and expression. Memes, hashtags, viral challenges and even comment sections become spaces where English is repurposed and localized, sometimes playfully, sometimes politically and other times unintentionally.

Figueiredo and Gimenez (2018) pointed out that for many users, English is no longer a foreign language in these contexts, it is a shared code that allows access to global cultural flows, even if it is used in partial or hybridized forms. This has important implications for how English is taught and understood. The traditional classroom model that emphasized native-like accuracy is increasingly mismatched with how English is used in global, digital spaces. Globalization has also played a significant role in how English infiltrates education policy worldwide. Warschauer (2000) noted that international competition and the race for development have led many nations to implement English-medium instruction in schools and universities, often at the expense of local languages. This is not just about linguistic preference but about aligning with a global economy where English proficiency is seen as a prerequisite for innovation and employment.

In mass culture, Emenanjo (2016) argues that English's digital dominance translates directly into cultural dominance. From Netflix series and Spotify playlists to viral TikTok dances, English-language content often sets the agenda for what is popular, desirable, and worth imitating across cultures. In this sense, digital communication does not just spread English, it normalizes it, embedding it in the habits, desires, and dreams of everyday life.

Even the critique of English's dominance often occurs in English. Svetlana and Vladimir (2014) write that the global circulation of English tends to marginalize other

languages, not just structurally but symbolically. Languages that do not adapt to digital formats or global markets risk being viewed as obsolete or provincial, regardless of their cultural richness or historical depth.

All of this points to a complex reality. English spreads not just because people are forced to learn it, but because digital communication and global systems make it seem indispensable. The motivations are not always political or economic. Sometimes they are personal. Teenagers in Morocco might start using English slang on Twitter because it helps them connect with their favorite K-pop community. Students in Brazil might watch English-language TED Talks because they want to access cutting-edge ideas. The pull of English in these scenarios is subtle, emotional and deeply human.

English as a Lingua Franca

The concept of English used as a lingua franca represents one of the most consequential shifts in how language functions on the global stage. Unlike models that prioritize native-speaker norms, such as British or American English, this usage emphasizes English as a practical medium of communication between individuals who do not share a first language. In these contexts, English becomes a shared code rather than a cultural inheritance, shaped by necessity, flexibility and common understanding. At its foundation, the communicative purpose of English in such interactions is centered on mutual intelligibility rather than native-like accuracy. It does not require speakers to reproduce standardized pronunciation, grammatical precision or cultural references. Instead, it foregrounds the ability to navigate differences, repair breakdowns and co-construct meaning in real time.

Seidlhofer (2010) explains that this form of English should not be seen as a flawed or simplified version, but as a linguistic practice defined by its users and their goals in communication. In multilingual encounters, speakers often engage in active strategies to ensure clarity and cooperation. They may repeat themselves, rephrase complex ideas or slow

down speech to support comprehension. Hülmbauer, Böhringer and Seidlhofer (2008) argued that, such interactions display a high degree of linguistic creativity and adaptability. Rather than rigidly adhering to prescriptive norms, speakers prioritize the effectiveness of the exchange, making adjustments based on the shared context, not an external rulebook. This reorientation challenges deeply held assumptions about language ownership and authority.

House (2002) noted that in these encounters, speakers often construct meaning from within their own cultural frameworks, rather than borrowing identity from English-speaking societies. Language becomes a tool rather than a marker of prestige. It allows individuals to participate in global dialogue without being forced to conform to native norms, thereby legitimizing a broader spectrum of linguistic identities. The implications of this shift are pedagogical as well as ideological. Cogo (2008) contends that form follows function, meaning that communication drives structure, not the other way around. A conversation between two professionals, say, an Indonesian architect and an Italian client, may feature simplified syntax or locally influenced vocabulary, but that does not diminish the communicative success. If the task is completed and both parties understand each other, then the language has fulfilled its purpose. This understanding also marks a departure from traditional language instruction, which often upheld native varieties as the ultimate goal.

Baker (2017) challenges this view, suggesting that English in global use is better understood as a practice of intercultural negotiation. Rather than aiming for standardization, users make deliberate choices based on their audience, purpose and context. This shifts the emphasis from linguistic purity to communicative relevance. Moreover, this global usage of English does not represent a fixed or codified variety. Marlina and Xu (2018) describe it as fluid and responsive, constantly shaped by whoever is speaking, what they aim to achieve and how they perceive their interlocutors. Its boundaries are always moving, and its success is judged not by conformity, but by its adaptability and responsiveness.

When English is used as a lingua franca, it becomes less about linguistic mastery and more about meaningful exchange. It allows people to interact across borders without sacrificing their own cultural identities or linguistic habits. The language becomes a bridge, not because it erases difference, but because it creates a shared space where difference can be navigated and respected. This has given birth to the reality discussed next.

World Englishes and Kachru's Three Circles Model

In the early 1980s, Kachru proposed what would become one of the most influential frameworks in the study of English in global contexts: the Three Circles Model. Rather than treating English as a monolithic, native-speaker-owned language, Kachru reimagined it as a dynamic, pluralistic system that reflects varying histories, identities and communicative needs across the world. His model divided English users into three broad categories. Inner, outer, and expanding Circles not to rank them hierarchically, but to capture the complex sociolinguistic reality of how English functions globally (Kachru, 1985; 1992). According to Kachru and Nelson (2009), "The Circles model was intended to represent (1) the types of spread of English worldwide, (2) the patterns of acquisition, and (3) the functional domains in which English is used internationally" (p. 292).

The Inner Circle represents countries where English is historically rooted as a native language, such as the United States, the United Kingdom and Australia. In these contexts, English serves as the first language of the majority, and it is tightly bound to national identity and cultural production. However, Kachru did not present this circle as the ideal or standard, but simply as one node in a larger network of English varieties. His model fundamentally questioned the hegemony of the Inner Circle by placing it in dialogue with other equally valid forms of English.

The Outer Circle includes nations where English arrived through colonization and has since become an institutionalized second language. Countries like India, Nigeria and

Singapore exemplify this category. English in these spaces is used in government, education, and media, but it often coexists with multiple indigenous languages. What is significant about the Outer Circle is that it has produced localized varieties of English, sometimes codified, and often controversial, that reflect hybrid cultural identities. These varieties are not imitations of British or American English, but innovations that carry the imprint of their sociopolitical environments. Schmitz (2014) points out that in many of these countries, English holds immense symbolic and practical power, yet its legitimacy is constantly negotiated against local linguistic traditions and political histories.

The Expanding Circle, perhaps the most fluid and fastest growing, encompasses countries where English has no historical or official status but is learned and used as a foreign language. This includes much of Latin America, East Asia and North Africa. Here, English is typically taught in schools and universities, and it plays a major role in international business, tourism, and digital communication. Unlike the Outer Circle, the Expanding Circle does not have deeply entrenched postcolonial ties to English, yet its users actively shape the language through emerging norms and global engagement (Kachru and Nelson, 2009).

As Pung (2009) noted, the traditional model struggles to account for how learners in these regions are now contributing to English's evolution, not just receiving it passively. What makes Kachru's model so enduring is not just its simplicity, but its ability to provoke new ways of thinking about ownership and legitimacy in English use. It shifts the focus away from native-speaker norms and encourages recognition of pluricentric Englishes, those that function differently depending on context and user base. Kachru was deeply concerned with the ideological underpinnings of linguistic hierarchies, and his model was a deliberate challenge to the idea that English proficiency should always be measured against native benchmarks.

However, his model has not gone without critique. Some scholars argue that its geographical and political categories no longer adequately capture the fluid realities of English use today. For example, Yano (2009) observes that multilingual, post-national societies, such as Australia or parts of Europe complicate the clean separation of circles, especially as individuals move across contexts and identities. The rise of digital communication, transnational mobility and new media has further blurred the boundaries between circles, suggesting a need for more flexible, dynamic models of English's global spread.

Still, the value of Kachru's framework lies in its intellectual provocation. It forced scholars, teachers and policymakers to reconsider who gets to own English, and how legitimacy is granted or denied to varieties shaped outside traditional centers of power. Even as newer models of World Englishes emerge, Kachru's vision of a decentralized, pluralistic English continues to influence global language discourse. The recognition of English as a decentralized and pluralistic language allows it to naturally intersect with broader discussions of multilingualism, especially in linguistically rich contexts like Algeria where multiple languages coexist and constantly interact.

Multilingualism in Algeria

Gumperz and Hymes (1986) stated that "No normal person, and no normal community, is limited to a single way of speaking, to an unchanging monotony that would preclude indication of respect, insolence, mock seriousness, humor, role distance, and intimacy by switching from one mode of speech to another" (p. 38). The ability to use, speak, and coexist with more than two languages in the same geographic area has long been the main definition of multilingualism. However, because multilingualism is a complicated and ever-changing phenomenon, there is no one definition that is accepted by everyone. However, it continues to be a major area of research for linguists and academics.

According to King (2018), the term multilingualism describes the existence of multiple varieties of language in a given geographic area, regardless of its size; this includes a social group's mode of speech regardless of whether it is officially recognized as a language; in such an area, people may be monolingual, speaking only their own variety. Aronin (2019) explains multilingualism more by stating that the phenomena of multilingualism is dynamic, complex, and always fascinating. One of the most important social practices in the world today, multilingualism has moved past its local and private roles to have a much larger, worldwide relevance. The use of three or more languages is referred to here as multilingualism, and it is differentiated from bilingualism, which is the use of two languages, when suitable.

At a local level, Sadouki (2023) articulated that Algerians were regarded as bilinguals during French colonization and the early years since they spoke both languages with comparable fluency. Nevertheless, after independence, French became frequently combined with Arabic and Berber in Algerians' daily conversations, what is known as code-switching. During the initial years following independence, Algeria's educational system was bilingual (in Arabic and French); however, in 1991, Arabic took precedence as the primary language of instruction. Additionally, English's rise as a worldwide language led to its acceptance in the educational system in 1989, enabling more affordable learning procedures when learning at least two languages outside of one's mother tongue. One significant achievement in Algeria's language development has been the opening of numerous TEFL (teaching English as a foreign language) schools.

Algeria's linguistic diversity has been greatly enhanced by its willingness to accept and integrate different languages, which is one of the factors contributing to the country's multilingualism. The mixture of different languages that co-existed throughout the history of Algeira, such as Spanish, Turkish, and English besides to Arabic, Berber, and French, made a

distinct Algerian language. Arabic is the mother tongue and official language of Algeria, whereas French is the second official foreign language. Amazigh is also spoken in this multilingual country. Regardless of the extent to which these languages are used and spread within the community, Algeria's openness to the outside world and its inviting attitude toward foreign languages, particularly English as a significant international language, have further enhanced its linguistic and cultural diversity.

The Integration of English in Algeria

Prior to exhibiting the integration of English in the Algerian context, it is worth placing this event in the larger linguistic scene of the country.

A Brief Postcolonial History of Algeria: Dominance of Arabic and French Post-Independence. Throughout history, Algeria has seen various phases of colonization, but the most notable was the lengthy French colonial era. Deep changes occurred in a number of areas as a result, most notably in the linguistic field, where the French language left a lasting impact, an influence that is still evident today. According to sociolinguistic studies, Algeria has a complex language situation with official and national languages, Arabic and Tamazight, serving as symbols of national identity. French, a remnant of the French colonizer, is still widely used in spoken and written contexts, while English has been institutionalized in various fields in recent years (Zahaf, 2022).

Aziz (2015) stated that, since Algeria's independence in 1962, Algerian academics and politicians have expressed a variety of perspectives on the future of Arabic and French in Algeria. As French had become an essential part of Algerian history, an independent Algeria needed to continue teaching it in order to develop literary, scientific, and philosophical works in French conveyed in a uniquely North African context. As such, one of the most important effects of colonization is the linguistic legacy of French colonialism, which Algeria has attempted to counter by giving priority to the Arabic language. As Adder (2024) explains,

Arabic has three major forms: Classical Arabic (CA), Modern Standard Arabic (MSA), and Algerian Arabic (AA). CA plays a prominent role in religious settings, including prayers, mosque oratories, and daily disputes. MSA, a simplified variant of CA, is now widely used in education, administration, and the media.

Zahaf (2020) elaborates more on Algeria's official national languages. Arabic is considered the language of the state. It is the language of education and administration. Tamazight, although being a second official national language, is not as widely used as Arabic. Dialects are employed in everyday social interactions. French is a linguistic reality in Algeria. It is still widely spoken in urban areas and among intellectuals. It is commonly used by executives, particularly those in technical roles, across several industries. French is the first foreign language learned at all levels of pre-university education, as well as the medium of teaching at medical, scientific, and technological universities. She also added that, Algerians use French as their primary language for communication and employment, leading to bilingualism, codeswitching, and borrowing. Certain university administrations and scientific fields necessitate the use of French as the primary language for both written and spoken communication. Doctors, engineers, technicians, and science students may use French for formal discussions and written work. French remains the most commonly used language within the Algerian context. In most cases, doctors address their workers in French, while teachers use it to explain formal lectures to their students for example.

The French language has its global position because of several elements, among which stands its vast use as a lingua franca, though after English, in Europe and in many other countries worldwide, notably in its post-colonies. France has long been a dominant military and economic power in Africa, ruling over several regions. However, it is widely recognized as the primary foreign language in certain industries and locations. In Algeria, French is not

widely spoken, particularly in the south and rural areas, and is even considered a sociolinguistically unacceptable language (Zahaf, 2022).

The Emergence and Growing Presence of English in Algeria. Social, political, and economic status plays a significant role in influencing a language and the extent to which people are interested in it. The higher a language's status, the greater the interest in knowing and learning it on a wide scale is. Currently, the world is witnessing the expansion of the English language and the prominent position it holds. It is the most widely spoken and used language across various fields, which has led people around the globe to aspire to learn, speak, and write it driven by the unlimited opportunities it offers.

This is also the case with Algeria, as it too chose English as an important global language that must be engaged with, learned and used across various areas of life. Algeria, like the rest of the world, recognizes the value of English-dominated communication in development. This allows for increased involvement, education, and partnership opportunities. The National Charter emphasizes the importance of English in language and education policies, including making it the first foreign language at lower levels of education (Bouabdesselam, 2022).

Historically, English became prevalent in Algeria during World War II, after American parachutists arrived in Algiers in November 1942. They used Algiers as a beachhead for military operations against German forces, and the local population perceived them as heroes defending a just cause, with some Algerians fighting under the French flag (Fodil, 2019). As Fodil (2019) further elaborates, despite limited contact between Algerois (Algerians living in the capital) and American soldiers, phrases such as commerce, chewing gum, whiskey, dollar, and cigarettes became common in Algerian streets. Other loanwords and idioms have also entered the local linguistic vocabulary. Since Algeria's independence, millions of Algerians have learned English in school, and some work with international

enterprises, particularly in the south, as their primary language. Globalization has led to the naturalization of English words in Berber and Arabic, which are now commonly employed in daily exchanges. Examples of phrases include: bus, bye-bye, Coca-Cola, cow Male , hello, sandwich, stop, and cool. Recent loans, such as CD, chips, DVD, fast food, Internet, and hamburger have become so ingrained in people's lives that they are considered part of their native tongue.

Algeria has also witnessed a growing use of the English language across its entire territory, particularly in the commercial sector. Algerians increasingly choose English to name and advertise their shops, including restaurants, private institutions, and even public entities such as buildings, road signs, and advertisements. This trend is driven by various reasons, most notably the desire to keep up with modernity and sophistication, to attract customers, and to present Algeria as an English-speaking country. According to Maraf and Osam (2022) Algeria has had a significant increase in English-language signs since 2010, with a wider spread in 2013. This trend is likely to continue until 2020 and culminate in a massive wave in 2021. In 2017, on the other hand, signs were simply and clearly visible in the Algerian language landscape, resulting in the year of the booming wave. English became a popular language for new business owners to utilize in their branding in subsequent years. It was also boosted by new language policies that integrate it within education starting from primary schools, all the way to the many fields in higher education.

Algerians' Use of English in Digital Spaces and Social Media. Within the Algerian context, the use of English across online and digital platforms is no longer strictly limited to academic or formal learning environments. It is now a part of a multitude of individuals' daily lives, ranging from students to professionals and is frequently incorporated into user-generated media, online discussions, and visual content. This rise is closely linked to more general processes of digital democratization and globalization, where new forms of identity-

making and linguistic expression have been made possible by smartphones and the internet. Digital platforms offer Algerians a space in which English is not imposed but chosen. For many, it represents a means of connection with local communities and those across the globe who share similar cultural beliefs and backgrounds.

Belmihoub (2018) points out that the expansion of English in Algeria is shaped not only by educational policy but also by grassroots language practices that develop organically in social and online networks. In these informal spaces, English becomes a functional code for expressing humor, dissent, creativity, or just thoughts. Online, the appeal of English is often visual as well as verbal. A scroll through Algerian TikTok, for instance, reveals captions, hashtags and audio overlays in English and sometimes mixed fluidly with Arabic or French. This is not about fluency but about participation in a wider aesthetic and cultural ecosystem. Boumaza (2024) shows that digital interactions among Algerians reflect a pattern of transcultural alignment, where English is used to perform global awareness while also anchoring local identity through accent, slang and visual cues.

The decision to use English is often strategic. On platforms like Instagram and Discord, users may switch to English for particular posts, discussions or audiences. Houichi and Dekhil (2023) argue that Algerians use English not just for its communicative function, but for its symbolic value. It marks the user as tech-savvy and linguistically competent in a world where recognition and acknowledgement from strangers matters. This growing presence of English online is contributing to what they describe as a silent language shift from a historically Francophone digital culture to one increasingly Anglophone in tone and texture.

Algerian attitudes towards English. In recent times, Algerians have begun to use the English language with pride and significantly less hesitation in learning or speaking it. This shift presents a clear indicator of Algerians' positive attitudes toward English. People have become increasingly conscious in their daily use of the language, influenced by media, social

networking platforms, and prestigious global brands; which many young people now see as symbols of social and cultural distinction from the rest of society. Moreover, the sensitivity that still exists in much of Algerian society toward the colonial French language has further encouraged a desire to replace it with English, which is now widely perceived as the primary language of modernity, progress, and global communication. In addition, the desire to make English the nation's second official foreign language is also growing, as is the attitude of Algerian parents toward teaching their kids the English language at a younger age. Manseur and Negadi (2019) showed that a significant majority of Algerian parents have stated their strong support for their children's early exposure to English and for its study in elementary school.

Given that English is the universal language for intercultural communication and scientific interactions, many parents think that exposing their kids to it will advance their academic careers and keep them up to date on global events and advancements. Their strong encouragement suggests that the parents are concerned about the rise in English proficiency for their children' academic and professional futures. There is a great desire among many parents in Algeria to replace French with English and make English the second language after the national tongue.

Therefore, the Algerian people have indeed taken a step forward by embracing English, favoring its use, learning it, borrowing from its vocabulary, and incorporating it into their everyday lives. However, would English retain its standard shape or become Algerian Arabic flavored is a source of debate.

Emergence of Algerian English as a Localized Variety. Algerian Arabic has historically borrowed many words from French. However, as English becomes more widely used in Algeria, and the community's desire to embrace it as an official second foreign language grows, a similar linguistic scenario is likely to occur, as it did with French. The

global language might be seen as a danger to Arabic, particularly in internet communication. Nevertheless, Arabic is being modified to satisfy Algerian communicative and cultural demands, English is also being influenced by Arabic at the level of grammar, vocabulary, pronunciation, and orthography (Zahali, 2016). Furthermore, a lot of linguistic changes are anticipated to happen soon due to the impact of technology innovation, particularly the everyday use of social media platforms, which have made communication continuous and instant.

Zahali (2016) explained that unlike the older generations, who were only exposed to French, the younger generation is more interested in learning English than French. However, young Algerians continue to utilize English more in online conversations than in offline ones; in other words, Algerian English is becoming more prevalent in the virtual world. As a result of the interaction between English and the Arabic language and culture in Algeria, Algerian English is now a variant of English. Based on the interference of linguistic elements from both languages, this emergent variety acquires innovative grammatical forms, pronunciations, and vocabulary. In other words, English is being modified to fit Algerians' local communicative and cultural needs.

As Alouache and Bilouk (2017) outlined Algerian learners of English are making use of all available electronic resources to expand their vocabulary and communicate. Because of this, their Algerian dialect of Arabic is continuously evolving over time, both in terms of lexicalization and code switching. English words are now frequently used in dialectal talks by Algerian EFL students, particularly those who are learning the language with passion. They create new vocabulary items in the Algerian Dialect by preserving the word's original base and adapting it to the grammatical rules of their Algerian dialect of Arabic. For example, when a speaker asks their friend about their new shoes, the friend responds with /wallahlaıkıtuu/, meaning I really liked it. This verb complies with Algerian Arabic Dialect

morphological rules, where the suffix /tu/ signifies both the speaker and the object. This morphological modification of the verb is referred to in the literature as nativization, a phenomenon detailed in the following section.

Section Two: An Overview of Nativization and Language Transfer

This section discusses the phenomenon of the nativization of English and its expansion within societies, particularly in multilingual communities, as well as the evolution of English and how it develops to reflect local social, cultural, and linguistic norms. It also highlights previous studies related to the nativization of English in digital spaces, where online interaction and communication contribute to the emergence and spread of linguistic contact and innovation. Finally, this section also examines EFL teachers' perceptions of localized forms of English, emphasizing their role in shaping learners' attitudes and understanding of non-native forms of English within the educational context. This overview aims to understand how the Algerian case aligns with global patterns of English localization, while taking into account the specificities of its cultural, social, and linguistic environment.

Nativization

Definition of Nativization. Scholars have given the term nativization a variety of definitions. It was called acculturization by Stanlaw (1982, as cited in Pandharipande, 1987) and indigenization by Richards (1982, as cited in Pandharipande, 1987). Kachru (1981, as cited in Pandharipande, 1987) also described nativization as the separation of a language's variants from their parent source. Nativization in the context of English refers to the linguistic changes brought about by the language's interaction with local languages and cultures in a variety of geographical contexts, particularly within what Kachru (1985, as cited in Pandharipande, 1987) refers to as the Outer Circle, which includes places like Malaysia, South Asia, Southeast Asia, and West Africa.

According to Kachru and Nelson (2006) the term nativization describes how English is modified for specific social and cultural contexts, giving rise to qualifying terms like US English, Indian English, Singaporean English, and so on. Tunde-Awe (2014) noted that nativization refers to the process by which people obtain citizenship in another country where they live. Sociolinguists use the term nativization to describe the indigenization of English in a second language context.

Kachru and Nelson (2006) underscore that nativization has an impact on language use (such as speaking and writing conventions) and structure (such as vocabulary, rhythmic patterns, sound system, and sentence structure). The lexico-grammar, literary creativity, and pronunciation variations among different Englishes are caused by the nativization process.

Kachru (1990) additionally justifies nativization by asserting that, "The uses are so varied, so deep, and so culture-bound that the nativization of the English language becomes an inevitable process" (p. 123). When non-native speakers learn English, its use becomes broad, diversified, and deeply rooted, frequently tied to the cultural level of a certain group. The language adjusts spontaneously and gradually to the rules, needs, and social activities of the society. It adapts its vocabulary, syntax, and pronunciation to fit local realities, making the process of nativization both necessary and unavoidable.

Babarinde (2020) discussed the spoken English of Nigerians. Nigerian English is distinguished by a number of fundamental linguistic elements, including phonology, morphology, syntax, semantics, and pragmatics. There are ethnic differences in Nigerian English at the phonological level. Yoruba speakers frequently insert or drop the letter /h/ (eye → hai) or drop it (handsome → andsome), which might result in the misuse of articles like an holiday. Igbo speakers use /e/ rather than /ei/ (day) and switch between /l/ and /r* (sullounded for surrounded). Hausa speakers mix up /v/ with /b/ (very good → bery good) and /p/ and /f/ (people → fifle). Vowel substitutions are also frequent: thought → tot, and go →

goh. Vowel insertions are caused by the CV syllable structure: glass → gələs, card → kəd. At the Morphosyntactic level, article omission exists in I study at the University of Nigeria, as does redundancy in Give me that my book. Reflexives are misused such as by focusing on ourselves rather than on others. Lexically, semantic levels exist: machine implies motorcycle, minerals mean soft drinks, and coinages such as carryover (failed course) and go-slow (traffic jam) are common.

Strategies of Nativization. The prominent figure Lowenberg (1986) addressed nativization mechanisms in non-native variants of English, including phonological, morphological, syntactic, and pragmatic processes. Although non-native varieties of English differ from one another, they are very similar in terms of nativization strategies. Lowenberg (1986) explained that "Two commonly used strategies are the generalization of rules from the established varieties and the transfer of features from other languages used in each speech community" (p. 4). One example of generalization from well-known phrasal verbs like put up with is the phrase *cope up with* in Singapore-Malaysian English. In contrast, *lathi charge* in Indian English is a locally specific word that indicates a straight transfer from Hindi, where lathi signifies baton. These strategies show how non-native varieties of English thoughtfully modify the language to suit various linguistic contexts.

Further, he established a generalization of these two strategies by focusing his analysis phonologically, morphologically, syntactically, and pragmatically on a number of non-native varieties of English from Asia and Africa.

Extension of Productive Processes from Established Varieties. According to Lowenberg (1986), non-native varieties of English speakers adopt existing grammar rules from native varieties, they reuse and expand them by using them in familiar ways, and employ them in fresh or wider ways. He emphasized that it is not random but a systematic and a creative process to fit speakers' needs. These rules go across different linguistic levels as

outlined by Lowenberg (1986); countable non-count nouns, the creation of new phrasal verbs, lexical innovations, hybridization, and adding new prefixes. Countability shifts, for example, are similar to how American English utilizes terms like damages and properties. Examples of these shifts are many luggages in Philippine English and all my furnitures in Nigerian English. Semantic changes based on local logic are demonstrated by lexical innovations like as move with someone (Cameroon) and go down the bus (Philippine). Compounding (bed-spacer, been-to, pin-drop silence) and prefixation (e.g., prepone in Indian English, overlisten in East African English) also show how regional dialects creatively modify English structures. Lowenberg's study that non-native Englishes are systematically molded through innovation rather than deviation is supported by these cases.

Transfer of Features from Other Languages. As stated by Lowenberg (1986), non-native English varieties use vocabulary, sounds, or writing styles from local languages to make English more culturally acceptable. He pointed out to the two sections that are most affected are phonology and discourse; he asserted that "much more graphic demonstrations of the sociolinguistic functions of transfer occur at other linguistic levels, particularly phonology and discourse" (Lowenberg, 1986, p. 8). He illustrated, the lexical item *lathi charge*, which combines the Hindi term lathi with the English charge to indicate a particular kind of police action, reflects a South Asian reality. Similar to this, the term *tiffin carrier* is a South Asian term for a lunchbox that originated from local cultural customs and colonial usage. Semantic extension is shown in the use of the word *outstation* in Southeast Asian English to refer to someone who is not at home. Lowenberg (1986) argued that these instances are the result of intentional English adaptation to local societies' stylistic conventions and communication demands rather than learner error or fossilization.

Phonological Transfer and the Marking of Identity. The transmission of phonological traits from other widely spoken languages where non-native variants have

emerged is a clear example of the identity function of nativization. Stress and intonation patterns distinguish native and non-native varieties more clearly, despite the fact that a large amount of phonological transfer takes place at the segmental level. (Lowenberg, 1986). Some examples provided by Lowenberg include rhythm for non-native varieties. All syllables get equal stress in Hindi or Malay due to phonological transfer. Second, some non-native varieties reject native like accents because of their identity and accent pride like Singaporeans and Nigerians.

Discourse Transfer and Marking of Style. Lowenberg (1986) discussed that in non-native varieties, the stylistic function of transferred elements is evident in the characteristics of formal or high written discourse styles, many of which require the transfer of discourse norms from other languages. The rhetorical traditions and stylistic norms of the indigenous languages, rather than those of recognized native English variants (such as British or American English), are frequently reflected when English is employed in these situations, particularly for official writing. He illustrated that formal writing in established Englishes is usually straightforward, succinct, information-focused, and lightly ornamented. Nonetheless, official English writing in India and several African countries frequently exhibits traits like indirectness, ornamentation, alliteration, metaphors, and complex prose, which are a reflection of local language, culture, and traditions. This leads to what academics refer to as the acculturation of English, in which the language undergoes stylistic changes to adapt to regional cultural norms and communication styles. These styles represent cultural as well as linguistic markers, showing that discourse transfer helps non-native English speakers create their own stylistic identities.

The Motivations of Nativization. By adapting a second or foreign language to reflect local social, cultural, political, and communicative needs, nativization is driven by motivations to make a language belong to a certain community. This allows the language to

be suitable, expressive, and free from unwanted foreign domination, as is the case with English, for instance. There are various underlying motivations that contributed to the creation of this process, particularly in postcolonial cultures.

Sociocultural Adaptation and Identity. English changes over time to fit regional identities, cultural norms, and communication needs in new sociocultural contexts (such as, Algeria, India, Nigeria) as it may also reflects the prestigious social status or identity of the speaker. David and Dumanig (2008) explained that when speakers give names to significant things and occurrences in their social and physical environments, these things and occurrences are noticed and experienced on a cultural and personal level. Unique cultural models are produced and strengthened as a result of this process. Brock and Walters (1993), stated that since nativized items are used to describe local themes like food, clothing, religion, way of life, and culture to other non-native English speakers, we will demonstrate that they are learners' attempts to create meaning and present reality as they understand it. They also pointed out that the nativized items also create a sense of solidarity because speakers/writers and listeners/readers must have similar linguistic and cultural backgrounds in order to use language in this unique way. Lowenberg (1986), noted that these non-native varieties' nativized characteristics are seen as proper and acceptable in their sociolinguistic contexts.

Linguistic Contact and Multilingualism. In numerous other fields, English is the primary language of communication and in multilingual contexts. English has emerged as the lingua franca for ethnic minorities such as the Chinese, Indians, Nigerians and others. One significant effect of non-native speakers' intranational use of English has been that it frequently experiences nativization in these nations where it is used on a daily basis in unfamiliar social and cultural contexts, in contact with other languages, and there are essentially no native English speakers. It creates new phonological, morphological, syntactic, semantic, and stylistic traits that are so systematic, common, and embraced by their users that

we can refer to them as non-native varieties. (Kachru, 1981a; Richards, 1979, 1982, as cited in Lowenberg, 1986). Since English is well-suited to work in multilingual, non-Western speech cultures (Lowenberg, 1986).

Functional Necessity. To fill in the lexical gaps for local concepts when a language is lacking in terminology nativization occurs. According to David and Dumanig (2008), there might be no English equivalents for certain local lexical elements leading to its nativization. A particular variant of English with its own linguistic identity and culture is the outcome of this nativization of the language. Kachru (1982), explained that the practical justification for using new linguistic codes is what defines the emergence of new English dialects. If Indian English, Singapore English, Nigerian English, and other regional varieties of English did not have unique functional uses and requirements that imported varieties of English could not provide, they would not be continually establishing legitimacy. Kamati (2019) showed that the state of the English language in Namibia, where many individuals speak non-standard English. This style of English, sometimes known as "nativized English," is now widely spoken in Namibia and has permeated even formal contexts like classrooms, interviews, and advertisements.

The Media. It is a significant motivation for linguistic nativization, particularly in postcolonial or multilingual contexts. It is directly involved in adapting a second or foreign language (such as English) to meet local communicative demands, cultural references, and identity expressions. According to Kachru (1982), by normalizing non-native Englishes, localized media contributes to nativization. It becomes evident that localizing the media is important from both a creative and a reinforcing standpoint. Externally created films, television shows, and printed materials become important.

Literary and Creative Expression. Kachru (1982) highlighted that the use of English in a variety of literary genres is referred to as the imaginative or innovative function. Non-

native English speakers have demonstrated remarkable inventiveness in this role by employing the English language in unEnglish situations. While expressing shades of emotion and thought that are not native to the native speaking community of that language in English. Various innovations have had to be introduced by non-native writers. These advances were referred to as nativization processes (Kachru, 1982). Pandharipande (1987) stated that the potential meaning of the nativized patterns in Indian English is well known to writers. Intentionally, creative writers take advantage of this meaning.

The Implications of Nativization. Global standards and local inventiveness are both significantly impacted by nativizing a language. It alters language usage, influences educational institutions, and reinforces a community's sense of self. These fundamental transformations take shape as significant, long-term implications.

Impact on Education. The institutionalization of non-native varieties has significant implications across linguistic and pedagogical domains. Teachers must balance local norms with established varieties. Kachru (1982), emphasized that non-native English literature may and should be taught to ESL teachers because without exposing the student to the depth and beauty of the language's literature, language instruction is incomplete.

Furthermore, no properly qualified educator is unable to comprehend and value the language and culture of his pupils. Literature written in languages other than English provides a special means for teachers to gain this fundamental understanding and comprehension. According to Lowenberg (1986), ESL teachers can also gain from knowing non-native English dialects and the attitudes of their speakers in nations where established English dialects are the most common. In the US, UK, and Australia, a large number of international students come from environments where non-native varieties of English are spoken. On occasion, these students are asked to sign up for ESL assistance classes in order to learn new standards for educated English that are essential for academic success. Nonetheless, by being

aware of the sense of identity that students like these can have toward their non-native variations, the instructor might support this learning process. The teacher can also help students realize that the new English they learn abroad might not be compatible with the non-native norms they will have to employ once they return home.

Linguistic Diversity and Attitudes. The result of nativization is a rich cultural and regional diversity in English. English becomes several regional variants when it adjusts to local situations. Nativization introduces lexical creativity and hybrid grammar, enriching World Englishes. David and Dumanig (2008) reported in their study that Philippine English is American in origin and Malaysian English is British, both nations have over time produced their own varieties. The Philippines has created its own version of English, known as Philippinized English, which has unique phonological, lexical, and syntactic characteristics. Some communities regard their local English as a source of identity and pride, whilst others may internalize the shame of global standards. Attitudes evolve from viewing nativized features as errors to markers of educated proficiency. At the educational level, Lowenberg (1986) indicated that instead of viewing nativized elements in these students' English as an error in the language, the instructor might assess them as variations in English varieties.

Legitimization of New Norms. One of the most significant consequences of nativization is the creation and gradual legitimization of new linguistic standards that are both functionally useful and socially acceptable within their speech groups. Because nativization affirms the legitimacy of regional communication styles, it challenges the dominance of rhetorical norms (such as British English) (Ammon, 2010). Conventional Standard English models are insufficient. Non-native varieties, like Indian English, have their own conventions. Also has an impact on language policy, testing standards, and publication norms, particularly in postcolonial circumstances where English is the official or dominant language (such as Indians and Singaporeans).

Language Transfer

Definition of Language Transfer. Many researchers have defined Language Transfer which has made it a focal point for study and interpretation. According to Chen (2021), Foreign language academics have been concerned with language transfer since the concept was first introduced. Language transfer refers to how habits or knowledge of one's mother tongue affect learners' ability to learn a new language. Language transfer is especially widespread among English majors who have studied English for more than ten years, and the different norms and patterns of English have become deeply rooted in students' minds. Odlin (1993) stated, "Language transfer can be defined as 'the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired'" (p. 27).

While Feng (2017) clarified that the term transfer refers to the automatic, uncontrolled, and subconscious utilization of previously learnt behavior in an attempt to obtain a new reaction. In general, transfer refers to the effect of the mother tongue's old language knowledge on the target language or new language knowledge. This effect might be positive or negative, allowing the transfer to be characterized as either positive or negative. This positive or negative influence may occur during the process of second language learning. The knowledge of the mother tongue that can be transferred includes pronunciation, semantics, structure, and other rules to the new language knowledge. Feng (2017) also explained that language transfer refers to both inter-language transfer (the transfer of various languages, such as the mother tongue and the target language) and intro-language transfer (the transfer of vocabulary, grammar, and writing and reading skills).

Transfer is undoubtedly the most significant notion in educational practice and theory. In fact, the principle of transfer refers to the concept that the first language influences the target language. Many theorists and teachers agree that when students seek to communicate in

a foreign or second language, they frequently transfer parts of their mother tongue onto target language patterns in both speaking and writing. As a result, learners can use their knowledge in one language to communicate in another (Amin, 2017).

Odlin (1989) highlighted that transfer happens in all linguistic subsystems. Much of the criticism about transfer has focused on cross-linguistic implications involving morphology and syntax, rather than influences involving phonetics, phonology, and lexical semantics. While it appears that bound morphology is less prone to transfer, there are documented occurrences of it. Cross-linguistic influence can be seen in a variety of syntax features, including word order, relative clauses, articles, and verb phrases. This influence may interact with influences from other subsystems, such as discourse and lexicon. For example, Spanish speakers appear to rely more than Japanese speakers on the term no, which is a cognate of a Spanish negator.

Types of Language Transfer. Mainly, there are two types of transfer: Positive and Negative.

Positive Transfer. It refers to any facilitating effects on acquisition caused by cross-linguistic similarities. Unlike negative transfer, positive transfer causes a convergence of behaviors across native and non-native speakers of a language (Odlin, 1989).

Bardovi-Harlig and Sprouse (2018) pointed out that positive transfer may account for the rapid recognition and learning of words with similar or identical pronunciation in both the mother tongue and the target language. Positive transfer occurs when similarities between the mother tongue and the target language assist learning.(Calvo Cortés, 2005). Amin (2017) remarked that when the necessary transferred structure of both languages is identical, linguistic transfer can result in correct language performance, known as positive transfer. In this case, the correct meaning corresponds to most native speakers' concepts of acceptability.

Negative Transfer. Most early definition about language transfer is negative. Applied linguists tend to focus far more on negative transfer than on positive transfer, because it is widely assumed that only negative transfer presents teaching and learning difficulties (Bardovi-Harlig and Sprouse, 2018). Odlin (1989) explained that negative transfer entails deviations from norms in the target language, it is frequently straightforward to recognize. Although negative transfer is commonly associated with production errors, there are additional ways in which an individual's second language performance can differ from that of native speakers.

According to Chen (2020), negative transfer occurs when people's native language knowledge and thinking habits have a significant impact on and hinder their ability to acquire a second language. Many researchers believe that during the SLA process, under the impact of the mother language, students frequently make errors at all levels, including pronunciation, vocabulary, grammar, writing compositions, and so on. In addition to the previous view, Amin (2017) discussed negative transfer happens when speakers or learners transfer items and structures that do not correspond to their target language. This suggests that learners or speakers lack specific linguistic expertise when using the target language in diverse communicative settings. For example, in English, a preposition is used before a day of the week: "I'm going to the beach on Friday." In Spanish, however, the definite article is used instead of a preposition. Due to their reliance on English, Spanish students who are native English speakers may make a transfer error and employ a preposition when it is not required.

According to Chen (2021), there are two types of transfer can be identified in the process of language learning based on the source of transfer content; interlingual transfer and intralingual transfer.

Interlingual Transfer. The term is used to describe the phenomena of language transfer between various languages or the transfer of mother tongue to the target language. By

contrasting their similarities and contrasts, interlingual transfer directs foreign language instruction in middle schools while highlighting the importance of mother tongue instruction. Interlingual transfer, however, is more than just a one-way transfer from mother tongue to target language. The target language will have the opposite effect on the mother tongue once the foreign language ability reaches a particular level (Chen, 2021).

Intralingual Transfer. This is another type of transfer that can occur within a language. One common instance of intralingual transmission is overgeneralization. Learners will mistakenly encourage the use of certain foreign language rules. Alternatively, rules learnt later are impacted by those taught early, and vice versa (Chen, 2021).

The Consequences of Language Transfer. The mother tongue is important and has a big impact on learning foreign languages; it can either help or hinder learning the target language, which can have a lot of different consequences. The majority of researchers agreed that learning gets simpler and entails fewer mistakes when the mother tongue and the target language have certain similarities. In contrast, when the mother tongue acts as a barrier due to limited or dissimilar parallels between the two languages, learning difficulties and an increase in errors occur. There are four different consequences of negative language transfer that were discussed by Odlin (1989).

Underproduction. Odlin (1989), explained that this consequence occurs while foreign language learners recognize that some structures in the target language differ from those in their native language, they tend to avoid employing those structures while speaking or writing in English.

Overproduction. Learners avoid using particular structures due to underproduction, causing them to overuse other structures in the target language. They also have a tendency to overuse structures that are not commonly used in the new language, which leads to language overproduction.

***Error Production*.** Odlin (1989) distinguishes this consequence by identifying two types of errors resulting from negative language transfer.

- **Substitution:** It occurs when a student incorporates structures from their mother tongue into the new target language.
- **Calque:** It occurs when two languages have structural similarities, causing the learner to translate expressions from their mother tongue into the target language in its literal sense.

Misinterpretation. Odlin (1989) clarified that misinterpretation happens when the native language, its structures, or cultural background influence the understanding of the message that the speaker intends to transmit and express in the new language.

The Difference Between Nativisation and Language Transfer

Definitions and Core Concepts. Although the terms nativization and language transfer may initially appear to describe similar linguistic processes, they both involve the influence of one language upon another with their conceptual foundations and operational scope diverge in fundamental ways. Understanding these distinctions is crucial for researchers working within applied linguistics, sociolinguistics, or second language acquisition.

Nativization is typically framed within the context of World Englishes and language contact theory. It refers to the process by which English is adapted to reflect the sociolinguistic realities of a particular community. Rather than adhering to British or American standards, nativized English varieties reflect local cultural norms, pragmatic practices, and linguistic structures. Kachru (1985), a pioneer in the study of World Englishes, argues that nativization is not simply a deviation from standard norms, it is a creative, legitimate process of linguistic ownership. It allows speakers to modify English in ways that suit local communicative needs and sociohistorical contexts. These changes may occur at the

phonological, morphological, syntactic, or pragmatic levels, and over time they stabilize into recognizable varieties such as Indian English or Nigerian English (Schneider, 2007).

In contrast, language transfer is most often conceptualized within the cognitive frameworks of second language acquisition. It refers to the influence that a speaker's first language exerts, often unconsciously, on the learning or use of a second language. Odlin (1989) defines transfer as the application of prior linguistic knowledge to a new linguistic context, which can result in either positive transfer (facilitating learning when structures align) or negative transfer (causing interference when they do not). Unlike nativization, transfer is not community-wide but learner-specific. It is seen as a temporary, developmental phenomenon, not as a source of new language varieties.

What marks the key boundary between these concepts is intentionality and scale. Nativization is a socially distributed phenomenon driven by functional and identity-based motivations. Communities actively reshape English to reflect who they are and how they wish to be perceived (Mufwene, 2001). Transfer, by contrast, is often involuntary, rooted in an individual's limited proficiency or cognitive habits. It does not seek to innovate or claim space for a new variety; instead, it reflects the constraints of acquisition and the interference of prior knowledge. Recognizing these boundaries is not just a theoretical exercise, it helps educators, linguists, and policymakers distinguish between what constitutes learner error and what may be the beginning of a legitimate, localized linguistic identity.

Direction of Influence and Linguistic Agency. A crucial point of difference between nativization and language transfer lies in the direction of influence and the locus of agency in each process involved. While both reflect interactions between languages, their sociolinguistic mechanics differ significantly. Language transfer is primarily understood as a learner-internal process. It occurs when features from a speaker's first language (L1) are unconsciously imposed upon their use of a second language (L2), often leading to structural or lexical

interference. The influence in this case is unidirectional: the L1 imprints itself on the L2, usually without conscious intent on the part of the speaker (Odlin, 1989). As such, transfer is typically examined through a psycholinguistic lens, framed as a developmental feature within interlanguage theory. The speaker is not seen as an active agent shaping the language but rather as someone navigating linguistic constraints imposed by prior knowledge.

Nativization, in contrast, operates on a broader sociocultural scale and involves intentional, community-driven transformations of English. The direction of influence here is not simply from one language to another but emerges from a complex negotiation of identity, communicative needs, and local values. Rather than being the result of individual linguistic error; nativization is the product of collective agency. It occurs when communities reshape English to reflect local phonologies, morphologies, or semantic systems, often creating stable varieties over time (Kachru, 1985; Sankoff, 2004). This process is dialogic and iterative, embedding the external language into the local environment through repeated and culturally motivated use.

Linguistic agency is central to understanding this distinction. In transfer, the speaker's agency is limited; they are more often responding to gaps in knowledge or competence. In nativization, agency is fully present. Communities act deliberately, sometimes subversively, to infuse English with local flavor and authority. Duff and Doherty (2015) emphasize this collective agency, noting that it is closely tied to questions of power, identity, and legitimacy in multilingual spaces. Similarly, Van Coetsem (2016) distinguishes borrowing, which is typical of nativization, from imposition, which is typical of transfer, based on whether the recipient or source language holds structural control.

Ultimately, while both processes involve cross-linguistic influence, they differ fundamentally in their orientation and intent. Transfer tends to replicate unconscious influence at the level of individual learners. Nativization reflects a conscious, sociolinguistic

appropriation of English by non-native communities, redefining not just how English is used but what it means in local contexts.

Sociolinguistic vs. Psycholinguistic Perspectives. The distinction between nativization and language transfer is perhaps most sharply defined through the lenses of sociolinguistics and psycholinguistics. These differing disciplinary perspectives do not merely approach the phenomena from different angles, they expose fundamental differences in how language is understood, used, and transformed across contexts.

From a psycholinguistic standpoint, language transfer is primarily regarded as a cognitive process. It occurs when learners unconsciously draw on their first language (L1) to produce or comprehend a second language (L2). The influence tends to be unidirectional: learners transfer phonological patterns, syntactic structures, or even semantic expectations from L1 to L2 as they attempt to bridge unfamiliar linguistic gaps. Scholars such as Odlin (1989) frame transfer as an inevitable part of interlanguage development, a stage in second language acquisition where the learner's internal grammar is still in flux. This model highlights the mental mechanisms at play and is especially useful for understanding individual learner behavior in classroom or testing environments. In this paradigm, transfer is generally treated as something to be minimized or corrected, an error to be diagnosed rather than a sign of linguistic creativity.

Sociolinguistic perspectives, on the other hand, shift the frame entirely. Rather than locating influence within the cognitive realm of the individual, sociolinguists view nativization as a collective, socially embedded process. Communities, not isolated learners, are the agents of change. Through repeated and meaningful use of English in localized settings, groups of speakers begin to reshape the language, embedding it with their own cultural references, pronunciation systems, and pragmatic norms. As Kachru (1985) and Schneider (2003) emphasize, this transformation is not about errors but about legitimacy and

making English intelligible and appropriate within a specific sociocultural context. Here, the influence is multidirectional and dialogic: English is not just borrowed, it is claimed, reworked, and reintegrated into the local linguistic repertoire.

This contrast also has implications for how we view linguistic agency. Psycholinguistics tends to see the learner as navigating linguistic constraints imposed by cognitive architecture and prior exposure, often with little awareness or control over transfer. In contrast, sociolinguistics places agency at the center of its analysis. Nativization is intentional or at least socially patterned, arising from a need to make English "fit" into local realities. As Li (2007) notes, these adaptations are not haphazard but reflect sociopolitical identities and histories of contact, often playing out in contexts of postcolonial resistance or digital reinvention.

Importantly, both perspectives can coexist, though they rarely speak to one another. Sankoff (2004) underscores that language contact phenomen, whether psycholinguistically internal or sociolinguistically external, are deeply interwoven. A learner may initially transfer features from L1 to L2 in individual utterances, but when such forms are adopted by a community, normalized over time, and culturally encoded, they become part of a nativized variety. This is where psycholinguistic processes may plant the seed, but sociolinguistic forces cultivate it into a fully fledged linguistic variety.

Thus, understanding the difference between transfer and nativization is not simply a matter of where the influence originates. It is about how we conceptualize language itself, whether as a mental construct shaped by individual cognition or as a social practice molded by collective experience.

Implications for Language Teaching and Evaluation. The intersection of language transfer and nativization presents a series of pedagogical challenges and opportunities for English language teaching, particularly in contexts where English is expanding beyond native

norms. Teachers are often positioned at the crossroads of two competing paradigms: one that views deviation from standard English as error, and another that sees it as evidence of local adaptation. Understanding this distinction is essential if educators are to evaluate learner output fairly and supportively.

Language transfer, typically discussed in second language acquisition research, is frequently associated with error analysis. Learners unconsciously draw from their L1, often resulting in structural or phonological interference when using English (Odlin, 1989). In classroom settings, such instances are often treated as pedagogical problems, leading to correction and remediation. However, as Selinker and Gass (1992) note, not all transfer is negative. In many cases, transfer can facilitate learning, especially when structural similarities between languages exist. Still, the dominant assumption in most curricula is that transfer is a transitional phenomenon to be overcome. This view has long influenced testing frameworks, where standard English continues to be the benchmark for evaluation (Qin, 2017).

Nativization complicates this picture. Unlike transfer, which is typically learner-specific, nativization is community-driven. It reflects broader sociolinguistic realities where English is appropriated and reshaped to meet local communicative needs. In such cases, forms that may once have been perceived as errors begin to stabilize and gain acceptance within specific communities (Kachru, 1985). From a teaching perspective, this forces a reevaluation of what constitutes correct English. Berns (2013) argues for a more contextual approach to communicative competence, one that values intelligibility and appropriateness over strict adherence to native usage.

Assessment is particularly fraught. As Kenkel and Tucker (1989) highlight, standardized tests often penalize students who use features of institutionalized varieties of English, potentially misrepresenting their actual communicative ability. This raises ethical questions about the role of evaluation and it is to reflect native norms or to recognize

communicative effectiveness within a given context. Teachers must therefore balance descriptive awareness with pedagogical goals, understanding that what may seem like linguistic interference could, in fact, signal a deeper process of language localization. The true challenge lies in developing instructional and evaluative frameworks that are flexible, context-aware, and inclusive of the real-world linguistic learner's behaviors bring into the classroom.

Related but Different Linguistic Phenomena

The following are linguistic concepts related to nativization and language transfer but they are not synonymous. They are introduced in order to avoid terminological confusion.

Code Switching. Code-switching refers to the capacity to switch between two or more languages during an interaction. It frequently occurs when multilingual individuals communicate with one another in a way that adheres to the grammatical and phonological standards of each language. Sujoldzic (2009) stated that when a bilingual person uses multiple language systems (codes) in a single discourse, this is known as codeswitching. The bilingual speaker blends entirely unassimilated wordsand perhaps entire sentences from the other language into the one they are speaking. Waris (2012) extended code switching to involve the use of multiple dialects in conversation. Sometimes bilingual speakers have trouble communicating with other bilinguals, so they switch between languages to make the other person understand them. They may do this repeatedly while using the same language background. Wiegand (1996) proved that scholars have concentrated on code-switching as a primary topic of study because it effectively illustrates both variety and the relationship between language use as a social practice and linguistic form.

Code Mixing. In general, code-mixing is a common phenomenon, particularly in bilingual communities where speakers tend to use their first and second languages differently across various domains of their daily lives. However, the definitions of code-mixing vary

depending on the specific subfields within linguistics, and researchers frequently use it interchangeably with code switching. According to Waris (2012), the other phenomenon that is strongly associated with code-switching is code-mixing. It typically happens when speakers use both languages simultaneously and transition between them to the point where they switch between two languages during a single syllable. Code mixing occurs without a shift in subject and can involve phonological, morphological, grammatical, or lexical levels of language.

As Harya (2018) point out, when people combine small units (words or brief phrases) from one language to another, it is known as code mixing. People can tell that code mixing occurs when only one or two words are used instead of the entire statement. This frequently occurs accidentally; people frequently use multiple languages, and occasionally their lexicons become mixed up in their mind.

Borrowing. Shariq (2013) stated that the most persuasive reason to borrow words is frequently need. Every period brings innovations, and our linguistic system lacks the phrases to adequately describe them. Borrowing terms is far simpler than creating new ones. However, certain requirements must be fulfilled for a language to borrow from another. Whether explicit or implicit, the speaker of the language being borrowed must have a reason for doing so. The original form and meaning of borrowed words can be preserved, or they can be modified to conform to the phonological, grammatical, and semantic structure of the borrowing language (Spahiu &Nuredini, 2023). If the second scenario applied, then nativization takes place.

Campbell (2004) discussed the practice of adopting terms from another language into one's own lexicon is known as linguistic borrowing, and it frequently occurs among speakers of that language. However, borrowing does not only refer to lexical items transferred from one language to another; it can also refer to any linguistic material that can be taken over from

a foreign language and utilized into the borrowing language, including sounds, phonological rules, grammatical morphemes, syntactic patterns, semantic associations, and discourse strategies. He further elaborates on the main reasons why languages borrow words from one another, which are necessity and prestige. Language speakers require a new term to refer to new concepts or items they learn from other countries; sometimes, a foreign name is borrowed along with the new idea. For example, numerous languages have similar words for automobile (as in Russian avtomobil, Finnish auto, Swedish bil), coffee (Russian kofe, Finnish kahvi, Japanese kõhii), and tobacco (Finnish tupakka, Indonesiantembakau, Japanese tabako, Spanish tabaco).

Lexical Innovations. Lexical innovation, or the process of finding new and unique words or expressions inside a language, is one of the factors that suggests and demonstrates the dynamic nature of language. A number of factors contribute to this phenomenon, such as societal demands, quick cultural shifts, and profound technological advancements. One example is social media, where users are continuously creating new terms to reflect and communicate their linguistic and cultural realities. Kachru and Nelson (2006) observe that from phonemic inventory to semantics and discourse. The innovations take place at every level of the language and can be categorized in ways that are common in the sociolinguistics of language change.

In the early 1990s, Kachru and Quirk debated whether to view the innovations in these New English as reflecting a deficit or difference on the part of its speakers, or whether they should be considered innovations at all or simply deviations from the standard norms resulting from imperfect learning and in error usage (Rubdy et al., 2012), which is a view that equates linguistic innovation with language transfer.

MacKenzie (2014) reported that there are several ways for creating new words in English. He listed them as follows;

- Borrow words from other languages,
- Create compounds by combining existing nouns, verbs, adjectives, and prepositions,
- Convert words from one class to another, such as nouns into verbs, verbs into nouns, adjectives into verbs, prepositions into nouns (such as, down a beer, up the ante), and conjunctions into nouns (such as, ifs and buts).
- Apply zero derivation which involves no change in form. This involves using affixes (prefixes and suffixes) to form words like embiggen, misunderestimate, prehab, recombobulation area, and truthiness, as well as neoclassical combining forms like hypermiling and omnishambles. To entertain highly educated individuals, consider inventing words with only Greek and Latin roots, such as alogotransiphobia, and dontopedology.
- Abbreviate a string of words into an acronym, such as WYSIWYTCH, which stands for 'what you see is what your theory can handle'.

Linguistic Hybridization. The process of combining two languages to produce new linguistic patterns, phrases, or words is known as linguistic hybridization. Generally, it is a visible aspect of globalization, digital communication, or multilingual societies. Codeswitching, code mixing, linguistic borrowing, and the creation of new hybrid patterns, such as the combination of Arabic and English, are under the label of hybridization i.e. the aforementioned phenomena are under the umbrella of hybridization.

Shariq (2013) explains that a new hybridized linguistic variant is produced when two or more languages are often mixed together. This new variety shares certain traits with both languages, but it has its own unique vocabulary and grammar that may not match any of the hybrid languages. As Chetouane (2021) highlighted, any sort of language can be impacted by linguistic interaction at any time, which leads to linguistic hybridization. This phenomenon causes a wide range of language levels and traits to change. Either new terms are formed

using codes, or loanwords from other languages are included. Many aspects of language, including the phonological, syntactic, and semantic elements, change in some way according to a variety of factors.

The globalization of English has led to the emergence of world Englishes, which reflect the hybridity of English in numerous places and cultures. Some linguistic variations, like Nigerian English, Singaporean English, and Indian English, have unique and varied linguistic features due to the impact of local languages. These hybrid Englishes reflect the cultural, historical, and sociolinguistic contexts in which they have developed. The rise of digital communication platforms and social media has further enhanced English's linguistic hybridity. Online communication now relies heavily on emoticons, acronyms, and slang that blend elements of various languages, civilizations, and subcultures. This hybrid language use reflects the creative and dynamic nature of English in the digital age(Vasave, 2023).

To conclude, the covered phenomena are results of language contact situations (Chetouane, 2021). The latter describe situations in which speakers of various languages engage with one another. The influence of languages on one another starts with this interaction, as speakers begin to code-switch, borrow words, and even alter sentence structure or pronunciation, whether at the vocabulary or grammar level, this might involve transferring linguistic traits in the process (Nordquist, 2020).

Chetouane (2021) goes on to say that language contact, according to the majority of linguists, is the use of multiple languages in the same situation, at the same time, and in the same location. For example, if two distinct groups of people from different backgrounds happen to be in the same location for a specific reason, they may eventually try to communicate with one another for that reason, particularly if they have been together for a long period. Face-to-face contacts between groups of people at least those that speak many languages in a particular area are referred to as language contact. One of the primary causes of

language change and persistence across time is language contact. It also emphasizes a crucial element; the speaker's capacity for innovative language use and the innate necessity of language adaptation for a successful communication. It has been discovered that language contact changes the structures of languages in a contact situation. Borrowing and exchanging words, such as the use of certain French idioms and concepts by non-native French speakers (such as Algerians), is widely accepted.

Emperical Studies

Studies on the Nativization of English. Many scholars have conducted studies on the nativization of English in diverse multilingual contexts, using different models to assess the ways in which English is changed and shaped to meet local cultural, social, and communicative needs. Kachru (1975), Lowenberg (1986), and Schneider (2007) are well-known linguists who have made significant contributions to the field of world Englishes; their frameworks attracted both supporters and critics, been influential and controversial. The following are pieces of research investigating the nativization process, demonstrating how English undergoes phonological, morphological, syntactic, and semantic changes in distinct worldwide contexts.

David and Dumanig (2008) examine how English has been nativized in Malaysia and the Philippines by examining English-language newspapers such as The Star (Malaysia), Philippine Daily Inquirer, and Manila Bulletin (Philippines). In order to show how English is increasingly being adapted to local sociocultural realities, the study looked at how local vocabulary words are borrowed, integrated and normalized in the English language. The results showed that local terms connected with politics, food, religion, culture, and daily life were often used, emphasizing the integration of regional identities into English usage. Furthermore, the occurrence of code-switching in articles indicated how English has been more localized and shaped in both nations, which is an obvious sign of its nativization. The

researchers came to the conclusion that although certain words are still classified as non-standard, they are gradually getting rooted in Malaysian and Philippine English.

Another academic contribution is that of Revis &Bernaisch (2020), conducted within the World Englishes framework, aimed to explore the underrepresented topic of pragmatic nativization, which has often been disregarded in comparison to the vast research available on lexical, morphological, and syntactic aspects. The study focused on how pauses were used in spoken English across two South Asian varieties: Indian English and Sri Lankan English. Specifically, it examined the differences between filled pauses (such "uh" and "uhm") and unfilled pauses (moments of stillness). These were methodically contrasted with British English, which represents a speech community that is culturally distinct. The analysis showed that structural factors such as word class, discourse type, and pause frequency consistently influenced the choice between filled and unfilled pauses across British, Indian, and Sri Lankan English. While gender and age appeared as predictors in simpler models, they were not significant when speaker variation was properly controlled. Filled pauses were more likely before lexical words, in dialogues, and when pauses were frequent within a text unit, whereas unfilled pauses occurred more in scripted, monologic contexts with lower overall pause frequency. Crucially, the variety of English was the strongest predictor: Indian English favored unfilled pauses in scripted speech and filled ones with high frequency; Sri Lankan English based pause type on discourse setting and lexical context; and British English followed similar yet distinct patterns. These results support the idea of pragmatic nativisation, showing that each variety has developed its own probabilistic patterns in pause usage.

A recent investigation into the nativization of English was carried out by Ugo-Ochulo (2022), the research was done to investigate Chimamanda Ngozi Adichie's creative linguistic tactics in her collection of twelve short stories, *The Thing Around Your Neck*. While previous research had looked into Adichie's use of Igbo diction, loan blends, reduplication,

transliteration, semantic extension, and the representation of Igbo cultural beliefs in her writing, this study focused on identifying and analyzing those linguistic features as they appear in this work. The primary goal was to study how Adichie incorporated Igbo linguistic features into English in order to make the language more representative of Igbo speakers' cultural and communication demands, while also exposing Igbo traditions and ideals to a broader readership. The data, which contained instances of Igbo worldviews, cognitive frameworks, cultural practices, beliefs, and social values, were extracted from the text and analyzed qualitatively. The study used Kachru's theory of the three concentric circles of English as its theoretical framework, investigating the spread of nativisation of English in different linguistic and cultural contexts. The study revealed that the code-switched words and expressions discovered in the stories were primarily content terms, whereas loan blends frequently occurred as adjectival nouns with less noun-noun pairs. In addition, the loan blends were recognized as endocentric compounds with a left-branching pattern and the head element at the end.

Building on studies of nativization in literature and print media, this research turns the lens to social media to examine how similar linguistic processes unfold in digital, user-generated environments within the Algerian context.

Studies on the Nativization of English in Digital Spaces. Digital platforms have become a focus of interest for linguistic researchers due to their gradually increasing influence. Many studies examining the evolution of language related to social media, such as Instagram, Facebook, TikTok, and Discord, have highlighted the significant linguistic changes these platforms promote, offering new forms of real-time communication that differ from the traditional, face-to-face or other conventional modes of interaction. These digital platforms have also allowed for the emergence of linguistic phenomena such as code-

switching, code-mixing, borrowing, linguistic hybridization, and lexical innovation. Users are constantly adapting their language to suit cultural and social changes.

A recent research by Dela Cruz Cabanillas et al. (2007) examined how English is increasingly influencing Spanish, especially when it comes to computer-related terms. According to the study, Spanish has a much higher number of English loanwords, particularly in specialist technical language, as a result of contact with English, particularly since the 20th century. The analysis confirms that English serves as a significant source of vocabulary for Spanish in the computing domain, with most borrowed terms being high-frequency and familiar to experienced users, the primary audience of the analyzed magazines. In terms of grammatical integration, 67% of the English loanwords were not marked for gender. Among those that were, a clear preference for the masculine form was observed (81.84%), aligning with Spanish's default gender usage. Gender assignment was primarily influenced by semantic, phonological, and default (unmarked masculine) criteria. Regarding pluralization, the majority of borrowed nouns appeared in the singular (85.61%). When pluralized, their form depended on the level of assimilation: unassimilated terms tended to retain English plural forms, while assimilated ones followed Spanish patterns. A growing tendency to preserve original English spellings and plural forms was noted, likely due to increased reader familiarity with English. Additionally, the use of English-style noun-noun compounds (e.g., *cliente FTP*) was found, often appearing without prepositions or gender marking, reflecting direct syntactic borrowing from English.

Another study was conducted by AlAhmadi (2020) to investigate the linguistic behavior of Saudi nationals on Twitter (currently X), with a focus on the use of nativized vocabulary items derived from English and Turkish. The study was aimed at analyzing both the frequency of these borrowed terms in contrast to their Arabic equivalents, as well as the level of lexical density seen in short-format tweets. Furthermore, the study looked into how

gender effects the use of nativized English and Turkish lexis, as well as its link to the lexical density of user-generated content. In order to answer these questions, AlAhmadi (2020) created a specialized corpus of tweets from Saudi users who were male and female. Inferential statistical tools, such as t-tests and chi-square tests, were used to determine whether gender-based differences in the frequency of nativized lexical choices and in the lexical density of tweets were statistically significant. The analysis showed that the frequency of nativized lexis in English and Turkish compared to their Arabic counterparts varied significantly across topics, and that the lexical density of tweets produced by Saudi users was statistically higher for female users than for male users.

A newly published studywas carried out by Daradkeh et al. (2024) to examine how Arabic-speaking gamers who also speak English as a foreign language (EFL) nativize English gaming-related terms into Jordanian Arabic. The study aimed to determine whether the nativization of English loanwords in the gaming community is a systematic and rule-governed process. It focused on how these terms are changed at various linguistic levels, including phonological, morphological, syntactic, and even semantic, to match Jordanian Arabic structure. The study also aimed to determine whether these nativized terms are being used alongside their Arabic equivalents, and whether gamers know the original meaning and foreign origin of the words they use during games. The investigation revealed that adapted English words frequently gain additional grammatical elements characteristic of Arabic, such as the addition of pronominal suffixes that are not present in the original English version. The study also discovered phonological shifts, such as the replacement of /p/ with /b/ sounds, and transformations, such as the English noun jungle being reanalyzed as a verb in Jordanian Arabic. The study also aimed to determine whether gamers were aware of this occurrence and whether their use of nativized English terminology was deliberate or unintentional. The findings revealed that these lexical changes are not random, but rather reflect a distinct

convergence strategy in which speakers match their speech with the language norms of the gaming community in order to signal expertise and in-group identification.

EFL Teachers' Perceptions of Nativized English Varieties as Mere Language Transfer. As English continuously evolves and grows on a global scale, localized or nativized varieties such as Indian English and Nigerian English, are gaining increasing interest as of late, Algerian English. These varieties, especially the most prominent of them, have emerged as legitimate linguistic systems rooted in their unique socio-cultural settings. This linguistic diversification, while widely acknowledged in the field of World English, raises significant pedagogical and ideological issues within the realm of English language teaching. These issues extend to settings where English is taught as a foreign language, where the role of the teacher becomes crucial in either reinforcing the norms proposed by native speakers or validating localized expression of English. This section explores the attitudes, beliefs, and perceptions held by EFL teachers towards nativized English. It also examines how these perceptions influence classroom practices, curriculum choices, and learners' sense of linguistic legitimacy. Understanding teacher perceptions is essential, as educators often serve as gatekeepers to linguistic norms, shaping the way English is conceptualized, taught, and internalized in non-native contexts like Algeria.

To properly grasp teachers' perceptions presented here after, it **i**s crucial to understand the broader ideological frameworks that are foundational to English language education. The perspectives of EFL teachers towards non-native varieties are not neutral. They are shaped by various beliefs regarding what constitutes correct or authentic English**,** Standard language ideology, which is the belief that only standard English, often aligned with British or American norms, is correct. Many teachers are trained to believe this, leading such norms to dominate EFL curricula across the globe. Teachers educated based on this standard may view nativized varieties as incorrect or consider them deviant forms of the language, even when

they function perfectly well in communicative contexts. This view often stems from linguistic perspectivism, where variation is seen as error, not innovation. For instance, Chomsky (1965, as cited in Cook, 2012) argues that native speakers should be considered the only reliable source of linguistic data. Conversely, the World Englishes framework (Kachru, 1985; 1992) challenges this hierarchy, legitimizing forms of English as reflections of cultural and contextual specificity. As a result of this perspective, teacher perceptions become grounds for negotiation between global norms and local realities. Teachers must grapple with the ownership of the English language, a concept further explored by Widdowson (1994), who argued that English no longer belong**s** to native speakers but to all who use it meaningfully.

Consequently, numerous empirical studies across global EFL contexts have investigated how teachers perceive nativized varieties of English. These studies highlight a clear tension between native-speaker tendencies and localized linguistic patterns. According to a foundational discussion on nativization, Lowenberg (1986) emphasized that varieties such as Nigerian or Indian English have now moved past learner error; they exhibit systematic features that reflect their sociolinguistic environments. These features, which are often shaped by their contact with indigenous languages and local communicative necessities, develop into norms accepted by speech communities themselves. Furthermore, Lowenberg's work challenges the inferior view of non-native varieties, instead positioning them as their own individual systems and attributing them with their own set of grammatical, lexical, and pragmatic logic that evolve and develop over time. Yet, despite this theoretical legitimacy, acceptance of these varieties remains an issue to be discussed.

Empirical studies from diverse contexts depict that EFL teachers often negotiate between the ideological pull of native-speaker norms and the practical reality of local usage. In Japan, Cook (2012) investigated Japanese English teachers' (referred to as JTEs) pedagogical views and found that while communication was often outwardly endorsed, many

teachers continued to rely on grammar-translation methods, deeply influenced by institutional expectations. More importantly though, there was little recognition of localized English use; teachers largely operated within a framework that prioritized standard American or British norms, sidelining emerging Japanese English usages that might better reflect students' real-world needs.

A more ideologically charged exploration into the notion comes from Iran. In a qualitative study by Safari and Razmjoo (2016), Iranian EFL teachers acknowledged the necessity of English for global participation but expressed explicit resistance to what they described as the cultural and ideological hegemony embedded in the language's global dominance. Teachers voiced concerns about the loss of local identity and culture, questioning textbooks and teaching materials developed from western perspectives. Moreover, this resistance extended to English varieties perceived as western imports, so there was little space granted to nativized forms due to them being perceived as more of a threat to local values.

In a narrative inquiry into the contextual influences on EFL pedagogy in Japan, Ng (2012) documented how institutional expectations, learner attitudes, and sociocultural norms mediate teachers' perceptions of what constitutes acceptable English. His self-reflection as a TESOL educator revealed that even well-trained instructors struggled to integrate a context-sensitive pedagogy that embraced linguistic diversity. Instead, a latent preference for native English often persisted, rooted not in linguistic reasoning but in the symbolic capital associated with native-speaker norms. For example, Ng found that communicative competence in local English was often undervalued in favor of superficial fluency modeled after Anglo-American norms. Collectively, these studies illustrate a common trend: while EFL teachers may theoretically accept the notion of World Englishes, their actual classroom practices often remain anchored in native-speaker ideologies. This disjuncture is not necessarily the result of personal bias but stems from a broader sociopolitical context,

including curriculum standards, examination systems, and global market pressures that inherently promote standardized forms. Teachers, in turn, behave as both gatekeepers and products of these forces that seem to be inescapable.

Alali et al. (2020) conducted an empirical investigation into the effects of culturally nativized texts on EFL learners' reading comprehension. In their study, seven reading passages from a university-level English textbook were adapted to reflect Jordanian cultural references, replacing culturally foreign content. Students first completed comprehension tasks using the original versions, after a two-week interval completed similar tasks using the nativized versions. Results revealed significantly higher performance across all three comprehension levels (literal, inferential, and evaluative) in the nativized condition. The improvements were statistically significant, with large effect sizes across sub-skills such as gap-filling, referring pronouns, and offering opinion. The researchers attributed this enhancement to the cultural familiarity of the nativized texts, which activated students' prior knowledge and provided a more engaging and accessible learning experience.

This empirical insight is especially significant for contexts like Algeria, where English is rapidly expanding but lacks historical institutional grounding. Given the postcolonial residue of French linguistic dominance and the relatively recent embrace of English, Algerian EFL teachers may find themselves caught between the conflicting pressures of the prestige attributed to native English forms, the residual influence of French academic structures, and the emergent informal nativized English seen on social media and in digital communication. In such a terrain, teacher attitudes toward localized varieties will likely play a decisive role in either legitimizing or marginalizing these new forms.

Previous research has provided significant insights into the nativization of English in a variety of multilingual situations, but little emphasis has been paid to the Algerian context and it remains underexplored, particularly regarding the way English is adapted and reshaped

through social media interactions and the role of EFL teachers in interpreting these emerging patterns as an acceptable transition to nativized English in Algeria that should be embraced or a language transfer stage of learning English that should be overcome.

Due to its dynamic multilingual context, where Arabic, French, Amazigh, and increasingly English coexist and interact, as well as its complex postcolonial linguistic past, Algeria makes a very interesting case; the rise of English in Algerian social media websites; besides evolving speaker attitudes and educational perspectives. As a result, this study aims to fill this gap by exploring how English is used by Algerians on social media, as well as the perspectives of EFL teachers on whether there is a conscious effort towards nativization or an unconscious stage of language transfer.

Conclusion

This chapter exploredthe nativization of English in multilingual contexts, focusing on its function in developing localized linguistic patterns and reflecting speech communities' cultural identities. Understanding the rapid growth of English as a global language and its adaptation in local contexts is essential for understanding the dynamic nature of language change. The impact of digital spaces, particularly social media platforms, has rushed the process of language contact, lexical innovation, code switching and hybridisation. The review also highlighted the importance of EFL teachers' perceptions in shaping learners' comprehension of evolving nativized forms of English, particularly in formal educational contexts.

Chapter two: Methodology, Data Analysis, and Discussion

Introduction

This chapter is devoted to the practical part; it puts the reported literature review into practice. It contains three sections. The first section starts with the research design, the description of the participants, and the data gathering instruments. The second section presents the data obtained from the content analysis of the corpus. It also presents the data obtained from the questionnaire. The third section is devoted to the discussion of the findings in the light of the research questions and assumptions. Finally, the chapter concludes with insights and implications for future research, and limitations of the study followed by the research conclusion.

Section One: Research Methodology

This section provides an overview of the research methodology used in our study. It describes the research design, the research instruments, the procedures, and the population from which the sample is selected. It also proclaims the reasons behind the selection of the sample. Additionally, the aims and the procedures of data gathering tools are set out.

Research Design

This study follows an exploratory and descriptive mixed-method design, combining both quantitative and qualitative methods of data analysis. Exploratory research is a study designed to answer a question or address a problem. The nature of the entity being studied prevents the researcher from manipulating a variable; it cannot be completed in a controlled environment; and most likely, the researcher cannot determine all of the influences on the entity. Thus, a more exploratory approach to the topic is more beneficial. This form of research, also known as the inductive method, aims to uncover general principles that explain facts and observations. The exploratory research is used to study a particular phenomenon. Finding out as much as possible about two variables, the independent variable and the

dependent variable, is the goal of exploratory research. Since the precise nature of the dependent variable might not be known or understood prior to the study, it is observed and documented in a more comprehensive manner (Singh, 2021). In the current study, this research design can be used to examine the extent and nature of Algerian Arabic's influence on English across different linguistic levels; lexical, phonological, and syntactic. Besides, it aims to explore whether this influence represents a case of negative language transfer or signals an ongoing process of nativization in the TikTok content of Tebessian youth.

Furthermore, descriptive research aims to solve issues and improve procedures. Descriptive research generates qualitative and quantitative data that characterize the natural state at a given moment in time (Koh & Owen, 2000). According to Manjunatha (2019), descriptive research involves describing the features of a population or phenomenon under study. This methodology prioritizes the "what" over the "why" of a study issue. Descriptive study aims to describe a demographic segment rather than explain why a phenomena happens. In other words, it describes the research subject without explaining why it occurs. It is known as an observational research approach since none of the variables included in the research study are changed in any way. The descriptive research design is used to examine the perceptions of EFL teachers regarding the presence of Algerian Arabic in English, particularly on social media and in the classroom, and to gather insights on whether these perceptions align with the view of such language use as interference or as a form of linguistic adaptation.

A mixed-method approach for data analysis is used based on the research questions and objectives presented earlier. Mixed-method studies have evolved from the conflict between qualitative and quantitative research methods to become a popular kind of inquiry. Mixed-method research offers multiple design options based on four dimensions, including sequential and concurrent tactics (Terrell, 2011).

Purohit and Devi (2023) stated that mixed method research combines qualitative and quantitative methodologies to achieve a deeper knowledge of a study problem. By combining qualitative and quantitative data, researchers can overcome the constraints of utilizing only one method. Mixed method research involves triangulating data from several sources, types, and methodologies to validate and confirm conclusions. Using a combination of qualitative and quantitative methodologies allows researchers to explore many aspects of the research subject, resulting in a more robust study. Mixed method research integrates qualitative and quantitative research strategies in a single study. This integration enables researchers to use the benefits of both methodologies, resulting in a more complete knowledge of research problems. Typically, quantitative data is obtained through surveys, whereas qualitative data is gained through interviews, focus groups, or observations (Ahmed, Pereira, & Jane, 2024).

The most appropriate tools adopted in this exploratory and descriptive study are corpus analysis and a questionnaire. The corpus analysis, drawn from TikTok videos, serves to explore how Tebessian youth use English in real-life digital contexts Meanwhile, the questionnaire is designed to investigate the perceptions of EFL teachers regarding the presence of Algerian Arabic in English, both on social media and in the classroom. Together, these instruments provided insight into both actual language use and professional perspectives on this emerging linguistic phenomenon.

Population and Sampling

To find traces of nativization or language transfer in social media discourse, convenience sampling is applied. It is also known as accidental or opportunity sampling, referring to selecting the nearest individuals to participate as respondents and continuing the process until the necessary sample size of people who just so happen to be available and accessible at the time has been reached. Convenience sampling frequently uses captive audiences as respondents, such as students or student teachers. It does not aim to generalize to the larger

population because it does not represent any group other than itself (Cohen et al., 2018). Following this technique, 16 TikTok videos extracted from the account of the private school New Town School in Tebessa and the account of the speaking club of HB Academy in Tebessa formed the sample of content analysis. 36 Tebessian young speakers figured in these videos, divided into 20 males and 16 females. Apart from being the only available corpus with naturally occurring English by Tebessian young speakers, this sample is targeted to ensure the presence of a rich variety of examples illustrating both nativization and negative language transfer.

Additionally, the population of 38 EFL university teachers from the English department of Echahid Cheikh Larbi Tebessi University is targeted for answering the teachers' questionnaire The total number of the teachers is 38; however, a low response rate is faced leading to 18 respondents only.

Research Instrument and Data Source

The study employs one instrument and one data source each for a different purpose.

Secondary Data. In this research, data used for exploring the existence of nativiation or transfer in English as produced by Tebessian speakers is not collected first hand. It is extracted from a corpus of publically available secondary data which is later subjected to content analysis. This corpus allowed for identification of patterns such as phonological, lexical, or syntactical localized English features and language transfer. According to Brezina and Gablasova (2018), a corpus, which is the plural of the term corpora, is a specific kind of linguistic data that consists of thousands of pages of text and/or spoken language transcripts that a computer may search. A corpus is a sample of language that enables us to see how language is used in various contexts. It is defined that a corpus is a group of texts in an electronic format (such as ebooks) that we can read page by page and, more crucially, search to determine things like the frequency of various words and phrases in the texts. Second, real

texts and transcripts of spoken language are what we include in a corpus. In other words, we gather texts and spoken language samples that are present "in the wild," such as books, newspaper articles, academic papers, blog posts, tweets, TV and radio broadcasts, lectures, casual conversations, and the like, rather than creating texts especially for language corpora. A corpus is a cautiously managed database that contains as much information as possible about each text, including its source, genre, date, and other details, rather than just a collection of texts we randomly stumble upon. We employ corpora as samples that provide us with interesting information about language in general or a specific type of language, such as informal speech, newspaper language, or academic writing (Brezina & Gablasova, 2018)

In relation to relying on secondary data available online, Cohen, Manion, and Morrison (2018) explained that, in contrast to some data that take longer to obtain, secondary data is frequently accessible even instantaneous and offers the advantage of timeliness and speed for decision making. They are also generally accessible to everyone and usually involve few bureaucratic steps. Providing secondary data supports utilitarian, scientific, pragmatic, and ethical justifications (for the better benefit of public funds spent on research and for the public good). They can be used to formulate research questions, identify issues or areas that require more investigation, and provide background information or context for either a mixed methods study or more in-depth research (Cohen et al., 2018).

As such, the data source is a selection of TikTok videos and users' comments. A total of 16 videos of varying lengths, with the longest video lasting two minutes and 16 seconds, and the shortest 12 seconds, are used. They are transcribed and available via an interactive link in Appendix A. It is worth mentioning that relying on secondary data became a necessity due to practical limitations. We relied on these videos due to the constraints of convenience sampling, as they were the only accessible source of data. While our original plan was to use live videos, we were unable to find any relevant content within the Tebessian context.

Additionally, an attempt to record our own video data was unsuccessful, as the interaction lacked naturalness and spontaneity. Consequently, the use of secondary data emerged as the most appropriate option for our research.

The Questionnaire. Among the tools used to collect data, the questionnaire is most likely the most utilized and misused. Both preparation and administration are simple. A form known as a questionnaire is created and disseminated to obtain answers to specific inquiries. A form that respondents fill out on their own is used to secure answers to queries. It is a systematic compilation of questions. An advantageous instrument for gathering data from far dispersed sources is this one. It is utilized most often when there is no specific cause to meet with the persons one wants to hear back from or when it is not possible to see them in person (Pandey & Pandey, 2015). Cohen, Manion, and Morrison (2018) defined the questionnaire as a popular and useful tool for gathering survey information since it provides organized, frequently numerical data, can be administered without the researcher's presence, and is often relatively simple to interpret.

Description of the Questionnaire

In this research, the questionnaire is designed to collect the necessary data that addresses the perceptions of EFL teachers regarding the presence of Algerian Arabic in English, both on social media and in the classroom (see Appendix B). It is administrated to EFL teachers at Echahid Chikh Larbi Tebessi University, because their experience can provide valuable insights to determine whether the deviant form of English in Algeria is a sign of the intentional incorporation of a local flavor into English, which would result into a nativized version of the language, or it is a mere result of language transfer that learners need to overcome. The questionnaire has 18 questions divided into four sections. It contains different types of questions including yes/no questions, multiple choice questions, agreement/effectiveness scale questions, and open-ended questions.

The first section aims to collect the demographic information about the respondents, because we were in need to analyze the responses according to them. The second section is composed of eight questions about EFL teachers' observations on the use of English in a local context. The third section, contains a 24 statement 5 point agreement Lickert scale. It features structured items with responses measured on a scale ranging from "Strongly Disagree" to "Strongly Agree ". To prevent response bias, these statements are intentionally mixed and not positioned in any particular order. The objective is to ensure that the statements are fairly balanced and not overtly direct the sample either towards nativization nor language transfer. The statements are divided into three categories, as shown in (Table 19), with the first eight being pro-nativization statements, the next eight being anti-nativization statements, and the last eight being pro-language transfer statements. Finally, the fourth section is related toteachers' reflections and insights. It is composed of four open-ended questions designed to encourage detailed and personal responses.

Data Collection Procedures.

The questionnaire is sent to teachers as a Google forms. We used Google form because it offers several advantages. Firstly, it provides a user-friendly platform for participants to respond to the questions online, offering convenience and ease of access. Secondly, it allows for efficient data collection and management, with, with responses automatically collated in a digital format for analysis. The data collection process took six days.

Data Analysis Procedures

The procedures for analyzing both types of data are presented.

Content Analysis

To explore whether the English used by Algerians on social media reflects a conscious step toward nativization or an unconscious stage of language transfer, a structured multi-level

content analysis was conducted. The latter is a helpful technique for data analysis. It provides principles for text coding and for making deductions from the data in accordance with methodical, objective guidelines. Making accurate, repeatable, and unbiased deductions about the message based on clear guidelines is the main goal of content analysis. Diaries, newspapers, folk songs, short stories, television and radio messages, documents, texts, and any symbols can all be used as content for the content analysis (Bammidi, 2008). According to Asthana (2015), content analysis is a versatile research technique designed especially to examine a wide range of issues where the foundation of inference is the communication's content. In order to draw conclusions about the qualities and significance of written and other recorded materials, content analyzers employ a set of methods for gathering and arranging data in a consistent manner.

The content analysis of the videos relied on four key dimensions; phonological, lexical, morphological, and syntactic traces of the L1 in the English. This analysis aimed to uncover how local linguistic features surface in informal digital discourse, and whether they point to deliberate adaptation or unintentional influence from Algerian Arabic.

The phonological analysis relied on the impressionistic judgment of recruited judges. The impressionistic judgment occurs when auditory observations are made without instrumental validation. Impressionistic analysis, while not without academic legitimacy, is widely considered an initial step that should ideally be reinforced by acoustic data. As Cohen, Manion and Morrison (2018) observe, “impressionistic analysis can serve as an initial diagnostic tool but it is ideally followed by acoustic measurement to increase reliability and objectivity” (p. 446). The absence of this step inevitably weakens the empirical basis of some of our phonological claims, however, it was not possible because acoustic analysis necessitates that data is collected in special sound booths to control for background noise. Moreover, impressionistic methods, though still common in certain educational settings, are

more susceptible to subjectivity and listener bias, especially when the analyst is embedded in the same linguistic community as the subjects (Cohen et al., 2018), however, cross judges agreement reduces the bias. As such the phonological analysis required trained evaluators with expertise in phonetics and English language instruction. Three non-native judges who reported no hearing impairments, all of whom are experienced English language teachers, including our supervisor, were recruited to assess the spoken content. To ensure familiarity with the evaluation method, each judge was first provided with a short, unrelated training video as a pilot, alongside a guide table containing example utterances and a reference script. During the evaluation process, the judges were asked to listen to selected utterances from each TikTok video with the transcribed version of the script and assign a value ranging from 0 to 1 for each utterance, where 0 represented no observable influence from Algerian Arabic and 1 represented a strong influence. For each utterance, they were also required to provide a brief justification of their rating. The rationale for selecting specialists was grounded in the need for informed phonological judgment, as expert evaluators are better equipped to distinguish between superficial variation and systematic phonetic influence. Notably, there was substantial agreement between the judges. In most instances, all three raters reached the same conclusion, either identifying the phonological features as consistent with transfer or viewing them as signs of emerging nativized English. This consistency strengthened the reliability of the phonological analysis and provided confidence in the interpretive judgments made.

Unlike the phonological component, the analysis of lexical, morphological, and syntactic features was conducted directly by the researchers. Given our fluency in English and native proficiency in Algerian Arabic, we used our linguistic intuition and background knowledge to identify examples of possible transfer or nativization. Utterances were reviewed and analyzed for vocabulary choice, code-mixing, structural borrowings, and syntactic

choices. Each instance was then classified based on whether the feature appeared to emerge from unconscious transfer or represented a more deliberate, localized use of English. This evaluative approach allowed for a more nuanced and context-aware interpretation of the data, especially given the informal and dynamic nature of social media discourse. The combination of expert phonological analysis with researcher-led morphosyntactic and lexical review ensured that the different levels of language were assessed with both depth and contextual sensitivity.

The Questionnaire Analysis

The quantitative analysis of the data collected from EFL teachers' questionnaire is essential in addressing the third research questions. The analysis aim is to help in understanding teachers' responses regarding their perceptions of the presence of Algerian Arabic in English on social media and in classroom settings. The analysis is conducted using the Statistical Package of Social Sciences (SPSS) 16.0. to calculate frequencies, percentages, mean ($\bar{x}$), and standard deviations (SD). Additionally, open-ended questions are analyzed qualitatively.

Section Two: Data Analysis

This section is devoted to the analysis of the obtained data of the current study.

Data Obtained from the Content Analysis

The following is a report of the data obtained from content analysis. The analysis began with the classification of linguistic deviations observed in Algerian English speech into four primary categories: phonological, morphological, lexical, and syntactic. These categories were initially established to identify features of language transfer and/or nativization originating from the speakers' first language (L1), Algerian Arabic.

During the analysis, additional patterns emerged from the data, necessitating the inclusion of a fifth category which is labeled L2 to L3 transfer. It refers specifically to French influence

on learners' English production. In addition, a separate category was established to document language errors and mispronunciation that did not fall neatly under the other linguistic levels. It is worth noting that some videos, such as Video 4 (Appendix A), were excluded from analysis due to high background music that interfered with audio clarity.

1. **At the phonological level**

Table 1

Phonological-level deviations observed in Algerian English speech (Including transfer and nativization features)

	Utterance	Speaker	Judgment	Video ID
1	It does not mean that you are not allowed to make mistakes.	Male 1	Nativized	PS1_V1
2	Because when you live in other countries, for example in Europe, I think maybe even don't have anything	Male 3	Transfer	PS1_V3
3	For anyone here in Tebessa who wants to improve his English especially speaking skillls.	Male 4	Transfer	PS1_V3
4	I think, then they add maybe a hundred more. So the question? if they can give us300 …	Male 11	Transfer	PS1_V7
5	And then you left us to Germany.	Male 12	Nativization	PS1_V7
6	The person is your father or your grandfather?	Male 11	Transfer	PS1_V7
7	Eh good afternooneveryone. I hope you are doing well. Mr LAST NAME NAME, I'm a student in English language.	Male 12	Transfer	PS1_V9
8	Yes we have.	Female 13	Transfer	PS2_V12

9	'NAME', it's your turn. come	Female 12	Transfer	PS2_V12
10	What 's the problem?	Female 14	Transfer	PS2_V12
11	What? is Covid 19returned?	Female11	Transfer	PS2_V12
12	Who answers anyone?	Male 20	Transfer	PS1_V13
13	Not everything you love is true	Male 5	Transfer	PS1_V13
14	In the club you find yourself more better but if you are going with bad people and.	Male 20	Transfer	PS1_V14

Table 1 presents the phonological-level analysis of 14 utterances from the videos PS1 (New Town Private School) and PS2 (HB Academy Private School). These phonological deviations in spoken Algerian English show both transfer from Algerian Arabic and nativization features observed in speakers speech. The utterances show clear influence from the learners' first language (L1). First, nativization through intonation is evident in Utterance 1 and Utterance 5, where tag-question intonation and sarcastic AA intonation mark a non-standard rising-falling contour, which is commonly used in Algerian Arabic. The judges assume that this is a trace of nativization because coupled with facial expression, the intonation sounded intentional.

Second, stress and rhythm transfer appears in Utterance 2, due to disrupted tone unit boundaries. In Utterance 3, a segmental transfer occurred due to the vowel epenthesis between /l/ and /z/ of the 'skills' deriving from the fact that Arabic, unlike English does not allow lots of consonant clusters, as such, the cluster /lz/ in the coda of the word skills is broken with an epenthetic vowel. Additionally, Utterance 4 and Utterance 6 reflect Algerian Arabic intonation, contributing to non-standard pitch patterns that reduce clarity in connected speech. Also, there is evidence of an assertive Algerian English tone in Utterance 8 that does not fit

with the English pitch variation produced to achieve the same effect. The same applies to Utterance 10, where the AA question intonation is transferred to English. Similarly, Utterance 11 reflects surprise, Utterance 12 demonstrates Algerian Arabic-style questioning, Utterance 13 exhibits an AA intonation through which the speaker seeks the agreement of his interlocutor, and Utterance 14 displays a tone of enthusiasm influenced by L1 expressiveness. Finally, Utterance 7 shows opening intonation directly mapped from Arabic greeting routines.

2. At the Morphological level

Table 2

Morphological-level deviations observed in Algerian English speech (including Transfer and nativization features)

	Utterance	Speaker	Judgment	Video ID
1	I think may be even don't have anything	Male 3	Transfer	PS1_V3
2	They have a lot of benefits for body and mind	Male 6	Transfer	PS1_V3
3	I'm being suffering from terrible headache. Could this be Covid 19, Doctor?	Female11	Transfer	PS2_V12
4	About the information, they get today, they organize it like adult person or like genius.	Male 22	Transfer	PS1_V15

The morphological-level analysis of Algerian English speech reveals four utterances that exhibit noticeable deviations due to L1 transfer and structural influence. In Utterance 1, the deviation is primarily due to the double negation, which interferes with the proper use of auxiliary structures. The speaker omits the subject pronoun "they" or "people," leading to a grammatically incomplete structure reflective of L1 syntactic-morphological overlap. Utterance 2 and 3 present a classic case of article omission, where the definite article "the" is missing before "body and mind" and the omission of the article "a" before "terrible". This

reflects a common transfer issue from AA due to the absence of a free morpheme representing the definite article in AA. Lastly, Utterance 4, again reflects article omission, this time before "adult". The absence of "an" in "like adult person" indicates a morphological simplification that results in ungrammatical noun phrase formation influenced by the fact that AA has a zero article equivalent of the English indefinite article.

3. At the Lexical level

Table 3

Lexical-level deviations observed in Algerian English speech (including transfer and nativization features)

	Utterance	Speaker	Judgment	Video ID
1	I think may be even don't have anything	Male 3	Transfer	PS1_V3
2	Now I speak English a little bit. I'm not good in English but I discuss with another person normally.	Male5	Transfer	PS1_V3
3	I passed her exam in her university. She gived me one average	Male 8	Transfer	PS1_V3
4	Commercial, you need to study outside?	Female 9	Transfer	PS1_V7
5	I studied with French language.	Male 8	Transfer	PS1_V9
6	Maybe because I studied in Arabic language then in university because I was a scientist.	Male 3	Transfer	PS1_V9
7	So we cannot follow fall in a mistake or something like that.	Male 19	Transfer	PS1_V10
8	I can't remember a special event or a special experience but I was afraid from change.	Male 21	Transfer	PS1_V14

The lexical analysis of the samples' production of English speech reveals five notable deviations, particularly in the form of literal translations, inappropriate word choice, and collocational mismatches. In Utterance 1, the speaker's word choice stems from a literal translation from Algerian Arabic. "don't have anything" is a direct equivalent of AA " ماعندهم والو". Utterance 2 illustrates a calque from French, where the term "normally" is used from the influence of French "normalement", which carries a slightly different pragmatic meaning in English. In Utterance 3, the speaker uses the incorrect preposition "in" instead of the standard "at". This reflects syntactic transfer from Arabic equivalents. In Utterance 4, the word "outside" is used as a lexical substitution for "abroad," reflecting a direct translation from Arabic "البرا". Utterance 5, shows an instance of incorrect prepositional collocation, where "with" is used instead of "in." This is a common lexical-syntactic overlap influenced by AA preposition choice "I studies in French" is an equivalent of "قريت بالفرونسي", and highlights the transfer of multiword expressions across languages. Utterance 6 demonstrates a lexical error caused by literal translation. The term "scientist" is incorrectly used to imply a student in a scientific field, which distorts the intended meaning. Utterance 7, presents a lexical miscollocation, where the verb "fall" is incorrectly chosen instead of "make" or "commit." This stems from literal translation of idiomatic Arabic phrases. Finally, Utterance 8 contains a prepositional error, using "from" instead of the correct "of." This common transfer arises from direct translation of Arabic structures.

4. At the Syntactic level

Table 4

Syntactic-level deviations observed in Algerian English speech (including transfer and nativization features)

	Utterance	Speaker	Judgment	Video ID
1	I'm being suffering	Female 11	Transfer	PS2_V12

In Utterance 1, the speaker incorrectly combines the present continuous with a stative verb. This structure, though ungrammatical in English, mirrors Arabic's allowance for aspectual flexibility in verb usage, and also may reflect a misapplication of English progressive forms.

5. French Transfer from L2 to L3

Table 5

French transfer from L2 to L3 in Algerian English speech

	Utterance	Speaker	Judgment	Video ID
1	Now I speak English a little bit. I'm not good in English but I discuss with another person normally.	Male 5	Phonological Transfer	PS1_V3
2	I'm gonna talk about something, an important thing in this life. A fragile thing in the name of trust.	Female 5	Phonological Transfer	PS1_V3
3	Well I think chrug is to lower and raise shoulders to show indifference	Male 9	Morphological Transfer	PS1_V5
4	In the future, I have to be in the pilot.	female7	Phonological Transfer	PS1_V7
5	Many person, but the person positive in my life not in 2024 just 2024, it's my mom.	Male 14	Morphological Transfer	PS1_V8

6	Who is the patient?	Female 14	Phonological Transfer	PS2_V12
7	Yes these are the symptoms of covid 19.	Female 14	Phonological Transfer	PS2_V12
8	No vaccin is not necessary at this time. I will write you some medicines and you need to follow the treatment carefully.	Female 14	Morphological Transfer	PS1_V12

The fifth table investigates French transfer from L2 to L3, identifying eight utterances rooted in the French language system. In Utterance 1, the word “person” is pronounced French-wise, illustrating vowel quality influenced by L2. Similarly, Utterance 2 features the word “fragile” articulated in the French way, again signaling phonological transfer. Utterance 3 displays another segmental transfer through the pronunciation of the prefix "in-" in “indifference,” in the French way. In Utterance 4, the word “future” is pronounced with a French vowel. Utterance 5, reveals morphological transfer, where the speaker omits the plural “-s” a pattern mirroring French noun formation. In Utterances 6 and 7, the words “patient” and “symptoms” are pronounced with French vowels, again showing phonological transfer in medical vocabulary. Lastly, Utterance 8, includes both phonological and morphological interference. The pronunciation of “medicines” lacks proper plural articulation and resembles French segments pronunciation.

6. Language Errors\ Mispronunciation

Table 6

Language errors and mispronunciations in Algerian English speech

	Utterance	Speaker	Judgment	Explanation	Video ID
1	I got just one word.	Male 2	Transfer	Emphatic stress unnaturally on both “one” and “word”, disrupting the prosodic balance typical in native-like English speech.	PS1_V1

2	Hello everyone I wanted to talked about this session. It was an amazing time with fun energy and benefits with love.	Male 10	Transfer	Wrong stress placement and a verb form error, using the past form "talked" after the auxiliary "wanted to." This reflects morphosyntactic confusion.	PS1_V6
3	We noticed that she has a fever and her face looks pale and her voice has changed	Female 13	Transfer	Lack of intonational variation. The sentence in a flat tone, lacking the natural pitch movement used in English to convey narrative progression or emotional emphasis	PS2_V12

Table 6 highlights language errors and phonological mispronunciations found in collected data, showcasing three representative utterances with their explanation.

7. Analyzing Comments

Table 7

The analysis of linguistic features in comments in Algerian English speech

	Comments	**Judgment**	**Explanation**	**Video ID**
1	واشي الحاج تو والك - to wok. like talk. silent letter	Phonological Transfer	The mispronunciation of the English word "talk" as to wok, influenced by Arabic phoneme substitution and silent letter confusion	PS2_V5
2	i speak English aaaa نحو الاااا فالخر	Phonological Transfer	Blends Arabic with English using extended vowel sounds common traits in Algerian Arabic discourse.	PS1_V3
3	True	lexical Transfer	Used in isolation as a discourse marker, mimicking Algerian Arabic affirmation cues.	PS1_V17
4	I dont like the way she talks. but i like the idea of the club. i used to go other one in tebessa so much fun	Syntactic Transfer	Reflecting direct mapping from Arabic grammar.	PS1_V18

5	i used to go other one in tebessa so much fun	Morphological Transfer	Omits the article “the” and demonstrates incorrect structure	PS1_V18
6	I don’t know how to support u i can say only go a head	Morphological Transfer	Word order that mirrors Arabic sentence rhythm and emphasis patterns.	PS1_V19

Table 7 presents linguistic deviations found in TikTok user-generated comments, revealing key phonological, lexical, morphological, and syntactic transfer features in Algerian English speech.

The Analysis of EFL Teachers’ Questionnaire

The following is the analysis of EFL teachers’ perceptions.

Section One Analysis: Demographic Information

This section aims to provide an overview of the EFL teachers’ personal and professional background to contextualize their perceptions. It includes information about their gender and age distribution, academic qualifications, and teaching experience.

Question 1. Gender

Table 8

Participant gender composition

	Frequency	Percent
Male	2	11,1
Female	16	88,9
Total	18	100,0

A significant majority of respondents identified as female (88.9%), while males constituted 11.1%of the sample. This discrepancy would not allow for assessing any possible effect of gender on teachers’ perceptions.

Question 2. Age

Table 9

Participants age distribution

	Frequency	Percent
Prefer not to answer	4	22,2
23	1	5,6
25	1	5,6
26	1	5,6
29	1	5,6
31	1	5,6
33	2	11,1
34	1	5,6
38	1	5,6
40	2	11,1
41	1	5,6
45	1	5,6
48	1	5,6
Total	18	100,0

The sample comprised of 18 participants, with ages ranging from 23 to 48 years. The distribution reflects a mid-career demographic, as the majority (33.3%) are in their 30s (for example, 33 and 40 years old, each representing (11.1%)). Four participants (22.2%) opted not to disclose their age.

Question 3. Highest Academic Qualification

Table 10

participant educational background

	Frequency	Percent
Master	5	27,8
Magister	5	27,8
Phd	8	44,4
Total	18	100,0

Participants held advanced academic credentials: 44.4% reported a PhD, while 27.8% held a Master's degree and 27.8% a Magister. This indicates a highly qualified sample of EFL teachers.

Question 4. How long have you been teaching English?

Table 11

Years of English teaching experience

	Frequency	Percent
1	1	5,6
2	1	5,6
3	3	16,7
4	1	5,6
5	1	5,6
7	1	5,6
8	1	5,6
9	2	11,1
10	1	5,6
12	1	5,6
13	1	5,6
15	1	5,6
17	1	5,6
19	1	5,6
24	1	5,6
Total	18	100,0

Teaching experience among participants ranged from one to 24 years. The distribution shows diversity, with 16.7% reporting three years of experience and 11.1% reporting nine years. A majority (72.2%) had one to nine years of experience, while 27.8% reported ten years or more.

Question 5. What type of institutions have you taught in previously?

Table 12

Previous institutions

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Previous.Institutions	9	50,0%	9	50,0%	18	100,0%

		Responses	
		N	Percent
Previous.Institutions	Middle	2	14,3%
	Secondary	5	35,7%
	Private	7	50,0%
Total		14	100,0%

Table 12 indicates that out of the total 18 participants, only 9 responses (50%) were valid entries for the question regarding previous institutions where participants had taught in different institutions apart from university. The remaining 50% of the data is missing, in which half of the participants had not taught in different institutions apart from university. The total number of responses is 14 across the available institution types. The majority of EFL teachers (50%) have teaching experience in private centers. 35.7% have taught in secondary schools, which reflects involvement in the formal education system at the upper levels. Only 14.3% have experience in middle schools. This diversity enriches the provided insights.

Section Two Analysis: EFL Teachers' Observations on the Use of English in a Local Context

This section investigates EFL teachers' observations regarding the influence of Algerian Arabic on English usage, both on social media and in the classroom.

Question 6. When Algerian speakers integrate English words, expressions, or sentences in their speech on social media, did you notice any deviations in their English which are attributed to their L1?

Table 13

Perception of L1-influenced deviations in English use

	Frequency	Percent
Yes	18	100,0
No	0	0

All participants (100%) observed deviations in Algerian social media in English attributed to the L1. This confirms the frequency of the phenomenon.

Question 7. If yes, on which level of language did you notice these deviations? Please provide (an) example(s).

Table14

Observation of language deviations

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Levels.of.Language	18	100,0%	0	,0%	18	100,0%

All 18 participants responded to the levels of language at which deviations were observed in the English of Algerian speakers on social media (100%). There were no missing responses (0%).

Table 15

Levels of language deviations

		Responses		Percent of
		N	Percent	Cases
Levels.of.Language	Vocabulary.construction	15	16,5%	83,3%
	Verb.congugation	11	12,1%	61,1%
	Plural.formation	9	9,9%	50,0%
	Sentence.structure	11	12,1%	61,1%
	Pronunciation.sounds	12	13,2%	66,7%
	Intonation	10	11,0%	55,6%
	Stress.patterns	8	8,8%	44,4%
	Identity.expression	9	9,9%	50,0%
	Norms.of.appropriateness	6	6,6%	33,3%
Total		91	100,0%	505,6%

Deviations attributed to L1 influence were reported across multiple linguistic levels. Vocabulary construction (83.3%) and pronunciation/sounds (66.7%) emerged as the most frequently observed areas. This aligns with the results of the content analysis when phonological and lexical transfer were the most recurrent.

Verb conjugation (61.1%), sentence structure (61.1%), and intonation (55.6%) followed closely, indicating significant syntactic and prosodic interference from Algerian Arabic. Plural formation (50.0%) and identity expression (50.0%) were moderately noted, reflecting both structural and sociolinguistic adaptations. Stress patterns (44.4%) and norms of appropriateness (33.3%) were less prominent, suggesting these aspects may be less salient or consciously addressed in informal social media contexts.

Table 16

Qualitative analysis of examples

Level	Frequency	Examples	Explanation of the Influence of L1
Morphological	8	*posta* (instead of *posted*), *clicKI, shari, blockiHA, savi* (Arabic verb conjugation: *-a* for feminine, *-ou* for plural).	Algerian Arabic morphology applied to English verbs (e.g., replacing *-ed* with *-a*).
Syntactic	7	*"This I like," "Is very nice the movie"* (Arabic/French word order); *"He go to school"* (omission of 3rd-person *-s*).	L1 syntactic structures transferred to English (e.g., SOV word order, lack of agreement).
Lexical	6	*"I have 22 years"* (French *j'ai 22 ans*); *"haram, bro," "alhamdulillah," "wallah"* (Arabic terms).	Direct translations from French/Arabic or code-mixing to express cultural/religious identity.
Phonological	5	*"r sound," "Tbessi accent," regional intonation (e.g., *are you kidding me* pronounced as تمسخربيا).	Arabic phonology influencing English pronunciation (e.g., trilled /r/, dialectal intonation).
Pragmatic	4	*"Nfollowik," "stressini," "Noticina"* (Arabic pronoun incorporation: *-ni* = "me," *-k* = "you," *-ina* = "we").	Algerian Arabic pronouns suffixed to English verbs for contextual specificity.

Table 16 presents the results of an open-ended question. It shows the responses in categories together with explanations.

Question 8. Did you notice the same phenomenon occurring in the classroom?

Table17

Occurrence of L1-influenced deviations in classroom settings

	Frequency	Percent
Yes	18	100,0
No	0	0

All participants (*n*=18,100%) confirmed observing L1-influenced deviations in students' classroom English use, mirroring the patterns noted on social media.

Question 9. If yes, did you notice it during

Table 18

Contexts of L1 influence in classroom interactions

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Prevalence.of.influence	18	100,0%	0	,0%	18	100,0%

		Responses		Percent of Cases
		N	Percent	
Prevalence.of.influence	Classroom.participation	12	23,5%	66,7%
	student.student.interaction	12	23,5%	66,7%
	student.teacher.interaction	14	27,5%	77,8%
	written.assignment	11	21,6%	61,1%
	reading.tasks	2	3,9%	11,1%
Total		51	100,0%	283,3%

Table 18 shows that all 18 participants (100.0%) responded to the question regarding the contexts of L1 influence in classroom interactions, with no missing data (0.0%). Deviations occurred most frequently during student-teacher interactions (77.8%), followed by classroom participation (66.7%) and student-student interactions (66.7%). Written assignments (61.1%) also exhibited L1interference, while reading tasks (11.1%) showed minimal impact.

Question 10. If yes, on which level of language did you notice these deviations? Please provide (an) example(s).

Table 19

Levels of language deviations observed in classroom contexts

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Levels.of.language	18	100,0%	0	,0%	18	100,0%

		Responses		Percent of Cases
		N	Percent	
Levels.of.language	vocabulary.construction	13	14,6%	72,2%
	Verb.congugation	10	11,2%	55,6%
	Plural.formation	11	12,4%	61,1%
	Sentence.structure	9	10,1%	50,0%
	Pronunciation.sounds	12	13,5%	66,7%
	Intonation	12	13,5%	66,7%
	Stress.patterns	11	12,4%	61,1%
	Identity.expression	6	6,7%	33,3%
	Norms.of.appropriateness	5	5,6%	27,8%
Total		89	100,0%	494,4%

Table 19 indicates that all 18 participants (100.0%) provided valid responses regarding the levels of language deviations observed in classroom contexts, and there were no missing responses (0.0%). Deviations attributed to L1 influence in classroom settings were observed across multiple linguistic levels. Vocabulary construction (72.2%) and pronunciation/sounds (66.7%) remained the most frequently reported areas, paralleling patterns noted on social media. Plural formation (61.1%) and stress patterns (61.1%) were also prominent suggesting heightened awareness of formal grammatical and prosodic rules in academic contexts. Verb conjugation (55.6%) and intonation (66.7%) reflected persistent L1 interference in both grammatical and spoken English. Sentence structure deviations (50.0%) underscored syntactic

challenges, such as word-order transfer. Identity expression (33.3%) and norms of appropriateness (27.8%) were less common, likely due to classroom emphasis on standardized English.

Table 20

Qualitative analysis of classroom examples

Level	Frequency	Examples	Nativization Explanation
Morphological	8	*sendili* ("send me" + Arabic *-li*), *jumpit* (jump + Arabic past tense *-it*), *tcringit* (cringe + *-it*), *missitk* (miss + *-itk* = "miss you"), *tagini/tagitk* (tag + *-ni/-k* pronouns), *Noticina* (notice + *-ina* = "we notice"), *Copybooket* (copybook + Arabic diminutive *-et*).	Algerian Arabic verb morphology and pronouns are systematically applied to English verbs, reflecting morphological nativization.
Syntactic	7	*"What you are doing?"* (Arabic/French interrogative order), *"You saw him yesterday?"* (omission of auxiliary *did*), *"I'm good in English"* (French prepositional influence), *"He reads in university"* (direct translation from French *à l'université*), errors like *"he go"* or *"they was."*	L1 syntactic rules override English grammar, indicating unconscious transfer of sentence structure and agreement systems.
Lexical	6	*"Open/Close the light"* (translated from Arabic فتّح/سكر الضوء), *"I have 25 years"* (French *j'ai 25 ans*), *"I passed her baccalauréat"* (French loanword), *"train sport"* (literal translation), *"true true"* (Arabic/French reduplication for emphasis).	Direct lexical translations from L1 or code-mixing with French/Arabic terms demonstrate conceptual framing rooted in learners' linguistic backgrounds.
Phonological	5	Stress on *"reCORD"* (vs. standard *REcord*), *"A missAAA"* (Arabic interrogative intonation), *"Algerian intonation"* in questions, *"stressini"* (Arabic stress on *-ni*), *"Tbessi accent"* influencing pronunciation.	Prosodic features (stress, intonation) and dialectal accents from Algerian Arabic shape learners' English pronunciation.

Pragmatic	3	*"AA miss AAA"* (code-switching for humor/identity), *"nwritto?"* (Arabic *n-* prefix for "we" + English *write*), *"yinfluenci a lot"* (Arabic *y-* prefix + English *influence*).	Algerian Arabic prefixes or code-mixing signal group identity or contextual adaptation, blending L1 pragmatics with English.

Table 20 shows the productions of students that reflect L1 influence in the classroom as reported by their teachers.

Question 11. Under which category do you classify the deviations?

Table 21

Classification of deviations

	Frequency	Percent
Language.transfer	3	16,7
Nativization	1	5,6
Both	14	77,8
Total	18	100,0

A majority of participants (77.8%) classified deviations as stemming from both negative language transfer (unconscious L1 interference) and signs of nativization (conscious localization). A smaller proportion attributed deviations solely to transfer (16.7%) or nativization (5.6%). This underscores the interplay between unconscious L1 influence and intentional adaptation in shaping the use of English in the classroom.

Question 12. What leads/motivates students to produce localized forms of English?

Table 22

Motivations for producing localized English forms

		Responses		Percent of Cases
		N	Percent	
Motivations	They lack knowledge of English grammar	11	7,5%	61,1%
	They have a limited English vocabulary	12	8,2%	66,7%
	They do itunintentionally	12	8,2%	66,7%
	They have learnt English using Arabic as a background	15	10,3%	83,3%
	The teacher model is nonnative	9	6,2%	50,0%
	They do not use English often; their Arabic is more dominant	13	8,9%	72,2%
	They are influenced by social media	8	5,5%	44,4%
	Theysimplify English expressions	10	6,8%	55,6%
	They wish to sound humorous	10	6,8%	55,6%
	They express realities that are local using a global language	8	5,5%	44,4%
	They assert their cultural identity	8	5,5%	44,4%
	They approach English with creativity	7	4,8%	38,9%
	They do not like sticking to a native model	6	4,1%	33,3%
	They focus on communication rather than correctness	14	9,6%	77,8%
	They fight against linguistic imperialism	3	2,1%	16,7%
Total		146	100,0%	811,1%

The motivations behind localized English use among Algerians are multifaceted, blending unconscious linguistic transfer and intentional nativization. Dominant factors include L1background influence (83.3%), where learners' reliance on Algerian Arabic grammatical frameworks leads to deviations like direct translations. Limited vocabulary (66.7%), infrequent English use (72.2%), and lack of grammatical knowledge (61.1%) further exacerbate unconscious transfer.

Conversely, conscious nativization is driven by prioritizing communication over correctness (77.8%), with users simplifying expressions (55.6%) or adopting humor (55.6%). Cultural identity assertion (44.4%) manifests in code-mixing or morphological adaptations, while social media trends (44.4%) and nonnative teacher models (50.0%) contextualize how localized norms are reinforced.

Question 13. Do you recall an instance where you found yourself in need of producing localized English in order to make yourself understood in class? If yes, provide an example

Table 23

Use of localized English for classroom comprehension

	Frequency	Percent
No	13	72,2
Yes	5	27,8
Total	18	100,0

A majority of participants (72.2%) reported no instances of needing localized English to ensure comprehension in the classroom, suggesting adherence to standardized English norms in formal educational settings. However, 27.8% acknowledged employing localized strategies to bridge lack of understanding gaps.

Table 24

Qualitative analysis of localized English examples in classroom contexts

Level	Frequency	Examples	Nativization/Transfer Explanation
Phonological	2	*"Changing the intonation of my utterance [...] to signal an order."*	Algerian Arabic prosody (e.g., rising/falling pitch patterns) applied to English to clarify pragmatic intent (e.g., commands).
Pragmatic	3	*"Linguistic tango [...] bilingual/trilingual blending,"responding to "Miss na9der nleavi?" with "ta9der tleavi."*	Code-mixing (Arabic/English) and syntactic blending to maintain rapport and ensure comprehension, prioritizing

			communicative efficiency over linguistic purity.
Lexical	1	*"Translating idiomatic expressions from one language to another."* (e.g., localizing English idioms to Algerian Arabic/French equivalents).	Lexical substitution reflecting L1 conceptual framing, adapting metaphors or phrases to align with learners' cultural knowledge.
Discourse	1	*Simplifying vocabulary when "students don't understand the English word."*	Strategic reduction of lexical complexity to meet learners' proficiency levels, emphasizing clarity.

Table 24 sums up the instance reported by teachers who resorted to using localized forms for the sake of students' comprehension.

Section Three Analysis: EFL Teachers' Perceptions of the Use of English in a Local Context

This section explores EFL teachers' perceptions toward the use of localized forms of English in both informal and formal educational settings. Through a series of Likert-scale statements, teachers were invited to express their levels of agreement regarding various dimensions of Algerianized English use, such as its acceptability in communication, its pedagogical implications, and its impact on learners' competence and engagement.

Table 25

The Explanation of the Mean Ranges

Mean Ranges	Agreement	Extent	Perception
01.00-01.79	Strongly disagree	Very low extent	Negative
01.80-02.59	Disagree	Low extent	
02.60-03.39	Neutral	Moderate extent	Neutral
03.40-04.19	Agree	Great extent	Positive
04.20-4.99	Strongly Agree	Very great extent	

Table 25 presents the interpretation of the mean values according to which the tendency of the participants is explained.

Question 14. Please indicate your level of agreement with the following statements.

Table 26

Teachers' perceptions towards the localization of English

Statement	Agreement Scale					Mean	Standard Deviation
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
1	Frequency					3,06	1,162
	3	1	7	6	1		
	Percentage%						
	16.7	5.6	38.9	33.3	5.6		
2	Frequency					4,00	,594
	0	0	3	12	3		
	Percentage%						
	0	0	16.7	66.7	16.7		
3	Frequency					3,72	,895
	0	2	4	9	3		
	Percentage%						
	0	11.1	22.2	50.0	16.7		
4	Frequency					3,06	,873
	0	5	8	4	1		
	Percentage%						
	0	27.8	44.4	22.2	5.6		
5	Frequency					3,72	,895
	0	1	7	6	4		
	Percentage%						
	0	5.6	38.9	33.3	22.2		
6	Frequency					3,67	,970
	0	3	3	9	3		
	Percentage%						
	0	16.7	16.7	50.0	16.7		
7	Frequency					3,22	1,215
	1	5	4	5	3		
	Percentage%						
	5.6	27.8	22.2	27.8	16.7		
8	Frequency					3,89	,963
	0	2	3	8	5		
	Percentage%						
	0	11.1	16.7	44.4	27.8		
Overall Mean						3,54	,373
9	Frequency					3,33	1,237
	3	1	2	11	1		
	Percentage%						
	16.7	5.6	11.1	61.1	5.6		
	Frequency						

10	0	1	4	7	6	4,00	,907
	Percentage%						
	0	5.6	22.2	38.9	33.3		
11	Frequency					3,56	1,097
	0	4	4	6	4		
	Percentage%						
	0	22.2	22.2	33.3	22.2		
12	Frequency					4,17	,786
	0	1	1	10	6		
	Percentage%						
	0	5.6	5.6	55.6	33.3		
13	Frequency					3,67	1,029
	0	3	4	7	4		
	Percentage%						
	0	16.7	22.2	38.9	22.2		
14	Frequency					3,94	,998
	0	2	3	7	6		
	Percentage%						
	0	11.1	16.7	38.9	33.3		
15	Frequency					4,06	1,110
	0	2	4	3	9		
	Percentage%						
	0	11.1	22.2	16.7	50.0		
16	Frequency					4,00	,686
	0	1	1	13	3		
	Percentage%						
	0	5.6	5.6	72.2	16.7		
Overall Mean						3,84	,289
17	Frequency					3,50	1,043
	2	0	4	11	1		
	Percentage%						
	11.1	0	22.2	61.6	5.6		
18	Frequency					3,89	,832
	1	0	1	14	2		
	Percentage%						
	5.6	0	5.6	77.8	11.1		
19	Frequency					4,22	,647
	0	0	2	10	6		
	Percentage%						
	0	0	11.1	55.6	33.3		
20	Frequency					3,78	,808
	0	1	5	9	3		
	Percentage%						
	0	5.6	27.8	50.0	16.7		
21	Frequency					4,06	,639
	0	0	3	11	4		

	Percentage%						
	0	0	16.7	61.1	22.2		
22	Frequency					3,50	,924
	0	3	5	8	2		
	Percentage%						
	0	16.7	27.8	44.4	11.1		
23	Frequency					4,00	,686
	0	0	4	10	4		
	Percentage%						
	0	0	22.2	55.6	22.2		
24	Frequency					4,00	,594
	0	0	3	12	3		
	Percentage%						
	0	0	16.7	66.7	16.7		
	Overall Mean					3,86	,260

1.Pro-NativizationStatements (Overall Mean $\bar{x}$ = 3.54; "Agree")

Participants leaned toward agreement with nativization, particularly in informal contexts. The strongest support was for localized English in informal communication (*M* = 4.00, "Agree") and its utility in classroom activities like cultural discussions (*M* = 3.89, "Agree"). Teachers recognized localized forms as tools for creativity (*M* = 3.72) and engagement (*M* = 3.22), aligning with the perception that mutual intelligibility outweighs strict standardness (*M* = 3.67). However, neutrality emerged on whether nativization fosters emotional connection to English (*M* = 3.06) or constitutes a "natural evolution" (*M* = 3.72), suggesting ambivalence about institutionalizing Algerianized English.

2.Anti-NativizationStatements (Overall Mean $\bar{x}$ = 3.84; "Agree")

Participants strongly opposed localized English in formal education, prioritizing Standard English (*M* = 4.17, "Strongly Agree") and expressing concerns about global communication (*M* = 3.94) and lowered education standards (*M* = 4.06). The belief that localized forms hinder global employability (*M* = 4.00) and comprehension of "correct" English (*M* = 3.56) dominated, reflecting adherence to native norms. Paradoxically, some

teachers acknowledged localized expressions as inevitable ($M = 3.33$ for "presence [...] bothers me"), indicating tension between practicality and ideological resistance.

3.Pro-Language Transfer Statements (Overall Mean $\bar{x} = 3.86$; "Agree")

Teachers overwhelmingly framed deviations as negative transfer requiring correction ($M = 3.89$ for addressing errors, $M = 4.22$ for assessment impacts). Concerns about fossilization ($M = 4.00$) and compromised fluency ($M = 4.00$) underscored a deficit-oriented view of L1 influence. However, agreement on raising awareness of L1 cultural norms ($M = 4.00$) hinted at nuanced recognition of transfer's role in multilingual communication. The perception that localized forms are unconscious transfer traces ($M = 4.06$) dominated over creative agency, reinforcing a corrective pedagogical stance.

Overall, a positive perception has been indicated towards pro-nativization through the overall mean of 3.54, surprisingly the same was attested for anti-nativization through the overall mean of 3.84, and the treatment of localized elements as language transfer that ought to be remedied through the overall mean of 3.86.

Section four: Teachers' Reflections and Insights

This section delves into the reflective perspectives of EFL teachers regarding the role and future of English in the Algerian linguistic landscape.

Question15. How do you balance teaching Standard English while acknowledging the local variations your students bring?

Teachers described diverse strategies for navigating the tension between teaching Standard English and acknowledging students' localized variations. Many emphasized corrective feedback delivered sensitively, aiming to address errors without discouraging participation. For instance, one teacher noted the importance of *"correcting students moderately [...] not at the expense of what they are saying,"* while another highlighted

"immediate feedback" to guide accuracy while preserving confidence. This approach sought to balance grammatical precision with communicative fluency.

Others adopted contextual adaptability, adjusting their focus based on instructional goals. In content-based discussions or creative tasks, teachers often prioritized idea exchange over linguistic conformity, as illustrated by the remark: *"In content-based modules, we focus on the discussion, so we don't care much about the type of language used."* Conversely, during formal writing or exam preparation, Standard English was strictly reinforced. Local variations were explicitly acknowledged in cultural discussions, such as comparing Algerian and Anglophone norms, to validate students' identities while contrasting linguistic systems.

A common strategy involved balancing Standard English with cultural identity. Teachers framed Standard English as a pragmatic tool for global communication while intentionally integrating students' linguistic backgrounds into lessons. For example, one participant described *"creating a supportive classroom environment"* where localized expressions were treated as *"teaching opportunities to contrast with Standard English."* Another emphasized *"valuing local variations to support identity, engagement, and communication skills,"* reflecting efforts to honor students' multilingual realities without compromising academic rigor.

Some educators viewed localized forms as transitional tools in language development, accepting them as temporary stepping stones toward mastering Standard English. One teacher noted that *"local expressions are just transitional forms […] that should develop into standard forms later,"* framing nativization as a developmental phase rather than a legitimate variety. This perspective prioritized eventual adherence to global norms while accommodating learners' interim strategies.

In contrast, a subset of teachers adhered to a global intelligibility focus, rejecting localized forms entirely. They linked strict correction to future academic and professional

success, arguing that *"reminding students to speak English properly"* would prevent struggles in global contexts. For these educators, localized variations were seen as barriers to fluency, with one asserting the need to *"avoid localized variations in the classroom and correct these errors"* to mitigate fossilization risks.

The responses reveal a persistent tension between validation and correction. While many teachers sought to honor students' linguistic identities, Standard English remained non-negotiable in formal contexts, driven by institutional pressures like exams and global job markets. Localized forms were often tolerated in creative or cultural activities but stigmatized as "errors" in academic settings. This duality mirrors broader debates about English ownership in Algeria, where pragmatic communication strategies coexist with ideological loyalty to native norms. Pedagogically, the strategies reflect a negotiation between unconscious language transfer (often framed as deficits) and conscious nativization, which some educators recognized as a creative or transitional process.

Question 16. To what extent do you think English will enjoy the same integration in the Algerian context and dialect as the French language?

Table 27

Perceived potential for English integration into the Algerian linguistic context

		Frequency	Percent	Mean	Std. Deviation
Valid	Very Low Extent	1	3,4	3,33	,840
	Low Extent	1	3,4		
	Moderate Extent	7	24,1		
	Great Extent	9	31,0		
	Total	18	62,1		
Total		29	100,0		

Participants expressed cautious optimism about English's integration into Algerian society, with the majority anticipating a moderate to great extent (55.1% combined). The

mean score ($M = 3.33$, $SD = 0.84$) aligns with the "moderate extent" range, suggesting uncertainty about English achieving parity with French's historical influence. While 31.0% predicted significant integration, 24.1% viewed it as limited. This reflects awareness of French's entrenched sociopolitical role but acknowledges English's growing global and digital relevance.

Question 17. Why?

1.Optimistic Outlook

A subset of participants anticipated significant English integration, citing government policies and digital globalization as drivers. One noted, *"English dominates global digital culture [...] Algerian youth [...] are regularly exposed to and using English in informal, creative ways,"* highlighting platforms like TikTok and YouTube. Another emphasized institutional shifts: *"Recent government policies introducing English at earlier stages [...] contribute to its grassroots integration."* English's association with technology and upward mobility was contrasted with French's colonial legacy, framing it as a *"positively perceived"* tool for global participation.

2.Skeptical Outlook

Skeptics argued that French's historical entrenchment limits English's reach. A participant stated, *"French has a long history [...] deeply rooted in education, administration, and daily life,"* while English remains *"relatively new [...] mainly used by younger generations."* Others highlighted limited exposure: *"English is popular only among youngsters and we are not exposed to it much,"* suggesting it lacks the functional depth of French in institutions. One concluded, *"English [...] remains partial and ambitious, without being as functional as French [...] in the short and medium term."*

3. Conditional Outlook

Some responses acknowledged growth but hesitated to predict parity. A participant conceded, *"I believe with 50% that English will integrate as French,"* reflecting ambivalence. Others cited structural barriers: *"Arabic and English do not share a common ancestor,"* implying linguistic incompatibility. A minority offered vague noncommittal answers, such as *"No precise answer"* or *"I don't have [a] certain idea,"* underscoring uncertainty about sociolinguistic trajectories.

4.Emerging Contradictions

While optimists emphasized youth-driven digital integration, skeptics dismissed this as superficial: *"Exposure [...] is enough"* vs. *"French [...] is deeply integrated into [...] Darija dialects."* This tension reflects broader debates about whether English's informal, nativized use (for example, social media code-mixing) signals meaningful integration or transient trends.

The data reveals a split between those viewing English's integration as inevitable (driven by policy, youth, and digital spaces) and those deeming it constrained by French's institutional dominance. Optimists frame integration as conscious adoption (e.g., creative digital use), while skeptics attribute it to unconscious transfer (e.g., limited exposure). The tension underscores Algeria's linguistic duality, where globalizing English competes with colonial French legacies, shaping a complex landscape for EFL pedagogy and identity negotiation.

Question 18. What are your personal thoughts about the future of English in Algeria? Will it remain "foreign" or become more "local"? Why?

1.Gradual Localization

Many participants predicted English would become increasingly localized, driven by youth engagement, digital culture, and educational shifts. One teacher noted, *"English is moving beyond classroom walls [...] blending with Algerian Arabic or French in ways that*

reflect local identities" Others highlighted grassroots integration: *"Social media, pop culture, and online education are adapting English to fit Algerian contexts."* Government policies, such as introducing English earlier in schools, were seen as catalysts: *"Students [...] start to make it their own, leading to a localized variety."* This group framed English as a tool for expressing *"uniquely Algerian realities,"* signaling a shift from foreign to local.

2.Persistent Foreign Status

Skeptics argued English lacks the institutional and cultural depth of French, remaining a "foreign" language. A participant emphasized, *"French is deeply rooted in education, administration, and daily life [...] English is rarely used in spontaneous conversations or government documents."* Others cited generational resistance: *"New generations are not willing to fully absorb it [...] people are aware of cultural endangerment."* For these respondents, English's classroom confinement and limited functional use (*"only in schools or online"*) hinder meaningful localization.

3.LocalizationRequiresTimeandDepth

Some acknowledged potential for localization but stressed it would be slow or contingent on broader societal adoption. A teacher cautioned, *"For English to become localized, it should be lived, not just taught [...] this would take decades."* Others framed it as a generational shift: *"This generation is capable of creating radical transformations in the next five years,"* but noted current limitations, such as English's absence in family life or shops.

4.Blending with Algerian Multilingualism

Several responses highlighted code-mixing as evidence of nascent localization. Examples included *"Darija integrating more English vocabulary"* and phrases like *"nfollowik"* (Arabic "n-" + English *follow*). One participant described this as *"a natural integration [...] shaped by our multilingual environment,"* where English serves *"real*

communicative functions." This hybridity, however, was seen as distinct from full localization: *"English may not lose its 'foreign' label officially, but in practice, it's a local resource."*

The data reveals a tension between localization as an organic, youth-driven process and institutional/functional barriers favoring French. While digital innovation and education policies foster nativization (e.g., code-mixing, creative adaptations), French's historical dominance and limited daily English use constrain its localization. The future trajectory hinges on whether grassroots hybridization evolves into systemic integration or remains a peripheral, informal phenomenon.

Section Three: Discussion of the Results

This section presents the main findings from the collected data through content analysis and the teachers' questionnaire. The section interprets and merges the main findings obtained from the quantitative data of the teachers' questionnaire and the qualitative data of content analysis. Data will be discussed in the light of the research questions, and its assumptions, and other studies.

Discussion of Content Analysis

Answering the First Research Question: Which levels of language reflect the effect of Algerian Arabic on English as produced by Tebessian youth on TikTok?

This research sought to determine which levels of language best reflect the influence of Algerian Arabic on the English used by Tebessian youth on TikTok. The primary assumption guiding this inquiry was that Algerian Arabic would primarily affect lexical, phonological, morphological, and syntactic levels. The analysis, conducted through a structured evaluation of selected videos, confirmed that these levels do indeed carry varying degrees of influence, with clear differences in frequency and detectability.

Among the linguistic levels studied, the phonological level was found to be the most consistently and visibly affected. The influence was mostly observed in intonation, vowel pronunciation, rhythm, and stress patterns. These were often unconscious shifts, shaped by the dominance of L1 phonology, and seldom reflected deliberate adaptation or creative reworking. These findings are consistent with prior research which identifies pronunciation as the most susceptible area to first language interference due to its deeply ingrained motor habits and subconscious articulation patterns (Odlin, 1989; Major, 2001). This also aligns with Selinker's (1972) foundational concept of interlanguage, where fossilized phonological transfer is one of the most persistent forms of L1 influence.

The lexical and syntactic levels, while also influenced by Algerian Arabic, displayed signs of transfer that were less frequent but still notable. Lexical transfer included word choices that directly mirror Algerian Arabic expressions, while syntactic influence manifested in sentence structures that echoed Arabic patterns in the order of words or negation. These observations mirror Corder's (1981) claim that transfer effects often extend beyond pronunciation and affect vocabulary and grammar when learners rely on their existing linguistic repertoire to construct utterances in the L2. However, these features were less consistently present than phonological ones and occasionally difficult to isolate with certainty due to the brevity of the TikTok clips.

Morphological transfer, on the other hand, was the least common. Instances of morphological influence were minimal and often difficult to isolate from general learner errors or online slang use. As Larsen-Freeman (1997) has noted, morphological development in a second language often occurs later and requires more sustained input and feedback, both of which are minimal in short-form content like TikTok.

An unexpected finding in the data was the emergence of a fifth category, which is transfer from French into English. This reflects Algeria's complex linguistic ecology and the

common trilingual competence among many users. In line with Cook's (2003) concept of multicompetence, English production in such contexts may be simultaneously shaped not solely by the L1, with lexical and collocational features occasionally aligning with French influence rather than Arabic.

The results largely support the claim that Algerian Arabic influences English at the phonological, syntactic, lexical, and morphological levels, with phonology standing out as the most visibly affected domain. However, the extent of nativization, defined as deliberate and context-specific adaptation, was significantly lower. Most of the identified features could be traced to language transfer, an unconscious process shaped by the dominance of L1 structures. This supports Kachru's (1992) view that nativization is a slow, cumulative process that occurs when English becomes embedded in localized communicative practices over time. The brevity of the TikTok clips analyzed likely limited the appearance of such features. With access to longer or full conversations, additional traces of both transfer and early nativization may have been uncovered, revealing richer examples of localized English use and a clearer boundary between transfer and innovation.

Answering the Second Research Question: Does the presence of Algerian Arabic in English as produced by Tebessian youth on TikTok signal a negative transfer or a nativization process?

To address this research question, the analysis of English speech by Tebessian youth on TikTok reveals a dual linguistic phenomenon: both negative transfer from Algerian Arabic and incipient nativization are at play, often simultaneously. Drawing from the coded and categorized content analysis across seven linguistic tables, clear patterns emerged.

Negative transfer is evidenced in numerous syntactic and morphological structures, and reflect direct syntactic mappings and lexical borrowings from either Algerian Arabic or French, often resulting in ungrammatical or awkward English constructions. These deviations

mirror what Ugo-Ochulo (2022) describes in the context of Igbo-English interference, where native grammatical rules intrude into English expression.

At the phonological level, distinctive patterns such as vowel epenthesis, non-native stress, and tone unit disruptions reflect Arabic prosody and rhythm transfer, show casing localized intonation for emphasis or sarcasm, common traits in Algerian Arabic. These cases align with Revis & Bernaisch (2020) who argue that filled pauses and rhythm shifts are reliable indicators of pragmatic nativization.

Further supporting this dual nature, lexical innovations and semantic extensions such as the usage of "outside" instead of "abroad," or "normally" to mean "casually," reflect the creative adaptation of English to local communicative needs, echoing what David and Dumanig (2008) observed in Malaysian and Philippine English. These are not merely errors; they are functional choices influenced by the speaker's linguistic ecology.

The influence of French as a second language (L2) is also prevalent, creating an L2 to L3 transfer layer. This aligns with the findings of Dela Cruz Cabanillas et al. (2007) who showed similar lexical assimilation patterns in Spanish-English interaction, where phonology, syntax, and even gender markings reflected cross-linguistic influence from English.

the second assumption is validated because the speech of Tebessian youth demonstrates both negative transfer and emerging signs of nativization. While many features arise from unconscious interference from L1 (Algerian Arabic) and L2 (French), others reveal creative, context-sensitive adaptations of English, suggesting that a localized Algerian English variety may be forming, particularly in informal digital contexts like TikTok.

Discussion of the Teachers' Questionnaire

Answering the Third Research Question: What are the perceptions of EFL teachers towards the presence of Algerian Arabic in English on social media and in the classroom?

To address this research question, the questionnaire was employed. It analyzed EFL teachers' perceptions of nativization, and negative language transfer. The results of the questionnaire indicate that EFL teachers agreed that Algerian Arabic had an impact on students' usage of English, both on social media and in the classroom. Teachers noticed that these deviations occurred at several linguistic levels, most notably in vocabulary, pronunciation, verb conjugation, and sentence structure. These features were consistently seen in both social media and classroom (refer to Table 15, Table 16, Table 18, and Table 19, for details on levels of language deviations in social media context and in classrooms context, followed with examples).

Three categories were established by teachers to describe this dual tendency: purely negative language transfer, purely nativization, and a combination of both processes, as shown in Table21.This validates the main assumption of the research, which is that EFL teachers have mixed perceptions. Others see these variations as proof that a new, regional form of English has emerged in Algeria, distinguished by its distinct and culturally rooted nature, while others see them as barriers to learning Standard English.

Many responses in the questionnaire show that EFL teachers generally accept and have a positive opinion of nativiazation and negative language transfer, viewing them as communication tools, linguistically creative expressions, or reflections of students' identities and cultures on social media and in the classroom. This result is compatible with Alali et al. (2020) findings that EFL students had considerably superior reading comprehension ratings while reading culturally adapted (nativized) texts as opposed to original foreign ones. These improvements were observed at all levels of comprehension, including literal, inferential, and evaluative activities. The pedagogical potential of nativized language input in EFL contexts was confirmed that culturally familiar content increased critical understanding, engagement, and helped activate learners' preexisting knowledge.

While many teachers view nativization as an error that should be corrected in formal educational contexts, with a high levels of disagreement particularly those related to linguistic clarity, academic standards, and correctness. This aligns with Safari and Razmjoo (2016) findings that Iranian EFL teachers opposed Western standards and nativized versions out of fear of cultural deterioration, even if they acknowledged the importance of English on a worldwide scale. This indicates that teachers are somewhat hesitant to accept non-standard forms in classroom settings, despite acknowledging that these forms are a real phenomenon in Algerian contexts, as indicated in Table26.

However, there was variation in the interpretation of these deviations. Instead, responses from teachers indicate that they typically evaluate language use mainly from a pedagogical standpoint. They have had professional training and have an expertise in both the traditions of Standard English and the existence of World Englishes. Despite their appreciation and recognition of local variations of English as manifestations of creativity, cultural identity, and communication capabilities, they frequently favor following the conventional paradigm in educational contexts. Concerns that localized forms would make it more difficult for students to master academic and standard English may be a result of this. Because they believe that nativization is a phenomenon that may have negative effects, teachers take a careful approach to it and avoid openly supporting it in the classroom. The present study further reinforces Cook (2012) findings that investigated Japanese English teachers and discovered that while communication was encouraged on the surface, localized English forms were not given much space, and teachers mostly followed American and British standards.

Similarly, Ng's (2012) narrative investigation revealed how institutional expectations and symbolic capital connected to native English speaker often affect teachers' classroom decisions, despite their awareness of linguistic diversity. Algerian EFL teachers, too, seem to

encounter this tension. While (77.8%) of them identified both language transfer and nativization in learners' English, many continued to see these localized forms via a corrective, educational lens.

Overall, the third assumption is validated because EFL teachers have positive mixed perceptions towards the presence of Algerian Arabic in English, both on social media and in classroom. EFL teachers acknowledged the occurrence of these linguistic deviations particularly; nativization and negative language transfer. Their comments show that, while they tolerate or even value localized English in informal settings such as social media, they are unwilling to completely integrate or validate it in formal education. This range of opinions supports the assumption that teachers neither fully reject or fully approve localized forms. instead, they evaluate them contextually, shaped by pedagogical obligations and global language ideologies.

Limitations of the Study

During the course of the investigation, we met several obstacles, which are listed as follows:

- The sample size for the teachers' questionnaire was relatively small, with only 18 participants despite the large time provided for the respondents. The low response rate limited the generalizability of the findings across broader academic contexts.
- The study intended to compare Algerian English speech with native English acoustically, but lacked access to controlled recordings and equipment, making this unfeasible.
- Phonological analysis was based on impressionistic (auditory) judgment rather than acoustic measurement, reducing objectivity and increasing the risk of listener bias. Though

useful as a preliminary method, it lacks the empirical strength of acoustic data. The absence of phonetic tools limited the depth and reliability of conclusions on phonological transfer.

- The convenience sampling technique used to select TikTok data (corpus) and the EFL teachers' responses may lead to selection bias, as the data depended on the researchers' accessibility to both participants and online content.
- The corpus analysis of TikTok data was interpretive and qualitative, potentially limiting objectivity and replicability due to the dynamic and informal nature of social media material.
- Due to the study's specific focus on Tebessa, it is challenging to generalize the results to other parts of Algeria with distinct sociolinguistic contexts.

Implications of the Study

This study makes major contributions to the interaction between Algerian Arabic and English as utilized by Tebessian youth on social media, particularly TikTok. By examining how local linguistic variables influence English at the phonological, lexical, and syntactic levels, the study fosters a better understanding of language in digital spaces. These findings are particularly useful for linguists, sociolinguists, educators, and language policymakers interested in language change in postcolonial multilingual communities such as Algeria.

The study sheds light on the growing evidence of English nativization in Algeria, implying that localized variants of English may reflect both negative transfer and creative language adaptation. This duality has significant consequences for EFL curriculum design because it opposes rigorous adherence to native norms and encourages a more inclusive approach that takes into consideration local identity expression through English. The opinions of EFL teachers toward these localized forms indicate difficulties between adhering to standard language standards and embracing communicative effectiveness. These reflections

are critical for shaping teacher training programs and designing educational practices that recognize linguistic variety while maintaining linguistic competency.

Lastly, the findings inspire more academic research into the role of social media in affecting language use, and they lend support to the concept that English in Algeria is more than just a foreign language, but a dynamic and growing medium of self-expression shaped by cultural, social, and digital factors. It sparks a bigger discussion about cultural expression and identity through language.

Recommendations for Further Research

The recommendations for future research arising from this research are as follows:

1. The findings obtained were based only on data collected from questionnaires and content analysis. To enhance the credibility and validity of the findings, it is recommended to incorporate a third data collection tool, such as interview, or focus groups with teachers, or can include student perspectives and classroom observations. This triangulation of data sources will provide additional support and strengthen the findings.

2. In order to contribute to international debates on English ownership and legitimacy, future researchers may attempt to standardize and codify characteristics of Algerian English as a valid World English variant.

3. This research relied on impressionistic listening to assess pronunciation, which, while useful, does not offer the precision needed to fully understand how English is shifting phonetically in a local Algerian context. Future researchers should aim to collect recordings under consistent conditions and make use of software like Praat. Doing so would allow for a more objective and replicable analysis of vowel shifts, stress patterns and subtle pronunciation features that impressionistic methods can miss.

4. Adopting a longitudinal research design helps track language changes over time and determine if features are stable or context-dependent.

5. Future studies should expand the range of linguistic levels examined, including the morphological and pragmatic domains, in order to gain a deeper understanding of language transfer and nativization.

6. Future studies should investigate these two processes separately since the results revealed that Algerian Arabic in English may show both nativization and language interference. This can be performed by looking at different age groups, Algerian areas, and social media platforms to acquire a better knowledge of how language use varies.

7. Future research should take into account comparative studies between different regions of Algeria to see whether similar patterns of nativization and transfer are consistent across dialectal and cultural borders, even while this study used a convenience sample of TikTok users from Tebessa.

8. Future research should look at how digital environments effect linguistic nativization and how this influences teachers' teaching approaches as well as students' language attitudes.

9. Further study is needed to determine whether and how localized English affects students' communication abilities and assessment outcomes in both classroom and real-life situations.

General Conclusion

This study has investigated the linguistic behavior of Algerian social media users, particularly TikTok, with a focus on determining whether their use of English reflects deeper structural adaptation influenced by local languages or results from spontaneous, unconscious transfer shaped by first-language habits. It approached the topic from both a linguistic and pedagogical perspective, asking first how Algerian Arabic shapes the English used by Tebessian youth in informal digital spaces and then how EFL teachers in Algeria perceive this emerging linguistic reality. These inquiries were guided by a broader aim, which is to contribute to the understanding of English's evolving role in multilingual postcolonial contexts, where local identities, digital culture, and global languages intersect in complex ways.

The sociolinguistic context of Algeria provided a compelling backdrop for this investigation. As a nation with a layered colonial history, a vibrant multilingual culture, and increasing engagement with global platforms, Algeria occupies a unique position in the study of language contact and change. English, still officially taught and treated as a foreign language, is gradually expanding its functional range. This shift is occurring not only through formal education and institutional policy, but also, and perhaps more dynamically, through informal use on social media platforms. The present study focused on TikTok as a digital space where Algerian youth participate in global conversations and construct new modes of linguistic expression.

Methodologically, the study adopted a mixed-method design. The first part involved content analysis of TikTok videos produced by youth from Tebessa. Utterances in English were analyzed across four linguistic levels: phonological, lexical, morphological, and syntactic. A fifth category emerged during analysis, capturing instances where French, rather than Algerian Arabic, influenced the English being used. Phonological transfer was assessed

by three non-native judges using a structured scale, while the other levels were analyzed by the researchers based on their bilingual knowledge of English and Algerian Arabic. The second part of the study employed a questionnaire to gather perceptions from Algerian EFL teachers, aiming to uncover attitudes toward localized forms of English and their integration into the classroom.

Findings revealed that language transfer, particularly from Algerian Arabic to English, was the dominant phenomenon across the data. The phonological level showed the most consistent evidence of transfer, with judges in strong agreement on its presence in stress patterns, vowel pronunciation, and intonation. Lexical and syntactic influences were also observed, though with less frequency. In contrast, morphological transfer appeared only rarely, likely due to the brevity and simplicity of speech in the TikTok videos analyzed. An unexpected but significant observation was the presence of French-to-English transfer, reflecting Algeria's layered multilingualism and the enduring influence of French as a secondary linguistic system.

With respect to nativization, findings suggested that it was relatively limited in the data. Nativization, understood as the creative, conscious localization of English to reflect local communicative needs and identity, tends to occur over extended periods of sustained use and sociolinguistic integration. The short, performative nature of TikTok videos, often lacking in broader conversational context, although produced naturally, made it difficult to identify deliberate nativizing features with confidence. However, the absence of nativization does not indicate its impossibility. On the contrary, it may signal that Algerian English is in an incipient stage of development, one where transfer dominates the surface features of speech but where localized adaptation may gradually emerge. Additionally, nativization might already be a reality, yet the brevity of the gathered data did not allow for its visibility, especially that teachers reported its existence at least on social media.

The perspectives of EFL teachers added a valuable layer of interpretation. While some teachers perceived the English used on social media as interference or corruption of standard norms, others recognized it as a natural outcome of linguistic creativity and multilingual practice. This ambivalence reflects the broader pedagogical tension between adherence to standardized English and the growing reality of global English variation. Teachers' views revealed both a resistance to non-normative forms and a recognition of students' linguistic agency in informal settings. Such findings underscore the need to rethink traditional pedagogical models in contexts like Algeria, where English is increasingly used outside the classroom in fluid and localized ways.

In light of these findings, several implications arise. First, the dominance of language transfer highlights the enduring influence of L1 systems in subsequent language performance, particularly in informal and spontaneous communication. Second, the limited presence of nativization does not negate its relevance but suggests that its full emergence may require more time, more sustained exposure, and more space for creative language use. Third, the presence of French as an additional source of transfer illustrates the complexity of multilingualism in Algeria, further complicating the idea of a single, linear path of influence.

Finally, this dissertation contributes to broader discussions on World Englishes, English as a lingua franca, and postcolonial sociolinguistics by showing how English use in Algeria is not merely a case of error or deviation, but part of an evolving linguistic repertoire shaped by context, identity, and interaction. It reinforces the importance of looking beyond formal language environments to understand how English is used, adapted, and negotiated in everyday life.

In conclusion, the English spoken by Algerian youth on platforms like TikTok is shaped more by unconscious language transfer than by deliberate nativization, yet the seeds of localization are visible. As English continues to grow in presence and prestige in Algeria,

future research should explore longer interactions, more diverse regions, and wider platforms to better capture the dynamics of this evolution. Pedagogically, there is a need for greater awareness of these shifts and for curricula that prepare learners not only to imitate native models, but to participate confidently in the global and local dimensions of English communication.

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Appendices

Appendix A

Phonological Influence of L1 on English

Video 1 37s

Link

Utterance	Judgement	Explanation	Speaker
It does not mean that you are not allowed to make mistakes.	Nativized	Tag question intonation	Male 1
Yes we are.	No influence of L1	/	Female 1
Specific type of mistakes.	No influence of L1	/	Female 1
We are successful, i'm feeling	No influence of L1	/	Male 2
I got just one word.	No influnce but wrong / emphatic stress on one and on word		

Video 2 21s

Link

Utterance	Judgement	Explanation	Speaker
SO I have a word dab. To press lightly . To paint boldly . To speak softly . To jump quickly . I think is to press lightly. We say he dabbed his mouth for example. Yes	/	/	Female 2
Thankyousomuch	/	/	Female 3

Video 3 1m6s

Link

Utterance	Judgement	Explanation	Speaker
I got this from him. I got that thing of his notes from him.	/	/	Female 4
Because when you live in other countries, for example in Europe, I think maybe even don't have anything LEXICAL	Transfer	Tone unit boundaries	Male 3
For anyone here in Tebessa who wants to improve his English especially speaking skillls.	Vowel epenthesis between l and of skills		Male 4
Now I speak English a little bit. I'm not good in English but I discuss with another person normally.LEXICAL normal	Transfer pauses Person french	/	Male 5
They have a lot of benefits for body and mind MORPHOLOGICALthe article the	/	/	Male 6
To help them to postulate their visas because you know that visa processing it's a lot of time.	/	/	Male 7
I'm gonna talk about something, an important thing in this life. A fragilething in the name of trust.	French pronunciation	/	Female 5
I passed her exam in SYNTACTIC AT her university. She gived me one average.	/	/	Male 8
It's something that I love to do	/	/	Female 6

Video 4 16s Not analysed

Link

Video 5 18s

Link

Utterance	Judgement	Explanation	Speaker
Chrug A. to cry softly B. To walk slowly C. To lower and raise shoulders to show indifference D. To drink noisely. Well I think chrug is To lower and raise shoulders to show indifference French			Male 9

Video 6 14s

Link

Utterance	Judgement	Explanation	Speaker
Hello everyone I wanted to talked about this session. it was an amazing time with fun energy and benefits with love Wrong stress placement			Male 10

Video 7 1m26s

Link

Utterance	Judgement	Explanation	Speaker
So it's the same. The same case. Impose taxes to people so that they respect law.	/	/	Female 4
I think, then they add maybe a hundred more. So the question ? if they can give us 300 …	Transfer	AA intonation	Male 11
And then you left us to Germany.	Nativization	To sound sarcastic AA intonation	Male 2
The person is your father or your grandfather ?	Transfer	AA intonation	Male 11
In the future, i have to be in the pilot French pronunciation	/	/	Female 7
Whynot?	/	/	Female 8
Pilot.	/	/	Female 9
It's tiring. Military wela commercial.	/	/	Male 12
Commercial, youneed to studyoutside ? البراLexical	/	/	Female 9
Like my cousin said, when the government finds people, pleople will have to obey.	/	/	Female 6
I plant trees. The day after planting the tree I can't find it. Children destroy them. They steal them, they don't care about it.	/	/	Male 13

Video 8 12s

Link

Utterance	Judgement	Explanation	Speaker
Many person, but the person positive in my life not in 2024 just 2024, it's my mom French transfer	/	/	Male 14

Video 9 1m36s :

Link

Utterance	Judgement	Explanation	Speaker
Welcome to our speaking club, to the new town school speaking club. I'm so glad to see happy faces like yours. I'm a teacher NAME FAMILY NAME. I have three jobs, a pharmacy technician, a personal coach and an English teacher.	/	/	Male 15
So, hello everyone. Good afternoon. Good to see you again. Today I want to talk about the best advice provided to me about how to learn English language. Because in the past, I was … I was a guy from that type who needs to learn a lot about language. Maybe because I studied in Arabic language then in university because I was a scientist I studied with French language. No sign of finality Lexical transfer Syntactic			Male 8
Eh good afternoon everyone. I hope you are doing well. Mr LAST NAME NAME, I'm a student in English language.	Transfer	Opening intonation	Male 2
My name is LAST NAME NAME I'm a doctor, call me dr NAME. I'm a medical student fifth year. Actually we are on strike , so we are trying at least to get our rights.	/	/	Male 17
Here I am with my twin brother Mr NAME.	/	/	Female 10
Hi I'm NAME. I'm 20 years old. I'm a student of health engineering and safety engineering.	/	/	Male 18
To pass the limits of religion and ethics but if you are..if you find that religion and ethics are going to be in your way for acheivingyour like your goals so you're gonna be obliged to pass them.	/	/	Female 3

Video 10 26s :

Link

Utterance	Judgement	Explanation	Speaker
We have to take the decision with our heart. With our brain. My bad. Because when you take the decision with your brain you think with logic. So we cannot follow fall in a mistake or something like that. So you have to take the decision and the heart is just a follow.	/	/	Male 19

Lexical transfer			

Video 11 1m

Link

Utterance	Judgement	Explanation	Speaker
To stop this unethical peoples or bad people, who's gonna stop them ?	/	/	Male 19
God	/	/	Male 15
God ? But there is a reason. Godmake the reason	/	/	Male 19
Wait. Life is a torture. Life is a bad thing, is a mess. It's a hell. You can't change it. Only Allah has the power to change this life. You can't pretend to be a judge or to be a god at the same time. Wait. The reason behind your creation is to worship godok ? Is to live a good life. Is to accept your destiny if it is good or if it is bad. You don't have to do things over yourself. You're a human being. Live your life as a human being. And leave the big or the great things for Allah because this life is a just a test.it's just an exam whether you succeed whether you fail. So the choice is all yours. Make a good decision.	/	/	Male 15
But as the prophetsaid« "الساكت عن الحق شيطان أخرس	/	/	Male 19

Video 12 2m8s: HB Academy school Role play visiting the doctor

Link

Utterance	Judgement	Explanation	Speaker
Hi			Female 11
Hello			Female 12
Good morning how are you			Female 13
I'm fine what about you ?			Female 12
Fine			Female 13
Did you have an appointment ?			Female 12
Yes we have.	Transfer	Assertive tone	Female 13
Ok what'syourname			Female 12
NAME			Female 11
Wait for your turn after 10 minutes	/	/	Female 12

NAME, it's your turn. come	Transfer	Calling tone Arabic Rise fall	Female 12
Who is the patient ? Phonological / vowel sound /French			Female 14
It'smyfriend			Female 13
What 's the problem ?	Transfer	Question	Female 14
We noticed that she has a fever and her face looks pale and her voice has changed Mistakes			Female 13
Let me measure your blood pressure	/	/	Female 14
I'm being suffering from terrible headache. Could this be Covid 19, Doctor ? Syntactic transfer Morphological no article	/	/	Female 11
Yes these are the symptoms of covid 19. French phonologicalvowel			Female 14
What ? is Covid 19 returned ?	Transfer	Suprise	Female 11
Would you elaborate more, please ?			Female 12
The virus is still present and when it is … It doesn't only affect physically, it even effects psychologically.			Female 14
Do I need to get vaccinated against it ?			Female 11
No vaccin is not necessary at this time. I will write you some medicines and you need to follow the treatment carefully. French morphological no pronunction of plural particle			Female 14
Ok thankyou.			Female 12

Video 13 2m16s :newtown school not analysed in full because of music

Link

Utterance	Judgement	Explanation	Speaker
We have a direct answer. So leaders, choose your players. Let them step up here.	/	/	Male 19
Whoanswersanyone ?	Tranfer	AA question ah ?	Male 20
Not everything you love is true	Tranfer	intonation	Male 5
Thanks, if it is wrong avoid it. If it is true embrace it, thats all.	/	/	Male 19
Make a decision with your mind before you start. For real , absolutely. Because we are men, we use our mind.	/	/	Male 23
There is an emotional intelligence.	/	/	Female 10

Video 14 52s :

Link

Utterance	Judgement	Explanation	Speaker
I can't remember a special event or a special experience but I was afraid from change. Syntactic	/	/	Male 21
First of all, thank you for your question. I'm gonna say that I don't regret anything because it is a experience like I said before. Secondly, I don't fear change because allah makes our path and rides our lives	/	/	Male 2
In the club you find yourself more better but if you are going with bad people and ..	Transfer	Enthusiasm	Male 20
If someone cames to you and said good morning sir. Good morning. Would you respond to him ?Never	/	/	Female 3
Obliges us to use this method on this situation and it didn't work at all, like I was that time confident and I told him give me my paper he said no	/	/	Female 10

Video 15 58s: newtown school not analysed in full because of music

Link

Utterance	Judgement	Explanation	Speaker
People who may show off. I don't like that kind of people. I like kind people.	/	/	Male 21
About the information, they get today, they organize it like adult person or like genius. An adult article	/	/	Male 22

Video 16 27s:

Link

Utterance	Judgement	Explanation	Speaker
And I think the team B will be lead by NAME.	/	/	Male 19
Wecan'tavoidit	/	/	Female 15

Comments Source Links :

Video 17 :https://vm.tiktok.com/ZMS6FRhVY/

Video 18 :https://vm.tiktok.com/ZMS6NsWbL/

Video 19 :https://vm.tiktok.com/ZMS6NKdUx/

Appendix B

EFL Teachers' Questionnaire

Dear Esteemed Teacher,

Thank you for taking the time to participate in this academic survey, which is part of a Master's dissertation in Applied Linguistics. The study investigates the views of Algerian EFL teachers regarding the evolving use of English in Algeria, particularly the Tebessian community. In this context, local, social, and digital influences might shape how the language is used in informal settings and might extend to the educational one. Specifically, the study aim to determine whether the deviant form of English in Algeria is a sign of the intentional incorporation of a local flavor into English, which would result into a nativized version of the language, or it is a mere result of language transfer that learners need to overcome.

The survey will take approximately seven to ten minutes to complete. All responses will remain strictly anonymous and used solely for academic purposes in compliance with research ethics protocols. Your valuable input is highly appreciated and will significantly advance understanding of the reality of a global language in a local context.

Thank you for supporting this research.

Section One: Demographic Information

Question 1. Gender

a. Male□
b. Female□
c. Prefer not to say □

Question 2. Age

_____yearsold

Question 3. Highest Academic Qualification

a. Bachelor'sDegree□
b. Master'sDegree□
c. Magister'sDegree□
d. Doctorate (PhD)□

Question 4. How long have you been teaching English?

_____

Question 5. What type of institutions have you taught in previously?

(You may select more than one)

a. Middle School □
b. Secondary School □
c. University □
d. Private Center □
e. None□
f. Others:Pleasespecify: _____

Section two: EFL teachers' Observations on the Use of English in a Local Context

Question 6. When Algerian speakers integrate English words, expressions, or sentences in their speech on social media, did you notice any deviations in their English which are attributed to their L1?

d. Yes □

e. No □

Question 7. If yes, on which level of language did you notice these deviations?

(You may select more than one)

a. Vocabulary construction □

b. Verb conjugation□

c. Plural formation□

d. Sentence structure□

e. Pronunciation of individual sounds □

f. Intonation □

g. Stress patterns □

h. Identity expression (e.g., cultural mixing, humor)□

i. Norms and appropriateness (contextual/formal vs informal language use)□

j. Others:Pleasespecify: _____

Please provide (an) example(s).

_____

_____

_____

Question 8. Did you notice the same phenomenon occurring in the classroom?

a. Yes □

b. No □

Question 9. If yes, did you notice it during:

(You may select more than one)

a. Classroom participation□

b. student-student conversations□

c. student-teacher discussion□

d. In written assignments□

e. Reading tasks□

f. Others: Please specify: _____

Question 10. If yes, on which level of language did you notice these deviations?

(You may select more than one)

a. Vocabulary construction□

b. Verb conjugation□

c. Plural formation□

d. Sentence structure□

e. Pronunciation of individual sounds □

f. Intonation □

g. Stress patterns□

h. Identity expression (e.g., cultural mixing, humor) □

i. Norms and appropriateness (contextual/formal vs informal language use) □

j. Others:Please specify: _____

Please provide (an) example(s).

_____

_____

_____

Question 11. Under which category do you classify the deviations?

a. Errors caused by language transfer □
b. Signs of English nativization □

Question 12. What leads/motivates students to produce localized forms of English?

(You may select more than one)

a. They lack knowledge of English grammar□
b. They have a limited English vocabulary□
c. They do it unintentionally□
d. They have learnt English using Arabic as a background□
e. The teacher model is non-native□
f. They do not use English often; their Arabic is more dominant□
g. They are influenced by social media□
h. They simplify English expressions□
i. They wish to sound humorous□
j. They express realities that are local using a global language□
k. They assert their cultural identity□
l. They approach English with creativity□
m. They do not like sticking to a native model□
n. They focus on communication rather than correctness□
o. They fight against linguistic imperialism□
p. Others: Please specify:_____

Question 13. Do you recall an instance where you found yourself in need of producing localized English in order to make yourself understood in class?

a. Yes □

b. No □

If yes, provide an example

_____

_____

Section three: EFL Teachers' Perceptions of the Use of English in a Local Context

14. Please indicate your level of agreement with the following statements.

		Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
1	**I welcome my students' use of English expressions adapted to the Algerian culture.**					
2	**The presence of Algerian-English expressions in the classroom bothers me.**					
3	**Localized ("Algerianized") forms of English are acceptable in informal communication.**					
4	**Localizedforms of English reflect the capacity of language users to repair breakdowns in communication and signal their linguistic creativity.**					
5	**Localized English varieties should not be recognized in formal education (e.g., classroom discussions).**					

6	**Exposure to Algerianized English helps learners feel more connected to the language.**					
7	**Students who frequently use Algerianized English forms face difficulties in comprehending correct English.**					
8	**Maintaining "Standard English" is more important than embracing localized forms.**					
9	**I consider this localization a natural evolution for English in Algeria.**					
10	**Mutual intelligibility is more crucial than standardness.**					
11	**English belongs to its proprietors and as a teacher I need to abide by the native principle rather than allowing language transfer to persist.**					
12	**I am compelled to correct students' localized English in class because they are erroneous.**					
13	**Acknowledging students' localized English increases their engagement.**					
14	**Localized English forms are useful in some classroom activities (e.g., cultural discussions, creative writing).**					
15	**A localized form of English is not acceptable because it would erode standard English forms.**					
16	**A localized form of English hinders effective communication on a global level.**					
17	**Allowing a localized version of English lowers the education standards in the country.**					

18	**Language transfer needs to be addressed because it affects learners' assessment.**					
19	**If negatively transfer elements in English are not treated, learners' communicative competence will be compromised.**					
20	**The localized forms of English in the speech of learners are produced unconsciously. They are traces of language transfer.**					
21	**Localized forms signal the insecurity of learners in using English that is why I treat them as transferred elements which should be eliminated.**					
22	**I need to raise my learners' awareness of the L1 cultural norms (such as politeness and formality) they transfer to English because this helps them become communicators in a multilingual setting.**					
23	**If negatively transferred forms from Algerian Arabic to English are not addressed, they will be fossilized affecting learner's fluency.**					
24	**Localized English is a disadvantage for citizens aiming at joining global job markets.**					

Section four: Teachers' Reflections and Insights

Question 15. How do you balance teaching Standard English while acknowledging the local variations your students bring?

_____

_____

_____

Question 16. To what extent do you think English will enjoy the same integration in the Algerian context and dialect as the French language?

a. Very great extent□
b. Great extent□
c. Moderate extent□
d. Low extent□
e. Very low extent□

Question 17. Why?

_____

_____

_____

Question 18. What are your personal thoughts about the future of English in Algeria? Will it remain "foreign" or become more "local"? Why?

_____

_____

_____

Thank you for your help

Résumé

Cette thèse explore la manière dont les jeunes algériens utilisent l'anglais sur TikTok, en se concentrant sur la question de savoir si cette utilisation reflète un processus conscient de nativisation ou une phase inconsciente de transfert linguistique. Elle examine également la manière dont les enseignants d'anglais langue étrangère (EFL) en Algérie perçoivent ces formes linguistiques émergentes, et s'ils les considèrent comme des interférences ou comme des adaptations légitimes, abordant ainsi à la fois les comportements linguistiques et les perspectives pédagogiques. Ancrée dans un cadre sociolinguistique et pédagogique, l'étude repose sur une méthodologie mixte, combinant une analyse de contenu de vidéos TikTok et les réponses à un questionnaire distribué à des enseignants d'anglais. L'analyse de contenu, axée sur les productions orales de jeunes de Tébessa, a révélé une influence notable de l'arabe algérien principalement aux niveaux phonologique, lexical et syntaxique, avec un transfert phonologique particulièrement saillant. Par ailleurs, des cas de transfert du français vers l'anglais ont également été observés, soulignant le contexte multilingue particulier de l'Algérie. Toutefois, la nativisation délibérée reste rare, ce qui soutient l'idée qu'il s'agit d'un processus lent, dépendant du contexte, et façonné par l'usage soutenu et l'intégration culturelle. Les résultats du questionnaire révèlent des perceptions variées chez les enseignants : certains considèrent ces usages comme des interférences, tandis que d'autres y voient des expressions évolutives de l'identité. Les résultats suggèrent que le transfert linguistique prédomine sur la nativisation dans les contenus analysés, sans toutefois exclure un développement progressif d'un anglais localisé en Algérie. Ces conclusions soulignent la nécessité de reconsidérer les normes pédagogiques rigides et d'adopter une approche plus critique des réalités de l'usage de l'anglais dans les contextes numériques multilingues.

Mots-clés : L'arabe algérien, les jeunes algériens, les enseignants d'anglais langue étrangère, le transfert linguistique, la nativisation, TikTok.

الملخص

تتناول هذه الأطروحة كيفية استخدام الشباب الجزائري للغة الإنجليزية على تطبيق "تيك توك"، مع التركيز على ما إذا كان هذا الاستخدام يعكس عملية توطين واعية أم مرحلة غير واعية من النقل اللغوي. كما تبحث الدراسة في تصورات مدرسي اللغة الإنجليزية كلغة أجنبية في الجزائر تجاه هذه الأشكال اللغوية الناشئة، وما إذا كانوا يرونها تدخلاً لغويًا أم تكيّفًا مشروعًا، مما يعكس الجانبين اللغوي والبيداغوجي معًا. واستنادًا إلى إطار سوسيولغوي وبيداغوجي، اعتمدت الدراسة على منهج بحثي مدمج يجمع بين تحليل المحتوى لمقاطع "تيك توك" واستبيانات موجهة لمدرسي اللغة الإنجليزية. أظهر تحليل المحتوى، الذي ركز على أقوال الشباب التبسيين، وجود تأثير للغة العربية الجزائرية خاصة على المستويات الفونولوجية والمعجمية والتركيبية، مع بروز النقل الفونولوجي بشكل لافت. كما لوحظت حالات نقل لغوي من الفرنسية إلى الإنجليزية، مما يبرز الطابع التعددي الفريد للجزائر. ومع ذلك، فإن التوطين المتعمد كان أقل شيوعًا، مما يدعم الرأي القائل إن التوطين عملية تدريجية تعتمد على السياق وتتشكّل من خلال الاستعمال المستمر والاندماج الثقافي. كشفت نتائج الاستبيان عن تباين في آراء المعلمين؛ حيث اعتبر البعض هذه الممارسات اللغوية تدخلاً سلبياً، بينما رآها آخرون تعبيرات متطورة عن الهوية. وتشير النتائج إلى أن النقل اللغوي يغلب على التوطين في المحتوى المحلل، مع عدم استبعاد إمكانية تطور تدريجي لإنجليزية محلية في الجزائر. وتؤكد هذه النتائج على ضرورة إعادة النظر في القواعد البيداغوجية الصارمة والتعامل بشكل أكثر واقعية مع استعمال اللغة الإنجليزية في سياقات رقمية متعددة اللغات.

الكلمات المفتاحية :العربية الجزائرية، الشباب الجزائري، أساتذة اللغة الإنجليزية كلغة أجنبية، الانتقال اللغوي، التوطين اللغوي، تيك توك.