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Section of English

A Sociolinguistic Study of Communication and Language Barriers among Foreign and Algerian Students at Ibn Khaldoun University

A Dissertation submitted in Partial Fulfilment of the Requirement for the Degree of M.A in Linguistics

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Dedication

I dedicate this work to my sweet and loving mother and father whose affection, love, encouragement and prays of day and night make me able to be where I am

My sisters FATIMA and FAYROUZ

Who have been there for me all the way and never left my side

My brothers: Lahcen-Hakim-Abdelkader-Mohamed EL Amine

My best friend IMEN AMINA

And to my partner in this work that have shared with me a lot of memories during these last five years AMIRA KHEMIS

Nour El Houda El Khansaa
MESSAOUDI

Dedication

I dedicate this work to :

My beloved parents

My brothers Abed el madjid, Islam, Abed el wahab and my sister Israa

To my friend Karima

To my partner in this work Nour El Houda El Khansaa

Amira Khemis

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Abstract

The main aim of this research is to scrutinize communication barriers that face both Foreign and Algerian university students. It also aims to shed light on how to solve this problem of communication between them. The major reason for choosing this topic is our curiosity to know about the obstacles that students face in communicating with one another. In this respect, a qualitative descriptive method was adopted to guarantee the success of our research by involving both participants and taking their views into consideration. The sample population of the study consists of 65 students from different departments at Ibn Khaldoun University (English, French, science and Technology, Math and Informatics); and from different countries (Mali, Central Africa, Kongo). One data collection instrument was used to gather the required data, Algerian students' questionnaire, and foreign students' questionnaire. The research findings indicate that Algerian and Foreign students do communicate with one another. However, there is a huge gap in communication between the students, and that the main obstacle is related to the language choice. Furthermore, the results show that Algerians struggle when it comes to delivering the message, thus, foreign students find a big difficulty in understanding their message.

Key words: communication barriers, foreign and Algerian students, communication, message.

Resume :

L'objectif principal de cette recherche est d'examiner les barrières de communication auxquelles sont confrontés les étudiants universitaires étrangers et algériens ; elle vise également à éclairer la manière de résoudre ce problème de communication entre les étudiants étrangers et algériens. A cet égard, une méthode descriptive qualitative a été adoptée pour garantir le succès de notre recherche en impliquant les participants et en prenant en considération leurs points de vue. L'échantillon de l'étude est composé de 65 étudiants de différents départements de l'Université Ibn Khaldoun (Anglais, français, sciences et technologie, mathématiques et informatique), et de différents pays (Mali, Afrique centrale, Congo)). Un methode de collecte de données a été utilisé pour rassembler les données requises, on a distribué deux models de questionnaire un pour les étudiants algeriens établit par la langue angalaise et l'autre pour les étrangers en langue francaise. Les résultats de la recherche indiquent que les étudiants algériens ET étrangers communiquent entre eux, mais qu'il existe grossefaille dans la communication entre les étudiants ET que le principal obstacle est lié au choix de la langue. En outre, les résultats montrent que les Algériens ont du mal à faire passer leur message, ET que les étudiants étrangers ont donc du mal à le comprendre.

Mots clés : obstacles à la communication, étudiants étrangers et algériens, communication, message .

الملخص

الهدف الرئيسي من هذا البحث هو فحص حواجز التواصل التي تواجه طالب الجامعات الأجانب والجزائريين. في جامعة ابن خلدون تيارت. كما يهدف إلى إلقاء الضوء على كيفية حل مشكلة التواصل بينهما. السبب الرئيسي لاختيار هذا الموضوع هو فضولنا لمعرفة العقبات التي يواجهها الطالب في التواصل مع بعضهم البعض. في هذا الصدد ، تم اعتماد طريقة وصفية نوعية لضمان نجاح بحثنا من خلال إشراك كل من الطالب الجزائريين والأجانب وأخذ وجهات نظرهم بعين الاعتبار . تتكون عينة الدراسة من 52 طالبًا جزائريًا من أقسام مختلفة في جامعة ابن خلدون

(الإنجليزية والفرنسية والعلوم والتكنولوجيا والرياضيات والمعلوماتية(؛ بالإضافة إلى 13 طالبًا أجنبيًا من دول مختلفة)مالي ووسط إفريقيا والكونغو(وأقسام)العلوم والتكنولوجيا والرياضيات والمعلوماتية(. تم استخدام أداة واحدة لجمع البيانات لجمع البيانات المطلوبة استبيان للطالب الجزائريين واستبيان للطالب الأجانب. تشير نتائج البحث إلى أن الطالب الجزائريين والأجانب يتواصلون مع بعضهم البعض. ومع ذلك ، هناك فجوة كبيرة في التواصل بين الطالب ، وأن العقبة الرئيسية تتعلق باختيار اللغة. علاوة على ذلك ، تظهر النتائج أن الجزائريين يعانون عندما يتعلق الأمر بإيصال الرسالة ، وبالتالي يجد الطالب الأجانب صعوبة كبيرة في فهم رسالتهم.

الكلمات المفتاحية: حواجز التواصل ، الطالب الأجانب والجزائريين ، التواصل الفعال ، الرسالة.

List of Abbreviations

MSA: Modern Standard Arabic

ADA: Algerian Dialectual Arabic

CA: Classical Arabic

H: high variety

L: low variety

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General Introduction

General Introduction

Communication problems we face today are different from those that people used to observe years ago. The things that prevent us from understanding each other constitute a common challenge to individuals, nations, and the whole world. This quantitative study aimed at exploring the reasons that cause language barriers among the foreign and Algerian university students, and their impact on effective communication as well as ways to make people aware of the importance of overcoming them.

Topic

The present research work is within the scope of the communication field between Foreign and Algerian students.

Since Algeria is a known destination for foreign students especially for those who are originally from Mali, Cameron, Congo, West Africa and Niger. It is quite known that Algerian universities have a mixture of students with different background, cultures and languages. Furthermore, it is not easy for both of them to be engaged in social relationships and conversations. This phenomenon is exactly what linguistics students have noticed; almost all university students face a difficulty in using the appropriate language to communicate with each other.

Therefore, we as researchers want to conduct a study about the reasons behind the difficulties that face both Foreign and Algerian students.

Motivation

The major reason for choosing this topic is our curiosity to know about the barriers that students face in communicating with one another.

The present research work is an attempt to describe and examine some of the problems that Algerian and Foreign students meet in the process of communication.

Research questions

In order to suggest something about this problem; one can put forward the following questions

• Is there an issue of communication between both Foreign and Algerian students?

• What kind of difficulties do both students face?

- what are the strategies that should be used to solve this issue ?

The reasons behind suggesting these questions are to identify and spot the major barriers and problems that lead to failure of communication between the students.

Hypotheses:

- Yes, there is a problem in communication between Foreign and Algerian students.

- Both students face difficulties in coding and decoding the message (language problem)

- This issue can be solved by finding a common medium of communication (common language).

Methodology:

The research study was conducted at Ibn Khaldoun university of Tiaret, one method research is going to be used, which is a questionnaire, one in English language devoted for Algerian students, the other one translated into French for the foreign students.

This research work consists of three chapters:

The first chapter is an introductory chapter which is devoted to the literature review and an overview of the communication field, putting the focus on elements, models, forms and barriers of communication

The second chapter deals with the sociolinguistic situation in Algeria, it contains a brief history of the country, in addition, the description of the language repertoires (Arabic, Berber, French and English), finally ending the chapter by listing, the main outcomes of language contact in Algeria.

The third chapter is the practical part, where all the data are analyzed and collected through the questionnaires devoted for both Algerian and Foreign students.

Chapter One: Introduction to Communication

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I.1.Introduction

Communication is a learned skill. However, most people are born with the physical ability to talk, not all can communicate well unless they make special efforts to develop and refine this skill further. Very often, we take the ease with whom we communicate for granted. So we sometimes forget how complex the communication process actually is.

In the first chapter, the focus is going to be held on the most important points in the communication field. Moreover, this chapter will deal with different aspects of communication, communication in general, characteristics of communication to build a foundation, its process and elements, models and types.

Finally, a brief definition on the theories of communication, most barriers to effective communication and why communication is that important.

I.2 Definition of Communication

Etymologically, the word communication is derived from the latin word "*communice*" which means to make common. **(Aggarwal & Gupta, 2001)**

Chase and **Shamo** stated that:

> The first part of this word –commun- suggests something in common, the latter part of this word –cation- suggests understanding. Therefore, taken together, of the word provides a suggested meaning, which communication has occurred if we achieve a common understanding of something. (2012, p. 6).

Communication is the process by which messages are exchanged from one individual to another. Communication is the process of transforming of thoughts and understanding from one individual to another.

(Keyton 2011) (Quoted in Adu-Oppong & Agyin-Birikorang, 2014, p.208).

What other scholars said about communication:

- "Communication is the mechanism through which human relations exist and develop". (Schramm,1993)(Quoted in Wambui, Kibui & Gathuthi, 2015, p.1).
- "The most common definition consider communication as simply sending and receiving messages or transmitting messages from one person to another "

(**Steinberg, 1995, p.12).**

- "It is the vehicle through which we develop, maintain and improve human relationships" (Aggarwal & Gupta, 2001, p .3).
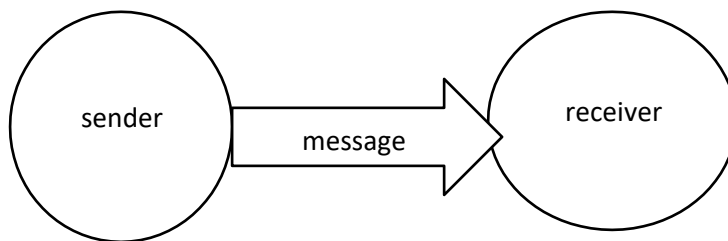
Figuer 1 simple model of communication

I.3 Nature of Communication

Following the above definitions, **Seghal (2008)** illustrates the following characteristics for communication:

i.   It is a process.
ii.   It is inevitable.
iii. Meaning based.
iv.   Communication can be intentional and unintentional.
v.   Communication is systematic .
vi.   A two way traffic .
vii. Communication is a social process.
viii. A dynamic process .
ix.   Continues process.
x.   Communication involves interaction and transaction.
xi.   It is contextual.
xii. Needs proper understanding.

xiii.   Leads achievement of the organizational object.

xiv.   Dispels misunderstanding.

xv.   It has four specific skills **(p5)**.

I.4 Communication Process

Communication process can be defined as a dynamic procedure that occurs in both direction of transmitting data or messages from one person to another. The communication process starts with sender and ends with the receiver and it consists of other major elements and each of one of these elements has its own role.

Tulsian (2002) stated that :

> Communication is the process of transmitting the message and receiving the response to that message. The person who sends the messages is known as the sender, the person who receive the message is known as "receiver", and the response to that message is known as feedback. Since the feedback requires another message to be communicated by the sender and so on, the communication process becomes a circular process (p.2) .
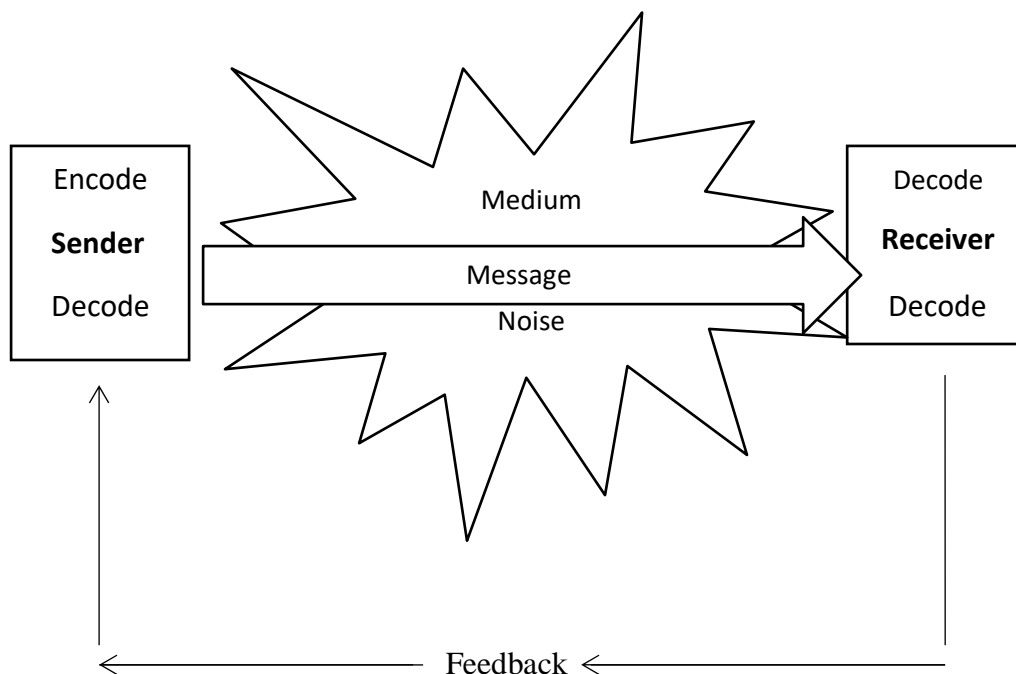
Figure 1: Communication process

I.5 Elements of Communication

Communication comprises of major components, which are important to have a successful communication. These elements are:

I.5.1 The Sender

Also referred to as the source or the encoder, It is the starting point in any communication act .The sender can be a single person or a group .This latter creates the message and intends to pass it to the other participants.

I.5.2 The Message

For effective communication the message is the important aspect, where the sender attempts to pass it to the receiver, this latter can takes different forms verbal or non-verbal, spoken or written. **Sellnow** argued that: **"the message is the ideas the sender (speaker) conveys to the receiver (listener)". (2004, p. 15).**

I.5.3 The Channel

In general, it is what carries the message from the sender to the receiver. The channel can take different shapes such as: radio, television, book, letter, etc.

I.5.3 The Receiver

The receiver can be a single person or group , a receiver is responsible for decoding the message by interpreting and understanding .

I.5.4 Decoding and Encoding

"The process of transforming thoughts and ideas (messages) into verbal and nonverbal signs is called *encoding*: the process of transforming verbal and nonverbal signs back into messages is called *decoding*" **(Steinberg1995 p .15).**

I.5.5 Noise

"It is anything that interferes with the success of the communication by distorting the message so the meaning received is different from that which is intended " . **(Steinberg 1995. p. 16).**

I.5.6 Feedback

It is the reaction to the source messages by the receiver, after the interpretation of the message the recipient is attending to encode his reply into another message that will be sent to the source through the same medium or channel.

I.6 Models of communication

*"Effective communication requires a solid understanding of the process by which human attempt to communicate, Communication models help us visualize the process "(***Chase & Shamo 2001. p5).***

Theorist have developed many models, some of the major models are as follows:

I.6.1 Aristotle's Model of Communication

Narula noted that this model was created by Aristotle 2300 years ago and is regarded as the first model in communication. Aristotle suggested that communication consists of five elements: the speaker, the speech, the audience, the occasion and the effect. This model focuses on public speaking more than interpersonal communication. **(2006)**.

```
( Speaker ) → ( Speech ) ⟹ ( Audience ) → ( Effect )
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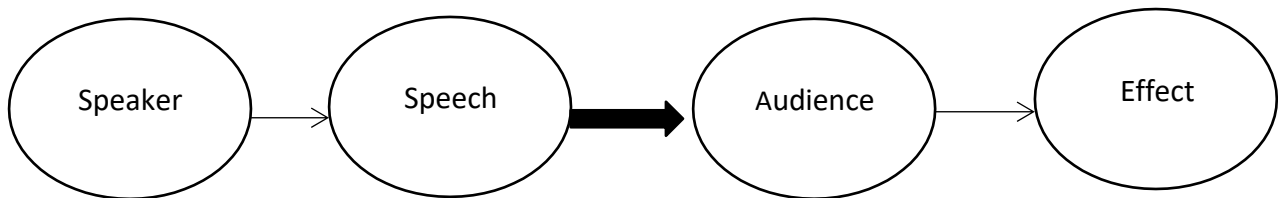
Figuer 2: Aristotle model of communication

I.6.2 Laswell's Model of Communication

McQuail and **Windahl** claimed that this model was developed by the American political scientist Harold D Laswell that he suggested that the way to describe how communication works is by answering the following questions:

Who Says? what? In which channel? To whom? With what effect? **(1993).**

Who	Says what?	In Which Channel?	To Whom?	With What Effect?
Communicator	Message	Meduim	Receiver	Effect
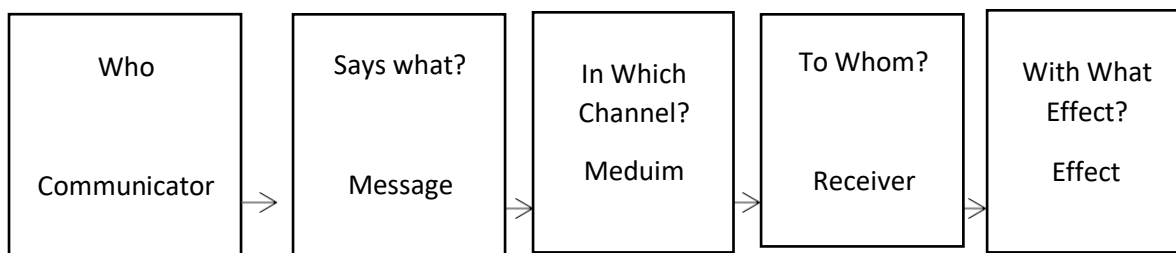
Figure 3 :Laswell model of communication

I.6.3 Shannone and Weaver's model

 Claude Shannone and **Waren Weaver** model of communication was first presented in 1949. From many possible messages, one message is selected by the speaker to go through a communication channel then changes into signals. In the process of transmission distortions are added to the message, these latter are referred to as noise. (**Narula 2006**).

Sender   Encoder   Decoder   Receiver

Information Source	Transmitter	channel	Receiver	Recepient

Noise

Feedback
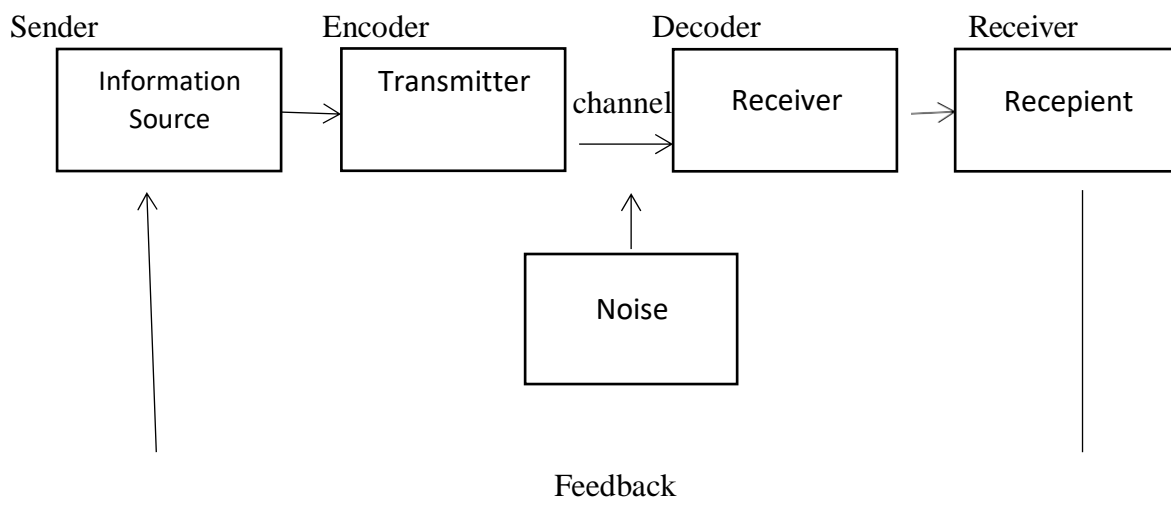
Figure 4 : Shannone and Weaver model of communication

I.6.4Wilbur Schramm and Osgood 's model :

 In 1954 Schramm and Osgood presented this model and it was described as a circular model .

Steinberg(1995) suggested that :

The Osgood and Schramm model describes communication as a dynamic inter-action in which meaningful messages are exchanged by two active participants, communicator and recipient both encode, transmit ,receive ,decode and interpret messages. By highlighting the importance of feedback, the process becomes two way instead of linear The model thus move away from emphasizing the channel through which messages are transmitted to the interpretation of meaning by people in the process its greatest limitation is that it suggests that communicator and rec- ipient take turns to express and interpret (p18).
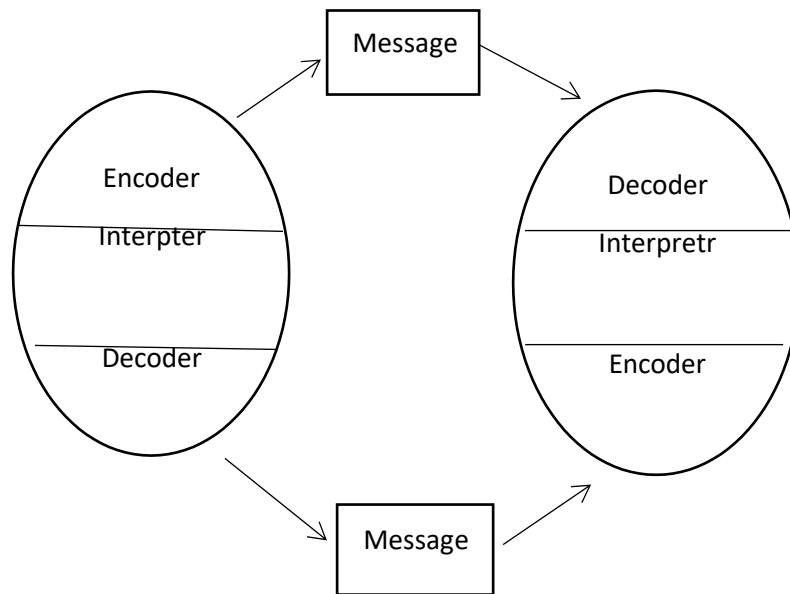
Figure 5: Osgood and Schramm model of communication

I.6 Types of Communication

According to **Wambui** , **Kibui** and **Gathuthi (2015)** communication types can be divided based on communication channels used , and on purpose and style **(p2) .**
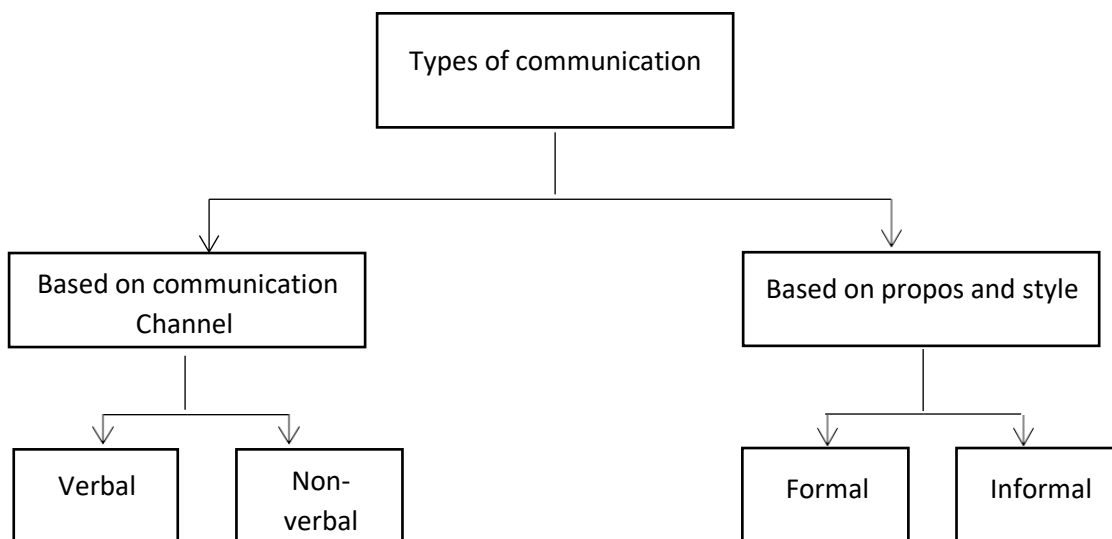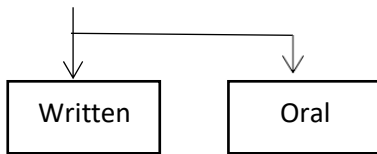
Figure 06: types of communication

I.6.1 Types of Communication Based on Communication channels Used

Two types are distinguished, verbal and non verbal communication.

a. Verbal Communication

In this kind of communication messages are exchanged verbally, the communicator tends to use spoken and written language; Verbal communication is divided into oral and written communication.

• Oral Communication

Oral communication occurs when people use spoken language or words in the process of exchanging ideas, it is easy and guaranties immediate feedback, however; it can be inconvenient and leads to misunderstanding.

Oral communication includes :

- Interviews , meetings
- Radio speech , phone calls
- Public speeches,, etc.

• Written Communication

This type of communication requires the use of written sign, symbols and language where the message is transmitted in a written form. It is more precise and explicit, natural and effective, and does not require the presence of communicators, However, this form of communication is more difficult to prepare and does not guaranty immediate feedback.

"It is impersonal in the sense that two communicators cannot see or hear each other and cannot provide immediate feedback" (**Rhodes, Rogin and Guffey 2009, p. 15).**

Written communication includes:

- Faxes, emails.
- Proposals, presentations.
- Reports,,, etc.

b. Non-verbal Communication:

Nonverbal communication employs the use of gestures, physical actions and body language rather than the use of speech.

Chaturvdi stated that:

> The word 'non-verbal 'means not involving words or speech , Thus ,non-verbal communication is the wordless message received through the medium of gestures , signs , bodily movements , facial expressions , tone of voice , color , space, style of writing ,and choice of words (2004,p.272) .

Steinberg (1995) illustrated the following categories of nonverbal communication **(pp. 60-63):**

- **Kinesics**: it includes gestures, body movements, postures, eye contact and facial expressions.
- **Proxemics** : it refers to the use of space to signal comfort
- **Haptics** : is the study of the use of touch to communicate
- **Chronemics:** it is a nonverbal code that deals with the use of time, such as waiting, pausing in conversation, etc.
- **Personal appearance:** refers to all the physical aspects of the speaker, the way he look alike, and the way he dresses, etc.
- **Para Language :** It refers to the nonverbal components of communication utilized to convey emotion and change meaning ,it may be used intentionally or unintentionally , Paralanguage incorporates the sound of the voice ,volume, and intonation of speech.

For **Poyatas,** paralanguage is**:**

> [those] nonverbal voice qualities, voice modifiers and independent utterances produced or conditioned in the areas covered by the supraglottal cavities (from the lips and the nares to the pharynx),), the laryngeal cavity and the infraglottal cavities (lungs and esophagus), down to the abdominal muscles, as well as the intervening momentary silences, as well as the intervening momentary silences, which we use consciously or unconsciously…

(1993: 6)(Quoted in Wharton 2016 para 3)

I.6.2 Types of Communication based on Purpose and Style:

The types that are based on purpose and style are formal and informal communication.

a. Formal Communication :

Formal communication is the kind of communication that takes place in formal setting such as in meetings, conference , etc. .And requires the use of official rules .

This type exhibits the use of slang and abbreviation ,and the use of correct pronunciation and long sentences is required.

b. Informal Communication:

In informal communication the exchange of messages is done spontaneously , it is used with friends and family in face to face conversations, gossips , rumors, etc. Unlike formal communication , informal communication does not follow any prescribed rules . It contains the use of slang , shortened words and , etc.

I.7 Theories of Communication:

"The term communication theory usually refers to the body of theories for understanding of the communication process "(**Aggarwal & Gupta 2001, p. 29**).

I.7.1 The Bullet Theory :

Before and around the second World War, the bullet theory have influenced the area of communication research . (**Paltez,1997**) **.** As the title implies ,the bullet theory proposes the messages used to be as bullets that were shoot straightforwardly into the recipient (**Aggarwal & Gupta,2001**),the main idea of this theory is that the mass media have impact on people that this impact has power more than any force within society . (**Willis &Willis ,1990) .**

I.7.2 The Agenda Setting Theory :

In 1922,Lippman shared his concern about critical role that he mass media play in shaping the setting of the public's thoughts about certain thing (**Quoted in Zain ,2014**)

"The agenda setting theory , as originally formulated in 1972 by Maxwell McCombs and Donald Shaw , explains the relationships between the emphasis that the mass media place on issues and the importance the media audiences attribute to those issues"   (**Littlejhon & Foss,2009, p31**)

Cohen (1963) noted that the agenda setting theory begins as in explanation on how the mass media affects to change the pattern in political behavior during elections.   (**As cited in Zain 2014**)

I.8 Communication Barriers :

Communication barriers can emerge at any level of the communication process starting from the sender, message, channel, recipient, feedback and context

According to **Howe:**

> *A barrier to communication is something that keeps meaning from meeting Meaning barriers exist between all people , making communication much more difficult than most people seem to realize, It is false to assume that if one can talk he can communicate. Because so much of our education misled people into thinking that communication is easier then it is , they become discouraged and give up when they run into difficulty. Because they do not understand the nature of the problem , they do not know what to do .The wonder is not that communicating is as difficult as , but that it occurs as much as it does*

(Quoted in Bolton,2011.para1) .

The communication barriers may be classified generally as :

- Process barriers.
- Physical barriers.
- Semantic barriers.
- Cultural barriers .

I.8.1 Process Barriers:

The process barriers are all the distractions that occur at the level of one of the elements of the communication process, it includes:

- Sender barrier.
- Encoding barrier.
- Receiver barrier .
- Message barrier .
- Channel barrier .
- Decoding barrier .

I.8.2 Physical Barriers:

Physical barriers are all the physical distractions that are caused because of the environment and come in the way of the communication process.

Medina stated that:

Physical barriers refer to interference to effective communication occurring in the environment where the communication is undertaken ,The very loud sound produced by a passing jet temporally drowns out the voice of a guest delivering a speech , Such distractions does not allow full understanding of the meaning of the entire message and it is example of a physical barrier.

(2006, p.135)**.**

Physical barriers include:

- **Time:** When the process requires time it is considered as a barrier.
- **Distance :** the geographical distance also affects the message.
- **Place :** overcrowded places distorts the communication process.

I.8.3 Semantic barriers:

Semantic barriers refer to communication problems caused by language problems ,, The choice of words ; how they are used and their meanings ,Barriers are caused actually because of the interpretation of words, use of technical words (jargon) , slang and dialects.

According to **Seghal** : " **Different people assign different meanings to one specific message , This due to the problems with meaning , significance and the sending and the reception of meaning and content of the message** "(**2008,p. 92**).

A recipient may interpret the words utilized by the sender differently from the way they were planning. For example, a receiver who is not familiar with the wording used will not understand a message that consists of a lot of specialist jargon and abbreviation. So, if people do not understand the words they cannot understand the meaning.

Seghal (2008) illustrated the following semantic gaps:

1. Words having similar pronunciation but multiple meanings.
2. Badly expressed messages .
3. Wrong interpretation .
4. Unqualified assumption.
5. Technical language **(p93).**

I.8.4 Personal Barriers :

The personal barriers are all what emerges from both the sender and the receiver's characteristics and act as an obstructions to effective communication . These obstructions includes :emotions , values ,poor listening , habits, sex ,age, race , socio-economics status, religion , education , and others (**Medina 2006) .**

> Emotions cloud the communicator's ability to judge correctly the real meaning of messages received, assuming that this could even be received at all. People with different values will find it hard to communicate with each other. Poor listening habits of a receiver frustrate the communication efforts of the sender. The sex, age , race ,socio-economics status , religion and education of both the sender and the receiver provide formidable barriers to effective communication . (Medina 2006 ,p135) .

I.8.5 Cultural Barriers:

Communication becomes difficult when it comes to deal with people from different races, ethnicity and cultures. Because each background has its own believes, thoughts and perspectives .In other words, similar words may mean different things to people from different cultures.

I.9 Importance of communication :

Tulsian (2002) illustrated the following benefits for communication:

1. Facilitating Planning .
2. Helps in Decision Making.
3. Facilitates Co-ordination .
4. Improves Superior-subordinate Relationships.
5. Helps in the Process of Motivation and Moral.
6. Facilitates Organizing .
7. Facilitates Directing Function.
8. Facilitates Controlling Function.
9. Contributes a Great deal to Higher efficiency.
10. Improves public relation .
11. Helps to cope with the environment.
12. Facilitates globalization. **(p.247)**.

Conclusion :

The purpose of this chapter has been to lay out the background of communication, its nature and the way it is done in addition to the different models, types, theories and barriers. The next chapter describes the sociolinguistics situation in Algeria reviewing some of the major points such as the historical background of Algeria, the languages present in Algeria and the outcomes of language contact in Algeria.

Chapter II: Features of the sociolinguistic situation in Algeria

II.1. Introduction

II.2. Algeria: General Overview

II. 2.1. Name

II. 2.2. Geography

       a. Location

       b. Area

II.3. Historical background of Algeria

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II.   1.Introduction:

The linguistic situation in Algeria is characterized by its complexity,variety and can be seen as a rich field . simlpy because of the several language varities that are tackled today namely classical arabic (CA), modern standard arabic (MSA) ,algerian dialectual arabic (ADA) ,berber and its varieties, i.e. chawi ,mzabi and tergui, in addition to foreign languages like french, spanich also some turkich words and lately English.(Kerma.2018).

In this respect, Donadey (2004) has described the linguistic situation in Algeria as follow. She said that:

> *Algeria is in a paradoxical linguistic situation: it is a multilingual nation in which people speak dialectual Arabic, Tamazight (berber languages) ,French (the language of the colonizer) ,as well as a mixture of these languages. Yet,its sole official language is standard Arabic, which no one actually speaks* (khatibi).(pp193-194).

Accordingly, Algeria is a multilingual society where different languages are in use as mentioned above, although Algeria is an Arabic country but Algerians also use a number of foreign languages besides their official and national languages.

In this chapter we are going to deal with a brief presentation of the country Algeria, its historical background, the language repertoires of Algeria and the phenomena of language contact and its outcomes in the country.

II. 2.Algeria: General Overview:

2.1Name:

The official name of the country Algeria is "**Al Jumhuriyah al Jaza'iriyah ad Dimuqratiyah ash Sha'biyah"**, in short form Al Jaza'ir, inernationaly known as People's **Democratic Republic of Algeria**.

2.2Geography:

a. Location:

Algeria is in Maghreb region of North Africa, it is the largest country in Africa and the tenths in the world. Located on the Mediterranean coast, bordered to the northeast by Tunisia, to the east by Libya,

to the southeast by Niger, to the southwest by Mali, Mauritania, and the Western Saharan territory, to the west by Morocco, and to the north by the Mediterranean Sea.

b. Area :

Algeria lays on an area of 2.38 million square kilometers (2,381,741 km^2) the country consists of four regions:

- The coastal mountainous chain.
- Plains and high plateaus.
- The mountainous chain of the interior.
- The area of the Grand Sud with its mountainous solid masses.

The country Algeria is divided into 48 provinces (known as wilayas).

II.3. Historical background of Algeria:

3.1 Algeria during the Classical Period:

II.3.1.2 Carthage and Berbers:

Phoenician traders arrived on the North African coast around 900 B.C. and established Carthage (Tunisia nowadays) around 800 B.C. Their first presence in Algeria existed in Tipaza by the 6th century B.C. During that time, Carthaginians established small settlements along the Algerian coast to serve as market places. Modern Annaba and Skikda were among those places and were called Hippo Regius and Rusicade respectively.

The Carthaginian power started increasing and trade links between Carthage and Berbers grew. The Carthaginian army was fully formed with Berbers who rebelled later from 241 to 238 B.C. after being unpaid because of the Carthage defeat in the first Punic War. Carthage lost most of its North African territory and started to decline because of successive defeats of the Romans. In 146 B.C., Carthage was fully destroyed.

The Berbers' power emerged once again and they started rebuilding their kingdoms. They reached their highest point in civilisation during the reign of Masinissa in the 2nd century B.C. and started declining when Almohads and Almoravids came more than a millennium later.

II.3.1.3. The Roman Era:

The Roman emperor called Trajan established a frontier in the south by surrounding the Aurês and Nemencha mountains and building a line of forts from Vescera (modern Biskra) to Ad Majores (Hennchir Besseriani, southeast of Biskra). The defensive line extended at least as far as Castellum

Dimmidi (modern Messaad, southwest of Biskra), Roman Algeria's southernmost fort. Romans settled and developed the area around Sitifis (modern Sétif) in the second century, but farther west the influence of Rome did not extend beyond the coast and principal military roads until much later.

Regardless to the settlements founded by the Carthaginians, the Romans established another settlements including Tipaza, Cuicul (modern Djemila, northeast of Setif), Thamugadi (modern Timgad, southeast of Setif), and Sitifs. The foundation of these towns was mainly for agriculture targets.

The power of the Roman Empire started uprising in Algeria until the 238 A.D. where the landowners rebelled against the emperors' policies.

Christianity arrived in the 2nd century and people at that time including some Berbers started converting into Christianity.

II.3.1.4. Vandals and Byzantines:

The Vandals are a Germanic tribe crossed into Africa from Spain in 429. They made an agreement with the Rome to limit their control to Numidia and Mauretania. Later, in 439, Gaiseric conquered and robbed Carthage and the rest of the province of Africa.

The Roman control has become weak due to the decline of trade. Independent kingdoms emerged in mountains and deserts, towns were totally ruined, and Berbers who were pushed to be part of the Roman military returned.

In 533, the general of Byzantine emperor Justinian called Belisarius who was based in Constantinople landed in North Africa with 16.000 men and in a year destroyed the Vandal kingdom. The Byzantine took full control of Algeria for twelve years. Their rule was known by official corruption, lack of competence, military weakness, and lack of concern in Constantinople for African affairs. Consequently, several rural areas returned to Berber rule.

II.3.1.5. Islam and the Arabs (642-1830):

Unlike the former invasions, the approaching of Islam that was unfolded by Arabs has long-lasting effects on the Maghrib. According to the Federal Research Division (1993, pp. 11), Islam is "*The new faith, in its various forms, would penetrate nearly all segments of society, ringing with it armies, learned men, and fervent mystics, and in large part replacing tribal practices and loyalties with new social norms and political idioms"*. The coming of Arabs imposed the Islamization and Arabization of the region. Nomadic Berbers converted quickly into Islam and assisted the Arab invaders. At the same time, Christianity and Judaism become totally marginalized.

Between 642 and 669, the Arabs started their military expeditions into the Maghrib, and in 670, the Arab army led by Uqba Ibn Nafi established Al Qayrawan (about 160 kilometers south of present-day Tunis) and used it as a base for further operations. Uqba's successor, Abu al Muhajir Dina, marched west into Algeria and made an agreement with Kusayla (the ruler of Christian Berbers) who had been settled in Tilimsan (modern Tlemcen) and converted later into Islam.

The Arab and Berber forces controlled the region until 697, and in 711 Umayyad forces converts to Islam and conquered all of North Africa within the help of Berbers who contradictory since they participated in sharing Islam in the region, yet they did not show any support to the Arabs. The later alienated the Berbers through imposing heavy taxes on them, treating the Berber Muslims as second-class, and enslaving them. Those who were opposed to that took an open-revolt between 739 and 740 and were known as Kharijite Islam. They objected on making peace with Umayyads and choose to fight them. According to Khirijism *"any suitable Muslim candidate could be elected caliph without regard to race, station, or descent from the Prophet Muhammad."*(Federal Research Division, 1993, pp. 12)

The Abbasids succeeded the Umayyads as Muslim rulers and decided in 750 to move the caliphate to Baghdad. They ruled until 909 and on their west, Abd ar Rahman Ibn Rustum ruled most of the central Maghrib from Tahirt (modern Tiaret) and lasted from 761 to 909.

a. Fatimids:

The Fatimids settled in Algeria in 911 and destroyed the capital of Rustumids (Tiaret) and posed a threat to Morocco for many years. The deepest ambition of the Fatimids was to rule El Mashriq including Egypt. In 972, Al Muizz succeeded to establish Cairo as his capital and left the rule of Algeria to the Zirids (972-1148). The Zirids founded the towns of Miliana, Médéa, and Algiers and turned later over its domain to the Banu Hammad. The Hammadids ruled from 1011 to 1151, during which Bejaïa became the significant port in the Maghrib.

This period know an economical decline because of the conflict between the hammadids and the Zirids for religious reasons. Banu Hilal and Banu Sulaym tribes have been sent by the Fatimids to weaken the ZIrids. These beduin overcame the Zirids and the Hammadids an sacked Al Qayrawan in 1057.

b. Almoravids:

Almoravids resulted from a movement developed in the 11th century between the Sahanja in the west and the state of Ghana in the south under the aim of raising the level of Islamic knowledge among people. After 1054, the Almoravid movement angaged in military conquest led by Lamtuna leaders.

They first conquered Morocco and took Marrakesh as their capital, the far east of Algiers, and Spain by 1106.

The Almoravids rule flourished North Africa economically and culturally and lasted until 1147.

c. Almohads:

The same as the Almoravids, the Almohads choose spreading Islam as their initial departure reason. They revolted primarily in 1125 by attacking some Moroccan cities. Then, they entered Spain at the invitation of the Andalusian amirs who were against the Almoravids. Almohads took control of Morocco in 1146, captured Algiers around 1151, and by 1160 has completed the conquest of central Maghrib and advanced to Tripolitania.

The Almohad position in the Maghrib started being challenged by tribal conflict and fight. Zenata Berbers took it as an advantage and started establishing a tribal state in Morocco.

d. Zayanids:

Based on a Zenata tribe, the Zayanids founded their dynasty in Tlemcen and emphasized their links with the Almohads. They lasted in the central Maghrib for more than 300 years until the Ottman came in the 16th century. Tlemcen has been the commercial centre and was called the "pearl of the Maghrib". It has a strategic route linking to Taza Gap and Marrakech besides controlling the caravan route to Sijilmasa, gatway for the gold and slave trade with western Sudan. In 1250, Arogan had control on Tlemcen's port, Oran, and Europe; however, a privateering out of Aragon disrupted this trade after 1420.

e. Marabouts:

The position of official Islam in Algeria started being limited into mosques and scools of the cities. Marabouts started gaining people by their side and make them think they have a divine grace. Marabouts offered spiritual guidance and power. After death, their cults become sites of pilgrimage. Many tribes claimed descent from Marabouts. In expansion, little tribes driven by holy men got to be common frame of government within the Maghrib. The impact of the Marabouts continues in Algeria until the Ottoman period after allowing political and financial favours to these pioneers to avoid tribal uprisings.

II.3.1.6. European Offensive:

The Christian re-conquest of Spain was accompanied by the constrain transformation of Spanish Muslims. Thousands of Jews had been sent to the Maghrib where they influenced with government and trade.

During the 15ᵗʰ and early 16ᵗʰ centuries, Spain imposed its power on the Maghrib coast and started building outposts. It later took control over Mers el Kebir in 1505, Oran in 1509, and Tlemcen, Mostaganem, and Ténès in 1510.

The Algerian merchants handed more than one of the rocky islets in their harbour, where the Spaniads built a fort. Spain did not succeed to extend in North Africa conquests more than few little enclaves. According to some historians, Spain held back because of its preoccupation with preserving its territory in Italy. However, others think that Spain energies have been absorbed in looting the riches of the world.

1. Privateers:

North African merchants were not allowed to enter European ports in the late 16ᵗʰ and early 17ᵗʰ centuries. This made them invent a specific practice limited to the Mediterranean territories and called "Privateering". Privateering involves private ships attacking the enemy's ships under the authority of a ruler mainly to reap goods from the captives and cargo. It was a highly regimental practice managed under the command of the captain of the fleets.

Privateering took an official direction in Algeria and many captains became heroes for being brave and skilful. The captains banded together under the name of "taifa" to protect their practice. It became later ethnically mixed including Europeans who converted to Islam. Its role in providing the Algerian merchants with major incomes gained it prestigious and political impact at that time. From 1560 to 1620, Algiers became the privateering city with excellence.

2. Ottoman Rule:

Aruj and Khai ad Din were two muslim privateer brothers called by Europeans Babarossa. In 1516, Aruj moved to Algiers under the aim of making a base to continue his practices of privateering but he was killed in 1518 when invading Tlemcen. Khair ad Din succeeded him after being given the title of "Beylerbey" (provincial governor) by the Ottman sultan in addition to 2000 well armed soldiers. He succeeded to dominate the coastal region between Constatntine and Oran and Algiers became the centre of the Ottoman authority in the Maghrib.

Khiar ad Din's success in Algiers gained him good reputation. He was called to Constatntipole in 1533 by the sultan Süleymen I to appoint admire of the Ottoman fleet. After Khair ad Din's death, his son

Hassan succeeded him and held the position in 1544. Until 1587, Ottoman rulers with the title of "Pasha" served the region with no limits. Arab and Berber rulers were excluded and Turkish became the official language.

Algeria was governed by Beylerbeys, Pashas, Aghas, and Deys and was composed of numerous provinces under the authority of Beys. The Ottoman Empire lasted until 1830 when Algeria was invaded by France.

II.3.1.7. France in Algeria (1830-1962):

As a result to the insult of Dey Hussin to the French consul in Algiers in 1827, France trapped Algeria for 3 years but it failed, and decided a military expedition against Algiers in 1830. French soldiers landed in Sidi Ferruch on June 12, 1830. The Algerian Dey sent 7000 janissaries, 19000 troops from Beys of Constantine and Oran, and 17000 Kabyles to face them. The French pushed toward Algiers and captured after 3 weeks of camping. They fled Hussein Dey into exile, robbed 50 million francs from the Casbah, and destroyed mosques.

By 1848, almost all northern territories were under the French control and the new government declared the occupied region as part of France. Algiers, Oran, and Constantine were considered as French administrative units, and any modest reform has been rejected by the colonialism.

From 1933 to 1936, Algerian inhabitants started a series of political protests as a response to the social, political, and economical crises in their country; however, they have been responded with more cruel laws. In March 1943, Ferhat Abbas presented the Manifesto of Algerian people to the French administration which demands the right of political participation and equality of Algerian Muslims.

In November 1, 1954, FLN (the National Liberation Front) launched attacks throughout Algeria for a war of independence which carried until 1957. In 1958, the French army won military control in Algeria, but the Algerian political developments continued. At that time, opposing parts started growing and practicing an international pressure on France to grant Algeria independence.

After 132 years of slavery and cruel practices of destroying the Algerian culture and identity, Algerians finally succeeded to gain independence in 1962.

II.4. The Language Repertoires of Algeria:

II.4.1. Arabic:

Arabic language is the national and official language of Algeria and it usually appears in these forms**:**

A. Classical Arabic:

Classical Arabic is not a common language of conversation it is the language of the Koran, is considered as a dead language; it is the mother tongue of no one. It is characterized by the precision and the rigor of its very numerous grammatical rules, which make its acquisition difficult. In Algeria, although official, it is not in spontaneous practice and is only used for specific formal acts in the Mosque for religious ceremonies and at home for worship.

B. Modern Standard Arabic:

It replaces the Classical Arabic; is simpler and therefore, more appropriate for educational purposes, the language of the mass media, of political debate, of contemporary literature, of academic exchanges. In addition to that, it is considered as an official language.

C. Algerian Dialectal Arabic:

Algerian Arabic or what is called "Darija/Amiya" is the spoken variety and is used spontaneously by the Algerians speakers to express their feelings, thought and to communicate. It seems that among Algerians' daily interaction, either in or out home, Algerian Arabic shared many characteristics with the Standard Arabic, but there are also so many differences at the lexical, syntactic and morphological level. Though,Algerian Arabic is not used only in the oral form, it has also a written form using either Arabic or Latin script. This form is mainly concerned with the internet chat rooms and mobile phone short messages. Thus, Algerian Arabic is the native language of the majority of population.

II.4.2. Berber:

It is acknowledge that Berbers are the earliest recorded inhabitants of Algeria. The term Berber is derived from the Greek word 'barbaria' in which this term was utilized to refer to those who live in North Africa.

Tamazight is the language used by Amazigh people or the indigenous population; it was used throughout the country before the arrival of the Arabs. Tamazight belongs to the afro Asian branch family (**Achab, 2001)**, and it has many sub dialects : Kabyle (spoken in Tizi-Ouzo, Bejaia ,Bouira and Boumerdes) ,Chenoua (spoken in Cherchell and Tipaza) Rifi or Tharifit (used near the Moroccan

borders) , Mozabit (basically spoken in Ghardaia), Chaouia (spoken in Setif, Khanchla, tbessa and Batna) .

The Afro-Asiatic family of language

The Indo-European family of language

Latin   Germanic

The Semitic Branch   The Hermitic Branch   Roman   English German

Arabic   Berber

French   Spanish

CA   MSA ADA   Tamazight Chaouia Mozabit Tachelhit Chenoua   Tamahag
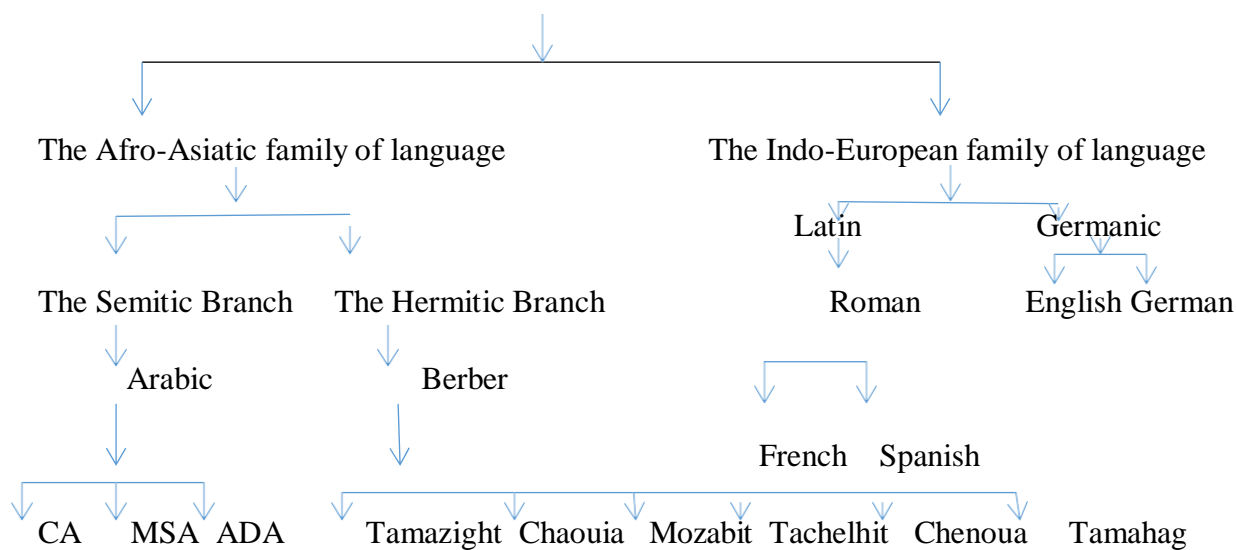
Figure 08: Language Origins , Arabic and Berber And Their Varieties(*adapted from Ali Berrabeh's Magister Dissertation,2014*)

II.4.3. Foreign Languages:

Along with Arabic and Berber, other foreign languages exist in Algeria. However, there are two major foreign languages that are spread widely in Algeria, they are as follows:

II.4.3.1. French :

French is considered as the first foreign language in Algeria, its presence in the country was dated back to 1830 the era of the French colonialism. This colonization that lasted for one hundred and thirty two years lead to the deep implementation of the language in education , media , administration , formal and informal settings.

> *Despite this decline in government agencies, the French language has remained ubiquitous in economic activities. It has retained a prominent place in the media, the press, radio, television. And more , recently, in the framework of the reform of the education system initiated in May 2000 and elaborated by the National Commission for the Reform of the Educational System (NCRES), the French language has taken a more important place in education as a first foreign language* (Ferhani in khlef et al, 2011:23/24).(quoted in Meziani 2018)

The language is used for daily communication subconsciously; a huge number of French words can be attested in the verbal repertoire of Algerian speakers. In other words, illustrate young and old people use words that are originally French words without being conscious that they are using another language in their dialect.

II.4.3.2. English :

Benrabah (2007) mentioned that:

> *The early 2000 were characterized by the transition to globalized pedagogy or the free market economy .It is also related to the high cooperation with the United States of America and Canada who are committed to freely support this educational reform policy in Algeria*

English language has a promising status in Algeria. It is considered as the second foreign language. Its position took a challenging way since 2000,where the government introduced the educational reform that was most supported by the United States. The main change in this reform is that English is now taught at the first grade in the middle school. The English language is neither an official nor a national language, but it has a great role in nowadays Algerian communication and use. Most of the citizens,from different ages, are trying to learn this global language because of its importance in almost all fields of life. English today is the main tool for Algerians to operate in most important fields, as to have an access to work in foreign companies in Algeria

II.5. Language Contact Phenomenon in Algeria and its Outcomes:

Algeria has faced many conquests throughout the years. The contact language situation in the country occurred at distinguished periods of the history; but what has marked the turning point is the French colonization which stood up to an extended period that overpassed 130 years. The contact between the native population Arabic language and the French one resulted in many linguistic outcomes thus leading to a huge influence on the language used by the Algerian people and their way of living.

The result was that Algerian dialects borrowed a number of words denoting different domains such as: administrative, military, agricultural, technological, other borrowings with concrete meaning referred to objects of clothing, kitchenware, etc.

In addition to borrowed words, Algerians also switch from Arabic to French even in the same conversation. Using both languages in oral and written forms.in, this sense Weinreich(n.d) declared that*:"Bilingualism, multilingualism, pidginization, interference, diglossia, borrowing and code switching are among the possible outcomes of a situation in which more than one language or variety of a language are used in a given society"*

The Outcomes of language contact in Algeria are as follow:

- Bilingualism.
- Diglossia.
- Code switching.
- Borrowing.

II.5.1. Bilingualism:

Due to language contact, speaking more than one language becomes a natural phenomenon. In this framework, Milroy and Muysken (1995: 1) suggest that: *"The phenomenon of language revival and the economically motivated migration of people, have led to wide spread of bilingualism in the modern world."* The latter emphasizes that bilingualism is due to migration and historical reasons.

Bilingualism is. The main outcome of language contact in sociolinguistics. This term typically refers to the person who has the skill and ability to speak two languages fluently. Mackey (1962) defined it as being "the ability to use more than one language» (p.52).

Fluency is a vital aspect that individuals should achieve to be bilingual in the two languages. By contrast, Myres Sctton (2006) argued, "being bilingual does not imply complete mastery of two languages." She wants to assert that one does not need competence in two languages in order to be bilingual. Haugen (1953) said that bilingualism begins when "the speaker of one language can produce complete meaningful utterances in the second language"(p.7).

From this respect, competence is considered a continuum at the individual level, the bilingual who assures different degrees of competence in each of the four skills writing, reading, listening and speaking. When the speaker is able to write, read and understand two languages, this called active bilingual, whereas when the speaker is not competent in the four skills of a given language correctly, this called passive bilinguals

According to Weinriech (1953) there are three types of bilingualism:

Compound bilinguals: A compound bilingual is an individual who learns two languages in the same environment so that he/she acquires one notion with two verbal expressions.

Coordinate bilinguals: A coordinate bilingual acquires the two languages in different contexts (e.g., home and school), so the words of the two languages belong to separate and independent systems.

Subordinate bilingualism: An individual is a subordinate bilingual when he or she is competent in one of the two languages. Usually this language in which they are skilled is the mother tongue; they can then speak the other language, but not with a great ability as the other language.

II.5.1.2.Bilingualism in Algeria:

The Algerian people was so deeply influenced linguistically during the French occupation that, today almost 60 years after the independence (1962), French language continues to play an important role in both spoken and written domains.in addition to the great number of French loanwords, many Algerian people understand French and use it in everyday conversation.

In fact, bilingualism in Algeria is not homogeneous since not all the population is bilingual. In many parts of the country we can find monolinguals. It is much more practised in the cities where there is a high contact of Arabic with French, high level and high style of life (Algiers. Oran …) . During the colonial and post-independence periods, the majority, if not all, of the Algerians without mentioning their educational and cultural level, were bilinguals unlike to nowadays where bilingualism is commonly spread among those who went to school, and those who were in contact with French language.

II.5.2. Diglossia:

Ferguson (1959) said that "diglossia" is:

> a relatively stable language situation in which in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spocken purposes but is not used by any sector of the community for ordinary conversation. (p.336)

According to him, "Diglossia" is a term used to describe the use of two dintinctive varieties of the same language, one is considered as high (H) and the other is low (L). The dominant one (H) is used in formal settings, unlike the low one that is considered informal, in this linguistic situation the choice of which variety to use is based on diffrent purposes in different social situations.

Romaine (1994:46) as cited in Mouhadjer article, stated several criteria to characterize the diglossic phenomena:*"...not only in grammar, phonology, and vocabulary, but also with respect to a number of*

social characteristics, namely function, prestige, literary heritage, aquisition, standardization, and stability".

- **Function:** H and L are used for different functions; H variety is used in formal situations and L variety is used in less or informal situations
- **Prestige:** the H variety is regarded as highly valued and more prestigious.
- **Literary heritage:** the high variety is written, in contrast the low is transferred orally
- **Aquisition:** L variety is acquired first; it is the mother tongue, whereas the H variety is learned through schooling process.
- **Standardization:** For Ferguson, the H variety is standardized, thus, it has books on grammar, and dictionaries, while the L variety is full of variations in vocabulary, pronunciation, and grammar**.**
- **Stability:** diglossia is a long life phenomenon; it may persist for several centuries.
- **Grammar:** The grammar of H variety is more complex than the grammar of L variety
- **Lexicon:** In the view of Ferguson, most of the vocabulary is shared by the H and L varieties with some variations in the form and with differences of use and meaning, we may find terms found in the H which have no equivalent terms in L and vice-versa.

II.5.2.1.Diglossia in Algeria:

William Marçais coined the term «Diglossia" in 1930 in Arabic speaking countries, he suggested that:

"Arabic language appears under two perceptibly different aspects:

1) a literary language so called written Arabic or regular or literal or classical, the only one that had always and everywhere been written in the past, the only one in which still today are written literary or scientific works, newspaper articles, Judiciary acts, private letters, in a word, everything that is written, but which exactly as it is, has perhaps never been spoken anywhere, and which in any case, is not spoken now anywhere;2) spoken idioms, patois… none of which has ever been written… but which everywhere and perhaps for a long time are the only language of conversation in all popular and cultural circles.6". (p.401)

In Algeria, schools; adminisrtation, and other formal domains are known by the usage of either arabic (MSA) or French, these varieties are the high (H) and codified one's. However, dialectual arabic is used between friends and family in casual situations.

For instance, Algerian do not use MSA in everyday communication, it is mainly used in official settings, TV news, and education, whereas the (L) which represents ADA (Algerian Dialectual Arabic) is used in daily conversation and in informal settings.

MSA is used in the written form, unlike the Algerian dialects, which have only a spoken form. MSA is the standard one, whereas Algerian dialects have no settled orthography and there is wide variation in pronunciation, grammar, and vocabulary. The Algerian Dialectual Arabic is the first variety learned by Algerians, in the sense it is their mother tongue, in the other hand MSA is learned at schools.

II.5.3. Borrowing:

Gumperz (1982) has defined "Borrowing" as:

> Borrowing can be defined as the introduction of single words or short, frozen, idiomatic phrases from one variety into the other. The borrowed items are fully integrated into the grammatical system of the borrowing language and they are treated as if they are part of the lexicon of that language and share morphological and phonological systems of that l a n g u a g e . (p.66)

In this situation borrowing is the process by which bilingual/multilingual speakers introduce words from one language into another language, and these words eventually become accepted as an integral part of the second language. Those words are adopted by the recipient language and become a part of its linguistic repertoire, phonetical and grammatical system.

According to Haugen, borrowing is defined as a situation where people adopt new words or phrases to a language or dialect taking them from another language or dialect. In this sense, he (1989) states that

"If he [the speaker] reproduces the new linguistic pattern, not in the context of the language in which he learned them, but in the context of another, he may be said to have 'borrowed' them from one language to another. The heart of our definition is then the attempted reproduction in one language of patterns previousely found in another . (p.22)

II.5.3.1Borrowing in Algeria:

In Algeria, borrowing is the result of the huge impact and influence that French had on Algerian Arabic. Actually being colonized for a period of 132years is significant. Generally, we speak about the influence of French on colloquial Arabic because the main influence that exits is oral. The borrowed words are spoken and rarely written. There are a lot of basically French words integrated into Algerian Arabic. Thus, a great number of words and even expressions, integrated into Algerian Arabic; some being adapted morphologically or phonologically, and others, being used with no modification.

II.5.4. Code switching:

Gumperz (1982), explained code switching as "*the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical system of subsystem*" (p. 59).

also Gal (as cited in Wardhaugh, 2006: 54) said that "code- switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evolve or change interpersonal relations with their rights and obligation".

Moreover, The most recent definition prosed by Trudgil in 2003''The process in which the bilingual speakers shift back and forth between one language or a dialect and another language or dialect, within the same conversation.'' In sociolinguistics, the term "Code Switching" refers to the use of two different codes, languages within the same sentence. It is the alternation of words of two languages. A situation where we use two different codes in our discourse. This process happens very often among bilinguals who often switch between their two languages in the middle of a conversation.

II.5.4.1.Code switching in Algeria:

In Algeria, the phenomenon of code switching is widely used among the Algerian society, they are known by the use of two codes (Algerian Arabic and French) and this is due to the long contact between the languages during the colonization period. Code switching occurs every day nearly in every conversation, among bilinguals who can be illiterate or educated ones in this sense, the journalist Mohamed Amghar wrote in "El Moudjahed" (February 8[th], 1974) quoted in Bouamrane, (1986)

> "They speak to you two minutes in French, 30 seconds in Arabic then one minute in French and so on, sometimes the two languages are mixed to such a point that these results are bizarre, unintelligible language, and one wonders if these people are not themselves bizarre." (p.109)

Conclusion:

This chapter introduced the historical background of Algeria that has influenced the linguistic and the sociolinguistic situation of the country .Algeria is characterized by the existence of many languages and language varieties including; Arabic and Berber with their varieties in addition to other foreign languages such as French and English. The contact between these co-existing languages resulted in many sociolinguistic phenomena such as: bilingualism, diglossia, code switching and borrowing.

CHAPTER THREE.

Introduction

  III.1 Population

    III.1.1   Foreign Students

    III.1.2. Algerian Students

  III.2. The research Tools

    III.2.1 Students' questionnaire

  III.3. Data Analysis

     III .3.1. Analysis of the Algerian Student's Questionnaire

    III.3.2. Analysis of the Foreign Student's Questionnaire

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  III.6. Suggestions for Further Research

III.7Conclusion

General Conclusion

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Appendix

III.1.Introduction:

This chapter is the practical part of this research work; all the data are analyzed and collected through the questionnaires devoted for both Foreign and Algerian students. The study was carried out on students of different departments at Ibn Khaldoun University. This chapter represents the research design, the research instruments, the sample, the questionnaires and their analyses. In addition, it will detail the findings together with the discussion of the results of the study.

.1. Questionnaire:

The questionnaire comprises of 3 sections .It was written in English and translated into French for the Foreign students who don't understand English .We targeted 52 of Algerian students who study at Ibn Khaldoun university and 12 Foreign students.

.2. Sample Population:

Sampling refers to the process by which the researcher selects his or her informants from a large population of interest. The sample population should be representative enough so that the sample study results can then be generalized to cover the entire population.

In our study, the sample population consisted of both Algerian and Foreign students at Ibn Khaldoun University selected from different departments.

2.3. Algerian students:

Level	Male number	Female number	Total
All levels	14	38	52

Table01: Number of Algerian Students

Foreign students:

Level	Male	Female	Total
All levels	4	8	12

Table 02: Number of Foreign Students

III .3. The Research Tools:

Questionnaire survey:

The primary source of data that was gathered in this study was elicited through two questionnaires that were conducted amongst Algerian and Foreign students at the University of Ibn khaldoun. Each questionnaire was organized to comprise three sections. In the two questionnaires, section one included questions about the social and linguistic backgrounds of respondents whereas section two asked questions that gave general information on the nature of relationship between them. The third section shed the light on the obstacles of communication and how to overcome these barriers.

III.3 .1. Questionnaire for the Foreign Students:

A questionnaire (See Appendix A) written in English translated in French, was devoted to Foreign students. However, it was distributed online using Google docs. This approach was used because of the circumstances that the world is facing the corona virus (covid 19).

III.3.2. Questionnaire for the Algerian students:

For better understanding for our topic , a questionnaire of 14 questions are devoted for 52 Algerian students from different departments at Ibn Khaldoun University , the questionnaire was distrusted on line.

III.4 .Data Analysis:

III.4.1. Graphical presentation of the collected data:

In this section, we shall display the collected data into tables, bar graphs and pie sharts for the purpose to analyse and come up with interpretation of the findings.

III.4.2. Personal information:

in this part , we will deal with the background information of the participants, our questionnaire consist of few questions about them including sex, age, level, department, origin and proficiency of the language .

Data analysis of Algerian students ' questionnaire

Q1: What is your gender?

Gender

52 réponses

● Female
● Male

26,9%

73,1%
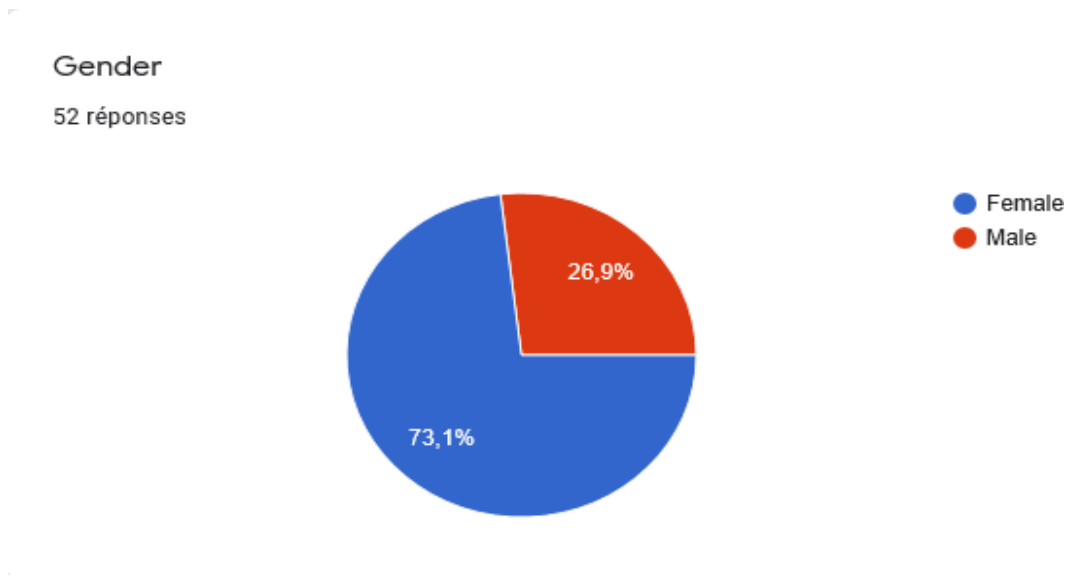
Figure 08: Representation of scores illustrating students gender.

The questionnaire is filled in by 52 Algerian students from different departments at Ibn Khaldoun University, most of the respondents are females with the percentage of 73,1% while the minority are males 26,9%.

Q02: How old are you?

Age

52 réponses

● 17_21
● 22_24
● 25 and more

21,2%

78,8%
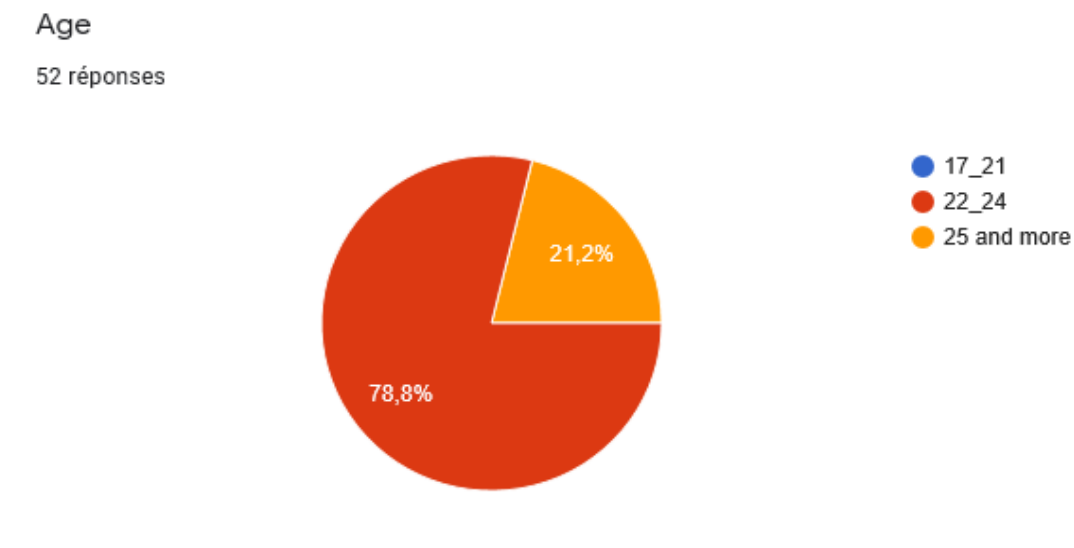
From 22 to 24 years old are the most present respondents of this questionnaire with the percentage of (78, 8%), followed by twenty five years and more with a percentage of (21,2%)

Q 03: What is your level?
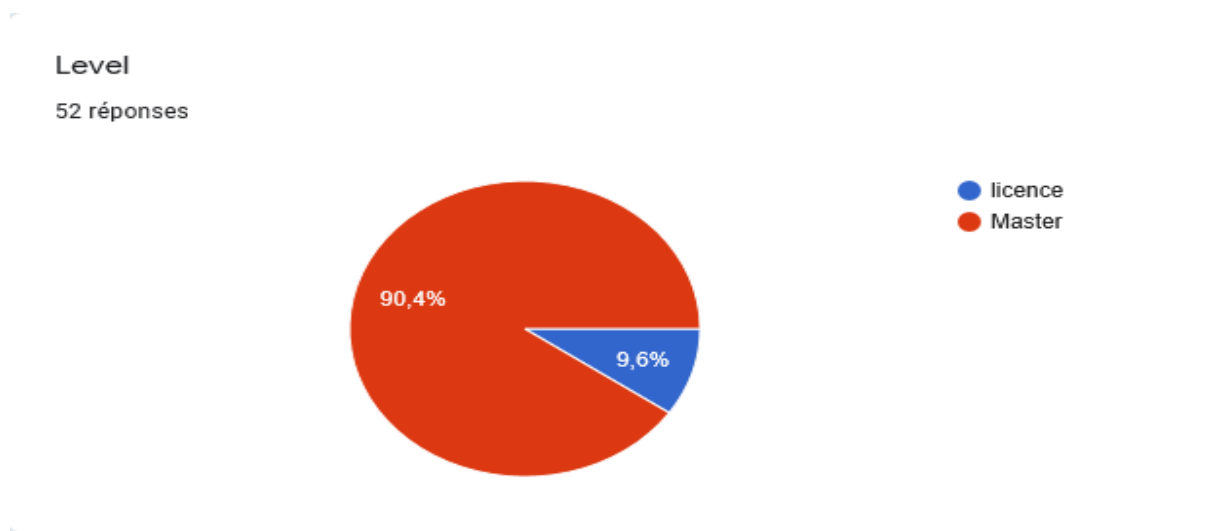
Figure 10: pie chart representation of the level of students.

In figure 4, 90,4% of the respondents are MASTER students , and the rest of the participants that represent 9,6% are license students.

Q04: Which department you belong to?
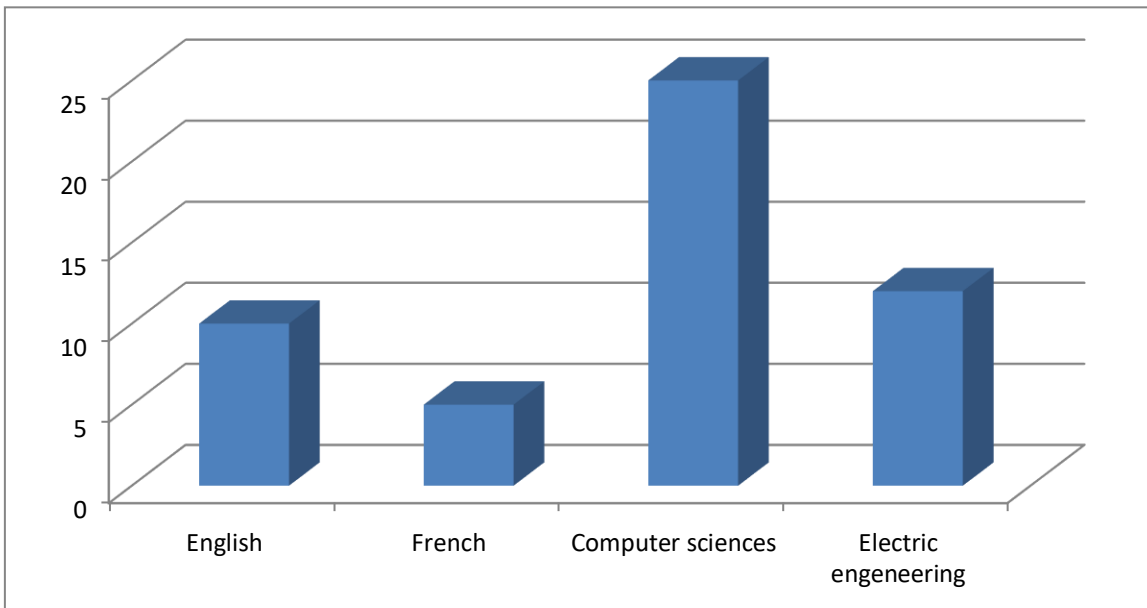
Figure 11: representing the department.

Students from the computer sciences department are the most respondents of this questionnaire with number of 25 student, followed by 12 students from engineering department, then 10 Students from English department and the lowest number was from the French department with 5 students.

Q5 : Proficiency of the language ?

Figure 12: bar graphs representing the language proficiency.

Throughout the answers of this question, it is noticed that high number of the participants have an advanced level in both Arabic and English language (more than 30 student); However 25 participant have an intermediate level of French.

Q06: Do you usually meet with foreign students?

Do you usually meet with Foreign students?

52 réponses

- Yes
- No

42,3%

Yes
30 (57,7%)
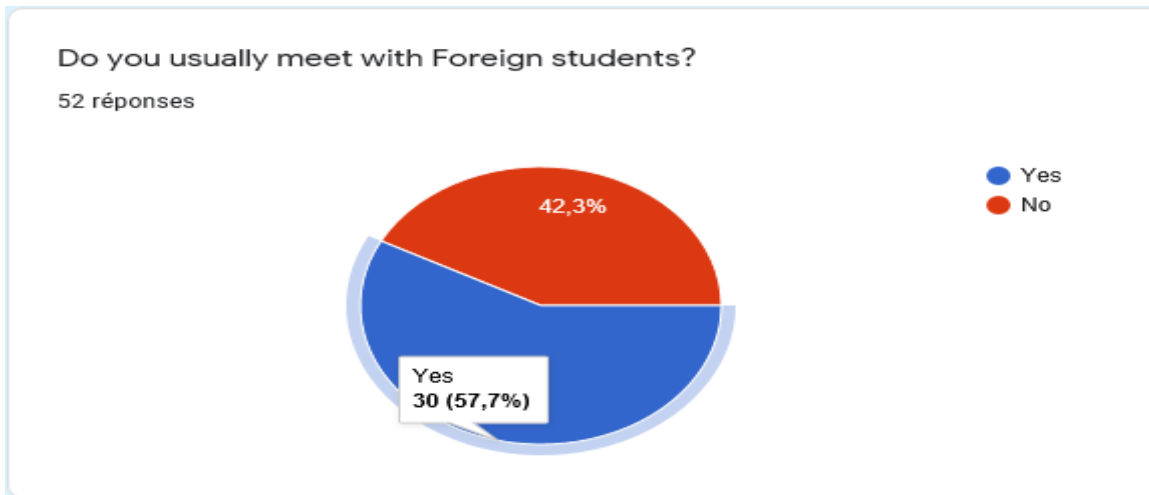
Figure 13: Representation of scores illustrating students' meetings . .   .

The majority of the addressed students have already met with foreign students, 57, 7% said yes And the rest with a percentage of 42, 3% said no.

Q07: Do you usually communicate with Foreign students?

Do you usually communicate with Foreign students?

52 réponses

- Yes
- No

26,9%

73,1%
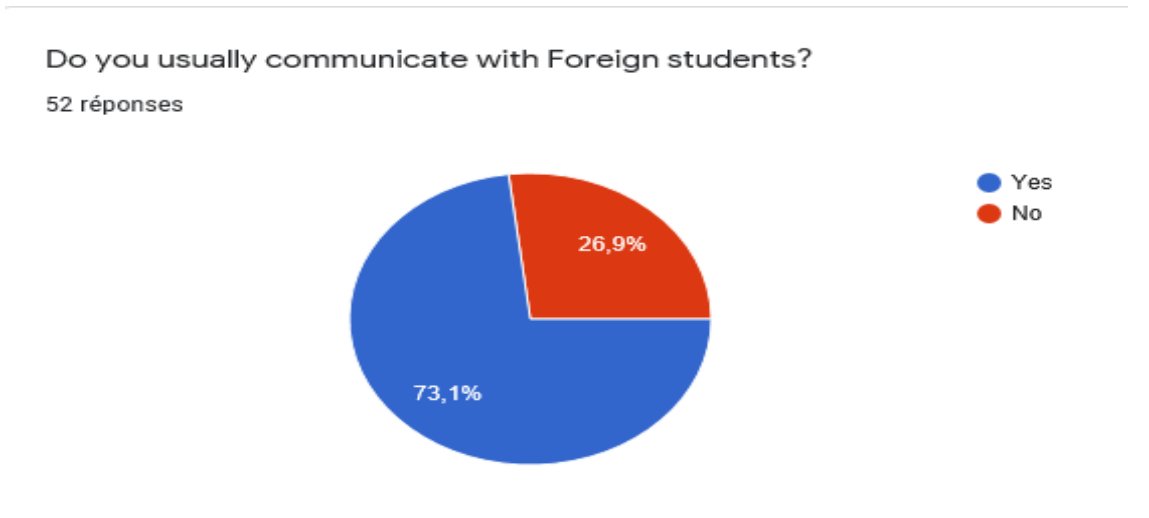
Figure 14: Student's Opinions about communicating with Foreign Students   .

It is clearly presented that 73,1% of the participants say that they usually communicate with foreign students, and only 26,9% of the participants declared that they do not communicate with foreign students **.**

If no, why?

The participants who refute gave different reasons for not communicating with Foreign students like: they do not have time, they don't understand their language, simply they are not interested or they just do not have the chance to interact with each other.

Q08 :Do you hesitate before you talk to foreign students?

Do you hesitate before you talk to Foreign students ?
52 réponses

65,4%

34,6%

● Yes
● No
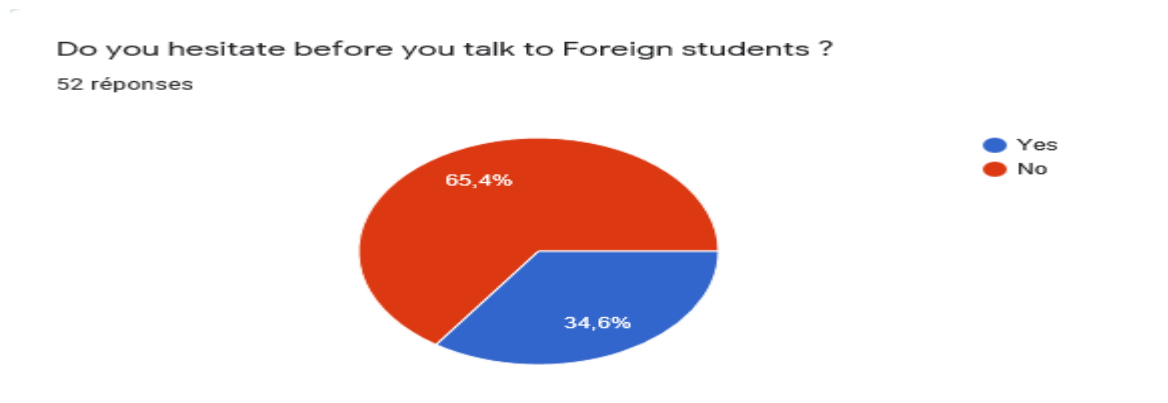
Figure 15: Students' Opinions about Hesitating in Communication .

As figure displays, 65,4% of our respondents stated that they do hesitate before they talk to foreign students while 34,6% of the respondents said no .

Q09: Do you face difficulties in communicating?

Do you face difficulties in communicating ?
52 réponses

59,6%

40,4%

● Yes
● No
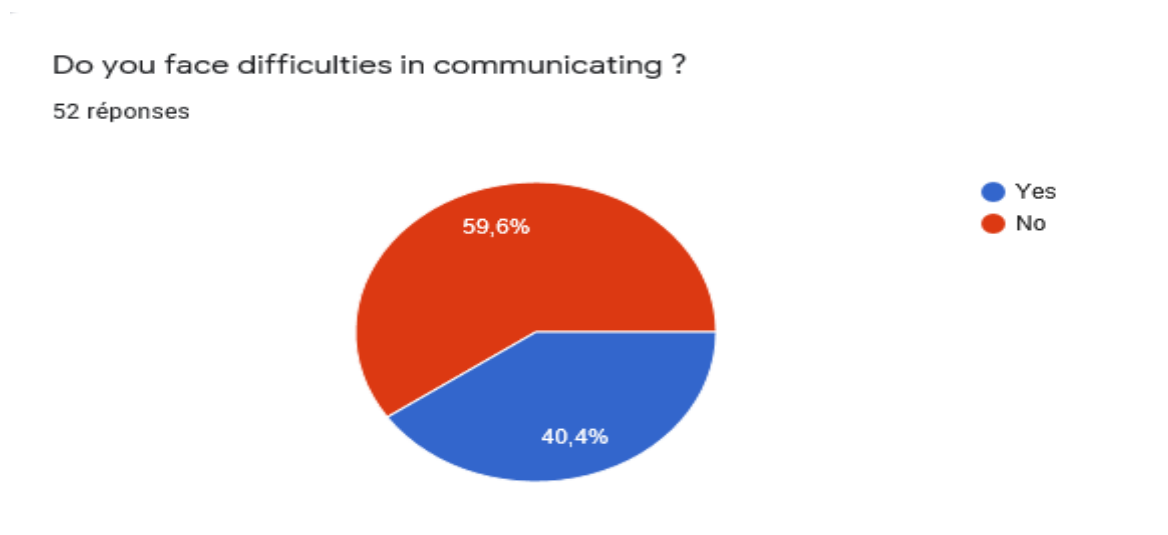
Figure 16: Students 'Opinions about facing Difficulties in Communication .

As figure reveals, 59,9% of our respondents said yes, they face difficulties in communicating .In contrast ,40,4 % reply with no, they do not face any difficulties .

Q10: Do you consider language as an obstacle for better communication?

Do you consider language as an obstacle for better communication ?

52 réponses

- Yes
- No

44,2%

55,8%
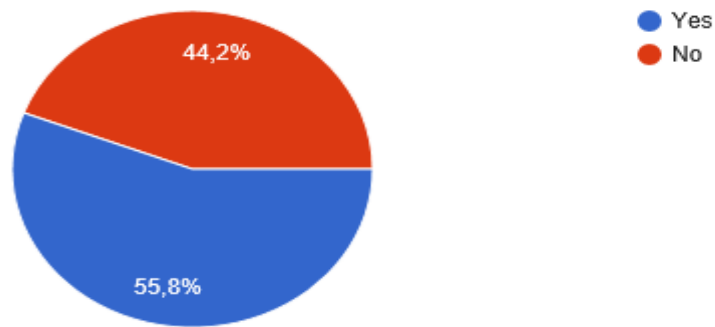
Figure 17:   Students' Opinions about Effective Communication   .

The majority of the students, 55,8% agree that language is considered as an obstacle for better communication, while 44,2% of them refute this idea.

Q11: Do you use your Mother tongue to communicate with Foreign students ?

Do you use your Mother Tongue to communicate with Foreign students?

52 réponses

- Yes
- No

80,8%

19,2%
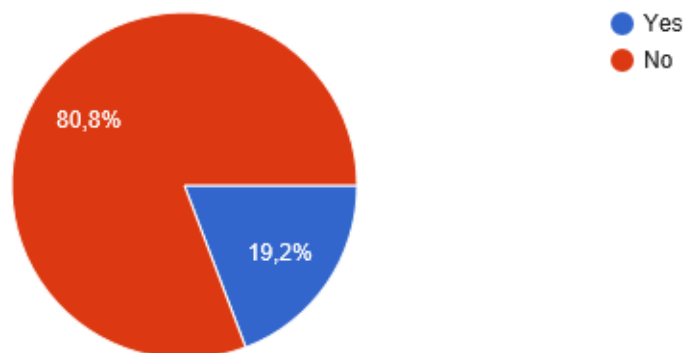
Figure 18: Representation of the Use of Mother tongue.

The striking majority of the participants 80,8% stated that they do not use their mother tongue to communicate with foreign students, while only 19,2% of them disclaim that.

Q12: Do you use foreign languages to communicate?

Do you use Foreign languages to communicate?

52 réponses

● Yes
● No

7,7%

92,3%
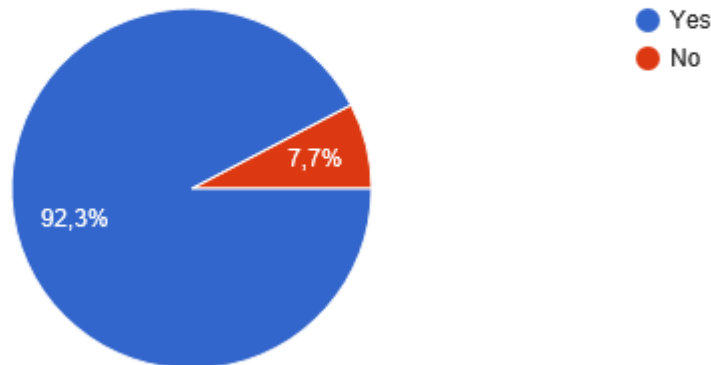
Figure 19 : Representation of the use Foreign languages .

As the Figure shows the majority of students with 92,3% do use Foreign languages

And 7,7% of students do not use Foreign languages.

If yes, which language and why?

Some of the students who answered with yes said that they use English language as the Foreign language to communicate with Foreign students, simply for the reason that it is an international language and it is understood by all people, While others choose French because they have a good level in this language.

If no, why?

The ones who said no, simply say that they are not competent enough in Foreign Languages.

Q13: Do you avoid communicating with foreign students?

Do you avoid to communicate with Foreign students ?

52 réponses

● Yes
● No

90,4%

9,6%
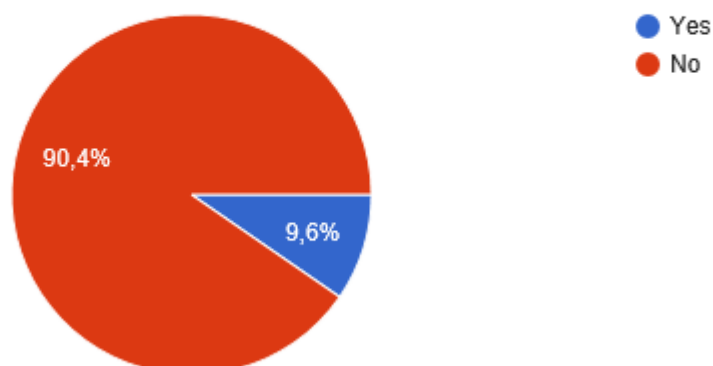
Figure 20: Representation of Students' Opinion in avoiding communication.

90,4% of students answered that they do not avoid to communicate with Foreign students while 9,6% answered with yes they do avoid to communicate with them .

Why?

The range of reasons differ from one informant to another , In whole , the ones who don't avoid communication 90,4% of the population sample, say that they are curious to get to know a new culture , like to discuss things with them and to improve the language. However, the ones who do avoid communication with percentage of 9,6% do believe that it is not that important and there is no need to communicate with Foreign students .

Q14: Where do you usually get in touch with foreign students?
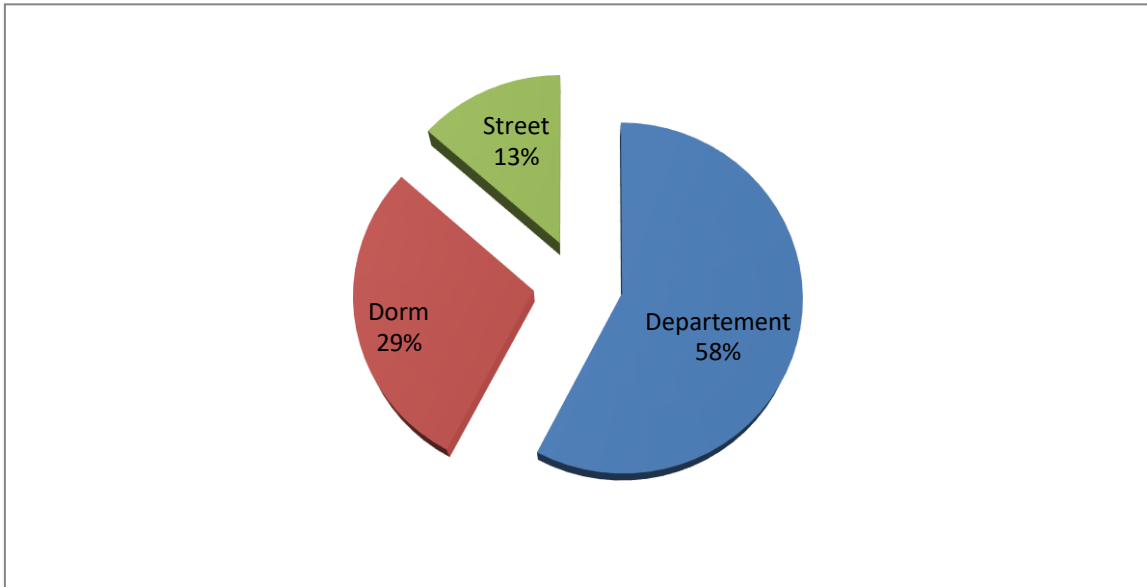
Figure 21: Different Places of Interaction among the Students .

As Figure exposes that 58% of our respondants get in touch with the Foreign students at the department ; while few only do communicate at the street with precentage of 13%.

Q15: Is it important to you to communicate with Foreign?

Is it important to you to communicate with Foreign students ?

52 réponses

● Very important
● Not important
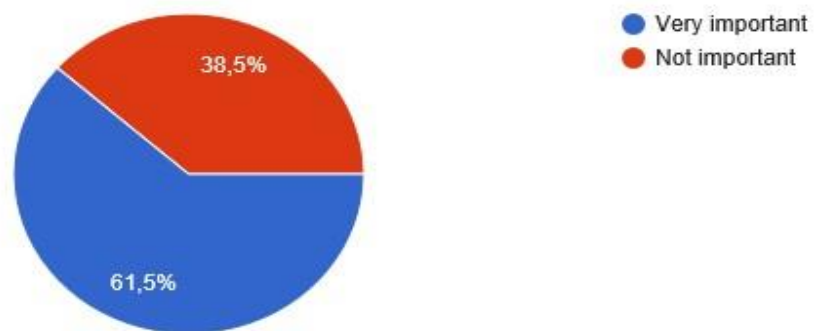
Figure 22:   The Frequency of the Importance of Communication   .

As shown in the pie chart, 61,5% of students consider communication with foreign students very important while 38,5% of students consider it not that important .

Q16: How often do you communicate with foreign students?

How often do you communicate with Foreign students ?

52 réponses
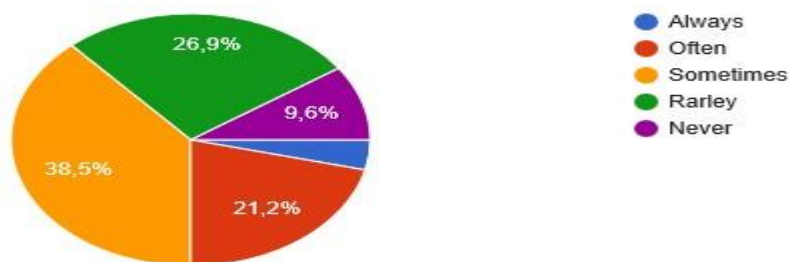
Figure 23: The Frequency of Communication Between Students   .

The figure reveals that the majority of students (38,5%) reported that they sometimes communicate with Foreign students. On one hand, 26,9% of students declared that they rarely communicate with them.also 21,2% said that they often do communicate ,and 9,6% stated that they never communicate with foreign students, while the rest of students with percentage of 3,8% said that they always communicate with Foreign students .

Q12: How often do you face difficulties in communicating?

How often do you face difficulties in Communicating ?

52 réponses
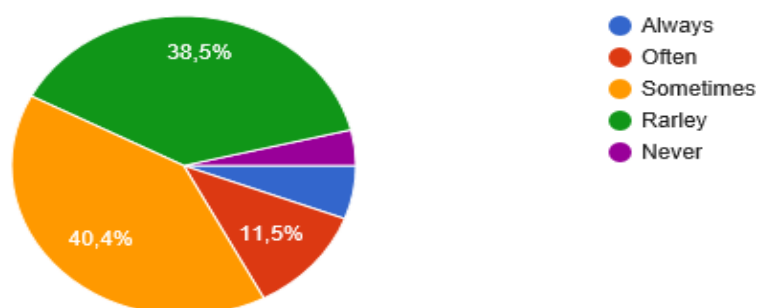
Figure 24: The Frequency of Facing Dificulties in Communication .

Having a closer look on figure24 , we can see that 40,4% of the respondents sometimes face difficulties, 38,5% of them rarely face obstacles in communication. While 11,5% of students said they often do and 6,6 % said always . And 3% said never.

Q17: Which one from the followings do you consider as an obstacle?
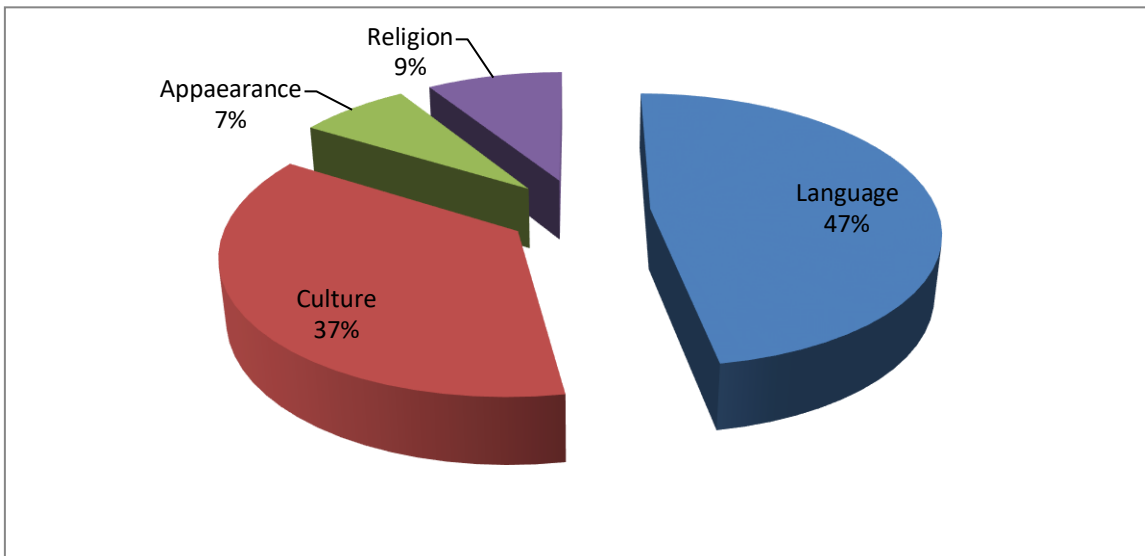
Figure 25: Opinions about the Obstacles in Communication.

It is obvious in the figure that 47% of the correspondents think that language is the main obstacle of communication, followed by 37% of the students who find that culture is the barrier, while the rest of the participants linked it to religion and appearance.

Q18: According to you, which one from the following do you think that they face more difficulties in communication?
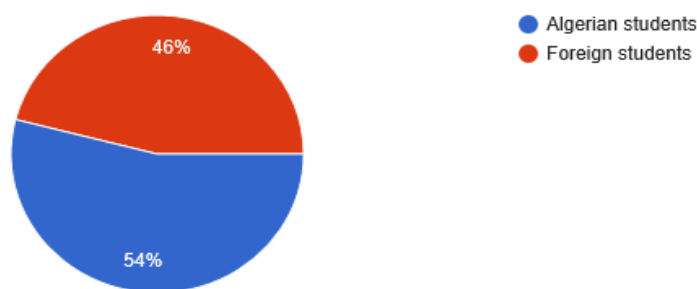
Figure 26: The Category That Face More Difficulties in Communication.

The majority of the students, 54% said that the Algerian students face difficulty in communication simply for the reason that they are not that good in French . In contrast, 46% of the participants think that Foreign students face difficulties because they do not master the English language, do not understand Arabic and they are not interested in Foreign languages.

Q19: Which one from the following do you find difficulty in?

Which one from the followings do you find difficulty in :

51 réponses

74,5%

25,5%

● Understanding the message
● Replying on the message
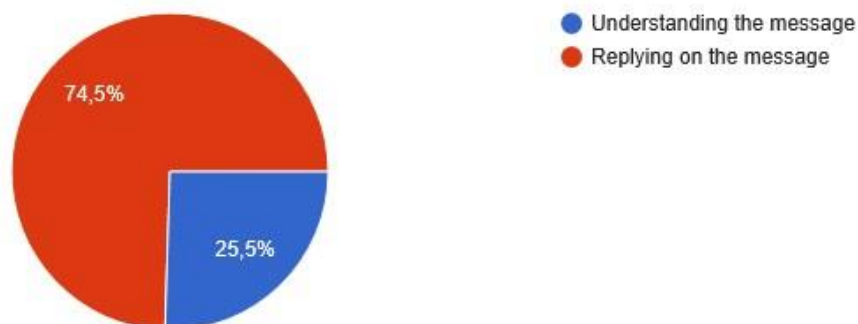
Figure 27: Most Difficult Step in Communication .

The majority of the informants face difficulty in replying on the message representing a rate of 70,5% ,and 25,5% of the respondents face difficulty in understanding the message .

Q20: When you face difficulty either in understanding ot in replying on the message, do you:

When you face difficulty either in understanding or in replying on the message , do you :

52 réponses

92,3%

7,7%

● End the conversation
● Figure out a way to state your position
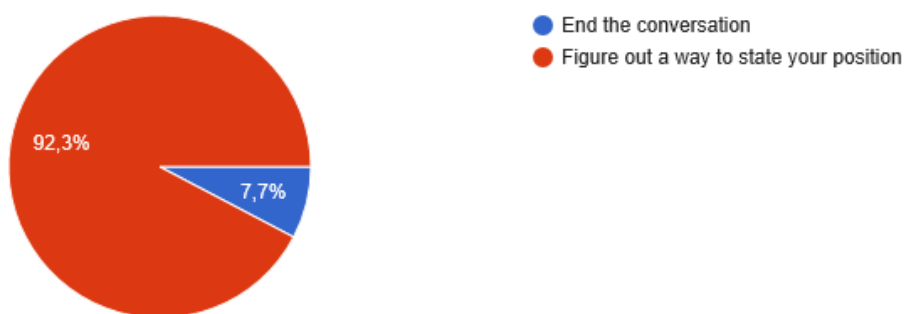
Figure 28: Most Options Used When Facing Difficulty in communication. .

As the figure shows 92,3% of the students try to find a way to have a successful communication by using gestures, dictionaries , asking help from someone else to translate and the use of mixture of languages . While the minority with rate of 7,7% answered that they end the conversation when facing a difficulty in communicating .

Data Analysis of the Foreign Students Questionnaire:

Q1: What is your gender?

sex

12 réponses

● male
● Female

66,7%

33,3%
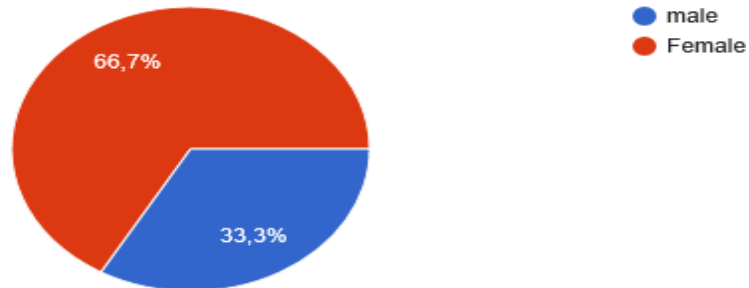
Figure 29: **Representation of Scores Illustrating Students Gender.**

The total number of the respondents to this questionnaire is 13 student where 66,7% are females and the rest are males with a percentage of 33,3%.

Q2: How old are you?

age

12 réponses

● 17_21
● 22_25
● 26 et plus

25%

41,7%

33,3%
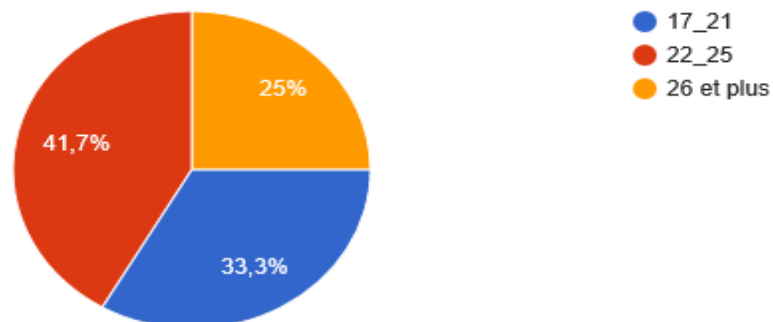
Figure 30: **Representation of Scores Illustrating Students' age** **.**

As the figure represent the first group of the participants, whose age between 22_25 years represent the largest age range of our sample (41,7%),the second group whose age between 17_21 years represents 33,3% , and the rest of the participants whose age 26 and more with a percentage of 25%.

Q3: Which level?

Niveau

12 réponses
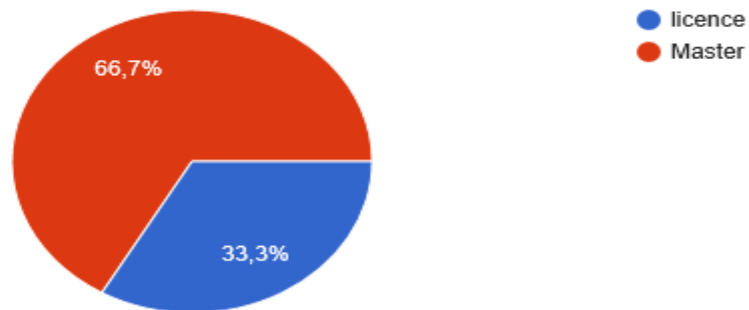
Figure 31: Representation of Scores illustrating Students' level .

In this question we assembled participants who belong to different levels, 66,7% are master students and 33,3% are licence students.

Q4: to which department do you belong?
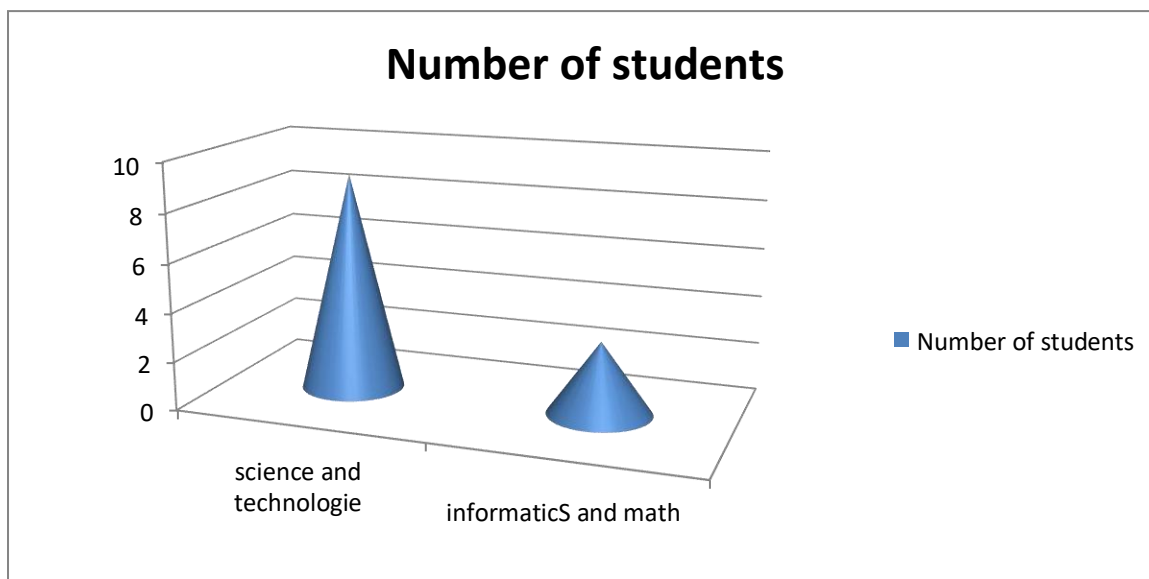
Figure 32: Representation of the Students' departments .

As the figure shows the majority of our respondents are from the science and technology department with number of 9 students while the minority are from math and informatics department (3 students).

Q5: What is your Mother tongue?
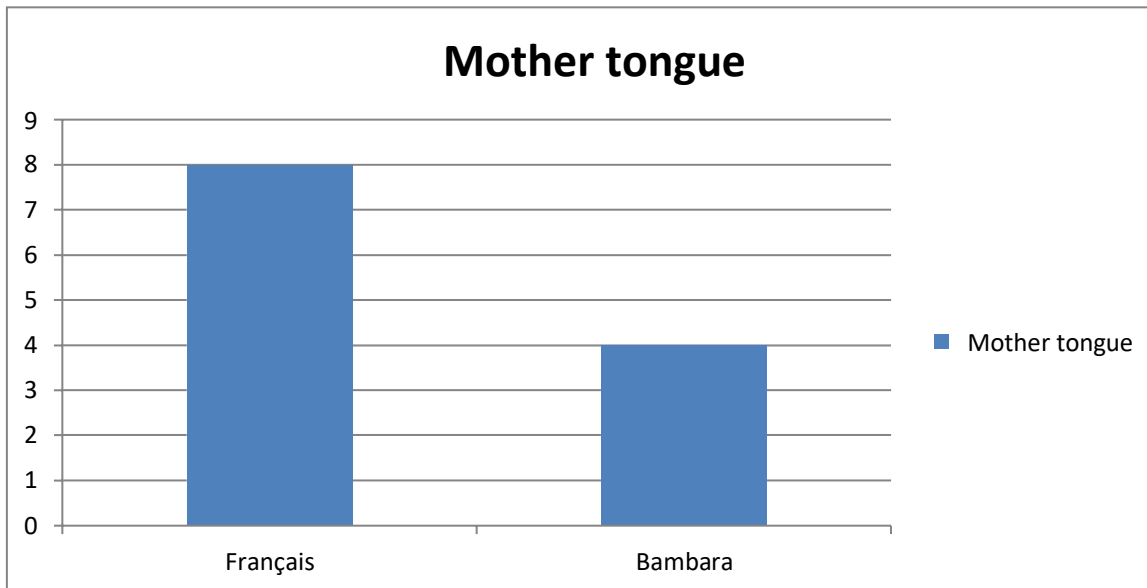
Figure 33: Representation of Scores illustrating Students' mother tongue　.

From the figure above, we can see that 8 of respondents use French as their mother tongue and the rest of the 3 students use Bambara language.

Q6: What is your origin?
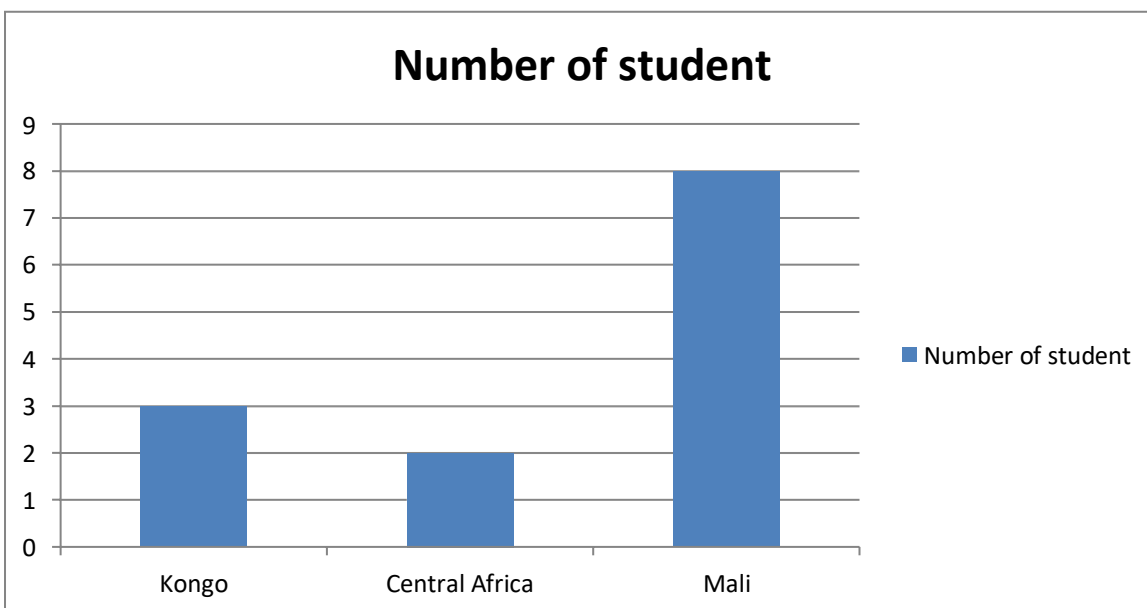
Figure 34: Representation of scores illustrating Students' Origin.

In the answers of this question, we can notice that participants from Mali are more than other countries with a number of 8 participants, the previous rate is followed by 3 participants from kongo. Next, Central Africa is presented to be the last with 1 informant.

Q07: Do you usually meet with Algerian students?

Rencontrez-vous habituellement des étudiants algériens?

13 réponses

- oui
- non

15,4%

84,6%
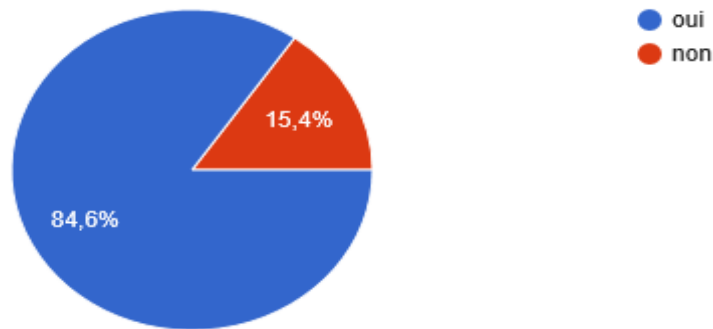
Figure 35: Representation of scores illustrating students' meeting   .

The majority of the respondents agreed that they usually meet with foreign student with a percentage of 84,6%, while some students refute the fact that they meet with Algerian students representing 15,4% .

Q08: Do you interact with Algerian students?

Interagissez-vous avec des étudiants algériens?

13 réponses

- oui
- non

38,5%

61,5%
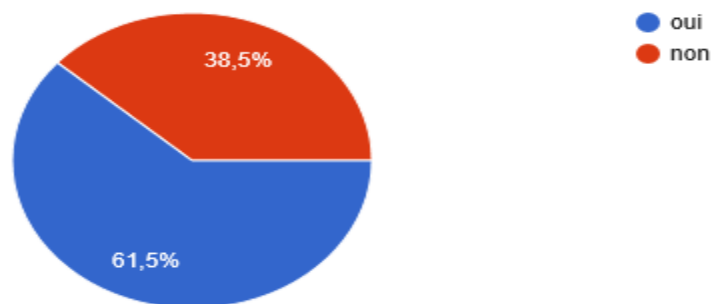
Figure 36: Representation of scores illustrating students' opinion about communication with Algerian Students.

It is obvious in the pie chart that the majority of the foreign students do interact with Algerian students: 61,5% answered with yes, and 38,5% said no.

Q09: Do you hesitate before you talk to an Algerian students?

hésitez-vous avant de parler aux étudiants algériens?

13 réponses

- oui
- non

38,5%

61,5%
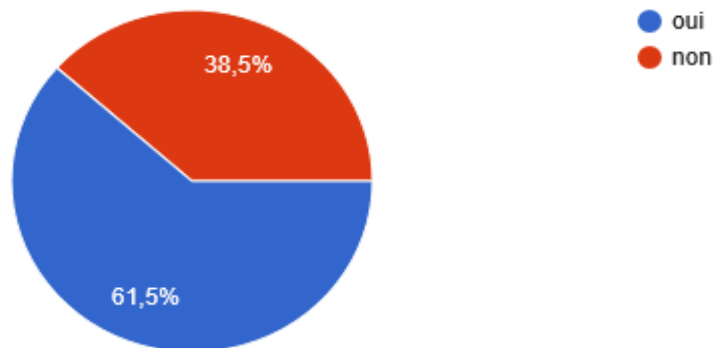
Figure 37: Representation of Students' Opinion about Hesitating in Communication.

61,5% of the respondents confirmed that they hesitate before starting a conversation with an Algerian student, while the other participants declared that they have no problem with Algerians with a percentage of 38,5%.

Q10: Do you face difficulties in communicating?

rencontrez-vous des difficultés à communiquer?

13 réponses

- oui
- non

7,7%

92,3%
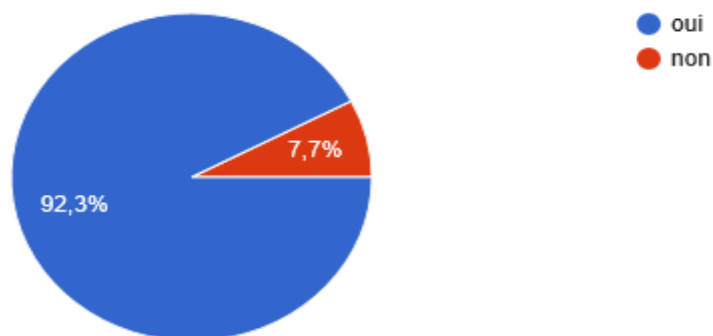
Figure 38: Representation of opinion about-facing difficulties in communication   .

The large majority of the students face difficulties in communicating, 92,3% of the respondents said yes, and only 7,7% choose no .

Q11: Do you consider language as an obstacle to communication?

Considérez-vous la langue comme un obstacle à la communication

13 réponses

● oui
● non

100%
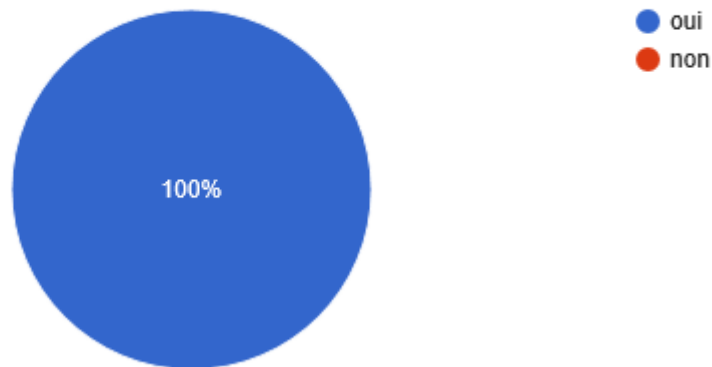
Figure 39: Representation of Students' Opinions about Effective Communication

All the respondents see that language is considered as an obstacle to communication.

Q12: Do you use your mother tongue to communicate?

. Utilisez-vous votre langue maternelle pour communiquer

13 réponses

● Oui
● non

46,2%

53,8%
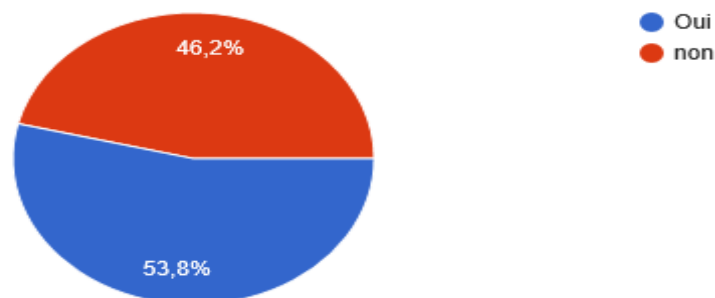
Figure40: Representation of the Use of Mother tongue

According to the figure 53,8% use their mother tongue ,and 46,2% avoid using their mother tongue.

Q13: Do you avoid to communicate with Algerian students?

Évitez-vous de communiquer avec les étudiants algériens?

12 réponses

- Oui
- non

66,7%

33,3%
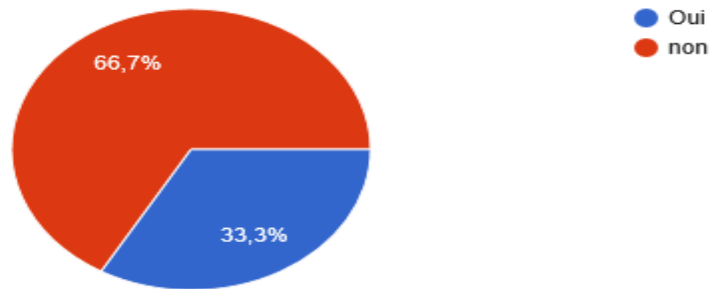
Figure 41 : Representation of Students' Opinions in Avoiding Communication .   .

As the figure reveals, most of the respondents with percentage of 66,7 % confirmed that they do not avoid to communicate with Algerian students, simply for the reason that they see them as cool people, and want to have good relation with them, while the rest of the informants with rate of 33,3% stated that they do avoid to communicate with them, because they are afraid that Algerian students do not understand French and only speak Arabic.

Q14 : Where do you usually get in touch with Algerian students?

Où communiquez-vous habituellement avec les étudiants algériens?

13 réponses

- Département
- le dortoire
- la rue

15,4%

7,7%

76,9%
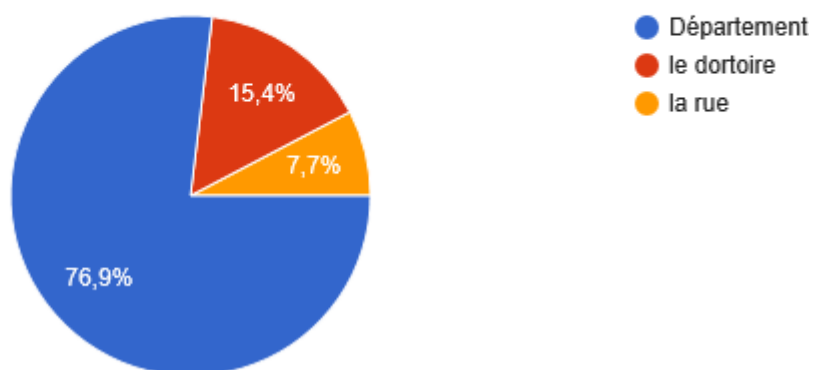
Figure 42: Representation of the Places of Interaction .

The figure reveals that the large majority of Foreign students (76,9%) communicate with Algerian students at the departments .15,4% said that they do interact with them at the dorm and only 7,7% declared that they have conversation at the street .

Q15: Is it important to communicate with Algerian students?

. Est-il important de communiquer avec un étudiant algérien?

12 réponses

● important
● pas important

16,7%

83,3%
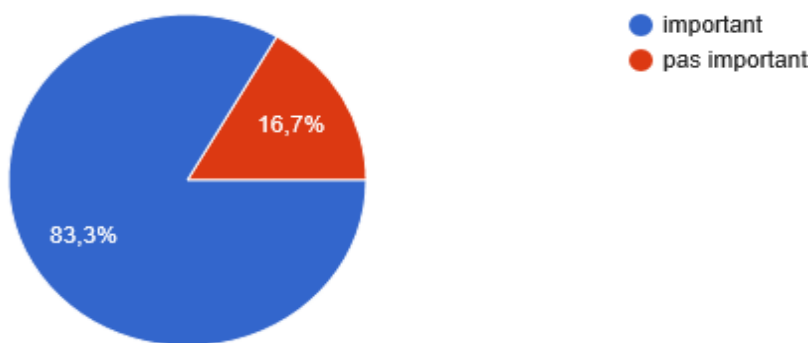
Figure 43 : **The Frequency of The Importance of Communication** .

Having a closer look on figure ,we can notice that 83,3% of the informants consider communication with Algerian students important and only 16,7% consider it as not that important .

Q 16: How often do you communicate with Algerian students?

. À quelle fréquence communiquez-vous avec des étudiants algériens?

13 réponses

● chaque jour
● souvent
● quelquefois
● rare
● jamais

53,8%

7,7%

15,4%

23,1%
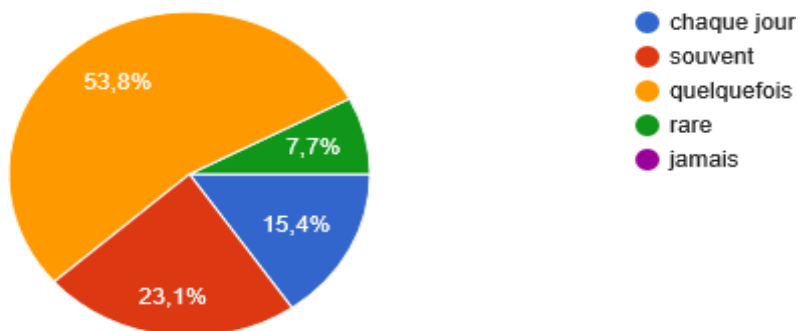
Figure 44 : The Frequency of Communication Between Students .

The figure reveals that the majority of students (53,8%) reported that they sometimes communicate with Algerian students .On one hand , 23,1% of students declared that they rarely communicate with them . On the other hand 15,4% said that they often do ,and 7,7% stated that they rarely communicate .

Q17: How often do you face difficulties in communication?

À quelle fréquence rencontrez-vous des difficultés de communication?

13 réponses

- chaque jour
- souvent
- quelquefois
- rare
- jamais
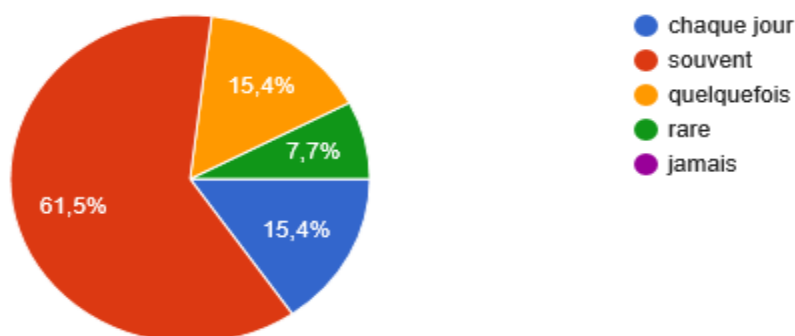
Figure 45: The Frequency of Facing Difficulties

Having a closer look on figure , we can see that 61,5% of the respondents often face difficulties,15,4% of them always face obstacles in communication, While the others 15,4% of students said they sometimes do ,and 7,7% said that they rarely find difficulties in communicating .

Q18: Which one from the followings do you consider as an obstacle for communication?

Lequel des suivants considérez-vous comme un obstacle à la communication?

13 réponses

- langue
- culture
- apparence
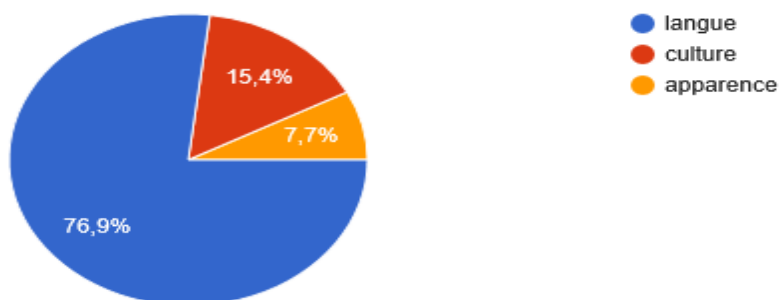
Figure 46 : Opinions about The Obstacles in Communication .

The majority of the addressed students with the rate of 76,9% consider the language as the main obstacle in communication . 15,4% chose culture as an appropriate answer to this question , and only 7,7% consider appearance as a barrier in communication .

Q19: Which one from the followings do you consider as the appropriate language for communication? .

Selon vous, lequel des éléments suivants pensez-vous être le langage approprié pour communiquer?

13 réponses
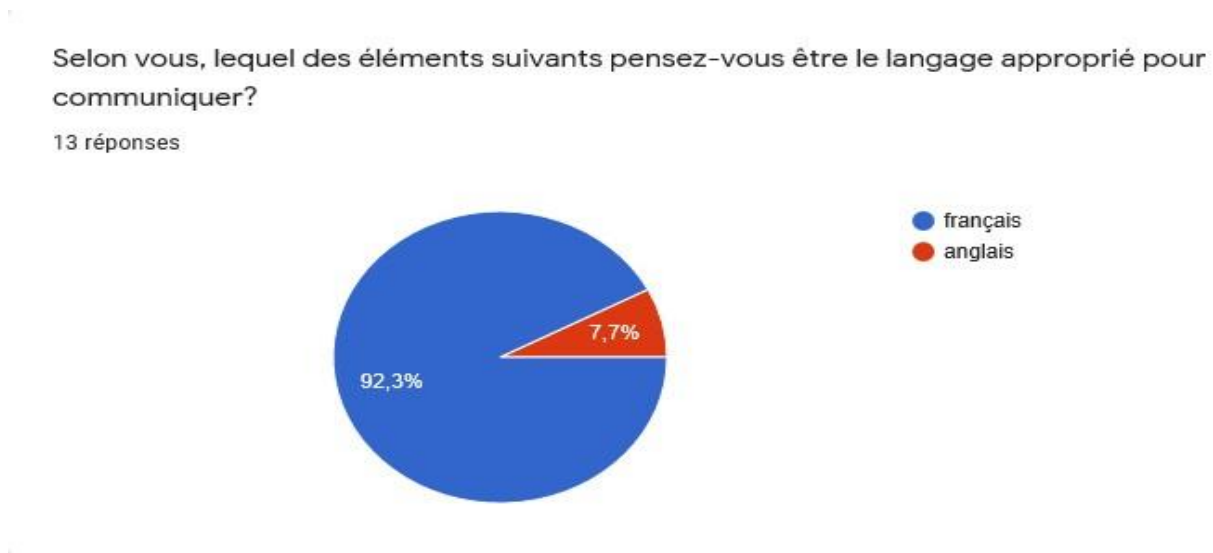
Figure 47: Representation of the appropriate language to communicate with

Almost, all the participants see that the French language is the appropriate language for communication. with a range of 92,3%, because it is the mother tongue of the majority of them ,and is considered as an official language in Algeria ,The minority with percentage of 7,7 % regard English as the suitable language to communicate, because some of the Algerians do not understand French well.

Q20: Which one from the followings do you find difficulty in?

Dans lequel des éléments suivants rencontrez-vous des difficultés

13 réponses
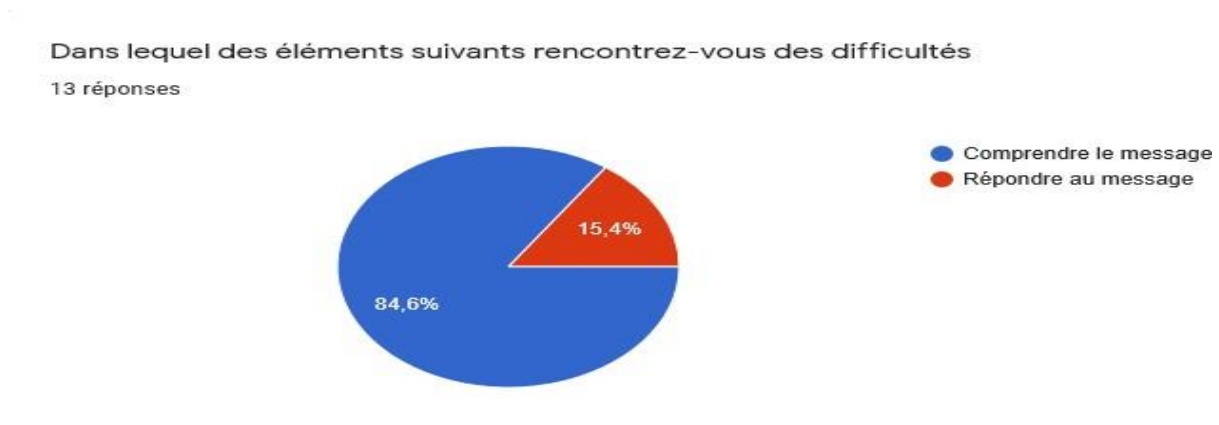
Figure 48 : Representation of Most Difficult Step In Communication.

The striking majority of the participants 84,6% stated that they have a problem in understanding the message ,while only 15,4% of them consider replying on the message as hard task .

Q21: When you face difficulty in understanding the message , do you?

Lorsque vous rencontrez des difficultés pour comprendre ou répondre au message, faites-vous:

13 réponses

- Mettre fin à la conversation
- Trouvez un moyen d'exprimer votre position

100%
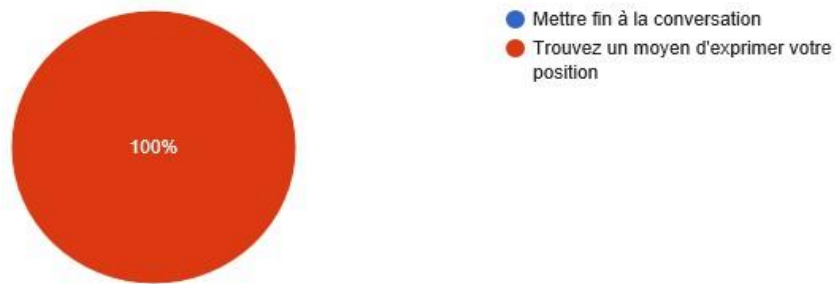
Figure 49: Representation of Solutions for Effective Communication

As the figure exposes, all the participants try to find a way to state their position.

Q22: If it is the second option, which way do you use?

Si c'est la deuxième option, quelle méthode utilisez-vous?

13 réponses

- Dictionnaire
- les gestes
- Demander l'aide de quelqu'un d'autre pour traduire
- Utilisez un mélange de langues

23,1%
38,5%
38,5%
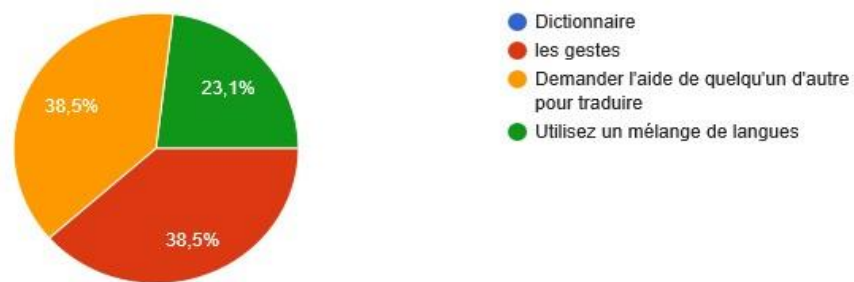
Figure 50 : Representation of Different Solutions for Effective Communication .

As Figure exposes that 38,5% of our respondents use gestures ; While the other 38,5% ask help from someone else to translate , and only 23,1 % use mixture of languages.

Interpretation of data analyses:

The research work is done to figure out what are the obstacles that make the communication process difficult and hard to achieve for both Foreign and Algerian students who belong to different departments at Ibn Khaldoun university of Tiaret . Based on the findings of both questionnaires, our collected data are intended to validate or refute the aforementioned hypothesis.

First, the aim of the study is to confirm the first hypothesis which says that Algerian and Foreign students communicate with one another, thus the data obtained from both questionnaires, mainly in section two, questions one (1), two(2) And in section three (3), questions two (2) and three (3) reveal that the majority of Algerian and Foreign students do interact and communicate with each other on a daily basis , since the department is the most common place to meet . Also they consider communication as an important task. Moreover, in section two (2), questions three (3), four (4), five (5), and seven (7). And in section three (3), questions four and five (4_5) show that majority of both categories of students do not avoid or hesitate before starting any conversation ; However, they always face difficulties on which language is the appropriate to achieve effective communication ,and consider the language as the main obstacle , in addition to other barriers such as culture and appearance . Beside the aforementioned reasons, Algerian students find difficulty in replying rather than understanding the message in contrast to foreign students who see that decoding the message is more difficult than responding. It is notice that when such problem occurs they tend to find a way to deliver their message appropriately using different methods such as; gestures mixture of languages ,,,,etc . Finally, the major problem lies in the sense that Algerian students think that English is the suitable language that should be used when communicating with foreign students, since it an international language. Unlike Algerian students, foreign students regard French language as the appropriate language to speak with, since it is their mother tongue and the second official language in Algeria.

To conclude, the results obtained confirm that there is barriers that face Foreign and Algerian students in their conversation.

Conclusion

To end the discussion, this chapter is concerned with the research design, methodology used and the description of the questionnaires. Finally, it deals with the analyze and interpretation of the data collected.

General Conclusion

General Conclusion

Algeria like the rest of the whole world witnessed a wide spread of foreign students in the Algerian universities in all different departments, this latter led to the interaction between the local students and the international ones.

The research work shed the light on the difficulties that face both Algerian and foreign students when communicating to one another some of the Algerian students do not give importance to the language they use.

The necessity to undertake this study came out first from the researcher's experience, as Algerian students at ibn khaldoun university. Furthermore, some Algerian students, as well as the foreign students do not give much attention to the obstacles that faces them while interacting.

The purpose of the current research was to highlight effective communication skills where students from different cultural backgrounds interact with each other at Tiaret University, and help them to improve their communication skills so that they can communicate effectively.

Language should not be based only on linguistic competence, but also on discourse competence, intercultural competence, and sociolinguistic competence, because these competences need more attention when interaction occurs in an unfamiliar society. University need to encourage teachers and students, and support them by increasing their motivation and their positive attitudes towards the target culture they face.

Accordingly, it is necessary to shift attention to a more innovative teaching method, which could raise students' awareness in order to develop their communicative competence between students.

In the process of our research work we have faced many obstacles that prevented us from collecting the Data we wanted because there were no direct contact with the students due to the pandemic (Covid-19) which limited the possibilities of us to move around and find sources and to arrange direct meetings with students and make an appropriate interview.

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Appendices

Communication Problems Between Algerian and Foreign Students

Dear Students

This questionnaire is meant to collect data about the obstacles that face Foreign and Algerian students in communicating .Thus , we honourably ask you to answer the questions below , which will take only few minutes from your time .

Section one : Personal Information

1. **Gender :** Male ☐   Female ☐

2. **Age :** 17_21 ☐   22_25 ☐   26 and more ☐

3. **Level :** LMD ☐   Master ☐

4. **Department:**

5. **Proficiency of the language :** English ☐   French ☐   Arabic ☐

Section Two :

1 . Do you usually meet with Algerianstudents ?   Yes ☐   No ☐

2. Do you usually communicatewith Algerian students ? Yes ☐   No ☐

If no,
why ? ………
………
………………………………………………………………………………………………………

3 .Do you hesitate before you talk to Algerian Students ? Yes ☐   No ☐

4.Do you face difficulties in communicating ? Yes ☐   No ☐

5 . Do you consider language as an obstacle to communicate   Yes ☐   No ☐

4. Do you use your Mother tongue to communicate ? Yes ☐   No ☐

6. Do you use Foreign languages to communicate ? Yes ☐   No ☐

If yes, which one and why ?...

..

If no , why ?...

7 . Do you you avoid to communicate withForeignstudents ? Yes ☐   No ☐

Why ?..

..

...

Section Three :

1 .Where do you usually get in touch with Algerian students ?

Department ☐   The Dorm ☐   Street ☐

2. Is it important to commuincaye with Algerian student ?

Important ☐ Very important ☐   Not important ☐

3 .How often do you communicate with Algerian students ?

Always ☐   Often ☐ Sometimes ☐   Rarely ☐ Never ☐

4. How often do you face difficulties in communication ??

Always ☐   Often ☐ Sometimes ☐   Rarely ☐ Never ☐

5. Which one from the followingsdo you consider it as an obstacle to communication ?

language ☐   Culture ☐   Appearance ☐

Others :...

..

6. According to you ,which one from the followings do you think that face moredifficulties in communication ?

Algerian students ☐ Foreign students ☐

8. Which one from the followings do you find difficulty in :

Understanding the message ☐   Replying on the message ☐

9.When you face difficulty either in understanding or in replying on the message , do you :

End the conversation ☐ Figure out a way to state your position ☐

If it is the second option , which way do you use ?

Gestures ☐ Dictionary Asking ☐ help from someoneelse to translate ☐

Use a mixture of languages ☐

Others …………………………………………………………………………………………………

……..

Problèmes de communication entre étudiants algériens et étrangers

Chers étudiants

Ce questionnaire vise à collecter des données sur les obstacles auxquels font face les étudiants algériens en communication. Ainsi, nous vous demandons honorablement de répondre aux questionsci-dessous, ce qui ne prendra que quelques minutes de votre temps.

Section un: Informations personnelles

1.**Sex**   Male ☐   Femelle ☐

2. Age   17-21 ☐   22-25 ☐   26 et plus ☐

3. Niveau

4. Département

5. Langue maternelle

6. Origne

Section deux :

1. Rencontrez-vous habituellement des étudiants algériens?oui ☐   Non ☐

2. Interagissez-vous avec des étudiants algériens?   Oui ☐   non ☐

3. hésitez-vous avant de parler aux étudiants algériens?   oui ☐   no ☐

4. rencontrez-vous des difficultés à communiquer?   Oui ☐   non ☐

5. Considérez-vous la langue comme un obstacle à la communication   oui ☐   non ☐

6. Utilisez-vous votre langue maternelle pour communiquer?   Oui ☐   non ☐

7. Évitez-vous de communiquer avec les étudiants algériens?   Oui ☐   non ☐

Pourquoi ?..
...
...

Section trois :

1.Où communiquez-vous habituellement avec les étudiants algériens?

Département ☐ le dortoire ☐ la rue ☐

2. Est-il important de communiquer avec un étudiant algérien?

Important ☐ pas important ☐

3. À quelle fréquence communiquez-vous avec des étudiants algériens?

Chaque jour ☐ souvent ☐ quelquefois ☐ Rare ☐ jamais ☐

4. À quelle fréquence rencontrez-vous des difficultés de communication?

Chaque jour ☐ souvent ☐ quelquefois ☐ Rare ☐ jamais ☐

5. Lequel des suivants considérez-vous comme un obstacle à la communication?

Langue ☐ Culture ☐ Apparance ☐

*Autres………
………*

6. Selon vous, lequel des éléments suivants pensez-vous être le langage approprié

communiquer?

Français ☐ anglais ☐

pourquoi?……
……………………………………………………………………………………………………

7. Selon vous, lequel des suivants pensez-vous rencontrer des difficultés

la communication ?

Etudiants algériens ☐ Etudiants étrangers ☐

8. Dans lequel des éléments suivants rencontrez-vous des difficultés:

Comprendre le message ☐ Répondre au message ☐

9. Lorsque vous rencontrez des difficultés pour comprendre ou répondre au message, faites-vous:

Mettre fin à la conversation ☐   Trouvez un moyen d'exprimer votre position ☐

Si c'est la deuxième option, quelle méthode utilisez-vous?

Dictionnaire des gestes ☐   Demander l'aide de quelqu'un d'autre pour traduire ☐

Utilisez un mélange de langues ☐

Autres……
……

Communication Problems Between Algerian and Foreign Students

Dear Students

This questionnaire is meant to collect data about the obstacles that face Foreign and Algerian students in communicating .Thus , we honourably ask you to answer the questions below , which will take only few minutes from your time .

Section one : Personal Information

1. **Gender :** Male ☐ Female ☐
2. **Age :** 17_21 ☐ 22_ ☐ 26 and more ☐
3. **Level :** LMD ☐ Master ☐
4. **Department:**
5. **Mother Tongue :**
6. **Origin :**

Section Two :

1 . Do you usually meet with Algerian students ? Yes ☐ No ☐

2. Do you interact with Algerian students ? Yes ☐ No ☐

3 .Do you hesitate before you talk to Algerian Students ? Yes ☐ No ☐

4.Do you face difficulties in communicating ? Yes ☐ No ☐

5 . Do you consider language as an obstacle to communicate Yes ☐ No ☐

4. Do you use your Mother tongue to communicate ? Yes ☐ No ☐

7 . Do you you avoid to communicate with Algerian students ? Yes ☐ No ☐

Section Three :

1 .Where do you usually get in touch with Algerian students ?

Department ☐ The Dorm ☐ Street ☐

2. Is it important to commuincaye with Algerian student ?

Important ☐ Not important ☐

3 .How often do you communicate with Algerian students ?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never ☐

4. How often do you face difficulties in communication ??

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never ☐

5. Which one from the followingsdo you consider it as an obstacle to communication ?

language ☐ Culture ☐ Appearance ☐

Others :………
……….

6. According to you ,which one from the followings do you think is the appropriate language to communicate ?

French ☐ English ☐

7. According to you ,which one from the followings do you think that face moredifficulties in communication ?

Algerian students ☐ Foreign students ☐

8. Which one from the followings do you find difficulty in :

Understanding the message ☐ Replying on the message ☐

9.When you face difficulty either in understanding or in replying on the message , do you :

End the conversation ☐ Figure out a way to state your position ☐

If it is the second option , which way do you use ?

Gestures ☐ Dictionary Asking ☐ help from someoneelse to translate ☐

Use a mixture of languages ☐

Others ………………………………………………………………………………

………………………………………………………………………………………..

Abstract

The main aim of this research is to scrutinize communication barriers that face both Foreign and Algerian university students. It also aims to shed light on how to solve this problem of communication between them. The major reason for choosing this topic is our curiosity to know about the obstacles that students face in communicating with one another. In this respect, a qualitative descriptive method was adopted to guarantee the success of our research by involving both participants and taking their views into consideration. The sample population of the study consists of 65 students from different departments at Ibn Khaldoun University (English, French, science and Technology, Math and Informatics); and from different countries (Mali, Central Africa, Kongo). One data collection instrument was used to gather the required data, Algerian students' questionnaire, and foreign students' questionnaire. The research findings indicate that Algerian and Foreign students do communicate with one another. However, there is a huge gap in communication between the students, and that the main obstacle is related to the language choice. Furthermore, the results show that Algerians struggle when it comes to delivering the message, thus, foreign students find a big difficulty in understanding their message.

Key words: communication barriers, foreign and Algerian students, communication, message.

Resume :

L'objectif principal de cette recherche est d'examiner les barrières de communication auxquelles sont confrontés les étudiants universitaires étrangers et algériens ; elle vise également à éclairer la manière de résoudre ce problème de communication entre les étudiants étrangers et algériens. A cet égard, une méthode descriptive qualitative a été adoptée pour garantir le succès de notre recherche en impliquant les participants et en prenant en considération leurs points de vue. L'échantillon de l'étude est composé de 65 étudiants de différents départements de l'Université Ibn Khaldoun (Anglais, français, sciences et technologie, mathématiques et informatique), et de différents pays (Mali, Afrique centrale, Congo). Un methode de collecte de données a été utilisé pour rassembler les données requises, on a distribué deux models de questionnaire un pour les étudiants algeriens établit par la langue angalaise et l'autre pour les étrangers en langue francaise. Les résultats de la recherche indiquent que les étudiants algériens ET étrangers communiquent entre eux, mais qu'il existe grossefaille dans la communication entre les étudiants ET que le principal obstacle est lié au choix de la langue. En outre, les résultats montrent que les Algériens ont du mal à faire passer leur message, ET que les étudiants étrangers ont donc du mal à le comprendre.

Mots clés : obstacles à la communication, étudiants étrangers et algériens, communication, message .

الملخص

الهدف الرئيسي من هذا البحث هو فحص حواجز التواصل التي تواجه طلاب الجامعات الأجانب والجزائريين. في جامعة ابن خلدون تيارت. كما يهدف إلى إلقاء الضوء على كيفية حل مشكلة التواصل بينهم. السبب الرئيسي لاختيار هذا الموضوع هو فضولنا لمعرفة العقبات التي يواجهها الطلاب في التواصل مع بعضهم البعض. في هذا الصدد ، تم اعتماد طريقة وصفية نوعية لضمان نجاح بحثنا من خلال إشراك كل من الطلاب الجزائريين والأجانب وأخذ وجهات نظرهم بعين الاعتبار . تتكون عينة الدراسة من 65طالبًا جزائريًا واجنبيا من أقسام مختلفة في جامعة ابن خلدون (الإنجليزية والفرنسية والعلوم والتكنولوجيا والرياضيات والمعلوماتية) من دول مختلفة (مالي ووسط إفريقيا والكونغو). تم استخدام أداة واحدة لجمع البيانات لجمع البيانات المطلوبة استبيان للطلاب الجزائريين واستبيان للطلاب الأجانب. تشير نتائج البحث إلى أن الطلاب الجزائريين والأجانب يتواصلون مع بعضهم البعض. ومع ذلك ، هناك فجوة كبيرة في التواصل بين الطلاب ، وأن العقبة الرئيسية تتعلق باختيار اللغة. علاوة على ذلك ، تظهر النتائج أن الجزائريين يعانون عندما يتعلق الأمر بإيصال الرسالة ، وبالتالي يجد الطلاب الأجانب صعوبة كبيرة في فهم رسالتهم.

الكلمات المفتاحية: حواجز التواصل ، الطلاب الأجانب والجزائريين ، التواصل الفعال ، الرسالة.