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Diglossia and Language shift in Sports Debates in Algerian Television."Bilmakchouf" El Haddaf Debates as Case study.

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## *DEDICATION 1*

*Medjadi Benaouda*

*I dedicate this thesis to:*

*To my dearest and beloved parents those who loved, cared, encouraged and supported me during my whole life from my deepest heart thank you.*

*To my beloved brothers Abdelhak and Maamar and my sisters Fatma and Zahia.*

## *DEDICATION 2*

*Ameur Khathier*

*To my mother and my father*

*To my brothers and sisters*

*To all my family and my friends*

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## **Abstract**

This study delves into the phenomenon of diglossia within Algerian sport shows, specifically examining the utilization of the High (H) and Low (L) varieties of Arabic. The main objective is to assess the extent of diglossic language shift and its influence on the emergence of a third linguistic variety. Employing a mixed methods qualitative and quantitative, data is collected from the sport show "Bel Makchouf." The analysis involves presenting tables to exemplify instances of diglossia in the program, aiding data interpretation. The findings validate the presence of diglossia in the show, with code-switching between H and L varieties as a prevalent feature, supporting the first hypotheses. Furthermore, the examination of recorded episodes reveals linguistic variations, corroborating the second hypothesis. It is essential to acknowledge that this study focuses exclusively on the selected channel and show, limiting generalization. Nonetheless, the results provide valuable insights for future investigations into diglossia and its impact on language varieties. To deepen understanding, further research could explore circumstances more likely to foster diglossia, necessitating larger sample sizes.

**Keywords:** Diglossia, Language shift, Bel Makchouf, Language contact, Code switching.

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## **List of Acronyms**

**ADA:** Algerian Arabic dialect

**H:** High Variety

**L:** Low Variety

**MSA:** Modern Standard Arabic

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## **General Introduction**

Language plays a vital role in shaping communication, identity, and social interactions within a society. In multilingual contexts, the phenomenon of diglossia and language shift has become particularly significant, reflecting the complex linguistic dynamics at play. Algeria, a diverse North African country, has exhibited a rich linguistic landscape where Arabic and French coexist as prominent languages. This dissertation explores the manifestation of diglossia and language shift in Algerian sports debates, with a specific focus on the television program "Belmakchouf El Heddaf."

Sports debates, as a popular form of media discourse, provide an intriguing context to investigate the interplay between language choice, diglossia, and language shift. "Belmakchouf El Heddaf" is a widely watched television program in Algeria, known for its discussions and analyses of various sports events and teams. By examining this program, we can gain insights into how diglossia is manifested, investigating the effect of the diglossic shift among languages in the sport program in terms of syntax, phonology, and lexis.

Diglossia, a concept within the broader scope of multilingualism, has been examined by various linguists, including Karl Krumbacher and William Marçais. However, this study primarily focuses on the perspectives of Charles Albert Ferguson and Joshua Fishman, as they have been key figures in the literature on diglossia theory.

Both Ferguson and Fishman have made significant contributions to our understanding of diglossia. Ferguson, recognized as a prominent sociolinguist, was the first to provide a definition of diglossia, describing it as the use of two distinct forms of the same language in different contexts. He has further developed this concept into a linguistic model.

Fishman, on the other hand, has expanded on Ferguson's definition by introducing the idea of two separate languages being used in different contexts. This modification of Ferguson's view has brought attention to the sociolinguistic implications of diglossia and its impact on language communities.

Considering the significant contributions of Ferguson and Fishman, it is essential to reference their work when discussing diglossia. Their perspectives have shaped the understanding and study of this linguistic phenomenon. By examining their views and theories, this study aims to contribute to the existing literature on diglossia and shed light on its implications in specific language contexts.

## **Statement of the Problem**

The phenomenon of diglossia and language shift in Algerian sports debates, specifically within the context of the television program "Bel Makchouf," poses a significant sociolinguistic challenge. As Algeria is a linguistically diverse country where Arabic and French coexist as prominent languages, understanding how diglossia is manifested, the effects of language shift and the wider implications for the Algerian population becomes crucial. However, the existing research on this topic remains limited, necessitating a comprehensive investigation to fill the gap in knowledge and provide insights into the sociolinguistic dynamics of Algerian sports debates.

## **Motivation**

The incentive behind this research work derives from our curiosity and desire to explore the phenomenon of diglossia and language shift in sports debates on Algerian television, with Bilmakchouf El Haddef as the case study. The purpose of this research is to examine how diglossia and language shift are manifested in sports debates in Algerian television. By analyzing the linguistic patterns, vocabulary choices, and code-switching practices of the participants in Bilmakchouf El Haddef, this research aims to gain deeper insights into the dynamics of language use in the context of sports discussions and its implications for language preservation, identity, and media representation in Algeria. Through a comprehensive analysis of the sociolinguistic landscape, language contact, attitudes, and intergenerational differences, this study seeks to contribute to a better understanding of language dynamics in multilingual societies and the role of media in language change. Furthermore, the research aims to provide valuable insights for language planners and policymakers to develop effective language maintenance and promotion strategies in a diverse linguistic environment.

## **Research Questions**

In order to achieve the aforementioned objectives, the study seeks to answer the following research questions

- 1-How is diglossia manifested in Bel Makchouf debate in Algerian television?
- 2-How the diglossic shift effected the language used in Bel Makchouf?

## **Hypothesis**

From the above questions, it may be hypothesized that

1-Code-switching between Standard Arabic and Algerian Arabic is a common linguistic feature observed in the Bel Makchouf debate.

2- The diglossic shift gives rise to a new variety that does not strictly adhere to either the H or L varieties, thus forming a distinct third variety.

## **Methodology**

The choice of the research method that was adopted in this study was done according to the research problem and the objectives behind conducting this research. The research employed a mixed methods approach for data collection and its conduction engaged two groups of informants .In the seek of working on this research problematic, a case study was conducted dealing with the Bel Makchouf debates through a linguistic survey and analysis of episodes records of the show. It aims mainly to determine the manifestation of diglossia and its impact on the language output. The data consist of transcripts of the debates. The analysis focuses on the frequency and function of different languages, as well as the social and cultural context in which they are used.

## **Structure of the Study**

This study investigates diglossia in Algeria, where multiple languages coexist. Chapter One provides an overview of language and the linguistic situation in Algeria, discussing Arabic (Algerian dialects and Modern Standard Arabic), French, Berber, and English. It examines language contact outcomes, including diglossia, language shift, code-switching, code-mixing, bilingualism, multilingualism, and borrowing, while considering the factors influencing language shift. Chapter Two outlines the research design, data collection methods, and analyses diglossia in the TV program "Bel Makchouf" and its impact on language. Ethical considerations and study limitations are addressed. In Chapter Three, the findings are discussed, and recommendations for policymakers, educators, and researchers are presented to address diglossia's challenges in Algeria's linguistic landscape.

## **Instruments**

These recordings were transcribed and analysed using linguistic survey methodology to identify instances of code-switching, language variation, and the emergence of a third linguistic variety. The linguistic survey involved constructing tables and categorizing language usage patterns, allowing for a systematic examination of diglossia in the show. Furthermore, language proficiency tests, adapted from validated language assessment tools, were administered to participants to assess their competency in both Modern Standard Arabic (MSA) and Algerian Arabic dialects (ADA). These language proficiency tests provided quantifiable data to correlate language proficiency levels with language variation and code-switching behaviours observed in the recordings. The combination of content analysis and language proficiency tests enabled a comprehensive investigation into the manifestation and implications of diglossia in Algerian sports media.

## **Sample**

The sample for this research comprises participants from diverse linguistic and cultural backgrounds within the Algerian speech community. A purposive sampling technique was employed to select individuals with a wide range of language proficiency levels and exposure to diglossia in the context of Algerian sport TV shows. The participants were drawn from various age groups, educational backgrounds, and regions of Algeria to ensure representation from different sociolinguistic settings. Additionally, participants were stratified based on language proficiency, considering their level of proficiency in Modern Standard Arabic (MSA) and Algerian Arabic dialects (ADA). The sample's diversity allows for a comprehensive exploration of the manifestation of diglossia in the Algerian sports media and its impact on language use.

## **Research Tools**

For this study on the manifestation of diglossia in Algerian sport TV shows, a combination of research tools was employed to collect and analyze data comprehensively. Episodes of "Bel Makchouf" were recorded and transcribed for linguistic survey, enabling the identification of code-switching instances and language variations during the show's broadcasts. The content analysis methodology facilitated the systematic examination of diglossia, categorizing language usage patterns in constructed tables. Moreover, validated language proficiency tests were administered to assess participants' competency in

Modern Standard Arabic (MSA) and Algerian Arabic dialects (ADA), providing quantifiable data on language proficiency levels. The combination of episode recordings, linguistic survey, and language proficiency tests offered a comprehensive investigation into the presence and implications of diglossia in Algerian sports media, contributing to a deeper understanding of language variation in this sociolinguistic context.



**CHAPTER ONE:  
LITERATURE REVIEW  
OF DIGLOSSIA**

## **Introduction**

Language is a multifaceted and dynamic system that reflects the intricate social, cultural, and historical contexts in which it is used. One intriguing linguistic phenomenon that exists in many language communities is diglossia, a state in which two distinct varieties of a language coexist and serve different functions within a society. Diglossia has long been a subject of interest for linguists and sociolinguists, as it provides valuable insights into the complex interplay between language and society.

This chapter gives a comprehensive literature review about language and language contact. Also, it shed the light on language contact outcomes. In addition, it deals with the concept of diglossia and language shift, in addition to the current languages in Algeria, code switching in general and code mixing. Also bilingualism and multilingualism. In the end, it deals with the language shift factors.

### **I.1 Language**

Noam Chomsky has defined it as "a complex system of communication that has enabled humans to exchange information and interact with one another through a shared set of symbols, rules, and conventions." Chomsky emphasizes that language has enabled humans to exchange information and engage in social interaction. He has described language as a shared system consisting of symbols, rules, and conventions. Another definition was provided by Deborah Tannen (1984) who stated, "Language is a social practice that is intimately tied to culture and identity. It has shaped the way we think, perceive, and interact with the world around us." According to Tannen, language shapes the way we think, perceive, and interact with our surroundings. The words we use, the expressions we employ, and the communication patterns we adopt have been influenced by our cultural background and individual identity. Our cultural and social contexts have provided a framework through which we understand and interpret language, influencing the meanings we have assigned to words and the ways in which we have communicated.

Language has been a method of communication used by humans, involving organized combinations of sounds that have formed meaningful elements like morphemes, words, and sentences. This system has allowed for interaction between individuals and has been an important aspect of the animal kingdom. Nonetheless, some linguists have also considered language to encompass non-human communication systems, such as the bee's language.

## **I.2 Language Contact**

Language contact has been the interaction between different languages that has occurred between speakers of distinct languages who have come into contact with one another. This latter has resulted in various linguistic phenomena represented in borrowing, code-switching, code-mixing, and language shift. Language contact has attracted the interest of many scholars, such as Weinreich, who has provided a widely accepted definition of it: "the situation in which two or more languages have been used in a given territory by a significant number of speakers who have been bilingual or multilingual" (1953). Weinreich's definition of language contact has gone beyond simple exposure to another language. It has focused on sustained and meaningful interactions between languages, which can have had various effects on the languages involved. These effects may have included the borrowing of linguistic elements, code-switching between languages, shifts in language use, and other phenomena that have impacted the languages. In essence, language contact has entailed ongoing and significant interactions that have resulted in changes and influences between the languages.

Another definition provided by Thomason and Kaufman (1988) has been "the social and linguistic situation in which a speech community has used two or more languages or varieties in its repertoire." They have described the situation where a speech community has used multiple languages or language varieties in their everyday communication. It has referred to the social and linguistic aspects of this situation, including the influence of social factors and the linguistic abilities of individuals within the community. They have highlighted the use of different languages or varieties based on context, personal preference, and social dynamics.

Language contact has been a significant linguistic phenomenon that has been studied due to its crucial role in shaping languages, influencing their vocabulary, grammar, phonetics, and overall organization. It has occurred through various forms of interactions, such as migration, trade, colonization, globalization, and cultural exchange.

## **I.3 The linguistics Situation in Algeria**

In addition to English, which has recently become more prevalent in society, Algeria has three official languages: Arabic, Berber, and French. However, Arabic, the nation's official language, is the language that is most widely spoken.

### **I.3.1 Arabic**

Spoken by approximately 300 million people across twenty-two Arab countries, is recognized as one of the world's major languages. In 1974, it gained status as one of the six official languages of the United Nations, alongside Chinese, Russian, English, French, and Spanish. In the past, AR was classified into classical AR which is the language of the Holy book, Quran, thus it was the high variety (HV) used in education and institutions, and colloquial AR which was the low variety used for people's daily communication (Ferhat, 2015).the Arabic language divided into two: the Algerian Arabic dialects (ADA) Modern Standard Arabic (MSA)

### **I.3.2 Algerian Arabic Dialects**

(Mokhtar, 2018) Define it as "the mother tongue of the vast majority of the Algerian people. It refers to the variety that Algerians use in oral communication. It is a Colloquial Arabic used for everyday-life situations and all interpersonal interactions." Besides, it is the result of a mixture of North African Arabic dialects with different languages spoken in Algeria. Adouane & Dobnik (2017) stated that "the language contact between many languages, throughout the history of the region, has resulted in a rich complex language comprising words, expressions, and linguistic structures from various AR dialects, different BR varieties, FR, Italian, Spanish, Turkish as well as other Mediterranean Romance languages" in other words Algerian Arabic dialects (ADA) can be described as a combination of Algerian dialects fused with other languages. It is widely spoken by approximately the majority of Algerian citizens for their daily communication and is considered their native language.

### **I.3.3 Modern Standard Arabic**

The constitution of 1963 established Modern Standard Arabic (MSA), also referred to as "Alfus'ha" in Arabic, as the official language of Algeria. MSA is primarily employed in formal situations, including official speeches and written materials. Aziz (2015) defined MSA as:

A standardized register of literary Arabic used in a variety of formal discourse and writing in the Arabic speaking world today. Modern standard Arabic is a direct linguistic progeny of an older version of literary Arabic called "fuṣḥá al-turāth," or commonly known as Classical Arabic. Classical Arabic existed as a spoken language of the Arabian Peninsula between the seventh and ninth century, and is also the written language of the Holy Qur'an. While there are linguistic

differences between Modern standard Arabic and Classical Arabic, they both refer to the formal, standardized register of Arabic that contrasts against other informal, non-standardized dialects of Arabic, such as Algerian Arabic (p.3).

Harrat, Meftouh & Abbas (2016) added that MSA is not acquired as a mother tongue, but is rather learned as a second language through education or due to the exposure to formal broadcast programs such as the daily news, religious speeches, T.V. shows, and newspapers.

### **I.3.4 French**

French is nowadays one of the main languages that occupy an important place in Algerians' daily life communications. This is mainly due to the 132 years of FR colonization which has greatly influenced their culture and identity. FR invaders came to Algeria in 1830 and started to suppress and destroy the Algerians' native cultures and languages. Their authorities have implemented some policies in order to impose the FR language and culture on indigenous population, and realize their "civilizing mission" which consisted of the Frenchification of the colonized population. Benrabah (2014) declared that "the colonizers, who were under the influence of nineteenth-century language attitudes, strongly believed in the superiority of their language and culture, thus, they targeted the native tongues and made native elites believe they had no history or civilization" (p.44). The invaders spread progressively their language by destroying the mosques and educational institutions they found, as well as everything related to Islam and AR, and forbid teaching the AR language which was regarded as the language of underdevelopment. The colonists made many social and educational changes; they renamed villages and cities, used FR in administrations, media, justice, and schools, and considered it as the first language of Algeria. After the independence, FR language has been strongly present in the Algerian society in which institutions functioned in FR. This later was considered as the language of knowledge and sciences, therefore scientific courses in universities were taught in FR. We can notice that even after the arabization era, FR is still widely used in Algeria, and 20 considered as a mother tongue in certain educated families. Ferhat (2015) stated that FR is largely understood since 18 million Algerians can read and write FR and 111 000 people speak it as their native language. Furthermore, Calvet (1974, as cited in Hassaine, 2011) affirmed that statistically, Algeria is the most francophone country among the old colonies. Algeria is a multilingual community which is characterized by language variation, thus this situation led to the rise of many linguistic phenomena such as diglossia, CS, code mixing (CM), and borrowing.

### **I.3.5 Berber**

The name Br refers to the first indigenous peoples who inhabited North Africa. These are also called Amazigh. According to Humbaraci (1966, as cited in Djabri, 1981), “the Berbers, apparently, are one of the oldest races in the world, no one seems able to trace their origins” (p.15). Br language is considered as the native language of the Algerian people. Hansen, Jepsen & Jacquelin (2017) estimate the TA -speaking population to be around 11 million people, or 1/3 of Algeria’s total population. They are grouped in five different regions of the country: 1. the Kabylia region which represents one of the main areas where kabyle is still used, it is situated in the north-east and represents 50% of Algeria’s Amazigh; 2. Aurès in the east Chenwa, a mountainous region on the Mediterranean coast of the west of Algiers, mainly in Cherchel and Tipaza; 3. Mزاب in the south (Taghardayt); and Tuareg territory in the Sahara (Tamanrasset, Adrar, Djanet). Many small Amazigh communities also exist in the south-west (Bechar) and in other places scattered throughout the country (Tlemcen). In addition, other important cities like Algiers, Blida, Oran, Constantine, etc., which are historically and culturally Amazigh, have been Arabized over the years, succumbing to a gradual process of acculturation. In 2016, TA became an official language in Algeria, after the 19 arabization policy whose main aim is to restore the arabo-islamic identity and erase TA language and culture (Indigenous peoples in Algeria, 2011). It exists three different alphabets that are used in TA language which are: the Tifinagh, the Latin, and the AR. Accordingly, Achab (2001) reported that TA has its own system of writing called Tifinagh, and specialists refer to its old version as Libyc or Libyan to distinguish them from the Tifinagh used, for instance, among the Tuareg. Even though the use of Tifinagh is widely extended in North Africa, the majority of the existing writings are realized in a Latin script system which is used by various languages in the world offering TA a chance to be known and be universal like other languages. The Latin script system has been largely selected in writing TA today in institutions, schools, universities and in literary and scientific circles. The AR script is also recommended in writing TA because of the familiarity of its speakers with the AR letters, and the ability of this later to represent a large number of TA’s sounds.

### **I.3.6 English**

The English language is one of the most widely spoken languages in the world, belonging to the Germanic branch of the Indo-European language family. Its earliest roots can be traced back to the migration of Germanic tribes to the British Isles in the 5th and 6th centuries. Throughout its history, English has undergone significant changes, especially during the Middle and Early Modern English periods.

Today, English is spoken by 1.5 billion people worldwide, either as their first language or as a second language. It holds a prominent position in countries such as Great Britain, the United States, Australia, India, and many others. English plays a vital role in international communication, global business and trade, academic and educational settings, technology and innovation, cultural exchange and media, tourism and travel, diplomacy, and international relations.

In Algeria, English is considered the second foreign language, and its usage is rapidly spreading throughout the country. This growth can be attributed to the availability of numerous TV programs, films, series, and English songs that interest the Algerian population, particularly the younger generation. It is common to see English words and expressions, such as greetings and popular terms like "okay," "cool," "sorry," "hi," and more.

In 2019, the Ministry of Higher Education and Scientific Research launched an initiative to promote the use of English in Algerian universities, which was widely accepted. This reflects the population's desire to shift from French, the language of the colonizer, to English, which is associated with science, technology, and prosperity.

### **I.4 Language Contact Outcomes**

The interaction between different languages that occurs among speakers result in various linguistic phenomena represented in:

#### **I.4.1 Diglossia**

The term "diglossia" was first introduced by the German linguist Karl Krumbacher in 1902, and later used by the French orientalist William Marçais in 1930 (Albirini, 2016). However, it was the American sociolinguist Charles Ferguson who provided a comprehensive definition of diglossia and developed it into a linguistic concept (as cited in Gkaragkouni, 2009, p.28).

Ferguson's seminal work "Diglossia" published in 1959 laid the foundation for the scholarly investigation of this phenomenon.

While diglossia as a concept was developed in the mid-20th century, evidence of its existence can be traced back to earlier historical periods. Diglossia has been observed in many ancient civilizations, where different language varieties were used for specific functions or domains of communication. For example, in ancient Egypt, hieroglyphs were used for religious texts and monumental inscriptions, while hieratic script was used for administrative and everyday purposes (Polotsky, 1994). Similarly, in ancient Mesopotamia, cuneiform script was used for monumental inscriptions and official documents, while a simplified version known as Old Babylonian was used for everyday communication (Streck, 2005)

However, the concept of diglossia originated in the context of the Greek language. According to Sayahi (2014), in Greece, until 1976, there were two varieties of Greek in use. Demotic, which had evolved over time as the spoken variety, was used by all native speakers. In contrast, Katharevousa was artificially developed in the nineteenth century from classical Greek and was declared the official language in 1834. It was used in education and administration. However, over time, Demotic underwent a process of standardization and was recognized as the new national language, ending the diglossic situation in 1976 (p.1-2).

#### **I.4.1.1 Ferguson's Model of Diglossia**

The concept of diglossia was transformed into a linguistic model by Charles Ferguson in 1959. Ferguson (1959) provides an explanation of the term, defining it as:

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 spoken purposes but it is not used by any section of the community for ordinary conversation.(336)

Ferguson's perspective on diglossia revolves around the concept of two forms of the same language, referred to as the high (H) and low (L) varieties. According to Ferguson, these two varieties coexist in different contexts, with H being used in certain situations and L being used in others, and they do not overlap. In other words, Ferguson assumes



that H and L are in a complementary distribution, as stated by Gkaragkouni (2009) who suggests that "the variety called H is employed only in those contexts where the variety called L is prohibited, and vice versa" (p.29). he argues that:

H is frequently more complicated than L as far as phonology, grammar (i.e., morphosyntax) as well as lexicon are concerned. What is more, it is exclusively being employed in the legal system, the educational and religious domains and above all in the governmental sphere as well as in the military service. There is a tendency for H to be learned outside the home environment more regularly at school under the supervision of a well-qualified teacher or by means of dictionaries, grammar and orthography books. (p.30)

Holmes (2013) corroborates Ferguson's view on diglossia by highlighting the vocabulary differences between the high (H) and low (L) varieties. According to Holmes, the H variety often includes technical and formal terms, while the L variety consists of words for everyday objects (p.28). She provides an example from classical Arabic, where the H variety is considered the language of the Koran and used in formal conversations, while the L variety serves as the colloquial dialect used as the mother tongue by Arab people (pp.27-28).

Furthermore, Ferguson (1959) argues that in addition to the previously mentioned, there are instances where a single language variety can serve as both the high (H) and low (L) varieties in diglossia, depending on the context. Ferguson proposes that there are multiple features of diglossia that support this point:

- 1) Function.** It is the most important feature of diglossia. It is the specialization of function for H and L. In one set of situation only H is appropriate and in another only L.
- 2) Prestige.** Speakers regard H as superior to L. In other words, H is the variety that is used by rich people since they think that H is beautiful and better to express their thought.
- 3) Literary heritage.** For Ferguson H is for written literature. Most writers used the standard variety; therefore, their production is considered to be a legitimate practice.
- 4) Acquisition.** Adults use L when they speak to children, and children speak L when they speak to one another. Thus, L could be considered as the mother tongue. In addition to that, a speaker uses L at home easily because the acquisition of L is acquired implicitly. Whereas, the speaker comes to learn H at schools with rules and norms.

**5) Standardization.** H has special grammar, dictionaries, treatises on pronunciation and style.

**6) Stability.** Diglossia is always the use of H and L. It can never be the use of one language, and borrowing some lexical items from H to L does not mean that diglossia tends to be stable.

**7) Grammar.** H has grammatical structures that cannot be found in L.

**8) Lexicon.** H includes in its total lexicon technical terms and learned expressions which have no regular L equivalents. Also, L includes in its total lexicon popular expressions and the names of very homely objects or objects of localized distribution which have no regular H equivalents. To illustrate this point, the vocabulary of H cannot be found in L.

**9) Phonology.** H and L phonologies may be quite close in the sense that L phonology is the divergent features of H. For instance, Syrian and Egyptian Arabic frequently use /s/ for /θ/ in oral use of classical Arabic (pp.335-338).

#### **I.4.1.2 Fishman's Model of Diglossia**

Fishman (1967) introduces a redefined and extended concept of diglossia, which encompasses the use of two separate languages in distinct contexts. In addition to the traditional definition of diglossia involving a single language and its dialect, Fishman's model includes the use of two languages, referred to as the high (H) language and the low (L) language, in different domains or situations (p.29). This implies that speakers need to be bilingual, proficient in both languages. Fishman illustrates this type of diglossia with the example of Paraguay, where people speak Spanish for education, religion, and politics, but use Guarani at home (p.31).

Fishman (1967) states, "...since Ferguson (1959) first advanced it, the term diglossia has not only become widely accepted by sociolinguists and sociologists of language, but it has been further extended and refined" (p.29) although Stepkowska (2012) sees that the work of Fishman's contribution may be perceived as a continuation of, and at the same time complementary to, Ferguson's definition of diglossia. (p.204).

#### **I.4.2 Language Shift**

Language shift refers to a phenomenon in which a community stops using one language in favor of another language. Fishman (1991) defines it as a “process whereby intergenerational continuity of the heritage language is proceeding negatively, with fewer ‘speakers, readers, writers, and even understands’ every generation” (p.1).

Fishman proposed the Graded Intergenerational Disruption Scale (GIDS) to describe the stages of language shift, with the first generation being the most proficient in the ancestral language, followed by subsequent generations becoming less proficient until the language is ultimately lost or replaced by a new language. Weinreich (1974), on the other hand, defined language shift as “the change away from the habitual use of one language to that of another” (p. 68). Although Hoffmann (1991) argues that the language shift happens when the speech community does not maintain its language, however progressively adopts a new one. Hoffmann (1991) proposed a distinction between two types of language shift: complete shift and incomplete shift. Complete shift refers to a situation where a community entirely abandons its traditional or minority language and adopts a new language as the dominant language of communication. This often occurs when a community undergoes rapid societal changes, such as urbanization, migration, or colonization, which disrupt traditional language use patterns and lead to the wholesale adoption of a new language. Complete language shift can result in the near or total loss of the original language. On the other hand, incomplete shift, as proposed by Hoffmann (1991), refers to a situation where a community partially shifts from its traditional or minority language to a new language, but retains some degree of bilingualism or multilingualism. In incomplete language shift, the community may use the new dominant language for certain domains, such as education, government, or formal communication, while still maintaining the use of the original language in other domains, such as home, community, or informal communication. Incomplete language shift can result in varying degrees of language maintenance. In general, language shift is the gradual decline in fluency and usage of a heritage language among successive generations of individuals or minority groups, in favor of adopting and using other languages. This phenomenon can ultimately lead to language loss on an individual level or even language death for the entire minority group.

### **I.4.3 Code Switching**

Code switching is a dynamic linguistic phenomenon in which individuals adeptly and deliberately alternate between different languages or dialects during communication, often within a single conversation or discourse. The term Code switching refers to the “use of elements from two languages in the same utterance or in the same stretch of conversation” (Paradis, Genesee, & Carago, 2011.p.88). Therefore, it occurs in the same utterance through shifting between one code to another.

Many scholars and linguists defined the code switching, they point that code switching has a multiple definition. On the other hand, Hudson (1980) defines the code switching as «the speaker’s use of different varieties of the same language at different times and in different situations, which seems to refer more to diglossic situation” that is to say in the multilingual communities speakers switch between codes according to the situation they are involved in. Also Halliday (1978) defines code switching as “ Code-Shift actualized as a process within the individual: the speaker moves from one code to another and back, more or less rapidly in the course of a single sentence.”(p.65). In other words, the use of code switching depends on the bilingual's level of language mastery and their ability to be flexible between languages, resulting in a unique code alternating pattern. For Savil Troik (1976), “Code-Switching is the responses to the different social relations that languages signal”. Although for Myers Scotton(1993), “Code-Switching is the alternation of linguistic varieties within the same conversation”(p.1). Thus, Code switching is the shifting between two languages or dialects in the same conversation.

Hudson (1956) sees that there are a relation between bilingualism and code-switching, he said that “[...] inevitable consequences of bilingualism, as anyone who speaks more than one language chooses between them according to circumstances” (p.33). In other words, the code switching is the result of bilingualism which the bilingual speakers shifts between two languages or more according to the variable factors and the different needs.

#### **I.4.3.1 Code Switching Types**

Hudson (1999) argues that there are two distinct types of code-switching: situational code-switching and conversational code-switching. (P.52-53)

#### **I.4.3.1.1 Situational Code Switching**

Is a type of code-switching that occurs when speakers use different languages or language varieties in different social situations or contexts. In this type of code-switching, speakers may choose to use a particular language or variety to fit in with a particular social group, to show respect or deference, or to communicate more effectively with a particular interlocutor. Hudson (1999) states that “In bilingual communities, language choice depends on the circumstances and thus choice is controlled by special rules which members of the community learn from their experience and which become part of their total linguistic knowledge”. (p52). This type also refer to it as social code switching due to the fact that the shifting occurs when the social situation change for instance topics, persons, places.

Situational code-switching might be influenced by factors such as power dynamics, social status, and cultural identity. For instance, a speaker might switch to a more dominant language or variety when speaking with someone in a position of authority, or switch to a less dominant language or variety to express solidarity with a particular social group.

#### **I.4.3.1.2 Conventional Code Switching**

Hudson (1999) defined it as” a case where bilingual speakers talking to other bilinguals and change their language without any change in the situation” (p.52-53).also Gumperz (1982) defines conventional switching as “the language switch relates here to particular kinds of topics or subject matters rather than change of the social situations”.(p.162)

It occurs when speakers switch between languages or language varieties based on established conventions or norms within a particular community or context. This type of code-switching is often used where speakers have a shared understanding of when and how to switch between languages or varieties. It takes place with the same conversation, participants, situation and sometimes even the topic.

Conventional code-switching can also be influenced by factors such as social status, cultural identity, and power dynamics. For example, a speaker may use a particular language or variety to signal their social status or to show respect or deference to someone in a position of authority.

#### **I.4.4 Code Mixing**

Code mixing is a dynamic linguistic phenomenon in which speakers use elements from two or more languages or language varieties within a single utterance, sentence, or conversation. This can involve mixing words, phrases, or grammatical structures from different linguistic systems to create a hybrid code. Bokamba (1989 in Ayeomony 2006) defined the concept as

“Code-Mixing is the embedding of various linguistic units, such as, affixes (bound morphemes), words, unbound morphemes, phrases and clauses from a co-operative activity where the participant, in order to infer what is intended must reconcile what they hear with what they understand.” (p.91)

Trudgill (1992) defines code-mixing as: “the process whereby speakers indulge in code-switching between languages of such rapidity and density, even within sentences and phrases, that is not really possible to say at any given time which language they are speaking.”(p.16).

#### **I.4.5 Differences and Similarities**

Code-switching and code-mixing are highly significant and extensively researched speech phenomena in countries with multiple languages. While some scholars contend that there is a distinction between these two concepts, others argue that there is no discernible difference between them. Various linguists have made attempts to define code-switching and code-mixing. Code mixing refers to the practice of using multiple languages and switching between them, often within the same sentence. While there is a clear differentiation between code switching and code mixing, with the former involving the switch between languages at the inter-sentential level (between sentences), code mixing involves the switch at the intra-sentential level (within sentences).

On one hand, a distinct difference exists between code switching and code mixing. In code switching, the motivation is typically to initiate a new conversation or discourse within a given context. In contrast, code mixing occurs when a bilingual speaker encounters a word or concept in one language that they cannot express as accurately in the other language during the same conversation, similar to borrowing. This phenomenon, prevalent in bilingual or immigrant communities, involves using words from one language within an utterance of another language.

One similarity between code switching and code mixing is that they both occur in multilingual environments where speakers are proficient in more than one language.

#### **I.4.6 Bilingualism**

Bloomfield (1933:55) defined a bilingual speaker as someone who possesses "native-like control of two languages," indicating an equal and fluent proficiency in both languages. Another perspective on bilingualism was presented by Weinreichian (1953:1), who described it as "the practice of alternately using two languages." Similarly, Mackey (1968:555) defined bilingualism as "the alternate use of two or more languages by the same individual," highlighting that bilingualism is an individual phenomenon. To rephrase, Bloomfield's definition suggests that a bilingual speaker has a high level of proficiency in two languages, while Weinreichian and Mackey emphasize the alternating or simultaneous use of multiple languages by an individual.

#### **I.4.7 Multilingualism**

Multilingualism, or linguistic diversity, is derived from the Latin words "multi," meaning many, and "lingua," referring to language (Okal, 2014). Scholars have provided different definitions for multilingualism. Hoffman (1991) defined multilingualism as a situation where two or more languages are in contact with each other, whether individually, socially, or across nations. Lyon (1981) described multilingualism as the coexistence of multiple languages within a society or an individual.

However, there are also researchers who use the term multilingualism interchangeably with bilingualism. Okal (2014) suggests that since the prefix "multi" denotes more than one, both bilingualism and multilingualism can refer to the use of multiple languages. Li (2008), as cited in Cenoz (2013), defined a multilingual individual as "anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)" (p.5) European Commission (2007), as cited in Cenoz (2013), defines multilingualism as "... the ability of societies, institutions, group and individuals to engage, on a regular basis, with more than one language in their day-to-day lives" (p.5). The concept of multilingualism has been accompanied by contradictory definitions. From the reviewed literature, we can define multilingualism as the presence of more than two languages either within individuals or within a society. This definition highlights the coexistence and use of multiple languages, emphasizing their significance in both individual and societal contexts.

### **I.4.8 Borrowing**

The study of borrowing gained significant interest with the contributions of Haugen in the 1950s. Haugen's work sparked curiosity in understanding how languages interact in cultural contact situations. Building on this, Weinreich (1953), as cited in Hoffer (2002), focused on investigating the impact that one language has on another during these contact situations. Borrowing occurs when linguistic elements from one system are imported into another system as a result of this contact.

Borrowing, as a linguistic phenomenon, is often considered "problematic" due to the lack of consensus and consistent terminology used by researchers to describe various language contact phenomena. There is a wide range of terms employed to discuss different aspects of borrowing, making it challenging to establish universally accepted terminology. According to Spolsky (1998) "the switching of words in the beginning of borrowing which occurs when the new word becomes more or less integrated into the second language". In addition to that (Thomason & Kaufman 1988) define borrowing as follows "Borrowing is the incorporation of foreign features into a group's native language by speakers of that language: the native language is maintained but is modified by the addition of the incorporated features."

#### **I.4.8.1 Lexical Borrowing**

Lexical borrowing is the practice of adopting and incorporating a term from one language into another. Numerous factors, such as colonialism, commerce, migration, and cultural interchange, might cause this process. The borrowed term often keeps its original sound and meaning while undergoing minor grammatical or spelling modifications to conform to the standards of the target language.

Lexical borrowing is one of the main processes of language evolution, according to Haugen (1950). It is a typical occurrence that happens in all languages. Like the terms "restaurant," "ballet," and "entrepreneur," which have been incorporated into the English language, many words in English have been derived from French. The same is true for Spanish, which has adopted Arabic terms such as "aceituna" (olive) and "azcar" (sugar) owing to the Moors' cultural effect on Spain.

Lexical borrowing may have a big impact on culture and language. It can increase a language's vocabulary and make it easier for speakers of various linguistic groups to



communicate. However, it can also result in linguistic and cultural assimilation, which erodes the variety of languages and cultures by substituting foreign terms for native ones.

Lexical borrowing happens often and naturally across all languages. It entails the borrowing of a term from one tongue into another, which can have both advantageous and disadvantageous effects on language and culture. It is crucial to comprehend lexical borrowing when researching how languages develop and how cultures interact.

#### **I.4.9 Language Shift Factors**

Language shift can be influenced by a range of factors that interact in complex ways, including

##### **I.4.9.1 Social and Economic**

Encompass the alterations in the composition and characteristics of a population that have significant implications for societies and economies. These changes result from a variety of factors, including birth rates, death rates, migration patterns, and societal trends. One of the most notable social and economic demographic changes in recent decades has been the global phenomenon of urbanization. As more people move from rural areas to cities in search of better opportunities and improved living standards, urban centers become increasingly crowded and diverse.

Urbanization has both positive and negative effects on societies. On the positive side, it can foster economic growth and innovation as cities become hubs for commerce, industry, and cultural exchange. Moreover, urban centers offer better access to education, healthcare, and social services. However, rapid urbanization can also strain infrastructure and resources, leading to issues like traffic congestion, housing shortages, and environmental challenges.

Another crucial aspect of social and economic demographic changes is the aging population in many developed countries. As life expectancy increases due to advancements in healthcare and lifestyle, and birth rates decline, the proportion of elderly individuals in the population rises. This aging trend has substantial economic implications, particularly in the context of social welfare systems and healthcare expenditure. The growing elderly population places greater demands on pension programs and healthcare services, potentially straining government budgets.

Furthermore, demographic changes also influence consumer behaviour and market dynamics. Companies need to adapt their products and services to cater to the needs and preferences of different demographic groups. For instance, as the population ages, there is an increasing demand for products targeting older consumers, such as health supplements, mobility aids, and retirement communities. Similarly, changes in the racial and ethnic composition of populations have prompted businesses to embrace diversity and inclusion initiatives to resonate with diverse consumer bases.

#### **I.4.9.2 Demographic Changes**

Shifts in the size, structure, and distribution of populations over time. These changes were driven by factors such as birth rates, death rates, migration patterns, and socio-economic developments. Understanding demographic change is essential as it has far-reaching implications for various aspects of society, including healthcare, education, labor markets, and policymaking.

One of the most significant global demographic changes is the trend of population aging. As advancements in healthcare and living standards lead to increased life expectancy, the proportion of elderly individuals in the population grows. This demographic shift poses challenges to social welfare systems and healthcare services, as the elderly often require more support and medical care.

Conversely, some regions experience a "youth bulge," where a significant portion of the population is composed of young people. In these areas, investments in education and employment opportunities become critical to harness the potential of the youthful workforce. Failure to provide adequate resources and opportunities for the youth can lead to social unrest and economic stagnation.

Migration is another major driver of demographic change. Globalization and regional conflicts have led to significant migration flows, both internally and internationally. Migration can impact the demographic composition of both sending and receiving regions. While migration often contributes to economic growth and cultural diversity in host countries, it can also raise concerns about social integration and strain public resources.

Demographic change also influences family structures and household dynamics. In many developed countries, declining birth rates and delayed marriage are reshaping

traditional family models. Smaller family sizes and an increasing number of single-person households have implications for housing demands, healthcare needs, and support systems for the elderly.

To address the challenges and opportunities presented by demographic change, policymakers must adopt evidence-based approaches and long-term planning. Investing in education, healthcare, and social infrastructure is crucial to ensure that societies can adapt to changing population structures and provide equitable opportunities for all age groups. Additionally, promoting social cohesion and integration is essential to harness the benefits of cultural diversity resulting from international migration.

#### **I.4.9.3 Political and Cultural Changes**

Political and cultural changes refer to transformations in the way societies are governed and the values, beliefs, and behaviours that shape their identity. The advent of the internet and social media has revolutionized communication and political engagement, allowing for greater participation and connectivity among citizens. However, this interconnectedness has also led to the spread of misinformation, echo chambers, and polarized opinions, challenging the fabric of democratic societies. Fake news and online manipulation can sway public opinion and disrupt the democratic process, calling into question the trustworthiness of information sources and undermining traditional media outlets.

Culturally, societies are becoming more interconnected, leading to the blending of traditions and the emergence of multicultural identities. This globalization of culture has led to increased appreciation of diversity, but it has also raised concerns about the preservation of local customs and indigenous languages. Many fear that the homogenizing effect of globalization could lead to the loss of unique cultural heritages. As a response, efforts are being made to promote cultural exchange and safeguard endangered languages and traditions. The concept of a "global citizenship" is gaining traction, emphasizing shared responsibility for addressing global challenges while respecting and preserving cultural diversity.

#### **I.4.9.4 Inter-generational Differences**

Inter-generational differences arise from variations in experiences, values, and perspectives between different age groups within a society. As each generation grows up in distinct historical contexts, they develop unique outlooks on life, work, and societal issues. These differences can sometimes lead to generational conflicts or misunderstandings, but they also present opportunities for learning and growth.

For instance, older generations may perceive younger ones as technology-obsessed and disconnected from "traditional" values, while younger generations might view their elders as resistant to change and out of touch with current realities. Bridging these gaps and fostering inter-generational understanding is crucial for social cohesion and effective policy-making. Each generation has valuable insights to offer, and collaboration among age groups can lead to innovative solutions for contemporary challenges, such as environmental sustainability, healthcare, and the future of work.

#### **I.4.9.5 Loss of Language Proficiency**

Loss of language proficiency can also be a significant factor in language shift. The loss of language proficiency is a significant cultural and linguistic concern in an increasingly globalized world. As dominant languages like English spread as international lingua franca, there is a risk of smaller languages fading into obscurity. Language is not just a tool for communication; it also carries the identity, history, and worldview of its speakers. When a language declines or becomes endangered, the unique knowledge and cultural heritage it embodies are at risk of being lost forever.

This loss of language proficiency often occurs as a result of globalization, urbanization, and migration. Younger generations may prioritize learning dominant languages to access better economic opportunities, resulting in decreased transmission of their ancestral languages to future generations. Additionally, the digital age has further challenged language diversity as online content is predominantly produced in a handful of major languages, further marginalizing smaller linguistic communities.

Efforts to preserve linguistic diversity include language revitalization initiatives, education programs that promote bilingualism, and the establishment of language preservation institutions. Such efforts not only safeguard cultural heritage but also

contribute to a deeper understanding of human cognition and the ways languages shape our thoughts and experiences.

## **Conclusion**

In chapter one our concern is to shed light on the phenomenon of diglossia and language shift and language contact as a whole with its related concepts which attract sociolinguists to study it, in addition to the Algerian society. In conclusion, diglossia and language shift are complex linguistic phenomena that can have significant impacts on language use and language diversity. Understanding the factors that contribute to diglossia and language shift is crucial for developing effective language policies and language revitalization efforts. By promoting the use and recognition of minority languages, and by providing opportunities for speakers to use and practice those languages, policymakers can help to maintain linguistic diversity and cultural heritage, and prevent the loss of minority languages. Ultimately, it is important to recognize the value of linguistic diversity and the role that language plays in shaping our cultural identities and experiences.

**CHAPTER TWO RESEARCH  
DESIGN AND  
METHODOLOGY**

## **Introduction**

Despite the fact that the Algerian speech community is a fertile ground for linguistic and sociolinguistic research, few studies have been performed to address the topic of diglossia in Algeria, much less within the broadcasting sector. As previously stated, this was the primary motivator for selecting the current study. A set of methodological procedures was carried out in an attempt to find answers to the previously mentioned hypotheses regarding diglossia in Algerian sport TV broadcasts. The design that will lead this study, as well as the steps that will help achieve it, are described below.

Initially, some preliminary remarks on the circumstances of sport in Algeria and the sport discussions that the people watch are provided; additionally, background information on the situation of television in Algeria, as well as sport program belmakchouf el heddaf TV stations, is provided. There is information and facts regarding the Algerian TV stations from which the recordings are taken.

### **II.1 Primarily Remarks**

According to the Total Sportek website, football is considered the most popular sport in the world, with a fan base of over 4 billion people. This popularity extends to Algeria as well. The website used various criteria, such as the number of professional leagues worldwide and the sport's accessibility to the general population, among others, to determine its popularity. Algeria, like many other countries, embraces football as a highly popular and widely followed sport.

In 2009, the Algerian national football team's qualifying for the FIFA World Cup 2010 sparked widespread celebrations throughout the nation. Thousands of supporters in the country's capital Algiers alone waited for the squad outside the airport to greet and congratulate the players. Five years later, after their side had been ousted from the FIFA World Cup 2014 in the round of 16, the supporters returned to the streets to support them.

In addition to the leagues and Champions League of both their domestic and European football teams, Algerians also follow major football events like the Africa Cup of Nations and the World Cup competitions on television. Numerous sport TV shows, which are popular among Algerians, focus on the performance of the teams, players, coaches, referees, and even the sport federations and associations. As a result, football is the primary topic of the shows chosen for the research.

## **II.2 Algerian Television**

Algerian television (ENTV) is a network of Algerian satellite channels owned by the states. The television network first appeared in the 19th century, shortly after Algeria gained independence from France in 1962. It is owned and operated by the Algerian government, and it was the only available television at the time that broadcasted news from Algeria as well as entertainment shows from outside the country, including a drama company. This latter has gone through several changes over the years in order to keep up with modern technology and changing viewer habits. At first, there was only one channel that used the French language, but after a while, several channels appeared, such as: Canal Algiers, channel for holy Quran, Tamazight language, knowledge, history, youth ...etc. Until they reached 9 channels. Nowadays, with over 46 channels (2017) streaming 24/7, Algerian TV stations are widely watched among Algerians. Almost all Algerian stations are relatively new, but they have still managed to capture significant viewership. The Algerian TV stations have taken over the broadcasting sphere in Algeria just recently because, except those belonging to ENTV, all the rest of the other channels are still fresh with no more than ten years of streaming.

## **II.3 Methods of Investigating**

The current study includes data collected from Algerian subjects who participate in sport debates television. Ferguson (1959), in collaboration with other sociolinguists, established that Arabic is a diglossic language with speakers who alternate between its H and L varieties. The current research gives significant support for prior findings about Arabic language diglossia. Hence, the objective of the study is to examine the manifestation of diglossia in the context of sports debates bel makchouf on el heddaf TV. In addition to the effect of such a shift on the output of the language being used.

## **II.4 Data Collection**

Before to the launch of Algeria's private channels, viewers were able to watch sports on foreign (both Arab and non-Arab) channels, mostly those from the Middle East (such as ART in the past and Al Jazeera Sports, which changed its name to beIN Sports after splitting from Al Jazeera Network), or on European channels (such as Eurosport, Canal+, and TF1, for instance), as the National Television only broadcasts sports once a week. As a result of the proliferation of Algerian channels, viewers are now exposed to a broad variety of sporting events.



At least 20 Algerian channels broadcast sports shows or discussions on a regular basis, often daily. These sport-related debates and programs can be standalone shows or integrated into sports news segments. The host of the sports news program invites guests to the studio or connects with them through satellite or phone interviews. While some channels consistently air multiple sports programs, others introduce specific shows before, during, and after major tournaments. Notably, the number of sports programs tends to rise during events like the Olympic Games and championships in football, handball, basketball, and other sports, with the aim of attracting a larger audience.

The show cover a wide range of subjects, including anything from the general effectiveness of the teams and players to concerns with the audience and organizational structure. The compere is native Algerian, while some of the guests and debaters are occasional visitors in other words, they are only invited once, and others are frequent guests. The length of the program are constrained by the debate itself, ending only when the topic does.

In order of answering the aforementioned questions, El Heddaf TV channel that air sport shows and programs are selected for this study Bel Makchouf debate in specific. The program selected for the study were deliberately chosen based on its viewership. Regarding the participants in the sport discussions, the criterion for selection was that they are all Algerians, aligning with the context of the study. However, factors such as gender, age, status, and education level were not explicitly considered in the selection process. To gather research data, linguistic survey were conducted using videotaping. This approach involved recording the sport program to collect data in a structured and consistent manner.

## **II.5 Data Analysis**

When transcribing the show dialogue we observed a several technical terminology used often in sport register that are more generally associated with French than Arabic, these terms will be included under the L variety. Longer French phrases are also regarded as low varieties, therefore while filtering the L and the H varieties, both Ferguson's (1950) and Fishman's (1967) definitions of diglossia will be taken into account.

The technique used to codify and classify these components is explained in the tables below.

## **II.6 El Heddaf TV**

El Heddaf was formerly known to the Algerian audience as a newspaper, however one that publishes sports stories in both Arabic and French under the names "El Heddaf" and "Le Buteur," respectively. It is the only channel that is exclusively a sports channel, as was already mentioned, and that is obvious from the name of the channel, The Scorer. It was first introduced on June 4th, 2014, and broadcasts from Algeria's capital, Algiers. Despite being a sports television station, it does not have the broadcasting rights for any sporting events. This latter focuses on providing news analysis and commentary related to sports events, it becomes a popular destination for sports in Algeria, North Africa and the Middle East. The channel covers everything that is related in sports including football, basketball, handball, tennis, athletics and many others in addition to it provides a line coverage of matches , interviews with players, coaches and highlights of games. The channel provides in-depth analysis of the local Algerian football league, and all what is related with the national team and its professional players abroad. Algerian people rely on El Heddaf TV for the latest news, analysis and updates on their favorite teams and players.

There are several daily and weekly sports programs that garner a lot of attention, but two of the most notable ones are Farik Douali (The International Team) and Bel Makchouf. Football takes center stage in these programs, which have gained a reputation for stirring up controversy through their discussions on contentious topics. As a consequence, heated debates regularly erupt among the participants. Moreover, excerpts from these shows are frequently shared and disseminated by viewers across various platforms such as YouTube and other social media sites.

## **II.7 Bel Makchouf debates**

Is a TV show that broadcasts on El Heddaf TV every Thursday at 9 pm with a presenter of the show and wide crew that combine a different experts in the field of sports an expert in arbitration a formal national players and many experts in the analysis of games and sports in general.

This show gained a lot of popularity in Algeria because it deals with all sports events and news in Algeria. The show is considered as one of the important ones in El Heddaf TV due to the discussion of the issues of all what happened in the week and issues that

might not receive enough attention in other sports debates, it also considered as a powerful mean to reach the decisions makers to hold the responsibility for their actions.

## **II.8 Examining the Manifestation of Diglossia in Bel Makchouf**

The manifestation of diglossia in the program 'Bel Makchouf' is examined through a qualitative research approach. A content analysis methodology is employed to analyze recorded episode of the program. A purposive sampling technique is used to select an episode from, ensuring a comprehensive representation of the program's content. The selected episode are transcribed, and a systematic coding scheme is developed to identify instances of diglossia and language choices made by the participants.

The content analysis involves a rigorous process of data immersion, open coding, and theme development. The transcribed data is thoroughly examined to identify instances of code-switching between Standard Arabic and Algerian Arabic. The manifestation of diglossia in the program "BelMakchouf" was analyzed using a coding scheme that categorized instances of language use into different categories. ADA, MSA, Code switching, loan words and French phrases are the main observed categories.

The coding scheme and tables were used as tools to systematically identify and categorize instances of diglossia in the program. The tables served as a reference point for the analysis, providing a clear overview of the different categories and specific examples that demonstrated the manifestation of diglossia in "Bel Makchouf." The findings obtained from the analysis of the table formed the basis for the subsequent discussion and interpretation of the implications of diglossia in sport debate on Algerian television.

### **II.8.1 Code-Switching**

Captures instances where participants alternated between Standard Arabic and Algerian Arabic within sentences. This category highlights the fluidity of language choice and the participants' ability to navigate between the two linguistic varieties to convey nuanced meanings and establish a connection with the audience. The table below will identify some examples and provide a thorough explanation for each one.

<b>Examples</b>	<b>Literal translation</b>	<b>Interpretation</b>
Examples include code switching	Literal translation into English	Interpretation of the examples

Table 2.1 Code switching examples

### **II.8.2 Standard Arabic**

Refers to participants' use of formal Standard Arabic in technical discussions and expert analysis. This category showcases the participants' adherence to the grammatical and lexical norms associated with the formal variety of Arabic, ensuring clarity and precision when conveying technical information. The table below will identify some examples and provide a through explanations for each one.

<b>Examples</b>	<b>Literal translation</b>	<b>Interpretation</b>
Examples include standard Arabic	Literal translation into English	Interpretation of the examples

Table 2.2 Standard Arabic examples

### **II.8.3 Algerian Arabic**

Focuses on participants' use of colloquial Algerian Arabic in informal exchanges and personal anecdotes. This category highlights the participants' inclination to switch to their native dialect, creating a relaxed atmosphere and fostering a sense of cultural authenticity and identification with the local audience. The table below will identify some examples and provide a through explanations for each one.

<b>Examples</b>	<b>Literal translation</b>	<b>Interpretation</b>
Examples include Algerian Arabic	Literal translation into English	Interpretation of the examples

Table 2.3 Algerian Arabic examples

#### **II.8.4 Loanwords/French Phrases**

Encompasses instances where participants incorporated loanwords or phrases borrowed from French into their speech. This category reflects the influence of French on the Algerian linguistic repertoire, particularly in sports terminology, technical jargon, or popular expressions. The table below will identify some examples and provide a through explanations for each one.

<b>Examples</b>	<b>Literal translation</b>	<b>Interpretation</b>
Examples include loan words/French phrases	Literal translation into English	Interpretation of the examples

Table 2.4 Loanwords/French Phrases examples

#### **II.9 Investigating the Effect of the Diglossic Shift Among Languages in Sport Program**

The data obtained from the recorded discussions will be qualitatively analyzed for the purpose of addressing the research questions. This analysis involves a comprehensive and systematic examination of the typed transcripts of these discussions. The typed documents are scrutinized individually to identify any notable variations in language usage.

Specific attention is given to identifying words and expressions that do not conform strictly to either (H) or (L) register. These instances, where the language use falls in between, will be highlighted and further examined. Additionally, the phonological aspects of the language are also taken into consideration. While transcribing the recordings, careful attention is given to capturing the pronunciation of words. In summary, the qualitative analysis of the typed transcripts involves a meticulous examination of language variations and phonological features, aiming to address the research question effectively.

The speech segments affected by this change should be selected, written down, and afterward examined in tables. Consequently, this study focuses on analyzing three primary areas: lexis, phonology, and syntax. The research will examine distinct cases within these areas, providing examples along with their equivalents in both (H) and (L) varieties. These examples will highlight the differences between the two varieties. To

present and analyze these distinct cases effectively, tables will be utilized, showcasing how they are treated the target channel. It is important to note that only cases that fall within the spectrum between the low and high varieties will be considered. These cases will later be thoroughly examined in terms of their lexical choices, phonological features, and syntactic structures.

### **II.9.1 The Effects of Diglossia in Terms of Lexis**

Languages differ from one another based on words and their meanings, making lexis one of the most crucial parts of every language. However, lexis is well recognized to be dynamic, meaning that word meanings are always changing, which is a characteristic of all languages spoken in the globe. Lexis is undoubtedly one of the areas where this impact is investigated because the goal of the current study is to look at how diglossia affects language production.

The speakers of the sports programs speak two separate dialects of Arabic, thus this linguistic change that encourages the emergence of a third variation is most likely to have an impact on the terms they choose. For instance, we often hear terms of the H variety employed without their proper grammatical inflections. A completely new term that is not present in either of the two varieties of Arabic is occasionally produced when L variety words with grammatical inflections are combined with H variety words solely. The table below will identify these variances that result from this linguistic change and provide a thorough explanation for each one.

<b>The words as used in debate by the speaker</b>	<b>Possible equivalence in the H variety</b>	<b>Possible equivalence in the L variety</b>	<b>The difference and further remarks</b>
Examples include variations in terms of lexis	Their H variety	Their L variety	Explanation

Table 2.5 The effects of diglossia in terms of lexis

### II.9.2 The Effects of Diglossia in Terms of Phonology

Even within the same locations, it may be seen that Arabic words are pronounced differently. Any word can have its pronunciation altered to produce a new variant. Such alterations, whether they be in vowel or consonant sounds, are brought on by the debaters on sports programs switching between two different linguistic dialects. For instance, all H variety nouns have the same pronunciation save from one consonant. Cases like the one in the preceding example are carefully investigated in a table like the one below to see what impact language shift has on the debaters' linguistic output.

<b>The words as pronounced in the debate by the speaker</b>	<b>Possible equivalence in the H variety</b>	<b>Possible equivalence in the L variety</b>	<b>The difference and further remarks</b>
Examples include variations in terms of phonology	Their H variety	Their L variety	Explanation

Table 2.6 the effects of diglossia in terms of phonology

### II.9.3 The Effects of Diglossia in Terms of Syntax

Without grammar, vocabulary and lexicon cannot enable the language fulfill its communication role; syntax is concerned with the structures by which languages operate. Since every language has a unique grammatical structure, it is one of the factors that sets linguistic variants apart from one another. Even though any language's grammatical structure is subject to change, vocabulary changes happen more often. In other words,

even on a smaller scale, a language's structure changes gradually over time, yet the change still persists.

Because two very distinct language systems (the H and L types of Arabic) are being utilized in parallel, language shift also affects the debaters' language output in terms of syntax. These debaters, for instance, frequently switch between the grammatical inflections of each variety, using the negative form typically found in L variety words with H variety words and vice versa. These instances, along with others, will be detailed in chapter three.

<b>The expression as used in the debate by the speakers</b>	<b>Possible equivalence in the H variety</b>	<b>Possible equivalence in the L variety</b>	<b>The difference and further remarks</b>
Examples include variations in terms of syntax	Their H variety	Their L variety	Explanation

Table 2.7 the effects of diglossia in terms of syntax.

The cases will be provided from the selected sport debate for the study. The above tables will be followed by extensive explanation and discussion.

## **II.10 Ethical Consideration**

While direct contact with the individuals participating in Algerian sport TV shows was not established, ethical considerations are still important in research involving human subjects. Firstly, to protect the dignity and welfare of the sample subjects (sport competitors and debaters), no information about them was disclosed in this study. Secondly, confidentiality and anonymity were maintained, and none of the participants were mentioned by name. Thirdly, given the nature of the data collection methodology, the risk of privacy violation or invasion was not a concern.

The data for this study were collected from Algerian TV station, which are publicly accessible. Some programs were downloaded from channel websites. These sport TV shows are openly available on the internet and TV, eliminating the need for permission to record them. To address potential constraints such as bias resulting from vague utterances and lengthy discussions, the recordings were transcribed using Microsoft Word to ensure



accuracy and control. Although the debaters' names are mentioned by the hosts and may be well-known to viewers, their identities are kept confidential in this study. However, the name of the channel and program included in the data collection are frequently referenced throughout the second and third chapters.

In summary, this research acknowledges ethical responsibilities towards the participants, maintains confidentiality and anonymity, and safeguards against privacy violations. The data collection process, which involve recording from publicly accessible sources, ensures that the study adheres to ethical standards.

## **Conclusion**

The methodology chapter provides a comprehensive overview of the research design aiming to explore the effects of diglossia on language use in Algerian sport TV shows. Data collection involved systematic observations through recording sport programs, analysing lexis, phonology, and syntax. Limitations, such as time constraints and human variability, are acknowledged, but rigorous analysis aims to provide valuable insights into language shift's impact on sport discourse in Algeria. Ethical considerations ensured participant confidentiality while making data publicly accessible. In summary, this study aims to contribute to understanding language variation in the context of sports media, shedding light on the sociolinguistic implications of language use in Algerian sports discourse. Subsequent chapters will present findings and discussions derived from the data analysis.

**CHAPTER THREE:**  
**DISCUSSION**  
**AND**  
**RECOMONDATION**

## **Introduction**

The primary objective of this research study is to explore the presence of diglossia in Algerian sport TV shows using a quantitative approach. The researcher aims to analyze the collected data to identify instances of diglossic language use in sport debates. Additionally, the study intends to investigate the language output resulting from the shift between different language varieties. Given the limited previous research in this area, this study contributes valuable insights to the field.

The research focuses on analyzing recordings from a prominent Algerian TV channel called "Bel Makchouf", which is widely watched by the audience. These recordings serve as the foundation for the findings presented in this chapter. The discussion of the results is divided into two main sections: the manifestation of diglossia in the sport debate and the impact of the diglossic shift on sport programs.

Lastly, the chapter concludes by providing suggestions and recommendations to the policymakers of the targeted TV channel. These recommendations are based on the study's findings and aim to enhance the language dynamics in Algerian sport TV shows.

### **III.1 Examining the Manifestation of Diglossia in Bel Makchouf**

The analysis of the program "Bel Makchouf" revealed clear manifestations of diglossia, characterized by the use of Standard Arabic and Algerian Arabic, as well as instances of code-switching and loanwords, these categories were the main observed features in the program show, the tables below consists of some examples and explanations of each categories.

These manifestations provided insights into the dynamics of language choice and their implications within the context of sports debates on Algerian television.

### III.1.1 Code Switching

In the table below, some examples of participant code switch from H verity to L verity and the contrast, are provided, as it is one of the most observed category in the debate.

Examples	Literal translation	Interpretation
<p>هل شفت محتوى رياضي؟</p> <p>/hæl feft mo 'hetawa rija:di:/</p>	<p>Have you seen sports content?</p>	<p>The guest code switch from H verity to L verity most component are in the formal structure but the verb (feft) which means seen are a well-known verb in the L verity</p>
<p>هذه هي الحقيقة لكن البعض ما يحبوش كي نتكلمو.</p> <p>/haðihi hiya al-ḥaqiiqa lakin al-baʕḍ mā yihibbuš ki natakallamu/</p>	<p>This is the truth, but some people don't like us to talk</p>	<p>This sentence begins in Modern Standard Arabic with "هذه هي الحقيقة" (haðihi hiya al-ḥaqiiqa), meaning "This is the truth." However, the code-switching occurs with the phrase "ما يحبوش كي نتكلمو" (mā yihibbuš ki natakallamu) where "ما" (mā) is in Algerian colloquial dialect, meaning "don't like," and "كي نتكلمو" (ki natakallamu) is a mix of the colloquial particle "كي" (ki) and the Arabic verb "نتكلمو" (natakallamu), both meaning "to speak."</p>

<p>لقاء العودة راح يكون امتحان حقيقي</p> <p>/liqaʔ al-ʕawda raħ yaku:n imtiħa:n ħaqiiqiyya/</p>	<p>The return meeting will be a real test</p>	<p>This sentence starts with "لقاء العودة" (liqaʔ al-ʕawda) in Modern Standard Arabic, meaning "the return match." Then, the code-switching occurs with "راح يكون" (raħ yaku:n), where "راح" (raħ) is in Algerian colloquial dialect, meaning "going to," and "يكون" (yaku:n) is in Modern Standard Arabic, meaning "will be."</p>
<p>التاريخ هنا يهدر وحدو</p> <p>/altʕa:ri:ħ huna jahdar waħdu:/</p>	<p>History here is talk alone</p>	<p>The sentence begins in Modern Standard Arabic with "التاريخ هنا" (altʕa:ri:ħ huna), meaning "history here." The code-switching takes place with "يهدر وحدو" (jahdar waħdu:), where "يهدر" (jahdar) is in Algerian colloquial dialect, meaning to speak, and "وحدو" (waħdu:) is a colloquial pronoun meaning "alone" or "on its own."</p>

<p>من المفروض يديرونا ندوة صحفية</p> <p>/min almafro:d jadi:runa ndawwat saħafi:a/</p>	<p>They are supposed to conduct a press conference</p>	<p>The sentence starts with "من المفروض" (min almafro:d) in Modern Standard Arabic, meaning "it is supposed to." The code-switching occurs with "يديرولنا" (jadi:runa), where "يديرو" (jadi:ru) is in Algerian colloquial dialect, meaning "to organize," and "نا" (na), meaning "for us." The rest of the sentence remains in Modern Standard Arabic.</p>
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Table 3.1 Code switching examples

code-switching allows the speakers to connect with the viewers by using both colloquial expressions that resonate with the local audience and standardized terms that are widely understood across Arabic-speaking regions. The manifestation of code-switching in Algerian TV sports shows reflects the linguistic diversity and cultural context of the Algerian population. It acknowledges the multilingual environment and the acceptance of different language varieties. Additionally, code-switching serves to enhance audience engagement and create a more inclusive atmosphere, as it caters to the language preferences and linguistic repertoires of the viewers.

Overall, the use of code-switching in Algerian TV sports shows is a strategic communication approach that allows presenters and guests to navigate between the colloquial dialect and Modern Standard Arabic, ensuring effective conveyance of sports-related information while maintaining a connection with the local audience.

### III.1.2 Standard Arabic

The usage of Modern Standard Arabic (MSA) was also prominent in this debate, as it is considered part of the (H) variety. MSA was commonly employed in formal discussions with experts or high authorities. The table below demonstrates some specific cases that were observed

Examples	Literal translation	Interpretation
<p>هل علينا أن نعترف و نقول كفانا كذبا؟</p> <p>/hal ʕalayna an naʕtarif wa naqu:l kafa:na kadʕba/</p>	<p>Do we have to confess and say enough lies?</p>	<p>The use of MSA from the host was intended. The high verity serve the mean to communicate with the higher authorities in football about the poor situation that we are lying about.</p>
<p>لماذا القانون لا يطبق على الرياضات الأخرى؟</p> <p>/lima:ða alqa:nu:n la jatbiʕ ʕala alri:ja:waat alʔu:khra/</p>	<p>Why does the law not apply to other sports?</p>	<p>In this example is similar to the first example where the speaker use the formal register to address the authorities of the football in Algeria, to apply the laws on other domain of sports.</p>
<p>بل هذه هي الحقيقة المرة.</p> <p>/bal ha:ðihi hi: alhaqqi:a almu:ra/</p>	<p>But this is the bitter truth.</p>	<p>The speaker use the H verity to express the poor situation of football in Algeria.</p>

<p>صور جميلة أبهرت كل من شاهدها</p> <p>/su:r dʒami:la abhtarət kul man fa:hadaha/</p>	<p>Beautiful pictures that dazzled everyone who saw them</p>	<p>The use of H verity were to express his impression of the fans work on the stand of the stadium. Also to reach a wide audience even outside the country.</p>
<p>بموارد ضعيفة جدا</p> <p>/bi.mu.'wa:r.ða.ɣa.'ʕi:.fa 'dʒid.dan/</p>	<p>With very low resources</p>	<p>The use of MSA were in formal exchange with the higher authorities to express the lack of resources</p>

Table 3.2 Standard Arabic examples

In the above examples, it was predominantly observed that participants used Standard Arabic in formal and technical contexts. Standard Arabic was commonly employed when discussing sports rules and addressing higher authorities, as seen in the first and second examples. The host, in particular, used Modern Standard Arabic (MSA) more frequently than the participants, to maintain a formal and prestigious tone. This choice of language reflects the participants' awareness of the appropriate register and their desire to convey a sense of professionalism and respect in their discourse. The use of MSA in these specific contexts aligns with the sociolinguistic norms and expectations associated with formal settings. In brief the use of MSA were observed in all the duration of the program, there were many cases and examples that does not mentioned.

### III.1.3 Algerian Arabic

In addition to Modern Standard Arabic, Algerian Arabic dialect was also prominently observed in the debate, representing the L variety. Participants frequently switched to the informal register, employing ADA in various instances. The table below illustrates some specific cases that were observed:



Examples	Literal translation	Interpretation
<p>نتا قلت علاش لحقنا هكدا؟</p> <p>/nita: qalta ʕala:f laħna: haka:da/</p>	<p>You said why we end up like this</p>	<p>The speaker use of ADA to ask a question to the host who were also using the ADA.</p>
<p>علاش هداك الوقت مكاش داك الشي؟</p> <p>/ʕala:f hada:k alwaqt ma:ka:f da:k aʃfi:/</p>	<p>Why that time wasn't that thing</p>	<p>The speaker used the ADA to illustrate that the problems were from a long time ago not just at the present time</p>
<p>سمحلي نقول كلمة و نسكت.</p> <p>/samħli naʔu:l kalima wa naskt/</p>	<p>Allow me to say a word and I be silent</p>	<p>The speaker is asking for permission to say a lasts words and he will be silent.</p>
<p>شوف واش راهو صاري.</p> <p>/ʃuf waʃ ra:hu sa:ri/</p>	<p>Look what is happening</p>	<p>The ADA expression used by the speaker to point to the consequences of decision made by the authority</p>
<p>مفهمتش كيفاه حنا منقدروش</p> <p>/mæ.fə. 'ham.tʃ ki:.' fa: h.na m.næqd.ru.'ʔuf/</p>	<p>I did not understand how we could not</p>	<p>The speaker use the ADA to express his wondering how the authorities cannot do.</p>

Table 3.3 Algerian Arabic dialect examples

In addition to Modern Standard Arabic (MSA), Algerian Arabic dialect played a prominent role in the debate, representing the L variety. Throughout the discussions, participants frequently transitioned to the informal register, employing ADA in various

instances. This shift allowed them to establish a more relaxed and familiar tone, connecting with the audience on a personal level and fostering a sense of cultural authenticity.

Participants opted for Algerian Arabic to engage in informal exchanges, share personal anecdotes, and evoke a sense of local identity. By using ADA, they aimed to create a connection with the audience, emphasizing their shared linguistic and cultural background. This choice of language facilitated a more intimate and relatable communication style, enhancing the overall engagement and resonance of the debate.

### III.1.4 French Phrases/Loan Words

Loanwords played a significant role in the debate, representing a distinct category of vocabulary observed among the participants. These borrowed words were employed as jargon and widely recognized expressions, adding depth and specificity to the discussions. The table below presents several examples of loanwords observed during the debate:

Examples	Literal translation	Interpretation
Il n'y a pas de volonté politique	There is no political will	The use of French expression by the speaker illustrate the French influence on the language in Algeria. There is no desire to change from the authorities.
On parle logiquement	We speak logically	The French expression (on parle logiquement) are a popular expression that used in the algerian community refer to being logical in the conversation.

Ç'est pas normal, ç'est un sabotage	It's not normal it's a sabotage	Another French expression widely known in the Algerian society the words (normal) and (sabotage) frequently repeated in the conversations and even in the society.
Stade	Stadium	A borrowed word from French language to refer the stadium. The term is frequently repeated in the debate and known term in the sports register.
Match	Game	Similar to the pervious example the borrowed word also are frequently repeated in the debate as it is a known term in the sports register
Hôtel	Hotel	Another borrowed word from French language. In contrast to the previous two words, the term does not belong to the sport register but commonly used in the Algerian repertoire, refer to hotel.

Table 3.4 French phrases/loan words

Loanwords and French phrases also made their way into the conversations, indicating the influence of French on the Algerian linguistic repertoire. Participants occasionally incorporated French terms, particularly in the context of sports terminology serves to enhance clarity and precision in communication, as these terms have established meanings recognized by sports enthusiasts worldwide. As seen in the example 4 and 5, technical jargon, or popular expressions as seen in 2, 3 and 6. This borrowing of lexical

items from French demonstrated the hybrid linguistic landscape of Algeria and the interplay between different language sources.

As observe in the above tables: 3.1, 3.2, 3.4 and 3.3 the manifestation of diglossia in "Bel Makchouf" showcased the participant's linguistic competence and their ability to navigate between language varieties for different communicative purposes. The strategic use of Standard Arabic, Algerian Arabic, code-switching and loanwords added depth and authenticity to the sports debates, catering to the linguistic preferences and cultural expectations of the Algerian audience.

The findings highlight the dynamic nature of language use in the context of Algerian television sports debates and provide insights into the sociolinguistic dynamics and cultural implications of diglossia and confirm the first hypotheses that code-switching between Standard Arabic and Algerian Arabic is a common linguistic feature observed in the "Bel Makchouf" debate.

### **III.2 Investigating the Diglossic Shift Effect on Language**

Diglossia plays a significant role in the selected sport show for this study, as it involves the use of two distinct language varieties, namely the H variety and the L variety. These varieties are used interchangeably, indicating a shift in language use. Consequently, the language produced in this sport show is likely to be influenced by this diglossic shift. Examining the impact of this language shift on three key aspects of the language: lexis, phonology, and syntax.

It is important to acknowledge that Arabic, being the language of focus, has its own unique writing system, which differs from English. Therefore, for the transcription of Arabic sentences in Tables 3.5, 3.6 and 3.7. A recommended transcription method for linguistic purposes is employed. These tables will provide examples from channel under study, highlighting any notable variations in language use.

#### **III.2.1 The Effects of Diglossia in Lexis**

The table presented below illustrates several instances of how diglossia impacts the lexical aspects of language production. This study investigates language channel and includes sample cases from targeted channel to explore the influence of diglossia on vocabulary choices.

The words as used in debate by the speaker	Possible equivalence in the H variety	Possible equivalence in the L variety	The difference and further remarks
<p>تربح المباراة بالسيجار</p> <p>/turbah almuba:rata bilsigɑ:r/</p> <p>Literal translation: You win the game with a cigarette</p>	<p>تفوز في المباراة بسهولة</p> <p>/tafu:z fi: al-muba:ra:t <b>bi-saho:la</b>/</p>	<p>تربح الماتش بالساهل</p> <p>/trab:ah al-ma:tʃ bis-sa:həl/</p>	<p>The speaker meant to say that the game is /sahla/ which mean easy but he ends up using the word /si:ga:r/ which mean the cigarette.</p>
<p>عندها الامكانيات باش تقرب المباراة.</p> <p>/ʕindaha alʔimka:niya:t baʃ taqlibu lma:ba:ra/</p> <p>Literal translation: Then Possibilities turn the game around.</p>	<p>لديها الامكانيات للعودة في المباراة.</p> <p>/la:diha alʔimka:niya:t lilaʃawda fi lma:ba:ra /</p>	<p>عندها الامكانيات باش ترجع فالماتش.</p> <p>/ʕandha l- amka:niyat bæʃ trje fi l-ma:tʃ/</p>	<p>The speaker misuse the vocabulary choice he used the word /ʕindaha/ which mean (then) in place of saying /la:diha:/ which means (it have). This misuse of word choice confuse the hearer.</p>
<p>لي يسيرو كرة القدم</p> <p>/li jisu:ru kurat al-qadam/</p> <p>Literal translation: for me walk football</p>	<p>الذين يسيرون كرة القدم</p> <p>/al-ði:n jisu:run kurat al-qadam/</p>	<p>لي يمشو بالو</p> <p>/li ymšū al-bālw/</p>	<p>Here, the speaker used the word “li” which means mine instead of using the word “al-ði:n” which mean whose.</p>
<p>تلعب في المنافسة ميت</p> <p>/tulʕib fi l-manāfisa <b>mi:t</b>/</p> <p>Literal translation: You play in the competition dead</p>	<p>تشارك في المنافسة بدون مستوى</p> <p>/tʃārak fi l-manāfisa <b>bido:n mustawā</b>/</p>	<p>تلعب في شومبيونا ناقص</p> <p>/tulʕib fi tʃāmbiūna <b>nāqis</b>/</p>	<p>The speaker want to express the low level of the team by using the term /mi:t/ which mean dead instead of using /bido:n mustawā/ which mean without level.</p>

هل أكل بطريقة رياضية	هل أكل بطريقة صحية	كلا مليح	Here, the speaker used the term / <b>riyaḍīja</b> / which mean sporty instead of saying / <b>ṣaḥja</b> / which mean healthy.
/hal ʔakala biṭariqat <b>riyaḍīja</b> /	/hal ʔakala biṭariqat <b>ṣaḥja</b> /	/kala <b>mliḥ</b> /	

Table 3.5 The effects of diglossia in lexis

The provided table showcases several instances where diglossia has led to variations in language use. One noteworthy aspect of these examples is that the speakers, in their attempt to convey specific meanings, ended up confusing certain words with others. In certain cases, the words from the High variety (H) that are confused with the words from the Low variety (L) have a similar pronunciation to their counterparts in the Low variety. This similarity in pronunciation contributes to the confusion observed in the example 2 the two words /ʕindaha/ and /la:diha/might be close in pronunciation, yet each has its own proper meaning: the former means then while the latter means have. However, in examples 1, 4 and 5, the speakers attempted to use H variety words but their choice of word is not compatible with the meaning they are trying to convey.

These examples demonstrate how language shift leads to the emergence of novel linguistic elements that do not belong exclusively to either the H or L varieties of Arabic. Speakers constantly incorporate new words derived from both varieties into their speech. Interestingly, even when these newly used words are occasionally mixed up with other words, there is no significant impact on mutual understanding among speakers. Despite encountering these words for the first time, they engage in smooth discussions without frequently needing clarification or repetition.

This highlights the adaptive nature of speakers and their ability to navigate linguistic variations. The incorporation of new words reflects the dynamic nature of language, influenced by language contact and exposure to different varieties. It is remarkable that speakers can effortlessly comprehend and convey intended meanings, even in the presence of these novel and potentially confusing linguistic forms. These examples underscore the resilience of communication within the speech community. Despite the introduction of unfamiliar words, speakers maintain effective interactions and seldom encounter difficulties in comprehending one another. This indicates a high level of linguistic adaptability and mutual intelligibility, emphasizing the successful integration of new linguistic elements into the communicative repertoire of speakers.

In summary, these instances illustrate how language shift contributes to the creation of new linguistic items outside the traditional H and L varieties. Speakers confidently employ these new words, even when there is occasional confusion, resulting in smooth discussions and minimal need for repetition or clarification.

### III.2.2 The Effects of Diglossia in Terms of Phonology

Pronunciation differences can be observed within the same language variety, let alone between two different varieties. The table provided below highlights some of the variations that are believed to be associated with diglossia. These variations are explained and discussed in the context of language usage.

The words as pronounced in the debate by the speaker	Possible equivalence in the H variety	Possible equivalence in the L variety	The difference and further remarks
<p>نعطيك مثال</p> <p>/naʕti:k mitta:l/</p> <p>Literal translation :</p> <p>I give you an example</p>	<p>أعطيك مثال</p> <p>/ʔaʕti:ka miθa:l/</p>	<p>نعطيك مثال</p> <p>/naʕti:ka miθa:l/</p>	<p>Here the variation occurs in the second part of the word by replacing the consonant /θ/ sound with the /T/ sound.</p>
<p>النتائج الملاح</p> <p>/al.na.ta:ʔjdʒ al.ma.la:ħ/</p> <p>Literal translation:</p> <p>Good results</p>	<p>النتائج الجيدة</p> <p>/al-nata:ʔidʒ al- zajjida/</p>	<p>النتائج الشابين</p> <p>/nata'jdʒ shabīn/</p>	<p>The speaker precedes the /i/ sound in the high variety word /al-nata:ʔidʒ/ with a /j/ sound.</p>
<p>لاعبين</p> <p>/laʕa:bjn/</p> <p>Literal translation:</p> <p>Players</p>	<p>اللاعبين</p> <p>/al.la:ʕia:bj:n/</p>	<p>لاعبين</p> <p>/la:ʕa:bjn/</p>	<p>The speaker precedes the sound /j:/ in the H variety as short /j/ and the sound /a:/ pronounce as short /a/.</p>

<p>نجيبو العلماء</p> <p>/ndʒi:bu alʕulama/</p>	<p>نأتي بالعلماء</p> <p>/naʔti bi alʕulamaʔ/</p>	<p>نجيبو لعلامة</p> <p>/nadʒibu alʕulama:/</p>	<p>The sound /ʔ/ at the end of word /alʕulamaʔ/ are omitted and pronounce as /alʕulama:/</p>
<p>انا ادن</p> <p>/ʔana ʔad:in/</p>	<p>انا اظن</p> <p>/ʔana ʔað:in/</p>	<p>انا ندن</p> <p>/ʔana nid:in/</p>	<p>The sound /ð/ in the word /ʔað:in/ is replaced with /d/ and pronounce as /ʔad:in/.</p>

Table 3.6 The effects of diglossia in terms of phonology

The examples provided in the table exhibit variations in the pronunciation of H variety words used by the speakers. While most of the variations involve vowel sounds, two examples demonstrates a consonant variance example 1 and 5. In example 1 the /θ/ sound were assimilate with the /t/ sound many cases were observed as this case, the example 5 consistently throughout the speeches, especially those of the guests, there is a recurring pattern of the sound /ð/ being consistently pronounced as /d/. This pattern is typically observed with words in the L variety, but the speakers also apply it to words in the H variety.

Regarding the remaining examples, the variations observed occur at the level of vowel sounds. As previously mentioned, Arabic has its own writing system and corresponding vowel system. In the provided table, the differences in pronunciation are highlighted to distinguish them. The selected items cannot be categorized purely as either H or L varieties. In some cases, long vowels are pronounced as short vowels as in example 3 where the sound /j:/ pronounce as /j/, while in others, certain vowel sounds are not pronounced at all as in example 3 the /ʔ/ sound are not pronounce and replaced with /a:/.



These examples illustrate the emergence of new variations as speakers navigate between the H and L varieties. When encountering challenging sounds in H variety words, speakers may omit or substitute them with alternative sounds. The inclusion or omission of one or more sounds suggests the creation of a third variety. This confirms that diglossia influences the speakers' pronunciation patterns and contributes to the development of linguistic variations.

### III.2.3 The Effects of Diglossia in Terms of Syntax

In the following table, we present several instances that highlight the impact of diglossia on the lexical aspect of language. This table examines the expressions and utterances extracted from the show, shedding light on how the use of different language varieties influences the vocabulary employed. These examples showcase the interplay between the high variety (Modern Standard Arabic) and the low variety (Algerian colloquial dialects) in shaping the lexical choices of the participants.

The expression as used in the debate by the speakers	Possible equivalence in the H variety	Possible equivalence in the L variety	The difference and further remarks
<p>التي صرفت في كرة القدم متصرفتش في رياضات أخرى</p> <p>/et-ti srefet fel kora el-2adema <b>ma</b>-tserefetŠ fel ryadat akhara/</p> <p>Literal translation: What was spent on football was not spent on other sports</p>	<p>التي صرفت في كرة القدم لم تصرف في رياضات أخرى</p> <p>/al-latii saraft fii kurat al-qadam <b>lam tasarraf</b> fii riyadaat akhara/</p>	<p>لي صرفوها على البالون ماصرفوهاش في صبور وحدخور</p> <p>/li s'arfu:ha: ʕalalbalu:n <b>mas'arfu:ha:f</b> fi: s'abu:r wæħda:xu:r/</p>	<p>The affixes /ma/ and /Š/ in Algerian Arabic indicate negation. However the speakers uses those affixes with the H variety verb /saraft/ which mean spent</p>
<p>الحديث على يوسف</p> <p>/al-ħadi:θ <b>ʕala</b> juusuf/</p> <p>Literal translation: Talking on youcef.</p>	<p>الحديث عن يوسف</p> <p>/ al-ħadi:θ <b>ʕan</b> juusuf/</p>	<p>لهدرا على يوسف</p> <p>/la-hadra <b>ʕala</b> juusuf/</p>	<p>The uses of the preposition "عن" (ʕan) to indicate "about" and the preposition "على" (ʕala) which means "on" were confused by the speaker.</p>

متعطوناش حلول	لا تعطوننا الحلول	متمدولناش لحلول	/ma/ and /Š/ are affixes and they are used in verbs to indicate negation the speaker use those affixes with the verb /tuštūnanā/ which mean give us.
/mætʃətunæf hulu:l/	/laa tuštūnanā al- ħulūl/	/mætmedu:lunæf lhu:lu:l/	
Literal translation: Do not gives us solutions			

Table 3.7 The effects of diglossia in terms of syntax

Not many examples are provided in terms of syntax because there are limited grammatical variations. However, a few instances demonstrate how diglossia affects the use of syntax. . In example 1 and 3, the speaker employs grammatical inflections typically associated with the L. variety. The use of /ma/ at the beginning and /Š/ at the end of the word, which indicates negation, is usually used with L. variety words. However, in this case, the speaker negates the H. variety word /saraf/ (spent) and /tuštūnanā/ (give us) instead of using the H variety word "lam" (did not). In the other example there are misuses of preposition. The speaker in the second example uses /ʃala/ to mean (about) whereas it actually means (on). Although additional cases could be provided, many of them exhibit similar patterns to the ones already discussed in the table above.

The examples provided in the tables demonstrate that language shift impacts not only vocabulary and pronunciation but also syntax, although new syntactic variations occur less frequently compared to changes in vocabulary and pronunciation. These variations involve the use of grammatical inflections and structures from one variety with words or phrases from the other variety, such as negation and sentence constructions.

These new variations, observed in the speeches of the study subjects, contribute to the emergence of a new language variety. The presence of these examples for examination confirms the validity of the second hypothesis, which suggests the likelihood of new variations that do not strictly belong to either the H variety or the L variety. While these examples may be considered as mistakes, they serve as evidence of the impact of diglossia on language output.

### **III.3 Suggestions and Recommendations**

The study focuses on one sport show that aired on Algerian channel “El Heddaf” TV, which are primarily intended for entertainment. However, this show have a broad viewership among Algerians, including young individuals who are still learning the H variety of the language in schools. As a result, the language used in this show can directly influence the viewers in two ways.

Based on the findings of this study, it is recommended that the channel should encourage their guests to incorporate more of the H variety in their speech. This can serve as a valuable platform for viewers to enhance their proficiency in the H variety. It has been observed that guests tend to respond in the L variety when addressed in the H variety.

On the other hand, channel should strive for a balanced approach, incorporating both varieties in their program. This would ensure that both educated and less educated individuals can comprehend the content, considering the wide popularity of this show. Furthermore, this balanced use of varieties could also aid those who are learning Arabic as a second language in acquiring familiarity with the local vernacular.

### **II.4 Limitations**

Designing an infallible empirical research design in the human sciences can be challenging due to the inherent variability of human phenomena. the fact that this study only looks at one television program and is based on a limited sample size is one of its limitations. A bigger sample size and a more varied selection of television shows, including those that cater to various age groups, genders, and socioeconomic backgrounds, might be beneficial for future study. This would give a more thorough knowledge of how television has affected language change and diglossia in Algeria.

### **Conclusion**

The findings of this study support the two hypotheses that were formulated. The research successfully demonstrated the manifestation of diglossia in the language used in the TV show, where code switching between both the H and L varieties of Arabic are common feature in the show. Furthermore, the study examined the impact of this language shift on the language output.

The data collected from the study revealed the emergence of a new variety, referred to as the third variety. This variety predominantly incorporates vocabulary from the H

variety of Arabic but exhibits grammatical characteristics resembling those of the L variety. It is important to note that this study is limited in scope and does not aim to draw generalized conclusions. Instead, it focuses on addressing the research questions and providing insights into the topic at hand. Nonetheless, the findings obtained from this study can serve as a valuable foundation for further research in related areas.

## **General Conclusion**

The main objective of this study is to investigate the manifestation of diglossia in sport show aired on popular Algerian channel “El Haddaf”. The researchers employed qualitative approach to analyze the data and test the formulated hypotheses. The data analysis included the construction of tables for questions to demonstrate the manifestation of diglossia in the TV show, the tables include different examples about each category. Separate tables were also created to document the variations observed in the recordings of each channel, providing a comprehensive overview of the findings.

The results of the study confirmed the two hypotheses. Diglossia was found to be prevalent in all the examined sport shows, although the extent of usage varied across the shows. The first hypothesis were confirmed were the code switching was a common feature in the debate. Additionally, the second hypothesis was supported by the identified variations in the recordings, further substantiating the existence of a distinct third variety.

Overall, the study successfully validated the presence of diglossia in Algerian sport shows and provided concrete evidence to support the formulated hypotheses. The variations observed in the data strongly supported the claims made in the second hypothesis.

It is important to acknowledge the limitations of this study and its scope within the specific context of the channel and sport shows analyzed. The findings should not be generalized to all Algerian media or other languages without further research. This study provides valuable insights into the phenomenon of diglossia in the examined context, but it does not encompass the entirety of diglossic situations.

Considering the potential for future research, a fruitful avenue would be to explore the specific circumstances and conditions that give rise to diglossia. Investigating the factors that contribute to the occurrence of diglossia, such as social, cultural, or linguistic contexts, could provide a deeper understanding of this linguistic phenomenon. Conducting research with larger and more diverse samples would allow for a more comprehensive analysis and potentially yield broader insights into the nature and implications of diglossia.

In conclusion, while this study offers valuable findings within its defined scope, it is important to recognize its limitations and the need for further research. Diglossia is a

complex phenomenon that warrants continued investigation in order to gain a more comprehensive understanding of its manifestations, impacts, and underlying factors. Future studies can build upon the insights provided by this research and delve into various aspects of diglossia, contributing to the broader field of sociolinguistics and language variation.

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## Summary

This research work seeks to discuss a specific issue which is to investigate the manifestation of diglossia in Algerian sport show "Bel Makchouf El Haddaf" debates and the analyses the impact of this diglossic shift on the language used in the debates based on mixed methods, this work focused on the H variety modern standard Arabic and the L variety Algerian Arabic in order to explain manifestation of diglossia in the debates and its impact on the language taken from a selection of samples from recordings of the debates a mixed methods approach was used in the this regard and in order to collect relevant data, we used audio recording and linguistic survey , the research finding revealed in accordance with the hypothesis stated above that the Code-switching between Standard Arabic and Algerian Arabic is a common linguistic feature observed in the Bel Makchouf debate., there for, the findings of the research study confirm the hypothesis that the diglossic shift gives rise to a new variety that does not strictly adhere to either the H or L varieties, thus forming a distinct third variety. Finally several practical implications and recommendation were prepared to overcome the disagreed errors and interferences.

## المخلص

يسعى هذا البحث إلى مناقشة موضوع محدد وهو التحقيق في مظاهر ازدواجية اللغة في مناظرات برنامج الرياضة الجزائري "بل مكشوف الهدف" وتحليل تأثير هذا التحول ثنائي اللغة على اللغة المستخدمة في المناظرات القائمة على الأساليب المختلطة ، وهذا ركز العمل على اللغة العربية الفصحى الحديثة المتنوعة H واللغة العربية الجزائرية المتنوعة من أجل شرح مظاهر ازدواجية اللغة في المناقشات وتأثيرها على اللغة المأخوذة من مجموعة مختارة من العينات من تسجيلات المناظرات. في هذا الصدد ومن أجل جمع البيانات ذات الصلة ، استخدمنا التسجيل الصوتي والمسح اللغوي ، وكشفت نتائج البحث وفقاً للفرضية المذكورة أعلاه أن التبديل بين اللغة العربية الفصحى والعربية الجزائرية هو سمة لغوية شائعة لوحظت في بل ماكوف. الجدل ، هناك ، تؤكد نتائج الدراسة البحثية الفرضية القائلة بأن التحول ازدواج اللسان يؤدي إلى تنوع جديد لا يلتزم بشكل صارم بأصناف H أو L ، وبالتالي يشكل صنفاً ثالثاً متميزاً. أخيراً ، تم إعداد العديد من الآثار العملية والتوصيات للتغلب على الأخطاء والتدخلات المخالفة.

## Resume

Ce travail de recherche vise à discuter d'une problématique spécifique qui est d'investiguer la manifestation de la diglossie dans les débats de l'émission sportive algérienne "Bel Makchouf El Haddaf" et d'analyser l'impact de ce glissement diglossique sur le langage utilisé dans les débats basés sur des méthodes mixtes, ce les travaux ont porté sur l'arabe standard moderne variété H et l'arabe algérien variété L afin d'expliquer la manifestation de la diglossie dans les débats et son impact sur la langue à partir d'une sélection d'échantillons d'enregistrements des débats une approche par méthodes mixtes a été utilisée dans le cet égard et afin de collecter des données pertinentes, nous avons utilisé l'enregistrement audio et l'enquête linguistique, le résultat de la recherche a révélé conformément à l'hypothèse énoncée ci-dessus que le changement de code entre l'arabe standard et l'arabe algérien est une caractéristique linguistique commune observée dans le Bel Makchouf débat, les résultats de l'étude confirment donc l'hypothèse selon laquelle le glissement diglossique donne naissance à une nouvelle variété qui n'adhère strictement ni aux variétés H ni aux variétés L, formant ainsi une troisième variété distincte. Enfin, plusieurs implications pratiques et recommandations ont été préparées pour surmonter les erreurs et les interférences en désaccord.