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Assessing First Language Attrition among Generation Z in the Algerian Community

Case Study: 3rd year BA Students at the Department of English, Ibn Khaldoun, University of Tiaret

A Dissertation Submitted in Partial Fulfillment of the Requirements for Master's Degree in Linguistics

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Dedication

I would like to dedicate this dissertation as a small gift to two darling persons who mean a lot to me: 'my parents'. May Allah protect you and prolong your life. They have always encouraged me, supported me, and loved me with no bounds. Whatever I attempt to do, it would never be enough. Thank you for everything you have given me.

I also dedicate this paper to:

* My beloved 'brother' and my dear sisters for their inspiration and assistance.

* To my pretty nephews and nieces especially Ghofrane for their love.

* To my close friends.

Fatiha Sofiane

III

Dedication

* To my only army and the most priceless individuals in my life: my family.

• To my role model, my soul mate, a voice of reason, my twin, my hand holder, my nerve calming, and the wonderful woman who always believes in me "I know everyone thinks their mother is the most pleasing. Well, let me just tell them that I am blessed there's no other mom like you, of which I am quite sure. For no matter what the pain you always have the cure."

• The one of my greatest inspiration, problem solver and cheerleader, my father. It is Allah's will that his soul be blessed.

• For their attachment, support, and trust, and their kind memories, the happiness and hilarious times my precious, dearest siblings and adorable nephews and beautiful nieces bring me are irreplaceable.

 * To my sisters by feeling, not by blood. My best friends

   I dedicate this research paper to you with my deepest gratitude and appreciation for sharing your life journey with me and your friendly presence. I feel immensely privileged to have brought this research paper to fruition with your help and support.

El MARKIZA

Hayat Rabadji

Abstract

This research examines the status of the native language within a bilingual or multilingual setting among Generation Z, commonly known as digital natives due to their upbringing in the era of widespread internet access and social media. Further, the study aims to determine the potential impact of these factors on language attrition rates and establish the relationship between them. So, third-year students at Ibn Khaldoun University, Tiaret, specializing in English and belonging to Generation Z, were chosen as participants, as they are polyglots who learn English alongside other languages, thereby experiencing negative effects on their mother tongue accuracy and fluency. Additionally to conduct a comprehensive investigation, a mixed-method approach involving Questionnaires and observations was employed (Class room & students' Face book group observation). Consequently, the findings reveal a strong correlation between attrition and internet exposure in terms of language acquisition and perceiving language as a mere communication tool. The motivation behind this study was to highlight the potential threat foreign languages pose to individuals' native languages, which hold significance in preserving our Arab and Islamic identity. Throughout a number of recommendations, we can strive to ensure the preservation and revitalization of the native language among Generation Z individuals in multi-cultural environments.

Keywords: Generation Z; Language attrition; Polyglots**;** Native language; Multicultural environment

List of Tables

List of Figures

List of Abbreviations

L1: First Language

L2: Second Language

BA: Bachelor of Arts

EFL: English Foreign Language.

ADA: Algerian Dialectal Arabic.

MSA: Modern Standard Arabic.

Fr: French

EN: English

LMD: License, Master & doctorate.

Phonemic Transcription

Letter	Name	Symbol
ا	ʔalif	/a/
ء	hamza	/ʔ/
ب	ba:ʔ	/b/
ت	ta:ʔ	/t/
ث	θa:ʔ	/θ/
ج	ǰi:m	/ǰ/
ح	ħa:ʔ	/ħ/
خ	xxaʔ	/x/
د	da:l	/d/
ذ	ða:l	/ð/
ر	ra:ʔ	/r/
ز	za:y	/z/
س	si:n	/s/
ش	ʃi:n	/ʃ/
ص	ṣa:d	/ṣ/
ض	ḍa:d	/ḍ/
ط	ṭa:ʔ	/ṭ/
ظ	ẓaaʔ	/ẓ/
ع	ʕayn	/ʕ/
غ	ɣayn	/ɣ/
ف	fa:ʔ	/f/
ق	qa:f	/q/
ك	ka:f	/k/
ل	la:m	/l/
م	miim	/m/
ن	nu:n	/n/
ه	ħaaʔ	/h/

Table of Contents

General Introduction..1

Chapter One: Theoretical Perspectives of Language Attrition

General Introduction

General Introduction

Many studies have been conducted to study language from various perspectives around the world. From a sociolinguistic point of view, language attrition is a linguistic phenomenon that refers to the loss of a native or first language. The history of this linguistic phenomenon's researches is not long. It is relatively new. Haugen (1938) was the first to create the term "attrition". Anderson (1982) studied the linguistic features of it. Systematic research on language decline initiated at the onset of the 2000s. This process appears when individuals lose partial or complete components of L1 in their speech through exposure to L2, as pretended by Pavlenko (2004). Generation Z are individuals who were born between 1995 and 2001, as demonstrated by scholars as Combi (2015) and Dimock (2019) zoomers, are those born between 1997 and 2012 who are adapted to technology, mobile devices, WiFi, and social media; their cohabitation with those features makes them in sustained contact with various languages that cause them to lose their mother tongue.

In light of all that has been mentioned, this work aims to explore the possible impacts of language attrition on those individuals and evaluate the extent to which this generation affects language depletion. Other than observing if exposure to different languages contributes to losing the mother tongue, authors studied language attrition from various perspectives, particularly with regard to the competent category and immigrants, but no one highlighted it among generations who are raised in an always-connected society with the internet, social networks, and screens. This was one of the main motives for conducting this endeavor. Thus, the present study examines first language attrition among generation Z youngsters. As it attempts to answer the following questions:

1. To what extent is there affection of language attrition among generation Z?
2. To what extent language attrition affects generation Z speech?

The nature of this study is heuristic. One of the tenets of this approach is that the researcher can do his or her work with the aim to find answers or reach hypotheses. This technique authorizes the assembling of original information, which enhances the validity of the results obtained.

The essence objectives of the investigation are:

1. To detect the possibility of affection of language attrition among generation Z.

2. To explore the extent to which this generation is affected by language attrition.

3. To confirm or decline the impact of polyglots on L1 loss.

The significance of this study rests in identifying the fundamental traits of generation Z, particularly with regard to the use of their first language. As it will add to the body of knowledge already available about language attrition across generations and open the door to further research and comparative studies.

For the realization of this work, the data are collected using a mixed methodology (quantitative and qualitative methods) through a questionnaire addressed to 3rd year BA students of English language at the University of Ibn Khaldoun in Tiaret to reveal students' comprehensions and perspectives and an observation to notice students' interaction, behavior, and language performance in the classroom and via their messenger group to determine the level of linguistic attrition among generation Z. Appropriately, this paper is comprised of three essential chapters.

The first chapter will introduce a review of the literature related to language attrition, identifications, and notions brought up by linguists. The second one will include the analysis of the data and the research methodology used. The last one will be concerned with the results, as they will be discussed to find out the hypothesis. It contains recommendations, suggestions, and limitations that were encountered.

Chapter One:

Theoretical Perspectives of Language Attrition

1.1 Introduction

In recent generations, numerous codes have vanished for different reasons that are more dangerous, particularly when they touch the original or native language. Thus, language attrition occurs as a consequence of being heavily linked to strange languages through exposure to technology. Day after day, digital natives waste their mother language unconsciously. Therefore, this study presents a review of the related literature about first language deterioration among Generation Z.

<div align="center">

Section One Introducing Language Attrition

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1.2 Defining Language

Over time, many definitions have been submitted for language; it is defined as a means of communication and the expression of ideas, feelings, and emotions. Mayell (2003) argued that our prehistoric ancestors thrived and succeeded over our ancestors by acquiring languages. Languages are acquired behaviors, Odline (1989). The aim of this device is to convey messages, express thoughts and emotions, and indicate one's needs via sounds, body language, or signs. By using language, our prehistoric ancestors were able to share information and ideas, cooperate with each other more effectively, and develop a better understanding of their environment. This allowed them to survive and thrive in a changing world. Also, Romaine (2000) denoted that *"... Language plays as an agent for the transmission of culture... Language helps us to make sense of the world"* (p. 26)

1.2.1 Mother Language and its Importance

It is important to preserve the mother tongue from being lost because it remains part of the identity and culture. UNESCO (1999) declared February 21 as International Mother Language

Day. It was created for the purpose of pointing out the importance of the first language and promoting its status.

> Every year on 21 February, the world celebrates International Mother Language Day, which was established at the initiative of Bangladesh by UNESCO's General Conference in 1999. The Day is an essential platform to promote the importance of cultural and linguistic diversity, and multilingualism of peaceful and sustainable societies. (UNESCO, 2022, para.1)

The terms (native language, mother language, mother tongue, and native tongue) are all under the umbrella term 'first language' which is a language or a dialect that individuals have acquired since birth. Neshanthi (2020) stated that: *"mother tongue is the first language one learns as a baby, the language one grows up knowing, which is also known as the native language"*(p. 77). According to Skutnabb-Kangas and Phillipson (1989), mother tongue can mean the following:

1. The language learned from the mother.

2. The first language (L1) learned, irrespective of "from whom."

3. The stronger language at any time of life.

4. The mother tongue of the area or country (e.g., Byelorussian in Byelorussia).

5. The language most used by a person.

6. The language to which a person has the more positive attitude and affection. (As cited in kecskes & Papp, 2000,p. 1). It represents one's culture and identity. *"Mother language develops a personal and cultural identity. Personal identity emerges out of a person's understanding of themselves, their surroundings and their history"* (Neshanthi,2020,p. 77).

1.2.2Language Planning and Language Policy

Language planning and language policy are two related terminologies, but each one differs from the other. According to Van Herk (2012), language policy is a general perspective that refers to the language attitudes of the government or people who have power in society or groups. So, it aims at changing the planned language without taking into consideration people's consensus (in Hamka, 2022). Language planning is a conscious process that refers to the efforts made by the government to change a language's function and structure in order to solve communication issues in the speech community. Weinstein (1980) claimed that language planning as *"a government authorized, long-term, sustained, and conscious effort to alter language's function in society for the purpose of solving communication problems"* (as quoted in Hamka, 2022, p. 296). Prestige planning is the fourth type of it. Amari (2019) report that *"...prestige planning is mainly concerned with the image of the language; it is represented in a group of procedures that attempt to improve the stance of a certain language in a community"* (p.26). It is simply the operation of ameliorating the position of a particular language in a community, taking into consideration people's decisions (attitudes) towards that language.

1.2.3 Language Management

Spolsky (2004) has defined language management as *"any specific efforts to modify or influence language practice"* (quoted in Nekvapil & Sherman, 2015, p.5). Language management indicates to the management of people's language practices by an individual or a group of people who have authority and power in the domain. Spolsky (2009) stated that : *"the explicit and observable effort by someone or some group that has or claims authority over the participants in the domain to modify their practices or beliefs"* (quoted in Nekvapil & Sherman, 2015, p.5).

1.2.4 Language Attitudes

Crystal (1997) portrayed it as *"the feelings people have about their language or the languages of others"* (quoted in Larasati & Simatupang, 2020, p.63). It was expressed as the attitudes, behaviors, and feelings individuals have toward their own or toward a foreign language. Hamreulaine (2019) said that speakers are deciders to upgrade or downgrade the language, which denotes that their attitudes can be either positive or negative toward that language. Having positive attitudes towards language seems to keep it from draining away and dying, besides its importance in preserving identity. Also, Ennaji (2005) has claimed that *"...Attitudes in this regard are crucial. A positive attitude toward a language would create a positive cultural identity, and this contributes to the maintenance and promotion of the language. On the other hand, negative attitudes would inhibit and crush identity, and eventually leads to language loss"* (quoted in Hamreulaine, 2019, p.43).

1.2.5 Language Endangerment

As Grenoble (2016) points out, the term 'language endangerment' refers to the risk and threat of complete, total, or partial extinction faced by multiple languages. As a result, the language is drained or dies, and becomes lost when there are no speakers. There is, however, no way to apply the term language death to the language in itself, since it is an event that does not occur when a speaker stops using it, marginalizes it, or replaces it with another language, and sometimes turns to the language of colonialism, as it implies that the term is not a new one, however it occurs at an alarming rate globally at the present time.

Figure 1.1

The Most Endangered Indigenous Languages in the World
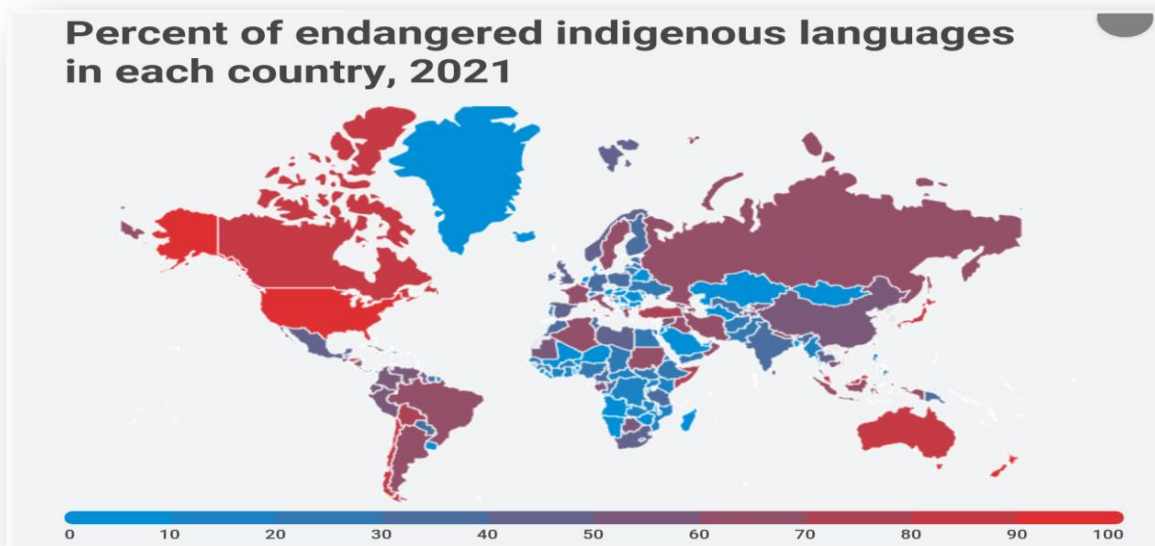
Note. reprinted from Ethnologue (n.d.) retrieved 06/03/2023 from

https://www.ethnologue.com/insights/how-many-languages-endangered/

Grenoble (2006) delineated that:

> *Language endangerment is sometimes called language attrition or language death, but the term is avoided out of sensitivity to the population whose language has been lost. Language attrition and moribundity – when children cease learning a language – are now taking place with exceptionally rapid speed. Hundreds of languages are currently endangered and there are few parts of the world where some form of language decline is not occurring. While language attrition is not in and of itself a new phenomenon, the rate of decline in linguistic diversity appears to be unique to this era'.* (As cited in Chami & Chachoua, 2020.p.17)

Hence, language change, shift, attrition, loss, death, and transfer are all considered under the classification of language endangerment. In addition to reducing the number of speakers of the language, these agents can ultimately extend to its extinction. Among the most essential

menace to languages are assimilation and migration. The hazard of endangerment of migrants' mother tongues is enhanced by immigration, since migrants cease operating their mother tongue to ascertain the language of the country where they are migrating. Moreover, having been exposed to a wide variety of cultures, they are able to absorb foreign languages.

1.2.6 Language Attrition

Alharthi & Al Fraidan (2016) argued that: *"language attrition involves the loss of various language components and skills, including vocabulary, grammar, syntax and phonology, reading, writing, listening and speaking."* (p. 50–51); it is a process or phenomenon of language erosion**.** Language loss occurs by communities as a result of language shift and language death. On the other hand, language loss by individuals could be pathological, for example, aphasia and non-pathological called language attrition. Attrition *"refers to the (total or partial) forgetting of a language by a healthy speaker"* (Schmid, 2011, p.3). More precisely, linguistic deterioration in a person with a healthy brain alludes to the full loss of language skills or the corrosion of certain syntactic features and general mastery of linguistic abilities.

Figure 1.2

The Terminology of Language Loss
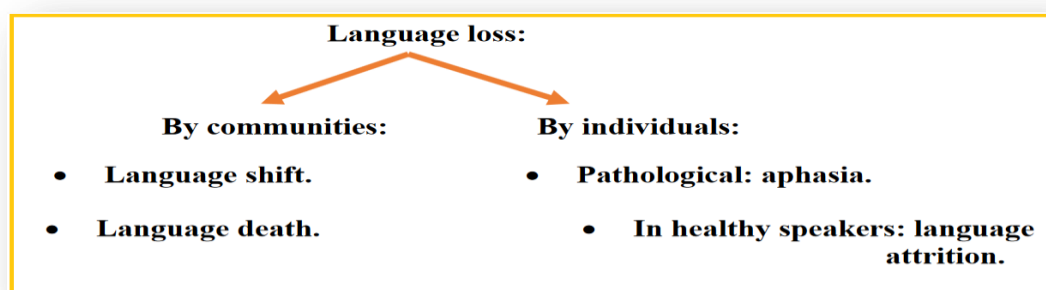
Note. reprinted from Schmid (2011) retrieved 06/03/2023.

Van Els (1986) proposed four distinct types of language injury, taking into consideration which language has been lost and which environment it was attrited:

a). Loss of L1 in L1 environment, as seen in aging people losing their native language due to the natural process of aging, combined with forgetting or certain diseases; like aphasia or dementia.

b). Loss of L1 in L2 environment; immigrants losing their first language due to intense contact and usage of the second language and/or decreased usage of the first language.

c). Loss of L2 in L1 environment; foreign language loss of learners of a second or third language.

d). Loss of L2 in L2 environment; aging immigrants losing their second language. (cited in Negrisanu , 2008, p. 7).

De Bot & Weltens (1985) have classified language attrition research into:

Figure 1.3

Types of Attrition Research
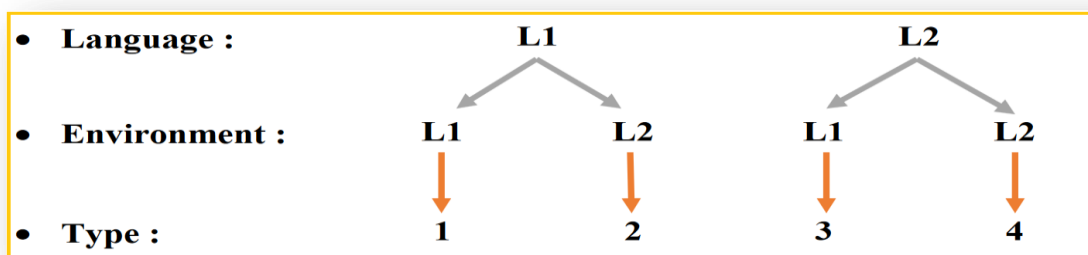
Note. reprinted from Weltens (1988) retrieved 28/02/2023 from

https://www.researchgate.net/publication/261637044

Schmid (2004) stated that there were numerous endeavors during the first, mostly methodological, decade to offer an exact terminological and taxonomical framework within which language depletion study could be carried out. The most famous of these is this

taxonomy. It is considered useful, and it introduces them in a good way, according to some researchers (see for instance Köpke & Schmid, 2004 p. 9).

1.2.6.1 Historical Background about Language Attrition

There is no long history of language erosion studies. The term was first coined by Haugen (1938), he considered it as a process of losing the mother tongue. The next phase was the work of Andersen (1982) who studied the linguistic features of language attrition. After an abandoned duration, systematic research on this process began in the onset of 2000 (in Gnitiev, 2019). The first major publication of this phenomenon was in 1982 by Lambert and Freed.

Clyne (1986, 2001) defined language attrition as the gradual alteration in language skills in any language with the employment of another language (Negrisanu , 2008). In the same vien, Seliger & Vago (1991) reported that language drift from a contact situation as *"the disintegration or attrition of the structure of a first language (L1) in contact situation with a second language (L2) ... Attrition phenomena develop in bilingual individuals as well as bilingual societies , in both indigenous and immigrant communities"* (p.3). Thus, definition means that language attrition is the decay or erosion of the structure of a first language (L1) in contact with a second language (L2), and the process occurs in a community that speaks two different languages either in the same environment or outside. Although attrition is a term about the use of more than one variety in the same conversation which increases complete loss of some L1 terms, and assessing the error in it was difficult to provide the correct plural endings, articles, prepositions, conjunctions, and the most common errors were in providing the correct article, plural endings, and prepositions Negrisanu (2008).

Whereas the term "loss" was mainly used to describe the final stage, where most of the language skills are lost. Previous research (Folmer, 1992; Seliger & Vago, 1991) had not

specifically documented conjunction and preposition attrition, as the current study does. Morphological errors were less common than lexical errors, Negrisanu (2008). Köpke (2001) stated that *"L1 attrition in late bilinguals is not only the consequence of lack of L1 use , among other factors , contact with other immigrants –as is the case in immigrant communities – as well as intense L2 contact might generate changes in linguistic competence"*(quoted in Negrisanu**,** 2008, p.16) . Differently, he denoted that first language attrition for bilinguals is not the result of a deficiency in L1 utilization but also of severe connection with a second language, as in the L2 environment, which leads to alterations in language proficiency. De Bot (2001) proposed the term "attrition" to describe intragenerational language change in individuals, whilst "loss" is used to describe any significant negative changes observed in a single language (Chami & Chachoua, 2020.p.4). The two terms are dissimilar because they refer to separate aspects of language and the internal and external factors that influence variety.

"First language attrition refers to the changes which a first language (L1) undergoes when a second language (L2) is acquired in a context in which L1 is reduced" **[**Cook (2003); Köpke (2004) cited in De Leeuw et al.(2010)]. In another way, it refers to the changes in L1 knowledge that learners lose when they master a new language (L2), Surrounding L1 step-down. Also, Yagmur (2004) saw this linguistic phenomenon as *"the gradual loss of competence in a given language"* (quoted in Negrisanu**,** 2008, p.14). Thus, language attrition is the gradual decline in language skills. It is defined as *"the non-pathological decrease in a language that had previously been acquired by an individual"* (Köpke & Schmid, 2004, p.5). They demonstrated that attrition occurs when the speaker is exposed to the lowering of his or her language obtained before due to contact with other languages, and this reduction is not a sickness in the brain but is considered a decrease in the competence of the language. From another point views, Bardovi-Harlig & Stringer (2010) commented that a new concept

appears known as second language attrition although there has been limited research on non-native language attrition (Chami & Chachoua, 2020.p.39).

Schmid (2013) defined attrition as:

> The situation of linguistic drift where an migrant achieves a high level of proficiency in the language of his or her new environment uses this language on a daily basis, and consequently experiences an increase in variability in the way some lexical , grammatical or phonetic properties of the language are applied. (quoted in Gnitiev,2019, para.3)

Accordingly, attrition is a linguistic deterioration that occurs in a new environment when immigrants reach high competence in the new language, and the use of that language every day contributes to the growth of the properties of the language used. Kopke & Schmid (2017) said that the process of language attrition appears in the mother tongue of a serial bilingual as a result of communication with languages, cross-linguistic convey or non-employment, the use of L2, and having high proficiency in it. Thus, first language attrition is an operation in which the first language skills are not used more or are replaced due to interaction with other languages, and the contact with them affects L1 pronunciation and understanding (in Gnitiev, 2019).

1.10 Related Terminologies

1.10.1 Language Contact

Thomason (2001), Language in contact is the simultaneous coexistence of more than one language. Yet, neither fluency nor bilingualism nor multilingualism is necessary for language contact in this practical sense. For instance, if two groups of people speaking dissimilar codes share the same place for some time, if the groups do not interact verbally, there is a slight degree of language contact between them as a result of body language and gestures (p.1).

1.10.2 Language Use

It is a concept or element that leads to drains language. *"since the activation threshold of any item stored in memory is dependent upon frequency and recency of previous activation, the most important predictive factor for language attrition within this framework is language use"(*Kopke, 2007, p. 3). Kopke has severely boosted the need to study the effect of language use on linguistic loss. She confirmed that *"the issue of language use and contact certainly needs to be investigated further in the context of attrition"*(Kopke, 2007, p. 25).

1.10.3 Language Change

Nordquist (2019) portrays language change as a process of changing the linguistic characteristics of a given language and utilizing them. Alterations could occur at the level of phonetics, vocabulary, semantics, and grammar. According to the outcomes of many investigations, language change in contact status is language internal (Schmid & Köpke, 2004, p. 17) and commonly applied to morphology (Bettoni, 1991 in Schmid & Köpke, 2004, p. 17).

1.10.4 Language Transfer

As exemplified by Feng (2017) transferring is either an inter-language process between various languages or an intro-language process in which one language discusses its structure and vocabulary. Additionally, he acknowledges that "transfer" implies the unpremeditated, unconsciously and intuitively employ of prior learned behaviors or knowledge to develop new reflexes and responses. It is essential to comprehend how old language knowledge of the native language impacts the new language knowledge of the prey language.

In the same vein, Odlin 1989 inserts that some academics advocate the term to be eliminated or employed only in highly restricted circumstances. Despite this, the term transfer stocks with some puzzling intricacies. So, their contention is that transfer is overly unclear since it does not depict the underlying consequences and is interpreted in various approaches (p.25).

1.10.5 Borrowing

It is the result of language contact. Linguists differed in defining it, and therefore there is no specific illustration. It occurs when people communicate with each other and employ elements from strange languages into their original vernacular language as their own to enrich their vocabulary. *"Simply it implies that one language takes linguistic elements(s) from another language and makes it as an inseparable part of the language in order to expand the languages vocabulary"*(Sabir, 2016, p. 458). Loan words mentioned as the *"introduction of a word or some other linguistic features from one language or dialect into another"*(Crystal, 1992 in Sabir, 2016, p.458).

1.10.6 Language Shift

It is an operation by which a multilingual people disuse their native language and replace it with another. Technology, the internet, social media, civilization, and foreign business transactions are factors that contribute to a severe connection with different groups having different languages, and thus individuals are obliged to use a common variety for contact. Benali (2007) viewed language shift as: *"A process whereby people who habitually speak one language, most of the time the minority language, switch to speaking another language, the majority language, and in the process give up using their first language"* (p.216). More specifically, It refers to the use of a mutual language between speakers in order to communicate with each other, thereby abandoning the habitual language.

> *Language shift is the process whereby members of a community in which more than one language is spoken abandon their original vernacular language in favor of another… Processes of globalization, urbanization, and long-distance economic migration, have led to increased interactions between groups speaking different languages, and therefore to a need of a common language of communication.*
> (Kandler & Steele, 2017, p. 4851)

1.10.7 Transliteration

Merriam-Webster's dictionary cites 1835 as the year the representation was coined. An illustration of this is the use of characters or alphabets from a foreign language to write, represent, or spell words in one's native tongue. Yet, this writing system is known as transliteration. Al Jumaily (2019) essentially, transliterate consists of the prefix Trans, which directs to a direction, and the prefix litera, which directs to a letter. A Latin word known as translitteratio inspired this word (p.2). Due to globalization and the invention of cell phones, Algeria has been influenced. A surprisingly common representation materialized during the 1990s, "texting or text messaging or simply txt or txtng" (Crystal 2008). It was called Short Message Service (SMS) a form of text messaging, an informal method of sending and receiving messages operating mobile phones (Berrabah & Benabed, 2021.p.247).

Despite their similarity, there is a difference between transliteration and chat. It has become widely accepted that chat is commonly utilized, and has gained a sense of familiarity through the use of Roman letters and numbers instead of Arabic alphabet letters which were originally unavailable in Latin (Al jumaily, 2019, p.5). So there are two types of alternations:

Backward transliteration is used when someone transliterates an English identity into Arabic. Names/identities typically take one state, and this allows them to be differentiated. It is customary to write "Clinton" in this manner, whereas it may take three distinguishable forms in Arabic; كلينتن، كلينتون، كلينطون. A transliteration from the left to the right (Onward transliteration) is another method of transliterating Arabic symbols. Any identity, including names, is acceptable as long as the initial pronunciation is maintained. In some cases, this may result when transliterating between languages with diverse phonemic techniques, such as English and Arabic. For instance, the Arabic name ' صلاح الدين ' Several forms could be expressed: **Salah El Deen, Salah Al-Din, Salah Eldin, Salah El Din, Salah Aldin, Salahel Din, Salahelddin, Salahudin, Salahuddin, Salahdin** (Al jumaily,2019,p.6).

1.10.8 Code Mixing and Code Switching

Muysken (2004) represents code mixing as the combination of two languages in one statement *'I am using the term code mixing, to refer to all cases where lexical items and grammatical features from two languages appear in one sentence'* (p.1). He noticed that language contact causes code-mixing, an intra-sentence linguistic phenomenon in which grammatical components and lexical elements from two languages come out in a single utterance, sentence, and conversation. On the other hand, as reported by Gumpers code-switching occurs when passages of speech belonging to two dissimilar grammatical systems or subsystems are juxtaposed in a speech exchange. Thus, this can happen when a speaker switches from one dialect to another, or when they use words or phrases from one dialect within another. It can also happen when a speaker alters the format of their sentence to serve their audience (Cantone, 2007. p. 55). Despite this, Muysken has noted that the term "switching" should only be used to describe alteration-type mixing. Rather than describing conditions where speakers rapidly switch between two languages in a single sentence, He has considered that the term switching should be used to name situations in which two languages has utilized in alternation within a single discourse (Cantone, 2007. p.58) .

1.10.9 Language Loss

"Language loss refers to loss or attrition of skill in one's native language (L1) or a second or foreign language (L2)" (Oxford, 1982, p.160). It refers to the abrasion of a given language's proficiencies as a result of intense exposure to varied languages and their impact on the speaker. Language loss and language attrition are two related terminologies that indicate the forgetting of some dexterity that had been previously gained. Attrition is a regression and portion erosion of linguistic abilities, while loss represents the total decay of a language. Negrisanu (2008) stated that *"... Attrition is a decrease and a partial and*

inconsistent deterioration of language skills, the term loss implies a final stage, where all or most L1 language skills have become inaccessible to the speaker"(p.13).

1.10.10 Language Death

In her book 2001, Thomson delineates language death as the disappearance of its native speakers (p. 224). Thus, it occurs when a language is no longer used by its native speakers and substituted by other varieties. In some cases, it may result from changes in culture, the spread of a prevail language, or other external factors. In Ireland, for example, the Irish language operated to be talked by the prevalence of residents, whereas, is now only spoken by a small minority due to English spread. Moreover, as a result of young people migrating from several rural areas aged 20-30 due to education and changes in occupational structure, farming practices were reduced. Otherwise, it has also resulted in the loss of access to certain aspects of Irish culture, including traditional music and literature (Campbell, 2015, p.43).

1.10.11 Language Conflict

Even though the language is an integral part of cultural background and identity, it is often exploited negatively globally and locally to categorize, separate and divide people, creating bickering, conflict, rivalry, and a sense of entitlement among individuals and subsequently marginalizing the language which has a small number of speakers. Therefore language conflict is a consequence and result of political tension, social conflict, and cultural collision between speakers of different languages within the same speech community.

'Language conflict is intrastate political tension or civil unrest between speakers of different languages; Language plays a central role in group and national identity and therefore provides an important indicator of deep-seated political, social, and economic conflict' (*About the Project -* Language Conflict Encyclopedia, 2020)

Section Two Understanding Generational Categorizations

1.2.1 Generation Z vs. Millennial

"Worldwide shift to a lingua franca"

Owing to both its significance and the dissimilar interpretations of the concept across a wide range of fields, it is widely accepted that globalization is the ensuing of the growth of international trade in goods, services, and capital (Cîrdei, 2019.p.40). Wright (2004) argues that as globalization enhances the need for a universal language, the global shift to a lingua franca is increasingly required to facilitate across cultures communication (Negrisanu, 2008.p.3); moreover, it also depends on the growing integration of economic activity. Globalization has spread swiftly and widely as a result of digitalization, technical breakthroughs, and the Internet; its evolution and transition affect how learning, employment, theory, enjoyment, and interpersonal interactions are structured. Consequently, Language has evolved as a result of changes in social aspects in the surrounding environment; the world has become a small village where the language is unified. Foreign languages can be learned by anyone; so, they will able to communicate in a variety of languages with diverse people via auto-correctors, online dictionaries, and in recorder time.

1.2.1.1 Millennials

The characteristics of each generation are shaped by intergenerational alterations in behavior and conceiving caused by economic and social externalities. The graph symbolizes the lifespan and generational order, Gen 2 or Boomers, Millennials, Generation N, and Generation Z.

Figure 1.2.1

Intergenerational Lifespan

Note. reprinted from Pew Research Center (2019) retrieved 04/01/2023 from

https://pewrsr.ch/2szqtJz
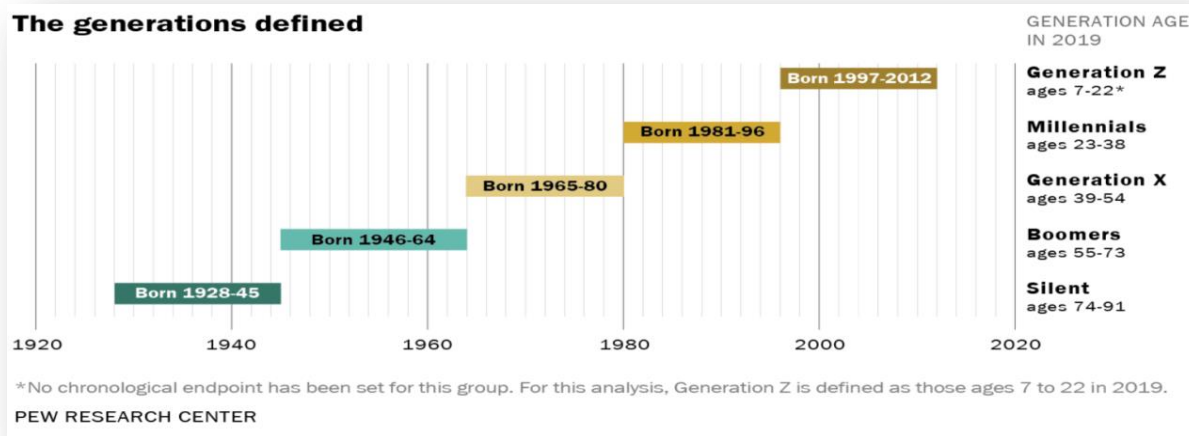
> Raines (2002) *'they are sociable, optimistic, talented, well-educated, collaborative, open-minded, influential, and achievement- oriented. They've always felt sought after, needed, indispensable. They are arriving in the workplace with higher expectations than any generation before them—and they're so well connected that, if an employer doesn't match those expectations, they can tell thousands of their cohorts with one click of the mouse. They're the Millennial* (para.2.)

In the author's view, the millennial generation is illustrated as those born and raised in the eighties and early twentieth century 1990. During this period, economic and social recovery occurred, close-knit families existed, and technological developments were taking place, along with the introduction of electronic communications and forums, as well.

Millennials exhibited an absolute self-confidence in making discretionary and appropriate decisions, as well as sincerity, commitment, mastery of work, and remarkable diligence in academic studies. Parental attention, teachers' attention, and even employers' attention contribute to their sense of entitlement and competition. In spite of the increasing

unemployment rate worldwide, they demonstrated the courage, creativity and enthusiasm necessary to accomplish their tasks and excel.

From one side they are recognized as the most cooperative generation with the highest degree of social intelligence, as they value teamwork and respect each other's opinions; moreover they are flexible in how they relate to their friends and their social relationships. During their free time, they enjoy engaging in face-to-face interaction, participating in sports, and reading, solving crossword puzzles, and playing chess. From other side, due to their overwhelming desire to find solutions to problems and to develop as individuals and as a society, politics and social issues take over their interest and curiosity(Nichols, 2015.p. 39)

1.2.1.2 Generation Z

In her analysis of a large sample of generation Z in various parts of Britain, Combi (2015) determined that after the millennium generation, generation Z encompasses those individuals born from the mid-nineties to the middle-2000s, and denominators define this group as those born from 1997 to 2012. She concluded that they have grown up with admission to a wide variety of entertainment, communication, and information sources that previous generations didn't have such as daily and various TV's channels and online videos. They are also more tech-savvy than any antecedent generation and have come up with the idea that technology can solve almost any problem. This has made them more aware of global issues than any previous generation, as they can captures information from around the world with just a few clicks.

> *"The teenagers and children of generation Z were born between 1995 and 2001. They are the first generations who have never saved their pocket money to buy an album. They are astonished when you tell them there used to be only four channels on TV. They have never known just one generation before: a Smartphone. Not*

many of them have grandparents who fought in a war."(Combi, 2015.p.1)

The graph below demonstrates "Gen Z" clearly ahead of "Millennials", so "post-Millennials" is used as a placeholder. There is no scientific research to determine the timeline, but the momentum is clear with them, generation Z is the second generation after the tenth generation, it is also known as the second generation after the tenth generation. Known as the Internet Generation, Generation Z is the first generation born after the widespread adoption of the Internet, and is arranged alphabetically following Generation Y (Millennial Generation) (Z شرح معنى جيل, n.d.). In recent years, they have made quite a splash in the media and popular culture. According to Google Trends data, more people search for information with Gen Z than any other name, including Merriam-Webster, Oxford, and the Urban Dictionary (Dimock, 2019, para.6).

Figure 1.2.2

Searches for Millennials vs. Gen Z on Search Engines

Generation Z dominates online searches for information on the post-Millennial generation

Relative U.S. search volume of generation terms (Google Trends)

Note: Google Trends data are based on weekly query volume for a given query relative to the highest weekly volume of any queries being compared within the time period and geographic region examined. The maximum relative search volume in the period is 100. The trends above are quarterly averages of weekly relative search volume and include shortened versions of search terms (for example, "Generation Z" also includes "Gen Z"). Values do not reflect the absolute number of searches.
Source: Pew Research Center analysis of Google Trends (accessed Jan. 8, 2019).

PEW RESEARCH CENTER

Note. reprinted from Pew Research Center (2019) retrieved 04/01/2023 from

https://pewrsr.ch/2szqtJz

As they grew up with technology, and are more comfortable with digital technology than before, Prensky coined the term "digital natives" to describe people born after 1995-96, commonly referred to as the "computer generation"; Because of this global digital openness, generations have developed special and diverse approaches to communication and learning, as virtual reality has become a vital element in many of their daily needs, including education, entertainment, electronic commerce, and electronic profit, as well as digital currencies such as Bit-coin (Remizantseva & Ablyazov, 2019.p.346). Nonetheless, these exchanges and developments contributed uncommonly to the formation of new and unique criteria for the generation, as it became capable to view everything and follow the news from anywhere with a click of a button and in a very record time, in addition to sharing their diaries.

Subsequently, this daily exposure made them freely express their opinions, discover multiple cultures, different ideas and acquire more than one foreign language through their

choices such as series, YouTube clips, music and movies including Turkish, Korean, Indian and Japanese. They can now enjoy K-pop and appreciate the beauty of the Korean language by watching Korean dramas without having to visit Korea, which allows them to communicate more easily with people around the world.

1.2.1.2.1 Genration Z's Language

Consequently, copy paste generation's language has acquired a distinctive and peculiar style. They have developed new communication techniques, and incorporate specific vocabulary and elements from multiple languages, particularly their own slang and expressions and abbreviations known only to their generation and their friends. As a result of this daily display, many symbols in one context are in contact with each other. For this reason they minimize the use of first language skills as the message is sent using words from whatever language they are familiar with. Regardless of whether the context is appropriate or not, even if none of them are native speakers of those languages (Monteiro, 2022.para.3).

"Curling generation" is another representation about their poor diligence and dependence on their parents for superior protection and special care that promotes laziness among them. Some researchers elucidate Gen Z as underachieving, impatient and instant gratification individuals due to extensive and fast exposed to instant content such as: reels and short videos. As a consequence, they become increasingly distracted, temperamental, impulsive, anxious, and their concentration spans are reduced. (Salleh, Mahbob & Baharudin, 2017. p.61)

1.2.2 Characteristics of Generation Z in Algeria

Language, entertainment, and job opportunities in Algeria are constantly evolving, as in many other contexts. The verbal repertoire of zoomers has been enriched in Algeria, as they
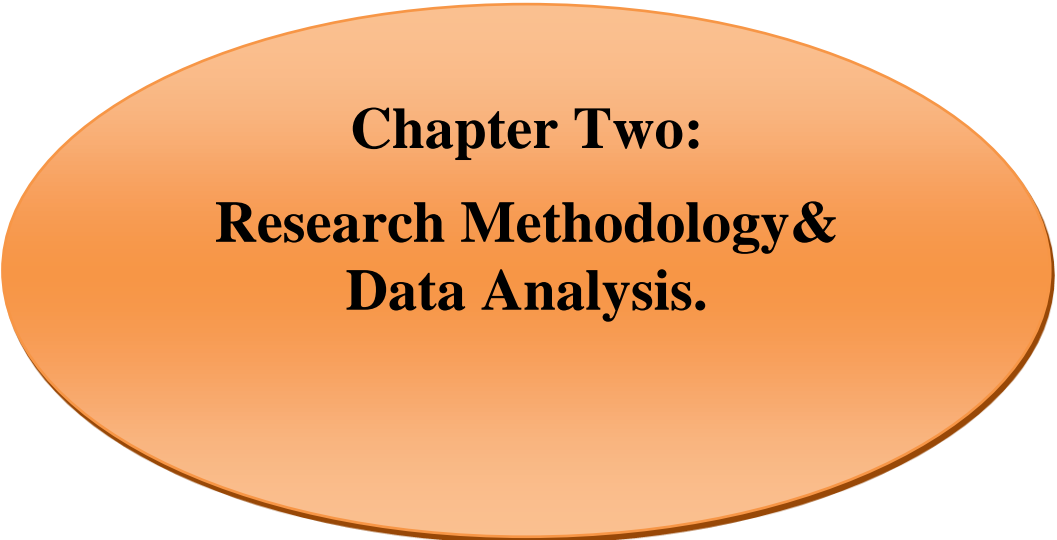
have many common agents with all Generation Z around the world where they are exposed to the Internet and technology on a global scale, appreciate and empathize its value and seek broad knowledge of cultures and languages, as well as their acceptance of new ideas, concepts and experiences.

As well, they are more willing to challenge the status quo and explore novel avenues of research. Making them better able to adapt to ever-changing environments and take advantage of technological developments. This enrichment affects the use of the mother tongue amidst this modernized context, as individuals can now speak more than one language in their daily exchanges. Despite linguistic competition via the Internet, Algerian Gen Z is also proficient in concepts and terms specific to the Algerian context. These concepts were difficult for previous generations to understand. Beside that it consists of abbreviations, sentences, and words that facilitate the immediate and rapid transmission of messages between them (Edition La plume, 2021)

On the other hand, there are some differences between Gen Z and antecedent generations when it comes to entertainment. Algerian Generation Z prefers video games, online games, various tasks, daily conversations, publishing stories and sharing all events with screen friends as a form of expressing themselves as well as sharing their favorite hobbies such as photography, audio recording and digital drawing and even by following modern and daily things such as blogs, videos, trendy clothes and cases. Unlike the preceding generations preferred sports such as jumping, drawing and writing. Likewise, their future careers change relevant to their contexts and their new jobs materialize through the instantaneous material profit offered by social media and websites and with minimal effort in: YouTubers, Instagrammers, fashion bloggers, influencers, freelancers and others through advertising and free startups lamasatasma9592(2023).

1.4 Conclusion

The chapter provided some of the preceded studies of mother tongue degradation to point out its importance, especially with regard to generation Z, which coexists with features that are completely, differ from those of other generations, such as phones, robotics, telecommunications and others. Chapter two will serve as a comprehensive guide to the research methodology employed, highlighting the data collection procedures, and the chosen data analysis techniques. By providing a clear and detailed account of these aspects, this chapter aims to ensure the rigor and validity of the research findings.

Chapter Two:

Research Methodology& Data Analysis.

2.1 Introduction

Language attrition is a crucial issue to study, especially among current generations "zoomers". Individuals are surrounded by various languages as a result of exposure to technology and its types besides divergent communities. Our research is investigating the extent to which this generation is affected by language drift. As its nature is a heuristic paradigm that means at the end of the study the hypothesis will be found. Hence, the chapter at hand is consecrated to research methodology and data analysis.

2.2 Methodology

2.2.1 Research Methodology and Procedures

Research methodology is an operation that is used to achieve a set of objectives. For providing a credible investigation, a mixed methodology is applied, which involves two types of paradigms (quantitative and qualitative approaches). The quantitative method is used because it furnishes statistics that reflect the extent to which generation Z's first language is exposed to attrition due to their coexistence with diversified languages via the internet and social platforms. On the other hand, this work is qualitative because it gives more information and descriptions. In this prospect, two research tools are appropriately employed, an online questionnaire and an observation to gather the required data. First, the questionnaire is directed to third-year students in the English Department at Tiaret. It includes seventeen questions, both close-ended and open-ended. Second, observation is a research tool that gives the investigator license to emphasize what has been put forward formerly. We have observed the students' speech and behavior in the classroom besides their messenger group.

2.2.2 Participant and Setting

A sample of third-year Bachelor students from the English language department at Ibn Khaldoun University in Tiaret, Algeria, was chosen for this study. The sample consisted of eighty-six students, comprising 62 females and 24 males. These students were specifically selected due to their exposure to a language acquisition conflict, where they are simultaneously acquiring a second language (L2) while facing potential loss of their first language (L1). Additionally, this sample was chosen as they belong to Generation Z, a demographic considered more susceptible to language attrition.

2.3 Data Analysis

In the subsequent section, we will delve into a comprehensive analysis of the responses obtained from the selected category; the aim is to gain a deeper understanding of the findings and draw meaningful insights from the data. Thence, by examining the collected responses, we will explore various aspects related to language attrition and its impact on the selected category. Additionally, we will highlight noteworthy observations and provide detailed interpretations to elucidate the implications of the results. Through this detailed analysis, we aim to shed light on the specific dynamics and nuances of language attrition within the chosen sample.

2.3.1 The Questionnaire Analysis

2.3.1.1 Students General Information

Question 01: Participants' Personal Information

Discussing our sample features, the table below illustrates individual student ages. 88% of them are over 20 years, whereas 12% are under 20 years.

Age	Percentage	Gender	Percentage	N° of the sample
Under 20 Y	12%	Females	72%	62
Over 20 Y	88%	Males	28%	24
Total	100%	Total	100%	86

Table 2.1 The Sample's Age & Gender

It is evident from the previous table overhead that the prevailing gender within the group is female. The analysis is based on 86 student responses, 72% of whom are female. The remaining 28% are males. So, it is intended to elicit opinions and perspectives that dissent regarding the relationship between language, the internet, and language drift. It is accomplished by indicating the ratio between males and females in the EFL classroom.

2.3.1.2 English Language Learning

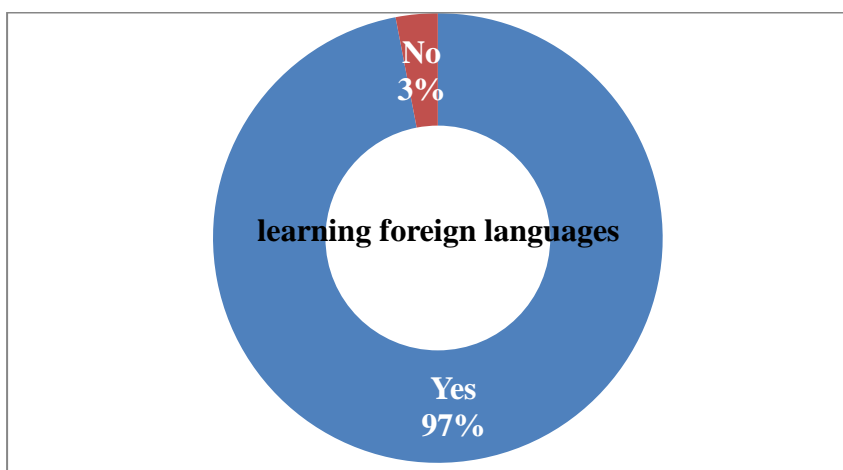**Question 01:** Is it worthwhile to learn foreign languages?

Figure 2.1 Foreign Language Learning Feedback

As indicated in the figure above, 97% of the population have replied 'yes', which means that the majority have positive attitudes towards learning foreign languages, while the rest have answered 'no'. Studying new languages is important for them because it aids them a lot to meet their special needs,

especially in this era, such as communication, tourism, and others. It shows that many of them learn different languages, which indicates that there are a large number of students who are exposed to attrition.

Question 02: Which skill(s) you master the most?

As mentioned in the graph below, a high number of the sample (41.8%) claims that they master speaking skills as English students, while 29.06% of them have reading proficiency and 15.1% of respondents have listening competence. where 13.9% of participants state that they are adept at writing. As long as they have varying skills in the English language, it reveals that they have a regression in their mother tongue competencies, particularly at the level of speech. More precisely, their possession of proficiency in English denotes that they have a decline in MSA.
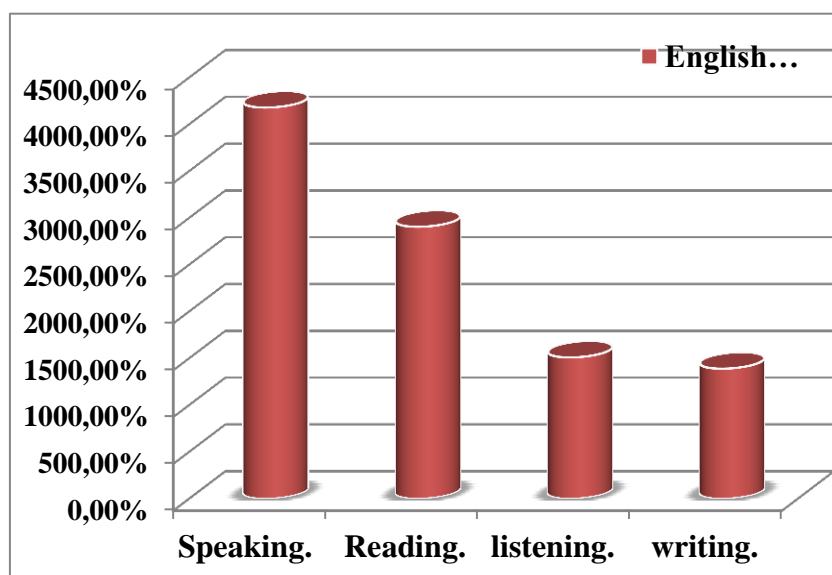

Figure 2.2 Students' Fluent Skills in English

Question 03: Is auto-correction helpful in serving your foreign language learning?
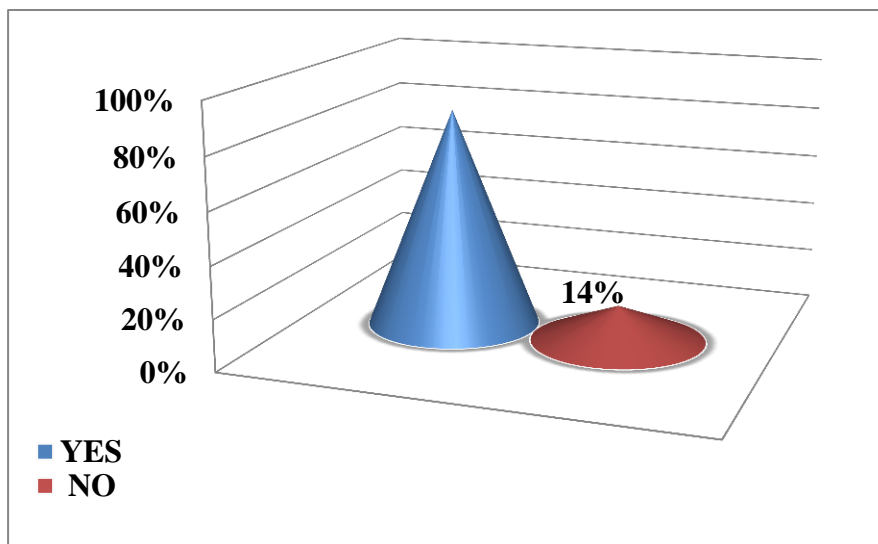
Figure 2.3 Students' Use of Auto-correction Tools

We seek to comprehend students' reliance on these technologies and their effects on language competency by examining the data pertaining to the use of auto-correction tools by the students. The investigation will examine usage, preferences, and attitudes toward auto-correction technologies while taking into account variables including usage frequency, perceived advantages, and potential drawbacks. The chart above discloses that the majority of students 86% approve the fact that auto-correction is helpful in their foreign language learning. Whereas a few of them, 14%, has answered conversely. It implies that most participants use the internet, and it helps them acquire new languages through distinct ways and tools. Since there is a great agreement that auto-correction aids in learning strange languages that denotes their cohabitation with other languages, causing the depletion of their first language.

Question 04: Have you downloaded any English-learning applications in your smart phone?
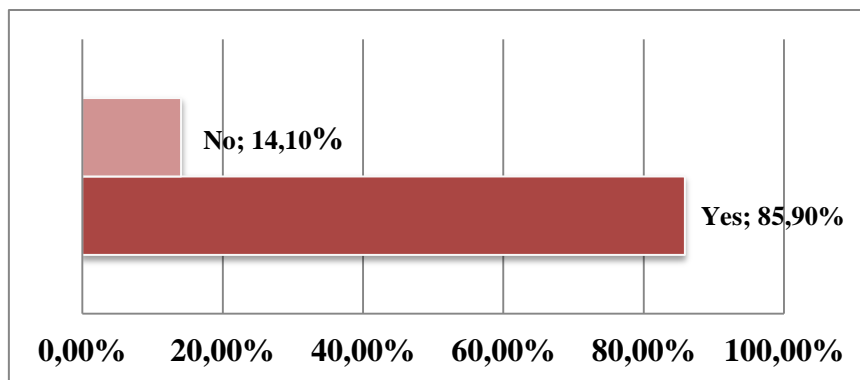
Figure 2.4 English Learning Applications

As the purpose of the fourth question, students are asked whether they are willing and capable of acquiring English using technology. As a result, it acknowledges their concern about English development and acquisition as quickly and conveniently as possible. More than 85% of students are interested in learning multiple languages through the Internet, especially through learning applications. English comes first. According to them, learning applications for any foreign language has become effortless, enjoyable, direct, and requires little effort on the part of the student. Through this service, they can learn any language skill from a variety of renowned professors around the world with the click of a button. Approximately 14% of respondents claim they have no experience with these applications.

2.3.1.3 Student's Language Use and Internet Use

Question 01: Your smart-phone has a language selection option, which language you prefer?
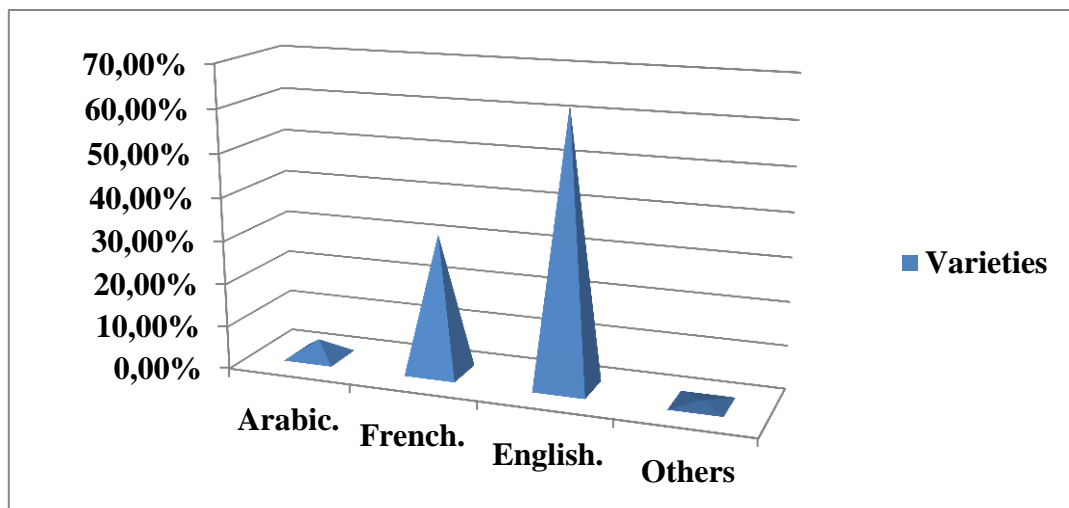
Figure 2.5 Participant's Favored Phone Language

As seen in Graph 2.5, 63% of the selected category says that they prefer English when using their smart phones; in fact, they view it as more suitable because they believe that it is more prestigious and also because it is the language of the world. On the other hand, 32% chooses French for their devices; however, they learn it in primary school, and the other 4% uses Arabic. It means that they are more affected by English. In addition, this points out that they are eligible for their native language loss.

Question 02: Your daily phone usage?
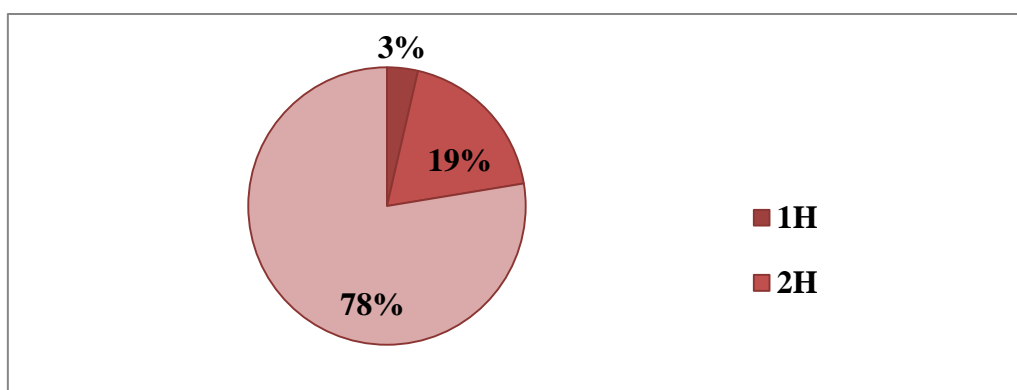
Figure 2.6 The Frequent Use of Smart Phones

Student phone usage is shown in the graph. 78% of student phone users spend more than three hours per day on their phones, the remaining 19% spend less than two hours and about 3% use it for only one

hour per day. There is a wide variation in students' obsession with technology. The above question reveals a serious problem among students, namely addiction to Internet usage for very long periods of time. Today, people frequently carry their phones with them wherever they go, whether they are playing, learning, or attending class in order to chat and take photos, despite the fact that such devices are prohibited in classrooms.

Question03: How many words (from other languages) you use in one conversation?
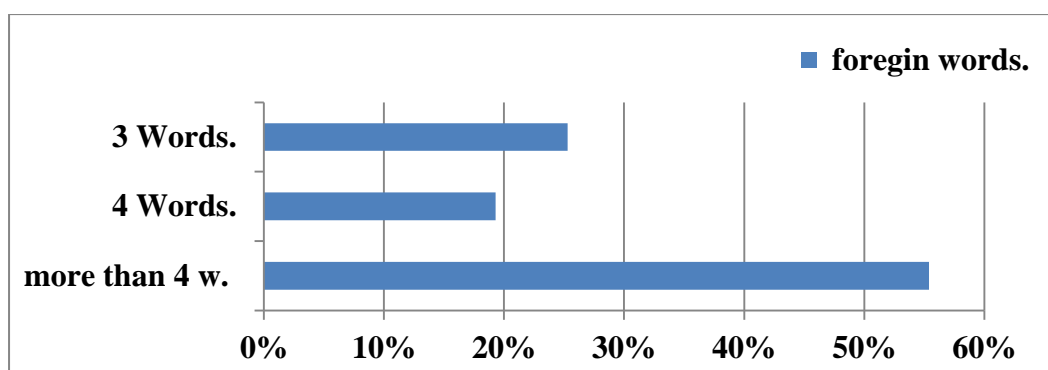
Figure 2.7 Students' Usage of Foreign Words.

The objective is to gain insights into the frequency, patterns, and impact of incorporating foreign words into their language usage. By examining the data related to the students' incorporation of foreign words, we aim to understand their motivations, preferences, and the potential influence on their language proficiency. The graph (2.7) shows that 55% makes use of more than four words from other languages in one conversation; the rest 25% affirms that they employ three words. However, 19% of them utilize four words. It shows that there is a significant percentage of students who are exposed to varied varieties and their profuse use in their conversations. Yet, it clarifies the extent of this sample's vulnerability to the deterioration of their mother tongue.

Question04: In your social media conversations, what languages do you usually use?
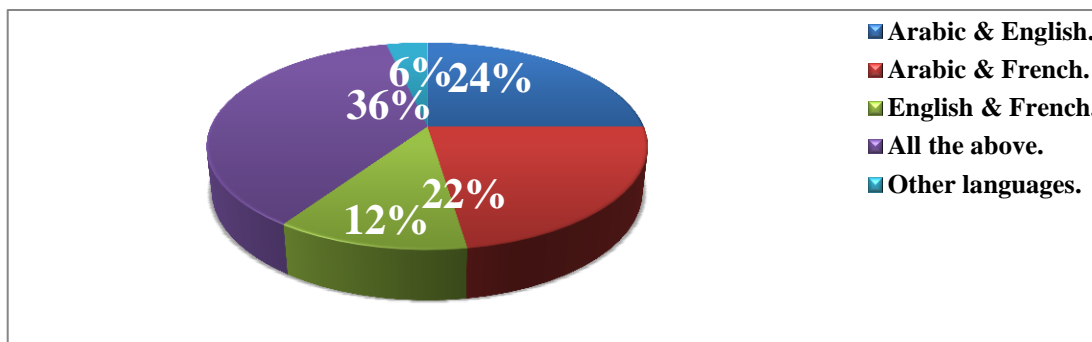
Figure 2.8 Student's Languages Use on Social Media Platforms

37% of the students say that they mix between Arabic & English, Arabic & French, and English & French in their social media conversations. In addition, 25% indicates that they mix Arabic & English. Also, 23% claims that they employ Arabic & French, and 12% states that they use English & French in their social network discourses, while the rest of the population selects other languages. It denotes that the contributors use heterogeneous languages in their speech, which leads to continuous loss or attrition of their original language.

Question05: is designed to determine a student's flexibility towards different types of content they experience on the Internet for instance: music and YouTube channels, specially with their most preferred language.

The question requires students to illustrate their ability and flexibility to adapt to various forms of entertainment such as: music, series, games, and movies extend beyond Arabic; students tend to watch these types of entertainment, when they have free time. They are extremely interested in English entertainment content (over 40%). A number of these individuals are interested in experiencing content in a language other than English, French, or Arabic (about10%) instead of viewing native-language content, which is very rare. Approximately 29% of those individuals intend to engage in such activities. In addition to French, even though it is a second official language, less than 12% prefer it.
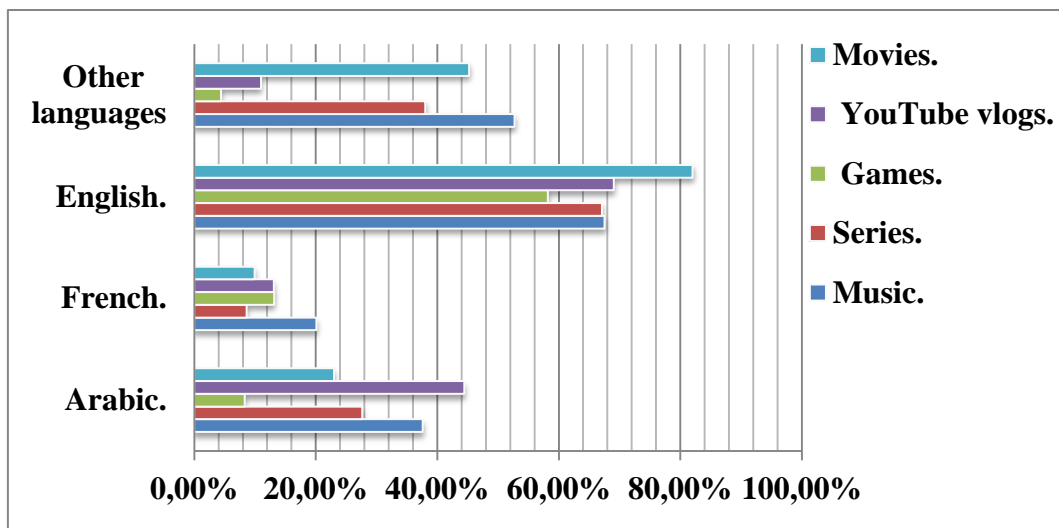
Figure 2.9: Break-time Participants' Favorite Online Content

Question06: Besides English, are there other languages that you master?
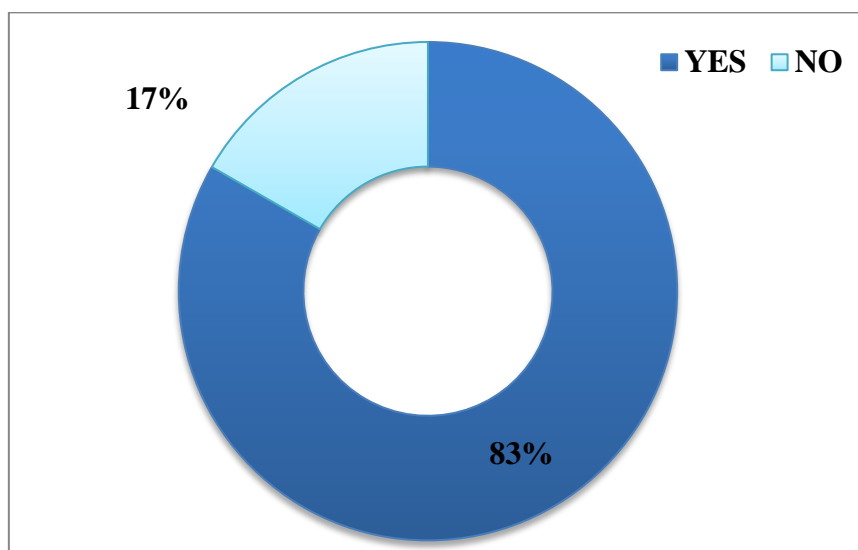
Figure 2.10   Languages Proficiently Spoken by the Students

There were 83% of respondents who mentioned that they had learned or knew other languages besides English such as Spanish, German, Korean and Turkish, among others. As opposed to this, 17% of the respondents indicated that they did not have any experience in learning another language. As stated above, the purpose of this question is to determine the number of languages they deal with as well as the languages in which they are exposed to the

Arabic language through the internet or academic study. The result is that the student's verbal repertoire has been enriched with the new knowledge words and verbs.

Question07: Are you able to speak Arabic fluently without using foreign words?

In this question, we are interested in identifying the use of Arabic language between our sample, while excluding elements from other languages in the same conversation or utterance. A very small number of them 35% are qualified to carry on a conversation exclusively in Arabic; however, the majorities 65% are unable to speak their mother tongue without employing and excluding foreign words. Even though Arabic is their official language but ADA itself is a combination of Arabic & French terms; Due to the long period of French colonial rule, around 75% of the Algerian dialect consists of French words. Thence, Algerian students switch codes and mix them unintentionally.
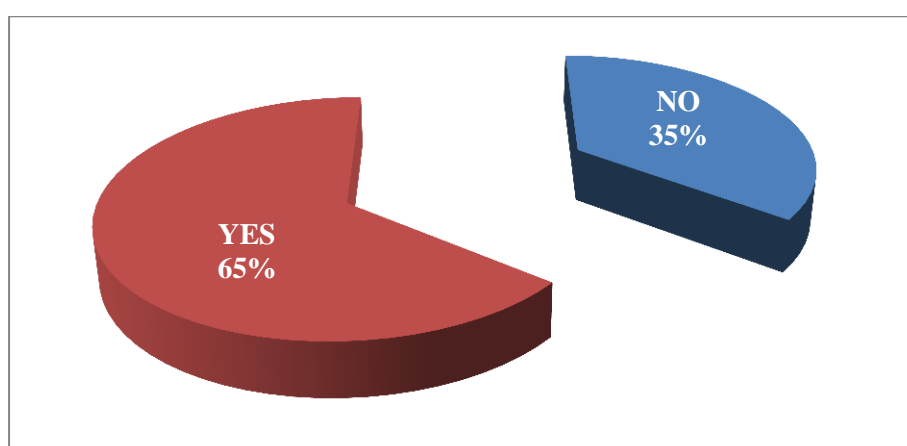
Figure 2.11 Student's Arabic proficiency

Question08: Please read the following statements and fill-in the following likert scale:

Statements /difficulties	Agree	Disagree	Neutral	Strongly agree	Strongly disagree	Mdn	IQR
a) I have trouble writing concise expressions because, I think in Arabic, and cannot find the	48.8%	13.9%	15.1%	15.1%	6.9%	**2**	**2**

correct spelling, punctuation, etc.							
b) I have difficulty understanding grammar rules: plural endings, pronouns, etc.	15.1%	29.06%	33.7%	9.3%	11.6%	**3**	**1**
c) I struggle with pronouncing words correctly, intonations, etc.	29.06%	8.1%	39.5%	10.4%	10.4%	**3**	**2**
d) It is challenging for me to convey knowledge, and express my thoughts as an ADA speaker.	23.2%	12.7%	23.2%	17.4%	20.9%	**3**	*2*

Table 2.2 Obstacles Encountered by Students
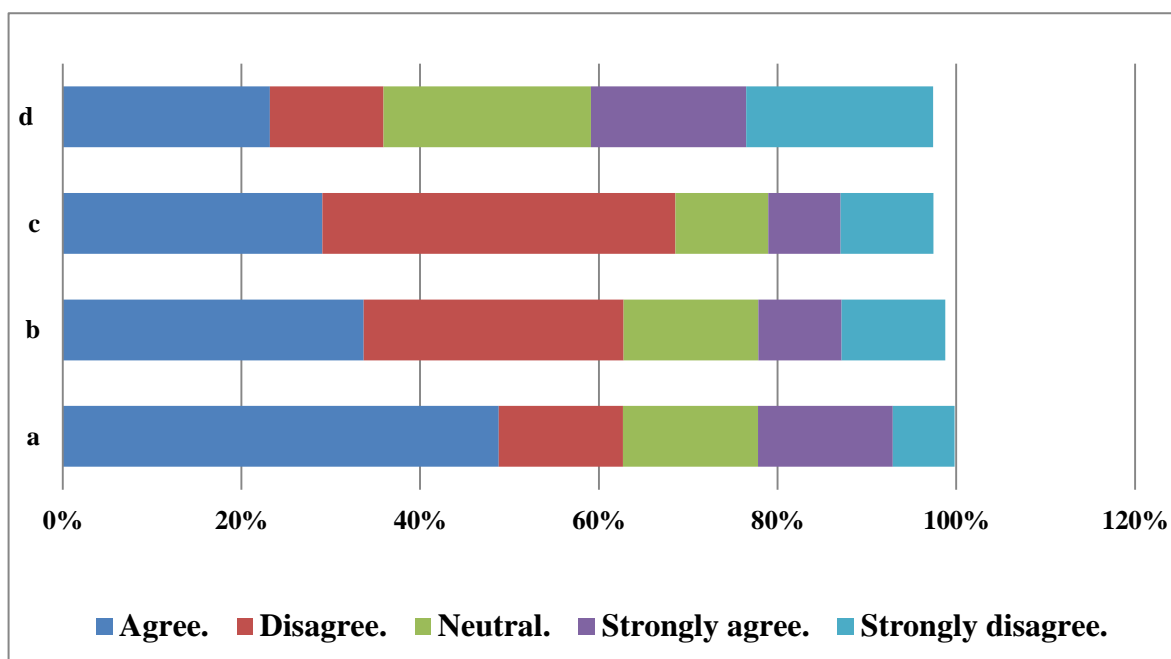
Figure 2.12 Challenges Faced by Students in Language Learning

Students are asked for their opinions if they have struggles expressing themselves, writing, or speaking English as a second language. They seem to be diversified. 48.8% of the population (N = 42) agree that they have trouble writing concise expressions because they think in Arabic and cannot find the correct spelling and punctuation. They are in a state of defeat with themselves between leaving their first language (Arabic) and using a second one (English). Meanwhile, 13.9% of students (N = 12) indicated that they disagree. 15.1% of them (N = 13) are neutral. Similarly, 15% of participants (N = 13) say that they strongly concur. The remaining group severely rejects this difficulty (Mdn = 2; IQR = 2). Second, 33.7% of the sample (N = 29) is unbiased with the notion that they have trouble understanding grammar rules, plural endings, and pronouns. 29.06% of the population (N = 25) are against it due to their good knowledge of it. whereas 15.1% of the students (N = 13) agree that they have obstacles in syntax basics. 11.6% of them (N = 10) highly reject this concept. Regarding 9.3% of them (N = 8), they substantially accept that issue (Mdn = 3; IQR = 1). Third of all, 39.5% of the participants (N = 34) are neutral about the fact that they have difficulties with pronunciation. 29.06% of them (N = 25) are with However, 10.4% of the sample (N = 9) robustly corresponds to that issue. Another 10.4% of students (N = 9) highly disagree, which means that they do not have problems with speaking skills. Thus, 8.1% of respondents (N = 7) oppose it; they have proficiency in English (Mdn = 3; IQR = 2). Fourth, (N = 20, 23.2%) is a number that expresses the respondents' agreement while also representing their neutrality about the matter of their challenges in conveying knowledge and describing thoughts in English. At the same time, 20.9% of them (N = 18) strongly disapprove, which indicates that they have a high level of proficiency in the English language; they learn, read, and search more about it, which is why they do not find difficulties. On the contrary, 17.4% of the respondents (N = 15) strongly approve of it. While 12.7% of them (N = 11) reject it for the reason that they have acquired the language (Mdn = 3; IQR = 2). The aforementioned table

contains percentages that clarify that they are facing language conflict, which leads to L1 decline and L2 possession.

2.3.1.4 Students' Comprehension

Question 01: What are the outcomes of mixing between languages?
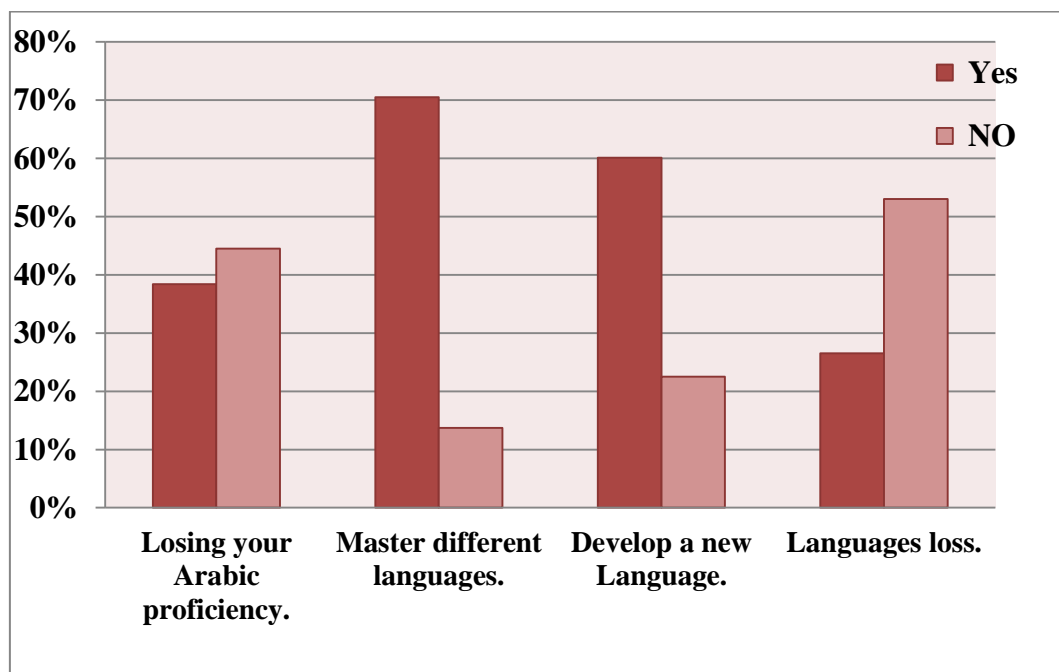
Figure 2.13 The Influence of Blending Languages

Upon reviewing the results of the first question, it is evident that students have a limited understanding of the implications of learning and mixing multiple languages. In the question, students are asked to concern their background regarding this process, as well as how it influences their native languages. More than 72% say that mixing between languages helps master different languages. Hence, others suggest that is possible to lose their Arabic proficiency45%. Although 61% believe that this process may create new language or specific codes.

Question 02*:* Can you describe how you use foreign languages in your ordinary and social media communication? Is this a conscious or unconscious process?
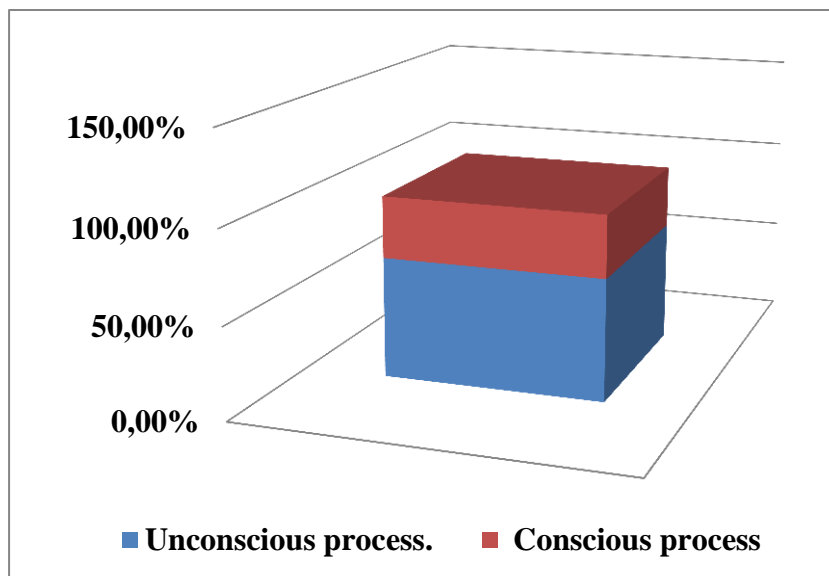
Figure 2.14 Student's Foreign Languages Performance

This question seeks to estimate students' acquaintance with the operation of incorporating elements from other languages into their own. Furthermore, it discusses whether or not it is cognizant when they mix it with Arabic during a daily conversation.

Question 03: What is the level of danger posed by exposure to another language?

The bars below display students' absolute opinions about what they experience, on a daily basis, when it comes to foreign languages that they are exposed to through the digital platforms which they utilize. Over 61% of the respondents said that exposure to language is very safe and does not have any negative effects on their native tongue. As for the remaining 39%, they are concerned about the insecurity of the Arabic language and the risk associated with exposure to other languages. As a matter of fact, the purpose of the previous question referred to the student's thoughts about the topic, to discover their perception of it from their perspective. Moreover, it discusses the opportunities and risks inherent in reading, learning, and comprehending non-native languages, as well as the dangers.
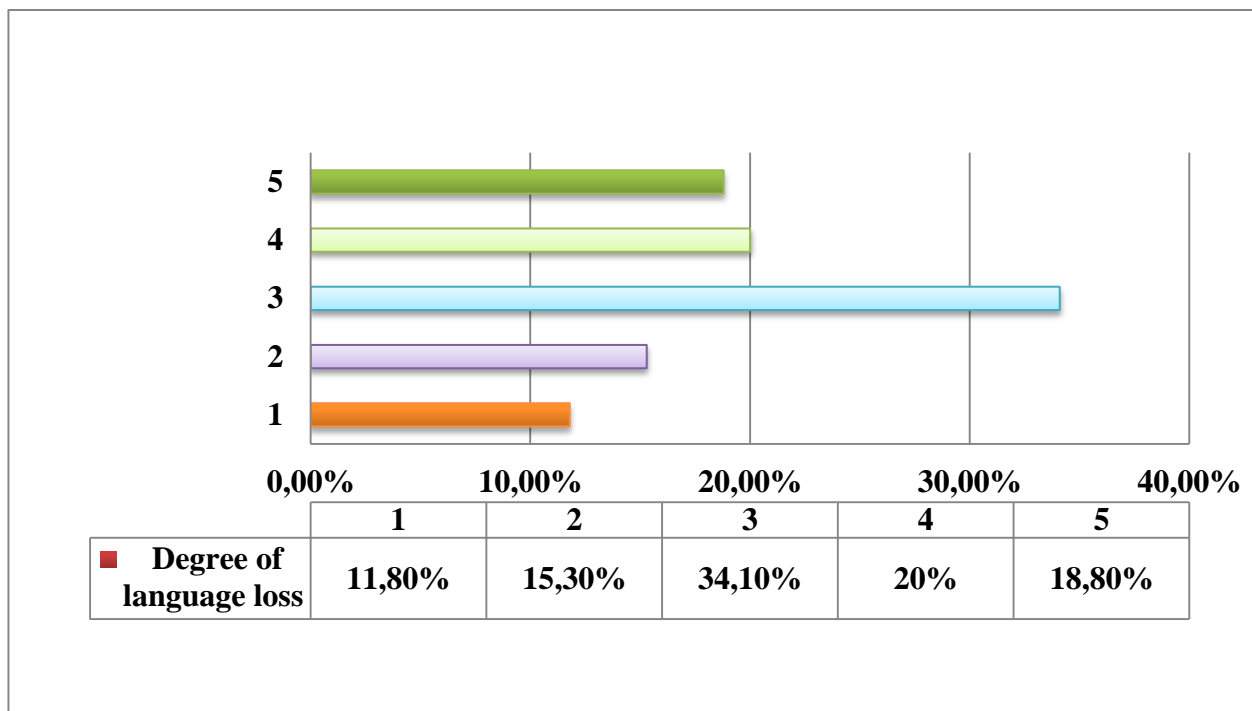
Figure 2.15 The Influence of Other Languages on the Native Language

Question04: Do you use foreign words in your speech for prestige?

68.2% of students answer with 'yes', as they use foreign words in their speech for prestige. It portrays the effect of social rules on acquiring languages. The minority of them, 31.8%, respond with 'no', in view of the fact that it is an unconscious process and is employed as a habit. It aims to know why they employ foreign elements in their speech, besides the motives causing attrition.
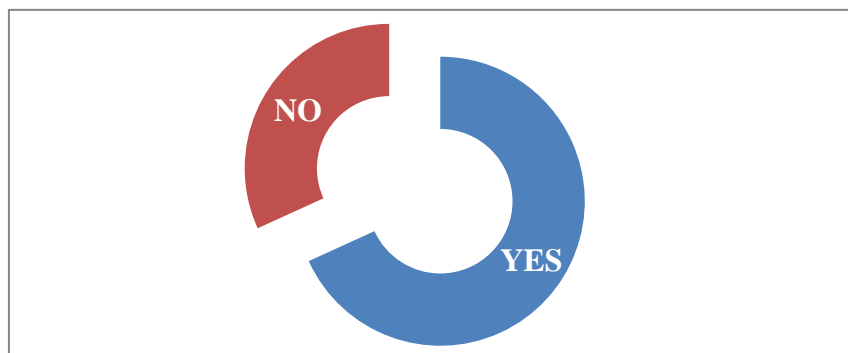
Figure 2.16 Influence of Social Rules on Language Production

Question05: In your opinion, How to preserve our Arabic language from language loss?

In this query, we attempt to illustrate students' individual efforts and opinions regarding the conservation of their mother tongue, highlighting its significance as part of their identity. Relying on the open-ended nature of the question, we collected 74 replies, where the overwhelming settled that this is the language of their religion, their identity, and linguistic heritage. Hence, it is time to take the necessary measures to preserve their language from extinction and deterioration. It is for this reason that a large percentage suggests teaching it in schools, speaking it, reading Arabic books and magazines, and joining Tajweed courses to control the exit of letters in addition to improving the image of Arabic in general for students, as it is a difficult language for them to learn.

2.3.2 Observation

Observation is a technique used to collect information about a certain phenomenon; observers control participants' behaviors, verbal and non-verbal communication. It is *"a data collection method in which a person (usually trained) observes subjects of phenomena and records information about characteristics of the phenomena"* (as quoted in Kumar, 2022, p. 1). Gorman & Clayton (2005) claimed that observation studies *"involve the systematic recording of observable phenomena or behavior in a natural setting"* (quoted in Kumar, 2022, p. 2). In fact, we have observed the selected sample upon the teacher's approval. We have attended four groups out of the total number of groups in oral and written sessions. Before doing so, we have prepared a checklist and mentioned the items we should focus on. Accordingly, we have selected only the elements that are correlated to our investigation purpose.

Observed items	Interpretation
Interaction between the teacher & the sample	Girls participate more than boys owing to their interest and having a high level of oral proficiency in English to discuss the

	lesson in comparison to males.
Interaction between female & males	Females speak English mixed with ADA & French when interacting with males, but their interaction is somewhat rare due to their attention to the lesson and, on the other hand, their distraction with mobile phones.
Mobile phones usage for Academic/ academic purposes	All students utilize phones during sessions for different purposes: chatting, taking pictures and even selfie videos, watching videos, playing games, searching in Google, calling, looking for hour, writing lessons in notes keep app, recording courses, using online dictionaries, and others, which means that they are influenced by technology.
Fluency and Accuracy of the English Language	There are a huge number of students who are fluent speakers, and this means that they are constantly developing their skills and practicing the language with the help of various online applications.
Students' extensive employment of English and French to express themselves	It indicates that they have a great deal of forgetfulness in their native language. Hence, they use English and French to bridge the gaps.

Code mixing and Code switching in Class	The participants switch and mix between ADA and English, ADA and French, French and English, and a little bit between MSA and English in their speech because it is difficult for them to speak fluently in a foreign language; they are on the road to mother language loss and acquiring L2.
The use of specific codes/ register/ Jargon.	Sometimes they talk to each other in riddles, using specific words that distinguish their language from that of other generations, such as mtala3li l vue (he does not care about me), rani mtl3a l mode avion (she does not concentrate with her lesson).

Table 2.3   Sample's Classroom Observation

2.3.3 Students 'Facebook Group' Observation

Obtaining comprehensive information about this linguistic phenomenon required shedding light on student's educational and study face book group in order to determine whether the language they use among themselves is uniform and how far they mix languages. A number of observations have been made regarding the number of languages that are in contact, as well as the flexibility of the students and their spontaneous talking. It illustrates the way in which they communicate linguistically in these languages:

Distinct languages in the same conversation.		
ADA/	English transcription	Arabic transcription
	1- Will we have a translation class now? Guys please do not ignore me! 2- Guys When will you have a method course?	1- naqra:w tranzliʃin ? 2- ǰmaʕa Ɂahdro waaʃ ́a: vue 3-ǰmaʕa qaysa:ʃ ʕandkom miθod
4- Slm khasni dernier(Fr) cour de communication(Fr) li 3ndh ysawerli cour(Fr). 5- Khasni Google classroom te3 communication please !! 6-9rito fel method 3ed Mr moulay 7-Gal yconfirmi w mzal ? 8-Wah Lah ghlb 3ndy phobia mn exmn 9-Winta yafiché m3lebelkch ?	4- Hi can anyone send me a picture of the last communication lesson? 5- Please, I need the Google Classroom code for communication lessons. 6-Have you had a session with Mr. Moulay 7-He indicated that he would confirm or not? 8-I have a phobia of examinations 9-Do you have an idea when he will present his marks?	-Sala :m Xxasni dars Ɂalaxxir ta:ʕ communication Li ʕndah ysawroli -Xxasni l code ta:ʕ Google classroom ta:ʕ communication please - Qritou fel method ʕand mr moula:y - Gal yconfirmi wla maz :al? - Wa:h la:h ga:lb ʕndy fobia mn exmn winta: yafiʃi mʕlabalkʃ?
ADA, FR & EN./ Guys(En) 3ndna test ESP demain(fr) So(EN), mafhamtch wach ydir surtout(Fr) koul group(Fr) hadra!	Guys we have a test ESP tomorrow? So, It was confusing since he told each group something different!	ʕndna test Esp odwa So, mafhamt wa: ra:h ydir xxasatan kol group hadra
EN & ADA/ 1-Wait ki nl9a war9a nrslkoum	1-Wait when I found exam paper I will take pictures for	- wait ki nlqa el warqa
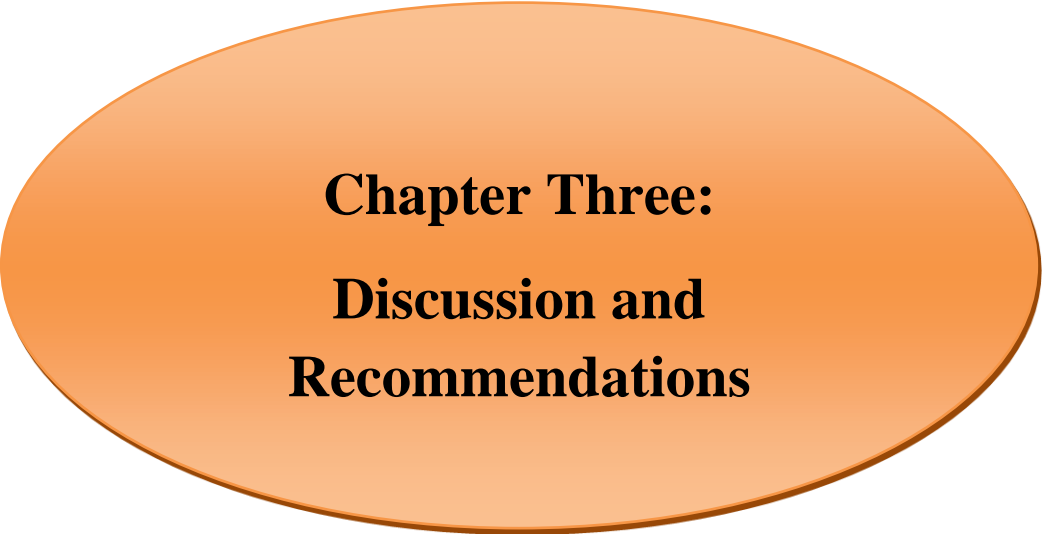
	you	nrslelkom
2-Guys hdo li nrivizohom l exam?	2-Guys those courses which we will revise for exam?	-Hado li li nrivisohom ll exam
3-Galhoum revise mn chara-cteristics of good teacher	3-He indicates that we should revise from characteristics of good teacher lesson.	- Galhom revise ml chara-cteristics of good teacher
I know s3iba bzf	There is no doubt that it is difficult	I know sʕi:ba bza:f
Can any one ychofli linguistics mark	I would like to know if anyone can see my linguistic mark for me.	Can any one yʃofli linguistics mark
Li ma darch exam ta3 linguistics yro7 lel adminstration yktb ismo 3ndhom bach y3awdolo	Those who were absent during the linguistics exam should go to the admini-stration to retake the exam	Li ma: da:rʃ exam ta:ʕ linguistics yroh ll aminstration yktob ismou ʕandhom ba: ʃ yʕawdolou
And I guess kout ndel f l classa	I seem to have been in class at all times	And I guess kot ndal fel cla:sa
Hey guys please chkon 7dhar revision could you please send some notes that are not men-tioned In the lecture	I would appreciate if you could send me some notes that were not mentioned in the lecture.	Hey guys please ʃkoun hdar revision could you please send some notes that are not mentioned In the lecture
Ana m obliged	I am obliged	ʔana am obliged
Sma blak cat excluded yak?	In that case, it is likely that she was excluded	sama: balak kat exklud ya:k?
	Perhaps i have no idea	waqila ra:ni out
Slm guys any one yfhmni literature please	Hello guys any one can explaine literature lessons to me	Sala:m guys any one yfahamni literature please

Spanish/ADA 1-El professor me dijo la semana pasada que hay una gran posibilidad de hacer el examen este martes. 2-Muchas gracias por esto. 3-Di nada/Si. Hada wesh derena fe texto descriptivo	Because I did not understand ESP, I prepared two essays, one addressing materials, and one addressing syllabuses 1-The professor notified me the previous week that there is a valid opportunity for conducting the exam this Tuesday. 2-Thank you so much bro. 3-You are welcome/yes. Descriptive text This is what we study	Maqdrtʃ nafham ESP so xxdmt 2 essay wa:hd ʕla materials w wa:hd ʕla syllabus yʕni li ytih nktbou Hada wa:ʃ derna: fe Descriptive text

Table 2.4 Participants' Morphological Formation

2.4 Conclusion

In this part, we have used two tools to compile the requested information. A mixed method is applied to find answers of whether there is attrition among generation Z youngsters. We have analyzed the questions and presented needful stats for the purpose of measuring the extent to which there is attrition in our sample's discourse. We have used close ended questions for providing percentages whereas open-ended is devoted for further details; it includes the practical side of our study. The forthcoming chapter is a detailed discussion of our research results. Through-out a thorough analysis and interpretation of the data, the chapter aims to provide valuable insights to the existing knowledge and offer as well some recommendations for future research.

Chapter Three:

Discussion and Recommendations

3.1 Introduction

Basically, our investigation focuses on the evaluation of the language attrition of people who are exposed to various languages. The chapter presents a discussion of the research results. This paper is based on heuristic research, which means that there are no suggested hypotheses to confirm or decline; they will be reached at the end of the study. Furthermore, it will include solutions that seek to preserve our mother tongue from attrition as well as study limitations that were encountered during this investigation.

3.2 Analysis of Student Questionnaire

It is our purpose to investigate all dimensions of the phenomenon of language deterioration by analyzing the results of the online questionnaire. This involves analyzing sample comprehension and background regarding the topic; we make use of a variety of research tools to be able to investigate all aspects of the phenomenon. Overwhelming of students were cooperative and volunteer-loving females, as the majority of them prefer by nature to experience and learn new things, As a result they agreed that learning foreign languages is worth it (figure 2.1). English is widely popular among them as it is a universal and widespread language, as they make intense and individual efforts to master it, so a large number of them expressed their skills in speaking English without other skills such as reading, writing (see the figure 2.2) .So, they have been active learners beside their daily individual and collective attempt to learn it, especially in the presence of the Internet and auto-correction, online dictionary. Consequently, English learning apps Upload was also desirable (figure 2.4) but we did not notice because most of them could not build a conversation in proper English for a long time.

One obvious common theme among the sample reveals a serious problem with addiction. Many respondents report that they waste more time than 3 hours per day using their devices (see the graph 2.6). For chatting or spending their break times watching music, series, movies, and YouTube vlogs in their preferred languages (see the figure 2.9) such as Korean, German, and Indian. Which indicates

English as the most popular and prevalent language depending on our observation of each student's individual efforts during the course. Since colonialism accounted for 80% of the ADA, all their code switching and mixing was done in French, and the same was true for their conversations on social media ; Furthermore, their individual speech verbal repertoire contributed to their enrichment. In accordance with student responses, Arabic was absent, and a large number of languages were in contact with Arabic, including German, Korean, and Spanish (figure 2.10). In this regard, there is no doubt that there is a blending between languages, and students frequently juxtapose foreign words in an utterance of three to four words(see figure 2.7), which is indicative of their attitudinal trait and their frequent use of it. Furthermore, most of them admit to being fluent in Arabic, but they were not able to hold a proper Arabic speech.

In light of the preceding data, it seems that most students consider that the process of mixing alien terms from diverse languages is unconscious (see the figure 2.14). But during presenting our topic to them, we observed some confusion regarding the meaning of the term "attriton". Then, they switch and mix languages without knowing what it was called because they did not understand the name of the process. Therefore, their view is that linguistic exchange between Arabic and other languages poses no serious threat to their mother tongues (figure 2.11).

As ADA speakers, the students experienced many linguistic conflicts since they were incapable to master all the English language skills since they had difficulty balancing preserving Arabic with good English proficiency (see the figure 2.11). From the beginning, it was apparent to us that every person learning a second language in a bilingual environment will experience a language conflict. K&S says "Every bilingual is an L1 "atritter"" (De Leeuw, 2017.p.225). Therefore, communication among people who speak different languages leads to linguistic conflict, which in turn contributes to a higher rate of linguistic attrition(figure 2.12)..

3.3.1 Discussion of the Observation Results

As mentioned earlier, observation is a technique used to collect data; it provides the researcher with information that s/he did not find through other instruments to get accurate results. We have observed the chosen group for gathering information through their behavior, interaction, and participation in the classroom and even their conversation in their educational messenger group in order to reach more information and confirm what we have obtained from the questionnaire tool.

First, throughout the oral and written sessions that we have attended, the first thing we noticed was that girls were more involved than boys. They interact with teachers in English, ask questions, and answer assignments. Moreover, they speak fluently in it compared to males, since the majority of females are always working to develop their second language skills more than boys for dialogue, discussion, and to be competent in their studies through the help of various modern means such as the internet and social media. On the other hand, it indicates that the female category has more language depletion than the other category. Besides, females speak English mixed with ADA and French when interacting with boys, but because they have to concentrate on class and, on the other hand, are distracted by their phones, they have very little interaction; for example, we observed that some of the students were listening to English songs using earphones in the back where we were sitting. It confirms that their use of smart phones impacted their lifestyles, behavior, and even language. Thus, their lack of interaction with each other seems to indicate that they have low communication with their first language, which is summed up in their loss of their mother tongue in return for acquiring another one.

Further, during the courses, all students utilized mobile phones for different purposes: chatting on Facebook and Instagram, taking pictures and even selfie videos on Snapchat and

Tik Tok, listening to music, watching videos from distinct apps, playing games, searching in Google for lectures and Google translation, calling, looking for hour, writing lessons in notes keep app, recording courses, using online dictionaries, and using Google Classroom to download lessons, which means that they are influenced by technology. Hence, they are exposed to first language loss owing to their severe exposure to those surveys, which leads directly or indirectly to their acquisition of or recognition of foreign languages. Moreover, there are a large number of students who speak fluently. They are constantly developing their skills and practicing the language using the internet, for example, through online applications. It denotes that they are attriters as a result of their mastery of strange language. In addition, students extensively employ English and French to express themselves which implies that they have a great deal of loss in their native language. That's why they utilize foreign words to fill in the gaps. Consequently, they are faced with attrition in their mother tongue.

Furthermore, The participants switch and mix between ADA and English such as (In the second semester I am so silent/mara:ni ʃ nahdar fel (I do not speak in) second semester), ADA and French (likzama: fi vingt wa la: (exams will be on twenty or twenty one) vingt et un), English and French (miss I need stylo (pen)) and little bit between MSA and English (obesity yosabebo fi bʕd ʔal ʔahya:n marad diabetes/(sometimes diabetes causes obesity)) in their speech because it was difficult for them to speak fluently with a foreign language which refers to the challenges they face between mastering a new language and losing or keeping their language; As long as there is contact with other languages, there is a loss of habitual language.

At last, sometimes they talk to each other using specific words (specific codes) that distinguish their language from those of previous generations like Millennial ; these words are more informal (slangs), for example: rani out (it means that he did not focus with them, he think of other things), mtala3li l vue (he does not care about me), rani mtl3a l mode avion (she

does not concentrate on her lesson), and point finale (she hints at the closure of the topic they are talking about). It points out that they are really a distinguished generation in their language due to their exposure to varied languages through their interplay with new technology and its impact on their lives.

3.3.2 Phonetic Attrition

Through our observations of the oral expression session we were able to produce new findings; we ascertained that linguistic attrition can occur for all language skills equally. It appeared that some students directly projected the phonetic system of their mother tongue onto the phonetic system of the English language when they were asked to present a free topic in English. Thus, we heard English sentences with an Arabic phonetic system, as there were no signs of stress or intonation. Further, there has always been apparent confusion between the French and English pronunciation of letters, particularly vowels, such as the elements present, bird with /ə/ they pronounce it with/ i/ also they alter the stressed syllabic in the terms advertisement, beautiful, astronomy, idea and articulate it without stress and in "of" they pronounce it /f/ sound as in Arabic instead of /v/ sound. The phonetic systems are also mixed, which means that phonetic attrition is the projection and use of the phoneme system of the mother tongue onto the foreign language acquired later, and may also occur in reverse if the transition takes place in the environment of the foreign language acquired later (Leeuw, 2018). Consequently, an Algerian accent was added to English accents.

3.3.3 Morphological Attrition

In order to gain a deeper understanding of the students' language, we observed their Facebook study groups. There is something remarkable about the fact that the language has evolved from mixing languages into a single speech to merging the mother tongue's morphology system with the French language. This phenomenon is called morphological depletion. It manifests itself in many ways, including morphophonemic leveling, structural simplification, including the

omission of necessary morphology in obligatory contexts, paradigmatic reduction, simplifying and reducing suffixal allomorphy, rearranging irregular forms, and substituting synthetic forms for analytical/periphrastic forms (Montrul & Yoon,2018). In other words, is the newly acquired language subjected to the morphological system of the mother tongue or the reverse. Frequently change form and conjunction in the following examples: stuendts switch back and for in two mean languages as preceded. The following sentences consist combinging words in level of grammar 'Guys hdo li nrivizohom l exam ?', the word 'nrivizohom' is a combination between the French verb 'Reviser' , whears the letter 'n' refers to the present tense in Arabic language and 'hom' refers the doer in Arabic so the Arabic transcription is (ʔasdiqa:ʔ ha ́ðihi ʔadoros ʔalati yajibo mora:jʕtoha:ʔ/ 2-Guys those courses which we will revise for exam?). however in other examples the letters change depends on the doer (Winta yafiché m3lebelkch /9-Do you have an idea when he will present his marks?) in these example the word yafiché there is also a phonatique attrition, 'yafiché'demonstrate the French verb 'afficher' and 'y' determine the present time of the Arabic language and 'é' refers to the doer 'he'

3.4 Social Rules & Individual's Linguistic Choice

In the study, the results suggest that social rules may influence people's linguistic choices, either consciously or unconsciously, Based on communication appropriateness theory 'it is a theory that explores why and how people adjust their communications to fit situational, social, cultural, and relational contexts'(Dingemanse & N. J.,2014). As a number of students agreed about the attrition process and mixing languages for prestige. During observation sessions, what is striking is how students choose their words based on the context, whether they are speaking formally with teachers, informally with classmates, or between genders. Despite the fact that females were more aware and more practical about the social norms, they were able to separate

them easily. Additionally, they had a tendency to use foreign words for prestigious language, especially French words and the /r/ sound.

3.5 Individuals' Intentions & Social Media Platforms

Young people are increasingly preoccupied with these websites and electronic devices as a result of global technological progress, so they distance themselves from traditional teaching methods that require time and effort, and thus avoid these methods because they consider the Internet an easy approach to learn; the experience of electronic content affects their attention and concentration. During class some students got bored it was impossible for them to read a text for 15 minutes or discuss a topic in complete comfort. further, websites and social media platforms was designed on infinite scrolling, this technology continuously displays new content on a computer, tablet or smart-phone screen as the user scrolls his finger from top to bottom as the screen is updated. In 2006, Aza Raskin developed an algorithm to guarantee a smooth users experience but lately he feel guilty concerning its addiction. Owing to this, students are addicted to checking their phones constantly, as there is always new content that catches their attention. It, however, causes mental and physical distress, and wastes time.

"Some platforms like 'TikTok' are designed to capture the user's attention by providing instant gratification when using the platform," says Kristia Leyendecker, professor of psychology and sociology at AP. Reels or shorts videos are less than 10 minutes or contain 100 words. In addition, she asserts that rapid and fragmented information affects students' ability to focus and pay attention. Because of this exposure to quick information and brevity, they get bored during their studies. Students are prohibited from using their cell phones in class, though. Students who pull away from the study to check their phones for face book notification for example are less focused and more destructive. In addition, many websites especially 'Instagram' place them in constant comparisons, emphasizing flawless appearances and promoting feelings of inferiority

(Bondada, 2022). Due to this, attention spans have decreased among people in recent years, who always exhibit laziness and a lack of achievement in comparison to previous generations.

3.6 Arabic Language Situation

There was evidence of marginalization of the Arabic language among students and professors. In contrast Arabic was only in contact with English, but the current days several other languages stimulate the interest and fascination of students and earn their full respect. They view Arabic as a reactionary language regardless of their opinions on it, even though their proposals for several strict solutions regarding its preservation through reading and writing. Although some of them are conscious of the actual threat facing the Arabic language, they do not take the matter seriously. Ahmed (2011) cited that the state of the Arabic language is characterized as a "dilemma" due to both the strength and spread of the English language and the deterioration of the Arabic language. Worldwide, the Arabic language suffers from marginalization due to its cultural background and stereotypes that its speakers are prone to criminality and dominance, such as terrorism.

Depended on to prior findings, generation Z exhibits a high level of attrition than previous generations. Nevertheless, generation Z is experiencing a severe degradation of the Arabic language and marginalization of its Arabic culture, due to a contaminated perception of knowledge derived from the information they see every day on the Internet, and despite this significant technological improvement, they remain very narrow in their cultural awareness and pay little attention to details. However, they are incompetent to master at least two languages despite knowing several. Though their ability to communicate in a variety of languages, they cannot form coherent sentences. You encounter them intelligent without language, or linguists without intelligence regardless of the linguistic enrichment they receive from technology and social media platforms; while none of them are eloquent in Arabic or a foreign language.

3.7   Recommendations & Suggestions

Over the past few decades, cultural assimilation has been remarkably successful step and eligible to figure out the worldwide cultures; Technological advancements have contributed to an increment in cultural acceptance. Although losing one's mother tongue may pose a major threat to the preservation of one's national identity "losing mother language is, in some ways, as difficult as losing a mother because "it's like losing a part of one's soul," Smith (p. 163).

It may also threaten the preservation of one's mother tongue. Classical Arabic persists an important component of Islamic and Arabic culture, even though it is not spoken by the majority of the population. To preserve our mother tongue, the following recommendations are made and explained:

- We can introduce and define language attrition and its causes to people with the aid of pages, videos, and situations on the Internet to illustrate the following:

    - Writing in Arabic on social media such as face book and instagram.

    - Creating online platforms that increase the content of the Arabic language that facilitates the learning process for learners.

    -Using technology of all kinds to spread the Arabic language by creating smart applications that contribute to learning and teaching the Arabic language.

As well as warn them of the risks that are associated with the decline of the mother tongue.

- Establishing cultural associations for the dissemination of Arabic language and its rich wealth of poetry and prose. In addition, learning the correct letters is accomplished through Tajweed lessons, especially to attract foreigners how interest with it.

- There should demonstrate specialized schools for Arabic culture, as well as competitions and seminars dedicated to Arabic culture on both a local and international scale. The first and most fundamental solution is education.

- It is the responsibility of the teachers to ensure that the Arabic language is made easy and desirable, not complicated or complex and that it is viewed as an integral part of the identity and not viewed as a reactionary one.

- As the home should be depicts a safety zone for Arabic, including it as a language at home will facilitate children's learning of the Arabic language.

- Care should be taken to speak Arabic always without using foreign vocabulary.

3.9 Conclusion

Having reviewed the preceded determinations, it became obvious that both the language and Generation Z possess flexibility, as well as mutual influence. In this regard, linguistic disintegration is also controlled by flexibility and can occur at several levels of Generation Z's language skills. Thence, this section outlines the objective of our research to provide a detailed explanation, discussion, interpretation, and understanding of the results that were gathered through the analysis. As a consequence the contribution of our research paper is that both internet and device use, combined with the criteria of Gen Z, have a direct influence on the rate at which language deteriorates.

General Conclusion

General Conclusion

As a field of study, sociolinguistics explores the relationship between language and society, including social norms, gender differences, cultural bias, and other factors. Our study conducted to estimate and determine the extent to which polyglots influence first language erosion and how generation Z shapes it to confirm or disprove this hypothesis.

Taking into account all the discussions, we have derived that Students especially EFL students, have been increasingly using smart-phones and the Internet to acquire and master non-native languages; their ability to tolerate all cultural backgrounds to which they are stumbled is also noteworthy. Specifically, the present study researches its implications or relationships with language decay in general and to MSA performance and skills among third-year LMD students particularly. Based on our study examining the relationship between language depletion and exposure to different online content, the two variables are related. Depletion is generally associated with increased time spent on the Internet. The probability of depletion increases with the duration of exposure to the Internet. Globalization has caused dramatic changes in the way language is used, especially among the younger generation who are unaware of the risks of this issue, which has resulted in double the attrition rates of previous generations.

At least two languages were previously exposed to individuals unless the linguistic landscape is currently characterized by the use of more than eight languages almost daily and in contact with each other. Although there may be grammatical and spelling errors in the language, what matters most is that it meets their communication needs and facilitates speedy communication. On the other hand, we found that Generation Z is more flexible and they are more likely to attrite when they fail to recognize certain elements in their mother tongue and instead substitute an equivalent from the language they have been exposed to. However, this

process has evolved to result in morphological and phonetic draining, which erases native skills and those acquired by non-natives. Likewise, the polyglot and bilingual will experience a descent in his origin Language skills as he acquires and masters the new language. It has been the subject of considerable discussion regarding the concept of bilingualism for decades. As some agree that he must master all the skills of both languages at the same time, others believe it is sufficient to know only the basics of both languages. However, there is consensus that mother tongues are on the disintegration.

When we were doing our research, we encountered many difficulties that needed to be taken into account, particularly with regard to answering the questionnaire. They are as follows:

1. We faced great difficulty in completing our work, which is a matter of time; we started it rather late.

2. We did not find the students in the classroom to answer our questionnaire. They replied it outside.

3. Some males did not collaborate with us; they denied that they are studying 3rd year.

4. The majority of them did not attend especially male students.

5. The unavailability of resources in generational language attrition especially books and articles.

Lastly, we have emphasized the matter of our linguistic heritage in order to raise public awareness of its prominence as a vital component of our identity. In addition to proposing solutions to constrict this phenomenon, we also identified measures that should be taken to prevent our first language from being threatened, attrited, or lost. For this reason, Arabic must always be articulated in return for the freedom to leave foreign languages, communicate directly with it through social media, reading books, watch movies, and tell stories in Arabic.

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Appendices

Questionnaire

Dear students,

It would be a pleasure if you could complete the following questionnaire; it is used as a research tool to collect data for our Master's Dissertation which investigates first language attrition among EFL Students. Thank you so much for your collaboration.

Please tick (✔) the appropriate answer (you can choose more than one answer)

Gender: / **Age:**

○ Male ○ female / ○ Under 20 ○ Over 20

1) Is it worthwhile to learn foreign languages?

○ Yes ○ No

2) *Is auto-correction helpful in serving your foreign language learning?*

○ Yes ○ No

3) Have you downloaded any English-learning apps on your smart phone?

○ Yes ○ No

4) What are the outcomes of mixing between languages?

	Yes	No
Losing your Arabic proficiency		
Master different languages		
Develop a new Language.		
Languages loss		

5) Which skill(s) you master the most?

○ Speaking ○ Reading ○ Writing ○ Listening

6) Your smart-phone has a language selection option, which do you prefer?

○ Arabic   ○ French   ○English   ○Others

7) Your daily phone usage?

○1h   ○2h   ○ more than 3h

8) Is the use of foreign languages in your ordinary and social media communication?

○ Conscious process.   ○Unconscious process

9) In your social media conversations, what languages do you usually use?

○ Arabic & English.

○ Arabic & French.

○ English & French.

○ All the above.

○ Other languages.

10) How many words (from other languages) you use in one conversation?

○ 3 Words   ○ 4 Words   ○ more than 4

11) In your free time, you prefer:

Language/ the content	Arabic	French	English	Other languages
Music				
Series				
Games				
YouTube vlogs				
Movies				

12) What is the level of danger posed by exposure to another language?

(*Please select a number between 1 and 5 based on the degree of danger and safety associated with this process*).

Is safe Is	1	2	3	4	5	dangerous

13) Please read the following statements and fill-in the following likert scale

	Agree	Disagree	Neutral	Strongly agree	Strongly disagree
I have trouble writing concise expressions because, I think in Arabic, and can't find the correct spelling, punctuation,etc..					
I have difficulty understanding grammar rules: plural endings, pronouns, etc.					
I struggle with pronouncing words correctly, intonations, etc.					
It is challenging for me to convey knowledge, And express my thoughts as an ADA speaker.					

14) Do you use foreign words in your speech for prestige?

◯ Yes   ◯ No

If   no   explain
……………………………………………………………………………………

…………………………………………………………………………………

15) *Besides English, are there other languages that you master?*

◯ Yes   ◯ No

Mention them, if you choose yes……………………………………………………………

16) Are you able to speak Arabic fluently without using foreign words?

◯ Yes   ◯ No

Why……………………………………………………………………………………

…………………………………………………………………………………

17) In your opinion, How to preserve our Arabic language from language loss?
………………………………………………………………………………………

………………………………………………………………………………

Appendix 2

Observation Check List

Likert items	Adopted	Non-adopted
Interaction between the teacher & the sample	√	
Interaction between female & males	√	
Mobile phones usage for Academic/ non academic purposes	√	
Fluency and Accuracy of the English Language	√	
Students' extensive employment of English and French to express themselves	√	
Code mixing and Code switching in Class	√	
The use of specific codes/ register/ Jargon.	√	
Phonetic and morphological attrition	√	

Li ma darch exam ta3 listening yro7 lel administration yktb ismo 3ndhom bach y3awdolkom

Wah lah ghlb 3ndy phobia mn exmn

I know s3iba bzzf

winta y afiché m3lebelkch ?

Nope

Can anyone ychofli linguistic

مقدرتش نفهم esp صوو درت 2essay واحد علا materials و واحد علا syllabus يعني لي طيح نكتبو

وقيل راني out

🙂

+ 🙂

slm guys any one yfhmna fi literature please

Kech wahda fahma tfhman esp

Plz

Gal yconfirmi w mazal

Ana m obliged

hey guys please chkoun 7dhar revision
could you please send some notes
that are not mentioned in the lecture

❤️

hey guys please chkoun 7dhar revision
could you please send some notes
that are not mentioned in the lecture

Yes plz

Heda wesh derena fe texto descriptivo

❤️

Ih

Cha9rito Fel method 3ed Mr Moulay!

And I guess kout ndel f classa

Yes

jeu. 09:17

جماعة قيساش عندكم ميثود؟

10

جماعة اهدرو واش ذا vue

@everyone

3enda m3eh 3la 10

Guys hdo li nrivizohm l exam??

❤️

Guys 3ndna test esp demain ?

Non

Slm khasni dernier cour de communication li 3ndh ysawerli cour

Mkch test mala

Cha nriviso f communicatio. Lil exam w kch wahda katba trslna 😊

ven. 10:55

Oui stp reslona les leçons tae communication

ven. 11:15

Mchi Rhom fe classroom?!

ven. 11:34

sam. 20:55

4 effets sur un mot Ocean ont été ajoutés 🏝.

dim. 13:42

Hi , pls who Can ask the teacher of spanish if we have exam this Tuesday ??

Bayna fiha

El profesor me dijo la semana pasada que hay una gran posibilidad de hacer el examen este martes

♥ 3

Si
😄

El profesor me dijo la semana pasada que hay una gran posibilidad de hacer el examen este martes

Muchas gracias por ésto

Di nada
♥

dim. 16:52

الملخص

يتقصى هذا البحث تأثير الوصول إلى الإنترنت ووسائل التواصل الاجتماعي على تناقص اللغة الأم بين الجيل Z ، الملقبون بالجيل الرقمي. حيث عانى طلاب السنة الثالثة بجامعة ابن خلدون –تيارت- آثارا سلبية على دقة لغتهم الأم وطلاقتها كونهم ثنائيو اللغة، حيث يتعلمون الانجليزية إلى جانب لغات أخرى. أظهرت النتائج وجود علاقة قوية بين الاستنزاف والتعرض للإنترنت ، مما يبرز التهديد الذي تشكله اللغات الأجنبية على لغاتهم الأصلية وأهمية الحفاظ على الهوية العربية والإسلامية.

الكلمات المفتاحية : اللغة الأم ؛ الجيل زد ؛ الإستنزاف اللغوي ؛ تعدد اللغات ؛ بيئة متعددة الثقافات.

Résumé

Cette étude explore l'impact de l'accès à Internet et des médias sociaux sur le déclin de la langue maternelle de la génération Z, en particulier des natifs numériques. Un étudiant de troisième année à l'Université Ibn Khaldun de Tiaret a eu un impact négatif sur la précision et la maîtrise de sa langue maternelle, car ils sont polyglottes, car ils apprennent l'anglais aux côtés d'autres langues.. Les résultats ont montré un lien étroit entre le taux de désabonnement et la présence sur Internet, soulignant la menace que représentent les langues étrangères pour les langues maternelles et l'importance de préserver les identités arabe et islamique.

Mots-clés : Langue maternelle ; Génération Z ; Attrition linguistique ; polyglottes; Environnement multiculturel.

Summary

The study investigates the impact of internet access and social media on native language attrition among Generation Z, known as digital natives. Third-year students at Ibn Khaldun University, Tiaret, experienced negative effects on their mother tongue accuracy and fluency, as they are polyglots, as they learn English alongside other languages. The findings showed a strong correlation between attrition and internet exposure, highlighting the threat foreign languages pose to their native languages and the importance of preserving Arab and Islamic identity.

Keywords: Generation Z; Language attrition; Polyglots**;** Native language; Multicultural environment.