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Disentangling the Interactions of EFL Learners' Formative Processes From Normative Practices in "M1 Linguistics" Messenger Group at Ibn Khaldoun University of Tiaret

A Dissertation submitted to the Department of English in Partial Fulfilment of the Requirement of the Degree of Master in Linguistics

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Dedication

I dedicate this work to my Grandmother Fatima, May Allah be blessed with her, to my dearest parents Belkacem and Malika, to my lovely sisters Samiha and Khaoula, to my dear brother Abd El Hakim and to the Family YAHIAOUI

<div align="right">Fatma Maroua</div>

I dedicate this work to my lovely parents for their support and love, to my sisters brothers, to my relatives and friends.

<div align="right">Chaïmaa</div>

Table of Contents

CHAPTER ONE:

THE SOCIOLINGUISTIC PROFILE OF ALGERIA

CHAPTER TWO:

COMPUTER MEDIATED COMMUNICATION AND WORD FORMATION

CHAPTER THREE:

DATA COLLECTION PROCEDURES AND FINDINGS ANALYSIS

List of Tables

List of Graphs

List of Maps

List of Abbreviations and Acronyms

ADA: Algerian Dialectal Arabic

Ber: Berber

CM: Code Mixing

CMC: Computer Mediated Communication

Eng: English

Fr: French

H: High variety

L: Low variety

MSA: Modern Standard Arabic

Abstract

The study examines the processes of word formation included in the interactions among MI Linguistics EFL students in their Messenger group. In other words, this study classifies word formation processes used by English language learners as they interact via Messenger. This study was conducted by following a mixed-methods approach. First, the quantitative method was based on a questionnaire that was designed and addressed to 60 MA1 EFL students to probe their attitudes towards the word formation processes. Secondly, the qualitative method, which was based on content analysis to classify the existing word formations in Messenger exchanges. The results of this study show that EFL learners of linguistics use several types of word formation processes in their interactions, among which clipping, acronyms, blending in addition to neologisms. Word formation processes have been regarded as effective and positive in framing social contact amongst the students in Messenger All in all, such and other formative processes in other social networking sites in different contexts in Algeria can be promising areas of research.

Keywords: EFL, Interactions, Messenger, Neologisms, Word Formation process

GENERAL INTRODUCTION

Communication is a fundamental aspect of human interaction that enables the transmission of information, ideas, and emotions between individuals. It plays a vital role in our daily lives, shaping our relationships, society, and the way we perceive the world. In today's modern era, communication has evolved significantly, and various forms of communication have emerged, including face-to-face interactions, mediated communication.

Computer Mediated Communication (CMC) refers to the exchange of information, ideas, and emotions facilitated by computer-based technologies. It encompasses various forms of communication conducted through digital platforms such as emails, instant messaging, social media, online forums, and video conferencing tools. Where it has become an integral part of our lives. In CMC, individuals communicate through written text, multimedia content, or audiovisual means, relying on the capabilities of digital devices and networks. This mode of communication offers several advantages, including real-time or asynchronous interactions, global reach, ease of sharing information.

Word formation process, also known as word-creation or word-derivation, is a linguistic process by which new words are formed in a language. It involves the modification, combination, or addition of morphemes (the smallest meaningful units of language) to create novel words or forms of existing words. Word formation is essential for language development and adaptation, allowing languages to express new concepts, technologies, and cultural changes.

Computer-Mediated Communication (CMC) has transformed the way we interact and communicate using digital platforms. Meanwhile, word formation is an essential process that allows languages to evolve, adapt, and express new concepts. Both CMC and word formation contribute to the dynamic nature of human language and communication, enabling us to connect, share information, and express ourselves in increasingly diverse and innovative ways.

It is worth noting that, as new researchers, we were very excited to conduct this study in the social platform "Messenger" because it is a general social network that we use a lot in our daily lives also to unravel the interactions of EFL learners' formative processes from normative practices and finding some Uncommon and common neologisms used in students' conversations.

The present study entitled 'Disentangling the Interactions of EFL Learners' Formative Processes from Normative Practices in "Master One Linguistics Messenger Group at Ibn Khaldoun University of Tiaret' aims at analysing word formation processes and investigating the reasons behind using word formation process. In this light, three essential research questions have been raised:

1. What types of word formation processes are most commonly used by Master One Linguistics EFL learners at Ibn Khaldoun University of Tiaret in their interactions in Messenger?
2. To what extent do the EFL students adhere to normative linguistic practices in their word formation processes during interactions via Messenger?
3. How do social and cultural factors influence word formation processes among Master One Linguistics EFL learners at Ibn Khaldoun University of Tiaret when communicating via Messenger?

From the abovementioned questions, we have suggested the following hypotheses:

a) It is believed that Master One Linguistics EFL students at Ibn Khaldoun University of Tiaret predominantly use myriad word formation processes during Messenger interactions to serve different communicative functions.
b) It is assumed that the EFL students adhere to normative linguistic practices in their word formation processes during Messenger interactions, but deviations from standard forms mostly occur due to the influence from the students' first languages or dialect and from the other coexisting language varieties in the Algerian speech repertoire.
c) Social and cultural factors, such as age, gender, level of education, and the co-participant significantly influence the word formation processes of Master One Linguistics EFL students at Ibn Khaldoun University of Tiaret during Messenger interactions.

In this light, this study conducted to serve the following objectives:

a. To examine the most common word formation processes used by EFL learners during their interactions with the other members of Messager group.
b. To disentangle the interactions of EFL learners' formative processes from normative practices.
c. To determine the possible reasons behind the use of word formation processes.

    d. To classify the common and uncommon word formation used by members of M1 linguistics messenger group.

This research study contains three chapters organised as follows: the first chapter is mainly about the sociolinguistic profile in Algeria, first it presents the country Algeria, its demography and social structure. Moreover, we discuss the coexistence of the various varieties in the country: Classical Arabic (CA), Modern Standard Arabic (MSA), Algerian Dialectal Arabic (ADA), Berber (Ber), and the foreign languages exist in Algeria named French, English, Spanish, Turkish and German. Furthermore, we shall describe the situation of language contact in Algeria (Diglossia, borrowing, code switching and mixing). In the last, we include the context of study which is Tiaret, etymology of the term, its geographical location and Administrative Division.

The second chapter is intended for reviewing the literature, in which we will scan theoretical concept related to language and communication and several detailed definitions like Computer Mediated Communication (CMC) and its theories, word formation processes and its types namely derivation or affixation, back-formation, clipping, blending, compounding, borrowing, coinage, acronyms and reduplications.

The last chapter devoted to the practical part including the methodology, research tools, data collection and analysis. In this regard mixed method approach is used to collect data. Furthermore, the quantitative research is about well-structured questionnaire which was electronic and we posted in the messenger group of our members which is M1 linguistics students where it was answered by 60 students. Then, the data are presented in graphs which analysis quantitative and qualitative. On the other hand, the quantitative method (content analysis approach) that aims to classify and analysis the gathered data the common and uncommon (new) word formation used amongst EFL learners especially M1 students messenger group at Ibn Khaldoun University of Tiaret.

As with any study, we can say that we faced several impediments. First of all, we wanted to conduct this investigation on a large scale rather than in one group on a social platform, as we wanted to include several platforms to explore the process of word formation. Moreover, there is a major variable, which is the lack of time, because we did not take our study topic early because we were facing the problem that our previous supervisor was going to take maternity leave, so we had to change the study topic and the supervisor, and we chose a small number of respondents. Due to lack of time, we also refer to a common problem that

many researchers face, which is that some members of the group were not interested in answering, perhaps due to lack of time and personal commitments; however, we are grateful for their kindness and their response to this research questionnaire. Due to the limited scope of the research, this study is still available for other researchers to provide perhaps more than what we have presented. In conclusion, we command that this modest work be a reference for similar research.

CHAPTER ONE:

THE SOCIOLINGUISTIC PROFILE OF ALGERIA

1.1 Introduction

In the first chapter, we will focus more on Algeria, including its geographical location and borders, population density and sociolinguistic aspects, beginning with the official language which is Arabic divided into three namely Classical Arabic (CA), Modern Standard Arabic (MSA) and Algerian Dialectal Arabic (ADA) in addition, foreign languages such as French, English, Spanish and Turkish as a result of the occupation and invasions. We will also discuss language contact, such as borrowing, diglossia, code mixing and code switching. Moreover, we will know Tiaret in terms of the term itself and the administrative divisions that exist in it because it is the case of study.

1.2 Presentation of the Country Algeria

Algeria is situated in northern Africa. Its area is 2,381,741 km2. It belongs to the Arab Maghreb Union (UMA), a regional federation that was established on February 17, 1989, in Marrakesh, Morocco, so that it consists of five countries that represent in their entirety the western part of the Arab World and include Mauritania, Morocco, Algeria, Tunisia, and Libya.

The purpose of its establishment lies in linking and complementing the economies of the five countries with each other. It borders to east Libya; to the northeast Tunisia; to the south Niger and Mali; to the west Morocco to the southwest Mauritania and to the north Mediterranean Sea. The number of provinces in Algeria was announced to be raised to 58, which was on December 18, 2019. These provinces are divided into 535 districts (daïras) and 1541 municipalities (Baladiyahs).

1.2.1 Demography and Social Structure

Algeria is among the largest African countries by area, with a population of 46.53 million people in 2023, in addition to being the tenth largest country in the world in terms of area and the thirty-fourth in terms of population, we find most of Algeria's population concentrated on the northern side and close to the Mediterranean coast, such as Algiers, Oran, Constantine and Annaba, while most of The other states are desert areas. The official language of Algeria is Arabic, while the other recognized languages are Berber and French.

The capital of Algeria is called Algiers, and the country is symbolized by (DZA), where the capital Algiers alone reached 1.97 million people in 2022. In addition to being a member of the African Union.

The Algerian society has a deep and great history, as a result of many external influences and migrations, so that the Berbers were culturally and ethnically composed at that time of the family, clan, and tribe and were adapted to a rural environment instead of an urban environment before the arrival of the Arabs, but with the entry of French colonialism to Algeria in 1830, a modern structure emerged, which led to the emergence of class in society.

1.3 The Sociolinguistic Situation in Algeria

The sociolinguistic situation in Algeria is a dynamic and interactive mixture of national and foreign linguistic diversity that reflects the Algerian culture. Algeria was occupied by several colonies; therefore, each colony left a mark through its language, which is still there today. We will get to know All the varieties that exist in Algeria are listed in the following:

1.3.1 Classical Arabic

Classical Arabic is known as a sacred language because it is the language of the Qur'an and the language of the people of Mecca, in addition to being the official language of all Arab countries such as Saudi Arabia, the Emirates, and Qatar. As it was in the past, that is, before Islam, it was used in poetry and texts, and among the most prominent pre-Islamic poets who wrote it, we find Antara bin Shaded and Obaid bin Al-Abras, but after Islam, it became used in the media such as television, news newspapers, radio newspapers, religious sermons, and books. In all the countries that speak it, Arabic is no longer a living language; for example, in Algeria, it has been replaced by MSA.

1.3.2 Modern Standard Arabic

There are great similarities between the Modern Standard Arabic language and classical Arabic, but this does not preclude the existence of differences between them. These differences lie in some simple words and grammatical rules. In addition, they are used in writing and the formal spoken language, for example, in speeches, radio, and broadcasts.

As in Algeria, the Modern Standard Arabic language is considered the language of the educational and administrative system and international conferences, in addition to official documents, but despite this, it is not used in daily conversations.

1.3.3 Berber

The concept of Berber is derived from Greek, meaning the land of the barbarians and was adopted by the Romans. Used to refer to the peoples of North Africa. The Berbers are and ethnic group native to the Maghreb region of North Africa, including Algeria and Morocco. It is also called Tamazight, which has no official written form other than graphical letters, which are called Tifinagh.

In Algeria, Berbers are concentrated in several regions and speak many varieties, but the most popular are the Kabylie variety of the Kabyle Mountains, especially in Tizi Ouzou Bouira, Bejaia ect. Chaoui variety in other mountains, more precisely in Batna,Oum el uaghi ect, and also in the Sahara, which is called Mozzabi variety in Ghardaia.The Amazigh language is an official national language, and it has a better status than previous years, as it is taught in some schools and spoken on television and radio.

1.3.4 Algerian Dialectal Arabic

The origin of the Algerian Arabic dialect is classical Arabic; it has been mixed with Berber and French and is spoken throughout the country with slight differences according to the region. Therefore, speech dialects vary from place to place. Let's use the example of someone from the province of Annaba who has a little trouble comprehending someone from the province of Oran, and vice versa. For instance, a person from Annaba would pronounce the word "two" as "zouz". However, in general, this is not a barrier that prevents communication from happening as effectively as possible.

In the end, it can be said that Algeria reached 60% of the total population of those who speak the Algerian Arabic dialect (or darja) that is used as a lingua franca, but in writing, Algerians use Classical Arabic.

1.3.5 French

Since Algeria was colonized by France. The French language is taught beginning in the second year of primary school in Algeria since it is widely used in many fields, including education. In terms of higher education, it is used in management and economics as well as many other scientific fields, including medicine, biology, computer science, and other

scientific fields. It has advanced to the point that books have been printed in it, as well as newspapers like "Le Quotidien", "Le soir", "EI Watan" and other newspapers.

The French language in Algeria is considered the main foreign language due to its prestigious position and its multiple uses in speaking to many educated and intellectual people. In addition to that, there is a national radio station that has a French station.

Algeria is the second country in the world that speaks French, so it is used almost everywhere, such as the street, the media, the school, and even in political meeting French some official meetings.

1.3.6 English

The English language is not widely spoken by the general population in Algeria, but now, due to the status of the English language as a global language of communication, the percentage of people speaking and showing interest in it has increased more than in previous years especially among this current generation. So, they are taking private lessons to learn English. Also, companies and entities in the tourism sector often provide basic services in English.

In addition, this year, English has been included as a second foreign language, alongside French, in the primary stage. It is taught starting in the third year of the primary stage.

With this demarcation approved by the President of the Republic, Mr. Abdelmadjid Tebboune, the level of students will improve more and more in the intermediate and secondary stages. Also in universities, as a branch or as basic subject for those who study in other fields, university professors and doctors have been trained in the English language, so that teaching at the university becomes in the English language.

In the coming years, perhaps the English language will become more popular than it is now and replace the French language.

1.3.7 Spanish

Spanish is a global language that is growing steadily. Measured by the number of speakers, the number of countries where it is officially spoken. It is among the top five languages in the world. In fact, the Spanish language came to Algeria because of the Spanish language in Oran 1509 colonization centuries ago, especially in the western coastal cities,

where the effects of this invasion on speech are mainly evident, especially in Oran, where there are many words derived from the language of the colonizer, for instance "semana" which means "week".

The Spanish language is taught in Algeria in high school in the second year as a subject for those who study foreign languages, as well as in universities as a branch or as a second language.

1.3.8 Turkish

Ottoman rule began in Algeria in 1504, after Algeria asked for help from the Ottomans, with the help of the brothers Barbarossa, "Arouj" and "Khair al-Din", who were Ottoman Turks, as a result of the crash of the naval fleet and also an attempt to expel the Spaniards, so that their stay at that time reached 300 years. That is, about three centuries ago. Despite all this, Algeria is not affected by the Turkish language.

Turkish and Arabic originated in different parts of the world. They are not the same language or dialect as each other. Tirkish is a Turkic language belonging to the Atlaic language family, whereas Arabic is a semitic language belonging to the Afro-Asiatic language family.

Both Turkish and Arabic have some loanwords from each other, but there are no similarities between their grammar and pronunciation. Let's take, for example, some Arabic words that are similar to Turkish. The word "chorba" in Arabic is "tchorba" and it is written like this: "çorba". Also, for the word "chay" in Turkish, it is written "çay".

1.3.9 German

At the present time, the German language has appeared in Algeria as a third foreign language after French and English, and it is known as being similar to or close to English for many people, and also because it has almost the same system with it, so that the German language is tapeople in each of the secondary schools, starting from the second year up to the third year for those concerned with specializing in foreign languages , where the student has a choice between studying Spanish or German, but most often the German language is chosen. In addition to that, it can be studied at the university as a full specialization for several years or as a second language.

1.4 Language Contact Phenomenon in Algeria

According to Sarah Thomson (2001) in her book language contact an introduction "language contact is the use more than one language in the same place at the same time ".

Language contact in Algeria has diverse effects, namely diglossia, borrowing, code switching and mixing. We shall explain them in detail in the following:

1.4.1 Diglossia

Diglossia is a sociolinguistic phenomenon that refers to a situation where two varieties exist in the same speech community, one regarded as a high variety and the other as a low variety. Ferguson, in his article , describes the term diglossia as follows: "Diglossia is a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation".

That means there are two varieties in the same speech community, whereas these two varieties belong to the same language. The first variety is high, which means to use this variety in schools, books, formal text, articles, etc., it is more prestigious, while the other variety is low, which means its mother tongue is to use it at home and it is unwritten and not prestigious. Ferguson indicates the variety of uses in such situations as follows:

Table 1.1 *Possible situations of language use in diglossia communities (From Ferguson,1959)*

Situation	High variety (H)	Low variety (L)
Sermon in church or mosque	×	
Instructions to servants, waiters, clerks		×
Personal letter	×	
Speech in parliament, political speech	×	
University lecture	×	
Conversation with family, friends, colleagues		×
News broadcast	×	
Radio 'soap opera'		×
Newspaper editorial,news story, caption on picture	×	

Caption on political cartoon		×
Poetry	×	
Folk literature		×

Table 1.1 demonstrates that Ferguson also identified a group of characteristics associated with diglossia, dividing them into the H variety and the L variety to emphasize how distinctively each variation behaves under certain conditions.

1. **Function :** each variety serves a distinct purpose and is used in a particular context.
2. **Prestige :** In contrast to low variety, the high variety enjoys a more prestigious position because it is associated with media and education in official settings.
3. **Literary Heritage :** Unlike the low variety, the high variety contains well-written, preserved literary documents.
4. **Acquisition :** The low variety serves as the mother language since it is ingrained from birth whereas the high variety follows because it is taught.
5. **Standardization :** This suggests that high variety is standardized, as linguists and grammarians have documented it through books, studies, dictionaries, etc., while low diversity is not.
6. **Stability :** Diglossia may persist for several centuries.
7. **Grammar :** The high variety includes grammatical categories, whereas the low

    variety is a collection of inflectional systems.
8. **Lexicon :** The low variety consists only of common words used in speech, while the high variety contains many grammatical structures as well as lexical terms.
9. **Phonology :** The phonological system shared by the two variants cannot be distinguished.

Diglossia in Algeria is represented by the use of two varieties belonging to the same language, one of which is called the low variety, which is ADA, and the other MSA, which is the high variety, and this means that MSA is the language used in newspapers, education, and everything that is official, while ADA It is used in daily conversation between friends and in everything that is informal, so Ferguson classified it in those nine categories that we mentioned in detail previously.

1.4.2 Borrowing

As a result of communication with different languages and cultures,so-called borrowing appears. According to Thomason and Kaufman (1988), the definition of

borrowing is as follows:"Borrowing is the incorporation of foreign features into a group's native language by speakers of that language; the native language is maintained but is changed by the addition of the incorporate features".

It means preserving the mother tongue, but some borrowed words from another language are used.

Borrowing came to Algeria through contact with people, i.e., new cultures and languages, or through colonization. As French colonialism had a great impact on the Algerian speech community through several borrowed words, like "/bu:sta/" from the French word "poste" and "/bla:ṣa/" from the French word "place". Also, some Spanish words for instance"la:mba" which means a lamp, and "/sanda:la/", which means "a sandal" are used by Algerians in their daily life conversations, which means in ADA.

1.4.3 Code switching

By virtue of the fact that a person is social by nature, which makes him communicate with others, and through his daily dealings with people, he must in his speech switch and move between languages or dialects, and this is for bilingual people, so that the speaker completely switches to another language in order to use a word, phrase, or sentence, and then returns again to the primary language, which is the mother tongue.

Where this phenomenon is widespread in bilingual and multilingual societies, the concepts of code switching have been multiplied by many scholars, sociolinguistics, anthropologists, psycholinguists,etc., so that Milroy and Muysken (1995:7) see it as "the alternative use by bilinguals of two or more languages in the same conversation" (Quoted in Boztepe, 2008: 4), i.e., speakers switch between different symbols in one situation or in the same conversation and sometimes through a single utterance. Let us take, for example, the French colonization of Algeria, and given the length of its period, which led to affecting Algerian society deeply, yet most of his words became in French. In this regard, Guessous (1976, p. 6) notes that "bilingualism has given rise to a bastard language and culture, i.e., a mixture of Arabic and French" and yet this natural phenomenon usually occurs in multilingual societies, i.e. , the speakers move from one tone or language to another in the same discussion.

Some examples of code switching in algeria as follow:

1.   / not retar lju:m /   I woke up late today.

2. / rani rajha la fak /   I am going to the faculty

3. /bsahtek du : s /   Healthy path

4. /wes gelek pxof / What did the teacher tell you ?

5. **/** mazel majes bus / The bus has not come yet .

1.4.4 Code mixing

Mixing the code is defined as a phenomenon of linguistic communication by using one language in another language, mixing two or more languages, or linguistic diversity in speech, so that the mixing of codes usually occurs in bilingual or multilingual societies. Wardaugh (1986) defined it as "Code mixing occurs when conversant use both languages together to the extent that they change from one language to the other in the course of single utterance". Based on this definition, it can be said that mixing the code is a linguistic behavior in which the bilingual speaker moves back and forth from one language to another. In addition, Kim (2006) states that there are some factors that motivate people to use code shuffling such as bilingualism, as it is impossible for a bilingual person to avoid code shuffling. The second factor is communication, where Kim said that the speakers need to express their thoughts while communicating, which makes them use CM.

The third factor social community, since most communities are bilinguals, the individual is highly influence by his/her community attitude, The fourth factor is the situation in which CM occurs usually in informal and daily life situations rather than the formal occasions. Besides, vocabulary is one factor that urges the speaker to use code mixing, if the individual is conversing and lost one term in one code, she/he can find an equivalent in another code. With regard to the Algerian context, Algerians often confuse ADA with some French words, which are in daily conversations in general, so that most people do not find great difficulties in pronouncing or forming a sentence without introducing French words. Some examples examples of code mixing amongst its members:

Table 1.2 *Illustrations of Code Mixing From the Algerian Context*

Code mixing	Translation
Winta l'examen ta3 l'oral (ADA /Eng)	When the exam of oral
Rslouna lectures ta3 semantics (ADA//Fr)	Send to us lectures of semantics
Winha salle n9raw fiha (ADA/Fr)	In which room do we study

Polycopiés fihom bzf (Fr) (ADA)	In handouts there are many

1.5 Tiaret: the context of our present work

Since our study and data collection are in the speech community of Tiaret, this section is an overview of Tiaret, including its area, location, etc.

1.5.1 Etymology of the term "Tiaret"

The term Tiaret comes from Berber Tahert, which means "the lioness," to refer to the barbarian lions that used to live in regions.

1.5.2 Geographical location and Administrative Division of Tiaret

It is located in western Algeria, bordered to the west by Mascara and Saïda, to the east by wilaya of Djelfa, to the north by Relizane and Tessemsilt, to the south by Laghouat and El Bayadh, with an area of about 20,673 km² square kilometers. It is an agricultural area where grain and other crops are produced. As for climate, the summer is dry and hot, whereas the winter is harsh

The wilaya of Tiaret consists of 14 distinct (daïras) and 42 municipalities as follows:

Table 1.3 *The Administrative Division of Tiaret*

District (daïras)	Number of municipalities	Communes/municipalities
1. Tiaret	1	Tiaret
2. Dahmuni	2	Dahmouni, Aïn Bouchekif
3. Rahouia	2	Rahouia, Guertoufa
4. Oued Lili	3	Oued Lili, Sidi Ali Mell, Tidda
5. Medroussa	3	Medroussa, Mellakou, Sidi Bakhti
6. Mechraa Safa	3	Mechraa Safa, Tagdemt ,Djillali Ben Amar
7. Aïn Deheb	3	Aïn Deheb, Naima, Chehaima
8. Hamadia	3	Hamadia, Bougara, Rechaiga
9. Frenda	3	Frenda, Aïn El Hadid,Takhemaret
10. Meghila	3	Meghila, Sebt, Sidi Hosni
11. Ksar Chellala	3	Ksar Chellala, Serghine, Zmalet El Amir Abdelkader
12. Sougueur	4	Sougueur, Faidja ,Tousnina, Si Abdelghani
13. Mahdia	4	Mahdia, Aïn Zarit, Nadorah,Sabaine
14. Aïn kermes	5	Aïn kermes, Madna, Medrissa,Sidi Abderrahmane, Djebilet, Rosfa

1.6 Conclusion

In conclusion, the sociolinguistic profile in Algeria is rich on account of numerous varieties, this chapter had summarized the main languages spoken such as (MSA, ADA, FR, Ber, Eng). It also spoken about language contact in Algeria which characterized by different phenomena (diglossia, borrowing, code switching and mixing). In the next chapter, a lot of theoretical concepts will be examined regarding communication and word formation.

CHAPTER TWO

COMPUTER MEDIATED COMMUNICATION AND WORD FORMATION

2.1. Introduction

The second chapter deals with the theoretical part of this dissertation. First, it describes language and communication, definition of the term Computer mediated communication (CMC), Synchronous Asynchronous Communication. Then, emergence of CMC and its main theories. In addition, it sheds light on the definition of the concept of formative processes. Finally, it presents the types of formative processes namely (derivation or affixation, back formation, clipping (abbreviations), blending, compounding, borrowing, coinage, acronyms and reduplication).

2.2. Language and Communication

Since ancient times until the present time, communication is considered as an important part of human life that no one can do without, so that many see it as a continuous process of exchanging words, ideas and information due to their urgent need to communicate and express themselves effectively, which requires them to create ways and methods From ancient times to modern times, some methods of communication require the power of patience; for example, we find letters and homing pigeons, and others require the owner to be physically present through ponies and horses.

In view of the different complex methods of communication, language remains the only effective method of communication that is used at all. At that time, people used both oral and written forms; however, it has been proven that the language written in letters, for example, differs from the spoken language. At the present time, and in light of development, the emergence of devices has become everywhere and from time to time, and this is what has facilitated the process of communication.

Among the requirements of the current era, we find all of the use of computers and smart mobile devices such as phones and watches, and accordingly, the language changes with the development and change of the way of communication. In addition, we are not limited to communication only in the exchange of information and ideas between people, but rather that it has a vital role in building a strong relationship across the world.

2.2.1 Computer Mediated Communication (CMC)

In the past few years, all of the world has witnessed a radical change and a remarkable leap through the availability of a huge number of computers, which made communication no longer confined to human interaction but rather transcended to another type of communication, which is communication between man and machine. In light of the continuity of technological development and its gradual form, let us address the definition of different forms of communications that allow its users easy access to the Internet, and we find all of the mobile smart phones, laptops, and computers, as they are used to provide natural languages to devices with the rapid spread of the Internet. The word CMC stands for computer communication, which includes both computers and communications, but nevertheless communication remains as the main element or, in other words, the basis of the center of attention and is also considered as the most important part of an individual's life that cannot be abandoned.

Both Baron 1998 and December 1996 specialize in the field of CMC, which is simply defined by Baron (1998) as "a domain of information exchange via computer" (p.142), while December's definition along with Baron claims that communication is based on the Internet and by computer involves the exchange of information that takes place in a global collaborative set of networks using the IP/TCP protocol suite and client-server model for data communication. Where messages are subject to processing and distribution and encode a variety of media types, and the content of the information output can include a wide range of symbols that people use to communicate. (p.24). In other words, CMC is not limited to computers specifically, but it is concerned with any device that allows communication throughout the use of the Internet.

2.2.2 Emergence of Computer Mediated Communication

CMC has been introduced in this field since the first invention of a digital electronic computer, and that was during World War II or at least in the early sixties, in which the first recorded exchange of email forms took place. In addition to that, the actual date on which the computer was connected was just over fifty and this according to Thurlow (2004) and to other specialists in this field.

The beginning of the nineteen's century witnessed a huge abundance of computers, as it became necessary for everyone to have a computer, and this is due to many reasons

represented in the human need for correspondence, through e-mail, in addition to chatting and communication, especially studying, and with the passage of some time, communication in general or when many things are easy and much more than ever before. This is what made CMC gain popularity in addition to that, it contributed to attracting the interest of many scientists during that time period. Later, new technologies such as smartphones, mobile phones, tablets, and other forms of communication became minicomputers, which facilitated the transmission of language. In light of the continuous development of forms of communication, the scope of communication between many languages and dialects has been expanded. For example, the emergence of a new application called Google Translate, whose role is specialized in translating words and paragraphs from one language to another, in both cases, whether it is in connection with the Internet or not.

2.2.3 Synchronous Asynchronous Communication

Both the terms synchronization and asynchrony are associated with CMC and with communication in general, where synchronization in its general form refers to those events that occur at the same time. On the other hand, simultaneous or real-time communications are instant conversations that occur between one or more persons in order to exchange information and be in the same conversation and may be face to face, phone call, live chat or multi-user interactive game and so on, but not from necessary to be in the same place. According to Soukup (2000), "most sync CMC is text-only and communication relies solely on what can be communicated through text and other graphic means". (As cited in Segerstad, 2002, p.59).

As for asynchronous communication, as it occurs during a long period of time with delay in interaction and response such as e-mail, voice messages or previously recorded videos, etc., for example a friend of yours can leave you a message, it may be either an audio message or in the e-mail, where you have to take enough time to read information and think and later he must make the decision and then reply, i.e. with a useful summary to answer when you are available. But this does not prevent the presence of different tools to facilitate asynchronous communication and to find the Fluxes program, which lies in project management and in addition to that it allows its users to create task lists with assignment of tasks to team members and with determining due dates, where its users can put notes on any task that anyone could see what happens within seconds. It also has a positive advantage as a free tool.

2.2.4. Theories of Communication-Mediated Computers

To study CMC, many theories must be dealt with or passed and this is due to their great importance and their multiple uses, as Lewin (1949),once said, "Nothing is quite so practical as a good theory" (p. 129).

2.2.4.1 The Impersonal Communication Theories

So that some communications in the daily life of the individual can be classified as non-personal communications, as CMC is another method of communication and can be classified as belonging to the virtual world in the first place and therefore it can be called impersonal communication, says (Walter, Anderson Park. 1994) describes it as "an exchange between participants that facilitates communication but does not allow participants to form a meaningful relationship based on their individual selves, traits, and personalities". What must be taken into account, and most importantly, is that impersonal theories do not take CMC to facilitate the social or emotional relationship of the communicators. In other words, it is not always expected that we consider online communication as similar to face-to-face interaction with friends and so on. The closer the communication, the more effective and more harmonious it is.

2.2.4.2 The Interpersonal Communication Theories

According to Bochner (1989), the interpersonal communication "includes exchange between at least two interactants that allow the participants to form a meaningful understanding and/or relationship based on their individual selves, traits, and personalities". So that it differs from other impersonal communication that is free of exchange and sharing feelings between interactivity.

CMC was not close to face-to-face communication, and this was before the development of the Internet and before the availability of speed in computers, but Carr (2021) stated that "by the mid-1990s, scholars had begun to predict how and when online communication could be just as socioemotionally rich and interpersonal as FtF interaction" (p.53).

2.2.4.3 Group Communication Theories

This Theory differs from other theories that preceded it, as Carr (2021) says that it deals with the "interaction of multiple individuals who are associated through some shared attribute or commonality" (p.68). Where the difference between masspersonal and group communication is minimal or almost weak because both of them generally reflect the theory of communication between people, in addition to that the theories of group communication show some interesting ideas. What must be known in reality and this is according to carr (2021) that "groups can communicate differently online than they do offline, in both processes and outcomes. Even the way individuals and members of a group identify with a group (and, inherently, with those not in that group) alters when members are not face-to-face."(p. 69). This is due to a human factor which we can call or describe as "deindividuation" so that the person's self-awareness is incomplete, and that is in the midst of many groups and can join the extent of assuming identity (cited in Carr 2021,69)

2.3. Formative Processes

Formative features are generally described as a phenomenon through which new words are produced, either by modification in some words or by complete innovation, and thus become an integral part of the language. In addition, words become understood, despite their new appearance and are circulated among everyone with time and it is also called word formation processes, so that there are many definitions of formative features, where it was said that it is "the process of forming words that deals with the formation of new lexemes" (p. 33) and this is according to Bauer (1983).

Based on this, we can conclude that the process of forming words refers to the creation of new words, as for Hacken and Thomas (2013) they stated that "the process of forming words is how new words are produced based on some rules" and through this to say, we can know that the process of word formation depends on a set of different systems that contribute to the formation of a new lexicon, such as the rule of abbreviation, by reducing letters and other rules.

2.3.1. Types of Formative Processes

There are many types of word formation processes in the English language, among which we find both derivation or affixation, back formation, clipping (abbreviations), blending, compounding, borrowing, coinage, acronyms and reduplication, and this is according to Yule (1985), (pp-53-60).

2.3.1.1. Derivation or Affixation

Among the widely known and common operations, we find the process of forming words by adding suffixes or preffixes or both of them to morphemes, in which an address is attached to a root, also called the base, in order to form a new word. A root is a free morpheme that can appear alone, also called unbound morpheme. But for the affix is a bound morpheme which never occurs by itself. But it is often related to some free morpheme and can be either derivational or inflectional. For the inflectional affix modifies the form /grammatical category of a word (tense, person, number, gender, case. etc). For example: from (verb to noun) read reader. In English there are two types of affixations. First, Prefixation new words are formed by adding an affix at the front of the root. This type of affix used in this process is called the prefix, for example: un+happy happy. Second, Suffixation new words are formed by adding an affix to the end of a root. The type of affix used in this process is referred to as suffix. For example: care+less /careless.

2.3.1.2. Back-formation

Among the widely known and common operations, we find the process of forming words by adding suffixes or prefixes or both of them to morphemes, in which an address is attached to a root, also called the base, in order to form a new word. A root is a free morpheme that can appear alone, also called unbound morpheme. But for the affix is a bound morpheme which never occurs by itself. But it is often related to some free morpheme and can be either derivational or inflectional. For the inflectional affix modifies the form /grammatical category of a word (tense, person, number, gender, case. etc). For example: from (verb to noun) read reader.

2.3.1.3. Clipping (Abbreviations)

According to Bauer (1993) "clipping refers to the process whereby a lexeme (simple orcomplex) is shortened, while retaining the same meaning and still being a member of the same form class. Frequently clipping results in a change of a stylistic level (p. 233).

In general, clipping is the word formation process in which a word is reduced to a shorter form. With a sharp contrast to back-formation, clipping keeps the original word meaning intact. These words are very common in everyday speech. For instance: 'gas' is the clipped form of 'gasoline', 'gym' is the clipped form of 'gymnasium', ' exam' is the clipped form of 'examination'. Furthermore, there are four types of clippings. First, back-clipping it involves the truncation of end of a word as in 'spec' from 'speculation', 'doc'from 'doctor'. Also called final clipping or apocopate. Second, fore-clipping it is the removal of the beginning of a word as in 'pike' from 'turnpike', 'gator' from 'alligator'. Also called initial clipping or aphaeresis.

Third, middle clipping it is the extraction of the beginning and end of a word as in 'tec' from'detective', 'jams' from 'pyjamas. Also called medial clipping or syncope. In addition to complex clipping: is removing multiple parts from multiple words as in 'op art' from 'Optical art', 'org-man' from 'organization man'.

2.3.1.4. Blending

In the English language, blending is a word-formation process in which parts of two or more words combine to create a new word. Words that are formed when two or more words are combined to form new words have some of the properties of each of the original words. Therefore, combining two or more words creates a new word that refers to some thing that has some properties of the original words. According to Bauer (1983), "this word formation process could be also considered as an unpredictable because there is not a clear pattern of combining parts or to the consequent analysis into morphemes" (p.234). Mostly, the meanings of the blended word reverberate with the meanings of the original words. For example: biography +picture biopic, Camera +recorder camcorder, clap+crash clash, smack +mash smash. But blending should not be confused with compounding, which comborigit two words without truncation of parts of the roots of the blended words.

2.3.1.5. Compounding

Compounding is a process in which two or more words are combined to create one word, having a single idea and function. According to the definition provided in the online Oxford Advanced Learner's Dictionary: a compound is "a noun, an adjective or a verb made of two or more words, or parts of words, written as one or more words, or joined by a hyphen".

There are three types of compounds: compound nouns, compound adjectives, compound verbs, and compound adverbs.

Examples about compound adjectives: 1/ closed: seasick, homemade. 2/hyphenated: re-faced, white-collar. 3/ open compound adjectives are less common and often take the form of an open compound noun being used as an adjective: high school student, jump rope competition.

Examples of compound adverbs: 1/closed: therefore, sometimes, overnight. 2/open: upside down, inside out, 3/hyphenated: topsy-turvy, in-house compound nouns: afternoon, aircraft, airfield. Compound verbs: cross-examine, dry clean, hand-wash.

2.3.1.6. Borrowing

Borrowing is words that have been borrowed from other languages. It is always described as the morphological, phonological and semantic adoption of single isolated words in speech from other languages, which indicates that it uses the word exactly as it is.

As a clarification, croissant (French), piano (Italian), boss (Dutch), alcohol (Arabic), essay (French), kindergarten (German), yogurt (Turkish).

There are two types of borrowings:

Loan-word: it means borrow word from another language. Without having it translated into the target language. For instance: coffee is borrowed from French word café.

Loan-translation (Claque): is a morphological process where a word or phrase is literally translated into the target language after being borrowed from another language. For example: the phrase 'point of view' has been translated into English from the French phrase 'point de vue'.

2.3.1.7. Coinage

Coinage is reconstruction and addition of new words. Words created from scratch or derived from names of individuals, places, or product names. Coinage is the invention of totally new terms, For examples: Aspirin, Nylon, Vaseline, Escalator, Band-Aid.

Once more, due to the rapid cultural change and the growth of information technology, mass media, the internet, etc., new terms are constantly being created. For instance: Google, Blog, Skype, WhatsApp, Tablet, Tweeter, Instagram.

Indeed, as a result of the political and health situations Algeria has experienced in 2019, many words have coined, In other words, as a result of various long-lasting events like the COVID-19 (corona virus) outbreak and political disagreements, for examples يتنحاو قاع Yetna7aw-gaa (they all should go) corona wala ntoma.

2.3.1.8. Acronyms

Acronyms are initial letters taken from several words and new word is created from that string. According to Bauer (1983) "for a word to be considered an acronym it has to have its own pronunciation, different from just pronouncing individual letters. Some linguists confuse acronyms with initialisms which are also abbreviations formed in the similar manner as the former" (pp.237-239).

Acronyms are usually capitalized. For instance: Word Wide Web "WWW", North Atlantic Treaty Organization "NATO", Random Access Memory "RAM", National Aeronautics and Space Administration "NASA", Personal Identification Number "PIN", Graphics Interchange Format "GIF", English as Foreign Language "EFL".

2.3.1.9. Reduplication

Reduplication is new words are formed by either doubling an entire free morpheme or part of it. The two basic forms of reduplication processes are total reduplication and partial reduplication (Rubino, 2005). Total reduplication, as you can see in the reduplication words fifty-fifty and yum-yum, is the process of duplicating the entire part base of a word, stem, and root without modifying either a consonant or a vowel (Lieber, 2009). The term "partial reduplication" means that "only a part of the word is being repeated" (Lieber, 2009, p. 81; Olsson, 2015, p. 2). For instance, tiktok and zigzag. Also, reduplication has four techniques which are repetition without change for example hush-hush and bye-bye, rhyming

reduplication as hip-hop, ding-dong in addition to repetition without change of vowel like ping -pong, tip-top and the last technique which is repetition with change of the initial consonant such as walkie-talkie.

2.4. Conclusion

This chapter covered the definitions of the main concepts related to our study such Computer mediated communication, formative processes. The emergence of CMC, also Synchronous and Asynchronous communication, theories of CMC and the types of word formation processes have been illustrated. The next chapter is devoted to data collection, analysis and interpretation.

Chapter Three

DATA COLLECTION PROCEDURES AND FINDINGS ANALYSIS

3.1. Introduction

The third chapter is concerned with the practical part of this dissertation. It aims at finding out the interactions of EFL learners formative processes from normative practices in the Master One Messenger group. It describes the research design and the tools used to gather the data needed, the methodology, and the population chosen for this study.

Therefore, we will give an analysis and interpretation of the main findings.

3.2. Research design

In this case, we selected to use the mixed method approach, which incorporates aspects of both qualitative and quantitative research, to highlight the value of the study design by offering the right research scheme to acquire the best version of the desired result.

We have chosen to use the mixed method research as the methodology that is most applicable, trustworthy, and comprehensive.

3.2.1. A Description of "MA1 Messenger group"

MA1 Linguistic Messenger group was created for a variety of reasons, but it can be summed up by the fact that students needed to discuss whatever information they might have about their studies. Due to the fact that the group consists of roughly 158 Master one students, it is also thought to be the most reliable platform for students to get the numerous instructions announced by the English department's administration and teachers.

It is noticeable that students use informal language to express their needs because the messenger group does not include teachers.

3.2.2. Population sampling

In this study, we tend to analyze the usage of word formation processes on the social network Messenger. Therefore, the target populations of this study are master one students of English linguistics. The main reason for choosing this sample MA1 is that they spent four years learning the English language, and their specialty is linguistics. Hence, they are more familiar with the word formation process than other specialties.

3.3. Research Instruments, Data Collection, and Findings' Analysis

It is very important to note that the mix method technique was used to acquire the data for this study. As a result, the questionnaire survey and the involvement of sixty (60) MA1 students who are part of the MA1 Linguistic Messenger group serve as examples of the instruments used in this inquiry. Additionally, in order to get more reliable data, we chose to examine, analyze, and classify the word formation used in the messenger group.

3.3.1. The Description of Students' Questionnaire

The questionnaire is designed accurately to examine the interactions of EFL learners formative processes from normative practices in the messenger group and the way they write their messages.

The questionnaire contains four sections. The first one is devoted for Interactions of Formative Processes in MAI Linguistics Students Messenger Group and Attitudes towards the Normative Practices, who where asked about how often they use Messenger, when and why they join the messenger group and the most varieties used in it. The second section is dedicated for language alternation in messenger. The third section is concerned with the morphological aspect (word formation processes), which is the practices they use most in messenger if they use word formation processes when they write messages and why. Finally,

the fourth section aims at the way they write their messages and they provide us with some examples about words formation processes they use.

3.3.2. The Analysis of Questionnaire

In this section, we will use the data we have gathered to create graphs and pie charts so we can analyze them, evaluate them, and draw conclusions about some significant findings that help us affirm the hypotheses or not.

3.3.2.1. Interactions of Formative Processes in MA1 Linguistics Students Messenger Group and Attitudes towards the Normative Practices

Q1: How often do you use messenger?

Graph 3.1 *The Frequency of Using Messenger*
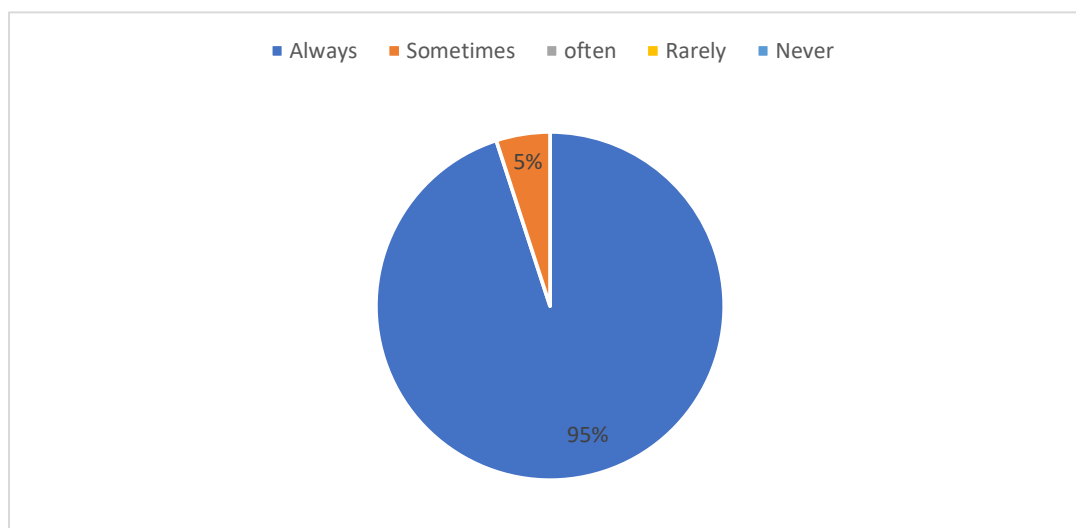
According to graph 3.1, the most of participants 95% (57 respondents) say that they always use messenger app, while 5% (3 participants) declared that they sometimes utilize the app. As a result, we can conclude that the majority of the respondents are regular users of Messenger app. The Messenger app is the most active platform because it offers several communication advantages that allow people to communicate via private messages in a short

period of time.

Q2: Are you a member of MA1 Linguistics messenger group?

Graph 3.2 the participants membership in the group
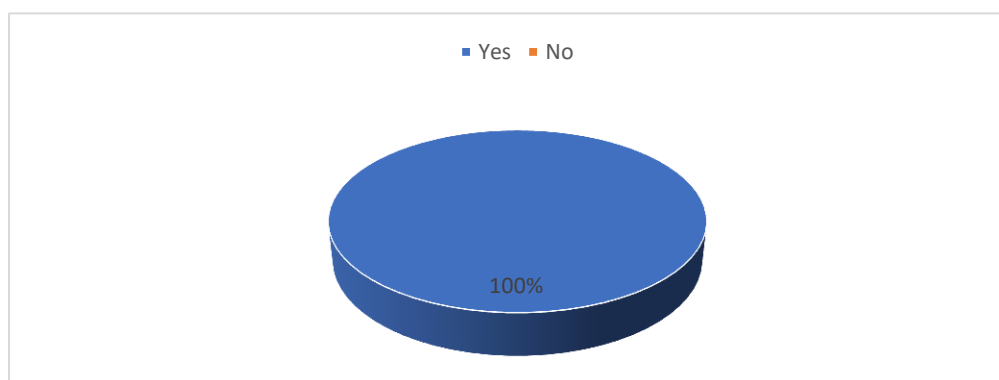
It is stated in graph 3.2, it is extremely noticed that 100% of our participants confirmed that there are membership in MA1 messenger group. Since the members of this group, who are MA1 English students, were selected as the study's sample, it is crucial that the responses to this question confirm their membership in this group in order for our data to be reliable.

Q3: If yes, when did you join it?

Graph 3.3 *The Respondents' Engagement Date With The Group*
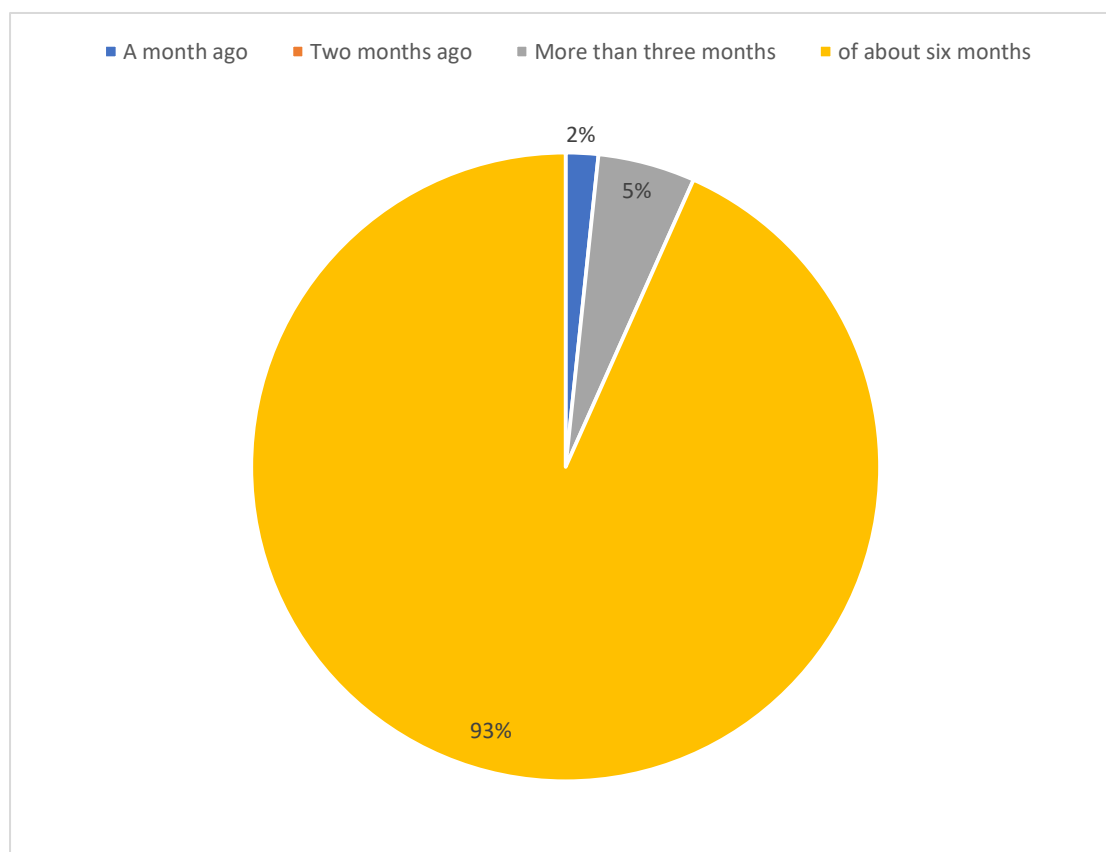
Graph 3.3 demonstrates the dates of which the respondents joined the MAI Linguistics Messenger group. The first category which represent 56 respondents (93%) joined the group of about six months, while 3 participants (5%) say that they joined it in more than three months. The third category 1 respondent (2%) joined the group in a month ago. From data we can deduce that the most of respondents join the group for about six months ago, for different purposes related to study.

Q4: Why did you join it? Is it because
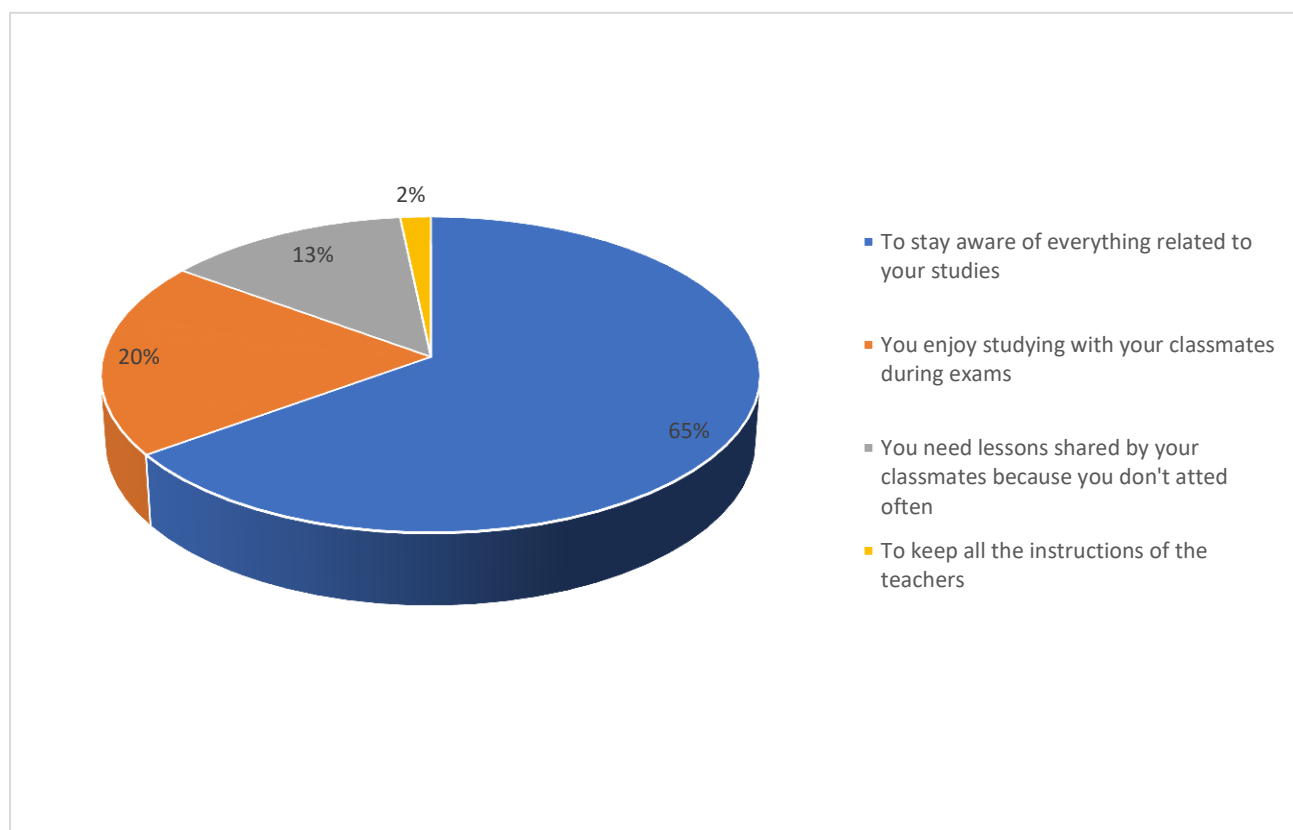
Graph 3.4 *The Respondents' Purpose Behind Joining The Group*

In graph 3.4 we have noted that a large number of respondents 39 (65%) joined the group to stay aware of everything related to their studies. The second score represents 12 respondents (20%) confirmed that they enjoy studying with their classmates during exams. In addition, 8 respondents (13%) declared that they need lessons shared by their classmates because they do not attend often. The last score stated that represents only one respondent (2%) joined the group to keep all the instructions of the teachers. It was expected that the first option would be chosen because it combines all the other options. Additionally, it is important to note that the primary goal of this group's creation is to encompass everything related to master one studies. As such, students are asked to share all lectures and lessons for MA1 Linguistics as well as any updates regarding the English departments or the entire university including (timetable, exam marks, averages and so on).

Q5: Which language variety do you use most in the messenger group?

Graph 3.5 *The Respondents' Language Choice*
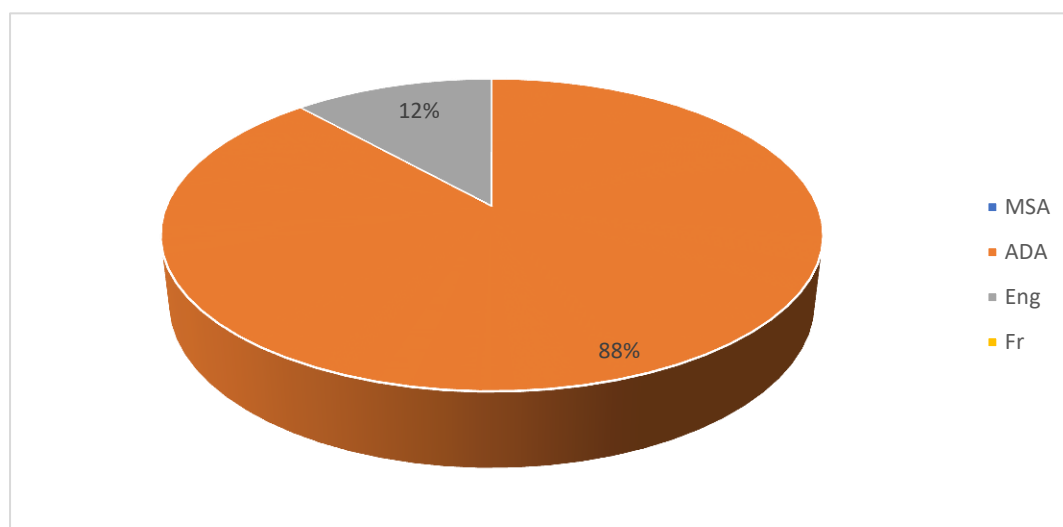
Graph 3.5 state the most variety used by the respondents in the messenger group, we have noticed that 53 participants (88%) use ADA (Algerian Dialectal Arabic) while 7 respondents (12%) use English. we can deduce from this result that respondents use their language to express their purposes from the messenger group because they do not consider it a formal platform that oblige them to speak in English.

3.3.2.2 Language Alternation in Messenger

Q1: Why do you use messenger? to
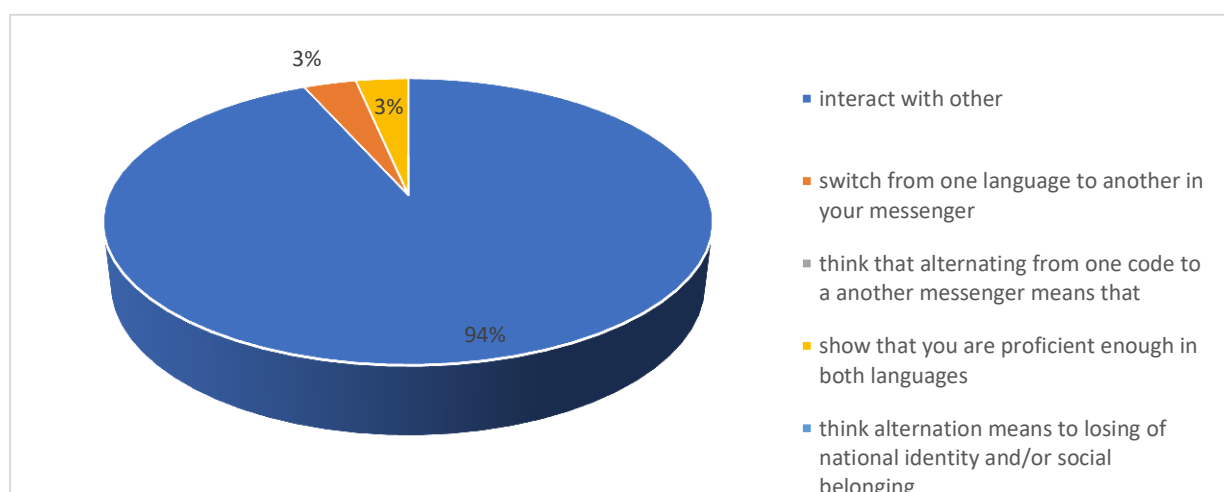
Graph 3.6 *The Respondents' Purpose Behind Using Messenger*

Graph 3.6 above shows that the respondents answers about the question of why do you use messenger. Therefore, it reveals that the majority of the respondents 56 with percentage (94%) assured that they use messenger to interact with others. Whereas, 2 respondents (3%) confirmed that they utilize messenger for purpose of switch from one language to another in their messenger. Also, only two respondents (3%) affirmed that they use messenger to show that you are proficient enough in both languages. From that we can conclude that the main reason behind using messenger is to interact with others because messenger is a global platform to communicate and react with people from great distances.

Q2: Which variety(ies) do you prefer using in messenger

Graph 3.7 the respondents' preferred variety using in messenger
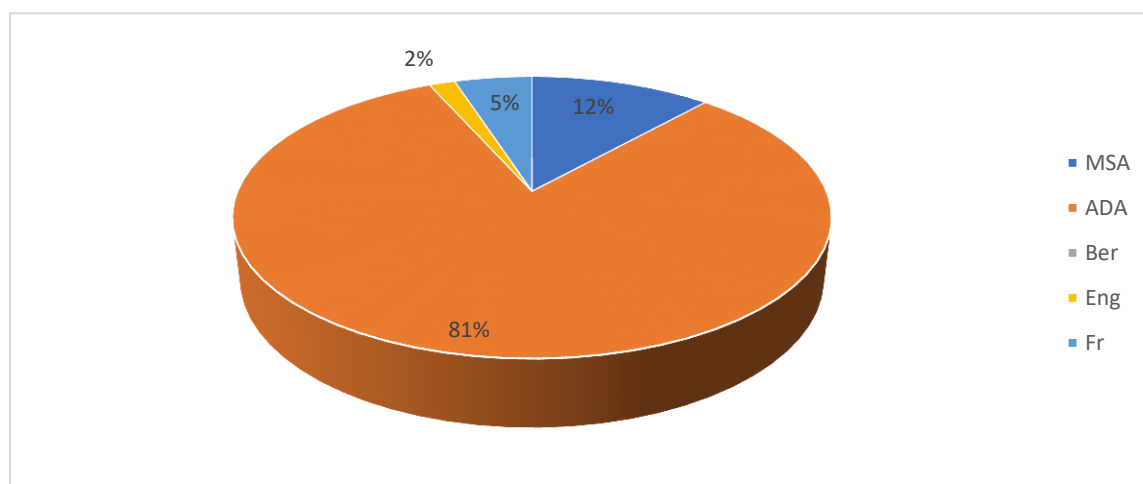
From Graph 3.7 we observed that the respondents 49 (81%) prefer using ADA as variety in messenger, while 7 (12%) respondents prefer using MSA in messenger. Hence, 3 (5%) respondents prefer using French language and of about (2%) percentage only one respondent prefer utilize English language. we can deduce from the result that the most of respondents have chosen ADA because is the variety that they use in everyday conversation so they prefer also use it in messenger.

3.3.2.3 The Morphological Aspect (Word Formation Processes)

Q1: Which of the following practices do you use most when writing messages in Messengers

Graph 3.8 the respondents most practices using in Messenger
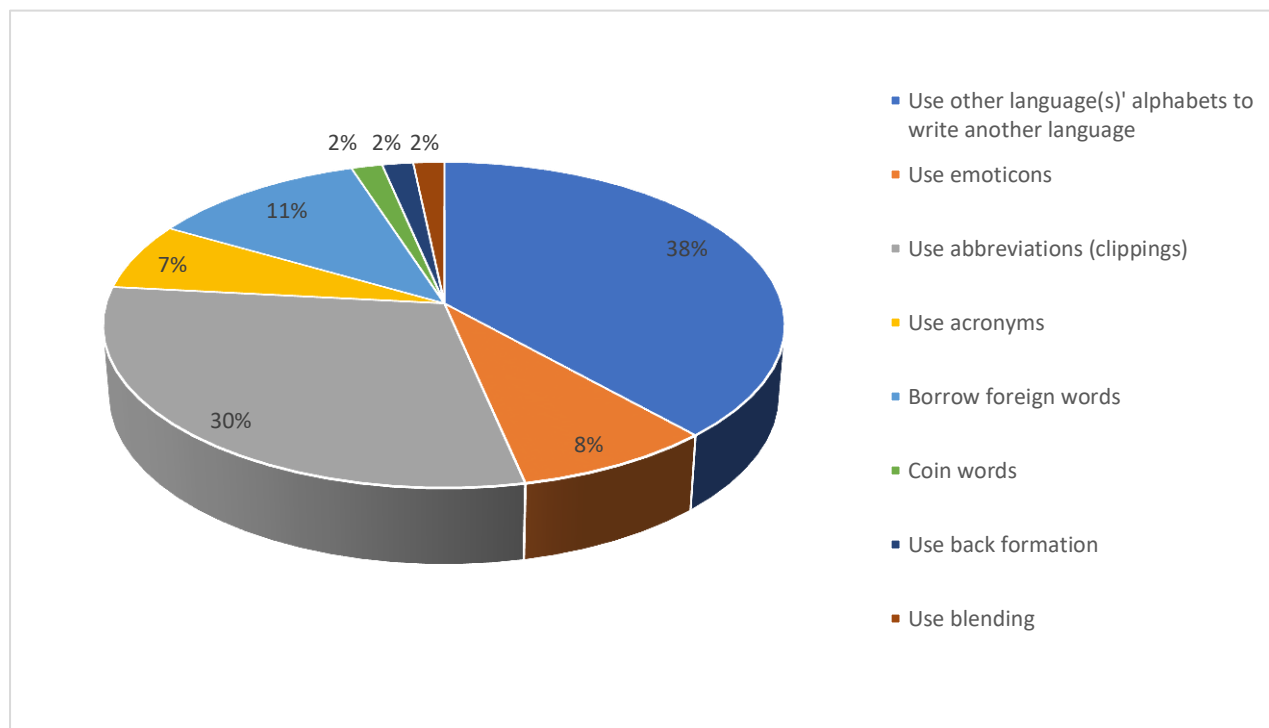
Graph 3.8 indicates that a huge number of respondents 23 (38%) use other languages alphabets to write another language. However, (30%) 18 respondents asserted that they use abbreviation (clipping) when they write messages in messenger. Besides, (11%) 7 respondents borrow foreign languages, while (8%) 5 respondents use emoticons, 4 (7%) participants declared that they use acronyms, three respondents one (2%) coin words, the other (2%) use back formation and the last respondent (2%) use blending. According to this data, most of our respondents use other language(s) alphabets to write another language or transliteration such write ADA, MSA with foreign letters not the origin letters of that language. furthermore, writing a language with the letters of another language.

Q2: Do you use words formation while you writing in messenger group: cuz (because), btw (by the way)
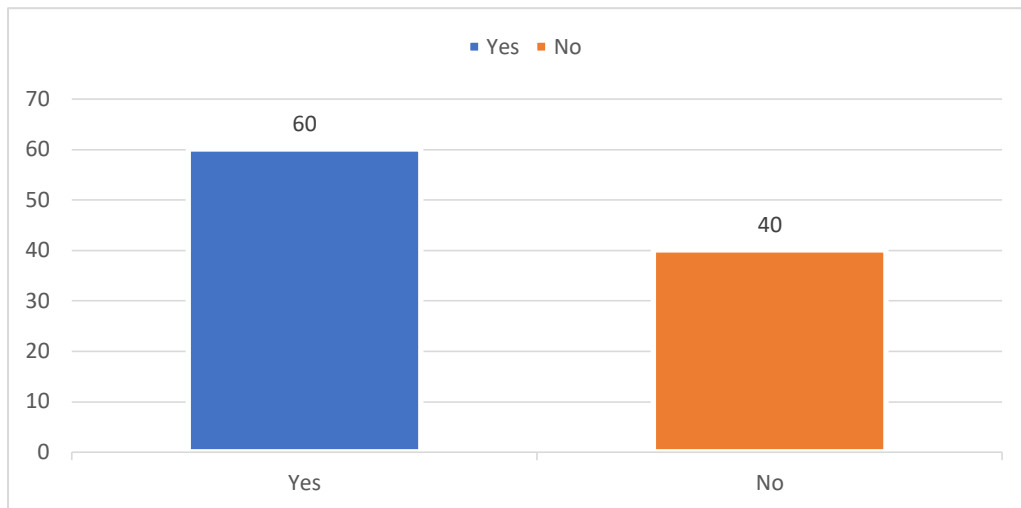
Graph 3.9 the respondents' usage words formation in Messenger

From the obtained data in graph 3.9, we have noticed that a great number of respondents (60%) 36 respondents use words formation while they write in messenger group. Whereas, 24 (40%) respondents do not use words formation while they write in messenger group. The respondents were asked to justify their views; consequently, their answers will be demonstrated and interpreted in the following graphs.

Q3: If yes, is it because they

Graph 3.10 the respondents' positive attitudes towards words formation
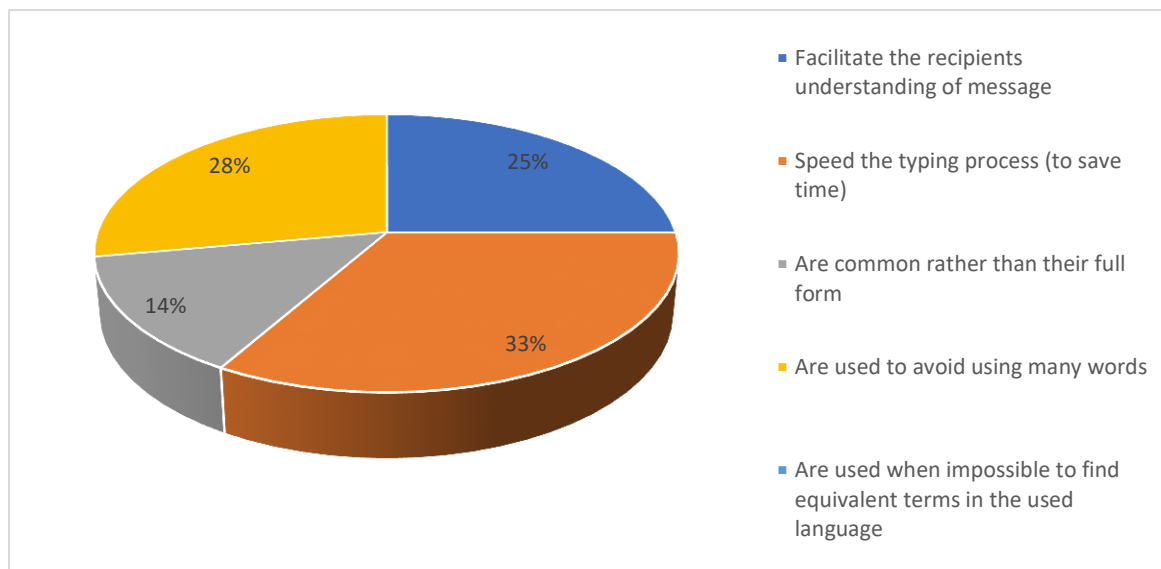
Graph 3.10 demonstrates the respondents' feedback concerning the usage of words formation while they write messages in messenger group. Hence, we disclosed that 12 students (33%) said that they use words formation because it speed the typing process (to save time). 10 students (28%) said that they utilize words formation are used to avoid using many words. Besides, 9 students (25%) asserted that they use words formation because it facilitate the recipients understanding of message; while, only 5 students (14%) claimed that words formation are common rather than their full form.

As far as the majority of the respondents' choice, we have already observed that our respondents use words formation process for purpose of speed the typing process (to save time). we can deduce from that this current generation use words formation for the purpose of saving time.

Q4: If no, is it because they

Graph 3.11 the respondents negative attitudes towards words formation
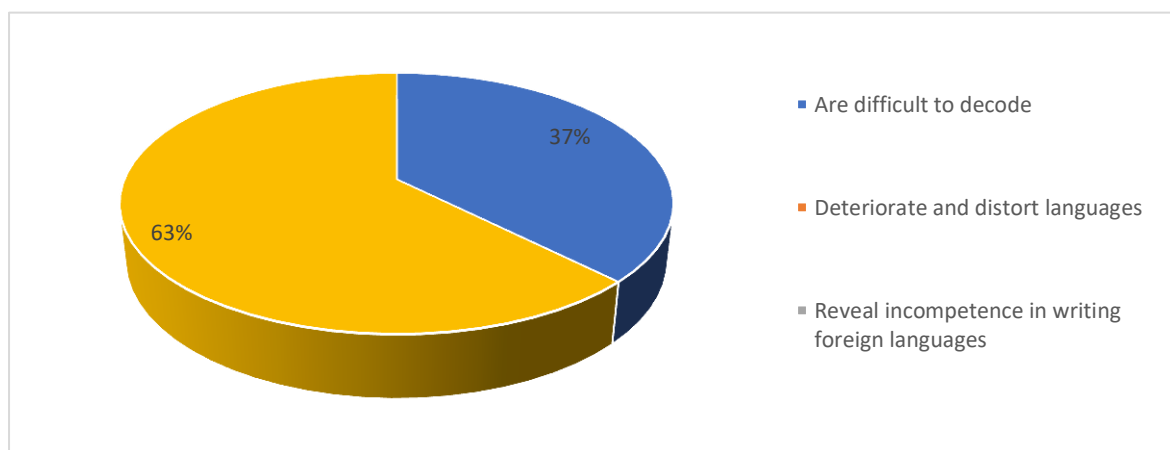
In Graph 3.11, we see that 15 (63%) students do not use word formation because some participants are not accustomed to them, while 9 (37%) students said that they do not use them, because it is difficult to decode. Compared to those who said that they use words formation, we already observed that the minority of respondents said that they do not use word formation, and the reason is that some participants are not accustomed to them. We can justify that they think of how well recipients understand the message.

3.3.2.4 Messenger Writing System

Q1: when you write message do you

Graph 3.12 what the respondents doing where they write message in

- Leave space while start writing
- Give much attention to spelling
- Capitalise letteres
- Give much attention to grammar
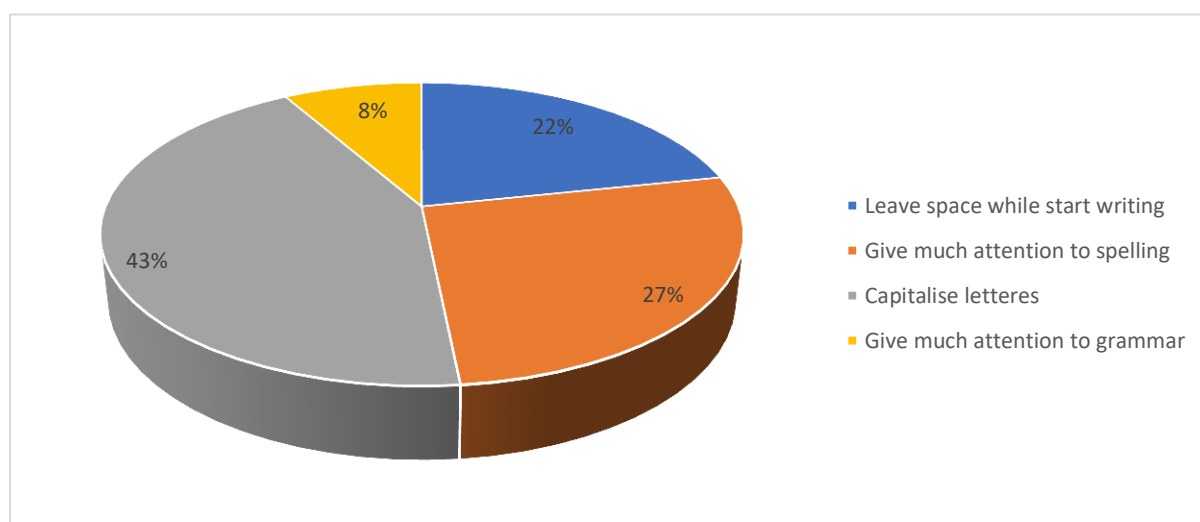
messenger

From the data presented in graph 3.12, one may notice that the majority of respondents 26 (43%) said that they capitalise letters when they write messages, however 16 (27%) respondents declared that they give much attention to grammar, while, 13 (22%) claimed that when they write messages, they leave space while start writing, only 5 respondents said that they give much attention to grammar. we can conclude from this data that each person has their own style of writing messages and this generation use totally new style of writing.

Q2: Do you repeat letters when you write messages

Graph 3.13 the respondents' repetition of letters in messenger
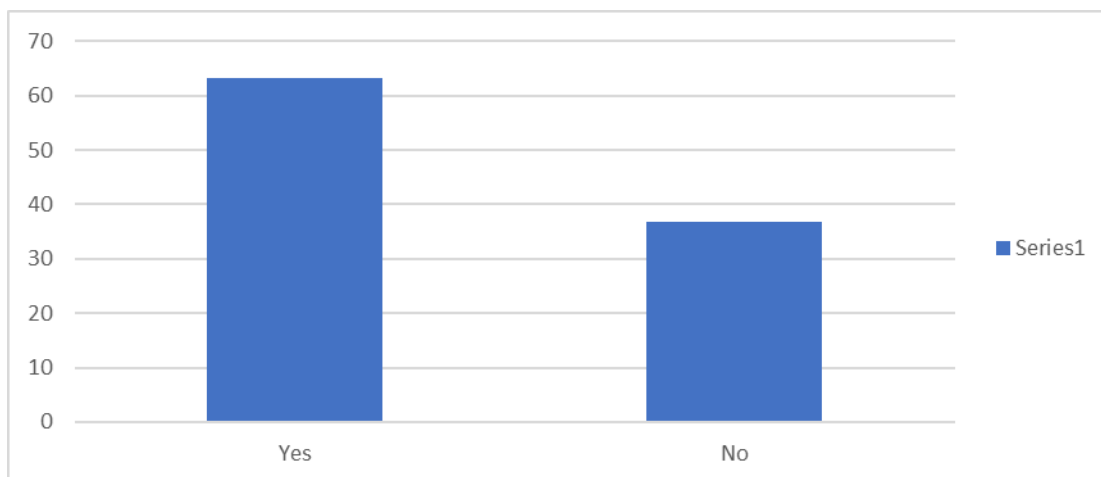
Graph 3.13 illustrate answers of the participants about question 38 (63,3%) participants said yes they capitalize letters when they write messages, whereas 22 (36,7%) said that they do not repeat letters. we deduce that the most of participants capitalise letters justify that they create new style of writing messages. For know more about why they repeat or not letters when they write messages in messenger we asked them for reasons behind that, we will know their answers in the following graphs.

Q3: If yes, is it because

Graph 3.14 the respondents' positive attitudes concerned the repetition of letters in messenger
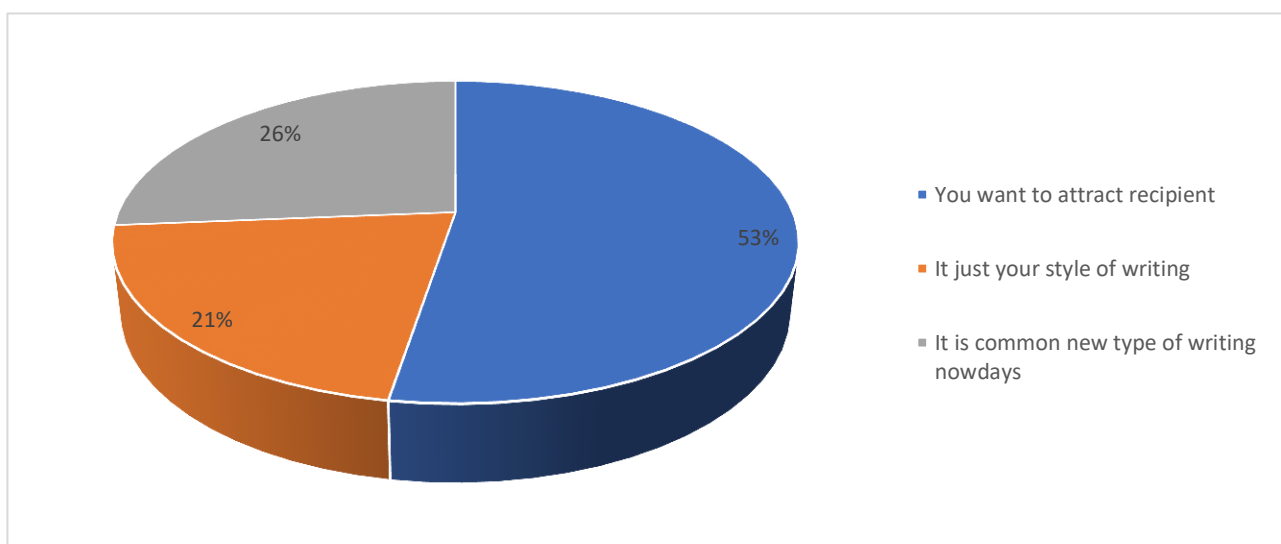
Graph 3.14 state that 20 (53%) students said that they repeat letters because they want to attract recipient, 10 (26%) students they repeat letters because it is common new type of writing nowadays, while, 8 (21%) said it just their style of writing. we have notice that the most students repeat letters when they write messages in messenger for purpose of get the recipient's attention. That is, when he sees that the recipients repeat letters, he understands that that the sender confirms this speech.

Q4: If no, is it because

Graph 3.15 the respondents' negative attitudes towards repetition of letters in messenger
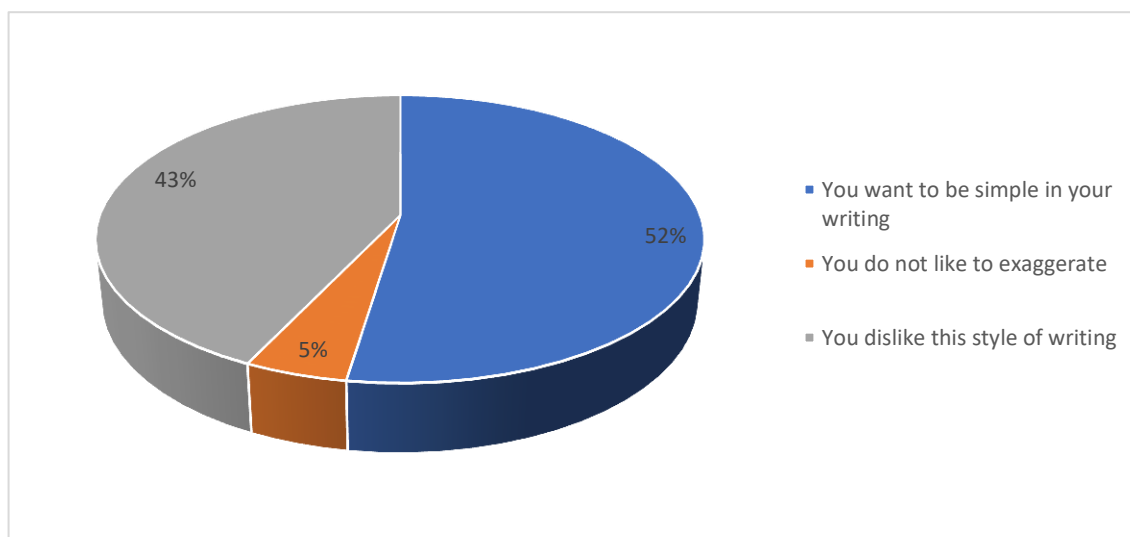
The graph 3.15 above shows the respondents reason of repetition of letters when they write messages, we observe that 11 (52%) respondents said that they do not repeat letters when they write messages because they want to be simple in their writing, while 9 (43%) respondents said that they dislike this style of writing messages, only one respondent said that he does not like to exaggerate. we can conclude from that those who do not repeat letters because they want to write simply.

Q5: Please! Could you provide us with some examples about the words formation processes you use in messenger group?

This question aims at indicating some examples given by our respondents about word formation process that are listed as follow:

- **Acronyms:** such as PC (personal computer), PDF (portable Document Format), LOL (Laughing Out Loud), GC (Google Classroom), LPP (Language Planning and Policy), Mdr (mort de rire).

- **Abbreviations:** like Cuz (because), Prof (professor), Exam (examination), B4 (Before), Wt (what), Ui (oui), U (you), Dzl (désolé), Plz (Please), Thnx (Thanks), Btw (by the way), Esq (est ce que), R (Are), Tmrw (Tomorrow), Stp (s'il te plait), GL (Good luck), Dcr (d'accord), 2r1 (De rien), Idk (I don't know), ofcrs (of course), Cprsa (c'est pour ça), Mrc (merçi), Svp (s'il vous plait), Ur (your), bnsr (Bonsoir), Asap (as soon as possible).

- **Blending:** As Email (Electronic Mail).

3.4 The Content Messenger Group Analysis Approach and the Collected Data from the Messenger Group

For the purpose of identifying and analyzing the content and its features, the content analysis method and qualitative research tool are utilized. In order to ascertain the existence of specific keywords and concepts as well as relationships between these terms and concepts, this approach is necessary in qualitative research.

A major objective of this method is to collect word formations used by our members, classify them according to types of word formation processes, and unveil the new word formations used by this current generation.

In order to collect data from Messenger group, we have chosen this period between January 18 th January and February 1st because it is important, including exams. Actually, as a first step, all the conversations that took place during the aforementioned times were copied and pasted from the Messenger group "M1 Linguistics" to a Word document. Then, as the emphasis was on the study of the language and word formation used by students, all the extraneous data, such as the users' names, dates, times, tags, cited messages, and even punctuation marks that constituted words, were eliminated.

3.5 Word Formation Process

For the purpose of gather word formation used by our members we find students use 1335 word between the period of 18th January and 1st February, 50 divided to common and new word formation formed by this generation which classified in the table below and examples:

Table 3.1 Examples of word formation processes found in Messenger Group

Word formation process	Meanings	Types of Word Formation Processes
Ui	Oui	**Neologism**
Pcq	Par ce que	
Dmn	Demain	
Dzl	Désolé	
tt	Tout	
Lsl	L'essentiel	
Ms	Mais	
Btw	By the way	
Stp	S'il te plaît	
Cuz	Because	**Clipping**
Bro	Brother	
Exam	Examination	
Prof	Professor	
Sis	Sister	
Gmorning	Good morning	**Abbreviation**
Mdr	Mort de rire	
Lpp	Langage planning and policy	**Acronym**
Pdf	Portable document format	
GC	Google Classroom	
Email	Electronic mail	**Blending**

3.6 Discussion of the Finding data

The table above shows some types of word formation processes which are used by the Algerian EFL respondents in messenger group "M1 Linguistics". It includes neologism acronyms, clipping, blending.

Examples (from messenger group conversations):

Example 01: Aaaa saha **Dzl** (Aaaa ok **sorry**)

The word **Dzl** in the example refers to the french word 'désolé' which means '**sorry'**. It is neologism.

Example 02: ui rani nkhbar fik **(Yes** l am telling you**)**

The two letters ui is a neologism which refers to the French term 'Oui' which means 'Yes'.

Example 03: Les cours **plz** (Courses please)

The term plz is a neologism which refers to the word 'please'. Also, we find another forms of this term such as plzzz and pls.(from messenger group).

Example 04: Sahiti **sis** (Thank you sis)

The term sis is clipping which refers to 'sister'.

Example 05: Tl9ay klch f **GC** (you find every think in **GC**)

The term GC is acronyms which refers to Google Classroom.

Example 06: khasni email ta3 belarbi jma3a (Guys i need email of Dr Belarbi)

The term email is blending which means electronic mail.

From the table above and examples we can said that our respondents use different type of word formation process such as (**abbreviations, Acronyms, Blending**) (see table 3.1).

From the collecting data we have noticed that there is totally new word formation formed by our members and even new style of writing. We will mention them in examples:

Examples: Maaalkiii, bzzzfff, Stenaaw, Fanyyyyy, hadriii, ghayaaaaa, malkk, Baddd, yhafdkkk, Inchaaaaaalllah, Mdrrrrrrr, Plzzz, galii, ouii, Yatellllll, anywayyy, waah, sahiit, kolchii, Laaaa, yaaaaaaa, ssshhaa, drwQ, y3tiQ, hyateQ, yeQ, yahafdek, psQ, nFwto.

From this examples we conclude that there are totally new word formation and new style of writing messages used by this current generation we observe that they repeat letters the middle or even last letter of words and also capitalise letters the beginning, middle or the last letters. These words are uncommon words formation used by this generation.

3.7 Conclusion

In summary, this chapter attempts to analyse and interpret the collected data, and determine the potential reasons behind the use of word formation process. Furthermore, we classified different types of word formation used by M1 linguistics students in their conversation in messenger group. The finding of this study shows that they use abbreviations, acronyms, blending and neologism in their interactions with others for different purposes. we find different words common and uncommon word formation process.

where conclude that this current generation tends to coin totally new term. Of about (60%) of students use word formation for purpose of speed the typing process (to save time). Although there are several types of word formation process, in this study we found just some of them, as we mentioned earlier.

GENERAL CONCLUSION

GENERAL CONCLUSION

In light of all of the above, you can understand that the aim of this study is to disentangle the interactions of EFL learners' Formative processes from their conversations in master one linguistics at Ibn Khaldoun University of Tiaret Messenger Group.

In other words, we can say that this phenomenon attracted our attention because this current generation tends to coin totally new words in social networking sites. This study is important for those who use new words in their daily conversations and may not know their meaning and the reason behind using word formation process and knowing the uncommon words used by EFL learners (M1 linguistics students) messenger group, we noticed that the young generation uses social networking sites every day, especially Messenger, for interaction with others.

The use of new words is important to enrich the language and communication. The finding of this study confirms that students use several types of word formation processes, including clipping, acronyms and blending. Also new words that fall within neologism and the style they write those words this can be seen in the examples that we found in the messenger group that we mentioned previously. This research confirms the proposed hypotheses. Firstly, we found that students' interactions in Messenger Group consist of different types of word-formation processes. Secondly, the formative processes are affected by normative practices in M1 one messenger group significantly.

Finally, we found that the formative processes affect the normative practices in a positive way because they contribute to the formation of new words and speed the typing process (to save time) and new style of writing to attract recipient.

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APPENDICES

Questionnaire

Dear respondent,

This questionnaire is an integral part of our MA dissertation. It aims at unravelling formative processes from normative practices in the interactions of EFL learners in Master One Linguistics Messenger Group at Ibn Khaldoun University of Tiaret. In order to reach the aims of our research, you are kindly asked to take part in this study by answering our questions.

N.B: Please! Tick **(√)** or cross **(X)** the right box (es) that fit (s) to your viewpoint or use the provided space.

Abbreviations and Acronyms:

➢ Algerian Dialectal Arabic **(ADA)**, Modern Standard Arabic **(MSA),**Berber **(Ber),** French **(Fr)**, English **(Eng)**.

➢

Section One: Interactions of Formative Processes in MA1 Linguistics Students Messenger Group and Attitudes towards the Normative Practices

1) How often do you use messenger?

Always ☐ Often ☐ 	Sometimes ☐ 	Rarely ☐ Never ☐

2) Are you a member of MA1 Linguistics messenger group? 	Yes ☐ 	No ☐

3) If yes, when did you join it? 	A month ago ☐ 	Two months ago ☐ 	More thanthree months ☐ 	of about six months ☐

Others (specify):..

4) Why did you join it? Is it because …

To stay aware of everything related to your studies ☐ You enjoy studying with your classmates during exams ☐ You need lessons shared by your classmates because you don't atted often ☐ To keep informed of all the instructions of the teachers ☐

Others (specify) : ....

5) Which language variety do you use mostin the messenger group?

MSA ☐ ADA ☐ Eng ☐ Fr ☐

Others (specify): ....

Section Two: Language Alternation in Messenger

1) Whydo youuse messenger? *to....*

interact with others☐switch from one language to another in your messenger ☐think that

alternating from one code to a another messenger means that ☐show that you are proficient

enough in both languages☐think alternation means to losing of national identity and/or

social belonging☐

Others(specify):..

2) Which variety(ies) do you prefer using in messenger

MSA☐ ADA☐Ber ☐Eng☐ Fr☐

Others (specify): ....

Section Three: The Morphological Aspect (Word Formation Processes)

1)Which of the following practices do you use most when writing messages in Messengers

use other language(s)' alphabets to write another language ☐use emoticons use

abbreviations (clippings) ☐use acronyms ☐borrow foreign words ☐coin words☐ use

back formation ☐ use blending☐

Others (specify):...

2)Do you use words formation while you writing in messenger group : cuz (because),

btw (by the way) Yes ☐   No☐

If yes, is it because they...

Facilitate the recipients understanding of message☐Speed the typing process (to save

time)☐Are common rather than their full form☐Are used to avoid using many

words☐Are used when impossible to find equivalent terms in the used language☐Are used

when the used language fails to invent a word by its own ☐

Others (**specify**) :..

 If no, is it because they...

Are difficult to decode☐Deteriorate and distort languages☐Reveal incompetence in

writing foreign languages ☐Cannot be used since some participants are not accustomed to

them☐

Others (**specify**) :...

Section Four:Messenger Writing System

1) When you write message do you ...

leave a space while start writing☐give much attention to spelling☐capitalise

letteres☐give much attention to grammar☐

Others (**specify**) **:** ....

2)Do you repeat letters when you write messages

Yes ☐No☐

If yes is it because…

You want to attract recipient☐it is just your style of writing ☐it is common new type of

writing nowadays☐

Others (**specify**) **:** ....

If no is it because ...

you want to be simple in your writing☐youdo not like to exaggerate ☐you dislike this

style of writing ☐

Others (**specify**) **:** ....

3) Please!Could you provide us withsome examples about the words formationprocesses
you use in messenger group?

    1. ....

       ....

    2. ....

   ....

APPENDICES

3. ....

Thank you very much for your cooperation

LIST OF MAPS

Map 01 *Borders of Algeria and provinces Numbered According to the Official Order* **(Wikipedia.org)**

Map 02 *Map of Algeria Highlighting Tiaret (Wikipedia.Org)*

MAP 03 *Wilaya of Tiaret: Communes and Districts (Gifix.com)*

Abstract in Arabic

ملخص

تفحص الدراسة عمليات تكوين الكلمات المضمنة في التفاعلات بين طلاب EFL في مجموعة مسنجر M1 Linguistics الخاصة بهم. بمعنى آخر، تصنف هذه الدراسة أن متعلمي اللغة الانجليزية (كلغة أجنبية) في علم اللغة يستخدمون عدة انواع من عمليات تكوين الكلمات في تفاعلاتهم عبر مسنجر، من بينها القص، الاختصارات و المزج بالإضافة إلى الكلمات الجديدة. تعتبر عمليات تكوين الكلمات فعالة و إيجابية في تأطير الاتصال الاجتماعي بين الطلاب في المسنجر الكل في الكل، مثل هذه العمليات التكوينية في مواقع تواصل الاجتماعي الأخرى في سياقات مختلفة في الجزائر يمكن ان تكون مجالات بحث واعدة.

Abstract in French

Résumé

L'étude examine les processus de formation des mots inclus dans les interactions entre les étudiants M1 Linguistics EFL dans leur groupe Messenger. En d'autres termes, cette étude classe les processus de formation de mots utilisés par les apprenants de langue anglaise lorsqu'ils interagissent via Messenger. Les résultats de cette étude montrent que les apprenants EFL en linguistique utilisent plusieurs types de processus de formation des mots dans leurs interactions, parmi lesquels le découpage, les acronymes, le mélange en plus des néologismes. Les processus de formation de mots ont été considérés comme efficaces et positifs pour encadrer les contacts sociaux entre les étudiants de Messenger. Dans l'ensemble, ces processus de formation et d'autres dans d'autres sites de réseaux sociaux dans différents contextes en Algérie peuvent être des domaines de recherche prometteurs.