

DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA  
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**Examining the Linguistic and Sociocultural Impact  
of French Lexical Borrowing in Algerian Arabic  
"A Case Study of the Morphological and Phonological  
Adaptations of French Loanwords to Algerian Dialectal Arabic"**

A Dissertation Submitted in Partial Fulfilment of the Requirement for the Master  
Degree in  
**Linguistics**

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## ***Dedication***

*To My beloved parents.*

*To my little sister Besma.*

*To my big brother Amine and his wife Nadjet.*

*To all people who wished me the best.*

*Ikram.*

# Dedication

*To my parents who support me.  
To my sisters : Bouchra and  
Anfal and their family members.  
To my brothers Baha Eddine  
and Dhia Eddine.  
To my extended family.  
To all my friends.*

Firdaous

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## **LIST OF ABBREVIATIONS**

**ADA:** Algerian Dialectal Arabic

**CS:** Code-Switching

**CM:** Code-Mixing

**Fr:** French

**V:** Vowel

**C:** Consonant

**MSA:** Modern Standard Arabic

**OT:** Another Theory

**RL:** Recipient Language

**DL:** Donor Language

## LIST OF PHONETIC SYMBOLS

### A- Consonants

A- Consonants Symbol	Example	English Gloss	Symbol	Example	English Gloss
[b]	[ber'mi:l]	B	[m]	['ma:t]	He died
[t]	[tis?a]	nine	[n]	[nur]	light
[d]	[da:r]	home	[f]	[fi:l]	elephant
[k]	[kbi:r]	large	[s]	[s'Ghir]	small
[g]	[gal]	He said	[z]	[zDa:ʒ]	Glass
[t]	[t a:b]	To be cooked	[ʃ]	[ʃams]	Sun
[d]	[dhab]	gold	[ʒ]	[ʒmal]	Camel
[ʔ]	[ʔlam]	flag	[χ]	[χpbz]	Bread
[q]	[qdIm]	old	[ɣ]	[ɣrib]	strange
[r]	[raaʃ]	head	[h]	[hja:t]	Life
[l]	[la:]	No	[ʕ]	[ʕi:d]	holiday
[w]	[wa:hed]	one	[h]	[hwa]	air
[j]	[jed]	Hand	[ʂ]	[ʂba:ħ]	morning
[θ]	[θu:m]	garlic	[ð]	[ði:b]	Wolf

## B- Vowels

Length	symbol	Example	Gloss
	[a]	[bara]	Outside
	[e]	[dem]	Blood
Long	[u]	[sug]	Market
	[D]	[kDr̥si]	Chair
	[I]	[kilb]	dog
Short	[a:]	[ka:r]	car
	[u:]	[du:ħ]	cradle
	[i:]	[mri:d]	sick

## **ABSTRACT:**

This study examines the linguistic and sociocultural impacts of French lexical borrowing on Algerian Arabic (AA), focusing on morphological and phonological adaptations. Algeria's complex linguistic landscape, shaped by French colonization (1830–1962) and subsequent Arabization, includes Classical Arabic, Modern Standard Arabic, Colloquial Arabic, Berber, and French. The research explores how French loanwords are assimilated into AA, investigating changes in pronunciation, syllabic structure, word formation, and inflection. Influenced by sociolinguistic factors like gender and education, these adaptations reflect broader socio-cultural dynamics. Using a descriptive methodology, data was collected from the Tiaret speech community through a questionnaire and a word list administered to 50 participants selected randomly. The results show a range of morphological and phonological adaptations in AA, including modifications, germination, and inflectional shifts in verbs, adjectives, and nouns. The study aims to fill knowledge gaps on AA and lexical borrowing, highlighting the sociolinguistic realities of Tiaret's society. This research enhances understanding of language dynamics and hybridity, with important implications for post-colonial language policy in Algeria.

**Keywords:** French lexical borrowing, Algerian Arabic, morphological and phonological adaptations, Arabization, sociolinguistic factors. Tiaret speech community.

# **GENERAL INTRODUCTION**



**Topic:**

Because of the contact and competition between languages and due to the nature of French colonization which disrupted Algerian traditional systems and institutions and supplanted them with European ones, French has had far-reaching consequences on the lexicon of ADA which mostly include borrowing that is a metaphor that denotes the use of a structure (i.e., phone, phoneme, morpheme, semantic value, or form-function alignment) within a particular linguistic system although it is normally associated with another linguistic system. Unlike borrowing an object from another person, borrowing linguistic items are not temporary.

The topic of borrowing is studied in many standard languages. However, the present study is concerned with Algerian dialectal Arabic as the recipient language, which involves loan words from French language. The corpus contains French borrowings identified relying on a comparison between the possible model of the donor language DL that is French and ADA reproduction.

The Algerian linguistic situation is complex though it can be described as a field of work for sociolinguistics which itself is a branch of linguistics dealing with languages and their impact on societies and vice versa.

**Motivation:**

There are many reasons that push us to deal with this topic and handle this corpus. As far as the observation of people most of the time they adapt words from French language and use them in their daily verbal repertoire as if they were part of their mother tongue. Thus, this study drives our curiosity to go deeper and search for the reasons of the phenomenon of borrowing French lexical and how it fits into the Algerian speech community. Examining and evaluating the relationships between French lexical borrowing and Algerian Dialectal Arabic, taking into account the implications for the Algerian history, language policy, linguistic evolution, and identity formation, as well as cultural dynamics, also motivate us to tackle this research.

This study also attempts to assert the ways in which borrowings are adopted, adapted and modified over time. All of which may contribute to the continuous evolution of ADA within Tiaret's sociolinguistic context.

**Theme:**

The main interest is to explore the different changes of French borrowings in ADA, in which some French words are only adopted; they are used in RL the same way as in DL, many others are adapted, i.e. integrated into the rules of RL, they undergo changes, especially morphological and phonological ones.

**Research questions:**

Our study provides theoretical insight into the phenomena of language contact and lexical borrowing. We find that both linguistic and socio-cultural factors interact with each other in loanword adaptations, an interaction which affirms an observation made by Uffmann (2015), who speculates that the linguistic factors (i.e., phonological equivalence and phonetic similarity) seem to be mediated by sociolinguistic factors and argues that the former, which are established in the literature, should be supplemented with a sociolinguistic approach.

In order to present a cohesive study of the mentioned phenomenon, a main research question is asked:

- How has the influx of French lexical borrowing influenced the morphological, syntactic, and phonological features of Algerian Arabic?

This question implies three sub-questions:

1. To what extent has the introduction of French lexical elements influenced the morphological structures of Algerian Arabic, particularly in terms of word formation, inflectional morphology, and derivational processes?
2. How has the incorporation of French loanwords into Algerian Arabic affected the phonological features of the language, including changes in pronunciation, stress patterns, and intonation?

**Research Hypotheses:****Main hypothesis:**

The influx of French lexical borrowing has significantly impacted the phonological, morphological, and syntactic features of Algerian Arabic, leading to the adoption and integration of French linguistic elements into the Arabic language system.

**Sub-hypotheses:**

1. The introduction of French lexical elements into Algerian Arabic has likely exerted a considerable influence on its morphological structures, notably affecting word formation, inflectional morphology, and derivational processes. This impact is anticipated to be reflected in the incorporation of French-derived morphemes, alterations in the patterns of inflection, and modifications in the mechanisms of deriving new words in Algerian Arabic.

2. The incorporation of French loanwords into Algerian Arabic is expected to have a discernible impact on the phonological features of the language, leading to changes in pronunciation, stress patterns, and intonation. This influence may manifest in the adoption of French phonetic elements, alterations in stress placement influenced by French loanwords, and modifications in the overall intonational patterns of Algerian Arabic as a result of the linguistic intersection between the two languages.

**Methodology:**

This study's methodology design puts a lot of emphasis on the participants, data gathering, and data analysis techniques. Additionally, it seeks to characterize the primary sociolinguistic aspects of the field under study. This study took a descriptive approach to its methodology. Such an approach is applied when attempting to provide information about a specific issue by methodically describing a situation, a problem, or a phenomenon. Studies that use this method primarily aim to describe what is prevalent with respect to the issue or problem under study.

The tools used in this study are questionnaire, word list that are distributed to a sample of members of the Tiaretian speech community. Its purpose is to analyze the types of adaptations people use when borrowing and to look into the sociolinguistic factors of intercultural contact between AA and French.

**Process:**

The present research work is divided into a general introduction, three chapters and a general conclusion.

**The General Introduction:** covers the goals of the study and provides a concise overview of the topic.

**Chapter One** provides a review of the literature including definitions of the concepts related to the dissertation such as diglossia, bilingualism, code switching and code field of research on this mixing. Furthermore, we will focus more on defining the borrowing process what motivates people to borrow words.

**Chapter Two** is concerned with language variation by providing an overview of how language differs from dialect. Then we shed light on linguistic situation of Algeria, some of the used languages and language varieties in Algeria nowadays such as MSA, French, and English.

**Chapter Three** deals with the methodology used in gathering data, by giving an overview of Tiaret, which represents our case study, then we describe the target population and sample. In the last part, we deal with the results gained from analyzing and discussing data, which led us to arrive at certain conclusions, using a questionnaire and word list.

Finally, a **General Conclusion** on the results and future prospects are supplied.

# **Chapter One:**

## **Literature Review**

Linguistic and Sociocultural  
Dimensions of French Lexical  
Borrowing in Algerian Arabic

## **II.1. Introduction**

Algeria is a multilingual nation distinguished by the richness and diversity of its language expression, which results from the interaction of many historical, social, and geographical elements. The nation's lengthy history of colonization, especially the prolonged era under French authority, has had a significant impact on the linguistic landscape of the country. Due to its colonial past, Algeria has a unique sociolinguistic situation characterized by ongoing interactions and communication between French-speaking immigrants and Algerians. Linguistic borrowing is a common outcome of these cross-linguistic exchanges, whereby components of one language are integrated into another.

When it comes to Algeria, Algerian Arabic primarily borrows language from French. Algerian Arabic's rate of linguistic assimilation has increased due to the French language's widespread influence. Algerians use French phrases a lot in their daily conversations. These borrowed terms sound more natural to the local ear since they are frequently modified to match the morphological and phonological patterns of Algerian Arabic. Yet, a significant number of these appropriated terms exhibit a discernible French influence, demonstrating the extent of linguistic fusion.

This chapter explores Algeria's extensive sociolinguistic background and gives a thorough rundown of the elements that contribute to its multilingualism. It looks at various theoretical stances on language change and variation and investigates how these stances relate to Algerian language usage. The chapter primarily focuses on the morphological and phonetic modifications that borrowed French nouns go through in Algerian Arabic. It also evaluates the sociocultural influence of French loanwords on Algerian Arabic, taking into account the ways in which these linguistic components both reflect and influence larger socioeconomic dynamics. The chapter seeks to offer a thorough grasp of the intricate interactions between language and society in Algeria by examining these elements.

## **II.2. Language Borrowing:**

### **II.2.1. Definition**

Language borrowing is the process through which a language adopts words, phrases, or other linguistic elements from another language. This often happens in multilingual societies where languages come into contact due to trade, migration, colonization, or cultural exchange. The borrowed words, called loanwords, can undergo changes to fit the phonological, morphological, and syntactical rules of the borrowing language. Language borrowing enriches the vocabulary

of the borrowing language and reflects historical and social interactions between linguistic communities.

Speech communities come into contact with each other for various reasons, such as trade, travel, economic exchange, or scholarly activities. This contact can occur between speakers of the same language or different languages. Sometimes, language contact is a result of historical events like invasions or wars. Taha (2006:...) highlighted in his study how loanwords were borrowed with the arrival of American troops, reporters, news broadcasters, and journalists after the Gulf War in Iraq. As a result of language contact, various linguistic outcomes occur, such as borrowing.

The term borrowing has been used in two different senses:

- As a general term for all kinds of transfer or copying processes, whether they are due to native speakers adopting elements from other languages into the recipient language, or whether they result from non-native speakers imposing properties of their native language onto a recipient language. This general sense seems to be by far the most prevalent use of the term borrowing. However, borrowing has also been used in a more restricted sense.
- “To refer to the incorporation of foreign elements into the speakers’ native language” (Thomason & Kaufman 1988:21), i.e. as a synonym of adoption (Thomason & Kaufman use the term substratum interference for ‘imposition’ and interference as a cover term for ‘borrowing/adoption’ and substratum ‘interference/imposition’).

It is believed that languages borrow those words from other languages that are not available in them, as Robins (1996:354) points out that “whenever and wherever there are contactsof any sort between the speakers of different languages, speakers will make use of words from other languages to refer to things, processes, and the ways of behavior, organizations, or thinking for which words or phrases were not available or convenient in their language”, citedin Yan Deng (2009:33) Haugen in this article identified three categories of borrowed words: loanwords, loan blends, and loan shifts. To identify each of these categories, he gave the two criteria ‘importation ‘and ‘substitution’. Therefore, loanwords are pure importations or lifting of words from the donor languages into the recipient languages without any trace or modification by the recipient language. Good examples of these are the Dutch words: buoy, deck, and yacht used in English (Blake, 2008). Loan blends are borrowings having both importation and substitution. In loan blends, the borrowed words are composed of morphemesimported from the donor languages and also morphemes of the recipient languages. An example

is the Old English word *preost* + *had* (priesthood), where the *priest* is imported and *had* is native Old English (Hoffer, 2005). The last category is *loanshift*. This is when native morphemes are used without any importation to substitute those of the donor language but in a foreign pattern. Examples of this are the Maori words *papa pato pato* (board knock) and *roro hiko* (brain electric) which mean keyboard and computer respectively (Radford et al, 2009).

### **II.2.2. Classification**

Durkin (2011) identified four types of borrowings, some of which overlap with Haugen's categories. The four categories are *loanwords*, *loan translations* (or *calques*), *semantic loans*, and *loan blends*. Of particular interest are *loan translations* and *semantic loans*.

According to Durkin, *loan translations* involve replicating words or expressions from the donor language into the recipient language using synonymous words. Examples include the English expressions "*skyscraper*" (from the German "*Wolkenkratzer*") and "*loanword*" (from the German "*Lehnwort*"). On the other hand, a *semantic loan* occurs when the meaning of an existing word is extended due to its association with a partly synonymous word in the donor language. For instance, the word "*phase*" was borrowed from French in the 17th century, but its meaning expanded due to its specific senses in physics and chemistry, leading to the French borrowing it back with the new senses. Another example is the American Portuguese word "*humeroso*" (capricious), which was given the meaning "*humorous*" in American English (Hoffer, 2002).

### **II.2.3. Mechanisms and motivations**

Motivations for borrowing refer to the reasons that drive speakers to use words from one language in situations associated with another language. Traditionally, these motivations were categorized primarily into two main reasons: *filling a lexical gap* and *reflecting social prestige*. *Filling a gap* occurs when a language lacks a term for a concept, object, or phenomenon, prompting speakers to borrow a term from another language that has an established word for it. *Reflecting prestige* happens when speakers adopt words from a language they perceive as socially or culturally superior, thereby signaling status, education, or cosmopolitanism.

However, recent research has expanded this understanding to encompass a wider variety of motivations. For instance, speakers might borrow words to provide labels for unique referents, such as new technologies or cultural concepts that do not have existing equivalents in their



native language. Borrowing can also be associated with specific activity domains, like business, technology, or fashion, where certain terms are commonly used and understood globally. Cognitive pressures can also drive borrowing, especially when manipulating the presupposition domain in conversation; speakers might find it easier or more precise to use a borrowed term that carries specific connotations or presuppositions.

Additionally, borrowing can result from the dynamic interaction between speaker intentions and hearer expectations. In bilingual or multilingual settings, speakers may use borrowed terms to ensure clarity, enhance understanding, or meet the expectations of their audience. Borrowings offer bilinguals the opportunity to leverage their full linguistic repertoire, allowing them to communicate more effectively and flexibly across a wider variety of interactional contexts. This broader perspective on motivations highlights the complex interplay between linguistic, cognitive, and social factors in the phenomenon of language borrowing.

### **II.3. Sociolinguistic Theories on Language Variation and Change**

"Language Variation and Change" is the only publication dedicated solely to the analysis of linguistic variation. This includes the study of non-systematic and systematic variations from both synchronic and diachronic perspectives. The publication was founded by William Labov and focuses on the fields of language, culture, and society within sociolinguistics. Another key area of study is variation, which explores the interaction between these concepts and traditional linguistics. "Language Variation and Change" encompasses both modern and ancient readings, with a specific focus on the structures of a speaker's language in both spoken and written forms.

#### **II.3.1. Role of social factors in language evolution:**

The role of social factors in sound adaptation, and consequently, sound change, seems even more plausible considering the degree to which articulatory variation and sound change, in general, depend on social factors such as gender, age, socio-economic status, the formality of the situation, and so on (Trudgill 1972; Lakoff 1975; Coates 1986; Labov 2001). Furthermore, socially-driven linguistic choices in pronunciation can ultimately lead to language change. Thus, language change is driven and propagated by linguistic differentiation along gender and socioeconomic lines (e.g., Labov 1972; Holmquist 1985; Guy 1989; Clarke et al. 1995).

Using simulations, Nettle (1999) has even argued that language change can only come about when the social conditions are suitable. Specifically, he argued that language change can occur only when, firstly, speakers widely differ in their status, and secondly, individual speakers adapt to the influential speakers (but see Labov 2007).

### **II.3.2. Language identity and borrowing**

Speakers project and construct an identity with their linguistic productions. By pronouncing a feature in a certain way, they express group affiliation. For instance, speakers exaggerate dialectal features when the identity that is associated with this dialect is challenged (Bourhis and Giles 1977). On the other hand, borrowing is a linguistic phenomenon resulting from cultural interaction and the lack of equivalents in one's mother tongue. It is normal and even necessary in certain historical eras. However, due to the difficulty in separating political, commercial, and economic ties, and isolating people, no language in the world contains any borrowed terms, as it is difficult to separate people from one another.

### **II.4. Loanword adaptation:**

Loanword adaptation is a process in which one language adapts words from the original native phonology. These words are adapted as the phonology of the secondary language (Beel, R., & Felder, J., 2013). Loanword adaptation often identifies aspects of native speakers' knowledge that are not observable in data of the native language. Therefore, loanword data can enlighten the analysis of native phonology (Kang, 2010). People speak a language and change it. They borrow things from other cultures, and they may not have words for them.

The studies of loanword adaptations open a larger window for the range and function of phonological constraints. Loanwords recently provided some of the best evidence for phonological processes (Paradis & LaCharité, 2011). Phonology which functions cross-linguistically and universally can be explored in a better way. Phonologists can get a better idea about it. In this era, loanword adaptation attempts a lot of attention especially in the field of phonology (Yang, 2011). Loanwords are integrated from different languages like Latin, Greek, Persian, Syriac, Turkish, and others into Classical Arabic (Bueasa, 2015). These adaptation processes also occur in the Turkish language. In the loanwords adaptation process in Turkish, many processes can occur in one word (Beel & Felder, 2013).

#### **II.4.1. Phonological and morphological integration theories**

In the context of loanwords, Haspelmath & Tadmor (2009: 42) explain that a borrowed word in any language is considered "adapted" if its phonological, morphological, syntactic, and orthographic properties do not align with those of the recipient language. They also note that Arabic, like other languages, features gender and inflection classes, where each word fits into a gender and inflection class to align with syntactic patterns requiring gender agreement and specific inflected forms.

#### **II.4.2. Cross-linguistic influence and adaptation strategies**

The borrowing of words from one language to another can involve different levels of adaptation. If the donor language is familiar, or the borrowed word is recent, speakers of the recipient language may choose not to change the pronunciation of the word. In some cases, they may also borrow inflected forms from the donor language. For example, English borrowed plural forms from Greek and Latin in words such as "phenomenon/phenomena," "fungus/fungi," and "crisis/crises" (Haspelmath & Tadmor 2009: 42).

In the case of Arabic, some French borrowings are not fully adapted, such as "télé" for television and "les lunettes" for glasses. This is not because the donor language is well known or the borrowing is recent, but rather because Algerian speakers are used to these words.

It's worth noting that the sound /v/ doesn't exist in Arabic, but it is often pronounced as in the French language. While this paper focuses on the present period, it's important to acknowledge that the topic of borrowing into the Arabic language has been of interest to ancient philologists like Al-Hariri (1122 AD) and Al-Jawhari (1005 AD). They argued that borrowed words should be modified to fit the phonological and morphological patterns of Arabic (Bueasa 2015: 8).

#### **II.5. French Influence in Algeria**

During French rule (1830-1962), the majority of educated Algerian citizens were French settlers and other Europeans. Before independence, less than one-third of school-aged Muslim children attended school, and only 10 percent of the native Algerian population could read and write. After gaining independence, efforts to nationalize education required a significant expansion of all levels of schooling, along with measures to increase access, such as providing free and compulsory elementary education.

Under colonial rule, the country was heavily influenced by French language, culture, and lifestyle. France sought to suppress the identity and culture of the Muslim people and promote the dominance of the French language over Arabic and Berber. This situation posed challenges for the formation of Algerian national identity after independence. The country's national identity is a complex issue, as it encompasses Arab, Islamic, Berber, and Mediterranean influences. However, more than 60 years after the departure of the French colonialists, Algeria still struggles to establish a clear national identity. Post-independence Algeria is a nation where French is spoken more fluently than Arabic, leading to difficulties in defining its own identity.

### **II.5.1. Historical Context of French in Algeria**

The French conquest of Algeria lasted twenty-seven years and was gradual from North to South. It started with the capture of Algiers in 1830, then Béjaia in September 1832. The army then moved inland to Constantine, which fell in 1837. The conquest was completed only in 1857 with the fall of Kabylia.

The settlers were allocated fertile lands and the largest populations of settlers were found in early conquered regions like Oran and Algiers. Before the conquest, communal lands (*hubus*) funded Koranic education for Algerian youth and paid for the upkeep of schools. Land spoliation left Koranic schools with no source of income and as a consequence, many closed permanently in the first decades of the colonial era. The dismantling of Muslim schools contributed to an increase in illiteracy, which worsened with time as one generation disabled the next. In 1962, 90 percent of the Muslim Algerian population was illiterate.

Although the French occupation of Algeria relied primarily on land confiscation, the colonial period also witnessed a modernization of the agricultural sector and the development and valuation of land areas left unexplored before the conquest. Important progress was also achieved in eradicating chronic diseases such as malaria (with the creation of the “Institut Pasteur d’Alger” and the construction of health centers and hospitals), further contributing to creating ideal conditions for mass settlement. Because France had envisioned Algeria as a permanent part of the French nation, they invested much more in Algeria than in any other colony particularly to develop the infrastructure network. The fraction of investments directed to the colonies rose sharply from 9% in 1913 to 45% in 1939. For instance, in Algeria, the railway network was expanded from 1373 km in 1881 to 4 724 km in 1932 (Conrad (2003)).

There is however wide agreement among historians that the additional wealth generated in the agricultural sector and the expansion of public services and infrastructure (such as

hospitals or educational facilities) witnessed during colonization almost exclusively accrued to the European settlers. During the colonial period, settlers and natives were systematically divided by land ownership, religion, legal system, and language. An Indigenous code stated that Muslims were not allowed to hold public meetings, bear arms, or leave their districts or villages without government permission. In addition, although they were officially French subjects, natives could not become French citizens and therefore were not allowed to vote and had no political representation. As a consequence, the majority of the natives lived in very poor conditions reflected in the widespread famines and pandemics which killed millions, especially in the early times of the colonization. The War of Independence started in 1954 and lasted eight years. It was a period of guerrilla strikes, fighting, and terrorism against civilians on both sides. Hence, damages to the infrastructure network were limited as aerial bombing targeted exclusively already deprived rural native regions. Immediately after Algeria gained independence in 1962, the majority of the settlers (about one million people) left the country.

### **II.5.2. Status of French in Algeria**

During colonial rule (1830–1962), there was some ambivalence in the roles assigned to the French. On the one hand, that language symbolized foreign exploitation and was thus to be resisted, but, on the other, because of the universal values it conveyed (liberty, equality, fraternity), it also served as a tool to raise the population’s awareness and support in favor of such resistance. From the end of the 1970s to the early 1990s, French was taught as a subject and as the first mandatory foreign language, starting from the fourth grade in the primary cycle. English was the second foreign language, introduced in Middle School (eighth grade). Under the influence of the pro-Arabization lobby, the Ministry of Primary and Secondary Education introduced English in primary schools as a competitor to French in September 1993. Thus, the Grade Four pupils (8–9 year olds) had to choose between French and English as the first mandatory foreign language. For the Minister of Education, English was ‘the language of scientific knowledge’ and for opponents of Arabic–French bilingualism.

While the Algerian government tried different campaigns after independence to spread Arabic as a national language, French is still an important part of daily life for Algerians; French is found next to the Arabic on street names, and road directions signs both in towns and along the major roads. The bilingual sentiment is prevalent in cafes and shops, banks, and other businesses, which have their slogans in both French and Arabic; the same applies to hospitals, schools, and local and government buildings. French can be seen almost everywhere because it

appears in almost all official texts, including bills for utilities and taxes, doctors' prescriptions and most medicines, postage stamps, coins, and banknotes. Of course, French is also dominant on the radio and television where several channels are transmitted in French. All three are typically learned in the second year of primary school. The fact that French has become a means to an end, be it to further one's education abroad or get a good job, is a direct consequence of the intrinsic value assigned to this language. On the one hand, even after half a century of Arabization, the French language retains a very large "physical presence" in the area.

## **II.6. French Loanwords in Algerian Arabic**

The majority of research on Algerian Arabic (AA) has been conducted by non-Algerian scholars, primarily French linguists. They first became interested in learning about the native Berber culture during the French colonization era. Before the French soldiers arrived, no studies were conducted to show their linguist officers and interpreters accompanying them in the army ranks. After Algeria gained independence, the French studied how and why Algerians continued to use the French language and examined its influence on their Arabic-language skills. This was due to several factors that influenced the development of Algerian Arabic.

### **II.6.1. Previous phonological and morphological analyses**

Previous studies vis-à-vis AA nativization of French loanwords mainly (Guella, 2011 and Mahtout, 2012), were approached from descriptive and diachronic perspectives. In his study "Emprunts lexicaux dans des Dialects Arabe Algeriens", Guella (2011) analyzes the lexical borrowing of AA from different languages, French is one of them. He addresses semantic borrowing in addition to tracing down the geographical distribution of the borrowed lexical items from a diachronic perspective.

The study shows that there are four main categories from which AA French loans are stemmed. The first category subsumes the old words that had been integrated into AA during the French colonization period in 1950/1960 after being phonetically, morphologically, and syntactically adapted to the recipient dialect. The second category includes words that have military connotations such as places, objects, and some disease names: For example:

<b>French</b>	<b>AA</b>	<b>Gloss</b>
Ravitaillement	Revitajma	'refueling'
Caserne	Cazirna	'barrack'

**Table 1: Examples of words that have military connotations such as places, objects.**

The third category subsumes the words that are related to everyday life such as food, clothing, etc...For example:

<b>French</b>	<b>AA</b>	<b>Gloss</b>
Baguette de pain	Bagita	'rod'
Robinet	Robini	'tap'

**Table 2: Examples of words that are related to everyday life.**

The fourth category includes the words that refer or describe humans, things and animals. For example :

zazo 'personal name'  
zazi 'personal name'

Mahtout's (2012) study entitled "Traitement Lexicographique de l'emprunt dans un Corpus de Dictionnaire Bilingue de la Coloni Période Coloniale Française en Algérie" documents French loans in Algerian dialect from phonetic, phonological, morphosyntactic and semantic perspectives. At the phonetic level, it reveals how the introduced French words are adapted in accordance with the vocalic and consonantal inventories of the hosted dialect. For example:

/p/ and /v/ are adopted as /b/ and /v/ respectively

/e/ and /i/ are adopted as /i/

/o/ and /y/ are adapted as /o/

At the phonological level, however, it discusses some phonological processes, viz., epenthesis encapsulated in inserting the low vowel /a/ at the ending of the hosted words ( e.g. 'carte'; carta; 'carda'). At the semantic level, it reveals that some loans keep their original sense,

whereas others are subject to semantic change by conative slip, semantic enlargement, semantic restriction, and semantic shift.

### **II.6.2. Previous research gap's identification**

Few Algerian scholars studied AA either before or during colonization, and even fewer have studied it since Algeria gained independence in 1962. There could be several reasons why Algerians shy away from or are reluctant to study AA. First, many Algerians misconceive the relationship between the spoken dialects and Modern Standard Arabic (MSA), believing that these two varieties are dichotomous, existing in a competitive, rather than a complementary, relationship—a belief they inherited from colonial efforts to demarcate the two. Drawing a barrier between Algerians and the written dialect distanced them from their pre-colonial heritage and history. So, any attempt to study the spoken dialects in post-colonial Algeria is misconceived as an attack on the standard “pure” variety, a misconception that has its origins in colonial efforts to teach the spoken variety at the expense of the standard one. Second, many speakers of Arabic, including Algerians, stigmatize the spoken dialects in favor of MSA and think that the vernaculars are without any status (or grammar) and that they are a corruption of the Arabic language. The stigmatization of AA is very well captured by the protagonist in Franco-Algerian writer, Azouz Begag’s (2007) novel, *Le Gone du Chaâba*, when he affirms that “At home, the Arabic we spoke would no doubt make the residents of Mecca flush with anger” (Begag 2007, 175). Some Arabic scholars, too, believe that it is useless to spend time studying the vernacular, as Versteegh (1997) observed. These factors have contributed to the absence of scholarly research on spoken Arabic dialects, including AA. This study contributes to this area of scholarship by branching the investigation of Arabic in a new direction by adding the Algeria case.

Regarding the Algerian context, reviewing the literature revealed that studies on French loanwords from a phonological perspective have not received ample attention within either the framework of OT or another theory. The only adequate study is that of Benali (2018), who dealt with stress and intonation patterns of loanwords in Algerian Arabic. The findings show that speakers tend to transfer the stress and intonation pattern of Algerian Arabic to the French loanwords.

Reviewing the literature revealed that French loanwords in Algerian-spoken Arabic require further study, particularly from a phonological perspective. Therefore, the present study aims to add to the growing literature by filling this gap.



## II.7. Linguistic Analysis

### II.7.1. Phonological Adaptations of French Loanwords

We distinguish a variety of loanwords into Algerian Arabic by means of a process of importation for which Algerian Arabic is the recipient language.

- Unassimilated loanwords, loanwords are generally kept intact which means that they are integrated into AA system, instances of these are: /labo/, /park/.
- Partially assimilated words, first, we can consider that the general linguistic process through which loanwords are used is, in fact, by the integration of one part of the word as unchanged, and the other is altered to the extent that it is adapted to the phonological system of the recipient language/ or language variety.
- Second, here we may find that the loanwords are completely assimilated and submit to many linguistic processes and altered in many ways to suit easily the daily uses. These show a partial phonemic integration in a way that one syllable does not submit to the morpho-phonological rules of the Algerian Arabic system and the other is altered so that it is easily adapted and consequently changed to be integrated into the structural construction of Algerian Arabic, examples are the following:

Lampe (a lamp)  $\longrightarrow$  /tamba/

A shift of /p/ to /b/; because the /p/ does not exist in phonological inventory system of Arabic. The /l/ is altered to a dark /ɫ/ and an addition of /a/ finally to mention the feminine case.

Electricité (electricity)  $\longrightarrow$  /trɛsinti/

The main processes are a dropping of the syllable #elec# that occurs initially in the original form, what remains:

#tricité#  $\longrightarrow$  CCVCVCV or C1C2V1C3V2C4V3

To become a truncated word, the following structure is analyzed as:

/trɛsinti/  $\longrightarrow$  C1C2V1C3V2C4C5V3

One can notice that in the original form there already exists a cluster of C1C2. The changes are an addition of /n/ sound between V2 and C4 to have:

#C1C2V1C3V2C1nC5V3 #

Another cluster is obtained in the final environment :

Table (a table) → /tʰablɑ/

Once again, slight differences can be observed in the word, where the addition of the /a/ vowel is intended to form the feminine case. This results in a change from /t/ to the emphatic /tʰ/ and a progressive assimilation occurs, causing a pharyngealized /b/ and dark /ɫ/.

Therefore, the phonological integration of loanwords in Algerian Arabic is productive, as it seeks to simplify pronunciation or due to the absence of certain sounds in our phonological inventory. This integration is also referred to as the replacement of sounds, including both consonants and vowels. For example:

/v/ → /f/  
 Valise (a suitcase) → /faliza/  
 /n/ → /ŋ/  
 Cinema (cinema) → /silima/

Morphological integration is constructed by a variety of linguistic processes such as prefixation and suffixation. Prefixation of {m-} to indicate the person carrying the action /or the doer:

e.g. douche (shower) → /m-dawwaʃ, in addition to a geminated /w/sound inserted within √dʃ

Suffixation to form one plural form, the suffix {āt} added at the end of a noun, for instance:

Singular in French :	Plural in AA
Auto (a car)	/lotʰojāt/(cars)
Camion (a lorry)	/kamjūnāt/ (lorries)
Banque (a bank)	/bankāt/ (Banks)
Ballon (a ball)	/bolitʰāt/ (Balls)

**Table 3: Examples of words and their plural form with the suffix {āt}.**

### **II.7.1.1. Segmental changes and phonological processes:**

#### **II.7.1.1.1. Consonant alteration:**

Some phonemes do not exist in the Arabic language, so speakers of AA (RL) tend to use the nearest sound to DL sounds. [p] is not included in Arabic phonological patterns. However, it is an allophone of /b/. When using French borrowings containing the phoneme /p/, speakers, generally, shift to /b/ in AA language, such as /lamba/ from 'lampe', lamp, /blas/ from 'place', place. The shift is from an aspirated phoneme to an unaspirated one (Foley 1970). Note, however, that the phoneme /p/ is kept in many other words, such as: /plakār/ from 'placard', cupboard, /portabl/ or /portab/ from 'téléphone portable', cell phone.

/v/ is another phoneme not found in the Arabic language, so it is, sometimes modified to /f/, this is noticed in some words such as /faliza/ meaning 'valise' luggage, /ttelefizjō/ meaning 'télévision' television. In other words, /v/ is replaced by /b/, such as in /kab/ for 'cave' cellar. Alteration occurs even with phonemes that exist in the Arabic language. For the word 'casserole', /l/ is replaced by /n/ in AA: /kasrona/ saucepan. These alterations are considered as irregular changes in loanwords because such sounds exist in Arabic (Bueasa 2015:9).

#### **II.7.1.1.2. Vowel alteration:**

Some French vowels are altered to suit the sound patterns of AA. Speakers who do not master the French language, find some difficulties in pronouncing French vowel sounds, or perhaps they don't know they exist, especially: /y/, /ə/, /œ/, /ø/.

/y/ in 'sur' on, 'tu' you, 'pure' clean/clear, 'cure' cure, 'bureau' office/desk, is changed into a sound between /i/ and /y/.

/ə/ in 'repos' rest, /œ/ in 'jeune' young, /ø/ in 'pneu' tire, may be altered to sounds between /e/ and /ɛ/ for 'repos', /ɛ/ for 'jeune', and /e/ for 'pneu'.

Sometimes nasals in the last syllables are lessened to vowels, like the words 'bâtiment' building, 'appartement' flat exhaust which becomes /batima/ and /apartama/.

In the same way, as for consonant alteration, some vowels exist in AA and are modified, though, this time not to ease pronunciation, but the speaker may think that this is the right sound or he, perhaps, wants to emphasize that the word sounds French.

This case is contradictory, since the speaker alters from vowels that exist in his language to vowels that are not present, thus making pronunciation difficult rather than simple, eg.: /u/ in 'double' double, 'coupon' cutting, and /o/ in 'frottoir' brush, 'trottoir' pavement, may be pronounced /ə/.

### II.7.1.2. Gemination:

Gemination is a particular pattern in Standard Arabic and AA as well, following the phonotactic CCVC or CCV. French words that undergo germination are those, whose initial letter corresponds to one of the Arabic sun letters such as /ddosji/ from the 'dossier' file, /sspor/ from 'sport', /ttablo/ from 'tableau' table, /llamba/ from 'lampe' lamp, /zzo/ from 'zoo' zoo, /Jokola/ or /ffikula/ from 'chocolat', chocolate.. Germination also occurs in the middle of the word, e.g., /ssysset/ for 'la sucette' which means lollipop or pacifier.

### II.7.1.3. Addition:

A very frequent constraint of AA phonology is the addition of the MSA definite article 'al' before French borrowed words (Haspelmath & Tadmor 2009: 738) which start with letters corresponding to Arabic moon letters. This definite article 'al' is reduced to 'l' in AA, for instance, /al byro/ or /lbyro/ instead of 'le bureau', the desk, /Ifyzo/ instead of 'le fuseau', peg pants, /Imirwar/ instead of 'le miroir', the mirror.

There are other cases when the addition of the definite article of MSA 'al' occurs; when French nouns are preceded by demonstratives (ce, cette, ces), the demonstrative is replaced by an Arabic one: 'hada' which is used for the masculine singular form and corresponds to 'ce' this, whereas 'hadi' indicates the feminine and is the equivalent of 'cette', and 'hadu' is the plural demonstrative replacing 'ces', these. All these Arabic demonstratives are, frequently, reduced to 'had' in AA.

There are many examples which can be cited, /had lbyro/ means 'ce bureau', this desk, /had Imikro/ means 'ce micro', this computer, /had Ibys/ means 'ce bus', this bus. /had Imajina/ for 'cette machine', this machine, /had Ivista/ for 'cette veste', this jacket, /had Ivilla/ for 'cette villa', this villa. The same modification appears with plural nouns and demonstratives; examples: /had lbyrojāt/ for 'ces bureaux', these desks, /had lmaJīnāt/ for 'ces machines', these machines, /had lkartabat/ for 'ces catrables', these schoolbags.

When nouns start with vowels: 'armoire', wardrobe, 'instabilité' instability, 'avion', plane, 'affaire', affair; the definite article, apostrophe l' is replaced by the reduced form of the Arabic article 'l' after demonstratives. This usage in AA gives the impression that the word begins with the second syllable, i.e. a consonant, for example: 'cette affaire' in French Language, this affair is pronounced /had lafER/ in AA instead of 'cette affaire' as if the word is 'la ffaire'

and not 'affaire' the affair. The same thing to 'avion' which means the plane, in AA, it is pronounced/had lavjõ/, 'cet avion', this plane. However, if the word begins with letters equivalent to sun Arabic letters, there will be no definite article 'T' with e.g., /ttenis/tennis.

#### **II.7.1.4. Omission:**

A very frequent omission occurs in AA, is that of definite articles 'le, la, les' the only 'T' is used instead, this is not a shortened form of French definite articles, but it is a shortened form of the Arabic definite article 'al' which is used before moon letters.

Another phonological restriction of AA is syllabic omission (Hafez 1996), in some French loanwords, syllables are omitted to facilitate pronunciation, these syllables are the vowels at the beginning of the word, such as the verb 'avancer', to advance which is often pronounced, /väse/ as a substitute of 'avancez': when the bus receiver tells the passengers to leave more space for the others. In words like 'escaliers' stairs, 'assurance' insurance, 'accident' accident, the first syllable, which is a vowel, is also sometimes, removed. Yet, exceptions arise with two syllables words, like: 'avion' plane, 'action' action, 'amour' love, etc.

It is noticed that in some words ending with the syllable 'le', this latter is omitted in AA such as 'cartable' schoolbag, which is sometimes pronounced /Ikartab/, /Ikab/ for 'le cable' which means the cable, and /Iportab/ for 'le portable' cellphone.

The syllable 'ier' at the end of the word is often reduced to 'er' in AA, e.g. /ssome/ instead of /ssomje/ 'le sommier' bedspring, or /ddose/ as a substitute of /ddosje/ 'dossier' file.

#### **II.7.2. Morphological Adaptations of French Loanwords:**

Borrowings undergo many modifications at the level of morphology as well. Paradigm derivations are very common, in addition to the inflection of gender and number as far as noun integration is concerned. For verbs, inflection is perceived at the level of conjugation. This assimilation is an old phenomenon used in classical Arabic in earlier times. As happened with Classical Arabic, this change continues till nowadays with various Arabic dialects, so that these loanwords become congruent with morphological patterns of the recipient language.

As far as the linguistic system of dialectal Algerian Arabic, most studies and much of the literature were done from a sociolinguistic or didactic perspective; but little was done from a morphological stand point. Being participants of a bilingual speech community, Algerian speakers tend to mix two divergent codes namely the Darja, i.e., Algerian Arabic and French within the same utterance. Interestingly, starting from the point that borrowing is the

incorporation of words from one variety into another with morpho-syntactic adaptation (Gumperz 1982: 75-82 cited in Belarbi, 2012: 47).

### **II.7.2.1. Adaptation strategies: derivation, inflection, and compounding:**

There are three main morphological integrations strategies:

#### **II.7.2.1.1. Derivation paradigms:**

After their integration, different paradigms are derived from borrowings following the AA patterns. Whether a verb or a noun, the data collected show that the borrowing is used in various situations of speech. The noun 'connexion' with from which is derived from the verb /konnekte/, the imperfective verb /jetkonnekta/ 'il seconnecte' he connects, and the passive participle /mkonnekte/ 'connecté' connected.

Other paradigms are extracted from 'connexion', they represent conjugation of all persons in both tenses: present and past, such as /netkonnekta/ 'je me connecte' I connect, /tetkonnekta/ 'elle se connecte' she connects, etc. The verb 'connecter' is, generally, used as an intransitive verb. Other borrowings, on the other hand, may engender two forms of verbs: transitive and intransitive (Hafez 1996), such as the word 'stress' from which are created the transitive forms as /stressaha/ 'il l'astressée' he stressed her, /jestressini/ 'il mestresse' it stresses me. In addition to the intransitive: /mstressi/ 'il est stressé' he is stressed, /mstressia/ 'je suis stressé' I am stressed.

Some paradigms seem to be integral loanwords, though they do not exist in the French language, such as the verb 'camérer', and the noun 'dégoutage'. The former is a paradigm of the noun 'caméra' camera, it follows the 1st group of verbs ending with '-er'. And the second is used instead of the noun 'dégout' disgust. So 'dégoutage' submits to the rules of nouns ending with the suffix -age with like: 'gonflage' pumping, 'lavage' , washing, 'gommage' scrub. Those paradigms, however, submit to the French language rule, and not to the rule of AA.

#### **II.7.2.1.1.1. Inflection:**

##### **II.7.2.1.1.1.1. Gender:**

One particular characteristic in gender is the addition of the suffix /a/ at the end of the word indicating the feminine form; e.g. /ttabla/ 'la table' the table, /Imajina/ 'la machine' the machine, /Ikuppa/ 'la coupe' the haircut, /bisklita/ from 'bicyclette' bicycle. Such examples are

abundant following the patterns: CCVCCa, CVCVCa, CVCa, and even words with three consonants clusters CVCCCVca.

In Arabic, feminine words with one syllable CCaC, such as /ddār/ house, /nnār/ fire, /ʔard/ soil, do not take the suffix /a/ at the end. French feminine loanwords with one syllable order are very rare, but when found, they submit to the same condition of AA. They do not take the suffix '-a' like: 'la mer', the sea which is pronounced the same way as in its original language.

There is no rule to determine whether the feminine French borrowing takes the suffix /a/ or not. It is, generally, a matter of speech habits. Some Algerian speakers use the feminine form for masculine words, such as the word 'le foulard' which is pronounced by some Algerian speakers/fūlara/ thinking that it is a feminine word.

A feminine passive participle is always suffixed with /a/ in AA, e.g., /mdera3ja/ from 'dérangée' disturbed, /mdekonnktja/ from 'déconnectée' disconnected.

However not present in all the feminine words of standard Arabic, in AA, it is crucial for differentiating between feminine and masculine words, the adjective /khadim/10 in Standard Arabic turns into /khddama/ worker or servant in AA following the CCCaCaCa

However not present in all the feminine words of standard Arabic, in AA, it is crucial for differentiating between feminine and masculine words, the adjective /khadim/10 in Standard Arabic turns into /khddama/ worker or servant in AA following the CCCaCaCa phonotactic order.

The suffix -a is added to some adjectives referring to jobs or fields of study. Such words go through two steps: they are first taken from the original masculine form, and then they are inflected with the suffix -a, e.g., /kwafera/ means 'coiffeuse' hairdresser, it is taken from the masculine form 'coiffeur' and then /a/ is added.

The same way as for the word /3enjora/, this is taken from French 'ingénieur' engineer. Another example: /fermlijja/ 'infirmière' nurse is taken from 'fermli' 'infirmier' male nurse after phonological adaptation and suffixed with /a/ with others are taken from the original feminine form, e.g. /farmasjena/ from 'pharmacienne' pharmacist.

Abbreviated words indicating functions may also be inflected with /a/ in the feminine form, e.g. /proffa/ from 'professeur'.

#### **II.7.2.1.1.1.2. Number:**

In addition to the different changes which singular loanwords undertake, there are other modifications which occur on plural words; feminine loanwords take the same form as

feminine Arabic words ending, the suffix -at is the marker of the feminine plural in Arabic. For instance: /Ikokotat/ from 'les cocottes', it is the plural of 'la cocotte' stewpan, another example is /Ikamirāt/ from 'les caméras', the plural of 'la caméra' camera, or /Imotoyāt/ from 'les motos', the plural of 'la moto' motorcycle.

Plural masculine, on the other hand, do not follow the plural masculine form of Arabic, but they follow the Arabic plural feminine adaptation. As stated by Smeaton (1973: 36), "feminine plural -at endings functions as a general device for the pluralization of nouns of foreign origin which have not been assimilated into Arabic beyond the phonological stage." For him, the feminine plural -āt endings serves also to determinate the degree of integration, e.g. /ttelifunāt/ from 'les téléphones' telephones, its singular form is 'le téléphone', /Ibiruyat/ 'les bureaux' the desks, /fikulāt/ 'les chocolats' the chocolates. Other words, either masculine or feminine may have two plural varieties: the first is always the Arabic feminine plural -āt, the second variety is the broken plural which is used for some Arabic plural words. As stated above, the feminine plural -āt endings specifies the level of adaptation.

Smeaton (1973: 61) mentions that the switch from plurals -āt to broken plural is an indication of naturalization of the loanwords into the Arabic morphological system.

### II.7.2.2. Compounding:

Compounding (also known as blending), which involves combining existing words or word elements to create a new form that contains two or more roots but designates a single concept (ISO 704: 28). This compounding process is very common in languages like English and German (for example, bookcase, shoemaker and wastebasket), but much less common in languages like Arabic. In general, the most common form, according to Sager (13), is actually the linkage of two independent morphemes, which may or may not be independent words on their own. Traditionally, this method is known among Arabic scholars as النحت *anahat* sculpturing. It has been used recently for coining new terms, especially technical and scientific terms—e.g., the term *kahraba sakeenah* electrostatic is formed by conjoining the word كهرباء *kahraba* electric and the word *sakeenah* static . In Algerian Arabic, for instance, the term "voters" is denoted by the compound /bu:sbɔʃlɛzreg/ (بوسبج الزرق), which combines the noun /bu:sbɔʃ/ with the adjective /lɛzreg/.



## **II.8. Sociocultural Impact**

### **II.8.1. Language Attitudes and Social Perceptions:**

Language attitudes are subjective evaluations that rely on stereotypes of a language and its speakers, based on their physical appearance, psychological traits, social behaviors, origin, status, and speech habits, among other traits (Dragojevic, 2018). These stereotypes may promote ethnic values that emphasize solidarity and social cohesion among the ethnic group members while strengthening ethnic boundaries and downplaying outsiders. If investigated using indirect strategies, these stereotypes can provide a deeper understanding of language attitudes.

In the field of language attitudes, the lack of accord is often very much of interest. For example, links between people's attitudes towards language varieties and their behaviors are likely to differ according to the complexity of domains. Learning a language or forming a friendship, for example, involves a long-term commitment, compared to, say, deciding to buy a car. Attitudes may compete: a candidate at an interview for a job may strategically adjust their speech style in a way that diverges from (or conceals) the dialect to which they otherwise have a strong loyalty, if they feel this enhances their chances of getting the job, thus helping them to fulfill their career ambitions, and/or to please significant others, such as a partner or parent.

Attitudes may also be understood as preferences, likes and dislikes, and social categories that are set up in people's lives early, express their core values, and involve an adaptive component to everyday life situations (Banaji and Heiphetz, 2010). These preferences and social categories filter speech perception and entail the assessment of language varieties, accents, and speech features (Ball and Giles, 1982), as more or less beautiful, sweet, rhythmical, enjoyable, rude, annoying, or awkward, which are mostly related to ideologically grounded aesthetics (Garret, Coupland and Williams, 2003). Due to this ideological component, language attitudes play a role in daily communication and social organization. Namely, language attitudes help to set and express ethnic and linguistic bounds in intergroup relationships (Garret, Coupland, and Williams, 2003). Given that language is usually one of the salient resources used for differentiation between groups (Ball and Giles, 1982), people maximize their distinctiveness from other ethnic or social groups through perceived linguistic differences in accent, style, or linguistic features (Rickford, 1985). In a word, language attitudes help people express their ethnic or social memberships and set expectancies about how people

behave and speak according to their age, gender, social class, ethnicity, and other social groups to which they belong (Edwards, 1997).

### **II.8.2. Sociolinguistic factors influencing the acceptance and use of loanwords:**

Different factors affect borrowing; Internal or linguistic and external (social and psychological) factors. Within the linguistic factors is the nature of the relationship between these languages such as the typological relationships Haspelmath (2008:11) refers to this factor as “structural compatibility” which has been invoked as explaining resistance to borrowing. Weinreich (1953:3) is in the view that borrowing is only possible between structurally similar languages. And among the external or social factors such as the duration and the power of contact between the languages Haspelmath (2008, 10) points to this factor as a main factor and refers to it as “widespread bilingualism” and is often labeled as “intensity of contact”. Genealogical relatedness is another external factor that implies that related languages are more likely to borrow from each other. Moreover, the size and the power of language domination of a language is also called language prestige. It is worth mentioning to state the various relationships are held between languages when they come into contact in contact situations. De Kuthy (2001: 5) states that if:

**“Both groups are of equal prestige (neither is dominant over the other), then the languages enter into a similarly egalitarian relationship (called an adstratal relationship)”.**

In this case, borrowing occurs in both directions, but if “One group is dominant over the other, then the language of the dominant group is the superstratum language, accordingly borrowing occurs from the superstratum language to the substratum one than the reverse, (Ibid, 2001:5).

It is sometimes claimed that different cultures have different views towards borrowing, a behavior that is known as purism, which explains the number of borrowed words in the language. In this concern, Sapir (1921:2) points to the resistance to the borrowing of words, he states that:

**“The psychological attitude of the borrowing language itself towards linguistic material has much to do with its receptivity to foreign words”. Onysko ( 2004:59-64)**

He found two reasons for borrowing English words into German, which are semantic motivations when new products and inventions are accompanied by their basic English words and emotive as English has the modernity, hip, and educated image. There are also historical factors that also have a major role in borrowing. Ngom (2002:46) states this fact that :

**“in the same manner that the statistical comparison of borrowings between languages reveals the nature of the past and present relationships between communities, the examination of the semantic fields of loan words shows the domains of contact and influence between communities”.**

In her study, Sabir (2013: 394) points to some factors that lead most Kurdish speakers to borrow and use English loan words, such as the modernity of the English language and better image, length of the native Kurdish terms as compared to the English ones, flexibility of use, and sometimes loanwords are used by some people to show off or to fill the lexical gap in the language.

### **II.8.3. Language, Identity, and Cultural Expression:**

Hall believes the recognition of the connection between language, identity, and cultural differences are of vital importance. In his viewpoint, we cannot understand any single one without relating it to others. Or we will have an incomplete view. For example, he recognizes the significance of the relationship between language and culture. As Hall puts it, “Language is the privileged medium in which we ‘make sense’ of things, in which meaning is produced and exchanged”. That is to say, language can be viewed as the means and medium through which we form knowledge about ourselves and the social world. So to make sense of culture we need to inquire into how meaning is produced symbolically in language as a signifying system. Also, Hall believes, “Without these ‘signifying systems’, we could not take on such identities and consequently could not build up or sustain that common ‘life-world’ which we call a culture”

A simple but powerful indication of the close relationships between culture, language, and identity is to be found in the cultural markers, where culture is directly encoded or lexicalized. Of course, it can be argued that, since a language is itself a cultural system, all words are cultural but some are more cultural than others.

### **II.9. The role of French loanwords in identity construction:**

Sociolinguistics has long been trying to determine the precise role that language plays in identity building. The idea that there is no change in human behavior with a focus on linguistic identity by its nature is not static; it is more dynamic and interactive and is treated in language as an immediate cause and result. One of the most critical questions to answer is to what extent individuals have the freedom of choice and the options available to them so that they can move across the language boundaries and identity structures imposed by society.

Sepideh Hozhabrossadat(2015:196) acknowledges that :

**“identity is an emerging process at the crossroads of the road and the structure.”**

This suggests that the construction of identity is not seen as merely the product of governance structures in society but rather as the integration or confusion of these structures and social factors.

Linguistic identities are formed at every moment of social interaction in which the participant may be conscious or may not be conscious at the time of practice. Awareness relates to the level of awareness of each individual in linguistic and social interactions. Consistent with this concept, there is the concept of Weddon's(1977) Objectivity (cited in Sepideh Hozhabrossadat ,2015:197 ) which he defines as:

**"Conscious and unconscious thoughts and feelings of the individual, her sense of herself and ways of understanding her relationship in the world".**

This theory is based on the membership of individuals in different groups. Individuals tend to maintain a distinct social identity by putting their marks on themselves by becoming members of society. This theory in essence, maintains that individuals have set aside their identity to who is the most "prominent" and powerful. Individuals have the ability to join the community and adopt the identity of the group, and at the same time, they can move away from society and form their own individual identity and thus language discourse.

The Algerian elite forced the Arabic language upon Algerians, along with the suppression of the French language, immediately following independence. The goal was to replace the French language, as much as possible, with classical Arabic as the official national language of Algeria. The process, therefore, was both a rediscovery of the Algerian, i.e. Arabic, cultural identity and the annihilation of the French language (Soukehal 101).

Following in France's footsteps, therefore, the Algerian government also became convinced of the fiction of linguistic nationalism. After independence, the government came to believe in their natural right to the Arabic language and, therefore, claimed to own it and adopted a policy of monolingualism with Modern Standard Arabic (i.e. Arabization) to nationalize Algeria with a single language (Benrabah, "Language and Politics" 59). In an attempt to create nationalism, therefore, the Algerian government, like the former French government, attempted to force one language on its citizens through Arabization, a policy of linguistic imperialism.

French remains the only written language for some Algerians who were educated in Algeria during French colonialism, leaving them alienated from Arabic as well. If Algerian writers feel alienated from both the French language and classical Arabic, they cannot identify themselves with any written languages and find themselves without a linguistic identity, or a

“je” to write their memoirs so they cannot write in either language. Instead of linguistic nationalism, therefore, Algerians should encourage and enforce Algerian nationalism characterized by multilingualism. This would be beneficial not only because Algerian linguistic nationalism has failed but also because there are many advantages to multilingualism and the Algerian identity is strongly characterized by its diverse heritage and linguistic plurality

### **II.9.1. Bilingual practices, such as code-switching and mixing, as identity markers**

Code switching and code-mixing are very essential in communication and people's identity formation within several social communities. These serve as means of brightening up solidarity, conveying speech content, and displaying one's identity. These linguistic features occur among a variety of age groups, especially among the young, and are categorized by society as a trend. In literature, code switching is considered a deliberate literary technique to demonstrate the author's artistic talent along with the depiction of cultural, social, and religious identities. The choice of the language code mirrors the connection between the speakers, topic, and the society or social systems through good communication. In essence, code switching (CS) and code-mixing (CM) make communication easier and convey individual identities within the settings, which involve different peoples.

Language identifies and our identities are formed in different forms that we use in language. All the social and cultural relations and sites in the societies we live in are largely defined by the language we use. Certain researchers believe that when people make particular language choices to respond to others in dialogues, they are reflecting to others the kind of identity they wish to possess or express at that specific moment. According to Pavlenko (2005)(cited in Vivian K. N. Lo,2007.41) the meaning of identities is interpreted as follows: The terms identities and subject positions will be used interchangeably to refer to discursive categories (that is, identity options) offered by a particular society in a specific time and place and to which individuals appeal in an attempt to self-name, self-characterize and claim social spaces and prerogatives.

Searching for a preferable identity also plays a significant role not only for the sake of language choice but also in all domains of life. As for Vivian K. N. Lo(2007.42) during interactions, "speakers use one or other of the choices available to them to express aspects of a fluid social identity as they move through a multidimensional sociolinguistic space". It is noticed that the language used by a group of people can act as a symbol of an underlying image of group purpose and identity", Ghuman, (1995)(ibid).

The emergence of heterogeneous communities all over the world, and in the UK and USA in particular where various practices take place in different economic, educational, and political fields, has resulted in languages being mixed at various syntactic, structural, and lexical levels. For example, English is the dominant communication language between Muslims in most parts of the UK and America. However, as all Muslims are ordered to follow all orders and teachings of their religion, including learning Arabic either for worship purposes or for the sake of knowledge, Muslim immigrants seemed to be in the middle of an identity dilemma. When listening to a conversation or a speech where all involved participants are Muslims, you will probably be able to pick up some Arabic utterances though none of the participants speak the language as their first language. Furthermore, Vivian K. N. Lo(2007:48) argues that these utterances seem to dominate whenever Muslims come into contact regardless of the topic being discussed or the situation where the conversation takes place and without taking any consideration of social relationships between participants. The use of these "world" utterances is still used in their original language, even among young generations who had never spoken Arabic as their first language. What is the point behind switching to Arabic if they already have sufficient vocabulary to describe their feelings and attitudes in their first language? These utterances have much to do with religious beliefs and identity. Moreover, the insistence on uttering particular Arabic expressions by non-Arab Muslims outside religious contexts reveals a relationship between code-switching and identity.

Another important point to be mentioned here in Fitriana Harmaini, (2014:314) that Crystal (2007) demonstrates that different functions of particular utterances are recognized in some European languages. For instance, the use of the word please exists in almost all questions of request in English. However, their interpretations may differ according to context. He states that while thank you in English implies accepting an offer, the French word merci could imply saying no thanks.

"Kristall(1994) indicates that" there are several reasons to use code Switching from one language to another and then :

- \* A speaker cannot express himself in one language. Hence she or he turns to the other language to make up for the lack of her/ his words, and that is exactly what happens to learners of English as a foreign language when they try to speak English. There are other reasons above are Lack of communicative competence.

- \* The switching usually occurs when the individual wishes to express solidarity and belonging to a social group to which s/he belongs. The course is held between the speaker and listener when the listener responds with a similar key. This type is used to exclude others from

the conversation who do not speak the second language. This can be done by Arab parents who know English, for example, in front of their children when they want to talk about special Matters for some time.

\* The final reason is the rotation that occurs When the speaker wishes to convey his position to the listener and when Monolingual speakers can communicate these positions by contrast In the level of formalities in their speech.

## **II.9.2. Integration and Impact of French Loanwords**

The integration and impact of French loanwords in Algeria have been significant, with French being one of the most widely spoken languages in the country. French loanwords have been incorporated into Algerian culture and language, and have had a profound impact on the country's economy, education, and social structures. The use of French loanwords has been both positive and negative, with some arguing that it has helped to promote cultural exchange and economic growth, while others argue that it has contributed to the erosion of Algerian culture and identity.

After the independence of Algeria (1962), the whole country had a lot of problems resulting from the things that the French left. It is a duty on the part of the Algerian government to give the instructions as soon as possible so that the Arab-Islamic identity remains but traces of colonialism, such as the French language, are wiped out. That was not a trivial task for the Algerians. To succeed in making the country Arabic, let us bridge the gap, that separates Arabic and the other languages, a task that is not an easy one though we are exerting great efforts to solve the linguistic problems. This dichotomy could be solved through education and mass media development.

French is used everywhere in Algeria. However, it is different from one person to another and from one group to another. The change between French and Algerian Arabic is common, and many French words and borrowings are used in daily talk. Algerians see themselves as members of their speech network community. Generally, they talk in their dialect with their friends and family at home; while the variation of this dialect, AA, borrows a great number of French words and phrases.

### **II.9.2.1. Synthesize linguistic adaptations and their implications**

Linguistic adaptations are alterations that are applied to a language to make it more suitable for a special situation or group of speakers. There are a diversity of types of linguistic

adaptations that can happen, which include the emergence of new grammatical structures, changes in vocabulary or pronunciation, as well as the borrowing of words or phrases from other languages. These modifications mean various things regarding how a language is employed and how it is understood, as well as the speed and evolution of languages.

### **II.9.2.2. Discuss broader sociolinguistic impacts of borrowing**

Borrowing is the process of incorporating words, phrases, or patterns from one language or culture to another. It may have lasting significant social and cultural effects. On the other hand, borrowing could help reduce cultural distance, promote intercultural understanding as well as facilitate communication between different nations. On the contrary, it can also result in language endangered and cause languages to disappear. Besides, finance may have economic as well as political consequences, especially in the context of language contact, trade, and colonialism.

## **II.10. Conclusion:**

This chapter examines language use in the context of social interaction to depict Algeria's sociolinguistic landscape. It explores topics including identity, attitudes, language contact, community development, and the phenomenon of French-Algerian Arabic (AA) borrowing. The colonial and cultural exchange periods that created Algeria's history have had a big impact on the country's contemporary linguistic status.

The first section of the chapter examines the complex tapestry of Algeria's linguistic past, emphasizing the lasting effects of French colonial control on the nation's linguistic practices and policies. This historical context is essential to comprehending the multilingual and interdependent sociolinguistic world of today.

Algerian language policy, with its local, national, and international facets, is given considerable attention. The chapter looks at how these laws impact social and political processes, impacting everything from daily communication to governance and education. The discussion of the interactions among Algerian Arabic, Standard Arabic, and Berber languages at the local level demonstrates how these languages are utilized by various people and in various settings. The function of French as a language of status and modernity and as a holdover from colonial influence is examined nationally. The effects of globalization and foreign language regulations are taken into account internationally.



A thorough examination of Algeria's linguistic variances is also included in this chapter. It provides a thorough morphological and phonological explanation of these variants, illuminating the distinctive characteristics of the Berber and Algerian Arabic languages. The chapter also looks at how French elements are incorporated into Algerian speech and how this has resulted in a unique type of borrowing and code-switching. This linguistic adaptation is not only a mechanical process; rather, it is a reflection of deeper cultural and social dynamics, such as group cohesion and identity negotiation.

The chapter also discusses the sociolinguistic attitudes that are common in Algeria. It talks about how various linguistic communities view one another and their respective languages, and how language use and policy are impacted by these perceptions. Language contact and borrowing occurrences are studied, with a focus on how French and Algerian Arabic interact to produce a hybrid linguistic identity that is specific to Algeria.

This chapter concludes with a comprehensive analysis of Algeria's sociolinguistic environment, highlighting the significance of sociolinguistic attitudes, language policy, and historical background. It highlights the intricacy of language use in Algeria as well as the complicated interactions between various languages and social contexts. Understanding Algeria's contemporary linguistic landscape as well as the ongoing processes of linguistic adaptation and change requires a thorough comprehension of this detailed examination.

# **Chapter Two:**

## The Linguistic and Sociocultural Impact of French

## **I.1. Introduction:**

It is undeniable that, as a result of the diverse events (historical and linguistic) that the country has gone through, Algerian society has acquired a distinctive socio-linguistic characteristic whose particular dynamic (intra- and inter-lingual variation) can be noticed in the way people speak. Indeed, having been colonized for more than a century, Algeria does not reflect the intra-lingual principles of a diglossic situation where two varieties of Modern Standard Arabic (MSA) and Algerian Arabic (AA) are in contact but also the usual linguistic phenomena that occur when two or more languages get in contact, i.e., the use of bilingualism, code-switching, mixing, and borrowing.

Algeria's unique history and geography have contributed to its multilingualism. Algeria's geographical dimensions are roughly 2,400 km from east to west, 2,100 km from north to south, and south of the Mediterranean Sea. Throughout history, several nations have fought for control of the Mediterranean region. The result was a permanent marking of Algeria's linguistic shape through the interaction of diverse ethnic groups speaking different languages. For example, the Arabs brought Arabic to Algeria and Amazigh, as well as Spanish, Turkish, Italian, and French. Due to the nature of French colonization and the more than 130 years of contact between the French and the indigenous population, which produced the linguistic result known as borrowing, the latter is the one that has spread the most. The following is how Thomason and Kaufman (1988: 37) define borrowing:

**“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 incorporated features.”**

According to Harmers and Blanc (2000), ‘borrowing and code-switching are phenomena at either end of the continuum’. Many non-educated Algerians use French words without actually speaking French. In fact, because of long-term contact with the French during the occupation of Algeria, a great number of words slipped into Algerian Arabic and were adopted phonologically and morphologically.

Previous studies have merely dealt with the influence of French on Algerian Arabic. As far as the linguistic system of dialectal Algerian Arabic is concerned, most studies and much of the literature were done from sociolinguistic or didactic perspectives; but little was done from a morphological and phonological standpoint, reflecting the reciprocal influence of both varieties on each other. French indeed affected Algerian Arabic to the extent that some

linguistic items, including lexicon, are only expressed in French and have no equivalent in the local variety. Yet, it is worth mentioning that this use adheres to the grammar of the host variety. The latter does not only include structural items but also moves to the word level. By word level, we mean that the combination of morphemes from both linguistic systems is organized and well structured, i.e., they act as belonging to a single variety. Beside the phonological processes used to adapt them within the Algerian dialectal Arabic system.

## **I.2. Background of the study**

Algerian Dialectal Arabic is the dialect used in Algeria. The intricate historical and cultural background of the nation, which includes influences from many languages and civilizations, molds its background.

### **I.2.1. Overview of language contact in Algeria**

Language contact is one of the most relevant issues in sociolinguistics and has been the subject of numerous studies in recent years. It has been seen as a crucial factor in the formation of new languages and language varieties, as well as in the emergence of multilingualism in many parts of the world. Language contact is a complex phenomenon that has been extensively studied in recent years (Muysken 2013; Myers-Scotton 2006; Poplack 1980). It is important to understand the various ways in which languages interact with each other, and the effects on the languages in contact.

Sociolinguistics is the study of how language is used to describe particular social norms within a given society, and Algeria is not an exception. Regarding the historical background,

Chami states that

**“Algeria was a place of invasion and a crossroad of civilizations that made the linguistic plurality reign among its speakers since the Antiquity.” (Chami 2009: 387)**

The country has a complex linguistic background shaped by the influence of various nations, from the Numidians to the French, who have left their mark on the language of the Algerian people today.

Algeria's sociolinguistic profile has undergone several phases where the use of various languages has impacted Algerians' native tongue. The most important time was when Algeria was under French colonial rule. This had a significant influence on the language of the nation, with many Algerians becoming bilinguals and speaking both French and their native Arabic or Berber. Following the revolution on November 1st, 1962, Algeria attained independence and proceeded with its quest to establish independence. Benrabah (2004, 2005) states that the two

main ethnic groups in Algeria today are Arabs and Berbers, who speak Arabic and Berber, as well as two other languages. Algeria's sociolinguistic situation has been shaped by every nation that has called it home, from the Numidians to the French colonists (106 B.C.–1962), (Benrabah 2014)

### **I.2.1.1. Historical linguistic influences**

The historical background of Algeria, where numerous peoples, including the Numidians, Romans, Byzantines, and others, have influenced the language, is crucial to understanding the linguistic complexity of Algeria. The first native inhabitants of Algeria were the Berbers, who wrote the country's history. Following the spread of Islam throughout North Africa, and Algeria specifically, Arabs settled in Algeria and ruled it for over nine centuries. At this time, Berber was still used as a language of communication in the mountains and in certain other isolated areas, but Arabic was used throughout the nation (Benrabah 2005).

Even today, Arabs and Berbers coexist, contributing to the development of a society that values tolerance and coexistence. Later, the Ottomans ruled Algeria between 1514 and 1830, before the period of French colonization for more than a century, during which French was declared the first language in Algeria. All nations that have lived in Algeria for a period have influenced the Algerian language, in which we can notice a mixture of different languages (Arabic, Berber, Turkish, French, Spanish, etc) in the speech of Algerians.

Algerians were regarded as bilinguals during the early years of French colonization because they spoke both languages with similar fluency. Even now, after independence, Algerians continue to mix French with Arabic and Berber in their daily conversations, a practice known as code-switching. After Algeria gained its independence, its educational system was bilingual (in Arabic and French), but starting in 1991, Arabic was the primary language of instruction.

### **I.2.1.2. The impact of French Colonial Rule (1830-1962)**

In the years leading up to 1827, France accumulated a large debt with Algeria, causing tension between the two countries. In April 1827, the Ottoman provincial governor of Algeria lashed a visiting French consul with his flywhisk. News of the incident rapidly made its way to Paris, where King Charles X ordered a naval blockade of Algeria. Although the treatment of the French consul became the official pretext for mobilizing the French military and its

subsequent invasion of Algeria, conquest, and colonization had gained much support in years prior.

In 1830, the French army seized Algiers, toppling its Ottoman leaders from power. The period of French colonization in Algeria had begun (Chanderli et al.).

From the very outset, and right after occupying Algeria, the French authorities aimed to model up the Algerian citizen to the point that he met their needs and requirements, and was as civilized as they claimed, compliant and manageable. Their aim can be fulfilled only through education as Hegony (1973, 18, as cited in Bacher 2013: 21) succinctly puts it:

**“The attempt by France to control Algerians through the assimilation of Algerians into French culture was no more demonstrated than in the field of education. The imposition of French education norms and the denial of the Algerian of his legitimate cultural identity through controls of language, curriculum, and methods of instruction reveal the colonist policy at its most destructive.”**

According to Hayane (1989), teaching foreign languages—French in particular—in Algeria is assumed to be more didactically driven by political implications and goals. He states that:

**“...the teaching of the natives was a political work rather than a school work ... if we want the native to obey without hesitation ... the children will be entrusted not to teachers with all kinds of the patent but Native instructors ... having for gerbils school worth 150 or 200 francs ...”**

**(as cited in Bacher, 2013, p. 22)**

Having control over the education of the native population would give the French power, which they soon realized when they fought to conquer and rule over the Algerian people in the nineteenth century. Before colonization, the primary educational method was through Koranic schools. These schools had to be avoided at all costs because they were propagators of Arabic and Islam, two forces that were antagonistic to the Algerian people's subjugation. Numerous Koranic schools were shut down by the French, who also took control of the buildings and converted them into colonial offices. Additionally, they stopped funding the last remaining Koranic schools. As a result, it got harder and harder to hire teachers (Queffelec 34). Hence, Arabic was either not taught at all or was taught at home to the generations that followed, who then learned and spoke it.

Since their arrival in Algiers in 1830, the French colonial officials had implemented policies aimed at suppressing Arabic and promoting French. Because education laws were not implemented well, they fundamentally failed to achieve either goal after about 130 years in power. They were successful, nevertheless, in making the Algerian people hate the French language and culture.

### **I.2.1.3. Post-Independence Language Dynamics (1962-present)**

Algeria sought to implement an eradication strategy of French rule and culture as soon as it regained its sovereignty in 1962, thereby forming its Arab-Islamic identity. This forced Colonel Boumediene's government to bring in hundreds of Arabic instructors and imams from the Middle East to carry out and secure his intended "Arabization" policy. Thousands of French and Algerian teachers who had been transferred to secondary schools in the 1960s and 1970s fiercely opposed this policy. A few years later, primarily between 1976 and 1979, the Algerian educational system underwent a sea change when "Arabic" was declared the language of instruction for all subjects except science and medical courses, signaling the end of French rule. Despite being viewed as "the outdated methods of teaching," as the 2008 World Bank Report puts it, mass higher education and Arabization have changed the perspective of the generation born in the middle of the 1980s. According to Krichen (1986):

**“Arabization, in the region, is not only a question of words and symbols, but a fundamental question concerning the very conception of the world.” (Mami 2013: 2)**

By the early 20s, Algeria, which was confronted by a new era marked by information and market-driven societies, and which was also getting out of bloodshed, felt the need for urgent educational reforms to heal the socio-cultural, and socio-economic problems of the Algerian population.

Unfortunately, instead of introducing English as a language of science and technology to keep pace with a time of Globalization, the Algerian government reintroduced French at an early stage in school and as a language of instruction for science and medicine courses. Considering the “Arabization” policy, the colossal mistake the government has ever committed is repeating the expression “doomed schooling system.”

Right after gaining its independence and getting control over its Ministry of Higher Education in 1962, significant changes were introduced to facilitate access to higher education for a more significant number of Algerians.

One of the most significant reforms introduced in 1971, sought to mobilize the full potential of the Algerian universities so that they would be in a position to support the ambitious economic, social, and cultural transformation and development of the newly independent country. The 1971 Reform suggested a change in teaching and learning methods, including teaching contents, assessment methods, structure, and organization, besides the university management and the creation of new branches, subject matters, and modules to respond more likely to the development requirements of the country.

Another significant reform was in 1999 which intended to prepare the Algerian universities to support the transition from a centralized to a free-market economy and to address the vulnerabilities and opportunities of globalization in the Algerian economy. The new economic, social, and political challenges brought forth by globalization trends incited a reconsideration of the role of universities in the provision of science and technology through education and research accomplishments. This reform was also expected to certify that the Algerian university system was not driven only by the objective to increase the quantity of output, but rather by the aim to improve quality that would enhance credibility.

Recently, Algeria has been in tune with Globalization, which led the global lingua franca to gain greater prominence in its territory. Today, such a view is easily seen when we talk about the new linguistic practice consisting of the labeling of Algerian brands, companies, and shops in English. Additionally, the media sphere, in particular local airwaves, currently witnessing the emergence of the English language. The radio called Radio Algeria International is the only one in the country which has taken the initiative to broadcast in the aforesaid language.

Algeria has undertaken a new road this academic year-2022/2023 as it integrated English as a foreign language in the third year of primary school instead of the first year of middle school.

Nowadays, the French language has started to lose ground for the benefit of English in Algeria.

### **I.2.2. Significance of Lexical Borrowing:**

Any language can experience linguistic borrowing, also known as lexical borrowing (Haugen, 1950). Hock (1968) asserted that languages are not isolated entities. Linguistic contact typically occurs between speech communities. Through language borrowing, the interacting speech communities are likely to have an impact on one another. This happens when an impression is left on the affected language (Treffers-Daller, 2007). This phenomenon is one



aspect of language growth and change. Most linguists believe that linguistic change is a natural phenomenon often influenced by underlying social and linguistic forces (Crystal, 1987). When languages change, they do so in various aspects, including phonological, morphological, syntactic, and semantic components. Of these, semantic change is the most common (Crystal, 1987).

### **I.2.2.1. Social and Cultural Integration**

Language relates to socialization in three ways.

- First, language is the primary medium for socialization into culture; that is, there is socialization by or through language, where language is the means.
- Second, there is socialization for language, where situation-specific and culture-specific language use is the outcome.
- Third, there is socialization about language in the form of knowledge about, and attitudes toward, language forms and functions.

While these three aspects of socialization occur together in real life, they are often studied separately, and by different research techniques.

Amid difficult historical periods, demographic movements from various areas have shaped Algeria. The key era in the country's modern history is undoubtedly the war for independence, which marked the end of a 130-year struggle against one of the cruelest colonization projects in history. Indeed, French colonizers, driven by an agenda of domination, implemented an extensive acculturation policy designed and reflected in the highest state circles (Riesler, 2004). However, attempts to wholly affect the Algerian nation's culture created a cultural resistance that defined and consolidated the foundations of the Algerian identity. The Islamic component established itself as the core of this identity, as reflected in the founding text of the Algerian nation:

**“The establishment of the sovereign democratic social Algerian state within the framework of Islamic principles” (The Declaration of November 1, 1954)**

The Arabic linguistic component is considered another foundation of Algerian identity. The Tripoli Charter of 1962 states:

**“The role of national culture shall be primarily represented in making Arabic, which is the expression of the cultural values of our country, its dignity and efficacy as being the language of civilization”**

Having declared its affiliation to the Arab World, Maghreb and North Africa, Algeria confirmed its affiliation to the “black continent” just one year after independence. The Algerian constitution of 1963 states:

**“Algeria is an integral part of Maghreb, the Arab World and Africa”**

Concepts of Algeria as an Islamic, Arabic, and African nation, shaped by the country's independence, serve as the foundation for the state's cultural policy. The Tamazight (Berber identity) affiliation was another important element that was added to the Algerian constitution in 1996 after being disregarded and even removed by politicians earlier. "Islam, Arabism, and Tamazight are the basic components of the identity of Algerian people," according to the 1996 constitution. Thus, the Algerian constitution recognizes the sociocultural uniqueness of the modern Algerian population.

#### **I.2.2.2. Educational and Professional Relevance**

The goal of the highly selective Algerian educational system at the time of independence was to prepare the elite of the French colony. The establishment of the Ministry of Education in 1963 initiated the process of constructing a national education system that is both inclusive and transparent. The "Arabization" of the curriculum and faculty, the improvement of teaching abilities at all levels, and the development of a skilled class of workers and technicians through the emphasis on technical and vocational education were the main objectives of the officials tasked with creating the education system.

Algeria had just three institutions of higher learning (Constantine, Oran, and Algeria) in 1962, employing 250 teachers and less than 2,000 students—of whom 1% were female. The Algerian government did not start reconstructing the nation or the educational system until after the country gained independence in 1963. Universities progressively emerged following the establishment of the Ministry of Higher Education and Scientific Research in the 1970s. 2015 saw 107 universities represented by the university network, with over 1,500,000 students—60% of who were female—and 54,000 faculty members.

Universities in Algeria are public, corporate-status organizations with a focus on science, culture, and professions. They also enjoy financial independence. They consist of common administrative and technical departments, faculties, institutes, annexes, a dean, and governing bodies (scientific council, board of directors).

An education reform passed in 1971 introduced the nine-year basic education program. Further reforms in 1976 extended the period of compulsory education from six years to 10 years while also guaranteeing that education at every level be provided free to all. In addition to guaranteeing tuition-free instruction, the reforms of 1976 mandated that education be the exclusive domain of the state.

The Algerian government attempted several reforms and strategies to pull the country out of the crisis in the late 1980s and early 1990s, but the results of these efforts remained weak because of unstable growth rates, rising levels of external debt, and a decline in the vital role of the public sector (6). The growth rates achieved were insufficient to support and revive the labor market, which has not been able to maintain the jobs it provides and has disrupted the supply and demand for labor as well as the movement of labor from rural areas to cities in search of employment. These factors are characteristics of the urban informal sector, where informal work employs more than a quarter of the active population, and possibly as much as half, according to statistics.

### **I.2.2.3. Identity and Heritage**

The language spoken by somebody and his or her identity as a speaker of this language are inseparable. This is surely a piece of knowledge as old as human speech itself. Language acts are acts of identity (Le Page and Tabouret-Keller, 1985).

The richness and multiplicity of languages and cultures in Algeria have often been the origin of conflicts due to the complexity of the history of the country and the anthropological diversity of its “people”. Indeed, Algerians typically use at least four linguistic instruments (Berber, educated Arabic, spoken Arabic, and French). The oldest language, Berber, still used by people who live in the mountains or the most distant regions of southern Algeria, is essentially oral, although it was written in the historical era. During the reign of the great Masinisa (238-148), King of Numidia, Punic was already used as the official language.

This abandonment of the endogenous language would be repeated throughout history. The oral language/written language opposition imposed itself, so to speak, in practice, and continued with Latin (two centuries before Christ and two centuries after) and then with Arabic which, from the 7th century, prevailed during the Islamic conquest. Once Islamicised, Berbers also adopted Arabic, the language of the Koran and liturgy.

Spoken Arabic would then emerge that would give specificity to the language; that is, a local particularism to each one of the regions of North Africa. It is a language that spread even more from the 11th century with the arrival of peoples more important than the preceding ones,

the Hilalian tribes, who propagated their oral language, characterized by a marked linguistic mixing. In 1830, with the conquest of Algiers, French was added to this cultural source as an official language.

Upon Independence, Algerian officials followed a counter-effect policy of Arabization to defrenchify the national identity. This involved the establishment of Arabic as the first language. It also meant that Arabic was the official language in administrations and public institutions such as schools. The linguistic handicap of the Algerian population post-independence required the importing of teachers from Egypt and Syria to teach Arabic (Kepel 2002, p 163).

### **I.3. Theoretical Frameworks on Lexical Borrowing**

The reasons and methods behind the insertion of words from one language into another are examined in theoretical frameworks on lexical borrowing. These frameworks frequently take into account both the cognitive and structural aspects of language processing as well as sociolinguistic factors like the relative prestige and power dynamics between the languages involved. Important theories include the psycholinguistic model, which concentrates on mental representations and language acquisition, and the sociolinguistic model, which highlights the importance of social interaction and community norms. The typological approach further investigates how language structures impact borrowing behaviors. When combined, these frameworks offer a thorough comprehension of the mechanisms underlying lexical borrowing.

#### **I.3.1. Theories of Language Contact and Borrowing**

The field of contact linguistics has progressed very rapidly, particularly since Weinreich's (1953) pioneering attempt to formulate a unified interdisciplinary approach to the study of language contact. The roots of the field go back to nineteenth-century studies of various kinds of contact situation and their outcomes, including the fundamental work of Hasseling (1899-1905), Schuchardt (1882-1883), and others on creoles, and the early attention to the linguistic areas such as the Balkan Sprachbund (Kopitar 1983; Schuchardt 1884).

The further foundation of the field was laid in early twentieth-century studies of processes of pidgin formation (Brodch 1927); contact phenomena such as code-switching (Braun 1937), language maintenance and shift (Kloss 1927), immigrant languages (Herzog 1941, Red 1948, etc.), borrowing (Salverda de Grave (1906) and so on.

### **I.3.1.1. Models of Lexical Borrowing**

Models of lexical borrowing include the sociolinguistic model, which emphasizes the influence of social factors and community norms on the adoption of foreign words, and the psycholinguistic model, which focuses on cognitive processes and language acquisition mechanisms involved in borrowing. Additionally, the typological model examines how structural similarities and differences between languages affect the ease and nature of lexical borrowing. Thomason maintains that

**"Lexical borrowing is the process by which one language takes words from another language and incorporates them into its own lexicon. This process can occur in various forms and degrees, ranging from the adoption of individual words to the borrowing of entire phrases or expressions. Lexical items are often borrowed to fill lexical gaps, to introduce new concepts or objects, or to convey a sense of prestige associated with the source language. The borrowed terms can undergo various degrees of adaptation to fit the phonological, morphological, and syntactic rules of the borrowing language." (2001: 132)**

Several models explain the mechanisms, motivations, and outcomes of lexical borrowing. These models offer insights from various perspectives, including sociolinguistics, psycholinguistics, contact linguistics, economics, structuralism, and cultural studies :

- **Contact Linguistics Model:**

The Contact Linguistics Model posits that lexical borrowing arises primarily from language contact. When speakers of different languages interact, especially in trade, migration, or colonization scenarios, words from one language often end up in another. Power dynamics and social status are also considered in the model.

- **Sociolinguistic Model:**

Social networks, bilingualism, language prestige, and community attitudes are sociolinguistic variables that have a significant impact on lexical borrowing. This model examines how speakers' social context shapes the words they take from and apply to the target language.

- **Psycholinguistic Model:**

This model looks at the mental processes that bilinguals use to store and retrieve words from different languages, as well as the mental processes that underpin lexical borrowing. It also examines the ease with which certain words can be borrowed due to their frequency and phonological simplicity.

- **Economic Model:**

In this model, lexical borrowing is viewed through the lens of economic utility. Words are borrowed when they offer a social status or communication advantage, much as valuable goods are traded. The cost-benefit analysis with respect to effort, social capital, and communication effectiveness is a crucial factor.

- **Structuralist Model:**

For structuralists, the main focus is on the phonological, morphological, and syntactic constraints that affect lexical borrowing. It looks at how the structural elements of these borrowed languages either promote or inhibit the use of foreign words.

- **Cultural Model:**

This model highlights the significance of cultural dominance and exchange in lexical borrowing. It considers the ways in which terms that are borrowed and assimilated into the target language are influenced by power relations, cultural norms, and beliefs.

### **I.3.1.2. Factors Influencing Borrowing**

A number of factors affect linguistic borrowing, the process by which a language appropriates words from another. The following list of important variables that affect language borrowing.

- **Social Prestige and Influence:**

Words from languages connected to social, economic, or cultural status frequently find their way into other languages. Terms from the source language are adopted by the borrowed language to reflect its prestige and influence.

- **Need for New Terms:**

Languages tend to adopt foreign words for new concepts, objects, or ideas that they do not have words for.

- **Bilingualism and Language Contact:**

Linguistic Borrowing takes place more in bilingual or near-bilingual communities where speakers easily move from one language to the other and transfer lexical items

- **Trade and Commerce:**

Trade and commerce encourage the borrowing of commercial and technological terms between different linguistic communities.

- **Cultural Influence:**

Cultural exchange and interaction, such as what occurs through media, literature, or art, means a group of individuals will adopt terms, idioms, or expressions from speaking another language's individuals.

- **Colonial and Political Forces:**

It is indeed widespread that colonization involves a significant amount of borrowing, such that the borrowed language contributes many words to the colonized language.

### **I.3.2. Morphological Adaptations**

The morphological modifications that borrowed words go through to conform to the recipient language's morphological rules are known as morphological adaptations. This process frequently entails changing the word's affixes, inflectional patterns, and grammatical structures to conform to those of the native tongue. For instance, a noun may be given the proper gender markers or a borrowed verb may be modified to conform to the recipient language's conjugation patterns. These adaptations ensure that the borrowed word integrates smoothly and functions grammatically within its new linguistic context.

**"In some cases, morphological adaptation involves the modification of borrowed morphemes to conform to the phonological and morphological patterns of the borrowing language, ensuring their integration into the linguistic system." Weinreich (1953: 4)**

#### **I.3.2.1. Integration into Native Morphological Systems**

The "structural inventory of at least one of the languages involved, and sometimes of both" is altered as a result of language contact (Matras 2009: 146). This process is known as "borrowing," and it occurs when a structure or form from one language is imported into another.

The metaphor of borrowing has come under fire because it is a little misleading—while borrowing implies that an action is fully conscious, a monolingual member of the community may not be aware that the word has a foreign origin. Other complaints include the fact that, like most borrowed goods, they will not be returned. Additionally, the term "borrowing" stresses ownership over the true sharing of structures or forms (Matras 2009: 146). Even the word transfer suggests that the donor language loses an element (Haspelmath 2009: 37).

Again, the term borrowing is used very often and most people understand what is meant by using it.

Borrowing can correspond to two different situations, depending on whether the borrower is a native or a non-native speaker of the recipient's language. In the first case, that is, if a native speaker uses structures from a foreign language and implements them in her/his mother tongue speech this is often called “adoption”. In the second case, that is, if a non-native speaker uses structures from her/his mother tongue in the speech of the foreign language this is referred to as “imposition” (Haspelmath, (2009: 36).

A warning must be issued, loanwords and native words live in a complementary relationship, we can only determine that a word is a loanword based on the knowledge that we have about a certain language. For native words the situation is ambiguous, it can never be ruled out that a native word was not the result of a borrowing at some point in the history of the language, that we ignore. Haspelmath (2009: 38) says:

**“Thus, we can identify loanwords, but we cannot identify ‘non loanwords’ in an absolute sense. A ‘non-loanword’ is simply a word for which we have no knowledge that it was borrowed.”**

A distinction is often made between two basic ways of borrowing elements from one language to another: matter borrowing (MAT) and pattern borrowing (PAT) (Matras and Sakel 2007). This is sometimes also called material borrowing vs. structural borrowing (Haspelmath 2009: 38-39). Sakel (2007: 15) describes matter borrowing as a replication of “morphological material and its phonological shape” from one language into another language whereas in pattern borrowing “only the patterns of the other language are replicated” in other words the organization, distribution and mapping of grammatical or semantic meaning can be borrowed but the form itself is not.

The borrowing of grammatical elements follows a certain hierarchy, entirely based on frequency, and provides the likelihood for a certain word class to be affected by borrowing, the following list (from Matras and Sakel 2007: 61):

Nouns, conjunctions > verbs > discourse markers > adjectives > interjections > adverbs > other particles, adpositions > numerals > pronouns > derivational affixes > inflectional affixes

This means that nouns and conjunctions are the elements that are most subject to borrowing whereas inflectional affixes are the elements that are least borrowed. That nouns occupy such a strong position can be explained by their referential function, they “cover the most differentiated domain for labeling concepts, objects, and roles” (Matras 2009: 172), and



nouns are most prone” to express new concepts and to name objects and institutions” (Matras and Sakel 2007: 65). Nouns do dominate the loanwords found in the corpus

The borrowing process is bilateral, it is understood that in this process, the ready elements of one language simply pass at the disposal of another language. Along with it, the process of borrowing is the assimilation of the borrowed language unit by the language system of the borrower; it is the adaptation of the borrowing to the special demands of the borrower, and the borrowed one undergoes semantic and formal changes in the conditions of the new system. The assimilation of the borrowed lexical units creates a particular stage in the intra-linguistic processes. The lexicographic task is the selection of those lexical units and their classification into groups. The selection and classification of those lexical units into groups illuminate the solution of some issues. The utilization of these selected lexical units in language and their dimensions are determined. D.S. Lotte thinks three dimensions suit this purpose:

- How much does the borrowing sound composition fit the borrower language's sound combinations?
- How much the morphological structure of the word and its separate formal features (morphological indicators) coexist with the accepted sound combinations
- How much they conform to the general structure of the language.

When introducing the term “adaptation” or “integration” of loanwords, Haspelmath and Tadmor (2009: 42) state that:

**“A borrowed word in any language is adapted if it has a phonological, morphological, syntactic and orthographic properties that do not fit into the system of the recipient language.”**

Like other languages, gender, and inflection classes characterize Arabic one. Each word fits into gender and inflection classes so that it can suit the syntactic patterns, which necessitate gender agreement, and some inflected forms.

### **I.3.3. Phonological Adaptations**

As already mentioned, the major difficulty with foreign-language borrowings is that the linguistic structures of different languages may diverge considerably, necessitating in most cases at least some adjustment of loan words to the native structure of the borrowing language. One of the most obvious areas in which nativization is called for is phonological structure. For

in order to be usable in the borrowing language, loans must first be 'pronounceable'. At the same time, phonological nativization is perhaps the area where the most divergent strategies may be employed to integrate a foreign word into one's native structure.

### **I.3.3.1. Phonological Constraints and Modifications**

There are two circumstances in which word borrowing may happen:

In one case, a bilingual speaker could use borrowing to bridge a word deficit in one of his languages, L1, "the recipient language," by using a word from L2, "the donor language." In this situation, it is typically assumed that the speaker creates the surface representation of the borrowed word while speaking in L1, retrieving its underlying representation from his mental dictionary (the long-term memory storage for lexical items) for L2. The word experiences modifications and is nativized by the grammar of L1 if the surface representation of the word is produced by applying the phonological, or more broadly, the grammatical, system of L1. This scenario is called nativization-through-production.

In the second case, a speaker uses borrowing to bridge a linguistic gap by using a term from a language he knows little to nothing of. He must acquire the necessary word in this instance. A learned word becomes a loanword as soon as it is spoken aloud by the speaker, or even just to himself. Owing to the speaker's poor second language proficiency, the word will exhibit modifications and adaptations. It is hypothesized that during perception and learning, these changes have already taken place. We refer to this situation as nativization—through perception.

These two scenarios roughly map onto the two existing models of loanword phonology: the first, dubbed the phonological stance model by Paradis & Tremblay (this volume), essentially holds that borrowing only happens in the nativization through-production scenario. The other model, which Paradis and Tremblay (this volume) refer to as the perceptual stance model, basically assumes that borrowing only happens in the nativization through-perception scenario.

This conventional viewpoint is developed by loanword phonology models (Silverman 1992, Yip 1993, Kenstowicz 2003a, 5 2003; Peperkamp & Dupoux 2003) that treat loanwords based on acoustic/perceptual similarity. They claim that phonetic similarity between the outputs of the donor and recipient languages is the only factor that determines how the non-native segment is replaced with the native one. Peperkamp & Dupoux (2003), for instance, state that

the equivalencies in loanword adaptation are predicated on a similarity that is described as follows:

**“Acoustic proximity or proximity in the sense of fine-grained articulatory gestures.”**

#### **I.4. Sociocultural Impact of French Lexical Borrowing**

French lexical borrowing has a large and diverse sociocultural impact. French has contributed many terms to other languages, enhancing their vocabularies in industries like cuisine, fashion, art, and politics. French has long been seen as a language of culture, diplomacy, and high society. This borrowing frequently indicates an attempt to identify with the refinement and status generally associated with French culture. In some cases, it can also signal historical influences and power dynamics, such as colonialism or political alliances. Overall, French lexical borrowing does not only shape the linguistic practices but also cultural identities and social perceptions.

Social identity may be fluid, and is shaped by personal choices made with respect to one's linguistic repertoire.

##### **I.4.1. Influence on Algerian Arabic**

Algerians' response to the French language was a result of cultural exchange rather than contact with the French. This situation led to a social interaction between the two languages though the colonizers left in the early 60s. The 80s and 90's generations were less proficient in the French language but had a high tendency for its use. Though the cultural factor was imposed, it could maintain the linguistic presence of the colonizer. Therefore, the presence of the French language in Algeria emerged with the appearance of the French colonizer and should normally disappear with its disappearance (Ibrahimi, 1997). However, this fact was denied by Algerians' attachment to the French language. A century of the co-existence of Arabic and French led to the development and maintenance of the French language inside the linguistic community as a whole. More than one hundred and fifty years of the co-existence of these languages led inevitably to bilingualism.

After the independence in 1962, the French language continued to dominate the Algerian linguistic atmosphere though the country's policy was rather for maintaining the Arabic language in education and formal uses. The result of this multiculturalism is the integration of the two languages at two levels: spoken code-switching and bilingual writing. At

the spoken level, bilinguals use frequently code-switching for social mobility and in their Arabic dialects. In this respect, Ibrahim (1997) comments:

**“We see how the elements of the French language are mixed with the elements of the Arabic language: we can even say that they are integrated into the system of the language. The French verbs are conjugated in the same way as the Arabic verbs” (1997: 117)**

#### **I.4.1.1. Vocabulary Enrichment and Usage Patterns**

French has been, until nowadays, used in different social domains including education, politics, administration and even in daily conversations. This has made today's Algeria as

**“The second largest French-speaking community in the world” (Benrabah, 2007).**

Consequently, the linguistic impact lasts and is reflected in aspects of switching and borrowing where both codes adhere to the grammatical and structural rules of use especially when certain linguistic items have no equivalent in dialectal Algerian Arabic, therefore, French is mostly used.

Using determiners, demonstratives, and possessives of Algerian Arabic on French borrowed words, under the title "Algerianization of French nouns". Algerianization denotes that borrowed items (such as French nouns in the present article) will behave the same way as Algerian Arabic words.

- **The Use of Determiners**

Determiners are generally linguistic items placed before nouns in order to make their reference clear.

- **The use of ADA indefinite article with French nouns**

Any borrowed French noun can be expressed with the structure [waħd], which in ADA expresses indefiniteness. The latter functions as an Algerian noun that conforms to the rule on auto-pilot. Yet, the problem is that [waħd] cannot stand alone as it generates an ungrammatical structure once applied to a bare French noun, i.e., a noun without the definite article (either the French or the Algerian Arabic one).

The application of Algerian Arabic determiners on French Nouns When an Algerian speaker borrows a French noun, the noun behaves the same way as a normal noun of the recipient language/ variety. In order to account for our assumption that borrowed nouns should apply the same rule as Algerian Arabic nouns, let us consider the following examples where

French nouns are given the feature of definiteness through the application of the Algerian Arabic definite particle as shown before, i.e. either by using the [el] or by doubling the first consonant.

- **The application of Algerian Arabic possessives on French Nouns**

An interesting fact about the application of ADA possessives with French borrowed nouns is that nothing goes randomly while mixing the two languages and that everything in the process of borrowing is organized either syntactically, phonologically or both. A general remark that the research arrived to, concerning possessives, is that all French nouns can be used with the structure. Yet, the application of the possessive morphemes to the borrowed nouns is phonologically governed. This restriction is made at the level of number of syllables in the borrowed noun.

#### **I.4.1.2. Code-Switching and Bilingual Practices**

Crystal (1987:363) defines code-switching as switching between languages stating, however, that “as the definition of ‘language’ is tenuous at best, perhaps it is better to say switching between varieties in addition to switching between languages”. According to Milroy and Muysken (1995:7), code-switching is

**“The alternative use by bilinguals of two or more languages in the same conversation”**

Myers-Scotton (1993b:1) also uses code-switching as a cover term and defines it as:

**“Alternations of linguistic varieties within the same conversation”**

Collins (2003:4) argues that the basic difference between code-switching and borrowing is that borrowing has an L1 history (i.e., part of the L1 lexicon), while code switching does not have this history. He says code-switches “are brought into the stream of speech consciously, as part of L2 – a speaker’s second grammar”. Spolsky (1998:48) writes about the two terms, commenting that:

**“The switching of words is the beginning of borrowing, which occurs when the new word becomes more or less integrated into the second language.”**

Due to the bilingual environment in which they live and the coexistence of these two languages, FR-AA bilinguals speak bilingually, implying CS and borrowing forms in everyday interactions as well as in media (Bentahila and Davies, 2002; Bullock and Toribio, 2009;

Wiedemann, 2015). CS motivations result from both individual and group decisions; in fact, this type of speech is accepted and encouraged in the sizable bilingual community.

Regarding the categorization of computer science, researchers such as Milroy and Muysken (1995), Blom and Gumperz (1982), and Poplack (1981) propose various typological frameworks that explain the phenomenon of computer science. The standard classification of computer science, on the other hand, comes from Poplack (2000), who distinguished between three main categories of computer science: extra-sentential, inter-sentential, and intrasentential.

\* The practice of inserting specific tag elements into a sentence or utterance that is entirely written or uttered in a different language is known as extra-sentential switching, sometimes known as tag-switching. Put another way, extra-sentential CS refers to the application of brief tags with particular constraints that do not go against the base language's structural rules (Poplack, 2000).

\* Inter-sentential switches are language switches that happen at the sentential boundary level, meaning that one clause or sentence is entirely in one language and the other in another. This kind of computer-supported simultaneous interpretation (CS) occurs either within a sentence or in between speakers' turns. It requires a higher level of proficiency in both languages to linguistically match the corresponding rules of the donor and recipient languages (Poplack, 2000; Myers-Scotton, 2006).

\* Finally, the term "intra-sentential CS" describes situations in which lexical and grammatical components from an entirely different language are used in a single sentence or utterance (Poplack, 2000). According to Poplack (1980), this type of CS is the most complex of the three because it involves the shifting of smaller units. Examples of this type of shifting include the mixing of words, phrases, affixes, and clauses from multiple linguistic codes within a single sentence or speech event.

#### **I.4.2. Cultural Identity and Language Perception**

Multilingual situations illustrate the two aspects of identification by language. A bilingual speaker may be identified by linguistic features deriving from language contact. In certain situations, this gives rise to feelings of inferiority, discrimination, or exclusion from the dominant group, or conversely, feelings of familiarity, recognition, complicity among those who share the language and/or the contact situation.

### **I.4.2.1. Attitudes toward Borrowed Lexicon**

Attitudes toward borrowing may be either positive or negative except in monolingual communities of limited small-scale lexical borrowing.

The reasons for this disapprobation are ideological. All speech communities create and follow a particular folk notion, which especially in literate communities stress the following values:

- **Linguistic purity:** where the mixing of sounds and forms from other languages or dialects constitutes “pollution” or “deviancy”.
- **Linguistic immutability:** expresses itself in negativeness to change.
- **Linguistic perfection:** where one particular set of linguistic convention represents the model of Loveday (1982).

However, certain groups at certain moments favor large-scale borrowing, often in order to mark a special identity.

Two general trends of attitudes toward bilingualism in Algeria can be distinguished:

\* The first trend considers Arabic–French bilingualism as a sign of utter alienation, or assimilation to the French language and culture from which Algeria and many Arab countries suffer. This trend further considers that Arabic–French bilingualism means the domination of French on the one hand and the loss of identity.

\* The second trend is represented by the scientific elite who have received a French or English education and training; they view Arabic French bilingualism as sign of openness and a source of enrichment. They equated French with advanced science and technology. French is considered as a link with Europe and the Western World, and therefore a key to the development the country needs.

### **I.4.2.2. Identity Formation and Negotiation**

Rather than being only a means of exchange, language, as Norton (2013) argues, is intrinsic to who we are as individuals.

According to Easthope (1998), the term "hybrid identity" describes how an individual's sense of self is formed via exposure to and incorporation of elements from other cultures and languages. It recognizes that people who live in multicultural environments frequently build identities that contain components from a variety of ethnic backgrounds.

Identity is not a fixed concept but rather one that is fluid and ever-changing (Norton, 2013). Multilingualism is a social phenomenon that allows individuals to fluidly adapt and realign their identities as they move across linguistic and cultural milieus.

Both the idea of multiple identities (social, cultural, and personal) and activation of an identity in a situation suggest that we need to approach the concept of identity not as a collection of unchangeable traits one possesses, but as a dynamic process of identifying with others and exploring how we see ourselves and how others see us in communication (Barker, 2003). Identities are negotiated and co-created through communication with others, they are:

**“Shaped by our own and by others’ communicated view of us”**

**(Abrams et al., 2003: 210)**

## **I.5. Previous Research Studies**

The historical and sociocultural elements influencing Algeria's multilingualism have been thoroughly studied in earlier research studies on the country's linguistic landscape, with an emphasis on the coexistence and interaction of Arabic and French. These studies have brought to light how language use, borrowing, code-switching, and attitudes toward other languages are influenced by social identity, educational policies, and colonial history. Researchers have also looked into how multilingualism affects national language planning and instruction, highlighting the necessity of laws that take into account the intricate linguistic realities of Algerian society.

### **I.5.1. Studies by Researchers such as M. Dendane and M. Benrabah**

- **M.Dendane’s doctorate research work focuses on**

The issue lies in the fact that university programs in the medical, technological, and scientific domains offer formal instruction in French, while pre-university education is conducted in Standard Arabic with French receiving two or three hours of instruction per week. Thus, we have started this research project to determine the level of awareness among college students who have decided to pursue further education in one of these French-taught streams, or who have been assigned to do so.

According to his argument, while some students excel in these fields because they were somehow prepared to deal with the French language, others do not have the same opportunities and actually "struggle" through their studies. A few even give up or transfer to other programs



where MSA, the language of instruction in general education at the primary and secondary levels, is taught.

Additionally, he discussed the process of Arabization that persisted for a short while into higher education, during which time social sciences, law, and economics were taught in Arabic, or MSA, the nation's official language. But before it reached the hard sciences, medical, and technological studies that the university still teaches in French, the process stalled and eventually stopped. Thus, one goal of our research is to challenge the validity of bilingualism in higher education as well as this problem in the current educational system. The aim is to make an effort to illustrate the challenges that new students face when they choose to pursue further education in any of these previously mentioned scientific fields.

- **In his article *Competition between four “world” languages in Algeria* M. Benrabeh claimed that**

Arabic is distinguished by its diglossic structure. The highest form of Arabic, known as literary Arabic, is learned in classrooms located all over the nation. Following the country's independence, the government formally recognized this Arabic dialect as the only official national language. Since 1962, its adoption by the populace has been astounding due to the political and ideological determination of the authorities to de-Frenchify Algeria through the Arabization policy, as well as the notable rise in literacy and associated factors like population growth (Benrabah 2013, 72–74).

He also observes that the outcomes of linguistic Arabization have been astounding from a quantitative perspective. Although the French dominated the media, education, government, and administration in the colonial era, the use of this language has diminished in several higher domains since independence. Thus, the functions allocated to institutional Arabic have expanded. In addition to the Ministry of Education where de-Frenchification is almost complete, the shift to Arabic is either complete or almost complete in the Justice Ministry, the Ministry of Religious Affairs, and the registry offices in town halls. In the educational sector, Literary Arabic is the exclusive medium of instruction in primary and secondary schools and the humanities at the university level (Benrabah 2007b, 100).

- ***In Language Conflict in Algeria:***

Mohamed Benrabah surveys nearly two centuries' worth of language politics and linguistic culture in Algeria, from the eve of the French colonial conquest of 1830 until 2012.

He calls his book a study of 'the use of language as a proxy for conflict' (p. xiv), and examines three periods. These are:

- First, the era of France's colonial subjugation of indigenous Algerians (1830-c. 1954), when French rulers propagated French.
- Second, the years of Algeria's war for independence (1954-62), when nationalists agonized and argued about the country's future.
- Third, the postcolonial period (1962-present), when Algerian regimes tried to fashion Algeria into an 'Arab' nation-state by promoting literary Arabic.

## **I.5.2. Key Findings**

### **I.5.2.1. Prevalence and Distribution of French Borrowings**

To characterize the process by which "the uses or the users of a language increase," Robert Cooper first used the term "language spread" in 1982. Nineteen Cooper's concept, which describes language imposition through a process of political expansion by a colonial power, is a fairly neutral term. In the history of Algeria, Arabic spread because of military conquest by Muslim armies, from the seventh century onwards. More recently, the French language spread as a result of France's colonial expansion during the nineteenth and twentieth centuries.

Literary Arabic and French, the two languages that competed in the colonial era, now have different statuses as a result of decolonization. The colonized peoples' cultures and languages were being "interiorized," if not destroyed, by the French at that time, which contributed to their dominant status. Furthermore, talking about linguistic representation and identification, people who use stigmatized or "minority" idioms feel more connected to their language than people who speak the "majority" or dominant language.

The French colonists' "demands for recognition" have finally been met by independence (102). The two competing languages' status completely reversed after colonialism ended, with Literary Arabic—which had been regarded as a foreign language during colonization—becoming the official national language of Algeria and French being devalued due to legislative actions taken by the country. As a result, the "bitter memories" that the Algerian poet/writer alluded to in the opening quote of this piece have diminished. The late 1960s and early 1970s saw the rise of the Cultural Revolution, a nationalist phase of development that gave rise to the beliefs of some French writers, such as Malek Haddad, who is well-known for lamenting his "exile" in the French language and his lack of ability to express himself. His internal conflicts and linguistic insecurity are best illustrated in his famous claim:

“Je suis moins séparé de ma patrie par la Méditerranée que par la langue française ! Je suis incapable d’exprimer en arabe ce que je sens en arabe ”

### **I.5.3. Gaps and Limitations in Existing Research**

Since French colonization made ADA and the original Berber language more interesting, the majority of the scant research on ADA has been done by outsiders, particularly French researchers. It appears that ADA was not thoroughly studied by the French military, which had linguist officers and officer-interpreters among their ranks, until after they arrived. Through their media channels, the French continued to look into why Algerians kept speaking French after the country gained its independence and how this affected their ability to speak Arabic.

There are not many studies that have explicitly examined the problem of ADA word borrowing across languages. In a doctoral thesis from 1922, Ben Cheneb examined the possibility of loanwords from Turkish and Persian in ADA. But rather than focusing on how these terms got into the ADA lexicon, his main objective was to compile a list of these borrowings along with their original forms in Turkish or Persian. The field also benefited greatly from Hadj-Sadok's (1955) compilation of an exhaustive list of French loanwords in ADA that cover a wide range of semantic domains. Hadj-Sadok, however, looked at the Frenchization of Arabic from the standpoint of the "Arabization" of Berber preceding it, a word-borrowing procedure that was typical of many ADA groups. He did not elaborate on how these borrowed words were adapted within ADA; instead, he simply pointed the reader to Brunot's 1949 study on the adaptation of loanwords in Moroccan Arabic (MA).

#### **I.5.3.1. Under-researched Morphological and Phonological Aspects:**

To illuminate the mechanisms through which these loanwords have become integral components of ADA's lexicon, a linguistic analysis examining the influence of the recipient language, ADA, on the adoption of French terms is necessary. Language experts such as Hadj-Sadok (1955) and W. Marçais (1930) acknowledged the extent to which French impacted ADA, but they also projected that AA would eventually replace French in ADA's lexicon. However, this study aims to examine the same trend and focus on the assimilation strategies used by ADA speakers to borrow words from French and incorporate them into their language through morphological and phonological processes that fit the Algerian dialectal Arabic linguistic structure.

## **I.6. Conclusion:**

Chapter one elucidates the intricate and multifaceted linguistic landscape of Algeria, underscoring its rich multilingual environment. The country's linguistic diversity encompasses Classical Arabic, Modern Standard Arabic, Colloquial Arabic, Educated Spoken Arabic, Berber and its various dialects, and French. This diversity is a testament to Algeria's historical role as a crossroads of civilizations, where numerous invasions and cultural exchanges have left a lasting imprint on its linguistic fabric.

The chapter also emphasizes that Algeria's multilingualism profoundly influences the socio-cultural life of its people, creating unique sociolinguistic dynamics that must be carefully considered in both education and language planning. The coexistence of French and Arabic, particularly, highlights a significant sociolinguistic phenomenon. French, introduced during the colonial era, came to be associated with modernity, progress, and internationalism, while Arabic remains a symbol of tradition, cultural heritage, and national identity. This duality often manifests in the everyday language practices of Algerians through borrowing, code mixing, and code switching, reflecting the complex interplay between these languages.

Moreover, the chapter points out that Algeria is not unique in its sociolinguistic complexities; it exemplifies broader sociolinguistic principles where language use is closely tied to social norms and cultural contexts. Even after gaining independence in 1962, the legacy of French linguistic influence persists, indicating that the sociolinguistic landscape of Algeria continues to evolve. This ongoing evolution presents both challenges and opportunities for addressing the sociolinguistic needs of the population through thoughtful and inclusive language policies.

Overall, Chapter one sets the stage for a deeper exploration of how Algeria's rich linguistic heritage shapes its contemporary sociolinguistic realities, influencing everything from everyday communication to formal education and national identity.

# **CHAPTER THREE**

## **FIELD WORK**

**The Adaptation of French  
words into AA.**

### **III.1. Introduction:**

Our experiment's main objective is to observe the linguistic adaption process in real-time. The impact of French word borrowings on the morphology and phonology of Algerian dialectal Arabic is of particular interest to us. We recognize that language is dynamic because of the interplay between its different components, each of which has a unique historical and cultural value. To investigate the relationships between the languages and varieties used in our speech community, we designed linguistic challenges for the experiment. We have selected a wide range of vocabulary items with care, all of which may shed light on certain morphological or phonological modifications present in Algerian dialectal Arabic. We carefully considered a range of language and demographic backgrounds when choosing our volunteers. They have been given these tasks, and their responses will show how the small changes that happen when more French words are disclosed are displayed. The greater framework of Algerian linguistic identity and linguistics alike will be affected by the findings of our investigation. By shedding light on how language contact affects the sociocultural context, our research advances our understanding of identity formation, intercultural communication, and Algeria's ongoing linguistic evolution. In the end, our investigation transcends the domain of theory and provides useful insights for language planning and policy that recognize and honor the varied linguistic legacy ingrained in Algerian Arabic.

To delve into the subject and answer the above-discussed issue, the following already-stated hypothesis is a tentative answer to the research questions:

The influx of French lexical borrowing has significantly influenced the phonological and morphological features of Algerian Arabic.

### **III.2. Case Study:**

The selection of Algerian dialectal Arabic as a case study stems from the observation that Algerians, who speak French as their mother tongue, frequently adapt French words into their everyday speech patterns. In light of this, this study aims to evaluate how borrowed words are modified and adjusted over time, which may impact how Algerian dialectal Arabic has evolved within the sociolinguistic framework of our city, Tiaret.

This study's methodology was descriptive, as this type of approach is used to provide information about a particular topic by methodically describing a circumstance, an issue, or a phenomenon

### **III.3. Methodology:**

Reliable data that meet predetermined criteria are chosen for this study based on a variety of factors, including sociolinguistic variables, phonological and morphological adaptation, linguistic domains, and the techniques used to collect and analyze the data. The goals of the current study are unquestionably the primary determinant of the efficacy of the appropriate methodology. As a result, it is crucial to choose the various instruments for gathering linguistic data carefully. In addition, we have identified the appropriate sample population to attain efficacy and representativeness. Both quantitative and qualitative investigations must be used to obtain the best understanding of the population under study. As a result, the primary instruments for gathering information and lexical items necessary for the morphological and phonological analysis are the questionnaire and the word list.

#### **III.3.1. Experiment Session**

The methodology of this study places a great deal of emphasis on the sample of the population under investigation, which consists of 50 participants who are members of the Tiaret city speech community and are both regular workers and students. The phonological aspect of the research focuses on the sound changes that French loanwords undergo when integrated into ADA, including shifting in pronunciation, syllabic structure, and the assimilation of phonetic elements to coordinate with the ADA phonological system. A questionnaire and a set of lexical items distributed to the participants reveal these changes and adaptations. Additionally, it seeks to explore and analyze the morphological adaptation by examining how French words are changed in their structure and form to align with the grammatical patterns and word formation rules of Algerian Dialectal Arabic.

#### **III.3.2. Research Instruments:**

To verify the stated hypothesis, the following research instruments are set:

##### **III.3.2.1. Questionnaire**

Fifty participants were given seventeen questions, divided into four sections, made up our questionnaire. The first section asked questions about the demographics of the study population, including gender, age, profession, educational background, level of ADA and French language proficiency. The purpose of the second section was to investigate language exposure, use, and context. The third section examined how French loanwords have been

adapted, and the final section aims to understand the attitudes and perceptions of the participants regarding the use and adaptation of French loanwords.

**III.3.2.2. Wordlist**

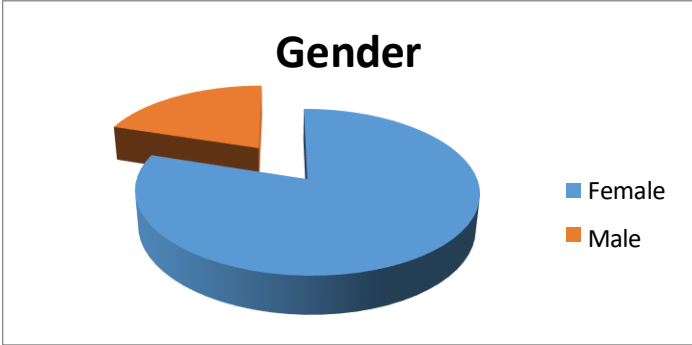
A second research tool that is broken down into three sections is the word list. Fifty participants were given a list of thirty-three French nouns in the first section and asked to provide their ADA equivalents. They had to conjugate twenty-one French verbs in ADA in both the singular and plural forms for the second section. In the final section, participants were given six French adjectives and asked to provide their ADA synonyms in both the singular and plural forms.

**III.4. Data Analysis and Interpretation:**

**III.4.1. The questionnaire**

**III.4.1.1. Demographic Information**

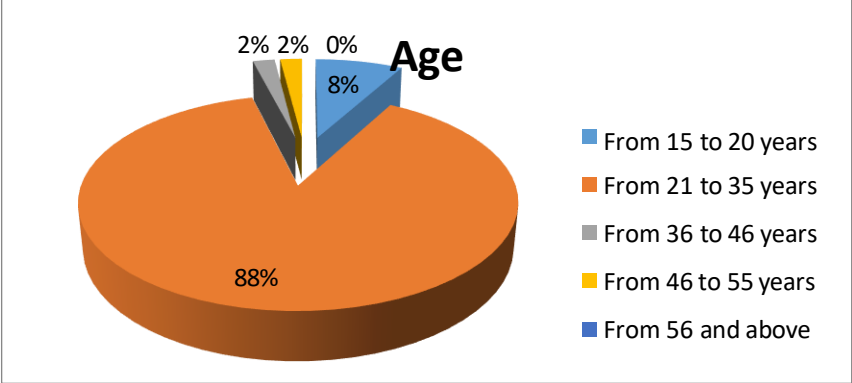
**1.1. Gender:**



**Graph 1.1: Participants' gender.**

The results show that of all the informants, 80% are women (aged 40), and 20% are men (age 10).

**1.2. Age:**

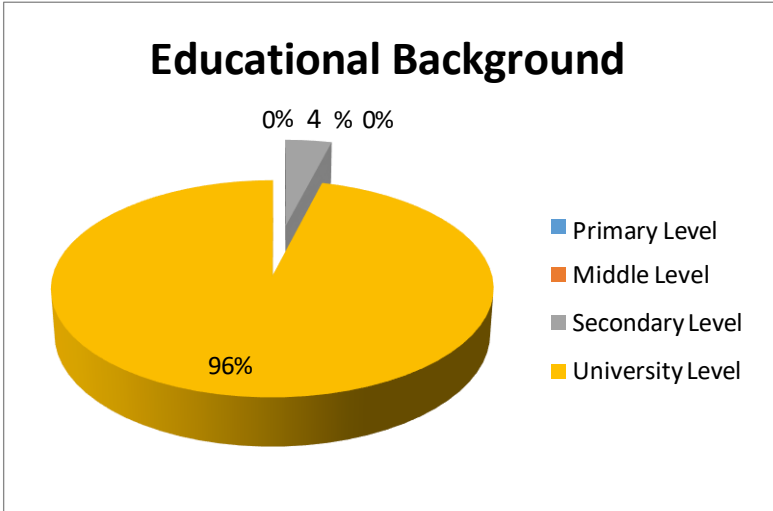


**Graph 1.2: Participants' age.**



The pie chart of informants' ages above demonstrates that the ages of 88% (44) of the respondents range from 21 to 35 years old; 8% (4) of them are between the ages of 15 and 20; 2% (1) of them are between the ages of 36 and 46 and 2% (1) are also between the ages of 46 and 55.

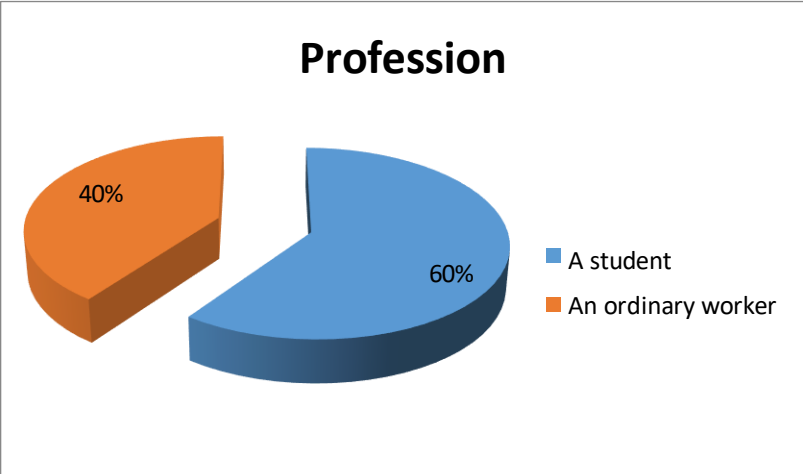
**1.3. Educational Background:**



**Graph 1.3: Participants' educational level.**

The above graph shows that a total of 48 participants, or 96%, hold a university degree, while 4% have only completed secondary school.

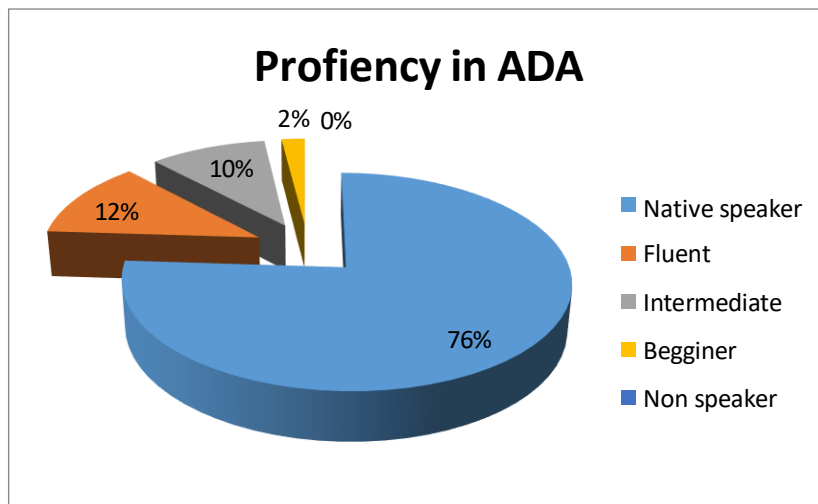
**1.4. Profession:**



**Graph 1.4: Participants' professions.**

The findings above demonstrate that approximately 60% (30) of the informants are students, and 40% (20) are regular employees.

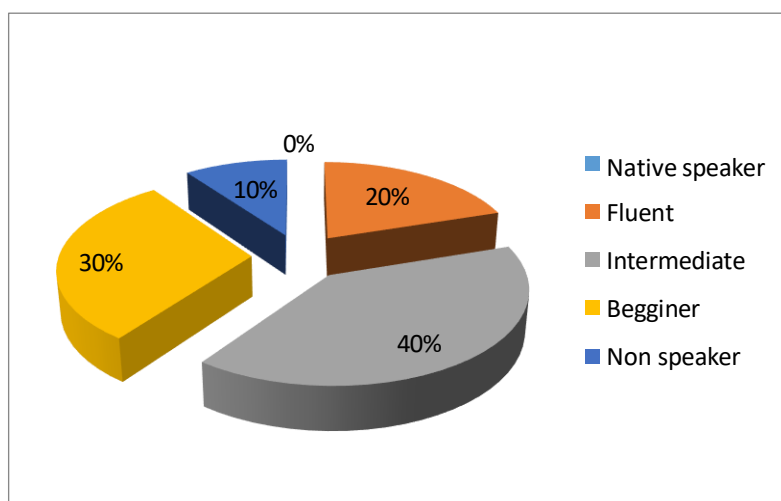
### 1.5. Proficiency in Algerian Dialectal Arabic:



**Graph 1.5: Participants proficiency in ADA.**

The graph indicates that 38 participants, or 76% of the total, are native speakers of the ADA language. Furthermore, 10% (5 participants) are intermediate users of ADA, 2% (4 participants) are beginners in ADA, and 12% (6 participants) are fluent in the language.

### 1.6. Proficiency in French Language:

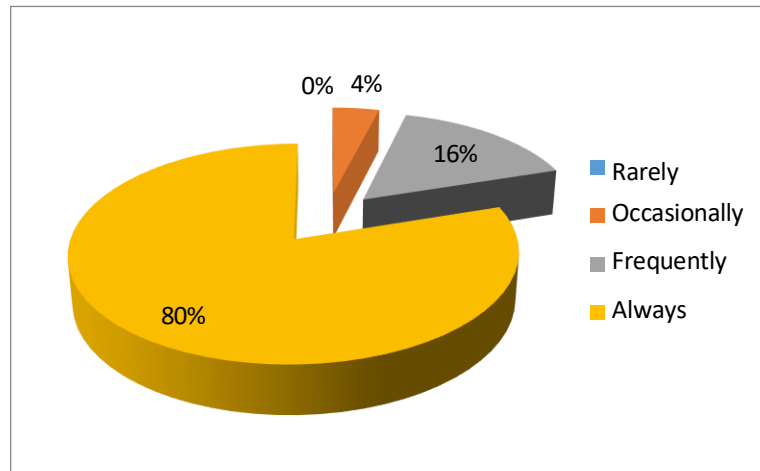


**Graph 1.6: Participants proficiency in French language.**

According to the data in the graph above, 20% of participants (10 people) are fluent French speakers, 30% (15 participants) are beginners, 10% (5 participants) are non-speakers, and 40% (20 participants) are intermediate French users.

### III.4.1.2. Language use, exposure and context

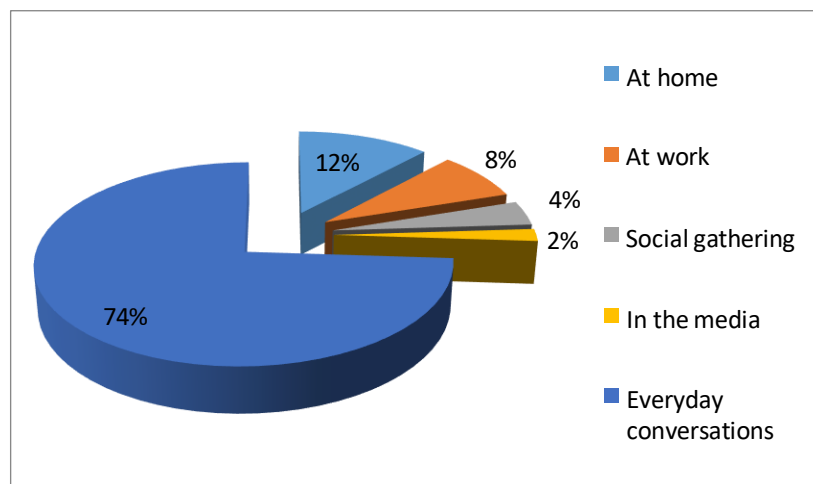
**Question 2.1:** How frequently do you use Algerian Dialectal Arabic in your daily life?



**Graph 2.1: Participants' frequency of ADA's use in daily life**

The majority of informants, or 80% of 40 participants, use ADA constantly in their daily lives, as seen in the aforementioned graph. Furthermore, 4% (2 participants) and 16% (8 participants) use it infrequently and frequently, respectively.

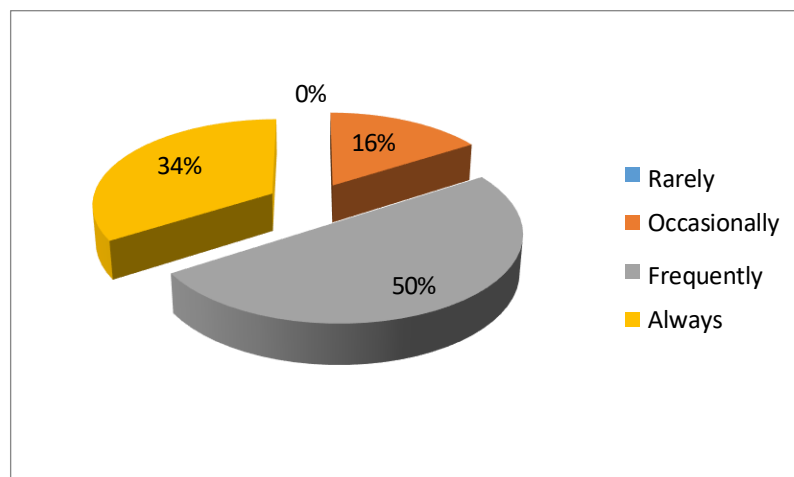
**Question 2.2:** In what context do you most often use Algerian Dialectal Arabic?



**Graph 2.2: Contexts in which participants most use ADA.**

According to the graph above, 74% (37) of the participants use ADA in regular conversations. Furthermore, 8% (4 participants) use it at work, 4% (2 participants) use it in social situations, 12% (6 participants) use it at home and 2% (1 participant) use ADA in the media.

**Question 2.3:** How often do you encounter French loan words in Algerian Dialectal Arabic?



**Graph 2.3: Frequency of encountering French loan word in ADA.**

The graph above shows that 50% of the informants encounter French loan words regularly in ADA, while 34% (17 informants) always encounter them and 16% (8 informants) do so infrequently.

The 50% of participants supported their answers of using French loanwords in AA by citing some reasons, which are:

- The order of French colonization
- Status,
- Learning : On average, Algerian individual learns French for ten years in primary, middle and secondary school; thus, it is impossible for them not to borrow French words.
- Strong correlations with Algerian speech,
- Historical factors are discussed.

These findings confirm Haoues' claim (2009) that many French words have become integrated into an ordinary life in Algeria and are therefore included in Algerian Dialect. This is due to: ignorance of grammatical rules; not all Algerian speakers are fluent in French; it is part of the Algerian dialect Arabic; it has few sounds; and, simplifies the flow of speech.

These factors align with Winford's view (2003) which indicates that borrowed words are generally integrated into the phonological and morphological structure of the recipient language and can no longer be easily distinguished from native forms.

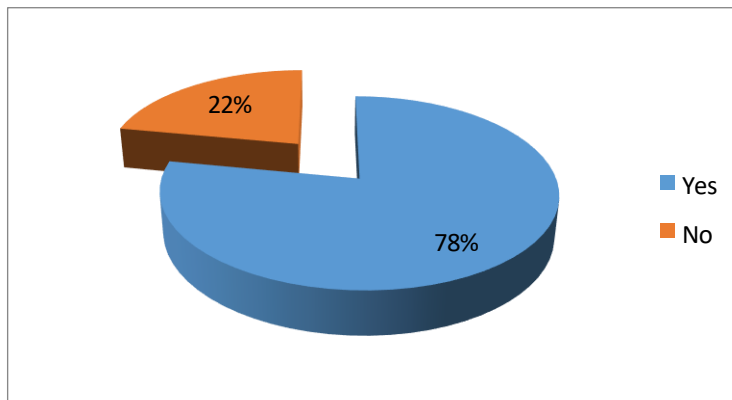
#### **III.4.1.3. French Loan Words Adaptations.**

**Question 3.1:** Can you please provide examples of French loan words commonly used in Algerian Dialectal Arabic?

Loan words	Words in French	Loan Words	Words in French
/silimΛ/	Cinema	/ṬΛblΛ/	Table
/FəlizΛ/	Valise	/MrəjΛ/	Miroire
/kΛrtu:nΛ/	Carton	/Tili/	Télévision
/BΛlijΛ/	Balai	/Ku:zi:nΛ/	Cuisine
/Tilifu:n/	Téléphone	/SerbitΛ/	Serviette
/Biru/	Bureau	/KΛrṭΛb/	Cartable

**Table 4: Examples of French loan words commonly used in ADA giving by participants.**

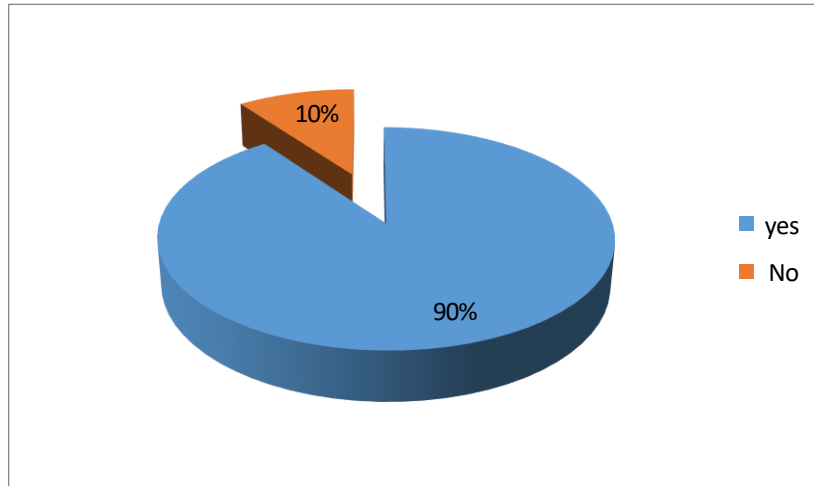
**Question 3.2:** In your opinion, do these loan words undergo morphological Adaptation in Algerian Dialectal Arabic?



**Graph 3.2: Participants' opinions about the morphological adaptation of French loan word in ADA.**

We inquired of our respondents whether they believed that French loan words in the ADA underwent morphological adaptations. Of them, 78% (39) say that these morphological changes are true, while 22% (11) say that they are not.

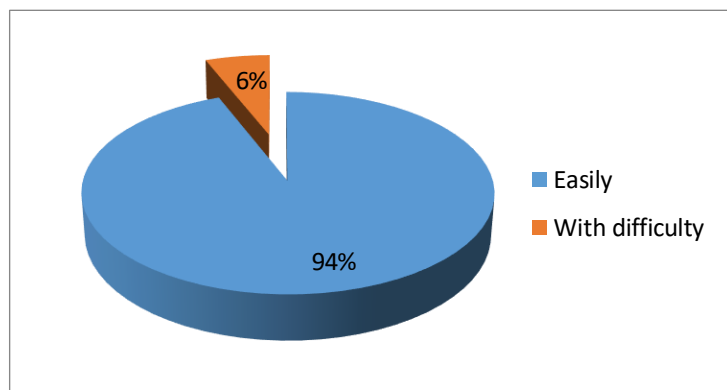
**Question 3.3:** Are there specific pronunciation Changes in French loan words adapted to ADA?



**Graph 3.3: Participants’ opinions about specific pronunciation Changes in French loan words adapted to ADA.**

The gathering data show that the highest percentage of participants 90% (45) believe that there are specific pronunciation changes in French loan words adapted to ADA while the minority of them believe in the contrary.

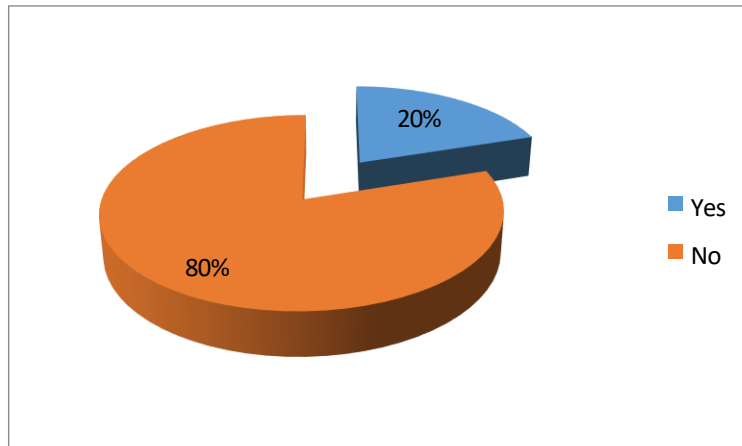
**Question 3.4:** How do you perceive the phonological adaptations of French loan words in Algerian Dialectal Arabic?



**Graph 3.4: Participants’ perception of the phonological adaptations of French loan words in Algerian Dialectal Arabic.**

The phonological adaptations of French loan words in Algerian Dialectal Arabic are easily perceived by the majority of participants (94%) compared to 6% (3) of them who find these adaptations difficult to understand.

**Question 3.5:** Have there been any differences in the usage of French loan words across generations or regions within Algeria?



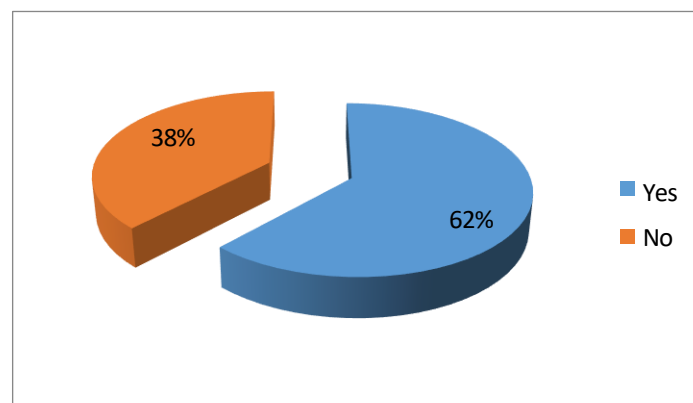
**Graph 3.5: Participants’ opinions about differences in the usage of French loan words across generations or regions within Algeria.**

Based on the responses shown in the pie chart above, 80% (40) of the informants confirm that there are variations in the way French loan words are used in different generations or regions of Algeria, while the remaining 20% (10) do not believe these differences exist.

**Note:** The informants who answer with (no) justify their opinion by giving the following reasons:

- The latest generation started trying to pronounce French loan words as their origin.
- Younger generations use French loan words more than older ones as they are a sign of cultural and prestige.
- Older generations that studied within French schools in Algeria, pronounce French loan words better than generations that did not.
- New generation become English users more than French ones.

**Question 3.6:** Are there examples where French loan words have been completely assimilated into Algerian Dialectal Arabic, losing their original French identity?



**Graph 3.6: Participants’ opinions about the existence of French loan words that have been completely assimilated into Algerian Dialectal Arabic, losing their original French identity.**

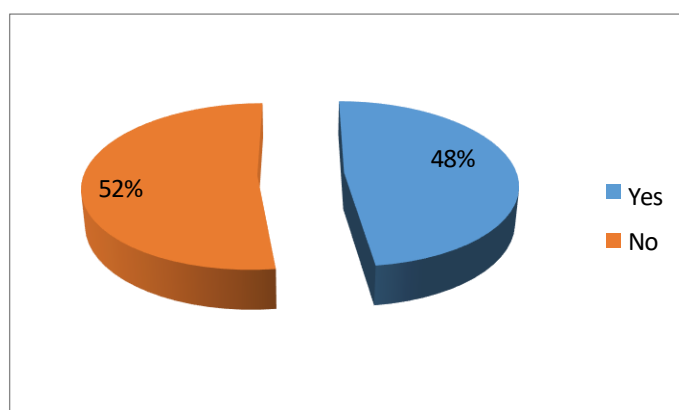
The graph above shows that the majority of participants, represented by 62% (31) affirmed the opposite by providing the following examples, while the minority, represented by 38% (19), denied the existence of examples where French loan words have been fully assimilated into Algerian Dialectal Arabic, losing their original French identity:

Loan word	French word	Loan word	French word
/Fridʒidər/	Réfrigérateur	/Kikəʃʌ/	Cocotte
/Sbiʃa:r/	Hopital	/Ləntrit/	La retraite
/Pɔrmadʌ/	Pommade	/Bu:ʃʌ/	La poste
/Bʌʃʌ/	Boite	/Sʌbu:n/	Savon

**Table 5: Participants’ examples.**

**III.4.1.4. Attitudes and Perceptions.**

**Question 4.1:** Do you believe that the incorporation of French loan words enriches or alters the Algerian Dialectal Arabic?



**Graph 4.1: Participants’ beliefs about the incorporation of French loan with the Algerian Dialectal Arabic.**

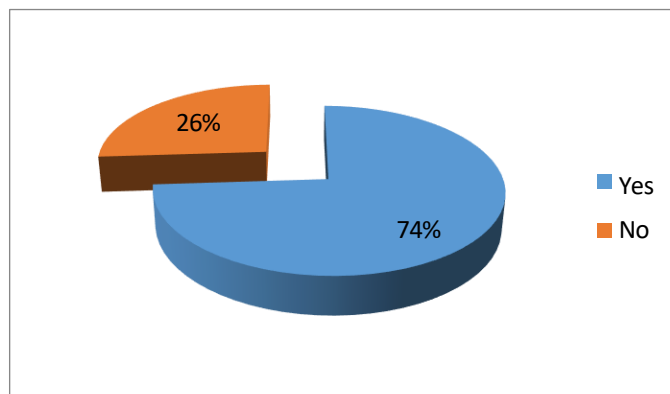


We notice that 84% (24) of informants believe that the incorporation of French loan words enriches or alters Algerian dialectal Arabic, while a rate of 52% (26) does not.

**The informants' answers were justified by the following explanations:**

- The use of French loan words alters ADA because people start using them all of the time forgetting most of Arabic words that should be used instead.
- It enriches ADA because there are some Algerian people who only understand French.
- It alters ADA because through time the mother tongue will lose its identity and originality.
- Incorporation French loan words can add some diversity to ADA.
- People are using French loan words more and more taking the risk of forgetting the mother tongue.
- French loan words enrich ADA because there are some words that cannot be replaced as they are part of ADA.
- It enriches ADA since foreigners could understand the dialect.
- It enriches ADA because it gives the opportunity for the introduction of new concepts.

**Question 4.2:** In your view, do these adaptations affect the cultural identity of Algerian Dialectal Arabic speakers?



**Graph 4.2: Participants' views about the effect of the adaptations on the cultural identity of Algerian Dialectal Arabic speakers.**

The results indicate that:

- The majority of informants, comprising 74 % of the sample, believe that these adaptations have an impact on the cultural identity of Algerian speakers of dialectal Arabic. They support their opinion with the following arguments:
- Algeria is an Arabic nation that ought to speak Arabic, but because of the French loanwords used in its dialect, especially among younger generations, it appears to be a foreign place that has forgotten its history.
- The loan words have a negative impact on correctly speaking Arabic and using the Arabic language in terms of grammar rules.
- More French words are used in Algerian conversations than words from their native tongue or dialect.
- It has an impact on the national tongue; fewer people will speak Arabic regularly.
- Due to the interaction of two cultures and languages, this acculturation may result in significant confusion and loss of identity, linguistic components, traditions, beliefs, and mother tongue.
- The widespread use of these French terms results in the development of a mixed dialect.

- It has an impact on their mother tongue. Certain individuals are no longer able to speak basic Arabic.

The remaining 26% (13), however, think that these changes do not affect at all the sense of cultural identity that Algerian dialectal Arabic speakers have, supplying the following justifications for their thought:

- It is up to the individual; some may find it so transformative that it completely alters their background in terms of culture and history, while others may find it to be a beneficial side effect of learning multiple languages.

- The way that French loanwords are adapted into Algerian Dialectal Arabic can affect speakers' cultural identities in both positive and negative ways. On the one hand, it demonstrates how the French language and culture have shaped Algerian society and highlights the historical ties between the two. However, others might counter that it weakens cultural distinctiveness and dilutes the language's purity.

- Arabic-Algerian speakers' cultural identities remain unaffected as they have assimilated into our accent. Regardless of age, everyone can understand what they are saying.

- It has a positive effect when it is used infrequently to introduce vocabulary that was not previously used; however, excessive use has a negative effect.

### **III.1.1. Wordlist:**

The methods used by Algerian colloquial Arabic to incorporate and modify foreign terms are examined in this section of the study. Fifty people are involved in the study, and they receive a list of foreign words. After that, participants are asked to come up with the Algerian Arabic (AA) equivalents for these terms, taking into account both the singular and plural forms. The aim is to comprehend the process of these borrowed terms becoming part of the local vernacular, including any morphological, semantic, or phonological alterations that may occur. The study's objective is to identify patterns and techniques that are typical of how Algerian Arabic modifies foreign vocabulary to suit its linguistic structure and cultural context by examining the responses.

### III.1.1.1. Noun adaptation:

Many phonological and morphological modifications are made while translating French nouns into Algerian Arabic to conform to the language's norms. Although definite articles are frequently used in Algerian Arabic, one notable adaptation is the addition of "el-" to French nouns. For instance, in Algerian Arabic, the French term "la table" becomes "el-tabla." Gender and number agreements are also frequently changed; French nouns retain their gender but take on Arabic pluralization conventions. French vowels and consonants are phonologically modified to conform to the Arabic sound system. For example, French nasal vowels are replaced with their nearest Arabic equivalents. These modifications guarantee that the borrowed nouns fit into Algerian Arabic's phonetic and grammatical frameworks while maintaining their original meanings and blending smoothly into regular speech.

No	French Nouns	Nouns in English	AA (in Singular)	Percentage	AA (in Plural)	Percentage
01	Tapis	Carpet	Le Tapis	100%	Les Tapis	20%
					/tapijat/	80%
02	Pommade	Ointment	pomada	76%	/pomadat/	70%
			Le pommade	24 %	Les pommades	30%
03	Veste	Jacket	/vIsta/	84%	/vIsta:t/	68 %
			La veste	16%	Les vestes	32 %
04	Place	Place	/blæsa/	100%	/bleis/	94 %
			La place	0 %	Les places	06 %
05	Cuisine	kitchen	/kuzi:na/	92%	/kuzinat/	94 %
			La cuisine	08 %	Les cuisines	06 %
06	Infirmière	Nurse	/firmlja/	90%	/firmlj:jat/	92 %
			L'Infirmière	10%	Les infirmières	08%
07	Classe	Class	/klasa/	98%	/klayes/	98%
			La Classe	02%	Les classes	02%
08	Ferme	Farm	/flrma/	100%	/fwa:rem/	44%
			La ferme	0 %	Les fermes	0 %
09	Cabas	Basket	Cabas	100%	/kabat/	100%
					Les Cabas	0 %
10	Couverture	Blanket	/ku'virtʕa/	94%	/ku'virtʕat/	90%
			La Couverture	06 %	Les Couvertures	10%
11	Bombe	Bomb	/bomba/	98 %	/bombat/	94%
			La bombe	02 %	Les bombes	06 %

12	Villa	Villa	Villa	100%	/vilat/	98%
					Les villas	02%
13	Crayon	pencil	/krɪju:n	80%	/krɪju:nat/	60%
			Le crayon	20%	Les crayons	40%
14	Stylo	Pen	/stilo/	06%	/stilowat/	04%
			Le stylo	94%	Les stylos	96%
15	Casserole	pan	/kasrona/	98%	/kasronat/	100%
			Le casserole	02%	Les casserole	0 %
16	Camion	Truck	/kamjɔ/	90%	/kamjwat/	96%
			Le camion	10%	Les camions	04%
17	Frigidaire	Fridge	Le Frigidaire	94%	Les Frigidaire	16%
			/frɪzi'dɛr/	06%	frɪzi'dɛrat/	84%
18	Sachet	Bag	/safɪ/	94%	/safɪjat/	90%
			Le sachet	06%	Les sachets	10%
19	Cellule	Cell	/si:lu:n/	98%	/si:lu:nat/	100%
			Le cellule	02%	Les cellules	0 %
20	Carton	Cardboard	/ka:rt̪ <sup>h</sup> u:na/	90%	/ka:rt̪ <sup>h</sup> u:nat/	16%
			Le carton	10%	Les cartons	08%
					/kræ'ti:n/	76%
21	Chambre	bedroom	/ʃäbʁa/	81%	/ʃäbʁa:t/	12%
			La chambre	18%	Les chambres	06 %
					/ʃnæbər/	82 %
22	Bassin	Basin	/bæsina/	96 %	/bæsinat/	98%
			Le bassin	04%	Les bassins	02%
23	Fromage	Cheese	/fɔ̃ʁmaz/	94%	/fɔ̃ʁ.mɛʒ/	92%
			Le fromage	06%	Les fromages	08 %
24	Foulard	Scarf	/fu.la.ʁa/	46%	/fu.la.ʁat/	44 %
			/fu.na.ʁa/	52 %	/fu.na.ʁat/	50 %
			Le foulard	02 %	Les foulards	06 %
25	Pantoufle	Slipper	/pæntu:fə/	88 %	/pæntufat/	92%
			La pantoufle	12 %	Les pantoufles	08%
26	Cocotte-minute	Pressure cooker	/ku.kɔ.t̪ <sup>h</sup> ɛ'a/	94%	/ku.kɔ.t̪ <sup>h</sup> ɛ'at/	98%
			La cocotte-minute	06%	Les cocottes-minute	02%
27	Thermos	Thermos	/tɛʁ.mo/	100%	/tɛʁ.mo.wat/	98%
			Les thermos	0 %		
28	Table	Table	La table	10%	/t̪ <sup>h</sup> wæbel/	86%
			/t̪ <sup>h</sup> æblə/	90%	Les tables	14%
29	Trottoir	Sidewalk	/t̪ <sup>h</sup> rɔt̪ <sup>h</sup> wɛər/	78%	/t̪ <sup>h</sup> rɔt̪ <sup>h</sup> wɛərat/	68%
			Le trottoir	22%	Les trottoirs	32%
30	Serviette	Towel	/sɛr'bi:tə/	94%	/sræ'bi:t/	96%
			La serviette	06%	Les serviettes	04%
31	Torchon	Tea towel	/t̪ <sup>h</sup> ærfu:nə/	96%	/t̪ <sup>h</sup> ærfu'nat/	98%
			Le torchon	04%	/tærfu'nat/	02%
32	Machine	Machine	/majina/	92%	/majinat/	96%
			La machine	08%	Les machines	04%
			/marʃi/	98%	/marʃijat/	94%

33	Marché	Market	Le marché	02%	Les marchés	06%
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**Table 6: Adaptation of Borrowed Nouns in AA.**

The results above show how French terms have been adapted into Algerian colloquial Arabic. This table demonstrates that most informants modify French nouns to fit Algerian Arabic patterns, whereas very few use them exactly as they are. The participants' mental representations of the same term fluctuate depending on factors such as gender and socioeconomic class. For example the French word 'l'infirmière' is adapted by the majority (90%) as /firmlja/ and only the minority (10%) use it in its original form without any modifications; the same is for the plural form where the majority (92%) use /firmlj:jat/ and only very few (08%) use 'les infirmières'; the same thing for the other words like the word pōmada for 'ointment' with a score of 76%, the word /kasrona/ for 'pan' with a rate of 98%. This is the case with every noun in the list except for the singular forms of "tapis," "cabas," and "villa," which are all in the informants' native French. Nouns undergo both phonological and morphological changes.

The steps involved in their adaption will be clarified in the parts that follow:

#### **III.1.1.1.1. Phonological Adaptation**

To comply with Algerian Arabic's phonetic and phonological regulations, French nouns borrowed into the language must undergo several significant changes in their phonological adaption. These modifications frequently involve adding vowels, changing vowel sounds, and substituting consonants to conform to Arabic syllable patterns. For example, Arabic does not have French nasal vowels, but their closest oral equivalents are usually used in their place. Arabic sounds that are phonetically similar can be used in place of non-native consonants. Moreover, additional vowels may be added, particularly after words, to conform to the Arabic consonant-vowel (CV) pattern. By making these phonological modifications, Algerian Arabic speakers can pronounce the borrowed terms more naturally and incorporate them into their everyday speech.

### III.1.1.1.1. Replacement of Consonants:

Consonant substitution is a frequent phonological adaptation found in Algerian Arabic from French. To conform to the phonetic and phonological system of Algerian Arabic, this process entails replacing French consonants with their closest equivalents in Arabic. For examples:

**A-** The French nasal sounds /n/ and /m/ can be modified to meet the Arabic phonetic context, pronunciation adjustments to conform to the native phonetic inventory occasionally follow. By using these replacements, French loanwords can be more seamlessly incorporated into Algerian Arabic, guaranteeing that native speakers can pronounce them with ease.

**B -** The voiceless dental emphatic stop /t̤<sup>h</sup>/ is used in place of the consonant /t/ in the following nouns: 'Torchon' /t̤<sup>h</sup>æɾ'ʃu:nə/, 'Trottoir' /t̤<sup>h</sup>rɔtweær/ 'couverture' /kuvir̤<sup>h</sup>ʔa/; 'Carton' /ka:r̤<sup>h</sup>ʔu:na/; 'Cocotte minute' /ku.kɔ.t̤<sup>h</sup>ʔa/ and 'Table' /t̤<sup>h</sup>æblə/.

**C -** The voiced consonant /b/ is used in place of the bilabial consonant /p/ in the word "Place" /blæsa/

**D -** The participants also translate certain French terms with slight modifications into their native tongues. For example, in the word "crayon" (pencil), the consonant "r" is pronounced with the same sound as "ر" in Arabic.

- Other Changes occur in the consonants of some words like :

**a-** In the word /kamjɔ/ for 'camion' (truck), the vowel "o" takes the place of the consonant "n" , in 90% as indicated by the replies

**b-** In the word /kasrona/ for 'casserole' (Pan), the consonant "n" takes the place of the consonant "l" in 98% based on the replies.

**c-** In the word /ser'bi:tə/for 'serviette' (towel), the consonant "b" takes the place of the consonant "v" in 94%, as reported by the participants.

**d-** In the word /si:lu:n/ for cellule (jail), the consonant "n" takes the place of the consonant "l" in 98 % according to the respondents

**e-** In the word /pæntu:fə/ for 'pantoufle' (slipper), the vowel "a" takes the place of the consonant "l" in 88% as indicated by the replies

### III.1.1.1.2. Replacement of Vowels:

Vowel substitution plays a key role in the phonological conversion of French into Algerian Arabic. Because the vowel systems of the two languages differ, French vowels are frequently replaced with the closest equivalents in the Algerian Arabic vowel inventory. For examples:

**a-** The following nouns have /u/ in place of the usual 'ou': 'Couverture' /ku'virtʕa/, 'Foulard' /fu.na.ʁa/ and 'Pantoufle' /pæntu.fə/

**b-** The closed /e/ (é) is replaced with /i/ in "Marché" /marʃi/

### III.1.1.1.2. Morphological Adaptation

#### III.4.2.1.2.1. Identifying Gender:

Identifying and maintaining gender is a crucial component in the morphological conversion of French nouns into Algerian Arabic. Because French nouns are by nature masculine or feminine, their gender is usually retained when they are translated into Algerian Arabic. Yet, the process of adaptation frequently entails the addition of gender-specific markers following Arabic morphological guidelines.

The adaptation of masculine nouns is simple because many French masculine forms already mesh nicely with the Arabic framework. For instance, without much modification, the French masculine noun "le train" becomes "el-train" in Algerian Arabic. Conversely, feminine nouns typically see more pronounced modifications. Arabic feminine suffixes "-a" or "-ə" are frequently added to French nouns to indicate that they are feminine. For example, the Algerian Arabic form of the French word "la table" is "el-tabla," where the suffix "-a" corresponds to the Arabic morphological pattern for feminine nouns.

In Algerian Arabic, gender-specific morphological modifications ensure that French loanwords follow Arabic linguistic conventions and are easily distinguished by their grammatical gender, facilitating their seamless integration into the language. Other examples are illustrated as follows:

The suffix /a/ is used to the following nouns to indicate the feminine gender: 'Couverture' /ku'virtʕa/, 'Foulard' /fu.na.ʁa/ , 'Torchon' /tʃæʁ'fu:nə/ 'Carton' /ka.rɪtʃ'u:na/; 'Cocotte minute' /ku.kɔ. tʃ'a/, 'Place' /blaesə/ , 'Table' /tʃ'æblə/ , 'Machine' /maʃina/, 'Bassin' /bæsina/, 'Chambre' /ʃæbʁa/, 'Casserole' /kasrona/, 'Bombe' /bɔmba/, 'Veste' /vɪsta/ , 'Ferme' /fɪrma/ , and 'Pantoufle' /pæntu.fə/.



### III.4.2.1.2.2. Identifying Number:

Some morphological modifications are required for number identification and marking when translating French nouns into Algerian Arabic. The definite article "el-" is usually added to singular French nouns to maintain their form, as in "le livre" becoming "el-livre." Arabic pluralization norms are followed for plurals: the suffix "-at" is used for feminine plurals (e.g., "les voitures" becomes "el-voituriat"). In native Arabic, broken plurals are prevalent, but they are less common in loanwords. These modifications guarantee that French nouns in Algerian Arabic are grammatically sound and easily identifiable in both solitary and plural versions.

**a-** In the plural form, It was observed that the same word may have two alternative forms: it can sound plural by adding the suffix {at} for example : /tapijat/ , /pɔmadat/ , /vɪsta:t/ , /kuzinat/ , /flɪmat/ /kabat/ , /ku'virtʰat/ , /bɔmbat/ , /vilat/ , /krijonat/ , /stilowat/ , /kasronat/ /kamjwat/ , /frizɪ'derat/ , /safɪjat/ , /si:lu:nat/ , /ka:rɪʰu:nat/ , /ʃɔbka:t/ , /bæsinat/ , /fu.lɑ.ʁat/ , /fu.nɑ.ʁat/ , /pæntufat/ , /ku.kɔ.tʰat/ /tɛk.mo.wat/ , /ʰwæbɛl / , /rɔtʰwɛrat/ , /tʰærɟu'nat/ , /tærɟu'nat/ , /maʃinat/ and /marɟijat/ , or it can take the form of a broken plural like : /bleis/ , /klayes/ , /fwa:rem/ , /kræ'ti:n/ , /ʃnæbər/ , /fka.mɛʒ/ , /ʰwæbɛl /and /sræ'bi:t/. Furthermore, Since the singular forms of the last three nouns terminate in /i/, the suffix /jat/is affixed instead of /at/, for example: /tapijat/; /firmlɪ:ʃat/ ; /safɪjat/ ; /marɟijat/.

**b-** The words /flɪma:t/ and /fwa:rem/ for 'farm'. These words take both forms (suffix "at" and broken plural) .On the other hand; the noun /klasa/ takes only the broken plural form /klayes/.

**c-** A few of the respondents whom we are presuming to be well-educated or multilingual, dropped the '-e' from the plural form of French, to form the "-s" suffix: Les pommades ( 30% ) ; Les vestes (32% ) , Les places ( 06 % ) , Les infirmières( 08 % ).

**d-** Eliminating some nouns' prefixes and suffixes, such as:

- /firmlja/ removing the prefix /in/ and the suffix /ère / adding /ja / in the end in 90% according to the respondents.

### III.1.1.2. Verb adaptation:

The translation of French verbs into Algerian Arabic is examined in this section (AA). Fifty participants were given a list of twenty one French verbs and asked to conjugate them into the present tense (AA) using both singular (I) and plural (we) pronouns. The goal is

to see how AA's grammatical structure incorporates and modifies French verbs. We can recognize the morphological and phonological alterations that result from the adaptation of these foreign verbs through this process. The participants' answers illuminated typical transformation patterns, including the preservation or modification of the original French verb stems, the addition of Arabic phonetic features, and modifications to verb ends to conform to AA conjugation norms. Through an examination of these modifications, the research aims to comprehend the processes that underlie the integration of French verbs into Algerian Arabic, exposing the lively exchange between the two languages and emphasizing the inventive ways in which speakers combine linguistic components from both languages. The responses that were received are shown in the following table, which offers specific instances of various adaption techniques in use.

No	French Verbs	Verbs in English	Conjugated verbs in AA with the pronoun 'I'	Conjugated verbs in AA with the pronoun 'we'
01	Imaginer	To Imagine	/nimaʒini/	/nimaʒinu/
02	Découvrir	To Discover	/ndikuvri/	/ndikuvru/
03	Provoquer	To provoke	/nprovoki/	/nprovoku/
04	créer	To create	/nkriji/	/nkriju/
05	Réaliser	To realize	/nrjalizi/	/nrjalizu/
06	Voyager	To travel	/nevwaʒaʒl/	/nevwaʒaʒu/
07	Orienter	To orient	/norijenti/	/norijentu/
08	Déranger	To disturb	/ndi.rɔn.dʒi/	/ndirɔndʒu/
09	Préparer	To prepare	/nprɪpa:ri/	/nprɪpa:ru/
10	Déplacer	To move	/ndɪplæsi/	/ndɪplæsu/
11	Critiquer	To criticize	/nkritiki/	/nikritiku/
12	Participer	To participate	/npartɪsɪpi/	/npartɪsɪpu/
13	Entraîner	To train	/netrini/	/nitrinu/
14	Reparer	To fix	/nrɪpari/	/nrɪparu/
15	Corriger	To correct	/nkurɪʒi/	/nkurɪʒu/
16	Dessiner	To draw	/ndɪsɪnɪ/	/ndɪsɪnu/
17	Décider	To decide	/ndɪsɪdi/	/ndɪsɪdu/
18	Présenter	To present	/nprɪzɔnti/	/nprɪzɔntu/
19	Régler	To adjust	/nrɪʒli/	/nrɪʒlu/
20	Essayer	To try	/nsɪʒi/	/nsɪʒu/
21	Supprimer	To delete	/nsuprimi/	/nsuprimu/

### Table 7: AA's Adaptation of Borrowed Verbs.

The above-mentioned examples illustrate how Algerian Arabic has implemented French verbs. The following chart demonstrates that most informants do not use French verbs in the same form as they appear in French. Instead, the verbs are adjusted to conform to Algerian Arabic patterns. This adaptation involves modifications such as altering verb endings to match AA conjugation rules, incorporating Arabic phonetic elements, and sometimes modifying the original verb stems. These adjustments ensure that the borrowed verbs fit seamlessly into the grammatical and phonological system of Algerian Arabic. The chart provides a clear visualization of these adaptation strategies, highlighting the dynamic linguistic interplay between French and Algerian Arabic.

The following sections will provide clarification on the steps required in their adaptation:

#### III.1.1.2.1. Phonological adaptation:

- In light of the replies, in the verb /nrializi/ for 'réaliser' (realize), the consonant "z" takes the place of the consonant "s".

#### III.4.2.2.1. Morphological adaptation:

**a-** According to the responses, the verbs are prefixed with [n] or [ne], and the suffix [i] is appended to them to denote the first-person singular pronoun "I". It should be noted that the prefix [n] is added to verbs that start with a consonant followed by a vowel, such as /ndikuvri/ , /nprovoki/ , /nkriji/ , /nrializi/ , /ndi.rɔn.dʒi/ , /nprɪpa:ri/ , /ndɪplæsi/ , /nkritiki/ , /npartɪsɪpi/ , /nrɪpari/ , /nkurizi/ , /ndɪsɪni/ , /ndisidi/ , /nprɪzɔnti/ , /nrɪgli/ , /nsiji/; Additionally, the verbs that begin with a vowel are preceded by the prefix [n], such as /norijenti/ , /nsuprimi/ and /nimazini/

**b-** On the other hand, verbs that start with two consonants, such as , /nevwaʒaʒI/ , , /netrini/ are attached the prefix [ne].

**c-** Prefixes [n] and [ne] and the suffix [u] are attached to a verb to indicate that it is plural. For instance : /nimazinu/ , /ndikuvru/ , /nprovoku/ , /nkriju/ , /nrializu/ , /nevwaʒaʒu/.

#### III.1.1.3. Adjective adaptation:

The adaptation of imported adjectives into Algerian colloquial Arabic is examined in this section. Fifty participants were given a list of carefully chosen adjectives that originated in different foreign languages to conduct this study. These individuals have been selected to offer a varied portrayal of Algerian society. Each participant is given instructions on how to translate each adjective into Algerian Arabic, the colloquial Arabic counterpart (AA). Also, they are directed to supply the synonyms in both singular and plural versions. This method seeks to represent the subtleties and peculiarities of Algerian Arabic by capturing how foreign adjectives are incorporated and altered within the spoken language of daily life. The patterns of adaptation, frequency of usage, and any phonological or morphological changes that arise throughout the integration of these adjectives into the local vernacular will all be understood by analyzing the data that has been gathered.

No	French Adjectives	Words in English	AA (in Singular)	AA (in Plural)
01	Réservé	Reserve	/rizɛrva/	/mrizɛrvɪn/
02	Sacrifié	Sacrificed	/sakrifa/	/msakrifjin/
03	Belle gosse	Good-looking girl	/bɔgɔs'a/	/bɔgɔsat/
04	Calme	Calm	/kalm/	/mkalmjin/
05	Assuré	Insured	/mas'uri/	/mas'urjin/

**Table 8: AA's Adaptation of Borrowed adjectives.**

The aforementioned findings demonstrate how Algerian Arabic has adopted French adjectives. This section shows that few informants use French adjectives precisely as they are; instead, most adapt them to meet Algerian Arabic patterns. The following parts will provide detailed clarification on the various steps required in their adaptation, shedding light on the linguistic processes at play:

#### **III.1.1.1.1. Phonological adaptation of Adjective**

Adjectives from French to Algerian Arabic are often phonologically adapted by reducing intricate consonant clusters and altering vowel sounds to conform to Arabic phonetics. This process of adaptation makes sure that the French loanwords blend in more naturally with

the Arabic language and are easier to pronounce, which promotes easier communication and dialect integration. For example: A few consonants have been switched : Like in the word :

*/rizerva/* for 'Réservé' (*Reserve*), the consonant "z" takes the place of the consonant "s".

#### **III.1.1.1.1. Morphological adaptation of Adjective**

French adjectives are morphologically adapted into Algerian Arabic by changing their gender and number to conform to Arabic grammatical standards. When French adjectives agree with feminine nouns, they usually add the Arabic feminine suffix "-a." For example:

*/rizerva/* , */sakrifa/* , */bɔgɔsʕa/* .The prefix */m/* was inserted in some words to indicate the singular form, as in */masʕuri/*.And others are preceded with [m] and have the suffix [in] affixed to them to indicate the plural like in */mrizervin/*, */msakrifjin/*, */mkalmjin/* and */masʕurjin/*

. In the word 'Belle gosse' certain letters were deleted and suffix "a" was added to indicate the feminine form like in : */bɔgɔsʕa/* for 'Belle gosse'

The adjectives are pronounced correctly in Arabic thanks to phonetic modifications. With these modifications, French adjectives blend seamlessly into Algerian Arabic while retaining their grammatical consistency and user-friendliness

### **III.2. Study Limitations:**

Although rich and instructive, the study of French loanwords in Algerian Arabic has several constraints that may limit the scope and depth of the research findings:

**1- Variations in Dialect:** The Arabic spoken in Algeria is spoken in a variety of regional dialects. It can be difficult to generalize research findings across the entire speech community because of the major variations in how French loanwords are adapted and used throughout various dialects.

**2- Socioeconomic Factors:** The use of French loanwords may not have an equal impact on every societal stratum. Greater socioeconomic and educational groups may have a greater vocabulary in French, which, if improperly sampled, could distort views and conclusions.

**3- Historical and Political Sensitivities:** Because of France's and Algeria's colonial backgrounds, some participants may hold prejudiced opinions about the French language,

which may affect how they respond to research. On the other hand, some people may exaggerate the value and prestige attributed to French loanwords because of their own sociopolitical goals.

**4- Data Collecting Methods:** Biases may exist in the data gathered regarding the use and perception of French loanwords, depending on the methodology used, such as surveys, interviews, or observational studies. When interviewees self-report, for instance, their responses may reflect social desirability bias rather than real usage.

**5- Fast Linguistic Change:** In a dynamic sociolinguistic environment such as Algeria, language usage is subject to rapid evolution. Research may not adapt quickly enough to these changes, which could lead to data that is out of date soon after it is collected.

**6- Acceptance and Integration:** The degree to which French loanwords are assimilated into everyday speech varies; some words may be utilized exclusively in specific situations or continue to have a slightly foreign connotation. This may make it more difficult to analyze how ingrained these words are in Algerian Arabic.

**7- Impact of Technology and Media:** The speedy adoption of digital communication and media might have an unpredictable impact on language usage, possibly causing the rapid introduction of new French loanwords into Algerian Arabic or changing the usage patterns of already existing ones.

These limits mean that even though research can tell us a lot about how French loanwords affect and are used in Algerian Arabic, we need to be aware of these limits and come up with ways to work around them so they do not have as much of an impact on the study results.

### **III.3. Research Subject Implications for Teaching:**

#### **1) Improved comprehension of language dynamics:**

The morphological and phonological alterations that French loanwords experience in Algerian Arabic will become clearer to educators. By using this understanding, educators may better explain how language evolves and becomes adaptable, which will help students understand and relate to teachings on language change and contact.

#### **2) Curriculum Creation:**

The results can help create a language curriculum that takes Algerian students' linguistic realities into account. Teachers can produce a more interesting and relevant curriculum that

connects with students' actual language use by incorporating examples of French lexical borrowing.

**3) Awareness of Language:**

Instructors can use this information to help kids become more aware of and appreciative of language. Students can better grasp the diversity of their linguistic background and the societal influences on language use by knowing how French influenced Algerian Arabic.

**4) Teaching Methods:**

Teachers can create plans to deal with the difficulties that lexical borrowing may present for their students. For example, teaching pupils the morphological and phonological principles controlling borrowed words might help them become more proficient and find it easier to move between Algerian Arabic and French.

**5) Education in two languages:**

The study's conclusions can help bilingual education programs by illuminating the interactions between French and Algerian Arabic. This can aid in the creation of curricula that take advantage of students' prior proficiency in both languages to improve language proficiency overall.

**6) Social and Cultural Background:**

Teachers can better contextualize language instruction within larger social and historical frameworks by having a better understanding of the sociocultural impact of French borrowing. By linking linguistic characteristics to students' cultural identities and historical experiences, this can deepen the meaning of language acquisition.

**7) Taking Linguistic Prejudices Seriously:**

The findings demonstrate that lexical borrowing is a normal and beneficial aspect of language evolution, which can be utilized to refute and lessen linguistic stereotypes. Instructors might encourage pupils to have a more accepting perspective of linguistic diversity and evolution.

**8) Useful Language Proficiency:**

The results of the study can be used by educators to help students gain useful abilities for navigating Algeria's linguistic environment. This entails knowing when and how to employ French borrowings correctly in various situations.

All things considered, studying the linguistic and sociocultural effects of French lexical borrowing in Algerian Arabic can greatly improve language instruction by giving teachers a deeper, more complex grasp of the linguistic context in which their pupils work.

### III.4. Recommendations:

French loanwords are integral parts of the local Arabic dialects and Berber languages in Algeria, where French is widely spoken because of historical colonial influence. Thus, here are a few recommendations for anyone who wants to understand or handle French borrowings in Algerian contexts:

**A. Historical context should be understood**

It must be acknowledged that French borrowings in Algerian Arabic and Berber languages are outgrowths of more than a century's domination by France on this country. This background is essential in finding out the reasons why these words have been borrowed as well as how they are used.

**B. Linguistic Integration should be analyzed**

- **Phonetic Adaptation:** Look at how French words have been phonetically adapted into the system of either Arabic or Berber sounds. These changes include alterations in pronunciation or patterns of stress.
- **Morphological Integration:** Watch for the ways in which French words will be modified or inflected based on the rules of Arabic or Berber grammar.

**C. Language usage pattern needs to be studied**

- **Frequency and Context:** Observe those ones that use French frequently and under what circumstances.
- **Social Factors:** Take into account differences between groups such as age, education level and social class when considering which English variation to use among different social groups in order to avoid miscommunication

**D. Language Teaching Support**

- **Encourage bilingual programs** that respect and build on the cultural heritage of both French and Arabic/Berber. This strategy enables better understanding of the culture and linguistic aspects.
- **Language Resources:** The development of dictionaries, guides, etc., can help people in using borrowed words from French in their Algerian Arabic or Berber.

**E. Standardization Encouraged**

- **Consistency in Usage:** Advocate for consistency in the use of borrowed French terms, especially in formal or written contexts, with the goal of reducing confusion and improving communication clarity.
- **Glossaries and Style Guides:** Develop glossaries or style guides that standardize the usage of French borrowings particularly to official documents, education, and media.

**F. Sensitize on Culture**

Keep an eye for how French borrowings reflect historical as well as Cultural dynamics. Promote an understanding of these terms within the framework of our common cultural backgrounds.



- G. Inclusive Language Policies: Put into place inclusive language policies that respect the combination of local languages with French throughout Algeria without bias towards any single one.

### **III.5. Conclusion:**

This chapter describes the methods used to collect data on linguistic practices and provides a thorough analysis of the Algerian speech community. The study's conclusions show that members of this community, especially the more educated ones, are aware that French words are often used to indicate a certain social standing and to bridge vocabulary gaps. The colonial history of Algeria and the continued use of French, which is still the primary language of instruction in most educational institutions and is widely utilized in a variety of professional fields like commerce, law, and medicine, are major factors influencing this phenomenon.

The majority of participants had a favorable opinion of Algerian Arabic-French borrowing, seeing it as a sign of knowledge and skill when French vocabulary was used. This positive viewpoint highlights society's value for bilingual or multilingual skills, frequently associated with improved prospects for education and employment. Conversely, several participants voiced a clear dislike for the French language itself, which may be a reflection of resentment stemming from Algeria's colonial past and the intricate identity dynamics it has engendered.

Crucially, the chapter also addresses how Algerians usually adapt foreign terms to better fit the morphological and phonological features of Algerian Arabic before incorporating them into their daily speech. This adaptation process is important because it symbolizes a deeper, underlying process of identity negotiation and cultural integration, while also making the borrowed terminology easier for native speakers to pronounce and understand. This linguistic adaptation allows borrowed words to be effortlessly incorporated into Algerian Arabic, expanding its vocabulary and illustrating the continuous impact of French on the country's linguistic .

# **GENERAL CONCLUSION**

## General Conclusion

This research work provides a thorough analysis of the intricate linguistic and sociocultural consequences of French lexical borrowing on Algerian Arabic (AA), with a focus on the morphological and phonological modifications these loanwords undergo and the reasons that make people borrow words from French language. The fact that borrowed words are not distinguishable from AA words prompted the researchers to ask the following question: How has the influx of French lexical borrowing influenced the morphological, syntactic, and phonological features of Algerian Arabic? .We hypothesized that the influx of French lexical borrowing has significantly impacted the phonological, morphological, and syntactic features of Algerian Arabic, leading to the adoption and integration of French linguistic elements into the Arabic language system.

The complicated linguistic legacy of Algeria was created by historical occurrences like the French colonization of the country from 1830 to 1962 and the Arabization efforts that followed in an attempt to remove the French from power. The sociolinguistic makeup of Algerian society is influenced by the coexistence of Classical Arabic, Modern Standard Arabic, Colloquial Arabic, Berber, and French in this rich multilingual environment created by the country's historical background. The findings indicate that the assimilation of phonetic elements to conform to the phonological system of AA, as well as modifications to syllabic structure and pronunciation, are all necessary for the successful integration of French loanwords into the language. Changes in word formations, inflectional morphology, and derivational processes are among the equally significant morphological modifications. These adaptations are not just language-based; rather, they are strongly entwined with socio-cultural dynamics and impacted by a number of sociolinguistic variables, including age, gender, and educational attainment. Using a descriptive methodology, the study gathered data from the Tiaret speech community through questionnaires, picture-naming tasks, and word lists.

Thanks to this approach, a comprehensive understanding of the types and levels of adaptations that occur when French borrowings are incorporated into AA has been developed. A multidisciplinary perspective on the processes of linguistic change was provided by the application of theoretical frameworks, notably Frans van Coetsem's model of language contact, which highlighted the important influence that social contexts and social factors have on the results of language contact. The results show that AA has undergone a wide range of morphological and phonological adaptations as a result of French lexical borrowing. These include morphological changes like inflectional modifications and the integration of new

morphemes, as well as phonological changes like gemination and shifts in pronunciation. These modifications demonstrate how AA has changed over time to embrace foreign elements while fitting them into its linguistic system, reflecting the dynamic and ongoing nature of language contact. This study also highlights the sociolinguistic realities of Tiaret society, illuminating the importance of sociocultural elements like gender, age, and education as well as the complex motivations for language alternation between Arabic and French.

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# APPENDICES

## APPENDIX 1

### Questionnaire

We kindly request your assistance in our master's research work by answering the following questions. This questionnaire aims to gather insights into the morphological and phonological adaptations of French loan words in Algerian Dialectal Arabic. Your responses will contribute to a better understanding of language dynamics in this context. The data you provide will be used solely for academic purposes and will be treated with the utmost confidentiality. Please answer the following questions thoughtfully. Thank you for your collaboration and participation in our research!

#### Section 1: Demographic Information

##### 1.1. Gender:

Female

Male

##### 1.2. Age:

From 15 to 20 years

From 21 to 35 years

From 36 to 45 years

From 46 to 55 years

From 56 and above

##### 1.3. Educational Background:

Primary level

Middle level

Secondary level

University level

##### 1.4. Profession:

A student

An ordinary worker

**1.5. Proficiency in Algerian Dialectal Arabic:**

Native speaker

Fluent

Intermediate

Beginner

Non-speaker

**1.6. Proficiency in French Language:**

Native speaker

Fluent

Intermediate

Beginner

Non-speaker

**Section 2: Language Use, Exposure and context**

**2.1. How frequently do you use Algerian Dialectal Arabic in your daily life?**

Rarely

Occasionally

Frequently

Always

**2.2. In what contexts do you most often use Algerian Dialectal Arabic?**

At home

Work

Social gatherings

In the media

Everyday conversations

**2.3. How often do you encounter French loan words in Algerian Dialectal Arabic?**

Rarely

Occasionally

Frequently

Always

**Section 3: French Loan Words Adaptations**

**3.1. Can you provide examples of French loan words commonly used in Algerian Dialectal Arabic?**

.....

.....

.....

**3.2. In your opinion, do these loan words undergo morphological adaptations in Algerian Dialectal Arabic? If yes, please provide examples.**

.....

.....

.....

**3.3. Are there specific pronunciation changes in French loan words adapted to ADA?**

Yes!

No!

**3.4. How do you perceive the phonological adaptations of French loan words in Algerian Dialectal Arabic?**

Easily

With difficulty

**3.5. Have there been any differences in the usage of French loan words across generations or regions within Algeria?**

Yes!

No!

**If yes, please provide examples**

.....

**3.6. Are there examples where French loan words have been completely assimilated into Algerian Dialectal Arabic, losing their original French identity?**

Yes!

No!

**If yes, please give examples:**

.....

#### **Section 4: Attitudes and Perceptions**

**4.1. Do you believe that the incorporation of French loan words enriches or alters the Algerian Dialectal Arabic language?**

Yes!

No!

**If yes, please explain**

.....  
.....  
.....

**4.2. In your view, do these adaptations affect the cultural identity of Algerian Dialectal Arabic speakers?**

Yes!

No!



Why?.....  
.....

Why not?.....  
.....  
.....

Thank you for completing the questionnaire. Your input is valuable to our research. If you have any additional comments or insights, please feel free to share them.

## APPENDIX 2

### The Word list

**Section one:** Below are some French terms. Please provide synonyms in Algerian Arabic that are equivalent. Be sure to use both the singular and plural forms of the words.

No	French Nouns	AA (in Singular)	AA (in Plural)
01	Tapis		
02	Pommade		
03	Veste		
04	Place		
05	Cuisine		
06	Infirmière		
07	Classe		
08	Ferme		
09	Cabas		
10	Couverture		
11	Bombe		
12	Villa		
13	Crayon		
14	Stylo		
15	Casserole		

<b>16</b>	Camion		
<b>17</b>	Frigidaire		
<b>18</b>	Sachet		
<b>19</b>	Cellule		
<b>20</b>	Carton		
<b>21</b>	Chambre		
<b>22</b>	Bassin		
<b>23</b>	Fromage		
<b>24</b>	Foulard		
<b>25</b>	Pantoufle		
<b>26</b>	Cocotte-minute		
<b>27</b>	Thermo		
<b>28</b>	Table		
<b>29</b>	Trottoir		
<b>30</b>	Serviette		
<b>31</b>	Torchon		
<b>32</b>	Machine		
<b>33</b>	Marché		

**Section Two :** Please, conjugate French verbs in the present tense in single (I) and plural (We) forms in Algerian Arabic.

No	French Verbs	Conjugated verbs in AA with the pronoun' I'	Conjugated verbs in AA with the pronoun' we'
01	Imaginer		
02	Dicouvrir		
03	provoquer		
04	créer		
05	réaliser		
06	Voyager		
07	orienter		
08	Déranger		
09	Preparer		

<b>10</b>	Déplacer		
<b>11</b>	Critiquer		
<b>12</b>	Participer		
<b>13</b>	Entraîner		
<b>14</b>	Reparer		
<b>15</b>	Corriger		
<b>16</b>	Dessiner		
<b>17</b>	Décider		
<b>18</b>	Présenter		
<b>19</b>	Régler		
<b>20</b>	Essayer		
<b>21</b>	Supprimer		

**Section Three:** Below are some French adjectives. Please provide synonyms in Algerian Arabic that are equivalent. Be sure to use both the singular and plural forms of the words.

<b>No</b>	<b>French Adjectives</b>	<b>AA (in Singular)</b>	<b>AA (in Plural)</b>
<b>01</b>	Retard		
<b>02</b>	Réservé		
<b>03</b>	Sacrifié		
<b>04</b>	Belle gosse		
<b>05</b>	Calme		

## Summary:

This research provides an in-depth analysis of the linguistic and sociocultural impacts of French lexical borrowing on Algerian Arabic (AA), with a focus on the morphological and phonological adaptations these loanwords undergo. The study reveals that the integration of French loanwords into AA involves significant phonological adjustments, such as aligning phonetic elements with AA's phonological system, modifying syllabic structure, and altering pronunciation. Morphological changes are also critical, encompassing modifications in word formation, inflectional morphology, and derivational processes. These linguistic adaptations are deeply intertwined with sociocultural dynamics and influenced by various sociolinguistic factors, including age, gender, and educational attainment. Furthermore, the study illuminates the sociolinguistic realities of Tiaret society, emphasizing the importance of sociocultural elements like gender, age, and education. It provides new perspectives on the mechanisms of foreign terminology assimilation and its broader implications for linguistic and cultural identity, thereby filling gaps in the existing body of knowledge on lexical borrowing and AA.

## الملخص:

يقدم هذا البحث تحليلاً متعمقاً للتأثيرات اللغوية والاجتماعية والثقافية للاستعارة المعجمية الفرنسية على اللهجة الجزائرية، مع التركيز على التعديلات المورفولوجية والصوتية التي تخضع لها هذه الكلمات المستعارة. تكشف الدراسة أن دمج الكلمات الفرنسية المستعارة في اللهجة الجزائرية. يتضمن تعديلات صوتية كبيرة، مثل مواءمة العناصر الصوتية مع النظام الصوتي للهجة الجزائرية، وتعديل البنية المقطعية، وتغيير النطق. تعد التغييرات المورفولوجية أيضاً حاسمة، حيث تشمل التعديلات في تكوين الكلمات، والصرف، وعمليات الاشتقاق. تتشابه هذه التكيفات اللغوية بشكل عميق مع الديناميكيات الاجتماعية والثقافية وتتأثر بعوامل اجتماعية لغوية مختلفة، بما في ذلك العمر والجنس والتحصيل العلمي. علاوة على ذلك، تسلط الدراسة الضوء على الحقائق الاجتماعية اللغوية لمجتمع تيارت، مع التركيز على أهمية العناصر الاجتماعية والثقافية مثل الجنس والعمر والتعليم. ويقدم وجهات نظر جديدة حول آليات استيعاب المصطلحات الأجنبية وآثارها الأوسع على الهوية اللغوية والثقافية، وبالتالي سد الثغرات في المجموعة المعرفية الحالية حول الافتراض المعجمي واللهجة الجزائرية.

## Résumé :

Cette recherche propose une analyse approfondie des impacts linguistiques et socioculturels des emprunts lexicaux français sur l'arabe algérien (AA), en mettant l'accent sur les adaptations morphologiques et phonologiques subies par ces emprunts. L'étude révèle que l'intégration des emprunts français dans les AA implique des ajustements phonologiques importants, tels que l'alignement des éléments phonétiques avec le système phonologique des AA, la modification de la structure syllabique et la modification de la prononciation. Les changements morphologiques sont également critiques, englobant des modifications dans la formation des mots, la morphologie flexionnelle et les processus de dérivation. Ces adaptations linguistiques sont profondément liées aux dynamiques socioculturelles et influencées par divers facteurs sociolinguistiques, notamment l'âge, le sexe et le niveau de scolarité. En outre, l'étude met en lumière les réalités sociolinguistiques de la société de Tiaret, en soulignant l'importance des éléments socioculturels comme le sexe, l'âge et l'éducation. Il offre de nouvelles perspectives sur les mécanismes d'assimilation de la terminologie étrangère et ses implications plus larges pour l'identité linguistique et culturelle, comblant ainsi les lacunes du corpus de connaissances existant sur l'emprunt lexical et l'AA.