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**Deconstructing the Formative Features in the Age of the  
Blogosphere in Algeria: EFL Learners' Linguistic Practices at  
'English Language Department of Tiaret #Family Facebook  
Group'**

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

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

"وَلَقَدْ صَرَّفْنَا فِي هَذَا الْقُرْآنِ لِلنَّاسِ مِنْ كُلِّ مَثَلٍ ۚ وَكَانَ الْإِنْسَانُ أَكْثَرَ شَيْءٍ جَدَلًا" (54) سورة الكهف.

**"And we have elaborated in this Quran for the people every kind of example, but the human being is a most argumentative being".**

**‘Al-Kahef: Verse 54’**

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## **List of Abbreviations and Coding Conventions Used in the Dissertation**

- ADA:** Algerian Dialectal Arabic
- ASAP:** As Soon As Possible
- Async:** Asynchronous
- Async CMC:** Async Computer Mediated Communication
- CA:** Classical Arabic
- CMC:** Computer Mediated Communication
- CS:** Code Switching
- EFL:** English as Foreign Language
- FARC:** Forces Armées Révolutionnaires de Colombie
- FB:** Facebook
- H:** High variety
- IM:** Instant Messaging
- IP:** Internet Protocol
- L:** Low variety
- LTE:** Long Term Evolution
- MRT:** Media Richness Theory
- MSA:** Modern Standard Arabic
- MST:** Media Synchronicity Theory
- Qtel:** Qatar Telecommunications Company
- Sync:** Synchronous
- Sync CMC:** Sync Computer Mediated Communication
- TSC:** Tiaret Speech Community
- US:** United States
- 2G:** 2<sup>nd</sup> Generation
- 3G:** 3rd Generation
- 4G:** 4<sup>th</sup> Generation

## Key to Phonemic Transcription

Letters, Numbers and Symbols	Phonemes/ Sounds Correspondence	Letters, Numbers and Symbols	Phonemes/ Sounds Correspondence
<u>A</u>	آ = /æ/	P	پ = /p/
A	أ = /ʌ/	R	ر = /r/
B	ب = /b/	T	ت = /t/
c=ce=s	س = /s/	U	أو = /ʊ/
D	د = /d/	V	ف = /v/
Dh	ذ = /ð/	W	و = /w/
F	ف = /f/	X	أكس = /eks/
9=g	ق = /g/	Y	ي = /j/
<u>G</u>	غ = /g/	Z	ز = /z/
H	ه = /h/	kh=5	خ = /kh/
7=h	ح = /h/	Gh	غ = /gh/
I	ا = /I/	Th	ث = /θ/
j=ge	ج = /dʒ/	Glottal Stop	أ = /ʔ/
k=q	ك = [k]	2	Deux (Fr) = two
L	ل = /l/	3	ع = /ʒ/
M	م = /m/	4	For (preposition)
N	ن = /n/	8	Huit (Fr) e.g.n8: nuit i.e. n8: night
O	آ = /ɒ/		

## Abstract

This study aims at analysing the way EFL learners at Ibn Khaldoun University use language when interacting on their Facebook group 'English Language Department of Tiaret'. It sheds light on the most common formative features of the word formation process that would appear in their written posts, comments and chats on the social networking site, Facebook. Besides that, the study seeks also to assess EFL learners' attitudes towards language use on Facebook, and their opinions towards the linguistic features associated with the process of word formation. To do this, mixed method research was employed in this study. First, it incorporated a quantitative method wherein a semi-structure questionnaire was destined to 102 EFL respondents in the Section of English at Ibn Khaldoun University of Tiaret mainly to probe into their attitudes towards using such linguistic features in their posts and comments. Second, it integrated descriptive qualitative data in which content analysis research was done via analysing 15 written posts, comments and chats update from Facebook group users at some stages in the academic year of 2020/2021. The results of content analysis showed that EFL Facebook users brought into play three major word formation processes namely clipping, acronym and blending. Besides, neologisms, emoticons and some symbols were too included to express their emotions and feelings during their interactions with others in the group. In fact, words formation processes have become purposeful linguistic practices amongst EFL Learners in Algeria, herein at Ibn Khaldoun University of Tiaret, in the age of the blogosphere. All in all, such and other formative features in other social networking sites in different contexts in Algeria can be promising areas of research.

**Key words:** Facebook group, Facebook language, language attitudes, word formation.

## ملخص

تهدف هذه الدراسة إلى تحليل اللغة الموجودة في الدردشات، التعليقات والمنشورات المكتوبة في مجموعة الفيسبوك من طرف متعلمي اللغة الإنجليزية كلغة أجنبية في جامعة ابن خلدون أثناء تفاعلهم في مجموعة الفيسبوك 'قسم اللغة الإنجليزية تيارت العائلة##' ، بمعنى آخر دراستنا تسلط الضوء على أكثر الخصائص التكوينية لعمليات تشكيل الكلمات شيوعا التي ستظهر في تعليقاتهم، منشوراتهم ودرجاتهم المكتوبة على موقع التواصل الإجتماعي فيسبوك. وبالإضافة إلى ذلك، وبالإضافة إلى ذلك، تسعى الدراسة أيضا إلى تقييم سلوكيات متعلمي اللغة الإنجليزية كلغة أجنبية تجاه استخدام اللغة على فيسبوك، وآرائهم تجاه الخصائص اللغوية المرتبطة بعملية تكوين الكلمات. ولقيام بذلك استخدمت في هذا البحث مناهج مختلفة. فأولا ، تشمل الدراسة طريقة كمية تتمثل في الاستبيان شبه الهيكلي والتي تضمن تسليم عدة أسئلة متسلسلة موجهة لـ 102 طالب متخصص في قسم اللغة الإنجليزية في جامعة ابن خلدون لولاية تيارت ، حيث تركز بشكل خاص على سلوكيات الطلبة اتجاه الألفاظ اللغوية في منشوراتهم وتعليقاتهم المكتوبة. ثانيا ، شملت هذه الدراسة دمج البيانات النوعية الوصفية حيث تضمنت الكف (تحليل المحتوى) بواسطة 15 صور شاشة (لقطات) لدردشات ، تعليقات و منشورات في السنة الدراسية 2020/2021. أظهرت النتائج المحتوى التحليلي أن متعلمين للغة الإنجليزية كلغة أجنبية الذين يستخدمون الفيسبوك أنهم يميلون إلى ثلاثة عمليات أساسية لتشكيل الكلمات والتي تسمى القص ، الاختصار و الاختلاط (الدمج). بالإضافة إلى الألفاظ الجديدة ، وجوه تعبيرية (إيموجي) وبعض الرموز المستخدمة للتعبير عن مشاعرهم و أحاسيسهم أثناء تواصلهم مع الآخرين في المجموعة المذكورة عبر موقع التواصل الإجتماعي فيسبوك. طبعا ، عمليات تشكيل الكلمات لها دور فعال وإيجابي حيث تعتبر نشاط لغوي بين متعلمين اللغة الإنجليزية كلغة أجنبية في الجزائر عامة وبالأخص هنا بين طلاب جامعة ابن خلدون تيارت في عصر المدونات. على كل حال ، و في الأخير ، مثل هذا وأنواع أخرى لعمليات تشكيل الكلمات في مواقع التواصل الإجتماعي في مختلف السياقات في الجزائر لها القابلية أن تكون مجالاً للبحث.

**الكلمات المفتاحية:** مجموعة الفيسبوك ، لغة الفيسبوك ، سلوكيات اللغة ، تشكيل الكلمات.

# General Introduction

### General Introduction

Internet has become the most useful platform for universal communication. It fulfils the social life needs of the people who can communicate with one another and anytime at any place on earth. People are able to communicate usefully and effectively through the popular social networking sites such as Facebook (hereafter FB), Instagram, Instant Messaging (IM), Chat-room, Twitter, Viber, E-mail, Skype and Whatsapp.

In fact, language is the only important means that people can use in order to express and share what they believe, think and feel during their interactions in the social networking sites. However, people may differ in using language varieties at many levels such as word choice, phonology, syntax, morphology and semantics. Besides, they use mostly more than one language variety during their interactions on Facebook because of the manifestation of certain language contact phenomena in CMC. It is noticed that most Algerian Facebook users mix different language varieties either in their written comments and posts or chats.

Facebook has become one of the most widely used social network sites in the world. It is defined as a social networking site that it was founded by Mark Zuckerberg and launched on February 4, 2004. It has allowed joining communities to connect and interact with other users around the world. It can be used by people to express themselves verbally and textually both synchronously or asynchronously. Almost all educated people including youths, colleges, teachers, students, etc have the opportunity to use it frequently. People irrespective of their age and gender sometimes are sometimes in need to create and/or coin new words to express feelings and ideas easily. This field work is well-known in the branch of linguistics morphology which is referred to in morphology as '**Word Formation Process**'. The latter deals with the process of how the existing words have been formed and how new words have been created and/or coined to serve communicative purposes.

People tend to use different types of words formation processes in their chats, written posts and comments this includes : affixation includes 'derivation and inflection', blending, compounding, acronyms, clipping (abbreviations), back formation, reduplication, borrowing, and coinage and so on. In fact, we found ourselves so motivated to conduct such kind of research because of the existence of different new words and expressions among Facebookers in their chats, written comments and posts when they interact with one another in such a virtual world. Moreover, we want to know how different emoticons, stickers and symbols can be used to express emotions, feelings and ideas in FB.

## General Introduction

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Our study targeted EFL learners' linguistic practices at 'English Language Department of Tiaret #Family' at Ibn Khaldoun University of Tiaret. Our participants belong to different regions, with different specialties, and are aged between fifteen and thirty years old.

Like any other researches in the field of morphology, our present work aims at analysing the issues of using word formation processes, neologism and emoticons within the Section of English at University of Tiaret on the basis of the following objectives/aims:

- To spot the different formative features in EFL learners' styles strategies in their chats, and written posts comments at their FB.
- To examine the most common word formation processes used by EFL FB users active users of FB during their interactions with the other members of the group.
- To deconstruct these formative features morphologically i.e. to categorize the according to their form and type.
- To try to classify the unknown/uncategorized word formation processes currently used by FB users.

To reach our results, the following research related questions have been put forwards:

1. What are the possible formative features processes that can be found EFL students' linguistic practices in 'English Language Department of Tiaret #Family' at Ibn Khaldoun University of Tiaret?
2. How far do the common and the uncategorised word formation process affect the speech behaviour of EFL learners in their group?
3. What are the possible main reasons behind the use of word formation processes and what are the possible impacts of them on the speech of EFL learners in Tiaret?

On the basis of the above stated research questions, we can suggest the following hypotheses:

1. The different types of formative features processes in diverse languages varieties in the group are evidence of language contact induced change in speech of EFL learners in Tiaret.
2. The uncategorised word formation processes and/or reveals language driven technology the highly younger generation's linguistic creativity as compared with the older generation linguistic practices.



## General Introduction

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Like most other academic research, the present study is divided into three main chapters. The first chapter reviews the historical background of computer-mediated communication and its emergence in the Algerians Speech Communities. It also includes some key related concepts formative features.

The second chapter portrays the features of sociolinguistic situation in Algeria. It presents the country Algeria, its demography and social structure. It refers to the coexisted language varieties in the Algerian speech repertoire including Berber, French, Classical Arabic, Modern Standard Arabic, Algerian Dialectal Arabic and other foreign languages a; namely Turkish, French, English, German and Spanish. Moreover, it sheds some light on some outcomes of language contact situations in Algeria such as: code switching, borrowing and diglossia. Finally, a particular reference to Tiaret Speech Community, the context of our study, is provided its etymology and geographical location; the linguistic features of its speakers are all taken into consideration.

Unlike the previous chapters which are theoretical, the last chapter is rather practical. It is devoted to the research methodology and analysis of the results. In this regard, mixed method research is used to collect data. On the one hand, a quantitative research tool (i.e. semi-structured questionnaire) was used to probe the attitudes of the target sample population, English Language students in our university, who were selected randomly. Then, each question is analysed and interpreted aside in graphical presentations of the collected data in different forms including tables and graphs. On the other hand, the qualitative method is based on the content analysis, which provides the researcher with a clear and inclusive picture about the processes of formative features that participants use in their FB posts, comments and chats; besides emoticons and neologisms amongst EFL student at Ibn Khaldoun University of Tiaret.

Like any other works, this study also has some sort of limitations which hinders at some stages the pace of our research like the strike in which we could not find enough respondents to fill in our questionnaire as required i.e., it is supposed to submit the questionnaire to 150 respondents, but we were able to hand it only to 102 by hardly efforts. Furthermore, the time was insufficient for us because the administration did not post the suggested themes earlier. By the end of this study, one may say that it was not easy for both us as researches and respondents to cope with the health situation (Covid-19) in which we faced a problem with collecting data especially from the first and the second years because of university's teaching/learning strict measures, so, we could not hand our questionnaire to them. Besides, there were some hesitations from the respondents when they answered the questionnaire; 10 of the respondents did not give us back their questionnaires which for sure affected, somehow, the results of the study.

## General Introduction

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We suggest that the result of our research finding might be the basis for further research of students who are interested in investigating the word formation processes. For future researcher, we suggest to conduct the same study with different social networking site and giving information about word formation processes in details. We realize that this dissertation is not perfect. Therefore, we will be glad if there are some readers who can use it for extra research. We also hope that dissertation can be a reference for the next similar research. Hopefully, dissertation will expand the reader's knowledge in linguistics, especially in Morphology.

# Chapter One

### **1.1.Introduction**

Because of the common notion that human in his nature cannot live alone, in isolation without the need of others; people have tried to communicate with one another. This need for communication led human beings to create tools and ways as means for social contact.

Nowadays and with technology development, there are thousands of electronic and digital tools used around the world for achieving successful communication among people from different countries. Computer-mediated Communication (hereafter CMC) is one of the most important media that allow people to communicate with one another and share their thoughts and requirements via computer mediated formats such as Instant Messaging, email, chat rooms, and social network services and so on. CMC has been studied by many linguists from different angles.

Since language (aka code) is the content of people's communication in term of structure of their words, it differs from one person to another. When we refer to the concept 'language', we refer to the only way that people can express their feelings and needs among the world. Besides, it supports them to communicate and establish relationships within the same or different speech communities. One may rather prefer using Wardhaugh's definition (1972), which has captured the main features of language "*language is a system of arbitrary vocal symbols used for human communication.*"

It said that the large majority of the Algerians, if not all, prefer to use different forms of language varieties on social media especially on FB interactions, comments and even posts. This may be attributed to the fact that the linguistic situation in Algeria is characterized by the coexistence of many language varieties namely MSA, ADA, Berber and its varieties, Turkish, French, Spanish and English. This common use of different forms of languages varieties leads to what is known as the productivity and/or creativity of new words with new structures and meanings. In linguistic, we refer to these new words as formative features (aka word formation processes).

Therefore, the first chapter focuses on the research that has been done by a number of sociolinguists and scientists based on presenting CMC as new medium of communication, by providing some definitions and its different modes. Then, it refers to its emergence in Algeria in which the first rise of the internet in Algeria will be considered. Next, Mobile-mediated Communication, as type of CMC, is taken into account with a particular reference to the pioneering network operators in Algeria i.e. Djezzy, Mobilis and Ooredoo. After that, we shall talk about relevant CMC theories. Further, we also include the concept FB, its origins, definition, and some of its features. In addition, we will highlight the concept of neologism in FB and the use of emoticons that can users of this medium employ in their comments, posts and interactions. Finally, we shall mention some of the

outcomes of these linguistic practices which are well-known as ‘formative features’ in linguistics and their different types.

## **1.2. An Overview of Computer-mediated Communication**

The term CMC was first introduced by Hiltz and Turoff (1978) in their study of computer conferencing, where they used it as “*a mode of electronic communication*” (as cited in Kewasee, n.d, p.3).

In fact, CMC is defined as any communicative transaction which has occurred through the use of two or more networked computers. It is an emerging area within the call domain that has been followed when participants use the computer to communicate with each other or even with the native speakers. That communication has taken place through different ways in the following elements: timing, number of participants and medium.

Bodomo (2010) conceptualized CMC as:

The coding and decoding of linguistic and other symbolic systems between sender and receiver for information processing in multiple formats through the medium of the computer and allied technologies such as mobile phones, PDAs, and blackberries; and through media like the internet, email, Facebook, chat systems and so on.

Levy (1997) pointed out that the term CMC “*is concerned with communication between two or more participants via a computer.*” In view of that, CMC simply refers to any communication achieved through or with the help of computer (or any modern equivalent like a smart phone), between two or more individuals who interact and influence one another.

CMC has become any type of computer based technology. In this line of thought, Walther’s and Burgoon’s (1992) stated that “*Computer Mediated Communication is no longer a novelty but a communication channel through which much of our business and social interaction takes place, and this transformation is expected to continue.*”

Ramirez and Zhang (2007) indicated that “*Computer Mediated Communication allows more closeness and attraction between two individuals than a face-to-face communication.*” Accordingly, individual’s relationships can be more strong and lovely on online communication than a face-to-face communication because people cannot control their speech and even gestures in real conversation.

Mediated communication becomes an important aspect to understand the ways our communication is evolving. Thus is, the need to study and gain insight into it is more important. The development of mobile technology and smart phones means more and more of our day to day

interactions are aided, filtered through and completely facilitated by mediated communication. Today, new ways of communication have been developed to facilitate and enhance communication among humans.

Crystal (2006) argued that “*internet users are continually searching for words to describe their experiences, to capture the character of electronic world, and to overcome the communicative limitations of its technology.*” CMC is a communication that takes place between human beings via the instrumentality of computers; however, the oral communication is the basic form of human communication. However, what is needed for CMC depends on conversation type. Thus, for audio conferencing, we need a microphone; while, for video chat we need video camera. However, for all of CMC system we need a computer network connection. In CMC, there are several side effects which can be summarized in these few lines:

- The visually anonymous environment of CMC heightens one’s sensitivity to group and social identities, which means that you try to guess what others group identity is by looking for non-virtual clues then you start to act according to your guesses.
- How an individual acts in CMC depends on the silence of the individual’s group identity and the norms of the group in which the individual is communicating. (*Mediated Communication: Introduction to Mediated Communication, 2019*)

### **1.2.1. Modes of Computer-Mediated Communication**

Sotillo (2000), later proposed CMC as “*a new tool that asynchronously and synchronously promotes language acquisition by encouraging learner communication and creating a collaboration context and e-communities for learners.*” Internet is not only for exchanging information, but it also promotes the interpersonal communication. From what Sotillo has proposed above, we can understand that in CMC, there are two modes which can be discriminated for the message production. They consist of synchronous (hereafter sync) and asynchronous (hereafter async) CMC. So, both email and programs that offer video teleconferencing would be examples.

#### **1.2.2.1. Synchronous Computer-mediated Communication**

Synchronous-communication is when the message is well-suited for the purpose of social interaction. It happens between two or more people in real time (in the moment) in order to exchange information, for example, IM, video conference, live chat, a phone call or an interactive multi-user game and so on. Precisely, all parts are engaged in the communication simultaneously; however, they are not necessarily all in the same location. According to Soukup (2000), “*most sync CMC is text-only,*

*and communication relies solely on what can be communicated through text and other graphic means.*” (As cited in Segerstad, 2002, p.59)

However, it is noteworthy to point that audio and video chat are available as well, even they are utilized less frequently than text-only CMC. On the whole, examples of sync CMC are various, some of them can be summarized as follows, to begin with, chat which reference to the way of communicating by sending text messages to people in the same chat room in real time. Crystal (2001) asserted that “*this process takes place in a synchronous setting where a user enters a chat room and joins an ongoing conversation in real time.*” (p.130). Typically, most chat rooms now use both text and voice simultaneously. The oldest forms of chat room are the text-based variety. According to Wikipedia, IM is defined as:

A form of real-time direct text-based chatting communication [...] between two or more people using personal computers or other devices, along with shared clients. The user’s text is conveyed over a network, such as the internet. More advanced instant messaging software clients also allow enhanced modes of communication, such as live voice or video calling and inclusion of links to media. (Instant Messaging, 2017)

IM and online chat differs from other types of CMC such as email due to their synchronicity. Nevertheless, divergence between IM and emails is reduced if considering the systems (provided by IM services) that permits messages to be sent to users not then logged on. That is, it is very fundamental at this point to establish a difference between chat programs and chat rooms.

### **1.2.2.2. Asynchronous Computer-mediated Communication**

Asynchronous-communication is when the messages are more for problem solving and complex discussion. It can happen over a long period of time with a delay between interactions such as pre-recorded video, an audio message, email or voice email and so on. For example, your colleague can leave you a message and you will read the information when you are ready in which you take your time to decide on it, and answer when you are available. This approach frees both parts from the need to be synchronized.

Here are some of the most useful tools that facilitate async communication. First, prosper forms, is a common tool to keep teams and supervisors up to date with the latest changes. It allows continuous communication with everyone on your team, even with your remote employees. Second, Fluxes project management software is a free project management tool that permits you to create to-do lists, assign tasks to team members and set due dates. Users can leave notes on a task so that anyone can see what is going on in a matter of seconds, and can discuss each to-do list separately which is useful for organizing project ideas, discussing current and future strategies and so forth.

Finally, Dropbox, sending files through email can be annoying; you have to read through an entire chain of messages to reach the document you need. With Dropbox, you can do more than just share strategy spreadsheets, slide shares, in-progress documents and videos.

We live in an era of constant digital communication, in which we can share insights and collaborate with people all over the world; this is why quality of communication requires intentionality. It helps to think about the distinction between sync and async communication tools.

### **1.2.3. Synchronous versus Asynchronous Computer-mediated Communication**

Both sync and async communications have their distinct advantages and disadvantages. Sync communication is faster and more dynamic, it is great for active participation in interactive discussions and it is tending to work well with smaller groups, but it can to frequent interruptions and distractions that get in the way of deep work. With async communication there is no need to schedule which means you can go at your own pace with fewer disruptions, and it is working well when the internet connection is unstable or when participants are in different time zones. It is also tending to allow for a permanent record of your communication. However, async communication does not work well when you need to address issues in the moment and it can fell less interactive. (*Synchronous Versus Asynchronous Communication Tools*, 2020)

Both sync and async communications are necessary used for collaborative work. This is why teen users should think strategically about when to use both types of communication as they plan for collaborative projects and educators should be intentional about how they use both approaches to improve student collaboration as well. The type of CMC they want to use would depend on what kind of discussion they would want to have, since each type has its own strengths and weaknesses.

Some communication platforms allow people to use sync and async components together, for instance, a walkie-talkie application lets you communicate in the moment but listen later (and even adjust the speed). Also, a shared document has real time edits but the comments are async and there is a permanent record of all annotations, or a video chat which can occur in real time but then recorded for replay later. This can help increase accessibility. Meanwhile, social media platforms often blend together live and recorded video, chats and updates.

As a conclusion, it is possible to say that the CMC which is carried via mobile phones, computers and the other electronic devices, shall take a great part in the formation of different new words and social structures.



### **1.3. Relevant Computer-mediated Communication Theories**

In CMC, there are two most well-known theories are Media Richness Theory (henceforth MRT) and Media Synchronicity Theory (henceforth MST). The brief description of these theories is provided in the following section.

#### **1.3.1. Media Richness Theory**

Media Richness Theory (Daft and Lengel, 1986), also known as information richness theory (Daft and Lengel, 1984). It is one of the most popular models of CMC. MRT is based on two criteria. The first is uncertainty and the second one is equivocality under an organizational setting. The first criterion is referred to the gap between what information is needed and what information is already available. The second one i.e. equivocality occurs when no one particular interpretation stands out. A medium is evaluated according to how well it integrates these two criteria following a scale of high and low. Thus, a medium with high media richness is one that exhibits both low uncertainty and low equivocality. For example, face-to-face communication is a medium that shows high media richness according to MRT; while; an understand document is medium that shows low media richness.

#### **1.3.2. Media Synchronicity Theory**

Media Synchronicity Theory distributes media capabilities into different categories which are: transmission velocity, parallelism, symbol sets, rehearsability and reprocessability. Transmission velocity refers to the speed by which the medium conveys its messages. Then, parallelism deals with the medium's capability to simultaneously send many messages to different receivers. Also, symbol sets are the number of physical expressions that one can add to message, such as handshake, the nodding of head or the closing of the eyes. Besides, rehearsability is measure to the degree to which the medium allows a message to be edited and rehearsed before sending. Similarly, reprocessability describes the degree to which a medium allows a message to be re-evaluated again during decoding.

### **1.4. Computer-mediated Communication in Algeria**

Nowadays, communication is definitely an essential part in our life. According to David et al (1994):

Communication is the essence of language use, and in a technology-driven world, it has come to acquire new dimensions, with face-to face communication steadily giving in /way to mediated communication where technology is the chosen interface working across time and space.

## **CHAPTER ONE: The Formative Features in Facebook as a Sociolinguistic Variable**


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David et al in their definition to the concept communication clarify that it helps human to achieve a successful communication to each other, either directly by face-to-face communication or via digital or simple devices such as mobile, computer, tablet, and smart phones and so on.

In fact, communication by using different digital devices can be achieved only with the availability of 'Internet'. Internet–global, widely available network of interconnected computer networks that help to transmit documents and information by envelope transferring using the standard internet protocol (IP). Also, it is a 'network of networks' that consists of millions of interconnected smaller domestic, academic, business, and government networks, which together carry various information and services, such as electronic mail, online chat, file transfer, and the interlinked web pages and other documents of the world wide web. Internet was not accessible in Algeria as it was in other modern countries; however, it slowly started evolving in Algeria.

If anyone moves to Algeria, he will probably need a phone so as to get in touch with your friends and relatives abroad. Internet is not only to perform researches but also for entertainment. This should not be complicated as the country has developed telecommunications network covering most regions. Although Algeria telecom has almost monopolized the market, other phone and internet service providers offer very attractive packages. However, to obtain internet connection, you can choose from a landline connection, without a modem, or wireless connection thanks to the 4G technology.

Algeria has three Mobile-mediated Communications operators namely Djezzy, Mobilis, and Ooredoo. All of them have 2G, 3G, and 4G/LTE networks. Through the country, Djezzy is the largest operator, followed by Mobilis; whereas, Ooredoo is known among many countries in Africa, the Middle East, and Asia.

To start with, Djezzy refers to the mobile brand of optimum telecom. 2G, 3G, and 4G/LTE can be found in some provinces (Wilayas) in Algeria. Nevertheless, Djezzy is recommended for those who wish to explore more of the country than only the cities. Moreover, Mobilis is considered as the second-largest operator in Algeria, which covers most of Algeria, but its coverage is not as extensive as Djezzy. To end with, Ooredoo (in Arabic:  formerly Qtel) is an international telecommunications company headquartered in Doha, Qatar. It provides mobile wireless, wire line, content services with market share in domestic, international telecommunication markets, in business (corporations and individuals) and residential markets.

## **1.5. The Origins of the Concept of Facebook**

The current section is meant to explore briefly how FB started, and uncover the origins of its name.

FB is an American company offering online social networking services which is originally founded in 2004 by Mark Zuckerberg, Eduardo Saverin, Dustin Moskovitz, and Chris Hughes, all of whom were students at Harvard University. FB has become as the largest social network in the world that anyone can use it. This company has a complicated early history. It began at Harvard University in 2003 as Facemash, an online service for students to judge the attractiveness of their fellow students. FB added a new feature which is the Wall to a member's online profile in September 2004. This widely used feature let a user's friends post information on their Wall. By the end of 2004, FB had reached one million active users.

In 2005, the company simply introduced the idea of 'tagging' people in photos that were posted to the site. With tags, people identified themselves and others in images that could be seen by other FB friends. FB also allowed users to upload an unlimited number of photos. In that year, high-school students and students at universities outside the United States were allowed to join the service in which at the end of this year, six million monthly users had been active. In 2007, FB launched a short-lived service called 'Beacon', which let members' friends see what they had purchased from participating companies.

FB has become a powerful tool for political movements, beginning with the U.S presidential election of 2008, when more than 1,000 FB groups were formed in support of either democratic candidate Barack Obama or republican candidate John McCain. In Colombia the service was used to rally hundreds of thousands in protests against the antigovernment FARC guerrilla rebellion. In Egypt, Hosni Mubarak during the uprising of 2011 often organized themselves by forming groups on FB. (cf., appendix 1)

### **1.5.1. Definition of Facebook**

FB is a social networking website that was created by Mark Zuckerberg. Its users can create and customize their own profiles with photos, videos, and information about themselves. FB allows friends to browse each others' profiles, write messages on their pages, and chat with each other. Yet, the site has quickly gained enormous users worldwide. Bodomo (2010) asserted that:

Facebook, the new CMC medium [has] become one of the most popular websites...Its popularity has increased so much so that not only the youth but some prominent members of older generations ... use it to get in touch with customers, constituents (p. 316).

In view of that, we can understand that FB is one of the most famous social networking sites that allow anyone to use it for different purposes.

As a type of CMC, therefore, FB can be considered as an async communication tool whereby one- to- one or one- to- many communications is realized. Nevertheless, determining whether FB is a text-based CMC or a video-based, sync one or async relies on the function provided by the website itself. A typical example might be wall –to-wall messages are async CMC. Other part in FB language such as chat, which is the focus of this study, is a form of IM and thus is a sync text-based CMC. Unsurprisingly, then, FB is considered as a “*mid way between text-based CMC and video based CMC.*” (Bodomo, 2010, p. 315)

### **1.5.2. Some Aspects of Facebook**

In fact, FB is characterized by many features. Here, we shall mention some of them briefly which are: FB profile, the album of photos, groups, events, the wall, and chat. First, a FB profile consists of a number of different sections including information, status, friends, photos, notes, groups, and the wall. However, since December 15, 2011, a timeline has been put forward to replace the FB profile. In a timeline, photos, videos, and posts of any given user are categorized according to the period of time in which they were uploaded or created. Posts and events are displayed along a timeline that runs through the centre of the profile, with the option of adding events that occurred prior to the user joining FB as well as ‘hiding’ posts. Timeline originally offered as an option, but all users will migrate to the new format on March 30, 2012 (ABC News Videos, 22 Sept 2011) (cf., appendix 2). Second, the album of photos is put into users’ profile, and other users with the right credentials are eligible to browse and comment on it. That is, only friends who are allowed by the user can access this privacy. Third, FB offers its users with a service called “groups”; so that users can create new ones, join and participate in others. In many cases, groups exist to bring together users who share the common interests.

Fourth, events in which this section makes it possible for users to organize and plan for events or join any events. Next, the wall is a forum for one’s friends to post comments, pictures, videos or insights about anything. Users can always remove undesirable comments from their own wall. They can restrict who their wall is visible to, or turn it off entirely. Last, FB chat, which is a service provided by FB supports both video chat, lately launched on August 2011, and text-based instant messaging chat, a sync mode of CMC, that allows friends to communicate by typing typically brief one-line written messages which are transmitted instantly by pressing the key ‘OK’. This latter service was launched on April 23, 2008 (“Facebook features,” September 2011). (cf., appendix 3)

### **1.5.3. The Concept of Neologism on Facebook**

On FB interactions, comments, and posts users intend to use different forms of languages. In other words, they are trying to form or create new words with different structures and meanings. The new words are coined (aka ‘neologisms’ or ‘netspeak’).

Zimmer (1964) has pointed out that *“there are many words which grammar can generate, although they ought to conform to the word formation rules.”* For instance, on FB interactions between different people you may find the words like ‘cu’ (see you), ‘H r u’ (how are you) or TTYL (talk to you latter); while, on their posts and comments, you may find words such as IDK (I do not know), ASAP (as soon as possible), mr6 (merci=thank you), thx (thanks), 2R1 (de rien= you are welcome), and so on. These new words can be indentified and/or classified into the various grammatical categories.

Kubova (2010) defined a neologism as *“any word/set expression formed according to the productive word formation rules in English.”* Accordingly, the term neologism is a concept which refers to every term or speech shaped according to the different types of word formation processes such as abbreviation, blending, acronym.

Because of the developments in social life, technology and in a few cases culture, neologism has become as a result of these changes. Similarly, Vogel (2017) in his academic paper of ‘Words Recently Coined and Blended: Analysis of New English Lexical Items’, discussed and analyzed new lexical items which are coined or borrowed every year. He has argued that *“some of the derived, compounded and blended words have been added to the English dictionary.”*

Aduda (2013) engaged with neologisms and various word formation processes. He referred to the concept of neologism as *“broad and, thus, referring to lexical items. He further argued that neologisms are new words borrowed from other languages or dialects; new words created through morphological processes.”*

Onyedum (2012) adopted Kubova’s definition of neologism as mentioned above. Onyedum’s study analyzed 70 neologisms on social media and focused on the following social networking platforms; FB, Twitter, You Tube, Messenger, and Email. In addition, the study grouped the 70 neologisms into five morphological processes of blending, compounding, affixation, semantic extension and coinage.

Mworia’s study (2015) which focused on neologisms on social media in the Kenyan context brings into the spotlight the argument that the word formation processes used in the formation of neologisms on social media are derivation, compounding, semantic transfers, clippings, acronyms, abbreviations and graph logical deviation.

Finally, another linguistic study done on the field of neologism is by Jimaima and Nkhata (2017). Drawing on lexical morphology and lexical integrity, the focus of the study was on some reflections

on the morphological and lexical aspects of the social media discourse and self-asserting narratives on the Zambian online media.

#### **1.5.4. The Use of Emoticons in Facebook**

Besides to the concept neologism that has been found by many linguists on FB, they also found another feature which is used by the majority of users of FB in their conversations, comments, and posts. This feature is well-known as 'Emoticons'.

An emoticon is blend "emotion" and "icon". It referred to those different symbols and gestures which are differing in their shape such as smiles, hearts, punctuation marks, letters, hands, and other characters. These symbols and gestures are usually representing specific feeling, facial expression, mood or reaction, or as they are used as a time-saving method. To clarify, language alone cannot cover the real feelings or reactions to some things in some cases, that's why emoticons were added to show these exact feelings or reactions of someone. However, Derks, Bos, Von Grumbkow found that there are more functions of emoticons because they "*may be used to emphasize or clarify one's feelings but also to soften a negative tone and to regulate the interaction, just as smiles and frowns do in daily life.*"(2008, p.379)

As Dresner and Herring (2010) pointed out "*an emoticon may be used to downgrade a complaint to a simple assertion or to indicate humour or irony. There exists a great variety of emoticons, ranging from the original happy smiley ":-)" and sad smiley ":-(" to more complex ones such as the smiley with its tongue sticking out ":-p" or the chef smiley C: ":-)" popular as they might be.*"

Ross (2006) highlighted that emoticons are normally internationally intelligible, regardless of the language used in the online communication setting in which we can understand that everyone from the world who uses FB is familiar with all emoticons that may be found in this application. As emoticons are internationally acceptable, they somehow indicate the development of symbols in communication, in situations where language alone stands as a barrier in expressing certain emotions, feelings or messages. (cf., appendix 4, 5, 6)

#### **1.6. Formative Features**

Formative Features are mostly known as the phenomenon that has been used to form and/or create new words. It is also called '**Formative Features**', captivating some definitions of formative features by some scholars.

Bauer (1983) mentioned that "*word formation process deals with the formation of new lexemes*" (p.33). In view of that, we can understand that word formation process refers to the creation of new words. Furthermore, Kortmann (1999) also talked about those processes which enlarge the vocabulary and therefore create new lexemes (p.58).

According to Hacken and Thomas (2013), “*word formation process is how to produce the new words based on some rules*”. From what Hacken and Thomas have indicated, we can recognize that word formation process depends on different set systems which are necessary to form new lexemes such as the rule of the process of abbreviation is to reduce letters from words or phrases to create a new form. To paraphrase Plag’s words (2003), word formation process is the process to create new words from other words.

To cover all what is said, formative features are the ways in which new words are formed or created in a language. In other words, they are new words formed on the basis of other words or morphemes.

### **1.6.1. Types of Formative Features**

According to Yule (1985), it is stated that there are many types of word formation processes (pp.53-60). In English language, the processes of word formation are: derivation or affixation, back formation, clipping (abbreviations), blending, compounding, borrowing, coinage, acronyms and reduplication.

#### **1.6.1.1. Affixation: Derivational and Inflectional**

Most common process is the process of forming words by adding affixes or prefixes or both of them to morphemes. It is a word formation process wherein an affix is attached to a root (also called stem; base) to form a new word. A root is a free morpheme (also called unbound morpheme) that can appear alone. However, an affix is a bound morpheme which never occurs by itself, but is always attached to some free morpheme and can be either inflectional or derivational. An Inflectional affix modifies the form/grammatical category of a word, i.e., tense, person, number, gender, case, etc. For example: rat → rats. Contrariwise, a derivational affix modifies the parts of speech of the root; while, leaving the grammatical category unchanged. In this way, there is a change of meaning of the root. For example: write → writer (Verb to noun).

In English there are two types of affixations:

- 1. Prefixation:** In this morphological process, words are formed by adding an affix to the front of a root. The type of affix used in this process is referred to as prefix. For example: un+ tidy → untidy.
- 2. Suffixation:** In this morphological process, words are formed by adding an affix to the end of a root. The type of affix used in this process is referred to as suffix. For example: fear + less → fearless.

### **1.6.1.2. Back-formation**

Back-formation is a morphological process in which new word is created by extracting affixes from another word. In this way, it is the reverse of affixation, in which affixes are added. Back-formation is also different from clipping since it brings a change in the parts of speech or the word's meaning. As reported by Bauer (1987), "*the process of back formation is sometimes described as a process where the word formation is reversed*" (p.230). It is the process by which new words are formed by the deletion of a supposed affix from an already existing word (Quirk et al., 1985; Formkin and Rodman, 1983). To give an idea, the noun 'insertion' has been back-formed into verb 'insert' by removing the suffix 'ion'.

### **1.6.1.3. Clipping (Abbreviation)**

Clipping is the word formation process in which a word is reduced to a shorter form. With a sharp contrast to back-formation, clipping keeps the original word meaning intact. These words are very common in everyday speech. For instance: 'lab' is the clipped form of 'laboratory', 'pic' is the clipped form of 'picture'

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

There are four types of clippings:

- 1. Back clipping:** (also called final clipping or apocopate) it involves the truncation of end of a word as in 'ad' from 'advertisement'.
- 2. Fore-clipping:** (also called initial clipping or aphaeresis) it is the removal of the beginning of a word as in 'phone' from 'telephone'.
- 3. Middle clipping:** (also medial clipping or syncope) it is the extraction of the beginning and end of a word as in 'flu' from 'influenza'.
- 4. Complex clipping:** is removing multiple parts from multiple words as in 'cablegram' from 'cable telegram'.

### **1.6.1.4. Blending**

Blending (also called portmanteau) is a morphological process in which the parts of two or more words are combined together to form a new word. Usually, the parts consist of the beginning of one word and the end of the other word(s). According to Bauer (1983), "*this word formation process*



could be also considered as an unpredictable because there is not a clear pattern of combining parts or to the consequent analysis into morphemes” (p.234); typically, the meaning of the blended word reverberates with the meanings of the original words. For example: breakfast + lunch → brunch, motor + hotel → motel, International Criminal Police Organization → Interpol. However, blending should not be confused with compounding, which combines two words without truncation of parts of the roots of the blended words.

### **1.6.1.5. Compounding**

Compounding is also called composition. It is the process whereby two or more than two words are combined together to create a single word, having a single idea and function. In English, there are compound nouns, compound adjectives, and compound verbs (aka phrasal verbs). Compounding is commonly defined as “*a joining of two separate words to produce a single form*” (Yule, 2010, p.55). Furthermore, according to the definition provided in the online Oxford Advanced Learner’s Dictionary: a compound is “*a noun, an adjective or a verb made of two or more words or parts of words, written as one or more words, or joined by a hyphen.*”. Usually, compound words are spelt as a single word, or as two or more hyphenated words, and even as two or more separate words. For instance: life + style → lifestyle, mother + in + law → mother-in-law, shopping + mall → shopping mall

Generally, some new and original compound nouns are hyphenated, but the hyphen is ignored when they become more familiar. However, there are some compound adjectives that are always hyphenated. For instance: state-of-the-art. The hyphen is often retained when two vowels come together, such as: Co-operation. Hyphens are often used to tell the ages of people and things, for example: ten-year-old. The general rule is that words are combined with hyphens to avoid confusion.

### **1.6.1.6. Borrowing**

This refers to the words adopted from other languages. It is always defined as being the adoption of single isolated words in speech from other languages morphologically, phonologically and semantically which means that it takes the word as it is. To illustrate, mean, piano (Italian), boss (Dutch) and zebra (Bantu).

There are two types of borrowings:

- 1. Loan-word:** By this process, a word is borrowed from another language without translating it into the target language. For example: the phrase ‘tour-de-force’ is borrowed directly from French, which means a masterly or brilliant feat.

2. **Loan-translation:** Also known as ‘claque’, a morphological process wherein a word or phrase from another language is borrowed by literally translating it into the target language. For instance: the phrase ‘point of view’ has been translated into English from the French phrase ‘point de vue’.

### 1.6.1.7. Coinage

Coining (Also called invention) is a morphological process by which new words are invented which means the invention of totally new terms or the word formation process of inventing entirely new words. Sometimes popular trademark names of various products are adopted by people so extensively that they ultimately become the everyday words of language. For example: Heroin, Aspirin, Escalator, Xerox, Kerosene, Nylon, Band-Aid, Vaseline, Margarine, and Video-tape

Again, some words are being invented due to rapid cultural changes and the spread of information technology, mass media, internet, etc. To illustrate: Google, Blog, Hotspot, Netbook, Tablet, Tweet, Emoticon, Smartphone

In fact, in 2019, the Algerian people have marked some new neologisms because of the politic and the health situation that the country has spent. In other words, new words are becoming useful in our daily speech as result of the different durable periods such as the spread of **COVID-19** (corona virus) and the dispute between political members about the president’s Bouteflika position. حراك (Hirak) (movement), العصابة El-isaba (the gang), يتنحوا فاع Yetna7aw-gaa (they all should go) corona wala ntoma, الباءات الثلاثة (3Bs) (Badoui Noureddine, Bensaleh Abdelkader and Belaiz Tayeb). These new words have become a vernacular among the Algerian speakers.

### 1.6.1.8. Acronyms

Acronyms are formed with the initial letters or each of the major parts of a word or a longer phrase. With a few exceptions, acronyms are usually capitalized. Bauer (1983) stated that “*for a word to be considered an acronym it has to have its own pronunciation, different from just pronouncing individual letters. Some linguists confuse acronyms with initialisms which are also abbreviations formed in the similar manner as the former*” (pp.237-239).

In language, an acronym is pronounced as a single word rather than just a sequence of individual letters, which is characteristic of initialisms. For instance: United Nations Educational Scientific and Cultural Organization → UNESCO, Light Amplification by Stimulated Emission of Radiation → LASER. Moreover, Initialisms are word formation process in which the first letters of a phrase, often a title, are strung together and formed into a new word. As an illustration, Personal Computer → PC, Asian Development Bank → ADB, Liquid Crystal Display → LCD

### **1.6.1.9. Reduplication**

Reduplication (also called cloning; doubling; duplication; repetition) is a word formation process in which a new word is created by repeating all or part of a root or a stem, often with a change of vowel or initial consonant. It is a morphological process of forming new words where the entire or parts of free morphemes are copied and attached to the base by adding or changing a few syllable (Brinton, 2000; Haspelmath & Sims, 2010; Lieber, 2009; Nadarajan, 2006; Valli & Lucas, 2002). Reduplication is not a major means of creating lexemes in English, but it is perhaps the most unusual one. Based on their usage, the techniques of reduplication could be classified in the following manner:

1. Repetition without Change: bye-bye, tick-tick
2. Rhyming Reduplication: ding-dong, super-duper, bow-wow
3. Repetition with Change of Vowel: tiptop, chitchat, flip-flop, ping-pong, dilly-dally, wishy-washy
4. Repetition with Change of Initial Consonant: teeny-weeny

In general, reduplication processes are divided into two main categories; total reduplication and partial reduplication (Rubino, 2005). Total reduplication is the doubling process of the whole part base of word, stem and root without changing either consonant or vowel (Lieber, 2009) as you can see in the reduplication word fifty-fifty, bla-bla and yum-yum and so far. Partial reduplication refers to “*only a part of the word is being repeated*” (Lieber, 2009, p. 81; Olsson, 2015, p. 2). It is formed by copying part of the base word such as duplicating a consonant or lengthening a vowel (Rubino, 2005) like these words tiktok, zigzag and sing-song.

In fact, there are other word formation processes that we did not mention which can be found in English only like zero derivation, suppletion, folk etymology and so far.

### **1.7. Conclusion**

To go over the main points, then, one can understand that the first chapter indicates the historical background of CMC and its emergence in the Algerians Speech Communities. It also includes some distinct definitions of the formative features that can be found in FB. Moreover, it can display that the research on formative features of spoken and written English and other new words from different languages and/or varieties shows how EFL learners’ linguistic practices tend to form or create new structures to different words using one or more languages and/or varieties in which they change the laying of phonemes in the words or phrases. In other words, they tend to reduce the whole structure of words by adding or reducing some letters to be small ones.

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That is to say, sociolinguistics has found that different usage of languages varieties on FB lead to the creation of new morphemes with new shapes which differ from those well known ones in the English language and even in other languages.

The word formation processes or neologisms on FB are derivation, compounding, clippings and acronyms. Besides to the concept neologism, linguists on FB also found another feature which is used by the majority of users of facebook in their interactions, comments, and posts. This feature is well- known as 'Emoticons'.

In the next chapter, we will devote our attention to describe the sociolinguistic situation in Algeria. We will have a presentation about the country. Furthermore, we shall talk about the language varieties that are prevalent in Algeria as a whole and Tiaret speech community (hereafter TSC) in particular. In this respect, we will try to provide Berber varieties alongside with an overview about Arabic including CA, MSA, and ADA. In addition, we will talk about foreign languages that exist in Algeria namely Turkish, French, English, German and Spanish. Furthermore, we will also deal with TSC. Moreover, we will tackle the historical profile, the geographical then move to the linguistic situation of the wilaya.

# Chapter Two

### 2.1. Introduction

In the second chapter, we shall shed some light on the context of the study in which we will determine some features of the sociolinguistic situation in Algeria. We start with presenting the country Algeria, its demography and historical background of the languages that exist in the country. As Algeria witnessed in its history a set of successive invasions such as the Romans, Turks, Spanish, Arab and French, we shall clarify the different foreign languages and language varieties that coexist in Algeria namely Berber and its varieties, Turkish, French, German, Spanish and English.

In addition to that, we shall provide an overview on the Arabic language and its status as the national and official language of the country which is spoken by the majority of inhabitants besides its three different forms which are well-arranged, Classical Arabic (hereafter CA), Modern Standard Arabic (hereafter MSA) and Algerian Dialectal Arabic (hereafter ADA). Moreover, the outcomes of the phenomenon of language contact will be too considered including diglossia, code switching and borrowing.

Finally, as our study targets TSC, the wilaya, its location, regions and some features of their speaker are going to be taken into account to draw a clear portray about the linguistic practices used currently in it.

### 2.2. Presentation of the Country Algeria

Algeria or the People's Democratic Republic of Algeria<sup>1</sup> (in Arabic El Jumhuriyah al Jaza'iriyah ad-Dimuqratiyah ash-Sha'biyah), is acknowledged as an Islamic, Arab and Amazigh (Berber) country in which there is no differences in language, race, gender or religion<sup>2</sup>. It is the tenth largest country in the world and the second one in Africa (after Sudan). This Arab country is located in North-western part of Africa and bordered by the Mediterranean Sea from the North. This country shared borders with Tunisia and Libya from the East, Mali and Niger from the South, Mauritania, and Western Sahara from the Southwest and Morocco from the West (cf., map 1). Its surface is approximately 2,831,741 km<sup>2</sup>. Its capital is Algiers, and its most important cities are Oran and Arzew, Constantine, Annaba, Skikda. Algeria has been called the country of one and a half million martyrs relative to the number of martyrs who sacrificed their lives to liberate the country from French rule in the Revolution of National Liberation, which lasted more than seven years. Besides, Arabic which is the official and national language of the country, Berber and French are also largely

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<sup>1</sup> According to the first amendment of the Algerian Constitution

<sup>2</sup> According to the second and the third amendments of the Algerian Constitution

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used by the population. Islam is the official religion of Algeria and the majority of Algerians are Muslims, following the Maliki Rite. Since the departure of the French occupation, Christianity is a second religion. Approximately one percent of Algeria's population is Jewish. Algeria got its independence on July 5, 1962.

There are many wonderful and fabulous places in our country. This country has attractive cities as Algiers, Tamanrasset, Constantine, Taghit, Tlemcen and Jijel. It also has famous mosques like The Great Mosque in Algiers and An-nakhla Mosque in Boussaâda. Moreover, famous Algerian figures lived in Algeria namely El-Amir Abd-el-Kader and Ibn Badiss. Algeria has many fascinating monuments and landmarks, ranging from striking natural geographical features to ancient Roman ruins.

Algeria was divided into forty-eight provinces, or wilayas, recently with the supervision of the new president Abdelmadjid Tebboune who added 10 wilayas namely Bordj Badji Mokhtar, Djanet, Aïn Salah, El Menia, Aïn Guezzam, El Meghaier, Béni Abbès, Timimoun, Touggourt and Ouled Djellal (cf., map 2), each of them elects its own assembly, the governor, or wali, is appointed by the national government, and served as the primary liaison between local and federal government. The wilayas are further divided into administrative districts or diaraat, which are themselves broken up into communes.

Abdelmadjid Tebboune won the December, 2019 presidential election. He took over the power from former President Abdelaziz Bouteflika and former Acting Head of State Abdelkader Bensalah.

The Algerian educational system is divided into several levels: primary, basic (middle), secondary and higher education. Schooling is compulsory from the age of six and free of charge from first year of school till university. French is taught from the third year onwards and English in the first year in middle school. The Tamazight language (Berber language) became a national language registered in Algerian constitution in 2002. Since 2005, it has been taught at primary, middle and secondary schools. The Algerian Education provides pre-school education for children aged four to six years which is taught at preparatory schools. To begin with, Primary school is for a period of five years, and the end of this level is culminated of a certificate of achievement called 'Certificate of Primary Education'. Next, the middle school is a period of four years, and at the end of schooling in this latter pupils should pass a final examination entitled to obtain a diploma called 'The Brevet Exam of Middle School' (Certificate of Basic Education). Besides, secondary school is for a period of three years which consists of many streams. By the end of schooling in this stage, students should pass the baccalaureate exam that is a diploma which allows its holders to register at university.

### 2.2.1 Demography and Social Structure

From the beginning of the 20th century, Algeria's high richness rate caused its population to grow rapidly. The population of Algeria estimates 43 million in 2021 and the number is exactly 44.593.303 (June 11, 2021)<sup>3</sup>. The country ranked among the African countries with the largest population. Algeria represented 0.56% of the total world population. The capital city, Algiers, was the most populous, counting over 1.97 million inhabitants, followed by Boumerdes and Oran respectively. In the main cities, the number of inhabitants in colonial times was only about a third of what it is at present.

In fact, most of the population lived in the Northern areas close to the Mediterranean coast, since the rest of the country is predominantly a Desert. The people in the Sahara are concentrated in the oasis towns, especially with the feeding away of their nomadic lifestyle of life and their integration into the modern economy. The urbanization rate grew progressively to approximately 73 percent in 2019. However, considering the hugeness of Algeria, which is the leading African country by area, the population density remained low at 17.7 inhabitants per square km. Despite a slight slowdown in the population growth rate in recent years, the number of inhabitants is expected to reach 48 million by 2025.

### 2.3. Berber and its Varieties

Berber is the other national and official language in Algeria<sup>4</sup>. The Berber population inhabited the territory of present day Algeria long before the Arabs. They call themselves Imazighen ('free men' or 'noble men'). The Berber language or T(h)amazight probably originated, like Arabic in the Middle East. Tamazight covers a vast geographical area: all of North Africa, the Sahara, and a part of the West African Sahel. However, the countries principally concerned are, by order of demographical importance: Morocco (35 to 40% of the total population), Algeria (25% of the population), Niger and Mali (Tuaregs). The term Berber is derived from the Greek word 'Barbarous' which is used it to refer to the inhabitants of North Africa which are the earliest recorded inhabitants of Algeria. The Romans and the Arabs retained this term. Before the arrival of Arabic-speaking invaders, Berber was the language of the indigenous population. Tamazight is a Hamito-Semitic language. It is the unified word to design the Berber dialects in which the Imazighen people comprise the inhabitants of Kabylia, the Aures Mountains, and some other regions in the North, as well as the Tuareg people of the Sahara and the religious minority in the Mزاب Valley. All these

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<sup>3</sup> Based on Worldometre elaboration of the latest United Nations data

<sup>4</sup> According to the 2016's amendment of the Algerian Constitution (Article 04)



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groups speak various dialects of Tamazight, which was only a spoken language until recently in modern times.

Recently, Ennaji (n.d.) has given indication of the number of Tamazight-speakers:

Four major population groups may be distinguished. The first population group is in Morocco, where the Berber-speaking population totals about 15 million people. The second group is represented by Algeria, in which more than 6 million people speak Berber. Third, the Berber population in Libya and the Tuareg populations in the sub-Saharan countries, namely Mali and Niger are estimated to be about 1 million people. Fourth, there exist approximately 140.000 Berber speaking people scattered in isolated areas in Siwa (Egypt, about 30.000), Tunisia (nearly 100.000) and Mauritania (about 10.000). The regions where Berber is spoken are discontinuous, as they are usually surrounded by populations speaking other languages like Arabic. Berber populations are concentrated in mountainous regions whose isolation partially accounts for the incomplete penetration of Arabic (cf. Chaker 1983, Mustapha 1993 and Sadiqi 1997, Berger 2002)

Several Berber dialect groups are recognized in Algeria which found in:

- Kabylie Mountain: Kabyle is the most widespread variety spoken mainly in Tizi-Ouzou, Bejaia (referred to as Great Kabylie), Bouira, Boumerdes and Bordj Bouaririj (Small Kabylie).
- Aures Mountains: Chaoui is another variety of Berber spoken exclusively in the Aures Mountains comprising places like Batna, Biskra, Oum El-Bouaghi, Ain Mlila and Ain Baida.
- North Sahara (Ghardaia): M'zab is a variety spoken mostly in Ghardaia and other Ibadite cities.
- South Algeria (Touareg of Tassili): in Algeria, there are only 40.000 to 50.000 Tuareg speakers. Tuareg has remained the most pure of these Berber languages containing relatively few French and Arabic loan words. The three main dialects are Tamahaq (Algeria), Tamasheq (Mali) and Tamajeq (Niger). (cf., map 3)

In fact, words from these wide Tamazight varieties are often found in the spoken Arabic dialects. Untimely, many French words are also heard in the Tamazight varieties, usually terms that have no equivalents in Berber varieties. There are serious actions taken by scholars in order to elaborate and codify the Berber language. Salem Chaker and Mouloud Mammeri are famous names who tried to develop a standardized grammar for Tamazight during 1980s.

Berber identity, language and culture have always a significant political dimension as well. Many leaders of the independence movement originated from the Berber-speaking region of Kabylia. Some of them pleaded for recognition of all the different cultural traditions

in Algerian society. Arabisation after 1962 led to the outright repression of the Berber language and culture. The regime's attempts to close down all political debate led to a politicization of 'cultural' issues. In the early 1980s, Islamism made itself felt and a movement for the recognition of the Berber identity emerged.

The impact of this latter became apparent in the so-called Berber Spring in 1980, when persistent riots broke out after the government cancelled a cultural forum. With the short-lived political liberalization beginning in 1989, the recognition of the Berber culture was a major issue for two political parties, the Socialist Forces Front (Front des Forces Socialistes, FFS) and the Rally for Culture and Democracy (Rassemblement pour la Culture et la Démocratie, RCD), which draw their electorate largely from Kabylia and to a lesser extent from other Berber-speaking regions. These parties failed, however, to control the Berber-culture movement at the level of the villages in the region itself. The severe unrest that broke out in Kabylia in 2001 was not only about the recognition of Berber language and culture but was also based on the dire economic situation, for which the government was blamed, and the supposed ineffectiveness of the opposition parties in redressing the situation. Despite the repression following the riots, the state's policies on 'the Berber issue' have undergone significant changes over the last decade. Tamazight was recognized officially as a 'national language' in 2002, and its use in the media and education has been allowed.

Nowadays, the situation has evolved a lot; there are universities like Tizi Ouzou University, schools for teaching Berber, books printed in Berber, emissions in TV, radio and advertisement.

### **2.4. An Overview on Arabic Language and its Varieties**

The Arabic Language (Al Arabiyya) is one of the oldest, greatest and sacred languages in the world. It is the official language of 22 countries, widely spoken by more than a half a billion approximately by 300 millions native speakers, ranking it the 6<sup>th</sup> most spoken language in the world<sup>5</sup> which is recognized as the 4<sup>th</sup> most language of the internet. There are 26 countries in Asia and Africa where Arabic is the official language, 18 of them which are used as the first language. This language is considered as a Semitic language that belongs to the group of Afro-Asiatic family or Afrasian languages (as cited in Ibrahim, 2009, p.17). Another characteristic of Arabic is that the language of the Holy Qur'an. Ibrahim (1983) reminded us that the Arabic language was chosen by God for carrying out the great divine message to the humanity in general and the Islamic nation in particular. In this regard,

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<sup>5</sup> (www.statistico.com.2019)

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Sahraoui (2009) stated that “indeed, with its tight relationship with the Holy Qur’an as well as the ideological and spiritual heritage, the Arabic language is the most capable of protecting the Arabic personality and the features of Arabism<sup>6</sup>” (p.19). Thus, Arabic is regarded as one of the most beautiful and important languages in the world (as cited in Yacoub, 2001, p.11).

Many of the most popular or spoken languages in the world have Arabic influence, such as English, Spanish, French, Turkish and so forth. Some of the words that the English language acquired are:

- Some scientific words like “Algorithm” which comes from the name of a Persian mathematician called “Al-Khwarizmi”. The word “Algebra” which is “Al-Jabbr” in Arabic. “Alchemy” or “Chemistry” which comes from the Arabic word “Al-Keemyaa”.
- Some food and drinks names like “Lemon” which is “Laymoon” in Arabic. “Alcohol” which is “Al-Kohool”. “Cumin” is “Kammoon”. And “Coffee” is “Kahwah”. “Sugar” is “Sukkar”. “Apricot” is “Al-Barqooq” in Arabic.
- Other words like “Cotton” which is “Qottn” in Arabic. And “Giraffe” which is “Zarafah”. And “Mummy” which is “Moomyaa”.

Nowadays, Arabic language is classified into three different forms which are: CA, MSA and ADA. We shall shed light on each one of them alone in details.

### 2.4.1. Classical Arabic

Classical Arabic is known as the language of the Qur’an and Islam which is referred to as a ‘sacred’ or ‘pure’ language. The latter has been utilised in the pre-Islamic and early Islamic era’s texts such as poetry and, most importantly, the Holy book Qur’an. It is the official language of all Arab countries which was originally the dialect of Mecca in what is now Saudi Arabia. Due to divine function and religious aspect, CA has been considerably valued and highly respected.

It enjoys an eminent and prestigious position among Arabic-speaking communities and even non-Arabic speaking Muslim communities around the world. Fleish (1964) gave an idea why CA is considered as the language of prestige “*Classical Arabic has the prestige an immense prestige which is multiplied by two because it is twofold: the prestige great language of culture... and that of a language of religion*” (p.3). Being the language of the

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<sup>6</sup>إن اللغة العربية بما لها من ارتباط بالقرآن الكريم ومن تراث فكري وروحي هي أقدر شيء على حفظ الشخصية العربية وملاحم العروبة (صحرأوي، جوان 2009، ص19)

sacred Qur'an, CA is defined by its fixed forms, richness of vocabulary and regularity of grammatical rules. It is the language of instructions, religious teaching, above all it is the reference and symbolic tool of an Arab-Muslim identity.

CA is the language of Arabic literature and publications as well as the formal mass media such as radio, television and news papers in all Arab states. This variety is mainly used in particular formal and official contexts and settings such as court of justice or political and religious speeches. Nevertheless, *“even it is the official language of Algeria; no one used it in everyday life conversations because it is considered as a dead language as it is replaced by MSA”* (Mouhadjer, 2002, p.989)

### 2.4.2. Modern Standard Arabic

Throughout the years, the official CA started to develop an easier and lighter version called MSA. It is practically the same as the CA but with some simple words and less grammatical complications. Nevertheless, it contains many additions and modifications that are fostering its adaptation to the needs of modern life mainly at the lexical level for the reason that it is seen today more useful and readily comprehensible than CA. Ennaji (1990, p.9) stated that:

Modern Standard Arabic is standardised and codified to the extent that it can be understood by different Arabic speakers in the Maghreb and in the Arab World at large, it has the characteristics of a modern language serving as the vehicle of a universal culture. (Quoted in Benali-Mohamed, 2007, p.29)

MSA also known as 'Al Fushha', is considered as one of the main varieties of Arabic language. This variety is the language of formality, culture and writing as Cown et al (n.d.) claimed *“Modern Standard Arabic is traditionally defined as that the form of Arabic used in practically all writing (forms) of Arabic and the form used in formal spoken discourse such as broadcasts, speeches, sermons and the like.”* It is given other labels such as 'Literary Arabic' or 'Journalistic Arabic' (Shouby, 1951), as Benrabah (2007) defined it *“a written form of Arabic readily associated which was developed in the 19 century as part of the cultural revival, or Nahda, in the Middle East”* (p.46). MSA is the variety that has emerged in the nineteenth century as a simplified version of CA. Al Ani (1971) defined MSA as a *“modernized version of Classical Arabic”* (p.18).

In present day Algeria, MSA is used as the most prominent language in the educational system, in addition to the administrative life, media, and international conferences and for

most official documents. However, it is never used in an ordinary everyday conversation among Algerians.

### 2.4.3. Algerian Dialectal Arabic

Algerian Dialectal Arabic (Vernacular Language) is a colloquial language variety that is seen to be derived from MSA, but it has a very simplified written script in comparison to MSA denoting that ADA is a distinctive form from the Standard one in terms of phonetics and phonology; it differs from it in the way of pronouncing sounds, grammar and vocabulary. It is known as 'Al ammiya' or 'Daridja' (dialect). This concept represents the mother tongue of the majority of the Algerians who use it in their daily life interactions (83% of the population)<sup>7</sup> which means that ADA is the spoken language used mostly by the Algerian society. Algerians use spontaneously this variety in everyday life to communicate with each other that is to say there was no obstacle for comprehension. In fact, ADA reflects the folk's culture and oral heritage of popular songs, stories and sayings.

One must bear in mind that ADA varieties differ from one region to another, i.e. in Algeria, we can find distinct regional varieties and also each region has a specific accent and dialect, for example, Northern dialects are different from Southern ones; in the same way, Eastern dialects are not like Western ones and vice versa (Moden, 2011, p.36). According to Benrabah (2007),

Spoken Arabic in Algeria [...] is spread over four major geographical areas each with its own linguistic features: Western Algerian Dialectal Arabic used in an area which extends from the Moroccan border to Tenes. Central Algerian Dialectal Arabic spoken in the central zone which extends to Bejaia and includes Algiers and its surroundings. Eastern Algerian Dialectal Arabic spoken in the High Plateaus around Setif, Constantine and Annaba and extends to the Tunisian border. Saharan Algerian Dialectal Arabic spoken by around 100.000 inhabitants in the Sahara Desert (p.48).

[In Ethnology (2004); Queffélec et al, 2002, p.35; Taleb Ibrahim, 1995, p.43]

ADA is a part of the Maghreb Arabic dialect continuum since Algerians use varieties which are similar to Tunisian Arabic at different linguistic levels near the Eastern borders with Tunisia and speak a variety which fades with Moroccan Arabic near the Western borders with Morocco.

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<sup>7</sup> Leclern. Jacques (2009-04-05). « Algérie : Situation géographique et démolinguistique ». L'aménagement linguistique dans le monde. Université Laval. <http://www.tlfq.ulaval.ca/AXL/AFRIQUE/algerie-Idemo.htm>. Retrieved 2010-01-08

As result of Algeria's colonial experience, a worth noticing amount of items from Portuguese, Spanish, Turkish and French are still used in ADA which determines that ADA is full of foreign words particularly French ones, i.e., most Algerian speakers in everyday topics borrow and adapt many French words and expressions to communicate with each other and to fit the morphological and phonological texture of the receiving language. For instance, the word table in French is adapted in Arabic and became طابلة /tʰa:blə/ (table). Another example of the French verb reviser, (to revise), is adapted phonetically and morphologically to ADA and became rivizito /ri:vi:zi:tʊ:/ (you have revised).

Another borrowed word into ADA is the word mgripi /mægri:pi:/which is from the word (grippe) (influenza or flu), تاپي /ta:pi:/ for Tapis (carpet), كريون /kri:j:ʊ:n/ for crayon (pencil) and بيرو /bi:rʊ:/ for bureau (office). Besides, words such as بانيو /bænjɔ: / (bath), ماريو /mærijɔ:/ (wardrobe) and طبسي /tʰɔpsi:/ (plate) are consecutively from the previous languages.

### 2.5. Foreign Languages in Algeria

As a post-colonial society with an almost unique colonial history on the African continent and in the Arab phone zone, Algeria can serve as a focus on this millennium's rivalry between a few 'world' languages, namely: Turkish, French, English, German and Spanish.

#### 2.5.1. The Turkish Language

The Turkish language is the official language in Turkey which had about 78 million speakers worldwide and about 15 million speakers in the South-eastern Europe. There are three forms of the Turkish language: Anatolian Turkish, Ottoman Turkish and Modern Turkish. Moreover, it is a significant language that has two tones which are: the formal tone is used in formal settings and conveys, and the informal tone which is used in informal settings and conveys familiarity.

During the sixteenth century, the Turkish brothers Aruj and kheir Eddine (known as Berbaroussa) were practising piracy along the North African coasts. In 1580, Algeria was considered as an Ottoman province with Algiers and its capital and was controlled by one leader named 'Dey'; Turkish became the government language of the country in that period, though the populations kept using their Arabic dialects and Berber in some regions. However, there were only small groups of Turkish and their activities were concentrated on the political side, but all important administrative positions were occupied by the Turkish and only a few positions were felt to the Algerians. In addition to this, the Turkish dominated as well most of the Algerian land owned by wealthy people. (Vatin, 1974)

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According to some historians, the domination of Turkish in Algeria was the result of the Algerians asking for help against Spain from the Turkish government in Istanbul. The reason that Algeria at that time (The sixteenth century) was occupied by the Spaniards; who settled along the coast, particularly in the Algerian cities Oran, Algiers and Bougie. Whereas El Madani (1969), has pointed that the Turkish arrival in Algeria was not the result of the Istanbul plan, but it was an act of some private enterprise such as the Barbaroussa brothers' army and Kheir Eddine who defeated the Spaniards many times in the Mediterranean Sea. From lexical point of view, ADA still includes words like "maa'dnous" (persley), "braniya" (aubergine) and so on.

Other examples of Turkish words that come from Arabic are: aile (family), din (religion), insan (human), kalp (heart), takvim (calendar) and zaman (time). Other terms that reflect the French influence in Turkish are: kuaför (hairdresser), argo (slang), tuvalet (toilet), ekran (screen) and banliyö (suburbs), Ateş (fire), hafta (week) and taze (fresh) are examples of traces of Persian in Turkish.

### **2.5.2. The French Language**

French is the language of the invader. It is one language among other languages in Algeria which occupied an important place and it fulfilled many social activities. In addition, it is one of the daily languages of communication in Algeria besides ADA and Berber, although not belonging to the French speaking countries. Algeria is the second country in the world to speak French. This language is used almost everywhere, in the street, administration, mass media, in school and even in the political and some official meetings.

The occupation of French has left a great impact on the Algerian society since 1830 which has made the linguistic situation in Algeria more and more complex. When talking about the presence of French language in Algeria, we ought to say that the French settlers intended to assimilate the Algerians by bringing them to their culture and language. They made a lot of changes in the educational and social levels. The first step they did was to control the educational system by closing some Quranic schools which were widespread before the French arrival in the country. Moreover, they had succeeded in imposing their culture and language. Taleb Ibrahim (2000) said that French was:

The only language among the other languages which lasted and influenced the users. It has gained a particular status in the Algerian society. The French language which was imposed on the Algerian by fire and blood, constituted a fundamental element in the French policy of depriving people from their identity and the deculturation (p.06).

Despite the Arabisation process which was launched since the independence of Algeria, the French language continues to play an important role in the Algerian society in various domains, and still regarded as the language of modernity and development.

### **2.5.3. The English Language**

English as Foreign Language (EFL) refers to “*a contact language between persons who share neither a common native tongue nor a common culture, and for whom English is the chosen foreign language of communication*” (Firth, 1996). It also known as English as a Lingua Franca [EFL, Jenkins (2007) Sedidlhofer (2001) and Mauranen (2003)], One can understand that English today has become an important language because it has become an intercultural communicative language by excellence. This situation makes English inevitably and an effective tool for fostering cross-cultural understanding. It is used as a means of communication, not only with English speakers, but also with people of different first language. For example, an Algerian speaker may not need to learn Indian or Chinese language to communicate with someone from India, if both speakers speak English. This in return helps reducing certain cultural barriers between nations.

Also, English has become a language of social cohesion in which it facilitated communication and understanding between, for instance, ethnic group in some states like Singapore and Malaysia. Furthermore, in the 21<sup>st</sup> century, as the world turned into a connected system, due to the technological advance, English has enabled communication between people from diverse cultural backgrounds.

Nowadays the importance to know this language in the Algerian context is recognized especially by the younger generation. Indeed, according to Grandguillaume (2004), English gained some more importance in the 1990s, when it was introduced to replace French, even though only 10% of parents who had the option of choosing English for their children in fourth grade did end up choosing English (p. 6).

It is appeared that it is used in some contexts such as schools, universities, between friends, and social networks in which its usage is due to the fact that English has an important status as the language of the world that ‘global language’ should be taught, and it is noticed that the people who have the motivation to learn English pay in private school in order to be competent when using this language.



### **2.5.4. The German Language**

Another foreign language which is present in Algeria is the German language; this latter is well known as a language that is more similar to the English one. That is to say, people have the notion that anyone can master English; s/he can also understand German easily because both of them have approximately the same system.

German language (Deutsch), in Algeria context is taught at secondary schools to the second and the third level section foreign languages besides to the Spanish one, and also it is taught at universities either as second language or as a whole branch.

### **2.5.5. The Spanish language**

According to the German scholar Ulrich Ammon who has been one of the most prolific writers on the measurement of the global strength of languages, Spanish and English have approximately the same status, he argued that the global status of these two languages is more or less the same because of their similar political strength, that is , they are both intercontinental and multinational languages with established international linguistic coalitions, the Commonwealth with 54 members for English, and the organisation of the Ibero-American states with 20 states for Spanish. Nevertheless, Ammon characterized Spanish as a ‘world’ language because of its numerical strength due to its global spread as a foreign/ second language<sup>8</sup>.

In fact, the introduction of Spanish language within Algeria’s speech repertoire as a foreign language resulted from the influential war between Islam and Christianity which was marked by the fall of Granda under the Spanish rule in 1492. Spain ruled many parts of the North African coast beginning with Melila (1496) Mers El Kebir (1505), Oran (1509), Bougie and Tripoli (1510), Algiers, Cherchel and Tenes; however, the Spaniards did not seek to extend their rule deep on the North African territory and remained on the coasts where they built fortified outposts.(Belarbi, 2012-2013, p.46)

Spanish language is also taught at secondary schools and universities in the Algeria context besides German language. They are both official languages in official exams in which students will be examined on the chosen one in the Baccalaureate Exam. These two languages have become more important in the field of translation, as well as with foreign companies

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<sup>8</sup> As cited in competition between four ‘world’ languages in Algeria, Benrabah.2014.

which started to participate in Algeria. Students of these languages can follow higher studies in Algeria as other official languages French and Arabic. In general, the educational system and higher education is a multilingual that is Algeria adopts multilingual education programs.

### **2.6. Language Contact Phenomenon in Algeria**

Because of the friction between the Algerians people and the Europeans ones which leads to various linguistic contacts, sociolinguistics situation in Algeria witnessed a linguistic phenomenon in which people tend to use more than two languages or varieties in their daily speech especially on social networking. This phenomenon is well known as ‘language contact’. According to Sarah Thomason (2001) in her article “*language and contact is everywhere, there is no evidence that language is developed in total isolation.*”

Language has strong influence over people and their manners, when they transmit a particular message through it, which is chosen carefully, they carrying an intention of influencing the listener. In Algeria, the coexistence of Arabic and French for a certain period of time has led to the emergence of language phenomenon which may be found with varying degrees in many bilingual societies such as diglossia, code switching (CS) and borrowing. As Gramely (n.d.) mentioned, “*most languages have been influenced at one time or another by contact, resulting in varying degrees of transfer of features from one to other.*”

The notion of contact languages is explained specifying the linguistic profile of Algeria trying to clarify the use of Arabic and foreign languages like; French, English, and CS through the introduction of the notion of multilingualism and the use of both varieties of Arabic (high and low). In addition to the new forms that occur in Algerian publicity such as the use of English.

#### **2.6.1. Diglossia**

Diglossia is a sociolinguistic phenomenon which refers to the use of one language by two different varieties, high (H) variety and low (L) variety within the same community. However, the two varieties are used depending on the setting of the speech in term of context, time and place.

Ferguson (1959) is the American linguist who advanced the concept diglossia further into English literature on sociolinguistics. In his article “Diglossia”, he defined diglossia as:

[...] a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standards or regional standards ), there is a

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very divergent, highly codified (often grammatically more complex ) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation (p.336).

One can understand from Ferguson's definition that there are two different varieties of the same language in diglossic speech communities, this means that they have H variety which is more prestigious and L variety that has no official status and is non-prestigious, and however, they are used in certain conditions. For example, H variety is taught at academic places such as schools, institutions and universities; also it is used in formal speech and seats like articles, books, conferences, governments, or in media. While L variety is typically acquired at home as a mother tongue and used in and restricted to informal speech situations such as ordinary discussion like speech between two friends or brothers, informal everyday conversations at home and so on.

Explaining diglossia, Ferguson identified four speech communities: the Arab World, Greece, German-speaking Switzerland, and Haiti, considering them as being representative of the phenomenon.

H and L differ from each other both linguistically and socially. In this hence, one can understand that the difference between two varieties appears in some characteristics. Ferguson proceeded to explain the sociolinguistic condition under nine rubrics which are prioritised according to function, grammar, acquisition, prestige, literary heritage, standardization, stability, lexicon, and phonology.

The functional linguistic distribution, or the specialization of function, is the 'existential' feature of diglossia in which the two discrepant varieties are kept separate and used in different settings and for different purposes. Accordingly, Romaine (1994) stressed the point that "*H and L varieties differ on grammar, the dimension of vocabulary of the two forms and they are not different in terms of some social features that characterize diglossia.*" Also, the level of language acquisition is another difference between these two varieties. Moreover, prestige is concerned in which H variety is more prestigious and beautiful than L one for the purpose of showing off. Literary heritage, both prose and poetry is in H variety in diglossic language while in L variety is not written. Another feature that Ferguson used to describe diglossia is standardization where H variety is standardized in the sense that the native grammarians set up dictionaries and grammar books for it, whereas, L variety is not standardized because it has no books. Besides to, stability in which diglossia does not change through history, so

it is a typically stable phenomenon. As far as lexicon; one variety lacks some vocabulary concepts that are used in the other variety and vice-versa. The last feature that H variety differs in from L variety is phonology; however, the phonological systems of the two varieties cannot be separated from each other.

In this respect, Romaine (1994) summarized that: “*the high (H) and the low (L) varieties differ not only in grammar, phonology, and vocabulary, but also with respect to a number of social characteristics namely: function, prestige, literary heritage, acquisition, standardization and stability*” (p.46).

### **2.6.1.1. Diglossia in Algeria**

In classical terms, one can recognize that MSA and ADA are two different varieties of the same language which is Arabic. However, these two varieties are characterized depending on Ferguson’s description of the concept diglossia; in other words, they are characterized according to the nine rubrics. To illustrate, MSA is H variety in which it is being constitutionally recognised as the sole official language of the state, it is allocated to formal usage. This variety is employed in literacy and for literary purposes, delivering religious preaches, broadcasting news and so forth, whereas ADA is a number of mutually intelligible regional dialects which represents L variety. This latter is ascribed to informality, typically used in casual conversations and daily interactions. It is also used in folk literature, informal TV and radio programs (soaps), in captions and caricature on political cartoons in newspapers, and also in advertising.

Regarding prestige, MSA is perceived as superposed variety and seen as the correct language. The high prestige of it is due to its direct relation with the Qur’an (Muslims Holy book) and number of religious texts making it a venerated and sacred language. It is also highly valued by virtue of its association with a bulk of literature ranging from the most traditional pre-Islamic poetry to the very contemporary writings. Yet, though ADA is the natural spoken vehicle in the home and the street, it is often referred to as dialect, colloquial or vernacular, and felt to be less worthy, simply an aberration of the norm.

Since Algeria is a linguistic market where at least three languages are competing one another; namely Arabic, Berber and French in various domains and in different regions making societal multilingualism the general condition rather than the exception. In fact, diglossia in Algeria also deserves to be discussed in relation to Berber, or as they are locally called Amazigh communities since the Berber/Tamazight language has recently (2002) gained the status of ‘national’ language. In such communities, like Great Kabylia, Shaouia, Beni Mzab, and so forth, ‘extended triglossia’ is a widespread

phenomenon. MSA and French, like the rest of the country, are used in government official domains, administration and education, whereas Kabylie, Shaouia and Mzabi, Berber varieties that are historically distant to Arabic and French, play the role of L variety being the natural everyday communication vehicles. Here, it is of prime importance to mention that attitudes toward MSA or French may differ among individuals, and there is no guarantee that they are perceived as the superposed prestigious varieties.

In that time, what is evident is that there is no chance for any colloquial Arabic to be the H variety as long as MSA is politically promoted and protected. In Algeria, the standard form still has the highest regard, and it is constitutionally preserved and explicitly declared as the sole official language of the state.

### **2.6.2. Code Switching**

Another linguistic phenomenon has extended among Algerians people as an outcome of language contact which is well-known as ‘code switching’.

Code is any kind of language style or system, it can be a phoneme ( such as ‘ v for ‘vous’ i.e. you), morpheme (like ‘2r1’ for ‘de rien’ i.e. you are welcome), or numbers that are employed instead of some letters (for example ‘البارح’ for ‘bare7’ /bærəh/ i.e. yesterday), or the abbreviated words where sometimes a vowel or a consonant is crossed out (such as ‘bnjr’ for ‘bonjour’ i.e. good morning) are all codes. The co-existence of many codes in speech communities may urge individuals to use their varieties in order to express their ideas, this usage to language contact, bilingualism and multilingualism. As an outcome of language contact, individuals will unintentionally and intentionally switch back and forth between languages for different purposes. As an illustration, a French women working in a British company who uses her language but once she meets her boss who is using English, she is likely to switch to English. This mixing back and forth between languages is well known as ‘Code Switching’.

Code Switching, Code-Switching or Code Alternation, all concepts are referring to the linguistic process where the bilingual speakers shift back and forth between two languages or dialects within the same conversation (Trudgill, 2003). For example, in this sentence ‘if you meet her, tell her elle me manque.’ The speaker alternated between English and French in term of CS. This phenomenon has been defined differently by different researchers over time like Grosjean (1982), Milroy and Muysken (1995), Haugen (1950), Myers-Scotton (1993) and Poplack (1980). Moreover, a study of the linguistics and language behaviour abstracts database in 2005 shows that more than 1800 articles have been written about CS in practically every branch of linguistics; i.e., formal

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linguistics, psycholinguistics, neurolinguistics, sociolinguistics and so far. Here, some of them will be mentioned.

Haugen (1950) referred to CS as: “*They (the speakers) may switch rapidly from one (language) to the other, but at any given moment they are speaking only one, even when they resort to the other for assistance.*”

He meant by his definition that it is so hard to know the language that the speaker is using at a given moment, simply for the reason that the latter is supposed to use only one language. The same idea was shared by Weinreich (1953) and Mackey (1992).

Gumperz (1982) identified CS as “*the juxtaposition within the same speech exchange of passages belonging to different grammatical systems or subsystems*” (p.59). In this definition, Gumperz saw CS as a phenomenon where the interlocutor passes from one language to another or from one variety of the same language to another i.e. He insisted on the fact that CS occurs not only between languages, but also between dialects of the same language. Myers-Scotton (1993) agreed with Gumperz, in which she referred to the term as “*alternations of linguistic varieties within the same conversations*” (p.01). Scotton in her definition filtered that CS occurs within the same speech in which speakers switching between linguistic units including words, morphemes, sentences, phrases or clauses.

CS could also vary with respect to the position of the language switches that occur at the level of utterances or sentences. In the light of all that has been mentioned and according to Poplack (1980); three types of CS have been distinguished namely:

- 1) Inter-sentential Code Switching, it refers to the language switches at the level of clauses, sentences or discourse which occur at the boundaries (outside the sentence). This type entails equitable fluency in both languages and full mastery of grammatical norms of both codes. As an illustration:
  - Salam alikom how are you? (Hello, how are you?)
  - Bonsoir les filles, rani nhawes 3la l e-mail of Mr.Bouzouina, plzz! (Good afternoon girls, I need the e mail of Mr. Bouzouina, please!)
  - Wow! It is a nice gift, tesekkur ederim janim. (Wow! It is a nice gift, thank you my sweetheart)
- 2) Intra-sentential Code Switching, it also refers to as code mixing (as cited in Romaine, p.57). It exhibits a shift in language within the clause (inside the sentence). This type of switching needs to be performed with no pause or interruption and individuals who intend to switch must respect the rules of the language whereby loan words are involved in between. Usually, it is acknowledged that this type is common between Spanish-

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English bilinguals (Zirker, 2007). According to Pfaff (1979), even Labov claimed that: "*in contrast to phonological and syntactic variation in Black English, alternation between Spanish and English is random.*" To illustrate:

- I should not behave as such, mais things are out of control.(mais = but)
  - J'ai une question about l'examen de grammaire Sir=I have a question about the exam of grammar Sir.
- 3) Extra-sentential Code Switching or Tag switching (Muysken, 1987, p.71) is the situation where exclamations, tags and ready-made expressions from the embedded language are inserted into the recipient language. For example:
- D'accord! Wikta? =Okay! When?
  - Trouhi doka! pourquoi? = Are you going now! Why?

### **2.6.2.1. Code Switching in Algeria**

Nowadays, it is noticed that the Algerian people cannot organise a full speech without referring to one or two words from the French language because of the long period which was spent by the French colonial in the country. In this hence, speakers often use the ADA and French language within the same conversation for different purposes which can be just showing off, prestige or to filling gaps of conversations to avoid misunderstanding. Tawwab and Ahmed (2014) highlighted various causes of that linguistic action as follows:

Speakers may switch from one code to another either to show solidarity with a social group, to distinguish oneself, to participate in social encounters, to discuss a certain topic, to express feelings and affections, or to impress and persuade the audience (p.80).

They meant by their words that the Algerian speakers alternate between languages for many reasons which differ depending on situations and cases of speech, including different setting such as media like TV, newspaper, platforms, administrators and so on.

Also as all we noticed the lyrics of the Algerian singers which are a mix of different languages varieties especially ADA within the French language in the most albums. Bullock and Toribio (2009) claimed that the existence of CS in Algeria can be illustrated as the alternation of ADA and French found in the Algerian "Rai" song. For instance the lyrics of cheb Akil (My Allah bless his soul), for example, "Histoire 9dima 3awdt heyat" (An old story has been relived). Moreover, CS is in everyday speech of the Algerian speakers, "slt Donia, wach raki cv! Tji ghodwa? (Hi Donia, how are you! Are you coming tomorrow?). This simple example is a clear enough to show the alternation of languages varieties in the Algerian speech in their daily conversations. In another case, /ripɔ:ndæt/ which means 'she answered' consists of the lexical morpheme of the

French verb *répondre* (to answer) and the bound morpheme ‘ت’[ t] from Arabic, a suffix referring to the first person.

In fact, the French language supplies the Algerian Arabic speech community with a large number of lexical items in which the native sounds are altered, in the daily speech, by similar or approximate Arabic sounds. Actually, uneducated old speakers, in particular, use several French borrowings in which they substitute sounds by the Arabic ones. For instance, [v i l aʒ] is realised as [f i l ʒ] ‘village’, as the consonant [v] does not exist in the phonemic inventory of Arabic, [s e rʒ on] in French [chargeur] which refers to [loader], and [adistasion] for [attestation].

### 2.6.3. Borrowing

Trask (2013) referred to borrowing as “*a kind of copying due to the fact that borrowed terms are never returned to the original or donor language.*” Therefore, borrowing is the process of importing linguistic items from one linguistic system as it is without any adaptation into another. An etymological dictionary of any major language contains the dozens of sources for its vocabulary.

In fact, borrowed and loan words have influenced the vocabulary of English language through history. According to Durkin (2014), individual words are intertwined with linguistic words historically. Such as, English’s developments through history are entangled with non-linguistic events and developments of the arrival Anglo-Saxons in Britain or what called Norman Conquest. In linguistic, however, the term borrowed refers to the process of transferring a linguistic feature from foreign language to interest language, while the term ‘Loan’ is also referring to a process of transferring a linguistic feature but the transferring is from interest language to foreign language.

Einar Haugen’s “The Analysis of Linguistic Borrowing” (1950) is the major reference point for the field of borrowing. He defined borrowing as “*the attempted reproduction in one language of patterns previously found in another*” (p.212). From Haugen’s definition of the concept borrowing one can understand that it simply refers to the process of transmitting patterns of language which are already existing before as it is in another one.

Edward Sapir’s language (1921) restated the importance of language contact and influence in his chapter on “How Languages Influence One Another.” He noted how Chinese flooded Korean and Japanese with vocabulary and how English borrowed an immense number of words and productive affixes from French, yet neither case was the borrowing reciprocated. Carefully studying loanwords provides an interesting insight



into the history of cultures across the world. In the broadest terms, Classical Chinese, Sanskrit, Arabic, Greek and Latin were the five languages that have had an overwhelming significance as carriers of culture. In linguistic terms the way a language reacts to foreign words, by accepting, translating, or rejecting them, may shed light on its innate formal tendencies as well as on the psychological reaction of the speakers who use it.

### 2.6.3.1. Borrowing in Algeria

The common observation in the Algerian speech is that many borrowed words are used by the Algerian speakers in different places; either social media, general places, streets, universities or even in academic situations. These new words are coming as an outcome of the contact of cultures between Algerian people with others from various countries or because of the long contact with the French language during the colonization. Examples like *بوسطة* / pɔ:stə /, *ليكول* /li:kɔ:l/, and *سيطار* /sbi:tʰa:r/ come from the French words *la poste*, *l'ècole* and *l'hôpital* (the postoffice, school and hospital respectively). Therefore, these three items and many like them were adapted to the ADA phonological system and they became part of our language. Furthermore, there are some borrowed words from Spanish language that are used by the Algerian in their daily speech. The Algerian researcher Fouzi Saad Allah mentioned some of those used words, for instance, *سيمانة* /semænə/, *سومة* /sɔ:mə/, *فاميلية* /fæmi:lja/, and *دسينة* /dɔ:sæn/ are Spanish words: week, price, family and dozen.

## 2.7. Tiaret: the Context of the Present Study

Since our research and collected data have studied in the speech community of Tiaret. It would be appropriate to present this state to the reader with some information about its location, history, population, and the linguistic features that characterize its speakers.

### 2.7.1. A Geographical Overview

Tiaret (Berber:Tahert / Arabic: تاهرت/تيارت which means "lioness"). It is located in the South-West of Algeria (cf., map 4). The town had a population of 178,915 in 2008. 90% of the population is Muslim. The town covered around 20.086.62 km<sup>2</sup>. It was founded by Abed al Rahman Rustamid, an Ibadi theologian from greater Iran, under the domination of Berber tribal kingdoms by Rustamid dynasty between 761 -909.

From the year 911 Tiaret was fought over by a number of tribes, being first captured by Massala Ibn Habbus of the Miknasas in the year 911, in alliance with the Fatimid Caliphate. Finally, in 933, it was in the hands of the Fatimid. After 933 Tiaret

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ceased to be the capital of a separate state. Most of the population was banished to Ouargla and then escaped to the inhospitable M'zab.

From 933, it was administered as a part of kingdom of Tlemcen, in the 16th century face to the Ottoman Empire. In 1843 faced the French who were defeated by Emir Abd-el-Kader el Djezairi.

The wilaya of Tiaret consists of communes/municipalities (cf., map 5), which are grouped into main districts (dairas), in the following table, some of them will be mentioned as follow:

<b>Districts (Dairas)</b>		<b>Communes/municipalities</b>	
<b>Ksar Chelala</b>	<b>0 1</b>	Zmelet El Amir	<b>0</b>
		Abdelkader	<b>1</b>
		Ksar Chelala	<b>0</b>
		Serghin	<b>2</b>
<b>Sougueur</b>	<b>0 2</b>	Faidja	<b>0</b>
		Sougueur	<b>4</b>
		Si Abdelghani	<b>0</b>
		Tousnina	<b>5</b>
<b>Mahdia</b>	<b>0 3</b>	Mahdia	<b>0</b>
		Ain Dzarit	<b>8</b>
		Nadora	<b>0</b>
		Sabaine	<b>1</b>
<b>Rahouia</b>	<b>0</b>	Rahouia	<b>1</b>

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	<b>4</b>		<b>2</b>
		Guertoufa	<b>1</b>
			<b>3</b>
<b>Dahmoun i</b>	<b>0</b>	Dahmouni	<b>1</b>
	<b>5</b>		<b>4</b>
		Ain Bouchekif	<b>1</b>
			<b>5</b>
		Frenda	<b>1</b>
<b>Frenda</b>	<b>0</b>		<b>6</b>
	<b>6</b>	Ain El Hadid	<b>1</b>
			<b>7</b>
		Takhemart	<b>1</b>
			<b>8</b>
		Medroussa	<b>1</b>
<b>Madrouss a</b>	<b>0</b>		<b>9</b>
	<b>7</b>	Mellakou	<b>2</b>
			<b>0</b>
		Sidi Bakhti	<b>2</b>
			<b>1</b>
		Djilali Ben Amar	<b>2</b>
<b>Machraa Sfa</b>	<b>0</b>		<b>2</b>
	<b>8</b>	Machraa Sfa	<b>2</b>
			<b>3</b>
		Tagdemet	<b>2</b>
			<b>4</b>

**Table 2.1. The Administrative Organisation Of the Wilayas Of Tiaret**

**2.7.2. The Sociolinguistic Situation in Tiaret**

Since Tiaret includes many regions such as; Zmalet El Emir Abd Lkader, Kssar Chellala, Mehdiya, and Sougueur so, each region has its own dialect that characterize its native speakers belonging. In other words, there are many tongues that describe the sociolinguistic situation of the city Tiaret. These tongues differ from one region to another either in their pronunciation or structure.

### 2.7.3. The Linguistic Features of the Native Speakers of Tiaret

The speakers of Tiaret are known of the use of these words of their dialectal Arabic like; حوجيانا hawji yana /ħa:wdʒi:ja:na/, كيديرا ki dayra /ki:dæjra:/, واه wah /wa:h/, شاهي chahi /ʃæhi:/, هنايا hnaya /hnæjə/, هاوشنا hawechta /hæwəʃtə/, حفصك hafdek /ħa:fdək/, نتي خيتي nti khayti /nti:kharti:/, كيتي kyti /kerti:/, which may be repeated every day in their daily life; in addition to the use a lot of French words such as; d'accord, justement, oui, malgré, jamais, normalment, déjà, sans faire attention, s'il vous plait. It is noticed that the code switching occurs frequently in different situations as it is appeared when the bilingual speakers prefer to mix between ADA and French in most of their speech, Malika Rebai Maamri, author of "The Syndrome of the French Language in Algeria" said that *"the language spoken at home and in the street remains a mixture of Algerian dialect and French words."* For instance; salut ki raki cv? (Hi, how are you, fine?) Also they prefer to switch English words with ADA such as; hi, win kontou, I miss you (Hi, where have you been? I miss you).

Sometimes the bilingual speakers prefer to use the ADA at home, between friends; generally in informal situations. However they prefer to use French in their academic conversational in order to talk about technical matters or in their work for example.

In other hand, Borrowing exists more in their speech, where they prefer to use many adopted words from other languages and especially from French, and sometimes they have the same phonological and morphological aspects for instance; ماشينة /mæʃi:nə/ (la machine), بومبيا /pɔ:mpi:jə/ (les pompiers), كاييات /ka:jæt/ (les cahiers), بلوزة /blu:zə/ (la blouse) and بوشنا /pɔ:ʃtə/ (la poste).

In phonology, there are terms that characterized the speakers of Tiaret with the use of:

1- The phoneme /g/ rather than /q/ in most of words such as; قتله /gʊtlək/ (I told you), قعاد /gʃʌd/ (seating), قليل /qli:l/ (few; little), قلب /gʌlb/ (heart). However, some times /q/ still as it is in words such as; قرابة /lqra:jə/ (learning), قصة /lqisʔ/ (story), ورقة /werəqə/ (a sheet of paper), and sometimes it is replaced by /k/ such as (noktelha) (I will kill her).

2- The voiced palato-alveolar [ʒ] is affricated such as in; جليان /dʒəlbæn/ (peas), جا /dʒə/ (he came), جيبها /dʒibi:ha/ (bring it), يجري /yədʒri/ (he runs).

3- The morpheme غي /ʕi:/ which is replaced by /i/ such as in; إشوية /iʃwi:jə/ instead of غي شوية /ʕi:ʃwi:jə/ (just few); البارح /ilbærəħ/ (just yesterday).

4- /θ/ is replaced by /d/ such as دروك /da:rwək/ instead of دروك /dʰa:rwək/ (now), درسة /dʌrsa:/ instead of /dhʌrsa:/ (molar).

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In morphology, the speakers of Tiaret add the accusative suffix “ah” for the third person masculine; بلاصته /pla:stəh/ (his place), حوزته /ħa:wzəh/ (he get him out).

- Using “ma” to negate indicative and imperative verbs; مانفراش /ma-na9raf/ (I won't study), ma-tro7chf (don't go).
- Using irregular plurals; sjuʃ (watches).
- Using the preposition “mʃa” to express something joined; ra7t mʃaha (she goes with her).

According to their accent in the pronunciation of some vowels /m/ and /kh/, it is noticed that is slightly harsher and there is a stress such as in; مالكي /mælki:/ (what is the matter with you), الحمان /lhəmæn/ (heat). This manner of speaking, it seems aggressive in which may be considered as an impolite linguistic behaviour. Besides, there are some persons who are competent in speaking French fluently; nevertheless, it is not their mother tongue.

Nowadays, it is seemed that some speakers prefer to integrate an offensive words and expressions in their conversational interaction claiming that this style of linguistic behaviour is kind of modernity.

### **2.8. Conclusion**

All in all, the second chapter presents the sociolinguistic situation in Algeria in general and Tiaret in particular by referring the reader to some foreign languages that exist in Algeria besides to highlighting some varieties that Algerian speakers may use in their daily interactions including Arabic and Berber and their varieties in addition to French. These codes have characterized the country to be in diglossic situation. The subsequent chapter i.e. research methodology will focus on the description of EFL learners' questionnaire. Also, we will present analyses of the results via the empirical statistical facts obtained from our participants and informants respectively. Finally, we deconstruct the data following our research methods to answer our research questions in order to confirm our suggested hypotheses.

# Chapter Three

## 1.1. Introduction

This chapter is divided into two parts which describe the methods and the procedures that were used to collect and analyse data relevant to our investigation. It aims at finding out formative linguistic features on FB written posts and comments and chats which are used by the EFL university learners in their FB when communicating via FB and analysing them morphologically. To attain this, EFL learners' who are members of the FB group named as '*English Language Department of Tiaret #Family*' are using new different words when interacting on FB. In the first part, it describes the research methodology adopted for the study followed by a brief description of the questionnaire and its results. Moreover, in the second part, it includes the analysis of the data and the interpretation of the main findings.

## 1.2. Facebook Group as a Mode of Asynchronous of Computer-mediated Communication

With reference to the definitions of CMC reviewed in the first chapter the present study regards FB groups as sync mode of CMC. By way of explanation, FB users are able to communicate at the same time on the groups in which they are members. However, FB groups can also be async as text-based chat sessions can be stored for a long time in messages when users are offline, including the time and the date of the interaction. Moreover, FB is a social network site that enables its users to manage their own contact list and authorize the mate with whom they choose to chat with. Like any IM program, FB groups make it possible for its members to chat with many friends in the same writing comments by adding them, as they can engage in several interchanges separately with more than one friend instantly.

### 1.2.1. The Choice of the Material from Facebook Group

Being the world's most popular and visited social networking website, FB allows its users to connect with their friends and family members by sharing status, upload photos and videos and other things of interest. Accordingly, we opted for collecting data from a FB group not only because it is a mode of CMC and an instance of IM, but rather because FB, in general, has become increasingly used as a tool of communication among Algerian University students. FB chats, comments and posts constitute a wealthy platform for us to collect a web corpus needed for the present investigation. Another important reason for this type of data is that there is an urgent need for researching how language is used on FB.

### 1.3. Methodology, Tools and Sampling

Since this study seeks to explain the mechanisms of the word formation process and how our participants on the FB group ‘*English Language Department of Tiaret #Family*’ a combination of quantitative and qualitative research methodologies have been used for gathering and analysing the data. First, a survey questionnaire was used because it is probably the best method to collect information, compared to the other methods like interview and it standardised and easy to be analysed since it provides the researcher with numerical data. As far as the research instruments of the quantitative method are concerned, an observation and a content analysis of FB chats, posts and comments that were gleaned from the social networking site “FB”, precisely of FB group ‘English Language Department of Tiaret #Family’. We have used a descriptive qualitative observation for an in-depth analysis of the use of neologisms and emoticons on FB. Data were collected in form of screenshots of chats, posts and comments by different respondents on the named group.

Since it is impossible to deal with the whole target population, we have chosen to conduct our investigation with a random sample of Algerian EFL learners, 54 females and 48 males at Ibn Khaldoun University of Tiaret. The selected participants are active users of the social networking site ‘Facebook’, members in our selected FB group.

### 1.4. Description of the Questionnaire

Our questionnaire was primarily written in the English language. It was administered randomly to EFL learners. The aim of this questionnaire is to examine the way EFL learners use languages varieties in their daily written interactions on FB written posts and comments and chats within others.

The questionnaire contains three main sections. The first one is dedicated for the description of the demographic data of our participants who were asked about their gender, age and academic degree. The second section is devoted to sketch the linguistic profiles of our participants as well as their language choice when interacting on FB, as it includes some aspects linked with the use of languages varieties on FB application. Finally, the third section aims at probing our participants’ attitudes towards language use when posting, commenting and chatting on the FB group under investigation.

Furthermore, the questionnaire consists of a set of open-ended and close-ended questions. On the one hand, open-ended questions give the participants the opportunity to answer freely by asking them question as ‘why’, ‘how’, providing examples and so forth. Close-ended questions, on the other hand, provide precise information which imposes our respondents to select the appropriate answer among the different possibilities. Finally, the statistics that have been found were presented in tables and graphs.



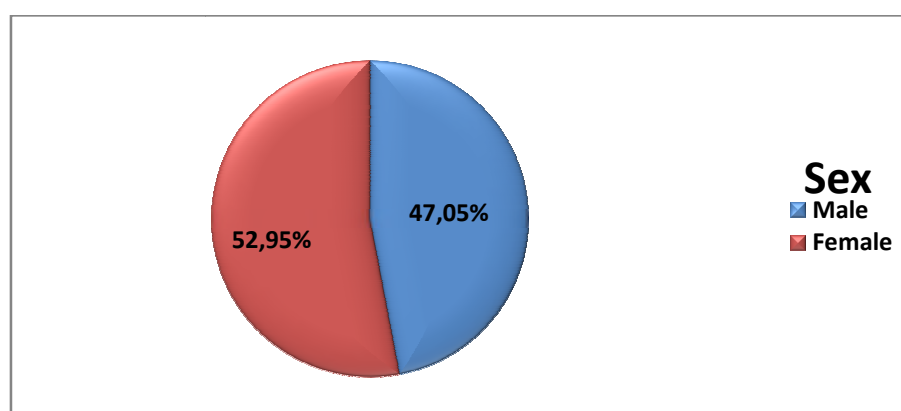
## 1.5. Analysis of Questionnaire' Findings

In the following unit, we shall demonstrate the collected data into tables, bar graphs and pie charts for the purpose of analysing and coming up with interpretations and conclusions regarding some important results which help us to confirm the

### 1.5.1. Personal Information

All tools in any research should start with the first section that aims at identifying the background information of the participants, including gender, age and academic degree.

#### 1) The Participants' gender



**Graph 3.1 Participant's Gender**

Graph 3.1 represents the participants' gender. 48 Males represent (47.05%) while 54 females represent (52.95%) from the sample.

#### 2) The Participants' Age

Age	The rate of recurrence of informants				Total number and percentage	
	Male	Percentage	Female	Percentage		
<b>20</b>	14	29.16%	18	33.33%	32	31.37%
<b>21-26</b>	26	54.16%	11	20.37%	37	36.27%
<b>26-30</b>	06	12.5%	16	29.62%	22	21.56%
<b>More than 33</b>	02	4.16%	09	16.66%	11	10.78%
<b>Total</b>	48	100%	54	100%	102	100%

**Table 3.1 Participants' Age**

Table 3.1 clarifies the participants' age as follows:31.37% of the participants are aged (20) years old, (14) males who represent 29.16% and (18) are females who represent 33.33 %.Next,

36.27% of the participants are aged between [21-26] years old, (26) males and (11) females. Besides, 21.56% of the informants are limited between the age [26-30] years old, (06) males and (16) females. Finally, 10.78% of the participants are aged more than (33) years old in which (02) are males and (09) are females.

### 3) Academic Degree

Academic Degree	The rate of recurrence of informants				Total number and percentage	
	Male	Percentage	Female	Percentage		
1 <sup>st</sup> year	00	0.00%	00	0.00%	00	0.00%
2 <sup>nd</sup> year	00	0.00%	00	0.00%	00	0.00%
3 <sup>rd</sup> year	17	35.41%	22	40.74%	39	38.23%
MA01	11	22.91%	15	27.77%	26	25.49%
MA02	20	41.66%	17	31.48%	37	36.27%
<b>Total</b>	48	100%	54	100%	102	100%

**Table 3.2 Participants' Academic Degree**

Table 3.2 above shows the participants' academic degree. We can clearly notice that first and second year EFL learners did not participate in our questionnaire because they did not study, so they did not come at university in the period of our research (**COVID 19**). The participants who are third year's students represent 38.23% in which they consist of 17 males and 22 females. And MA01 (Master one) students represent 25.49 % contain 11 males and 15 females. Finally, MA02 (master two) level students who represent 36.27% in which they involve of 20 males and 17 females.

Those learners from different academic degrees at University of Ibn Khaldoun have expressed their opinions and attitudes regarding language use and choice on FB.

### 1.5.2. Linguistic Baggage and Language Choice

This part endeavours to question participants in order to know their used language choice.

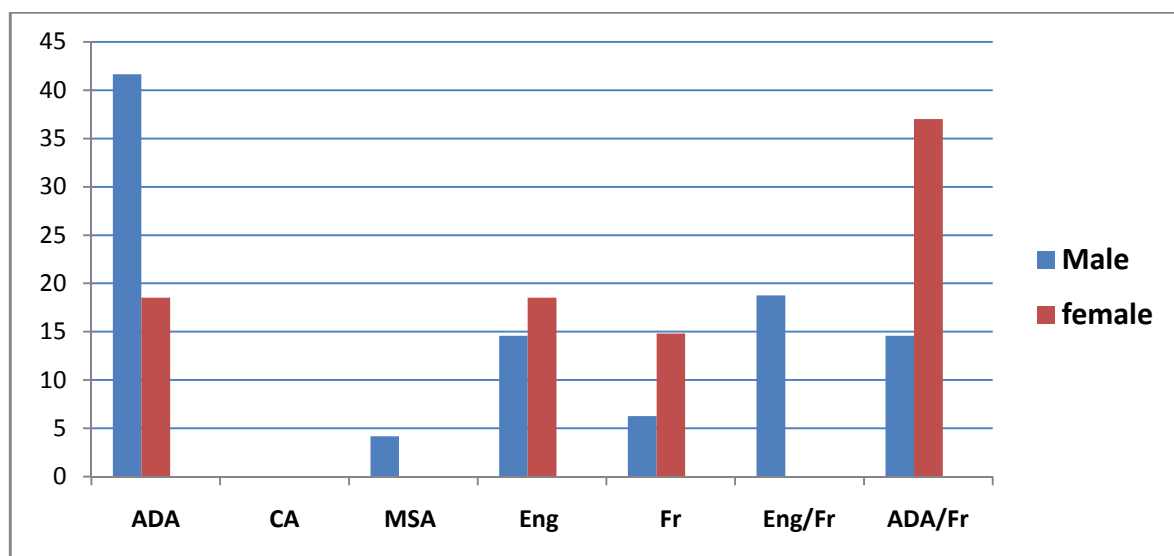
**QQ 1: What is your mother tongue (variety)?**

Languages	The rate of recurrence of the participants				Total number and percentage	
	Male	Percentage	Female	Percentage		
<b>ADA</b>	39	68.7%	46	85.18%	85	83.33%
<b>Ber</b>	03	6.25%	05	9.25%	08	7.84%
<b>MSA</b>	06	12.5%	03	5.55%	09	8.82%
<b>Total</b>	48	100%	54	100%	102	100%

**Table 3.3 Participants' Mother Tongue**

Table 3.3 illustrates that the majority of our participants choose the ADA as their mother tongue with 83.33%, (39) males and (46) females. However, 7.84% choose Berber as their mother tongue. Besides, 8.82% of the participants choose MSA as their mother tongue. ADA is the most chosen variety as our participants' mother tongue with 83.33%, thus, may be due to the reason that is an acquired variety of language from their parents, family, or the environment where they lived. In other words, it is an inherited language variety when they were kids.

**QQ 2: Which language variety (s) do you use most when interacting on FB?**



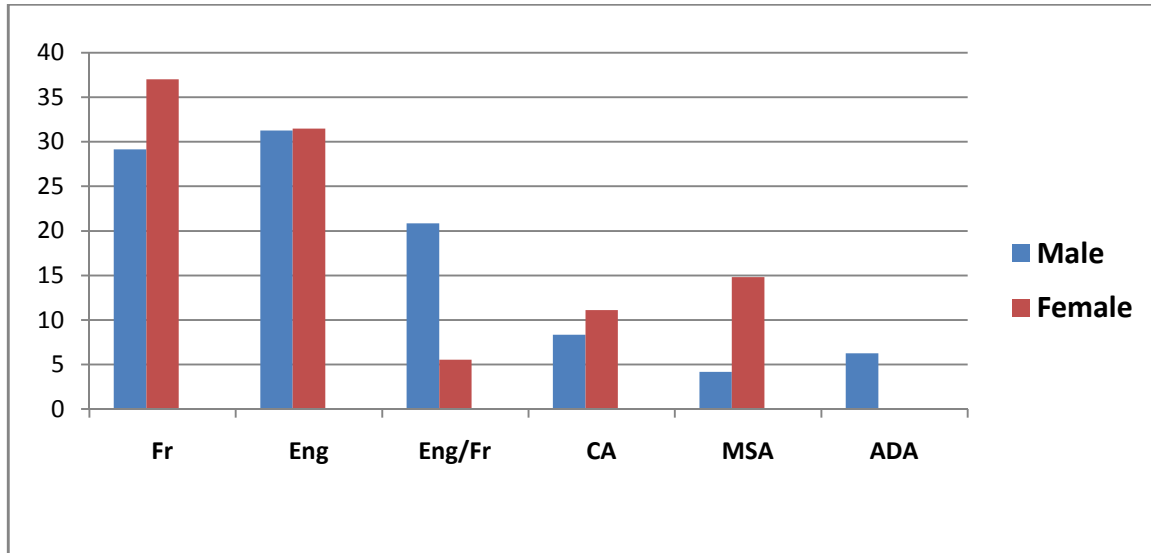
**Graph 3.2 Participants' Language Used more on Facebook**

The aim behind asking this question is to know which languages or varieties that the participants prefer to use in their FB account. Graph 3.2 illustrates that 41.66% of males and 18.51% of females; their choice is that prefer to use ADA in their FB account. Actually, it is the suitable variety that should be used because it is considered as their mother tongue.

However, 4.16% of males selected MSA as their preferred language on FB. According to their answers, this choice may be related to the factor that they prefer to use the formal Arabic variety, since females in their nature prefer to show their prestige during their interactions on FB, since none of them have selected this language variety. Furthermore, 14.58% of males and 18.51% of females prefer to log in their FB profiles in the English language. This may be related to their specialty as EFL learners and their ability of using this language. While 6.25% of males and 14.81% of females said that French is the preferred language that they use to visit their FB profiles because this tendency may refer to see French as the more prestigious language in FB written posts and comments and chats or because of the notion that Fr language users are belonging to high class.

In addition, there are participants who prefer to use more than one language variety as graph 3.2 shows. On the one hand, it shows that 14.75% of males prefer to use English and French because they are the most modern languages on social media platforms. On the other hand, 14.58% of males and 37.03% of females are favouring to use ADA with French at the same time in the same interaction. This choice may be to the preferring of mix between languages varieties to show their ability of speaking more than one language variety or because they aim at filling gaps of conversations.

**QQ 3: Which language variety (ies) do you consider as the most prestigious on FB?**



**Graph 3.3 Participants' Choice of the Prestigious Language in Social Media**

Graph 3.3 demonstrates that French and English are considered as the most two prestigious languages with a percentage of 31.25% of males and 31.48% of females, they said that English is the prestigious language in social media. However, 29.16% of males and 37.03% of females said that French is the prestigious language.

This option may be related to the reason that English is a global language where all people use it as a lingua franca to facilitate the communication. French is the most language that is used in administration, government, conferences and so on in Algeria Speech Community. Followed by 8.33% of males and 11.11% of females who said that CA is the prestigious language, this selection is depended on the fact that CA indicates the language of Quran in which it identifies the religion of Muslims, thus, it is considered as the official language. In other words, CA is a standard form of Arabic language. Followed by 4.16% of males and 14.81% of females who choose MSA as their prestigious variety on FB, participants may prefer to use MSA may be because MSA is characterized by its simplicity and clear words. In other words, as English is considered as a lingua franca in the world, MSA is also considered as a lingua franca among Arab speaking communities.

Finally, graph 3.3 shows that ADA was opted only by 6.26% of males. This choice means that ADA is not prestigious to be used in FB because it is measured as a colloquial variety in which it is used only in informal contexts such as street and home.

**QQ 4: Do you think that language in facebook alone is enough to exchange messages with others that using written language on FB?**

Answers	The rate of recurrence of the informants				Total number and percentages	
	Male	Percentage	Female	Percentage		
No	38	79.16%	50	92.59%	88	86.27%
Yes	10	20.83%	04	7.40%	14	13.72%
<b>Total</b>	48	100%	54	100%	102	100%

**Table 3.4 Participants' Ways of Interaction in FB**

When participants were asked if they use language only to exchange messages with others that using written language on FB, hence, the majority of them (38 males and 88 females) have answered by 'No'. This may be explained by the reason that there are many other ways that they can use to interact on FB instead of written language. As an illustration, participants have provided emoticons, symbols, stickers, abbreviations and acronyms as another ways to interact on FB such as LOL, BTW, FB, Ur, U and Dr.

An emoticon expresses thinking.





A sticker expresses someone shy.



A symbol means that someone is absolutely right.



A symbol expresses that someone has been engaged

Instead of written language, these features are used by our participants in order to attract other’s attention and to ease it may be with participants. Moreover, technology has a great influence on language use especially that written language which is used by the new generation. Besides, the latest updates of the social network site FB by adding new stickers, emoticons have facilitated communication for its users.

**QQ 5: Do you consider emoticons as a way of communication?**

Answers	The rate of recurrence of the informants				Total number and percentage	
	Male	Percentage	Female	Percentage		
<b>No</b>	07	14.58%	05	27.77%	22	21.56%
<b>Yes</b>	41	85.41%	39	72.22%	80	78.43%
<b>Total</b>	48	100%	54	100%	102	100%

**Table 3.5 Participants’ Opinion towards the Use of Emoticons in Communication**

Table 3.5 above shows that the majority of the participants answered ‘Yes’ with percentage 85.41% of males and 72.22% of females for the question if they considered emoticons as a way of communication. Their point of views may refer to their desire to use emoticons in order to express and transmit their feelings, emotions to others, in addition to their preference of using more than one way to communicate on FB. For example:



Just kidding



Proud



Wink



Sad



Evil

**QQ 6: Do you think that all people use the full form of any language variety on their FB account?**

Answers	The rate of recurrence of the informant				Total number and percentage	
	Male	Percentage	Female	Percentage		
<b>Yes</b>	19	39.58%	11	20.37%	30	29.41%
<b>No</b>	29	60.41%	43	79.62%	72	70.58%
<b>Total</b>	48	100%	54	100%	102	100%

**Table 3.6: The Participants' Opinion of Using the Full Form of any Language Variety on Facebook**

Table 3.6 above illustrates that the participants' answers about the question whether they think that all people use the full form of any language variety when interacting/communication on FB, the majority of them (60.41 % of males and 79.62% of females) answered '**No**'. This selection may refer to the fact that people care about conveying the meaning more than preventing the form of words and sentences, or they prefer to set time when writing. Also, there is another fact that they may refer just to pleasure.

To do so, they use abbreviations, acronyms and compounding.

- **Abbreviations:** As an illustration, coz (because), thx (thanks), FB (facebook) and plz (please) are the most common abbreviated words that participants have provided as examples.
- **Acronyms:** ASAP (as soon as possible), BTW (by the way), OMG (oh my God), IDK (I do not know), NC (no comment), CU (see you) and PPL (people).
- **Compounding:** for example, grandmother, football, together, afternoon, anymore and anything.

Concerning the participants who answered '**Yes**' with 39.58% of males and 20.37% of females, their choice maybe explained by the fact they want to avoid misunderstanding with their interlocutors, or maybe they are not influenced by other ways to communicate in social media, i.e. there are some participants prefer to use only written language to communicate with others.

**QQ 7: Please! Would you give us some examples about abbreviations or acronyms e.g. 'LOL' used by the Facebookers?**

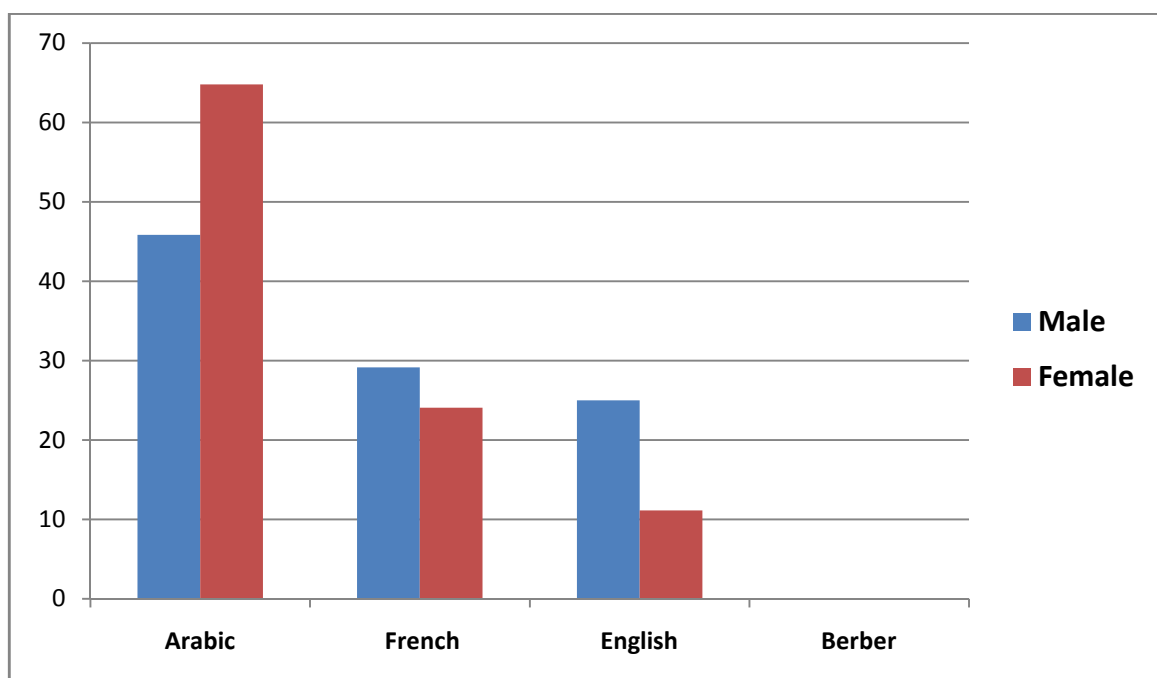
This question aims at demonstrating some examples about abbreviations and acronyms (given by our participants that are listed as follow):

- **Abbreviations** like; Gn (good night), Nd (and), GF (girlfriend), BF (boyfriend), Abt (about), Gr8 (great), B4 (before).
- **Acronyms** such as; LOL (laughing out loud), IDC (I do not care), JK (just kidding), TTYL (talk to you later), FYI (for your information), BBF (best friend forever), NP (no problem), 4U (for you), Wi-Fi (wireless fidelity), IG (Instagram).

### 1.5.3. Attitudes towards Language Use in the Facebook Group

This section aims at assessing our participants' attitudes towards language use on their FB group concerning their favoured language variety used on FB and regarding the switching between languages varieties during their interactions on FB. In other words, the section contains some questions about the writing styles while interacting via FB. It attempts to explain the way our participants express their feelings by means of words and symbols. Finally, it illustrates the participants' opinions toward the effectiveness of using Facebook to improve their skills in learning language.

#### QQ 1: What is your preferred facebook language?



**Graph 3.4: The Participants' Preferred Facebook Language.**

Graph 3.4 above highlights our participants' preferred language variety (es) to be used on Facebook. Hence, 45.83% of males and 64.81% of females selected Arabic as their preferred Facebook language which may be an indication of the fact that Arabic reflects our socio-cultural identity and the appropriate language which leads them to understand all what FB contains. Followed by 29.16% of males and 24.07% of females who have been selected French which may designate the fact that our participants may see French as a prestigious language that should be functioned in their



FB. Followed by 25% of males and 11.11% of females who have chosen English language because it may be considered as their specialty as EFL university students. Finally, it is rarely used on Facebook due to its linguistic limitations on one hand and due to the sampling frame in which Berber speakers were unintentionally excluded in the second hand.

**QQ 2: Do you switch back and forth from one variety to another in writing comments on FB?**

Answers	The rate of recurrence of the informants				Total number and percentage	
	Male	Percentage	Female	Percentage		
<b>Yes</b>	33	68.75%	44	81.48%	77	75.50%
<b>No</b>	15	31.25%	10	9.80%	25	24.50%
<b>Total</b>	48	100%	54	100%	102	100%

**Table 3.7: The Participants' Attitudes toward the Switching between Language Varieties while Writing Comments on FB**

Table 3.7 above aims at illustrate the attitudes of our participants towards switching language varieties during their interactions in Facebook comments. It shows that the majority of their answers were '*Yes*' with 68.75% of males and 81.48% of females, their answers may be referred to the fact that they want to show their capacity of speaking more than one language variety in order to attract the others' attention and to convey new meaning in an expressive way.

However, 31.25% of males and 9.80% of females answered with '*No*', their choice may refer to the reason that using only one language variety is enough during their interactions in FB comments and they are linguistically deficient in speaking more than one language. In addition to other reason which is the typing to prevent boredom. Additionally, participants cannot improve their level in foreign languages; also they tend to show self-confidence.

**QQ 3: Do you type quickly enough when interacting with others on FB?**

Answers	The rate of recurrence of informants				Total of number and percentage	
	Male	Percentage	Female	Percentage		
<b>Yes</b>	28	5.33%	39	72.22%	67	65.68%
<b>No</b>	20	41.61%	15	27.77%	35	34.31%
<b>Total</b>	48	100%	54	100%	102	100%

**Table 3.8: Participants' Attitudes towards Typing during their Interaction**

Table 3.8 indicates that the participants' opinions toward the question whether they are quick in typing during their interactions with others on FB. In this respect, most of them (58.33% of males and

72.22% of females) answered 'Yes', which might reflect the fact they tend to avoid long expressions by reducing letters by using symbols and emoticons instead.

However, the rest of participants with 41.66% of males and 27.77% of females answered by 'No' and this may signify that they are not accustomed to use their keyboards quickly, or maybe it is because they prefer to use the full form of words. It may be their interlocutors would not understand certain abbreviated items and may also refer to the aspect of formality in writing.

#### QQ 4: Do you use new words while writing comments?

Answers	The rate of recurrence of informants				Total number and percentage	
	Male	Percentage	Female	Percentage		
Yes	26	54.16%	36	66.66%	62	60.78%
No	22	45.23%	18	33.33%	40	39.21%
Total	48	100%	54	100%	102	100%

**Table 3.9 Participants' Using New Words in their Comments in Facebook**

Table 3.9 above addresses the participants' viewpoints towards the use of new words in their comments on Facebook. It shows that the majority of them with (54.16% of males and 66.66% of females) answered by 'Yes', which may point out that they plump for attracting others' attention to comment as they may also seek to enhance their communicative skills on FB. Concerning those who answered by 'No', their selection may be referred to the fact that they do not know such new words in comments and the other said that they are not influenced by them. Also, there are others who reported that they do not prefer to invent new words and expressions when communicating via FB.

#### QQ 5: Do you use numbers and letters while commenting on Facebook?

Answers	The rate of recurrence of informants				Total number and percentage	
	Male	Percentage	Female	Percentage		
Yes	35	72.91%	41	75.92%	76	74.50%
No	13	27.08%	13	24.07%	26	25.49%
Total	48	100%	54	100%	102	100%

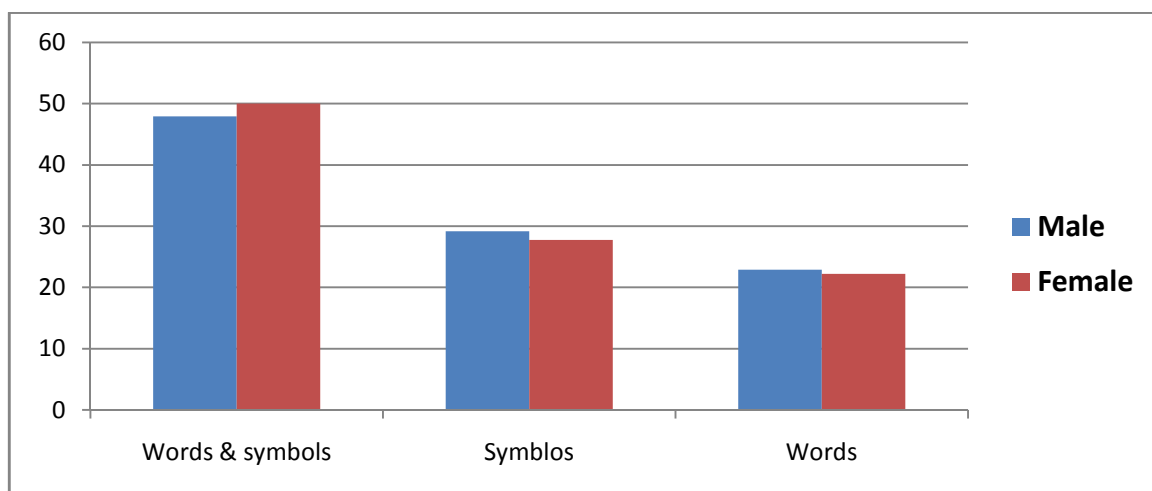
**Table 3.10 Participants' Attitudes towards using Numbers and Letters while Commenting on Facebook**

Table 3.10 illustrates the participants' answers about the question if they use-numbers and letters while commenting on FB, where it shows the largest score with 74.50% in which it contains 72.91% of males and 75.92% of females answered 'Yes'. Most of them confirmed that they sometimes use numbers and letters on their Facebook's comments; followed a little percentage who said that they

rarely use numbers and letters while commenting on Facebook. This may be explained by the fact that they want to create a new form of words, in other words they may consider FB as an appropriate means of communication that makes them free to post up and promote different written languages.

However, the rest of the participants answered by 'No' with 27.08% of males and 27.07% as this may refer to the reason that they avoid misunderstanding and encourage the use of formal language, as they may not know what numbers refer to.

**QQ 6: How do you comment on Facebook posts express your feelings using words or just symbols?**



**Graph 3.5: The Participants' Attitudes towards Expressing their Feelings Using Words and Symbols**

Graph 3.5 above shows that the participants' answers about the question of how do their comments on FB posts express their feeling by using words and/or symbols. Thus, it reveals that the majority of the participants with percentage 47.91% of males and 50% of females confirmed that they use words and symbols to express their feelings in their Facebook's post. Their answers may be referred to the reason that they prefer to use different ways of communication in order to achieve successful communication and attract others' attention. Moreover, 29.16% of males and 27.77% of females tend to use just symbols, as it may be explained by the fact that they may want to enhance their messages and make their chat bright, colourful and fun.

Finally, 22.91% of males and 22.22% of females said that they use just words to express their feelings, which may be elucidated by the fact that they think that written language is enough to write comments on FB, and it is considered as an essential ingredient of their socio-cultural identity. As an illustration, here are some examples of the most common symbols.


➤ **Symbols only**




➤ **Words only**

May Allah bless his soul, thank you, congratulation, happy birthday and it is hot.

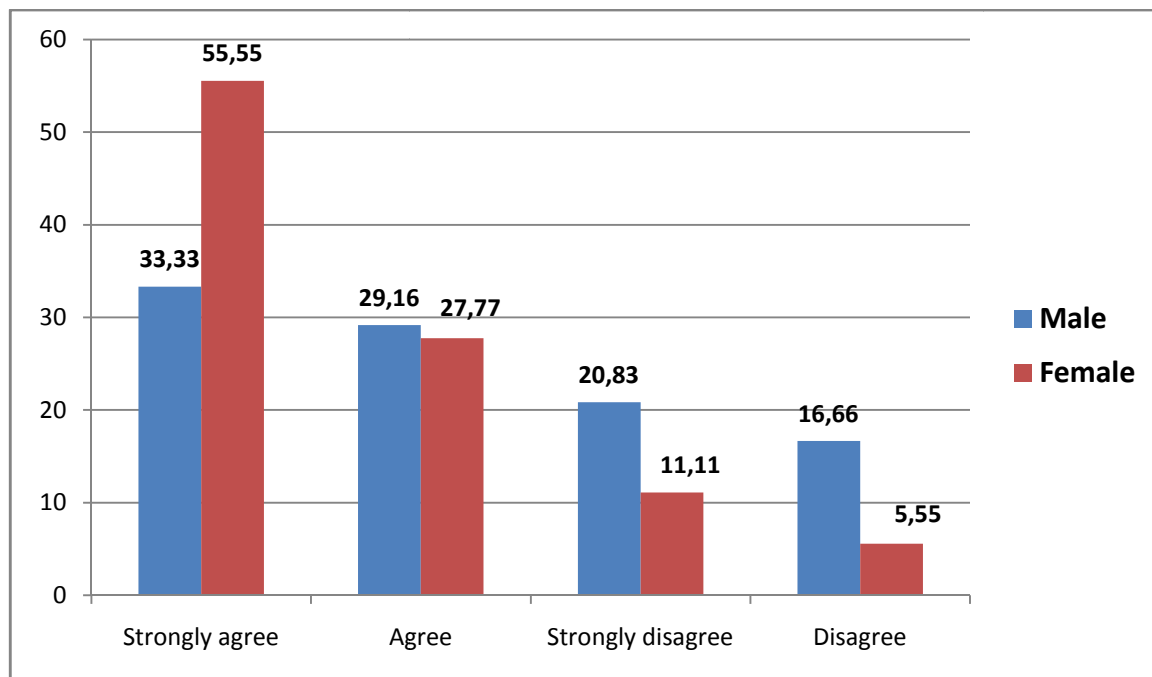
➤ **Symbols and Words together**

It is raining 

Exactly 

Congratulation 

**QQ 7: Facebook is an effective tool to improve your skills in learning language.**



**Graph 3.6 Participants’ Opinion towards the Effectiveness of Facebook to improve Learning Languages’ Level**

Graph 3.6 above represents the participants’ opinions towards the question of whether FB is an effective tool to improve their in learning languages. According to the graph, the high score with 33.33% of males and 55.55% of females and 29.16% of males and 27.77% of females that they strongly agree’ and ‘agree’ that FB is an effective tool to improve their level in learning languages. This may be explained by the fact that they consider FB as the appropriate platform on which they can gain new vocabulary while chatting with their friends.

Besides, the post test showed that the majority of participants' did not do well, hence the benefited in the experimental group as their English, French language proficiency was raised because of using FB. In addition, FB is a method of teaching English or French as foreign languages.

The post test revealed also that the majority of participants did not agree with the idea that FB is an effective tool to learn languages.

FB is a method of teaching English as foreign language in the classroom should have positive effects on student's comprehension skills. FB helps learners by introducing multimedia and pictures and narrating words with sound for better visualization.

By contrast, 20.83% of males and 11.11% of females 'strongly disagree' with the idea that FB is an effective tool to improve their level in learning languages while 16.66% of males and 5.55% of females said that they agree with this option. Their selection may be referred to the fact that nothing special happened to them regarding learning languages by using FB. In other word, they do not care about using social media to improve their level in learning languages; they may prefer using other tools such as books, stories and online documents.

### **1.6. The Analysis of Qualitative Observation**

Content analysis is another instrument for collecting and analysing data It is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data (i.e. Text). Using content analysis, researchers can quantify and analyse the presence, meanings and relationships of such certain words, themes, or concepts in order to reveal patterns in communicative content, and to describe attitudinal and behavioural responses to communications, or reveal international differences in communication content. As an example, researchers can evaluate language used within a news article. Researchers can then make inferences about the messages within the spoken/written discourse, the writer(s), the audience, and even the culture and time of surrounding these discourses. Accordingly, content analysis is "*a research technique for the objective, systematic and quantitative description of the manifest content of communication*" (Berelson, 1952, p.06).

### **1.7. Data Collection Procedures (Description of the Facebook Group 'English Language Department of Tiaret #Family')**

In order to deconstruct and analyse the linguistic features of language use on FB of the Algerian university students at Ibn Khaldoun University of Tiaret, data was collected from a FB group in which our participants are members, and analysed using a descriptive qualitative method.

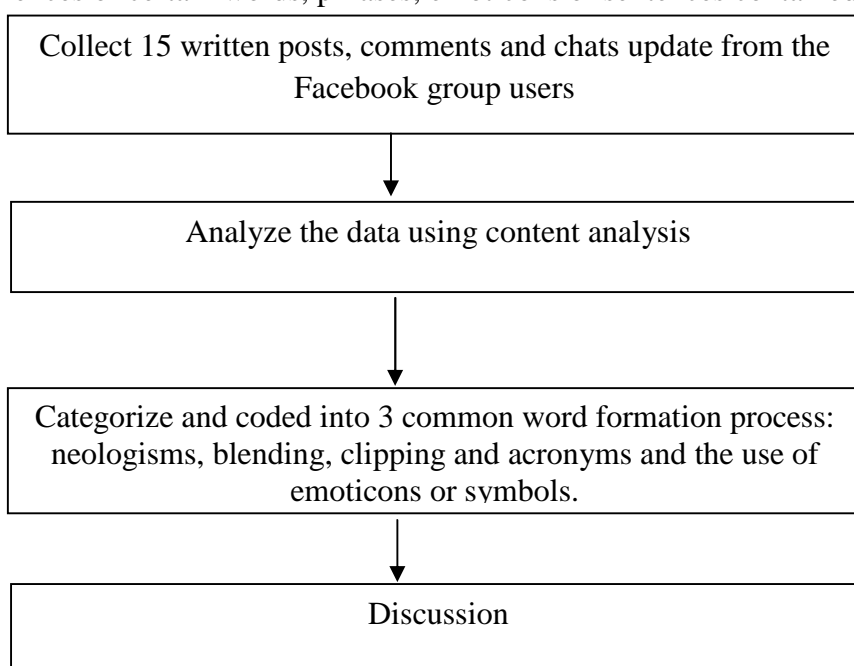
We shall first give a brief overview of the circumstances of creating this group. Its full name is “English Language Department of Tiaret #Family”, it was established exactly in 2016. Currently, it is a private group and the number of students who has joined in this group exceeds one thousand, 7.8 k members who are from different regions in Tiaret as well as from other neighbouring wilayas. Moreover, the purpose of creating this group is to share lectures and information among EFL students about the English Language Department at Ibn Khaldoun University such as a list of marks, invitation, averages, and time tables and so on.

The participants are limited to all members of the FB group ‘English Language Department# Family’ this is because all levels are members in this group; those who are active users as they update their posts, comments frequently. Besides that, we as researchers also take into account the availability and closeness of the users for their posts, comments and chats to be derived and used as data in this research.

In order to answer our research questions, qualitative data was collected and analysed based on the existence of the common features in word formation processes and how FB users utilize them that are being evident in the online written language.

### 1.8. Findings and discussion

The data collected includes daily posts updates manifested on participants’ walls, comments, chats, and posts in any moment on FB group. The content analysis has been used in analysing and categorizing the content of reading texts and materials to find out the languages. It is used to identify the occurrences of certain words, phrases, emoticons or sentences contained by texts.



**Figure 3.1 Overall Research Procedures**

A total of 15 posts, comments and chats updates are analysed in this study. They are chosen randomly; these posts, comments and chats updates on FB contain elements of common features such as abbreviated words, acronyms, clippings, blending, emoticons, stickers, numbers, symbols and other neologisms. These posts, comments and chats updates are visible for those who under the users members list to reply and comment on. Similar to asynchronous CMC, there is no border in responding to the posts as they can post whenever they wish. The analysis of the data was carried out through categorization of the findings into the types of word formation processes produced by the Algerian EFL users of FB in one table as follows:

Word formation processes use among Algerian EFL users on Facebook group	Percentage (%)
Neologisms	37.87%
Blending	4.54%
Clipping	19.69%
Acronyms	12.12%
The Use of Emoticons	25.75%
Total	100%

**Table 3.11 Word Formation Process Used among Algerian EFL Users of Facebook**

The table 3.11 above clarifies that different word formation processes are being used by EFL students on their FB group. We can also observe that neologisms are the most used feature by the participants with 37.87%. The occurrence of this phenomenon is because of the participants' habitual behaviour in their written style on FB. Followed by the use of emoticons in which participants utilize emoticons with 25.75%. They use the emoticons to support the ideas of express their feelings and emotions as in face-to-face communications. Besides, the participants utilize clipping with 19.69%. Next, they utilize acronyms with 12.12% in their formation of words on FB. Finally, participants utilize blending with 4.54%. The findings are discussed according to each research questions. This section provides extensive data on the word formation process utilize by the research participants on FB. Table 3.12 represents the common word formation and its types that have been analysed from posts, comments and chats which are selected as follow:

Word Formation Process	Meanings	Frequency	Type of Word Formation Process
<b>U</b>	You	10	<b>Neologisms</b>
<b>Ur</b>	Your	10	
<b>IDK</b>	I Do Know	06	

<b>IDC</b>	I Do Care	02	
<b>MR6</b>	Merçi	30	
<b>CU</b>	See You	08	
<b>GR8</b>	Great	08	
<b>SVP</b>	S'il vous plaît	28	
<b>STP</b>	S'il tu plait	25	
<b>R</b>	Are	11	
<b>Wanna</b>	Want to	05	
<b>Ganna</b>	Going to	07	
<b>Kinda</b>	Kind of	04	
<b>OMG</b>	Oh My God	09	
<b>JK</b>	Just Kidding	05	
<b>2day</b>	Today	05	
<b>2morrow</b>	Tomorrow	06	
<b>B4</b>	Before	05	
<b>BTW</b>	By The Way	05	
<b>FYI</b>	For Your Information	06	
<b>L8r</b>	Later	05	
<b>Thx</b>	Thanks	07	
<b>Plz</b>	Please	20	
<b>GF</b>	Girlfriend	04	
<b>GL</b>	Good Luck	03	
<b>Y'all</b>	You All	07	
<b>Brunch</b>	Breakfast + Lunch	04	<b>Blending</b>
<b>Email</b>	Electronic + Mail	16	
<b>Fam</b>	Family	05	
<b>Congrats</b>	Congratulation	10	<b>Clipping</b>
<b>Pic</b>	Picture	06	
<b>COZ</b>	Because	11	
<b>Prof</b>	Professor	09	
<b>Exam</b>	Examination	25	
<b>Fr</b>	French	08	
<b>Eng</b>	English	20	



<b>Bro</b>	Brother	15	<b>Acronyms</b>
<b>Sis</b>	Sister	08	
<b>Univ</b>	University	07	
<b>Civil</b>	Civil	08	
<b>LOL/LOoO/!ol</b>	Laughing Out Loud	10	
<b>PDF</b>	Portable Document Format	26	
<b>PC</b>	Personal Computer	04	
<b>EFL</b>	English as Foreign Language	15	
<b>ESP</b>	English for Specific Purposes	12	
<b>PM</b>	Private Message	08	
<b>Etc.</b>	End of Thinking Capacity	28	
<b>Wi-Fi</b>	Wireless Fidelity	09	

**Table 3.12 Examples of Word Formation Process found in Facebook Group Interactions**

### 1.8.1. Discussion of the Findings

The table above shows some different types of word formation processes which are used by the Algerian EFL participants in FB group ‘English Language Department of Tiaret ≠Family’. It includes neologisms, blending, clipping, acronyms.

To begin with, from the information presented in table 3.12 above, it is observed that, EFL participants use neologisms in their interactions on comments, chats and posts such as **GR8**, **MR6**, **R**, **Ur**, **IDK**, **plz**, **B4** and **IDC**. (cf. Table 3.12 for meaning and frequency of these neologisms)

❖ **Example 01:** I wish **u** the best of luck.

The letter ‘**u**’ in this example refers to the personal pronoun ‘you’, so it is became as a new neologism in English language. (from posts)

❖ **Example 02:** I **wanna** know what is the difference between plot, novel, novella and climax too?

The word **wanna** here represents the verb ‘want to’. (From posts)

❖ **Example 03:** Yeah search about it n tell me **plz**.

The term *plz* is a neologism which refers to the word ‘please’. Also, we find another forms of this term such as *plzz*, *pls* and *pliz*. (From comments)

Followed by blending, in which 3 words are founded, ‘**Brunch**’ which is blended from the words ‘Breakfast’ and ‘Lunch’, the word **y’all**, it is blended from the morphemes ‘you’ and ‘all’, and the word ‘**E-mail**’ which is blended from the two words ‘Electronic’ and ‘Mail’. The result shows that in the formation of blends, the first part of the first element is added to the second part of the second element; however, this rule is not standard. These words are used by the participant users on Facebook.

Next, clippings are also known as shortenings. It is also observed that most discussions occurring on FB consisted of simplified words, phrases and sentences. Therefore, the finding shows some examples of distorted phrases and reductions of vowels in spelling, in naturally occurring on FB. The result further shows that there are good reasons to differentiate these various word-formation devices, as they do not partake of the same phenomena. Clipping is generally considered a linguistic phenomenon consisting in cutting up, trimming, or ‘mincing’ a word, so as to produce a shorter version of this word by loss of material. **Fam, Congrats, Pic, COZ, Hun, prof, Exam, Fr, Eng, Bro, Sis and Univ** (cf. Table 3.11 for meaning and frequency of these clipped words). These words are the most examples about clipping that participant’s use on their FB interactions.

- ❖ **Example 01:** Guys concerning ethics **exam** don’t worry we will contact the head of the department [....].

In this example, the formation of this clipping word happens when the Examination word is reduced to become exam. It is part of Back-clipping because it uses a first syllable as a word. (From chats)

- ❖ **Example 02:** Hi master 1 didactics if there any tasks to do plz tell me **coz** I was absent and thank you all.

Here the term **coz** refers to the conjunction ‘because’ which is a fore-clipping in which the first part of the word because is removed. (From posts)

- ❖ **Example 03:** Who’s Ur favourite **prof**?

The word **prof** is a clipped word in which the second part of the word ‘Professor’ (essor) is clipped. (From chats, comments and posts)

Additionally, the results show that there are similar with the acronyms found by many early researchers such as Squires (2010) and Denis (2008) who found the popular acronym such as ‘**LOL**’.

The use of acronyms is seen as quite popular among the research participants. This result also found in previous study by Squires (2010) and Lewin and Donner (2002). Acronyms which refer to abbreviations formed from initial letters of a series of words and pronounced as one word. The most common example from the FB interactions was ‘**PDF**’, followed by ‘**VIRUS**’ and ‘**Wi-Fi**’ then ‘**Etc.**’ while ‘**ASAP**’, ‘**ESP**’, **LOL**, and ‘**EFL**’, ‘**PC**’ were the least common (cf. Table 3.11 for meaning and frequency of these acronyms). Data also exhibited that these acronyms are related exclusively to CMC, and that Algerian EFL chatters mutually understood these abbreviations except in one case where a participant requested further clarifications.

- ❖ **Example 01:** Master 1 Linguistics, because of the corona **virus** we are unable to distribute the questionnaire that is why we need your help.

The word **virus** which means ‘Vital Information Resources under Siege’, it is a result from taking the first letter of each word in order to form this acronym ‘virus’. (From posts)

- ✓ **Example 02:** 3<sup>rd</sup> year students. Here it is the **ESP** lesson “The origins of **ESP**” By Mrs. Hocine.

In this example, the word **ESP** is an acronym which is derived from the phrase ‘English for Specific Purpose’ in which initial letters were taken to create a new word which is **ESP**. (From posts and comments)

- ✓ **Example 03:** In Linguistics, we focus on lge in society/ dialects **etc** [.....].

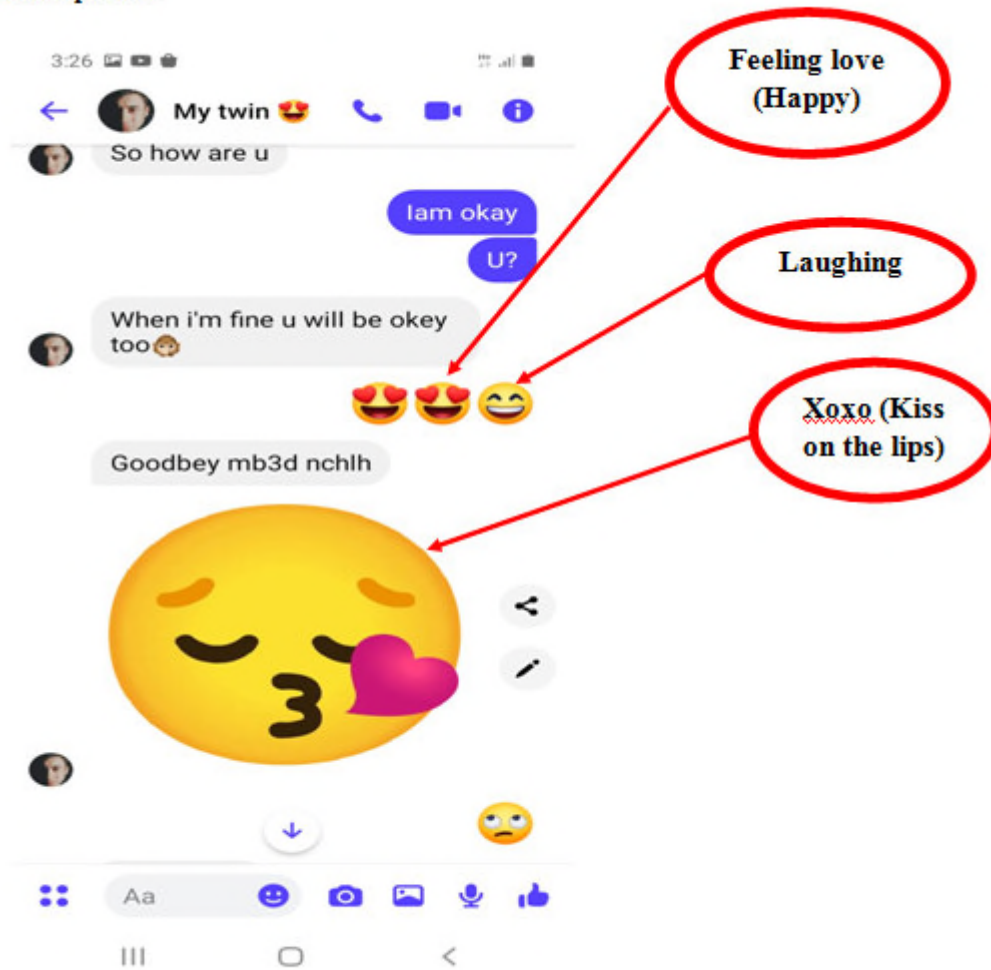
**Etc** is an acronym which refers to ‘End of Thinking Capacity’. So, it is formed from the combination of the first letter of each word of this phrase.

The final Netspeak feature merged in users’ communication practices are the symbols and emoticons. As emoticons are among the inseparable features of Netspeak that display one’s motives, emotions and feelings in online communication, finding conforms to ideas proposed by many early researchers such as Ross (2006) and Baron (2008). Emoticons represent some facial expressions and provide similar functions as non-verbal behaviour shown in one’s face-to-face communication. They are seen as an important feature in online conversations among young adult users of FB in Algeria. The results show that the users used the emoticons which carry some prominent functions that convey certain messages and hidden meaning in online conversations. They are also seen as a compliment to a message as they appeared in almost every sentence being produced online.

The following excerpts demonstrate the use of emoticons (red circles) in such situation:

Example 01

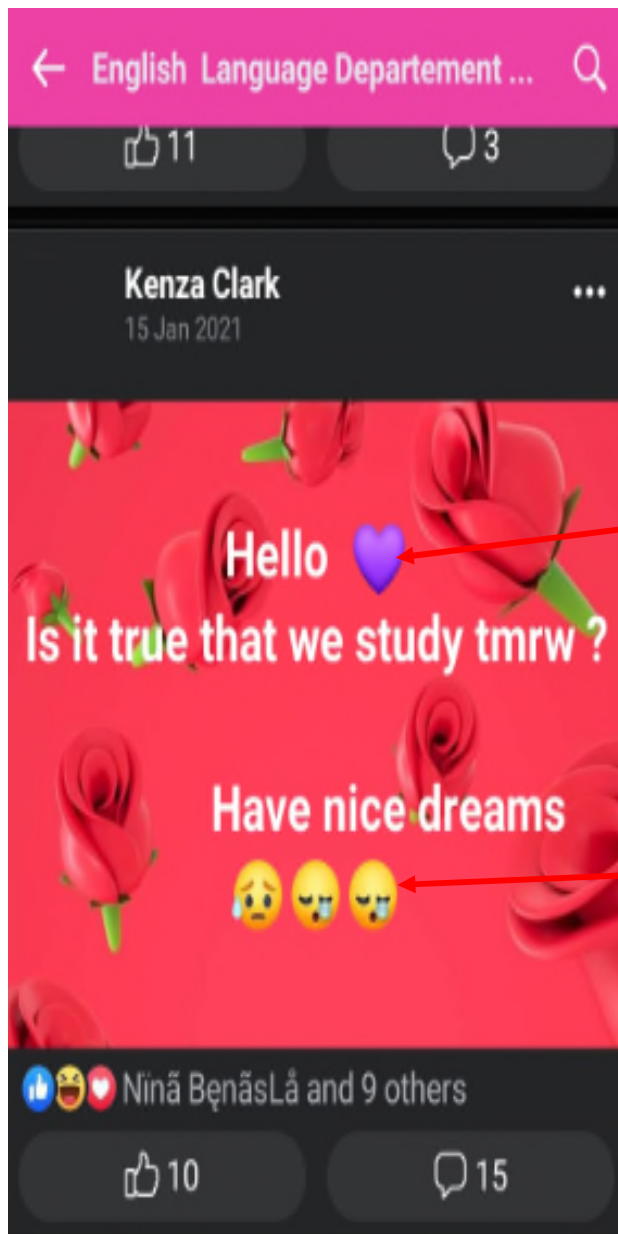
Example 01 :



✓ **Comment:**

The used of smiley with kiss on the lips imply the love of friendship. This is why the intensity of the kiss emoticon is an important factor in interpreting the users' intention when conveying the message. (Taken from chats)

## Example 02:



**Purple Heart  
(Love)**

**Crying Face, showing  
an animated tear (Sad)**

✓ **Comment:**

A purple heart could mean love, affection, joy, or admiration. It has a maternal quality because of its colour. It would likely be used in Mother's Day texts, or by a mother to her child to show affection and caring. It is also most likely used as textual decoration by young girls in messages to their friends. Besides, a crying face is used by the user to convey the feeling of sadness. This is a very common emoticon found almost everywhere. It can be used to express depression and sadness about something or someone. It may convey a variety of sad emotions, including feeling disappointed, hurt, or lonely.

## Example 03:



**Folded Hands  
(Praying)**

✓ **Comment:**

This symbol can represent prayer or a person saying 'please' or 'thank you'. Sometimes it's interpreted as a 'high five'. Also may indicate sorrow, regret or pleading. The folded hands symbol appeared in 2010, and now is mainly known as the praying hands symbol, but also may be referred as the 'Thank You' symbol. Sometimes it is mentioned as the 'Pray' symbol.

## Example 04:



**Emoticons and  
Symbols for  
Celebrating with  
Birthday**

✓ **Comment:**

These emoticons and symbols are used for celebrations and at parties' texts. The image of a cake with a lit candle on top - the birthday cake emoticon - is related to celebration. It generally refers to a birthday, but it can also be another special occasion such as a wedding or retirement party. Besides, the symbol of a wrapped present box tied with a bow represents a gift. It can be used to express the act of offering a present to someone. The context in which wrapped gift symbol is utilised: for birthdays, Christmas and other gift-giving events. The wrapped gift symbol appeared in 2010, and it is also known as the box emoticon.

## Example 05:



Face with Tears  
of Joy Emoticon

✓ **Comment:**

This emoticon is used to show laughter. It's closely related to LOL. It is laughing so much that it is crying tears of joy. If someone sends a funny joke, you can respond with laughing Emoticon. The face with Tears of joy emoticon appeared in 2010, and now is mainly known as the laughing emoticon, but also may be referred as the crying laughing emoticon.

## 1.9. Conclusion

In brief, this chapter attempts to analyze and interpret the collected data from an empirical point of view. People use abbreviated and acronym expressions and including other neologisms and emoticons in their interactions on FB site for certain purposes. Therefore, this chapter endeavours to offer clear insights on the use of the new word formation on FB which are more forceful, colourful and original than their equivalents in full structure. The finding of this study shows the modification in structure of words by the research participants on FB group. Those people employ neologisms, clippings, acronyms, blending and the use emoticons or symbols in their interactions on FB for



different purposes. As stated in this research focuses on analyzing the word formation processes. We found that there were 25 words neologisms, 8 words of acronym, 3 words of blending, 13 words of clipping and 17 emoticons and symbols from the total of 66 data found on FB group in the form of posts, comments and chats. There are theoretically ten types of word formation process. However, in this study, we found only three types of word formation process. According to Baron (2008) who illuminated the FB as a great platform for non-native English users to practice and use the language without fear of being corrected or being judged.

# General Conclusion

### General Conclusion

From a purely linguistic point of view, the reader can understand that the current study aimed at deconstructing the formative features found in FB that Algerian EFL learners at Ibn Khaldoun University of Tiaret utilize in their chats, written posts and comments in terms of their structure and meanings.

More precisely, this phenomenon has attracted our attention to focus our interest on the writing style in FB chats, written posts and comments and among EFL learners in their FB group during their interactions. This study is important to any Algerian who writes and communicates in English in FB. By analysing the texts of different chats, written posts and comments in the FB group 'English Language Department of Tiaret #Family', we have had an idea on the common features of words formation used by the Algerians EFL learners and the reasons behind their use in everyday communication. This research examines the linguistic choices made by the FB users; more specifically, it explores the language driven technology features of the current generation of EFL learners in Tiaret. The young generation used their creativity, dynamic and vivid in communicating via FB. The use of the new word formation processes seem to be more forceful, colourful and original than the already existing ones especially in spelling. The findings of this study show that linguistic creativity of English language learners in FB group during interactions via their chats, written posts and comments. They employ clipping (abbreviation), acronyms, blending which are the most common processes that have been found in FB interactions. The study also confirms that FB, as a means of communication in social media platform has laid to the foundation of newly coined words known as neologisms. Besides, the use of emoticons or symbols which have proven that the language used in FB among the Algerians EFL learners is to some extent informal. This confirmation can be clearly noticed in many screenshots of neologisms and abbreviated words obtained from the FB group. This reflects the impact of the spoken form of the language on the written style and turns it to a casual, colloquial and close to the society to be easily understood and grasped especially by youth.

The research confirms the suggested hypotheses. First, it has been found that nearly half of the participants use other linguistic structures like clipping and acronym to gain time. Such linguistic behaviour can be explained by the fact that people in FB interactions are influenced by the development of technology and its effect on their writing styles on social platforms is continuing. Second, the study confirms that formative features and neologisms founded in FB group are guided by some Word Formation Rules (WFRs) in which these findings established that the outcomes of new lexical items could be classified within the known word formation processes. Finally, this research provides some real reasons of using formative features in the sense that our

## General Conclusion

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participants' answers show that they use lexical shortening and cut in their FB during posting, commenting or chatting with others because of the influence of technology and its updates on the Facebook users' writing style. Therefore, it has become a habitual writing behaviour among them.

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## Appendices

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- **February 2004** - Facebook (then called 'thefacebook') was founded by students Zuckerberg, Moskovitz, Saverin, and Hughes.
- **March 2004** - Facebook spreads to three other college campuses - Yale, Columbia, and Stanford.
- **June 2004** - Facebook moves its headquarters to Palo Alto, California.
- **September 2004** - The site launches the now-infamous "wall" - which allows users to post things and receive messages on their own page.
- **May 2005** - Facebook expands to more than 800 college campuses.
- **September 2005** - The site expands to high school networks. It also drops the "the" to become just "Facebook".
- **October 2005** - Facebook adds photos and goes international.
- **December 2005** - Facebook has more than 6 million users.
- **April 2006** - Facebook goes mobile.
- **September 2006** - Anyone can now join Facebook.
- **June 2007** - Video capability launches.
- **December 2007** - Membership increases to 58 million.
- **July 2008** - Launch of Facebook for iPhone.
- **February 2009** - The "like" button is introduced.
- **October 2010** - Groups are launched.
- **July 2011** - Video calling is launched.
- **April 2012** - Acquisition of Instagram is announced.
- **February 2013** - Acquisition of Atlas is announced.
- **June 2013** - Facebook's acquisition, Instagram, launches video capability.
- **March 2014** - Acquisition of Oculus is announced.
- **April 2014** - Facebook's Business Manager Service is launched.
- **November 2014** - Groups App is announced.
- **April 2015** - Over 40 million small business pages are now on Facebook.
- **February 2016** - Facebook's Reactions launches.
- **July 2016** - There are now more than 1 billion users of Messenger a month.
- **October 2016** - Facebook Marketplace launches - allowing users to buy and sell products.
- **March 2018** - Facebook issued by shareholders, following stock plummet.
- **October 2018** - Facebook announces the launch of the new Facebook Portal: a hands-free video calling device.
- **December 2018** - Facebook announced the launch of 'Stablecoin', a blockchain version in India.
- **June 2019** - Facebook launches its news digital wallet and currency called Calibra.

## Appendices

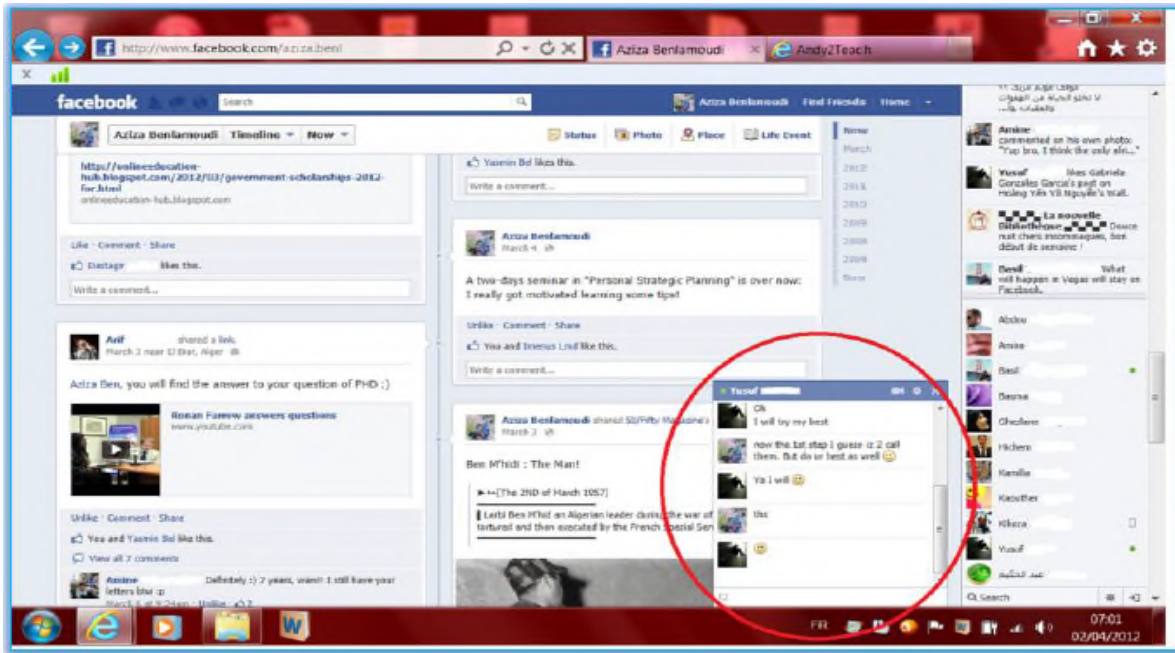
- **July 2019** - It is announced that Facebook is helping to map roads using deep learning and AI-focused tools.
- **April 2020** - Facebook announces the cancellation of all major public events until 2021 amid COVID-19 fears.
- **May 2020** - Facebook purchases GIPHY for hundreds of millions of dollars.
- **June 2020** - The company announces its new "Dark Mode" for mobile devices.

### Appendix 1 Some of the Major Milestones in Facebook's History

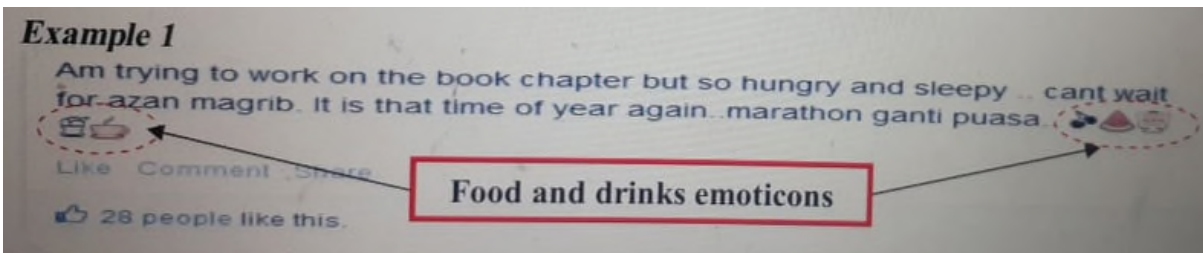


### Appendix 2 Example of the Layout of Facebook Timeline

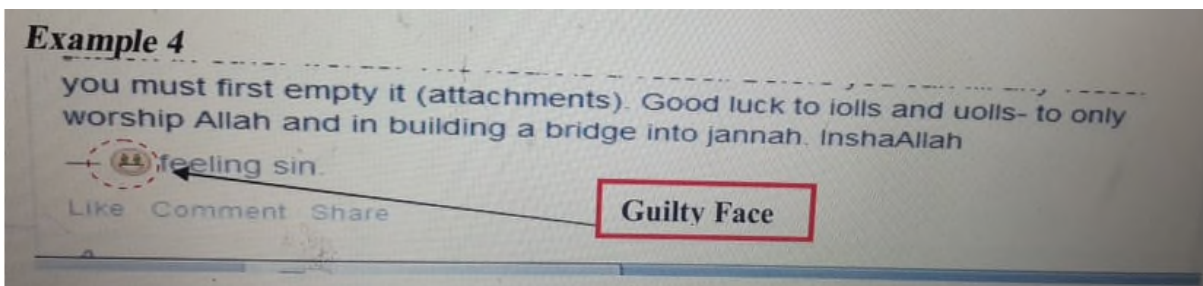
# Appendices



**Appendix 3 Example Showing Facebook Chat Dialogue as Displayed in an Ordinary Page of Facebook**



**Appendix 4 Emoticons of Food and Drink**



**Appendix 5 Emoticons for Forgiveness**

## Appendices

### Example 2

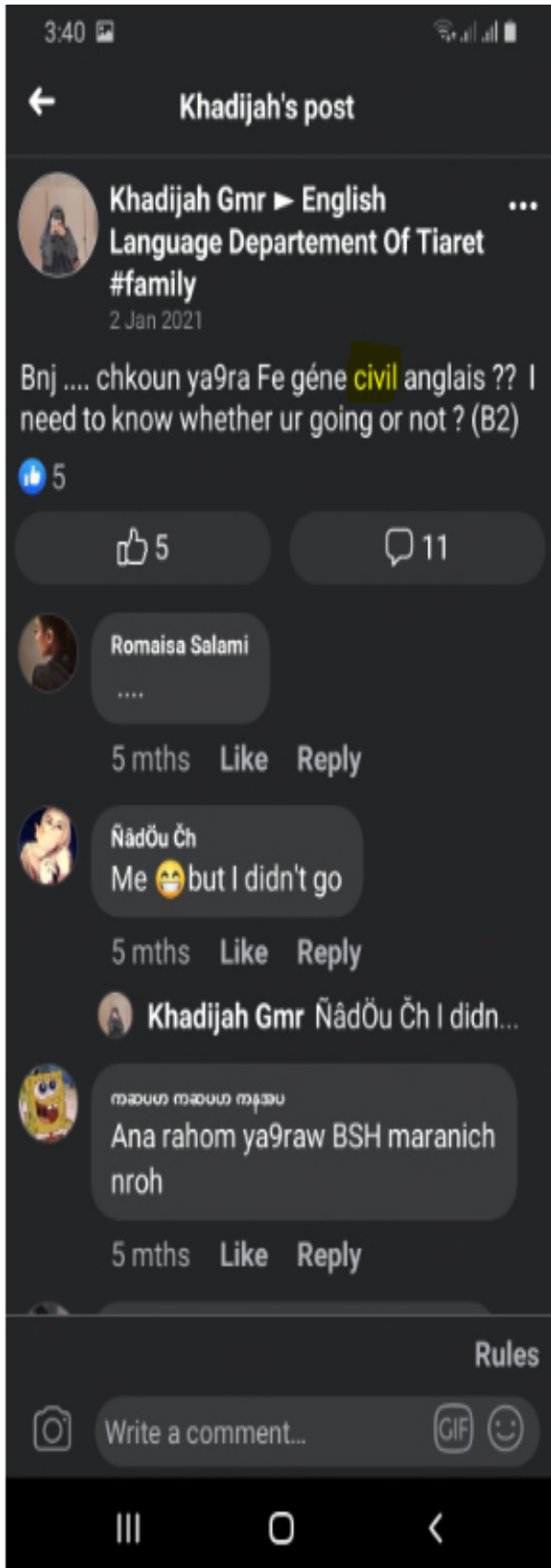


### Appendix 6 Symbols for Buildings (Twin Towers)

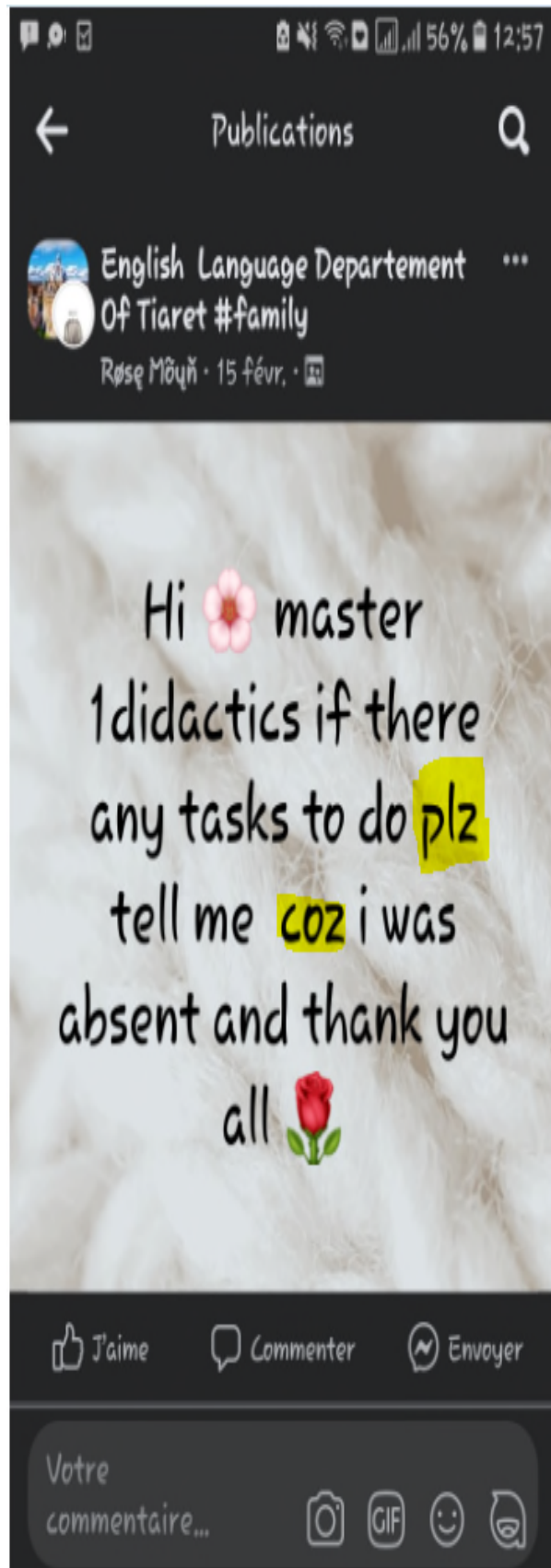


### Appendix 7 Facebook Group ‘English Language Department of Tiaret #Family

## Appendices



Appendix 8



Appendix 9

## Appendices

Publications

Widad Tb a importé un fichier dans le groupe : English Language Departement Of Tiaret #family.

24 nov, 2018 · 📷

3rd year students,  
Here it is the **ESP** lesson "The Origins of **ESP**" By Mrs.Hocine .  
Ps : she sent it to me .

PDF  
The origins of esp.pdf · version 1

J'aime Commenter Envoyer

Vous et 11 autres personnes

Tous les commentaires ▾

Widad Tb  
Amina Tou

Votre commentaire...

Appendix 10

Publications

English Language Departement Of Tiaret #family

Messabis Abdelouahab · 16 juin · 📷

Finally  
About French **exam**  
Who want to pass the **exam** will pass it  
Who dont **wanna** pass it will do a home work  
and send it to the professor via **email** in  
condition that any work copied from internet  
will take 00  
I will announce the time table of **exam** and  
home work as soon as possible  
Thank you all  
Have a great day  
**#AULFO**

J'aime Commenter Envoyer

44

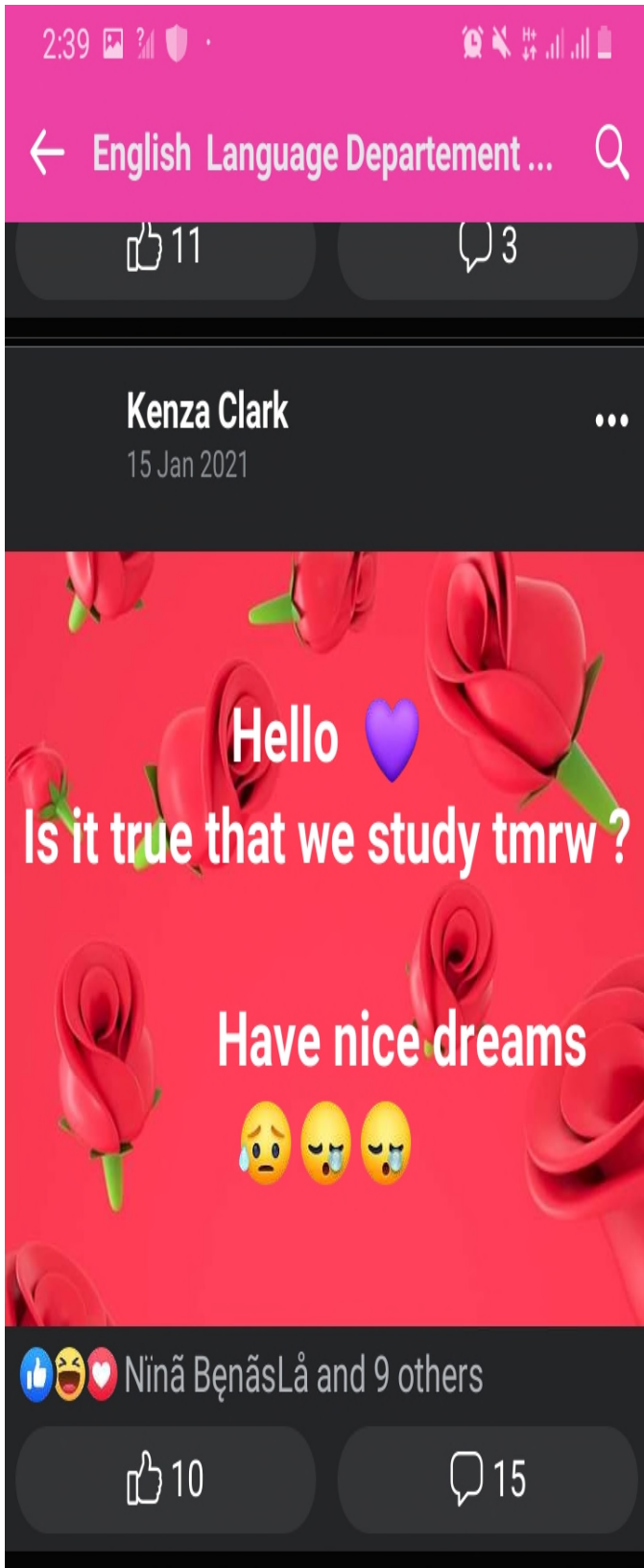
Règles

Votre commentaire...

Appendix 11



## Appendices

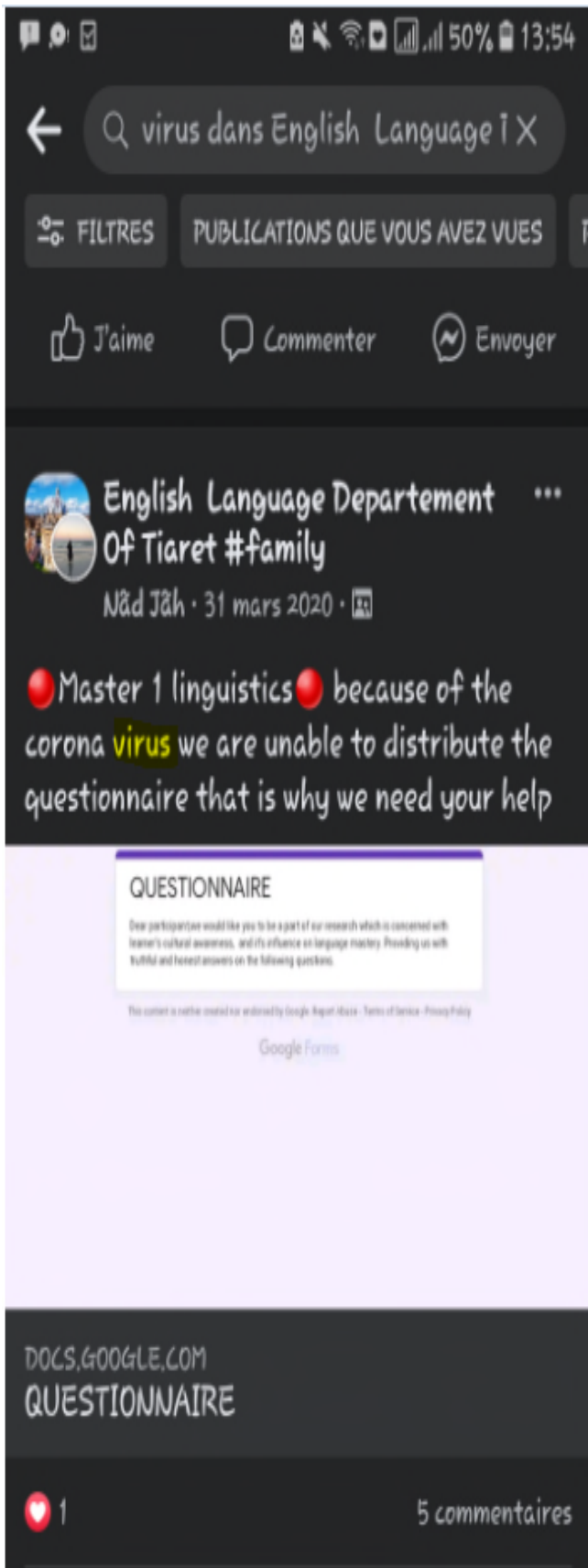


Appendix12

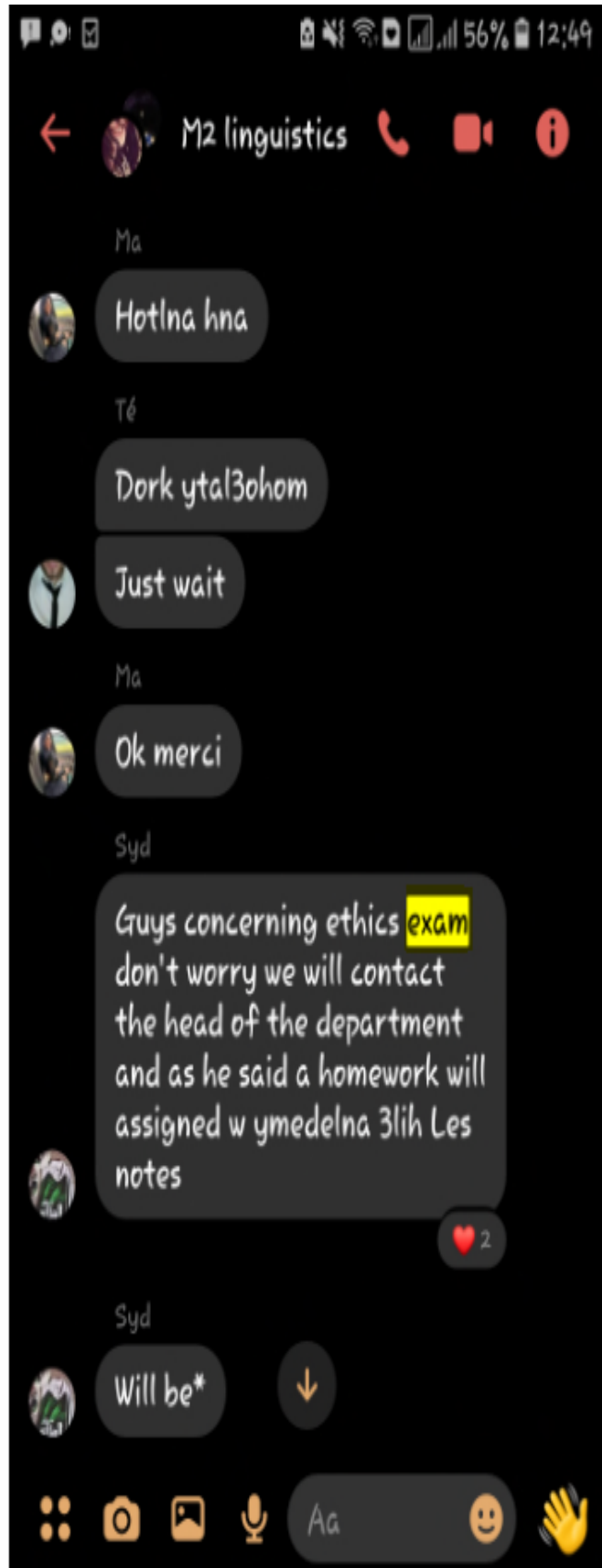


Appendix 13

## Appendices

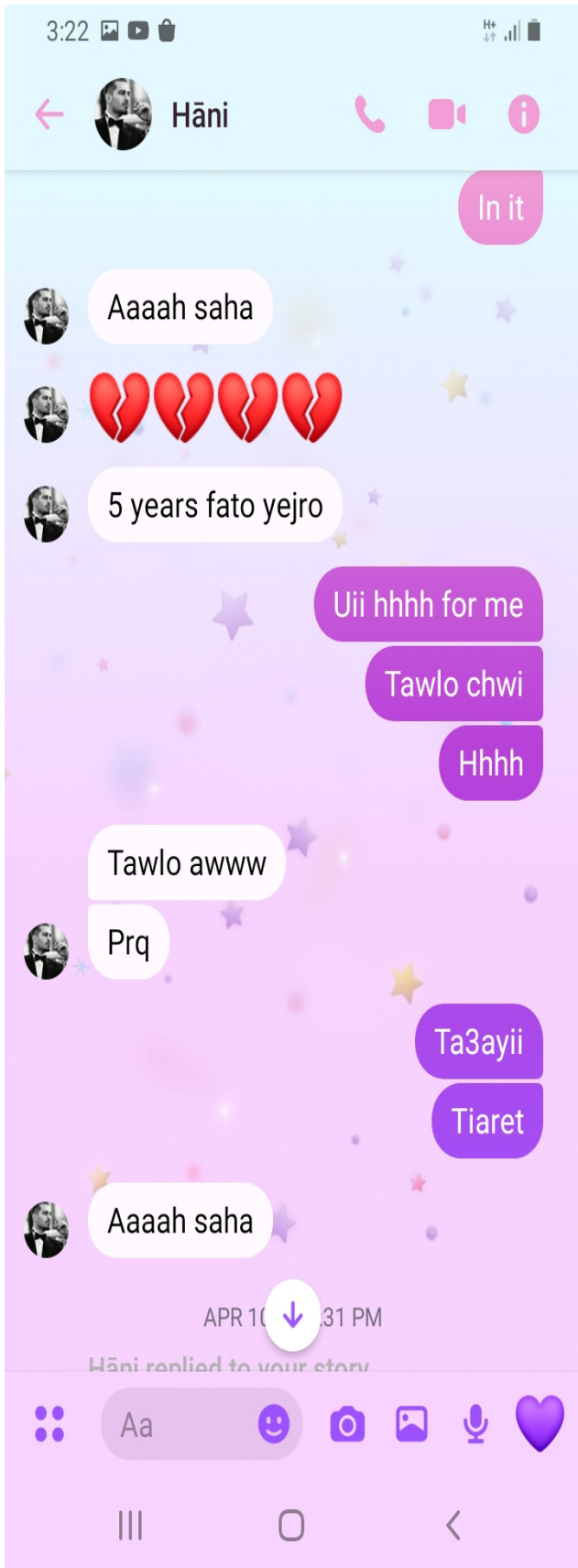


Appendix 14



Appendix 15

# Appendices

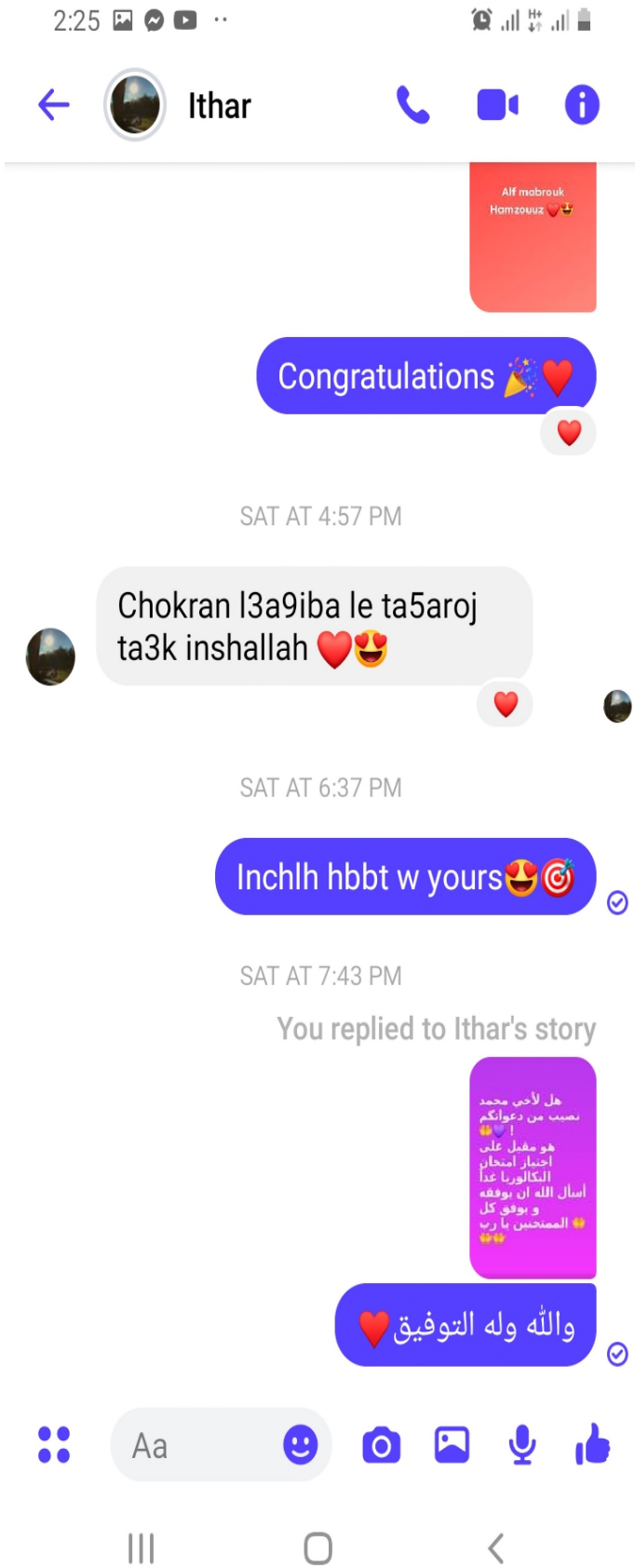


Appendix 16



Appendix 17

# Appendices



Appendix 18



Appendix 19

## Appendices

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Do we know actual full form of some words?

etc.

End of Thinking Capacity

### Appendix 20

COMPUTER

Common Oriented Machine.  
Particularly United and used under Technical  
and Educational Research.

### Appendix 21

PDF

portable document format.

### Appendix 22

VIRUS

Vital Information Resources Under Siege.

### Appendix 23

Wi-Fi

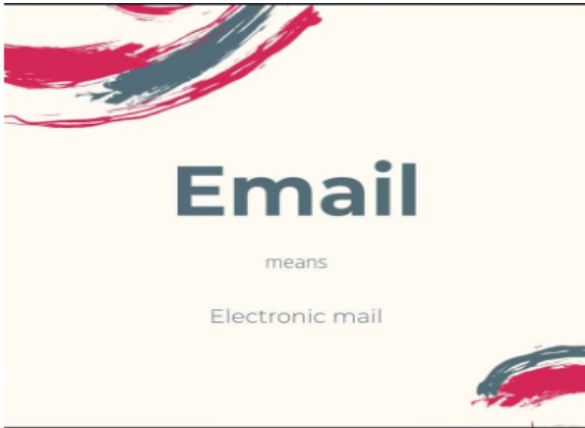
Wireless fidelity.

### Appendix 24



### Appendix 25

# Appendices



Appendix 26

Appendix 27



Appendix 28



Appendix 29



Appendix 30



Appendix 31

## Appendices



**Appendix 31**



**Appendix 32**



**Appendix 33**

**Appendix 34**

# Mapes and illustration

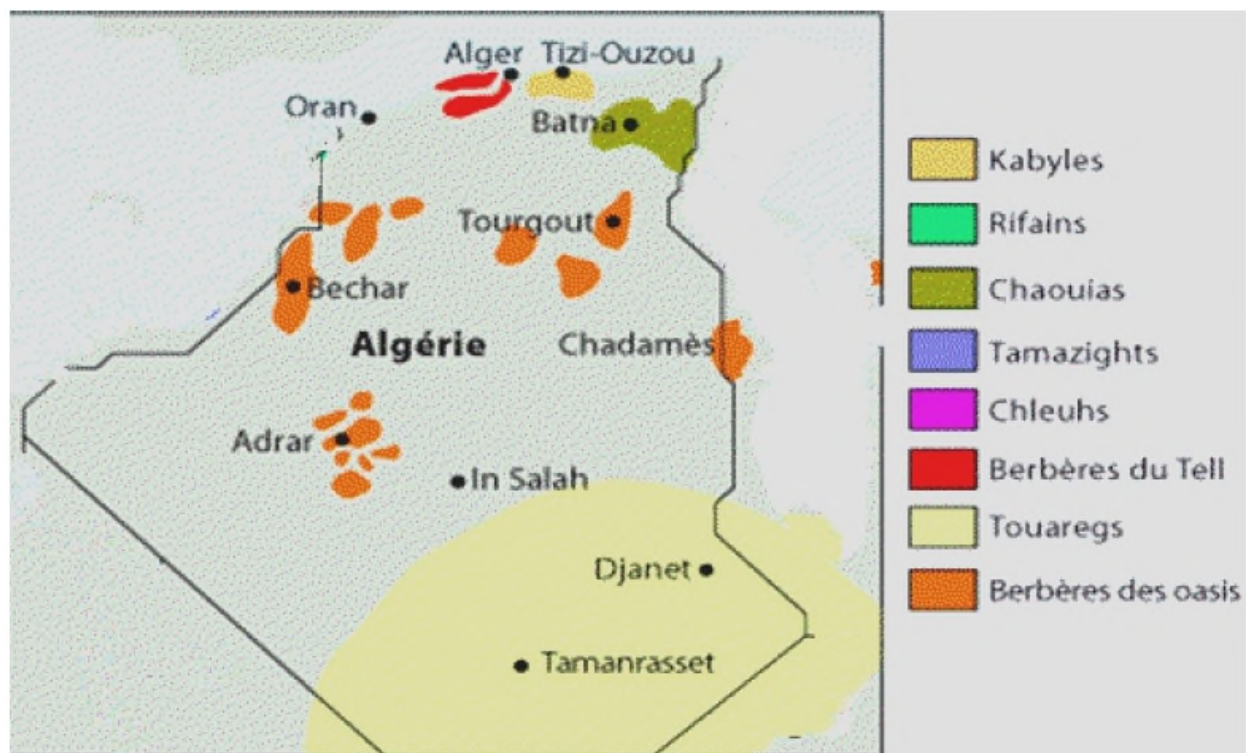


Map 1 The Borders of Algeria ([www.mappery.com](http://www.mappery.com))



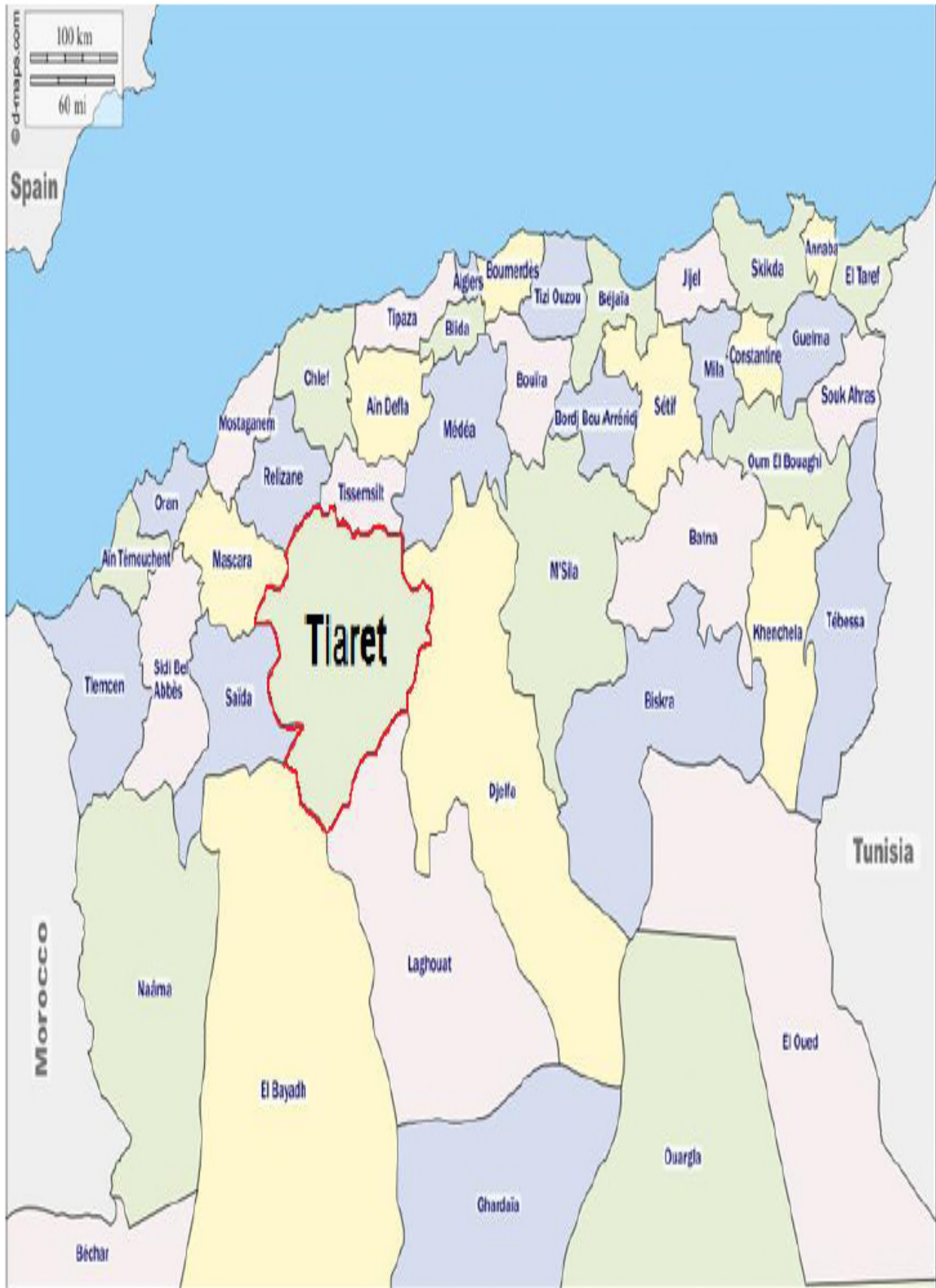


Map 2 The Ten New Wilayas in Algeria

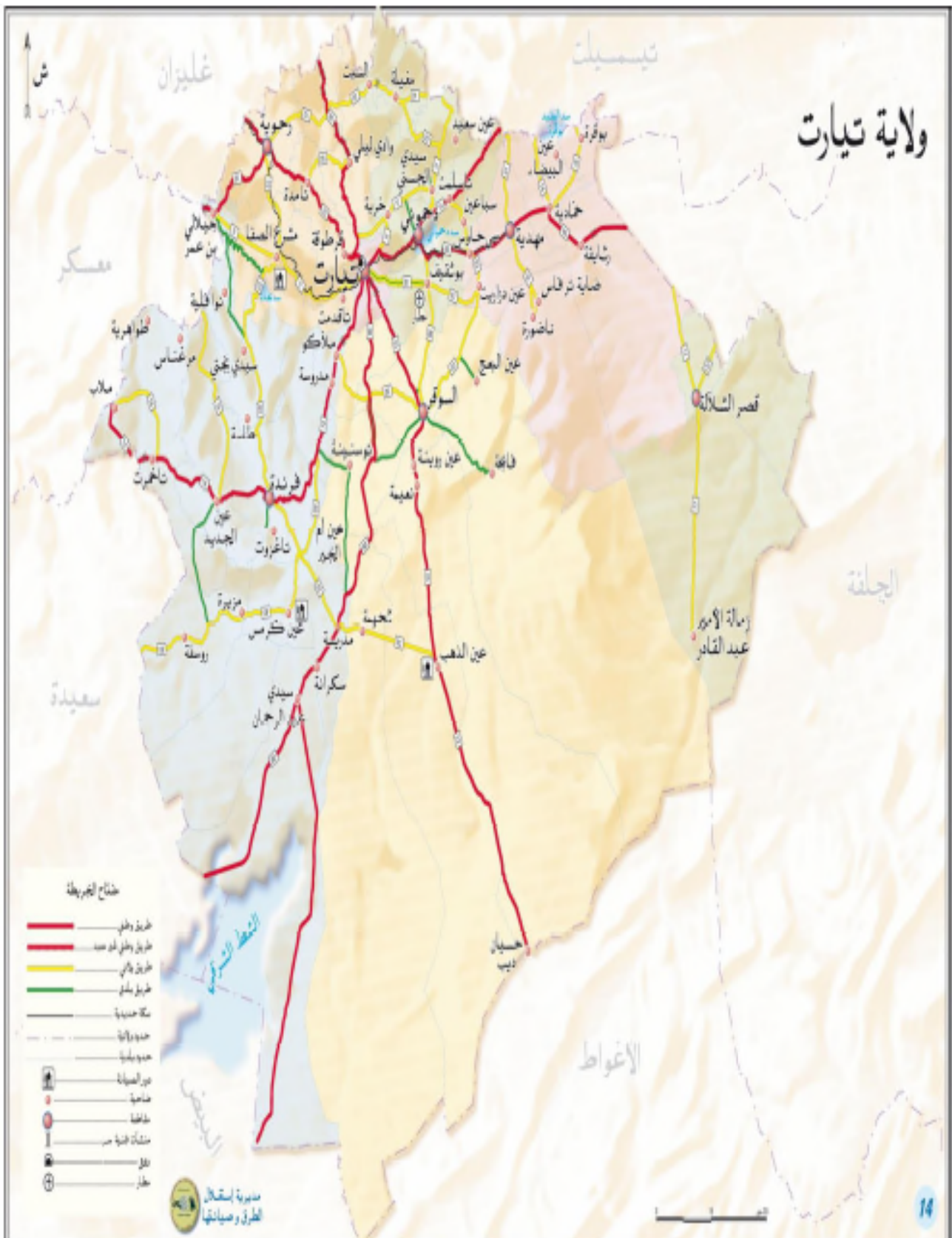


Map 3 Map of Berber Varieties in Algeria (Wikipedia)

## Mapes and illustration



**Map 4 Map of Algeria Highlighting Tiaret (Wikipedia)**



Map 5 Wilaya of Tiaret: Communes and Districts

## Questionnaire

This questionnaire is an integral part of our MA dissertation. It aims at finding out the different formative features within Facebookers' posts and comments in Algeria; precisely in EFL learners' linguistics practices in "English Language Department of Tiaret #Family" Facebook group. In order to reach the research aims, you are kindly asked to take part in this study by answering our questions.

**N.B:** Please! Tick (✓) the appropriate box (es) and give another suggestion if necessary in the provided space.

### Abbreviation and acronym:

**MSA:** Modern Standard Arabic, **ADA:** Algerian Dialectal Arabic, **CA:** Classical Arabic, **Ber:** Berber, **Fr:** French

### Personal information

1) **Gender:** Male  Female

2) **Age:** .....

3) **Academic degree:** 1<sup>st</sup> year  2<sup>nd</sup> year  }<sup>rd</sup> year  A1  A2

### Section one: Linguistic Baggage and Choice

1) **What is your mother tongue (variety)?**

Ber  MSA  ADA

**Others:** .....

2) **Which language variety (s) do you use most when interacting on FB?**

ADA  MSA  English  Fr

**Others:** .....

3) **Which language variety (ies) do you consider as the most prestigious on FB?**

ADA  CA  MSA  English  Fr

**Why?** .....

4) **Do you think that language in Facebook alone is enough to exchange messages with others that using written language on FB?** Yes  No

**If yes, it is because language...** is a part of identity  clears up intentions   
achieves successful communication  expresses attitudes

**If no, it is because of using...** symbols  emoticons  stickers  vocal messages

5) Do you consider emoticons as a way of communication? Yes  No

Could you give us some examples?

.....

6) Do you think that all people use the full form of any language variety in their FB account? Yes  No

If yes, because they try to... avoid misinterpretation  esteem others   
prevent language death

If No, would you please provide us with some examples?

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

7) Please! Would you give us some examples about the abbreviations or acronyms e.g. 'LOL' used by Facebookers?

.....  
.....

**Section two: Attitudes towards Language Use in the Facebook Group**

1) What is your preferred Facebook language?

English  Arabic  Fr  Ber

Others: .....

2) Do you switch back and forth from one variety to another in writing comments?

Yes  No

If yes, is it to:

Show your competence in understanding other languages  Fill gaps of conversation

Attract the attention of others  Convey new meanings in an enjoyable way

Others (specify).....

If No, it is because you... Reduce psychological reaction of the recipient

3) Do you type quickly enough when interacting with others on FB?

Yes  No

If yes, is it because you:

Reduce letters to words  Use symbols

Avoid long expression  Use emoticons more

4) Do you use new words while writing comments? Yes  No

If yes, would you mention them.....

.....

**If No, it is because you...** Do not know them

**5) Do you use numbers and letters while commenting on Facebook?**

Yes  No

**If Yes, how often?** Always  Sometimes  Rarely  Never

**If No, it is because you...** avoid misunderstanding  respect others

Encourage the using of formal language  do not know what numbers refer to

**6) How do you comment on Facebook posts which express your feelings, using words or just symbols?**

.....  
.....

**Would you provide us with examples?**

.....  
.....

**7) Facebook is as an effective tool to improve your skills in learning language.**

Strongly agree  agree  strongly disagree  disagree

**How?**.....  
.....

*Thank you for cooperation!*

*“We are entering a phase of global English which is less glamorous, less news-worthy, and further from the leading edge of exciting ideas. It is the ‘implementation stage’, which will shape future identities, economies and cultures. The way this stage is managed could determine the futures of several generations.”*

**(David Graddol)**